

## Phase 2

### Tool 9: Boys Rolling Profile Sheet

Cluster No.: \_\_\_\_\_

Name of the Village: \_\_\_\_\_

Name of the Union: \_\_\_\_\_

Type of Village (circle): Light / Intensive

**Instructions:** Before filling this tool, interviewer will read all the questions and fill up the information from question 1 to 11 accurately. Interviewer will also have recently reviewed and refreshed their knowledge on the GBV protocol and GBV resource mapping. The interviewer will introduce the purpose of the Rolling Profile and will explain the process to the participant clearly. Interviewer will seek consent from the participant to conduct the interview every time. If the participant is an adolescent, assent from the parent will be sought.

Q#	Question	Record answer here
1	Participant ID #	
2	Name of the interviewee	
	Name of the interviewer	
3	Date of the interview	
4	Date of the previous interview	
5	Ward name	
6	Name of the FF/SM/CSA	
7	If there has been more than one FF, please mention the CO- FF:	
8	Number of group sessions participated in since project start	
9	Place of the interview	
10	Duration of the interview	
11	Audio file ID#	

If this is the first interview, the interviewer will ensure that the questions from 12 to 15 are filled up.

<b>12</b>	<b>Age</b> (in completed years)				
<b>13</b>	<b>Number of years of education completed</b> (Please write the appropriate number in the box from those below) Primary (1 to 4) = 1    Secondary (4 to 8) = 2    Tertiary (9 to 12) = 3				
<b>14</b>	<b>Marital status (Please v Mark)</b>	Unmarried	Married	Widowed/ divorced	Other (Specify):

<b>15</b>	<b>Number of household members, their relationship with the interviewer, sex and age</b>							
	<b>Name</b>	<b>TP Group Member</b> <i>(Yes/No)</i>	<b>Participant ID</b>	<b>Relationship with the interviewee</b>	<b>Sex</b> <i>(Female /Male)</i>	<b>Age (in years)</b>	<b>School-going?</b> <i>(Yes/No)</i>	<b>If child is school-going, class in which they study</b>

If this is not the first interview in a series of rolling profiles, interviewer will ask the following question to understand any changes that have taken place since the last interview:

<b>16</b>	<b>Any significant changes observed by the interviewer before the start of the interview</b> <i>(Please v mark one or more options below)</i>	
		<b>Change in residence</b>
		<b>Employment</b>
		<b>Marriage in the family</b>
		<b>New member in the family</b>

	<b>Any other, please explain below:</b>

**Communication in the family**

<b>17.1</b>	<b>Which topics do you and your father talk about on a day to day basis?</b> <i>(Probe: Chat about how the day went for both, share happy and sad news and moments, talk about future plans like marriage, education etc.)</i>
<b>17.2</b>	<b>Which topics do you and your mother talk about on a day to day basis?</b> <i>(Probe: Chat about how the day went for both, day to day concerns, talk about future plans like marriage, education etc.)</i>
<b>17.3</b>	<b>Which topics do you and your sister talk about on a day to day basis?</b> (Probe: chat about marriage, education, household chores, future plans, any family concerns, health issues etc.).
<b>17.4</b>	<b>Which topics do you and your brother talk about on a day to day basis?</b> (Probe: chat about marriage, education, employment, household chores, future plans, any family concerns, health issues etc.).

**Aspirations and ambitions**

<b>18.1</b>	<b>Have you ever talked to your mother about your aspirations?</b>	
	<i>(Please ✓ Mark)</i>	
		<b>Yes</b>
		<b>No</b>
<b>18.2</b>	<b>If yes, how was the experience? If no, why not?</b>	
	<i>(Probes: Did they understand you? Did they ask more questions? Did they discuss their expectations with you?)</i>	

<b>18.3</b>	<b>Have you ever talked to your father about your aspirations?</b>	
	<i>(Please ✓ Mark)</i>	
		<b>Yes</b>
		<b>No</b>
<b>18.4</b>	<b>If yes, how was the experience? If no, why not?</b>	
	<i>(Probes: Did they understand you? Did they ask more questions? Did they discuss their expectations with you?)</i>	
<b>18.5</b>	<b>Have you ever talked to your sister about her aspirations? <i>(Please ✓ Mark)</i></b>	
		<b>Yes</b>
		<b>No</b>
<b>18.6</b>	<b>If yes, how was the experience? If no, why not?</b>	
	<i>(Probes: Did you understand her? Did you ask her more questions?)</i>	

**Communication about puberty and other bodily changes**

19.1	We all know that our bodies change when we grow from a child to an adult. Boys have different bodily changes; girls have different bodily changes. Have you ever had a conversation with anyone about such issues? <i>(Please ✓ Mark)</i>	
	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
19.2	If yes, how was the experience? If no, why not? <i>(Probe: Can you tell us more about this?)</i>	
19.3	If yes, what information did you talk about?	
19.4	Have you ever had a conversation with your sister about bodily issues? <i>(Please ✓ Mark)</i>	
	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
19.5	If yes, how was the experience? If no, why not? <i>(Probe: Can you tell us more about this?)</i>	
19.6	If yes, what information did you talk about?	

19.7	<b>Have you ever talked to anyone about wet dream? (Please ✓ Mark)</b>	
	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
19.8	<b>If yes, how was the experience? If no, why not?</b>	
	<i>(Probe: Can you tell us more about this?)</i>	

**Adolescent boys' Gender Equitable Attitudes**

20.1	<b>What are the expectations in your family for an adolescent boy?</b>	
	<i>(Probe: what roles she plays in the house, what is your sister allowed to do on a regular basis which you are not allowed to do and vice versa, what is expected from you in the future as compared to your brother)</i>	
20.2	<b>Do you agree with these expectations for adolescent boys? Why or why not?</b>	

<b>20.3</b>	<b>Do your friends have different ideas about what makes for a “real” young man as compared to your family?</b>

**Witnessing Eve-Teasing**

<b>21.1</b>	<b>Have you ever heard of cases of eve teasing of adolescent girls? Why do you think that happens?</b>
<b>21.2</b>	<b>What are the consequences of eve-teasing for a girl in your community?</b>
<b>21.3</b>	<b>What should an adolescent boy your age should do if you witness eve-teasing of any kind?</b>

**Interviewer say:** Thank you for your time and participation. We will hopefully meet again after three months to talk about similar topics.

CARE grants permission to all not-for-profit organizations engaged in social justice and humanitarian activities to reproduce this work, in whole or in part. The following notice shall appear conspicuously with any reproduction:

***“Kalra, S., Naved, R. T., and Talukder, A. Tool 9: Boys Rolling Profile Sheet, Bangladesh. CARE’s Tipping Point initiative; icddr’b. Copyright © 2019 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission.”***