

## Phase 2

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

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

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 ✓ 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, employment 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 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.).

<b>17.4</b>	<b>Which topics do you and your sister 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>
	<input type="checkbox"/> <b>Yes</b>
	<input type="checkbox"/> <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>
	<input type="checkbox"/> <b>Yes</b>
	<input type="checkbox"/> <b>No</b>
<b>18.4</b>	<b>If yes, how was the experience? If no, why not?</b> <i>(Probes: Did he understand you? Did he ask more questions? Did he discuss his expectations with you?)</i>

18.5	<b>How does talking to your mother and your father about your aspirations differ from each other?</b>	
18.6	<b>Have you ever talked to your brother/sister about your aspirations? (Please ✓ Mark)</b>	
	<input type="checkbox"/>	<b>Yes</b>
	<input type="checkbox"/>	<b>No</b>
18.7	<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>	

#### Communication about puberty and menstruation

19.1	<b>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? (Please ✓ Mark)</b>	
	<input type="checkbox"/>	<b>Yes</b>
	<input type="checkbox"/>	<b>No</b>
19.2	<b>If yes, how was the experience? If no, why not?</b> <i>(Probe: Can you tell us more about this?)</i>	
19.3	<b>If yes, what information did you talk about?</b>	

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

### Gender Roles and Expectations

20.1	<b>What are the expectations in your family for an adolescent girl?</b> <i>(Probe: what should she do to be considered a “good” girl who brings honour to the family, what should she NOT do, what roles you play in the house, what is your brother 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 about what makes a “good” girl or do you have any different opinion?</b>	
20.3	<b>Do your friends have different ideas about what makes a “good” girl?</b>	

20.4	<b>What are the expectations in your family for an adolescent boy?</b>
20.5	<b>Do you agree with these expectations for adolescent boys? Why or why not?</b>
20.6	<b>How do the expectations for a young girl and young boy differ in your family? What do you think about these differences?</b>

**Eve Teasing**

21.1	<b>Have you ever heard of cases of eve teasing of adolescent girls? Why do you think that happens?</b>

21.2	<b>What should the girl's parents do after such a thing happens?</b>
21.3	<b>Is there anything that adolescent girls or boys should do after such a thing happens?</b>

21.4	<b>What should be the role of the other village members?</b>

**Interviewer say:** Thank you for your time and participation. We will hopefully meet again after four 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: Girls Rolling Profile Sheet, Bangladesh. CARE’s Tipping Point initiative; icddr’b. Copyright © 2019 Cooperative for Assistance and Relief Everywhere, Inc. (CARE). Used by Permission.”*