

Supplemental File 4: Monitoring Forms

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TPP Monitoring Report Format

	Rolling Profiles	Demographics	General Family Communication	Communication about SRH	Communication about aspirations	Eve teasing & violence	Gender roles & norms
Family 1	Mother						
	Father						
	Daughter						
	Son						
Family 2	Mother						
	Father						
	Daughter						
	Son						
Family 3	Mother						
	Father						
	Daughter						
	Son						

Family Summary Guide

1. What are the overall demographics of the family? (relative ages of parents, education of parents versus children, etc.)
2. What does each family member discuss with other family members? Do the reports of different family members agree or disagree? Do certain members talk more than others?
3. How much communication have parents and children had about SRH? How much do siblings communicate about SRH? How knowledgeable are children about SRH? Does this differ by gender?
4. How much do parents and children talk about aspirations? Do parents and children agree?
5. What are children's attitudes toward eve-teasing and intervening? How common do they perceive it is? What do they view as the causes and solutions? How do parents view intimate partner violence?
6. What are family member's views of the expectations of boys, girls, men, and women? Do these views differ by age and gender?

Focus Group (visits 2 & 3 only)

Group Information	Procedures, leadership & decision-making	Events (successes, challenges, future plans)	Community engagement & reactions	Action to fix problems in the community	Changes observed in the community	Support, advice, and time spent with group members	Other observations (concordance, engagement)

Focus Group Summary Guide

1. **What basic information is there about the group? (e.g. number and ages of girls, any married girls, schooling, etc.)**
2. **What procedures does the group follow in terms of running meetings and making decisions? For example, how often do they meet and for how long? How do they decide what to talk about? Where do they meet?**
3. **How do group members support and advise each other? Do they see each other outside of TPP and if so, in what capacity?**
4. **What challenges and successes have the group members experienced in organizing events? What lessons have they learned?**
5. **What plans does the group have for future events?**
6. **What challenges and successes have the group members experienced in engaging community members and leaders? What lessons have they learned? What support or resistance have group members observed from community members and leaders?**
7. **What other actions have group members taken to reach out to girls in the community or to fix problems in the community?**
8. **What changes, if any, have the group members observed in the community as a result of their actions?**

Session observation reporting format**District:****Ward:****VDC Name:****Cluster number:****Group:** Girls Boys Mothers Fathers **Venue:****Date:****Observation timing:** ...am/pm to ...am/pm**Session number:****Topic of the session:****Name of the group (if any):****Number of total group members:****Number of group members attended the session full time:****Number of group members attended the session partially:****Name of the facilitator:****Name of the co-facilitator:****Name of the observer:****Date of documentation submission:****Report prepared by: Name, designation, organization**

Field facilitator's adherence to the manual:

Note for the observer: Please give tick mark (✓) besides topic mentioned in below table in case of deviation from the manual

Sl.	Topic	Deviated from the manual
1.	Use of methods during the session	
2.	Use of materials during the session	
3.	Sitting arrangement	
4.	Recap and summarizing the objectives and key messages of the previous session	
5.	Introduction to the topic of the current session	
6.	Explaining the objectives of the current session	
7.	Delivery of key messages	
8.	Time management of the sessions	

FF's facilitation skill and level of engagement with the participants

Sl.	Topic	Brief note /Reflection
1.	Performance in explaining the content (e.g. recap of previous session and its key messages, introducing current session, explaining session's objectives, effectiveness of FFs to deliver the key message of the sessions)	
2.	Confidence level in explaining sensitive topic	
3.	Using understandable languages	

4.	Deliberation pace	
5.	Active listening (e.g., ability to listen attentively to the participants)	
6.	Response skill (e.g., ability to respond to the queries and concerns of different participants)	
7.	How did the FF help the group adjust to the struggle, if any (for example: strong emotions, particular topic, language, literacy, cultural relevance, peer pressure among group members, their personal circumstances, resistance)? Did FFs seem to help the participants adjust with these struggles?	
8.	Encouraging and allowing the members to ask questions/offer comments/ share experiences For those who were particularly quiet, did the FF take any attempt to draw them out? If yes, what kind of attempt it was?	
9.	Capability to make the session lively, interesting and participatory (e.g., maintaining a balance between lecture and ensuring the engagement of the participants)	
10.	Time management	
11.	Co-ordination skill (e.g., between the lead-facilitator and co-facilitator, between the FFs and the participants)	
12.	Cordial and respectful treatment of the participants	

13.	Relationship between the FF and the participants (e.g., a strong power dynamic exists or FFs seem to be more approachable)	
14.	Any adjustments being made by the FF to adjust the needs of the project and participants	

Participant's engagement

Sl.	Topic	Brief note/Reflection
1.	Were the majority of the members punctual?	
2.	Did the majority of the members attend the full session?	
3.	Listened to the FFs actively	
4.	Did the participants voice insights about their own "aha" insights about new ideas?	
5.	Did several members asked questions and shared own experiences?	
6.	Overall respect and empathy among group members (e.g., Listened to the other members actively, treated each other with respect and empathy etc)	
7.	Any evidence seen of a perspective shift about gender, power and fairness among the participants	

Rating of the session and performance of the FFs

Sl.	Topic	Obtained rating	Brief note/Reflection
1.	Rating of the session		
2.	Rating of the performance of the lead-facilitator		
3.	Rating of the performance of the co-facilitator		

Success, challenges and limitations of the session

Sl.	Topic	Brief note/Reflection
1.	What were the extraneous factors that made the session “successful” or “unsuccessful”?	
2.	Any strong backlash during the session? If yes, in what way did the FFs and participants deal with it?	
3.	Anything significant about the session that the TP team should be aware of to ensure maximum impact and participation	

Guide for session observation**General information**

District:

VDC:

Ward:

Cluster number:

Group: Girls Boys Mothers Fathers

Venue:

Date:

Name of the group (if any):

Number of total group members:

Name of the facilitator:

Was the FF gender matched: Yes/No/Any other, Please comment.

Name of the co-facilitator:

Was the Co-FF gender matched: Yes/No/ Any other, Please Comment. :

Name of the observer:

Session Observation

Session number:

Topic of the session:

Duration of the session (mentioned in the module):

Duration of the session (actual time spent): Start time (hh:mm) & End time (hh:mm)

1. Assessment of the facilitator's use of methods during the session

Methods mentioned in the manual for conducting the session	Assessment of the facilitator's use of methods as expected in the manual
I.	Unsatisfactory = 1

	Fair = 2 Good = 3 Excellent = 4
II.	Unsatisfactory = 1 Fair = 2 Good = 3 Excellent = 4

Please provide comments based on your observation:

2. Assessment of the facilitator's use of materials during the session as expected in the manual

Unsatisfactory = 1

Fair = 2

Good = 3

Excellent = 4

Please provide comments based on your observation:

3. Was the sitting arrangement suitable for a participatory session?

No = 1

More or less suitable =2

Yes = 3

Please provide comments based on your observation:

4. How was the facilitator's performance in summarizing the objectives and key messages of the previous session after recap of the previous session?

Did not summarize=0

Unsatisfactory = 1

Fair = 2

Good = 3

Excellent = 4

Please provide comments based on your observation:

5. How was the introduction to the topic of the current session by the facilitator?

Did not introduce the topic=0

Unsatisfactory = 1

Fair = 2

Good = 3

Excellent = 4

Please provide comments based on your observation:

6. How was the facilitator's performance in explaining the objectives of the current session?

Did not explain the objectives =0

Unsatisfactory = 1

Fair = 2

Good = 3

Excellent = 4

Please provide comments based on your observation:

7. How was the facilitator's performance in explaining the topic?

Did not explain the topic =0

Unsatisfactory = 1

Fair = 2

Good = 3

Excellent = 4

Please provide comments based on your observation:

8. How confident was the facilitator in explaining any sensitive topic?

There was no sensitive topic= 9 (NA)

Not (much) confident = 1

More or less confident =2

Quite confident=3

Please provide comments based on your observation:

9. How encouraging was the facilitator in allowing the members to ask questions/offer comments/ share experiences related to the current/previous session(s)?

Not (much) = 1

More or less= 2

Very much= 3

Please provide comments based on your observation:

10. Did the facilitator allow and encourage all /most/some/ a few of the members to ask questions/offer comments/ share experiences related to the current/previous session(s)?

He/she encouraged a few members = 1

He/she encouraged some of the members= 2

He/she encouraged most of the members = 3

He/she encouraged all the members= 4

Note: Please note whether the facilitator encouraged the relatively silent members to speak up &/or the ones who were vocal

11. How attentively did the facilitator listen to the questions/concerns raised by the members?

Not attentively = 1

More or less attentively = 2

Very attentively = 3

N/A (no questions/concerns raised)

Please provide comments based on your observation:

12. Did the facilitator respond to the questions of all the group members/most/some/ a few/none?

Did not respond to any question=1

Responded to a few members= 2

Responded to the some members = 3

Responded to most members = 4

Responded to all members = 5

Please provide comments based on your observation:

13. How well did the facilitator respond to the questions/concerns raised by the members?

Did not respond at all = 1

Not at all adequately = 2

Not quite adequately = 3

Adequately = 4

Please provide comments based on your observation:

14. Were all the key messages delivered?

None = 1

Some = 2

Yes = 3

Please provide comments based on your observation:

15. How were the key messages of the session explained?

Not explained = 1

Not explained well = 2

Explained well = 3

Explained very well = 4

Please provide comments based on your observation:

16. How cordially and respectfully did the facilitator treat the members?

Not at all cordially and respectfully = 1

Somewhat cordially and respectfully = 2

Cordially and respectfully = 3

Very cordially and respectfully = 4

Please provide comments based on your observation:

17. Did the facilitator treat all/most/some/none of the members cordially and with respect?

Did not treat any member cordially and with respect = 1

Treated some members cordially and with respect = 2

Treated most members cordially and with respect = 3

Treated all members cordially and with respect = 4

Please provide comments based on your observation:

18. How lively and interesting was session facilitation for the participants?

Not at all =1

Somewhat lively and interesting = 2

Very lively and interesting = 3

Please provide comments based on your observation:

19. Was the session participatory?

The session was not participatory = 1

The session was somewhat participatory = 2

The session was participatory = 3

The session was very participatory = 4

Please provide comments based on your observation:

20. How was time management of the facilitator?

Not good = 1

More or less good = 2

Good = 3

Please provide comments based on your observation:

21. Did the facilitator use a language understandable to the group members?

No = 1

More or less understandable = 2

Yes = 3

Please provide comments based on your observation:

22. Was the facilitator's deliberation pace appropriate for the group?

No = 1

More or less appropriate = 2

Yes = 3

Please provide comments based on your observation:

23. How well did the lead-facilitator and co-facilitator coordinate their activities?

Did not coordinate well = 1

Coordinated well = 2

Coordinated very well = 3

Please provide comments based on your observation:

24. How many members attended the session? _____

25. When did most of the members come to attend the session?

Very late (more than 30 min.) = 1

Late (15 to 30 min.) = 2

A little late (within 15 minutes) = 3

When the session started (0-<15 min.)= 4

A little before the session started (15 minutes ago) =5

Much before the session started = 6

Please provide comments based on your observation:

Four horizontal lines for providing comments.

26. What were the reasons for being late in coming to the session?

Did not mention any reason=0

Reason 1:

Reason 2:

Reason 3:

Reason 4:

Note for the observer: Please note that facilitators are not going to specifically ask reasons for being late. So you might not get answers here. If this comes up in the session spontaneously described by the participants, then please write the reasons for being late in coming to the session as per explained by them . .

Please provide comments based on your observation:

Four horizontal lines for providing comments.

27. Did most of the members listen to the facilitator attentively?

Not attentively at all = 1

Somewhat attentively = 2

Attentively = 3

Very attentively = 4

Please provide comments based on your observation:

28. Did the members listen to the other members attentively?

Not attentively at all = 1

Somewhat attentively = 2

Attentively = 3

Very attentively = 4

Please provide comments based on your observation:

29. Did the members seem comfortable asking questions?

Not much comfortable = 1

More or less comfortable =2

Comfortable = 3

Very comfortable = 4

Please provide comments based on your observation:

30. Did the members seem comfortable sharing their own experiences?

Not much comfortable = 1

More or less comfortable =2

Comfortable = 3

Very comfortable = 4

Please provide comments based on your observation:

31. When did most of the members leave?

Before the session was over = 1

As soon as the session was over = 2

After a while = 3

Please provide comments based on your observation:

Four horizontal lines for providing comments.

Note: Please note whether they hung out; what did they discuss; how long did they hang out if members left session after a while.

32. How many members left before the session was over? (number)

33. What were the reasons for leaving early?

Did not mention any reason = 0

Reason 1:

Reason 2:

Reason 3:

Reason 4:

Please provide comments based on your observation:

Four horizontal lines for providing comments.

34. How many members attended the session from the start to the end? (number)

No one = 1

A few = 2

Some = 3

Majority = 4

All = 5

Please provide comments based on your observation:

35. Did any members show fatigue or loss of concentration? Yes=1 No

36. If yes, when did members start manifesting fatigue and concentration loss?

About >30 min before the session ended=1

About 16-30 min before the session ended = 2

About 0-15 minutes before the session ended = 3

Please provide comments based on your observation:

37. Did the facilitator make any specific efforts to reduce fatigue and concentration loss in the group participants?

No = 1

Yes = 2

Please provide comments based on your observation:

38. Overall, how would you rate the performance of the facilitator? (Rate from 1 (Not at all Satisfactory) to 5 (Very satisfactory)).

1	2	3	4	5
(Not at all satisfactory)	(Somewhat satisfactory)	(Moderately satisfactory)	(Satisfactory)	(Very satisfactory)

Please provide comments based on your observation:

39. Overall, how would you rate the performance of the co-facilitator? (Rate from 1 (Not at all Satisfactory) to 5 (Very satisfactory)).

1	2	3	4	5
(Not at all satisfactory)	(Somewhat satisfactory)	(Moderately satisfactory)	(Satisfactory)	(Very satisfactory)

Please provide comments based on your observation:

40. Overall, how would you rate the session on the basis of observed performance and level of engagement of the facilitators and the participation of the group members? (Rate from 1 (Very poor) to 5 (Excellent)).

1 (Very poor)	2 (Poor)	3 (Fair)	4 (Good)	5 (Excellent)
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Please provide comments on the above question based on your observation:

41. Overall Comments:

Besides writing the observation note in detail, if you want to add anything else relevant to this session observation then please add your thoughts and comments:

Event observation reporting format**District:****Ward:****VDC Name:****Cluster Number:****Date of the event:****Venue: Room/auditorium/courtyard/open space****Type of event (Please Mark):**

Girl-Led Movement Activity

Social Norms

Topic of the event:**Length of the event: ...am/pm to ...am/pm****Approximate number of participants:****Name of the observers: 1)**

2)

Observation timing: ...am/pm to ...am/pm**Social norm challenged/ girls' rights issues addressed:****Report prepared by: Name, designation, organization****Date of documentation submission:**

Critical mass gathering

Types of people gathered	Presence and number (approximate)	Comment
Important community leaders and influential people (e.g., Religious leaders, Union Parishad (UP) chairman/members, teacher, NGO worker, political leaders, members of the village panchayet committee, members of influential family, etc)	Yes/No	
Adolescent girls		
Adolescent boys		
Women		
Men		
Other.....(specify)		

Participant's engagement to the event and their activities

Topic	Brief note
Which group/s of people seemed to have supported the event?	
How did their support manifest?	
Which group/s of people seemed to have opposed the event?	
How did their lack of support manifest (e.g., negative comments, backbiting, negative gestures, etc)? How was this addressed by the organizers (e.g., girls, facilitators or both)?	

Success, limitation and challenges of the event

Topic	Brief note
Was the event successful?	
Which aspects of the event were more successful and which aspects were not successful and why?	
What were the extraneous factors that made the event “successful” or “unsuccessful”?	
Suitability of the venue	
Time management	
Coordination between the facilitators and organizer girls	
Effective delivery of core messages of the event	
How well the core messages were received by the participants?	
Solidarity and commitment to behavior change or contributing to community activism for girls' rights	
Any evidence of a perspective shift about gender, power and fairness	
Observed capability/limitation of the FFs to organize the event	
Observed capability/limitation of the TP girls to organize the event	
Any strong backlash during the event? If yes, in what way did the organizers (girls, facilitators or both) deal with it?	
Anything significant about the event that the TP team should be aware of to ensure maximum impact and participation	

Event observation guide

This guide is to be used to note observations made during a Public social norms activity or a girl-led movement building activity.

District:

VDC:

Ward:

Cluster number:

Date of the event:

Venue: Room/auditorium/courtyard/open space

Type of event (Please ✓ Mark):

Girl-Led Movement Activity	Social Norms
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Topic of the event:

Length of the event: ...am/pm to ...am/pm

Approximate number of participants:

Name of the observers: 1)

2)

Observation timing: ...am/pm to ...am/pm

Social norm challenged/ girls' rights issues addressed:

Date of documentation submission:

1. How appropriate was the venue for holding this event? Please click below for the precautionary measures that were taken to limit the spread of COVID-19.

6 ft distance between participants	
Face Masks worn	
Hand washing stations available near the venue	
Orientation of COVID risk reduction practices at the start or during the event	
Screening of participants for recent COVID-19 exposures and / or symptoms before admittance to the event.	

1. Did the event start timely? If not, why?

2. Did a critical mass gather when the event started?

Types of people gathered	Presence	Number (approximate)
Religious leaders	Yes/No	
Local government	Yes/No	
Other influential people (e.g., teacher, NGO worker, political leaders, members of the village panchayat committee, members of influential family, etc)	Yes/No	
Adolescent girls	Yes/No	
Adolescent boys	Yes/No	
Women	Yes/No	
Men	Yes/No	
Other.....(specify)		

3. Roles of religious leaders in the event?

Issues for observation	Response (Yes/No)	Description
Did they show interest in the activities? Please explain in the description.		
Did they take any initiative to make the event more effective and more		

<p>interesting (e.g., support to any aspect of the event verbally/non-verbally, actively participate in different activities, acknowledged/addressed people's concerns due to COVID, stayed for the whole time, etc). Please explain in the description.</p>		
<p>Did they do anything which made the event ineffective? (e.g., discouraging people from staying at the event, kept coming and going/left half-way, saying negative things about the event, etc). Please explain in the description.</p>		
<p>Overall, did the religious leaders seem to support the girls getting together and standing up for their rights through this event? Please explain in the description.</p>		
<p>Other.....(specify)</p>		

Please provide additional comments based on your observation

4. Roles of local government members in the event?

Issues for observation	Response (Yes/No)	Description
Did they show interest in the activities? Please explain in the description.		
Did they take any initiative to make the event more effective and more interesting (e.g., support to any aspect of the event verbally/non-verbally, actively participate in different activities, acknowledged/addressed people's concerns due to COVID, stayed for the whole time, etc). Please explain in the description.		
Did they do anything which made the event ineffective? (e.g., discouraging people to staying at the event, saying negative things about the event, kept coming and going/left half-way, etc). Please explain in the description.		
Overall, did the local government officials seem to support the girls getting together and standing up for their rights through this event? Please explain in the description.		
Did you observe any difference in the support provided by male and female		

officials? Please explain in the description.		
Other.....(specify)		

Please provide additional comments based on your observation

5. Roles of other influential members (e.g., teacher, NGO worker, political leaders, members of the village panchayat committee, members of influential family, etc) in the event?

Issues for observation	Response (Yes/No)	Description
Did they show interest in the activities? Please explain in the description.		
Did they take any initiative to make the event more effective and more interesting (e.g., support to any aspect of the event verbally/non-verbally, actively participate in different activities, acknowledged/addressed people's concerns due to COVID, stayed for the whole time, etc). Please explain in the description.		

Did they do anything which made the event ineffective? (e.g., discouraging people to staying at the event, saying negative things about the event, kept coming and going/left half-way, etc). Please explain in the description.		
Overall, did the influential people seem to support the girls getting together and standing up for their rights through this event? Please explain in the description.		
Did you observe any difference in the support provided by male influential people and female influential people? Please explain in the description.		
Other.....(specify)		

Please provide additional comments based on your observation

6. Roles of other girls in the event?

Issues for observation	Response (Yes/No)	Description
Did they show interest in the activities? Please explain in the description.		

<p>Did they take any initiative to make the event more effective and more interesting (e.g., support to any aspect of the event verbally/non-verbally, actively participate in different activities, acknowledged/addressed people’s concerns due to COVID, stayed for the whole time, etc). Please explain in the description.</p>		
<p>Did they do anything which made the event ineffective? (e.g., discouraging people to staying at the event, saying negative things about the event, kept coming and going/left half-way, etc). Please explain in the description.</p>		
<p>Overall, did the other adolescent girls seem to support the organizing girls getting together and standing up for their rights through this event? Please explain in the description.</p>		
<p>Other.....(specify)</p>		

Please provide additional comments based on your observation

7. Roles of boys in the event?

Issues for observation	Response (Yes/No)	Description
Did they show interest in the activities? Please explain in the description.		
Did they take any initiative to make the event more effective and more interesting (e.g., support to any aspect of the event verbally/non-verbally, acknowledged/addressed people's concerns due to COVID, actively participate in different activities, stayed for the whole time, etc). Please explain in the description.		
Did they do anything which made the event ineffective? (e.g., discouraging people to staying at the event, saying negative things about the event, kept coming and going/left half-way, etc). Please explain in the description.		
Overall, did the boys seem to support the girls getting together and standing up for their rights through this event? Please explain in the description.		
Other.....(specify)		

Please provide additional comments based on your observation

8. Roles of men in the event?

Issues for observation	Response (Yes/No)	Description
Did they show interest in the activities? Please explain in the description.		
Did they take any initiative to make the event more effective and more interesting (e.g., support to any aspect of the event verbally/non-verbally, actively participate in different activities, acknowledged/addressed people's concerns due to COVID, stayed for the whole time, etc). Please explain in the description.		
Did they do anything which made the event ineffective? (e.g., discouraging people to staying at the event, saying negative things about the event, kept coming and going/left half-way, etc). Please explain in the description.		
Overall, did the men seem to support the girls getting together and standing up for their rights through this event? Please explain in the description.		
Other.....(specify)		

Please provide additional comments based on your observation

9. Roles of women in the event?

Issues for observation	Response (Yes/No)	Description
Did they show interest in the activities? Please explain in the description.		
Did they take any initiative to make the event more effective and more interesting (e.g., support to any aspect of the event verbally/non-verbally, actively participate in different activities, acknowledged/addressed people's concerns due to COVID, stayed for the whole time, etc). Please explain in the description.		
Did they do anything which made the event ineffective? (e.g., discouraging people to staying at the event, saying negative things about the event, kept coming and going/left half-way, etc). Please explain in the description.		
Overall, did the women seem to support the girls getting together and standing up for their rights through this event? Please explain in the description.		
Other.....(specify)		

Please provide additional comments based on your observation

10. Were the facilitators able to attract or support the girls in attracting the audience towards the event? If yes, how did they do it? If no, why? Did COVID induced lockdown have an impact on girls' ability to attract an audience?

11. Did the facilitators try to keep the momentum and get involved all the participants? How did they do it? How much did they succeed?

12. Did the event follow its planned content and order of activities? If not, what were the deviations? Why? Were any deviations caused due to COVID-induced lockdown?

13. How did the community people react to this event overall (e.g., positive reaction, negative reaction; reactions related specifically to COVID-induced lockdown, constructive/negative debate among the audiences, openly supported or rejected the event, encouraging/discouraging others to stay at or leave the event, etc)? Was there any apparent difference in reaction among audiences (e.g., age, gender, etc)? What was/were the difference(s) and why? Write in detail.

14. a. Did the organizers of the event (e.g., girls, facilitators or both) receive any positive comments/praise/feedback before, during or after this event? What kind of positive comments/praise/feedback did they receive and by whom? Write in detail.

- b. Did any organizer (e.g., girls, facilitators or both) face any challenge (e.g., negative comments, backbiting, negative gestures, etc) during this event? What was the challenge and from whom did it come? What was said?

c. What effect did the challenges seem to have on the event organizers (girls' and facilitators)?

15. Did you observe any impact of the coronavirus and the lockdown imposed by it, on the girls' ability to organize the event and the reaction of different members of the community in supporting the event? If yes, please explain? If no, please explain.

16. Was the core message of the event delivered?

- No = 1
- Somewhat yes = 2
- Yes = 3

Please describe in detail.

17. How was the core message of the event received by the majority of the crowd?

Highly negatively received = 1

Negatively received = 2

No effect = 3

Fairly well received = 4

Very well received = 5

Please describe in detail.

18. Write about any other relevant observations related to the event.

**Reporting format: FGD with
Adolescent Girls involved with Movement Building**

Union Name:

Village Name:

Cluster number:

Venue:

Date:

Start timing:am/pm

End timing:am/pm

Name of the group (if any):

Name of the moderator:

Name of the note-taker & observer:

Date of documentation submission:

Report prepared by: Name, designation, organization

Sl.	Issues/processes	Challenges	Measures for dealing with challenges	Success in meeting challenges	Comment
1.	Motivation for joining group				
2.	Group formation process				
3.	Group leader selection process				
4.	Cohesion among group members				
5.	Solidarity among group members				
6.	Overall respect and empathy among group members				
7.	Regularity of group meeting				
8.	Timing of group meeting				
9.	Venue of group meeting				
10.	Deciding meeting agenda(s)				
11.	Preparation for the movement building (e.g., knowledge and skills for movement building, learning in session etc)				
12.	Deciding activities for the events				
13.					
14.	Voicing insights about ideas/new ideas				

Sl.	Issues/processes	Challenges	Measures for dealing with challenges	Success in meeting challenges	Comment
15.	Discussion among group members to organize the event and to adjust with struggles, if any (for example: logistics of meeting/event time or place, strong emotions, particular topic, language, literacy, cultural relevance, peer pressure, personal circumstances, resistance etc)				
16.	Discussion between group members and FF to organize the event and to adjust with struggles, if any (for example: logistics of meeting/event time or place, strong emotions, particular topic, language, literacy, cultural relevance, peer pressure, personal circumstances, resistance etc)				
17.	Discussion between participants and other TP participant groups (e.g., girls, boys, mothers and fathers) to organize the event and to adjust with struggles, if any (for example: logistics of meeting/event time or place, strong emotions, particular topic, language, literacy, cultural relevance, peer pressure, personal circumstances, resistance)?				
18.	Involving influential people of the community				
19.	Involving community people				
20.	Dealing with community people during the events				
21.	Leadership skills				

Sl.	Issues/processes	Challenges	Measures for dealing with challenges	Success in meeting challenges	Comment
22.	Negotiating girls' rights				
23.	Other				

Anything significant about the movement building activities that the TP team should be aware of to ensure maximum impact:

Monitoring FGD with Adolescent Girls involved with Movement Building**Steps:**

1. **Explain the consent process and do introductions** – 15 minutes
2. **Implement activity**

Discussion time: 80-90 minutes

3. **Read and discuss the closing statement** – 5 minutes

Total time: 1.5 – 2 hours

General information

District:

VDC:

Ward:

Cluster number:

Venue:

Date:

Start time:

End time:

Moderator's name:

Note taker's name:

No. of total participants:

ID of the participants:

COVID-19 precautions taken:

	Indicate either yes or no for each activity:	
	Yes	No
2 meters distance between data collector and respondent		
Conducted interview outdoors		
Data collector wore a mask		
Respondent work a mask		
Handwashing station near venue		
Participants screened for recent COVID -19 exposure and / or symptoms before being included		

Questions:

1. What is the name of your group (if any)? Since when did you join this group? How many girls are in this group?
2. What was/were the motivation(s) for you to join this group? Who motivated you to form this group? Please tell us in detail.
3. Do you have a group leader? How did you select her?
4. What do you want to achieve by joining the group? What is the purpose of your team? Has your purpose for joining this group has shifted due to COVID-induced lockdown? If yes, how and why?
5. In your opinion what kind of knowledge and skills are necessary for girls to build collective movement in a community in achieving girl's rights? Did you receive any particular session for preparing yourselves for girl-led movement building in your community? Tell us in detail about these sessions and the things you have learned?
6. How often do you meet? How has the planning and frequency of the meetings been changed since the lockdown? Have you met since the girls' sessions started again? (Probe: how the meetings have changed since the lockdown?).
7. How do you decide meeting agenda? How do you decide on activities you want to organize in your community?
8. Who helped with the events, for example helped with the ideas, or with organizing and running the event)? Who did you get involved? Why and how? PROBE RE: Other girl group members; the members of the boys', mothers', and fathers' groups in your village; influential people of your community.
9. What is the role of the group facilitators in this team and movement building? Please explain.
10. What are the girl-led movement activities and events that have taken place till now? Please describe the last event that you have organized in your village. What were the objectives of this event?
11. Did you face any problems/challenges while organizing the event in your community? If yes, what are those? Were there any challenges specific to the lockdown? How did you overcome them? If no, what made it easy for you to organize the event in your community? Please tell us about this in detail.
12. How successful was the event? How do you know that?
13. How did the community members react to your event? What did they seem to like most and what did they seem to like least? What makes you think that? Do you see any changes in the way community reacts to these events since the lockdown?
14. How did different people react to the event, such as boys, girls, teachers, community leaders, men, and women?
15. What impact did the event have on people's ideas about girls' rights? PROBE: boys, other girls, teachers, leaders, mothers, fathers.

Have you noticed any changes in the way that people see you or talk to you since you started the community events?
16. How do you think the events will have an impact on girls' rights and wellbeing in this community?
17. What do you think you have personally gained/learned from joining this group, organizing and participating in the event?
18. How do the girls in this group work together as a team? Do you think that teamwork is going to get affected by the lockdown and restricted mobility imposed due to this? If yes, how?
19. How often do you spend time together outside of the group? What do you talk about or do together (eg.chat and gossip, play, go to places together, etc)? How does this time with group members make you feel? PROBE: restrictions or permissions caused by lockdown.

20. How do the girls in this group support one another inside and outside of the group? PROBE: sharing experiences, offering advice, resources, any support around COVID and lockdown?) Please give examples.
21. What have you done recently to support girls in your community or family who are not members of this group?
22. Have you and other girls in this group worked to fix a problem in your school or community since the start of the group? Why? Why not? Please give details of what you and the group members have done.
23. What plans does this group have for more activities in the future? How likely are you to join in planning and running that event? How has that plan been adapted due to the risk to safety caused by Coronavirus-induced lockdown?
24. Is there anything else you would like to say about this group or your events that I have not already asked?

CLOSURE PROCESS

- Summarise what you have done during the session in 2-3 sentences
- Remind group about the purpose and use of the information provided
- Remind participants to follow precautionary measures to help restrict the spread of COVID-19.
- Remind participants not to share the details of your discussion with others in the community
- Thank participants for their time and effort
- Clean the area and make sure no materials are left behind
- Stop the audio recorder and save the file.

**Tipping Point Project Phase 2
Tool 9: Rolling Profile Sheet (BOYS)**

District:

VDC:

Ward:

Cluster number:

Arm (circle): Light / Intensive

COVID-19 precautions taken for this group discussion:

	Indicate either yes or no for each activity:	
	Yes	No
2 meters distance between data collector and respondent		
Conducted interview outdoors		
Data collector wore a mask		
Respondent work a mask		
Handwashing station near venue		

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

12	Age <i>(in completed years)</i>				
13	Number of years of education completed <i>(Please write the appropriate number in the box from those below)</i> <i>Primary (1 to 5) = 1 Secondary (6 to 8) = 2 Tertiary (9 to 12) = 3</i>				
14	Marital status <i>(Please ✓ Mark)</i>	Unmarried	Married	Widowed/ divorced	Other (Specify):

15	Number of household members, their relationship with the interviewer, 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 not school-going, is it because of the lockdown? ? <i>(yes/No)</i>

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:

16	The COVID pandemic has brought a lot of changes to peoples' lives and those of their communities. Have there been any significant changes in your life especially since COVID-induced lockdown? <i>Please explain.</i>
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16.1.	Please share with us, any impact that the lockdown has had, on: <ul style="list-style-type: none">a) your educationb) the money your household has available to spendc) plans and timing of marriage and/or timing of gaunad) moving in and around the villagee) Moving beyond or outside the villagef) procuring health services (ex: buying sanitary pads, going to a clinic etc.)g) how you and your family communicate, interact, or make decisionsh) any other, please share with us.
	<ul style="list-style-type: none">a)b)c)d)e)f)g)h)

Communication in the family

17.	<p>Do you talk to anyone about the pandemic and the lockdown imposed because of it? (yes/No). If yes, who? (Probe: mother, father, brother, sister, any other?). Please share what conversations you have had with them about the pandemic and lockdown.</p>
17.1	<p>Which topics do you and your father talk about on a day to day basis? <i>(Probe: Chat about how the day went for both, share happy and sad news and moments, talk about future plans like marriage, education, <u>changes since the lockdown.</u>)</i></p>
17.2	<p>Which topics do you and your mother talk about on a day to day basis? <i>(Probe: Chat about how the day went for both, day to day concerns, talk about future plans like marriage, education, <u>changes since the lockdown.</u>)</i></p>
17.3	<p>Which topics do you and your sister(s) talk about on a day to day basis? (Probe: chat about marriage, education, household chores, future plans, any family concerns, health issues, <u>changes since the lockdown</u>).</p>
17.4	<p>Which topics do you and your brother(s) talk about on a day to day basis? (Probe: chat about marriage, education, employment, household chores, future plans, any family concerns, health issues, <u>changes since the lockdown</u>).</p>

Aspirations and ambitions

18.1:	Can you tell us about your aspirations in life?
18.1.1.	Have these aspirations changed since the lockdown? If yes, how?

18.1	Have you ever talked to your mother about your aspirations? (Probe: About work, marriage, education?) (Please ✓ Mark)
	Yes
	No
18.2.1	If yes, how was the experience? Probes: Did they understand you? Did they ask more questions? Did they discuss their expectations with you?)
	18.2.2. Have the conversations changed since the lockdown was imposed? If yes, how?

18.3	Have you ever talked to your father about your aspirations? (Probe: Work, marriage, education?) (Please ✓ Mark)
	Yes
	No
18.5	How does talking to your mother and your father about your aspirations differ from each other?

18.6	Have you ever talked to your brother/sister about her aspirations? (Please ✓ Mark)	
	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
18.7	If yes, how was the experience? (Probes: Did you understand her? Did you ask her more questions?)	
	18.7.1: Have these conversations changed since the lockdown was imposed? If yes, how?	

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? (Please ✓ Mark)	
	<input type="checkbox"/>	Yes
	<input type="checkbox"/>	No
19.2	If yes, how was the experience? (Probe: Can you tell us more about this?)	
19.3	If yes, what information did you talk about?	
	19.3.1: How have the conversations changed since the lockdown?	
19.4	Have you ever had a conversation with your sister about bodily issues? (Please ✓ Mark)	
	<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>	
19.5.1	How have the conversations changed since the lockdown?	

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

Adolescent boys' Gender Equitable Attitudes

20.1	What are the expectations in your family for an adolescent boy? <i>(Probe: what roles he 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 sister)</i>
	20.1.1. Do you see any changes in expectations from sons since the lockdown hit? How? Why?

20.2	Do you agree with these expectations for adolescent boys? Why or why not?
20.3	Do your friends have different ideas about what makes for a “real” young man as compared to your family?
	20.3.1: How have expectations of girls and boys changed since the lockdown? Why? What do you think of these changes?

Witnessing Eve-Teasing

21.1	<p>Have you ever seen cases of eve teasing of adolescent girls? Why do you think that happens?</p> <p>21.1.1 Have you noticed any changes in the cases of eve teasing since the lockdown? If yes, what did you notice? Why do you think this was?</p>
21.2	<p>What are the consequences of eve-teasing for a girl in your community?</p>
21.3	<p>What should an adolescent boy your age should do if you witness eve-teasing of any kind?</p>

21.4	Have you done anything to stop eve-teasing? What did you do?
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We talked a lot about how you've experienced the COVID-19 lock-down and I wanted to just quickly summarize if your community experienced any of the following restrictions that are commonly related to COVID-19 lockdowns here in Nepal and in other countries:

	Yes / No	At the peak of the lockdown, restrictions were : severe / moderate / light	At their peak, all / most/ some of the boys in my community experienced these restrictions
Limits on shops/markets (operating hours etc.)			
Limits on education access (school schedule cancelled or modified)			
Limits on gatherings of small groups of people			
Limits on gatherings of large groups of people			
Limits on use of local transport			
Limits on use of regional / national / international transport			
Limits leaving the home			
Limits on access to information			

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

Tipping Point Project Phase 2
Tool 9: Rolling Profile Sheet (FATHERS)

District:

VDC:

Ward:

Cluster number:

Arm (circle): Light / Intensive

COVID-19 precautions taken for this group discussion:

	Indicate either yes or no for each activity:	
	Yes	No
2 meters distance between data collector and respondent		
Conducted interview outdoors		
Data collector wore a mask		
Respondent wore a mask		
Handwashing station near venue		

Instructions: Before filling this tool, the interviewer will read all the questions and fill up the information from questions 1 to 11 accurately. The 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. The interviewer will seek consent from the participant to conduct the interview every time. If the participant is an adolescent, assent from a 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	Name of the FF/SM/CSA	
6	If there has been more than one FF, please mention the CO- FF:	

7	Number of group sessions participated in since project start	
8	Place of the interview	
9	Duration of the interview	
10	Audio file ID#	

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

12	Age <i>(in completed years)</i>						
13	Number of years of education completed <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>						
14	Marital status <i>(Please ✓ Mark)</i>	Married	Widowed/ widower	Divorced	Separated	Abandoned	Any other

15	Number of children, their sex, age and education							
	Name	TP Group Member (Yes/No)	Participant ID	Relationship with the interviewee	Sex (Female /Male)	Age (in years)	School-going? (Yes/No)	If child is not school-going, is that because of the lockdown ? (yes/No)

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

16	The COVID pandemic has brought a lot of changes to peoples' lives and those of their communities. Have there been any significant changes in your life especially since COVID pandemic? <i>Please explain.</i>

16.1. Please share with us, any impact that the lockdown has had, on:

- a) Household income for essentials**
- b) Household income for non-essentials**
- c) plans and timing of marriage and/or timing of gauna in the family**
- d) moving and gathering in the village**
- e) Moving and gathering outside the village**
- f) procuring health services (ex: going to a clinic, procuring medicines etc.)**
- g) how you and your family communicate, interact, or make decisions**
- h) any other, please share with us.**

a)

b)

c)

d)

e)

f)

g)

h)

Communication in the family

If participant has a daughter, then ask the following question:

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17.	Do you talk to anyone about the pandemic and the lockdown imposed because of it? If yes, who? (Probe: wife, children, community members, any other?). Please share what conversations you have had with them about the pandemic and lockdown.
17.1	Which topics do you and your daughter talk about on a day to day basis? <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, <u>changes since the lockdown</u>)</i>

If participant has a son, then ask the following question:

17.2	Which topics do you and your son talk about on a day to day basis? <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, <u>changes since the lockdown</u>)</i>

Understanding of adolescents' aspirations and ambitions

If the participant has a daughter, then ask the following questions:

18.1	What are your daughter's aspirations? Tell me a bit about them.
18.2	Do your aspirations for your daughter differ from her aspirations for herself? How?
	18.2.1: Have your aspirations for your daughter changed due to the lockdown? How? Why?

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If the participant has a son, then ask the following questions:

18.3	What are your son's aspirations? Tell me a bit about them...
18.4	Do your aspirations for your son differ from his aspirations for himself? How?
	<p>18.4.1: Have your aspirations for your sons changed due to the lockdown? How? Why?</p>

Menstruation and puberty

If participant has a daughter, then ask the following questions:

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 your daughter about puberty related issues? (Please ✓ Mark)
	Yes
	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	Have you ever talked to your daughter about menstruation? (Please ✓ Mark)
	Yes
	No
19.4	If yes, how was the experience? If no, why not? <i>(Probe: Can you tell us more about this?)</i>

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If participant has a son, then ask the following question:

19.5	Have you ever had a conversation with your son about puberty related issues? <i>(Please ✓ Mark)</i>
	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
19.6	If yes, how was the experience? If no, why not? <i>(Probe: Can you tell us more about this?)</i>

Ask the following two questions to all participants:

19.7	How does the parents' responsibility towards their daughters changes once they hit puberty?
19.8	What do you think should be the parents' responsibility as soon as the son hits puberty?
	19.9. Have these expectations for boys and girls changed in any way since the lockdown was imposed? How? Why?

Relationships between husbands and wives

20.1	Which topics do you and your wife talk about on a day to day basis?
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	<i>(Probe: health and safety, chat about chores, decisions, economic concerns, issues related to the children, etc.)</i>
	20.1.1: How have your day to day communications changed since we were in lock down? What do you think of these changes?
20.2	What do you think is a husband's responsibility towards his wife?
	20.2.1: Have these responsibilities changed as a result of the lockdown? What do you think of these changes?
20.3	What do you think is a wife's responsibility towards her husband?
	20.3.1. Have these responsibilities changed as a result of the lockdown? What do you think of these changes?
20.4	Have you seen or heard of cases of husbands hitting their wives? <i>(Please ✓ Mark)</i>
	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Other (Please specify: _____)
	<input type="checkbox"/> Don't know / Refuse to answer
20.5	If yes, please tell us a bit more about this...
	20.5.1: How has this situation changed as a result of the lockdown?
20.6	What should a husband do in case there is conflict with his wife?

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	Yes / No	At their peak, restrictions were severe / moderate / light	At their peak, all / most/ some of the adult members in my community experienced these restrictions
Limits on shops/markets (operating hours etc.)			
Limits on education access (school schedule cancelled or modified)			
Limits on gatherings of small groups of people			
Limits on gatherings of large groups of people			
Limits on use of local transport			
Limits on use of regional / national / international transport			
Limits leaving the home			
Limits on access to information			

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

Tipping Point Project Phase 2**Tool 9: Rolling Profile Sheet****(GIRLS)****District:****VDC:****Ward:****Cluster number:****Arm (circle): Light / Intensive****COVID-19 precautions taken for this group discussion:**

	Indicate either yes or no for each activity:	
	Yes	No
2 meters distance between data collector and respondent		
Conducted interview outdoors		
Data collector wore a mask		
Respondent wore a mask		
Handwashing station near venue		

Instructions: Before filling this tool, the interviewer will read all the questions and fill up the information from questions 1 to 11 accurately. The 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. The interviewer will seek consent from the participant to conduct the interview every time. If the participant is an adolescent, assent from a 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	Name of the FF/SM/CSA	
6	If there has been more than one FF, please mention the CO- FF:	

7	Number of group sessions participated in since project start	
8	Place of the interview	
9	Duration of the interview	
10	Audio file ID#	

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

12	Age <i>(in completed years)</i>				
13	Number of years of education completed <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>				
14	Marital status <i>(Please V 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 not school-going, is that because of the lockdown? <i>(yes/No)</i>

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

16.	<p>The COVID pandemic has brought a lot of changes to peoples' lives and those of their communities. Have there been any significant changes in your life especially since COVID-induced lockdown?</p> <p><i>Please explain.</i></p>

16.1.	<p>Please share with us, any impact that the lockdown has had, on:</p> <ul style="list-style-type: none"> i) your education j) the money your household has available to spend k) plans and timing of marriage and/or timing of gauna l) moving in and around the village m) moving beyond or outside the village n) procuring health services (ex: buying sanitary pads, going to a clinic etc.) o) how you and your family communicate, interact, or make decisions p) any other, please share with us.
	<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p> <p>f)</p>

	g)
	h)

Communication in the family

17.	Do you talk to anyone about the pandemic and the lockdown imposed because of it? If yes, who? (Probe: mother, father, brother, sister, any other?). Please share what conversations you have had with them about the pandemic and lockdown.
	<p>17.1. Which topics do you and your father talk about on a day to day basis? <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, <u>changes since the lockdown</u>, etc.)</i></p>
17.2	Which topics do you and your mother talk about on a day to day basis? <i>(Probe: Chat about how the day went for both, day to day concerns, talk about future plans like marriage, education, <u>changes since the lockdown</u>, etc.)</i>
17.3	Which topics do you and your brother talk about on a day to day basis? (Probe: chat about marriage, education, employment, household chores, future plans, any family concerns, health issues, <u>changes since the lockdown</u> etc.).

17.4	Which topics do you and your sister talk about on a day to day basis? (Probe: chat about marriage, education, employment, household chores, future plans, any family concerns, health issues, <u>changes since the lockdown</u> , etc.).

Aspirations and ambitions

18.1	Can you tell us about your aspirations in life?
	18.1.1. Have these aspirations changed since the lockdown? If yes, how?

18.2	Have you ever talked to your mother about your aspirations? (Probe: About work, marriage, education?) (Please ✓ Mark)
	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
18.2.1	If yes, how was the experience? Probes: Did they understand you? Did they ask more questions? Did they discuss their expectations with you?)
	18.2.2. Have the conversations changed since the lockdown was imposed? If yes, how?

18.3	Have you ever talked to your father about your aspirations? (Please ✓ Mark) Work, marriage, education?
	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
18.4	If yes, how was the experience (Probes: Did he understand you? Did he ask more questions? Did he discuss his expectations with you?)
	18.4.1. Have these conversations changed since the lockdown was imposed? If yes, how?
18.5	How does talking to your mother and your father about your aspirations differ from each other?
18.6	Have you ever talked to your brother/sister about your aspirations? (Please ✓ Mark)
	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
18.7	If yes, how was the experience? Probes: Did they understand you? Did they ask more questions? Did they discuss their expectations with you?)
	18.7.1. Have these conversations changed since the lockdown was imposed? If yes, how?

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Communication about puberty and menstruation

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? (Please ✓ Mark)	
		Yes
		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?	
	19.3.1: How have the conversations changed since the lockdown?	
19.4	Have you ever talked to anyone about menstruation? (Please ✓ Mark)	
		Yes
		No
19.5	If yes, how was the experience? If no, why not? <i>(Probe: Can you tell us more about this?)</i>	
19.5.1. How have the conversations changed since the lockdown?		

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Gender Roles and Expectations

20.1	What are the expectations in your family for an adolescent girl? <i>(Probe: what should she do to be considered a “good” girl who brings honor to the family, what should she NOT do, what roles you play in the house etc.)</i>
	<p>20.1.1. Do you see any changes in expectations from daughters since the lockdown hit?</p>
20.2	Do you agree with these expectations about what makes a “good” girl or do you have any different opinion?
20.3	Do your friends have different ideas about what makes a “good” girl?
20.4	What are the expectations in your family for an adolescent boy?

	20.4.1. Do you see any changes in expectations from sons since the lockdown hit?
20.5	Do you agree with these expectations for adolescent boys? Why or why not?
20.6	How do the expectations for a young girl and young boy differ in your family? What do you think about these differences?

Eve Teasing

21.1	Have you ever seen cases of eve teasing of adolescent girls? Why do you think that happens?
	21.1.1 Have you noticed any changes in the cases of eve teasing since the lockdown? If yes, what did you notice? Why do you think this was?
21.2	What should the girl's parents do after such a thing happens?
21.3	Is there anything that adolescent girls or boys should do after such a thing happens?

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21.4	What should be the role of the other village members?

21.4	Have you seen anyone intervene when a girl is being harassed? Yes / No Have you intervened? Yes/ No Explain

21.5	Have you worked with other girls or boys to fix a problem in your school or community since the start of TPP?
	<ol style="list-style-type: none"> 1. Yes with other girls 2. Yes with other girls and boys 3. No
	Why? Why not? Please give details of what you the others have done.
	21.5.1 Has there been an impact of the lockdown on taking these types of actions collectively?

We talked a lot about how you've experienced the COVID-19 lock-down and I wanted to just quickly summarize if your community experienced any of the following restrictions that are commonly related to COVID-19 lockdowns here in Nepal and in other countries:

	Yes / No	At their peak, restrictions were severe / moderate / light	At their peak, all / most/ some of the girls in my community experienced these restrictions
Limits on shops/markets (operating hours etc.)			
Limits on education access (school schedule cancelled or modified)			
Limits on gatherings of small groups of people			
Limits on gatherings of large groups of people			
Limits on use of local transport			
Limits on use of regional / national / international transport			
Limits leaving the home			
Limits on access to information			

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

Tipping Point Project Phase 2
Tool 9: Rolling Profile Sheet (MOTHERS)

District:

VDC:

Ward:

Cluster number:

Arm (circle): Light / Intensive

COVID-19 precautions taken for this group discussion:

	Indicate either yes or no for each activity:	
	Yes	No
2 meters distance between data collector and respondent		
Conducted interview outdoors		
Data collector wore a mask		
Respondent work a mask		
Handwashing station near venue		

Instructions: Before filling this tool, the interviewer will read all the questions and fill up the information from questions 1 to 11 accurately. The 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. The interviewer will seek consent from the participant to conduct the interview every time. If the participant is an adolescent, assent from a 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	Name of the FF/SM/CSA	

6	If there has been more than one FF, please mention the CO- FF:	
7	Number of group sessions participated in since project start	
8	Place of the interview	
9	Duration of the interview	
10	Audio file ID#	

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

12	Age <i>(in completed years)</i>						
13	Number of years of education completed <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>						
14	Marital status <i>(Please ✓ Mark)</i>	Married	Widowed/ widower	Divorced	Separated	Abandoned	Any other

15	Number of children, their sex, age and education							
	Name	TP Group Member <i>(Yes/No)</i>	Participant ID	Relationship with the interviewee	Sex <i>(Female /Male)</i>	Age (in years)	School-going? <i>(Yes/No)</i>	If child is not school-going, is that because of the lockdown ? (yes/No)

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

16	<p>The COVID pandemic has brought a lot of changes to peoples' lives and those of their communities. Have there been any significant changes in your life especially since COVID pandemic?</p> <p><i>Please explain.</i></p>
	<p>16.1. Please share with us, any impact that the lockdown has had, on:</p> <ul style="list-style-type: none"> a) Household income for essentials b) Household income for non-essentials c) plans and timing of marriage and/or timing of gauna in the family d) moving and gathering in the village e) Moving and gathering outside the village f) procuring health services (ex: going to a clinic, buying sanitary pads, procuring medicines etc.) g) Seeking other protective services (like a domestic violence helpline etc.) h) how you and your family communicate, interact, or make decisions i) any other, please share with us.
	<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p> <p>e)</p>

f)
g)
h)
i)

Communication in the family

17.	Do you talk to anyone about the pandemic and the lockdown imposed because of it? If yes, who? (Probe: husband, children, neighbours, any other?). Please share what conversations you have had with them about the pandemic and lockdown.
17.1	Which topics do you and your daughter talk about on a day to day basis? <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, <u>changes since lockdown</u> etc.)</i>
17.2	Which topics do you and your son talk about on a day to day basis? <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, <u>changes since lockdown</u>, etc.)</i>

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Understanding of adolescents' aspirations and ambitions

18.1	What are your daughter's aspirations? Tell me a bit about them...
18.2	Do your aspirations for your daughter differ from her aspirations for herself? How?
	18.2.1: Have your aspirations for your daughter changed due to the lockdown?

18.3	What are your son's aspirations? Tell me a bit about them...
18.4	Do your aspirations for your son differ from his aspirations for himself? How? (<i>PROBE: Have your aspirations for your daughter changed during or because of coronavirus?</i>)
	18.4.1: Have your aspirations for your sons changed due to the lockdown?

18.5	<p>Let us assume that your daughter tells you that she would like to continue her education and not get married as early as other girls in the neighborhood. What do you think your course of action would be?</p> <p><i>(Probe: What will you tell her? Does she need to be scolded for thinking like this? Should she be supported? Will you speak to someone else about this?)</i></p>
18.5:	<p>Do you think that course of action would change, considering the change in our life due to the lockdown?</p>

Menstruation and puberty

19.1	<p>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 your daughter about such issues? (Please ✓ Mark)</p>
	Yes
	No
	Other (Please specify: _____)
	Don't know / Refuse to answer
19.2	<p>If yes, how was the experience? If no, why not?</p> <p><i>(Probe: Can you tell us more about this?)</i></p>
19.3	<p>Have you ever talked to your daughter about menstruation? (Please ✓ Mark)</p>
	Yes
	No
	Other (Please specify: _____)
	Don't know / Refuse to answer
19.4	<p>If yes, how was the experience? If no, why not?</p> <p><i>(Probe: Can you tell us more about this?)</i></p>

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19.5	Have you ever had a conversation with your son about puberty related issues? (Please V Mark)
	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Other (Please specify: _____)
<input type="checkbox"/> Don't know / Refuse to answer	
19.6	If yes, how was the experience? If no, why not? (Probe: Can you tell us more about this?)

19.7	How does parents' responsibility change when the daughter hits puberty? Why?
19.8	How does parents' responsibility change when the boy hits puberty? Why?
	19.9. Have these expectations for boys and girls changed in any way since the lockdown was imposed?

Relationships between husbands and wives

20.1	Which topics do you and your husband talk about on a day to day basis? (Probe: chat about chores, decisions, economic concerns, issues related to the children, health and safety etc.)
	20.1.1: How have your day to day communications changed since we were in lock down ? What do you think of these changes?
20.2	What do you think is a husband's responsibility towards his wife?
	20.2.1. Have these responsibilities changed due to the lockdown? What do you think of these changes?
20.3	What do you think is a wife's responsibility towards her husband?
	20.3.1. Have these responsibilities changed as a result of the lockdown? What do you think of these changes?

20.4	Have you seen or heard of cases of husbands hitting their wives? (Please ✓ Mark)
	<input type="checkbox"/> Yes
	<input type="checkbox"/> No
	<input type="checkbox"/> Other (Please specify: _____)
	<input type="checkbox"/> Don't know / Refuse to answer
20.5	If yes, please tell us a bit more about this...

	20.5.1: How has this situation changed as a result of the lockdown?
20.6	Is there anything a wife can do in such a situation?

We talked a lot about how you've experienced the COVID-19 lockdown and I wanted to just quickly summarize if your community experienced any

of the following restrictions that are commonly related to COVID-19 lockdowns here in Nepal and in other countries:

	Yes / No	At their peak, restrictions were severe / moderate / light	At their peak, all / most/ some of the adult members in my community experienced these restrictions
Limits on shops/markets (operating hours etc.)			
Limits on education access (school schedule cancelled or modified)			
Limits on gatherings of small groups of people			
Limits on gatherings of large groups of people			
Limits on use of local transport			
Limits on use of regional / national / international transport			
Limits leaving the home			
Limits on access to information			

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

Mother specific learning outcomes that are included in this Rolling Profile are:

- Mothers better understand aspirations, dreams and ambitions of adolescent girls and boys
- Mothers understand the concept of honor, virginity and how it is linked to control over girls and violence
- Mothers get acquainted with their peers and understand child rights and concepts of equity and diversity
- "mothers receive the knowledge about the regressive social norms around menstruation and receive the necessary skills to challenge those."
- Mothers learn to assert their right to decision making for themselves as well as to support their daughters to have more equitable relationships
- Mothers learn that gender-based violence is not every woman's 'fate'

Results Framework indicators covered in this Rolling Profile:

- Frequent communication with the adolescents on their lives, dreams and aspirations.

**The Tipping Point Initiative
Phase 2 Monitoring
FGD with Parents**

Type of group:

Mothers

Fathers

Steps:

4. **Explain the consent process and do introductions – 10 minutes**
5. **Implement activity**

Discussion time: 60-80 minutes

6. **Read and discuss the closing statement – 5 minutes**

Total time: 1 – 1.5 hours

General information

District:

VDC:

Ward:

Cluster number:

Venue:

Date:

Moderator's name:

Note taker's name:

No. of total participants:

ID of the participants:

COVID-19 precautions taken for this group discussion:

	Indicate either yes or no for each activity:	
	Yes	No
2 meters distance between data collector and respondent		
Conducted interview outdoors		
Data collector wore a mask		

Respondent work a mask		
Handwashing station near venue		
Participants screened for recent COVID -19 exposure and / or symptoms before being included		

Questions:**Changes due to COVID induced lockdown within the families**

25. How much has been the spread of the COVID pandemic in your community? How do you feel about it?

26. Do you think you or any of your family members have the ability to influence the spread of coronavirus? (PROBE: social distancing, wearing a mask, avoiding large gatherings, washing hands, not touching face etc.)

Have your lives changed in any way since the COVID induced lockdown started? Please explain.

27. Because different communities are having different experiences as a result of COVID-19 lockdown procedures, I wanted to just quickly get this groups opinion on if your community experienced any of the following restrictions that are commonly related to COVID-19 lockdowns here in Nepal and in other countries:

- 3.1 Continuing income generating activities
- 3.2 Receiving public health services (going to a clinic/doctor, obtaining medicines etc.)
- 3.3 Roaming in the village for essential tasks (e.g. going to the market for buying essentials etc.)
- 3.4 Roaming outside the village for essential tasks
- 3.5 Accessing business services and shops
- 3.6 Continuing children's school and coaching classes
- 3.7 Receiving other protective services
- 3.8 Others, please explain.

28. Please share how these restrictions have impacted your and your families and communities.

29. How have these restrictions been different for men and women? If yes, what did they look like for men? For women?

30. How did you and your family cope with the restrictions imposed by the lockdown? Please explain, what was most difficult? Was anything a welcomed change?

Decision Making in the family

31. Who makes key decisions in your family? (PROBE: decisions related to money, decisions around continuing children's education, decisions around timing of marriage unions in the family)
32. Has this changed in any way since the lockdown started? How? Please explain.
33. What do you think will be the impact of the lockdown on child marriages in your community? Please explain.

Gender Roles and Responsibilities

34. What are the responsibilities of a man and a woman in a household?
What has been your experience in fulfilling these responsibilities in your household since the lockdown started?
35. How has the life of your sons and daughters changed since the lockdown? (Probe: in terms of education, friends, household chores etc.)
36. Have the responsibilities of daughters in the household changed since the lockdown? How?
37. How are these responsibilities different from adolescent sons, especially since the lockdown due to COVID?

Aspirations for Children (education and marriage)

38. What are your expectations for your daughter's future? (PROBE: education, marriage, employment).
39. Have your expectations for your daughter changed because of the lockdown? Please explain.
40. How do you feel about these changing expectations?
41. What are your expectations for your son? (PROBE: education, marriage, employment).
42. Have your expectations for your son changed because of the lockdown? Please explain.
43. How do you feel about these changing expectations?
44. Have you had a conversation with your children about your changed expectations for them because of COVID triggered lockdown? If yes, can you tell us how did that conversation go? Are their expectations different from your expectations from them?

Collective Action

45. Have your daughters participated in organizing a TP public event in the community before the lockdown was imposed?
46. In your opinion, is it acceptable for the girls to organize any kind of public social event once the lockdown is lifted and its safe to gather a crowd? Yes? No? Please explain.

Do you think that parents should support adolescent girls to collect and organize public events to demand their rights once lockdown is fully lifted? Why? Why not? Do you think

that parents' support towards girls-led campaigns changed since the lockdown was imposed?

25. Is there anything else you would like to say about how coronavirus has affected you and your family?

CLOSURE PROCESS

- Summarise what you have done during the session in 2-3 sentences
- Remind group about the purpose and use of the information provided
- Remind participants not to share the details of your discussion with others in the community
- Thank participants for their time and effort
- Clean the area and make sure no materials are left behind
- Stop the audio recorder and save the file.