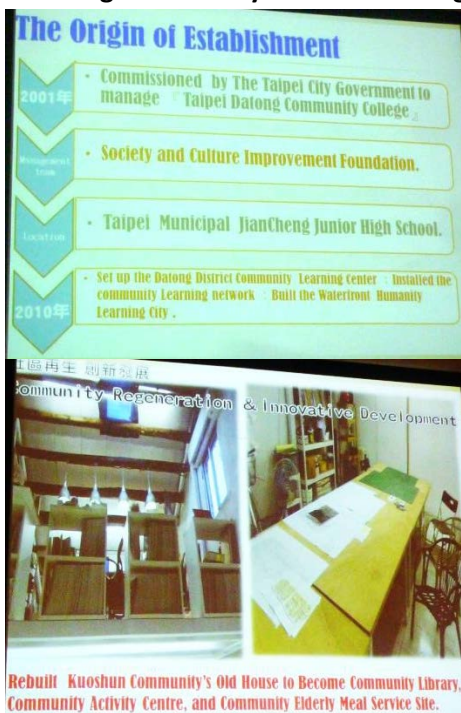


### Learning Community in Kuoshun Neighbourhood, Datong District, Taipei (Datong Community College)



Based on the Taipei City Government Learning City initiative, this proposal has a sustainable vision for humanities, ecology, waterfront, health, safety and welfare in favour of building a happy living environment with humanistic arts, health, friendliness, low carbon footprint and sustainable environmental protection.

With a focus on community learning and empowerment, the neighbourhood looked at the old abandoned houses for renovation, through public and private sector mutual cooperation. This regeneration sought consensus with a “Participatory Design Workshop” to reconstruct the old spaces. For example, volunteers worked on converting the Kuoshun “Old House” into a community library, activity centre and elderly meal service site. Volunteers were trained to provide caring services for the vulnerable.

It was identified as culture-deepening to work with inheritance and innovation to revitalise local industry by solving difficulties together and encouraging business. Former messy alleys were beautified with traditional wooden toys and light coloured art. A local Rice Culture Festival was inaugurated (including a Creative Cuisine Competition, Rice Culture Museum and Sticky Rice Food Map [linking TamSui riverfront with YengSun Night Markets]), featuring a traditional activity that promoted cooperative community interaction and developed the local economy.

Alleys were also enhanced by residents to become ‘green ecology corridors’, training local ecology guides created job opportunities for a low-carbon tourism industry and a Green Carnival was held in the old community.

### The Bihu Weaving House, Gong Fu Neighbourhood, Neihu District, Taipei (Neihu Community College)

The Neihu Community College built on its expertise in music & arts, ecology & environment and health & safety, the landscape surrounding it, night markets and a Technology Park to consider its project. International artist, Wenzhi Wang was universally approached to lead the construction of the Bihu Weaving House as a collaborative effort with 4 communities providing 206 student and resident volunteers to weave 4,000 staves of bamboo.

The structure came about through the recognised tradition of many tribes and villages making craft, with the site and design led by Wang who trained helpers in the preparation and technique of large-scale bamboo weaving. The weaving house became a ‘castle’ in the Bihu Lake Park, a space for free recreation, a “centralised spiritual place” for thinking and introspection, with humans and stories, and a symbol of natural happiness. It connected a bamboo weaving history with community residents’ emotions.

Following a formal opening (June 2014), the house was used for art shows and music every weekend. Street music was drawn into this structure with a foundation created for further development of this art form. The meditation platform was a tranquil place for reflection. After 111 performances and public use, the structure was dismantled (March 2015).



### Community Stream Wetland Restoration, Shilin District, Taipei (Shilin Community College)



Understanding the significance of surrounding wetland for its extensive social, ecological, productive, economic and environmental value, and its proximity to the National Palace Museum; the Community College has led a major maintenance protection project. Studies confirmed how the wetland habitat supported diversity, provided crop to education and recreation functions, and could benefit climate through water purification and disaster mitigation.

Over the past 7 years, the College has aided an ecosystem transformation through academic programs, educational workshops and supporting voluntary associations to participate and conduct sustainable maintenance in this Wai Shuang Hsi Wetland Park. All of this has been in partnership with the Shilin District Office, residents of Linxi Li, Rotary and the Society of Wilderness of ROC.





Of note, were the organisms (birds, turtles, frogs, insects to plants) found after restoration, and the elevation of citizen awareness and abilities in caring for their natural asset. Especially rewarding was the discovery of the rare indigenous yellow water lily, (for which a song was composed locally). Awards for excellence have included a Community College organiser and environmental studies teacher identified as “Wetland Protector”, community volunteerism and the College as Exemplary Model in Taipei City Adult Education.

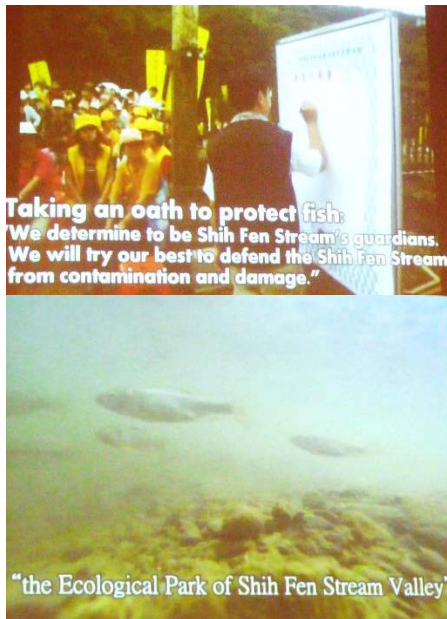
### Happy Farm, Fujien Community, Songshan District, Taipei (Songshan Community College)

Songshan District is made up of 14 neighbourhoods, but Administrative rezoning had cut off part of the community area, leaving Fujien without a park. A former Veteran’s Village that had become a garbage recycling station was ideal for “more than a park”. With advice and help from both the district Community College and the Health Service Centre and a petition for urban change, residents signed ‘adoption pledges’ for the farm. From the first gardens to harvest, the Happy Farm became a “green gem” in a metropolitan area, with accessible visiting and cultivating paths. Healthy cooking contests were introduced (“nutritainment”) and qualification as a Model Environmental Protection Area sought.

The ongoing farm structure has an operational administrator and deputy farm leaders. With a strong foundation in cooperation between community organisations, professional and official organisations as well as the residents themselves; the learning, physical and mental wellbeing impact has been positive. The Happy Farm is seen as a platform to revitalise the community through social education, community invigoration and residents’ exchange. In action, this community has witnessed that lifelong learning can bring change for the better into people’s lives.



### Beautiful Shih Fen Stream, Jeou-Ru Community, Nangang District, Taipei (Nangang Community College)



Companionship and empowerment played a role in the awareness of the impact discharge of waste water practices had on the Shih Fen stream ecology. From having been full of resources, living creatures had died out. Deliberative action was taken to block the stream from damaging influences to thus protect fish. Immediate decisions were to establish a Management Committee and hold a civic forum engaging the community. Asking the question: “Was it natural ravage or people damage?” residents took an oath to protect the fish and clean water of the stream as “guardians” to defend from contamination and damage.

Council helped with cleaning activities over the 7 kilometres of the stream, but management was progressively fully assumed by residents as a community development project. A future vision embraced steps to create an Ecological Park of the Shih Fen Stream Valley. This entailed fishing prohibition signs, walking trails, setting up the park as an environmental education facilities field, comprehensive courses about the stream, international field exchanges and seminars (e.g. Sino-Japanese), and staging exploratory visits by groups. Residents were enrolled in these initiatives and trained through local adult and environmental education programs.

### Safety/Welfare/Ecology, Mingxing Community, Wenshan District, Taipei (Wenshan Community College)

Wenshan District is the southernmost of Taipei’s twelve districts. Improved infrastructure, an MRT line and bypass motorways to downtown Taipei has led to growth and visits to the natural features of the area (ringed by mountains on three sides), teahouses, scenic and religious attractions, as well as the Taipei Zoo. Guidance came from the council and other bodies.

Building confidence was seen as a cooperative effort towards three priorities as a model community: maintain safety, improve health and be ecologically sustainable. This is being achieved through regular meetings, events/lessons/workshops and community collaboration conferences.





With numerous certifications, the Mingxing neighbourhood embarked on multiple projects and community 'patrols' to improve, care, and conserve within their goals. Citizens embarked on classes relevant to the areas of safety, health and ecology and undertook projects from urban beekeeping, bagging mud to beautify and restore Cui Lake, enhancing recreation along the waterfront with installation art, establishing the Sifenxi residents' protection movement, running a handicraft museum in an old bus, training volunteer emergency rescue teams, fixing sidewalks, to caring activities with the elderly ('evergreens') and needy. Neighbour relations were strengthened and approaches will be shared with nearby communities.



### Ballyphehane(southside) and Knocknaheeny (northside) Neighbourhoods, Cork

**LEARNING Neighbourhood Cork Definition**

A Learning Neighbourhood is an area that is constantly strengthening its practice in learning, providing a diversity of learning opportunities for the whole population through partnership and collaboration.



**Knocknaheeny**

- Persistent socio-economic issues and deprivation.
- Very young demographic but low levels of formal education beyond primary or lower secondary levels.
- Almost 30% of the population have no education beyond primary school.
- Very low levels of technical, vocational, certificate and degree attainment.

Knocknaheeny Faces of Learning



Integrating the EcCoWeLL concept (Ecology/Economy/Environment, Community/Culture, Wellbeing/Health/Safety, Lifelong Learning) and using the embedded, vibrant tradition of the annual Lifelong Learning Festival, consensus project planning was encouraged from the bottom-up. The Cork City Council, Education & Training Council and University collaborated in design and implementation to the support for wider partnerships such as the Institute for Technology and community groups.

The two neighbourhoods are distinctive in their needs and differences, both socio economically disadvantaged, yet willing to be part of "Growing Lifelong Learning in Cork". Ballyphehane is a stable, established suburb with a profile of 50% who had left school aged 16 or under, 25-33% educated to lower secondary only, and an older population than average. Knocknaheeny is isolated from the city centre ("up the hill"), with intergenerational unemployment, almost 30% having no education beyond primary school, and a young demographic profile.

Using the Festival as time to workshop ideas and models (based on healthy city principles in place), existing neighbourhood events were supported, while connecting to new initiatives. These involved over 25 courses offered by academics from all areas of the University College Cork (e.g. "Practising Mindfulness"), specific learning neighbourhood activities at the Festival and commencing an aspirational Faces of Learning poster campaign. Coordinated efforts were drawn out of partnerships, accessible communications, building on learning audits, setting objectives to learn what works and assessing outcomes for regeneration.

Concrete activities such as creating learning hubs (e.g. using a parish community centre or a day centre), establishing the passing-on of crafts (e.g. a "Knit & Natter" meeting between generations so traditional skills don't die out), building a community garden (e.g. learning sustainable eco practices), attending targeted Community College courses (e.g. graphic design or textiles), working with upper-secondary students to younger parents to engage in possibilities (for life skills to recording songs), and networking through people and experiences to describe a learning neighbourhood, with a cohesive definition.

The challenge is to continue to motivate, keep dynamic and harness all so not just those already engaged benefit. Sharing advice within wider PASCAL, UNESCO and WHO networks has been uplifting. Cultural change towards valuing learning through a diversity of projects and programs is seen to create a vitality and open linkages so the residents get involved because they want to.

Denise Reghenzani-Kearns PhD

### PASCAL International Conference and Post-Conference Meeting, 3-6 June 2016

