The good, the bad and the unintended: Education, child marriage and early childbearing

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The good, the bad & the unintended: Education, Child Marriage & Early Childbearing

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Where are we?

- Over **250 million** children, adolescents and youth of primary and secondary school age are out of school in LMICs.

- **12 million** girls are married before the age of 18 each year and **150 million** girls likely to marry by 2030.

- **21 million** girls aged 15–19 years in LMICs become pregnant.

- **12 million** girls aged 15–19 years and at least **777,000** girls under 15 years give birth each year in LMICS.
Proportion of young women aged 20-24 who were married before age 18

This figure shows the proportion of women aged 20–24 who married before age 18 in 44 countries.

One-third of girls were married before the age of 18 in 44 countries (EGER 2021)
Proportion of young women aged 20-24 who were married before age 18, by educational level

- Close links between girls’ age at marriage and educational attainment
- Lower levels of educational attainment are associated with child marriage
- Girls who complete secondary school are less likely to marry by 18 compared to girls who complete primary or have no education

(EGER 2021)
In more than half of the countries, 20% or more had begun childbearing by age 18.

Most occur in the context of marriage.
How are child marriage, education, and early pregnancy related in Ethiopia?

- Girls, 15-19 years old
- 2016 Demographic and Health Survey

- Child marriage (currently married or living in union) and illiteracy = Not linked
- Child marriage (currently married or living in union) and early pregnancy (ever given birth) = Highly linked
- Illiteracy and early pregnancy (ever given birth) = Not linked
How are child marriage, education, and early pregnancy related in Burundi?

- Girls, 15-19 years old
- 2016 Multiple Indicator Cluster Survey

- Child marriage (currently married or living in union) and illiteracy = **Highly linked**
- Child marriage (currently married or living in union) and early pregnancy (ever given birth) = **Highly linked**
- Illiteracy and early pregnancy (ever given birth) = **Highly linked**
Framework to Guide Policies and Programs

Drivers:
- Social Norms & Attitudes
- Poverty & Economic Factors
- Pregnancy & Fear of Pregnancy
- Lack of Agency
- Lack of Opportunity

Outcomes:
- Fertility
- Sexual health
- Economic empowerment
- Violence
- Mental health
- Education

Interventions & Policies

• Empowerment is the most popular and most successful approach for reducing child marriage (and school enrollment)

• Interventions also improved schooling outcomes and lowered the risk of pregnancy/childbearing

• Very few studies reported the costs of implementing interventions
4 years after the program, there is still an increase in school enrollment, a decrease in early marriage and pregnancy.

- **Currently Enrolled in School**
  - V-Only: 7%
  - VE-VEH-VEHW: 36%

- **Ever Married**
  - V-Only: 68%
  - VE-VEH-VEHW: 48%

- **Ever Pregnant**
  - V-Only: 52%
  - VE-VEH-VEHW: 36%

*Among out of school girls at baseline*
Programs or policies that work to improve school enrollment and educational attainment for girls

- Addressing the cost of schooling (e.g., through conditional cash transfers, scholarships, provision of school materials/uniforms)
- Improving access to school (e.g., through construction, community schools, transportation, access to remote learning)
- Providing proper sanitation facilities in schools, especially sex-specific toilets
- Providing food in school or as take-home rations
Programs that work when it comes to improving learning for both boys and girls

- Improving pedagogy, for example, structured pedagogy, and competency grouping. Computer/instructional technology can be useful in aiding improved pedagogy when linked closely with the curriculum.

- Remedial education or tutoring for girls who are falling behind in school

- Ongoing teacher training or coaching

- Teacher contracts

- Improving school governance/accountability

- Merit-based scholarships

- Providing food in school or as take-home rations

(EGER 2021)
Key Points

➢ Expand opportunities for adolescent girls and young women through investment in multi-sectoral/level empowerment interventions with longer duration.

➢ Look past global and national trends and analyze data through these interlinkages to identify gaps, whether they are for geographical hotspots or for marginalized populations.

➢ Understand the drivers (e.g., norms or poverty) of events for adolescents (e.g., school dropout and child marriage) and the pathways to effect change.

➢ Consider how the climate crisis, the pandemic, and global recession exacerbate the existing barriers to education and shifts livelihoods opportunities.
Resources

2021 Report

GIRLS’ EDUCATION ROADMAP

Powering actions for adolescents with resources

The Adolescent Atlas for Action (A3) is a suite of tools that summarizes the lives and needs of adolescents around the world to promote evidence-based decision-making.

763 Datasets  6 Regions  138 Countries
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