Template for Requests for Revisions to the DHS Model Questionnaires, Optional Modules, and Biomarkers for DHS-8 (2018-2023)

Section I. Information about the requesting party

1. Is this request being submitted on behalf of a group? If so, please provide the name of the group and the participating parties.

    Health equity and social inclusion interdisciplinary research group (HESI |IRG)

Section II. Indicator definition and rationale

2. Please define the indicator or indicators you are requesting The DHS Program to incorporate. *Multiple indicators derived from a single set of questions should be included in the same submission.* (Response required)

Distance to the nearest educational institutions

We propose to add the following questions related to accessibility of healthcare:

> How long does it take from your home to the nearest educational institutions including preschool, childcare, school, college, and university (in minutes)?
>
> NOTE: All household should be asked this question. The best place to ask this question is at the end of the household questionnaire.

3. What is the rationale for measuring this indicator (each of these indicators) in DHS surveys? (Response required)

Multiple recent studies have reported that distance to the nearest education facility is one of the strongest determinants of women education and their earnings, as well as a strong predictor of early childhood education utilization, for example, usage of preschools or kindergartens (Lépine and Ströbl, 2013; Fielding and Lepine, 2017; Doyle and Skinner, 2016; Würthwein, 2015).

Lépine, A., and Ströbl E. (2013). The effect of women's bargaining power on child nutrition in rural Senegal. World Development, 45 : 17-30.

Fielding, D., and Lepine, A. (2017). Women's empowerment and wellbeing: evidence from Africa. The Journal of Development Studies, 53: 826-840.

Doyle, W., and Skinner, B. (2016). Estimating the education-earnings equation using geographic variation. Economics of Education Review, 53: 254-267.

Würthwein, R. (2015). Measuring the burden of disease and returns to education in rural West Africa. Berlin: Duncker & Humblot.

Section III. Proposed additions/revisions to the questionnaires or biomarkers

4. Please describe the requested addition or revision.
    If the requested change is the addition of new questions to the DHS questionnaires or modules, complete questions 4.1 and 4.1.1. If the requested change is a revision to existing questions, complete question 4.2. If the change relates to anthropometry or a biomarker, please complete question 4.3.

    4.1. **For additions**: If you have developed a question or set of questions to measure the indicator(s), please provide them in the space below or in a separate file attached with your submission.

Distance to educational institutions

Institutions	How long does it take to get from your home to the nearest [INSTITUTION]? Minutes
a) Preschool / kindergarten (public or private)	
b) School (public or private)	
c) University or college (public or private)	

    4.1.1 If requesting multiple questions, please specify the relative priority of each new question.

    4.2. **For revisions to existing questions**: Please specify the DHS-7 question number, the proposed revision to the question, and the rationale.

DHS-7 question number	DHS-7 question text	Proposed new question	Rationale

4.3. **For anthropometry and biomarkers**: Please describe the measurement procedures or specimen collection procedures, point-of-care or laboratory testing procedures (as relevant), and any recommendations for return of results.

5. Can any related questions be deleted from the questionnaire to make room for the proposed new content? If so please specify which questions using the DHS-7 question numbers.

6. What are the implications of these requested changes on measurement of trends using DHS data?

Section IV. Indicator calculation

7. Indicate how to calculate the indicator(s). Include detailed definitions of the numerator and denominator of each individual indicator. If you have developed a tabulation plan for the indicator(s), please attach a file including the suggested table(s) with your submission.

8. Is the indicator useful when measured at the national level, or is it useful only when disaggregated to specific subnational areas, such as endemicity zones or project intervention regions?

For each indicator, select one of the three options by clicking in the appropriate box.

Indicator	Useful only for subnational endemicity zones or project intervention regions. A single estimate at the national level is not meaningful.	Useful at both national and subnational regions, as sample size allows.	Useful only at the national level. Subnational estimates are not needed.
Distance to the nearest healthcare facility	☐	☒	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

Section V. Prior testing of the proposed question(s)

9. Have the proposed questions undergone any formal validation; i.e., have the questions been tested against a "gold standard" to assess their accuracy? If yes, please describe how well or poorly the questions performed and/or provide a publication or report of the validation exercise (or a link).

10. Have the questions undergone any other kind of testing; e.g., cognitive testing, pilot testing. If so, please describe the results of the testing and/or provide a publication or report of the findings (or a link).

This question has been extensively used in Living Standard Measurement Surveys by the World Bank, for instance, in Tajikistan 2003, 2007, 2009 and found to be effective in predicting maternal, prenatal, postnatal healthcare utilization.
http://microdata.worldbank.org/index.php/catalog/lsms#_r=&collection=&country=&dtype=&from=1890&page=2&ps=&sid=&sk=&sort_by=nation&sort_order=desc&to=2018&topic=&view=s&vk=

Section VI. Other considerations

11. Please provide information relevant to the kinds of questions below, and/or anything else you wish to share with us about this indicator (these indicators).