

國立教育廣播電台 英語奇育記

教育新聞中英對照參考

● 教育新聞中文摘要：

本集新聞將介紹荷蘭高等教育國際交流協會(Nuffic)，首度發表荷蘭各級教育國際化程度調查報告，分析顯示各級教育階段的學生都有機會體驗國際化，但也不必然能嘉惠每位學生。令人驚訝的是，學生比教師更容易接受國際化，且教師對於培養學生的國際技能發揮著關鍵作用，而要在就業市場和社會立足，獲取國際經驗至關重要，如果具備國際技能，能夠與其他文化接觸，將更能了解自身的文化。根據另一則新聞，荷蘭教育科學文化部宣布將自 2021 年起刪減荷蘭國際教育組織(Nuffic)預算，將影響荷蘭與各國的國際教育合作，以及國際學生的招募，儘管荷蘭權責部門仍未明確決定哪些國際化政策可以繼續發展，但這一個新的政策方向，將會全方位影響荷蘭教育國際化。

● 教育新聞英文摘錄：

Irene: Today we focus on the news in the Netherlands. According to the national academy for educational research, on January 31th, 2019, in the Netherlands, internationalization in education is gaining pace. 今天我們要來談談荷蘭的教育國際化現況。

Anny: Learning another language or through the medium of another language, taking part in an exchange abroad or an international curriculum, are becoming increasingly common. What is striking is that, on average, pupils and students embrace internationalization faster than their (future) teachers/lecturers. These are the key findings of "Focus on Internationalization", a report which Nuffic, the Dutch organisation for internationalisation in education, presented on 31 January 2019.

Irene: This is the first time an analysis has been made of how international the Dutch education sector actually is. The analysis indicates that pupils and students in all sectors of education encounter internationalization but that it certainly does not involve everyone. In addition, pupils and students appear to acquire international experience in a wide variety

of ways. 荷蘭高等教育國際交流協會(Nuffic)1月31日首度發表全國各級教育國際化程度調查報告，分析顯示各級教育階段的學童和學生都有機會體驗國際化，但也不必然嘉惠每位學生。此外，學童和學生似乎以多元方式獲得國際經驗，令人驚訝的是，學生比教師更快且容易接受國際化。

Anny: In primary education, the emphasis is on learning a foreign language and global citizenship. Some 1,250 primary schools offer English from Year 1. In secondary education, almost 40% of all schools provide some form of internationalization. Through increased foreign language provision, provision of an international curriculum or exchanges for pupils and teachers, for example. With more than 36,000 pupils, the network for Bilingual Education is one of the largest networks in secondary education.

Irene: In schools with an international curriculum, pupils work with other countries, for example, which enables them to see subject content from a different perspective. As a result, pupils not only do better in a foreign language but they also acquire international skills. 在小學階段，重點放在外語學習及世界公民教育，約有 1,250 所小學從第 1 年開始教導英語課程。在中學階段，約 40% 的學校提供不同形式的國際化教育；例如，通過增加外語教學，為學生和教師提供參與國外交流或國際課程計畫，同時有超過 36,000 名學生就讀雙語教育。

Anny: 7.6% of students in senior secondary vocational education go abroad to study or to undertake a work placement. The figure for higher education is slightly higher, at 25%. The Netherlands is ahead of other EU countries in this regard. Far fewer students choose to study in full at a foreign research university or university of applied sciences: only 2%, compared with a European average of 3.3%.

Irene: 到了高中階段，7.6% 的高中畢業生到國外學習或工作實習。高等教育階段，出國交流或研習的學生數達 25%，領先於其他歐盟國家，但是，赴國外大學修習學位的學生數僅占 2%，低於歐洲 3.3% 的平均數。According to the analysis, coordination with secondary education could be better. Pupils who started learning English early on in primary school, for example, enter secondary education at the same level as other pupils.

Anny: Besides, Teachers or lecturers play a key role in developing the international skills of pupils and students. If teachers or lecturers have developed these skills themselves, they

will be in a better position to help their pupils/students do likewise. However, the researchers conclude that, on average, they are less quick to embrace internationalization than pupils and students. 教師對於培養學生的國際技能發揮著關鍵作用，然而，研究人員發現大部分教師在接受國際化的速度落後於學生

Irene: Teachers or lecturers, for example, make very limited use of the opportunities they are offered for going abroad. The same applies to students on teacher training courses, who are the teachers of the future. 例如教師或參加教師培訓課程的師培生並未善用出國的機會。

Anny: In conclusion, gaining international experience at school and university is crucial for pupils and students if they are to hold their own on the jobs market and in society as a whole. If they have international skills, they will be better able to engage with other cultures and they will understand their own culture better. 要在就業市場和社會立足，獲取國際經驗至關重要，如果具備國際技能，能夠與其他文化接觸，將更能了解自身的文化。

Irene: Nuffic emphasises that internationalisation also has a broader impact: it can help strengthen our knowledge economy, align education more closely with the jobs market and enable more effective collaboration with other countries at political, social and economic level. Nuffic 強調，國際化具有更全面性的影響力，可以幫助加強知識經濟，更緊密地結合教育與就業市場，並有助在政治、社會和經濟層面上與其他國家進行成功的合作。

Anny: However, according to the Pie News and The World View on August 7th, 2019, a major setback for internationalization in the Netherlands could be afoot as the ministry of education, science and culture has announced plans to cut Nuffic's budget from 2021. 然而，根據另一則新聞，荷蘭教育科學文化部宣布將自 2021 年起刪減荷蘭國際教育組織(Nuffic)預算。

Irene: At risk are the Netherlands Education Support Offices – the Nuffic offices abroad – which have facilitated international education cooperation between the Netherlands and the countries in which they operate, and supported international student recruitment.

According to Nuffic, the ministry also intends to stop funding the Holland Alumni Network, a state-funded system to connect all international alumni of Dutch institutions.

Anny: 可能受預算刪減影響的是荷蘭教育支援辦公室，為 Nuffic 的海外辦公室，功能為促進荷蘭與各國的國際教育合作，以及國際學生的招募，可以說是荷蘭知識外交的據點。據 Nuffic 稱，荷蘭政府也有意終止資助荷蘭校友網絡，這是一個從荷蘭畢業的全球校友網路。

Irene: Another area that may face cuts will be that of internationalization activities at primary, secondary and vocational institutions, an approach which clashes with last year's letter by minister in which internationalization of Vocational Education and Training was an area of focus. 最後，國小、中學以及職業學校的國際化活動也會受到影響，這也與去年該國教育部長聲稱的技職國際化的政策方針衝突。

Anny: The ministry, Nuffic explained, is yet to confirm whether and in which format these activities will continue to exist. 儘管荷蘭權責部門仍未明確決定哪些國際化政策可繼續存續，然這一政策方向，將會全方位影響荷蘭教育國際化。

Irene: 由於預算刪減導致招攬國際學生的 NESO 被迫精簡據點，此舉無疑將損害荷蘭招攬全球菁英的能力，也可能傷害荷蘭知識經濟、創新包容的環境；也有人指出，當像荷蘭這樣的自由主義國家，刪減支持全球知識經濟的教育預算，其他國家或許會效仿。

Anny: 而在台灣，國際教育也是備受重視的議題。教育部在 2011 年首次提出「中小學國際教育白皮書」計畫，希望培育具備國家認同、國際素養、全球競合力、全球責任感的國際化人才，計畫實行至今 8 年的時間，已普遍喚起基層學校師生對國際教育的重視，他們將再推出該計畫的 2.0 版本。

Irene: 為加速國內中小學的國際化，教育部已研擬「中小學國際教育白皮書 2.0」草案，包括鬆綁中小學國際交流與合作的法規等，並預計在 6 年內，編列將近新台幣 10 億元預算，支持各教育主管機關，以進行國際化人力免費培訓、認證與獎勵，並鼓勵設立教育國際化專責單位及人力。這項計畫預計今年底正式公布，並於 109 年起開始實施。想知道更多國際教育的訊息，歡迎上網搜尋「中小學國際教育白皮書 2.0」，就可以了解更多囉～

Anny: As gaining international experience in education is becoming increasingly common, we should all seize the opportunities around us!