



Violence Against Women And Girls (VAWG) Prevention Programme

Objective 2 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 2: Responding to Inappropriate and Problematic Behaviours related to Gender Norms and Relationships
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



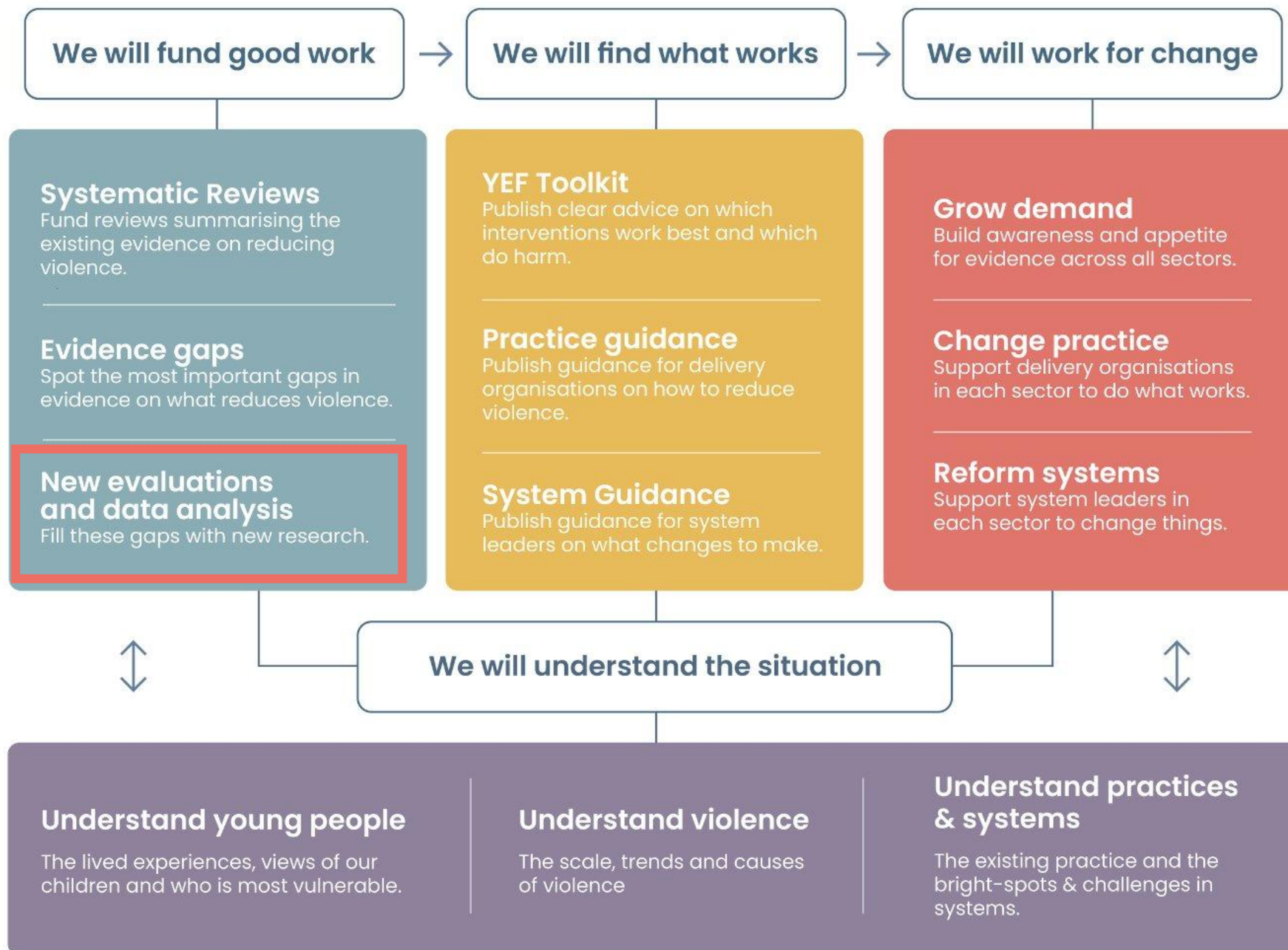
Policing



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 to VAWG among CYP
- 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 behaviours** in educational settings for **CYP aged 10–18 (targeted provision)**



Objective 1 deadline: 9am, Monday 27th July

Objective 2 Round 1 deadline*: 9am, Wednesday 2nd September

**We will run a second funding round for Objective 2 in Summer 27*



Targeted Intervention for CYP displaying concerning behaviours

- **Adolescence** a key time for prevention work
- **Early, targeted intervention can help address these behaviours before they escalate** into more serious harm or require statutory intervention
- **Educational settings** are well placed to identify and support CYP displaying concerning behaviours related to gender norms and relationships
- **Schools and colleges often need greater capacity, confidence and access to specialist support** to respond effectively to CYP displaying emerging concerning behaviours.
- **Freedom from Violence and Abuse strategy: Pillar 1** (Prevention and Early Intervention)



What the evidence says about targeted gender and relationships programmes



Objective 2

What we know:

- **Drivers** — Gender-inequitable attitudes, beliefs and norms underpin VAWG.
- **Behaviour change** — Shifting views on consent, coercive control and acceptable behaviour supports longer-term change.

What we need to learn:

- **Evidence gap** — Limited evidence on targeted secondary prevention.
- **Acceptability** — Whether these interventions, and corresponding evaluation designs, are acceptable to CYP, teachers, staff, parents and stakeholders
- **Safe, equitable reach** — Recruitment, retention and fit for SEND, neurodivergent and minoritised CYP.
- **Supporting educational settings** — How to support educational settings to identify and address these behaviours
- **Best evaluation designs** — impact evaluations and efficacy studies.



Cross-government strategy on VAWG





Objective 2: Responding to inappropriate and problematic attitudes and behaviours around gender norms and relationships.



Objective 2: What we're looking to fund and evaluate

Targeted interventions for children and young people (10-18) who are displaying inappropriate or problematic attitudes and behaviours around gender and relationships.



IN SCOPE

- Pre-threshold behaviours, before they require statutory interventions
- Clear link to educational settings
- Working directly with targeted CYP but which also strengthen schools' ability to identify and respond to concerning attitudes and behaviours
- Consideration of the effects of the intervention on peers who may have been victimised by these behaviours



OUT OF SCOPE

- Harm that has escalated to require statutory involvement (social care, police, criminal justice) – tertiary prevention
- Universal, whole-class or whole year delivery with no risk targeting – falls under Objective 1
- Programmes delivered primarily in community settings with only limited links to educational settings
- Proposals to build an entirely new intervention with no prior delivery & track record

We are seeking to commission **early-stage evaluations** of these services (feasibility studies or Pilot RCTs)

Examples of 'inappropriate' and 'problematic' behaviours

- 1 Sexist and misogynistic language or attitudes that demean or humiliate others
- 2 Unwanted sexualised comments or behaviours
- 3 Poor understanding of consent and boundaries in relationships with peers or partners
- 4 Controlling, possessive, or intimidating behaviours in friendships or intimate relationships
- 5 Harmful online behaviours, including sharing inappropriate content, online harassment, or engagement with misogynistic content
- 6 Attitudes that normalise gender inequality, disrespect, or violence towards women and girls
- 7 Other indicators of unhealthy relationship behaviours that may increase the risk of future harm



These behaviours sit on a spectrum. Where they move beyond emerging or lower-level concerns into harmful or abusive patterns, they should be identified and responded to through formal safeguarding and statutory pathways — not through this fund.



Our commitment to equity

- Violence disproportionately affects marginalised children and young people, who often face additional barriers to accessing support.
- We require applicants to demonstrate how they will meet the needs of diverse groups of CYP (e.g. gender, ethnicity, SEND, neurodivergence).
- Organisations should consider how they actively address unconscious bias and avoid reinforcing stereotypes in selection criteria and the referrals of CYP.
- Equity will be a key assessment criterion.
- Strong encouragement for applications from Black, Asian, and other racially minoritised-led organisations.

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



Extended co-design process

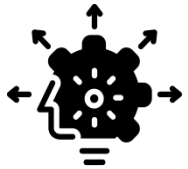
Flexible support – where projects need a bit more time and resource that our normal co-design process provides



4 months minimum, base components of Theory of Change support, articulating delivery model, eligibility criteria , evaluation design – outcome selection, data collection methods



Further extension by 3 or more months, to allow greater refinement of your delivery model, capacity development, small scale testing needed before the project is ready for a feasibility or pilot RCT.



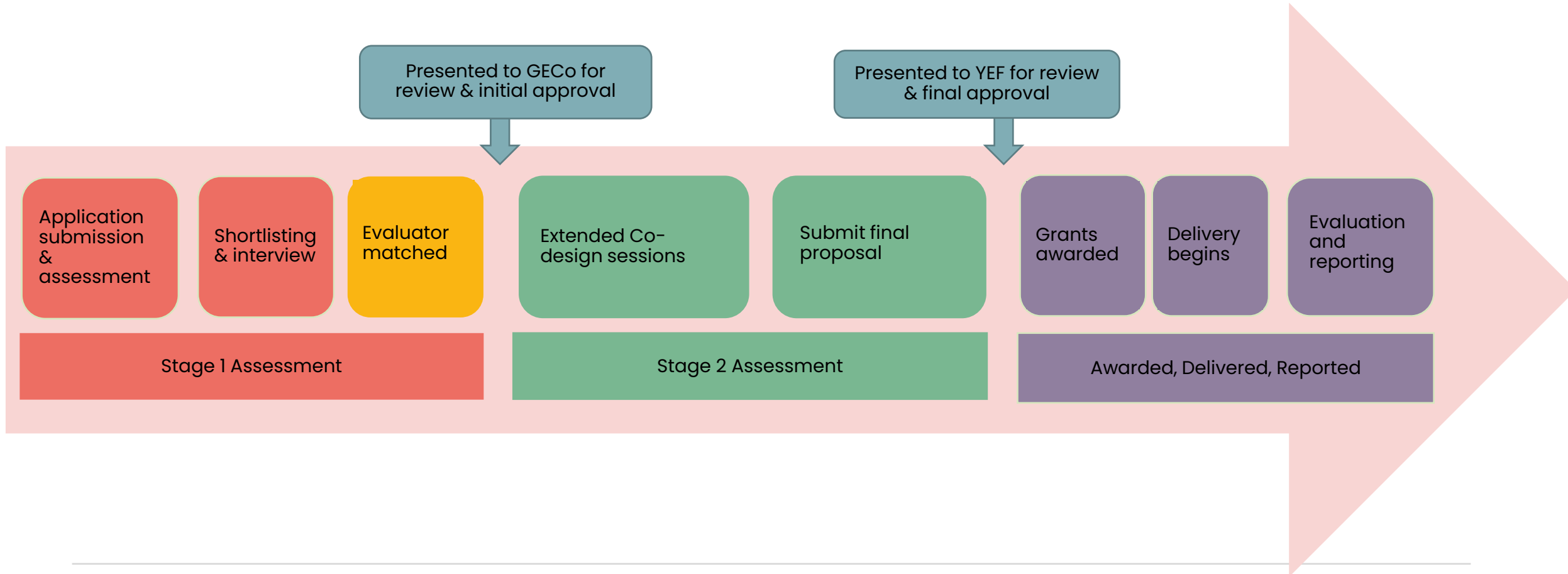
To be reviewed with partners early on in co-design



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](#) and [budget](#) templates. Full application guidance can be found here:

Objective 2 – VAWG Application guidance

Download 

Applications should be submitted to: grants@youthendowmentfund.org.uk with the subject line **VAWG Prevention Programme – Objective 2**

The deadline for submission is **9am, Wednesday 2nd September**.

Where: [YEF's funding opportunity page](#) - under 'VAWG Prevention Programme – Objective 2'





Assessment criteria



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. Organisational expertise

5. Existing evidence

6. Evaluability

7. Budget

8. Likelihood of leading to change

Organisational expertise

Two key areas of experience we'll show preference for:

1

Targeted interventions

Experience delivering targeted interventions around gender and relationships to children and young people.

2

Education partnerships

Experience working in partnership with educational settings.



Evaluation

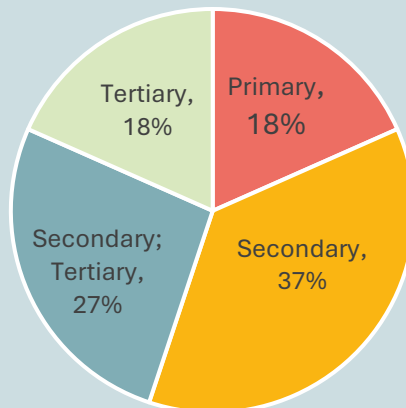


YEF Experience of Commissioning Feasibility and Pilot Randomised Control Trials

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



<https://youthendowmentfund.org.uk/wp-content/uploads/2022/04/2.-YEF-Evaluations-Guidance-Feasibility-studies-April-22.pdf>

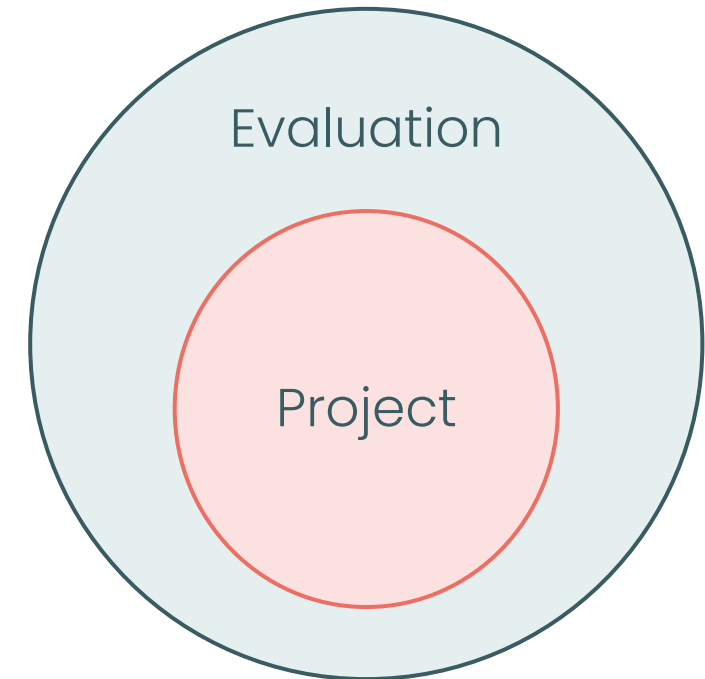


<https://youthendowmentfund.org.uk/wp-content/uploads/2022/03/3.-YEF-Evaluations-Guidance-Pilot-studies-March-2022.pdf>

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

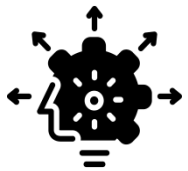


Robust – Random assignment to the project (Randomised Control Trial) with baseline, interim and follow-up measures of the outcome.

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



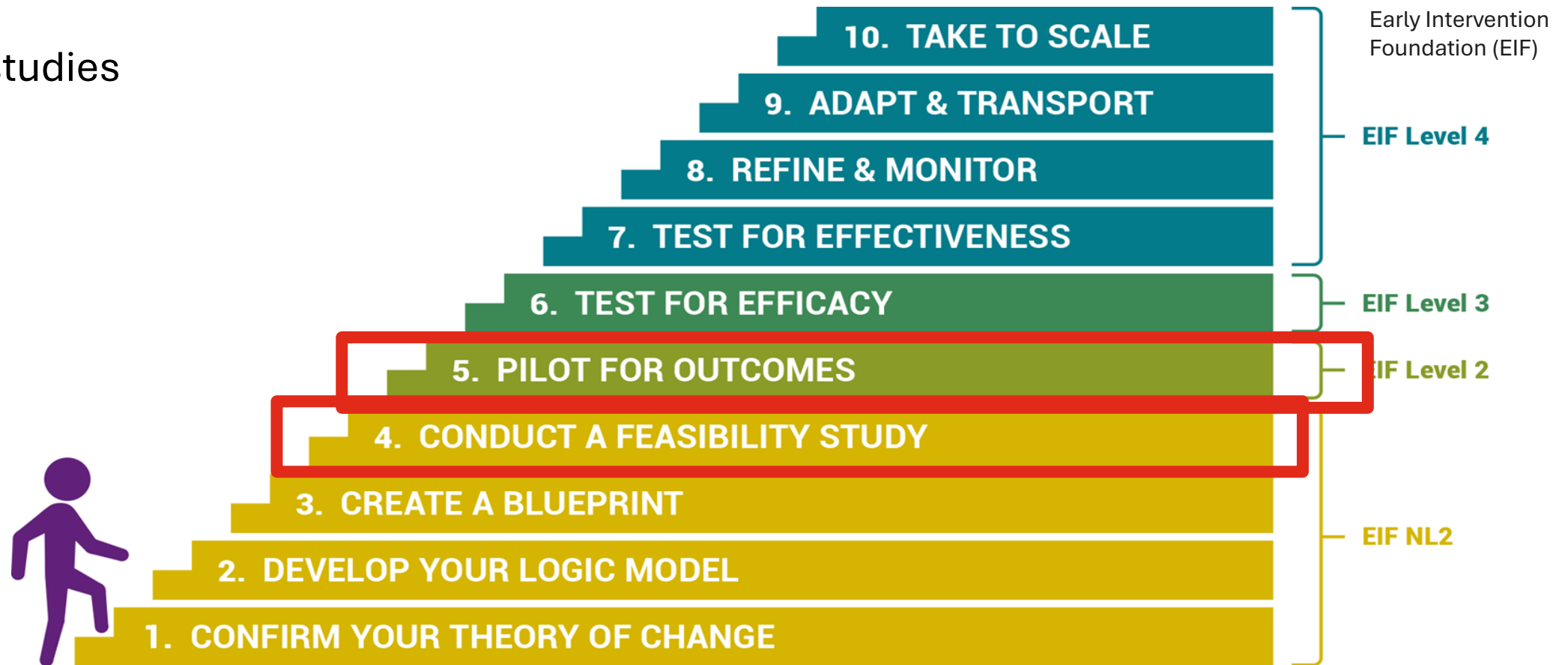
Reliable – Use standardised measures of outcomes with proven validity (e.g. Modern Adolescent Dating Violence Attitudes (MADVA) survey tool)



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

Type of Evaluation– Feasibility and Pilot RCT

- Feasibility studies
- Pilot RCTs



Source: <https://www.eif.org.uk/resource/10-steps-for-evaluation-success>

Feasibility studies

- **Intervention feasibility:** Can the intervention be delivered and accepted?
- **Evaluation feasibility:** Can participants be recruited, allocated, measured and followed up?
- **Early implementation/process learning:** What delivery variation, adaptations, mechanisms and contextual influences are already visible?
- Exploring the feasibility of the resources required to deliver the intervention.
- Exploring the barriers to implementation.
- Collecting practitioner and manager views about the feasibility of the implementation tasks.
- The feasibility of desired recruitment and retention to the intervention, including collecting data on user satisfaction and comparing to the demographics of those recruited to intended population data.



<https://youthendowmentfund.org.uk/wp-content/uploads/2022/04/2.-YEF-Evaluations-Guidance-Feasibility-studies-April-22.pdf>

Pilot Randomised Control Trial

+ Implementation Process Evaluation & Cost reporting

- Tests recruitment, consent, randomisation, retention and follow-up procedures.
- Assesses whether intervention and control conditions are deliverable.
- Examines reach, engagement, fidelity, adherence and adaptations.
- Tests outcome measures, data systems and trial processes.
- Explores participant, practitioner and organisational experiences.
- Investigates mechanisms and contextual influences on delivery.

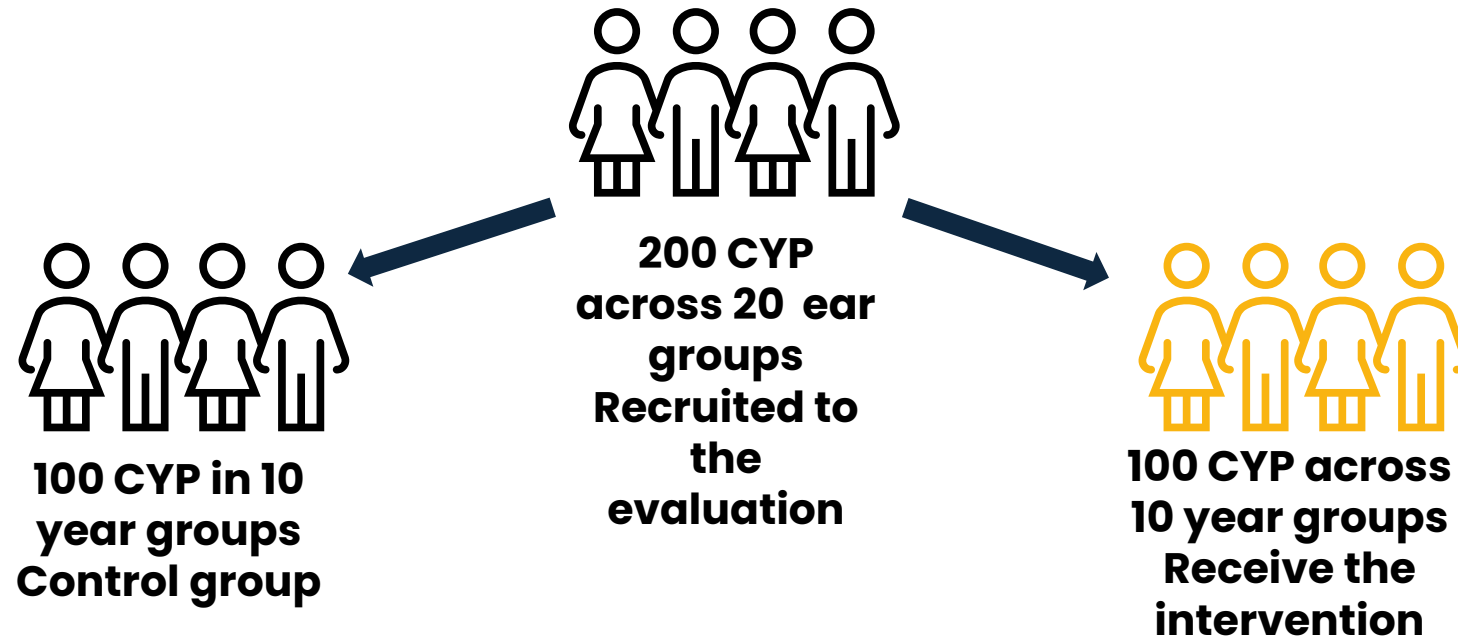


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Scale of YEF projects and evaluations

Pilot RCT, Year group 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 200 CYP



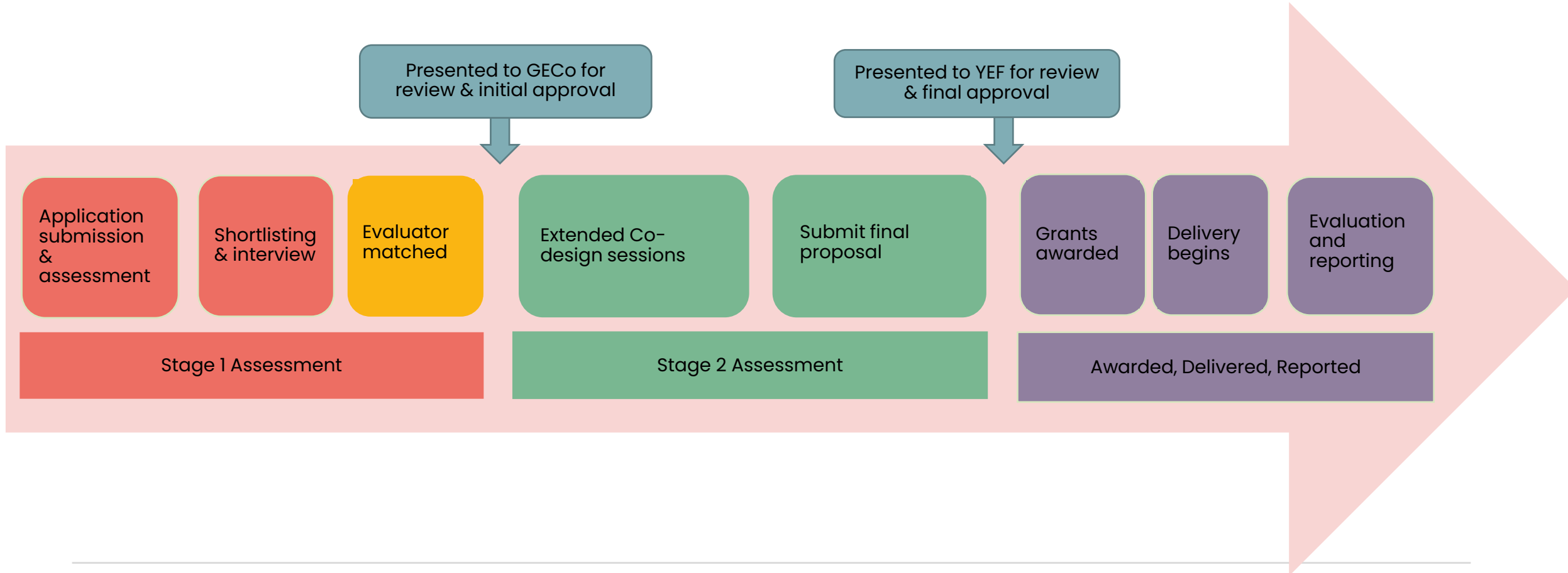
Evaluator selection and project matching

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



Q&A

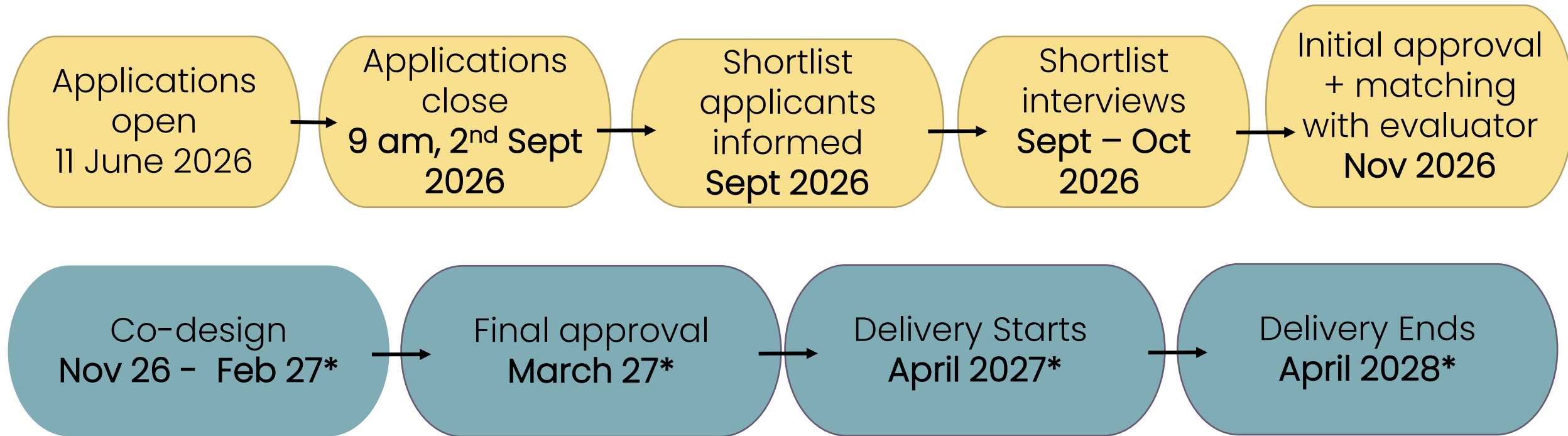




Next Steps



Key dates and timeline



Co-design phase:

- Standard 4 months*
- Extension to 7 months, 10 months or 13 months depending on the readiness of your project (addition time to refine ToC, finalise evaluation approach, small-scale testing etc)
- Please indicate in your application if you would benefit from an extended co-design phase



Keep in touch –
grants@youthendowmentfund.org.uk

