**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.

This request is being submitted on behalf of The Global Fund.

# **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)

Indicator: Percentage of females aged 15 - 24 who dropped out of school in the last year

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

According to UNAIDS 2016 Guidance on “HIV prevention among adolescent girls and young women”, limited access to secondary and tertiary education among adolescent girls and young women contributes to increased HIV incidence risk, while school attendance and educational attainment have been shown to be associated with lower HIV risk and reduced sexual risk behaviour. “Keeping girls in schools” is one of the key structural interventions believed to increase retention in school and contribute to reduction in new HV infection. It

# **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.

Question 1: Are all females of school going age (10 – 24) living in this household currently in school?

Yes (Skip question 2)

No (Go to question 2)

Record: Number currently in school -----

Record: Number currently not in school ------ GO TO QUESTION 2

Question 2: How many dropped out of school in the last one year?

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

The second question is not relevant without Question 1. If only one question can be added, Question 1 is still useful on its own.

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

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| --- | --- | --- | --- |
| **DHS-7 question number** | **DHS-7 question text** | **Proposed new question** | **Rationale** |
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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?

There is no implication on trend measurement to adding these two new questions to the Woman’s Questionnaire.

# **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.

**Indicator 1: School drop out in the last year**

Numerator – Number of females age 15-24 who dropped out of school in the last year.

Denominator – Number of females age 15-24.

This indicator is a percentage calculated as the numerator divided by the denominator, multiplied by 100.

Disaggregation – it would be helpful to disaggregate these indicators by age, urban/rural, wealth, and region.

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.*

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| --- | --- | --- | --- |
| 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. |
| School drop out |[ ] [x] [ ]
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# **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).

There has been no formal validation of these questions.

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).

Since similar questions/indicator has been included in education surveys in some countries.

# **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).

* Describe how the data for this indicator are being used (or will be used).
	+ Are the data produced by this indicator actionable?
	+ Who will use the data?
	+ What kinds of decisions will be made using these data?
* For what kinds of countries would the indicator(s) be most useful?
* Does the DHS survey offer any particular advantage over other available data sources for measuring this indicator? If so, what?

 Data on percentage of females who drop out of school will trigger action especially in regions with high HIV incidence rates and inform regions or sub national areas to focus efforts to keep girls in school. This indicator is most useful for countries that have a high HIV incidence and scaling up interventions to reduce new HIV infections among adolescent’s girls and young women.

DHS offers a better platform for measuring this indicator due to availability of other health related indicators offering a good opportunity to relate with other related health indicators. Also offers representativeness of sample, regularity of data and cost reduction in collecting this information.