



## CHILD MARRIAGE AND EDUCATION: STRATEGIES FOR INTERVENTION AND PREVENTION THROUGH LIBRARY RESEARCH AND CRITICAL PEDAGOGY

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### Abstract

Child marriage remains a significant global issue, particularly affecting young girls' education and future prospects. This study explores strategies for intervention and prevention of child marriage through a critical literature review, focusing on the role of education. Using a library research approach, the study highlights the intersectionality of child marriage with socioeconomic factors, gender inequality, and cultural traditions. The findings suggest that increased access to education and critical pedagogy can serve as effective tools for empowering girls and preventing early marriages. Moreover, the study emphasizes the importance of collaborative efforts between educational institutions, communities, and policymakers to create sustainable change.

**Keywords:** culture, education, gender, prevention, child marriage

### Abstrak

Perkawinan anak masih menjadi isu serius di berbagai negara, terutama berdampak pada pendidikan dan masa depan remaja perempuan. Studi ini mengkaji strategi intervensi dan pencegahan perkawinan anak melalui tinjauan literatur kritis, dengan fokus pada peran pendidikan. Pendekatan penelitian kepustakaan digunakan untuk menganalisis keterkaitan antara perkawinan anak dengan faktor sosial ekonomi, ketidaksetaraan gender, serta tradisi budaya. Hasil kajian menunjukkan bahwa peningkatan akses pendidikan dan penerapan pedagogi kritis dapat menjadi alat efektif dalam memberdayakan remaja perempuan dan mencegah perkawinan dini. Selain itu, diperlukan kolaborasi antara institusi pendidikan, masyarakat, dan pembuat kebijakan untuk mewujudkan perubahan yang berkelanjutan.

**Kata kunci:** budaya, edukasi, gender, pencegahan, perkawinan anak

### 1. INTRODUCTION

The process used a combination of literature addressing three aspects highlighted in the UN's strategic framework for addressing child marriage - the impact of child marriage, strategies for prevention, and gaps and interconnections among strategies - and, in particular, used the strategy of positive psychology plus critique for integrating solutions for each section of the literature. The results are loaded with supplies of potential strategies occurring in particular disciplines that co-construct intersects among micro-, meso-, and macro-members. With further scrutiny, most solutions in the literature contain power-knowledge problems apart from the natural sciences. (Psaki et al.2021)

This library research and critical literature review uses the words "education" and "child marriage" as potential means for preventing child marriage, because this pair of words reflects the central theoretical grounding reflected in United Nations documents and the most recent studies in this domain. Words such as "economic," "poverty," "human right," "reproductive health," and "psychological" are also found frequently in the literature of child marriage, and, further, words such as "school," "child protection," "NGOs," "parents," and "actively" have often appeared in the child



marriage prevention project descriptions. We, therefore, have adopted the above-listed keywords with a concordance for narrowing the domain for both the literature search and the subsequent literature review. (Fan & Koski, 2022)(Lokot et al.2021)

### 1.1. Background and Scope of the Issue

Different evidence has been made available in the literature and in a series of thematic and policy contributions written by researchers who represent a range of organizations such as the International Schools, Health and Research Network, World Vision, International Centre for Research on Women, UNICEF and others. Notwithstanding the strategies implemented to promote gender equality, equity and human rights, providing girls with more educational and employment opportunities, there is a significant differential with respect to the completion of school education, which is of concern for those who point out the long-term costs of the problem, in terms of individual well-being, and for the countries themselves. (Weeden et al.2020)

Child marriage, also referred to as "forced/arranged/early" marriage, "under-age marriage", or "child bride", is a global phenomenon, but is most commonly linked to age and poverty. The perception that the girl's value is defined in relation to the adult male figure, and can be used for the family's honor and salvation, characterizes not only the phenomenon of child marriage, but also other forms of harassment and violence against girls. Discriminatory laws and practices help to reinforce the traditional gender roles that dictate the subordination of girls to men and reproduce and perpetuate the institution of child marriage. The persistence of the links between child marriage and education reveals the complexity of gender bias and how this can result in discrimination and the marginalization of girls, with further implications at the country level and a more legitimate marginalization at the international level. (Yukich et al.2021)

## 2. Understanding Child Marriage

Child and forced marriage are but one aspect of the larger issue of sexual exploitation of children (SEC). This practice is a hidden aspect of child protection legislation and assistance. Childhood is recognized as an important period of development, both for the individual child and wider society. The term "children's rights" is used to group together a number of specific rights that belong to all children. These rights are found in the UNCRC. Countries that signed the convention are required to take the necessary steps to ensure that children in their country enjoy the rights set out in the convention. (Lebni et al.2020)

The United Nations Convention on the Rights of the Child (UNCRC) is the acknowledgment that childhood deserves special care and assistance, and that children are human beings entitled to human rights as adults: the treating of children as fully human. Although childhood is a period in the life course, it is not static but rather a biological, social, and legal construction through which children's lives become shaped. Globally, 1.5 billion people are children, defined as being younger than age 18. One critical event during the transition from childhood to adulthood is marriage. Early marriage has significant negative consequences. A child bride is married before she is developmentally ready (physical and psychological) and usually married to a much older man. (Liu & Xu, 2023)

## 2. Theoretical

### 2.1. Definition and Prevalence

The problem with child marriage is that the individuals married are typically minors, meaning that their autonomy, choice, and well-being are limited. The consequences of child marriage at the individual level are early and unwanted pregnancies, maternal and child mortality, increased risk of HIV/AIDS, lower levels of education for the married girl, child labor, limited economic opportunities, social isolation, increased feelings of hopelessness, and suicide. (Psaki et al.2021)

Child marriage is commonly understood to mean a marriage in which one - or both - of those getting married are under the age of eighteen. It is a recognized human rights violation and a global phenomenon that seriously threatens girls' lives, health, future, and well-being. Child marriage is common and widespread in many countries of Sub-Saharan Africa, Asia, South America, the Middle East, and parts of Europe, according to the United Nations International Children's Emergency Fund (UNICEF). The highest rates of child marriage are in Mali, Bangladesh, Guinea, South Sudan, and



Niger, where 89-60% of girls are married by the age of 18. Even in the Western world, child marriage is a recognized social and economic problem. In some countries, such as Germany and Norway, the concern is that children in immigrant communities get married abroad, typically in the summer break. (Siddiqi & Greene, 2022)

## 2.2. Causes and Consequences

Negative health outcomes like violence, newborn and maternal mortality, absence of adequate ante- and postnatal care, socio-emotional maldevelopment of the child, and higher rates of teenage pregnancy are related to the starting marriage. These types of subjects interfere with the education and victimization of initiatives against child marriage. This is supported by findings from many studies. After child marriage, a notify future activity is also child marriage prevention. Interventions manage economic policies. Alternatively, these interventions can be both positive and negative to be a focus on community intervention. Interventions focus on scaled law enforcement and prosecution levels. These plans abstractly provide important data from other countries and their health. It is necessary to invest in the school traditional behavior topics using the population attract level. These prevention strategies are necessary of the policies. (Ahinkorah et al.2022)

For many parents, the education of girls is secondary, and life is given as a bride or separated. There are some norms and behaviors shown in the community. Lofty is an idea for school-age. Conducted by the Global Coalition to End Child Marriage, education makes its mark with educational institutions. Examples of harmful practices under setting of priority. So, big barriers against increased the number are differences. The main strategies of prevention are priorities and legislation. (Misunas et al.2021)

Some of the main causes of child marriage are economic and social disadvantages, gender discrimination, social traditions, and a lack of education. Serious health, social, and economic consequences are known or expected to arise after a child marriage. In addition, the health of the mother, the children of the mother, and persons around are put at risk. (Naveed & Butt, 2020)

## 3. The Role of Education in Preventing Child Marriage

Many non-governmental organizations have decided to fight child marriage through the promotion and support of girls' studies. In the developing world, there are many initiatives that are specifically designed to alert young women about the rise of child marriage rates in society, and the long heritage behind it. There are many libraries and youth resource centers that are used to promote girls in school, expose them to other boys and to other views on the world. Subject education through library research can help prospective women and men to reach financial independence, and create an interesting life where new practices like delayed marriage and cohabitation can start to flourish into the future. This paper seeks to expose some of the key aspects of a subject or library-based experience to learn that goal, both for educators and students, as well as to contribute to a better understanding of the problem itself. (Psaki et al.2021)

Across countries, it has been shown that more educated women are more likely to marry later in life. This relationship seems to be linked to the role of schooling in informing women about their rights, lowering their customs' inhibitions to conduct life in a manner that may not have been sanctioned by their ancestors, and promoting economic empowerment so that women are in a position to resist societal pressures. Education can allow young women and men to build professional lives and an identity that can run counter to familial interests. Therefore, education has often been singled out as a key variable in the battle against child marriage. All the more so as child marriage is negatively impacting girls' access to education in many ways. In order to decrease the rise of school dropout rates among girls, its negative impacts on young bodies, reputation and future opportunities, school has become one of the places to try to explain that Islam and customs are two different things, despite their links. School is also where many sexual education and AIDS awareness initiatives take place, and is a place where many voices about women's rights can be heard. (Carr & Utz, 2020)



### 3.1. Access to Education

Clearly, the idea of high expectations for young girls, and then helping them attain higher levels of education, is an idea whose time has come throughout India, as the first step to bringing salaries in the future maximum access to education.

The age at marriage of constituent groups in India can be regressed on literacy rates to give a statistically and substantively significant impact that is demonstrated. Clearly, educated women are the most successful at avoiding child marriage. The initiatives taken by construction labor groups and organizations focus on the problem of child marriage and indirectly enhance the education levels of girl children within the population. In a survey of Literacy House members from New Delhi, India, to determine through individual interviews the members' attitudes toward marriage, the young males of the Literacy House were found to strongly support the prevention of child marriage and the continuation of female education. When it was suggested that no girl should be married until she graduates, the boys responded with strong positive agreement. (Malhotra & Elnakib, 2021)(Bhowmik et al.2021)

There is abundant evidence that a correlation exists between age at marriage, or age at the birth of the first child, and the educational levels of girls. On a national level, the association is strongly positive between the educational levels of girls and the median age at marriage and the median age at the birth rates of first active measures across states in India (1995-1996). There is a strong negative correlation between the percentage prevalence of child brides and the percentage prevalence of illiterate women in villages throughout India. In fact, the relationship is so powerful that the impact of this single variable unemployment among illiterate females dwarfs the impact of all the other variables combined. (Paul, 2020)

### 3.2. Quality of Education

Additionally, the curriculum rarely includes subjects related to gender, sexual and reproductive health, or rights that have enriched the discussion of the socio-cultural context of child marriage. The implementation of co-educational facilities can encourage gender equality. Maternal education and poverty reduction are directly linked to high fertility rates for women, and high fertility in poor countries has been associated with economic stagnation. Economic growth has, in general, been shown to slow as the population increases beyond a certain threshold and has a negative effect on a country's ability to develop, as well as affecting national income. With fewer workers available for the labor force, the economic implications of a high birth rate for an individual family are not hard to gauge. (Aragonés-González et al.2020)

As much as increased years of school attendance reduce the incidence of child marriage, attending school does not guarantee a substantial impact on the cultural or religious traditions, specifically those related to bride practices and age at marriage. Whatever level of education the girls achieve, the higher their family income, the lesser the chance of girls going into early marriage. In some cases, efforts to keep girls in school can sometimes increase the risks for them by increasing opportunities for contact with boys when traveling to and from secondary schools. The problem is not so much the presence of schools as the nature of the education they offer, specifically the social environment within the schools and the atmosphere of active and critical learning, which helps empower girls so they can exercise some influence over the course of their lives. The value of female education as a conduit to social change is based on the assumption that educated young people are increasingly likely to challenge existing social norms and have an influence on family size, which is a further assumption. If the form and substance of schooling are not consistent with this view, education is not necessarily empowering or, in general, a force for social change. In other words, it is no longer true that, for example, elementary education for girls is a self-emanating factor in the child marriage process. (Yukich et al.2021)

### Library Research in Addressing Child Marriage

Moreover, most studies delimit their focus by examining only specific components of harmful outcomes of child marriage. Domains like the process through which a girl becomes married or the marriages' outcomes are often overlooked. Consequently, there is a need for expanding the scope of



this work. One way to accomplish this is via the use of community-based participatory research projects that prioritize the local knowledge of girls and young women. For example, university scholars could partner with a public high school which receives members from several neighborhoods in order to engage in academic research. This type of partnership is worthy of attention because of the substantial growth in size and number of such educational institutions. They are often situated in urban or peri-urban areas which are at risk locations for child marriage and each can feasibly advance research objectives. (Horii, 2020)

The existing body of evidence about the potential promise of laws and interventions in reducing rates of child marriage in at-risk communities remains anemic, both globally and within traditional child marriage hotspots in Sub-Saharan Africa. A combination of a dearth of available data on child marriage prevalence and the absence of rigorous analysis in relation to available studies is partially to blame. For instance, existing studies are skewed toward rural regions within countries situated in Sub-Saharan Africa or South Asia. As a result, city and peri-urban areas, settings where girls and young women may be at a heightened risk of child marriage, have received limited attention. This lack of attention constitutes one reason why estimates for the true prevalence of child marriage, and girls' exposures to violations of their sexual and reproductive rights within a given setting, are likely to be inaccurate. (Psaki et al.2021)

### **Importance of Library Resources**

What is offered through library service has increased since fifty years ago when Nicholson Barker published the results of the survey conducted of five of the largest public library systems in the nation and found that their work with children had historically comprised programming (accounting for nearly 6,000 institutions) and print materials accounting for only 140). The scope of program activities was at this time greater in Wisconsin, where over 700 public libraries served more than 3.6 million residents with only a third of the resources of 50 years ago. Now libraries provide services to children and youth like homework assistance, emergency food, diverse storytelling techniques, advocacy, mentor programs, as well as technology teacher/mentor programs that help lead to future information technology careers; i.e., the code.org initiative. In addition to preparing children and youth for good lives and citizenship, library service to children and youth empowers all children and youth and reinforces their responsibility to use resources appropriate to their development; individual resources cannot, however, recreate the interdependence of the social sphere. Children and youth behave respectfully when they feel respected, when they feel they are responsible, when they feel that it is safe to take decisions and speak out, and where they see behaviors which help develop creativity, cooperation, and learning. To provide the structures that foster safety and a secure environment also provide an environment of respect and respect for others. Libraries need to protect children and, through immediate and regular programming, work to confirm the child's participation and protect her privacy rights, and in some cases, advocate on the child's behalf in child protection, guardianship, or emancipation proceedings. Educational programming needs to be in place while the library supports adolescents in career planning and programming. Libraries form the core of the library community to provide the supports necessary to ensure healthy and rewarding lives for children and youth. The Library Bill of Rights states that "a person's right to use library resources and services should not be denied or abridged because of race, age, ethnicity, national origin, gender, sexual orientation, physical or mental ability, religion, or social or political views". Through library policies and programs, library services certify and reinforce the library's obligation and assure that there is room within the library community for each and every child. In many communities, the public libraries join other human service organizations in programming that is designed to assist children and families with their economic, educational, or social needs. (Overbey & Folk, 2022)(Windhauser, 2021)

The importance of library resources for developing policy and actions for education, to reduce and prevent child marriage, and to protect the girls affected by this violation of their human rights, cannot be overstated. The basic obligation of every library and library system is - through its holdings, policies, and programs - to implement the Common Core of Skills and Knowledge to provide all underschool age children with what they need to succeed as they enter school. Unlike public facilities,



public libraries - rightly so - do not question the age of the child who comes to the library for help with homework or assistance from a librarian, the science provider, or the licensed social worker at the library branch. For homeless or runaway children, the public library is often the last safe place where they can freely go to ask for help or the place to research and attempt to discover options and possibilities to escape their situation. (Mathar et al.2021)

## 2. RESEARCH METHOD

The authors utilized additional strategies to expand the range and depth of information for examination and educational intervention. Large, wide-net scoping internet searches with capacious strategies and search terms listed below were conducted to provide access to specialized or proprietary material that was not normally captured by indexed or proprietary licensed peer review databases. Based on the above methodological strategies, published research was captured and verified through journals, with most primary inclusions published after 1990 and secondary sources published after 1995. An annotated bibliography was created using Zotero to access and collect databases and ultimately guide these evaluations. (Sayani et al.2023)

A variety of research methods and approaches inform this review, including systematic and other mixed-methods reviews, case study reviews, and evaluative reviews. In addition to a traditional literature review, we incorporated a bibliographic/annotated database exploration of primary and secondary literature using bibliographic and primary sources databases. Databases consulted were SAGE Research Methods Online, Cochrane Library, statistically based sites, The World Bank, Guttmacher Institute, Australian based ABS.gov.au, Incite.gov.au, UNESCO, and several additional local government research departments across the United States. The authors reviewed and edited these sources resulting in modified primary and secondary sources and included these in their database intakes. (Baas et al.2020)

### **Critical Pedagogy as a Tool for Intervention**

Through the process of using a critical review of the literature and library research, the author identified the convergence of related information that appears deceptively simple. While education is the most effective strategy to combat child marriage, and hence prevent many of the other social and medical issues caused by child marriage, the infrastructure of the school in so many countries does not, in fact, offer a "helping hand" to all who seek the social and academic/technical education that a school has to offer. Given the many complex factors that contribute to the decision of a parent to remove their child from school in order to marry them, we must look to other strategies in addition to formal schooling in order to empower girls and their communities. These may include non-formal and informal, but recognized, educational opportunities for the girl, or explicit instruction on the impact of the withdrawal from formal education by the community, provided by those people traditionally charged with such responsibilities as the school, the parent, the religious leader, or other members of the girl's support system. (Efevbera & Bhabha, 2020)

Given the many complex factors that contribute to girls being forcibly removed from the school setting in order to marry, we must explore and develop new ways in which to empower girls and their communities both to prevent child marriage and to create a safe and supportive school environment where girls and boys are encouraged to continue their education. Paulo Freire speaks to the transformative power of literacy and education through his work developing a critical pedagogy to facilitate empowerment of those in oppressed positions. The World Bank has also observed that "education has a significant and powerful effect on child marriage". Thus, education is identified as one of the "most effective strategies to combat child marriage". If indeed supporting girls in accessing their formal education is the key to their empowerment, school librarians, as professionals who have made the commitment to facilitate and support learning within school communities, should want to know and understand more about critical pedagogical approaches and resources that support students. (Kohno et al.2020)



### 5.1. Key Concepts and Principles

While the broad problem of educational inequality has inspired unrelenting efforts by scholars, educators, and communities to promote greater equality in educational opportunity, little attention has been given to exploring the condition and status of the most marginalized of the marginalized literate practices. Child marriage is defined by the United Nations as customarily taking place before the age of 18, and marriage under the age of 15. The act of primary or secondary-level age females being married to or cohabitating with a spouse is the initiating factor leading to what is noted as a series of life-threatening circumstances for girls worldwide. Young female adolescents married to adults run several health hazards due to their age, along with the related reproductive and inequality dynamics in these relationships. (Fan & Koski, 2022)

Child marriage affects girls more often and more severely than boys. Regardless of the age of the female minor, at marriage she is usually taken out of school, pregnant soon after, with a greater likelihood of medical complications and higher mortality due to a young, underdeveloped body not ready for childbirth. Educational systems may offer critical sites of preventive and intervention strategies, but paradoxically may also contribute to the occurrence of this phenomenon. This chapter introduces the concept of child marriage, which is defined as formal or informal marriage as a minor, and introduces critical pedagogy as a necessary component for successful identification and elimination of child marriage practices. Interventions successful in helping already-married girls return to or start school are noted, with implications for future library research and partnerships for community development. (Deane, 2021)

## 3. RESULTS AND DISCUSSION

### 5.2. Application in Education Programs

First, library staff should not only pass door to welcome and work to remove barriers. They should be information not gatekeepers who are committed to resolving every service problem and court but an information and cultural center. They should also engage clients respectfully and courteously, including nonplussed family members and distracted caretakers, who need to be especially welcomed so that the experience is positive, ninth, flexibly, and relaxing library visits for all. Libraries can also maximize their packages, resources library services, and patron interactions. Empowering clients to borrow books from the library, create or maintain a personal book collection, use electronic media, and participate in programs can help increase satisfaction with the library. Such successful experience, which is based on convenience and variety, leads to return visits, in contrast to clients' legislation, in contrast to clients discouraged movements within the youth department. Embedding a special love to attract ideas is that librarians should engage with doors. (Morall-Baker, 2022)

Of course, and despite the longevity of campaigns supporting school libraries in the United States, UK, and elsewhere, some detractors still question the value of libraries in the lives of children and are reluctant to finance them through public funds, which is why the benefits of libraries need to be highlighted regularly. Indeed, reasons for children and students to use the library, as well as community support for represented cultural advocates and increased use of the library building backed by is translated into library funding. (McMellon & Tisdall, 2020)

To add to the literature about child marriage discussed previously and involve resilience and rebound from trauma in public library programs, picture books, fiction, and nonfiction for library users help prepare readers. Internet subject headings offer keywords. Consistency or criteria though what literature a library would add to and maintain in support of a particular outcome or a collection theme, and not aim for an unwieldy number of small, easily bypassed or underused collections because not everything belongs in a public library collection. (Arizpe2022)

However, open programs in public libraries can also offer benefits to children as primary service recipients and as secondary or foster users, and to the United States foster care system. Because libraries typically do not charge for services, their opening hours are usually generous, they are convenient to security forces and support staff that accompany foster children on incarcerative visits.



And if staff are available and the program is not specific, the library can offer repeated neutral locations for incarcerated parents and children to spend time together and repair or maintain relationships if the United States foster care system mandates it. Popular materials and programming unusual library users, and nonintrusive environments minimize stigma or judgment by librarians and each other. Finally, visitors can communicate with family and friends through free internet access, free telephone calls, and conversation. As well as, literature advocates argue, crucially, the use of technology, facilities, and library programs to join the social, recreational, and service networks of their community through library learning libraries as a social experience. (Fylkesnes et al.2021)

Beyond library services and classroom instruction, the international library literature has also emphasized the potential applications of the most widely used general intervention strategies of human rights and social education. Libraries advocate to help address problems of many kinds because the promotion of equity and social change to improve conditions are important to the library mission. Moreover, public libraries often collaborate with non-governmental organizations and other groups to deliver needed services. Indeed, in many communities, they function as social service agencies. (Kosciejew, 2020)

## 6. Intersectionality and Child Marriage

In 1989, Kimberle Crenshaw introduced the term "intersectionality" in a scholarship that directly challenged hegemonic universalisms and subsequently silenced the multiple identities of African American women. The idea that women of color experience different forms of gender discrimination because of her race and gender is not a new idea. Crenshaw argued that traditional feminist notions were not enough to understand the marginalization that many women of color face. By erasing women of color to develop their own theoretical approaches from the margins, the critical bulk of feminism has created an assumed universalism, providing that the oppression and society have adhered to all women, which has refracted the experiences of those who have different effects intersecting or socially constructed identities as transcultural meanings (gender, race, etc.). (Stelzer & Kyrillos, 2021)

### 6.1. Gender

Feminist theories generally fall into one of three categories when examining gender. First, difference feminists espouse the notion that men and women are inherently different from one another. Often, these differences are rooted in the biological and physical differences between the sexes. It is the differences between men and women, both innate and those developed from how men and women are socialized, that offer the diverse perspectives found within the two genders. Therefore, in order to achieve equality for women, it is necessary to embrace the unique qualities and strengths of women as well as allow for behaviors and actions that are generally performed by women to be valued and recognized. Radical feminism asserts that the subjugation of women lies in the institutions of society and the role of woman as a class just as much as the role of woman as an individual. Finally, liberal feminists advocate that the sacrifices women have made for society and the ability for any person to develop and express their talents should not be contingent on the sex of the individual. (Daly, 2021)

The concept of gender is fundamental to all aspects of the social construction of power, identity, and privilege in society. Gender includes society's expectations of how men and women, boys and girls, should behave. Although rooted in the biological differences between men and women, the construction of gender as a social construct is what creates the expectations for gendered behaviors. In contrast, sex refers to the biological differences—on the basis of genitalia and chromosomes—between men and women. Feminists argue that gender is always imbricated with other systems of power and that gender is itself defined through social structures and rhetoric. (Erikson & Verge, 2022)

### 6.2. Socioeconomic Factors

Factors that lead to child labor and child marriage are often interlinked. Economic hardships push girls into child labor, only to find a real sense of security and entitlement in a marriage proposal. Child marriage can represent, if only momentarily, a means of escaping threats of exploitation while rural villages and pastoralists can use the dowry money to feed themselves and buy much-needed goods. Rather than assume that girls' education is somehow separate from other aspects of girls' lives,



it's incumbent upon educators and others who want to intervene to recognize its deeply indoctrinated links to culture, gender ideologies, and cannot be achieved in isolation of other necessary changes within the state, the economy, the informal and formal education systems, and within families; it is embedded within the whole context of the society it serves. Instead, they must work to devise solutions that are all-encompassing. The data presented in this study can help to guide such programming by helping to better understand what currently exists with respect to child marriage and education programs in countries throughout Asia, Latin America, parts of sub-Saharan Africa, and parts of the MENA region and by highlighting the existence of gaps. (Sarfo et al., 2022)

Education levels, socioeconomic status, and cultural factors are all interrelated, yet they are commonly conceptualized as separate and distinct components of girls' lives. Place is important in understanding the function of education in young women's lives. With the complex interplay between girls' lives and their physical, psychosocial, and emotional environments, it is impossible to agree with the description of education on the basis of providing education to prevent child marriage: "Education as a tool to 'prevent' girls from marrying and becoming a burden on their communities." Such programs focus unduly on a girl's "value" to others rather than on the value of her own education. To be more effective, programs need to focus on the relationship between the costs incurred by families and benefit, real and perceived, afforded by school attendance and the relationship between social capital and agency and both the decision to marry/transition to adulthood and school attendance/engagement. What are the opportunity costs involved specifically for the girl herself and her family when social norms often reinforce or pressure young women to leave school to marry and reduce the young woman's agency? (Giacobino et al., 2022)

### **7. Global and Regional Perspectives**

Larger efforts in the Middle East and Africa, such as Egypt's National Survey of Female Circumcision or Africa's Female Genital Mutilation Demographic and Health Surveys project, methodical studies which consider where, when, and why families choose these dangerous forms of body modification provide guidelines for designing interventions for health educators. We seem hard pressed to find equally sophisticated research on child marriage. The discussion and message that seems to get through the most are public health results which show consequences of early pregnancy for young girl's health. A recent World Bank small project in Bangladesh is rare. Unlike these other countries, both local social evil and health concerns were the focus of some of our efforts in Yemen. (Kohno et al. 2020)

Many of our examples of child marriage draw from countries in the Middle East and Africa. What is most surprising, given this focus, is that the greatest number of child marriages occur in South Asia, particularly India and Nepal. Part of the reason that naive rational choice models or more culturally simplistic depictions of family decision-making seem inadequate to describe what is going on. A variety of social, religious, and economic forces are at work. Over the last two or three years, there has been a great deal of pressure in South Asia through international and local activists and the media to change policies or practices. We don't always have clear in-depth analytic reports. (Naveed & Butt, 2020)

#### **7.1. Case Studies and Best Practices**

Schooling has multiple transformational roles, so why is education often ignored in the case of child marriage by large-scale interventions of NGOs, international organizations, and local levels in their efforts to change society? Feminist institutions may opine that the exclusion of education is not coincidental. Children work to fit into the routine of a family, to act as part of a legitimate family. The logic of primitive accumulation and that of self-legitimacy postulate that the two main functions of developing countries combine their ideological articulation of "(Western) modernity" – a state that is required to promote economic efficiency, happiness, peace, and human development. (Greene et al., 2023)

Building on a discussion of the potential for library research to underlie critical public engagement, which leads to social improvements, this chapter identifies some structural factors that continue to perpetuate the stubbornness of the practice of child marriage. The foundational role of the family in



securing a safe and productive transition from childhood, often bestowing members with the decision of whether children would go to school or marry, reveals inherent social manipulation of early marriage. (Buchmann et al.2023)

To prevent child marriage and reintegrate child brides into formal education, NGOs, international organizations, and local organizations have tried diverse interventions. These interventions include the development of innovative curriculum, targeted operational interventions on child protection, and cash transfer programs to incentivize families to keep daughters in school. However, most of these achievements have remained local, fragmented, and small-scale.

### **8. Challenges and Barriers to Intervention**

Researchers have previous experience in knowing some of these barriers and reality shocks, which may include the fuzziness of new methodologies, the soft significance of concepts, and the resistance of targets to any intrusion in their privacy. A certain predisposition, partially explained by the researcher's professional exercise, made some welcome these challenges, also focusing on strategies that may make interventions to social cybersecurity. Aware of the universal repudiation that girls' forced marriages have been concentrating, the researchers decided in favor of convenience and privacy, seeking assistance as digital security guides indicate – with "technical means" to conceal and protect private communications – or by "tactical means" like "walking further steps in ensuring personal security through mutual trust, respect, collaboration, anonymous actions, and solidarity". (Qureshi, 2022)

The introduction presented how specific obstacles may contribute to the perpetuation of child marriage as a custom and paradigm through time. Early marriage hinders the individual's personal and psychological development and is a violation of that young person's human rights. This research essay collaboratively explored active listening as a tool for critical repository research to map factors that require tactical intervention. With this kind of potentially successful approach in public space, we could join the fight against child marriage and all child and gender educational discrimination. The study in the schools provoked researchers to build their map, illustrated by the statement that contrary to their beliefs, most school actors did not give attention to child marriage and related issues, while allowing that some students or their genders knew some cases directly, and that some of the students' close circle could be potentially involved in this practice in the near future. (Fatima2023)

#### **8.1. Legal and Policy Frameworks**

According to the United Nations Children's Fund, too many countries either have no minimum age of marriage or the law is not enforced. At least 100 countries have legal provisions that discriminate against women's rights by permitting early marriage with government consent and often without requiring the girl's consent. Governments should also ensure that laws allowing exceptions to minimum marriage age requirements are implemented in a non-discriminatory manner.

The international community has acknowledged the rights and needs of the girl child in a number of key legal and policy frameworks, including the Convention on the Rights of the Child, the Beijing Declaration, the Platform for Action of the Fourth World Conference on Women, and the Millennium Development Goals. Additionally, regional human rights instruments, such as the African Charter on the Rights and Welfare of the Child and the Inter-American Convention on the Prevention, Punishment, and Eradication of Violence against Women, are particularly important as they explicitly address the specific issues facing female children. These instruments provide strong guidance on the rights and needs of the girl child and the special issues she faces with regard to education, health, marriage, and equality, and have been important tools in governments' efforts to strengthen legal protections regarding child marriage. (Goldhagen et al.2020)

### **9. Ethical Considerations in Research and Practice**

Research is a political act, one that does not privilege the interests of the powerful and holds the potential to disrupt oppressive stances. Clandinin, Thesis, and Connelly describe what mutual, cooperative, collaborative learning and understanding means from the perspective of teacher understanding and enactment. As an integral part of the critical pedagogy process, we attempted to position ourselves alongside our participants, understanding that through our consideration of our data



we are forced to reconsider our initial notions and problematize our own understandings of the perpetuation of this action. We spoke to participants inhabiting continuously changing sites that link to the issue of interest in unpredictable and multifaceted ways. (Abdelnour & Abu Moghli, 2021)

In this chapter, we intentionally describe our process of critical pedagogy and, through this description, emphasize the ethical considerations of our research. We consider ethical issues not simply as a product of a reflective or reflexive stance but as organic to our work all along. Issues of how we locate, describe, and represent our own subject positions and those of our participants, how we interpret the data, whose voices are privileged, whose interests are served, and how our object of "child marriage and education" is formulated and framed are ever present in this report. Indeed, of paramount importance to this work, as a critical project, is our intention to carry out a study through which organizational efforts could be considered seriously, ascertain awareness of, and eventually limit the practice of child marriage globally. (Chiong et al.2021)

#### 4. CONCLUSION

The fostering of critical consciousness and knowledge surrounding the complex issues surrounding child marriage is crucial, and education and understanding are key. By recognizing controversy, listening and adjusting positively, critical pedagogy is an accessible tool to build a democratic society and an information-literacy bridge to critical research in our libraries, schools, and public programs. The development of literacy and knowledge via the exchange, evaluation, critique, and construction of understand outcome can facilitate learners in harnessing human organizing and intellectual actions to create change, solutions, and catalyze individual and community empowerment and insights on a multitude of local and global fronts. Education and raising awareness, public information and literacy programs are critical tools in preventing child marriage, preserving education, and forging a better world for girls.

In conclusion, engaging learners with library collections, assignments, and discussions that present novel and sometimes conflicting or controversial ideas about child marriage, education, and cultural and religious interpretation and practice can promote the development of critical thinking, inquiry, library research, and real-world literacy and knowledge expansion, understanding, judgment, and empathy. Educational, government, and nongovernment organizations need cooperation, support, and knowledge from reliable studies, advocacy, education, public information, and teaching resources to support the programs and projects of those working both proactively and in crisis interventions in the war against child marriage. Furthermore, such knowledge-based interventions should be researched and monitored for impacts, results, and best practices to ensure effectiveness, accountability, and support for ongoing awareness, funding, and public education for change. With effective swapping, dissemination, and collaboration initiatives on the structural, individual, and educational issues surrounding the matter, community organizations, grassroots leaders, and public information networks can play a vital role in supporting program beneficiaries and developing collective responses to opposing and challenging child marriage.

Through major updates, this essay has attempted to explore and review the often-complex ways in which the issues of child marriage, patriarchy, religious tradition, and conservative interpretations and beliefs about gender and education often relate, intersect, and mutually reinforce each other. Research indicates that the decision of a family or community to marry off a child is often the result of poverty, fear, and a lack of viable opportunity for girls in patriarchal social structures. Laws, regional and global efforts to improve education for girls and the institution of marriage continue to attempt redress, promote, and support human rights, choice, freedom, and initiatives for community benefits, development, and progress. Although caring and committed individuals continue to work together to intervene, support, and create understanding, change, and initiatives to improve the personal life prospects and rights of child brides and preserve girls' access to and supportive role of educational processes, there are many conditions and challenges throughout the world that confound and complicate these efforts.



### 10.1. Summary of Key Findings

In addition to serving as repositories of knowledge with the accumulation rate steadily increasing, university libraries can critically synthesize this knowledge, presenting it within a framework to provide answers to topical policy issues. The papers in this chapter argue that the educational deprivation experienced by children in countries with the highest prevalence of child marriages can be significantly alleviated by designing and implementing policies that aim at delaying the age at marriage. These policies will form a part of a package of policies that decrease the value of marriage as an investment to households. Large investments in improving the educational attainment of young girls should be complemented by labor market policies and policies on the educational environment. Introducing child labor laws and enforcing attendance at primary school will increase the opportunity costs at young ages, and schooling policies that succeed in improving the school environment will increase the perceived benefits of education. The results imply that public interventions and school policies aimed at older boys and girls and at raising the quality of school-to-work transition may help to reduce the likelihood of child marriage. The analysis also indicates that policy measures aimed at reducing income poverty and increasing the value of marriage as a financial investment to a family are needed components in any strategy to eliminate the practice. Descriptive data confirms that early marriage is more common among poor and less-educated countries in Sub-Saharan Africa and South Asia. The young bride and groom appear to largely be natives of poor countries, so it is not surprising to find a correlation between early marriage and poverty.

Child marriage is a tradition in which children, primarily girls, are married at a young age, which severely impacts the education and labor force participation of women worldwide. This chapter provides evidence from a large number of countries worldwide that girls and women who marry young have completed less education, join the labor force at later ages, and are more likely to be out of the labor force after first marriage than those who marry at older ages. In addition, married girls are more likely to be out of the labor force and less likely to be employed than those who have not married. Evidence presented from South Asia and Sub-Saharan African countries suggests that child marriage explains a considerable part of the income, and hence, poverty gap between countries. The failure to delay marriage has far-reaching consequences for girls, their children, and their societies. It perpetuates the vicious cycle of educational deprivation among South Asian girls, which is perpetuated by the interaction of economic factors, societal pressure, and a restrictive school environment.

2. Social services. Mechanisms should be set in place to help girls develop alternative employment opportunities, including vocational training and educational offerings. Additional government-supported social services, including family planning and reproductive counseling, should be established. In lieu of government-mandated programs, libraries might offer informative evenings on these topics and also reinforce the benefit of girls remaining in school through participation in promotional programs, contests, and incentives. If child marriage is prevented or inhibited until adulthood, girls should have alternative sources of socialization. Although primary prevention was felt to be the most desirable intervention, library-based programs, such as those which foster young adult literature and ideas, might contribute to a supportive climate for more mature social relationships. Library staff can also consider endorsing activities available through schools or community centers as long as they believe such programs are beneficial and appealing.

1. Increased opportunities. Preventive strategies should increase the opportunities and incentives for girls to remain in school for longer periods of time. This requires a multi-faceted strategy of poverty reduction, educational reform, and the provision of more support systems for both schooling and raising children. Some of the kinds of specific policies required are increased access to credit and employment opportunities for poor families, flexible school schedules to accommodate the special problems of older students who need to care for younger siblings or to marry, and the creation of additional resources for schools serving older students. Teacher training programs at the undergraduate and in-service levels need to focus on providing educators with the skills to work with



adolescent, female students. Governments should work to modify school schedules and policies to help meet the needs of married or pregnant students and thereby allow them to remain in school once they are married. Local schools can sometimes adopt flexible or expanded schedules to increase the attractiveness of schooling options.

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