Young Gamechangers Fund

Midterm Report

About Young Gamechangers Fund

The Young Gamechangers Fund is a £4.5 million partnership between the Co-op Foundation, Co-op and the #iwill Fund. The initiative is designed to transform the landscape of youth-led funding by shifting power to young people aged 10-25 across the UK.

Co-op Live, the UK's largest indoor arena, supports the Young Gamechangers Fund through an annual donation of £1m to the Co-op Foundation.

The fund is delivered by the Global Fund for Children and Restless Development alongside the Co-op Foundation.

Delivery partners
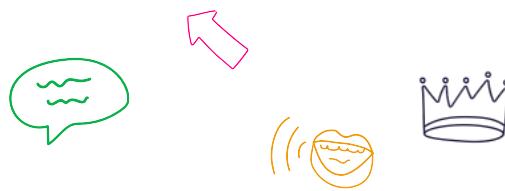
Young Gamechangers Fund 2025.
Young Gamechangers Fund Midterm report. November 2025.

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Glossary

Funded initiatives: Across this report we will refer to the set of activities and social impact initiatives delivered by grantees—both individuals and organisations funded through the Young Gamechangers Fund—as "funded initiatives". This term includes all activities supported by both unrestricted and project-specific funding.

Grantees: In this report, the term "grantees" refers to both individual young people and youth-led organisations that received funding through the Young Gamechangers Fund.

Young people benefiting from grantee funded initiatives: Throughout this report, when TSIP refers to "impact on young people," we are referring specifically to young individuals reached or supported by grantee funded initiatives. This includes, for example, young people seeking employment, trans youth, or young people from refugee backgrounds. Please note that the impact on young grantees themselves is not included in this midterm report.

Communities benefiting from grantee funded initiatives: In this report, "community impact" refers to both the young people benefiting from grantee funded initiatives and other organisations or groups positively impacted by these initiatives. Examples include NHS providers (in cases where grantees support young people navigating the health system), schools (where grantees work with students), and local residents (in neighbourhood-based initiatives).

Identify-based communities: Groups of people who come together because they share a common characteristic that is central to how they see themselves and the world. That shared identity often shapes their experiences, opportunities, and challenges. These communities can form around ethnicity, gender and sexuality, religion or faith, or other shared lived experiences. Examples of identity-based communities are latinx youth network supporting college access, an LGBTQ+ student alliance at a high school, a women in STEM association or a refugee support group organised around shared migration experiences. These communities often provide support, belonging, and advocacy — especially where members may face barriers or discrimination in broader society.

Project-specific funding: The grant is tied to a particular activity or initiative — for example, running a campaign, event, or workshop — and must be used to deliver that specific project.

Unrestricted funding: The grant can be used flexibly to support the overall work or mission of the young person or organisation – for example, covering staff costs, rent, or new ideas.

Short-listed grantees: After delivering the Monitoring and Evaluation workshops for all grantees in October 2025, TSIP and the delivery partners realised that not all grantees had the capacity or time to carry out full mini-evaluations. In response, we tailored the approach and created two evaluation pathways: one for grantees conducting a full mini-evaluation, and another for those following a lighter, more reflective approach. The term 'shortlisted grantees' refers specifically to those engaged in the full mini-evaluation process. TSIP and the delivery partners established assessment criteria to select these shortlisted grantees, which included:

- Level of engagement – Assessed through their overall participation and whether they had responded to the Input Form.
- Capacity to complete the evaluation – Based on their time availability, and confidence.
- Region – Ensuring representation from Wales, Northern Ireland, Scotland, and England.
- Areas of focus – Including a variety of social issues.
- Funding type – Considering both core and project-based funding.

Youth Steering Group - The steering group is made up of 15 young people aged 18–25 who have actively worked alongside the YGF to build the fund from the ground up—shaping its design, influencing grant decisions, and reimagining how youth-led funding is delivered in the UK. You can read more about this group here.

Youth Social Action - YGF-funded initiatives align with the principles of Youth Social Action, placing young people's ideas and leadership at the centre. Youth Social Action (YSA) can be defined as youth-led activities that produce a benefit for communities as a result of the action, and for young people, as a result of taking part in the social action. Full applications to the #iwill Fund are encouraged to align with six key principles of youth social action:

1. Reflective – acknowledging contributions and embedding learning
2. Challenging – ambitious and stretching, yet empowering and enjoyable
3. Youth-led – guided by young people's ideas, choices, and decision-making
4. Socially impactful – delivering clear benefits to communities or causes
5. Progressive – sustainable, linking to further opportunities
6. Embedded – accessible to all and woven into regular pathways to make social action habitual and long-term

1. Executive Summary

The Young Gamechangers Fund (YGF) is a pioneering initiative that redistributes power and resources to young people to promote youth-led social action[1] across the UK. The Co-op Foundation is leading this £4.5 million partnership fund with funding from Co-op, Co-op Live and the #iwill Fund. YGF launched in 2023 and supports young activists, campaigners, disruptors, co-operators, and social entrepreneurs aged 10–25.

Beyond financial support, the YGF—delivered by Global Fund for Children and Restless Development—offers grantees access to peer support networks, training, and mentoring to help bring their vision to life. Young people are at the heart of this initiative: a youth steering group has co-designed every aspect of the fund, from branding to grant-making decisions.

Young Gamechangers—individuals and youth-led organisations—are leading change in their communities and receive flexible funding—either unrestricted or project-specific[2]— tailored to their needs. Aligned with the Co-op Foundation's Future Communities Vision, these Young Gamechangers are transforming communities across the UK into safer, more sustainable, and more inclusive places. With grants of up to £20,000 per year, many focus on supporting minoritised groups, using their lived experience to drive meaningful local change.

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1. Youth Social Action (YSA) refers to activities led or shaped by young people that create positive social impact for others—and personal development benefits for themselves. Typically, this takes the form of volunteering, campaigning, fundraising, mentoring, or community-focused initiatives. For more detailed information see: iWill - YSA

2. Unrestricted funding means the grant can be used flexibly to support the overall work or mission of the young person or organisation – for example, covering staff costs, rent, or new ideas.

Project-specific funding means the grant is tied to a particular activity or initiative – for example, running a campaign, event, or workshop – and must be used to deliver that specific project.

As the learning and evaluation partner of YGF, TSIP's mid-term report presents early findings from Cohort 1 grantees,[3] drawing on three sources of information: grantee mini-evaluations, end-of-evaluation reports, and learning workshops. Of the 34 initiatives that were funded, 23 participated in the evaluation process: 18 submitted their end-of-evaluation report, 7 grantees shared participant data, and 14 grantees joined the learning sessions.

The framing of this evaluation and subsequent report has been guided by eight learning questions, developed with key YGF stakeholders to understand the fund's impact.

The methodology and its limits

The evaluation prioritised youth-led learning and reflection. While this participatory approach supported ownership and capacity-building among grantees, it also introduced certain limitations. Data was largely self-reported, gathered post-project, and often based on small, non-representative samples. Tools and outcomes varied across funded initiatives, limiting consistency. Nonetheless, the depth of qualitative insights revealed recurring themes that offer meaningful understanding of YGF's emerging impact.

This report presents emerging findings related to five evaluation questions. The findings below offer valuable insights into each of these areas.

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3. **Cohort 1 grantees** refers to the first round of grantees of the Young Gamechangers Fund who received funding from April 2024 and ran project activities until June 2025.

The impact of the YGF[4]

The findings below reflect recurring patterns across grantees' experiences and project outcomes. While data was collected through varied, mostly qualitative methods, a clear picture has emerged of how the Fund is enabling young people and communities to grow, lead, and create change. These insights also speak to the broader potential of youth-led funding models to drive both personal transformation and systemic impact.

1. Personal Growth and Leadership Development

Young people benefiting from grantee funded initiatives consistently reported an increase in their sense of confidence, inner power, and ability to lead. This was particularly true for those from marginalised backgrounds, who described feeling seen and heard for the first time. Funded initiatives created environments where young participants could take ownership–designing and delivering workshops, speaking at public events, and leading campaigns. Enabling mechanisms like peer support, mentoring, and identity-affirming safe spaces were central to this growth. For example, Grantee 3 found that 95% of young participants improved their confidence, and 85% gained clarity about their goals.

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4. Impact on young people - Throughout this report, when TSIP refers to "impact on young people," we are referring specifically to young individuals reached or supported by grantee funded initiatives. This includes, for example, young people seeking employment, trans youth, or young people from refugee backgrounds. Please note that the impact on young grantees themselves is not included in this midterm report.

Impact on communities - It refers to both the young people benefiting from grantee funded initiatives and other organisations or groups positively impacted by the funded initiatives. Examples include NHS providers (in cases where grantees support young people navigating the health system), schools (where grantees work with students), and local residents (in neighbourhood-based initiatives).

2. Meaningful Participation in Decision-Making Spaces
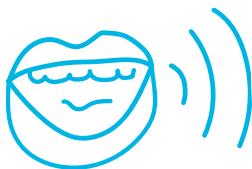
Across the board, young people benefiting from grantee funded initiatives were not just included—they were in the lead. Funded initiatives enabled them to co-design strategies, influence school and NHS policies, and shape local government initiatives. Grantees described a shift from passive involvement to genuine ownership. Grantee 16, for instance, noted that 90% of participants felt their voice was valued in a youth assembly,[5] and several went on to take formal leadership roles. This shift in power dynamics was made possible by funded initiatives intentionally embedding shared governance and youth-led decision-making models.

3. Strengthened Peer Support + Professional Networks

Many funded initiatives created new ecosystems of support, allowing young participants to build relationships that extended beyond the life of the programme. Peer mentoring, alumni networks, and identity-based communities[6] became crucial spaces for mutual care, advice, and resource-sharing. For example, Grantee 5's peer mentoring model for autistic youth was co-produced and highly valued, with mentors reporting deep personal transformation. Other funded initiatives enabled access to professional networks—offering young people tangible pathways into work, activism, or further training.

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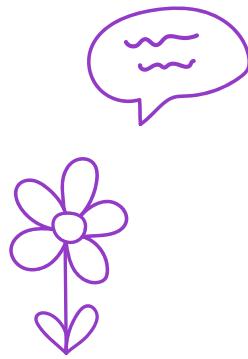
5. A youth assembly is a structured gathering of young people who come together to discuss issues, share perspectives, and influence decisions that affect them or their communities.

6. An identity-based community is a group of people who come together because they share a common characteristic that is central to how they see themselves and the world. That shared identity often shapes their experiences, opportunities, and challenges. These communities can form around ethnicity, gender and sexuality, religion or faith, or other shared lived experiences. Examples of identity-based communities are Latinx youth network supporting college access, an LGBTQ+ student alliance at a high school., a women in STEM association or a refugee support group organised around shared migration experiences.

4. Systemic and Community–Level Change

Grantee funded initiatives went beyond individual growth to affect change at the systemic and community levels. These included influencing public services (e.g. NHS, police), transforming local spaces, creating educational toolkits, and building inclusive cultural events.

For example, Grantee 13's training improved hospital staff understanding of autism, while Grantee 17 co-produced a film on trans youth issues and created toolkits now used in schools. The Fund enabled grantee initiatives to serve as catalysts— shifting attitudes, embedding youth-led solutions, and building community cohesion across diverse geographies and identities.
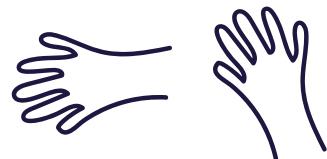
5. Fund Design as a Strategic Enabler

The Fund's structure was highlighted—particularly its flexibility, accessibility, and responsiveness—as critical to the grantee's success. The combination of unrestricted funding, supportive relationships with funders, and youth-led governance allowed grantees to experiment, adapt, and lead with integrity. Learning workshops delivered by TSIP and peer spaces also provided opportunities for collaboration, solidarity, and collective capacity-building. This design allowed the Fund to reach groups often excluded from traditional funding, and to create a platform for structural and narrative change.

Conclusion

The Young Gamechangers Fund is beginning to deliver on its bold ambition: not just supporting youth-led funded initiatives, but reshaping how change happens. Grantees and young people benefiting from their initiatives –many from marginalised backgrounds–are leading initiatives that influence local services, shift narratives, and strengthen communities. These early ripple effects signal a deeper shift in who holds power and how decisions are made. While much of the impact is currently local and project-based, the Fund is testing a new model of trust-based, youth-led funding with systemic potential. Its design–flexible, accessible, and co-created–has enabled young people to lead with creativity, and purpose.

Though findings must be interpreted with care, the direction of travel is clear: YGF is building more than funded initiatives. It is nurturing:

a generation of young people who see themselves as decision-makers, advocates, and co-creators of the future.

And in doing so, it is reshaping what it means to fund youth social action– from something done for young people, to something done with and by them.

In short: YGF is not just changing communities.
It's changing the rules of how change happens.

2. Introduction

The Young Gamechangers Fund (YGF) is a pioneering initiative that redistributes power and resources to young people to promote youth-led social action across the UK. The Co-op Foundation, is leading this £4.5 million partnership fund with funding from Co-op, Co-op Live and the #iwill Fund. YGF launched in 2023 and supports young activists, campaigners, disruptors, co-operators, and social entrepreneurs aged 10–25.

Beyond financial support, the YGF—delivered by Global Fund for Children and Restless Development—offers grantees access to peer support networks, training, and mentoring to help bring their vision to life. Young people are at the heart of this initiative: a youth steering group has co-designed every aspect of the fund, from branding to grant-making decisions.

Grantees, including individuals and youth-led organisations, receive flexible funding—either unrestricted or project-specific[7]—tailored to their needs. Aligned with the Co-op Foundation's Future Communities Vision, these Young Gamechangers are helping to transform communities across the UK into safer, more sustainable, and more inclusive places. With grants of up to £20,000 per year, many focus on supporting minoritised groups, using their lived experience to drive meaningful local change.

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7. **Unrestricted funding** means the grant can be used flexibly to support the overall work or mission of the young person or organisation – for example, covering staff costs, rent, or new ideas. Project-specific funding means the grant is tied to a particular activity or initiative – for example, running a campaign, event, or workshop – and must be used to deliver that specific project.

The Social Innovation Partnership's (TSIP) role

As the learning and evaluation partner of the Young Gamechangers Fund (YGF), TSIP is conducting an external evaluation to assess the fund's impact. This midterm report presents our preliminary findings based on engagement with Cohort 1 grantees, ahead of continued work with Cohort 2. TSIP's engagement with Cohort 1 took place between April 2024 and May 2025. During this period, we co-produced a Theory of Change (Appendix 3) and developed the evaluation framework, continuously refining our approach to better support grantees.

To promote a youth-led approach, TSIP trained and supported a group of grantees to act as peer/community researchers in generating impact evidence. We introduced two evaluation pathways: one for grantees conducting a full mini-evaluation and another for those choosing a lighter, more reflective approach. This adaptable learning model has enabled a flexible process that balances impact measurement with accessibility and learning.

The evaluation framework

The evaluation of the YGF is guided by eight evaluation questions designed to comprehensively assess both the fund's processes and its impact. This report presents emerging findings related to five of these questions, while data collection continues for the remaining three.

Insights included in this midterm evaluation report:

A) To what extent have young people developed a sense of power and agency?	B) To what extent are young people more involved in decision making opportunities across different levels?
C) To what extent have the grantees been able to deliver on their own specific objectives?	D) To what extent are young people more embedded in their local communities with greater access to opportunities to create/effect change?

E) To what extent have young people developed a sense of power and agency?

Insights to be covered in future evaluation reports:

F) To what extent has the YGF presented a valuable model for funders and organisations to shift power and redistribute resources to young people?	G) To what extent has the fund's design and implementation felt relevant to the young people?

H) To what extent have the outcomes of the Fund been experienced equitably?

Figure 1. Evaluation Questions

The findings to the five evaluation questions addressed in this mid-term report are based on insights from three key sources:

1. Participant data - Nine shortlisted grantees[8] received one-to-one support to complete their evaluation frameworks in line with the Theory of Change, plan their data analysis activities, and address any challenges encountered or anticipated. After completing their data collection, eight grantees were able to share their data with TSIP for analysis.

8. After delivering the Monitoring and Evaluation workshops for all grantees in October 2025, TSIP and the delivery partners realised that not all grantees had the capacity or time to carry out full mini-evaluations. In response, we tailored the approach and created two evaluation pathways: one for grantees conducting a full mini-evaluation, and another for those following a lighter, more reflective approach. The term 'shortlisted grantees' refers specifically to those engaged in the full mini-evaluation process. TSIP and the delivery partners established assessment criteria to select these shortlisted grantees, which included: level of engagement, capacity to complete the evaluation, region, areas of focus and funding type.

2. The end-of-evaluation grantee report - It explored grantees' evaluation journeys and the impact they've had on the young people they work with and their communities. It is based on open-ended questions aligned with the evaluation framework and was completed by 18 grantees.

3. The three learning workshops - TSIP facilitated three learning workshops to provide grantees with a reflective space to share insights, explore impact, and deepen learning—both individually and collectively. 14 grantees attended these workshops.

These various sources were instrumental in enabling grantees to reflect on their experiences, share insights, and highlight impactful stories about their funded initiatives in a way that matched with their impact and evaluation ambitions, capacities and skills.

Midterm Report Structure

This report presents preliminary insights into the YGF's impact on two key groups: (1) the young people who benefited from grantee funded initiatives, and (2) the communities positively impacted by these activities.

● Young people benefiting from grantee funded initiatives

Throughout this report, when TSIP refers to "impact on young people," we are referring specifically to young individuals reached or supported by grantee funded initiatives. This includes, for example, young people seeking employment, trans youth, or young people from refugee backgrounds. Please note that the impact on young grantees themselves is not included in this midterm report. For more information on grantee funded initiatives, the social issues they address, and the youth beneficiaries, see Appendix 2 and you can also read some of the grantee's stories on the YGF website.

● Communities benefiting from grantee funded initiatives

In this report, "community impact" refers to both the young people benefiting from grantee funded initiatives <u>and</u> other organisations or groups positively impacted by these initiatives. Examples include NHS providers (in cases where grantees support young people navigating the health system), schools (where grantees work with students), and local residents (in neighbourhood-based initiatives).

Examples of wider communities positively influenced

Examples of young people reached by grantee projects

Autistic young people → NHS providers

Young students → Teachers and school staff

Young people in a neighbourhood → Local families and neighbours
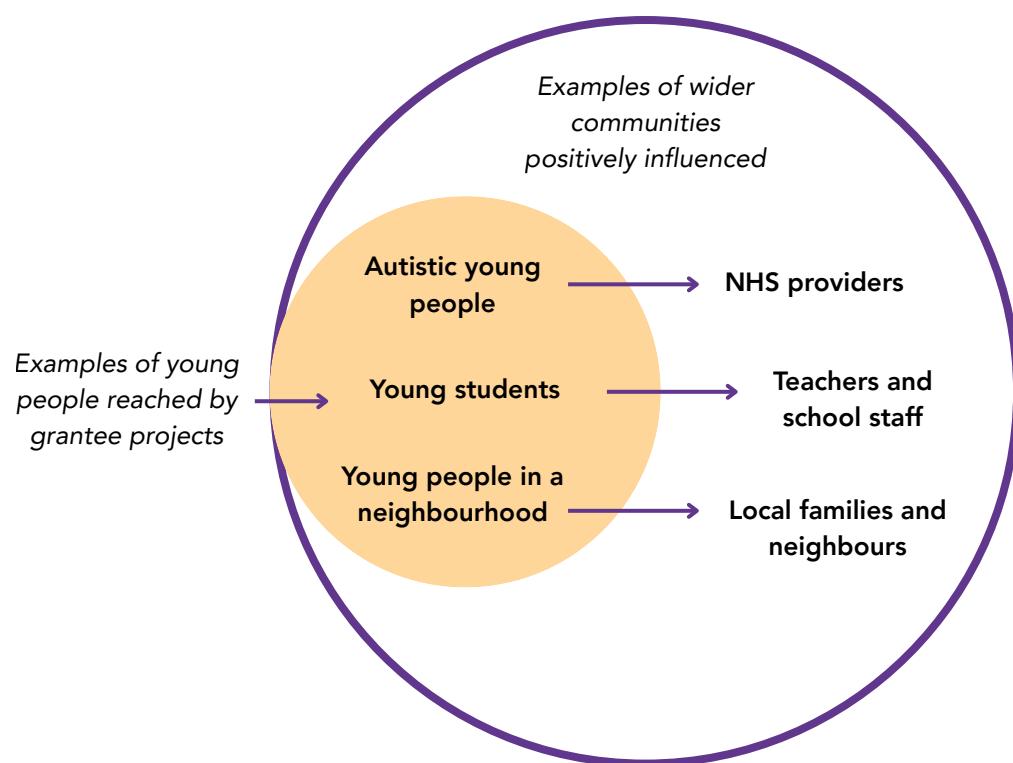
Figure 2. Examples of young people and communities positively influenced by grantee funded initiatives

Evaluation questions A and B focus solely on the fund's impact on young people benefiting from grantee funded initiatives—specifically their sense of power, agency, and decision-making. Evaluation questions C, D, and E explore the broader community impact, **which includes both young individuals reached by grantees and the wider systems they engage with** (e.g., schools, healthcare providers, neighbourhoods). See figure 1 for the evaluation questions list.

To build a fuller picture of the YGF's impact, future evaluation phases will include analysis of the fund's effects on grantees themselves and on the youth steering group.

This report is structured as follows: Section 1 presents an executive summary outlining key findings, the evaluation methodology, and emerging conclusions. Section 2 sets the context by introducing the funding model, evaluation framework, and guiding questions. Section 3 details the methodology, describing the three data sources used to explore the five evaluation questions and discussing their respective strengths and limitations. Section 4 focuses on the impact of the YGF on young people benefiting from grantee funded initiatives and their wider communities. Finally, the conclusion summarises the Fund's overall impact based on the findings to date.

3. Methodology

A total of 33 grantees received funding during the first round. Of these, a sample of 23 grantees provided impact data. This sample included 6 individuals and 17 organizations, with 14 receiving core funding and 9 receiving project-specific funding (see figure 3). Geographically, the grantees were based across multiple regions, including London, Northern Ireland, Scotland, and Wales— demonstrating broad regional representation among the Round 1 grant recipients (see figure 4).

Project vs Core funding

Project
39.1%
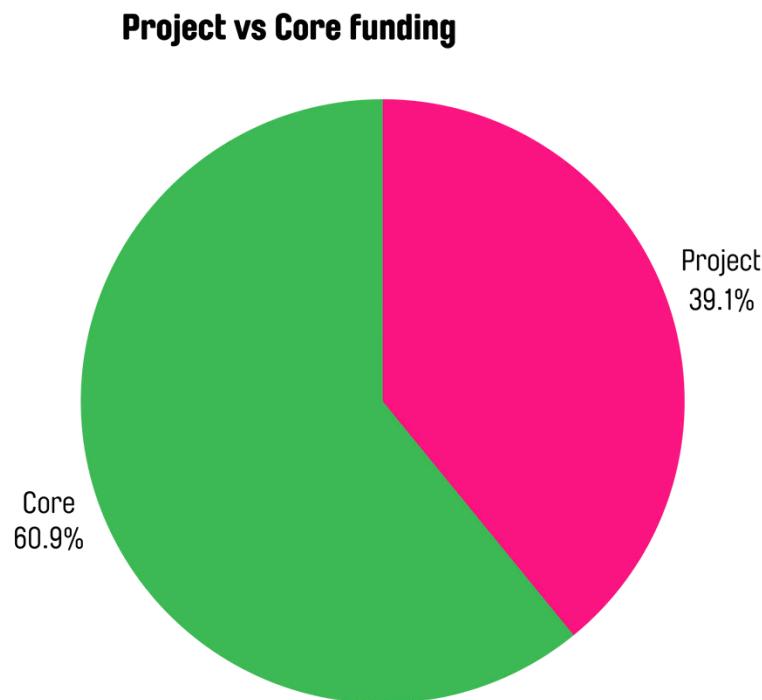
Core
60.9%

Figure 3. Ratio of grantees receiving core vs. project–specific funding who provided impact data

Figure 4. Locations of Round 1 grant recipients

The sample also reflected a wide range of focus areas (see figure 5), such as mental health, LGBTQ+ support, and environmental activism, and included both individual-led and organisation-led initiatives. It's worth noting that the focus areas of the Round 1 grantees' funded initiatives are closely aligned with the Co-op Foundation's Future Communities Vision. This vision—co-designed with young people—has guided the Co-op Foundation's strategy and the YGF throughout their design and delivery. When developing the Future Communities Vision, young people envisioned healthy, equitable, diverse, sustainable, prosperous, and safe communities. These aspirations are consistent with the focus areas of the Round 1 grantees as shown in figure 5.

Figure 5. Word cloud of focus areas from Round 1 grantees' funded initiatives

Furthermore, the grantees worked with diverse communities, including refugees, care-experienced youth, autistic individuals, and other marginalised groups–emphasising the reach of the fund. For further details on the sample of grantees, see Appendices 2, 8, and 9.

To gather insights from grantees, TSIP used three sources of information: 1) end-of-evaluation grantee reports, 2) participant data shared by shortlisted grantees through mini-evaluations and, 3) learning workshops. See appendix 1 for more details on each source of information.

The table below shows the sources of information that fed into each of the learning questions.

Table 1. Sources of Information for Each Evaluation Question

Eight evaluation questions	Three sources of information		
	End-of-eval report	Participant data	Learning workshops
A. To what extent have young people developed a sense of power and agency?	X	X	
B. To what extent are YP more involved in decision making opportunities across different levels?	X	X	X
C. To what extent have the grantees been able to deliver on their own specific objectives?	X	X	
D. To what extent are YP more embedded in their local communities with greater access to opportunities to create/effect change?	X	X	
E. To what extent are the grantees activities engaging community members in a supportive and collaborative way?	X	X	

Overall Limitations

Part of TSIP's role as the learning and evaluation partner was to embed a participatory approach to the development of the Theory of Change and evaluation framework, and balance securing impact data with upskilling and enabling the young grantees to own their evaluation process and journey. This resulted in the development of the mini-evaluation process for selected grantees, optional learning workshops and the more standardised end-of-project report. This ensured grantees had power and control over which outcomes they tracked and reflected on, embedding key training and support alongside the delivery of the evaluation.

This approach therefore comes with distinct limitations due to most of the control over what impact data was collected and how it was collected sitting with the grantees themselves. Whilst the data was aligned with the evaluation questions and Theory of Change, they were often based on limited qualitative data and smaller, unspecified sample sizes. This makes it challenging to assess in a rigorous and objective way, the extent to which grantees achieved their intended outcomes.

The limitations outlined in this section provide a contextual framing for the findings in this report, and include:

1. Sample size limitations - We don't know whether grantees gathered data from a representative sample of participants, which affects the reliability of the conclusions they—and we—can draw.

2. Causality - In most cases, grantees collected data only after their funded initiatives had ended, without having established a baseline for comparison. This makes it difficult to determine whether reported changes can be attributed directly to the programme.

3. Quality of data collection tools - Whilst TSIP provided one to one support to the eight grantees shortlisted to conduct mini evaluations, as well as optional trainings for the wider cohort on selection and creation of robust data collection tools, three out of the eight short listed grantees delivered their evaluations before TSIP offered the support sessions. Therefore, their data collections tools (interviews, surveys, focus group) couldn't be checked and improved, potentially leading to biased research questions, data not clearly aligned with the Theory of Change outcomes, and an overall lower quality of evaluation.

4. Self reporting bias - To a different extent, all four sources of information used in the evaluation of Cohort 1 included self reported impact descriptions. This leads to a potential for bias, as grantees may have unintentionally highlighted only successful cases, omitting less favourable outcomes.

5. Project and impact variability - Some evaluation questions (such as the extent to which funded initiatives deliver their own objectives or contribute to improved decision-making), and the Theory of Change outcomes were intentionally broad to ensure inclusion of the broad range of initiatives funded through YGF. The wide variety of funded initiatives and their unique aims made it hard to identify clear patterns. As a result, there's significant variability in the depth, quality, and rigour of the information provided.

In addition, each information source has its own key strengths and limitations, as shown in Tables 2, 3, and 4:

Table 2. End-of-Evaluation grantee report: description, strengths and limitations

Description	Strengths	Limitations
A Google Form was shared with all Cohort 1 grantees to collect key qualitative insights on the impact of their funded initiatives at both the participant and community levels. **A total of 18 grantees responded**, representing 54% of the cohort.	The report was submitted by a representative sample, enabling us to draw meaningful conclusions. Most grantees provided in-depth qualitative information, offering valuable insights into the impact at both participant and community levels. Reports were submitted at the end—or near the end—of project delivery, giving grantees the opportunity to reflect on their journey and share informed perspectives on outcomes.	Although the questions were designed to encourage objective responses (e.g., "to what extent..."), most responses focused solely on positive impacts. There is a potential for bias, as grantees may have unintentionally highlighted only successful cases, omitting less favorable outcomes. The reported outcomes are self-reported and subjective, limiting the rigor and reliability of the conclusions.

Table 3. Participant data shared by shortlisted grantees: description, strengths and limitations

Description	Strengths	Limitations
Eight shortlisted grantees conducted mini-evaluations, sharing participant data collected via surveys, interviews, reflection diaries, and focus group notes. This data was used to assess the extent to which their selected Theory of Change (ToC) outcomes were achieved. The outcomes and data collection methods selected by shortlisted grantees can be found in Appendix 4.	The data includes direct input from young participants.	It is unclear whether grantees collected data from a representative sample of participants, which affects the reliability of the findings. In most cases, data was gathered only after programme completion, without a baseline for comparison. This makes it difficult to attribute reported changes directly to the programme. Grantees assessed different outcomes using varied tools and sample sizes, limiting consistency. This variability makes it difficult to identify patterns or draw reliable conclusions about the overall impact of the Fund.

Table 4. Learning workshops: description, strengths and limitations

Description	Strengths	Limitations
TSIP facilitated three learning workshops where around 14 grantees shared key learnings from their project delivery. Topics covered were: **Workshop 1: Impact Storytelling.** Grantees shared a story that demonstrates the impact of their funded initiatives. **Workshop 2: Impact Storytelling.** Grantees explored how their project has increased the young people's power, agency and ability to make decisions. **Workshop 3: Personal Story and Learning.** Grantees shared about their personal growth and learning. They reflected on positive changes and key learnings.	Grantees shared in-depth qualitative information about their experiences and some Theory of Change outcomes, providing useful insights and illustrative quotes.	As with other sources of information, impact evidence is self-reported.

For information on who participated and contributed data through each of the four sources, see appendix 2.

Below, you'll find key insights for each of the five evaluation questions, along with illustrative examples from across the grantee cohort.

4. The impact of YGF on young people supported by grantee funded initiatives and on the wider communities

A. To what extent have young people developed a sense of power and agency?

TSIP used two main sources of information to gather insights for this learning question: 1) end-of-evaluation grantee reports, and 2) participant data shared by shortlisted grantees. Analysis of these sources shows that young people reached by grantee funded initiatives increased their sense of power and agency as a result of YGF-funded activities— most commonly demonstrated through improved decision-making, leadership, confidence to act, and belief in their ability to shape their futures.

These outcomes were made possible through enabling mechanisms intentionally built into the grantee funded initiatives' design, including opportunities for active participation and leadership, peer and mentor support, targeted skill-building, and the creation of safe, inclusive environments. The following sections provide more detail on how these outcomes were achieved, with illustrative examples from across the grantee cohort.

Enabling mechanisms	Outcomes

Enabling mechanisms

Opportunities for active participation and leadership

Mentorship & peer support

Safe spaces

Outcomes

Sense of inner power and agency

Demonstrated through:

- Improved decision making
- Increased leadership & confidence to act
- Belief in their ability to shape their futures
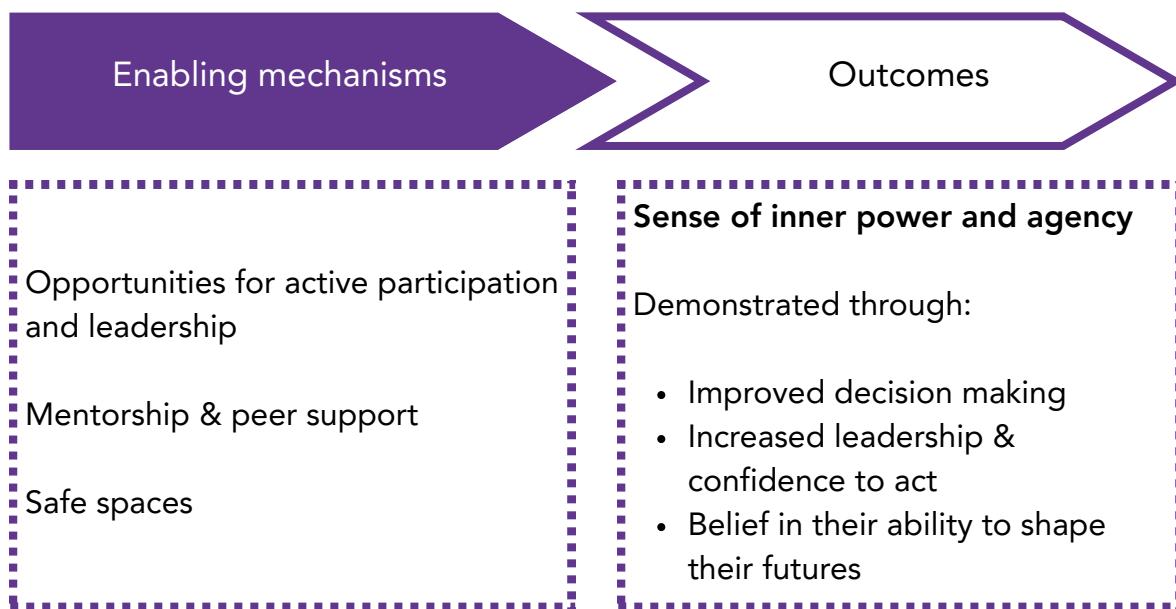
Figure 6. Enabling mechanisms that promote an increased sense of power and agency

A clear majority of the 18 grantees who submitted their end-of-evaluation report reported that their funded initiatives led to an increased sense of power, agency, or ability to influence decisions among the young people who participated in and benefited from their funded initiatives. Out of the 18 grantees, 13[9] directly described changes tied to increased agency, decision-making, leadership, confidence to act, or belief in young people's ability to shape their futures. Grantees highlighted young people leading community projects, advocating for changes in their schools, and facilitating workshops, as well as contributing to bids, or actively participating in advisory roles.

Several grantees also emphasised that the increases in **confidence and agency** were particularly significant for young people from marginalised groups, for whom having a voice—and being heard—was a new experience. For example, Grantee 12 —who leads an initiative focused on supporting LGBTQ+ youth in Gateshead – reflected:

9. The remaining 5 grantees highlighted other significant outcomes not directly linked to power or agency. These included: improved social connection and emotional wellbeing (Grantee 15, 16, 17) and increased awareness or understanding of social issues (Grantee 3, 14) – such as gender-based violence, consent, and how young people can help address societal problems.

In addition to agency, several grantees also mentioned confidence (often closely linked to sense of power), community belonging, and readiness for independent living as key outcomes achieved. These outcomes, while distinct, often intersect with agency – for example, feeling confident enough to speak up, advocate, or pursue leadership roles.

Findings from grantees who conducted mini evaluations are consistent with the above; the eight shortlisted grantees shared data that provide evidence that young people benefiting from grantee funded initiatives developed a **sense of power and agency** over their futures. For example, Grantee 3 found that 95% of young programme participants increased their self-confidence through mentoring, and 85% gained clarity about their future goals. Similarly, Grantee 5's survey showed that most young participants felt good about themselves and in control of their lives as a result of their project. All of these skills intersect with power and agency.

Wellbeing and self-awareness also played a key role. Grantee 11 – who addresses the emotional wellbeing of those undergoing legal processes – documented how practices like affirmations and self-care techniques helped participants build inner strength and self-worth. Grantee 13's programme equipped care-experienced youth with practical life skills and emotional resilience, enabling them to feel more independent and capable of advocating for themselves. Personal growth narratives from both staff and participants further reinforced these developments.

The application of these skills in real-world settings was a strong marker of increased agency. Grantee 20 highlighted examples of young people engaging in advocacy, public speaking, and collaboration with external organisations. Grantee 17 showed that young people took on leadership roles through youth advisory boards and youth-led initiatives, building confidence in using their voice and challenging injustice.This shift from passive participation to active leadership is a strong marker of increased agency. Grantee 3 echoed this trajectory:

> **Many entered the programme uncertain about their future and doubting their capabilities. By the end, they expressed a clear belief that they could take control of their careers and make informed decisions.**

Conclusion

Both the End-of-Evaluation Grantee report and participant data showed that grantees were able to create enabling spaces or mechanisms for young people to develop a sense of power and agency. These spaces were not just supportive –they were intentionally designed for grantees to allow young people to lead, actively contribute, and grow. These mechanisms included:

1. Opportunities for Active Participation and Leadership: Many young people took on leadership roles—planning events, facilitating workshops, contributing to manifestos, or leading community initiatives. This direct involvement gave them ownership and showed them that their contributions could lead to real-world impact. Grantee 18 shared a powerful example:

"We've seen young people who once hesitated to speak in group settings now confidently present ideas, ask questions, and advocate for their peers. One standout moment was when a group of participants organised and facilitated a Q&A event at a local venue, where they discussed topics important to them, including racism, mental health, and access to education (...) They are not only more confident in voicing their views but have also become more **proactive in addressing issues** that matter to them. Whether it's leading community clean-up campaigns, supporting newcomers through peer mentoring, or contributing to local consultations, they are now playing a visible and active role in shaping their communities."

2. Mentorship and Peer Support: Being mentored or serving as peer mentors helped build confidence, provided role models, and showed young people that their experiences and voices were valuable. One grantee noted, "Through the programme, young people are now more connected…". This reflects a broader trend across the cohort: structured opportunities, when embedded in identity-safe spaces[10] catalyse sustained peer and professional networks.

3. Safe, Identity-Affirming Spaces: Inclusive, supportive environments where young people felt accepted allowed them to speak openly, take risks, and grow in confidence–especially among marginalised groups. This emotional safety laid the foundation for developing agency. In the words of Grantee 12:

"

The young people who have taken part in this project have faced multiple challenges over the course of their involvement; from school and college pressures, to eating distress and mental health challenges. What we feel is our greatest impact is the strengthening of their space as a community. They are very thoughtful in their approach to each other's needs and have progressed with advocating their own needs. We believe this is one of the most important skills we can give them for their future. They speak powerfully about the issues that affect them and want to raise their voices where they can.

"

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10. **An "identity-safe space"** is an environment where people feel that their social identities–such as ethnicity, gender, sexual orientation, religion, or disability–are respected, valued, and protected from discrimination or bias. In such spaces, individuals can express themselves authentically, participate fully, and feel psychologically safe.

A strong example of the importance of creating safe spaces for young participants to build confidence and develop agency can be seen in the story below:

IN THE SPOTLIGHT

An example of agency and confidence - Ana's story

This story highlights the journey of Ana, a young participant in a funded initiative led by one of the grantees that supports care-experienced young people in building pathways to independence. It illustrates how the initiative enabled Ana to increase her sense of inner power, confidence, and resilience, ultimately helping her transition from nervous beginnings to achieving significant personal and professional milestones.

When Ana first joined the programme, she was **extremely nervous.** On her first day, she was so hesitant that she refused to enter the room. It took gentle encouragement and reassurance from the team to persuade her to step inside.

Ana joined the programme in its second week, a time when everyone else had already started forming connections. Despite this, she slowly found her footing. Initially shy and withdrawn, she began to engage more with her peers and facilitators as her confidence grew.

At the start, some of the topics covered in the programme were triggering for Ana, and she often needed to step out of the room to take breaks.

However, as the programme progressed, she began to feel safe enough to share her feelings with facilitators Jade and Miriam. Their support created an environment where Ana felt comfortable and understood. By the end of the programme, she rarely needed to step out, fully engaging in the sessions with confidence and resilience.

Over time, Ana's transformation was remarkable. By the end of the programme, she stood in front of an audience to speak about her journey. She gave a presentation to the CEO, delivered a speech at our Day in the Life session hosted by MACE, and applied for several jobs. Her efforts paid off when she secured a role as a School Exclusion Ambassador with Coram, a significant milestone in her personal and professional development.

Ana's relationship with the facilitators, particularly Jade and Miriam, blossomed. What began as a dependency on her support worker shifted to independence—she eventually started attending sessions on her own. Her commitment and determination were evident as she consistently traveled from North London, overcoming logistical challenges to arrive on time for each session.

By the conclusion of the programme, Ana not only built lasting friendships but also developed the confidence and skills to step into adulthood with self-assurance. Her journey is a testament to the transformative power of the programme, **proving that even the most nervous beginnings can lead to extraordinary outcomes.**

In summary, the funded initiatives delivered by the grantees provided a variety of pathways for young people to build confidence, increase their agency, and feel more in control of their lives and futures. The combination of supportive communities, and opportunities for meaningful participation contributed to an increase in young people's power and agency.

> **In this sense, the Fund didn't just support project delivery—it helped catalyse environments where young people could experience agency.**

B. To what extent are YP more involved in decision making opportunities across different levels?

TSIP drew on three main sources to gather insights related to this evaluation question: 1) participant data shared by shortlisted grantees, 2) the End-of-Evaluation Report, and 3) a learning workshop. **Of the 23 grantees who shared some form of impact data, all reported progress in increasing young people's involvement in decision-making opportunities** as a result of YGF-funded initiatives. This is most commonly demonstrated by young participants feeling that their voices are valued, which in turn has boosted their confidence to bring ideas into decision-making spaces. These decision-making spaces span peer initiatives, community projects, local institutions, and even broader policy levels. While some findings are based on small sample sizes, the consistency across sources suggests that the Fund is effectively fostering meaningful, multi-level youth participation.

For example, Grantee 2 found that 11 out of 12 surveyed young people felt their voices were heard and valued. In addition, amongst the three young people they interviewed, two described taking on leadership roles following their involvement in their project—such as teaching or coordinating activities—where further involvement in decision-making will be significant.

For Grantee 16, 90% of survey respondents felt their voices were valued during the youth assembly,[11] and all participants reported increased confidence in bringing their ideas into decision-making spaces as a result. In addition, the grantee shared that young people helped shape campaign strategies and, in some cases, even secured roles in formal political settings, such as a local council. In the grantee words:

"Our project is all about direct democracy so everyone has a voice and is encouraged to be involved at every stage"

Other grantees echoed similar outcomes. Grantee 5 involved young people in planning social action events and delivering talks to NHS staff, while also co-designing a peer mentoring toolkit:

"Young people helped co-design our peer mentoring toolkit and provided feedback that led to us adapting session timings and formats to better meet their needs"

11. In the context of this project, the youth assembly is a platform for young people to address local issues, make democracy more engaging, and connect with global youth communities.

Grantee 6's work led to tangible changes in school policy. After speaking at a school, a group of girls were inspired to advocate for more comfortable PE kit options—an effort that resulted in an updated uniform policy.

> **Young people have the agency to ask for what makes them feel comfortable and confident. I spoke at a school and a bunch of girls came up to me afterwards and said they were going to ask their school for shorts (instead of skorts). And they made the change based on their realisation that their voice mattered –** **(Grantee 6)**

Likewise, all 18 grantees who submitted end-of-evaluation reports referenced young people's involvement in decision-making— **through co-designing, planning, leading, or shaping activities and events.**

For example, Grantee 2 shared that young participants facilitated workshops and expressed interest in taking on advisory roles, while Grantee 18 reported that their young participants engaged in local advocacy and took part in public Q&A events. This level of engagement is consistent with what the YGF would expect, given that the Fund specifically supports youth-led funded initiatives that prioritise youth activism and shared power in decision-making.

Findings from the second Learning Workshop support that young people involved in the YGF funded initiatives are gaining meaningful decision-making power **at multiple levels—within their own groups, in local institutions, and even at broader policy settings**. Among the seven grantees who attended the workshop, they highlighted that, through their funded initiatives, young people are not just being consulted—they are leading and owning decision-making processes.

For example, Grantee 21 described a fully youth-led model where staff only stepped in for safeguarding, while Grantee 22 highlighted an elected youth committee that sets campaign priorities and mentors newer members. This shows sustained involvement and skills-building, particularly in internal group governance and community-facing initiatives. In the words of Grantee 22:

66

We have been able to develop decision making skills by being a youth led project – with elected committee & support from a paid staff member. They elect their committee, they choose the issues based on activities, they choose what issues affecting young women to focus on and create a campaign/run a workshop. These young women are varied in age between 14 and 25, so a lot are at the beginning of their journeys in youth activism/decision making, and some a bit more experienced, therefore tending to take the lead and support the younger women raise their voices and participate, to develop their ideas to make change happen. Which in the future will help them stand for leadership/committee roles at the next AGM or even just take a small presentation at a random community event where we have a stall at.

99

In several cases, young people's influence extended beyond the grantees' immediate funded initiatives. Grantee 23 reported young people's input into spending decisions and policy within an NHS Trust. In their words:

> **"Young people engaging in work with me have opportunities to influence the activities that I offer, that hold weight to it, as they also decide where the money is spent. Outside of my project, young people are able to work with me and the wider NHS Trust – if they wish – in an Expert by Experience style. Influencing decisions made within the hospital they are inpatient along with decisions within the wider NHS Trust."**

♡

This is important because it reflects a genuine shift in power and agency toward young people benefiting from grantee funded initiatives—moving beyond tokenistic consultation to meaningful leadership. When grantee funded initiatives create the conditions for young people to make decisions, set priorities, and lead initiatives, it not only builds their confidence and skills but also **challenges traditional power dynamics within organisations and communities**. This kind of sustained, youth-led involvement demonstrates that the Young Gamechangers Fund is fostering environments where young people are given more power as changemakers, actively shaping the work they're part of.

C. To what extent have the grantees been able to deliver on their own specific outcomes?

The [YGF Theory of Change](#) includes 20 outcomes. To support our analysis of the outcomes achieved by the 23 grantees who shared participant data or submitted end-of-evaluation reports, TSIP grouped these outcomes into four categories:

Individual level – outcomes related to increased inner power, confidence, decision-making, skills, and awareness among the young people who participated in / benefited from grantee funded initiatives.

Support networks level – outcomes related to access to mentors, peer support, or wider support networks.

Enabling factors in context – outcomes related to increased opportunities, new safe spaces, resource availability, and trust from funders.

Community level – outcomes related to feeling more embedded in, and supported by, their communities. Communities refers to both the young people benefiting from grantee funded initiatives and other organisations or groups positively impacted by the initiatives.

Out of the 23 grantees who shared some form of impact data, all reported progress toward their self-defined objectives and outcomes, most of which aligned with the YGF Theory of Change. Their responses provide evidence of positive impact across all four outcome levels: individual development, support networks, enabling environments, and community integration.

Confidence and inner power at the individual level emerged as the most frequently achieved outcome, often serving as a foundation for progress in other areas. Support networks–particularly informal peer support and mentoring–played a crucial role in fostering belonging and linking young people to valuable resources. The creation of safe, trusted, often youth-led spaces became vital hubs for collaboration and leadership development.

Overall, the data indicates that while impact was uneven and occasionally limited by methodological constraints, grantees were able to deliver their chosen outcomes.

For an overview of the social issues the grantee funded initiatives address, along with a brief description of their work, see Appendix 2: "Who We Involved." For an overview of the outcomes they chose to assess, see Appendix 4 and 5.
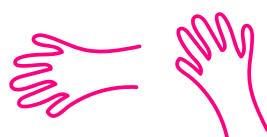
OUTCOME ONE

Increased range of opportunities for young people to pursue what they feel passionate about (individual level)

Three shortlisted grantees selected this outcome. Evidence from their evaluations indicates that the funded initiatives expanded opportunities for young people to pursue their passions, particularly through access to resources, employment, and meaningful funded initiatives. Grantee 20 reported that all of the three interviewed participants gained access to helpful resources—such as skills workshops and professional networks—and 67% continued engaging in passion-aligned activities after the project. In a focus group, participants highlighted specific examples of helpful resources, including: "Workshops for different skills, like public speaking." and "Access to a network of professionals—people we need to be in contact with, which can then be used personally as well."

Grantee 3's mentoring programme supported access to employment, with 91% of participants feeling more likely to secure a job and 40% gaining employment in roles aligned with their interests, including positions at Goldman Sachs and Birmingham Bank. Grantee 17 highlighted creative, interest-based involvement through activities like forming a Youth Advisory Board, co-producing a film on trans youth issues, and developing resources for the trans community. Collectively, the evidence shows that all three funded initiatives successfully created meaningful and varied opportunities for young people to explore and pursue their interests.

OUTCOME TWO

Young people are more able to build their own power and lead on creating a sustainable future (individual level)

Two shortlisted grantees selected these outcomes and both provided evidence of positive impact. Grantee 20 reported that 100% of their three respondents took the lead in collaborative climate action, including involvement in Taff Tidy's peer research on the cost of living and sustainability, and activities with Youth Climate Ambassadors such as a climate fashion show and litter picks. Participants also credited "conversations with knowledgeable and passionate people" and "attending events to learn more" as key to boosting their confidence. Grantee 2 found that 90% of interviewees felt more powerful when working with peers, and 100% reported increased sense of inner power through participating in their assembly. The project helped address community challenges by promoting actions like upskilling, improving grant access, and "pushing people healthily into doing more, believing in themselves, and empowering." While sample sizes were small, the evidence suggests both funded initiatives fostered young people's inner power and leadership.

OUTCOME THREE

Young people have an increased awareness of how they can enact change (individual level)

Two shortlisted grantees selected this outcome and both reported positive developments. Grantee 20 noted that all their interview respondents now feel knowledgeable about how to create change, citing new pathways they have come to understand, such as using petitions, launching social media campaigns, and partnering with organisations.

Grantee 2 presented stronger evidence linking their activities to an increased understanding of how to enact change, with young participants identifying diverse strategies such as political education, intergenerational work, and unconventional activism. Overall, both grantees showed encouraging results, but the strength of attribution to the programmes varied.

OUTCOME FOUR

Young people's voices are increasingly at the centre of decisions which concern them (individual level)

This outcome was selected by two shortlisted grantees. Analysis of their responses can be found in section B: 'To what extent are young people more involved in decision-making opportunities across different levels.

OUTCOME FIVE

Young people have greater access to support e.g. mentors, networks (support networks level)

This outcome was chosen by 4 shortlisted grantees with all reporting positive outcomes. Grantee 3's mentoring programme showed that 78% of participants gained a role model—compared to just 30% who had one growing up. Grantee 5 found strong peer support: 8 out of 13 young people felt "very much" supported, and all 6 peer mentors also reported feeling supported. Grantee 17 highlighted the value of emotional and community support for trans youth through connections with queer professionals and the Youth Advisory Board, which served as a vital safe space.

Grantee 2 reported that all interviewed participants accessed new support networks, with one saying, "I've learned more about my rights, available services, and opportunities for personal growth," and another noting, "The support I received… empowered me to embrace my creativity and express myself confidently." Survey data also showed 100% (9/9) felt supported. In conclusion, the evidence across all four grantees shows a consistent and meaningful increase in access to support networks—through both formal mentoring and peer-based structures.

OUTCOME SIX

More young people are involved in funded activities which build transferable skills (individual level)

This outcome was selected by two shortlisted grantees with both grantees providing evidence of positive impact. Grantee 3 surveyed 109 participants in their mentoring programme, reporting strong skill development: 93% gained career knowledge, 88% improved employability skills, 75% experienced increased confidence and self-esteem, and 86% said their mentor helped expand their knowledge and skills. Grantee 2 gathered interviews and survey data showing diverse skill-building experiences.

One participant attended workshops to gain knowledge and build connections, another developed creative and leadership skills through theatre and belly-dancing, and a third led belly-dancing workshops, gaining facilitation experience. Survey results supported these outcomes, with 77% rating their skill development highly (4 or 5 out of 5), and only one giving a low rating. Overall, both funded initiatives successfully enabled young people to build transferable skills in various contexts, from career development to creative roles.

OUTCOME SEVEN

Young people better develop their sense of inner power, confidence and capability (individual level)

Analysis of this outcome can be found in section A. To what extent have young people developed a sense of power and agency.

OUTCOME EIGHT

Young people are better equipped to support one another (support networks level)

Two shortlisted grantees selected this outcome, sharing mixed evidence of achievement. Grantee 3 found that 29% of 109 surveyed participants expressed interest in becoming mentors—indicating some willingness to offer peer support, but not necessarily confidence or preparedness, especially in the absence of a target or deeper assessment. In contrast, Grantee 5 demonstrated stronger evidence through a peer mentoring programme supporting autistic peers in inpatient settings; all six peer mentors surveyed reported feeling confident in their roles, with four saying "Very much," and described the experience as "rewarding," "meaningful," and "fulfilling." Overall, Grantee 5 showed clear equipping for peer support, while Grantee 3 provided only indirect evidence.

OUTCOME NINE

More young people are able to overcome barriers to their own success with the right support (individual level)

Two shortlisted grantees selected this outcome. The available data provides moderate evidence that some young people were able to overcome barriers, though the strength and clarity of evidence varies across the grantees. Grantee 11 reported increased awareness of support services among 13 participants, with understanding of the justice system rising from 2.31 to 7.15, and restorative justice from 2.23 to 7.46 (on a 1–10 scale). However, this data reflects improved knowledge rather than direct evidence of overcoming barriers.

In contrast, Grantee 5 showed stronger impact: out of 13 surveyed young people, 6 reported "Very much" and 4 "Quite a lot" in response to having overcome significant barriers with support, and 10 said they achieved a personal or professional goal as a result. Overall, while both grantees show progress, Grantee 5 provides clearer evidence of young people successfully overcoming challenges through targeted support.

OUTCOME TEN

Stronger existing/new partnerships and collaborations to support young people to thrive and decide (support networks level)

This outcome was selected by two shortlisted grantees, with varying levels of evidence to support achievement. Grantee 11 conducted a focus group where participants shared they had "met new people," "built new friendships," and "socialised and been part of the community," indicating some peer network development; however, the small sample size and limited detail weaken the overall conclusions.

In contrast, Grantee 17 provided stronger evidence through reflection diaries, highlighting partnerships that enhanced support for trans youth. These included co-developing training with the Children's Society on trans victims of exploitation, co-planning Bideford Pride 2024 with diversity charity Sunrise, and initiating relationships with schools, colleges, and police for potential consultancy work. Overall, while Grantee 11 showed initial signs of informal connection-building, Grantee 17 demonstrated more concrete and strategic partnership development with long-term potential.

OUTCOME ELEVEN

More inclusive and supportive communities and services for young people (community level)

This outcome was selected by only one shortlisted grantee. Grantee 13's programme was described as having "fostered inclusivity" and contributed to a "more inclusive and understanding healthcare experience." This was reflected in both staff and young people's responses. As a result of the training, 82% of emergency department staff reported feeling more knowledgeable about autism and mental health in their work environment. Additionally, survey data from young people showed that the majority felt included and supported—6 out of 13 responded "Very much" and 4 chose "Quite a lot." Overall, the evidence suggests Grantee 4 made positive strides in improving inclusivity and support within healthcare settings.

Likewise, out of the 18 grantees who submitted their end-of-evaluation report, all 18 reported progress against their self-defined objectives and outcomes (see appendix 5), most of which were mapped to the YGF Theory of Change. The following sections provide more detail on this, with illustrative examples from across the grantee cohort.

Individual-Level Outcomes

15 of 18 grantees reported achieving at least one outcome at the individual level, focusing on increased confidence, skills, or inner power. Concrete examples include Grantee 3 describing how mentees developed communication and professionalism skills, improved self-belief, and took on ambassador roles. Grantee 17 observed a notable growth in confidence among their Youth Advisory Board, especially in public speaking and media activities. Grantee 2 and Grantee 6 both highlighted how youth felt more empowered, gained valuable skills, and believed more in their power to enact change. Grantee 13 reported strong quantitative data: most young participants rated themselves highly on confidence, self-advocacy, and decision-making. Grantee 5 offered compelling qualitative evidence of peer mentors undergoing personal transformation, highlighting post-traumatic growth and skill development through mentoring. Grantee 18 saw increased confidence in public speaking and leadership among young participants who co-designed resources and events. Grantee 4, Grantee 14, and Grantee 19 all referenced young people initiating or leading change as a sign of personal growth.

Support Networks-Level Outcomes

7 of 18 grantees described progress toward outcomes related to building or expanding peer, mentor, or professional support networks. Grantee 3 demonstrated strong growth in both peer and professional networks, attributing this to their mentorship and career events. Grantee 17 positioned their space as a crucial peer and emotional support resource amidst a hostile political climate. Grantee 5 showed that mentoring relationships became mutual sources of strength and community for both mentors and mentees. Grantee 7 reported that young people organically built peer networks through shared activities. Grantee 13 maintained an alumni mentoring network that young people actively opted into, indicating sustained peer engagement. Grantee 18 and Grantee 10 mentioned emerging peer-led mentorship. Grantee 12 and Grantee 6 both referenced external collaborations as a form of ongoing support.

Enabling Factors in Their Context

4 of 18 grantees identified progress in creating enabling environments—such as increased opportunities, safer spaces, and growing institutional trust. Grantee 13 and Grantee 10 both created new physical or structured safe spaces co-designed by young people, directly addressing comfort and inclusion. Grantee 6 noted how the trust of funders and institutions shifted toward them as a young changemaker, opening new opportunities. Grantee 18 reported greater willingness from schools and local services to engage based on trust developed with their youth group. Grantee 19 and Grantee 14 documented increased engagement with local authorities and systems, indicating improved resource access and systemic openness. Grantee 12 noted that, despite barriers to education access, their participation in wider regional youth platforms increased visibility and institutional attention to LGBTQ+ youth needs.

Community-Level Outcomes

5 of 18 grantees identified progress toward community-level change, particularly around social cohesion, embeddedness, and community-led action. Grantee 19 highlighted a tangible increase in local pride and social cohesion through community clean-ups and advocacy. Grantee 6 demonstrated how their work created ripple effects in school communities, increasing inclusion and belonging. Grantee 18 reported improved perceptions of youth among local stakeholders and the creation of a more connected and inclusive community. Grantee 7 and Grantee 17 both noted that young people felt more embedded and valued within their communities through visibility and activity. Grantee 5 emphasized how mentoring relationships fostered meaningful connections and emotional resilience, building mini-communities of care. Grantee 12 spoke of a strong internal community emerging from their funded initiatives—one that acts as a "beacon" in turbulent times.

Conclusion

Overall, the Young Gamechangers Fund is enabling multi-layered impact. Confidence and a sense of inner power among young people reached by grantees' funded initiatives emerged as the most commonly reported outcome, often serving as the foundation for progress at other levels. Support networks—particularly informal peer support and mentorship— were critical in sustaining momentum and creating a sense of belonging. The emergence of safe and trusted spaces, often youth-led, served as hubs for collaboration and leadership. These results suggest that youth-led funding, when paired with flexibility and trust, can lead to positive outcomes.

D. To what extent are YP more embedded in their local communities with greater access to opportunities to create change?

Sixteen out of the eighteen grantees who submitted end-of-evaluation responses reported that, as a result of participating in the grantee funded initiatives, young people became more embedded in their communities and had greater access to opportunities to drive change. This was achieved through four main pathways: strengthening peer support networks, opening access to civic and professional spaces, creating identity-affirming environments, and supporting a shift from personal growth to collective influence. These efforts helped young people build lasting connections, engage with institutions, reclaim cultural identities, and shape public services—highlighting that community embeddedness is multi-layered, spanning social, structural, cultural, and civic dimensions. The sections below explore each of these pathways in more detail, drawing on specific examples from grantees.

Strengthening of peer networks and mutual support

Many funded initiatives created peer-driven environments where young people formed lasting connections. Grantees 2, 11, 13, 18 and 19 noted that participants developed friendships, shared resources, and supported each other through mentorship or shared activities (e.g. CV reviews, youth clubs, gym sessions, or group outings). These peer ties often extended beyond the formal project timeframe, indicating a sustained sense of community ownership and continuity.

Building access to civic and professional opportunities

Several funded initiatives increased young people's exposure to institutional structures or professional pathways, enabling them to influence systems around them. Grantees 3, 5, 10, 13, 14 and 16 described how participants gained access to mentors, spoke at public events, influenced policy or services, or were offered roles in local government or as ambassadors, becoming visible contributors to wider social systems (e.g. local councils, the NHS, Parliament, or festival programming).

Connection through identity-affirming,[12] culturally specific space

Funded initiatives working with minority or marginalised groups enabled young people to reclaim and reconnect with cultural and identity-based communities in ways that fostered both belonging and leadership. Grantees 17 and 15 (trans/queer youth and South Asian LGBTQIA+ youth) show how identity-safe spaces built around culture, art, and community rituals (like queer proms or sangeets) allowed for deep emotional and cultural anchoring. Rather than assimilating into mainstream communities, these grantees focused on helping young people reshape the cultural spaces they already identify with— highlighting that "local community" isn't always geographic but can also be affective and identity-based.

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12. **An identity-affirming space** is an environment where people feel recognised, respected, and validated for who they are— especially regarding aspects of their identity such as race, gender, sexual orientation, religion, culture, or disability.

Transition from personal sense of inner power to collective impact

Funded initiatives often followed a progressive model where personal development (e.g. gaining confidence, skills, and voice) led to outward-facing change. Grantees 5, 12, 13, and 14 exemplify this: young people started by shaping their own projects or advocacy, and progressed to influencing how services are delivered or how broader campaigns are run (e.g. autism advocacy, mental health policy, youth-led service design). **This underscores a common trajectory: safe space → skill-building → leadership → influence.**

Enabling mechanisms		Outcomes	
Safe space	Skill & confidence building	Leadership	Influence
Creating inclusive environments that enable active participation	Providing peer mentoring and targeted skill-building support	Young people improved their decision-making and confidence to take action and shape project delivery	Young people increased their ability and confidence to influence and make an impact in their communities

Figure 7. Developmental pathway

Funded initiatives often involve multiple pathways. This is evident in Grantee 3's reflections (see below - in the spotlight)

IN THE SPOTLIGHT

Through the following story, Grantee 3 provides a compelling example of how young people have become more embedded in their communities by strengthening peer networks, gaining access to professional opportunities, and transitioning from personal sense of inner power to collective impact.

Through one-to-one personalised mentoring, Grantee 3's funded initiative offers young people aged 16-25 from disadvantaged backgrounds the tools, guidance, and networks they need to develop both soft and hard skills, whilst building employment networks to strengthen access to opportunity.

Through the programme, young people are now more connected to both their personal and professional communities, and they have greater access to opportunities to influence change.

Many participants have built strong peer networks during the programme, offering mutual support and encouragement beyond the sessions. For example, several mentees have continued to meet regularly, sharing job opportunities, reviewing each other's CVs, and attending events together.

Professionally, young people have gained access to mentors, industry events, and insider knowledge that was previously out of reach. Some have gone on to speak at panels, lead university society events, or support others by sharing their journey on platforms like LinkedIn—helping to shift narratives and inspire change within their communities.

By connecting underrepresented young people to opportunities, networks, and a platform to share their stories, (The programme) has helped create a new generation of changemakers empowered to influence both their futures and the communities they're part of.

"

These patterns reveal that community embeddedness isn't a singular outcome – it often develops across layers: social (peer groups), structural (access to institutions), cultural (identity reconnection), and civic (influence over public systems). Many funded initiatives intentionally created environments where these layers could reinforce one another, resulting in a more holistic form of embeddedness that is both personal and systemic.

Cultural
(Identity recognition)

Structural
(access to institutions)

Social
(peer groups)

Young people

Civic
(influence over public systems)
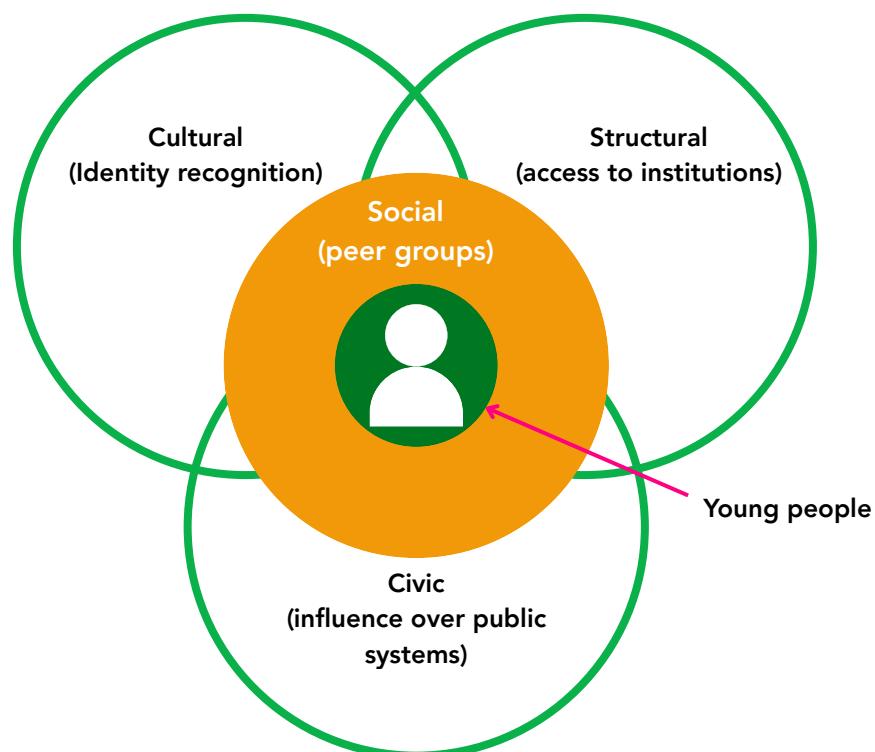
**Figure 8. Layers of Community Embeddedness**

This suggests that funders evaluating community connection should not only look for geographic integration but also consider how young people: shape and maintain peer ecosystems, influence and interface with power structures, reclaim and redefine identity-based communities, and ultimately, move from participation to impact.

E. To what extent are the grantees activities engaging community members in a supportive and collaborative way?

Analysis of the 18 grantee responses reveals that **community engagement** – especially with young people benefiting from grantee funded initiatives – <u>was both intentional and deeply embedded across all funded initiatives. Grantees employed a range of inclusive approaches that can be grouped into five key engagement types: co-production and shared decision-making, peer-led leadership, intergenerational collaboration, place-based civic action, and the creation of safe, inclusive spaces.</u>

Despite varied methods, a common thread is the prioritisation of trust, agency, and community voice. The sections below outline each of these engagement approaches in more detail, with examples from specific grantees.
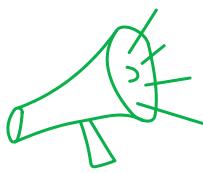
Co-Production and Shared Decision-Making - these grantees actively involve community members—especially young people—in shaping programme design, content, delivery, and strategy. Grantees 3 and 13 and those leading refugee or autism-related peer support funded initiatives such as Grantees 5 and 18 offer strong examples of this, with young people co-designing events, toolkits, or even co-authoring funding bids.
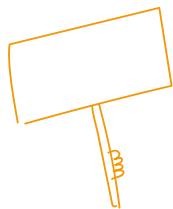
Peer-Led and Youth-Led Engagement - these grantees empower young people to take leadership roles—facilitating, mentoring, or acting as visible role models. This was visible in youth advisory boards (Grantee 17), school-based peer facilitation (Grantee 4), and funded initiatives where young people create media content or advocate on issues like LGBTQ+ identity and school policy (Grantees 2, 6 and 12).

Intergenerational Collaboration - these grantee's funded initiatives intentionally bridge generations, fostering connection and mutual learning among young people, parents/carers, and elders – such as co-facilitated workshops (Grantee 18, storytelling through podcasts (Grantee 12), and family-influenced programme design (Grantees 7 and 14).

Place-Based and Civic Participation - these grantees engage communities through local action—clean-up campaigns, shared spaces, public events—that encourage a collective sense of purpose. Funded initiatives like community clean-up campaigns (Grantee 19), arts festivals (Grantee 10), environmental volunteering (Grantee 8), and public education events on social justice (Grantee 9) illustrate how collaboration is built around shared physical or civic spaces.

Inclusion-Focused, Safe Space Creation - these funded initiatives centre on building a safe, welcoming environment for underserved, marginalised, or vulnerable groups, often through trauma-informed or identity-affirming approaches. Examples include community-centred events that intentionally foster inclusion and emotional safety; safe space for LGBTQ+ youth to share, connect, and create; and creative funded initiatives for refugee/asylum-seeking youth. These grantees (e.g., Grantees 2, 5, 12, 13 and 15) prioritised trauma-informed practice, culturally sensitive delivery, and emotional safety as the foundation for community-building.

✳

Funded initiatives often involve multiple engagement approaches. This is evident in Grantee 18's reflection, which offers a powerful example of community engagement through co-production, youth-led initiatives, and intergenerational collaboration:

"

Our project activities are deeply rooted in collaboration and community support. From the outset, we have worked hand-in-hand with Refugee Community Organisations, local schools, and parents and carers to ensure that our approach is inclusive, culturally sensitive, and community-led. We regularly consult with RCOs not only for outreach but also to co-design workshops and events that reflect the needs and interests of the communities they represent.

This shared ownership has fostered a strong sense of trust and participation. For example, several youth awareness sessions have been co-facilitated by community leaders and parents, creating space for intergenerational dialogue and mutual learning. Another example of truly collaborative success is the recent climate awareness video. It was developed entirely by young people but with the full support of families, community leaders, and our partner organisations. **99**

Similarly, Grantee 5 provides an example of community engagement through co-production, youth-led initiatives, and the creation of safe spaces:

> **"Our peer support services were co-produced with autistic young people and mental health professionals to ensure a truly collaborative and co-designed model of care.** By working directly with those who have lived experience, we have developed a support system that is relevant, accessible, and effective. This includes regular consultation sessions, youth advisory boards, and collaborative workshops that directly inform programme design and delivery (…) We also engage with local schools, community groups, NHS providers, and local authorities to create wraparound support that avoids duplication and fosters genuine collaboration.

Feedback from participants and stakeholders consistently highlights the value of our inclusive, respectful, and participatory approach. Many young people have told us it is the first time they've felt truly listened to in a support setting. Parents and professionals have also noted improvements in trust, communication, and outcomes as a result of our community-informed practices".

✳

Across the cohort, community engagement is not treated as a one-off activity but as an embedded, intentional process. Funded initiatives commonly emphasise co-creation, peer leadership, intergenerational relationships, place-based connection, and inclusion. While the methods vary—ranging from policy advocacy to gardening—the shared emphasis is on supportive and collaborative structures that centre community voice, build trust, and encourage agency.

In addition to addressing the five evaluation questions in the end-of-evaluation report, 18 grantees also shared insights into the broader impact of the fund on the communities they support (see appendix 6). Analysis of all 18 responses showed that the YGF has strengthened communities by giving more power to grantees and young participants to lead initiatives that improve local services, shift attitudes, and create more inclusive, connected environments. Specifically, grantees have built bridges across generations and social groups—such as Grantee 16 and Grantee 18's work with refugee families, which increased parental engagement with services and helped build inclusive community spaces. Several funded initiatives have educated local authorities and institutions: Grantee 5 improved police and NHS understanding of autism, while Grantee 13 influenced corporate and public sector perceptions of care-experienced youth.

Community spaces have also been transformed—Grantee 8's UrbanScape provided nature access for families and became a shared hub for Toxteth residents. Others fostered civic participation: Grantee 17's work on gender-based violence informed policy at a regional level, and Grantee 9 developed a framework for engaging young Muslim women that will shape youth work across sectors. Many grantees (like Grantees 3, 4, 6 and 12) reported ripple effects where empowered youth inspired and educated peers, professionals, and families—creating shifts in awareness, confidence, and behaviour that are embedding longer-term change in schools, services, and neighbourhoods.

5. Conclusions: The impact of the Fund

This midterm evaluation presents early evidence that the Young Gamechangers Fund is delivering on its bold, youth-led promise: transforming not only individual lives, but also communities, systems, and the very approach to funding.

Grantees supported by YGF—many of them young people from marginalised and underserved backgrounds—are not just participating in social action; they are leading it, shaping local services, co-producing new models of support, and amplifying the power of their lived experience. From influencing school policies and NHS training to creating new peer support systems and cultural events, the Fund has enabled young people to build safer, more inclusive, and more connected communities.

Across a diverse range of grantee funded initiatives, young people have described feeling seen, trusted, and resourced in ways they never had before. These are not isolated wins—they represent the ripple effects of trust-based investment in youth leadership, reaching families, professionals, and public institutions and signal a **structural shift in who holds power and how change happens.**

While the Fund's systemic ambitions are clear, **the scale and durability of its impact at the systems level remains in development.** Much of the change observed so far is localised and project-based, with some signs of broader influence but not yet evidence of widespread institutional reform. Nonetheless, the Fund is doing something strategically significant: it is testing a new model of youth-led, flexible, and trust-based funding that challenges how power and resources are distributed in the sector. That model itself is a systemic intervention.

Importantly, the Fund's design is itself part of the impact story. By offering **flexible, accessible, and youth-led funding**, YGF is modelling a new way of working—one that values trust over control, co-design over compliance, and **long-term transformation over short-term outputs**. This infrastructure has enabled young changemakers to experiment, collaborate, and embed values of equity, care, and solidarity into their work.

While data limitations—such as small sample sizes and self-reported outcomes—require careful interpretation, the direction of travel is clear. YGF is building more than funded initiatives. It is nurturing **a generation of young people who see themselves as decision-makers, advocates, and co-creators of the future**. And in doing so, it is reshaping what it means to fund youth social action—from something done for young people, to something done with and by them.

✳

In short: YGF is not just changing communities. It's changing the rules of how change happens.

6. Appendices

Appendix 1. Information covered by each source

End-of-evaluation grantee report

The end-of-evaluation grantee report has multiple purposes:

● It's an opportunity for grantees to reflect on their evaluation process, the impact of their funded initiatives and key learning, being a milestone in their delivery and evaluation journey.

● It's an opportunity for TSIP to gather information related to the learning questions that haven't been responded to through other means (e.g. learning workshops, grantee data, etc).

This report helps us understand the grantee's evaluation journey and the impact they've had on the young people they work with and their communities. It consists of open-ended questions with a clear purpose, allowing for in-depth exploration while remaining concise. Since these are general questions, the report was shared with both shortlisted grantees who completed a full mini-evaluation and those who may not have completed the full mini-evaluation but can still reflect on the results of their funded initiatives.

See the report questions here.

Participant data shared by shortlisted grantees through mini-evaluations

Grantees set to conduct mini-evaluations were shortlisted through the creation of our evaluation matrix which cross-referenced grantees level of engagement, capacity to complete the evaluation, as well as factors such as their region, whether they are an individual or organisation, project vs core funding, and thematic focus to ensure broad representation. The shortlisted grantees were then supported through 1-1 coaching to complete their evaluation. They were provided the space to develop their data collection framework together in line with the funding programme's Theory of Change, plan activities for conducting data analysis, as well as discuss any challenges they've come across or anticipate. Following the completion of their data collection, grantees sent their data collection to be analysed by TSIP. These mini-reports were used to inform this report.

Learning workshops

As part of the participatory evaluation process for the YGF, TSIP facilitated three learning workshops in early April. The purpose of these sessions was to provide grantees with a reflective space to share insights, explore impact, and deepen learning—both individually and collectively. The workshops aimed to build capacity in impact evaluation, surface stories of change, and align project-level insights with the fund's broader objectives. Grantees were required to attend at least one session, though several chose to attend more, reflecting strong engagement with the themes. The first workshop, Impact Storytelling – The Most Significant Change, brought together six grantees to reflect on significant changes they observed in their communities and how these linked to the wider aims of the fund.

The second workshop, Impact Storytelling – <u>Power, Agency and Decision Making,</u> engaged seven grantees in discussion around shifts in power and leadership among young people, exploring their involvement in decision-making across different contexts. The final workshop, Personal Story and Learning, was a more peer-led and open dialogue session attended by three grantees, focusing on their personal growth, confidence, and identity as a result of the fund's support. In total, 14 unique grantees participated across the three sessions, generating rich, honest reflections on their work and the fund's impact.

Find more information about the learning workshops in our <u>Learning Workshops Summary Report.</u>

Appendix 2. Who we engaged

This section provides general information about the grantees who participated and contributed data through each of the four sources used to address the eight evaluation questions analysed in this report.

Table 5. Grantees who submitted the end-of-evaluation report

Grantee	Project description	Individual or organisation
2	This project supports young refugees, asylum seekers, and migrants. The organisation is run by a team of young peers, drawing from their personal experiences to act as role models and advise other young people facing similar challenges.	Organisation

Grantee	Project description	Individual or organisation
3	A youth-led charity that aims to enhance support for young people from underrepresented backgrounds seeking employment They are mainly based in London but aim to expand across the UK as part of the funding. The project strives to offer tailored advice, networking events, empower disadvantaged youth, and address the employment and skills gap through accessible mentoring on a national scale.	Organisation
4	This is a youth social action project that will encourage allyship amongst intersectionalities of young people and violence against women and girls. The funding will enable Allyship to be delivered to the 76 primary schools and 26 high schools in Rochdale creating important conversations about VAWG and gender equality. The project will have a positive, societal impact which is to help educate young people, to help create safe spaces to have conversations about the issues, and to challenge attitudes and behaviours that women and girls experience.	Individual
5	The project aims to empower young leaders in the autism space. The funding is focused on enhancing the organisation's capacity, improving services, and enabling youth to drive social change. The funding will focus on establishing a peer mentoring program, providing essential training, hosting confidence-building events, and enhancing accessibility for autistic youth engagement. The funding will also ensure vital infrastructure such as safeguarding training and support social action workshops, a significant step towards improving mental health and autism services in their local area.	Organisation
6	This grantee aims to make the sports kit policy more inclusive and promote more girls and women entering sports. Highlighting the unnecessary need for hyper-femine clothing in team uniforms as it negatively affects ergonomics for the sport, and believes 'Every Body Belongs' in sport and sports kit should never be a barrier to participation or enjoyment.	Individual

Grantee	Project description	Individual or organisation
7	The grantee's project aims to develop a community space for other fostered/adopted kids within Buckinghamshire as a space to talk, do art, and sports, as a medium to channel experiences into positive means.	Individual
8	An organisation focused on the eradication of flytipping on the street and turning a disused wasteland into a community garden. Funding will provide Core costs that enable it to fund Levelling Up projects and The Get Together projects.	Organisation
9	The organisation focuses on addressing the specific needs of working-class Muslim girls through a program offering support and opportunities they may have missed in traditional youth programs.	Organisation
10	A community interest company that empowers its core group of 12 young members (ages 12-17) in Bolton. The funding aims to support an extensive, year-long project focusing on youth agency and participation in cultural activities. Initiatives include intergenerational forums, film festival participation, creative health sessions, town trails, and eco-driven installations. The project aims to complement Bolton's youth cultural development plans, promoting positive social change. Collaborating with local organisations, they seek to build community partnerships, enhance public engagement, and establish a legacy.	Organisation
11	A social enterprise that addresses the emotional wellbeing of those undergoing legal processes through Wellness Recovery Action Plan (WRAP), restorative circles, financial advice, and licensed therapy sessions.	Individual

Grantee	Project description	Individual or organisation
12	An initiative focused on supporting LGBTQ+ youth in Gateshead, they aim to support neurodivergent or low mental health members aged 11-19, and with the funding, extend the support to members up to 25 years of age. The project aims to raise awareness of LGBTQ+ issues in education by providing sessions on topics like relationship education, sexual health, and mental health. The young members of the group plan to campaign for consistent LGBTQ+ education in schools.	Organisation
13	This organisation hosts a 12-session programme, delivered over four weeks for care-experienced young people aged 16-25. Inspired by the co-founders own journey from being a Looked After Child (LAC) to transitioning into independence as a Care Leaver (CL), this programme equips care-experienced young people with essential skills and knowledge they desperately need for independent living.	Organisation
14	The organisation aims to facilitate and promote youth leadership. Funding will enhance the organisation and empower its young leaders by funding youth-led initiatives that empower 3 girls (13-14) to be actively involved as young coaches and youth club leaders.	Organisation
15	An organisation championing queer South Asian identity, their core values are inclusivity, empowering youth and community. The funding will provide staff for the organisation and support events such as QSA Prom Night.	Organisation
16	A project led by a team of six passionate young leaders in Stroud with a strong focus on environmental causes and international collaboration. Its aim is to create a Youth Assembly that will provide a platform for young voices to address local issues, make democracy engaging, and connect with global youth communities.	Organisation

Grantee	Project description	Individual or organisation
17	This organisation supports trans young people within their community and has a network of trans-supportive organisations to help amplify their aims. Their core values are: Youth empowerment, Lived experience, and Intersectionality. They aim to minimise the homelessness rates for trans young people in North Devon as it currently stands as every 1 of 4 are homeless.	Organisation
18	A social action project empowers and uplift young people from refugee and migrant backgrounds facing inequalities. Their steering committee actively shapes the project, aiming to cultivate leadership skills, address community issues, and equip young refugees with practical skills. With guidance from mentors and support from families, the project envisions positive transformation and inclusivity.	Organisation
19	An organisation driven by young individuals from the V313 welcome space, plans to tackle littering and fly-tipping in the Page Hall/Firth Park area. Using YGF funding, they aim to raise awareness through traditional and digital media, educate the community, and work with the council to implement strategies. The project involves school assemblies, community workshops, and collaboration with key figures. Their goal is a cultural shift, encouraging community responsibility and reducing littering within 6 months.	Organisation

Table 6. Grantees who shared participant data

Grantee	Project description	Individual or organisation
2	It supports young refugees, asylum seekers, and migrants. The organisation is run by a team of young peers, drawing from their personal experiences to act as role models and advise other young people facing similar challenges.	Organisation
3	A youth-led charity, aims to enhance support for young people from underrepresented backgrounds seeking employment They are mainly based in London but aim to expand across the UK as part of the funding. The project strives to offer tailored advice, networking events, empower disadvantaged youth, and address the employment and skills gap through accessible mentoring on a national scale.	Organisation
5	It aims to empower young leaders in the autism space. The funding is focused on enhancing EDA's capacity, improving services, and enabling youth to drive social change. The funding will focus on establishing a peer mentoring program, providing essential training, hosting confidence-building events, and enhancing accessibility for autistic youth engagement. The funding will also ensure vital infrastructure such as safeguarding training and support social action workshops, a significant step towards improving mental health and autism services in their local area.	Organisation
11	A social enterprise that addresses the emotional wellbeing of those undergoing legal processes through Wellness Recovery Action Plan (WRAP), restorative circles, financial advice, and licensed therapy sessions.	Individual

Grantee	Project description	Individual or organisation
13	It hosts a 12-session programme, delivered over four weeks for care-experienced young people aged 16-25. Inspired by our Co-Founders Jade's own journey from being a Looked After Child (LAC) to transitioning into independence as a Care Leaver (CL), this programme equips care-experienced young people with essential skills and knowledge they desperately need for independent living.	Organisation
16	It is a project led by a team of six passionate young leaders in Stroud. The team is committed to empowering youth and promoting positive change in the community. The project has a strong focus on environmental causes and international collaboration. Its aim is to create a Youth Assembly that will provide a platform for young voices to address local issues, make democracy engaging, and connect with global youth communities.	Organisation
17	Supports Trans young people within their community with networks of trans-supportive organisations. The funding will help minimize the homelessness rates for trans young people in North Devon.	Organisation
20	A group of 15 13-25 year old climate activists within Wales. They focus on campaigning, sharing information with young people in Wales on environmental issues and how to take climate action in your everyday life, and raising awareness about migration and the intersection of the climate crisis.	Organisation

Table 7. Grantees who attended the learning workshops facilitated by TSIP

Grantee	Project description	Individual or organisation
1	It is a passionate individual who has benefitted first hand from the experience of animal therapy and how it can benefit people with Autism. At Animal Reach, they host therapeutic interactions with animals, monthly sessions, arts/crafts, and a cohort of individuals to support at 'Animals in Reach'.	Individual
2	It supports young refugees, asylum seekers, and migrants. The organisation is run by a team of young peers, drawing from their personal experiences to act as role models and advise other young people facing similar challenges.	Organisation
4	It is a youth social action project that will encourage allyship amongst intersectionalities of young people and violence against women and girls. The funding will enable Allyship to be delivered to the 76 primary schools and 26 high schools in Rochdale creating important conversations about VAWG and gender equality. The project will have a positive, societal impact which is to help educate young people, to help create safe spaces to have conversations about the issues, and to challenge attitudes and behaviours that women and girls experience.	Individual
5	It aims to empower young leaders in the autism space. The funding is focused on enhancing EDA's capacity, improving services, and enabling youth to drive social change. The funding will focus on establishing a peer mentoring program, providing essential training, hosting confidence-building events, and enhancing accessibility for autistic youth engagement. The funding will also ensure vital infrastructure such as safeguarding training and support social action workshops, a significant step towards improving mental health and autism services in their local area.	Organisation

| Grantee	Project description	Individual or organisation
6	It aims to make the sports kit policy more inclusive and facilitate more girls and women entering sports. Highlighting the unnecessary need for hyper-feminine skorts for hockey when it negatively affects ergonomics for the sport. Inclusive Sportswear believes 'Every Body Belongs' in sport and sports kit should never be a barrier to participation or enjoyment.	Individual
9	It focuses on addressing the specific needs of working-class Muslim girls through a program offering support and opportunities they may have missed in traditional youth programs.	Organisation
11	It is a social enterprise that addresses the emotional wellbeing of those undergoing legal processes through Wellness Recovery Action Plan (WRAP), restorative circles, financial advice, and licensed therapy sessions.	Individual
15	An organisation championing queer South Asian identity, their core values are inclusivity, empowering youth and community. The funding will provide staff for the organisation and support events such as QSA Prom Night.	Organisation
16	It is a project led by a team of six passionate young leaders in Stroud. The team is committed to empowering youth and promoting positive change in the community. The project has a strong focus on environmental causes and international collaboration. Its aim is to create a Youth Assembly that will provide a platform for young voices to address local issues, make democracy engaging, and connect with global youth communities.	Organisation

Grantee	Project description	Individual or organisation
17	Supports Trans young people within their community with networks of trans-supportive organisations. The funding will help minimize the homelessness rates for trans young people in North Devon.	Organisation
19	Driven by young individuals from the V313 welcome space, plans to tackle littering and fly-tipping in the Page Hall/Firth Park area. Using YGF funding, they aim to raise awareness through traditional and digital media, educate the community, and work with the council to implement strategies. The project involves school assemblies, community workshops, and collaboration with key figures. Their goal is a cultural shift, encouraging community responsibility and reducing littering within 6 months.	Organisation
21	It is a group of diverse young people aged between 14 and 18 focused on social action where young people come together, strategise and address community concerns. The project's main focus is to raise awareness about the dangers of vaping through innovative initiatives, including setting up collection points and creating sculptures from recycled vapes. Educational workshops, school engagements, and social media campaigns will amplify their message.	Organisation
22	It provides guidance and support programmes to young women and the girls and young women themselves remain in control of how the project grows and develops. As a group they have held many events, campaigns and consultations with peers to shape the project and get it to the place that it is now. Their core values are: Equality and inclusion, Respect, Empowerment and Partnership Working.	Organisation

Grantee	Project description	Individual or organisation
23	ME has lived experience of psychiatric inpatient care and aims to host workshops with others in care and provide teddies/plush toys for inpatients. She aims to produce multiple research papers about her findings.	Individual

Appendix 3. YGF Theory of Change

Figure 9. YGF Theory of Change
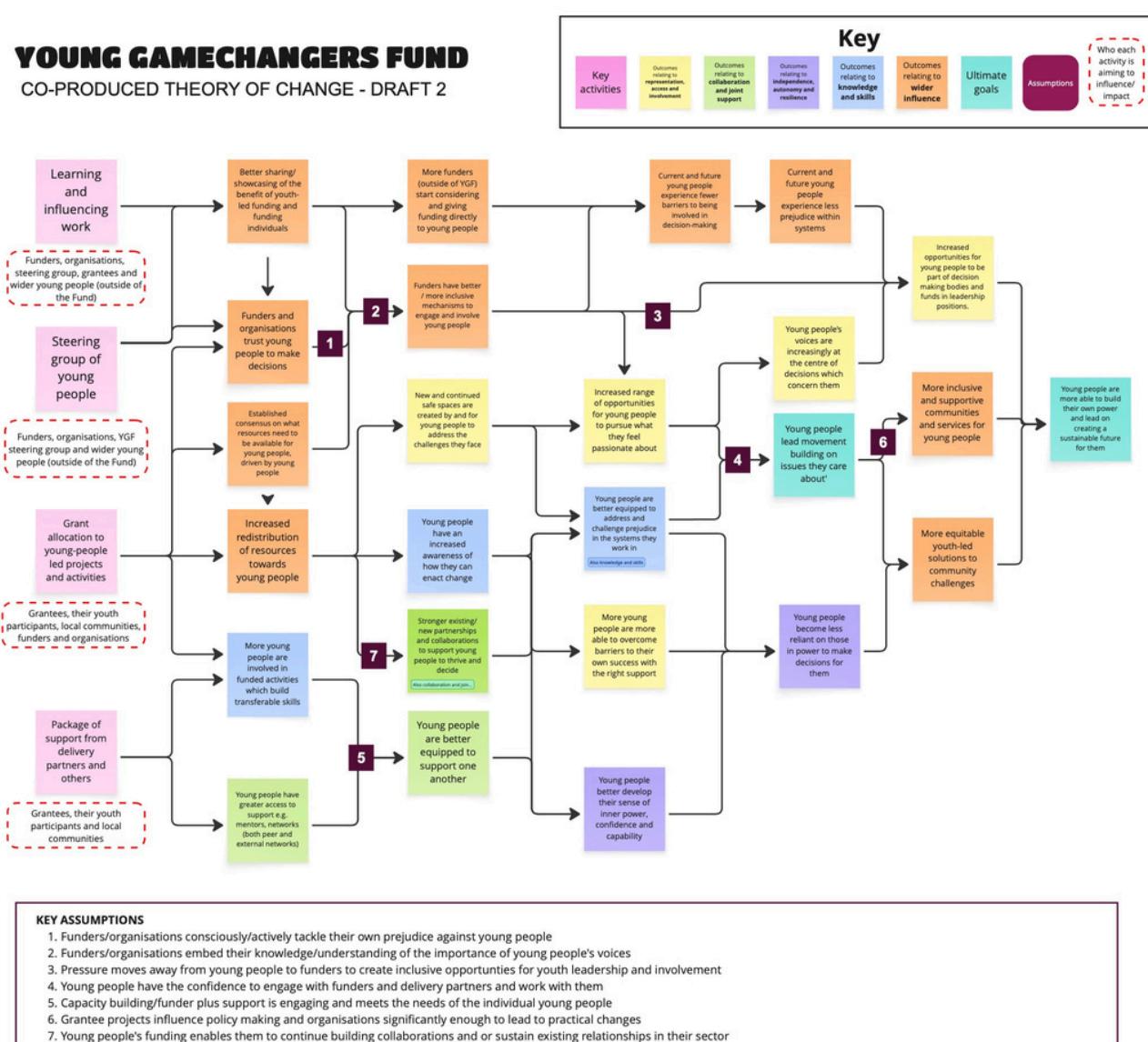
The overall funding programme Theory of Change can be viewed in higher resolution on Miro.

Appendix 4. Outcomes and data collection methods selected by shortlisted grantees

Shortlisted grantees selected specific outcomes from the funding programme's Theory of Change to assess in their evaluations. The table below shows the outcomes they selected and the data collection methods they used.

Table 8. Theory of Change outcomes selected by shortlisted grantees

Shortlisted grantee	Selected outcomes	Data collection method
2	• More young people are involved in funded activities which build transferable skills • Young people better develop their sense of inner power, confidence and capability	• Survey • Interviews

Shortlisted grantee	Selected outcomes	Data collection method
3	• Increased range of opportunities for young people to pursue what they feel passionate about • Young people have greater access to support e.g. mentors, networks (both peer and external networks) • Stronger existing/ new partnerships and collaborations to support young people to thrive and decide	• Survey
5	• Young people have an increased awareness of how they can enact change • Increased range of opportunities for young people to pursue what they feel passionate about • Young people better develop their sense of inner power, confidence and capability • Young people feel more connected and embedded within their local community • Young people are better equipped to support one another • Young people have greater access to support e.g. mentors, networks (both peer and external networks) • More young people are able to overcome barriers to their own success with the right support • Young people are more able to build their own power and lead on creating a sustainable future	• Survey

Shortlisted grantee	Selected outcomes	Data collection method
11	• New and continued safe spaces are created by and for people to address the challenges they face • People better develop their sense of inner power, confidence and capability • People have greater access to support e.g. mentors, networks • Stronger existing/ new partnerships and collaborations to support people to thrive and decide	• Survey • Focus group
13	• Young people better develop their sense of inner power, confidence and capability	• Survey • Case Study
16	• Young people have an increased awareness of how they can enact change • New and continued safe spaces are created by and for young people to address the challenges they face	• Survey • Focus Group

Shortlisted grantee	Selected outcomes	Data collection method
17	• Increased range of opportunities for young people to pursue what they feel passionate about • New and continued safe spaces are created by and for young people to address the challenges they face • Young people better develop their sense of inner power, confidence and capability • Young people feel more connected and embedded within their local community	• Reflection Diaries • Survey
20	• Increased range of opportunities for young people to pursue what they feel passionate about • Young people are more able to build their own power and lead on creating a sustainable future • Young people have an increased awareness of how they can enact change.	• Survey • Focus Group

Appendix 5. Selected outcomes and achievement evidence by grantees who submitted end-of-evaluation report

In this spreadsheet, you can view the outcomes selected by grantees who submitted their end-of-evaluation reports, along with their testimonies on how these outcomes were achieved

Appendix 6. Grantee's impacted communities

In the End-of-evaluation grantee report, TSIP asked grantees to describe the community they believe their project is impacting. Below is a summary of their responses.

Table 9. Grantee's impacted communities

2	Young people from refugee backgrounds.
3	The programme primarily supports young people from low socioeconomic and ethnically diverse backgrounds.
4	High schools in the local area.
5	Young people with autism, the NHS, parents and public sector.
6	Young people at schools, parents, teachers, staff members, club coaches and members of organisations.
7	Children who were adopted and their families.
8	Young people and the residents and community members of Mulgrave Street.
9	Young people, their classmates and the school they are in; their siblings, other friends outside their school, parents and family members.

10	Local to national artists.
11	Young people, their families and organisations and individuals involved in wellbeing or the justice system.
12	LGBTQ+ community.
13	We are actively supporting the care-experienced community, but also influencing Local Authorities and the wider social care system.
14	Families with autism and the wider community.
15	The community we primarily work with is the LGBTQIA+ South Asian community.
16	Young people in the community, young families and older members of the community too.
17	Trans community.
18	Young people, parents and carers, local schools, and grassroots refugee and migrant communities.
19	People in our community, from residents, shop owners, landlords and the local council.