

PROSPECTS FOR ENTREPRENEURSHIP EDUCATION AT THE YOUTH EDUCATIONAL LEVEL IN JAPAN: FOCUSING ON OECD STUDENT AGENCY

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ABSTRACT: *The purpose of this paper is to explore the significance of cultivating the will to take responsibility, which is at the heart of student agency as proposed by the OECD Education2030 Project, in Entrepreneurship Education (EE) at the youth level in Japanese school education, and the possibility of cultivating that will. From a review of previous research and the discussion therein, it was suggested that the significance of EE as education at the youth level in Japan is that the EE learning program corresponds to cultivating the will to take responsibility, which is the central concept of student agency. In other words, when children exercise student agency throughout their lives, the significance is that the will to take responsibility, which is a precursor to taking responsible actions, is introduced at the youth education level, and that this will is effectively cultivated from the youth level. Furthermore, by learning based on this significance, children will learn about participatory democracy in Japan, which is based on social participation, from the youth level, so by incorporating EE, which has the purpose of cultivating the will to take responsibility, into practice, the possibility of appropriately introducing EE into Japanese school education at the youth level is suggested.*

KEYWORDS: *entrepreneurship education, OECD student agency, responsibility, young people, Japanese schools*

I. INTRODUCTION

(1) Purpose

The purpose of this study is to explore the significance of fostering the will to take responsibility, which is at the heart of the student agency (OECD student agency) necessary for children living in the future as advocated in the OECD Education 2030 Project(1), (hereinafter referred to as the OECD Project) in Entrepreneurship Education (EE) for young people in Japanese schools.

(2) Background

Due to the low number of entrepreneurship in Japan, the Ministry of Education, Culture, Sports, Science and Technology (MEXT), in cooperation with the Ministry of Economy, Trade and Industry (METI), is currently promoting entrepreneurship education (EE) in Japanese education, mainly in higher education, with the aim of increasing the number of people who want to become entrepreneurs or nurturing entrepreneurs (MEXT, 2021)(2). In fact, in Japan, universities and other institutions that have incorporated EE into their curricula since the 2000s have aimed to train entrepreneurs who can be immediately put to work, and the content of the course is centered on the knowledge and skills needed to start a business, incorporating experience and practice (Harada, 2010)(3). As a result of these efforts, there is a trend toward producing people who actually start their own businesses while they are still in school or after graduating from higher education institutions, and it can be said that the Ministry of Education, Culture, Sports, Science and Technology's objectives have been met to a certain extent. In addition, with the promotion of EE in higher education institutions, elementary and junior high schools, which are educational institutions for the younger generation in Japan, are also beginning to include EE in career education and comprehensive learning time or as an extension of it (METI, 2015)(4). Recently, in Japan, career education during compulsory education has been aimed at cultivating attitudes such as a spirit of challenge and a tenacious attitude toward things in addition to the knowledge and skills required for starting a business as part of career education (Ministry of Education, Culture, Sports, Science

and Technology, 2022)(5). Looking outside of Japan, for example, in Australia, EE is used in education at the young age level with the main purpose of children acquiring qualities such as entrepreneurial spirit and a sense of responsibility in addition to the knowledge and skills required for starting a business (Omoto and Suzuki, 2021)(6). In terms of acquiring these qualities, Kagami (2018)(7), who has promoted EE in practice and research in higher education in Japan, points out that EE is a suitable educational program for acquiring qualities such as social contribution and a sense of responsibility as necessary skills that all children should acquire at the primary education level. Specifically, he points out that EE exists to cultivate the qualities at the young education level that are necessary for all people to live, using the example of learning to swim, which is compulsory for all children in primary education. On the other hand, it is not clear why it is necessary to develop qualities such as a sense of responsibility through EE, whether it is possible to develop such qualities through EE if it is necessary, and why EE is necessary at the young age stage to develop qualities such as a sense of responsibility.

In addition, as an international educational trend, the OECD advocates the development of the power of student agency as the totality of the abilities that it wants children to acquire, the student agency (OECD student agency) necessary for children living in the future as advocated in the OECD Education 2030 Project, (hereinafter referred to as the OECD Project). Student agency is defined as "the ability to set goals, reflect, and act responsibly in order to bring about change," and also states that "student agency implies having a sense of responsibility to influence people, things, and the environment to be better through social participation. (OECD, 2019)". In other words, it can be said that the OECD aims to develop children with the quality of responsibility in order to live in the VUCA era of rapid change in the future. In this paper, we will provide an overview of the student agency that will be necessary for children living in the future, and will explore the significance of implementing EE at the educational level of young people in Japan in order to foster student agency and the future prospects for EE in order to develop the will to take responsibility, which is a central concept of student agency.

II. PREVIOUS RESEARCH AND DISCUSSION

1 What is OECD student agency?

1.1 Student agency required in modern education

The OECD Education 2030 Project presents a learning framework called the Learning Compass, and its central concept is the word student agency, which expresses the power that children need for their future. Student agency is defined as "the ability to set goals, reflect, and act responsibly to bring about change" (OECD, 2019). The metaphor of the Learning Compass (see Fig. 1) is used to emphasize the need for children to navigate unknown environments on their own and find their way in a meaningful and responsible way, rather than simply accepting the routine guidance and instructions of teachers and others. The concept of student agency is closely related to the Learning Compass, and the picture of a student holding a Learning Compass (Fig. 1) represents children learning to improve the people, events, and situations around them, while using a sense of purpose and taking responsibility for themselves. Student agency does not mean student autonomy or student choice, but rather people learn, develop, and exercise student agency in a social context. Therefore, OECD (2019) uses a picture to depict students surrounded by peers, teachers, family, and community, who interact with and guide children toward well-being (Fig. 1). This is the concept of co-student agency.

Furthermore, OECD (2019) emphasizes that research findings show that in order for all learners to exercise student agency and move in the direction of realizing their potential, children must have a core foundation of learning. This core foundation of learning refers to "the foundational conditions and key knowledge, skills, attitudes, and values necessary for learning across the school curriculum" (see concept notes on Skills, Knowledge, and Attitudes and Values).

Using the concept of competency, it is said that competency can be developed based on these core foundations of learning. Competency is a comprehensive concept that includes knowledge, skills, attitudes and values, and the OECD Future of Education and Skills2030 project sees competency as more than just "skills". Skills are a prerequisite for demonstrating competency, and it is pointed out that in order to be prepared and capable of performing in 2030, students need to be able to use their knowledge, skills, attitudes and values responsibly and coherently to change the future for the better.

OECD (2019) points out that student agency serves as the basis of competencies (qualities and abilities) that students need to create the future. Student agency can be demonstrated in all contexts of life, such as moral, social, economic and creative. Therefore, in this section, we will try to capture student agency from the perspective of competency, so we will introduce the core competencies below.



Fig. 1: Learning Compass OECD(2019)

The OECD project redefines the competencies required to meet the needs of modern society as "competencies with the power to bring about change" into the following three competencies. Student agency is positioned as the foundation of these three competencies (Fig. 2).

1.2 Transformative competencies

① The ability to create new value

"To prepare for 2030, we must be able to think creatively and develop new products and services, jobs, processes and methodologies, new lifestyles, new start-ups, new sectors, new business models and new social models." (Omitted) "The components that support this competency include adaptability, creativity, curiosity and openness to new things."

② The ability to overcome conflicts and dilemmas

"In a world characterized by inequality, there is an urgent need to reconcile diverse ideas and interests, which requires younger generations to become adept at dealing with conflicts, dilemmas and trade-offs, for example, balancing opposing axes such as fairness and freedom, autonomy and collectivity, innovation and continuity, efficiency and democratic process." (Omitted) "To prepare for the future, we need to learn to think and act in a more integrated way, taking into account both short-term and long-term perspectives, even when it comes to contradictory or incompatible ideas, logics and positions, while taking into account their mutual connections and relevance. In other words, we must learn to think systems-wise."

③ Ability to act responsibly

"This third competency is the prerequisite for the other two. Responding to novelty, change, diversity and ambiguity assumes that individuals think about themselves while also working with others. Similarly, creativity and problem-solving require individuals to consider the future consequences of their actions, evaluate risks and rewards, and take responsibility for the product of their work." ... "This involves asking questions related to norms, values, meanings and limitations. At the core of this competency is the idea of self-regulation, which includes self-control, self-efficacy, responsibility, problem-solving and adaptability."

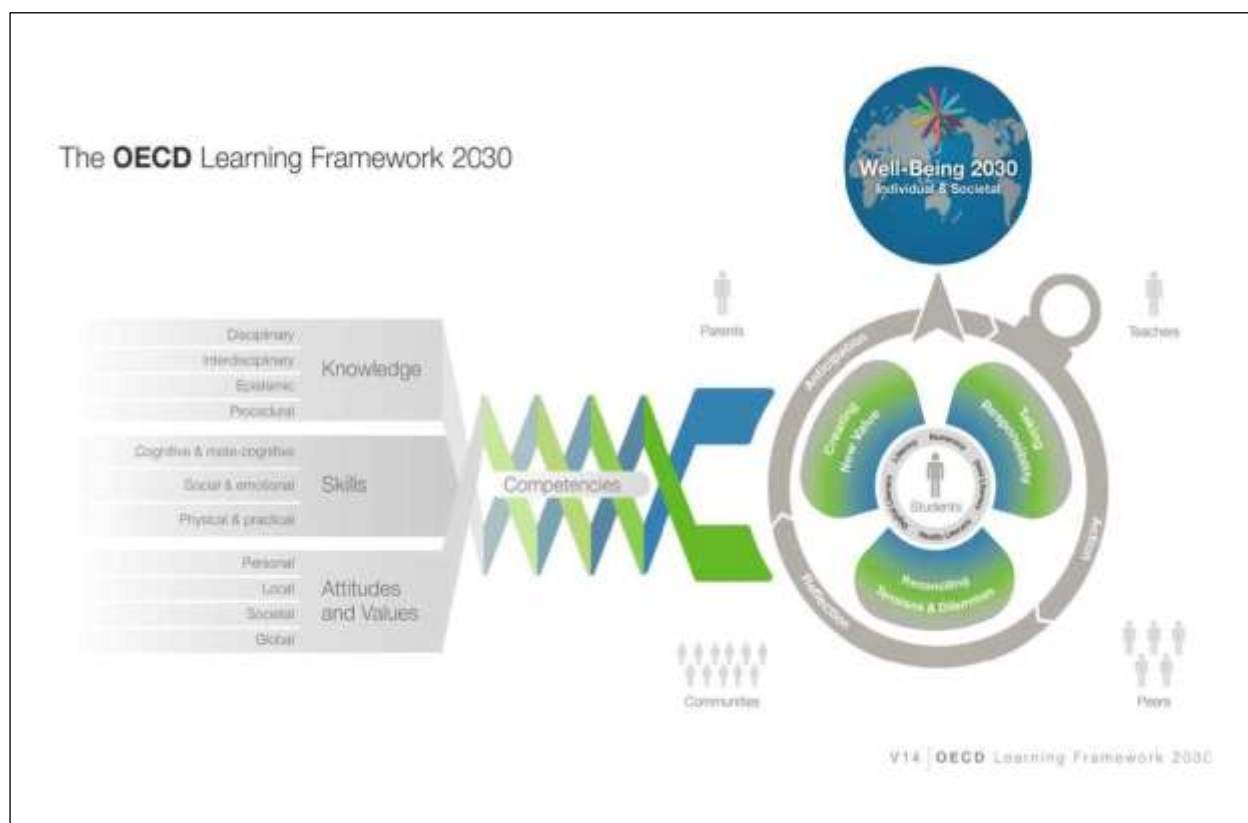


Figure 2: Transformative Competencies OECD(2019)

As mentioned above, it can be said that acquiring student agency as a total set of abilities necessary for children to live in the future will be increasingly required in school education both internationally and in Japan. In order for children to acquire student agency, it can be said that it is necessary to cultivate "a sense of responsibility" (OECD, 2019), which is the central concept of student agency, that each individual can influence people, things, and the environment to be better through social participation. In other words, the development of human resources who have a "sense of responsibility" is considered to be at the core of developing student agency. It can be said that school education at the young age level is required to cultivate the "responsible" human resources that we aim to develop, or the qualities of the "will to be responsible" that are the premise for the actions of such human resources.

2 Applying Entrepreneurship Education (EE) to Japanese School Education

Harada (2010) points out that education in EE that cultivates entrepreneurship is not simply about cultivating a spirit of challenge or honing knowledge and skills, but is cultivated by experiencing and learning the process of change that actually creates new value. In order to cultivate entrepreneurship, it is desirable to actually experience the process of change that creates new value in an educational project, and in order to be effective in practice, there are frequent opportunities to connect the learning content of school with the real world, and it is important in EE to build a continuous collaboration system between schools and society. Furthermore, Harada (2010) points out that in Japan, mainly in higher education, many EE programs began to be implemented in the 2000s with the aim of instilling entrepreneurship in students through simulated entrepreneurial experiences, and that the content of EE can be broadly divided into social problem-solving type and business simulation type. The latter EE involves creating a business plan and demonstrating an actual business, and the results are easy to understand, such as the judges' evaluation and awards, or the amount of profit made. In terms of the curriculum, it is also easy to introduce it as a class in business or commerce-related faculties, so in recent years, EE has become more common in Japan, mainly at the higher education level, with pseudo-entrepreneurial education methods. One of the characteristics of this experiential learning of the entrepreneurial process is that students actually experience the entire process of starting a business, such as setting up a company, developing a service or product, actually selling it, and filing a financial report, so it can be said to be an educational method of learning about entrepreneurship itself.

On the other hand, Kawana (2014)(8) points out that it is important to distinguish between entrepreneurial education provided by an institutionalized curriculum and entrepreneurial learning that is cultivated through independent learning. He states that the mainstream of education at higher education institutions, such as universities, is in the field of entrepreneurial education, and that it is centered on acquiring systematic knowledge and skills necessary for starting a business, which are likely to be acquired later in life. On the other hand, they argue that EE, which is more necessary in Japan where the proportion of people who do not have an entrepreneurial attitude is high, is entrepreneurial learning to develop an entrepreneurial attitude. Furthermore, Brüne & Lutz (2020)(9) have summarized the results of a systematic review of 21 quantitative and qualitative papers on the effects of EE in primary and secondary education. As a result, they have revealed the finding that the effects of EE in school education are easily influenced by gender and age. Specifically, EE is more strongly influenced by younger students than by older students. Secondly, they point out that the positive effects of EE programs are generally stronger in programs that are not achievement-oriented, that is, programs in which participants experience failure to start a business or the persistence of problems that seem unsolvable. In this way, they point out that the reports that the effects are greater for younger people and that it is better not to be results-oriented are different from the findings on the effects of EE, which is based on entrepreneurial education mainly at higher education universities and graduate schools. They also point out that because the education of the youth stage takes a long time before entering the workforce, there is no opportunity to immediately put into practice what has been learned in EE, which contradicts the finding that EE in school education is not effective. In response to this contradictory finding, Brüne & Lutz (2020) provide a certain interpretation using lifespan theory. This interpretation states that acquired characteristics are stable over time, and that entrepreneurial skills ingrained in childhood and adolescence can be the foundation for EE later in life. In fact, the effect of entrepreneurial education on children's motivation and interest in starting a business is that participants with more experience at the start of entrepreneurial education can benefit more from the program in terms of improving their motivation to start a business. According to this interpretation, the significance of EE at the youth stage is that experience at a young age can be used as a foundation for successful entrepreneurship later in life.

The main focus of the discussion in this section so far has been on business education (education to generate entrepreneurs), which Kawana (2014) divides into two categories. However, if we consider the introduction of EE into school education at the young age level, the following two issues can be considered. The first point is that all of the knowledge so far has been focused on business education (education to generate entrepreneurs), and the discussion of entrepreneurship has come first in terms of fostering an entrepreneurial mindset and improving knowledge and skills. When considering the discussion of the introduction of EE into school education at the young age level, the discussion of what abilities children should acquire and what methods are necessary to achieve them has not come before the discussion of entrepreneurship. This is one of the reasons why it is difficult to introduce EE into school education at the young age level in Japan, where educational stages such as preschool, primary, and secondary education are set in detail based on curriculum guidelines, and educational programs that are considered necessary for the educational goals and methods at each stage are adapted.

Another reason why EE is not compatible with school education at the young age level in Japan is the instruction and evaluation of children. This is another reason why the introduction of EE is difficult for the current educational stage of young people in Japan. This is because the Course of Study, which is the basis of instruction that defines the curriculum of current Japanese school education, and the goal-based evaluation, which is the evaluation method for that instruction, are not compatible with EE learning and its evaluation. In the first place, EE involves a process in which each individual sets their own goal, takes in the necessary learning according to that goal, reviews their own progress, evaluates themselves, and connects it to the next action (Entrepreneurship Development Center)(10). EE is a learning that involves self-regulation of one's own learning and learning about the learning method itself. Therefore, the current school education of young people in Japan is based on the premise that the content of instruction is determined by the Course of Study, and that the degree to which students have achieved the precisely determined goal is measured by others, mainly teachers, so it can be said that Japanese school education and EE are fundamentally backward in terms of instruction and evaluation. Therefore, if EE is to be adapted to the current educational stage of young people in Japan, a measure to achieve this would be to not prioritize corporate education (education to produce entrepreneurs), but to focus on entrepreneurial learning to develop an entrepreneurial attitude, which Kawana (2014) claims is necessary for EE in Japan. In addition, evaluation should be placed in the "humanity, etc." part, which is possible for individual evaluation in the Japanese curriculum guidelines.

Furthermore, it is considered an appropriate means of introducing EE to the educational stage of young people to have a method in which children reflect on their own experiences and evaluate them for themselves, with the basic purpose of EE being to foster "humanity, etc." For example, it is possible to aim to foster "will to

take responsibility," one of the central concepts of student agency mentioned in the previous section, in the education of young people. Focusing on fostering "will to take responsibility," which is part of the human nature that is one of the concepts of instruction and evaluation in the Japanese curriculum guidelines, would be an appropriate introduction of EE to the educational stage of young people in Japan, both from the perspective of the developmental stage in Japanese school education and from the perspective of fostering student agency mentioned above.

III. Examination of Entrepreneurship at the Youth Education Stage in Cultivating Entrepreneurial Mindsets

Hirai (2011)(11) points out that it is important for EE to teach students communication skills, cost awareness, responsibility, and a sense of accomplishment through its learning program. Based on various data and questionnaire surveys, it is concluded that the best time to start EE is during elementary, junior high, and high school. It also argues that in order to have an entrepreneurial mindset, EE is more effective if it is done continuously. On the other hand, it also points out that future challenges for Japanese school education are to systematize it into a class curriculum and to train instructors. Yasuda (2022)(12) also summarizes the fostering of an entrepreneurial mindset, which has become a major topic of discussion in recent Japanese EE, and the discussion of entrepreneurial intention (producing entrepreneurs) that existed until now. And because EE requires a business element, the introduction and implementation of EE at universities or graduate schools and above has often been discussed with the aim of fostering entrepreneurial intention (producing entrepreneurs), but recently, the discussion is also progressing on the effectiveness of introducing EE in primary education, especially with the aim of fostering an entrepreneurial mindset. Therefore, in this section, we will discuss the significance of providing EE to young people in Japan from the perspective of fostering an entrepreneurial mindset, which has not been specifically discussed in this paper so far, and the possibility of implementing EE.

Regarding the fostering of an entrepreneurial mindset, the EU has positioned EE as an important measure, stating that "entrepreneurship is one of the important abilities for everyone, and it enhances the possibility of personal growth, active citizenship, social participation, and employment." It has established an action plan to strengthen the development of human resources with entrepreneurial skills and to improve the entrepreneurial environment, and has promoted its implementation at all stages of education from primary to higher education. It is said that by continuously carrying out EE learning activities, it is possible to improve ideas, creativity, problem-finding and solving abilities, information gathering and analysis abilities, teamwork abilities, leadership and supportership, communication abilities, etc. (Entrepreneurship Development Center).

In addition, the Australian National Curriculum (for the youth stage) includes the development of qualities as a consumer citizen, and one of the three perspectives of the National Consumer and Financial Literacy Framework is "Responsibility and Enterprise." In Australia, consumer and financial literacy is developed through learning about legal and ethical responsibilities and entrepreneurial behavior, that is, responsible behavior of consumers and companies and entrepreneurship (Suzuki, Omoto, and Kaga, 2020)(13). Omoto and Suzuki (2021) point out the necessity of EE at the youth education stage while comparing EE conducted overseas and Japan. They argue that in order to create new value and transform society into a better one, EE is required at the youth education stage, which cultivates the ability to solve problems independently, promote business, and act responsibly within it. As the basis for their argument, Omoto and Suzuki (2021) conducted a practical survey at an Australian elementary school that offers an EE education program. The survey results reveal that the qualities and abilities that elementary school children can develop through the process of problem-solving, including interactions with others, and the experience of evaluating the actions of others toward their goals are connected to the development of not only the competencies required for consumer and financial services, but also the management skills, leadership, responsibility, business know-how, and interpersonal adjustment skills that are emphasized in EE. According to the findings of Omoto and Suzuki (2021), it can be said that it is possible to acquire the "will to take responsibility" that is at the heart of the student agency that is the subject of this study through EE in primary education.

From the overview of the above previous research, it is considered appropriate for EE at the educational stage of young people to focus on acquiring the will to take responsibility for their goals, while cultivating those goals through the experience of a simulated entrepreneurial venture. As mentioned above, student agency according to the OECD project is defined as "the ability to set one's own goals, reflect on them, and act responsibly in order to bring about change" (OECD, 2019). In this sense, the ideal child is one who thinks for themselves and works toward making necessary improvements in their actual school and daily lives. Furthermore, when children enter society, it can be said that the individual's "will to take responsibility" will be even more important. Therefore, if it is possible to foster the qualities of will to take responsibility by

implementing EE, then there is significance in incorporating it into Japanese school education at the young age level.

To summarize the discussion so far in this paper, the fostering of will to take responsibility, which is at the heart of student agency, which is the purpose of this paper, is that the learning program of EE aims to foster the qualities of will to take responsibility while improving ideas, creativity, problem-finding and solving abilities, information gathering and analytical abilities, teamwork abilities, leader ship and supporter ship, communication abilities, etc., and this is where we can see the significance of incorporating EE into education at the young age level and the possibility of implementing it in Japanese school education.

IV. Fostering participatory democracy and the will to take responsibility

From the discussion in the previous section, it can be said that the development of the "will to take responsibility" ability that OECD's student agency wants children to acquire is required through EE learning programs at the educational stage of young people in Japan. By the way, regarding the concept of "responsibility," this paper takes the position of participatory democracy that balances rights and responsibilities, and in particular, it is necessary to have a perspective that sees rights and responsibilities as complementary. This is because the ability to set one's own goals, reflect on oneself, carve out one's own way of life, and act responsibly toward society, which are acquired through the development of student agency and EE, is the current structure of participatory democracy in Japan that sees rights and responsibilities as a set. In contrast to this position of participatory democracy, the theoretical framework of FAULKS (2000)(14) is suggestive for EE. FAULKS (2000) states that the position of participatory democracy is to emphasize the principle of encouraging citizens to participate in political decisions and to debate freely. He argues that participating in politics and voluntarily fulfilling responsibilities to society maintains the political community and actively protects the rights of those in a weak position within that community.

FAULKS (2000) further divides responsibilities into duties and obligations. Distinguishing between these different types of responsibilities can be a basis for thinking about EE. Duties are seen as responsibilities imposed by law and are accompanied by sanctions if not met. Obligations, on the other hand, are seen as voluntary responsibilities and are seen as an expression of solidarity and empathy with others. He argues that being able to count on obligations, rather than enforced obligations, to maintain the conditions of the community is an indicator of a healthy society (FAULKS, 2000). The concept of responsibility as part of citizenship includes both legal obligations and voluntary obligations. Legal obligations have a coercive nature, since they carry penalties if violated. In contrast, voluntariness, empathy, and solidarity are desirable characteristics of social participation. Democracy is supported by participation, and because participation is characterized by spontaneity, empathy, and solidarity, it is more appropriate to assume responsibility voluntarily rather than forcibly. EE, as described in this paper, includes the concept of social contribution in fostering an entrepreneurial mindset. In other words, the cultivation of the "will to take responsibility" that is the purpose of EE is not the cultivation of entrepreneurship for the simple pursuit of individual profits. Based on the practical situation in Japan, where society faces many problems but cannot overcome them through legal obligations alone, EE is based on the concept of participatory democracy, which states that responsibility can be viewed as a voluntary obligation from the theoretical perspective that a democratic society is born from voluntary participation and free discussion. Therefore, this paper aims to consider the treatment of the "will to take responsibility" cultivated through EE at the youth education stage as an obligation to consider from the standpoint of participatory democracy.

In addition, by considering participatory democracy as a concept that responsibility can be understood as a voluntary obligation, it is possible to understand the concept of student agency, which is "having a sense of responsibility to influence people, things, and the environment to be better through social participation." By treating the school as a small social community and using the learning content and methods of EE at school as a simulated experience of entrepreneurship in the real world, students can learn participatory democracy in the real world. In other words, EE is about cultivating the qualities of responsible will, which is the subject of this paper. Here, we can find the significance of cultivating a responsible will based on social participation through EE. In other words, the responsible will, which is both an element of EE and an element of student agency, can be acquired through EE in schools, which are a microcosm of Japanese society, which lives in a participatory democracy.

V. CONCLUSION

The purpose of this paper was to explore the significance of cultivating the will to take responsibility, which is at the heart of student agency as proposed by the OECD Education2030 Project, in Entrepreneurship Education (EE) at the youth level in Japanese school education and the possibility of cultivating that will.

From a review of previous research and the discussion therein, it was suggested that the significance of EE as school education at the youth level in Japan is that the purpose of the EE learning program is consistent

with cultivating the will to take responsibility, which is the central concept of student agency. In other words, when children exercise student agency throughout their lives, the significance is to introduce the will to take responsibility, which is a step before they take responsible action, into the education stage of the youth, and to effectively cultivate that will from the youth stage. Furthermore, by learning based on that significance, children will learn about participatory democracy in Japan, which is based on social participation, from the youth stage, so by incorporating EE, which has the purpose of cultivating the will to take responsibility, into practice, the possibility of appropriately introducing EE into school education at the youth stage in Japan was suggested.

On the other hand, one of the practical issues in implementing EE as education for the younger generation in Japan in the future is the confusion between the purpose and content of EE and the career education currently being implemented at the educational level of the younger generation in Japan. It is necessary to resolve the issue of equating EE with career education or treating it as an extension of it at the educational level of the younger generation. In order to resolve this issue, it is necessary to clarify the purpose and content of career education and EE. The basic purpose of career education is for children to learn about various occupations and understand the skills required for a certain occupation based on work experience, and to improve their occupational awareness and career choices through the acquisition of such knowledge and understanding (Ministry of Education, Culture, Sports, Science and Technology, 2011)(15). In other words, career education, which targets existing occupations, is different from EE in its purpose and content, as well as in terms of cultivating aptitude. This is because EE aims to help children create a new occupation, namely entrepreneurship, set their own goals, and acquire the skills to solve problems and handle conflicts that exist in the process of interacting with sales teams, others, and resources that lie beyond the entrepreneurship (Entrepreneurship Development Center). Furthermore, the purpose and content of EE, such as the pursuit of well-being (stability and happiness for the individual, society, and society) and the fostering of a sense of responsibility, which goes beyond that and involves the responsibility of personal happiness and contributing to society, are distinct from career education. Furthermore, as mentioned above, in these VUCA times, children who will live in the future will need to acquire the ability to carve out their own lives for themselves in line with their own interests and aptitudes in order to realize well-being, and to act responsibly in their own lives. From this perspective, it can be said that the educational elements of EE, which aims not only to foster the autonomy of career awareness and career choice as currently aimed for in career education, but also to create one's own career, find the value of contributing to society, and act responsibly, can be found to have educational significance different from that of the career education currently being conducted in Japan by providing education to young people at the EE stage. Based on the results of this study, the topic for future research will be to examine how the qualities that children acquire, in particular the will to take responsibility, are cultivated or not cultivated in EE learning programs aimed at the younger generation in Japan, which differ from the career education mentioned above, through classroom practices at the educational stage of the younger generation.

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