

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

葉欣誠^{1*}、于蕙清²、邱士健³、張心齡⁴、朱曉萱³

¹ 國立臺灣師範大學環境教育研究所教授

² 正修科技大學通識教育中心教授

³ 國立臺灣師範大學環境教育研究所碩士生

⁴ 國立臺灣師範大學環境教育研究所研究助理

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

投稿日期：2019年04月08日；接受日期：2019年05月27日

STS 教學法、價值澄清法、流水學習法、戶外教學、流水學習法等等，都符合食農教育的科學內涵、自然環境依附、價值多元、社會文化脈絡相關等特性。

對於農民而言，食農教育反而較傾向對於社會價值與商業模式的瞭解，並且發揮農民熟悉農事的特色，提供與農地、農作較為疏離的都市民眾體驗學習的機會。食農教育當然不僅限於學校教育，對於一般民眾而言，透過體驗與參與而能得到知識，反思價值，又能學習到相關技能，是一種寓教於樂的學習過程。目前我國已經有許多相關產業，可以考量食農教育的內涵，搭配民眾的興趣、需求，與農民、餐飲業者的專長與特色，更系統化地規畫食農教育，成為可以營利的服務業，也替農業與餐飲業營造新的市場。上述相關的教育規畫，即為本論文的後續研究建議。

陸、參考文獻

- 中華民國統計資訊網 (n.d.)。都會區分類定義。取自：
<https://www.stat.gov.tw/ct.asp?xItem=955&ctNode=1313>
【National Statistics, R.O.C. (Taiwan)(n.d.). *Metropolitan area classification definition*. Retrieved from <https://www.stat.gov.tw/ct.asp?xItem=955&ctNode=1313>】
- 王俊豪(2003)。農業多功能性分析架構與政策評估－以歐盟為例。**農業推廣彙**，48，147-154。取自：<http://www.extension.org.tw/publish/pdf/48/09.pdf>
【Wang, J.-H. (2003). Agricultural multi-functional analysis framework and policy evaluation – taking EU as an example. *Agricultural Extension Anthology*, 48, 147-154. Retrieved from <http://www.extension.org.tw/publish/pdf/48/09.pdf>】
- 王勝平(2016)。食農教育系列報導食育小學堂：踏出食農教育的第一步。**農政與農情**，294。取自：<https://www.coa.gov.tw/ws.php?id=2505866>
【Wang, S.-P. (2016). Food and farming education series report: food education school—the first step in stepping out of food and farming education. *Agriculture Policy & Review*, 294. Retrieved from <http://www.extension.org.tw/publish/pdf/48/09.pdf>】
- 行政院農業委員會(2016a)。推動大糧倉方案暨行動計畫。**農委會 105 年年報**。

取自 <https://www.coa.gov.tw/ws.php?id=2506290>

【Council of Agriculture, Executive Yuan (2016a). Promoting the large granary program and action plan. *Council of Agriculture 105 Annual Report*. Retrieved from <https://www.coa.gov.tw/ws.php?id=2506290>】

行政院農業委員會(2016b)。新農業創新推動方案。取自

https://www.ey.gov.tw/hot_topic.aspx?n=31569b60bb3c3878&sms=14d2637cb4aacc2

【Council of Agriculture, Executive Yuan (2016b). *New agricultural innovation promotion program*. Retrieved from

https://www.ey.gov.tw/hot_topic.aspx?n=31569b60bb3c3878&sms=14d2637cb4aacc2】

吳志中(2014)。全球化下的自由貿易與正義－發展與環境領域中全球治理之挑戰。人文與社會科學簡訊，15(3)，68-75。

【Wu, Z.-C. (2014). Free trade and justice under globalization – the challenge of global governance in the field of development and environment. *Humanities and Social Sciences Newsletter Quarterly*, 15(3), 68-75.】

吳貞儀、李承嘉(2012)。農業多功能性的實踐：行動者導向路徑與社會學習。

2012 臺灣社會研究學會年會。取自

<http://www.atss.org.tw/Seminar/20120905/F3/F3-2.pdf>

【Wu, Z.-Y. & Lee, C.-G. (2012). Practice of multifunctional agriculture: Actor oriented path and social learning. *2012 Taiwan Social Studies Annual Meeting*. Retrieved from <http://www.atss.org.tw/Seminar/20120905/F3/F3-2.pdf>】

李承嘉、廖麗敏、陳怡婷、王玉真、藍逸之(2009)。多功能農業體制下的農地功能與使用方案選擇。台灣土地研究，12(2)，135-162。

【Lee, C.-J., Liao, L.-M., Chen, Y.-T., Wang, Y.-J. & Lan, I.-C. (2009). Farmland functions and use type option under multifunctional agricultural regime. *Journal of Taiwan Land Research*, 12(2), 135-162.】

林如萍(2017)。食農教育之推展策略(一)：學校教育實施之概念架構分析。國立臺灣師範大學產學合作研究報告。臺北市：中國生產力中心。

- 【Lin, Z.-P. (2017). *The strategy of promoting food and agricultural education (I): analysis of the reform of school education implementation*. National Taiwan Normal University Industry-Academia Cooperation Research Report. Taipei: China Productivity Center.】
- 林芸萱、胡嘉容、王靜枝(2010)。運用焦點團體探討機構老年住民之超越老化觀感。 **台灣老年學論壇**，6，1-18。
- 【Lin, Y.-H., Hu, J.-Z. & Wang, J.-Z. (2010). Using focus group to explore aging people in institutes. *Taiwanese Gerontological Forum*, 6, 1-18.】
- 林讓均(2018)。從初心、完美到完整，江振誠為何堅持回家？ **遠見**，382。取自 <https://www.gvm.com.tw/article.html?id=43579>
- 【Lin, Z.-J. (2018). From beginning, perfection to completeness, why does Jiang Zhencheng insist on going home? *Global Views Monthly*, 382. Retrieved from <https://www.gvm.com.tw/article.html?id=43579>】
- 洪曉佩、明金蓮、陳玉枝(2010)。焦點團體訪談法在癌症族群的應用。 **領導護理**，11(3)，2-9。
- 【Hung, S.-P., Ming, J.-L. & Chen, Y.-C. (2010). Application of focus group interview in cancer patients. *Leadership Nursing*, 11(3), 2-9.】
- 胡忠一(譯)(2000)。日本「糧食農業農村基本法」內容概要。 **農政與農情**，100。取自 <https://www.coa.gov.tw/ws.php?id=2465>
- 【Hu, C.-I. (Trans.) (2000). Outline of “Food, Agriculture and Rural Basic Law” in Japan. *Agriculture Policy & Review*, 100. Retrieved from <https://www.coa.gov.tw/ws.php?id=2465>】
- 胡龍騰、黃瑋瑩、潘中道(譯)(2000)， **研究方法：步驟化學習指南**(原作者 Ranjit Kumar)。臺北市：學富文化。(原著出版年 1999)
- 【Hu, L. T., Huang, W. Y., & Pan, Z. D. (Trans.) (2000). *Research Methodology: A Step-by-Step Guide for Beginners*. (Original author: R. Kumar). Taipei: Pro-ed publishing company. (Original year of publication:1999)】
- 康以琳、張瑋琦(2016)。人與食物的距離：鄉村小學食農教育課程發展之行動研究。 **教育實踐與研究**，29(1)，1-34。

【Kang, Y.-L., & Chang, W.-C. (2016). An action research on food and farming education curriculum development in a rural elementary school. *Journal of Educational Practice and Research*, 29(1), 1-34.】

張育森(2017)。推動食農教育，重新省思人與自然的關係。科技大觀園。取自 <https://scitechvista.nat.gov.tw/c/sf0i.htm>

【Chang, Y.-S. (2017). Promoting education in food and farming, rethinking the relationship between men and nature. *Sci-Tech Vista Website*. Retrieved from <https://scitechvista.nat.gov.tw/c/sf0i.htm>】

張瑋琦(2018)。泰國以美食帶動農業全球化與在地化，雙軌政策正反思考。上下游。取自 <https://www.newsmarket.com.tw/blog/105453/>

【Chang, W.-C. (2018). Thailand promotes agricultural globalization and localization with food, and thinks twice and again on the dual-track policy. *News & Market*. Retrieved from <https://scitechvista.nat.gov.tw/c/sf0i.htm>】

張瑋琦、顏建賢(2011)。鄉村綠色飲食指標建構之研究。鄉村旅遊研究，5(2)，51-70。

【Chang, W.-C. & Yen, C.-S. (2011). A Study on the construction of sustainable food development index for rural society. *Journal of Rural Tourism Research*, 5(2), 51-70.】

郭華仁(2015)。農業的典範轉移：由慣行到有機。主婦聯盟環境保護基金會網站。取自 <http://www.huf.org.tw/essay/content/3312>

【Kuo, H.-Z. (2015). The paradigm shift in agriculture: from conventional farming to organic farming. *Homemakers United Foundation Website*. Retrieved from <http://www.huf.org.tw/essay/content/3312>】

陳文德(2017)。台灣提高糧食自給率之影響及因應。專題報告 2017-02。臺北市：財團法人中技社。取自 <http://www.ctci.org.tw>

【Chen, W.-D. (2017). *Taiwan's impact on food self-sufficiency rate and response*. CTCI Foundation Special Report 2017-02. Retrieved from <http://www.ctci.org.tw>】

陳玠廷(2015)。風險下的出路：臺灣食農教育發展初探。農業推廣文彙，60，61-67。

- 【Chen, J.-T. (2015). The way out under risk: a probe into the development of food and agricultural education in Taiwan. *Agricultural Extension Anthology*, 60, 61-67.】
- 彭明輝(2011)。糧食危機關鍵報告：台灣觀察。臺北市：商周出版，家庭傳媒城邦分公司發行。
- 【Peng, M.-H. (2011). *The key report of the food crisis: observation by Taiwan*. Taipei, Taiwan: Business Weekly, Cite Publishing Ltd.】
- 曾宇良、顏建賢、莊翰華、吳璠(2012)。食育之農業體驗活動對大學生影響之探究—以國立彰化師範大學地理系學生為例。《農業推廣文彙》，57，121-136。doi: 10.29743/AEA.201212.0007
- 【Tseng, Y.-L., Yang, J.-S., Zhuang, H.-H., & Wu, Q. (2012). A study on the influence of food-educational agriculture activities on college students—a case study of Department of Geography of National Changhua University of Education. *Agricultural Extension Anthology*, 57, 121-136. doi: 10.29743/AEA.201212.0007】
- 朝岡幸彦(2005)。新しい環境教育の実践。東京：高文堂。
- 【Asaoka Yukihiko (2005). *Implementation of environmental education in the new era*. Tokyo, Japan: Kuobondo Publisher.】
- 楊冠政(1997)。環境教育。臺北市：明文書局。
- 【Yang, K.-C. (1997). *Environmental education*. Taipei: Ming Wen Bookstore.】
- 葉欣誠(2017)。探討環境教育與永續發展教育的發展脈絡。《環境教育研究》，13(2)，67-109。doi: 10.6555/JEER.13.2.67
- 【Yeh, S.-C. (2017). Exploring the development discourse of environmental education and education for sustainable development. *Journal of Environmental Education Research*, 13(2), 67-109. doi: 10.6555/JEER.13.2.67】
- 董時叡(2015)。日本食農教育與台灣農業推廣體制之連結。《農業推廣文彙》，60，1-6。
- 【Dung, S.-Y. (2015). The connection of Japanese food and agriculture education with Taiwanese agricultural extension system. *Agricultural Extension Anthology*, 60, 1-6.】
- 董時叡、蔡嫦娟 (2012)。農村綠色生活推廣方案規劃研究：食農教育課程規劃

設計。行政院農業委員會 101 年度科技計畫研究報告。臺北：行政院農業委員會。

【Tung, S.-J., & Tsai, C.-J. (2012). *Green lifestyle promotion plan in rural villages: A curriculum design of food and agricultural education*. Technical report of research project. Taipei: Council of Agriculture, Executive Yuan.】

廖安定(2008)。台灣農地改革政策的回顧與展望。**農政與農情**，193。取自 https://www.coa.gov.tw/ws.php?id=17819&RWD_mode=Y

【Liao, A.-D. (2008). Review and preview of agricultural land reform policy in Taiwan. *Agriculture Policy and Review*, 193. Retrieved from https://www.coa.gov.tw/ws.php?id=17819&RWD_mode=Y】

趙敏(2017)。食農教育推廣 PK，每案最高補助 15 萬。**農傳媒**。取自 https://www.agriharvest.tw/theme_data.php?theme=article&sub_theme=article&id=600

【Zhao, Ming (2017). Food and agriculture education promotion, the maximum subsidy for each case is 150,000. *Website of Agri Harvest*. Retrieved from https://www.agriharvest.tw/theme_data.php?theme=article&sub_theme=article&id=600】

劉翠溶(2004)。臺灣環境乘載力之探測—初步結果。中央研究院臺灣史研究所籌備處定期研討會(初稿 2003/11/11)。

【Liou, C.-Z. (2004). Environmental carrying capacity in Taiwan — preliminary results. *Regular Seminar of Institute of Taiwan History, Academic Sinica* (First Draft: 2013/11/11).】

蔡佳珊(2017)。105 年農業統計破紀錄！食米量創歷史新低 | 糧食自給率 31%，九年最低 | 蔬果進口創歷史新高。**上下游**。取自 <https://www.newsmarket.com.tw/blog/102661/>

【Tsai, J.-S. (2017). Agricultural Statistics breaks the records in 2016! The lowest self-sufficiency rate in nine years | Importing fruits and vegetables hit a record high. *News & Market*. Retrieved from <https://www.newsmarket.com.tw/blog/102661/>】

蔡培慧(2014)。自由貿易擴張對台灣糧食自給與食品安全的影響。**農業推廣文彙**，59，183-196。

- 【Tsai, P.-H. (2014). The impact of free trade expansion on grain self-support and food safety in Taiwan. *Agricultural Extension Anthology*, 59, 183-196.】
- 蔡清田(編)(2013)。社會科學研究方法新論。臺北市：五南圖書出版股份有限公司。
- 【Tsai, C.-T., (ed.)(2013). *New discussion on social science research methods*. Taipei: Wu-Nan Culture Enterprise.】
- 鄭夙芬(2005)。焦點團體研究法的理論與應用。**選舉研究**，12(1)，211-239。doi: 10.6612/tjes.2005.12.01.211-239
- 【Cheng, S.-F. (2005). Focus group: theory and application. *Journal of Electoral Studies*, 12(1), 211- 239. doi: 10.6612/tjes.2005.12.01.211-239】
- 鄭傑億(2017)。歐巴馬：農業是碳排放大戶，改變飲食習慣，搶救發燒的地球。上下游。取自 <https://www.newsmarket.com.tw/blog/95179/>
- 【Zheng, J.-I. (2017). Obama: Agriculture is a big carbon emitter, changing eating habits to save the Earth. *News & Market*. Retrieved from <https://www.newsmarket.com.tw/blog/95179/>】
- 蕭志強、鍾怡婷、林朝成、王偉綱(譯)(2016)。食農社會學：從生命與地方的角度出發(原作者榊瀨俊子、谷口吉光、立川雅司)。台北市：開學文化。(原著出版年：2014)
- 【Hsiao, T.-C., Chung, Y.-T., Lin, C.-C., & Wang, W.-G. (Trans.) (2016). *Shoku to nou no shakaigaku* (Original Authors: Toshiko Masugata, Yoshimitu Taniguchi, Masashi Tachikawa). Taipei, Taiwan: Open Learning Publishing Co., Ltd. (Original work published in 2014)】
- 賴郁薇(2016)。食農教育到底是什麼？由何部會主責？食育論壇熱烈討論。上下游。取自 <https://www.newsmarket.com.tw/blog/88339/>
- 【Lai, Y.-W. (2017). Breaking through the stratosphere agriculture debate! Facing the survival issue, what is the next step in Taiwan? *News & Market*. Retrieved from <https://www.newsmarket.com.tw/blog/88339/>】
- 顏建賢、曾千惠(2014)。食育內涵指標建構之研究。**農業推廣文彙**，59，27-50。

- 【Yen, C.-H., & Tseng, C.-H. (2014). A study on the indicator construction for food education. *Agricultural Extension Anthology*, 59, 27-50.】
- 顏建賢、曾宇良、張瑋琦、陳美芬、謝亞婷(2015)。我國食農教育推動策略之研究。 *農業推廣文彙*，60，69-86。
- 【Yen, J.-S., Tseng, Y.-L., Chang, W.-C., Chen, M.-F. & Hsieh, Y.-T. (2015). A study of food and agricultural education promotion in Taiwan. *Agricultural Extension Anthology*, 60, 69-86.】
- Barber, D. (2016). *The third plate-fields notes on the future of food*. New York, NY: Penguin Random House.
- Barlett, P. F. (2011). Campus sustainable food projects: critique and engagement. *American Anthropologist*, 113(1), 101-115. doi: 10.1111/j.1548-1433.2010.01309.x
- Beyea, S. C. & Nicoll, L. H. (2000a). Learn more using focus group. *Association of Perioperative Registered Nurses Journal*, 71(4), 897-900. doi: 10.1016/S0001-2092(06)62276-X
- Beyea, S. C. & Nicoll, L. H. (2000b). Methods to conduct focus groups and the moderator's role. *Association of Perioperative Registered Nurses Journal*, 71(5), 1067-1068. doi: 10.1016/S0001-2092(06)61558-5
- Bittman, M. (2012). What is food? *The New York Times*. Retrieved from <https://opinionator.blogs.nytimes.com/2012/06/05/what-is-food/>
- Brundtland, G. H. (1987). *Report of the World Commission on environment and development: 'our common future'*. United Nations.
- Caeiro, S., Leal Filho, W., Jabbour, C., & Azeiteiro, U. (2013). *Sustainability assessment tools in higher education institutions: mapping trends and good practices around the world*. Switzerland: Springer International Publishing.
- Cartea, P. á. M. (2005). In praise of environmental education. *Policy Futures in Education*, 3(3), 284-295.
- FAO (2017). *The future of food and agriculture: Trends and challenges*. Retrieved from <http://www.fao.org/3/a-i6583e.pdf>

- Fernández-Armest, F. (2001). *Food: A history*. London, UK: Macmillan Publishers.
- Gottlieb, R. & Joshi, A. (2013). *Food justice*. Cambridge, MA: The MIT Press.
- Huckle, J. (2006). *Education for sustainable development: A briefing paper for the training and development agency for schools*. London: Training and Development Agency for Schools.
- International Agri-Food Network (IAFN) (2018, July). *SDG implementation*. Retrieved from <https://agrifood.net/sustainable-development-goals/goal-2-implementation>
- IPCC (2014). *Climate change 2014 synthesis report*. Retrieved from https://www.ipcc.ch/pdf/assessment-report/ar5/syr/SYR_AR5_FINAL_full.pdf
- Javara Culture (2018, August). Retrieved from <https://javara.co.id/>
- Kimura, A. H. (2011). Food education as food literacy: privatized and gardened food knowledge in contemporary Japan. *Agriculture and Human Values*, 28(4), 465-482. doi:10.1007/s10460-010-9286-6.
- McKeown, R., & Hopkins, C. (2003). EE p ESD: Defusing the worry. *Environmental Education Research*, 9(1), 117-128. doi: 10.1080/13504620303469
- Milano Expo (2015). *The meaning of Expo*. Retrieved from <http://www.expo2015.org/en/expo-milano-2015/i-numeri-dell-evento/>
- Parrish, C. C., Turner, N. J., & Solberg, S. M. (2007). *Resetting the kitchen table: Food security, culture, health and resilience in coastal communities*. Hauppauge, NY: Nova Science.
- Petrini, C. (2007). *Slow food nation: Why our food should be good, clean, and fair*. New York, NY: Random House.
- Rayman, N. (2014). How a MaDonald's restaurant spawned the slow food movement. *Time*. Retrieved from <http://time.com/3626290/mcdonalds-slow-food/>
- Setboonsarng, S. & Gregorio, E. E. (2017). Achieving sustainable development goals through organic agriculture: Empowering poor women to build the future. *ADB Southeast Asia Working Paper Series No. 15*. Asia Development Bank. Retrieved

- from: <http://dx.doi.org/10.22617/WPS179123-2>
- ShareAmerica (2013). 誰可享受學校免費早午餐 . Retrieved from <https://share.america.gov/zh-hans/lunch/>
- Smithson, J. (2007). Using focus groups in social research. In P, Alasuurtari, L. Bickman, & J. Brannen (eds), *The Sage handbook of social research methods* (pp.356-371). : London, UK: Sage Publishing.
- Smyth, J. C. (1995). Environment and education: A view of a changing scene. *Environmental Education Research*, 1(1), 3-120. doi: 10.1080/1350462950010101
- SociSDG (2019, January). *Food and the sustainable development goals*. Retrieved from <http://socisdg.com/en/blog/food-and-the-sustainable-development-goals/>
- Storm, S. (2017, May. 9). Obama sees new front in climate change battle: Agriculture. *New York Times*. Retrieved from <https://www.nytimes.com/2017/05/09/dining/obama-climate-food-milan.html>
- The Geographic Project (2018, July). *National Geographic* (the project has started since 2005). Retrieved from <https://genographic.nationalgeographic.com/development-of-agriculture/>
- The Milan Charter (2015). Retrieved from <http://carta.milano.it/preamble/>
- UNESCO (2014). *UNESCO roadmap for implementing the global action programme on education for sustainable development*. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000230514>
- UNESCO (2017a). *UNESCO global action programme on education for sustainable development: information folder*. Retrieved from <http://unesdoc.unesco.org/images/0024/002462/246270e.pdf>
- UNESCO (2017b). *Education for sustainable development goals*. Retrieved from <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>
- United Nations (2012). *The future we want*. Retrieved from <https://sustainabledevelopment.un.org/futurewewant.html>
- United Nations (2014). *10-year framework of programmes on sustainable*

consumption and production. Retrieved from

<https://sustainabledevelopment.un.org/index.php?page=view&type=400&nr=1444&menu=35>

United Nations (2015). *Transforming our world: the 2030 agenda for sustainable development*. Retrieved from

[https://sustainabledevelopment.un.org/content/documents/21252030 Agenda for Sustainable Development web.pdf](https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf)

Wicks, J. (2013). *Good morning, beautiful business: The unexpected journey of an activist entrepreneur and local economy pioneer*. Hartford, VT: Chelsea Green Publishing.

Wilkins, J. L. (2005). Eating right here: Moving from consumer to food citizen. *Agriculture and human values*, 22(3), 269-273.

World Business Council for Sustainable Development [WBCSD] (2018). *Better business, better world*. Retrieved from <http://report.businesscommission.org/>

World Economic Forum (WEF) (2017). *The global risks report 2017 12th edition*. Retrieved from www3.weforum.org/docs/GRR17_Report_web.pdf

World Economic Forum (WEF) (2018). *The global risks report 2018 13th edition*. Retrieved from www3.weforum.org/docs/WEF_GRR18_Report.pdf

作者簡介：

- 葉欣誠 國立臺灣師範大學環境教育研究所教授
電話：02-7734-6563
電子郵件：scyeh@ntnu.edu.tw
通訊處：11677 臺北市文山區汀州路四段 88 號
- 于蕙清 正修科技大學通識教育中心教授
電話：07-7358800 ext 6469
電子郵件：k0299@gcloud.csu.edu.tw
通訊處：83347 高雄市鳥松區澄清路 840 號
- 邱士捷 國立臺灣師範大學環境教育研究所碩士生
電話：02-7734-6564
電子郵件：florrie0930@gmail.com
通訊處：11677 臺北市文山區汀州路四段 88 號
- 張心齡 國立臺灣師範大學環境教育研究所研究助理
電話：02-7734-6564
電子郵件：hsinlingchang0517@gmail.com
通訊處：11677 臺北市文山區汀州路四段 88 號
- 朱曉萱 國立臺灣師範大學環境教育研究所碩士生
電話：02-7734-6564
電子郵件：skyonly2006@hotmail.com
通訊處：11677 臺北市文山區汀州路四段 88 號

Yeh, Shin-Cheng

Professor, Graduate Institute of Environmental Education, National Taiwan Normal University.

Tel: 886-2-7734-6563

Email: scyeh@ntnu.edu.tw

Address: No.88, Sec. 4, Tingzhou Rd., Wenshan Dist., Taipei City 116, Taiwan (R.O.C.)

Yu, Hui-Ching

Professor, Center of General Education, Cheng Shiu University.

Tel: 886-7-7358800 ext 6469

Email: k0299@gcloud.csu.edu.tw

Address: No.840, Chengcing Rd., Niasong Dist., Kaohsiung 83347, Taiwan (R.O.C.)

Chiu, Shih-Chieh

Master student, Graduate Institute of Environmental Education, National Taiwan Normal University.

Tel: 886-2-7734-6564

Email: florrie0930@gmail.com

Address: No.88, Sec. 4, Tingzhou Rd., Wenshan Dist., Taipei City 116, Taiwan (R.O.C.)

Chang, Hsin-Ling

Research Assistant, Graduate Institute of Environmental Education, National Taiwan Normal University.

Tel: 886-2-7734-6564

Email: hsinlingchang0517@gmail.com

Address: No.88, Sec. 4, Tingzhou Rd., Wenshan Dist., Taipei City 116, Taiwan (R.O.C.)

Chu, Hsiao-Hsuan

Master student, Graduate Institute of Environmental Education, National Taiwan Normal University.

Tel: 886-2-7734-6564

Email: skyonly2006@hotmail.com

Address: No.88, Sec. 4, Tingzhou Rd., Wenshan Dist., Taipei City 116, Taiwan (R.O.C.)

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

**Shin-Cheng Yeh^{1*}, Hui-Ching Yu², Shih-Chieh Chiu³, Hsin-Ling Chang⁴,
Hsiao-Hsuan Chu³**

¹ Professor, Graduate Institute of Environmental Education, National Taiwan Normal University

² Professor, Center for General Education, Cheng Shiu University

³ Master Student, Graduate Institute of Environmental Education, National Taiwan Normal University

⁴ Research Assistant, Graduate Institute of Environmental Education, National Taiwan Normal University

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