

# WLSVA Supplementary Materials

## CONSIDERATIONS FOR FUTURE ITERATIONS

In future iterations of the tool's use World Learning advises consulting the recommendations on page three of the WLSVA tool's Evidence Report. Furthermore, we recommend including a caveat avoiding generalization due to small sample size in future iterations, as well as criterion-related validity as time and budget allows.

## TRAINING MATERIALS CONSIDERATIONS

### *Intended Audience*

Please note the training PowerPoints are intended for two different audiences. The PowerPoint "Training 1 of 2: What is the WLSVA and How to Use it & associated video (WLSVA Training, Part 1 of 2)" is intended for program teams/individuals who wish to administer the tool and analyze data, as it focuses on counting the number of individuals with meaningfully improved scores. The PowerPoint "Training 2 of 2: Matching Data and Calculating Change & associated video (WLSVA Training, Part 2 of 2)", as well as the accompanying material entitled "Practice WLSVA Dataset & WLSVA Participant and Results Tracker" are intended for program teams/individuals who will be analyzing the data. The WLSVA Training Guide is intended for program teams/individuals who wish to administer and/or contextualize the tool in a new context, as well as analyze data.

### *Translation Considerations*

The training materials would need to be translated into other languages if used with non-English speaking audiences. If users of the tool and its data need to analyze the data beyond comparing pre- and post-test scores (for example, by analyzing data for specific subgroups), then these training materials would need to be created or adapted from the real-time analysis videos submitted.

## LOCAL ADAPTATION INSTRUCTIONS AND CONSIDERATIONS

### *Cultural Appropriateness of the WLSVA Tool in a New Context*

The WLSVA has been used in North and Southeast Africa, the Middle East, and in Southeast Asia. It has been translated into North Africa and Levantine Arabic, Iraqi Arabic, Kurdish, Algerian French, and Russian.

When the tool is implemented with a new population, the implementer must translate and back-translate the tool, as well as conduct cognitive interviews. The cognitive interviews assess comprehension, retrieval (how readily youth can remember or recall their experiences related to the issue the question is asking about), and judgement (how a respondent comprehends the question, recalls their experiences, synthesizes this information into a judgement, and then chooses a response option). Then the team will apply results from the cognitive interviews to modify question phrasing as needed, paying special attention to equivalence issues in translation.

### *Power Dynamic Awareness*

To prevent any instances of compulsion or implicit pressure, we recommend the survey come from impartial enumerators, who do not have oversight or are involved in any other power dynamics with respondents. Furthermore, the training guide includes language on informed consent we recommend including in the tool when it is distributed

Step two of tool adaptation to local context, cognitive interviewing with the target language group, should be deployed among an equal number of male and females. Interviewers should be aware of power and/or gender dynamics within the local context and hold separate interviews as appropriate