
A SYSTEMATIC LITERATURE REVIEW ON:

The global impacts of early, child and forced marriage on girls' education



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ABSTRACT

This Systematic Literature Review intended to locate, appraise, and synthesise the current literature on the reported global impacts of early, child and forced marriage on the education of girls below the age of 18. The principal objective was to conduct a thorough, evidence-based review of the available literature; to assess the methodologies employed in studies and the reported outcomes in relation to the review question with transparency and replicability.

Keywords: child marriage; early, child and forced marriage; child, early, forced Marriage (CEFM); girl-child, educational impacts; educational experience; educational attainment; schooling outcomes; global

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Summary of key findings

Of 1054 search results, 19 studies were selected and included in this review. Cumulative findings suggest a reported adverse association between girls' educational outcomes and early, child and forced marriage including lower educational attainment; lower levels of literacy; reduced academic performance; frequent absenteeism; high repetition rates, and increased school dropout rates. However, significant limitations were identified including insufficient data relating explicitly to girls under the age of 18, the tendency to aggregate data, the inclination to rely on less scientific [qualitative] methodologies, and the propensity to focus on causative factors, conceivably due to endogeneity. Furthermore, studies conducted in concentrated populations decreased overall generalisability. Consequently, this review concludes that more vigorous research is required to adequately address the extent of harm to the education of girls under the age of 18. Additional robust literature may incrementally advance the implementation of preventive and combative interventional strategies (aimed at eradicating early, child and forced marriage) through the consolidation of truly representative data.

1. Introduction and Background

A forced marriage is a union in which one or more parties do not (or cannot) consent to the marriage.¹ An early or child marriage 'is any marriage where at least one of the parties is under 18 years of age'.² This upper age limit is recognised within The United Nations 1989 Convention on the Rights of the Child (CRC) with Article 1 of the convention defining a child as 'every human being below the age of eighteen years'.³ Thus, delineating the threshold between childhood and adulthood. Child marriage is considered a form of forced marriage as it is widely acknowledged that children are unable to freely consent to marriage.⁴ The prominence of early, child and forced marriage⁵ is substantially elevated in regions of reduced economic stability and attributed to factors such as poverty, and socio-economic and cultural

¹United Nations, 'Child and forced marriage, including in humanitarian settings: OHCHR and women's human rights and gender equality' (United Nations Human Rights Office of the High Commissioner, 2021) <<https://www.ohchr.org/>; [OHCHR | Child and forced marriage, including in humanitarian settings](#)> ; accessed 12th August 2022.

² Article 1, Convention of the Rights of the Child, (CRC) <[Convention on the Rights of the Child text | UNICEF](#)> accessed 1st August 2022.

³ Article 1, Convention of the Rights of the Child (CRC).

⁴ Article 16, The Convention on the Elimination of All Forms of Discrimination against Women; Universal Declaration of Human Rights.

⁵ Also referred to as Child Marriage (CM); Child, Early Forced Marriage (CEFM); Child Forced Marriage (CFM); and Early Childhood Marriage (ECM) dependent upon the jurisdiction

norms.⁶ Whilst there is some disparity amongst worldwide jurisdictions on the legal age of marriage, according to UNICEF⁷ ‘marriage before the age of 18 is a fundamental violation of human rights’.⁸ Increased risk of abuse, detriments to health and welfare, and reduced educational opportunities are associated impediments of the harmful practice.⁹ Significantly, early, child and forced marriage is a recognised humanitarian crisis that disproportionately affects *girls*.¹⁰ Consequently, ‘every year, at least 12 million girls are married before they reach the age of 18’¹¹; curtailing freedom and autonomy, increasing gender inequality, and inhibiting participation in education.¹²

2. Rationale for this study

Global initiatives and Conventions¹³ emanate the urgency to eradicate early, child and forced marriage; whilst acknowledging the importance of educating girls.¹⁴ An abundance of literature exists on the adverse psychological, well-being, and health impacts of the harmful practice on the girl-child, informing future policy.¹⁵ However, there appears to be substantially less robust literature on the deleterious educational consequences. The extent of the impact on a girl’s education is posited as an important prerequisite in informing intervention and prevention strategies. Thus, this review aims to assess the quality of literature concerning the dynamic between early, child, and forced marriage and reported educational outcomes on girls’ under the age of 18:

Review Question: What are the reported global impacts of early, child and forced marriage on girls’ education?

3. Methods

(i) Search Strategy

This Systematic Literature Review was conducted having undertaken the University of York Ethical Integrity Research course and, thus, adheres to academic research ethics and guidelines for students. Having conducted initial scoping searches¹⁶ to define the scope of the review¹⁷, 3 bibliographical databases were identified for relevant published studies within the parameters of the review question (EBSCO ERIC;

⁶ A Kohno et al, ‘Investigation of the key factors that influence the girls to enter into child marriage: A meta-synthesis of qualitative evidence’. (2020) 15(7) PLoS ONE e0235959 <<https://doi.org/10.1371/journal.pone.0235959>>; accessed 11th August 2022.

⁷ The United Nations Children’s Fund (UNICEF).

⁸ UNICEF, ‘Child Marriage’ (UNICEF, 2022) <<https://www.unicef.org/protection/child-marriage>>; accessed 11th August 2022.

⁹ UNICEF, ‘Towards ending child marriage: Global trends and profiles of progress’ (UNICEF, October 2021)

<<https://data.unicef.org/resources/towards-ending-child-marriage/>>; accessed 11th August 2022.

¹⁰ UNICEF (n8).

¹¹ United Nations, ‘Child and forced marriage, including in humanitarian settings: OHCHR and women’s human rights and gender equality’ (United Nations Human Rights Office of the High Commissioner, 2021) <<https://www.ohchr.org/>; [OHCHR | Child and forced marriage, including in humanitarian settings](https://www.ohchr.org/en/issue-areas/child-and-forced-marriage)>; accessed 12th August 2022.

¹² Ibid.

¹³ Universal Declaration of Human Rights; United International Covenant on Economic, Social and Cultural Rights; International Covenant on Civil and Political Rights; Convention on the Rights of the Child, Convention on the Elimination of All Forms of Discrimination against Women; Supplementary Convention on the Abolition of Slavery; Slave Trade, and Institutions and Practices Similar to Slavery; Information Available at: <<https://documents-dds-ny.un.org/doc/UNDOC/GEN/G13/180/20/PDF/G1318020.pdf?OpenElement>> accessed 12th August 2022.

¹⁴ United Nations, ‘Transforming our world: the 2030 Agenda for Sustainable Development’ (United Nations Department of Economic and Social Affairs Sustainable Development, 2015) <<https://sdgs.un.org/2030agenda>>; Available at: [21252030 Agenda for Sustainable Development web.pdf \(un.org\)](https://www.un.org/2030agenda); accessed 11th August 2022; Education For All (EFA) Initiative launched by UNESCO, UNDP, UNFPA, UNICEF and the World Bank; UNICEF MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018

¹⁵ NM Nour, ‘Health consequences of child marriage in Africa’ (2006) 12(11) Emerg Infect Dis. 1644-9 doi: 10.3201/eid1211.060510. PMID: 17283612; PMCID: PMC3372345; Jeniffer Birech, ‘Child Marriage: A Cultural Health Phenomenon’ (2013) 3(17) International Journal of Humanities and Social Science 97-103.

¹⁶ Scoping Search Spreadsheet [Appendix A].

¹⁷ Scoping Search Mind Map [Appendix B]

EBSCO British Index Journal and Scopus). Google Scholar was also searched to include published and unpublished ‘grey literature’.

An appropriate search strategy was informed by a written search protocol¹⁸, including methods and screening and selection criteria. Searches were devised and conducted using specific terminology and parentheses detailed in **Table 1 of Appendix D**¹⁹ to limit search results. References and citations were then extrapolated from the bibliographies of located studies for additional relevant literature. Full electronic search strategies and reference lists were devised and recorded using Microsoft Excel and Endnote to allow for replication.²⁰

This Systematic Review guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews (PRISMA-ScR)²¹ which was used as a guideline for reporting and to ensure transparency through the utilisation of a PRISMA Checklist²² and flow chart. The chart reports the number of studies located, those excluded and those eligible for full-text analysis, adhering to the PRISMA²³ identification, eligibility, and selection criteria. Although there were no limitations on the number of references used for all other databases, references were limited to the first 100 (rather than the usual requirement of 200), for Google Scholar, based on the low results yielded across other databases.²⁴

(ii) Inclusion and Exclusion Criteria:

Studies were included from all date ranges and search results were then independently screened on title and abstract and against a developed SPIDER (**S**ample, **P**henomenon of **I**nterest, **D**esign, **E**valuation and **R**esearch type) matrix at Stage 1 Screening.²⁵ Rigorous inclusion and exclusion criteria were then applied to relevant studies; with adherence to a developed screening and selection tool as per **Table 3 of Appendix G**²⁶. Full-text papers that met the criteria were then selected to include in the review.

(iii) Reporting Methods for Data Extraction and Synthesis

Because this review is not based on an ‘intervention’ study useful in randomised controlled studies (RCT), usually associated with health sciences and medical fields, the extraction of data and synthesis output will vary accordingly. The studies selected for full-text analysis may or may not evaluate the correlation or association between forced marriage and educational outcomes as variables. Due to the multi-method approach, this review will not conduct a meta-analysis and will adopt an integrated methodology to combine both qualitative and quantitative forms of data into a single mixed synthesis through pooled themes and trends.²⁷ This will require data to be grouped into themes similar to a meta-ethnography²⁸

¹⁸ Written Protocol [Appendix C].

¹⁹ Full Search strategy for selected databases (Scopus) [Table 1: Appendix D].

²⁰ Examples from Excel and Endnote [Appendix E].

²¹ D Moher et al. ‘Preferred Reporting Items for Systematic Reviews and Meta-Analysis: The PRISMA statement’ (2009) *BMJ* 339)

²² AC Tricco et al. ‘PRISMA Extension for Scoping Reviews (PRISMA-ScR): Checklist and Explanation’ (2018) 169(7) *Ann Intern Med* 467-473. <doi: 10.7326/M18-0850. Epub 2018 Sep 4. PMID: 30178033> accessed 15th July 2022.

²³ Matthew J Page et al, ‘PRISMA 2020 explanation and elaboration: updated guidance and exemplars for reporting systematic reviews’ (2021) 372(160) *BMJ* <doi: 10.1136/bmj.n160. PMID: 33781993; PMCID:PMC8005925> ;accessed 18th July 2022.

²⁴ WM Bramer, Rethlefsen, M.L., Kleijnen, J. *et al.* ‘Optimal database combinations for literature searches in systematic reviews: a prospective exploratory study’ (2017) 6 *Syst Rev* 245 <<https://doi.org/10.1186/s13643-017-0644-y>>; accessed 16th August 2022

²⁵ SPIDER Diagram (Otherwise known as PICOS for quantitative or meta-analysis studies) [Table 2: Appendix F]; <<https://guides.lib.unc.edu/pico/frameworks>> accessed 20th July 2022.

²⁶ Screening search and Selection Tool [Table 3: Appendix G]

²⁷ Alan Pearson et al, ‘The Joanna Briggs Institute Reviewers Manual 2014 Methodology for JBI Mixed Methods Systematic Reviews’ (1st edn, The Joanna Briggs Institute 2014) <Mixed-Methods.pdf (isuhs.edu)>; accessed 14th July 2022.

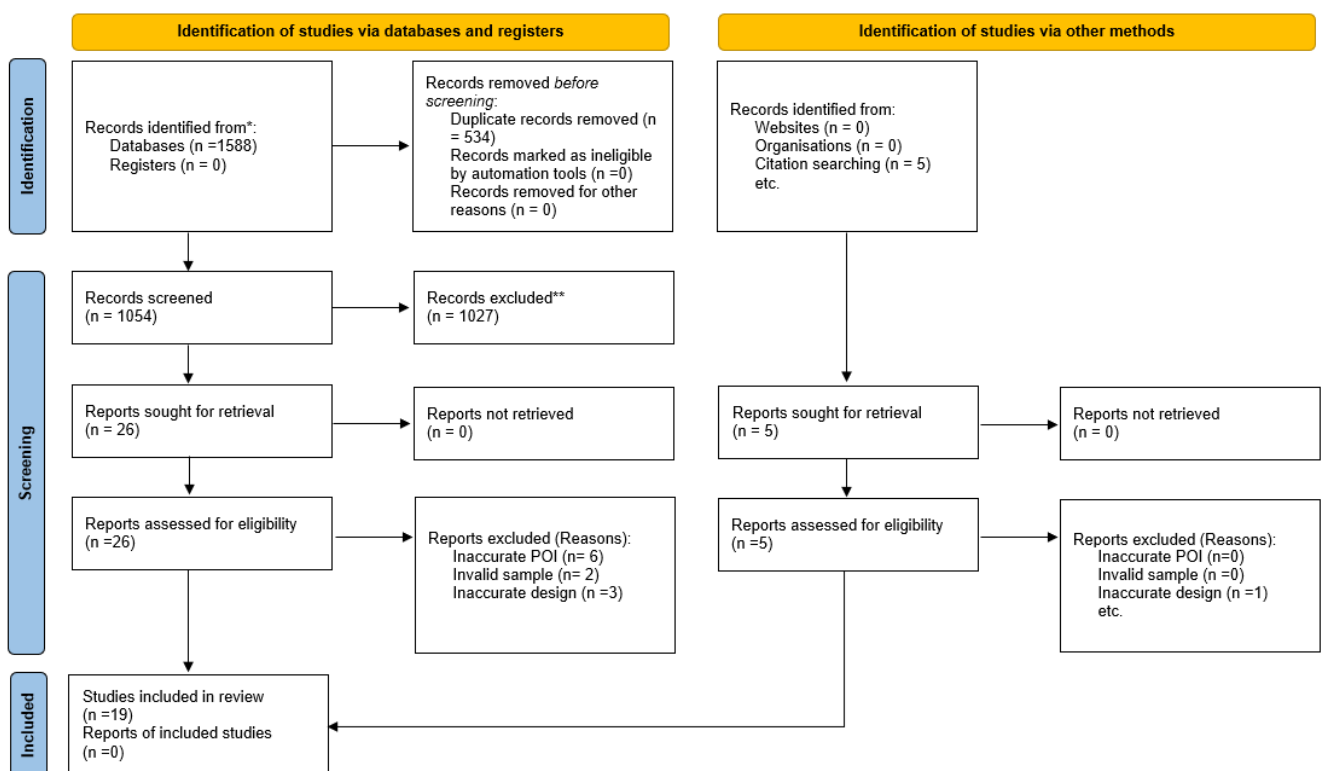
²⁸ *ibid.*

4. Results

(i) Quantity of research available

With reference to PRISMA²⁹ (**Figure 1**) and **Appendix H**³⁰, n=1588 records were identified by electronic searching; n= 534 duplicate records were removed before screening; n= 1054 records were screened on abstract and title; n= 1027 records were excluded at Stage 1 screening; n=26 reports were sought for full-text retrieval and assessed for eligibility against screening and selection tool³¹; n=11 of these reports were subsequently excluded; n= 5 further records were identified through citation searching. Of these, n=1 was excluded as ineligible for review. Textual reasons were stated for the studies retrieved but excluded at Stage 2 screening and excluded citation searches in **Appendix I**³². Thus, a total of n=19 studies were included in the review.

Figure 1: PRISMA FLOWCHART: Quantity of Research Available.



(ii) Study Characteristics of included papers

Table 4 of Appendix J³³ shows the study characteristics of 19 included studies. The majority of studies were mixed-method studies using both qualitative and quantitative methods and a variety of methodologies. However, nearly 60% of these relied on qualitative methods; sourcing primary data derived from interviews, questionnaires, and/or Focus-Group-Discussions (**Figure 2**). The published date ranges for studies were between 2005-2021, and thus, included some fairly recent data. 13 of 19 studies did not appear

²⁹ From Matthew J Page et al, 'The PRISMA 2020 statement: an updated guideline for reporting systematic reviews' (2021) 372(71) BMJ <doi: 10.1136/bmj.n71.> For more information, visit: <http://www.prisma-statement.org/>

³⁰ Database and Website Results Table [Appendix H]

³¹ Screening and Selection Tool [Table 3: Appendix G] (n26).

³² Textual reasons for excluded studies [Appendix I].

³³ Study Characteristics Table [Table 4: Appendix J]

to acknowledge the source of funding. 10 of 19 studies appeared to have ambiguous dates the studies were carried out.

Population characteristics focussed on Ethiopia, Sudan, Kenya, West and Central Africa, Uganda, Nigeria, Canada and the United States, Sub-Saharan Africa, Bangladesh, Zimbabwe, Sub-Saharan Africa and South-West Asia and The Democratic Republic of Congo. The indication is that early, child and forced marriage is most prevalent in less developed countries and this may be indicative of the concentrated locations of studies. All 19 reports/ studies addressed the research question in some way: whether analysing impacts to girls' education as hypothetical, estimates, or empirically.

Figure 2: Chart of located study types

	Methodology			Methods				Data Analysis						Other info	
	Qualitative	Mixed-Method	Quantitative	Surveys	Interviews	Questionnaires	Focus-Group Discussions	Instrumental Variables	PSU Estimates	Chi squared	Propensity Score	Empirical Estimates	Logistic Regression	Thematic Framework	Thematic Analysis
A. Erulkar (2013)		x		x		x							x		
A. V. Bengesai et al. (2021)		x		x							x				
B. Oluka (2017)	x			x										x	
D. Landis et al. (2018)			x	x											
E. A. Amoako et al (2020)		x		x	x										
E. Field; A. Ambrus (2008)			x									x			
G. Emirie (2005)		x			x										
G. V. Kyari; J. Ayodele (2014)		x				x				x					
K. B. Morin (2017)	x				x										
K. Fincham (2019)	x						x								x
L. K. Ganira et al. (2015)		x				x									
M. Abdallah (2017)		x					x								
M. C. Nguyen; Q. Wodon (2014)			x						x						
M. Delprato et al (2015)			x					x							
M. Delprato et al (2017)			x					x							
P. O. Adekola et al. (2015)	x						x								
Q. Wodon; C. et al (2017)		x		x											
S. Elnakib et al. (2021)	x						x								x
W. Hassan (2021)	x				x										x

5. Quality Appraisal

(i) QA of included studies³⁴

Some of the included studies were not peer-reviewed and used as grey literature as it was posited that this would yield better results with the overall research. As such, the methodological quality and/or quality of reporting of the some of the studies included in review remains unclear. For example, one study indicated that 95 percent of the requested participants responded to a survey regarding forced child marriage. However, the reported results relied on the initial number (100%) of participants presented in its data analysis.³⁵ A degree of ambiguity can therefore be introduced with grey literature. The better-quality research papers tended to be those that were peer-reviewed. However, the intention was to provide a more objective standard across the research without the imposition of a limitation to articles reviewed by

³⁴ Study Characteristics Table [Table 4: Appendix J]

³⁵ B Oluka, 'Assessing of the Impact of Child Marriage on Girl-Child Education: A Case Study of St. Stephen Child Development Centre, Kumi Municipality, Kumi District Uganda' (Dissertation, Kampala International University, 2017): 1-49.

academic experts. Some of the core peer-reviewed databases had some useful studies. However, studies did not directly address the research question.

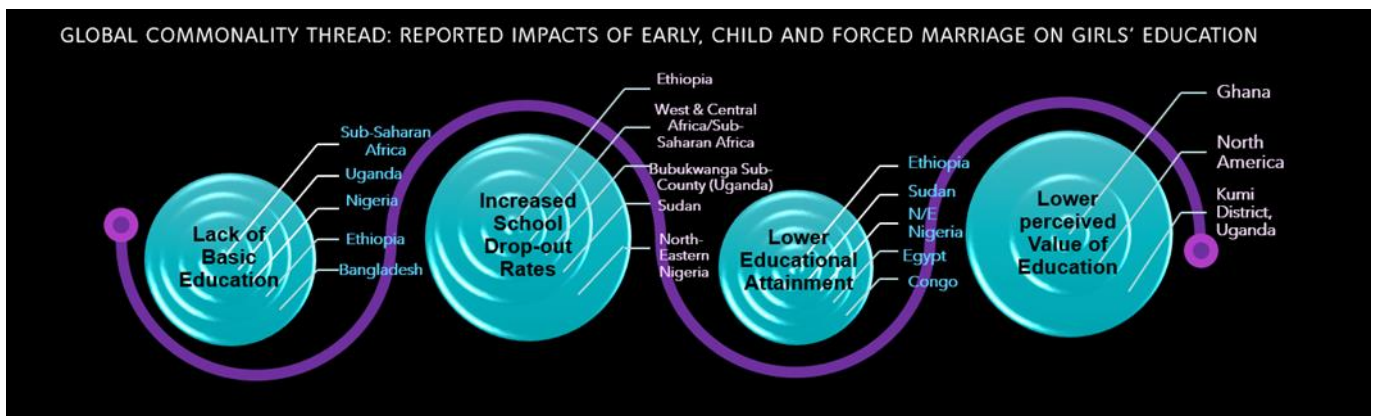
(ii) QA of own Systematic Literature Review and Limitations

Due to the approximate 6-week time frame to conduct a full systematic review and being the only reviewer, the conclusions may be impacted by the number of databases used and the syntax applied, although care and consideration was taken throughout. The process of conducting the review was modified to account for the narrow time frame, utilising a pragmatic approach. Thus, the prevalence of bias is noted as a limitation of the study and in appraisal of this systematic review. However, I sought approval from my supervisor regarding the designed selection tool for stage 2 screening as a method to pilot its usability to limit the presence of bias.

6. Synthesis and Analysis

*Table 5 of Appendix K*³⁶ shows the extracted pooled data from eligible studies relevant to the review question. Due to the inclusion of mixed-method studies in the search strategy, significant methodological diversity was noted, decreasing homogeneity in analysis. However, there were noted similarities across the reported findings of studies:

Figure 3: Commonality Thread



One of the key findings was the high school drop-out rates associated with early child and forced marriage, in areas of Ethiopia³⁷, Sudan³⁸, West and Central Africa³⁹, Bubukwanga Sub-County in Uganda⁴⁰, North-Eastern Nigeria⁴¹, Somalia⁴², Sub-Saharan Africa⁴³. The rates of school dropouts correlate with the

³⁶ Extracted data in pooled narrative conclusion [Table 5; Appendix K].

³⁷ G Emirie, 'Early Marriage and its Effects on Girls' Education in Rural Ethiopia: The Case of Mecha Woreda in West Gojjam, North-Western Ethiopia' (Doctorate Dissertation, The University of Goettingen, 2005).

³⁸ K Fincham, 'Gender and Primary School Dropout in Sudan: Girls' Education and Retention in Red Sea State (2019) 47(4) Prospects: Quarterly Review of Comparative Education: 365.

³⁹ Q Wodon, Male C, Onagoruwa A and Yeden A, 'Key Findings Ahead of the October 2017 High Level Meeting on Ending Child Marriage in West and Central Africa; Girls' Education and Child Marriage in West and Central Africa' [2017] World Bank Publications <<http://www.worldbank.org/>>

⁴⁰ M Abdallah, 'The Impact of Early Marriages on Child Dropout in Bundibugyo District: A Case of Bubukwanga Sub-county' (Research Dissertation Uganda Kampala University, 2017).

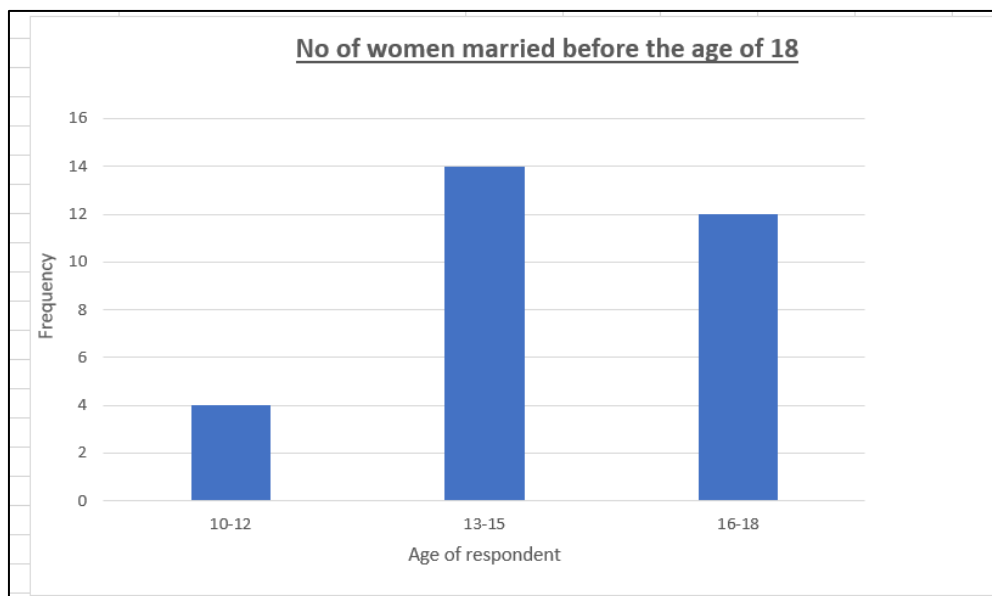
⁴¹ PO Adekola PO, MA Akanbi and A Olawole-Isaac A, 'A Qualitative Assessment of the Effects of Child Marriage on Female Education and Entrepreneurship in Northeastern Nigeria' (2015) 1(2) International Journal of Scientific Research in Multidisciplinary Studies 7-15.

⁴² W Hassan, 'Case Studies on Forced Marriage in Somalia' [2021] 8 The Expanding Access to Justice Program in Somalia EAJ Research Scholars Series: 1-25.

⁴³ M Delprato M, K Akyeampong, and M Dunne, 'Intergenerational Education Effects of Early Marriage in Sub-Saharan Africa' [2017] 91 World Development 173

identification of illiteracy amongst girls married early; reported as a consequence in Ethiopia⁴⁴ and Bubukwanga Sub- County⁴⁵ and the low academic performance, frequent absenteeism and high repetition rates reported in Ethiopia⁴⁶ Significantly, the findings support the lack of completion of primary education and a significant drop in the rate of girls enrolled in secondary education, confirming a close link between lower educational attainment and early, child and forced marriages. Using the data extracted from Ganira et al⁴⁷ for example, the implicative association is demonstrated as per **Figures 4-6**. 100% (30) of the respondents were married before attaining the age of 18 (girls <18 at age of marriage) and there is a significantly less proportion of girls (8%) that transitioned to secondary education. The results are also consistent with Wodon et al’s findings, purporting that for ‘each additional year of early marriage reduces the probability of literacy among women who married early by 5.7 percentage points’.⁴⁸

Figure 4: Frequency of women married below the age of 18⁴⁹:



⁴⁴ G Emirie, ‘Early Marriage and its Effects on Girls’ Education in Rural Ethiopia: The Case of Mecha Woreda in West Gojjam, North-Western Ethiopia’ (Doctorate Dissertation, The University of Goettingen, 2005).

⁴⁵ M Abdallah (n40).

⁴⁶ G Emirie (n37).

⁴⁷ L K Ganira et al. ‘Early and Forced Child Marriage on Girls’ Education, in Migori County, Kenya: Constraints, Prospects and Policy’ (2015) 4(5) World Journal of Education: 72-80.

⁴⁸ MC Nguyen MC and Q Wodon, ‘Impact of Child Marriage on Literacy and Education Attainment in Africa’ (2014) Washington, DC: UNICEF and UNESCO Statistics: Abstract

⁴⁹ Data extracted from LK Ganira et al. ‘Early and Forced Child Marriage on Girls’ Education, in Migori County, Kenya: Constraints, Prospects and Policy’ (2015) 4(5) World Journal of Education: 72-80.

Figure 5: Frequency presented as pie chart⁵⁰:

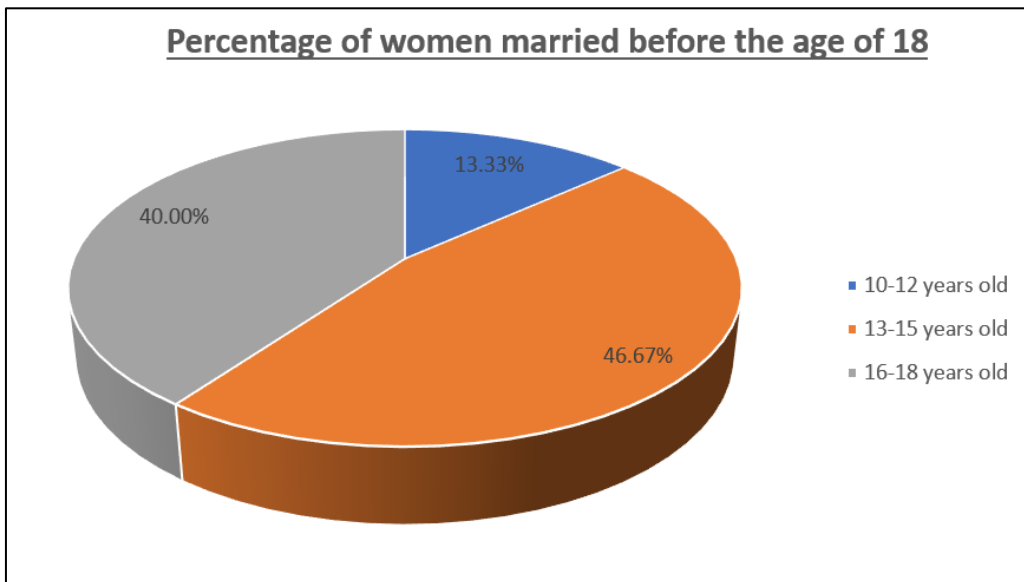
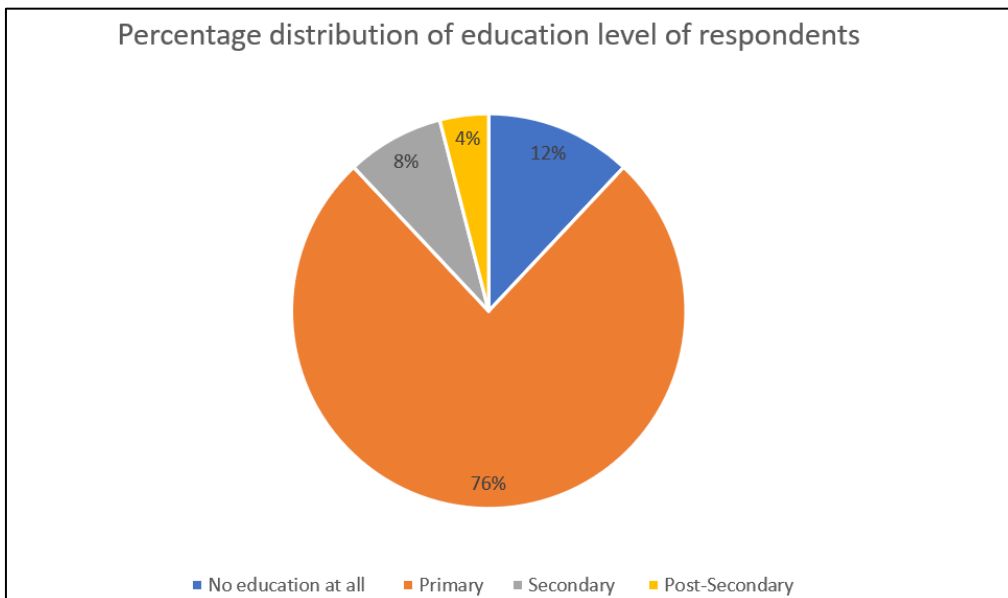


Figure 6: Percentage of education level of respondents⁵¹



Qualitative studies utilised previous primary data and/or document analysis to incrementally build on the available quantitative data, adding an experiential and perceptive understanding of the harms to education in concentrated regions.⁵² For example, the low priority of education and inability for a child to re-engage

⁵⁰ Data extracted from LK Ganira et al. 'Early and Forced Child Marriage on Girls' Education, in Migori County, Kenya: Constraints, Prospects and Policy' (2015) 4(5) World Journal of Education: 72-80.

⁵¹ Data extracted from LK Ganira et al. 'Early and Forced Child Marriage on Girls' Education, in Migori County, Kenya: Constraints, Prospects and Policy' (2015) 4(5) World Journal of Education: 72-80.

⁵² S Elnakib, SA Hussein, S Hafez, M Elsallab, K Hunersen, J Metzler and WC Robinson, 'Drivers and Consequences of Child Marriage in a Context of Protracted Displacement: A Qualitative Study Among Syrian Refugees in Egypt' (2021) 21:674 BMC Public Health: 1-14; K Fincham, 'Gender and Primary School Dropout in Sudan: Girls' Education and Retention in Red Sea State (2019) 47(4) Prospects: Quarterly Review of Comparative Education: 361-376; K Fincham, 'Gender and Primary School Dropout in Sudan: Girls' Education and Retention in Red Sea State (2019) 47(4) Prospects: Quarterly Review of Comparative Education: 361-376; PO Adekola, MA Akanbi, and A Olawole-Isaac, 'A Qualitative Assessment of the Effects of Child Marriage on Female Education and Entrepreneurship in Northeastern Nigeria' (2015) 1(2) International Journal of Scientific Research in Multidisciplinary Studies 7-15.

in education reported as outcomes.⁵³ However, the concentrated locations such as specific schools and localities, alongside some relatively low rates of respondents may impede generalisability of data; representative of the wider population of girls. Furthermore, very few of the studies explicitly addressed effects on education, without reference to interdependent contributing factors such as drivers and prescribed gender roles.

7. Discussion and future recommendations

Whilst it is acknowledged that effects on education are difficult to isolate where early, child and forced marriage is posited as an intersectional outcome of various socio-economic influences and factors, this review highlights the existence of a gap in the literature on both quantitative and qualitative studies pertaining to the direct adverse effects of forced marriage on girls' education. There is a commonly held implicative *assumption* that forced marriage does have a negative impact on the educational outcomes of girls, emphasised by much of the current literature. However, a significant body of literature focuses on researching the health, well-being, and psychological impacts on girls. Further, on curriculum-based interventions and empowerment initiatives through education. For this reason, these studies were excluded from this review.

Accordingly, although researchers may 'have conducted studies on dropout rates using a quantitative methodology'⁵⁴, it is posited that to fully assess the success of any educational interventions and preventive measures to reduce child marriage, research needs to be conducted to fully capture the extent of the problem with rich primary data buttressing education *and* forced marriage as *the primary* interventions and/or outcome variables. Whilst some of the excluded studies prior to stage 2 screening, touched on the impacts on education of forced marriage, the general data was primarily derived from current literature, narrative overviews, recommendations, and interventions: adding little value to the research question. The studies that met the inclusion criteria, highlighted some significant trends in the risks of forced marriage to educational outcomes, school dropout rates, school completion, and/or fulfilment of basic education. However, the majority of discussion purported to be nominal (often limited to one paragraph) reverting to expounding common *causative* factors associated with early, child, and forced marriage.

Having undertaken this Systematic Literature Review, this report contends that future research analogous to the application of a propensity score methodology in Bengesai⁵⁵ could be highly informative. Here, 'early marriage' functions as the *treatment variable* and the subsequent *outcome variable* is the completion of lower secondary school in Zimbabwe. The empirical nature of the study allows for the adverse effects on educational attainment to be quantified, charting two points of correlation. Although qualitative research is valuable, the proclivity to include a higher frequency of charting points proves challenging when attempting to extrapolate data specific to the research question. For example, by using theoretical frameworks with interdependent and intervening variables as the basis of analysis, dependent variables such as school dropout rates, repetition rates and transition rates become difficult to quantify in isolation.⁵⁶ Thus, treatment of educational outcomes, utilising more scientific methodologies could be employed as a

⁵³ PO Adekola PO et al. 'A Qualitative Assessment of the Effects of Child Marriage on Female Education and Entrepreneurship in Northeastern Nigeria' (2015) 1(2) International Journal of Scientific Research in Multidisciplinary Studies 7-15; M Abdallah, 'The Impact of Early Marriages on Child Dropout in Bundibugyo District: A Case of Bubukwanga Sub-county' (Research Dissertation Uganda Kampala University, 2017).

⁵⁴ K Fincham, 'Gender and Primary School Dropout in Sudan: Girls' Education and Retention in Red Sea State (2019) 47(4) Prospects: Quarterly Review of Comparative Education: 361-376

⁵⁵ A V Bengesai, LB Amusa and F Makonye, 'The Impact of Girl Child Marriage on the Completion of the First Cycle of Secondary Education in Zimbabwe: A Propensity Score analysis' (2021) 16(6) PLoS ONE: e0252413; 2-14.

⁵⁶ James Nyunga, 'Influence of Selected Maasai Cultural Practices On Internal Efficiency In Public Secondary Schools In Narok South Subcounty Narok County Kenya' (Thesis, Egerton University, 2018)

preferable approach to reduce endogeneity with incorporation of statistical analysis models or instrumental variables.⁵⁷

To further demonstrate the constraints, an example is the use of age brackets (i.e., 17–19-year-olds) for participants in a qualitative (mixed-method) study using surveys, entitled ‘*Effects of Betrothal and Early Marriage on Academic Development and Performance of Learners in Basic Schools in Ghana.*’. The title of the study suggests that the outcomes would engage samples to allow for extraction of data relevant to girls <18. (Ghana operates on a 6-3-4-4 [years] system with the age of primary “basic” education from 6-12 and Junior education from ages 12-15⁵⁸). Despite, ‘the distribution suggesting that [sic] majority of the respondents fell around the ages of thirteen and sixteen (13 – 16)’ the sample included 34.2% of 17- 19-year-olds, without specifying the percentage of those below 19. Consequently, the study did not provide ample data to accurately evaluate the review outcome, despite the majority of literature suggesting that UNICEF child is defined as below the age of 18.

Although an attempt was made to contact the author for clarity, taking in to account my conceivable inexperience interpreting complex data, despite these limitations, interpretation of data trends proves problematic. Because ‘studies should not be excluded from reviews on the basis that there was “no relevant outcome data” (NROD)— as failure to report review outcomes does not mean that the outcomes were not measured’, to ‘ascertain whether NROD was a prespecified criterion for study exclusion’⁵⁹, I referred to my protocol to conclude that excluding studies based on insufficient data would negatively affect the reliability of the review. Instead, it is posited that the application of Cronbach’s alpha, for example, to test the reliability of the samples used in qualitative methods may be worthwhile, although this formula does not test the *validity* of the data.⁶⁰ Nevertheless, extrapolation of data specific to girls below 18 proved somewhat challenging and with reliance on generalised findings of located studies.

Limitations are also reflected by the tendency, particularly in qualitative studies, to aggregate data for boys *and* girls pertaining to education and early marriage, combining and confounding results. Consequently, although it is widely reported that the adverse effects of child marriage disproportionately affect girls in comparison to boys, the majority of studies located (in reference to stage 2 exclusion) did not provide sufficient (isolated) data for:

- a) Girls
- b) Below the age of 18

In relation to:

- i. Educational Achievement
- ii. Schooling Outcomes
- iii. Educational Attainment

Thus, this review underscores a number of problems with insufficient data and methodological limitations in the existing literature. Nevertheless, taken cumulatively and with regards to more generalised reliance on discussions within studies and the pooled data, the review does highlight a substantial relationship between adverse educational outcomes and early, child and forced marriage. However, even though these

⁵⁷ M Delprato, K Akyeampong, and M Dunne, ‘Intergenerational Education Effects of Early Marriage in Sub-Saharan Africa’ [2017] 91 World Development 173; Delprato M, Akyeampong K, Sabates R and Hernandez-Fernandez J, ‘On the Impact of Early Marriage on Schooling Outcomes in Sub-Saharan Africa and South West Asia’ (2015) 44 International Journal of Educational Development: 42-55.

⁵⁸ US Embassy in Ghana, ‘Education Systems in Ghana’ (*US Embassy, unknown date of publication*) <<https://gh.usembassy.gov/education-culture/educationusa-center/educational-system-ghana/>> <<http://maps.cersgis.org/nipportal/POLICIES/wwwfeducationofghana.pdf>> accessed 05th August 2022.

⁵⁹ KM Dwan et al. ‘Impact Of Outcome Reporting Bias: Do systematic reviews still exclude studies with “no relevant outcome data”?’ (2017) *BMJ* ;358:j3919: 1-3 doi: 10.1136/bmj.j3919<<https://www.bmj.com/>> <https://www.bmj.com/content/bmj/358/bmj.j3919.full.pdf> accessed 17th July 2022

⁶⁰ Keith S Taber, ‘The Use of Cronbach’s Alpha When Developing and Reporting Research Instruments in Science Education’ [2018] 48 *Res Sci Educ* 48, 1273–1296 <<https://doi.org/10.1007/s11165-016-9602-2>> accessed 28th July 2022.

gaps in information may appear to be slight, they may be indicative of an inability for policymakers to accurately access, obtain and assess information pertinent to the impacts of early, child and forced marriage on the education of **girls < the age of 18**.

Accordingly, it is posited that if practitioners, educators, and policymakers are to analyse the efficacy of preventative and interventional measures to reduce child marriage, good policy requires good data—preferably disaggregated into components relevant to girls < age of 18 (age at marriage) and educational attainment. Furthermore, more peer-reviewed research (rather than grey literature) could help inform and drive future policy measures through authoritative engagement and dissemination. Thus, the primary conclusion of this review, is that more studies are required to adequately address the global educational impacts of early, child and forced marriage on girls that can be generalised.

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⁶¹ Angela Boland, M Gemma Cherry and Rumona Dickson, *Doing a Systematic Review: A Student's Guide* (2nd edn SAGE 2017).

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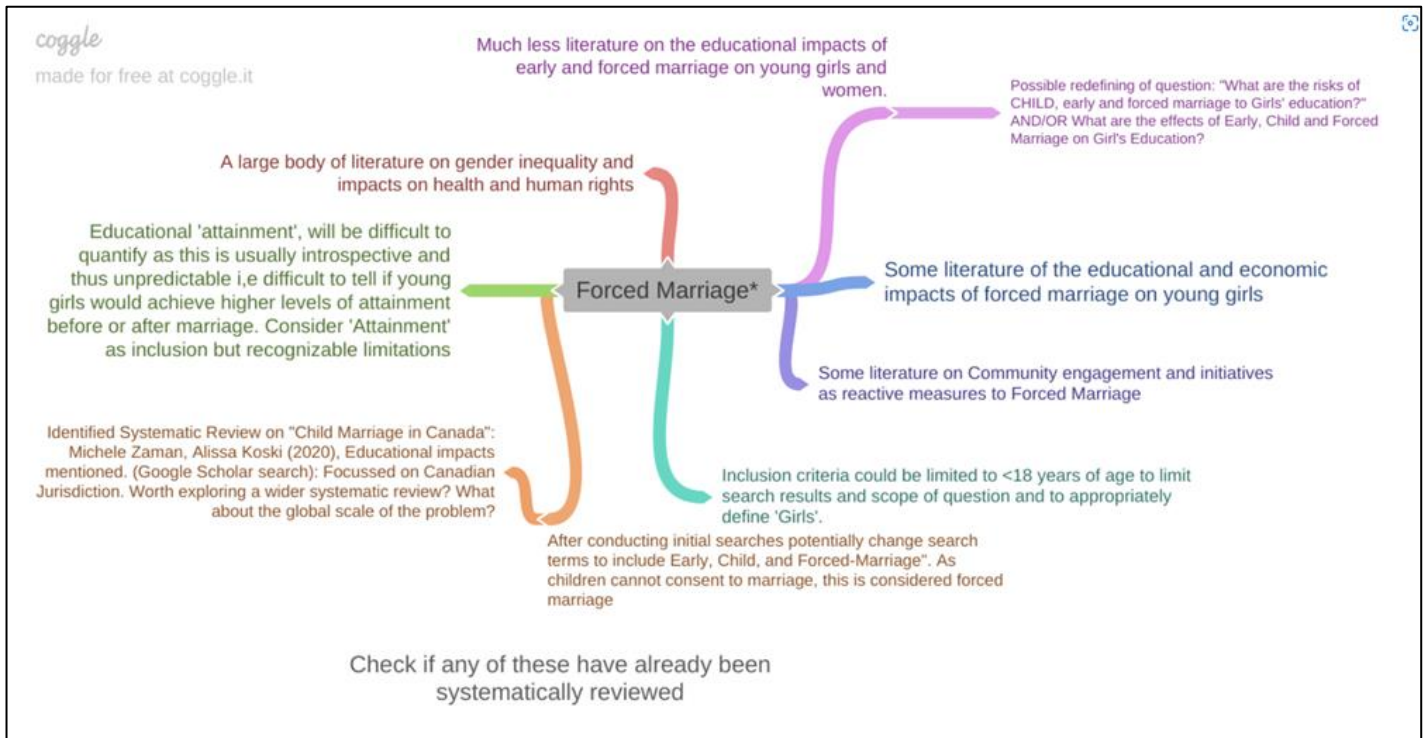
APPENDICES

Appendix Indicator	Contents
A	Scoping Searches
B	Scoping Search Mind-Map to Define the Scope of Review Question
C	Written Protocol
D	<i>Table 1: Full Search Strategies</i>
E	Excel and Endnote Exemplars (Scopus Databases)
F	<i>Table 2: SPIDER Diagram</i>
G	<i>Table 3: Screening and Selection Tool</i>
H	Database Search Results Table
I	Textual Reasons for Exclusion of Studies and Citation Searches
J	<i>Table 4: Study Characteristics Table</i>
K	<i>Table 5: Extracted Data in Pooled Conclusions Table</i>

APPENDIX A: Scoping Searches

Search Codifier	Database/ Website	Syntax/ Search Terms	Results	Duplicates Removed	Total	Search Reference	Endnote Exported (Y/N)	Saved Link
A1	EBSCO ERIC& British Index Lib	"Forced Marriag**"	21	2	19	Scoping_a	✓	
A2	EBSCO ERIC& British Index Lib	"Forced Marriag**" AND "Educat**"	14	1	13	Scoping_b	✓	
A3	EBSCO ERIC& British Index Lib	abstract:"Forced Marriag**" AND "Educat**"	65	5	60	Scoping_c	✓	
A4	EBSCO ERIC& British Index Lib	"Early, Child and Forced Marriag* AND "Educat**"	3	0	3	Scoping_d	✓	
A5	EBSCO ERIC& British Index Lib	"child Marriage" or "forced marriage" AND "education attainment or academic achievement" AND women or female or woman or females	5	0	5	Scoping_e	✓	
A6	EBSCO ERIC& British Index Lib	early marriage or early-childhood marriage or forced marriage AND risks AND education	13	1	12	Scoping_f	✓	
A7	EBSCO ERIC& British Index Lib	"Early, Child and Forced Marriag**" AND "Educat**" AND impacts or effects or consequences or influence or outcome	0	0	0	N/a (no results)	☒	
B1	Google Scholar	"Risks of early and forced marriage on girls education"	2	1	1	Google1	☒ (Saved Link)	"Risks of early and forced marriage on girls education" - Google Scholar
B2	Google Scholar	abstract: "child and forced marriage" AND "education"	516	N/a	516	Google2	☒ (Saved Link)	abstract: "child and forced marriage" AND "education" - Google Scholar
B3	Google Scholar	abstract: "early, child and forced marriage**" AND "education**" AND "impacts?"	51	N/a	51	Google3	☒ (Saved Link)	https://scholar.google.com/scholar?hl=en&as_sdt=0,5&q=abstract:%22early,+child+and+forced+marriage**%22+AND+%22education**%22+AND+%22impacts%3F%22
B4	Google Scholar	early, child and forced marriage* AND "education**" AND "impacts?"	51	N/a	51	Google4	☒ (Saved Link)	https://scholar.google.com/scholar?hl=en&as_sdt=0,5&q=abstract:%22early,+child+and+forced+marriage*%22+AND+%22education**%22+AND+%22impacts%3F%22
B5	Google Scholar	"impacts of forced marriage" AND "education"	31	N/a	31	Google5	☒ (Saved Link)	"impacts of forced marriage" AND "education" - Google Scholar
B6	Google Scholar	systematic review: "forced marriage" AND "impacts OR effects on education"	116	N/a	116	Google6	☒ (Saved Link)	systematic review: "forced marriage" AND "impacts... - Google Scholar
A8	EBCO ERIC& British Index Lib	impact of early marriage on schooling outcome	1	0	1	Scoping_g	✓	
B7	Google Scholar	early, child and forced marriage AND "education"	80	0	80	Google7	☒ (Saved Link)	
C1	Scopus	"Early, Child and Forced Marriag**" AND "Educat**" AND impacts or effects or consequences or influence or outcome	41	0	41	Scoping_Scopus a	✓	
C2	Scopus	TITLE-ABS-KEY ("forced marriag**" AND education OR school OR learning OR teaching OR classroom OR education AND system)	17	0	17	Scoping_Scopus b	✓	
C3	Scopus	TITLE-ABS-KEY ("forced marriage**" AND "educat**"	111	0	111	Scoping_Scopus c	✓	

APPENDIX B: Scoping Search Mind-map (Defining Scope of Review Question)



APPENDIX C: *Written Review Protocol*

Background (including summary of existing literature)	<p>A forced marriage is any marriage where one or more parties have not consented to the marriage. Further, a child marriage is considered a forced marriage as children are unable to consent to being married at such an early age. ‘One in every five girls is married, or in union, before reaching age 18. In the least developed countries, that number doubles: 40 per cent of girls are married before age 18, and 12 per cent of girls are married before age 15. The practice is particularly widespread in conflict-affected countries and humanitarian settings’.⁶²</p> <p>The recognition of early, child and forced marriage as a humanitarian crisis and as a violation of a child’s human rights has resulted in a large body of literature focussing on the interventions required as preventative measure. As girls are likely to be married at a young age, there are significant reported negative impacts to their health and welfare, risks of abuse and under the wider scope of gender-based violence. There is also an implicative impact upon their education; perhaps through early school leaving and lack of access to education and other opportunities. It is commonly acknowledged that a lack of education can increase the risks of early, child and forced marriage and thus, as a result decreased level of education being a driver towards forced marriage. However, there are fewer research studies on the impacts of early, child and forced marriage, or forced marriage on either the experiences relating to their education or relevant studies on the implications to educational attainment and the detriments of forced marriage to basic education. Although the latter may be retrospective in that it is unknown what level of education a child would achieve had they had access to education, more research needs to be conducted on the detriments to a child receiving a full basic education. This review will aim to conduct a thorough analysis of the literature relating to effects of early, child and forced marriage and education reported worldwide to seek a better understanding.</p>
Research Question	<p>What are the reported global impacts of early, child and forced marriage girls’ education?</p> <p>Considerations:</p> <ul style="list-style-type: none"> • Document the reported experience of impacts to Girls’ Education (Qualitative) • Effects on education, ‘attainment’ and schooling (Quantitative) • Access to education • Completion of Secondary/ basic education • Views on the overall <i>impact and/or effects</i> to education and/or educational development
Methods	<p>As below:</p>
Search Strategy	<p>I will use the information I acquired from my scoping searches which narrowed down my search terms and populated my scoping search excel spreadsheet. I have imported scoping search references to EndNote and can begin screening abstracts to identify the research papers that are relevant when cross-referenced with the inclusion and exclusion criteria.</p> <p>I will use EBSCO databases (British Index Library and ERIC) as these databases will include educational based studies and peer-reviewed published articles and journals. I will also use google scholar to search for ‘grey literature’ using the same search terms which I have also begun in the scoping searches. This may yield results for any unpublished literature that may add to my review results and conclusions. This strategy will also allow me to search a diverse range of literature on the subject, although it may be more difficult to search systematically. I provide an example of the search terms and Syntax used in the Appendix. I can also use citation chaining or snowballing to find and review citation in a studies’ bibliography. If a platform allows me to, I can save my searches so that they can be accessed at a later date and if my supervisor wishes to access them.</p> <p>I will refer to the PRISMA flow chart to organise folders into that correlate with my EndNote citation and reference imports. At each stage I will keep a record of my results using an excel spreadsheet which I have downloaded a template for so that my systematic review is transparent and replicable if necessary. I will also populate a PRISMA diagrams to show visually the results yielded and the studies that were excluded and included, with reasons at Stage 2 Screening. All studies screened will be recorded on the excel spreadsheet. I also need to ensure that I de-duplicate any references in my EndNote library. I can do this by merging my imported citations into one folder.</p> <p>As this review will not be published as such, the protocol will not require registration.</p>
Inclusion and Exclusion Criteria	<ol style="list-style-type: none"> a. Include studies published from all date ranges b. Include studies relating to the effects/ impacts of early, child and forced marriage on the education of girls <age of 18 c. Include studies focussing on forced marriages being a driver for lack of access to education and opportunities d. Exclude studies focussing on educational interventions to prevent early, child and forced marriage, rather than the impacts to the experience of girl’s education or the impacts to educational attainment. e. Exclude studies on empowering girls through education f. Exclude studies in languages other than English g. Exclude studies pertaining to boys and men h. Exclude books or book chapters <p>(Refer to SPIDER diagram) and Inclusion and Exclusion Screening Tool</p>
Screening and selection	<p>When screening and selecting studies, I will cross-reference with the inclusion and exclusion criteria, use search terms and terminology to narrow down the results, and also refer to the SPIDER diagram that I created. I will begin by screening abstracts and request full-text papers once I have decided which studies are relevant and appropriate to my question (Guided by PRISMA). Screening tool will be piloted by seeking approval from supervisor. Reasons for</p>

⁶² United Nations, ‘Child and forced marriage, including in humanitarian settings: OHCHR and women’s human rights and gender equality’ (United Nations Human Rights Office of the High Commissioner, 2021) <<https://www.ohchr.org/>>; accessed 12th August 2022.

	exclusion of studies at Stage 2 Screening will be recorded. I will also consult with my mentor should there be any issues with the timeframes and scope of the project
Data Extraction	The studies will be mixed method and therefore the results could yield both qualitative and quantitative results. As I am expecting fewer quantitative results, my focus will be on looking for thematic trends in the data and extracting this for my final conclusions. I will populate my research poster and report having extracted and synthesised the information from the studies located. If I find very few or no studies relating to my review question, then I will report this within the findings of my final review.
Quality Assessment	To ensure the quality of my search I will attempt to use several databases, and will quality check the results myself. As I do not have access to collaborative resources or a team of reviewers, I will aim to be transparent with the limitations and bias'. I will record any bias relating to selection, allocation, attrition, and reporting. I will need to consider if the studies that I use are reliable enough to conclude and disseminate data that is worth reporting on. I may also need to quality assess my own systematic review- I could use the AMSTAR quality assessment tool if I have the time to dedicate to this.
Data Analysis	Prior to data extraction, an appropriate extraction method will be selected. As I predict that results may yield multi-method studies, the initial indications are to conduct meta-synthesis/ meta-aggregation/ meta-ethnography to integrate both qualitative and quantitative methodologies, rather than meta-analysis. I propose to utilize implementation and/ or explanatory theory and could use Cochrane's Rev man software to analyse trends. A narrative approach will be more suitable for synthesis.
Public involvement?	This is a desk-based study. Thus, other than the input from my supervisor for support and the University of York librarian to obtain papers, there will be no public involvement as such.
Dissemination Plan	This will be discussed with supervisor, after meeting regarding the progress of my research and reliability of the results. Although I do hope to make a valuable contribution to this area of study, I am aware that I lack experience and will treat this much more as a learning experience. However, research outputs will be published on Laidlaw Scholars Network.
Time frame	A significantly time-frame will need to be allocated to learning how to use and curate references using bibliographic databases and also researching how to carry out track a systematic review. I therefore envisage that the project may need extending. I aim to dedicate most of my time to screening abstracts and literature and data extraction. I also need to dedicate enough time to analysis and the write up and conclusion stage of the project. I hope that this is doable in 6 weeks, although it is foreseeable that I will encounter some difficulties with obtaining papers etc. (refer to the timetable of activities as above) and have therefore accounted for the additional time required (4 weeks)

APPENDIX D: Table 1; Full Search Strategies of Databases and Websites

Database	<p style="text-align: center;">Syntax (Including Boolean Phrases, Search terms, Parentheses)</p>
EBSCO British Index Journal	<ul style="list-style-type: none"> ➤ "forced marriag* AND "educat*" ➤ abstract:"forced marriag*" AND "educat*" ➤ abstract:"forced marriag*" AND "educat*" (with SmartText searching) ➤ (("early, child and forced marriage*")) AND "educat*" ➤ (("early, child and forced marriage*")) AND "educat*" (With Smarttext searching) ➤ "child marriag*" OR "forced marriag*" AND (education attainment or academic achievement) AND (women or female or woman or females) ➤ early marriag* OR early-childhood marriage* OR forced marriage* AND risks AND educat* ➤ ("early, child and forced marriage*") AND "educat*" AND (impact or effect or influence or outcome or result or consequence) (Smarttext searching) ➤ childhood forced marriag*" OR "forced marriag*" AND (impacts or effects or consequences) AND educat* attainment ➤ ("forced marriage*" or "childhood marriag*" or "early, child marriage*") AND (impacts or effects or consequences or influence or outcome) AND on children AND (girls or women or females) with Smarttext searching ➤ systematic review: "educational impacts of forced marriage*" AND (children or adolescents or youth or child or teenager)
EBSCO ERIC	<ul style="list-style-type: none"> ➤ "forced marriag* AND "educat*" ➤ abstract: "forced marriag* AND "educat*" ➤ abstract: "forced marriag* AND "educat*" (With Smarttext searching) ➤ "child marriag*" OR "forced marriag*" AND (education attainment or academic achievement) AND (girls or women or female or woman or females) ➤ early marriag* OR early-childhood marriag* OR "forced marriag*" AND (education attainment or academic achievement) AND girls education ➤ early, child and forced marriage* AND "educat*" AND (impact or effect or influence or outcome or result or consequence) ➤ early, child and forced marriage* AND "educat*" AND (impact or effect or influence or outcome or result or consequence) (With smarttext searching) ➤ early marriag* OR early-childhood marriag* OR "forced marriag*" AND (education attainment or academic achievement)) OR "basic educat*" AND girls education ➤ childhood forced marriag*" OR "forced marriag*" AND (impacts or effects or consequences) AND educat* attainment ➤ childhood forced marriag*" OR "forced marriag*" AND (impacts or effects or consequences) AND educat* attainment (With smarttext searching) ➤ "child marriag*" AND "forced marriag*" AND (effects on education* attainment or academic achievement)) AND (women or female or woman or females)
Scopus	<ul style="list-style-type: none"> ➤ "Early, Child and Forced Marriag*" AND "Educat*" AND impacts OR effects OR consequences OR influence OR outcome ➤ TITLE-ABS-KEY ("forced marriag*" AND education OR school OR learning OR teaching OR classroom OR education AND system) ➤ TITLE-ABS-KEY ("forced marriage*" AND "educat*") ➤ "Early, Child and Forced Marriag*" OR "forced marriag*" OR "child bride (marriag*" AND "Educat*" OR educational AND attainment OR educational AND development AND impacts OR effects OR consequences OR influence OR outcome AND girls ➤ TITLE-ABS-KEY ("forced marriag*") OR "childhood forced marriag*" AND educat* AND wom?n OR girls AND negative AND impacts OR effects ➤ TITLE-ABS-KEY (influence AND of "forced marriag*" OR "Childhood forced marriag*" OR "Child-marriage*" OR "Child marriag*" on AND educat* OR "educat* (8) (attainment" OR educat* AND experience) AND girls ➤ ALL ("Early, Child and Forced Marriag*" AND "Educat*" AND impacts OR effects OR consequences OR influence OR outcome)
Google	<ul style="list-style-type: none"> ➤ abstract: "early, child and forced marriage*" AND "education*" AND "impacts" ➤ "Risks of early and forced marriage on girls education" ➤ abstract: "child and forced marriage" AND "education" ➤ "impacts of forced marriage" AND "education" ➤ "early, child and forced marriage*" AND "education*" AND "impacts" ➤ systematic review: "forced marriage" AND "impacts OR effects on education" ➤ "Early, Child and Forced Marriage" AND "Education*" AND impacts or effects or consequences or influence or outcome

APPENDIX E: Example from Microsoft Excel and EndNote (Scopus)⁶³

	A	B	C	D	E	F
1	Data Source	Database	Scopus			
2		Vendor	Elsevier			
3		Date searched	15th August 2022			
4		Database Update	N/a			
5	Limiters	English only?	No			
6		Time period searched	All			
7		Publications types	All			
8		Other	N/a			
9	Results	Items found	407			
10		Internal duplicates (within one database)	53			
11		External duplicates (between databases)	0			
12		New	354			
13		Paste text of search strategy below				
14		Name of saved search		Results		
15		#1	"Early, Child and Forced Marriag*" AND "Educat*" AND impacts OR effects OR consequences OR influence OR outcome (5)	5		
16		#2	TITLE-ABS-KEY ("forced marriag*" AND education OR school OR learning OR teaching OR classroom OR education AND system) (17)	17		
17		#3	TITLE-ABS-KEY ("forced marriage*" AND "educat*") (111)	111		
18		#4	"Early, Child and Forced Marriag*" OR "forced marriag*" OR "child bride (marriag*" AND "Educat*" OR educational AND attainment OR educational AND development AND impacts OR effects OR consequences OR influence OR outcome AND girls (246)	246		
19		#5	TITLE-ABS-KEY ("forced marriag*") OR "childhood forced marriag*" AND "educat*" AND wom?n OR girls AND negative AND impacts OR effects (15)	15		
20		#6	marriag*" OR "Child-marriage*" OR "Child marriag*" on AND "educat*" OR "educat*" (8) (attainment" OR "educat*" AND experience) AND girls	8		
21		#7	ALL ("Early, Child and Forced Marriag*" AND "Educat*" AND impacts OR effects OR consequences OR influence OR outcome)	5		
22				407	Total	
23				53	Duplicates removed	
24				354	New Total	
25						
26						
		EBSCO British Index Journal	EBSCO BIJ search hist	BIJ Studies located	EBSCO ERIC	ERIC search hist

⁶³ The "Excel Workbook to Track Systematic Review Search Results" by Helena VonVille is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

APPENDIX E: (Continued)

EndNote 20 - My EndNote Library

File Edit References Groups Library Tools Window Help

Scopus 354

Author Contains
 And Year Contains
 And Title Contains

Simple search Search options Search

Scopus 354
 354 References

Author	Year	Title	Journal	Last Updated	Refere...	Label
Adedokun, O.;...	2016	Child marriage and maternal h...	African ...	16/08/2022	Journ...	Scopus
Adekunle, I. A. ...	2020	Engendering macroeconomic ...	Asian W...	16/08/2022	Journ...	Scopus
Afrin, T.; Zainu...	2021	Spike in child marriage in Bang...	Child Ab...	16/08/2022	Journ...	Scopus
Ahmady, K.	2017	An echo of silence: A compreh...	An Echo ...	16/08/2022	Book	Scopus
Ahmed, K. J.; ...	2019	The nexus between extreme we...	Populati...	16/08/2022	Journ...	Scopus
Akilapa, R.; Si...	2012	Cultural influences and safegua...	Paediatr...	16/08/2022	Journ...	Scopus
Alasmari, A. B. ...	2022	Prevalence of intimate partner ...	Journal ...	16/08/2022	Journ...	Scopus
Albright, K.; Gr...	2020	Systematic review of facilitator...	Child Ab...	16/08/2022	Journ...	Scopus
Alghawli, A. S. ...	2022	Application of the Fuzzy Delph...	Internati...	16/08/2022	Journ...	Scopus
Alston, M.; Ha...	2019	Social work and disasters: A ha...	Social W...	16/08/2022	Book	Scopus
Amado, L. E.	2006	Promoting sexual rights throu...	IDS Bulle...	16/08/2022	Journ...	Scopus
Amahazion, F.	2021	Breast ironing: A brief overvie...	Journal ...	16/08/2022	Journ...	Scopus
Arneh, C. A.	2021	The condition of women in Un...	Internati...	16/08/2022	Journ...	Scopus
Amin, S.; Saha...	2018	Skills-Building Programs to Re...	Journal ...	16/08/2022	Journ...	Scopus
Annan, J.; Blatt...	2011	Civil war, reintegration, and ge...	Journal ...	16/08/2022	Journ...	Scopus
Annan, J.; Brier...	2010	The risk of return: Intimate part...	Social Sc...	16/08/2022	Journ...	Scopus
Antu, J. F.; Par...	2022	Effect of Rural-Urban Migratio...	Frontiers...	16/08/2022	Journ...	Scopus

Search for group

APPENDIX F- Table 2; SPIDER Diagram⁶⁴

Element	Definition	Outcome
Sample	Who is the group of people being studied?	Girls <18 years of age, Worldwide Those who have had a child, early or forced marriage
Phenomenon of Interest	What are the reasons for the behaviour and decisions?	Effects of Child, Early and Forced Marriage on Girls' education: <ul style="list-style-type: none"> • Document the reported experience of impacts to Girls' Education (Qualitative) • Effects on educational 'attainment' and schooling (Quantitative) • Access to education • Completion of basic (elementary) and secondary education • Views on the overall impact to education.
Design	How has the research been collected	Participant studies Data analysis, surveys, and interviews (All)
Evaluation	What is the outcome being impacted	Educational opportunities and experiences
Research Type	What type of research (qualitative or mixed methods)	Mixed methods

⁶⁴ <https://guides.lib.unc.edu/pico/frameworks> Accessed 20th July 2022.

APPENDIX G: Table 3: Screening and Selection Tool

Screening and Selection Tool (For assessing studies against inclusion and exclusion criteria and record keeping)- Review Stage: Stage 2 [PRISMA] screening		
Review Question:	What are the reported global impacts of early, child and forced marriage on a girls' education?	
Inclusion Criteria (Based on SPIDER):	<p>Sample:</p> <p>Phenomenon of Interest:</p> <p>Design:</p> <p>Evaluation:</p> <p>Research Type:</p>	<p>Girls under the age of 18 Victims/ survivors of early, child and forced marriages</p> <p>Effects of Child, Early and Forced Marriage on Girls' education: •Document the reported experience of impacts to Girls' Education (Qualitative) •Effects on educational 'attainment' and schooling (Quantitative) •Access to education •Completion of basic (elementary) and secondary education •Views on the overall impact to education.</p> <p>Participant studies, primary research, data analysis, surveys, interviews</p> <p>Effects to the educational attainment/ experience of/ development of girls.</p> <p>Quantitative and Qualitative studies (multi-method)</p>
<p>Reviewer Name:</p> <p>Author Name/ Study ID:</p> <p>Title:</p> <p>Date:</p> <p>Year:</p> <p>Journal:</p>	<p>Kiran Thind</p>	
	Include	Exclude
Sample	<ul style="list-style-type: none"> <input type="checkbox"/> Children married at or under the age of 18 <input type="checkbox"/> Worldwide <input type="checkbox"/> Girls/ females only (female at birth) <input type="checkbox"/> Studies using comparative samples of boys and girl methodology to analyse the differentiation of outcomes between genders (must provide distinct data on girls) 	<ul style="list-style-type: none"> <input type="checkbox"/> Women married above the age of 18 <input type="checkbox"/> Studies isolated to boys <input type="checkbox"/> Combined boy/ girl samples that yield difficulties extracting accurate data specific to girls below 18 <input type="checkbox"/> Transgender or other gender identities

	<input type="checkbox"/> Studies using snowballing of practitioners/ teachers to analyse extent of schooling outcomes	
Phenomenon of Interest	<input type="checkbox"/> Educational achievement <input type="checkbox"/> Educational Attainment <input type="checkbox"/> Educational Access/ Opportunities <input type="checkbox"/> Educational impacts on schooling <input type="checkbox"/> Schooling cessation <input type="checkbox"/> Educational experiences	<input type="checkbox"/> Educational Interventions <input type="checkbox"/> Community Interventions <input type="checkbox"/> Empowering girls through educational initiatives <input type="checkbox"/> Drivers for forced marriage including education
Design	<input type="checkbox"/> Participant studies <input type="checkbox"/> Primary research <input type="checkbox"/> Data Analysis <input type="checkbox"/> Interviews and/or surveys <input type="checkbox"/> Snowballing studies with practitioners/ teachers/ educators	<input type="checkbox"/> Books or book chapters <input type="checkbox"/> Conference Papers <input type="checkbox"/> Interrogation of current scholarly literature only <input type="checkbox"/> Literature reviews merely presenting an argument <input type="checkbox"/> Narrative overviews
Evaluation	<input type="checkbox"/> Adverse education Progression <input type="checkbox"/> Adverse education development <input type="checkbox"/> Adverse Impacts of ECFM on education opportunities and/or attainment	<input type="checkbox"/> Does not report any outcomes specified in the inclusion <input type="checkbox"/>
Research Type	<input type="checkbox"/> Multi-method <input type="checkbox"/> English language	<input type="checkbox"/> Any other designs that do not meet this criterion <input type="checkbox"/> Other languages

APPENDIX H: Database Search Results⁶⁵

Data Source				Limits				Duplicates Results			
Database	Vendor	Date searched	Database update	English only?	Time Period Searched	Publication types	Other Limits	Items found	Inner dups	Ext dups	New
EBSCO British Index Journal	Ebsco Host	13th August 2022	N/a	No	All	All	Syntax, Boolean Phrases	204	102	2	100
EBSCO ERIC	Ebsco Host	14th August 2022	N/a	No	All	All	Syntax, Boolean phrases	594	236	7	351
Scopus	Elsevier	15th August 2022	N/a	No	All	All	N/a	407	53	2	352
Scholar	Google	15th August 2022	N/a	No	All	All	Syntax, limited to first 100 results	383	111	21	251
								Items found	Inner dups	Ext dups	New
							Totals	1588	502	32	1054

⁶⁵ The "Excel Workbook to Track Systematic Review Search Results" by Helena VonVille is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

APPENDIX I: Textual Reasons for Excluded Studies

Databases and Websites:

ID	Author	Year	Title	Journal	Include	Exclude	Reason for exclusion	Notes/Explanation
1	A. V. Bengessa, L. B. Amusa and F. Makonye	2021	The impact of girl child marriage on the completion of the first cycle of		1	0	n/a	n/a
2	B. A. Hamad, S. Elarnasse, E. Oakley, S. Ahe	2021	No one should be terrified like I was! Exploring drivers and impacts of		0	1	Inaccurate phenomenon of interest	Focused on drivers
3	B. Oitika	2017	Assessing the impact of child marriage on girl child education a case		1	0	n/a	n/a
4	D. Landis, K. Faib, I. Michels, T. Blackmore	2018	Violence, well-being and level of participation in formal education among		1	0	n/a	Some insufficient/ambiguous data. [section 5.2: Results]- entire pool of respondents but there were only 55/60 respondents
5	E. A. Amoako, S. N. Otcchere and C. O. Domle	2020	EFFECTS OF BETROTHAL AND EARLY MARRIAGE ON ACADEMIC		1	0	n/a	Age brackets (up to the age of 19) can speak about this in limitations
6	G. V. Kyari and J. Ayodele	2014	The socio-economic effect of early marriage in north western Nigeria		1	0	n/a	n/a
7	H. Al-Hakami and K. McLaughlin	2016	Debatable marriages: Marriage and child marriage in Saudi Arabia		0	1	Inaccurate design	Narrative overview of current literature only
8	J. N. Nuguna	2018	Influence of selected Maasa cultural practices on in Egerton University		0	1	Invalid sample	Age and gender of participants merged; merged results not specific to girls
9	K. B. Morin	2017	Understanding the Practice of Early and Forced Ma Samuel Centre for		1	0	n/a	Some insufficient data, very small sample, more clarification required
10	K. Fincham	2019	Gender and Primary School Dropout in Sudan: Girl Prospects: Quarte		1	0	n/a	n/a
11	K. Gunung, S. Pitikulang, S. Siri and M. KC	2017	Application of the socio-ecological model to assess the factors associ		0	1	Inaccurate phenomenon of interest	Focused on causative factors only
12	K. Tietjen, C. Prather and W. D. C. O. o. W. I. I	1991	Educating Girls: Strategies To Increase Access, Persistence, and Ach		0	1	Inaccurate phenomenon of interest	Review of interventions by governments only
13	L. K. Ganira, N. A. Inda, P. A. Odundo, J. O. Ak	2015	Early and Forced Child Marriage on Girls' Educator World Journal of E		1	0	n/a	Chart results- excel- Ganira
14	M. Abdallah	2017	The impact of early marriages on child dropout in Bardsiyyo district;		1	0	n/a	Snowballing studies with teachers
15	M. C. Nguyen and Q. Wodon	2014	Impact of child marriage on literacy and education attainment in Africa		1	0	n/a	Based on estimates but includes relevant data
16	M. Delprato, K. Akyeampong, R. Sabates and .	2015	On the impact of early marriage on schooling outcomes in Sub-Sahar		1	0	n/a	Estimated outcomes with stage 2 relevant statistics
17	M. R. Bhuia, K. Rahman, K. Alam, L. A. Smrity	2015	Forced Marriage in Bangladesh: A Quantitative Study to Identify Key F		0	1	Inaccurate phenomenon of interest	Focused on factors only
18	N. Mwakio	2017	Overcoming obstacles to educational access for Kenyan girls: A qual		0	1	Inaccurate phenomenon of interest	Intervention focused
19	N. Swanson	1995	Redressing Gender Inequalities in Education: A Review of Constrai		0	1	Inaccurate phenomenon of interest	Focused on efficacy of gender specific policies
20	P. N. S. Hall	1918	Child Marriage in Afghanistan		0	1	Invalid sample	Aggregated data of up to 23 years of age- difficult extrapolation
21	P. O. Adesola, M. A. Akaribi and A. Olawole-Ica	2015	A qualitative assessment of the effects of child marriage on female ed		1	0	n/a	n/a
22	Q. Wodon, C. Male, A. Onagoruwa, A. Yedan	2017	Key Findings Ahead of the October 2017 High Level World Bank		1	0	n/a	Key findings on child marriage in west and central africa
23	S. Elinaki, S. A. Hussein, S. Hafez, M. Elsalat	2021	Drivers and consequences of child marriage in a context of protract		1	0	n/a	n/a
24	T. Alabi, M. Bahah and S. Alabi	2014	The girl-child: A sociological view on the problems of girl-child educat		0	1	Inaccurate design	Narrative overview of current literature only
25	W. Hassan	2021	CASE STUDIES ON FORCED MARRIAGE IN SOMALIA		1	0	n/a	Insufficient data for girls below 18. To do: Review citations
26	W. L. U. M. Laws	2013	Child, early and forced marriage: A multi-country study		0	1	Inaccurate design	Overview of current literature/ narrative- useful for background
			Totals		15	11		
			PRISMA EXCLUSION REASONS					
			Inaccurate POI		0	6		
			Inaccurate design		0	3		
			Invalid sample		0	2		
			Totals		0	11		

Citation Searches:

ID	Author	Year	Title	Journal	Include	Exclude	Reason	Notes/Explanation
27	G. Ermine	2005	Early Marriage and Its Effects on Girls' Education in Rural Ethiopia. Th		1	0	n/a	Some useful other studies mentioned
28	M. Delprato, K. Akyeampong and M. Dunne	2017	Intergenerational education effects of early marriage in sub-Saharan Af		1	0	n/a	n/a
29	E. Field and A. Ambus	2008	Early marriage, age of menarche, and female schooling attainment in l		1	0	n/a	n/a
30	J. Baysenge	2010	Early marriage as a barrier to girl's education		0	1	Inaccurate design	Narrative overview of literature only, no primary results
31	A. Erulkar	2013	Early marriage, marital relations and intimate partner violence in Ethi		1	0	n/a	n/a
			Totals		4	1		
			PRISMA EXCLUSION REASONS					
			Inaccurate POI		0	0		
			Inaccurate design		0	1		
			Invalid sample		0	0		
			Total incl		19	18		
			Reports for review:		19			

APPENDIX J: Study Characteristics of Included Reports⁶⁶

Study ID	Author, Year, Source, Title	When study conducted, Country	Study population and design	General study focus	Source of funding/ origin
27	G. Emirie (2005) Early Marriage and Its Effects on Girls' Education in Rural Ethiopia: The Case of Mecha Woreda in West Gojjam, North-Western Ethiopia [Doctoral thesis]	29th April 2003-29th July 2003/ 13th Sept 2003- 30th Jan 2004; Ethiopia	<ul style="list-style-type: none"> ➤ Peasant communities of Mecha Woreda in West Gojjam Administrative Zone of the Amhara Region of Ethiopia ➤ 7 months of ethnographic fieldwork ➤ Interviews conducted with 2 groups of selected rural population: ➤ Bachema and Rim Peasants Associations among the peasant communities of Mecha Woreda ➤ Primary and Secondary research with Quantitative and Qualitative (mixed) methods ➤ Extended Case Studies ➤ Focus Group Discussions 	<ul style="list-style-type: none"> ➤ Anthropological study on early marriage and its effects on girls' education in rural Ethiopia. ➤ Study is aimed at filling research gaps of current literature. ➤ To examine issues pertaining to early marriage and its effects on girls' education among the peasant communities where early marriage is the norm and girls' participation in formal education is very low by national as well as regional standards.⁶⁷ 	The Austrian Embassy Development Co-operation in Addis Ababa
10	K. Fincham (2019) Gender and Primary School Dropout in Sudan: Girls' Education and Retention in Red Sea State	Empirical research conducted over 12 days between March and April 2015; Sudan	<ul style="list-style-type: none"> ➤ Empirical research in 3 locations (Port Sudan, Hayya, and Tokar) ➤ Qualitative approach; gathered through document analysis (state, national, international levels); informal observations recorded in a fieldwork diary; and focus group discussions ➤ Providing perspectives of girls still in school and those who have dropped out, as well as those of key stakeholders such as parents and teachers. ➤ Data analysis using thematic coding of interviewees' explanations and viewpoints on issues related to girls' education and dropout 	<ul style="list-style-type: none"> ➤ Factors affecting girls' access to education and retention in primary schools (grades 1–8) in Red Sea State, 	Unknown
13	L. K. Ganira, N. A. Inda, P. A. Odundo, J. O. Akondo and B. Ngaruiya (2015) Early and Forced Child Marriage on Girls' Education, in Migori County, Kenya: Constraints, Prospects and Policy	Unspecified date of study Migori County, Kenya	<ul style="list-style-type: none"> ➤ The target population were young mothers who ideally should be in school but are out of school. ➤ The study targeted 30 women who got married before attaining age of 18years thus falling victims of Early and forced marriage. ➤ Primary and secondary data; Key data was derived from field research while secondary data were sourced from books, policy documents, conventions and registration and reports as well as school records. ➤ Questionnaires and structured interviews ➤ Secondary data and quantitative data were sourced from survey of literature in books and journal articles, theses, government official publication and reports as well as school records ➤ Simple random sampling and purposive technique utilised ➤ Mixed method 	<ul style="list-style-type: none"> ➤ The study focused on constraints, prospects, and policy direction for improved participation of women in national development. ➤ Assesses the implications of early marriage on girls' education. 	Unknown
22	Q. Wodon, C. Male, A. Onagoruwa, A. Yedan and B. World (2017) Key Findings Ahead of the	October 2017; West and Central Africa	<ul style="list-style-type: none"> ➤ A rapid summary of a notes in series on girls' education and child marriage ahead of the High-Level Meeting on Ending Child Marriage in West and Central Africa held in Dakar on October 23-25, 2017. ➤ Keynote 1: GIRLS' EDUCATIONAL ATTAINMENT AND CHILD MARRIAGE: AGGREGATE TRENDS OVER TIME: 	<ul style="list-style-type: none"> ➤ Key briefing notes and on the trends in girls' educational attainment and child marriage in the region, the factors that lead girls to marry or drop out of school early, and the associated impacts on a wide range of development outcomes. 	Children's Investment fund foundation; in partnership with Global Partnership for

⁶⁶ Adapted from and informed by: Angela Boland et al. *Doing a Systematic Literature Review: A Student's Guide* (2nd edn SAGE 2017).

	<p>October 2017 High Level Meeting on Ending Child Marriage in West and Central Africa. Girls' Education and Child Marriage in West and Central Africa</p>		<p>Analysis of trends for 22 of the 25 countries in the region using comparable household surveys implemented between 2010 and 2016, depending on the country.</p> <p>➤ NOTE 2 GIRLS' EDUCATION AND CHILD MARRIAGE: ANALYSIS OF MUTUAL IMPACTS BASED ON INDIVIDUAL LEVEL DATA: Household surveys for six countries that account for two thirds of the region's population</p> <p>➤ NOTE 8 UNDERSTANDING AND ENDING CHILD MARRIAGE: INSIGHTS FROM HAUSA COMMUNITIES: Summarizes results from a combined quantitative and qualitative analysis of factors leading to girls dropping out of school and marrying early in rural Hausa communities in Niger and Nigeria, and the role that education programs can play in improving outcomes for girls</p>	<p>➤ Estimated economic costs of girls' dropping out of school</p> <p>➤ Discussions on policies and programs that could help end child marriage and improve girls' educational attainment.</p>	<p>Education; The World Bank</p>
14	<p>M. Abdallah (2017)</p> <p>The impact of early marriages on child dropout in Bundibugyo district: a case of Bubukwanga Sub-county</p> <p>[Research dissertation]</p>	<p>Study focused on five-month period- data collection May 2017; Bubukwanga Sub County~ Bundibugyo district, Uganda</p>	<p>Key Informant Interviews, General Interviews and Focus Group Discussion:</p> <ul style="list-style-type: none"> ➤ A total of a hundred respondents were targeted from schoolteachers, education coordinators and a district education officer. ➤ Population: Bubukwanga ward, Mataisa Ward, Hakitegiya Ward, Kakosiya Ward, and Humya Ward. The villages include (Bundimag ward 1 Village, Bundimagwaala 2 Villages ➤ Qualitative and quantitative methods (mixed) ➤ Descriptive case study research ➤ Based on both Primary and secondary data materials regarding on the early marriages and dropout. 	<ul style="list-style-type: none"> ➤ The study aimed at investigating the impact of early marriage practices on child dropout in Bubukwanga Sub-County, Bundibugyo district. ➤ The objectives were to investigate the factors for early marriages among the school children in Bubukwanga Sub-County, Bundibugyo district, to establish the effects of early marriage practices on child dropout ➤ Identify any strategies set against early marriage practices in Bubukwanga Sub-County. 	<p>Kampala International University</p>
21	<p>P. O. Adekola, M. A. Akanbi and A. Olawole-Isaac (2015)</p> <p>A qualitative assessment of the effects of child marriage on female education and entrepreneurship in North-eastern Nigeria</p>	<p>(Unspecified date of study); Northeastern Nigeria</p>	<ul style="list-style-type: none"> ➤ Northeastern Nigeria has 6 states, namely-Taraba, Adamawa, Bauchi, Bornu, Gombe and Yobe States ➤ Purposive sampling from- Taraba State ➤ Secondary data from Nigerian Demographic and Health Survey (NDHS, 2008) and other published data ➤ Focus Group Discussion (FGD) was also held with a group of eight (8) child wives, all of who are less than 18 years in Bali Local Government Area of Taraba State, Northeastern Nigeria ➤ Qualitative study 	<ul style="list-style-type: none"> ➤ A paper examining the factors inducing child marriage in Northeastern Nigeria, the effects and how these affect women's educational attainment and entrepreneurial skills. 	<p>Demography & Social Statistics Program, College of Business & Social Sciences, Covenant University, Ota, Nigeria</p>
5	<p>E. A. Amoako, S. N. Otchere and C. O. Domfeh (2020)</p> <p>Effects Of Betrothal And Early Marriage On Academic Development And Performance Of Learners In Basic Schools In Ghana</p>	<p>(Unknown date of research); Sapeiman in the Ga West Municipality of Greater Accra Region of Ghana.</p>	<ul style="list-style-type: none"> ➤ Judgemental sampling was used to select forty-five (45) participants from a pool of two hundred and fifty (250) potential participants. This consisted of thirty-five (35) learners, six (6) parents and four (4) teachers ➤ Convenient sampling used to choose the participating district; however, simple random sampling procedure was involved in the selection of the three (3) participating schools. ➤ Multiple case study design to investigate the effects of betrothal and early marriage on basic school learners' academic development and performance ➤ This involved using a survey method with a relatively large sample so that the researchers can generalize results to the population simultaneously with a 	<ul style="list-style-type: none"> ➤ Study investigating effects of betrothal and early marriage on academic development and performance of learners in basic schools <p>Objectives:</p> <ul style="list-style-type: none"> ➤ Explore the reasons behind betrothal and early marriage ➤ And investigate the effects of betrothal and early marriage on academic development and performance of basic school learners 	<p>Unspecified</p>

			<p>qualitative interview for exploratory purposes.</p> <ul style="list-style-type: none"> ➤ Unstructured interviews with a structured questionnaire ➤ Data collected through interviews and questionnaire (Qualitative) were descriptively and thematically analysed ➤ Quantitative data descriptively analysed using simple percentages ➤ Mixed method research approach 		
23	<p>S. Elnakib, S. A. Hussein, S. Hafez, M. Elsallab, K. Hunersen, J. Metzler and W. C. Robinson (2021)</p> <p>Drivers and consequences of child marriage in a context of protracted displacement: a qualitative study among Syrian refugees in Egypt</p>	<p>Data Collection: February 2019 to August 2019; Egypt in three purposively selected governorates: Giza, Damietta, and Qalyubia</p>	<ul style="list-style-type: none"> ➤ Governorates were selected based on UNHCR estimates which indicate that the three governorates have high concentrations of Syrian refugees. ➤ Analysis draws from 15 focus group discussions (FGD) conducted with married and unmarried girls, as well as parents of adolescent girls in three governorates in Egypt ➤ Additionally, 29 in-depth interviews with girls and mothers, as well as 28 key informant interviews with health providers, community leaders, and humanitarian actors. ➤ To be selected to participate in the study, married and unmarried girls had to be aged 10–19 and <i>married girls had to be married under age 18</i> ➤ Data thematically analysed using a combination of inductive and deductive coding. ➤ Qualitative study 	<ul style="list-style-type: none"> ➤ This study set out to examine child marriage among Syrian refugees residing in Egypt with the aim of understanding drivers of child marriage in this context of displacement as well as how child marriage affects refugee girls' wellbeing. 	Unspecified
25	<p>W. Hassan (2021)</p> <p>CASE STUDIES ON FORCED MARRIAGE IN SOMALIA</p>	<p>(Unknown date); Wada-jir, Dharkenlay and Waberi districts in Somalia.</p>	<ul style="list-style-type: none"> ➤ Purposive sampling methods to select 5 community elders and snowball sampling procedures to select 30 women in Mogadishu, who have been subjected to forced marriage. ➤ The target population for this study was young women (aged 18 to 35) who were forced into marriage when they were not ready to marry ➤ Interviews with these respondents explored three thematic concerns: the participant's life history, their family dynamics, and their experience of forced marriage. ➤ Qualitative case study, in which the researcher obtained detailed information in the natural setting where it occurs without interfering with research participants. ➤ Thematic analysis 	<ul style="list-style-type: none"> ➤ This study examines three sets of issues: a) the effectiveness of the justice system in addressing forced marriage in Somalia; and b) the extent to which forced marriage affects women's lives; and c) the key drivers of forced marriage. ➤ The results of this study are aimed at enhancing awareness of the key reasons for forced marriage in Somalia and spurring in-depth discussions of victims' daily struggles after being forced into marriage 	USAID
9	<p>K. B. Morin (2017)</p> <p>Understanding the Practice of Early and Forced Marriage in North America and its Effects on Women</p>	<p>Between May 15th and August 13th, 2017; North America (Canada and the United States)</p>	<ul style="list-style-type: none"> ➤ Report is based on literature reviews, comparative analyses, and field research conducted either in person, via Skype, or by phone ➤ Of those interviewed, four women have experienced early or forced marriage; Two were married before the age of 18, and two afterwards ➤ Interviews were also conducted with six professionals who have encountered situations of early or forced marriage within their work ➤ Qualitative methods 	<ul style="list-style-type: none"> ➤ Where and when it [Early and Forced Marriage] occurs, the motivating factors behind the practice, the effects at both individual and communal levels, and potential pathways to mitigating the problem. 	Unspecified
15	<p>M. C. Nguyen and Q. Wodon (2014)</p> <p>Impact of child marriage on literacy and education attainment in Africa</p>	<p>2014 (survey info listed); Sub-Saharan Africa</p>	<ul style="list-style-type: none"> ➤ Analysis is based on data from more than two dozen (27) sub-Saharan African countries that have a relatively recent Demographic and Health Survey publicly available. Many of the surveys were implemented in 2005-2009, although there are a few exceptions, including Cameroon, Chad, Malawi, and Mozambique for which the latest survey available is for 2004, Burkina Faso (2003 	<ul style="list-style-type: none"> ➤ Background Paper for Fixing The Broken Promise Of Education For All ➤ Paper prepared for a task funded by the Global Partnership for Education ➤ Using an instrumental variable approach and data from Demographic and Health Surveys, to estimate the impact of early marriage 	Global Partnership for Education

			<p>survey), Gabon (2000 survey), and South Africa and Togo (1998 survey).</p> <ul style="list-style-type: none"> ➤ PSU-level instruments: ➤ Using measures of child marriage at the level of the primary sampling unit (PSU) in which a girl or woman lives as instrumental variables ➤ PSU-level incidence variables are likely to affect strongly the probability that a girl will marry early, but not educational attainment when controlling for other PSU-level determinants of such attainment. ➤ Instrumental variable approach to estimate impacts to literacy 	<p>on literacy and education attainment in Africa.</p>	
3	<p>B. Oluka (2017) Assessing of the impact of child marriage on girl child education a case study of St. Stephen child development centre, Kumi municipality, Kumi district Uganda</p>	<p>June-September 2017; Kumi Municipality, Kumi District Uganda (St. Stephens Child Development Centre)</p>	<ul style="list-style-type: none"> ➤ Study was focused on girls under the age of 18 entering marriage. ➤ Applicable due to ratification of the “African Charter on Human and Peoples’ Rights” and the “African Charter on the Rights and Welfare of the Child” (ACHPR, 1987), which is prohibiting child marriage. ➤ Purposive sampling of students and parents, making a total of 60 respondents (92% response rate= 55/60 responded) ➤ Questionnaires and interview methods. ➤ Descriptive survey design ➤ Qualitative study is based on various reports regarding the subject in different areas. ➤ Theoretical framework, the sex role theory is applied 	<ul style="list-style-type: none"> ➤ Assessing of the impact of child marriage on girl child education. ➤ Objectives of the study: ➤ To measure the impact of child marriage on drop out, literacy and education attainment ➤ To briefly adopt some of the policies that could be adopted in order to reduce child marriage ➤ To establish the effects of girl child marriage on girl child education ➤ The purpose of the study was focusing on understanding the phenomenon of child marriage and assessing its impact on girl child education 	Unspecified
28	<p>M. Delprato, K. Akyeampong and M. Dunne (2017) Intergenerational education effects of early marriage in sub-Saharan Africa</p>	<p>(Unknown date of study); Sub-Saharan Africa (SSA)</p>	<ul style="list-style-type: none"> ➤ 25–32 countries (Demographic and Health Surveys) in 2000 and 2010 for Sub-Saharan Africa. ➤ Analysis is based on DHS data from SSA (Measure DHS, 2013a). The DHS provides a wide range of information for all household members on health, nutrition as well as education. ➤ Focus on girls who enter marriage before the age of 18. ➤ econometric analysis guided by Theoretical Bargaining Model ➤ OLS, matching, instrumental variables, and pseudo-panel ➤ Analysis is performed separately for boys and girls ➤ Quantitative methods 	<ul style="list-style-type: none"> ➤ Analyzes the evolution of the effects on educational inequality of early marriage by looking at the impact of whether women had married young on their children’s schooling outcomes 	Unspecified
29	<p>E. Field and A. Ambrus (2008) Early marriage, age of menarche, and female schooling attainment in Bangladesh</p>	<p>(Unspecified date of study); Data for the analysis from the 1996 MHSS; Matlab, Bangladesh</p>	<ul style="list-style-type: none"> ➤ Representative sample of women in Matlab ➤ Using data from Bangladesh, Isolate the causal effect of marriage timing using age of menarche as an instrumental variable <p>Two-step methodology:</p> <p>I. Measure changes in schooling investment that result from a random subset of girls being forced to postpone marriage</p> <ul style="list-style-type: none"> ➤ Use of variation in the timing of menarche as an instrumental variable (IV) for age of first marriage. <p>II. Previous empirical results can be used for macro-level policy analysis. The IV estimates correspond to how a change in a woman’s individual constraint affects her schooling attainment.</p>	<ul style="list-style-type: none"> ➤ Explore the hypothesis that women attain less schooling as a result of social and financial pressure to marry young. ➤ Paper attempts to shed light on the issue by studying the schooling consequences of early marriage for girls in rural Bangladesh, an area with one of the highest rates of child marriage worldwide. 	Unspecified

			<ul style="list-style-type: none"> ➤ Empirical estimations; Quantitative 		
31	<p>A. Erulkar (2013)</p> <p>Early marriage, marital relations and intimate partner violence in Ethiopia</p>	<p>(Unknown date of study); The survey took place in seven of Ethiopia's nine major regions: Addis Ababa; Afar; Amhara; Beneshangul Gumuz; Oromiya; the Southern Nations, Nationalities and Peoples Region (SNNPR); and Tigray.</p>	<ul style="list-style-type: none"> ➤ Data from a population-based survey conducted in 2009–2010 in seven Ethiopian regions were used to examine early marriage among 1,671 women aged 20–24. ➤ As the study was serving as a baseline survey for planned interventions, 31 districts or "woredas" were chosen from planned intervention and control areas; from these districts, 252 enumeration areas (36 per region) were selected at random ➤ Potential respondents were selected using a random number function available in SPSS. ➤ One respondent aged 12–24 was selected from each household, and 1,440 from each region, yielding a final sample of 10,080 males and females. ➤ Survey Questionnaires ➤ Cross-tabulations and logistic regression were used to compare characteristics and contextual factors among girls married before age 15, at ages 15–17 or at ages 18–19 and to identify factors associated with selected marital outcomes. ➤ Nb: Logistic Regression: All of these models controlled for educational attainment (as a continuous variable, in years), residence, region and religion. Because a girl who is in school may be less likely than one who is not to want to be married or to be told about the marriage beforehand, the models on foreknowledge and wantedness of marriage also included a variable for whether the girl had been forced to leave school to marry. 	<ul style="list-style-type: none"> ➤ This study compares young women married "too early" with those married later ➤ study explores the extent to which girls married during early, middle or late adolescence were able to choose their partner, had foreknowledge of the marriage and participated in marital and household decisions ➤ Examine markers of inequitable relationships, such as non-consensual sexual relations and intimate partner violence. 	<p>Unspecified but supported by UNFPA Ethiopia</p>
6	<p>G. V. Kyari and J. Ayodele (2014)</p> <p>The socio-economic effect of early marriage in north-western Nigeria</p>	<p>Unspecified; North-western Nigeria; Zaria local government</p>	<ul style="list-style-type: none"> ➤ Population of this study comprised all the residents of Zaria. ➤ A total of one hundred and twenty-five (115) questionnaires were distributed to respondents out of which one hundred (100) were duly completed and returned. ➤ Therefore, the sample size of the study is one hundred (100) ➤ Simple random and stratified sampling methods. ➤ Primary data from the questionnaires administered. ➤ Chi-square statistical technique utilised for analysis ➤ 3 Hypotheses tested 	<ul style="list-style-type: none"> ➤ The paper examines the socio-economic effect of early marriage in northwestern Nigeria using Zaria local government as a case study. ➤ Create awareness of the importance of girl-child education in Nigeria and in the Northern region in particular if it could answer questions such as; ➤ What are the effects of early marriage on girl-child education in Nigerian? ➤ What are the consequences of early marriage of girl-child in Nigerian? ➤ What are the possible ways to address the challenge of early marriage of girl - child in Nigeria? 	<p>Unspecified</p>
1	<p>A. V. Bengesai, L. B. Amusa and F. Makonye (2014)</p> <p>The impact of girl child marriage on the completion of the first cycle of secondary education in Zimbabwe: A propensity score analysis</p>	<p>(Unspecified date of study); 2015 ZDHS, was undertaken by the Zimbabwe National Statistics Agency (ZIMSTAT); Zimbabwe</p>	<ul style="list-style-type: none"> ➤ Using Zimbabwe Demographic and Health Survey and extracted 2380 cases of ever-married women aged between 20–29 years ➤ Excluded women who were not in their first union as they would not have provided information related to their first spouse. This is particularly important in cases where the first union was before the woman's 18th birthday. ➤ Data were collected from approximately 11 000 households which were sampled using a two-stage cluster sampling design 	<ul style="list-style-type: none"> ➤ This study aimed to examine the extent to which child marriage affects one academic milestone, i.e. completion of the Ordinary Level, the first cycle of high school, which is also the most critical indicator of educational achievement in Zimbabwe. ➤ Focus was on completion of the first cycle of secondary school (11th year of 	<p>Unspecified</p>

			<p>with two strata (urban and rural) for each province.</p> <ul style="list-style-type: none"> ➤ At the first stage, 400 enumeration areas delineated by the 2012 Zimbabwe Population Census sampling frame were selected, of which 166 were urban areas and 234 rural areas. ➤ The second stage involved the selection of individuals at the household level. ➤ Propensity score-based method applied to mimic a hypothetical experiment and estimate outcomes between treated and untreated subjects ➤ Rao-Scott X2 test for the categorical variables 	<p>schooling), which cannot be achieved before the age of 17 years if one is on time</p> <ul style="list-style-type: none"> ➤ Propensity score matching used to statistically balance women who were married early and those who married late in terms of various factors that could potentially influence their likelihood of completing the first cycle of high school. 	
16	<p>M. Delprato, K. Akyeampong, R. Sabates and J. Hernandez-Fernandez (2015)</p> <p>On the impact of early marriage on schooling outcomes in Sub-Saharan Africa and South-west Asia</p>	<p>(Unspecified date of study); study is based on 36 Demographic and Health Surveys (DHS) from the SSA and SWA regions (MEASURE DHS, 2013a);</p> <p>Sub-Saharan Africa and South-West Asia</p>	<ul style="list-style-type: none"> ➤ Study is based on 36 Demographic and Health Surveys (DHS) from the SSA and SWA regions ➤ Primary sample is women aged 20 to 29 years who first married or entered into union between the ages 11 to 17. ➤ Instrumental variable approach to account for the endogeneity of early marriage driven by socio-economic and cultural factors. 	<ul style="list-style-type: none"> ➤ This paper examines the effect of age of marriage on women's schooling outcomes for 36 countries from Sub-Saharan Africa and South West Asia. ➤ Questions: ➤ Do the negative association of early marriage and women's educational attainment reflect unmeasured characteristics or the true consequence of young females' choices? ➤ Which indirect channels reinforce the lack of schooling achieved among young married women? 	Unspecified
4	<p>D. Landis, K. Falb, I. Michelis, T. Blackomere and L. Stark (2018)</p> <p>Violence, well-being, and level of participation in formal education among adolescent girls in eastern Democratic Republic of the Congo: The role of child marriage</p>	<p>Based on an analysis of data from a baseline survey carried out in the Democratic Republic of the Congo (DRC) from May-July 2015; South Kivu, Democratic Republic of the Congo (DRC).</p>	<ul style="list-style-type: none"> ➤ Quantitative survey was conducted with girls selected from 14 communities in South Kivu, Democratic Republic of the Congo (DRC). ➤ Data from 350 girls (ages 13-14) were analysed using mixed effects logistic regression models. ➤ Quantitative survey methods were used with girls to evaluate attitudes towards a host of topics related to physical and financial assets, health-related behaviours, and experiences with violence. ➤ Data from the analysis presented in this paper is restricted to girls within the older age range (13-14 years old) 	<ul style="list-style-type: none"> ➤ Manuscript is based on an analysis of data from 350 girls to investigate the relationship between child marriage and girls' level of participation in formal education as both relate to girls' exposure to violence. 	Unspecified

Appendix K: Table 5; Study Findings_Extracted Data and Pooled Narrative Conclusions

Study ID	Author, Year of Publication and Title	Peer-reviewed?	Some Outcomes/ Conclusion/Major findings in reference to Systematic Literature Review Question:
27	<p>G. Emirie (2005)</p> <p>Early Marriage and Its Effects on Girls' Education in Rural Ethiopia: The Case of Mecha Woreda in West Gojjam, North-Western Ethiopia</p> <p>[Doctoral Thesis]</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Leading premise of study is that early marriage is one of the major socio-cultural customs that influence the primary and secondary socialization of girls in the studied peasant communities. • Marriage before the age of 14 is the norm for girls [Currently, the average age at first marriage for the daughters' generation is getting down to 8 years compared to their mothers' generation, which was 11 years]. • Lack of educational opportunities for girls is a harmful consequence of early marriage, thus, Early marriage is a powerful deterrent to girls' access to educational opportunities. • Illiteracy identified as the major harmful consequence of early marriage, particularly for young girls • low academic performance due to irregular attendance/frequent absenteeism, lack of time to do school related activities and lack of concentration on education • High repetition and dropout rates due to academic difficulties and problems related to early-arranged marriages. • Early-married female pupils' dropout rates increase with their grade level • Early-married girls have no time as well as personal freedom for learning and developing skills. • Many young girls quit school either to get married or due to an early-arranged marriage • Once married, especially when they reach the age of 13, female pupils have very little chance to continue formal schooling • Girls enrolled in the local school do not attend schools beyond the first cycle of primary education (grades 1-4) mainly due to early-arranged marriage <ul style="list-style-type: none"> ➢ Absence of a second-cycle primary school in Bachema PA ➢ Absence of a secondary school in both Bachema and Rim Pas • Early marriage prevents young girls, and the next generation of mothers, from receiving formal education making them vulnerable to illiteracy • The custom of marrying girls early and their dropping-out from school has become a common practice among Bachema and Rim peasant communities. • Perceived parental irrelevance of formal education
10	<p>K. Fincham (2019)</p> <p>Gender and Primary School Dropout in Sudan: Girls' Education and Retention in Red Sea State</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Prescribed gender roles and responsibilities for girls within the home critical to decisions relating to girls' retention in school • As such, child marriage, pervasive in the Red Sea State communities studied (with some marriages being arranged from birth). • Early marriage has profound implications for education; most of the out-of-school girls dropped out either because their husbands did not permit them to stay in school or because they were now responsible for all the domestic work and were engaged in pregnancy and/or childcare, which did not give them enough time or energy to continue their education, affecting retention. • Most out-of-school girls did not see attendance as a viable option • Girls were generally not happy to have dropped out of school. • Although many girls express a desire to return to school, most say that they have no strategy for doing so, nor do they have anyone to support them in this endeavour. • Parents and teachers have a particularly strong influence over girls' retention in school, either by directly or indirectly impacting the girls' decisions to stay in school or, in the case of parents (and especially fathers), making these decisions on behalf of the girls. • Practices around child marriage can determine if particular children are withdrawn from school will be girls.
13	<p>L. K. Ganira, N. A. Inda, P. A. Odundo, J. O. Akondo and B. Ngaruiya (2015)</p> <p>Early and Forced Child Marriage on Girls' Education, in Migori County, Kenya: Constraints, Prospects and Policy</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Untimely and coerced marriages prevalent in the rural areas; • Among the Luo community of Nyatike District, cumulatively 4(13.33%) out of the 30 respondents were between ages 10 to 12 at marriage, 14(46.60%) were between the ages of 13 15, while 12(40%) were between the ages 16-18. • 7(12%) out of the 30 respondents had no education at all, 18(76%) had primary education, 4(8%) had secondary education while 1(4%) had post-secondary education. • The implication of inadequacy of education is that girls mature up with no sense of right to consent their own decisions and little experience in articulating concepts • Absence of self-esteem or sense of ownership of their own body exposes them to unwanted pregnancy and make vulnerable to infections. This malpractice is likely to diminish when educational levels for girls. • Few girls and women have secondary and post-secondary education and most of the girls get married before attaining Kenya Certificate of Primary Education (KCPE) • Evident that early marriage had taken its toll on school completion.
22	<p>Q. Wodon, C. Male, A. Onagoruwa, A. Yedan and B. World (2017)</p>	<input checked="" type="checkbox"/>	<p>Keynote 1: GIRLS' EDUCATIONAL ATTAINMENT AND CHILD MARRIAGE: AGGREGATE TRENDS OVER TIME:</p> <ul style="list-style-type: none"> • Comparing girls aged 15-18 to women aged 41-49, primary completion rates increased on average across the 22 countries by 24.0 percentage points on average, from 28.7 percent to 52.7 percent. • However, there is a strong negative relationship between secondary schooling and child marriage. Lower secondary completion rates explain almost 60 percent of the variance in child marriage rates.

	<p>Key Findings Ahead of the October 2017 High Level Meeting on Ending Child Marriage in West and Central Africa. Girls' Education and Child Marriage in West and Central Africa</p>		<ul style="list-style-type: none"> • The probability of marrying as a child is reduced in a statistically significant way by seven percentage points on average in the six countries for every additional year of secondary schooling. • Overall, these results point to the close relationships between dropping-out of school for girls and marrying early • Together with reviews of the literature, the results also suggest that keeping girls in schools is one of the best ways to delay child marriage. <hr/> <p>NOTE 2 GIRLS' EDUCATION AND CHILD MARRIAGE: ANALYSIS OF MUTUAL IMPACTS BASED ON INDIVIDUAL LEVEL DATA:</p> <ul style="list-style-type: none"> • Marriage is a key reason for girls to drop out of school. • Ending child marriage would help improve girls' educational attainment. • Parents often report that typically 10 to 30 percent of school dropouts by girls are due to an early marriage or a pregnancy, with early marriages playing a larger role than pregnancies when both options are listed in survey questionnaires. • Once a girl marries or becomes pregnant, it is often extremely difficult for her to return to school even if this is in principle allowed by schools • child marriage has a statistically significant impact on secondary school completion in only two of the six countries. However, in sub-Saharan Africa as a whole, child marriage can be shown to reduce the likelihood of secondary school completion. <hr/> <p>NOTE 8 UNDERSTANDING AND ENDING CHILD MARRIAGE: INSIGHTS FROM HAUSA COMMUNITIES:</p> <ul style="list-style-type: none"> • Rural Hausa communities have very high rate of child marriage in both Niger and Nigeria. In those communities, at least three in four girls in those communities marry before the age of 18. • Most parents care about the well-being of their daughters. But in communities where the prevalence of child marriage is high, schools are weak or even inexistent, and the risks for girls not to marry are real, there are few viable alternatives to having their daughter marry young. <hr/> <p>➤ Both girls' educational attainment and child marriage matter for other development outcomes eg: Fertility, health, work, and agency</p>
14	<p>M. Abdallah (2017)</p> <p>The impact of early marriages on child dropout in Bundibugyo district: a case of Bubukwanga Sub-county</p>	☒	<ul style="list-style-type: none"> • Practice of early marriage existed in the area as 73.7% of the studied teachers affirmed it. • Practice of early marriages is a real problem in Bubukwanga Sub County with parents playing a key role in the practice • The DEO and pupils who participated in this study affirmed that early marriages contributed to girls dropping out of school in the area. • School dropout was the leading outcome of early marriages in the area of study (51%), followed closely by truancy (49%) • Findings from pupils FGD5 portrayed a number of educational effects as a result of early marriage practices. These ranged from the victims being illiterate, increasing level of poverty in the community and lack of different skills. • interviewed education officers also agreed that early marriage practices had detrimental effects on girls' education and in their lives; in general • Women with post-Primary education were five times more likely than illiterate women to be educated on the topic of HIV and AIDS. • Child marriages jeopardize girls' rights, such as the right to education, because new brides are usually forced to drop out of school to bear children and to provide household labour. • School dropout was the leading effect of early marriages in the area of study (96.8%). • Early marriage practices to younger girls have led to their denial of educational rights.
21	<p>P. O. Adekola, M. A. Akanbi and A. Olawole-Isaac (2015)</p> <p>A qualitative assessment of the effects of child marriage on female education and entrepreneurship in North-eastern Nigeria</p>	☑	<ul style="list-style-type: none"> • Girls in northern Nigeria marry at an average of five years earlier than their counterparts anywhere in southern Nigeria. • Child marriage is inextricably linked to acute poverty in Northeastern Nigeria • The major implication of this is that most of these girls would have to drop out of school • Child marriage in Northeastern Nigeria seriously affects women entrepreneurial skills and all-round development in that region • Limited Educational Attainment: This is almost the most grievous of all unpleasant effects of child marriage on young spouses in Taraba State • Child marriage has brought about a shift of focus from education to family life and childbearing among several thousands of young ladies in Taraba State as most girls who marry early have to drop out of school. • Child marriage marks the end of a girl's ambition of schooling for personal development, preparation for adulthood and contribution to the wellbeing of her family and society • Withdrawing a young girl from school to get her married limits several opportunities; including limiting her opportunity to develop her intellect, other useful skills such as entrepreneurial skill and chance of developing her independent identity. • Most child wives said they had to face an entirely new challenge of being a wife, mother and facing other marital duties and responsibilities as soon as they were espoused • In Taraba State, women in northern Nigeria cannot take decisions independent of their husbands.
5	<p>E. A. Amoako, S. N. Otchere and C. O. Domfeh (2020)</p> <p>Effects Of Betrothal And Early Marriage On Academic</p>	☑	<ul style="list-style-type: none"> • Potential effects of betrothal and early marriage on academic development and performance of basic school learners at Sapeiman in the Ga West Municipality. • These systems of marriage possess a number of unfriendly components as far as academic development and performance of learners in basic schools are concerned. • Lack of interest in studies, health related problems, intermittent school-drop out, shyness and timidity and marital responsibilities are the factors battling academic development and performance of learners who happen to be victims of betrothal and early marriage

	Development And Performance Of Learners In Basic Schools In Ghana		<ul style="list-style-type: none"> • Lack of interest, health related problems and intermittent school drop-out, shyness and timidity and marital responsibilities are the challenging factors facing academic development and performance of basic school learners • Health problems associated with this system of marriage affect academic development and performance of victims in so many ways. They answered that some victims miss out school days and other related productive academic instructional periods as a result frequent health review visits. • Findings reveal that health related issues associated with this system of marriage often make learners skip instructional hours and productive academic periods for health care service. • Participants revealed that betrothal and early marriage do not kindle or rekindle the interest of victims to study either in school or at home
23	S. Elnakib, S. A. Hussein, S. Hafez, M. Elsallab, K. Hunersen, J. Metzler and W. C. Robinson (2021) Drivers and consequences of child marriage in a context of protracted displacement: a qualitative study among Syrian refugees in Egypt	☑	<ul style="list-style-type: none"> • Among girls who were married early, disruption to schooling identified as negative consequence • Among married girls, the mean age was 17.7 and mean age at marriage was 15.97; while the mean age of unmarried girls was 16.6. • Most married girls had primary (48.4%) or middle school (45.16%) as their highest level of education and only 6.4% reported receiving a high school education; whereas 40% of unmarried girls had a high school education and 6.67% had gone on to university. • Many girls who were married before the age of 18 reported dropping out of school soon after marriage. • Dictated by the husband, sometimes in consultation with the father-in-law, restrictions on women's education • While there were some participants who said they knew of girls who continued their education after marriage, it was indicated that this was uncommon and that girls would run the risk of getting divorced if they choose to do so. • In some cases, married girls explained that their spouses had falsely promised to allow them to complete their education or work after marriage, but then refused to do so. • Consistent with other studies, findings highlight the interplay between displacement, education, and child marriage. • Documented other barriers to education such as fears of sexual harassment, over-crowdedness and bullying in schools • Other ways through which education was found to impact child marriage are more complex and intractable.
25	W. Hassan (2021) CASE STUDIES ON FORCED MARRIAGE IN SOMALIA	?	<ul style="list-style-type: none"> • Forced marriage causes girls' educational goals and dreams to stagnate as they drop out. • Women are allowed little or no choice regarding their education, and their husbands are empowered to decide whether they can proceed with it. • Of the growing concern is the increased poverty as well as high dropout rates of girls from school • The majority of the people interviewed indicated that forced marriage causes girls' goals, dreams, and educational aspirations to stagnate • Human Rights Watch (2018) reports that less than 10% of husbands marrying young girls in Somali communities are willing to let them continue their studies. This implies that a whopping 90% of women see their dreams of education shattered. • Participants elaborated that most schools in Somalia have low enrolment rates for girls, even though girls represent a huge proportion of the population • Several themes emerged with regard to forced marriage's effects on educational opportunities for young women in Somalia, including women's low profile within society, weakened solidarity within communities, lower participation in social affairs and lack of voice and agency within household matters, work and institution • Forced marriage has a destructive effect on girls' education and career development.
9	K. B. Morin (2017) Understanding the Practice of Early and Forced Marriage in North America and its Effects on Women	?	<ul style="list-style-type: none"> • When wifely and maternal duties are imposed, girls' education is often disrupted. • And ability to make autonomous decisions • Each woman interviewed in this study reported being expected to fulfil the traditional duties of a wife. • In every case, it was clear that the bride's education was not a priority, or at times even a possibility.
15	M. C. Nguyen and Q. Wodon (2014) Impact of child marriage on literacy and education attainment in Africa	?	<ul style="list-style-type: none"> • Large statistical differences in education attainment according to whether a girl has married as a child or not. • Literacy rate among women who did marry, but not as children, is 53.7%, as compared to 29.0% for women who married as children. • The earlier a girl married, the lower the likelihood that she is literate. • Large differences are also observed as to whether girls have some secondary education, and whether they have completed their secondary education. For example, while 13.4% of married women aged 25 to 34 who did not marry as children have completed their secondary education, the proportion is at less than 2% for those who married as children. For some secondary education, the respective proportions are 36.2% and 10.7%. Systematically, marrying earlier tends to reduce further the level of education attainment of a girl, at least statistically. • One more year of early marriage reduces the probability of literacy by 7.5 percentage points, and it reduces the probability of having some level of secondary education by 9.6 points. • The negative impact on secondary school completion is 7.5 points per year of early marriage. The estimates are provided also for the impact of marrying at 17, 16, 15, 14, 13, and 12 years of age, as compared to marrying at age 18 or later, showing how marrying very early has a larger negative impact. • Significantly, marrying at age 12 does not have the same negative impact on education outcomes than marrying at, say, age 17 • The younger a girl marries, the larger the negative effects on education outcomes are. • Each additional year of early marriage reduces the probability of literacy among women who married early by 5.7 percentage point (in the region as a whole)

			<ul style="list-style-type: none"> • The probability of having at least some secondary schooling by 5.6 points and • The probability of secondary school completion by 3.5 points. • The results are robust to changes in model specification.
3	<p>B. Oluka (2017)</p> <p>Assessing of the impact of child marriage on girl child education a case study of St. Stephen child development centre, Kumi municipality, Kumi district Uganda [Dissertation]</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Interviews carried with the parents on the educational effects of the early girl-child marriage showed that some children are not allowed to attend school because the parents fear that the daughters will be taken by some other males. • Pointed out that the girl-child is neglected from receiving the desired academic achievement. • seems to be a strong belief that a certain gender (the girl-child) should not reach a certain academic level so that she remains a rich source for man's abuse. • The study revealed that 53(96.0%) of the respondents were aware of the impacts of child marriage on girl child education, while 2(4.0%) indicated that they were not aware. • majority of the respondents were aware of child marriage • findings revealed that there still remain some gaps as evidenced by the attitude and practices by some members of the community who participated in the study. • The imposition of a marriage partner on children or adolescents who are in no way ready for marriage life and whose marriage has deprive them of freedom opportunity for personal development and other rights including health and well being, education and participation in civic life
28	<p>M. Delprato, K. Akyeampong and M. Dunne (2017)</p> <p>Intergenerational education effects of early marriage in sub-Saharan Africa</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ➤ Early marriage is still a significant source of inequality, though its impact has decreased across time: girls born to early married mothers are between 6% and 11% more likely to never been to school and 1.6% and 1.7% to enter late, and 3.3% and 5.1% less likely to complete primary school, whereas boys are between 5.2% and 8.8% more likely to never been to school and 1% and 1.9% to enter late, and 2.3% and 5.5% less likely to complete primary school. ➤ child marriage increases gender inequality within household's with girls losing an additional 0.07 years of schooling as compared to boys if born to early married mothers. ➤ large prevalence of child marriage in a community also impairs educational transmission for non-early married mothers ➤ for each country, there is a direct linkage between child marriage and educational performance—countries with higher incidence of child marriage tend to show poorer educational performance. ➤ mostly Western Africa countries such as Niger, Burkina Faso, Mali, and Guinea) where child marriage is severe, also have higher rates of out-of-school children and low primary completion rates above the regional average ➤ early marriage in SSA is a powerful mechanism of transmission of education inequality for both girls and boys in both waves. In all econometric specifications, mother's early marriage status impairs their ability to transfer education to the next generation ➤ early marriage has a negative and significant effect on primary completion and years of schooling, and a positive and significant impact on the likelihood to never have been to school and to enter primary education late ➤ Early marriage is a stronger barrier for access than to retention measures—i.e., its association with never been to school is larger than for completion and there are smaller effects for late entry. Early marriage has a major impact on zone 1 of education exclusion (those children who will never go to school) than on zone 2 indicators (primary drop-outs) and finally on zone 3 indicators (children enrolled but a risk of dropping out or late entrants) ➤ Shows that for girls there is a lower completion rate effect between 5% and 3% while for never been to school this is twice as large (11–6%). ➤ early marriage in SSA is widely negatively associated with access and retention of children in education
29	<p>E. Field and A. Ambrus (2008)</p> <p>Early marriage, age of menarche, and female schooling attainment in Bangladesh</p>		<ul style="list-style-type: none"> ➤ Female schooling is substantially constrained by marriage opportunities at young ages. ➤ A 1-year postponement of marriage between the ages of 11 and 16 increases schooling by an estimated 0.22 year and adult literacy by 5.6 percent. ➤ Correspondingly, at the aggregate level we estimate that legally restricting marriages below age 17 would increase average female schooling by a minimum of 0.56 year, or 9 percent. ➤ Empirical evidence that the institution of adolescent marriage in developing countries reduces female education. ➤ When individual girls in rural Bangladesh are forced by biology to delay marriage, they attain significantly more schooling and are more likely to be literate
31	<p>A. Erulkar (2013)</p> <p>Early marriage, marital relations and intimate partner violence in Ethiopia</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ➤ Seventeen percent of respondents had married before age 15 and 30% had married at ages 15–17. Most of those who married before age 18 had never been to school. ➤ one in six young women in Ethiopia had married by age 15. ➤ Educational attainment was positively associated with foreknowledge and wantedness of marriage and with high levels of marital discussions about fertility and reproductive health issues. ➤ Among women married before age 15, 82% resided in rural areas and 79% had never been to school. Only 3% had attained any secondary schooling. ➤ Women who had married very early were especially likely to live in the Amhara region: Thirty-seven percent of women married before age 15 lived there, compared with 7–9% of those who had married later or not at all. The younger a woman had been at the time of her marriage, the more likely it was that her parents had no education ➤ The proportion of women who reported having left school to get married was small, which may be due in part to the low proportion of respondents who had ever attended school at all. ➤ Among the youngest brides, only 6% had withdrawn from school to marry, while 9% of women married at ages 15–17 reported having left school to get married.
6	<p>G. V. Kyari and J. Ayodele (2014)</p>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ➤ Two hypotheses were tested: ➤ Hypothesis 1 rejected: alternative hypothesis accepts that there exist a significant relationship between early marriage and girl-child education. This implies that if children are given in marriage, it would certainly affect their level of education.

	The socio-economic effect of early marriage in north-western Nigeria		<ul style="list-style-type: none"> ➤ Hypothesis 2 rejected: alternative hypothesis accept that there exist a consequence of early marriage on girl child. This implies when a girl-child is given out in marriage she might face a major consequence of school dropout, health related problems and poverty. <p>Results show:</p> <ul style="list-style-type: none"> (i) early marriage of the girl child significantly affects the education of the girl child and (ii) early marriage of the girl child has significant consequences on the girl child. <hr/> <ul style="list-style-type: none"> ➤ Evidence “early marriage has a negative effect on girl-child education”. ➤ Early marriage is intrinsically linked to low levels of education ➤ The imposition of a marriage partner on children or adolescents who are in no way ready for married life, and whose marriage will deprive them of freedom, opportunity for personal development, and other rights including health and well-being, education, and participation in civic life, nullifies the meaning of the Convention on the Rights of the Child’s core protections for those concerned.
1	A. V. Bengesai, L. B. Amusa and F. Makonye (2014) The impact of girl child marriage on the completion of the first cycle of secondary education in Zimbabwe: A propensity score analysis	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ➤ Results suggest that child age at first marriage is concentrated between the ages of 15– 22, with the typical age at first marriage being 18 years. ➤ Both logistic regression and PSM models revealed that early marriage decreased the chances of completing the first cycle of high school. ➤ Regression adjustment produced an estimate of prevalence ratio (PR) of 0.446 (95% CI: 0.374–0.532), while PSM resulted in an estimate (PR = 0.381; 95% CI: 0.298– 0.488). ➤ These results have implications for Zimbabwe’s development policy and suggest that girlchild marriage is a significant barrier to educational attainment.
6	M. Delprato, K. Akyeampong, R. Sabates and J. Hernandez-Fernandez (2015) On the impact of early marriage on schooling outcomes in Sub-Saharan Africa and South-west Asia	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ➤ Delaying early marriage by one year is associated with an increase of half a year of education in Sub-Saharan Africa and nearly one third of a year of education in South West Asia as well as a lower likelihood of dropping out from secondary school of 5.5% in South West Asia ➤ There are important differences on female school attainment for the two regions: years of education, literacy and enrolment at age 10 are between 83% and 74% lower in SSA and drop out twice as large if married early. ➤ In both regions, there are significant gaps in schooling outcomes also by the timing of early marriage ➤ For example, the difference on years of education for women who married before age 15 is 38–39% that of women who married at 18 or older and similarly literacy rates are 33% and 47% lower. ➤ If women married before age 18 rather than before age 14, they would have achieved 0.82–0.94 more years of education and a 10% higher literacy rate. ➤ There can be unobservables which can affect both the decision of early marriage and educational outcomes which will biased its association, with educational differences explained by pre-existing characteristics of women who marry young versus later. ➤ However, decision to marry young and also at which age this occurs have significant effects on schooling— more than previously thought without controlling for unobservables
4	D. Landis, K. Falb, I. Michelis, T. Blackomere and L. Stark (2018) Violence, well-being, and level of participation in formal education among adolescent girls in eastern Democratic Republic of the Congo: The role of child marriage	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> ➤ Child marriage was associated with lower levels of participation in formal education as well as higher rates of physical, sexual and emotional violence ➤ Taken cumulatively, overall harmful relationship between child marriage and girls’ safety, education and well-being, and that efforts to prevent its occurrence in the DRC and beyond are urgently needed. ➤ 24.9% (87/350) of girls reported being married or living with a partner as if married. ➤ Girls’ highest grade completed was lower among those who were married (3.322) as compared to those were not married (3.570), and this difference was statistically significant (p=0.017). ➤ Girls who were not married were more likely to report perfect attendance in school in the last week, with a rate of 27.4% compared to a rate of 15% among married girls (p=0.011) ➤ Marriage interferes with the potential protective role that higher levels of participation in formal education can play with regard to certain forms of violence ➤ Dynamics of being married not only interfere with girls’ access to education and expose them to a greater likelihood of experiencing violence but being married makes the potential protective role of education vis-à-vis violence less pronounced. ➤ Association between girls who were married, and lower levels of participation in formal education. ➤ For example, the proportion of marriage was nearly double among girls who never went to school (26.6%) as compared to those who were in the highest level of participation in formal education (15.3%)

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