



VAWG Prevention Programme

Application guidance



Objective 1: Promoting Healthy and Respectful Relationships in Secondary Schools

About the YEF

The Youth Endowment Fund (YEF) is a charity with a mission that matters. We exist to prevent children and young people from becoming involved in violence. We do this by finding out what works and building a movement to put this knowledge into practice.

The charity was established in 2019 with a 10-year, £200 million endowment from the Home Office.

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Foreword

“Violence against women and girls (VAWG) is increasingly recognised as a national emergency, and a gendered public health crisis which affects us all. Across the sectors YEF works with, solutions are urgently needed to prevent these harms from happening. Finding out what works to prevent VAWG is a key part of delivering on YEF’s mission to prevent children and young people becoming involved in violence.

For children and young people, VAWG is often peer-on-peer, and can involve relationship abuse, exploitation, sexual violence and technology-facilitated harms. YEF’s annual Children, Violence and Vulnerability (CVV) survey, the largest household study of young people’s experiences of violence, found that in 2025 two in five teenagers in relationships had experienced emotional or physical abuse. That’s over one in ten teenagers – the equivalent of 390,000 children.

Schools are critical spaces for safeguarding children and young people, and supporting them to develop the skills and confidence to build healthy, equal and respectful relationships. Delivering prevention activities through education settings, and ensuring young people have access to good quality relationships, sex and health education (RSHE), is a critical part of the solution.

Quality RSHE builds communication skills, promotes healthy norms, and supports young people to recognise what safe and respectful relationships look like.

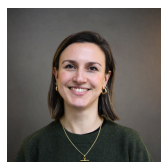
Despite the importance of this, too few children report receiving lessons on consent, harassment and healthy relationships, and many teachers lack the confidence and training to deliver this content.

Adolescence is a critical period for prevention activities, as relationship norms and behaviours are being formed. The new RSHE statutory guidance, effective from September 2026, recognises this – having been strengthened to include a stronger focus on violence against women and girls, misogyny and the emerging risks associated with technology.

While there is promising international evidence for VAWG prevention approaches, such as relationship violence prevention lessons and bystander awareness, the evidence base on what works specifically for children and young people in England remains limited.

The Government has committed to halving VAWG through a cross-government strategy, with prevention and early intervention as its first pillar. The YEF is working to support that mission by expanding our work on VAWG and building the evidence base.

We can only meaningfully reduce these harms and help young people build safe and respectful relationships by identifying the most effective solutions and investing in what works.”




Jess Southgate
Violence Against Women
and Girls Lead
Youth Endowment Fund



Promoting Healthy and Respectful Relationships in Secondary Schools

This funding round forms part of a wider YEF programme of funding, evaluation and research over the next three years on what works to prevent and respond to VAWG, as part of our central mission to prevent children and young people becoming involved in violence.

For this funding round, we are focussed on the early stages of VAWG prevention through supporting the **quality delivery of universal education on healthy and respectful relationships in state secondary schools (11-16 year olds)**. This is in alignment with Pillar 1: Prevention and early intervention in the cross-government strategy on VAWG, and the Department of Education's roll out of the revised statutory Relationships, Sex and Health Education (RSHE) curriculum in September 2026.



We know that supporting children and young people to develop the skills and understanding they need to build healthy and respectful relationships is an important early step to preventing the emergence of harmful behaviours in relationships – including physical, emotional and sexual abuse in relationships, coercive or controlling behaviour, harassment and exploitation, including online and technology-facilitated abuse. This funding round is seeking to generate robust evidence on how schools can best be supported to deliver this content in order to improve young people’s knowledge and attitudes towards healthy relationships and harmful behaviours, and ultimately reduce violence against women and girls.

We see this funding round not just as a critical step in generating robust impact evidence for pupils and schools, but also an important opportunity for ongoing learning about implementation and the challenges and success factors for this. We will look forward to working collectively with selected projects, and the wider sector, throughout this funding to share experiences, learning and reflections.

We are seeking to fund and evaluate interventions under two main strands of delivery:

STRAND 1:

Building secondary school capacity internally to deliver healthy relationships elements of RSHE provision, primarily through teacher training and support (but this may also include wider school approaches).

STRAND 2:

Delivery of the healthy relationships elements of RSHE provision in schools by **external specialist organisations or practitioners.**

To support learning and evaluation of these different delivery models across the portfolio, proposed interventions are expected to align predominantly with one or other of these strands.

Where does this funding fit with other funding opportunities around VAWG?

There are several other planned and concurrent funding rounds targeted towards building the wider evidence base around VAWG:

YEF VAWG Prevention Programme Objective 2

Strengthening Targeted School Responses to Prevent Harmful Behaviours in Relationships
We re planning a second funding round to support schools in targeted interventions for children and young people where there are concerns around emergent attitudes and **inappropriate or problematic** behaviours in teenage relationships, but where behaviour has not yet reached the threshold for statutory intervention from services such as the police or children's social care. We anticipate that most interventions will be more suitable for early-evaluation (feasibility/ pilot studies) than impact studies. The plan to launch the application process in early July through the YEF website.

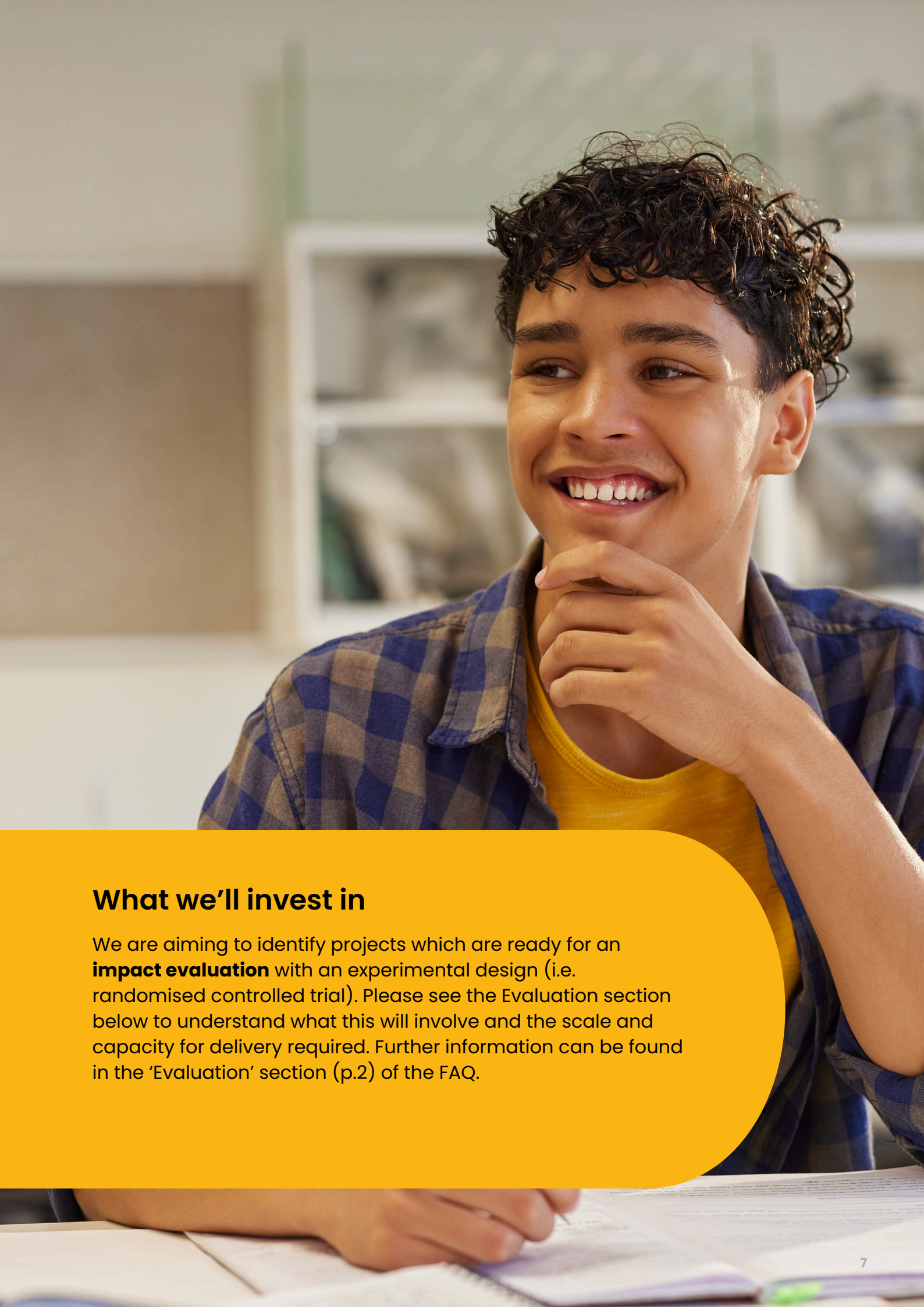
Evaluator Accelerator Fund

The Government Evaluation Task Force are calling for proposals to build evidence and evaluation capability to support the government's VAWG strategy. The funding cannot be used to fund service delivery and must be utilised by March 2027. [The funding call can be accessed here.](#)
Deadline 28th June 2026.

The Home Office is investing in interventions for Child to Parent or Caregiver Abuse (CPCA) and Teenage Relationship Abuse (TRA)

These interventions will be commissioned via Police and Crime Commissioners who will work with specialist delivery partners and produce local evaluations as part of this requirement.

The Home Office will also launch a helpline for young people who are concerned about their behaviour in relationships. The helpline is due to be launched later in 2026.



What we'll invest in

We are aiming to identify projects which are ready for an **impact evaluation** with an experimental design (i.e. randomised controlled trial). Please see the Evaluation section below to understand what this will involve and the scale and capacity for delivery required. Further information can be found in the 'Evaluation' section (p.2) of the FAQ.

Strand 1 – Building school capacity internally

Under this strand, we want to fund and evaluate interventions that **strengthen the confidence, skills and capacity of secondary school staff** to deliver universal, high-quality content around healthy and respectful relationships as part of the new RSHE curriculum. We would expect that these interventions:

- ◆ **Primarily** focus on providing **training and support for teachers** on dealing with sensitive topics in some or all of the areas of Respectful Relationship, Online Safety and Awareness, Being Safe and Intimate and Romantic Relationships in the new RSHE curriculum (see below).
- ◆ We will consider interventions that cover the above but also include **wider school approaches** designed to strengthen school culture, leadership and systems around healthy relationships (such as the integration of healthy relationship topics in other subjects, wider teacher training or awareness campaigns across the school).



Strand 2 – Delivery of healthy and respectful relationships content of RSHE by external providers

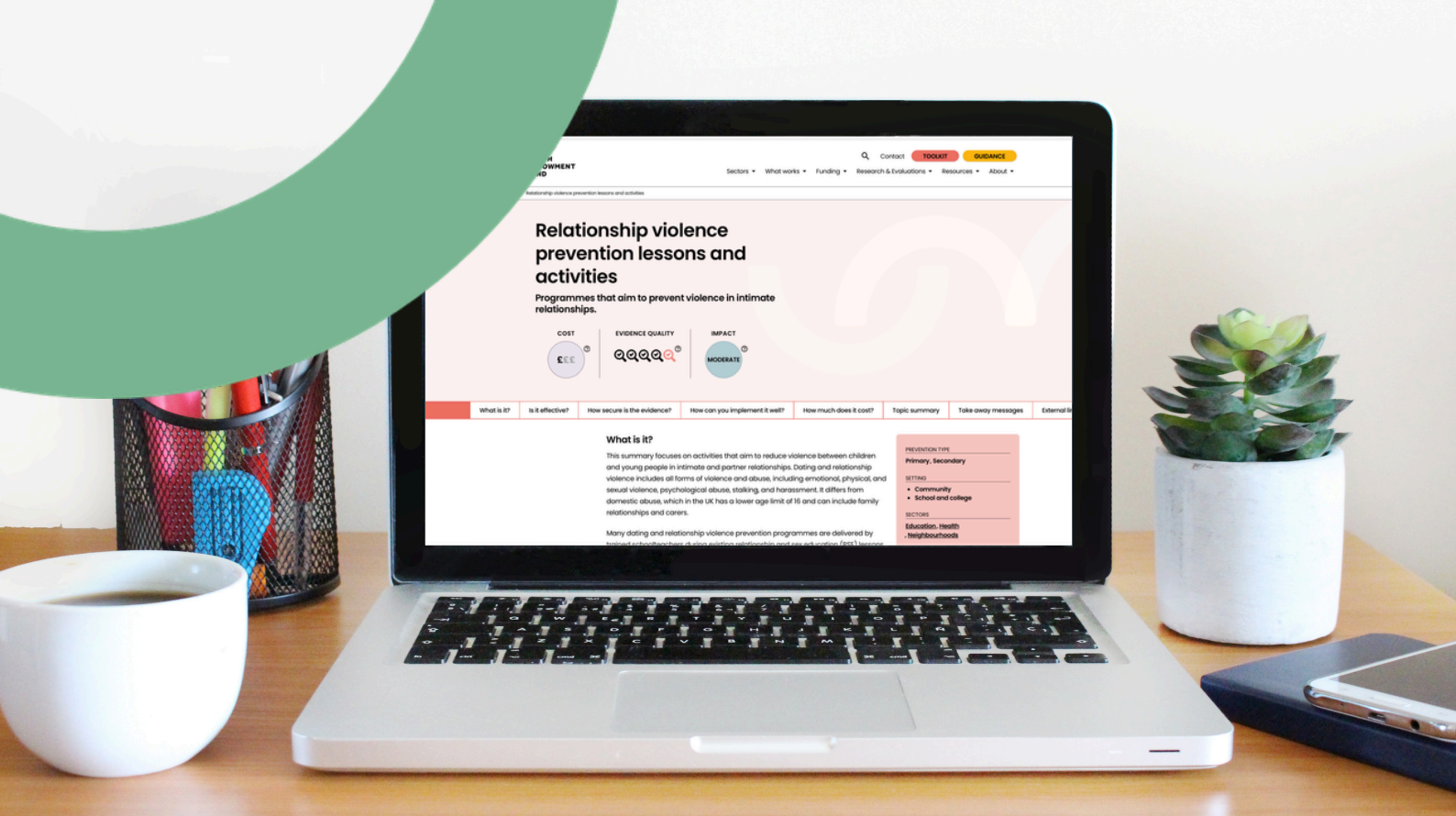
This strand focuses on interventions where experienced, **external specialist organisations** deliver universal healthy relationship content in the RSHE curriculum **directly to pupils in secondary schools**. This would include delivery of some or all of the topics of Respectful Relationships, Online Safety and Awareness, Being Safe and Intimate and Romantic Relationships (see below), and should be a minimum of four sessions with pupils.

We are primarily looking for projects that would provide delivery to all children in particular year groups. However, this could include separate sessions for boys and girls. We may also consider a small number of projects that provide specific delivery just to boys or just to girls.

Across both strands all projects must be delivered in **England**. Applications from interventions delivering outside of England are ineligible for this funding round. Delivery must also be in state **secondary schools**.

We would expect organisations proposing interventions to have had some previous experience of delivering them within schools (at least a year). We also expect interventions to take place over multiple weeks, months or terms in order to lead to sustained change for teachers, pupils and schools. We are not looking for one-session standalone workshops delivered either to teachers or pupils.

Across both strands we're particularly interested in evidence-informed approaches that complement and strengthen existing school provision, and that can be integrated effectively within the school context. Interventions should clearly demonstrate how external expertise adds value, enables the navigation of sensitive topics on healthy relationships appropriately with pupils, is underpinned by evidence, and supports high-quality learning outcomes.



What does the existing evidence say?

The YEF Toolkit strand on Relationship violence prevention lessons and activities summarises the current evidence on these programmes. This suggests that these types of programmes can reduce all types of dating and relationship violence, including emotional, physical and sexual violence, and violence that takes place online. However there is quite a variation in delivery models in the evidence, and we have no impact studies from England that inform these impact estimates. There are several remaining gaps in the evidence, including what formats (i.e. scenario-based discussions, etc.) and what 'dosage' (i.e. number and length of sessions/activities) are most effective in improving outcomes. The Toolkit also includes several recommendations for successful implementation. We are therefore interested in commissioning evaluations of models which:

- ◆ Employ a range of approaches to format and dosage.
- ◆ Follow the 'best bets' of implementation, as set out in the [YEF Toolkit strand](#) (i.e. use interactive sessions, focusing on getting the right facilitators, ensuring time, equipment and space for implementation within schools etc.)

Alignment with the Relationships and Sexual Health Education (RSHE) curriculum

Interventions should be supporting secondary schools to meet statutory RSHE requirements, effective from September 2026. In particular, whether working with teachers (strand 1) or directly with pupils (strand 2), interventions should be supporting the delivery of relevant healthy relationships topics in the RSHE curriculum:

TOPIC	CONTENT (INCLUDING BUT NOT LIMITED TO)
Respectful relationships	<ul style="list-style-type: none"> • Respect, equality and empathy • Communication and listening • Boundaries and consent • Managing conflict constructively • The impact of bullying • Damage caused by stereotypes • Inequalities of power within relationships
Online safety and awareness	<ul style="list-style-type: none"> • Online behaviours and respectful conduct • Risks associated with online interactions • Harmful content, misogyny and violence, and pressure • Knowing where and how to seek help
Being safe	<ul style="list-style-type: none"> • Personal safety and wellbeing • Recognising unsafe situations • Trusted relationships and support routes • Understanding coercion and help seeking
Intimate and romantic relationships	<ul style="list-style-type: none"> • Sexual consent • Harmful sexual behaviours • Support for concerns around sexual relationships including violence or harm

Intervention content should be **aligned with, and must complement, the statutory guidance for the RSHE curriculum**. We would be seeking, across the portfolio of projects selected, to have coverage of all of the topics above. However, individual interventions do not need to cover all these topics, and may centre around particular topics or content areas from those above. However providers should ensure they align with the statutory guidance that taught content should be accurate, age appropriate, unbiased, factual, evidence based and safeguarding-aligned.

We would encourage applicants to review the Department for Education's Statutory Guidance on Relationships and Sex Education (2026), to ensure their intervention supports and aligns with schools' ability to comply with the requirements set out.¹



¹ Applicants may also wish to review the UK government youth strategy, and the Department for Education's Personal, Social, Health and Economic education guidance



Our commitment to equity

We know that some children and young people are disproportionately affected by violence or harmful behaviours and/or struggle to access mainstream support services. We also recognise that there are a diversity of views around the suitability and preferred content of RSHE provision linked to particular cultural, religious or other perspectives.

For this funding round, whilst we are primarily focussed on universal provision of healthy relationships education in secondary schools, applicants should demonstrate how their delivery would appropriately support the needs of different groups within this. This includes girls and boys, children and young people from Black, Asian and other minority ethnic groups and children and young people with special educational needs and disabilities. Applicants should also demonstrate how their interventions enables respectful and meaningful engagement with a range of views, while ensuring provision meets statutory guidance on RSHE curriculum content.

We also recognise how important it is for equity to not just be built into project delivery, but to also be a key part of the organisations that that work in these spaces. As part of YEF's equity commitments, we are interested to understand applicants' organisational commitments to gender and race equity, and would be particularly interested in receiving applications from organisations led by women or by Black, Asian and Minority Ethnic leadership.



YEF's approach to evaluation

As a What Works Centre, the YEF evaluates every programme and activity that we fund in order to find what works to prevent children and young people from becoming involved in violence.

Our approach to impact evaluation is to compare the outcomes of children engaged in a programme with those engaged in 'business as usual' or some other intervention (i.e. a 'control group'). To be confident that any effect of a project is attributable only to the project, and not some other influence, randomisation is used to allocate children/classes/schools to the intervention and control groups, with a 50:50 split between them. This is known as a 'Randomised Controlled Trial' (RCT).

Running large-scale robust impact evaluations, such as RCTs, is one of the most effective and reliable ways we can understand the impact of interventions on children and young people's outcomes. We expect all applicants to be open to taking part in an RCT.²

Alongside the RCT all our evaluations include:

- ◆ An **Implementation and Process Evaluation (IPE)** to understand how the intervention works, for whom and under what circumstances. This often includes reviewing monitoring data, interviews, focus groups and case studies with relevant stakeholders in the project.
- ◆ A **Cost Analysis** exercise to understand the costs associated with delivering the intervention, and the cost per participant/cohort/school.



² You can find a glossary of evaluation terms [here](#)



We partner our grantees with an independent evaluator who helps determine a suitable evaluation design (during a co-design period) and collects data throughout the delivery of the funded project to facilitate robust evaluation. Data is collected for the 'primary outcome' of a project, as well as a number of secondary outcomes, that are agreed between the grantee, evaluator and YEF.

As a YEF grantee, you'll be required to cooperate with the independent evaluator throughout your project's delivery and work together to produce robust evidence. The evidence produced can then be used by your organisation to improve outcomes for the children you serve and refine service models, presenting a unique opportunity for collective learning.

All data collected through our funded projects is securely stored in our Data Archive to facilitate research into the long-term effects projects have on children's lives. For further information on the YEF's approach to evaluation, please see [here](#).

Evaluation in this funding round

In both strands of this funding round, we are interested in interventions that are ready for **an impact evaluation, alongside an implementation and process evaluation and cost analysis**. We expect that the most likely impact evaluation design will be a cluster **Randomised Controlled Trial (cRCT)** where either schools or individual year groups within a school will be randomised between:

- ◆ A treatment group (who will receive the intervention).
- ◆ A control group (who will continue with their business as usual delivery).

The impact evaluation will investigate the differences in outcomes between the two groups to assess the intervention's effectiveness.

To ensure the results from cRCTs are robust and reliable, the evaluations need to have a sufficient scale of delivery (and a corresponding scale of those in the control group). For this funding round we estimate the scale required will be:

STRAND 1:

Delivery in around 30 secondary schools to one or more year groups (the project would need to recruit around 60 secondary schools, of which 30 would be randomised to receive the intervention, and the other 30 would be randomly allocated to the control group).

STRAND 2:

Delivery in around 20–30 secondary schools to one or more year groups (depending on whether randomisation takes place at the school level or year groups within schools, a further 30 schools may also need to be recruited to ensure an even number is randomly allocated to the intervention and the control groups).



The exact numbers of schools required for an evaluation would be finalised in collaboration with the evaluator during the co-design period. Please note that partners will not be able to select which schools will be allocated to the treatment or control group; all schools participating in the trial will be randomly allocated between these two groups.

Delivery would be expected to start in September 2027 (to ensure sufficient time for project mobilisation and school recruitment) and would be expected to finish no later than December 2028. Projects must be able to deliver to this number of schools within this timeframe, and organisations will need to have the infrastructure and capacity to deliver at this scale.

Outcomes

We are primarily seeking to fund interventions that have a long-term aim of **reducing violence against women and girls and the reduction of harmful behaviours** in teenage relationships.

However, these are likely to be outcomes that could only be measured robustly over a longer time period and greater scale than is viable in this funding round. We therefore expect interventions to be realistically aiming for changes in the knowledge and attitudes of young people around **healthy relationships, gender norms and harmful behaviours in teenage relationships** in the timeframe of the evaluations. These are the areas we would expect the primary outcome of each evaluation to focus on.

We would also expect interventions to be aiming for a number of other outcomes, such as **teacher outcomes** (e.g. confidence in RSHE healthy relationships delivery) **and other pupil outcomes** (for example around positive interactions with peers or emotional and behavioural problems) depending on the intervention's Theory of Change (how you expect the activities to lead to short term outcomes, how these will lead to medium term outcomes and how those ultimately lead to longer term outcomes). We would expect these other outcomes to appear in the small number of secondary outcomes of each evaluation.

The specific primary and secondary outcomes for each evaluation will be **agreed during the co-design phase**. YEF will work collaboratively with grantees and evaluators throughout this process to ensure that outcomes are meaningful, measurable and aligned with the aims of the programme, while retaining final responsibility for approving the evaluation design.



Sharing learning

A core ambition of for this funding round is to strengthen understanding of what works to prevent violence against women and girls (VAWG) and harmful behaviours within teenage relationships. As a result, learning generated through this programme will be shared throughout the delivery and evaluation period, where appropriate, as well as following publication of findings. We will look to work collaboratively with funded partners to share implementation insights and disseminate learning more widely to support practice, policy and future evidence generation.

Readiness for evaluation

Delivering a project under a robust evaluation is a demanding process. We are looking for projects that are ready for this – this would include:

- ◆ Having a clear theory of change for your intervention.
- ◆ A clear intervention that can be delivered consistently.
- ◆ Some previous experience (at least a year) of delivering this intervention model to a reasonable scale (at least 5 schools).
- ◆ Some existing evaluation evidence of the intervention.
- ◆ A coherent delivery plan.

Delivering a project under a robust evaluation is a demanding process. We are looking for projects that are ready for this – this would include:

- ◆ Experience in delivering healthy relationships RSHE-related content to professionals and/or young people in education settings.
- ◆ Experience of being involved in previous evaluations, with staff who have an understanding of evaluation or research.
- ◆ Experience of delivering large-scale projects and/or scaling up delivery.
- ◆ Demonstrable experience of delivering in a culturally sensitive and equitable way.

Who can apply

Applicants must be a registered charity, company, statutory body or CIC.

Partnerships

Partnerships between organisations are welcomed. Partnership applications should identify a lead organisation that would act as YEF's primary grantee and main point of contact. Applications from partnerships should clearly articulate the role and value each partner brings to the project.

Where partnerships are formed in order to be able to share the scale of delivery, there should be a clearly defined and consistent intervention model that all partners deliver to.

Coordinating with a preferred evaluator

YEF's standard approach is to assess delivery organisation applications independently and to commission an evaluator separately from its Evaluator Panel. However, where a delivery partner has a preferred evaluator, both parties may indicate this within their respective submissions while still applying through the standard processes:

- ◆ **Delivery partners/applicants** to this call should apply to this funding round in the usual way, using the application form, and clearly state in the relevant 'partnerships' section the name of their preferred evaluator from the YEF Evaluator Panel.
- ◆ **Evaluators** must also apply in the usual way through YEF's forthcoming Call for Proposals. As part of their submission, they should specify the intervention they wish to evaluate and set out how they would design and deliver an evaluation tailored to that intervention.

Both delivery partners and evaluators should note that applications will be assessed separately. Progression of an intervention application does not guarantee that the named evaluator will be appointed. YEF retains full discretion to appoint an alternative evaluator from its panel, and both parties should be prepared for this possibility.

All applications will also be subject to YEF's requirements on evaluator independence and the management of potential conflicts of interest.

For further information, please contact grants@youthendowmentfund.org.uk.



Budget

We do not have set limits for the amount of funding that can be requested, but we do assess budgets based on the value for money of the proposal. Budgets should cover all costs associated with delivering the intervention at the scale indicated in the evaluation section above. Costs specific to the evaluation (such as data collection) will be covered by a separate budget for the evaluator. Please note, that the budget you submit with your application is only indicative. Should your project progress to the co-design stage (please see the application process section below), we'll work with you and the appointed evaluator to design the evaluation and the exact scale and timeframes required for this, and this may involve changes to the budget you propose.

There is no requirement for applicants to have any other funding to support their proposal beyond what they are requesting from YEF. However, we are interested in knowing whether applicants have secured/ are likely to secure any supplementary funding for their interventions. Supplementary funding can include other grants or contributions you make through your unrestricted funding. In-kind support is an organisation's non-monetary contribution to deliver the project. This can include back-office staff costs (e.g. the time of your CEO, admin support, financial or legal assistance if not covered under the overheads of your budget), staff time from other organisations supporting delivery, pro-bono support or the use of organisational facilities, such as meeting rooms. You can find further details and examples of in-kind funding [here](#). Supplementary funding and in-kind support are important as they strengthen the long-term sustainability of your project and reduce the dependency on any one funder.

Application process and timelines (June - December 2026)

A note on timelines

We recognise that the application and delivery timelines for this aim are ambitious and may require a significant investment of time and resource from applicant organisations and delivery partners. These timelines reflect:

- ◆ The need to deliver and evaluate projects within YEF’s current endowment period, which runs until Spring 2029.
- ◆ Ensuring that findings can inform relevant policy and practice discussions within government and the wider sector in a timely way.

YEF is grateful for the commitment, flexibility and collaboration of organisations choosing to participate in this work and recognises the contribution this makes to strengthening the evidence base on preventing violence against women and girls.



Step 1: Developing and submitting your application

To apply, complete an application via the forms and templates available on the YEF website. You will need to complete:

- ◆ **An application form**

There are separate application forms depending on which strand you are applying for. Proposed interventions should predominately align with either strand 1 or strand 2.

- ◆ **A budget proposal**

Using our template.

The deadline for applications is **9am, Monday 27th July**. We cannot consider any applications which are received after that date and time. Completed applications and accompanying documentation should be submitted to the YEF Grants inbox (grants@youthendowmentfund.org.uk) using the title '**VAWG Prevention Proposal – Strand 1 or Strand 2**'.

Please direct any questions to the Grants inbox.

Step 2: Assessment

We'll begin assessing applications as soon as they are received and **we would encourage applicants to submit their applications as soon as they are able**. In rare instances, we may reach out to applicants with clarification questions at this stage.

Based on your application, and any further information received, our assessment team will make a recommendation on whether your application should be shortlisted for interview stage. We will inform you whether your application has progressed to the next stage no later than **Wednesday 5th August**.

Step 3: Interview

If successful at application stage, we will invite you to participate in an interview with a small panel of assessors at YEF. This may include external assessors or members of our Youth Advisory Board. We will use this interview to learn more about your organisation, your proposal and the intervention's evaluation readiness. This will also be your opportunity to ask us any questions about the funding round and the likely evaluation design.

Interviews will be held between **Monday 9th - Thursday 20th August**. We request that applicants ensure they have good availability during this period.

Step 4.1: YEF and Grants and Evaluation Committee (GEC) review (21st August – late September)

YEF will review all eligible applications and make recommendations to our independent Grants and Evaluation Committee (GEC) on which interventions should **progress to the co-design stage**. GEC's role is to provide oversight and scrutiny of the assessment process and to make final decisions on which interventions move forward.

Step 4.2: Matching you with an evaluator (21st August – late September)

Concurrent with GEC decision-making, provisionally successful applicants will be **matched with an evaluator** from YEF's evaluator panel, who have been selected to support this work. The panel comprises approximately 35 research organisations and universities with expertise in conducting rigorous evaluations of the implementation and impact of programmes supporting children and young people.

Evaluators will competitively bid to support this work. Matching decisions will be based on a range of factors, including the quality of the evaluator's proposal, their subject-matter knowledge and research experience and their expertise in the evaluation methods most appropriate for the intervention.

To support this process, YEF will share redacted summaries of shortlisted proposals with selected evaluators. Personal and budgetary information will be removed. By applying to this funding round, applicants consent to YEF sharing proposal information with evaluators for the purposes of evaluator matching.

Step 5: Co-design (October - November)

Subject to GECO approving your intervention, you'll be introduced to your corresponding evaluator, and then enter a 'co-design' period where you'll work with your evaluator to:

- ◆ Develop or refine your Theory of Change (if necessary)
- ◆ Determine the most appropriate outcomes for your evaluation and what data/surveys will be used to measure them.
- ◆ Develop the evaluation design
- ◆ Determine the sample size required for the evaluation (and therefore the scale of delivery), informed by the evaluator's power calculations
- ◆ Develop a recruitment plan and schedule for schools
- ◆ Refine your timeline
- ◆ Refine your budget proposal
- ◆ Conduct initial scoping for recruitment of schools

The co-design stage will be led by the evaluator, and will primarily consist of a series of workshops, with some work required outside of those sessions. We recognise the time and engagement that this phase will require from organisations and so if you reach this stage you will be asked to submit a co-design budget outlining the resources required for full participation in this stage – **up to a maximum of £20,000**.

Throughout this stage, you will be in regular contact with a Programme Manager at YEF. We'll work with you to make sure co-design is done thoughtfully and strategically. We will work collaboratively with you and the evaluator to work through any design, budget or timeline changes to your initial proposal that may be required.

During this stage we will also carry out due diligence checks on your organisation, ensuring that relevant financial, organisational and safeguarding processes and policies are in place.

Step 6: Submission of final proposals for decision-making (early December)

By early December, you will need to submit (in partnership with the evaluator):

- ◆ A draft trial protocol summarising the intervention, the intended evaluation design, primary outcome and measure, secondary outcomes, and sample size requirements. This plan will need to include justification for the choices made during co-design.
- ◆ A refined Theory of Change.
- ◆ A joint programme-evaluation timeline.
- ◆ A joint risk register.
- ◆ Plan for the recruitment of schools.

Separately, you'll also submit a **refined budget proposal** for the delivery of the intervention.

YEF will review your proposal, and make a final decision on whether or not to progress into set-up and delivery of the intervention and evaluation. Please note that co-design is still part of the application process and we cannot guarantee that all proposals will progress into set-up and delivery. All applicants who fulfil all the requirements of the co-design stage will receive the agreed co-design grant payment, regardless of the outcome of their proposal.



If your application is not successful

Our standards are high and meeting the criteria for a robust evaluation can be challenging. A rejection does not necessarily mean we feel your intervention is ineffective or unpromising but simply that it is not suitable for our portfolio at this time, or we cannot identify an approach to a successful evaluation.

Due to the volume of applications that we receive, we are unable to provide individual feedback on applications which do not reach at least the interview stage. However, we will circulate a summary of common reasons for approval and rejection across the applications. We hope this will be of use to applicants as they pursue future funding and evaluation opportunities.





Find out more

We are running a webinar for interested applicants on **Wednesday 24th June, 10.30am-12pm**. This will be your opportunity to hear more about the funding round and to ask any questions. The webinar will be recorded and a link to the recording will be featured on the VAWG Objective 1 page of the YEF website. To sign up to the webinar, [please click here](#).

We can also offer a limited number of slots to meet with applicants for 15 minutes between the following times:

- ◆ Monday 6th July 3pm-5.30pm
- ◆ Tuesday 7th July 1pm-3.30pm

If you would like to arrange a meeting, email [**grants@youthendowmentfund.org.uk**](mailto:grants@youthendowmentfund.org.uk) with your availability during these windows.

A Frequently Asked Questions (FAQ) document is available on the YEF website, alongside this guidance. The document will be regularly reviewed and refreshed throughout the funding call.



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@YouthEndowFund

The Youth Endowment Fund Charitable Trust

Registered Charity Number: 1185413
