



Developing Human and Program Resources for
Enhancing Global Partnership:
Establishing of Global Partnership School Center
(2005-2006)

The United States-Japan Foundation 2005 Report

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Hiroshima University Global Partnership School Center

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Introduction

We, the members of Hiroshima University, have been working on various projects individually or in a group, to tie Japan and the U.S. as global partners. To succeed to and develop the outcomes of our projects, we founded GPSC supported by US-Japan Foundation. The biggest incentive for us to found this center was to succeed to the will of the late Dr. Donald Spence, who studied at Hiroshima University, played a pivotal role as a bridge between Japan and the U.S. for a long time and above all, who was a good friend of ours. We, the close friends of Dr. Spence gathered and decided to succeed to his will at Hiroshima University.

GPSC plans to develop and foster the leaders who can promote global partnership in the future and they can be students, teachers or anyone who can work on school to school projects. And we also would like to develop various programs for the purpose above. This is a big and urgent need in education of today and near future since the globalization of the world is proceeding in such a rapid speed. And we believe developing the leaders and programs to foster leaders will contribute to the realization of the global support system over country borders for the world peace, which was the hope of Dr. Spence.

Our philosophy is to spread the spirit of Hiroshima; "Pursuit of peace" by developing people with global mind and communication skills like Dr. Spence. We appreciate your support and cooperation. Thank you.

Tomoyuki Kobara, Project Director



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I. About GPSC(Global Partnership School Center)

1. Goals of GPSC

The goal of GPSC is to develop mutual communication and understanding between teachers, students and pupils of Japan and the U.S. through various international activities. To pursue this goal, we endeavor to realize the following objectives:

- 1) Information Dissemination: Build GPSC web-site to disseminate the information on the outcomes of the previous, on-going, and prospective projects carried out in Japan and the U.S
- 2) Human Resources Development: Hold workshops for developing global leaders in education, assisting mutual exchanges and visitations by school teachers, students and pupils, overseas classroom observation and teaching practicum schemes by university students in teacher education program, and so on.
- 3) Program Resources Designing: Design and develop global education materials, develop and test global teaching/learning methods, and help to establish the methodology of starting a school-to-school relationship through the joint research and workshops by teachers of Japan and the U.S.

2. GPSC staff members

- (1) Project director: Tomoyuki Kobara (Project representative, Hiroshima University)
- (2) Collaborators: Seiji Fukazawa (Human Resources Development, Hiroshima University)
Atsushi Asakura (Program Resources Designing, Hiroshima University)
Takaya Kohyama (Information Dissemination, Hiroshima University)
- (3) Research cooperators: Tsuyoshi Uenosono (Vice Principal at Shinonome Elementary School attached to Hiroshima University)
Yoshio Sumoto (Shinonome Elementary School)
Hiroaki Kanoe (Shinonome Junior High School)
Masanori Mimasu (Shinonome Junior High School)
Koji Mito (Vice Principal at Mihara Elementary School attached to Hiroshima University)
Nobutaka Ishii (Mihara Elementary School)
Kazushige Kimoto (Mihara Junior High School)
Saori Matsuo (Mihara Junior High School)
- (4) Overseas collaborators: Carolyn Ledford (East Carolina University, USA)
Betty Peel (East Carolina University, USA)
Anna Lyon (East Carolina University, USA)

- (5) Research advisers: Hideki Yonekawa (Osaka University of Education International Student Center)
Akira Ninomiya (Vice President for International Affairs, Hiroshima University)
Shinji Ishii (Vice President for Attached Schools, Hiroshima University)
- (6) Evaluators: Yasushi Mizoue (Auditor, Hiroshima University)
Tadao Nakahara (Dean of Graduate School of Education, Hiroshima University)
Marilyn Sheerer (Dean of College of Education, East Carolina University, USA)

II. Project Report for the Current Fiscal Year

1. Preparations for the Establishment of the Center

(1) Preparatory Meeting Held in Connection with the Establishment of the Center

A briefing was held in connection with the establishment of the Global Partnership School Center (GPSC) in order to provide a general overview of the GPSC to prospective research assistants, and to exchange views about future GPSC activities and administrative policies.

Date/Time: March 1st 2005, 18:30 - 21:00

Venue: Ark Hotel Hiroshima

Participants: Four researchers from the center, and eight prospective center research assistants.

Program: Greetings by the center's representative.

Overview of the GPSC

1) Background so far and future outlook

2) Objectives and targets

3) Organization

4) Activities

5) Expected results

6) Preparatory conditions (progress in web page creation)

Exchange of views

(2) Meetings, etc., with overseas research assistants with regard to the establishment of the center

A visit was made to the United States for the purpose of preparing for the establishment of the GPSC.

Dates: March 23rd - April 1st 2005

Participants: Four researchers from the center

Program: 1) Meetings held with representatives from the College of Education, East Carolina University (Dean Marilyn Sheerer, Ms. Carolyn Ledford, Ms. Betty Peel, Ms. Anna Lyon), who were involved in the work for promoting exchange activities for students and teachers in the past.

2) Meetings held with officials from the United States-Japan Foundation (Mr.

David Janes, the person in charge of programs and the assistant board chairman.)

3) Courtesy call made to the family of the late Donald Lee Spence.

4) Documentation related to the leader development program accumulated.

2. Opening of the Center's Web Page

The center's web page was inaugurated for the purpose of distributing information on the GPSC. This web site will be used to provide reports on the activities and achievements of the center. It is a mirror site with both Japanese and English language versions. The address and configuration of the site is as follows:

(1) Relevant Web Page URLs

Japanese Version: <http://home.hiroshima-u.ac.jp/gpsc/>

English Version: <http://home.hiroshima-u.ac.jp/gpsc/english/>



(2) Web Page Configuration

1) About GPSC:

- Greetings from the project director (About GPSC)
- Goals of GPSC
- About Donald Lee Spence
- Staff members

2) Previous Projects of US-Japan Foundation

- Curriculum Development to understand the society and culture of the U.S. (1993 to 1995)
- Global partnership school project (1999 to 2002)

3) School to school exchange programs

- Exchange programs among sister schools designed by the GPS project
- How to promote exchanges with schools in foreign countries

4) Leader Development

- Leadership development to foster global citizen
- Students' exchange activities to foster global leaders

5) Program Development

- Program development to foster global citizen

3. School Exchange International Forum

The School Exchange International Forum was held in commemoration of the establishment of the Hiroshima University Global Partnership School Center (GPSC, commonly known as the Donald Spence Center). An overview of the forum and a summary of the suggestions proposed by the panelists during the Symposium in part two are provided below.

(1) Overview of the Forum

Date/Time: July 30th 2005, 13:00 - 17:00

Venue: Hiroshima Garden Palace

Participants: 68

Program: Opening Ceremony (13:00 - 13:15)

- Address by Mr. Tomoyuki Kobara (Representative of the GPSC)
- Address by Mr. Taizo Muta (President of Hiroshima University)
- Address by Ms. Carolyn Ledford (Associate professor of East Carolina University)

Part One: Ceremony to Announce Completion of the GPSC Website (13:15-14:30)

- Construction of the website
- Introduction of school exchange activities (from Attached Shinonome Junior High School, Attached Mihara Primary School and Attached Mihara Junior High School)

Part Two: Symposium (14:45 to 16:45)

Cultivating Global Citizenship: Possibilities and Challenges for School Exchange

-Coordinators

Mr. Seiji Fukazawa (Professor of the Graduate School of Education, Hiroshima University)

Mr. Hideki Yonekawa (Director of International Student Center, Osaka Kyoiku

University)

- Panelists

Mr. David Janes (Associate Director of US-Japan Foundation)

Ms. Yoko Takagi (Director of the NPO, JEARN)

Ms. Carolyn Ledford (Associate Professor, College of Education, East Carolina University)

Mr. Shuichi Nakayama (Professor Emeritus of Hiroshima University, Director of Heiwa Koken NGOs Hiroshima)

Closing Ceremony (16:45 to 17:00)



(2) Summary of the Suggestions Proposed by the Panelists with regard to the symposium “Cultivating Global Citizenship: Possibilities and Challenges for School Exchange”

Mr. David Janes (Associate Director of US-Japan Foundation)

As the representative of the US-Japan Foundation, Mr. Janes first of all congratulated Dean Muta and the entire team of Hiroshima University for establishing GPSC at the bequest of the late Dr. Spence, and then spoke on the following two points.

1) The character of Dr. Don Spence and his expectations of the GPSC

The very first sister-city relationship between Japan and the United States came about through exchanges between the descendents of Manjiro Nakahama, who was the first Japanese national to travel to America and who worked hard to open Japan to the rest of the world, and the captain of the whaling ship that rescued him. The fact that this could be achieved by a single person proves to us that the immense task of bridging the gap between two cultures is also possible through exchanges between people. One of the people who actually managed to bridge this gap was Dr. Spence, and despite the arrival of the telephone and the Internet brought about by advances in technology, in the end it takes people to join together different cultures by traveling huge distances and actually exchanging words, and it is only then that real communications are established.

2) The vision entrusted to the GPSC

Dr. Spence was possessed with a passion for Japan and for education, as well as the vision to push ahead with school exchange programs between Japan and America, and he also had the intellect to actually make this happen.

It is our hope that the GPSC can be instrumental as a part of Dr. Spence’s vision to maintain and develop the interschool partnerships that have been cultivated up to now, forge ahead with the creation of



new partner schools introduced to us by the GPSC, and provide support for schools that are about to commence exchange programs. We have great expectations that the legacy left by Dr. Spence will be continued. Let's work together to share our experience and make the most of it.

Ms. Yoko Takagi (Director of the NPO, JEARN)

Ms. Takagi explained the activities of JEARN (Japan Education and Resource Network), of which she is the Director, and its international organization, iEARN (International Education and Resource Network). And in addition to pointing out the actual conditions of international cooperative learning via the Internet, she also spoke about the importance of global education that has the ability to lead children out into the world through the medium of learning, and the importance of nurturing coordinators that are indispensable to proceeding ahead with international cooperative learning. A summary of her proposals is provided below.

1) The role of JEARN and iEARN

Despite the fact that we now have the Internet and live in an environment that can link us up to anyone in the entire world, we do not always make the best possible use of these opportunities. JEARN and iEARN are organizations that make the most effective use of information and communications technology to support programs that help link together children and children, teachers and teachers, schools and schools, and countries and countries.

2) Explanation of iEARN activities

- More than 150 projects and forums



- 20 recommended projects (Teddy Bear Project, etc.)

- Holding of international conferences to establish human networks

3) iEARN activities spreading dynamism throughout the world

- Human networks

- Potential of children (sensitivity and energy)

4) We have already entered the age of global education

Is reluctance on the part of teachers (inability at foreign languages and computer skills) taking opportunities for learning away from children? We have already entered the age of global education, and JEARN and iEARN

support leading children out into the world.

5) The issue for the future is to nurture human resources that can coordinate global education

Ms. Carolyn Ledford (Associate Professor, College of Education, East Carolina University)

Ms. Ledford's proposal was on the subject of "Building Bridges of Understanding with Global Education". Ms. Ledford explained her experience and achievements in global partnership school projects and the teaching of global education in universities to emphasize the importance of global education, and proposed several detailed suggestions relating to content and method. A summary of her proposals are provided below.

1) Understand Self to Understand Others

It is necessary to understand oneself in order to understand others. A person's identity is related to race and a wide range of other cultural elements, and all of these affect the way we see and think.

2) Comparing Culture with Others in the Classroom and Beyond

It is very effective to examine the relational patterns of other people, such as culture, values, behavior and thought-processes, and then write out a list of the cultural elements that affect

you yourself.

3) Developing Multiple Perspectives: Experiencing Japanese and American Cultures

It is extremely important to examine your own culture and country from a different perspective and learn the way to do so, and it is also important to acquire experiences of other cultures. It is necessary for teachers to develop multi-perspective observational powers and thinking-processes in their students.

4) Experience and World-Mindedness

In addition to actually experiencing various cultures, it is also necessary to understand those cultures at a deeper level.

5) Addressing Global Issues and Problems

By making the best use of these studies, it is possible to learn more about the issues facing the world at the moment.



Mr. Shuichi Nakayama (Director of Heiwa Koken NGOs Hiroshima, Professor of the Hiroshima University of Economics, Member of Japanese National Commission for UNESCO, Professor Emeritus of Hiroshima University)

Mr. Nakayama's proposals was titled "The expectations from Japan's NGOs for interschool international partnership exchanges and its related issues". A summary of his proposals are provided below.

1) Foreword

1. Education in international understanding is firmly established in Hiroshima University through Professor Utsumi, Professor Nagai and Professor Mizoue I hope that the traditions of this will be carried forward by the GPSC.
2. One of the major topics interesting UNESCO at the moment is the concept "Decade of Education for Sustainable Development (DESD)". It is my hope that the GPSC can make effective use of this concept.

2) Expectations for Interschool Exchange between America and Japan

1. We hope that contributions are made to education that qualifies people for international citizenship.
 - The basic stance of UNESCO is towards fostering international citizenship.
 - The stance of the United States of America is towards global citizenship.
2. We are now in need of a road map to fill the gaps between America's unilateralism and Japan's single-national passivism.
3. The objective of international standardization lies in UNESCO's ethos, to "create an anti-violent, tolerant and peaceful culture".
4. The "Decade of Education for Sustainable Development (DESD)" is proposed to achieve this concept. It is reflected in "Learning: Treasures Within" (report by the International Committee for 21st Century Education), "The Earth Charter" (adopted by UNESCO, 2003) and "Millennium Development Goals" (2000).

- * The Earth Charter: I. Respect and Care for the Community of Life
 - II. Ecological Integrity
 - III. Social and Economic Justice
 - IV. Democracy, Nonviolence, and Peace



* Millennium Development Goals:

- I. Eradicate Extreme Poverty and Hunger
- II. Achieve Universal Primary Education
- III. Promote Gender Equality and Empower Women
- IV. Reduce Child Mortality
- V. Improve Maternal Health
- VI. Combat HIV/AIDS, Malaria and Other Diseases
- VII. Ensure Environmental Sustainability
- VIII. Develop a Global Partnership for Development

3) UN Decade of Education for Sustainable Development (DESD)

1. This was proposed to the world in 2002 by Japan's government and NGO organizations, and adopted as "UN Decade" during the UN General Assembly.
2. UNESCO was designated as the head organization for this in 2003.
3. It is an international movement for improving society carried out over ten years from 2005 to achieve world peace, and the joint efforts of Japan's public and private sectors are receiving the attention of the world.
4. It also involves improvements in NGOs and NPOs based on the issue of whether the world is ready to accept the proposals of Japan's citizens.

4) Tie-ups between NGOs and Universities with Regard to Interschool Exchanges between Japan and America

1. Would it not be worthwhile for the GPSC to think about accepting interns while maintaining tie-ups in order to improve the surveillance capabilities of NGOs and to support surveillance research (creation of theses) for students?
2. It is very important for students to be accepted for local study tours.
3. It is possible for children to be accepted for local study tours.
4. The joint administration of seminars for training human resources in the field of international exchange is also worth considering.

5) Conclusion

1. Will the world have achieved a "sustainable society" ten years from now? In order to make this possible, the role of education and study is extremely important.
2. The most important aspects of this include international understanding, understanding between cultures, international exchange, and international cooperation.
3. In order to attain this, it is necessary to change our methods of education from the "Olympic style" across to the "Expo style". We must also actively seek out peace in order to exploit the true value of education throughout the world.

4. Workshop

A workshop mainly aimed at teachers was held with the following programs as a part of the leader development activities aimed at fostering global citizens.

Date/Time: May 25th 2005, 17:00 - 18:30

Venue: Library of the Mihara Elementary School attached to Hiroshima University

Instructors: Ms. Carolyn Ledford (East Carolina University)

Ms. Mary Cobin (East Carolina University)

Participants: 20 teachers from the Mihara Kindergarten, Elementary School and Junior High School attached to Hiroshima University, three members of the GPSC, and three post-graduates from Hiroshima University)

Theme: Cultural Exchange through Global Partnerships

Program:

1. How is culture defined?
2. Activities for mutually understanding the meaning of partnerships (things that hold personal importance, personal chronological lists)
3. Examining the culture of ourselves
4. Items required by global educators
 - a) Shedding of stereotypes and exotic images
 - b) Better multi-faceted vision and investigation skills
 - c) Insight into global vision
 - d) Experience in intercultural learning
5. Activities based on the field trip scenario
6. Understanding each other's state or prefecture (cultural comparison: differences and similarities)
7. Understanding the meaning of global education
 - a) Education of citizens with knowledge of the people of the world, nations, culture and conflicts.
 - b) Education of citizens with the ability to affect the world
8. Our role

5. Lecture Seminar

A mini-seminar was held by Mr. Andrew Effrat (Dean, School of Education, University of Massachusetts)

Date/Time: June 17th 2005, 13:10 - 14:10

Venue: No.1 Conference Room (Graduate School of Education, Hiroshima University)

Participants: 30

Lecture Theme: School Reform in the United States of America

(1) Keywords in America's culture and society (from the participants)

(2) Considering school reform in the United States from the following three viewpoints:

1. Input: Conditions, causes, background
2. Process: Development, incorporation
3. Outcome: Results, achievements

(3) Repeated calls for reform ever since the Sputnik Shock. School education always blamed for holding up society.

(4) The 1983 report highlighted the education crisis.

(5) Lowered academic ability became a problem, and the education reform ordinance of 1993 was focused upon some issues including the creation of standards, improvements in capability development, and teacher skills. The following four points are proposed to address these issues within the reform process:

1. Frameworks
2. Standards
3. Budgets
4. Accountability

- (6) Standard base reform was implemented following this, and educational control was initiated at the state level. Budgets were put aside for people involved in education, and this was accepted.
- (7) The results of tests in 1998 showed that the educational reforms had not been realized. Teachers were struggling to improve test scores. School classification was subsequently started.
- (8) In 2001, the Bush administration refused to provide a budget for education unless the situation was improved appropriately, and the outcome of this was that the emphasis was placed on test scores. This emphasis was mostly placed on mathematics and English, for which tests were taken, and social science and music, which did not require tests, were mostly overlooked.
- (9) Can the way in which this was handled really be called school education reform? It is necessary to put much effort in the training of teachers and in improving teaching skills when considering this process. I would like to see the success that Japan has achieved in adopting measures to improve teaching skills exported to the United States of America.



6. Support for the Student Exchange Visit Program

As interactive student visit exchange program was supported between the Shinonome Junior High School attached to Hiroshima University (Hiroshima City, Hiroshima, Japan) and the Exploris Middle School attached to the Exploris Museum (Raleigh, North Carolina, USA). In addition to deepening their partnership through mutual visits, both schools were able to confirm a stable route for future exchange development. This program was based on lessons that shared the same themes, and this enabled not only friendship to be strengthened, it also provided everybody with an opportunity to learn about international issues.

(1) Support for Accepting a Second Visit from the Exploris Middle School

1. Dates: June 17th 2005 (Fri) - June 26th 2005 (Sun)
2. Participants: Six students, three teachers
3. Main Activities: Home stays, welcoming ceremony, lesson participation, field trips to the Peace Park and Peace Memorial Museum, courtesy call to the Mayor of Hiroshima, farewell ceremony and party
Open classes held by Japanese Association of Life Environment Studies and Integrated Study Education, and participation in lesson research meetings.



4. Main support provided for:
 - Acceptance coordination support
 - Accompanying field trips and visits
 - Support for planning the open classes and contents of the research meetings
 - Discussions on the maintenance and further development of the partnership

(2) Support for Accepting a Third Visit from the Exploris Middle School

1. Dates: August 20th 2005 (Sat) - August 28th 2005 (Sun)
2. Participants: Seven students, four teachers (including the coordinator)
3. Main Activities: Home stays, welcoming ceremony, lesson participation, cultural and nature field trips, visits to museums and art galleries, farewell ceremony and party
4. Main support provided for:

Visit coordination support, escorting visits, accompanying field trips, excursions and visits, support for lesson participation, discussions on the maintenance and further development of the partnership



7. Support for the Student Exchange Program

In continuation of last year's program, a total of eight teaching fellows (students who wish to become teachers) and two teachers from the East Carolina University, North Carolina, USA, a sister school of Hiroshima University, visited Hiroshima.

1. Dates: 24th May 2005 (Tue) - 31st May 2005 (Tue)
2. Main Activities: Visits were made to the Mihara Kindergarten, Elementary school and junior high school, and the Shinonome Junior High School attached to Hiroshima University in order to read and answer questions on picture books during lessons and take part in other extra-curricular activities in order to interact with the students. Visits were also made to Hiroshima's tourist spot Miyajima, and home stays at the houses of junior high students were experienced. They also attended an exchange conference for students of the Faculty of Education who are training to become teachers, and went shopping to a shopping center nearby the university together with some of the students.
3. Main support provided for:

Acceptance coordination support, accompanying field trips and visits

III. Evaluation of the Current Fiscal Year's Activities

1. Survey of the School Exchange International Forum Participants

A survey was implemented for the participants of the School Exchange International Forum reported in III-3. The questions, results and observations on the survey are explained below.

- [Survey Questions]:
- (1) How did you know the Forum? (one answer selected from a choice of six)
 - (2) Are you interested in the GPSC web page? (5-level evaluation choice from Very Interested to Not Interested at all)
 - (3) Were you satisfied with the contents of the symposium? (5-level evaluation choice from Very Satisfied to Not Satisfied at all)
 - (4) What are your opinions of the Forum, and what do you expect of the GPSC in the future? (Free comments)

[Results and Observations]

28 out of 68 participants responded to the survey (41.2% response level).

(1) How did you learn about the Forum?

The most common response with 16 people (57.1%) was “through somebody connected with the GPSC,” and the second most common response with 10 people (35.7%) was “pamphlet issued by the GPSC.” The remaining responses were “through the Hiroshima University homepage” with one response (3.6%), “through the Chugoku Shimbun (Newspaper) homepage” with one response (3.6%), and no responses were recorded for “through the GPSC homepage” or “through the Chugoku Shimbun.” As the GPSC home page was set up immediately prior to the Forum being held hardly anyone knew of it, and this is considered to be the main reason why nobody learnt about the Forum via this medium. It is therefore necessary to inform people of GPSC activities and our web page by holding forums such as this in the future.

(2) Are you interested in the GPSC web page?

The average evaluation of participants' interest in the GPSC web page from amongst the five levels was 4.4 points. This explains our activities with regard to nurturing human resources equipped with a global mind, so we feel the results indicate that we should establish a policy of distributing information via this web page, and continue to support the information it provides.

(3) Were you satisfied with the contents of the symposium?

The average evaluation of participants' satisfaction ratings with regard to the symposium from amongst the five levels was 4.3 points. We believe that the reason why we managed to achieve such high satisfaction levels is owing to us acquiring the assent of the participants with regard to the main topic of Nurturing Global Partnerships, and also because the participants found the suggestions of the panelists interesting.

(4) What are your opinions of the Forum, and what do you expect of the GPSC in the future?

1. Most of the opinions of the Forum were positive, with comments such as, “I now have a clear understanding of the reason why the GPSC was established. The panelists took time over their explanations during the symposium, which provided time to understand what

they were saying. I found it extremely interesting and would like to learn more about Ms. Takagi's activities. I thought the concept of teaching children to work towards communicating with other people in a relaxed manner was especially good. It was an amazing forum. Thank you very much."

2. With regard to future expectations for the GPSC, we received the comments regarding the provision of information, such as: "I hope you continue providing detailed examples (of exchanges) in the future. My school started an exchange program with a school in Canada from last year, so I would be very interested in picking up more hints in the futures" and "I would like you to provide more information on the methods and procedures involved in school exchange programs." And we also received the ones related to future developments of the activities, such as: "I expect you to achieve a truly 'global' partnership, not just between Japan and the US," and the ones related to the next forum, such as: "I am looking forward to hearing the results of the activities that are to be implemented from now on in the next forum." It is therefore our intention to expend every effort to respond to these expectations from now on.

2. External Evaluations by GPSC Assessors

The comments received from the GPSC external assessor, Mr. Yasushi Mizoue (Auditor of Hiroshima University, Former Principle of the Naruto University of Education), with regard to the results achieved by the Center during its first fiscal year are as follows:

(1) Significance of the Establishment of the Global Partnership School Center

I am delighted that we were able to establish the Hiroshima University Global Partnership School Center with the assistance of US-Japan Foundation, through the effort of Professor Tomoyuki Kobara, Professor Seiji Fukazawa, Assistant Professor Atsushi Asakura and Assistant Professor Takaya Kamiyama of the Graduate School of Education, Hiroshima University, and with the cooperation of Ms. Carolyn Ledford, Ms. Betty Peel and Ms. Anna Lyon of the East Carolina University, and the teachers of the Shinonome Elementary/Junior High School and the Mihara Elementary/Junior High School attached to Hiroshima University. The significance of establishing the Center can be summed up with the following three points:

The first of these is the fact that the objectives of the Center are to train teachers to promote global partnerships in the future and to nurture human resources as leaders to promote interschool tie-ups, which perfectly matches up with the philosophy of Hiroshima University, "Pursuit of Peace", but is also an extremely important objective that is sure to cater to the needs of education in today's age of internationalization. I am sure that this will contribute greatly to promoting mutual understanding between Japan and the United States and to strengthening the global relationship of cooperation that Japan has with the United States.

The second is the fact that the establishment of this center has made it possible to create a network consisting of teachers both within and outside of Hiroshima Prefecture who have taken part in the projects on international understanding and international exchange that have been initiated by Hiroshima University, the people related to the schools promoting global partnerships, and the exchange students of Hiroshima University who have shown an interest in international exchange. It has also enabled us to establish links and exchange programs not only within Japan, but also with other project teams in the United States of America.

And the third is the fact that the setting up of the Center's web site will prove useful for a large number of teachers interested in learning about international exchange in planning their lessons, and will also provide information on the methods and programs available for those schools that are proceeding with school exchange programs.

(2) Expectations for the Global Partnership School Center

Although the Global Partnership School Center has only just been established, the following two items are expected in the hope of further development in the future.

The first of these is the importance of workshops and seminars in both Japan and the United States. It is necessary to provide both examples and methods of nurturing leaders who can promote international exchange and international cooperation, of creating partnerships, and of promoting the establishment of partnership schools.

The second is to advance onto styles of international exchange and international cooperation that can actually be experienced first-hand. Nothing is more important for mutual understanding and international understanding than to get people to visit the countries in question themselves in order to strengthen such exchanges and friendships. It is extremely important for Hiroshima University and the East Carolina University, which are already experienced at nurturing skillful teachers, to make the best of their tie-up and educational programs to develop a wide range of hands-on type programs, such as the practical training program that accepts university students and post-graduates who are interested in becoming teachers from America and that has already been initiated in Japan, the promotion of educational field studies in which university students are taken abroad to the United States, and the support of mutual visits between elementary and junior high school teachers.

3. Project Results and Issues for the Current Fiscal Year (Head of the Center, Tomoyuki Kobara)

(1) Project Results for the Current Fiscal Year

The following three results have been achieved during the current fiscal year by the Global Partnership School Center.

1. Information Distribution

A web site for the Global Partnership School Center was set up that provides information on the "Curriculum Development to Understand the society and culture of the U.S.", created with the assistance of the United States-Japan Foundation between fiscal 1993 and 1995 (representative: Yasushi Mizoue), the "Global Partnership School Program", created with the assistance of the US-Japan Foundation between fiscal 1999 and 2002 (representative: Donald Spence), and the results of the exchange programs between sister schools in Japan and America set up by the Global Partnership School Project with the Mihara Elementary/Junior High School and the Shinonome Junior High School attached to Hiroshima University.

2. Network Restructuring

We were able to restructure our human network in both Japan and the United States of America by assessing the projects that have been carried out so far in Japan and the United States and by holding planning conferences to determine future activities, by holding "School Exchange International Forum" which assembled the participants of the past projects and the teachers and students interested in international exchange, by

holding workshops for the purpose of nurturing global leaders, through various events held by the Global Partnership School Center, such as the mini-seminar hosted by the head of the School of Education in the University of Massachusetts, and by exchanging information with various project teams in the United States.

3. Nurturing Human Resources

We were able to lay the foundations for nurturing global citizens by supporting a wide range of school exchange activities between global partnership schools, such as the Mihara Elementary School attached to Hiroshima University and the Walcott Elementary School and Elmhurst Elementary School, between the Shinonome Junior High School attached to Hiroshima University and the Martin Middle School, and between the Shinonome Junior High School attached to Hiroshima University and the Exploris Middle School, and by supporting hands-on field research study guidance by accepting students who wish to become teachers from the East Carolina University.

(2) Issues for the Subsequent Fiscal Year

The activities of the Global Partnership School Center for the next fiscal year will be concentrated around the following three factors:

1. Web Page Updates
 - a. The posting of information on school exchange programs that have been newly developed by the Global Partnership School Center, and of global educational material.
 - b. Creating a database for documentation.
2. International Exchange Activities
 - a. Acceptance of students training to become teachers from America (field research studies.)
 - b. Implementation of hands-on field research study trips to foreign countries for post-graduates at Hiroshima University (including post-graduates who are currently working as teachers) who are training to become teachers.
 - c. Cultivation and recruitment of global partnership schools.
 - d. Support for actual school exchange programs.
3. Workshops
 - a. The holding of the second "School Exchange International Forum" in order to nurture global leaders.
 - b. Workshops aimed at implementing actual school exchange programs, and for developing global educational materials and study guidance methods.
 - c. Workshops aimed and developing methods for establishing and maintaining sister school relationships.