

MEL Framework

We use the 'five types of data' model to organise the kinds of data that need to be collected against the outcomes identified in the Young Gamechangers Fund theory of change. This model provides an accessible, easy-to-use way to categorise the types of data you need to collect, why you need to collect it and how often.

For the purposes of this project, we are mainly focusing on **outcomes data**, alongside **impact data**.

Type of data	Why it's needed	How often to collect it
<p>User data Data about the characteristics of the people or groups that are engaged with through the Fund.</p> <p>Engagement data Data about how the people and groups engaged with the Fund and its funded activities. - how often they engage - through what channels - dropout/attrition rates</p>	<p>To understand reach - who you are reaching, how often, and whether you are more successful at engaging some groups rather than others. It also helps you to understand which channels are most effective to reach which groups.</p> <p>You also need user/engagement data to understand why outcomes might be seen in some groups but not others.</p>	<p>Routinely Collect user data on first contact with an individual or group and keep it up to date. Collect engagement data on every interaction, even if very minimal. Keep it in a format that can be easily analysed and shared, whether this is a CRM or other system.</p>
<p>Feedback data Information from people and groups on their perceptions of the Fund and its funded activities - what works well and what could be improved. - satisfaction ratings - how accessible and relevant they find what you do - whether they would recommend it to others</p>	<p>To understand mechanisms of change - the things people experience during an engagement that lead to outcomes.</p> <p>To understand quality - what's perceived as high quality by the people you work with, and what is not.</p>	<p>Routinely but specifically Collect feedback data regularly (possibly not every engagement, but enough to tell you about the level of quality of your services) You might do this by snapshots/samples or by having a standard feedback method that you use for each interaction.</p> <p>But it's not helpful to collect generic feedback data - this doesn't help you to understand mechanisms, or to improve quality. Instead, think of some specific feedback questions that relate to your mechanisms of change.</p>
<p>Outcome data Information about the difference that the Fund is making to those directly influenced/impacted by the Fund and its activities (i.e. the steering group, grantees, grantee's beneficiaries, Co-op Foundation and the delivery partners) and other key stakeholders outside of the Fund (i.e. local communities, organisations, policy-makers, decision-makers, including other funders) - what difference it is making - how people experience that change in their lives - the extent to which it is making a difference, if you can quantify that.</p>	<p>To understand effectiveness - whether what you do is making a difference, for whom and how much. This will help you to understand better which activities/approaches are effective, and which need some tweaking to be more effective.</p> <p>To demonstrate change - to show where you have made a difference and how you have done so.</p>	<p>Occasionally, for a sample The more you know about the relationship between your mechanisms of change and your outcomes, the more targeted you can be about collecting outcome data. If you don't know much about the relationships between mechanisms and outcomes, then collect more outcome data from more people/groups so that you can establish the relationships between what you do and what difference it makes. You might be able to collect very early stage outcome data alongside feedback data (eg changes in knowledge from a workshop) but more often than not you'll need to collect outcome data after a reasonable length of time for change to have taken place. Outcome data should be collected by those who have the best relationships with the people and groups you work with.</p>
<p>Impact data Information about whether the outcomes lead to long-term change (impact) - whether the long-term outcomes in your theory of change are being realised</p>	<p>To demonstrate long-term change - to show how the differences that you've made in the short-term lead to longer-term goals.</p>	<p>In exceptional circumstances Ideally, through external evaluations, using specific methods designed for the type of impact that you are looking to understand.</p>

Impact data

This sheet outlines the long-term outcomes identified in the theory of change that we expect to achieve **following the pilot**. As these outcomes may not be achievable/measurable within the timeframe of the Fund, we have suggested that Co-op Foundation commission a

Learning Question	Outcome	Social Actor	Activity	Indicators	When	Notes/comments/feedback
<p>To what extent has the Young Gamechangers Fund presented a valuable model for funders and organisations to shift power and redistribute resources to young people, contributing to long-term sustainable change beyond the lifetime of the project?</p>	<p>Funders and organisations trust young people to make decisions Funders have better and more inclusive mechanisms for engaging and involving young people in decision-making More funders (outside of YGF) start considering and giving funding directly to young people Increased redistribution of resources towards young people Current and future young people experience fewer barriers to being involved in decision-making Current and future young people experience less prejudice within systems More equitable youth-led solutions to community challenges Increased opportunities for young people to be part of decision-making bodies and funds in leadership positions</p>	<p>Co-op Foundation, delivery partners, wider funders, organisations and decision-makers</p>	<p>Final Impact Report 1-1 interviews with Co-op Foundation and delivery partners to identify key areas for further exploration</p>	<p>- Types of relationships developed by young people in their local communities - Extent to which nascent movements can be seen in these local communities - Types of relationships developed by young people outside of local communities and within wider movements Indicators of change being created in local communities: - Extent to which young people's or movements' influence can be seen in local decisions Indicators of building 'power within' - Level of confidence on the part of young people that they can lead change - How young people respond to challenges and setbacks when seeking to lead change Indicators of young people leading sustainable change:</p>	<p>End of the Pilot</p>	<p>The list of indicators are tentative and not exhaustive, and further indicators may emerge as the work progresses.</p>

Outcomes data

This sheet refers to the outcomes that are **measurable changes** we expect to achieve within the timeframe of the Fund.

Learning question	Outcome	Social actor	Activity	Tools	Role/responsibility	When	Notes/comments/feedback
To what extent have young people developed a sense of power and agency over their future?	Increased range of opportunities for young people to pursue what they feel passionate about	Steering group, grantees and grantee's participants	Create guidance for young people on different evaluation approaches	Options for the young people to choose from: - Reflective diaries - 1-1 Learning Interviews	TSIP: - 4 evaluation training sessions for grantees - Supporting grantees with data collection training and reflection session to delivery partners Delivery team: - Reflective diaries - 1-1 Learning Interviews - Surveying	Following the finalisation of the MEL framework from August 2024-July 2025 for grantees, August-September 2024 for delivery partners	We chose not to be prescriptive at this stage about which evaluation activities each stakeholder participates in. Although the peer research is the main method in which we'll be capturing wider community impact, we want to work with the grantees to understand their MEL processes and see if some of the suggested tools can also be used with their participants/community members e.g. reflective diaries.
	Young people are better equipped to address and challenge prejudice in the systems they work in		Train delivery team in evaluation activities they are responsible for conducting/managing				
	Young people become less reliant on those in power to make decisions for them		Create data collection guidance for delivery team e.g. interview guides				
	Young people better develop their sense of inner power, confidence and capability						
To what extent are young people more embedded in their local communities with greater access to opportunities to create/effect change?	Young people's voices are increasingly at the centre of decisions which concern them	Steering group, grantees, grantees' participants / community members	Create guidance for young people on different evaluation approaches	Grantees will attend four styles of learning workshops from: - Impact storytelling - Overcoming challenges - Innovation exchange - Peer research training	TSIP: - 12 Learning Workshops Delivery team: - Photo voice - Video style reporting	October - May 2025	We aim to review this framework in October and update which activities the grantees feel are most relevant/valuable to participate in themselves vs their participants/community members.
	Young people have an increased awareness of how they can enact change		Train delivery team in evaluation activities they are responsible for conducting/managing				
	Young people feel more connected and embedded within their local community		Design and deliver peer/community research training and support to grantees				
	Young people better develop their sense of inner power, confidence and capability <i>Indicator:</i> Young people's influence and/or the influence of movements can be seen in local decisions						
To what extent are young people more involved in decision-making opportunities across different levels?	Young people's voices are increasingly at the centre of decisions which concern them	Steering group, grantees and grantee's participants	Create guidance for young people on different evaluation approaches	Options for the young people to choose from: - Reflective diaries - 1-1 Learning Interviews	TSIP: - 4 evaluation training sessions for grantees - Supporting grantees with data collection training and reflection session to delivery partners Delivery team: - Reflective diaries - 1-1 Learning Interviews - Surveying	Following the finalisation of the MEL framework from August 2024-July 2025 for grantees, August-September 2024 for delivery partners	
	Increased opportunities for young people to be part of decision-making bodies and funds in leadership positions		Train delivery team in evaluation activities they are responsible for conducting/managing				
	Young people become less reliant on those in power to make decisions for them		Create data collection guidance for delivery team e.g. interview guides				
To what extent has the fund's design and implementation felt relevant to the young people it seeks to serve?	Young people become less reliant on those in power to make decisions for them	Steering group, grantees, grantees' participants	Create guidance for young people on different evaluation approaches	Options for the young people to choose from: - Reflective diaries - 1-1 Learning Interviews	TSIP: - 4 evaluation training sessions for grantees - Supporting grantees with data collection training and reflection session to delivery partners Delivery team: - 1-1 Learning Interviews	Following the finalisation of the MEL framework from August 2024-July 2025 for grantees, August-September 2024 for delivery partners	
	Young people's voices are increasingly at the centre of decisions which concern them		Train delivery team in evaluation activities they are responsible for conducting/managing				
	Established consensus on what resources need to be available for young people, driven by young people		Create data collection guidance for delivery team e.g. interview guides				

<p>To what extent are the grantees' activities engaging community members in a supportive and collaborative way?</p>	<p>Young people are better equipped to support one another</p>	<p>Grantees, grantees' participants, local communities</p>	<p>Design and deliver peer/community research training and support to grantees</p>	<p>Young people will attend four styles of learning workshops from: - Impact storytelling - Overcoming challenges - Innovation exchange - Peer research training</p> <p>Peer/community research as a method will be relied upon as well.</p>	<p>TSIP: - Peer/community research training</p> <p>Delivery team: - Supporting peer/community researchers - Participatory methods</p>	<p>September 2024 - May 2025</p> <p>Peer research training: October-November 2024 Grantees conduct peer research: November - December 2024 Peer research support drop in sessions: November - December 2024 Sharing emerging findings/co-analysis: January 2025 Further peer research and support: February - March 2025 Final co-analysis: May 2025</p>		
	<p>More young people are involved in funded activities which build transferable skills</p>							
	<p>New and continued safe spaces are created by and for young people to address the challenges they face</p>							
	<p>Stronger existing/ new partnerships and collaborations to support young people to thrive and decide</p>							
<p>To what extent have the grantees been able to deliver on their own specific objectives, and how does that relate to the wider fund objectives?</p>	<p>Young people feel more connected and embedded within their local community</p>	<p>Grantees, grantees' participants, local communities, organisations</p>	<p>Create resource for organisations that the grantees' work within to introduce them to the evaluation and outline what we're interested in learning about from them</p>	<p>Options: - Case studies - 1-1 Learning Interviews</p>	<p>TSIP: - Case studies - Internal evaluation logbook - Key Failure and Innovation one pagers - 1-1 Learning Interviews</p> <p>Grantees: - Community impact reports</p>	<p>January-May 2025</p>		
	<p><i>Indicators of influence of YP in their communities</i> (to be confirmed following grantee engagement), ie: Types of relationships developed by young people in their local communities; Extent to which nascent movements can be seen in these local communities; Types of relationships developed by young people outside of local communities and within wider movements</p>							
	<p><i>Indicator:</i> More young people build sustainable relationships with young people from their local communities</p>							
	<p>Young people are better equipped to address and challenge prejudice in the systems they work in</p>							
<p>To what extent have the outcomes of the fund been experienced differently across the groups based on the approach of funding received (ex-unrestricted v restricted)?</p>	<p>Increased range of opportunities for young people to pursue what they feel passionate about</p>	<p>Steering group, grantees, grantees' participants, local communities</p>	<p>Create guidance for young people on different evaluation approaches</p> <p>Train delivery team in evaluation activities they are responsible for conducting/managing</p>	<p>Options: - Case studies - 1-1 Learning Interviews - Reflective diaries</p>	<p>TSIP: - Case studies</p> <p>Delivery team: - Reflective diaries - 1-1 Learning Interviews</p>	<p>Steering group: July 2025</p> <p>Grantees: Bi-annually</p>		
	<p>More young people are involved in funded activities which build transferable skills</p>							
	<p>Young people are better equipped to address the challenges they face</p>							
	<p>Stronger existing/ new partnerships and collaborations to support young people to thrive and decide</p>							