

探討公私部門環境教育設施場所認證之發展 概況：以 100 至 104 年間資料為例

吳鈴筑^{1*}、張子超²

¹ 國立臺灣師範大學環境教育研究所博士候選人

² 國立臺灣師範大學環境教育研究所教授

摘要

《環境教育法》的施行，開創了環境教育設施場所的認證制度。本研究旨在探究公私部門通過環境教育設施場所認證的現況與戶外學習人數是否有顯著差異，分析內容以 119 處通過認證之設施場所為研究對象，採用問卷調查法及內容分析法。研究結果顯示，通過認證之六成是屬於公部門的設施場所，而且公部門無論在聘用環境教育人員、行政與教學人員或是環境教育課程方案數量明顯多於私部門，而私部門則是對於參加環境教育有收費情形比公部門多。多數的公私部門認為通過認證之後，對經營管理有正向的看法，也對產業發展有幫助，同時普遍認為增加環境教育專業人力是通過認證最大好處，而需要填報成果及報表太多是經營管理中的主要問題。另外，到通過認證之設施場所的戶外學習人數，從 100 年 9 千人次到 104 年約 37 萬人次，有逐年增加的趨勢，並顯示公部門比私部門的設施場所受歡迎，其中收費可能是影響場域選擇的重要因素之一，建立合理收費基準是值得政府機關研究的課題。

關鍵字：戶外學習、認證制度、環境教育法、環境教育設施場所

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* 通訊作者

A Study of the Development Status in Public and Private Sectors for Certified Environmental Education Facilities and Venues, 2011-2015

Ling-Chu Wu^{1*}, Tzu-chau Chang²

*¹ Doctoral Candidate, Graduate Institute of Environmental Education, National Taiwan
Normal University*

*² Professor, Graduate Institute of Environmental Education, National Taiwan Normal
University*

Abstract

One of the implementation measures of the Taiwan Environmental Education Act is to establish a certification system of environmental education facilities and venues. This investigation aims to explore whether there are significant differences between the public sectors and private sectors on the certification status of environmental education facilities and venues, as well as the numbers of people for outdoor learning. The research data were collected from 119 certified facilities and venues via conducting questionnaire survey and content analysis. The results showed that up to 60% of the facilities were public sectors, who had significantly higher number of people hired for environmental education and amount of environmental education programs than private sectors. Besides, private sectors were more likely to charge fees for environment education programs than public sectors. Most public and private sectors had an optimistic attitude towards the management after receiving the certification. In addition, the best benefit of receiving the certification was increasing specialized manpower in the field of environmental education. Nevertheless, filling out excess result forms and statistical reports was the biggest problem when operating the facilities. Results also indicated that the numbers of civil servants and students who visited certified facilities for

outdoor learning have been increased from 9,000 in 2011 to about 370,000 in 2015. It was shown that public sector facilities were more popular than those operated by the private sectors, and the key factor influencing the selection was the cost. Thus, establishing a charging standard for operating environmental education facilities and programs is suggested to be a valuable research agenda for the government.

Keywords: outdoor learning, certification system, Environmental Education Act, environmental education facilities and venues