

Appendix A. Parent end line survey (Instrument A)

Attitude, Behavior and Practice Assessment of Parents in the Kapilvastu District: Questionnaire

Interview Date:	--	--	2	0	1	5
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Part. No.	
Child code	

Age:
Sex: <input type="checkbox"/> Male.....1 <input type="checkbox"/> female.....2
Name of the VDC: (4) Dhanakauli (3) Jahadi (2) Mahuwa (1) Niglihawa

There are 7 sections in this questionnaire. All the questions need to be filled in completely. For any detail specify/mention the responses in Remarks segment. Mark (✓) in the space for the responses obtained

Section I			
Method	Statement	Opinion	Remarks
First, we're going to ask you some basic questions about who you are.	1. What kind of work do you do? (READ OPTIONS)	Work in home.....1 Agricultural.....2 Commercial.....3 Other (specify)4	
	2. What is your religion? (READ OPTIONS)	Hindu.....1 Buddhist.....2 Muslim.....3 Other.....4	
	3. How many of your children participate/member in child club?	_____ Number of children	
	4. Are these children girls or boys?	Girls.....1 Boys.....2 Both.....3	
Section I.B- Exposure and Diffusion (ENDLINE ONLY)			
Method	Statement	Opinion	Remarks
First, we're going to talk about whether or not you experienced certain activities in your community. I'm going to ask you a set of questions. Remember, there are no right or wrong answers here.	5. In the past year, did you join a group of parents that watched videos on small projectors that highlighted the stories of parents in the community and how they treat their sons and daughters?	Yes.....1 No.....2 IF NO, SKIP TO QUESTION 7	
	6. How many sessions did you attend where they showed the videos?	CIRCLE: 1 2 3	
	7. In the past year, did you notice posters in your	Yes.....1 No.....2	

	community about girls' education?	IF NO, SKIP TO QUESTION 10.	
	8. How many posters did you see?	()	
	9. Did you attend a community celebration relating to the posters?	Yes.....1 No.....2	
	10. Has someone shared with you a phone number where you can call in to hear stories of other parents or community members who have treated their boy and girl children equally?	Yes.....1 No.....2 (IF NO, SKIP TO 12)	
	11. Have you ever called in to hear the stories?	Yes.....1 No.....2 (IF NO, SKIP TO QUESTION 16)	
	12. How difficult was it to call the number to hear the stories? (READ POSSIBLE RESPONSES)	Easy.....1 Difficult.....2 Very difficult.....3 Other.....4	
	13. Would you say that you disliked or liked hearing the stories? (READ POSSIBLE RESPONSES)	Liked.....1 Disliked.....2 No opinion.....3	
	14. What were the stories about? (DO NOT READ POSSIBLE RESPONSES. CIRCLE ALL THAT APPLY)	Household tasks.....1 Keeping daughters in school.....2 Marrying daughters.....3 Children's future.....4 Feeding children.....5 Encouraging children.....6	
	15. Did you record a story during the call?	Yes.....1 No.....2	
	16. You said that you have (RECAP: seen posters, videos or made phone calls.) Did you talk to anyone else in your community about these? If so, who? (DO NOT READ POSSIBLE RESPONSES. CIRCLE ALL THAT APPLY)	Did not discuss.....1 Discussed w/ other family.....2 Discussed w/friends.....3 Discussed w/spouse.....4 Other (specify).....5	
	17. What did you discuss with them? (DO NOT READ POSSIBLE	Household tasks.....1 Keeping daughters in school.....2 Marrying daughters.....3	

	RESPONSES. CIRCLE ALL THAT APPLY)	Children's future.....4 Feeding children.....5 Encouraging children.....6 Other.....7	
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Section II: Gender Role Card Sort			
Method	Types of work		Who does
<p>Say: I have pile of the cards with pictures as follows:</p> <p>1. <i>picture of a man</i></p> <p>2. <i>picture of a woman</i></p> <p>3. <i>Picture of a man and a woman.</i></p> <p>I will show and read you the cards with pictures of types of work and you need to point out the card with picture or tell; which you think represents man's work; or woman's work; or both men and women work</p>	1	Chairperson of the child club	Man.....1 Woman.....2 Both.....3
	2	Take care of the children	Man.....1 Woman.....2 Both.....3
	3	Clean house	Man.....1 Woman.....2 Both.....3
	4	Cook	Man.....1 Woman.....2 Both.....3
	5	Participate in community meetings	Man.....1 Woman.....2 Both.....3
	6	Shop for household goods	Man.....1 Woman.....2 Both.....3
	7	Make decisions about children's welfare	Man.....1 Woman.....2 Both.....3
	8	Take children to the doctor	Man.....1 Woman.....2 Both.....3
	9	Decide on financial matters at home	Man.....1 Woman.....2 Both.....3
	10	Work outside the home	Man.....1 Woman.....2 Both.....3
	11	Earn	Man.....1 Woman.....2 Both.....3

Section III: Agree or Disagree			
Method	Statement	Opinion	Remarks
<p>Now, we will talk about whether you agree; disagree; strongly disagree with certain statements.</p> <p>People in the community have all kinds of different opinions. We have chosen some of them here.</p> <p>We are curious to hear if you agree, or disagree, or strongly disagree with them. Please do not worry about giving us a correct answer, just tell us how you feel.</p> <p>I have two cards here.</p> <p>1. Green for agree</p> <p>2. Red for disagree</p> <p>I am going to read to you statements, and you can tell me if you agree or disagree, Just point to the color that matches how you feel.</p>	1. For a boy to succeed in the community, it is very important that he complete education to age 18.	Agree.....1 Disagree.....2	
	2. When a child is not doing well in school, it is better to encourage them rather than to discipline them.	Agree.....1 Disagree.....2	
	3. In general, girls can do just as well at school as boys.	Agree.....1 Disagree.....2	
	4. When a girl is educated until age 18, it is the girl's future husband's family who will benefit the most.	Agree.....1 Disagree.....2	
	5. Sons are able to do tasks usually reserved for daughters, like chopping vegetables and washing clothes.	Agree.....1 Disagree.....2	
	6. FOR PARENTS OF CHOICES SONS: If my son wanted to do tasks usually reserved for daughters, I would be upset.	Agree.....1 Disagree.....2	
	7. Daughters are able to do tasks usually reserved for sons, like chopping wood and washing clothes.	Agree.....1 Disagree.....2	
	8. For a girl to succeed in your community, it is very important that she completes education to age 18.	Agree.....1 Disagree.....2	
	9. FOR PARENTS OF CHOICES DAUGHTERS: If my daughter wanted to do tasks usually reserved for sons, I would be upset.	Agree.....1 Disagree.....2	
	10. Boys should have more free time than girls.	Agree.....1 Disagree.....2	
	11. When a boy is educated until age 18, it is the boy's future wife's family who will benefit the most.	Agree.....1 Disagree.....2	

Section IV: Tired Mother Reena

	Question	Answer	Remarks
<p>Now, we are going to read a story about a tired mother named Reena. (SHOW PHOTO OF REENA AND READ STORY)</p> <p>Here is a picture of Reena, a mother who lives in a community like yours.</p> <p>Reena has one daughter and one son, who are the ages of the children in the CHOICES program.</p> <p>Reena loves her children and wants to be a good mother, but sometimes she has to make difficult choices because she has limited time and money.</p> <p>Let's look at photos from Reena's life, and you can tell me what you think about them.</p> <p>It's nighttime, and Reena's children are hungry. Here is a photo of two plates of food. One has rice, one has rice and a small piece of meat. Reena only has one small piece of meat, and she is trying to decide how to distribute the plates to her children.</p>	<p>1. Which child will get the plate with the meat on it?</p>	<p>Meat plate goes to daughter1 Meat plate goes to son.....2 She divides equally.....3</p>	
	<p>2. Why did she make that choice?</p> <p>(READ OPTIONS. CIRCLE ALL THAT APPLY.)</p>	<p>Son needs more food than daughter1</p> <p>Daughter needs more food more than son.....2</p> <p>Son deserves better food than daughter.....3</p> <p>Daughter deserves better food than son.....4</p> <p>They deserve it equally.....5</p> <p>Other.....6</p>	
	<p>3. Is there anything else that Reena could do?</p> <p>(READ OPTIONS. CIRCLE ALL THAT APPLY.)</p>	<p>Cut the piece of meat in half.....1 Give other child more food another day.....2 Ask others for help.....3 Nothing else she can do.....4 Other (Specify).....5</p>	
	<p>4. How does she feel about making that choice?</p> <p>(READ OPTIONS. CIRCLE ALL THAT APPLY.)</p>	<p>Sad.....1 Stressed.....2 Satisfied that she made the right choice.....3 Other (specify).....4</p>	

Section V: Morning, Afternoon, and Night

Kids can do all kinds of activities inside and outside the home. Often, the way kids spend their time is quite different. We are interested in learning more about how your kids spend their time.

If you have a child in the CHOICES program, let's talk about that child first.

1. First, let's talk about the morning, the time before your child leaves for school.
 - a. What kind of activities does your child do in the morning, before s/he leaves for school? (READ 5 POSSIBLE ACTIVITIES AND CIRCLE CHOSEN RESPONSES.)
 - b. How many hours does your child spend on each activity? (FILL IN HOUR COLUMN)
 - c. Which activity is most important? (MARK WITH X)

2. Now, let's talk about school. How many hours does your child usually spend at school?

3. Now, let's talk about the afternoon/evening.
 - a. What kind of activities does your child do in the afternoon and evening, after school? (READ 5 POSSIBLE ACTIVITIES AND CIRCLE CHOSEN RESPONSES.)
 - b. How many hours does your child spend on each activity? (FILL IN HOUR COLUMN)
 - c. Which activity is most important? (MARK WITH X)

If you have another child of the opposite sex who is about the same age of the child in the CHOICES

DAUGHTER		
TIME BEFORE SCHOOL	HOURS	MOST IMPORTANT ACTIVITY/ NOTES
HOUSEWORK		
PLAY TIME		
STUDY TIME		
MEAL TIME		
OTHER (SPECIFY)		
TIME IN SCHOOL:		
SCHOOL		
TIME AFTER SCHOOL		
HOUSEWORK		
PLAY TIME		
STUDY TIME		
MEAL TIME		
OTHER (SPECIFY)		
SON		
TIME BEFORE SCHOOL	HOURS	MOST IMPORANT ACTIVITY/NOTES
HOUSEWORK		
PLAY TIME		
STUDY TIME		
MEAL TIME		
OTHER (SPECIFY)		
TIME IN SCHOOL:		
SCHOOL		
TIME AFTER SCHOOL:		
HOUSEWORK		
PLAY TIME		
STUDY TIME		
MEAL TIME		
OTHER (SPECIFY)		

program, we will talk about that child, too. (REPEAT QUESTIONS FOR DAUGHTER OR SON.)			
Thank you for telling me all about how your children spend time.			
Now I have two questions about time.	1. Think of the people you admire. How do they usually divide household tasks between sons and daughters? READ RESPONSES. CIRCLE ONE RESPONSE ONLY.	Sons and daughters share house work equally.....A Daughters do all, or almost all of the work.....B Sons do all, or almost all of the work.....C Other (specify).....D	
	2. Think of elders in your family. How would they expect you to divide household tasks between sons and daughters? READ RESPONSES. CIRCLE ONE RESPONSE ONLY.	Sons and daughters share work equally.....A Daughters do all, or almost all of the work.....B Sons do all, or almost all of the work.....C Other (Specify).....D	

SECTION VI. Advice for Sangeeta			
Now, we're going to read a letter that describes some issues that come up in the community. Let's imagine that a friend sent you this letter. Then, we'll ask you for some opinions and advice about the letter. I am going to read the letter to you. Then I will ask you what opinion you have and what advice you would give Nabin. These days, people realize that girls are not supposed	Dear Friend, I have four children and my youngest is Sangeeta. Times are hard for my family, and we don't always have enough money. I want Sangeeta and all my children to have a secure life in the future. There's another family in our community with an older son for whom they are looking for a suitable wife, and I know that if he married Sangeeta he could provide for her. But, if they got married, Sangeeta might not be able to continue her studies. It feels like I have to choose between sending Sangeeta to school and arranging for her to marry. I'm worried about her future and I want to do the right thing. What should I do? Signed, Nabin and Sita		
	1. When do you think Sangeeta should get married? (READ POSSIBLE RESPONSES. CIRCLE ONE RESPONSE ONLY. EMPHASIZE THAT THIS IS A VERY DIFFICULT DECISION FOR PARENTS.)	Right away.....1 After finishing school.....2 Another (specify).....3	
2. What advice would you give Nabin and Sita? (READ OPTIONS. CIRCLE ALL THAT APPLY.)	A) They should arrange a marriage to ensure a future for Sangeeta. B) They should ask Sangeeta what she would rather do.		

to marry early but in reality it is a tough situation for parents.		C) They should make sure that Sangeeta finishes her education before getting married.	
		D) They should talk with the husband to make sure that Sangeeta can stay in school after she gets married.	
		E) Other: (specify) _____	
<p>Now, let's talk about your opinion about this situation. I have two cards here.</p> <p>1. Green for agree 2. Red for disagree I am going to read to you statements, and you can tell me if you agree or disagree, Just point to the color that matches how you feel.</p>	3. Parents who marry their daughters are doing the best thing to secure her future	Agree.....1 Disagree.....2	
	4. A girl who is educated before she gets married will have a better life	Agree.....1 Disagree.....2	
	5. If a family can only afford for one child to go to school it should be the boy.	Agree.....1 Disagree.....2	
	6. Marrying girls at an early age is bad for the community	Agree.....1 Disagree.....2	
	7. What level of school do you want your daughter to complete?	Primary.....1 Lower secondary..... 2 Secondary.....3 Higher Secondary.....4 College.....5	
	8. Why is that important to you that she completes that level of school? (READ ANSWERS. CIRCLE ALL THAT APPLY.)	Can go to university.....A Better work opportunities B Good husband.....C High social statusD To read and write.....E Other (specify).....F	
	9. What level of education do most of the girls in this community complete?	Primary.....1 Lower secondary..... 2 Secondary.....3 Higher Secondary.....4 College.....5	
<p>(ONLY ASK THIS SECTION IF PARENT HAS A DAUGHTER)</p> <p>Now, let's talk about what you hope for your daughter.</p>	10. When your daughter no longer goes to school, what will be the main reasons? (READ ANSWERS. CIRCLE ALL THAT APPLY)	She completed primary school.....1 She completed secondary school....2 To earn money3 To help at home.....4 Not enough money to send her.....5 She will get married.....6 She failed7 Other (specify).....8	

All parents want what is best for their daughters, but it can be very difficult to make decisions about what is best.	11. At what age would you LIKE your daughter to marry?	_____	
	12. How likely is that to happen? (READ OPTIONS. CIRCLE ONLY ONE RESPONSE)	Certain.....1 Very likely.....2 Somewhat likely.....3 Unlikely.....4	
	13. At what age will you start planning your daughter engagement/marriage?	_____	
	14. Do you think that is a good idea to talk about the benefits of girls' education?	Yes.....1 No.....2	
	15. Do you talk to others about the importance of keeping girl' in school?	Yes.....1 No.....2	

SECTION VII: Activity Recall					
Method	Question	Options	Note down the times each activity performed for DAUGHTER	Note down the times each activity performed for SON	
<p>There are many things we do as parents, sometimes to encourage our children, and sometimes to discipline them.</p> <p>I'm going to ask you some questions about activities you do for your daughters and your sons.</p> <p>For these questions, please answer them for your child who is in the CHOICES program.</p> <p>If you don't have sons or don't have daughters, you don't have to</p>	How often did you do the following in the last month ?	1. Smile at child.	Never.....1 Once.....2 Often3	Never.....1 Once.....2 Often3	
		2. Give child a bigger portion of food than other family members.	Never.....1 Once.....2 Often3	Never.....1 Once.....2 Often3	
		3. Tell child that you are proud of them.	Never.....1 Once.....2 Often3	Never.....1 Once.....2 Often3	
		4. Have a long conversation with the child.	Never.....1 Once.....2 Often.....3	Never.....1 Once.....2 Often3	
		5. Encourage child to stop doing a household chore and study instead.	Never.....1 Once.....2 Often.....3	Never.....1 Once.....2 More than 1.....3	
		6. Talked to your spouse or another person about your child's future	Never.....1 Once.....2 Often.....3	Never.....1 Once.....2 Often3	
		7. Helped child find good place to study	Never.....1 Once.....2 Often.....3	Never.....1 Once.....2 Often3	

<p>answer those questions.</p> <p>Remember there are no right or wrong answers here—every parent is different.</p> <p>If you have another child of the opposite sex who is about the same age of the child in the CHOICES program, we will talk about that child, too. (REPEAT QUESTIONS FOR DAUGHTER OR SON.)</p>		8. Tell child that you have high expectations for them.	Never.....1 Once.....2 Often.....3	Never.....1 Once.....2 Often.....3	
		9. Helped child to complete homework.	Never.....1 Once.....2 Often.....3	Never.....1 Once.....2 Often.....3	
	How often did you do the following in the last year?	10. Discuss with child their hopes and dreams for the future.	Never.....1 Once.....2 Often.....3	Never.....1 Once.....2 Often.....3	

ACTIVITY RECALL FOR SPOUSE

Method	Question	Option	Remarks	
<p>Now, let's talk about your relationship with your spouse.</p> <p>Everyone has a different relationship, so remember, there are no right or wrong answers.</p>	How often did the following occur in the last month?	1. I talked to my spouse about how you divide chores between daughters and sons.	Never.....1 Once.....2 Often.....3	
		2. I talked to my spouse about changing the way we divide chores between daughters and sons.	Never.....1 Once.....2 Often.....3	
	(FOR PARENTS OF DAUGHTERS ONLY)	3. I talked to my spouse about what we want in the future for our daughter.	Never.....1 Once.....2 Often.....3	
		4. I spoke to my spouse about what we can do to ensure a good future for our daughter.	Never.....1 Once.....2 Often.....3	

Thank you for your participation!

Appendix B. VYA end line survey (Instrument B)

Attitude, Behavior and Practice assessment of Children 10-14 years old in Kapilvastu District: Questionnaire

Interview Date:	--	--	2	0	1	5
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Participant No.	
Parent code	

Age:
Sex: <input type="checkbox"/> Male.....1 <input type="checkbox"/> female.....2
Name of the VDC: (4) Dhanakauli (3) Jahadi (2) Mahuwa (1) Niglihawa
Name of the Child Club:

There are 9 sections in this questionnaire. All the questions need to be filled in completely. For any detail specify/mention the responses in remarks column. Mark (✓) in the space for the responses obtained.

Section I General Information		
QUESTION	OPTION	REMARKS
1. Are you currently in school?	Yes.....1; No.....2	If no, skip to 3
2. If not, what was the highest class you completed?		Record number
3. Are you married?	Yes.....1; No.....2	
4. Has your marriage been fixed?	Yes.....1; No.....2	
5. Have your parents begun looking groom?	Yes.....1; No.....2	

Section II: Gender Role Card Sort			
Method	Card with pictures		Options
<p>Say: I have pile of the cards with pictures as follows:</p> <ol style="list-style-type: none"> <i>One has a picture of a man,</i> <i>One has a picture of a woman</i> <i>One has a picture of a man and a woman.</i> <p>I will show and read you the cards with pictures of types of work and you need to point out the card with picture or tell; which you think represents man's work; or woman's work; or both men and women work</p>	1	Chairperson of the child club	Man.....1 Woman.....2 Both.....3
	2	Take care of the children	Man.....1 Woman.....2 Both.....3
	3	Clean house	Man.....1 Woman.....2 Both.....3
	4	Cook	Man.....1 Woman.....2 Both.....3
	5	Participate in community meetings	Man.....1 Woman.....2 Both.....3
	6	Shop for household goods	Man.....1 Woman.....2 Both.....3
	7	Make decisions about children's welfare	Man.....1 Woman.....2 Both.....3
	8	Take children to the doctor	Man.....1 Woman.....2 Both.....3
	9	Decide on financial matters at home	Man.....1 Woman.....2 Both.....3
	10	Work outside the home	Man.....1 Woman.....2 Both.....3
	11.	Earn	Man.....1 Woman.....2 Both.....3

Section III. Questions used to develop card game on gender attitudes			
Method	Statement	Opinion	Remarks
Now, we will talk about whether you agree or disagree with certain statements.	1. Being married is more important than getting an education.	Agree.....1 Disagree.....2	
	2. The most important aspiration for a girl is to be a mother and take care of her family.	Agree.....1 Disagree.....2	
People in the community have all kinds of different opinions.	3. I am given the same amount of food to eat as my brother/male cousin	Agree.....1 Disagree.....2	
	4. In a family, girls and boys should get the same amount to eat no matter how much food there is.	Agree.....1 Disagree.....2	
We have chosen some of them here. We are	1. I could talk to my parents about delaying my marriage, if I wanted to..	Agree.....1 Disagree.....2	

<p>curious to hear if you agree with them, or disagree with them.</p> <p>Please don't worry about giving us a correct answer, just tell us how you feel.</p> <p>I have two cards here.</p> <p>3. Green for agree</p> <p>4. Red for disagree</p> <p>I'm going to read to you some statements, and you can go to whichever object represents the way you feel.</p>	5. Other parents I admire divide household tasks equally between sons and daughters.	Agree.....1 Disagree.....2	
	6. In families I respect, boys and girls get equal time to do homework.	Agree.....1 Disagree.....2	
	7. It is okay for a man to hit his wife if she disagrees with him.	Agree.....1 Disagree.....2	
	8. A woman should accept violence in order to keep her family together.	Agree.....1 Disagree.....2	
	9. When I get married, if my wife (husband) and I disagree, I (he) will make the final decision.	Agree.....1 Disagree.....2	
	10. It is important for siblings to tell each other that they love each other.	Agree.....1 Disagree.....2	
	11. FOR BOYS: When I get married, I would rather that my wife be educated than obedient.	Agree.....1 Disagree.....2	
	12. FOR GIRLS: When I get married, I would rather be educated than obedient.	Agree.....1 Disagree.....2	
	13. If a family can only afford for one child to go to school it should be the boy.	Agree.....1 Disagree.....2	
	14. Education for girls important to get love and respect from a husband's family.	Agree.....1 Disagree.....2	
	15. If I work hard at school and at home, I will be able to have the future that I want.	Agree.....1 Disagree.....2	
	16. A boy who expresses his affection for his sister is weak.	Agree.....1 Disagree.....2	
	17. I have more time to play than my brother/male cousin.	Agree.....1 Disagree.....2	
	18. Boys should have more free time than girls.	Agree.....1 Disagree.....2	
	19. It is more important for a girl to help at home and learn household activities than to spend time studying.	Agree.....1 Disagree.....2	
	20. Boys should share the work around the house with women such as doing dishes, cleaning and cooking	Agree.....1 Disagree.....2	
	21. The most important aspiration for a boy is to do well in school and succeed professionally.	Agree.....1 Disagree.....2	

Section IV. Arun's Dilemma	
<p>Read a letter to participants and tell them "All of you, look at Arun's letter. I am going to read the letter to you, and then I would like to ask you what opinion you have and what advice you would give Arun and his sister."</p>	<p>Dear Friend,</p> <p>I never tease girls. I help my sister with chores and accompany her to get firewood. I encourage my sister to do her best in school and we work on homework together. I always clean my own room. So what's my problem? My father and mother don't like these actions. They tell me that I should act like a boy and not be kind or helpful to my sister. I feel confused. Should I do what I feel is right or listen to my parents?</p> <p>Signed, Arun</p>

Question	Possible advice from Participants	Mark (✓) in all that apply	Remarks
1. What advice would you give Arun? (READ OPTIONS. MARK ALL THAT APPLY)	A. He should listen to his parents.	()	
	B. He should stop helping his sister.	()	
	C. He should talk to his parents about his feelings.		
	D. He should help his sister.	()	
	E. He should talk to his sister about his feelings.	()	
	F. He should ask a family member or other adult to talk to his parents.	()	
	G. Other: (specify)		
2. What advice would you give Arun's sister? (READ OPTIONS. MARK ALL THAT APPLY)	A. She should tell her parents how much she appreciates Arun's help.	()	
	B. She should tell Arun not to help her because it is causing problems.	()	
	C. She should let Arun know how much she appreciates him.	()	
	D. She should ask a family member or other adult to talk to her parents.	()	
	E. Other: (specify)		
Let's take out the opinion cards again. This time, we'll just use the red card for disagree and the green card for agree. Point to the card that shows how you feel.	1. My parents admire boys who help their sisters with household chores.	Agree.....1 Disagree.....2	
	2. Boys who help with chores are considered weak by their friends.	Agree.....1 Disagree.....2	
	3. It is more important for a boy to help at home than to spend time hanging out with friends.	Agree.....1 Disagree.....2	
	4. Boys who act like girls are often teased by their friends.	Agree.....1 Disagree.....2	

Section V: A New Friend, Maiya			
(SHOW DRAWING OF GIRL.)	Here's a drawing of a girl named Maiya. Let's imagine that Maiya is your friend at school. She's just turned 15 and she's wondering what is in the future for her. Let's talk about what you think about Maiya.		
Question	Possible advice from participants	Mark all that apply.	Remarks
1. If she stops school and gets married now, what will Maiya's life be like in ten years? Anything else? (READ OPTIONS. MARK ALL THAT APPLY.)	A. Maiya will have lots of housework.		
	B. Maiya will have little housework.		
	C. Life will be challenging.		
	D. Life will be pleasant.		
	E. Maiya will have many children.		
	F. Maiya will have some children.		
	G. Maiya will have health problems.		
	H. Maiya will be in good health.		
	I. Maiya will have a difficult relationship with her husband.		
	J. Maiya will have a happy relationship with her husband.		
	K. Other (specify)		
	A. Happy		

2. How will Maiya feel about stopping school and getting married? (READ OPTIONS. MARK ALL THAT APPLY.)	B. Sad		
	C. Don't know		
	D. Other (Specify) :		
3. If Maiya finishes her education and then gets married, what will her life be like in ten years? Anything else? (READ OPTIONS. MARK ALL THAT APPLY)	A. Maiya will have lots of housework		
	B. Maiya will have little housework.		
	C. Life will be challenging.		
	D. Life will be pleasant.		
	E. Maiya will have many children.		
	F. Maiya will have some children.		
	G. Maiya will have health problems.		
	H. Maiya will be in good health.		
	I. Maiya will have a difficult relationship with her husband.		
	J. Maiya will have a happy relationship with her husband.		
	K. Other (specify)		
4. How will Maiya feel if she finishes school and then gets married? (READ OPTIONS. MARK ALL THAT APPLY)	A. Happy		
	B. Sad		
	C. Don't know		
	D. Other (Specify) :		

SHOW TIMELINE and READ: Here is a timeline that shows the ages in a girl's life. We can use it for the next few questions.

5. Can you point to the ideal age for Maiya to get married?	_____		
	Age		
6. Think of the families you most admire. What would they say is the best age for Maiya to get married? Point to the timeline.	_____		
	Age		
7. Think of these same families, how old are their daughters when they get married? Point to the timeline.	_____		
	Age		
8. FOR GIRLS: When would you like to get married? Show me on the timeline.	_____		
	Age		

Section VI: Time Task Distribution with Siblings

Method	Question	Options	Number of times each activity performed	Number of times each activity performed for opposite gender sibling/cousin MARK HERE IF NO OPPOSITE SEX SIBLING OR COUSIN ___ AND SKIP TO NEXT SECTION	Remarks
<p>(Spread out pictures of activities with captions.</p> <p>Ask the child to look at them and then sort them into piles according to how frequently they did the behavior on the card during the last week.</p> <p>The piles should be labeled: NEVER, ONCE, MORE THAN ONCE.</p> <p>Now take the same pictures and ask the participants to do the same thing, but this time thinking of an opposite gender sibling or cousin who lives in your household and is about their age.)</p>	How often did you do the following activities in the last week?	11. Wash the dishes	Never1 Once2 More than 13 Daily4	Never1 Once2 More than 13 Daily4	
		12. Accompany your mother out in the community	Never1 Once2 More than 13 Daily4	Never1 Once2 More than 13 Daily4	
		13. Help your brother or sister with his/her school work	Never1 Once2 More than 13 Daily4	Never1 Once2 More than 13 Daily4	
		14. Complete homework/ study	Never1 Once2 More than 13 Daily4	Never1 Once2 More than 13 Daily4	
		15. Help your sister or brother with chores such as carrying wood and water	Never1 Once2 More than 13 Daily4	Never1 Once2 More than 13 Daily4	
		16. Make your own bed	Never1 Once2 More than 13 Daily4	Never1 Once2 More than 13 Daily4	
		17. Pray for the wellbeing or success of your sister or brother	Never1 Once2 More than 13 Daily4	Never1 Once2 More than 13 Daily4	
		18. Express appreciation to your brother or sister	Never1 Once2 More than 13 Daily4	Never1 Once2 More than 13 Daily4	

Section VII: Questions about Teasing

Method	Question	Options	Remarks
Ask questions to VYA participants	1. FOR BOYS: During the last month, has a friend teased another boy for acting like a girl?	Never1 Once2 More than 13	
	2. FOR BOYS: During the last month, have you been with any friends who were teasing girls?	Never1 Once2 More than 13	

Choose one options based on question.	3. FOR BOYS: In either of those cases, did you tell them not to tease? Probe (Why? Why not?)	Never.....1 Once.....2 More than 1.....3	
	4. FOR GIRLS: During the last month, has a friend teased a girl for acting like a boy?	Never.....1 Once.....2 More than 1.....3	
	5. FOR GIRLS: During the last month, have you been with any friends who were teasing boys or girls?	Never.....1 Once.....2 More than 1.....3	
	6. FOR GIRLS: In either of those cases, did you tell them not to tease? Probe (Why? Why not?)	Never.....1 Once.....2 More than 1.....3	

Section VIII. About my family		
Question	Option	Remarks
1. How often have you talked with your parents (guardian) about what is happening in school during the last week?	Never.....1 Once.....2 More than once....3	
2. FOR GIRLS: Have you ever told your parents (guardian) that it is important for you to continue studying?	Yes.....1 No.....2	
3. FOR BOYS: Have you ever told your parents (guardian) that it is important for your sisters to continue studying?	Yes.....1 No.....2	
4. How often did you do talk about your hopes for the future with a parent (guardian) during the last month?	Never.....1 Once.....2 More than once....3	
5. FOR BOYS: Have you ever talked to your parents about delaying your sister's marriage?	Yes.....1 No.....2	
6. FOR GIRLS: I have talked to my parents about when I want to get married.	Yes.....1 No.....2	
7. How often did you talk about your hopes for the future with your brother, sister, or a friend your age during the last month?	Never.....1 Once.....2 More than once....3	
8. Can you mention something you have done lately to let your sister/brother know you care for them?	Yes.....1 No.....2	

Section IX. Time Line		
I want you to think about your most recent weekday, from Monday through Friday that was not a public holiday or a school holiday. Try to recall the different activities you did that day. Start with the time you got up, and then think about all morning, afternoon and evening until you got up the next day.	ACTIVITY	NUMBER OF HOURS
- How much did you spend doing chores?	1. Chores	
- How much time did you spend studying?	2. Studying	
- How much time did you spend relaxing or playing?	3. Relaxing or playing	
- How much time did you spend in school?	4. In school	
- How much time did you spend in after school activities	5. After school activities	

- How much time did you spend working for others (not including household chores)	6. Working for others (not household chores)	
- What time did you go to bed? What time did you get up the next morning?	7. Sleeping	

Section X. Participation in CVP		
How many Choices sessions did you attend? (0-9)		
Which session was your favorite? READ OPTIONS, MARK FIRST OPTION MENTIONED	Add names of sessions as options: 1 2 3	
Did anyone else in your household participate in Choices?	Yes.....1 No.....2	If no, skip next question
Who participated? (MARK ONE OPTION)	1, Sister (s) 2. Brother(s) 3. Both sister and brother	
Did your father or mother participation in a video session?	Yes.....1 No.....2 Don't know3	

Thank you for your active participation!

Appendix C. Parent Focus Group Guide (Instrument D)

Focus Group Discussion Guide for Parents

Thank you for coming to the focus group. We're here to talk about the CHOICES program. Do any of you have questions before we get started?

Today we're going to tell some stories about a family Amita. Let's take a moment to imagine this family. There is Indra, the mother, Prem the father, and Amita the daughter and Bibek the son.

1. Here's Indra. She's like a typical woman in your community. She's about 35. Let's try to imagine: who is Indra and what is her life like?
 - a. What's the best thing about her life?
 - b. What's the most challenging thing in her life
2. Here's her husband, Pram. He's like many men in the community. Let's try to imagine: who is Pram and what is his life like?
 - a. What's the best thing about his life?
 - b. What's the most challenging thing?
3. Here's their son, Bibek. He's like an average boy in your community. Let's try to imagine who he is and what his life is like.
 - a. What's the best thing about his life?
 - b. What's challenging in his life?
4. Here's their daughter, Amita. Amita is a lot like a typical girl in your community. Maybe she's like some of your daughters. Let's try to imagine what her life is like.
 - a. What's the best thing about her life?
 - b. What's challenging in her life?

Story I: Education

First, let's imagine that it is one year ago, before Amita and Bibek have been through the CHOICES program. It's been a long day at school, where Amita and Bibek have been studying hard. They arrive home to their house, and find that there is a lot of work to do around the home. Their parents Pram and Indra are preparing to receive guests, so the house needs to be cleaned, and there is much food to prepare. Amita and Bibek have an important exam at school the next day, but the family needs help around the house, too.

1. Which is most likely to happen next? Remember, there is no right or wrong answer here.
 - a. Amita helps around the house while Bibek studies.
 - b. Bibek helps around the house while Amita studies
 - c. Bibek and Amita both help around the house, and then go study.
 - d. Bibek and Amita both study, and neither help around the house.
2. Thanks for telling me the answer. Can you tell me more about what happens? Which school work do they do? Which homework do they do? How do they feel about what they're doing?
3. **(PARENT INFLUENCE)** Let's imagine that their father, Prem, is there when they arrive home from school. He tells the children that there is a lot to do around the house tonight. Amita and Bibek tell their father that

they have a lot of important school work. Let's imagine now that Prem tells Amita and Bibek what to do next. Remember, this is a year ago, before the CHOICES program. What does father Prem tell his children?

- a. He tells Amita to help around the house while Bibek studies.
 - b. He tells Bibek to help around the house so Amita can study.
 - c. He tells them to both help around the house, and then go study.
 - d. He tells them that they should both study, and not worry about the work around the house.
4. Thanks for telling me the answer. Can you tell me more about why father Prem advises his children this way?
5. **ENGAGING WITH THE PARENTS:** Now let's imagine that Amita says something to Prem about the way that chores are being split up. What does she say?
6. **(CHANGES)** Now let's imagine that it is one year later, when Amita and Bibek have gone through the CHOICES program. They come home one day to a similar situation. They have a lot of school work to do, but also there is much to do around the house. What happens next?
- a. Imagine that Prem the father is around again. How does he respond to what his children are doing.
7. **(SOCIAL NORMS)** Think of the families you know in the community. Have you ever observed a situation like this, when there was much work to do around the house, and parents had to decide how to divide up work between daughters and sons? Tell me more about what happened.
8. **(PARTICIPANT STORIES).** Think about your own life. Before you did the CHOICES program, were you ever in a situation like Amita's? What happened?
9. **(PARTICIPANT STORIES).** Think about your own life. Since you were in the CHOICES program, were you ever in a situation like Amita's? What happened?

Story 2: Household Chores/Resources

First, let's imagine that it is one year ago, before Amita and Bibek have been through the CHOICES program. Amita and Bibek arrive home from school and are both very hungry from their long days. But, when it's time to eat dinner, there isn't so much food. Both Amita and Bibek get small servings out of the dinner pot, and eat them quickly. There's a little bit of food left in the pot. Let's imagine, what might they be eating?

1. Which is most likely to happen next? Remember, there is no right or wrong answer here.
 - a. Amita scoops out the food for herself. Her brother doesn't get any.
 - b. Bibek scoops out the food for himself. His sister doesn't get any.
 - c. Bibek and Amita share the leftover food equally.
2. Thanks for telling me the answer. Can you tell me more about what would happen? How does Bibek feel about what happened? How does Amita feel?
3. **(PARENT INFLUENCE)** Let's imagine that their mother, Indra, is there and she's the one to split up the remaining food. How does she do it?

- a. She gives the remaining food to Amita.
 - b. She gives the remaining food to Bibek.
 - c. She equally splits up the food between the two of them.
4. Thanks for telling me the answer. Can you tell me more about why mother Indra divides up food in this children this way?
 5. **(ENGAGING WITH PARENTS)** Bibek decides to say something about the way his mother is splitting up the food. What does he say?
 6. **(CHANGES)** Now let's imagine that it is one year later, when Amita and Bibek have gone through the CHOICES program. They come home one day to a similar situation: again, there is not a lot of food in the house tonight. What happens next? How do their parents react to the situation? How do Amita and Bibek respond to their parent's reactions?
 7. **(SOCIAL NORMS)** Think of the families you know in the community. Have you ever observed a situation like this, when there wasn't much food in the house, and it needed to be divided up between brothers and sisters? Tell me more about what happened.
 8. **(PARTICIPANT STORIES).** Think about your own life. Before you did the CHOICES program, were you ever in a situation like Amita's and Bibek's? What happened?
 9. **(PARTICIPANT STORIES).** Think about your own life. Since you were in the CHOICES program, were you ever in a situation like Amita's and Bibek's? What happened?

Story 3: Marriage

First, let's imagine that it is one year ago, before Amita and Bibek have been through the CHOICES program. It's late at night, and Amita and Bibek are watching television with the volume down low. Their parents are in the next room talking. Their parents believe their children are watching television, and don't know that Amita and Bibek can hear what they are saying. They are discussing how Amita is starting to get older, and that soon there will be men who are interested in marrying her. They discuss when it is a good time to start arranging her marriage, and whether or not they should wait until she finishes school.

1. What is Amita most likely to feel?
 - a. Happy and excited: she looks forward to being a wife, and wonders who will be her husband.
 - b. Anxious and worried: she hopes her parents let her stay in school. Also, she is concerned that they'll pick a husband that she doesn't like.
 - c. Content and trusting: she knows that her parents will make the right decision for her.
2. Thank you for telling me the answer. Can you tell me more about how she feels, and what she is imagining for her future?
3. Bibek also hears the conversation, and sees that his sister is reacting to it. What is he most likely to do next? Remember, this is before the CHOICES program.

- a. Pretend he doesn't notice, and ignore the situation. It doesn't concern him, so why should he get involved?
 - b. Try to talk to his parents about the marriage later this week, and tell them that Amita should finish school before she gets married.
 - c. Try to talk to his parents and tell them its best that Amita gets married soon. That way, she'll be taken care of.
4. Thank you for telling me the answer. Can you tell me more about what he is thinking, and why that is the choice he makes?
 5. What is Amita most likely to do next?
 - a. Keep her feelings to herself. It's not her place to speak to her parents about the decision.
 - b. Ask her brother to speak to her parents on her behalf.
 - c. Speak to her parents about what she wants for school and marriage.
 6. Thanks for telling me the answer. Can you tell me more about what she is thinking, and why she feels this way?
 7. **(CHANGES)** Now let's imagine that it is one year later, when Amita and Bibek have gone through the CHOICES program. They come home one day to a similar situation. This time, they're inside playing when they hear their parents talking outside. What happens next? How does Bibek respond? How does Amita respond?
 8. **(SOCIAL NORMS)** Think of the families you know in the community. Tell me more about how they decide when to marry their daughters.
 9. **(PARTICIPANT STORIES).** Think about your own life. Before you did the CHOICES program, were you ever in a situation like Amita's and Bibek's? What happened?
 10. **(PARTICIPANT STORIES).** Think about your own life since the CHOICES program. Were you ever in a situation like Amita and Bibek's? What happened?
 - a. If not, what would you do if you were in Amita's shoes?

Story 4: Relationships

Imagine it's a nice day, and Amita is walking home from school with another girl who lives near her, Heena. Lately, Heena has started doing things that boys do in the community. Sometimes she does chores like XYZ which are usually for boys, and sometimes people say that she talks like a boy. Amita and Heena pass a group of boys as they are walking home.

1. What is most likely to happen next?
 - a. The boys are friendly to Heena and Amita: they greet them and invite them to play.
 - b. The boys tease Heena for looking like a boy.
 - c. One of the boys in the group tries to flirt with Heena, asking for her number.

2. Thank you for telling me the answer. Can you tell me more about what happens? How does Amita respond? How does Heena respond?
3. Then, Amita turns around and sees that her mother, Indra, is walking down the road back from the market. Her mother has seen the interaction between Amita, Heena and the boys. What does Indra say to Amita? What does she say to the boths?
4. **(CHANGES)** Now let's imagine that it is one year later, when Amita and Heena have gone through the CHOICES program. Heena still likes acting like a boy sometimes. They're walking home together again, and again they come across a group of boys. What happens next this time? What do the boys say to Amita and Heena? How do they respond? Once again, Indra happens upon the scene. How does she respond?
5. **(SOCIAL NORMS)** Think about your community. Do you know anyone who likes act like a boy sometimes, like Heena? How do people treat them?
6. **(PARTICIPANT STORIES).** Think about your own life. Before you did the CHOICES program, did you ever find yourself in a situation like Amita's, where you were with a friend like Heena, and others teased her? Tell me about what happened.
7. **(PARTICIPANT STORIES).** Think about your own life since the CHOICES program. Since the program started, did you ever find yourself in a situation like Amita's, where you were with a friend like Heena, and others teased her? Tell me about what happened.
 - a. If not, how would you respond if you were in Amita's shoes?

Story 5: The Future

First, let's imagine that it is one year ago, before Amita and Bibek have been through the CHOICES program. They're walking home from school together on a beautiful day. They start talking about how it's exciting that they are growing up, and that in a few years more they will be adults in the community. They begin imagining what their lives will be like in 10 years.

1. First Amita asks Bibek what he thinks his life will be like. What is he most likely to say?
 - a. Bibek talks about being a husband and a father.
 - b. Bibek talks about going to university.
 - c. Bibek talks about working in agriculture or in the home.
 - d. Bibek talks about working outside the home.
2. Thank you for telling me the answer. Can you tell me more about what he would say? What dreams does he have?
3. Next, Bibek asks Amita what she thinks her life will be. What is she most likely to say? Remember, she has not yet been through the CHOICES program.
 - a. Amita talks about being a mother and wife.
 - b. Amita talks about going to university.
 - c. Amita talks about working in agriculture or in the home.
 - d. Amita talks about working outside the home.

4. Thank you for telling me the answer. Can you tell me more about what she would say? What dreams does she have?
5. Soon, they arrive home. Their mother Birsha greets them when they arrive, and asks what they have been talking about. Bibek and Amita tell their mother about their dreams for the future. How does Birsha react when she hears Bibek's dreams? How does she react when she hear's Amita's dreams?
6. **(CHANGES)** Now let's imagine that it is one year later, when Amita and Bibek have gone through the CHOICES program. They come home one day to a similar situation. Again, they're talking about their dreams for the future. This time, what is Amita's dream? What is Bibek's dream? How do their parents react to their dream?
7. **(SOCIAL NORMS)** Think of the families you know in the community. Tell me more about what they dream for girls like you.
8. **(PARTICIPANT STORIES)**. Think about your own life. Before you did the CHOICES program, did you ever dream about your future? What did you dream?
9. **(PARTICIPANT STORIES)**. Think about your own life since the CHOICES program. What are your dreams like now?

Thank you so much! It has been so much fun to talk about Amita and Bibek's stories with you. Do you have anything else you would like to say about their stories? Do you have anything to share with me about your life, or the CHOICES program?

Appendix D. VYA in-depth interview (Instrument C)

Individual In-Depth Interview Guide for Youth - Girls Ages 13-14

INTRODUCTION

10 Min

Objectives:

- To build rapport with the respondent
- To introduce and build comfort on how to use the dolls

Thank you for agreeing to talk with me. During our time together, we are going to tell some stories, draw some pictures and talk a little about your life. What I learn during conversations with you and children in other communities will help Save the Children and (NGO) improve the lives of young people in Nepal.

DEMOGRAPHIC INFORMATION

Objectives:

- Are you currently enrolled and attending school? YES or NO
- Do you have any other brothers or sisters who also attended the CHOICES program? YES or NO
- If yes, indicate: BROTHER or SISTER

Today we are going to tell some stories about Amita, Bibek and their family (introduce and show the family of dolls). Let's take a moment to imagine Amita. Amita is like any girl in your community. She's a lot like your friends and has a brother, Bibek. Bibek is a lot like the brothers in your community. Bibek and Amita live with their parents. They have both been through the CHOICES program.

Before we get started telling stories about Amita and Bibek, let's imagine who they are. This is Amita (show Amita doll). Let's take a moment to think about who she is.

1. What does Amita like to do for fun?
2. What's the best part of her life? What is the hardest part?

And this is Amita's brother Bibek (show Bibek doll). Let's take a moment to think about who he is.

3. What does Bibek like to do for fun?
4. What's the best part of his life? What is the hardest part?

Story 1: Household Chores/Education (Dolls)

20 Min

Objectives:

- How do parents distribute time sons and daughters spend on play, housework and studying? How equitable is time distributed?
- What influence do community norms have on equitable time distribution for parents and families?

Let's start by telling some stories. Does anyone in your family tell stories? Do you enjoy listening to them? Do you ever tell stories with your family and friends? Today you are going to help me make up some stories about people like you and your friends and family.

It's been a long day at school, where Amita and Bibek have been studying hard. They arrive home, and find that there is even more house work today than usual (*use the dolls to enact and set up the scene*). Their Amma and Bua are preparing to receive guests, so the house needs to be cleaned, and there is much food to prepare (*bring out the mother and father dolls to set up the scene*). Amita and Bibek have an important exam at school the next day, but the family needs help around the house, too. What do they do?

1. Tell me a story about what happens next. Remember, there is no right or wrong answer, we just want to learn about what life is like for children like Amita and Bibek in your village. What do Amita and Bibek do when they get home? Do they play, do chores or study? Who does what?
 - Who decides how Amita and Bibek spend their time? – their mother, father or Amita and Bibek themselves?
 - Is this how most boys and girls spend their time? How is it different or the same as other families?
2. How interesting, thank you for sharing. Can you show me what happens next, using the dolls? Let's pretend Amita and Bibek are... (*summarize what the participant said so far with the dolls to get them to share more details using the dolls*) What do they say to each other? Does Amita find time to study for her test? What about Bibek?

Probes:

- How does Bibek feel about how the afternoon is going? What does Amita feel?
- How do you think Amita and Bibek's mother and father feel about how their children are spending their time?

3. **(COMMUNITY INFLUENCE)** Let's imagine that their Chachi came by early to help prepare the food (*bring out the other woman doll to set up the scene*) and sees that Amita and Bibek are... (*summarize what the participant has shared*). What does Chachi say or do? What type of reaction is she most likely to have?
 - What would happen if she comes and sees that Bibek is helping Amma in the kitchen and Amita is studying? (*Only ask this question if this differs from the participant's story*)
 - Let's pretend that Amita is helping Amma in the kitchen and Bibek is studying. Now, what does Chachi say? What reaction is she most likely to have? (*Only ask this question if this differs from the participant's story*)

Probes:

- Why do you think Chachi says these things or reacts this way?
- How do you think Amita and Bibek's mom or dad (*refer to the parent that the respondent identifies as the decision-maker in the story*) feel about what Chachi says?
- How do you think Amita and Bibek feel about Chachi's reaction? Do they change their behavior or say something to her?

4. **(FOR EXPERIMENTAL ONLY - Ask only if their story describes nontypical gender roles):** Now let's think about Bibek and Amita's Amma and Bua. In your story you said that ... (*Summarize the story that was shared by respondent*) Now imagine the parents did NOT go to any of the parent or community meetings and did not see the VOICES videos. Would this change your story about Bibek and Amita or would the story stay the same? Describe to me what would change or what would stay the same.

5. **(PARTICIPANT STORIES):** Let's let Bibek and Amita take a rest (*put the dolls away*). I'd like you to think about your own life. Do you have a brother or a cousin brother who lives with you? (*If not, skip to Story 2*). Since the Monsoons season last year, have you been in a situation like Amita and Bibek where you both had to study but there was housework that needed to be done? Who did the housework and who was able to study - one of you or both of you? Can you give me an example?

- Would you say there are different roles for boys and girls in your family? Are you expected to spend your time differently than your brother? Can you provide examples?
- Are these roles of boys and girls the same or different from other families in your village? Can you give me an example?
- What do YOU believe about the roles of boys and girls?

Story 2: Early Marriage (Dolls & Emotion Cards)

15 Min

Objectives:

- What are parents' intentions and feelings regarding their daughter's marriage?
- Reasons for why they feel this way.
- Is this typical of community norms or not?

Let's imagine it is late at night, and Amita and Bibek are watching television with the volume down low (*demonstrate using dolls to set up the story*). Their Amma and Bua are talking nearby and believe Amita and Bibek are watching television. They do not know that Amita and Bibek can hear what they are saying. They are discussing how Amita is starting to get older and just had her 14th birthday. Soon there will be men who are interested in marrying her. They discuss when is a good time to start arranging her marriage, and whether or not they should wait until she finishes school.

1. Look at these cards. Pretend you are Amita and pick a card that best represents how you would feel if you heard your parents talking about your marriage. (*PROP: Display Emotion Cards*) Can you tell me more about what that card means? How you would feel, and what would you imagine about your future? What would go through your mind?
2. Her brother Bibek also hears the conversation (*demonstrate using the Bibek doll*) and sees that his sister is reacting like...(*summarize what respondent says*). Can you choose an emotion card to show how Bibek might be feeling? (*PROP: Display Emotion Cards*) Can you tell me more about what that card means? What do you think is going through Bibek's mind? What is he most likely to do or say?
3. So Amita and Bibek are feeling_____ (*fill in from the previous responses*). What about Amma and Bua (*refer to the parent dolls*)? How do you think they are they feeling, and what is going through their mind as they talk about Amita's marriage?
4. Do you think this is a common story in your village? (*summarize based on their previous answers*). If not, why not? How is it different?
5. (**FOR EXPERIMENTAL ONLY**): Thanks for helping me to make up a story about Amita and Bibek. Now let's imagine Amma and Bua did NOT go to any of the parent or community meetings and did not see the VOICES videos or attend and Poster sessions. How would this change the story you just shared or would your story stay the same?
6. When do you think Amma and Bua would like to see Amita get married? At the same age as before or different?
7. (**PARTICIPANT STORIES**). Now, think about your own life. Have you ever been in a situation like Amita, when you knew your parents were starting to think about marriage for you or your sister? Tell me what happened. What did your parents do?

Story 3: Relationships (Dolls & Emotion Cards)

15 Min

Objectives:

- Do brothers advocate for their sisters?
- How do siblings communicate with one another?
- How do adolescents communicate with their parents?

Imagine it's a nice day, and Amita is walking home from school. Lately, Amita has started doing things that boys do in the community. Sometimes she likes to wear boys clothes chores and play sports like boys. Sometimes people say that she acts more like a boy than a girl. Because of this, one day Amita passes by a group of children who begin to tease her about this.

1. Let's imagine this together. What are the other children saying to her? Why are they teasing her?

Probes:

- How does that make Amita feel? You can use the emotion cards to explain it to me.
- How is she most likely to respond? You can use the Amita doll to show me.

2. Now, just as the children are teasing her, her brother Bibek walks around the corner and sees the situation (*use the Bibek doll to demonstrate*). What happens next?

3. Do they talk to anyone else about what happened? Who do they talk to? Did they talk to their parents? What do their parents say?

4. **(PARTICIPANT STORIES)**. Let's put Bibek and Amita away for now. Think about your own life. Since the monsoon season last year, have you been in a situation like Amita when someone was teasing you? Tell me what happened?

- Where were you? What did you do? How did you feel?
- Was anyone else there to see you get teased, a bystander? Did they say or do anything?
- Did you talk to anyone about it? Who did you talk to? What did they do?

Story 4: The Future (Dolls & Drawing)

30 Min

Objectives:

- How do girls perceive their own futures and the futures of their brothers?
- How do parents' future aspirations differ for sons and daughters?
- What are the reasons for these differences?
- How much communication exists between siblings and parents on sharing future aspirations?

Amita and her mother are cutting vegetables and preparing dinner together in the kitchen (*demonstrate using Amita and Amma dolls*). Amita starts talking about her future with her mother. She imagines what her life will be like in 10 years.

1. Draw a picture of how Amita imagines her life will be in 10 years. What are her dreams for the future?

- What a great drawing, can you explain it to me? What does it mean?
- How do you think Amita feels about her future - is she excited, hopeful, sad, scared?

2. Amita asks her Amma "Amma, what do you think my life will be like in 10 years?" What kind of life does Amma think Amita will have?

- How do you think Amma feels about her daughter Amita’s future - is she excited, hopeful, sad, scared?
 - Does Amma think Amita’s future will be the same as her own life or different? Can you give me some examples?
3. Amita walks out to throw the trash away and sees Bibek outside and asks him what he thinks his life will be like in 10 years (*demonstrate using the dolls*). What are his dreams? Draw a picture of the type of future Bibek wants for himself.
- What a great drawing. Can you tell me more about your drawing and Bibek’s dreams?
 - How do you think Bibek feels about his future - is he excited, hopeful, sad, scared?
4. Let’s look at your two drawings. What do you see that is different between the dreams of Amita and Bibek? What is the same? Can you tell me more about that? Why are some things different? Why are other things the same?
- Next, Amita asks her Amma, “What dreams do you have for Bibek? Where do you think he will be in ten years?”
 - How do you think Amma feels about her son Bibek’s future - is she excited, hopeful, sad, scared?
5. Amma describes Amita’s future like this (*summarize what respondent has already said*) and Bibek’s future like this (*summarize what respondent has already said*). How are these the same or different? Can you explain why Amma describes her son’s and daughter’s future like this?
6. **(PARTICIPANT STORIES)** Now that we’ve talked about Amita’s dreams for her future - what are YOUR dreams? Have you ever been in a situation like Amita when you shared your hopes about your future with your mother, father or family?
- How did the conversation start?
 - Who did you share your dreams with? What did they say or do? Are you able to have these conversations with your parents?
 - Was this situation before, during or after you participated in CHOICES?
7. Has anything changed in your family since you participated in CHOICES? What has changed? What stayed the same? Would you say your relationship with your mother and father is the same or different then before? Can you tell me more about that? How much do they support your dreams?
8. You said before that (*RECALL*) people in your family have participated in CHOICES (**Experimental Only - and RECALL have participated in parent meetings**). What do you think you and your parents have learned from the program about the roles and responsibilities of boys and girls and men and women?
9. What changed in your home or community after the program? What stayed the same?

Thank you so much! It has been so much fun to talk about Amita and Bibek and your own life. Do you have anything else you would like to say about their stories or your drawings? Do you have anything to share with me about your life, or the CHOICES program?

Appendix E. Supplemental tables (S1, S2, S3)

Table S1. Measures of VYA and parent norms, attitudes, and behaviors by gender domain with frequencies and missing data at endline

	Norm	Attitude	Behavior
A. Gender equitable education			
Parent	(1) What level of education do most girls in this community complete? *Single item ordinal 6% less than secondary, 43% secondary, 36% higher secondary, 13% college, 2% missing pa_edu_norm_1	(1) For a girl to succeed in your community, it is very important that she completes education to age 18. *Single item dichotomous 73% agree; 6% missing pa_edu_att_1 (2) Gender equitable education attitudes scale *4-item scale, alpha=0.93, dichotomized 62% endorse all positive attitudes, 11% missing pa_edu_att_2	(1d) Daughters' daily hours spent studying or in school. *Single item continuous mean=8.7 SD=1.6 range: 3.5-14.0; 2% missing pa_edu_beh_1d (1s) Sons' daily hours spent studying or in school. *Single item continuous mean=8.5 SD=1.9 range: 0.67-14; 4% missing pa_edu_beh_1s
VYA	(1) In families I respect, boys and girls get equal time to do homework. *Single item dichotomous 92% agree, 0.4% missing vya_edu_norm_1	(1) It is more important for a girl to help at home and learn household activities than to spend time studying. *Single item dichotomous 80% disagree, 0.2% missing vya_edu_att_1	(1) Hours spent studying. *Single item continuous Mean=2.5 SD=2.2 range: 0-12, 0.8% missing vya_edu_beh_1 (2) Have you ever told your parents (guardian) that it is important for your sisters/you to continue studying? *Single item dichotomous 79% yes, 2% missing vya_edu_beh_2
B. Gender equitable household chores and resource sharing			
Parent	(1) Think of the people you admire. How do they usually divide household tasks between sons and daughters? *Single item dichotomous 88% share housework equally, 0% missing pa_house_norm_1	(1) Boys should have more free time than girls. *Single item dichotomous 82% disagree, 5% missing pa_house_att_1	(1s) Sons' time doing housework in hours for those with sons *Single item continuous Mean=2.3 SD=0.95 range: 0-7, 4% missing pa_house_beh_3s

		<p>(2d) If my daughter wanted to do tasks usually reserved for sons, I would be upset, for those with daughters. *Single item dichotomous 70% disagree, 9% missing pa_house_att_2d</p> <p>(2s) If my son wanted to do tasks usually reserved for daughters, I would be upset, for those with sons. *Single item dichotomous 72% disagree, 6% missing pa_house_att_2s</p>	<p>(1d) Daughters' time doing housework in hours for those with daughters *Single item continuous Mean=3.2 SD=0.91 range: 0-6.5, 2% missing pa_house_beh_3d</p> <p>(2s) Sons' playtime in hours for those with sons *Single item continuous Mean=2.5 SD=1.1 range: 0-6, 4% missing pa_house_beh_4s</p> <p>(2d) Daughters' playtime in hours for those with daughters *Single item continuous Mean=1.7 SD=1.1 range: 0-7 pa_house_beh_4d</p>
VYA	<p>(1) Boys who help with chores are considered weak by their friends. *Single item dichotomous 78% disagree, 0.5% missing vya_house_norm_1</p> <p>(2) My parents admire boys who help their sisters with household chores. *Single item dichotomous 90% agree, 0.9% missing vya_house_norm_2</p>	<p>(1) Boys should have more free time than girls. *Single item dichotomous 72% disagree, 0.3% missing vya_house_att_1</p> <p>(2) It is more important for a boy to help at home than to spend time hanging out with friends. *Single item dichotomous 92% agree, 0.3% missing vya_house_att_2</p>	<p>(1) Hours spent doing chores *Single item continuous Mean=1.9 SD=1.1 range=0-9, 0.8% missing</p> <p>(2) For boys: 4-item time task chore scale Mean=6.5 SD=2.9 range: 0-12 alpha=0.63, 0.7% missing vya_house_beh_2s</p>
C. Delayed marriage for girls			
Parent	N/A	<p>(1) Marrying girls at an early age is bad for the community. *Single item dichotomous 88% agree, 0% missing pa_marry_att_1</p>	<p>(1d) At what age would you like your daughter to marry? *Single item continuous Mean=20 SD=2.1 range:15-32, 1% missing pa_marry_beh_1d</p>

VYA	(1) Think of the families you most admire. What would they say is the best age for Maiya to get married? *Single item continuous Mean=20 SD=2.1 range: 10-28, 0.2% missing vya_marry_norm_1	(1) What is the ideal age for Maiya to get married? *Single item continuous Mean=20 SD=2.2 range: 10-26, 0.1% missing vya_marry_att_1 (2d) For girls: negative consequences of early marriage scale *5-item scale, alpha=0.75, dichotomized 79% endorse all negative consequences, 0.3% missing vya_marry_att_2d (3d) For girls: positive consequences of delayed marriage scale *7-item scale, alpha=0.75, dichotomized 79% endorse all positive consequences, 0% missing vya_marry_att_3d	(1) For boys: Have you ever talked to your parents about delaying your sister's marriage? For girls: I have talked to my parents about when I want to get married. 63% yes, 2% missing vya_marry_beh_1
D. Supportive and loving relationships			
Parent	N/A	(1) When a child is not doing well in school, it is better to encourage them rather than to discipline them. *Single item dichotomous 78% agree, 0% missing pa_rln_att_1	(1d) How often did you tell your daughter that you are proud of her? *Single item dichotomous 66% often, 2% missing pa_rln_beh_1d (1s) How often did you tell your son that you are proud of him? *Single item dichotomous 78% often, 2% missing pa_rln_beh_1s
VYA	N/A	<i>Relationships with Siblings</i> (1) A boy who expressed his affection for his sister is weak *Single item dichotomous 77% disagree, 0.6% missing vya_rln_sib_att_1	<i>Relationships with Siblings</i> (1s) For boys: 4-item sibling support scale. Mean=6.6 SD=3.4 range: 0-12 alpha=0.80 0.7% missing vya_rln_sib_beh_1s

		<p><i>Gendered Teasing</i> (1) Boys who act like girls are often teased by their friends *Single item dichotomous 80% disagree, 0.6% missing vya_rln_tease_att_1</p>	<p>(2) How often did you help your sister or brother with chores? *Single item dichotomous 82% ever, 0.2% missing vya_rln_sib_beh_2</p> <p><i>Gendered Teasing</i> (1) During the last month, has a friend teased a girl (boy) for acting like a boy (girl)? *Single item dichotomous 79% never, 0.9% missing vya_rln_tease_beh_1</p> <p>(2d) For girls: gendered teasing scale *3-item scale, alpha=0.74, dichotomized 62% report no gendered teasing behaviors, 2% missing vya_rln_tease_beh_2d</p>
E. Gender Equity in Aspirations			
Parent	N/A	<p>(1) Card sort gender role scale *11 item scale continuous, alpha= Mean=7.9 SD=2.6 range: 0-11, 0.5% missing pa_asp_att_1</p>	<p>(1d) How often in the last year did you discuss with daughter their hopes and dreams for the future? *Single item dichotomous 69% ever, 4% missing pa_asp_beh_1d</p> <p>(1s) How often in the last year did you discuss with son their hopes and dreams for the future? *Single item dichotomous 74% ever, 1% missing pa_asp_beh_1s</p>
VYA	N/A	<p>(1) Card sort gender role scale *11-item scale continuous, alpha=0.87 Mean=8.2 SD=3.1 range: 0-11, 2% missing vya_asp_att_1</p>	<p>(1) How often did you talk about your hopes for the future with a parent in the last month? *Single item dichotomous 81% ever, 1% missing</p>

		<p>(2) The most important aspiration for a girl is to be a mother and take care of her family</p> <p>*Single item dichotomous 65% disagree, 0% missing</p> <p>vya_asp_att_2</p>	<p>vya_asp_beh_1</p> <p>(2) How often did you talk about your hopes for the future with a sibling or a friend in the last month?</p> <p>*Single item dichotomous 84% ever, 0.4% missing</p> <p>vya_asp_beh_2</p>
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Table S2. All Parent Endline Measures by VDC

Measure	Niglihawa (n=150)	Mahuwa (n=150)	Jahadi (n=149)	Dhanakauli (n=151)	p-value
Gender equitable education					
Norm: What level of education do most girls in this community complete? n (%)					<0.001
Primary/Lower Primary	0.7 (1) ^a	13.0 (19)	8.8 (13)	0.7 (1)	
Secondary	13.6 (20)	74.7 (109)	64.9 (96)	23.5 (35)	
Higher Secondary	38.8 (57)	11.6 (17)	26.4 (39)	69.8 (104)	
College	46.9 (69)	0.7 (1)	0.0 (0)	6.0 (9)	
Attitude (1): For a girl to succeed in your community, it is very important that she completes education to age 18, n (%) agree	45.3 (67)	94.0 (110)	76.4 (113)	100.0 (150)	<0.001
Attitude (2): Dichotomized 4-item gender equitable education attitudes, n (%) scoring 4/4	37.7 (55)	73.1 (68)	68.9 (102)	99.3 (148)	<0.001
Behavior (1d): Daughters' daily hours spent studying or in school, mean (SD)	9.2 (1.1)	8.4 (1.0)	9.8 (2.0)	7.3 (0.57)	
Behavior (1d): Sons' daily hours spent studying or in school, mean (SD)	9.5 (1.5)	8.1 (1.9)	9.6 (1.8)	7.1 (1.1)	
Gender equitable household chores and resource sharing					
Norm: Think of the people you admire. How do they usually divide household tasks between sons and daughters? n (%) share housework equally	94.7 (142)	86.7 (130)	87.9 (131)	80.8 (122)	0.004
Attitude (1): Boys should have more free time than girls, n (%) disagree	98.0 (146)	60.2 (74)	80.5 (120)	86.1 (130)	<0.001
Attitude (2s): If my son wanted to do tasks usually reserved for daughters, I would be upset, n (%) disagree	93.4 (71)	68.5 (61)	59.8 (61)	87.5 (84)	<0.001
Attitude (2d): If my daughter wanted to do tasks usually reserved for sons, I would be upset, n (%) disagree	94.4 (17)	46.8 (29)	53.7 (29)	92.3 (36)	<0.001
Behavior (1s): Sons' hours spent doing housework, mean (SD)	1.7 (0.83)	2.1 (1.1)	2.7 (0.87)	2.4 (0.60)	
Behavior (1d): Daughters' hours spent doing housework, mean (SD)	3.2 (1.0)	3.3 (1.2)	3.1 (0.58)	3.0 (0.61)	
Behavior (2s): Sons' hours of playtime, mean (SD)	2.9 (1.2)	1.8 (1.2)	2.7 (1.1)	2.6 (0.67)	
Behavior (2s): Daughters' hours of playtime, mean (SD)	1.7 (1.0)	1.2 (1.1)	2.3 (1.2)	1.5 (0.70)	
Delayed marriage for girls					
Attitude: Marrying girls at an early age is bad for the community, n (%) agree	99.3 (149)	76.0 (114)	77.2 (115)	99.3 (150)	<0.001
Behavior (d): At what age would you like your daughter to marry? mean (SD)	21.9 (2.4)	19.3 (1.7)	19.8 (1.7)	19.6 (1.7)	
Supportive and loving relationships					
Attitude: When a child is not doing well in school, it is better to encourage them rather than to discipline them, n (%) agree	44.7 (67)	81.3 (122)	84.6 (126)	100.0 (151)	<0.001

Behavior (d): How often did you tell your daughter that you are proud of her? n (%) often	96.6 (84)	40.4 (44)	63.1 (65)	70.7 (70)	<0.001
Behavior (s): How often did you tell your son that you are proud of him? n (%) often	96.3 (78)	47.3 (44)	63.6 (70)	75.2 (79)	0.06
Gender equity in aspirations for girls and boys					
Attitude: Card sort gender role scale, mean (SD)	8.2 (2.6)	7.3 (3.3)	8.1 (2.4)	8.2 (1.7)	0.005
Behavior (d): How often in the last year did you discuss with daughter their hopes and dreams for the future? n (%) ever	68.6 (59)	94.8 (92)	73.7 (73)	49.0 (48)	<0.001
Behavior (s): How often in the last year did you discuss with son their hopes and dreams for the future? n (%) ever	79.2 (61)	93.3 (84)	72.5 (79)	58.1 (61)	<0.001

^a Green indicates most gender equitable VDC and red indicates least gender equitable VDC

Table S3. All VYA Endline Measures by VDC

Measure	Niglihawa (n=300)	Mahuwa (n=301)	Jahadi (n=301)	Dhanakaul i (n=298)	p- value
Gender equitable education					
Norm: In families I respect, boys and girls get equal time to do homework, n (%) agree	99.0 (295) a	84.0 (251)	98.3 (296)	87.2 (259)	<0.001
Attitude: It is more important for a girl to help at home and learn household activities than to spend time studying, n (%) disagree	99.0 (297)	64.7 (194)	83.7 (252)	74.8 (222)	<0.001
Behavior (1): Hours spent studying, mean (SD)	2.0 (0.49)	1.6 (0.72)	4.8 (3.3)	1.6 (0.91)	
Behavior (2): Have you ever told your parents (guardian) that it is important for your sisters/you to continue studying? mean (SD)	94.9 (280)	64.3 (193)	82.8 (245)	81.9 (231)	<0.001
Gender equitable household chores and resource sharing					
Norm (1): Boys who help with chores are considered weak by their friends, n (%) disagree	94.6 (282)	64.8 (195)	93.4 (281)	59.9 (176)	<0.001
Norm (2): My parents admire boys who help their sisters with household chores, n (%) agree	99.3 (297)	68.9 (202)	100.0 (301)	92.6 (274)	<0.001
Attitude (1): Boys should have more free time than girls, n (%) disagree	94.0 (281)	71.3 (214)	57.3 (172)	65.0 (193)	<0.001
Attitude (2): It is more important for a boy to help at home than to spend time hanging out with friends, n (%) agree	96.7 (290)	80.7 (243)	98.7 (296)	92.2 (272)	<0.001
Behavior (1): Hours spent doing chores	2.0 (0.60)	1.5 (0.74)	2.4 (1.3)	1.7 (1.2)	
Behavior (2s): Time task chore scale, mean (SD)	7.9 (1.8)	8.5 (2.0)	4.5 (2.4)	4.8 (2.7)	
Delayed marriage for girls					
Norm: Think of the families you most admire. What would they say is the best age for Maiya to get married? mean (SD)	19.8 (1.9)	20.5 (2.6)	19.5 (1.8)	20.2 (1.9)	
Attitude (1): What would you say is the ideal age for Maiya to get married? mean (SD)	20.0 (2.0)	21.1 (2.3)	20.2 (2.0)	20.0 (2.2)	
Attitude (2d): For girls: Dichotomized 5-item negative consequences of early marriage scale, n (%) endorse all	100.0 (150)	60.7 (91)	95.4 (145)	71.0 (108)	<0.001
Attitude (3d): For girls: Dichotomized 7-item positive consequences of delayed marriage scale, n (%) endorse all	100.0 (150)	54.7 (82)	94.7 (144)	65.1 (99)	<0.001
Behavior: For boys: Have you ever talked to your parents about delaying your sister's marriage? For girls: I have talked to my parents about when I want to get married, n (%) agree	77.2 (228)	61.5 (182)	64.8 (191)	51.9 (150)	<0.001
Supportive and loving relationships					
Attitude on sibling relationships: A boy who expresses his affection for his sister is weak, n (%) disagree	95.3 (286)	68.6 (205)	82.4 (248)	64.5 (189)	<0.001
Attitude on gendered teasing: Boys who act like girls often get teased by their friends, n (%) disagree	94.0 (281)	77.1 (232)	87.3 (262)	62.5 (183)	<0.001
Behavior for sibling relationships (1s): For boys: Sibling support scale, mean (SD)	7.9 (1.8)	9.9 (2.0)	3.9 (2.5)	4.7 (2.9)	

Behavior for sibling relationships (2): How often did you help your sister or brother with chores? n (%) ever	87.3 (261)	98.0 (295)	63.1 (190)	79.1 (235)	<0.001
Behavior for gendered teasing (1): During the last month, has a friend teased a girl (boy) for acting like a boy (girl)? n (%) never	85.2 (254)	66.1 (197)	86.7 (260)	79.2 (232)	<0.001
Behavior for gendered teasing (2d): For girls: Dichotomized 3-item gendered teasing scale, n (%) reporting no teasing behaviors	77.0 (114)	37.7 (55)	78.2 (118)	68.2 (101)	<0.001
Gender equity in aspirations for girls and boys					
Attitude (1): Card sort gender role scale, mean (SD)	9.8 (1.4)	8.4 (2.9)	8.0 (3.1)	6.5 (3.5)	
Attitude (2): The most important aspiration for a girl is to be a mother and take care of her family, n (%) disagree	58.0 (174)	68.4 (206)	70.1 (211)	62.8 (187)	0.007
Behavior (1): How often did you talk about your hopes for the future with a parent in the last month? n (%) ever	95.6 (286)	92.3 (275)	72.7 (218)	66.4 (192)	<0.001
Behavior (2): How often did you talk about your hopes for the future with a sibling or friend your age in the last month? n (%) ever	95.0 (285)	88.4 (266)	85.7 (257)	67.0 (197)	<0.001

^a Green indicates most gender equitable VDC and red indicates least gender equitable VDC

Appendix F. Supplemental Figures (S1, S2)

Figure S1. Summary of model results for associations between measures within domains for parents and VYAs at endline. Red arrows indicate inverse associations, yellow arrows indicate null associations or mixed results from unadjusted and adjusted models, and green arrows represent positive associations in the expected direction. Refer to Table S1 for specific measures. Underlined measures were moderate or strong quality.

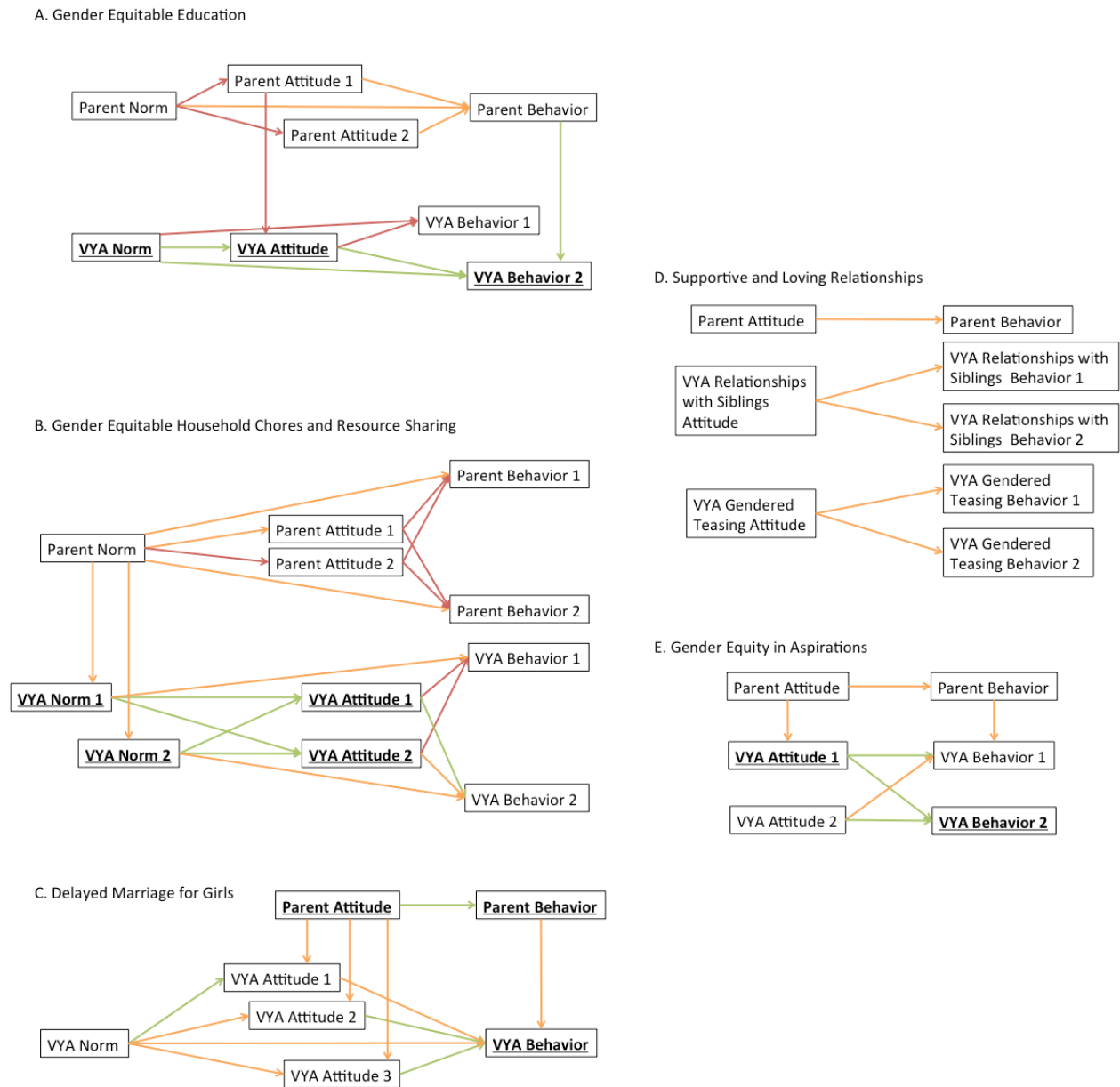


Figure S2. Summary of model results for associations between measures within domains for parents and VYAs at baseline. Yellow arrows indicate null associations or mixed results from unadjusted and adjusted models, and green arrows represent positive associations in the expected direction. Underlined measures were of sufficient quality (related to at least two other measures, or at least one moderate/strong quality measure).

