



Violence Against Women And Girls (VAWG) Prevention Programme

Objective 1 webinar



Agenda

1. Who are the Youth Endowment Fund (YEF)?
2. YEF's research on Violence against Women and Girls (VAWG)
3. Cross-government strategy on VAWG
4. Objective 1: Encouraging Healthy and Respectful Relationships in Secondary Schools
5. Application and assessment process
6. Evaluation
7. Questions and Answers (Q&A)





The Youth Endowment Fund (YEF)





Our vision

A world where no child becomes involved in violence.

Our mission

To find what works and build a movement to put this knowledge into practice.





Focusing on 7 essential sectors



Children's Services



Education



Health



Neighbourhoods



Policing



Youth Justice



Youth Sector





Building the evidence base around Violence Against Women and Girls (VAWG)



Our annual survey captures the scale of VAWG facing teenage children

Children in relationships who have been a victim or perpetrator of relationship abuse

47%

YEF, 2025

Children who had seen material on social media that encouraged VAWG

39%

YEF, 2025

Share of child sex abuse offences committed by 10–17-year-olds

52%

Youth justice statistics 2023-24

Teachers who reported a child sexually assaulting another child in last term

13%

YEF, 2024

YEF's role in preventing VAWG

- Tracking prevalence (CVV survey)
- Commissioned research: responses in practice
- Secondary data analysis
- New Toolkit strands
- System and practice guidance
- Informed by external expertise and YEF's Youth Advisory Board (YAB)



The VAWG Prevention Programme

Fund and evaluate work across **two objectives**:

1. Promoting **healthy and respectful relationship education** in secondary school for **CYP aged 11-16 (universal provision)**

AND

2. **Responding to inappropriate and problematic harmful behaviours** in educational settings for **CYP aged 11-18 (targeted provision)**



Objective two funding opportunity launches early July



Improving Relationship, Sex and Health Education (RSHE) in secondary schools

- **Adolescence** a key time for prevention work
- **Schools** critical spaces for supporting young people to build healthy, equal and respectful relationships
- **Quality** RSHE builds communication skills and promotes healthy norms
- **New RSHE guidance** (effective from 2026)
- **Many teachers** lack confidence in delivering RSHE content



What the evidence says about healthy relationships programmes



What we know: YEF Toolkit evidence



- Facilitators interaction, knowledge, confidence and relationship with the group important.
- Require support from school staff, and adaptable sessions.
- Tailor the programme content to age and needs.
- Embed reflection exercises and group discussion.

What we don't know: evidence gaps

- Limited evidence base for the UK (including England)
 - Which formats or intervention types are most effective
 - The ideal 'dosage' (number of sessions)
- Whether training internal teachers or sourcing external providers is more effective
 - The core mechanisms by which change is achieved
 - Effective interventions for CYP from minority ethnic backgrounds
 - Sustainability of intervention effects



Cross-government strategy on VAWG





Objective 1: Promoting Healthy and Respectful Relationships



Objective 1: What we're looking to fund

Two strands of delivery



```
graph TD; A[Two strands of delivery] --> B[Strand 1: Building school capacity internally]; A --> C[Strand 2: Delivery by external provider]
```

Strand 1: Building school capacity internally

Train school staff to deliver high-quality RSHE

- Builds confidence, knowledge, and skills to teach healthy relationships education in line with 2026 RSHE curriculum
- Equips staff to manage and facilitate discussions on sensitive topics
- May also include wider school approaches that strengthen delivery (school leadership, school culture and practice etc)

Strand 2: Delivery by external provider

Delivering healthy relationships education directly to pupils

- External organisations delivering in line with 2026 RSHE curriculum
- Programme should **include 4 or more sessions to create meaningful impact**
- Delivery to all CYP within a targeted age group
- Complements and reinforces schools' existing RSHE provision.

Alignment with the new RSHE curriculum

Topic	Content (including but not limited to)
Respectful	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	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	Personal safety and wellbeing Recognising unsafe situations Trusted relationships and support routes Understanding coercion and help seeking
Intimate and romantic relationships	Sexual consent Harmful sexual behaviours Support for concerns around sexual relationships including violence or harm

Please read the [DfE's Statutory Guidance on RSHE \(2026\)](#) for further information

Readiness for impact evaluation (RCTs)



Intervention characteristics

- Evaluation readiness (clear model, theory of change)
- Fit with RSHE curriculum, statutory guidance and the cross-governmental VAWG strategy
- Informed by the best available evidence, and helps to address an evidence gap

Applicant experience

- Prior experience of delivering programmes on healthy and respectful relationships
- Feasibility of scale (~20-30 schools, depending on the strand)

Supporting smaller organisations

We encourage you to consider **applying in partnership**, combining complementary strengths, expertise, and reach.

Strong partnership applications should:

- **Identify a clear lead organisation** to act as the main point of contact
- **Set out the role and expertise of each partner**
- Be built on **existing relationships or networks**
- Deliver a **consistent, shared intervention model across all partners**





Our commitment to equity

- Violence disproportionately affects marginalised children and young people, who often face additional barriers to accessing support.
- While this funding will focus on universal provision, we require applicants to demonstrate how they will meet the needs of diverse groups (e.g. gender, ethnicity, SEND).
- Applicants should also demonstrate confidence in navigating different cultural perspectives around RSHE, while maintaining fidelity to the statutory curriculum.
- Equity will be a core assessment criterion.
- We would particularly welcome proposals from organisations which are led by Black, Asian or other racially minoritised leaders.

How we will work with partners

We want to work with partners to:

- Identify the '**best bets**' around implementation
- **Disseminate ongoing learning**
- Source **wider expertise** – such as through Race Equity Associates – to help improve ongoing practice

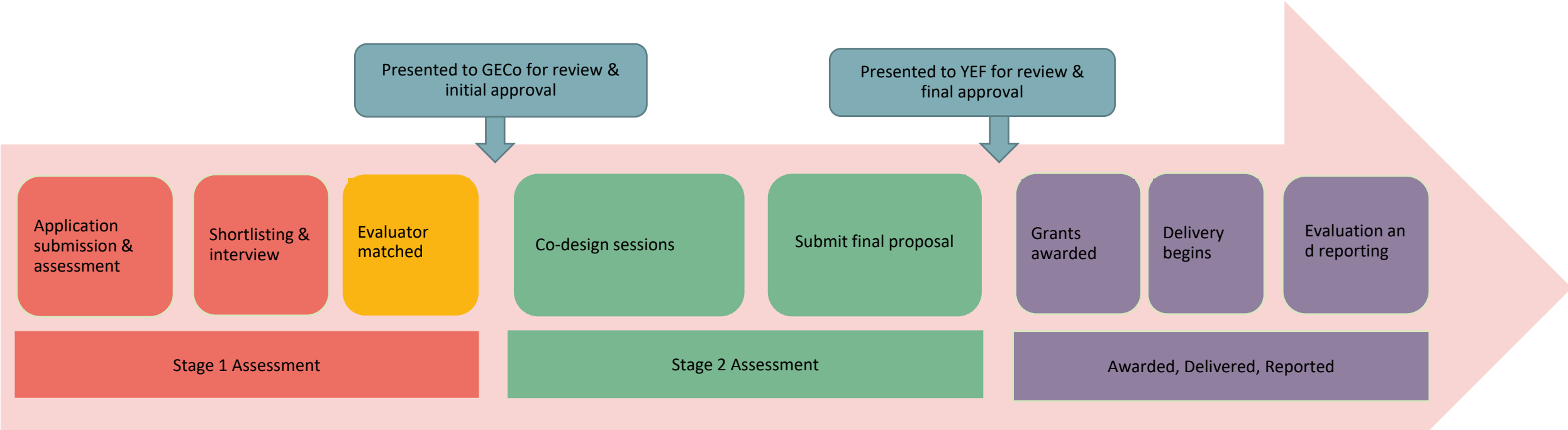




Application process



The application and assessment process



Introduction

What we're looking to fund

Scale of the evaluation

How to apply

Frequently Asked Questions
(FAQ)

How to apply

Applicants must submit a **full proposal**, using the **application form** ([Strand 1](#) and [Strand 2](#)) and **budget**. Full application guidance can be found here:

Application guidance

Download 

Applications should be submitted to: grants@youthendowmentfund.org.uk with the subject line **VAWG Prevention Proposal – Strand 1 or Strand 2** (*as appropriate to your application*)

The deadline for submission is **9am, Monday 27th July 2026**.

Where: [YEF's funding opportunity page](#) - under 'VAWG Prevention Programme'



Assessment criteria



1. **A suitable outcome**
2. **Able to deliver to achieve proposed outcomes**
3. **Able to engage children and young people/ school staff**

4. **Able to deliver at the required scale**
5. **Existing evidence**
6. **Evaluable**

7. **Likely to lead to change**



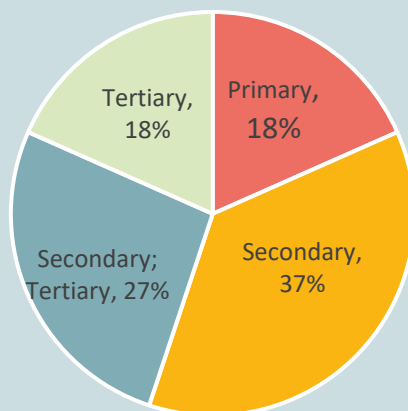
Evaluation



YEF Experience of Commissioning Randomised Control Trials

Portfolio

- 7 Years of grant-making
- Evaluating 90 interventions
 - 53 Impact evaluations
 - 30 Pilots
 - 13 Feasibility studies
- Across sections, stronger focus so far on Education and Youth sectors and Children's Services



Impact studies by cohort targeting

London Sexual Violence (LSV) project: Brook Young People /UoB

- Targets Year 9 students in mainstream schools.
- includes 4 structured student sessions and 1 staff session.
- to change **attitudes** towards **relationship and dating-based violence**.
- Evaluation design: a Cluster **Randomised Control Trial (cRCT) in 60 schools in London**, with randomisation occurring at the school level.
- Due to publish July 2029

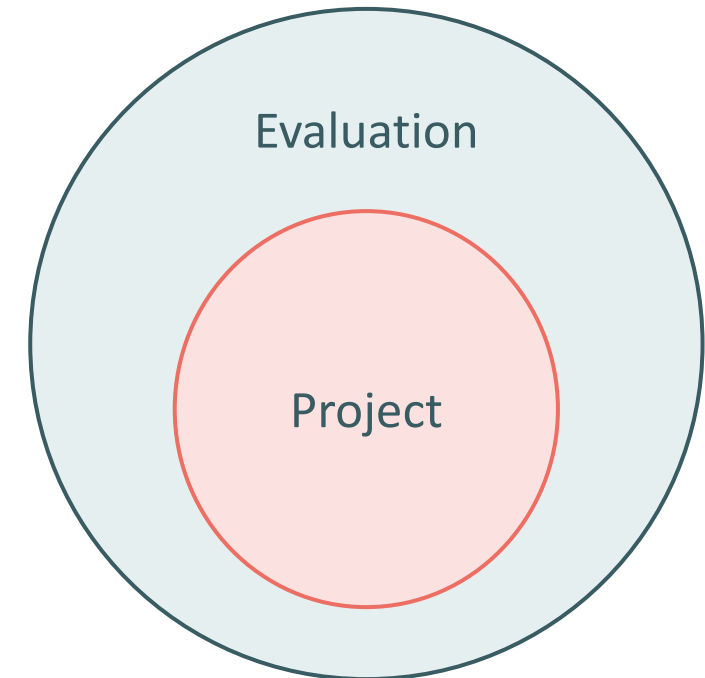
STEPS - Salford Foundation/ Cordis Bright

- 6 x session school-based, among boys aged 11–14,
- intervention that aims to reduce harmful **attitudes** contributing to the **prevention of gender-based violence (GBV)**.
- The trial incorporates 18 schools (54 year groups, 3240 boys), with **half of the year groups allocated to intervention and half allocated to control groups**.
- Evaluation type: Efficacy study
- Due to publish March 2029

Evaluation at YEF

Each YEF project has two equally important elements. These elements are two parts of an indivisible whole

1. A promising project which we hope will help to prevent young people from being involved in violence; and
2. An independent evaluation of how effective the project is at achieving its intended outcomes.



Why evaluate?

Because providing the best care for children and young people means learning what works, for whom, when and how.



To evaluate whether programmes have the intended impact and check that programmes aren't harmful



To support grantees to improve programmes and make the case to children, families and potential funders



To make sure we're building the evidence base



To share best practice, scale what works and make change for children and young people

Principles of YEF evaluations

YEF takes a common approach to evaluation across all funded projects

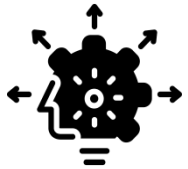


Robust – Random assignment to the project (Randomised Control Trial) with baseline, interim and follow-up measures of the outcome.

Includes an Implementation and Process Evaluation (IPE) to learn about the context and implementation of the project, and cost reporting



Reliable – Use standardised measures of outcomes with proven validity (e.g. Modern Adolescent Dating Violence Attitudes (MADVA) survey tool)

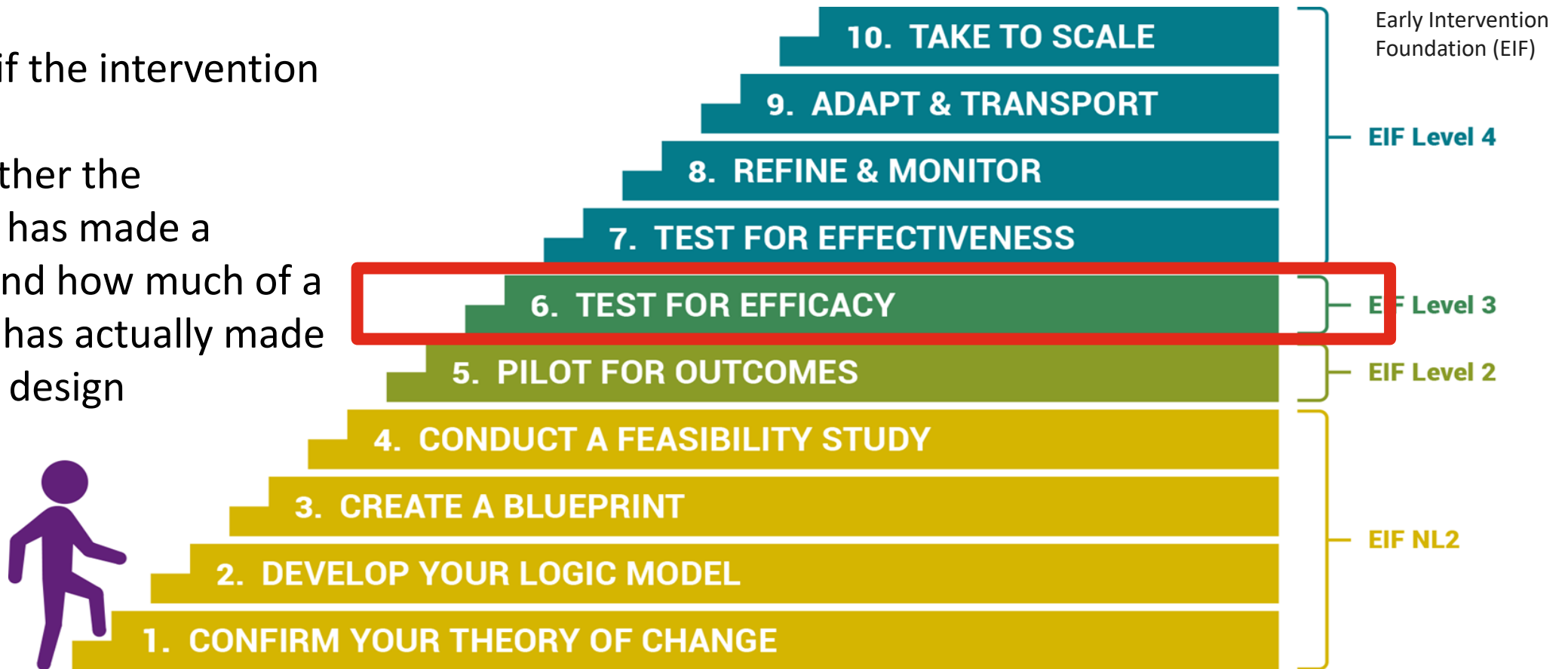


Rigorous – Produce valuable findings for the Grantee, tracking change over time through long-term follow-up through YEF's Data Archive

Type of Evaluation– Efficacy Impact Evaluations

(evaluations in other calls will aim for feasibility/pilot trials)

- Determines if the intervention 'works'
- Verifies whether the intervention has made a difference, and how much of a difference it has actually made
- Randomised design



Scale of YEF projects and evaluations

School randomised example

The number of schools and young people a project will deliver the intervention to, is roughly half the number of school and young people recruited to the evaluation. For example, if your project needed to recruit 60 schools:



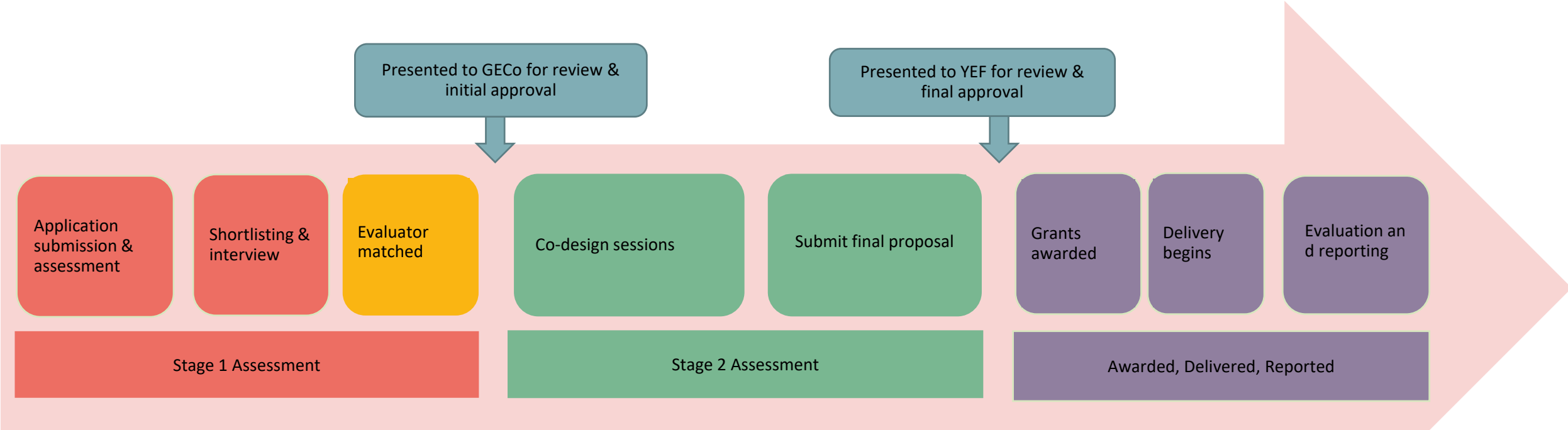
Evaluator selection and project matching

YEF will:

1. Match you with an experienced evaluator from our VAWG Evaluator Pool
2. Organisations from YEF's Evaluation Panel, who apply and are selected based on experience and expertise
3. Encouraging partnerships to strengthen VAWG Evaluation expertise
4. Matching before we recommend projects to YEF's Grant and Evaluation Committee for approval.
5. Work with the evaluator, based on engagement and collaboration through the co-design process to develop final evaluation plans

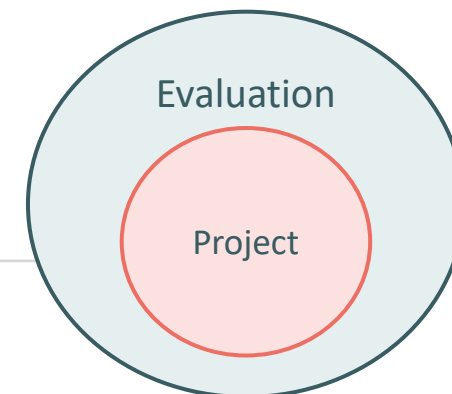


The application and assessment process



Reflections: Differences when running a project as part of an impact evaluation?

- **Different** from e.g. Action Research or iterative learning approaches
- **Larger scale:** Scale of the project is important, to ensure that the impact findings are robust
- **Limited flexibility** to change the project mid-way through the evaluation – a focus on **consistency of delivery**, and adherence to the **planned timeline**
- The evaluation compares the project intervention to what would happen in the absence of the project



Q&A

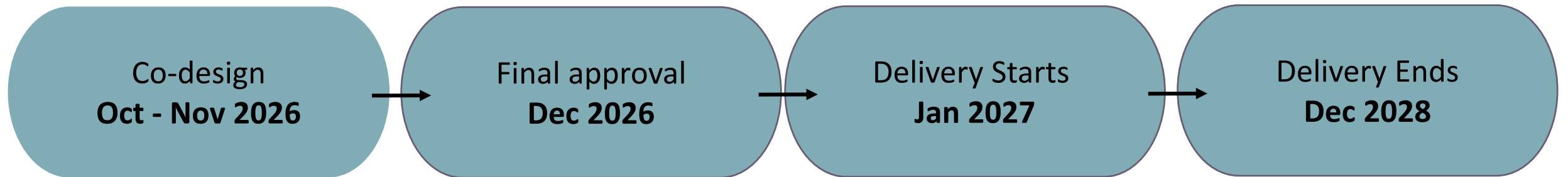




Next Steps



Key dates and timeline



School Recruitment & Delivery

- Estimated school recruitment: Jan – July 2027
- Estimated programme delivery in schools: From Sept 2027 - December 2028



Keep in touch - grants@youthendowmentfund.org.uk

