

URBAN LIFE AMONG YOUTH IN KISUMU
INSTRUCTIONS FOR RELATIONSHIP HISTORY CALENDAR
VERSION 12/22/2010

I. General Guidelines for Filling out the RHC

Definitions

Respondent (R): any participant in our study who is interviewed. May be an index respondent or a partner (see below).

Index respondent (IR): a respondent who is selected and interviewed from a sampled household.

Partner (P): a respondent who is selected because he/she is a romantic or sexual partner of an index respondent.

Event: an activity that occurred at a precise time in a respondent's life, usually on a particular day or a series of days. For example, the birth of a child, an HIV test, sexual intercourse, condom and contraceptive use.

State or spell: a situation that is or was ongoing over a month or months. For example, living in a particular district, being in the 8th standard, being married or single, and being in a relationship. We are interested in how many months a respondent stayed in a particular state.

Cell: one box on the RHC that pertains to a particular month in a particular year. For the RHC, most of the questions are monthly measures; in other words, we want to record if an event occurred in a certain month or if a state lasted over the course of 1 month or more.

Row: one line or row of cells across the entire RHC from left to right. We record information about each question (such as where a respondent lived, what year he/she was in school, etc.) in its own row.

Filling in the RHC Cells

- Place the code in the cell corresponding to the month in which an event took place or spell began. If the state or spell continued, draw a line through the subsequent cells that pertain to that spell. If a spell lasted more than two months, place the relevant code in the cell corresponding to the first month in question, then draw a line through the subsequent cells pertaining to the spell. Each and every line should end with a code, unless the given event or behavior is still continuing today (see next bullet point). This end code can either be a one-time code (for example, miscarriage) or can have a new line beginning from it.
 - Example 1: A respondent lived in Bondo district from June 2006 through August 2006, then moved to Homa Bay at the beginning of September 2006, and then moved to Kisumu Town at the beginning of November 2006 and remained there through today. Place a "3" for Bondo in the cell corresponding to June 2006 and draw a line through August 2006. Place a "5" for Home Bay in the cell corresponding to September and draw a line through October 2006. Place a "1" for Kisumu Town in the cell corresponding to November 2006 with a non-ending line through today.

	Jn	Jl	A	S	O	N	D	J	F	M	A	M	Jn
Location	3			4		1							

- Example 2: If a relationship endured from June 2002 through the second half of September 2002, and then ended.

	Jn	Jl	A	S	O
Duration	X			X	

- Example 3: In the same relationship as example 2, if a respondent used the pill during the entire relationship.

	Jn	Jl	A	S	O
Contraception	1			1	

- Recording states or spells: A given code should be placed in a cell if the respondent spent at least 51% of the month in whatever the state is corresponding to that code. In other words, that code should correspond to what the respondent did more than half of that month. If the respondent spent 50% or less of the month in that state, that code should not be placed in that cell.
- Be sure to stay within the cell when writing in responses or codes. This will assure that those who enter the data know what response to code for each month. For example, if you write “88” in a cell, be sure that both “8”s are completely within the cell—otherwise, those who enter the data may think that you actually coded an 8 in one cell and an 8 in the next cell (completely different responses!).

Example:

88	
----	--

NOT:

8	8
---	---

Administering the RHC: Recalling Past Events

- When beginning a row you may begin with the most recent events and work backwards, or with the earliest events and move forwards, depending on how the respondent best remembers events.
- In order to help respondents to remember the timing of events, it will be very important to refer back not only to the respondent’s landmarks, but also to responses from other rows in the calendar. For example, you might be able to help a respondent remember the month that a relationship began by asking if it began before, after, or at the time that the respondent moved to a certain location, if it began before, during, or after the respondent was in a given job, etc. It is very important to get as precise an estimate on timing as possible. You should therefore be creative in helping a respondent to remember when an event occurred. It may also help to show the respondent the RHC and he or she can visually check the timing of events and states across domains.
 - Example: If you ask when the respondent moved to Kisumu, she may reply, “early in the year 2005.” From the personal landmarks, we see the birth of her first child was in February 2005.

- If, after using the landmarks as well as other rows in the calendar to help jog the respondent’s memory, the respondent still cannot remember the exact timing of an event, you should attempt to find out approximately when the event occurred within the smallest timeframe. This may be by segment of the year or season. If this is the case, record the middle point during this time period.
 - Example: If a respondent recalls moving to Kisumu Town “early in the year 2004” and cannot recall the exact month after referencing other events in his or her life, then record “February,” which is the middle point of January to March.
- Look out for inconsistencies in a respondent’s responses across the calendar, as well as between the calendar and the introductory and follow-up questionnaires. Inconsistency checks are very important. If you find one, you should do what you can to correct it.
 - Example: If the respondent reports in the follow-up questionnaire that she has had 2 pregnancies, but has not listed any pregnancies in the calendar, you should probe to find out if the pregnancies occurred after 1997. If they did, you should find out when they occurred and record them in the calendar.
- Please explain an inconsistency in the calendar further in the box for interviewer comments in the exit interview. Tell us about a variable or a set of variables that you feel are very imprecisely dated, or tell us anything else about the respondent or about the interview that will help us to interpret the results. You should feel very free to use this box, as your comments will surely be very helpful to us.

II. Interviewing Script and Response Codes by Question

Overall Questionnaire Definitions

Relatives: In numerous questions we ask R to report relationships with family members. Please use “western” definitions of these family members and not “African” ones. For example, the brother of a R’s biological father should be coded as “paternal uncle” (western definition of uncle) and not as another “father” (African definition).

“Relationship” is any partnership (sexual or romantic) between two people. A R should define and decide if he/she was in a relationship with someone. It may be with any romantic or any sexual partner.

Same-sex relationships: probe a bit and write on side margin and in interviewer’s comments box with partner number. Be respectful and non-judgmental.

Sexual intercourse: Refers to penile-vaginal penetrative sex. For same-sex partners, the R should define what he/she considers to be sexual intercourse. You can make a note of this in the margin.

General question codes

- Across the questions, the “no response” category should only be used when the respondent is embarrassed or will not give a response.

- For reasons that do not fit the response categories given, fill in the code number for “other” in the cell and describe the response on the side margin. Feel free to use this code and write in the response. It is better to do this than guess at which code should be circled or to circle 88 or 99.
- When a specific month is asked for, use the following codes:

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June
- 7 July
- 8 August
- 9 September
- 10 October
- 11 November
- 12 December
- 88 Don't know
- 99 No response

Specific Questions

A. Respondent's Life History

- There should be a code or a line entered in each and every cell for questions 2-9 about the respondent.

Introduction: I would like to ask you some questions about several events that have happened in your life over the past 10 years, beginning in 1998. To record these events I am going to use this calendar which has the years and months at the top. For each year, I will ask you several questions, such as where you lived and whether you were in school. I will also ask you questions about any partners you may have had during this 10-year period.

1. Respondent's age and birth date:

How old are you now? When did you turn age ___? In what month and year were you born?

Notes:

- Month and year of birth can be confirmed with the national ID card or another form of identification.
- If the respondent does not know the exact month of his/her birth and the interviewer cannot ascertain this information from a form of ID, ask for an estimate.
- If the respondent reports both his/her age and birth month/year and they do not correspond, ask the respondent which one he/she is most certain of and calculate the other using this information.

Filling in the RHC:

- Choose either 1998 or 2007 and fill in the respondent's age in the month he/she had his/her birthday that year. Then, fill in the respondent's age in their birthday month in the other years of the RHC.
- If the respondent does not know and cannot estimate the month, write “88”.
- If the respondent does not know and cannot estimate the year, write “8888.”

- If the respondent did not turn his/her 1998 age in January 1998, write the respondent's January 1998 age in the January 1998 cell and start a left arrow.

Example:

	J	F	M	A	M	Jn
Age	13			14		

Personal or public landmarks:

I would like to ask you whether there are any major events that occurred in your life or area in the last ten years. These will help you later in the interview to remember the timing of other events.

Looking back, what major events happened in your life or in your area in _____ (year)?

What month did each event occur?

Notes:

- Landmarks are events that are memorable in a person's life and can be used to help a respondent recall the exact timing of other past events. Landmarks may be public (events that happened in the country or community) or personal (events that happened in an individual's lifetime). Several key public landmarks are already noted in the calendar with a "+".
- It may help to give a few examples of personal landmarks, such as someone in the family passing away or getting married.

Filling in the RHC:

- In the row "Landmarks", write in the personal landmark above the month in which it occurred and mark an "X" in the cell underneath designating the exact month in which it occurred. If a personal landmark occurred in the same month as a public landmark already designated on the RHC, mark the "X" in the same cell as the "+".

2. Location:

I would now like to ask you about the places you have lived in the last 10 years.

Where were you living in _____(year)?

Did you move to any place during that year?

When did you move to the new location?

How long did you stay in [new location]? (If more than two weeks then record the new location for that month)

[Repeat through current year]

Notes:

- If a respondent has lived in more than one location during a particular month, ask the respondent where he/she lived most of the time during that month and write in the corresponding code.
- Kisumu town refers to the urban areas of town. Rabuor is considered urban in Kisumu district, not Kisumu town.

3. Rural or urban residence

When you were in [location], were you living in town or in a rural area?

[Repeat through current year]

4. Person responsible

Beginning in _____(year), who, if anyone, was the primary person responsible for you (Luo: *ng'a manepidhi* / Swahili: *mlezi ama mtu aliyekusaidia kwa mahitaji*) in your household?

Did this change during that year or in subsequent years? [If yes] When? Who, if anyone, became the person responsible for you?

[Repeat through current year]

Notes:

- The Luo term is “ng'a manepidhi.”
- The Swahili term is “mlezi ama mtu aliyekusaidia kwa mahitaji yako.”
- It is important not to use the English terms for this question, if possible, because there is no good equivalent for these concepts in English.
- As with questions from the introduction section, please use “Western” definitions of family members and not “African” ones. For example, the brother of a respondent’s biological father should be coded as “paternal uncle” (western definition of uncle) and not as another father (African definition).
- Luo term (*ng'a mapidhi*) means something between “person who feeds you” (provides for you) and person who cares for/is responsible for you. It is more likely to pick up female caregivers than “household head”, and is more appropriate for young people as they age. Examples include: domestic employee would be likely to respond “employer”, young person living with stepmother would be likely to respond “stepmother” if the father is not resident, young person living with grandmother but with uncle down the street providing financial assistance would be likely to respond “grandmother”, young person living in hostel would be likely to respond “no one”. The closest Swahili term (*mlezi ama mtu anayekusaidia kwa mahitaji yako*) means something between guardian (*mlezi*) and person who provides for your needs (*mtu anayekusaidia kwa mahitaji yako*).

5. Year in school

Did you attend school in _____ (year)?

What level?

Did you stop attending school at any point in the year? When? When did you return?

Did you skip any class?

Did you repeat a class?

[Repeat through current year]

Notes:

- The introduction records the level of school the respondent is attending within each month. This includes formal as well as vocational school.
- Note that vocational training includes only formal vocational training, such as police, nursing, or tailoring training. It does not include informal vocational training, such as on-the-job training for selling phone cards or promotions.

Filling in the RHC:

- A respondent may have stopped attending school for several months and then started again. Interviewers should probe for this level of detail. If a respondent stops attending school for a spell, his/her state should be “0” for that time. If the respondent then returns to school, the code should start again at the level at which he/she starts back.

Example:

	J	F	M	A	M	Jn	J	A	S	O	N	D	J	F
Year in school	8			0			8						9	

- Formal schooling (primary and secondary) generally begins in January and ends in November with a holiday in December. The entire year from January through December should be coded as one year of school, regardless of holidays within or between the years.
- There should be no break in the education coding for school holidays. If the respondent is on school holiday for a spell, her code for education remains at the level before the holiday began. Do not code this spell with “0s.”

Example:

	J	F	M	A	M	Jn	J	A	S	O	N	D	J	F
Year in school	8												9	

6. Occupation

In [year], what was your occupation?

Did you have multiple occupations? [List up to two]

[If respondent was in school at any time] In [year(s)] you were in school, did you work at the same time for income?

Did this change? When?

[Repeat through current year]

Notes:

- Record the main occupation(s) only, up to two.
- If the occupation title is too long to fit within the duration of the occupation spell, write in shorthand (for example, initials) and write the full title in the margin.

Filling in the RHC:

- Begin the occupation title in the month when the occupation started, and draw a line through the end of the occupation. Put vertical lines at either end to designate which exact cells the spell corresponds to.
- If a respondent is not working, write in “0----” for occupation for as long as they were unemployed.
- If a respondent is a student, write “STUDENT----”.
- If a respondent has more than one occupation, write in both of them (and a line indicating duration for each).

Example:

	Jn	J	A	S	O	N	D	J	F	M	A	M	Jn	
Occupation	Hairdresser										Student			
							Seamstress							

7. Earned income

Next, I would like to know how much you earned in total from all activities for which you were paid in cash or kind. This includes the jobs you have mentioned and anything else you did for pay.

How much did you earn in total from all activities for which you were paid in [month], whether in cash or kind?

Did this amount change over time? Are there months when you earned a different amount?

[Repeat through current year]

Notes:

- It is important to stress that the income amount is from all sources of work, not just from the occupations listed in question 6.
- This is only earned income. Do not include student loans, pocket money from parents, money as gifts from partners, etc. Income that the respondent reports as received in payment for sex is included.
- Earned income can be in cash or kind. If a respondent reports income earned in kind, he/she should estimate the cash equivalent.
- For businesses/self-employed, ask respondents what they earned in profit or beyond what they invested in their business. For family business, record type (such as “family laundry business”) and then estimate the amount the R receives from this business or is given as pocket money from the proceeds of this business.

Filling in the RHC:

- Given the large numbers that may be reported for income, please write the amount reported sideways within the cell. Record the monthly income in Kenyan shillings. Only record the numerical amount; “Ksh” or “/--“ are not needed after the amount.
- There are 2 ways that income can be recorded:
 - 1) A person can estimate the income earned in individual months. Some people may know the amount earned in a day and how many days that month. Then the interviewer must calculate the amount per month.
 - 2) Sometimes a person can only estimate the total income earned over the course of several months. In this case, write the letter “T” sideways with a circle around it in the first month for which the income applies. Then enter the income earned sideways next to the “T”, and begin a line from this cell indicating how many months this total income covered. Then write the same thing (the sideways T and the amount) in the last cell to which the total applies. The checkers will later divide the total amount by the number of months, and fill in the average earned per month for that time period. This amount will be data entered.
- If no income has been received in a given month, code as “0”.
- If a person is not working, write in “0----” for occupation and “0----” income for as long as they were unemployed.
- If the respondent has an occupation but does not earn anything over the course of a month or several months, write in the occupation for the months they are engaged in this occupation, and record “0” income for the months they did not earn any money.
 - For example, if a respondent is a student, write “STUDENT----” and “0---” income if they were not doing anything to earn money while a student.
 - If a respondent is a goat herder and only earns money from selling the goats, write “GOAT HERDER----” and “0---” income until the month that they actually earned money from selling the goats.

8. Pregnancy status [ONLY IF RESPONDENT IS FEMALE]

I would now like to ask you whether you were ever pregnant during the last 10 years, even if the pregnancy ended in an abortion, miscarriage, or stillbirth.

Have you ever been pregnant?

How did this pregnancy end?

[Repeat through current year]

Notes:

- Fill in the month when the event occurred, including when the respondent became pregnant.
- Use pregnancy status codes to designate the state of being pregnant or not pregnant (0-1). Use pregnancy outcome codes (2-5) to designate how the pregnancy ended.
- A code of “1” (pregnant) must also be followed by an outcome on the same line—live birth, stillbirth, abortion, or miscarriage—a month or more later.
- The pregnancy outcome codes (2-5) can only be 1-month responses.
- If a female respondent reports a pregnancy in this row, check in the later rows to be sure that there is a relationship reported for the male partner (or partners) who she believes to be the father. This is a check to be sure that all partnerships are reported.

Filling in RHC:

- This row applies to female respondents only. Leave the entire row blank for male respondents.

9. HIV testing history

Have you ever had an HIV test?

When did you have the test [for the first time]?

Did you get your results?

Did you have a test more than once?

[Repeat through current year]

Notes:

- The code should be placed in the month that the respondent had the HIV test, regardless of whether he/she picked up the results in that same month. For example, if the respondent had the test in January but did not pick the results up until March, the code “1” would be placed in January.

B. Partner Details

Introduction: I would like to ask you some questions about all the partners you have had since 1998.

Think about all romantic or sexual partners that you had, be they just romantic non-sexual, a one-time sexual encounter, a steady girlfriend/boyfriend, a relative, etc...

How many partners have you ever had? How many of these are since 1998?

[After respondent mentions number] I would like to ask you several questions about these partners. We can begin with any partner you wish.

Notes:

- Make sure the respondent knows to report all types of relationships, including those with no sex, those for one night, those with relatives, etc.
- Interviewers should encourage respondents to report on all of their partnerships. A respondent may not be willing to report on all of his/her partnerships, for various reasons. If the respondent is short on time, the interviewer should attempt to reschedule the interview to a moment when the respondent has more time. If the respondent simply does not want to report on all partnerships, either because there are many or because he/she is uncomfortable, the interviewer should continue to probe.

- In all cases, the interviewer should encourage the respondent to report on all partners in the last year before stopping any interview.
- Before filling out any of the relationship information, interviewers should ask respondents to report the total number of romantic or sexual partners he/she has had in the last 10 years. This is an important check to make sure the RHC collects full relationship history data. Once a respondent fills out several relationships, he/she may not want spend the time or energy reporting on the others; therefore, knowing the total number in the last 10 years ahead of time will help interviewers probe for additional relationships to be reported in the RHC or to be reported in the RHC follow-up.
- Interviewers should make sure to probe for changes in all the relationship dimensions over the course of the relationship. For example, regardless of how long a relationship lasted, we want to record changes in relationship type, partner economic status, main reasons for the relationship, frequency of sex, etc. across all the months of the relationship.
- All of the partnership information is reported by the respondent from the respondent's perspective, not the partner's. For example, "relationship type" is coded for how the respondent describes his/her relationship with this partner, not how the partner would describe it.

Filling in the RHC:

- Within the relationships, cells for all months of a given relationship should have a code or a line.
- For relationships that end during the calendar, the relationship's first and last month must have a code across all questions, not just a line.

10. Partner's initials

We will refer to this person using their initials rather than their name. For example, if your partner's name is Jane Doe then we shall refer to this person as "J.D." What are the initials of the first partner you would like to talk about?

Notes:

- Write in only the initials or first name to help the respondent recall which partner it is. When the interviewer fills out the face sheet with the nominated partners, you will record the full name of only those partners whom we will attempt to contact and interview.
- If a respondent has multiple partners with the same initials, the interviewer should talk with the respondent and determine a way to distinguish between the two. For example, if a respondent has two partners with the initials "J.D.," the interviewer might write the full first name of both instead of just their initials.

11 and 12. Partner's age when relationship started and birth date

*How old was [partner's initials] when your relationship began?
(If R is not sure) About how old did you think he/she was?
Do you know the month and year when he/she was born?*

Notes:

- Make sure to get an estimate of the partner's age when the relationship started (not when they met, which could have been years earlier).
- It is very important to at least obtain an estimate, however crude, of the partner's age. For example, ask the respondent if the partner was in his 20s, 30s, 40s, etc., and whether early or late 20s, etc.
- The respondent may not know both the partner's age and month/year of birth. Therefore, take the one that the respondent is most certain about and estimate the other from that. For example, if the respondent knows the partner was 16 at the start of their relationship, the interviewer or checker can

13. Partner's years of schooling at relationship start

When your relationship began, what is the highest level of schooling [partner's initials] had completed?

Notes:

- Make sure to get the years of partner's schooling when the relationship began (not when they met, which could have been years earlier).
- Note that vocational training includes only formal vocational training, such as police, nursing, or tailoring training. It does not include informal vocational training, such as on-the-job training for selling phone cards or promotions.
- Should be *completed*, but when the partner was in school at the beginning of the relationship some interviewers have recorded year in school that the partner was in at that time. Data analysts should check question 13 against question 18 to convert question 13 to completed years of schooling as necessary.

14. Partner's ethnicity

What is [partner's initials]'s ethnic group?

Notes:

- If the respondent identifies with multiple ethnicities or no ethnicity, interviewer should code as "other" and specify.
- If the respondent is half African and half of another ethnicity (for example, Arab or Indian), record both ethnicities, including the specific African ethnic group. For example, record "Indian/Luo" or "Arab/Kikuyu."

15. Knew before relationship began

How well did you know your P before you began your relationship?

16. Duration

When did your relationship with (partner's initials) begin?

Are you still together?

(If not together) When did your relationship end?

Notes:

- There is a beginning and end to each relationship, unless it is current. A relationship with a specific partner may also start and stop multiple times.

Filling in the RHC:

- Mark "X" in the month the relationship began. Draw a line through the cells until the month that the relationship ended. In the last month of the relationship, mark "X."
- The beginning X should be placed in the month when the relationship began. This is not necessarily when the respondent and partner met.

- Record all information about a given partner under the same relationship, even if a relationship starts and stops multiple times. If a partnership stops and then starts again, the second relationship spell is coded on the same line, with no coding during the months when the couple was not together.

Example:

		O	N	D	J	F	M	A	M	Jn	J	A	S	O
Duration		X					X			X			X	

17. Partner's residence

In the first month of your relationship, where was [partner's initials] living (relative to where you were living)?

(If in the same town) Were you living together?

Was this a rural or urban area?

Did he or she move when you were together?

[Repeat through last month of relationship]

Notes:

- The question asks the respondent to report on where the partner was living relative to where the respondent was living in a particular month. The interviewer can use row 2 (respondent location) to help the respondent think about where his/her partner was living relative to him/her.

18. Partner's year in school

Did [partner's initials] attend school while you were together?

(If yes) What level was [partner's initials] in when your relationship began? What level did [partner's initials] progress to during your relationship?

Did [partner's initials] skip any class during your relationship? Stop attending school for a time? Repeat any class?

[Repeat through last month of relationship]

Notes:

- This question refers to current schooling/training during the time of the relationship.
- Note that vocational training includes only formal vocational training, such as police, nursing, or tailoring training. It does not include informal vocational training, such as on-the-job training for selling phone cards or promotions.

Filling in the RHC:

- The partner may have stopped attending school for several months and then started again. If a partner stopped attending school for a spell, his/her state should be "0" for that time. If the partner then returned to school, the code should start again at the level he/she started back at.

Example:

	J	F	M	A	M	Jn	J	A	S	O	N	D	J	F
Year in school	8			0			8						9	

- Formal schooling (primary and secondary) generally begins in January and ends in November with a holiday in December. The entire year from January through December should be coded as one year of school, regardless of holidays within or between the years.
- There should be no break in the education coding for school holidays. If the partner was on school holiday for a spell, his/her code for education remains at the level before the holiday began. Do not code this spell with “0s.”

Example:

	J	F	M	A	M	Jn	J	A	S	O	N	D	J	F
Year in school	8												9	

19. Partner’s economic status

*In the first month of your relationship with [partner’s initials], did [partner’s initials] appear to be wealthy, middle class/average, or poor? Did this change over time? When?
[Repeat through last month of relationship]*

Notes:

- It is very difficult for respondents to know the occupation and income of their partners. Therefore, we aim to measure their perceptions of how wealthy or poor their partners are. Their perception might not be accurate in terms of the partner’s true economic status, but it will give us a good estimate.

20. Type

*During the first month of your relationship, how would you describe your relationship with [partner’s initials]? Would you say you were/are...(Show or read list of codes to R)
Did this change over time? When?
[Repeat through last month of relationship]
[If R was married to P and relationship is not ongoing] Did the relationship end with separation, divorce, or widowhood?*

Notes:

- The interviewer should show or read the list of categories to the respondent, and explain them to him/her, to help the respondent to determine what type of relationship it was.
- If the respondent says “boyfriend” or “girlfriend” as the relationship type, the interviewer should probe as to how serious the relationship was and code it accordingly.
- If a respondent reports that a relationship was “just friends,” and has trouble slotting the relationship into a pre-coded type, the interviewer should probe to find out whether the couple was having sex or not. If there is no romantic or sexual connection and the two individuals are merely platonic friends, then the relationship is not recorded at all in the RHC.
- Record “don’t know” if the respondent is very unsure of his/her relationship status at any point in time.
- Because they are not mentioned as readily, interviewers should probe at this point, as well as during the follow-up, as to whether there are any relationships besides those coded 1-5 (for example, one-night stands, CSWs, etc.).
- If the respondent mentions forced sex, that will be recorded under “main reason for relationship.”
- Following are the general meanings of relationship types:

- Serious partner (*jadiya*): *Jadiya* is only a Luo word, so others will not know this term. A serious partner is one the respondent loves or cares for deeply.
- Dating is not serious, but it is ongoing and important. Includes romantic “just friends” relationships.
- Casual relationship may be sexual or not, and it now and then, but not that important. “Sometime lovers” or “friends with benefits” are included in this category.
- A “one-night stand” is just for one night or one time and has no real meaning beyond sex. The respondent could have known the partner beforehand, however, and it is not necessarily a stranger. A repeated one-night stand should be coded as “casual.”
- Inherited: After the death of a husband, widows are inherited. So this is a relationship mainly to follow the tradition.

Filling in the RHC:

- If a marital relationship has ended, there must be an outcome code of either divorced, separated, or widowed in the last month of the relationship. If someone becomes separated and later divorced, you may code “separated” before the last month of the relationship. Divorced and widowed, on the other hand, can only occur in the last cell of a given marital partnership. Once you place an outcome code in the last month of a marital relationship, stop coding this row. If the respondent begins any type of relationship with the same partner later, commence with whatever relationship type fits that new partnership spell.

Example:

	S	O	N	D	J	F	M	A	M	Jn	J	A	S
Type of relationship	1			13			12			5			

21. Main reason for entering/continuing relationship

When you first met [partner’s initials] why did you start this relationship? What was the main or most important reason? Did your reasons for being in the relationship change over time? [Repeat through last month of relationship]

Notes:

- If the respondent gives multiple reasons, probe to find out which two reasons were most important. Then put the reason that is most primary in this row, and the second most important reason in 22.
- 1 and 3 do not refer to specific partners. They indicate that the respondent wanted to marry or to be in a relationship with anyone.
- Be careful not to code the main reason for ending a relationship in row 21 or 22. In the last month of the relationship, code in rows 21 and 22 the reason for continuing the relationship in that last month. For instance, the respondent may have continued the relationship in the last month because it was convenient.
- The code 14 “no reason” should be reserved for the secondary reason only and when the respondent cannot think of another reason besides the main reason.
- Following are the meaning of categories:
 - Social pressure: peer pressure (from friends, other men) or general pressure if respondent felt like he/she is the only one without a boyfriend. Pressure to fit in. Pressure from family members to find a partner or get married.
 - Physically attracted to him/her: This includes being seduced by the partner.
 - Liked his/her personality: Liked the way the partner laughs or works hard or is nice to people.

- Money/gifts/assistance: This category should be coded if the reason had anything to do with money/gifts/assistance, such as the partner gives money and the respondent liked that or the respondent needed money and therefore entered into the relationship.
- Convenience: Just happened, he/she was there; stayed in the relationship because we were already going out, inertia. Perhaps the respondent wanted to have sex and this person was there at the time.

22. Secondary reason for entering/continuing relationship

Was there any other reason you started this relationship? What was the second most important reason?

Did your reason for being in the relationship change over time?

[Repeat through last month of relationship]

Notes:

- Write “14” (no reason) if there is no secondary reason for entering/continuing a relationship.

23. Main reason for ending relationship

[If the relationship is not ongoing:] Why did the relationship with [partner’s initials] end? What was the main reason?

Notes:

- Be specific about respondent or partner. For example, the partner might have had other partners, which led the relationship to end (response category #2). Alternatively, the respondent might have had other partners, leading the relationship to end (response category #1).
- If a relationship started and stopped multiple times, record only the reason for the final relationship end.
- Response category #3 (“Money/gifts/assistance”) should be used for any reason related to transfers. For example, the respondent might say that one partner was demanding too much money, or that another partner did not want to give the respondent assistance.
- There are many reasons relationships may end, so feel free to use the “other” category (#9). However, be sure when using “other” to specify the reason and whether it was associated with the partner or the respondent. Common responses specified in the other category are that the P got married, that the P or the R re-located, and that the R lost contact with the P.
- Be careful not to code the main reason for ending a relationship in row 21 or 22. In the last month of the relationship, code in rows 21 and 22 the reason for continuing the relationship in that last month. For instance, the respondent may have continued the relationship in the last month because it was convenient.

24. Marital aspirations

In the first month of your relationship with [partner’s initials], did you want to or plan to eventually marry him/her? Was marriage to this person ever in your mind?

Over the course of the relationship did this ever change, and to what?

[Repeat through last month of relationship]

Notes:

- For this question, it does not matter what the partner wanted. This question is from the respondent’s perspective and is about what the respondent wanted. A “yes” response means that from the

the respondent had any desire to/plans to marry the partner that month, even if marriage would take place at some point in the future.

- It is also important to note that this question is about a respondent's marital aspirations with a particular partner, not about his/her general desire get married.
- Response category #3 ("Never considered") can mean that the respondent never thought about marrying this partner, or that the respondent never thought about marriage in general.
- The "don't know" category should be used if the respondent says that he/she doesn't know if he/she wanted to marry this partner.

25. Frequency of sex

During this relationship did you and [partner's initials] have sex?

In the first month you had sex, how many times did you and [partner's initials] have sex? Did the frequency change over the course of the relationship? When?

[Repeat through last month of relationship]

Notes:

- From an HIV risk perspective, we want an estimate of how many times the respondent and partner had sex (how many sexual acts or "rounds", as referred to locally) in a particular month.
- It does not matter how many days the couple had sex. If the relationship was one night, you still fill in the number of times the R and P had sexual intercourse on that one night. If the couple had sex 5 times in one night, the response category used ("2") would be the same as if the couple had sex five times over the span of several weeks.
- It is important to probe both to determine whether the respondent had sex with the partner, and also to get at variation in sexual frequency over the course of the relationship. For example, we have been seeing relationships where for years the respondents reported the same sexual frequency. Things to check are partner residence (sexual frequency may decrease when the partners do not live in the same city, although they may visit each other), and pregnancy and childbearing (for example, sexual frequency may decrease or cease before and after the time of birth).
- Be careful to code spells with no sex as "4" (0 times), and not "0". There is no "0" code.

26. Contraception

During your relationship with ... did you or [partner's initials] do anything or use any method to prevent pregnancy?

During the first month you had sex, did you do anything or use any method?

(If respondent cites a method) Did this change over time?

[Repeat through last month of relationship]

Notes:

- Contraception refers only to methods to prevent pregnancy, not disease. If the respondent reports condom use, we should probe to make sure condoms were used with the idea to prevent pregnancy (may be in addition to disease prevention). But if a respondent and his/her partner were using condoms for disease prevention and were not thinking about pregnancy, then do not record condoms here.
- Interviewers should ask this question of everyone. For example, even though the respondent did not report having sex with this partner, this is an additional probe and a chance for the respondent to admit having sex. In addition, a woman could be using contraception (the pill) and not be sexually active.

- If a respondent mentions more than one method, we should ask which was the primary method used for most of the month. The respondent, not the interviewer, should decide which method was primary. For example, if the respondent used both the pill and emergency contraception, the interviewer would ask which method was primary.
- This question is essentially a question of “ever use within the month.” In other words, if they used withdrawal last week twice and not the other times of the month, it would still be coded as withdrawal. We are not recording per-sexual encounter measures; instead this (combined with information on other months) will give us an idea of overall consistency of use.
- If the respondent says that there was no contraception used, the interviewers should probe to see if they were using traditional or natural methods before coding “0”.
- If a respondent does not know the name of a specific type of contraception but can describe it, interviewers should help him/her figure out which type it is and should code this contraception type.
- If the respondent says that there was no contraception use at all in a long-term relationship with high frequency of sex, and no pregnancies are reported, this is a chance for the interviewer to probe to understand how this is possible and make any changes in any of the previous questions about pregnancy and pregnancy outcomes, as necessary.
- Code “16” (N/A pregnancy) should be used whenever the female partner in the relationship is pregnant, even if the pregnancy is not by a male respondent. This could explain why contraception was not used during these months.
- Code “15” (Unknown method for male Rs) should be used when male respondents know or think their partner was using some contraceptive method, but are unsure as to which method.
- The checkers double check with interviewers all reported contraceptive use, particularly whether male condoms were used for pregnancy prevention, and if less commonly used methods were in fact used (e.g., Norplant, IUD, Depo, the pill).

27. Condom use

(Even if not mentioned as a contraceptive) Did you or [partner’s initials] ever use a condom when you had sex?

How often would you say you used condoms?

Did this change over time?

[Repeat through last month of relationship]

Notes:

- For the purposes of this question, it does not matter whether the couple was using a male condom or a female condom.
- It is important to note that for a woman, using a male condom means that her sexual partner used a male condom. If her partner uses a male condom during sex with her, this counts as condom use in the partnership.
- Be sure to code “0” (N/A-no sex) when frequency of sex is coded “4” (none). Code “5” is reserved for months where the partners were having sex but never used condoms.

28. P’s pregnancy status (FOR MALE RESPONDENTS ONLY)

During this time when you were together, was [partner’s initials] ever pregnant?

How did the pregnancy end?

[Repeat through last month of relationship]

Notes:

- If the respondent is sure that a pregnancy was not by him (for example, when they began the relationship she was already pregnant), it should be excluded here. These responses refer only to pregnancies for which the respondent was or might have been responsible.
- Use pregnancy status codes to designate the state of being pregnant or not pregnant (0-1). Use pregnancy outcome codes (2-5) to designate how the pregnancy ended.
- A code of “1” (pregnant) must also be followed by an outcome on the same line—live birth, stillbirth, abortion, miscarriage, or don’t know—a month or more later. The only time an outcome code is not necessary is if the partner was still pregnant at the end of the relationship, or if the partner is still pregnant at the time of the interview.
- Codes 2-5 can only be 1-month responses.
- If a male respondent reports no pregnancies during a long relationship in which no contraception was used, the interviewer should probe to verify that no pregnancies occurred.
- Leave this row blank for female respondents.

29 & 30. Exchange of gifts and/or money (transfers)

It is common for young people to give their partners money or gifts. We would also like to find out whether you and [partner’s initials] ever exchanged gifts, money, or any other form of assistance.

Notes:

- Definition of transfers: Includes money or resources given to and received from one individual to the other in the relationship, not if they are splitting costs half and half. For example, transfers might include money, gifts, entertainment, funds for rent, cell phone credit, or food given, or helping to pay for an abortion, etc. Do not include spending on the relationship itself, such as R buying bus fare to visit the partner. Also, do not include job help (e.g., if the partner got the respondent a job, a promotion or raise, etc.).

Filling in the RHC:

- There are 2 ways that amounts can be recorded:
 1. A person can estimate the amount given/received for individual months. If the amount is the same across numerous months, write the amount in the first month and a line indicating how many months this same amount continued.
 2. A person can only estimate the total amount of money received over the course of several months or the entire relationship. In this case, write the letter “T” sideways with a circle around it in the first month for which the amount applies. Then enter the amount sideways next to the “T”, and begin a line from this cell indicating how many months this total amount covered. If the amount continued through the end of the relationship, or through today in an ongoing relationship, repeat the sideways “T” and amount in the cell corresponding to the last month of the relationship. The checkers will later divide the total amount by the number of months, and fill in the average amount of transfers per month for that time period in the RHC. The checkers will note the dates and total amount in the margin.
- Record the monthly amount of transfers in Kenyan shillings. Only record the numerical amount; “Ksh” or “/--“ are not needed after the amount.

Amount given by R

Did you give [partner’s initials] any money or gifts, or pay for something for him/her, when you were together?

Did you give [partner’s initials] any money or gifts, or pay for something for him/her, in the first month of your relationship?

About how much did you spend in total on these in the first month of your relationship?

Did you give the same amount every month? Were there months where the amount was much more or much less?

Can you estimate about how much you spent in total on these things during the entire relationship?

Amount received by R

Did [partner's initials] give you any money or gifts, or pay for something for you, when you were together?

Did [partner's initials] give you any money or gifts, or pay for something for you, in the first month of your relationship?

About how much did [partner's initials] spend in total on these in the first month of your relationship?

Did he/she give the same amount every month? Were there months where the amount was much more or much less?

Can you estimate about how much [partner's initials] spent in total on these things during the entire relationship?

31. Partner's marital status

When your relationship with [partner's initials] began, was he/she married?

Did his/her marital status change during the time of your relationship?

When?

[Repeat through last month of relationship]

Notes:

- This question is asked and filled in for all respondents.
- This question asks whether a respondent thought that a partner was married or not. For example, if a respondent thought that a partner was not married when he/she started the relationship but later learned that he/she had been married, the interviewer should code "0" (single) in the cell corresponding to the first month(s) of the relationship and "1" in the month they found out about the marital status as well as the subsequent months.
- Interviewers should use the code "88" to indicate that the respondent did not know whether a partner was married or not.
- It does not matter whether the partner was married to the respondent or not. The number of wives the partner had also does not matter.
- This is a point in the interview when the interviewer can again check the type of partnership, and make edits to previous questions as necessary.

32. P's number of other wives

FOR FEMALE Rs WITH MARRIED MALE Ps ONLY: Did/does [partner's initials] have more than one wife?

[If not married to R:] How many wives?

[If married to R:] How many wives did [partner's initials] have besides you?

Did this change over the course of your relationship? When?

[Repeat through last month of relationship]

Notes:

- This question should be filled in for female respondents only and only if their male partner is married. Otherwise, leave this row blank.
- If a respondent is married to her partner, the interviewer should ask for the number of other wives.

- If a respondent is NOT married to her partner, the interviewer should ask for the total number of wives.
- If row 31 is coded “88” for any given month, this row should also be coded “88” for that month.

33. Partner’s number of other non-marital partners

Other than his/her spouse(s) and yourself, did [partner’s initials] have any other sexual partners while you were together with him/her? How many partners do you think [partner’s initials] had?

Other than his/her spouse(s) and yourself, did [partner’s initials] have any other sexual partners in the first month you were together with him/her? How many partners do you think [partner’s initials] had?

Did this change over the course of the relationship? When?

[Repeat through last month of relationship]

Notes:

- This question should be asked of all respondents.
- This question refers to non-marital sexual partners and does not include non-sexual partners.
- The number of the respondent’s partner’s other non-marital partners recorded in the RHC should exclude the partner’s wife/wives and the respondent. Do not include the R in the total number, nor any of the partner’s wives (if there are any others).
- If the respondent says he/she does not know how many non-marital partners there were, probe to try to get some estimate, even if very rough. Response “88” should only be used when the R cannot give any estimate.

34. Knowledge of partner’s non-marital partners

[If R says in Q33 that partner has no non-marital partners] “How certain were you that [partner’s initials] has had no non-marital partners? Did this change over time? When?”

[If R says in Q33 that partner had at least one non-marital partner]: “How certain were you that your partner had any non-marital partners? Did this change over time? When?”

Notes:

- This question should also be asked of all respondents.
- The respondent should give a number in question 33, and then tell us how certain he/she is that the partner either had or did not have any other non-marital partners.
- This question refers to the respondent’s knowledge of partner’s non-marital partners at that time. If the respondent found out later that the partner had other non-marital partners, the months when the respondent did not know should not include that/those partners.