

SUBSESSION 1

Chairman Mr. Masatoshi Nishimura, Mayor of Saga

My name is Mr. Nishimura, Mayor of Saga City. I will be acting as chairman of this session. To ensure smooth proceedings, I would like to ask for your kind cooperation. I hope this session will lead to continued prosperity of the cities in the Asia-Pacific region. First, I should like to ask each of the participants to introduce themselves.

INTRODUCTION OF PARTICIPANTS

PRESENTATIONS //

Chairman Mr. Masatoshi Nishimura, Mayor of Saga

Thank you very much. Now I will move to presentations. I would like to ask Saga City to give its presentation first.

[SAGA]

Mr. Osamu Chiba, Director of Saga City Public Library

Before talking about our efforts for human resources development toward a new era, let me give you a brief description about Saga City.

Saga City, with a population of 170,000 and an area of 103km², is located about 40km southwest in a straight line from Fukuoka. It takes around an hour by car or train from Fukuoka. Since its shape resembles "Godzilla", we are promoting a unique campaign called "Grow out of Godzilla". Every year from fall to winter, colorful hot air balloons dance in the sky over our city. Last year, the city hosted the second International Balloon Festa. 1,800 balloonists and officers from 38 countries participated in this championship. About 1.2 million spectators fully enjoyed the technique of world-class balloonists during the festival. However, the charm of this competition is not limited to its beautiful scenery or the excellent skills of the balloonists. Friendly exchanges between the participants and the local people can be seen anywhere in the city. A warm welcome and support from many citizens as well as those who live in the adjacent towns ensure the continuation of this championship as a world-class competition.

More than 100 years ago, during the latter half of the 18th century, many people from Saga City contributed to the modernization of Japan. Many names from Saga are found among the high-ranking government officials in the Meiji Era. Two such examples are Shigenobu Okuma, who served twice as Prime Minister and is the founder of Waseda University, and Tsunetami Sano, the father of the Japanese Red Cross Society. Saga City also played a remarkable role in the field of science and technology during this period. The skill of melting and casting iron using a reverberating furnace and the production of cannons named "kanon-hou" has had a significant influence on Japanese modernization ever since. An institute of physical and chemical research called "SEIREN-GATA (which means refinery)" started research on gunpowder and was referred to as the best research institute in Japan. Saga City achieved a leading status in modern Japanese history,

because a renowned school, *Kodokan*, had helped establish a system for human resources development.

As you see, our city has glorious history and traditions in the field of human resources development. It is here that the Saga City Public Library opened as a new center of nurturing people. Historically, Saga City has placed great emphasis on human resources development. The city has given priority also to forming systems for information and life long education. Specifically, the city was the first in Japan to introduce computers to all elementary and junior high schools to promote education. Now we are expanding application of computer use to include networking, utilizing its communication function as well as database, and access to the Internet. Life long education is no less important. Each elementary school district has 19 community centers, supporting education close to the community as a nucleus. We are opening branches of the city library in these centers one by one. The city library plays the central role in enhancing life long education. The City Public Library opened in central Saga about 1km from JR Saga Station on August 8, 1996. 2,000-3,000 users visit our library each day, with between 4,000 and 5,000 visiting on Saturdays and Sundays, thus making the library one of the places that attracts the most people. Many library resources are lent out. Last year, around 2,000,000 materials were borrowed. Thus, in terms of borrowed items per person, our library ranks as one of the most well-utilized municipal libraries in Japan. We have striven to make the library a facility for life long education open equally to all citizens. We pay special attention to create a comfortable atmosphere for everyone, including parents with their little children, to feel free to enter and spend the whole day. Moreover, we continuously plan events and activities so that citizens will find our library to be a fun and enjoyable place to go. We offer lectures by first-class authors, painters and cartoonists, full-scale film showings, discussion meetings supported by volunteers, exhibitions of paintings and ceramics as well as seasonal displays during Christmas and the *Tanabata* (Star) festival. In this way, the library serves as an integrated information center. New media is another feature. Thanks to high-definition television, we have an "aquarium without fish" and a "zoo without animals" on the second floor. The aquarium is presented in three-dimensional imaging. It is so realistic that you can observe a variety of fish as if you were in the sea surrounded by them. The zoo presentation was created by using animals from the Fukuoka City Zoo. While children enjoy observing animals on the three-dimensional screen, they play a quiz game. In the past year our high-definition television theaters attracted more than 70,000 visitors respectively. Both of the theaters are full on Saturdays and Sundays. Children who had challenged the quiz many times began to name elephants and hippopotamuses on the screen. This indicates their affection for these animals, which is an unexpected development. Our high-definition television theaters feature custom-made videos as well. Using its static image, we produce graduation video albums for 30 elementary and junior high schools every year. This is one of our efforts based on the idea that the library is not only a place to collect information, but also to create it. There are also corners that enable users to experience Internet and CD-ROM. Videos, CDs, and pictures are also lent out. These services are part of our effort to suit the individual needs of each of our users as fully as possible. With the latest equipment, our library offers services abundantly incorporating new media.

However, offering these services does not necessarily mean successful management per se. What are essential is the relation between users and the library staff. All staff members wear blue aprons. This uniform is to

make users feel free to ask for help whenever they want. Also, we make sure that visitors can explore our library freely, and pay attention so that they are well received at the counters and their privacy is protected. To our great delight, we frequently receive praise from our users, and we are deeply proud of it.

Here, I would like to introduce a letter from one of our visitors:

“To everyone at the Saga City Public Library,

Thank you very much for always looking after my daughter. She is mentally challenged and it is extremely difficult for her to express herself with words. But since the library opened, she made her own library card and looks forward to visiting the library and borrowing CDs. No matter what happens-even in pouring rain-she heads out to the library. There is surely no substitute for the joy one feels when experiencing a place like the library, where one can experience the world for oneself, making one's own choices. She does not have the words to express herself and I'm sure she has made life a bit difficult for you, but I want to thank you for taking care of her until now and into the future.”

It is often said, “City creation begins with human resources development”. The Saga City Public Library started as a center to nurture people. However, the crucial element is not the library itself or latest systems, but people themselves. This is what I feel here again. It is indispensable to create the environment in which people read storybooks and talk to children, including babies; encounter books; and conduct various researches to satisfy their intellectual curiosity from childhood on. Saga City's general project aims at creating a city for people. And we are proud of our people. Please come to Saga City, a city for people and the Saga City Public Library.

Chairman Mr. Masatoshi Nishimura, Mayor of Saga

Thank you. Next I would like to ask Ms. Nathanon Thavisin, to speak.

[BANGKOK]

Ms. Nathanon Thavisin, Director General of Policy and Planning Department

Your Excellency the Mayor, distinguished guests, ladies and gentlemen. I'm Ms. Nathanon Thavisin, Director of Policy and Planning of BMA (Bangkok Metropolitan Administration). I would like to present the future direction of education for the next generation in Bangkok. Before I start to speak, I would like to say many thanks to the organizers on behalf of our governor for your warm welcome and the hospitality that was afforded our delegation from Bangkok. We appreciate the effort that has been rendered to us in making our stay most enjoyable since our arrival in Fukuoka. We saw the pictures in the magazine, Asia Week featuring Fukuoka as Asia's best city. We can see you have a very beautiful city here in Fukuoka. In Bangkok's case, it is divided into 50 districts. To compare the two cities, Bangkok's area is 1,568.7km² with a population of almost ten million now. However, Fukuoka City has an area of 337.59km² with a population of 1.3 million. As you can see in the BMA organization chart on the screen, we have a governor on the top and departments and sections. 27 sections of the Department of Education execute educational duties. You can see the last slide talking about compulsory education. In addition, sports promotion and our vocational training school/center are also concerned with education. Bangkok has a 5-year development plan starting in 1997 through 2001. Six operations are included in the 5th BMA plan to have a plan for human resources and

social development; we are especially concerned with education. According to the future direction of education in Bangkok for the next generation, you can see that we have put the following items on the agenda: The first one is the changing roles of education. The second one is a Thai educational strategy. The third one is implementation. The final one is the conclusion. I will start with the reason why education is necessary.

In a civil society that is modern, developed, educated and mindful of the environment, changes in roles of education are being brought about by the information age. The impact is technically changing all aspects of our lives. Adapting control to cope with the change is no longer an option. The ability to change will bring opportunities for competitive advantage. Change makes the untenable possible. The information age characteristics show that knowledge is capital in an open, global economy. Abundant amassing or qualification of knowledge is required for change. Change needs to manage and capitalize on knowledge. Changes also demand various skills on the managing side. Further globalization will lead to boundaries between people and countries becoming less defined. Language is no longer a barrier, like we are here with different languages. No country can drive by itself; open economies, cooperation and competition require more cooperation. In global organizations, global economies call for further globalization. Global organizations require a new breed of knowledge worker and knowledge managers. With a globally oriented local workforce, we have the knowledge to be productive and be successful in a new global economy. The basis that I have been taught is always education and the importance of education; like my beloved King Rhammat 9th, our present king says, "Development begins with education. Education today, success for tomorrow."

We have been talking about the importance of education. Education is essential for developing everything. The educational system's contents and solutions are to be based on the new trend of the convergence of contents; computers-communications in education. The Bangkok Learning City's Strategy is to have a contents/people infrastructure working together at an integrated approach. Content strategy is based upon standards of global technology meeting the diverse and complex requirements of the Thai people: appropriate, available, affordable, accessible contents are in demand. As for the contents of the projects, I'll describe only 4 projects. The first one is the Curriculum Improvement Project. This project will not only concentrate on improving the quality of compulsory education, but also on social, environmental, and disciplinary aspects of our learning individuals. The next one is the Student Performance Improvement Projects. This project provides opportunities for all students to learn foreign languages. The students will study three languages such as Japanese, English and Chinese. Music, art and culture are to be added to current trends of technology. Another project is the Three Purposes School Projects. This project will transform one third of the schools to extend their role from just being places for teaching and learning to centers of recreation and professional learning under the management of BMA. The last one is the Information System Development Project. The Academic Center Project will be established to serve among others as a data bank for education to improve the quality of teaching ability of school personnel and to utilize resources related to education. For an infrastructure strategy, there is the educational information superhighway. As facilities to elaborate on information and knowledge, the strategy includes community knowledge centers as a nucleus of a learning

city. There are so many infrastructure projects that you have seen on the screen. The first one is the Educational Opportunity Expansion Project. This project will start with at least one junior school in every district. The Vocational Education Expansion Project. This project provides at least 2 more vocational schools in every community. In the future it shall be extended to include community colleges. The number of recreational and professional courses that will be taught in those schools will be increased as well. The Mobile Library Project. The project shall provide a mobile library that will go around on a community basis for all communities in Bangkok. Learning Place and Development Projects. This project concentrates on improvements in the quality and quantity of educational implementation in schools, including the buildings, the school premises and the environment. People strategy. The strategy includes important access to have proper attitudes and beliefs as Thai people and self-development towards fullest potential. People make a vision into reality. There are also many people-projects, which I would like to describe. The first one is the Pre-Primary School Education Project. This project prepares all children of Bangkok, with an emphasis on those in lower income groups, for the needs and requirements of the primary school. Every disabled child in Bangkok shall be provided with the opportunity of at least 12 years of primary education. We do support students with various physical, mental and medical disabilities attending class. The Lifetime Education Project. This project provides life-long learning for our people regardless of age. Educational Staff Performance Projects. Management and administration systems shall be installed in schools to manage, monitor and improve educational staff performance. Educational Administration Participation Projects. The BMA and community participate in activities of all projects, and examine capacity in the areas of management and evaluation for the planning. The last one is the peoples' participation. You see in the picture on the screen a linear flower; we can say a blooming fresh flower representing Bangkok. You can see in the blooming flower each petal representing various sectors such as NGOs and mass media working together with a synthesis in mind and actions. People, working together on the same topics for a healthy community in a healthy city, bring a healthy country. When the city becomes healthy, it means that every one needs to come and see it, like we have done here in Fukuoka. Fukuoka is very beautiful and we are happy to have the opportunity to visit. Bangkok will become a healthy city pretty soon, as a civil society, working together with all sectors. In summary, development begins with education. We identify strategies and put projects in place. Setting goals, the local work force is working for economic recovery.

In conclusion, on behalf of Dr. Bhichit Rattakul, Governor of BMA, I believe there is nothing beyond the grasp of our people through their relentless and consistent efforts. Bangkok, a learning city of ten million people, is a force to be reckoned with. We are ready to lead Thailand into the new millennium and integrate the country with the world. I hope that this summit will re-energize as well as revitalize us to make strides for our students to be a generation with knowledge and productive skills. To be sure, we can meet the challenge of the new millennium. I would like to say, Bangkok needs more cooperation with other Asian-Pacific cities for our next generation in order to create education for all students towards the new millennium. You can see in this picture, the candle is brightly burning. As it does, our life is passing away, the time goes by without compensation and children are born. We are thinking of the next generation. Today, babies are facing physical, environmental, economic and social problems, as well as health problems. What

kind of baby do you want? Please look at this; do you want to have this kind of baby? Do you need this kind of baby? This is a healthy baby-physically healthy. And the next one-do you want this baby to grow up in this way, getting drunk and smoking? Would you like to have the first baby, with a happy smile and being healthy? On behalf of our students and the governor, I myself, with all my staff here, would like to thank Fukuoka City again, and especially to our sponsor from the Asian-Pacific community. I believe that there is nothing more important than our effort for our students. While Bangkok is now in an economic crisis, we Asian countries are facing economic problems as well. The problem of unemployment occurs. Without jobs, our people will die. So we have tried to make our best efforts in Thailand and Bangkok to solve the economic problems. I would like to send all of you here all of my love. And please, visit Thailand, you are welcome. Thank you for your attention.

Chairman Mr. Masatoshi Nishimura, Mayor of Saga

Thank you for your presentation, Ms. Nathanon Thavisin. Next I would like to ask Mr. Keiichi Kuwahara, to speak.

[FUKUOKA]

Mr. Keiichi Kuwahara, Mayor of Fukuoka

Because our future rests on the shoulders of our children, raising physically and mentally healthy children is of the utmost importance for the continuing prosperity of our city. For this reason, I think this Subsession is extremely meaningful in discussing education for our next generation.

In the Phase 7th Master Plan which was drawn up in 1996, the City of Fukuoka raises the point of "aiming towards a kind and autonomous city of the people". Within this concept, I would now like to speak on three issues concerning the education of children, these three being "the building an environment where children can grow up in good health", "the promotion of sports and recreation" and "the making of a society where one is respected as a human being".

In terms of "building an environment where children can grow up in health", we are involved in the following efforts: First, is the creation of a more comprehensive system which supports child upbringing. The fundamental ability to build desirable human relations is nurtured through the rapport between the child and the parent. Therefore, in addition to building more comprehensive health care and medical services for children, we are promoting such programs as the "model regional child upbringing project" where specialized staff stationed in each nursery school give advice and supervision dealing with anxieties stemming from child upbringing. The second effort in "building an environment where children can grow up in health" rests in more comprehensive school education. In Japan, children, whether healthy or physically handicapped, are required to attend elementary school, junior high school or schools for the handicapped from the age of 6 through 14. Being compulsory education, tuition is not levied and textbooks are distributed free of charge. Presently, there are 536 schools, including universities, within the City of Fukuoka which educate approximately 320,000 youths. Of these, there are 230 kindergarten, elementary, junior high and senior high schools, run by the City, which educate approximately 125,000 youths. Based on a course of study set by the central government, Fukuoka's schools administering compulsory education draw up distinct educational

plans which foster the ability and character to live life independently and without fear. Lately, each school is putting strength into the education of international understanding. Here, foreign languages are taught by assistant language teachers to enhance communication ability and to deepen an understanding of our culture, tradition and way of life as well as those of foreign countries. Taking advantage of the Universiade Games that were held in Fukuoka in 1995, international exchange has flourished at the citizen level to include exchanges between children, leading to many sister city agreements being established. These include pacts with Pusan in Korea and Ipoh in Malaysia. With the city of Guangzhou in the People's Republic of China, we are deepening exchange by alternately dispatching educators from one city to the other. Next, we are strongly focusing our efforts on education in the area of information technology. To deal with the advancing social trends in information, we are also pouring our strength into fostering the ability to independently choose and use information. We have equipped each school with 20 to 40 personal computers enabling children to use them during class. We are also introducing video conference systems for the purpose of promoting exchange in information between schools.

Additionally, we are arranging a systematic network which will connect all municipal schools by personal computer. The third effort behind "building an environment where children can grow up in health" is making a more comprehensive environment for youthful activity. In the center of this lies the building of a regional community where the family, with its power to educate its children, occupies a core position. To promote this, we have established 141 community centers within our elementary school districts. Here, to support families in their child raising efforts, we have established "Family Education" and "Youth" classes. We also support increased human relations, the driving force behind regional vitality, through such activities as outdoor camps and sports. We also provide support for such groups as the School District Youth Promotion Federation and the PTA, which promote healthy child upbringing and the prevention of juvenile delinquency. The PTA is a group formed by the parents and teachers of each school. The PTA aggressively works not only towards assisting school education and training, but also towards regional healthy child upbringing. Additionally, 1,800 district community welfare volunteers, child welfare volunteers and personnel work to make sure that appropriate child upbringing is administered by the family. Recently, we see an increase of students who refuse to come to class and children who suffer from bullying. Also, we are facing problems of school violence caused by a sector of junior high and senior high school students. To solve these problems, we are working towards enriching moral education at school, in addition to involving ourselves in promoting home discipline and child health promotion on a regional effort.

Next, "the promotion of sports and recreation" is also important to raising healthy children. In this spirit, the City of Fukuoka is involved in the creation of such facilities as the Aburayama Youth House, the Seburi Youth Nature House, the Imajuku Outdoor Activity Center and the Uminonakamichi Youth Sea House. These facilities serve the purpose of offering youths from the city, who do not often come in contact with nature, opportunities to experience outdoor life and intimacy with nature through group lodging activities. Throughout the year, many youths come to these facilities to spend time actively. In each of its 7 wards, the city maintains civic centers as community centers to promote education and culture. Here, a diversified range of cultural activities is promoted such as in theater, language training and reading. The civic gymnasium is a

facility equipped with a sports stadium where basketball, volleyball, badminton and other sports can be enjoyed. The site, used by many youths, holds sports rallies as well as various instructional classes in sports. The city has 7 civic pools throughout all of its wards including the Nishi Civic Pool which hosted the Pan Pacific Swimming Championships. Annually, 230,000 children enjoy these pools. With the International Swimming Championships scheduled in Fukuoka in the year 2001, an ever-increasing use of these facilities is expected. By providing such cultural and sports facilities, we hope that education and exchange between adults and children on a regional level can be administered in a natural fashion.

Also deemed important for the healthy upbringing of youths who will shoulder the responsibilities of our next generation is the "making of a society where one is respected as a human being". The Japanese constitution guarantees the principles of human universality of freedom and equality by respecting the fundamental rights of the individual. However even today, prejudice and discrimination in such areas as race, sex and birthplace have not been eliminated and remain in society as problems involving human rights. These problems are obstacles to building a mature civic society for our future, and therefore, must be eliminated. To accomplish this, the city of Fukuoka is attempting to position and improve its entire educational system, from school education to social education, to do away with prejudice and discrimination. Furthermore, in order to protect the rights of children, we are going ahead with action planning with regard to the "U.N. Ten Year Plan on the Education of Human Rights".

I have thus spoken on the education of children. The City of Fukuoka is trying to determine what it can do for the development of the whole of Asia. In our exchanges with nations and cities, we would like to continue to provide new information on the issue of education with regard to children who will carry the burdens of the next generation. Thank you very much.

Chairman Mr. Masatoshi Nishimura, Mayor of Saga

Thank you very much, Mr. Keiichi Kuwahara, Mayor of Fukuoka. Next I would like to ask Mr. Lin Shu-sen, Mayor of Guangzhou, to speak.

[GUANGZHOU]

Mr. Lin Shu-sen, Mayor of Guangzhou

Dear friends, ladies and gentlemen, with great pleasure, I avail myself of this opportunity, together with everybody here, to approach the subject of urban social and economic development in the Asian and Pacific region. Now, I would like to say something about a major issue in line with the theme defined by the conference-the drive for quality education. There are various definitions of quality education. In my opinion, this is a kind of education that should aim at improving the fundamental qualities of a nation. And elementary education is the principal stage to achieve this. Therefore, to carry out quality education during the stage of elementary education is a fundamental task. With the passing of time and the progress of society, it is becoming more and more obvious that enhancement of a nation's fundamental qualities is one of the focuses of social and economic development, as well as international competitiveness. "To educate the next generation well" has become an ardent expectation of all nations for their young generation. Similarly this has become one of the key development strategies that the cities in the Asian and Pacific region have

adopted to greet the challenges of the coming century.

Guangzhou is a well-known cultural city with a history of over 2000 years, and also the political, economic and cultural center of Guangdong Province in China. Since 1978, with the reform and opening to the outside world, the city has seen a rapid development of its national economy and now ranks 3rd in terms of overall economic strength among the 10 largest cities in China. Marching towards the 21st century, Guangzhou is unswervingly advancing to its goal of realizing modernization. To advance the city's quality education and to expedite its development reflect the demand of the times and society. "To learn how to acquire knowledge, to learn how to deal with matters, to learn how to get on with others and to learn how to develop potentiality" is the required quality for new people in the new century, put forward by the Education Commission of the 21st Century in its report submitted to the United Nations Educational, Scientific and Cultural Organization. These requirements coincide with those of our quality education during the stage of elementary education. To improve quality education is a profound revolution in the field of elementary education, resulting from the further development of China's educational reform. In retrospect, Guangzhou's elementary education system was once so embarrassed by the "education for the sake of examinations" and by lopsidedly pursuing a high entrance rate of students going on to the higher level schools. In various degrees, there did exist a tendency to take examinations as a means to adopt grades as the standard for selecting students. The negative effect of the "education for the sake of examinations" restrained the development of elementary education and also affected the all-round development of teen-age students.

Since 1987, Guangzhou has been conducting educational reform in primary and middle schools, focusing on quality education. This is an in-depth reform involving educational ideology, the system of running schools, the system of administration; and probing deeply into the field of teaching contents and methods. These reforms have achieved remarkable effects, and new progress has been made in the exploration of quality education's theory, practice, training goals, curricula, appraisals and so on. At present, 4 primary schools in the city have been listed as experimental bases for educational reform by the State, and 12 primary schools plus 25 middle schools have been appointed as experimental ones in the reform by the municipality. In order to accelerate quality education, a great number of experts, scholars and researchers of educational science are giving on-the-spot guidance to various schools. Besides sufficient classrooms, primary and middle schools in the city have also widely set up their labs, libraries, audio-video teaching rooms, and rooms for phonetics, computers, music, fine arts, sports equipment as well as their own sports fields. Furthermore, more than a few schools have opened up special teaching sites or rooms, such as parks for biology and geography, and rooms of history and geography. All the schools are extensively making use of computers to assist teaching and administration. Some of them have completed the network connection of computers in one room or within the school. Some have given high priority to building labor bases inside and outside the schools; those in the countryside have their small farms and those in urban areas have their small factories or workshops. The public has provided the pupils and students with numerous bases for their moral education, sci-tech pursuits, sports activities, military training, social practice, labor and artistic activities. Primary and middle schools have basically completed their campus greenification, beautification and environmental purification. All these have laid a solid foundation for further advancing quality education in the city. The historical

progress of the world's development has indicated that the quality of a person or a nation is highly influenced by their upbringing during the stage of elementary education, apart from other factors such as geographical environment, historic culture, traditional customs, genetic heredity and so on. Though the cities in the Asian and Pacific region are at different levels of social and economic development, they are striving greatly to intensify and enhance the qualities of their nation and keep up with the current trend of education reform in the world. It is the historic trend that the education of today will spell the economy of tomorrow and to this we are duty-bound. From now on, Guangzhou will continue to research into the subject of quality education with all its vigor.

First, the development strategy of quality education shall be worked out. Every school must be run well so as to let every pupil or student have a full and all-around development of his or her own potentiality and personality. The guiding thought of placing elementary education as the highest priority shall be fostered. Differences in elementary education between the key prestigious and ordinary (poorly performing) schools should be eliminated step by step, while the latter will be given more and more support in personnel, finance and materials. As regards investment in quality education, a mechanism of stimulation will be gradually established, stressing actual need for hardware and strict control over software so as to strengthen educational research, investigation and survey with more funds. As regards appraisals of education, the phenomena of "elitist education" wherein a few elite students are cherished at the expense of the majority of students should be overcome. In appraisal of schools, we will mainly focus on whether they are oriented to all aspects of all the students. Teachers are evaluated by seeing whether they can keep in sight the basics of elementary education and whether they are able to let the students master key points, comprehend generalities and understand more from one example. Pupils or students are evaluated by seeing whether they care for improving their own quality in the 8 aspects of health, mind, culture and science, thought and morals, aesthetics, social intercourse, labor, and safety. Stressing the betterment of partial quality should be refrained from. Emphasis should be laid on the unique value of elementary education so as to avoid making it merely an appendage for higher education.

Second, the school's function in bringing up people shall be optimized. Its function of selection should be gradually diluted, and the function of development should be emphasized. "To learn how to study, to learn how to live, to learn how to behave and to learn how to develop potentiality" is the guiding requirement of schools for their pupils and students. Education should care for the fullest development of all children and youngsters. A school's responsibility is to seek for a learning environment that might help every pupil or student reach his or her highest possible learning level, and a teacher's duty is to create an actual learning mechanism, suitable to every pupil or student. Emphasis must be especially laid on the concept of taking pupils or students as the main subject of attention. From the angle of curriculum design, the shift from the guidance of "centering upon knowledge" to that of "centering upon methods, motives, activities and experience" should be emphasized. From the angle of the teaching approach, the shift from the pattern of "dependence on teachers" to that of "self-education and learning how to study" should be emphasized. For moral education, the shift from instillation of moral norm to internalization of the moral norm should be emphasized.

Third, necessary conditions of guarantee shall be established. Pushing quality education is a fundamental function of a government and its important task as well. However, the realization and completion of this government function does not imply direct running of education but rather rely on its administration and control over education. The most critical of all for advancing and implementing quality education is to set up and perfect policies, regulations and administrative mechanism so as to create necessary external environment. Consequently, Guangzhou will further quicken its steps in reform of administrative system, adopt a series of actually effective measures to constantly improve the quality of the educational work force, organize people to put theory into practice, and conduct in-depth studies and explorations on quality education so as to raise quality education up to a higher level.

"It takes ten years to grow trees, but a hundred years to rear people." It is a long way to go with the heavy task to push forward quality education and to educate the next generation well. Yet, we are convinced that with unremitting efforts constantly made by the cities throughout the Asian and Pacific region, the young generation in these cities will surely be able to meet challenges with their fine quality and create achievements more brilliant than ever in the 21st century.

Thank you.

Chairman Mr. Masatoshi Nishimura, Mayor of Saga

Thank you very much, Mr. Lin Shu-sen, Mayor of Guangzhou. Next I would like to ask Mr. Goto, Superintendent of Kumamoto City Board of Education, to speak.

[KUMAMOTO]

Mr. Katsusuke Goto, Superintendent, Kumamoto City Board of Education

First, allow me to briefly introduce you to the educational history of Kumamoto City. Kumamoto City, located in the central part of Kyushu, is blessed with beautiful nature with the grandeur of Mt. Aso in the east and the Amakusa Islands consisting of numerous islands and islets in the west. This nature and stable life resulting from it have fostered the formation of diverse and rich culture. Traditionally we place special emphasis on educating children. During the Edo Period, Jishukan, the clan school of Kumamoto, as well as a number of temple schools (private elementary schools) were set up, thus widely providing education not only to children of Samurai warriors but also to those of ordinary people. Around the *Meiji* Restoration (1967), when Japan experienced a drastic change, unprecedented number of private and public schools were established. These schools, deeply rooted in public education, turned Kumamoto into an education city. After World War II, Japan adopted peace education as a key policy under its new school system. In Kumamoto City, like other cities, the enormous effort of citizens for rebuilding post-war education has brought more and better educational facilities as well as economic recovery and growth. Now the city is addressing to improve the school environment that gives both schools and children more leeway. We are striving to enhance teaching contents as well.

Now Kumamoto City is promoting four main policies to achieve its goal of "creating a city where happiness is realized": first, "promoting a safe and healthy city" in order to raise health consciousness; second, "promoting friendship by a city" that maintains rich human relationships; third, "promoting a city where

citizens can feel useful lives" through work and activities; and fourth, "promoting a city which fosters sensitivity", so that we can appreciate beauty. Among these four policies, "promoting friendship by a city" is our main point of education. We aim to nurture people of personality, while giving every support to foster families and the community that are happy and considerate to others.

Now I would like to explain some of our views on the theme of this subsession; education for the next generation. First is education that respects the environment. Rapid social change is exerting profound influence on education. Especially, global issues such as environmental destruction and energy problems should be taught thoroughly at schools. Kumamoto City is rich in water resources. We have abundant groundwater to meet our entire everyday demand. However, there are now concerns about pollution or depletion of this precious water resource. These concerns prompted us to educate children in the importance of water as well as the recharging and retention of groundwater. As a result, environmental education has developed into various practical activities. Some schools, together with the people in the community, are promoting activities to recycle resources such as cans and bottles. Through these activities, the city intends to encourage education to learn that our life is supported by nature.

Second is the education for youth living in an international community. To deal with ongoing internationalization, we consider that children should have an appropriate understanding of foreign cultures and be considerate toward people from other countries. Kumamoto City has affiliated Sister City or Friendship City relation with Guilin in China, San Antonio in the United States and Heidelberg in Germany. We have a variety of programs such as sports and cultural exchange with the youth of these sister cities. We expect that these programs will provide exchange opportunities to children and help them communicate with one another open-mindedly, build friendship and expand it further.

Third is the aging of society and dwindling number of children. It is predicted that, in the near future, Japan will become a society with fewer children and more older people than any other country. In order to be strong enough to go through the age of difficulties, children must be well educated. An aging society means a high welfare society at the same time. Therefore, it is essential to develop an environment where senior citizens can live a meaningful life. This requires various services and activities including education and sports for the elderly. We highly value welfare education so that, through volunteer and other activities on an everyday basis, children can learn to live with and be kind to the old. Activities vary from school to school. Children of some schools visit nursing homes or facilities for the handicapped. Children of others present flowers grown by them. Through these activities, Kumamoto City is encouraging "education of the heart".

Now, I would like to raise some points that are required in educating the next generation. The first thing we should do is to review adult society. It is not too much to say that the lower morals of adults are affecting children. Approximately 100 years ago, Lafcadio Hearn came to Kumamoto as a teacher of the Fifth Advanced Middle School. He said in his paper "Future of the Far East" that there existed spirit and customs that respect "simplicity, goodness and plainness" in Kumamoto during the Meiji Era. I feel that considering this spirit and custom will give us some hint of the education for the next generation. Next, education is not only a duty of school but also the greatest right rendered to parents. I want parents to think in this way. If they find child rearing a pleasure, their affection naturally touches their children. I think this is what is

lacking at home now. In the same way, I want educators to derive pleasure from teaching and to be able to talk about future dreams with their pupils and students.

Education for the next generation is a challenge and at the same time a responsibility shared by everybody in the community. In order to face this challenge and assume responsibility, schools, families and the community should be united and ask themselves what they can do in each of their places. Kumamoto City will make the utmost effort to inherit its rich historical/cultural heritage, add new values to it based on an international point of view as a member of the Asian-Pacific region, and hand it down to the coming generation. Thank you.

Chairman Mr. Masatoshi Nishimura, Mayor of Saga

Thank you, Mr. Goto, Superintendent of Kumamoto City Board of Education. Next I would like to ask Mr. Toshio Maruyama, Deputy Mayor of Miyazaki, to speak.

[MIYAZAKI]

Mr. Toshio Maruyama, Deputy Mayor of Miyazaki

I would like to start my speech on our efforts toward education for the next generation. I have prepared a video to introduce Miyazaki City to you. Some parts of it do not directly relate to education. However, I hope you will enjoy it along with my speech.

This January, Miyazaki made a brand new step as a core city. Now the city has administrative authority equivalent to that of Miyazaki Prefecture. At the same time, under the motto "Vibrant, Sunny Miyazaki", it started its 3rd Comprehensive Plan which will bring us to the 21st century. Especially in the fields of education and culture, with "City of Culture and Education Raising Rich Hearts and Creativity" as a goal, we intend to create a city of passion, originality and a strong cultural flavor. In the last moment of the 20th Century, the development of urbanization and changes in lifestyle cause the dilution of public spirit and sense of solidarity, along with the decline of familial and social educational efficacy. We think that creating a new community and familial environment is an important issue. Here I would like to describe our efforts in three fields.

Let me first talk about what we intend to do in the school education field. In our city, in order to face the increasing internationalization of society, we designated some schools as international understanding study schools. Thus we are promoting deeper understanding of foreign culture by students, and diffusing the results of the study. Additionally, we have organized in every elementary school in Miyazaki, educational activities in which children are familiarized with foreign cultures and basic English, with the assistance of a foreign English teacher. Considering that knowing the history, the natural environment and formation of our own hometown is necessary to a real international and intercultural comprehension, we set up, together with families, schools and the community, courses about our city and its environment. For instance, children observe freshwater life in the Oyodo River, which runs through the center of the city, and clean public places by collecting refuse. In the same way, it is also a great challenge to prepare our children for the increasing importance of information media in society. We equipped 53 elementary and junior high schools of the city

with computer rooms by the year 1997. We have also introduced the Internet in 5 elementary schools and 3 junior high schools. We are now working on extending it to every school. But of course, the basis of education is still character-building. In Japan, with fewer children and a rapidly aging population, it is fundamental to raise our children from the earliest step of school education so they have a "volunteer" spirit willing to aid the society's welfare needs. In that perspective, Miyazaki is actively promoting educational activities such as the "one school, one good deed" campaign, and exchange meetings with disabled children's schools and with older people.

Let me now explain our sports policy. So that our children can enjoy the 21st century with abundant creativity, we mustn't forget to build healthy bodies. We aim at making our city, blessed with nature, an "International Resort City", as well as making "Sports Land Miyazaki" a reality, so that people can enjoy a large variety of sports throughout the year. With big events such as the "Dunlop Phoenix Golf Tournament", or spring camps of Tokyo Yomiuri Giants, a professional baseball team, and J-League's Verdi Kawasaki, there are many opportunities to see the play of famous national or foreign sports people. As for facilities, we are improving the Municipal Comprehensive Sports Park. In abundant natural surroundings, holding many different sports events and always improving sports facilities, we are trying to make a "21st Century Sports Land Miyazaki" in which all our citizens, children and older people can maintain their health and enjoy sports.

Finally, I will talk about Arts and Culture. Miyazaki has a face as "Japan's birthplace" and its Hyuga Myths took place in Aoshima, in the south of the city. The city is dotted with groups of tumuli that make us feel the breath of the life of ancient people. We opened the History Cultural Center. In addition, a museum utilizing the tumuli is under construction so that these important historic heritages will become familiar to people both inside and outside of Miyazaki. To support the artistic and cultural activities of our citizens as well as of our children and our young people, we created the Miyazaki Cultural Fund. With the help of this Fund, the Miyazaki City Philharmonic Orchestra was born. Also a new opera in Japanese portraying the Hyuga Myth "Umi Sachi Yama Sachi" is on stage. Miyazaki provides many cultural facilities such as the Municipal Cultural Center, the Prefectural Arts Center and the Art Museum. Opportunities for the citizens to attend famous national and foreign celebrities' performances have also increased. Making good use of those facilities, opera, ballet and "Noh" companies, both in Japan and abroad, are invited with the financial support from the city. Thus the city provides citizens with opportunities to enjoy arts and culture at a reasonable price. We also have a concert delivery service for elementary and junior high schools.

It is important to improve the environment where children and young people can be really involved in these three fields: education, sports, and culture; as well as actively participate in as many events as possible. As to our commitments, we want to develop solidarity between our citizens, and increase our educational role so that we raise healthy and passionate children. With citizens and the administration working together to solve challenges arising from activities in each field, we will try to connect our two slogans "City of Culture and Education Raising Rich Hearts and Creativity" and "Vibrant, Sunny Miyazaki" and make them a reality. Thank you for your attention.