

Young Gamechangers Fund

Theory of Change

The Social Innovation Partnership
June 2024

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PURPOSE OF THE THEORY OF CHANGE

The Young Gamechangers Fund (YGF) Theory of Change aims to outline the story of how change is expected to happen as a result of the Fund. The following document and diagram, aims to build a shared understanding both internally and externally about how the activities of the Fund link to anticipated short and medium term outcomes and longer-term impact (our 'ultimate goal'). The Theory of Change (ToC) outlines underlying assumptions and enablers behind the causal pathways, which we aim to test and hold ourselves to account. The hope is that this ToC also supports grantees of the Fund to understand how their projects fit into the wider vision of leading on creating sustainable change in their local communities.

The ToC is meant to be viewed as a **live document** - it will be revisited as the context changes and we learn more about the Fund and the impact it is having.

HOW THE THEORY OF CHANGE FITS IN WITH OTHER KEY DOCUMENTS

We used the recently developed [Co-op Foundation Theory of Change](#) as a starting point to understand the story of change that is being told in the Foundation's strategy and how this aligns with how we expect change to happen in the Young Gamechangers Fund, which sits within the Foundation's portfolio of youth funding. We also drew on the [#iwill fund Theory of Change](#) as reference for this work and its expected outcomes.

This fund provides an opportunity for the Co-op Foundation to set a standard on how to work effectively with young people in a way that enables them to sit at the heart of decision making. As one of the few funds providing grants to individuals as well as organisations, they are in a unique position to build trust with young people in an authentic way, and draw from the learning of this fund to influence the wider system and ultimately the goals of this fund: young people building their own power and leading/creating a sustainable future for their generation. Given the results from the Co-op's scoping study, individual grants are rare, most of which might be linked to the systemic prejudice against young people's ability to effect change. The wider co-op theory of change focuses specifically on this shift and sharing of power towards enabling a new generation to shape the future they feel will address their needs. The evaluation of a fund which seeks to enable this will be essential to explore not just what trust and confidence in young people leads to, but also the importance of going beyond organisations to fund and empower young people individually who have the passion, the potential and the willingness to tackle systemic challenges for themselves and their peers.

The Young Gamechangers Fund Theory of Change has acted as the foundation for establishing a Monitoring, Evaluation and Learning Framework that outlines what data we need to collect, when and how, and importantly, how this data will be used.

The diagram on page 2 outlines the overall Theory of Change. This has been separated into sub-Theories of Change for each key stakeholder in pages 14-16 below.

HOW THE THEORY OF CHANGE WAS DEVELOPED

The ToC was developed through a series of participatory workshops with Co-op Foundation, the Fund's delivery partners, Restless Development and Global Fund for Children, five members of the Fund's youth steering group and three grantees of the Fund. From the outset, we defined the need for the ToC to be youth-led, ensuring that young people are included as equal and active participants in all aspects of its development. The diagram on the next page illustrates our approach to co-designing the ToC, which was driven by what young people need and want.

We provided regular updates to young people on the progress of the theory of change development, maintaining their engagement and ownership of the process. Plans for future workshops and continuous feedback loops were established, including a survey which was sent out to grantees who were unable to participate in the ToC workshops. This ensured we were able to keep refining the theory of change with the grantees' as their projects progressed.

Throughout this design process, we have identified key learnings on what matters to young people as they go on this journey, both in terms of personal development as well as the hopes they have for the impact of the fund as a whole. In terms of the perceived impact of the fund on young people, namely the steering group, grantees and the young people the grantees support, key outcomes highlighted the importance of creating youth-led spaces for reflection, collaboration and collective action, increasing leadership opportunities for young people to enable them to become decision-makers and developing young people's knowledge and confidence around how to address community challenges. We learned that in order to create a more sustainable future in which young people lead the change they want to see, the systemic barriers of prejudice against young people within wider society need to be addressed, in particular barriers against young people from minoritised backgrounds. This sits in conjunction with a responsibility on behalf of the funders and delivery partners to provide the right kind of support and opportunities to enable this to occur effectively.



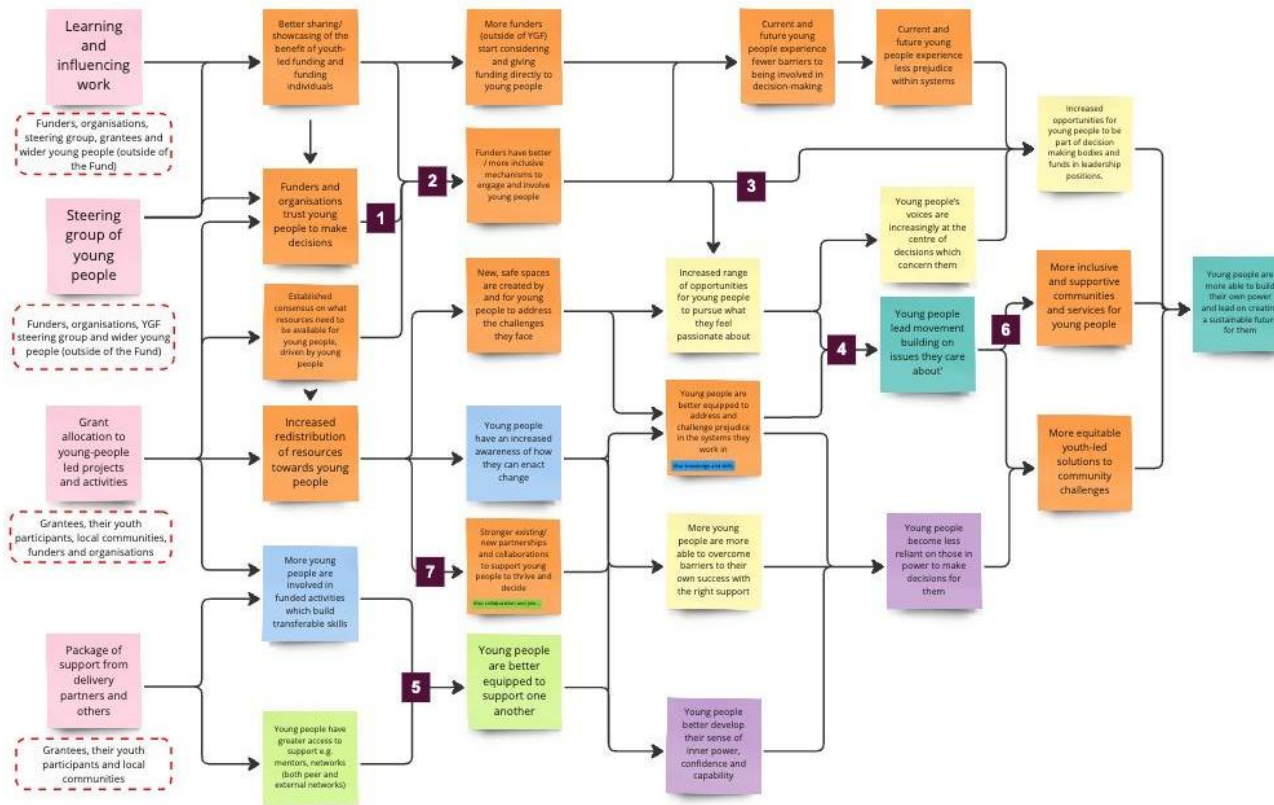
In terms of the perceived wider impact of the fund, young people highlighted that this impact can be seen across three levels, increasing a sense of connection to **1) local communities, 2) local organisations and broader movements and activism and 3) influencing funders, policy-makers and corporate partners.** Young people highlighted that funders and organisations outside of the fund need to understand the value of involving young people and trust them to make decisions. This would increase young people's sense of ownership over their lives and their ability to effect change as well as increasing funders and organisation's responsibility and accountability to the communities they serve.

The outcomes that emerged as necessary for the fund to achieve its impact were categorised under 5 themes;

- 1. Representation, access and involvement**
- 2. Collaboration and joint support**
- 3. Independence, autonomy and resilience**
- 4. Knowledge and skills**
- 5. Wider influence**

THE CO-PRODUCED THEORY OF CHANGE

YOUNG GAMECHANGERS FUND CO-PRODUCED THEORY OF CHANGE - DRAFT 2



KEY ASSUMPTIONS

1. Funders/organisations consciously/actively tackle their own prejudice against young people
2. Funders/organisations embed their knowledge/understanding of the importance of young people's voices
3. Pressure moves away from young people to funders to create inclusive opportunities for youth leadership and involvement
4. Young people have the confidence to engage with funders and delivery partners and work with them
5. Capacity building/funder plus support is engaging and meets the needs of the individual young people
6. Grantee projects influence policy making and organisations significantly enough to lead to practical changes
7. Young people's funding enables them to continue building collaborations and or sustain existing relationships in their sector

Definitions

Term	Definition
Activities	Actions taken to deliver outputs and move towards outcomes.
Approaches	Ways that activities are delivered, which are essential to achieving outcomes. If the activities were delivered in a different way, the outcomes would be less likely to be achieved.
Outcomes	The difference or change that occurs for stakeholders as a direct result of the Fund's activities. There are sometimes different levels of outcomes, as one outcome can lead to further outcomes.
Ultimate goal	The broader, longer-term change to which the outcomes contribute. This should be a clearly observable change.
Risks	Factors that may lead to outcomes not being achieved, which are not in control of the funder or delivery partners (but can perhaps be mitigated by them).

General considerations

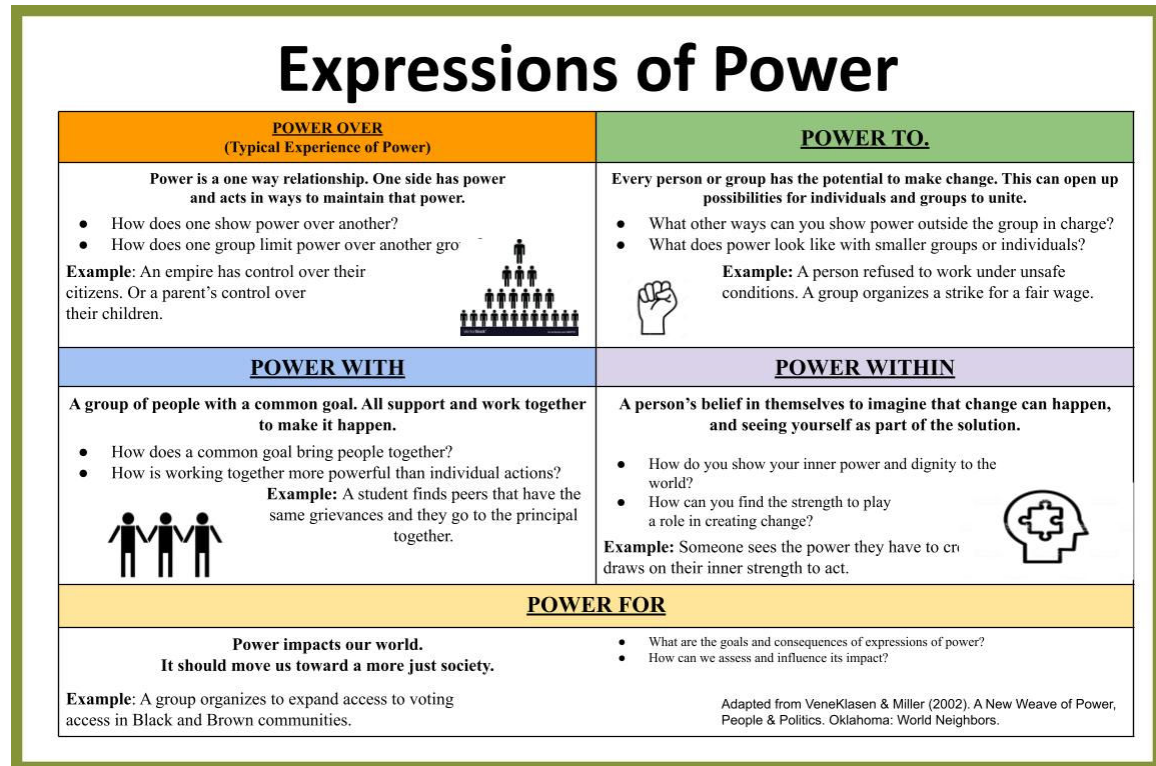
- The relationships between outcomes are not linear. There are feedback loops, which may not be clearly represented in the diagrams but we aim to address through the narrative. The arrows in the diagrams might be linear, but this may not represent the reality of mutually reinforcing relationships between certain outcomes.
- The theory of change pertains outcomes to a variety of stakeholders. Funders, organisations working with grantees and those that might be influenced by the work they do, grantees of the fund and wider networks of young people will be at different starting points in their journey. Some funders may have strong internal practices sharing/showcasing the benefit of youth-led funding but have weak external communication of this. Some local communities may have high trust internally but low power externally, for example.
- Some activities may lead to several outcomes including many that are not included in the ToC. These outcomes will be captured through data collection as outlined in the MEL framework and can be added to into the Theory of Change at a later stage if appropriate. It is important to be able to capture these unintended outcomes to understand the whole system the funded activities are working within.

Understanding expressions of power - underpinning the Theory of Change

In the co-design workshops, we used the model of expressions of power shown on the next page to explore how young people, the delivery partners' and Co-op Foundation understand power. This model underpins several of the outcomes in the Theory of Change and especially the way that the ultimate goals are articulated.

This model articulates four possible expressions of power: power over, power to, power with and power within. Definitions of these can be found in the diagram to the right.

Young people often experience being on the receiving end of 'power over' in several contexts, including when they are participating in social action. In contexts where the structures of 'power over' are difficult to change, systems change comes from building other types of power, namely 'power to,' 'power with,' and 'power within.' 'Shifting power' may not mean handing 'power over' to another group, but perhaps reducing the role of 'power over' in general, in favour of 'power with' and 'power to.' And shifting power also needs to consider what power is for - how can building these different forms of power move us towards a just society?



Ultimate Goal

Within the workshops with the steering group and grantees we discussed what the ultimate goals of the Young Gamechangers Fund are. In the final co-design workshop we invited all key stakeholders to vote on the top they resonated with most:

1. **Young people lead movement building on issues they care about**
2. **Young people are able to build their own power**
3. **Young people lead/create change in building a sustainable future for their generation**

Originally, the second/third ultimate goals were phrased as one: '**Young people are more able to lead and influence those in power to take action and create a more sustainable future for them**'. However, following survey feedback from key stakeholders who were unable to participate in the co-design workshops, we amended the focus of the ultimate goal to be on **young people building their own power** and being at the forefront of making change, rather than appealing to those that traditionally hold power to involve young people in decision making.

The first ultimate goal refers to 'power with' as it focuses on movement building, while the second focuses primarily on 'power within.' Both of these lead to 'power to' create change and a sustainable future.

These ultimate goals should shape not just the evaluation but also the fund design and delivery. If movement building is considered to be an ultimate goal, how do the activities and approaches explicitly build knowledge, skills and capacities in movement building? What opportunities for movement building do young people have within and outside their projects? What approaches to movement building are appropriate for young people and effective in their contexts? For example, do young people take 'inch wide, mile deep' organising approaches in some contexts and projects, but wide-scale, short duration mobilising approaches in others?

Similarly, how do young people explicitly build 'power within' through the activities and short and medium term outcomes of the Fund? How does their inner confidence and strength change, and which activities support this? Do challenges and setbacks diminish 'power within' or do they enhance it? And does this depend on the support that young people receive?

We would not expect to see these ultimate goals achieved in their entirety during the period that the Fund is active. However, we would expect to see early indicators of movement towards these goals in some contexts and particularly for the young people most directly involved in the Fund. These early indicators might include:

- Indicators of building 'power with':
 - 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:
 - Extent to which young people are in decision-making positions
 - Whether young people are part of youth-led organisations and movements
 - How those youth-led organisations and movements influence the wider system.

These are tentative and not exhaustive, and further indicators may emerge as the work progresses.

Activities

The ToC outlines the following four key activities which are being delivered through the Fund and who each activity is aiming to influence/impact:

Activity	Who the activity is aiming to influence/impact
<p>Learning and influencing work Activities aimed at gathering insights, sharing knowledge, and influencing policies and practices to support youth-led initiatives. These activities ensure that the experiences and successes of the grantees are used to inform and improve broader policies and practices, creating a more supportive environment for youth-led change.</p>	<ul style="list-style-type: none"> ● Funders ● Organisations (eg youth-led, community based, involved with grantee projects and those within their sector) ● Steering group ● Grantees (individuals and organisations) ● Wider young people (outside of the YGF)
<p>Steering group of young people Forming a group of young individuals to provide guidance, feedback, and decision-making support for</p>	<ul style="list-style-type: none"> ● Funders ● Organisations (eg youth led, community based, involved with grantee projects and those within their sector)

<p>the fund and its activities. This activity ensures that the perspectives and insights of young people are central to the fund's operations, enhancing relevance and impact.</p>	<ul style="list-style-type: none"> ● YGF steering group ● Wider young people
<p>Grant allocation to youth-led projects and activities Providing financial resources directly to projects and activities initiated and led by young people. This activity ensures that young people have the necessary funding to implement their ideas, fostering innovation and empowerment.</p>	<ul style="list-style-type: none"> ● Grantees ● Participants in grantees' projects ● Local communities ● Funders ● Organisations
<p>Package of support from delivery partners and others Providing a comprehensive support package which could include mentorship, training, resources, and networking opportunities. This activity equips young people with the skills, knowledge, and connections needed to successfully execute their projects and sustain their efforts.</p>	<ul style="list-style-type: none"> ● Grantees ● Grantees' participants ● Local communities

Outcomes

The sub-theories of change in this section break down the overall ToC by stakeholder, with one diagram for each stakeholder. We have also divided the Theory of Change timeframes into short, medium and long term. These are defined in the table below:

Time	Definition
Short-term	Once the grants have been awarded and the projects have started delivering
Medium-term	Within the lifespan of the Fund (1-2 years)

Long-term	Following the end of the YGF - the Fund may contribute to these rather than being directly accountable for them, and they are likely to be harder to measure especially within the lifetime of the Fund.
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The key stories of change for each of the primary stakeholders (grantees, wider communities / youth participants i.e. those involved in the grantee projects and wider funders/organisations and decision-makers), the summary of their Theories of Change, are as follows:

GRANTEES (IMAGE 1)

Much of the fund's work is focused on strengthening existing youth-led change, not just the provision of new opportunities. Part of this is about acknowledging what grantees are already doing and the power they already have. Through increased redistribution of resources via grant allocation, and the increased opportunities and access to support provided by the funding to pursue what they feel passionate about, grantees can further develop transferable skills, better equipping them to deliver their work, support one another, overcome their barriers, and address the prejudice they might face in the systems they work in. This applies equally to reinforcing what grantees are already achieving as well as new opportunities. This, in combination with an increased awareness of how they can enact change and opportunities to pursue what they are passionate about, provides grantees a greater connection to their community, and more youth led solutions to community challenges, ultimately resulting in young people building their own power and leading/creating change in building a sustainable future for their generation.

WIDER COMMUNITY / PARTICIPANTS (IMAGE 2)

Through the delivery of youth-led projects, young people increasingly have the opportunities to build transferable skills, access better support and pursue what they feel passionate about. This enables them to increase their connection to local communities, be less reliant on those in power by being at the heart of decisions that concern them and challenge prejudices in the wider system. Together with a greater ability to support one another to build their own power across areas of their passion, they will have the opportunity to lead and create sustainable futures for their generation. In addition, the redistribution of resources to grantee projects will enable the creation and/or continuation of safe spaces for young people within their communities to break down stigmas and stereotypes, whilst enabling them to shape, decide and influence said communities. This might be achieved through influencing policy making, existing services and/or their existing or new relationships and collaborations with others in their sector and community. This in turn has the potential to create more inclusive and supportive communities and services for young people and reinforce young people's ability to build their own power and lead on creating a sustainable future for themselves and their communities. The outcomes relating to wider

community members / participants have been drafted based on reviewing the descriptions of the grantees' funded work; these will be sense-checked with the grantees at the mid-point of their grant to understand if they accurately reflect their intended impact.

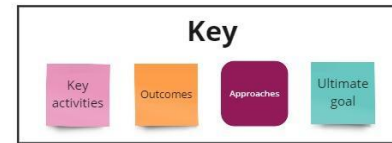
WIDER FUNDERS/ORGANISATIONS/DECISION MAKERS (IMAGE 3)

With an increased understanding and appreciation of the resources and opportunities needed by young people, funders and organisations work towards creating an environment where more young people are directly engaged and trusted and are able to access their needs. The increased redistribution of resources alongside greater mechanisms to support and bolster young people means their voices are at the forefront of decision making, and issues that both affect them and they care about. Being in the driving seat, they are able to build their own power and lead on creating a sustainable future for their generation.

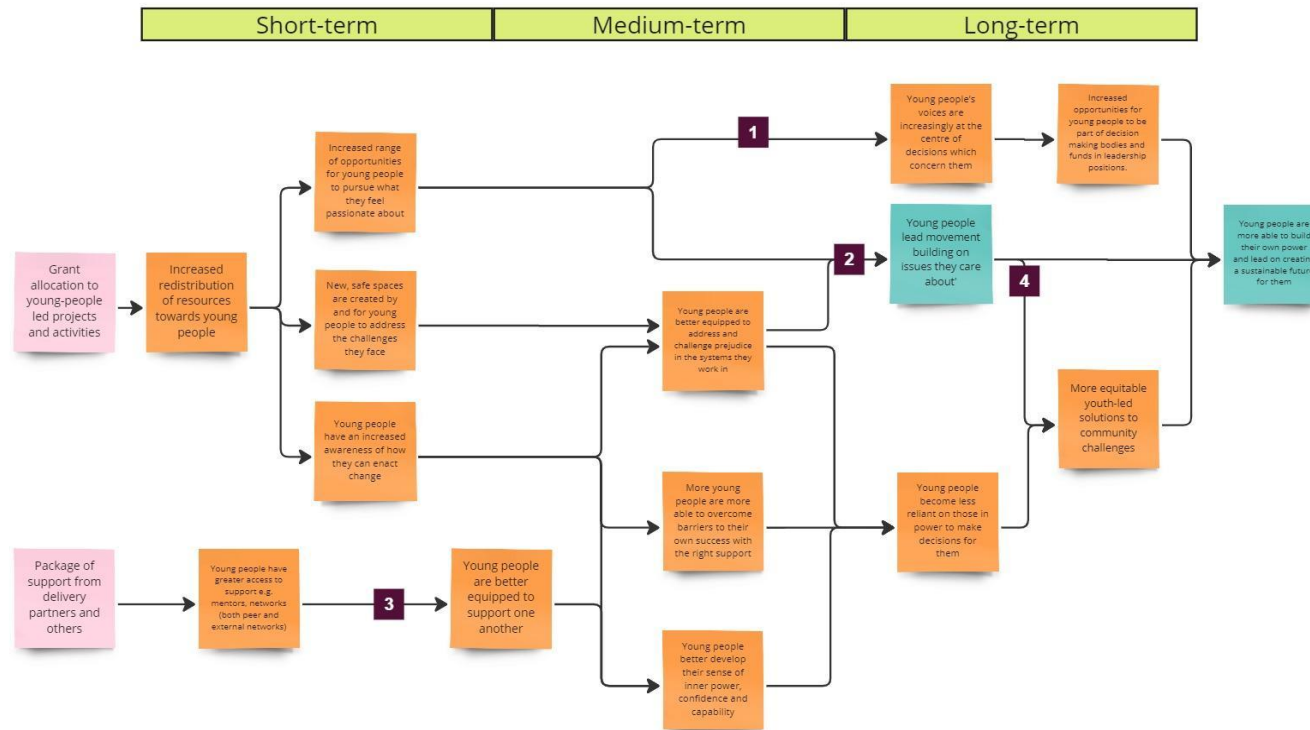
IMAGE 1

YOUNG GAMECHANGERS FUND

CO-PRODUCED THEORY OF CHANGE FOR GRANTEES



Specific outcomes relating to the skills, knowledge that grantees will gain as a result of the package of support will be added at a later stage. We expect to revisit this ToC in October 2024.

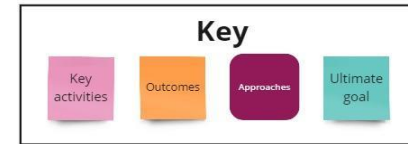


- APPROACHES**
1. Pressure moves away from young people to funders to create inclusive opportunities for youth leadership and involvement
 2. Young people have the confidence to engage with funders and delivery partners and work with them
 3. Capacity building/funder plus support is engaging and meets the needs of the individual young people
 4. Grantee projects influence policy making and organisations significantly enough to lead to practical changes

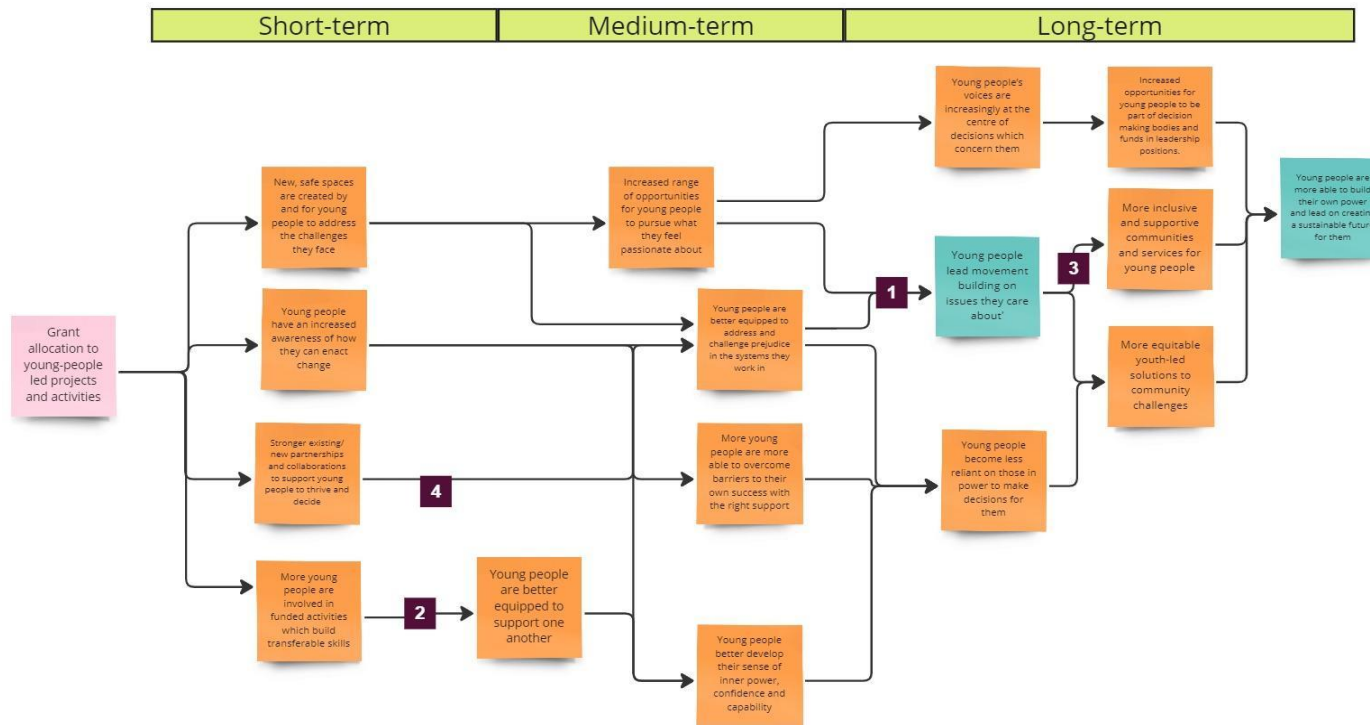
IMAGE 2

YOUNG GAMECHANGERS FUND

CO-PRODUCED THEORY OF CHANGE
FOR WIDER COMMUNITY/PARTICIPANTS



Specific outcomes relating to the impact of the grantees' projects/work on community members and participants e.g. awareness raising; service provision; influencing etc. will be added as we increase our understanding of the grantees' work. We expect to revisit this ToC in October 2024.

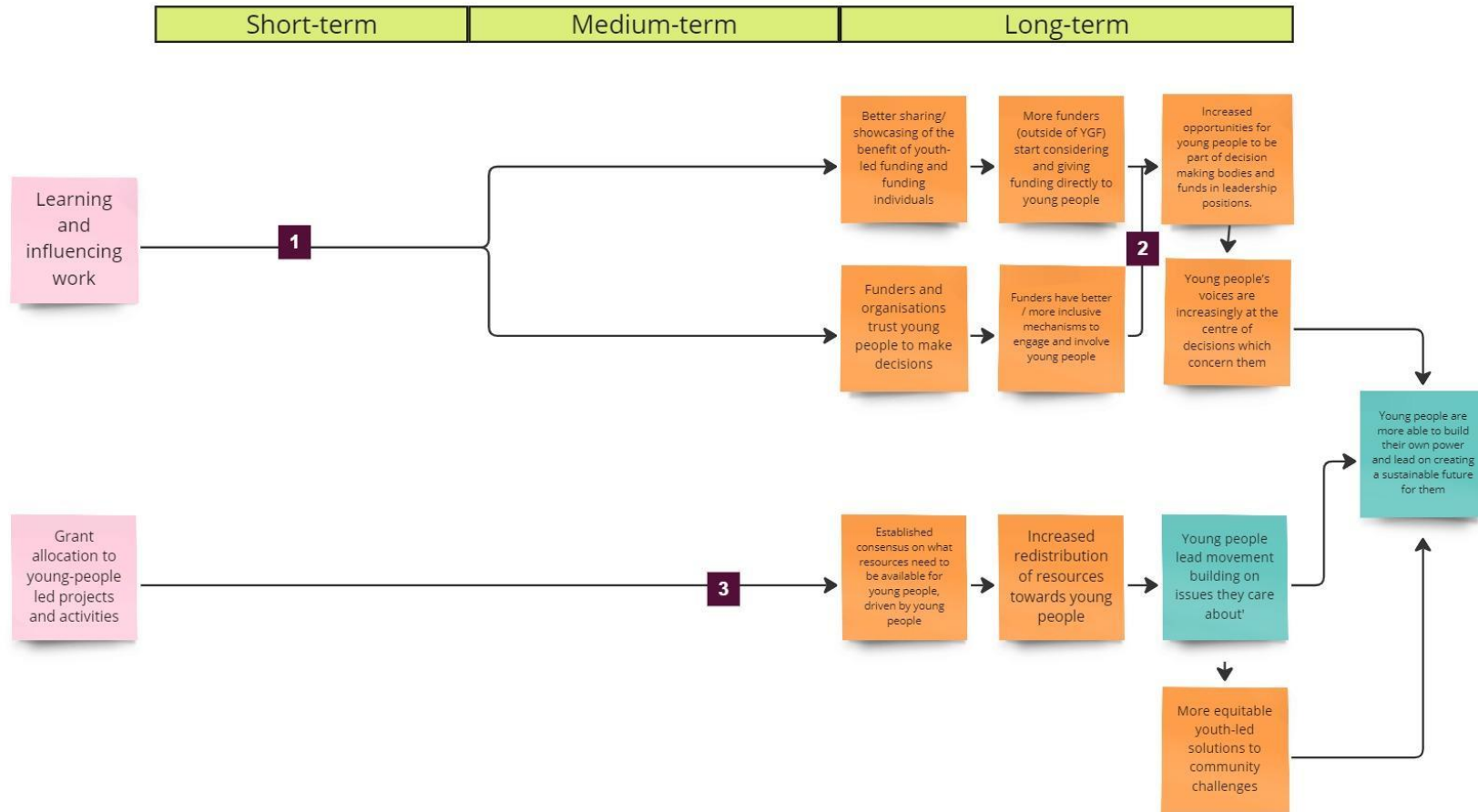
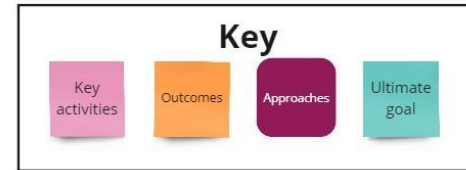


- APPROACHES**
1. Young people have the confidence to engage with funders and delivery partners and work with them
 2. Capacity building/funder plus support is engaging and meets the needs of the individual young people
 3. Grantee projects influence policy making and organisations significantly enough to lead to practical changes
 4. Young people's funding enables them to continue building collaborations and or sustain existing relationships in their sector

IMAGE 3

YOUNG GAMECHANGERS FUND

CO-PRODUCED THEORY OF CHANGE
FOR WIDER FUNDERS/ORGANISATIONS/DECISION-MAKERS



- Approaches:**
1. Funders/organisations consciously tackle their own prejudice against young people
 2. Young people have the confidence to engage with funders and delivery partners and work with them
 3. Systemic actors (eg funders, orgs) provide equitable opportunities for young people to pursue what they care about

Looking at these Theories of Change, we can adequately realise that the long term goals might not be achievable within the duration of the fund. As a result, we need to be conscious to capture indicators of change, which track whether or not the causality of the outcomes will indeed occur, given the approaches and assumptions hold. To do so, we have outlined two key pathways linked to the ultimate goals that will require key indicators, and the key questions/ factors we will look for through this learning and evaluation process. These include:

Pathway to movement building

Many of the outcomes linked to movement building rely on evidencing collective impact of grantees work. We will explore the following factors throughout this process to understand and evidence relevant mutual outcomes around (but not limited to):

- The impact on young people's ability to organise and support one another (e.g. how grantees have built new relationships between young people and organisations, how youth participants have developed collaboration skills)
- The impact on young people's skills as they relate to movement building (e.g. learning and training opportunities, application of said skills, collaboration and partnership)
- Shared learning amongst grantees (inc. facilitating opportunities for young people to collaborate and work together, share insights, what works and doesn't, and effective ways to track this)

Pathway for involving young people in decision-making

Essential to the ultimate goals of young people building their power and leading/creating a more sustainable future, is the impact needed on the sector to enable this to happen effectively. As a result, we will explore the following factors to understand and evidence mutual outcomes around (but not limited to):

- Collating learning and reflections on relationships with those that currently hold power. The more young people are involved, the more funders/orgs trust young people to make decisions. Therefore, evidencing where there is collaboration and decision making happening through grantees' work, alongside the work happening internally with the steering group, and how that is being shared will be essential.
- Through learning sessions, we will explore what external pressures might limit this e.g. funders tackling their own prejudice, and any learnings from projects and grantees that relate to this.
- Young people's confidence and awareness of what change they can impact, and how that has shifted over the course of funding - whether the grantees or the youth participants of their projects.
- The transferable skills linked to taking up decision making roles, how youth participants experience changes in their ability to take up leadership roles, communicate their needs, and organise.

Approaches

Approaches are often included as ‘assumptions’ in Theories of Change. We have chosen to separate them out here as the delivery partners are already implementing some of these approaches as the Fund is being designed and implemented. This means that they can be more directly explored in the evaluation, rather than being left as assumptions which usually do not get fully tested.

1. Funders and organisations consciously/actively tackle their own prejudice against young people.

Young people strongly believed that a key barrier to empowering young people to lead change and make decisions was that people in power may perceive young people as being unable, ill-equipped or unwilling to take on responsibility or leadership. The funder and delivery partners are already committed to tackling these prejudices in their own organisations, and including this as part of the learning/influencing activity. However, in order for this outcome to be achieved on a wider scale, other funders, organisations and decision-makers will need to adopt this approach. This is linked to the outcomes of young people being trusted to make decisions and having opportunities to influence decision-making.

2. Funders and organisations embed their knowledge/understanding of the importance of young people’s voices

This includes:

- a. Embedding young people’s voices through co-design to key aspects of the fund model
- b. Establishing strong feedback loops and iterative approach
- c. Addressing power dynamics, how and why they continue to show up and what activities can mitigate them
- d. Ensuring transparent and honest communication between stakeholders
- e. Not seeing failure as something negative - but an opportunity to learn.

This approach will link into outcomes around young people being trusted to make decisions and having the right support around them. There may also be further unanticipated outcomes of this approach.

3. Pressure moves away from young people to funders to create inclusive opportunities for youth leadership and involvement

Linked to the first two approaches, this approach places the responsibility of shifting power and redistributing resources to young people in the hands of funders. Through the Fund’s grant allocation, young people will have access to an increased range of

opportunities to pursue what they feel passionate about in the short-term, however in order for this to lead to greater involvement of young people in decision-making, funders must remove the burden from young people to convince decision-makers of their inherent value in these spaces. Underpinning the need to create (and increase access to) opportunities for young people to be involved in leadership positions and decision-making roles is the importance of ensuring these opportunities are inclusive and intentional, rather than tokenistic, to enable young people to thrive.

4. Young people have the confidence to engage with funders and organisations (including the delivery partners) and work with them

Young people taking up opportunities to lead and be involved in decision-making depends on their confidence to do so (as well as their knowledge and skills). We expect that several of the activities will be geared towards building young people's confidence. This could also be seen as a very early outcome, but we have chosen to include it as a mechanism because we hope that young people will experience a sense of confidence within the activities themselves, not only after. Confidence is both individual and potentially fluctuating as people's life circumstances change, so we recognise that it may wax and wane over time.

5. Capacity building / funder plus support is engaging and meets the needs of the individual young people

Ensuring that wraparound support is tailored to the needs of young people will be crucial to ensure that it is taken up and utilised efficiently and that it is able to provide solutions to barriers that young people face in accessing and using funding. This is linked to the outcome that young people are better equipped to support one another, as through the capacity building they will also be able to build a sense of a cohort and peer learning which can be vital to development of skills and confidence.

The result of the programme being designed with and for young people should be that they feel engaged and empowered by it. We assume here that if they feel engaged and empowered by it, then they will continue to access the support even when there are competing priorities. We also assume that they will be better able to build relationships, support each other and develop the key skills if they find the support engaging, empowering and enjoyable.

6. Grantee projects influence policy-making and organisations significantly enough to lead to practical changes

Through the Fund's grant allocation to youth-led projects and activities, one of the ultimate goals is to enable young people to lead movement building on issues they care about. In order for these projects and activities to move beyond having an impact on the direct participants / community members to influencing wider funders, organisations and decision-makers (including policy-makers),

the grantees will need support around communicating their impact, advocacy and building their own power to lead on creating and affecting sustainable change in their communities.

7. Young people's funding enables them to continue building collaborations and or sustain existing relationships in their sector

To achieve a wider impact beyond the grantees and their direct participants and community members, a key element of the Fund's grant allocation will be to enable grantees to both nurture existing partnerships and collaborations in their sectors and develop new ones to support young people to thrive. This will involve supporting grantees to map who they are currently collaborating with and what actors in the wider sector they would benefit from partnering with to drive the change they want to see. Through sharing of knowledge, skills and expertise with collaborators and demonstrating the value of youth-led activities, young people will be better equipped to challenge and address prejudice in the systems they work in.

8. Learning and influencing work supports funders and other organisations to develop knowledge, skills and motivation to create inclusive opportunities for youth leadership and decision-making.

Young people on the programme stated that too often the narrative exists that young people are unwilling to engage or that they must mould themselves into opportunities that exist. This places burden onto young people and doesn't acknowledge the value of their time nor the power dynamics that exist between funders and young people. The learning and influencing work is a key opportunity to shift this mind-set through engaging with other funders and organisations. The learning and influencing work will directly tackle some of these barriers and place the responsibility on to funders to create inclusive opportunities for youth leadership and decision-making. This is connected to the outcomes related to increased opportunities and fewer barriers for young people to engage in decision-making.

Risks to the Theory of Change

We have decided to use 'risks' instead of 'assumptions' to describe those external factors that might put the ToC at risk and that are not in the direct control of the funder and delivery partners. The term 'assumptions' usually includes both risks and approaches/mechanisms. Splitting these up should make them clearer both in planning for delivery and in evaluating the extent to which these have materialised and have affected the outcomes.

We have identified the following key risks. Others may also emerge as time goes on.

1. Young people find it difficult to find the time or capacity to implement projects and/or engage with the support package.

Young people are likely to have several competing priorities and may find that their time and capacity fluctuates over the grant period. This may also be impacted by the fact that they are working on issues where they have direct lived experience (and potentially a trauma history) and this may increase the risk of burnout. If young people struggle to implement their projects due to time and capacity, this will have a negative impact on the outcomes for them and for the participants in their project. If they struggle to engage with the support package, this will negatively affect their knowledge and skill development as well as their ability to find solidarity and support within their cohort.

2. Young people's life circumstances change, leading to difficulties in engaging with the programme.

Young people's life circumstances may change in a variety of ways - from changes in their family and home life, to the impact of examination results, to moving away, to mental and physical health issues. There is also a risk that young people may be re-traumatised if they are working on issues where they have a trauma history. These may lead to young people needing more or different support from the programme or finding it, understandably, more challenging to engage with it. The nature of their projects may, understandably, also change. This may also then have a negative impact on outcomes of the programme. Depending on how these changes in circumstance are supported, it may also have a positive impact on outcomes.

3. The grant itself impacts young people's relationships in a negative way.

The grant is a substantial amount of money, and that money may impact young people's relationships. We do not know at this stage whether there might be issues with resentment or other people feeling entitled to a share in the grant when they do not have a role in delivering the project. There might also be issues with young people having different experiences to their peers through involvement in the project, and the renegotiation of relationships that may come with this. We do not know how likely this is, or whether it will have a negative impact on outcomes.

4. Funders and organisations outside the direct delivery of the project are not interested in the learning and influencing work, or pay it lip service.

Many of the longer-term outcomes depend on successful learning and influencing work. However, power structures are notoriously resistant to change, and there is no guarantee that there will be interest in changing to involve young people in leadership. It is also possible that youth leadership will be tokenistic or even damaging.

5. Grantees' projects are unable to be delivered as planned due to external circumstances

A range of external factors may affect whether grantees can deliver their planned projects. These might include not getting reach or traction with their potential participants, not being adequately supported by local organisations, or local circumstances changing. This may have a negative impact on the grantees' ability to develop skills and confidence and on their feeling of being connected to their local community.

Using the Theory of Change

We intend to explore how this ToC can be used and shared externally in collaboration with Co-op Foundation and the delivery partners. We are keen to understand how the ToC could be used by each stakeholder group, how it could be showcased through communications and case studies, and if there are any areas for further exploration and learning.

It may be helpful to pull out particular causal links between outcomes and explore these with smaller teams to understand enablers and conditions for success in more detail.