

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much, Mr. Toshio Maruyama, Deputy Mayor of Miyazaki. Next I would like to ask Mr. Nobuhiro Uchida, Deputy Mayor of Nagasaki, to speak.

**[NAGASAKI]**

**Mr. Nobuhiro Uchida, Deputy Mayor of Nagasaki**

At the end of this century, it is of great significance that this summit is being held to build a linkage and network among the cities in the Asia-Pacific region for their continued prosperity. It is my great pleasure to have this opportunity to give you a speech focused on education in Nagasaki.

Japan's recent advances in the fields of information and scientific technology as well as rapid internationalization have changed society and living environment drastically. Children raised in such circumstances acquire knowledge through contact with a variety of information. They obtain positiveness and excellent abilities to respond swiftly to new trends in the world. On the other hand, however, there are serious concerns for the future such as lifestyle with little free time, lack of sociability and ethics along with a weak spirit of independence. The Japan Central Education Council, which discusses Japan's educational policies, has reviewed and analyzed, from a broader viewpoint, conventional education which is a factor directly or indirectly resulting in these problems. The council recently issued a document entitled "Policy Concerning Trends in Education", calling for a shift from the former style of education, which tended to emphasize the unilateral infusion of knowledge, to a style of education in which children show self-determination in learning and thinking. In other words, the recommendations stress that more emphasis should be placed on the cultivation of life abilities. The recommendations also illustrate how children should be educated not only at their home and school but also in the community.

We consider that education is the foundation to foster healthy and intellectual citizens who will shoulder the future of our city. Therefore in the theme of this subsession "Future Direction of Education for the Next Generation", with due regard to the recommendations of the Japan Central Education Council I mentioned, I would like to introduce Nagasaki's "Endeavors for Education of the Next Generation" on two specific points: The first is the importance of striving to educate young people capable of functioning in the international community. From the 17th to the 19th centuries, when Japan adopted a policy of national isolation, Nagasaki was the only port in the country open to the world and thus developed a unique eclectic culture. The city's proximity to the Asian continent has resulted in particularly deep ties with China. With regard to education, I consider it my mission to cultivate children with a rich international awareness on the basis of Nagasaki's unique history and geographical location. To that end, I intend to implement the following education endeavors. The first is "the promotion of internationally oriented education". Although the situation differs at each school, various activities are being conducted with the participation of foreign language assistants and other local foreign residents. These activities are significant because they provide children with direct international contact. We have such events as exchanges between foreigners and local people at community centers, and rice-cake making by foreigners. Besides, a Western-style house is open to the public with a facility called "Chikyu-kan" where foreigners offer various dishes of their countries. I am hoping in the future to join with local universities and other organizations in promoting exchange between school

children and Asian students and other foreign residents on an all-city level. I also consider it necessary to promote research and development of teaching materials related to international understanding, to design classes on school subjects and ethics from the viewpoint of international understanding, and to promote experiential, awareness-elevating learning activities using information from diverse sources such as community organizations and the Internet. I hope to lay the groundwork for these activities. Another important question is how to ensure an integrated learning system that takes into account Japan's relationship with other Asian countries. In this regard, I am encouraging the creation and development of educational activities that take advantage of Nagasaki's unique historical and geographic features. The second is "the cultivation of an internationally oriented attitude toward the issue of human rights". The spirit of international understanding and cooperation is based upon a rich sense of human rights such as the acknowledgement and acceptance of differences as well as relative perspective or way of thinking. In our efforts to promote awareness about human rights including domestic ones, I think it is important to raise awareness about human rights on a global level using various international issues and the situation in other Asian countries as points of reference. In order to promote these learning activities, efforts to enhance the spirit of international understanding among teachers is essential. For two years, we have requested people with international experiences to give speeches or lectures. We are now considering ways to depart from the usual lecture-based teacher-training programs and to provide innovative study opportunities employing a wide range of human resources.

The second educational endeavor I want to mention is "the cultivation of distinguished Nagasaki citizens who can contribute to the international peace". Based on the concept "Creation of New Nagasaki of Value--toward the 21st century--", Nagasaki City drew up its basic policies consisting of four pillars and is striving for their realization. As you know, the explosion of a single atomic bomb on August 9, 1945 reduced Nagasaki to rubble and killed more than 70,000 people. Even now, many atomic bomb survivors suffer from the late effects of exposure to the bombing. Nagasaki City recognizes letting the world know the consequences of nuclear bombing as the duty of an A-bombed city, and therefore has been committed to continuing efforts for the abolition of nuclear weapons and the realization of lasting world peace for 52 years ever since the bombing. We uphold a goal of "Creation of a city that can contribute to world peace" as one of our basic policies. Since the promotion of contributions to world peace through international exchange is an important duty of the citizens of Nagasaki, we are planning the following endeavors:

The first is the promotion of activities to cultivate citizens who share the aspiration for world peace. Education at the level of both schools and society is of course vital to this endeavor. We have made special efforts to inform younger generations about the horror of the atomic bombings, the threat of nuclear weapons and the misery of war, as well as to provide opportunities for young people to appreciate the importance of peace and the value of life. At the same time, we have taken every opportunity to look at Japan's history of aggression in the Asia-Pacific region and to stress the need for self-examination. It is my intention to continue all these efforts in the future.

The second endeavor is the improvement of activities to cultivate a peace-loving attitude. Nagasaki City has designated August 9 as a special school day on which elementary school and junior high school students

engage in "peace studies". On this day, atomic bomb survivors visit schools and speak directly to students about their experiences. In this way, Nagasaki City provides assistance in the effort to ensure that the memories of the survivors are not forgotten. In addition, as part of exchange and educational activities with neighboring countries, Nagasaki City sent junior high school students to Korea two years ago, to China last year and plan to send them to Singapore and Malaysia this year to participate in activities that strengthen bonds of international friendship.

I intend to make continued efforts for the development of educational policy to cultivate young human resources capable of contributing to the construction of Nagasaki as an international peace center. Thank you for your kind attention.

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much, Mr. Nobuhiro Uchida, Deputy Mayor of Nagasaki. Next I would like to ask Mr. Koo Tsai Kee, Parliamentary Secretary, Ministry of National Development, Singapore, to speak.

**[SINGAPORE] Mr. Koo Tsai Kee, Parliamentary Secretary, Ministry of National Development**

Mr. Chairman, ladies and gentlemen. Singapore is a very small country. We have about twice the size and land mass of the city of Fukuoka with a population of about three times. Therefore, in order to overcome this severe limitation of land and people, we have to nurture our people to their fullest potential. We have to be very careful in planning the use of schools. This morning, I would like to invite Mr. Wong Hooe Wai, who is the Assistant Chief Architect in the Public Works Department, to give you a brief explanation on how we plan these schools in the context of city planning, thank you.

**(Mr. Wong Hooe Wai, Assistant Chief, Architect of Development & Management Service Division)**

Ladies and gentlemen, I'm very pleased to be here this morning sharing with you our vision of Singapore in the 21st century. Singapore is a small island state of 646 sq. kilometers. Our most important resource is the people and ever since our independence in 1965, education has been the first priority in our strategy for economic growth and many education facilities have been built. The government takes the lead in building schools for the nation. In the early days of independence, the main concern was to build schools fast and cheaply. Schools based on the standard were designed, and the same models were repeatedly used in many locations. In 1973, the Ministry of Education (MOE) launched the First School Building Programme to construct schools for the new towns. The aim was to locate schools within walking distance in our new housing estates. Since then, several other school-building programmes were completed and over 270 government schools were built. In the present financial year, the budget allocated for education amounts to 3.5 billion U.S. dollars, which accounts for 3.6% of our GDP, with primary and secondary schools, and junior colleges accounting for about 54.5 %of the total education expenditure. Despite the present economic slowdown making budgets for most of the other ministries cut, the budget for education was maintained. The result of the Singapore government's great emphasis on education can be seen in the rapid increase in literacy rate from 72.2% in 1970 to 92.2% in 1996. The facilities of schools built in the early days were rather simple and basic, but they were gradually being expanded. You can see, from this chart, that the net

flow rate for students in both primary and secondary schools has increased drastically. Compared to the schools of the past, the present schools are bigger, have better standards of furniture, have more facilities and have their own identity for each school. The current schools have come a long way from where they started and have worked well so far. But “even when things are going well, we should re-visit fundamentals and ask ourselves tough questions about the education system we want for the future”, said Prime Minister Goh Chok Tong.

So as school designers, we also need to re-examine the fundamentals of school design to meet future education goals, and the long-term development goals of Singapore. There are several considerations:

First, we consider the rapid development of information technology. In 1997, the MOE launched its IT (Information Technology) Master Plan for schools nation wide. One of the goals of the Master Plan is to enhance linkages between the schools and the world around them. By the year 2002, there will be a 2 : 1 pupil to computer ratio in schools with 30% IT based curriculum time. Pupils will have access to IT in all learning areas in school. The designer must respond to this by providing adequate IT infrastructure such as communication ports and power points. They must also provide space that will encourage creative and independent learning. Flexibility and variety are the key requirements. Here is an example of four classrooms placed around the courtyard. There is a foldable partition in-between each pair of classrooms for greater flexibility and for multiple usage of the rooms. There are alcoves for small group activities and small-scale conversation oriented space for spontaneous exchange of ideas.

Next, we consider the land issue. To meet the demand of the increasing population and also with the target for all schools to be single session, the number of schools to be constructed is increasing. This is putting great pressure on land scarce Singapore. Let's see what the current schools are like: A typical school has 4 stories maximum-the acceptable building height without the use of elevators. Most rooms are naturally ventilated which means that the building blocks need to be spaced apart. To address the land issue, several questions can be asked. Why can't the future schools be more than 4 stories? Why can't lifts be used? Why can't the rooms be air-conditioned? The school can certainly go higher and be served by lifts. There will be additional costs involved, but this is insignificant compared with land cost. Another concern is that valuable curriculum time will be lost if students need to cue up to take the lifts, but this problem can be overcome. Here is a future model of a 6-story primary school building with a space organized along the central circulation spine. What is special is that the common facilities such as dining hall and special teaching rooms are placed on the mid-level, so that the student need only walk up or down 3 stories to get to these facilities. Effectively, the school functions like a 4-story building. The method of cross ventilation can also be adopted. The school can be fully air conditioned and made very compact. However, this not only has cost implications, also raises environmental issues. The future schools must address current and future environmental concerns. Some of things we can do include maximizing the use of natural light and energy and collecting rainwater for utility purposes such as flushing of the bathroom. We should also make the building a living textbook in educating the young to be environmentally friendly. Here is an example of a future school which features a butterfly-like roof and this oversized rainwater drainpipe for collection of rainwater. Another fundamental to be reviewed concerns optimizing facility usage. We can locate schools together for effective sharing of

facilities. We can also allow the neighboring community to share the schools facilities. Among the facilities to be shared, is the school field. Already some schools are designed in such a way, so that their fields are segregated by a fence from the school proper. The public can therefore use the fields after school hours without injuring the school buildings. Facilities such as the sports courts, school hall, library and music rooms can also be shared with the public. If we compare the facilities provided by a community club and those provided by a school, there's a lot of similarity. By carefully zoning the school, designating areas that need to be secure for the schools and those that can be opened up, we can make a workable model for sharing. In this way, the school truly becomes a community building. It is not just a creative learning space for the young but also a communal learning space for all ages, helping to realize the vision of "thinking school, learning nation" for Singapore. Thank you very much.

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much. Next I would like to ask Mr. Nur Bakry, Mayor of Urumqi, to speak. He is the last speaker of this session.

**[URUMQI]**

**Mr. Nur Bakry, Mayor of Urumqi**

Ladies and Gentlemen, I'm very grateful to you for providing us with such a great opportunity to promote mutual communication, cooperation and development. Urumqi is a very beautiful and historic city. It is the capital city of Xinjiang Uygur Autonomous Region in China. Lying in the middle of the foothills of the Tian Shan Mountains and on the southern fringe of the Junngar Basin, it covers an area of 12,000km<sup>2</sup>. Rich in mineral resources and natural beauty, its cultural beauty is found in its many ethnic minorities. Urumqi is not only an important "window" opening to the outside, but also a modern city along the ancient "Silk Road". In this richly endowed land, 43 different people groups, such as the Uygur people, the Han people, the Kazak people, the Mongolian people etc., live a happy and peaceful life. Urumqi has a population of 1.48 million. Its people are acclaimed for their hard work and their brave, warmhearted, forthright, uninhibited nature.

Also, they are well known for their hospitality as well as their singing and dancing talent. Today, they are building this beautiful city with their intelligent and creative work.

The development of society and civilization depends on improving the quality of each individual person. Therefore, facilitating the education of our youth as well as training and producing millions or tens of millions of qualified people who can undertake the heavy responsibilities of the 21st century are the foundation pillars of our overall social development and progress. For this reason, for more than 20 years, since the implementation of the policy of opening up and comprehensive modern construction, all the previous municipal governments have put education as a priority and have carried out the strategy of "causing the city to flourish through science and education" in order to stimulate the development of education. As a result, an educational system that meets the basic demands of social and economic development has been established. It is made up of preschool education, rudimental education, vocational education, adult education, ordinary higher education, and so on. This educational system lays a solid foundation for the healthy growth and comprehensive development of young people.

The younger generation is the future of a country and a nation. They represent the world of tomorrow. Paying attention to and educating young people in order to help them develop in all aspects is both a creative challenge and a strategic goal worldwide. In the process of helping young people to grow up healthily and in a comprehensive way, we observe the following principles.

First: The Principle of Developing the Total Person. Social development and progress of mankind require well-educated members of society who should also have qualities such as vigorous health, good psychological health, good morals, devotion to the development of society and unswerving courage in the face of difficulties, hardships and frustrations. These are indispensable qualities that young people need to take on the heavy responsibilities of the next century. Only when a man has overall competence and can meet the requirements of social development such as academic ability, morals, and an enterprising, creative spirit, can he be a man of true social significance.

Second: The Principle of Being Geared to the Needs of All. In the process of caring for and educating young people, we should pay attention to the individual. That is, we should educate and deal with different young people in different ways and be concerned for the growth of them all. However, the more important thing is to be geared to the needs of the whole group and to train and produce a highly-qualified new generation. For example, we should look upon those individuals as a connected organic unit. And there should be no discrimination against anyone.

Third: The Principle of Emphasizing Development of Students' Abilities. The target of education is not merely limited to letting young people understand and take control of the known world. It is also to let young people discover the unknown mysteries of the world, create the future and obtain good study habits, creative ability and adaptability by means of learning and education. A nation without learning ability, creative ability and adaptability is a nation without hope and prospect. Thus, a nation's prosperity is directly related to the strengths and various abilities of its youth.

Fourth: The Principle of Teaching Social Responsibility. The process of education is the process of broadening each young person's knowledge and the process of enhancing their sense of social responsibility. A man without a sense of social responsibility can never make any contribution to society. Therefore, we should make young people understand their social responsibility and their mission by using a variety of effective approaches and teaching methods.

Fifth: The Principle of Consistency. The growth of young people requires education and input from schools as well as from their families and society. So we proposed the concept of macroscopic education: setting up parent education and social education committees, making the schools, the families, and society take their educational responsibility seriously, working together with one heart to create an excellent internal and external environment for the healthy growth of young people.

Sixth: The Principle of Multi-level Training. Social development requires scientific and technological experts, competent managers and a large number of skilled laborers. Education should satisfy this requirement of social development principally by training personnel with these many levels of expertise. Thus, our target in training the students is competence plus specialized knowledge. The task of the schools is to train people for these many levels of expertise.

On the basis of the above understandings, we devote ourselves to quality education and keep on being geared to all students. We try to help every student progress academically and psychologically in creativity and adaptability. We also try to help them develop in virtue, intelligence, athletics, the arts and physical labor so as to provide them with the needed talents for the construction of modernization. Caring for and educating young people is the common responsibility of all countries and nations in the world. We ought to be courageous and continue to strengthen our communication and cooperation as we actively investigate new ways to create a more suitable environment for the healthy growth of young people and thus make the world where we live together a more beautiful place. Thank you.

## DISCUSSION

### **Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much, Mr. Nur Bakry, Mayor of Urumqi. We have heard from 9 cities in the theme of Future Direction of Education for the Next Generation. I would now like to open the floor for discussion. Questions and other opinions are welcomed. Please express yourself freely. Mr. Kuwahara, Mayor of Fukuoka, please.

### **Mr. Keiichi Kuwahara, Mayor of Fukuoka**

I would like to thank all the delegates for their suggestive and significant presentations. Fukuoka City shares the same problems in promoting education at administrative level. Mr. Lin, Mayor of Guangzhou mentioned educational reform shifting from the "education for the sake of examinations" to quality education. This is a challenge that Japan also has to face.

Graduating from a good university, earning a high salary, and having a beautiful wife: this seems to be the general idea that nowadays young men have in their life. A couple does not have many children. There are only one or two children in a family, and they are schooled under the protection of their education-minded mother and father. This has resulted in a serious social problem: the decline in the number of children per couple. Having only one child has become a norm in Japan. Such children tend to behave like a King in the family and are given anything that they want. I think that discipline at home is the foundation of education for the next generation. Once something goes wrong in discipline at home, nothing can be done to get it straight at school. In this sense, this problem of the decreasing number of children is a national challenge to be solved. It was mentioned that education is meant to let children acquire life-skills. Material abundance should not be a goal of education. However, if parents consider material wealth as a goal, that inevitably affects their children. What discipline at home and the role of family should be is one of the issues. Once children have taken it for granted that they can have their own way, they may easily bully someone they do not like. This is a phenomenon seen in Japan and it is a grave problem to anyone involved in education. As Mr. Lin suggested, it is necessary for us to ask ourselves once again what education is. The Japanese government is implementing reforms including economic reform and administrative reform. I believe that most important of all is educational reform. As I said, with their goal of graduating from a good university, getting a job at a big company and earning a high salary, children want to enter a university by

any means. Before the war, probably no more than 10% of the population went on to college or university; now, the ratio is over 40%. However, this ratio is not the manifestation of quality education but evidence of an educational system that has a single rail on which every student heads for one destination to succeed. There should be a wide range of options so that students can choose their course according to their aptitude and abilities. The Japanese education system may offer little choice and forces children to run on a single rail from elementary school to university, through junior and senior high school. This is one of the challenges of educational reform. Recently, people began to pay attention to vocational schools again. This shows an interest in more options that allow student to make choices for education according to their aptitude and abilities. If any of the participating cities have a system that offers a lot of choice, would you tell me about it later. In Japan, there were different types of schools before the war. We had the Navy Academy as well as the Military Academy. Some students went on to Normal School to be a teacher, others went on to Art School because they loved fine arts. However, these days, every student goes on to a four-year college or university. There is not much option. I may exaggerate, but that is the way I feel.

In the past, those who wanted to become a teacher had to enter the Normal School or the High Normal School, while nowadays anyone who graduates with teaching qualifications can be a teacher even without sufficient training. Some become teachers even though they are not particularly interested in the job or just because they can not find any other job. Consequently, there are fewer and fewer teachers who have passion and enthusiasm about teaching. I would like to listen to your opinions on this point. Next, growing urbanization is weakening the bond within the community, which still exists in farming villages. The sense of living together in the community is being diluted. Before, there were men and women in the community who would scold mischievous children. Since community spirit is getting weaker, the situation has changed. Now if someone scolds others' children as a means of discipline, the children' parents are offended. When we were children, we were scolded by our teachers at school and scolded again by our parents after coming back home. Of course, we have to take human rights into consideration. However, under these circumstances, how can teachers educate their students with confidence? This is more or less my personal opinion, so if I am wrong, please let me know. What I would like to say is that three elements are indispensable to education for the next century: discipline at home, education based on the love of teachers to children, and cooperation from the community. This is what I often have on my mind. I would like to hear your opinions on this, including any against mine.

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much. Mr. Kuwahara, Mayor of Fukuoka City, has commented on the presentations, and has also posed some questions of you. Now I would like to invite your opinions. In the presentation, Guangzhou City took up the issue of the declining number of children. Japan is in a similar situation, although the causes are different. Would the delegate of Guangzhou be willing to speak?

**Mr. Ye Shi-xiong, Director of Guangzhou Education Commission**

Mr. Lin, Mayor of Guangzhou talked about the issue, so I will sum it up. Guangzhou City aims at



developing into a modern international city. Therefore, our target is to enhance the quality of citizens who are the foundation of such a city. In our presentation, we touched the subject of education for the sake of examination as well as our efforts to promote quality education. Education for the sake of examination is education to pass entrance examinations for schools of higher learning, thus it is education of selection only pursuing a higher entrance ratio. Consequently, it conflicts with quality schooling in several points. Firstly, quality education pays attention to all aspects of all students, and requires every student to improve his or her abilities; while education for the sake of examination has a selective/eliminating nature. It is geared towards filtering out some students from others. Secondly, quality education incorporates moral education, intellectual education and physical education. It emphasizes character building. Intellectual development, acquisition of skills and improvement of abilities are not the only focus of attention. Thirdly, quality education intends to foster students' independent, active and highly-motivated development; as well as deepen their interests and improve on their talents. This means helping students of different capacities and at different levels develop themselves to a certain level according to their starting points and interests. On the other hand, education for the sake of examination requires all students to take the same examination, thus it hinders some students from developing their intelligence or potentiality.

Then, why has quality education become so much more important in this modern society than it was before? There are various causes; in particular, economic internationalization and political diversification are cited as major reasons. Public requirements have also changed. These are all calling for new qualities. In respect to internationalization, the "20th Century Education Committee" is advocating "Four Academic Groups". From the viewpoint of Guangzhou, I would like to introduce three factors about what types of people a new era requires:

First, economic growth basically depends on progress in science and technology and improvement of labor force quality. Therefore enhancing the quality of people is essential. Our economic system has changed from a planned economy to a market economy. The type of economic growth has also shifted from extensive to intensive. Second, due to ongoing industrial restructuring in Guangzhou, each industry is seeking different talents. In Guangzhou, primary, secondary and tertiary industries account for 5.76, 46.56, and 47.68 of the Gross National Product respectively in 1995. This figure will be adjusted respectively to 5.44, and 51 in the year 2000, and eventually to 2, 33, and 65 in 2010. We place development priority on 9 major industries: the electronic information service industry, the environmental preservation industry, the marine industry, the high-tech industry, the financial and insurance industry, the communication and transportation industry, the distribution industry, the tourist industry and the construction and real estate industry. After adjustment, these 9 industries require employees with expertise and also high overall quality. Thus, we need tens of thousands of intellectuals, hundreds of thousands of middle layer workers and millions of highly qualified workers. Third, to cope with rapid economic development, the implementation of sophisticated open-up strategies and the advance of economic globalization, it is urgent for Guangzhou City to nurture people who can deal with modernization and internationalization. For instance, progress in agriculture with three high requirements (high production, quality and efficiency) calls for not only an increase in the number of technicians but also a higher educational level for farmers. Guangzhou belongs to the South-East Asian Economic Bloc, a large

economic circle of the Asia-Pacific region. We need to foster intellectuals who can explore the international market and participate in international competition. We need to foster a work force and citizens who are capable of international exchanges. We should not only look at economic effects brought about by these people. We have to strive to raise our cultural level and build spiritual culture. However, we can not pursue these goals at the expense of balance in the ecological environment. Economic development must be achieved while maintaining the balance between ecological and social environments. With this in mind, we need to promote overall quality education.

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much. Mr. Ye Shi-xion has touched on a little technical content. Mr. Goto, Superintendent of Kumamoto City Board of Education, would you give us a comment on the issue raised by Mr. Kuwhara, Mayor of Fukuoka?

**Mr. Katusuke Goto, Superintendent, Kumamoto City Board of Education**

I strongly feel that home education and social education are insufficient now. I heard that a parent asked school to discipline her child while she made the child study at home. I urge not only school but parents as well as the community to think what education means once again.

**Mr. Koo Tsai Kee, Parliamentary Secretary, Ministry of National Development, Singapore**

Mr. Chairman, I'm glad to hear from all the participants that we have good education at the top of our social agenda. I'm sharing the concern raised by Mayor of Fukuoka. I think that in Asia, our students are taught to a deadly extent. So students have no time left for personal enhancement, no time left for creativity. This is the concern that I picked out from discussions from various participants. In Singapore, we have this problem, too. Our students study too much. Parents force students to study too much. They want their children to go to a good university. Because in our culture, in Asian culture, once you go to good university, you're set for life. In Japan, if you go to Tokyo University, you're set for life. I think we have to change that. In the U.S., for example, it is important to go to good university, but there are many good students in other universities, and employers really do not care where you come from as far as you can perform. But in Asia, we tend to regard that degree as a license of life. Once you get the degree from a good university, the rest doesn't matter. Your performance is secondary. In Singapore, we are trying to reshape the curriculum. We are trying to cut down 30% of our teaching time so that we release that 30% to the school to do whatever good for the students. So this 30% should not be on textbook. This should be on music, on playing creative play, or on communications. We have started that early this year. How successful it will be, we do not know. I think that will change the mind-set of our parents. Parents do want their children to spend every minute of every day studying day and night. It is a serious problem we are trying to grapple with.

We are also emphasizing some core curriculum for admission to university. For example, in Singapore, it is necessary to get a pass in the second language. We are saying that, "well, you want to relax so that you can go to university on other criteria, not necessarily on the part of the second language"; and slowly, we are

going to loosen more schools, and hopefully that we will become a bit more creative. Speaking frankly here, I think, in Asia, we recognize that we are good at organizing things, very good at assembling, manufacturing things. But in terms of creativity, we share a bit concern. We are not as good as the West. They are more creative as well as more individualistic. Being organized is our strength. But at the same time we must also harness the strength of the West. We must certainly be more creative. Thank you.

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much. It was a notable opinion. Are there any other comments or opinions?

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

Yes, I think that I do agree with Singapore and also Guangzhou. China is my home country, and my parents' home country. I think that what is important in education is to fully develop personal ethics and ideology. To nurture qualified and efficient citizens, it is essential to let people acquire morals.

So in Bangkok, through the project I mentioned before, we try to improve our curriculum. That means we reduce 30-40% of the teaching time to let our students have free time to learn by themselves instead of just only sitting down to study in the classroom. Also, we have an information system development project. This means we are introducing information technology and connecting schools with the Internet for the next millennium. We have just started the project and we are connecting 30 schools to Internet in Bangkok City. So, I think in the first step, we have to expand this project into homes and also schools. We should cooperate each other. We have to be connected to each other and to the Asian Pacific countries, and also to the entire world. Then, I think our children or our students will grow up with equal educational opportunities. Thank you.

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much. Are there any other comments or opinions?

**Mr. Osamu Chiba, Director of Saga City Public Library**

I would like to cite a letter we received from a schoolteacher discussing the attitude of adults toward children. One day, seeing a child running in our library, a volunteer told him to stop running. The teacher said that it was dangerous because he might run into a visually handicapped person. The child asked her what she did in the library, so she answered that she helped visually handicapped people. Then the child understood it very well. In the letter, the teacher argued that adults often scold children without giving reasons, and that it is important to reason them into understanding. Reading the letter, I thought adults should be more sensible in helping children understand how to behave.

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much. He has commented on how adults should be. Yes, Mr. Uchida, Deputy Mayor of Nagasaki, please.

**Mr. Nobuhiro Uchida, Deputy Mayor of Nagasaki**

I would like to ask you how you are providing peace education at school. Citizens of Nagasaki consider it necessary to give peace education that teaches children the importance of world peace. I do not mean, however, that we have to be overly serious in dealing with this issue. As mentioned during the presentations, we have the problem of bullying in Japan. In a general sense, this belongs to the peace issue. Therefore by providing peace education, I think we can solve this problem, too. Love is indispensable at school, at home and in the community. Thus, it is a prerequisite to offer education that lets children think not only of their own welfare but the welfare of others. It is necessary to provide education that makes children think about what to do to bring peace as well as happiness to their friends, to citizens, and to the world. If you have such education in your curriculum, would you let me know how you are teaching it?

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much. Nagasaki City has addressed a question concerning peace education. Would any delegate be willing to introduce your case?

**Mr. Ye Shi-xiong, Director of Guangzhou Education Commission**

We have much interest in the issue presented by Nagasaki City. The ultimate goal of quality education is that all citizens, especially children of primary and junior high schools, will “learn how to acquire knowledge, how to get along with others, how to develop personality and how to develop their potentialities”. Among them, to learn how to develop personality is essential. Now, science and technology has developed and many types of high technology are available. Depending on how it is grasped and exploited, technology could either contribute to the welfare of human beings as well as society, or could destroy it. It presents totally opposite possibilities. The nuclear bomb is one of the fruits of technology. Used in the wrong way, it could claim over 70,000 lives as it did in Nagasaki City. On the other hand, nuclear technology, used in a peaceful way, could provide us with energy. We are using many high-tech goods, the pager for example. It is a communications tool, but, unfortunately, some students use it for cheating. This case indicates that the question of how to conduct character building is an issue of great significance. First, we have to start with learning to care for each other. The educational method that Guangzhou adopted is “to start with oneself, to start small.” Let me give you an example. A child wandered into Guangzhou from Hsinchiang. In our city, elementary school children knew that and made friends with him. Their school started to protect him. Both children and the school cared for him and eventually sent him back to where he came from. Here is another example of starting from small deeds: students in the entire city collected donations for a student suffering from a fatal disease. They visited him at hospital, helped him and encouraged him. In the process, they gradually came to love their classmates, friends, family members, homeland and country. Fostering the spirit of solidarity: this is exactly what we wish. Now, we are carrying out virtue education at home. Along with this education, vocational moral education and social and public moral education are quite respected traditions unique to our Asia-Pacific region. Currently, we are trying to provide these in different ways. How can we enhance these valuable traditions? We hope that starting small will lead us to a world filled with love and peace.

**Mr. Lin Shu-sen, Mayor of Guangzhou**

I would like to talk about two issues: one is the one-child issue that Mr. Kuwahara mentioned; and the other is peace education. The Chinese government implemented a family planning policy and is encouraging the one-child policy. Initially, many people were concerned that this would result in creating a "Little Emperor", because fewer children means less competition at home. Now, the first generation grown up under the one-child policy has come out in the real world one after another. Schools and sociologists have conducted surveys of them. The result is completely different from what was expected. We saw no groups of "Little Emperors". Looking at this from the educational perspective will give you a better understanding. There are only two types of education at home: education of decency and morals, and that of culture and knowledge. As for the former, China traditionally has a strong concept of family. Formation of children's thought and moral standards is more affected by what parents do or say than what parents or schools teach. Therefore, if parents behave decently, their children have no problem at all. It is said in China "deeds are a better teacher than words". People consider their deeds are more significant than verbal teaching. Moreover, in China, significant emphasis is placed on moral education including verbal teaching both at home and in the community. As a result, there have been few moral problems at any time or at any social level. As for culture and knowledge, since parents have only one child, they pour more time and money into education to raise the cultural and intellectual level of their child. Naturally, in Chinese cities including Guangzhou, children receive much better education than our generation did. Many parents spend a lot of money on hiring tutors or on having their children take various classes on Saturdays and Sundays such as a painting, music or dance. Also, parents pour further money into improving the academic ability of their children with the intention of providing them with further education. These two facts clearly show that the one-child policy does not affect home education. On the other hand, also in China, high-level schools including prestigious junior and senior high schools in Guangzhou provide closed-system education. Basically, they are boarding schools. In many cases, these schools have a wealth of teaching experience, and many of the parents are highly-educated. Principals of these schools sometimes say to the parents, "We now have your children under our charge. Please do not interfere in their education. You don't have to think about how to educate them". The success of these schools is a proven fact. Intelligence and decency of those who graduated from the schools leave nothing to be desired. Indeed, we see no difficulties in educating the only child or in excessive emphasis on the importance of home education in Guangzhou City.

The next issue is the provision of peace education to children in the next generation. China has placed significant stress on this area. China is the cradle of Confucian culture. Confucianism is a philosophy that seeks peace and tranquility and refrains from aggression. Therefore, for instance, though most materials of Chinese language education do not have a link with ideological education, they embody morals saying that we should love peace, live in harmony with others, love others and help them. We should strongly support peace education. In the next generation, cities including those in China should implement national defense education. The principle of China's national defense education is not aggression but self-defense. Classes on politics and culture manifest Chinese traditional culture, which reflects our present diplomatic policies-world peace, friendship as well as mutual cooperation.

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you very much.

**Mr. Nobuhiro Uchida, Deputy Mayor of Nagasaki**

Mr. Lin, Mayor of Guangzhou City, thank you very much. Peace is a difficult issue. We send our children to Asian countries so that they can have learning opportunities on international exchanges and peace in a different way. Here I would like to put forth a proposal to our distinguished mayors and delegates. Please send your children to Nagasaki City. We are offering an on-site learning opportunity. We would be happy if your children visited our city and learned the importance of peace. Thank you very much.

**SUMMARY BY CHAIRMAN** //

**Chairman Mr. Masatoshi Nishimura, Mayor of Saga**

Thank you. Are there any more comments or opinions? If there are none, I would like to close this discussion here. I appreciate your candid opinions and active participation in the discussion. Thank you very much.

Now I should like to summarize the content of this subsession. I will read the outline, so please give me your attention a little while longer.

The theme of this subsession was "Future Direction of Education for the Next Generation," which is essential for the long-lasting prosperity of all the cities. The participating cities were 9 in total: Bangkok, Fukuoka, Guangzhou, Kumamoto, Miyazaki, Nagasaki, Singapore, Urumqi and Saga.

First, Saga City reported on its basic educational policies. Especially from the viewpoint of life-long education, which offers on-going learning opportunities to everyone from children to adults, the unique management of the Saga City Public Library was introduced.

Bangkok City pointed out that high technology such as the Internet brings people great possibilities including prosperity of cities, but that it requires human resource development, education to nurture people who can adapt to the trends of the times. The delegate explained plans for educational policies embodied in the 5-year development plan.

Fukuoka City made a presentation on the topic of its 7th Master Plan concerning the education of children. The mayor explained three educational plans: "the building of 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".

Guangzhou City mentioned that in the past its basic education was "education for the sake of examination". Based on reflection on the fact that this hindered the development of fundamental education, the city is promoting educational reform of primary and junior high schools focusing on quality education including establishing quality education and enhancing the human resource development function of schools.

Kumamoto City pointed out that in order to solve problems we are now facing, schools, parents and the

community must cooperate and address the healthy development of the young generation. Then, the presenter explained their endeavors. The explanation included education that fosters the respect to the environment, education that can respond to internationalization, the decline in the number of children per couple, as well as attempts to review the present situation of adult society.

Miyazaki City takes the stand that it is our duty to create an environment for the healthy and strong growth of children, both in mind and body. They will shoulder the responsibility in the 21st century. In this perspective, the city presented its efforts: "international understanding study, and school education on the city and its environment", "sports to build healthy bodies" and "arts and culture to foster a creative generation".

Nagasaki City believes that education is the foundation to foster healthy and intelligent citizens who will support the future of the city. Based on the report of the Japan Central Education Council, the city introduced two efforts in the educational field: nurturing young people living in the international community and fostering good Nagasaki citizens who can contribute to world peace.

Singapore argued that the most important resource of Singapore is the people and therefore education is the first priority. The presentation included programs of school construction and equipment installation. Also, changes in educational forms, resulting from the progress in information technology, and problems in future school construction were explained.

Based on the notion that the young generation is the future of a country and a nation, Urumqi City places special emphasis on rudimental education. The goal is that every child will enhance his or her knowledge, mind, creativity and adaptability; achieve well-balanced development in aspects of morals, intelligence, health, aesthetic sense, and labor; and eventually become individuals indispensable to modernization.

These are the contents of the presentations, which were followed by open discussion.

First, Fukuoka City outlined problems that we are facing such as the reducing number of children per couple and the weakening of educational function in the community due to urbanization. It was also pointed out that educational reform is important in dealing with changes in social conditions. Opinions were exchanged actively on these issues. Then, Nagasaki City addressed a question on peace education.

In summary, all the participants have agreed on the point that the creation of a city or the creation of a nation means human resources development. However, we are facing a variety of problems and challenges in the process. Now, we are addressing these problems seriously.

This is the outline of the Subsession1. At the Plenary session later I would like to make a report on the contents of this subsession as I just summarized. Is that acceptable?

(Applause)

Thank you. With your approval, I will make a report on this subsession. In conclusion, it was a very active and meaningful discussion. I appreciate your assistance to the smooth procession. I would like to express deep appreciation for your cooperation. Thank you very much.