

## **Rural education promotes rural development**

### **Concept Note**

#### **1. Background of the Course**

Worldwide, industrial structure of agriculture, industry and service industry are constantly adjusting, the corresponding working population percentage changes. Some countries and regions escape poverty and acquire the development. Yet, the emerging economies and developing countries are still facing acute poverty issues, a large number of rural poor in developing countries need to get attention. Fortunately, education and new technologies in the age of the Green Revolution have provided development opportunities for these disadvantaged groups. Education development in rural areas is closely related to poverty eradication, rural development and the realization of quality education for all. The development of rural education also plays a crucial role in promoting social fairness and maintaining social stability. Therefore, countries, international organizations, non-governmental organizations, private sector and other subjects are paying attention to rural education and rural development. International organizations, with their multilateral platforms, global convening power, extensive cooperation networks, knowledge superiority and execution capacity, play a particularly prominent role in the field of education development.

Since the middle of the last century, plenty of international organizations have carried out a series of practices in relation to the development of education in rural/backward areas, and explored many feasible paths to promote the development of rural education. Their ideas and tools have important reference significance, paving the way for the further development of rural education in the future. However, there is still room for improvement at the practice level, and the effect of some tools is not satisfactory. In addition, the current educational development theories do not effectively cope with the issues emerged in the practice, the existing theoretical conditions and practice are not appropriate, and the development theory does not adapt to the current rural education development.

UNESCO international research and training center for rural education (UNESCO INRULED) is dedicated to addressing the issues of the international rural education development and China's rural educational development. Therefore, the Center develops this course to extract the concepts, tools and experience from international organizations, and then scrutinize China's practice, aiming to explore the future of rural education development.

The Center hopes to broaden the international vision of practitioners, enhance their awareness of international citizenship, and build a platform for potential cooperation and exchange for practitioners at home and abroad.

## **2. Basic Information of the Course**

### **2.1 Organizer**

UNESCO INRULED

### **2.2 Target Students**

Policy makers, researchers, other relevant practitioners in the field of educational poverty alleviation, and young students who are interested in the subject

### **2.3 Teaching Method**

Combined with PPT, images and video materials, teachers mainly teach, interspersed with discussions and exercises. The course is recorded online. Videos and related materials can be uploaded to the official website of the Centre. On the Website, there are discussion areas, assignment submission areas, materials download areas, etc., where students can study the course.

### **2.4 Language**

English

### **2.5 Curriculum Objectives**

Combined with the three objective dimensions of the New Curriculum Standard, the curriculum objectives of this course are developed from three aspects: "Knowledge and skills", "process and methods", and "emotion, attitude and values", as shown in Table 2.1 below:

**Table 2.1 curriculum objectives**

<b>Knowledge and Skills</b>	<p>(1) Know the change of the proportion of each industry and its working population and understand the profile of rural poor population.</p> <p>(2) Understand the relationship between education and poverty alleviation, as well as the necessity and importance of educational assistance in combination with relevant theories of education development.</p> <p>(3) Understand the educational assistance concepts, tools and practices of IIEP, World Bank and OECD. Extract and purify the reference value of the concepts, tools and practices of IIEP, World Bank and OECD.</p> <p>(4) Know the influence and development of structuralism and new structuralism in education.</p> <p>(5) Combining the concepts, tools and practices of the three major international organizations, analyze China's measures to promote the development of education in backward areas and understands its important value.</p>
<b>Process and methods</b>	<p>① Look at educational development from the perspective of comparative education, and develop interdisciplinary, transferable, diversified and comprehensive ability to think and solve problems.</p> <p>② Be able to independently explore related issues through teachers' guidance and teaching.</p> <p>③ Be able to listen to other students and present their own ideas effectively.</p>
<b>Emotional attitudes and values</b>	<p>① Form a new understanding of the current educational development in backward regions around the world, with a sense of social responsibility.</p> <p>② Enhance students' awareness of cooperation and communication, innovation, inquiry and science.</p>

### 3. Brief Introduction of the related theories

#### 3.1 New Structural Economics

For more than 20 years, Lin Yifu has been innovating and perfecting his own economic theories from the theoretical perspectives of resource endowment,

comparative advantage and self-generation of enterprises. After retiring from the World Bank in 2012, Lin published three new books, marking the formation “New Structural Economic Theory” and the formalization of its theoretical system, making his latest research findings available to more researchers.

New structural economics is a discipline that studies the economic structure of an economy (either a country or a region) and the determinants and influences of its transformation by using the neoclassical method in modern economics, which is, the method based on rational human assumptions. Its core proposition is that "the structure of an economy, such as technology, industry, hard infrastructure and soft institutional arrangement, is endogenous, not externally given, and the structural transformation of an economy is also endogenous. The new structural economics takes factor endowment structure (natural resources such as capital, labor and land) as the core independent variable of endogenous structure analysis. This is because factor endowment is the most fundamental independent variable that can serve as the first driving force in an economy. Different industrial and technological structures of developed and developing countries are endogenous factor endowment structures, and various hard infrastructures and soft institutional arrangements are endogenous industrial and technological structures. Factor endowment structure plays a decisive role in industry, technology structure and soft and hard infrastructure. Factor endowment and its structure are given at each point in time and changeable with time.

In the new structural economics, if the government plays a role of the facilitator, eliminates the bottleneck of hard and soft infrastructure limitations for entrepreneurs in a market economy, the comparative advantage industry determined by factor endowment structure will become a competitive advantage in the domestic and international market, the economy can be developed fast, the gap with developed countries can be narrowed within a generation or two. Whether the development strategy chosen by a country is consistent with the characteristics of the country's factor endowment structure is the key to determine the economic system model and economic performance of the country. The Growth Identification and Facilitation Framework (GIFF) is an important practical tool in the new structural economics

### **3.2 Human Capital Theory**

The modern human capital theory was born in the late 1950s and early 1960s, and reached its peak around 1970, with Schultz and Denison as its main representatives.

Among them, Shultz, the Nobel Prize winner in economics, the famous American economist made a pioneering contribution. In 1960, Schulz delivered the important speech "Investment in Human Capital" at the 73rd Economic Annual Conference, he systematically expounded the views on human capital. This speech is one of the important symbols of the formation of human capital theory. Then in 1963, he wrote in the *Economic Value of Education*: "The economic value of education is reflected in the following way: people improve their abilities as producers and consumers by investing in themselves, and schooling is the biggest investment in human capital. The implication of this proposition is that people are not born with most of their economic abilities, nor are they bring with them when they enter school. In other words, acquired abilities matter. Their energies are so great that they can fundamentally change the prevailing standards of savings and capital formation in general. They also alter the structure of wages and the relative amounts of income from Labor and property. By introducing the concept of human capital, the long-held confusion about economic growth, changes in wage structure and changes in personal income can be solved." In addition, he also created the analysis of the remainder of economic growth. The amount of income from education investment can be obtained by calculating the capital increment of education investment \* the rate of return on education investment, and the contribution of education investment to economic growth can be obtained by comparing it with the remainder. Therefore, it is also called "education investment rate calculation method" or "investment increment analysis method".

Standing on the shoulders of predecessors, the famous American economist Nissen Dennison analyzed and proposed that the economic growth factors that can change the long-term economic growth and affect the growth rate are mainly divided into two categories: the input of factors of production and the productivity of factors of production. Growth factor input includes two aspects: one is the increase in quantity and quality of labor force; Second, the increase of capital in quantity. Factor

productivity (namely labor productivity) includes: ① the improvement of resource allocation; ② scale saving; ③ the progress of knowledge and its application in production; the above five areas are further divided into more than 20 projects. According to his calculations, he analyzed the different effects of growth factors, different countries and the percentage of these factors in different period of economic growth in the United States, and estimates the education level and knowledge progress in percentage of national income growth, and calculate the 1929-1957, that economic growth in the United States, education factors accounted for 23%.

The concept of human capital has largely solved the problems in the process of economic development in many countries, and the acceleration of the outward expansion of the social production possibility boundary caused by the accumulation of human capital has also made people regard it as the decisive factor to promote economic development. At the same time, human capital has very strong uniqueness and independence because it attaches on people, and these characteristics facilitate people value education which is the driving force behind the development of human capital. Education is no longer a mere consumer activity, but becomes a productive activity which drives human social development.

### **3.3 Economics of Poverty**

In 1965, the American Economic Review published volume 40 of "Poverty Economics: An Economist's Angry View on Investment by the Poor", which first proposed the concept of "poverty economics". Subsequently, Myrdal, Amartya Sen and others began to study the theory of poverty economics.

Different from other scholars, Myrdal focuses on a wide range of aspects, including economy, politics, system, culture and customs, and attempted to study the causes of poverty in pre-developed countries. Among them, he especially emphasizes the institutional analysis. Through more than ten years of research on some Asian countries, he finds out that the obstacles hindering the rapid development of these countries are basically caused by the economic and social power relations contained in the system and concept. After a series of studies, he argues that south Asian countries need to improve the social standards of the poor for development, and that

this requires radical institutional reforms. In addition, he also proposed the famous theory of "cyclic accumulation causality", which studies poverty in developing countries from another perspective with an institutional, dynamic and evolutionary approach. Myrdal believed that in the process of dynamic social and economic development, various factors are interrelated, affect each other and cause each other, showing a development trend of "cyclic accumulation".

Amartya Sen, another representative of poverty economics, studied poverty from a unique perspective, deeply analyzed the role of the mode of production hidden behind poverty and the essence of poverty. He believes that the essence of poverty is the lack of human ability. He mainly studies special forms of hunger of the poverty. Amartya Sen believes that to understand hunger, we must first understand the system of rights and analyze hunger in the system of rights.

Up to now, the theoretical thinking of many researchers in the field of poverty economics has important reference value for solving the global poverty problems and explores more feasible paths for the further development of developing countries.

#### **4. Course Modules**

There are 3 modules (16 lessons) in total.

##### **4.1 Module 1: Education Promotes Rural Development**

- (1) Brief Introduction: this module starts from the percentage change of each industry and corresponding working population, then moves to the profile of the rural poor, the relationship between the poverty and education, discuss foreign aid and educational aid. This module proposes the research question and identifies the research object.
- (2) Arrangements: this module consists of 2 online lessons, starts from the "Background", "Education and Pathways out of Poverty", and "How to Help", brings to the students full understanding of the poverty.

##### **4.2 Module 2: Concepts, Tools and Experience of International Organizations**

- (1) Brief Introduction: this module will extract the concepts, tools and experiences

of international organizations based on their measures in education aid, for example indicators, tools and specific practical methods.

- (2) Arrangements: this module consists of 7 online lessons, introduces IIEP, World Bank, and OECD and then presents the change from “elements” → “structural adjustments” → “self-adjustments of the system”. It will provide solid foundation for the module 3 – analyzing China’s practice. Amongst 7 lessons, IIEP part has one lesson, World Bank part has three lessons and OECD part has three lessons.

#### **4.3 Module 3: China’s practice**

- (1) Brief Introduction: this module aims to scrutinize China’s practice in the past decades with the concepts, tools and experience extracted from the module 2.
- (2) Arrangements: this module consists of 7 online lessons, includes China’s measures and cases.

### **5. The Deliverables**

The deliverables for this course consist of a concept note, a course outline, a guided learning plan, and course materials for three modules (PPT, exercises, discussions, reading materials and etc.).