



# Zigen Fund Newsletter

For Grassroots Development in China

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## 为中国偏远农村贫困家庭留守儿童及孤儿新冠肺炎疫情应急筹款

亲爱的朋友们：

武汉周边农村三年级小学生王小红，和祖父母一起生活，父母长期在广州打工。因为疫情的影响，父母春节前回家后一直居家隔离，何时返城打工尚不可知，可一家人的开销全靠打工收入。马上就要开学了，虽然国家实行了九年义务教育，但孩子上学所需的交通费、餐费、文具都需要资金，怎么办呢？

贵州大山深处的苗族村落，姐弟俩跟着近七十岁的祖母一起生活，其中姐姐在县城的高中一年级，弟弟小学五年级。姐弟俩的父亲很早就去世了，母亲长期在浙江打工。因为疫情，母亲在春节后就没能外出，家里的积蓄已所剩无几了。孩子们即将上学，尤其高中一年的学费就要数千，开学了怎么办？她只有向亲朋好友去借钱。其实，这样的家庭还有很多。

在河北的某国家级贫困县，有一户人家父母离异，三个小孩跟着祖父母长大，父亲常年在外地打工，疫情后回家至今没有外出。面对家里的支出，三个孩子将要上学，怎么办呢？

这就是现在我们在中国的农村发现的最需要帮助的低收入家庭，他们所面临的最紧迫的问题。滋根在中国湖北、贵州、云南、河北等偏远农村支持近一百所绿色生态文明学校，学校里面的老师带着孩子们在劳动基地劳作、学习乡土文化、注重环境教育等。孩子们都盼望着早点回学校上学，可对于贫困家庭的父母来说，孩子上学的一些必要开支从哪里筹呢？

时至今天，新冠肺炎疫情还很严峻。我们在歌颂公益人的善良，在心疼一线医务人员的付出，也看到了武汉人的不幸与坚强。但我们不能忽视了这一群人：那些受疫情影响家庭经济陷入临时性困境的基层老百姓。于中国，抗击疫情是一场硬仗。于基层老百姓，抗击疫情时也面临一场生活的考验。

三十年来，滋根扎根中国农村，共同经历着贫困农民的努力和需求，也深刻了解到这次疫情使得城乡农民工和小企业几个月时间不能经营和赚钱；部分贫困户农产品出现滞销，影响其资金周转和收入；一些贫困生的家庭因当地防疫要求隔离或医学观察，导致父母不能外出工作；一些贫困生由于疫情取消了原定的勤工助学计划，家庭经济陷入了临时性困境。

这是一件非常紧迫而又必要的帮助：为家庭经济困难的学生顺利度过疫情难关，滋根基金会将从在 2—4 月开展捐资助学行动，以滋根的绿色生态文明学校为单位，结合在湖北、山西、河北、贵州、河南的疫情县和重点县，以家校村共建为契机，通过学校支持贫困家庭学生助学金扩展到支持受疫情影响家庭。

所筹善款我们会做到专款专用，将会以助学金、生活补助等资助资金的形式，全部发放到受到疫情影响的家庭和贫困生手中，保障学生们的正常学习生活。计划将向初中、小学生家庭给予每家 100 美元的资助，高中生家庭每家 200 美元的资助。筹款与资金使用情况也将定期进行公布。

疫情无情，但我们万众一心！

### 捐款方式

1. 邮寄支票捐款地址：136-61 41st Ave, #355, Flushing, NY11355. 抬头请写 The Zigen Fund。
2. 滋根 Paypal 捐款链接：<https://www.paypal.com/fundraiser/112574644767835624/charity/1404796>
3. Network For Good 捐款链接：<https://www.nfggive.com/donation/13-3518873>

### 联系方式

电话: 718-353-5700      邮箱: [info@zigenfund.org](mailto:info@zigenfund.org)

捐款请在备注填写“助学行动”或“疫情”，或 Email ([info@zigenfund.org](mailto:info@zigenfund.org)) 告知我们您的捐款是用于此次疫情下的助学行动。方便我们统计参与此次活动的善款总额，谢谢！

## Urgent fundraising for “left-behind children” and orphan children from remote rural poor families in China severely impacted by COVID 19 Outbreak

Dear Friends:

While China and the world rushes to contain and treat those directly affected by the COVID-19 virus in the urban cities, the livelihood of many in the rural poor are severely impacted by the near shut down of economic activities and transportations across the country. Children from these communities face the potential of losing their opportunity to continue their education, a dire consequence that would affect the their entire life.

Xiaohong Wang, a third-year elementary school student in rural areas in Wuhan, lives with her grandparents, and her parents have been working in Guangzhou for a long time. Due to the impact of the COVID 19 outbreak, her parents went back home before the Spring Festival. They don't know when they can return to the city to work. However, the whole family's expenses are supposed to be entirely dependent on the income from their work. The school is about to start. Although the country has implemented nine-year compulsory education, funds are needed for transportation, meals, and stationery required for children to go to school. What should they do?

In the Miao village in Guizhou, a sister and her brother live with their grandmother who is nearly 70 years old. Among them, the sister was in the first grade of high school and little brother is in the fifth grade of primary school. Their father died long time ago and their mother has worked in Zhejiang for a long time. Because of the COVID 19 epidemic, her mother was

unable to go back to work after the Spring Festival, and her savings were running low. Children need to go to school, and especially as the high school tuition fee for a year is several thousand yuan, what should they do when school starts? She had to borrow money from her cousin and friends. In fact, there are many families like them facing the same problem.

In a national poverty-stricken county in Hebei, there is one family with divorced parents, and three children who grew up with grandparents; the father works outside all year round. During this time, he hasn't gone to work since the COVID 19 outbreak. Faced with household expenses, what will happen to them since three children are going to school soon?



These are the low-income families with the most urgent needs, and they are facing the most pressing problems. Zigen supports nearly a hundred green eco-schools in remote rural areas such as Hubei, Guizhou, Yunnan, and Hebei, China. These Green Eco-Schools are co-sponsored with the UNESCO of China, where emphases are placed on environmental education and local cultural preservation. The participatory and lively approach was welcomed by teachers and students alike. With the sudden impact of the COVID-19 epidemic, these children are at risk of losing their opportunity to return to school.

To this day, the COVID 19 epidemic is still severe. We praise the kindness of civic-minded persons, we are also distressed by the dedication of the front-line medical staff, and we see the misfortune and strength of Wuhan people as well. But we cannot ignore this group of people: ordinary grassroots people who are affected by the epidemic and whose families are trapped in temporary difficulties. In China, fighting the epidemic is a tough battle. At the grass-roots level, the ordinary people are also facing a life test when fighting the epidemic.

For the past 30 years, Zigen Fund has always been rooted in the rural area of China, and it has experienced the struggles and needs of poor farmers together. During current hard time, Zigen realized that some small business owners and farmers would not be able to conduct any production activity for at least several months; some farmers could not sell their products, which caused cash flow stress and income decline; some low income families could not go out for work because of the quarantine policy; some students from the low income family could not keep doing the part-time work while studying due to the epidemic situation, which caused the family to fall into a temporary financial dilemma.

This is a very urgent and necessary help: For the students with family financial difficulties to successfully get through the epidemic, the Zigen Fund is launching a donation campaign from February to April. Taking Zigen's Green Eco School as the unit, combining the epidemic-affected counties and key counties in Hubei, Shanxi, Hebei, Guizhou, and Henan, the school's financial aid for poor families' students will be extended to support the families affected by the epidemic.

The funds raised will be used for special purpose and will be distributed to the families and poor students affected by the epidemic in the form of financial aid such as bursaries and living allowances to ensure the normal learning life of students. The plan will provide families with junior high school and elementary school students with a subsidy of \$100 each, and high school student families with a subsidy of \$200 each. Fund raising and use of funds will also be announced regularly.

The epidemic is ruthless, but we have millions of one heart!

### Donation method:

1. Donation check mailing address: 136-61 41st Ave, #355, Flushing, NY11355. Payable to The Zigen Fund.
2. Zigen Paypal Link: <https://www.paypal.com/fundraiser/112574644767835624/charity/1404796>
3. Network For Good Link: <https://www.nfggive.com/donation/13-3518873>

### Contact:

Tel: 718-353-5700

Email: [info@zigenfund.org](mailto:info@zigenfund.org)

For donations, please write down "Help Children" or "COVID 19" in the remarks, or email ([info@zigenfund.org](mailto:info@zigenfund.org)) to inform us that your donation is used for this support. It will allow us to conveniently count the total amount of donations for this event, thank you!

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## 目录 Table of contents

为中国偏远农村贫困家庭留守儿童及孤儿新冠肺炎疫情应急筹款信.....	1
Urgent fundraising for“left-behind children”and orphan children from remote rural poor families in China severely impacted by COVID 19 Outbreak.....	2
【乡村教育与发展议题】百万危机 —— 多达 100 万物种面临灭绝危险 生物多样性危机将使人类面临灭绝危险.....	5
Millions are in Crisis - As Many as a Million Species are At Risk of Extinction - The Biodiversity Crisis Will Put Humanity at Risk of Extinction.....	6
【学校教育】高处悬崖的文化守护者 —— 专访贵州榕江山顶苗寨高扒小学校长龙安吉.....	8
Protector of Culture on a High Cliff’s Edge.....	11
【乡村发展】中国滋根“乡村振兴：可持续发展人才培养”先后在浙江省两县举办.....	15
Zigen’s “Rural Revitalization: Sustainable Development Talent Training" has been held in two counties in Zhejiang Province.....	16
中国滋根实地走访浙江省德清县禹越镇学校，调研可持续发展教育开展情况.....	17
Zigen staff visited Schools in Yuyue Town, Deqing County, Zhejiang Province, to investigate the development of sustainable development education.....	18
村寨要发展，人是关键   云南省绿色基金会走访贵州榕江高岜苗寨 People are the key to village development   Yunnan Green Foundation visits Gaoba Miao Village in Rongjiang, Guizhou.....	19
共创可持续发展的绿色生态文明村项目进展 Creating Six Sustainable Green Eco-Villages Program.....	20
怀念黄汝斌先生.....	21
Special Thanks to the late Mr. Rubin Huang.....	22
【受益人的文章】进不去的城市，回不去的农村.....	23
Hard to live in the city, hard to return to the countryside home.....	24
【美国简讯】滋根三十年扎根中国偏远山村洛杉矶慈善餐会 Zigen 30th Year: LA Fund Raiser Lunch.....	26
【美国简讯】滋根参加联合国中国书会举办的 2020 春节联欢会 Zigen participates in the 2020 Chinese New Year party organized by the United Nations Chinese Reading Club.....	27
【美国简讯】杨贵平理事出席联合国妇女协会曼哈顿年度报告会 Zigen Chairperson Pat Yang attended the annual report meeting of the United Nations Women's Guild in Manhattan, New York.....	27

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## 【乡村教育与发展议题】

## 百万危机 —— 多达 100 万种物种面临灭绝危险 生物多样性危机将使人类面临灭绝危险

杨贵平, 张焕

### 来自五湖四海老师们的亲身经历

2016 年起, 中国滋根与北京师范大学中国民族教育与多元文化研究中心合作举办“共创可持续发展的乡村: 教师培训”, 到 2019 年近 4000 名九年义务教育阶段的老师参与了该课程的培训, 中国滋根支持建立近 100 所绿色生态文明学校。参训者来自贵州、云南、河南、河北等 10 多个省的 20 多个县。培训目的是培养老师们能将可持续发展相关的议题, 例如气候变化、生物多样性以及乡土文化等内容融入教学。在环境教育与课堂实践主题, 培训师请参训者说出他们眼看到、经历到的土地、水、森林的变化, 以下为当时的一些记录:

#### 山西新绛:

土地污染、板结、化肥使用过多、水土流失, 原来的粮食基地变成废弃的工业园; 因为轮胎厂的开工, 不仅土地污染, 空气也变得很难忍受; 原来可以谈情说爱、水都能喝的地方变成了垃圾满地、老鼠出没的地方, 这是我的家乡, 是我们的痛处。

#### 河北邢台:

小时候到处都是参天大树多, 有的古树两三人才能环抱, 有枣树、梨树、柳树……村子绿荫环绕, 现在树被砍伐做家具盖房子, 曾经作为神树被祭拜的古树被砍伐。

#### 河北丰宁:

以前在河里抓鱼、青蛙, 到野外放鸡、放猪、抓蚂蚱, 现在喷洒农药, 啥都少了; 以前地里种的东西挺多的, 高粱、玉米、稻子什么都有, 现在主产玉米, 以前的那些品种也没有种子留存, 想吃都种不来。

#### 内蒙古林西:

曾经森林里落叶腐败以后会长出很多蘑菇, 现在气候干旱, 树越来越少, 越来越稀, 想要采到蘑菇很难了。

#### 云南玉龙:

云南榿木是一种生长期长达百年的树种, 十分珍贵, 一棵树可以卖到五六十万。上世纪 80 年代以来, 遭到疯狂盗砍, 现存的云南榿木可以按棵来数, 十分危急。

贵州师范大学的黄苏燕老师感慨, “大家来自五湖四海, 遇到的问题原来一样!”



### 中国生物多样性面临的危机

云南省大理州农科所专家杨曙辉等人认为, 近些年来伴随着 GDP 持续、高速和粗放式增长, 我国农业生物多样性从农业环境到作物多样性、动物多样性到农田物种多样性都面临着严峻的情况。

资料显示, 在中国, 近半个世纪以来, 有 200 多种高等植物已经灭绝, 约 4600 种高等植物处于濒危状态; 全国生物物种数量正以平均每天新增一个濒危甚至走向灭绝的速度在持续减少。

诸多研究及大量实证均表明, 以鸟类、蛇类、昆虫、蚯蚓、线虫和蚁类等为代表的有益生物或害虫天敌种类和数量正快速缩减, 多样性逐渐丧失, 而以鼠类为典型的有害生物种群密度飙升, 一些农林重大病虫害此起彼伏, 危害加重。

一个物种的消失必将导致某一食物链断裂, 或进一步诱致或加剧其他 10-30 种生物的生存危机。伴随着结构单一化、集约化和规模化的生产经营和消费模式, 动植物种质多样性、遗传多样性和基因多样性正面临前所未有的挑战、威胁或危机。

## 百万危机是世界性的

2019年5月，来自50个国家的150名专家历时3年汇编《全球评估报告》草案，警告称：在人类已知的约800万种物种中，多达100万种物种，也就是世界八分之一的物种将在几十年内面临灭绝危险。研究报告揭示，除非采取紧急行动，以扭转植物、昆虫和其他生物的灭绝趋势，否则，生活在今天的人类以及野生动物及其后代都将面临灭绝危险。

自然崩溃的主要原因是将森林、湿地和其他野生景观转变为耕地、大坝水库和混凝土城市。草案显示，世界四分之三的陆地表面已经严重被改变，人类通过排放二氧化碳和传播入侵物种，不断摧毁我们赖以生存的生态系统。

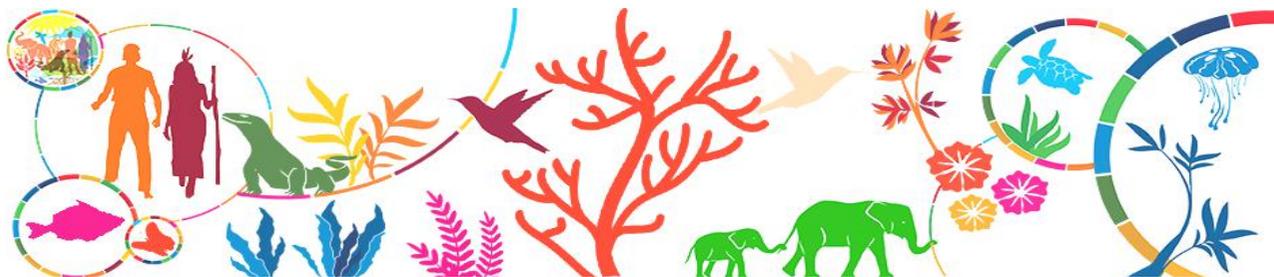
目前，大多数的注意力是在气候变化1.5摄氏度的全球控温目标，但对生物多样性面临灭绝危险缺少关注。必须要有改变，从保护个别物种和地区，转向消费和生产系统性的改变。

## 必须采取行动

根据生物多样性和生态系统服务政府间科学政策平台主席罗伯特·沃森所说，“我们正在以一种真正不可持续的速度丧失生物多样性，这将影响到当前和后代的人类福祉。如果我们不采取行动，人类将陷入困境，但我们可以采取一系列行动来保护自然，实现人类健康和可持续发展的目标。”

联合国秘书长古特雷斯说，从单个物种到整个生态系统，生物多样性对人类健康和福祉至关重要。我们饮用的水、食用的食物和呼吸的空气，其质量均有赖于自然世界的健康得以维持。他强调，我们必须迅速采取行动，扭转这些趋势，并推动转型变革。他敦促各国政府、企业和民间社会等所有各方采取紧急行动，保护并可持续地管理地球上的生命网络。

联合国《生物多样性公约》第十五次缔约方大会，将于2020年在中国昆明举办，该公约将确立新的20年目标，以取代2010年在日本爱知县达成的目标。



## Millions are in Crisis - As Many as a Million Species are At Risk of Extinction - The Biodiversity Crisis Will Put Humanity at Risk of Extinction

By Yang Guiping, Zhang Huan

**Rural teachers from all over China to share their personal experiences on environmental changes in their villages**

Since 2016, Zigen has cooperated with the center for

Chinese Ethnic Education And Multiculturalism Research of Beijing Normal University(BNU) to hold "Creating a Countryside of Sustainable Development: Teacher Training". By 2019, nearly 4,000 teachers from the



## Crisis for Millions of Species is a Worldwide Phenomenon

In May 2019, one hundred and fifty experts from fifty countries spent three years compiling a draft of the global assessment report. It warned that as many as one million species, or one in eight of the world's species, out of about eight million known to humanity, could become extinct within a few decades. Unless urgent action is taken to reverse the trend towards extinction of plants, insects and other living things, humans living today, as well as wildlife and their descendants, are at risk of extinction, the report reveals.

The main cause of natural collapse is the transformation of forests, wetlands and other wild landscapes into arable land, dam reservoirs and concrete cities. The draft report shows that three-quarters of the world's land surface has been severely altered, and that humans continue to destroy the ecosystems on which we depend on by emitting carbon dioxide and spreading invasive species.

At present, most attention is focused on the global temperature target of 1.5 degree Celsius climate change, but less attention is paid to biodiversity at risk of extinction. There has to be a shift from protecting the individual species and regions to a systematic shift in consumption and production.

## Something Must be Done

According to Robert Watson, Chair of the Intergovernmental Panel on Biodiversity and Ecosystem Services (IPBES), "We are losing biodiversity at a truly unsustainable rate that will affect the well-being of current and future generations. If we don't take action, humanity will be in trouble, but we can take a series of actions to protect nature and achieve the goals of human health and sustainable development."

UN secretary-general Antonio Guterres said biodiversity is critical to human health and well-being, from individual species to entire ecosystems. The quality of the water we drink, the food we eat and the air we breathe depend on the health of the natural world. He stressed that we must act quickly to reverse these trends and promote transformational change. He urged all parties, including governments, businesses and civil society, to take urgent action to protect and sustainably manage the network of life on earth.

The 15th Conference of the Parties to the UN Convention on Biological Diversity, to be held in Kunming, China, in 2020, will set a new 20-year target to replace the one reached in Aichi Prefecture, Japan, in 2010.

*Translated by Min Chang, Board Director, Zigen Fund.*

*Edited by Biklam Lee, Board Director, Zigen Fund.*

### 《滋根三十年人物故事》

## 高处悬崖的文化守护者

### ——专访贵州榕江山顶苗寨高扒小学校长龙安吉



龙安吉，男，生于1966年，18岁凯里学院大专毕业就参加工作，在自己的家乡高扒收拾牛圈办起了学校，人称“牛圈校长”，他腾出家中房间无偿给远路学生居住，还捐出自家木材建校舍，在教师岗位一干就是三十多年。他撬动多方力量，保住了学校，他还在为本民族的文化能够得以传承而不懈努力。2013年获“桂馨·南怀瑾乡村教师奖”，2016年入围“马云乡村教师奖”。三十多来，龙安吉一直坚持不让一个山里娃辍学。

高扒，全镇唯一的苗族村子，位于风景秀丽的山顶。据说很久以前这里叫“乌登”，因为苗族没有文字，这里的地名说得出来却写不出来。解放后明确行政区划，乌登没有人在场，考虑这里人们住得高，又是悬崖上，“悬崖”的侗话读“扒”，于是这里就被写成“高扒”，意思是“高处的悬崖”。

为有着 200 多名学生、服务 1500 多村民的乡村学校不受撤并而努力；龙校长动员村里的乡土艺人给学生上民族文化课，有寨子里的老人、有教苗歌的妇女；积极奔走向社会各界寻求资源，为家庭贫困的学生提供助学支持，为学校引入文体图书器材、常用医药，修建食堂、改善学生伙食和寄宿生活条件；他还带领老师学习上网、开通微博，让大神深处的苗寨学校与外界保持连通。

一所好的乡村学校，不仅要关心学生点滴，还需连接村寨，也要连接社会，整合不同的资源，来为村寨、村民、学生服务。龙安吉校长毫无疑问是一个能够坚持到底、服务家乡的优秀乡村学校校长和教师。

*(2013 年首届“桂馨·南怀瑾乡村教师奖”推荐词)*

八十年代前，全村没一人识字，连一封信都要请外地人念！村里有史以来没学校，全村苗族孩子全当放牛娃，1984 年我刚念完书回到家，主动找到村长召集村民大会，要改变贫穷落后面貌，须掌握文化和科学知识，不能让我们的子孙后代再当文盲。村长说：“小龙，我们村处在深山里，一没学校，二不通路，城里的秀才请不来；要是你能当我们村第一任老师那多好啊，我将代表全村人民感谢你”。当时我很想到城里去发展，但村里有那么多孩子没老师上课，耽误一届学生影响的是一代人的文化素质，就决定留下来教学生。当时村里的房产只有唯一的一间集体建的牛圈，就以牛圈当教室吧！路远的学生就住在我家，多的时候有六十多人。从此，高扒村就有了自己的第一所小学。

山里的放牛娃第一次听到报名上学，第一届有 13 名学生报到。没有桌椅，号召学生从自家带来高矮不齐的桌椅来用，架板子当课桌，石头当凳子；带学生清理牛圈教室里的牛粪，打扫卫生，学生乐得像猴子游花果山一样蹦来跳去。斯是陋室，师生们乐在学习中。开始教学生懂礼貌，习执笔，学识字。有的家长也跑来听课，跟自己的孩子一起上课。最早只有男生来上学，后来经过动员宣传和国家政策的普及，越来越多的女孩走进这所学校。

学生来了，住宿是个问题，高扒村分为 10 个自然寨，最远的六组距学校有 8 公里，学校没宿舍怎么办？为解决住校生的困境，我就跟家人商量腾出自己家的三间木房给学生住，直到新校舍建起孩子们才搬进漂亮的学校。

高扒小学的老师们是在非常困难的情况下进行教书育人的工作。教学器材奇缺，学校没有任何体育用具，体育课只能是做做操，跑跑步，跳跳舞。一副教学用的三角板和一块量角器，还是老师们自己用木板做成的。学校没

有球场，只有正在新建的教学楼旁边有块平地。平地边上，虽然也立着一个篮球架，但地方实在太小了，还没有普通标准球场的一半大。别说是没有球，即便是有球，球也很容易就掉到远远的山脚下。学校也没有厕所，原来破旧的厕所，经过今年年初的那一场大雪，已经完全不能再继续使用了。（胡志鸿，2003 年）

我们在阴暗潮湿的牛圈里度过了十三年，送走了一批又一批学生，在牛圈里读书考取大学的学生有 9 个，龙再忠，贵州大学；龙见花，海南大学；龙敏，西北大学……他们的名字我一个个记得真切。最难忘牛圈上课的岁月。

牛圈学校由于时间较久已成了危房，容纳不下这么多学生，当时国家财政困难没钱投入，为改变办学条件，我们想办法自力更生。我自己带头先捐出我家 20 个立方的杉木，加上全村捐献的 10 多方，在群众投工投劳下从建起了高扒全村最漂亮的木房，高扒小学从此告别了以牛圈当教室的岁月。



高山上的孩子 Child on the mountain

1995 年第一次接触滋根，并从此开始成为了滋根的一名义工，与滋根的交情一晃二十余年。当时，高扒还不是完小。因为教育局的推荐，滋根通过女童助学项目来到高扒“牛圈学校”，这里没有一名女孩儿曾经上过学、识过字，滋根当时要做的，就是支持当地贫苦的女孩上学。

滋根是 2001 年秋季开始资助这所学校的，每学期资助 30 个贫困女童读书。在接受资助以前，学校的女生入学人数很少，每学期平均只有 2~3 人，被人称为“和尚小学”。滋根的资助极大地改变了这种情况，现在，在学校的 118 个学生中，女童的人数达到 67 人，超过了男学生的人数。2002 年入学，今年读二年级的那个班，全班 28 人中竟然有 20 个是女学生。这倒不是高扒群众已经从“重男轻女”变成了“重女轻男”，而是那些过去没有能够读书的超龄女童，现在到学校里去补织那些逝去了的梦。

*(胡志鸿，2003 年)*

坦白地讲，滋根工作人员来到高扒，我觉得是一个千载难逢的机会，能够支持女童上学，帮助改善村寨重男轻女的现状，为村寨带来切实地帮助。一直到今天，滋根仍在支持高扒村内女童、学生上学，与此同时滋根也从单纯的资助扩展到了帮助学校改善办学条件、推动环保节柴灶、支持民族文化遗产和开展教师培训等。



高山上的女孩子 Girl on the mountain

多年的接触相处下来，我被滋根的理念影响打动，尤其在思想上，向滋根学习不求名利做贡献，“哪里有困难就要到哪里”。滋根所做的是“爱心正能量，真情满人间。”尽最大努力帮助中国最贫困地区的弱势群体解决急需的问题。

在学校，我们一方面抓好汉语教学，一方面在中国滋根等公益组织的长期支持下，为抢救和传承我们本民族的灿烂文化，坚持乡土文化进课堂，让学生在校园里学习苗族古乐器（芦笙、瓢琴、铜笛），还教学生歌舞传说等。

### 文化是我们的根

随着教学的深入我越来越意识到一个问题：我们一直在学校教孩子写字、学习现代知识，那么，我们自己的民族文化怎么办？孩子们知道我们生养于此的一切是怎么来的吗？比如我们的历史、歌谣、舞蹈、服饰、建筑、信仰、农业生产，乃至风俗、生活习惯等。从课本、现实生活和其他媒介看到这么多自己没有的“花花绿绿”，他们还能够自信吗？

我们属于贵州都柳江苗族支系，苗族没有文字，祖先的文化历史都以古歌、故事、乐器弹唱等形式进行传承，古歌叙述祖先迁徙的艰苦历程、庆祝五谷丰收、喜迎重大节日、举行宗教仪式、鼓舞战士出征等，涉及天文、地理、

宗教、建筑、科学、气候等等，苗族古歌被称为“百科词典”，从我们的祖先一代代传唱至今。但是，现在会的人越来越少，如果失去这一切，我们还称其为“我们”吗？祖先积淀几千年五彩缤纷的民族文化的我们不能在我们这一代消失。几十年的教育工作中，我也观察到：

农村孩子1至4岁在父母身边还学不完本民族母语，从5岁开始离开父母进入学校强化学习汉语语言文字一直读到大，她们离开家乡，离开本土文化的熏陶，在外读书、工作、打工到老，造成了乡土文化严重失传。

随着工业化和城市化的延伸，每天有上百个传统村庄在消失；撤并学校集中办学，师生撤走；青壮年打工，村寨精英和领头人流入城市淘金，村庄只剩留守老人，村寨文化和农耕文明呈现荒凉景象。

### 学校教育 with 民族文化合一办学

1990年，我教音乐课时，原计划教的是校园儿歌，全班学生一致要求教唱苗歌。从那一节课开始，乡土文化进课堂轰动了全村，在学校还能学到本民族的传统文化，很多家长就支持送女童上学，女生逐年增多，直至适龄女童全部入学。



龙老师的学生 Mr.Long's students

学校利用音乐课和课外开设有苗歌、芦笙、铜笛、瓢琴四个兴趣课程，作为常设课程一直办到现在。我们动员村里的歌师，包括女歌师来学校教授；也支持学生参与村寨的文化活动。

学校把乡土文化和国家主流课程合一推广，学生接受了与自己的日常生活实际贴近的乡土文化的启蒙，形成了

乡土和民族的认同，学生心中有根，走到哪里都有一个“家”，而我们的民族文化的“根”也保留下来了。民族文化得到传承的同时，也成为我们学校独有的一张名片。

在各界的关注下，高扒苗歌班在 2011 至 2013 连续 3 年被邀请到北京参加央视公益节目演唱，为中国贫困地区学生募捐善款。同时得到了娃哈哈集团、香港雁心基金会和本地地政府部门的关注，捐资 200 多万元在深山苗寨建起了两栋漂亮的教学楼和学生宿舍，有利地改善了学校的基础条件。此外，还有各高校大学生组团到苗寨学校考察苗族文化和支教。

中国滋根二十余年持续支持我们学校。从资助女童入学，后来扩展到民族文化进校园、村寨环境卫生改善、图书文体器材、女童健康培训、代课教师补贴、教师培训等，给予学校多方位的大力支持。这些投入不仅使得学校最终得以保留，而且促进了学校的整体发展，也为高扒学校和村寨的文化抢救、传承和发展做出了巨大贡献，真正体现

了教育促进可持续发展。

国学大师和文化学者南怀瑾先生曾说：“一个国家灭亡了可以重建，最可怕的是一个国家和民族自己的根本文化亡掉了，这就会沦为万劫不复，永远不会翻身。”我个人认为，中华文化丰富多元，抢救民族文化仅靠民间点滴传授力量很微小，因地制宜、将本土优秀的文化引进校园作为学校的必修课，从中小学就开始普及，是非常重要的策略。

随着政策的改变和时代的变化，滋根的项目重点发生调整，不断通过创新更好地帮助需要的群体，作为这些改变的参与者，我们不仅受到了滋根的支持，也见证了滋根的成长。

滋根的杨贵平老师曾经说过“有钱的出钱，有力的出力”，讲起自己多年愿意参与滋根项目走村串寨做事情，滋根大家庭对于乡村教育和发展的执着让我与滋根二十余年的缘分更为坚定，这缘分必将更加深远。

### 【 Zigen people's stories over 30 years 】

**Note by editor:** The year 2018 is the 30th year of Zigen's establishment. During these 30 years, we have encountered lots of people with distinctive personalities and extraordinary endurance, with countless colorful stories happening. We believe that there are no acquaintances without the destiny and there are no stories without the reasons. We will demonstrate 30 years of adventure. 2018 年是滋根创立的第三十个里程碑，三十年的风雨，期间我们遇到了很多人，他们性格鲜明，艰苦卓绝，无数色彩斑斓的故事便在这条长河里发生。我们相信，没有无缘无故的相遇，也不会有无缘无故的故事。我们将通过系列人物的故事来向您展现这风雨兼程的三十年。

## Protector of Culture on a High Cliff's Edge

- Interview with Principal An-Ji Long from Miaozhaigaopa Elementary school, top of Rongjiang Mountain, Guizhou



**Character Profile:** After graduating from Kaili College, he

started to work at the age of 18, and established a school inside a lair in his hometown. People called him “Principal of the Lair”. He emptied the spare rooms for students who lived far away without charging any fees, and even donated his own wooden materials to build the school buildings. He has put his effort into this teaching role for more than 30 years and aligned with lots of stakeholders to keep this school. He has also continuously endeavored to pass down our national cultures. In 2013, he was awarded “Teacher of Nanhuijing Village, Guixing”. In 2016, he was nominated to the honor of “rural teacher of Ma Yun Village”. During these 30 years, An-Ji Long insisted on not letting a child give up the school work.

**Gaopa**, the only Miao village in the entire township, is located on the top of a magnificent mountain. There's an old

saying that this place is called “Crow’s Ascent” a long time ago, when the locals could speak out the name of this location but couldn’t write it down. After liberation, the administrative district called this area Gaopa, local dialect for “high cliff”. This is because no one lived in this area and it was on a cliff at a high altitude.

Principal Long has exerted great effort for this rural school which serves more than 200 students and 1500 residents. Principal Long mobilized artists in the village to teach ethnic culture to the students. Those artists are composed of the elderly in the village and women teachers of Miao songs. He has proactively sought social resources in order to support the poor students, to introduce books, common medical instruments and cafeteria reconstruction and to improve daily meals and dormitory living standards. He even led those teachers to learn Internet surfing and WEIBO registration, allowing this Miao village school deep in the mountains to maintain connection with the outside world.

An excellent rural school not only is concerned about students’ lives but also connects the village with the society and integrates various resources to serve the village, residents and students. Undoubtedly Principal An-Ji Long is an excellent principal and teacher with perseverance and a mindset of serving his hometown.

*(Recommendation essay at “Teacher of town Nanhuaijing, Guixing” in 2013.)*



**Unforgettable cow pen classroom**

In the 1980s, no one in the village could read a word and the village even needed outsiders to read a letter. There was no school in the village and all the Miao children were regarded as vagrant children. When I completed my study in 1984 and returned home, I proactively reached out to the village head to hold the conference. To change the situation of poverty and backwardness, we need to master the culture and scientific knowledge and cannot allow the new generation to be illiterates. The village head said: “Little

Long, we are located in a remote mountain. We don’t have school and roads. Those urban teachers won’t come here. It will be great if you could be our first teacher. I will really appreciate your help on behalf of the whole village.” At that moment, I was originally planning to work in the city. However, I was concerned that without teachers’ guidance those kids won’t be educated, which would deeply influence the whole generation. I decided to stay here and teach them. The only village asset is the collectively-built cow pen. We thus decided to utilize this pen as our classroom. Those students who lived far away could stay in my house. The maximum number of students was more than 60. Since then, Gaopa village has had its first school.



When those vagrant children first heard of school registration, 13 students were registered. Since there are no chairs and tables, we summoned students to bring their own chairs and tables. We also utilized some boards as tables and some stones as the chairs. We also brought students to clean up the cow dung in the pen. Those students were quite excited and jumped like the monkeys in the Huaguo mountains. Though the classrooms were simple, the teachers and students had lots of fun in learning. We started to teach students the etiquette, writing and recognizing characters. Some parents also came to listen to the lessons and learned with their children. In the beginning, only boys came to school. Later on, with the mobilization, publicity and the universalization of national policy, more and more girls entered this school.

Since more students came, boarding became a problem. There are 10 natural villages but the furthest 6 is a long distance of 8 kilometers. What should we do with the lack of dorms? To solve the difficulties, I negotiated with my family to empty 3 more wooden rooms for those students until the new dorm was built up. Those children eventually could move in to a new and beautiful school.

Teachers at Gaopa School teach and work in very difficult conditions. We lack teaching and sports equipment. What we could do in the sports course is stretching, running

and dancing. Even the triangle rulers and protractor are manually made by our teachers using the wood boards. Of course there is no sports field in the school, but only a flat area besides the school building. Though there is a basketball stand, the area was is too small and doesn't even cover the half of a standard court. Not to mention about the balls, which easily fall to the bottom of the mountain. The school doesn't have toilets. The original ones were broken following the serious snow disaster that happened in the beginning of this year. (Zhi-Hong Hu, 2003)

We've stayed in this dark and humid cow pen for over 13 years and sent batches of graduated students. There are 9 students who have been admitted to the universities: Zai-Zhong Long to Guizhou University, Jian-Hua Long to Hainan University; Ming Long to Xibei University...etc. I remember their names and could not forget moments we studied in the lair.

The cow pen school became a dangerous building as time passed and couldn't accommodate so many students. Since our country had fiscal difficulties at the time and couldn't invest in our reconstructions, we managed to improve the school management by ourselves. I first donated 20 cubic meters of my own cedar wood. With additional 100 thousands yuan and labor donated by the whole village, we were thus able to build up the most beautiful wooden house in Gaopa village. Since then, Gaopa School has officially said goodbye to the lair classrooms.

I first contacted Zigen in 1995 and then became one of the volunteers for Zigen from then on. Twenty years ago, Gaopa was not a complete elementary school. Due to the recommendation from the Education Bureau, Zigen came to this Gaopa "Cow Pen School" through the girl children's scholarship program. There were no girl children who had gone to school and learned to read. The main task for Zigen is to support studies of local girl children from poor backgrounds.

Zigen has sponsored this school since the autumn semester of 2001. Every semester Zigen has sponsored 30 poor girl children to study. Before accepting the sponsorship, the school had only averaged two to three girl children in every semester. The school was known as "Monk Elementary School".

Zigen's support has greatly improved this condition. Nowadays, the number of female students has reached up to 67 and even exceeds the number of male students within the whole of 118 students. In the class of 2002, there were 20 female children in a 28-student class under those who studies second grade. This is not because Gaopa residents' attitudes have changed from "men are superior to women" to "women are superior to men". The exact reason is that over-aged female

children who had less study chances in the past now participate in the school to fulfill their dreams. (Zhi-Hong Hu, 2003)

Frankly speaking, it's a golden opportunity for Zigen to visit Gaopa. They are able to support studies of girl children and improve the local stereotype that men are superior to women, which brings practical help to the village. All the way to the present, Zigen has still supported girl children and students to go to school. At the same time, the assistance has been extended to help the school with improvement in school conditions, promotion of environment protection, and support for legacy of ethnic culture and the launch of teachers training.

After yearly engagement, I was influenced by the ideals of Zigen, especially its ideology. I learned the unselfish donation and to "go wherever there are difficulties." Zigen's work is precisely "love is positive energy, true love is full of people." Zigen has done its best to help address the urgent issues facing the poorest groups and the poorest areas in China.

On one hand, we learned Chinese well in the school; on the other hand, in order to rescue and inherit the splendid culture of our nation, we must adhere to the local culture into the classroom, and let students learn the Miao ancient instruments (lusheng flute, qin, copper flute) on the school campus, and teach students song, dance and legends.



### Culture is our root

As my teaching deepened, I gradually became aware of a problem: we've been taught how to write and learn contemporary knowledges in the school; nevertheless, what have we done with our own ethnic culture? Do our children know where they were born and raised? -- there are some examples: our history, songs, dances, costumes, architecture, beliefs, agricultural production, traditions and hobbies ,etc. Can they still be confident after seeing lots of fashionable things from the textbooks, real life, and other media?

We belong to Liujiang Branch of the Miao ethnic group in Liujiang, Guizhou Province. The Miao have no written language. Our ancient culture and history are inherited by old songs, stories, and instrumental songs which describe the tough progress of our immigrant ancestors, celebrate great harvest and important festivals, inspire warrior expeditions, etc, and also involves astronomy, geography, religion, architecture, science, climate, etc. Old Miao songs are called “encyclopedia” since we’ve sung them for many generations. However, fewer and fewer descendants know how to sing them. If we have lost all of this culture, can we still call ourselves “us”? Thousands of years of ethnic culture accumulated by our ancestors have disappeared in our generation. Through educational work over more than a decade, I’ve also observed below conditions: rural children aged one to four years old still haven’t learned their mother language. Beginning at five years of age, they leave their parents to learn Mandarin Chinese until university stage. Afterwards, they leave their hometown and local culture to study and work until old age, which causes serious loss of cultural inheritance. With the development of industrialization and urbanization, hundreds of traditional villages disappear every day. Some schools are merged and teachers and students have to join another school. The young adults and elites in the village go to the city in order to earn more money and only the elderly stay in the hometown, which leads to loss of village culture and agricultural civilization.

### **Integration of formal education and ethnic culture in a school**

In 1990, while I taught music courses, I was planning to teach children’s songs but the whole class requested the teaching of Miao songs. After that course, the introduction of local culture into the classroom became well known in the village. Most parents also sent female children to the school since they could even learn the traditional culture of their ethnic group. The school then opened four selective music courses for Miao song, lusheng lute instrument, copper flute, and lyre. We invited singers to the village, including female singers, to teach in the school. We also supported those students to join some cultural activities in the village.

The school has simultaneously promoted rural culture and formal education. Students drew more inspiration from their local culture, which created their recognition of village and ethnicity. While the students’ minds are rooted in their hometowns, they can have a “home” wherever they go. As a result, the roots of our nationality can be passed down. At the same time when the ethnic culture is transmitted, it has also become a unique name card of our school.

With the attention from the society, the Gaopa Miao song class was repeatedly invited to participate in CCTV non-profit performances in Beijing in 2011-2013 and even raised funds for the poor students in China. At the same time, the school received attention from Wahaha Group, United Hearts Youth Foundation Ltd. (HK) and local government, who donated more than RMB 2 million to build up two beautiful academic buildings and student dormitories, which greatly improved the basic conditions of the school. In addition, college student groups from various universities even visited the Miao villages to study Miao culture and to aid education.



**On the way to the home visit**

Zigen has continually supported our school for more than 20 years. It started from sponsoring scholarships for girl children and has extended to include support for ethnic cultural heritage, improvements in the rural environment, books, equipment, healthcare training, supplements for substitute teachers and teacher training. These inputs not only have enabled this school to survive but have also promoted its development and greatly contributed to cultural preservation. The development of Gaopa school and this village truly demonstrated that education enhances sustainable development.

The famous educator Huai-Jing Nan once said that “A nation can be reconstructed after being subjugated; however, if the rooted culture of a nation and an ethnicity disappear, it would result in an irreversible catastrophe.” In my opinion, I believe that Chinese culture is rich and diverse, so it’s not enough to merely rely on local people to rescue their culture. Therefore, introduction of the excellent local culture into the school campus starting from primary school is also a very important strategy.

*Translated by Jocelyn Yu, comes from Kaohsiung, Taiwan. Currently work in technology corporation in Shanghai. In her leisure time, she prefers to explore the city by bike. She also likes to make new friends all over the world.*

*Edited by Solo Tung, Communications Manager, Zigen Fund  
Second Edited by Biklam Lee, Board Director, Zigen Fund.*

【共创可持续发展的绿色生态文明村】

## 中国滋根“乡村振兴：可持续发展人才培养”先后在浙江省两县举办



浙江省湖州市德清县培训学员合照



浙江省宁波市宁海县前童镇培训学员合照

以“共建可持续发展的绿色生态文明村”为主题，围绕新时代乡村振兴与乡村可持续发展重要议题，中国滋根“乡村振兴：可持续发展人才培养”分别于11月4日、11月11日在浙江省湖州市德清县禹越镇三林村、宁波市宁海县前童镇成人中等文化技术学校开幕，培训活动与德清县新时代乡村振兴与乡村可持续发展专题报告会、宁海县前童镇全民终身学习活动周紧密联系起来。禹越镇10个行政村、前童镇17个行政村以及宁海县10多个乡镇成人教育学校的主要负责人和代表参加培训。

培训由中国滋根、中国成人教育协会、中国农业大学中国农民问题研究所联袂合作，并得到了德清县教育局、禹越镇人民政府、禹越镇三林村村民委员会以及宁海县教育局、宁海县农业农村局、前童镇党委政府等的大力支持。

中国滋根罗义贤会长在培训中介绍了中国滋根开展精准扶贫、服务乡村振兴的项目开展情况；中国滋根首席专家杨贵平老师着重介绍了在“以人为中心可持续发展”的框架下开展“乡村振兴：可持续发展人才培养”、“共创可持续发展的乡村：教师培训”课程开发和全国推广的情况，呼吁大家在“经济活力、社会公平、环境责任、文化多样性”的框架下思考可持续发展问题，杨老师还担任主要的培训师。

培训相继邀请到中国农业大学中国农民问题研究所朱启臻教授、中国农业大学社会学系何慧丽教授、北京社会科学院韩嘉玲教授、浙江省人民政府咨询委员会委员顾益康先生、浙江农林大学教授马军山、四川省成都市武侯区玉林街道玉林东路社区党委书记杨金惠女士等专家学者，对“乡村振兴战略与乡村产业融合发展”、“基于乡村价值的乡村振兴”、“成都社区治理体系建设的基层实践”、“乡村振兴进程中的文化复兴”等内容进行专题报告和分享。

培训围绕“以人为本的可持续发展”、“乡村环境与发展”、“乡村经济的综合发展”、“乡村治理促进可持续发展”、“乡村文化与可持续发展”、“终身学习与乡村成人教育”等6个专题展开，采取参与式培训方式。已于2018年参加在中国农业大学举办的首届“乡村振兴：可持续发展人才培养”的德清县职业教育与成人教育科张立淼科长、宁波市教育局职业教育与成人教育教研室胡家臣副教研员还分别担任了其中的部分主题。

中国滋根业务指导和合作单位中国成人教育协会常务副会长兼秘书长张昭文老师也专门前来观摩培训，并给予高度肯定。



学员分组讨论 Group Discussion

**乡村振兴，人才振兴是关键！**中国滋根和中国农业大学朱启臻教授团队合作开发“乡村振兴：可持续发展人才培养课程”，采用“参与式”培训方法，密切结合学员的生产生活实际，增强学员们乡村可持续发展主题的知识、态度和技能，培养参训者能将本课程内容运用到本乡本土中去，并采取行动参与到乡村可持续的发展进程中。

### **[ Jointly Building a Green Eco Village for Sustainable Development ]**

## **Zigen 's “Rural Revitalization: Sustainable Development Talent Training” has been held in two counties in Zhejiang Province**

With the theme of "Jointly Building a Green Eco Village for Sustainable Development", focusing on the important issues of rural revitalization and sustainable development in the new era, Zigen's "Rural Revitalization: Sustainable Development Talent Training" opened on November 4 and 11 in Sanlin village, Yuyue Town, Deqing County, Huzhou City, Zhejiang Province, and the Adult Secondary Culture and Technology School in Qiantong Town, Ninghai County, Ningbo City, Zhejiang Province, respectively. The training activities are closely linked to the Deqing County Symposium on Rural Revitalization and Sustainable Development in the New Era, and the Week of Lifelong Learning for all citizens of Qiantong Town in Ninghai County. Representatives from 10 administrative villages of Yuyue Town, 17 administrative villages of Qiantong Town and principals from more than 10 township adult education schools of Ninghai County attended the training.



**学习小组讨论 Study group discussion**

The training is being carried out in collaboration with the China Adult Education Association and the Institute of Chinese Farmers' Issues at the China Agricultural University; it is supported by the Education Bureau of Deqing County,

the government of Yuyue Town, the villagers committee of Sanlin Village of Yuyue Town, the Education Bureau of Ninghai County, the Agricultural and Rural Bureau of Ninghai County and the Party Committee of Qiantong Town.

In the training, President Luo Yixian of Zigen introduced the progress of targeted poverty alleviation and rural revitalization service projects in China. Yang Guiping, the chief expert of Zigen in China, introduced the curriculum development and nationwide promotion of "Rural Revitalization: Sustainable Development Talents Training" and "Creating a Sustainable Village Teachers' Training" under the framework of "people-centered sustainable development", Yang also served as a leading trainer in thinking about sustainable development within the framework of "economic dynamism, social equity, environmental responsibility and cultural diversity".

Professor Zhu Qizhen from the Institute of Chinese Farmers' Issues, China Agricultural University, Professor He Huili from Department of Sociology, China Agricultural University; Professor Han Jialing from Beijing Academy of Social Sciences; Mr. Gu Yikang, member of Zhejiang Provincial Government Advisory Committee; Professor Ma Junshan from Zhejiang Forestry University; and Ms. Yang Jinhui, Party Secretary of Yulin East Road Community, Yulin Street, Wuhou district, Chengdu City, Sichuan Province were invited to the training. The speakers made a special report on "The strategy of rural revitalization and the integrated development of rural industry", "Rural revitalization on the basis of rural values" "The grass-roots practice of the construction of Chengdu Community Governance System", "The cultural revival in the process of rural revitalization" and so on.

The training was organized around six topics: "People-Centred Sustainable Development", "Rural Environment and Development", "Comprehensive



老师向学校校长与主任介绍了可持续发展教育与可持续发展四大支柱，希望可以通过共同合作将可持续发展教育理念推广践行在乡村村民的教育培训中，促进可持续发展乡村的建设。

下午，一行人走访了高桥中心幼儿园与教学点，并到中心小学参观，了解到学校开展乡土文化系列教育活动的做法。考察后，杨老师发现学校和幼儿园在教师培训、生态文明教育主题实践等方面依然有可提升和空间，可适时引入“共创可持续发展的乡村：教师培训”课程和绿色生态文明学校项目。

最后，在与“滋农旅学”管理团队的探讨交流中，杨贵平老师希望选择2个村与当地政府和“滋农旅学”进行合作开展可持续发展教育、绿色生态文明学校与绿色生态文明村创建，并认为可以可持续发展17个目标为指标从基线调研开始做起。



高桥中心幼儿园园长介绍幼儿园情况

## Zigen staff visited Schools in Yuyue Town, Deqing County, Zhejiang Province, to investigate the development of sustainable development education

On November 6 and 7, 2019, Yang Guiping, the leader of Zigen foundation along with two of her professional team joined with Zhang Lei, the general manager of the local social enterprise Zinong Lǔxue. Under the coordination of the Education Bureau of Deqing County, they visited the ancient town of Xinshi and Sanlin Village in Yuyue Town, Deqing County to learn about the local villages and historical culture. They also visited the Deqing College of Zhejiang Radio and Television University, Gaoqiao Central Kindergarten, and Gaoqiao Central Elementary School to better understand their sustainable development efforts for education. They discussed with Zinong Lǔxue the possibilities to promote sustainable education development, green ecological school and village.



高桥中心幼儿园村教学点课堂 Visit village kindergarten

On the evening of November 6, the group visited the historical building and the Jiangnan Embroidery Museum of the Xinshi Ancient Town, learning about the culture of the canals and local embroidery. The next day they visited the

Deqing College of Zhejiang Radio and Television University, which is the Deqing County main campus for adult education. During the discussion, Ms Yang introduced the four major branches of sustainable development education to the Deqing College principal and director. Ms Yang hopes to promote a cooperative environment for sustainable development in education for rural villagers.

In the afternoon, the group visited the kindergarten and teaching center of Gaoqiao Center and the Central Elementary School where they learned about the education of local culture. Ms Yang found that the teacher training and green educational programs still have room for further improvement. She introduced the "Creating Sustainable Rural Development: Teacher Training" course and the green ecological school projects.

Finally, in the discussion with the management team of "Zinong Lǔxue<sup>1</sup>", Ms Yang suggested that they choose 2 villages with the local government to pioneer cooperative sustainable education programs, using a series of 17 goals.

*Translated by Chia-Ho Lee, Volunteer*

*Edited by Biklam Lee, Board Director, Zigen Fund.*

<sup>1</sup> 滋农旅学是一家分享乡村高品质自然文化生活的平台，通过挖掘和设计好玩的游学课程，体验不同地域的地理和文化，让孩子在田野中探索世界、学会合作、快乐成长。

Zinong Lǔxue is a platform for sharing high-quality natural and cultural life in the countryside through discovery and design of fun study tours, experiencing the geography and culture of different regions, and letting children explore the world in the wilderness, learn to cooperate, and grow happily.

## 村寨要发展，人是关键 | 云南省绿色基金会走访贵州榕江高岜苗寨

文/杨建 图/杨建 倪永旺 殷瑶



11月29日至12月4日，云南省绿色环境发展基金会专家张丽萍和殷瑶老师到访中国滋根贵州办公室，并在乡村发展干事杨建陪同下到榕江县走访村寨、访问农户，对项目执行情况提出意见和建议。

座谈中，贵州团队详细汇报了滋根的发展历程，重点介绍中国滋根推广“教育促进可持续发展”开展的系列项目，以及“贵州高岜苗寨妇女合作生态种植项目”进展情况。他们实地走访了解到高岜村保存着良好的传统生态种植模式，普遍不使用除草剂，农药化肥也较少使用，稻田可以养鱼，牛羊猪粪便和秸秆肥田，正是将种植、畜牧、渔业和加工结合起来的循环农业。但是因为地势原因，人均耕地少，种植规模小，市场价格变动不可控，农业收入有限，青壮年劳动力留村发展农业的吸引力并不高。

听取滋根发展绿色生态高岜村的设想，村里西瓜种植经验不够产量差距大以及希望将高岜村绿色西瓜推出市场等诉求后，张丽萍、殷瑶两位老师建议村寨可开展养蜂学习与试验、种植方式比较试验、农产品农药残留监测。她们也提出项目的期望和村寨发展不仅是生态种植和生态保护，更关键是在人，希望下一步深入开展西瓜种植技术交流与培训活动，并组织妇女和村寨带头人座谈讨论，了解包括妇女在内村民的需求和想法，找出对村寨发展、生态种植方面的积极分子。

下一步，中国滋根将继续携手高岜村委和当地政府，从乡村可持续发展带头人支持与培养、循环农业等方面入手，促进村寨妇女合作与成长，最终推动绿色生态文明村在高岜落地。

## People are the key to village development | Yunnan Green Foundation visits Gaoba Miao Village in Rongjiang, Guizhou

Text / Yang Jian Photos / Yang Jian Ni Yongwang Yin Yao

From November 29th to December 4th, Zhang Liping and Yin Yao, experts from Yunnan Green Environment Development Foundation, visited the Guizhou office of Zigen, and accompanied by rural development officer Yang Jian, visited villages and farmers in Rongjiang County to

provide opinions and suggestions on project implementation.

During the discussion, the Guizhou team reported in detail on the development of Zigen, focusing on the series of projects launched by Zigen in China to promote "education for sustainable development" and the progress of the

"Guizhou Gaoba Miao Village Women's Cooperative Ecological Agriculture Project". They visited the field and learned that Gaoba Village maintains a good traditional ecological agriculture model. Generally, herbicides are not used, pesticides and chemical fertilizers are rarely used, rice fields are used for fish farming, and cow, sheep, and pig manure and straw are used as fertilizer—exactly circular agriculture that combines plantation, animal husbandry, fishing, and processing. However, due to geographical reasons, there is little per capita arable land and small planting scales, uncontrollable market price changes, and limited agricultural income; the attractiveness to young and middle-aged laborers of staying in the village to develop agriculture is not high.

Zigen presented the idea of developing a green ecological Gaoba Village. The villagers expressed their concerns about lack of watermelon cultivation experience and the large yield gap, and their hopes for launching Gaoba Village's green watermelons into the market. Zhang Liping and Yin Yao suggested that the village could carry out beekeeping learning and experiments, comparison

experiments of planting methods, and monitoring of pesticide residues in agricultural products. They also put forward that the project's expectations and village development included not only ecological agriculture and ecological protection, but also more importantly human resources. The next step will be to carry out in-depth watermelon planting technology exchanges and training activities. Discussions will be organized with women and village leaders to understand the needs and ideas of the villagers including that of women, and to identify activists in village development and ecological agriculture.

In the next step, starting from the support and training of rural sustainable development leaders in circular agriculture and other aspects, Zigen will continue to work with the Gaoba Village Committee and the local government to promote the cooperation and growth of village women, and ultimately the launch of the green eco-village in Gaoba.

*Translated by Solo Tung, Communications Manager, Zigen Fund  
Edited by Biklam Lee, Board Director, Zigen Fund.*

## 共创可持续发展的绿色生态文明村项目进展 Creating Six Sustainable Green Eco-Villages Program

中国滋根乡村发展与公益人才处

Zigen Rural Development and Public Welfare Talent Department

2020 年度，滋根绿色生态文明村项目将在浙江省德清县禹越镇三林村、浙江省宁海县前童镇鹿山村和大郑村、河北省青龙县祖山镇山神庙村、河北省丰宁县五道营乡五道营村和南关乡横河村共 2 省 4 县 6 村开展。

所选择的这 6 所村庄的乡村带头人都已参加了中国滋根在 2019 年 11 月份举办的“乡村振兴：可持续发展人才培训”项目，该培训的开展增强了乡村带头人在以人为中心、可持续发展的框架下看待村庄的综合发展，并促使乡村带头人在经济活跃、社会公平、环境责任、文化多样性 4 个方面将培训内容和自己本村的可持续发展结合并采取行动，特别是支持留守妇女和返乡青年参与其中，改善他们家乡的环境、保留传统文化、照顾留守儿童和孤寡老人的生活需要。

中国滋根还将同时在这些村庄的小学或者幼儿园开展绿色生态文明学校试点项目，从而推动村校互动，在村庄和学校两个层面同步共创可持续发展的绿色生态文明实践。

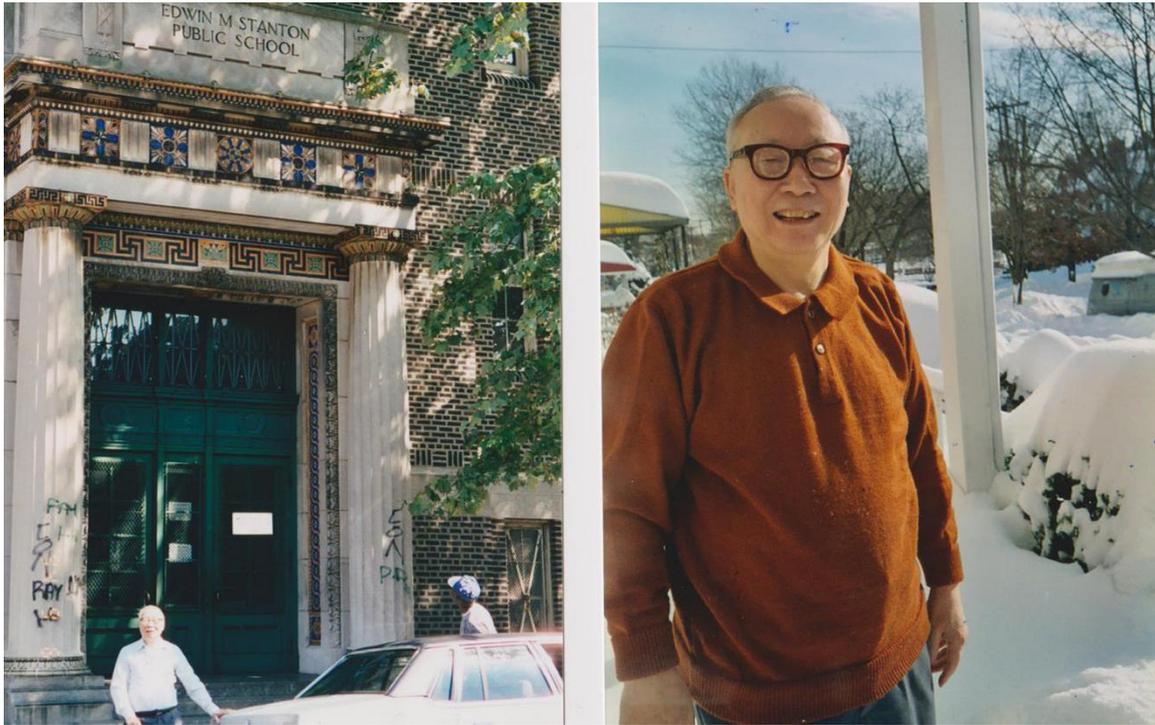
In 2020, the Zigen Green Eco-Village program will be located in **Sanlin Village, Yuyue Township, Deqing County, Zhejiang Province; Lushan Village and Dazheng Villages in Qiantong Township, Ninghai County, Zhejiang Province; Shanshenmiao Village, Zushan Township, Qinglong County, Hebei Province; Wudaoying Village and Henghe Villages in Fengning County, Hebei Province**: a total of 6 villages in 2 provinces in China.

The village leaders in the selected 6 villages have participated in the “Revitalizing Village: Rural sustainable Leadership Training” Program organized by Zigen in November 2019. The development of this training has strengthened the village leaders' focus on human-centered and comprehensive development of the village under the framework of sustainable development, enabling the rural leaders to combine the training content with the sustainable development of their own villages and to take action in four areas: economic, social equity, environmental responsibility, and cultural diversity. The training especially supports the participation of left-behind women and returning youths in improving their hometown environment, preserving traditional culture, and taking care of the living needs of left-behind children and orphans.

Zigen will also launch a pilot program of green ecological primary schools or kindergartens in these villages at the same time, so as to promote village-school interaction and simultaneously create sustainable ecological green practices at the village and school levels.

## 怀念黄汝斌先生

邵培珍 黄汝斌基金会理事



感谢黄汝斌基金会多年来支持滋根开发乡村教师培训课程及出版。在河北青龙、内蒙古林西县支持成立绿色生态文明学校，加强学生认识关心自己家乡的历史环境及参与建设家乡的行动。所支持的学校覆盖了两县村级小学，中心小学，初级中学等九年义务教育阶段学生，累计受益人约有 8 万人次的学生和 1500 名次的教师受益。同时也支持了“共创可持续发展的乡村，并支持建立了一支全国性督导员团队，为中国的可持续发展教育提供了强有力的支持。

— 滋根基金会

黄汝斌基金会是一个在纽约州注册的非盈利机构。它创立于 1999 年 2 月 1 日，宗旨是帮助那些失学或辍学的中国贫困学生，也包括在美国的华裔美国人，基金会的创立者是一位在美国生活了半个多世纪的已故美籍华人黄汝斌先生。

黄先生于 1915 年 12 月 22 日出生在中国广东省鹤山县金岗那白乡名叫月桥的一个村里。10 岁时到美国费城开始接受早期的教育，第一次进学校上学，他一句英文也不会讲，幸运的是遇到了一位非常好的启蒙老师，一对一地帮助他。奠定了基础。黄先生在青年时代回到了自己在中国的家乡。八年抗战期间，他热忱宣传救亡，并投身当地游击队的抵抗运动。上世纪 40 年代，他先后在鹤山县立中学和孙中山先生的儿子亲自管理的中山县总理纪念中学当英语教师。他深爱教师这个职业，直到晚年，他心中还珍藏着这段在家乡做老师的美好回忆。

1949 年，黄先生独自再次来到美国继续他的学业，那一年他已经 34 岁了。他一边学习，一边打工，每天要抽出时间去餐馆打工来交付学费。艰苦的努力，终于拿到大学的文凭，并在政府部门谋得了一个职位。但黄先生仍不满足于现状，他白天工作，晚上又去进修电气工程。取得在纽约注册的专业工程师职称，此时他已是快 40 岁的人了。晚年时回忆起这段经历，黄先生常说：“一个人只要勤奋努力，永远不会太迟，只要积极争取，任何困难压不倒你”。

在随后的 20 年里，工作之余，一直义务为新移民教授英语，帮助他们融入社会。他把多多关心社会，回报社会看作是

自己的责任。那些年里，他没有一刻忘记自己的家乡。由于当时中美关系断交，原本学成回国的愿望破灭。孤独一人在美，回忆起那些日子，他说：“有时我独自坐在纽约中央公园的长凳上，遥望东方，想念家乡的亲人，不禁泪流满面”。

黄先生把省吃俭用，几十年如一日始终保持最俭朴的生活。他因眼疾不能开车，从家到经营的楼宇，就坐地铁换公交汽车，来回需五小时，从来舍不得坐出租车，一日三餐十分简单，餐毕使用开水把碗清一下再喝干净，从不浪费一粒米、一片菜，甚至把吃剩的鸡骨再煲汤。身上的衣服凑合几十年，不肯买新的。他的财产在增加，他对人类的关怀也在增加。他持续不断地为慈善事业捐款，已经很难说清楚黄先生究竟给各种受灾事件捐过多少次钱了。当我每次到纽约的中国银行和各个华人机构为他送去捐款后，他都叮嘱不要为他扬名。

黄先生晚年的时候，一直在找寻如何成立帮助中国贫困孩子受教育的基金会。黄汝斌基金会建立了。他的资产的90%被指定捐赠贫困孩子的教育事业，和对中国的牵挂。“现在我可以安心了”。这个梦想在黄先生生命的最后一年终于实现了。

1999年12月，黄先生再次住院，他意识到这次他的身体已不太可能恢复，便要求律师召集基金会的董事到医院与他开了最后一次董事会。黄先生兴致勃勃谈他的愿望，强调教育的重要，希望我们好好把教育工作做好。黄先生在弥留之际一定是充满了希望，孩子们会受到更好的教育，他们会有机会过上更好的生活。

黄先生虽然离开了我们，他留下的宝贵财富依然和我们同在。从黄汝斌基金会开始运作至今，已捐赠了三千多万元人民币用于中国的贫困地区教育事业。今天我们记住他，并不仅仅是因为他留下了多少钱，更是他的奉献精神。黄先生是一个有理想的人，今天他的精神仍然在燃烧，在发光，在激励我们去实践他的理想。

## Special Thanks to the late Mr. Rubin Huang

Peizhen Shao, Raybin Q. Wong Educational Foundation Director

We are deeply grateful to Raybin Q. Wong Educational Foundation for many years' contribution to Zigen's work in rural education, teacher training and curriculum development. At Qinglong, Hebei Province and Gulingxi in Inner Mongolia, its donation facilitated Zigen's building of green eco modern schools, teaching students to appreciate and preserve their own culture, history and local environ and to participate in the rebuilding of their villages. Its donation afforded two county village elementary schools, central grade and middle schools to accommodate the nine year compulsory government –supported education, estimated benefit reaching eighty thousand pupils and one thousand five hundred teachers. At the same time it upheld the notion that “together we can mainstream sustainable village development to build a national leadership team, to pillar a powerful concerted effort in promoting education and ecofriendly growth in China.”

——The Zigen Fund

Raybin Q. Wong Educational Foundation is a non-profit organization established in Feb 1, 1999 and registered in New York State. Its purpose is to provide education to poor Chinese children who dropped out or missed attending school, including American Chinese in the U.S. Its founder was a Chinese American who had lived in the U.S. for more

than half a century, Mr. Rubin Huang.

Mr. Rubin Huang was born on Dec 22, 1915 in Heshan County, XianJinGang BaiXiang Region, GuangDong Province, a village called Yue Qiao, or Moon Bridge. At 10 year old, he came to the U.S. for early education, unable to speak one English word on the first day of school. Fortunately, he had a great teacher and mentor, who guided him step by step onto a solid foundation. Mr. Huang as a young man returned to his village in China. During the Eight Year War against Japanese Invasion he passionately rallied for defense and immersed in guerillas activity. In 1940's, he taught English in Heshan County High School as well as at Premier Zhongshan Memorial High School. The latter was superintended personally by Mr. Sun Yat-sen's son. Mr. Huang loved profoundly this teaching post and even at his advance years cherished dearly the fond memories of being a teacher at his home village.

1949, Mr. Huang again came to the U.S. to study on his own. He was already 34 then, and attended classes while working at a restaurant to afford college and living. Through sheer hard work, he finally got his Bachelor degree and landed employment with the government. But Mr. Huang was not satisfied with the current status. He worked during daytime and evenings attended Electrical Engineering classes to earn New York State certification as an electrical engineer. By then he was almost 40 year. Growing old and

reflecting on this part of his life, he often remarked, “It is never too late for a man to strive. As long as he takes pain to learn and improve, no obstacle can deter him.”

The following 20 years, after day job, he would volunteer to tutor new immigrants English, helping them integrate into the American society. He considered it his duty to take care of society in return for what he received. Over those years never at one moment that he forgot his home village. That was also the cold war period, when U.S. had no diplomatic relationship with China, which shattered his original hope to return home after study. Living by himself in the U.S., reminiscing those homesick days, he said, “Sometimes I sat by myself in NY’s Central Park longing for home and family, and tears streaming down my face.”

Mr. Huang had been thrifty all his life, frugal with himself. He could not drive due to an eye illness, using subway then buses to and from work, round trip taking 5 hours long. Yet he would never consider hiring a taxi. He was contented with 3 simple meals daily; and when a meal was done he would drink water from his rice bowl as not to waste one grain of rice or vegetable. Bones from the consumed chicken would be slated to make broth the next meal. For years he kept the same sets of clothing and would never consider getting new ones. As his savings accumulated, his compassion for others grew. He was committed relentlessly to charitable giving; so much so that it is difficult to take account of the innumerable donations he had given to various disaster and emergency reliefs. Every time I went to NY China Bank or Chinese charity organization to deliver his donation, he always reminded me that his donation be

kept anonymous.

Approaching his declining years, Mr. Huang searched to establish a foundation that would provide education for impoverish children in China. Thus Raybin Q. Wong Educational Foundation was created. He designated 90% of his will be donated to education development for poor children, a yearning to help China. ‘Now I am at peace,’ he contented. Mr. Huang’s lifelong dream is finally fulfilled.

Dec of 1999, Mr. Huang needed to stay in the hospital again. Knowing his health might not recover this time, he called his lawyer to confer at his bedside to finalize details of his Foundation. Mr. Huang became elated, expressing his hopes and dreams, reiterating the importance of education, trusting that we shall do a good job carrying out his intention. As his health waned, his spirit remained cheerful and upbeat, gratified that children back home will receive sound education, improving their opportunity for better life.

Although Mr. Huang has departed from us, he has left behind precious wealth for our stewardship. From the opening of the Raybin Q. Wong Educational Foundation up to now, 30million Yuan has been donated to improve education at China’s most destitute regions. Today we remember him not just for the monetary gift he left behind; rather we treasure more dearly his generous spirit of giving. Mr. Huang is an idealistic man. Today his spirit is glowing like an eternal flame, shining brightly to energize us to realize his ideals.

*Translated by Bik-Kee Vuong, Volunteer*  
*Edited by Biklam Lee, Board Director, Zigen Fund.*

## 【受益人的文章】

### 进不去的城市，回不去的农村

文/吴婷婷（贵州大学） 校对/刘萍

**【编者按】** 随着城镇化的发展，中国近 2.9 亿人成为流动人口，这些人大多从农村来到城市，受制于农村土地承载力不足与地方就业吸纳有限的制约，他们很难选择回乡就业。除了经济问题以外，农村的教育资源不足、医疗水平不高、交通不便等因素也造成了他们不愿回乡的原因。2019 年初，中国滋根公共教育部与公益人才部联合发起大学生征文“说你心中的乡愁”，叙述农村大学生眼中的家乡。

出生于贵州省东南部一个偏远山区的我，从小就跟随父母离开村庄来到家乡的小县城，开始我的漂泊之旅。耳濡目染各种感动的、悲哀的、心酸的故事，我也已经见怪不怪。作为那片土地的一份子，随着年龄的增长，却愈发感到身上沉甸甸的担子。能力有限的我，目前能做的，就是发现问题，述说我身边平凡人的故事。

芳姨和老李是我的邻居，夫妻俩有两儿一女。芳姨和老李都没有接受过正规的教育，仅仅上过几天夜校。随着年龄的增长，现在的他们近乎“文盲”，只能从事一些收入低、危险性高、时间地点不确定的体力工作。

芳姨他们的工作既简单又复杂：如果有老板打电话来，他们就会忙起来，抬沙子、搬砖头、清洁卫生等等，什么样的苦力活他们都会干；没有活计的时候，芳姨会到特定的地点给人擦皮鞋，而老李便会到十字路口处蹲守，如果哪位老板临时需要一些劳力的活就会到那个十字路口找人，这个路口承载着临时用工劳动力市场的功能，也是城市治理的顽疾却又挂连着无数农民工生计的“马路劳务市场”。

在马路劳务市场，老李如果竞争过其他的农民工，当天的收入就会有一点保证。有的时候，老李一天能赚上 100 元左右，有时候一分钱都看不到。为了生计，老李还会到偏远的深山老林里拉电线杆。即使这些工作很危险，老李和芳姨也都没有买保险，他们没有这个意识，更舍不得这份钱，他们的生活没有任何保障。



而更令人心酸的是，老李、芳姨的孩子们，正在重复着他们的辛苦生活……

大儿子小城刚初中毕业，就早早出来闯荡社会，20 多岁就急急忙忙地结了婚，在其他同龄的孩子还在上学之时，他已是两个男孩子的父亲了。由于没有一技之长，他便只能跟随父母的脚步，干着那些苦差事来维持他那刚刚建立起来的新家庭。由于收入来源少，他们一家过得很拮据。在小城的大儿子得了脑瘤后，未能支付高额医疗费的他们，唯有在病床前抱头痛哭，眼睁睁的看着自己最爱的鲜活的生命悄然逝去……

芳姨的女儿小慧初中毕业后，在外地打工。因忍受不了工厂收入低、工作时间长，最终又回到了这个小小的县城里，跟父母、哥嫂和弟弟一起挤在一个出租屋里。在理发店打了一阵子的下手后，嫁给了隔壁村的一个小伙。

芳姨最小的儿子目前在省会的厨师技术学院学习厨艺，他们希望他能够学会一门技术，将来能有一个稳定的工作，不要走他们的路。

芳姨一家也已经很多年没有回老家了，他们在坚持什么？他们在这座小城里融入不进去，农村也回不去。

在这个小小的县城，还会有多少这样的人和家庭呢？

大一点的城市又会怎么样呢？在那里又会有多少这样夹在城乡之间的人们呢？

挥之不去的贫穷和困顿，孩子还在重复着父母的生活……

滋根致力于资助贫困乡村的发展，我作为受滋根资助的一名大学生，我想，现在的我唯一能做的，就是好好学习，将来能为家乡的人做更多的事情。

## 【Beneficiary's Article】

### Hard to live in the city, hard to return to the countryside home

Written by Wu Tingting (Guizhou University) and edited by Liu Ping

*Note by editor: With the development of urbanization, nearly 290 million people in China have become floating population. Most of them came to the city from the*

*countryside, and each of them had a different experience. Due to the constraints of insufficient rural land carrying capacity and limited local employment absorption, it is*

*difficult for them to choose employment in the countryside. In addition to economic problems, inadequate education resources in rural areas, low medical standards, and inconvenient transportation also contributed to their unwillingness to return home. In early 2019, Zigen's Public Education Department and Public Service Talent Department jointly initiated an essay competition for college students, "Tell me about your longing and concern for hometown", describing the hometown in the eyes of rural college students.*

I was born in a remote mountainous area in the southeast of Guizhou province. Since childhood, I moved with my parents from the village we lived to the small town that is the county seat. From there I began my long and drifting journey. I have seen and heard all kinds of touching, sad and sorrowful stories, nothing will surprise me anymore. Being one from that land, I feel more and more burdened by these stories as I grow older. With my limited ability, all I can do now is to discover problems and tell the stories of ordinary people around me.

Auntie Fang and Lao Li are my neighbors. They have two sons and a daughter. Neither Auntie Fang nor Lao Li have had formal education except for a few days at a night school. As they get older, they are essentially illiterate. They can only work on low-paying, risky and physically demanding jobs with uncertain work hours and locations.

Their work situation is simple yet complicated: If a boss calls, they will be busy for a while, carrying sand, moving bricks, cleaning, and so on. They will do all sorts of hard work. When there is no work, Auntie Fang will go to a certain place to shoeshine for people, while Lao Li will wait at a crossroad where bosses who need temporary workers will come to hire people. This crossroad serves as a labor market for temporary workers. It is a chronic problem for city management, but is a "street labor market" that is essential to making a living for many workers from countryside.

At the street labor market, if Lao Li wins the competition for a job over other workers from the countryside, his income for that day is somewhat assured. Some days, Lao Li can earn about 100 yuan a day, but some other days, he can't even earn a penny. To make a living, Lao Li will also go to remote places in mountains and forests to pull telephone poles. Even though these jobs are very dangerous, Lao Li and Auntie Fang do not have insurance. They do not know about insurance, nor would they be willing to spend money for it. Their life does not have any security.

And even sadder is that their children are repeating their hard life...

Their elder son, Xiaochen, started working early right after he graduated from the junior high school. He got married in a hurry when he was only a little over twenty

years old. When others of his age were still in school, he was already a father of two kids. Lacking any skill, he had to follow his parents' footsteps and did hard labor to support his new family. With few sources of income, the family lived frugally to make ends meet. After the eldest son of Xiaochen was diagnosed with brain tumor, they were unable to pay the high medical expenses. They could only cry in front of the bed of the sick boy, watching helplessly the once energetic life of their favorite son quietly slipped away.....

Their daughter, Xiaohui, went away from home to work in factories after she graduated from junior high school. Frustrated with low pay and long working hours, she eventually returned to the small town, living with her parents, elder brother and his wife and younger brother in a small rented house. After working for a short time at a barbershop, she married a young man from the neighboring village.

Their youngest son is currently studying cooking at a culinary school in the provincial capital. They hope that he can learn a skill and have a stable job in the future, not like them.

Auntie Fang has not returned to her village home for many years. Why are they insisting on staying here? They can't fit in this small town, but they can't return to the countryside either.

How many more such people and families are there in this small town?

What about the bigger cities? How many people there who are caught between cities and countryside?

Lingering poverty and distress, children are still repeating their parents' lives...



**An urban eyes algrecural village**

Zigen is committed to supporting the development of poor rural areas. As a college student supported by Zigen, I think the only thing I can do now is to study hard so that I can do more for the people in my hometown in the future.

*Translated by Ming Kang Chien, Volunteer*

*Edited by Biklam Lee, Board Director, Zigen Fund.*

## 【美国简讯 Zigen News】

### 滋根三十年扎根中国偏远山村洛杉矶慈善餐会

11月30日，“滋根三十年扎根中国偏远山村·洛杉矶慈善餐会”在 Monterey Park 唐宫海鲜酒楼成功举办。来自各行各业的侨界嘉宾共60余人参会，他们有大学教授、银行高管、高级工程师等不同专业领域的人士，始终长期关心中国的发展。

滋根基金会创始人之一杨贵平女士以“从保钓到滋根，三十年扎根中国偏远山村，从支持女童上学到创建绿色生态文明学校”为主题向大家讲述了三十年来五湖四海的人们与滋根结缘的难忘故事，并回顾了滋根30年的努力和成果。现场播放的影片《滋根女孩子们》和《滋根绿色生态文明学校》深深地打动了到会人士。

餐会还进行了苗族农民画、手工刺绣卡包、蜡染义卖活动，这些作品都是滋根项目点村民们传统手工艺的成果。薛美珠女士给大家讲述了苗族农民画的有趣来历，薛女士与义工 Meghan 现场进行农民画义卖。到会者积极参与竞拍，场面热情。

活动的最后，杨贵平女士为南加州积极参与社会活动的梅强英夫妇、一直为滋根贡献的李隆生夫妇，滋根早期捐款建校者、热心社会公益、耄耋之年依旧跋山涉水到贵州乡村去探访的梁汉宗夫妇，老保钓召集人、热心做有意义的事的高志云及其夫人，王冠川先生等华侨同胞赠送滋根三十年徽章，感谢他们一直以来对中国偏远山区孩子们的关心与对滋根的支持。



### Zigen 30th Year: LA Fund Raiser Lunch

Nov 30, “Zigen 30th Year Anchoring Roots in Remote Rural China: LA Fund Raiser Lunch” was held successfully at Tan Gong Seafood Restaurant, Monterey Park, CA. About 60 guests from diverse professions attended. Among them were professors, bank supervisors, senior engineers and leaders from various occupations. They all have long shown interest and care for development in China.



The evening started with a presentation from Ms Pat Yang, one of Zigen Fund's founders. The theme was “From BaoDiao to Zigen, 30 years of anchoring roots in China's remote mountain villages, from supporting education for girls, building schools and to teaching sustainable development”. She spoke about unforgettable stories from these 30 years, how people over the world came together to support Zigen, and reflecting on the hard work that bore fruits over the past three decades. Two films were presented,

“Girls at Zigen” and “Zigen's Green Eco School”, which inspired the attending guests profoundly.

At the lunch function, art works by the Miao peasant community was displayed. There were paintings, hand embroidered card bags and batik exhibits, all traditional folk arts and crafts which came from cultural activities promoted by Zigen. Ms Xue Mei Zhu spoke about the interesting art history of Miao painting. Right there, Ms Xue and volunteer Miss. Meghan set up a folk art charity auction that reaped enthusiastic bidding from the dinner guests, filling the room with excitement and compassion!

To conclude, Ms Yang gave thanks and honor to Zigen's active supporters from southern California through the years: Mr. & Mrs. Mei Qiang Ying who have been devoted and effective participants in social functions; Mr. and Mrs. Lee Long Sheng's tireless and persistent contribution to Zigen; Mr. and Mrs. Liang Hanzong, earliest donors to the school building fund, magnanimous about social welfare and who, at their advanced age, hiked arduous hills and treaded bridgeless river in order to visit Guizhou's deeply seated mountainous village; Mr. Gao Zhiyun, our original BaoDiao convenor, passionately altruistic, and his wife. They were presented Zigen's 30 year service medals by Mr. Wang GuanChuan and others. We are deeply grateful for their love to the children living in China's remote mountain villages, and for their support to Zigen.

*Translated by Bik-Kee Vuong, Volunteer  
Edited by Biklam Lee, Board Director, Zigen Fund.*

## 滋根参加联合国中国读书会举办的 2020 春节联欢会

### Zigen participates in the 2020 Chinese New Year party organized by the United Nations Chinese Reading Club

1月17日，联合国中国读书会在曼哈顿举办了2020春节联欢会。在联合国总部100多位中国籍工作人员、实习生、退休员工与一些外籍同事欢聚一堂共庆佳节！应邀出席活动的嘉宾有中国驻纽约总领馆教育组王文华领事与乔喆领事、联合国助理秘书长徐浩良、联合国有关部门司长马雪松和杨文艳、以及大会部处长陈忠良等。滋根理事杨贵平老师也参加了这次迎新联欢活动。



滋根从成立之初就响应联合国倡导的“以人为中心、可持续的发展”的理念，希望能为一个平等、公正的社会努力，为中国做一些实实在在的小事。

On January 17, the United Nations Chinese Reading Club hosted the 2020 Spring Festival Gala in Manhattan. More than 100 Chinese staff, interns, retired employees and some foreign colleagues gathered at the United Nations Headquarters to celebrate the new year! The guests invited to the event included Consul Wenhua Wang and Consul Yu Qiao of the Education Section of the Consulate General of the People's Republic of China in New York; Haoliang Xu, Assistant Secretary-General of the United Nations; Xuesong Ma and Wenyan Yang, Directors of the relevant UN departments; and Zhongliang Chen, Director of the General Assembly Department. Zigen Director Pat Kwei-Ping Yang also participated in this event.

Since Zigen was established, it has responded to the idea of "human-centered and sustainable development" advocated by the United Nations and has aspired to work for an equal and just society and do some practical little things for China.

## 杨贵平理事出席联合国妇女协会曼哈顿年度报告会

### Zigen Chairperson Pat Kwei-Ping Yang attended the annual report meeting of the United Nations Women's Guild in Manhattan, New York

美国纽约1月28日星期二，美国纽约联合国总部，滋根基金会杨贵平老师、滋根长期支持者联合国退休职员徐琳老师一行人参加了联合国妇女协会UNWG曼哈顿办公室的年会。联合国妇女协会成立于1948年美国纽约，作为与联合国有关的妇女的联谊纽带和关切中心，宗旨是救助全世界处境不利的儿童并协助各类促进妇女儿童福祉方案。目前在日内瓦、罗马等联合国机构所在地设有若干分会。杨老师向与会者介绍了滋根在国内扶贫助学、特别是推动农村女童和农民工子女教育所做的工作，引起在座各国人士的极大兴趣，引起参会人士的广泛的兴趣。

On Tuesday, January 28, at the United Nations Headquarters in New York, United States. Ms Yang and Mr. Hsu Lin Tung, a long-time supporter of Zigen and UN retired staff member, attended the annual meeting of the UNWG Manhattan Office. The United Nations Women's Guild was founded in New York, United States in 1948. It serves as a friendship and concern center for women associated with the United Nations. Its purpose is to help disadvantaged children

around the world and to assist various programs for the well-being of women and children. At present, there are several branches in UN agency locations such as Geneva and Rome. Ms Yang introduced Zigen's work on poverty alleviation and education in the rural areas in China, especially promoting the education of rural girls and children of migrant workers, which aroused great interest from the participants in all countries.



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