

ROLE OF SOCIO ECONOMIC FACTORS ON EARLY MARRIAGE PRACTICES IN GAROWE DISTRICT

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ABSTRACT

This study was designed to explore the Socio – economic factors that contribute to early marriage practices in Garowe District, Puntland Somalia. It evaluated the roles that house hold income, Level of education of Parents and Parental attitudes play in early marriage practices. Previous studies reviewed focused poverty, culture and low level of girls education as factors contributing to early marriage practices in many parts of Africa, this research adds the existing knowledge of the topic that uneducated parents are more likely encourage early marriage of their young girls than educated parents do, their attitude towards early marriage is positive and resist to change.

The target population of this study were, selected parents from both wealthy and poor families living in urban and rural setting of Garowe District, young girls who are vulnerable to this phenomena, parents involved in this phenomena, education managers and policy makers of Garowe District. The study targeted members represented in different categories of target group mentioned above, qualitative research method was used to deeply understand the feelings, emotions and arguments from respondents explaining what they believe is contributing early marriage phenomena in Garowe community. Snowball Sampling was used as a sampling technique for parents and girls who were involved in early marriage practices since it was hard to locate them due to sensitivity of the topic. Data was collected through carefully designed instruments such as interview guide, focus group discussion guide, and documentary analysis.

The study revealed that house hold income plays significant role in early marriage practices, girls from poor income families are the most affected and exposed to early marriage practices. Increased level of education of parents play significant role in reducing early marriage practices but research finding shows that there is evidence showing that girls from educated families face early marriage practices as well, this is because positive attitude of community towards early marriage is major contributor overpowering educated parents to accept early marriage practices for their young girls because of cultural norms and values related to marriage importance than anything else. the study recommended to Somalia Governments at all levels design awareness and civic education programs sensitizing the problems of early marriages focusing not only urban communities but also rural and nomadic communities as well as Parents living in internal displaced camps in Garowe District, The study also recommended to Somalia Government design adult education programs targeting illiterate parents and overall parents in general to take advantage of these programs, evening classes should be organized for parents to learn as they are busy to look for bread of the family during day time, these adult education programs should be organized not only as illiteracy and numeracy classes but also civic education and life skills programs targeting human right issues such as early marriage problems, HIV and AIDS , women and environment and the effects of conflicts on women and children.

Keywords: Child marriage, Family, gender equality, gender equity, Household income, education of parents,

1. Introduction

Many development workers around the world recognized early marriage as an international issue which is mostly common in Africa, Asia and Latin America, however, little is known about it in Somalia context in general and Puntland in Particular, much of its impact, causes and consequences remain unstudied in Somalia and need further research. Millions of young people suffer its negative consequence around the world as it diverts them from opportunities of personal growth and development thus it is a developmental challenge and a barrier to young girls as they drop-out from schools when they get married, this phenomena is very common in rural areas and poor house hold families in Africa, it impacts negatively not only on young girls but society as a whole and wellbeing of future generation Bayisenge (2012).

Study of marriage patterns and its determinants has not been undertaken in Puntland State of Somalia before. This study opened a debate among Garowe community and policy makers on whether changes are needed to come up solutions that balance between norms and values of the community and importance of girl's education attainment so as young girls acquire skills they need to accomplish better future. Pathfinder international report (2006) indicates that early marriage continue to exist in Asia, Africa, Latin America and middle east, parents as head of families continue to make choices for girls and boys with little or no involvement and consultation with them because of economic, cultural and attitudinal related factors. Parents in most cases consider marriage of their young children as family building strategy and protection from hurtful practices outside of marriage but few numbers of them give consideration the importance of educational attainment so as young generation get skills required for them to secure and sustain wellbeing and quality of life.

Many researchers noted that it is not only young people that pay prices for early marriage but also the society as a whole. Population pressure, health care costs and lost opportunities of human development (because of lack of education) are just a few of the growing burdens that many societies are facing. Early marriage also undermines international efforts to fight against poverty in developing countries. UNICEF (2007) noted that early marriage has also profound physical, intellectual psychological impacts on young girls affected. Bayisenge (2012) argued that it is not only girls that pay the price for early marriage but also society as whole. It is clear that widespread practice of this phenomenon makes it increasingly difficult for families to escape poverty trap in the developing world.

2. Statement of the Problem

Some politicians, education administrators, women groups, newspapers are talking about the importance of girls education, shortage of female teachers, poor academic performance of female students, youth unemployment as national challenges contributed by socio cultural factors that contribute early marriage. Some school head teachers recently spoke about the problem of early marriage and described as alarming if proper measures are not taken to address early marriage which they described as big barrier of education of young girls, they estimated that 20% the number of girls enrolled in secondary schools in Puntland dropped out of the school for reasons related to early marriage. Number of young Girls completing secondary education is lower than the number enrolled in class one of secondary schools. Drop out in secondary schools is very big due to early marriage before completion of secondary cycle.

3. Objectives of the Study

The study was designed to assess the socio economic factors contributing early marriage practices in Garowe District and was guided through the following specific objectives ;-

1. To examine the role of household income in early Marriage practices in Garowe District.
2. To examine the role that level of education of parents plays on early marriage practices in Garowe District.
3. To explain the effect of parental attitudes on early marriage practices in Garowe

3.1 Research questions

The following were three research questions which are in line with specific objectives.

1. What role a house hold income plays in early marriage practices?
2. What is the relationship between level of education of parents and early marriage practices in Garowe?
3. What is the effect of parental attitudes on early marriage practices in Puntland?

4. Theoretical Review

4.1 Theory of Household structure and gender

According to Moser (1989:1800 and 1993:15) household functions as a socio economic unit in which women and men have equal control over resources and equal decision making power, in his theory households are unified units of production and consumption which seek to maximize the welfare of all its members. Understanding the household structure and its dynamic relations are important to the success of development efforts. As Jaquette (1993:55-56) argued, ignoring gender equity issues within family structure and society at large involves some costs , many of the decisions that are most crucial to development are made at family level, who works? How many children? Who is educated and how? How much savings? How much investment? Etc.

According to UNFPA (2012), Young age marriage is very much common in poorest countries of the world particularly in the rural areas due to poor living conditions of poor families resulted by low level of income , more than half of girls in Bangladesh, Mali , Mozambique and Niger are married before age of 18 because of parents are poor who are vulnerable to get pride price for survival of the rest family , this study from UNFPA proves that poor family living conditions play important role in the continuation of early marriage in many poor countries around the world. Poor families have fewer resources and know how to explore other alternatives for their young boys and girls such as schooling and other opportunities. Early marriage continue to persist as long as poverty prevails in developing societies which have fewer choices and live in conflicts areas, so, investing in young boys and girls , improving their social and economic status , ensuring their education attainment and accessing sound health services can lead to enter marriage contract at the right time when they are ready, this will make stronger societies with improved level of development and hence rare or non- existent of early marriage practices.

This theory is relevant to the study as household income is one of the variable of the study which is focusing how intra household resources are shared within family structure in Garowe communities as there are a lot of inequity issues within family structure in Puntland where male are dominant as far as resource sharing and decision making are concerned. Women are not empowered with in family structure and the society is patriarchal where males are dominated everything.

4.2 Theory of Gender and Sustainable development

The Study was guided by the theory of Gender and sustainable development, this theory focuses the maximization of economic, social and Political role of women, Development thinkers ignored the importance of women inclusion in development process in the past. UN charter developed in 1945 had paved the way the universal declaration of human rights in 1948 which had established the first recognition of women's equality and non-discrimination on the basis on sex, religion and race. In 1970s and 80s a new theory was developed emphasizing women's role in development not just reproductive , access to food , nutrition and health care but wider developmental context and related decision making process, this initiative has led to women in development approach (WID) which has emphasized women's rights to development and recognition of women's role in national decision making processes.

After recognizing some of short coming of WID approach , Gender and development approach was initiated in 1980s and 90s with idea of improving this development paradigm by “ removing disparities in social, economic and political balances between men and women in different societies as precondition for achieving people centered development” (GWA, 2006:11).

This theory is relevant to the study because women are not allowed to participate in development efforts of Puntland , boys and girls are not treated equal , in Puntland there are a lot of stereotypes that are creating unequal opportunities between boys and girls within household families and Puntland society in general, unless these stereotypes are addressed properly women participation in development efforts will not be realized and gender inequality remain the same.

4.3 Social learning theory

Albert Bandura in his theory of social learning identified that there are two ways children learn their gender roles, they receive rewards or punishments for specific gender role behavior or they watch and imitate the behavior of others, thus, socialization of children is one the major causes of gender differences between boys and girls, they are greatly influenced by behavior of their parents, media and schools which transmit children the information of gender role stereotypes.

According to study conducted Ikamari(2005)in Kenya, later marriage allows girls to complete their education , develop career opportunities and create employment opportunities which may in turn motivate girls to limit family size or wider child spacing.

According to study conducted by Palamuleni (2011) in Malawi which was Published on international journal of sociology and anthropology July 2011 , there is a close link between delayed marriage and education , this implies that women's ability to participation and contribution to the national economy are dependent on educational achievement. It is important to underline that these norms and attitudes do not give consideration the timing of the marriage and the impact that this marriage may have on education of young married girls, the centrality of the early marriage lies on the timing issue. More schooling and education necessitate late marriage but the problem is traditional societies value more marriage than education at early

stages of schooling. This burden of marriage interrupts the schooling of married young boys and girls which ultimately result drop out of school, unemployment and more often family break downs.

This theory is relevant to the study because in Puntland boys and girls are not rewarded in the same way within household structure, parents behave in way that shows boys and girls have different roles as boys are not allowed to cook foods or wash clothes , parents teach their children from the beginning that some roles are specific for girls , some others for boys , for example, most of parents invest more education of boys than girls assuming that investing girls education is no worthy as girls will ultimately be housewives for children rearing and cooking foods.

Abdullahi (2001) noted that In the past and even today, whatever the circumstances in Somalia , marriage on societal level is perceived as relationship between two families that is between two clans and only as the personal level is considered a relationship between husband and wife.

Parents and families play important role to marry young boys and girls of their relatives not only for economic incentives but also for protecting their dignity and to prevent young girls get pregnancy which is unlawful in both Muslin religion and Somali tradition, when two young people from two different families and clans are married, the ties and relations ships between two families become strong, mutually respected and safeguarded.

Giyan (2009) argued that some religious practices, such as Islam encourage early marriage and parents absorb this for fear of their daughters being pregnant out of wedlock and the only available option could be marriage at an early age. Early marriage has been defended in Nigeria as clearly permissible by the Islamic religion, but with the cautionary measure that such Marriages can only be consummated when the bride is mature enough. He concluded that most times these decisions are often made without the consent of the child and with no recourse to the consequences of the actions.

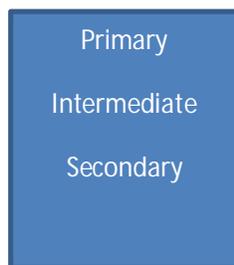
5. Conceptual frame work

Independent variables

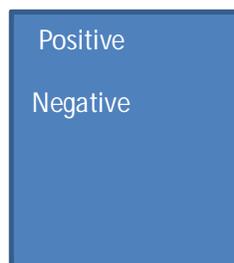
Household income



Level of education



Parental attitudes towards girls



Dependent variables

Early marriage practices



6. Research gap

Previous researchers whose literature have been reviewed focused on poverty and culture as broad determinants of early marriage, the researcher has identified the Culture and poverty are broader goals which are not specific and easily describable, for that reason the researcher has identified as a gap left by previous researchers the variables such as household income, education of parents as well their attitudes and perceptions, the researcher believes that these variables are more specifiable than poverty and culture. other important gap found in the literature is that Researchers have emphasized the role of educational attainment of young girls in delaying early marriage practices but ignored the role of education of parents may play in encouraging young girls to continue their education and not focus to marriage while in schools , if parents are educated they most likely prefer education of their young girls than marriage earlier

7. Research Methodology

This study adopted on qualitative methodology as the suitable approach to address the research problem. This design is suitable for studies that focus on phenomena that are deeply rooted in a given context or setting, such that it is not easy to separate them from their context (Sin , 1994), the phenomenon of early marriage is deeply imbedded in the Somali culture and it is not easy to separate it from its context. This, therefore, required research to seek an in-depth understanding of the phenomena using interviews and focus group discussions.

The research sought in-depth understanding of the phenomena of early marriage and the influence on some variables such as education , household income , and Parental attitudes, Such in depth understanding could not be obtained in quantitative methodology that seeks frequency counts so that could not be measured quantitatively. The researcher used open ended questions and focus group discussion guide to obtain information from respondents. The phenomenon of early marriage is deeply imbedded in the Somali culture and it is not easy to separate it from its context. The study focused respondents consisting of Head teachers, girls who experienced early marriage practices, parents and families involved in early marriage practices, since it is hard to locate respondents through probability sampling, Non probability sampling such as snowball sampling was a sampling techniques used for identification of respondents. The reason this technique was chosen is because of the nature of respondents who know each other, some already known parents and girls convinced others to participate the research.

7.1 Sampling technique

Category	Population	Actual sample	Sampling technique
Head teachers	5	5	Census
Girls including those already experienced early marriage)	Unknown	Unknown	Snowball sampling
Parents	Unknown	Unknown	Snowball sampling
Policy makers	5	5	Census

7.2 Research instruments

The researcher used three research instruments to obtain qualitative data as indicated below. Primary data was collected through administering both interview guide and focus group discussion guide to collect data from policy makers, head teachers, female students and parents

7.2.1 Interview guide

This was administered to head teachers, policy makers and some parents, the reason of choosing this was the researcher to obtain detailed and in-depth understanding of their attitudes and feelings about the phenomena, using interview method gave the researcher chance to follow on leads questions as they come up during interview.

7.2.2 Focus group discussion guide

This method was administered into young girls' lively interaction with other girls to understand their opinions, attitudes and feelings about early marriage. The number of participants took part of focus group discussion was maximum 10 girls or parents in each session, the session was not recorded due to lack of consent from respondents. Despite the lack of recording, the researcher was able to obtain quality and reliable information.

This method was also administered into selected both poor and good income parents active discussion on their role of early marriage of their young girls, the number of parents participating in each focus discussion group was maximum 10 parents five males and five females from both wealth and poor families. This had helped the researcher to understand the feeling about early marriage as far as attitudes of parents are concerned and what role the household income play in early marriage practices of Garowe communities.

7.2.3 Documentary analysis

This instrument was used to study what other researchers wrote about the subject as well as analysis of school registers, student enrolments, drop-out rates and reports etc. this had helped the researcher to cross check the validity and accuracy of the information obtained from other sources.

6.3 Pilot testing

The validity of the instruments was ensured by testing the instruments to selected head teachers and parents in Garowe District. The researcher with the support of supervisor assessed the suitability of the language construction and clarity to tap information needed and consider acceptability of instrument.

6.3.1 Reliability

Before proceeding to administer the instrument into the field, the researcher tested the instruments to establish whether they would give reliable information needed.

6.4 Data processing and analysis

Data was analyzed using qualitative methods; data obtained during interview and focus group discussion was organized, categorized and arranged into the themes and subthemes, responses were presented in their respective themes in line with categories of respondents considered for the study.

7. RESULTS AND DISCUSSION

Respondents have confirmed that house hold income plays a significant role in early marriage in the sense that early marriage is very common in poor household's families in both urban and rural areas, girls from poor household families face difficulties in continuing their education because of their parents cannot afford to pay school fee or provide education opportunities for them which results girls become stressful and feel humiliated when school management sometimes get them out of class due to a lack of school fees payments, they become stressful and drop out of school, this sort of stressful situation lead poor girls see early marriage as an alternative way of survival, some girls seek early marriage of elder and wealth men which often happen through arrangements between parents of girls and men wanting to marry their girls, parents get bride price from man wanting to married their daughters. This is in line with the findings of Wetheridge and Antonowicz 2005 in their study in Nigeria found that bride price or wealth is an important resource for survival of the family and therefore induces early marriage arrangements by parents. UNFPA report (2012) noted early marriage persists, especially in poor and rural parts of countries in developing world, poverty and conflict are major reasons propelling it. Respondents have confirmed that good household income does not prevent early marriage from happening as it is embedded with attitudes and culture of the people but the fact is that early marriage from poor household income has more negative consequences than early marriage of girls from good income families.

Parents who participated in focus group discussion commonly agreed that for them marriage from age of 15 are not considered as early marriage because their culture and Muslim religion they belong to consider age of 15 years- the age of maturity and readiness for marriage while other religions and culture consider at 18 years age of maturity as a result girls married 18 years and below consider their marriage as normal, they challenged the researcher about term early which they argued is irrelevant for their context. House hold income also plays important role in early marriage after marriage has occurred because good income families are able to cope with consequences of early marriage while poor families cannot afford to deal with early marriage consequences, the situation deteriorates and results girls drop out of school while respondent have argued that they have witnessed early marriage practices occurred in good income household families that have not affected the continuation of girls education because of good income of either parents or husbands that helped their young girls to deal with early marriage consequences.

Respondents who participated this research have confirmed that in nomadic and rural communities young girls of 13 years old are married with men at exchange of 20 camels given as bride price to the father of young girls, these young girls are not getting education opportunities as a result parents decide for them who to marry exchanging camels as bride price. Respondents have reiterated that early marriage practices are common in both urban and rural settings of the Districts in different forms, in urban settings they confirmed that bride price conditions have reduced significantly except for some poor families who got opportunity from Diaspora men or wealthy men in urban town seeking marriage of young girls, in this case, bride prices are taking place between poor families and those men seeking marriage of young girls, In rural and nomadic communities bride price is very common and motivator of early marriage practices through family arrangements and negotiations.

Respondents have confirmed that in Garowe town early marriage practices occur in internal displaced camps, Garowe has 8 internally displaced camps where District authority has estimated that around 2,000 displaced families are living, these displacements were caused by wars in south central Somalia that

resulted many families seek refuge to Garowe town since there is a relative peace prevailing, other cause of displacement is drought and natural disaster that are occurring every five years in Puntland, these frequent droughts result many nomadic and rural communities living rural areas of the district migrate to the town seeking better live. Young poor girls from internal displaced people living in these camps are targeted by men seeking marriage of young girls, these men provides economic incentives to the parents and young girls themselves to get married by these young girls, respondents have confirmed that these marriage particularly those from some Diaspora men do not endure for such long time as these men want temporary marriage during their stay in town fearing their first wives in Diaspora if they hear about their marriage they may face a problem when they return to the countries they live in.

Head teachers and policy makers interviewed have confirmed that there is a relationship between level of education of parents and early marriage practices in the sense that educated parents understand the importance of education so that do not encourage early marriage of their young daughters they rather prefer their girls continue and complete their education but there are circumstances where things are out of hands of educated parents , in such special circumstances are cases where families of either relatives or non-relatives request parents to marry their young girls to their son , in such circumstance parents face dilemma , such dilemma is that parents wants their girls to finish their schooling first but they cannot refuse culture wise and say , we are not accepting this as our daughter is still in School , this is culturally unacceptable and damaging, so, they accept always with condition that such marriage will not interrupt education of the girl and parents seeking girl for their son have to take this responsibilities. Ikamari 2005 in her Study on effects of delayed marriage on education in Kenya noted that later marriage permits women to complete their education build labor force skills. Palamuleni (2011) in her study on socio economic determinants conducted in Malawi underlined that there is close link between delayed marriage and completion of education of young women.

15 parents out of 20 parents participated focus group discussion have confirmed positive attitudes towards early marriage, meaning that 75% of Parents interviewed or participated focus group discussion confirmed their positive attitudes of early marriage practices. This is because of low level of education, five parents who showed negative attitude towards early marriage have some sort of education and this shows the level education of parents plays great role in early marriage practices in Garowe District. Most of Parents participated focus group discussion had a feelings and emotions showing their positive attitudes towards early marriage practices, for them it is normal practice if girl is married at age of 15 and beyond because their culture allows , they have showed consciously their opinions and believes from their culture which allow girl to be married when she reaches 15 years old because this is the age of maturity, few parents have shown their negative attitudes towards early marriage, these are mostly few educated parents at secondary level, two non-educated parents have shown their negative inclination of the action of early marriage particular when young girls are still at school.

8. CONCLUSION

Early marriage is very common in Garowe District , it is more frequent in rural villages, internal displaced camps and nomadic communities, it is a social problem caused by socio economic factors including attitudes of people, household income and level of education, attitude is a major factor contributing to this phenomena as it is embedded with culture of the people and their way of live, parents value more on marriage than education this is because they do not understand the importance of education this lack of understanding is contributing early marriage practices in Garowe community.

Household income plays both positive and negative roles in early marriage practices , poor household income exacerbates economic conditions of the family which makes girls vulnerable to early marriage practices, study has revealed that girls from good income families face early marriage practices as well due to reasons beyond economic conditions but they face less early marriage consequences than girls from poorer families, their parents and husbands are able to deal with early marriage consequences which enable girls to continue their education despite the early marriages, this happens particularly when parents and husbands understand the importance of education.

High illiteracy rate in both rural and urban community living in Garowe District indicates that level of education of community is very low , study has revealed that there is total lack of understanding the importance of education among Garowe community, parents do not provide counseling to their young girls to avoid the early marriage problems , they do not have income to support financially to deal with bad consequences of early practices, uneducated parents prefer marriage of their young girls than educating them, they do not consider education as an investment. for them it is normal if girl is married at age of 15 and beyond because of culture, they have showed consciously their opinions and believes from their culture which allow girl to be married when she reaches 15 years old because this is the age of maturity, Parents in Garowe district do not see early marriage as a problem because time of marriage according to their culture is not early if it is occurred at the age of 15 years.

9. Recommendations

9.1 Recommendation on Parental attitude changes

Government at all levels should design awareness and civic education programs sensitizing the problems of early marriages focusing not only urban communities but also rural and nomadic communities as well as Parents living in internal displaced camps in Garowe District, TV channels and local FM radios should be used to ensure more outreach, meetings and workshops should be held in both Secondary and primary schools in both urban and rural settings targeting Parents, girls and boys to explain the problems of early marriage, the importance of education and the burden of marriage while still young and schools. These workshops and meetings should be facilitated by well-trained female teachers who also act as mentors to young girls in schools, these female teachers will provide advises and counseling to young girls regarding early marriage problems, they will also gather and record data of early marriage practices in schools, there is no such data collection in schools at the moment.

9.2 Recommendation on household's income

Governments at all levels should design poverty alleviation strategy and seek funding from interested donors to reduce poverty effects in communities living in internal displaced camps and rural setting to provide livelihood opportunities by providing skills development based on market research that enable them to get

employment whether it is self-employment or otherwise. The other important strategy to reduce poverty in those families include micro financing where families get small money to start their small business after they get training and skills they need for their business development and small enterprises. The last but not least strategy to help children of these poor communities to pay school fee through voucher system where Government, donor community and private sector of Puntland design funding pool to support school fees for poor girls in both secondary and intermediate schools, schools should receive directly the voucher system from Government, international organizations or private sector of Puntland to avoid misuse of funding, this could increase girls enrolment, reducing girls drop outs from schools and after all preventing them early marriage practices to occur.

9.3 Recommendations to improve level of education of parents

Government with the support of international organizations should design adult education programs targeting illiterate parents and old people to take advantage of these programs, evening classes should be organized for parents to learn as they are busy to look for bread of the family during day time, these adult education should be organized not only illiteracy and numeracy classes but also civic education and life skills programs targeting human right issues such as early marriage problems, HIV and AIDS, women and environment and the effects of conflicts on women and children. this education programs should be conducted through FM Radios and Local Tvs to ensure more outreach, alternative approach of basic education programs should also be designed targeting girls from poor households from internal displaced camps at the age of 9 years to 13 years old who missed education opportunities before, Ministry of education has already prepared the curriculum of alternative basic education, this curriculum is designed in such a way that girls benefiting this method will catch up their basic education though 4 years of education and sit with grade 8 centralized exam equipped with life skills education including Early marriage problems, HIV and AIDS and conflicts.

10. SCOPE FOR FUTHER RESEARCH

During interview and focus group discussion respondents have highlighted that personal desire relating love among young boys and girls mainly from good household income plays important role in early marriage practices in Garowe, some respondents have shared their stories about early marriage and highlighted that the reason behind their marriage was not related to neither economic reasons nor parents involvements but rather to love they fallen each other.

Other important areas that need further research include early marriage existence in families living in IDP Camps in Garowe and nomadic community as well, respondents have reiterated during focus group discussion and interview that girls from nomadic families and IDP camps are suffering early marriage practices exacerbated by socio economic conditions of these poor families.

Tables : Description and Status of respondents

Table 2.1. Description of Status of head teachers interviewed and School enrolments 2015/2016 School year

S/N	Name of the school	Qualification	Gender	Time holding the post	Secondary school enrolments	Enrolment of boys	Enrolment of girls
1	Gambool Secondary school	Degree	M	2012 up to present	2016	1400	612
2	Nugaal secondary School	Degree	M	Since 2005	230	130	100
3	Al Nawaawi Secondary School	Degree	M	Since 2010	262	146	116
4	Alwaha Secondary School	Degree	M	Since 2007	813	433	380
Total					3321	2109	1208

Table 2.2 Description and status of policy makers interviewed

S/N	Location	Position	Gender	Time holding the position
1	Garowe	Regional education officer	M	2013
2	Garowe	District gender supervisor	F	2013
3	Garowe	Mayor	M	2014
4	Garowe	District education officer	F	2012
5	Garowe	Director Gender Department from Ministry of education	F	2011

Table 2.3 Description of girls participated in focus group discussion and interview

S/N	Age at marriage time	education level at marriage time	Current level of education	Level of house hold income
1	17 years	Form three of secondary school	Last year of University	Middle income
2	15 years	Grade 8 of intermediate School	Diploma of nurse	Middle income
3	16 years	Grade 8 of intermediate school	Form three of secondary school	Middle income
4	16 years	Grade 7 of intermediate school	Dropped out	Poor
5	15 Years	Grade 8 of intermediate School	Dropped out	Poor
6	15 years	Grade 7 of intermediate school	Dropped out	Poor
7	16years	Grade six of intermediate school	Dropped out	Poor
8	17 years	No school		Poor
9	15 years	No School		Poor
10	15 years	No School		Poor
11	15 years	No School		Poor
12	16 years	No School		Poor
13	17 years	No School		Poor
14	16 years	No School		Poor
15	17 years	Form two of secondary school	Sitting form four centralized exam this year	Poor
16	16 years	Form one of secondary school	Form three of secondary schools	Low income
17	19 years	Form four Secondary school	Second year of university	Middle income
18	18 years	Form three secondary school	Last year of university	Middle income
19	17 years	Form two of Secondary School	Nursing school	Low income
20	17 years	Form three of secondary school	Form three of secondary school	Low income

Table 2.4 Description of parents Participated in Focus group Discussion and interview

S/N	Level of education	Level of income	Attitude of early marriage	Gender
1	Intermediate	Poor	Positive	M
2	No school	Poor	Positive	M
3	Primary	poor	Positive	M
4	No school	Poor	Positive	F
5	Intermediate , grade 7	Poor	Positive	F
6	Secondary	Poor	Negative	F
7	No Shool	Low income	Positive	F
8	No School	Poor	Positive	F
9	No School	Middle income	Positive	M
10	Primary	Poor	Positive	M
11	Secondary	Middle income	Positive	M
12	Intermediate	Middle income	Negative	M
13	Secondary	Middle income	Negative	M
14	Secondary	Poor	Negative	M
15	No School	Middle income	Positive	M
16	Secondary school	Poor	Positive	F
17	No school	Middle income	Positive	F
18	Secondary	Poor	Positive	F
19	Secondary	Low income	Positive	F
20	Secondary	Low income	Negative	F

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