

ANNEX A: DATA COLLECTION TOOLS AND ETHICAL PROTOCOL

QUANTITATIVE DATA COLLECTION TOOL (SURVEY)

To be complete by respondents over the age of 12 years

GENERAL INFORMATION	
Date of assessment: _____/_____/_____ (dd/mm/yy)	
Name(s) of enumerator(s): _____	
Location of survey: PSU 1/ PSU 2 / (in Pakistan only) PSU 3	
INFORMED CONSENT/ CHECK LIST	
Our names are _____ and we are working with Plan International. We are conducting some research about marriage practices and attitudes in this community. We would like to ask you some questions. It will take about 30 minutes. Before you decide to take part, it is important for you to understand why the research is being done and what it will involve. I will read you information about this study (<i>see information sheet – sections 1 and 2</i>). Please ask me if there is anything that is not clear or if you would like more information. The information you give us will be kept strictly anonymous. You do not have to speak to us if you don't want to, and you can choose not to answer any or all of the questions. Would you like to speak with us? YES / NO	<input type="checkbox"/> <input type="checkbox"/>
The findings will be used to help Plan improve its understanding of how it can help communities to support children and young people. We will ask you a series of questions about your experiences. You don't have to answer any of the questions if you don't want to. You can also stop at any time if you don't want to continue.	<input type="checkbox"/>
We will not write down your name on the survey or in any reports and we will keep all information safely stored in a computer or cupboard.	<input type="checkbox"/>
Do you have any further questions?	YES/NO
Are you willing to participate in the survey?	YES/NO
I have communicated the above information to the participant and she/he has agreed to participate.	
Signature of researcher: _____	Date: _____

PART 1: Demographic information

1.1 **Gender of respondent:** Male/ Female

1.2 **Age of respondent:**

1.3 **Ethnicity:**

1.4 **Religion:**

1.5 **Do you have a national ID card or birth registration card?** Yes/ no/ I don't know

1.6 **Total size of household:** *(this should be the total number of people who eat together/ live together as a family unit)*

PART 2: Education, employment and work

2.1 **Have you received any type of education?** *(circle all that apply)* No education/ Madrassa (Koranic school)/ Basic literacy and numeracy/ vocational skills education/ Mainstream education (e.g. government, state, public school etc.)/ elite (private) school

2.2 *(Only for participants who have had a formal education)* **How many years of school have you completed?** *(number of years starting from primary school. Do not count repeated years.)*

2.3 Have your parents received any type of education?	Mother	Father
	No education/ Madrassa (Koranic school)/ Basic literacy and numeracy/ vocational skills education/ Mainstream education (e.g. government, state, public school etc.)/ elite (private) school	No education/ Madrassa (Koranic school)/ Basic literacy and numeracy/ vocational skills education/ Mainstream education (e.g. government, state, public school etc.)/ elite (private) school

2.4 <i>(Only for participants who have had a formal education)</i> How many years of education have your parents completed? <i>(number of years starting from primary school. Do not count repeated years.)</i>	Mother	Father

2.5 **Employment status:** *(circle all that apply)* in education/ unemployed/ unpaid work (e.g. homemaker/housewife)/ subsistence farming/ informal trading/ casual, daily labourer/ contract work/ self-employed/ part-time permanent salaried employment/ full-time permanent salaried employment

2.6 **(If employed): what type of work do you do?** *(circle all that apply)* agriculturalist/ pastoralist/ petty trading/small business owner/ household help/ casual labour/ construction/ factory work/garment worker/wholesale and retail/ hotels and restaurants/ transport/ real estate activities and rental/ remittances (from abroad)/ government employee/ NGO/ Other *(specify):* _____

2.7 **What are your household's primary sources of income?** *(circle all that apply)* agriculturalist/ pastoralist/ petty trading/small business owner/ household help/ casual labour/ construction/ factory work/garment worker/wholesale and retail/ hotels and restaurants/ transport/ real estate activities and rental/ remittances (from abroad)/ government employee/ NGO/ Other *(specify):* _____

2.8 How much money (income) comes into your household each month (on average)?
2.9 How much money do you spend in your household each month (on average)?
2.10 What is the value of your household's current savings?
2.11 Who is the primary income-earner in your household?
2.12 How many hours of income-earning activity do you personally do per day on average?
2.13 Who does most of the cooking, cleaning and childcare in your household?
2.14 How many hours of cooking, cleaning and childcare do you personally do per day on average?
2.15 Who makes the decisions about spending money in your household? <i>(ONLY IF the respondent provides multiple answers please ask them to rank individuals in order of importance: main decision maker, second decision maker, third decision maker and so on.)</i>
2.16 In an average week, which sources of media do you use? <i>(circle all that apply)</i> television / internet / radio / newspaper / magazine
PART 3: Marriage Practices
3.1 What is your marital status? Single (unmarried) / Cohabiting/ Monogamous Married/ Polygamous Married/ Divorced/ Widowed/ Separated <i>If single skip to section 3.2</i>
Section 3.1: ONLY FOR MARRIED/DIVORCED/ WIDOWED/ SEPARATED RESPONDENTS
3.1.1 At what age did you (first) get married?
3.1.1 What age was your partner at that time?
3.1.2 Looking back do you feel that this was the right time for you to have been married? Yes/ No/ Not sure
3.1.3 Was it your choice to get married at this time? Yes/ No/ Not sure
3.1.4 Did you feel pressured into marriage by any person or your family? Yes/ No/ Not sure
3.1.5 Did you feel any social pressure/ pressure from society to get married? Yes/ No/ Not sure

3.1.6 **Does/ did your partner ever physically hurt or hit you?** All the time/ frequently/ sometimes/ rarely/ never/ I don't wish to share this.

3.1.7 **How often do you experience sexual harassment/ 'eve teasing'?** Every day / once or twice a week / once or twice a month / less than once a month / never/ I don't wish to share this.

3.1.8 **Was your (first) marriage registered?** (*circle all that apply*) No registration/ religious registration or rituals/ government (legal) registration

3.1.9 (*If marriage registered*) **Do you have a copy of your marriage certificate now?** Yes/ No/ Not sure

3.1.10 **Of all marriages in your community, what is the proportion/ percentage of marriages where one person is under 18 years?**
all/ most/ about half/ a few / none/ not sure

3.1.11 **Of all marriages in your community what is the proportion/ percentage that happens without the willingness of....**

....**The bride?** all / most / about half / a few / none/ not sure

....**The Groom?** all / most / about half / a few / none/ not sure

3.1.12 **Of all marriages in your community what is the proportion/ percentage that involves an agreement concerning the exchange of money, goods or other benefits (e.g. dowry)**
all / most / about half / a few / none/ not sure

Skip to Part 4

Section 3.2: ONLY FOR SINGLE RESPONDENTS

3.2.1 (*If any*) **At what age do you want to be married?** _____ (*number*) / Never want to marry/ No defined age

3.2.2 **Of all marriages in your community, what is the proportion/ percentage of marriages under 18 years?**
all / most / about half / a few / none/ not sure

3.2.3 **Of all marriages in your community what is the proportion/ percentage that happens without the willingness of:**

....**The bride?** all / most / about half / a few / none/ not sure

....**The Groom?** all / most / about half / a few / none/ not sure

3.2.4 **Of all marriages in your community what is the proportion/ percentage that involves an agreement concerning the exchange of money, goods or other benefits (e.g. dowry)**
all / most / about half / a few / none/ not sure

3.2.5 **How often do you experience sexual harassment/ 'eve teasing'?** Every day / once or twice a week / once or twice a month / less than once a month / never/ I don't wish to share this.

3.2.6 Do you/ have you ever had any children? Yes/ No.

If 'yes' go to part 4.

If 'no' go to part 5.

PART 4: Sexual and Reproductive Health ONLY FOR PARTICIPANTS WHO ARE MARRIED/ SEPARATED/ DIVORCED/ WIDOWED OR WHO HAVE HAD CHILDREN

4.1 Do you/ have you ever had any children? Yes/ No.

If 'no' go to part 5.

4.2 (Only ask this question to girls/women) How many pregnancies have you had (girls/women)? (If respondent is a man/ boy please write "not applicable").

4.3 How many of your children do you have now?

4.4 What was your age at your first pregnancy (girls/women)/at what age did you become a father (boys/men)?

4.5 Did you want to become a parent at this time? Yes/ No/ Not sure

4.6 What method of contraception do you use? None/ natural family planning/ male condom/ female condoms/ diaphragm/ contraceptive pill/ injections/ implant/ intrauterine device/ sterilisation/ other

4.7 What types of contraception are available in the area where you live? None/ natural family planning/ male condom/ female condoms/ diaphragm/ contraceptive pill/ injections/ implant/ intrauterine device/ sterilisation/ other

4.8 In what circumstances (if any) can a person access a 'modern' form of contraception? (Any form of contraception except natural family planning) always/ never/ only once married/ only after having children/ at the age of puberty/ at a specific age (specify)_____.

PART 5: (Child) marriage: norms, perceptions and attitudes

PERCEPTIONS ABOUT GIRLS & MARRIAGE

PERCEPTIONS ABOUT BOYS & MARRIAGE

5.1 In your opinion at what age does a **GIRL** become adult? Age (number)_____/ None

In your opinion at what age does a **BOY** become adult? Age (number)_____/ None

5.2 What is the average age that **WOMEN** live to in your community? Age (number)_____/ None

What is the average age that **MEN** live to in your community? Age (number)_____/ None

5.3 In your opinion what is the ideal age for **GIRLS** to get married? Age (number)_____/ None

In your opinion what is the ideal age for **BOYS** to get married? Age (number)_____/ None

5.4	<p>In your opinion what is too old/ young for GIRLS to get married?</p> <p>Too old (number)____/ None</p> <p>Too young (number)____/ None</p>	<p>In your opinion what is too old for BOYS to get married?</p> <p>Too old (number)____/ None</p> <p>Too young (number)____/ None</p>
5.5	<p>A GIRL is ready for marriage once she starts menstruating.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	Not applicable
5.6	<p>There are advantages to marriage under 18 years for GIRLS.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>There are advantages to marriage under 18 years for BOYS.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.7	<p>There are DIS-advantages to marriage under 18 years for GIRLS.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>There are DIS-advantages to marriage under 18 years for BOYS.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.8	<p>Marrying GIRLS at a young age is the tradition/ culture in this society.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marrying BOYS at a young age is the tradition/ culture in this society.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.9	<p>Marrying GIRLS at a young age is part of our religious practices.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marrying BOYS at a young age is part of our religious practices.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.10	<p>Marrying GIRLS young can help protect family honour/ reputation.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marrying BOYS young can help protect family honour/ reputation.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.11	<p>Marriage of GIRLS under 18 years may happen because of pregnancy in your community.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marriage of BOYS under 18 years may happen because of their partner's pregnancy in your community.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.12	<p>Marriage of GIRLS under 18 years may happen to resolve family disputes.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marriage of BOYS under 18 years may happen to resolve family disputes.</p> <p>Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.13	<p>GIRLS who give birth between 15-18 years are more likely to have a healthy pregnancy/</p>	Not applicable

	<p>baby (compared to girls over 18), because their bodies are young and strong. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	
5.1 4	<p>Marriage of GIRLS under 18 years mostly happens because of love. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marriage of BOYS under 18 years mostly happens because of love. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.1 5	<p>Marriage of GIRLS under 18 years mostly happens because there is a lack of education and job opportunities. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marriage of BOYS under 18 years mostly happens because there is a lack of education and job opportunities. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.1 6	<p>Marrying GIRLS can help resolve financial problems in the family. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marrying BOYS can help resolve financial problems in the family. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.1 7	<p>Marrying GIRLS at a young age can help provide them security. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marrying BOYS at a young age can help provide them security. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.1 8	<p>Younger BRIDES often require a lower dowry than older brides.¹ Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	Not applicable
5.1 9	<p>Marriage of GIRLS under 18 years sometimes happens for financial reasons. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marriage of BOYS under 18 years sometimes happens for financial reasons. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.2 0	<p>Marrying GIRLS young can help prevent sexual violence, assault and harassment. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	<p>Marrying BOYS young can help prevent perpetration of sexual violence, assault and harassment. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>
5.2 1	<p>GIRLS who become pregnant under 18 years are more likely to have health problems, and/or miscarry (compared to girls over 18 years). Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree</p>	Not applicable

¹ This question will be removed from the survey in Indonesia, as it is not relevant the local context.

5.2 2	Marriage under 18 years is likely to have a negative impact on a GIRLS education. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree	Marriage under 18 years is likely to have a negative impact on a BOYS education. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree
5.2 3	Marrying a GIRL young is preferable because younger brides are more obedient and respectful of their husbands. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree	Not applicable
5.2 4	Even if a GIRL does not want to be married she should honour the decisions/ wishes of her family. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree	Even if a BOY does not want to be married he should honour the decisions/ wishes of his family. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree
5.2 5	It is sometimes ok to physically beat or punish a GIRL if she dishonours her family. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree	Not applicable
5.2 6	A GIRL should be allowed to choose for herself whom to marry. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree	A BOY should be allowed to choose for himself whom to marry. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree
5.2 7	A GIRL should never be forced or compelled into marriage. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree	A BOY should never be forced or compelled into marriage. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree
5.2 8	A WIFE should be subservient to her husband. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree	MEN should be the heads of their household Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree
5.2 9	N/A	A MAN should only marry one wife. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree
5.3 0	GIRLS who are married under 18 years are often married to men who already have a wife/wives. Strongly agree/ agree/ slightly agree/ neutral/ slightly disagree/ disagree/ strongly disagree	Not applicable

PART 6: Marriage law

6.1 Do you know - is there a legal minimum age for marriage according to statutory law? Yes/ no/ I don't know
(if answers 'no' or 'I don't know' skip to question 6.7)

6.2 (if answered 'yes' to 6.1 above) What is the minimum age for marriage according to statutory law?

For boys: _____ For girls: _____

6.3 (if answered 'yes' to 6.1 above) Do children ever get married under this legal age? All the time/ frequently/ sometimes/ rarely/ never

6.4 (if answered 'yes' to 6.1 above) When children are married or about to be married under the legal age, does anyone intervene? Yes / no / don't know
(if answers 'no' or 'I don't know' skip to question 6.7)

6.5 (if answered 'yes' to 6.4 above) Who usually intervenes? Police/ law enforcement agents/ community leaders (e.g. 'influentials')/ NGO staff

6.6 (if answered 'yes' to 6.4 above) In what proportion/ percentage of cases do they intervene? All the time/ frequently/ sometimes/ rarely/ never

6.7 Is there/ what is the minimum age for marriage according to the law of your religion (Islam, Hinduism, Christianity)

For boys: No minimum age/ age of puberty/ Age (number)____/ I don't know

For girls: No minimum age/ age of puberty/ Age (number)____/ I don't know

6.8 Is there anything else that you would like to share at this time?

A.2 QUALITATIVE DATA COLLECTION TOOLS

FOCUS GROUP DISCUSSION GUIDE: CHILDREN

Introduce yourself and the study, gain informed consent and advise participants about anonymity.

Town / region:

Gender of group:

Religion:

Ethnicity:

Age range of group:

Educational level:

Section 1: Age of marriage practices, perceptions and attitudes

I am going to be asking a series of questions and statements and I'd like you to tell me your answers! Then we can talk more about your answers if you'd like to.

1.1 Can you tell me if any of you are married? Why? Why not?

1.2 Do you want to be married one day? Why? Why not? Why do people get married in your family/ community? Is this different for boys and girls?

1.3 In your opinion what is the ideal age for marriage? For boys? For girls? Would you prefer to get married to someone who is the same age, older or younger? Why? What problems occur when (list the non-chosen option) occurs? Can you give any examples of this?

1.4 Are there any advantages or disadvantages to marrying young? For boys? For girls? What are these? What are the advantages and disadvantages of marrying at an older age? Do you think people have problems if they are married too young?

→ *If participants bring up marital problems (caused by early marriage) probe them on this. Ask about divorce. Is it common? Why does it happen? For what reasons is it acceptable to get divorced? Ask about domestic violence. Is it more common or less common in early marriages, or the same? Can a woman/girl do anything if she is experiencing violence? What? What are participants' views about this.*

→ *If participants bring about complications with pregnancy childbirth ask about expectations regarding childbirth. Are young brides expected to get pregnant immediately, or is it acceptable to wait a while before having children? Why/why not? Can young married couples use contraception? **What forms of contraception do people use? Who makes decisions about contraception? The husband? Wife? Or both? Why?***

1.5 In reality, what is the average age of marriage in your community? For boys? For girls? Is there a difference? Why? Are there any people in your community getting married earlier than the ideal age? What are the typical reasons for this? Is this common?

1.6 What is the youngest age a person has been married to your knowledge? What was the age of the girl and what was the age of the boy? Who decided that this couple should be married? Why? What do you think of this case? How often do cases like this happen? Is there anything that could be done to prevent cases like this?

1.7 Do you receive any education about early marriage in your school? What kind of education do you receive? What did they teach you? Do you learn about these issues anywhere else? From who/ from where? Do you receive any education about contraception? At home? At school? Anywhere else? From where? Why/ why not? If a girl accidentally gets pregnant, does she have to get married? If yes, why? What would happen if a girl got pregnant and didn't get married?

1.8 Are there any state, religious or community laws which set a minimum age of marriage? How do you know about this? Do most people in your community know the law on this? Does it affect the age people get married? What should the law say? Why? Is the law important to people? If someone is married under the legal age of marriage, do community leaders or law enforcement agents ever intervene? How?

→ *Probe about different types of law. Ask particularly about religion and religious law. What does their religion have to say about marriage? Why? What do they think about this?*

Section 2: Marriage, decision making and consent

2.1 In your community and in your families, who is involved in making the decision about whether someone gets married and to whom? Is it dependent on the person's age? Whether they are a girl or a boy?

2.2 Who has to give their consent in order for a marriage to take place? Do the parents, families need to consent? Does the boy need to consent? How about the girl? Whose consent is the most/ the least important?

2.3 Do marriages sometimes take place *without* consent of the couple's parents? Do they ever take place *without* the consent of the groom? What about *without* the consent of the bride? How often does this happen? Why? What are your feelings about this? Can you tell me of any cases?

2.4 What would *you* do if your parents were trying to make you get married against your will? Would you resist? How? What could you do? Would you tell someone? Is there a possibility you would have to agree to it and under what circumstances? Have you ever heard of any cases like this? Could you tell me the story?

2.5 Have you ever met anyone who has been forced into marriage? Can you tell us about what happened? Why do you think this happened? Is there anything that could be done to prevent these things from happening? What does the law say about this? Is the law enforced? How?

Section 3: Scenarios

I want you to listen to the following scenarios and tell me how you feel about the situation. What should be done in this situation and by whom? Are these types of scenarios common in your community?

- ❖ A 14 year old girl has fallen in love with a 25 year old boy. Their parents are happy with the match and they get married.
- ❖ A 16 year old boy and a 16 year old girl want to get married but their parents won't let them.
- ❖ A 35 year old man wants to marry his friend's daughter who is 15 years old. He is very wealthy, has a lovely home and can help support the girl's family, who are themselves very poor and have other children. The girl doesn't want to marry the man but her parents say she must marry him or leave home because they cannot afford to look after her any longer.

- ❖ A 14 year old girl was raped by a man on her way home from school one day. Her parents feel very ashamed, and are afraid of people finding out. They are concerned about their daughter's future and whether they will be able to find a match for her now. They decide to marry her to an older man in the village who is looking for a second wife.
- ❖ A 17 year old girl is set to marry her cousin aged 24. The families have agreed and have been settled on the match for a long time. The girl is not happy about the match, however. She has already fallen in love with another boy in her class. She tries to persuade her parents to let her marry the boy she loves, but they refuse, and insist she married her cousin. She decides to run away with the boy of her choice. Later her brothers go to find them. They beat her, and bring her home to her parents, where preparations are made for the marriage to her cousin.²
- ❖ A 15 year-old girl is in a relationship with her class-mate. She becomes pregnant. The boy's and girl's parents encourage them to get married. They don't really want to get married, but decide that they should.

WRAP UP. Ask participants if they have any recommendations for how NGOs can support communities to prevent child marriage.

Thank participants for their time, and ask them if they have any final questions to ask you about the research and what it will be used for.

² This question will be removed from the Indonesian tools, as it is not relevant to the context.

FOCUS GROUP DISCUSSION GUIDE: PARENTS

Introduce yourself and the study, gain informed consent, and advise participants about anonymity.

Town / region:

Gender of group:

Age range of group:

Religion:

Ethnicity:

Level of education:

Work/Family income:

Section 1: Age of marriage practices, perceptions and attitudes

1.1 Do any of you have children? How old are your children? Are any of them married? Do you want your children to be married one day? Why? Why not? Are your feelings about marriage different for your daughters and your sons? Why?

1.2 In your mind is there an ideal ‘age’ at which you would like your children to marry? For your daughters? Your sons? What are these ages? Why? Is this the same age you yourself were married, or a different age? Why? What are the advantages of being married at this ideal age? Are there any disadvantages to marrying younger or older than this ideal age? What are they?

→ *If participants bring up marital problems (caused by early marriage) probe them on this. Ask about divorce. Is it common? Why does it happen? For what reasons is it acceptable to get divorced? Ask about domestic violence. Is it more common or less common in early marriages, or the same? Can a woman/girl do anything if she is experiencing violence? What? What are participants’ views about this.*

→ *If participants bring about complications with pregnancy childbirth ask about expectations regarding childbirth. Are young brides expected to get pregnant immediately, or is it acceptable to wait a while before having children? Why/why not? Can young married couples use contraception? What forms of contraception do people use? Who makes decisions about contraception? The husband? Wife? Or both? Why?*

1.3 In reality, what is the average age of marriage in your community? For boys? For girls? Is there a difference? Why? Are there any people in your community who get married earlier than the ideal age? What are the typical reasons for this? Is this common? In your opinion are people getting married younger or older these days compared to previous generations? What are the reasons for this? What is your personal view/ opinion about this?

If participants bring up young pregnancy as being a reason for which children get married, probe them about this: Why do girls get pregnant young? Probe further about sexual health and contraception: Do young people use contraception? If yes, why and how do they know about it? If not, why not? Do they know about contraception? Do you get taught about contraception and other sexual health matters in school? What do you think can help prevent young women getting pregnant when they don’t want to?

If a girl gets pregnant, does she have to get married? Of yes, why? What would happen if a girl got pregnant and didn’t get married? What would you do if you had a daughter and she got pregnant before she was married?

1.4 What is the youngest age a girl or boy has been married early in your community? What was the age of the girl and what was the age of the boy? Who decided that this couple should be married? Why? What do you think of this case? How often do cases like this happen? Is there anything that can be done to prevent cases like this?

1.5 Are there any state, religious or community laws which set a minimum age of marriage? How do you know about this? Do most people in your community know the law on this? Does it affect the age people get married? What should the law say? Why? Is the law important to people? If someone is married under the legal age of marriage, do community leaders or law enforcement agents ever intervene? How? How would you feel if someone intervened in the marriage of your daughter or son? Could you accept this?

→ *Probe about different types of law. Ask particularly about religion and religious law. What does their religion have to say about marriage? Why? What do they think about this?*

Section 2: Marriage, decision making and consent

2.1 In your community and in your families, who is involved in making the decision about whether someone gets married and to whom? Is it dependent on the person's age? Whether they are a girl or a boy? When your children were married (if married) was it your choice or theirs? What do you think of 'love matches'? Are they common in your community? How do you feel about them? Is this a good thing or a bad thing? How would you feel if any of your children made a 'love match'.

2.2 Who has to give their consent in order for a marriage to take place? Do the parents, families need to consent? Does the boy need to consent? How about the girl? Whose consent is the most/ the least important?

2.3 Do marriages sometimes take place without consent of the couple's parents? Do they ever take place without the consent of the groom? What about without the consent of the bride? How often does this happen? Why? What are your feelings about this? Can you tell me of any cases?

2.4 What would you do if your daughter did not accept the man you chose for her? What would your reaction depend on? Would it matter if the man was a member of your family, or was very rich? **What about if your son refused to marry the girl you chose for him?** Would this be different (than if your daughter refused) or the same? **Are there any circumstances in which you might pressure your children to get married against their will?**

2.5 Do you know of any cases where parents have forced their children into marriage? Can you tell us about what happened? Why do you think this happened? Is there anything that could be done to prevent these things from happening? What does the law say about this? Is the law enforced? How?

→ *Probe about different types of law. Ask particularly about religion and religious law. What does their religion have to say about marriage? Why? What do they think about this?*

Section 3: Scenarios

I want you to listen to the following scenarios and tell me how you feel about the situation. What should be done in this situation and by whom? Are these types of scenarios common in your community?

- ❖ A 14 year old girl has fallen in love with a 25 year old boy. Their parents are happy with the match and they get married.
- ❖ A 16 year old boy and a 16 year old girl want to get married but their parents won't let them.

- ❖ A 35 year old man wants to marry his friend's daughter who is 15 years old. He is very wealthy, has a lovely home and can help support the girl's family, who are themselves very poor and have other children. The girl doesn't want to marry the man but her parents say she must marry him or leave home because they cannot afford to look after her any longer.
- ❖ A 14 year old girl was raped by a man on her way home from school one day. Her parents feel very ashamed, and are afraid of people finding out. They are concerned about their daughter's future and whether they will be able to find a match for her now. They decide to marry her to an older man in the village who is looking for a second wife.
- ❖ A 17 year old girl is set to marry her cousin aged 24. The families have agreed and have been settled on the match for a long time. The girl is not happy about the match, however. She has already fallen in love with another boy in her class. She tries to persuade her parents to let her marry the boy she loves, but they refuse, and insist she married her cousin. She decides to run away with the boy of her choice. Later her brothers go to find them. They beat her, and bring her home to her parents, where preparations are made for the marriage to her cousin.³
- ❖ A 15 year-old girl is in a relationship with her class-mate. She becomes pregnant. The boy's and girl's parents encourage them to get married. They don't really want to get married, but decide that they should.

WRAP UP. Ask participants if they have any recommendations for how NGOs can support communities to prevent child marriage.

Thank participants for their time, and ask them if they have any final questions to ask you about the research and what it will be used for.

³ This question will be removed from the Indonesian tools, as it is not relevant to the context.

INTERVIEW SCHEDULE: COMMUNITY LEADERS, RELIGIOUS LEADERS, PERSONS OF 'INFLUENCE'

Broad themes to explore (*ask further questions to ensure that you understand the relationship they have with (early) marriage*): education; livelihoods (economic survival, household economic stress); violence against women and girls; sexual and reproductive health; early pregnancy; law/policy; religion; risk of disaster (natural disaster, conflict, famine, etc).

Introduce yourself and the study, gain informed consent. Ask the respondent for permission to reference his/ her 'title' or 'position' in the research report.

Town / region:

Gender:

Religion:

Ethnicity:

Section 1: Marriage attitudes and practices

- 1.1 Why do people in your community get married?** In your opinion, are there good reasons for getting married and bad reasons for getting married? Can you explain?
- 1.2 What is the process for getting married?** Are marriages officially registered? By whom? Do people need to produce any documents to get married? Is there a ceremony? Who attends? Do people ever get married in secret? Why? Can you tell me any cases?
- 1.3 How common is it for women to marry a man who already has a wife / wives?** For what reasons will a girl marry a man who already has a wife? How common is this? What do you think about these marriages?
- 1.4 Do people in your community ever get divorced?** Why? What are the major causes/ reasons for divorce?

Section 2: Marriage, decision making and consent

- 2.1 In your community and in your families, who is involved in making the decision about whether someone gets married and to whom?** Is it dependent on the person's age? Whether they are a girl or a boy? What do you think of 'love matches'? Are they common in your community?
- 2.2 Who has to give their consent in order for a marriage to take place?** Do the parents, families need to consent? Does the boy need to consent? How about the girl? Whose consent is the most/ the least important?
- 2.3 As a community leader, do you have any role in providing advice/ making decisions about marriages that take place in your community?** If there is a marriage that you think is inappropriate can you intervene? How? Has this ever happened? Can you tell me of a specific example/ case? What happened in this case and what was your role?
- 2.4 Do marriages sometimes take place *without* consent of the bride or groom?** How often does this happen? Why? What are your feelings about this? Can you tell me of any cases? As a community leader do you have a role in intervening in such cases? Is there anything that could be done to prevent these things from happening?

2.5 What does the law say about this? Is the law enforced? How? As a community leader do you have role in enforcing the law? What about religion? Does religion say anything about consent and marriage?

Section 3: Child Marriage

3.1 At what age do people usually get married? For boys and for girls? Is there a difference? Why/ why not? Why do people get married at these ages?

3.2 What is the youngest age that a girl/boy has been married in your community? Can you tell me about this marriage? What was the age of the girl/boy? What was the reason that this marriage took place? (*Probe about agency/decision making*). How do you know about this case? Are marriages like this common in your community? What are your personal views about marriages like this?

3.3 In your opinion are people getting married younger or older these days compared to previous generations? What are the reasons for this? What is your personal view/ opinion about this?

3.4 Do you think that child marriage is a problem in your community? What is your definition of 'child marriage'? Is there a law about this? What does it say?

3.5 As a community leader/ influencer do you have a role in preventing child marriages that happen in your community? What can you do if anything? Do you have responsibility for enforcing the law, or is that an issue solely for the State police?

3.6 Does your religion have anything to say about age and marriage? What is that? Why?

WRAP UP. Ask participants if they have any recommendations for how NGOs can support communities to prevent child marriage.

Thank the respondent for his/her time, and ask him/her if they have any final questions to ask you about the research and what it will be used for.

INTERVIEW SCHEDULE: GOVERNMENT OFFICIALS (AT NATIONAL OR DISTRICT LEVEL)

Broad themes to explore (ask further questions to ensure that you understand the relationship they have with (early) marriage): education; livelihoods (economic survival, household economic stress); violence against women and girls; sexual and reproductive health; early pregnancy; law/policy; religion; risk of disaster (natural disaster, conflict, famine, etc).

Introduce yourself and the study, gain informed consent. Ask the respondent for permission to reference his/ her 'title' or 'position' in the research report.

Town / region:

Job title (including length of time in role):

Section 1: Role and responsibilities

1.1 To start can you tell me a bit about your role and responsibilities in 'X' department / municipality? What does your department work on? What are your priority areas?

1.2 Do you have any role specifically relevant to tackling issues of child marriage? Can you tell me about any work of your Ministry/ department which is directly or indirectly related to issues of child marriage?

Section 2: Child Marriage, definitions, understandings, law & policy

2.1 How would you define child marriage? Please explain. Do you think this definition differs from the definition of child marriage used by other government departments/ national bodies? What about how communities define child marriage?

2.2 Are there any laws (traditional, religious, official) on the age of marriage in your country/province/region? What about laws in relation to forced marriage? Are these laws effective? Why/ why not? Do you think people know about the law? Why/why not? What happens if a person is married under the minimum legal age? Are there any consequences? What are they?

2.3 Do you have any national policies/ programmes in relation to child marriage? What are these? How effective are they? Why?

2.4 Does your ministry/ department / municipality have any role in ensuring the enforcement of laws in relation to child marriage? In your role, is there anything you can do if you learn someone is getting married below the minimum age? Whose responsibility is it? How effective are these efforts? Why? Can you give an example?

2.5 What level of interest/support is there amongst your colleagues in government for reducing child/forced marriage in comparison to other government priorities currently?

Section 3: Child Marriage, community practices/ prevalence

3.1 What would you say are the main reasons that child marriage happens in your target country/ province/ region? What are the underlying causes?

3.2 What would you say are the trends and patterns in child marriage at the moment? Are child marriages increasing or decreasing? Why?

3.3 What is the process for getting married? Are marriages officially registered? How do most marriages happen? Are there any official procedures that are followed when people get married? Do they have to prove their identities or age in any way?

Section 4: Child Marriage, responses and prevention

4.1 What services are available to help people who are victims of child/ forced marriage? What is your role in providing these services, if any? Have you known anyone to use these services? If so, what was their experience like? If not, why not? Do people know about the help that is available?

4.2 Does the community get any information/assistance from the government about child or forced marriage? What is this assistance? Is it effective? Why/ why not?

4.3 Does your office get any information/assistance from outside organisations about child or forced marriage? If yes, where does it come from? Tell me about what it involved and when you received it? What do you think of this assistance/ advice? How is it received in the government? Why?

4.4 Do you have any ideas about how child/forced marriages can be prevented more effectively? What are they? In your view, what is the best way to respond when this occurs? Why?

4.5 Do you have any advice/ recommendations for how organisations like Plan can better support government in issues related to child marriage? Please explain.

WRAP UP. *Thank the respondent for his/her time, and ask him/her if they have any questions to ask you. Address any final queries or concerns about the research and what it will be used for.*

INTERVIEW SCHEDULE: MARRIAGE REGISTRATION BODIES

Broad themes to explore (ask further questions to ensure that you understand the relationship they have with (early) marriage): education; livelihoods (economic survival, household economic stress); violence against women and girls; sexual and reproductive health; early pregnancy; law/policy; religion; risk of disaster (natural disaster, conflict, famine, etc).

Introduce yourself and the study, gain informed consent. Ask the respondent for permission to reference his/ her 'title' or 'position' in the research report.

Town / region:

Job title (including length of time in role):

Section 1: Role and responsibilities

1.1 To start can you tell me a bit about your role and responsibilities in registering marriages?

1.2 Can you tell me about the marriage registration process? Who decides whether a marriage can be registered? Are there any other decision-makers involved at any stage? What are the requirements for registering a marriage? What documentation do you require? In what circumstances will you deny to register an application for marriage? Do you think this process / system is effective in ensuring that the law is adhered to? Why / why not? What can be done to improve implementation of the law?

Section 2: Child Marriage definitions, understandings, law & process

2.1 According to laws (traditional, religious, official), at what age/s can people get married? Can you tell me what law/s you are referring to? What do you think about this law/s? Is this the 'right' age of marriage? (If different for boys and girls): Why do you think the age is set differently for boys and girls? What do you think about this? Do you agree?

2.2 As a marriage officiate do you have any role in ensuring compliance with the law? What? Why/ why not?

2.3 Are there any circumstances, in law, in which marriages are permitted under the legal age? If no, should there be, in your opinion? If yes, what are these circumstances? What do you think about having these special dispensations?

2.4 Do you think the law on the age of marriage is well known in your community? Do you think people follow this law/s? Why?/why not? Do you think people agree with this law/s? Why?/why not?

2.5 Who has to consent for a marriage to be registered? Does the boy/man have to give consent? Does the girl/woman? Do the parents of either or both the boy and girl? Whose consent is the most/ the least important? How do you / does your department ensure that these persons have given consent? In the case of a young person, how do you decide / evidence that they have given consent?

Section 3: Child marriage registration in practice

3.1 In your experience, what is the most common age that boys/men get married in your community? What is the most common age for women/girls? Why do you think most people get married at this age? (If different ages for boys and girls) Why are the most common ages different for boys and girls?

3.2 What proportion of marriages, out of all that you register / approve for registration, take place when at least one of the parties is under 18 years? What proportion are under 16 years? What

are the main reason/s that marriages take place at these ages? **Probe** about these reasons: why do these circumstances mean that children get married?

- 3.3 Of all marriages you have registered, what is the youngest age of the girl? And the boy?** Can you tell me about this case? For what reasons did they get married? Why did you decide to register the marriage? Which law was it registered under? Are cases like this common? What would have happened if you refused to register the marriage?
- 3.4 Have you ever refused to register a marriage because of the age/s of the marriage applicants?** If yes, how often does this happen? Can you tell me about the most recent case that you remember? What were the ages of the applicants? What were the reasons for marriage? Why did you refuse to register the marriage?
- 3.5 Have you ever refused to register a marriage because the boy and/or girl has not given consent?** If yes, how often does this happen? Can you tell me about the most recent case that you remember? What were the ages of the applicants? Why did you refuse to register the marriage?
- 3.6 What will happen if you refuse to register a marriage?** Will the marriage take place in any case, but 'informally'?
- 3.7 Do marriages occur outside the formal registration process in your community?** If yes, what proportion of marriages occur informally? Why are these marriages not registered formally? What is the legal status of these marriages? Are there any consequences that flow from not having a marriage formally registered (e.g. lack of property entitlements on divorce; inability to get birth certificates for children etc.)?
- 3.8 What proportion of marriages under the age of 18 years occur outside the formal process? What about marriages under the age of 16 years?** What is the youngest age of a bride / groom that you have heard about in your community (occurring 'informally')? Can you tell me about this case?

Section 4: Child Marriage, responses and prevention

- 4.1 What services are available to help people who are victims of child/ forced marriage?** What is your role in providing these services, if any? Have you known anyone to use these services? If so, what was their experience like? If not, why not? Do people know about the help that is available?
- 4.2 Does the community get any information/assistance from the government about child or forced marriage?** What is this assistance? Is it effective? Why/ why not?
- 4.3 Do you have any ideas about how child/forced marriages can be prevented more effectively?** What are they? In your view, what is the best way to respond when this occurs? Why?
- 4.4 Do you have any advice/ recommendations for how organisations like Plan can better support government in issues related to child marriage?** Please explain.

WRAP UP. *Thank the respondent for his/her time, and ask him/her if they have any questions to ask you. Address any final queries or concerns about the research and what it will be used for.*

INTERVIEW SCHEDULE: MARRIAGE OFFICIATES (RELIGIOUS/ INFORMAL, e.g. IMAMS/ PUNDITS etc.)

Broad themes to explore (ask further questions to ensure that you understand the relationship they have with (early) marriage): education; livelihoods (economic survival, household economic stress); violence against women and girls; sexual and reproductive health; early pregnancy; law/policy; religion; risk of disaster (natural disaster, conflict, famine, etc).

Introduce yourself and the study, gain informed consent. Ask the respondent for permission to reference his/ her 'title' or 'position' in the research report.

Town / region:

Job title (including length of time in role):

Section 1: Role and responsibilities

1.1 To start can you tell me a bit about your role in officiating over marriages in the community?

1.2 Can you tell me about the process for officiating a marriage? What requirements must be met before a marriage is officiated? Do you require any documentation? Do you carry out interviews with the parties and / or their parents?

1.3 Do you have to apply to have a marriage registered before or after you officiate it? If so, can you tell me about this process?

1.4 In what circumstances will you refuse to officiate a marriage?

Section 2: Child Marriage definitions, understandings, law & process

2.6 According to laws (traditional, religious, official), at what age/s can people get married? Can you tell me what law/s you are referring to? What do you think about this law/s? Is this the 'right' age of marriage? (If different for boys and girls): Why do you think the age is set differently for boys and girls? What do you think about this? Do you agree?

2.7 As a marriage officiate do you have any role in ensuring compliance with the law? What? Why/ why not?

2.8 Are there any circumstances, in law, in which marriages are permitted under this legal age? If no, should there be, in your opinion? If yes, what are these circumstances? What do you think about having these special dispensations?

2.9 Do you think the law on the age of marriage is well known in your community? Do you think people follow this law/s? Why?/why not? Do you think people agree with this law/s? Why?/why not?

2.10 Who has to consent for a marriage to be officiated? Does the boy/man have to give consent? Does the girl/woman? Do the parents of either or both the boy and girl? Whose consent is the most/ the least important? How do you ensure that these persons have given consent? In the case of a young person, how do you decide / evidence that they have given consent?

Section 3: Child marriage in practice

- 3.1 In your experience, what is the most common age that boys/men get married in your community? What is the most common age for women/girls?** Why do you think most people get married at this age? (If different ages for boys and girls) Why are the most common ages different for boys and girls?
- 3.2 What proportion of marriages, out of all that you officiate, take place when at least one of the parties is under 18 years? What proportion are under 16 years?** What are the main reason/s that marriages take place at these ages? **Probe** about these reasons: why do these circumstances mean that children get married?
- 3.3 Of all marriages you have officiated, what is the youngest age of the girl? And the boy?** Can you tell me about this case? For what reasons did they get married? Why did you decide to officiate the marriage? Which law was it registered under? Are cases like this common? What would have happened if you refused to register the marriage?
- 3.4 Have you ever refused to officiate a marriage because of the age/s of the marriage applicants?** If yes, how often does this happen? Can you tell me about the most recent case that you remember? What were the ages of the applicants? What were the reasons for marriage? Why did you refuse to register the marriage?
- 3.5 Have you ever refused to officiate a marriage because the boy and/or girl has not given consent?** If yes, how often does this happen? Can you tell me about the most recent case that you remember? What were the ages of the applicants? Why did you refuse to officiate the marriage?

Section 4: Child Marriage, responses and prevention

- 2.11 What services are available to help people who are victims of child/ forced marriage?** What is your role in providing these services, if any? Have you known anyone to use these services? If so, what was their experience like? If not, why not? Do people know about the help that is available?
- 2.12 Does the community get any information/assistance from the government about child or forced marriage?** What is this assistance? Is it effective? Why/ why not?
- 2.13 Do you have any ideas about how child/forced marriages can be prevented more effectively?** What are they? In your view, what is the best way to respond when this occurs? Why?
- 2.14 Do you have any advice/ recommendations for how organisations like Plan can better support government in issues related to child marriage?** Please explain.

WRAP UP. *Thank the respondent for his/her time, and ask him/her if they have any questions to ask you. Address any final queries or concerns about the research and what it will be used for.*

INTERVIEW SCHEDULE: NGOS

Broad themes to explore (ask further questions to ensure that you understand the relationship they have with (early) marriage): education; livelihoods (economic survival, household economic stress); violence against women and girls; sexual and reproductive health; early pregnancy; law/policy; religion; risk of disaster (natural disaster, conflict, famine, etc).

Introduce yourself and the study, gain informed consent. Ask the respondent for permission to reference his/ her 'title' or 'position' in the research report.

Town / region:

Job title (including length of time in role):

Section 1: Role and responsibilities

1.1 To start can you tell me a bit about your role and responsibilities in 'X' organisation? What does your organisation work on? What are your priority areas at the moment?

1.2 Do you have any programmes related to child marriage?

- If yes, could you tell me about these? What are some of the challenges you have experienced working on these issues? What have you found to be most effective and why? Do you have any advice about what organisations like Plan can do to support work in these issues?
- If no, are you aware of any efforts to prevent child/forced marriage? Whose role is it? How effective are these efforts, and what are some of the challenges? Why? Can you give an example?

Section 2: Child Marriage, community practices/ prevalence

2.1 What would you say are the main reasons that child marriage happens in your target areas? What are the underlying causes? Please explain.

2.2 What would you say are the trends and patterns in child marriage at the moment? Are child marriages increasing or decreasing? Why?

2.3 What is the process for getting married? Are marriages officially registered? How do most marriages happen? Are there any official procedures that are followed when people get married? Do they have to prove their identities or age in any way?

Section 3: Child marriage: law and policy and national efforts

3.1 Are there any laws (traditional, religious, official) on the age of marriage in your country/province/region? Are these laws effective? Why/ why not? Do you think people know about the law? Why/why not? What happens if a person is married under the minimum legal age? Are there any consequences? Does your organisation have any role in intervening in these cases? Please explain.

3.2 Are there differences in the definition of child marriage between statutory, religion and customary laws? What are they? Which type of 'law' is most influential? Why? What are the implications of this in terms of child marriage?

3.3 Does the law make it illegal to get married when one party does not consent to the marriage? In your roles, is there anything you can do if you learn that someone is being forced/ pressured into marriage?

3.4 Does the government have any national policies/ programmes in relation to child marriage?
What are these? How effective are they? Why? What level of interest/ support would you say exists amongst government bodies for reducing child marriage? Please explain your answer?

Section 4: Services: child marriage, responses and prevention

4.1 Are there any services available to help people who are forced into marriage/ victims of child marriage? What is your role in providing these services, if any? Have you known anyone to use these services? If so, what was their experience like? If not, why not? Do people know about the help that is available?

4.2 Does your programme/ the community receive any information/assistance from the government or other organisations about child or forced marriage? If yes, where does it come from? What is this assistance? What does it involve? Is it helpful? Why/ why not? (If any) what more/ other assistance do you think would be beneficial?

4.3 Do you have any ideas about how child/forced marriages can be prevented more effectively?
What are they? In your view, what is the best way to respond when this occurs? Why?

4.4 Do you have any advice/ recommendations for how organisations like Plan can better support prevention and response initiatives related to child marriage? Please explain.

WRAP UP. Thank the respondent for his/her time, and ask him/her if they have any questions to ask you. Address any final queries or concerns about the research and what it will be used for.

INTERVIEW SCHEDULE: TEACHERS

Broad themes to explore (ask further questions to ensure that you understand the relationship they have with (early) marriage): education; livelihoods (economic survival, household economic stress); violence against women and girls; sexual and reproductive health; early pregnancy; law/policy; religion; risk of disaster (natural disaster, conflict, famine, etc).

Introduce yourself and the study, gain informed consent. Ask the respondent for permission to reference his/ her 'title' or 'position' in the research report.

Town / region:

Gender:

Religion:

Ethnicity:

Section 1: Role and responsibilities

1.1 To start can you tell me a bit about your position and responsibilities in your school? What is your main line of work?

Section 2: Gender balance in school

2.1 What is the ratio of boys and girls in your class? What about in the school as a whole? Does the gender balance change when you look at the classes of children in the earlier grades, compared to the later grades?

→ **If the respondent says there is a gender imbalance probe them on the reasons for this.**

2.2 What is the ratio of male to female teachers in your school? Do you think this is significant? Why? Why not?

2.3 Are there a disproportionate number of girls dropping out of school early? What are the main reasons for this according to your experience/ view?

2.4 Is early marriage one of the reasons that children drop out of school? Please explain?

Section 3: Child marriage, experiences, attitudes and practices

3.1 What is the average age of marriage in this area? For boys? For girls? What is considered the ideal age for marriage? Why? What age is too young/old to get married? For boys? For girls? Why?

3.2 Does the age of marriage have any impact on progress in education and schooling in this area? For boys? For girls? Why? Please explain your answer.

3.3 If any, roughly how many children/young people from your school get married each year? What are the most common reasons for them to get married? What are the ages of these children?

3.4 What is the youngest that a girl / boy has been married in your in your school? Can you tell me about this marriage? What was the age of the person she / he married? What was the reason that this marriage took place (probe about agency/decision making)? What did you think about this marriage? Do you think the person was too young? Why / why not? Do any of the marriages that take place amongst your current or past students cause problems? For the husband? For the wife? For other people in the community? Was anyone hurt by the marriage? What was the outcome?

3.5 When people get married (girls and boys) do they continue to go to school? Why/ why not? Are there any provisions made for married/ pregnant girls in this school? If any, what are they?

3.6 Have there been any cases of early pregnancy in your school? Can you tell me about this? What happened? Do you think fear/ risk of early pregnancy is one of the barriers to parents allowing their daughters to attend school?

→ *Probe about whether the child/ girl was expelled from the school. Also probe about sexual harassment/ abuse/ violence.*

3.7 Do you have any issues with sexual violence, abuse and harassment at school? Can you tell me about this? When these cases arise, how does the school react? Do you think sexual harassment is one of the reasons girls are sometimes reluctant to come to school/ parents are reluctant to send their girls to school?

→ *Probe about whether there are problems of boys harassing girls in class; and also about whether there are cases of teacher harassment of girls or boys in class. Probe about whether children have ever been expelled in such cases.*

3.8 Are there any cases where teachers have married/ started relationships with any students at the school? Does the school have any policies on issues related to this? Can you tell me of any cases? What happened/ was the outcome? Are the teacher and student still at school? Why/ why not?

Section 4: Child marriage and SRH: role of schools

4.1 Do you provide any education relating to early marriage and pregnancy in your school? If no, why not? If yes, can you give me details of the education you provide? What is the focus? Is the education for both girls and boys? Why? Are there any differences in the messages you teach to boys and to girls? What are these? What are some of the successes and challenges you have faced discussing such issues with students?

4.2 Do you provide any education in relation to contraception? What is this? What education do you provide? Is it for girls or boys or both? What are some of the successes and challenges you have faced discussing such issues with students?

4.3 Do you provide any education relating to sexual violence, abuse and harassment in your school? If no, why not? If yes, can you give me details of the education you provide? What is the focus? Is the education for both girls and boys? Why? Are there any differences in the messages you teach to boys and to girls? What are these? What are some of the successes and challenges you have faced discussing such issues with students?

4.4 Other than general education and awareness does your school, or the staff at your school, have any role in preventing or resolving cases of child marriage and early pregnancy? Why/ why not? Please explain.

→ *Probe about whether the school has any 'child protection' function in relation to these issues. Do teachers ever intervene in children's personal and family life? Do they provide an advisory role (to parents etc.)? Can they take any other action?*

Section 5: Systems and marriage: law, policy and services

5.1 Are you aware of any laws (traditional, religious, official) on marriage? What are these? What happens if a person is married under the minimum legal age? Are there any consequences?

5.2 As a teacher do you have any role in intervening in cases where children are (set to be) married under the legal age of marriage? I.e. any role in ensuring enforcement of the law on marriage, or monitoring the enforcement of the law. If not, whose role is this?

5.3 Are you aware of any services available to help people who are forced into marriage/ victims of child marriage? If so, does your school have any links to these services?

Section 6: Recommendations

6.1 Do you have any ideas about how child/forced marriages can be prevented more effectively? What are they? In your view, what is the best way to respond when this occurs? Why?

6.2 Do you have any advice/ recommendations for how organisations like Plan can better support prevention and response initiatives related to child marriage? Please explain.

WRAP UP. Thank the respondent for his/her time, and ask him/her if they have any questions to ask you. Address any final queries or concerns about the research and what it will be used for.

INTERVIEW SCHEDULE: HEALTH WORKERS

Broad themes to explore (ask further questions to ensure that you understand the relationship they have with (early) marriage): education; livelihoods (economic survival, household economic stress); violence against women and girls; sexual and reproductive health; early pregnancy; law/policy; religion; risk of disaster (natural disaster, conflict, famine, etc).

Introduce yourself and the study, gain informed consent. Ask the respondent for permission to reference his/ her 'title' or 'position' in the research report.

Town / region:

Gender:

Religion:

Ethnicity:

Section 1: Role and responsibilities

1.2 To start can you tell me a bit about your position and responsibilities at this hospital/ health centre/ community? What type of work do you do? What are your main activities?

1.3 Does your work relate in any way to issues concerning sexual and reproductive health, family planning, pregnancy, or gender based violence?

→ If yes, can you explain more?

→ If no, is anyone at your health centre/ hospital responsible for these kinds of issues? Who?

Section 2: Child marriage, experiences, attitudes and practices

2.1 What is the average age of marriage in this area? For boys? For girls? What is considered the ideal age for marriage? Why? What age is too young/old to get married? For boys? For girls? Why? How do practices correspond or differ from this ideal? Why?

2.2 Does the age of marriage have any impact on health issues/ concerns in this community? For boys? For girls? Why? Please explain your answer.

2.3 (To the best of your knowledge) how many cases of child (under 18) pregnancy do you see in your role as a health worker/ at your health centre/ hospital per week? Can you tell me about these cases? What situations are these children in? Do you know why they have been married/ become pregnant at this age? Do these children face any challenges? What are these?

→ ***If you can, probe sensitively about whether cases of child pregnancy ever occur before or outside of marriage. Ask whether they think these kinds of cases are related to prevalence of child marriage.***

2.4 (To the best of your knowledge) what is the youngest case of child pregnancy that you have seen in your role as a health worker/ at your health centre/ hospital per week? Can you tell me about this case? What happened? What was the age of the girl? What was the age of the man/ boy concerned? What do you think about this case? Do you think the person was too young? Why / why not? Was this a consensual case? Please explain your answer. Did you take any action in relation to this case? Why/ why not? What action did you take?

2.5 Do you have any cases of sexual violence and abuse at this health centre/ hospital? Can you tell me about these situations? Do these cases ever concern children? What are their age? If any, what action do you/ your centre take in relation to these cases? Is there anything more that can be done? How does the community react in these situations?

Section 3: Child marriage and SRH: role of health workers

- 3.1 Do you provide any services relating to child marriage and pregnancy at your centre?** If no, why not? If yes, can you give me details of the services you provide? What is the focus? What are some of the successes and challenges you have faced discussing such issues with students?
- 3.2 Other than the services you just mentioned, do you or other health staff, have any role in preventing or resolving cases of child marriage and pregnancy?** Why/ why not? Please explain.
- *Probe about whether health workers have any 'child protection' function in relation to these issues. Do teachers ever intervene in children's personal and family life? Do they provide an advisory role (to parents etc.)? Can they take any other action?*

Section 4: Systems and marriage: law, policy and services

- 4.1 Are you aware of any laws (traditional, religious, official) relating to marriage?** What are these? What happens if a person is married in contravention of the law? Are there any consequences?
- 4.2 Do you have any ideas about how child/forced marriages can be prevented more effectively?** What are they? In your view, what is the best way to respond when this occurs? Why?
- 4.3 Do you have any advice/ recommendations for how organisations like Plan can better support prevention and response initiatives related to child marriage?** Please explain.

WRAP UP. Thank the respondent for his/her time, and ask him/her if they have any questions to ask you. Address any final queries or concerns about the research and what it will be used for.

INTERVIEW SCHEDULE: PARENTS

Broad themes to explore (*ask further questions to ensure that you understand the relationship they have with (early) marriage*): education; livelihoods (economic survival, household economic stress); violence against women and girls; sexual and reproductive health; early pregnancy; law/policy; religion; risk of disaster (natural disaster, conflict, famine, etc).

Introduce yourself and the study, gain informed consent, and advise participants about anonymity

Gender:

Age:

Religion:

Ethnicity/tribe/clan:

Location of current residence:

Location of origin:

Total number of household members:

Level of education:

Work/ Source of Family income:

Section 1: Marriage attitudes and experiences (personal history)

- 1.1 What are the main reasons that people in your community get married?** Which of these do you think are good reasons? Which do you disagree with?
- 1.2 What are the different roles of men and women in marriage?** Does this change depending on different factors, such as: the age of the spouses? The level of income of the household? The level of education of the household? Whether the marriage was arranged or a 'love match'? Does it make a difference if a husband already has a wife?
- 1.3 Is it common for women to marry men who already have a wife/ wives?** What do you think about these marriages? Why? When men marry two, three or four women, will the second, third or fourth wife usually be the same age, older or younger than the first? Why? How much younger/ older will they typically be? In what circumstances do men typically choose to marry more than one wife? In what circumstances do women typically marry men who already have a wife?
- 1.4 At what age were you first married?** Why did you get married at this time? Looking back, do you think this was the right time to be married? Why/ why not? Was it your choice to get married at this time?
- ***Probe about who was involved in making the decision.***
 - ***If the respondent reports marrying under the age of 18 years probe about whether there were any concerns raised about his/her age. By whom? What were these? What, if any, were the consequences of this?***
 - ***If the respondent was married young, or says that they felt compelled into marriage, probe about their marriage itself. Was there conflict? Was there any violence? If so, did they seek any help? From who? Why/ why not? What happened?***
- 1.5 What was the process for getting married?** Did you officially register your marriage? Did you need to produce any documents to get married? Why? Was there a ceremony? What was it like? Who attended? Did you get a marriage certificate? Do you have this certificate now? Do you think this certificate is important? Why?

1.6 Do you have any children? How many? How old are your children?

1.7 (If yes) what was your age of first pregnancy/ wife's first pregnancy? Did you feel ready to become a parent at this time? Why/ why not? *At this point ask the participant if they mind if you ask them some personal questions. If they respond favourably continue.* Did you think of using any method for spacing your children/ family planning? Have you heard about these methods? What are they? Did you talk about these kind of issues with who? Who chooses or decides about whether to use a method of family planning, and which method to use? *Introduce the next question by saying that you are going to ask a sensitive question, and remind the participant that they do not have to answer if they don't want to.* Does your partner ever have sex with you against your willingness?

1.8 Are any of your children married?

- (In no) when do you want them to get married and why? Do you want your children to get married at the same age as you, older or later? Why? When your children are married do you want them to have an arranged married or a 'love match'? Why? What are the advantages and disadvantages associated with the different options?
- (If yes) when were your children married? At what age? Why were they married at this time? Whose decision was this? How do you feel about this?

Section 2: Child marriage

2.1 In your opinion, what is the ideal age of marriage? Is this different for girls and boys? Why? In practice, what age is most common for girls? For boys? Why? What age is too young/old to get married? For boys? For girls? Why?

2.2 In reality, are there people in your community who are marrying younger than this ideal age? What is the *youngest* that a girl / boy has been married in your community? Can you tell me about this marriage? What was the reason that this marriage took place (probe about agency/decision making)? Who performed the marriage ceremony? What was the age of the person she / he married? Are marriages like this common in your community? What did you think about this marriage? Do you think the person was too young? Why / why not?

2.3 Can you give an example of a girl or boy in your community who has waited too long to get married? Why is this a problem for him/her?

2.4 Are people getting married earlier or later than previous generations? Why do you think this is?

Section 3: Marriage and decision making

3.1 Who makes decisions about when a girl should get married? What about a boy? Who 'officially proposes' the marriage? Who has to agree for the marriage to take place? What happens when someone doesn't agree? Is this different depending on the age of the people getting married, and their gender?

3.2 Is it ever okay to force someone to get married? In what circumstances? Does it cause problems when this happens? Why?

3.3 Has this ever happened in your community? How often? Can you give me an example? What happened? Why do you think it happened in this case? What was the result? Do you think this was a bad thing or not? *(If so)* Could anything be done to prevent it?

3.4 Do any of the marriages that take place in your community cause problems? For the husband? For the wife? For other people in the community? Was anyone hurt by the marriage? *(Probe here*

about domestic violence). Was there anyone that they could go to for help? Was the help adequate? If not, what do you think can be done about this?

Section 4: Systems and marriage: law and services

4.1 Are there any laws (traditional, religious, official) on the age of marriage in your country/province/region? Are these laws effective? Why/ why not? Do you think people know about the law? Why/why not? What happens if a person is married under the minimum legal age? Are there any consequences? Does your organisation have any role in intervening in these cases? Please explain.

4.1 What happens if a person is married under the minimum age? Are there any consequences? What are they?

4.2 Does the law make it illegal to get married when one party does not consent to the marriage? Do you agree with this? (*If there is a law*) Is the law followed/enforced?

4.3 If someone is being forced into marriage against their will is there anything they can do? Could they go to anyone for support? Who? Do you know of any cases where marriages like this have been stopped? Can you tell me the story?

4.4 Are there any services available to help people who are forced into marriage/ victims of child marriage? Have you known anyone to use these services? If so, what was their experience like? If not, why not? Do people know about the help that is available?

4.5 Does your community receive any information/assistance from the government or organisations about child or forced marriage? If yes, where does it come from? What is this assistance? What does it involve? Is it helpful? Why/ why not? How is this assistance received/ viewed by the community? Why?

4.6 Do you have any advice/ recommendations for how organisations like Plan can better support communities in relation to some of the issues we have discussed? Please explain.

WRAP UP. *Thank the respondent for his/her time, and ask him/her if they have any questions to ask you. Address any final queries or concerns about the research and what it will be used for.*

INTERVIEW SCHEDULE: CHILDREN AND YOUNG PEOPLE (12 – 24 years)

Broad themes to explore (ask further questions to ensure that you understand the relationship they have with (early) marriage): education; livelihoods (economic survival, household economic stress); violence against women and girls; sexual and reproductive health; early pregnancy; law/policy; religion; risk of disaster (natural disaster, conflict, famine, etc).

Gender:

Age:

Religion:

Ethnicity/tribe/clan:

Location of current residence:

Location of origin:

Total number of household members:

Level of education:

Work/ Source of Family income:

Section 1: Marriage attitudes and experiences (personal history)

1.1 What are the main reasons that people in your community get married? Which of these do you think are good reasons? Which do you disagree with?

1.2 Are you yourself married yet?

- If yes, why did you get married at this time? Whose decision was it? Did you want to get married? Was your marriage arranged or a 'love match'? Did you feel pressured into marriage? Were you, or was anyone else, concerned about your age? Was your marriage registered, and did you need to produce any documents? How do you feel about it [the age you were married] now? Do you have any children? How old are your children? If yes, **at this point ask the participant if they mind if you ask them some personal questions. If they respond favourably continue.** Did you think of using any method for spacing your children/ family planning? Have you heard about these methods? What are they? Did you talk about these kind of issues with who? Who chooses or decides about whether to use a method of family planning, and which method to use? **Introduce the next question by saying that you are going to ask a sensitive question, and remind the participant that they do not have to answer if they don't want to.** Does your partner ever have sex with you against your willingness?
- If no, do you want to get married one day? Why/ why not? At what age do you want to get married? Why this particular age? Why not older, why not younger? Would you prefer to get married to someone who is the same age, older or younger? Why? What problems occur when (list the non-chosen option) occurs? Can you give any examples of this?

1.3 What are the different roles of men and women in marriage? Does this change depending on different factors, such as: the age of the spouses? The level of income of the household? The level of education of the household? Whether the marriage was arranged or a 'love match'? Does it make a difference if a husband already has a wife?

1.4 Is it common for women to marry men who already have a wife/ wives? What do you think about these marriages? Why? (If it is a girl) would you marry someone who had more than one wife? (If it is a boy) do you want to have more than one wife? When men marry two, three or four women, will the second, third or fourth wife usually be the same age, older or younger than the first? Why? How much younger/ older will they typically be? In what circumstances do men typically choose to marry more than one wife? In what circumstances do women typically marry men who already have a wife?

Section 2: Child marriage

2.1 In your opinion, what is the ideal age of marriage? Is this different for girls and boys? Why? In practice, what age is most common for girls? For boys? Why? What age is too young/old to get

married? For boys? For girls? Why? Is it better to get married earlier or later if you are a girl? Why? Is it better to get married earlier or later if you are a boy? Why?

2.5 In reality, what age [of marriage] is most common for girls? For boys? Why?

2.6 What is the youngest that a girl / boy has been married in your community? Can you tell me about this marriage? What was the reason that this marriage took place (*probe about agency/decision making*)? Who performed the marriage ceremony? What was the age of the person she / he married? Are marriages like this common in your community? What did you think about this marriage? Do you think the person was too young? Why / why not?

2.7 Can you give an example of a girl or boy in your community who has waited too long to get married? Why is this a problem for him/her?

2.8 Are people getting married earlier or later than previous generations? Why do you think this is?

Section 3: Marriage and decision making

3.1 Who makes decisions about when a girl should get married? What about a boy? Who 'officially proposes' the marriage? Who has to agree for the marriage to take place? What happens when someone doesn't agree? Is this different depending on the age of the people getting married, and their gender?

3.2 (If unmarried) When you get married do you want your marriage to be arranged, or do you want it to be a 'love match'? Why? Please explain your answer. What are the advantages and disadvantages of the different options?

3.3 Is it ever okay to force someone to get married? In what circumstances? Does it cause problems when this happens? Why?

3.4 Has this ever happened in your community? How often? Can you give me an example? What happened? Why do you think it happened in this case? What was the result? Do you think this was a bad thing or not? (*If so*) Could anything be done to prevent it?

3.5 (If unmarried) What would you do if your parents, or anyone else, were trying to force you into marriage? Is there anything you could do? What? Could you tell anyone? Who?

3.6 Do any of the marriages that take place in your community cause problems? For the husband? For the wife? For other people in the community? Was anyone hurt by the marriage? (*Probe about domestic violence*). Was there anyone that they could go to for help? Was the help adequate? If not, what do you think can be done about this?

3.7 Do young people in your community ever get married in secret? Why? Can you tell me of any cases/ stories of this?

Section 4: Systems and marriage: law and services

4.2 Are there any laws (traditional, religious, official) about marriage in your country/province/region? (*If yes*) where did you learn about this? Are these laws effective? Why/ why not? Do you think people know about the law? Why/why not? What happens if a person is married under the minimum legal age? What about if someone is forced into marriage? Are there any consequences?

- 4.5 Do you know of any cases where ‘underage’ or forced marriages have been stopped? By who? Why? Can you tell me the story?**
- 4.6 Are there any services available to help people who are forced into early marriage? Have you known anyone to use these services? If so, what was their experience like? If not, why not? Do people know about the help that is available?**
- 4.7 Do you have any advice/ recommendations for how organisations like Plan can better support children and young people in relation to some of the issues we have discussed? Please explain.**

WRAP UP. Thank the respondent for his/her time, and ask him/her if they have any questions to ask you. Address any final queries or concerns about the research and what it will be used for.

INTERVIEW SCHEDULE: CHILD/YOUNG PERSON WHO HAS RECENTLY UNDERGONE A CHILD MARRIAGE

Broad themes to explore (*ask further questions to ensure that you understand the relationship they have with (early) marriage*): education; livelihoods (economic survival, household economic stress); violence against women and girls; sexual and reproductive health; early pregnancy; law/policy; religion; risk of disaster (natural disaster, conflict, famine, etc).

Gender:

Age:

Religion:

Ethnicity/tribe/clan:

Location of current residence:

Location of origin:

Total number of household members:

Level of education:

Work/ Source of Family income:

Section 1: Marriage reasons and circumstances

- 1.1 Can you tell me about when you got married?** What age were you? What was the age of your husband/wife? What was the reason/s that you got married? What were the circumstances? Was it arranged or a 'love match'? How well did you know your husband/wife before you got married? Were you / your wife pregnant before you got married? If so, was this the reason you got married? What would have happened if you didn't get married?
- 1.2 How did you feel before you got married?** Were you worried or frightened about anything? Can you tell me what your concerns were, if you feel comfortable doing so?
- 1.3 Are you still married?** If yes, for how long have you been married? Do you still want to be married? If no, can you tell me about how and why the marriage was ended? (If it was a situation in which she had to escape the marriage): Did you get help from anyone to leave the marriage? Can you tell me about this help? What kind of support was offered and given to you? How did you access it? Is anyone providing you with any help now?
- 1.4 (If this hasn't been addressed in question 1): Who decided that you should get married?** Did you decide for yourself? Did your parents decide for you? Did your husband/wife get a say in the decision?
- 1.5 Did you feel pressured into getting married?** If yes, where did this pressure come from / who pressured you? Why do you think you felt pressure / they pressured you? How did you feel about this? Why did you feel like you couldn't go against this pressure? Would you have been able to go against this pressure if any circumstances were different?

Section 2: The marriage

- 2.1 Can you tell me about your wedding ceremony (if you had one)?** Where did it take place? Who presided over the wedding? Did you make any decisions about the ceremony? If yes, which ones? If not, who made the decisions?
- 2.2 Did anyone 'official' ask about your age before you got married? Did they ask whether you wanted to get married?** Did you need to show any documents to an official? If yes, which documents were you asked to show?

Section 3: Child marriage consequences

- 3.1 Can you tell me what happened after you got married?** Where did you live? Did you get any say over where you live / lived? Did you like living there? Why/why not? Did other people live there? Did you get along with other people in the house? How did they treat you?
- 3.2 How did your husband / wife treat you after you got married?** Did he/she ever physically hit or hurt you? If yes, how often did this happen? *Introduce the next question by saying that you are going to ask a sensitive question, and remind the participant that they do not have to answer if they don't want to.* Did your husband/wife ever have sex with you against your willingness? If yes, how often?
- 3.3 (For girls) Have you had any children?** If no, do you hope to have a baby one day? If yes, how many? How old were you when you gave birth (for the first time)? Did you feel ready to have a baby? Did you have any problems during the birth? Was it your decision to have a baby or someone else's? If so, who? Did you feel pressure to have a baby? If so, from who? How soon after the marriage did you start to feel this pressure?
- 3.4 Do you use contraception?** If yes, how do you know about it? Where did you learn about it? Can you make the decision to use contraception? If not, why not? Do you know about it and how to use it? Will your husband be happy to use contraception?
- 3.5 What is / was your role in the marriage?** What was your husband's / wife's role?
- 3.6 Who makes the decisions in your household?** Is there anything about which you make decisions?

Section 4: Recommendations

- 4.1 Do you have any advice/ recommendations for how organisations like Plan can better support children and young people in relation to some of the issues we have discussed?** Please explain.

WRAP UP. *Thank the respondent for his/her time, and ask him/her if they have any questions to ask you. Address any final queries or concerns about the research and what it will be used for.*

Participative Activity 1: Role-Play



Time: 30 minutes

Materials: None

Instructions:

Put the children into pairs or small groups and ask them to develop three short role-plays depicting different situations. Each role-play should be around 1 minute long and the three can be connected to each other as part of one story arc, or can be three individual pieces.

Tell the children the titles of each scene and tell them that they are free to design the role-plays according to however the titles make them think/feel. The titles are:

Scene 1 “Before the wedding”

Scene 2 “During the wedding”

Scene 3 “After the wedding”

Tell the children they have 15 minutes to prepare – 5 minutes per scene. Once the children have started to design their plays, the facilitator should circulate asking them about their ideas and helping any groups who are finding the task difficult. Prompt questions can be asked such as, “How would you feel before your wedding? What different types of weddings have you been to? How do you think those people felt before their wedding? What happened to them afterwards? What would a usual wedding be like in your community? What would an unusual wedding be like?” etc.

Tell the children how much time they have left at 5 minute intervals and tell them when they have 2 minutes remaining.

Once the children are finished, ask each pair/group to act out their three scenes. The facilitator should note-down a short description of each one, and any other observations that they find relevant. At the end of each set of role-plays, the facilitator should lead a short discussion including the below questions, as well as any follow-up questions relevant to the particular piece:

1. How old were the characters? Is this older/younger than usual?
2. Were they happy/ unhappy to be getting married? Why/why not?
3. Is this a depiction of a usual/unusual marriage in your community?
4. Was there anything good about the type of marriage shown? Was there anything bad?
5. What reasons were there/could there have been for these people to get married? Are these good/bad reasons and why?
6. Was it their decision to get married? Is that usual/unusual? Who else’s opinion might have been involved?
7. Would their family be happy about the marriage? Why/why not? Would their community be happy? Why/why not?



Participative Activity 2: Role Body Mapping

Time: 50 minutes



Materials: Flipchart paper and coloured marker pens

Stick two large sheets of flipchart paper together. Ask one of the children to lie down on the paper and draw around them. Tell the children that this represents them and other young people their age. Ask them to draw clothes and shoes onto the body but nothing else yet.

HEAD: *Ask one of the children to come and draw some hair/headscarf/hat on top of the head.* Then ask the group to tell you what they THINK about marriage. When do they think is a good age to get married? What is a bad age? Why do they think that? Why do they think most people get married? What other reasons are there?

EYES: *Ask one of the children to come and draw some eyes onto the face.* Then ask what different types of marriages they SEE happening in their community. What age are most girls? What age are most boys? What is the youngest age they have seen someone get married? Why did this marriage take place? Did they see what the marriage was like afterwards? What did they think about that marriage? Does everyone get married publicly/in the community or do some people get married secretly? Why?

EARS: *Ask one of the children to come and draw some ears onto the head.* What do they HEAR about marriage from their families? What have they heard about marriage from their friends? What have they heard about marriage from their community/school/government?

MOUTH: *Ask one of the children to come and draw a mouth onto the face.* Do they TALK to their friends/family about marriage? What do they talk about? Do they have a say in who/when then marry? If their wedding was planned but they didn't want to get married, could they tell someone? Who could they tell? What would that person be able to do?

HEART: *Ask one of the children to come and draw a heart onto the body.* How do they FEEL about marriage? Does the thought of getting married make them happy? Sad? Nervous/worried? Why/why not? Do they want to get married? Why/why not? When would they like to get married? Why? How do people usually feel about the person they are marrying?

COMMUNITY

Ask all the children to draw lots of small people around the outside of the body. Tell them these people represent their family, friends and wider community. Ask the children, who makes the decision about whether a young person gets married or not? Is it the person themselves (point to the body) or is it someone else (point to the people outside the body)? If the latter, who? Anyone in their family? Anyone in the wider community?

HEAD: *Point to the head.* What do people in the community think about marriage? What do people's family usually think about marriage? What do they think about someone very young getting married? Someone waiting to get married until they're older? Are there reasons the community thinks people should get married? Should get married before/after a certain age?

EARS: *Point to the ears.* Would someone's family or other members of the community listen to their wishes with regards to who they marry and when? Who would they tell? What would that person do?

MOUTH: *Point to the mouth.* What do people in the community say when someone gets married very young? Do they say anything about people who are not married yet? Do they talk about good ages to get married and bad ones?

HEART: *Point to the heart.* Ask the children to tell you whether they think there is any difference between how a young person (point to the body) and how their community/family (point to the people drawn outside the body) feels and thinks about marriage? Do they have different ideas about when is best to get married? Different ideas about what are good reasons to get married? Why are these ideas different/the same? What are the positives and negatives of their different ideas?

ANNEX B: ETHICAL PROTOCOL

The research will be guided by Coram Children's Legal Centre's Ethical Guidelines for Research (attached). Prior to data collection taking place, the Director of International Programmes and Research, Professor Carolyn Hamilton, must approve the research methodology, tools and ethical protocol. Ethical approval must also be obtained from Plan International's Head of Research.

How will researchers be recruited and trained?

The Project's Lead Researchers (Kirsten Anderson, Kara Apland and Elizabeth Yarrow) have had training and extensive experience carrying out research with diverse groups of children, young people and adults, and are suitably qualified. These researchers will be responsible for ensuring that the ethical protocol is followed and for addressing any ethical concerns or issues that may arise during the course of the study.

We will recruit a number of researchers in each country to carry out data collection. Several researchers will carry out qualitative research (in-depth semi-structured interviews and focus group discussions). These researchers will be required to have previous experience working with children, and previous experience conducting qualitative research. A number of other enumerators will be recruited to administer a closed survey. These researchers will be required to have experience conducting surveys, and personal qualities appropriate for conducting the survey, including sensitivity, open-mindedness and professionalism.

All researchers will undergo an in-depth training session prior to the data collection phase. This training will include: an introduction to the research methods to be used in the study, the data collection tools, and the specific ethical and child protection considerations and procedures that researchers will need to take into consideration and respect while carrying out the research.

Is informed consent required from all participants in the research?

Yes, as the study involves carrying out data collection from persons, it is essential that all respondents give their voluntary and informed consent to participate in the study.

Researchers will explain to participants in clear, age-appropriate language that participants are not *required* to participate in the study, and that they may stop participating in the research at any time. Researchers will carefully explain that refusal to participate will not result in any negative consequences.

If informed consent is required, how will this be attained?

For the survey research, oral consent will be required. Consent forms will not be necessary, due to the closed nature of the research and the fact that we will not be recording names, job titles and any other identifying characteristics etc. Oral informed consent will be obtained by the enumerators explaining the nature and purpose of the study and answering any questions posed by the informants (this will be covered in the training session). A tick-box with script on informed consent will be included on the survey forms to remind enumerators of their need to gain informed consent and for Lead Researchers to check that informed consent has been granted.

Consent forms will be used for all adults involved in qualitative in-depth semi –structured interviews and FGDs. Researchers will be trained on explaining the nature and purpose of the study and how to advise

interviewees on informed consent. An explanation will also be provided at the top of the interview schedule tools.

Consent forms will not be used for children, as they could appear 'official' and 'intimidating'. Furthermore, we cannot assume that all children will have a sufficient level of literacy to understand a written consent form. Therefore, for qualitative research with children, oral consent will be obtained from the child. In the case that the child is under the age of 16 years, oral consent will also be required from the child's parents. At the beginning of each interview/ focus group, researchers will explain the purpose of the research in accessible and child appropriate language. Researchers will also ask children to repeat back information about the study, to ensure that children have understood what they are consenting to.

Does the research involve vulnerable populations? And if so, how will ethical issues arising out of this be addressed?

Yes, the research will involve speaking with children ages 12-18 years; as well as persons who may have been victims of domestic violence, forced marriage and/or other rights abuses.

The research will employ the principle of 'best interests of the child', in which the welfare and best interests of the participants will be the primary consideration in methodology design and data collection. All research will be guided by the UN Convention on the Rights of the Child, in particular Article 3.1 which states: "In all actions concerning children, whether undertaken by public or private social welfare institutions, courts or legislative bodies, the best interests of the child shall be a primary consideration."

Particular care will be taken to ensure that questions are asked sensitively and in a child-friendly, manner that is appropriate to the age, gender, ethnicity and social background of the participants. Researchers will speak with participants in their local language. Clear language will be used which avoids victimisation, blame and judgement. Where it is clear that the interview is having a negative effect on a participant, the interview will be stopped.

Children will be provided with the opportunity to participate in data collection with a trusted adult or friend if this would make them feel more at ease. Researchers will identify staff at institutions (e.g. schools, community groups, detention centre staff) that are available to accompany participants, if requested.

Interviews may cover particularly sensitive or traumatic material, and it is important to ensure that participants feel empowered and not solely like victims. Interviews will finish on a 'positive or empowering note' (e.g. through asking questions about what would improve the situation of children in the relevant study sample). This will help to ensure that participants do not leave the interview focusing on past experiences of abuse. Where participants reveal past experiences of violence or abuse, researchers will convey empathy, but will not show shock or anger, as this can be harmful to children who have experienced violence.

During the data collection process, participants may disclose information that raises **child protections concerns** (i.e. information indicating that they are currently at risk of or are experiencing violence, exploitation or abuse). Prior to the data collection taking place, researchers will be provided with copies of the child protection policies and procedures of each institution from which participants are recruited, if relevant (i.e. schools, community groups, detention facilities) and should familiarise themselves with child protection referral mechanisms and child protection focal points. Researchers will also be trained on each Plan International CO's child protection procedures.

In the event that the child interviewee reveals that they are at high risk of ongoing or immediate harm, or discloses that other children are at high risk of ongoing or immediate harm, the researcher will prioritise obtaining the child's informed consent to report this information to the appropriate professional as set out in the child protection policy, or, in the absence of such a policy, the person with authority and

professional capacity to respond. If the child declines, the researcher will consult with an appropriate the designated person under the Local Plan Child Protection Policy, as well as the lead researcher and other key persons in the research team (on a need to know basis), concerning the appropriate course of action in line with the child's best interests. If a decision is made to report this information to the designated professional, the child interviewee is carefully informed of this decision and kept informed of any other key stages in the reporting and response process.

How will cultural appropriateness / sensitivity be determined and ensured?

The methodology and data collection tools will be reviewed by Plan country office staff and national researchers during the inception visit by the Lead Researchers in-country. In addition, all data collection tools will be subject to an initial pilot, to identify any potential issues and concerns to be addressed before the data collection phase takes place.

Is it likely that participants will be misinformed about the purpose of the research?

The Researchers will fully explain the nature and purpose of the research. However, because the research has been commissioned by Plan International, participants may have expectations of being provided direct or specific assistance as a result of the research. Researchers will be advised and trained on how to explain the purpose of the research to avoid raising expectations that they will be unable to fulfil.

Will participants be given anonymity and how will this be ensured?

Yes, all participation in the research will be on an anonymous basis. The identity of all research participants will be kept confidential throughout the process of data collection as well as in the analysis and writing up study findings.⁴ The following measures will be used to ensure anonymity:

- Interviews will take place in a secure, private location (such as a separate room or corner or outside space) which ensures that the participant's answers are not overheard;
- Researchers will not record the name of participants and will ensure that names are not recorded on any documents containing collected data, including on transcripts of interviews and focus group discussions;
- Researchers will delete electronic records of data from personal, unprotected computers;
- CCLC will store all electronic data on a secure, locked server, to which persons who are not employed by the Centre cannot gain access. All hard copies of data will be filed in a cabinet in the CCLC International office, only accessible by employees of CCLC. Hard copies of data will be destroyed after the completion of the contract with Plan Asia. Electronic copies will be retained for future reference on the same secure, locked server. All employees of the CCLC, including volunteers and interns, receive a criminal record check before employment commences.
- Research findings will be presented in such a way so as to ensure that individuals are not able to be identified; except in the case that the respondent is a public official who is willing to give consent to the recording of their title and position, and that this is felt to be important for the research.

All participants will be informed of their rights to anonymity and confidentiality throughout the research process. Participants should be informed where it is possible that their confidentiality will be compromised. This may occur where, in a particular, named setting, the background information relating to a participant may make it possible for them to be identified even where they are not named.

⁴ Where desirable and appropriate, and on a strictly voluntary basis, public officials may consent to the recording of their 'title' or 'position' where this is thought to add value to the research findings.

How will the physical safety and well-being of researchers and participants be ensured?

Researchers will receive a security briefing from the relevant Plan office, before travel to field locations; and will be required to travel in pairs or larger groups.

All researchers will be required to produce a 'certificate of good conduct'/ police clearance/ criminal record check or equivalent before commencing field research.

Researchers will be provided with a Code of Conduct, attached to each contract of employment. They will be informed that breaches can amount to termination of the contract of employment.

RESEARCH PARTICIPATION CONSENT FORM

Getting the Evidence: Asia Child Marriage Initiative Research

Plan International, under its Asia Child Marriage Initiative has commissioned Coram Children’s Legal Centre to carrying out research on child marriage in three countries in Asia: Bangladesh, Indonesia and Pakistan. The Initiative commenced in 2010 and aims to prevent child marriage and mitigate its negative consequences on children, families and communities. The research examines community perceptions and attitudes to child marriage, and the impact of other structural factors on child marriage practices in this and other communities.

As part of this study, we are very interested in getting the views of a wide range of stakeholders, including community leaders, government representatives, NGOs, parents and children and young people. We would like you to participant in the study, by agreeing to be interviewed by one of our Researchers.

We may use the information you provide us in a report or other documents that we publish or otherwise make available for other people to read. However, we will not use your name or any other personal information on any publication that we produce as a result of the research, so no one will be able to link information or comments you give us to you.

You do not have to participate in the study and you are free to stop being involved in the interview or focus group at any time. However, if you would like to participate in the study, please complete the form below.

I give permission to participate in Coram Children’s Legal Centre’s study **Getting the Evidence: Asia Child Marriage Initiative Research** and for the information that I give to be published in any reports or other materials produced as a result of the research. I understand that none of my personal details will be shared and that my input will be anonymous.

Name:

Signature:

Date:

INFORMATION SHEET: Getting the Evidence: Asia Child Marriage Initiative Research

1. What is the purpose of the research?

The Asia Child Marriage Initiative (ACMI) is a multi-country initiative being carried out under the aegis of Plan International's Because I Am a Girl global campaign. It commenced in 2010 and aims to prevent child marriage and mitigate its negative consequences on children, families and communities.

Plan Asia has commissioned research under the Asia Child Marriage Initiative to gain a better understanding of attitudes and norms on child marriage. Having an in-depth and detailed understanding of community attitudes and norms on child marriage is crucial in developing effective, evidence based policy responses and designing effective programming interventions aimed at addressing child marriage.

The research will take place in three case study countries: Bangladesh, Indonesia and Pakistan in 2014. However, it is expected that the research will be carried out annually over three years. It will attempt to build a simple index of child marriage acceptability that allows comparison between research sites, while at the same time allowing for the identification of factors that are unique to each research site.

The project's key research questions aim to allow for a full and nuanced understanding of attitudes and norms on child marriage in each case study country. They are:

- (a) What are the prevailing customs, moral rules and social norms about why and when a girl's marriage should take place? That is, under what circumstances is marriage of a girl deemed to be necessary, desirable, acceptable, or unacceptable?
- (b) How do changes in the realms of education, disaster risk, sexual and reproductive health, livelihoods, violence against women and girls and implementation of policy relevant to age of marriage intersect with changes in the acceptability of child marriage?
- (c) What is considered to be the 'ideal age' of marriage? What is considered to be 'too early' and 'too late'?
- (d) What factors are most important to the timing of marriage?
- (e) How do girls' wishes for timing of marriage and choice of spouse differ from the community's? Over which marriage decisions do girls feel they have influence or control?
- (f) Is there a difference and if so, how many years / months difference is there between the age girls say they would like / would have liked to be married and actual practices?
- (g) Who are the stakeholders in sustaining / eradicating child marriage?
- (h) Who are the main decision-makers in child marriage?

2. How is the research being carried out?

The research is being designed and supervised by Coram Children's Legal Centre, and data collection is being carried out by Researchers recruited in each case study country. All researchers have undergone an in-depth training session prior to this interview / focus group taking place. This training included: an introduction to the research methods to be used in the study, the data collection tools, and the specific ethical and child protection considerations and procedures that researchers will need to take into consideration and respect while carrying out the research.

The research includes a household survey of persons ages 12 years and over. It also includes in-depth interviews and focus group discussions in a number of communities across the three case study countries. These interviews and focus group discussions are with parents, children and young people and other members of the community, including community leaders, teachers, government representatives and representatives of NGOs.

3. How will the information I provide be used?

The information you provide will, along with other data collected throughout the study, may be used in a report that could be published. It may also be used in other publications, like website contents, press releases and other articles.

4. Will the information I give be anonymous?

Yes, all participation in the research will be on an anonymous basis. Your identity will be kept confidential throughout the process of data collection as well as in the analysis and writing up study findings. The following measures will be used to ensure anonymity:

- Interviews will take place in a secure, private location (such as a separate room or corner or outside space) which ensures that the participant's answers are not overheard;
- Researchers will not record your name and will ensure that names are not recorded on any documents containing collected data, including on transcripts of interviews and focus group discussions;
- Researchers will delete electronic records of data from personal, unprotected computers;
- CCLC will store all data on a secure, locked server, to which persons who are not employed by the Centre cannot gain access. All employees of the CCLC, including volunteers and interns, receive a criminal record check before employment commences; and
- Research findings will be presented in such a way so as to ensure that individuals are not able to be identified; except in the case that the respondent is a public official who is willing to give consent to the recording of their title and position, and that this is felt to be important for the research.

5. Can I refuse to participate?

Yes. Your participation is purely voluntary. You may choose to end the interview / stop participating in the focus group discussion if you want to. You can do this at any time before or throughout the interview. You may also choose not to answer particular questions.

6. What if child protection concerns arise during the research?

Where, during the course of the research, child participants disclose that they are at risk of harm, researchers will follow approved Plan International child protection procedures. These procedures establish that where a researcher is concerned that a child participant is at risk of harm, the researcher will be required to report the matter to Plan's Child Protection Focal Point.

7. Who can I contact if I have further questions?

For further inquiries, please contact:

Elizabeth Yarrow, Coram Children's Legal Centre, elizabeth.yarrow@coramclc.org.uk (Bangladesh)

Kirsten Anderson, Coram Children's Legal Centre, kirsten.anderson@coramclc.org.uk (Indonesia)

Kara Apland, Coram Children's Legal Centre, kara.apland@coramclc.org.uk (Pakistan)

PLAN COUNTRY OFFICES TO ADD CONTACT INFORMATION

SELECTION OF RESPONDENTS: INSTRUCTION GUIDE FOR ENUMERATORS

The surveys will be administered to individuals within households. It is very important that the selection of both households and individuals within these households is done on a random basis. This will ensure that the findings are reliable and statistically representative. Failure to ensure that selection is done on a random basis will cause problems in the reliability of the data that is collected.

The Plan Country Office / Field Coordinator is responsible for selecting research sites, and for selecting streets within the research sites.

However, **it will be your responsibility to ensure that the selection of households and individuals within the households are random.**

- In order to ensure this, you should take the following steps when **selecting households**:

Start at one end of the street in pairs or in a group of three. If the street contains households on each side of the street, one enumerator should visit the 5th house on one side of the street, and the other enumerator should visit the 5th house on the other side of the street. If there is a third enumerator, they should visit the 10th house on one side of the street.

If there are households only on one side of the street, one enumerator should visit the 5th household, and the other enumerator should visit the 10th household. If there is a third enumerator, they should visit the 15th household.

You should then move on to the next street and repeat this process.

If no one is at home at the time that you visit, you should make a note of the address and attempt to return at a later time. This is important to avoid bias in the selection process.

- You should take the following steps when **selecting individuals within households**:

Explain to the person that answers the door that you are from Plan International and are carrying out a survey on marriage attitudes and practices. Explain that you need to randomly select one individual in the household to complete the survey, and that you will need to check with them individually whether they want to participate in the research. Then ask them how many people live in the household that are over the age of 12 years ('live in the household' is taken to mean all people who eat a main meal there). Ask how many people that live in the household are currently home. Then ask, out of all of those people, which person has a name starting with a letter closest to the start of the alphabet. You should carry out the survey with this person.

- **Adjusting for bias**

While the selection process should be random, it may be necessary to adjust data collection processes slightly to ensure we include a diverse range of participants (different ages, different genders etc.). There are several ways to do this:

- You should carry out the research at different times each day. For example, one day, you and your partner/s could work from 8am – 3pm and the following day work from 1pm – 8pm and alternate these shifts each day.
- Where it appears that one group of people is over-represented (e.g. women; older people etc.) in your individual tally at the end of each week, you can select people more deliberately to adjust for this and ensure that the sample includes, for instance, the roughly the same number of men and

women and roughly the same number of younger and older people. You can take a common sense approach!

NOTE: It may be necessary to adjust this selection strategy depending on the particular site that is chosen. For example, it may need to be changed when carrying out research in a very rural community. It is important that you are fully briefed by the Field Coordinator / Plan Country Office on how the selection will be done in each specific location.