

## **Rural education promotes rural development**

### **Course Outline**

【Course Name】 Rural Education Promotes Rural Development: Key Indicators and Statistical Analysis

【Duration】 16 Lessons

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

### **一、 Introduction**

The course - Rural Education Promotes Rural Development: Key Indicators and Statistical Analysis, is one of the series courses released by UNESCO international research and training center for rural education (UNESCO INRULED). It focuses on three modules: (1) education for rural development, (2) concepts, tools and experience of international organizations in education assistance, and (3) China's practice. The whole course emphasizes the close integration of the theory and practice, international research evolution and local education process.

### **二、 Teaching Objectives**

#### **(一) Learning Objectives**

It is a course for education and development, aims to explore new paths for rural education development. After the study of this course, students can understand and master the relationship between education and rural development, master human capital theory, new structural economics and other relevant theories, understand and extract the concepts, tools and practices of the three international organizations (IIEP, World Bank and OECD), and apply them to scrutinize China's practice. Students can apply what they have learned to their practical study and work, laying a solid foundation for future work in education and poverty reduction policy formulation, education and management.

#### **(二) Measurable Results**

1. Know the change of the proportion of each industry and its working population and understand the profile of rural poor population.

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.
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.
4. Know the influence and development of structuralism and new structuralism in education.
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.
6. Look at educational development from the perspective of comparative education, and develop interdisciplinary, transferable, diversified and comprehensive ability to think and solve problems.
7. Be able to independently explore related issues through teachers' guidance and teaching.
8. Be able to listen to other students and present their own ideas effectively.

### **三、 Teaching Methods and Course Requirements**

#### **(一) Teaching Methods**

This course has a variety of teaching methods and strong operability. It combines traditional teaching, discussion and research-based learning. Course is provided via INRULED's website, consists of recorded lecture videos, combined with PPT, videos, image materials and etc. Teachers mainly teach, interspersed with discussions and exercises. There are also discussion areas, assignments submission areas, materials download areas, etc., students can take the course at this website.

#### **(二) Course Requirements**

1. Watching the recorded lectures

Since this course is recorded online, students must watch lectures regularly and on time. The total time of watching, the time spent watching and the amount of videos watched will be used as a basis to evaluate students' daily performance, with grades accounting for 30%.

2. Reading Tasks

Before each lecture, teachers will post the relevant reading materials of the lecture on the official website of the Center. The reading materials are divided into two parts: (1) Required reading materials: Students should read the required reading materials of each module at a specific and uniform frequency as the basis for in-depth and comprehensive understanding of the content. (2) Recommended materials: The course will provide materials related to the lectures, so that students can learn more deeply and extensively according to their own interests and learning situation. Students are not required to read these materials, but are encouraged to read as much as possible to build a solid foundation. The length of reading material/downloading material will be used as a basis to evaluate students' performance, accounting for 20%.

### 3. Written practice assignments (research-based learning)

In order to test students' knowledge acquisition, thinking ability and writing ability, students were required to complete three open practice tasks (research-based learning) on a given topic, with written assignments. Students should submit their work to the website within the specified time.

Assignments are graded in two parts. The first part is decided by the teacher, accounting for 60%; The second part was decided by three other anonymous students, accounting for 40%. In addition to grades, raters should provide feedbacks to students. All students are required to complete the grading within the specified time. After the grading deadline, students can view their grade suggestions on the assignment submission page. The grade will account for 30%.

### 4. Discussion

There are three discussion sessions scheduled for this course, and all students are required to participate in the discussion by posting their opinions in the discussion section of the website. It is also possible to combine intra-group discussion with inter-group discussion, that is, divided into multiple groups of four. After the group discussion, one representative from each group will be selected to express the group opinion in the discussion area, which will be posted in the discussion area of the website. Students and teachers can have free asynchronous interaction, and the score will account for 20%.

## **四、 Teaching Content and Time Allocation**

This course has 16 lessons in total.

### **(一) Module 1: Education for Rural Development (2 Lessons)**

#### **1. Main Contents:**

- a) Orientation, course introduction (course objectives, main contents, requirements and teaching methods)
- b) What is poverty alleviation through education?
- c) What are the ways for poverty alleviation through education?

#### **2. Readings:**

- a) Castañeda, A., Doan, D., Newhouse D., et al. (2018). A New Profile of the Global Poor. *World Development*, 101, 250–67.
- b) Fafchamps, M. (1999). *Rural Poverty, Risk and Development*. Center for the Study of African Economies, Oxford University.
- c) James, J, HECKMAN. (2005). China's human capital investment[J]. *China Economic Review*.

#### **3. Research-based Learning:**

- a) What have you learned in these 2 sessions? Using the Mind-Mapping method to outline.
- b) Can you profile the rural poor?

### **(二) Module 2: Concepts, Tools and Experiences of International Organizations (7 Lessons)**

#### **1. Main Contents:**

- a) What is Mediterranean Model of Educational Planning? What is its basic assumption and characteristics?
- b) How does IIEP identify its educational indicators? What are its characteristics?
- c) How does World Bank adjust its structure? What is its evolution process?
- d) What is new structural economics? How does it influence the practice of World Bank?
- e) What is the practical tool of new structural economics?
- f) What is the large-scale institutional scanning of OECD? What are its characteristics?

#### **2. Readings:**

- a) Dolton, P., Tremayne, A., & Chung, T. P. (2003). *The Economic Cycle and Teacher*

Supply. Paris: OECD.

- b) McKinnon, K. R. (1973). Realistic Educational Planning, Paris: IIEP.
- c) Lin, J. Y. (2012). New Structural Economics: A Framework for Rethinking Development and Policy. Washington, DC: World Bank.
- d) Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care  
[https://read.oecd-ilibrary.org/education/starting-strong-2017\\_9789264276116-en#page17](https://read.oecd-ilibrary.org/education/starting-strong-2017_9789264276116-en#page17)
- e) OECD (2001). Teachers for Tomorrow's Schools: Analysis of the World Education Indicators. Paris: OECD.
- f) OECD (2005). Teachers Matter: Attracting, Developing and Retaining Effective Teachers, Paris: OECD.

### 3. Research-based Learning

- a) Find out if there is a similar development path between educational development and economic development in your country, share some examples.
- b) Focus one topic (it could be ECEC, teacher policy, finance, access and etc), then conduct a survey regarding your country.

## (三) Module 3: China's Practice (7 Lessons)

### 1. Main Contents:

- a) What is the iterative process on educational development of international organizations?
- b) What is the iterative process on educational development of China since the reform and opening up?

### 2. Readings:

- a) Yuan, L. P., & Ding, Y. S. (2020). Poverty Alleviation through Education: The Chinese Approach and Its Significance to the World. Educational Research (7), 17-30.
- b) Pepper, S. (1996). Radicalism and Education Reform in 20th-Century China: The Search for an Ideal Development Model. Cambridge University Press.

### 3. Research-based Learning

- a) Write a 1000-word reflection essay after the study of educational indicators and iterative process of educational development from the perspective of international organizations.
- b) Share the trajectory of educational development in your country, try to summarize its iterative process.