**DKAP Checklist for National Research Team (NRT)**

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| **Translation and Verification √** | | |
| 1 | Translators have excellent knowledge of English and target language, basic knowledge on contents (i.e., digital citizenship), and experience or knowledge in survey design. | □ |
| 2 | [Forward Translation] Two researchers experienced in opinion surveys independently translate the questionnaire and compile the two translations into one. | □ |
| 3 | [Forward Translation] Translated questionnaire maintains conceptual equivalence, while using simple and concise expressions. Also, the language of the most common audiences of youth is used, considering issues of gender and age applicability and offensiveness. | □ |
| 4 | [Expert Panel] At least one expert panel is bilingual, and s/he identifies and resolves the inadequate expressions/concepts of the translation, as well as any discrepancies between the original and forward translation. | □ |
| 5 | [Back Translation] The modified questionnaire is sent to back-translation by a native English speaker with a sufficient level of knowledge. | □ |
| 6 | [Cognitive Interviewing] Small groups of children are sampled from the target population, and they are asked a few questions about whether the questionnaire items make sense to them. | □ |
| 7 | [Final Version] The final version includes a summary of revision history (e.g. modifications proposed by the expert panel and cognitive interviewing, demographic information of the experts and interviewees). | □ |
| **Sample Design** | | **√** |
| 1 | Target students are 15-year-old students who are attending educational institutions in grades 8 and higher, enrolling full-time educational institutions, and not having limited proficiency in the questionnaire language, intellectually/functionally disability. | □ |
| 2 | Each country has a sample size of at least 1,000 surveyed students, with a minimum size of 20 schools in which 50 students are selected for the study. | □ |
| 3 | [The first stage of stratification] Independent samples of schools are selected from each explicit stratum. | □ |
| 4 | [The second stage of stratification] Target-grade students are selected with equal probability within participating schools. | □ |
| 5 | School-level exclusions are made with schools that are geographically remote, have very few students, have a curriculum or structure different from the mainstream education system, and are specifically for students with special needs. | □ |
| 6 | Within-school exclusions are made with students who are intellectually/physically disabled or non-native language speakers, and do not want to participate in survey administration. | □ |
| **Field Operations** | | **√** |
| 1 | The National research team (NRT) identifies eligible schools, selects the participating schools, and contacts the schools. | □ |
| 2 | The NRT identifies school coordinators who will involve in survey administration in each school, and provide standardized guideline for the overall data collection procedures. | □ |
| 3 | School coordinators send the list of all in-scope students to the NRT. | □ |
| 4 | The NRT samples students and sends the list of these students to school coordinators. | □ |
| 5 | The NRT and school coordinators reach an agreement on the availability of sampled students and the survey procedure (e.g., survey date/place). | □ |
| 6 | The NRT sends the questionnaire and manual to school coordinators. | □ |
| 7 | School coordinators and survey administrators prepare the survey administration. | □ |
| 8 | School coordinators and/or survey administrators administer the survey. | □ |
| 9 | School coordinators provide school-related information (see Annex C in manual). | □ |
| 10 | School coordinators collect survey materials for shipment and send them back to the NRT with a note on unusual occurrences during the survey, if any. | □ |
| **Data Cleaning and Documentation** | | **√** |
| 1 | All information in the database conforms to the defined data structure. | □ |
| 2 | The content of all codebooks and documentation appropriately reflects national adaptations to questionnaires. | □ |
| 3 | All variables used for international comparisons are comparable across countries. | □ |
| 4 | All institutions involved in this process apply quality control measures in order to assure the quality and accuracy of the DKAP data. | □ |
| 5 | Each country submits its data, codebooks, and documentation to the ISVP team. | □ |
| 6 | Any inconsistencies or issues detected by ISVP during the follow-up cleaning and analysis are resolved in collaboration with the NRT. Modifications in database are documented for the purpose of communication among the ISVP, NRT, and UNESCO Bangkok. | □ |