



# **Impact Driven Entrepreneurship Education for Children**

## **Country Report – Scotland**

### **Work Package 4 – Policy Recommendations and Country Plans**

#### **Erasmus+ IDEEC Project**

**Date: May 2025**

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

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## **2. Executive Summary**

The Impact-Driven Entrepreneurship Education for Children (IDEEC) project is a collaborative Erasmus+ initiative involving educators from Italy, Spain, Netherlands,

Scotland, and Australia. Its core objective is to transform entrepreneurship education in schools by shifting the focus towards impact-aware and social entrepreneurship for children aged 9-15. IDEEC aims to empower new generations by fostering an understanding of the interconnectedness of "People, Planet, and Profit" and equipping children with the skills to create entrepreneurial solutions for environmental and social challenges.

This report analyses the current state of impact-driven entrepreneurship education in Scotland, identifies key gaps and opportunities, and offers strategic recommendations. Scotland presents a promising ecosystem, supported by a rich array of national frameworks and non-formal programs. However, the full integration of social entrepreneurship into the core curriculum remains limited. Recommendations include embedding social entrepreneurship within existing curriculum frameworks like Learning for Sustainability and the Career Education Standard, leveraging strong non-formal initiatives, and strengthening teacher capacity through professional development. The IDEEC team encourages schools and educators to access free tools and adopt cross-curricular strategies to make impact-driven learning more accessible.

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*Best regards,*

*The IDEEC Team*

### 3. Introduction: About IDEEC

#### **Introducing the IDEEC Project: Fostering Impact Entrepreneurship.**

The IDEEC Project aims to foster impact entrepreneurship by developing a comprehensive and free toolbox and entrepreneurial process framework for teachers. This framework incorporates a three-phase approach: Challenge Framing, Solutions Experimenting, and Impact Making. It emphasizes the integration of frameworks like EntreComp, GreenComp, Curriculum for Excellence, and Inner Development Goals to foster both internal qualities (e.g., empathy, resilience) and external entrepreneurial skills.

The IDEEC framework includes nine competencies that promote key capabilities such as self-awareness, creativity, teamwork, critical thinking, and sustainable futures thinking. Its didactic principles embrace Universal Design for Learning (UDL), Project-Based Learning (PBL), and Human-Centred Design (HCD), with a strong 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, including classroom activities and teacher instructions, available at [ideec.eu](http://ideec.eu).

## 4. The Current Landscape: Entrepreneurship Education in Scotland

This section provides an in-depth analysis of the current state of entrepreneurship and social entrepreneurship education within Scotland's educational system for learners aged 9–15. This document forms part of a series of national reports developed within the Erasmus+ IDEEC project, contributing to a unified policy recommendation to be presented at the IDEEC final event in Scotland in June 2025, alongside parallel analyses from the Netherlands, Italy, Spain, and Australia.

### 4.1 Curriculum Governance and National Frameworks

In the Scottish schooling system, the curriculum is known as the "Curriculum for Excellence, (CfE)" which is explicitly focused on **learner-centeredness** as a process and aim. Scotland's Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities, which reflect and recognize the lifelong nature of education and learning. These capacities:

- Recognize the need for all children and young people to **know themselves** as individuals and to develop their relationships with others, in families and in communities (Successful Learners – who know themselves and develop personal relationships in families and communities).
- Recognize the knowledge, skills, and attributes that children and young people need to acquire to thrive in our **interconnected, digital, and rapidly changing world** (Confident Individuals – equipped with skills to thrive in a complex, digital, and interconnected world).
- Enable children and young people to be **democratic citizens** (Responsible Citizens – who are democratic participants in society).
- And **active shapers** of that world (Effective Contributors – able to shape their world through active and creative participation).

Within this overarching framework, several policy documents and national strategies are highly relevant to entrepreneurship, sustainability, and future skills:

- a) **Entrepreneurship and Enterprise Education** Entrepreneurship is not taught as a standalone subject in the 9–15 age range, but elements are embedded within

broader employability and careers frameworks. The key national document is the *Career Education Standard (3–18)*, which includes the following learner outcomes by age 14:

- "I can evaluate risks when developing a business idea and explore different methods of setting up and sustaining an enterprise."
- "I can develop understanding of enterprise, entrepreneurship and self-employment as a career opportunity."
- "I can identify different types of enterprise opportunities and engage in them."

b) **Sustainability and Global Citizenship** Scotland has positioned *Learning for Sustainability (LfS)* as a key driver of educational reform. The government's *2030 Vision for LfS* aligns with the UN Sustainable Development Goals (SDGs), climate action, biodiversity, and circular economy policies. The Scottish Government states, "All of our policy ambitions in relation to the UN SDGs, climate and net zero, and economic and social transformation can only be delivered with the commitment of Scotland's people, supported throughout their education".

c) **Meta-Skills and Capabilities** Scotland's *Meta-Skills Framework* supports transferable skills for life and work. The framework supports a learning environment in which students engage in:

- Visibility of skills
- Meaningful dialogue and reflection
- Profiling and articulating personal development

## 4.2 Integration of Entrepreneurial Learning in Subjects

In the Curriculum for Excellence, "entrepreneurship" or "social entrepreneurship" are not discrete subjects. Instead, entrepreneurship-related skills—such as problem-solving, teamwork, and project planning—are typically addressed through:

- **Interdisciplinary Learning (IDL):** Connecting learning across different subject areas.
- **Learning for Sustainability (LfS):** Embedding entrepreneurial approaches within sustainable development contexts.
- **Project-Based Learning (PBL):** Providing practical, hands-on experiences.

At the secondary level, entrepreneurship is introduced more conceptually, particularly within the *National 5 Business Studies* course (generally for learners aged 13–14). Here, students explore fundamental business models, enterprise structures, and the concept of social enterprise.

### 4.3 Policy Drivers: Sustainability and Rights-Based Education

The integration of the United Nations Convention on the Rights of the Child (UNCRC) into Scottish law has significantly heightened the emphasis on learner agency and rights-respecting pedagogy. While the full long-term impact is still unfolding, this policy shift actively encourages schools to empower children to become active participants in their own learning journey.

Further reinforcing this, Scotland's *Learning for Sustainability Action Plan 2023 to 2030*, branded "Target 2030: A movement for people, planet and prosperity," sets an ambitious goal: every educational setting for learners aged 3 to 18 aims to become a sustainable learning environment by 2030.

The IDEEC framework and its accompanying toolkit are particularly well-suited for integration into Scotland's interdisciplinary and rights-based education, aligning with themes such as Learning for Sustainability, Global Citizenship, Rights Education, Personal Development, and Enterprise and Community-Based Projects. Moreover, the IDEEC toolkit holds valuable potential for alternative learning pathways, especially for students who may be disengaged from traditional curriculum models.

The *Developing the Young Workforce Career Standard 3-18* outlines the progressive learning journey children and young people undertake to understand the world of work from early years through to the senior phase. This curriculum standard details the expected learning outcomes for students and defines the roles of parents/carers, teachers/practitioners, employers, and Skills Development Scotland in supporting this learning. Its implementation aims to enhance the quality and consistency of careers education, thereby improving young people's ability to make informed decisions about future pathways. This document is publicly available on Education Scotland's website.

### 4.4 Role of Non-Formal Initiatives

Scotland benefits from a robust and impactful network of non-formal initiatives dedicated to entrepreneurship education, which significantly complement the formal curriculum.

- **The Social Enterprise Academy (SEA):** This organization is a key player, fully funded by the Scottish Government (though not directly through the education department). SEA's mission is to support every school in establishing a student-led social enterprise. It achieves this by providing essential professional development for teachers and structured frameworks for pupil-led ventures, fostering practical social entrepreneurial skills.

- **Young Enterprise Scotland, Princes Trust, Elevator, Gen+:** All of these organisations offer some form of entrepreneurial education with some aspects focusing on social impact.

Despite the widespread uptake and success of these and other non-formal entrepreneurship education initiatives, the lack of formal recognition within core curriculum policy currently limits the strategic embedding of social or impact entrepreneurship within Scotland's formal educational system.

## 5. Gaps and Opportunities

### 5.1 Key Gaps

- **Absence of a standalone (Social) Entrepreneurship Education subject:** Currently, social entrepreneurship is not widely spread as a standalone subject or consistently integrated into the core curriculum for the 9–15 age range.
- **Teacher capacity and training:** There is no standardized requirement for Initial Teacher Education (ITE) or Continuing Professional Development (CPD) specifically for entrepreneurial education, leading to varying levels of teacher preparedness.
- **Uneven implementation:** Access to entrepreneurial learning opportunities is often dependent on individual school priorities or specific partnerships, rather than universal provision across the system.

### 5.2 Opportunities

- **Leverage Learning for Sustainability Action Plan 2023–2030:** This plan presents a significant curricular driver for embedding the IDEEC framework and integrating social and sustainable entrepreneurship into the curriculum.
- **Align with the Developing the Young Workforce Career Standard 3-18:** Specifically, there is an opportunity to align with the outcome to "develop understanding of enterprise, entrepreneurship and self-employment as a career opportunity". This standard aims to improve young people's ability to make informed decisions about future pathways.
- **Integrate the IDEEC framework:** The IDEEC framework can be effectively integrated into interdisciplinary and personalized learning tracks.
- **Expand recognition of SEA and related programs:** There is an opportunity to formalize and expand recognition of SEA and similar programs through formal education policy.

- **Align Social Entrepreneurship Education (SEE) with the UNCRC mandate for learner agency:** This alignment can be further strengthened by incorporating the Hayward Report recommendations for more flexible, non-exam-based assessment models in the senior phase.
- **Utilize the Meta-Skills framework:** This framework, developed by Skills Development Scotland, can support the visibility, discussion, and profiling of skills, empowering young people to become successful learners, confident individuals, responsible citizens, and effective contributors.
- **Promote IDEEC resources:** The social and environmental challenges at the heart of IDEEC's content, coupled with its learner-centered, project-based, and problem-based learning approaches, and its concern for diversity and inclusion, all fit well within the Scottish context. The free resources and lesson plans should be promoted to the Scottish government, teachers, and education providers.

## 6. Recommendations

The IDEEC framework and toolkit present significant possibilities for integration within the revised Curriculum for Excellence (CfE) narrative, setting it within the current educational context. The curriculum supports the process of engaging with CfE's core principles and developing fit-for-purpose practices.

### 6.1 Overlaps and Integration Points:

- **Embedding Creativity and Learning for Sustainability (LfS):** Integrate IDEEC's principles, which inherently foster creativity and sustainability, into curriculum design across subjects. The IDEEC framework's focus on "People, Planet, and Profit" aligns directly with Scotland's *Learning for Sustainability Action Plan 2023–2030* and its vision for every educational setting to become a sustainable learning environment.
- **Enhancing Planning, Enquiring, and Reflecting:** The IDEEC framework's structured approach (Challenge Framing, Solutions Experimenting, Impact Making) encourages iterative processes of planning, enquiry, and reflection. These methodologies should be promoted to foster collaboration among practitioners and optimize learning impact.
- **Empowering Learner Agency:** IDEEC's student-centered approach strongly supports learner agency, which aligns directly with the enshrinement of the UN Convention on the Rights of the Child (UNCRC) into Scottish law and the push for "rights respecting schools." This policy shift encourages more self-directed learning, providing a strong foundation for IDEEC's implementation.

- **Fostering Inclusion:** The IDEEC framework, with its concern for diversity and inclusion, complements existing tools like the **CIRCLE Framework**, which offers a staged system of support for inclusive classrooms. Utilizing IDEEC alongside such frameworks can provide checklists, planning tools, and scales (e.g., Inclusive Classroom Scale, Participation Scale) to identify changes and measure progress in inclusive practices.
- **Promoting Project-Based Learning and Learner Agency (Senior Phase Alignment):** The IDEEC project's emphasis on challenge-based student projects, where young people can choose social issues to tackle, aligns well with recommendations from reports like the Hayward Review. This report aims to provide a framework for greater learner agency in the senior phase (ages 16+), moving from examination-centric assessment to personalized, project-based learning initiatives.
- **Supporting Meta-Skills Development:** The IDEEC framework's competencies and didactic principles directly contribute to the development of "Meta-Skills" (transferable skills for life and work). Schools should be encouraged to utilize IDEEC's activities to support the visibility, meaningful dialogue, reflection, and profiling of these skills, empowering young people to become the successful learners, confident individuals, responsible citizens, and effective contributors envisioned by the CfE.
- **Utilizing Self-Evaluation Tools:** Encourage the use of self-evaluation tools, such as Learner Self-evaluation Tools, Lesson Starters and Finishers, and Lesson Plans from Skills Development Scotland, in conjunction with IDEEC activities to support student development and progress in entrepreneurial competencies.
- **Promoting IDEEC Resources for Teachers and Providers:** Given the strong alignment with Scottish educational priorities, the free IDEEC resources and lesson plans should be actively promoted to the Scottish Government, teachers, and education providers. This can help address the current gap of no standard ITE or CPD requirement for entrepreneurial education and foster wider adoption of impact-driven entrepreneurship education.

## 7. Case Studies and Exemplary Non-Formal Initiatives

Scotland demonstrates a vibrant landscape of initiatives fostering social change, social entrepreneurship, sustainability, creativity, and collaboration among children aged 9-15. While specific academic case studies with detailed outcomes are often held internally by organizations, numerous exemplary programs and school-level projects illustrate the practical application of these educational principles.

This section highlights key non-formal initiatives mentioned in the report, complemented by examples of on-the-ground school projects identified through recent searches.

### **Notable Non-Formal Initiatives:**

- **The Social Enterprise Academy (SEA):** Fully funded by the Scottish Government (though not through the education department), SEA plays a pivotal role in fostering student-led social enterprises across schools. SEA provides comprehensive professional development for teachers and offers frameworks for pupil-led ventures, enabling practical application of social entrepreneurial principles.

### ***School-Level & Project Examples (Search-Identified)***

Concrete examples from schools across Scotland illustrate how these principles are applied:

#### **Social Entrepreneurship & Social Change (Ages 9-15):**

- **Fortrose Venture (Fortrose Academy, Secondary):** A group of 12 pupils created a social enterprise aimed at addressing isolation among the elderly by creating tools to help communication and interaction with younger generations. They produced wool ball products from felted fleeces and successfully marketed them. (Source: [Social Enterprise Schools Showcase](#))
- **Fair Trade Tuck Shops (Primary Schools):** Following learning about Rainforests and Fair Trade, primary 5-7 pupils at some schools have set up Fair Trade tuck shops. They manage finances, raise awareness through creative projects (like a film "Bungle Book"), and operate the shops every second week, gaining practical business and social awareness skills. (Source: [Social Enterprise Schools Showcase](#))
- **The James Young High School (Secondary, First Year):** A team of pupils used prize money from a Climate Change Dragons' Den event to purchase composting bins and collection caddy bins. They established a process to collect fruit waste, compost it, and use the compost for existing fruit trees, demonstrating a circular economy approach within the school. (Source: [Social Enterprise Schools Showcase](#))
- **Tulliallan Primary - "Tasty Treats" (Primary):** The Social Enterprise Committee created seasonal treats to generate funds. Groups within the committee then chose different causes, such as funding their school allotment by selling sunflower pots, or supporting children affected by war in Ukraine by selling

sweet cones. This showcases varied social causes and business models.

(Source: [Social Enterprise Schools Showcase](#))

### Sustainability Education (Ages 9-15):

- **Learning for Sustainability (LfS) Projects (Primary & Secondary):** Across Scotland, schools are engaging in LfS initiatives that integrate sustainable development, global citizenship, and outdoor learning. Examples include projects connecting young people with nature and biodiversity, and those focused on climate change action. The Scottish Government's "Target 2030" initiative aims for every learning setting to be sustainable by 2030. (Source: [Learning for Sustainability | Resource Themes - Education Scotland](#), [Learning for Sustainability | YouthLink Scotland](#))
- **Glenelg Primary School (Primary):** This small school demonstrates a deep understanding of its local community, integrating it into interdisciplinary learning (IDL) projects. Examples include designing a logo for a new bus service, participating in a local food festival using produce from their school poly-tunnel farmed with local grandparents, and researching local artists. This exemplifies community-embedded sustainability and learning. (Source: [Curriculum Stories 4 - Balancing Expectations and Outcomes - Case Studies in Detail - Education Scotland](#))
- **"Scotland's Young People's Forest" (Youth Work Sector):** This initiative aims to create the first forest in Scotland co-designed, led, and governed by young people (aged 11-25), demonstrating active youth participation in environmental action and sustainability. (Source: [Learning for Sustainability | YouthLink Scotland](#))

### Creativity Education (Ages 9-15):

- **Curriculum for Excellence Integration:** Creativity is not a standalone subject but is embedded across the curriculum. The "A source of inspiration and summary of actions from Scotland's Creative Learning Partners" document highlights the national Creative Learning Plan and the Creativity Portal, providing resources and supporting educators in embedding creative approaches across subjects. (Source: [A source of inspiration and summary of actions from Scotland's Creative Learning Partners - Glow Blogs](#))
- **"Access to Creative Education in Scotland (ACES)" (Secondary, S4-S6):** While primarily for older secondary students (S4-S6, approximately 15-18 years old), this program offers practical workshops, portfolio preparation, and career guidance for visual creative subjects like art, design, and architecture. It demonstrates a structured approach to fostering creative skills and pathways.

(Source: [Access to Creative Education in Scotland \(ACES\) - Study - The University of Edinburgh](#))

### **Collaboration Education (Ages 9-15):**

- **CIRCLE Framework for Inclusive Learning (Primary & Secondary):** The CIRCLE Collaboration developed resources for inclusive learning and collaborative working. At St Albert's Primary School in Glasgow, a strategic change initiative used within-school collaboration to enhance the inclusion of children with additional support needs. The framework promotes collaboration between school staff, parents/carers, and external agencies to support learners. (Source: [Collaboration to Support the Development of Inclusion: Reflections on a Strategic Change Initiative | Journal of Leadership, Scholarship and Praxis in Education, Inclusive learning and collaborative working - Ideas in practice - secondary - Education Scotland](#))
- **Regional Improvement Collaboratives (RICs):** These collaboratives facilitate cooperation between local authorities and schools to provide educational improvement support. They aim to foster innovation and professional development through shared resources and expertise, promoting collaboration across the educational system. (Source: [Glasgow City Region Education Committee Tuesday 4th March 2025 11 am Item 2-Appendix 1 Drawing out the lessons from regional collaboration in](#))

These examples demonstrate Scotland's commitment to fostering a holistic and impactful educational experience, leveraging both formal curriculum frameworks and a rich network of non-formal and project-based initiatives. The IDEEC framework can further enhance these efforts by providing structured tools and a pedagogical approach aligned with these existing strengths.

## 8. The Ecosystem for Social Entrepreneurship Education in Scotland: From Primary to Tertiary

Scotland has cultivated a dynamic, albeit complex, ecosystem for social entrepreneurship education, underpinned by a robust policy landscape and a network of committed partners.

### 8.1 Primary and Secondary Education (Ages 3-18)

At the foundational levels, the Scottish ecosystem focuses on embedding entrepreneurial and sustainable thinking within existing frameworks, supported by impactful non-formal initiatives.

- **Curriculum and Policy Drivers:** (As detailed in Section 4.1 and 4.3).
- **Non-Formal Initiatives and School-Level Support:** (As detailed in Section 4.4).

### 8.2 Overarching National Support and Key Ecosystem Partners

Beyond direct educational delivery, a broader national ecosystem supports the development and growth of social entrepreneurship.

- **Governmental Vision and Strategy:** The Scottish Government's *National Strategy for Economic Transformation* highlights social enterprise as a crucial component for a successful entrepreneurial nation, recognizing its contributions to fair work and local community benefits. While acknowledging its importance, the strategy presents an ongoing opportunity to more fully integrate social enterprise's transformative potential for a broader wellbeing economy.
- **Financial Infrastructure:** Scotland has demonstrated significant success in deploying investment into social enterprises, partly due to substantial Scottish Government investment in infrastructure. This has empowered lenders and Community Development Financial Institutions (CDFIs) like **Social Investment Scotland (SIS)** to both deploy investment and stimulate demand within the sector.
- **Key Sector Organizations and Networks:**
  - **Social Enterprise Scotland:** A central representative body that advocates for the social enterprise sector and supports its growth.
  - **Centre for Entrepreneurship Education Scotland:** Contributes to the advancement of entrepreneurship education.
  - **Social Enterprise Awards Scotland:** Recognizes and celebrates excellence within the social enterprise sector.

- **UnLtd:** A prominent organization providing crucial funding and guidance to social entrepreneurs.

### 8.3 Tertiary Education (Higher and Further Education)

Scottish universities and colleges play a growing role in fostering social entrepreneurship, both through dedicated programs and integrated learning.

- **University Programs and Initiatives:** Universities across Scotland integrate social entrepreneurship into their curricula. Examples include specific modules like "Entrepreneurship for Social Change" at the University of Nottingham, launched in autumn semester 2022-23, aiming to equip students with knowledge and skills to deliver social change through entrepreneurial endeavors, guiding them through tasks to create a social enterprise. Broader engagement by institutions like the University of Strathclyde in social innovation and entrepreneurship is also evident.
- **Teacher Training Organizations:** Universities are the primary institutions for teacher training in Scotland, offering teaching degrees or supplemental one-year degrees. A variety of education and third-sector partners, along with local authorities, are responsible for training teachers and trainers, including the **General Teaching Council for Scotland (GTCS)** and the **Scottish Council for Educational Leadership (SCEL)**. This presents an opportunity to integrate social entrepreneurship education into teacher professional development.
- **Entrepreneurial Campuses:** Scotland aims for world-class entrepreneurial campuses, with ongoing initiatives to engage students in entrepreneurship education and foster social innovation at the higher education level.

This multi-faceted ecosystem, spanning policy, curriculum, non-formal initiatives, and higher education, provides a fertile ground for the continued development of impact-driven entrepreneurship education in Scotland. However, maximizing its potential requires strategic integration and formal recognition of social entrepreneurship within core educational policy.



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## 9. Resources and Research

This section outlines key networks, awards, and academic research relevant to entrepreneurship and social entrepreneurship education in Scotland.

### Networks

- **Social Enterprise Scotland**
- **Centre for Entrepreneurship Education Scotland**

### Awards for Social Entrepreneurs

- **Social Enterprise Awards Scotland**
- **UnLtd** ([What We Do | Mission, Vision & Values | UnLtd](#))

### Research and Relevant Publications

- **Government Reports:**
  - [\*Future Report - Independent Review of Qualifications and Assessment\*](#) (Scottish Government).
  - [\*Fit for the Future: Developing a post-school learning system to fuel economic transformation \(The Withers Report\)\*](#) (Scottish Government).
  - [\*Scotland's Future Skills Action Plan\*](#).
  - [\*SCOTLAND CAN DO – MAKING SCOTLAND A MORE ENTREPRENEURIAL AND INNOVATIVE NATION\*](#).
  - [\*The Entrepreneurial Campus Summary Version\*](#).
  - [Programme 1: Entrepreneurial People and Culture - Scotland's National Strategy for Economic Transformation - Delivery Plans October 2022](<https://www.gov.scot>).
- **Academic and Sector-Specific Research:**
  - **White, G.R.T., Allen, R., Samuel, A., Taylor, D., Thomas, R., and Jones, P.** (2022), "The Ecosystem of UK Social Entrepreneurship: A Meta-Analysis of Contemporary Studies," in Pickernell, D.G. et al. (Eds.), *Disadvantaged Entrepreneurship and the Entrepreneurial Ecosystem (Contemporary Issues in Entrepreneurship Research, Vol. 14)*, Emerald Publishing Limited, Leeds, pp. 193-218. <https://doi.org/10.1108/S2040-724620220000014009>.
  - **GEM: Global Entrepreneurship Monitor: Scotland Report 2021/2022** — University of Strathclyde.
  - **Ashoka Scotland vs England: Highlighting a different value base for social change between the two nations** (see Ashoka).

- ***Entrepreneurship Education in UK Secondary Education*** (SpringerLink). *This chapter examines the current position of Entrepreneurship Education (EE) in UK secondary schools and colleges, conducting a systematic review of UK policies, national curriculum, and evaluating UK EE key successes, challenges, and international collaboration. It reviews and critically assesses international literature on the impacts of enterprise and EE initiatives aimed at secondary schools and colleges, mapping the landscape of provision mainly in England but also in Scotland, Wales, and Northern Ireland.*
- [\*Learning for sustainability\* \(gtcs.org.uk\)](https://gtcs.org.uk). *Learning for sustainability is an international and national priority in education. In Scotland, the Professional Standards for Teachers are underpinned by learning for sustainability as a cross-cutting theme, interdependent with values and leadership. GTC Scotland has collaborated with Learning for Sustainability Scotland, a UN University-recognized Centre of Expertise on Education for Sustainable Development, to develop resources for teachers to explore LfS in the Professional Standards for Teachers.*
- [\*The School for Social Entrepreneurs\* \(the-sse.org\)](https://the-sse.org).
- [\*Social Entrepreneurship \(Online\) | Oxford University Department for Continuing Education\*](#).
- [\*Journal of Social Entrepreneurship | Taylor & Francis Online\*](#).
- [\*20 inspiring Scottish social entrepreneurs - TFN\*](#).
- [\*british\\_council\\_social\\_entrepreneurship\\_in\\_education\\_web\\_final.pdf\* \(britishcouncil.org\)](#).
- [\*CIRCLE resource to support Inclusive Learning and Collaborative Working \(Primary and Secondary\) | Resources | Education Scotland\*](#).
- [\*Exploring the challenges of entrepreneurship education | Advance HE\* \(advance-he.ac.uk\)](#).
- [\*Social Innovation & Entrepreneurship | University of Strathclyde\*](#).
- [\*Scotland's 10-year plan for world-class entrepreneurial campuses \(digit.fyi\)\*](#).
- [\*Engaging students in entrepreneurship education\\_1575456386.pdf\*](#).
- **Cross-National Studies (Relevant for Comparative Analysis):**
  - **OECD/European Union** (2018), *Supporting Entrepreneurship and Innovation in Higher Education in The Netherlands*, OECD Skills Studies, OECD Publishing, Paris. (Note: This citation is from the Netherlands report and is relevant for comparative analysis).
  - *Learning for Sustainability in Europe: Building competences and supporting teachers and schools* (Eurydice report, 2024). (Note: This is also from the Netherlands report but is generally relevant for broader context).
- **Specific Program Research/Descriptions:**

- **"Entrepreneurship for Social Change" - Entrepreneurship at Nottingham:** This module, launched in autumn semester 2022-23, aims to equip students with the knowledge and skills to deliver social change through entrepreneurial endeavors, guiding them through tasks to create a social enterprise. The module delivery centered around a newly curated, innovative portfolio that guided the students through different tasks to create a social enterprise, building their venture ideas week by week through tasks such as writing purpose, vision, and mission statements, identifying funders, outlining key costs, and completing a full Social Business Model Canvas.

## References

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- The Scottish Government, *SCOTLAND CAN DO – MAKING SCOTLAND A MORE ENTREPRENEURIAL AND INNOVATIVE NATION*.

- The Scottish Government, *The Entrepreneurial Campus Summary Version*.
- The Scottish Government, *Programme 1: Entrepreneurial People and Culture - Scotland's National Strategy for Economic Transformation - Delivery Plans October 2022*.
- CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) | Resources | Education Scotland.
- Exploring the challenges of entrepreneurship education | Advance HE.
- Social Innovation & Entrepreneurship | University of Strathclyde.
- Scotland's 10-year plan for world-class entrepreneurial campuses (digit.fyi).
- Engaging students in entrepreneurship education\_1575456386.pdf.
- 20 inspiring Scottish social entrepreneurs - TFN.
- british\_council\_social\_entrepreneurship\_in\_education\_web\_final.pdf (britishcouncil.org).

## Links

- <https://www.cultureandbusiness.scot/culture-business-scotland-fund-supports-innovative-partnerships-with-scottish-arts-and-heritage-organisations/>
- <https://blogs.glowscotland.org.uk/fa/lfsfalkirk/2022/10/10/exciting-partnership-with-social-enterprise-academy/>
- [https://issuu.com/socialenterprise5/docs/social\\_enterprise\\_schools\\_printed\\_showcase\\_-\\_digit](https://issuu.com/socialenterprise5/docs/social_enterprise_schools_printed_showcase_-_digit)
- <https://www.gov.scot/publications/target-2030-movement-people-planet-prosperity/pages/3/#:~:text=Target%202030%3A%20Sustainable%20Learning%20Settings,scot>
- <https://pearsfoundation.org.uk/news/rachel-franklin/young-peoples-forest-in-scotland-launches-today/>
- <https://education.gov.scot/resources/creativity-3-18-curriculum-review-impact-report/>
- <https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-primary-and-secondary/#:~:text=These%20resources%20strengthen%20a%20whole,individual%20practitioners%20improving%20their%20classroom>
- <https://www.gov.scot/publications/review-regional-improvement-collaboratives/pages/5/>

## Research on Social Entrepreneurship Education

- *Entrepreneurship for Social Change* - Entrepreneurship at Nottingham: This module, launched in autumn semester 2022-23, aims to equip students with knowledge and skills to deliver social change through entrepreneurial endeavours, guiding them through tasks to create a social enterprise.

## Conclusion:

Scotland presents a promising ecosystem for impact-driven entrepreneurship education, supported by a rich array of national frameworks and non-formal programmes. However, the integration of social entrepreneurship into the core curriculum remains limited. The IDEEC framework offers strong potential to bridge this gap by aligning with Scotland's commitment to learner agency, sustainability, and social justice.