



**Impact-Driven Entrepreneurship Education for Children**

## **Country Report - Australia**

**What does the landscape look like in 2025, in the Australian ecosystem, For possible support of social and sustainable entrepreneurship education, for children aged 9-15 years?**

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## 1. Executive Summary

The Impact-Driven Entrepreneurship Education for Children (IDEEC) project is an Erasmus+ initiative aimed at transforming entrepreneurship education by shifting the focus towards social and sustainable entrepreneurship for children aged 9–15. This collaborative project involves educators from five countries: Italy, Spain, the Netherlands, Scotland, and Australia. The primary goal of IDEEC is to empower the next generation by fostering an understanding of the interconnectedness between People, Planet, and Profit, and providing young people ages 9 – 15+ and their teachers and schools with the necessary tools to address environmental and social challenges through entrepreneurship.

In Australia, the current landscape of entrepreneurship education for young learners lacks a dedicated focus on social entrepreneurship. While entrepreneurial concepts are present across subjects such as Economics, Humanities and Social Sciences (HASS), and Technologies, there is no structured curriculum for social entrepreneurship. Key gaps identified in the report include the **absence of a formalized subject or dedicated time** for social entrepreneurship, inconsistent implementation across states and territories, **limited teacher training**, and unequal access to resources. However, the report also highlights significant strengths within the Australian educational ecosystem, including **a robust national curriculum framework** that emphasizes general capabilities like critical thinking, creativity, and ethical understanding, as well as a growing culture of project-based learning and a vibrant network of organizations supporting youth entrepreneurship.

To address these gaps, the IDEEC report provides **actionable recommendations** for policymakers, school leaders, and teachers. Policymakers are encouraged to integrate social entrepreneurship into the national curriculum, invest in teacher professional development, and provide resources and incentives to support schools in implementing entrepreneurship education. School leaders are advised to prioritize social entrepreneurship within their school vision, allocate resources for teacher training, and foster a culture of innovation. Teachers are urged to incorporate social entrepreneurship into existing subjects, adopt active learning strategies like project-based learning and design thinking, and leverage available resources such as the IDEEC framework. By following these recommendations, Australia can create an educational environment that nurtures the next generation of socially responsible innovators, empowering students to become empathetic, creative entrepreneurs equipped to contribute to a more sustainable and equitable future.

## 2. Introduction: About IDEEC

Introducing the IDEEC Project: Fostering Impact-Aware Entrepreneurship.

IDEEC has developed a comprehensive and free toolbox and entrepreneurial process framework for teachers, incorporating a three-phase approach: Challenge Framing, Solutions Experimenting, and Impact Making.

The IDEEC framework includes nine competencies that promote key capabilities such as self-awareness, creativity, teamwork, critical thinking, and sustainable futures thinking. The project emphasizes the integration of frameworks like EntreComp, GreenComp, and Inner Development Goals to foster both internal qualities (e.g., empathy, resilience) and external entrepreneurial skills.

IDEEC's didactical principles include Universal Design for Learning (UDL), Project-Based Learning (PBL), and Human-Centered Design (HCD), with a focus on student-centered learning, the teacher as facilitator, competence-based learning, and Diversity, Equity, and Inclusion (DEI).

The project has finalized its competence framework and didactic guides, and offers the full toolbox, which includes classroom activities and teacher instructions (see [ideec.eu](https://ideec.eu))

**This Report's Focus:** This document presents key findings regarding the landscape for impact-aware entrepreneurship education in Australia, specifically for learners aged 9-15. It is one of a series of reports developed by the Erasmus-funded IDEEC (Impact-Driven Entrepreneurship Education for Children) project. Alongside similar documents for the Netherlands, Scotland, Spain, and Italy, this will contribute to an overall policy suggestion document, to be presented at the IDEEC project's final event in Scotland in June 2025.

For this report for Australia, we examine the current landscape for social entrepreneurship education for learners aged 9-15. While elements of entrepreneurship education exist within subjects like HASS and Design and Technologies, there is no systematic approach to teaching social entrepreneurship

This specific report provides insights into the Australian context and is intended to be a valuable resource for:

- **Educational policymakers at national and regional levels in Australia.**
- **School management leaders.**
- **School teachers.**

For more information and access to our resources, please visit [ideec.eu](https://ideec.eu) or contact us at [info@ideec.eu](mailto:info@ideec.eu).

### 3. Current Landscape

#### **Current Landscape: Entrepreneurship Education for Ages 9-15 in Australia**

Currently, Australia does not have a specific subject dedicated to "social entrepreneurship" for students aged 9-15. Instead, concepts related to entrepreneurship are integrated into various

learning areas within the curriculum of each state and territory. These curricula are based on the national Australian Curriculum but are adapted to meet local educational needs.

### 3.1 Curriculum Governance:

The development and implementation of the curriculum are managed at both national and state/territory levels:

- **National Level:** The **Australian Curriculum, Assessment and Reporting Authority (ACARA)** develops the national Australian Curriculum, which serves as the foundation for all state and territory curricula.
- **State and Territory Levels:** Each state and territory has its own curriculum authority responsible for adapting and implementing the Australian Curriculum:
  - **New South Wales (NSW):** New South Wales Education Standards Authority (NESA)
  - **Northern Territory (NT):** Northern Territory Department of Education
  - **Queensland (QLD):** Queensland Curriculum and Assessment Authority (QCAA)
  - **South Australia (SA):** South Australian Certificate of Education (SACE) Board <sup>1</sup>
  - **Tasmania (TAS):** Department of Education Tasmania (DoE)
  - **Victoria (VIC):** Victorian Curriculum and Assessment Authority (VCAA)
  - **Australian Capital Territory (ACT):** ACT Education Directorate
  - **Western Australia (WA):** School Curriculum and Standards Authority (SCSA)

### 3.2 Integration of Entrepreneurial Concepts Across Subjects:

Entrepreneurial learning is primarily embedded within the following key learning areas and subjects:

- **Economics and Business (Years 5-10):** This learning area explicitly focuses on business, economics, and personal finance, directly addressing the roles of businesses in society and the skills involved in entrepreneurship, innovation, and starting/running a business.
- **Humanities and Social Sciences (HASS): Economics and Business (Years 5-10):** While distinct from Economics and Business, HASS also explores related concepts within its various strands, providing a broader social and historical context for economic and business activities which are crucial for entrepreneurial endeavours.

- **Technologies: Design and Technologies (Foundation – Year 10):** Through design thinking, students in this subject tackle real-world problems in areas like engineering, food, and materials, fostering problem-solving and innovative skills.
- **Technologies: Digital Technologies (Foundation – Year 10):** This subject encourages computational and design thinking to create digital solutions, emphasizing problem-solving and innovation in the digital realm.
- **Work Studies (Years 9-10):** As an elective, Work Studies focuses on developing practical work-related and enterprise skills, including entrepreneurial thinking and preparation for the world of work.

### 3.3 General Capabilities in the Australian Curriculum

The curriculum outlines seven **General Capabilities**, which cut across all subjects and contribute to entrepreneurial capacity:

- ***Literacy***
- ***Numeracy***
- ***Information and Communication Technology (ICT) Capability***
- ***Critical and Creative Thinking***
- ***Personal and Social Capability***
- ***Ethical Understanding***
- ***Intercultural Understanding***

Of these, several are directly relevant to social entrepreneurship:

- **Critical and Creative Thinking:**  
Encourages analysis, innovation, and the generation of new ideas.
- **Personal and Social Capability:**  
Develops skills in self-awareness, collaboration, leadership, and resilience—particularly relevant to the IDEEC project.
- **Ethical Understanding:**  
Encourages students to reflect on the ethical implications of business and entrepreneurial practices, aligning with the principles of social entrepreneurship.

Capability development is a national priority. States, systems, and schools often create their own frameworks for embedding and assessing these capabilities.

### 3.4. State and Territory Specific Approaches:

While the Australian Curriculum provides a national framework, some states have specific subjects that more directly address entrepreneurship:

- **Queensland:** Offers "Business Studies" with a focus on entrepreneurship in senior secondary years.
- **Victoria:** The "Victorian Certificate of Applied Learning (VCAL)" includes enterprise projects for developing entrepreneurial skills.
- **South Australia:** Features "Business Innovation" as a subject centered on creating innovative solutions and business models.

### 3.5 Sustainability as a Cross-Curricular Priority:

Sustainability is recognized as an important cross-curricular theme within the Australian Curriculum for Foundation to Year 10 (ages 5-15), providing a foundation for understanding the broader impact of entrepreneurial activities, particularly within the context of social and sustainable entrepreneurship.

### 3.6 Which Pedagogical Frameworks are Used?

There is no single national pedagogy for entrepreneurship education. Schools employ a diverse range of frameworks, which may include:

- Explicit Teaching
- Project-Based Learning (PBL)
- Inquiry Learning
- Gradual Release of Responsibility
- Universal Design for Learning (UDL)

Many schools are also experimenting with **entrepreneurial pedagogies**, particularly through **Project-Based Learning** and **Design Thinking**. Notably, organisations such as **Future Anything** are supporting schools in embedding entrepreneurial education within classroom practice.

## 4. Gaps in Current Entrepreneurship Education (Australia)

The IDEEC Australia report identifies several **gaps and challenges** that impede the systematic teaching of social entrepreneurship in schools:

- **Curriculum Placement:** There is a **lack of a specific subject or dedicated time** in the curriculum for social entrepreneurship. Existing entrepreneurial content is scattered across subjects without a unified focus. This makes it easy for social entrepreneurship to be overlooked amid core curriculum pressures.
- **Inconsistent Coverage:** Approaches to entrepreneurship education are **uneven across states and territories**. Some regions or schools emphasize it strongly (through electives or special programs) while others do very little. This inconsistency means student access to entrepreneurship learning depends on location and school priorities.
- **Teacher Training and Confidence:** There is **limited teacher training and professional development** dedicated to social entrepreneurship education. Most teachers have not been specifically prepared to teach entrepreneurial skills or social enterprise concepts. Without PD or guidance, teachers may feel unprepared to integrate these new themes effectively.
- **Resources and Support:** Schools face **uneven access to resources and external support** for implementing social entrepreneurship programs. Many teachers lack ready-to-use lesson materials or connections to industry/community partners. Resource gaps are especially pronounced in schools without extra funding or networks, creating inequities in program delivery.

In summary, **the current ecosystem lacks formal structure, training, and support for social entrepreneurship education**. These gaps highlight where intervention is needed – in curriculum design, teacher capacity building, policy guidance, and equitable resource distribution – to ensure all Australian students can learn entrepreneurial skills with a social purpose.

## Opportunities and Strengths within the Existing Ecosystem

Despite the gaps, the Australian context offers significant opportunities and strengths that can be leveraged to advance impact-focused entrepreneurship education:

- **Leverage the National Curriculum Framework:** The foundational Australian Curriculum (with its **General Capabilities** and flexible integration into subjects) provides a ready framework to embed social entrepreneurship content without starting from scratch. For example, existing curriculum outcomes in Critical & Creative Thinking or Ethical Understanding can be tied directly to social enterprise case studies and projects. This means schools can incorporate social entrepreneurship **as part of existing learning goals**, rather than treating it as an extra.

- **Project-Based Learning Alignment:** There is growing use of **project-based and design-thinking approaches** in schools, which align naturally with entrepreneurship education. Teachers who already use PBL for STEM or community projects can extend those methods to social entrepreneurship challenges (like having students design a business to tackle a local issue). This pedagogical openness is a strength – it indicates receptivity to experiential programs like IDEEC’s.
- **Existing Programs and Champions:** Australia boasts a **strong ecosystem of informal and extracurricular entrepreneurship programs** and organizations. Initiatives such as *Future Anything*, *Young Change Agents*, and the *Social Enterprise Academy* (detailed in *Case Studies* below) are already engaging young people in entrepreneurial action beyond the formal curriculum. This ecosystem is on par with or stronger than those in many other countries and can be tapped into for school partnerships, expertise, and resources. Educators don’t have to do it alone – they can collaborate with these organizations to enrich classroom learning.
- **Comparative Insights:** Internationally, some countries (e.g. Scotland or the Netherlands) have more integrated approaches to youth entrepreneurship education. Australia can learn from these models to improve its own practice. The report notes that Australia’s **“not embedded” formal curriculum status is like countries like Spain or the Netherlands, but it could strive for the more integrated approach seen in Scotland**. At the same time, the strong Australian informal sector and innovation culture is an asset that less-developed ecosystems (e.g. in parts of Italy or Spain) might not have. Recognizing these strengths allows Australia to build on what is already working well (like community initiatives and general capabilities) while addressing what is missing (like formal curriculum inclusion).

There is an opportunity for social entrepreneurship education, because **sustainability and social awareness are national education priorities** (as evidenced by cross-curricular themes and student wellbeing frameworks). This creates a favourable policy environment to introduce *social entrepreneurship to achieve existing educational aims* (such as fostering active, ethical, and enterprising citizens). In summary, Australia’s education system has strong building blocks – **robust curriculum frameworks, an entrepreneurial culture, and external support networks** – that present a fertile ground to expand impact-driven entrepreneurship education.

## Australia’s Position comparison

Category	Australia Status	Comparison Insight
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<b>Formal Curriculum</b>	✗ Not embedded	Similar to NL, Spain; less integrated than Scotland
<b>Informal Programs</b>	✓ Strong ecosystem	On par with NL; stronger than Italy/Spain
<b>Teacher Training</b>	✗ Weak	Common gap across all countries
<b>Policy Support</b>	⚠ Fragmented (State-led)	Lacks Amsterdam's city strategy; like Italy/Spain
<b>Impact Evaluation</b>	⚠ Minimal	Could learn from NL's AUAS/Fawaka efforts

## 5. Specific, Actionable Recommendations for Different Stakeholders (Policymakers, School Leaders, Teachers)

This section presents specific, actionable recommendations for key stakeholders to foster effective social and sustainable entrepreneurship education for children aged 9-15 in Australia. These recommendations are based on the identified needs and opportunities within the current landscape and aim to create a supportive ecosystem for integrating this education into schools.

### 5.1 Recommendations for Policymakers (National and State/Territory Levels)

Policymakers play a critical role in establishing the framework and providing the necessary support for social and sustainable entrepreneurship education. The following actions are recommended:

- **Curriculum Integration:**
  - **Action:** Systematically review and update the Australian Curriculum, particularly within the Humanities and Social Sciences (HASS), Technologies, and General Capabilities learning areas, to explicitly embed learning outcomes and content related to social and sustainable entrepreneurship for Years 5-9.
  - **Rationale:** This will ensure that social entrepreneurship is recognized as an essential part of education, providing clear guidance and a mandate for schools and teachers.
  - **IDEEC Alignment:** Leverage the IDEEC framework and its emphasis on impact-driven entrepreneurship to inform the development of these curriculum elements, focusing on problem-solving, innovation, and social impact.
- **Teacher Professional Development:**
  - **Action:** Allocate dedicated funding for the design and delivery of high-quality professional development programs that equip both primary and secondary teachers

with the pedagogical skills and content knowledge necessary to effectively teach social and sustainable entrepreneurship.

- **Rationale:** Well-prepared teachers are fundamental to successful implementation.
- **Stakeholder Alignment:** Collaborate with teacher training institutions (e.g., universities, AITSL, state-based education departments) and specialized providers (e.g., Future Anything, Social Enterprise Academy) to develop and deliver these programs.
- **Resource Development and Curation:**
  - **Action:** Invest in the development or adaptation and centralized curation of age-appropriate, high-quality resources for teaching social and sustainable entrepreneurship. Ensure these resources are easily accessible to all schools and teachers nationally through platforms such as Education Services Australia (ESA).
  - **Rationale:** This reduces the burden on teachers and ensures equitable access to quality materials.
  - **IDEEC Alignment:** Adapt and contextualize relevant free resources from the IDEEC project to the Australian context and make them readily available through national platforms.
- **Incentives for School Initiatives:**
  - **Action:** Establish grant programs, awards, or recognition schemes to encourage schools to develop and implement innovative social and sustainable entrepreneurship programs and projects.
  - **Rationale:** These incentives foster a culture of innovation and provide financial support for implementation.
- **Strategic Partnerships:**
  - **Action:** Facilitate the creation of strategic partnerships between schools and external organizations, including social enterprises, community groups, and relevant industry bodies. These partnerships should provide students with authentic learning experiences and opportunities for mentorship.
  - **Rationale:** Connecting classroom learning with real-world contexts enhances relevance and provides valuable role models.
  - **Stakeholder Alignment:** Engage organizations such as the Alliance of Social Enterprise Networks Australia (ASENA), local social enterprise networks, and universities with

social innovation centers (e.g., University of SA, University of Melbourne, QUT) in these initiatives.

## 5.2 Recommendations for School Leaders (Principals, Assistant Principals, Curriculum Coordinators)

School leaders are essential in creating a supportive school environment for social and sustainable entrepreneurship education. The following actions are recommended:

- **Strategic Integration:**
  - **Action:** Position social and sustainable entrepreneurship as a key priority within the school's strategic plan and curriculum framework.
  - **Rationale:** This demonstrates the school's commitment and facilitates resource allocation.
- **Resource Allocation and Support:**
  - **Action:** Allocate adequate time for teacher professional development related to social and sustainable entrepreneurship and provide the necessary resources (e.g., budget, materials, access to external expertise) to support program implementation.
  - **Rationale:** Empowers teachers to develop their capacity and deliver effective programs.
- **Cross-Curricular Collaboration:**
  - **Action:** Promote and facilitate collaboration among teachers across different learning areas (e.g., HASS, Technologies, Science) to develop integrated projects and units of work focused on social and sustainable entrepreneurship.
  - **Rationale:** Cross-curricular approaches enhance student engagement and provide a more holistic understanding of the concepts.
- **Support for Innovation:**
  - **Action:** Cultivate a school culture that encourages teachers to explore and experiment with diverse pedagogical approaches and resources for teaching social and sustainable entrepreneurship, including the adoption of external toolkits and programs.
  - **Rationale:** This fosters innovation and the identification of effective teaching practices.
- **External Partnerships:**

- **Action:** Proactively establish and nurture partnerships with local social enterprises, community organizations, and businesses to provide students with real-world learning, mentorship opportunities, and potential project collaborations.
- **Rationale:** These partnerships enrich the learning experience and connect students to the community.

### 5.3 Recommendations for Teachers (Primary and Secondary)

Teachers are at the forefront of delivering social and sustainable entrepreneurship education. The following actions are recommended:

- **Curriculum Integration:**

- **Action:** Identify and capitalize on opportunities within existing curriculum areas (e.g., HASS, Economics and Business, Design and Technologies) to introduce social and sustainable enterprise concepts, case studies, and practical activities.
- **Rationale:** This provides immediate and accessible entry points for incorporating social entrepreneurship into the classroom.
- **IDEEC Alignment:** Effectively utilize and adapt resources and activities from the IDEEC project to align with specific curriculum outcomes and the developmental needs of students.

- **Pedagogical Approaches:**

- **Action:** Employ project-based learning and inquiry-based learning methodologies to actively engage students in identifying social and environmental challenges and developing innovative, entrepreneurial solutions.
- **Rationale:** These student-centered pedagogies are well-suited to the action-oriented nature of social entrepreneurship education.
- **IDEEC Alignment:** Implement the IDEEC framework, which is grounded in project-based learning, to structure student learning experiences.

- **Resource Utilisation:**

- **Action:** Proactively seek out and utilize available free or low-cost resources and toolkits from reputable organizations such as Future Anything, the Social Enterprise Academy, and the IDEEC project.
- **Rationale:** This reduces the burden of resource development and provides access to high-quality materials.

- **Real-World Connections:**

- **Action:** Facilitate meaningful connections between students and the real-world by inviting social entrepreneurs to speak to classes (in person or virtually), organizing visits to social enterprises, and encouraging students to engage with community-based projects.
- **Rationale:** These experiences make learning more relevant, engaging, and impactful.

- **Capability Development:**

- **Action:** Intentionally develop students' key capabilities, including critical and creative thinking, personal and social capability, and ethical understanding, through the design and implementation of social entrepreneurship activities.
- **Rationale:** This aligns social entrepreneurship education with broader educational goals.

By implementing these targeted recommendations, policymakers, school leaders, and teachers can collaboratively build a strong foundation for social and sustainable entrepreneurship education, empowering young Australians to become active and innovative contributors to a better future.

## 6. Case Studies: Exemplars of Social and Sustainable Entrepreneurship Education Resources and Programs

This section provides concrete examples of existing toolkits, resources, and programs that can support the implementation of social and sustainable entrepreneurship education in Australian schools.

### 6.1 Australian Developed Resources:

- **Future Anything:**
  - **Description:** Future Anything provides programs and resources that empower young people to turn their passions and concerns into innovative solutions that improve their communities. Their focus is on real-world learning and entrepreneurial skill development.
  - **Link:** <https://futureanything.com/> (IDEEC Partner)

- **Social Enterprise Academy (SEA) Australia:**
  - **Description:** SEA Australia offers learning programs that use enterprise as a powerful learning tool to engage young people in social change. They provide resources and training to educators.
  - **Link:**  
<https://www.google.com/search?q=https://www.socialenterpriseacademy.org.au/> (IDEEC Partner)
  - **Specific Resource Example:** Social Enterprise Education Resources:  
<https://cool.org/social-enterprise-education-resources>

## 6.2 Other Relevant Resources and Organisations:

- **Foundation for Young Australians (FYA):**
  - **Description:** FYA focuses on equipping young people with the new work and enterprise skills they need for the 21st century. They provide reports, frameworks, and resources related to youth entrepreneurship and future skills.
  - **Link:** <https://www.fya.org.au/>
- **Young Change Agents (YCA):**
  - **Description:** Young Change Agents is a not-for-profit social enterprise helping youth from all backgrounds see problems as opportunities through social entrepreneurship.
  - **Link:** <https://youngchangeagents.com>
- **The Australian School of Entrepreneurship (ACE):**
  - **Description:** Our mission is to equip every Australian with the skills, resources and mindset they need to start a business or enter the workforce, regardless of their postcode!
  - **Link:** <https://www.ase.edu.au>
- **BOP Industries (BOP):**
  - **Description:** BOP Industries is an Australian technology and education company on a mission to inspire the next generation of Young Innovators. We aim to inspire, empower and engage 'Generation Z' showing them the amazing things they can do from anywhere, at any age.

- **Link:** <https://www.bopindustries.com>
- **Australian Student Wellbeing Hub:**
  - **Description:** This national initiative provides resources and support to schools and educators to promote student wellbeing, which is closely linked to the development of social and emotional skills relevant to social entrepreneurship.
  - **Link:** <https://studentwellbeinghub.edu.au/>
- **Future Skills Framework - National Skills Agreement:**
  - **Description:** This framework outlines the skills that will be most in demand in the future, including many entrepreneurial and social impact-oriented skills, providing a valuable context for social entrepreneurship education.
  - **Link:** (Search "National Skills Commission Future Skills Framework" on the Australian government website for the most current link)
- **Innovation Design Entrepreneurship Academy (IDEA):**
  - **Description:** While primarily aimed at older students (15-18 years), IDEA provides resources and programs focused on innovation, design thinking, and entrepreneurship, which can be adapted for younger learners.
  - **Link:** <https://ideacademy.com.au/academy/>

## 8. Resources and References

Each state and territories make adaptations to the Australian Curriculum to meet local needs, ensuring that students receive a comprehensive and regionally relevant education. The organizations are:

National Level	
<b>National Curriculum: Australian Curriculum, Assessment and Reporting Authority (ACARA) - <a href="#">ACARA</a>.</b> ACARA develops the Australian Curriculum, which is the foundation for state and territory curricula.	
New South Wales (NSW)	Northern Territory (NT)
<p>⚡ <b>Curriculum Organization: New South Wales Education Standards Authority (NESA)</b> - NESA develops syllabuses for Kindergarten to Year 12 and regulates the curriculum, assessment, and certification</p>	<p>⚡ <b>Curriculum Organization: Northern Territory Department of Education</b> - The NT follows the Australian Curriculum with adaptations to reflect the unique needs of its students and communities</p>
Queensland (QLD)	South Australia (SA)
<p>⚡ <b>Curriculum Organization: Queensland Curriculum and Assessment Authority (QCAA)</b> - QCAA develops the curriculum for Kindergarten to Year 12 and assessments and certification</p>	<p>⚡ <b>Curriculum Organization: South Australian Certificate of Education (SACE) Board</b> - The SACE Board manages curriculum, assessment, and certification for secondary education</p>
Tasmania (TAS)	Victoria (VIC)
<p>⚡ <b>Curriculum Organization: Department of Education Tasmania (DoE)</b> - Tasmania follows the Australian Curriculum, and the DoE develops resources and policies to support its implementation</p>	<p>⚡ <b>Curriculum Organization: Victorian Curriculum and Assessment Authority (VCAA)</b> - VCAA develops the curriculum for Kindergarten to Year 12 and oversees assessments and certification</p>
Australian Capital Territory (ACT)	Western Australia (WA)
<p>⚡ <b>Curriculum Organization: ACT Education Directorate</b> - ACT Education Directorate. The ACT follows the Australian Curriculum and develops resources to support schools in its implementation</p>	<p>⚡ <b>Curriculum Organization: School Curriculum and Standards Authority (SCSA)</b>- SCSA is responsible for Kindergarten to Year 12 curriculum development and assessment</p>

## APPENDIX B:

### *Teaching of the 'Subject Area': Key Learning Area: Strand (Year Levels)*

#### *1. Humanities and Social Sciences (HASS): Economics and Business (Years 5-10)*



- **Focus:** Students explore concepts related to business, economics, and personal finance. They learn about the roles of businesses in society, including entrepreneurship.
- **Entrepreneurial Elements:** Students investigate how businesses operate, the role of entrepreneurs, the importance of innovation, and the skills needed to start and run a business.

### **2. Technologies: Design and Technologies (Foundation – Year 10)**

- **Focus:** This subject engages students primarily in design thinking within a range of technologies contexts (engineering, food and materials). They consider societal contexts and use processes to create design solutions. “The overarching idea of the Technologies curriculum is to *create preferred futures*.” (“Digital Learners – Achieving Through Technology”).
- **Entrepreneurial Elements:** Students engage in **design thinking, problem-solving and innovation while creating solutions to real-world problems**. Project management is explicit in this subject area.

### **3. Technologies: Digital Technologies (Foundation – Year 10)**

- **Focus:** This subject area encourages students to engage in computational, systems and design thinking to create digital solutions. They consider digital systems, data and ultimately create digital solutions.
- **Entrepreneurial Elements:** Students engage in computational and design thinking, problem-solving and innovation to create a range of digital solutions. Project management is explicit in this subject area.

### **4 Work Studies (Years 9-10)**

- **Focus:** This elective subject helps students develop work-related skills and explore career pathways
- **Entrepreneurial Elements:** It includes topics on enterprise skills, entrepreneurial thinking, and preparation for the world of work

### **5 General Capabilities**

- **Critical and Creative Thinking:** The focus of this general capability is critical thinking skills such as analysis, evaluation, justification and reflection. They develop inquiry and ideation skills and are encouraged to imagine possibilities, connect ideas and put ideas into action-
- **Personal and Social Capability:** This includes skills in self-management, social awareness, collaboration, communication, and leadership, which are essential for entrepreneurial success.
- **Ethical Understanding:** Students consider the ethical implications of business decisions, including social entrepreneurship and responsible business practices.

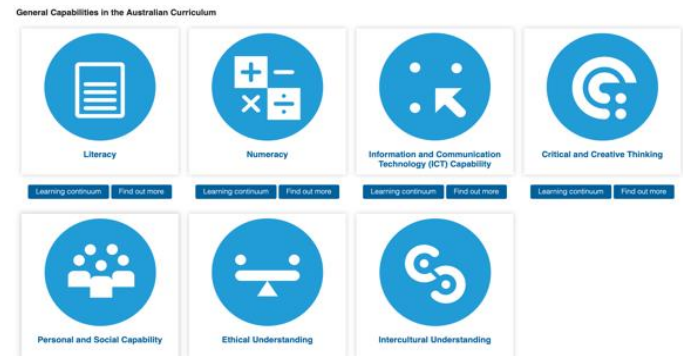
### **6. State and territory variations:**

- **Queensland (QCAA):** Offers the **Business Studies** subject, where entrepreneurship can be a focus area, particularly in senior secondary education
- **Victoria (VCAA):** In the **Victorian Certificate of Applied Learning (VCAL)**, students can focus on enterprise projects that develop entrepreneurial skills
- **South Australia (SACE):** Offers **Business Innovation** as a subject where entrepreneurship is central to learning, focusing on developing innovative solutions and business models

## 1. The Australian Curriculum (ACARA) 'General Capabilities' are:

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

- Literacy
- Numeracy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding



- There is built in focus on *intercultural understanding* and diversity
- One of the capabilities most related to IDEEC is **personal and social capability**:  
<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/>

### 1.1 1.2 Within HASS, this can be applied to the intentions of IDEEC:

- *In the F–6/7 Australian Curriculum: Human and Social Sciences, students develop personal and social capability as they learn how to build discipline-specific knowledge about history, geography, civics and citizenship, and economics and business, as they pose questions, research, analyse, evaluate and communicate information, concepts and ideas.*
- *Inquiry-based learning assists students to develop their ability for self-management. It gives them a role in directing their own learning and in planning and carrying out investigations, providing them with opportunities to **express and reflect** on their questions, opinions, beliefs and values appropriately. As students gain understanding about human experience, past and present, and about their own interconnectedness to people and places across local and global settings, they identify issues and others' perspectives which inform reflective practice, empathy, communication skills, teamwork and advocacy. They learn to appreciate the effects of civic, social, environmental, economic and business decisions, and the effect of these on their lives and those of others. They develop and use enterprising behaviours and capabilities such as leadership and initiative to make informed and responsible decisions, while working independently or collaboratively to achieve desired outcomes and contribute to their communities and society. ("Personal and Social Capability - The Australian Curriculum").*
- *Through working collaboratively in the classroom, in the field and in virtual contexts, students develop their interpersonal and social skills, learning to appreciate the different insights and perspectives of other group members, developing skills to plan, problem-solve, negotiate and lead. Historical, geographical, civic and economic studies inform students' personal identity and sense of belonging and offer opportunities to consider ways of contributing to their communities. ("Personal and Social Capability - The Australian Curriculum").*

## 1.2 1.2 Within 7-10 Civics and Citizenship HASS, this can be applied to the intentions of IDEEC:

- *In the Australian Curriculum: Civics and Citizenship, students are encouraged to develop and apply personal, interpersonal and social skills, behaviours and dispositions, through working collaboratively and constructively in groups, developing their communication, decision-making, conflict resolution and leadership skills, and learning to appreciate the insights and perspectives of others.*

## 1.3 1.2 Within 7-10 Economics and Business this can be applied to the intentions of IDEEC:

- *In the Australian Curriculum: Economics and Business, students learn to appreciate the effects of economic and business decisions, and the effect of these on their lives and those of others. They develop and use personal and social skills and enterprising behaviours and capabilities such as leadership and initiative, developing and maintaining positive relationships, negotiating and resolving conflict and making informed and responsible decisions, while working independently or collaboratively to achieve desired outcomes. ("Personal and Social Capability - The Australian Curriculum")*

### Other examples of toolkits and resources:

- [Foundation for Young Australians](#)
- Australian [Student Wellbeing Hub](#)
- Future Skills Framework - [National Skills Commission](#)
- [Young Achievement Australia](#)
- Innovation Design Entrepreneurship Academy (IDEA) – aimed at **15-18** years  
<https://ideacademy.com.au/academy/>

### Teacher education: Who are the teacher training organizations in your country? For teacher certification to teach in class and teacher further education (lifelong learning):

Teacher accreditation is managed by each state and initial teacher training is administered by local universities. Professional development is then further accessed through each system, state education provider or other local organization.

<b>National Coordination</b>	<b>Australian Institute for Teaching and School Leadership (AITSL)</b> AITSL provides national leadership in promoting excellence in teaching and school leadership, developing professional standards, and supporting the accreditation of teacher education programmes across Australia.
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<b>ACT</b>	<b>Teacher Quality Institute (TQI)</b> TQI accredits teacher education programmes and manages the registration and professional development of teachers in the ACT.
<b>New South Wales (NSW)</b>	<b>New South Wales Education Standards Authority (NESA)</b> NESA accredits teacher education programmes, oversees teacher registration, and ensures the quality of teaching standards in NSW.
<b>NT</b>	<b>Teacher Registration Board of the Northern Territory (TRB NT)</b> The TRB NT accredits teacher education programmes, registers teachers, and monitors ongoing professional development.
<b>Queensland (QLD)</b>	<b>Queensland College of Teachers (QCT)</b> QCT accredits teacher education programmes, manages teacher registration, and promotes high standards of teaching in Queensland.
<b>South Australia (SA)</b>	<b>Teachers Registration Board of South Australia (TRB SA)</b> TRB SA is responsible for accrediting teacher education programmes, registering teachers, and ensuring teachers meet professional standards.
<b>Tasmania (TAS)</b>	<b>Teachers Registration Board of Tasmania (TRB TAS)</b> TRB TAS accredits teacher education programmes, oversees teacher registration, and ensures teachers' professional development.
<b>Victoria (VIC)</b>	<b>Victorian Institute of Teaching (VIT)</b> VIT accredits teacher education programmes, manages teacher registration, and oversees ongoing professional learning.
<b>Western Australia (WA)</b>	<b>Teacher Registration Board of Western Australia (TRBWA)</b> TRBWA is responsible for accrediting teacher education programmes, registering teachers, and maintaining professional teaching standards in WA.

There is some further commentary:

- <https://theconversation.com/chances-are-your-childs-school-uses-commercial-programs-to-support-teaching-what-parents-should-know-203062>
- <https://blog.aare.edu.au/why-these-quick-fixes-wont-work-for-teaching-today-or-tomorrow/>

### Who are other possible partners in policy or use of the IDEEC framework and toolkit?

State Departments, Educational Organizations and Foundations:

- As per tables above
- Foundation for Young Australians (FYA)
- Education Services Australia (ESA)

Industry and Business Associations:

- Business Council of Australia (BCA)
- Australian Chamber of Commerce and Industry (ACCI)

Universities and Research Institutions, specifically:

- University of Melbourne – Graduate School of Education
- Queensland University of Technology (QUT)
- Australian Council for Educational Research (ACER)

- University of SA - <https://guides.library.unisa.edu.au/Entrepreneurship/SocialEntrepreneurship>

**Nonprofit and Community Organizations:**

- Teach For Australia
- The Smith Family

**Technology and EdTech Companies:**

- Google for Education
- Microsoft Education

**Local Government and Community Groups:**

- Local Councils
- Community Partnerships
- Australian Centre for Rural Entrepreneurship (ACRE): has a specific focus for rural schools: Old Beechworth Gaol Corner of William Street and Sydney Road Beechworth VIC 3747 email: [info@acre.org.au](mailto:info@acre.org.au)

**International Organizations**

- SEWF (partner)
- SEA - Scotland's Social Enterprise Academy (IDEEC partner) <https://socialenterprise.academy/australia/>
- Australia collaborates with the Canada's Social Enterprise Institute

**Other associations**

- [Alliance of Social Enterprise Networks Australia \(ASENA\)](#) The Australian peak body for social enterprise groups.
- [South Australian Social Enterprise Council](#) South Australia's social enterprise group, promoting, supporting, building and representing the interests of social entrepreneurs in the State ("Guides: Entrepreneurship: Social entrepreneurship").
- [List of international social entrepreneurship groups](#) A useful list of groups that support social enterprise and entrepreneurs through resources, solutions, connections, and sharing information. ("Guides: Entrepreneurship: Social entrepreneurship").
- [Social Change Central](#) An Australian site dedicated to supporting social entrepreneurs and enterprises. SCC provides links to resources, events, funding, exposure, and awards and competitions. ("Guides: Entrepreneurship: Social entrepreneurship").
- [Impact Boom](#) Impact Boom promotes positive social impact through tools, programmes, and resources. Check their podcasts, website, or attend an event to find out more.

**Academic and journal possible partners**

- Journal of Social Entrepreneurship
- Journal of ethics in entrepreneurship and technology
- Explore peer reviewed journal articles published in the last 5 years for [social entrepreneurship](#) in the library collection

## Survey or baseline data for social entrepreneurship education

- [World Economic Forum 2025 'Future of Jobs' Report](#)
- [Deloitte Access Economics](#) report found that 63 percent of all future jobs will require some form of intensive enterprise skills. ("Check out this interesting Deloitte... - Murray Mallee LLEN").
- A finding backed up by research from the Foundation of Young Australians who discovered that young people with enterprise skills are 17 months ahead of their peers in gaining full-time employment. These enterprise skills aren't being automatically taught in Australian schools. ("The importance of teaching social entrepreneurship in schools").

University courses in social entrepreneurship include (not for teacher training, but in the sustainability section of business studies):

*NOTE: This is not an exhaustive list but examples of what can be found across the tertiary sector.*

- **Queensland University of Technology:** Bachelor of Business, Entrepreneurship and Innovation <https://www.qut.edu.au/courses/bachelor-of-business-entrepreneurship-and-innovation>
- **University of Queensland:** Master of Entrepreneurship and Innovation (MEI): [https://programs-courses.uq.edu.au/program.html?acad\\_prog=5690](https://programs-courses.uq.edu.au/program.html?acad_prog=5690)
- **UQ:** Social and Community Entrepreneurship [https://my.uq.edu.au/programs-courses/plan.html?acad\\_plan=SCOENX5690](https://my.uq.edu.au/programs-courses/plan.html?acad_plan=SCOENX5690)
- **Torrens University:** Bachelor of Business (Entrepreneurship) <https://www.torrens.edu.au/courses/business/bachelor-of-business-entrepreneurship>
- <https://www.acu.edu.au/handbook/handbook-2023/unit/entr202>
- **CQU:** Social Innovation <https://www.cqu.edu.au/engage/social-innovation>
- **University of Melbourne:** Intrapreneurship Fundamentals (microcredential) <https://study.unimelb.edu.au/find/microcredentials/intrapreneurship-fundamentals/>

## Table of Abbreviations

ACARA	Australian Curriculum, Assessment and Reporting Authority
ACT	Australian Capital Territory
ASENA	Alliance of Social Enterprise Networks Australia
DoE	Department of Education
HASS	Humanities and Social Sciences
MEI	Master of Entrepreneurship and Innovation
NT	Northern Territory
SACE	South Australian Certificate of Education
VCAL	Victorian Certificate of Applied Learning
YCA	Young Change Agents