

建構韌性防災校園與防災科技資源應用計畫

Program on Building Disaster Resilient Schools and Technology Application

主管單位：教育部

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摘要

由於自然環境快速變遷，大型災害倍數成長，未來只會面臨更多自然災害，更有可能遭逢 1 至 2 個超乎嚴重想定的浩劫。國際上災害管理之趨勢，在減少災害風險、建立耐災能力，學校耐災教育之推動成為國際主流。臺灣推動防災教育多年，自民國 92 年開始至今，教育部已補助建置 2,359 間防災校園，培養與發展出許多優秀人才與教材教案。在既有的豐碩成果上，於 108-111 年接續推動「建構韌性防災校園與防災科技資源應用計畫」，以「韌性建構，防災校園」作為防災教育願景，期「以判斷原則的教育，取代標準答案的訓練」，「讓防災成為一種生活態度」，並結合防災科技資源與創新研發，落實「安全的學習設施、學校災害管理、降低風險與韌性防災教育」等防災教育政策目標。為強化計畫整體執行成效，研擬韌性校園運作相關指標與機制，強化學校災害管理量能；試行幼兒園安全自主管理及防災機制，建置 28 所特殊教育學校防災校園，深化幼兒園與特殊教育學校之防災教育；進行各縣市防災教育輔導團訪談與量能評估，盤點防災校園建置成果；推動 584 所防災校園，修訂校園災害防救計畫和家庭防災卡，精進有效運作；研擬學生與教師、行政人員、機關首長之防災能力指標，辦理師資培育課程 74 場，規劃防災教育績優人員評選、獎勵與表揚機制，提升防災師資能量；辦理教具徵選，盤點教材教案，建立教材教具包及示範教學，發行防災教育花路米電子報，優化防災教育資源；研擬國際防災夥伴合作模式，辦理防災教育人員國際交流與培訓、國際研討會暨外賓參訪交流活動，提升防災教育種子師資國際視野與技能；研擬防災校園產官學合作機制，促進防災校園跨單位合作，強化學校資源整合，落實韌性防災校園之推動。

關鍵詞：防災教育、韌性防災校園、防災科技、能力建構

Abstract

Due to fast changes in the natural environment, large-scale disasters have seen exponential growth. We will face more natural disasters than ever, among which one or two could be major catastrophes in the worst-case scenario. The general trend in the world is devoted to the promotion of DRR and the foundation of disaster resilience. The international mainstream emphasizes the promotion of disaster-resilience education in schools. Taiwan has promoted DRR education for decades. MOE has subsidized the establishment of 2,359 Disaster Resilient Schools, cultivated many excellent talents and developed lots of teaching materials since 2003. Following on the previous efforts, MOE implemented the Program on Building Disaster Resilient Schools and Technology Application (2019-2022) in 2019. With the aim of "building stronger disaster-resilient schools," MOE hopes to provide training on "more comprehension on judgment rules instead of rote learning" and "make Disaster Preparedness a part of our life." By incorporating resources like disaster prevention technologies and innovative researches and developments, MOE hopes to achieve the goals of the DRRE policy to "construct safe learning facilities, implement disaster management at schools, reduce relevant risks, and promote disaster resilience education." In order to enhance the overall effectiveness of the program, Disaster Resilient School operation indicators and mechanisms have been designed. Also, kindergartens' self-management in safety and disaster prevention mechanisms have been developed and tried out. For the purpose of knowing the implementation of DRRE, the project assessed the ability of Local Disaster Risk Reduction Education Counselling Group. During the year, there are 612 schools participated in Disaster Resilient School Program, including 28 special education schools. Moreover, Schools disaster management plan and Emergency Contact Information Card template have been revised. As for training mechanism aspect, Disaster Management Capability Indicator of students, teachers, administrators, and principals, and mechanism for Selecting Rewarding and Commending Outstanding DRRE promotion personnel have been made; furthermore, there are 74 disaster preparedness workshops have been held. The approaches to optimize DRR teaching materials include holding DRR teaching materials competition, developing teaching material packages and releasing electronic publications. To expand the disaster resistant school network, overseas training programs and International Conferences on School's Disaster Risk Reduction and Resilience Education in Practice were held; also, a pattern for international cooperation and partnership have been established. Last, the mechanism of collaboration and operation among schools, industries, and governmental agencies have been developed to enhance establishment and implementation of disaster risk reduction among schools.

Keywords : disaster risk reduction (DRR) education, disaster resilient school, disaster technology, capacity building.