

Benesse[®]

Educational Research and Development Center

Basic Research on Academic Performance

International Survey of Six Cities

Tokyo, Seoul, Beijing, Helsinki,
London, Washington, D.C.

How do elementary school students
in each of these cities learn
in school and at home?

In 2006, the Benesse Educational Research & Development Center conducted a survey of attitudes toward study and actual learning among fifth-year elementary school students in Japan (4th Basic Research on Academic Performance - National Survey). Following the completion of this survey, the team went on to conduct an almost identical survey in five cities overseas, namely Seoul, Beijing, Helsinki, London and Washington, D.C.

How do elementary school students in each of these cities study at school and at home? How does the picture differ from how students in Tokyo learn?

The data from this study provides wide-ranging data on children's attitudes to their learning.



Overview of the Study

Theme

International survey of attitudes toward study and actual learning of elementary school students in six cities (Tokyo, Seoul, Beijing, Helsinki, London and Washington, D.C.)

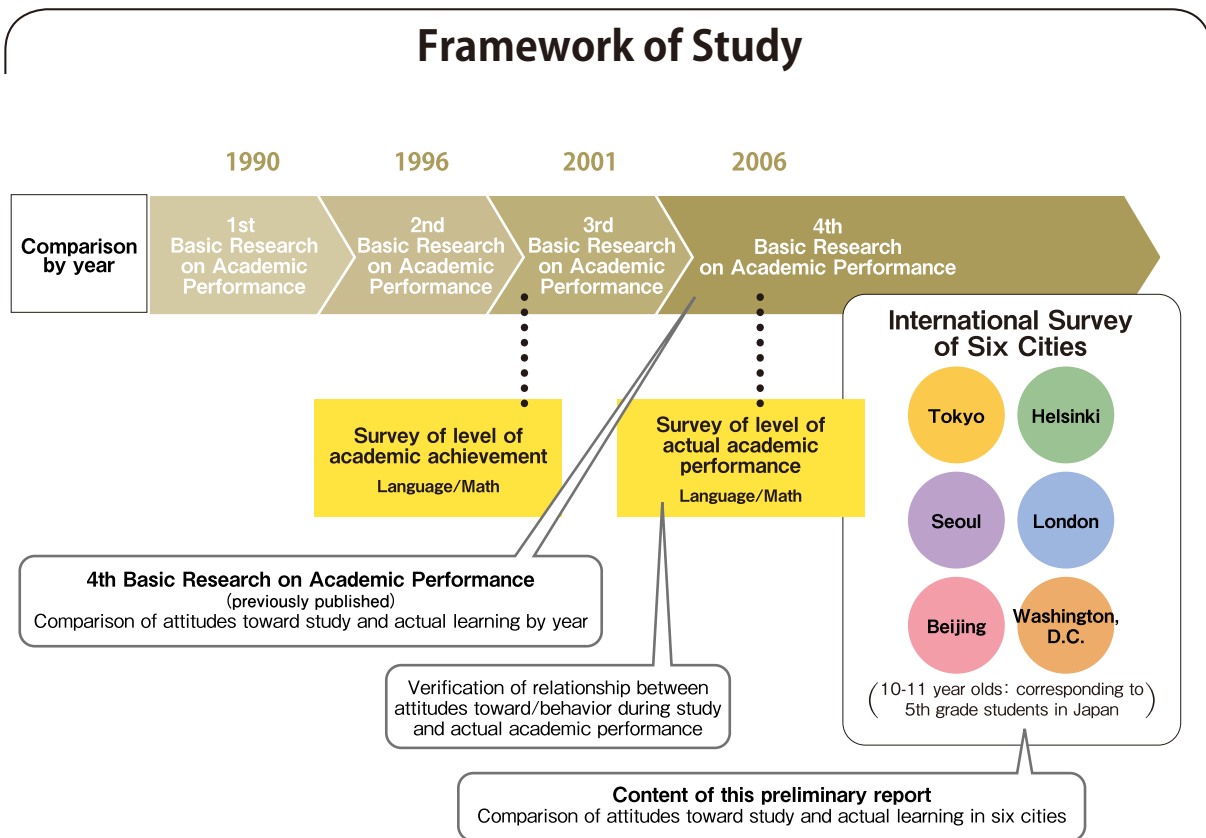
Topics

Favorite subject / comprehension of coursework / time spent studying at home as well as content and conditions of studying / “learning” taking place during everyday activities / use of study school / outside-of-school lessons or clubs / self assessment of grades / study related worries, motivation and joys / view of society and values / level to which students intend to continue studies / media usage / home environment

Survey Period, Subjects, Regions and Methodology

	Tokyo	Seoul	Beijing	Helsinki	London	Washington, D.C.
Survey period	June to July 2006	June to July 2006	October 2006	November 2006	November 2006 to January 2007	December 2006
Age (corresponding grade)	10-11 year old (5th grade)	10-11 year old (5th grade)	10-11 year old (5th grade)	10-11 year old (4th grade)	10-11 year old (6th grade)	10-11 year old (5th grade)
Number of schools	33	19	14	12	19	11
Number of samples	1,105	1,300	1,195	526	891	955
Region surveyed	Tokyo (all 23 wards)	Seoul	Beijing (excluding agricultural districts)	Helsinki	London	Washington metropolitan area (District of Columbia and Prince William County)
Survey method	Self-administered survey at schools	Self-administered survey at schools	Self-administered survey at schools	Self-administered survey at schools	Web-based survey taken at schools	Self-administered survey at schools

Sampling method used in each city:
Non-random sampling was used. For this reason, it must be kept in mind that the data cannot technically be considered representative of the city. However, the researchers and school officials in charge of selecting the target schools did so in a way that avoided any bias due to local educational standards or level of academic achievement at the schools.



A detailed analysis of the International Survey of Six Cities will be included in *Basic Research on Academic Performance - Report on International Survey of Six Cities* (tentative name) to be published in January 2008.

The survey of actual academic performance will be included in *Basic Research on Academic Performance - Survey of Actual Academic Performance* (tentative name) to be published in December 2007.

Refer to *4th Basic Research on Academic Performance - National Survey* published in March 2007 for a year-by-year analysis.

Notes on Analysis

The following should be kept in mind when reading through this preliminary report:

- The educational system, availability of extracurricular learning activities, home environment and other factors have a significant effect on attitudes toward study and actual learning of elementary school students in each city. Because of the differences in the institutional, cultural and socioeconomic background, due consideration should be given them when comparing and interpreting the figures for different cities.
- There were cases where the questions used in the national survey involved phenomena and terminology that were either different or non-existent in some of the other countries. In these cases, the translation of the survey was adapted to the cultural background of the children in the particular city. There are notes in the report to indicate where this was done.
- The survey was conducted in the capital cities (or surrounding areas thereof) of Japan, South Korea, China, Finland, England and the United States. Therefore, while the data represents trends in each of the cities, it does not represent national averages.
- The purpose of this preliminary report is to give an idea about general trends in each of the cities. For details, refer to the full report, to be issued in Japanese in January 2008.

Educational Circumstances in Each

Elementary and Secondary Education Systems¹

	Elementary School Education	Lower Secondary Education	Upper Secondary Education
Japan	<ul style="list-style-type: none"> ○ 6-12 years of age ● Elementary school / special needs elementary school ★6 years 	<ul style="list-style-type: none"> ○ 12-15 years of age ● Junior high school / special needs junior high school ★3 years <p>There are also those who enroll in what are known as secondary education schools.</p>	<ul style="list-style-type: none"> ○ 15 years of age and above ● High school / special needs high school ★3 years ● Specialized vocational school ★5 years <p>Specialized vocational high schools are legally classified as high school institutions. There are also those who enroll in upper secondary, general courses at specialized training colleges, or other schools in the miscellaneous category.</p>
Years of Compulsory Education (9 years)			
Korea	<ul style="list-style-type: none"> ○ 6-12 years of age ● Elementary school ★6 years 	<ul style="list-style-type: none"> ○ 12-15 years of age ● Junior high school ★3 years 	<ul style="list-style-type: none"> ○ 15 years of age and above ● Regular high school / vocational high school ★3 years <p>There are also broadcasting and communication high schools and technical high schools, but they are designated as institutions for adults and employed workers to continue their education.</p>
Years of Compulsory Education (9 years)			
China ²	<ul style="list-style-type: none"> ○ 6/7 -12/13 years of age ● Elementary school ★5-6 years <p>The Compulsory Education Law stipulates that the enrollment age for children is six, but as this is a recent change, there are still regions where the enrollment age is seven.</p>	<ul style="list-style-type: none"> ○ 12/13-15/16 years of age ● Upper secondary school ★3-4 years 	<ul style="list-style-type: none"> ○ 15/16 years of age and above ● Upper secondary school ★3 years ● Secondary vocational school ★4 years ● Skilled worker school ★3 years ● Secondary professional school ★2-3 years <p>There are also various types of institutions for adult education (such as spare time school).</p>
Years of Compulsory Education (9 years)			
Finland	<ul style="list-style-type: none"> ○ 7-16 years of age ● Comprehensive school (Peruskoulu) ★9 years <p>After completion of the comprehensive school program, students have the option of participating in a one-year supplementary program.</p>		<ul style="list-style-type: none"> ○ 16 years of age and above ● Upper secondary school (lukio) ★3 years ● Vocational school (ammantikoulu) ★3 years
Years of Compulsory Education (9 years)			
England ³	<ul style="list-style-type: none"> ○ 5-11 years of age ● Primary school ★6 years <p>In independent (private) schools, the most common pattern is to have pre-preparatory school (5 years of age or younger to 8 years of age) followed by preparatory school (8 to 11 or 13 years of age).</p>	<ul style="list-style-type: none"> ○ 11-16 years of age ● Comprehensive middle school ★5 years ● Modern school ★5 years ● Grammar school ★5 years <p>Public schools are typically independent (private) schools (11 or 13 to 18 years of age).</p>	<ul style="list-style-type: none"> ● Sixth form / Sixth form college ★2 years <p>Sixth form is adjoined to comprehensive or grammar schools.</p>
Years of Compulsory Education (11 years)			
The United States of America ⁴	<ul style="list-style-type: none"> ○ 6-18 years of age ① 6-3(2)-3(4) system: ● Elementary school ★6 years—● Junior high school ★3 or 2 years—● High school ★3 or 4 years ② 8-4 system: ● Elementary school ★8 years—● High school ★4 years ③ 6-6 system: ● Elementary school ★6 years—● Combined junior and high school ★6 years <p>There are also 5-3-4 and 4-4-4 systems which include middle school.</p>		
Years of Compulsory Education (9~12 years) ⁵			

¹ Only the main primary/secondary education systems and educational institutions are listed for each country; exceptional cases and institutions have been omitted. *Recent Trends in Education Overseas 2006. School Education Overseas (Europe)* and *School Education Overseas (Asia, Oceania and Africa)*, published by MEXT, and Finnish Education and Academic Achievement (Yoshinobu Shoi and Hiroshi Nakajima, 2005, Akashi Shoten) were used as references in the preparation of the chart.

² School age in China differs by region, and as there are options of skipping grades and staying behind, children's actual age and school age do not always match.

³ The information on England is based on the England and Wales education system, which applies to roughly 90% of the entire population.

⁴ Education systems in the United States differ considerably from state to state, so only typical cases have been listed. There are also options of skipping classes and programs for gifted children, so children's actual age and school age do not always match.

⁵ School age and years of compulsory education differ from state to state. In the majority of states, children enter school at the age of six and complete nine or ten years of compulsory education.

Country

Percentage Pursuing Higher Education⁶

Educational Trends of Recent Years⁷

- **University-type higher education: 42%**
- **Non-university-type higher education: 31%**
(2003)

In 1996, the Central Council for Education recommended that school education should emphasize "zest for living" and that schools should secure proper "room to grow" for students. New curriculum guidelines and the 5-day school week system were introduced in 2002. However, the cut class hours and educational content have received much criticism. To respond to such criticism, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) issued a recommendation in 2002, which emphasized academic performance. The School Education Law were amended in 2006, following the changes made to the Basic Law on Education.

- **University-type higher education: 50%**
- **Non-university-type higher education: 51%**
(2003)

The Seventh Curriculum, enacted in 2000, has been revised to now form the Basic Common Curriculum that includes the first year of high school to the conventional 9 years of compulsory education (elementary and lower secondary), and the Elective-based Curriculum that covers the second and third years of high school. It also increased the number of hours for "discretionary activities," the curriculum left to the discretion of the school, and introduced curricula that accommodate individual educational needs. Starting in 1997, two hours of English education per week was required for third to sixth year elementary school students, but the requirement has since been reduced to one hour per week for third and fourth year students and two hours per week for fifth and sixth year students.

- **Total enrollment ratio: 21%**
(2005)

The ratio of students in Beijing pursuing higher education was announced to be 72.9% (according to the data published on the website of the Beijing Board of Education entitled "Overview of Development of Educational

In the latter half of the 1990s, the brakes were put on the test-oriented education system emphasizing knowledge, and it was replaced with one which aims to encourage the development of children's individual qualities and humanity. The new education guidelines designed to put the new plans into practice were implemented in September 2005 after a five-year experimental period that started in 2001. The upper secondary school entrance exam was also revised in 2005 to emphasize a more comprehensive assessment of student abilities. In 2006 the Compulsory Education Law of the People's Republic of China was amended, and in recent years, resolutions to problems in the compulsory education system, such as disparities in the level of education, are being called for to assure quality education.

- **University-type higher education: 73%**
(2003)

No data are available for non-university-type education, as no such system is in place.

In the late 1990s the country shifted from centralized to local management of education. Until then, schools and local authorities used to prepare their own curricula based on the national curriculum published in 1994 by the National Board of Education. However, as a result, differences in local budgets and other policies ultimately lead to disparities in quality of education among local authorities and schools. For that reason, in 1999, the National Board of Education issued criteria to assess students' learning within compulsory education to promote consistency and uniformity in school education. The core curriculum was then revised in 2004, providing guidelines for the number of hours spent on each subject and new assessment criteria to further homogenize education and assessment.

- **University-type higher education: 48%**
- **Non-university-type higher education: 30%**
(2003)

Education was reformed during the Blair administration (1997-2007) to improve basic academic standards. In state primary schools, English and mathematics were made mandatory everyday classes, and the 30-student limit for lower grade levels was re-introduced. The aim for the national test administered upon completion of primary school is to ensure children reach a certain level of understanding. The results of this test are published by schools in league tables in newspapers and on websites. Last year the Education and Inspections Act 2006 was enacted, giving legal force to the proposals for expanding school discretion and choice, diversifying the curriculum and implementing an institutional review of OFSTED school inspections.

- **University and non-university-type higher education: 63%**
(2003)

The American education system is thoroughly decentralized, with the number of years of schooling and curricula differing at the state and county level. However, there has recently been a movement to attempt standardization of the education system. The biggest reform of recent years was the federal No Child Left Behind Act which was enacted in 2002. This act established educational standards and requires states to develop standardized achievement tests, the results of which must be published. Due to the increasing number of immigrants, many states are engaged in efforts to address the needs of students whose native language is not English.

6 The following sources were referenced to determine the rate of pursuit of higher education:

1) Japan, South Korea, Finland, England, the United States: *Education at a Glance 2005 - OECD Indicators*. When reviewing the figures, keep the following points in mind: The rates of first-time entry to higher education do not reflect the total number of students doing so in a particular period of time but the number of students starting that level of education. As students may enroll more than once, the rates of pursuit of university or non-university type higher education cannot be tallied simply. The rates of pursuit of university and non-university type education are calculated as the total rate of enrollment. Non-university type higher education is included in university-type higher education. The rates of pursuing non-university-type higher education are calculated as the total rate of enrollment. Figures include only new full-time students.

2) China: *Recent Trends in Education Overseas 2006* (MEXT).

7 The following sources were referenced with respect to recent educational trends:

1) South Korea, England: *Schools in the World* (Akira Ninomiya, 2006, Gakujii Publishing).

2) China: *Recent Trends in Education Overseas 2005* and *Recent Trends in Education Overseas 2006* (MEXT).

Characteristics Found in Data from



The time spent studying per weekday by elementary school students in Tokyo was more than 100 minutes on average, following Seoul and Beijing; but there were two extremes, with half the children answering “about 30 minutes” or “1 hour” and the other half answering “3.5 hours” or “more” (more than 3.5 hours). The high percentage of attendance at study school (51.6%) was a trend shared with the other two cities in East Asia.

In the section on the perceived usefulness of their studies, to almost all questions fewer students in Tokyo answered that their studies were useful than those in the other five cities. It appears that elementary school students in Tokyo were less likely to feel that their studies would have practical application in their future lives and professions. The opinion that “I can be happy in the future if I graduate from a good university” was also relatively scarce, with a total of 32.6% answering that their desired education achievement level was a four year university or postgraduate school. The lack of desire for a higher education among students in Tokyo was in stark contrast to students in Seoul and Beijing, despite the geographical proximity.



Out of all six cities, students in Seoul spent the most time studying on weekdays, responding that they spend on average as much as 145.8 minutes per day. The most common answer (nearly one in four students) was “more” (more than 3.5 hours). Behind that number is the fact that more than 70% of elementary school students in Seoul attend study school. Of those students attending study school, 73.0% answered that they go five or more days a week. Half the students taking outside-of-school lessons or clubs answered that they were studying a foreign language, providing a glimpse of the prominence of non-school learning institutions in South Korea.

Reflective of their dedication, students in Seoul tend to have various worries concerning their studies and great motivation to learn. Many of the students felt strong pressure from their parents and responded that they felt their family expects too much of them. They also have a strong desire to improve their grades and do better than their friends when it comes to study. Moreover, they tend to wish to work for a big company and have an important job in the future. More than 60% of the students said that they wanted to complete a four year university or finish postgraduate school.



Next to Seoul, students spent the most time studying on weekdays, for a daily average of 131.6 minutes. The amount of that time spent on homework was an average of 60.0 minutes, indicating much time spent working on school assignments. A large number of students responded that they research more into things taught in class and review their lessons on the same day as the class, indicating that they are diligent in studying at home as well. The percentage of attendance at study school among students in Beijing was highest, at 76.6%. Students in Beijing spend long periods of time studying on non-school days at study school.

With respect to favorite subjects, every subject had many positive responses. Compared to the other cities in the study, students in Beijing were less likely to have study-related worries such as having certain subjects they will never like or feeling that there are many things that they have to memorize. Generally speaking, students in Beijing were positive about studying. A little less than 90% of all the students wanted to receive the top score “1 (towards the top)” for their evaluation (on a scale of 1 to 7). Furthermore, 65.2% responded that they wanted to complete postgraduate school. There is a strong tendency for students in Beijing to aim to perform at their very best.

Each City



The average amount of time spent studying on weekdays by elementary school students in Helsinki was relatively short at an average of 68.2 minutes, with 43.8 minutes of that time spent on homework, indicating that their studies are focused on school assignments. There were also fewer students involved in learning-related clubs and circles, with most after-school activities involving sports. This is a characteristic shared with students in London and Washington, D.C.

The percentage of students responding that when it comes to study, they wanted their grades to be better than their friends was 15.4%, which is a markedly lower figure than in the other cities. It would appear that students in Helsinki do not consider studies to be something for which they would compete with their friends. As a reflection of that, the percentage of students responding that they would like to achieve the top score "1 (towards the top)" for their grade (on a scale of 1 to 7) was lowest. Many of the students feel that they can receive good grades if they do their best, but do not necessarily think that they study hard in order to receive good grades. Another interesting point was that most students in Helsinki responded that they had their own cell phone.



The average amount of time spent studying on weekdays by elementary school students in London was 74.1 minutes daily, slightly longer than students in Helsinki and Washington, D.C.. On the other hand, as with students in Helsinki and Washington, D.C., a large percentage of that time is spent on homework assignments. The percentage of students responding that they thought they did enough work at school and did not need to do more outside of school was second highest, after Washington, D.C., at 64.6%, indicating their weak aspect of studying outside of school hours besides doing homework. Nevertheless, they do feel that their studies will be useful in a variety of situations, including their everyday and professional lives. Higher than in any other cities was the percentage for the usefulness of study for such things as working for a big important company, becoming rich, living a happy and fulfilled life and living a fun life enjoying hobbies and sports.

Many of the students were involved in sports lessons, but the percentage of students not involved in any type of outside-of-school lessons or clubs (19.8%) was highest among the six cities. The percentage of students in London responding that they used the internet at school for research on a certain topic was higher than students in any of the other cities; consistent with the England's being ahead in the introduction of information and communication technology to schools.



Of all the elementary school students in all the cities, those in Washington, D.C. spent the least amount of time studying on weekdays, with an average of 62.6 minutes per day. Three out of four students responded that they spend less than 1 hour studying after school. Time spent on homework assignments came to an average of 44.9 minutes. This characteristic of homework taking up approximately 60 to 70% of all study time, which amounts to a little more than an hour, was shared with London and Helsinki. At 71.7%, however, time spent on homework in Washington, D.C. was the highest. The high proportion of sports lessons or clubs was also observed in London and Helsinki. The percentage of students in Washington, D.C. responding that they thought they did enough work at school and did not need to do more outside of school was the highest at 70.1%.

An item of interest was the relatively high assessment among the students of their own academic performance. The percentage of students evaluating their current grades at either 1 (towards the top) or 2 was 54.9%. This was the highest among students from all six cities. As with students in London, there is a strong tendency for students in Washington, D.C. to feel that their studies will be useful in their future lives and careers.

1

Favorite Subjects

In Beijing more than 80% of students “like” subjects such as “language” and “math,” while in other cities between 50 and 70% of students “like” those subjects. In all cities, the percentage of students who responded that they “like” “physical education” is high, indicating a general preference for practical subjects among students.

Subjects taken at elementary school level vary between country and city. For the purpose of this study, subjects listed in the question were in line with the actual situation in each city. Consequently while some subjects are studied in all cities, others are only studied in certain cities. In certain cases, subjects taken and the content of each subject vary among schools, even in the same city.

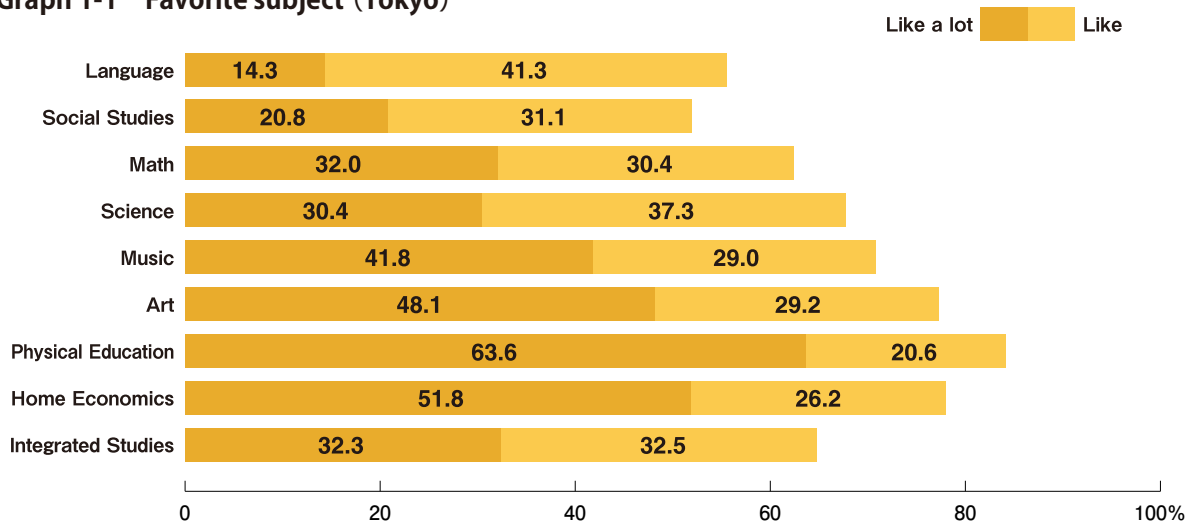
Tokyo

Chart 1-1 Timetable at an elementary school in Tokyo (Grade 5)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00	8:50 9:35 Art/Social Studies	Language	Science/Language	Social Studies	Math
10:00	9:40 10:25 Art/Ethics	Physical Education	Language	Language	Ethics/ Physical Education
11:00	10:45 11:30 Science	Science	Integrated Studies	Home Economics	Music
12:00	11:35 12:20 Language	Math/Music	Math	Home Economics	Language
13:00	Lunch & Recess				
14:00	13:40 14:25 Math	Math	Social Activity/ Math	Physical Education	Integrated Studies
15:00	14:30 15:15	Social Studies			Integrated Studies
16:00					

Subjects in time slots indicating more than one subject are taught on alternate weeks. Certain subjects and times have been abbreviated.

Graph 1-1 Favorite subject (Tokyo)



The most popular subject, liked (“like a lot”+ “like”) by more than 80% of students is “physical education.” The next most popular subject is “home economics” (78.0%), followed by “art” (77.3%), and “music” (70.8%), indicating a preference for practical subjects. Among other subjects, “science”

and “math” are popular, each being liked by more than 60% of students. In contrast, the percentages of students who “like” humanities subjects are fairly low, and only 51.9% of students claim to like “social studies.”



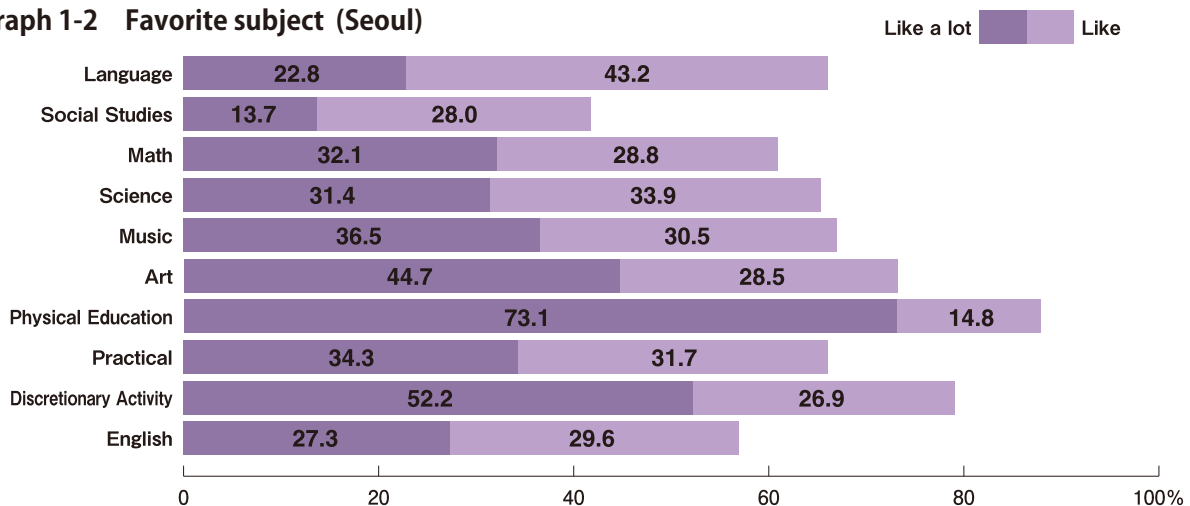
Seoul

Chart 1-2 Timetable at an elementary school in Seoul (Grade 5)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday ⁵	
8:00							
9:00	9:00 9:40	Math	Language	Language	Math	Social Studies	Language
10:00	9:50 10:30	Physical Education	English	Music	Art	Math	Music
11:00	10:40 11:20	Computers	Science	Social Studies	Art	Ethics	Physical Education
12:00	11:30 12:10	Language ¹	Science	Physical Education	English	Language	Special Activity
13:00	12:10 13:00	Lunch & Recess					
14:00	13:00 13:40	Practical ²	Math		Language	Science	
15:00	13:50 14:30	Social Studies	Discretionary Activity ³		Special Activity ⁴	Practical	
16:00							

1 "Language" includes "reading" and "speaking, listening and writing."
 2 "Practical" is the equivalent of Japan's "technology and home economics."
 3 "Discretionary activity" is undertaken at the school's own discretion. Many schools use this time to teach information education, Chinese classics (Chinese characters), foreign languages, environmental education, reading etc.
 4 Class meetings etc. are held during "special activity."
 5 Classes are held on alternate Saturdays.

Graph 1-2 Favorite subject (Seoul)



Just under 90% of elementary school students responded that they "like" ("like a lot" + "like") "physical education," indicating remarkable popularity for the subject. The next most popular subjects are "discretionary activity" (79.1%), "art" (73.2%), and "music" (67.0%), indicating a

preference for practical subjects. This is a tendency shared with Tokyo. The least popular subject is "social studies" (41.7%), while "English" (56.9%), a subject introduced in the 1990s, is unpopular in comparison to other subjects.



Beijing

Chart 1-3 Timetable at an elementary school in Beijing (Grade 5)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00	8:40 9:20 Music	Math	Music	Math	Physical Education
10:00	9:30 10:10 Math	Language	Math	Integrated Practical Activity (work technology) ⁴	Math
11:00	10:15 10:55 Language	Science	Language	Language	Language
12:00	11:05 11:45 English	English	Art	Language	Art
13:00	Lunch & Recess				
14:00	13:50 13:50 14:30 Class Meeting	Virtue and Social Studies	Calligraphy ³	Science	
15:00	14:40 15:20 Virtue and Social Studies ¹	Physical Education	English	Health ⁵	
16:00	15:35 16:15	School-based Curriculum ²	Physical Education		

1 "Virtue" is the equivalent of "ethics" in Japan.

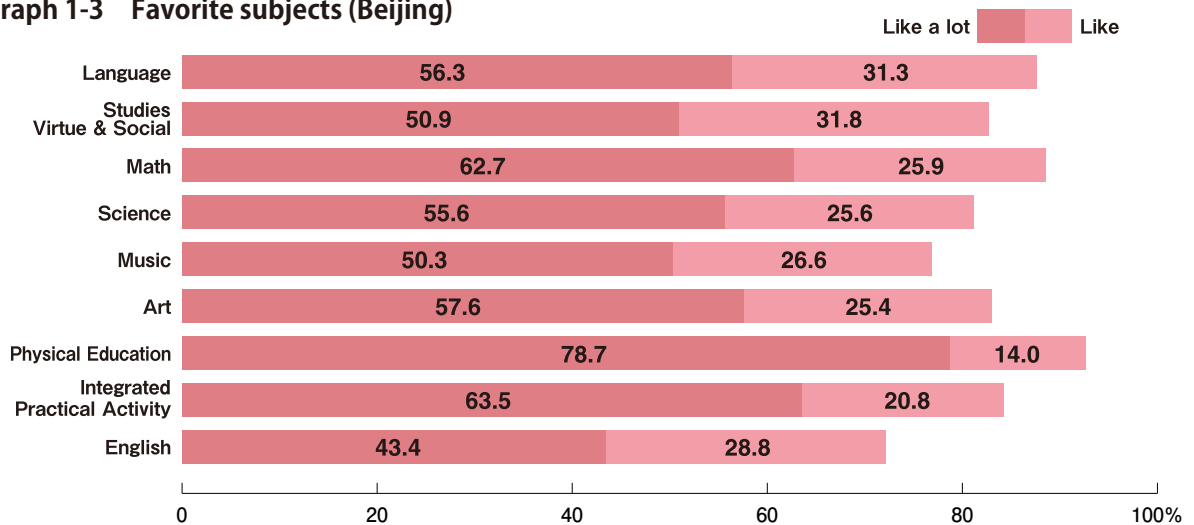
2 "School-based Curriculum" is a course unique to each school.

3 "Calligraphy" refers to copying out letters with a pencil (or a pen). While the board of education permits the use of either pencils or writing brushes, this particular school has chosen to use pencils.

4 At this school, "work technology" is taught as a part of "integrated practical activity" (similar to "integrated studies" in Japan).

5 "Health" is a subject designed to teach students to understand the changes occurring in their bodies in accordance with their age.

Graph 1-3 Favorite subjects (Beijing)



In Beijing the percentage of students who responded "like" ("like a lot" + "like") overall is notably high. The majority of responses for almost all subjects was "like a lot." While the most popular subject is "physical education" (97.2%), more than

80% of students responded that they "like" subjects such as "language" (87.6%), "virtue and social studies" (82.7%), "math" (88.6%), and "science" (81.2%).



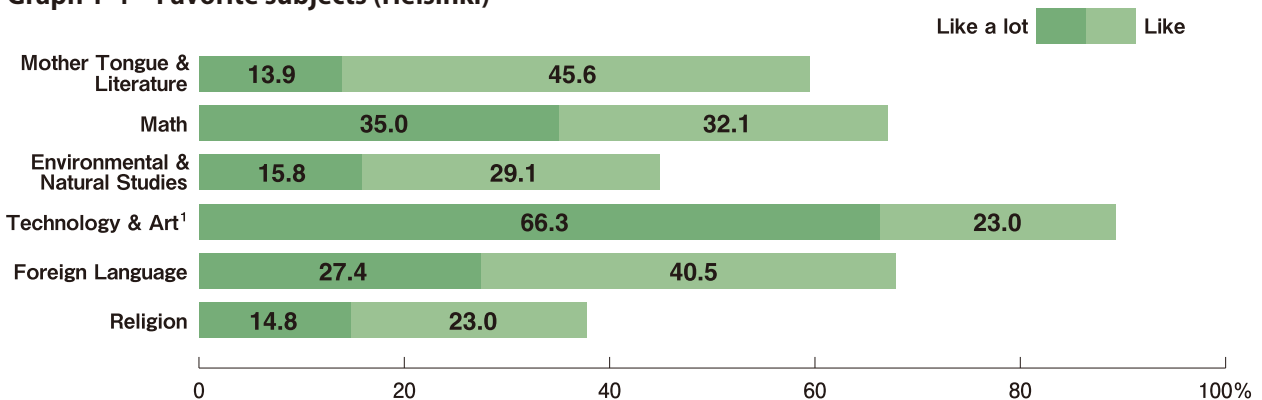
Helsinki

Chart 1-4 Timetable at an elementary school in Helsinki (Grade 4) ¹

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00					
9:00	8:30				Mother tongue & Literature
	9:15				Environmental & Natural Studies
10:00	9:15	English			Environmental & Natural Studies
	10:00				
11:00	10:15	Math	Mother tongue & Literature	Math	English
	11:00	Mother tongue & Literature			Math
12:00	11:45	Lunch & Recess			
	12:30	Math	Art	Art	Mother tongue & Literature
13:00	12:30	Environmental & Natural Studies ²	Religion & Ethics	Environmental & Natural Studies	Mother tongue & Literature
	13:15				
14:00	13:30	Home Economics & Technology ³	Physical Education	Mother tongue & Literature	Drama ⁴
	14:15	Home Economics & Technology	Physical Education		
15:00	15:00				
16:00					

¹ In Finland, grade four is the equivalent of grade five in Japan (10-11 years old). For more details please refer to p.4.
² "Environmental & natural studies" is a general subject incorporating environment, geography, biology, physics and chemistry.
³ Although it is shown on the timetable, "home economics" is not included in the national curriculum for grade four. It is taught under the content of "crafts" from the curriculum.
⁴ "Drama" is an educational activity at most schools and parents are invited to watch performances once to a few times a year.
 "History" included in social studies, is a subject from grade five onwards.

Graph 1-4 Favorite subjects (Helsinki)



¹ "Technology and art" includes art, music, crafts (home economics and technology), and physical education. The curriculum in Finland is highly flexible and the survey referred to "technology and art" due to there being many cases in which multiple practical subjects are integrated and taught together.

"Technology and art" received the most "like" ("like a lot" + "like") responses (89.3%). The breakdown in preference for each practical subject is unclear as the survey lumped practical subjects together; however it is clear that practical subjects are

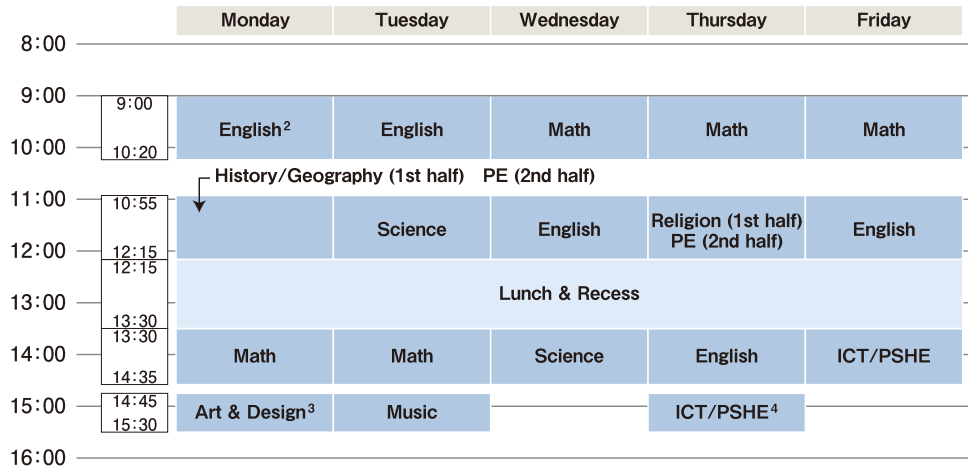
popular in Helsinki. The next most popular subjects are "foreign languages," such as English and German (67.9%) and "math" (67.1%). Just under 60% of students responded that they "like" "mother tongue and literature" (59.5%).

Class at an elementary school in London



London

Chart 1-5 Timetable at an elementary school in London (Grade 6) ¹



¹ In the UK, grade six is the equivalent of grade five in Japan (10-11 years old). For more details please refer to p.4.

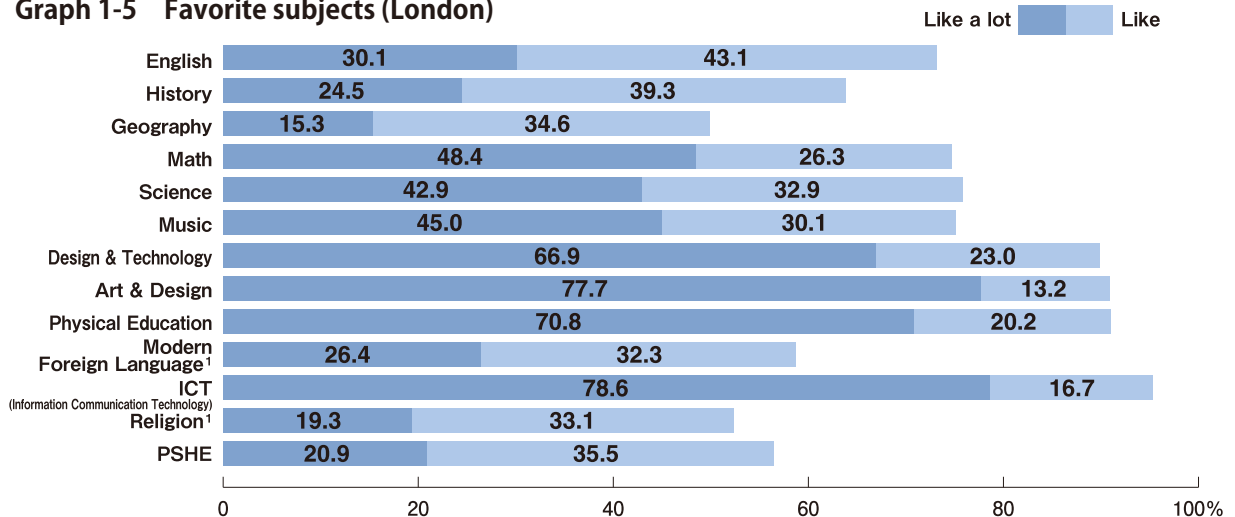
² "English" includes literacy, writing, and reading.

³ This time slot is divided into two. Art and design is taught in the first half of the class and design and technology is taught in the second half of the class.

⁴ "PSHE" is short for Personal, Social and Health Education and includes drug education, citizenship education, and sex education. However the amount of time, content and the way in which such classes are taught are left to the discretion of individual schools.

One hour is considered a long period of time. Some periods are divided into two, and two subjects are taught. "History/geography" and "ICT/PSHE" are taught on alternate weeks.

Graph 1-5 Favorite subjects (London)



¹ Percentages for "modern foreign language" and "religion" are calculated based on subgroups, excluding the response "not taken" (864 students and 538 students from the sample respectively). The government once announced that foreign languages would begin to be taught at all elementary schools by 2010 but this policy has been abandoned. Some schools had already started teaching foreign languages when the policy was announced and chose to keep the classes. As a result many students responded with "not taken" to this survey.

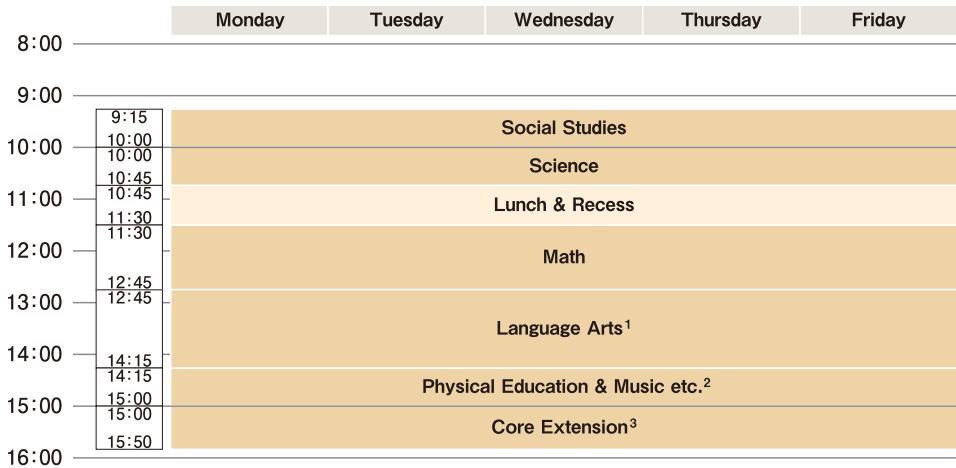
More than 90% of students responded with "like" ("like a lot" + "like") for "ICT (information communication technology)" (95.3%), "physical education" (91.0%), and "art and design" (90.9%), indicating such subjects are preferred by almost all elementary school students. Three out of four

students responded that they "like" "English" (73.2%), "math" (74.7%), and "science" (75.8%). In comparison, the percentage of "like" responses for social science subjects such as "history" (63.8%) and "geography" (49.9%) was slightly lower.



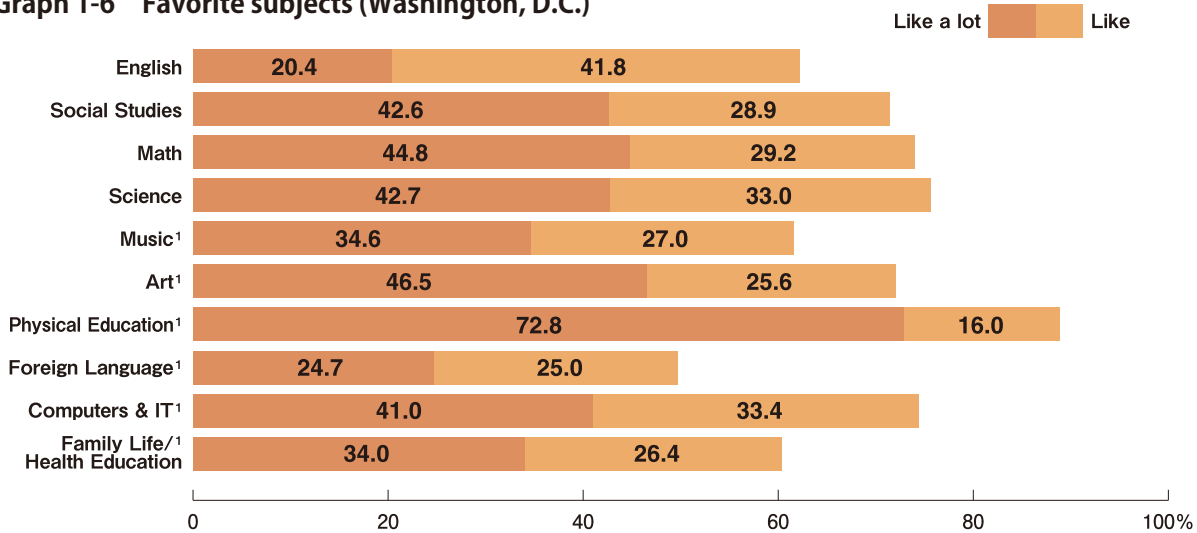
Washington, D.C.

Chart 1-6 Timetable at an elementary school in Washington, D.C. (Grade 5)



1 "Language arts" is the equivalent of "language" in Japan and comprehensively involves the teaching of "listening, speaking, reading and writing" skills.
 2 "Physical education and music" classes are referred to as "Encore" and, depending on the day, art, physical education, computers, music and library room (mainly reading and research) are taught during this time slot.
 3 "Core extension" involves the teaching of a subject emphasized for a particular period of time (usually a week) for each grade.
 Different from other cities, in principle time is allocated each day in this way from Monday to Friday. Unique to this system is that the length of one period varies depending on the subject being taught.

Graph 1-6 Favorite subjects (Washington, D.C.)



1 Percentages for "music," "art," "physical education," "foreign languages," "computers / IT," and "family life / health education" are calculated based on the subgroups, excluding the response "not taken" (945 students, 949 students, 930 students, 304 students, 884 students, 444 students from the sample respectively).
 The way in which subjects are taught varies between schools in Washington, D.C. For example, certain schools include "computers / IT" in each subject while other have made "computers / IT" into a separate subject in itself. Further, the inclusion of "foreign languages" (predominantly French and Spanish) and "family life / health education" varies among schools.

The percentage of students who responded with "like" ("like a lot" + "like") for scientific subjects such as "science" (75.7%) and "math" (74.0%) is relatively high, while the percentages for "language" (62.2%)

and "foreign languages" (49.7%) are fairly low. Also in Washington, D.C., "physical education" is the most popular subject among elementary school students (88.8%).

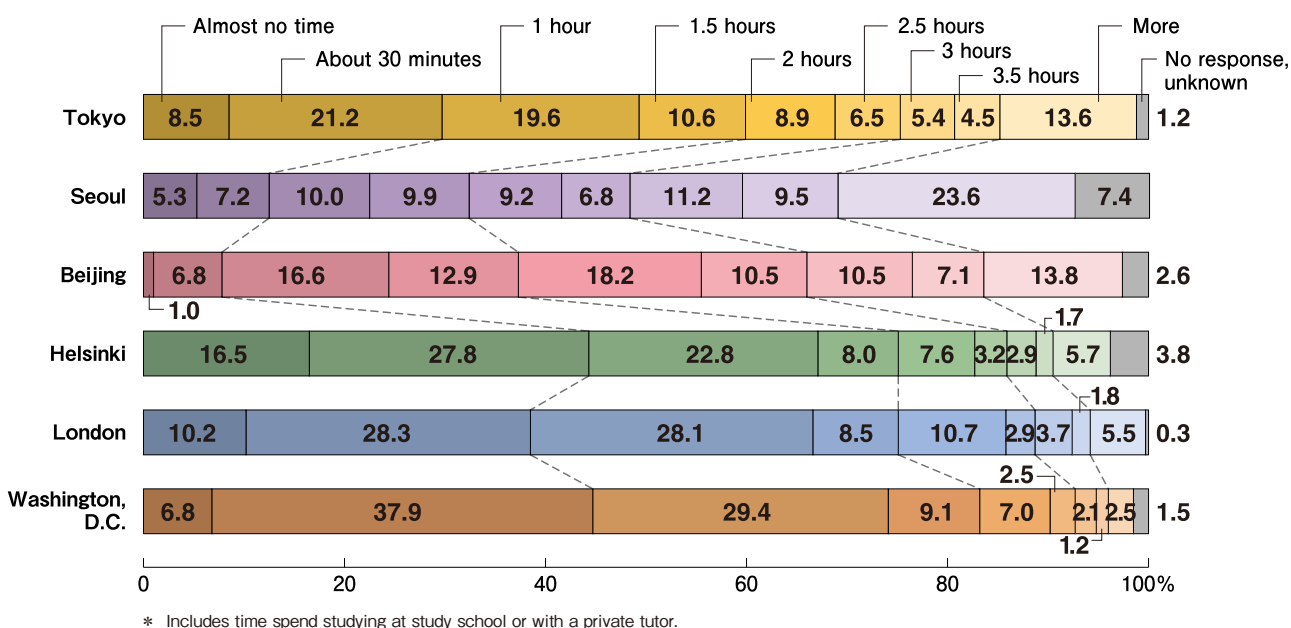
2

Study Outside of School

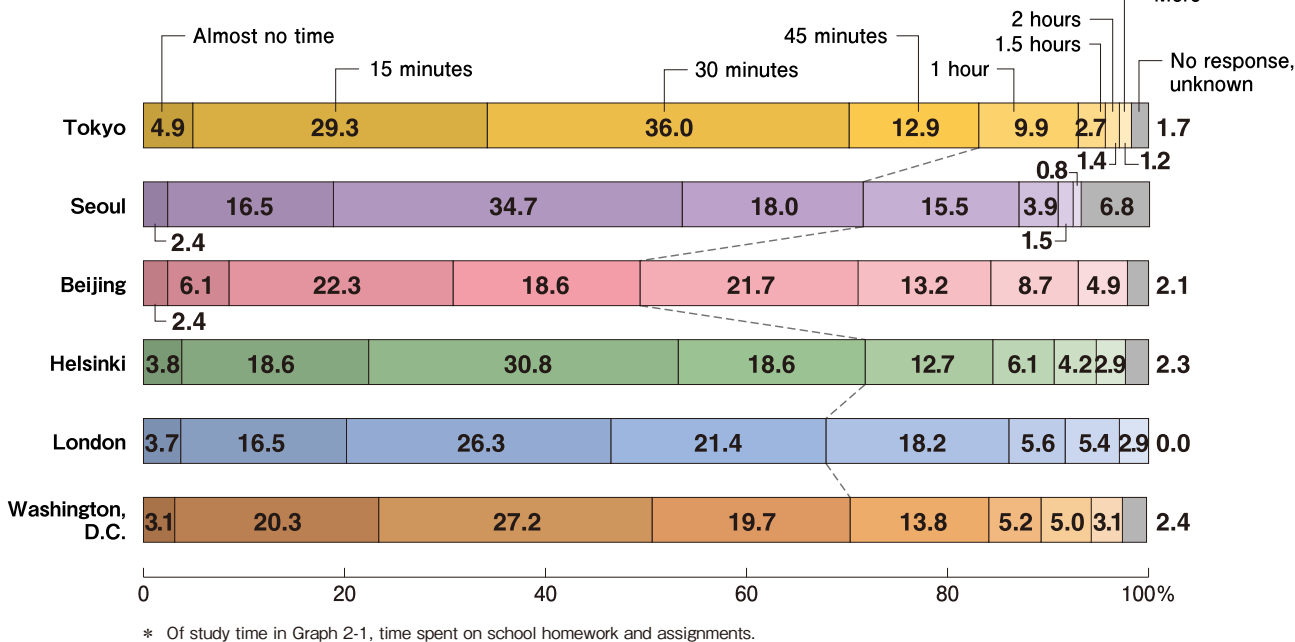
1. Time Spent Studying, Doing Homework, and Watching TV on Weekdays

In Helsinki, London, and Washington, D.C. most students responded that they spend "about 30 minutes" or "one hour" studying on weekdays, making the target study time less than one hour. In contrast, one in four students in Seoul responded "more" (more than 3.5 hours) indicating that the amount of time spent studying is remarkably high. In Beijing there is no visible trend in the length of time spent studying. On the other hand, in Tokyo, while many students responded "about 30 minutes" or "one hour," the percentage of students who responded "more" exceeded 10%, which suggests a bipolar trend.

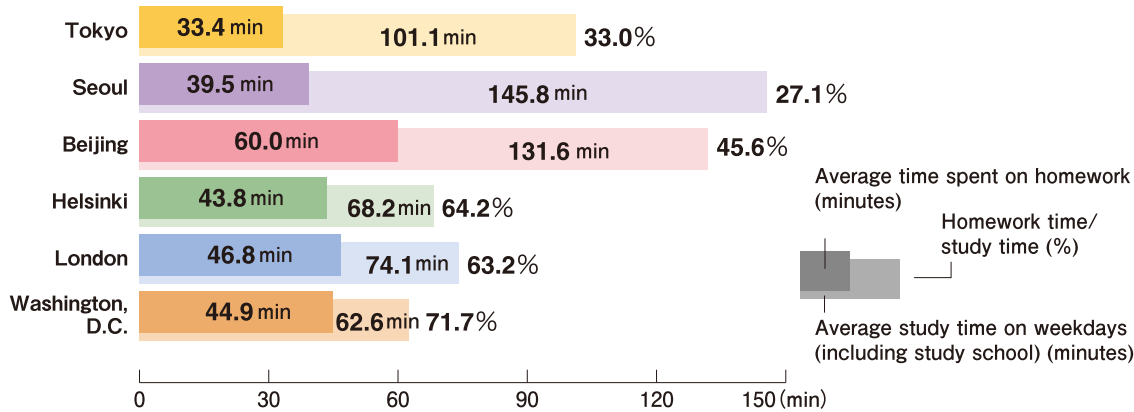
Graph 2-1 Time spent studying on weekdays *



Graph 2-2 Time spent on homework *

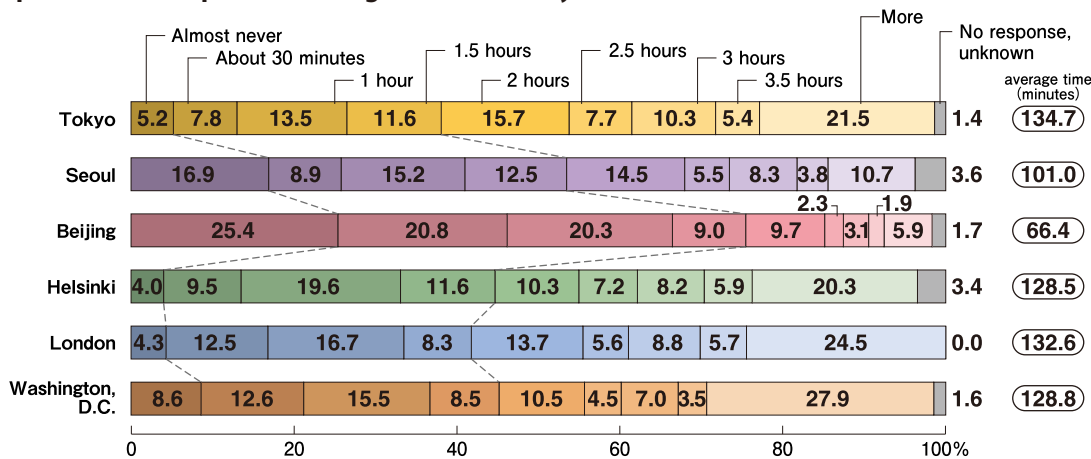


Graph 2-3 Percentage of time spent on homework which accounts for study time on weekdays



Recorded "almost no time" as 0 minutes, "3.5 hours" as 210 minutes, and "more" as 240 minutes etc., and calculated average time spent studying on weekdays excluding "no response, unknown." Recorded "almost no time" as 0 minutes, "2 hours" as 120 minutes, and "more" as 150 minutes etc., and calculated average time spent on homework, excluding "no response, unknown."

Graph 2-4 Time spent watching TV on weekdays



Recorded "almost no time" as 0 minutes, "3.5 hours" as 210 minutes, and "more" as 240 minutes etc., and calculated average time spent watching TV, excluding "no response, unknown."

When asked about the amount of time spent studying outside of school on weekdays, the percentage of students who responded "almost no time" was 16.5% in Helsinki, 10.2% in London, 8.5% in Tokyo, 6.8% in Washington, D.C., 5.3% in Seoul and 1.0% in Beijing, indicating that in all cities the majority of elementary school students spend time studying outside of school. Furthermore, the percentage of elementary school students studying for more than "3 hours"* is highest in Seoul (44.3%), followed by Beijing (31.4%), Tokyo (23.5%), London (11.0%), Helsinki (10.3%), and Washington, D.C. (5.8%). On the whole it is clear that elementary school students in the three Asian cities spend a lot of time studying (Graph 2-1).

In all cities, most students responded with "30 minutes" for time spent on homework. However, 48.5% of students in Beijing responded with more than "1 hour,"* a figure which is comparatively higher than other cities (Graph 2-2).

Graph 2-3 summarizes the average amount of time spent studying and doing homework on weekdays.

In the three cities in the US and Europe, studying outside of school is centered on school homework, while in Tokyo and Seoul much time is spent on study other than homework. In Beijing, students have a tendency to spend a lot of time on both homework and other study.

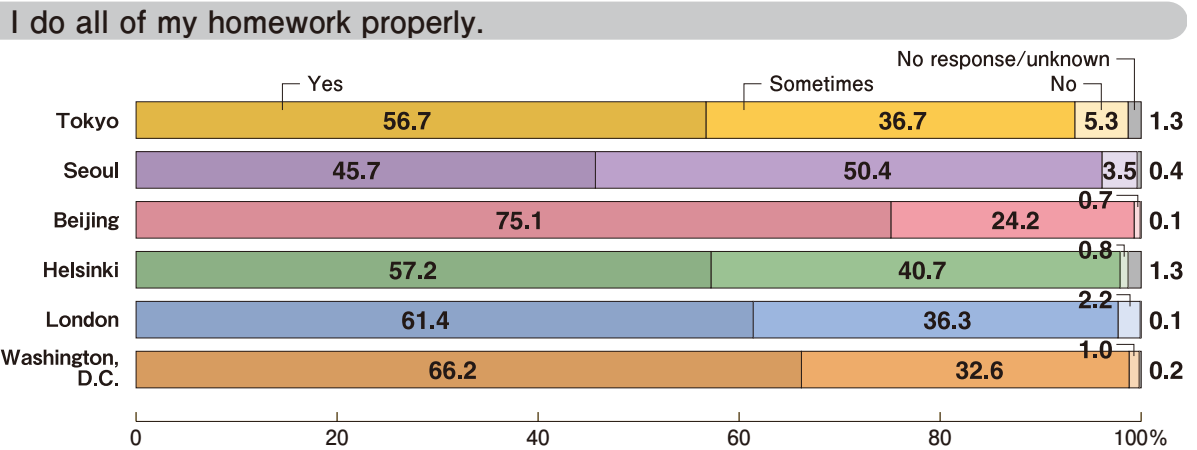
Looking at time spent watching TV, the percentage of students who "almost never" watch TV is highest in Beijing and Seoul at 25.4% and 16.9% respectively. Further, in these cities the average time spent watching TV is between one hour and 1.5 hours, indicating that students spend a lot of time studying and a minimum amount of time watching TV. In comparison, less than 10% of students in Tokyo, Helsinki, London and Washington, D.C. "almost never" watch TV while the majority responded that they spend more than "2 hours"* watching TV (Graph 2-4).

* For example, more than "3 hours" indicates the total of the percentages for "3 hours" and "more."

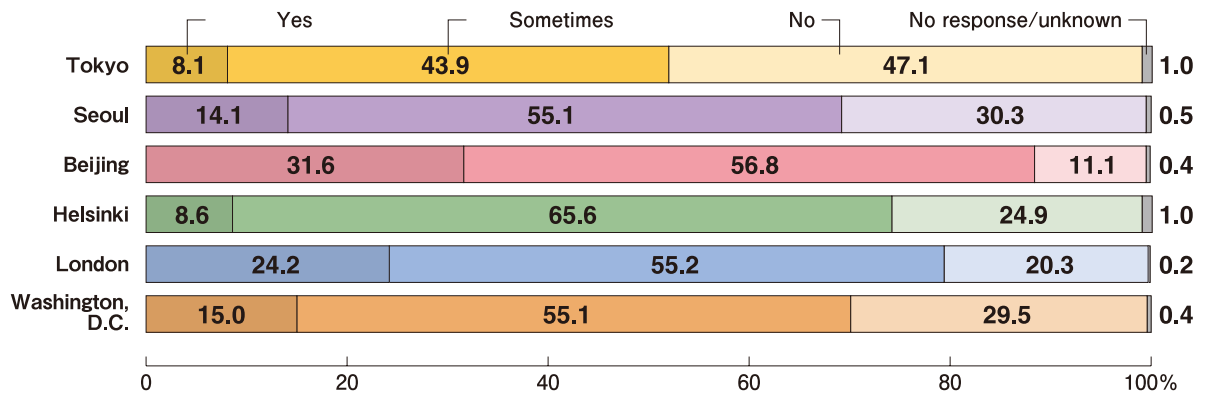
2. Study at Home

In all cities, more than 90% of elementary school students responded that “I do all of my homework properly.” In Tokyo, the percentages of students who answered “I research more into things taught in class,” “I review my lessons on the same day as the class,” and “I research things I am interested in even if they are not related to lessons at school” were low compared to other cities.

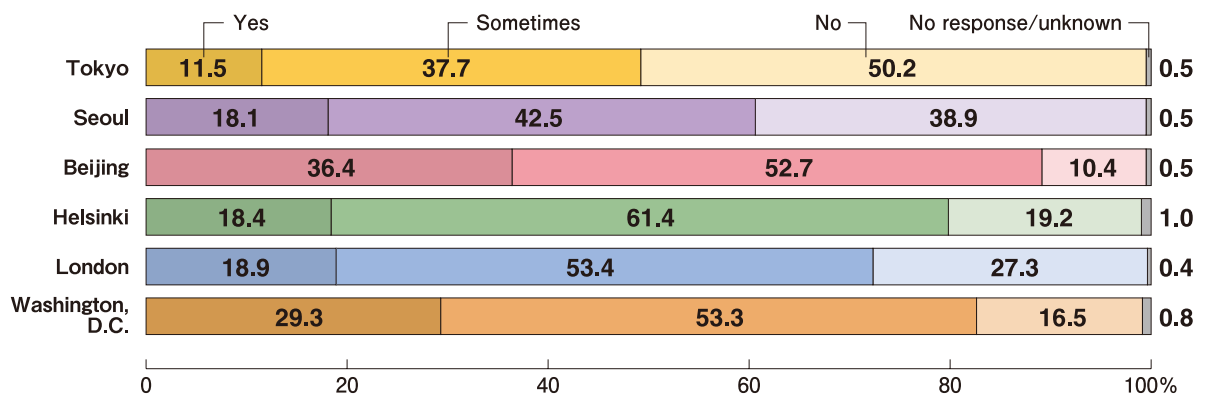
Graph 2-5 Study at home



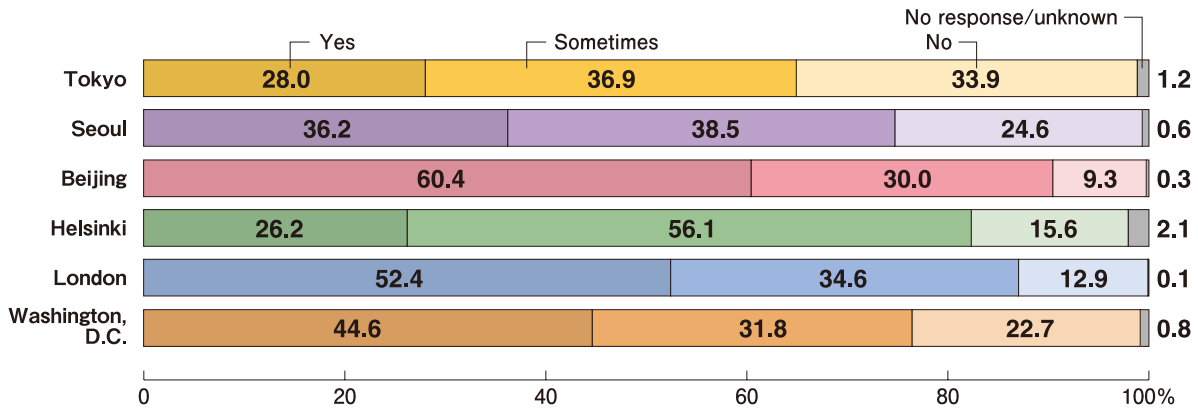
I research more into things taught in class.



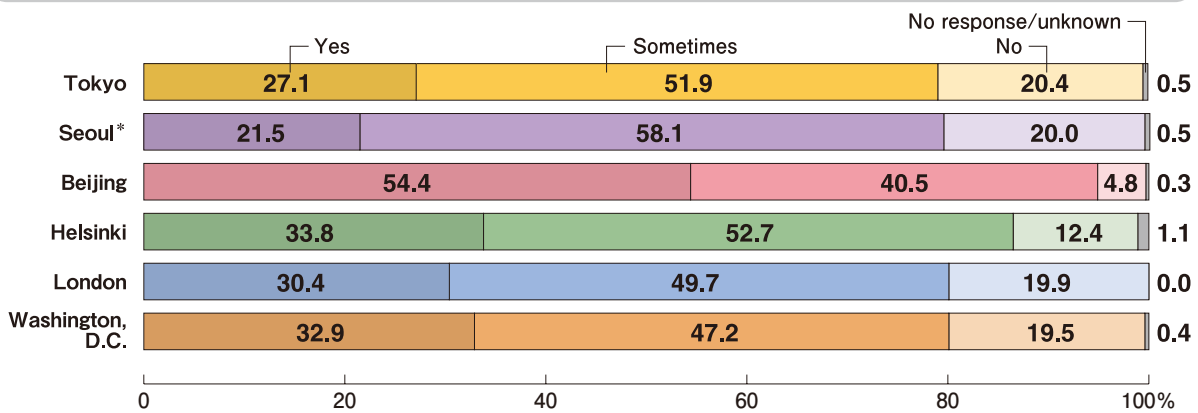
I review my lessons on the same day as class.



I research things I am interested in even if they are not related to lessons at school.

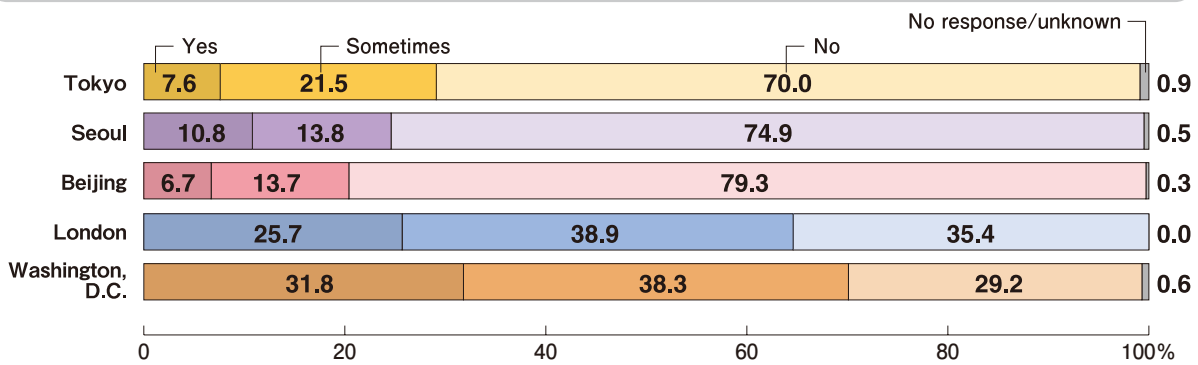


My family does not have to remind me to study.



* In Seoul "I study without having to be told to do so."

I think I do enough work at school and I do not need to do more outside of school.*



* Equivalent question was not asked in Helsinki.

The percentages of students who responded with ("yes" + "sometimes") to the three statements "I research more into things taught in class," "I review my lessons on the same day as the class," and "I research things I am interested in even if they are not related to lessons at school" were the highest in Beijing, indicating an eagerness to review the content of classes and to build on learning. Following Beijing, the percentages were highest in the three US and European cities (Helsinki, London, Washington, D.C.), and Seoul in sequence, and

Tokyo's were the lowest. The percentages of students who responded with "I think I do enough work at school and I do not need to do more outside of school" are low in the three Asian cities (Tokyo, Seoul, Beijing) indicating that such students believe that study outside of school is also important. In contrast, the response rate for students in London and Washington, D.C. was 60 to 70%, indicating that students focus on study at school.

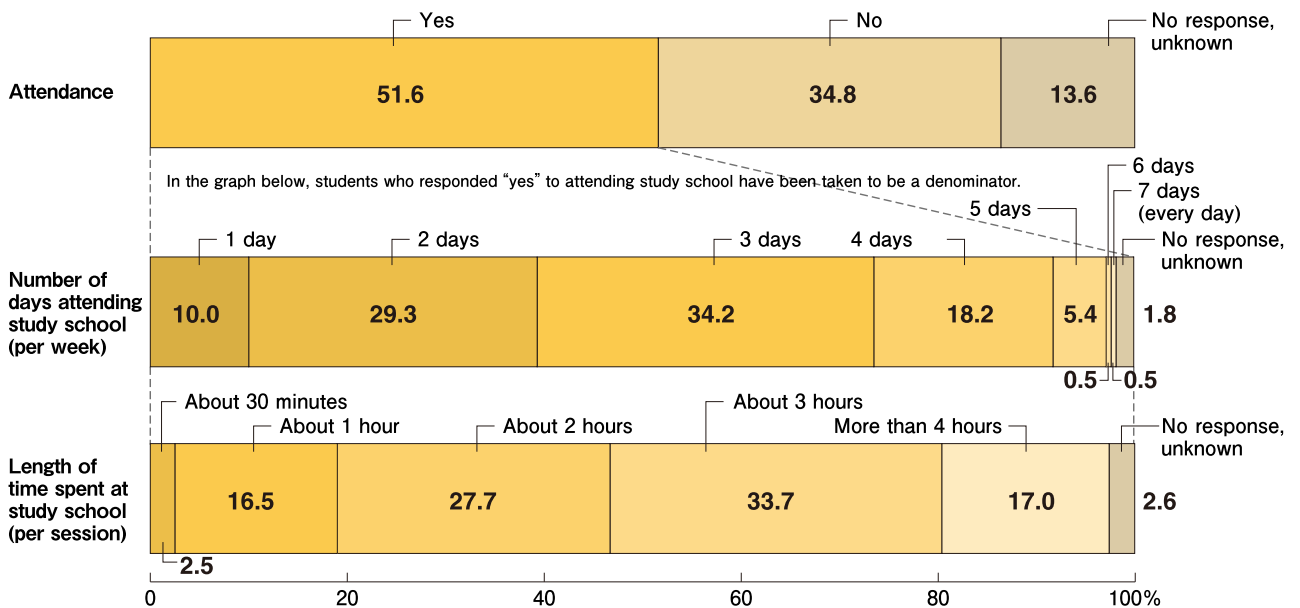
3. Study School and Outside-of-School Lessons

More than 70% of elementary school students in Seoul and Beijing attend study schools, while in Tokyo more than half of elementary school students attend such schools. In comparison, very few elementary school students in the three cities in the US and Europe study outside of school. The most popular outside-of-school lessons and clubs in all cities are sports and music related activities, and less than 20% of students do “nothing.”

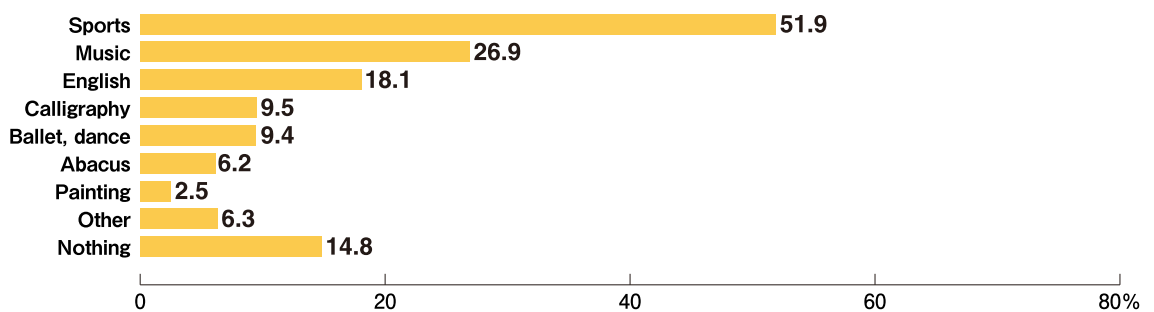
Available opportunities to study and learn outside of school vary among countries and cities. Consequently in this survey study school and lesson related questions were formulated in line with the situation in each city.

Tokyo

Graph 2-6 Attendance at study school (Tokyo)



Graph 2-7 Outside-of-school lessons and clubs (Tokyo)



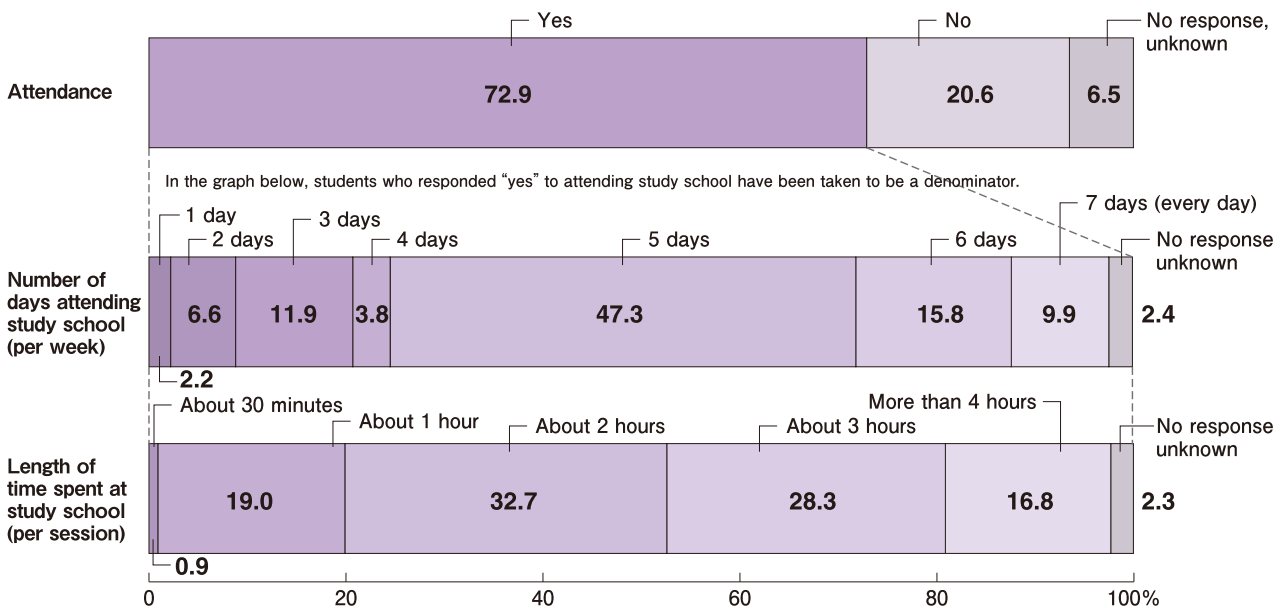
Multiple responses.
Including outside-of-school clubs (same in other cities).

In Tokyo, approximately half (51.6%) of elementary school students indicated that they attend study schools. Many students attend such schools “2 days” (29.3%) or “3 days” (34.2%) a week and most attend for “about 2 hours” (27.7%) or “about 3 hours” (33.7%) per session (Graph 2-6).

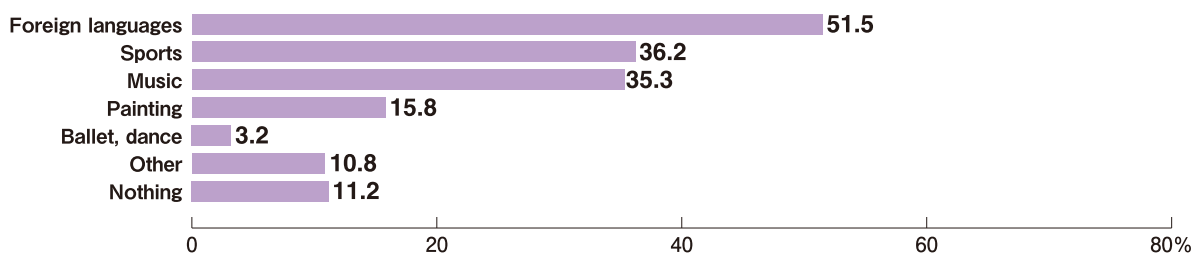
“Sports” (51.9%) is the most popular outside-of-school activity, with more than half of all students participating in some kind of sporting activity. “Music” (26.9%) and “English” (18.1%) are also relatively popular (Graph 2-7).

Seoul

Graph 2-8 Attendance at study school (Seoul)



Graph 2-9 Outside-of-school lessons and clubs (Seoul)



Multiple responses.
 Many students in Korea attend study schools due to English being compulsory for elementary school students in grade three and above. It is possible that a number of students who attend such schools selected "foreign languages" as an outside-of-school lesson.
 Some cases in which schools invite teachers from external organizations to use their facilities for after school activities may be included in responses.

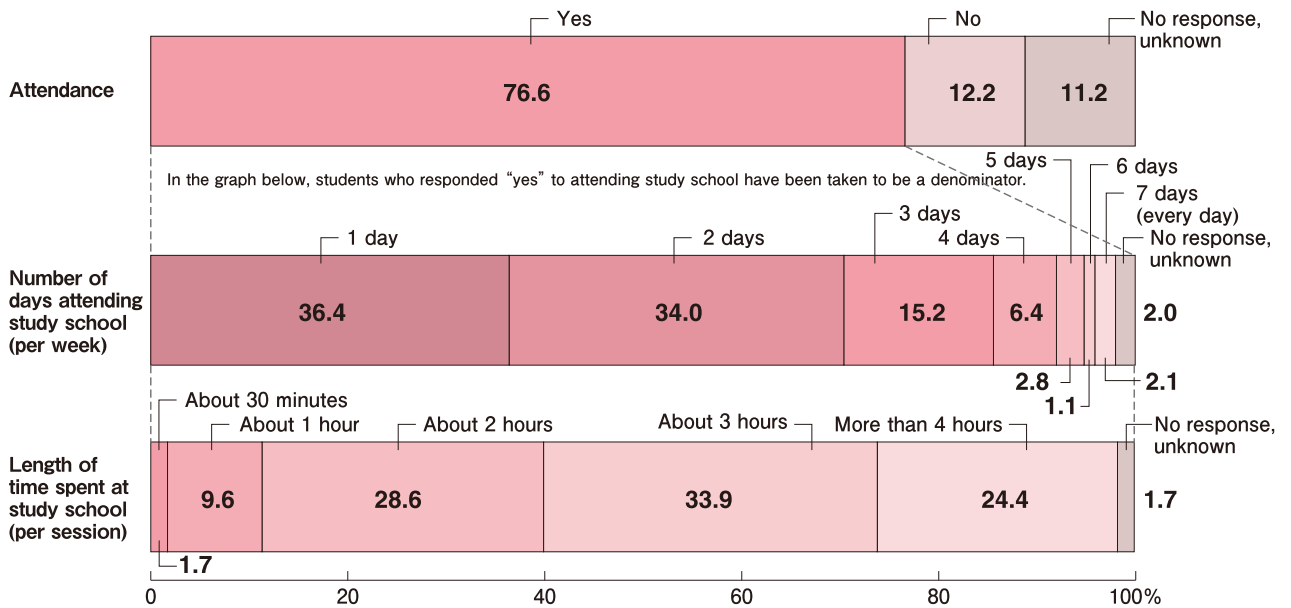
In Seoul a study school known as "Hagon" and outside-of-school lessons are very popular. Three out of four students attend study schools and 73.0% of students attend such a school more than "5 days" a week*, implying that many elementary school students attend study school almost every day. Many students attend study schools for "about 2 hours" (32.7%) or "about 3 hours" (28.3%) per

session (Graph 2-8). The percentage of those studying "foreign languages" is high, exceeding 50% of all students, and the second most popular outside-of-school activity is "sports" (36.2%). However this is slightly low compared to other cities (Graph 2-9).

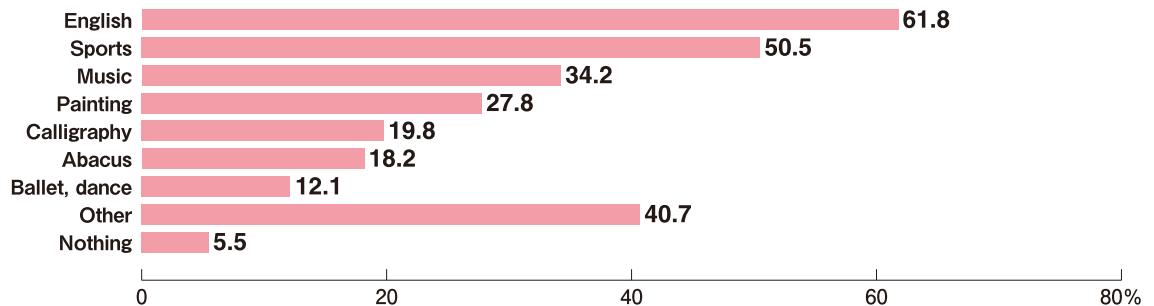
* More than "5 days" refers to the total of percentages for "5 days" to "7 days (every day)."

Beijing

Graph 2-10 Attendance at study school (Beijing)



Graph 2-11 Outside-of-school lessons and clubs (Beijing)



Multiple responses.

Many students in China attend study schools due to English being compulsory for elementary school students in grade three and above. It is possible that a number of students who attend such study schools selected "foreign languages" as an outside-of-school lesson.

"Other" includes many study-related lessons such as "Mathematical Olympiad" and "composition."

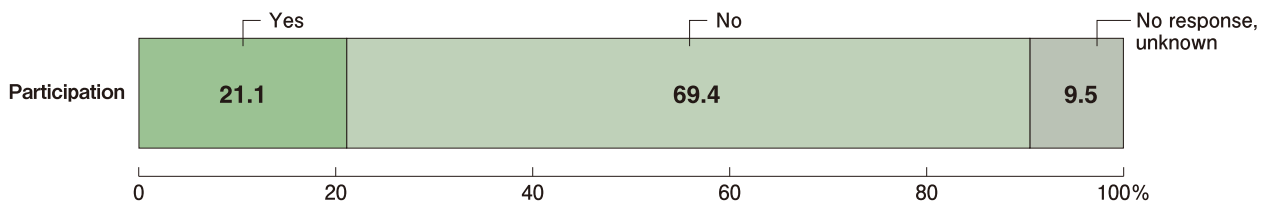
At 76.6%, the percentage of elementary school students attending study schools is higher than in any of the other cities surveyed. Most students attended "1 day" (36.4%) or "2 days" (34.0%), but many students responded that they spend a long period of time per session at study schools: "about 3 hours" (33.9%) and "more than 4 hours" (24.4%) (Graph 2-10). It is conceivable that in many

cases students in Beijing attend study schools on weekends on which they do not go to school. "English" (61.8%) is a popular outside-of-school lesson with more than 60% of elementary school students learning English outside of school. While study-related outside-of-school activities are popular, "sports" (50.5%), "music" (34.2%), and "painting" (27.8%) are also popular (Graph 2-11).



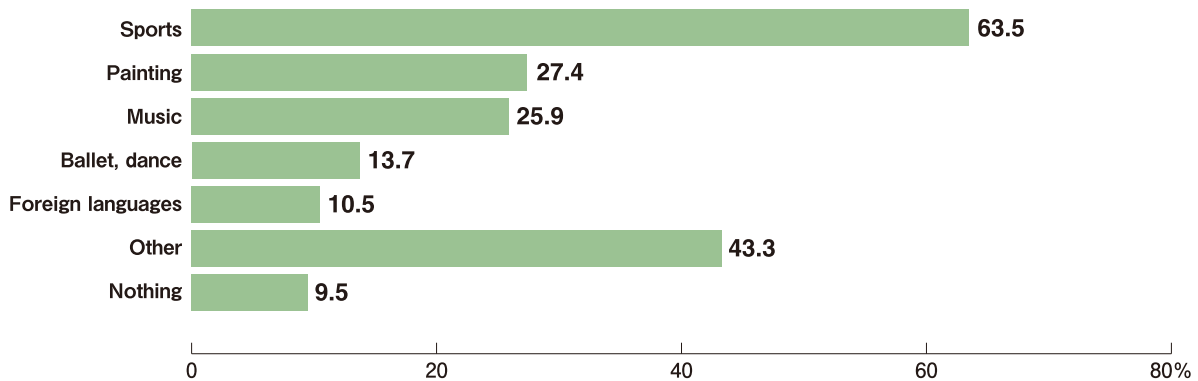
Helsinki

Graph 2-12 Participation in study circles and study-related clubs (Helsinki)



In Helsinki there are virtually no institutions equivalent to "study schools" and so students were asked whether or not they "participate in optional study circles and clubs."

Graph 2-13 Outside-of-school lessons and clubs (Helsinki)



Multiple responses.

In Finnish, the word for "outside-of-school lessons" is the same as the word for "hobbies." Thus it is possible that students broadly interpreted and answered the question including activities they engage in as hobbies.

In Helsinki there are very few outside-of-school activities provided by private institutions. Many of such activities are programs organized in local areas or by government, public or religious organizations and they are free of charge.

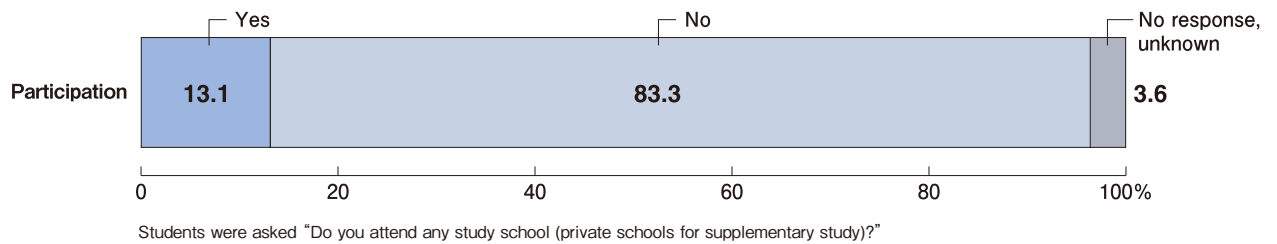
Since in Helsinki there are virtually no institutions equivalent to the kind of study schools found in the three Asian cities, students were asked whether or not they "participate in optional study circles and clubs." 21.1% of students participate in such activities (Graph 2-12).

"Sports" (63.5%) is the most popular outside-of-school activity, followed by "painting" (27.4%), and

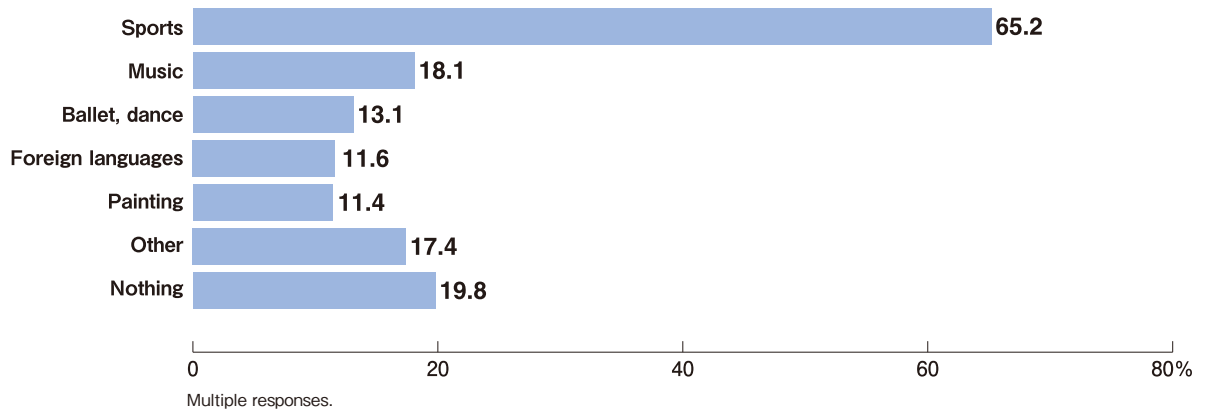
"music" (25.9%). Only 9.5% of students responded that they do "nothing," and thus it can be inferred that most elementary school students participate in some kind of activity (Graph 2-13). However, in Finnish the word for "outside-of-school lessons" is the same as the word for "hobbies," and this must be kept in mind when making comparisons with other cities.

London

Graph 2-14 Participation in schools for studying other than regular school (London)



Graph 2-15 Outside-of-school lessons and clubs (London)



Recess at an elementary school in London



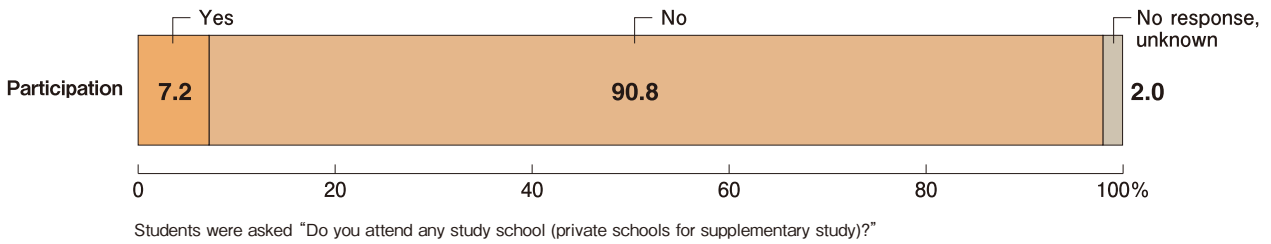
13.1% of students attend a study school (schools for studying other than regular school) indicating that relatively few elementary school students study outside of regular school (Graph 2-14). At 65.2%, "sports" is the most popular outside-of-school activity, and is far more popular than any

other activity. The next most popular activities are "music" (18.1%) and "ballet, dance" (13.1%). At 19.8%, the percentage of students who do "nothing" is higher than in any other city (Graph 2-15).

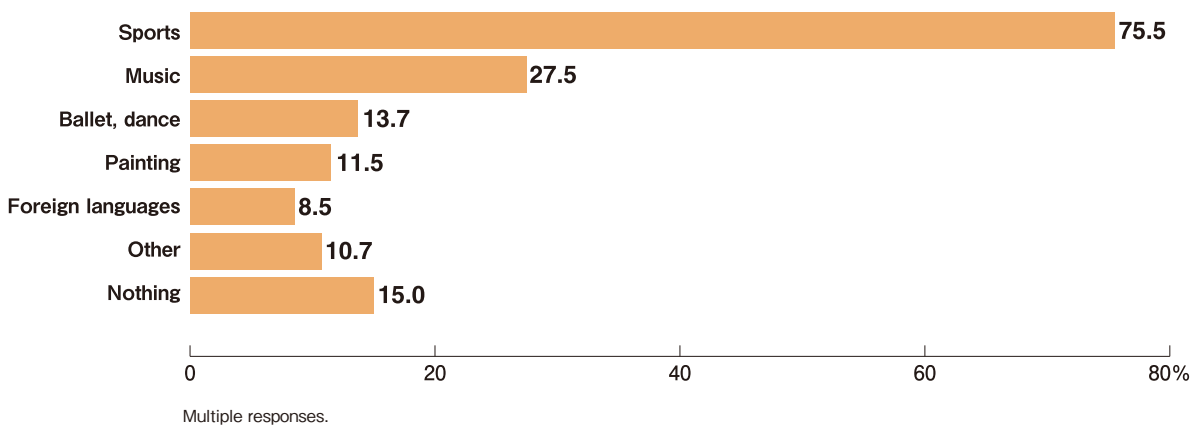


Washington, D.C.

Graph 2-16 Participation in schools for studying other than regular school (Washington, D.C.)



Graph 2-17 Outside-of-school lessons and clubs (Washington, D.C.)



7.2% of students attend a study school (schools for studying other than regular school) indicating that, as in London, few elementary school students study outside of regular school (Graph 2-16). At 75.5%, "sports" is the most popular outside-of-school activity, with three out of four students participating in some kind of sporting activity. The

next most popular activities are "music" (27.5%) and "ballet, dance" (13.7%). While the three most popular outside-of-school activities are the same as in London, the percentage of students engaged in such activities is higher than in London (Graph 2-17).

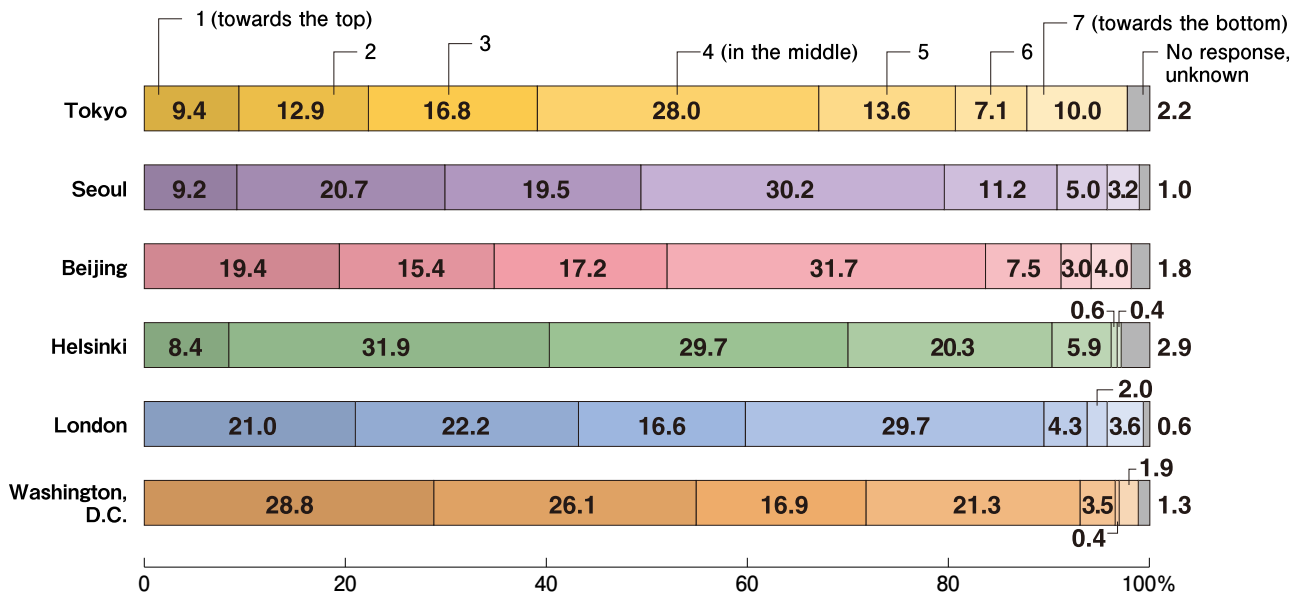
3

Grades, Academic Ability and Societal Awareness

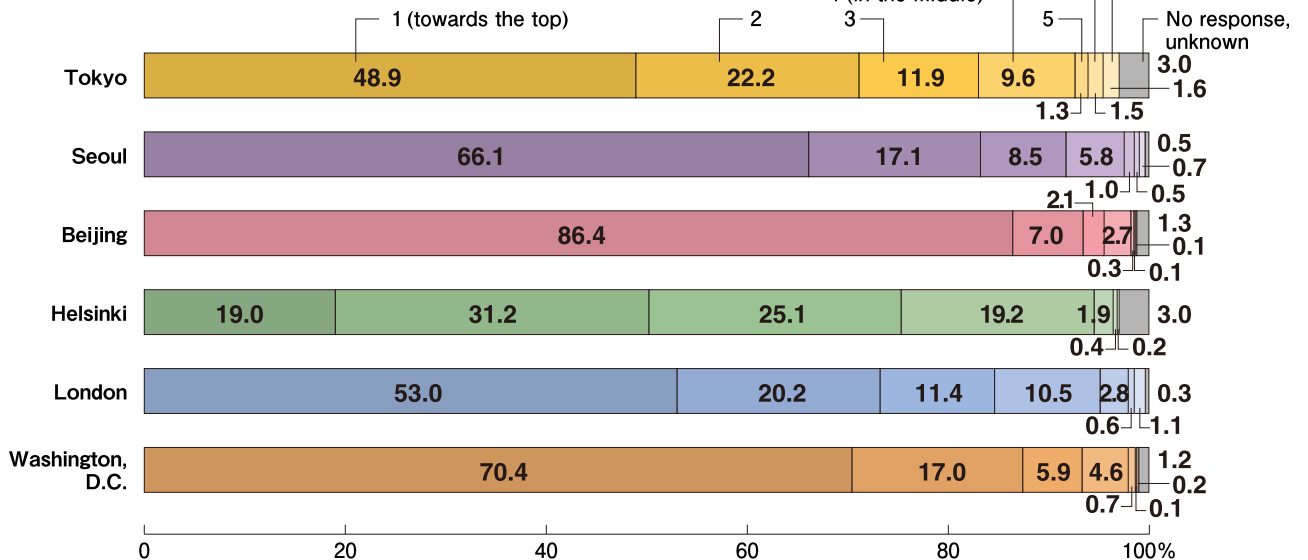
1. Self Assessment of Grades

Upon asking students about their current grades, only 22.3% of students in Tokyo evaluated themselves toward the top in their class (the percentage of students who selected "1" or "2" on a seven point scale), which was the lowest percentage among all cities. 29.9% of students in Seoul, 34.8% in Beijing, 40.3% in Helsinki, 43.2% in London and 54.9% in Washington, D.C. evaluated themselves toward the top, showing that elementary school students in the three US and European cities tend to evaluate themselves highly.

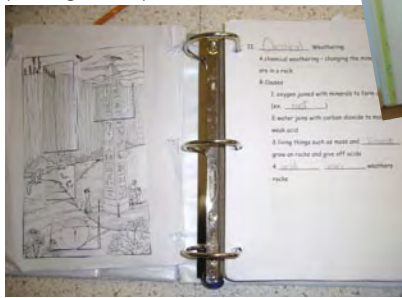
Graph 3-1 Self assessment of grades



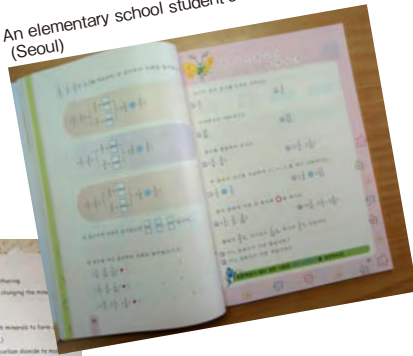
Graph 3-2 Grades you would be happy with



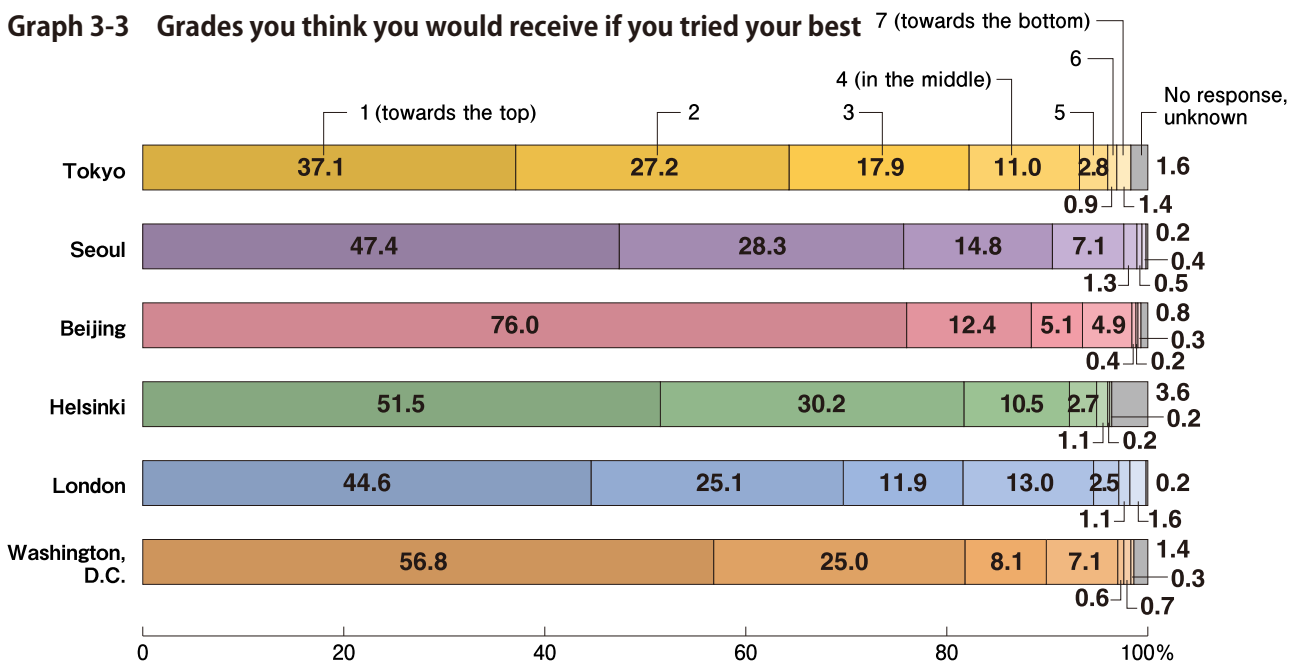
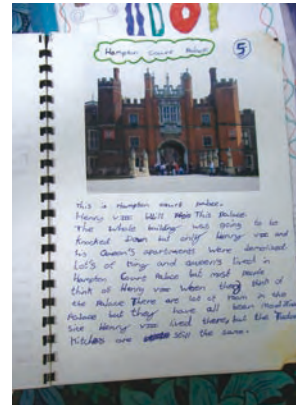
An elementary school student's notebook (Washington, D.C.)



An elementary school student's textbook (Seoul)



An elementary school student's homework notebook (London)



When students were asked to assess their grades, elementary school students in Tokyo were distributed evenly, ranging from towards the top, in the middle, to towards the bottom. Many students in Helsinki, London and Washington, D.C. placed themselves towards the top of their class while students in Seoul and Beijing ranked themselves between the three US and European cities and Tokyo (Graph 3-1).

When asked what grades they would be happy with, 86.4% of students in Beijing responded "1 (towards the top)," followed by 70.4% of students in Washington, D.C., 66.1% in Seoul, 53.0% in

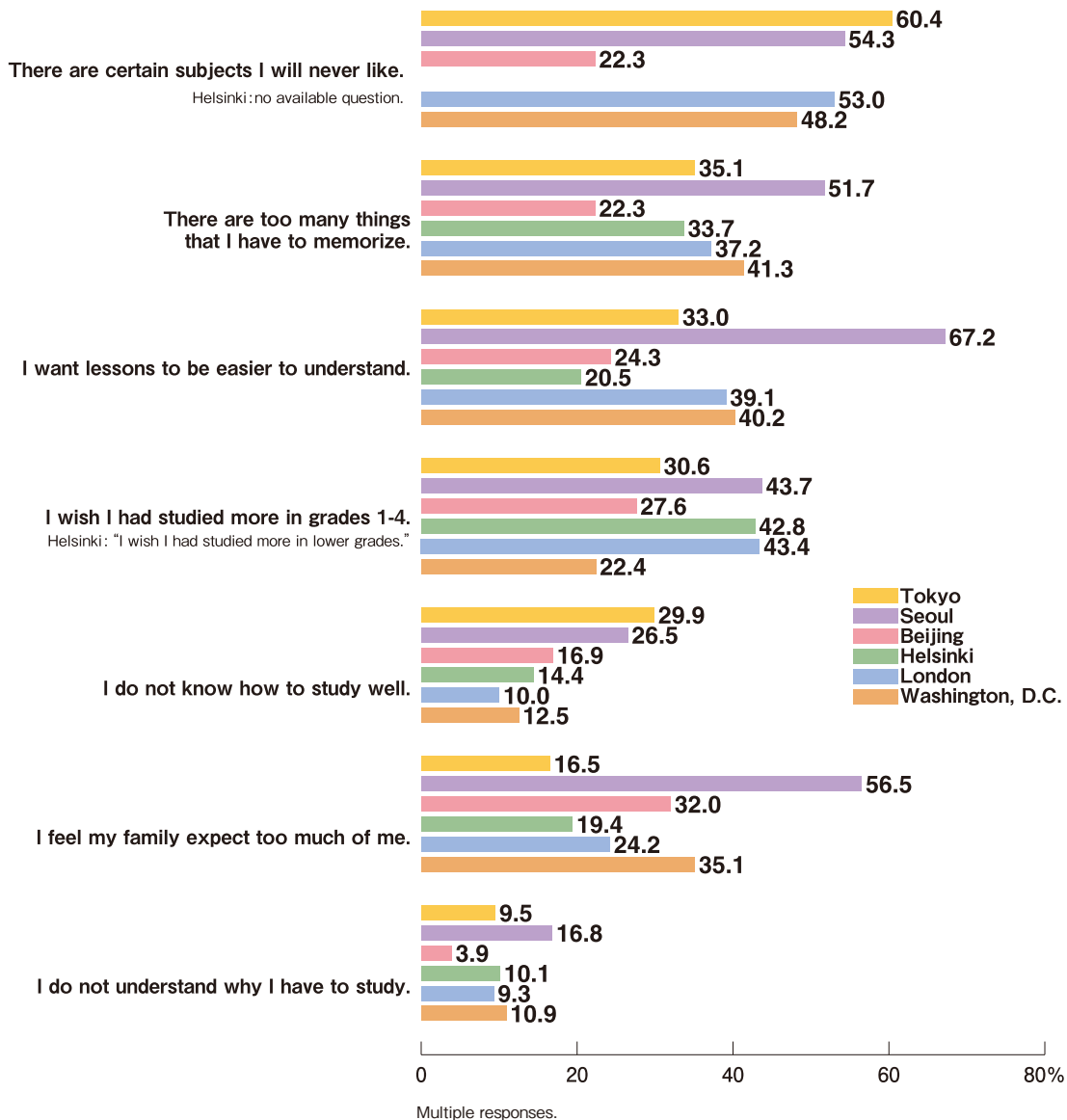
London and 48.9% in Tokyo, only 19.0% in Helsinki suggesting a limited interest in grades among students in Helsinki (Graph 3-2).

Further, when asked the kind of grades they think they would receive if they tried their best, the percentage of students who responded "1" was highest also in Beijing (76.0%). In Helsinki 51.5% of students responded "1." despite their having little interest in grades, more than half of students in Helsinki believe they would be towards the top of their class if they tried their best. At 37.1% the percentage of students who responded "1" was lowest in Tokyo (Graph 3-3).

2. Study-Related Worries and Motivation to Study

From this survey it appears that while elementary school students in Seoul have many study-related worries, they are also highly motivated and are always thinking about studying. The percentage of students who responded “there are certain subjects I will never like” and “I do not know how to study well” were higher in Tokyo than in any other city, while the percentage of students who responded “I enjoy learning new things” was low.

Graph 3-4 Study-related worries



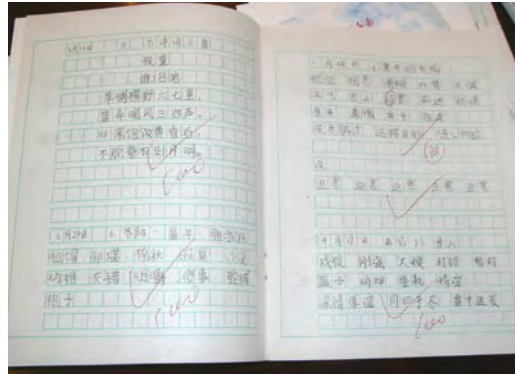
When asked about their study-related worries, the percentages of elementary school students in Tokyo who responded “there are certain subjects I will never like” (60.4%), and “I do not know how to study well” (29.9%) were relatively high, suggesting their main worries are about their weak subjects and study methods. In Seoul, the percentages of students who said “I want lessons to be easier to

understand” (67.2%), “I feel my family expect too much of me” (56.5%), “there are too many things that I have to memorize” (51.7%) and “I do not understand why I have to study” (16.8%) were the highest in the six cities. This indicates that students in Seoul feel both external and internal pressure with regard to their studies.

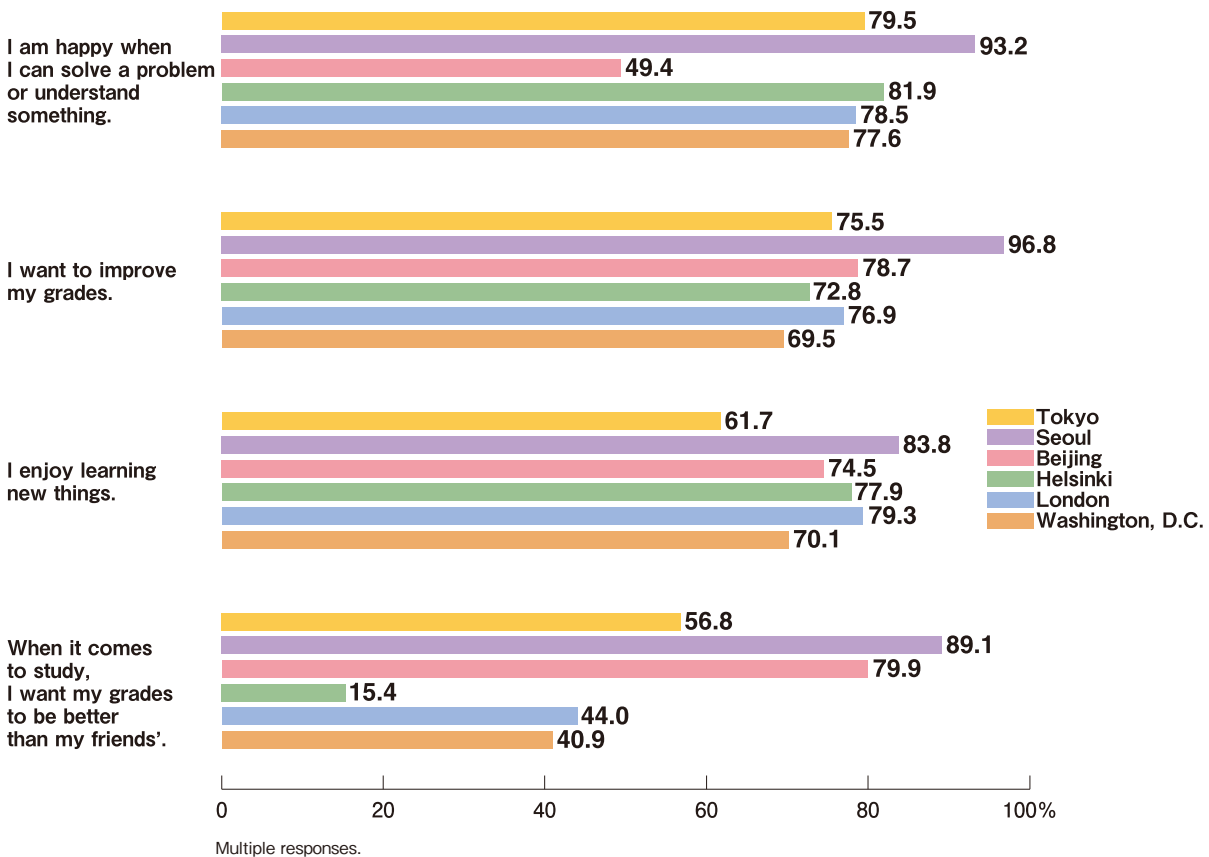
An elementary school student's project notebook (Helsinki)



An elementary school student's homework (Beijing)



Graph 3-5 Motivation to study



More elementary school students in Seoul, compared to other cities, agreed with the four statements regarding motivation for studying. A set of two statements “I want to improve my grades” (96.8%), and “when it comes to study I want my grades to be better than my friends” (89.1%) suggest strong student eagerness to improve, while another set “I am happy when I can solve a problem or understand something” (93.2%) and “I enjoy learning new things” (83.8%) indicate

a strong sense of joy in studying. Few elementary school students in Helsinki selected “when it comes to study I want my grades to be better than my friends” (15.4%), indicating that students do not try to compete with others in relation to studying. Compared to other cities, few students in Tokyo agreed with “I enjoy learning new things” (61.7%) while few students in Beijing agreed with “I am happy when I can solve a problem or understand something” (49.4%).

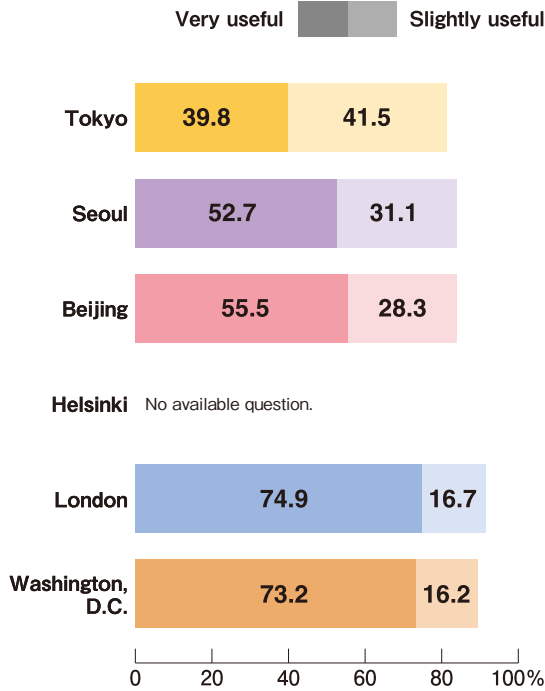
3. Usefulness of Study

When asked for what purpose study will be useful, the response of “useful” by students in Tokyo to almost all questions was lower than in other cities. Compared to students in other cities, elementary school students in Tokyo do not really perceive the usefulness of study.

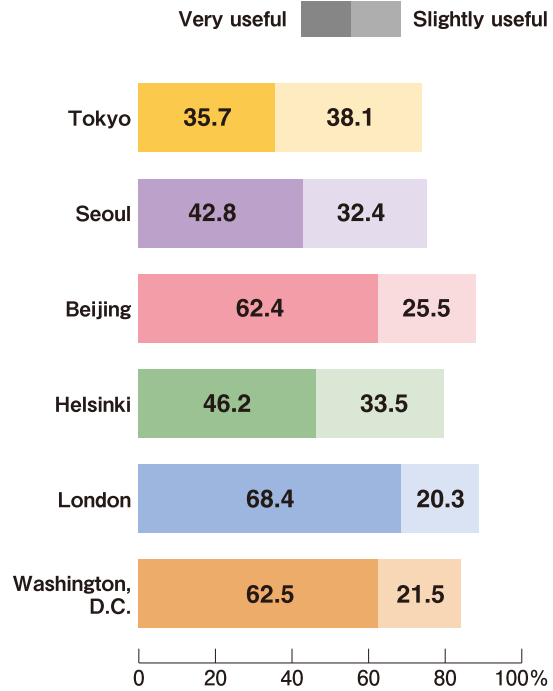
Graph 3-6 Usefulness of study



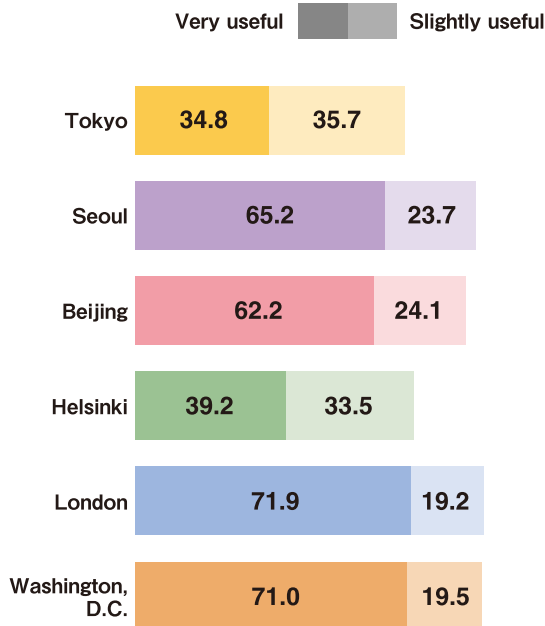
To live a happy and fulfilled life.



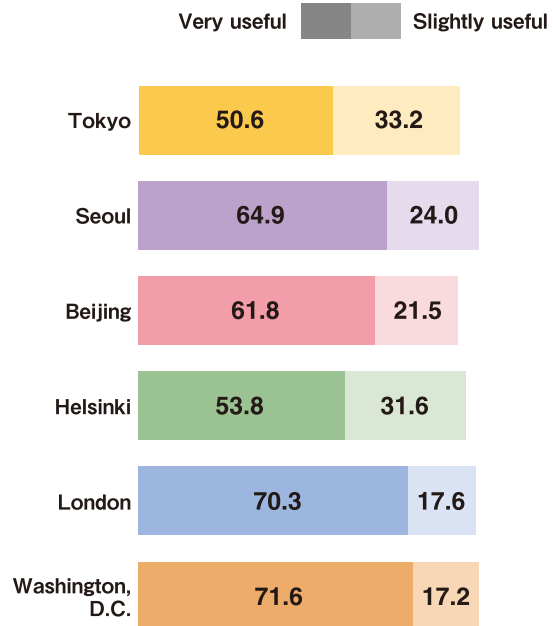
To live a fun life enjoying hobbies and sports.



To become a respectable person.



To be a good parent.



The result of more than 70 to 80% of elementary school students responding that study is “useful” (“very useful” + “slightly useful”) for most purposes suggests that students in all cities believe that studying is useful. However percentages for most items are lowest in Tokyo, implying that the perceived usefulness of studying among Japanese students is relatively low. The percentages of students who responded that study is “useful” “to work for a big important company” (Tokyo 74.9%

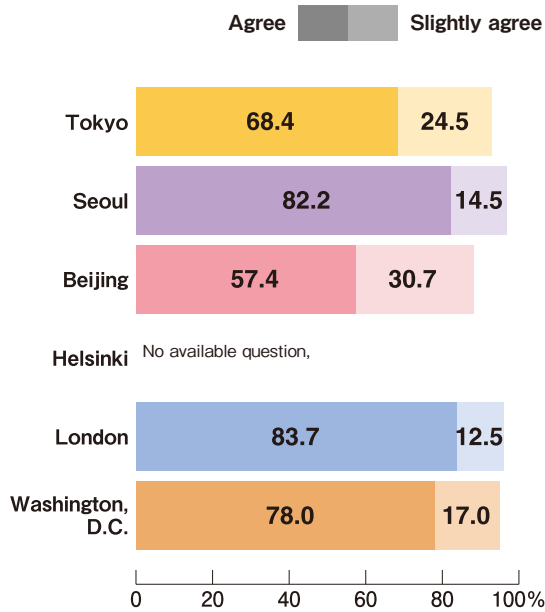
< other five cities 82.2 to 88.0%, same for other items), “to work for a company or the government and become successful” (64.3% < 75.8 to 91.9%), and “to become rich” (42.6% < 65.7 to 78.6%) were particularly low, indicating that elementary school students in Tokyo are less inclined than students in other cities to believe that study is a means to social success in terms of such things as career advancement and salary increase.

4. View of Society and Values

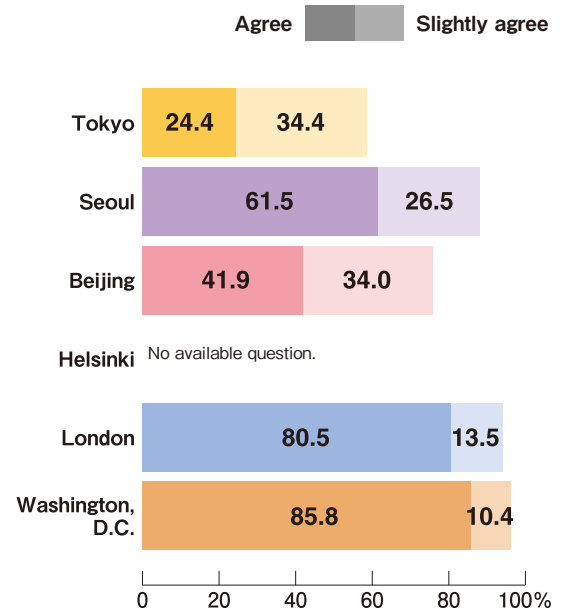
Compared to elementary school students in other cities, students in Tokyo do not believe “Japan is a highly competitive society” and are not inclined to think that “in the future I want to work for a big company and have an important job.” Comparatively speaking, it can be inferred that students do not have a strong inclination to compete and be socially successful.

Graph 3-7 View of society, values

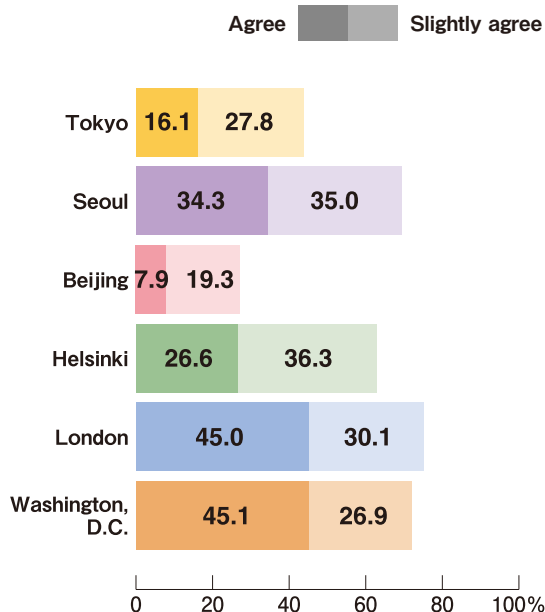
I can be happy if I have close friends.



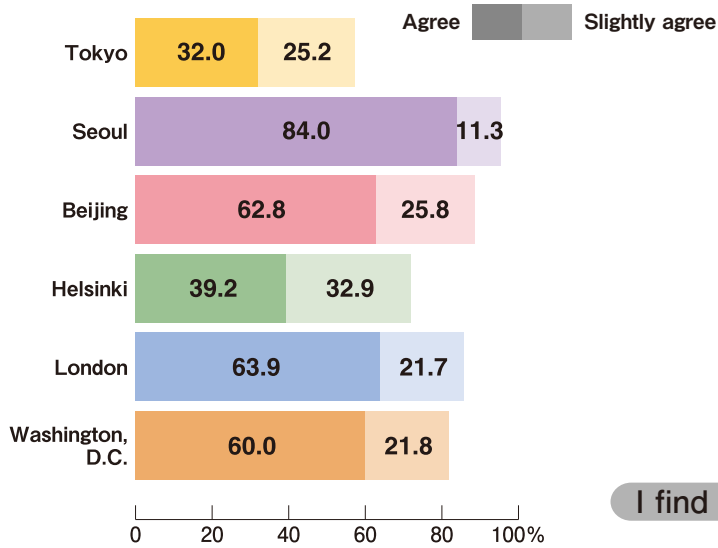
I can be happy in the future if I graduate from a good university.



I can be happy if I am rich.



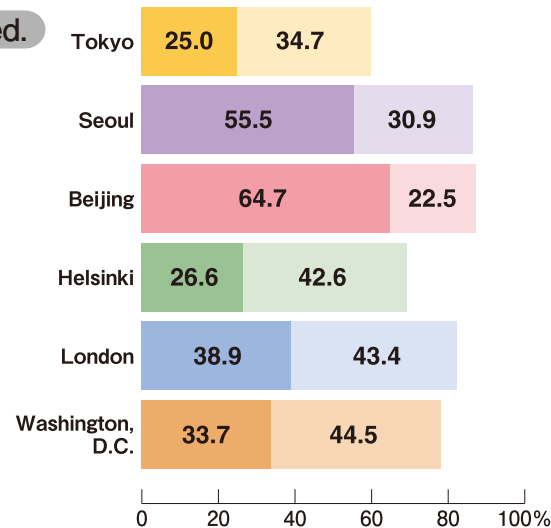
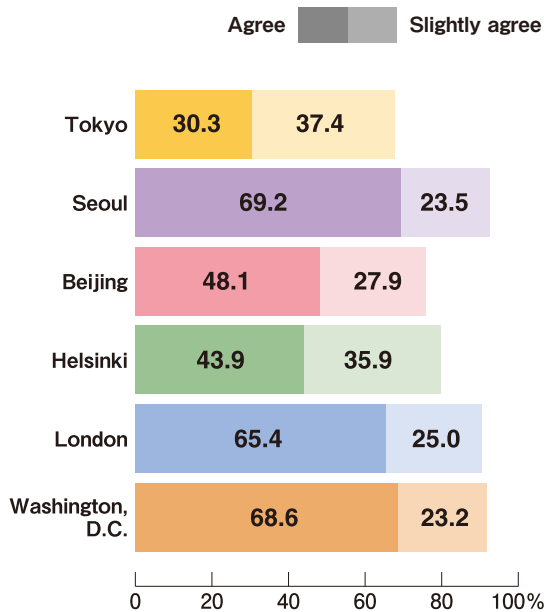
In the future I want to work for a big company, and have an important job.



I find society highly competitive.



In this country those who try hard are rewarded.



The first three items ask students what they believe to be necessary in order to be happy. The percentages of positive responses to “I can be happy if I have close friends” (“agree”+“slightly agree”) are universally high in all cities and there is no notable difference between cities. However, more than 90% of students in London and Washington, D.C. agreed that “I can be happy in the future if I graduate from a good university,” while the percentages were between 70 to 80% for students in Seoul and Beijing and just under 60% for students in Tokyo, showing a slight difference of opinion among students in the different cities. Further, just over 40% of students in Tokyo and just under 30% of students in Beijing agreed “I can be happy if I am rich”; lower than the percentages in other cities. Comparatively speaking, it appears

that elementary school students in Tokyo do not really associate “good university” and “money” with happiness.

When asked about their future, the percentage of elementary school students in Tokyo who agreed that “in the future I want to work for a big company and have an important job” (Tokyo 57.2% < other five cities 72.1 to 95.3%) was lower than in other cities.

Furthermore, assessment of one’s own country and society, was also lowest in Tokyo, judging by the percentage of agreement for “in this country those who try hard are rewarded” (Tokyo 67.7% < other five cities 76.0 to 92.7%, same for the other), and “I find society highly competitive” (59.7% < 69.2 to 87.2%).

4

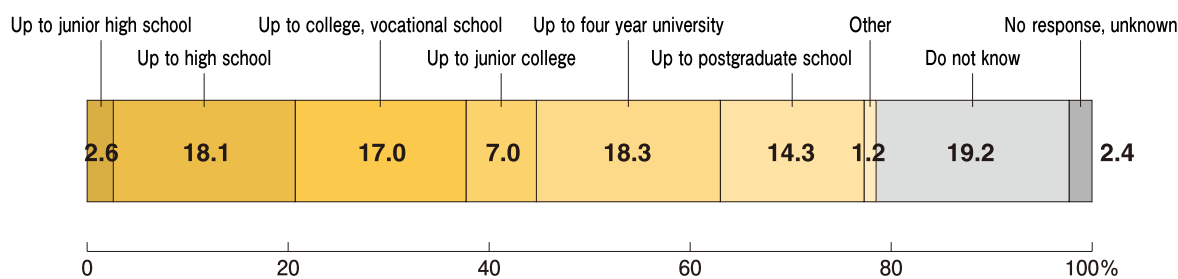
Level to which Intend to Continue Studies

About 65% of elementary school students in Beijing reported that they would continue their studies up to “postgraduate” level, indicating they take seriously the matter of getting highly educated. On the other hand, relatively many elementary school students in Tokyo responded that they intend to continue their studies up to “high school,” and few students indicated a desire to study at “four year university” or “postgraduate school.”

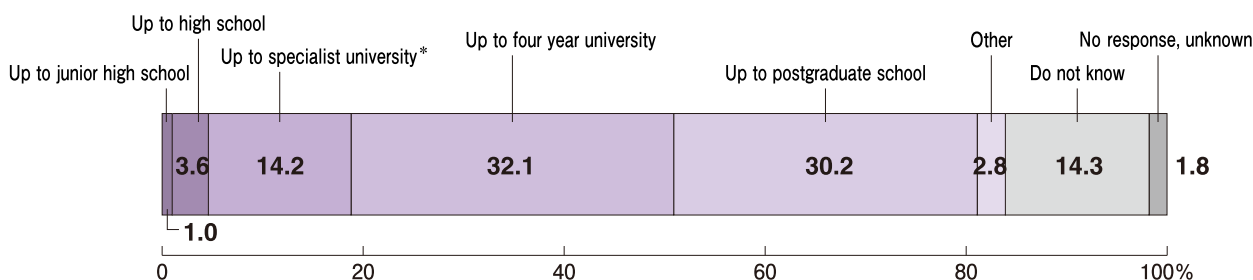
Education systems vary among countries and cities, and shown here are only the main educational institutions. For more details please refer to pp.4-5.

Graph 4-1 How far do you intend to continue your studies?

Tokyo

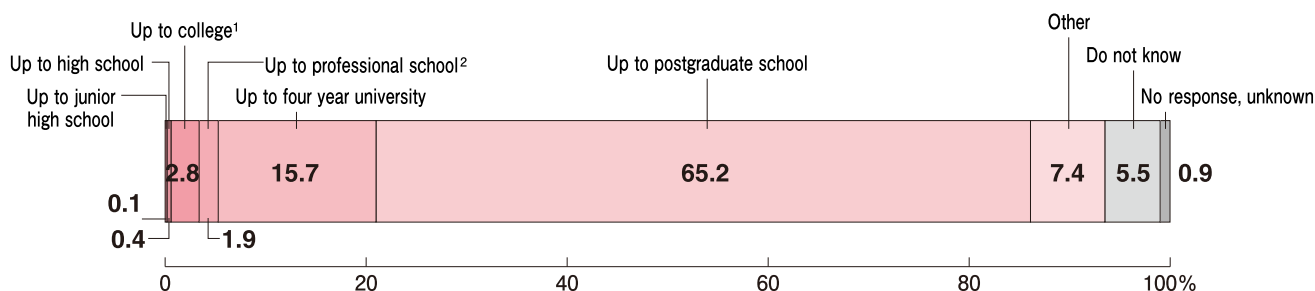


Seoul



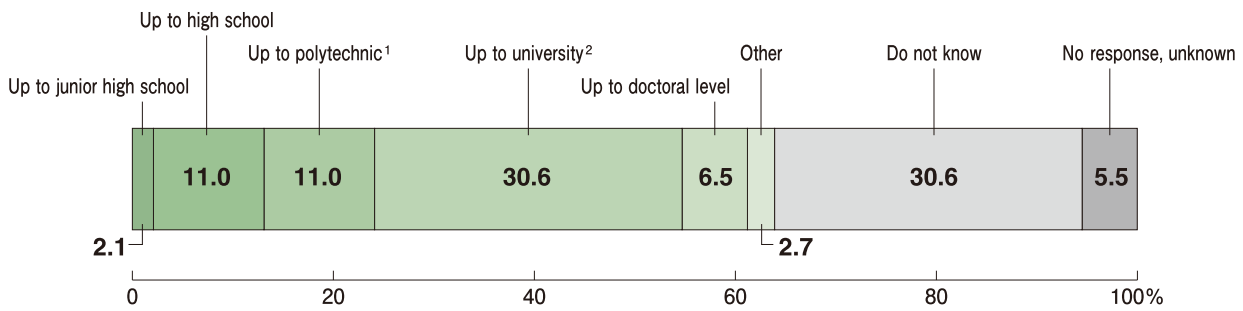
* "Specialist university" refers to two-year universities which aim to train professionals.

Beijing



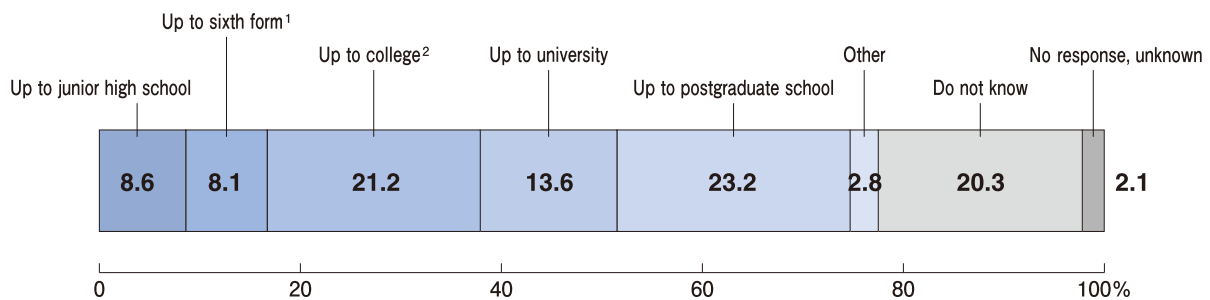
1 "College" refers to intermediate specialist schools, technical laborers school, agriculture and vocational middle schools.
 2 "Professional school" refers to short-term (two to three years) specialist universities.

Helsinki



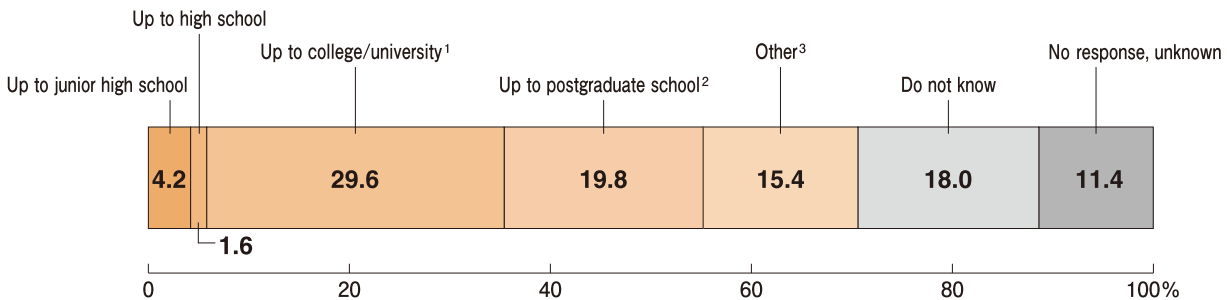
- 1 "Polytechnic" are three or four year higher education institutes which aim to provide students with specialist knowledge and skills for certain occupations.
 2 "University" follow a five year system (three-year bachelor program and two-year masters program) and students graduate having received a general master's degree.

London



- 1 In "sixth form," an upper secondary education curriculum is taught in order for students to attain a place at university.
 2 "College" refers to "higher education colleges" which provide students with a variety of specialist training and "further education colleges" which form a part of adult education and vocational education.

Washington, D.C.



- 1 "College/university" includes higher education institutes with various aims and in various forms.
 2 "Postgraduate school" includes graduate schools which aim to train professionals, such as medical, law and business schools.
 3 "Other" includes other types of educational institutions and the "military."

Education systems vary among countries and cities and it is difficult to simply compare the levels to which students intend to continue their studies. Consequently this report looked at major trends. Students in Beijing are more appreciative of having a high educational background and the percentage of students (65.2%) who indicated a desire to continue their studies "up to postgraduate school" is extremely high. More than 60% of elementary school students in Seoul also stated their intention to continue their studies "up to four year university" (32.1%) and "postgraduate school" (30.2%). However students in Tokyo, another Asian city, did not indicate such a keen appreciation of a high

education with only 18.3% of students indicating their intention to continue their studies through to "four year university" and only 14.3% indicating their intention to continue their studies through to "postgraduate school."

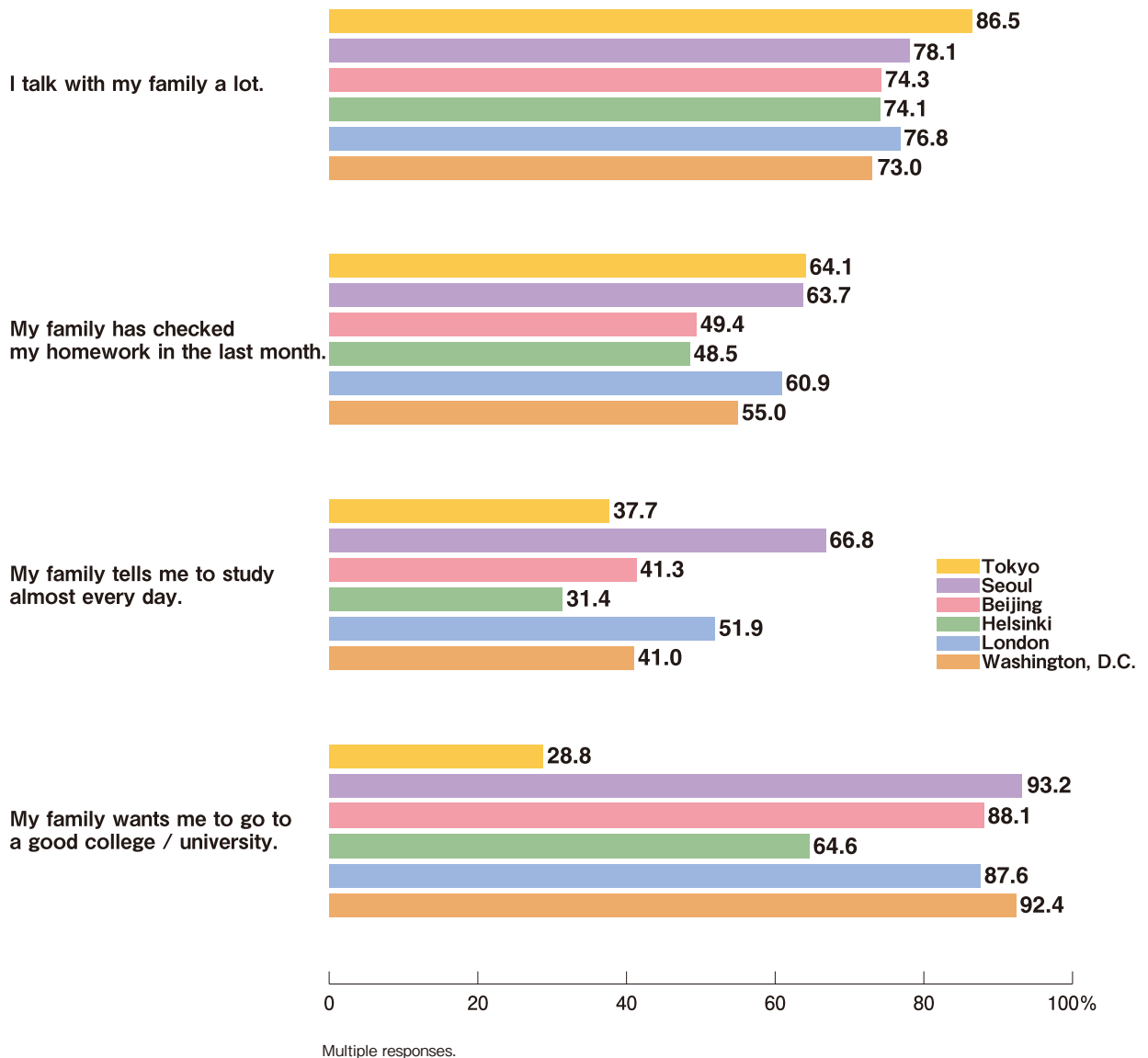
In the three US and European cities, approximately 50 to 60% of students indicated their intention to continue their studies at educational institutions equivalent to higher education institutions (Helsinki: polytechnics, university, and university doctoral level; London: college, university, and postgraduate school; Washington, D.C. : college / university and postgraduate school).

5

Relationship with Family

The percentages of elementary school students in Tokyo reporting that they “talk with my family a lot” and their “family has checked my homework in the last month” were high, suggesting that students in Tokyo have a close relationship with their family. On the other hand, the percentage of students who reported that their “family wants me to go to a good college / university” was low, indicating that such students do not feel pressured by their family to study.

Graph 5-1 Relationship with family



The percentage of students who indicated “my family wants me to go to a good college / university” was very high, with over 90%, in the four cities of Seoul (93.2%), Beijing (88.1%), London (87.6%), and Washington, D.C. (92.4%). While it was 64.6% in Helsinki, in Tokyo it was 28.8%, which was

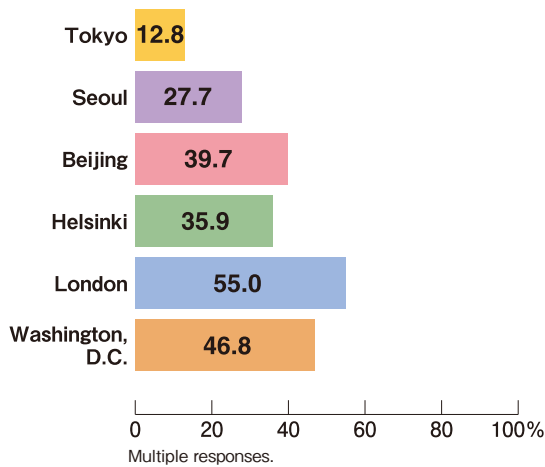
the lowest among six cities. Further, more students in Seoul (66.8%) than in any other city indicated that their “family tells them to study almost every day.” Based on these results it would appear that students in Seoul feel great pressure from their family to study hard.

6 Media Usage

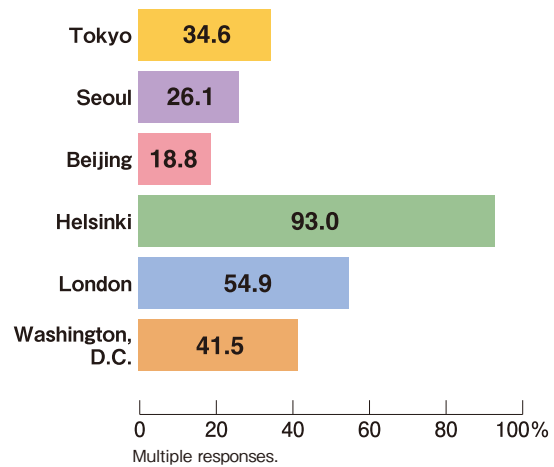
At 55.0%, the percentage for ownership of computers was the highest in London, while at 93.0%, the percentage for ownership of cell phones was the highest in Helsinki. Elementary school students in London have a tendency to use computers often both at home and at school, while 87.9% of students in Seoul only use the internet at home, which usage was the highest among all six cities.

Graph 6-1 Ownership of computers & cell phones

I have my own computer.

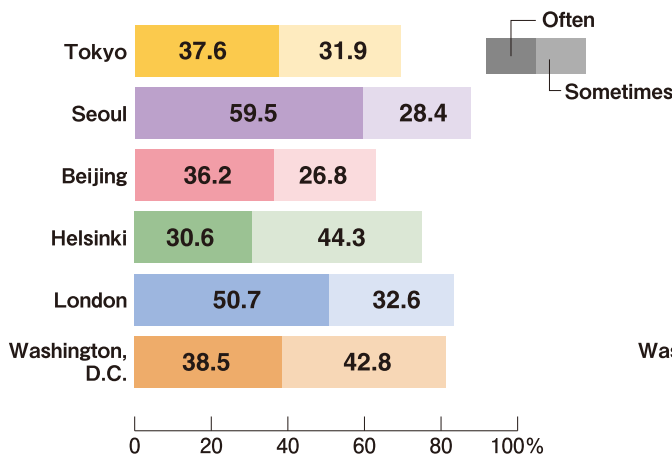


I have my own cell phone.

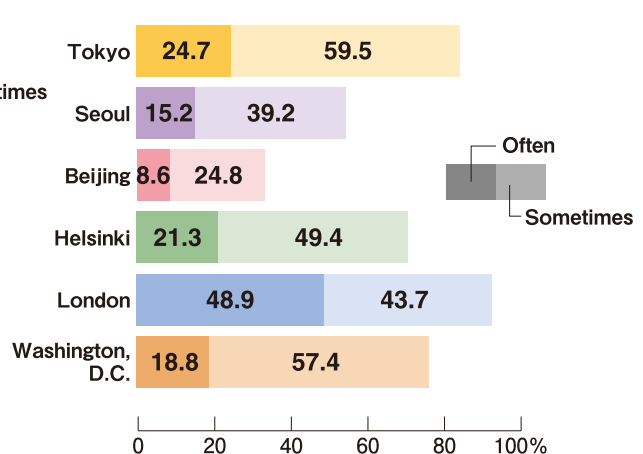


Graph 6-2 Internet usage

I use internet at home for research.



I use internet at school for research.



The results of this survey indicate that ownership of both computers and cell phones is prevalent in the three cities in the US and Europe. 55.0% of students in London and 46.8% of students in Washington, D.C. own their "own computer," compared to only 12.8% of students in Tokyo, which was the lowest. 93.0% of elementary school students in Helsinki own their own cell phone, suggesting that virtually all elementary school students in the city own

cell phones. Ownership is the second highest in London (54.9%) (Graph 6-1).

Looking at use of the internet, the percentage of students who "use internet at home for research" was the highest in Seoul (87.9%, "often" + "sometimes") while the percentage of students who "use internet at school for research" was the highest in London (92.6%) (Graph 6-2).

Basic Research on Academic Performance

International Survey of Six Cities

Study planning and analysis team members

Tokyo

Hiroaki Mimizuka (Professor, Ochanomizu University)
Daijiro Hida (Professor, Aoyama Gakuin University)
Hiroshi Nishijima (Assistant Professor, University of Tokyo)
Yuko Morota (Researcher, Division of University Corporate Relations, University of Tokyo)

Seoul

Miran Kim (Researcher, Korean Educational Development Institute)

Beijing

Jian Liu (Professor, National Center for School Curriculum and Textbook Development, Ministry of Education of the People's Republic of China)
Yihong Fu (Assistant Professor, National Center for School Curriculum and Textbook Development, Ministry of Education of the People's Republic of China)

Helsinki

Tatsuo Kitagawa (Visiting Professor, Japan Professional School of Education)
Pekka Arinen (Project Manager, Centre for Educational Assessment, University of Helsinki)
Kari Nyssölä (Counsellor of Education, Finnish National Board of Education)

London

Ikuo Komatsu (Director, Department for Educational Policy and Evaluation, National Institute for Educational Policy Research)
Yasue Tatebayashi (Associate Researcher, Department for Educational Policy and Evaluation, National Institute for Educational Policy Research)

Washington, D. C.

Hugh Sockett (Professor, George Mason University)
Judith A. Wilde (Educational Consultant)
Naoru Koizumi (Assistant Professor, George Mason University)
Jeremy D. Mayer (Associate Professor and Program Director of Master of Public Policy, George Mason University)

Benesse Educational Research & Development Center

Haruo Kimura (Manager, Educational Research Office, Benesse Educational Research & Development Center; Visiting Associate Professor, University of Tokyo)
Shao Qinfeng (Researcher, Benesse Educational Research and Development Center)
Naoyuki Sogo (Researcher, Benesse Educational Research and Development Center)
Naoko Suzuki (Researcher, Benesse Educational Research and Development Center)
Sachiko Miyamoto (Researcher, Benesse Educational Research and Development Center)
Yoko Kawamura (Researcher, Benesse Educational Research and Development Center)

Positions listed above are those held at the time of the survey.

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A detailed report on the survey in Japanese is scheduled for publication in January 2008 (an estimated 170 pages with a distribution price of 1,000 yen). Copies of the report can be ordered using the order form on the Benesse Educational Research & Development Center website. The reports will be shipped upon publication. Note that the report cannot be purchased at bookstores. If you are interested in obtaining a copy, contact the Benesse Educational Research & Development Center directly.

The results of surveys conducted by the Benesse Educational Research & Development Center can be found at

<http://benesse.jp/berd/>