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本期簡目：滋根支持鄉村綠色生態文明學校 | 留守婦女的力量 | 田野報導

FOR GRASSROOTS DEVELOPMENT IN CHINA

【可持續發展專題】

滋根支持鄉村綠色生態文明學校——經濟發展的同時環境面臨危機

楊貴平

過去 30年我訪問了中國很多農村，目睹了中國農村發生的翻天覆地的變化，同時也眼見了農村環境急劇的惡化。記得 1988 年去西南的農村，河水還是很清澈的，但是現在再去，河裏堆滿了塑料垃圾。在訪問學校老師時，問到他們童年時期，很多老師的回答是一致的，懷念家鄉清澈的河流和池塘，還有各種不同樹種的山林，以及不同的動物等等。而現在河流被汙染，池塘的魚蝦也逐漸減少，即便撈起魚蝦，也是不敢食用的。山上他們原來熱愛的小動物，如兔子，松鼠，鳥類也是越來越稀少，甚至消失不見了。

很多鄉村婦女也會和我說，以前砍柴只需要走半個小時，可是現在砍柴需要走一個小時，眼見環境惡化，他（她）們只能感慨，只能惋惜，但同時也無能為力。

鄉土文化急劇流失

中國幾千年來有豐富多姿的農村鄉土文化，和居住在這土地上的人民生產生活方式息息相關。中國的少數民族，人口雖然只占全國人口的 5%，但是他們的地域卻占了全中國的 1/3，因為他們的歷史地理等等因素，每個民族發展了各民族的特殊性，每個民族都有不同的語言，歷史，詩歌，傳說，服飾，食物，音樂，美感等，各有特色，豐富多彩，和他們的生產生活息息相關，形成他們的自尊自信。30 多年來，主流商業消費文化通過電視等等不同方式，很快傳播進來，民族文化急劇的消失。特別在一些少數民族地區，當地的一些老師，非常擔心他們的文化消失。例如我曾經在貴州一個侗族為主的少數民族縣，一個衛生局長非常憂心的對我說，他們村裏一個老太太，會唱 100 多條歌，但是卻沒有人可以幫著記錄下來，如果有一天老太太去世了，這些歌曲就消失了。這位局長還自己組織了一個

侗族大歌隊，到處去宣傳表演。但在近代強勢的消費文化沖擊下，想要保存他們的傳統文化的力量是多麼的微弱。



貴州省雷山縣南猛村苗族手工織布技藝的傳承者

為什麼要建立鄉村綠色生態文明學校？

綠色學校是世界環保運動中的重要一環，聯合國在 1993 年底就提出綠色學校和地球日，並成為環保運動重要的焦點。從 1996 年開始，中國中宣部、教育部聯合推進綠色學校。但在農村特別是貧困農村，往往被忽略。

許多農村，風景秀麗，有豐富多彩的鄉土文化，但是在現代消費主義的沖擊下，環境破壞，鄉土文化流失得特別嚴重。生態學文明學校，經濟，節省，可持續，內容和學生眼前生活息息相關，學生和家長能充分參與，是一個知識結合行動，以學生為中心學習的試點學校。

從 2014 年開始，滋根在多年合作的鄉村，選擇了 20 個學校，作為綠色生態文明試點的學校。



小學生在展示描繪自己家鄉的美術作品

滋根支持的綠色學校，除了環境教育，還特別注重鄉土文化的傳承，以及學校與鄉村的緊密聯系。學校的關鍵是老師，滋根特別注重教師的培訓，近年來和北京師範大學合作，開發鄉村教師培訓課程，（主題是：以學生為中心的學習，環境教育，鄉土文化傳承，性別教育，學校，家庭和

鄉村）由老師引導學生，在教學中增加簡單易做，與學生眼前的生活緊密結合的環保和鄉土文化傳承活動，引起學生了解和意識到環境和鄉土文化面臨的危機，對學生自身及人類的重要性，並參與採取行動。



雲南省玉龍縣黎明鄉黎光村種植中草藥的村民

什麼是鄉村綠色生態文明學校？

鄉村綠色生態文明學校

6 個 領 域

1、

- 基本需要:
- 特困生助學金
- 圖書
- 音體美器材
- 乾淨的飲水

2、

- 學校裡有環保節能物品
- 如（太陽能熱水器）
- 教室和寢室裡有太陽能燈
- 垃圾回收
- 無煙校

3、

- 建立綠色健康的學習環境
- 綠化校園
- 生態菜園
- 有營養的餐
- 沒有垃圾食品
- 培養學生的三節省生活習慣（節省使用，重複使用、循環利用）

4、

- 鄉土文化進課堂
- 當地的音樂、美術、舞蹈、手工藝
- 本土的中草藥和保健知識
- 本地的歷史、詩歌、故事等

5、

- 課程與鄉土環保相結合
- 教師培訓（以學生為中心的教學、環境教育、鄉土文化、性別平等）
- 環保的校內校外活動
- 鄉土文化的校內校外活動
- 學生參與綠化校園

6、

- 村校結合
- 學校與家庭共同開展環境、鄉土文化活動

綠色生態文明試點校要結合當地的特點，基本有以下六個領域：

1、基本需要：在中國貧困的鄉村，還有將近五分之一的學生上學存在困難，學校音體美課程不能全開，學校沒有圖書。

2、在保留現有學校基礎之下，改造校舍和學校環境，減少污染。很多鄉村學校校內及校外的山坡，河流，堆滿了垃圾。取暖的煤，燃燒後產生的有害物質，學校教室光線昏暗，這些都影響到孩子的學習和身體健康。在學校裡支持太陽能的熱水器和太陽能燈，使學校變成有節能措施的學校。進行垃圾回收，切斷教室的污染源，充分利用當地的資源，並且對校園進行綠化。在學校提倡三節省的生活行為（減少使用，重複使用及循環使用），並創建無煙校。

3、建立綠色健康的學習環境。利用當地的資源，建設菜園等，使學校的午餐有新鮮的蔬菜，變得更加有營養，減少小學生食用垃圾食品。

4、鄉土文化進課堂：現在學校的課本完全都是城市內容，和當地的生活脫節，可以邀請到當地的藝人，教學生當地的文化，如在侗族地區，教學生侗族大歌，蠟染；苗族地區，蘆笙還有刺繡，支持學校編寫有關他們民族的歷史詩歌故事。

5、通過教師培訓，老師可以把環境與鄉土文化相關的知識滲透到教學中，並引導學生參與學校內外的環保和鄉土文化活動。例如在學校舉辦地球日和文化節等，引起大家的重視。

6、村校結合，學生能夠向家長宣傳生態環保知識，家長能夠參與學校的活動，在綠色生態學校，目標是通過學校可以直接影響到鄉村的學生，家長和老師，他們是鄉村的靈魂，學校有了改變，學生，老師有了認識，有了行動，村莊就會有改變，有認識，有行動。

綠色生態文明學校的優點

以下是經過許多學校實踐，專家學者的調研總結：

1、我們的未來，我們的孩子，我們的地球要健康成長，需要從小做起，一個現代公民必須有有關環境保護，文化傳承的知識，意識、技能及與可持續發展的概念。通過綠色學校的環境，來打造可持續發展的未來；

2、在綠色學校，孩子會更加健康：學校裡使用殺蟲劑，危害孩子的生殖系統和心理健康；室內空氣污染，會影響孩子身體健康；學校使用大量的紙會消耗能源，形成更多垃圾；學校採用環保節能產品，會更經濟節省費用。教室裡的燈光非常重要，影響孩子的視力和健康；

3、綠色學校不但省錢，並且學生考試成績更好，學生老師的出勤率更高；

4、綠色學校的孩子更有自尊自信，更有社會道德。



村小的課堂

Zigen supports Rural Eco-Schools:

Economic developing while the environment encountering crisis

By K. P. Yang/Translated by Chin Tung

In the past 30 years, I have visited many China's countryside and have witnessed many earthshaking changes; in the meantime, I also have seen the rapid deterioration of the rural environment. I remember when I visited the Southwest countryside in 1988, the river water was clean, but now, the rivers have been piled with plastic garbage. When visiting the schoolteachers, I asked about the environment surrounding in their young days, many teachers had the same answers: yearning for the pure water in rivers and ponds, forests with a variety of tree species, and variety of animals. But now the river water is polluted, the number of fishes in ponds had gradually declined. People are afraid to eat the fish caught from the ponds. The small animals of the mountains that they had cherished, such as rabbits, squirrels and various bird species were also increasingly scarce, even disappearing altogether. Many village women also tell me that in the past, they only needed to walk half an hour to cut firewood, but now they had to walk one hour. Personally witnessing environmental damage, they could only lament and sad, but at the same time felt powerless.

The rapid disappearance of rural culture

China has many rich and diverse rural cultures for several thousand years, which are intimately related with the livelihoods of the residents of the land. China's minority nationality groups, though their numbers only comprised 5% of the entire Chinese population, inhabit a territory comprising one third of the total land area. Owing to different historical and geographical influences, each nationality has developed their unique nationality characters, each group has their own language, history, songs, poetry, folk legends, attire, cuisine, music and arts, etc. Their unique culture is crucial to support their self-respect and confidence. Over the past 30 years, the mainstream commercial consumerist culture has, through the television and other media channels, quickly been disseminated, and nationality culture has rapidly disappeared. Particular in some minority regions, local teachers are especially worried about the disappearance of their culture. For example, while I was visiting a minority county (where majority population is Dong), a health bureau head told me with great worry, that the county has

only one elder woman who was able to sing local folk songs (more than 100 songs), but there was no one could help to do the recording. Should the elder woman pass away, all songs would vanish with her. This bureau head also has organized a band to perform and to promote Dong ethnic songs. However, the strength to protect traditional culture is very weak, under the strong impact of consumerist culture.

Why support rural eco-schools?

Eco-school is an important component of the worldwide environmental movement. The United Nations proposed green schools and Earth day in 1993, which became a focal point of the environmental movement. Starting in 1996, the Chinese Central Propaganda Ministry and the Ministry of Education jointly implemented green schools. In the countryside, particularly in the low income areas, this was often ignored. Much of the countryside has beautiful scenery, with rich and diverse local culture, but under the assault of modern consumerism, the environmental degradation and the loss of rural culture has been especially severe. Schools with ecological culture, economics, conservation, sustainability content, is intimately related to the students' life. Having full participation of students and parents, the experimental schools are based on student-centered learning and the integration of knowledge and practice.

In the past, Zigen has established long relationship with many rural schools. Since 2014 Zigen has selected 20 of these village schools to be partners in the eco-school initiative.



Women in Leishan county learning Chinese herb medicine

The eco-schools supported by Zigen have promoted environmental education, the continuation of rural culture, and the intimate relationship between school and village. The cornerstone of the school are the teachers, and Zigen emphasizes teacher training. In recent years, Zigen has collaborated with Beijing Normal University, launching rural teacher training courses, (main subject include: student-centered learning, environmental education, rural cultural continuation, sexual education, the school, family and village). The courses train teachers to guide students, and incorporate easy and simple activities of intimate relevance to students' lives. Teachers also learn to integrate environmental protection concepts and promote the continuation of rural culture in their lessons. This increases students' awareness and knowledge of critical environment and rural culture issues. Students learn importance of these issues are the survival of humanity on a global and personal level, which will lead to the participating in activities.

What is a rural eco-school?

The pilot eco-school wants to integrate unique local characteristics, consisting of the below six spheres:

1. *Guaranteeing basic needs:* Support the following student needs: higher attendance at school, more music/arts equipment and books, cleaning running water.

2. *Preserving existing school infrastructure, improving school facilities, environment and reducing pollution:* Inside many village schools and in the hills and rivers around schools, garbage is piled up. Coal used for heating generates harmful particles, and school classroom lighting is poor. All of above have bad effect on students' learning and physical health. Zigen supports solar-powered water heaters, solar lights, enabling schools to adopt energy-saving measures. Zigen also supports garbage recycle, reduce waste materials in the classroom, fully utilizing local resources and green campus. The three Rs behaviors (reduce, reuse and recycle) and smoking-free are promoted in the school.

3. *Building a green and healthy learning environment:* Utilizing local resources to build vegetable gardens, providing nutritious, junk food free lunches.

4. *Introduction of rural culture to the classroom*
The current textbooks are mostly full of urban elements, and are detached from local culture. The school can invite local artists to teach students local rural culture; for example, in the Dong region, the students can learn Dong songs and batik; in Miao regions, lusheng and embroidery;

schools can compile relevant ethnic histories, songs and legends.

5. *Incorporation of environmental protection and rural culture with curriculum:* Through teacher training, teachers can incorporate environmental and relevant rural cultural knowledge into the curriculum, as well as lead students to participate in environmental protection and rural cultural activities inside or outside the school.

6. *Village and School Integration:* With the integration of the village and school, students are able to disseminate ecological and environmental protection knowledge to their parents, and parents are able to participate in school activities. In the eco-schools, the goal is to directly influence the students, parents and teachers through the school. With the schools undergoing change, students and teachers will increase awareness, participating in actions that will help village to change also.

Virtues of the Eco-School

Below are the results of many school practices and the summary of research by expert scholars:

1. Our future, our children and our world needs healthy growth, which needs to start from the very smallest base. A modern citizen must have relevant knowledge of environmental protection and cultural inheritance, consciousness, technical skills and the concept of sustainable development. Through the eco-school environment, we can construct the future of sustainable development.
2. In eco-schools, children's health will be improved: currently, use of insecticides threatens children's reproductive system and mental health.



Building a green and healthy learning environment

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4. In eco-schools, children's health will be improved: currently, use of insecticides threatens children's reproductive system and mental health.
5. air pollution impacts children's physical health; the school's massive use of paper wastes energy and creates more garbage. Eco-schools accept environmental friendly products and practice energy conservation to reduce cost, and use solar energy to improve classroom light. the school's massive use of paper wastes energy and creates more garbage. Eco-schools accept environmental friendly products and practice energy conservation to reduce cost, and use solar energy to improve classroom light.
6. Eco-schools not only can save money, the student score can also improve, and the student attendance rates also get increased.
7. The children of eco-schools have greater self-respect, self-confidence, and higher social morality.

留守婦女的力量

雷山縣“一校一村”綜合發展項目介紹

楊開亮、倪永旺

一、項目概述

按照“以社區為基礎，以學校為中心，以教育為主線”的發展思路，中國滋根鄉村教育與發展促進會於2014年6月開始，在中國扶貧基金會的支持下，在雷山縣獨南村、南猛村和毛坪村三個苗族村寨開展“一校一村”綜合發展項目。該項目旨在支持以婦女作為鄉村發展的主體，推動成立婦女小組，提升婦女參與村莊公共事務的知識、意識和能力，從而使婦女在學前兒童教育、鄉村教學點恢復或保留以及發展、村民健康教育、鄉村環境保護的適當技術推廣、鄉土文化傳承、家庭生計改善等方面發揮作用。

二、項目成果與效果

截止至2015年8月，我們已經在三個村共修建了136個節柴竈；共支持包括苗年節、元旦節、婦女節、吃新節、兒童節在內的共10次鄉村節日聯誼活動，受益人數累計達1800余人；舉行2次婦女生殖健康教育培訓、1次基本衛生常識培訓和1次兒童蛔蟲病預防的家

長培訓，2次苗醫、苗藥常識推廣與培訓，3次女童健康安全培訓全培訓，累計400余人受益；支持開辦兩個幼兒班，共招收51名學前兒童；建立3個婦女小組，開展文藝隊建設、婦女刺繡、生產互助。

上述項目內容都取得了不錯的效果，其主要體現在以下幾個方面：

1. 節柴竈：原項目預算100戶，實際覆蓋136戶，超出原計劃36%，目前已完成136戶，目標完成率達134%；
2. 兒童活動中心：建成2個學前兒童活動中心（幼兒班），共招收51名學前兒童，成功幫助51戶家庭實現子女就近入園的夢想；
3. 開展4次健康培訓：分別是2次女性生殖健康教育培訓（南猛和毛坪）、1次基本衛生常識培訓（獨南村）、1次兒童健康教育培訓（蛔蟲預防，獨南村），2次苗醫、苗藥常識推廣與培訓（獨南村、南猛村），3次女童健康安全培訓，1次鄉村發展骨幹人才培訓，共計有259名婦女和77名孩子受益；
4. 婦女刺繡：成立3個婦女刺繡小組，共計45人（人數時有增減）參與，並在此基礎上成立了3個婦女文藝隊，1個生姜種植小組。

三、社區影響

1. 婦女參與社區的積極性得到大大提升。文藝隊的建設、鄉村日常活動的支持更帶動了三個村婦女參與鄉村公共事務：消防演練、蘆笙舞比賽、拔河比賽、環境改善等。此外，幼兒班的建立，使獨南和毛坪兩個村的孩子家長意識到學前教育的重要性，並多次主動參與到幼兒班的活動中來；
2. 婦女小組的建立，帶動南猛村小型經濟合作組織——生姜種植小組的產生，通過資金支持、生產互助的方式來改善家庭生計；
3. 通過對婦女刺繡的支持，發現並幫助南猛村 5 位老人恢復了停歇已久的傳統織布技藝；
4. 通過參加鄉村發展骨幹人才的培訓，開拓了村寨帶頭人視野；特別是介紹、指導當前生態農產品的銷售途

徑及方法，大大鼓勵了雷山縣幾個在做生態農產品開發的合作社和個人。



南猛村的節柴竈驗收

Staying Home and Making a Difference

Introduction to the “One Village, One School” Project in Leishan

By Yang Kailiang and Ni Yongwang/Translated by Li Ming

I. Summary

The comprehensive development of project “One Village, One School” was initiated by Zigen and sponsored by the China Foundation for Poverty Alleviation in June 2014. The project included three Miao villages in Leishan County, Guizhou Province: Dunan Village, Nanmeng Village, and Maoping Village. In accordance to the the Zigen idea of “communities as platforms, school-centered and focused on education” the project focused on the following goals: to empower women; to participate in the rural development; to improve women’s awareness and capability; to raise women’s capacity in participating in the public affairs in their villages; to enable women to play important roles in preschool education; to rebuild, protect and develop of the village learning spots (or schools); to improve health education for villagers; to promote technology suitable for rural environmental protection; to transmit the heritage of rural culture; and to improve of family income.

II. Accomplishments and Effects of the Project

As of August 2015 the accomplishments of our project have included: the building of 136 firewood-efficient cooking stoves, achieving 136% of the project target; we have sponsored ten rural recreation and festival events (including Miao New Year’s Day, New Year’s Day, Women’s Day, New Rice Day, Children’s Day), benefiting over 1800 people; we have conducted two reproductive health education classes for women, one class on basic hygiene knowledge, one class on the prevention of children’s Ascariasis to parents, two classes on the introduction and promotion on Miao medicine, and three classes on girls’ health and safety. Over 400 people have benefited from these classes. We have sponsored 2 kindergarten classes, serving 51 preschoolers. We have also supported the forming of 3 women groups, working on activities like building singing and dancing performance teams, embroidery, and production collaboration.

The results of the project are:

1. Firewood-efficient cooking stoves: the plan was to cover 100 households, but 136 stoves were installed – surpassing the initial project scope by 36%. All 136 cooking stoves are currently in place, and the completion rate is 136%.
2. Children’s activity center: we have set up 2 activity centers for preschool children (kindergarten classes), serving 51 children and helping their families realize

- the dream of attending school near home.
3. Health classes: 2 reproductive health education classes for women (Nanmeng and Maoping village), 1 class on basic hygiene knowledge (Dunan village), 1 class for parents on the prevention of children's Ascariasis (Dunan), 2 classes on the introduction and promotion on Miao medicine (Dunan and Nanmeng), 3 classes on girls' health and safety, and 1 class on leadership talent on rural development. 259 women and 77 children benefited from the activities.
 4. Women embroidery: we supported the forming of 3 women embroidery teams, involving approximately 45 women. Based on the embroidery teams, we also supported the creation of 3 singing and dancing performance teams for women and 1 team for ginger planting.

III. Influences on the Community

(1) Women were greatly inspired to participate in community affairs. With our support of the singing and dancing performance teams, such daily activities have mobilized women in those 3 villages to enthusiastically participate in the public affairs. These include: fire fighting practice, lusheng (a reed-pipe wind instrument) dance competitions, tug-of-war matches, environment improvement, etc. What's more, the establishment of kindergarten classes has helped parents of Dunan and Maoping realize the importance of preschool education, and parents have begun to participate in the children's activities.

(2) The set-up of women's teams has stimulated the rise of a ginger planting team, a small-scale economic

cooperative organization in Nanmeng. Women involved have improved their family income through fund support and production collaboration.

(3) Thanks to the attention on women's embroidery, we found and supported 5 experienced elders in Nanmeng to revive the declined traditional weaving technique.

(4) Through rural leadership education development classes, the leading activists from these villages have broadened their views. The introduction to current marketing channels and approaches for eco-agricultural products have particularly inspired several cooperatives and people doing business on eco-agricultural product development.



Women of Nanmeng village are planting gingers together

【田野報道/Field Reports】

小小圖書角推動大閱讀

閱讀很重要，朱永新說：“一個人的精神發育史，就是一個人的閱讀史。”愛閱讀、會閱讀、透過閱讀學習是學習能力的基礎，也是終身學習的基礎。而我們痛心的看到，在滋根服務的貧困鄉村孩子們仍然只有課本可以看，學校沒有圖書室，即使有，也沒有人管理，圖書室的藏書非常陳舊不適合孩子閱讀。我走訪過雲南、四川、河北的很多學校，沒有書、沒有好書是農村學校的普遍情況。

在滋根實施的閱讀項目中，圖書角設在班級，不需要專門的場地，不需要專門的老師管理，二年級以上的孩

高琳

子可參與圖書角管理，全開放，與孩子零距離，讓孩子在課間課後可隨時閱讀，漂亮的藍色書架和五顏六色的圖書封面是班級的靚麗風景。圖書角因其簡單方便受到孩子和老師的廣泛歡迎。

2011年開始，我們嘗試在湖北房縣3所小學支持班級圖書角，2012年擴展到雲南、貴州、河北的鄉村學校，2011-2015這5年來，我們在7省12縣300所鄉村小學支持圖書角，近7萬名小學生受益。同時我們也積累了項

目設計、選購圖書和書架的經驗與渠道，可以實現快速批量地配發優質圖書到鄉村。

圖書角雖小，卻打開了一扇閱讀之窗。還記得 2014 年冬季走訪河南蘭考的鄉村學校，每到一個班級，我都曾問誰在管圖書角？是怎麼管的？有的班級有 1 名管理員；有的班級有 2 名管理員，一正一副；有的班級有 4 名員，每個人負責一個小組；有的班級有 5 名管理員，分別負責周一到周五。我走到一個一年級的班級，從圖書角拿出《大衛，不可以》問誰看過這本書？全班小朋友幾乎都舉起了小手，一個小女孩說這本書很好笑，大衛洗完澡不穿衣服就跑出去了。當很多孩子都能說出喜歡的書名時，我覺得特別開心，這說明孩子們看了這些書並且有自己對書的評價。

透過圖書角，我們還鼓勵鄉村學校每周開設一節閱讀課，鼓勵開展講故事、朗誦等豐富的閱讀活動。四川省大邑縣子龍街小學是一所城郊結合部的農村學校，有很多留守兒童在學校住宿，要上晚自習，三年級的王老師每天上

晚自習時把圖書角的書讀給孩子們聽，她說一讀故事班裏最頑皮的孩子也會安靜下來，她還驚喜的發現一路聽她講故事到三年級的學生比插班生聽說讀寫能力都要強。雲南黎明鄉堆美小學是一所少數民族山區寄宿制學校，楊校長很重視閱讀，在沒有圖書角之前，楊校長就利用有限的資源鼓勵孩子們讀書，圖書角豐富且優質的圖書，讓孩子和老師非常喜歡，他們每周都會有一個晚上圍著篝火講故事。河南蘭考縣趙砦小學，80%都是留守兒童，2012 年建了圖書角，自此每年 4 月份國際閱讀日之際都會舉行校園故事會，就在簡陋的操場上，孩子們講故事，很簡單卻很溫暖。

小小圖書角，簡單有效，帶著精選的好書走進最偏遠鄉村的班級裏，為孩子們點燃閱讀之光。

Small Classroom Library Corners Promote Great Reading

By Gao Lin/Translated by Chin Lin

Reading is very important. "A person's history of mental development is exactly the person's history of reading." Loving to read, the ability to read, and learning through reading establishes the foundation of learning capability. This foundation lasts for a person's whole life. It pains us to see that children in the poor villages served by Zigen had no suitable reading material. Either only textbooks were available for reading, there was no library or librarian in the schools, or there were only out-of-date, unsuitable books in the school library. I have visited many schools in Yunnan, Sichuan and Hebei provinces where the lack of books or lack of good books is a common situation.

A library corner is in a classroom instead of a separate room; it does not need to be administrated by a teacher. Students above the 2nd grade can participate in the administration of the corner that is fully open and zero-distance away. Students are allowed to read the books in the corner anytime during or after classes. The pleasant blue bookcases and colorful front pages of the

books blend into beautiful scenes in the classroom. Due to their simplicity and convenience, classroom library corners are widely welcome by children as well as teachers.

In 2011, Zigen began to support classroom library corners in 3 elementary schools in Fang County of Hubei Province. In 2012, we expanded our efforts to elementary schools in Yunnan Province, Guizhou Province and Hebei Province villages. From 2011- 2015, we have supported classroom library corners in a total of more than 300 schools in 12 Counties in 7 Provinces, benefitting more than 70,000 students. During the same period, we have accumulated experiences in project design and conduits for acquisitions of books and bookcases. We are now capable of delivering good quality books in large quantities to remote villages in a fast manner.

Although a classroom library corner is small, it opens a big window to the world of reading. I still remember our visit to the village schools in Lankao, Henan. In every classroom, I asked who administrated the library corner and how they did the job. Some classes said that they had one administrator; some classes had 2, one chief and one deputy; some 4, each in charge of a group; some 5, rotating from Monday to Friday. One time in a 1st grade classroom, I picked up the book "No, David!" from the library corner and asked if anyone had read the book. Almost all students raised their little hands. One girl said that the book was very funny, because David ran outside without cloths after taking a bath. I was happy when many

children could name their favorite books. That showed me that the students had not only read the books but also developed their own evaluations of the books.

Through the classroom library corners we encouraged village schools to set aside one hour every week for reading. We encouraged story-telling and reciting activities in the reading class. Zilong Street Elementary in Dayi County, Sichuan, is a mixed-town rural school with many left-behind students living in the school. In evenings, students living in the school attend self-study periods. Teacher Wang of the 3rd grade told me that she would read the books in the corner to students every evening. When she read, even the naughtiest students calmed down. She was pleasantly surprised to find that the students who listened to her reading possessed better reading and writing skills than students who had just transferred into the school. Dui Mei Elementary in Li Ming village, Yunnan is a school where many minority students from the mountainous areas attend and live during the school year. Emphasizing reading, Principal Yang had already utilized the limited school resources to encourage students to read before library corners were set up. The abundant good-quality books brought by the classroom library corners are well appreciated by the teachers and students of the school.

Now, in addition to reading in classes, the school holds a bonfire story-telling evening every week. In Zhao Zhai Elementary in Lan Kao County, Henan, 80% of the students are left-behind children of migrant workers.



A student reading at the library corner

Since library corners were set up in 2012, an annual Story-Telling Festival has been held on the World Book Day in April. In the primitive school field, students tell the stories from the books they read – very simple but heart warming.

Little library corners are simple and effective; they deliver well-selected good books to classrooms in the remotest rural areas. They also brighten the lights for reading in the little library corners.

【活動簡報/Zigen News Express】

雷山兩小學高年級女童健康教育培訓 張雲飛

9月17日、18日，中國滋根貴州項目組工作人員在岔河小學、毛坪小學，組織高年級女童開展健康教育培訓，共有27名來自4年級至6年級的女童參加。培訓旨在加強女童青春期自我健康保護意識，正確對待、處理這一時期面臨的困惑與問題，促進女童身心健康發展。

培訓主要以提問、互動、看短片、遊戲、問卷、唱歌等形式，同時用了普通話、苗話、本地方言三種不同的語言，同時還給學校每個女孩子發放了個人衛生用品。這兩個學校的學生跟擔任培訓的滋根工作人員比較熟悉，所以沒有特別的拘束感和害羞。在培訓結束的時候通過與學生交流互動得知，學生都覺得這堂課上的很好，收獲很大。她們說，培訓之後才知道月經是怎麼回事，月經期間要注

意哪些，知道了怎麼保護自己，怎麼正確與異性交往，知道早戀的危害等，以前從來不知道這些，也沒有人告訴我們。她們還說，以後要把學校的女教師當成知心姐姐，有困惑有疑問就主動找老師溝通這些問題。

岔河小學的楊校長說：“滋根做的事情太全面了，不僅僅支持我們學校鄉土文化、圖書閱讀、美術手工等項目，今天還做了學校一直以來沒有做的女童健康培訓，講解的內容很切合實際，很詳細，對高年級女童很有幫助。”

為了做培訓，我們從網上查找資料，查看以前的調查報告，與同事交流意見，到學校做調查了解情況等等，以前都是聽別的老師講，這次是我們自己準備、自己主講。雖然有點緊張，但是學生和老師們的反應給了我們很大的鼓勵。

Health Education for Girl Students in Two Leishan Primary Schools

By Zhang Yunfei

In September 17th and 18th, health education classes were held in Chahe and Maoping Primary Schools of Leishan County, Guizhou Province. Twenty-Seven girl students from the fourth to the Sixth grades attended the

classes. The project had aimed at helping girls dealing with issues of adolescence and raising consciousness of self-protections.

The training classes used various tools such as videos, plays, interactions and singing, and used Mandarin, Miao and local dialect as languages of instructions. The classes covered topics such as menstruations, socializations of the sexes, etc..

教師培訓手冊開發第四次編委會在北師大召開

張海燕

2015年9月21日，教師培訓教材編委會會議在北京師範大學召開。北師大魏曼華老師帶領的編委團隊，滋根楊貴平、李乃平、胡雙多三位老師和項目聯絡員張海燕，以及北

師大出版社的劉宋弢老師參加了本次會議，為教材提出了很多重要的參考意見。目前，教材編寫工作已近尾聲，六個稿件面臨定稿，參會的老師們交換了修改調整意見。編委會經過反復討論，確定了培訓教材的命名：《共創可持續發展的鄉村教師培訓手冊》，手冊預計今年年底正式出版。相信這套教材，將為越來越多的鄉村教師帶來切實的幫助。

Editorial Meeting Held for Manual of Rural Teachers Training

By Zhang Haiyan

The fourth editorial meeting for Manual of Rural Teachers Training was held in Beijing Normal University on September 21st, 2015. Attending the meeting were Pat

Kwei-ping Yang, Harry Lee, April Hu and project coordinator Zhang Haiyan representing Zigen, Wei Manhua heading the Beijing Normal University team, and Liu Songtao of Beijing Normal University Press. The manuscript of the manual is near complete and the title of the manual is to be "Towards Sustainable Development: Manual of Rural Teachers Training". The manual is to be published at the end of the year.

The Zigen Fund

The Zigen Fund registered as a 501(C)3 nonprofit organization in the U.S with Tax ID 13-3518873. A sister organization, China Zigen Association for Rural Education and Development, is a registered nonprofit in China.

Since 1988, Zigen is an international non-profit that facilitates local partnership programs to address critical needs for people in poverty in China. Zigen breaks the poverty cycle through local partnerships models that are relevant, replicable, and reportable.

Zigen support projects in (1) basic school education; (2) adult education; (3) rural community development (basic health care, environmentally sound technologies and small-scale cultural and economic development).

The characteristics of Zigen's projects include: (1) focus on the people in the poor and remote areas, emphasizing basic needs; (2) encourage local participation and initiatives, aiming to develop local capacity; (3) fund small and manageable projects (\$200-\$10000), result-oriented and duplicable.

As the government started to implement free compulsory education in China, Zigen continues to support more projects in enhancing quality school education, promoting adult education, access to basic health care, and other rural development areas.

Zigen's work relies on private contributions in the U.S, Hong Kong and Taiwan. We welcome you to be part of Zigen.

To become a member or donate, please visit <http://www.zigenfund.org/donate/>, or mail your check to: The Zigen Fund, 213-37 39th Ave., Suite 355, Bayside, NY 11361

Thank you for your continued Support!

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