

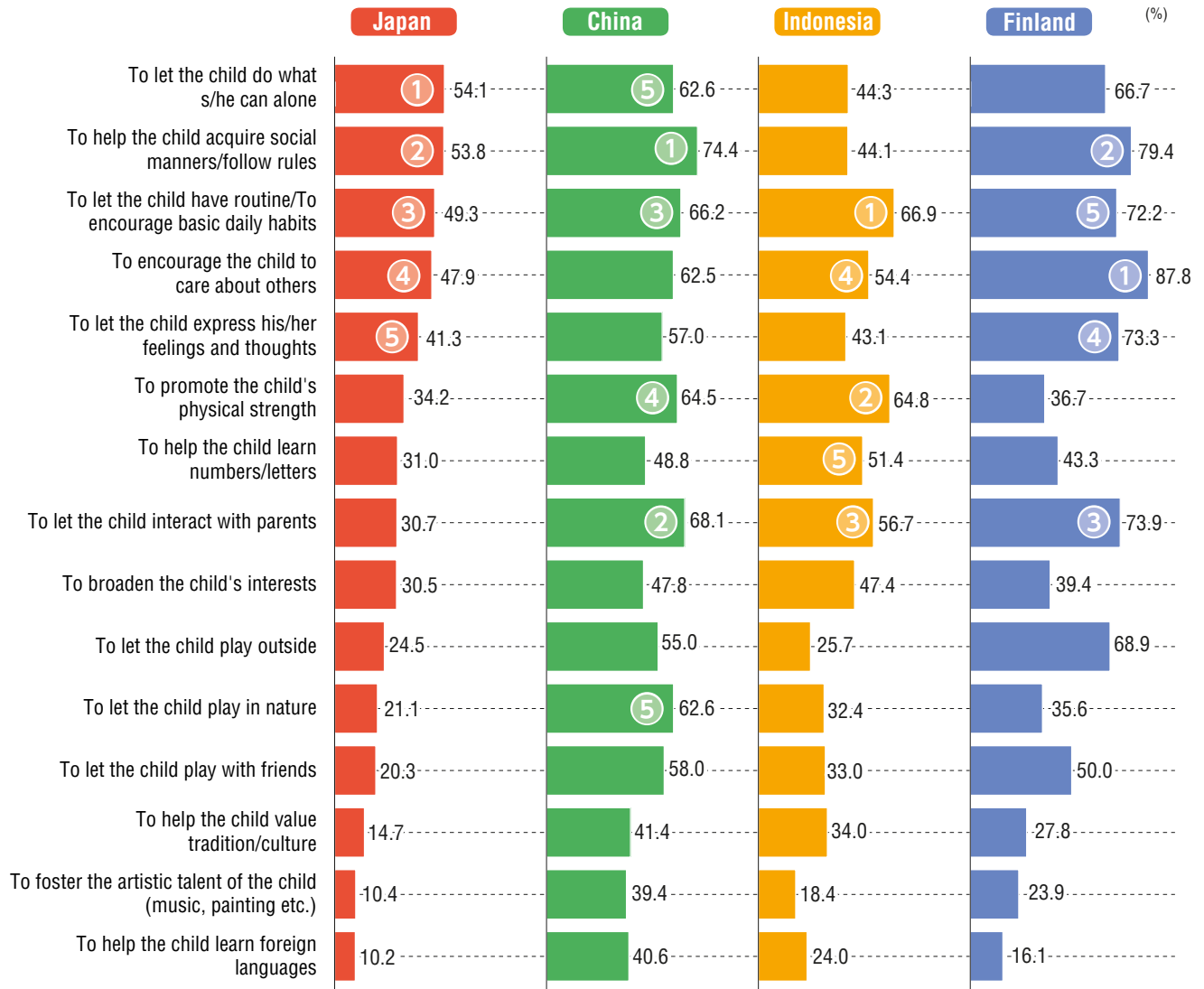
2 Mothers' Awareness of Education and Parenting

2-1 Parenting Policies

“To encourage basic daily habits” was selected by the highest number of respondents in all four countries. In Japan, **“To encourage the child to do what s/he can alone”** and **“To help the child acquire social manners/follow rules”** were rated the highest in descending order, selected by more than 50% of the respondents.

Q How much emphasis do you put on the following aspects of parenting?

Figure 2-1-1 Parenting Policies



* Percentage of “very much”
 * Results from Japan are shown in descending order.
 * Top five answers in each country are shown as ① - ⑤.

When asked what they focused on in raising their children, “to encourage basic daily habits” was among the top five responses in all four countries. In Japan, respondents answered with “to encourage the child to do what s/he can alone,” “to help the child acquire social manners/follow rules,” and “to encourage basic daily habits” in descending order. In the countries except Japan, “to let the child interact with parents” was ranked in second and third place.

In China, the greatest emphasis was placed on “to help the

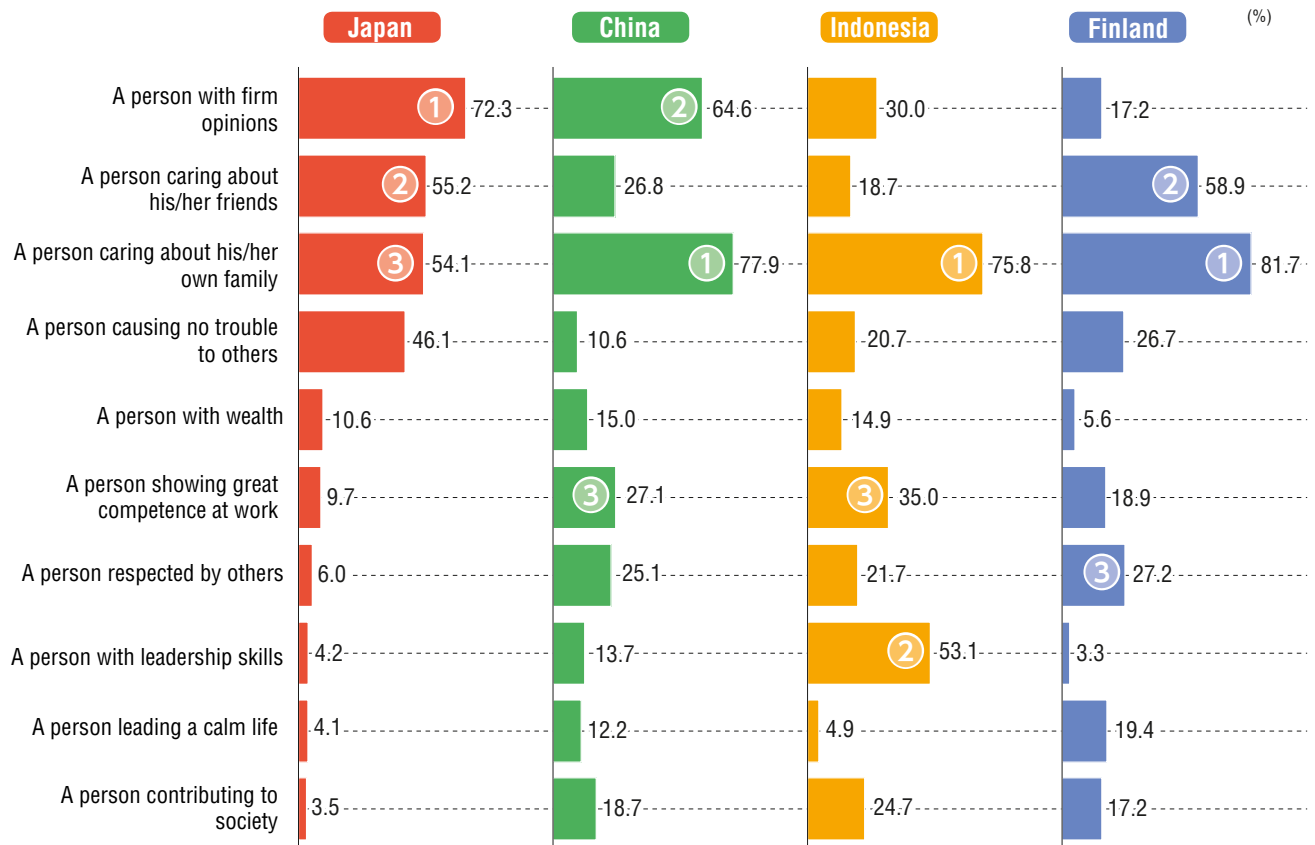
child acquire social manners/follow rules.” In Indonesia, “to encourage basic daily habits” was ranked in top place, followed by “to promote the child's physical strength” in second place. In Finland, “to encourage the child to care about others” was ranked in top place. “To foster the artistic talent of the child (music, painting, etc.)” and “to help the child learn foreign languages” was selected by approximately 40% of respondents in China, but by only 10–20% of respondents in the other three target countries.

2-2 Expectations for the Child's Future

Regarding parental expectations for the child in the future, “a person with firm opinions” was ranked highest in Japan, by 72.3% of respondents. Regarding expectations for advanced education, the percentage of respondents selecting “4-year college/university” was high in Japan, while the percentage of those in countries such as China and Indonesia hoping that their children would advance to graduate school was higher than that in Japan.

Q What kind of person do you want the subject child to be in the future? Please select up to 3 answers.

Figure 2-2-1 Expectations for the child's future



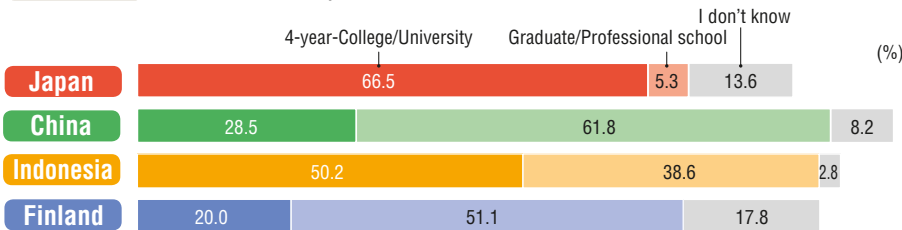
* Up to 3 out of 11 items including “not applicable” selected

* Results from Japan are shown in descending order.

* Top three responses in each country are shown as ①, ② and ③.

Q What educational level do you want the subject child to attain?

Figure 2-2-2 Educational expectations



* Only “4-year-College/University,” “Graduate/Professional school” and “Unknown” are shown in this figure.

* Questions regarding “Graduate/Professional school” used the terms “Graduate/Professional school (including 6-year college/university)” in Japan, “Graduate/Professional school (including 6-year college/university)” and “Postgraduate doctoral course” in China, and “Graduate/Professional school (Master’s/PhD)” in Indonesia. In Finland, because “Junior College/Community College” is on par with the “4-year-College/University level” and “4-year-College/University” and “Graduate/Professional school” is on par with “Graduate/Professional school level,” terms were matched to those used in the other countries.

In answer to the question of what kind of person they wanted their children to become, respondents were asked to select up to three answers out of 11 items, including “none of the above.” A high percentage of respondents selected “a person caring about his/her own family” in all countries, making it the most popular choice in all the countries with the exception of Japan (Fig.2-2-1). In Japan, the majority of respondents, 72.3%, selected “a person with firm opinions,” a higher percentage than in the other countries in the survey. In addition, while “a person causing no trouble to others” was selected by 26.7% in Finland, 20.7% in Indonesia and

10.6% in China, this answer was selected by 46.1% in Japan, a higher percentage than in the other countries.

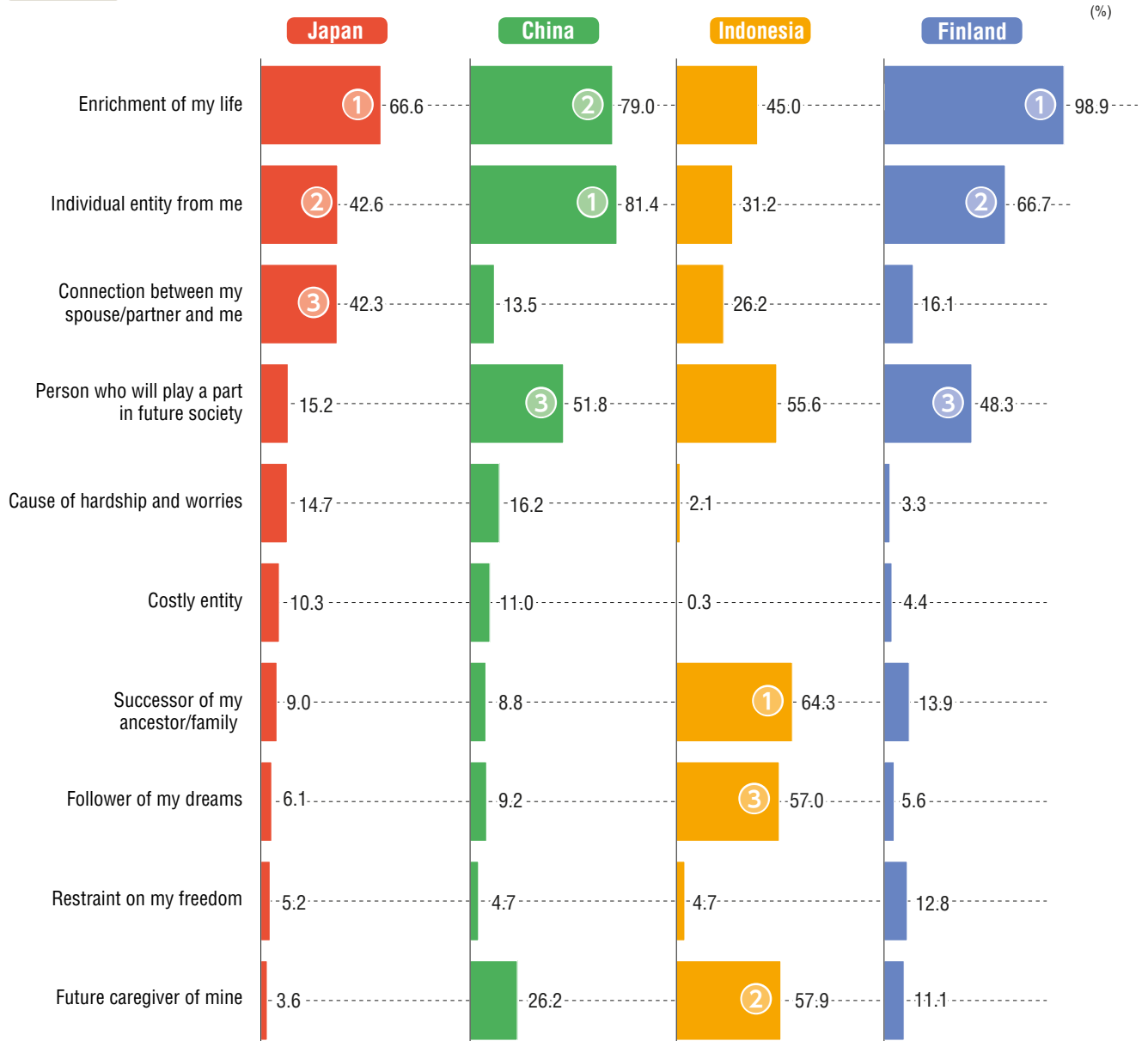
Regarding expectations for advanced education for their children, 66.5% in Japan selected “4-year-college/university” with only 5.3% selecting “graduate/professional school” (Fig.2-2-2). On the other hand, 61.8% of mothers in China and 38.6% of mothers in Indonesia selected “graduate/professional school.” This is probably due to the importance given to academic background in the society of those countries.

2-3 What Children Mean to their Mothers

The survey indicated that mothers in all the surveyed countries see the meaning of their children's existence in a positive light. "Enrichment of my life" and "an individual entity from me" occupied the top two places in three of the four countries.

Q What does the subject child mean to you? Please select all that apply.

Figure 2-3-1 What children mean to their mothers



* Multiple Answers

* Results from Japan are shown in descending order.

* Items in the top three places in each country are shown as ①, ② and ③.

How do mothers view the existence of their children? In a multiple-answer format, "enrichment of my life" and "person who will play a part in future society" were ranked among the top five answers in all countries. Negative responses such as "cause of hardship and worries" and "restraint on my freedom" were selected by fewer than 20% of respondents in all the countries surveyed. The results gave the impression that mothers in all four countries viewed the meaning of the existence of their children in a positive light.

While the top answers in Japan, China, and Finland are similar,

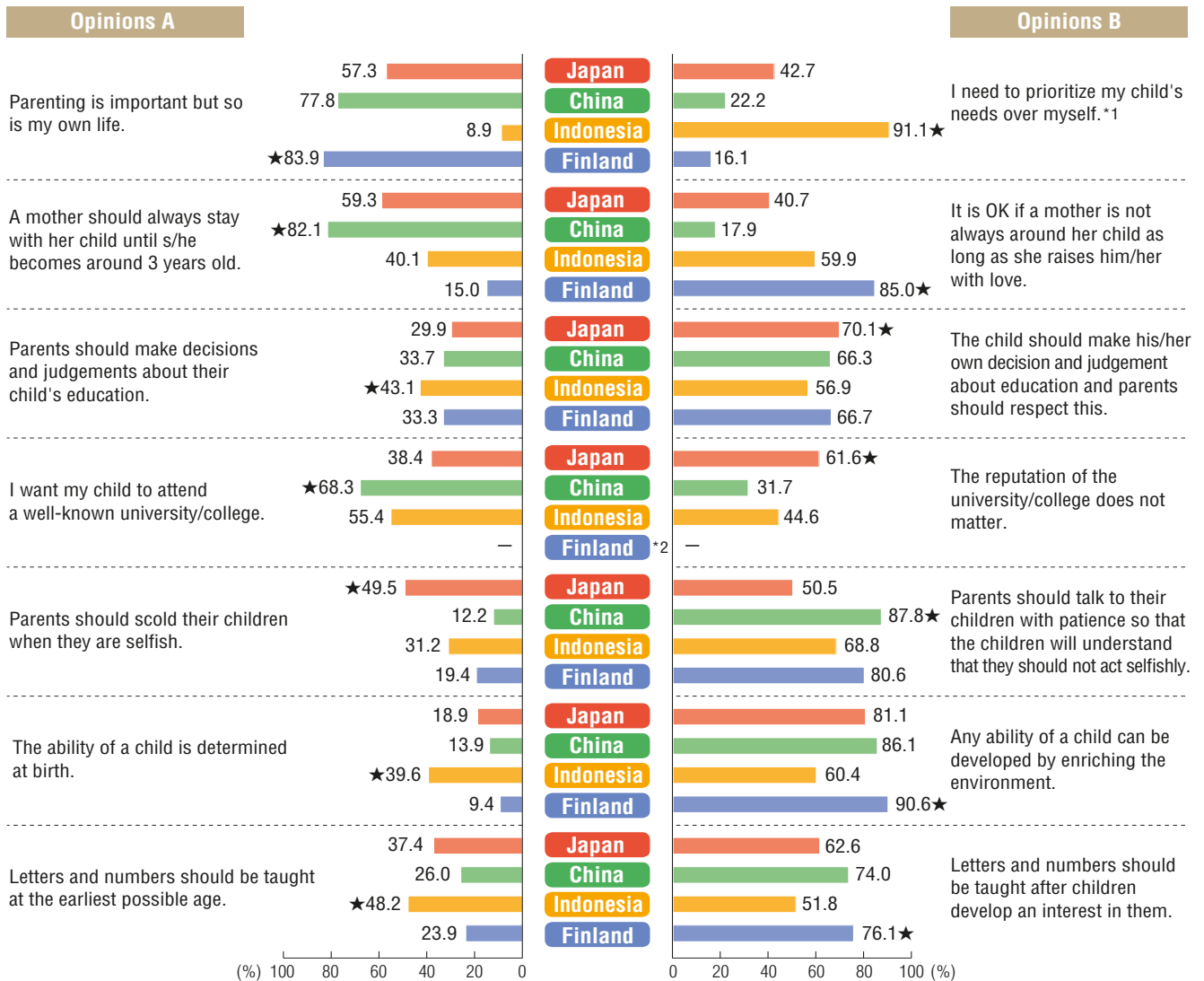
slight differences can be observed in Indonesia. In Indonesia, the top answers in descending order were "successor of my ancestors/family" (64.3%), "future caregiver of mine" (57.9%) and "follower of my dreams" (57.0%), 30 points higher than in the other countries. In Japan, the percentage of respondents selecting "connection between my spouse/partner and me" (42.3%) was higher than in the other countries, while the percentage of those who selected "person who will play a part in future society" (15.2%) was lower than in the other countries.

2-4 Mothers' Views on Parenting

Views on matters such as the balance between parenting and lifestyle of the parent or children's education differ widely between countries. Compared with the other countries, more respondents in Japan selected "The child should make his/her own decision and judgement about education and parents should respect this" and "The reputation of the university/college does not matter."

Q Which of the following opinions, "A" or "B," represents your feelings better?

Figure 2-4-1 Expectations for the child's future



* ★ Indicates the highest value for each item among the four countries.

*1 Translated differently to match circumstances in Indonesia

*2 Not asked in Finland

Regarding advancement to university, when asked to choose between "A. I want my child to attend a well-known university/college" and "B. The reputation of the university/college does not matter," among the three countries other than Finland, the percentage of respondents selecting A was highest in China at 68.3% and lowest in Japan at 38.4%. Regarding the way parents should handle their children when they are acting selfishly, respondents were asked to select "A. Parents should scold their children when they are selfish" or "B. Parents should talk to their children with patience so that the children will understand that they should not act selfishly." The percentage of respondents selecting

A was highest in Japan at 49.5% but lower in the other three countries at approximately 10–30%. While this demonstrates that many aspects of parenting differ from one country to another, the percentages choosing "B. The child should make his/her own decision and judgment about education and parents should respect this," "B. Parents should scold their children when they are selfish," "B. Parents should talk to their children with patience so that the children will understand that they should not act selfishly" and "B. Any ability of a child can be developed by enriching the environment" accounted for more than 50% in all four countries.

2-5 Sources of Information on Discipline and Education

“Spouse/partner” and “Teachers/staff at a childcare facility” were ranked highly in all four countries, and were selected by approximately 40% or more of mothers in all countries. There were no items that were particularly high or low only in Japan.

Q From whom and where do you get information on child discipline and education?

Table 2-5-1 Sources of Information on discipline and education

		Japan	China	Indonesia	Finland
Family, etc.	Spouse/partner	58.8	41.3	86.1	51.1
	Your parents	46.0	23.1	54.4	41.7
	Your siblings/relatives	18.6	11.8	27.3	21.7
	Spouse's/partner's parents	16.6	9.6	27.6	11.1
	Spouse's/partner's siblings/relatives	3.9	4.6	11.7	2.2
Social relations, etc.	Your friends/acquaintances	52.1	52.2	33.0	63.9
	Teachers/staff at a childcare facility	39.8	57.5	49.7	52.2
	Teachers of lessons/courses that the child is taking	17.7	30.7	9.1	1.7
	Members of a parenting club (Japan)/ Friends you met through parenting *1	7.7	57.2	4.1	8.9
	Education specialists *2	–	20.2	–	–
	Medical doctors/nurses	7.0	8.7	1.2	6.7
	Public health nurses/dietitians	3.9	4.0	0.8	1.7
	Parenting services staff at a city office/public facility	2.8	1.2	3.3	25.6
	Spouse's/partner's friends	1.8	8.4	6.0	1.7
Media	Internet/blog	32.3	25.9	16.4	48.9
	TV/radio	19.2	16.5	18.4	7.8
	Parenting/education magazines	15.1	23.9	3.2	13.3
	Books about parenting/education	10.9	43.3	3.0	15.6
	Social media information (e.g. Facebook)	8.4	58.8	6.4	12.8
	Newspaper	6.0	6.4	0.2	11.1
Others	Others	1.3	0.8	0.1	4.4
	None	8.5	0.9	0.2	8.3

* Multiple answers

* The dark-shaded items are those selected by 50% or more of respondents.

*1: Translated to match circumstances in each of the countries. “Friends met through parenting (China),” “Friends met at the institutions such as the child’s school (Indonesia),” “Fellow moms and dads in the local community (Finland).”

*2: Items pertaining to China only.

Regarding sources of information on matters such as discipline and education, “spouse/partner,” “your friends/acquaintances” and “teachers/staff at a childcare facility” were selected by a high percentage of respondents in all four countries. These items were selected by 40% or more of respondents or were ranked among the top four items in all the countries.

However, top-ranked answers differed from country to country, with “spouse/partner” first in Japan (58.8%), “social media” first in China (58.8%), “spouse/partner” first in Indonesia (86.1%), and “your friends/acquaintances” in the top place in Finland (63.9%). Looking at

each country, respondents in China acquire information from diverse sources. The percentage of respondents relying on family was high in Indonesia while the percentage of those acquiring information from the media was low. In Finland, in addition to “internet/blog,” a high percentage of respondents selected such sources as “teachers/staff at a childcare facility,” and “parenting services staff at a city office/public facility” (a system called “Neuvola” is run in Finland), demonstrating a higher reliance on public human resources than in the other countries. In Japan, none of the sources showed a notably high or low percentage compared to the other countries.