

臺灣永續發展教育現況探討及行動策略之芻議

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摘要

聯合國教科文組織於 2005 年開始推動聯合國永續發展教育十年計畫，許多國家參與、擬定政策及提出推動成果，臺灣是否跟進國際趨勢，積極推動永續發展教育？若要推動，其行動策略應為何？本研究以此二個提問，透過文獻分析及內容分析方法，探討聯合國永續發展教育之精神內涵，日本、韓國、荷蘭三個國家永續發展教育政策，評析臺灣永續發展教育之現況。以永續發展教育建立在環境教育基礎上的立論，建議成立領導單位，訂定國家級的政策，推廣理念及內涵，運用環境教育法，整合既有的中央各部會及地方環境教育作為基礎，將永續的內涵及運作方式進入社會學習與學校教育，及培養永續發展教育人才，來當作臺灣永續發展教育的行動策略。

關鍵字：永續發展教育、行動策略、聯合國永續發展教育十年

計畫得以在短短八個月，完成此臺灣永續發展教育草案及赴日參與聯合國永續發展教育十週年的佈展與國際的交流。

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Examining the Status of Education for Sustainable Development in Taiwan and Its Action Plan

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Abstract

The UNESCO initiated the Decade of Education for Sustainable Development (UNDESD) in 2005. Many countries joined this project, generating national policies and presenting their outcomes. The question is that if Taiwan has been following the international trend of promoting the Education for Sustainable Development (ESD). If this is the case, what should be the strategy for now and for the future? This research aims to discuss these questions through literature review and content analysis. Besides investigating into the meaning and contents of ESD, the promotion experiences of ESD in Japan, Korea and the Netherlands are also studied. Considering to construct the ESD action plan on the basis of the existing environmental education (EE), it is suggested that the action plan for the ESD in Taiwan needs to be developed in multiple ways by leading units. These leading units should be developing. ESD policy at the national level, establishing national or interdepartmental bodies for coordinating ESD policies and their implementation. Moreover, they should clarify the concepts of sustainable development and ESD, integrate EE-related central and local governmental agencies, implant ESD into social learning and formal education system, and work on empowering educators and facilitators.

Key words: education for sustainable development, action plan, UNDESD

