



Impact Driven Entrepreneurship Education for Children

Country Report: The Netherlands

Erasmus+ IDEEC Project

Work Package 4 – Policy Recommendations and Country Plans

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What does the landscape look like in 2025, in the Netherlands 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 a collaborative initiative that aims to transform entrepreneurship education in schools by shifting the focus towards impact-aware and social entrepreneurship for children aged 9-15.

This Erasmus+ project brings together educators from five countries: Italy, Spain, Netherlands, Scotland and Australia. IDEEC's goal is to empower new generations by fostering an understanding of the interconnectedness of "People, Planet, and Profit". The IDEEC project aims to transform current entrepreneurship education in schools by shifting the focus towards impact-aware and social entrepreneurship.

The project's core objective is to support impact-driven entrepreneurship education providers, teachers, and policymakers in developing effective programs. These programs are designed to equip children with the skills to develop their resilience, creativity, agency, team abilities, communication and more (see the [nine competences](#)) and create entrepreneurial solutions for environmental and social challenges and broaden self-development.

This report analyses the current state of impact-driven entrepreneurship education in the Netherlands, identifies key gaps and opportunities, and offers strategic recommendations. Despite increasing attention to impact-aware and social entrepreneurship in higher education, it remains underdeveloped in primary and secondary education.

Call to Action:

Teachers: The history of the Dutch as global entrepreneurs is part of the national identity. Drawing on the positive aspects of the Netherlands historical and current role as problem solvers, innovators and entrepreneurs, add impact entrepreneurship into your class activities. Begin teaching for future competences, earlier and with younger learners. Use the lessons and materials from the [ideec toolkit](#) for free.

Policy makers: Recommendations include promoting the embedding of impact entrepreneurship into the schooling system, possibly within (global) citizenship and/or economics education, leveraging existing networks and non-formal learning pathways, and strengthening teacher capacity.

The IDEEC team encourages schools and educators to access IDEEC's open-source [lessons 9 - 12](#), [Lessons 12 –15+](#) [Competences for Challenge Framing](#) [Competences for Solutions Experimenting](#) [Competences for Impact Making](#), [impact assessment tools](#). Teachers can use cross-curricular strategies to make impact-driven learning more accessible.

Best regards,

The IDEEC Team in the Netherlands,

Dr Maarten Hogenstijn, Inky Bruynse, Quincy Dalh, Egon van Wees and Thiemo Heilbron

2. Introduction: About IDEEC

Introducing the IDEEC Project: Fostering Impact-Driven 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)

3. The Current Landscape

Focus of This Report

This report presents key findings on the landscape of impact-focused entrepreneurship education in the Netherlands, specifically targeting children aged 9–15. It forms part of a series of country reports developed within the Erasmus+ IDEEC project. Alongside parallel reports from Scotland, Spain, and Italy, this analysis contributes to a comprehensive policy recommendation document, presented at the IDEEC final event in Scotland in June 2025.

Focusing on the Netherlands, this report explores the current ecosystem supporting impact-focused entrepreneurship education for children in the 9–15 age group. Impact entrepreneurship has the potential to combine classroom and extracurricular learning: students participate in the real world, encounter issues in the field of sustainable development and find solutions for these issues (creating multiple forms of value: social, ecological and economic). Impact entrepreneurship prepares them for their role as change agents (cf. Sinakou et al., 2019; Van der Wal-Maris, 2019).

Although entrepreneurship education is beginning to gain ground in higher education in the Netherlands, it is still in early stages in primary and secondary education (OECD/EU, 2019, p. 7). Until now, hardly any research has been done on (the implementation of) social or impact entrepreneurship education in Dutch primary and secondary education.

PRIMARY EDUCATION (ages 4-12)

While compulsory education starts at the age of five, almost all children enter eighth-grade primary school (*basisschool*) at age four. Primary schools are free to decide on their own internal organisation and the grouping of pupils. At most primary schools the pupils are grouped by age.

Primary education is regulated by the Primary Education Act (WPO). This does not provide a detailed national curriculum but stipulates that schools must provide teaching in several curriculum areas, such as Dutch; Arithmetic and mathematics; and several factual subjects, including geography, history, science (including biology), social structures (including political studies) and religious and ideological movements. Schools may choose to teach extra subjects in addition to the core curriculum. **Note that the core curriculum is in revision. It does not explicitly include entrepreneurship education.**

Over the last decades, the awareness is growing that good education includes civic education and education for sustainability (e.g. O'Donoghue et al., 2018; UNESCO, 2020). Social Entrepreneurship Education (SEE) could be seen as a powerful way to do this. SEE is conceptualized as education that addresses a) engagement (based on empathy, compassion and care) as incentive for contributing to sustainable development; b) entrepreneurship: the process of recognizing opportunities, generating ideas, taking initiatives and creating value; and c) the interaction between both (Van der Wal-Maris, 2019). While there are schools delivering SEE on this basis (see examples in next sections), these are still scattered.

SECONDARY EDUCATION (ages 12 and up)

After primary education (around age 12), students are enrolled in the following level groups in secondary education, depending on the advice of their teacher and their scores on

standardized tests: (1) pre-vocational secondary education (VMBO, duration of four years), (2) senior general secondary education (HAVO, duration of five years) and (3) pre-university education (VWO, duration six years). Ultimately, the (1) VMBO prepares students for secondary vocational education (MBO). Moreover, the (2) HAVO and (3) VWO courses prepare for tertiary education/higher education. While in secondary school, pupils can move between the three school types – although specific requirements may need to be met. National exams are taken at every level of secondary education in the last year.

Entrepreneurship education is not a subject as such in secondary schools – and there is no national exam on this subject. The closest subjects in the curriculum are economics and management and organization (M&O).

However, secondary schools may choose to offer entrepreneurship education. Most of the schools that do so are members of the VECON Business School (VBS) umbrella organization⁽¹⁾.

Policy environment and existing networks for social entrepreneurship in NL

- OECD: ‘The key challenge is that there is currently no public organization in the Netherlands with a specific mandate to support the development of the social enterprise ecosystem in an integrated way. Responsibility for policy implementation is thus currently scattered across multiple public institutions reporting to different ministries. The Dutch ecosystem for social entrepreneurship and social enterprise had made notable progress in the last five years (as reported by stakeholders met during the OECD study visit)²
- SEWF – Social Enterprise World Forum (linked to current IDEEC Partners): the global main event was held in Amsterdam 2023; legacy / networks could be activated. See <https://www.impactboom.org/blog/2023/10/17/highlights-from-the-2023-social-enterprise-world-forum-in-amsterdam-the-netherlands>
- Social Enterprise NL (www.social-enterprise.nl): national platform organization for SEs

Key initiatives include:

- **Fawaka School of Entrepreneurship:** Fawaka offers 8 themed programs on social and sustainable entrepreneurship and delivers these nationwide. In Amsterdam in

¹ <https://link.springer.com/article/10.1007/s41959-022-00078-8>

² <https://www.oecd-ilibrary.org/deliver/4e8501b8-en.pdf?itemId=%2Fcontent%2Fpaper%2F4e8501b8-en&mimeType=pdf>

2025-2026, it delivers 20 programs in primary schools in priority areas to 500–600 pupils. Connected to this project, in partnership with the Amsterdam University of Applied Sciences **impact measurement** standards are developed.

- **FutureProof program:** a nationwide program, preparing young people to take a role in impact entrepreneurship. It exists in different forms (secondary & vocational education and outside formal education). The Futureproof program is financed by the government's Maatschappelijke Dienst Tijd (MDT) program (<https://www.areyoufutureproof.nl/>)
- **RIF Impact Economy Programme (2024–2029):** Led by ROC Amsterdam with support from the municipality, it aims to train over 1,900 students and 330 educators in impact entrepreneurship, in collaboration with local businesses and civic partners.
- **Young Impact Entrepreneurs of the Year (2025–2026):** A city-wide competition that introduces secondary school students to entrepreneurship, culminating in district and city-level finals with mentorship and funding support.

Europe connections:

- European 'network of networks' organisation EUCLID is based in the Netherlands. <https://knowledgecentre.euclidnetwork.eu/>
- B Corp movement is strongly represented in the Netherlands – over 425 members in Benelux, see [Home - B Lab Benelux](#)
- Doughnut Economics Action Lab and the Donut Coalition promote Doughnut Economics [DEAL \(doughnuteconomics.org\)](https://doughnuteconomics.org/)
- Economy for the Common Good has a local foundation in the Netherlands with members: [ECG International Conference 2024 - Economy for the common good \(econgood.org\)](#) one of the certified members in the space is an educational institution: [The New School for Information Services | NVAO](#)
- Impact Hub has a large hub in Amsterdam and runs several topic-related networks (ecosystems): see <https://amsterdam.impacthub.net/>
- The **Impactmakers Community** provides alumnus support in crafting a career with impact: [Impactmakers Community](#)
- Regional Support networks Social Entrepreneurship; for example, Impact030 in Utrecht (<https://www.impact030.nl/>) and Impact Noord in north of the Netherlands (www.impactnoord.nl)
- EU project SunSE (Support network for social entrepreneurs) <https://sunse.eu/default.php>
- Local lobby organizations such as De Omslag (part of ENSIE)

Policy environment and existing networks for entrepreneurship education in general

- The Ministry of Education is not very active on the topic of social entrepreneurship. In the broader topic of sustainability, a recent initiative is a sustainability challenge for schools. See [Challenge 'Duurzaamheid in het onderwijs' editie 2025 van start - VO-raad](#)
- The Ministry of Economic Affairs (EZ) 'works together with its partners to create an innovative and enterprising Netherlands' It supports entrepreneurship education through RVO program O2lab; with activities in several regional networks / hubs. See <https://www.rvo.nl/onderwerpen/o2lab>
- Cities (such as City of Amsterdam) support entrepreneurship education programs for different groups and are keen to support the development of a learning trajectory in impact entrepreneurship education. Existing partnerships on various education levels. Partnerships include ROCvA (vocational learning), FutureProof and Fawaka Entrepreneurship school.
- In the City of Amsterdam, there are possibilities for a structured and multi-stakeholder approach to embedding impact entrepreneurship into formal education. This includes integration into **primary, secondary, and vocational education** with strong municipal support.
- City Deal Impact Ondernemen (www.citydealimpactondernemen.nl): national platform bringing together the ecosystem for impact entrepreneurship, supported by government grant until 2026.
- Cities that have supported Futureproof programme are Groningen, The Hague (Impactcity), Nijmegen and Zwolle
- Exam topics for VWO (level in secondary education) as of 2027 include topics such as true pricing & CSR (people, planet profit)
[conceptsyllabus_bedrijfseconomie_vwo_2027_versie_1.pdf](#) (examenblad.nl)

4. Gaps and Opportunities

Touch points (possible curriculum space for Social Entrepreneurship)

As stated before, entrepreneurship is not a named or specific subject as such in school education. However, (Global) Citizenship Education is a subject, and could serve as a space for social entrepreneurship education.

Apart from that, economics education (and management and organization) is another possible touch point. The Ministry of Economic Affairs (*Economische Zaken*) finds entrepreneurship education an important subject. Its general goal is to 'work together with its partners to create an innovative and enterprising Netherlands'.

While national integration remains minimal, Amsterdam's example shows how local government can drive systemic change. However, these efforts have **not yet scaled nationally**. Strong regional models like Amsterdam present a **scalable opportunity** to bridge the national-local policy gap.

An additional opportunity is the **Impact Education Congress 2025**, (link?) which will bring together educators, policymakers, social entrepreneurs, and funders to co-create future pathways for embedding impact entrepreneurship in curricula at all levels.

Other possible touchpoints in NL

- **(Global) citizenship** for primary and secondary education (schools are required to include contents on the topics, which can be object of inspections in schools). Active citizenship becomes therefore a touchpoint in schools.
- **Economic equal opportunities/equal welfare**, extra funds targeting regions and areas with less development opportunities to stimulate equal opportunities
- **Non-formal education** funded mainly by local governments or companies (e.g. summer schools, afternoon schools)

Recommendations

- Opportunity to leverage successful city-level models (e.g. Amsterdam) to inform **national policy frameworks**.
- Scale the **Fawaka model**, the **Futureproof model** and **RIF curriculum design** in other Dutch cities with local adaptation support.
- Institutionalize **annual cross-sectoral gatherings** such as the Impact Education Congress to align educational ecosystems.
- Secure further **European grant support** for expanding the IDEEC framework beyond pilot schools.

5. Case Studies

Existing Programmes and Networks Supporting Social and Impact Entrepreneurship Education in Primary and Secondary Schools. A range of programmes, organisations, and schools across the Netherlands contribute to the emerging field of impact entrepreneurship education for children and young people. These initiatives span formal and non-formal education, targeting various age groups and educational levels.

The following case studies highlight a broad and diverse set of initiatives.

Patterns include a concentration of efforts in urban areas, a strong emphasis on sustainability, and the importance of non-formal and extracurricular learning contexts.

Many programmes target marginalised youth or are linked to municipal innovation strategies.

Table 1: Key Programmes and Initiatives Supporting SE / Impact entrepreneurship

Name	Target Group	Focus Area	Description / Key Features	Link
FAWAKA Ondernemersschool	Primary	Sustainable entrepreneurship	Social enterprise introducing all children to entrepreneurship, regardless of background	Fawaka.world
Futureproof	Secondary & Vocational	Sustainable development & careers	Government-funded through MDT; focus on career readiness and impact	areyoufutureproof.nl
Jong Ondernemen	Secondary	Entrepreneurship education	Offers practical modules in business development	jongondernemen.nl
JINC – Ondernemen doe je zo!	VMBO	Practical entrepreneurship	Role model-based entrepreneurship training for students	jinc.nl
Team Ollie – The Boardroom	Ages 12–25	Youth empowerment, entrepreneurship	Trainings in leadership, mental health, peer learning	teamollie.nl
Agora Schools Network	Primary & Secondary	Student-led learning	Personalised learning, often with SEE focus	verenigingagoraonderwijs.nl

Name	Target Group	Focus Area	Description / Key Features	Link
SEE Teacher Ed. Pilot (UKids)	Primary (8–12)	Empathy & entrepreneurship	Pilot empathy challenge integrated in teacher training	socialenterprisebsr.net
Ashoka Changemaker Schools	Various	Changemaking education	Recognised for fostering leadership and social innovation	ashoka.org
Eco-Schools Netherlands	Primary & Secondary	Sustainability education	Part of FEE global movement; whole-school sustainability projects	eco-schools.nl
International Primary Curriculum (IPC)	Up to age 15	International curriculum	Scientific, inquiry-based curriculum promoting global citizenship	ipc-nederland.nl
Stichting Move	Primary	Community engagement	Social responsibility through local action projects	stichtingmove.nl
SME (Stichting Maatschappelijk Entrepreneurship)	Cross-level	Social entrepreneurship	Offers resources and programming	sme.nl
Young Impact	Various	Youth-led changemaking	National platform promoting youth-driven projects	youngimpact.nl
Day for Change	Primary & Secondary	Global citizenship & finance	Workshops on sustainable entrepreneurship & money management	dayforchange.nl
Enactus Netherlands	Higher Education	Social entrepreneurship	Largest global platform for student-led social ventures	enactus.nl

Name	Target Group	Focus Area	Description / Key Features	Link
MAKE IT happen!	All ages	Co-creation & sustainability	Think tank where learners co-design sustainability education	Contact: mariekevduin@gmail.com

Table 2: Notable Schools Supporting Social Entrepreneurship Education

School Name	Level	Key Features	Link
Wittering.nl (Rosmalen)	Primary	Links learning to life, empowering student agency	wittering.nl
De Verwondering (Almere)	Primary	Ecological and sustainability-focused curriculum	verwondering-almere.nl
Terrawijs (Deventer)	Primary	Nature-based, socially responsible learning	terrawijs.nl
Leon van Gelder (Groningen)	Secondary	Team-based evaluation; social and collaborative focus	leonvangelder.nl
Wings Agora / Wings Niekke (Roermond)	Secondary	Entrepreneurship core value; Agora learning model	wingsroermond.nl
UniC (Utrecht)	Secondary	Multidisciplinary curriculum; values of autonomy and identity	unic-utrecht.nl
Supreme College Castricum	Secondary	Innovative curriculum; sustainability and global perspective	supremecollege.nl
UWC Maastricht	Primary & Secondary	Youth Social Entrepreneurship course is mandatory	uwcmaastricht.nl

6. Resources and Research in the Netherlands

Networks

- The European research network on social entrepreneurship EMES (www.emes.net) has a number of Dutch members, with Rotterdam School Management at Erasmus University as institutional member, and different HvA (IDEEC partner) staff as individual member
- Dutch Knowledge Network for Social Entrepreneurship (Kennisnetwerk Sociaal Ondernemerschap, KSON, see <https://kson.nl/about-us/>)
- Amsterdam Impact, an initiative by the City of Amsterdam, strengthens the ecosystem for all companies that tackle societal challenges through entrepreneurship. They act as a guide you through the ecosystem, provide support, and offer tools to make an impact and contribute to a wellbeing economy. Link [Cities of Impact: An Amsterdam Impact series with Pioneers Post](#)
- An additional opportunity is the Impact Education Congress 2025, which will bring together educators, policymakers, social entrepreneurs, and funders to co-create future pathways for embedding impact entrepreneurship in curricula at all levels.

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Higher education social entrepreneurship and social innovation

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7. Conclusion

The Netherlands demonstrates significant momentum in advancing social and sustainable entrepreneurship education for learners aged 9–15, driven primarily by strong municipal leadership, vibrant non-formal learning ecosystems, and cross-sector partnerships. Amsterdam stands out as a national frontrunner—supporting programmes across primary, secondary, and vocational education levels, and investing in long-term initiatives such as the **Fawaka School of Entrepreneurship**, **RIF Impact Economy**, and the **Impact Education Congress 2025**. These efforts underscore the city's commitment to embedding impact entrepreneurship into the learning trajectory of young people.

Despite this promising local landscape, there remains a notable **gap at the national policy level**. Social and impact entrepreneurship are not yet systematically integrated into the formal education curriculum across the country. Although subjects such as **(global) Citizenship**, **economics**, and **management and organization** provide possible entry points, a lack of centralized policy coordination and teacher training continues to limit

wider adoption. Moreover, there is limited longitudinal research into the outcomes of such education in primary and lower secondary settings.

Yet, the foundations for scalable impact are in place. The IDEEC project has contributed significantly by offering a ready-to-use, competency-based framework and open-source tools that align with European strategies such as **EntreComp**, **GreenComp**, and the **Inner Development Goals**. These tools support both internal personal growth and external entrepreneurial skill-building, and are designed to adapt to diverse educational contexts.

To realize the full potential of impact-driven entrepreneurship education in the Netherlands, future efforts should focus on:

- Scaling up **successful city-led models** (such as Amsterdam's approach) through national frameworks;
- Securing **ongoing investment** and European funding to expand IDEEC-inspired initiatives;
- Creating **professional development pathways** for teachers, rooted in real-world projects and intersectoral collaboration;
- Leveraging upcoming events like the **Impact Education Congress 2025** to align stakeholders and embed entrepreneurship into curriculum reform.

In conclusion, the Netherlands is uniquely positioned to lead Europe in systemic innovation for impact entrepreneurship education. However, achieving national coherence will require **bridging the municipal-national policy divide**, institutionalizing proven practices, and aligning with European learning goals to ensure broad, equitable, and sustainable implementation.

Appendix:

Note: This report is part of a broader set of country reports under the IDEEC project, complementing findings from Spain, Italy, and Scotland. Compared to these peers, the Netherlands demonstrates a strong municipal ecosystem for social entrepreneurship, but lags in national policy coordination and integration of social or impact entrepreneurship into formal curricula.

- End-