

Tab. 1: Resource code of expertise knowledge layer

Type ^①	Characteristic of classified role labels (i) ^②
Rural first-line Manager (A) ^③	A ₁ Party construction, A ₂ agricultural production and operation, A ₃ the villagers management, A ₄ the village management, A ₅ practical writing, A ₆ mediation, A ₇ methods of work, A ₈ typical experience ^④
Rural technical backbone (B) ^③	B ₁ Agricultural science and technology knowledge, B ₂ practical technology, B ₃ the season production, B ₄ new breed new technology, B ₅ Plant management and disease prevention and control, B ₆ breed management and disease prevention and control, B ₇ promotion methods, B ₈ standards of service, B ₉ team building, B ₁₀ typical experience ^④
Management and operation personnel (C) ^③	C ₁ Construction of organizational system, C ₂ the quality and safety of agricultural products, C ₃ Market negotiations, C ₄ product marketing, C ₅ market knowledge, C ₆ logistics management, C ₇ finance, C ₈ accounting, C ₉ typical experience ^④
Rural surplus labor force (D) ^③	D ₁ Occupation moral, D ₂ economic and legal knowledge, D ₃ etiquette, D ₄ safety in production, D ₅ domestic service class, D ₆ health care class, D ₇ food and beverage (hotel) services class, D ₈ business marketing class, D ₉ clothing class, D ₁₀ repair class, D ₁₁ Property class, D ₁₂ mechanical and electrical class, D ₁₃ construction, D ₁₄ typical experience ^④
Rural labor force (E) ^③	E ₁ Crop varieties, E ₂ Supporting cultivation, E ₃ Disaster mitigation, E ₄ the quality and safety of agricultural products, E ₅ practical technology, E ₆ agricultural fertilizer seed, E ₇ typical experience ^④

5.3. Training administration support to sample analysis

At present, Beijing rural distance education platform has the model of “customized learning” and “decision-making support” being set up. With the implementation of “long distance video diagnosis” and “agricultural intelligent Question & Answer (Q&A) system”, more and more customized learning plans have been generated based on classified learning resources. The training administration team provides services and support throughout the whole process of learning plan design, learning curriculum auto recommendation, user information record, learning status record, learning result record, display of excellent work and final learning summary. Information is now available by

different forms such as visually learning status record, learning evaluation report and etc.

6. Conclusions

Considering the major characteristic of rural labor force and difference on training demands, this classified training model of peasant distance education is designed specifically for significant improvement of peasant training by using network learning resource, endeavor to meet knowledge and information requirements from rural masses, and strongly promote the development of rural information technology. In practice, according to the actual demand we may increase or modify the contents of the learning resources, even redesignate the peasants’ groups and again match the appropriate learning resources.

7. References)

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