

探討環境教育與永續發展教育的發展脈絡

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摘要

從 1977 年的伯利西宣言至今，環境教育已經發展超過 40 年；從 1992 年的「二十一世紀議程」至今，永續發展教育在聯合國推動的脈絡中也已經二十餘年。在這段時間中，環境教育與永續發展教育的發展有密切的關聯，但各有其特性，國際上也有相當豐富的討論。此外，聯合國於 2015 年發佈「2030 永續發展議程」與永續發展目標，並且結合永續發展教育向各國、各領域推動。在我國環境教育法實施超過五年的今日，搭配國際上環境教育、永續發展教育、永續發展目標的發展趨勢，本文探討相關議題與論述的脈絡，並且以框架的角度看待環境教育與永續發展教育的議題，並就未來的推動提出建議。

關鍵字：永續發展目標、永續發展教育、框架、脈絡

Exploring the Developmental Discourse of Environmental Education and Education for Sustainable Development

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Abstract

Since the Tbilisi Declaration was approved in 1977, environmental education (EE) has been developed for over 40 years. Similarly, education for sustainable development (ESD) has also been promoted by the UN for over 20 years since “Agenda 21” was drafted in 1992. During this period of time, EE and ESD have been highly linked and interrelated, nevertheless they both kept respective uniqueness. Abundant discussions can be found in the literature. Moreover, the “2030 Agenda for Sustainable Development” and Sustainable Development Goals (SDGs) were passed by the UN Assembly in 2015. They are currently being promoted, accompanying with ESD, in diversified fields and countries. With the background that the Environmental Education Act of Taiwan has been promulgated for over five years and the developing trends of EE, ESD, and SDGs, this paper examined the development discourse of related issues and contexts. Framings of EE and ESD were also analyzed and some suggestions were then given.

Keywords: sustainable development goals (SDGs), education for sustainable development, framing, discourse