

# About the Survey

## Background and Objectives

Amid accelerating globalization, the spread of IT and other changes in social environments, it is no longer considered sufficient to simply master conventional knowledge, but is considered necessary to acquire attitudes and skills that will enable us to respond to our environment flexibly and to continue to learn and solve problems. Worldwide focus is now turning to the importance of cultivating such attitudes and capabilities from early childhood. BERD identified these attitudes and skills as “attitudes of learning to learn (social and emotional skills)” and has been conducting longitudinal annual surveys targeting children in their early childhood. In these surveys, we have elucidated the reciprocal effects of the “attitudes of learning to learn (social and emotional skills)” formation process and elements such as “daily habits” and “letters, numeracy and logical thinking (cognitive skills)” and the effects of parental involvement. (“Research on Home Education from Early Childhood to First Grade of Elementary School” has been conducted since 2012.)

For the research described here, the scope of the survey was extended to include countries other than Japan, targeting metropolitan areas in Japan, China, Indonesia and Finland to gain an understanding of the state of development and parental involvement in “attitudes of learning to learn,” “daily habits” and “letters, numeracy and logical thinking” of young children living in different sociocultural environments. Research was conducted on such factors as the degree of home education during early childhood and the awareness of parents to shed light on the significance of background environment, differences and similarities in awareness, etc.

## Overview of Survey

<b>Subjects</b>	Mothers with preschool children between the ages of four and six			
<b>Survey items</b>	Basic daily life schedule of children/involvement with media/learning activities/views of the mother on education and parenting/expectations of the child’s future/daily habits, attitudes of learning to learn (social and emotional skills), letters, numeracy, logical thinking (cognitive skills)/maternal parenting attitude and activities/sources of information on education and discipline/persons responsible for parenting/involvement of the father and grandparents in housework and parenting/time spent with the child, etc.			
<b>Survey-target countries</b>	<b>Japan</b>	<b>China</b>	<b>Indonesia</b>	<b>Finland</b>
<b>Survey-target areas</b>	Tokyo metropolitan area (within 40 kilometers of Tokyo station)	Beijing, Shanghai and Chengdu	Jakarta and four other nearby cities	Espoo and three other cities
<b>Period</b>	March 2017	June 2017	May–July 2017	June–July 2017
<b>Method</b>	Internet survey	Self-administered questionnaire distributed through kindergartens	Door-to-door interviews by surveyors	Internet survey distributed through daycare centers and preschools
<b>Number of valid responses</b>	1,086	2,778	900	180

\*Because the judgment sampling method was adopted, it should be considered that the data are not a strict representation of specific areas.

\*In China, targeted facilities were selected from class-2 to exemplary kindergartens.

\*In Indonesia, surveyors made door-to-door visits and asked questions to ascertain the economic class of each household, after which households in the middle class or higher were targeted for the survey.

\*In Finland, requests for cooperation with the survey were mailed to households with children in municipal daycare centers and preschools that agreed to cooperate with the survey and subjects responded from a URL set up for responses.

\*In all countries, the survey was conducted one to three months before the children entered elementary school.

## Points to consider regarding the data

- Although country names are shown in figures and tables, since the survey was implemented in metropolitan areas of each country, the data do not show average nationwide values for the countries surveyed.
- Due to the factors such as regional characteristics and sampling, household income and the academic background of the mothers tend to be above average in China, Indonesia and Finland.
- The survey in China took the form of a self-administered questionnaire, causing “missing responses.” Upon analysis, to ensure comparison under the same conditions as those of the other countries, “missing responses” were excluded for each question as missing values when calculated.
- Percentages used in this report are values that have been calculated in accordance with the method of calculation for each item, rounded up or down to two decimal places. As a result, the sum of values in some cases may not add up to 100.
- Figures in parentheses show the number of samples.

## Japan

Preschool institutions in Japan include kindergartens, nurseries and certified children's centers. Kindergartens accept children from the age of three and nurseries and children's centers accept infants from before the age of one. (However, this differs from institution to institution.) Guidelines set by the government for early childhood education and care were revised in 2017, including the Course of Study for Kindergarten, National Guidelines for Care and Education at Day Nursery, and Course of Study and Guideline for Childcare for ECEC Center. This revision sets out "foundations for knowledge and skills," "foundations for skills in intellection, decision-making self-expression" and "attitudes of learning to learn, humanity, etc." as attributes and skills that should be nurtured during early childhood. "Attitudes of learning to learn, humanity, etc." include social and emotional skills. The percentage of enrollment in childcare and educational institutions as of 2017 is as follows: kindergartens (3–5 years of age) 41.4% and nurseries (3–5 years of age) 49.3%.<sup>1</sup> Children reaching the age of six by April 1 are enrolled in elementary school from April 1 of the same year.

## China

Preschool institutions in China mainly consist of daycare centers and kindergartens. Daycare centers are childcare facilities that accept infants from zero to three years old and kindergartens are educational facilities that accept children from the age of three up to under six years old. Kindergartens fall into two categories; public and private. Annual audits on management and education are conducted to classify the kindergartens into one of four categories ranging from role-model grade to third-class. In recent years, preschool education has also focused on the cultivation of social and emotional skills, and the Ministry of Education published "Guidelines for Learning and Development for Children Aged 3-6" in September 2012. According to the "2016 Statistical Bulletin of China's National Educational Development" (mainland China), the approximate percentage<sup>2</sup> of enrollment in preschool institutions nationwide was 77.4% (2016)<sup>3</sup>. Children who have reached the age of six by August 31 enter elementary school from September 1 the same year.



## Indonesia

Preschool education in Indonesia consists of formal education at kindergartens (general kindergartens and Islamic kindergartens) or at various other equivalent institutions, and informal education in "play groups" and at "childcare centers" and other equivalent institutions<sup>4</sup>. Kindergartens have two academic years. Based on levels of development, the objective of the kindergarten curriculum is to cultivate (1) ethics and religious values, (2) sociality, sensitivity and autonomy, (3) language skills, (4) cognitive skills, (5) physical capabilities, and (6) artistic qualities. Social and emotional skills are implemented in educational planning and assessment standards in an integrated way. The percentage of preschool enrollment (between the ages of three and six) is 68% (2014).<sup>5</sup> Children who have reached the age of six by July 1 enter elementary school from the third week of July the same year.



## Finland

In Finland, no distinctions exist such as that between kindergartens and daycare centers, and daycare centers are the main preschool institution. Daycare centers accept children between the ages of ten months and six years, while children reaching the age of six between January and December the year before entering elementary school must attend "preschool (*esikoulu*)." (Attendance of 20 hours a week became compulsory in August 2015, free of charge.) In 2013, the administration of daycare centers as institutions for preschool education was transferred from the Ministry of Social Affairs and Health to the Ministry of Education and Culture and a national curriculum was introduced for the first time in autumn 2017 with the aim of enriching and standardizing the content of preschool education. According to statistics for 2016, 68% of children between the ages of one and six were receiving preschool education<sup>6</sup>. Children reaching the age of seven between January 1 and December 31 enter elementary school. Since the first semester begins in August, children who are still six years old start school together with those who have reached the age of seven.



## Notes and References

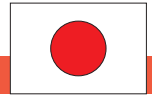
- 1 "School Basic Survey," Ministry of Education, Culture, Sports, Science and Technology-Japan. "Summary of Information related to Childcare Facilities" Ministry of Health, Labour and Welfare
- 2 The approximate percentage of enrollment in preschool education is the percentage of all children in preschool education (including children with a year-delayed enrollment under the parents' decision, and those younger than 3 years old) out of the total number of children in the age group eligible under the system to enter such institutions (3 to 5 years old).
- 3 Ministry of Education of the People's Republic of China "2016 Statistical Bulletin of China's National Educational Development" [http://www.moe.gov.cn/jyb\\_sjzl/sjzl\\_fztjgb/201707/t20170710\\_309042.html](http://www.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/201707/t20170710_309042.html)

- 4 Mina Hattori (2006) "Chapter 8: Indonesia - Balance of Moral Values and Learning." In "Early Childhood Education in Asia (Systems, Curricula and Practices)," authored and edited by Mitsuhiro Ikeda and Chiaki Yamada. Tokyo: Akashi Shoten Ltd. Co.
- 5 Kemendikbud (2015) "Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2015-2019" (<https://luk.staff.ugm.ac.id/atur/RenstraKemendikbud2015-2019.pdf>)
- 6 National Institute for Health and Welfare, Finland (THL) Statistical Report 29/2017 Early Childhood Education, from 2016 [http://www.julkari.fi/bitstream/handle/10024/135183/Tr29\\_17\\_vuosittilasto.pdf?sequence=5](http://www.julkari.fi/bitstream/handle/10024/135183/Tr29_17_vuosittilasto.pdf?sequence=5)

# Basic Attributes

## Child Age and Gender

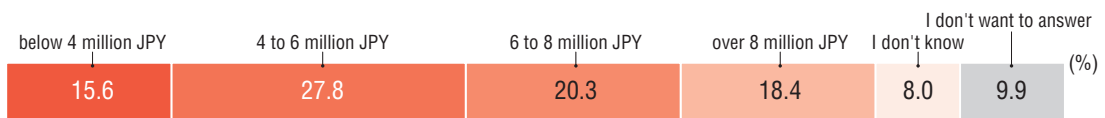
	Age (%)			Gender (%)	
	4 years old	5 years old	6 years old	Boys	Girls
Japan (1,086)	33.3	33.3	33.3	53.5	46.5
China(2,778)	38.9	37.3	23.8	52.9	47.1
Indonesia(900)	33.3	33.3	33.3	50.0	50.0
Finland (180)	38.9	33.3	27.8	50.0	50.0



### Japan

Survey area : Tokyo metropolitan area(cities and towns within 40 km of Tokyo Station)

- Mothers**
- Age : Under 20s 9.5% 30s 65.2% over 40s 25.3%
  - Academic background : Four-year university graduate and above 39.9%
  - Employment status : In employment 34.3%(Full-time 16.1%), Unemployed 62.2%
- Households**
- Marital status : Married 95.6%
  - Household income (Annual pre-tax income)



- Children**
- Preschool enrollment



### China

Survey area : Shanghai(34.1%) • Beijing(39.5%) • Chengdu(26.3%)

- Mothers**
- Age : Under 20s 4.6% 30s 83.0% over 40s 12.4%  
\*23.3% were missing responses which were omitted upon calculation.
  - Academic background : Four-year university graduate and above 74.3%
  - Employment status : In employment 90.0%(Full-time 70.3%), Unemployed 6.9%
- Households**
- Marital status : Married 98.8%
  - Household income (Annual pre-tax income)



- Children**
- Preschool enrollment Kindergarten 100% \*Survey was fully requested through kindergartens.

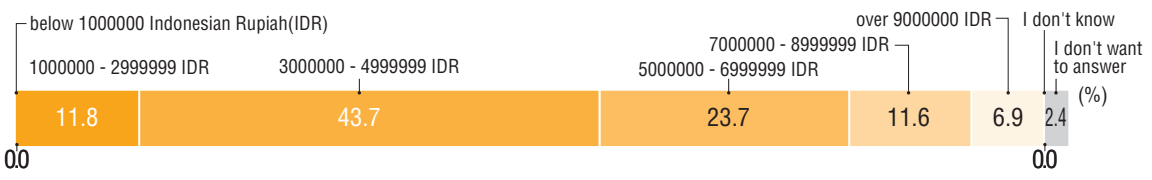


## Indonesia

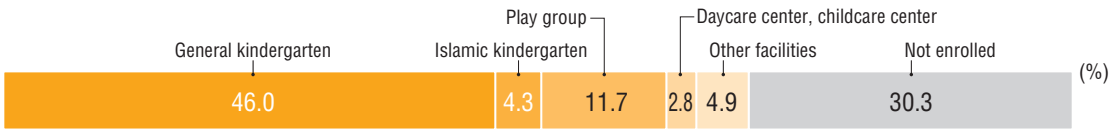
Survey area : Jakarta(42.3%) • Tangerang(14.6%) • Depok(15.1%) • Bekasi(13.8%) • Bogor(14.3%)

- Mothers**
1. Age : Under 20s 28.7% 30s 57.2% over 40s 14.1%
  2. Academic background : Four-year university graduate and above 6.3%
  3. Employment status : In employment 19.2% (Full-time 5.9%), Unemployed 78.7%

- Households**
4. Marital status : Married 97.7%
  5. Household income (Monthly pre-tax income)



- Children**
6. Preschool enrollment



## Finland

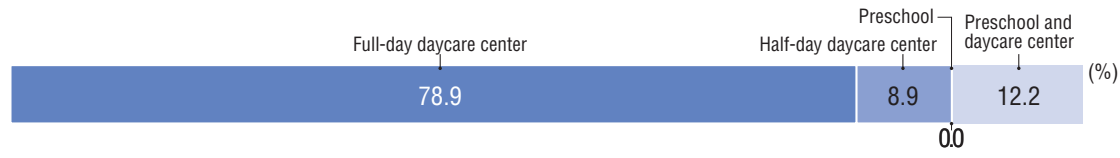
Survey area : Espoo(51.1%) • Kouvola(24.4%) • Seinäjoki(14.4%) • Lappeenranta(10.0%)

- Mothers**
1. Age : Under 20s 7.2% 30s 68.3% over 40s 24.5%
  2. Academic background : Four-year university graduate and above 71.1%
  3. Employment status : In employment 84.5%(Full-time 75.0%), Unemployed 5.6%

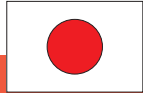
- Households**
4. Marital status : Married 88.3%
  5. Household income (Annual pre-tax income)



- Children**
6. Preschool enrollment



## Japan (Tokyo metropolitan area)



### ● Daily Life of Children :

On weekdays, approximately 40% of children wake up around 7 am and around 30%, which was the majority, go to bed at 9 pm. Regarding the time spent at preschool institutions, because kindergarteners account for a large portion of the data, overall, approximately 40% of preschoolers spend “about five hours” at preschool educational institutions. However, time spent at kindergarten and nursery school differs, with kindergarteners spending “about five hours” at kindergarten and nursery school children “about eight to nine hours” at nursery school in many cases. Picture books, television, and videos/DVDs/hard disk recorders are available in more or less all households and are used “three or more times a week” at more than half. Almost 70% of the respondents' children take enrichment programs and lessons such as swimming or gymnastics, in descending order.

### ● Maternal Awareness of Parenting :

Regarding parenting, mothers emphasize self-reliance, daily habits, collaborative skills and self-assertion. As for future education, the majority of mothers expect their child to graduate from a 4-year university. Regarding their children's future, the percentage of mothers hoping that their child will develop into “a person with firm opinions” and “a person causing no trouble to others” is higher than in other countries. For 66.6% of the mothers, the meaning of their child's existence was perceived as “enrichment of my life,” the highest percentage among the countries surveyed. The percentage of mothers selecting “connection between my spouse/partner and me” was higher than in other countries, while the percentage of those selecting “person who will play a part in future society” was lower. In response to the question “Which do you focus on more: parenting or your own lifestyle?,” compared to other countries, responses were divided more or less evenly between the two choices.

## Indonesia (Jakarta and other Areas)



### ● Daily Life of Children :

Wake-up time in Indonesia is the earliest among the four countries as more than 40% of respondents indicated that their children wake up by 6 am. This may owe to the fact that people are active early in the morning when the temperature is lower due to the tropical climate, and that the Muslims' prayer time is in the early hours. Because education at kindergarten ends in the morning, the time children spend in such institutions is short, with 90% attending for less than four hours. The availability of items such as picture books and educational toys is the lowest of all four countries surveyed, indicating 20% of the households have no picture books, and about 50% of them have no educational toys at home. The frequency of reading picture books was the lowest of all four countries, accounting for a little over 20% (50%-70% in the other countries) for those who read three times or more a week. On the other hand, the frequency of smartphone use is higher than in the other countries with 60% using such devices three or more times a week (10%-20% in the other countries). More than 40% of the children take enrichment lessons, the lowest percentage of the four countries. A little under 40% of the children take lessons in “reading and writing the Qur'an.”

### ● Maternal Awareness of Parenting :

Regarding expectations for their children, a high percentage of respondents answered that they hoped their child would grow up to be “a person caring about his/her own family” or “a person with leadership skills,” 75.8% and 53.1%, respectively. When asked what their child's existence means to them, many respondents selected “successor of my ancestors/family” or “future caregiver of mine,” 64.3% and 57.9% respectively, showing a marked awareness of family and family lineage succession compared with the other target countries. Expectations of higher education for their children were high with approximately 90% of mothers hoping that they would advance as far as university or graduate school. When asked which they emphasized more, parenting or their own lifestyle, more than 90% of respondents answered “I need to prioritize my child's needs over myself.”

## China (Shanghai, Beijing, and Chengdu)



### ● Daily Life of Children :

Of the four countries, more children in China tend to go to bed and get up late (On average, they get up at 7:12 and go to bed at 21:41). Ninety percent of children took enrichment programs and lessons, the highest percentage among the four countries, and what they learned was diverse, including sports, arts and studies. “Language lessons” scored the highest with more than 50% of children taking lessons.

### ● Maternal Awareness of Parenting :

Regarding the question of what their child's existence means to them, 81.4%, the highest percentage, selected “an individual entity from me.” Regarding the perspective of parenting, respondents placed more emphasis on helping the child “learn foreign languages,” “foster the artistic talent of the child (music, painting etc.),” and “play in the nature” more than in the other countries. Regarding expectations for higher education, 60% responded that they hoped that their child would complete “graduate school,” the highest percentage among the four target countries. When asked which they focus on, parenting or their own lifestyle, almost 80% answered “parenting is important but so is my own life,” while more than 80% answered “a mother should always stay with her child until s/he becomes around 3 years old,” suggesting a certain ambivalence.



## Finland (The Espoo region)



### ● Daily Life of Children :

On weekdays, more than 40% of the subject children in Finland get up at around seven in the morning, spend approximately eight hours at daycare center and go to bed between eight and nine o'clock in the evening on average. There is little difference in daily schedule between weekdays and holidays in Finland (according to the survey supervisors). Items such as picture books, encyclopedias for kids, and educational toys are available in 90% or more of the surveyed households. The percentage of picture book and tablet device use three or more days a week is 77.2% and 46.6%, respectively, the highest among the target countries. The percentage of subject children taking enrichment lessons is high, at less than 80% after China. Sports and arts-related lessons outside of school such as swimming, soccer and music are popular.

### ● Maternal Awareness of Parenting :

Regarding parenting, mothers consider it important “to encourage the child to care about others” and “to help the child acquire social manners/follow rules.” More than 80% of respondents indicated that they wanted their child to become “a person who cares about his/her own family” in the future. Regarding what their children's existence means to them, almost all respondents answered with “enrichment of my life.” This was followed by “an individual entity from me” (66.7%). In answer to the question asking which they emphasized more, parenting or their own lifestyles, more than 80% responded with “Parenting is important but so is my own life” or “It is OK if a mother is not always around her child as long as she raises him/her with love.”

