



Zigen Fund Newsletter

For Grassroots Development in China Spring 2022

滋根会讯第 63 期

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河北省青龙县大森店小学开展的乡土文化课程——满族寸子舞
The local culture course Cun Zi Dance of the Man Nationality in Dasendian Primary School, Qinglong County, Hebei Province

走共同富裕的道路 ——河北省青龙满族自治县绿色生态文明第一村大森店

李光对

2003 年前的大森店，与外界一河之隔，夏天洪水、冬天走冰，无论是学生外出上学，就医看病，还是产品流通都是困难，修桥成为了每个村民最关切的事。这也成为了滋根支持大森店绿色村庄建设的起点。值得注意的是，越是围绕村民的基本需要，村民就越能广泛参与进来，群众的力量发动起来后，就不再是扶贫和慈善性质了，而是真正意义上的乡村建设。滋根支持基本需要从来不是救济和慈善，而是依靠和发动群众，来建设自己的家园。



一、综合发展与脱贫攻坚

1. 村庄发展规划

二十年来，滋根与大森店村合作探讨共同制定并参与实施了4个五年规划，**建设学习型村庄、促进村民组织化**，并联合多方力量共同支持规划的实施。

第一个规划是在“促进以人为本的可持续发展”理念指导下，滋根与当地起草了“绿色村庄计划”和“村庄调查大纲”。绿色村庄立足于村民的基本需要，促进村庄综合发展和可持续发展，具体包括支持基本教育、为村民提供多渠道的学习机会、基本医疗卫生，支持村民合作经济、推广不伤害环境的技术，传承家乡优秀乡土文化等方面的内容。

第二个五年规划是到2010年建设居民小区，让村民能低成本住新区。新民居采用太阳能取暖，经济卫生、节能减排，被评为省级节能低碳示范小区，老区逐步开发为民宿和产业房，为村民创业、就业增收拓宽渠道，后被评为河北省美丽休闲乡村。

第三个五年规划是“五区四社”搭建农业农村空间生态系统。“五区四社”具体包括种植区、养殖区、居民区、休闲娱乐区、农业综合服务区以及养羊合作社、果品合作社、资金互助合作社、食用菌合作社。这一阶段规划是通过农业综合服务中心为纽带，实现合作社联合，将种植区、养殖区、居民区、休闲区等在空间和资源上建立产业融合、循环利用、统筹发展的农业与农村生态系统。

第四个五年规划重点要发展乡村旅游和乡村养老，传承满族文化、发展民族特色文化产业，建设村民学习中心和学习型村庄。农村非常缺乏人才，通过加强村民学习，吸引来村旅游、回乡创业和养老等壮大乡村发展的人才力量。在滋根的支持下，当地实施利用老校舍建村民学习中心，为乡村振兴和可持续发展培育生力军行动。

连续4个村庄发展规划有序递进，历经20年的艰苦奋斗，大森店村也取得了翻天覆地的变化。2021年2月大森店村党支部荣获了“全国脱贫攻坚先进集体”的最高殊荣！

2. 组织起来，共建共治共同富裕

以皇冠梨协会起点逐步生长出的果品合作社、资金互助合作社、食用菌合作社、养羊合作社和农业综合服务中心推动了产业兴旺、共同富裕；大森店老年协会、省级非遗满族寸子高跷秧歌队、妇女义工队和手工坊等，则是促进乡风文明、社会和谐的重要组织代表。村民组织起来后增加了与市场对接能力，增加了村庄内部治理能力，也正在实现“走共同富裕路一个都不能少”的共建共治共享发展。

3. 保留学校，建设学习型村庄

早在2008年，滋根杨贵平老师就在《论撤点并校对贫苦农民、农村的负面影响》对撤点并校进程和对农民、农村发展的影响作了较为系统和深入的分析，滋根向教育主管部门争取到的保留大森店小学取得了成效。项目在课程开齐开全、教师培训、村校共建、环境条件改善等方面提供系统性支持。学校从只有15名学生的隔年招生的教学点，发展为180多名学生的完全小学。学校、家庭和乡村的共建，通过举办家长学校和社区教育、劳动教育、环境教育、乡土文化传承等内容，培育了针对妇女、老年人等不同人群的学习型组织，促进了新农村建设、脱贫攻坚和乡村振兴。

大森店村实施发展规划和脱贫历程说明，只有通过综合发展才能实现全面和系统性脱贫；社会组织深度、持续参与村庄发展发挥了重要作用，学习型村庄建设和村民组织化是村民发挥主体创造性参与发展的内生力量。



二、可持续发展与乡村振兴

美好生活不只是通过增加生产满足物质生活需求，而是要通过经济、社会、文化、政治、生态文明的一体化建设，解决不平衡不充分发展问题，实现人的全面发展和社会可持续发展的统一。

1. 促进“五位一体”的系统平衡发展

滋根支持大森店村的项目虽然涉及经济、环保、文化、教育等多个方面，但无论支持哪一领域项目都不是孤立的，而是“你中有我、我中有你”。开展植树项目时，通过多次座谈会，使有种植需求的村民组织起来并获得培训学习，共同商定了山上种松树、山腰种干果、山下种水果，间作中草药方案，最终实行混农林种植、果药间作、沼液施肥、自然农法、生物灭虫等绿色种植方式，以促进经济生态效益平衡兼顾。该植树项目直接促进了产业融合、活跃经济和农民增收的空间，间接促进了生态保护、乡村文化生活的丰富、村民自组织和参与村庄治理能力的发展。



2. 促进“五类人群”共同参与发展

乡村振兴提出的“产业兴旺、生态宜居、乡风文明、治理有效和生活富裕”，是主要围绕乡村的儿童、妇女、老人、留村务农或创业者、流动务工人员的需求提出的，更离不开本村人主体性的参与。在滋根开发的“乡村振兴：可持续发展人才培养”课程中，强调乡村带头人要充分认识到“乡村不同人群有不同的需要”“乡村每类人群对可持续发展都有特别价值”“乡村可持续发展人人有责”。

3. 促进“五个环节”的贯通发展

“需求调研 - 培训学习 - 组织化 - 机制建设 - 文化共识”五个环节全程贯通。

滋根支持大森店小学的家长培训，不只是围绕家长如何管教孩子，而逐步发展为根据不同村民的需要提供成人教育。尤其是针对妇女们提出的做满族手工艺、以及服饰等需要。成为省级非物质文化遗产的满族寸高跷秧歌队就是这样逐步成长起来的，她们扭秧歌不是为了表演挣钱，而是为了健身、传承和发扬、为了集体生活，为了表达她们心中的美好新生活而载歌载舞。社会组织的深入了解和长期陪伴，项目环环相扣的精心设计和耐心积累，催发出村民团结起来为建设自己美好生活而奋斗的局面，归根结底在于对村民参与乡村建设过程和方法的重视。

【结语】

滋根参与大森店发展是社会力量支持百年乡村建设的一个缩影，乡村建设只是提供资金、技术支持是不够的，需要对乡村长期、深入和系统性地学习和参与，包括在理念、人才、文化、组织、提供经验等多方面进行互助合作。促进乡村可持续发展，要选乡村负责任的正确发展理念指导，要有长远和综合发展的规划，要向村民学习并促进村民不断学习，要促进村民组织起来发挥群众智慧和群众力量去实践，从而实现乡村的人才、产业、组织、生态和文化的整体发展。

Follow the path of common prosperity ——Dasendian Village in Qinglong County, Hebei Province as a case of its Green Eco Village program for sustainable development

Li Guangdui

Before 2003, Dasendian Village had been separated from the outside world by a river, with floods in summer and ice in winter. Whether it was students going to school, villagers seeing a doctor, or circulating products, it was all a challenge. Building a bridge became the main concern of every villager. It also became the starting point for Zigen to support the construction of Dasendian Village as a Green Eco Village. It is worth noting that the more activities are carried out around the basic needs of the villagers, the more widely the villagers can participate. Once the power of the masses is mobilized, it is no longer an activity to help the poor and for charity, but to truly build the village. **Zigen supports the basic**

needs never for relief and charity, but to rely on and mobilize the masses to build their own homes.

1. Comprehensive development and poverty alleviation

1.1 Development planning of the village

Over the past twenty years, Zigen has worked with Dasendian Village to explore and jointly develop and participate in the implementation of four five-year plans to build a learning village, promote organizational development of villagers, and unite multiple parties to support the implementation of the plans.

The first plan is the "Green Eco Village Plan" and



the "Village Survey Outline" drafted by Zigen and the local community, guided by the concept of "promoting people-centered sustainable development". Green Eco Village is based on the basic needs of villagers and promotes comprehensive and sustainable development of the village. Specifically, it includes supporting basic education, providing villagers with multi-channel learning opportunities, basic health care, supporting villagers' cooperative economy, promoting environmentally friendly technologies, and passing on the excellent local culture of their hometown.

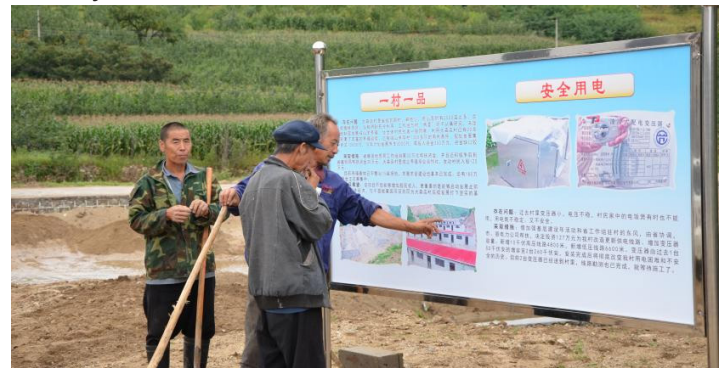
The second five-year plan is to build residential communities by 2010, so that villagers can live in new communities at low cost. The new residential community adopts solar heating, which is economical, sanitary, energy-saving as well as emission-reducing. It was awarded as a provincial energy-saving and low-carbon demonstration community. The old area was gradually developed into guesthouses and industrial buildings to broaden the channels for villagers to start their own businesses and increase their income from employment. After that, the village was awarded as the beautiful leisure village in Hebei Province.

The third five-year plan is to build an agricultural and rural spatial ecosystem with "five zones and four cooperatives". The "five zones and four cooperatives" include the planting zone, the breeding zone, the residential zone, the recreation zone, and the integrated agricultural service zone, as well as the sheep breeding cooperative, the fruit cooperative, the financial mutual aid cooperative, and the edible fungi cooperative. This stage of planning is to realize the union of cooperatives through the integrated agricultural service center as a link to establish an agricultural and rural ecosystem of industrial integration, recycling and integrated development of the planting zone, breeding zone, residential zone and recreation zone in terms of space and resources.

The fourth five-year plan focuses on the development of rural tourism and rural pension services, inheritance of

Manchu culture, the development of cultural industries with ethnic characteristics, the construction of villagers learning center and a learning village. Rural areas are very short of talents, and they can expand the manpower for rural development by strengthening villagers' learning and attracting outsiders to come to the village for tourism and locals to return to their hometowns for business and living in their old age. With the support of Zigen, the local area implements the initiative of utilizing old school buildings to build a villagers' learning center to cultivate a vibrant workforce for rural revitalization and sustainable development.

Four successive village development plans have progressed in an orderly manner. After 20 years of hard work, Dasenden Village has also made dramatic changes, and in February 2021, the Dasenden Village Party Branch won the highest honor of "National Advanced Group in Poverty Alleviation"!



2. Organizing the villagers for collaboration, participation and common interests

The fruit cooperative that gradually grows out from the crown pear association, financial mutual aid cooperative, edible fungi cooperative, sheep breeding cooperative and integrated agricultural service center promote the prosperity of industry and common wealth. The Dasendian Senior Citizens Association, the Manchu stilt Yangge group as a project of the provincial-level intangible cultural heritage, women's volunteer team and handicraft workshops are important organizations that promote civilization and social harmony in the village. The villagers have organized themselves to increase their ability to interface with the market and to increase the internal governance of the

village, and they are also pursuing the "common prosperity road where no one is left behind" of collaboration, participation and common interests.

3. Preserving the school and building a learning village

As early as 2008, Zigen teacher Yang Guiping made a more systematic and in-depth analysis of the process of



dismantling teaching points and combining schools and the impact on farmers and rural development in the paper "On the Negative Impact of Dismantling Teaching Points and Combining Schools on Poor Farmers and Rural Areas." Zigen's efforts to retain Dasendian Primary School from the education authorities paid off. The program provides systematic support in the areas of full curriculum development, teacher training, co-construction of the village and the school, and improvement of environmental conditions. The school has grown from a teaching site with only 15 students enrolled every other year to a full Primary school with over 180 students. The school, families and the village are involved in the joint construction of the school. By organizing a parents' school and community education, labor education, environmental education, and heritage of local culture, we have cultivated learning organizations for different groups of people, such as women and the elderly, and promoted the building of a new village, the fight against poverty and the revitalization of the village.

The implementation of development planning and the struggle against poverty in Dasendian Village shows that only through integrated development can comprehensive and systematic poverty eradication be achieved. The deep and continuous participation of social organizations in village development plays an important role. The construction of a learning village and the organization of villagers is an endogenous force for villagers to give full play to their principal role in creative participation in village development.

II. Sustainable development and rural revitalization

A better life is not just about meeting the needs of material life through increased production, but about addressing the problem of unbalanced **and** insufficient development through the integrated construction of economic, social, cultural, political and ecological

civilizations, and achieving the unity of comprehensive human development and sustainable social development.

1. Promote the balanced development of the "five-in-one" system

The projects that Zigen supports in Dasendian Village cover a wide range of economic, environmental, cultural, and educational aspects. However, no matter which area is supported, the projects are not isolated, but are mutually inclusive. When conducting the tree-planting project, Zigen organized and trained villagers with planting needs through several seminars. Together, we agreed on a plan to plant pine trees on the mountain, dried fruits on the hillside, fruits at the bottom of the mountain, with intercropping of herbs. Eventually, green planting methods such as mixed agroforestry planting, fruit and medicine intercropping, methane fertilization, natural farming methods, and biological pest control were implemented to promote a balance of economic and ecological benefits. This tree-planting project directly promotes industrial integration, dynamic economy and space for farmers to increase their income, and indirectly promotes ecological protection, enrichment of rural cultural life, and development of villagers' ability to self-organize and participate in village governance.



2. Facilitating the participation of "five groups of people" in development

The general requirements to build rural areas with thriving businesses, pleasant living environments, social etiquette and civility, effective governance, and prosperity, as proposed by the rural revitalization strategy, are primarily focused on the needs of children, women, the elderly, those who stay in the village to work as farmers or start their own business, and those who migrate to work. It is inseparable from the subjective participation of the local villagers. In the "Revitalizing Village: Rural Sustainable Leadership Training Program"



developed by Zigen, it is emphasized that village leaders should fully recognize that "different people in the village have different needs," "each group of people in the village has a special value for sustainable development," and "everyone is responsible for sustainable development in the village."

3. Enabling the coherent development of the "five links"

The five links of "demand research - training and learning - organization - mechanism building - cultural consensus" should be coherent throughout.

Zigen supports parent training at Dasendian Primary School, which has evolved beyond how parents discipline their children to how to provide adult education tailored to the needs of different villagers. In particular, it addresses the women's need to make Manchu crafts and costumes. The Manchu stilt Yangge group as a project of the provincial-level intangible cultural heritage has grown up gradually in this way. They do not perform Yangge to earn money, but to keep fit, to pass on and promote it, to live collectively, and to express their desire for a better new life in their hearts. The in-depth understanding and long-term accompaniment of social organizations, and the well-designed projects interlocked with each other and patiently accumulated experience

give rise to a situation in which villagers unite to fight for their better lives. It all boils down to the importance given to the process and methods of villagers' participation in the construction of the village.

Conclusion

Zigen's participation in the development of Dasendian Village is a microcosm of social forces supporting the construction of a century-old village. It is not enough to just provide financial and technical support for village construction. Long-term, in-depth and systematic learning and participation in villages is needed, including mutual assistance and cooperation in many aspects such as philosophy, talent, culture, organization, and provision of experience. To promote sustainable village development, we need to elect village leaders guided by the right development philosophy and have a long-term and comprehensive development plan. Moreover, we should learn from the villagers and promote their continuous learning, and we should promote the villagers to organize themselves to bring into play the wisdom of the masses and the power of the masses to practice, so as to achieve the overall development of talents, industry, organization, ecology and culture in the village.

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『学校教育 School Education』

【编者按】新冠疫情对经济、社会带来的问题远比人们想象的要严重和深远，很多农村地区依靠外出务工收入和经济本就困难的家庭出现了危机。从 2020 年起，滋根发起疫情助学金项目，与各地教育有关部门展开合作，为湖北、贵州、云南等地受疫情影响的中小学生提供助学金，以保证经济困难家庭的儿童受教育的基本权利。

[Editor's Note] The COVID-19 epidemic has brought far more serious and far-reaching problems to the economy and society than people imagined, and many families in rural areas who rely on income from migrant workers and who are already in economic hardship are experiencing a crisis in their livelihood. Since 2020, Zigen has launched an epidemic grant program in collaboration with local education authorities to provide grants to primary and secondary school students affected by the epidemic in Hubei, Guizhou and Yunnan to ensure the basic right to education for children from economically disadvantaged families.

收到疫情助学金之后的来信

After receiving the epidemic grant

黄刚收集整理 /Collected by Huang Gang

学生一

我的家在农村，没有城市的繁华和喧嚣，生活十分紧凑而又拮据。一小点变故都能打破我生活的平衡，像这场突如其来的疫情就使我们措手不及。家里的收入来源包括农作物收成和农闲期间的打工，但是疫情使打工成为了不可能，家里就没了重要的收入来源。就在这时，我们老师向我们说了这份资助。我十分开心，这对我来说就是雪中送炭。



I am from a rural area, without the hustle and bustle of the city, and my life is very frugal and cash-strapped. The slightest change can upset the balance of my life, like the sudden epidemic that caught us off guard. Our family's source of income includes the crop harvest and part-time work during the slack season, but the epidemic has made part-time work impossible. We were left without an important source of income for our family. Just then, our teacher told us about the grant. I was very happy and it was a blessing in disguise for me.



受资助学生小乔（化名）

The sponsored student XiaoQiao (apseudonym)

学生二

疫情期间，我家农产品没有销路，堆积在房里，加上天气不好，很容易发霉、变坏，这就导致了家庭收入低。再加上爷爷奶奶多病，家庭劳动力少，家庭的资金周转不开。

对于贫困学生来说，生活给予了太多不幸。但是，我又是无比幸运的，因为滋根的资助为我解决了许多困难。我一定不辜负期望，在学校做一个品学兼优的学生，在家里做一个勤劳、懂事、孝顺的人。我一定会用优异的成绩回报社会对我的关爱，学习你们的无私、乐于助人、关心他人。我会心存感恩，将来成为一个对社会有用的人，为国家建设尽心尽力。

During the epidemic, my family's agricultural products were not marketed and piled up in the room, and the bad weather made them easily moldy and spoiled, which led to low family income. Coupled with the fact that my grandparents were sick and the family had a small workforce, my family couldn't make ends meet.

Life gives so many misfortunes to poor students. However, I am also incredibly fortunate because Zigen's sponsorship has resolved many difficulties for me. I will live up to your expectations and be a student of excellent character and learning at school and a hardworking, considerate and filial person at home. I will definitely repay the community's care for me with excellent grades and I will learn from your selflessness, willingness to help and concern for others. I will be grateful and will become a useful person to the society in the future and do my best for the nation.



受资助学生小新（化名）

The sponsored student

XiaoXin (apseudonym)

学生三

我的父母是农民，属于偏远山村。在我很小的时候，父亲因车祸高位截瘫，生活无法自理，家庭陷入贫困之中。从此，母亲担负起支撑家庭的责任，终日操劳。

幸运的是我们受到了社会的帮助，让我深深感受到来自大家对我的关心，让我有更多的时间放在学习上。当我

最需要帮助的时候，是你们伸出了无私的双手，给予我们莫大的感动，我一定会珍惜这段学习生活，我会好好努力学习。长大后会成为社会有用的人。

My parents are farmers living in a remote mountain village. When I was very young, my father was paraplegic in a car accident and was unable to take care of himself, plunging the family into poverty. From then on, my mother took up the responsibility of supporting the family and worked all day long.

Fortunately we were helped by the society, which made me deeply feel the care from everyone and allowed me to spend more time on my study. When I needed help most, it was you who extended your selfless hands and gave us great touch. I will definitely cherish this period of study life, I will study hard and will become a useful person to the society when I grow up.



受资助学生小明（化名）

The sponsored student XiaoMing (apseudonym)

学生四

从 2020 年春节开始一直到现在，新冠肺炎疫情就开始肆虐，继而在全国乃至世界各地泛滥。这场疫情对中国经济带来了一定的影响，因为疫情影响，人们不能出远门打工，也影响了学校的正常开学。而且疫情直到现在还没有结束。在这样艰难的情况下，滋根不忘贫困山区的孩子，毅然拿出一部分资金资助贫困山区的孩子，我也是受益者。这些钱父母需要干好几天的活、流很多的汗水才能挣到。助学金对于我的家庭来说是非常重要的，我和妹妹的学习资料费 300 多元，购买学习用品 100 多，其他的可以为家里购买一部分生活用品。

The COVID-19 epidemic has been rampant since the Chinese New Year of 2020 and has since spread throughout the country and the world. The epidemic has had an impact on the Chinese economy. Because of the epidemic, people cannot go out to work, and the normal start of school has been affected. And the epidemic has not ended until now. In such a tough situation, Zigen did not forget the children in the poor mountainous areas and resolutely took out some money to support the children in the poor mountainous areas, and I was one of the beneficiaries. It took my parents several days of work and much sweat to earn this money. The grant is incredibly important to my family. My sister and I spend more than 300 Yuan for academic materials, more than 100 for school supplies, and the rest can cover part of the household expenses for our family.



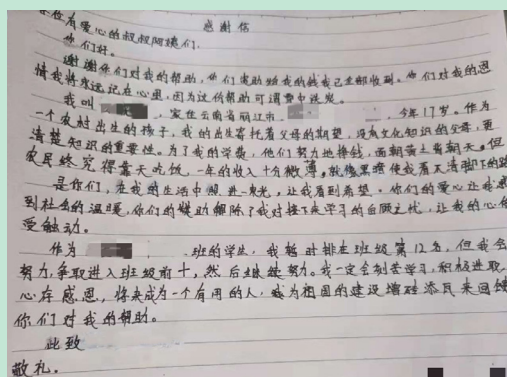
受资助学生小梅（化名）

The sponsored student XiaoMei (apseudonym)

学生五

受资助学生小杨（化名）的感谢信，右图为小杨帮助爸爸妈妈管理家里种植的烤烟

A letter of thanks from sponsored student Xiao Yang (pseudonym). Xiao Yang helps his parents manage the flue-cured tobacco grown at home

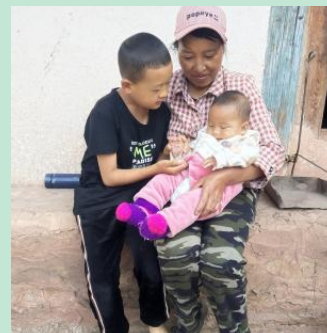




学生六

受资助学生小华（化名）完成作业之余，帮家里喂猪、到田里干活、照顾妹妹

The sponsored student Xiaohua (pseudonym) completed her homework and helped her family feed the pigs, work in the fields, and take care of her younger sister



绿色生态教育课程给农村残障孩子撑起一片蓝天

Green Eco Education Program Offers a Blue Sky to Rural Children with Disabilities

河北省丰宁满族自治县特教中心梁彦国 /Guoyan Liang

丰宁县特殊教育学校是一所为全县适龄智障、听障、视障儿童提供教育、康复的九年一贯制特殊教育基地，现有残障儿童 62 人，设 8 个教学班；有教职工 29 人，同时以送教上门的方式服务全县 173 名残障儿童的相关教育工作。经梁彦国校长的积极联络和多方沟通、评估，学校 2019 年加入中国滋根绿色生态文明学校队伍。

让残障孩子掌握一技之长，成为残而不废的人，能够自食其力，有尊严地活着。我校经过多年的调查研究和实践尝试，初步探索出一条绿色生态职业技术教育之路。

一、选择合适的职业技术教育课程

丰宁县特殊教育学校从成立到现在已经走过 27 个春秋，历代特教人为给这些残障孩子找到明天的路，不断进行探索尝试。一批批孩子已经走上了自己的谋生道路，我们也不断追寻着他们的足迹，来检验我们曾经的职业技术教育课程选择是否正确，是否达到预想的效果。

首先，我们组织学校老师进行了大量调查和走访，对已经毕业的 50 多名学生分三组进行了跟踪调研。第一组是农村组，有 20 名孩子回到农村生活，从事种植、养殖等务农行业，基本上都会种菜、种粮，知道保护环境的重要性；第二组有 20 名孩子一边从事服务行业一边回家种菜或者种粮，有理发、美容师、厨师、汽车修理、木工、画师、宾馆服务员，小片菜地和



杨老师和特教学生交流¹

¹2019 年 9 月 11 日，滋根首席专家杨贵平老师、会长罗义贤老师、香港滋根理事长胡双多老师与项目工作人员访河北丰宁多所学校，深入了解项目开展情况，与合作伙伴沟通需求及想法。一行人还参观了积极与滋根联系的丰宁特教学校，与梁彦国校长、特教师生进行交流。

粮食是提高他们生活质量的一点补充；第三组 10 名工厂工人，在福利工厂工作，5 人有自己的菜地，都能美化绿化自己的工作环境。他们都过着自食其力的小日子，生活得比较满足和幸福。

其次，我们也对这些学生曾经在学校接受的职业教育进行了梳理，如参加理发、厨师、绘画、养殖、种植、秸秆画制作等培训项目，而且还有一批孩子被送到了石家庄学习了专业的中医按摩。我们看到，学校的这些职业培训，多少都会对孩子们今后的就业发挥引领和支撑作用，为他们以后走上这条道路打下了坚实的基础，应该说培训是有效的。用一句农村通俗的话说：“锯响就有末，有汗水就有收获”。第三，我们通过调研还发现，有 45 名孩子都有自己或大或小的耕地或者小菜地，家家都有花草美化环境，他们都会亲自动手美化自己的小家。



二、建立恰当的职业课程体系

我们对调查结果进行总结和梳理后发现，绿色生态在孩子们的生活中占有举足轻重的位置。因此，我们就把职业技术教育分成公共课程（绿色生态课程），技能选修课程，文化精神课程（体育美艺术类课程），这样就确立起以绿色生态为核心的课程体系。我校职教在选择课程项目中会一直坚持以绿色生态为基础、为课程核心，选择有一定技术含量，易实施、易见效、较稳定，能与时代同步、有前瞻性的课程项目。

三、培养孩子绿色生态理念

能帮助这些来自农村的孩子们适应生存环境，掌握生存技能，有质量地生活着是我们一直思考的问题。他们在这里毕业后也多数会回到农村进行生产生活，如果我们的课程与他们的生活密切相关，就会让他们未来的生活更加顺畅而从容。再有，这些残障孩子生活在大山特有的环境里，吃的菜，种的树，养的花草，基本都是绿色生态的，大山里的山山水水都是绿色的，而且国家也持续对环境保护加以宣传引导，这些都需要通过课程渗透让孩子们有所体会和掌握。因此，我们就要让残障孩子具有保护我们赖以生存的绿色生态环境意识，具备一定的种植本领，从处理农家肥到春种秋收、田间管理，种树养花美化环境。当孩子们走出校园，能够在自家的土地上自食其力，美化自己的家园，享受生活的美好，这即是我们所希望看到的。

四、让绿色生态课程落到实处

公共绿色生态课程包括三个课程：蔬菜课程、花草课程、果木课程。学校独立建校后的 2011 年就建设了一个菜园，到 2017 年又建设了一处果园，开辟出一个花园。良好的实践基地不仅使校园充满绿色生态气息，也为开展种植课程，促进学生全年全时段参与实践提供了基础条件。这样，先保证了孩子们有实践的园地，让课程不仅仅停留在黑板上。

学校聘请资深教师已经退休的闫凤礼主任为绿色种植课程老师，闫主任一辈子都在农村，家有菜地，是个种地高手。种植社团的学习内容根据季节时令来安排。学校的社团活动时间在每周一到周四的下午，每学期有大约 20 名十周岁以上的中高段学生报名种植社团。考虑学生的接受能力，教师会总结简单、具体的操作程序，手把手传授，让孩子亲身实践种植过程。其间，其他老师也会来到基地为闫老师提供配合，比如上课的学生有很多聋哑孩子，手语老师也会经常辅助指导。



事实证明，与学生生活紧密联系的种植课程和高水准实践教学的持续进行，让这些残障孩子有了更强的生活自理能力，掌握了一定的劳动技能，在毕业后都能较为顺利地种出生活所需的食材。更重要的是，孩子们逐渐形成一定的绿色生态理念，节约意识增强得尤为明显。在作物收获季节，他们会非常珍惜劳动成果，按需索取而不再糟蹋。

相信在绿色生态系列课程的滋养下，这些特教学校的孩子追求更好生活的脚步一定会更加坚实，并为绿色家园的创建贡献力量。

Fengning County Special School is a nine-year consistent special education base providing education and rehabilitation for school-age children with intellectual, hearing and visual impairment in Fengning County. The school has 62 children with disabilities in 8 classes, 29 teaching staff, and also provides in-home education for 173 children with disabilities in the county. Through the active liaison and communication of Principal Liang Yanguo and



corresponding evaluations, the school was listed in the China Zigen' s ecologically civilized schools in 2019.

Our school aims to give children with disabilities skills that will enable them to become disabled but not useless, to become self-supporting and to live with dignity. After years of research and practice, our school has exploring a path of ecological vocational and technical education.

I. Choosing appropriate vocational and technical education courses

It has been 27 years since the establishment of Fengning Special School and generations of special educators have been trying to find a way for these children to develop their future careers. As many children have been able to earn their own living, we have been continually following their footsteps to test whether our previous vocational and technical education curriculum was the right choice and whether it has achieved the desired effect.

We first organized school teachers to conduct surveys and visits, and followed up more than 50 of our graduates organized into three groups. The first group is the rural group – 20 children who had returned to the rural area and were engaged in planting and cultivation. They knew how to grow

vegetables and crops, and knew the importance of protecting the environment. In the second group, there were 20 children who worked in the service industry and grew vegetables or crops at home, including hairdressers, beauticians, chefs, car repairers, carpenters, painters, and hotel attendants. Small plots of vegetables and crops were a small addition to their quality of life. The third group of 10 workers work in welfare factories. Five of them have their own vegetable fields and can beautify and green their working environment. They all live a self-reliant life and are satisfied and happy.

Secondly, we combed through the vocational education these students had received at school and found they had participated in training programs on hairdressing, chef, painting, farming, planting, straw painting and more. For example, a group of children were sent to Shijiazhuang to learn professional Chinese massage. As we can see, these vocational training programs at the school more or less lead and supported the children' s future employment. Laying a solid foundation for them to follow this path, and the training should be said to work well. As a common saying in rural areas goes, "If the saw rings, there is sawdust, and if there is sweat, there is harvest."

Thirdly, we found that 45 children have their own plots of land or vegetable plots, large or small, and all of them had flowers and plants to beautify their environment. They all do their own work to beautify their homes.

II. Establishing an appropriate vocational curriculum

After analyzing the survey results, we found that green ecology plays a significant role in children' s lives. Therefore, we divided the vocational and technical education into public education (green ecology courses), skills



elective education, cultural education (physical, music and artistic courses). In this way, we have established a curriculum system with green ecology at the core. Using green ecology as the core of our vocational curriculum, we will choose stable, forward-looking course items that involve technical standards, are easily implemented, can take effect in a short time, and can keep pace with the times.

III. Fostering ecological concepts in children

We have been thinking about how we can help children from rural areas adapt to their living environment, acquire survival skills, and live a quality life. After graduating from our school, most of the children will return to the rural areas for to live productive lives. If our curriculum is closely related to supporting their future, it will make their life smoother and more comfortable. What's more, these children with disabilities live in the unique environment of the mountains. The food they eat, the trees they plant, and the flowers and plants they raise are all basically organic. The mountains and rivers are all green, and the country continues to promote and guide environmental protection, all of which need to be learned and understood by the children through the curriculum. We therefore need to educate children with disabilities on the ecological environment that we live in. They should learn certain planting skills, from handling farm fertilizer to planting in spring and harvesting in autumn, managing the fields, planting trees and flowers and beautifying the environment. It is what we hope to see when children leave school and become self-reliant on their own land, beautifying their own homes and enjoying the beauty of life.

IV. Practically implementing the ecological curriculum

The public ecological program consists of three courses: vegetable course, flower course, and fruit tree course. A vegetable garden was built in 2011 after the establishment of the school, and an orchard and garden were built in 2017. A good practice site not only makes the campus ecologically beautiful, but also provides the foundation for the planting curriculum and promotes students' participation in practice all the time throughout the year. In this way, we ensure that the children have a place to practice and that the curriculum does not remain merely on the blackboard.

The school hired veteran teacher Yan Fengli (who has retired) as the teacher of the green planting course. Director Yan has been in the countryside all his life with a vegetable field in his house, thus becoming a master of farming. The gardening club arranges its curriculum according to the seasons. Club activities in the school are held on the afternoons from Monday to Thursday. Approximately 20 middle and high school students over the age of 10 sign up for the gardening club each semester. Customizing content to students' ability, teachers will summarize simple and specific operating procedures and teach them hand in hand, so that children can practice planting vegetables in person. During this time, other teachers will also come to the base to provide support for Mr. Yan. For example, if the class has a lot of deaf children, the sign language teachers used to assist in the instruction.

It has been proven that with the continued implementation of the gardening curriculum and the high standard of practical education closely related to students' lives, the children with disabilities have become more capable of taking care of themselves. They have acquired work skills, and are able to grow the necessary ingredients for their lives after graduation. More importantly, the children have gradually developed an ecological concept, and their awareness of saving has been significantly enhanced. During the harvest season, they cherish the fruits of their labor and do not waste food by asking for what they need.

I believe that with the nourishment of the ecological program, the children of these special schools will be more solid in their pursuit of a better life and will contribute to the creation of a green home.

武汉市新洲区三店二中参加庆祝三店街第三届丰收节

Sandian No. 2 Middle School in Xinzhou District, Wuhan City, participated in the celebration of the third harvest festival in Sandian Street

9月23日，新洲区三店街举办第三届农民丰收节，用欢乐的歌声唱响丰收的喜悦，展示农业新成果、农村新面貌。



三店二中老师张凤秀说：“我们学校的特色是农耕文化，编织是其中的一项。学校的办学理念就是宁静致远，我们的编织分为四种，有竹编、草编、线编和珠编。孩子们在编织中除了学到编织的技艺，还从中感受到劳动的快乐，使我们的孩子更加健康、更加快乐的去成长。借三店的丰收节，我们更加感觉到劳动的快乐。”

On September 23, Sandian Street of Xinzhou District held the third farmers' harvest festival, singing the joy of harvest with joyful songs and showing the new achievements of agriculture and the new face of the countryside.

Zhang Fengxiu, a teacher of Sandian No. 2 Middle School, said, "Our school's specialty is farming culture, and weaving is one of them. Our school's philosophy is to make lasting accomplishments by leading a quiet life. Our weaving is divided into four types: bamboo weaving, straw weaving, thread weaving and bead weaving. In addition to learning the skills of weaving, the children also feel the joy of working, which makes our children grow up in a healthier and happier way. By taking advantage of the harvest festival in Sandian, we could feel the joy of labor even more."



贵州省松桃县：全县有 309 名家庭困难的中小学生领取助学金

Songtao County, Guizhou Province: 309 elementary and middle school students from difficult families will receive grants throughout the county

2021 年年末，贵州省松桃县盘信镇民族完小举行“滋根乡村教育与发展促进会助学金”发放仪式。盘信镇民族完小共有 60 名品学兼优的贫困生领取到助学金。

“感谢滋根的资助，我要珍惜机会，不断完善自己，提高自己，把握机遇，努力使自己成才。以健康的心态和乐观向上的精神风貌，迎难而上，迎接各种挑战，常怀感恩之心，不断充实自己，努力实现人生价值。”受资助的盘信镇民族完小五（1）班学生龙忠磊说。

据滋根学校教育处项目干事张云飞介绍，今年滋根将对松桃县六所小学共 246 名有实际困难的小学生每人资助 600 元，对 63 名有实际困难的高中生每人资助 1000 元，共计资助善款 20 余万元。

On the end of 2021, a ceremony was held to distribute the "Zigen Grants for Rural Education and Development" to the Minzu elementary school in Panxin Township, Songtao County, Guizhou Province. A total of 60 poor students with good character and academic performance in Panxin Town Minzu Primary School received the grants.

"Thanks to the financial support from Zigen, I will treasure the opportunity, constantly perfect myself, upgrade myself, grasp the opportunity, and strive to make me a success. With a healthy mind and optimistic spirit, I will rise to the challenge, meet all kinds of challenges, always be grateful, constantly enrich myself and strive to realize the value of my life." Long Zhonglei, a student of Class 1, Grade 5 of the Minzu elementary school in Panxin Town, who received financial support, said.



According to Zhang Yunfei, Project Officer of Zigen School Education Service, Zigen will sponsor a total of 246 elementary school students with practical difficulties in six elementary schools in Songtao County with 600 Yuan each this year, and 63 senior high school students with practical difficulties with 1,000 Yuan each, for a total of more than 200,000 Yuan.

浙江省宁海县：把传统集市搬进幼儿园

Ninghai County, Zhejiang Province: Bringing traditional markets into kindergartens

黄洋集市是前童镇过年前最大的集市，又叫“二七市”。随着前童“黄洋市”的到来，意味着新的一年即将来临。为了让孩子们感受家乡民俗，近日，前童镇中心幼儿园把黄洋集市搬进幼儿园，开展了“寻味前童 喜迎虎年”赶集活动。小朋友们欢聚一堂，尽享特色之食、韵民俗之味、祈新年之福、悦传统之美。

Huangyang Market is the largest market before the Chinese New Year in Qiantong Town, also known as "Erqi Market". With the arrival of the Huangyang market in Qiantong, it means that the new year is coming. In order to let children experience the folklore of their hometown, recently, the Qiantong Town Center Kindergarten brought the Huangyang Market into the kindergarten, launched a market event "to find the taste of Qiantong to welcome the Year of the Tiger". Children gathered together to enjoy the special food, taste the flavor of folk customs, pray for the blessings of the Chinese New Year, and enjoy the beauty of tradition.



贵州省榕江县：车民小学劳动实践基地种植的蔬菜丰收了

Rongjiang County, Guizhou Province: A bumper crop of vegetables grown at the labor practice base of Chemin Primary School

榕江县车民小学劳动实践基地种植的蔬菜丰收了，除了供给学校食堂的蔬菜供应，还有不少的富余。2022 年学校元旦活动的一项重要，便是组织高年级的学生走上街头，向县城的居民出售自己的劳动果实。销售的全部收入，全部将投入学校劳动实践基地建设，添置设备，购买种子、工具等用途。学生们实实在在地品尝到了自己的劳动果实的甜蜜。

The vegetables grown at the labor practice base of Chemin Primary School in Rongjiang County have produced a bumper crop. In addition to supplying the school canteen with vegetables, there is still a lot of surplus. An important part of the school's New Year's Day events in 2022 is to organize senior students to sell the fruits of their labor on the streets to the residents of the county. All proceeds from the sales will be invested in the construction of the school's labor practice base, the purchase of additional equipment, seeds, tools and other uses. The students were able to taste the sweetness of the fruits of their labor.





滋根组织“环境教育专题“课程线上培训

Zigen held an online training session for the "Environmental Education" program

为进一步加强全员对环境教育的认识和理解，提高可持续发展专业素养，同时为“共创可持续发展的乡村：教师培训”课程升级改版、网络学习平台搭建积累经验和素材，2月23日，滋根首席专家杨贵平老师开展了“环境教育与教学实践”第一单元的线上培训活动。

通过精心的组织设计，培训学习实现了在线讲解、分组讨论、个人分享的密切结合。会后，大家对在线培训的授课形式、时长、活动设计等进行了充分的交流反馈，并达成共识，强调既要保障课程核心知识，又要突出课堂的互动参与，本次线上培训活动将为其其他课程的升级改善和上线带来很好的启示和借鉴。



In order to further strengthen the knowledge and understanding of environmental education among all members, improve the professionalism of sustainable development, and accumulate experience and materials for the upgrading of the "Together Building Sustainable Village: Teachers Training Program" and the establishment of the e-learning platform, Teacher Yang Guiping, the chief expert of Zigen, conducted an online training session for the first module of "Environmental Education and Teaching Practice" on February 23.

Through careful organization and design, this training and learning session achieved a close combination of online lectures, group discussions and individual sharing. After the meeting, we had sufficient exchange and feedback on the lecture format, length and activity design of the online training and reached a consensus. It was emphasized that both the core knowledge of the course should be guaranteed and the interactive participation in the classroom should be highlighted. This online training activity will be a good inspiration and reference for the upgrading, improvement and launching of other courses online.

浙江省宁海县：前童镇中心小学优秀传统文化进校园

Ninghai County, Zhejiang Province: Qiantong Town Center Primary School introduced excellent traditional culture into the school

2月17日，校园里热闹非凡，师生们欢天喜地地分享传统佳节带来的欢乐瞬间。孩子们通过传统元宵花灯展、传统过年分享会、传统节日手抄报等形式，自己动手，走进传统，亲身体验家乡传统习俗，提高对家乡传统文化的认识，大大激发了他们的爱乡之情。

On February 17, the school was bustling with activities as teachers and students cheerfully shared the joyful moments brought by the traditional festival. Children carried out traditional lantern display, traditional sharing session on the Chinese New Year and traditional handwritten posters on festivals. The children took matters into their own hands and went into the tradition to experience first-hand the traditional customs of their hometowns. Based on this, they raise their awareness of the traditional culture of their hometown and greatly inspire their love for their hometown.



『女童性健康教育 Rural Adolescent Girls Sex Health Education』

青春期女童性健康辅导项目进展报告

Report on the progress of Rural Adolescent Girls Sex Health Education Teachers Training

一、青春期女童性健康研修会议

2021年12月3日—4日，滋根、松桃苗族自治县教育局联合主办的青春期女童性健康辅导项目第二期研修会在松桃县第六完小举行，参加本次研修会的老师主要来自大兴中学等16所学校，共50余名老师。本次研修会采用参与式方式，邀请了本地成长起来的女童性健康专家做研修辅导师。

所有参与两期研修的老师完成青春期的变化、青春期的情感、“你好，我的月经朋友”、校园欺凌与性侵犯等七个专题学习之后，根据各校实际情况以专题课、主题活动、讲座等形式为女童开展青春期性健康辅导。

二、青春期女童性健康辅导

在贵州省松桃县，正大镇中学等27所学校83名辅导员面向本校七到九年级同学授课680次，每个老师最少完成6次课，最多24次，累计有37667人次的学生参与课堂学习。

在江西省遂川县，雪田中学、珠田中学、巾石中学等12所学校84名辅导员面向本校七到九年级同学授课862次，每个老师最少完成6次课，最多24次，累计有43458人次的学生参与课堂学习。

三、物资配套捐赠

本项目在教师研修、女童辅导之外还设计了健康包和配套物资的捐赠。

12月13日到20日，贵州省松桃县27所学校5030名学生每人发放了一双鞋子与一个健康包，由松桃县教育局通知学校到教育局领取物资，学校以班级为单位发放给7-9年级的女童。

12月13日到24日，江西省遂川县12所学校5001名学生每人发放了一双鞋子与一个健康包，由县教育局组织各学校将物资发放到人。

I. Training session on adolescent girls' sex health

On December 3-4, 2021, Zigen and Songtao Miao Autonomous County Education Bureau jointly sponsored the second workshop of Rural Adolescent Girls Sex Health Education Teachers Training in Songtao County No. 6 Elementary School. More than 50 teachers from 16 schools, including Daxing Middle School, participated in this workshop. The workshop was held in a participatory manner, in which local experts in girls' sexual health were invited to be the trainers.

All teachers who participated in the two training sessions completed seven topics, including Changes in Adolescence, Emotions of Adolescence, Hello, My Menstrual Friend, School Bullying and Sexual Assault. After that, these teachers provided adolescent sexual health counseling for girls in the form of special classes, thematic activities and lectures according to the actual situation of each school.

II. Counseling on adolescent girls' sex health

In Songtao County, Guizhou Province, 83 tutors from 27 schools, including Zhengda Township Middle School, taught 680 lessons to students from 7th to 9th grade in their schools. Each tutor completed a minimum of 6 sessions





地域 Place	教师培训次数 Teacher Training times	参与教师 Number of participating teachers	累计课时 Class times	累计受益人数 Number of beneficiaries
松桃县 Songtao	2	100	680	37,667
遂川县 Suixian	2	98	867	43,458
合计 Total	4	198	1,547	81,125

and a maximum of 24 sessions, with a total of 37,667 students participating in the classes.

In Suichuan County, Jiangxi Province, 84 tutors from 12 schools, including Yutian Middle School, Zhutian Middle School and Jinshi Middle School, taught 862 lessons to students in grades 7 to 9 at their schools. Each tutor completed a minimum of 6 sessions and a maximum of 24 sessions, with a total of 43,458 students participating in the classes.

III. Donations of supporting materials

The program offers donations of health kits and supporting materials in addition to teacher training and mentoring for girls.

From December 13 to 20, 5,030 students in 27 schools in Songtao County, Guizhou Province, were each given a pair of shoes with a health kit. The Songtao County Education Bureau notified the schools to pick up the supplies from the Bureau. The schools distributed them to girls in grades 7-9 on a class-by-class basis.

From December 13th to 24th, each of the 5,001 students in 12 schools in Suichuan County, Jiangxi Province, was given a pair of shoes with a health kit, and the county education bureau organized the schools to distribute the supplies to the girls.



教育者要用爱心去培育花朵

Educators need to nurture flowers with love

九河中学 尹山红/Yin Shan hong, Jiuhe Middle School

“鹤发银丝映日月，丹心热血沃新花”。我想把这一诗句送给滋根的创始人杨贵平女士。

初识杨贵平女士是2016年5月，我们丽江玉龙中小学教师13人与贵州榕江、河北青龙的五十多名教师相聚于北京师范大学，一起参加了滋根组织的为期一周的“贫困地区青春期女童健康教育项目”教师培训。开班典礼上，杨贵平老师蓬松的短发略带小卷，颈上带一根古朴的银项链，衣着朴素，精神矍铄，语如清泉。从她的讲述，以及后来张莉莉老师等人的介绍中，我知道了她是美国哥伦比亚大学教育学硕士，教育学博士候选人。她三十年始终如一的支持着中国妇女发展和女童教育。青春期健康教育没有被系统地、正规地纳入课堂，所以，滋根组织了全国有关青春期健康教育的专家教授共同开发健康教育课程，并作了一级和二级甚至是三级的培训，希望参训老师将十二个专题带回学校，协同滋根工作人员一起致力学校健康教育工作。

同年9月我还参加了玉龙县教育局与滋根发起的“贫困农村青春期女童健康教育项目”云南交流会。2018年，我又参加了玉龙县教育局与滋根组办的“农村青春期健康教育教师培训”。加上2020年的这一次培训，我真的是滋根培训中受益最多的一名教师了。只是这一次培训，我的角色稍有改变，我不仅是参训教师，还是一名培训师，我负责培训的课题是《疫情防控与心理疏导》，在这疫情特殊的时期，这一课题显得尤其特别，它能让学生了解疫情期间生活中的变化，排解疫情所

带来的恐慌,懂得如何防疫,怎样调控自己的心理,疫情期间该怎样进行学习等等。非常时期,这一课题无疑就是一场及时雨。我们从中还可看出,滋根的工作是与时俱进,紧贴教学实际,解决现实问题的。

每一次教师培训,我都收获颇丰。来自不同地域不同学校的老师,因为同一目的而相聚一起。我们学习、我们讨论、我们分享……正是这份滋根缘,我们发现并意识到,作为教师,我们不能只关注孩子知识掌握了没有,考了多少分,第几名,还应该去关注孩子在课堂上无法解决,却又关系孩子身心健康的问题:如我从哪里来?青春期有哪些变化?青春期的情感波动如何调控?是否遭遇过校园欺凌与校园暴力?如何面对性骚扰与性侵害?早恋与早孕会带来哪些伤害等。

培训过程中,老师们都分享了发生在自己身边的痛心故事。一根棒棒糖的哄骗使7岁女童被性骚扰;一件花衣服的诱惑让8岁的女孩遭遇性侵;一位13岁的早孕女孩与26岁的怀孕母亲同上孕期妈妈指导课;一个14岁的女孩被迫辍学,只因要给哥哥换亲;一个13岁才上六年级的女孩被母亲强拉回家,说是要让她嫁人,仅仅只因为那个五十八岁的男子给了女孩母亲3000元的彩礼;一个十三岁的男孩,被几个同学群殴,送入重症病房一个月仍未脱离危险……

这些问题,就发生在我们的身边。可我们的语数外史地生课堂都无法为他们解决这些问题。再回顾一下我们的青春岁月,那时的我们不也是曾因为月经初潮而惶恐,曾因对异性产生了好感而困惑,曾因与心动男孩牵手而担心怀孕,曾因遭遇性骚扰而郁闷,曾因情感波动烦恼,曾因遭遇侵害无处诉求而迷茫么……

而滋根的青春健康教育,正如一场久旱的甘霖,恰恰可以为我们的孩子分忧解惑,填补我们教育中的空白。

培训结束,回到九河中学,我向校领导提议利用午自习及下午第一节课时间开展健康教育课,面向全体学生以上大课的形式进行健康教育。学校也决定将新学期开学后的第二周作为健康教育周。

	星期一	星期二	星期三	星期四	星期五
年级 男女	七年级	八年级	九年级	七年级	八年级
女生	《你好,我的月经朋友》 《青春期的变化》	《青春期的情感》 《早婚,早孕问题与危害》	《早婚,早孕问题与危害》 《校园欺凌与校园暴力》	《青春期的情感》 《性骚扰与性侵害》	《性骚扰与性侵害》 《校园欺凌与校园暴力》
	地点:大会议室				
男生	《遗精》 《青春期的变化》	《遗精》 《青春期的变化》	《遗精》 《青春期的变化》	《遗精》 《青春期的变化》	《遗精》 《青春期的变化》
	地点:风雨操场				

起初上健康教育课的教师只有我一人,后来参加培训的老师逐渐增多,由一人、三人继而发展到十个人了,授课时可以两人搭档,一人主讲一人协助,与最初相比就轻松多了。根据学生情况对课题进行调整,有针对性的进行课题培训。每次只要健康包一收到,健康教育的教师便会及时的把它发放到每个女生的手中。这一善行,让我校的每个女童都切身感受到了滋根给予的关爱。

健康周结束,收到学生们真挚的反馈:

“我知道怎样选择卫生巾了。”

“我懂得了怎样保护自己,面对侵害,要敢于说不!”

“你教会了我妈妈不曾教我的东西。老师,谢谢你!”

“我明白了如何避免性骚扰与性侵害”

“你让我知道了早恋早孕的危害。”

“我知道妈妈怀胎十月的辛苦了,我会以我的方式报答她的。”

“我不用担心了,因为我知道遗精现象产生是我长大了!”

“我知道家里逼我嫁人是错误的,我知道怎样应对了。”

“通过您的课程我知道了被欺负一再的妥协和软弱是不对的,应该积极需求老师和他人的帮助!大声说——不!”

……

看到这些文字。作为师者,无比欣慰。与滋根结缘,让我更深刻的懂得了教育的真谛:那就是,教育者要用爱心去培育花朵。



"A teacher's hair that is white from hard work reflects the sun and the moon, and a teacher's heart for her students nourishes the newborn flowers." I would like to dedicate this verse to the founder of Zigen, Teacher Yang Guiping.

I first met Ms. Yang Guiping in May 2016, when 13 of us teachers from primary and secondary schools in Yulong County, Lijiang, together with more than 50 teachers from Rongjiang, Guizhou and Qinglong, Hebei, met at Beijing Normal University to attend a week-long Rural Adolescent Girls Sex Health Education Teachers Training Program organized by Zigen. At the opening ceremony, Ms. Yang Guiping, who was in her age, curly hair, an antique silver necklace, simple clothes, and spoke like a clear spring. From her story, and later from the introduction of Ms. Zhang Lili and other teachers, I learned that she received a Master's degree in Education and a PhD in Education from Columbia University. She has a privileged life in the U.S., but she has been a consistent supporter of women's development and girls' education in China for 30 years. Adolescent sex health education has not been systematically and formally incorporated into the classroom, so Zigen has organized experts and professors on adolescent sex health education from across the country to develop a health education curriculum. In addition, Level One, Level Two, and even Level Three training programs were offered and the participating teachers were expected to take the 12 topics back to their schools and work with Zigen staff on the school's health education.

In September of the same year, I also participated in the Yunnan exchange meeting of the Rural Adolescent Girls Sex Health Education Program co-sponsored by the Yulong County Education Bureau and Zigen. In 2018, I once again participated in the Rural Adolescent Girls Sex Health Education Teachers Training Program organized by the Yulong County Office of Education and Zigen. With this training in 2020, I am really one of the teachers who benefited the most from Zigen's training programs. This time, my role changed a bit, as I was not only a teacher, but also a trainer. The topic I was in charge of was "Epidemic Prevention and Control and Psychological Counseling." This topic was particularly special during this special time of the epidemic. It allows students to understand the changes in their lives during the epidemic, to understand how to deal with the panic caused by the epidemic, to know how to prevent the epidemic, how to control their psychology, how to study during the epidemic, and so on. This topic is undoubtedly a timely help at the critical moment. We can also see from it that Zigen's work keeps pace with the times, relates to the reality of teaching, and solves practical problems.

I have gained a lot from each teacher training session. Teachers from different schools in different regions come together for the same purpose. We learn, we discuss, we share. It was through this bonding at Zigen that we realized that as teachers, we should not only focus on whether our students have mastered their knowledge, how many points they have scored on their exams, and where they have placed, but also on the issues that cannot be solved in the classroom, but are related to their physical and mental health. These issues include where I come from, what are the changes during adolescence, how to control the emotional fluctuations during adolescence, whether I have experienced school bullying and school violence, how to deal with sex harassment and sex assault, and what damage early love and early pregnancy can bring.



向学校的女同学发放健康包与卫生用品

Distributing health packs to girls at school



云南省玉龙县参加青春期女童性健康教育研修会的老师

Teachers who participated in the Seminar on Sexual Health Education for Adolescent Girls in Yulong County, Yunnan Province

During the training, the teachers shared heartbreaking stories that happened around them. A lollipop lure caused a 7-year-old girl to be sexually harassed; an 8-year-old girl was sexually assaulted by the lure of a flowery dress; a 13-year-old girl who was pregnant at an early age attended a pregnancy guidance class with a 26-year-old pregnant mother; a 14-year-old girl was forced to drop out of school because she had to get married in exchange for a wife for her elder brother; a 13-year-old girl in the sixth grade was dragged home by her mother to get married, just because the fifty-eight-year-old man gave the girl's mother a bride price of 3,000 Yuan; a 13-year-old boy, beaten by several classmates, was sent to the intensive care unit but still not out of danger after a month

These problems are happening all around us. But our cultural classes are unable to solve these problems for them. When we look back at our youth, we were also scared because of our first menstruation, confused because we had a crush on the opposite sex, worried about pregnancy because we held hands with the boy we wanted, depressed because of sexual harassment, troubled because of emotional turmoil, and confused because we had nowhere to turn to for help with abuse

Zigen's adolescent health education is like a sweet rainfall after a long drought, which can help to solve the problems of our children and fill the gaps in our education.

After the training, when I returned to Jiuhe Middle School, I proposed to the school director to conduct health education classes for all students in the form of a large class during lunchtime study and the first class in the afternoon. The school also decided to make the second week of the new school term a health education week.

	Monday	Tuesday	Wednesday	Thursday	Friday
GradeMale	Grade 7	Grade 8	Grade 9	Grade 7	Grade 8
Female					
Female	Hello, My Menstrual Friend Changes in Adolescence	Emotions of Adolescence Early Marriage, Early Pregnancy and Their Hazards	Early Marriage, Early Pregnancy and Their Hazards School Bullying and School Violence	Emotions of Adolescence Sexual Harassment and Sexual Assault	Sexual Harassment and Sexual Assault School Bullying and School Violence
	Place: Convention hall				
Male	Spermatorrhea Changes in Adolescence	Spermatorrhea Changes in Adolescence	Spermatorrhea Changes in Adolescence	Spermatorrhea Changes in Adolescence	Spermatorrhea Changes in Adolescence
	Place: Wind and Rain Playground				

At first, I was the only teacher who taught the health education class, but the number of teachers who participated in the training gradually increased from one, to three, and to ten. We were able to teach the class in pairs, with one teacher and one facilitator, which made it much easier than at first. We adjusted the topics according to the students' situation and conducted targeted training on the topics. Whenever the health packets were received, the health education teachers distributed them to each girl in a timely manner. This act of kindness has helped every girl in our school to feel the love and care of Zigen.

At the end of Health Week, we received sincere feedback from our students:

"I know how to choose sanitary napkins."

"I know how to protect myself, to say no to abuse!"

"You taught me what my mother didn't teach me. Thank you, teacher!"

"I learned how to avoid sexual harassment and sexual assault."

"You taught me the dangers of early love and pregnancy."

"I know how hard it is for my mother to carry a baby, and I will repay her in my own way."

"I don't have to worry anymore, because I know that the spermatorrhea phenomenon arises when I grow up!"

"I know that it was wrong for my family to force me to marry someone, and I know how to deal with it."

"Through your course I got to know that it is not right to give in to bullying and to be weak, and that I should actively ask for help from teachers and others! Say it out loud - no!"

.....

As a teacher, I feel very happy to read these words. My connection with Zigen has given me a deeper understanding of the true meaning of education, which is that educators must nurture flowers with love.

『乡村发展与成人教育 Rural Development and Adult Education』

河北省青龙县大森店村村民学习中心落成

Villagers' Learning Center in Dasendian Village, Qinglong County, Hebei Province completed

10月14日，河北省青龙县大森店村举行热闹的仪式，庆祝九九重阳节暨大森店村村民学习中心落成。该村民学习中心是在滋根支持下，由原大森店小学学校和老村部改造而成。村民学习中心设有活动室、村史馆、民俗馆、满乡布艺班、土产工艺班等功能区，既能展示大森店村发展史和一些满族特色老物件，也能让村民学习、了解满族特色手工艺，制作满族特色土特产品，成为村民学习、活动、娱乐的好去处。该学习中心的落成能够丰富村民文化生活，增强文化素养，提升农村文化建设。同时，该学习中心将发挥老年人乡村记忆、历史故事等地方性民俗积累较多的特点，让老年人在传播乡村文化方面发挥余热，促进乡村文化振兴。



On October 14, a lively ceremony was held in Dasenden Village, Qinglong County, Hebei Province to celebrate the Double Ninth Festival and the completion of the Dasenden Village Villagers' Learning Center. The Villagers' Learning Center was transformed from the former Dasendian Primary School and the former village office with the support of Zigen. The Villagers' Learning Center has functional areas such as activity room, village history gallery, folklore gallery, Manchu cloth art workshop and native craft workshop. It can display the development history of Dasendian Village and some old artifacts with Manchu characteristics, and also allow villagers to learn and understand Manchu special crafts and make local special products with Manchu characteristics. Therefore, it becomes a popular place for villagers to study, engage in activities and have fun. The completion of the learning center can enrich the cultural life of the villagers, enhance their cultural literacy and improve the construction of rural culture. At the same time, the learning center will give play to the characteristics of the accumulated local folklore such as rural memories of the elderly and historical stories, so that the elderly can exert their residual energy in spreading local culture and promoting the revitalization of rural culture.

农村成人教育支持乡村振兴可持续发展行动计划（2021-2026） | 滋根与中国成人教育协会在京举办农村成人教育助力乡村振兴可持续发展行动成果交流会

Action Plan for Sustainable Development of Rural Adult Education to Support Rural Revitalization (2021-2026) | Zigen and China Adult Education Association held a meeting in Beijing

本项目是滋根和中国成人教育协会共同设立的“农村成人教育支持乡村振兴可持续发展行动计划（2021-2025）”的第一年项目；旨在农村成人教育中推广教育促进可持续发展，并在此框架下发展课程并开展成人培训活动，总结经验，交流推广。

2021年4月8日，滋根与中国成人教育协会共同签署战略合作备忘录和2021年度项目合作协议。

至7月，河北青龙县培训课程首轮交流已完成，新洲区、宁海县的课程交流计划已设立；4个县的子课程开发及培训计划已经提交；4个试点村名单已申报并基本确立，分别是青龙县大森店村，新洲区张店村，宁海县前童镇大郑村、鹿山村，

松桃县大路镇大溪村。各项工作已经进入实施阶段。

9至10月，滋根组织有关课程设计和案例撰写的线上辅导会议，并提供课程设计模板和案例作为参考，集中组织案例申报工作。根据中成协通报，截止11月15日已征集了50余篇。目前双方正在筹备汇总和初审案例材料，组织专家评审，以及组织视频剪辑和文集汇编工作。

2021年11月29日，滋根携手中国成人教育协会，在国家开放大学出版社举办“农村成人教育助力乡村振兴可持续发展行动成果交流会”，这是滋根与中国成人教育协会共同合作的“农村成人教育支持乡村振兴可持续发展行动计划（2021-2026）”第一年的经验总结和成果推广会。全民终身学习活动周专家组组长张昭文、中国成人教育协会副会长许建、滋根副会长姚军、北京师范大学教授张莉莉、暨南大学教授韩嘉玲等莅临现场。滋根首席专家杨贵平、中国农业大学教授朱启臻、滋根副秘书长李光对等专家和有关负责人通过视频连线进行分享。线上同步免费向观众开放，吸引了来自全国各地关注农村成人教育的个人和组织收看和互动，累计近5000人在线观看。

会议从理论和调查研究方面集中探讨了在教育促进可持续发展框架下建立终身学习的乡村、农业农村可持续发展、培育乡村可持续发展妇女领导人才、乡村振兴可持续发展教育行动的环节与维度，也从实践层面上分享了金融行业参与乡村教育赋能、新媒体在新形势下的灵活应用、发动新乡贤助推乡村振兴、多方联动培育新农民等方面的经验性成果。

通过专家主旨演讲、案例分享、专家点评等环节，会议总结并展示了2021年农村成人教育支持乡村振兴可持续发展行动的成果以及各地的实践经验与案例，强调2021年4月在贵州铜仁举办的首届“乡村振兴可持续发展人才课程”公益培训的重要意义，也为2022年农村成人教育助力乡村振兴可持续发展行动指明了方向。

This project is the first year of the Action Plan for Sustainable Development of Rural Adult Education to Support Rural Revitalization (2021-2025) jointly established by Zigen and the China Adult Education Association. It aims to promote education for sustainable development in rural adult education, and within this framework to develop curricula and adult training programs, summarize experiences, and exchange and promote them.

On April 8, 2021, Zigen and China Adult Education Association jointly signed a strategic cooperation memorandum and a project cooperation agreement for 2021.

By July, the first round of exchanges of training courses in Qinglong County, Hebei had been completed, and exchange plans for courses in Xinzhou District and Ninghai County had been set up. Sub-course development and training plans were submitted for 4 counties. The list of 4 pilot villages had been declared and basically established, namely Dasendian Village in Qinglong County, Zhangdian Village in Xinzhou District, Dazheng Village and Lushan Village in Qiantong Town, Ninghai County, and Daxi Village in Dalu Town, Songtao County. Various tasks were already in the implementation phase.

From September to October, Zigen organized online coaching sessions about course design and case writing, and provided course design templates and cases as references and focused on organizing the declaration of cases. According to the announcement of China Adult Education Association, more than 50 articles had been collected by November 15. Both parties are now preparing to summarize and preliminary review case materials, organize expert



“乡村振兴：可持续发展人才公益培训”现场
Revitalizing Village: Rural Sustainable Leadership Training Program



走访项目支持建立的张店村女红坊
Visiting the Women's program in Zhangdian Village

County, and Daxi Village in Dalu Town, Songtao County.



review, and organize video editing and anthology compilation work.

On November 29, 2021, Zigen and China Adult Education Association held the "Exchange Meeting on the Results of Action Plan for Sustainable Development of Rural Adult Education to Support Rural Revitalization" at the Open University of China Press. It was the meeting for summarizing the experience and promoting the results of the first year of "Action Plan for Sustainable Development of Rural Adult Education to Support Rural Revitalization (2021- 2026)" jointly organized by Zigen and China Adult Education Association. Zhang Zhaowen, director of the Lifelong Learning Week event, Xu Jian, vice president of China Adult Education Association, Yao Jun, vice president of Zigen, Zhang Lili, professor of Beijing Normal University, and Han Jialing, professor of Jinan University attended the meeting. Yang Guiping, chief expert of Zigen, Zhu Qizhen, professor of China Agricultural University, and Li Guangdui, deputy secretary general of Zigen, and other experts and relevant persons in charge shared relevant experiences via video link. The exchange was simultaneously open to viewers online for free, attracting individuals and organizations from all over China who are concerned about rural adult education to watch and interact, with a total of nearly 5,000 visitors watching online.

The meeting focused on the links and dimensions of establishing a lifelong learning village, sustainable development in agriculture and rural areas, nurturing women leaders for sustainable rural development, and educational initiatives for sustainable development of rural revitalization under the framework of education for sustainable development from the theoretical and research aspects. It also shared empirical results from the practical level on the financial industry's engagement in rural education empowerment, the flexible application of new media in the new situation, the mobilization of new rural leaders to promote rural revitalization, and the multi-party linkage to cultivate new farmers.

Through expert keynote speeches, case sharing and expert comments, the meeting summarized and showcased the results of the 2021 Initiative for Rural Adult Education to Support Sustainable Development of Rural Revitalization as well as practical experiences and cases from different regions. Moreover, it highlighted the importance of the first "Revitalizing Village: Rural Sustainable Leadership Training Program" held in Tongren, Guizhou in April 2021. It also points out the direction for the Rural Adult Education for Sustainable Development in Rural Revitalization in 2022.



宁海县前童镇“文创艺术振兴乡村”培训现场
"Cultural and Creative Art" training in Qiantong Town,
Ninghai County



贵州省麻江县：村寨社区为本传统生态智慧传承与运用项目麻江县首次工作坊举行 Majiang County, Guizhou Province: The first workshop was held in Majiang County for the Traditional Ecological Wisdom Transmission and Application Project for Village Communities

2021 年 11 月 26-27 日，黔东南村寨社区为本传统生态智慧传承与运用项目麻江县首次工作坊在贵州省麻江县龙山镇白兴村举行。来自白兴村和金竹街道陆堡村民族文化遗产人、妇女骨干代表、返乡青年、合作社带头人和麻江县妇女联合会代表、项目志愿者等共 21 人参加了工作坊，相互认识、讨论学习文化与传统生态智慧、系统介绍项目，为接下来麻江项目

的开展打好了基础。

工作坊为期 2 天，由项目工作人员顾文主持、凯里社工志愿者龙集文协助，通过知识分享、案例讲解、分组讨论、实地练习、小组和个人分享等形式，开展了村寨漫步、相互介绍、文化与生态智慧探讨、村寨文化交流、社区文化调查、项目介绍与反馈等工作坊环节和内容。

本次工作坊属于黔东南村寨社区为本传统生态智慧传承与运用项目的一部分，该项目由贵州省妇女联合会和滋根合作开展，并由黔东南州妇女联合会、榕江县妇女联合会、麻江县妇女联合会具体参与和指导，项目得到了社区伙伴北京办事处的资金支持。在可持续发展框架下，该项目旨在挖掘并培育社区骨干和团队，推动社区重新认识在地智慧，树立乡土传统生态智慧与发展观，促进社区可持续生活与文化自信，助力乡村可持续发展和乡村振兴。

On November 26-27, 2021, the first workshop of the traditional ecological wisdom inheritance and application project for the village communities in Qiandongnan Miao and Dong Autonomous Prefecture was held in Baixing Village, Longshan Town, Majiang County, Guizhou Province. A total of 21 people attended the workshop, including ethnic culture inheritors, representatives of women's cadres, returning youth, cooperative leaders and representatives of the Women's Federation of Majiang County and project volunteers from Baixing Village and Lubao Village of Jinzhu Street. They got to know each other, discussed and learned about culture and traditional ecological wisdom, and systematically introduced the project, laying a solid foundation for the implementation of the upcoming project in Majiang County.

The workshop lasted 2 days and was facilitated by project staff Gu Wen and assisted by Long Jiwen, a social work volunteer from Kaili. The workshop involved knowledge sharing, case presentations, group discussions, field exercises, group and individual sharing. Moreover, workshop sessions and contents such as village walk, mutual introduction, cultural and ecological wisdom discussion, village culture exchange, community culture survey, project introduction and feedback were carried out.

This workshop is part of the project on the transmission and application of traditional ecological wisdom for the village communities of Qiandongnan. The project is jointly implemented by Guizhou Provincial Women's Federation and Zigen, with the involvement and guidance of Qiandongnan Women's Federation, Rongjiang County Women's Federation, and Majiang County Women's Federation. The project received financial support from the Beijing office of Community Partners. Under the framework of sustainable development, the project aims to tap and nurture community backbones and teams, promote communities to reacquaint themselves with local wisdom, establish a view of local traditional ecological wisdom and development, promote sustainable community living and cultural confidence, and contribute to sustainable rural development and rural revitalization.



走访项目支持建立的张店村女红坊
Visiting the Women's program in Zhangdian Village



陆堡村妇女带头人赵通秀介绍想把糟舞的原因和计划
Zhao Tongxiu, the leader of women in Lubao Village, introduced the plans for learning Bacao dance



滋根携手浙江省前童古镇开展妇女“文艺艺术振兴乡村”系列培训

Zigen and Qiantong Ancient Town of Zhejiang Province launched a series of training for women on "cultural and creative arts to revitalize the villages"

2021 年下半年，滋根积极携手浙江省宁波市宁海县前童镇成人中等文化技术学校，针对前童镇大郑村、鹿山村两村妇女需求，开展了印蓝花布、拓印、中国结、中式插花等“文艺艺术振兴乡村”系列培训。

经过工作人员与当地伙伴的前期实地调研走访和沟通，培训课程依托前童古镇 4A 级旅游景区和当地旅游产业自主发展的资源、需求，锁定前童古镇所属大郑村和鹿山村妇女文化艺术学习和参与当地自主创业的实际需求，响应 2019 年启动的宁海县“文艺艺术振兴乡村”计划，对接秦雷、姜旭芳、潘聪等文艺艺术人士作为师资，开展了植物染、印蓝花布、拓印、中国结、中式插花、香薰蜡烛、茶艺、古琴、编织袋挂件、手工银饰等十项主题



课程内容组成的“文艺艺术振兴乡村”系列培训。以通过面授 + 实操的方式实行小班化培训为主，学员来自大郑、鹿山村留守妇女 18 人、民宿业主 3 人，但中式插花、蓝印花布等部分课程内容对外开放学员有 40 人。

本培训课程希望支持当地妇女参与到刺绣蜡染等手工产品和自主创业发展中受益，同时鼓励村委、妇联组织开展当地文化活动和建立文艺组织，丰富村民生活水平、提高生活质量，参与当地的乡村振兴和可持续发展。

In the second half of 2021, Zigen actively joined hands with the Adult Secondary Culture and Technology School in Qiantong Town, Ninghai County, Ningbo City, Zhejiang Province, to carry out a series of training on "cultural and creative arts to revitalize the villages". They carried out training courses on printing blue fabric printing, rubbing, Chinese knots and Chinese flower arrangement for the needs of women in Dazheng and Lushan villages in Qiantong Town.

After staff and local partners conducted field research, visits and communication in the early stage, the training course relied on the resources and needs of the 4A-level tourist attractions of the Qiantong Ancient Town and the independent development of the local tourism industry. It targeted the actual needs of women's cultural and artistic learning and participation in local self-employment in Dazheng and Lushan villages affiliated with Qiantong Ancient Town. Moreover, it responded to the program of revitalizing the villages with art launched in Ninghai County in 2019 by connecting Qin Lei, Jiang Xufang, Pan Cong and other cultural and creative artists as instructors. Based on this, a series of training on "cultural and creative arts to revitalize

the villages" was conducted, consisting of ten thematic courses such as plant dyeing, blue fabric printing, rubbing, Chinese knots, Chinese flower arrangement, aromatic candles, tea art, guqin, woven bags and pendants, and handmade silver jewelry. The training was mainly in small groups by means of face-to-face teaching and practical training. The trainees include 18 women left behind in Dazheng and Lushan villages and 3 guesthouse owners. However, some of the courses such as Chinese flower arrangement and blue fabric printing were offered to 40 trainees.

This training program is intended to support the participation of local women to benefit from the development of handicraft products such as embroidery and batik and self-employment. It also encourages village committees and women's federations to organize local cultural activities and establish cultural organizations to enrich villagers' living standards, improve their quality of life, and participate in local rural revitalization and sustainable development.

贵州省榕江县：高岜苗寨举行登梦山苗族支系古歌保护和传承活动

Rongjiang County, Guizhou Province: Gaoba Miao Village organized events to protect and pass on the ancient songs of the Dengmeng Mountain Miao clan

2022年2月3日，正值大年初三，在滋根的支持下，高岜村委、当地乡村振兴带头人以及寨老召集摄影志愿者一起拜访传承人、歌师进行古歌的记录和整理，同时特意举办了当地登梦山苗族支系古歌比赛展示活动。一方面要收集这个支系里那些最受苗族同胞喜欢和热爱的苗族古歌，同时也希望通过举办这次活动，让更多的年轻人重视苗族传统文化和传统智慧。

本次活动除了滋根支持的经费以外，高岜村的村民还自筹经费上万元，投入志愿者工作69人次。活动当天，来自榕江、从江、黎平三县的苗歌传承人和爱好者参加，男女老少观众超过1000人。



苗族古歌歌词选录：

“建房要建在山腰，留出山顶来种树，树木是我们‘母娘’，流出汁液来养人。
建屋要建在山腰，留出平地来种粮，粮食是我们‘母娘’，喂养我们的族人。
砍柴只砍树枝枝，留出树丫和树根，捉鱼只捉大公鱼，母鱼小鱼莫害它。
山泉引来做田水，还要留有三五分，留给别人家的田。
邻居鸡鸭到你家，不要伸手去害它，只是带福给你家。
别家地里瓜果蔬，没人看守别摘它，摘了这辈你就种不了它。”

On February 3, 2022, the third day of the Chinese New Year, with the support of Zigen, the village committee of Gaoba Village, local leaders of rural revitalization, and village elders gathered photography volunteers to visit the inheritors and song masters to record and organize the ancient songs. At the same time, a competition was held to showcase the ancient songs of the local Dengmeng Mountain Miao clan. On the one hand, we want to collect the most popular and loved

ancient songs of the Miao people in this branch. At the same time, we also hope that by holding this event, more young people will value the traditional culture and traditional wisdom of the Miao people.

In addition to the funding supported by Zigen, the villagers of Gaoba Village also raised over 10,000 yuan from their own sources and involved 69 people in volunteer work. On the day of the event, Miao song inheritors and enthusiasts from Rongjiang, Congjiang and Liping counties participated, with more than 1,000 people of all ages and sexes.

Selected lyrics of ancient Miao songs:

*"Build houses on the hillside, leaving the top of the hill to plant trees, trees are our Mother; shedding sap to feed people.
Build houses on the hillside, leaving the flat land to grow food; food is our Mother, feeding our people.
Only cut the branches of the trees for firewood, leaving the limbs and roots; catch only the big male fish, but not the female and small fish.
Bring the mountain spring to water for the field, but leave behind a few portions for the fields of other families.
When your neighbor's chickens and ducks come to your house, don't harm them, but they just bring blessings to your house.
When no one is guarding the melons and fruits and vegetables in other families' fields don't pick it, because if you pick it for this one, you can never grow them."*

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