![Girls Not Brides logo] GIRLS NOT BRIDES | The Global Partnership to End Child Marriage

DESIGN FOR SUCCESS!

A GUIDE TO DEVELOPING END CHILD MARRIAGE PROJECTS AND HOW TO FUNDRAISE FOR THEM

CONTENTS

GLOSSARY AND KEY TERMS

Acronyms commonly used

CSO	Civil society organisation
FGM/C	Female genital mutilation / cutting
ICRW	The International Centre for Research on Women
M&E	Monitoring and evaluation
NGO	Non-governmental organisation
SDGs	Sustainable Development Goals
SMART	Specific, Measurable, Achievable, Results Orientated, Time bound
SRHR	Sexual and reproductive health and rights

Key terms

Baseline	A minimum or starting point used for comparisons. In project monitoring your baseline is the situation at the start of your project. You will measure your progress against this baseline.
Civil society organisations	CSOs are organisations or networks that are independent from government, working to advance common interests and implement improvements in society.
Child marriage	Any formal marriage or informal union that takes place when one or both of the parties are under the age of 18.
Early marriage	Any formal marriage or informal union involving a person aged below 18 in countries where the age of majority is attained earlier or upon marriage. Early marriage can also refer to marriages where both parties are 18 or older but other factors make them unready to consent to marriage, such as their level of physical, emotional, sexual and psychosocial development, or a lack of information regarding the person's life options.
Forced marriage	Any marriage which occurs without the full and free consent of one or both of the parties and / or where one or both of the parties is / are unable to end or leave the marriage, including as a result of duress or intense social or family pressure.
Patriarchal	Patriarchal means ruled or controlled by men. For example, a patriarchal society is a society in which men dominate and are the main decision makers.
Social norms	Social norms are the rules of behaviour that are considered acceptable in a group or society. People who do not follow these norms may be shunned or suffer some kind of consequence. According to the environment or situation, norms may change or be modified over time.
Youth	*Girls Not Brides* recognises that 'youth' is a fluid and dynamic category, and that definitions of 'youth' vary across different contexts. With this in mind, *Girls Not Brides* adopts a broad definition of youth, with the understanding that in some contexts, it can include young people under the age of 30.

FOREWORD

During my time with *Girls Not Brides* I have been privileged to witness the brilliant work being done by civil society organisations to address child marriage. So many of our members are developing smart, exciting and effective projects that are leading to positive changes in the lives of girls and their communities. These organisations need more funding and other resources to be able to expand and strengthen their work, and reach even more girls.

There simply isn't enough funding currently available to tackle the scale of child marriage, and reach the 15 million girls married every year around the world. This is why one of the six objectives of the *Girls Not Brides* global partnership strategy is to ensure that more funding is available to support effective efforts to end child marriage.

We know that civil society in general – and community-based and youth-led organisations in particular – face huge constraints when trying to access funding. They are often not recognised as credible partners, and it can be difficult for them to learn about and meet with potential donors. In addition, many organisations are also back in their fundraising efforts by a lack of technical capacity.

Girls Not Brides members have told us time and again that they want a user-friendly resource that provides step-by-step guidance on developing and describing their work in a way that will encourage potential funders to pay attention. That's where this toolkit comes in – it provides simple, concise guidance, and is uniquely focused on helping civil society organisations designing effective projects that will address child marriage. We hope you find it a valuable resource, and that it helps you make an even greater impact with your work!

Lakshmi Sundaram
Executive Director
Girls Not Brides: The Global Partnership
to End Child Marriage

INTRODUCTION

Welcome! This toolkit is a step-by-step guide on how to plan well-structured projects designed to address child marriage. Once you have developed your project, the toolkit will also help you by going through some top tips for putting together a funding proposal for successful fundraising. We hope this will help you to understand the steps involved in the project design process, in strengthening your projects and in successful outreach to donors.

Who is this toolkit for?

We have created this easy-to-use toolkit for any civil society organisation or group working to improve the lives of communities, particularly women and girls. While the toolkit provides general guidance on project and proposal development, we have specifically tailored it to help organisations working to address child marriage.

Why should you use this toolkit?

We hope this guide will help you to plan and design projects in a systematic way. The tips we give along the way will hopefully assist you to write strong funding proposals and to develop your expertise in fundraising.

Strong project design equals great projects!

- Using this toolkit will ensure your project is relevant and directly meeting the needs of girls and young women.

- You will be able to design your project in a structured way, including developing a budget and work plan.

- Once the project is up and running, you will be able to monitor and evaluate the impact of your project, and make corrections if they are needed.

Clear proposals mean successful fundraising!

- You will understand what donors are looking for and how to develop stronger funding proposals.

- Clear proposals, based on strong analysis, will help to increase your credibility among potential donors.

- Through the tips we provide, you will understand how to meet donor requirements and how to strengthen relationships with donors.

Photo credit: *Girls Not Brides* / Caro Bonick

NAVIGATING THE TOOLKIT: YOUR JOURNEY AHEAD

Basic principles of child marriage programming

This section is essential reading for all those involved in designing your project to address child marriage. It gives guidance on how to ensure the involvement of girls and young people is ethical. It also provides essential information to help you understand the root causes of child marriage and what strategies work well to address the issue.

Part 1: Project design

The first sections of the toolkit walks you through all the steps needed to develop a project, starting with analysis and planning, through to preparing project budgets. To be successful, a project should be designed in a specific way – so you will benefit if you go through each section in order.

Section 1: Situation analysis

This section outlines what analysis and research you need to do before designing your project.

Section 2: Project logic

Here we show you how to design the logical framework of your project and the elements you need for success!

Section 3: Next steps

No project is complete without monitoring and evaluation, and a clear work plan - so we help walk you through how to develop these. We also show you top tips on creating a budget and give guidance on how to ensure your project design is sustainable. This section also helps to explain all the remaining elements you will need to complete the full project cycle.

Part 2: Fundraising

The second part of the toolkit assists you with thinking through your fundraising efforts. It helps you to turn your project into a strong and compelling proposal and supports you to get ready for fundraising.

Section 1: Fundraising for your project

Once you have designed your project, you are now ready to prepare funding proposals. In this section we go through the different steps for how to turn your project into a strong proposal and how to reach out to potential donors.

Section 2: Building donor relations

In this final section we will share some advice on how to build strong donor relations, as effective fundraising involves many different steps and processes, and is more than just proposal writing.
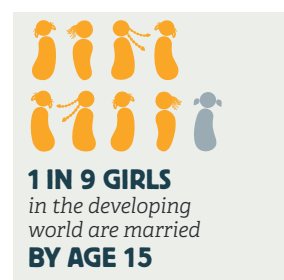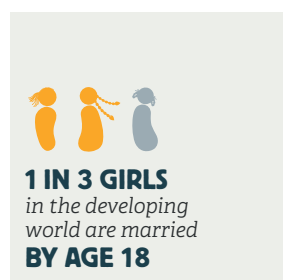
ABOUT CHILD MARRIAGE

CHILD MARRIAGE
A global problem too long ignored

› Child marriage robs girls of every opportunity to thrive. A human rights violation, child marriage denies girls their *health, education* and the *choice* of when and whom to marry.

› The world has committed to ending child marriage by 2030 (Target 5.3) as part of the Sustainable Development Goals (SDGs). But ending child marriage can't just be treated as one target among many. Because, if we don't end it, eight of the SDGs cannot be met.

15,000,000

18

15 MILLION GIRLS
are married every year before they reach 18 years

1 IN 3 GIRLS
in the developing world are married
BY AGE 18

1 IN 9 GIRLS
in the developing world are married
BY AGE 15

What does child marriage mean for girls?

POVERTY

Child brides do not receive the educational and economic opportunities that help lift them and their family out of poverty. **THEY ARE MORE LIKELY TO BE POOR AND REMAIN POOR.**

EDUCATION

Child brides are likely to **DROP OUT OF SCHOOL,** hindering their personal development, preparation for adulthood and their ability to contribute to their family and community.

INEQUALITY

Child brides do not receive the educational and economic opportunities that help lift them and their family out of poverty. **THEY ARE MORE LIKELY TO BE POOR AND REMAIN POOR.**

HEALTH

Child brides face high risk of death or injury: girls who give birth before the age of 15 are **MORE LIKELY TO DIE IN CHILDBIRTH** than girls in their early 20s. Their children are less likely to live beyond their 1st birthday.

HIV/AIDS

Child brides lack the knowledge or power to abstain from sex or negotiate safe sexual practices, leaving them at increased **RISK OF HIV/AIDS AND OTHER SEXUALLY TRANSMITTED DISEASES.**

VIOLENCE

Child marriage puts women and girls at increased risk of violence throughout their lives. Child brides are **MORE LIKELY TO DESCRIBE THEIR FIRST SEXUAL EXPERIENCE AS FORCED.**

TOGETHER WE CAN END CHILD MARRIAGE. JOIN THE MOVEMENT.

BASIC PRINCIPLES OF CHILD MARRIAGE PROGRAMMING

To effectively design projects to help address child marriage it's key to understand why it happens. Understanding the main drivers of the practice in your context will help you to design projects to meet the specific needs of girls at risk.

Gender inequality as a root cause

At its heart, child marriage is rooted in gender inequality and the belief that girls and women are inferior to boys and men. In many communities where child marriage is practised, girls are not valued as much as boys – and are seen as a 'burden' on their family. Marrying a daughter at a young age is often seen as a way to ease economic hardship by transferring this 'burden' to her husband's family. Child marriage is also driven by patriarchal values and the desire to control so many elements of a female's life, particularly her sexuality. For example, how a girl should behave, how she should dress, who she should be allowed to see or marry are not her choices to make. Many families closely guard their daughters' sexuality and virginity to protect the family honour. Girls who have relationships or become pregnant outside of marriage are often shamed for bringing dishonour on their family.

As a result, successful child marriage projects must carefully consider which strategies can be used to tackle gender inequality, as this is so often at the root cause of child marriage. Therefore the ultimate goal of any child marriage project is not only to end child marriage in the project locations, but also to address the wider gender inequalities that cause child marriage to occur in the first place. This is a long-term process – and your project design must be realistic about what is achievable within shorter time frames. We will discuss this more in Section 2 of the toolkit.

Strategies to address child marriage

Because child marriage happens across countries, cultures and religions, and affects so many aspects of the lives of girls and young women (see infographic on page 9), it is critical that we tackle the practice from as many angles as we can to ensure sustainable change. **There is not just ONE strategy that can be used to address child marriage.** To help you understand some of the approaches that can be used to address child marriage, *Girls Not Brides* and its members identified the following four strategies.

Photo credit: Jordi Boixareu / Alamy Stock Photo

"As a result, successful child marriage projects must carefully consider which strategies can be used to tackle gender inequality, as this is so often at the root cause of child marriage."

1. Empower girls

For girls to say no to marriage, they have to understand their rights, and be able to support their own life plans. A wide range of programmes should invest in girls, their participation and their well-being. Programmes should equip girls with training, skills, and information, and provide safe spaces and support networks. This means providing girls with the chance to connect with their peers and support each other as well as having access to formal support services. It also depends on the existence of real alternatives to marriage - different lifestyles and roles for unmarried girls that are valued and respected by girls and their families.

2. Mobilise families and communities

Pressure to marry young usually comes from girls' families, communities, and the broader cultural attitudes that influence these groups' attitudes and behaviour. Work together to address these deep-rooted values and traditions by engaging families, communities, young people and the media to change attitudes and behaviours related to child marriage. Work to address deep-rooted values and traditions within all groups who influence the decision to marry girls young and who facilitate the marriage taking place: parents, men, traditional, religious and community leaders, and others. This also has to be reflected in the broader cultural attitudes and media that influence these groups' attitudes and behaviour.

3. Provide services

There are many structural barriers that can push girls into child marriage and prevent them from accessing support once they are married. Provide services across sectors that reinforce one another and are tailored to the specific needs of girls at risk of marriage and married girls. Service providers must consider all barriers across education, health, justice and child protection sectors, and tailor innovative programmes to both married and unmarried girls. For example, a lack of secondary schools means girls in rural areas often live far from their nearest school. If they cannot travel there safely, or have started menstruating and there are no sex-segregated toilets, they may miss school. Married girls with children may lack child support facilities or may not be allowed to return to school. Providers should also establish systems to identify the warning signs and address the risks of child marriage, as well as supporting married girls to leave marriage if desired.

4. Establish and implement laws and policies

Governments should demonstrate their commitment to end child marriage by developing strong laws and policies, and putting the money and institutions in place to enforce them. Legislation on the minimum age for marriage must form part of a broader legal framework that protects women and girls' rights - from property rights and protection from violence, to support for those wishing to leave a marriage. Any loopholes - for example related to parental consent or customary laws - must be removed. There should be systems to monitor how these laws and policies are being implemented. These should be transparent, relevant and accountable to girls and their families.

As you will learn as you read Part 1 of the toolkit, the strategy or strategies you use in your project will depend upon many factors – including what the drivers of child marriage are in your particular project area.

Child marriage is a cross-cutting issue

As we have already mentioned, child marriage has a negative effect upon many aspects of a girl's life – from her education and health to her financial security. Therefore, efforts within just one sector of work – for example, health alone – cannot adequately address the issue of child marriage.

Girls Not Brides member organisations work in numerous different sectors such as health; education; youth and gender-based violence. To support members to address child marriage within these sectors, *Girls Not Brides* has developed a series of briefing papers entitled: "Taking Action to Address Child Marriage: The Role of Different Sectors". These are freely available on the *Girls Not Brides* website here. These briefs are also very helpful in enabling you to design effective project strategies on how to integrate child marriage into different sectors. They contain suggested strategies that can be used in a range of projects to help you ensure your project is considering all available options and approaches to addressing child marriage within the sector(s) of work your organisation is focusing upon. Below are some examples of strategies to integrate child marriage in health and education programmes.

Strategies for integrating child marriage in health programmes:

- Build adolescents' communication and negotiation skills related to sexual and reproductive health.

- Comprehensive sexual and reproductive health education for married and unmarried adolescents.

- Mass media and behaviour change communication campaigns to influence and promote healthy sexual and reproductive health practices, including through the use of new technologies.

- Education and mobilisation of community members on the harmful health impacts of child marriage.

- Training of providers and equipping of facilities for the provision of youth-friendly services.

- Psychosocial services.

- HIV services for married and unmarried adolescents.

- Appropriate maternal health services for married girls.

- Adequate, separate sanitation facilities for girls.

Strategies for integrating child marriage in education programmes:

- Alternative, informal education for out-of-school girls.

- Safe spaces for both at risk and married girls.

- Livelihoods and vocational training for girls.

- Economic support and incentives to help families overcome financial barriers to school attendance.

- Community mobilisation around the importance of girls' education.

- Initiatives to increase physical accessibility to school, such as building schools or providing transportation.

- Initiatives to increase quality of education, such as teacher training and/or gender equitable, locally relevant curriculum development.

- Improving school safety, such as training teachers on non-violent pedagogy and/or monitoring school campuses.

"Failure to involve girls can lead to ineffective project strategies, unsafe or irresponsible activities, and can mean that resources are not spent in a way that will generate impact."

For more in-depth guidance on why child marriage should be integrated across a variety of sectors, and how this could be done, please see the series of briefs we developed with the International Centre on Research for Women (ICRW). All of these resources, along with a range of other guidance and toolkits, are freely available on the _Girls Not Brides_ website. Use our online resource centre as your one-stop-shop library for all information on child marriage!

Why engage girls and youth to help address child marriage?

To achieve long-lasting change, it is critical that girls and young people are involved in your work from the very beginning - and that this is maintained throughout all stages from project analysis and design, to implementation, monitoring and evaluation. Failure to do so can lead to ineffective project strategies, unsafe or irresponsible activities, and can mean that resources are not spent in a way that will generate impact.

Here are some top reasons why engaging girls and youth is so important – especially right from the very beginning![1]

Working with girls and young people benefits them in so many ways, it:

- Offers them opportunities to contribute to positive changes in their communities, and be positive agents for change in their lives.

- Contributes to their personal development and can help them feel more empowered and motivated to speak out.

- Provides a deeper understanding of their human rights so they are more likely to voice their concerns and problems, and to make more informed choices.

- Increases their capacities and skills for effective engagement, tolerance and respect for others.

This also strengthens your organisation and your work as it:

- Helps you to develop fully informed projects, which have been carefully designed to address the specific problems you have identified, and which will be more likely to achieve the desired objectives, effectively and for the long term.

- Improves your credibility and reassures donors and other supporters that you are working on important and real issues, in direct response to the needs of girls and young people.

How to ensure meaningful engagement of girls and young people

It is fundamental that all engagement with girls and other young people that takes place through your work is not just a 'box-ticking' exercise or a last-minute thought: just having girls and youth present or included within your project does not result in 'meaningful' participation. To make participation meaningful, you should follow the guidance below and continuously ask yourself these important questions:

- How are young people, particularly girls, involved in this stage of the project?

- How are we ensuring that their voices are heard?

- Is what we are doing helping them and addressing their needs?

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1. The benefits listed here have been drawn from: Save the Children. 2013. **Children's Participation in the Analysis, Planning and Design of Programmes:** A guide for Save the Children staff. http://www.savethechildren.org.uk/sites/default/files/docs/Children_Participation_in_Programming_Cycle.pdf

When involving girls and young people in your project design, there are some basic principles you need to take into account.

- **Participation is voluntary:** have you provided enough information and time so that participants feel they can make decisions about whether or not they want to participate? Can they withdraw at any stage if they want to?

- **Participation is respectful:** have you taken into consideration other time commitments they may have? Involving them in the design of your project must not negatively burden them or add extra responsibilities for them. Get the support and approval from key people in their lives, such as teachers and parents, so that they can provide extra support.

- **Participation is transparent and informative:** you must ensure that all participants have enough information about the project design process and what is expected from them. You should always share the outcomes of analysis and activities with them in an accessible, easy-to-understand way. Young people should also understand the extent to which their input can influence decision-making about the project design and implementation.

- **Participation is inclusive and accountable:** ensure that the process you undertake is inclusive, and that all different groups are given the opportunity to participate. For example, one set of girls cannot be said to represent 'all girls'.

- **Participation is safe and sensitive to risk:** you must make sure that you have identified and limited any possible risks, and that all girls and young people feel safe and know where to go if anything happens that they are not happy with or feel safe about. Pay attention to gender dynamics too – girls may feel more comfortable engaging with trained female staff members, especially when it comes to sensitive topics.

- **Use a child safeguarding code of conduct when you and your staff members are engaging with children and young people!** See the _Girls Not Brides child safeguarding policy_ for an example code of conduct.

Get donor-ready!

When working with children, girls and women, many donors require CSOs to have a child safeguarding or 'do no harm' framework in place. This is essential to ensure the protection and safeguarding of the participants you are working with, and that your project is designed to help. The _Girls Not Brides_ Child Safeguarding Policy can give you ideas for what to include in your own policy, if your organisations does not already have one.

PART 1: PROJECT DESIGN

There are a number of steps that need to take place when designing your project. Each of these should be done in the logical order we suggest below. Follow these steps and you will have a strong project as a result – one that will directly address the issue you want to tackle in your community or project area.

Ready? Set? Let's go!

It's time to design your project.

Section 1: Situation analysis

What is a situational analysis?

It when you gather together all the necessary information to better understand what issue your project needs to address.

How long does it take?

Between one and seven days – depending upon how in-depth your analysis needs to be, how much you already know, and how much time you have!

What do you need?

- Access to data on child marriage, including research and reports (internet).

- Access to relevant policies and laws.

- Staff/volunteers to collect information at community level.

- Stakeholder analysis tool (see annex 3).

- Stationery; flipcharts, markers.

Why do a situation analysis?

The analysis stage will help you to understand:

- What your project is trying to achieve.

- Which groups you will work with.

- What are the major challenges that you may have to face.

It will also help you to ensure:

- You understand why child marriage happens in your project area, what the impact is on girls and their communities and what is needed to address the issue.

- All necessary stakeholders have been consulted. Most important are the people that will benefit from the project - the girls and youth who are most vulnerable to, or affected by child marriage. You will also need to understand the views of the partners you will work with, and other groups who can influence the success of the project.

- You have understood the challenges the project will need to overcome in order to be successful so that workable strategies can be put in place to mitigate risks. These could include: challenges caused by gender discrimination; opposition to the project by particular groups; and reluctance from girls and youth to be involved in the project.

- You understand what interventions are already being carried out (by other stakeholders such as local authorities, other CSOs or faith groups) so that repetition is avoided and partnerships built.

PART 1: PROJECT DESIGN

Donor tip!

This analysis stage is important for the success of your project, but donors will also expect you to carry out this work and will ask you for evidence that you have done so. This analysis process does take some time and commitment so try not to rush. Fully understanding the issue and your context will also help highlight possible risks you may face. Donors want to see that you have considered risks and how you aim to prevent them.

How to carry out a situation analysis

A situation analysis involves you carrying out the following steps:

1. **Data collection and analysis:** this consists of a comprehensive collection and analysis of data and research on child marriage gathered from a variety of sources. These include from girls vulnerable to or affected by child marriage; official statistics at local and central government level; and studies conducted by other CSOs or research institutes. See page 18 for more information.

2. **Stakeholder analysis:** this examines the key people - or stakeholders as they are called - who have an influence over child marriage, both negatively and positively, in your project area. See page 22 for more information.

3. **Problem and solution analysis:** this is done to identify the core problems your project will address and analyse the causes and effects of these problems. See page 23 for more information.

What questions should you ask when doing a situation analysis?

Asking the following questions and getting clear answers will give you lots of valuable information to understand the issue of child marriage in your project area.

✔ What is the scale of child marriage in your country and in the project area? How often does it happen?

✔ Who is vulnerable to child marriage and why? Which particular groups of girls (and boys) are affected? Think about what age girls tend to be when married. Are they in school or out of school? Do they belong to minority or marginalised groups in the community?

✔ What is the underlying factor driving child marriage in your project area? Remember root causes can vary considerably across a country, or even within communities, and the perspectives of different groups will be useful here.

✔ What is the level of knowledge around the issue of child marriage in the community? Are there particular attitudes, beliefs and traditional practices which are common in the community which influence or are linked to child marriage?

✔ What are the attitudes of key actors, such as the police, social workers, community leaders, health-care workers and teachers towards child marriage?

PART 1: PROJECT DESIGN

✔ What issues are girls and youth vulnerable to or affected by child marriage facing? What are the consequences experienced by married girls? For example, these could include high rates of gender-based violence, early child bearing, lack of access to schooling, intergenerational poverty, and / or trauma.

✔ What other factors contribute to the problem? For example, what is the quality of services available for girls at risk and married girls? Are women and girls involved in the planning, delivery and decision-making of these services?

✔ Who within the family or community makes decisions about if, when, and who a girl should marry?

✔ What levels of participation in decision-making do women and girls enjoy? These can vary at different levels - for example within the household; at the community level, in formal decision-making at a regional or national level; so think about how women and girls can participate at these different levels. This will affect their ability to resist an unwanted marriage or to take action in response to child marriage.

✔ What are the cultural norms and beliefs regarding marriage? What are the relevant norms and beliefs about girls' and women's roles as wives and mothers and boys' and men's roles as husbands and fathers?

✔ What do relevant gender norms say about how husbands should treat their wives, particularly younger wives?

✔ What is the legal and policy environment? Is there a minimum age of marriage legislation and is it enforced at the local level? Does your government have a National Strategy to address child marriage? Has your government signed and ratified any international human rights instruments that are relevant?

Gender analysis

Finding answers to these questions will allow you to get a deeper understanding of the gender dynamics which could influence your project's effectiveness. Understanding how gender contributes to the issue is a crucial stage in the design of any child marriage-related project. Donors do expect organisations to carry out a gender analysis as part of their project development and you can strengthen the appeal of your project by letting them know you have done so.

Further information on gender analysis

If you have the time, you can undertake a more detailed gender analysis exercise which has been adapted from a USAID tool[2] specifically designed for child marriage related initiatives. This tool includes five domains of analysis:

- Laws, policies, regulations, and institutional practices.

- Cultural norms and beliefs.

- Gender roles, responsibilities, and time used.

- Access to control over assets and resources.

- Patterns of power and decision-making.

You don't need to work through the whole tool if it's not relevant; you can just select the parts which are the most useful for and relevant to your work.

The tool, which you can find in Annex 2 , will help you examine the differences between the roles that women and men play in programmes, institutions, systems, communities and societies; the different levels of power they hold; their differing needs, constraints, and opportunities; and the impact of these differences on their lives.

2. USAID (2015). Child, Early, and Forced Marriage Resource Guide. https://www.usaid.gov/sites/default/files/documents/1865/USAID_CEFM_Resource-Guide.PDF

PART 1: PROJECT DESIGN

Data collection and analysis

Data collection involves accessing both primary sourced data and secondary data. We recommend you start by gathering your secondary data first.

Secondary data

Secondary data is information gathered and prepared by other sources that will help provide a full picture of the situation and issues you will be addressing. You can use some of the sources listed below to help you answer the key research questions listed on page xx9. Below we provide a list of possible sources you can use when doing your research. This list is not exhaustive! There are other sources you might know of or need to look into for your project.

Prevalence of child marriage in your country

- UNICEF's State of the World's Children Report provides national prevalence rates for marriage of girls by 15 years and 18 years. These are published annually around June, with the most recent published in 2016 – these are very useful sources of information for your country.

- These reports use data from a range of different sources including: Demographic and Health Surveys (DHS) – which are nationally representative household surveys, Multiple Indicator Cluster Surveys (MICS) supported by UNICEF, and other national surveys, which all offer very detailed statistics and numbers. Try to contact your government for national survey results or these are often online.

- You can also find the most up-to-date statistics for most countries on the *Girls Not Brides* website under 'Where does it happen'.

Absolute number of child brides in your country

- UNICEF have published absolute numbers for the top 20 countries in the world with the highest burden of child marriage.

- Also see the *Girls Not Brides* website under 'About child marriage' for more information.

Country level information, including drivers of child marriage

- The *Girls Not Brides* reports and publication page has a wide range of reports specific to child marriage in different countries and regions. You can also search by thematic area or country for more specific information!

Further information on issues affecting girls and women, including child marriage

- The DHS information we mentioned earlier is available for each country and covers a range of sectors which are relevant to child marriage. If you cannot access the DHS reports through your country's public information systems, you can consult the DHS global website and search by country.

- Some other very useful resources have been developed by the Population Council in their 'Adolescent Experience In-depth Guides'. These use DHS data analysis and help provide an overview of the situation of adolescents from 10 to 24 years old in over 40 countries. Data is also presented in multiple formats on a range of issues in different sub-regional areas. These are great tools for you!

The legal and policy context in your country

- You need to be fully aware of what measures and mechanisms your government already has in place to tackle child marriage. This could include a national strategy to end child marriage, certain dedicated or related policies that have been approved, or your country may have signed on to a range of commitments on child marriage. These commitments and pledges can be international or regional agreements that your country should be implementing.

- Review national level legislations in your country: look into civil and criminal law, statutory and customary legislations.

- The World Policy Analysis Centre at University of California, Los Angeles (UCLA) have created a useful interactive map of minimum age of marriage data. Info-graphics, maps and other sources of information are good ways of visually showing the problems and issues you are analysing.

- Review whether the state government in your country has ratified the Convention on the Rights of the Child and the Convention on the Elimination of Discrimination against Women.

- The *Girls Not Brides* Toolkit on the role of parliamentarians in ending child marriage is a useful guide on these issues, and has several lists of all the relevant international treaties as a checklist for you to reference.

You should be able to find much of this information online through your government's public information systems. You can also approach other organisations who have already investigated these areas and who can share this knowledge with you. Try starting with an internet search to see what your government has committed to and how they have acted on these commitments.

Get donor-ready!

It is always important to carry out this research even if you think you have good existing knowledge. This process will help you to avoid making assumptions about child marriage in the contexts in which you are working. Collecting statistics and data at this stage can be used in your funding proposals – donors will want to see quantitative evidence in your proposals.

Primary data

Primary data is information and analysis that is gathered and prepared directly by you. This is usually done by gathering information directly from those most involved and affected by the issue you want to address. Decide what information you need to gather to help you design your project. To do this, consider the following questions:

- Who should we consult for information about child marriage in the project area to help us answer some of the research questions listed on page 21?

- Which girls should we consult with? Which groups are most affected?

Top tips for consulting with girls

You will need to consult with a range of different groups of girls and youth if you are to gather information relevant to all the groups your project plans to support. Different groups of girls and youth may be vulnerable to child marriage and its effects in different ways. These different groups could include school girls, out-of-school girls, married girls, girls who are mothers. Ensure that your consultation and engagement with girls and youth is as wide and inclusive as you can make it! For more tips on engaging girls and young people see pages 13 & 14.

PART 1: PROJECT DESIGN

Questions to ask yourself:

- How should we consult with these groups? What method would work best: focus groups, surveys, key informant interviews or other methods?

- Who will take the lead? Decide who will carry out the data collection and designate specific staff to do this. If possible, try to get a person to work on this who has previous research and analysis experience.

Here are some of the approaches you can use to collect your primary data

Focus groups

Focus group discussions bring together groups of people such as community members, parents, grandparents, and affected or at-risk girls, to ask about their perceptions, opinions, beliefs, and attitudes towards a particular topic in this case, child marriage. Through this process, you will be able to gather key information such as:

- Which girls are most vulnerable to child marriage and why.

- The main drivers of child marriage – and key stakeholders involved.

- The main obstacles to addressing child marriage.

- The effects of child marriage upon girls.

- Understanding the gender dynamics in the community and how these affect child marriage.

Preparation required when working with focus groups

✔ Prepare a list of questions to discuss with the group.

✔ Develop strategies for dealing with dominant group members or group members who are too shy to speak out.

✔ Consider child safeguarding requirements and gender dynamics – make sure girls feel safe speaking about sensitive issues and let them know that if anything upsets them or causes them distress in the focus group that there is an allocated female staff member with whom they can talk for help.

✔ Girls should know the purpose of the focus group; that their inputs will be kept confidential and they should be aware of what will happen after the focus group in terms of next steps for designing the project.

✔ Make sure you have a note-taker who can record key discussion points.

Suggested questions to ask in focus group discussions

- At what age in this community do girls get married? Is it different for boys? If so, why is that?

- Has the average age that girls and boys are getting married changed in this area? If so, why do you think that is?

- What do you think is an appropriate age for girls / boys to get married? Why are girls / boys ready for marriage at that age?

- Who decides at what age a girl gets married?

- Who decides who a girl gets married to?

- What happens to those girls who do not get married until they are older? What do people think about these girls?

- What happens to those girls who refuse to get married early?

- Until what age do you think girls / boys should be educated? Why is this?

- Do you know what the legal age of marriage is?

- What are the advantages and disadvantages for girls who get married young?

Key informant interviews

Key informant interviews are in-depth interviews with people who know what is going on in the community. They can be carried out with:

- Community leaders or government representatives.

- Educators and teachers.

- Religious and faith leaders.

- Healthcare providers.

Preparation required before key informant interviews

- Prepare a questionnaire with the key questions you want to ask.

- Set up meetings with the key informants beforehand, letting them know the purpose of the interview and what they can expect after the interview.

- Be flexible and ready to let the conversation flow naturally.

PART 1: PROJECT DESIGN

Stakeholder analysis

The second step in your situation analysis is to carry out a stakeholder analysis. A stakeholder is a person or group who has something to gain or lose through the outcomes of your project, and who can influence the success or failure of your project. A stakeholder analysis enables you to understand of all the different people and groups the project should work with and how best to incorporate them into your work. It is essential that your project design involves collaborating with a wide range of stakeholders – including those working in other sectors to you. Remember that child marriage is a cross-cutting issue and addressing it effectively will involve co-ordination across sectors.

Types of stakeholders relevant to the issue of child marriage

- Girls and their families.

- Young people and youth groups.

- Government agencies.

- Policy and decision makers.

- Media: radio, television, print media, internet.

- Teachers.

- Health care professionals.

- Other CSOs.

- Community leaders.

- Parents and guardians.

- Community groups.

- Religious leaders.

- Business leaders.

- Funding agencies and donor organisations, such as UNICEF.

Step 1: List the different stakeholders relevant to your project. From that list decide which groups your project will work with. For each of the stakeholders ask yourself the following questions:

a) Does / or will this stakeholder support or oppose the project?

b) What level of influence does this stakeholder have over the outcome of the project?

Step 2: Based on your answers to the questions above, you can now place each stakeholder into one of four boxes as shown in the table on the next page (also available as worksheet in Annex 3), based on the following assessment:

BOX A: Opposes the project work - but has a low level of influence over the project outcome.

BOX B: Opposes the project work. High influence over the project outcome.

BOX C: Supports the project work. Low influence over the project outcome.

BOX D: Supports the project work. High influence over the project outcome.

For example: you may decide that teachers would support your project work and have a high influence over the project outcome, and the overall success of the project. You would therefore place them in Box D (the lower right hand box).

Stakeholder analysis table

		Influence of stakeholders over project outcome	
		Low influence	High influence
Support of stakeholders for the project	Opposes project	A.	B. *Engage closely and actively influence*
	Supports project	C.	D. *Involve and keep informed*

Step 3: Based on your assessment of the different stakeholders' influence levels:

You need to decide which stakeholders you think the project should engage with to have the greatest impact. It is likely that these will be the stakeholders in Boxes B and D as these are the ones with the highest influence over the project outcomes. You will need to keep the stakeholders in Box D informed and involved in many aspects of your work. For those stakeholders in Box B, you will need to engage closely and actively influence them to decrease their levels of opposition to the project.

Problem and solution analysis

The problem and solution analysis is the final step in your analysis. You are now ready to identify the main problems your project will address - along with the causes and consequences of the problems - and then turn this into solutions and strategies for your project. This is an exciting and very useful step in designing your project as it will generate your project plan – including activities and objectives.

PART 1: PROJECT DESIGN

What is a problem and solution tree?

A problem and solution analysis will help you to identify the main problems your project will address, and help you to develop your solutions and strategies.

### How long does it take?

Half a day.

What do you need?

- A group of people to carry out the exercise with. This can either be a group of your project's partners and staff, or a community group.

- A large diagram of a "problem tree": draw a large tree with a trunk, roots and branches (such as the example opposite) on a white board or on a large piece of paper so the whole group can easily see it.

- Three different colourednote paper, or three different colour pens / pencils.

- Access to the information you gather during your situation analysis.

See example problem and solution tree in Annex 4.

What is a problem tree – how does it work?

A problem tree provides an overview of all the known causes and effects of a problem you have identified. Understanding the causes and effects of the problem will help you to identify the possible solutions that your project needs to focus on. By following the steps below you will be able to complete the problem tree easily.
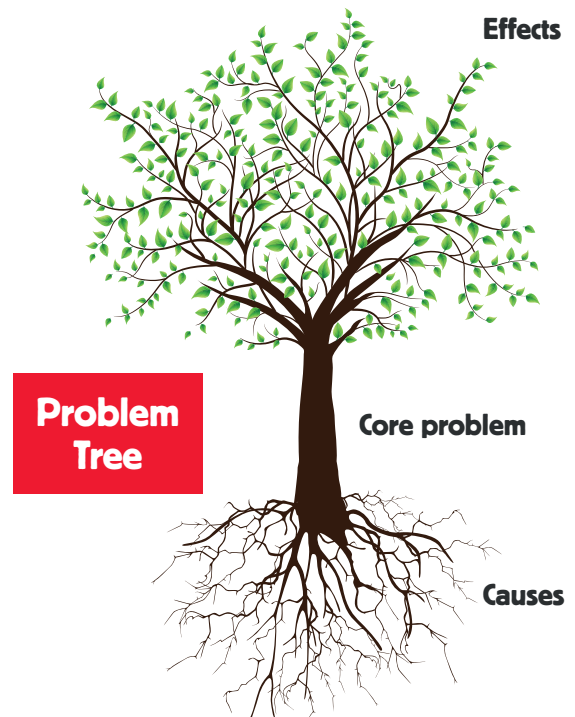
Top tip!

You don't have to reinvent the wheel! The information gathered during your situation analysis will come in very useful at this stage. Make sure you are using this information to guide you through the problem and solution analysis.

As a group or individually?

This exercise should ideally be carried out as a group exercise, ensuring you involve key project staff and project partners. It is best to keep the group to six to eight people to ensure that you are able to reach an agreement and all participants can contribute. If you have been working closely with groups of girls to design the project, you can also explore ways to involve those with a good understanding of the problem in this exercise. If you are not able to mobilise a focus group to carry out this exercise, you can do it internally with members of your team or staff instead and discuss the findings separately with the girls to get their input and to help you finalise this step.

Step 1: Identify the key problem your project will address

The first step is to identify the problem or issue that you want to address – which will become the main issue the project itself will focus on. Although the problem identified may be broad, the problem tree will help break this down. The wording does not need to be exact at this stage.

Write the core problem clearly on the trunk of the tree. *Examples of a core problem: Many girls aged 14-16 are dropping out of school in the project areas; or High rates of child marriage among out-of-school girls in the project areas.*

Step 2: Identify the causes

Once you have identified the main problem the project will address, you now need to identify the causes of the problem.

Go back to the information you gathered during the situation analysis (pages 15-21) and think about what you found out to be the key causes of the problem. Write all the causes on sticky notes and stick these onto the roots of the tree. You will need to keep asking what is driving each of the causes you stick onto the roots of the tree. Keep asking 'why' to really get to the root causes and keep sticking notes onto the roots of the tree so that there is a logical flow between the problem and the causes.

If you have identified 'high levels of child marriage' in your project area as the main problem, you must consider what is causing those high levels. For example, if poverty is a driving factor in your community, think about 'why' when poverty levels are high, child marriage affects more girls as opposed to boys?

Here are some possible causes to help your thinking:

- Traditional and cultural norms – look at the specific causes within your project area.

- Poverty leading to families choosing child marriage for their daughters.

- Gender inequality – girls are not valued as much as boys and seen as a burden on their family.

- Lack of legislation or policies to protect girls from child marriage.

- Lack of government (or local government) commitment to addressing child marriage.

Once you have written down all the causes you found, brainstorm which ones are the most relevant and applicable to your project. Which are those that your organisation has the ability to work on and do something about? Which ones can your organisation have an impact upon? This will help you to decide some of the causes that you might wish to work on.

Step 3: Identify the effects of the problem

Next you need to identify **the consequences** or **the effects** that happen because of the core problem. Again, go back to the information you gathered earlier. Use a different coloured note paper to write down the consequences you heard and stick them to the 'branches' section of the Problem tree.
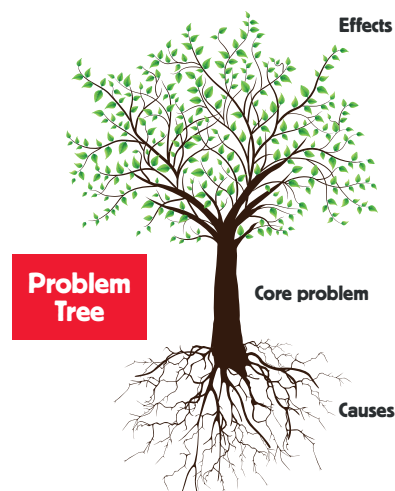
PART 1: PROJECT DESIGN

Examples of consequences could be:

• Girls affected by child marriage are denied an education.

• Girls affected by child marriage are more likely to suffer complications in pregnancy and childbirth and their babies are more likely to be stillborn or die within their first weeks of life.

• Girls who marry before 18 are more likely to experience physical, sexual and psychological violence.

Step 4: Turning your problem tree into a solution tree!

Once your problem tree is complete, you will be ready to turn it into a **solution tree.** A solution tree is developed by reversing the negative statements into positive ones. For example, a cause (problem) such as "lack of knowledge" would become a result such as "increased knowledge". Examples are provided below of the process of turning a problem tree into a solutions tree, under the theme of child marriage.

Let's turn our problems upside down and find solutions!

Negative effects ⟶ become ⟶ positive end results
Married girls depend on their husbands for an income ⟶ Married girls have skills to earn a living

Problem ⟶ *becomes* ⟶ core solution
Girls are married as children ⟶ solution change ⟶ Girls are free to decide if, when and who they marry.

Causes ⟶ *become* ⟶ strategies and results
Girls lack knowledge and access to sexual and reproductive health rights ⟶ there are trainings on sexual and reproductive health rights available for girls.

Solution Tree

Positive end results

Core solution

Strategies & results
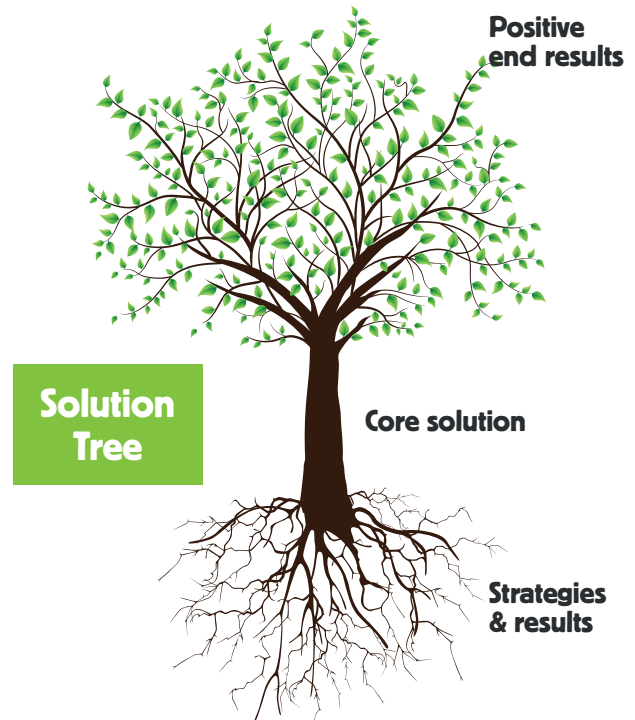
Next steps from here!

In the next section of the toolkit you will develop your project logic and will use the results of this problem and solution exercise as a basis for defining your objectives and strategies in your project.

By now, you will have completed substantial analysis and should have a much stronger and deeper understanding of:

• The status of child marriage in your project area.

• The key stakeholders your project should be working with

• The main issues facing girls and youth affected by child marriage in your project area.

• The main problem your project needs to address along with its causes and effects.

You are now ready to move onto the next section of the toolkit to start designing your project! This will build on the clear knowledge and understanding of the situation you want to address.

Section 2: Project logic

What is project logic?

Project logic are the steps that you take to clearly define your project goal, outcomes, outputs and activities.

How long does it take?

Between half a day and a full day.

What do you need?

- Your problem / solution tree.
- The Logframe template (Annex 5)
- The Workplan template (Annex 8)

Who needs to be involved?

Remember that the project framework you develop – such as a logframe - should ideally be developed in a fully participatory way. Be sure to include all your project partners. It is also possible to include girls or young people who represent the project target groups. To do this, you will need staff members who have the skills and experience in explaining the process in a youth-friendly way.

Get donor-ready!

When you apply for funding, nearly all donors will require you to provide either a logframe or a theory of change - though never both - to outline what your project aims to do. This provides the donor with a 'snapshot' view of your project and is an extremely important document to get right. It is one of the first things the donor will look at when assessing your project proposal, and they may not consider your project for funding if you do not have one.

For more information about developing a Theory of Change, please see this webinar and three-step guide on the *Girls Not Brides* website.

Logframes: getting started

A logframe is a method or way of presenting the details of your project in a comprehensive and understandable form. It will summarise the following information in a standard format:

- What the project is going to achieve.
- What strategies and / or activities will be used to achieve the outputs and outcome of the project.
- How the progress and success of the project will be measured and verified.
- What the potential problems are, that could affect the project.

Logframe templates and terminology can differ slightly, but they generally follow the basic format that is provided in this toolkit. For an example of that format, see Annex 5.

PART 1: PROJECT DESIGN

Logframe language – a jargon buster!

A logframe is often described as a tool to help project designers think clearly about:

- What the project is trying to achieve: **the outcome**.

- What things the project needs to do to achieve change: **the outputs**.

- What needs to be done to produce these outputs: **the activities**.

- What change the project wants to contribute to over the long-term: **the impact**.

Project summary	Indicators *Specify <u>how</u> the success of the project can be determined These should be **SMART** – this is explained in full below.*	Means of verification *Identify <u>where</u> the information required to assess the success of the project can be found.*	Assumption *Identify <u>which</u> external factors are crucial for the success of the project.*
Goals: The higher level situation / ultimate result/s your project will <u>contribute</u> towards.	The ways of measuring to what extent the impact / goal has been achieved.	The information or data required to assess progress against indicators for the impact / goal.	Events, conditions or decisions beyond the project's control that are necessary for maintaining the progress towards the goal.
Outcome: The <u>change</u> that occurs if your project outputs are achieved: the main the effect your project will achieve. Only one outcome should be included.	Quantitative and qualitative ways of measuring progress against project outcome and whether it has been achieved.	The information or data required to assess progress against indicators for the project outcome.	Events, conditions or decisions beyond the project's control that are necessary to achieve the outcome.
Outputs: The specific, intended results of your project activities which allow the outcome to be achieved. Maximum of 6 – but we recommend including between 3 or 4.	Quantitative and qualitative ways of measuring progress against project outputs and whether they have been achieved.	The information or data required to assess progress against indicators for the project outputs.	Events, conditions, or decisions that are necessary to achieve the outputs on schedule.
Activities: The actual activities and tasks required to produce the desired outputs (3 to 5 per output).	**Inputs:** Goods, people and services that are necessary to undertake the activities.	Information or data required to assess that activities have progressed.	Events, conditions, or decisions that are necessary to in order for activities to be carried out on schedule.

Be aware!

Sometimes the language differs slightly from donor to donor, but the information you need to provide in each box always remains the same. Language equivilants:

Goal/s = overall objective

Outcome = specific objective or project purpose

Outputs = expected results / objectives

Positive end results

Solution Tree

Core solution

Strategies & results
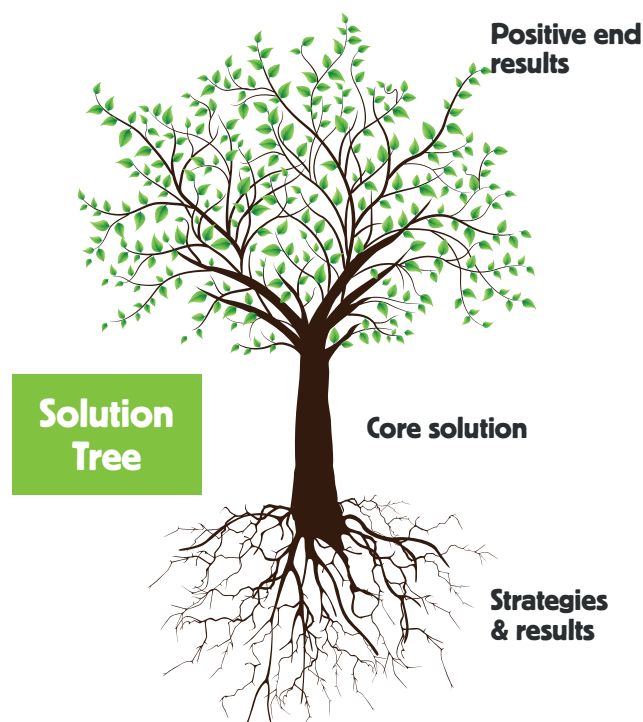
Designing a logframe

Let's get started! Remember that in Section 1, you carried out a problem / solution tree analysis, and you will need the results of that exercise to hand to complete your logframe. If you have not yet completed this analysis, you should return to Section 1 and carry out the exercise, as you will need the results to put your logframe together.

Step 1: Using your problem tree / solution tree

Now you can transfer the contents of your solution tree into the logframe template in the following way:

Core solution ➡ *becomes* ➡ project OUTCOME

Strategies and results ➡ *becomes* ➡ project OUTPUTS

Positive end results ➡ *becomes* ➡ project GOAL/S

See over the page for an example of how to do this. We will be using this same example throughout the toolkit.

PART 1: PROJECT DESIGN

Project summary	
Goals	Contribute towards the achievement of the national policy for ending child marriage.
Outcome	A reduction of 20% in the occurrence of child marriage in the project area by the end of the project period.
Outputs	1. Girls have and increased knowledge about the negative effects of child marriage and knowledge and skills to claim their sexual and reproductive health and rights. 2. Teachers are increasingly able to teach about sexual and reproductive health and rights. 3. Health workers are increasingly able to provide youth friendly health services. 4. Women generate greater income for use in household / for education. 5. Traditional and religious community leaders are increasingly active in condemning child marriage. 6. Communities developed by-laws to prohibit child marriage.
Activities	1. Various types of training for girls by teachers, peers, married young women, health workers in various settings. 2. Train selected teachers in providing comprehensive education on child marriage and sexual and reproductive health and rights. 3. Train school managers on importance of comprehensive sexual and reproductive health and rights education for girls and boys 'in and out of schools. 4. Train relevant staff in health services on creation of youth friendly health services. 5. Support female small scale entrepreneurs with access to resources – such as through cooperation with rural banks. 6. Train various community leaders, peer educators to local radio stations to sensitise communities to support sexual and reproductive health and rights and reject child marriage.

Step 2: Refine the project logic

Now you have included information for the left hand column of your logframe, taken from your solution tree. The next step is to review and make sure it reflects what your project is trying to achieve.

Reviewing your goal

The goal/s describes the higher level situation or the overall environment and context that the project will contribute towards changing, but which cannot change directly by itself. This goal/s are not intended to be achieved solely by the project. Often, a goal will start with "to contribute towards" and will then refer to a broader change within the context in which you are working. You can have more than one goal for your project.

For example, you may have one referring to the sustainable Development Goals (SDGs):
"Contribute to achievement of Sustainable Development Goal 5 (gender equality and empower all women and girls) in particular 5.3 (elimination of child marriage)"

And another referring to a relevant national or regional plan:
"Contribute towards the achievement of the national policy for ending child marriage.

Checklist for your project goal

Tick:

☐ The goal/s are higher level than the project (the project contributes towards them).

☐ There is at least one goal (but there can be up to 3).

Reviewing your outcome

The outcome is defined as the change that will occur if the project is successful and if the outputs are achieved. The outcome is the main purpose of your project – this is why you should develop it before working on the other elements in the logframe.

An example of an outcome for a child marriage-related project might be: *"A reduction of 20% in the occurrence of child marriage in the project area by the end of the project period"*.

There can only be <u>one</u> outcome for the project! The outcome should identify what will change, and who will benefit. Your outcome is something that can be directly controlled by the project and is within your ability to achieve through the project work. **Make sure these are SMART!**

Being SMART!

Your goal, outcomes and outputs should all follow this framework.

Specific	Your outcomes should be specific and clear, otherwise you won't be able to focus your efforts or feel truly motivated to achieve them. Think about what exactly it is you want to achieve.
Measurable	It's important to have measurable outcomes and outputs, so that you can track your progress. You should be able to measure your outcomes and outputs either quantitatively (using numbers and statistics) or qualitatively (for example, undertaking interviews with girls that will give you an idea about how they feel or the change in their lives), in a factual way.
Achievable	Your outcomes must be realistic and achievable given the time period of the project and resources available. This must also be agreed upon by all the stakeholders involved in your project.
Relevant	Your outcomes must be relevant to the project goal. They must also be realistic and based on the available resources for the project
Time-bound	The project must have a clear deadline and end point. You need to dedicate enough time to achieve the goal you have set. Make this timeframe realistic as too long or too short will negatively affect the project's ability to achieve change within the limited resources you have.

Use the template in the examples and templates section at the end of the toolkit to help you work these out clearly.

Checklist for your project outcome

Tick:

☐ The outcome is SMART.

☐ It is largely within the control of the project.

☐ It show the change that will occur if the project is successful.

Reviewing your outputs

The outputs should describe the specific **results of the project activities** you intend to implement which will allow the outcome to be achieved. These are the specific, direct deliverables of the project. **Outputs are things that you can directly control and manage within the project**. You should be able to explain the links these have to your outcome. You should include between three to six outputs, although three or four is ideal and manageable for a project.

PART 1: PROJECT DESIGN

For example, if the intended outcome is:

"A reduction of 20% in the occurrence of child marriage in the project area by the end of the project period".

Then examples of appropriate **outputs** – what is needed through the project to achieve this outcome - might include:

1. Girls have an increased knowledge about the negative effects of child marriage as well as the knowledge and skills to claim their sexual and reproductive health and rights.

2. Women generate greater income for use in their household / for education.

3. Traditional and religious community leaders are increasingly active in condemning child marriage.

Checklist for your project outputs:

Tick:

☐ There are 3 to 6 project outputs.

☐ The outputs are within the control of the project.

☐ Together, the outputs will allow the outcome to be achieved.

Step 3: describe your activities and inputs

The **activities** section of the logframe describes the actual tasks and actions required to produce the outputs you want to see. There must be at least one activity per output, but often there are several activities that will need to take place in order to achieve each output. You can't have outputs if you don't have any activities that will help achieve them!

For example:

Output: Traditional and religious community leaders increasingly active in condemning child marriage.

Activities could include:

Activity 1: Train various community leaders, peer educators, local radio stations how to sensitise communities to support sexual and reproductive rights and reject child marriage / female genital mutilation and cutting (FGM/C).

Activity 2: Encourage (and train) community members of both sexes to become change agents who encourage other community members to reject child marriage, FGM/C and support education for girls and girls' rights.

Top tip!

It is essential that you review your activities to ensure your project design involves working with a wide range of different stakeholders – including those working in other sectors to you. Remember that child marriage is a cross-cutting issue and addressing it effectively will involve co-ordination with others across different sectors.

To help you develop strong activities that lead to long-term change, you can go back to the four strategies that *Girls Not Brides* developed (as part of the Theory of Change for ending child marriage). Reflect upon how the activities you have described in your logframe fit within these four strategies. Your project does not need to include elements of all four approaches, but it is worth thinking about how your project might contribute to at least more than one of the four strategies.

Empower girls

Mobilise families and communities

Provide services

Establish and implement laws and policies

When designing your project activities, it is also a good time to think about strategies you can use to integrate ending child marriage across different sectors. Please see the series of briefs we developed with the International Centre on Research for Women (ICRW) on this.

The **inputs** describe the goods, people and services necessary to undertake the activities. Remember to make these SMART! If we take one of the activities listed on page 32, some relevant inputs could be:

Activity 1	Inputs needed to achieve this
Train various community leaders, peer educators, local radio stations how to sensitise communities to support and reject child marriage / female genital mutilation.	- Staff time (to coordinate training). - Training materials. - Hiring rooms for training. - Refreshments for training.

Step 4: Decide on indicators, targets and means of verification

Once you have completed Step 2, you should then work down the list of your outcome and outputs and think how to answer the following:

- How can the outcome and outputs be **measured**?

- What **indicators** can be used to measure achievement against?

- What information will be needed to do this and how can it be gathered?

Indicators and targets are very important ways of measuring progress and checking whether the outputs and outcome have been achieved. An indicator is a piece of information that measures and provides evidence that something has happened. These can include quantitative or qualitative data and information you can gather to track and measure relevant issues for your project: Bear in mind that indicators are performance measures, which tell us what we are going to measure, **not** what is to be achieved.

Quantitative indicators and examples – there are so many you can use!

- **Units** - the number of staff that have been trained.

- **Proportions** - the proportion of the community that has access to the service.

- **Rates of change** - the percentage change in average household income over the reporting period.

- **Ratios** - the ratio of teachers to pupils in a school.

- **Scoring and ranking** - the score out of five given by the project participants to rate the quality of service they receive.

Qualitative indicators

- **Satisfaction** - how participants describe their levels of satisfaction with the project's activities.

- **Standards** - the extent to which training is recognised by the appropriate authorities.

- **Practices and behaviour** - the way practice and behaviour has changed since the completion of training or education.

- **Institutional change** - the effect of new measures introduced to improve the organisation's accountability to project users

PART 1: PROJECT DESIGN

We're here to help!

Together with our members, *Girls Not Brides* has developed a list of recommended indicators for members working on child marriage. This resource could be very helpful when designing your project indicators. In our resource, example indicators are provided for all types of child marriage related projects. We highly recommend that you consult this guide as it will give you some strong ideas for the types of indicators you can include in your logframe!

The resource can be found on the *Girls Not Brides* website. You can also find more information about these indicators on this *Girls Not Brides* blog.

Targets

These should be included for all indicators to show what the project aims to achieve. For many targets you will need a baseline which describes the situation at the start of the project.

Reminder! As when setting your goal in the last step, be sure to make your indicators and their targets are **SMART!** (See page 31 for more information).

Means of verification

For your project, these are the sources where you will find the information that you need to measure your indicators and targets. Examples of indicators, targets and means of verification for the outcome and outputs are in the next column and include:

	Indicators and targets	Means of verification
Outcome *A reduction of 20% in the occurrence of child marriage in the project area by the end of the project period.*	**Indicator:** Percentage decrease in child marriage in project areas. **Target:** 20% reduction on baseline by end of the project period.	Records of child marriage gathered through annual community survey in project areas.
Outputs Girls have and increased knowledge about the negative effects of child marriage and knowledge and skills to claim their sexual and reproductive health and rights (SRHR).	**Indicator:** % of girls with comprehensive knowledge of SRHR **Target:** 100% of girls trained on SRHR. **Indicator:** % of girls who feel they can oppose child marriage. **Target:** 80% increase from baseline for all girls attending girls club.	Survey of girls attending SRHR training (1 baseline survey at the start of the project and 1 at the end). Survey of girls attending SRHR training (1 baseline survey at the start of the project and 1 at the end).

Note! At the goal level, no targets are included. This is because the project does not take responsibility for the achievement of the goal itself as this is a much higher level, so there is no need to set a target.

Step 5: Consider the assumptions you're making

Assumptions are events, conditions or decisions beyond the project's control necessary for the project to achieve its objectives. Examples of assumptions for one of our outputs include:

Outputs	Assumptions
Girls have and increased knowledge about the negative effects of child marriage and knowledge and skills to claim SRHR	Girls' families and communities approve of SRHR education. Girls are open to learning about SRHR.

Once you have completed all the sections of the logframe, you should check and recheck it to ensure:

a) It has a clear linear logic. This means that the activities will directly lead to the outputs, the outputs contribute clearly to the outcome, and the outcome contributes to the project goal.

b) It fully complies with what you want your project to do / achieve.

c) Nothing is missing.

d) The outputs, indicators and targets are **SMART** and the means of verification are achievable/accessible.

Now it's time to write all this up!

Use our handy template in Annex 5. to structure your logframe. Once you have a logframe, writing a funding proposal will be much easier as the proposal will be based on the different elements within the logframe.

Creating a work plan

Congratulations, you now have a logframe for your project! Now it's time to plan your work. It is useful to plot out everything that needs to be done to achieve your project outputs and outcome. This is commonly known as a work plan or activity plan. A work plan shows:

• When you plan to carry out the activities and includes a clear timeline and dates.

• Who will take responsibility for undertaking the activities. If you are working with partners as part of your project, it helps to be clear about roles and responsibilities for everyone involved.

• What risks might be involved and how these will be mitigated.

• Whether technical assistance will be commissioned for any of the activities in question.

Remember!

Make sure that monitoring and evaluation activities are also included in your work plan, and allocate people to do these activities. Also include all activities necessary to get the project up and running – including any project start-up workshops.

Get donor-ready!

Most donors require you to develop a work plan as it shows good programme management – this is usually submitted with your logframe. In Annex 8 we provide an example of a template work plan. However, if you are applying for funding, each donor has their own specific activity schedule template so make sure you use the correct format.

Next steps!

So by now, you have successfully completed your project design and logic for your project. Great work! You are now ready to move onto the next section where you will design your monitoring and evaluation plan.

PART 1: PROJECT DESIGN

Section 3: next steps

Monitoring and evaluation

You are now nearing the end of the project design stage! This section will help you understand how to go about monitoring and evaluation (M&E) of your project.

M&E are extremely important aspects of your project because:

- A clear M&E plan helps you check if your project is on track so you can make adjustments as needed.

- It allows you to assess and understand if your project is achieving its objectives, or whether you achieved impact.

- It ensures you remain accountable to beneficiaries, donors and staff through your ability to demonstrate project results.

The differences between monitoring and evaluation

Monitoring ... is ongoing	Evaluation ... is periodical / time bound
Gathers information related to the project regularly, on a day-to-day basis.	Assesses the project's design, processes and results.
Provides information on whether and how the planned activities are implemented or not.	Provides information on what the project's effects and impacts are.
Looks at whether the activities and outputs are on track.	Looks at the 'bigger picture' to see if the outputs, outcome and goal/s are being achieved.
Helps you identify whether you need to make changes to your project.	Is used to inform both the current project (mid-term evaluation), or new projects (final evaluations).
Collects data on project indicators.	Uses data on project indicators collected through the monitoring process (to evaluate impact).
Is performed by project staff (internal).	Can be performed by an external evaluator, but also by a mixed team with internal and external evaluators or even by only an internal team.

Key issues to consider when designing your M&E plan

When you developed your logframe, you thought about **what** you will measure (indicators, targets) and **how** you will measure this (means of verification). When developing an M&E plan for your project, you also need to consider the following key questions:

- **When** will you measure it?

- **Who** will take responsibility for measuring it?

- **How** will you report back on your findings and your achievements?

You should use a simple template to design your M&E plan – this doesn't have to be a complicated or difficult task – but it is an essential one! We provide an example of a M&E template for you in Annex 7 at the end of this toolkit.

Top tip!

If you have completed a logframe, you will already have defined your indicators and targets. If you have not yet done so, it is a good idea to go back to the previous section and develop your project logframe before starting to put together your linked M&E plan.

Having completed the steps above you will have now developed your M&E plan, as well as a logframe and workplan. These documents include all the information regarding what your project aims to achieve and how it will do this; how you will ensure the project is on track and how the results will be measured along with the timetable for the project activities. **So far, so good – and now on to budgets!**

Budgets

Once you have completed your project framework, workplan and M&E plan, you are now ready to create a project budget. The budget should fully reflect all the activities for your project so it is best to develop this after all the other steps have been completed. Putting together a complete and well thought-out **project budget is a crucial part of the project planning process** because:

- It will enable you to check that your project activities are realistic and not overly expensive.

- When applying for funding, your project budget is as important as your written proposal. Donors assess and score your project budget and will not accept your application if the budget does not match the activity description, or if the budget does not represent good value for money.

- A strong project budget will allow good financial management of your project which is essential for the success of your project.

What to include in a project budget?

Make sure all the activities you included in your logframe are included and costed in your budget. Don't forget to work out all other costs associated with supporting the project.

Top tip!

Check what your donor requirements are and make sure you meet these. Most donors use their own specific budget templates and if you are completing a project budget as part of a funding application you should use the template provided by the donor.

In all project budgets, you will need include:

1. **Realistic costs for all elements of each activity:** all activities included in your logframe and workplan must be <u>fully</u> costed based on realistic costs. For example, if one of your activities listed is 'providing training for community groups', you must include all the costs associated with that training. These could include costs for participants and staff, such as travel and accommodation costs; food and refreshments to be provided at training events; printing costs; facilitation costs; cost of materials needed for training.

2. **Staff costs for the project:** once you have decided how many staff members are needed for the project you should include staff costs in your budget. You should also include costs for training staff where needed. It is important to mention how much time each staff member will work on the project and then calculate their salary accordingly. For example, some staff members may contribute 50% of their time to this project and 50% to other activities, so only the amount spent on this particular project should be included. In addition to fixed salary costs, you may wish to add other associated costs, such as pension.

3. **Monitoring and evaluation costs:** don't forget to include costs for the monitoring and evaluation of your project. For most organisations, monitoring is carried out internally by the project and organisation staff members and you will need to consider whether any additional costs, such as travel to project locations, need to be included. Evaluation of the project can be carried out by an external party because they are able to provide an objective perspective - but this is only if you have the budget available.

4. **Overhead costs:** these are costs which organisations must cover in order to exist and operate. These include rent, electricity and gas, telephone and internet costs, and bank charges. An organisation will usually divide these overhead costs between the budgets of the different projects it is running. You must ensure these are not overlooked when you develop your project budget.

PART 1: PROJECT DESIGN

Top tip!

Bear in mind that each donor has different rules with regard to the amount of overhead costs they will allow in the budget and you must comply with their rules. Always check before drafting your budget. If you don't follow the requirements and rules set by the donors, you lessen your chances of being selected.

Top tips on developing your project budget

- Make sure your budget is **realistic:** breaking down costs into smaller units will make it easier to calculate overall costs. For example, calculate cost per person, cost per litre, or cost per day. Over-budgeting – where you budget more than actual costs - might seem tempting as it could seem like this is better than under-budgeting and running out of funds for the project. But doing so will actually make your budget less convincing to potential donors so it is not advised.

- Think about **value for money:** donors would like to get the most impact for the money they are spending. They may calculate, for example, how much the project will cost per beneficiary. If the project costs are really high, but you will only reach a small number of people, the value for money is low and donors may be less likely to fund your project.

- Make sure there is a good **balance between activity costs and overhead:** project budgets always include direct costs relating to the activities, such as training costs or costs of producing materials; and costs that relate to overhead costs, such as office rent, stationery or utility bills. The key to preparing a high-quality budget is to ensure that the balance between these costs is right.

- Make sure you **include all anticipated costs:** this includes, for example, costs for M&E, costs for communication and bank charges for transfers or exchanges.

- **Make sure that the budget corresponds with your activity schedule or workplan:** all budget lines and costs that you include in your budget should follow logically from your work plan. Additionally, all activities that you describe in your work plan should be budgeted for. Some donors only request you submit a budget summary (particularly when applying for only a small grant). If this is the case, **keep detailed breakdowns** of your budget lines for reference so you know how you have calculated the different budget lines.

Congratulations – you're nearly there!

You have now completed nearly all of the project design steps! By now you should now have:

- A clear project matrix: a logframe or a theory of change.

- A work plan with all activities

- An M&E plan.

- A detailed project budget.

These elements are the backbone of your project design. You now have a strong foundation on which to start your project. The final step in designing your projects is to examine some of the broader issues that influence and affect your project, and in which your project will sit. These include the wider relevance of your project and context in which you will operate, how you will ensure sustainability of your project and, showcasing your organisational profile.

Further things to think about: sustainability

Thinking about the long term and explaining the sustainability of your project to donors will show how you intend to continue your project at the end of the funding period.

- Consider how the people benefitting from the project will continue to be supported at the end of the funding period. What aspects of your project will you want to continue (or sustain) after the project ends?

- Explain to donors that you have planned wisely for the future of the project. How will you raise the funds to continue the project – what is your future fundraising strategy?

- To ensure that the investment made by your organisation and any donor/s in the project is not lost, consider whether some of the project costs can be integrated into your or your partners' organisational budget at the end of the project period (such as some of the project staff costs.)

- Describe how the project results will be documented and shared. By sharing the good results of your project widely, you will be more likely to foster support for your project from other donors, government bodies, communities and other organisations – all of whom could help ensure the project remains sustainable.

- Outline how you will involve key stakeholders. The more support for the project and involvement of key stakeholders you have, the better the chances will be of sustainability after the end of the initial project period. You can invite key stakeholders, such as representatives from local government, donor agencies, and other civil society organisations to be actively involved in the project, such as through working groups or an advisory board.

Managing risks

It is good practice to think through potential risks your project might face and ways you can help prevent or limit these. We call these "mitigation measures" that you can take to limit potentially harmful risks to achieving your project and reaching success and to help prepare you for all possible eventualities. It will also reassure donors that you have planned for risk management in your project. Below is an example.

Risk *Describe the risk*	Likelihood *Low / Middle / High*	Impact *Low / Middle / High*	Mitigation measure *Describe how you would avoid the risk and what you would do if the risk occurred*
Young people advocating on the issue face a backlash from conservative community members	Middle	High	Mobilise the community beforehand, bring them on board. Bring youth and community leaders together and ensure that influential figures endorse young change agents
Involvement of married girls in the project exposes them to threat of domestic violence from their husbands	Middle	High	Involve husbands and the wider family in the project from the start

By now you have a well-designed project in place which is ready to be implemented.

The next section provides guidance on how to develop strong funding proposals.

PART 2: FUNDRAISING

Section 1: Fundraising for your project

The funding for your project could come from a range of sources: a formal grant with an international government agency or private foundation; a donation from a philanthropist; or even funding mobilised through a crowdfunding site or online appeal. Whatever fundraising method you are using, you need to ensure that your organisation's time and resources are being well spent on fundraising activities that are likely to be successful.

We know that fundraising can be a challenge – especially with many organisations competing for the same sources of funding and increasingly high donor expectations. Don't worry, we're here to help! Many donors require CSOs to submit an application form, which the donor will supply. If you have followed the guidance in Part 1 of this toolkit, then your project will be fully designed and developed and is now in good shape to be included in a funding proposal. In the following section, we have outlined some of the key steps to increase your chances of success, including tips for submitting your next proposal and building donor relations – two key areas of fundraising.

Identify prospective donors

The first step is to identify prospective donors that are a good match for your organisation and project. We recommend you investigate all possible donors and sources of funding that you could apply for – child marriage is a topic of interest to donors across many sectors (including education, health, human rights, humanitarian work.) *Girls Not Brides'* resource on donors working on child marriage is also a great starting point.

You may hear about donors through their request for proposals, word of mouth, or through the internet. However you come across them, make sure to research the donor and their work as widely as possible. This research is vital: it will help you know whether your organisation is eligible for a grant and enable you to pitch your project successfully.

The ideal donor will have values, priorities and approaches that align closely with your work. Things to look out for:

- Donors generally share their vision and mission on their website, which gives a sense of their broad values.

- They also tend to make their geographic and / or thematic priorities and approaches available to the public. They will usually also outline the restrictions of their funding portfolio.

- In addition to the basic text on their website, try to download and read any policy, programme or strategy documents which the donor has made available. Consider how your project could contribute to this.

- Make sure to look at which other organisations they have previously funded. This may give more insights into the donor and the types of projects they typically support.

Due diligence

As part of identifying donors, you should also do your own research on them. Find out about the origin of their funding and any controversy surrounding their funding. Think about whether there are any risks associated with partnering with them. While this may not apply to many donors, some funding partnerships could jeopardise the reputation of your organisation and the support of other funders and partners.

Evaluate opportunities for prospective funding

Donor organisations may have multiple funding opportunities available at once. When you have found a donor that is a good fit it's important to remember, not all of their funding opportunities will be relevant for your project.

The checklist below can help you decide whether you should apply for a specific opportunity:

	Tick / Cross
Does our organisation meet the eligibility requirements set by the donor?	
Does our project clearly fit with the priorities and objectives of the call for proposals?	
Is the amount of funding available through the call for proposals sufficient for the needs of our project?	
Is the funding time-period sufficient for the needs of our project?	
Does our organisation have the staff capacity to complete the full application process and compile all the relevant documents needed?	
Do we have all the documents that are required for submission to the donor? (These could include governance and financial reports for information about your organisation and our work).	
If we are successful, do we have the staff capacity to manage the funds we are proposing, and the associated reporting requirements of the grant?	
If we are successful, do we have the staff capacity to roll out all of the activities and manage the associated M&E activities we are proposing?	

Tips for applying for funding opportunities

1. Tailor your application to the donor

When doing an application, tailor every proposal your organisation submits.

Every proposal should be adapted for the specific donor. Do not be tempted to send the same brief on your project to different donors without taking into consideration the donors' priorities. Ensure you understand all of the priorities mentioned in the call for proposals and, if applicable, the donor's scoring criteria for proposals. Brainstorm how your project is relevant for each of the priorities – make sure to mention this in the proposal - and follow up with the donor if anything is unclear. It's a good idea to reference the donor's broader priorities in the application where relevant.

2. Follow the guidelines step by step

- Make sure to adhere to the donor's format and requirements to ensure your application is not rejected before it is even read.

- Read all donor guidelines carefully before you start putting your proposal together. If there is anything you do not understand, check with the donor as early as possible.

- Make a checklist of all the points you must remember and check them off as you prepare your proposal.

- Don't forget administrative steps such as the space limit you are allowed for each section or the exact words to include in the title line of your submission email.

Top tip!

When working on your proposal, you may need inputs from different people in your team. To ensure you submit a proposal on time, it can be helpful to hold a planning meeting with all contributing team members at the start of the process. In this meeting you should establish a timeline and roles and responsibilities of each team member. Ensure there is enough time for reviewing and checking all parts of your application.

PART 2: FUNDRAISING

3. Give a strong impression of your organisation

Donors are not just investing in your project; they are investing in your capacity to deliver the project. This means that it is crucial that you are able to communicate your strengths: that you are doing good work that is making a difference; that you use funds effectively and, that your organisation is well-governed, well-managed and accountable. On top of building your credibility, where possible, you should also show what makes your organisation unique. What makes you stand out from competing organisations?

The most convincing applications will reference their organisation's track record of previous success and learning to give the donor confidence that they are the right organisation to run this project. For example, share highlights from previous projects including your impact supporting women and girls and your experience managing funds of this size.

Top tip!

Think about how you can both share concrete data from previous projects – e.g. number of girls helped – and direct testimony and / or case studies of those you have supported to connect with the donor at a human level and help them remember your application.

Top tip!

Also make sure that your application does not contain basic spelling and grammar errors, acronyms that are not explained, or confusing language. Everything you put in front of the donor is representing your organisation.

Do not leave your 'organisational profile' till last. It's important to give this section the full time and attention needed because the organisational profile provides crucial information. Throughout this section, where applicable, make sure to emphasise:

- Your organisation's mission, values and goals and how they connect to the donor's priorities.

- Your governance structure. Explain who and how your organisation is accountable. Do you have a board, steering committee or advisory committee monitoring your work and providing oversight?

- The technical experience and skills of staff in key leadership and governance positions and those responsible for managing funds and implementing the project.

- The financial systems, practices and experiences that demonstrate you are financially stable and highlight how you will manage funds and mitigate risks.

- Your M&E systems and how you learn on an on-going basis and adapt your work. This will demonstrate to donors that you strive to be effective and evaluate your impact. Explain how the planning and monitoring of your projects is participatory and also includes the voices of young people affected by child marriage.

- The other partners, networks or coalition you work with. Many donors want to see that you are working with others because collaboration is key to achieving transformative, sustainable change towards a common goal. Why not mention your *Girls Not Brides* membership!

Top tip!

It can be a real asset to have a strong website and annual reports that provide more detailed information about your successes. You may be able to share these as part of your application.

4. Pitch your project convincingly

The good news is that if you have been designing a project using the themes and guidance in this guide you have already done most of the hard work! All of the elements that we have included are of interest to donors. Thinking through topics including risk, sustainability and child safeguarding for your project, will strengthen your project design, but are also buzzwords and points of concern for donors. Now your job is to clearly explain why and how you have designed your project as you have.

Every donor's proposal form / questions is different so they may not ask about all of the processes you have undertaken in designing your project. In addition, sometimes space limits will restrict the amount of information you can share. However, here are some basic tips for pitching your project:

Show that you fully understand the problem and the issue that your project is aiming to address.

Use the information that came out of your situation and problem analysis – including both secondary research and engagement with stakeholders - to inform the potential donor about what you found. Outline the process undertaken and the results. Be sure to let the donor know that this was a participatory process involving key stakeholders, particularly girls themselves. This gives credibility to your arguments.

Clearly outline why your project design provides strong and appropriate responses to the problem you have identified. Match your activities to different drivers of the problem and provide explicit examples of how learning from the analysis has been incorporated into the project design. For example, if during your situation analysis you identified that adolescent girls have poor knowledge of their health and reproductive rights, you may outline how your project has been designed to address this.

Show you have a strong understanding of the work of other actors and of other programmes which already exist to address the problem. From there, clearly demonstrate how your project will work in harmony with these, rather than replicate them. Donors want to see that you have thought through all elements of your project, and will not be interested in supporting something that is already being done in the same project area.

Clearly explain how your project's activities will affect change for your targeted groups. Hopefully, each of your activities will lead to a specific desired output or outcome. Maybe you believe that the combination of the project activities will lead towards your goal/s. Whatever your logic is, give as much detail and clarity as you can; your solutions and project logic may be clear to you, but not to those outside of the project. Using tools such as a simple logframe or theory of change can ensure that the donor understands *how* you will have an impact and can make your project appear more professional.

Top tip!

While you may want to share information on the regional and national context for ending child marriage, make sure that you include localised and context specific information about the places where you will be running your project. Use a mix of statistics, primary and secondary data sources.

Top tip!

Be realistic about what your project can achieve and the timeline for achieving this change. If you are not convinced you will be able to achieve something you have claimed, a donor is unlikely to be convinced! Remember that addressing child marriage is a long-term process – do not be tempted to be overambitious about what can be achieved in a short time-frame.

PART 2: FUNDRAISING

Section 2: Building donor relations

To end this toolkit, we wanted to share some advice on how to build strong donor relations, as effective fundraising involves many different steps and processes, and is more than just proposal writing.

It's important to take available opportunities to build relationships with potential and existing donors and to build your networks. You never know who might fund you in the future, or whether there is a possibility of follow-up funding after your current project. Donor representatives can be very important allies who may speak to other donors about your work. However, be careful to approach every donor with sensitivity, as some will be more receptive to regular engagement than others and they may even have guidelines that dictate their engagement with grantees and potential grantees.

The key is to both understand the donors you are engaging with so that you can have a relevant, professional dialogue with them, and to show them your great work in its best light. Remember that every time you engage with them is a chance to build their respect and interest in your work. However, not every conversation needs to be about funding, as donors are often inundated with funding requests, and asking for funding before you have their interest can backfire.

5 tips for developing donor relations

1. Be active in your outreach. Connect to existing donors and potential donors via social media and subscribe to their newsletters to stay updated. Visit their websites regularly to learn about new opportunities.

2. Find opportunities for your staff to network in person with donor representatives and actively engage them if you can. This can be at conferences, meetings or other events – where you can strike up conversations about their work, and tell them about yours.

3. You can request a meeting with a donor/s. If this is accepted, it is often not wise to request funding on your first meeting but rather, to use it as an opportunity to talk about your work, and build a strong and active relationship.

4. Prepare well for any meetings that you have with donors. Make it clear that you have done your research and understand their objectives and priorities. Consider ways in which your work will contribute to their objectives and help further their aims too. Follow up afterwards with an email to thank them for the opportunity to meet and send any additional information that you have promised.

5. You should also think about the visibility of your organisation and the broader impression this is giving to donors. For example, having a professional website that is kept up to date is a useful way of showing your work, updating your partners and donors and collating your impact.

3 tips for engaging with existing donors

1. Once you have been successful in getting funded, it is really important to maintain good relationships with donors. Make sure staff are responsive, consistent, professional and accurate in correspondence with donors and meet all of your contract obligations and accountability requirements. Submit all donor reports on time, fully completed and well written. Small things make a big difference – so make sure there are with no spelling errors!

2. Stay in touch with your donors and engage with them on your work. Use milestones such as a project launch, the publication of research, or the completion of an evaluation to invite your donor (or potential donors) to attend / engage with them. This will help them to feel they are more actively involved in your work. It also shows them what you are good at and why. Donors often view organisations as their connection to the grassroots, so this is a great opportunity to share your research and learning with them. Aim to make yourself a vital resource for their own learning.

3. If possible, prepare and distribute annual reports that include your achievements, case studies, audited financial reports, staff and board lists and sources of financial support each year. These are a useful reporting tool to show them your work and impact. You could also prepare an update or regular newsletter about your projects and how these are contributing to change.

Photo credit: Jane Mingay

CONCLUSION

Well done! It's time to hit the ground running!

Hopefully this toolkit has given you new insights in how to design your projects and fundraise for them. We have tried to guide you through a step-by-step process for effective project design and give you tips and guidance on how to write successful proposals and manage donor relations. We hope this will result in successful project to address child marriage!

We want to hear from you!

We hope that this toolkit has been useful for you and your work. If you have any comments or feedback on this toolkit, please let us know by contacting the *Girls Not Brides* secretariat at info@GirlsNotBrides.org.

We would also love to hear from you if you have been successful in project design and fundraising using this toolkit. Please share with us your experience of using this toolkit.

Photo credit: *Girls Not Brides* **/ Graham Crouch**

ACKNOWLEDGEMENTS

ANNEXES

ANNEX 1. Child safeguarding code of conduct

Read the *Girls Not Brides* Child Safeguarding Policy online and adapt this to your work and to suit your organisation!

This Code of Conduct provides guidance on appropriate and expected standards of behaviour of adults towards children. It has been designed to give all who work with *Girls Not Brides* the confidence to carry out their roles and to ensure that positive relationships are developed. This is not an exhaustive list and should be interpreted in a spirit of common sense. Everyone should avoid actions or behaviour which may constitute poor practice or potentially abusive behaviour towards children, and should ensure that a culture of openness exists empowering children.

When working with children you must ALWAYS

- Avoid working alone and spending excessive time with a child and be aware of situations which may present risks. You should plan your work so that, at least, two adults are present at any time and avoid taking children to your home or go to their home, especially, where they may be alone with you. If working alone is unavoidable, you should move to an area where you and the child can both be seen by other colleagues or other adults.

- Avoid inappropriate physical contact with a child. If a child is hurt or distressed, comfort or reassure him/ her without compromising his / her dignity or doing anything to discredit your own behaviour.

- Behave appropriately, ensure that language is moderated in their presence and refrain from adult jokes or comments which are clearly unsuitable.

- Pay attention to what the children are saying, and respond and / or report appropriately.

- Plan activities in advance to ensure they take into account the age range, gender and needs and ability of all participants.

- Be familiar with the procedure for reporting and immediately report any concerns related to the child's welfare to the designated person.

- Maintain confidentiality.

When working with children you must NEVER

- Hit or otherwise physically assault them or act in ways that may be abusive or may place the child at risk of abuse.

- Develop physical and / or sexual relationships with them, behave in a manner which is inappropriate or sexually provocative, or develop relationships which could in any way be deemed exploitative or abusive.

- Use language, make suggestions or offer advice which is inappropriate, offensive or abusive.

- Have a child with whom you are working to stay overnight at your home unsupervised.

- Condone, or participate in, the behaviour of a child which is illegal, unsafe or abusive.

- Act in ways intended to shame, humiliate, belittle or degrade a child, or otherwise perpetrate any form of emotional abuse, discriminate against, show differential treatment, or favour a particular child to the exclusion of others.

- Allow allegations made by a child or concerns about their welfare go unrecorded or not be acted upon.

ANNEX 2. Gender analysis tool

FIVE DOMAINS OF ANALYSIS[3]

1. Laws, policies, regulations, and institutional practices
2. Cultural norms and beliefs
3. Gender Roles, responsibilities, and time used
4. Access to control over assets and resources
5. Patterns of power and decision-making

GENDER ANALYSIS DOMAINS	GUIDING QUESTIONS ON CHILD, EARLY AND FORCED MARRIAGE TO INCORPOATE INTO GENDER ANALYSIS	RATIONALE	STAKEHOLDERS
1. LAWS, POLICIES, REGULATIONS, AND INSTITUTIONAL PRACTICES	Are there national laws on the minimum age of marriage, marriage certification, birth registration, gender discrimination, GBV, and child-protection standards? Are these laws enforced at the national and local levels, including additional provisions and punishments related to the laws? Are women and girls able to access justice—including law enforcement and judiciary systems—or do they encounter constraints? Are women and girls able to or constrained in accessing justice? What constraints do they encounter including in law enforcement and judiciary systems? Are individuals, households, and communities aware of laws? How do laws and policies actually influence marriage decisions at the local level? Does customary law allow CEFM or associated practices? Does customary law contradict formal law? Who upholds and enforces customary law? For example, if the national law states a minimum age of marriage, is this law actually what people abide by? If local religious leaders approve and are willing to perform marriages between younger individuals, do families practice CEFM?	Understanding these dynamics can help implementers to design programs that either will advocate for legal change or make the current system more effective.	Policymakers, local legal institutions, NGOs Judges, police, government officials and civil servants, local legal institutions and NGOs, women and girls Traditional and community leaders, religious leaders, elders, women and girls, men and boys

3. USAID: Child, Early, and Forced Marriage Resource Guide, September 2015: https://www.usaid.gov/sites/default/files/documents/1865/USAID_CEFM_Resource-Guide.PDFResource-Guide.PDF

ANNEXES

GENDER ANALYSIS DOMAINS	GUIDING QUESTIONS ON CHILD, EARLY AND FORCED MARRIAGE TO INCORPOATE INTO GENDER ANALYSIS	RATIONALE	STAKEHOLDERS
2. CULTURAL NORMS AND BELIEFS	What are the cultural norms and beliefs regarding marriage? What are the relevant norms and beliefs about girls' and women's roles as wives and mothers and boys' and men's roles as husbands and fathers? How do norms on marriage and women's roles as wives and mothers affect beliefs regarding women and girls' education and economic participation? What are the relevant norms on chastity and purity and how do they influence marriage practices? What do relevant gender norms say about how husbands should treat their wives, particularly younger wives? What cultural and traditional practices accompany marriage formation (i.e., bride price, dowry, female genital mutilation / cutting, polygyny, bride abduction, and emphasizing female chastity)? Does marriage signify a financial transaction, such as dowry or bride price? How do financial practices associated with marriage affect the age of marriage? If women and girls experience GBV, such as abduction or rape, are they encouraged to marry perpetrators? If so, why?	Identifying key norm related drivers of CEFM can inform program implementers how to design more effective programs. In places where the practice of CEFM is deeply entrenched in customs or traditions, understanding how the practice connects to religion, culture, or tradition may help enable implementers to identify culturally appropriate solutions and key stakeholders to become involved in efforts to prevent and respond to CEFM.	Traditional / community leaders, elders, parents, women and girls, men and boys Traditional / community leaders, elders, parents, women and girls, men and boys

GENDER ANALYSIS DOMAINS	GUIDING QUESTIONS ON CHILD, EARLY AND FORCED MARRIAGE TO INCORPOATE INTO GENDER ANALYSIS	RATIONALE	STAKEHOLDERS
3. GENDER ROLES, RESPONSIBILITIES, AND TIME USED	Is there a division of labor between productive (market) and reproductive (non-market) activity among men and women? How does the division of labor influence school dropout and completion, fertility rates, and economic participation rates, as well as the age of marriage and the dynamics of the marriage relationship among males and females? How much time do women and girls spend on unpaid care work compared to men and boys? Are girls ever removed from school to carry out unpaid care work? What types of community work are women and girls engaged in compared to men and boys? How do gender roles, responsibilities, and time use differ between women and girls who were married as a result of CEFM and unmarried girls? Between girls and boys? Between married women who were married before the age of 18 and married women who were married after the age of 18? Do women and girls who have experienced CEFM encounter unique obstacles? How can we maximize the ability of married girls to participate in project activities?	Using a lens of CEFM to explore differences in gender roles, responsibilities, and time used will enable implementers to understand how CEFM relates to these issues and how programs can better cater to girls who might be at risk of CEFM or who have experienced CEFM earlier in their lives.	Women and girls, men and boys Women and girls, men and boys

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GENDER ANALYSIS DOMAINS	GUIDING QUESTIONS ON CHILD, EARLY AND FORCED MARRIAGE TO INCORPOATE INTO GENDER ANALYSIS	RATIONALE	STAKEHOLDERS
4. ACCESS TO AND CONTROL OVER ASSETS AND RESOURCES	How do age of marriage, dynamics of the marriage relationship, and difference in partners' ages affect whether males and females own, have access to, and have the capacity to use productive resources (such as assets, income, social benefits, public services, and technology) and the information necessary to be an active and productive participant in society?	Exploring these imbalances will enable program implementers to design programs that increase married adolescents' access to resources and information.	Women and girls, men and boys
	Do women and girls who have experienced CEFM face social isolation? Do they lack access to resources and the power and knowledge of how to control those resources? How do age gaps between male and female spouses exacerbate access to and control of resources?		Women and girls, men and boys
	How does access to and control over assets and resources differ between girls and boys? What about between women and girls who were married as a result of CEFM and unmarried girls and married women who were married after the age of 18?		Women and girls, men and boys

GENDER ANALYSIS DOMAINS	GUIDING QUESTIONS ON CHILD, EARLY AND FORCED MARRIAGE TO INCORPOATE INTO GENDER ANALYSIS	RATIONALE	STAKEHOLDERS
5. PATTERNS OF POWER AND DECISION-MAKING	Who within the family or community makes decisions about if, when, and who a girl should marry? How does education status, urban / rural, age, religion, ethnic group, and socio-economic status influence marriage decisions? What kind of power and decisionmaking do different family members exert within the household over marriage-decisions, as well as traditional practices, health, education, economic growth, and protection issues related to marriage? Which community and religious leaders influence decisions over marriage?	Implementers can use this information to target programs to empower girls and boys to make these key life decisions. Information can also be used to design programs that create more equitable marriage relationships.	Traditional / community leaders, religious leaders, elders, parents, women and girls, men and boys
	How do age of marriage, dynamics of the marriage relationship, and difference in age of partners influence patterns of power and decision-making within the marriage relationship?		Women and girls, men and boys
	Do power and decision-making dynamics within households promote GBV and exploitation for women and girls who have experienced CEFM?		Women and girls, men and boys

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ANNEX 3. Stakeholder analysis template

		INFLUENCE OF STAKEHOLDERS OVER PROJECT OUTCOME	
		LOW INFLUENCE	HIGH INFLUENCE
SUPPORT OF STAKEHOLDERS FOR THE PROJECT	OPPOSES PROJECT	A.	B. *NEUTRALISE*
	SUPPORTS PROJECT	C.	D. *INVOLVE*

ANNEX 4. Example completed problem / solution tree

Effects

High levels of teenage pregnancy

High school drop out rate of teenage girls

Girls cannot decide who and when they marry

Core problem

High levels of child marriage in project area

Girls have poor knowledge of their sexual and reproductive health and rights and do not feel they can oppose child marriage

Traditional religious and community leaders promote child marriage

No by-laws at community level to prohibit child marriage

Schools and health centres do not provide comprehensive education on child marriage and sexual and reproductive health and rights to young people

Causes

Problem Tree

Positive end results

Girls stay in school longer and so have better income opportunities

Reduction in number of teenage pregnancies

Girls are able to decide when and who they marry

Core solution

Reduced levels of child marriage in project area

Girls have a good understanding of their sexual and reproductive health and rights and feel able to oppose child marriage

Traditional religious and community leaders condemn child marriage

By-laws exist at community level to prohibit child marriage

Comprehensive education on child marriage and sexual and reproductive health and rights is provided in schools and health cntres

Strategies & results

Solution Tree

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ANNEX 5. Logframe template

PROJECT SUMMARY Describe the risk	INDICATORS Specify how the success of the project can be determined These should be SMART	MEANS OF VERIFICATION Identify where the information required to assess the success of the project can be found	ASSUMPTIONS Identify which external factors are crucial for the success of the project
GOAL/S:			
OUTCOME:			
OUTPUTS:			
ACTIVITIES:			

ANNEX 6. Completed logframe example on child marriage

PROJECT SUMMARY *Describe the risk*	INDICATORS *Specify how the success of the project can be determined These should be SMART*	MEANS OF VERIFICATION *Identify where the information required to assess the success of the project can be found*	ASSUMPTIONS *Identify which external factors are crucial for the success of the project*
GOAL/S: Contribute towards the achievement of the national policy for ending child marriage (name of policy)	Goals 1 to 10 of the national policy for ending child marriage	Household surveys Government generated statistics (gathered through public service records)	The peace agreement negotiated in 2012 is respected and stability in the country exists throughout the project period
OUTCOME: A reduction of 20% in the occurrence of child marriage in the project area by the end of the project period	**Indicator:** % of girls delaying marriage until after the age of 18 in the project area by end of project period **Target:** reduction of 20% (on baseline figure) by end of the project period	Records of child marriage gathered through annual community survey in the project area	Families and communities support young people to delay marriage
OUTPUTS: 1. Girls have increased knowledge regarding the negative effects of child marriage and knowledge and skills to claim their sexual and reproductive health and rights (SRHR) 2. Traditional, religious and community leaders are increasingly active in condemning child marriage 3. Communities develop by-laws to prohibit child marriage 4. Teachers are health workers are increasingly able to teach about SRHR	**Indicator:** % of girls with comprehensive knowledge of sexual and reproductive health and rights **Target:** 100% of girls in project area trained on SRHR **Indicator:** % of girls who feel they can oppose child marriage **Target:** 80% increase from baseline for all girls attending the girls' club **Indicator:** increase in number of traditional and religious leaders condemning child marriage by the end of the project period **Target:** 50% increase on baseline by end of project **Indicator:** number of by-laws prohibiting child marriage developed in the project area by the end of the project period **Target:** 3 by-laws developed **Indicator:** number of teachers and health workers completing child marriage and SRHR teacher training **Target:** 100 teachers and 120 health workers trained by the end of the project period	Survey of girls attending SRHR training (1 baseline survey at the start of the project and 1 at project end) Survey of girls attending SRHR training (1 baseline survey at the start of the project and 1 at project end) Survey of attitudes of traditional and religious leader (1 baseline survey at the start of the project and 1 at project end) Published local government records (of by-laws developed) Records of training attendance and completion	Girls' families and communities approve of SRHR education Girls are open to learning about SRHR and engaging with the project activities Traditional and religious leaders are open to engaging with the project activities Community decision makers are open to developing by-laws to prohibit child marriage Teachers and health workers open to attending training Teachers and health workers willing to adapt their teaching approaches following the training

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ACTIVITIES: Activities for Output 1:	INPUTS:		
1.1 Selected teachers and health workers trained on providing comprehensive education on child marriage and SRHR	Staff time Hire of training premises Refreshments Transport costs to venue Stationery	Records of staff pay Receipts for premises hire, refreshments, transport costs and stationery	Teachers, health workers and girls attend and complete designated training workshops
1.2 School managers trained on importance of comprehensive education on child marriage and SRHR	Staff time or consultancy fees for development of training material and information handouts Printing costs	Records of staff pay or consultancy invoices Receipt for printing costs	Traditional, religious and community leaders attend and complete designated training workshops
1.3 Training girls as peer educators	Staff time Hire of training premises Refreshments Transport costs to venue Stationery	Records of staff pay Receipts for premises hire, refreshments, transport costs and stationery	Community leaders support the development of by-laws
1.4 Girls receive training on the negative effects of child marriage (by teachers, health workers, peers)			
1.5 Development of training material and information handouts for young people regarding child marriage and SRHR	Staff time or consultancy fees for development of material Printing costs	Records of staff pay or consultancy invoices Receipt for printing costs	Radio stations are willing to broadcast awareness raising campaign messages
Activities for Output 2:	Project staff time	Records of staff pay	School managers open to working with project and holding regular meetings
2.1 Traditional, religious and community leaders attend workshops on the negative effects of child marriage	Printing costs Fees to radio stations (some radio stations will provide this free of charge)	Receipts of printing costs and payment of fees to radio stations	
2.2 Local radio stations broadcast shows aimed to sensitising communities and leaders to reject child marriage and support SRHR	Project staff time Transport costs to reach schools	Records of staff pay Project transport cost receipts and log	
2.3 Information booklets showing the negative effects of child marriage and importance of SRHR are printed and distributed to leaders			
Activities for Output 3:			
3.1 Community leaders sensitised to support development of by-laws prohibiting child marriage			
3.2 By-laws developed and published			
3.3 Campaign to inform community of existence of the by-laws (by radio, leaflet distribution, and word-of-mouth through peer educators teachers)			
Activities for Output 4: See activities 1.1 and 1.2			
4.3 Project staff hold bi-monthly meetings with schools to plan for & support child marriage & SRHR education			

ANNEX 7. Monitoring and evaluation template

	INDICATORS	MEANS OF VERIFICATION	BASELINE	TARGET	FREQUENCY	RESPONSIBLE	REPORTING
GOAL							
OUTCOME							
OUTPUTS							

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ANNEX 8. Work plan template

ACTIVITY	PERSON RESPONSIBLE	YEAR1			YEAR 2				RISKS		Technical assistance to be commissioned
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Risks / Assumptions	Risk mitigation	
OUTPUT 1:												
Activity 1.1												
Activity 1.2												
Activity 1.3												
Activity 1.4												
OUTPUT 2:												
Activity 2.1												
Activity 2.2												
Activity 2.3												

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DESIGN FOR SUCCESS!
A GUIDE TO DEVELOPING END CHILD MARRIAGE PROJECTS AND HOW TO FUNDRAISE FOR THEM

Girls Not Brides is a global partnership of civil society organisations from around the world committed to ending child marriage and enabling girls to fulfil their potential.