

# Taipei Learning City: Strategic Construction and Development Guidelines

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## Introduction

The Ministry of Education announced the Moving toward a Learning Society White Paper in March 1998, which is an important statement for learning society promoting policies. This white book presents fourteen action plans, in which two are dedicated for promoting learning-type families and communities (Ministry of Education, 1998). After announcing 1998 as the Lifelong Learning Year, the government issued the Lifelong Learning Law in June 2002 to encourage its citizens pursuing lifelong learning and to increase learning opportunities for promoting lifelong education, so ultimately, the overall quality of the citizens can be enhanced. In October 2003, the government further announced a project called Certification for Non-formal Learning Achievement. To continue the effort invested in 1998, the Lifelong Learning Year, the government set 2010 as the Lifelong Action Year for showing the public that lifelong education is the focus of this country, and that the government from now on will put more efforts by taking a more progressive action for promoting lifelong learning. The Ministry of Education set lifelong learning and learning society as its main topic at the Eighth National Education Conference in August 2010. For the second sub-topic regarding the establishment of assorted organizations, promotion of learning-type of towns or cities was listed as an action strategy for advancing lifelong learning and constructing a learning society (Ministry of Education, 2010).

Taipei City has heavily valued on promotion of adult education and lifelong learning. For example, there are 12 districts in Taipei and each district has its own community college, which provides citizens learning and community developing opportunity. The social and educational organizations, schools and libraries also play important roles in lifelong learning program. In order to promote reading to citizens, Taipei City announced 2011 as Reading Improving Year and hoped the social and educational organizations, schools and libraries be able to promote related reading programs. In addition, to collaborate with the Ministry of Education's developing the Pilot Project of Learning Community of the Lifelong Learning Action Year, Taipei City integrated these two important policies into the Learning City Project for Taipei City. On June 10, 2011, the City Government officially announced itself a learning city and actively motivated each concerned Learning City Project to expand promoting learning activities to citizens and raising citizens' learning ability and knowledge ability.

Although Taiwan's first step for advocating and founding a lifelong learning city system is way behind the global lifelong education trend, its accumulated social education power and the public's enthusiasm in getting involved are all compatible with the advanced countries already involved in promoting lifelong education cities. What is missing here are supporting policies, combination of resources, the foundation of collaborative mechanism, a supporting organization for promoting an overall learning-type city, and the backup with generous budget. Now, based on the existing good lifelong education basis and the supporting policies and promotion from the Ministry of Education, Taipei City can understand the current trend, society development and citizen needs more easily than before. Actively working on setting up several constructive measures of learning-type city for transforming itself into a learning-type city is a worthwhile prospect.

The author serves in the Bureau of Education of Taipei City Government and is responsible for

promoting this project. The author reviewed this project by analyzing the basic implication, construction strategies, and developmental direction of this project, and the result can be used a foundation for further actions.

## **Fundamental Implication of the Learning City**

### The Arising of the Learning City Concept

According to Longworth and Osborne (2010), the learning city concept originated with Plato (428-348 BC) who suggested that the goal of education lay in “being life and growth to promote contribution from city residents to the city”. Recently, the concept of learning emerged in the 1970s. A plan funded by OECD to create “the Educating Cities”. Seven cities of the OECD member countries were invited to apply education as the guideline for policy development with the goal to investigate the degree to which these cities can incite lifelong learning. In the 1990s, the concept of learning cities/regions was emphasized by international organizations such as the OECD and EU and their member countries. Relevant plans were scheduled. Among them, the plan on “Towards a European Learning Society” elicited many inspirations on learning cities/regions so as to validly fulfill the ideal of the learning city. (quoted from Ho Ching-rung, 2011).

### The Definition of the Learning City

The learning cities/regions are the new models of ruling by the municipal government in accordance to the development of the knowledge economics era. For instance, the European Lifelong Learning Initiative (ELLI) actively promotes the fulfillment of the learning society or leaning city, which was defined by ELLI as a city, by developing formal and informal education and training program for citizens, provides citizens sufficient opportunities of learning to create a lively, engaging environment with cultural sense and economic vitality. By systematically elevating potential and life qualities of the entire residents, it interacts with the changes in global and international economics. (quoted from Liu Yi-chun, 2004) On the other hand, the EU defines the learning city as follows, “The learning city understands that learning plays the key role in promoting city prosperity, society security and individual fulfillment. It mobilizes human, material and financial resources to broaden learning opportunities for city residents and enhance their potential to enable them to react in accordance to the changes in society. (Longworth, 2006)”

### Five Significant Contents for the Learning City

Wu Ming-le as a scholar pointed out that the learning city, also known as the lifelong learning city, is a city primarily focusing on the promotion of lifelong learning. It further advances the development of city lifelong learning, encourages city residents to become lifelong learners so as to elevate individual ideal to realize the development of the city. He also pointed out that the five significant contents for the learning city as follows.

1. The development of the learning city requires support of comprehensive policy and strategy of resources mobilization.
2. The learning city encompasses layers such as city resident learning, city organization learning and overall city learning.
3. The learning city emphasizes the elevation of the lifelong learning power of the city so as to handle new changes with new learning.
4. The learning city takes care of self-fulfillment of the city residents as well as the sustaining development of the city. The learning city is a modern knowledge and wisdom city.

Pertaining to the special feature of the learning city, Professor N. Longworth, who is the chairperson of the European Lifelong Learning Initiative and professor in the European Center for the Learning City and learning Region at the University of Sheffield Hallam in the UK, thinks that there are seven special features to detect a learning city. (quoted from Lin Chen-chun, 2002, Longworth, 1999) They are as follows.

1. Learning information: The display of learning information must be attractive so that the public who desire to learn are easy to access the information. Those who are not interested are also easy to be seduced and become interested. Learning information and channel application can be lively and diversified. By using more creative marketing strategy to deliver the policy and activities of city learning, the potential learners' desire to learn can be aroused.
2. Learning resources: All public and private lifelong learning organizations within the city establish strategic partnership to provide a variety of learning resources including learning venues, leaning facilities, course materials, talented instructors, etc. At this rate, the system integrating learning resources can lead to more effective use of the public and private sections in the city and community resources.
3. Learning technology: Using the accessibility of technology and field to incite learning desire from the city residents and attract them to participate. Guide the learners to learn actively rather than passively by overcoming various learning barriers, using multiple media materials and web information technology.
4. Learning leadership: During the process of participating, the city residents gradually come out with leaders who plan on lifelong learning activities. During the developing process of the learning city, they play the roles of promoting and expanding. Through training, they undertake the roles of instructors for city lifelong learning. Being engaged in learning consultation, they contribute their wisdom to turn the community developing into a genuine learning community.
5. Participation of city residents: Actively listening to the learning requirements of all city residents, it provides opportunities to satisfy their needs. Furthermore, by enriching the learning culture, it encourages city residents to establish database of their own technique, knowledge and talent in order to share personal resources with others and contribute to city life and culture. The most valuable fortune of the learning city is the public themselves. The public of the community contribute their mutual wisdom and power can lead to a learning city of more vitality.
6. Learning environment: The city itself is also an important resource of learning and learning environment. The learning city will incite community and all the families in it to learn. By hosting various activities such as celebration, exhibition and carnival, the learning environment with vitality can enhance the learning habit of the city residents to form a learning culture.
7. Living capacity: The learning city not only requires city residents to participate in learning activities, but also let the public be equipped with abilities to handle problems in daily life which proves more important.. Professional capacity to earn livelihood becomes the most important life ability, the ability to adjust oneself in the rapidly changing society.

Besides, the learning city promotion program entitled "Towards the European Learning Society" led by ELLI surveyed 80 learning cities in 14 countries to measure the progression of these regions towards learning cities. The investigating instruments brought up include 10 guidelines and sub-guidelines for the learning cities. (Longworth, 2006)

1. The promise of the learning city: The city begins fulfilling program and strategy to become the learning community. The sub-guidelines include the lifelong learning strategy, the

- lifelong learning organization, the lifelong learning charter, the European plan and orientation, the organization of city learning, the degree of preparation for the learning city, etc.
2. Information communication: To communicate the concept and program of lifelong learning to the promoters who are entrusted with the responsibility and the entire city residents. It encompasses course development, instructor training, learning center, media application, data collection for the learning requirements, etc. The sub-guidelines include information strategy, media application, learning materials, lifelong learning marketing, etc.
  3. Partnership and resources: Encouraging and promoting various sections of the city connected effectively, it refers to schools, universities, enterprises, professional associations, special profit groups, regional governments and other organizations. It encompasses the common use of material and human resources, the creation and application of knowledge, etc. The sub-guidelines include relevant types of partnership, application of new resources, current resources integration, etc.
  4. Leadership development: Effectively developing leaders of lifelong learning, it encompasses community leadership course, case management, city control, organization integration, etc. The sub-guidelines include the current leaders, the new leaders, course development, etc.
  5. Social integration: The program and strategy have to do with the underprivileged, unemployed, minority, second time job hunting women and those with learning barriers. The sub-guidelines include learning barriers, certificate criteria and evaluation, the European and national level special programs, etc.
  6. Environment and the citizen right: Let all citizens systematically understand the contents of citizen right and the channels of participation. The sub-guidelines include the environmental sense and learning for children and adults, environment participation, the citizen right, democracy, etc.
  7. Technology and web: The application of innovative information and communication technology advances the connection among members, organizations and communities. It encompasses effective use of cloud and distant learning, learning web for people of different ages and the knowledge of web. The sub-guidelines include distant learning, multimedia and open learning, web and its application, the web city, etc.
  8. Creating fortune, employment and competitiveness: With complete planning, it enhances fortune and employment, enables the city residents to possess lifelong techniques, knowledge and power and promotes employment. It encompasses financial incentives, researches, enterprises and community connections. The sub-guidelines include employment and skills, fortune generation, learning requirements analyses, city residents learning survey, increasing competitiveness, etc.
  9. Mobilizing, participating and personal developing: Encouraging and enhancing individual contribution, it includes collecting and applying the knowledge, technique and talent of city residents and arousing them to apply this intellect to promote community development. The sub-guidelines include lifelong learning instruments and techniques, personal learning plan and guidance, the personal development of city residents, the development training for instructors and consultants, the participation and contribution of strategies, etc.
  10. Learning activities and family participation: Among city residents and the families, it enhances the trustworthiness, attractiveness, transparency and frequencies of learning including the learning festivals, the printing of pamphlets, the reward of learning, the learning contests, the learning certification activities, etc. The sub-guidelines include learning celebrations such as the learning festivals and relevant activities, learning recognition and rewards, family learning strategies, etc.

From the previous description of the significance and specialties for the learning city, it is

discovered that the guidelines for the learning city is a set of objective criteria, which can be used to evaluate the developing degree and outcome for the learning city. Through the scientific procedure of data collection, the developing condition of the learning city under these criteria can be demonstrated via proofs so as to display the developing degree of the learning city.

- **The Condition to Build Taipei as the Learning City**

1. The Population Structure and the Distribution of Lifelong Learning Organizations in Taipei

The land area of Taipei amounts to 271.7997 square kilometers. The population spreads among 12 districts. Up until the end of December 2011, the city population amounts to 2,650,968 with 1,276,343 males and 1,374,625 females. Viewing from the perspective of aging structure of the population, the city has 489,987 people between 0 and 17 years old who are young, 1,823,782 people between 18 to 64 years old who are mature and 338,199 people above 65 years old who are the elderly by the end of December in 2010. In year 2011, the proportion of people above 65 years old amounts to 12.76%. This figure of Taipei city is higher than that of Taiwan, which amounts to 10.63%. It indicates that the population in Taipei gradually ages. Various adult education programs of lifelong learning should be promoted to increase urban competitiveness.

2. The Lifelong Learning Organizations in Taipei are Diversified and Abundant.

Taipei is the most privileged area in the nation. It comes with abundant lifelong learning organizations such as schools of all levels (339), social education organizations (166), community colleges (13), the promotion education centers of the universities (20), the silver learning resources centers (8), service centers for the elderly (14), exercise centers (12), adult elementary schools (16), adult junior high schools (12), further studying schools (18), adult basic elementary school education courses (30), adult education courses (7), women centers (8), health centers (12), citizen clubs (7), new immigrants clubs (2), the training organizations (7) and open education (2) etc. There are 660 publicly owned and publicly run, publicly owned and privately run lifelong learning organizations of all types spreading among all districts. Please refer to Table

1)The information is included in “The Pamphlet of Taipei Lifelong Learning Resources”. The information on relevant organizations is being integrated in “the Taipei Learning City Website” for reference. In addition, there are 2,727 cram schools, 420 cultural and educational foundations, and all types of exhibitions, concerts and dramatic performances, which provide lifelong learning for city residents.

Table 1 The distribution of lifelong learning organizations of all districts in Taipei

Districts	Peitou	Shilin	Neihu	Chungshan	Tatung	Sungshan	Chungcheng	Hsinyi	Nankang	Wanhua	Daan	Wenshan	Total
Schools at all levels (including 153 elementary schools, 87 junior high schools, 50 high schools, 17 professional schools at higher level, 4 special education organizations, 28 colleges and universities) <sup>o</sup>													
Subtotal <sup>o</sup>	36 <sup>o</sup>	45 <sup>o</sup>	31 <sup>o</sup>	27 <sup>o</sup>	22 <sup>o</sup>	17 <sup>o</sup>	20 <sup>o</sup>	20 <sup>o</sup>	14 <sup>o</sup>	20 <sup>o</sup>	39 <sup>o</sup>	48 <sup>o</sup>	339 <sup>o</sup>
Social educational organizations (including 52 public social educational organizations, 7 private social educational organizations, 64 public and private libraries, 7 citizen clubs, 12 exercise centers, 12 health service centers, 12 community learning service centers) <sup>o</sup>													
Subtotal <sup>o</sup>	16 <sup>o</sup>	15 <sup>o</sup>	7 <sup>o</sup>	16 <sup>o</sup>	13 <sup>o</sup>	11 <sup>o</sup>	27 <sup>o</sup>	11 <sup>o</sup>	7 <sup>o</sup>	11 <sup>o</sup>	16 <sup>o</sup>	16 <sup>o</sup>	166 <sup>o</sup>
Basic education for adults (30 adult basic education courses, 16 adult elementary schools, 12 adult junior high schools) <sup>o</sup>													
Subtotal <sup>o</sup>	5 <sup>o</sup>	6 <sup>o</sup>	7 <sup>o</sup>	4 <sup>o</sup>	5 <sup>o</sup>	3 <sup>o</sup>	3 <sup>o</sup>	6 <sup>o</sup>	4 <sup>o</sup>	6 <sup>o</sup>	4 <sup>o</sup>	5 <sup>o</sup>	58 <sup>o</sup>
Adult advanced education (7 adult education courses, 18 advanced schools, 2 open education, 20 university promotion education, 13 community colleges, 7 training organizations) <sup>o</sup>													
Subtotal <sup>o</sup>	6 <sup>o</sup>	6 <sup>o</sup>	2 <sup>o</sup>	6 <sup>o</sup>	7 <sup>o</sup>	3 <sup>o</sup>	8 <sup>o</sup>	3 <sup>o</sup>	4 <sup>o</sup>	1 <sup>o</sup>	16 <sup>o</sup>	5 <sup>o</sup>	67 <sup>o</sup>
Education for women and the elderly (8 women centers, 8 silver learning resources centers, 14 service centers for the elderly) <sup>o</sup>													
Subtotal <sup>o</sup>	3 <sup>o</sup>	3 <sup>o</sup>	3 <sup>o</sup>	3 <sup>o</sup>	2 <sup>o</sup>	2 <sup>o</sup>	1 <sup>o</sup>	2 <sup>o</sup>	1 <sup>o</sup>	4 <sup>o</sup>	3 <sup>o</sup>	3 <sup>o</sup>	30 <sup>o</sup>
<b>Total<sup>o</sup></b>	<b>66<sup>o</sup></b>	<b>75<sup>o</sup></b>	<b>50<sup>o</sup></b>	<b>56<sup>o</sup></b>	<b>49<sup>o</sup></b>	<b>36<sup>o</sup></b>	<b>59<sup>o</sup></b>	<b>42<sup>o</sup></b>	<b>30<sup>o</sup></b>	<b>42<sup>o</sup></b>	<b>78<sup>o</sup></b>	<b>77<sup>o</sup></b>	<b>660<sup>o</sup></b>

Sources: compiled materials from “The Pamphlet of Taipei Lifelong Learning Resources” by the author

- **The Advantages of Education in Taipei Lead to Development in the Learning City**

The education in Taipei won distinguished achievements in various domestic contests. In the 2010 survey conducted by the Commonwealth Magazine, the 2010 survey on educational power conducted by the Education Parenting Family Lifestyle Magazine and the evaluation conducted by the Global Views Magazine, the education in Taipei all ranked number one. In 2010 and 2011 city evaluation conducted by the information society of the Economist Magazine in the UK, Taipei also earned full score and high recommendation in the section of education. In addition, Taipei won excellent prizes in the evaluation conducted by the Ministry of Education in areas of adult education and the promotion of community colleges. With such an educational advantage, its important policy and goal are to continuously promoting the learning city.

The education power of Taipei distinguishes itself in performance. Based on this key foundation, Taipei can promote the goal of becoming an overall learning city and enhance the competitive guidelines in other cities. Here we list all key guidelines for various evaluations. They are security in politics and society, economic environment, innovative environment, living environment, natural environment, health and medicine, public service, living condition, leisure and entertainment, school education, social culture, web communication, degree of computer automation and professional personnel. From the previous indications, we can detect that almost all guidelines can be strengthened and improved by constructing the learning city. Therefore, we trust that promoting this policy is a city vision that cannot be delayed.

- **In Accordance to the Urban Development and the Rapid Change of Knowledge**

Taipei is a metropolitan with concentrated population and convenient traffic. It constantly pursues various new techniques. In order to satisfy the desire for new knowledge on the part of the city residents and to enhance the competitiveness of the city, it is important and necessary to promote the learning city.

- **The Origin and Steps to Activate the Plan of the Taipei Learning City**

(1) The Origin of the Plan

(2) Since 2010, Bureau of Education of the Taipei City Government based on “Test Promotion of the 2010 Learning Community” issued by the Ministry of Education has put out “The 2010 Taipei Annual Plan of the Learning City” and has activated it. From 2011 onwards,

“Establishing Community Learning Network, Building the Learning City” has become the important educational policy in the white paper of the city official affairs.

- (3) As the centennial approaches, Taipei echoing the centennial vision of education of the central government “New Century, New Education, New Promise” establishes the learning city of sustaining development with six aspects, which are humanity, environment, riverbank, security, welfare, and health. Its basis is the city of wisdom. It will combine 12 community colleges of this city to establish “the Community Learning Service Center” in 12 administrative districts to promote the community system of lifelong learning in the entire city. By connecting the lifelong learning institutes belonging to the 11 organizations of the city government, and establishing the integrating resources platform for lifelong learning, it will enhance the participating rate of lifelong learning for the city residents. Lifelong learning will be enabled as the important driving force to promote urban development so as to elevate the learning power, knowledge power and urban competitiveness of the city residents, and to establish the first learning city in Taiwan
- (4) The Goal of the Plan
- (5) In accordance to the trends of declining birthrate and aging population, it uses idle school facilities to establish entities of community colleges.
- (6) It establishes the community learning service centers in various community colleges in all districts to support the community learning networks.
- (7) It applies the modern technology to bridge the digital gap and promotes “the Taipei E-college” to facilitate the digital learning for the city residents.
- (8) It integrates the lifelong learning resources in the entire city to establish “the Taipei Learning City Net” to provide city residents resources and information of lifelong learning.
- (9) It combines all types of learning organizations including libraries and schools to establish a solid learning environment in which “Everyone learns everything everywhere at every moment”.
- (10) The Area of Practice for the Plan
- (11) The area of practice for this plan encompasses 12 administrative districts of Taipei. Using district as the unit, it began establishing learning systems based on the community vicinities in 2010 to enable the community educational learning networks to be gradually connected and integrated. From 2011 onwards, it will focus the practice on linking and deep plowing to enable the lifelong learning networks in the entire city to be more effectively integrated.
- (12) The Promotion of Organization Chart
- (13) Please refer to Chart 1 for the learning organization chart established by Taipei. The highest directing unit is the cross section Committee of Lifelong Promotion. The main organizer is the Bureau of Education. Based on the 58 bases belonging to the Taipei City Libraries, it elevates the learning habits for all city residents. It promotes the learning family through the family education centers. By setting 12 community learning service centers affiliated to 12 community colleges, it promotes community education, establishes the community learning networks, organizes the lifelong learning resources in the entire city via the learning city website and finally guides various lifelong learning organizations in the city by establishing the community educational guiding groups.

# 臺北市建構學習型城市推動體系架構圖

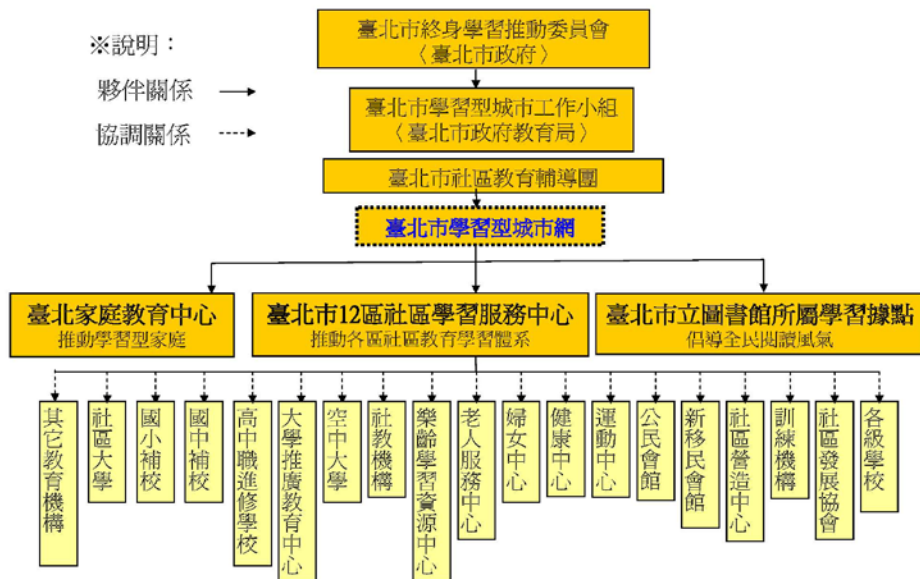


Chart of Taipei Promotion System of the Learning City

Explanation

Partnership

Coordination

The Taipei City Committee of Promoting Lifelong Learning (The Taipei City Government)

The Taipei City Working Unit of the Learning City (The Bureau of Education, the Taipei City Government)

The Taipei City Community Education Guiding Group

The Taipei Learning City Networks

The Taipei Family Education Center----Promoting the Learning Family

The Taipei 12-District Community Learning Service Center----Promoting Community Education Learning System in Each District

The Taipei City Libraries Learning Bases----Advocating Reading Habits for all City Residents

Other Education Organizations

Community Colleges

Adult Elementary Schools

Adult Junior High Schools

Professional Advancing High Schools

Promotion Education Center of Universities

Open University

Social Education Organizations

Silver Learning Resources Centers

Service Centers for the Elderly

Women Centers

Health Centers

Health Centers

Citizen Clubs

New Immigrant Clubs

Community Construction Center



Training Organizations  
Community Development Associations  
Schools at All Levels

Chart 1 Chart of Taipei Promotion System of the Learning City

● **2010-2015 Intermediate Promotion Plan and Timetable of Taipei Learning City**

A. The First Stage (2010-2111): The Resources Integration Stage for the Learning City

It surveys and integrates lifelong learning resources, maintains the community learning networks, increases the reading population and promotes digital learning, system installation, talent training and hosts lifelong learning activities for the city residents. The primary tasks are as follows.

1. Hosting meeting for the Taipei City Lifelong Learning Promotion Committee
2. Integrating lifelong learning organizations citywide in “Wisdom City 3D Taipei” Website  
( <http://adm3d.taipei.gov.tw/#> )
3. Printing “The Pamphlet for Taipei Lifelong Learning Resources”  
( <http://www.lct.tp.edu.tw/files/15-1001-350,c39-1.php> )
4. Printing “The Taipei Lifelong Learning Atlas for 12 Districts”
5. Establishing and activating “Taipei City Learning City Net” Website
6. Establishing the Community Learning Service Centers in 12 administrative districts
7. Training the community learning leading talents
8. Increasing reading population, promoting reading environment
9. Promoting digital learning for city residents
10. Promoting learning system for the learning family
11. Promoting learning system for the learning community
12. Producing and publishing e-book series entitled “The Lifelong Learning Book Series”  
( <http://www.lct.tp.edu.tw/files/15-1001-289,c39-1.php> )
13. Producing and publishing e-book entitled “The Adult Fundamental Education Materials”  
( <http://www.lct.tp.edu.tw/files/15-1001-291,c39-1.php> )
14. Electing and eulogizing the lifelong learning outstanding performers
15. Hosting the learning city exposition
16. Visiting lifelong learning organizations in Japan and Korea
17. Hosting international conventions for the learning city
18. Planning on establishing “Taipei Community College Lifelong Learning E-passport System”
19. Specifying “The Lifelong Learning Week”
20. Hosting 6 public forums including the humanistic city, the environmental city, the riverbank city, the healthful city, the safe city and the welfare city etc.

B. The Second Stage (2012-2013 ): The Developing Stage for the Learning City

Based on the first stage, it mainly continues the development which pays attention to breadth and multiplicity at the same time. The important measures include to establish promotion committee for the learning city at the level of the city government, community education consulting group, passport integration, increase system types of learning, host diversified lifelong learning activities, etc.

1. Hosting meeting for the Taipei Lifelong Learning Promotion Committee
2. Editing “The Pamphlet for Taipei Lifelong Learning Resources”
3. Printing “Taipei Lifelong Learning Map for 12 Districts”
4. Motivating Learning Community in Community Learning Service Center for 12 districts

5. Motivating Learning Family Program in 23 elementary schools
6. Educating community learning leading talents
7. Increasing reading population and developing reading friendly environment
8. Motivating citizen learning through digital platforms
9. Creating Taipei City learning family networks  
(<http://www.family-lct.tp.edu.tw/>)
10. Creating Taipei City learning community networks  
(<http://www.com-lct.tp.edu.tw/>)
11. Creating Taipei City learning model specialized networks  
(<http://www.com-lct.tp.edu.tw/>)
12. Creating Taipei City multimedia learning platforms  
(<http://www.media-lct.tp.edu.tw/>)
13. Creating Taipei City Community College lifelong learning e-passport networks  
(<http://ep.ccwt.tp.edu.tw/>)
14. Selecting learning city mascot
15. Holding an oath-taking ceremony for “Declaration of Taipei as a Learning City”
16. Holding 2012 and 2013 Taipei City learning model selecting and praising
17. Holding 2012 Taipei Learning City exhibition
18. Praising civil journalists
19. Holding participating community learning model seminars

### C. The Third Stage (2014-2015): The In-depth Stage for the Learning City

Based on the first and second stages, it continues promoting the development, which provides feedback, be investigation, establishes system, becomes delicate and pursues in-depth progression and sustains development.

#### ● The Construction Strategy for the Taipei Learning City Plan

I. Based on the seven special features of the learning city brought up by Longworth in 1999, it sets the seven major tasks to promote the Taipei Learning City Plan.

( i ) Learning Resources: Integrating Lifelong Learning Resources for the Entire City

The exact items of practice are as follows:

1. Hosting meeting of the Lifelong Learning Promotion Committee
2. Establishing Community Learning Service Centers in 12 districts
3. Establishing Adult Education Resources Center and four district centers
4. Printing “The Pamphlet of Lifelong Learning Resources”
5. Printing learning atlas for 12 districts
6. Build the Lifelong Learning Platform “City of Wisdom 3D Taipei”
7. Hosting the Learning City Exposition

( ii ) Learning Information: Establishing Learning City Networks

The exact measures of practice are as follows:

1. Integrating resources of the lifelong learning organizations in the entire city
2. Integrating web learning resources for the entire city
3. Publishing online newsletter

( iii ) Learning Technology: Establishing Digital Learning Networks

The exact items of practice are as follows:

1. Marketing digital course of Taipei E-college
2. Talent training course becoming digitalized
3. Selecting and receiving broadcasting programs online
4. Offering free online research and learning course
5. Integrating government official website courses
6. Planning and installing the lifelong learning e-passport system

( iv ) Learning Leadership: Training Community Learning Leading Talents

The exact items of practice are as follows:

1. Offering training for the instruction personnel of the learning family
2. Offering training for the instruction personnel of the learning community
3. Offering training for instruction personnel of studying groups
4. Offering training for the community managers
5. Offering training for teachers in the community learning organizations
6. Offering demonstrations of outstanding courses
7. Offering international conventions

( v ) Participation of the City Residents: Promoting All Types of Learning Organizations

The exact items of practice are as follows:

1. Promoting 610 learning families in 26 elementary schools
2. Promoting over 40 learning community organizations in 12 administrative districts
3. Promoting close to 100 study groups organizations in the Taipei City Libraries
4. Establishing the learning enterprise organizations in Taipei E-colleges

( vi ) Learning Environment: Promoting Reading Environment

The exact items of practice are as follows:

1. Establishing citywide library branches
2. Establishing lifelong learning networks
3. Installing the digital library
4. Library cards digitalized
5. Everyone reading good books
6. Increasing reading public
7. Specify “The Lifelong Learning Week”

( vii ) Living Capacity: Offering Diversified Learning Course

The exact items of practice are as follows:

1. The community college offers over 1,800 courses of 15 types each semester
2. The Taipei E-college offers over 660 digital courses of 5 series which are languages, information, official affairs, administration, and humanities
3. Offering the broadcasting program entitled “2100 Co-college Lectures”

II. Including the Learning City Plan as the Important Government Policy

Since 2010, Taipei City has promoted the learning city plan. In 2011, it was included in the white paper of the city administration to become one of the important educational policies. On June 10, 2011, it was announced that Taipei became the learning city. Meanwhile, the learning city exposition was held and the website “Taipei Learning City Net” was initiated. Many matching measures including establishing community learning service centers in community colleges of 12 districts were also practiced.

III. Establishing Community Learning Service Centers Based on the Community Colleges

Since September 1999, Taipei community colleges have been officially founded as an experiment. Its main concept behind the establishment was in hope of unveiling the public field to enable the public to apply and contribute their learning to the communities so as to fulfill the top goal of lifelong learning.

Taipei community college has established the integrating formulae for the learning resources. Since 1998 the first community college was established as an experiment, there have been 2000 to 5000 attendants in each of the 12 community colleges. Until May 31, 2013, The total attendants amount to 735,120. The enroll frequency for all attendants amounts to 838,421. Taipei community colleges have become the favorite lifelong learning organizations for the city residents of Taipei. They are also platforms to integrate learning resources for all private and public sections in the administrative districts.

Yang Kuo-te (2004) brought up that the community learning system includes three fields, which were regular, irregular and informal. He thought that through the community learning system, one could integrate resources to enable schools, cultural organizations, community environments and communities to form an open, exchanging system.

Taipei promotes the learning city. Based on the 12 community colleges in 12 administrative districts, it founds community learning systems and community learning service centers of 12 districts. Establishing community learning resources integrating platforms and learning systems connecting circles not only enable the community colleges to help deep plowing community, but also let individual or organization who are interested in lifelong learning in the community can receive service nearby. Thus, the community learning service centers play the role to execute and bridge the community education.

All the 12 community colleges have community learning service centers, which handle tasks of community education. Their working items are as follows:

- a. Offering survey for community learning resources and learning requirements, evaluation, application, and execution plan for community education learning systems such as promoting and cultivating digital learning and digital citizens
- b. Promoting community learning networks, publishing online community learning newsletter, printing community learning atlas to form the community learning resources exchange platforms
- c. Conducting training for community talents to help establish all types of learning organizations
- d. Shaping up the community public issues discussion platform
- e. Establishing community learning teachers database and courses database
- f. Developing regional scholarship to help and promote the local construction of communities
- g. Promoting lifelong learning e-passport system
- h. Keeping observation records for community images and documents
- i. Offering consultation services for community learning
- j. Provide activities for the motion of lifelong learning, demonstration for community arts and humanity contests and outcome exposition for lifelong learning
- k. Other matters pertaining to community education or learning

#### IV 、 Integrating Lifelong Learning Resources by Using “The Taipei Learning City Network” as the Platform

The Taipei Learning City Network (<http://www.lct.tp.edu>) integrates lifelong learning resources and provides city residents with lifelong learning resources. Its main contents and functions include introduction to the Taipei Learning City Plan, information on courses and

activities offered by the learning organizations, function of map searching, links with relevant learning websites, learning materials such as e-books and digital videos. Since June 10,2011, as Taipei declared itself as the learning city, “Taipei Learning City Network” has also been activated. The learning city newsletter is issued on 10 and 25 of every month. Up until November 14, 2013, 59 newsletters have been published and website visitors have amounted to 1,048,120.

#### V、 Promoting Reading Environment by the Taipei City Libraries

Taipei City Libraries have the Main Library and 43 branches, 11 reading rooms, 6 wisdom libraries with no personnel in service and 3 FastBook automatic borrowing booths. The total collection amounts to 6,382,583 volumes with each city resident possessing 2.4 volumes. There are approximately 1,393,002 entries each month for the libraries. The borrowing frequency amounts to 331,651 times each month. The lending amount is 1,085,545 volumes. To match the learning city plan, they promote “E-technology and One Hundred Percent Reading Plan for the General Public”. Its measures are as follows:

##### 1. One Integrated E-card for All City Residents

It encourages city residents to combine the EZ Card with library card, student ID with library card to elevate the using rate for the library cards and to encourage book circulation and promote reading.

##### 2. Increasing Reading Population

In accordance to different age layers, it plans to read promotion activities. For instance, it hosts “Bookstart” series activities for babies and their parents. It also offers life-learning courses for the elderly, etc.

##### 3. Establishing Lifelong Learning Website ( <http://lll.tpml.edu.tw/> )

It provides learning information, integrates learning resources and issues lifelong learning passport to encourage city residents to learn.

##### 4. Initiating Evaluation on “Good Books for Everyone”

It establishes comprehensive books evaluation mechanism, provides information on good books, encourages publication of good books and creates a cozy reading environment.

##### 5. Establishing Digital Libraries

In order to enable the city residents to access the information network and read constantly, it establishes digital libraries to provide reading services everywhere at every moment.

##### 6. Promoting Digital Learning for Everybody via “Taipei E-college” Digital Learning Network

The main measure for Taipei to promote the information city is based on the city of wisdom to develop information technology by way of executing the Web New City Plan. By establishing the digital government, it enhances administrative efficiency and city competitiveness through the internet techniques.

It has been 10 years since “The Taipei E-college” Learning Website ( <http://elearning.taipei.gov.tw/> ) was founded in August 2001. Its goal was to provide the employees of city government and city residents in Taipei diversified and flexible channels for individual learning. Right now, the curricula include five major categories, which are official affairs,

humanities, information technology, languages and management. The amount of courses is at 660. In recent years, 500 thousand people per year passed learning certification. Up until Oct. 31, 2011, there have been 230,000 members who belonged to the Taipei E-convention. Among them, 60,104 were employees of the city government, which amounted to 30%. Non-employees amounted to 70%.

As the population using internet increases rapidly, the potential market of digital learning also expands. Taipei E-college vows to play a more active role in originating and promoting the learning city. With excellent course and service quality as the bases, it provides a good digitalized learning channel for the city residents by way of diversified learning promotion activities and resources integration.

#### 7. City Vision as the Common Subject of Learning Promoted Along with City Residents

Taipei uses six façades as the vision of development, which include humanistic city, environmental city, riverbank city, healthy city, secure city and welfare city. These are also common learning subjects promoted together by government sections and city residents. It holds regular public forums in which relevant sections of the city government invite scholars, specialists, city residents, members of the co-colleges to participate. Through the process of thematic lectures, reports and discussions, they can understand the ideal city vision, combine common recognition and provide reference for the development of city.

#### VI · The Developing Trend to Establish the Taipei Learning City

The cause of establishing the Taipei learning city could be attributed to “the Test on Executing the Learning Community Plan” launched in 2010 to match the efforts of the Ministry of Education. Taipei received NT\$12,000,000 dollars as the budget. As the Bureau of Education of Taipei City Government first drafted the plan, it borrowed the measures of the international communities such as the EU, Japan, Korea and Mainland China to establish the model of the learning city. Its practice is based on the seven special features brought up by the British scholar Longworth. Being reviewed, Taipei proved to be equipped with good city qualities. It also lay he sound foundation by being matched by the seven items. “Transcending itself, City Elevates” is how Taipei establishes the learning city which anticipates common, active participation from the city residents. The developing trend in the next four years can be summed up by the following seven items:

##### ( i ) Policy Legalized

The Taipei Learning City Plan was included in the city administration white paper, but there is not sufficient, institutionalized work force, budget allocation and legal bases to strongly guarantee the sustaining operation of this plan as it is a newly added matter in the city government. Thus, personnel quotas and budget allocation will be gradually pushed. Relevant legal guidelines will also be set. These are the top goals of efforts in the future development.

##### ( ii ) Learning Resources Integrated

Taipei uses 12 community colleges, which belong to the Bureau of Education as the cooperative learning networks and partnership for various administrative districts to facilitate the close cooperative network and connection among all organizations of different administrative districts. By way of sharing the common resources and information of the different entities, it complements the advantages and accomplishes innovation within the city region. Through marketing the learning city net, MOD video on demand, websites such as the Taipei E-college Digital Learning Net, publishing e-books and developing digital teaching materials, it establishes learning mechanism which is readily available to the public.

( iii ) Learning Organizations Diversified

The Taipei learning city plan first promotes the learning family and the learning community organizations. It will gradually develops learning promotion groups pertaining to the learning city which will take into account the government officials, instructors, family education centers, libraries, social education organizations, cultural and educational foundations, enterprise organizations, community development associations, etc. In 2012, it started to hold five categories of models highly to commend including personal learning models, learning family models, learning community models, learning organization models and studying club models etc.

( iv ) Teaching, Learning and Learning Process Digitalized

Currently, the platform system of the Taipei Lifelong Learning Passport Website platform system has been formally offered to instructors and students of the community colleges for application since March 2013. It can not only provides the platform to manage individual learning experiences but also offers functions of teaching and studying records for instructors there. In the future, it will expand its field of application by including users such as learners and instructors from other learning organizations to encourage lifelong learning on the part of city residents.

( v ) Evaluation Indications Investigated

Taipei in promoting the learning city is still in the early stage of resources integration. In the future, it should specify a set of objective evaluation indications for the learning city. Referring to “The Evaluation Instruments for the Learning City” developed by the foreign scholar Longworth in 2006, these indications can be modified. In addition, the research conducted by Su Jing-juan (2011) on establishing the learning city indications can also be consulted. The research uses the Delphi technique to establish the learning city indications and divide learning city indications in our nation into seven aspects, which include lifelong learning policy, lifelong learning resources, learning leadership, learning technology, participation of city residents, learning information and learning environment. Under these seven aspects, 56 detailed indications are also generated.

( vi ) Learning Vision Popularized

In February and August this year, panels were held on the city vision of the learning city respectively in all administrative districts to seek understanding and recognition from residents of all districts. Charters of the learning city were set respectively in all districts. It was planned to draft “The Declaration on Taipei as the Learning City” via dialogues conducted in six public forums among public and private sectors, scholars, specialists and city residents. The declaration will be announced in the international convention on the vision of the learning city held in December 2011 and be declared on Nov. 1, 2012 to form common recognition on the vision of the learning city among city residents.

( vii ) Learning City Internationalized

The development of the learning city ought to be proceeded via the necessary strategies of cooperation, exchange, experiences sharing and target learning among the learning cities domestic and abroad. In the future, the goals of efforts are cooperation and exchange on lifelong learning among international cities.

## VII 、 Conclusion

In the global competition of the 21<sup>st</sup> century, every city strives to pursue urban progression and development. Hence, Taipei actively motivates itself as a learning city to let it become a modern

city of wisdom. The promotion of learning city can increase citizen's personal knowledge and ability as well as enrich cultural content of the city through learning. Enhancing the city resident's learning power and knowledge power is to increase the competition capacity of the city likewise. Taipei will go on strongly promoting all plans on the learning city so that Taipei will march towards the direction of "creative society, wise city and sustaining development".

From 2013 onwards, the Taipei learning city plan will be based on the seven developing directions, which are policy legalized, learning resources integrated, learning organizations diversified, teaching and learning processes digitalized, evaluation indications investigated, learning vision popularized and learning city internationalized, to improve various facilities, combine libraries, schools and all types of learning organizations to establish a solid learning environment in which everyone can learn everything everywhere at every moment. It is expected that Taipei can be built as a modern city of wisdom to enhance the learning power, knowledge power and city competitive power of the city residents.

Attachment for "Declaration of Taipei as a Learning City"

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