



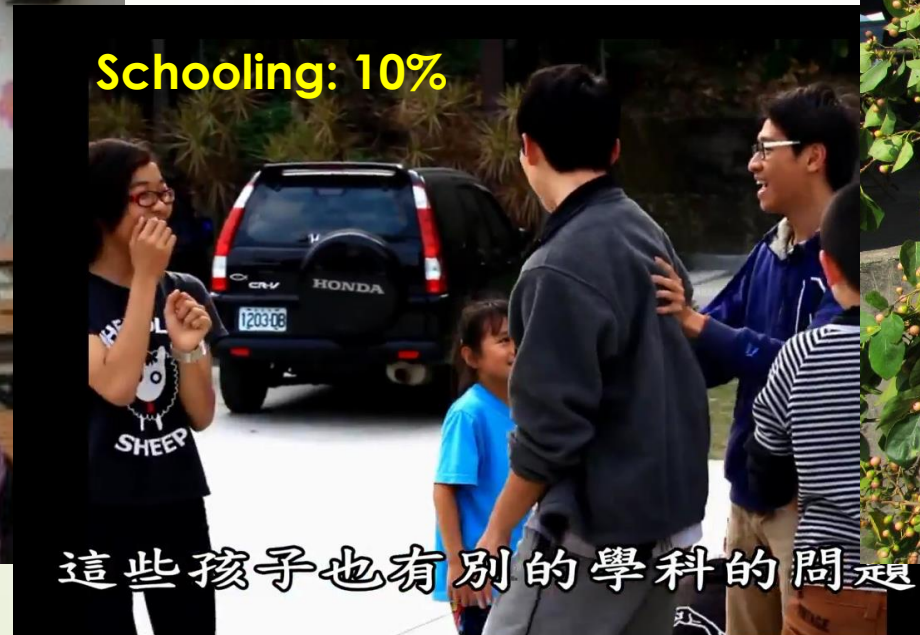
# The strategies against poverty and social exclusion: the distance learning system for after-school learning in a rural community

YU-FENG WONG, Research Center for Humanities and Social Sciences,  
National Cheng Kung University  
Taiwan

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# Demographic status of the community

- ▶ 500 residents
- ▶ very low population density: 13.3 persons per 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- Public services withdrawn : policing, health care services, and school resources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)

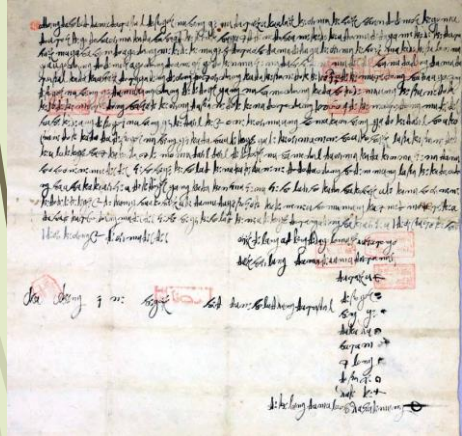


# Health inequality is evident

- ▶ 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

Sinkan Manuscripts introduced by Netherlanders



Military deployment in 18 century and aboriginal culture

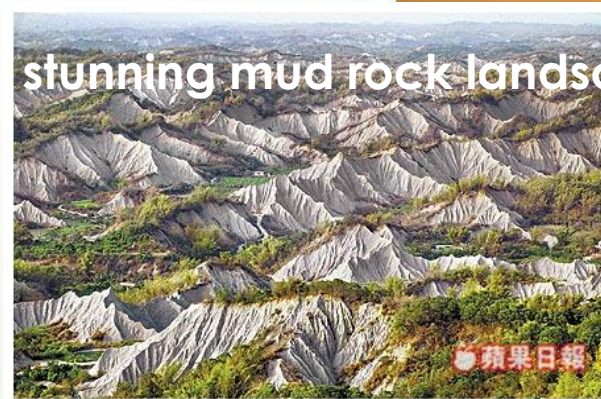


highly civilized with cultural diversity for hundred years plus extraordinary natural resources

Since 1867



stunning mud rock landscape

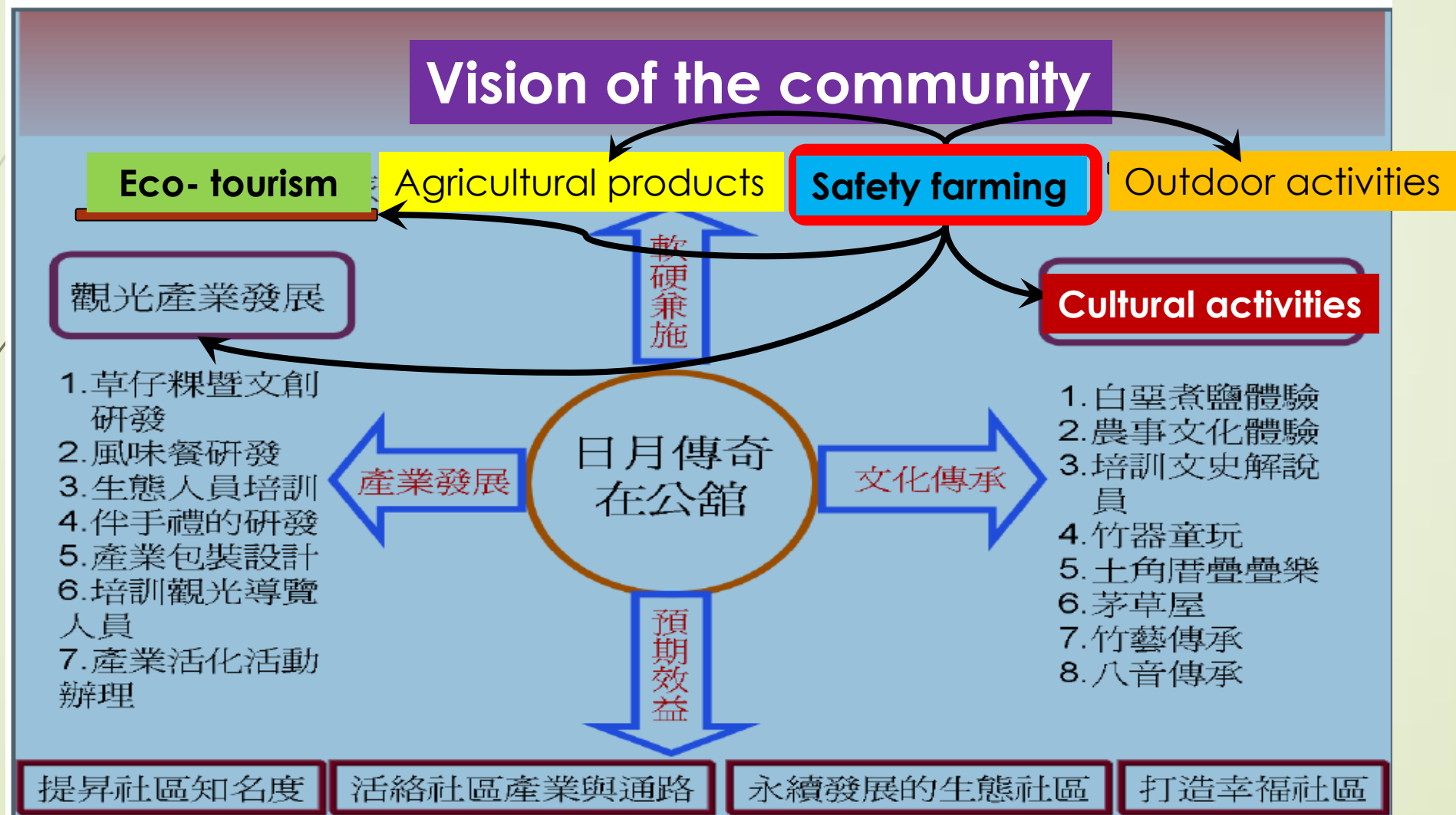


Protected wildlifes

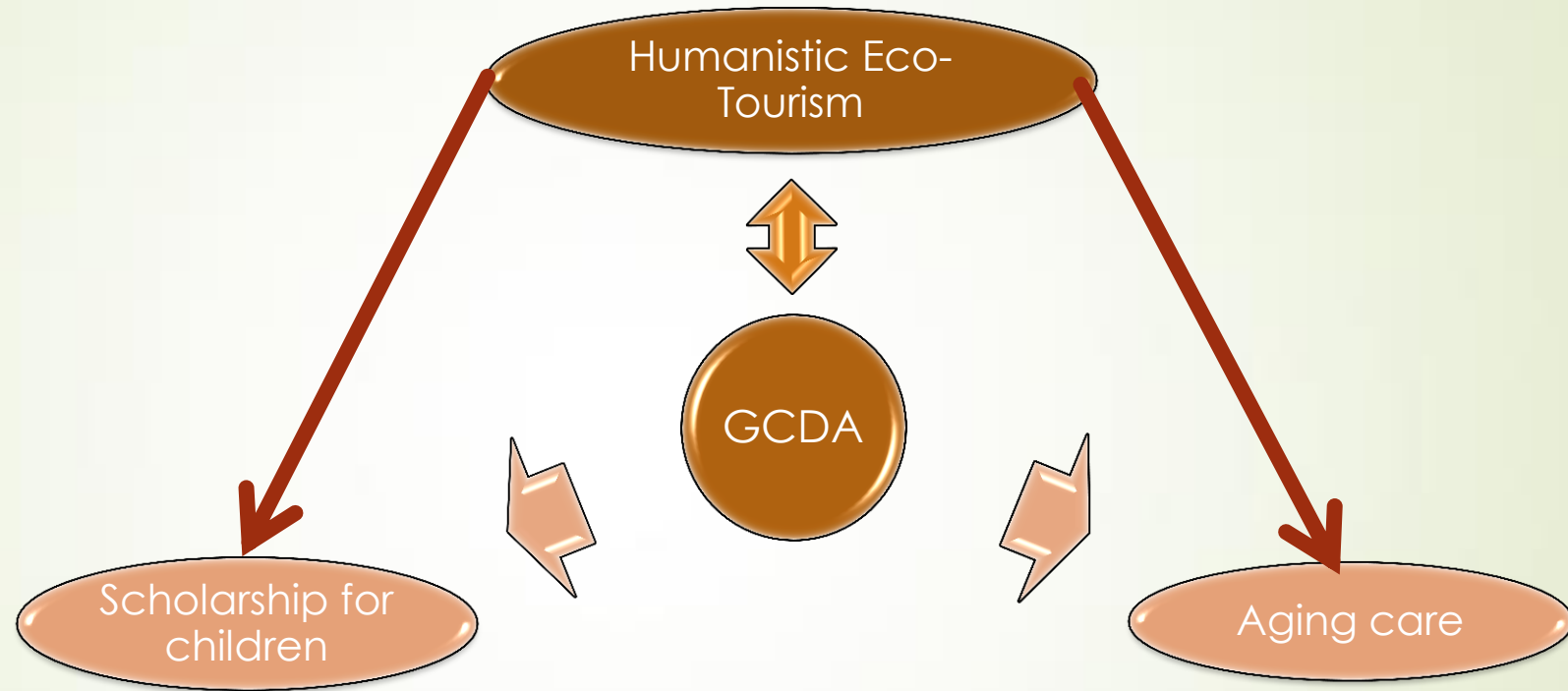
Low altitude rising sun, 168 meter high



# The dream of the community



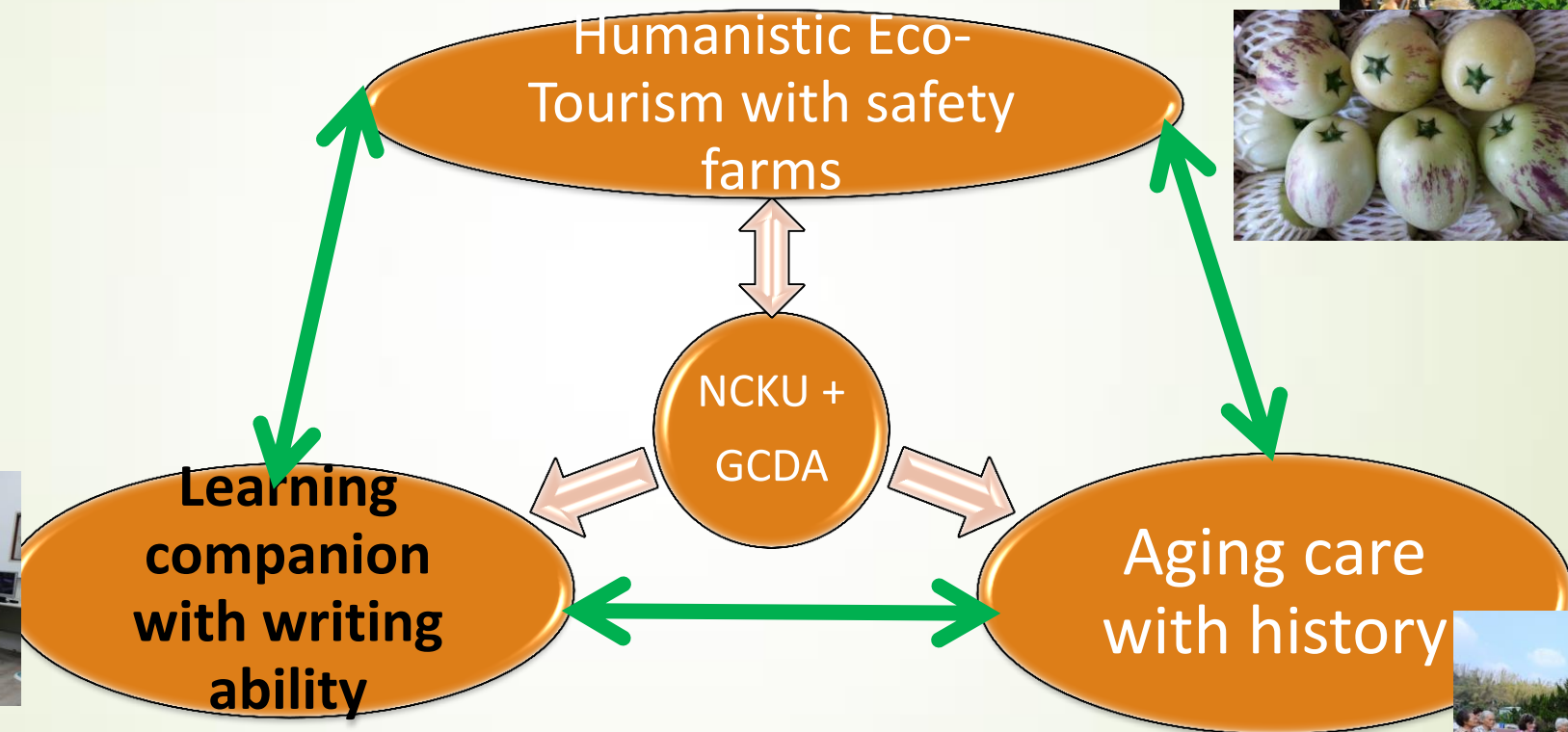
# Profit sharing for health and education



- 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



Distance learning



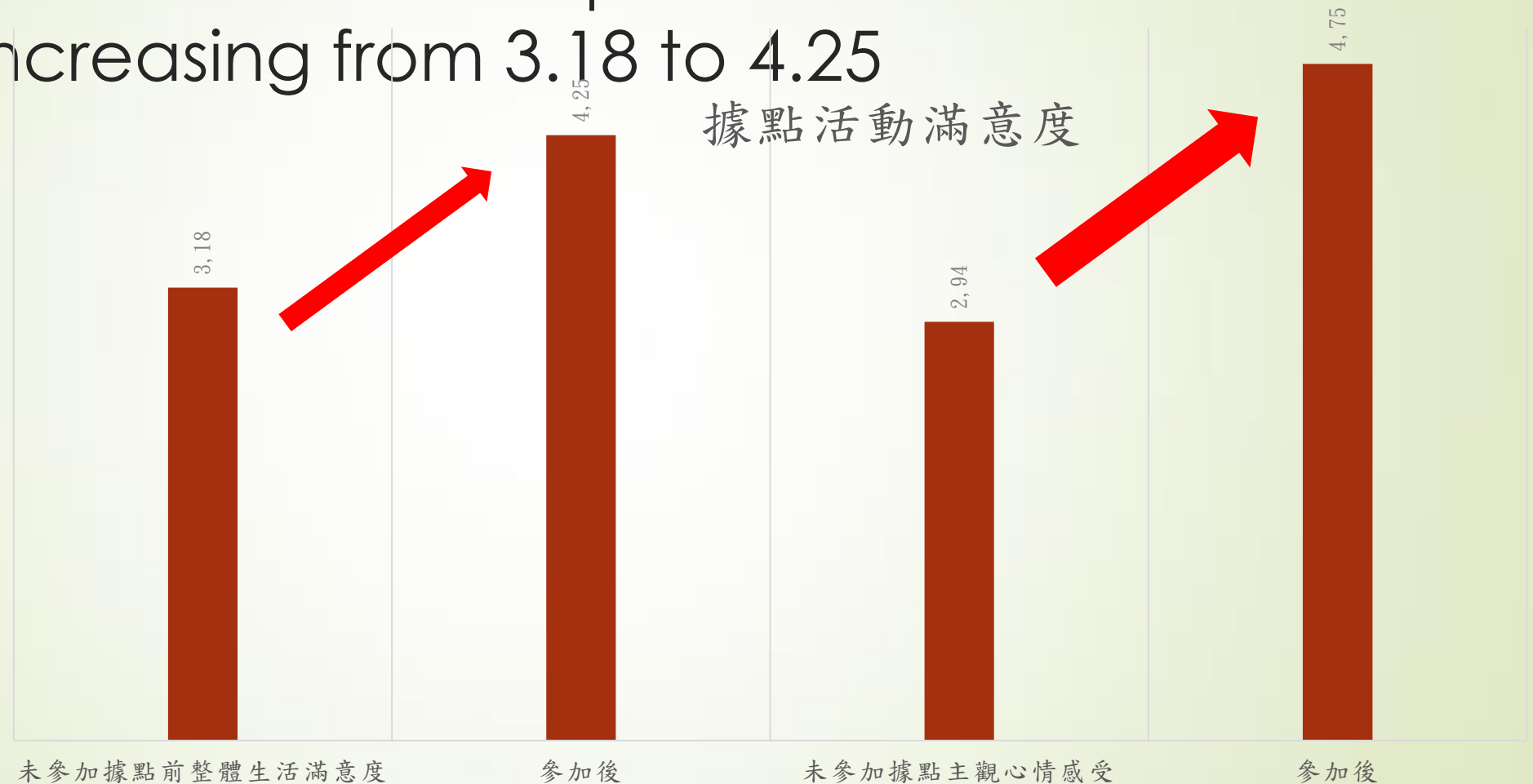
Aging care



► 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



# Collaborating with at least 17 units

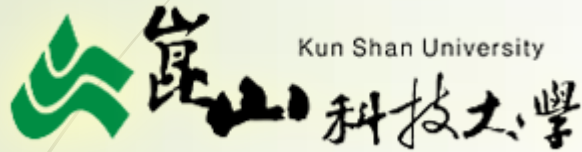
## 1. Outside the community



<http://img.chinatimes.com/newsphoto/2014-12-07/656/20141207001923.jpg>



[http://www.epark.org.tw/images/20091117123133company\\_logo\\_1.bmp](http://www.epark.org.tw/images/20091117123133company_logo_1.bmp)



<https://www.ksu.edu.tw/cht/index.aspx>



<http://www.gemt.org.tw/wp-content/uploads/2012/12>



[http://blow.streetvoice.com/wp-content/uploads/2015/02/150210\\_蚵寮.jpg](http://blow.streetvoice.com/wp-content/uploads/2015/02/150210_蚵寮.jpg)



<http://rural-caring.fju.edu.tw/web/sites/default/files/banner.png>



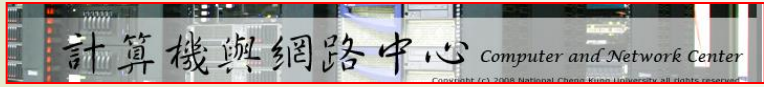
## 2. Community side




[http://117.56.222.175/EP/Community.asp?G\\_ID=01404141451](http://117.56.222.175/EP/Community.asp?G_ID=01404141451)



## 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).

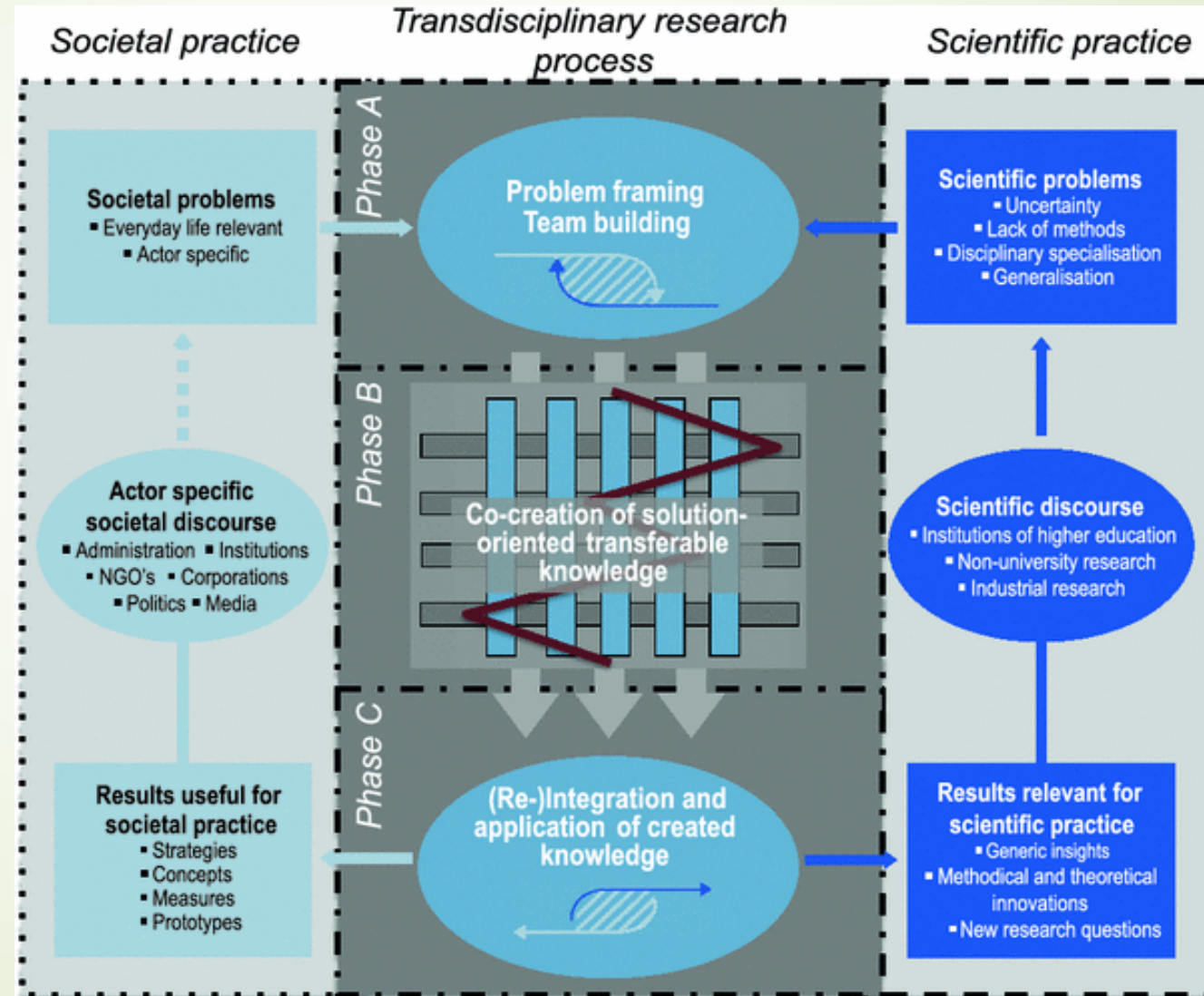


# The effects of distance learning

- ▶ 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
- 

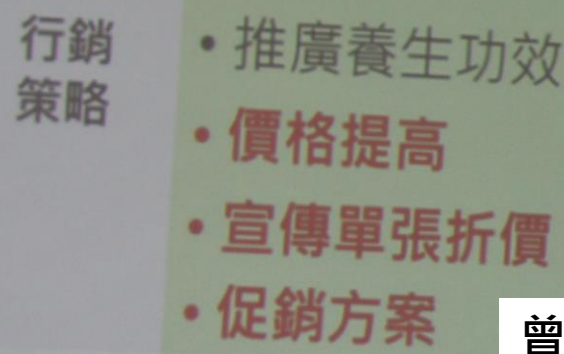
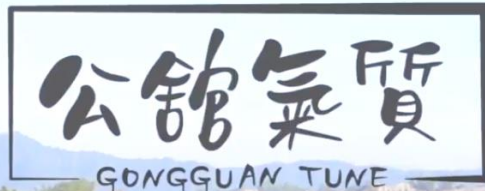
# Procedure on Page 8 is comparable with the following model

- 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)

# Many thanks for your attentions



葉育婷、邱宇箴、莊智尹、蔡郁萱、吳芷螢

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