

METHODOLOGY





5 municipalities of 5 provinces of the southern region: Azua, san juan, Elías piña, independencia and pedernales

327 participants

AZUA

2,682.5 km² 214,311 habs

SAN JUAN

3,360 km² 232,333 hebs.

ELÍAS PIÑA

1,396 km² 30,429 habs.

INDEPENDENCI*a*

2,007.4 km² 52,589 habs.

PEDERNALES

2,080.5 km² 31,587 habs.

IN-DEPHT INTERVIEWS

MARRIED GIRLS AND ADOLESCENTS

ADULT MEN MARRIED TO MINORS

RELATIVES OF MARRIED GIRLS AND ADOLESCENTS

24 EXPERTS AND LOCAL AUTHORITIES

GROUP INTERVIEWS

57 UNMARRIED GIRLS AND ADOLESCENTS

35 ADULT MEN NOT MARRIED TO MINORS

POLL

85 GIRLS AND ADOLESCENTS

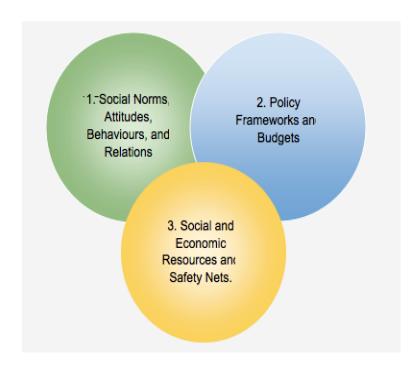
96 ADULT MEN



DIMENSIONS OF CHANGE







Dimension 1: Social Norms, Attitudes, Behaviours, and Relations

- How and why do social norms, attitudes, behaviors, and relations enable or hinder the realisation of children's right (particularly girls') to live free from CEFM/EUs? Why?
- How and why do social norms, attitudes, behaviors, and relations influence the prevalence of CEFM/EUs in communities?

Dimension 2: Policy Frameworks and Budgets

• How and why do the legal & policy frameworks, national budgets and services enable or hinder the realisation of the right to live a life free of child marriage for children, particularly girls?

Dimension 3: Social and Economic Resources and Safety Nets

■ How and why do power, interests, abilities and resources (social and economic) at the level of critical actors (e.g. parents/caretakers, religious leaders, parliamentarians, etc.) enable or hinder the realisation of the right to live a life free of CEFM/EUs for children, particularly girls?

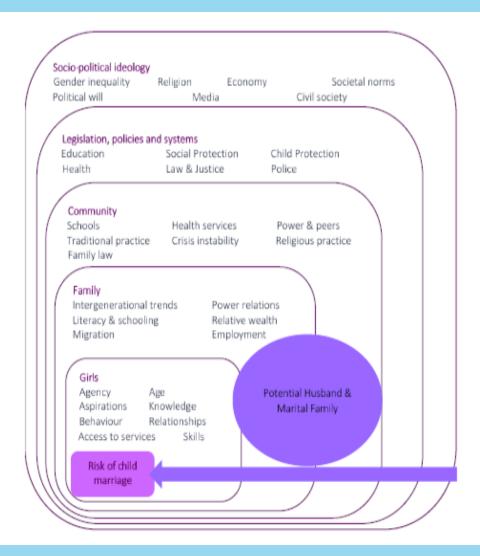
And across all three dimensions:

■ Do girls face specific obstacles or enablers pertaining to these factors in this particular dimension of change? Why?



- Puts girls and their risk of marriage and unions at the heart of the issue, in recognition of their rights as children, their agency and their potential.
- The risk of marriage is determined at a number of levels or spheres of influence.
- At each level, factors and actors operate to affect a girl's chance of marrying early





Research questions





Girls	
Characteristics of married girls & girls 'at risk' of marriage	Socio-demographic characteristics: current age, relationships in household of residence (head of household; siblings; biological/extended family; marital family) Event histories: Age at menarche; age at first marriage & experience of marital process; age at sexual debut; ever pregnant / age at first birth Time use: proportion of time spent on different activities including schooling, domestic tasks, paid work, etc. Schooling: highest grade; age, grade & reasons for drop-out; reasons for staying in school
Agency and aspirations	Agency: did married girls know their partners before marriage; who arranged the marriage; girls' role in process; other influencers; experiences of harassment or coercion in event histories; age of spouse. Aspirations for relationships, marriage, family, schooling and work Mechanisms used by girls to resist or protect themselves from early marriage
Knowledge, behaviour & skills	Knowledge & livelihood skills: STDs; HIV/AIDS; child rights; practical skills; non-cognitive skills around personal development, goal setting and assertiveness. Learned at home, school, elsewhere Attitudes of unmarried girls to girls married <18 Married girls in school: performance in class; participation in clubs/activities; attitude of teachers Married and have left school: reasons that precipitated their leaving (e.g. the uniform was inappropriate, husband/in-laws didn't approve, not deemed necessary anymore, etc.)
Relationships	Participation in peer and other networks in the community Regular activities outside the school and the home

Community	
Power & peer relations	Role of the wider community in child marriages: who, what, when
	Perceptions of relative 'supply' and 'demand' drivers
	Socio-economic characteristics of husbands of child brides
	Husband/young men's perceptions of agency & power in marital process
Traditional practices	Prevalence of other coercive gendered practices: forced marriage; FGC; other
	Community members' expressions of gender and men & women's roles and relationships
Schools	School policy on married girls & young mothers – permission to remain in school / transfer / expulsion
	Formal or informal teaching and learning on child marriage in the classroom or in clubs
	Collection and retention of information on reasons for drop out
	School strategies to bring children back to school; school strategies to prevent drop out/child marriage
	Teachers' attitudes to child marriage
	Parents' of married girls attitudes to schooling; husband families' attitudes towards married girls' schooling
Health services	Health service interventions on child marriage: what, when (prevention – response – compensation)
	Health service interventions for adolescents: what; inclusion of married adolescents; targeted programs
Crisis & instability	Effect of environmental/socio-economic/political/religious crises on the community; on child marriage
Religious practice & family law	Religious beliefs and practices explicitly associated with child marriage in the community
	Position/attitudes of local religious leaders on child marriage; role in marriage ceremonies in last 5 years
	Prevalence of customary marriages in the community; of polygamous marriage

Research questions





Family	
Power, decision- making & marital	Main decision-makers on child betrothal & marriage; role of mothers, elder women, extended family
process*	Is early marriage common within families – intergenerational and sibling trends; sons marry child brides
	What factors delay marriage; what factors drive marriage (menarche, location, livelihood, education, wealth)
	What bride price is exchanged; who leads this transaction
	Duration of marital process; accompanying rites/rituals associated

Socio-political ideology		
Gender inequality	Definition of gender or gender equality in government publications/policies Provisions for gender equality / against discrimination in government legislation or policies (e.g. domestic violence; access to education)	
Political will	Leadership: speakers against child marriage in last 5 years: Ministry; position; champion Commitment: actions taken; laws passed, backlashes experienced Responsiveness: engagement of government with civil society	
Societal norms, economy and religion	National religious leaders public stance on child marriage; influence of religious bodies at national level Integration of the issue in national debate: media, parliamentary debate, civil society action	
Civil society	Position of civil society organisations on child marriage: influence level, potentiality, gaps and challenges	

FINDINGS





GENDER-Adultism GENERATIONAL **Patriarchy ASYMMETRICS** Capitalist Obstacles to **ECONOMIC EXCLUSION** access to justice Exposure to communication **AUTHORITY** products that **FAMILIES** reinforce stereotypes **SOCIAL NORMS** Community mechanisms Love culture (romantic) apathetic to the associated with participation of control airls adolescents **EMANCIPATION ASSOCIATED** Limited access to TO friendly health **MATERNITY** Little exposure Racism services AND **MARRIAGE** transformative Heterosexism pedagogies

WHY expanding to a broader regional study?

HONDURAS, NICARGUA, EL SALVADOR, GUATEMALA, BRASIL, PERU, BOLIVIA





- has yet to be recognized as a major issue in Latin America and the Caribbean (LAC),
- the region has four countries among the most affected globally
- over the past 30 years have shown that it is the only region not to see a significant change in rates of CEFM.
- 1 Nearly 1 in 4 girls across LAC are married off before the age of 18.
- Current estimates vary widely between and within countries, among urban and rural settings, and indigenous groups.
- The highest prevalence rates can be observed in the Dominican Republic (37%), Brazil (36%), Mexico (23%) and in Central American countries, such as Nicaragua (41%), Honduras (34%) and Guatemala (30%).
- UNFPA estimated that 45.5 million girls in LAC are likely to marry between 2010 and 2030



Bringing Hearts And minds Together For children

Thank you.