

Skills Training for Leapfrogging Rural Development

I. Background

COVID-19 was identified as the Pandemic in March 2020, which casted a shadow over world's economic and social development as well as to achieve 2030 sustainable development goals. COVID-19 has further increased inequality among different groups of people, and has increased inequity in global education development. From 2020 to 2021, the total wealth of 2755 billionaires has reached record high about US \$13.1 trillion, \$8 trillion increased from 2019. (Forbes, 2021). In meanwhile, a large number of low skilled people are unemployed and back to poverty. The livelihoods of the most vulnerable groups may be damaged for a long time, facing the Scar Effect. The Epidemic has damaged the employment prospects of groups with only basic education, but has little impact on the employment of those with higher education (IMF, 2020). In this context, how to reverse the development dilemma of low skilled people in rural areas is particularly important.

Therefore, this course first clarifies the concept of rural skills, which have different characteristics from urban skills. Rural skills are the abilities of individuals in the rural field during production, life, ecology and culture, including technology, transformable and digital skills, as well as embedding urban vocational skills. At the larger scale, it demonstrates and reaches dynamic balance of the demands and supplies of skills in both rural and urban area as rural dynamic skill ecosystem.

At the same time, this course also recognizes that the data intensive characteristics of the digital age are more obvious, and more emphasis is placed on the elimination of the spatial distance between different individuals and groups in society. The digital age is not only adjusting or changing our way of life. In fact, but also widely and deeply reshaping the social operation and development mode of mankind. The digital age has taken place directly in the establishment of the Internet. In the recent 20 years, the Internet Plus Education has been emerging rapidly, which brings the global changes of learning tools, furthermore fundamental impact on traditional educational

philosophy. As a result, in this course skill training is practical and adopting convenient learning mode, aiming at mastering basic skills in a short time. It does not focus on sophisticated theories, but rather aims to form the skills in line with the learners' capacities and local culture.

As the world's largest developing country, China has developed in leapfrogging pace in accordance with its own national conditions. China is fully aware of developing high-quality educational services and skills training through strong policy levers, in order to improve the income level of disadvantaged groups which lifted hundreds of millions people from poverty. The new philosophy of development is to drive social innovation beyond traditional and industrial development model, leading to the leap of development stage, directly to the digital and intelligent era. The new development concept is not limited to the present, but far beyond, which reflects the strategic vision of development and the fundamental transformation of theory and practice.

This course will be introduced from the Development Stage Leapfrog Theory, identifying new issues, new key factors and new way of thinking of rural development in the digital era from both national policies comparison and rural development cases study. It will stimulate the learners to design the development stage leapfrog projects in local context.

II. Objectives

- a) Promotes the Development Stage Leapfrog Theory in Rural area in developing countries;
- b) Encourages learners to use the Development Stage Leapfrog Theory to analyze global education policies and practices in poverty reduction;
- c) Encourages learners to facilitate the leapfrogging in local community;
- d) Establishes a global or regional partnership for rural skills training and poverty reduction through learning and sharing.

III. Key Concepts

- a) Rural skills: skills are the results of practice and experience, including both

physical work and cognitive components, which is a certain way of action or intellectual activity formed by individuals through practice by using their existing knowledge and experience. Skill is the ability of workers to use technology (Lu Shuangying, 2013). The concept of rural skills is to add the field of "countryside" on the basis of the concept of skills. French sociologist Bourdieu believes that similar functional subjects in "field" have the characteristics of interdependence, and the generation of "field" has its own logic and inevitable subjective and objective relationship. Due to historical reasons, there are obvious differences between cities and rural in the "field". In September 2018, the Strategic Plan for Rural Revitalization (2018-2022) issued by the CPC Central Committee and the State Council proposed that rural areas are regional complexes with natural, social and economic characteristics, with multiple functions such as production, life, ecology and culture, coexisting with cities and towns. Therefore, this study believes that rural skills and urban skills have different characteristics. They are the ability to use technology possessed by all individuals in the rural field. They are oriented to rural production, life, ecology and culture. At the same time, they should constantly absorb the relevant elements of urban skills, promote each other, coexist with each other.

b) Skill Society: General Secretary Xi Jinping pointed out in his report of the 19th Communist Party Conference that we should promote and form a large population of knowledge, skilled and innovative workforce. This shows that in addition to the "head" group and the elite group, the Party and government are increasingly turning their attention to the broad social labor groups, including industrial workers and front-line service personnel. The Fifth Plenary Session of the 19th CPC Central Committee proposed that China should "build a strong country in culture, education and talents", means to build a strong country for the people, and contributed by the people. Therefore, this study believes that the skill society is a society that values skills and emphasizes on practical skills. In this society, there are high-quality knowledge-based and innovative talents, and a large number of industrial workers and front-line service personnel who meet the needs of social development possessing practical skills. Everyone can create new social wealth through their own creative

work. From the perspective of skill formation, skill society can increase the diversified path of skill formation and improve the efficiency of skill formation; From the perspective of labor economics, skilled society can promote workers to enter the secondary labor market from the primary labor market and help workers grasp their career development more firmly; From the perspective of vocational pedagogy, the skill society should create a social environment and educational opportunities for everyone to receive vocational education and training, and the edification of craftsman spirit.

c) Digital Age: compared with the Information Age characterized by knowledge intensive and network intensive, the Digital Age can be regarded as another "upgrade" of the Information Age. The data intensive characteristics of the digital age are more obvious, and more emphasis is placed on the elimination of the spatial distance between different individuals and groups in society. In addition, the digital age can fully endow individuals with maximum ability and help individuals achieve optimal development with the help of the breaking of space constraints and the continuous breakthrough of technology. The digitization of society can be regarded as another evolution of human society, and the community of human destiny will realize real "close connection" in the form of digitization. It is not only adjusting or changing our way of life, but also widely and deeply reshaping the social operation and development model of mankind. Affected by the global epidemic, the profound role of the digital age in the field of education is becoming increasingly promising.

d) Development Stage Leapfrogging: The Development Stage Leapfrogging in rural areas refers to the leap development stage forward in rural areas from the agricultural society to the digital society with the help of information technology, skipping the industrial era. It is characterized by both high quality and efficiency, and long-term development driven by information and science and technology. We should pay attention to adjusting measures to local conditions and making progress in coordination. The leapfrogging of development stage should be based on the development pattern, rather than blindly seeking speed. Therefore, we should grasp the characteristics of agricultural society, industrial society and information society in

local context. As a result, the development of rural economy is sustainable, preventing from blind expansion.

e) Convenient Learning: a practical, simple and convenient learning model. The purpose is to master basic skills in a short time. Learning methods are convenient and fast, such as online resource platform learning and easy retrieval. The learning content is in line with the local context and learners' competence, aiming to teach locals the knowledge and skills they understand.

IV. Key Theories Adopted

a) New Development Theory. It is the guidance of daily action. General Secretary Xi Jinping's philosophy of development is innovation, coordination, green, open and sharing. The new development concept is not based on imagination, but on the solid understanding of development, summarizing the experience and lessons and analyzing the general trend of development both domestic and abroad. It is put forward in view of the prominent contradictions and problems in China's development. Innovation is the first driving force leading development. Focus on solving the problem of development power; Coordination is the internal requirement of sustainable development, focusing on solving the problem of unbalanced development. Handle major relations in development and enhance the integrity and coordination of development; Green development focuses on solving the problem of harmonious coexistence between man and nature. Economic and social development and ecological and environmental protection work together to create a good production and live hood for the people; Opening up is the only way for a country to prosper. Open development focuses on solving the problem of internal and external linkage of development. We must develop an open economy at a higher level in order to expand opening up and promote reform and development; Sharing is the essential requirement of socialism with Chinese characteristics. Shared development focuses on solving the problem of social fairness and justice. It must be shared by the whole people and fully shared.

b) The Development Stage Leapfrogging Theory: the basic meaning of development

stage leapfrogging is that in a certain development stage, the development pace can advance by leaps and bounds, and improve the development rate by shortening the time cycle. The concept of leapfrog development stage can be widely applied to all aspects of China's social development, as well as in the field of Rural Revitalization and vocational education. This theory focuses on the speed of development. It is a way to reduce the twists and turns of things and realize the leap in the speed of development by actively reducing or avoiding the destructive role of contradictions in the process of things' development without destroying the overall structure of things. Similarly, in order to realize the leap of social development stage, on the one hand, it is necessary to vigorously improve the subjective initiative of the subject (that is, people), on the other hand, it is inseparable from the hardware support of technology. Therefore, the question that the Development Stage Leapfrog Theory needs to clarify is: what is our development goal? How can we achieve the leap? What existing problems do we need to solve in order to realize the leap of development stage? In terms of China's Rural Revitalization and rural education development since the Epidemic, in order to achieve the SDG 4.4-4.6 and realize the leap forward development of China's rural areas from agricultural society to information society, reflecting the reality and inevitability of history. Its realization needs the comprehensive support of skill formation and the theory of the digital age.

c) Theory of Skill Formation: skill formation actually refers to the formation of existing and potential skills. It refers to the process in which an individual internalizes some professional and technical knowledge, experience during education and training. The traditional skill formation theory divides skills into intelligence skills and practical skills, and puts forward that the formation of the two skills have their own processes, characteristics and related theories. Intellectual skills are formed through learning. It is an activity mode organized according to objective, reasonable and perfect procedures. It is an implicit intellectual operation without obvious external actions. Practical skills are formed on the basis of practice, not born. Therefore, practical skills are the ability that human beings must have in order to survive and develop.

The traditional theory of skill formation is more from the perspective of individual skills. This study puts forward a new theory of skill formation from the perspective of social and collective skills. Thus, skill formation refers to the ability of a society in learning, developing, innovating and improving productivity. The skills obtained by workers are not only an individual and private technology and skill ability, but also a national and collective social ability. It refers to the capacities of governments to cultivate skills environment required for social and economic development.

d) Educational theory in the digital age: the development of traditional educational theory is either "teacher center" nor "student center". From behaviorism to cognitivism, and lead to constructivism, educational theories originated from different psychology theories have formed their own systems and focused cognitive methods for the concepts and roles of knowledge, teachers and students. These ideas still occur imperceptibly in the classrooms of different countries and different stages, and they are not mutually exclusive. It is more inclined to integrate organically in the actual educational process. The digital age has taken place directly in the establishment of the Internet. In recent 20 years, the Internet Plus Education has been emerged rapidly. This not only brings about a global change in learning tools, but also has a strong impact on traditional educational philosophy.

Currently, there is an option that in the digital age, "the last thing teachers need to teach students is knowledge". Information and knowledge are growing explosively and exponentially, and there are countless new attitudes, viewpoints and ideas, which makes the ability to distinguish effective knowledge and acquire effective knowledge particularly valuable. Therefore, education in the digital age is essentially an education of acquired ability, which puts forward new requirements for schools, teachers and students, as well as vocational education.

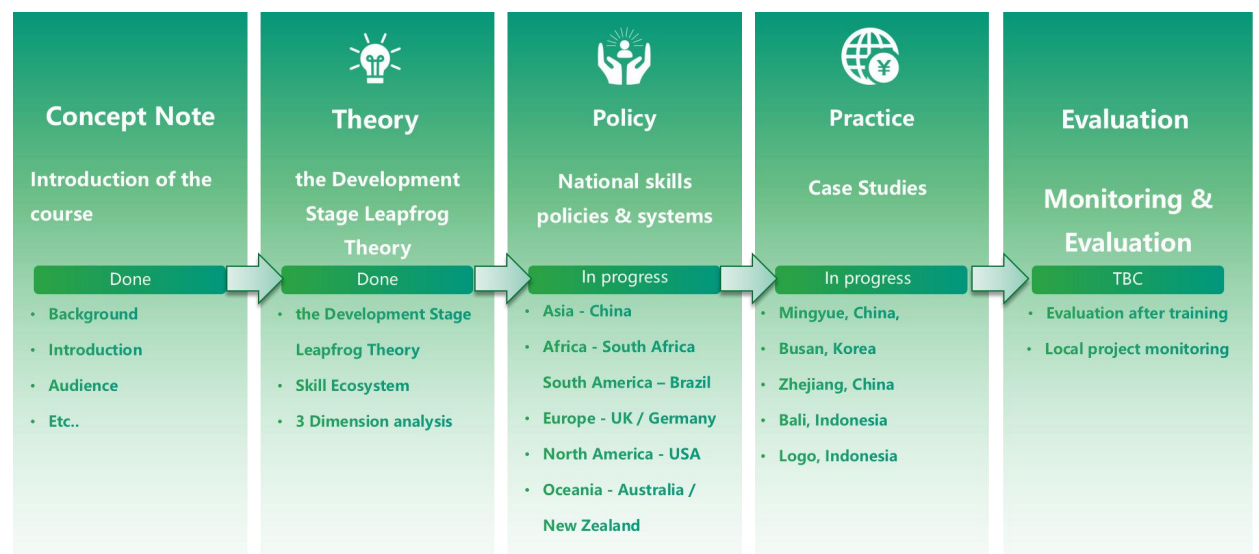
V. Ordinance

Policy makers, researchers and professionals in rural education for local transformation.

VI. Framework

This course has four modules, starting from theory by introducing the Development Stage Leapfrog Theory, then learning from policy comparison and case study at both global and regional level. Learners apply the theory and relevant tools to analyze their local cases, projects, providing online resources.

Skills Training for Leapfrogging Rural Development		
Learning Hours	16	
Audience	Policy makers, researchers and professionals in rural education for local transformation.	
Way of Learning	Online course with 4 modules	
Recognition	Course certification after each module	
Module	Content	Hours
Module 1	Curriculum background, theories and framework	2
Module 2	Rural skills development policies and experiences study on 6 countries	6
Module 3	Case study	6
Module 4	① Provide access to external support (video materials, platforms, institutions and expert support, etc.) ② Set up comprehensive skill training test (examination + practice)	2



VII. Language

English

VIII. Organizer

UNESCO INRULED