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Research of Youth Community Education and Development of Local Cultural Industries

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Abstract

Since the Executive Yuan of Taiwan began promoting “Six-star Plan for New Communities in Taiwan” in 2005, learning systems have been established for school, community, and local education. In recent years, this has affected youths in understanding public affairs and in actively participating in community service. Thus, the researcher combined learning experiences and youth action based on love of the locale, holding a 2-day woodworking workshop at the “camphor office” in Jiji Township in Nantou County. With the historical site as the base of action, the study explores the developmental trajectory of the practice of youth action and local culture and creativity.

This study used action research and participatory design, through the cultural symposium of community education, youths can practically participate in design and reinvigorate old buildings in the communities. The study found the following issues: (1) Arranging for courses relating to community education can consolidate community consensus; (2) People have insufficient industrial knowledge, and insufficient knowledge about the historical contexts of past local industries; (3) Community education may be customized in design based on locality. The following suggestions are provided: (1) Youth action and external elite design can reinvigorate contextual space; (2) Through community education courses, strengthen industrial and cultural knowledge; (3) The necessary paths to promoting community sustainability are to elevate overall community quality and establish specialty developments. In summary of these issues and suggestions, the study provides maximum benefits to expansion of community education and local cultural industries.

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1. Introduction

Under promotion of the “Six-Star Plan for New Communities in Taiwan” policy, establish learning systems for schools, communities, and local education; in turn, this affects young people in proactive participation in community

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services. Community service plans stress development of adaptable community learning courses to continue the existing community building spirit and to deepen community subjectivity and autonomy.

Lin (2008) suggests that the basic ideals of community learning systems include (1) combining local life experiences and learning needs to establish lifelong learning environments for local communities; (2) developing diverse learning policies and platforms to integrate community learning resources; (3) providing information content for ubiquitous learning to dispel learning obstacles for minority groups; (4) developing learning content with local cultural creativity. Based on youth activity, this study involves social participation, to attract events related to community education, in order to elevate overall community quality, community consciousness, and develop specialties. This approaches environmental sustainability and industrial operational independence, supports optimization of communities in development, and maximizes benefit to local cultural industrial expansion.

All tables should be numbered with Arabic numerals. Every table should have a caption. Headings should be placed above tables, left justified. Only horizontal lines should be used within a table, to distinguish the column headings from the body of the table, and immediately above and below the table. Tables must be embedded into the text and not supplied separately. Below is an example which the authors may find useful.

2. Literature Review

2.1. *Cultural and creative industries*

United Nations Educational, Scientific and Cultural Organization defined Cultural Industries as follows: “The cultural industries, which include publishing, music, cinema, crafts and design, continue to grow steadily apace and have a determinant role to play in the future of culture.” (UNESCO, 2015) According to UNESCO, so-called cultural industries can actually be seen as various forms connected to creativity, combining creative, productive, and commercial content. At the same time, the nature of this content is characterized by cultural assets and cultural concepts, under the protection of intellectual property rights, presented in the form of products or services; these are “cultural and creative industries.”

2.2 *Community consciousness in Taiwan*

Community consciousness in Taiwan originates from former president Lee Teng-hui in 1994 in a speech for a cultural event, proposing that “community consciousness is the significance of the common lifeform.” (Lee, 1995: 180-194) Community consciousness is important because it can make community residents become mutually reliant lifeforms under the common objective of development of cultural and creative industries. The main purpose is to integrate the five community development dimensions of “people, culture, land, scenery, and industry,” thereby creating the policy term of “overall community building.”

Since the Executive Yuan of Taiwan proposed the “Six-Star Plan for New Communities in Taiwan” in 2005, six dimensions have served as indicators for community evaluation, which are industrial development, social welfare and healthcare, community security, humanities education, environment and landscaping, environmental protection and ecology; these are known as the “six stars.” The objectives are: (1) to create a community with happy residents and workers; (2) to establish a community building model with autonomous operations and sustainable management; (3) to strengthen the people’s consciousness for active participation in public affairs (Ministry of the Interior, 2008). Through various professional groups and cultural organizations of the counties and cities, and direct or indirect efforts at community promotion are used to improve the actual environment.

2.3 *Community learning*

In community development, Hamilton (1992) proposes the four important stages for adult participation in community learning: the awakening stage, the organization stage, the action stage, and the capacity expansion stage. Initially, the issues are used to make residents concerned about public affairs and to learn about each other, gradually form and organize a new community network. The internal and external resources are inventoried for integration, to promote implementation of action plans and to work toward sustainable community development. Tsai (2004) proposes whether social capital can promote community education and community development, and

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