

A Personal View of International Education

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INTRODUCTION

In April 2002 I visited University College Winchester in the United Kingdom with my colleague and Head of Department, Professor Kenji Ueda. During the course of the visit, we had a meeting with Professor Paul Light, the Principal of that university. Our discussions focused on the topic of student exchanges. Both Professor Ueda and I were struck by a comment made by Professor Light. He referred to the 'increasing insularity' of British students. He explained that many British students had financial problems caused by the loans they had to take out to cover their living costs and tuition fees. He also said that the British government and most universities in the U.K. had very strict 'quality control' regulations which made studying abroad at foreign universities difficult because the quality of foreign courses could not be easily checked. Professor Light said that he regretted the trend towards insularity and wished that it could be reversed. He personally was in favour of international education, but, in the present climate, it was the students who had to be persuaded to go abroad.

In the last couple of years, Professor Ueda and I have often talked about that conversation with Professor Light. Both of us are enthusiastic international educators and we became even more determined to find ways of overcoming insularity wherever it occurred. Fortunately, our experience in Japan is substantially different to the U.K. one. At our own institution, Beppu University, most students have a far from insular mentality. Many of them are very keen to go abroad. Although they do

operate under financial constraints, they and their parents are determined to find the money for the valuable investment of studying overseas. The Japanese government is also supportive and has a long-standing policy of 'internationalisation' by actively encouraging foreign students to study in Japan.

In my view, international education is of the utmost importance for the future peaceful development of the world. We only need to look at the current serious conflict in Iraq to understand why. Under Saddam Hussein, Iraq was an authoritarian state in which very few young people had the chance to travel abroad. Their view of other countries was moulded by government propaganda and religious and tribal outlooks. On the other side of the conflict is the United States, a hugely rich country with a democratic government, but a country in which people are notoriously insular. It is estimated that only 20% of American citizens have passports and that their knowledge of other countries is very patchy.

In one sense the war was inevitable because the United States government perceived its strategic interests to be threatened in a sensitive, oil-rich region of the world. On the other hand, one can imagine that the war could have been avoided if there had been greater contact between the ordinary citizens of the two countries. For example, if even modest numbers of young Americans had been to Iraqi universities on student exchange programmes, they and their families would have a substantial political influence within the United States.

My First Experience of International Education in Singapore

I first became interested in international education when I was a teenager. When I was fifteen years old, my father was posted to Singapore to work as a civilian support officer in the British Naval Base. The year was 1961 and Singapore was hovering between colonial status

and independence. In fact, the island had been granted internal self-government in 1959, but defence and external affairs were still being handled by the United Kingdom. When I arrived in Singapore negotiations were underway between the Federation of Malaya, Singapore and two other British colonies, Sarawak and Sabah with a view to forming a new state to be known as Malaysia. Despite extensive political and social instability in these territories and in neighbouring Indonesia, the Federation of Malaysia was created in 1963 with the blessing of the United Nations and the U.K. government.

In Singapore I attended a British Army secondary school known as Alexandra Grammar School. There were still many British military bases on the island at that time and the children of British military personnel were provided with a range of educational opportunities in Royal Air Force and Army schools at primary and secondary level. The first thing that struck me when I became a pupil at Alexandra Grammar School was the total separation of my school from the schools attended by the local Malay, Indian and Chinese children. This 'educational apartheid' meant that mixing with local people was difficult and that individual children had to make special efforts to do so in their own time after school.

In the colonial period British children living with their parents who had been posted to the colonies usually attended different schools to the local children. The reason for this was that the British government thought that British children needed a 'British-style' education which mirrored the education they would receive in the U.K. Thus, I attended a 'grammar school' because, in the 1960s, British secondary school children were divided by ability into those who attended 'grammar schools' and those who attended 'secondary modern' schools. In Singapore, the education system for local children was different. It had developed to serve colonial needs and was often based on a mixture of

basic primary schools which trained workers who could speak English and 'mission schools' at the secondary level for the wealthier or more academic natives.

As a teenager I became aware of the way in which stereotypes of other races and cultures could be built up as a result of separate education systems. And the separateness created by schooling was exacerbated by a general separateness in which the colonial British had their own social clubs and housing areas from which the local people were excluded. I soon became aware that I and the other British people were different from the locals in that we possessed greater wealth and power. In general British people lived in huge, colonial houses and even the lowest level British colonial officer had three servants – a cook, a cleaner and a gardener. Most of the local people lived in considerable poverty. It was only later, when I studied history in some depth that I realized that this poverty was a legacy bequeathed to them by one hundred and fifty years of colonial rule. The British elite, like other European ruling classes, had been involved in criminal activities such as the invasion, occupation and theft of other people's land and countries.

This early exposure to a peculiar type of international education reinforced in me the significance of stereotyping as part of my socialisation. As a British teenager living in a privileged situation, I and my classmates inevitably developed a stereotype of local Asian people as poor, uneducated and underdeveloped. The stereotyped view was based on a patchy version of reality, but, most importantly, it could flourish because of a separate education system and the lack of opportunities for young people to socialize and learn about each other's lives.

International Education at the University of London

My experience of living in Singapore from the age of fifteen to eighteen created in me a life-long interest in Asia and international education.

Thus, after completing my undergraduate degree at Birkbeck College, University of London, I decided to enroll on a postgraduate degree at the School of Oriental and African Studies (SOAS), also in the same university. I studied South East Asia from the perspectives of economic history, human geography and social anthropology. I was fortunate enough to be taught by a number of inspiring teachers, but the person who changed my *Weltanschauung* the most was Malcolm Caldwell, a lecturer in the economic history of South East Asia. His teaching was motivated by a radical and egalitarian outlook and a deep involvement in movements which sought to free Asian people from colonialist and imperialist occupation, interference and aggression. Needless to say, the year being 1969, the *cause celebre* in London, as in all major cities of the world, was opposition to the American invasion of Vietnam. Although the war was tragic and devastating for the Vietnamese people, it was also inspiring for those of us who saw it unfold. The courage and tenacity displayed by a desperately poor country like Vietnam in defeating the American super-power was both salutary and memorable.

Malcolm Caldwell had an openness and generosity which was rare in university teachers. He would lend his precious books freely to students and was always happy to meet them either in the university or in a nearby hostelry. One aspect of his philosophy of life which had a profound impact on me was the idea that academic research was not a commodity to be patented, bought and sold. Nor was it a device to further the career of the researcher who would jealously guard his findings from the rest of the human race. According to Malcolm, ideas and knowledge should be freely available to everyone regardless of who actually discovered them or wrote about them.

Malcolm Caldwell was one of the few Western academics who was allowed to visit Cambodia in 1978. He went there with a genuine spirit of inquiry to find out for himself about the atrocities of the Pol Pot

regime. Unfortunately he never came back. He was brutally shot and murdered in the Government Guest House in Phnom Penh. The world lost one of the greatest scholars of economic history and South East Asia and also a fine human being.

The United World Colleges Movement

After graduating from SOAS, I was fortunate enough to be able to pursue my ambition of working in the field of international education. I obtained a teaching post at the United World College of South East Asia in Singapore (UWCSEA). UWCSEA is an international school which takes students from age eleven to eighteen. They are prepared for entrance to universities in a wide variety of countries after they have taken the International Baccalaureate examination. United World Colleges is a global organisation of ten international schools in all the major continents. The founding school was Atlantic College in Wales in the United Kingdom which was inspired by the ideas of the educationalist Kurt Hahn. The second school to be set up was UWCSEA. The president of United World Colleges when I went to Singapore in 1971 was Lord Mountbatten of Burma. When Lord Mountbatten died, Prince Charles became president.

The UWC organisation has a strong vision of international education and is now sponsored by major world statesmen such as Nelson Mandela who have made significant contributions to peace. Students of dozens of different nationalities are educated together in the hope that they will learn to understand each other's cultures, values and points of view. For me, working there for three years was an inspiring experience. I saw how young people could grow together, become good friends and stay in touch after graduation. In fact UWC has an extensive alumni association which contributes much in the way of international philanthropic activity. As a geography teacher living in South East Asia I was also privileged to be able to take groups of international students on a variety

of expeditions to places such as Mount Kinabalu, in Sabah on the island of Borneo. I discovered that, in difficult physical conditions, students are able to draw on the help and support of their deep international friendships.

My Experience of International Education at King Alfred's College, Winchester

After leaving UWCSEA, I became a lecturer at a College of Higher Education in the United Kingdom. King Alfred's College (KAC), Winchester was one of a new breed of higher education institutions which had originally specialized in teacher education, but which were now diversifying into new degree courses in the humanities and social sciences. At Winchester I was able to teach geography as well as courses in Development Studies and South East Asia. I also became deeply involved in the international education work of the college.

The American Exchange Programme

The first aspect of international education I became involved in at KAC was the American Exchange Programme. I became leader of this programme in the 1980s. Under this scheme, students from KAC could go to a United States university for the Autumn Term of their second year. KAC had links with three American universities – the University of Southern Maine, the University of Wisconsin (Eau Claire) and Chapman University in southern California. I visited Wisconsin and Chapman to discuss the programme with my American colleagues and I was very impressed with the professionalism of their international departments. The University of Wisconsin is a very large institution with a number of campuses in different cities within the state. Eau Claire is a relatively small town, and is perhaps representative of life for many people in 'Middle America'. Many British students went to the U.S. with a stereotypical image of America as a violent and dangerous place. They were quite surprised to find that people in Eau Claire would happily go out shopping without locking their front doors!

Chapman University is located in Orange County, California. It is pretty near to the massive city of Los Angeles, so students who went there were able to enjoy living in one of America's most glamorous and dynamic cities. Generally speaking they found Americans to be very friendly and outgoing, perhaps in contrast to the more reserved British. They also discovered that American cities are divided into very distinctive social areas ranging from hugely wealthy districts to very high-crime downtown areas. British students came back from California with a much deeper appreciation and understanding of American society.

However, the main part of my job was to look after the thirty or so American students who came to Winchester every year at the same time as the KAC students went to the U.S. Very few of these students had been out of the United States before, but they were highly-motivated and keen to learn about British and European society and culture. I found their attitude refreshing and they seemed to have an innocence about the world and lack of cynicism compared with their British counterparts. But the most enjoyable and rewarding aspect of this exchange programme was seeing the way in which young Americans changed during their three months in the U.K. Besides learning about another country and another continent, they also seemed to reassess their attitudes towards their homeland. Generally, they became more critical and sensitive. My guess is that they were better citizens with a more discerning outlook when they returned to the U.S. I am sure that the experience of international exchange changed their lives forever.

The Polish Exchange Programme

In the early 1990s, I took on my second job in international education at KAC. I became leader of the Polish Exchange programme. This programme had been started by the Geography Department at KAC. In alternate years about ten KAC students and two members of staff would

go to the city of Krakow in Poland for a period of three weeks. The KAC party was based at the Pedagogical University of Krakow. The following year, a similar number of Krakow students would come to Winchester for the same number of weeks.

Even though it was relatively short, this exchange programme was a dramatic eye-opener for both the British and the Polish students. Poland had recently given up the communist system of government, but the legacy of communism was still very much alive in the university and amongst the people. The most noticeable aspect of this was the poverty of the Polish students. Their currency was virtually worthless in the U.K. Pub-going is the main form of social life amongst British students, but none of the Polish students could afford to go to a British pub. On the other hand, when the British students went to Krakow, they found that they had plenty of money. Polish food served in the university was rather basic and not so tasty, but this was not a big problem as the KAC students could easily afford to go to a luxurious restaurant in the city centre of Krakow.

The Polish students had been virtually imprisoned in their own country under the communist system. It was very hard for them to get a visa to leave Poland, and, even if they could, a trip to the countries of Western Europe would have been too expensive. When the Poles came to Winchester they had to travel by bus from Krakow, a long, grueling and uncomfortable journey. In contrast, the British students could fly to Poland in a couple of hours. Despite their hardships, the Polish students were very positive and enthusiastic. They were keen to learn as much as possible about British life and always very grateful for the help they were given at KAC.

Poland in the early 1990s was still a poor country experiencing many serious economic problems. Most people traveled by bus or tram and

there were very few modern cars. The KAC students who visited Krakow went on a series of field trips to areas within the city and the surrounding region. One of the most traumatic trips was to the World War Two German concentration camp of Auschwitz. Hundreds of thousands of Jews, Gypsies, trades unionists and ordinary men, women and children had been systematically murdered there by the Nazi regime in the 1930s and 1940s. The museum has many graphic representations of the life and death of the murder victims. A visit to this camp made a deep impression on the British students and many of them were in tears after witnessing the aftermath of such horrors.

There is no doubt that the Polish Exchange programme was extremely beneficial to all the participants. Having been deeply involved with it for several years, I am sure that it was a form of international education which promoted significant international understanding. Programmes like this must have been instrumental in paving the way towards the eventual accession of Poland into the European Union, a happy event which eventually came about last year.

The International Education Work of NATFHE

During the late 1980s and early 1990s I was a member of the National Executive Committee (NEC) of the National Association of Teachers in Further and Higher Education (NATFHE). NATFHE is a trade union and professional association which is very active in the field of international education. One of our key policies at that time was to cooperate with and support teachers in South Africa who were struggling against the notorious, racist apartheid regime. Many NATFHE members were involved in this campaign and I believe that our participation in the anti-apartheid movement helped to end the evil government then in power in South Africa. The final result was a new government under the presidency of Nelson Mandela. Since the African National Congress came to power ten years ago there have been substantial improvements

in education for the majority of South Africans. I felt satisfied that NATFHE was able to play a small part in bringing about this change.

For several years I was Vice-Chair of the International Committee of NATFHE, a position which was both exciting and demanding. The chair at that time was Kevin Fitzgerald, a long-standing and experienced member of the National Executive. Kevin was an exceptional figure who combined an outstanding intelligence with a very sharp political brain and understanding of international issues. People respected Kevin because of his honesty and gravitas and because of the way in which he influenced NATFHE to put its resources into improvements in international affairs and international education.

More broadly, there is no doubt that professional associations and trades unions in the U.K. have been very important in the field of international education. They include the Association of University Teachers (AUT) and the National Association of Teachers (NUT). They are able to support teachers' organisations in many parts of the world and they have a strong internationalist orientation. British teachers who are members of these associations are also able to transmit positive and tolerant attitudes to their students.

International Education in Japan and East Asia

In 1990 I visited Japan for the first time. I was already a specialist on South East Asia and had visited most of the countries in that region. However, I had not ventured into East Asia (usually defined as China, Japan and Korea). My purpose in visiting Japan was to set up a Japanese Studies programme at KAC. I spent three weeks traveling around Japan visiting about ten different universities and making valuable contacts with Japanese colleagues. I was very impressed by Japan on my first visit. What stood out most was the behaviour of the people. They were courteous, kind, punctual and efficient. I will always remember being

met on the platforms of the *shinkansen* trains by groups of university professors. Inevitably, they were waiting at the door of my carriage as the train arrived exactly on time. This was an unnerving experience for a British person used to a dirty, old railway system in which trains were never on time because of deliberate under-funding by the Thatcher regime.

King Alfred's College decided to set up two programmes related to Japan – Japanese Studies and Japanese Language. The Japanese Language programme stipulated that students spend six months in Japan. I was therefore faced with the task of finding suitable universities in Japan which could take our students. Finally, I decided on two institutions – Oita University in Oita Prefecture and Sugiyama Women's University in Nagoya. Oita University is a public university and there were a number of staff in the Faculty of Economics who were enthusiastic about student exchanges. Sugiyama is a private university which has very good facilities and a positive attitude towards international education.

As the Japanese Language degree became established at King Alfred's, a pattern emerged whereby we would send half of our students to Oita and half to Sugiyama. This system worked quite well except for the fact that we could only send women to Sugiyama and therefore the gender balance was sometimes difficult to juggle. Fortunately this did not prove to be a major stumbling block as there were more females than males on the course.

Between 1990 and 1994 I made many trips to Japan and became very interested in that country. Eventually, I decided to work there for a few years. I was fortunate to be offered a secondment from King Alfred's to Oita University for the period 1994 to 1998. One of my responsibilities at Oita University was to look after the British students who came there to study Japanese. On average this turned out to be about six students a

year. At the same time, six Oita students would go to Winchester to study English. This was a genuine exchange programme and all of the students benefited considerably. Certainly the British students who came to Oita learned a tremendous amount about Japanese culture and returned to the UK with very positive attitudes towards Japan. It struck me at that time, that if there had been many more student exchanges in the 1930s, perhaps the unfortunate history of the 1940s might have turned out differently.

While I was working at Oita University I was able to make contact with other higher education institutions in the Oita area. The university that impressed me most was Beppu University which is located in Beppu City about 15 kilometres from Oita City. At that time the Japanese Language degree at King Alfred's was expanding and I was looking for another university which was keen on international education and specifically on student exchanges. The key person at Beppu was Professor Kenji Ueda, the Head of the Department of English Language and Literature. He already had vast experience of international education particularly with the United States. But the thing that impressed me most was his extraordinary command of English. He was (and is) by far the best English speaker I have met in Japan.

Professor Ueda was very positive and enthusiastic about helping King Alfred's to find a university to send five or six students to every year. He was also strongly supported by Professor Nishimura, the Chair of the Board of Regents. Finally, a sister school memorandum of agreement was signed and a party of Beppu University dignitaries visited King Alfred's in 1997. Like the Oita arrangement, the Beppu exchange was very much based on an equal number of British and Japanese students going to each other's universities every year. Beppu University did an excellent job in looking after the British students and many of them have continued to have a strong interest in Japan after graduating with a

degree in Japanese Language.

China and Vietnam

While I was in Oita, I had the opportunity to further my interest in international education by making a series of academic 'fact-finding' trips to neighbouring countries. The two main countries I visited were China and Vietnam. I made two visits to China and went to universities in Beijing, Shanghai and Dalian. I was very favourably impressed by the academic staff and students I met at Chinese universities. The staff seemed open-minded and internationalist. Many of them had already visited the United States and Europe. The standard of English of the students was excellent. None of them had been outside of China and yet their pronunciation was of a very high standard. They were also confident enough to want to speak English on every available opportunity.

Vietnam was at a very early stage of its *doi moi* or 'opening up' policy when I first visited in 1997. I went to universities in Hanoi and Ho Chi Minh City. All of them were poorly equipped with only basic facilities and very few information technology resources. However, the attitude of the academic staff and students was positive and optimistic. They seemed very keen to learn about the outside world although very few of them had the opportunity to travel abroad. It was clear to me that Vietnam was undergoing enormous changes as a result of embracing the market economy. The cities were hives of activity with new shops and businesses opening everywhere. I had read a lot about Vietnam, but it was only by visiting that I could understand the enormous potential of the country now that it was blessed by peace after decades of terrible wars. It seemed to me very sad that young Vietnamese did not yet have the opportunity to study overseas. They were clearly willing to work extremely hard and I had no doubt that they would be very successful.

Beppu University: A Pioneer in International Education

In 1998 I returned to my job at King Alfred's College and soon found myself deeply involved in developing a range of new vocational courses in the areas of Tourism, Heritage and Leisure. However, I retained my interest in international education and was still active in promoting the Polish exchange programme and keeping in touch with Beppu University so that I could assist wherever possible. Professor Ueda and I were on the same wavelength as far as international education was concerned and we kept in touch particularly over issues relating to the welfare of our students.

An unfortunate aspect of economic cycles is that sometimes they result in academic fashions that can wax and wane. This proved to be the case with the study of things Japanese at British universities. When Japan was enjoying a boom economy in the late 1980s and early 1990s, everyone was interested in studying the Japanese economy, Japanese society and the Japanese language. However, when the bubble burst, academic interest declined. By the late 1990s fewer and fewer British students were interested in studying Japan. Perhaps, with the stagnating economy, they saw fewer job opportunities. Or they could have been influenced by the poor quality of reporting about Japan even in British quality newspapers. I will always remember the headline in the Guardian which I read on the day I returned to the U.K. in April 1998 – “Japanese Economy on the Verge Collapse”. This was such a ludicrous exaggeration that I was dumbfounded. The author was writing about the world's second biggest economy and largest producer of cars, robots, electronic goods, steel, ships etc. etc. Even a person with the most rudimentary knowledge of economics would know that if the Japanese economy ‘collapsed’, the world economy would swiftly follow.

Anyway, the upshot of the above was that the Japanese Language programme at King Alfred's College closed due to declining student

numbers. The student exchange programmes with Oita University, Sugiyama University and Beppu University were therefore in jeopardy. Over the last few years the exchange programmes with Oita and Sugiyama have closed although some summer schools are still available. This is a great pity as the students of those universities are now deprived of one opportunity to study abroad and learn about other cultures and ways of life.

Developing new degrees at King Alfred's College was challenging and rewarding work, but the central and abiding focus of my career has always been on international education. Therefore I was very glad to be offered the chance to take up a post at Beppu University in 2001. For me, the main attraction of working at Beppu University was the chance to work with Professor Kenji Ueda. He is undoubtedly one of the great visionaries of Japanese university education. There has been much talk about 'internationalisation' in Japan over the last decade, but not enough action. Professor Ueda is one of the few people who backs up his ideas with actions which are usually successful. He is also rare in that he has a policy of speaking English as much as possible to his students. Strange as it may seem to teachers of European languages in the United Kingdom, this is not common in Japan. Japanese university teachers of English prefer to teach entirely in Japanese and focus on translation work. Anyway, the chance to work with Professor Ueda and other colleagues at Beppu University was too good to miss.

Beppu University and University College Winchester

In the final part of this paper I will review the progress that has been made since 2001 in revitalizing and expanding international education and student exchanges between the English Department of Beppu University and University College Winchester (formerly King Alfred's College).

Because of the closure of the Japanese Language programme at King Alfred's College, the student exchange system between Beppu University and Winchester has not been in operation for several years. However, Beppu students have still been keen to go to Winchester for one full year to learn English. In order to revitalize the whole system and also rejuvenate the exchange, Professor Ueda has come up with two brilliant and innovative ideas.

The first idea is that all students entering the Department of English Language and Literature at Beppu University should have the chance to go to Winchester in the second semester of their second year. In fact the department has now developed a policy known as the 'cohort programme'. This means that we are now aiming at a situation in which all students in the second year cohort will go to Winchester. However, we realize that this has to be built up gradually to accommodate student preferences and the logistics of taking large groups in Winchester.

Nevertheless, significant progress has been made since 2001. In 2002 eleven students went to Winchester, in 2003 thirteen students went and in 2004, seventeen students. At least twenty students will go in 2005. Progress can also be judged by the close working relationship that has been developed with Winchester. The university appointed a dynamic new course leader, Ms Debbie Thompson. She and her colleagues planned an entirely new one-year course geared specifically to the needs of the Beppu students which was launched in September 2004. The prospects are very good for this course and we can see it going from strength to strength over the next few years.

The above is a very positive development, but Professor Ueda and his colleagues could not be satisfied until a proper student exchange programme was re-established. Our department regards it as very important that British students come to Japan to learn about Japanese

society and culture. Only by living here can they begin to overcome the stereotypes that they have about Japan and Japanese people. The problem was to come up with an attractive course that would appeal to Winchester students hard-pressed by financial concerns and the quality-assurance issues which are prominent in British higher education.

Fortunately, Professor Ueda was able to come up with a very creative solution. He suggested that students studying for an English degree at Winchester could be provided with the opportunity to take a specialist teaching course at Beppu. This would be a course in the teaching of English as a foreign language or TEFL. Students would come to Beppu for one semester in the third or fourth semester of their English degree. They would be awarded full credits so there would be no loss of time in their Winchester study programme. Prof Ueda's argument was that there is a huge demand for TEFL across the world and that it provides a perfect career opportunity for an English degree student. Of course, many of them do embark on a TEFL career now, but they have to do their TEFL training after graduation rather than before.

I visited University College Winchester with Professor Ueda in September 2004 and fortunately his idea of a TEFL course met with a warm reception. Planning has since been completed and the course will be advertised to Winchester students in January 2005 with a view to the first intake in September 2005. However, it should be stressed that starting the innovative idea of a TEFL course within an English degree would not have been possible without the vision and energy of Dr Mick Jardine, the Head of English at Winchester. He has worked tirelessly to turn Prof Ueda's idea into a reality.

The future now looks very bright for the development of international education links between Beppu and Winchester and I am very happy to play a small part in those developments. One reason I like working at

Beppu is that student welfare is very much at centre-stage in this university. Our priorities are teaching and international education. Research is important as in any university, but it should not be distorted so that it brings fame to the researcher at the expense of designing new courses, teaching well and looking after the pastoral and career needs of our students. Each university in the world has its strengths and the Harvards and Cambridges excel in research. However, Beppu is an example of a university that cares for its students and puts their development as human beings in modern global society above all else. I believe that Beppu University is a flagship for international education and I hope that the English Department will continue to be a creative place where innovative, but practical, ideas are spawned.

Conclusion

I have been deeply involved in international education for more than thirty years. I have been very fortunate to work with people such as Malcolm Caldwell, Kevin Fitzgerald, Mick Jardine and Kenji Ueda who are all creative, intelligent and inspiring individuals. I have also been lucky to gain experience in a number of different contexts – United World Colleges, NATFHE, University College Winchester, Beppu University and Oita University. But it is the effect that international education has on the students that participate that has made the greatest impact on me. All of them come away from the experience as changed individuals. They will never be the same again. They develop a knowledge of and empathy for other cultures. They mature as people. They become citizens of the world. They embody a spirit and understanding which is the opposite of the nationalistic stereotypes that allow wars between countries to happen.

I am writing this paper sixty years after the end of World War Two. I am a British person living happily in a peaceful, prosperous and civilized Japan. From this perspective I am more convinced than ever that one of

the best ways to prevent a recurrence of the terrible events of the last century is to actively promote and be involved in international education. The 'insularity' referred to by Professor Light must be broken down and should give way to a new era of student exchanges and cultural contacts which can help us to build a peaceful and stable world society.