The strategies against poverty and social exclusion: the distance learning system for after-school learning in a rural community

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Demographic status of the community

- 500 residents
- very low population density: 13.3 persons per square kilometer

aged 65 or more: 40%
Schooling: 10%
wage earners and farmers: 50%
The disadvantaged community: distance matters

- 25KM / 1hr
- Lack of public transportation within the community

37.5 square kilometer
The disadvantaged community: distance matters

- Public services withdrawn: policing, health care services, and school resources
Local transportation is always a hard time and anticipation (film)
Health inequality is evident

- the extent of health capabilities, which is *individual freedom, achievement, and agency* (Ruger, 2006: 13; 2010: 43), is imbalanced compared with urban area.

- the health capability was serious endangered in terms of daily basis, including
  - right to education
  - right to health
  - right to security
  - right to transportation
Advantage of the community

- highly civilized with cultural diversity for hundred years plus extraordinary natural resources

Sinkan Manuscripts introduced by Netherlanders

Since 1867

Military deployment in 18 century and aboriginal culture

Protected wildlifes

Low altitude rising sun, 168 meter high

stunning mud rock landscape

Thousand-year-fossil
The dream of the community

Vision of the community

Eco-tourism → Agricultural products → Safety farming → Outdoor activities

Cultural activities

日月傳奇在公館

產業發展

文化傳承

預期效益

产业升级

結構改變

永續發展的生態社區

打造幸福社區

1. 草仔粿暨文創研發
2. 風味餐研發
3. 生態人員培訓
4. 伴手禮的研發
5. 產業包裝設計
6. 培訓觀光導覽人員
7. 產業活化活動辦理

觀光產業發展

1. 自製煮鹽體驗
2. 農事文化體驗
3. 培訓文物解說員
4. 竹器童玩
5. 土角厝疊疊樂
6. 茅草屋
7. 竹藝傳承
8. 八音傳承
Profit sharing for health and education

- The model of resources redistribution powered by the GCDA (Source: Author)
- However, there was lack of human powers to deliver the framework.
The collaboration between the community and the university

- Learning companion with writing ability
- Humanistic Eco-Tourism with safety farms
- NCKU + GCDA
- Aging care with history
- The modified model of resources redistribution (Source: Author)
Satisfactions of aging care activities: before and after services provided increasing from 3.18 to 4.25

(資料來源:李逸軒、陳良進、賴政達、羅怡丞，2017)
How we did?
Resources redistribution participatory process: education as a driving force

1. Identifying the local needs
2. Looking for social supports with justice value
3. Inviting collaboration in social practice
4. Expansion for consolidating the social supports
Collaborating with at least 17 units

1. Outside the community

2. Community side

3. From university
participatory approach with a tendency of strong sustainability

(see p.9) a practical strategy used in this case is with the view of sustainability science focusing on “coupled socio-ecological systems, a transformational agenda, within an explicitly ethical perspective on strong sustainability, and an engagement with stakeholders” (Dedeurwaerdere, 2014: 28).
The effects of distance learning

- Being coupled with the eco-tourism scheme and aging care scheme
- engaging more than 17 different stakeholders
- stakeholders collaborated in the way that says “at an equitable use of the different types of capital that are essential for the functioning of coupled social-ecological systems” (Dedeurwaerdere, 2014: 16)
- It changed the NCKU in terms of decision-making process with integrated and transdisciplinary research for health equity
Procedure on Page 8 is comparable with the following model

- We implemented the ideal–typical conceptual model of transdisciplinary research (Lang et al., 2012: 28-29; Dedeurwaerdere, 2014: 36-37) at local context.

Conceptual model of an ideal–typical transdisciplinary research process (Source: Lang et al., 2012)
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