

Aspirations+ Post-Residential Workshop Evaluation

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Inspiration for the Workshop

After speaking with community members, particularly teachers, and Development Facilitators (DF's) during the Annual Community Review (ACR), it became clear there was a lack of exposure for young people (YP) to a wide career set; it was also apparent that there was a lack of planning for the future by the YP. Almost all students reported that after completing school they wanted to become one of the Big Three: Nurse, Doctor, or Teacher (NDT). It is interesting that since recently implementing KickSis, a relationship and self-defence programme run by a young female Police Officer, the number of women and girls (WAG) reporting that they want to join the Police Force has also increased. This provides preliminary evidence that exposure would be influential for the YP. This narrow concentration of desired careers is worrying as the competition for resources and further education when attaining these professions would be incredible, furthermore, the competition upon entering the job market would also be extreme. This could lead to decreased wages and increased unemployment.



Upon further discussion, I found a cause of this small aspirational pool to be a lack of exposure to life outside the Village-setting and to role models who were not Nurses, Doctors, or Teachers by profession. It was the purpose of this residential to give YP exposure in town-settings which they may not have experienced before, and to facilitate meetings between YP and people of other professions.

Purpose of Workshop

As part of the KickSis programme, which works largely with women and girls (WAG) from Impact+ groups, Aspirations+ was intended to influence YP's aspirational planning and increase the variety of desired professions. It was also designed to give YP critical thinking skills in career planning.

Aims of the Workshop

- Increase the diversity of the aspirational career pool within rural-dwelling YP
- Redistribute the concentration of aspirational Doctors, Nurses, Teachers, and Police Officers
- Provide critical thinking training in terms of career planning
- Facilitate new experiences for YP

General Outcomes of the Workshop

1. What is Success?

The first session, *What is Success?*, was intended to boost critical thinking skills to allow the YP to define their own definitions of success.

The 31 participants were split into small groups and asked (Davis, 2022):

1. What makes you happy?
2. What do you admire in the people you look up to?
3. In which areas do you want to be successful?

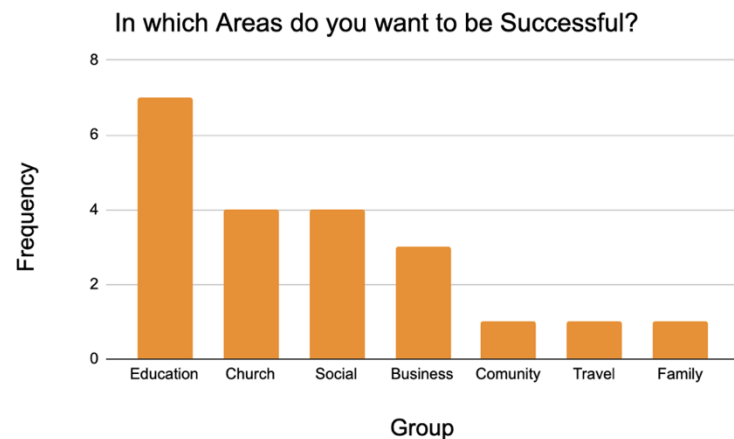
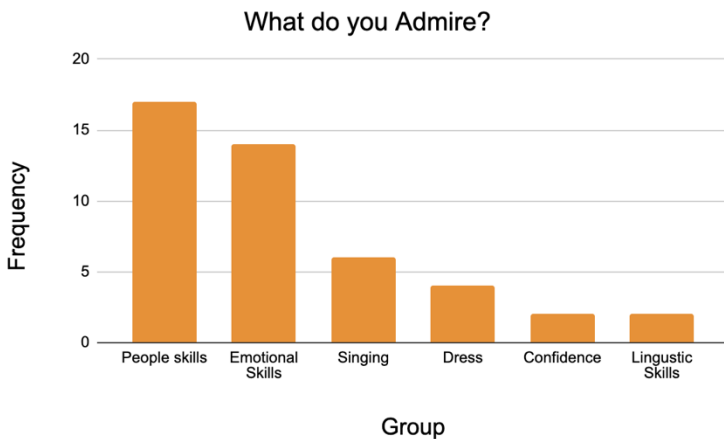
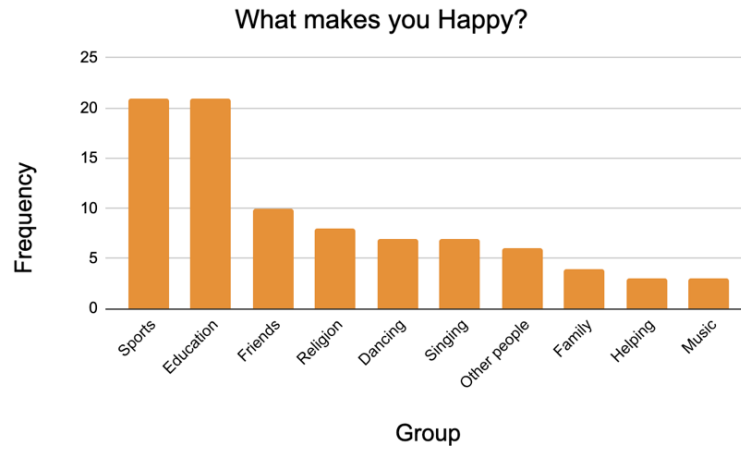
These questions were designed to help the YP think critically about what it is that they want to do in life. By defining their personal definitions of success, they have a clear aim and can then begin to think about the direction they need to expend their efforts.

For example, identifying that socialising makes one happy may seem trivial, but with further mentoring, this can be seen as a need to work in teams rather than isolation. By being aware of the qualities one admires in others, one can focus their efforts further; if we do not become people we are proud of, can we really have succeeded? Further, identifying and prioritising the areas one wishes to succeed is helpful for diverting efforts towards an overall aim. These areas might include financially, academically, religiously, emotionally, socially, etc.

The most common answers to these questions were:



1. Sports (including “playing” and “dancing”) and education related e.g. “reading”, “learning” (*Figure 1*).
2. People skills such as being “caring” and “helpful” as well as being able to lend emotional support (*Figure 2*).
3. Education, religion, and socially (*Figure 3*).



2. What do you Want to Achieve?

The second Session included more critical thinking and focused specifically on career planning. The questions below helped the group to think about their life beyond Grade 7 and 12. The main aim of this Session was to measure the variety of aspirational professions within the group before the bulk of the Residential and compare this to their aspirational careers during the final Session.

1. What do you want to do after school?
2. Why do you want to do this?

3. What skills do you have (to be successful in this job)?

When first asked, “what do you want to do after school?”, responses show a good variety of aspirational professions. However, of the ten desired careers, from inspection alone we can see just how exclusive the pool is amongst rural-dwelling YP; 56.3% of participants chose the predictable careers of NDT (*Figure 4*). If we include Police Officer to our predictable career aspirations, the proportion jumps to 68.8%.

Career Choices (Start of Workshop)

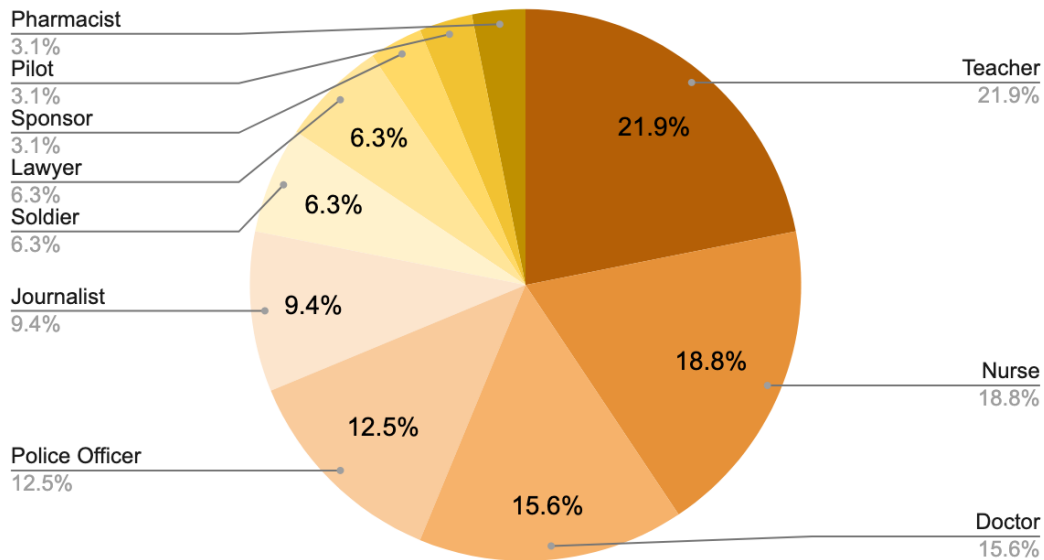


Figure 4 - Career choices at the beginning of the residential

3. Excursions

After this Session, the group visited Poetice, a church in Choma. The group were interested in the two female Church Leaders’ talks and were engaging when invited to ask them questions. The following day, the WAG visited Natsave Bank, Choma, where bank worker Deborah Mwase gave another talk, answered questions, and gave a tour of the bank and its vault. During the talk, Ms. Mwase mentioned that she was unmarried and without children. The WAG were intrigued. Mwase elaborated saying that she was waiting until she made herself financially stable before considering children. This seemed an especially strong message coming genuinely and with ease from a successful Zambian woman.

Next, the group visited Deputy Permanent Secretary, Yolanta Malunga, at her offices where she had several assistants and a private office with a huge desk and TV. Ms. Malunga moved the group into the conference room and told the inspiring story of her life so far. She empathised with the group telling them about the village and modest conditions she grew up in. She shared her struggles of losing her father during childhood, and the bravery and encouragement of her mother who told her,

“Education will set you free. Free of men and free of poverty.”



She continued to tell us about her “brilliance” at school, her success in obtaining a full scholarship, her promotion to Office, and the luxury she enjoys and a powerful woman.

Ms. Malunga was incredibly helpful during the meeting. She understood the WAG and the purpose of their visit. She told the group she wanted to see each of them again and that if they ever wanted a job in her Office, she would support them. Ms. Malunga gave us her contact details and encouraged World Vision staff to engage her in the future. Throughout the day, the WAG were also shown a TED Talk by Fred Swaniker, a Ghanaian entrepreneur and founder of the [African Leadership Academy](#). His talk mentions Laticia, a Kenyan girl who was forced out of school due to expenses. She took it upon herself to build a business in breeding livestock. Her success not only allowed her to return to school, but to employ 15 women and build a school which educates 400+ children. It was the hope with this video that the WAG would see what is possible for people with similar backgrounds. It was difficult to quantify the effect of this, but from conversation, the group said that they felt “inspired” and it certainly seemed they respected Laticia and admired her.

4. What do you want to Achieve? Reimagined

After meeting employed women in Choma, the group was asked again, “what do you want to do after school?”. This time, just 38.7% reported that they wanted to become one of the Big Three (*Figure 5*). This represents a decrease of 17.6%. Police Officer even switched popularity rankings (as seen *Figure 6* and *Figure 7*) with Lawyer becoming a more popular choice. After meetings in Choma, just 45.2% reported that they wanted to become one of the Big Three or a Police Officer. This represents a decrease of 23.6%.

It should also be noted that the diversity of the desirable career pool also increased from just ten careers to 16.

Career Choices (End of Workshop)

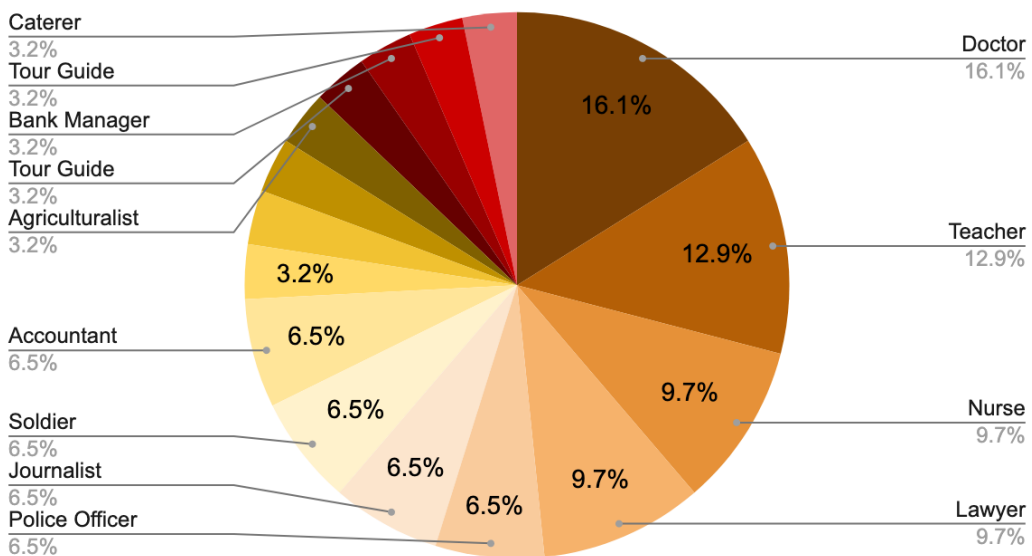
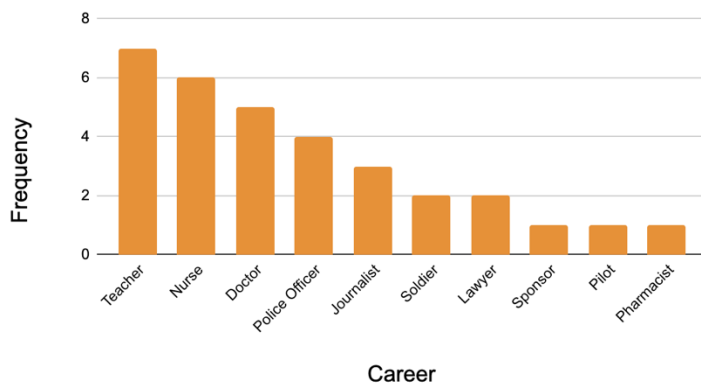
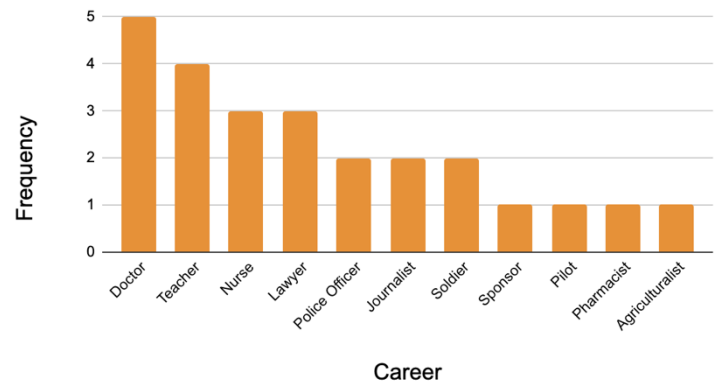


Figure 5 - Career Choices during conclusion of the session

Frequency of Career Choices (Start of Workshop)



Frequency of Career Choices (End of Workshop)



Key Outcomes of the Workshop

After meeting with several confident and successful women employed in various positions in the nearby town, Choma, 17.6% of WAG present reported that they had changed their career aspiration from a predictable Nurse, Doctor, or Teacher (*Figure 4 and Figure 5*). Including Police Officer in the Big Careers, the proportion of participants that changed their career preference was almost a quarter (23.6%). This change shows the importance of role models in YP’s lives as their inspiration has successfully redistributed the concentration of aspirational NDT and Police Officers.

The diversity of desired careers amongst the group was also dramatically affected; the number of careers in the pool increased by six (*Figure 4 and Figure 5*). This demonstrates that exposure to new professions is highly influential on YP from Village settings.

The participants also commented that they enjoyed the experience as a whole and particularly enjoyed their visit to Natsave Bank and Choma Museum.

Recommendations

An interpreter or dual language course should also be present in future sessions as this represented a challenge throughout.

Further mentoring is required to help the Village YP think critically about their futures. This should remain a focus for future facilitators of KickSis and they should aim to teach mentees about predicting obstacles and challenges in their career paths. They should also stress the importance of helping the YP identify what motivates them so that they are more likely to achieve their goals.

Deborah Mwase of Natsave raised a particularly important point. She told the WAG she was waiting until she made herself financially stable before considering children. This may have been a new way of thinking for some of the group and this concept should be explored further with WAG and their parents to help reduce early marriage. (Bride prices are a

short-term alleviation of suffering with long term suffering for future children, the young wife and eventually, the bride’s family. Becoming financially stable through means of education, female-led business, and cooperatives is a more sustainable way to end suffering.)

Yolanta Malunga had a great impact on the young WAG. Her empathy and the relevance of her talk was inspiring to the group, they gasped and applauded at Yolanta’s achievements. Furthermore, Ms. Malunga was enthusiastic about World Vision’s work and eagerly requested to be involved with similar work in the future.

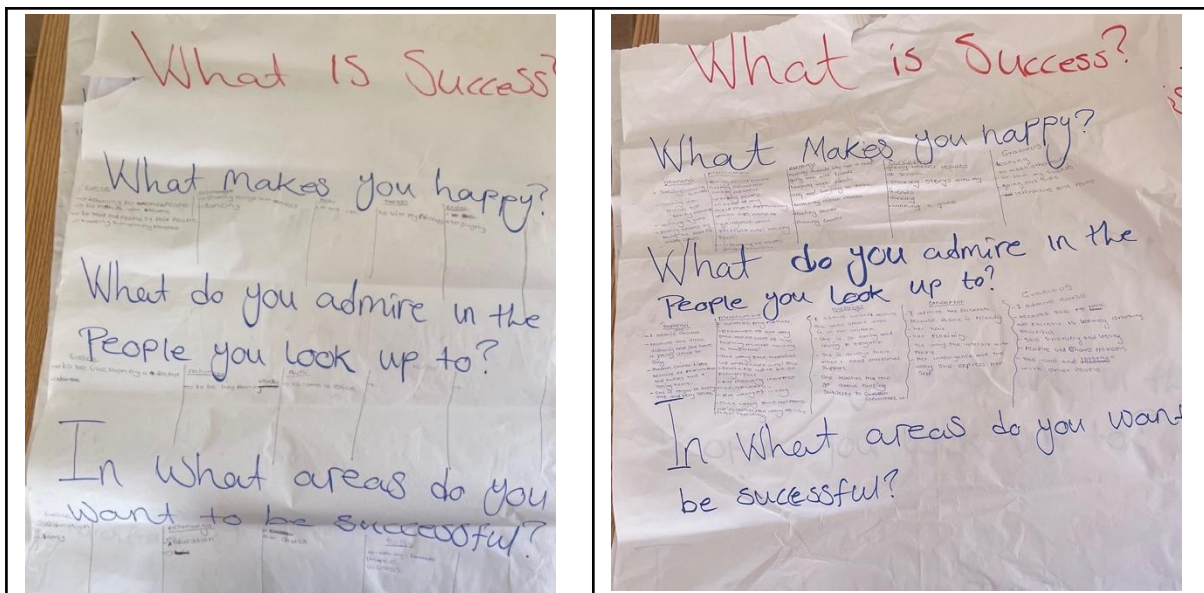
Her contact details are here:
+260 966755048

References

1. Davis, T., 2022. *The Definition of Success: What's Your Personal Definition?.* [online] The Berkeley Well-Being Institute. Available at: <<https://www.berkeleywellbeing.com/definition-of-success.html>> [Accessed 14 July 2022].

Appendix

Item 1 - What is Success? Original Responses by Group



What is Success?

What makes you happy?

What do you admire in the People you look up to?

In What areas do you want to be successful?

What is Success?

What makes you happy?

- Having good friends.
- Education
- Singing
- Going to church
- Having a good family and friends as well as having a successful life in future

What do you admire in the people you look up to?

- Helping those who are in need
- Success and their way the carry out their selves.
- Richness
- Independent
- Those who can speak fluent and good English.

In what areas do you want to be successful?

- In education
- Church (religious)
- In treating people
- In helping people who are poor.

What is Success?

What makes you happy?

Reading, Singing, Playing, Learning and Swimming

What do you admire in the People you look up to?

In What areas do you want to be successful?

What is Success?

What makes you happy?

- going out for fun and vacations
- My career
- passing my exams
- having a happy family
- going to school
- going to church
- going to God

What do you admire in the people you look up to?

- Their unity
- Their behavior
- Their kindness
- my work

In what areas do you want to be successful?

- in business
- foreign countries

Table 1 - Responses from Session 1: What is Success?

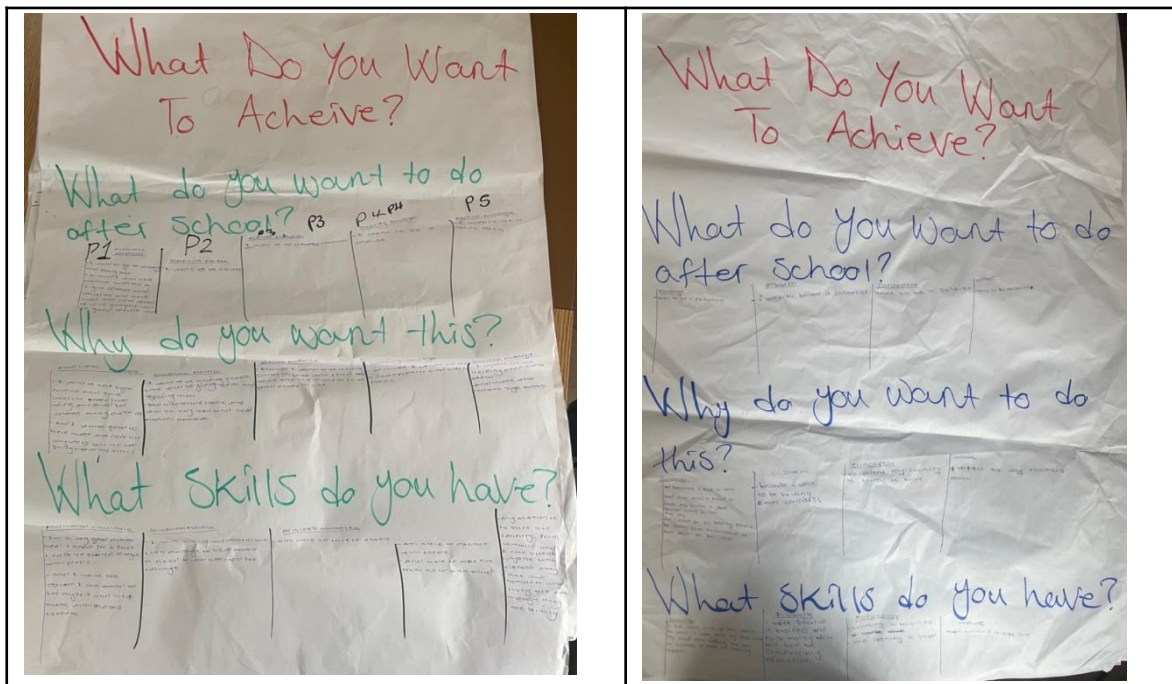
Group	Frequency	Group	Frequency	Group	Frequency
Sports	21	People skills	17	Education	7
Education	21	Emotional Skills	14	Church	4
Friends	10	Singing	6	Social	4
Religion	8	Dress	4	Business	3
Dancing	7	Confidence	2	Comunity	1
Singing	7	Linguistic Skills	2	Travel	1
Other people	6			Family	1
Family	4				
Helping	3				
Music	3				

Figure 8 - What makes you happy?

Figure 9 - What do you admire in others?

Figure 10 - In which areas do you want to be successful?

Figure 11 - Original Responses from What do you want to Achieve?



What do you want to achieve?

What do you want to do after school?

Why do you want to do this?

What skills do you have?

What Do You Want To Achieve

What do you want to do after school?

Why do you want this?

What Skills do you have?

What do you want to achieve?

What do you want to do after school?

Why do you want to do this?

What Skills do you have?

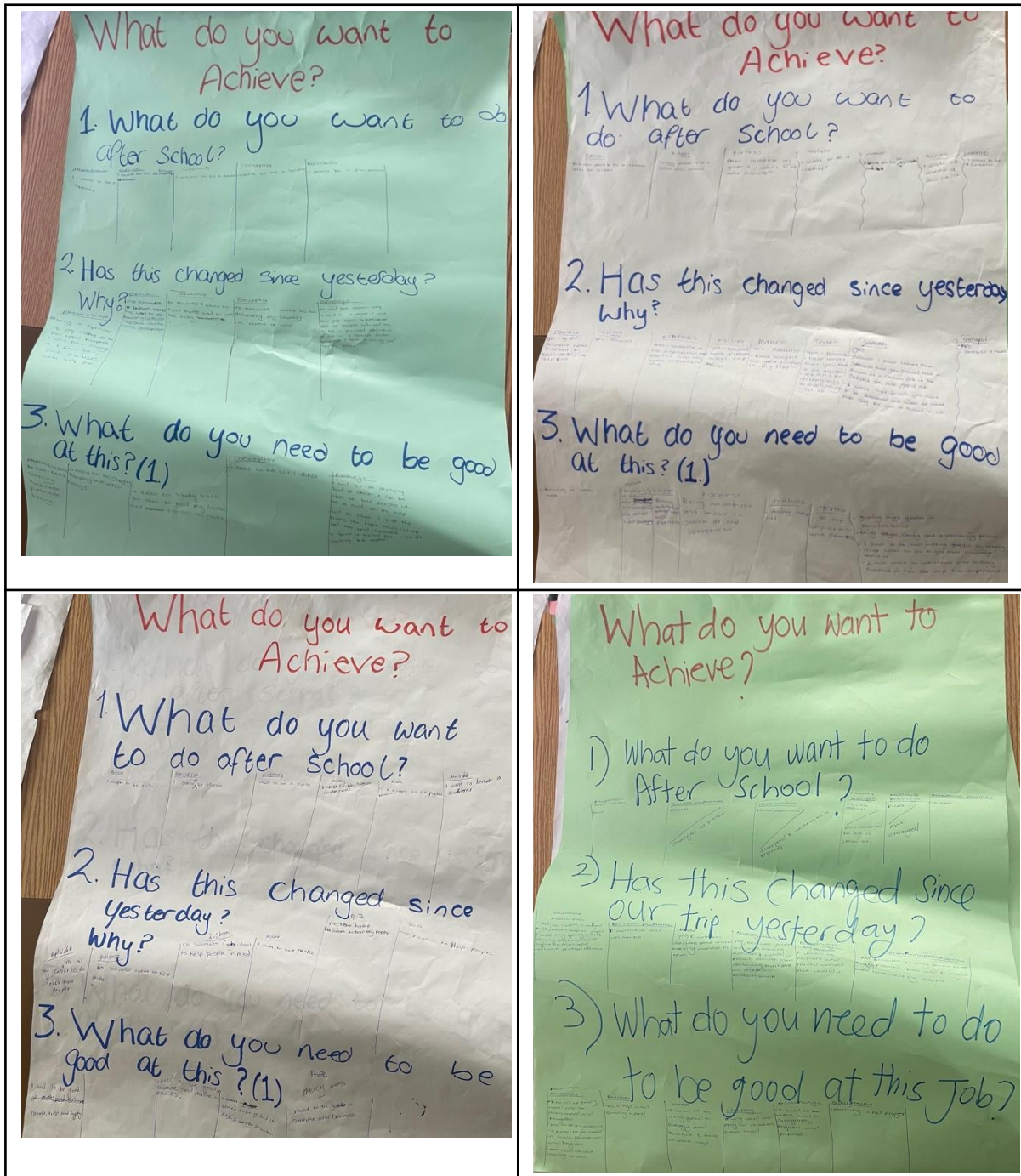
What do you want to achieve?

What do you want to do after school?

Why do you want to do this?

What Skills do you have?

Figure 12 - Original Responses from What do you want to Achieve? Reimagined



Attendance

Young People	Adults
31	3 (including 2 facilitators, 1 teacher)
Females	Males
34	0

Figure 13 – Attendance