

Phase 2

Guide for Key Informant Interviews - Nepal

Interview ID#:

Name of the interviewer:

Date of the interview:

Place of the interview:

Duration of the interview:

Start: Hour: Minute (AM/PM)

End: Hour: Minute (AM/PM)

Audio file ID#:

a. Background information of the informant:

Age:

Education:

Occupation:

Marital status:

Religion:

Duration of residence in the village:

Position in the community:

b. Social and familial expectations and reactions to some gender roles of adolescents

1. **How do the characteristics of an ideal adolescent boy (e.g., tough, extrovert) and an ideal adolescent girl (e.g., submissive, soft spoken, introvert) in this village differ?**
2. **What are the differences in the roles that ideal adolescent boy and an adolescent girl play in the family, school and community?**

c. Education

3. **How important is education for girls in the community?** Probes: Up to which level the girls in your village get education? Did you notice any change over time in this regard? What are those?
4. **To what extent can adolescent girls pursue education after marriage in your village? Why?** Probes: Are there any exception? What causes these exceptions? Please give examples?
5. **Who supports more education for girls in your village? Why?**
6. **Who are against more education for girls? Why?**
7. **What are the main barriers in pursuing more education for girls in your village? How to overcome these barriers?**

d. Marriage

8. **At what age do the majority of the girls in your village get married? At what age do they have gauna?**

9. Did you notice any change over time in this regard? What are those?

10. What factors are considered regarding age at marriage for adolescent girls? Please explain giving examples.

PROBE: Dowry, poverty, safety and insecurity, romantic relationship, family honor, community pressure, a proposal that is considered good by the family.

11. Who makes decisions in a family regarding an arranged marriage?

PROBE: Who is the final decision maker regarding marriage in most of the families? How much say does a girl have in her marriage? If she has any say how does she usually present her opinion? Can she negotiate timing of her marriage or choice of bridegroom?

e. Employment

12. To what extent adolescent girls and boys of your village are engaged in income earning activities? What are those activities?

13. What are the factors that make adolescent boys and girls to work?

14. What do villagers think and say when an adolescent girl works? Probes: Do people's attitudes vary by type of income earning activity (e.g., home-based/non-home-based, tailoring, offering tuition, field-based agricultural, garment/other factory work, construction work, overseas employment, etc)? Why?

f. Adolescent sexual and reproductive health and rights (ASRH)

During adolescence girls and boys undergo a lot of physical changes and have some new experiences. Sometimes girls and boys experience some reproductive health problems.

15. Is open discussion on sexual and reproductive health issues tabooed in this village? Why?

PROBE: Pubertal changes in girls and boys, menstruation and menstrual hygiene, teen pregnancy, family planning, sexually transmitted diseases. Probe: Are certain topics more taboo than others?

16. How do adolescent girls/boys in your village receive information regarding adolescent sexual and reproductive health so that they can maintain their sexual and reproductive health or get treatment for their illnesses?

PROBE: Family, school, peers, internet, local orgs?

17. From whom/where usually adolescent girls/boys seek help, service regarding sexual and reproductive health?

PROBE: Where to go, how to go, whom to go, when etc., e.g. friends, older relatives, internet, local orgs, school.

18. What are the main barriers in obtaining necessary knowledge and services regarding ASRH in your village? How to overcome the limitations in this regard? Please, describe.

PROBE: Taboo, lack of facilities, lack of resources.

g. Safety, sexual harassment and violence

19. Can you please mention about some of the places which are unsafe for the adolescent girls in your village? What makes these spots unsafe?

PROBE: In the *para*/neighborhood, on the way to school)? Is any particular time of the day or year which is particularly unsafe for the adolescent girls of your village? Why so?

20. How does an adolescent girl deal with such problems? Please give examples of different ways girls deal with such situations.

PROBE: Can she share the problem with someone? Can she seek help? From whom can she seek help? Does help come forth? What kind of help, from whom? If she cannot seek help, what are the reasons?

21. Do bystanders typically intervene? How and under what circumstances?

22. What is the reaction of villagers regarding these problems? What do the community members say and do about the problem?

h. Role of leaders in the lives of adolescents

23. What is the role of religious leaders in this community, in terms of shaping the lives of adolescents? (PROBE: What do religious leaders say adolescent boys should and shouldn't do? How do religious leaders here engage with adolescents during rituals, offerings, prayers, etc.)

24. Have you observed any adolescent boys or girls in this community taking any collective action on adolescent issues? (PROBE: Right to education, child marriage issues, youth participation, etc.? Probe: is it mostly boys, girls or jointly?)

25. What is the role of school officials in this community, in ensuring the adolescents' rights? (PROBE: In educating boys and girls about their rights? In supporting them to speak up against violations of their rights?)

26. What is the role of local government officials, in ensuring adolescents' rights?