

KidZania White Paper

2023



About this Publication



It has been 18 years since KidZania first opened its doors in Japan. Recently, we often hear from people saying "I used to go to KidZania when I was a child," with a big smile on their face. Some even say: "I was fascinated by the work experience I had at KidZania, and I made that dream come true!" In response to comments like these, the KidZania White Paper 2023 conducted a qualitative and quantitative research study geared toward "KidZania alumni" covering the relationship between work-related experiences in elementary and junior high school years and career perspectives through adulthood.

The study was developed as joint research from the perspective of career education, with assistance from Dr. Shinji Tateishi of the University of Tsukuba who has helped from the concept stage. Study 1 involved interviews and Study 2 used a web-based questionnaire as part of an exploratory analysis of elementary and middle school students' vocational interests and current career autonomy. In addition to verifying the effects of the KidZania experience, this survey attempted to take the first steps toward research that will contribute to society by expanding the scope of the research covering the perception of career education in elementary and junior high school.

As we enter the era of life expectancy spanning a century, the true meaning of a career is starting to be questioned once again. This white paper, the fifth in the series, introduces the power of experience through feedback from "KidZania alumni" who have grown up and are now adults. KidZania will also continue evolving to bring empowering experiences for future generations, who we believe will develop even more complex and adventurous careers.

KCJ GROUP INC.
Michinari Tsumuraya, Representative Director & President

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KidZania is an indoor facility where children aged 3-15 years old are able to gain experience with occupational and social activities.

Currently operating in 27 locations in 18 countries*, we are developing together with children around the world, building on the diverse cultures of each country as our foundation.

In Japan, there are KidZania Tokyo, KidZania Koshien, and KidZania Fukuoka, where visitors can experience a wide variety of jobs and services. Establishments are sponsored by companies and organizations that provide uniforms, equipment and foodstuff to create an authentic experience in a cityscape about two-thirds the size of real life. In addition, KidZos is a special currency that is available around KidZania—visitors can earn KidZos as wages by working, make deposits at the bank, and use KidZos to shop for or receive services.

At establishments, staff members called Supervisors greet the children. Supervisors build on the KidZania experience by adopting the perspective of "a senior at the workplace," communicating not only the procedures of jobs, but also its underlying significance and essence, and work with children to accomplish tasks together.

At KidZania, the utmost priority is placed on children "enjoying their experience enthusiastically" through these work and social experiences, thereby "gaining their own learning and awareness."

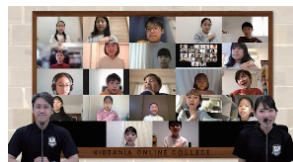
KidZania is consistently seeking to serve as a place for "Edutainment" that combines both learning (Education) and having fun (Entertainment).

*As of November 2023

Extensive range of hands-on programs available at KidZania

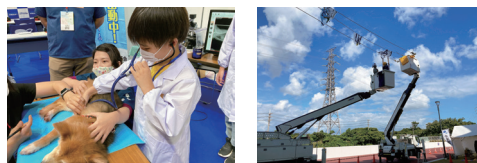
KidZania Online College

KidZania Online College" is an educational app that gives children the opportunity to learn about various jobs and society in a fun way online, based on KidZania's know-how.



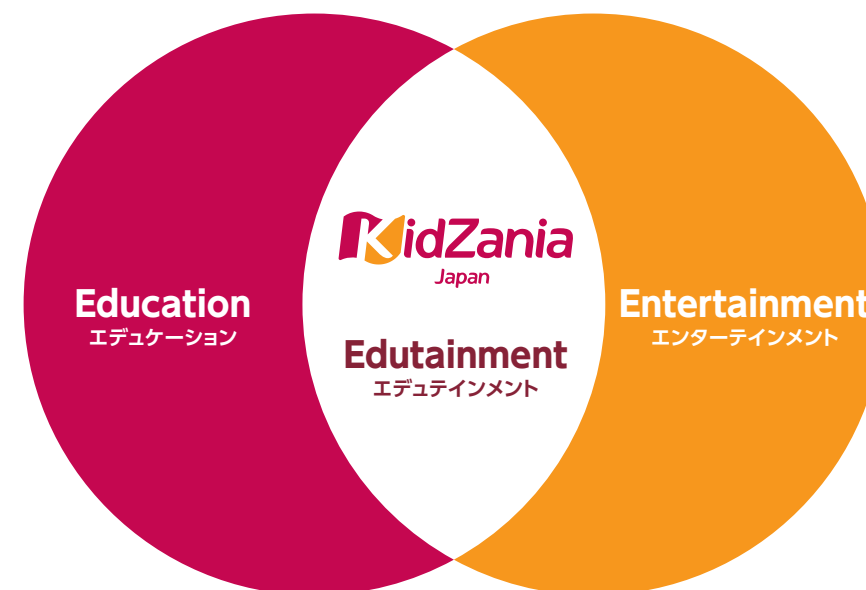
Out of KidZania

This program was developed with the aim of giving children a more realistic experience. Visitors can go beyond KidZania and actually experience work at our partner companies and a variety of local jobs.



The KidZania Concept

KidZania fosters children's zest for life through realistic occupational and social experiences.



"KidZania 10Values" fosters children's zest for life

10Values are what make the "zest for life" that KidZania wants children of the future to develop. With the work and social experiences available through the broad range of activities on offer at KidZania, children are able to develop the skills to think for themselves and take the initiative, and we believe that continuing to building on these experiences will foster their "zest for life."

[10Values]

Agency — 主体性

Grit — やり抜く力

Creativity — 創造力

Curiosity — 好奇心

Responsibility — 責任感

Self-Efficacy — 自己効力感

Self-Affirmation — 自己肯定感

Communication — コミュニケーション力

Collaboration — 協働力

Critical Thinking — 論理的思考力



Research Theme

“Effects of Career-related experiences in Elementary and Junior High School Years”

Study 1

Vocational Interests in Elementary and Junior High School Years, Careers in Adulthood

—Based on Interviews with KidZania Alumni—

Interviewee criteria: Alumni of KidZania Tokyo/Koshien who are in their 20s and currently employed

Sampling method: Snowball sampling

Interview period: May 2021 - February 2022

Interview method: Semi-structured interviews conducted using an online teleconferencing system

Study 2

Discernible Effects of Previous KidZania Experiences on Career Autonomy even after a long time

—Based on Surveys of KidZania Alumni—

Respondent criteria: 1,000 adults who are in their 20s and currently employed
(500 with KidZania experience, 500 without)

Survey period: October 2022

Survey method: Web-based questionnaire

Research & Analysis

KCJ GROUP INC. Academy Lab

Shinji Tateishi, Ph.D., Assistant Professor of Office of Management for Teaching and Learning at the University of Tsukuba

Supervisor Introduction

Impact of KidZania Experiences into Adulthood and the Future

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Completed studies at Hiroshima University Graduate School of Education. Earned Ph.D. in Education. Formerly Assistant Professor at the Center for the Advancement of Higher Education, Tohoku University; Researcher at Guidance and Counseling Research Center and Senior Researcher at Department for Higher Education Research, National Institute for Educational Policy Research. In current position since April 2020. Specializes in career education studies and higher education studies.

I'm sure most parents and educators want children to grow up to be capable and resilient. At some point, children will graduate from school and leave home to go out into the world on their own.

As a part of modern school education, children receive “career education,” which is a term that some may be unfamiliar with. Despite the name, career education is about more than just choosing where to study or work and preparing for those things. Here, “career” is used in the broader sense of the progression of one’s life and the ongoing process of discovering the value of the various roles one plays in life and exploring how to relate to those roles. Career education is about supporting young people in empowering themselves to live their own best lives.

With that in mind, we begin to see clear overlap

between career education at schools and what happens at KidZania. Essentially, both are exploring what can be done now to help children be more successful when they grow up.

This was also the key theme underlying the two studies being presented in the KidZania White Paper 2023. In both of these studies, we asked adults about the impact of their experiences at KidZania on them and their lives now. In a word, the two studies in this white paper try to answer whether their time at KidZania remained meaningful after the respondents had grown up.

In Study 1, we used interviews to explore whether the childhood experiences had benefitted interviewees as adults by asking about their experiences at KidZania, about their interest in jobs when they were in elementary or junior high school, and about their current work.

In Study 2, we used a survey to explore whether the childhood experiences had benefitted respondents as adults by asking about their experiences at KidZania, about their interest in society and working when they were in elementary or junior high school, and about their current career autonomy.

I hope you'll take the time to read through the full results, but to give you an idea of what you'll learn, the interviews and surveys show that the KidZanians who participated in the studies felt that their experiences at KidZania were meaningful and continue to have an impact on their lives today, into adulthood.

The accumulation of everything in our past leads us here to the present, but that leaves us wondering about the future. In the interviews, we asked participants about their future selves and society, ten years from now. KidZania alumni have a hopeful eye on the future while playing their part as members of society and striving toward their own goals. It is my sincere hope that those children who are visiting KidZania facilities today will be just as full of hope ten or twenty years down the road.

Vocational Interests in Elementary and Junior High School Years, Careers in Adulthood

—Based on Interviews with KidZania Alumni—

1. KidZanian Alumni: Past, Present, and Future

It has been 18 years since KidZania first opened its doors in Japan. Many KidZanians^[1] have graduated from KidZania and are now full-fledged members of society. How do these KidZania alumni remember their KidZania and career-related experiences? Did those experiences have any effect on their current circumstances? In 2021, with the opening of KidZania Fukuoka approaching, a research initiative was launched to explore these questions by asking KidZanians who have become full-fledged members of society about their past experiences and current careers. The central question explored by this initiative was: “Did your experiences in childhood benefit you as an adult?”

Regarding this question, previous research has shown that “experiential career education” is of benefit^[2] when choosing an occupation. Based on these findings, it would be reasonable to assume that work experiences during childhood would produce a positive effect. But does such an assumption prove true in real life? And how do the individuals concerned view the relationship between past experiences and their current careers?

To find out, we asked KidZania alumni to reflect on their career education and experiences with occupational and social activities at KidZania as elementary and junior high school students and then tell us about their current careers.

We attempted to contact candidates through their alma maters and other relevant institutions, and we found ten alumni living across a wide area of Japan—spanning from Tohoku to Chugoku/Shikoku—who agreed to online interviews. The respondents had all been working adults for a period between one and four years, and their careers were considered to be in a stage of growth. A list of the KidZania alumni is shown in Table 1. We will take a look at some of their responses in the following sections.

2. Memories of KidZania

First, we asked alumni to reflect on their impressions of KidZania when visiting. Categorizing their impressions revealed three central themes. The most prevalent was “sense of immersion.” For example, respondent D

said that entering KidZania felt like entering a new world, completely unlike that of their day-to-day life, as if it were a parallel world or an alternate universe. Next, comments about the “experience” stood out. For example, respondent F mentioned a general image of “being able to experience jobs” and respondent I commented that “being able to experience different jobs was really fun.” Respondent A told about receiving an award while participating in an event at KidZania, describing it as a “place where you can pursue your dreams.” Other KidZania alumni also mentioned this central theme of pursuing “dreams.”

These were the three central themes that appeared in their impressions of KidZania: a sense of immersion, the experience, and dreams. Of course, this data is drawn from answers reflecting on the past, so it may not align exactly with respondents' actual impressions at the time when they visited. However, it's very interesting to note that, even ten years later, the respondents were able to speak in detail about the sense of immersion, the details of the activities they experienced, and the challenges they tackled.

More specific keywords appeared in some cases. Some alumni spoke about their memories of KidZania in terms of connection with their parents, rather than focusing solely on their own experience, like respondent G, who told us that his father still keeps a picture of him at KidZania on display at home.

Respondent	Years as Working Adult	Gender	Area of Residence	Age at first visit
A	2	Female	Chugoku/Shikoku	13
B	1	Female	Kanto	8
C	2	Female	Kanto	10
D	2	Male	Tohoku	10
E	1	Male	Chugoku/Shikoku	7
F	3	Female	Kinki	11
G	4	Male	Chugoku/Shikoku	13
H	4	Female	Kanto	11
I	2	Male	Kanto	9
J	1	Female	Kinki	12

Table 1. Interview Survey Respondents [3]

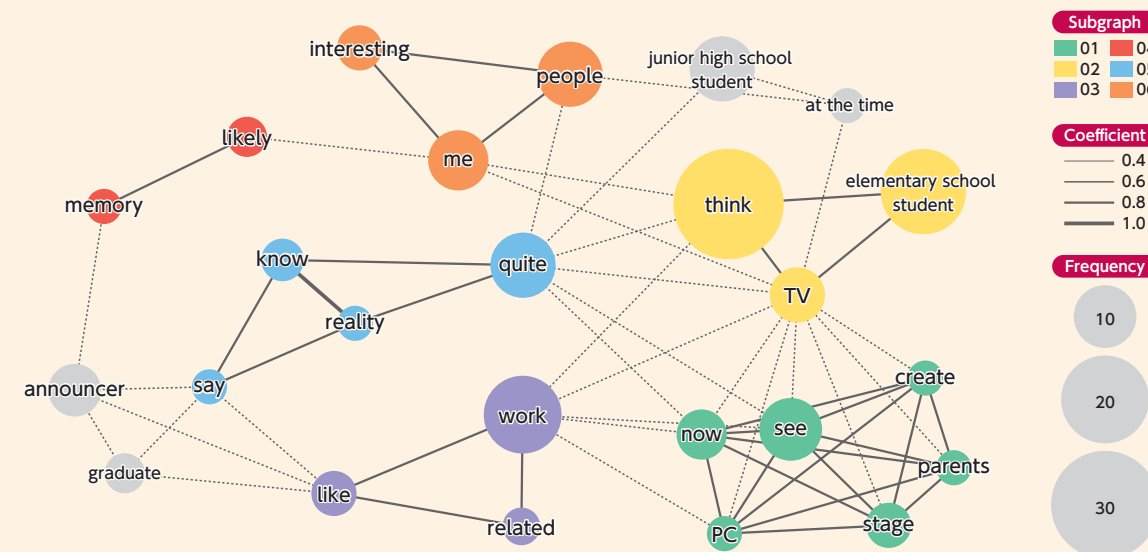


Fig. 1. Vocational interests

3. Vocational Interests as Elementary and Junior High School Students

Next, we asked KidZania alumni about their vocational interests when they were elementary and junior high school students. Figure 1 is a co-occurrence network of words used in their responses^[4]. In this network, you can see that the word “like” is connected to “work.” The word “interesting” is connected to “me.” This suggests that they imagined their future jobs would be something that they liked or found interesting. On the other hand, the words “reality” and “know” are also connected, which might suggest that the students were at an age where they were no longer thinking only of dreams and ideals, but were also beginning to explore realistic possibilities for themselves.

Of the ten KidZania alumni interviewed in this study, eight had a career that they wanted to pursue when they were in elementary or junior high school. However, some of them had been unsure of how to go about pursuing that career. Of those, some spoke about adults nudging them toward making their ideal a reality, in the form of teacher advising them to write a letter to a company they were interested in or a parent telling them that “dreaming about something isn’t enough to make it happen, so just get out there and start doing whatever you can.”

4. Current Occupation

Current occupations of the KidZania alumni spanned a wide variety of fields, including systems engineering, sales, working at an eco-friendly

complex, working in the media industry, and more. We asked what was important to them in their work. Their top concern was “helping people.” This is clear from their comments, which mentioned cooperating with others via “dialogue” (respondent A), “asking what I can do for others” (respondent F), and “connecting with others politely, no matter who they may be” (respondent D). At the same time, there was a tendency to value “sense of achievement,” maintaining a “sense of individuality” (respondent I) while aiming to “feel a sense of personal achievement” (respondent C).

5. Summary of Interviews

In this study, we've been presented with a picture of KidZania alumni who developed an interest in work thanks to diverse experiences and the support of people around them during their time as elementary and junior high school students, and who are currently focused on achieving goals and fulfilling their roles as members of society.

Society includes far more than these ten KidZania alumni. How do those other alumni view their current careers? What is the connection between their past experiences and their current careers? Please take a look at Study 2, in which we conducted a Web-based questionnaire to gain insight into these questions.

(Text by KCJ GROUP INC. Academy Lab)

[1] KidZanians refers to children aged 3-15 who participate in activities at KidZania.

[2] "Survey Research Report on the Development of Skills Related to Career Development", Guidance and Counseling Research Center, National Institute for Educational Policy Research (2011)

[3] Because gender is thought to have a significant impact on career development, gender has been included in the list of respondents.

[4] Koichi Higuchi, "Quantitative Text Analysis for Social Researchers: A Contribution to Content Analysis", Nakanishiya Shuppan, (2014)

Discernible Effects of Previous KidZania Experiences on Career Autonomy even after a long time

—Based on Surveys of KidZania Alumni—

1. KidZanians Reflect: Then and Now

We asked people who visited KidZania in the past, known as KidZanians, to complete a questionnaire about their experiences when they visited and their situations now. A total of 500 KidZanians participated in this survey.

Among the participating KidZanians, some had visited KidZania many times from a young age, while others had only visited once. The majority, comprising 188 of 500 respondents, first visited KidZania between the ages of 7 and 9 (Fig. 1). Among those who first visited KidZania at the ages of 7-9, the majority visited multiple (2-3 or more) times (Fig. 2). Of those who participated in this survey, the youngest respondent was 20 years old, the oldest was 29 years old, and the average age was 26 (Fig. 3; same for those who had visited KidZania as well as those who had not). Now, some years after “graduating” from KidZania, how do these 500 KidZania alumni remember their experiences at the facility and what are their lives like today?

Certain sections of the survey also include questions relevant to people who have never been to KidZania,

Fig. 1. Age at first visit to KidZania

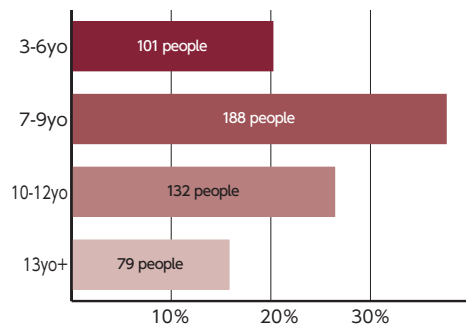
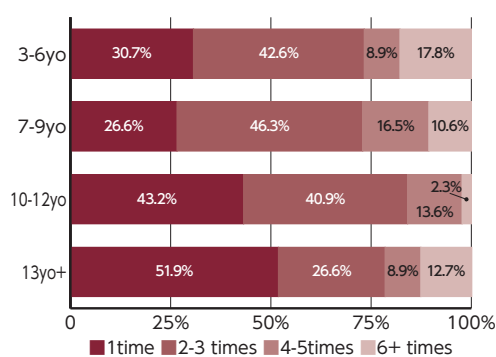


Fig. 2. Age at first visit and no. visits



and those were presented to and answered by 500 such respondents. These questions were answered by a total of 1,000 respondents, including those who had visited KidZania and those who had not, and our analysis presents the possibility of any career-related differences between these two groups.

KidZania's Key Points 1

- Conducted an online survey of 1,000 people in their 20s
- Included 500 respondents who had been to KidZania and 500 who had not

2. About KidZanians

2.1 Value of the KidZania Experience

What is the KidZania experience, according to KidZanians? Reflecting on their past KidZania experiences, respondents most clearly recall having “realistic job experiences” (31.4%), that they “got to try out lots of jobs” (31.0%), or having “experienced the joys of working” (28.2%) (Fig. 4). As a facility meant to provide opportunities for children to experience a wide variety of jobs and services, similar to the way adults do, these answers align well with the aims of KidZania. This survey demonstrated that KidZania serves its purpose so successfully that these impressions stay with visitors for years—sometimes even more than ten years—afterward.

KidZania's Key Points 2 (Section 2.1)

- Impressions of KidZania: realistic, get to try out lots of jobs
- Generates interest in businesses, how society works

Fig. 3. Age distribution of respondents

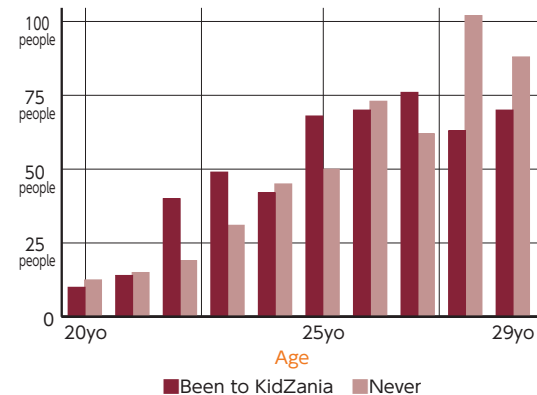
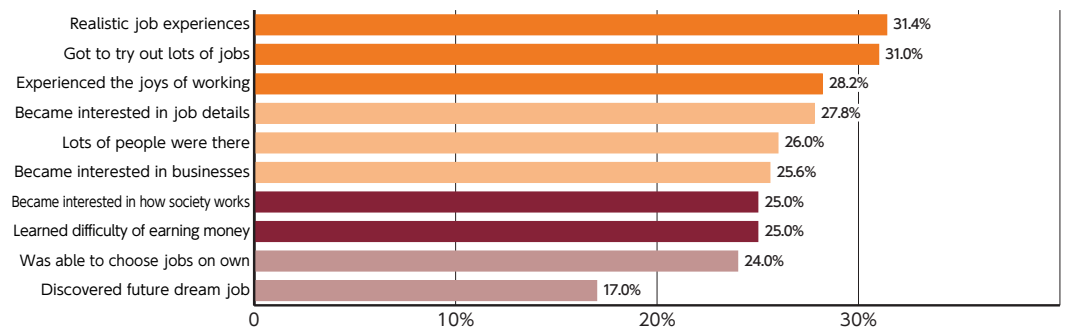


Fig. 4. Impression of KidZania



2.2 Effect of KidZania Experience on Other Areas

The effects of the KidZania experience—with its lasting impressions of realistic experiences, trying out lots of jobs, and the joys of working—appear to extend beyond the walls of the KidZania facility. Correlation was also seen in the children's studies at their regular schools.

Compared to those who had never been, those who had been to KidZania had a better memory of whether they had a “class focused on thinking about one's own career” in elementary or junior high school (Fig. 5, 6). What is significant here is that the percentage of people who answered “don't remember” was smaller for those who had been to KidZania.

Fig. 5. Did you have “classes focused on thinking about one's own career” at elementary school?

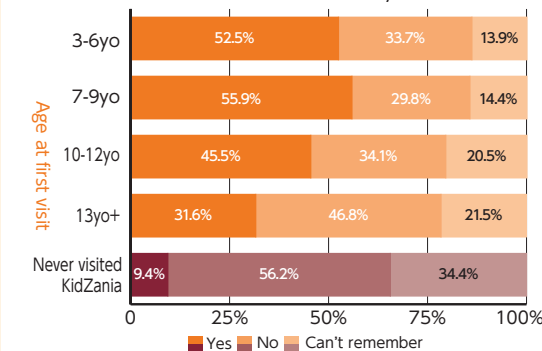
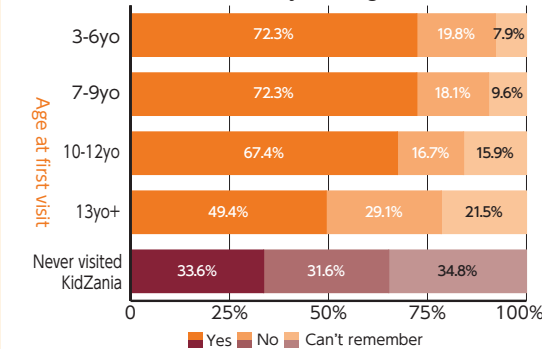


Fig. 6. Did you have “classes focused on thinking about one's own career” at junior high school?



Furthermore, the younger the person was when they first visited KidZania, the more likely they were to remember whether they had a “class focused on thinking about one's own career.” One might conclude that having job-related experiences at KidZania increases a child's awareness of opportunities to think about careers (i.e., career education) during elementary and junior high school. Even if the word “career” is never actually used, there are many activities within the usual curriculum at schools that provide students with opportunities to think about their own careers. For example, all across Japan, elementary students participate in “town exploration” activities and junior high school students participate in “workplace

Fig. 7. Did you find “classes focused on thinking about one's own career” at elementary school enjoyable?

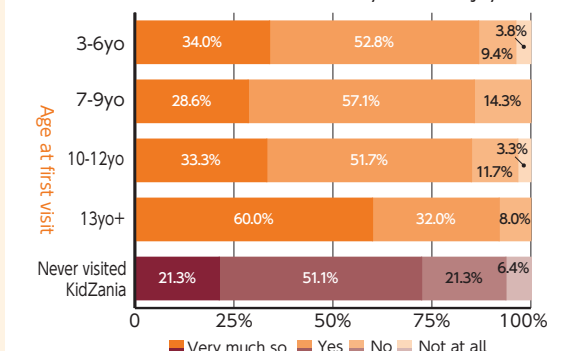
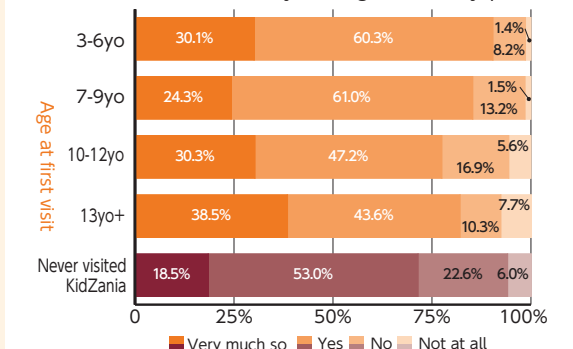


Fig. 8. Did you find “classes focused on thinking about one's own career” at junior high school enjoyable?



*Due to rounding, percentages in graphs may not equal 100% when totaled.

experience” activities. More than a simple “exploration” or “workplace experience,” what is important about these activities is having some awareness that they are opportunities to learn about something relevant to one’s own future. Perhaps children’s experiences at KidZania increased their awareness of opportunities to “think about their own careers” during their studies at school.

Furthermore, those who had been to KidZania also enjoyed having a “class focused on thinking about one’s own career” (Fig. 7, 8). It seems likely that having “realistic experiences”, “trying out lots of jobs,” and experiencing “the joys of working” at KidZania allowed the children to enjoy a “class focused on thinking about one’s own career” as a meaningful learning opportunity in elementary or junior high school^[1]. According to one study, when thinking about their future academic path, the third most frequent point of concern or unease for junior high school students was “lack of motivation to learn”^[2]. It would seem particularly helpful for junior high school students to be able to enjoy a “class focused on thinking about one’s own career.”

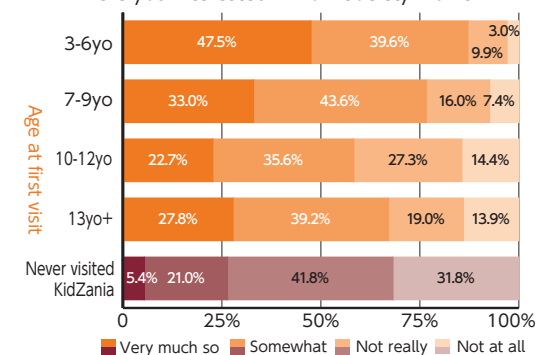
KidZania's Key Points 3 (Section 2.2)

- KidZanian alumni more clearly remember whether they underwent career education in elementary and junior high school.
- KidZanians exhibited a greater tendency to enjoy career-related classes!

2.3 KidZanians Interested in Working, How Society Works

These KidZanians who enjoyed having a “class focused on thinking about one’s own career” in elementary or junior high school were also interested in working and how society works even at that time

Fig. 9. As an elementary/junior high school student, were you interested in how society works?



(Fig. 9, 10). Of particular note, almost half of the respondents who first visited KidZania at a young age of 3-6 responded to whether they were interested in how society works when they were in elementary or junior high school with “very much so.” This could be because they had always been curious about everything since a very young age, or they might have been taken to KidZania because they seemed curious about society and working, or perhaps they became curious as a result of visiting KidZania. Unfortunately, it’s unclear whether the interest came before or after, but we can see that people who had never been to KidZania demonstrated lower interest in society and working. At the very least, this suggests that KidZania serves to cultivate interest in questions about what it means to work and how society works.

KidZania's Key Points 4 (Section 2.3)

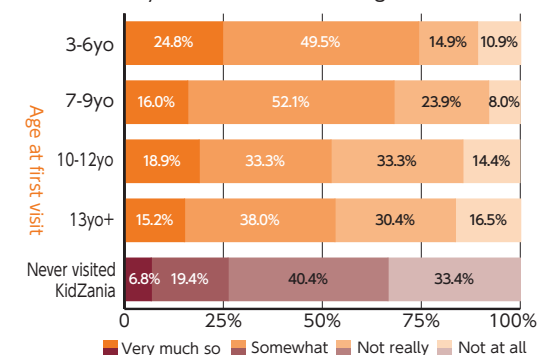
- KidZanian alumni were interested in how society works when they were elementary and junior high school students!

2.4 From the Eyes of KidZanians: Work-related Experiences in Elementary and Junior High School Age

So far, we’ve seen that KidZanians enjoyed having a “class focused on thinking about one’s own career” and were interested in working and how society works when they were in elementary or junior high school. When those KidZanians reflect back on that time, how do they presently feel about “having work-related experiences in elementary and junior high school age”?

KidZanians clearly feel that having work-related experiences in elementary and junior high school age

Fig. 10. As an elementary/junior high school student, were you interested in working?



is meaningful (Fig. 11, 12). They think that work-related experiences in elementary and junior high school generate interest in those jobs and are helpful in selecting a future career. It’s important to notice that KidZanians regard these questions more positively than people who have never been to KidZania. Since it’s not necessarily common to end up doing that job you wanted to do when you were a young child, some people probably think that work-related experiences as a child are not important. However, as we saw in the interviews (p. 11), in order to carve out one’s own career path, it’s also important to “know” the “reality” of the situation.

As a survey of people in their 20s who have just begun to develop their careers, the fact that more

KidZanians responded that they think that work-related experiences in elementary and junior high school age generate interest in those jobs and are helpful in selecting a future career is significant since it suggests they feel this way because of their experiences.

KidZanians also think it’s important to be able to experience a job of your own choosing in classes and at facilities where you learn about and experience jobs (Fig. 13). Career refers to “the progression of one’s life and the ongoing process of discovering the

Fig. 11. Do you think experiencing a job could make someone interested in that job?

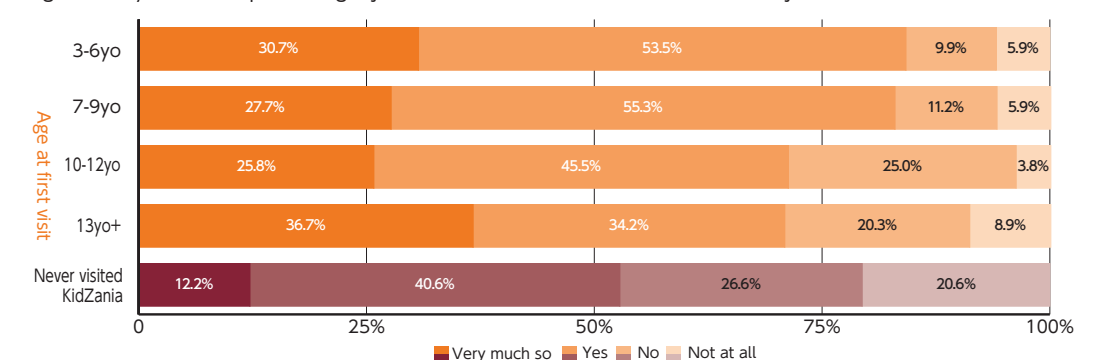


Fig. 12. Do you think it helps with picking a future career?

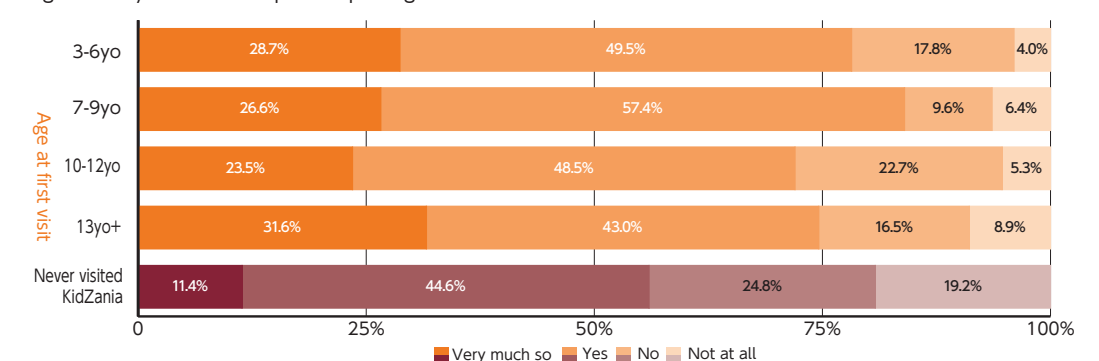
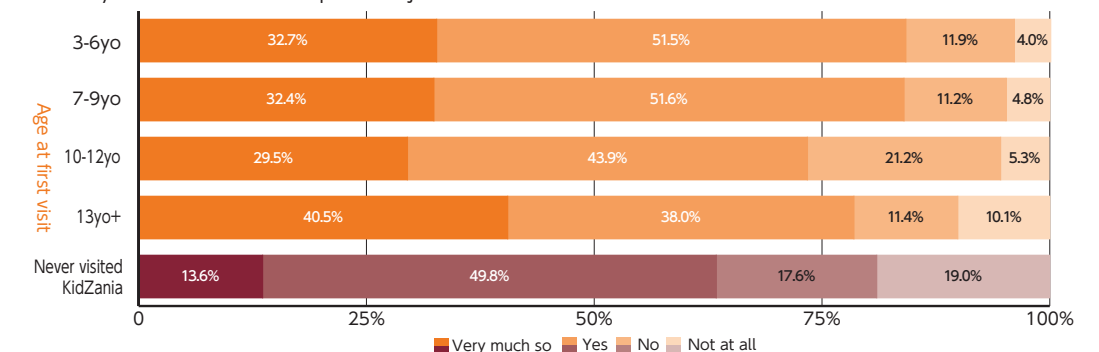


Fig. 13. Do you think it’s important to be able to experience a job of your own choosing at a facility where you learn about and experience jobs?



[1] Caution may be required when interpreting the results of Fig. 7. Notice the disproportionately large percentage of people who first visited KidZania at the age of 13+ and answered “very much so.” It’s possible that enjoying a “class focused on thinking about one’s own career” in elementary school was the reason they came to KidZania.

[2] “First Report on Comprehensive Research on Career Education”, Guidance and Counseling Research Center, National Institute for Educational Policy Research (2020), p. 151

value of the various roles one plays in life and exploring how to relate to those roles.”^[1] In other words, a career is something that we ourselves choose and give meaning to. Perhaps it is because KidZanians choose an establishment on their own and perform that job that the alumni feel it is important to accumulate such experience beginning when one is in elementary or junior high school.

KidZania's Key Points 5 (Section 2.4)

- KidZanian alumni think work-related experiences in elementary and junior high school are important.
- Choosing one's own experience is important.

3. Effect of KidZania Experience which stands even after a long time

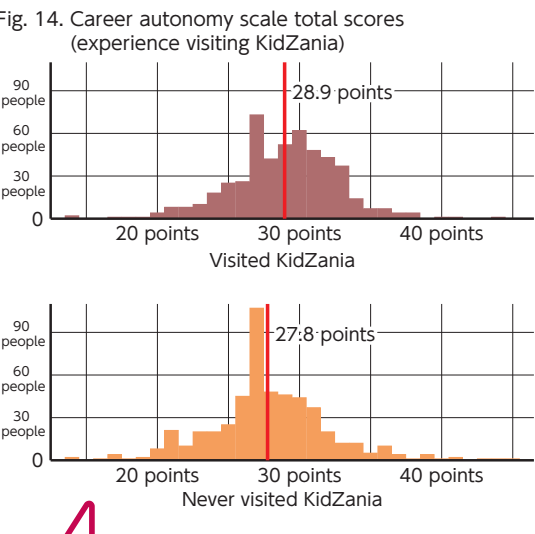
As we've seen, when KidZanians reflect back on the past, they recall having realistic job experiences, enjoying learning and thinking about their own careers not only at KidZania but also at school, and being interested in working and society. Even when reflecting from their present perspective, KidZanians recognize the value of having work-related experiences in elementary and junior high school age.

Now we begin to wonder if an experience of visiting KidZania in the past continues to have an effect, even after one stops going. Of course, as mentioned above, a career is an ongoing process, so experiences had after leaving KidZania likely have a stronger effect on one's current situation. However, if a career is truly an ongoing process, then perhaps experiences from one's time in elementary and junior high school continue to have influence as the foundation of one's career.

To explore this topic, we included nine questions^[2] about present career autonomy in the questionnaire. Career autonomy refers to taking responsibility and determining the path of one's career of one's own volition. The status of a person's career autonomy becomes clear, depending on trends in the how the questions are answered. In this section of the survey, we provided five possible answers, ranging from "strongly agree" to "strongly disagree," with each answer being worth progressively more points, starting at one point and progressing to five points.

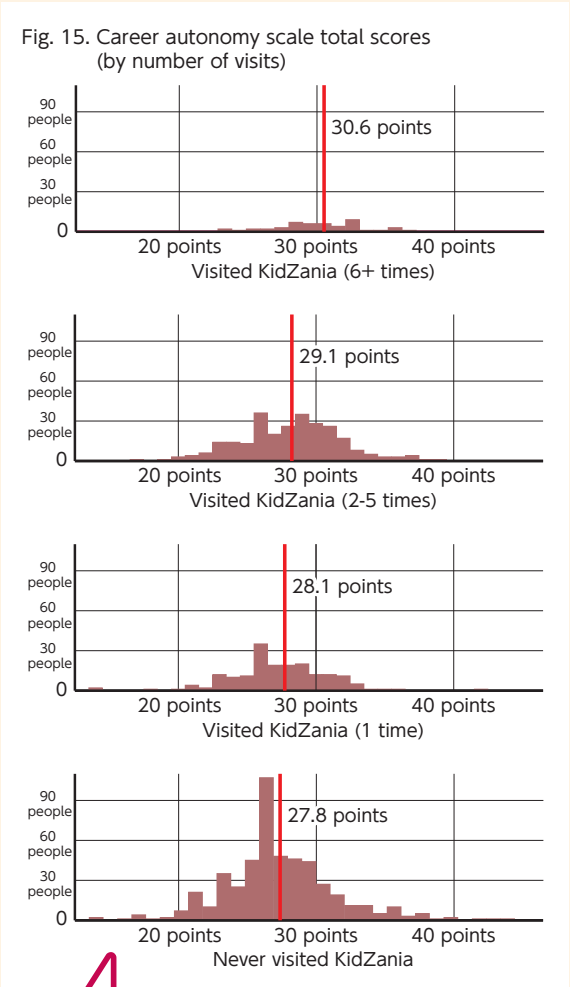
Then, we added up the points for all nine questions. Looking at the results (Fig. 14), we see that people who visited KidZania (purple) had a slightly higher score (mean) than people who had not visited (orange) (visited: 28.9 points, never visited: 27.8 points)^[3]. That's a difference of around one point, which means out of nine questions, one answer might have changed from "agree" to "strongly agree," for example.

Let's dig a little bit deeper. Does the number of visits to KidZania make any difference? Is there a difference between those who visited once and those who visited multiple times? The results of our analysis (Fig. 15) suggest that it is important to have visited KidZania multiple times. The more a group had visited KidZania, the more their career autonomy score (mean) increased: 27.8 for those who had never visited, 28.1 for those who had visited once, 29.1 for those who had visited 2-5 times, and 30.6 for those who had visited 6 or more times^[4].



The group of people who had visited KidZania included people with low career autonomy, and the group of people who had never visited KidZania included people with high career autonomy. However, career autonomy is expected to be higher, on average, for those who had visited KidZania, at a point some time after leaving.

Considering the likelihood of the events of a single day producing an effect lasting several years or even decades into the future, it doesn't seem so odd that the effect of a single visit to KidZania would be minor. On the contrary, we should probably be surprised that multiple visits to KidZania—and only a handful, at that—can have a measurable, though moderate, impact on career autonomy years later, and that effect increases further when the number of visits rises to six or more. Respondent A called KidZania a “place where you can pursue your dreams.” Perhaps



Career autonomy was confirmed to be higher, on average, for people who had visited KidZania, at some point in time after leaving, and the more they had visited KidZania, the higher we can expect it to be. In other words, the more times someone visited KidZania, the more likely that person is to be taking responsibility and determining the path of their career of their own volition.

tackling jobs repeatedly at a young age is manifesting as autonomy, supporting KidZanians years later into adulthood.

KidZania's Key Points 6 (Section 3)

- KidZanian alumni exhibit slightly higher career autonomy than those who have never visited
- Among KidZanian alumni, those who visited multiple times exhibit higher career autonomy
- While the difference in scores for both was small, it's significant that the effects of KidZania experiences can be confirmed years afterward



[3] "Future of Career Education and Vocational Education in Schools (Report)", Central Council for Education (Jan. 2011)

[4] Tsuneo Sakayanagi, "Examination of Reliability and Validity of Adult Career Maturity Scales(ACMS)", The Bulletin of Aichi University of Education (Educational Science) No. 48 (1999), pp. 115-122

[5] Confirmed to be statistically significant using Welch's t-test ($t = 4.4146$, $df = 984.58$, $p\text{-value} < 0.0001$).

[6] Multiple comparison testing (using the Bonferroni method) showed a statistically significant difference between the scores of those who visited KidZania once and those who visited 2-5 times, but the difference between those who hadn't visited and those who had visited once, and between those who had visited 2-5 times and those who had visited 6 times or more was not statistically significant. It would seem that visiting not just once, but multiple times is key. We also performed multiple regression analysis. If you are interested in those results, see page 15.

4. Survey Summary

This survey has painted a picture of former KidZanians who, when in elementary and junior high school, had realistic job experiences, got to try out lots of jobs, and experienced the joys of working. They also enjoyed learning and thinking about their own careers, not only at KidZania but also at school, and were interested in working and how society works. Looking back now, these KidZania alumni recognize the value of having had work-related experiences during that time. We have also discovered that visiting KidZania multiple times results in higher career autonomy even years later, after “graduating” from KidZania.

○Career Autonomy Scale and Statistical Analysis Results

Career autonomy scale was determined using the following nine questions (Sakayanagi, 1999):

1. I have autonomy in my working life.
2. I decide what kind of working life I will lead, of my own volition.
3. I don't mind adjusting my working life according to the surrounding conditions.
4. I take responsibility for how I conduct my working life.
5. Lack of fulfillment in working life is mostly due to the surrounding environment.
6. Whether my working life is fulfilling is my responsibility and depends on my own volition.
7. I often feel bored while working.
8. If I face difficult problems in my working life, I take the initiative to solve them in my own way.
9. I want to continue growing and evolving as a result of my working life.

Table 1. Results of multiple regression analysis

Variable	Beta	95% CI*	P-value
Times visited			
0	—	—	
1 time	0.29	-0.39, 0.97	0.41
2-5 times	0.80	0.15, 1.44	0.015
6+ times	1.67	0.45, 2.90	0.007
Gender			
Male	—	—	
Female	-0.79	-1.30, -0.29	0.002
Other	1.46	-1.71, 4.63	0.36
Prefer not to answer	-1.47	-3.68, 0.73	0.19
Age	-0.07	-0.18, 0.04	0.20
Experience changing jobs			
Changed jobs multiple times	—	—	
Changed jobs once	-0.31	-1.02, 0.39	0.38
Never changed jobs but considering it	-1.10	-1.89, -0.32	0.006
Never changed jobs and not considering it	-0.45	-1.20, 0.30	0.24

*CI = Confidence Interval
R2 = 0.097; Adjusted R2 = 0.074; Sigma = 3.89; Stat = 4.34; P-value = <0.001; df = 24; Log-likelihood = -2,764; AIC = 5,580; BIC = 5,708; Deviance = 14,739; Residual df = 975; No. Obs. = 1,000

We have now confirmed the relationship between number of KidZania visits and career autonomy. However, there are likely other factors, aside from KidZania experiences, also affecting career autonomy. Is it possible to account for and remove the influence of these other factors to determine the influence of KidZania experiences only? Using multiple regression analysis, we identified other influencing factors based on survey data and then attempted to determine the difference in career autonomy scores resulting from KidZania experiences alone, to the extent possible (Table 1). This resulted in a score difference even smaller than that seen in figure 15, but the difference was still statistically significant for 2-5 visits and 6 or more visits. We have to be careful about how we interpret these results since the reason respondents visited multiple times may have been because they enjoyed their KidZania experiences, but the data suggests a high likelihood that multiple KidZania visits increases career autonomy in adulthood.

(Text by Shinji Tateishi, University of Tsukuba)

○About the questionnaire:

The questionnaire used in the survey (in Japanese) can be accessed using the QR code below.



The results of this survey were presented on October 29, 2023 at the 45th Conference of Japanese Society for the Study of Career Education in the form of a report titled "Long-Term Effects of Time at an Occupational Experience Facility on Career Self-Awareness."



Variable	Beta	95% CI*	P-value
Education			
High school graduate	—	—	
Vocational school graduate	-0.19	-1.03, 0.64	0.65
Junior/technical college graduate	1.21	0.31, 2.11	0.008
Four-year university graduate	0.83	0.20, 1.47	0.010
Graduate school graduate	2.19	0.75, 3.63	0.003
Other	-0.27	-2.31, 1.77	0.80
Designation of elementary school			
Public	—	—	
National	-0.29	-1.24, 0.65	0.55
Private	-0.15	-0.95, 0.66	0.72
Other	0.04	-1.32, 1.39	0.96
Junior high school experiences: Workplace experiences, internships	0.99	0.48, 1.51	<0.001
Junior high school experiences: Classes exploring jobs and careers	0.71	0.14, 1.27	0.014
Junior high school experiences: Classes featuring locals and professionals talking about work	0.01	-0.60, 0.62	0.98
Junior high school experiences: Vocational interest and aptitude testing	0.38	-0.36, 1.12	0.32
Junior high school experiences: Testing to help understand one's own personality traits	0.00	-0.77, 0.77	>0.99
Junior high school experiences: Experiential learning at occupational and social experience facilities (KidZania, etc.)	0.61	-0.24, 1.46	0.16

In Closing



This is the fifth edition of our white paper outlining the changes that vocational and social experiences bring to children in the form of surveys and research. In the meantime, the world has become increasingly globalized and the environments surrounding children have undergone significant changes.

What is needed to survive during such times of drastic change is to have one's own core and take ownership of one's own career. For this reason, this year's white paper includes a survey report on "career autonomy." The survey was conducted for members of the KidZania alumni. We hope that these alumni will go on to serve as role models and bring inspiration to current and even future KidZanians for facing the world with a sense of curiosity.

As a facility operating with the concept of "Edutainment," we have provided intensive experiences that can be viewed as a form of internship for children. We believe that publishing these experiences in the form of a research white paper that contributes to the development of future generations is part of our mission, and a way to reward our guests, educators, and partner companies for their support of KidZania.

In closing, we would like to express our sincere gratitude to Dr. Shinji Tateishi of the Office of Management for Teaching and Learning at the University of Tsukuba for his cooperation in this survey and research.

KCJ GROUP INC.
Einosuke Sumitani, CEO



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Published Dec. 2023