

# 環境教育 新勢力

*Taking the Lead in  
Environmental Education*

專訪馬昀祺博士

*An Interview with Dr. Xoni Ma*



文 Text | Peggy Chung

環境教育，是小孩們在樹林觀察飛鳥、在河溪尋找游魚、在草地盡情追逐……但在香港，環境教育卻是教科書上的章節、講座展覽的內容，小孩連走進大自然的機會也沒有。馬昀祺博士希望改變現狀，於是便與幾位志同道合的朋友創立了「香港戶外生態教育協會」，機構取名已開宗明義的要帶領大家走到戶外，親身接觸大自然，學習生態。

Watching birds in woodland, finding fish in a stream, running wild on grass ... these are activities we expect of environmental education. However, in Hong Kong, environmental education essentially means textbook chapters, talks and exhibitions, without the chance for students to go into nature. Dr. Xoni Ma is determined to change the status quo. Together with a few friends with similar ideas, Dr. Ma founded Outdoor Wildlife Learning Hong Kong, with the mission of taking people to the outdoors and learning about ecology in nature first-hand.

問：戶外環境教育對學生有甚麼重要性？

答：環境教育其實就是一種「愛」的教育。小孩接觸自然，便會學懂「愛」和「珍惜」。我認為喜歡大自然的人都較樂觀和積極，讓小孩接觸大自然，對他們的個人發展非常重要。外國有研究指不少年輕一代有「大自然缺失症」，由於缺少接觸大自然，造成了情緒及健康等一系列問題。現時英國每五名小孩就有四名缺乏與環境接觸，可惜香港並無相關研究，所以我們未知香港學童與環境的割裂程度，不過我認為問題或許較外國更為嚴重。

Q: How important is outdoor environmental learning to students?

A: Environmental education is the teaching of "love". Children learn to love and treasure nature once they get in touch with it. I think that people who love nature tend to be more optimistic and active. So I think getting out into nature is very important to the personal growth of children. Many studies in other countries have indicated that young people of today commonly suffer from

"nature-deficit disorder", resulting in a series of emotional and health problems due to lack of access to nature. In England, for example, four out of five children lack contact with nature. There is no local research on how children in Hong Kong are isolated from nature, but personally I believe the situation may be more serious than in other countries.



馬昀祺認為從小接觸大自然，對孩子的個人發展非常重要。  
Dr. Ma believes contact with nature is essential for children's personal growth.





問：你是否從小就接觸大自然？

答：小時候家人都非常忙碌，所以並沒有很多與家人到戶外遊玩的經驗，我對大自然產生興趣是在中五會考之後。那時候因為考試後有長假期，便報讀了山藝課程，當時與朋友一同挑戰香港三尖之一的蚡蛇尖，結果不僅有朋友因為路程太辛苦而不適，更因錯估時間而行到晚上，卻因而看到螢火蟲，是我第一次親眼看見螢火蟲。當時又有一隻東亞豪豬 (*Hystrix brachyura*) 從路旁走到我們前方，與我們同行了一段時間，彷彿在為我們引路。那次經驗既難忘又感動，原來香港野外是這麼的有趣！所以，親身接觸大自然是非常重要的體驗！

問：很多環保團體都有舉辦戶外教育活動，你們的有什麼不同？

答：我們的活動主題是植物和兩棲爬蟲類，坊間比較少以這三類生物作為活動主題，所以一般市民對牠們的認識並不多，而這些一般人視為冷門的物種，正好是我們擅長的領域。

Q: Do you have the luck to grow up with nature?

A: When I was small, I did not have much chance to experience the outdoors with my family, as they were too occupied. My interest in nature began after my Hong Kong Certificate of Education Examination in Secondary Five. During the long holiday, I took a mountaineering course and challenged Sharp Peak—one of the top three sharp peaks in Hong Kong. The trip was certainly memorable—a friend was defeated

by the long hike, and wrong timing made us stay in the wild at night. However, this was also the first time I opened my eyes to fireflies. There was also an East Asian Porcupine (*Hystrix brachyura*), which seemed to lead our way by walking with us for some time. It was such a touching experience! I never knew the Hong Kong countryside was so amazing! I cannot overemphasise how important it is to get in touch with nature first-hand!

Q: Many environmental groups also organise outdoor learning activities. What are the differences with your group's activities?

A: Our activities focus on plants, amphibians and reptiles. These are rather unpopular and few groups

organise activities around them. On the other hand, these species are exactly our specialty.



螞蟻亦可以是戶外考察主題，香港戶外生態教育協會曾舉辦相關活動，反應不俗。  
Ants can be the theme of outdoor learning. Outdoor Wildlife Learning Hong Kong has organised ant-related activities and received an enthusiastic response.



問：近年興起生態旅遊，你認為對環境教育有幫助嗎？

答：近年有很多專看螢火蟲、珊瑚、中華白海豚 (*Sousa chinensis*) 的所謂「生態旅遊團」，收費低廉，吸引很多人參加，可是它們與真正的生態旅遊卻是天壤之別。真正的生態旅遊要對環境和當地居民有所回饋，可是這些「一日遊」既未能使環境得益，更因為參加者過多，對環境造成壓力。領隊本身亦沒有足夠的生態知識，甚至將錯誤的觀念或知識灌輸給參加者。這些「生態旅遊」對環境教育不但沒有幫助，更會有不良影響。

Q: Do you think eco-tours, which have become popular in recent years, can contribute to environmental education?

A: In recent years, many so called "eco-tours" have been organised – featuring fireflies, corals and Chinese White Dolphins (*Sousa chinensis*). These tours charge a low fee and attract many people. Yet they are totally different from genuine eco-tourism, which values giving back to the local environment and

people. These one- or half-day trips do not benefit the environment; on the contrary, too many visitors add pressure to the local environment. The tour guides too often lack ecological literacy and pass on wrong concepts to participants. These "eco-tours" do not help environmental education, but bring harmful impacts.



中華白海豚是其中一種本地「生態旅遊團」的觀賞對象  
Chinese White Dolphin is one of the popular targets of "eco-tours" in Hong Kong.





## 香港環境教育停滯不前 Hong Kong falling behind in environmental education

問：香港現有的環境教育有甚麼不足之處？

答：環境教育在本地已實行多年，市民大眾都知道需要環保，可是大家往往只有初步的認知，亦缺乏實踐動力。其中一個原因，是現時很多環境教育活動仍是單向的傳授知識，如講座、教材等，很難讓市民心同感受的去改變生活習慣。

我認為問題的癥結，是現時的环境教育僅是環保工作的分支，環境教育工作者並未得到任何與教育相關的專業培訓，既欠缺像外地的認證制度，社會上亦缺乏相關研究，所以我們目前進行的環境教育，並沒有確切針對香港情況和不足之處。

問：跟其他發達地區比較，香港的环境教育發展如何？

答：推行環境教育是世界大趨勢，除了北歐、英國、美國等西方國家，亞洲的日本、韓國亦已發展了一段時間。香港政府在1999年的施政報告指出要推行可持續發展教育，但到目前為止，仍未列入課程範圍，中、小學老師亦缺乏有關的課程和指引。反觀台灣跟香港差不多同時於二十年前引入可持續發展教育的概念，但現時台灣的相關教育已相當成熟，更有《環境教育法》規範教學質素。

Q: What's your view of environmental education in Hong Kong?

A: Environmental education has been carried out in Hong Kong for many years, and most people have an initial idea of environmental protection, but usually stay at that level of awareness and do not have any drive to put into action. One reason is that most of the environmental education activities are one-directional, i.e. passing on knowledge through talks and education kits, without the magic push to change daily habits.

Q: How does environmental education in Hong Kong compare with other developed regions?

A: Environmental education is a worldwide trend. Apart from Northern Europe, Britain and the United States, Japan and Korea in this part of the world have also implemented environmental education for a long time. In Hong Kong, Education for Sustainable Development was announced in the Policy Address in 1999. Yet it has not been included in

I think the core of the issue is that environmental education is only a subsidiary of environmental protection efforts in Hong Kong. Environmental educators have not received related professional training. There is no accreditation system and research on the topic is lacking. Therefore, the present environmental education is not tailored to the specific needs of Hong Kong.

the curriculum. Teachers of primary and secondary schools are lack of training and guidelines on the subject. In Taiwan, for example, the same idea was introduced 20 years ago, as in Hong Kong. Today, education for sustainable development has been well developed in Taiwan. There is even the "Environmental Education Act" to regulate teaching quality.



馬昀祺認為現時環境教育活動仍以講座為主，較為單向及不足。  
Dr. Ma finds current environmental education, which is mostly carried out in talks, rather one-directional and inadequate.

問：你對香港的环境教育有什麼願景？

答：現時香港雖然有很多團體進行各類型環境教育活動，但各自為政，如果不同團體能夠增加溝通，彼此交流教育活動的經驗和發現，將可進一步提升彼此水平。此外，現時的环境教育多是以學生為對象，但成效似乎並不理想，我認為若能「由上而下」，即從制度及教師做起，或許會有一番新氣象。

Q: What's your hope for environmental education in Hong Kong?

A: In Hong Kong, many groups are organising a variety of environmental education activities. If the groups can increase communication and exchange their experiences, the overall quality can be raised. In addition, most

environmental education work now targets students, but the results are less than optimal. I think that if we can work from "the top to bottom" – that is, targeting the system and teachers, we may see some new progress.



### 馬昀祺博士小檔案 Biography of Dr Xoni Ma

香港大學哲學博士，專門研究戶外環境教育，香港戶外生態教育協會創辦人，現為該會教育總監，亦為嶺南大學核心課程及通識教育辦事處科學教研組兼任講師，曾為多個中學及大學課程擔任統籌及導師。基於對環境教育的貢獻，馬昀祺博士曾榮獲「香港大學2015學院知識交流獎」、「Roadshow綠星級環保大獎2016 – 綠星級環保大使（專業組）」，以及「北美環境教育學會EE 30 Under 30」。

Dr. Xoni Ma graduated from the University of Hong Kong with a PhD in outdoor environmental education. He is founder and currently director of Outdoor Wildlife Learning Hong Kong, a part-time lecturer at the Science Unit of the Core Curriculum and General Education Office, Lingnan University, and has been a coordinator and tutor of various courses in secondary schools and universities. Dr. Ma was awarded the HKU 2015 Faculty Knowledge Exchange Award, Roadshow Eco Star Award 2016-Roadshow Eco Star (Professional category), and North American Association for Environmental Education EE 30 Under 30 for his contributions to environmental education.

