

グローバルリーダーシップに関するアンケート調査：アメリカ合衆国

# Global Leader Survey: United States

Takeshi Hirose & Jason Thompson

Office of Global Initiatives

University of Tsukuba

筑波大学 国際室 廣瀬武志、ジェイソン・トンプソン

# Components of the Survey Analysis

分析サマリーの概要

## (1) High School Education in the United States

アメリカにおける高校教育

## (2) Survey Analysis

調査結果分析

## (3) State of Global Leader Development in the United States

グローバルリーダーシップ教育の現状

# School Districts Surveyed

アンケート調査に協力してくれた学区

School	Location	School District	Families In Poverty	Foreign Born %	Students Traveling Abroad
US00115	Fairfax, VA	Fairfax County Public Schools	3.8%	29.5%	78.9%
US00215	Fairfax, VA	Fairfax County Public Schools	3.8%	29.5%	75%
US00615	Fairfax, VA	Fairfax County Public Schools	3.8%	29.5%	44.4%
US00315	Virginia Beach, VA	Virginia Beach City Public Schools	6.1%	8.7%	50%
US00515	Chicago, IL	Chicago Public Schools	18.6%	21%	90.3%
US00415	Los Gatos, CA	Los Gatos-Saratoga Joint Union High School District	2.7%	22.4%	83.7%
US00715	San Francisco, CA	San Francisco Unified School District	8.2%	35.6%	23.1%

Table 1

Travel data from the Office of Travel & Tourism Industries. <http://travel.trade.gov/research/monthly/departures/index.html>

# Major Findings

アンケート調査の分析結果

The US students surveyed are:

- (1) Greatly confident in managing intercultural situations.
- (2) Not very much interested in other countries/ cultures.

今回アンケート調査に協力してくれたアメリカの高校生は  
(1) 異文化間の摩擦、確執等への対応に自信を持つ。  
(2) 異文化や外国について関心が低い。

# Samples of Survey Questions - 1

## アンケート調査：質問例

Q4. Select the number that corresponds to how you feel toward the following on a 6-point scale  
(1: Strongly disagree – 6: Strongly agree)

1	Strongly disagree
2	Disagree
3	Slightly disagree
4	Slightly agree
5	Agree
6	Strongly agree

Q4. 以下のような意識や行動について、あなたの気持ちを6段階(1:「全くそうは思わない」～6:「非常にそう思う」)で表し、あてはまる番号を一つ選んでください。

Items		1	2	3	4	5	6
a	If there is an opportunity to interact with internationals, I would like to actively use the knowledge I have of that country's culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b	If there is an opportunity to interact with internationals, I would like to verify if the knowledge I have of that culture is correct or not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c	I would like to know more about the culture of people from a country I do not know much about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d	I can use nonverbal communication (i.e., tone of voice, expression, and gestures) with foreigners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e	I am interested in interacting with people from various countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f	I am confident that I can be friendly with people from countries I do not know much about.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g	Even in a country that I visit for the first time, I can probably enjoy living there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Samples of Survey Questions -2

## アンケート調査: 質問例

Q8. In detail, how much would you be able to explain about items (a) to (e) below of a specific foreign country?

Select the number that corresponds to your answer.

- 1 ○ Completely unable
- 2 ○ Unable
- 3 ○ Somewhat unable
- 4 ○ Somewhat able
- 5 ○ Able
- 6 ○ Completely able

		1	2	3	4	5	6
a	Politics	○	○	○	○	○	○
b	Economy	○	○	○	○	○	○
c	Poverty issues	○	○	○	○	○	○
d	History	○	○	○	○	○	○
e	Religion	○	○	○	○	○	○

Q8. 外国のどこか一つの国について、以下 a.~e.について、どのくらい詳しく説明することができますか？  
あてはまる番号を一つ選んでください。

- 1: 全くできない
- 2: できない
- 3: どちらかと言えはできない
- 4: どちらかと言えはできる
- 5: できる
- 6: とてもよくできる

	1	2	3	4	5	6
a. 政治	○	○	○	○	○	○
b. 経済	○	○	○	○	○	○
c. 貧困問題	○	○	○	○	○	○
d. 歴史	○	○	○	○	○	○
e. 宗教	○	○	○	○	○	○

# Drawback(s)

アンケート調査実施方法に関する課題

The US is a multicultural country, but the degree of “multiculturalness” differs significantly between states.

国単位で見れば、アメリカは多文化社会。  
州や市のあいだの地域格差が激しい。

# Toward a More Balanced Survey -1

よりバランスのとれたアンケート調査に向けて

These factors, at least, should be taken into account:

(1) Geographical factors 地理的要因

(2) Ethnic factors 民族・人種的要因

(3) Economic factors 経済的要因

(4) Cultural factors 文化的要因



# Toward a More Balanced Survey -2

よりバランスのとれたアンケート調査に向けて

## Locations of the high schools surveyed

調査対象校  
の所在地

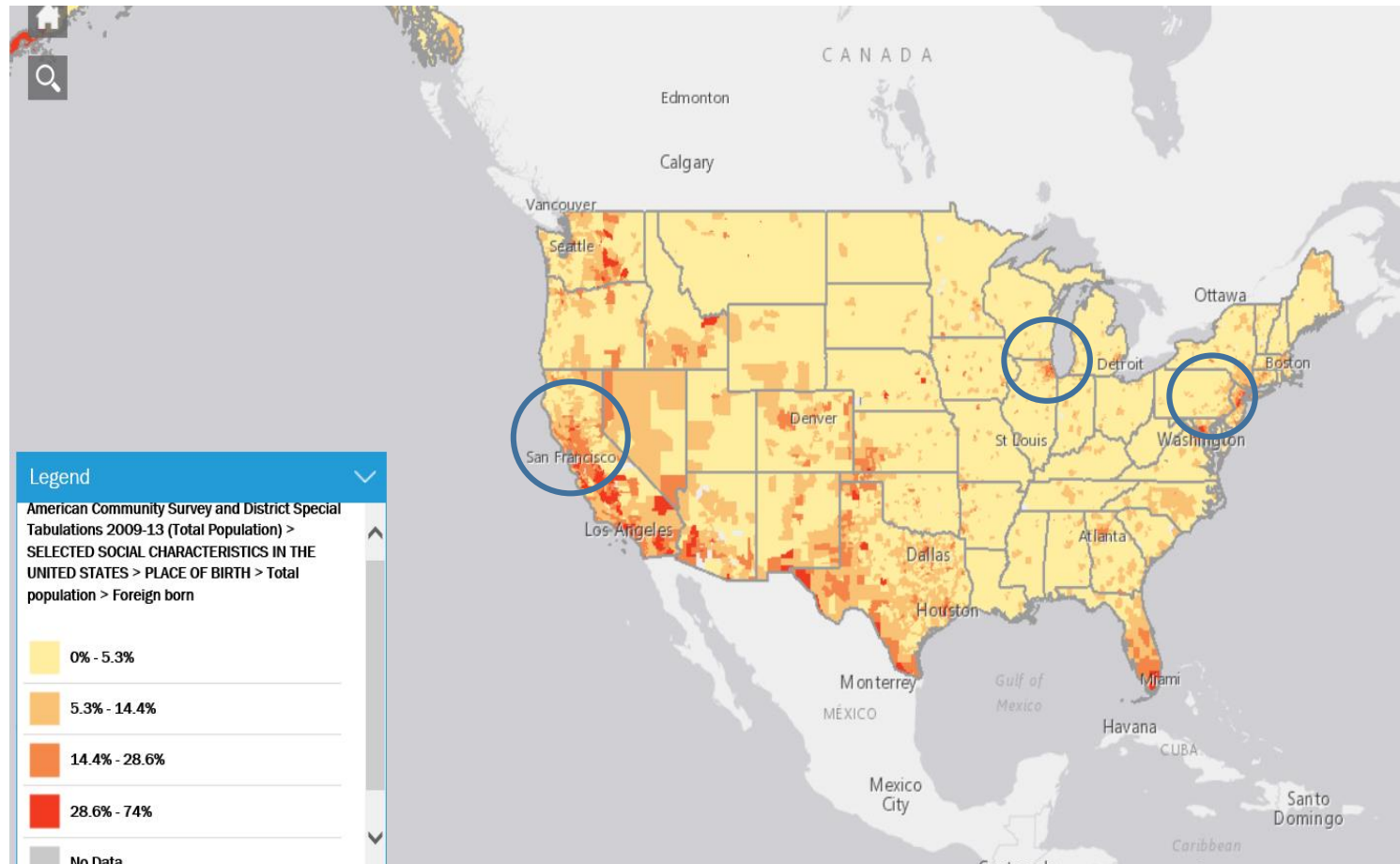


Figure 1: Foreign born population by school district with survey areas highlighted

# Toward a More Balanced Survey –Int'l Experience

国際経験に係る格差

National average: 19.2% (2015)

School	Location	School District	Families In Poverty	Foreign Born %	Students Traveling Abroad
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US00715	San Francisco, CA	San Francisco Unified School District	8.2%	35.6%	23.1%

# Toward a More Balanced Survey – Ethnic Factor

外国生まれの割合、海外との係わりの強さ

National average: 13.7% (2015)

School	Location	School District	Families In Poverty	Foreign Born %	Students Traveling Abroad
US00115	Fairfax, VA	Fairfax County Public Schools	3.8%	29.5%	78.9%
US00215	Fairfax, VA	Fairfax County Public Schools	3.8%	29.5%	75%
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# Toward a More Balanced Survey – Economic Factor

經濟的格差

National average: 15.1% (2010)

School	Location	School District	Families In Poverty	Foreign Born %	Students Traveling Abroad
US00115	Fairfax, VA	Fairfax County Public Schools	3.8%	29.5%	78.9%
US00215	Fairfax, VA	Fairfax County Public Schools	3.8%	29.5%	75%
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# Toward a More Balanced Survey –Cultural Factors

文化的要因による認識の差異

**Differences in the kind of mindset US  
Americans are encouraged to have**

アメリカ人が一般的に持つことを期待される考え方

**Differences in the styles of communication  
that US Americans tend to prefer**

アメリカ人が一般的に用いるコミュニケーションのスタイル

# Perceived Need for Global Citizens

Education for Global Citizenship in the US and its Implications for Japan?

# Need for Globally Minded Leaders: US

“To continue to compete successfully in the global economy and to maintain our role as a world leader, **the United States needs to ensure that its citizens develop a broad understanding of the world, proficiency in other languages, and knowledge of other cultures.** America’s leadership also depends on building ties with those who will guide the political, cultural, and economic development of their countries in the future. A coherent and coordinated international education strategy will help us meet the twin challenges of preparing our citizens for a global environment while continuing to attract and educate future leaders from abroad.”

(Bill Clinton [2000] “Memorandum of International Educational Policy”)

# Need for Globally Minded Leaders: US

“In a 21st-century world where jobs can be shipped wherever there’s an Internet connection, where a child born in Dallas is now competing with a child in New Delhi, where your best job qualification is not what you do, but what you know.”

(Barack Obama, 2009)



# Education Reform and Global Competence

“(G)lobal competence in the 21st century is not a luxury, but a necessity. Whether engaging the world, or our culturally diverse homeland, the United States’ future success will rely on the global competence of our people. **Global competence must become part of the core mission of education—from K-12 through graduate school.**”

(NEA Report 2010)

# Global Competence: Four Components

1. International awareness
2. Appreciation of cultural diversity
3. Proficiency in foreign languages
4. Creative problem-solving skills

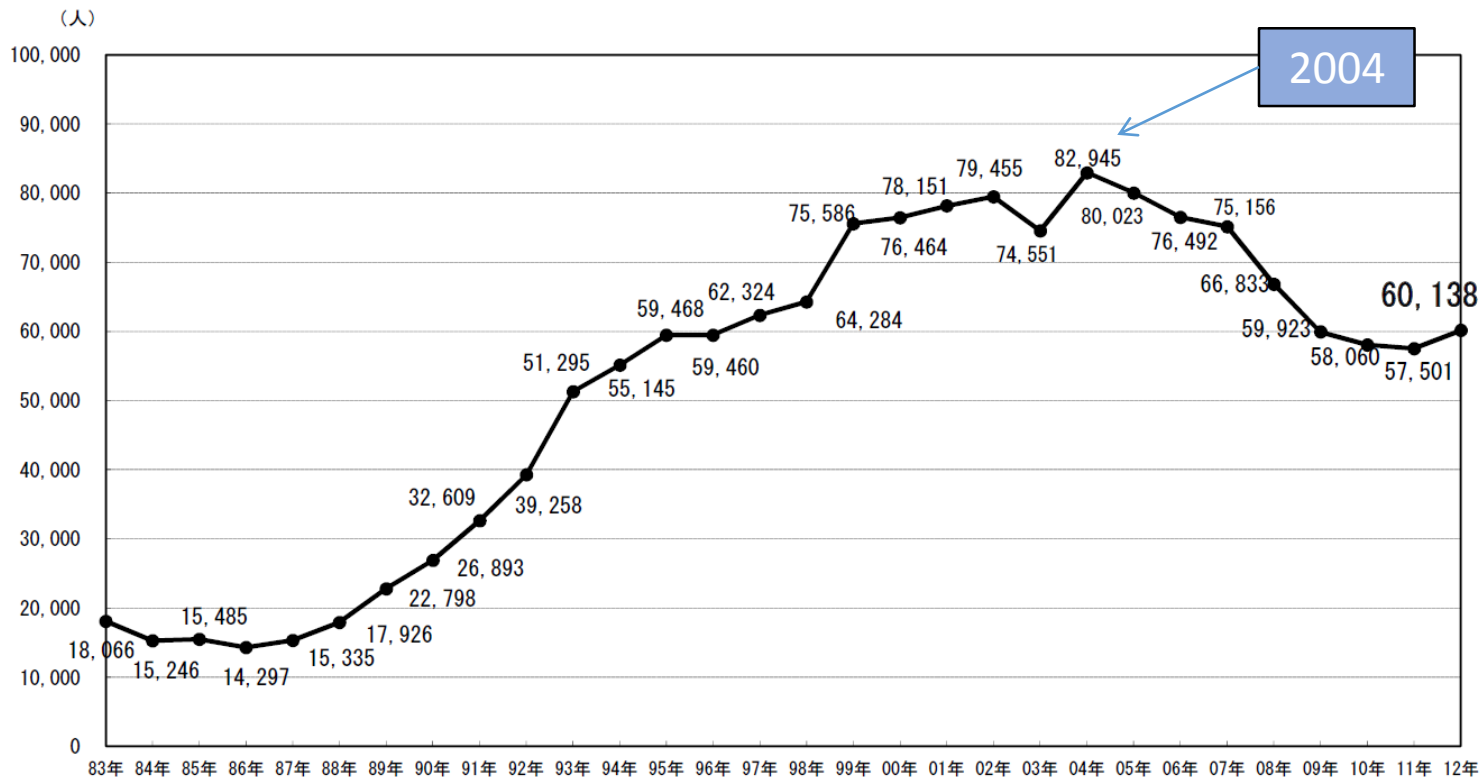
# Implications

Has the education for global citizenship been successful?

Implication for Japan's citizenship education

# Growing “Inwardness” in Japanese Youths (1)

Japanese Citizens studying abroad in tertiary education (degree and non-degree)

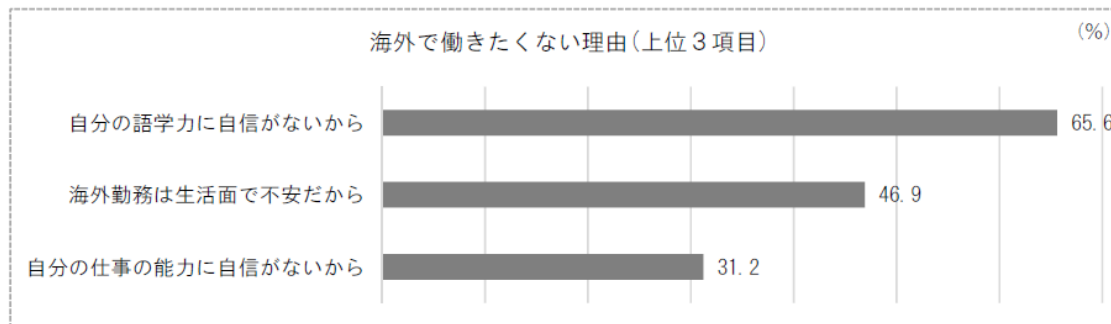
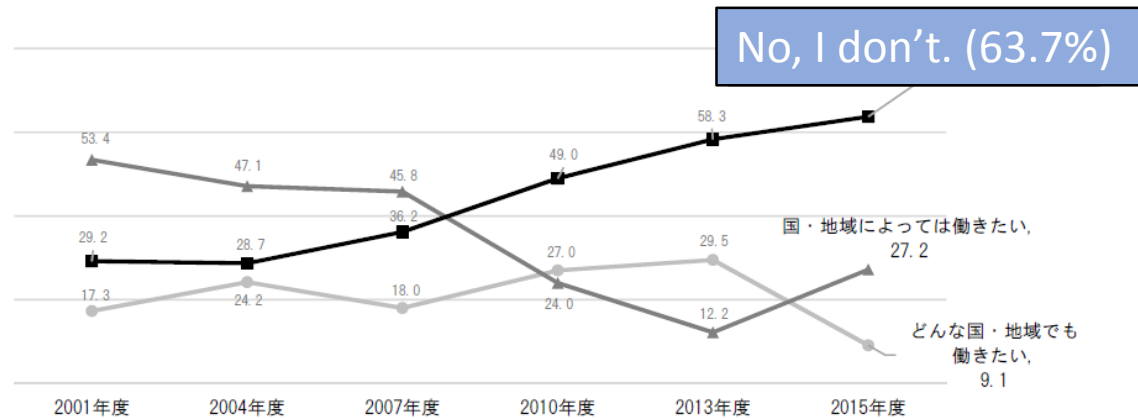


(出典) OECD「Education at a Glance」、ユネスコ統計局、IIE「Open Doors」、中国教育部、台湾教育部

(Source: 「平成27年2月 文部科学省集計」)

# Growing “Inwardness” in Japanese Youths (2)

Q: Do you like to work outside Japan?



(Source: 産業能率大学「第6回 (2015)新入社員のグローバル意識調査」)

# Calls for “Global Human Resources” (1)

Business leaders have started voicing concerns about the increasing “inwardness” of young Japanese.



Calls for “Global Human Resources”

# Calls for “Global Human Resources” (2)

In response to the mounting concerns from the business community

## [METI]

- Committee on How to Nurture Global Human Resources through the partnership of University and Industry (April 2010)

## [MEXT]

- Conference on How to Promote the Education of Global Human Resources (June 2011)
- Global Human Resources Project (2012)

# Who Is a Global Human Resource? (1)

A global human resource is a person who can, against the background of globalization:

- **think autonomously** (shutaiteki), communicate her thoughts articulately to her colleagues and clients;
- **Transcend the differences** that arise from cultural and historical backgrounds;
- **Appreciate others** by trying to putting oneself in others' shoes; and
- **Create new values** by eliciting strengths from those differences, utilizing those strengths, and generate synergies based on them

Source: 「産学人材育成パートナーシップグローバル人材育成委員会」(Apr. 2010)



## Who Is a “Global Human Resource”? (2)

One who is equipped with:

- I. Language and Communication Skills
- II. Autonomy(Shutaisei)/activeness, a spirit of challenge, cooperativeness/flexibility, a sense of responsibility and mission
- III. Appreciation for other cultures and a sense of identity as Japanese

Source: 「グローバル人材育成推進会議中間まとめ」(Jun. 2011)

# Who Is a “Global Human Resource”?

Global Citizen (U.S)	Global Human Resource (Japan)
International awareness	Appreciation for other cultures and a sense of identity as Japanese
Appreciation of cultural diversity	
Proficiency in foreign languages	Language and Communication Skills
Creative problem-solving skills	Creation of new values by eliciting strengths
-----	<b>Autonomy (Shutaisei)</b> /activeness, a spirit of challenge, cooperativeness/ flexibility, a sense of responsibility and mission

# Autonomy Yet To Be Developed?

## Evidence for Autonomy Promoting Education

教育基本法

Basic Education Law (put into effect in 1947)

中教審 答申

Numerous Reports by Central Council for Education

学習指導要領

School Curriculum Guidelines (issued by Ministry of Education)

# Education and Autonomy

- (1) Education for Global Leadership ⇒
- (2) Education for Global Citizen ⇒
- (3) Citizenship Education



**Individual Autonomy**  
as the Foundation

# Citizenship Education

Citizenship education is about enabling people to make their own decisions and to take responsibility for their own lives and communities.

Its most important subset is democratic education.

# Ambivalence toward Autonomy

Q: Have the Japanese Really Become Autonomous over the Course of 70 years?

## Surface



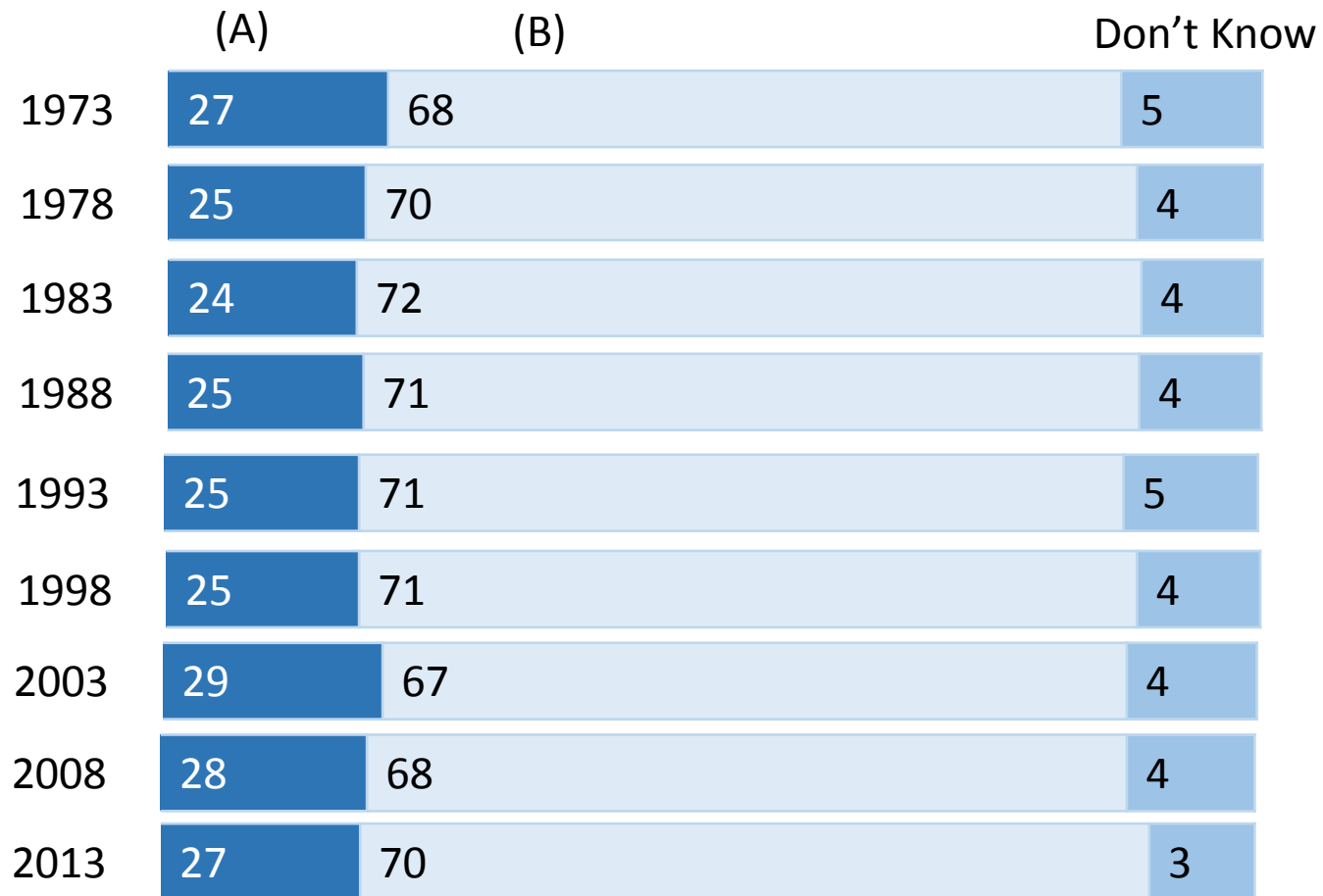
Lip service to the value of autonomy

## Deep Down



Autonomy seen as inimical to social harmony.

Q16: Which one of these colleagues do you appreciate more:  
 (A) a colleague who is very talented but harder to get on with or  
 (B) a colleague who is not so talented but easier to get on with?



Source: 「現代日本人の意識構造(第8版)」Survey on Contemporary Japanese Consciousness

# Implication for Japanese Education: Need for Promoting Autonomy

Autonomy/ shutaisei is a **disposition** (習慣を通して獲得された性向) as well as a **capacity** (能力), which forms a basis for other technical knowledge and skills.