

Dear Dr Johnston,

Please see title and abstract submission below, in response to the conference and call titled: *'Poverty, Class and Education'*.

I hope it is of interest and look forward to hearing from you soon.

### **Abstract Submission**

<p style="text-align: center;"><b>Creatively confronting poverty amongst Scotland's young people: The intervening role of supportive and systematic enterprise education and policy</b></p>
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In differing forms, schools, colleges, and universities aim to embed enterprise education, in developing creativity and innovative skills, increase employability, and realise business creation. For individuals, exposure to enterprising activity improve confidence, provide fresh economic opportunities, and promotes autonomy.

The Joseph Rowntree Foundation (2024) state that poverty rates have increased, and children from deprived homes leave compulsory-level education years earlier, impacting already varied and uncertain career destinations. With only a third likely to progress into further or higher education, relatable curriculum including business and enterprise within latter secondary school years, as well as early college and university levels, is crucial.

The 'National Strategy for Economic Transformation' (2022), from the Scottish Government, highlighted links between an entrepreneurial nation that includes a strong workforce and the reduction of child poverty, where more people are enabled into work through improved childcare provision, transport infrastructure, and start-up support. Upholding this ambition, organisations within Scotland promote enterprise, in changing socio-economic conditions and legacies. Young Enterprise Scotland, Social Enterprise Scotland, Elevator, and Converge are examples where programmatic support maintain a progressive community for enterprise. However, such endeavours and activities are not fixed or commonplace features of compulsory to further or higher learning.

This presentation reviews existing rhetoric and roles concerning enterprising opportunities for Scotland's young people, the distinct challenges faced post-compulsory education, and what further interventions through organisational support or systematic programmes within FE and HE are required. Recommendations are highlighted, as potential routes to bridge Scotland's alienated youth with our invested enterprise ecosystem are outlined.

Kind Regards,

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