WorkLinks Skills & Values Assessment Tool: Psychometric Testing and Validation in Algeria

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1   The findings, opinions, and recommendations expressed in this report represent those of the author and not World Learning.

Table 1: Summary Statistics for the WorkLinks Skills and Values Assessment (WLSVA)

Name	WorkLinks Skills & Values Assessment Tool *(WLSVA Tool)*
Administration	Online, Self-report
# of questions	56
# of constructs	11
WLSVA Reliability *(56 questions)*	0.94 *(excellent)*
Soft Skills Reliability *(23 questions)*	0.89 *(excellent)*
Earning Skills Reliability *(17 questions)*	0.90 *(excellent)*
Values Reliability *(16 values questions)*	0.82 *(good)*
Cronbach Alpha Reliabilities of constructs from final testing. *(<0.65 promising, 0.65-0.69 promising, 0.70-0.79 acceptable, 0.80 – 0.89 good, 0.90-0.99 very good)*	

Soft Skills	Conscientiousness & Self-Efficacy	0.68 *(very promising)*
	Goal Setting & Perseverance	0.65 *(promising)*
	Interpersonal Skills	0.68 *(very promising)*
	Managing Emotions	0.65 *(promising)*
	Thinking & Planning Skills	0.82 *(good)*
Earning Skills	Job Search Skills	0.79 *(adequate, almost good)*
	Entrepreneurship Skills	0.86 *(good)*
World Learning's Values	Community & Civic Engagement	0.70 *(adequate)*
	Intercultural Understanding & Empathy	0.65 *(promising)*
	Social Inclusion & Justice	0.76 *(adequate)*
	Sustainability	0.78 *(adequate, almost good)*

Average time to complete *(in minutes)*	15
Ceiling-effect*	Severe: Social Justice & Inclusion and Goal Setting & Perseverance *(Skewness -1.98 and -1.23 respectively)*
	Minimal: Entrepreneurship Skills *(-0.28)*
Test-Retest Reliabilities	Soft Skills: 0.91 *(excellent)*; Earning Skills: 0.93 *(excellent)*; World Learning's Values: 0.86 *(good)*
Smallest Real Difference**	Soft Skills: *(3.8%)*; Earning Skills *(4.9%)*; World Learning's Values: *(5.5%)*; Overall WLSVA Tool *(3.3%)* For the overall WLSVA Tool *(all 60 questions)*, approximately 3.3% of change from Time1 and Time 2 scores can be attributed to random change *(measurement error)* and, thus, for WLSV Program to be assured a *"real"* increase occurred due to program interventions an increase of more than ~5% of Time 1 over Time 2 scores should occur.
Convergent Validity	Medium to large effect-size with Soft Skills *(eta-square=0.14)* and Entrepreneurship Skills *(eta-square=0.12)* constructs with Perceived Stress Scale.

*Skewness: any values more than 1.0 is considered *"highly skewed"* and values less than 0.50 are considered asymmetric *(normal distribution)*.

** Smallest Real Difference is a measure of sensitivity to change and is an estimate of the amount of variation that can appear by chance between measurements repeated over time. Thus, on average, for *"real change"* to occur in the construct, Soft Skills, Time 2 scores must increase more than 4% over Time1 scores.

Abstract

As documented in this report, World Learning's WorkLinks Skills and Values Assessment *(WLSVA)* Tool has been validated as a credible and reliable tool to measure individual- and group-level change over time among youth and young adults in soft skills, earning skills, and certain civic values. The validation process was conducted in Algeria in French based on items originally in English; the tool has also subsequently been translated into Arabic. The soft skills index of the WLSVA tool includes 23 questions *(covering the constructs of conscientiousness and self-efficacy, goal-setting and perseverance, interpersonal skills, managing emotions, and thinking and planning skills)* that have an internal reliability alpha of 0.91, test-retest alpha of 0.89, and a smallest real difference *(SRD)* of 3.8% meaning that scores must increase more than 3.8% from time one to time two in order to demonstrate real change rather than measurement error. The earnings index of the tool includes 17 questions that measure job search skills and entrepreneurship skills with an internal reliability of 0.85, test-retest 0.90, and SRD of 4.9%. Finally, the civic values index *(covering World Learning's institutional values of community & civic engagement, intercultural understanding & empathy, social inclusion & justice, and sustainability)* has an internal reliability of 0.79, test-retest 0.86, and SRD of 5.5%. Additionally, the WLSVA Tool has been tested for convergent validity with social emotional resilience, using the Perceived Stress Scale *(PSS-4)*, showing a significant and expected negative relationship in which higher skills and values scores are correlated with lower perceived stress *(F=11.75, df=2, p<0.000)*, Eta Squared= 0.12. The WLSVA Tool has also been validated to be used with all indices in combination, for a total of 56 questions, with change reliably detected when there is greater than 3.3% increase in scores from time one to time two, making the tool suitable for language adaptation to new contexts and usage with programming that seeks to detect changes in skills and values among youth and young adults.

Executive Summary

1. This report is about the process and results of the psychometric validation of the self-report WorkLinks Skills and Values Assessment (WLSVA) Tool among Algerian youth in the French language. This local language adaptation process began in late October 2019 and was completed in late July 2020 for a total of almost 9-months.

2. The original WLSVA Tool was developed in English by the World Learning's main office in 2019. This tool was comprised of 61 questions that measured 11 soft skills (Self-Motivation, Social Skills, Communication Skills, Work Ethic/ Conscientiousness, Goal Setting, Adaptability, Thinking & Planning Skills, Perseverance, Planning, Positive Self-Concept, and Managing Emotions), 2 earning skills (Job Search, with Entrepreneurship inadvertently excluded at the piloting stage), and 4 values' constructs (Social Inclusion & Justice, Intercultural Understanding & Empathy, Community & Civic Engagement, and Sustainability—reflecting World Learning's core institutional values, emphasized throughout World Learning programming).

3. WorkLinks' Algerian female and male program staff made the initial translation of the WLSVA Tool from English into Algerian French separately and then met to reconcile any differences in the two Algerian French versions. To adapt the tool to a "youth friendly version", a total of 17 Algerian youth participated in four focus group discussions to review, discuss, and improve the Algerian French version made by program staff. After incorporating the suggestions and recommendation made by Algerian youth, the WorkLinks Algerian staff finalized the French version of the WLSVA Tool for pilot testing.

4. In early January 2020, a total of 128 Algerian youth participated in a pilot-test of the French version of the WLSVA Tool, of which 54% were female and 46% males who ranged from 16 to 36 years of age. This involved youth coming to four program centers and completing a paper-version, after giving their informed consent to participate. Based on Cronbach alpha coefficients, of the 12 skills constructs, only 3 (Job Search, Goal Setting, Planning) had acceptable levels of reliability, that is, Cronbach alpha coefficients of 0.70 or greater. Of the 4 values constructs, two (Social Inclusion & Justice and Sustainability) had acceptable reliability (0.79 and 0.74 respectively).

5. For two constructs, Goal Setting and Social Inclusion & Justice, a ceiling-effect occurred, that is, the majority of the youth scored very high on these constructs thus limiting any possible increase in scores during a follow-up measurement. Due to many constructs having low reliabilities, a review of the constructs and questions was conducted to possibly reduce the number to constructs as well as improve construct reliabilities for the final test of the WLSVA Tool.

6. To reduce the number of constructs and improve construct reliabilities, exploratory factor analysis (EFA) was employed using the pilot-test data. Based on adequate factor eigenvalues and factor loadings, the previous 12 skills' constructs were consolidated into the 6 skills' constructs: Conscientiousness & Self-Efficacy, Managing Emotions, Goal Setting & Perseverance, Interpersonal Skills, Thinking & Planning Skills, and Job Search Skills. The 4 values' constructs remained the same: Community & Civic Engagement, Intercultural Understanding & Empathy, Social Inclusion & Justice, and Sustainability. A total of 21 original questions that reduced construct reliability in the pilot-test were dropped from the WLSVA Tool.

7. Just prior to the final testing of the WLSVA Tool two critical concerns arose. The first critical concern was that one construct, Entrepreneurial Skills, had been inadvertently excluded by World Learning staff in the original WLSVA Tool local

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language adaptation process and, thus, the pilot-test. The second critical concern was that due to Covid-10 pandemic and restrictions by Algerian authorities not allowing for gathering of people in late March/early April, thus gathering youth for FGDs to get their recommendations on a French translation of the 10 questions comprising the Entrepreneurial Skills construct as well as in-person administration of the final test of WLSVA Tool was not possible. Due to Covid-19 restrictions, the World Learning team decided that the WorkLinks Program staff in Algeria would translate the English version of the Entrepreneurial Skills into Algerian French for the final test of the WLSVA Tool. In addition, it was decided that final test of the WLSVA Tool would be administered online rather than in-person. And, because World Learning planned to use the WLSVA Tool two times with youth, as a pre-test (baseline) and post-test (follow-up) with program participants, the youth completed the WLSVA Tool twice online, with a one-week interval between each administration, to obtain data to assess test/retest reliability.

8. From 27 May to 21 June, 166 Algerian youth, 68% females and 32% males who ranged from 16 to 35 years of age, completed both Time 1 and Time 2 online administration of the WLSVA Tool. With the addition of the 10 new Entrepreneurial Skills construct questions, **the final WLSVA Tool was comprised of 5 soft skills' constructs** (Thinking & Planning Skills, Interpersonal Skills, Goal Setting & Perseverance, Managing Emotions, and Conscientiousness & Self-Efficacy), **2 earning skills' constructs** (Job Search Skill, and Entrepreneurial Skills), **and 4 values' constructs** (Social Inclusion, Intercultural Understanding & Empathy, Community & Civic Engagement, and Sustainability), **totaling 60 questions**. Youth took from 6 to 35 minutes, with an average of 13 minutes, to complete the WLSVA Tool online.

9. Three of the seven skill constructs (Entrepreneurship Skills, Thinking & Planning Skills, and Job Search Skills) and three of the four values constructs (Sustainability, Social Inclusion & Justice, and Community & Civic Engagement) have adequate to good reliabilities (ranging from 0.70 -0.86) and, thus, World Learning can be assured that the tool is credibly measuring these skills and values among youth.

10. However, the four skills constructs of Goal Setting & Perseverance, Managing Emotions, Intercultural Understanding & Empathy, and Interpersonal Skills require slightly more refining for them to reach an adequate level of reliability; that is, moving from a Cronbach alpha of 0.65 (promising) to at least 0.70 (adequate). According to the final test data, the focus of this refining should be among youth with the lowest reliabilities for these constructs: males, but especially younger males. Since these reliabilities are quite promising, it is possible that these reliabilities could improve among youth once in-person programming resumes. After several applications of the WLSVA Tool with youth once programming resumes, World Learning should conduct additional alpha reliability analysis to determine if reliabilities of these constructs improve.

11. Two constructs showed a severe ceiling-effect. A ceiling-effect occurs when the large proportion of youth respond with the highest scores at Time 1 thus severely limiting any possible increase in scores at Time 2, which will artificially mask possible positive increases in skills and values by the WLSVA Program's interventions. The two constructs are Social Inclusion & Justice and Goal Setting & Perseverance. Three constructs show a moderate degree of a ceiling-effect, Conscientiousness & Self-Efficacy, Interpersonal Skills, and Sustainability.

12. A test/retest reliability shows how consistently a tool measures a construct over time. Theoretically, for a youth little to no increase in skills and values should occur during a one-week period, thus a youth's scores at Time 1 and Time 2 should be the same or relatively similar for a tool to have a high degree of test/retest reliability. All constructs have relatively good test/retest reliability, except Intercultural Understanding & Empathy (0.70), which shows a moderate level of test/retest reliability among all groups of youth but primarily among older males. The lowest test/retest reliability (0.65) occurs among males for the construct, Managing Emotions. These results indicate that trying to reliably measure change in these two constructs due to program interventions, rather than random error, especially among males, will be challenging.

13. The smallest real difference (SRD) is an estimate of the amount of variation that can appear by chance between measurements repeated over time, which is based on the test/retest results. Change greater than the SRD can be considered as "true" or "real" (not random) change. For the overall WLSVA Tool (all 60 questions), approximately 3.3% of change from Time1 and Time 2 scores can be attributed to random change (e.g., youth's recall and assessment) and, thus, for WLSV Program to be assured a "real" increase occurred due to program interventions an increase of more than ~5% of Time 1 over Time 2 scores should occur. The two constructs in which a large increase must occur to be certain "real" change has occurred over time are Managing Emotions and Community & Civic Engagement. That is, the SRD for Managing Emotions is 15.8% and, thus, a youth's Time 2 score must be approximately 20% or higher than her/his Time 1 score for the program to be assured "real" change has occurred. Or in other words, if a youth's Time 2 score is 15% greater than Time 1 on this construct, then the program cannot be assured "real" change has occurred and this is not a "random" finding. If end-line targets for these constructs are less than the SRD, then the program should use grouped constructs, such as Soft Skills, Earning Skills and Values.

14. Convergent validity between the WLSVA Tool and its four primary constructs with the standardized Perceived

Stress Scale (PSS), comprised of 4 questions, shows that three of the primary constructs (Soft Skills, Job Search Skills, Entrepreneurship Skills) are statistically significantly negatively associated with the Perceived Stress Scale. That is, youth who assessed themselves with higher levels of Soft Skills, Job Search Skills, and Entrepreneurship Skills reported lower levels of perceived stress. Soft Skills and Entrepreneurship Skills have a medium to large effect on PSS scores. The most robust finding was between Soft Skills construct and the PSS, which showed that younger and older women who reported higher levels of Soft Skills had significantly lower levels of perceived stress than youth with low levels of Soft Skills. Also, a decline in perceived stress was especially strong for older women who reported higher levels of Job Search Skills and Entrepreneurship Skills. World Learning's Values construct was not statistically significantly related to the PSS. Most likely the reason no statistically significant findings were found between the WLSVA Tool and PSS for men is due to only 54 men participating in the final test of the WLSVA Tool, which greatly underpowered the analysis.

15. Convergent validity between the WLSVA Tool and its four primary constructs with the standardized Physical Aggression Scale, comprised of 7 questions, showed few statistically significant associations. Finding few statistically significant associations is primarily due to a small sample size (166 youth) coupled with most youth (86%) reporting not being involved in any of seven types of physical aggression acts in the last 30 days, which the Physical Aggression Scale measures. Because of these issues, a cross-tabulation of the three levels of the WLSVA Tool construct scores and two levels of physical aggression (none/one or more) analysis using Mantel-Haenszel Linear-by-Linear value, with a p-value set to a lower standard of 0.10 was used. This analysis showed that among younger youth with higher levels of Soft Skills there was almost but not quite a statistically significant tendency for having not been involved in any physical aggression in the last 30 days. For women, higher levels of Job Search Skills was almost statistically significantly associated with low levels of physical aggression. However, counter intuitively, higher levels of Entrepreneurship Skills was statistically significantly related committing one or more physical aggression acts in the last 30 days. In other words, 13.3% of men in the "Low" level of Entrepreneurship Skills reported committing one or more physically aggressive acts in the last 30 days, rising to 18.2% for men in the "Medium" and 17.9% for men in the "High" levels of Entrepreneurship Skills. World Learning's Values construct was statistically significantly associated with the Physical Aggression Scale.

16. Recommendation 1: The three constructs of Goal Setting & Perseverance, Managing Emotions, and Intercultural Understanding & Empathy require slightly more refining for them to reach an adequate level of reliability; that is, moving from a Cronbach alpha of 0.65 to 0.70. The focus of this refining should be among youth with the lowest reliabilities for these constructs: males, but especially younger males.

17. Recommendation 2: Although common for self-report surveys, measuring change in the constructs of Social Justice & Inclusion and Goal Setting & Perseverance will be hampered due to a severe ceiling-effect. Two approaches can be used to address this ceiling-effect. First, the current questions may need to be revised and made more demanding, which would be better than adding more demanding questions to the current ones. Second, a retrospective pre-test approach could be used when using the WLSVA Tool with youth.

18. Recommendation 3: Caution must be used when analyzing change in the WLSVA Tool. Although a statistically significant increase may occur in WLSVA Tool scores at an end-line (Time 2) when compared to the baseline (Time 1) scores, this increase may not represent "meaningful" change. For example, even though a 10% increase in the construct, Managing Emotions, may occur at an end-line and be a statistically significant increase, this increase would not represent a "meaningful" increase since the smallest read difference for this construct must be greater than 16% based on test/retest results. Thus, caution must be used when applying statistical tests of significance with individual constructs and that using grouped constructs, such as Soft Skills, Earning Skills and Values, to reduce SRD.

19. Recommendation 4: Currently, the scale for the WLSVA Tool range from a low of **56** (56 questions x 1-Not at all like me) to a high of **280** (56 questions x 5-Exactly like me). For constructs, scores will range from **4** to **20** for Managing Emotions (4 questions) and from **10** to **50** for Entrepreneurship Skills (10 questions). This is due to "summing" scores across all questions. World Learning may want to consider calculating "average" scores, which will transform all constructs into a common scale ranging from **1** to **5**. For example, the Developmental Assets Profile, a tool with eight constructs used among youth developed by the Search Institute, uses a common scale based on calculating the average. The **56-280** scale based on summing scores has the benefit of being whole numbers, whereas the scale of 1-5, based on calculating the average, will have scores with decimals (e.g., **2.54**). Both scales have costs and benefits, but World Learning should decide which scale it prefers for the WLSVA Tool.

20. Recommendation 5: Due to the small sample size of the final test (166 youth) the convergent validity analysis was underpowered making it difficult find possible significant statistical associations between the WLSVA Tool's constructs and the Perceived Stress Scale and the Physical Aggression Scale, especially by gender differences since there were so few males (N=54) in the final test of the WLSVA Tool. World Learning should consider reconducting this convergent validity analysis with the PSS and the Physical Aggression Scale in the future once a sufficiently large number of youth in each sub-group (gender and age) can be identified to participate.

1. Introduction

World Learning is implementing the Algeria Entrepreneurship and Employment Project, funded by the Middle East Partnership Initiative *(MEPI)* of the U.S. Department of State. World Learning has worked in Algeria since 2005 and is currently active in 23 of Algeria's 48 wilayas *(provinces)*. Under the recent MEPI-funded workforce development programs *(since 2012)* World Learning has trained nearly 20,000 unemployed or underemployed young women and men and documented a 79.7% post-training employment rate.

In partnership with the Algerian Center for Social Entrepreneurship *(ACSE)*, MEPI is designed to promote economic diversification and opportunities for Algerian youth in high-potential knowledge- and technology-based fields. Objective 2 of the MEPI project is *"Prepare young Algerian men and women to meet the demands of knowledge- and technology-based promising growing sectors."* One of the outcome indicators for this objective is, *"Number of individuals with improved soft skills following participation in a USG-assisted workforce development program."* Objective 3 of the MEPI project is, *"Incubate emerging and innovative social entrepreneurs, and connect them with the supply chain and potential investors."* One of the outcome indicators for this objective is, *"Number of youth who improve their core entrepreneurial aptitudes, including growth mindset, design thinking, and creative problem –solving."* These outcome indicators are meant to be measured by the use of a pre- and post-assessment tool, called the WorkLinks Skills and Values Assessment Tool *(WLSVA Tool)*, which will measure key soft skills and World Learning's values among youth who have participated in the project.

Dr. Catherine Honeyman, World Learning's Senior Youth Workforce Specialist, provided the following background on how the WLSVA Tool was developed.[2] In the summer of 2019, World Learning conducted a systematic review of the literature as well as primary field research *(Honeyman, 2019)* and identified 11 soft skills that are critical for youth to find and retain work, as well as 2 skillsets for earning a livelihood through a job search or entrepreneurship. In addition, 4 of World Learning's organizational values were included; thus, the WLSVA Tool was originally comprised of 11 critical soft skills, 2 earnings skills, and 4 values that are discussed below. In summary, World Learning completed the early stages of assessment tool development, which was item and scale development, drawing on existing validated items from the following assessments:

- Adaptive Performance Scale (Charbonnier-Voirin, 2012)
- California Healthy Kids Survey (CHKS), Resilience & Youth Development Module (Constantine et al., 1999)
- CARE Youth Leadership Index (CARE 2014)
- IEA International Civic and Citizenship Education Study (ICCS) (Wolfram et al., 2016)
- PYD Toolkit; The Chinese Positive Youth Development Scale (CPYDS) (Shek et al., 2007)
- PYD Toolkit; The Flourishing Children Project (FCP) (Anderson et al., 2005)
- PYD Toolkit; The International Youth Development Survey (IYDS) (McMoris et al., 2007)
- The Proactive Personality Scale (Bateman & Crant, 1993)

The analysis resulted in 151 possible items including information on the soft skill or value construct referred to in the source documentation, the item stem, the response options, and the applicable age range. World Learning conducted an additional literature review on job search skills items[3] and entrepreneurship skills items[4], including examining World Learning's own past program evaluation tools. World Learning staff ranked these items based on their similarity to World Learning's research-identified skills constructs and definitions, selected the top 4 for each skill or value, and then proposed minor revisions to the item or stem to allow for a single response scale across all items. World Learning also conducted a literature review on certain assessment methodology issues, concluding that it would decrease reliability and data usability by diverse project teams to use reverse items[5], anchoring vignettes[6], or situational judgment[7] items; therefore, these types of items were not included. All together, the final list to be tested contained 78 items.

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2   Personal correspondence during her review of the first draft of this report.

3   After examining available tools such as JSKS Job Search Knowledge Scale (Liptak, 2015, JIST Publishing), World Learning chose to use customized items that had already been successfully employed in the organization's previous programming.

4   World Learning adapted entrepreneurship items from research findings on entrepreneurial skills aptitudes, including USAID YouthPower's publication, "What works in entrepreneurship education and training programs for youth?" (2018), Effectuation theory **www.effectuation.org**, as well as US-based questionnaires such as the Minnesota Careers entrepreneurship self-assessment, p. 15: **http://www.nevis.k12.mn.us/Amy%20S/2014%20MnCareers%20PDF%20combined.pdf**

5   Reverse items have been shown to increase confusion among test-takers, especially those who are less accustomed to such assessments. **https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3729568/**, https://scaleresearch.siu.edu/petpeeve5.html

6   Anchoring vignettes have been used to help interpret cultural and individual variability in the meaning or emphasis on different soft skills. However, using them requires more complex data processing procedures, which not all project teams can replicate.

7   Situational judgement items offer vignettes or scenes and ask the respondent to indicate how they would behave in that situation. However, in Honeyman's experience with cognitive interviews of youth completing such questions, the items and their responses are open to widely varying interpretations, making scoring unreliable.

The purpose of this report is to describe the process and methods used to adapt the original 78-item English version of the WLSVA Tool developed by World Learning to a local French language version that could reliably measure *"improved entrepreneurial aptitudes"* among Algerian youth who participated in the Algerian Entrepreneurship and Employment Project.

2. Description of the Worklink Skills & Values Initial Assessment Tool Used in Pilot-Test

The table below presents the 11 soft skills, 2 earning skills *(job search, and entrepreneurship although the latter was inadvertently excluded in the initial pilot)*, and 4 World Learning's values that were assessed with their respective definition and associated questions to measure the soft skill and value. The 11 soft skills have 4 questions each *(44 questions)* with the earning skill *(Job Search)* having 7 questions, thus, a total of 51 questions to measure the skills component. All 4 World Learning's values have 4 questions, thus a total of 16 questions for measuring values. Overall, the original WLSVA Tool was comprised of 67 questions, plus 3 control questions *(statements such as "I plan to answer all of the questions on this assessment honestly", and "I am still reading every statement.")*.

Table 2: The Preliminary WorkLinks Skills & Values Assessment Tool.

Skills	Definition	Questions
Self-Motivation	Describes the desire to do a task and achieve results, pursuing it with enthusiasm, determination, and autonomy. Self-motivation has an emotional component, including the desire to achieve something, but it also involves taking demonstrable action toward that accomplishment. It also has a cognitive component, that is, a focus on an intention and engagement in a task. The related skills of self-control, self-efficacy, and a learning or growth mindset, influence the development of self-motivation. If a youth believes that he or she is capable of achieving his or her goals or tasks, he or she becomes more motivated to accomplish them *(Dweck, 2006)*." *(Lippman et al 2015)*	• I am constantly on the lookout for new ways to improve my life. • If I see something I don't like, I fix it. • I tend to take the initiative to start new projects, rather than waiting for others to do it. • When I have a problem, I address it directly and without hesitation.
Social Skills	Refer to a cluster of skills necessary to get along well with others. Social skills also include respecting others, using context appropriate behavior, and resolving conflict." *(Lippman et al, 2015)*. For the purposes of this curriculum, *"social skills"* also includes teamwork, networking, and skills related to customer service. [Note that according to this definition, conflict management is classified under social skills though it also involves many communication elements]	• I can work with someone who has different opinions than mine. • I understand the rules and expectations in interacting with others. • I can interact with others in a cooperative and peaceful way. • I recognize when people have different skills to contribute to a task.
Communication	Include effective expression, transmission, understanding, and interpretation of knowledge and ideas." *(Lippman et al, 2015)*	• I know how to communicate with others. • I listen carefully to what others say and I check that I have understood what they meant. • If someone does not understand me, I try to find a different way of saying what is on my mind. • I can describe my thoughts to others.
Goal Setting	Is defined as the motivation and ability to make viable plans and take action toward desired goals *(Lippman et al., 2014a)*. Goal orientation is closely tied with positive self-concept, since it relates to individuals' beliefs about their abilities to accomplish specific goals. *(Gates et al, 2016)*	• I have specific goals I want to achieve this year. • If I set goals, I take action to reach them. • I have goals and plans for the future. • It is important to me that I reach my goals.
Adaptability	Receptive to change, capacity to tolerate ambiguity, ability to adapt to the situation as it is. *"Ability, skill, disposition, willingness, and/or motivation, to change or fit different task, social, and environment features" (Ployhart & Bliese, 2006, p. 13)* Includes an element of realism or realistic expectations.	• I willingly adapt my behavior whenever I need to in order to work well with others. • I stay calm in new situations where I am required to make many decisions. • I develop new tools and methods to resolve problems. • I easily reorganize my plans to adapt to new circumstances.

Thinking Skills	Consists of problem solving, critical thinking, and decision-making, which have necessarily been combined here because the research literature reviewed often measured them together as one construct. Each of these skills may reflect the same underlying skill set of identifying an issue and taking in information from multiple sources to evaluate options in order to reach a reasonable conclusion (Stein, 2000)." (Lippman et al, 2015)	• I know how to find the causes and solutions to a problem. • I can differentiate the good and bad aspects of things. • I know how to see problems from different perspectives or viewpoints. • I believe there is a solution for any problem.
Perseverance	Is "continued effort to do or achieve something despite difficulties, failure, or opposition" (Merriam-Webster, standard definition). It is related to "grit", which has been defined as "perseverance and passion for long-term goals" (Duckworth, 2007).	• When I fail, I get up and try again. • I am willing to work hard to achieve my dreams. • When I face difficulties, I try several ways to improve things or to overcome these challenges. • When I do not understand something, I keep on asking questions or reading more until I understand.
Planning	Includes the "ability to form a plan, ability to work with a plan, planning with money, materials, and human resources, thrift, managing projects, efficiency, and time management." Also, "The ability to plan and manage time, money and other resources to achieve goals." (Lippman et al, 2015)	• I develop step-by-step plans to reach my goals. • I take concrete actions to implement my plans. • I know how to develop plans to achieve my objectives. • I know how to manage my time.
Positive Self-Concept	Includes self-confidence, self-efficacy, self-awareness and beliefs, as well as self-esteem and a sense of well-being and pride. These skills are foundational to a healthy identity and awareness and deployment of one's strengths in the workforce. The emphasis is placed here on self-awareness, self-confidence, and self-efficacy, rather than self-esteem, which has been well-measured and studied, yet is mixed in its relationship to outcomes." (Lippman et al, 2015)	• I know my strengths and weaknesses. • I am proud of who I am. • I can do most things if I try. • There are many things that I do well.
Managing Emotions / Self-Control	Managing emotions, also commonly referred to as self-control, refers to one's ability to delay gratification, control impulses, direct and focus attention, manage emotions, and regulate behaviors. Someone with a high proficiency in self-control is able to focus on tasks and manage his/her behavior despite distractions or incentives to do otherwise. Self-control is foundational to social skills, communication, being hardworking and dependable, teamwork, leadership, problem solving, critical thinking, and decision-making." (Lippman et al, 2015)	• When I have conflict with others, I can manage my emotions without letting anger control me. • When I am unhappy, I can appropriately show my emotions and seek help. • I understand my moods and feelings. • I think before I act
Work Ethic	Is "the ability to "perform tasks with thoroughness and effort from start to finish where one can be counted on to follow through on commitments and responsibilities" (Lippman, Moore et al., 2013). In order to be hardworking and dependable, one must also possess other skills including integrity/ethics, self-motivation, and self-control. (Lippman et al, 2015)	• It is easy for me to finish the tasks I start. • People can count on me to get tasks done. • I like to give a lot of effort and do my work well, even when no one else is checking what I do. • I do the things that I say I am going to do.
Earning Skills		
Job Search Skills	Skills needed to search for and obtain a job	• I am comfortable interviewing for a job. • I have very clear career goals. • I know how to use social media for professional purposes. • I have a very clear job search plan. • I know how to write a resume/CV to match a particular job. • I can easily network with potential mentors and employers in my community. • I can speak in front of groups of people.

Entrepreneurship Skills	Skills needed to start and grow a business	• I often envision possibilities or opportunities that others do not see. • I often notice things that could be improved or created. • I do research to reduce the risks I face in implementing a new idea, while still being willing to take some chances. • I know what other products or services exist that may compete with my own ideas. • I am good at talking with people and building support for my ideas. • I know how to gather resources, including money or people with the right skills, to put my ideas into action. • I know how to test whether customers like my product or service, and improve it based on their feedback. • I know how to keep track of my finances and plan for future expenses. • I know how to market my products or services so that people want to buy them. • I know how to create a business plan, and how to revise it as I learn from experience.
World Learning Values		
Social Inclusion & Justice	We champion inclusion in all that we are and all that we do, from ensuring our community and our programs amplify the voices, agency, and dignity of all people to deliberately instilling the principles and practices of inclusion in all of our work. We seek a world in which individuals and communities are self-determining, interdependent, and equitable.	• I believe every kind of person, from any group, should have an equal chance to get a good education in my country. • I believe every kind of person, from any group, should have an equal chance to get good jobs in my country. • I believe every kind of person, from any group, should have the same rights and responsibilities. • I believe schools should teach students to respect every kind of person, from any group.
Intercultural under-standing & empathy.	With open minds, empathy, and courage, we facilitate understanding of and respect for the commonalities and differences between people. We do this through cultural immersion and experiential learning, which leads us to seek and create a better world.	• I can see the world from the perspectives of other people. • I try to understand the background and experiences of other people. • I respect the rights of others to have their own opinions. • I try to understand how other people feel and think.
Community & Civic Engagement	We value active togetherness, reciprocity, and respect as the essential ingredients for sustainable community-building. With our presence and our programs, we create a global network of learners empowered to become community builders and collaborators.	• I often participate in activities to benefit people in my local community. • When I have the opportunity, I organize my peers to do an activity together. • I encourage others to join together to help my community. • I believe in supporting people who are mistreated by others or discriminated against.
Sustainability	We are committed to human and environmental well-being and contributing to a better world for all living and future generations.	• I support activities related to environmental sustainability (e.g. energy and water saving, recycling). • I take part in activities to protect the environment. • I make personal efforts to protect natural resources (e.g. through saving water or recycling waste). • I support campaigns to raise people's awareness of environmental issues.

3. Methodological Approach

As mentioned above, the MEPI project wanted to measure *"improved soft skills"* and *"improved entrepreneurial aptitudes"* among youth participants using the WLSVA Tool. The source language of the WLSVA Tool is English but one of the main languages of the MEPI project is French, or more accurately, Algerian French. One of the main objectives of adapting the WLSVA Tool to the local language is obtain a cross-cultural relevant and equivalent of the English version of the assessment questions, which involves ensuring a reliable translation that the target population, Algerian youth as well as particular subgroups, easily understands. To achieve a relevant, equivalent, and reliable local Algerian French language version a multiple step process was used. The following section is a short description and rational for each step, with the summary findings presented but the more detailed process described in Results sections below.

Step 1: **MEPI Algerian Staff & Program Alumni Conduct Initial Translation** – The source language of the WLSVA Tool is English and the target language is Algerian French, but more specifically non-technical and somewhat colloquial French language spoken by most MEPI youth participants. Being able to make an initial translation of the English version of the WLSVA Tool into non-technical Algerian French required one or more people who were proficient in both languages *(Willis, 2015)*. Thus, MEPI project staff and some project alumni were chosen to make the first translation of the WLSVA Tool from English to Algerian French, which involved males and female staff separately translating the tool *(Mulac et al., 2006)* and then coming together to compare each other's translation and determine an initial French version. An additional advantage to have the MEPI staff, who are proficient in English, conduct the initial translation is that they were aware of potentially difficult concepts and terminology related to skills and World Learning's values and how they are used currently in the program.

In separate groups, the female and male MEPI staff and alumni took one afternoon, or approximately 4 hours, to complete the initial translation from English to Algerian French. Then one afternoon the two groups of female and male MEPI staff members met to compare their Algerian French translations, reconcile any issues and inconsistencies, and then decide on an an initial Algerian French version of the WLSVA Tool.

Step 2: Cognitive Interviewing with the Target Language Group- French Speaking Algerian Youth 19 to 29 years of age – Cognitive interviewing is a method to evaluate sources of *"response error"* in survey questionnaires and has been shown to highlight the ways respondents interpret and conceptually process survey questions *(Boateng et. al., 2018)*. The type of cognitive interviewing used with Algerian youth involved focus group discussions *(FGDs)* in which a moderator reviewed each WLSVA Tool question, using the Algerian French version produced by the MEPI staff and alumni, and then facilitated a youth *"think aloud"* discussion *(Ryan et. al., 2012)* about a) **Comprehension**–what youth thought the meaning of the question was, b) **Retrieval** – how readily youth can remember or recall their experiences related to the issue the question is asking about, and c) **Judgement** – which involves a youth comprehending the question, recalling her/his experiences, synthesizing this information into a judgement, and then choosing a response option using the WLSVA Tool's 5-point ordinal scale of from *"Not at all like me"* to *"Exactly like me."*

Because of the possibility of varying degrees of comprehending French language among different sub-groups of Algerian youth, four separate cognitive interviewing FGDs were held based on gender and age: 1) younger *(19 – 23 yrs)* Algerian women, 2) older *(24 – 29yrs)* Algerian women, 3) younger *(19 – 23 yrs)* Algerian men, and 4) older *(24 – 29 yrs)* Algerian men. The FGDs involved the participation of 17 young women and men and most FGDs lasted for 2 hours. Each FGD was recorded using a note taker who recorded comments and recommendations from participating youth regarding how to improve the terminology and phrasing of the questions.

Step 4: MEPI Staff's Final French Version of WLSVA Tool for Pilot-Test

After the FGDs with youth were completed, female and male MEPI staff met to discuss the issues raised and recommendations given by Algerian youth to improve the French version of the WLSVA Tool. This involved a review and discussion of each question and then a consensus on how on best to phrase the question in Algerian French language. The outcome of this review and consensus process was a Algerian youth-friendly French language version of the WLSVA Tool for an pilot-test to examine the reliability of each construct.

Step 5: Pilot-testing for Initial Alpha Reliability of Overall Tool and Constructs – A credible assessment tool should reliably measure the underlying constructs it is meant to measure, which for the WLSVA Tool are soft skills, job search skills, entrepreneurship skills, and certain values. The most common measure of internal reliability is Cronbach alpha, which is a statistical coefficient that indicates the degree to which a set of items *(questions)* reliably measure the construct they are associated with *(Bujang, 2018)*. Cronbach alpha coefficients of 0.70 or greater indicate that the set of items *(questions)* adequately measuring the underlying concept.

To obtain a Cronbach alpha reliability, target youth were administered the WLSVA Tool and their responses statistically analyzed. Moreover, the youth sample for the pilot-study included sufficient numbers of sub-groups *(gender and age)* the project will use the WLSVA Tool within the future. The size of the youth sample for the pilot-test was based on Johanson and Brooks *(2013, pg. 399)* recommendation:

> *"What should be the sample size recommendation for pilot studies for initial scale development given a criterion of maximum information with minimum cost? Because the precision of our parameter estimates increases as sample size increases, all else being equal, larger samples are always better. The rate of increase in precision, however, is nonlinear, and we recommend that this information be used to help with this decision. If pressed for a single point estimate, we would suggest that 30 representative participants from the population of interest is a reasonable minimum recommendation for a pilot study where the purpose is preliminary survey or scale development."*

Since the population of interest were younger *(19-23 yrs)* and older *(24-29 yrs)* women and men, **30 youth from each of the 4 subgroups were recruited, thus a sample size of 120 youth were administered the initial French version of the WLSVA Tool**.

To establish whether the constructs of the WLSVA Tool met an acceptable level of reliability a Cronbach alpha threshold of 0.70 or greater was used *(Cronbach 1951)*. Using the pilot-test survey data, the alpha reliability of each construct was examined and assessed if it met or exceeded the 0.70 threshold. If most of the constructs did not meet the 0.70 alpha reliability threshold, then perhaps additional FGDs with youth would be needed.

The pilot-test also provided some initial insight into the amount of time it would take youth to complete the WLSVA Tool, which is critical for planning future administration of the tool as well as if there is the potential for *"respondent fatigue,"* which occurs when, due to the number of questions they must read and respond to, youth become tired and, thus, the quality of the data begins to deteriorate. After 30 to 55 minutes of answering a survey, respondent fatigue for youth can be a problem.

Finally, the pilot-test provided data to examine the degree to a *"ceiling-effect"* occurs on one or more constructs. A *"ceiling-effect"* occurs when, at the baseline or pre-test, the respondent scores the highest or close to the highest score possible decreasing the likelihood that a) the tool is accurately measuring skills and values and/or b) the follow-up or post-test score will change. Since the WLSVA Tool will be used at two points in time, a baseline and end-line, it was critical to examine possibly of a ceiling-effect for each construct. Sources of a ceiling-effect are the potential for *"self-deception and impression management"* among youth about their level of skills and values *(Paulhus,1986)*. Self-deception occurs when youth believe that that they possess a higher level of skills and values than they actually do. And, closely associated with self-deception, is impression management which occurs when youth consciously, or subconsciously, select higher scores on a response scale in order to influence the perceptions of other people, such as project staff or other youth in the project.

Step 6: Revision of WLSVA Tool based on Pilot-Test Results

The pilot-test results showed that many of the constructs had less than acceptable level of reliability. After discussing these results, the World Learning's DC office staff and the consultant decided to conduct an exploratory factor analysis of the questions to: 1) identify which questions reduced construct reliability as shown by a low factor loading and 2) examine if questions overlapped different constructs so as to consolidate and reduce the number of constructs. In addition, just after the pilot-test was completed, the Covid-19 pandemic began. Due to travel and gathering restrictions impose by Algerian authorities due to the Covid-19 pandemic, it was not possible to conduct the final testing of the WLSVA Tool similar to the pilot-test: that is, youth coming to a project center and completing a paper-version. Thus, World Learning decided to conduct the final test of the WLSVA Tool online.

Step 7: Final Reliability Testing & Assessing Test/Retest Reliability —The final test was designed to establish the psychometric properties of the of the WLSVA Tool, which are a) internal reliability of each construct, b) ceiling-effect, c) test/retest reliability, and d) small real difference. The final test required a larger sample of youth than the pilot-test. According to Bujang et. al. *(2018)*, there are three decisions to consider when determining sample size for Cronbach alpha in establishing the overall reliability of a measurement tool: 1) the number of items *(questions)*, 2) the value of the Cronbach alpha at the null hypothesis, and 3) the expected value of the Cronbach alpha. The lowest level of adequate reliability is 0.70 or greater, thus 0.75 was selected for the null hypothesis since 0.70 was not provided in Bujang's table. A coefficient of 0.85 was selected as the expected Cronbach alpha coefficient since 0.85 represents a *"good"* level of reliability. The table below presents the decisions used to determine the sample size for the final test, which was approximately 250 youth. Despite the best efforts of the Algerian staff and multiple rounds of participant recruitment in the challenging COVID-19 context, a total of 166 youth completed both Time 1 and Time 2 administrations of the WLSVA Tool, or 66% of planned sample size for the final test. This reduction in sample size means an increase in a Type II error, aka false negative, for the alpha reliabilities. In other words, the alpha reliability for a construct may be low *(0.65)* in the 166 youth, but if the 250 had been achieved the actual alpha reliability may be 0.75; thus, the 0.65 alpha reliability is a *"false negative"* finding since the reliability in the population is 0.75.

Table 3: Sample Size Calculation for Final Testing (based on Table 2, pg.94 of Bujang et. al., 2018)

Decisions	WLSVA Tool
Number of items	67 questions
Cronbach alpha at null hypothesis	0.75
Cronbach alpha expected value	0.85
Sample size needed	64
Total Final Sample Size (4 sub-groups x 64)	**256**

Test/retest reliability *(a.k.a., coefficients of stability)* was based on administering the WLSVA Tool to the same youth at a one-week interval, which is crucial for assessment tools designed to measure change over time *(McCrae et. al., 2011)*. Test/retest reliably is based on how consistently the tool produced at the follow-up the same result obtained at the baseline since, theoretically, few if any skills and values should have changed in one week *(brief interval)*. In other words, if there is change in baseline and follow-up scores *(Time 1 and Time 2 administration)*, this change should be based on some intervention related to skills and values and not measurement error. To calculate retest reliably, Intra-Class Correlation *(ICC)* was used *(Koo, 2015)*. And, based on recommendations by Qin *(2018)*, the ICC coefficient was based on a two-way random effect with absolute agreement.

The smallest real difference *(SRD)* for each construct, that takes into consideration test/retest ICC reliability and the standard deviation among questions for the construct, was calculated. SRD is a measure of a tool's sensitivity to change. Among the constructs, the SRD ranged from a low of 8.9% for Social Inclusion & Justice to a high of 15.8% for Managing Emotions. In other words, if on average there is an increase of 9% in the Time 2 scores over Time 1 scores on the construct, Social Inclusion & Justice, then this is close to the SRD for that construct and, thus, does not represent *"real"* change since this increase is within standard error of measurement *(8.9%)*.

The following section will go into greater details of the results from each of the steps.

4. Research Ethics

All participants in each stage of this pilot participated in an informed consent process for research ethics purposes. Before completing the WLSVA tool, the participants reviewed a brief set of statements at an appropriate reading level, which outlined that their participation was completely voluntary, and their right to withdraw at any point during the study. Decisions not to participate in the pilot study had no negative consequences; all contacted youth and young adults were still considered eligible for other project activities. Decisions to participate were not linked to any specific benefit, except that those in the second round of piloting were offered a chance to win a touchscreen tablet. Participants were told that they could benefit from improved services when the assessment is used, since the results of the pre-assessment can be used to identify where the largest capacity gaps are and where the program may need to focus more. The assessment also helps participants self-rate where they need to seek more support in order to grow professionally and personally. Overall it is expected that the findings of this study will help shape similar interventions more effectively and will contribute to the field of soft skills development globally.

5. Results of Step 1: MEPI Staff & Alumni Initial Translation of Preliminary WLSVA Tool

On Tuesday, 7 January 2020, three females, 1 project staff member *(Zobida Tadj, Program Specialist with World Learning)* and 2 alumni *(Diamila Azzouz and Amira Doutaiba)* who are university students met to translate the English version of the WLSVA Tool to French and on Tuesday, 8 January 2020, three males, 1 project staff *(El Mehdi Bentoumi (Senior Workforce Development and Program Specialist with World Learning)* and 2 alumni *(Lotfi Allam and Samy Taouchichet)*, both university students, met to do the same.

Female staff identified 3 challenging issues from the 67 questions, which related to the meaning of *"unhappy"* in question #32 *(When I am unhappy, I can appropriately show my emotions and seek help)*, question #41 *(When I face difficulties, I try several ways to improve things or to overcome these challenges)* being too wordy in English, and about the meaning of the word *"recognize"* in question #58 *(I recognize when people have different skills to contribute to a task)*.

Male staff identified 5 challenging issues, which included question #9 *(I listen carefully to what others say and I check that I have understood what they meant)* being too wordy in English, the meaning of *"join together"* in question 14 *(I encourage others to join together to help my community)*, an issue similar to the female group not clearly understanding the meaning of *"unhappy"* in question #32 *(When I am unhappy, I can appropriately show my emotions and seek help)*, and question #56 *(I understand the rules and expectations in interacting with others)* being a little abstract and difficult to understand.

Since female and male staff identified a similar issue *(question #32)*, this means that a total of 7 challenging issues were

identified. The consolidated French version agreed to by female and male staff and alumni did not mention any major translation challenges; thus, this consolidated French version was used for the FGDs with youth. See Annex 1 at the end of this report for the complete Female and Male Staff translations as well as the consolidated French version.

Table 4: Challenging Questions for Female and Male Staff and Alumni and Consolidated French Version.

#	Skill/Value	English Version	Female Project Staff's French Version	Male Project Staff's French Version	Problematic Translation Issues?	Final Project Staff's French Version
9	Communication	I listen carefully to what others say and I check that I have understood what they meant.	J'écoute attentivement les autres and je vérifie si j'ai bien compris ce qu'ills/elles veulent dire.	J'écoute les autres attentivement, et je m'assure d'avoir compris ce qu'ils veulent dire	Too long	J'écoute les autres attentivement, et je m'assure d'avoir compris ce qu'ils veulent dire
14	Community & civic engagement	I encourage others to join together to help my community.	J'encourage les autres à se regrouper pour aider ma communauté.	J'encourage les autres à unir leurs efforts pour aider ma communauté	Meaning of *"join together"*?	J'encourage les autres à se regrouper pour aider ma communauté
32	Managing emotions	When I am unhappy, I can appropriately show my emotions and seek help.	Quand je suis mécontent *(e)*, je peux exprimer mes émotions de façon appropriée et chercher de l'aide.	Quand je suis triste, je peux m'ouvrir aux autres et demander de l'aide	Meaning of *"unhappy"*?	Quand je suis contrarié, je peux montrer mes émotions de façon appropriée et demander de l'aide
41	Perseverance	When I face difficulties, I try several ways to improve things or to overcome these challenges.	Quand je suis face à des difficultés, j'essaie plusieurs moyens pour améliorer ou surpasser ces obstacles	Quand je fais face aux obstacles, j'essaie plusieurs moyens pour les surmonter et améliorer la situation	Too wordy	Quand je fais face aux obstacles, j'essaie plusieurs moyens pour les surmonter et améliorer la situation
56	Social Skills	I understand the rules and expectations in interacting with others.	Lorsque j'intéragis avec les autres, je comprends les règles et les attentes que je dois satisfaire.	Dans mes échanges, je respecte les règles de communication et les attentes des autres	Difficult to understand question	Dans mes échanges, je respecte les règles de communication et les attentes des autres
58	Social skills	I recognize when people have different skills to contribute to a task.	Je reconnais quand les gens ont des compétences différentes pour contribuer à une tache.	Je reconnais quand les gens ont des compétences qui peuvent aider à accomplir une tâche	Meaning of *"recognize"*?	Je peux identifier les différentes compétences des gens qui peuvent aider à accomplir une tâche

As for the response scale, the female and male staff cited that the current descriptive version based on a scale between *"like me"* or *"not like me"* was not very comfortable or a *"normal"* way of expressing oneself in Algerian French, Rather, project staff and alumni thought that an *"agreement"* scale was much better and easier to respond to. Thus, the response scale with the corresponding *"agreement"* statements is presented in the table below.

Table 5: Female, Male, and Final French Versions of the Response Scale.

Response – English version	Response Scale – Female French Version	Response Scale – Male French Version	Response Scale – Project Staff's Final French Version
Not at all like me	Pas du tout comme moi	Pas du tout d'accord	Pas du tout d'accord *(Do not agree at all)*
A little like me	Un peu comme moi	Pas vraiment d'accord	Pas vraiment d'accord *(Mostly disagree)*
Somewhat like me	Plus ou moins comme moi	Plutôt d'accord	Plutôt d'accord *(Somewhat agree)*
A lot like me	Beaucoup comme moi	D'accord	D'accord *(Mostly Agree)*
Exactly like me	Exactement comme moi	Tout à fait d'accord	Tout à fait d'accord *(Totally agree)*

6. Results of Step 2: Cognitive Interviewing with the Target Language Group

Focus group discussion *(FGDs)* were held with different groups of youth, based on gender and age, to get their feedback and recommendations about the French version of the WLSVA Tool that staff and alumni developed, which is reported in the table below.

Despite the attempt to get 12 young and older females to participate in the FGDS, only 3 younger females *(ages 18 to 23 yrs)* participated in the FGD held on Wednesday 15 January and 7 older *(ages 24 to 29 yrs)* females participated in the FGD held on Thursday 16 January 2020. Likewise, despite attempting to get 12 younger and males to participate in the FGDs, only 4 younger males *(ages 18 to 23 yrs)* participated in the FGD held on Thursday 16 January 2020 and on 3 older males *(24 to 29 yrs)* in the FGD held 16 January 2020s.

During these FGDs, a total of 88 revisions were suggested by youth on 41 *(or 59%)* of the 70 questions in the French version. Of the three sets of information needed from youth *(comprehension, retrieval, judgement)* virtually all suggestions were related to comprehension.

All four FGD groups made recommendations to 2 questions: #11 *(I can describe my thoughts to others.)* and #32 *(When I am unhappy, I can appropriately show my emotions and seek help.)*. For question #11, the main recommendation was to use *"mes idées"* (my ideas) rather than *"mes pensées"* (my thoughts). For question #32 the main issue was with the word *"unhappy"* which staff and alumni translated as *"suis contrarié,"* (upset) and youth made suggestions such as *"suis contrarié"* (upset), *"insatisfait"* (dissatisfied), *"mal à l'aise"* (uncomfortable), and *"me sens pas bien"* (not feeling well); however, in the end *"suis contrarié"* (upset) was used. At least 3 FGDs made recommended revisions to the same 14 *(or 20%)* of the 70 questions.

Among the work skills, the most suggestions were made for the 4 questions on Adaptability and Job Search Skills *(9 suggestions respectively)*, followed by the 4 questions for Managing Emotions *(8 suggestions)*. Among the World Learning's values, the most suggestions were for the 4 questions regarding Community & Civic Engagement *(8 suggestions)* and Social Inclusion and Justice *(7 suggestions)*.

Most suggestions were made by the females: 29 suggestions by the older and 28 suggestions by the younger females, or 40% of all 67 question in the WLSVA Tool. Between the older and younger females 60% *(17)* of the 29 suggestion were about different questions, thus representing little overlap. Among the males, the older males made the most suggestions *(24)* with the younger males having few *(10)* suggestions. Between the older and younger males, only 5 suggestions were about the same questions, thus, again little overlap. Also, there was a total of 19 questions in which suggestions by females and males did not overlap, thus, the lack of overlapping questions shows how important it is to involve all relevant sub-groups in the local language adaptation process. Overall, none of the suggestions made by females and males drastically revised the French version by staff and alumni. Rather, all suggestions represented revising a word or two and occasionally a phrase that was more commonly used among French speaking Algerian youth.

Table 6: Youth FGD Recommendations to Staff & Alumni's French Version of the WLSVA Tool.

#	Skill/ Value	English Version	Project Staff's French Version	Younger Female Recommended French Version	Older Female Recommended French Version	Younger Male Recommended French Version	Older Male Recommended French Version
1	**Control questions**	I plan to answer all of the questions on this assessment honestly.	Je compte répondre honnêtement au questionnaire				Je lis attentivement et je réponds à chaque question selon mes expériences.
2		I am still paying attention to every statement and answering carefully!	Je suis concentré sur chaque phrase et je réponds attentivement				
3		I am still reading every statement!	Je continue à lire chaque phrase				

#		English					
4	**Adaptability**	I willingly adapt my behavior whenever I need to in order to work well with others.	J'adapte volontiers mon comportement si besoin pour mieux travailler avec les autres	Je m'adapte si besoin pour mieux travailler avec les autres.	Je m'adapte facilement pour mieux travailler avec les autres.		J'adapte volontairement / Je peux m'adapter à toute situation selon le poste Pour atteindre les objectifs globaux et personnels
5		I stay calm in new situations where I am required to make many decisions.	Je reste calme lors de nouvelles situations ou je dois prendre plusieurs décisions	Je reste calme face à de nouvelles situations ou je dois prendre plusieurs décisions.			
6		I develop new tools and methods to resolve problems.	Je crée de nouveaux outils et méthodes pour résoudre les problèmes	Je crée de nouveaux moyens et méthodes en cas de problèmes.	Je développe de nouvelles méthodes pour résoudre les problèmes		
7		I easily reorganize my plans to adapt to new circumstances.	J'adapte facilement mes projets en fonction des circonstances	J'adapte facilement mes projets selon mes circonstances.	J'adapte facilement mes projets en fonction des nouvelles situations	J'adapte facilement mes projets en fonction des besoins / selon la nécessité	
8	**Communication**	I know how to communicate with others.	Je sais communiquer avec les autres				
9		I listen carefully to what others say and I check that I have understood what they meant.	J'écoute les autres attentivement, et je m'assure d'avoir compris ce qu'ils veulent dire	J'écoute les autres attentivement,	J'écoute les autres attentivement, et j'essaie de comprendre ce qu'ils veulent dire.		
10		If someone does not understand me, I try to find a different way of saying what is on my mind.	Si on ne me comprend pas, j'essaierais de trouver un autre moyen d'exprimer mes pensées		Si on ne me comprend pas, j'essaierais de trouver un autre moyen d'exprimer mes idées.		J'essaierais de trouver un autre moyen d'exprimer mes pensées si mon message ne passe pas
11		I can describe my thoughts to others.	Je peux décrire mes pensées aux autres	Je peux exprimer mes pensées.	Je peux décrire mes idées aux autres.	Je peux décrire mes idées aux autres.	Je peux exprimer mes pensées aux autres Je peux m'exprimer aux autres
12	**Community & civic engagement**	I often participate in activities to benefit people in my local community.	Je participe souvent à des activités au profit de ma communauté locale	Je participe souvent à des activités pour le bien de ma communauté locale *(quartier, ville, école...;)*	Je participe souvent à des activités pour aider dans ma communauté.		Je participe souvent à des activités pour aider ma communauté locale Je participe à des activités au sein de ma communauté locale

13		When I have the opportunity, I organize my peers to do an activity together.	Quand l'occasion se présente, je rassemble mes camarades pour faire une activité	Quand j'ai l'occasion, je rassemble mes camarades pour faire une activité.	Quand l'occasion se présente, j'organise une activité avec mon entourage.	Quand l'occasion se présente, je regroupe mes camarades pour faire une activité.	
14		I encourage others to join together to help my community.	J'encourage les autres à se regrouper pour aider ma communauté				J'encourage les gens à se mobiliser pour aider ma communauté
15		I believe in supporting people who are mistreated by others or discriminated against.	Je crois qu'il faut soutenir les victimes de maltraitance ou de discrimination	Je crois qu'il faut soutenir les victimes de maltraitance *(violence physique ou verbale)* ou de discrimination *(racisme, sexisme)*			Je crois qu'il faut soutenir les gens qui sont maltraités ou discriminés.
16	**Goal setting**	I have specific goals I want to achieve this year.	Cette année, j'ai des objectifs spécifiques à atteindre	Cette année, j'ai des buts spécifiques à atteindre	Cette année, j'ai des objectifs précis à atteindre.		
17		If I set goals, I take action to reach them.	Quand je me fixe des objectifs, je fournis des efforts pour les atteindre	Quand je me fixe des buts, je fais des efforts pour les atteindre.	Quand je me fixe des objectifs, je fais des efforts pour les atteindre.		Je fournis des efforts pour atteindre mes objectifs.
18		I have goals and plans for the future.	J'ai des objectifs et projets pour l'avenir	J'ai des buts et projets pour l'avenir.			
19		It is important to me that I reach my goals.	Pour moi, il est important d'atteindre mes objectifs	Pour moi, il est important d'atteindre mes buts.			
20	**Intercultural understanding and empathy**	I can see the world from the perspectives of other people.	Je peux voir le monde à travers la vision des autres	Je peux me mettre à la place des autres.	Je peux me mettre à la place des autres.		
21		I try to understand the background and experiences of other people.	J'essaye de comprendre l'environnement et les expériences des autres				J'essaye de comprendre les situations des autres
22		I respect the rights of others to have their own opinions.	Je respecte le droit des autres d'avoir leur propre opinion	Je respecte le droit des autres d'avoir une opinion	Je respecte le droit des autres d'avoir leur propre avis.		
23		I try to understand how other people feel and think.	J'essaye de comprendre ce que ressentent et pensent les autres				
24	**Job Search Skills**	I am comfortable interviewing for a job.	Je suis à l'aise lors d'un entretien d'embauche		Je me sens à l'aise dans un entretien d'embauche.	Je suis à l'aise lors d'un entretien de travail.	
25		I have very clear career goals.	J'ai des objectifs de carrière bien définis	J'ai des objectifs de carrière bien précis.			

26		I know how to use social media for professional purposes.	Je sais comment utiliser les réseaux sociaux pour des besoins professionnelles				
27		I have a very clear job search plan.	J'ai un plan de recherche d'emploi bien clair				
28		I know how to write a resume/CV to match a particular job.	Je sais rédiger un cv qui correspond à un emploi particulier	Je sais préparer un CV qui correspond à un emploi particulier.			
29		I can easily network with potential mentors and employers in my community.	Je peux facilement créer des relations avec d'éventuels encadreurs et employeurs dans ma communauté	Je peux facilement créer des relations avec d'éventuel encadreurs et employeurs dans ma communauté.	Je peux facilement créer des relations avec des conseillers et employeurs dans ma communauté.		
30		I can speak in front of groups of people.	Je peux prendre la parole devant plusieurs groupes de personnes	Je peux parler devant plusieurs groupes de personnes.	Je peux prendre la parole devant un groupe de personnes.		Je peux prendre la parole devant différents groupes de personnes.
31	**Managing emotions**	When I have conflict with others, I can manage my emotions without letting anger control me.	Quand j'ai un conflit avec les autres, je peux gérer mes émotions sans m'emporter	Quand j'ai un conflit avec les autres, je peux contrôler mes émotions sans m'énerver.	Quand j'ai un conflit avec les autres, je peux contrôler mes émotions.		Quand j'ai un conflit avec les autres, je peux gérer mes émotions sans m'énerver.
32		When I am unhappy, I can appropriately show my emotions and seek help.	Quand je suis contrarié, je peux montrer mes émotions de façon appropriée et demander de l'aide	Quand je suis insatisfait, je peux montrer mes émotions de façon appropriée et demander de l'aide.	Quand je ne suis pas satisfait, je peux montrer mes émotions de façon respectueuse et demander de l'aide.	Quand je suis mal à l'aise, je peux montrer mes émotions de façon approprie et demander de l'aide.	Quand je ne me sens pas bien, je peux montrer mes émotions de façon appropriée et demander de l'aide.
33		I understand my moods and feelings.	J'ai conscience de mes humeurs et émotions		Je reconnais mes humeurs et émotions.		
34		I think before I act	Je réflechis avant d'agir				
35	**Motivation**	I am constantly on the lookout for new ways to improve my life.	Je cherche toujours de nouvelles façons pour rendre ma vie meilleure	Je cherche e toujours de nouvelles façons pour améliorer ma vie.		Je cherche toujours de nouvelles méthodes pour rendre ma vie meilleure.	...pour améliorer ma vie ...pour mon bien être ...pour améliorer la qualité de ma vie
36		If I see something I don't like, I fix it.	Si je vois quelque chose qui ne me plait pas, je le corrige				

37		I tend to take the initiative to start new projects, rather than waiting for others to do it.	J'ai tendance à prendre l'initiative de commencer de nouveaux projets plutôt que d'attendre que les autres ne le fassent				J'ai l'habitude à prendre l'initiative de commencer de nouveaux projets plutôt que d'attendre que les autres ne le fasse.
38		When I have a problem, I address it directly and without hesitation.	Si j'ai un problème, je l'aborde directement et sans hésitation		Si j'ai un problème, je le règle directement et sans hésitation.		
39	**Perseverance**	When I fail, I get up and try again.	Quand j'échoue, je me relève et je réessaye				Quand j'échoue, j'essaie encore
40		I am willing to work hard to achieve my dreams.	Je suis prêt à travailler dur pour réaliser mes rêves				
41		When I face difficulties, I try several ways to improve things or to overcome these challenges.	Quand je fais face aux obstacles, j'essaie plusieurs moyens pour les surmonter et améliorer la situation	Quand je fais face aux obstacles, j'essaie plusieurs moyens pour les dépasser et améliorer la situation.	Quand je fais face aux difficultés, j'essaie plusieurs moyens pour les surmonter et améliorer la situation.	Face aux obstacles, j'essaie différents moyens pour les surmonter afin d'améliorer la situation	
42		When I do not understand something, I keep on asking questions or reading more until I understand.	Quand je ne comprends pas une chose, je continue à poser des questions ou à lire d'avantage jusqu'à ce que je comprenne	Quand je ne comprends pas une chose, je continue à poser des questions ou à lire encore jusqu'à ce que je comprenne.	Quand je ne comprends pas une chose, je continue à poser des questions ou à lire jusqu'à ce que je comprenne.		Si je ne comprends pas une chose, je pose des questions ou je lis davantage jusqu'à ce que je comprenne
43	**Planning**	I develop step-by-step plans to reach my goals.	Je créer des plans structurés pour atteindre mes objectifs				
44		I take concrete actions to implement my plans.	J'entreprends des actions concrètes, pour exécuter mes projets	J'entreprends des actions pratiques pour exécuter mes projets.	J'effectue des actions pratiques pour réaliser mes projets		Je prends des actions
45		I know how to develop plans to achieve my objectives.	Je sais créer des plans d'actions pour atteindre mes objectifs				
46		I know how to manage my time.	Je sais comment gérer mon temps				
47	**Positive self-concept**	I know my strengths and weaknesses.	Je connais mes points forts et mes faiblesses				
48		I am proud of who I am.	Je suis fier de la personne que je suis				

49		I can do most things if I try.	Je peux presque tout faire si j'essaie				
50		There are many things that I do well.	Il y a pleins de choses que je fais bien				
51	**Social inclusion & justice**	I believe every kind of person, from any group, should have an equal chance to get a good education in my country.	Je crois que toute personne de tout groupe mérite une chance égale d'avoir une bonne éducation dans mon pays.		Je crois que toute personne mérite une chance égale d'avoir une bonne éducation dans mon pays.		Je crois que chacun mérite une chance égale d'avoir une bonne éducation dans mon pays
52		I believe every kind of person, from any group, should have an equal chance to get good jobs in my country.	Je crois que toute personne de tout groupe mérite une chance d'avoir un bon emploi dans mon pays.		Je crois que toute personne mérite une chance d'avoir un bon emploi dans mon pays.		Je crois que chacun mérite une chance égale d'avoir un bon emploi dans mon pays
53		I believe every kind of person, from any group, should have the same rights and responsibilities.	Je crois que toute personne de tout groupe devrait avoir les mêmes droits et responsabilités.		Je crois que toute personne devrait avoir les mêmes droits et responsabilités.	J'effectue/ j'établis des actions fiables pour exécuter mes projets Pour exécuter mes projets, J'effectue/ j'établis des actions fiables	Je crois que chaque individu devrait avoir les mêmes droits et responsabilités
54		I believe schools should teach students to respect every kind of person, from any group.	Je crois que les écoles devraient enseigner aux étudiants le respect de toute personne quel que soit sa communauté				
55	**Social Skills**	I can work with someone who has different opinions than mine.	Je peux travailler avec une personne qui ne partage pas mes opinions		Je peux travailler avec une personne qui ne partage pas mes avis.		
56		I understand the rules and expectations in interacting with others.	Dans mes échanges, je respecte les règles de communication et les attentes des autres	Dans mes interactions avec les autres, je respecte les règles de communication et les attentes des autres.		Dans mes échanges avec les autres, je respecte les principes de communication.	Dans mes interactions, je respecte les règles de communication et les principes des autres
57		I can interact with others in a cooperative and peaceful way.	Je peux communiquer de façon calme et coopérative		Je peux identifier les différentes compétences des gens pour aider à accomplir une tache.		

58		I recognize when people have different skills to contribute to a task.	Je peux identifier les différentes compétences des gens qui peuvent aider à accomplir une tâche			Je peux identifier les différentes compétences des gens qui peuvent mieux accomplir une tâche	
59	**Sustainability**	I support activities related to environmental sustainability *(e.g. energy and water saving, recycling).*	Je soutiens les activités liées au développement durable de l'environnement *(ex. l'économie d'eau et d'énergie, recyclage)*				
60		I take part in activities to protect the environment.	Je participe à des activités de protection de l'environnement				
61		I make personal efforts to protect natural resources *(e.g. through saving water or recycling waste).*	Je fais des efforts pour préserver les ressources naturelles *(ex. à travers l'économie d'eau ou le recyclage des déchets)*				
62		I support campaigns to raise people's awareness of environmental issues.	Je soutiens les compagnes de sensibilisation au sujet de l'environnement				Je soutiens les compagnes de sensibilisations au sujet de l'environnement.
63	**Thinking skills**	I know how to find the causes and solutions to a problem.	Je sais comment identifier les causes et solutions d'un problème				
64		I can differentiate the good and bad aspects of things.	Je peux faire la différence entre le bon et le mauvais côté des choses				
65		I know how to see problems from different perspectives or viewpoints.	Je sais comment voir les problèmes d'angles ou points de vue différents	Je sais comment voir les problèmes de façons et de point de vue diffèrent.	Je sais comment voir les problèmes de cotés ou points de vue différents.		Je sais comment voir les problèmes de points de vue différents.
66		I believe there is a solution for any problem.	Je crois que chaque problème a une solution				
67	**Work ethic**	It is easy for me to finish the tasks I start.	Il est facile pour moi d'accomplir les tâches que je commence				
68		People can count on me to get tasks done.	On peut compter sur moi pour accomplir des tâches				

| 69 | | I like to give a lot of effort and do my work well, even when no one else is checking what I do. | Je préfère fournir beau-coup d'efforts et faire un bon travail même si personne ne le vérifie | Je préfère faire beaucoup d'effort et faire un bon tra-vail même si personne ne le vérifie. | Je préfère faire beaucoup d'ef-fort et effectuer un bon travail même si personne ne le vérifie. | | Je fournis beau-coup d'efforts et fais un bon travail même si personne ne le vérifie |
| 70 | | I do the things that I say I am going to do. | Je fais les choses que je promets de faire | | | | |

As for the response scale, the young females and young males preferred the *"agreement"* more than the *"description"* response scale since, they believed, it was more natural to respond that s/he agreed to a statement than determining if the statement *"described"* them. This revised response scale was therefore retained.

7. Results of Step 4: MEPI Staff's Final French Version of Preliminary WLSVA Tool for Pilot-Test

The staff met on 27 January 2020 to discuss the recommendations made by youth in the 4 FGDs and determine a final French version of the questions to be used in the pilot test. The table below presents the English and final Algerian French version to the tool.

In addition, the pilot-test will include collecting data on the following:

- Gender
- Age
- Administration site
- Beginning and ending time for each youth to complete WLSVA Tool

Table 7: Joint Committee's Final French Version of the Preliminary WLSVA Tool for Pilot-Testing.

#	Skill/Value	English Version	Joint Review Final French Version for Pilot-Test
1	**Control questions**	I plan to answer all of the questions on this assessment honestly.	Je compte répondre honnêtement au questionnaire
2		I am still paying attention to every statement and answering carefully!	Je suis concentré sur chaque phrase et je réponds attentivement
3		I am still reading every statement!	Je reste attentif à chaque phase
4	**Adaptability**	I willingly adapt my behavior whenever I need to in order to work well with others.	Je suis prêt à adapter mon comportement pour mieux travailler avec les autres.
5		I stay calm in new situations where I am required to make many decisions.	Je reste calme face a de nouvelles situations ou je dois prendre des décisions
6		I develop new tools and methods to resolve problems.	Je crée de nouvelles méthodes pour résoudre les problèmes.
7		I easily reorganize my plans to adapt to new circumstances.	J'adapte facilement mes projets selon les nouvelles situations.
8	**Communication**	I know how to communicate with others.	Je sais communiquer avec les autres
9		I listen carefully to what others say and I check that I have understood what they meant.	J'écoute les autres attentivement, et je m'assure de les avoir compris.
10		If someone does not understand me, I try to find a different way of saying what is on my mind.	Si on ne me comprend pas, j'essaierais de trouver un autre moyen d'exprimer mes pensées
11		I can describe my thoughts to others.	Je peux décrire mes idées aux autres.
12	**Community & Civic Engagement**	I often participate in activities to benefit people in my local community.	Je participe souvent à des activités pour aider ma communauté locale *(quartier, ville, école…)*
13		When I have the opportunity, I organize my peers to do an activity together.	Je rassemble mes camarades pour faire une activité quand j'en ai l'occasion.
14		I encourage others to join together to help my community.	J'encourage les autres à se regrouper pour aider ma communauté
15		I believe in supporting people who are mistreated by others or discriminated against.	Je crois qu'il faut soutenir les victimes de maltraitance ou de discrimination *(ex : racisme, sexisme…)*
16	**Goal Setting**	I have specific goals I want to achieve this year.	Cette année, j'ai des objectifs précis à atteindre.
17		If I set goals, I take action to reach them.	Quand je me fixe des objectifs, je fais des efforts.
18		I have goals and plans for the future.	J'ai des objectifs et projets pour l'avenir
19		It is important to me that I reach my goals.	Pour moi, il est important d'atteindre mes objectifs
20	**Intercultural Understanding & Empathy**	I can see the world from the perspectives of other people.	Je peux voir le monde à travers la vision des autres
21		I try to understand the background and experiences of other people.	J'essaye de comprendre la situation et les expériences des autres
22		I respect the rights of others to have their own opinions.	Je respecte le droit des autres d'avoir leur propre avis.
23		I try to understand how other people feel and think.	J'essaye de comprendre ce que ressentent et pensent les autres
24	**Job Search Skills (Functional)**	I am comfortable interviewing for a job.	Je suis à l'aise lors d'un entretien d'embauche
25		I have very clear career goals.	J'ai des objectifs de carrière bien définis
26		I know how to use social media for professional purposes.	Je sais comment utiliser les réseaux sociaux pour des besoins professionnelles
27		I have a very clear job search plan.	J'ai un plan de recherche d'emploi bien clair
28		I know how to write a resume/CV to match a particular job.	Je sais rédiger un cv qui correspond à un emploi particulier
29		I can easily network with potential mentors and employers in my community.	Je peux facilement créer des relations avec d'éventuels encadreur et employeurs dans ma communauté.
30		I can speak in front of groups of people.	Je peux prendre la parole devant différent groupes de personnes

31	**Managing Emotions**	When I have conflict with others, I can manage my emotions without letting anger control me.	Quand j'ai un conflit avec les autres, je peux gérer mes émotions sans m'énerver.
32		When I am unhappy, I can appropriately show my emotions and seek help.	Quand je suis malcontent, je peux montrer mes émotions de façon approprie et demander de l'aide
33		I understand my moods and feelings.	Je suis conscient de mes humeurs et émotions.
34		I think before I act	Je réflechis avant d'agir
35	**Motivation**	I am constantly on the lookout for new ways to improve my life.	Je cherche toujours de nouvelles façons pour rendre ma vie meilleure.
36		If I see something I don't like, I fix it.	Si je vois quelque chose qui ne me plait pas, je le corrige
37		I tend to take the initiative to start new projects, rather than waiting for others to do it.	J'ai l'habitude de prendre l'initiative de commencer de nouveaux projets sans atteindre que les autres ne le fassent.
38		When I have a problem, I address it directly and without hesitation.	Si j'ai un problème, je le traite sans hésitation.
39	**Perseverance**	When I fail, I get up and try again.	Quand j'échoue, je me relève et je réessaye
40		I am willing to work hard to achieve my dreams.	Je suis prêt à travailler dur pour réaliser mes rêves
41		When I face difficulties, I try several ways to improve things or to overcome these challenges.	Face aux difficultés, j'essaie plusieurs moyens pour les surmonter et améliorer la situation.
42		When I do not understand something, I keep on asking questions or reading more until I understand.	Quand je ne comprends pas une chose, je lis et je pose des questions jusqu'à ce que je comprenne.
43	**Planning**	I develop step-by-step plans to reach my goals.	Je créer des plans structurés pour atteindre mes objectifs
44		I take concrete actions to implement my plans.	Je prends des actions pratiques pour exécuter mes projets
45		I know how to develop plans to achieve my objectives.	Je sais créer des plans d'actions pour atteindre mes objectifs
46		I know how to manage my time.	Je sais comment gérer mon temps
47	**Positive Self-Concept**	I know my strengths and weaknesses.	Je connais mes points forts et mes faiblesses
48		I am proud of who I am.	Je suis fier de la personne que je suis
49		I can do most things if I try.	Je peux presque tout faire si j'essaie
50		There are many things that I do well.	Il y a pleins de choses que je fais bien
51	**Social inclusion & justice**	I believe every kind of person, from any group, should have an equal chance to get a good education in my country.	Je crois que chacun mérite une chance égale d'avoir une bonne éducation dans mon pays.
52		I believe every kind of person, from any group, should have an equal chance to get good jobs in my country.	Je crois que chacun mérite une chance égale d'avoir un bon emploi dans mon pays.
53		I believe every kind of person, from any group, should have the same rights and responsibilities.	Je crois que chaque personne devrait avoir les mêmes droits et responsabilités
54		I believe schools should teach students to respect every kind of person, from any group.	Je crois que les écoles devraient enseigner aux étudiants le respect de toute personne quel que soit sa communauté
55	**Social Skills**	I can work with someone who has different opinions than mine.	Je peux travailler avec une personne qui ne partage pas mes opinions
56		I understand the rules and expectations in interacting with others.	Dans mes interactions, je respecte les règles de communication et les attentes des autres.
57		I can interact with others in a cooperative and peaceful way.	Je peux communiquer de façon calme et coopérative
58		I recognize when people have different skills to contribute to a task.	Je peux identifier les différentes compétences des gens pour aider à accomplir une tache.
59	**Sustainability**	I support activities related to environmental sustainability *(e.g. energy and water saving, recycling)*.	Je soutiens les activités liées au développement durable de l'environnement *(ex. l'économie d'eau et d'énergie, recyclage)*
60		I take part in activities to protect the environment.	Je participe à des activités de protection de l'environnement

61		I make personal efforts to protect natural resources *(e.g. through saving water or recycling waste).*	Je fais des efforts pour préserver les ressources naturelles *(ex. à travers l'économie d'eau ou le recyclage des déchets)*
62		I support campaigns to raise people's awareness of environmental issues.	Je soutiens les compagnes de sensibilisation au sujet de l'environnement
63	**Thinking skills**	I know how to find the causes and solutions to a problem.	Je sais comment identifier les causes et solutions d'un problème
64		I can differentiate the good and bad aspects of things.	Je peux faire la différence entre le bon et le mauvais côté des choses
65		I know how to see problems from different perspectives or viewpoints.	Je sais comment voir les problèmes de points de vue différents.
66		I believe there is a solution for any problem.	Je crois que chaque problème a une solution
67	**Work ethic**	It is easy for me to finish the tasks I start.	Il est facile pour moi d'accomplir les tâches que je commence
68		People can count on me to get tasks done.	On peut compter sur moi pour accomplir des tâches
69		I like to give a lot of effort and do my work well, even when no one else is checking what I do.	Je fournis beaucoup d'efforts et fais un bon travail même si personne ne le vérifie.
70		I do the things that I say I am going to do.	Je fais les choses que je promets de faire

In a conference call on Monday 3 February, the entire World Learning team decided to use the values of *"1"* to *"5"* for the response scale. Thus, 1=Totally Disagree, 2=Mostly disagree, 3=Somewhat Agree, 4=Mostly Agree, and 5=Totally Agree.

Table 8: Joint Committee's Final French Version of the Preliminary WLSVA Tool Response Scale for Pilot-Testing.

Response – English version	Response Scale – Project Staff's Final French Version with English Equivalent	
1- Not at all like me	Pas du tout d'accord	*(Totally disagree)*
2- A little like me	Pas vraiment d'accord	*(Mostly disagree)*
3- Somewhat like me	Plutôt d'accord	*(Somewhat agree)*
4- A lot like me	D'accord	*(Mostly Agree)*
5- Exactly like me	Tout à fait d'accord	*(Totally Agree)*

8. Results of Step 5: Pilot-testing for Initial Alpha Reliability of Overall Tool and Constructs

The pilot-test was conducted from 3 – 9 February 2020 in four project sites *(Algiers, Batna, Setif, and Tizi-Ouzou)* with the location of each site in Algeria shown in the map below. Data entry took approximately 2 weeks and Google Forms was used for data entry and the pilot-test database. Both the Algerian team and I conducted data cleaning in preparation for reliability analyses.

On 7 February 2020, all program facilitators at the four sites received the final French version of the WLSVA Tool along with the protocols for administration, such as how to introduce the tool to youth as an personal assessment and not a test. Program staff recruited youth to complete the pilot-test of the WLSVA Tool primarily via social media platforms as well as reaching out to program alumni youth. All youth completed paper-based questionnaires and program facilitators from each of the four sites entered data from these completed surveys into a Google Form version of the questionnaire.

Map 1: Four Pilot-Test Locations in Algeria.
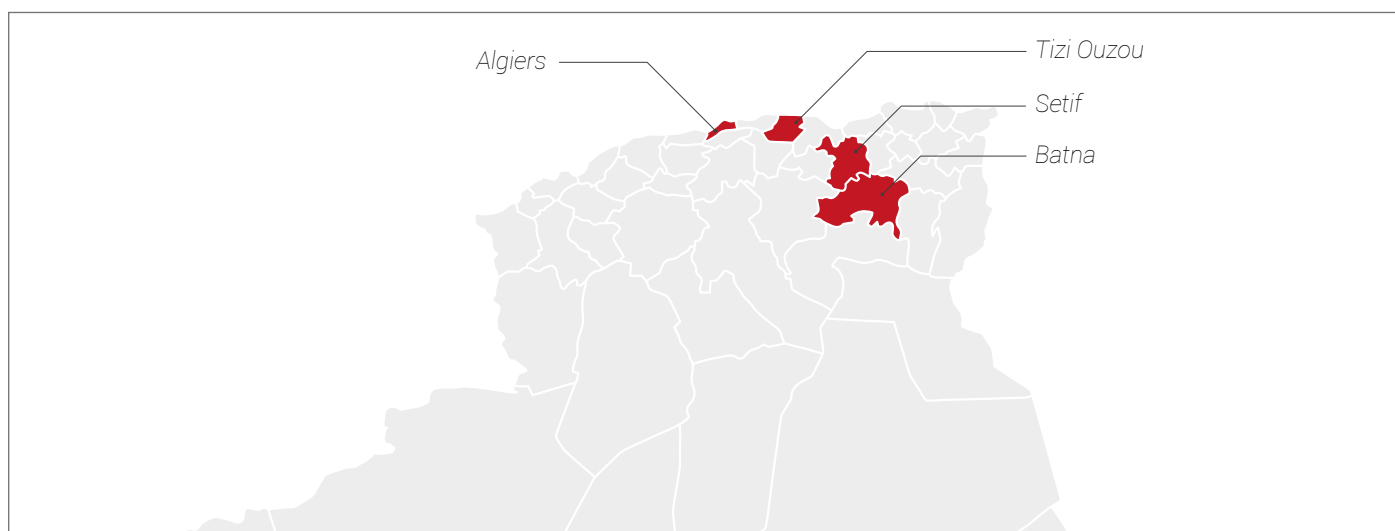
A total of 128 youth completed the pilot-test; however, 4 youth were dropped from the analysis due to the facilitator translating the French version into Arabic or English for them, and additionally one *"youth"* was dropped for being 46 years of age. Thus, the final pilot-test sample size was 123 youth. Data entry was done using Google Forms by the Algerian team. The amount of time for youth to complete the 67 questions ranged from a low of 8 minutes to a high of 74 minutes, for an average of 36 minutes to complete the assessment.

Of these 123 youth, 15 of them had not answered one or two questions. These participants with missing responses were retained because the number of missing responses were few, they were across different scales *(not just one or two scales)* and were random *(not systematic)*. Means substitution, based on gender and age groups, replaced these missing responses.

As shown in the table below, 54% of the pilot-test youth were female and 46% were males. These youth ranged in age from 16 to 36 years, with a mean age of 23 years. In rank order by number of youth participating, 52 youth participated in Batna, 46 in Tizi Ouzou, 15 in Algiers, and 10 in Setif.

Table 9: Characteristics of Youth Involved in the Pilot-Test of the Preliminary WLSVA Tool.

Youth Characteristics		#	%
Gender	Females	66	53.7
	Males	57	46.3
Age	Younger *(16-22 yrs)*	53	43.1
	Older *(23-36 yrs)*	70	56.9
Location	Algiers	15	12.2
	Batna	52	42.3
	Setif	10	8.1
	Tizi Ouzou	46	37.4

The table below presents the Cronbach alpha reliability coefficients for all constructs of the WLSVA Tool. The generally accepted standard for assessing degree of reliability is: >0.90 *(excellent)*, 0.89-0.80 *(good)*, 0.79-0.70 *(acceptable)*, 0.69-0.60 *(promising)*, 0.59-0.50 *(poor)*, <0.50 *(unacceptable)*. The reliability coefficients in the table are highlighted using the following color scheme: dark green *(excellent)*, light green *(good)*, light yellow *(slightly adequate, but not good)*, dark yellow *(inadequate)*, to reddish *(unacceptable)*.

Pilot-Study Reliability Analysis

This reliability matrix can be read two ways, by row and by column. The various WLSVA Tool constructs are read by rows, with the greener cells across the row indicating the more reliable the construct. As shown in the table, Job Search and Social Justice have the greenest cells in their row and, thus, are two of the most reliable constructs. Motivation and Social Skills have the lowest reliabilities *(reds and yellows)*.

Table 10: Cronbach Alpha Reliabilities from Pilot-Test of the Preliminary WLSVA Tool.

WorkLinks Skills & Values Assessment		Overall (N=123) Women (n=66)	Gender		Age Groups		Administration Sites			
			Women (n=66)	Men (n=57)	16-22yrs (n=53)	23-36yrs (n=70)	Algiers (n=15)	Batna (n=52)	Setif (n=10)	Tizi-Ouzou (n=46)
Soft Skills	Motivation	0.48	0.50	0,44	0.67	0.33	0.43	0.42	0.66	0.43
	Social Skills	0.59	0.63	0.53	0.46	0.68	0.33	0.52	0.29	0.67
	Communication	0.63	0.64	0.59	0.58	0.66	0.73	0.40	0.86	0.69
	Goal Setting	0.77	0.82	0.68	0.76	0.77	0.88	0.80	0.64	0.68
	Adaptability	0.61	0.64	0.53	0.64	0.57	0.77	0.61	0.51	0.53
	Thinking Skills	0.53	0.50	0.49	0.51	0.57	0.60	0.44	0.50	0.57
	Perseverance	0.60	0.76	0.32	0.40	0.67	0.29	0.53	0.52	0.67
	Planning	0.70	0.70	0.69	0.73	0.68	0.61	0.69	0.87	0.68
	Positive Self-Concept	0.64	0.68	0.58	0.59	0.66	0.50	0.53	0.66	0.73
	Managing Emotions	0.68	0.75	0.52	0.67	0.69	0.80	0.66	0.67	0.61
	Work Ethic	0.69	0.73	0.64	0.65	0.71	0.83	0.64	0.75	0.71
Earning Skills	Job Search	0.77	0.78	0.75	0.76	0.78	0.60	0.77	0.80	0.77
	Entrepreneurial skills	(these questions were inadvertently excluded in pilot-test)								
Values	Social Inclusion & Justice	0.79	0.88	0.63	0.73	0.83	0.61	0.80	0.79	0.79
	Intercultural Understanding & Empathy	0.61	0.68	0.53	0.59	0.62	0.61	0.58	0.71	0.62
	Community & Civic Engagement	0.65	0.73	0.55	0.58	0.68	0.58	0.61	0.82	0.65
	Sustainability	0.74	0.68	0.79	0.70	0.77	0.70	0.71	0.75	0.76
Soft Skills *(All 61 questions combined)*		**0.94**	**0.95**	**0.92**	**0.94**	**0.94**	**0.93**	**0.92**	**0.94**	**0.95**
Earning Skills *(not possible to calculate because Entrepreneurship Skills not included)*		**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Values *(All 16 questions combined)*		**0.87**	**0.89**	**0.84**	**0.85**	**0.88**	**0.71**	**0.85**	**0.86**	**0.89**
WLSVA *(All 67 questions combined)*		**0.95**	**0.96**	**0.94**	**0.95**	**0.95**	**0.93**	**0.93**	**0.96**	**0.96**

Overall, the lowest reliability coefficient was 0.48 for the construct, Motivation, with the highest reliability coefficient was 0.79 for the construct, Social Inclusion & Justice. Of the 16 constructs, 13 *(81%)* had good *(5)* or promising *(8)* reliabilities. However, these good and promising reliabilities were primarily due to the young women since all reliabilities are lower, for all constructs, for young men, except for *"Sustainability,"* which is more reliable among men than women *(0.79 vs 0.68, respectively)*. Not too surprising is that the younger youth had lower reliabilities for all constructs than older youth, except for Motivation *(0.67 vs. 0.33)*. And, youth in Algiers had some of the best *(0.88 for Goal Setting)* and worse *(0.29 Perseverance)* reliability coefficients. Setif had the most number *(8)* of constructs with reasonable levels of reliability compared to Algiers *(6)*, Tizi-Ouzou *(5)*, and Batna *(4)*. The sub-domains *(Skills and Values)* and the overall domain *(WSVA)* have numerous questions and, therefore, have high reliabilities because as the # of relatively similar questions increase so does the alpha coefficient *(due to coefficient formula)*. The large alpha coefficients indicate a lot of redundant measurement.

Pilot-Study Item / Question Analysis

This analysis examines which item*(s)* / questions may be reducing the reliability of a construct and, thus, if revised OR removed, the alpha reliability coefficient would increase.

The pilot found that that the constructs are reasonably reliable but alpha reliability coefficients could increase if additional work on phrasing was conducted. The summary findings of the EFA is present below for each construct.

1. **Social Inclusion & Justice** (0.79) – if the question, "I believe schools should teach students to respect every kind of person, from any group," is improved, reliability increases to 0.82.
2. **Job Search** (0.77) – all questions similarly reliable.
3. **Goal Setting** (0.77) – if question, "It is important to me that I reach my goals," is refined an improved, reliability would increases slightly to 0.79.
4. **Sustainability** (0.74)–all questions similarly reliable, thus all need improvement to increase alpha.
5. **Planning** (0.70) – all questions similar reliability, thus all questions need improvement to increase alpha.

The constructs below are close to having adequate reliabilities but not quite. With borderline reliabilities, that is, slightly less than 0.70, it is difficult to know if the reliability will require refining the question OR if it is just a result of how the tool is administered to you *(youth are comfortable with French language, situational context to being rushed or responses overseen by other youth, etc.)*:

1. **Work Ethic** (0.69)–all questions similar reliability, thus all need improvement.
2. **Managing Emotions** (0.68)–all questions similar reliability, thus all need improvement.
3. **Community & Civic Engagement** (0.65)–all questions similar reliability, thus all need improvement.

These constructs require more work on the French version as well as administration issues, except perhaps Social Skills:

1. **Positive Self-Concept** (0.64)–all questions similar reliability, thus all need improvement.
2. **Communication** (0.63) – all questions have similar reliability; thus, all questions need slight improvement.
3. **Intercultural Understanding & Empathy** (0.61) – the question, "I can see the world from the perspectives of other people," needs improving or deleted then reliability increases to 0.70
4. **Adaptability** (0.61) – the question, "I easily reorganize my plans to adapt to new circumstances," has the strongest reliability with the remaining three questions mildly reliable, thus improvement in the remaining three is needed.
5. **Perseverance** (0.60) – all questions similar reliability, thus all need improvement. There appeared to be a few coding errors during data entry, especially for responses by young men. However, upon investigation of the data, these few errors seemed to be random and not systematic and, therefore, did not change to reliability of this construct.
6. **Social Skills** (0.59) – if question, "I can work with someone who has different opinions than mine," is dropped, the alpha reliability increases to 0.75 (good).
7. **Thinking Skills** (0.53) – all questions similar reliability, thus all need improvement.
8. **Motivation** (0.48) – the question, "When I have a problem, I address it directly and without hesitation," has the strongest reliability for this construct with all other questions (2, 11, 36) ~0.45 mild reliability, thus improvement requires improving these three questions.

Pilot-Study Response Analysis

The analysis below examines the distribution of responses to assess a ceiling-effect. That is, to examine the degree to which the responses follow a normal distribution around the scale *(1 to 5)* and are not skewed toward either the lower or higher end of the response scale. Most important with test *(baseline)* and retest *(follow-up)* assessments is that if the baseline responses are skewed toward the higher end of the response scale, then increases at the follow-up will be limited. In other words, if youth are given the assessment at the baseline and score very high, then the follow-up assessment will not show much increase no matter how good the interventions were.

The figure below presents histograms showing the distribution of scores for each construct. One measure to assess the degree a ceiling-effect is occurring is skewness; that is, asymmetry of a distribution or how much it deviates from a normal distribution. A general rule of thumb *(Bulmer, 1979)* is that for a skewness less than −1 or greater than +1, the distribution is highly skewed; 0.99 to 0.50 the distribution is moderately skewed; and less than 0.50 the distribution is approximately symmetric.

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Figure 1: Distribution of Responses from Pilot-Study.

Overall WLSVA Tool Scores (-1.57)	Values Scores (-2.00)	Skills Scores (-1.19)
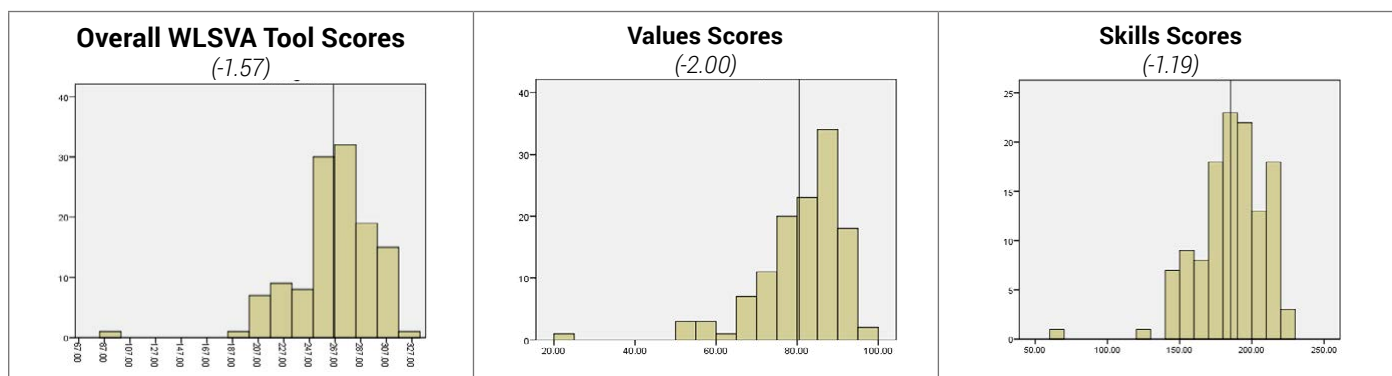
The ceiling-effect is severe in the constructs of Perseverance *(-1.97)*, Social Inclusion & Justice *(-1.79)*, and Goal Setting *(-1.38)*.

Adaptability (-0.62)	Communication (-0.87)	Goal Setting (-1.38)	Job Search (-0.70)	Managing Emotions (-0.72)
Motivation (-0.86)	**Perseverance** (-1.97)	**Planning** (-0.51)	**Positive SC** (-1.19)	**Social Skills** (-0.97)
Thinking Skills (-0.66)	**Work Ethic** (-1.19)	**Sustainability** (-0.99)	**Community CE** (-0.98)	**Intercultural U & E** (-1.15)
		Social I & J (-1.79)		
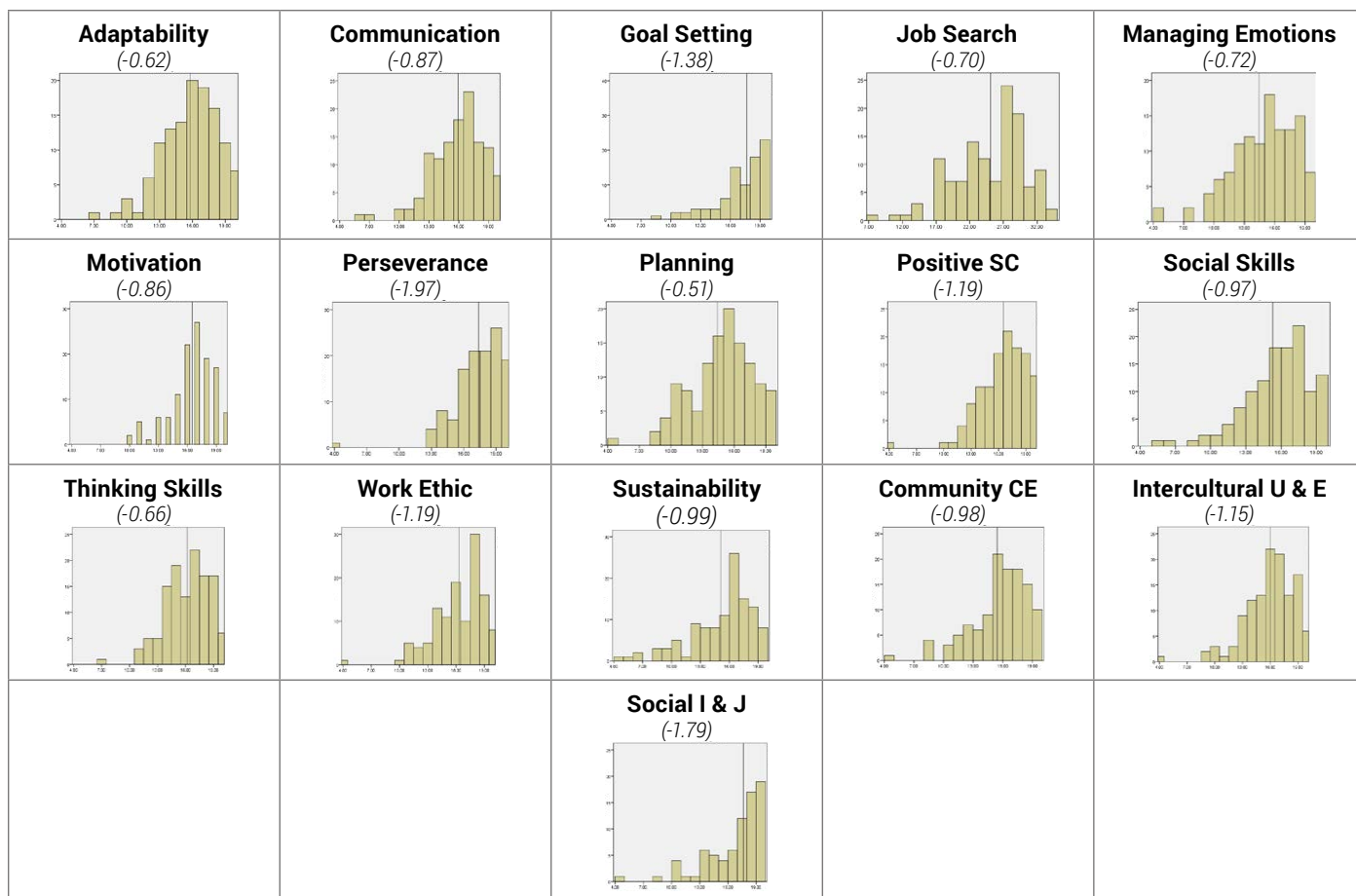
9. Results of Step 6: Revision of WLSVA Tool based on Pilot-Test

Exploratory Factor Analysis to Reduce and Consolidate the Number of Constructs

Upon review of the pilot-test results, WL team decided to examine the possibility of reducing the number of constructs with reasonably high reliability. The first step to reduce the number of constructs involved having the WL team formulate a fewer higher-level constructs comprised of current sub-constructs. The second step involved conducting an exploratory factor analysis *(EFA)* to examine if the new latent construct was present, based on a robust eigenvalue, and the degree to which sub-construct items loaded strongest with the latent construct. The EFA analysis reduced the previous 11skills constructs by to 6 skills constructs as well as eliminating 21 previous questions.

Revised Skills Constructs

Conscientiousness & Self-Efficacy (**alpha = 0.71**) – this construct had an eigenvalue of 2.12 and the following items loaded the strongest on this construct: *"I can do most things if I try"* (0.75); *"I like to give a lot of effort and do my work well, even when no one else is checking what I do"* (0.75); *"People can count on me to get tasks done"* (0.73); and *"It is easy for me to finish the tasks I start"* (0.68).

Managing Emotions (**alpha = 0.70**) – this construct had an eigenvalue of 2.13 and the following items loaded the strongest on this construct: *"I think before I act"* (0.78); *"I stay calm in new situations where I am required to make many decisions"* (0.72); *"When I have conflict with others, I can manage my emotions without letting anger control me"* (0.69); and *"When I am unhappy, I can appropriately show my emotions and seek help"* (0.73).

Goal Setting & Perseverance (**alpha = 0.81**) – this construct had an eigenvalue of 2.56 and these questions loaded the strongest on this construct, *"I have goals and plans for the future"* (0.86); *"If I set goals, I take action to reach them"* (0.83); *"I am willing to work hard to achieve my dreams"* (0.76); and *"It is important to me that I reach my goals"* (0.74).

Interpersonal Skills (**alpha = 0.79**) –This construct had an eigenvalue of 2.77 with the strongest loadings on this construct being, *"I understand the rules and expectations in interacting with others"* (0.81); *"I can interact with others in a cooperative and peaceful way"* (0.78); *"I recognize when people have different skills to contribute to a task"* (0.75); *"I listen carefully to what others say and I check that I have understood what they meant"* (0.73); and *"I can describe my thoughts to others"* (0.65).

Thinking & Planning Skills (**alpha = 0.75**) – This construct had an eigenvalue of 2.51 with the strongest loadings on this construct being, *"I develop new tools and methods to resolve problems"* (0.73); *"I know how to manage my time"* (0.73); *"I take concrete actions to implement my plans"* (0.72); *"I know how to develop plans to achieve my objectives"* (0.71); and *"I have goals and plans for the future"* (0.65).

Preserved Skills Construct

Job Search (**alpha = 0.77**) – this previous construct remained unchanged. It has an eigenvalue of 2.98 and consists of the following items with their factor loadings: *"I can easily network with potential mentors and employers in my community"* (0.77); *"I can speak in front of groups of people"* (0.71); *"I have a very clear job search plan"* (0.68); *"I know how to write a resume/CV to match a particular job"* (0.64). *"I know how to use social media for professional purposes"* (0.62); *"I have very clear career goals"* (0.61); an *"I am comfortable interviewing for a job"* (0.52).

Preserved World Learning Values

Community & Civic Engagement (**alpha = 0.77**) – this previous construct remained unchanged. It has an eigenvalue of 1.98 and consists of the following items with their factor loadings, *"I encourage others to join together to help my community"* (0.81); *"I often participate in activities to benefit people in my local community"* (0.77); *"When I have the opportunity, I organize my peers to do an activity together"* (0.62); and *"I believe in supporting people who are mistreated by others or discriminated against"* (0.59).

Intercultural Understanding & Empathy (**alpha = 0.61**) – this previous construct remained unchanged. It has an eigenvalue of 1.98 and consists of the following items with their factor loadings, *"I try to understand how other people feel and think"* (0.77); *"I respect the rights of others to have their own opinions"* (0.76); *"I try to understand the background and experiences of other people"* (0.71); and *"I can see the world from the perspectives of other people"* (0.54)

Social Inclusion & Justice (**alpha = 0.79**) – this previous construct remained unchanged It has an eigenvalue of 2.45 and consists of the following items with their factor loadings: *"I believe every kind of person, from any group, should have an equal chance to get a good education in my country"* (0.86); *"I believe every kind of person, from any group, should have the same rights and responsibilities"* (0.85); *"I believe every kind of person, from any group, should have an equal chance to get good jobs in my country"* (0.80); *"I believe schools should teach students to respect every kind of person"* (0.60).

Sustainability (**alpha = 0.74**) – this previous construct remained unchanged. It has an eigenvalue of 2.30 and consists of the following items with their factor loadings: *"I make personal efforts to protect natural resources (e.g. through saving water or recycling waste)"* (0.86); *"I support campaigns to raise people's awareness of environmental issues"* (0.79); *"I support activities related to environmental sustainability (e.g. energy and water saving, recycling)"* (0.71); *"I take part in activities to protect the environment"* (0.67).

Additional Items for Final Test of the Final Version of the WLSVA Tool

The following constructs and items were added for the final test:

French language ability control questions – these simple grammar test items were added to filter-out youth who that did not have a basic comprehension of the French language. These items were developed directly in French by the Algerian team without local language adaptation with youth.

French language control questions	Response options (correct)
Tu _____ à la montagne.	a, as, es, est, Je ne sais pas
Elles sont _____.	Algérien, Algériens, Algérienes, Algériennes, Je ne sais pas
Je vais _____ cinema.	à le, à la, au, aux, je ne sais pas
Il est 17h15 ou il est _____.	Cinq heures le quart, Cinq heures et quart, Cinq heures et le quart, Cinq heures moins le quart, Je ne sais pas.

One additional control item – this will be added to the existing three control items, which was translated into French by the Algerian team without local language adaptation with youth.

English version	French translation by Algerian staff
47. I know myself well enough to answer questions about my skills and abilities.	47. Je me connais suffisamment bien pour répondre aux questions sur mes compétences et mes capacités.

The construct "Entrepreneurship Skills" – inadvertently, this construct had not been included in the pilot-test phase. It is comprised of 10 items, translated from English into French by the Algerian team, without local language adaptation with youth, that use the same response scale as the WLSVA tool, which are:

English version	French translation by Algerian staff
51. I often envision possibilities or opportunities that others do not see.	51. J'imagine souvent des possibilités ou des opportunités que les autres ne voient pas.
52. I often notice things that could be improved or created.	52. Je remarque souvent des choses qui pourraient être améliorées ou créées.
53. I do research to reduce the risks I face in implementing a new idea, while still being willing to take some chances.	53. Je fais des recherches pour réduire les risques auxquels je suis confrontél lors de la mise en œuvre d'une nouvelle idée, tout en étant prêtl à prendre certains risques.
54. I know what other products or services exist that may compete with my own ideas.	54. Je connais les autres produits ou services qui existent qui pourraient experience avec mes idées.
55. I am good at talking with people and building support for my ideas.	55. Je sais parler avec les gens et rapporter du soutien à mes idées.
56. I know how to gather resources, including money or people with the right skills, to put my ideas into action.	56. Je sais comment rassembler des ressources, y compris de l'argent ou des personnes ayant les bonnes compétences, pour mettre mes idées en pratique.
57. I know how to test whether customers like my product or service, and improve it based on their feedback.	57. Je sais comment tester si les clients aiment mon produit ou mon service, et l'améliorer en experien de leurs retours.
58. I know how to keep track of my finances and plan for future expenses.	58. Je sais comment gérer mes finances et planifier mes futures dépenses.
59. I know how to market my products or services so that people want to buy them.	59. Je sais comment commercialiser mes produits ou services pour créer l'envie de les acheter chez les gens.
60. I know how to create a business plan, and how to revise it as I learn from experience.	60. Je sais comment créer un plan d'affaires, et comment le experie au fur et à mesure de mon apprentissage à partir de mon experience.

Convergent Validity Items – these items were included to assess if the WLSVA Tool attitudinal assessment was correlated with a standardized assessment scales:

Perceived Stress Scale *(Cohen, 1994; Lesage et al., 2012)* using the response scale: Never *(0)*, Almost Never *(1)*, Sometimes *(2)*, Fairly Often *(3)*, and Very Often *(4)*

English version	Accepted international French translation validated in Morocco
In the last month, how often have you felt that you were unable to control the important things in your life? [PSS2-stress].	Au cours du dernier mois combien de fois vous a t-il semblé difficile de contrôler les choses importantes de votre vie ?
In the last month, how often have you felt confident about your ability to handle your personal problems? [PSS4-not stress]	Au cours du dernier mois combien de fois vous êtes-vous senti(e) confiant(e) à prendre en main vos problèmes personnels ?
In the last month, how often have you felt that things were going your way? [PSS5-not stress]	Au cours du dernier mois combien de fois avez-vous senti que les choses allaient comme vous le vouliez ?
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? [PSS10-stress]	Au cours du dernier mois combien de fois avez-vous trouvé que les difficultés s'accumulaient à un tel point que vous ne pouviez les contrôler ?

Physical Aggression *(Farrell, 2016)* using the response scale: 0 times, 1-2 times, 3-5 times, 6-9 times, 10-19 times, 20 or more times.

English version	French translation by Algerian staff
65. In the last 30 days, how many times have you.....	65. Au cours des 30 derniers jours, combien de fois avez-vous...
1. Thrown something at someone to hurt them?	1. Jeté un objet sur quelqu'un pour le blesser ?
2. Been in a fight in which someone was hit?	2. Été impliqué*(e)* dans une bagarre au cours de laquelle quelqu'un a été frappé ?
3. Threatened someone with a weapon *(gun, knife, club, etc)*?	3. Menacé quelqu'un avec une arme *(pistolet, couteau, massue, etc.)* ?
4. Shoved or pushed another youth around your age? *(note: original said "kid")*	4. Poussé ou bousculé une autre jeune personne ?
5. Hit or slapped another youth around your age? *(note: original said "kid")*	5. Frappé ou giflé une autre jeune personne ?
6. Threatened to hit or physically harm another youth around your age? *(note: original said "kid")*	Menacé de frapper ou de blesser physiquement une autre jeune personne ?
7. Threatened to hurt an adult older than you? *(note: original said "teacher")*	Menacé de blesser une autre personne adulte plus âgée que vous ?

10. Results of Step 7: Final Reliability Testing & Assessing Test/Retest Reliability

On 21 April, 2020, due to the global pandemic of Covid-19, the country of Algeria banned gatherings of more than two people as well as requiring physical distancing of two meters; thus, due to these restrictions it was not possible to conduct an in-person administer of the final test / retest to youth as in the pilot-test. As an alternative, administration of the final test was conducted online using Google Forms. As suggested by various studies, paper-based and internet administration of the same instrument have similar reliabilities *(Raat et al., 2007; Vallegjo et al., 2007; Young et al., 2009; Hllandare, et al., 2010; Norman et al., 2013; Bagby et al., 2014)*.

Also, since the WLSVA tool will be used twice, a baseline and end-line, for youth in the WorkLinks program, it was necessary to conduct a test-retest reliability, which is the degree to which test results are consistent between 1st administration *(Time 1)* of the tool shortly followed by a 2nd *(Time 2)* administration with no interventions occurring in the interim. For example, a youth responding to the WLSVA tool question, *"I can describe my thoughts to others."* with a score of *"3"* (Somewhat agree) at a 1st administration should respond similarly (3=Somewhat agree) to this same question during the 2nd administration one week later. The greater the responses are the same, the more *"stable"* the assessment tool so that if changes do occur in assessment scores this indicates *"real difference"* most likely made by a project's interventions. Therefore, youth needed to complete the WLSVA Tool twice with a one-week interval between each administration.

Due to restrictions on travel and gatherings in Algeria due to the Covid-19 pandemic, recruitment of Algerian youth to participated in the final test of the WLSVA Tool and was conducted through social media *(e.g., Facebook)* and program alumni's personal networks. Online recruitment began on 17 May and ended on 6 June 2020 and an incentive, a raffle of a tablet computer, was offered. The online recruitment and incentive netted 422 applications from Algerian youth throughout the country.

All youth who applied were required to meet several criteria before being accepted to participate in the final test. First, youth were asked if they had participated in any way during the language adaptation process or the pilot-test. If a youth had, they were excluded. Second, all youth had to complete an open-ended question in the French language so that the program staff could gauge the comprehension level the youth had of the French language. A total of 58 youth were excluded due to these criteria.

Because youth needed to complete the WLSVA Tool twice, two sets of online sessions where held: a Time 1 set of sessions and a Time 2 set of sessions. Thus, the remaining 364 youth were assigned to one of several online Time 1 sessions, via Webex platform, in which a program staff facilitated an introduction to the purpose of the final test, asked youth to answer each questions honestly, that they would be completing the tool twice and would need to schedule a follow-up session approximately a week later, and that the facilitator would remain online to answer youth's questions and concerns while they completed the online Time 1 version of the WLSVA Tool in another link using Google Forms. Ten Time 1 sessions were held from 27 May to 10 June 2020, which included anywhere from 10 to 80 youth participating and achieved 215 completed tests.

Ten online Time 2 sessions, for those youth who completed the Time 1 version of the WLSVA Tool, were held from 3 – 18 June 2020. Like the Time 1 online sessions, Time 2 online sessions used the Webex platform and participating youth completed their Time 2 administration via Google Forms. A total of 166 youth completed both Time 1 and Time 2 tests, which is one-third less than planned target of the 250-youth completing the final test.

Of these 166 Algerian youth, 112 *(67.5%)* females and 54 *(32.5%)* males who were from 32 locations throughout Algeria[8]. These youth ranged from 16 to 35 years of age, with an average age of 23 for females 24 for males. The amount of time for youth to complete these 60 questions ranged from a low of 6 minutes to a high of 35 minutes, for an average completion time of 13 minutes. The online version of the assessment required youth to respond to each question before proceeding, thus, there were not unanswered or missing responses.

Table 11: Characteristics of 166 Youth Involved in the Final Test

Youth Characteristics		#	%
Gender	Females	112	67.5
	Males	54	32.5
Age	Younger *(16-22 yrs)*	73	44.0
	Older *(23-35 yrs)*	93	56.0

Final Test Reliabilities

The table below presents the Cronbach alpha reliability coefficient for all WLSVA Tool constructs for the Time 1 and Time 2 administrations. All constructs had lower alpha reliabilities at Time 1 than Time 2 administration. This indicates that youth became more familiar with the constructs and question terminology after the Time 1 administration which improved Time 2 reliabilities. This indicates that during the WorkLinks Program, participating youth should become familiar with these constructs and terminology prior to administering the baseline instead of administering the baseline immediately when youth enter the program.

Eight of the 11 constructs, or 70% of constructs, had adequate to good alpha reliabilities. The three constructs with lower alpha reliabilities at Time 2 were Goal Setting & Perseverance, Managing Emotions, and Intercultural Understanding & Empathy *(all with alpha coefficients of 0.65)*. The two constructs with the highest alpha reliabilities at Time 2, that is alpha coefficients that indicate *"good reliability,"* were Entrepreneurship Skills *(0.86)* and Thinking & Planning Skills *(0.82)*. Most of the low alpha reliabilities coefficients during Time 2 administration were due to both younger youth and males, but primarily younger males. The broader constructs of Skills *(all 44 skills questions)*, Values *(all 16 values questions)*, and the WLSVA Tool *(all 56 questions)*, have high reliabilities because of a large number of relatively similar questions, which inflates the alpha coefficient *(due to coefficient formula)*. The large alpha coefficients indicate substantial redundant measurement.

Essentially, these results show that constructs with alpha coefficients ranging from 0.67 to 0.86 can be reliably measured among Algerian youth with the current questions. However, the three constructs of Goal Setting & Perseverance, Managing Emotions, and Intercultural Understanding & Empathy, all with 0.65 alpha coefficients, are less likely to be measured reliability with the current questions and, thus, caution should be used and future refining of these constructs considered.

Most important, the four major construct groupings *(shown below)* have adequate to good reliabilities, demonstrating that these constructs can be reliably used in program and project assessments.

Soft Skills:	0.89 *(good)*	Earning Skills:	0.90 *(excellent)*
World Learning's Values:	0.82 *(good)*	Overall WLSVA Tool:	0.94 *(excellent)*

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Table 12: Test / Retest Reliability (Cronbach's α) by WLSVA Tool Constructs from Final Test.

WorkLinks Skills & Values	Overall (n=166)		Gender				Age Groups			
			Females (n=112)		Males (n=54)		Younger 19-23yrs (n=73)		Older 24-29yrs (n=93)	
	Test	Retest	Test	Retest	Test	Retest	Test	Retest	Test	Retest
Soft Skills										
Conscientiousness & Self-Efficacy	0.59	0.68	0.51	0.63	0.69	0.75	0.54	0.58	0.64	0.74
Goal Setting & Perseverance	0.65	0.65	0.61	0.56	0.71	0.77	0.62	0.58	0.65	0.72
Interpersonal Skills	0.55	0.68	0.54	0.70	0.57	0.63	0.55	0.62	0.54	0.72
Managing Emotions	0.61	0.65	0.66	0.69	0.42	0.53	0.57	0.61	0.63	0.69
Thinking & Planning Skills	0.75	0.82	0.76	0.83	0.67	0.81	0.73	0.81	0.77	0.84
Earning Skills										
Job Search Skills	0.67	0.79	0.67	0.78	0.67	0.80	0.64	0.80	0.70	0.77
Entrepreneurship Skills	0.81	0.86	0.83	0.87	0.79	0.83	0.79	0.86	0.83	0.86
World Learning's Values										
Community & Civic Engagement	0.63	0.70	0.63	0.71	0.62	0.69	0.67	0.68	0.59	0.71
Intercultural Understanding & Empathy	0.56	0.65	0.61	0.66	0.43	0.61	0.56	0.66	0.55	0.65
Social Inclusion & Justice	0.68	0.76	0.53	0.73	0.78	0.79	0.61	0.76	0.71	0.74
Sustainability	0.73	0.78	0.77	0.80	0.59	0.75	0.69	0.73	0.75	0.82
Soft Skills *(23 skills questions combined)*	0.86	0.89	0.86	0.88	0.84	0.89	0.85	0.87	0.86	0.90
Earning Skills *(17 questions combined)*	0.85	0.90	0.86	0.90	0.84	0.89	0.83	0.90	0.86	0.90
Values *(16 value questions combined)*	0.79	0.82	0.80	0.82	0.77	0.81	0.76	0.82	0.81	0.82
WLSVA *(All 60 questions combined)*	0.92	0.94	0.93	0.94	0.91	0.94	0.92	0.93	0.92	0.94

Ceiling-Effect in Final Test Results

The pilot-test of the WLSVA Tool indicated that presence of a *"ceiling-effect"* among some constructs. A ceiling-effect occurs when the large proportion of youth respond with the highest scores at Time 1 thus severely limiting any possible increase in scores at Time 2, which will artificially mask possible positive increases in skills and values by the WLSVA Program's interventions.

The figure below presents histograms showing the distribution of scores for each construct and the degree of skewness in the response distribution. The two constructs showing a severe ceiling-effect are Social Inclusion & Justice *(1.99)* and Goal Setting & Perseverance *(1.23)*; thus, measuring increases in these two constructs, due to program interventions, will be greatly hampered. Three constructs show a moderate degree of a ceiling-effect, Conscientiousness & Self-Efficacy *(0.74)*, Interpersonal Skills *(0.69)*, and Sustainability *(0.60)*. As mentioned earlier, one approach to mitigating some, but most likely not all, of a ceiling-effect is the use of retrospective pre-test method. This involves youth completing the WLSVA Tool only after completing the program, thus one data collection in which youth assess their level of skills and values *"before"* (baseline) and *"after"* (follow-up) the program. Retrospectively assessing level of skills AFTER completing the WLSVA Program can help in reducing perceptions of high levels of skills since youth will have an opportunity to learn more of what these skills entail.

All four major construct groupings show a minimal level of skewness, as shown below, which indicates little ceiling-effect occurring and, thus, sizeable increases in these skills among program youth can be reliability measured at Time 2.

Overall WLSVA 0.21 *(minimal skewness)*   Civic Values 0.39   *(minimal skewness)*

Soft skills 0.52   *(minimal to moderate skewness)*   *Earning skills 0.28*   *(minimal skewness)*

Figure 2: Distribution of Responses on Final Test/Retest of WLSVA Tool.

Overall WLSVA Tool Scores
(Skewness=-0.21)

Values' Scores
(Skewness=-0.39)

Soft Skills' Scores
(Skewness=-0.52)

Earning Skills
(Skewness -0.28)

Soft Skills

Conscientiousness & Self-Efficacy
(Skewness=-0.74)

Goal Setting
(Skewness=-1.23)

Interpersonal Skills
(Skewness=-0.69)

Managing Emotions
(Skewness=-0.34)

Thinking & Planning Skills
(Skewness=-0.40)

Earnings Skills

Job Search Skills
(Skewness=-0.41)

Entrepreneurship Skills
(Skewness=-0.28)

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World Learning's Values		
Intercultural Understanding & Empathy *(Skewness=-0.39)* Mean = 17.14 Std. Dev. = 1.939 N = 166	**Community & Civic Engagement** *(Skewness=-0.20)* Mean = 15.75 Std. Dev. = 2.795 N = 166	**Sustainability** *(Skewness=-0.60)* Mean = 16.11 Std. Dev. = 2.955 N = 166
Social Inclusion & Justice *(Skewness=-1.99)* Mean = 19.10 Std. Dev. = 1.663 N = 166		

Test/Retest Reliability

Table 4 presents the Inter-Class Correlation *(ICC)* coefficients, which indicate the degree of consistency between WLSVA Tool scores among the youth for both administrations, which occurred 1-week apart. Theoretically, little to no increase in skills and values should occur during a one-week period, thus a youth's scores at Time 1 and Time 2 should be the same or relatively similar for a tool to have a high degree of test/retest stability. An ICC of 1.00 would indicate perfect consistency in responses at Time 1 and Time 2 administration by all youth and an ICC of 0.00 would indicate absolutely no consistency. A general rule-of-thumb *(Koo et al., 2015)* is that ICC values less than 0.5 are indicative of poor consistency between Time 1 and Time 2 scores, values between 0.5 and 0.75 indicate moderate consistency, values between 0.75 and 0.9 indicate good consistency, and values greater than 0.90 indicate excellent consistency.

As shown in the table below, all constructs have relatively good test/retest reliability, except Intercultural Understanding & Empathy *(0.70)*, which shows a moderate level of test/retest reliability among all groups of youth but primarily among older males. The lowest test/retest reliability *(0.65)* occurs among males for the construct, Managing Emotions. These results indicate that trying to reliably measure change in these two constructs due to program interventions, especially among males, will be challenging.

Table 13: Retest Reliability (Inter-Class Correlation; Two-Way Random Model, 95% CI, Using Absolute Agreement, Average Measures)

	Overall (N=166) ICC (95% CI)	Gender		Age Groups	
		Girls (N=112) ICC (95% CI)	Boys (N=54) ICC (95% CI)	Younger (N=73) ICC (95% CI)	Older (N=93) ICC (95% CI)
Soft Skills					
Conscientiousness & Self-Efficacy	0.77 *(0.70-0.82)*	0.73 *(0.64-0.80)*	0.81 *(0.71-0.88)*	0.73 *(0.63-0.82)*	0.79 *(0.70-0.85)*
Goal Setting & Perseverance	0.78 *(0.73-0.83)*	0.75 *(0.67-0.82))*	0.84 *(0.76-0.89)*	0.71 *(0.60-0.80)*	0.82 *(0.75-0.87)*
Interpersonal Skills	0.76 *(0.69-0.81)*	0.76 *(0.69-0.83)*	0.74 *(0.62-0.83)*	0.74 *(0.64-0.82)*	0.77 *(0.69-0.84)*
Managing Emotions	0.77 *(0.71-0.82)*	0.81 *(0.74-0.86)*	0.65 *(0.50-0.78)*	0.76 *(0.66-0.83)*	0.78 *(0.70-0.85)*
Thinking & Planning Skills	0.87 *(0.84-0.90)*	0.88 *(0.84-0.91)*	0.85 *(0.78-0.90)*	0.86 *(0.81-0.91)*	0.88 *(0.84-0.91)*
Earning Skills					
Job Search Skills	0.85 *(0.81-0.88)*	0.85 *(0.80-0.89)*	0.85 *(0.79-0.90)*	0.84 *(0.78-0.89)*	0.86 *(0.81-0.90)*
Entrepreneurship Skills	0.88 *(0.86-0.91)*	0.89 *(0.86-0.92)*	0.87 *(0.82-0.92)*	0.88 *(0.83-0.92)*	0.90 *(0.86-0.93)*
World Learning's Values					

Community & Civic Engagement	0.77 (0.68-0.83)	0.77 (0.66-0.84)	0.77 (0.65-0.85)	0.77 (0.65-0.85)	0.76 (0.66-0.84)
Intercultural Understanding & Empathy	0.70 (0.59-0.78)	0.71 (0.58-0.80)	0.66 (0.50-0.78)	0.73 (0.61-0.82)	0,68 (0.53-0.78)
Social Inclusion & Justice	0.81 (0.76-0.85)	0.75 (0.67-0.81)	0.87 (0.81-0.91)	0.83 (0.76-0.89)	0.80 (0.73-0.85)
Sustainability	0.83 (0.78-0.88)	0.85 (0.79-0.90)	0.77 (0.67-0.86)	0.80 (0.71-0.87)	0.85 (0.79-0.90)
Soft Skills (23 skills questions combined)	0.91 (0.88-0.94)	0.92 (0.89-0.95)	0.89 (0.81-0.93)	0.91 (0.86-0.94)	0.91 (0.86-0.95)
Earning Skills (17 questions combined)	0.93 (0.89-0.95)	0.93 (0.89-0.96)	0.92 (0.85-0.95)	0.93 (0.88-0.95)	0.93 (0.86-0.96)
Values (16 value questions combined)	0.86 (0.82-0.89)	0.86 (0.81-0.90)	0.85 (0.79-0.90)	0.85 (0.79-0.90)	0.86 (0.81-0.90)
WLSVA (All 60 questions combined)	0.94 (0.94-0.96)	0.95 (0.94-0.96)	0.94 (0.92-0.96)	0.94 (0.92-0.96)	0.95 (0.94-0.97)

Smallest Real Difference

The smallest real difference (SRD) is an estimate of the amount of variation that can appear by chance between measurements repeated over time, which is based on the test/retest results above (Chen et al., 2009). And, only change greater than the SRD can be considered as "true" or "real" (not random) change. The table below presents the SRD, in percentage of change, based on the mean differences between Time 1 and Time 2 using ICC test-test reliability. For the overall WLSVA Tool (all 60 questions), approximately 3.3% of change from Time1 and Time 2 scores can be attributed to random change (measurement error) and, thus, for WLSV Program to be assured a "real" increase occurred due to program interventions an increase of more than ~5% of Time 1 over Time 2 scores should occur.

The two constructs in which a large increase must occur to be certain "real" change has occurred over time are Managing Emotions and Community & Civic Engagement. That is, the SRD for Managing Emotions is 15.8% and, thus, a youth's Time 2 score must be approximately 20% or higher than her/his Time 1 score for the program to be assured "real" change has occurred. Or in other words, if a youth's Time 2 score is 15% greater than Time 1 on this construct, then the program cannot be assured "real" change has occurred and this is not a "random" finding.

Of the four major construct groupings (shown below) the SRD ranges from 11.1% (Job Search Skills) to a low of 3.8% (Soft Skills). Thus, in program planning, established performance targets for end-line indicators for these constructs need to be greater than the SRD. For example, for Job Search Skills, a performance target for the end-line measurement must be greater than 11% to be assured the increase represents a meaningful and not random change among youth.

Soft Skills:	3.7%	Job Search Skills:	11.1%
Entrepreneurship Skills:	9.7%	World Learning's Values:	5.5%
Overall WLSVA Tool:	3.3%		

Table 14: Smallest Real Difference (SRD) for the WLSVA Tool.

	Time 1 Mean (SD)	Time 2 Mean (SD)	Mean Difference (SD)	ICC Reliability	SRD (%)*
WLSVA	240.8. (23.7)	237.5 (22.6)	-3.25 (11.6)	0.94	**3.3**
Soft Skills	92.4 (9.7)	93.2 (10.0)	-0.84 (5.6)	0.95	**3.7**
Conscientiousness & Self-Efficacy	16.3 (2.4)	16.7 (2.3)	-0.38 (1.7)	0.77	**13.7**
Goal Setting & Perseverance	18.4 (1.8)	18.0 (2.0)	0.37 (1.4)	0.78	**10.0**
Interpersonal Skills	20.7 (2.3)	21.0 (2.5)	-0.26 (1.7)	0.76	**11.0**
Managing Emotions	15.0 (2.6)	15.2 (2.5)	-0.2 (1.8)	0.77	**15.8**
Thinking & Planning Skills	22.0 (3.8)	22.4 (3.8)	-0.36 (2.5)	0.87	**11.2**
Earning Skills	59.9 (9.3)	61.4 (10.0)	-1.57 (4.8)	0.93	**4.9**
Job Search Skills	24.7 (4.2)	29.4 (5.1)	-4.7 (2.8)	0.85	**11.1**
Entrepreneurship Skills	35.2 (6.0)	35.9 (6.2)	-0.67 (3.6)	0.88	**9.7**
Values	67.5 (6.9)	68.1 (6.7)	-0.56 (3.6)	0.86	**5.5**
Community & Civic Engagement	15.7 (2.9)	15.8 (2.8)	-0.08 (1.8)	0.77	**15.1**
Intercultural Understanding & Empathy	17.0 (1.9)	17.1 (1.9)	-0.12 (1.5)	0.70	**13.4**
Social Inclusion & Justice	19.0 (1.8)	19.1 (1.7)	-0.08 (1.4)	0.81	**8.9**
Sustainability	15.8 (3.0)	16.1 (3.0)	-0.28 (1.9)	0.83	**13.5**

* Based on 95% Confidence Level (t-value=1.96)

11. Review of Control Questions

The WLSVA Tool test contained four *"quality control"* questions, included at the beginning, middle and end of the online survey, meant to assess the degree respondent motivation affected tool reliability. The four quality control questions are listed below and the number indicates their respective question number in the online survey. Youth used the same response scale used for all questions: 1= Totally Disagree to 5 Totally Agree.

#1—I plan to answer all of the questions on this assessment honestly.

#20—I am still paying attention to every statement and answering carefully!

#38 – I am still reading every statement!

#47— I know myself well enough to answer questions about my skills and abilities

Quality control questions #1, #20, and #38 are related since they ask youth to assess their attentiveness to completing the assessment. Quality control question #47 asks the youth to assess how knowledgeable they are about their skills and abilities that they are assessing.

The response distribution of the three attentiveness questions are below. Most of the youth *(86% or 143 of the 166)* responded *"Totally Agree"* to quality control question #1, when they began the assessment. By the time they answered the next quality control question #20, about one-quarter into the assessment survey, the percentage of youth who answered *"Totally Agree"* to paying attention to every statement decreased to 49% *(81 youth)*. However, toward the end of the assessment survey, quality control question #38, the percentage of youth responding *"Totally Agree"* increased slightly to 59% *(98)*. No statistically significant correlation was found between administration time *(how long it took a youth to complete the WLSVA Tool assessment)* and responses to attentiveness.

| Quality Control Question #1 | Quality Control Question #20 | Quality Control Question #38 |
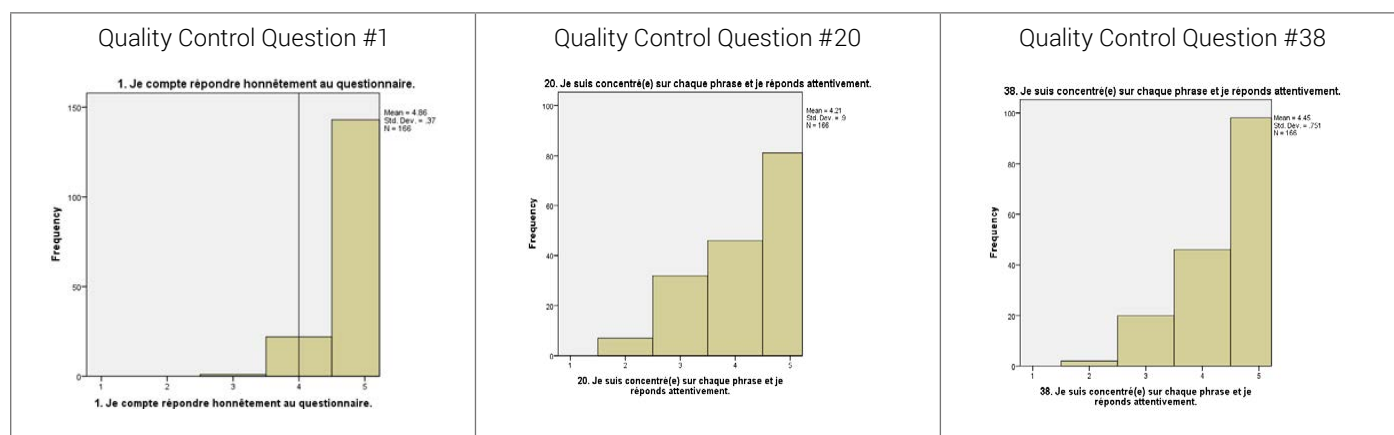
The response distribution for the quality control question regarding youth's knowledge of their skills and abilities, #47, is below. The vast majority, 83.2% *(138 of 166 youth)* responded *"Mostly Agree"* or *"Totally Agree"* to knowing themselves well enough to answer questions about their skills and abilities. The Pearson correlation between overall WLSVA Tool score and quality control question #47, is highly positively statistically significant *(r=0.548, p-value=0.000)*. In other words, youth who were more aware of their skills and abilities had high WLSVA Tool scores and, vice versa, youth who were less aware of their skills and abilities had lower WLSVA scores.
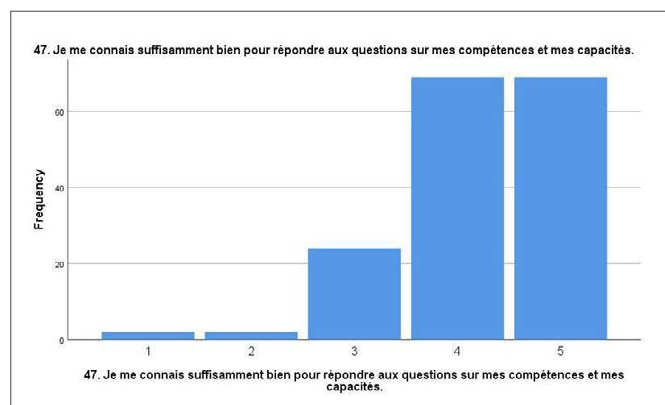
12. Convergent Validity with Perceived Stress Scale and Physical Aggression Scale

Convergent validity refers to the degree to which two different measures of constructs that theoretically should be related are in fact related. The WLSVA Tool's has four primary constructs: Soft Skills, Job Search Skills, Entrepreneurship Skills, and World Learning's Values. WorkLinks staff conducted a literature review and examined 14 standardized measures, that should be correlated with WLSVA Tool's Soft Skills constructs, prioritizing those that had been validated in Algeria or Morocco. These standardized measures included social-emotional skills, relevant psychological conditions, violence and delinquency, sexual and reproductive health, and gender relations. Two standardized measures identified to test how well the WLSVA Tool correlated with them: 1) the Perceived Stress Scale *(Cohen, 1994; Lesage et al., 2012)* and 2) the Physical Aggression Scale *(Farrell, 2016)*. The correlation between the WLSVA Tool's four primary constructs and these two standardized scales are examined below.

1. Perceived Stress Scale

The Perceived Stress Scale *(PSS)* is the most widely used standardized psychological instrument for measuring the perception of stress, especially the shortened version *(PSS 4)* that contains only four questions *(Vallejo et al., 2018)*. The PSS is a measure of the degree to which situations in a person's life are appraised as stressful by the person. The four questions allow a respondent to report how unpredictable, uncontrollable, and overloaded a respondent has found her/his life in the last month. The four questions are:

- In the last month, how often have you felt that you were unable to control the important things in your life? [PSS2-stress].
- In the last month, how often have you felt confident about your ability to handle your personal problems? [PSS4-not stress]
- In the last month, how often have you felt that things were going your way? [PSS5-not stress]
- In the last month, how often have you felt difficulties were piling up so high that you could not overcome them? [PSS10-stress]

For each question respondents are asked to identify and mark how often they felt this way: Never *(=0)*, Almost Never *(=1)* Sometimes *(=2)* Fairly Often *(=3)*, and Very Often *(=4)*. Questions #2 and #3 are non-stress questions and, therefore are reverse coded when calculation the PSS stress score. The response values for all four questions are summed to obtain a PSS 4 score that ranges from a low of *"0" (4 questions x 0=Never)* to *"16" (4 questions x 4 Very Often)*.

The expectation is that, at a minimum, the Soft Skills construct and other WLSVA Tool constructs, should negatively correlate with the PSS; that is, that youth with high WLSVA Tool construct scores will have low PSS scores and, vice versa, that youth with low WLSVA Tool construct scores will have high PSS scores. Research in Algeria shows that successful youth entrepreneurs are particularly resistant to stress *(Ziane, 2010)*.

After reverse coding questions #2 and #3 and summing the response values, a Cronbach alpha reliability analysis was conducted on the PSS scale. The Cronbach alpha reliability was 0.72, which is adequate and thus the analysis with the WLSVA Tool constructs should be credible.

To analyze if the four primary constructs from the WLSVA Tool and PSS 4 correlate, an analysis of variance *(ANOVA)* was conducted. Due to the relatively small number of youth *(N=166)* who completed the final testing of the WLSVA Tool, scores from the constructs were group into only three categories *(low, medium, high)* in order to have a sufficient number of youth, approximately 50, in each group for the ANOVA analysis.

On a scoring range of 0 *(little to no stress)* to 16 *(high level of stress)*, Algerian youth completing the final test of the WLSVA Tool, the average PSS score was 6.9, which is slightly less than the mid-point of the scale *(8)*. For males *(N=54)* the average PSS score was 7.2 and for females *(N=112)* it was 6.8. By age group, the average PSS score for younger youth *(N=73)* was 7.0 and for older youth it was 6.8. Due to the low number of men *(N=54)* in this analysis, unless the mean differences are substantially large, it will be difficult to assess the correlation between the WLSVA Tool constructs and PSS scores.

To assess the level of statistical significance, the standard p-value thresholds are used: $p < 0.05$, $p < 0.01$, and $p < 0.000$. In addition to p-values, the effect-size the WSLVA Tool has on PSS scores was examined based the Eta-square for ANOVA. Cohen's *(Cohen, 1988)* rule-of-thumb for effect-size thresholds are: .01 = small, .09 = medium, .25 = large. If the p-value meets the statistical threshold of 0.05 but the effect-size is small, this indicates not a meaningful relationship.

The following analysis presents the ANOVA findings.

Overall WLSVA Tool Scores and PSS Scores

Overall WLSVA Tool scores are strongly associated with PSS scores *(F=9.02, df=2, p<0.000)*. The first column in the graph below shows that youth in the *"High"* overall WLSVA Tool score group had significantly lower PSS scores *(5.7)*, on average, than youth in the other two lower WLSVA Tool score groups of *"Low"* and *"Medium" (7.5 for each respectively)*. The Eta-square value is 0.07, which indicates between a small and medium size effect.

In addition, a statistically significant relationship between overall WLSVA Tool scores and PSS scores was found among women *(F=7.73, df=2, p<0.001)* and the older age group *(F=7.62, df=2, p<0.001)*, as shown in columns 3 and 5 below. In summary, these findings show that overall WLSVA Tool scores and PSS scores are significantly related, especially among women and the older age group, and thus primarily among older women.

Figure 3: Mean PSS Scores by Low, Medium, and High Levels of Overall WLSVA Tool Scores.
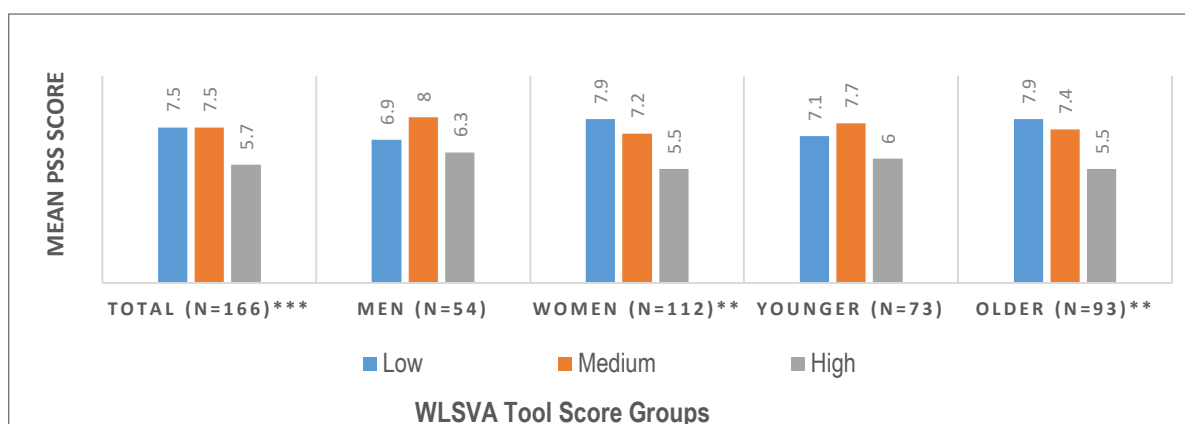
Soft Skills

The Soft Skills construct scores were highly correlated with PSS scores *(F=14.01, df=2, p<0.000)*. As shown in the graph below, youth in the *"Low"* Soft Skills construct score group had an average PSS score of 8.2, decreasing to 7.1 for youth in the *"Medium"* Soft Skills construct score group, and decreasing again to 5.5 for youth in the *"High"* Soft Skills construct score group. The Eta-square value is 0.14, which indicates between a medium and large size effect.

Additionally, statistically significant relationships between the Soft Skills construct scores an PSS scores were found among women *(F=13.04, df=2, p<0.000)* as column 3 below shows a decline in the average PSS score from *""Low"* to *"High"* Soft Skills score groups *(8.5, 7.0, 5.3 respectively)*. And, this relationship held for both age groups in that PSS mean scores of 7.8, 7.3, 5.7 for each Soft Skills construct category for younger youth *(F=3.89, df=2, p<0.03)* and PSS mean scores of 8.5, 7. 5.4 for the older age group *(F=10.62, df=2, p<0.000)* by Soft Skills construct score group. In summary, the Soft Skills construct is highly correlated with levels of stress among both young and older women but not men.

Figure 4: Mean PSS Scores by Low, Medium, and High Levels of Soft Skills Scores.
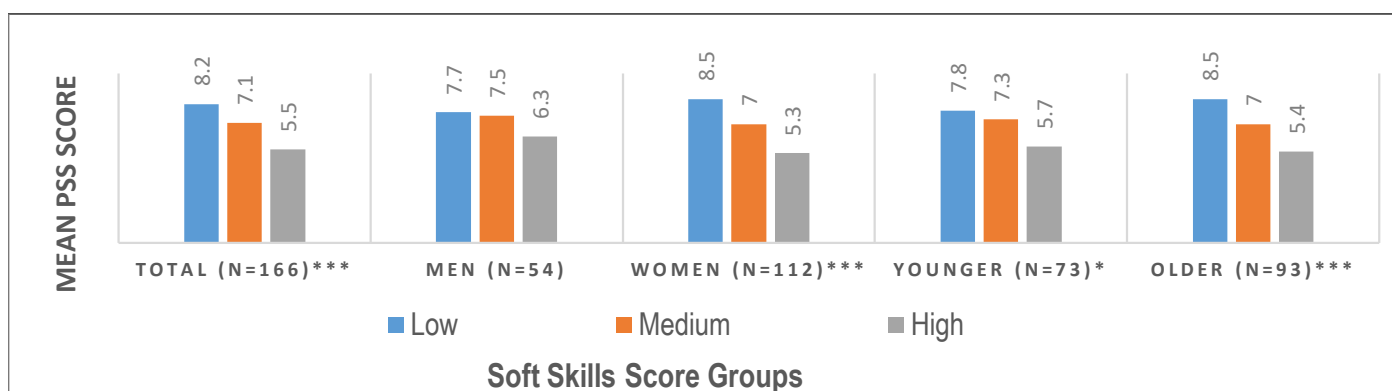
Job Search Skills

Job Search Skills construct scores are significantly related to PSS scores *(F=6.17, df=2, p<0.003)*. The Eta-square value is 0.05, which indicates between a small and medium size effect.

This is primarily due to women *(F=6.40, df=2, p<0.002)* and the older age group *(F=5.97, df=2, p<0.004)*. The graph below shows that among women PSS scores, on average, were 7.2 for *"Low"* Job Search Skills scores, 7.8 for *"Medium"* Job Search Skills scores, and 5.6 for *"High"* Job Search Skills scores. For the older age group, youth in the *"High"* Job Search Skills score group had, on average, the lowest PSS scores *(5.8)* than the other two Soft Skills construct score groups *(7.6 and 7.8 respectively)*. In summary, the Job Search Skills construct is strongly associated with levels of stress, again, mostly among older women.

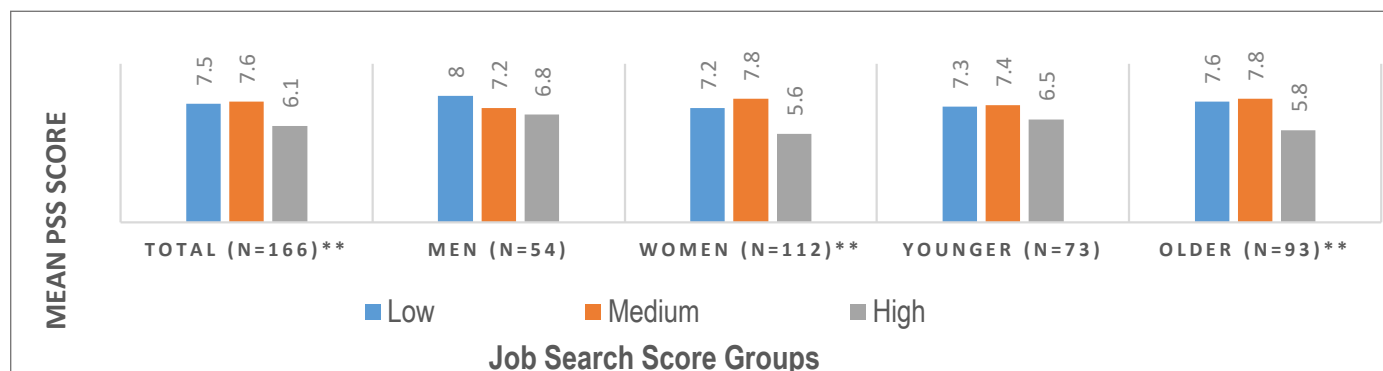**Figure 5: Mean PSS Scores by Low, Medium, and High Levels of Job Search Skills Scores.**

Entrepreneurship Skills Scores

Entrepreneurship Skills construct scores are significantly related to PSS scores *(F=11.75, df=2, p<0.000)*. The Eta-square value is 0.12, which indicates between a medium and large effect.

This is primarily due, again, differences among to women *(F=11.75, df=2, p<0.000)* and the older age group *(F=11.68, df=2, p<0.000)*. The graph below, in column 3, shows that among women, the PSS scores on average were 8.2 for *"Low"* Entrepreneurship Skills scores, 7.0 for *"Medium"* Entrepreneurship Skills scores, and 6.4 for *"High"* Entrepreneurship Skills scores. For the older age group, youth in the *"High"* Soft Skills score group had, on average, the lowest PSS scores *(5.5)* than the other two Soft Skills construct score groups. In summary, the Entrepreneurship Skills construct is strongly associated with levels of stress among older women.

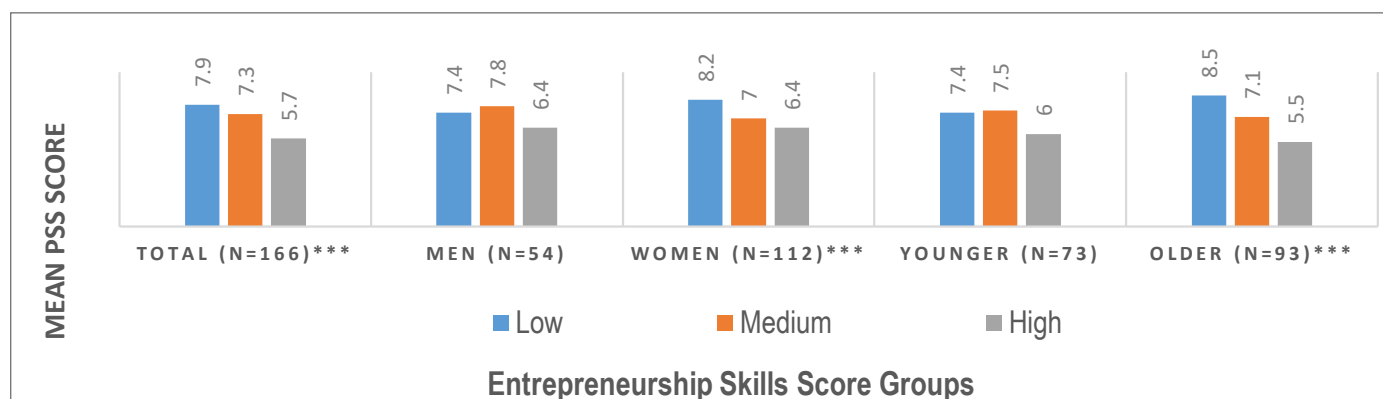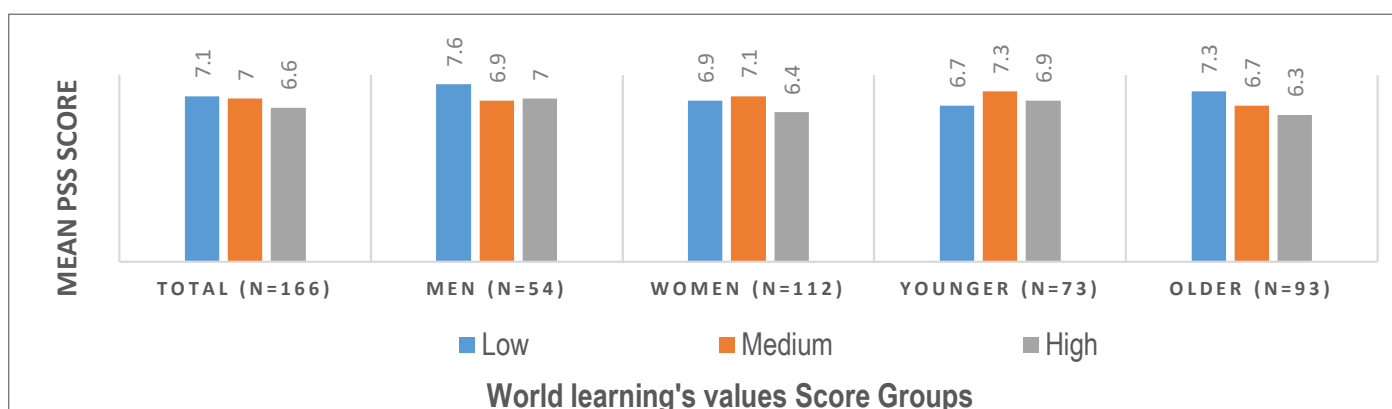**Figure 6: Mean PSS Scores by Low, Medium, and High Levels of Entrepreneurship Skills Scores.**

World Learning's Values

No statistically significant association was found between World Learning's Values construct scores and PSS scores *(F=0.67, df=2, p<0.54)*.

Figure 7: Mean PSS Scores by Low, Medium, and High Levels of World Learning's Values Scores.

2. Physical Aggression Scale

The Physical Aggression Scale is one measurement tool that has been used over the years in the Multisite Violence Prevention Project *(Orpinas and Frankowski, 2001)*. This scale is meant to measure the frequency of physical aggression in the recent past, the past 30 days, regardless of setting.

Youth were asked the following questions:

1. In the last 30 days, how many times have you....
2. Thrown something at someone to hurt them?
3. Been in a fight in which someone was hit?
4. Threatened someone with a weapon (gun, knife, club, etc)?
5. Shoved or pushed another youth around your age? (note: original said "kid")
6. Hit or slapped another youth around your age? (note: original said "kid")
7. Threatened to hit or physically harm another youth around your age? (note: original said "kid")
8. Threatened to hurt an adult older than you? (note: original said "teacher")

For each question, the response categories of *"how often"* were: *"0 times," "1-2 times", "3-5 times," "6-9 times," "10-19 times,"* or *"20 or more times."*

To calculate the Physical Aggression score, all original responses categories were recoded to the following point values *(Dahlberg et al., 2005)*:

- 0 times (never) = 1
- 1-2 times = 2
- 3-5 times = 3
- 6-9 times = 4
- 10-19 times = 5
- 6-20 or more times = 6

Next, the all the point values were summed and high scores indicate higher levels of aggressive behavior. An analysis of internal reliability of the Physical Aggression Scale obtained a Cronbach alpha reliability of 0.83, which is good.

Among the 166 youth, 85.5% *(or 142)* reported *"0 times,"* or never, to all physically aggressive questions. Among the remaining 24 *(14.5%)* youth, 12 youth reported only 1-2 times on one of the seven questions. Thus, few of the youth reported being physically aggressive to any extent on the seven questions. Due to the few number of youth reporting being physically aggressive in the last 30 days, and the resulting highly skewed distribution of responses, an ANOVA analysis was ruled out because it would not provide a sufficient statistical approach as was used for the PSS Scale.

Instead, the correlation between the WLSVA Tool constructs and the Physical Aggression Scale was analyzed using non-parametric approach of Cross-tabulation of expected and observed distribution. That is, the analysis involved analyzing the expected and observe values for 3 response categories for the WLSVA Tool response categories *(Low, Medium, High)* and two response categories for the Physical Aggression Scale, *"Yes" (one or more physical aggressions in last 30 days)* or *"No" (no physical aggressions in last 30 days)*. This resulted in a 3 x 2 contingency table.

The Mantel-Haenszel Chi-square statistic was used to assess the distribution of responses in the contingency tables for each of the WLSVA Tool constructs and the Physical Aggression Scale to determine if a linear association between the row variable and the column variable exists. The Linear-by-Linear Association statistic was used to assess if there was a possible trend in a linear association and it was assessed based on a threshold of p ≤ 0.10.

Overall WLSVA Tool Scores

The graph below shows the percentage of youth who reported being physically aggressive in each of the three WLSVAT Tool score groups. For example, the first column shows that in the *"Low"* WLSVA Tool score group 16.7% of youth had committed one or more physical aggressions in the last month compared to 13.1% of youth in the *"Medium"* WLSVA Tool scores group and 14.0% of youth in the *"High"* WLSVA Tool score group. No linear association was found between overall WLSVA Tool scores and the Physical Aggression Scale *(Linear-by-Linear Association value=0.13, df=1, p=0.72)*. That said, column two, Men, shows a possible trend, though counter intuitive. That is, higher levels of WLSVA Tool scores are related to having committed one or more physical aggressions in the last 30 days. But again, there is not a sufficient number of men in each of the WLSVA Tool score categories *(~18)* and, thus, it is difficult to achieve statistical significance even though a trend between WLSVA Tool score groups and Physical Aggression Scale score groups may exist.

Figure 8: Percentage of Youth Committing One or More Physical Aggressive Acts in Last 3 Months by Low, Medium and High WLSVA Tool Score Groups.
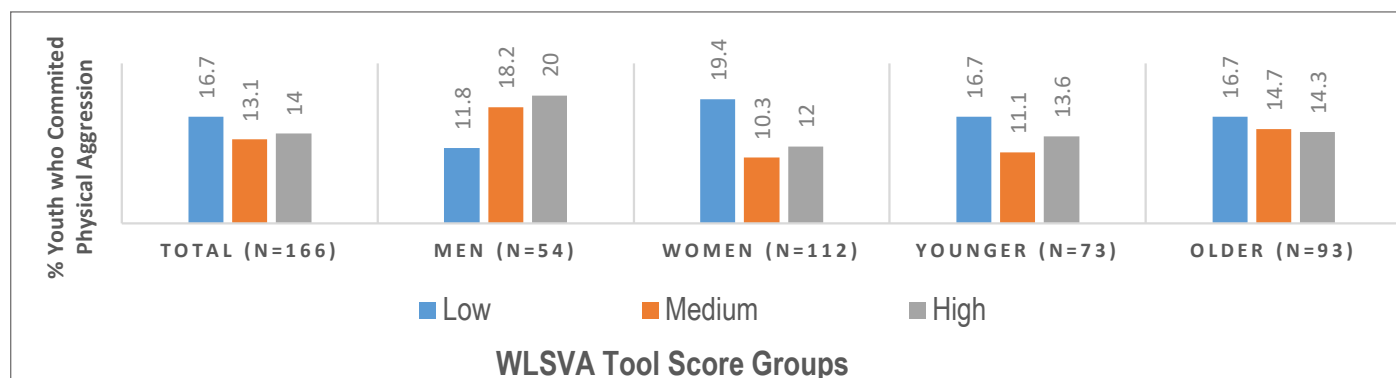
Soft Skills Scores

The Soft Skills construct almost achieves being statistically significantly related to the Physical Aggression Scale, with a p-value of 0.16 *(Linear-by-Linear Association, 2.02, df=1, p=0.16)*. This association is based primarily on the relationship between Soft Skills and physical aggression incidents found among younger age group *((Linear-by-Linear Association, 2.42, df=1, p=0.12)*, in which among younger youth with *"Low"* Soft Skills 20% reported being involved in one or more physically aggressive acts in the last 30 days compare to 16% of youth in the *"Medium"* and 4% in the *"High"* Soft Skill score groups. The graph shows a negative correlation trend among men *("Low" =21.%, "Medium"=15.8%, and "High"=12.5%)* and women *("Low"=20%; "Medium"=12.2%, and "High"=9.8%)*; however these trends were not statistically significant.

Figure 9: Percentage of Youth Committing One or More Physical Aggressive Acts in Last 3 Months by Low, Medium and High Soft Skill Construct Score Groups.

Job Search Skills

No statistically significant relationship was found between Job Search Skills construct and the Physical Aggression scale *(Linear-by-Linear Association, 0.68, df=1, p=0.49)* or among sub-groups.

Figure 10: Percentage of Youth Committing One or More Physical Aggressive Acts in Last 3 Months by Low, Medium and High Job Search Skill Construct Score Groups.
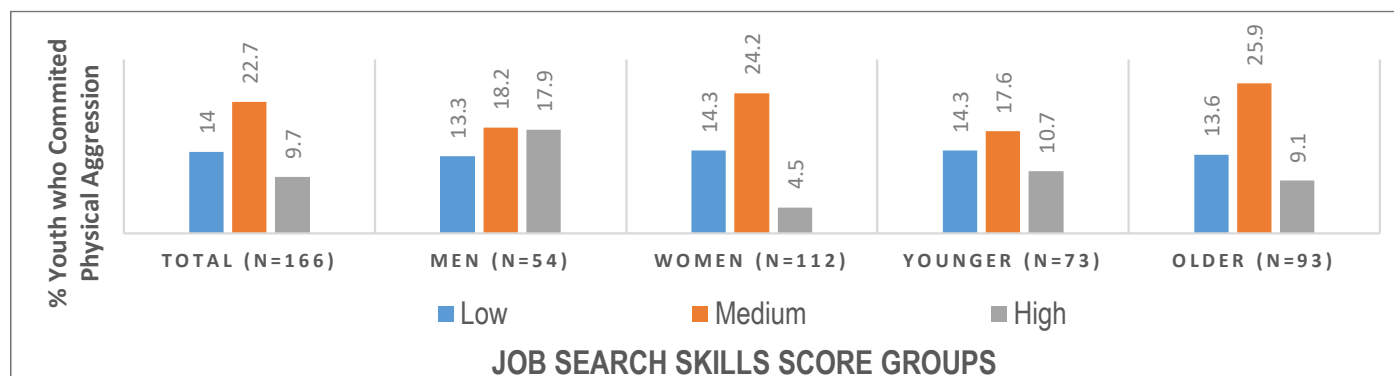
Entrepreneurship Skills

No statistically significant relationship was found between Entrepreneurship Skills construct and the Physical Aggression scale *(Linear-by-Linear Association, 0.52, df=1, p=0.47)*, but among men there was almost a statistically significant relationship *(Linear-by-Linear Association, 2.65, df=1, p=0.10)*. However, the relationship is counter intuitive in that they largest percentage of men, 31.6%, who reported committing one or more physically aggressive acts in the last 30 days were in the *"High"* Entrepreneurship Skills group compared to 5.6% in the *"Medium"* and 11.8% in the *"Low"* Entrepreneurship Skills Groups.
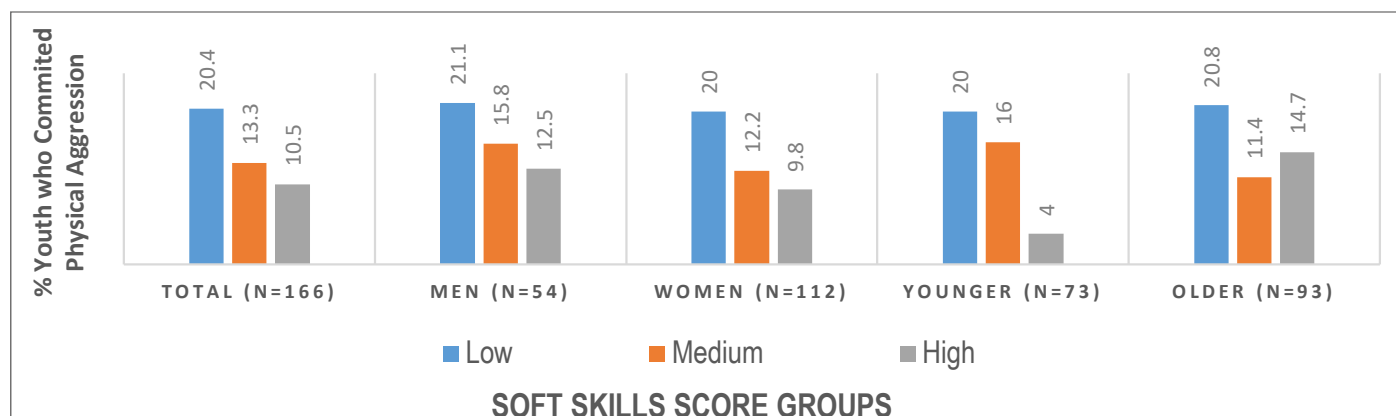
Figure 11: Percentage of Youth Committing One or More Physical Aggressive Acts in Last 3 Months by Low, Medium and High Entrepreneurship Skills Construct Score Groups.

World Leaning's Values

No statistically significant relationship was found between World Learning's Values construct and the Physical Aggression scale *(Linear-b-Linear Association, 0.12, df=1, p=0.73)* or among sub-groups.
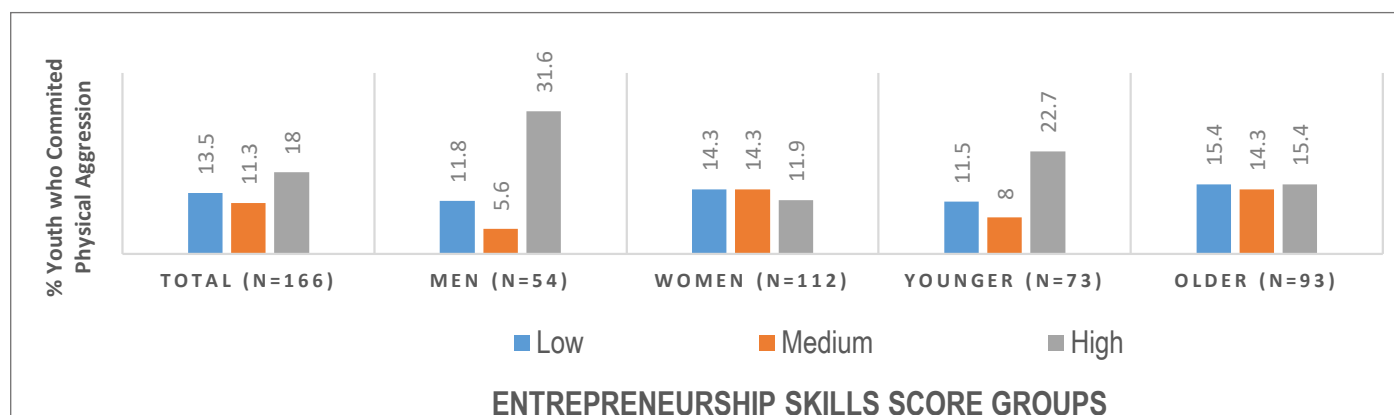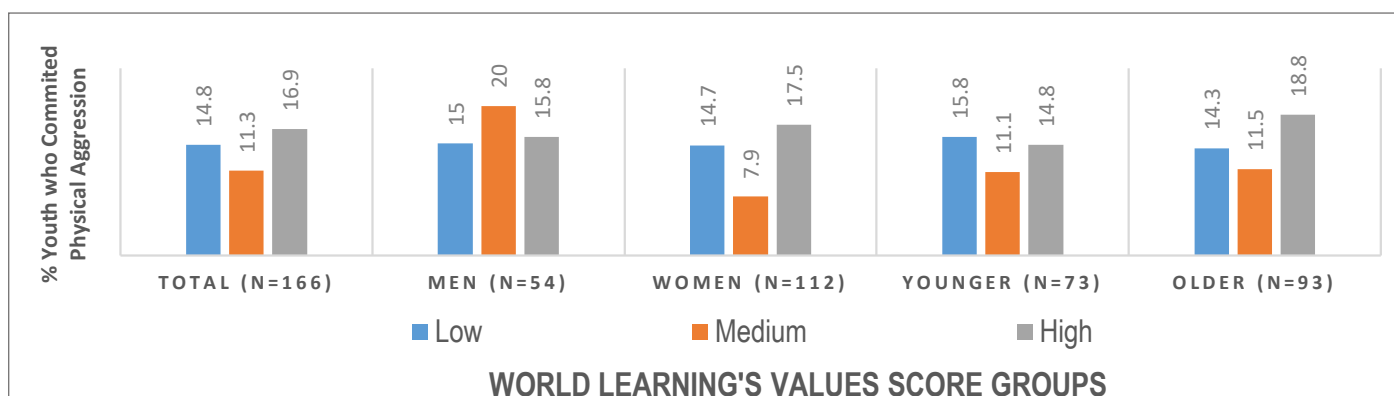
Figure 12: Percentage of Youth Committing One or More Physical Aggressive Acts in Last 3 Months by Low, Medium and High World Learning's Values Construct Score Groups.

13. Calculating the Construct Grouping Scores

The final WLSVA tool is composed of three major construct groupings or indices—soft skills, earnings skills, and civic values. Scores should be calculated for these construct groupings or indices, rather than for the individual skill constructs, to more reliably measure skill levels and to be able to detect more subtle changes. There are, however, three individual skill constructs that can also be measured on a skill-level— thinking & planning skills, job search skills, and entrepreneurship skills—although the threshold for detecting real change is higher when considering these skills on their own. The below table summarizes these Smallest Real Difference thresholds:

Index / Construct	Internal Reliability	Test-Retest Reliability	Smallest Real Difference
Overall WLSVA Tool (56 questions)	0.94	0.94	**3.3%**
Soft Skills (23 questions)	0.89	0.91	**3.8%**
(sub-construct) Thinking & Planning Skills (6 questions)	0.82	0.82	11.2%
Earning Skills (17 questions)	0.90	0.93	**4.9%**
(sub-construct) Job Search Skills (7 questions)	0.79	0.79	11.1%
(sub-construct) Entrepreneurship Skills (10 questions)	0.86	0.86	9.7%
Civic Values (16 values questions)	0.82	0.86	**5.5%**

Soft Skills (23 questions) – Response values range from 1 (Totally Disagree) to 5 (Totally Agree), thus the total score for Soft Skills can range from **23** (response of 1 x 23 questions) to **115** (response of 5 x 23 questions). To obtain the total Soft Skills score for a youth, a "sum" calculation should be conducted, in which response values for all 23 questions are summed into a total score.

Calculating change in Soft Skills, for example between a baseline and end-line measurements, requires 1) subtracting the baseline score from the end-line score to obtain the absolute difference between the two scores, 2) dividing this difference by the baseline score, and 3) then multiplying the result by 100. The % increase formula is:

$$\frac{Endline\ score - Baseline\ score}{Baseline\ score} \times 100 = \%\ change$$

Let's say 4 youth participated in a training and completed the baseline and end-line assessments, then the amount of change for each youth is calculated (individual-level scores) and then the overall mean scores for the baseline and end-line measurements are recorded for the cohort of youth. As shown in the table below, Youth 1 had an 18.1% increase in Soft Skills and Youth 2 had a 28.9% increase, highlighted in green since they are above the smallest real difference threshhold. However, Youth 3 and Youth 4 had increases near or below the 3.7% measurement error of the Soft Skills construct (3.7% and 2.1% respectively), which are highlighted in yellow. So, of this group of four youth, the average increase was 11.7% in Soft Skills; however, at the individual level, only 2 of the 4 youth, or 50% (Youth 1 & Youth 2) had increases greater than the measurement error for the Soft Skills construct.

Table 15: Example Calculation of Change for the WLSVA Tool

	Soft Skills Questions					Baseline Soft Skills Scores	Soft Skills Questions					End-Line Soft Skills Scores	% change
	Q1	Q2	Q3	→	Q23		Q1	Q2	Q3	→	Q23		
Youth 1	3	4	5	→	4	**55**	4	4	5	→	3	**65**	+ 18.1
Youth 2	2	5	5	→	3	**45**	3	3	4	→	4	**58**	+ 28.9
Youth 3	1	3	3	→	2	**27**	1	3	3	→	2	**28**	+ 3.7
Youth 4	5	4	5	→	5	**95**	5	5	5	→	4	**97**	+ 2.1
Group Average−Baseline						**55.5**	**Group Average−End-Line**					**62.0**	**+ 11.7**

Earning Skills *(17 questions)* − Job Search Skills scores range from **17** *(response of 1 x 17 questions)* to **85** *(response of 5 x 17 questions)*. To obtain the total Earning Skills score for a youth, a *"sum"* calculation should be conducted, in which response values for all 17 questions are summed into a total score. To calculate percentage change from baseline and end-line assessments, that the overall average baseline and end-line scores for all youth who participated in the assessment and use the formula above. And, the percentage increase must be greater than 4.9% for the program to be certain the increase represents meaningful and not random change.

Civic Values *(16 questions)* − Values scores range from **16** *(response of 1 x 16 questions)* to **80** *(response of 5 x 16 questions)*. Again, sum all questions to obtain the total Values' score and use the percentage change formula on the overall average baseline and end-line scores for youth who participated in the assessment. The percentage increase must be greater than 5.5% for the program to be certain the increase represents meaningful and not random change.

14. Concluding Thoughts on Final Test of the WLSVA Tool

All three major construct groups, Soft Skills *(0.89)*, Earning Skills *(0.90)*, and Civic Values *(0.82)* have good to excellent internal reliabilities as well as test / retest reliability *(0.91, 0.93, and 0.86 respectively)*. When accounting for measurement error, based on the test / retest reliabilities, in order for an increase to be considered meaningful change, scores must increase more than 3.8% for the Social Skills, 4.9% for Earning Skills, and 5.5% for Civic Values. Increases near or below these amounts are most likely measurement error. However, most programs seek results that show larger increases than these amounts of measurement error.

Scores for certain individual skill constructs may also be calculated reliably, particularly Thinking & Planning Skills, Job Search Skills, and Entrepreneurship Skills. However, caution must always be used when concluding if a meaningful increase has occurred in the WLSVA Tool constructs. Although a statistically significant increase may occur in WLSVA Tool scores at an end-line *(Time 2)* when compared to the baseline *(Time 1)* scores, this increase may not represent *"meaningful"* change even though it may be statistically significant difference. For example, even though a 10% increase in the skill construct, Thinking & Planning Skills, may occur at an end-line and be a statistically significant increase, this increase would not represent a *"meaningful"* increase since the smallest read difference for this construct must be greater than 16% based on test/retest results. Thus, caution must be used when applying statistical tests of significance with each construct. Additionally, a severe ceiling-effect occurred in the individual constructs of Social Justice & Inclusion and Goal Setting & Perseverance. Two approaches can be used to address this ceiling-effect. First, the current questions may need to be revised and made more demanding, which would be better than adding more demanding questions to the current ones. Second, a retrospective pre-test approach could be used when using the WLSVA Tool with youth.

Currently, the scale for the WLSVA Tool ranges from a low of 56 *(56 questions x 1-Totally Disagree to a high of 280 (56 questions x 5- Totally Agree)*. For the major construct groupings, scores will range from 23 to 115 for Soft Skills *(23 questions)*, 17 to 85 for Earning Skills *(17 questions)*, and 16 to 80 for Civic Values *(16 questions)*. This is due to *"summing"* scores across all questions. World Learning may want to consider calculating *"average"* scores, which will transform all constructs into a common scale ranging from 1 to 5. For example, the Developmental Assets Profile, a tool with eight constructs used among youth developed by the Search Institute, uses a common scale based on calculating the average. The 56-280 scale based on summing scores has the benefit of being whole numbers, whereas the scale of 1-5, based on calculating the average, will have scores with decimals *(e.g., 2.54)*. Summing scores has the benefit of being one calculation *(sum)* but the drawback of having large whole numbers, such as a score of 115. Transforming the response scale to a 1 to 5 scale, has the benefit of a minimum and maximum score being similar to the response scale, however the drawback is the requirement of an additional calculation of dividing the total raw score of a construct by the number of questions in that construct. World Learning should decide which scale it prefers for the WLSVA Tool.

If in the future World Learning would like to improve reliabilities of the WLSVA Tool, adding additional items *(questions)* will most likely increase reliability but this also increases the time for youth to answer the assessment, which can then result in poor reliability due to respondent fatigue. My recommendation is to continue to *"refine"* the current questions by asking

youth *"how could the words and phrased used in this question be improved so that you know how to better assess that skill/ value?"* If after many unsuccessful attempts to refine current one or more current questions, then additional question*(s)* can be added but drop the one or more questions that were not working *(don't keep them)*. And, any *"new"* question requires running an alpha reliability to ensure it actually does improve the construct's reliability.

Convergent validity between the WLSVA Tool and its constructs with the Perceived Stress Scale was as expected, statistically significant negative correlation in that youth with higher levels of Soft Skills, Job Search Skills and Entrepreneurship Skills had lower levels of perceived stress. The two constructs of Soft Skills and Entrepreneurship Skills had the largest effect on the PSS Scale. These findings were predominantly found among women.

The correlation between the WLSVA Tool and the Physical Aggression Scale did not show statistically significant relationship, most likely because very few youth reported being involved in one or more physically aggressive act in the last month. However, a Linear-by-Linear Analysis did indicate a possible relationship between the two scales. An additional study will need to be conducted to establish a clear statistical correlation between the WLSVA Tool and the Physical Aggression Scale and this study should include a qualitative component to examine the possibility of the counter intuitive finding that a larger proportion of men with higher levels of Entrepreneurship Skills had committed one or more physically aggressive act in the last 30 days than men with the lowest level of Entrepreneurship Skills.

In summary, the three primary construct groupings Soft Skills *(0.89)*, Earning Skills *(0.90)*, and Civic Values *(0.82)* have good reliabilities and, thus, can be used to assess changes in these skills among youth completing the WorkLinks Program and other related soft skills, employability, entrepreneurship, and youth leadership programs. Individual constructs that have reliability coefficients 0.70 or greater can also be used for monitoring change, such as Thinking & Planning Skills *(0.82)*, Job Search Skills *(0.79)*, Entrepreneurship Skills *(0.86)*, and the Sustainability value *(0.78)*

In a review of 244 soft skills measurement tools, one of the largest review of youth soft skill measurement tools *(Galloway et al., 2017)*, the conclusion was that *(pg. 57)*, *"…many tools lacked evidence of reliability and validity, which are essential to provide confidence in the tools. Developers need to be encouraged to publish the results of their tests with their validation samples, and those who have used the tool for assessing youth along with outcomes need to be encouraged to report their reliability and validity."* Moreover, Wilson-Ahlstrom et al. *(2011)* presented a Framework for Ratings of Reliability and Validity of Evidence when assessing youth assessment measurement tools. This report documents the process of rigorous testing the reliability and validity of the WLSVA Tool using psychometrics and that the WLSVA Tool has begun to meet the rating of *"moderate"* to *"substantial"* evidence on numerous criteria in the Wilson-Ahlstrom evidence framework for assessing youth soft skills.

15. Final French Version of WorkLinks Skills & Values Assessment Tool and English Back-Translation[9]

Instructions for Administration: To improve assessment reliability, items should be randomized rather than presented in their construct-based groupings.

Instructions for Score and Change Calculations: The final WLSVA tool is composed of three major construct groupings or indices—Soft Skills, Earnings Skills, and Civic Values. Scores should be calculated for these construct groupings or indices, rather than for the individual skill constructs, to more reliably measure skill levels and to be able to detect change with less measurement error. However, scores for certain individual skill constructs may also be calculated reliably, particularly Thinking & Planning Skills, Job Search Skills, and Entrepreneurship Skills—caution must be used in applying a higher threshold for detecting meaningful change in these individual skill scores.

The scale for the WLSVA Tool ranges from a low of 56 *(56 questions x 1-Totally Disagree to a high of 280 (56 questions x 5-Totally Agree)*. For the major construct groupings, scores will range from 23 to 115 for Soft Skills *(23 questions)*, 17 to 85 for Civic Values *(16 questions)*. Alternatively, you may derive an average score for each major construct grouping, by summing the scores on items within the group and then dividing by the number of items, to achieve an average construct score ranging between 1 and 5. For example, if a participant responded to 10 of the earnings questions with *"Agree Mostly"* (a score of 4) and to the remaining 7 questions with *"Agree Totally"* (a score of 5), the average Earning Skills score would be 4.12 *(a total score of 75 divided by the 17 items)*.

Calculating change in scores between a baseline and end-line measurements, requires 1) subtracting the baseline score from the end-line score to obtain the absolute difference between the two scores, 2) dividing this difference by the baseline score, and 3) then multiplying the result by 100. When accounting for measurement error, based on the test / retest reliabilities, in order for an increase to be considered meaningful change, scores must increase more than 3.3% for the WLSVA as a whole, or more than 3.8% for the Social Skills, 4.9% for Earning Skills, and 5.5% for Civic Values. For the skill constructs that can be measured independently, these thresholds are higher, requiring more than 11.2% change for Thinking & Planning Skills, 11.1% for Job Search Skills, and 9.7% for Entrepreneurship Skills. Increases near or below these amounts are most likely measurement error.

For complete information on the validation of this tool, see the report WorkLinks Skills & Values Assessment Tool: Psychometric Validation in Algeria *(Dershem, 2020)*.

Table 16: Final WorkLinks Skills & Values Assessment Tool

Index	Constructs	Final English Version	Final French Version	Reference: Back-translation of French version into English
N/A	Response Options	Disagree Totally	Pas du tout d'accord	Not at all agree
		Disagree Mostly	Pas vraiment d'accord	Not really agree
		Agree Somewhat	Plutôt d'accord	Somewhat agree
		Agree Mostly	D'accord	Agree
		Agree Totally	Tout à fait d'accord	Completely agree
Soft Skills	Thinking & Planning Skills	I know how to develop plans to achieve my objectives.	Je sais créer des plans d'actions pour atteindre mes objectifs.	I know how to create action plans to achieve my goals.
		I develop step-by-step plans to reach my goals	Je crée des plans structurés pour atteindre mes objectifs.	I create structured plans to achieve my goals.
		I know how to find the causes and solutions to a problem.	Je sais comment identifier les causes et solutions d'un problème.	I know how to identify the causes and solutions to a problem.
		I develop new tools and methods to resolve problems.	Je crée de nouvelles méthodes pour résoudre les problèmes.	I create new ways to solve problems.
		I know how to manage my time.	Je sais comment gérer mon temps.	I know how to manage my time.
		I take concrete actions to implement my plans.	Je prends des actions pratiques pour exécuter mes projets.	I take practical actions to carry out my projects.

	Interpersonal Skills	I understand the rules and expectations in interacting with others.	Dans mes interactions, je respecte les règles de communication et les attentes des autres.	In my interactions, I respect the rules of communication and the expectations of others.
		I can interact with others in a cooperative and peaceful way.	Je peux communiquer de façon calme et coopérative.	I can communicate in a calm and cooperative manner.
		I recognize when people have different skills to contribute to a task.	Je peux identifier les différentes compétences des gens pour aider à accomplir une tâche.	I can identify the different skills of people to help accomplish a task.
		I listen carefully to what others say and I check that I have understood what they meant.	J'écoute les autres attentivement, et je m'assure de les avoir compris.	I listen to others carefully, and I make sure I understand them.
		I can describe my thoughts to others.	Je peux décrire mes idées aux autres.	I can describe my ideas to others.
	Goal Setting & Perseverance	I have goals and plans for the future.	J'ai des objectifs et projets pour l'avenir	I have goals and plans for the future
		If I set goals, I take action to reach them.	Quand je me fixe des objectifs, je fais des efforts.	When I set goals for myself, I make an effort.
		I am willing to work hard to achieve my dreams.	Je suis prêt(e) à travailler dur pour réaliser mes rêves	I'm willing to work hard to make my dreams come true.
		It is important to me that I reach my goals.	Pour moi, il est important d'atteindre mes objectifs.	For me, it is important to achieve my goals.
	Managing Emotions	I stay calm in new situations where I am required to make many decisions.	Je reste calme face a de nouvelles situations ou je dois prendre des décisions.	I remain calm when I face new situations where I have to make decisions.
		I think before I act	Je réflechis avant d'agir.	I think before I act.
		When I have conflict with others, I can manage my emotions without letting anger control me.	Quand j'ai un confliwt avec les autres, je peux gérer mes émotions sans m'énerver.	When I have a conflict with others, I can manage my emotions without getting angry.
		When I am unhappy, I can appropriately show my emotions and seek help.	Quand je suis malcontent(e), je peux montrer mes émotions de façon appropriée et demander de l'aide.	When I am unhappy, I can show my emotions appropriately and ask for help.
	Conscientiousness & Self-Efficacy	I can do most things if I try.	Je peux presque tout faire si j'essaie.	I can do almost anything if I try.
		I like to give a lot of effort and do my work well, even when no one else is checking what I do.	Je fournis beaucoup d'efforts et fais un bon travail même si personne ne le vérifie.	I put in a lot of effort and do a good job even if no one checks it.
		People can count on me to get tasks done.	On peut compter sur moi pour accomplir des tâches.	I can be trusted to get things done.
		It is easy for me to finish the tasks I start.	Il est facile pour moi d'accomplir les tâches que je commence.	It's easy for me to accomplish the tasks I start.
Civic Values	Social Inclusion & Justice	I believe every kind of person, from any group, should have an equal chance to get a good education in my country.	Je crois que chacun mérite une chance égale d'avoir une bonne éducation dans mon pays.	I believe that everyone deserves an equal opportunity to have a good education in my country.
		I believe every kind of person, from any group, should have an equal chance to get good jobs in my country.	Je crois que chacun mérite une chance égale d'avoir un bon emploi dans mon pays	I believe that everyone deserves an equal chance at a good job in my country.
		I believe every kind of person, from any group, should have the same rights and responsibilities.	Je crois que chacun devrait avoir les mêmes droits et responsabilités.	I believe that everyone should have the same rights and responsibilities.
		I believe schools should teach students to respect every kind of person, from any group.	Je crois que les écoles devraient enseigner aux étudiants le respect de toute personne quel que soit sa communauté.	I believe that schools should teach students respect for all people regardless of their community.

	Intercultural Understanding & Empathy	I can see the world from the perspectives of other people.	Je peux voir le monde à travers la vision des autres.	I can see the world through other people's eyes.
		I respect the rights of others to have their own opinions.	Je respecte le droit des autres d'avoir leur propre avis.	I try to understand the situation and the experiences of others.
		I try to understand how other people feel and think.	J'essaye de comprendre ce que ressentent et pensent les autres.	I respect the right of others to have their own opinions.
		I try to understand the background and experiences of other people.	J'essaye de comprendre la situation et les expériences des autres.	I try to understand how other people feel and think.
	Community & Civic Engagement	I often participate in activities to benefit people in my local community.	Je participe souvent à des activités pour aider ma communauté locale (*quartier, ville, école...*).	I often take part in activities to help my local community (*neighbourhood, town, school...*).
		When I have the opportunity, I organize my peers to do an activity together.	Je rassemble mes camarades pour faire une activité quand j'en ai l'occasion.	I get my classmates together to do an activity when I get a chance.
		I encourage others to join together to help my community.	J'encourage les autres à se regrouper pour aider ma communauté.	I encourage others to come together to help my community.
		I believe in supporting people who are mistreated by others or discriminated against.	Je crois qu'il faut soutenir les victimes de maltraitance ou de discrimination (*ex : racisme, sexisme...*).	I believe in supporting victims of abuse or discrimination (*e.g. racism, sexism...*).
	Sustainability	I make personal efforts to protect natural resources (*e.g. through saving water or recycling waste*).	Je fais des efforts pour préserver les ressources naturelles (*ex. à travers l'économie d'eau ou le recyclage des déchets*).	I make efforts to preserve natural resources (*e.g. by saving water or recycling waste*).
		I support activities related to environmental sustainability (*e.g. energy and water saving, recycling*).	Je soutiens les activités liées au développement durable de l'environnement (*ex. l'économie d'eau et d'énergie, recyclage*).	I support activities related to the sustainable development of the environment (*e.g. water and energy saving, recycling*).
		I support campaigns to raise people's awareness of environmental issues.	Je soutiens les activités liées au développement durable de l'environnement (*ex. l'économie d'eau et d'énergie, recyclage*).	I support environmental awareness campaigns.
		I take part in activities to protect the environment.	Je soutiens les compagnes de sensibilisation au sujet de l'environnement.	I am involved in environmental protection activities.
Earning Skills	Job Search	I am comfortable interviewing for a job.	Je suis à l'aise lors d'un entretien d'embauche.	I'm comfortable in a job interview.
		I can easily network with potential mentors and employers in my community.	Je peux facilement créer des relations avec d'éventuels encadreur et employeurs dans ma communauté.	I can easily build relationships with potential coaches and employers in my community.
		I can speak in front of groups of people.	Je peux prendre la parole devant différents groupes de personnes.	I can speak to different groups of people.
		I have a very clear job search plan.	J'ai un plan de recherche d'emploi bien clair.	I have a clear job search plan.
		I have very clear career goals.	J'ai des objectifs de carrière bien définis.	I have well-defined career goals.
		I know how to use social media for professional purposes.	Je sais comment utiliser les réseaux sociaux pour des besoins professionnelles.	I know how to use social networks for professional purposes.
		I know how to write a resume/CV to match a particular job.	Je sais rédiger un CV qui correspond à un emploi particulier.	Je participe souvent à des activités pour aider ma communauté locale (*quartier, ville, école...*).
	Entrepreneurship Skills	I often envision possibilities or opportunities that others do not see.	J'imagine souvent des possibilités ou des opportunités que les autres ne voient pas.	I often imagine possibilities or opportunities that others don't see.
		I often notice things that could be improved or created.	Je remarque souvent des choses qui pourraient être améliorées ou créées.	I often notice things that could be improved or created.
		I do research to reduce the risks I face in implementing a new idea, while still being willing to take some chances.	Je fais des recherches pour réduire les risques auxquels je suis confronté(e) lors de la mise en œuvre d'une nouvelle idée, tout en étant prêt(e) à prendre certains risques.	I do research to reduce the risks I face when implementing a new idea, while at the same time being willing to take certain risks.

		I know what other products or services exist that may compete with my own ideas.	Je connais les autres produits ou services qui existent qui pourraient concurrencer avec mes idées.	I know of other products or services that exist that could compete with my ideas.
		I am good at talking with people and building support for my ideas.	Je sais parler avec les gens et rapporter du soutien à mes idées.	I know how to talk to people and get support for my ideas.
		I know how to gather resources, including money or people with the right skills, to put my ideas into action.	Je sais comment rassembler des ressources, y compris de l'argent ou des personnes ayant les bonnes compétences, pour mettre mes idées en pratique.	I know how to gather resources, including money or people with the right skills, to put my ideas into practice.
		I know how to test whether customers like my product or service, and improve it based on their feedback.	Je sais comment tester si les clients aiment mon produit ou mon service, et l'améliorer en fonction de leurs retours.	I know how to test whether customers like my product or service, and how to improve it based on their feedback.
		I know how to keep track of my finances and plan for future expenses.	Je sais comment gérer mes finances et planifier mes futures dépenses.	I know how to manage my finances and plan my future expenses.
		I know how to market my products or services so that people want to buy them.	Je sais comment commercialiser mes produits ou services pour créer l'envie de les acheter chez les gens	I know how to market my products or services to make people want to buy them.
		I know how to create a business plan, and how to revise it as I learn from experience	Je sais comment créer un plan d'affaires, et comment le réviser au fur et à mesure de mon apprentissage à partir de mon expérience.	I know how to create a business plan, and how to revise it as I learn from experience.
Control	Control Questions *(must be removed before scoring the assessment)*	I plan to answer all of the questions on this assessment honestly.	Je compte répondre honnêtement au questionnaire	I intend to answer the questionnaire with honesty.
		I am still paying attention to every statement and answering carefully!	Je suis concentré*(e)* sur chaque phrase et je réponds attentivement.	I am focused on each sentence and I answer carefully.
		I am still reading every statement!	Je lis toujours chaque déclaration!	I am still reading every statement.
		I know myself well enough to answer questions about my skills and abilities	Je me connais suffisamment bien pour répondre aux questions sur mes compétences et mes capacités	I know myself well enough to answer questions about my skills and abilities.

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WorkLinks Skills & Values Assessment Tool:
Psychometric Testing and Validation in Algeria

Annex 1: Female & Male Project Staff Versions and All Staff Consolidated Version.

Note, this is a record of the translation and piloting process, not the final version of the WLSVA tool.

#	Skill/Value	English Version	Female Project Staff's French Version	Male Project Staff's French Version	Problematic Translation Issues?	Final Project Staff's French Version
1	Control questions	I plan to answer all of the questions on this assessment honestly.	Je compte répondre honnêtement à toutes les questions sur ce questionnaire.	Je m'engage à répondre honnêtement à toutes les questions de cette évaluation/questionnaire/test	The word « assessment »	Je compte répondre honnêtement au questionnaire
2		I am still paying attention to every statement and answering carefully!	Je suis toujours concentré (e)sur chaque déclaration et je réponds attentivement.	Je fais attention à chaque phrase et je réponds attentivement		Je suis concentré sur chaque phrase et je réponds attentivement
3		I am still reading every statement!	Je lis toujours chaque declaration.	Je continue à lire chaque phrase		Je continue à lire chaque phrase
4	Adaptability	I willingly adapt my behavior whenever I need to in order to work well with others.	J'adapte volontier mon comportement au besoin afin de bien travailler avec les autres.	J'adapte mon comportement si nécessaire pour mieux travailler avec les autres		J'adapte volontier mon comportement si besoin pour mieux travailler avec les autres
5		I stay calm in new situations where I am required to make many decisions.	Je reste calme dans les nouvelles situations où je dois prendre plusieurs decisions.	Je garde mon calme lors de situations imprévus ou je dois prendre plusieurs décisions		Je reste calme lors de nouvelles situations ou je dois prendre plusieurs décisions
6		I develop new tools and methods to resolve problems.	Je développe de nouveaux outils et nouvelles méthodes pour résoudre les problèmes.	Je crée de nouveaux outils et méthodes pour résoudre les problèmes		Je crée de nouveaux outils et méthodes pour résoudre les problèmes
7		I easily reorganize my plans to adapt to new circumstances.	Je ré-organise facilement mes plans pour m'adapter a de nouvelles circonstances.	J'adapte facilement mes projets en fonction des circonstances		J'adapte facilement mes projets en fonction des circonstances
8	Communication	I know how to communicate with others.	Je sais communiquer avec les autres.	Je communique facilement avec les autres		Je sais communiquer avec les autres
9		I listen carefully to what others say and I check that I have understood what they meant.	J'écoute attentivement les autres and je vérifie si j'ai bien compris ce qu'ills/elles veulent dire.	J'écoute les autres attentivement, et je m'assure d'avoir compris ce qu'ils veulent dire		J'écoute les autres attentivement, et je m'assure d'avoir compris ce qu'ils veulent dire
10		If someone does not understand me, I try to find a different way of saying what is on my mind.	SI on me comprends pas, j'essaie de trouver un autre moyen d'exprimer mes pensées.	Si je n'arrive pas à me faire comprendre, j'essaierai de trouver un autre moyen d'exprimer mes idées		Si on ne me comprend pas, j'essaierais de trouver un autre moyen d'exprimer mes pensées
11		I can describe my thoughts to others.	Je peux décrire mes pensées aux autres.	J'exprime clairement mes idées aux autres		Je peux décrire mes pensées aux autres
12	Community & civic engagement	I often participate in activities to benefit people in my local community.	Je participe souvent à des activitées pour bénificier les membres de ma communauté locale.	Je participe souvent dans des activités au profit de ma communauté locale		Je participe souvent à des activités au profit de ma communauté locale
13		When I have the opportunity, I organize my peers to do an activity together.	Quand l'opportunité se présente, j'organise mes camarades pour faire une activitée ensemble.	J'organise des activités avec mes camarades quand j'en ai l'occasion		Quand l'occasion se présente, je rassemble mes camarades pour faire une activité
14		I encourage others to join together to help my community.	J'encourage les autres à se regrouper pour aider ma communauté.	J'encourage les autres à unir leurs efforts pour aider ma communauté		J'encourage les autres à se regrouper pour aider ma communauté

15		I believe in support-ing people who are mistreated by others or discriminated against.	Je crois au besoin de l'aide des personnes maltraités et victimes de discrimination.	Je suis convaincu qu'il faut soutenir les victimes de maltraitance ou de discrimination		Je crois qu'il faut soutenir les victimes de maltraitance ou de discrimination
16	Goal setting	I have specific goals I want to achieve this year.	J'ai des objectifs spécifiques que je veux realiser cettte année.	Cette année, Je me suis fixé des objectifs précis à atteindre		Cette année, j'ai des objectifs spécifiques à atteindre
17		If I set goals, I take action to reach them.	Si je définie des objectifs, je prends action pour les atteindre.	Quand je me fixe des objectifs, je m'assure de les atteindre.		Quand je me fixe des objectifs, je fournis des efforts pour les atteindre
18		I have goals and plans for the future.	J'ai des objectifs et des plans pour le future.	J'ai des objectifs et pro-jets pour l'avenir		J'ai des objectifs et projets pour l'avenir
19		It is important to me that I reach my goals.	C'est important pour moi d'atteindre mes objectifs.	Pour moi, il est import-ant d'atteindre mes objectifs		Pour moi, il est import-ant d'atteindre mes objectifs
20	Intercultural understanding and empathy	I can see the world from the perspectives of other people.	Je peux voir le monde à travers les perspectifs d'autres personnes.	Je peux voir le monde à travers la vision des autres		Je peux voir le monde à travers la vision des autres
21		I try to understand the background and experiences of other people.	J'essaie de compren-dre l'origine et les experiences d'autres personnes.	Je prends en con-sidération le passé et les expériences des autres afin de mieux les comprendre		J'essaye de compren-dre l'environnement et les expériences des autres
22		I respect the rights of others to have their own opinions.	Je respecte le droit des autres d'avoir leur propres opinions.	Je respecte le droit des autres d'avoir leur propre opinion		Je respecte le droit des autres d'avoir leur propre opinion
23		I try to understand how other people feel and think.	J'essaie de compren-dre ce que les autres personnes resentent et pensent.	J'essaye de comprendre ce que ressens et pense les autres		J'essaye de compren-dre ce que ressentent et pensent les autres
24	Job Search Skills	I am comfortable inter-viewing for a job.	Je suis comfortable dans un entretien de travail.	Je suis à l'aise lors d'un entretien d'embauche		Je suis à l'aise lors d'un entretien d'embauche
25		I have very clear career goals.	J'ai des buts de car-rière très clair.	J'ai un plan de carrière bien définis		J'ai des objectifs de carrière bien définis
26		I know how to use social media for pro-fessional purposes.	Je sais utiliser les réseaux sociaux pour des besoins professionels.	Je sais comment utiliser les réseaux sociaux à des fins professionnelles		Je sais comment uti-liser les réseaux soci-aux pour des besoins professionnelles
27		I have a very clear job search plan.	J'ai un plan de recher-che de travail très clair	J'ai une stratégie de recherche d'emploi bien définis		J'ai un plan de recher-che d'emploi bien clair
28		I know how to write a resume/CV to match a particular job.	Je sais écrire un CV pour correspondre à une position de travail particulère.	Je sais rédiger un cv qui correspond à un emploi précis		Je sais rédiger un cv qui correspond à un emploi particulier
29		I can easily network with potential mentors and employers in my community.	Je peux résauter avec des mentors et employeurs dans ma communauté.	Je peux facilement créer des relations avec d'éventuels encadreurs et employeurs dans ma communauté		Je peux facilement créer des relations avec d'éventuels encadreurs et employeurs dans ma communauté
30		I can speak in front of groups of people.	Je peux parler devant plusieur groupes de personnes.	Je peux prendre la parole devant un groupe de gens		Je peux prendre la parole devant plu-sieurs groupes de personnes

31	Managing emotions	When I have conflict with others, I can manage my emotions without letting anger control me.	Quand j'ai un conflit avec les autres, j'arrive à gérer mes émotions sans laisser la colère prendre le controle.	Quand je suis en conflit avec les autres, je peux maitriser mes émotions sans m'emporter		Quand j'ai un conflit avec les autres, je peux gérer mes emotions sans m'emporter
32		When I am unhappy, I can appropriately show my emotions and seek help.	Quand je suis mécontent *(e)*, je peux exprimer mes émotions de façon appropriée et chercher de l'aide.	Quand je suis triste, je peux m'ouvrir aux autres et demander de l'aide		Quand je suis contrarié, je peux montrer mes émotions de façon appropriée et demander de l'aide
33		I understand my moods and feelings.	Je comprends mes humeurs et mes sentiments.	J'ai conscience de mes humeurs et de mes emotions		J'ai conscience de mes humeurs et émotions
34		I think before I act	Je réflichis avant d'agir.	Je pense avant d'agir		Je réflechir avant d'agir
35	Motivation	I am constantly on the lookout for new ways to improve my life.	J'essaie constamment de trouver de nouvelles façons d'améliorer ma vie.	Je suis toujours à la recherche de nouveaux moyens pour rendre ma vie meilleure		Je cherche toujours de nouvelles façons pour rendre ma vie meilleure
36		If I see something I don't like, I fix it.	Si je vois quelque chose qui ne me plait pas, je l'arrange	Si j'aperçois quelque chose qui ne me plait pas, je le corrige		Si je vois quelque chose qui ne me plait pas, je le corrige
37		I tend to take the initiative to start new projects, rather than waiting for others to do it.	J'ai tendance à prendre l'inititiative de commencer de nouveaux projects plutôt qu'attendre les autres de le faire.	J'ai tendance à prendre l'initiative de commencer de nouveaux projets plutôt que d'attendre que les autres le fasse		J'ai tendance à prendre l'initiative de commencer de nouveaux projets plutôt que d'attendre que les autres ne le fassent
38		When I have a problem, I address it directly and without hesitation.	Quand j'ai un probleme, je l'addresse directement sans hesitation.	Si j'ai le moindre problème, je l'aborde directement et sans hésitation		Si j'ai un problème, je l'aborde directement et sans hésitation
39	Perseverance	When I fail, I get up and try again.	Quand j'échoue, je me rattrape et réessaie.	Quand j'échoue, je me relève et je réessaye		Quand j'échoue, je me relève et je réessaye
40		I am willing to work hard to achieve my dreams.	Je suis prêt à travailler dur pour réaliser mes rêves	Je veux travailler dur pour réaliser mes rêves		Je suis prêt à travailler dur pour réaliser mes rêves
41		When I face difficulties, I try several ways to improve things or to overcome these challenges.	Quand je suis face à des difficultés, j'essaie plusieurs moyens pour améliorer ou surpasser ces obstacles	Quand je fais face aux obstacles, j'essaie plusieurs moyens pour les surmonter et améliorer la situation		Quand je fais face aux obstacles, j'essaie plusieurs moyens pour les surmonter et améliorer la situation
42		When I do not understand something, I keep on asking questions or reading more until I understand.	Quand je ne comprends pas une chose, je continue à poser des questions ou lire davantage jusqu'à ce que je comprends.	Quand je ne comprends pas une chose, je continue à poser des questions ou à me documenter jusqu'à ce que je la comprenne		Quand je ne comprends pas une chose, je continue à poser des questions ou à lire d'avantage jusqu'à ce que je comprenne
43	Planning	I develop step-by-step plans to reach my goals.	Je développe des plans ordonnés pour atteindre mes objectifs	Je créer des plans pour atteindre mes objectifs étape par étape		Je créer des plans structurés pour atteindre mes objectifs
44		I take concrete actions to implement my plans.	Je prends des actions concrètes pour exécuter mes plans	J'entreprends des actions concrètes, pour mettre en place mes projets		J'entreprends des actions concrètes, pour exécuter mes projets

45		I know how to develop plans to achieve my objectives.	Je sais developer des plans pour atteindre mes objectifs	Je sais créer des plans d'actions pour m'aider à atteindre mes objectifs		Je sais créer des plans d'actions pour atteindre mes objectifs
46		I know how to manage my time.	Je sais gérer mon temps	Je sais comment gérer mon temps		Je sais comment gérer mon temps
47	Positive self-concept	I know my strengths and weaknesses.	Je connais mes atouts et mes faiblesses	Je connais mes points forts et mes faiblesses		Je connais mes points forts et mes faiblesses
48		I am proud of who I am.	Je suis fière de la personne que je suis	Je suis fier de qui je suis		Je suis fier de la personne que je suis
49		I can do most things if I try.	Je peux faire plein de choses si j'essaie	Je peux presque tout faire si j'essaie		Je peux presque tout faire si j'essaie
50		There are many things that I do well.	Il y a plein de chose que je maitrise	Il y a beaucoup de choses que je fais bien		Il y a pleins de choses que je fais bien
51	Social inclusion & justice	I believe every kind of person, from any group, should have an equal chance to get a good education in my country.	Je crois que chaque personne, de chaque groupe, devrait avoir des chances égales a une bonne education dans mon pays	Je crois que toute personne mérite une chance égale d'avoir une bonne éducation dans mon pays, quel que soit sa communauté.		Je crois que toute personne de tout groupe mérite une chance égale d'avoir une bonne éducation dans mon pays.
52		I believe every kind of person, from any group, should have an equal chance to get good jobs in my country.	Je crois que chaque personne, de chaque groupe, devrait avoir des chances égales à obtenir un bon travail dans mon pays	Je crois que toute personne mérite une chance égale d'avoir un bon emploi dans mon pays, quel que soit sa communauté.		Je crois que toute personne de tout groupe mérite une chance d'avoir un bon emploi dans mon pays.
53		I believe every kind of person, from any group, should have the same rights and responsibilities.	Je crois que chaque personne, de chaque groupe, devrait avoir les mêmes droits et responsabilités.	Je crois que toute personne doit avoir les mêmes droits et responsabilités, quel que soit sa communauté.		Je crois que toute personne de tout groupe devrait avoir les mêmes droits et responsabilités.
54		I believe schools should teach students to respect every kind of person, from any group.	Je pense que les écoles devraient éduquer les élèves et étudiants à respecter chaque personne de chaque groupe.	Je crois que les écoles devraient enseigner aux étudiants le respect de toute personne quel que soit sa communauté		Je crois que les écoles devraient enseigner aux étudiants le respect de toute personne quel que soit sa communauté
55	Social Skills	I can work with someone who has different opinions than mine.	Je peux travailler avec une personne qui a des opinions différents des miens.	Je peux travailler avec une personne qui ne partage pas mes opinions		Je peux travailler avec une personne qui ne partage pas mes opinions
56		I understand the rules and expectations in interacting with others.	Lorsque j'intéragis avec les autres, je comprends les règles et les attentes que je dois satisfaire.	Dans mes échanges, je respecte les règles de communication et les attentes des autres		Dans mes échanges, je respecte les règles de communication et les attentes des autres
57		I can interact with others in a cooperative and peaceful way.	Je peux intéragir avec les autres d'une façon coopératve et pacifique.	Je peux communiquer de façon calme et coopérative		Je peux communiquer de façon calme et coopérative
58		I recognize when people have different skills to contribute to a task.	Je reconnais quand les gens ont des compétences différentes pour contribuer à une tache.	Je reconnais quand les gens ont des compétences qui peuvent aider à accomplir une tâche		Je peux identifier les différentes compétences des gens qui peuvent aider à accomplir une tâche
59	Sustainability	I support activities related to environmental sustainability (e.g. energy and water saving, recycling).	Je soutiens les activités en relations avec la durabilité environementale (ex: énergie et économie d'eau, recyclage).	Je soutiens les activités liées au développement durable de l'environnement (ex. l'économie d'eau et d'énergie, recyclage)		Je soutiens les activités liées au développement durable de l'environnement (ex. l'économie d'eau et d'énergie, recyclage)

60		I take part in activities to protect the environment.	Je fais partie des activités qui protègent l'environnement;	Je participe à des activités de protection de l'environnement		Je participe à des activités de protection de l'environnement
61		I make personal efforts to protect natural resources *(e.g. through saving water or recycling waste)*.	Je fais des efforts personnels pour protéger les resources naturelles *(ex: par économiser l'eau ou recycler les déchets)*.	Je fais des efforts pour préserver les ressources naturelles *(ex. à travers l'économie d'eau ou le recyclage des déchets)*		Je fais des efforts pour préserver les ressources naturelles *(ex. à travers l'économie d'eau ou le recyclage des déchets)*
62		I support campaigns to raise people's awareness of environmental issues.	Je soutiens les compagnes de sensibilisation contre les problems environnementaux	Je soutiens les compagnes de sensibilisation au sujet de l'environnement		Je soutiens les compagnes de sensibilisation au sujet de l'environnement
63	Thinking & Planning Skills	I know how to find the causes and solutions to a problem.	Je sais comment trouver les causes et solutions pour un problème.	Je sais comment identifier les causes et solutions d'un problème		Je sais comment identifier les causes et solutions d'un problème
64		I can differentiate the good and bad aspects of things.	Je peux différencier le bon et le mauvais aspect des choses.	Je peux faire la différence entre le bon et le mauvais côté des choses		Je peux faire la différence entre le bon et le mauvais côté des choses
65		I know how to see problems from different perspectives or viewpoints.	Je sais comment voir les problèmes de différentes perspectives et points de vues.	Je sais comment voir les problèmes d'angles ou points de vue différents		Je sais comment voir les problèmes d'angles ou points de vue différents
66		I believe there is a solution for any problem.	Je crois qu'il ya une solution pour chaque problème	Je suis convaincu que chaque problème a une solution		Je crois que chaque problème a une solution
67	Work ethic	It is easy for me to finish the tasks I start.	Il est facile pour moi de terminer les taches que je commence.	Il est facile pour moi d'accomplir les tâches que je commence		Il est facile pour moi d'accomplir les tâches que je commence
68		People can count on me to get tasks done.	Les gens peuvent compter sur moi pour terminer les taches.	On peut compter sur moi pour réaliser des tâches		On peut compter sur moi pour accomplir des tâches
69		I like to give a lot of effort and do my work well, even when no one else is checking what I do.	Je préfère fournir beaucoup d'effort and faire un bon travail, même si personne ne le vérife.	J'aime faire beaucoup d'efforts et bien faire mon travail, même quand personne ne vérifie ce que je fais		Je préfère fournir beaucoup d'efforts et faire un bon travail même si personne ne le vérifie
70		I do the things that I say I am going to do.	Je fais les choses que je promets de faire.	Je fais les choses que j'ai promis de faire		Je fais les choses que je promets de faire

Annex 2: Timeline for Local Language Adaptation and Reliability Testing of the WorkLinks Skills & Values Assessment Tool in Algerian French Language.

Steps	Tasks	Nov 11–15	Nov 18–21	Nov 25–29	Dec 1–6	Dec 8–13	Dec 15–20	Dec 22–27	Dec 29–31	Jan 1–3	Jan 6–10	Jan 13–17	Jan 20–24	Jan 27–31	Feb 3–7	Feb 10–14	Feb 17–21	Feb 24–28	Mar 2–6	Mar 9–13	Mar 16–20	Mar 23–27	Apr 1–3	Apr 6–10	Apr 13–17	Apr 20–24	Apr 27–30	May 4–5	May 11–15	May 18–22	May 25–29	Jun 1–8	Jun 11–15	Jun 18–22	Jun 25–29	Jul 1–3	Jul 6–10	Jul 13–17	Jul 20–24	Jul 27–31	Aug 3–7	Aug 10–14
Preparation	Call with WL regarding the language adaptation process and reliability testing & meet Algerian team	█																																								
	Call with WL regarding SoW	█																																								
	Non-Disclosure Agreement signed			█																																						
	Contract signed							█																																		
Local adaptation of WLSVATool from English to Algerian French	Review of WorkLinks Skills & Values tool by Algeria staff, discussion of initial work plan, and objectives, finalization of contract				█	█	█			█																																
	Initial French translation of questions & response scale by staff & alumni										█																															
	FGDs with youth to refine staff's French version											█	█	█																												
	Consensus on Initial Algerian French version by staff													█																												
Pilot-testing initial Algerian French version with 120 Algerian youth	Pilot-test to WLSVA Tool with 120 youth														█	█	█	█	█	█																						
	Call with team to discuss data cleaning issues																			█																						
	Data analysis of pilot-test																					█																				
	Ran covariance matrix of all constructs / gender (requested)																					█																				
	Item-total statistics of all constructs / gender (requested)																						█																			
	Exploratory Factor Analysis of new constructs (requested)																						█	█	█																	
	Planning for final testing																										█															
Final testing of Algerian French version with 250 Algerian youth	French language vetting question determined and translated																											█														
	Translation of new items, Entrepreneurship skills.																												█													
	Create online Google Form of final survey tool																												█													
	Recruitment of 250 youth to complete final test																												█	█												
	Final test data collection																														█	█	█									
	Final test data analysis																																		█							
	Draft of final report submitted to WL for review																																				█					
	Re-grouping skills and recalculating reliabilities																																					█	█			
	Conduct Convergent Validity analyses																																					█				
	Incorporation of WL's comments and submission of final report																																								█	█