

# 永續發展教育脈絡下我國食農教育之架構與核心議題分析

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## 摘要

過去十餘年以來食農教育在我國迅速發展，並且於近年得到各級政府、學界與民間團體的關注與支持，立法程序也已經啟動。本研究旨在探討與整理食農教育相關的概念在世界各地與我國的發展脈絡，透過文獻分析、專家訪談、焦點團體座談，以永續發展為視角，以「永續發展教育」(education for sustainable development, ESD)為框架，建構具備教育內涵與永續思維的食農教育之定義，與關鍵核心概念及其範疇。此外，本研究分析近年我國與食農教育相關的媒體報導，以不同的分類方式呈現食農教育的主體構面（歷史社會與倫理、食農產業與責任、食農文化保存、教育與健康促進）與次構面（共十三個），根據專家訪談，分類為文化、生活、農藝、校園、社會、環境、產業等七大類。結果指出，較常出現在媒體報導中的主／次構面為教育與健康促進／教育推廣、歷史社會與倫理／社會正義。若分析媒體報導內容的教學區域與教學領域，發現都會區偏好社會領域的食農教育，而文化領域的教學在非都會區比都會區多。

關鍵字：內容分析、永續發展教育、食農教育、焦點團體

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投稿日期：2019年04月08日；接受日期：2019年05月27日

## **Analysis of the Framework and Core Themes of Food and Agricultural Education in the Context of Education for Sustainable Development in Taiwan**

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### **Abstract**

Food and Agricultural education (FAE) has been developed rapidly over the last decades in Taiwan. Attention has been paid and support given by the central and local governments, the academia, and the non-governmental organizations (NGOs), followed by the legislation processes. This study aims to examine and summarize the associated concepts and development of FAE in Taiwan and around the globe. The definition of FAE incorporated with educational substance and sustainability mindset was made, and the framework and core concepts were developed. These have been done through literature review, interviews, and focus groups, and from the perspective of sustainable development, as well as education for sustainable development (ESD). In addition, media articles related to FAE published in recent years in Taiwan were collected and analyzed in order to identify both of the core themes (“history, society, and ethics”, “agri-food industry and responsibility”, “agri-food culture conservation”, and “education and health promotion”) and (thirteen) sub-themes. Based on expert interviews, the following seven categories from the abovementioned educational activities were made: culture, living, agronomy, campus, society, environment, and industry. It was concluded that “education and health promotion/education and promotion” and “history, society, and ethics/societal

justice” were the two most discussed combination of themes/sub-themes. As for the fields and areas with respect to the educational activities, social issues were preferred in urban areas; whereas more cultural issues were found in rural areas in comparison to urban areas.

**Keywords:** content analysis, education for sustainable development, food and agricultural education, focus groups