

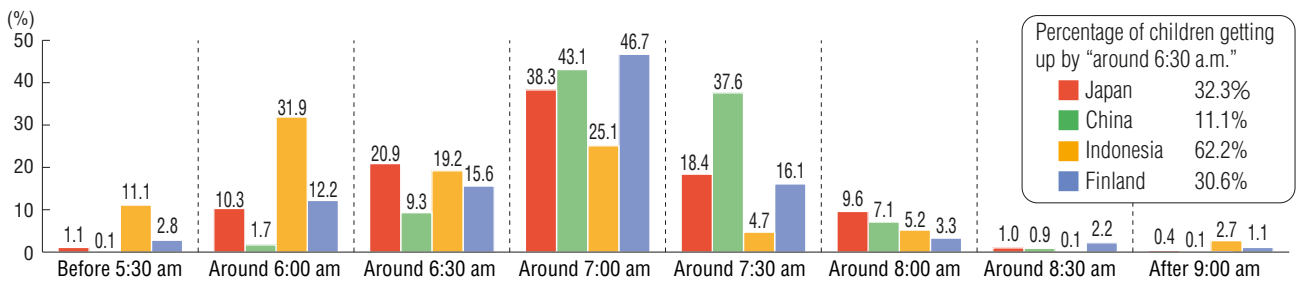
# 1 Life of Preschool Children

## 1-1 Living Time

Of the countries surveyed, children get up the earliest on weekdays in Indonesia, with 62.2% rising by “around 6:30 a.m.” Children in China tend to go to bed and get up the latest in the four countries.

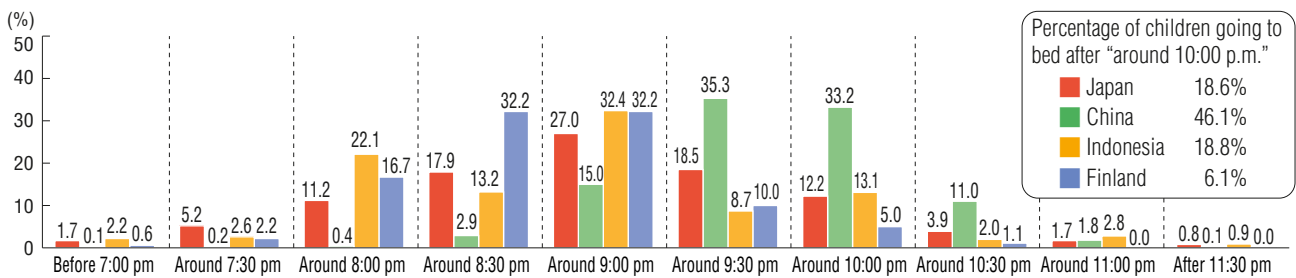
**Q** What time does the subject child get up in the morning on weekdays?

**Figure 1-1-1** Wakeup time on Weekdays



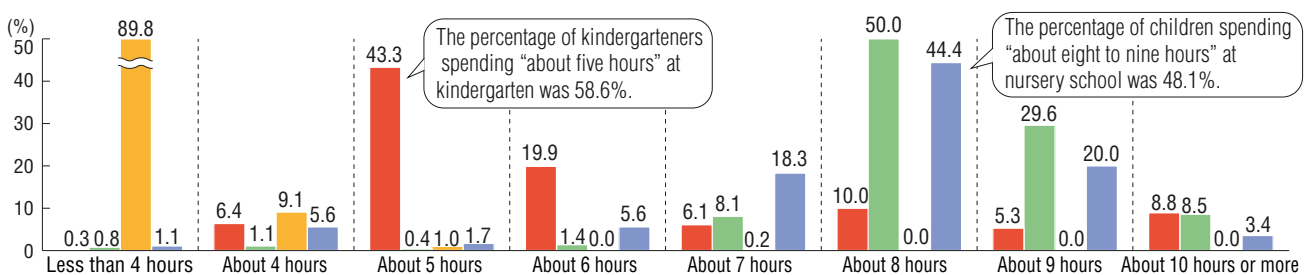
**Q** What time does the subject child go to bed on weekdays?

**Figure 1-1-2** Bedtime on Weekdays



**Q** How many hours a day does the subject child spend in the child care program?

**Figure 1-1-3** Time spent at preschool institutions



\* Only mothers of children enrolled in childcare programs answered this question.

\* The combined responses of Indonesia for “less than three hours” (37.0%) and “about three hours” (52.8%) are shown as “less than four hours.” None responded longer than “about eight hours.”

\* “About 10 hours or more” shows the responses combined for “about ten hours,” “about eleven hours” and “more than twelve hours.”

The percentage of children getting up by “around 6:30 a.m.” is highest in Indonesia at 62.2%, followed by Japan at 32.3%, Finland at 30.6%, and China with the lowest percentage of 11.1% (Fig.1-1-1). It is likely that the early rising time of children in Indonesia is due to such factors as the influence of the lifestyle of their parents who pray before sunrise if they are Muslims and the tropical climate. Moreover, the percentage of children going to bed after “around 10:00 p.m.” is highest in China at 46.1%, followed by Indonesia at 18.8%, Japan at 18.6%, and Finland with the lowest ratio of 6.1% (Fig.1-1-2). Compared to the other

countries, children in China tend to go to bed and get up late. In Indonesia, 89.9% of children surveyed spend “less than 4 hours” at preschool educational institutions, the shortest time of all the target countries (Fig.1-1-3). On the other hand, 88.1% of children in China spend “about 8 hours” or more at preschool institutions. A large percentage of children in Japan spend “about 5 hours” or “about 6 hours” at such institutions, totaling 63.2%. Time spent at preschool educational institutions varies widely from country to country.

## 1-2 Frequency of Use or Viewing at Home by Children

More than 90% of children in the surveyed countries other than China watch TV three times or more a week. Fifty percent or more of children look at picture books in Japan, China and Finland. The percentage of smartphone use in Indonesia is higher than in the other countries surveyed at 60%. The survey asked about items available and used at home.

**Q** Please tell us about the activities at home. How often a week does s/he use/read the items listed below?

**Table 1-2-1** Items at Home

		Japan	China	Indonesia	Finland
Picture book	Three days or more a week	57.2 <sup>②</sup>	66.1 <sup>①</sup>	22.3	77.2 <sup>②</sup>
	Not available at home	1.1	0.3	20.9	0.0
Study workbook	Three days or more a week	31.7	27.4	38.7 <sup>③</sup>	28.4
	Not available at home	10.5	12.6	17.1	0.0
Encyclopedia for kids	Three days or more a week	13.1	17.1	24.0	15.6
	Not available at home	27.4	11.7	24.1	3.3
Educational toys such as blocks	Three days or more a week	41.6	47.5 <sup>③</sup>	10.8	46.7 <sup>③</sup>
	Not available at home	2.4	0.1	51.2	2.2
TV	Three days or more a week	93.3 <sup>①</sup>	57.4 <sup>②</sup>	96.3 <sup>①</sup>	90.0 <sup>①</sup>
	Not available at home	0.5	1.7	0.7	2.8
Video, DVD, Hard disk recorder	Three days or more a week	51.2 <sup>③</sup>	6.7	38.4	33.9
	Not available at home	2.9	35.2	25.0	8.3
Smartphone	Three days or more a week	20.1	19.2	63.7 <sup>②</sup>	29.4
	Not available at home	5.1	1.8	12.9	1.7
Tablet such as iPad	Three days or more a week	15.4	21.5	27.3	46.6
	Not available at home	49.0	7.6	57.7	10.6
TV game including Nintendo Wii	Three days or more a week	3.6	2.4	4.0	6.1
	Not available at home	54.3	41.3	90.0	33.3
Electronic device for study (e.g. device for intellectual development focusing on alphabet)	Three days or more a week	5.5	16.6	2.1	13.9
	Not available at home	72.4	23.6	90.7	11.1

\* "Three days or more a week" is the combined percentage of "almost every day" and "3-4 days per week."

\* Responses of "one or two days per week," "occasionally" and "not at all" are not shown.

\* Top three responses for "three days or more a week" for each country are shown as ①-③.

When asked about various items and media available in the children's homes, many of the items were not available at home in Indonesia, with more than 50% giving this response regarding "educational toys such as blocks," "tablet such as iPad," "TV games" and "electronic devices for study." In Japan, more than 50% of respondents answered that "electronic devices for study" and "TV games" were not available at home, and a high percentage of 49.0% was also shown for "tablet such as iPad."

Looking at the frequency of use/viewing (three times or more a week), with the exception of China, a high percentage of 90% or more of respondents answered "TV," followed by "picture books," which are used by approximately 60% to 70% in the countries surveyed except in Indonesia, indicating that "TV" and

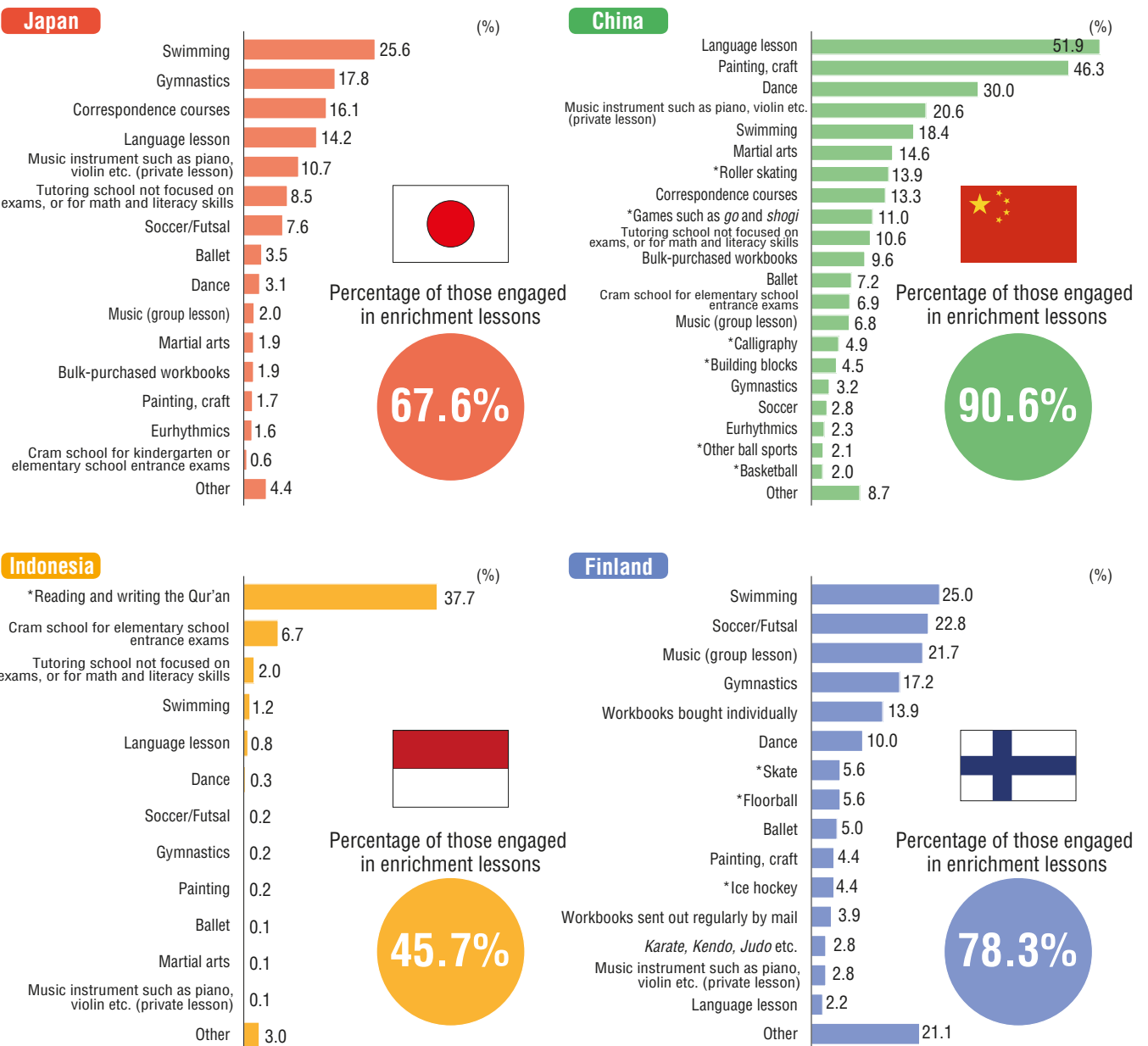
"picture books" are readily available to children. In Japan, following "TV" and "picture books," a high percentage of respondents watch or use "videos, DVDs, and hard disk recorders" (hereinafter referred to as "videos"). In China, the highest number of respondents selected "picture books," followed in order by "TV" and "educational toys." In Indonesia, "TV," "smartphones" and "study workbooks" received the highest percentages in descending order, with the frequency of smartphone use at 63.7%, higher than in the other countries. In Finland, respondents selected "TV" and "picture books," followed by "educational toys" and "tablet such as iPad," with the highest frequency of picture book use among the four countries surveyed.

# 1-3 Enrichment Programs/Lessons Outside of School

The percentage of children taking enrichment programs/lessons is highest in China at 90.6% and lowest in Indonesia at 45.7%. Regarding the type of lessons, “swimming” was among the top five in all countries.

**Q** What kind of enrichment programs and lessons does the subject child take? Please select all that apply including those offered by child care facilities for an extra fee.

Figure 1-3-1 Enrichment Programs/Lessons Outside of School



\* Multiple answers  
 \* Asterisks (\*) indicate information entered against items specific to each country and under "Other" that exceeded a certain percentage.  
 \* Items eliciting the response "None" are not shown.

The percentage of children taking enrichment programs/lessons in descending order is 90.6% in China, 78.3% in Finland, 67.6% in Japan and 45.7% in Indonesia. Regarding the type of lessons, while there are probably differences arising from the influence of factors such as the prevalence, cultures, religions and views on education, “swimming” was among the top five places in all countries (top place in Japan and Finland). Moreover, 51.9% of children in China take “language lessons.” This is

probably related to the high percentage of mothers in China answering they put “very much” emphasis on helping “the child learn foreign language” regarding parenting policies (P.10). In Indonesia, the highest percentage of enrichment programs/lessons taken by respondents was “reading and writing the Qur’an” at 37.7%. Volunteers from the local community give lessons in most cases.