

Supplemental File 5. Qualitative Codebook

Sl.	Code	Definition	Notes	Examples
1.	Background information	Any reference to age, education, occupation, marital status, number and sex of children/siblings, family structure, household members, duration of residence, socio-economic status (SES), religion and position/engagement of the informant in the community.		
2.	Aspirations	Use when adolescent participant (or parent/grandparent) discusses their (or parent/grandparent's expected) aspirations, future hopes, dreams regarding education, employment and marriage, riding bicycles, playing sports, taking part in singing and dancing, etc. Also, use this code when adolescent participant mentions absence of such aspirations.		
	a Self	The adolescent's aspirations for themselves		My parents want me to become a bank manager when I grow up and <i>that's what I want and aim to do too.</i>
	b Others	The adolescent's perception of others' aspirations for them, or family members descriptions of their aspirations for their adolescent children/grandchildren.		I wanted her to study until 12 but my daughter's mother and father in law stopped her education.

3.	Communication & negotiation	Any reference to the presence or absence of communication and negotiation regarding gender roles and responsibilities, marriage, education, employment, riding bicycles, mobility, playing sports, taking part in singing and dancing, adolescent reproductive and sexual health and rights related issues, etc will be coded here.	Important to note any differences where communication is/ or is not necessarily leading to negotiation. Do not code instances of disclosure; code these as Help-Seeking.	The things has changed, they also take suggestion from the daughter these days. If both boy and girl agree to marry then only marriage is held or else everyone backs off. No marriages will be held as to protect future of the boy and girl from getting spoiled. The final decision is of parents. No son or daughter comes forward telling that they want to get married but amongst them, amongst boy and girl if they are in love with each other then they will marry each other and no one can / will stop them. This type of incidents can also be seen nowadays.
4.	Decision making	Any reference to the presence or absence of perceived or actual individual decision making, decision making within or outside household or community regardless of the level of participation.	Code consent and choice under this.	Nowadays, boys and girls get married according to their own wishes and thinking. Parents' role is only to go see the chosen partners. The decision to get married is mostly taken by the boys and girls themselves.

5.	Gender roles, responsibilities and expectations	Any reference to the norms and practices regarding gender roles and responsibilities of girls and boys within or outside the household. Any reference to the attributes and activities of 'good girl' and 'good boy', 'real man' and 'real woman' will also be coded here.	Code for roles and responsibilities, characteristics of men or women. Double code under "norms" as necessary. Do not code for any gendered norm that relates to another theme such as education, mobility, etc.	If you have three to four daughters at your home and one son, then it is not right to make your son clean the dishes.
6.	Education	Any reference to education and related thoughts, attitudes, aspirations, plans, negotiation, decision making of individual/family. Any reference to social expectations (normative/empirical), restrictions, sanctions, sensitivity to sanctions, exceptions regarding education will be coded here. Overall practices and changes around it in the community will be coded here.	Can be coded when "exceptions" identifies education level as a correlate of violating a norm.	They used to think if something happened to girls while going to school then it will harm their prestige. But things have changed now. Even Madhesi communities are positive about it and have started sending their girls to school.
7.	Employment	Any reference to employment, types of employment and related thoughts, attitudes, practices, aspirations, plans, negotiation, decision making of individual/family. Any reference to social expectations (normative/empirical), restrictions, sanctions, sensitivity to sanctions, exceptions regarding education will be coded here. Overall practices and changes around it in the community will be coded here. .		They won't even allow them to go to study, how will they allow them to get employment. When Adolescent girl goes to work then villagers will think negative about her. I have heard that, the Boarding school nearby have sent. There are few factories but they won't send them to work there. They will rather send them to get some skill training such as stitching, tailoring

				but not to work. They are not involved in any other areas / fields.
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8.	Marriage	Any reference to perceptions, attitudes, practices; aspirations, decision making, negotiation as well as its results regarding the timing of marriage, qualities of bridegroom/bride (e.g., age, education, occupation, religious, complexion and figure, number of marriage, SES) process of marriage (i.e., how the marriage would take place, negotiations, dowry), types of marriage (i.e., arranged, love marriage).		“Nowadays, boys and girls call people over in a temple or in a school and talk about their marriage. If the boys and girls can sort things out within themselves, they will get married. And out of 100, 90 would not get married according to their parents’ decisions. Because, these days if the boys and girls are made to listen to their parents’ decision about their marriage, they will either hang themselves or consume poison. This is what is happening in our society these days. That’s why these days, things move forward based on the boys’ and girls’ decision.”
a	Child marriage	Any reference to normative/empirical expectations, sanctions, sensitivity to sanctions, exceptions regarding child marriage (under age 18). Any reference to the presence or absence of child marriage prevalence, reasons behind child marriage, and incidents of child marriage, changes over time will be coded here. If any, individual experiences of any discussion regarding the informant’s child marriage, communication and negotiation, choice and consent will also be coded here.		A girl who is studying at 7th grade in this school is going to get married in Ashar (Nepalese 3rd Month).

9.	Interaction with the opposite sex	Any reference to the presence and absence of interaction with the opposite sex (inside and outside of the family, including romantic relationship). , Any reference to normative/empirical expectations, sanctions, sensitivity to sanctions, exceptions, perceived or actual consequences regarding interaction with the opposite sex (inside and outside of the family, including romantic relationship) will also be coded here. Overall practices and changes around it will be coded here.		They are also allowed to talk if they happen to meet outside school. They can talk if it is related to studies or matters related to school.
10.	Mobility	Any reference to the presence or absence of mobility, places where one can/cannot go, places where one is allowed/not allowed to go, the timing of mobility, etc. Also use this code when participants talk about social expectations (normative/empirical), sanctions, sensitivity to sanctions, restrictions, exceptions. Overall practices and changes around it will be coded here.		My father let me go up to [Market] (the nearby market) to buy vegetables. He does not send me to [Big market].
11.	Norms			
<u>a</u>	Normative expectations	Any reference to the normative expectations (behavior considered appropriate and approved - what one should do according to others) regarding gender roles and responsibilities, girl's mobility, education, employment, marriage, child marriage, interaction with the opposite sex, romantic relationship, riding bicycles, playing sports, taking part in singing and dancing, reproductive health and rights of adolescents, safety and security of the girls etc.	Should be very clear, using words like "should"	He should not say anything to others. He should not spread rumors if someone has done something. He should not beat anyone without any reasons. He should not drink alcohol or drink cigarette. He should obey what the villagers say and should help them who are in trouble.

<u>b</u>	Empirical expectations	Any reference to the empirical expectations (behavior people think of as typical - what one thinks others do) regarding gender roles and responsibilities, girl's mobility, education, employment, marriage, child marriage, interaction with the opposite sex, romantic relationship, riding bicycles, playing sports, taking part in singing and dancing, reproductive health and rights of adolescents, safety and security of the girls etc.		This is because a family will stop a girl saying them they shouldn't go out. No one will stop a son how many mistakes he commits. Our society has grasped father's religion, right from the beginning. Boys are free to do anything.
<u>c</u>	Sanctions	Any reference to the expected/anticipated positive or negative reaction of violating social expectations regarding gender roles and responsibilities, girl's mobility, education, employment, marriage, interaction with the opposite sex, romantic relationship, riding bicycles, playing sports, taking part in singing and dancing, sexual and reproductive health and rights, related issues etc. Any reference to the actual and perceived reaction, restrictions and penalty related to the mentioned matters will also be coded here.		They say it is wrong. They will comment that the brother is cooking and serving the food while her sister is "sitting" (doing nothing).
<u>d</u>	Sensitivity to sanctions	Use this code when participants talk about how or whether the anticipated negative social sanction (response) would have an impact on the actions/behavior/feelings of the person being sanctioned. Change in the behavior or well-being as a result of the actual or anticipated negative reaction from others for violating a norm. Note any differences in sensitivity to the anticipated sanctions of certain reference groups.		When I ask my son to help in the household chores like washing the dishes in front of his friends, he will do it. But once he goes out with his friends, he would get teased by them and would be made fun of because he had washed dishes at home. Then my son would end up

				getting embarrassed. That is the problem.
<u>i</u>	<i>Coping</i>	Any reference to the ways individual, family pursues to cope with any situation related to sanctions, violence. Use this code when mention of change in the behavior reflects as a result of the negative reaction from others.	Instances of sensitivity to sanctions where the participant changes behavior	
<u>e</u>	Exceptions	Any reference to any condition/situation which exempts, or makes it more or less acceptable, for any individual, family, community members to deviate from a norm and do not face or expect negative sanctions for doing so. Any deviance perceived by the participants. Any data on how this exception is manifested (assumed)- Anybody/story that says that person thinks she/he is an exception.		If the female of the household or daughter is sick, then he will wash the dishes.
<u>f</u>	Positive deviance	Any reference to the presence of any individual, family, community members who resist acting in accordance with social expectations.	Use for examples of individuals rather than broad categories of exceptions	The mother of the girl was perhaps a doctor in public health service. This was the reason why she made her daughter study same subject, and, this is reason why she is still giving continuation to her study even after her marriage.
12.	Restrictions	Any reference to the perceived or actual restriction regarding gender roles and responsibilities, education, employment, marriage, getting information and services related to adolescent sexual and reproductive health and rights, related issues, mobility, interaction with the opposite sex/relationship, riding bicycles, playing sports, taking part in singing and dancing, etc.	Code only when imposed by others	The kids don't get so much free time as they are mostly occupied with school work. Some schools start as early as 6 a.m. in the morning and another one starts at 10 a.m. They don't have time to do

				unnecessary things. And once they are home, we also don't give them time to engage in other unnecessary activities.
13.	Safety and Security	Any reference to the presence or absence of safety and security of the girls will be coded here. Norms and practices as well as any changes regarding safety and security of the girls over time will also be coded here. Any relationship emerging with Gender.		There is a river nearby. There are banana plants. There is farm land. This is creating insecurities amongst girls.
<u>a</u>	Physical violence:	Any reference to presence or absence of physical violence: slapping; throwing something at someone; pushing; shoved; hit with a fist or something that could hurt; kicked; dragged; beaten up; choked; burnt on purpose; threatened to use or actually used a weapon. Coping and consequences of such violence. Any reference to link between physical violence and gender stereotyping will also be coded here.		The inter-caste marriage is unacceptable and there are few incidents where both boys and girls were killed.
<u>b</u>	Emotional violence	Any reference to presence or absence of emotional violence: insult; making to feel bad; belittled or humiliated in front of other people; doing something to scare or intimidate the person on purpose (e.g., by yelling, scolding, by the way of looking etc). Any reference of stigma (e.g., <i>bodnaam</i> , <i>na mesha</i> etc) will also be coded here. Coping and consequences of such violence. Any reference to link between	Use when participant indicates that the behavior is harmful or distressing.	

		emotional violence and gender stereotyping will also be coded here.		
<u>c</u>	Economic violence	Presence or absence of any restriction on investment of economic resources on her despite household capacity. Not allowing her to engage in potentially economically gainful activities. Coping and consequences of such violence.		
<u>d</u>	Sexual violence	Any reference to presence or absence of sexual violence: any suggestive comments or activities, teasing, porno, using mobile, even mutual sexual intercourse when the girl is under 14.	Use for references to “teasing” that are framed as harmful or distressing.	There are some people behaves wrongly with girls as they are some toy.
<u>e</u>	Perpetrator	Any reference to people who perpetrates violence.		Boys tease girls on the road. While we walk on the road, the boys say that they also want to come with us (with not good intentions).
14.	Help-seeking	Any reference to presence or absence of any help-seeking behavior regarding education, reproductive health and treatment, child marriage, safety, sexual violence, etc.	Can be disclosure. If so, do not double code with communication	They try to face this challenge on their own. They fights, they quarrels. They try to escape by running away from them or seek help from villagers / neighbors. Those who see this incidents, scolds the harasser. If they plead for help, people are also ready to help her.
15.	Support	Any reference to receiving or not receiving any support from family, peer group, friends, community, and formal institutions. Theses support might be	Informal support	We used to make the guy understand who was teasing the girl. We complain the boy’s

		help-seeking, treatment seeking for reproductive health problems, legal and/or other support.		mother and father and if he doesn't listen then we go to the police and file a report.
16.	Reproductive health	Any reference to the reproductive health of adolescents, physical changes during adolescence, menstruation, wet dreams, hygiene, information and knowledge, services, treatment seeking for reproductive health problems etc.		Probe question: What happens if one gets married before 20 years? Answer: It will be difficult to give birth to the child.
17.	Service	Any reference to receiving or not receiving any service from formal institutions. These services might be related to education, treatment seeking for reproductive health problems, legal and/or other services.	Only code for actual receipt of services, not hypothetical use or knowledge of services. May code with Barriers.	Our friend used to bleed, and then I informed his brother that he is bleeding and we took him for treatment. Our friend was from [Village Name], he used to bleed from genitals, sometimes it used to yellow, it used to turn a different color. I informed his brother about this. I told his brother about this and we took him to [city name] for treatment. After he was treated well, we took him to [Another City].
18.	Barriers	Any reference to the presence or absence of any barrier regarding receiving education, riding bicycles, playing sports, taking part in singing and dancing,	Code when a restriction or	My father allows me to go to school but I don't. I cannot complete

		child marriage prevention, getting information and services related to the reproductive health of adolescents, girl's mobility, interaction with the opposite sex, safety and security of the girls, achieving gender-equitable attitudes, etc.	systemic/environmental issue creates a barrier	household work in time if I go to school.
19.	Changes over time	Any reference to the presence or absence of any changes regarding gender roles and responsibilities, education, employment, marriage, child marriage, interaction with the opposite sex, mobility, riding bicycles, playing sports, taking part in singing and dancing, information and services related to the reproductive health of adolescents, safety and security of the girls, etc.	Can represent trends occurring before baseline.	Earlier, marriage would take place based on the decision of the parents. But these days, marriage happens based on the decision of the boys and girls. Earlier, even if the girl was blind or disabled, the parents would take their decision about marriage.

20.	Collective action	Any reference to the presence or absence of any collective action regarding the right to education, employment, preventing/protesting violence against adolescent girls (e.g., sexual violence, child marriage, dowry etc).		When the parents told them that they will get them married then daring adolescent girls moved forward and told their parents that they don't want to get married or else they would have got married.
21.	Recommendations	Any reference to the suggestions and recommendations regarding gender roles and responsibilities, child marriage, dowry, education, employment, reproductive health, mobility, riding bicycles, playing sports, safety and security of the girls, collective actions, etc.		
22.	Interview information:	Any reference to the informant selection process, place of interview, any reference to privacy, interruption, openness, ambiance during the interview, number of sessions, and duration of the sessions. Also spontaneity of the informant, reliability of given data, interviewer's observation regarding any issue, eligibility (e.g., knowledge, analytical skill, willingness to share information, objectivity etc.) Any reference to facing or not facing any challenge in reaching the participants will also be coded here.		
23.	Self-efficacy	Any reference to one's belief in one's ability to succeed in specific situations or accomplish a task (e.g., education, employment, etc).		

24.	Reference groups		Code only when there is a clear reference to opinion, advice, or reaction.	
<u>a</u>	Family	Any reference to any male/female family members who gives/would give their opinion and reaction (directly/indirectly) regarding gender roles and responsibilities, education, employment, marriage, child marriage, interaction with the opposite sex, mobility, riding bicycles, playing sports, taking part in singing and dancing, getting information and services related to the reproductive health of adolescents, related rights, etc). Use this code when participants talk about whose opinion and reaction (among family members) matters/would matter most regarding mentioned matters. These opinion and reactions might be supportive or not supportive to the well-being of the adolescents.		
<u>b</u>	Community	Any reference to any male/female community members (e.g., neighbours, villagers in common, community leaders, etc) who gives/would give their opinion and reaction (directly/indirectly) regarding gender roles and responsibilities, education, employment, marriage, child marriage, interaction with the opposite sex, mobility, riding bicycles, playing sports, taking part in singing and dancing, getting information and services related to the reproductive health of adolescents,		

		related rights, etc). Use this code when participants talk about whose opinion and reaction (among community members) matters/would matter most regarding mentioned matters. These opinion and reaction might be supportive or not supportive to the well-being of the adolescents.		
<u>i)</u>	<i>Community leaders</i>	Any reference to the influential people of the community (e.g., religious leaders, school teachers, local government officials, etc), any reference to presence or absence of their roles in shaping the life of adolescents, in supporting adolescent's rights, etc. Mention of roles that community leaders play in social norms.		
<u>c</u>	Peer	Any reference to any male/female peer, friends, etc who gives/would give their opinion and reaction (directly/indirectly) regarding gender roles and responsibilities, education, employment, marriage, child marriage, interaction with the opposite sex, mobility, riding bicycles, playing sports, taking part in singing and dancing, getting information and services related to the reproductive health of adolescents, related rights, etc). Use this code when participants talk about whose opinion and reaction (among peers, friends) matters/would matter most regarding mentioned matters. These opinion and reaction might be supportive or not supportive to the well-being of the adolescents.		

25.	Lived Experience	A description of a real life experience, as opposed to a hypothetical or ideal situation.	Code only for stories or descriptions of events in which the participants was personally involved. Not for rumors or descriptions of everyday activities.	This has happened one too many times here. I spent so much money on her education, but she eloped with a guy from the village while she was still studying. She was my granddaughter (my daughter's daughter).
26.	Personal attitude	Reference to a personal attitude (what the interviewee believes) rather than a norm.	Should be clearly a personal attitude, referencing the participant, e.g. "I think" or "in my opinion" (but not limited to these explicit examples)	I think the level of freedom that we provide to our boys should be provided to girls as well.
27.	Good quote	Code for any good/illustrative quote.		
28.	Caste	Reference to norms and practices that vary by caste in relation to marriage, education, employment.		In the Tharu community Marriage and Gauna happens simultaneously. The Tharu community has been postponing the marriage even if their daughters are of 15/16 years. The Yadav community conducts Gauna only after 2-3 years of marriage.
29.	Leisure	Reference to leisure time and activities that do not have to do with riding bikes or playing sports.		If it has to do with social activities, like karate or any public

				event, even if I can't make it I make sure I send my family (wife and kids). Even if the kids cannot understand much, I still encourage them to go be it games or entertainment or even if I have to pay for it I do it.
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