

RESULTS SUMMARY

Prevention of Child Early Marriages

Author: Save the Children Denmark (2024)

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PROJECT	<i>Title:</i>	Prevention of Child Early Marriages
	<i>Partner:</i>	Insert text here
	<i>Country:</i>	Jordan
	<i>Period:</i>	2024

CHANGE

Adolescent girls participating in the project were provided with access to diverse, inclusive and quality education whilst being better able to express and exercise their rights and choices. Families and communities gained awareness and actively showed support for the importance of girls' education and the importance of delaying marriage practices. Close collaboration strengthened capacity within government institutions to address Child Early Marriages effectively in closer collaboration with Save the Children

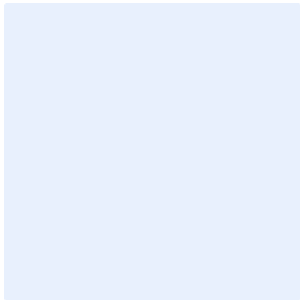
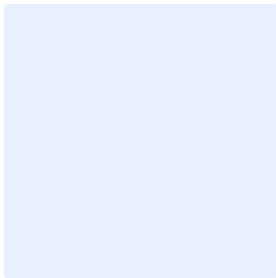
CONTEXT

Child marriage is a violation of children's rights and global risk for many children. In Jordan, the legal age of marriage is 18 but judicial consent is given for individuals aged 15 to 18, contributing to the continuation of child marriage as a common practice: approximately 100,000 girls under the age of 18 were registered married in the last ten years in Jordan. Child marriage has a significant negative impact, depriving children of their rights, a healthy life, education, overall wellbeing and future economic prospects.

CONTRIBUTION

SC project staff implemented the pilot with the aim of protecting girls' rights to a childhood free from the risk of early marriage, and to promote healthier, safer and more empowered transitions into adulthood. Project staff facilitated training, dialogue sessions and the identification of effective strategies and approaches to strengthening stakeholder involvement to ensure cultural and contextual relevance and awareness of the risk and harm of child marriages.

IMAGES

 <p>This is a case summary Click or tap here to enter text.</p>	 <p>This is a case summary Click or tap here to enter text.</p>
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[See next page for more details](#) →

ADDITIONAL INFORMATION

ACTIVITIES

The pilot project implemented activities focused on keeping at-risk girls in school, raising awareness of child rights and the value of girls' education with families and community, and fostering collaboration between the Ministry of Education, local directorates, schools and Save the Children Jordan. Through a girls-led approach, 50 girls participated in dialogue sessions and awareness campaigns, and five girl-led initiatives on community engagement supporting adolescent girls were launched. Ten girls participated in a Training of Trainers to be a mentor for other young girls. Awareness sessions with parents were facilitated, raising awareness amongst families and communities, and dialogue sessions were held with the Ministry of Education, school management staff, counsellors and teachers to develop a united front, advocating for children' rights and prevention of child marriages in Jordan.

LESSONS

One of the focus groups for the pilot was married adolescent girls. However, the married adolescent girls faced significant restrictions from their husbands and families, limiting their participation in project activities; social norms and gender dynamics discouraged their engagement in training sessions, peer groups and advocacy efforts. This reduced the effectiveness of the project in empowering married girls to advocate for their education and rights. As a respond, the project shifted its outreach strategy by engaging male decision-makers in dialogues about the benefits of continued education for married girls as well as awareness sessions with farthers. Married girls were offered flexible participation options, including smaller home-based discussion groups that aligned with cultural norms.

EVIDENCE

As a part of the pilot, project staff designed an evidence-based approach with specific detection indicators to detect the risk of child marriages and tested the approach in the context of Jordan. This work will be the foundation for future work on the detection and prevention of child marriages, not only in the context of Jordan but across all programming. With a focus on learning and testing detection and prevention work, lessons learned and potentially beneficial adaptations during the pilot phase were collected with the use of a designed LearningLog by project staff, journals, and desk reviews. To assess the change generated and collect recommendations for future replication and/or scale-up of the tested approaches, a real time evaluation was conducted in 2024/2025 with an external consultancy team.

DOMAINS

Development strategy priorities:

Insert strategy priority

Changes in the lives of people facing poverty, marginalisation or vulnerability

Click or tap here to enter text.

Changes in laws, policies and practices that affect people's rights

x

<i>Changes in the capacity of organisations and communities to support rights</i>	Click or tap here to enter text.
<i>Changes in partnerships and collaborations that support people's rights</i>	x
<i>Changes in participation of groups facing poverty, marginalisation or vulnerability</i>	x
<i>Changes in local leadership of development and humanitarian work</i>	-

GUIDANCE NOTE

This format consists of two overall sections: on page one, the results summary communicates results to an external audience using a brief summary of what has been achieved; while page two provides an opportunity to explain the background and evidence behind the claims made as part of the summary.

Page 1: Results summary

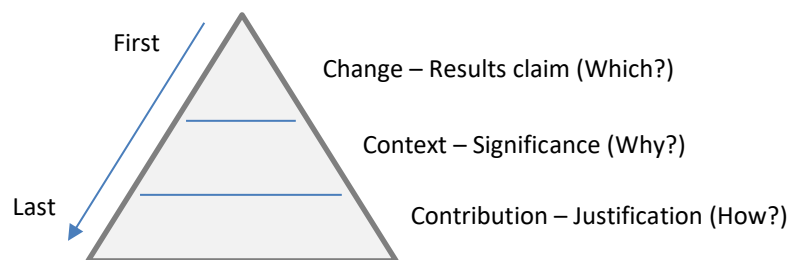
The results summary should outline of the overall change. This should be phrased in a clear and concise manner, focusing on the benefits for target groups or communities, and preferably start out by stating the overall key message as a one-line statement. It is thus important to prioritise what the key message should be and not attempt to describe every possible change that may have occurred.

Note that case studies should not describe all of the activities carried out during the implementation. Instead, it should focus on one or two key messages to be highlighted – which may also span several projects – and only outline activities to backup contributions to the highlighted change.

This can be illustrated as a “reverse funnel.” First, the “change” section introduces the overall results claim, which answers the “which.” Note that this is done before any details have been provided. Second, the “context” section outlines the problem being addressed by the project and the significance of the change. For example, by explaining “why” it benefits target groups or communities.

Finally, and lastly, the “contribution” section should provide examples to justify for “how” the intervention contributed to realising change. Note that this should focus on the plausible linkage between the change and intervention rather than describing details from activities. It is often useful to think of this as a reverse theory-of-change, i.e. “After we did X, then Y occurred, because of Z.”

Figure 1:
Reverse funnel for communication



Page 2: Additional information

The second page should provide background and evidence for project's contribution to change. It can also address technical issues that do not fit in the results summary. The section consists of the following sections:

- **Activities:** Whereas the “contribution” section on page one provides a brief summary of the project contributions to change, the “activities” section allows for more detail on the project design, organisation and underlying activities in support of the contributions made.

- *Lessons*: Describes lessons learned through the implementation. These should relate to the results claim or alternatively the project(s) as a whole. Please consider (1) novelty – i.e. whether the change represents something new – and (2) the potential to scale and/or build on lessons going ahead.
- *Evidence*: A narrative comparison between results claims and the underlying evidence. It should answer “X led to Y, because of Z,” although it does not need to be phrased this way. It is useful to include references to a few selected documents for further details. Please see guidelines for more.
- *Domains and development strategy*: Describes contributions to defined domains and the Danish development strategy. Please consider limiting the number of domains to a few selected ones.