

FOSTERING ENTREPRENEURIAL VALUES IN EARLY CHILDHOOD EDUCATION: A CASE STUDY OF CRAFT-MAKING AND ROLE-PLAYING ACTIVITIES IN BANDUNG

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Abstract: *This study examines the integration of entrepreneurial values in early childhood education through craft-making activities and role-playing as sellers and buyers in a market-like setting at an early childhood education center in Bandung. Using a qualitative case study approach, the research combines observation, interviews, and document analysis. The findings reveal that key entrepreneurial values fostered through these activities include creativity, independence, perseverance, social interaction, honesty, and curiosity. Additionally, significant behavioral changes were observed in the children, such as increased self-confidence, enthusiasm, and active engagement, highlighting the program's success in cultivating an entrepreneurial mindset. The study also underscores the critical role of educators as facilitators and the importance of parental involvement in ensuring the program's effectiveness. Challenges identified during the study involved managing children's frustration during the craft-making process and sustaining parental engagement. Consistent with prior research on entrepreneurship education, this study emphasizes the value of experiential, hands-on learning in early childhood. The findings have important implications, suggesting that child-centered, practical activities can be pivotal in nurturing the next generation of innovative and resilient entrepreneurs. Future research should explore the long-term impacts of such programs and investigate their effectiveness across diverse educational settings to contribute to the broader discourse on entrepreneurship education in early childhood.*

Keywords: *Crafting Activity, Early Childhood Education, Entrepreneurial value*

A. Introduction

Entrepreneurial education has traditionally been viewed as a Discipline reserved for higher education and adult learners, often focused on starting and managing businesses. However, there has been a paradigm shift in recent years toward recognizing the value of instilling entrepreneurial values and mindsets from a much younger age. This shift is driven by the understanding that entrepreneurship is not merely about business creation but involves a broad spectrum of skills and attitudes—such as creativity, resilience, problem-solving, and ethical decision-making—essential in navigating the complexities of the 21st-century global economy.(Peschl et al., 2021).

The importance of these skills is increasingly being recognized in early childhood education, where foundational character traits are formed (Jufri & Wirawan, 2018). Research suggests that the earlier these entrepreneurial values are introduced, the more ingrained and impactful they become throughout an individual's life (Cheng et al., 2021; Soleimanof et al., 2021). Some research studies suggest early exposure to creative play and entrepreneurial concepts can enhance children's problem-solving abilities and resilience. Activities involving childhood play, such as embodying superheroes, can stimulate creativity and support entrepreneurial problem-solving (Fleck & Asmuth, 2021). Playful learning approaches in higher education contribute to developing a flexible, entrepreneurial mindset and playful resilience (Heljakka, 2023). These studies highlight the importance of creative, playful approaches in fostering problem-solving abilities and resilience from early childhood through higher education. Consequently, educators and policymakers are exploring innovative ways to incorporate entrepreneurship into early childhood curricula, leveraging creative, experiential learning methods that engage young children in meaningful and developmentally appropriate ways (Brüne & Lutz, 2020; García-Rodríguez et al., 2019).

One approach involves using hands-on, creative activities, mainly crafting, to instill entrepreneurial values in early childhood.

Crafting, emphasizing creativity, decision-making, and problem-solving, offers an ideal platform for children to explore and develop key entrepreneurial traits. This approach is grounded in experiential learning theory, which posits that learning through doing is one of the most effective ways to internalize complex concepts and skills. (Anugrahwanto & Nurhayati, 2020; Cinganotto, 2017; Leal-Rodríguez & Albort-Morant, 2019; Sarah & Nurhayati, 2024). Current research supports the effectiveness of experiential learning in fostering entrepreneurial traits such as independence, perseverance, and social interaction. Studies by Neck and Greene (2011) further underscore the value of experiential learning, suggesting that it is more effective in developing entrepreneurial competencies than traditional didactic methods.

In the context of early childhood education, crafting activities not only fosters creativity and innovation but also teaches children essential skills such as perseverance, social interaction, and ethical behavior (Azhima, 2020; Mayar, 2022; Nurjanah et al., 2023). Such traits are foundational for future entrepreneurial success. Crafting activities exemplify how hands-on creativity can be leveraged to teach entrepreneurial values. This approach is supported by research findings that creativity is a critical component of entrepreneurial success. (Chang & Chen, 2020; Tantawy et al., 2021). Crafting as a pedagogical tool aligns with these findings, offering a tangible method for children to explore ideas, make decisions, and learn through doing.

However, despite the growing recognition of the importance of entrepreneurial education in early childhood, there is a significant research gap in understanding how these values are effectively integrated and nurtured in young children. Most existing studies on entrepreneurial education focus on older students or adults, leaving a gap in the literature regarding the early introduction of these concepts and the specific pedagogical approaches that are most effective for young learners. Additionally, while some research has explored the role of creativity in entrepreneurship, there is limited empirical evidence on how creative activities, such as crafting, can be systematically used to develop a comprehensive set of entrepreneurial skills in early childhood settings.

This study addresses these gaps by exploring the effectiveness of crafting activities for instilling entrepreneurial

values in young children at Kober Imanda, a kindergarten in Bandung, Indonesia. By focusing on early childhood education, this research emphasizes the critical period during which children develop foundational skills and mindsets that shape their future trajectories. The significance of this research lies in its potential to provide educators and policymakers with a proven, practical approach to embedding entrepreneurial values in early education. By establishing a model for integrating entrepreneurial activities into the curriculum, this study aims to contribute to the long-term development of resilient, creative, and ethically minded individuals capable of navigating future challenges. The findings are expected to inform educational policies and practices, bridging the gap between theory and practical application in early entrepreneurial education.

The research is structured to answer key questions: What entrepreneurial values can be instilled through crafting activities at Kober Imanda? How practical are these activities in nurturing these values in young children? The novelty of this research is twofold: it is among the first to systematically investigate the impact of crafting as a pedagogical tool for developing entrepreneurial skills in early childhood settings, and it provides practical insights into overcoming challenges in implementing such programs. This study's findings provide evidence of the potential of crafting as a pedagogical tool and offer practical recommendations for educators and policymakers seeking to integrate entrepreneurial education into early childhood curricula. This research explores the intersection of entrepreneurship and early childhood education, focusing on crafting to nurture the next generation of innovative, resilient, and ethically minded entrepreneurs. By doing so, it addresses the existing research gaps. It contributes to the ongoing discourse on the role of education in shaping the skills and mindsets needed to thrive in an increasingly complex and dynamic world.

B. Method

This study employed a qualitative case study approach to explore the instillation of entrepreneurial values through crafting activities at Kober Imanda, a kindergarten located in

Kota Bandung. The case study method was chosen for its ability to provide an in-depth examination of the implementation process and the effectiveness of these activities within their real-life context. (Iswahyudi et al., 2023; Nurhayati, Kurnianta et al., 2024). Kober Imanda was selected as the research site due to its unique approach to integrating entrepreneurial education into early childhood learning, specifically through crafting activities. The research informants consisted of five key informants: four teachers and one headmaster. The teachers, who had teaching experience ranging from 2 to 16 years, all held bachelor's degrees in early childhood education. Their extensive knowledge and specialized educational backgrounds made them well-suited to provide valuable insights into the crafting activities' planning, facilitation, and impact at Kober Imanda.

Data were collected through semi-structured interviews, observations, and document analysis. The semi-structured interviews were conducted individually with the four teachers and the headmaster. The teachers shared their experiences, observations, and perspectives on the effectiveness of crafting activities to teach entrepreneurial values.

In addition to interviews, non-participant observations were conducted to capture the interactions between teachers and children during the crafting sessions. These observations focused on the children's engagement with the activities and the specific entrepreneurial values emphasized by the teachers. Relevant materials, such as lesson plans, teachers' notes, and samples of the children's crafting projects, were also analyzed to provide additional context and understanding of how the activities were structured and their intended learning outcomes.

The data analysis was conducted using thematic analysis, following a systematic process to ensure rigor and transparency. The process began with transcribing all interviews verbatim, after which the transcripts, observation notes, and documents were carefully reviewed. Initial coding was performed by reading the data multiple times to identify recurring patterns, phrases, and significant statements related to entrepreneurial values (e.g., creativity, perseverance, social interaction). Each code was assigned to relevant sections of the data.

After the initial coding, the codes were grouped into broader

categories aligned with the specific entrepreneurial values observed (e.g., creativity, decision-making, resilience). These categories were refined through further analysis to develop overarching themes that captured the essence of the children's experiences with the crafting activities. Themes such as "creativity and innovation," "problem-solving and decision-making," and "collaborative learning" emerged as the key findings of the study.

A triangulation process was employed to enhance the validity and reliability of the findings. Data from different sources—interviews, observations, and document analysis—were compared and cross-verified to identify consistent patterns and discrepancies. For instance, teacher interviews were compared with observation data to validate the observed entrepreneurial behaviors in the children. Additionally, document analysis of lesson plans and children's crafting projects was used to confirm the consistency between teachers' intentions and the observed outcomes. The triangulation process ensured that the themes identified were supported by multiple data sources, enhancing the credibility of the findings.

C. Result and Discussion

1. Entrepreneurial Values Instilled through Crafting Activities

The crafting activities are systematically designed to instill entrepreneurial values in early childhood. The process begins with introducing the children to various materials and tools and allowing them to select and explore different crafting areas according to their interests. Once the children choose their projects, they create their products independently. Throughout the crafting process, the teacher is a facilitator, providing guidance only when necessary to encourage the children's autonomy.

After the crafting phase, the activities transition into a role-playing scenario, where children take on the roles of sellers and buyers. In this simulated marketplace, they exchange the products they have created. The flow of the activities fosters creativity and independence and introduces basic business practices and ethical behavior, laying the foundation for entrepreneurial thinking from an early age.

The crafting activities at Kober Imanda have been deliberately structured to embed entrepreneurial values in young children.

These activities integrate crucial entrepreneurial values such as creativity, independence, perseverance, social interaction, honesty, and curiosity, creating a comprehensive educational framework that fosters entrepreneurial mindsets from an early age.

Creativity is a cornerstone of crafting activities, where children are encouraged to think innovatively and explore beyond traditional methods. Teacher I.P. emphasized, “The crafting sessions are structured to allow children the freedom to explore their ideas, make decisions independently, and engage in creative problem-solving.” This approach aligns with observational data, where children actively engage in diverse creative processes, selecting unique materials and producing original products. The children’s portfolios showcase a variety of crafted items that reflect individual creativity and innovation, underscoring the program’s success in nurturing creative thinking. This finding is consistent with Laguía’s (2019) Research highlights creativity as a critical component of entrepreneurship, particularly in fostering innovation and adaptability—traits essential for entrepreneurial success. Research also showed that creative individuals, like entrepreneurs, are willing to invest in their ideas and take risks, further validating the role of creativity in entrepreneurial education. (Alshebami & Seraj, 2022).

Independence is another crucial value cultivated through these crafting activities. The educational approach at Kober Imanda is designed to minimize adult intervention, empowering children to manage their tasks and make decisions autonomously. Teacher N.Y. emphasized, “The crafting activities place responsibility on the children, fostering a strong sense of self-reliance.” Observational data confirms that children engage in tasks such as selecting materials, crafting, and managing the sale of their products with minimal guidance. The document analysis of teacher notes and children’s progress records found that children with more autonomy demonstrated higher self-confidence and problem-solving abilities over time. This finding aligns with Luo et al. (2022), who found that self-efficacy is crucial in entrepreneurial development, as it reflects an individual’s belief in their ability to execute tasks successfully. Furthermore, Shir et al.’s (2019) work on entrepreneurial education highlights the importance of independence and self-direction in fostering entrepreneurial

competencies, particularly in environments that simulate real-world challenges.

Perseverance is also systematically instilled through the crafting activities, teaching children to persist in facing challenges. Teacher I.P. noted, “Children learn to navigate difficulties without giving up, which instills patience and a determined mindset.” This perseverance is evident in observational data, where children face challenges such as manipulating complex materials or troubleshooting design flaws. Document analysis of teachers’ anecdotal records highlights instances where children exhibited persistence in completing their crafts despite significant difficulties. These findings align with Salisu et al.’s (2020) Research on grit identifies perseverance as a critical determinant of success, including entrepreneurial endeavors. Additionally, Hong and Wibowo (2021) Discuss how resilience and perseverance are essential for entrepreneurs, enabling them to cope with failures and setbacks and reinforcing the importance of these traits in entrepreneurial education.

Social interaction and communication are integral to the crafting activities, offering children valuable opportunities to develop interpersonal skills. Teacher N.Y. emphasized, “The collaborative nature of these activities encourages children to interact with their peers, helping them develop essential social and communication skills.” Observational data shows that during group crafting sessions and role-playing exercises, children actively engage in discussions, negotiate roles, and provide feedback, enhancing their communication abilities. These findings align with research by Klyver and Arenius (2022), which emphasizes the importance of social competence in entrepreneurship, particularly in building networks, negotiating, and leading teams. Mubarakali’s (2020) work also underscores the significance of social interaction and networks, suggesting that entrepreneurship is a socially situated process where interaction is crucial in learning and opportunity recognition.

Honesty is systematically integrated into the crafting activities, particularly during transactional role-playing exercises. Teacher N.S. highlighted, “Children learn the significance of honesty in business dealings, such as fairly pricing their products and giving accurate change.” Observational data supports this, showing that

children are taught to adhere to agreed-upon prices and ensure fair exchanges during their mock sales. Document analysis, including role-play scripts and reflections, reveals that children are consistently encouraged to demonstrate honesty in their transactions, reinforcing ethical business practices from a young age. Porcar et al. (2018) This further emphasizes the importance of ethical behavior in business, suggesting that honesty and integrity are foundational elements in sustainable entrepreneurship.

Curiosity is nurtured through crafting activities, fostering a lifelong love of learning and innovation. Teacher I.P. noted, "The crafting sessions are structured to encourage children to ask questions and explore new ideas, which enhances their engagement and fosters a culture of continuous learning." This is evident in observational data, where children frequently experiment with different materials and techniques, ask questions, and seek to understand the processes involved. The review of children's project diaries and teacher notes also found that children encouraged to explore and question exhibited higher engagement and innovation in their crafts. This finding is supported by research on the value of curiosity in entrepreneurship, where curiosity drives exploring new opportunities and pursuing innovative solutions. (Peljko & Auer Antončič, 2022; Syed et al., 2020). These studies highlight curiosity as a motivator for learning and discovery, essential for entrepreneurial thinking and innovation.

2. Effectiveness of Crafting Activities in Instilling Entrepreneurial Values

The crafting activities' effectiveness at Kober Imanda, instilling entrepreneurial values, is underscored by significant behavioral changes observed in the children, supported by insights from observational data and document analysis. Before implementing the crafting activities, many children at Kober Imanda exhibited a relatively passive approach to learning, with limited opportunities for independent decision-making, creativity, and problem-solving. Teachers observed that while the children participated in standard classroom activities, their engagement and confidence in managing tasks independently were lower. According to teacher reflections in pre-study assessments, children tended to rely heavily on adult guidance and exhibited less initiative in exploring new ideas or

solving problems independently. Additionally, social interactions, particularly in group activities, were often more structured by the teachers, with fewer opportunities for children to engage in peer negotiation or collaborative problem-solving.

However, after the crafting activities were introduced as a core part of the curriculum, significant behavioral changes were observed in the children, as documented by observational data and teacher reflections. Teacher A.M.F. reported, "Children exhibited greater confidence in their ability to create and market their products, demonstrating a proactive and entrepreneurial mindset." This transformation is further supported by observational data, where children displayed newfound confidence while presenting and selling their products during the role-play sessions. Before the intervention, many children hesitated to engage in open-ended activities or lead tasks independently. However, during the study, teachers noted that children began to express pride and a sense of accomplishment in completing their crafts and successfully participating in the sales aspect of the activities.

The educators also reported noticeable increases in the children's confidence and enthusiasm after participating in these crafting activities. Teacher A.M.F. observed, "Children exhibited greater confidence in their ability to create and market their products, demonstrating a proactive and entrepreneurial mindset." This is supported by observational data, where children confidently present and sell their products during role-play sessions. The teacher's daily learning notes also reveal that many children express pride and accomplishment after completing their crafts and engaging in sales activities.

Additionally, daily learning notes compiled by teachers reveal that many children who were initially shy or reluctant to take the initiative began to actively engage with their peers and take ownership of their projects. For instance, children were observed eagerly discussing their creative ideas with each other, negotiating product prices during role-play, and showing resilience when facing challenges in the crafting process. This marked shift toward autonomy and peer collaboration highlights the effectiveness of crafting activities to foster entrepreneurial values such as independence, perseverance, and social interaction.

The crafting activities also maintain high engagement and enjoyment, crucial indicators of their effectiveness. Teacher N.Y. emphasized, "By allowing children to make decisions and take ownership of their projects, the program not only reinforces the entrepreneurial values being taught but also ensures that the learning experience is both meaningful and enjoyable for the children." Observational data shows that children are consistently engaged and enthusiastic during crafting sessions, with few instances of distraction or disengagement. Data from teacher observations and student feedback forms indicates that children find the crafting activities enjoyable and are eager to participate, suggesting that the entrepreneurial values being taught are more likely to be internalized and applied. This finding aligns with experiential learning efficacy for early childhood learning, which posits that learning is most effective when active, engaging, and directly related to real-life experiences. (Kwon, 2023; Varman et al., 2021).

The program's success at Kober Imanda underscores the potential of crafting and similar hands-on activities as pedagogical tools for instilling entrepreneurial values in young children. These findings suggest that early exposure to entrepreneurial concepts through engaging, child-centered activities can impact children's development, equipping them with the skills and mindset needed for future entrepreneurial endeavors. This is consistent with the growing body of research that advocates experiential learning as a powerful method for teaching entrepreneurship (Bell & Bell, 2020; Ramsgaard & Christensen, 2018; Thomsen et al., 2021).

The educators' role as facilitators is also critical to the success of the crafting activities. Teacher I.P. explained, "The educators guide the children through each step of the process, providing support and encouragement while allowing the children to take the lead." Observational data supports this, showing that educators intervene only when necessary, allowing children to experiment and learn from their mistakes. This facilitative approach empowers children to develop decision-making skills and confidence in their abilities. Document analysis, particularly in teacher reflections and lesson plans, indicates that this approach fosters independence and critical thinking, essential entrepreneurial skills. Teacher N.S. added, "This facilitative role is crucial because it allows children

to build confidence in their decision-making abilities, which is critical to developing an entrepreneurial mindset.”

The findings’ alignment with current research further reinforces the program’s success. For instance, Mayar emphasizes creativity and innovation in crafting activities. (2022) and Laguia’s (2019) Research on creativity in entrepreneurship highlights the importance of fostering creative thinking from an early age. Similarly, the development of independence and self-efficacy aligns with Luo’s (2022) Work on entrepreneurial education, emphasizing the need for autonomy and self-directed learning in cultivating entrepreneurial competencies.

Despite the program’s success, several challenges were identified in implementing the crafting activities. One of the primary challenges mentioned by Teacher N.S. was managing the children’s frustration when they encountered difficulties in the crafting process. She noted, “This frustration sometimes led to disruptions in the classroom, which had to be managed carefully to maintain a conducive learning environment.” Observational data corroborates this, showing instances where children became upset or discouraged when their projects did not go as planned. However, the educators’ responses to these challenges were effective in mitigating their impact. Teacher I.P. highlighted that “providing tailored support to each child was essential in helping them navigate these challenges, ensuring that all children could benefit from the learning experience.” Document analysis of teachers’ intervention strategies shows that these approaches were successful in helping children overcome their frustrations and continue with their projects, reinforcing the values of perseverance and resilience.

Moreover, the challenges identified in the program, such as managing children’s frustration and ensuring sustained parental involvement, provide important considerations for educators and policymakers looking to implement similar programs. Addressing these challenges through tailored support and inclusive strategies can further enhance the effectiveness of entrepreneurial education in early childhood settings. This aligns with research by Zhao and Wibowo. (2021) who emphasize the role of resilience and social support in overcoming entrepreneurial challenges.

Parental involvement is a significant factor in the effectiveness of the crafting activities. Teacher N.Y. emphasized, “Children whose parents were actively supportive showed higher engagement and success in the activities.” Observational data indicates that children who received positive parental reinforcement were more confident and enthusiastic in their participation. Document analysis, including parent feedback and communication records, reveals that parental involvement often extended the learning process beyond the classroom, as parents encouraged their children to apply the entrepreneurial skills they learned at home. Teacher N.S. concluded, “When parents are involved, children are more likely to internalize and apply the entrepreneurial values they learn, making the program more impactful and sustainable.” This is in line with the research findings, which posit that parents’ involvement and collaboration with the school can create optimum early childhood learning outcomes (Kusmiatiningsih et al., 2024; Latif et al., 2023; Murniati & Nurhayati, 2024; Nurhayati, 2021; Nurhayati et al., 2023; Nurhayati, Haluti, et al., 2024; Sholihah & Nurhayati, 2024; Suryani & Nurhayati, 2024).

However, these findings contradict previous studies that have suggested that excessive parental involvement, particularly in structured learning environments, may lead to over-reliance on adult validation, potentially stifling the development of children’s autonomy and independence (Grolnick & Pomerantz, 2022). For instance, Sllinskas and Kikas (2019) found that children whose parents were overly involved in their learning processes struggled with self-motivation, as they relied heavily on external rewards rather than developing intrinsic motivation for learning. In contrast, this study’s findings suggest that balanced parental involvement, where parents provide support without taking over tasks, can foster greater engagement and independence in children.

The positive impact of parental involvement in this context can be explained by the supportive nature of the parents’ role, which did not interfere with the children’s autonomy but complemented it. By reinforcing the entrepreneurial values learned in the classroom, parents created a consistent learning environment beyond school hours. This partnership between school and home aligns with the theory of home-school collaboration, which suggests that when parents reinforce the school’s educational

goals, children are more likely to internalize the skills and values being taught. (Latif et al., 2023; Nurhayati et al., 2023; Suharyat et al., 2023) In this case, parents encouraged and provided practical opportunities for their children to practice entrepreneurial behaviors at home, such as setting up small sales with their crafts, which further solidified these values.

While the findings of this study are generally positive, they should be interpreted with caution. The socio-economic status of the parents involved in the study could be a contributing factor to the success of the parental involvement strategy. It is possible that parents with more resources (time, knowledge, and financial stability) were better equipped to support their children's entrepreneurial learning at home. This raises questions about the scalability of these findings in contexts where external factors, such as lack of time, financial stress, or educational background, may limit parental involvement. Future research should explore how schools can support parental involvement in more diverse socio-economic settings to ensure that all children benefit equally from such programs.

While this study highlights the critical role of parental involvement in the success of crafting activities for entrepreneurial learning, future research should seek to address potential biases, expand to diverse contexts, and explore methods to ensure that all parents can be effectively engaged in their children's entrepreneurial education, regardless of their socio-economic circumstances. The crafting activities at Kober Imanda offer a compelling model for integrating entrepreneurial values into early childhood education. The program's success, as evidenced by the comprehensive data collected, suggests that similar approaches could be widely adopted to foster the next generation of innovative, resilient, and ethically-minded entrepreneurs.

D. Conclusion

This study set out to answer the key questions of how entrepreneurial values can be instilled in young children through crafting activities and how practical these activities are in nurturing these values at Kober Imanda. The research findings demonstrate that crafting activities effectively embed essential entrepreneurial values, such as creativity, independence, perseverance, social

interaction, honesty, and curiosity, into early childhood education. Through these activities, children were not only introduced to entrepreneurial concepts. However, they internalized them deeply, as evidenced by significant behavioral changes, including increased confidence, proactive problem-solving, and greater engagement in crafting and social interactions. Analyzing the activities flow showed that children could independently make decisions, overcome challenges, and interact meaningfully with peers, indicating that entrepreneurial values were successfully instilled. The active role of teachers as facilitators, who guided the children while allowing for autonomy, was crucial in enabling this process. Moreover, parental support significantly reinforced these values at home, highlighting the importance of a supportive environment in successfully implementing entrepreneurial education.

The novelty of this research lies in its focus on the early introduction of entrepreneurial education through creative, hands-on activities. Crafting is a pedagogical tool that provides a practical and engaging method for children to explore entrepreneurial traits developmentally appropriately. These activities were not merely educational tasks but opportunities for children to apply entrepreneurial thinking in real-world-like scenarios, preparing them for the complexities of future challenges. In answering the research problem, this study confirms that early childhood education can and should integrate entrepreneurial education, specifically through experiential learning activities like crafting, to nurture essential skills. Based on these findings, it is recommended that early childhood education curricula incorporate more experiential, hands-on learning opportunities that promote creativity, independence, and critical thinking. Furthermore, involving parents and caregivers in reinforcing these values at school and home is essential to ensure holistic development.

Future research should explore the long-term effects of such early interventions on children's entrepreneurial mindsets as they age and examine how these approaches can be adapted to diverse educational settings. By emphasizing entrepreneurial education in the foundational years, educators and policymakers can help equip future generations with the skills and mindsets necessary to navigate and thrive in an increasingly dynamic, globalized, and uncertain world.

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