



Young
Enterprise

Member of JA Worldwide

- FINANCIAL CAPABILITY
- ENTREPRENEURSHIP
- WORK READINESS



YOUNG ENTERPRISE TRANSFORMING FUTURES STRATEGY

2024-2030

All young people can build the skills, confidence and mindset to thrive in work and life.



“You're learning key valuable skills too. Not just in running a business, but in life.”

Young person

INTRODUCTION

Sarah Porretta, CEO, Young Enterprise Transforming Futures



Young people are growing up in a world marked by rapid and unpredictable change. Economic uncertainty, shifting job markets, rising inequality, and the accelerating impact of digital and AI technologies mean the path into adulthood can feel increasingly complex. Yet the potential of this generation is extraordinary. With the right support, every young person—whatever their starting point—can build the skills, confidence and experiences they need to thrive.

We also know that some young people face far greater barriers than others. Challenges with confidence, peer support, aspirations, or even simply feeling disconnected from school can make the journey to adulthood even harder. Many tell us they feel they are already “behind” compared to more privileged peers who have access to networks, resources and opportunities they’ve never had. We believe deeply that this gap is not about ability or ambition—it’s about access. Our programmes are designed to help level the playing field: building confidence, developing essential skills, improving employment prospects and supporting young people to take steps toward financial independence and a bright future.

Our Transforming Futures strategy is designed for this moment. It reflects what young people tell us they need right now: practical, engaging opportunities to build confidence; real-world skills that open doors; guidance from relatable role models; and learning that feels relevant to their lives and futures. And while AI is a major topic shaping education and work today, we know the landscape will continue to shift. This strategy is intentionally built to remain responsive, to societal, political or technological changes. We will review our aims and impact annually, so that Transforming Futures evolves as the world around young people changes.

This strategy builds on the foundations of our previous four-year strategy, No Time Like the Future, which helped us reach over a million young people and deepen our relationships with schools, volunteers and employers. That work gave us valuable insight into what drives impact and where young people need us most—and Transforming Futures aims to carry that momentum forward.

It is the product of a year of listening and co-design with young people, educators, colleagues, volunteers, funders and partners. It offers a shared direction and clear ambitions, but it is not a static plan. Transforming Futures is a living, breathing strategy that will adapt as the external environment changes—whether that’s new technologies, policy shifts or emerging challenges facing young people.

What will remain constant is our commitment to widening access, strengthening outcomes and ensuring that young people—particularly those facing the greatest barriers—can take meaningful steps towards brighter futures.

We are lucky to have long-standing relationships with funders big and small, and are extremely grateful to those who support us across England, Scotland and Wales. We are proud of the progress so far and energised by what comes next. With the support of our colleagues, volunteers and partners, we are ready to go further.

Whether you work in a school or college, support us through your organisation, or volunteer your time, we invite you to join us on the journey. Together, we can help more young people unlock their potential and shape futures full of possibility.

ABOUT US



Young Enterprise is a national education charity which helps young people build confidence, manage money and shape their own future. Through practical experiences, we spark big ideas, bold ambitions and skills for life – giving every young person the chance to thrive, no matter where they start. It’s not just about knowledge, it’s about preparation for employment, confidence, independence and ambition.

Our enterprise and financial education programmes are hands-on and engaging, and suit many different styles of learning. They help young people build useful skills like confidence, public speaking, teamwork and problem solving, and they introduce them to the workplace and business volunteers and mentors. Our programmes can also help schools tackle pressing issues such as attendance, attitude and attainment, which in turn drives social mobility.

Through our **Transforming Futures** strategy, we’re working with schools, colleges, youth groups and communities across England, Scotland and Wales, focusing on making these opportunities truly accessible—especially for those who face the biggest challenges. With the help of our committed and generous partners, we direct extra support where it’s needed most, so more young people can unlock their potential and take positive steps forward.

We’re also building a strong evidence base to show what works. By measuring impact and learning as we go, we’re helping to create a fairer system—one that values enterprise and financial education, supports social mobility and helps all young people thrive.

WHAT WE DO...



Make financial and enterprise education accessible to everyone.



Give young people practical, work-relevant skills for life.



Support schools with engaging, ready-to-go resources.



Connect young people with opportunities and role models through volunteers, educators and partners.



Boost skills to help all young people feel confident about shaping their own future.



“We actually grow as individuals through the whole process and develop these key skills like leadership, teamwork and resilience.”

Young person

The UK faces a significant skills gap, and far too many young people aren't in education or employment. Many leave school without the necessary skills to succeed in the working world.



1M

Nearly 1 million young people are currently NEET (Not in Education Employment or Training) – the highest in over a decade.



46%

of young people are uncertain about their career paths – nearly double 2018's figure.

19.2 months



Disadvantaged students in England and Wales are, on average, 19.2 months behind their more affluent peers in educational attainment by the age of 16, as measured at the end of Key Stage 4 (GCSE level).

Similarly, in Scotland, the gap between school leavers in the most and least deprived areas attaining one or more qualifications was 20 percentage points, at SCQF Level 5 (equivalent to GCSEs).



We're equipping young people with the skills, knowledge, and experiences they need to succeed both personally and professionally.

Sources: House of Commons Library. <https://www.educationandemployers.org/mismatch-between-student-aspirations-and-job-market/>
Annual Report 2024: Foreword & Executive Summary - Education Policy Institute. <https://epi.org.uk/annual-report-2024-foreword-executive-summary/>
www.gov.scot/publications/independent-review-qualifications-assessment-fairer-scotland-duty-assessment/pages/4/

OUR STRATEGY



Our strategy, Transforming Futures, launched in November 2024, focuses on reaching young people facing some of the greatest barriers and making our programmes accessible to all. It aims to increase their engagement in education, improve preparedness for the world of work and help increase social mobility.

OUR VISION



At Young Enterprise, we believe all young people—whatever their starting point—can build the skills, confidence, and mindset to thrive in work and life.



CASE STUDY

Denbigh High School, Luton, Year group 10
Young Enterprise Company Programme



“Although so far Denbigh has introduced the Young Enterprise scheme as a curriculum pilot, we are keen to consider how to roll this out further. We are very pleased with the results so far.”

Donna Neely-Hayes, Head Teacher, Denbigh High School

Improving attainment, attendance and achievement

“The progress of our students who undertook Company Programme surpassed all expectations. It has been a joy to witness how a group of pupils, who were at risk of becoming increasingly disengaged with school, found a new avenue for creativity and personal development via the more practical way of learning that the Programme offers. There has been a notable difference in terms of improved attendance and higher morale and engagement in the classroom.”

This is how Donna Neely-Hayes, Head Teacher at Denbigh High and former Trustee at Young Enterprise, summarised her school's participation in Young Enterprise's flagship programme.

Ms Neely-Hayes and her colleagues had identified a particular group of Year 10 students who were not achieving their potential, in fact they were at risk of permanent exclusion. Their disruptive behaviour was starting to impact others around them. The decision was made to offer them an alternative way of learning. Rather than arranging extra-curricular sessions to catch up, after much deliberation, it was decided that the students should be taken out of their modern foreign language classes and enrolled in Young Enterprise's Company Programme.

The teachers wanted to try a different style of education, one which is more practical and hands-on, one which would hopefully re-engage the students. Company Programme offers such an alternative approach to learning. Participants create a company, including designing a logo,

producing a product, calculating profit and loss and selling to family and friends.

In Denbigh's case, the young people soon started to respond positively to this new way of learning, feeling empowered to make decisions, and working well as a team. Having previously been told what to do, many felt a new sense of autonomy, which boosted their confidence and was evident in their interactions with adults. Even their body language was more open.

The impact of the programme was tracked for each boy via both their attendance record and their attitude. Ten of the thirteen boys showed an improvement in their attendance, with one showing a nearly 9% improvement between Year 10 and 11.

Attitude was measured by the school's behaviour policy which identified their commitment to learning in lessons and any disruptive or disengaged behaviour. It was pleasing to see 8 of the 13 gaining a higher score and one showing an impressive 29 point improvement.

“Ten of the thirteen boys showed an improvement in their attendance... and one showed an impressive 29-point improvement in attitude.”

Given that, prior to the programme, many of the boys had been at risk of exclusion, the fact that many of them developed their public speaking skills and financial literacy showed quite a turnaround. Being physically present in school is of course a prerequisite for unlocking further academic opportunities, especially in core subjects such as maths and English. This, in turn, can lead to better attainment.

The contribution and commitment of Denbigh's staff was key to making this experiment a success. Denbigh were familiar with Company Programme as an extracurricular offer but bringing it into the curriculum was a learning curve and teachers were well supported by Young Enterprise. Young Enterprise worked with teachers to help them deliver the programme effectively, offering additional support in the form of bespoke lesson plans, to help engage the young people.

Although the number of pupils involved was small, the transformation of their behaviour was significant, leading other schools in the Luton area to show an interest in adopting a similar model. Ms Neely-Hayes herself has expressed a desire to expand the offering within Denbigh, so that more pupils have the opportunity to benefit from practical, applied learning opportunities, with her own recent evidence that they can re-engage young people and improve their overall outcomes. She commented:

“Although so far Denbigh has introduced the Young Enterprise scheme as a curriculum pilot, we are keen to consider how to roll this out further. We are very pleased with the results so far.”

However, the final word should go to one of the young people involved. Previously demonstrating disengagement and disruptive behaviour, he concluded “I don't have time to mess around as I am too busy selling or planning my product!”

Donna Neely-Hayes
Headteacher at Denbigh High School
and former Trustee at Young Enterprise



STRATEGIC PILLARS



These are the three key areas of focus that will drive the achievement of the vision.

1. Inclusive Access

We want every young person to be able to take part in and benefit from our enterprise and financial education programmes. That means tackling the barriers that get in the way, especially for those from disadvantaged or underrepresented communities. We put the right support in place, including volunteers who can mentor and champion young people along the way.

We're also building a Young Enterprise Alumni Community, so young people can stay connected and continue to get support and guidance as they move forward and we remain connected to alumni at all stages of their careers.

The result? More young people who've had fewer opportunities will start to close the gap with their peers—in school, in work, and in life. Through our Inspiring Futures initiative, they'll build skills and confidence in key areas that are proven to boost social mobility.



BY 2030... What will we do?

- ▶ We will consistently enable over 500,000 learning experiences for young people every year across our programmes and services.
- ▶ We will have expanded the reach of our Company, Team and Start Up programmes to 20,000 young people participating per year (up from 11,000 currently).
- ▶ We will significantly expand the reach of our Inspiring Futures Initiative, enabling us to support 12,000 young people each year who face the greatest barriers to building confidence, resilience and employability (up from 4,000 currently).
- ▶ We will build a thriving Young Enterprise community of 8,000 alumni that offers clear next-step opportunities for young people and meaningfully engages alumni with a defined offer and ask.
- ▶ We will have embedded a programme of youth voice / engagement to ensure that diverse young people are at the heart of what we do - working with us, co-designing with us.

2. Impactful Learning & Gaining Recognition

Our programmes are built around the skills young people need for today's job market—and tomorrow's. We'll keep adapting what we offer to match the changing economy, using data and feedback to make sure it stays relevant and useful.

We'll make sure young people get proper recognition for taking part—through things like digital badges, qualifications or credentials they can use when applying for jobs or further study. We will also ensure schools that embrace financial education and enterprise are properly recognised. Celebrating these achievements will help raise the profile of enterprise and financial education and show just how valuable these skills are, and will also aid social mobility.

We'll also track the difference our programmes make—from better school outcomes to improved job prospects—so we can keep showing the real, lasting impact of what we do.



3. Partnerships for Change

We'll keep building strong partnerships with schools, communities, and alumni, as well as expanding and deepening our relationships with dedicated and generous supporters, to give young people access to real-world experience and opportunities. This includes involving inspiring leaders and role models who can help guide and support them, and opportunities to gain experience and in some cases to secure roles.

We'll continue to support teachers with training and resources so enterprise and financial education becomes a lasting part of school life.

By growing a more diverse volunteer base and boosting teachers' confidence in delivering our programmes, we'll help create the best possible learning experience—one that's practical, relatable, and sets young people up for success. We'll also use what we learn on the ground to influence policy and push for changes that benefit all young people, especially those facing the greatest challenges.



BY 2030...

What will we do?

- ▶ We will have a programme offer which matches the changing economy, integrating AI and services, and using data and feedback to make sure it stays relevant and useful.
- ▶ We will have developed and launched a tiered accreditation programme for schools championing enterprise and financial education, building on our Centres of Excellence Programme, aiming for 1,000 schools to be accredited by 2030.
- ▶ We will have rolled out a programme of accreditation for young people for some of our key programmes, aiding social mobility – potentially reaching 10,000 young people a year.
- ▶ We will have robust evidence about the difference our programmes make—from better school outcomes to improved job prospects— so we can keep showing the real, lasting impact of what we do.

BY 2030...

What will we do?

- ▶ We will have strengthened our long-term sustainability by diversifying our funding base and developing innovative, collaborative partnerships with a wide range of funders.
- ▶ We will build a visible and vocal cohort of ambassadors for Young Enterprise, including public figures, alumni in all sorts of careers and successful entrepreneurs.
- ▶ We will be a thought leader on financial education, to ensure that our insights and evidence inform increased support for financial education across Government and financial services.
- ▶ We will support our community of educators to deliver high quality financial and enterprise education.
- ▶ We will also be a thought leader on youth enterprise and have a clear role in promoting pathways into enterprise for young people.
- ▶ We will have strengthened our presence in Scotland and reach a proportionate number of young people in Scotland.
- ▶ We will have diversified our volunteer base, including increasing the number of young people who volunteer to over 10%.



“We are preparing our young people for adulthood. So the key elements we take from Young Enterprise are finance management and time management.”

SEN educator

CASE STUDY

Corby Business Academy, Corby
Young Enterprise Team Programme, an enterprise programme for Special Educational Needs and Disabilities (SEND) students



Improving Confidence, Skills and Opportunities

In 2024/2025, team Thrive & Shine, from Corby Business Academy, took part in Team Programme. Team Programme is an enterprise journey for SEND students designed to aid transition from education into adulthood, developing independent living and employability skills. It is tailored to benefit young people with mild to moderate learning difficulties.

The students decided to make a range of reusable products such as personalised water bottles, tote bags and pouches. Their products were made from natural fibres and their badges from corn starch – in line with their aim to be sustainable. Their strapline ‘Be Happy, Be Bright, Be You’ touched the majority of their customers!

Thrive & Shine competed with teams of young people across England and Wales. They won the Inspire Award for their creativity, teamwork, and entrepreneurial spirit. The judges commented: “Brilliant products & an engaging presentation. It was clear to see the thought which had gone into running the business, and we particularly liked how each team member’s contribution was recognised, as well as reflecting on the skills they had developed.”

In addition, this team held their own when they attended the UK Company of the Year Final in Manchester in June 2025. To get to the finals, the team were competing against mainstream schools, which was a fantastic achievement.

Nikki Clark, an Educator, said “One of the most rewarding aspects of the Programme is witnessing the incredible growth in students’ confidence and self-esteem. It’s inspiring to see them develop a strong sense of team spirit and shared purpose, while gaining a clearer understanding of the world of work. They learn that making mistakes is part of the journey and that adapting and trying again is a key part of success. Taking part gave students the chance to be part of something bigger, to see the wider impact of their efforts, and to be recognised for their achievements on a larger stage.”

“One of the most rewarding aspects of the Programme is witnessing the incredible growth in students’ confidence and self-esteem.”

Teacher

ENABLERS



These are the essential resources, capabilities, and actions required to support the pillars.

1. Youth Voice

Central to our strategy is youth voice - ensuring young people are not only the beneficiaries of our programmes but are actively engaged in shaping them. Their perspectives and feedback will drive the evolution of our work, ensuring our programmes remain relevant and impactful. We will also create opportunities for young people to gain direct experience by working with us - whether through youth advisory panels, ambassador roles, content creation, co-design projects or peer leadership roles. This will ensure we practice what we preach and provide young people with genuine opportunities for agency and growth within our own organisation.

2. Target Operating Model

We will ensure our organisational structure and processes are optimised to deliver on our strategic priorities. This includes ensuring clarity on roles and their support structures, so that everyone is clear on their contribution to achieving our outcomes. Additionally, we will leverage solid, accurate systems that are used effectively across the organisation to inform decision making.

3. People and Volunteering Strategy

The success of our strategy depends on the commitment and engagement of our people—both colleagues and volunteers. We will ensure that YE people are fully engaged with and committed to the strategy's outcomes, fostering a shared sense of purpose and collective responsibility. Our people will be empowered with the resources and support they need, including competency development programmes and a clear recruitment and onboarding process, to ensure the right talent is attracted, developed, and retained.

4. Evidence and Insights

We will invest in strengthening the evidence base for the impact of our work—demonstrating our contribution to social mobility and social return on investment. Insights will guide our continuous improvement and help influence policy and practice more widely.

5. Digital / AI Integration

As part of our commitment to staying relevant in the modern world, we will integrate digital and AI technologies to enhance both the learning experience for young people and the operational efficiency of the organisation. These technologies will help us deliver scalable, impactful education that is accessible to more young people while keeping up with digital transformation.

6. Organisational Standards and Compliance

We will ensure the positive culture of compliance and safeguarding continues across the whole organisation. This includes ensuring that safeguarding policies remain robust, and that all of our programmes meet necessary organisational standards to ensure the safety and well-being of all participants.

7. Policy Development and Advocacy

We will develop our policy position on enterprise, financial education and work readiness to guide our advocacy efforts and ensure that we contribute to shaping the landscape of enterprise and financial education. This will include building relationships with policymakers and others in the sector to push for greater support and recognition of the importance of enterprise and financial education for young people.

8. Solid Funding Pipeline

We will ensure there is a steady and sustainable base of support that allows us to plan confidently and focus on delivering lasting impact. By thoughtfully growing relationships with people and organisations who are fully aligned with our cause, we can reduce uncertainty, respond more effectively to need, and invest in long-term solutions rather than short-term fixes. This approach strengthens our ability to maximise every contribution and ensures our work continues to make a meaningful difference for the young people we serve.



“Our overall attendance has risen from 89% to 93%, that’s 4% in just one term, and behaviours have improved too. We’ve noticed a shift from immediate spending to saving up for more expensive items, indicating a deeper understanding of financial management.”

Head Teacher, Ysgol Bryn Gwalia

FOUNDATIONS



These are the core principles, values, and organisational strengths that underpin the strategy and ensure its long-term success.

1. Co-Design and Collaboration

The collaboration between young people, teachers, volunteers, funders and colleagues is essential. These groups will actively shape and influence the design and delivery of programmes, ensuring that everything we do remains relevant to the needs and aspirations of young people.

2. Equity and Inclusion

Our commitment to equity and inclusion ensures that all young people, regardless of their background or circumstances, have equal access to opportunities. This principle will guide every decision and action, particularly as we work to mitigate barriers and create pathways for those who face the greatest challenges.

3. Continuous Learning and Innovation

We will continually evolve our approaches, based on feedback from our stakeholders, data insights, and industry trends. Through a culture of continuous learning and innovation, we will remain responsive to the changing needs of young people and the wider economy.

4. Leadership and Team Development

A key part of our strategy's success will be developing effective leadership at all levels of the organisation. We will equip colleagues and volunteers with the skills, tools and support they need to drive meaningful change-through training, peer learning and leadership development programmes. We will also invest in building strong, collaborative teams that are empowered to work together towards shared outcomes.

By fostering a culture of leadership and collective strength, we will create an organisation that is ready to meet future challenges and opportunities.

“It was a chance to develop so many other skills, like leadership, time management, teamwork, handling conflict and turning an idea into something. There are so many different roles that there's something for everyone.”

Young person



CASE STUDY



Crocketts Community Primary School
Smethwick, West Midlands
Year Group 3

Making financial education fly!

Crocketts Community Primary School in Smethwick ran an immersive financial education day designed to make money-management skills engaging and memorable.

Year 3 pupils took part in a themed “trip to Florida”, complete with passport control, plane-style seating, and video safety briefings. The activity aimed to teach budgeting and value-for-money by having children plan a family holiday within a fictional £10,000 budget.

Each pupil had a variety of factors to select such as accommodation, transport, flights, entertainment and meals, each with 3 differing options and prices. With no ‘right’ answers, the children had to weigh up what was important to them and select their chosen options whilst ensuring that they remained within their £10,000 budget. One pupil proudly explained his decision to stay in a motel outside of town. “Even with taxis every day to Disneyland, it's cheaper than staying at the resort,” he said. “This way I'll

still have money left to buy souvenirs for my family!” Elsewhere, two pupils were deep in conversation over their flight choices. One opted to fly from Luton Airport because of cheaper parking and flights, while the other selected a more expensive premium economy option from Manchester, explaining: “The seats are bigger and better for my dad, he's got really long legs!”

The day was a shining example of how financial education can be brought to life in schools. By creating immersive experiences where children can apply their learning and think about needs versus wants, teachers have helped develop an appreciation for financial decision-making right across the school which empowers their pupils to make informed choices.

The school places strong emphasis on financial education—particularly important as many pupils experience poverty. Their efforts were recognised with the Young Enterprise Centres of Excellence accreditation.

“The day was a shining example of how financial education can be brought to life in schools.”

Teacher



STRATEGY HOUSE



This Strategy House sets out what we'll do to turn our vision into action.

OUR VISION

All young people – whatever their starting point – can access enterprise and financial education to help build the skills, confidence, and mindset to thrive in work and life.

1. Inclusive Access

- Remove barriers to programmes for underserved communities
- Provide volunteers to mentor and champion young people
- Build a YE alumni community
- Help young people who've had fewer opportunities to close gap with their peers
- Support Young people to build skills and confidence which boosts social mobility
- Integrate youth voice

2. Impactful Learning and Gaining Recognition

- Build skills through programmes adapted to suit the evolving job market
- Provide proper recognition for schools involved over time and for young people
- Celebrate achievements to show how valuable enterprise and financial education are to social mobility
- Track the difference our programmes make

3. Partnerships for Change

- Diversify our funding base and develop innovative, collaborative partnerships
- Strengthen partnerships with schools businesses and communities
- Build a diverse volunteer base, including inspiring role models
- Support teachers with training and resources
- Create the best possible practical, relatable learning experiences
- Use what we learn to push for change

ENABLERS

Youth Voice • Target Operating Model • Solid Funding Pipeline • People and Volunteering Strategy Evidence and Insights • Organisational Standards and Compliance Policy Development and Advocacy • Digital / AI Integration

FOUNDATIONS

Co-Design and Collaboration

Equity and Inclusion

Continuous Learning and Innovation

Leadership and Team Development



“Blown away! Some days are sent to put a smile on your face.

I came to the Young Enterprise UK event at The Manchester Metropolitan University today with absolutely no idea what to expect. This was the final, bringing together the 70 or so students out of 10,000, 14-17 year olds who entered the competition from around the UK.

In my humble opinion, a few had huge commercial potential, genuine future success stories in the making. The thing that genuinely made my day, was the interactions with the entrepreneurs, the confidence, passion, and pride each person showed when talking about their business. No fluff, no jargon, just pure passion, pure belief and purpose.

Absolutely made my week.”

Guest at Young Enterprise Company of the Year UK Final event

CASE STUDY



Javeria Sheikh, CEO of Chai Paani
Young Enterprise Company Programme Alumni

A youth voice advocate who's celebrating her heritage through culturally-inspired design.

Javeria Sheikh has recently reaffirmed her commitment to Young Enterprise, by helping us to shape our strategy and design the future for other young people.

Along with a small group of peers, Javeria will represent the charity both nationally and internationally, sharing her interests and experience with other young people, and helping us to embed 'youth voice' in everything we do, whether that's how we communicate via our social media or the way we develop our programmes.

Javeria has plenty of exciting lived experience to share – she joined our Company Programme at school, and her team made candles. She never imagined that spark would ignite something so much bigger – years later – Chai Paani, her independent magazine and South Asian-inspired candle brand which she has hosted as a pop-up in John Lewis!

Now 27, Javeria is CEO of Chai Paani, which celebrates South Asian heritage through scented candles, typographic tote bags, and culturally inspired design. As well as featuring on the BBC podcast The Everyday Hustle in 2023 when she shared her journey as a business owner, she was also a nominee for the Saverah Women in Business "Young Businesswoman of the Year" award.

Javeria is keen to amplify diverse voices through her work with us and her other recent appointment as a Global Youth Advocate for JA Worldwide, the network of over 100 countries which YE is part of.

Her two pieces of advice for today's Company Programme students?

1. Don't be afraid to reach out to people - the worst they can say is no.
2. Trust your creative instincts. It's okay to walk away from what doesn't feel right.

Passionate about creativity and cultural storytelling, Javeria continues to champion opportunities for young people.



“Don't be afraid to reach out to people - the worst they can say is no.”

Javeria Sheikh



“One of the things I enjoy most about our work is when we speak with our alumni, and hear what they're up to now - you see the tangible difference that their experience with YE has made, and that's inspiring for our staff and volunteers too.”

Young Enterprise member of staff

- FINANCIAL CAPABILITY
- ENTREPRENEURSHIP
- WORK READINESS

ABOUT YOUNG ENTERPRISE

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Through practical experiences, we spark big ideas, bold ambitions and skills for life – giving every young person the chance to thrive, no matter where they start. It's not just about knowledge, it's about preparation for employment, confidence, independence and ambition.

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“I volunteered because I wanted to give back, but it’s really rewarding. It’s fun and inspiring to see the young people and their progress, and it’s gratifying to know that I might have helped them learn from my own experience, and how to learn from mistakes!”

Volunteer

London Office

The Coram Campus
41 Brunswick Square
London
WC1N 1AZ

Email: info@y-e.org.uk
Tel: 0207 549 1980

www.young-enterprise.org.uk

Glasgow Office

6th Floor, The Exchange
142 St Vincent Street
Glasgow
G2 5LA

Email: info.scotland@y-e.org.uk
Tel: 0207 549 1980



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