



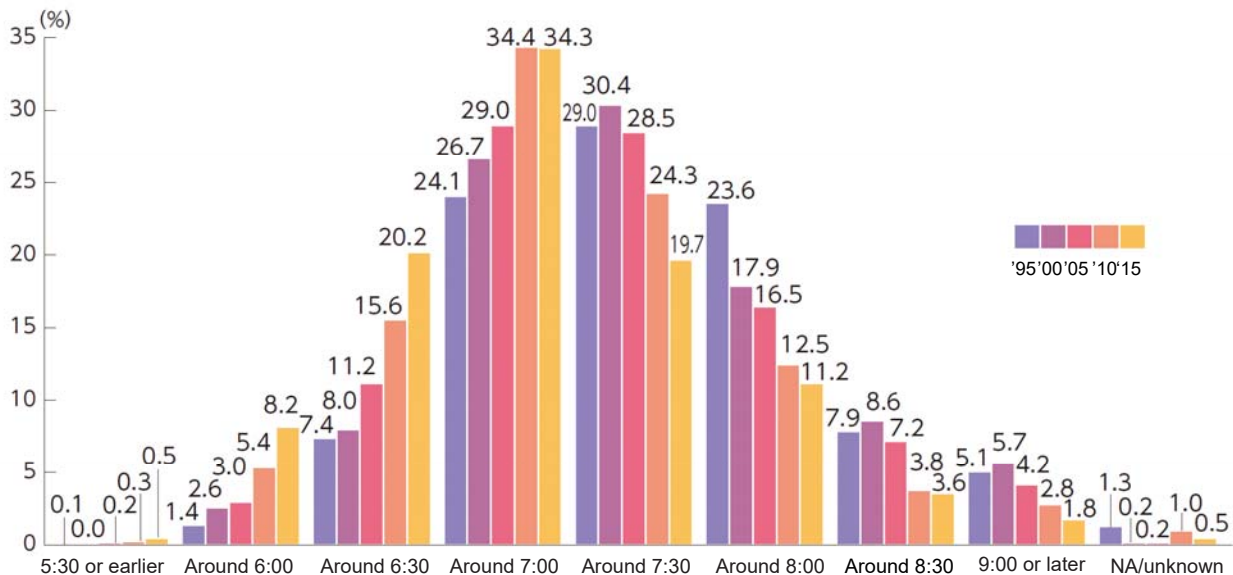
The tendency of early to bed and early to rise has been intensified

Children's wakeup time has become earlier

and earlier over the last 20 years, as shown by the result that the proportion of "around 6:30 or earlier" has increased by 20 percentage points from 8.9% in '95 to 28.9% in '15.

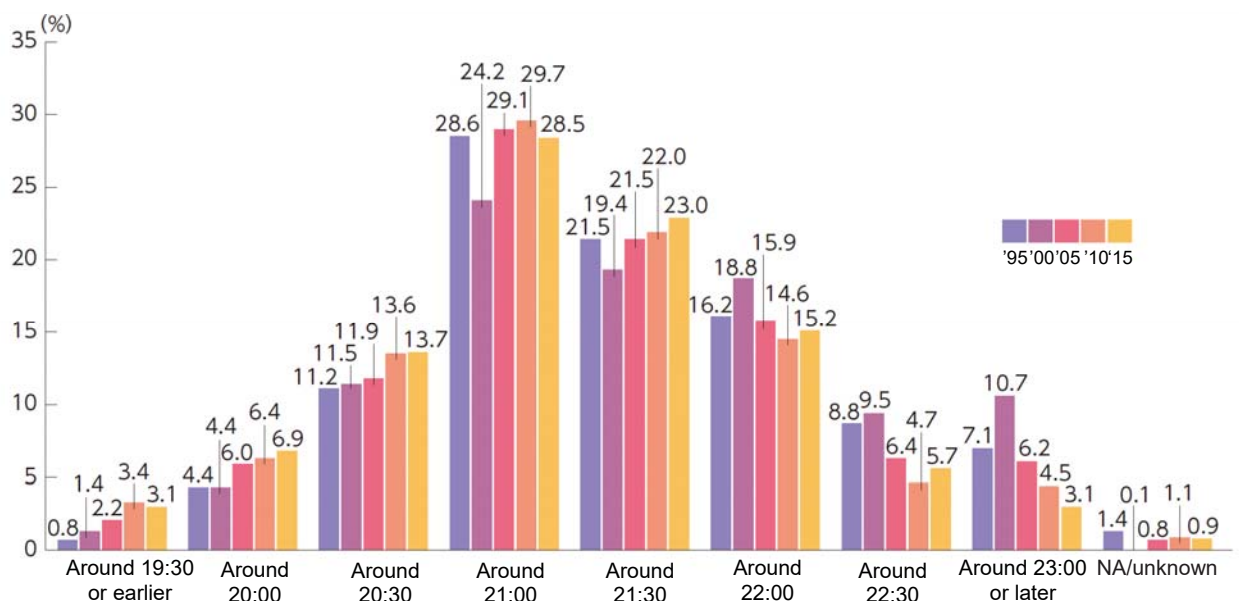
Q What time does your child usually wake up on weekdays?

Figure 1-1-1 Weekday wakeup time (longitudinal comparison)



Q What time does your child usually go to bed at night?

Figure 1-1-2 Weekday bedtime (longitudinal comparison)



‡ We grouped the responses of "19:00 or earlier" and "around 19:30" together as "around 19:30 or earlier," and grouped the responses of "around 23:00," and "23:30 or later" as "around 23:00 or later."

Figure 1-1-1 shows that children's wakeup time has become earlier and earlier over the last 20 years. The proportion of children who wake up "around 6:30 or earlier" has increased by 20 percentage points (8.9% in '95→10.6% in '00→14.4% in '05→21.3% in '10→28.9% in '15). Although it is not indicated in the graph, the wakeup time of daycare center children has become earlier. Breakfast time has also become earlier. As for

bedtime, about half of children go to bed between 21:00 and 22:00, as shown in Figure 1-1-2. The proportion of children who go to bed after around 22:00 has slightly decreased compared to 20 years ago, which indicates the tendency of early to bed (32.1% in '95→39.0% in '00→28.5% in '05→23.8% in '10→24.0% in '15).

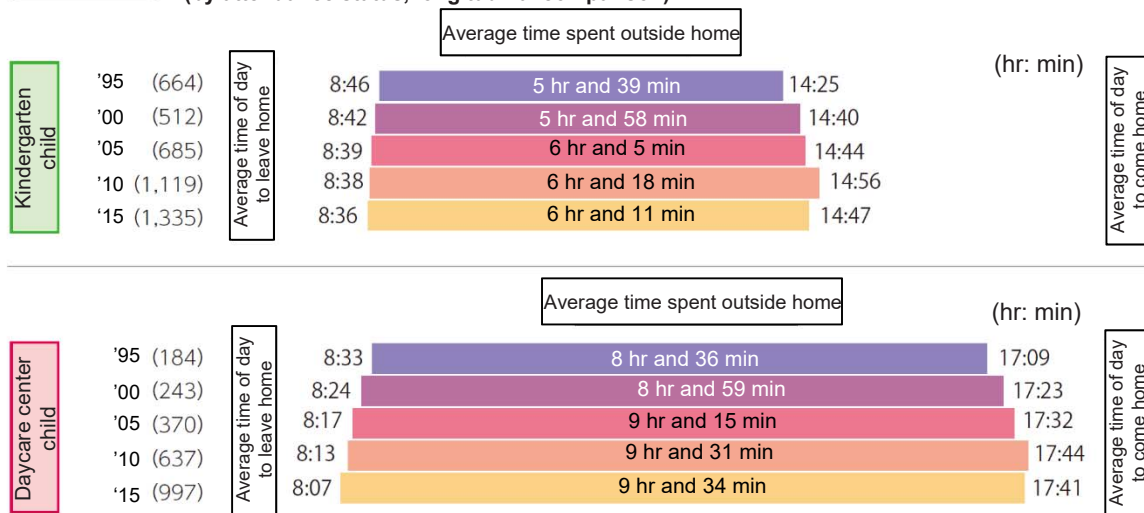
Daily time to leave home has become earlier both for kindergarten children and daycare center children

The time of day to leave home for ECEC facilities has become earlier over the last 20 years both for kindergarten children and daycare center children, which resulted in longer average hours spent outside the home. As for weekday average hours spent at ECEC facilities, about 70% of daycare center children spent 8–10 hours, while about 80% of kindergarten children spent 5–6 hours.



Q What time does your child usually leave home to go to kindergarten or daycare center? / What time does your child usually return from kindergarten or daycare center?

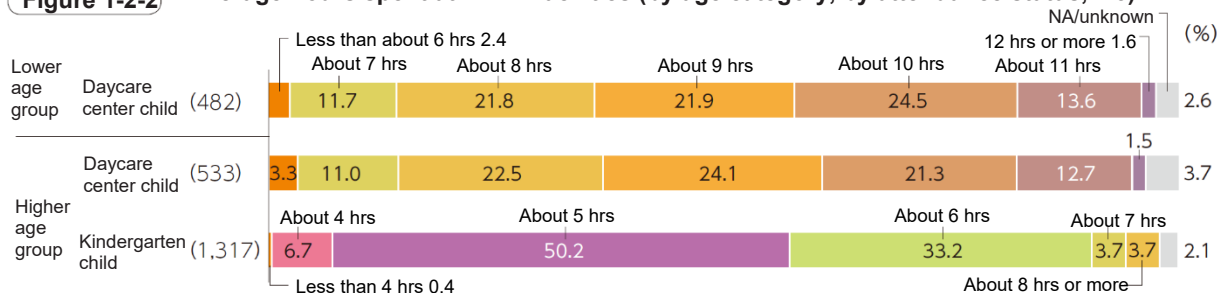
Figure 1-2-1 Average time of day to leave/come home, average time spent outside home (by attendance status, longitudinal comparison)



‡ This question was answered only by those who have children attending ECEC facilities.
 ‡ Subjects whose response was "NA/unknown" to either questions--time to leave/come home--were excluded from the analysis.
 ‡ We calculated average hours by replacing "18:00 or later" with "18:30" in the '95 survey, and in the '00 survey and the subsequent surveys, replacing "around 18:00" with "18:00," "around 18:30" with "18:30," and "19:00 or later" with "19:00."
 ‡ "Average time spent outside home" was calculated from "Average time of day to leave home" and "Average time of day to come home."

Q How many hours does your child spend at kindergarten or daycare center? Please tell us about the average hours on weekdays.

Figure 1-2-2 Average hours spent at ECEC facilities (by age category, by attendance status, '15)



‡ This question was answered only by those who have children attending ECEC facilities.
 ‡ Children's age group at the time of the survey is as follows.
 Lower age group consists of children aged 18 months to 3 years and 11 months. Higher age group consists of children aged 4 years to 6 years and 11 months.
 ‡ We grouped the responses of "less than 4 hours" through "about 6 hours" together as "less than about 6 hours" for daycare center children and those of "about 8 hours" through "12 hours or longer" together as "about 8 hours or longer" for kindergarten children.

The average time of day to leave home for ECEC facilities has become earlier by 10 minutes for kindergarten children and by 26 minutes for daycare center children over the last 20 years (Figure 1-2-1). The average time of day to come home has become later by 22 minutes for kindergarten children and by 32 minutes for daycare center children. As a result, average time spent outside home has become longer by 32 minutes, accounting to 6 hours and 11 minutes for kindergarten children, while it has become longer by 58

minutes, resulting in 9 hours and 34 minutes for daycare center children. This may be partly because childcare services/extended care in ECEC facilities have increased as more mothers are working. About 70% of daycare center children spend "about 8 hours" to "about 10 hours" in ECEC facilities, while kindergarten children spend "about 5 hours" (50.2%) or "about 6 hours" (33.2%) adding up to 80% (Figure 1-2-2).

As a child’s playmate to play together on weekdays, the proportion of “mother” has increased, whereas that of “friend” has declined.

As a child’s playmate to play outside kindergarten/daycare center on weekdays, the proportion of “mother” has increased by about 30 percentage points over the last 20 years. Meanwhile, the proportion of “friend” has declined by about 30 percentage points. Increased percentages were observed in the various kinds of popular play, such as play on playground equipment, play with wooden bricks, blocks, or toys.

Q What kind of play does your child usually enjoy?

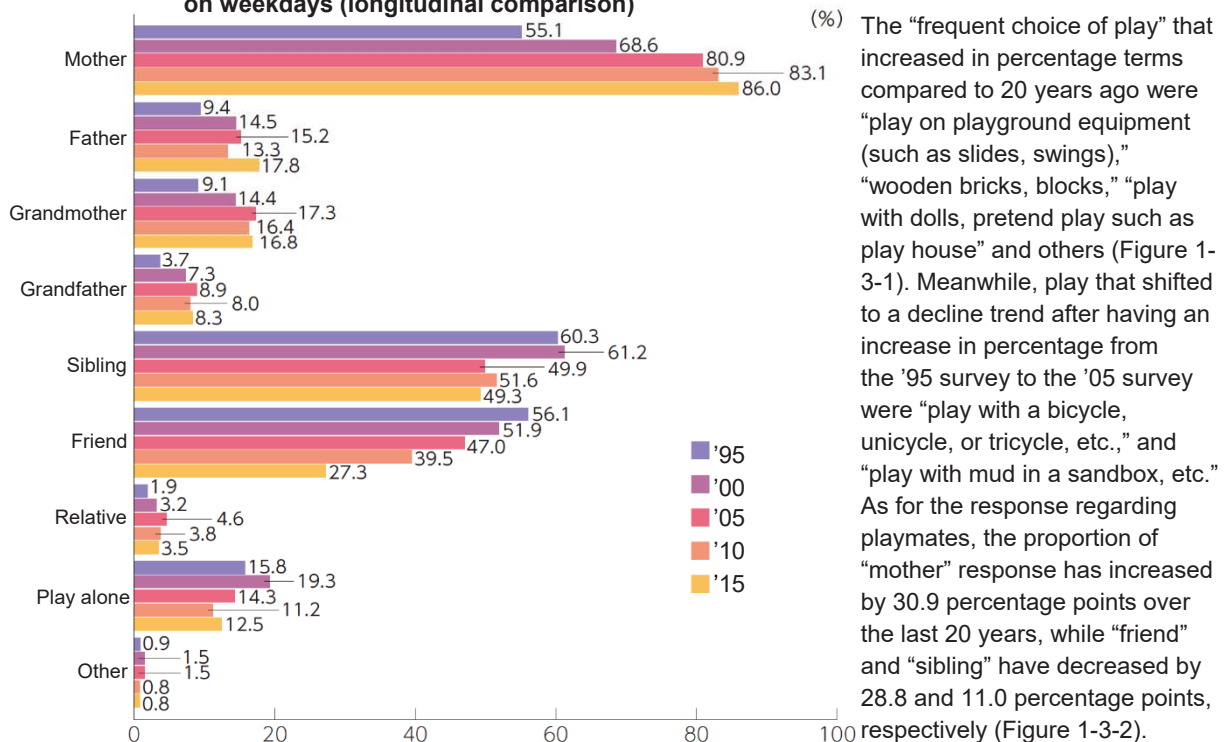
Figure 1-3-1 Frequent choice of play (longitudinal comparison)

| | '95 | '00 | '05 | '10 | '15 |
|--|------|------|------|------|------|
| Play on playground equipment (such as slides, swings) | 66.0 | 68.4 | 76.1 | 78.1 | 80.0 |
| Wooden bricks, blocks | 55.0 | 55.5 | 63.1 | 68.0 | 68.4 |
| Play with dolls, pretend play such as play house | 51.2 | 53.5 | 56.9 | 56.6 | 60.5 |
| Drawing pictures/manga | 45.0 | 43.6 | 57.5 | 53.5 | 50.4 |
| Play with toys, such as miniature cars, plastic models | 39.5 | 43.8 | 45.5 | 46.1 | 49.8 |
| Play with mud in a sandbox, etc. | 49.5 | 52.0 | 57.6 | 53.6 | 47.7 |
| Play with a ball (soccer, baseball, etc.) | 35.0 | 33.2 | 46.8 | 46.9 | 46.2 |
| Play with a bicycle, unicycle, or tricycle, etc. | 46.3 | 51.5 | 53.9 | 49.5 | 45.7 |
| Reading manga/picture books or other books | 30.4 | 28.1 | 44.9 | 44.5 | 43.8 |
| Play with natural materials, such as stones, branches | 26.2 | 33.8 | 37.6 | 40.2 | 40.3 |
| Jigsaw puzzles | 21.9 | 17.9 | 28.8 | 32.9 | 33.0 |
| Play games, such as tag, kicking the can | 13.9 | 13.6 | 20.9 | 23.0 | 27.7 |
| Card games, play using cards | 19.4 | 17.8 | 26.2 | 25.6 | 27.7 |
| Rope-jumping, jumping over elastic ropes | 14.1 | 12.6 | 19.3 | 21.1 | 20.5 |
| *Portable game | | | | 17.8 | 18.1 |
| TV games | 24.2 | 20.2 | 15.1 | 17.0 | 10.5 |
| Other | 7.2 | 9.2 | 13.2 | 10.1 | 9.6 |

‡ Multiple answers were allowed. † The item marked with an asterisk (*) was listed only in the '10 survey and the '15 survey.
‡ We displayed the items in descending order based on the results of the '15 survey.

Q With whom does your child usually play together outside kindergarten/daycare center on weekdays?

Figure 1-3-2 Child’s playmate to play outside kindergarten/daycare center on weekdays (longitudinal comparison)



‡ Multiple answers were allowed.

In about half of households, “all members have a meal together” nearly every day.

About 90–100% of the respondents chose “nearly every day” for the statements of “I talk with my child” and “I take a bath with my child,” followed by “I play with my child,” “I watch TV/DVD with my child” (more than 60%), “all the family members have a meal together” (about 50%).



Q How often do you do the following activities with your child at home?

Figure 1-4-1 Activities I do with my child ('15)

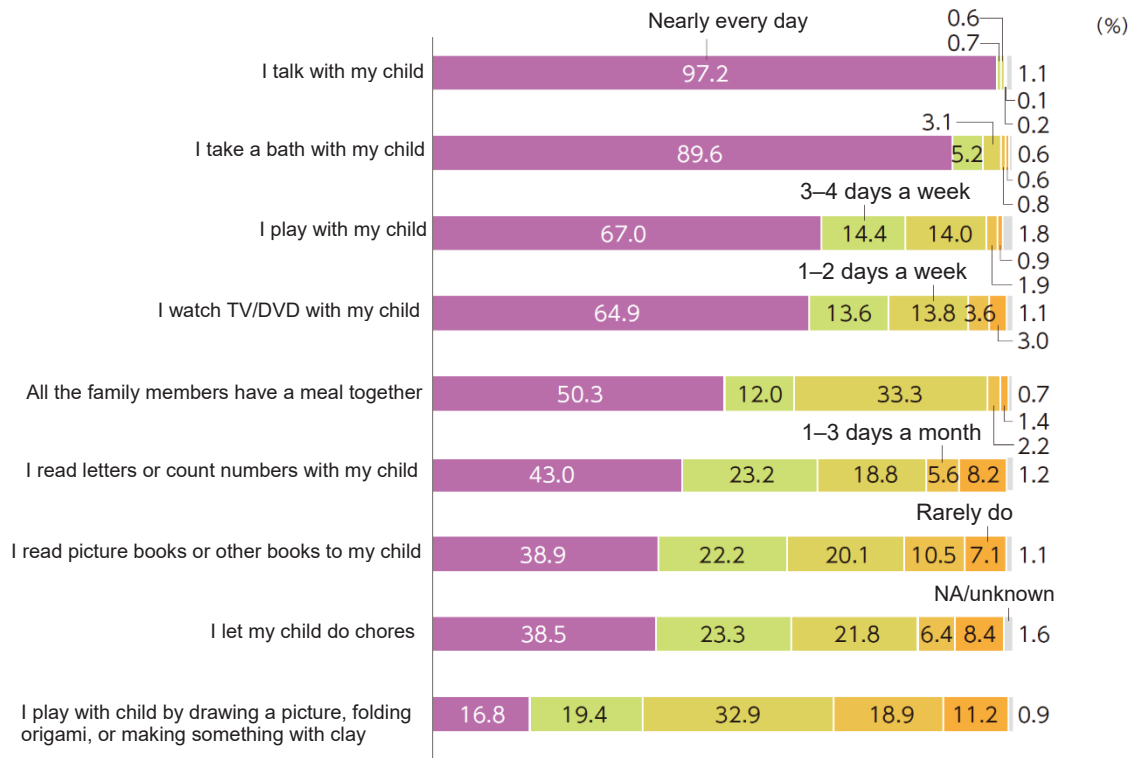


Figure 1-4-2 Activities I do with my child (by age category, by attendance status, '15)

| | Lower age group | | Higher age group | |
|--|---|----------------------------|----------------------------|----------------------------|
| | Child not attending ECEC facilities (948) | Daycare center child (482) | Kindergarten child (1,317) | Daycare center child (533) |
| I talk with my child | 97.9 | 98.3 | 97.9 | 98.1 |
| I take a bath with my child | 97.1 | 97.5 | 92.5 | 94.5 |
| I play with my child | 95.3 | > 85.3 | 76.3 | > 63.6 |
| I watch TV/DVD with my child | 87.7 | > 78.6 | 74.1 | 70.9 |
| All the family members have a meal together | 59.6 | 64.2 | 61.6 | < 66.9 |
| I read letters or count numbers with my child | 71.5 | > 63.7 | 65.0 | > 58.1 |
| I read picture books or other books to my child | 76.4 | > 70.1 | 51.5 | 47.4 |
| I let my child do chores | 64.9 | > 54.0 | 64.3 | > 56.0 |
| I play with child by drawing a picture, folding origami, or making something with clay | 53.4 | > 28.4 | 31.8 | > 18.5 |

‡ The signs “<” and “>” in the table indicate that a difference in percentage by age category/by attendance status was 5 percentage points or more.

‡ The percentages represent the proportion of “nearly every day” plus “3–4 days a week.” ‡ Lower age group consists of children aged 18 months to 3 years and 11 months. Higher age group consists of children aged 4 years to 6 years and 11 months.

We asked the subjects about the activities they do with their child at home (Figure 1-4-1). The results showed that about 80% of them “play with my child” or “watch TV/DVD with my child” 3 days or more a week. And about 60% answered that “all the family members have a meal together” or they “read letters or count numbers with my child” 3 days or more a week. Households with children attending daycare center had a higher percentage in “all

the family members have a meal together,” while households with children attending kindergarten/not attending ECEC facilities had a higher percentage in “play with my child” and “read letters or count numbers with my child,” etc. (Figure 1-4-2).

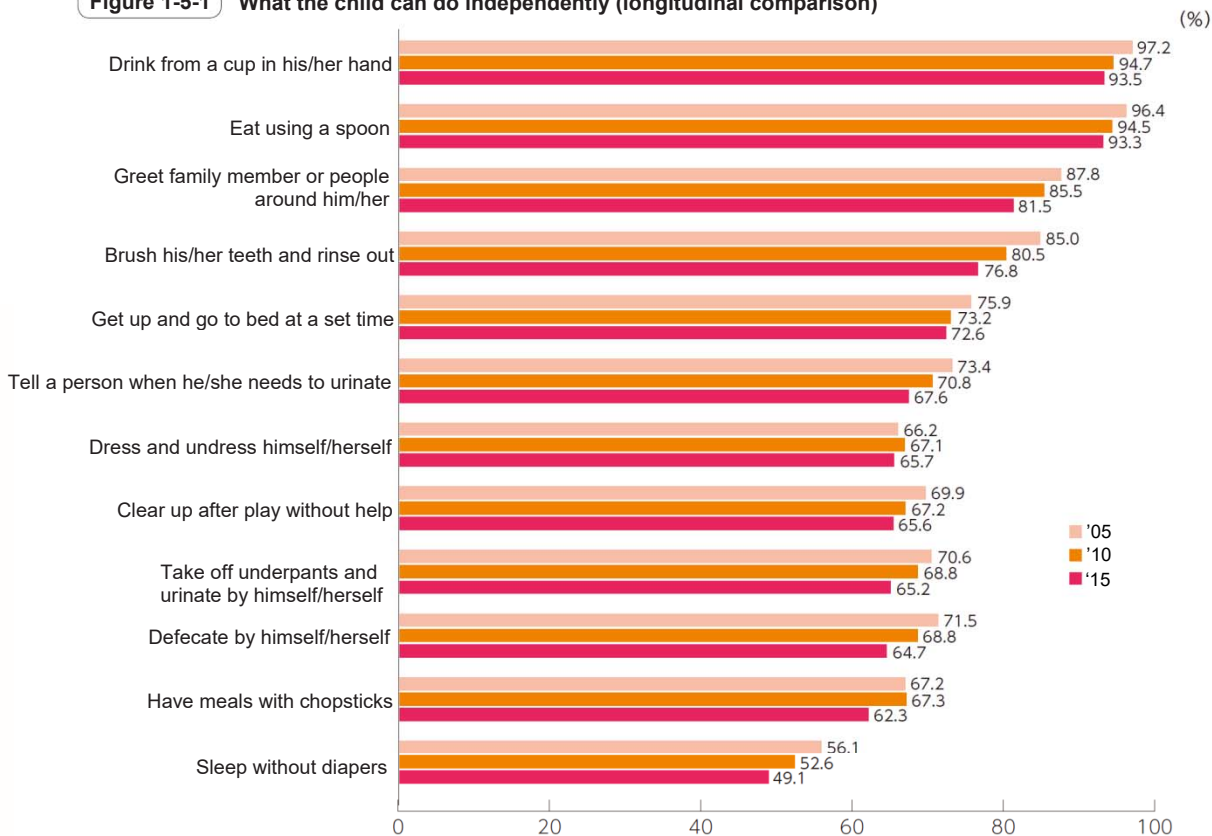
The independence of urination and defecation has somewhat become later in the lower age group.

When looking at changes in child’s development of lifestyle habits and the independence of urination and defecation, the percentage of “able to be done” answers has slightly decreased over the last 10 years. Particularly in the statements related to the independence of urination and defecation, the percentage of “able to be done” has decreased by 5 percentage points or more, over the last 10 years.



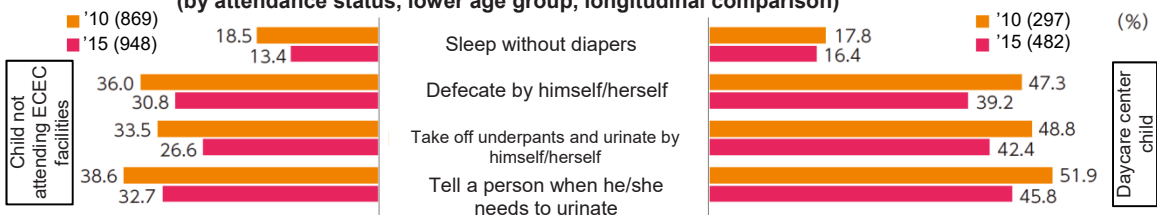
Is your child able to do the followings by himself/herself?

Figure 1-5-1 What the child can do independently (longitudinal comparison)



‡ The percentages represent the proportion of “able to be done.”

Figure 1-5-2 What the child can do independently (by attendance status, lower age group, longitudinal comparison)



‡ The percentages represent the proportion of “able to be done.”

‡ We selected and displayed 4 statements related to the independence of urination and defecation from 12 statements listed above.

‡ Lower age group consists of children aged 18 months to 3 years and 11 months.

In 12 statements related to children’s development, we found that the percentage of “able to be done” answers has slightly decreased over the last 10 years (Figure 1-5-1). A decrease of 5 percentage points or more over the last 10 years was recorded in the statements related to the independence of urination and defecation—“sleep without diapers,” “defecate by himself/herself,” “take off underpants and urinate by himself/herself,” “tell a person when he/she needs to urinate,” “greet family member or people around him/her,” and “brush his/her teeth and rinse out.” When looking at the independence of

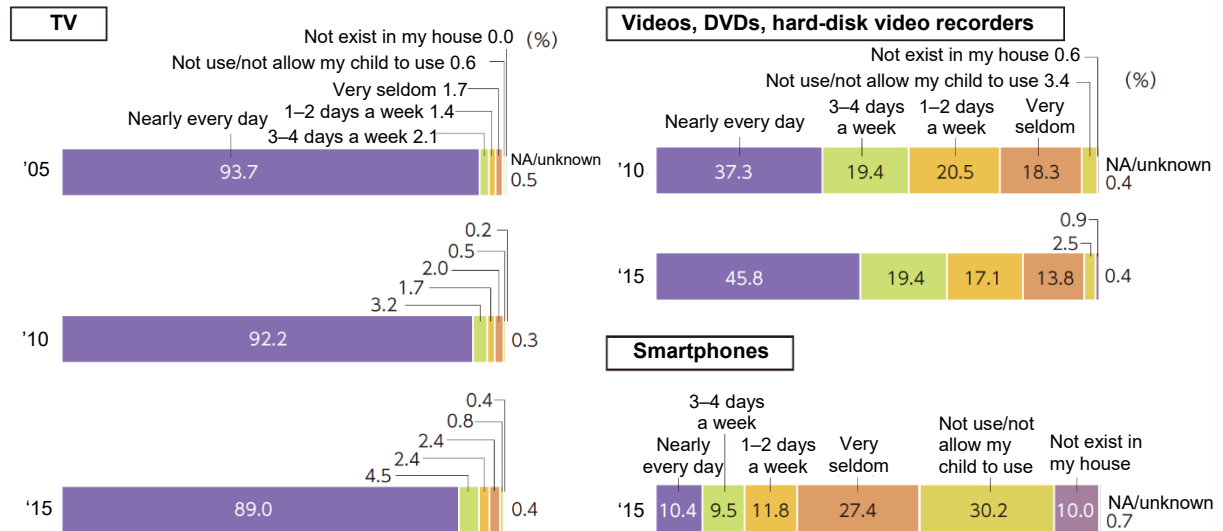
urination/defecation, for which a more significant longitudinal decrease was observed in lower age group than in higher age group, by attendance status, we found that the percentage of “able to be done” answer had declined among daycare center children and children not attending ECEC facilities over the last 5 years (Figure 1-5-2). This suggests that guardian’s attitude and involvement with their children might have changed in the trend of not hastening the independence of urination/defecation.

About 30% of children surveyed use smartphones one day or more a week

Frequency of watching TV has decreased. Meanwhile, the percentage of children who watch videos, DVDs or use hard-disk video recorders “nearly every day” has risen by 8.5 percentage points.

Q How often does your child use the followings?

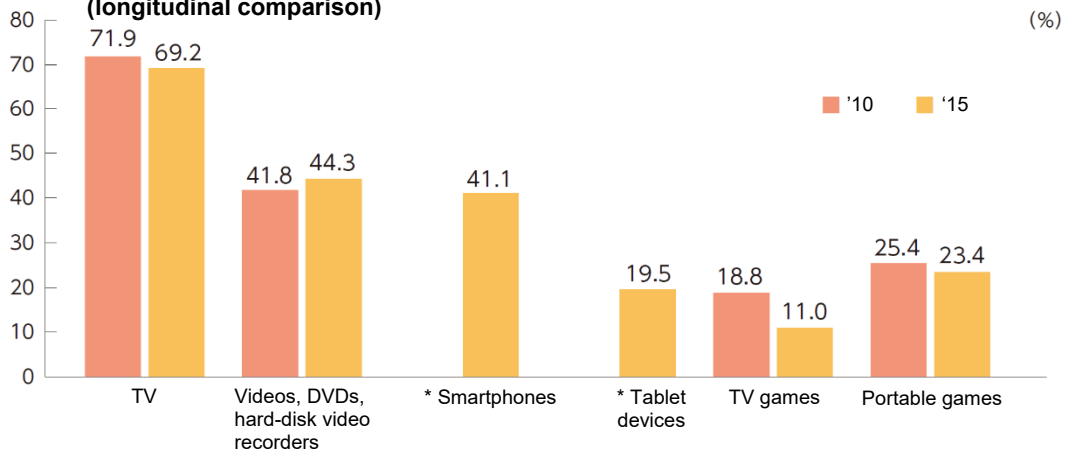
Figure 1-6-1 Frequency of watching/using media (longitudinal comparison)



‡ “Videos, DVDs, hard-disk video recorders” was the item listed only in the '10 survey and the '15 survey. “Smartphones” was the item listed only in the '15 survey.

Q Is your child able to operate the followings by himself/herself?

Figure 1-6-2 Percentage of children who can operate electronic media by themselves (longitudinal comparison)



‡ Multiple answers were allowed. ‡ The items marked with an asterisk (*) were listed only in the '15 survey.

The percentage of children who watch TV “nearly every day” has decreased by 4.7 percentage points over the last 10 years (Figure 1-6-1). About 30% of children use smartphones 1–2 days a week. As for the frequency of watching videos/DVDs or using hard-disk video recorders, the percentage of “nearly every day” response has risen

by 8.5 percentage points. The percentage of children who can operate electronic media by themselves stands at about 70% for TV, about 40% for videos/DVDs/hard-disk video recorders and smartphones. The percentage for TV games has declined by 7.8 percentage points over the last 5 years. (Figure 1-6-2)



The percentage of children who take enrichment lessons stands at about 80% for 6-year-olds.

The percentage of children who take enrichment lessons remained the same as the '10 survey conducted 5 years ago. Examination of the results by age shows that while the percentages remained relatively low until 3 years old, the percentage started to increase at the age of 4 years old.



Q Does your child currently take any enrichment lessons or classes? (include fee-based lessons provided at kindergarten or daycare center as well as cram schools and correspondence courses)

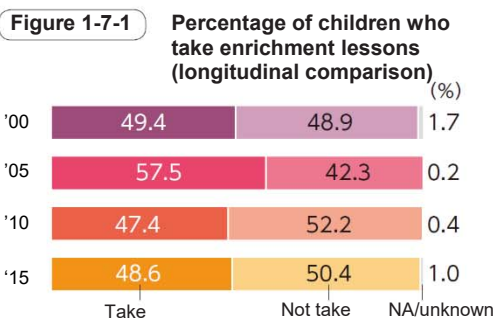


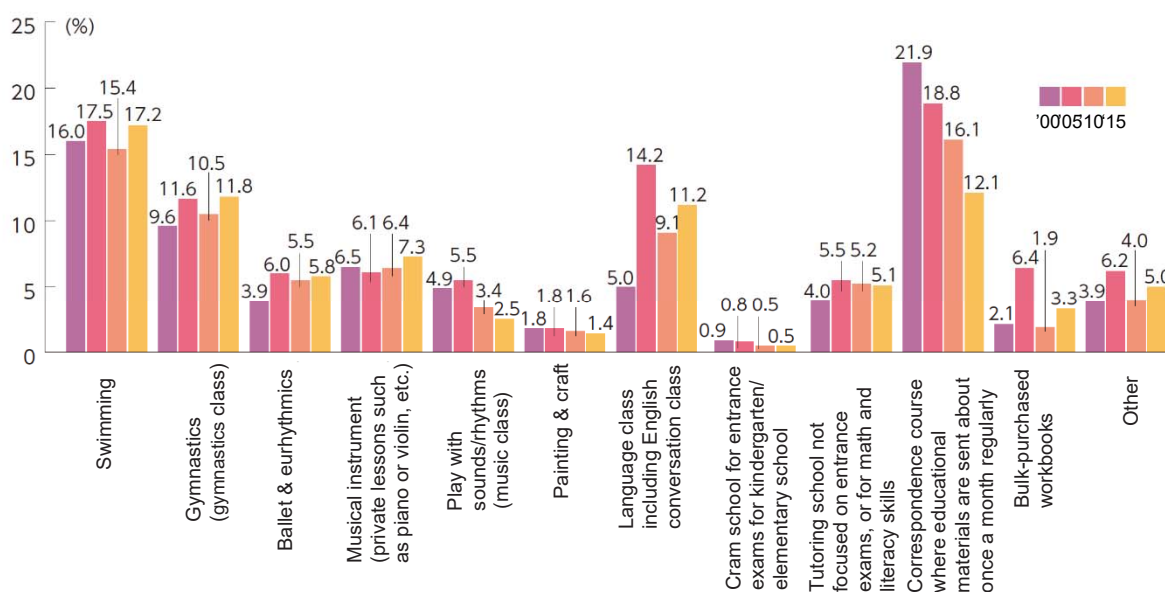
Figure 1-7-2 Percentage of children who take enrichment lessons (by age of child, longitudinal comparison) (%)

| | '00 | '05 | '10 | '15 |
|------------|------|------|------|------|
| 1-year-old | 23.3 | 25.1 | 17.1 | 17.0 |
| 2-year-old | 26.8 | 37.3 | 24.6 | 25.7 |
| 3-year-old | 42.0 | 50.9 | 37.7 | 29.8 |
| 4-year-old | 47.2 | 54.9 | 45.8 | 47.9 |
| 5-year-old | 68.6 | 75.1 | 67.6 | 71.4 |
| 6-year-old | 75.7 | 85.5 | 76.7 | 82.7 |

‡ The percentages represent the proportion of children who “take enrichment lessons.”

‡ Among 1-year-old children, the subjects analyzed were only children aged 1 year and 6 months or older.

Figure 1-7-3 Kinds of enrichment lessons (longitudinal comparison)



‡ Multiple answers were allowed.

‡ The results were based on responses from all guardians, including guardians who said that their children did not take any lesson.

‡ The figures from the '10 survey and afterwards are the sum of the responses for “fee-based lessons provided at kindergarten/daycare center (excluding lessons provided during childcare)” and “fee-based lessons provided outside kindergarten/daycare center.”

‡ We changed item names at the '10 survey as follows: “Swimming school” until the '05 survey → “swimming” from the '10 survey; similarly, “sports/gymnastics class” → “gymnastics (gymnastics class),” “painting class” → “painting & craft,” “music class for kids” → “play with sounds/rhythms (music class),” “ballet&eurhythmics” → “ballet,” “eurhythmics” (the responses for each item were added up for a longitudinal comparison).

‡ We omitted displaying “soccer,” “dance,” “martial arts (karate, kendo, judo, etc.)” in the graph.

The percentage of children who take enrichment lessons or classes is less than half of children surveyed at 48.6% in the '15 survey, which is almost the same as the percentage reported 5 years ago (Figure 1-7-1). Examination of the results by age shows that while the percentage for 3-year-old child is the lowest at 29.8% in

the '15 survey, the percentage started to increase from 4-year-olds, and stands at 82.7% for 6-year-olds, which is a 6.0 percentage point increase from 76.7% in the '10 survey (Figure 1-7-2). As for kinds of lessons, “swimming” indicated the highest percentage. (Figure 1-7-3)