

ILO-IPEC Programme: Tanzania

**Careers Guidance Manual for
Ex-Working Children in Tanzania**

Olwen Gibson and Oliva Kinabo

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O. Gibson

O. Kinabo

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List of Abbreviations

1. CBOs - Community Based Organisations
2. CSOs - Civil Society Organisations
3. FBOs - Faith Based Organisations
4. HIV/AIDs - Human Immune Deficiency Virus/Acquired Immune-Deficiency Syndrome
5. ILO - International Labour Organisation
6. IPEC - International Programme on the Elimination of Child Labour (Programme of ILO)
7. NGOs - Non Governmental Organisations
8. SME - Small and Medium Enterprise
9. UN - United Nations
10. URT - The United Republic of Tanzania
11. VET - Vocational Education and Training
12. WFCL - Worst Forms of Child Labour

Case Studies

All the case studies in this manual are real, but the names of the interviewees have been changed to protect their identity.

Chapter 1 **The Purpose of this manual**

1.1 Introduction

Welcome to this manual on careers guidance for working and ex-working children in Tanzania. It is part of a project funded by the International Labour Organisation (ILO) through its International Programme on the Elimination of Child Labour (IPEC).

ILO-IPEC has broad experience in provision of Vocational and Educational Training (VET) to counter child labour, remove children from hazardous work, provide for their rehabilitation and social reintegration and offer alternatives for them and their families. Target groups include children **14 to 18 years of age** – who have been, are now or are at risk of becoming involved in child labour.

The main objective of the VET programmes has been to equip former child labourers, and children at risk of WFCL with skills needed for gainful employment to help break the vicious cycle of unemployment, poverty, and social exclusion. A thematic evaluation of skills training interventions conducted by ILO-IPEC in 2004 emphasized that the inclusion of career guidance to facilitate the socio-professional integration of former working children is critical to tackling child labour.

1.2 Child Labour

In 1973 the ILO Convention on the Minimum Age, 1973 (No.138) was adopted. The key feature of this convention was the requirement that ratifying States pursue a national policy to ensure the abolition of child labour and raise the minimum age for admission to employment to a level consistent with the fullest physical and mental development of young persons.

Ratifying States were obliged to fix a general minimum age for admission to work and to set other minimum ages according to the degree of hazard posed by the specific occupations and considering the country's development level. Although the Convention stipulated that the general minimum age should not be lower than 15 years, countries with insufficiently developed economies and educational facilities were permitted to specify a general minimum age of 14.¹

This was followed in 1999 by adoption of the Worst Forms of Child Labour Convention (No.182) and its accompanying Recommendation No.190. The Convention focused on protection from child labour and its worst forms as a human right and a development issue. The worst forms of child labour were so fundamentally at odds with children's basic human rights that they were to be prohibited for all persons below 18 immediately irrespective of the level of economic development of the country.

The Convention complements Convention No. 138, which remains the fundamental instrument on child labour specifying standards of minimum age for admission to employment. It focuses on the need for countries that ratify it to take immediate action to prohibit and eliminate the most intolerable forms of child labour, such as bonded labour, armed conflict, trafficking, commercial sexual exploitation and hazardous work, for all girls and boys under 18 years of age, with no allowance made on account of a country's level of development.

The human impact of this can be seen in the case study below and in case studies throughout the manual. They also highlighted the positive affects that intervention can have on individual lives.

¹ Article 2. Where work was likely to jeopardize the health, safety or morals of young persons, a higher minimum age of 18 years had to be specified although exceptions from the age of 16 could be authorized under strict conditions (Article 3). For light work, the minimum age was 13 years or, in the case of developing countries, 12 years (Article 7).

Case Study: Daniel Mapunda

My name is Daniel Mapunda (17) from Songea in the southern part of Tanzania.

I completed primary education then started to work as a domestic worker in one of the families. This is because my family was very poor so they were not able to support me for further studies.

Even meeting some basic needs like food and clothing was a big problem.

Sometimes we were sleeping without eating.

In the family where I was working, I used to wake up at 04.30 am and go back to sleep at midnight after everybody in the house has slept. I had to fetch water both for human and animal consumption and clean the house and its environment. Also I had to look for grasses and feed the dairy cattle and milk them. Other activities were to wash clothes and utensils. I had to cook for the family and myself.

In 1995, a guardian of one of my mothers visited my parents and promised them and myself that would enrol me in one of the secondary schools in Dar es Salaam. This is a saviour! I thought. Acquiring a secondary education was my life dream.

Upon arriving in Dar es Salaam, my host ordered me to become a vendor of produce for him. While selling the goods, I experienced harassment and hardship within the family.

When I asked when I would start going to school he always replied, "You should not be worried. I am working on it". Such a reply continued for two years.

One day, a friend of mine informed me on the centre run by an organisation supporting children working in hazardous areas. I decided to visit them and seek more information. They accepted me and took me for vocational training. I am

now enrolled for a welding course.

I will start my own garage if I succeed in getting the capital. This will change my life and that of my young brothers and sisters since they are also suffering the same thing.

1.3 The Manual

This manual addresses the career development needs of children (aged 14 -18) who have been involved in the worst forms of child labour, or who are at risk of entering into child labour. It also addresses the lack of available careers guidance material targeted specifically at these children.

Careers guidance work has been researched by the ILO in its publication *Careers Guidance: A Resource Handbook for Low and Middle Income Countries (2006)*. The handbook outlines current trends in careers guidance, and highlights resources and models of delivery available to low and middle income countries. There are useful guidelines for setting up a careers guidance service, and many useful web addresses for practical help.

The work in this manual takes forward this research by targeting it specifically at the group of children who have been involved in, or at risk of being involved in child labour.

The content is based on the Needs Analysis carried out in October 2006, and employs a straightforward approach to tackling some of the specific issues faced by these children as a result of the situations they have been in, or could potentially face.

A national and an international consultant have worked together with local stakeholders on the development of the manual. Development at country level took place in Tanzania.

Understanding of the career guidance needs of children who were engaged in child labour is limited. There is limited information on the priorities, interests, preferences, career aspirations, needs and wants of this group. As a consequence the available manuals and methodologies do not address the specific needs, diverse realities, options and constraints they face. This manual is intended to address these issues.

The manual has a strong focus on gender issues. It is clear that as a result of the gender roles attributed to children by society there are differences in the work and career experiences of working boys and girls – demanding different counselling approaches.

It will provide practitioners with key skills required to identify and meet the diverse needs of children who have been, are now or are at risk of becoming involved in child labour. The objective will be to broaden the options and secure more positive opportunities for such children.

The manual is intended to be used by ILO-IPEC project managers and/or staff, career and guidance professionals, NGOs, community based organizations, and other institutions that are active in bringing together children and guiding them in making employment choices and decisions.

In reviewing the draft manual, an emphasis was placed by stakeholders on the value of training workshops for practitioners, to share ideas and to discuss the best use of the activities in a local setting. Where possible we suggest that training workshops are run to enable practitioners to collaborate on their use of the materials.

Feedback from workshops held with the stakeholders, including parents and guardians, also highlighted the pivotal role that parents and guardians play in the child's choice of career. The feedback suggested involving parents and guardians as much as possible in career exploration as they influence, and sometimes force, their children into particular careers. They also suggested that the manual could be useful to them, 'as effective career counselling should begin from childhood'.

The kind of workshops described in the previous paragraphs could be an excellent opportunity to start working with parents, and to plan co-working with them.

Case Study: Halima

Halima is an ex-working child, now working as a tailor, who got married last year. She and her husband have planned that in their life they will make sure that their children will get education up to University level so that they can have better choices in their careers.

She thinks that career guidance should also guide parents and guardians on career counselling for their children from childhood.

1.4 Needs Analysis

In October 2006 we carried out a Needs Analysis in Tanzania, talking with many stakeholders who engage with working and ex-working children (see Appendix for a list of participating stakeholders), and visited communities in Dar es Salaam and Iringa. We talked with the children themselves, with parents and guardians, with community leaders, with local and central Government representatives, with NGOs, CBOs, educationalists and the UN.

This manual is based on the information gathered in this needs analysis, and is specifically aimed at the needs of ex-working children in this context.

1.4.1 Children's needs

The primary needs which came out of our discussion were for

- Intensive psycho-social counselling when the children are first withdrawn from their labour
- Help to cope with the traumas they have experienced and to re-integrate them into community life
- Career guidance to help them choose their career and the training which is available to them

There is a specific need for children to know how to research the market for the particular career they would like to enter, in order that they can make informed choices. This is addressed in chapters 6 & 7 where there are activities for children to engage in to get them thinking about these issues.

1.4.2 Other needs

There is a need for support for practitioners in counselling children and providing career guidance to children. This manual does not attempt to provide a template for in depth psycho-socio counselling, but it does address best practice in interview skills which are necessary for any kind of career counselling.

There is also a need for clear information about available resources – for personal support for the communities and families, and for career support – e.g. start up loans, availability of tools etc.

1.5 A practitioner's introduction to the manual

The manual is designed to be a useful tool for you to use with children (aged 14 - 18) who have been involved in child labour, to enable them to move into decent work by means of education and vocational training. It is relevant to children who will work in both the formal in informal economy, and in either employed or self-employed situations. Appropriate careers guidance can be valuable for children of any age, but this manual targets children who are at the point of work and are of the minimum age of employment.

Although the manual is designed specifically for this group of children, it could easily be adapted for use with children in other situations.

In every chapter you will find an introduction giving some background to each new idea, and activities for you to use with the children. Concluding remarks are also made in each chapter to enable the counsellor to consolidate the issues addressed in the chapter.

These resources will help you guide, encourage and challenge your children's thinking about their career choice and management. Use them in relation to the needs of your particular children and the time you have available for working with them.

Suggested timings are given for each activity; these are approximate, and actual timings will vary from situation to situation. Many of the activities follow a sequence, and need to be used as set out in the manual; others can be used individually.

We hope that you will adapt these activities and develop them according to your own particular needs.

1.5.1 The Career Counsellor's role

In your role as a careers counsellor you will be encouraging and challenging children to expand their ideas about possible careers, and challenging some existing stereotypes which limit their occupational choices.

Tools for working with children include discussion ideas and activities. Case studies illustrate examples of children moving into decent work through education, vocational training, and local employment schemes. Where possible these case studies and stories reflect a diversity of experience and support a wide spectrum of social and employment contexts (for example urban and rural) and address gender issues

1.5.2 The Model

The Careers Guidance Model used in this manual is based on the 'DOTS' model of careers education and guidance (Law and Watts, 1977) which is used widely as a basis for careers guidance work.

The model starts with individuals, looking at their personality, ability and preferences. In conjunction with this it looks at the career opportunities which are available to the individual. These two ideas are brought together as the individual makes a decision about which career to pursue, and finally plans how s/he is going to move forward to carry out her/his career plans in action.

This model is represented diagrammatically here:



The chapters in this manual follow this model closely.

1.5.3 The Content

Self Awareness (Chapter 3)

This chapter is an introduction to psychosocial counselling and career guidance techniques, helping children to become more self-aware and more self-confident, and enabling them to move forward in their choices.

Career Exploration (Chapter 4)

Children take a look at the career options open to them. The chapter includes activities to help the children think creatively about their careers, pushing out the boundaries of their expectations.

Choosing your career (Chapter 5)

In choosing their careers children will bring together their ideas about their personality and abilities, and their interests in different career choices. They will consider which of their potential career choices is the best match to their personality.

Career toolkit (Chapter 6)

The toolkit is full of helpful suggestions and activities relating to interviews, entrepreneurship, and making contacts.

Next steps (Chapter 7)

The final chapter is very practical. The children will make specific plans to help them move forward, in small practical steps.

1.5.4 Activities

All the activities in this manual are suggestions for you to adapt to your specific situation.

1.5.5 Final Comments

We hope that this manual will be a useful tool, and that it will be regularly revised. We would value comments from users, and if you have any suggestions for improvements to this manual please contact ipecc@ilo.org

Local information and support between organisations working with these children is crucial to this work. In working together you will be able to build up resources, sharing knowledge about training courses, books and local materials.

Again, please contact IPEC at ipecc@ilo.org with any information about courses and materials which you would like to share with other organisations and individuals working with these children.

Chapter 2 The Context

2.1 Child Labour in Tanzania

It is hard to comprehend the scale of the problem of child labour. This chapter explains the challenge which is faced, and outlines the strategies that ILO-IPEC has adopted in order to meet it. It shows that a central aspect of this strategy is counselling and support for children who have been exposed to WFCL.

Child labour is a massive global problem. The International Labour Organisation's most recent figures (2004) give an estimate of 218 million child labourers, of which 126 million are in hazardous work (ILO 2006). The Millennium Development Goals call for universal primary education (Goal 2) and place an emphasis on correcting gender disparity in education at all levels (Target 4).

While comparison with the figures for 2000 shows a fall of 11% in the number of child labourers, and a fall of 26% in the number in hazardous work, the improvement is much more limited in Sub-Saharan Africa (ILO 2006). The absolute number of child labourers in the region increased in the period from 2000 to 2004, leading to a recorded 49.3 million children who are economically active out of a child population of 186.8 million. (There was a slight fall in the percentage of child labourers in that period due to the high rate of population growth in the region). The report suggests that this is due to the high levels of poverty persisting in many Sub-Saharan African countries. The impact of HIV/Aids is another specific factor.

In Tanzania, as in many countries, child labour is illegal. ILO convention 183 on the minimum age for work was ratified in 1998, and ratification of convention 182 on the worst forms of child labour was recently achieved. However the practical reality is that many children still work. A recent estimate suggests that 3.4 million

of the total of 12.1 million children under 18 in the country are engaged in work (ILO 2005).

The government has been active in addressing the situation through prohibiting employment of those under 15 years of age and establishing a child labour unit to co-ordinate strategies. (ILO 2002)

Studies in Tanzania undertaken by ILO indicate a fall in levels of child labour which is attributed to increased awareness created by village government officials, NGOs and religious groups. (ILO 2006).

NGOs have been active to the extent of withdrawing children from the streets (where they had been involved in informal sector activities) and providing vocational training.

Despite an increase from 53% to 95% of children in primary education since fees were abolished in 2001 (DfID 2005) this statistic masks patchy attendance in rural areas and the failure of many children to complete primary education (ILO 2005). The main reasons for this are, as above, the high level of poverty in the country, the lack of access to secondary education (only 6% of children complete this) and the impact of HIV/Aids leading to an increasing number of orphans.

Children work to supplement the family income of poor families; in child-headed families and for orphans this is the only source of income; children are not attending school, because, although fees have been abolished, families are too poor to afford uniforms, exercise books and other related costs. Some children are taken from villages, being told that they will be given education, but instead are taken to Dar es Salaam and put into domestic labour, street vending or prostitution.

Case study: Wanjiku

Wanjiku is 17 and came to Tanzania from Kenya.

She believes that becoming an orphan was a major reason why she ended up in WFCL. Her parents both died of AIDS, leaving her to look after her two brothers.

She married very young. When her husband was sent away to the war in Congo and she went to live with his family. They heard he had died in the fighting, so her sister in law invited her to come and work with her in Mwanza to sustain herself.

She was promised a part in a business, but when she got there was told that she could not join it because she had no capital.

Her sister in law told her an easy way she could raise capital was through prostitution.

She feels trapped and wishes she could raise money to send to her other brother, who is a street child in Kenya.

(from ILO, 2002b)

2.2 The International Programme for the Elimination of Child Labour (IPEC)

ILO-IPEC works towards the elimination of all forms of child labour, giving special attention to children who are very young, those in hidden work situations, girls, and children who are particularly vulnerable. ILO Convention No. 182 places emphasis on the rapid elimination of the worst forms of child labour. Partner organizations are supported in developing and implementing measures to prevent child labour, remove children from hazardous work, providing for their rehabilitation and social reintegration, and offering alternatives for them and their

families. Education is instrumental in achieving these goals and has been central to the work of ILO-IPEC since its creation. Indeed, history has shown how instrumental education and vocational training has been to the abolition of child labour, establishing a skilled workforce and promoting development based on principles of social justice.

The Ministry of Labour, Employment and Youth Development of the Tanzanian Government highlights the following strategies in response to the causes they identify.

Government Strategies to Eliminate Child Poverty

Cause	Strategy
Deep income poverty	Empower vulnerable parents economically Encourage implementation of national strategy
Vulnerability to disaster	Promote environmental management and alternative livelihoods
HIV/AIDS	Promote education, counselling and other support
Poor social cohesion and disruption	Re-establish and promote the national self-help ethos
Poor inspection and enforcement	Embed labour principles in legislation, mainstream principles in the constitution. Increase awareness among professionals. Establish

Inadequate capacity to monitor school attendance	laws banning WFCL Mainstream awareness of WFCL in schools and establish laws against absenteeism
Lack of cultural awareness of WFCL	Raise awareness among community members and discourage unacceptable cultural attitudes

(Adapted from United Republic of Tanzania (No date))

The provision of Vocational Education and Training (VET) remains an important cornerstone of IPEC’s efforts to prevent child labour and to withdraw and rehabilitate children engaged in hazardous child labour. Since its creation in 1992, ILO-IPEC has supported many partner organisations in their fight against child labour through the provision of VET on appropriate knowledge and skills. Recognising the diversity of needs, IPEC programmes utilise a range of approaches and a special focus is placed on reaching working children and those who are particularly vulnerable – such as those living in remote rural areas, or on the streets. The last twelve years have been a period of development and consolidation. Skills development targeted at working children has proven to be an effective strategy in combating child labour.

ILO-IPEC is working with the Tanzanian government under convention 183 and 182 to tackle this problem. A ‘Timebound Programme’ has focused on the Worst Forms of Child Labour in Tanzania - commercial sexual exploitation, mining, domestic service, commercial agriculture and the urban informal sector. The programme places an emphasis on country ‘ownership’ of the problem, and on

the need for understanding at all levels, including community level, of the problem and the steps which need to be taken to eradicate it.

The government describes the need for developing an 'enabling and conducive environment' to implement the project in the long term. To do this it will continue to work with, and build on 'innovative partnerships with various government agencies, international organizations and financial institutions, and civil society'. (URT)

2.3 Social and psychological effects of child labour

As well as tending to exclude children from education and exposing them to hazards and other suffering, child labour has profound psychosocial affects on the child. These include feelings of alienation, stigma, shame, and low self esteem. As a consequence even where children are released from child labour they have difficulty identifying and acting on alternatives which might match their interests and aptitudes and lead towards decent work. An important component of any work in this area is therefore an understanding of psycho-social impacts of child labour which will lead to provision of a safe and secure environment, appropriate support, advice and counselling. (Jordans 2002, Woodhead 2004)

2.4 Gender issues

'The Constitution of the United Republic of Tanzania endorses gender equality and equity and guarantees full participation of women and men in social, economic and political life.' (URT, 2005)

The National Strategy for Gender Development declares that 'the socio-economic development of Tanzania is dependent on the full utilization of its human resource, both women and men. The society realises that the continued

marginalization and under-utilization of women...is a major obstacle to rapid socio-economic development of the country' (URT, 2005), and has taken measures to address gender concerns.

In our Needs Analysis we found strong expectations on the children from their communities to go into careers which were seen to be appropriate to their sex.

We did encounter 2 girls (out of 200 students) who were training as motor mechanics, and a few boys who were studying tailoring, but in general gender stereotyping was very evident.

In chapters 4, 5 and 7 we will be looking at activities to help children address some of the issues to do with gender.

2.5 Local economic and employment issues

Profiling the possible career options for child ex-labourers and the training and development paths they might pursue must take account of local conditions.

The Tanzanian Small and Medium Enterprise Development Policy has this description of the situation: 'Tanzania is endowed with a rich natural resource base. Nevertheless the degree of development in Tanzania is very low. The challenge lies in the ability to transform efficiently and effectively the resources into goods and services that can be delivered to the market at competitive prices'. (URT, 2003).

Options for employment and self-employment vary considerably from region to region and between urban and rural situations. Some areas of the labour market are new and buoyant, others are saturated, and some are in decline. Some areas require particular skills and training, while others need to be adapted to changing

situations. For example, the market for tailoring could be saturated in some areas, but in the same trade trainees could diversify into design work which could be in high demand.

The Government is encouraging entrepreneurship, and some Civil Society Organisations (CSOs) including the NGOs, FBOs, and VET providers have started to place great value on entrepreneurship. To encourage such activities, potential entrepreneurs can be offered services ranging from institutional capacity building, direct provision of financial and non financial services to infrastructure development. The Policy of the country states that 'the Government will promote entrepreneurship development through facilitating improved access of SMEs to financial and non financial services' (URT,2003)

Case Study: Sunflower farming as an alternative to child labour

Ulambo village is among the villages in Iramba district which was identified as one leading area for recruitment of child domestic workers, especially girls.

The village is situated along the main road from Dar es Salaam to Mwanza and other countries like Rwanda, Burundi, Uganda and Kenya.

During 2002, girls (aged 12-17) were withdrawn from abusive domestic work. Among them a group of 26 girls joined their effort to deal in sunflower aquaculture after being advised by the village officials and an expert in agriculture.

The village officials of Ulemo donated ten aeries of land for the children, and the expert in aquaculture and other extension workers supported the children with their expertise.

The children were given a fund of 32,000 Tshs each. This was put together and used to hire an expert for help with cultivating seeds and other forms of inputs.

The children themselves participated in training in planting the seeds, and cultivation. The market for sunflowers was organized by the village leadership.

The money collected was put in the bank, and children, through their own leadership, divided it between themselves. The remainder was saved in the bank for further aquaculture purpose.

As most of the children were orphans and young mothers the money assisted them in their basic needs such as food, clothes and medical support.

2.6 Other issues facing children, families and communities

Interviews indicated that additional drivers towards child labour include bad family and community experiences. Children face the loss of parents, pressure from parents exposed to severe poverty, and exploitation by relatives or family friends. Also cited are cases of absentee parents, alcoholism, and abuse of children.

Community attitudes to child labouring are sometimes unquestioning and compliant. But often, for parents the pressures of extreme poverty, unemployment and natural disaster may lead to them finding it necessary to persuade their children to engage in child labour.

These issues are also highlighted in the IPEC report on Tanzania (ILO 2005).

Case study: Rutechura

Rutechura (53) is a father of 7 children. He has three daughters who migrated to Dar es Salaam.

During the interview he said, 'I thought my daughter had been taken for further studies in Dar es Salaam but after six months she came back pregnant. She doesn't know the father of the child as she was raped by different men in the night she was working. Now poverty has increased in my family since I have to take care both of them – my daughter and grand son'.

Chapter 3 Self Awareness

3.1 Introduction

Introduction to self-awareness in the context of child labour.

Self awareness is a foundation of the model of careers guidance used in this manual. The child will make the best choice of career if s/he is aware of her/his personality, likes and dislikes, values, beliefs and abilities. For working and ex-working children this can be a very difficult and painful experience.

To assist children who have been engaged in child labour depends on starting with the impact of their experiences on their psychology and their sense of themselves, and the perception of those around them. This is a 'psycho-social' understanding.

In this chapter a broad explanation of the concept of 'psycho-social counselling' is given, leading on to exercises to help develop methods of supporting children in moving on from the effects of their experiences, developing self awareness and understanding.

Many of the organisations involved in the production of this manual are engaged in counselling work with working and ex-working children. If you are working in one these organisations you will have a wide range of expertise and experience, so not all of the material in this section may be relevant to you. The first part of the chapter provides a very brief outline of the theoretical background, whilst the latter sections are more practical and concrete.

3.2 What this chapter can and can't help you to do!

Working and ex-working children are affected psychologically by their experiences (for example see Jordan 2001, 2002 and Woodhead, 2004) and the effects of this must be taken into account in any counselling, guidance and support for them. This chapter explains why this is, and explains how this understanding can help you to provide a good environment for children to move on.

After providing a basic understanding of what psychosocial counselling is about, this chapter considers the main issues which affect working children, and provides activities to help you respond to these issues effectively in giving careers advice. The chapter is divided into 3 sections

- Psychosocial counselling and ex-working children – theory and methodology
- Activity for practitioners working with ex-working children
- Activities for children

The purpose of this chapter is to provide an understanding of counselling skills which help children to 'tell their stories', and to see how these skills can be used in giving effective careers advice and guidance.

Later chapters include many group activities, and the understanding gained from this chapter will be relevant in all these activities. In chapter 5 children will use their work from the activities in this chapter to consider their personality, values and abilities in relation to their career choice.

Group discussions should be used in conjunction with individual discussions with children where they can talk to you about their particular issues, aspirations and challenges.

Although this manual highlights the role and importance of Psychosocial Counselling, and shows what skills and techniques need to be applied, providing this counselling is a specialist area. Sometimes, particularly in crisis and disaster situations, people are given very basic short term training and then attempt to provide counselling. This can often cause more harm than good (see Baron (2006) for example) as without a proper grounding, training and practice the principles and their application can be misunderstood.

This manual doesn't claim to provide training in psychosocial counselling for this reason. It provides information on how this counselling can help ex-working children, but it is important to understand that people who have proper training and experience in these skills should be involved in providing this.

3.3 What is 'Psychosocial Counselling'?

Psychosocial counselling originates with Erik Erikson (1950) who, building on the ideas of other 'developmental psychologists', maintained that people go through developmental stages during childhood, and that, where these stages are interrupted or abnormal, the person is affected psychologically. So psychological development is affected by the person's social environment. Erikson therefore coined the term 'psychosocial'.

Psychosocial counselling builds on this idea and is often applied to people who have been through particularly challenging social situations which have led to specific psychological needs – for instance particular illnesses, exposure to war or disaster and so on.

The term 'Psycho-social Counselling' refers to counselling which addresses the client's psychological make-up and needs in relation to their social experiences - both positive and negative. It also addresses a client's ability to function in social situations, both formal and informal, and to integrate into a social environment.

3.3.1 Psychosocial problems experienced by ex-working children

Child labour has a deep psycho-social impact. The effects of these experiences on the children you are dealing with must be taken into account at every stage of the counselling process.

There are a number of specific aspects of the experience of ex-working children which have significant psychosocial effects. These include

- Fear, resulting from loss of safety and security, and the power of exploitative employers
- Lack of guidance (from parents and other responsible adults)
- Lack of peer support (from friendships, siblings, school etc)
- Guilt (tendency to believe the situation is somehow one's fault)
- Stigma (lack of worth in society)
- Relationships (not comfortable in normal relationships for the developmental stage that relates to one's age)
- Shame (because of one's stigmatised status in society)
- Anger (often later, realising one has been treated unfairly, cruelly)
- Self worth (because one has been treated and put in the position of having low worth)

(adapted from Jordan (2002) and Woodhead (2004))

Overall, all these consequences of the experience of being a working child have a huge impact on the normal process of development during childhood and adolescence.

'A childhood has been taken away'

Psychosocial counselling can help ex-working children to recover from the consequences of their experience, and develop their confidence, self belief, self esteem and sense of security. This is essential if children are going to move forward.

3.3.2 Psychosocial counselling methodology

Professional psychosocial counsellors focus on the 'client', the person they are assisting, and the process usually follows a number of stages

- Introduction
- Identifying the problems
- Setting goals
- Implementing changes
- Evaluation

They have to take particular account of the needs that the child has – for safety, and for dealing with the degree of trauma they have experienced.

They will need to

- Create a 'safe' environment
- Treat the child with respect.
- Take time, and not rush the child
- Use counselling communication skills
- Summarizing – drawing together the basic points from discussion
- Reflecting – expressing the discussion in different ways and 'playing it back' to the client
- Non-verbal communication – appropriate body language, facial reactions etc.
- Empathy – engaging with and understanding the client's experience

In some cases techniques are used which 'dig deeper', and which may cause strong emotions to be expressed. These are used with care by skilled professionals. They may include

- Retelling – allowing the client to 'dig up' and retell aspects of the experience
- Expressing emotions – pain, hurt, anger etc.
- Developing constructive coping strategies – suggesting ways of dealing with emotional reactions

- It may be helpful to give information, in order to 'position' and 'normalise' the client. This means moving from the normal role of listening and supporting, to showing (for example) that the experience of the client is not abnormal, or that it is not their 'fault' but that of other, exploitative people

3.4 Activity for Counsellors - 'Imagining'

Bringing an awareness of psychosocial issues into the guidance process

Allow 30 minutes – 1 hour for this activity

It is important to understand these psychosocial issues and their effects. How can you use this knowledge in your work? Let's look at the psychosocial themes which were listed above, and think about how we can address each of these.

This is an activity for the team who are providing counselling, to help you bring an awareness of the psychosocial needs of the ex-working children to all your work with them. (Based on an idea from Jordans (2002))

The instructions for this activity are written for a group leader, but they can easily be adapted for leaderless groups or for people working alone.

If you are working on your own, allow plenty of time to work through this activity. It may help you to talk to someone afterwards about your thoughts and feelings.

3.4.1 Preparation

- Find a room or space where people can be undisturbed and reflective
- Write the following titles on individual large sheets of paper
 - Fear
 - Lack of guidance
 - Lack of peer support
 - Guilt
 - Stigma
 - Relationships
 - Shame
 - Anger
 - Self worth

- Fix the sheets of paper around the wall

3.4.2 Activity

- Invite the group into the room
- Select a member of the group who is aware of the story of a working child to tell the outline of that story
If no one has a suitable story use one of the two case studies given at the end of this activity (3.4.6)
- Explain that people are going to need to reflect and imagine now, and put themselves in the place of the child
- The atmosphere should be calm and reflective
- Get people to close their eyes if they are comfortable to, and spend a minute or two imagining the child's story as if it was their own
- Allow the selected group member plenty of time to tell the child's story
- Now encourage the group to imagine what they (as a child) might be feeling, what they would think, and what they would say if they were able to talk to a counsellor.
- Mention that the headings are around the wall. Explain each (suggested explanations are provided below), and let people take a minute or two with each to imagine those feelings for themselves. Encourage them to make notes as reminders
 - **Fear** – what would you be fearful of? Punishment? Loneliness? The future? Abuse? Physical injury in your work?
 - **Lack of guidance** – why would this be? Uncaring employers? Away from parents? Away from teachers?
 - **Lack of peer support** – what's the difference between your life in a family, in a community, at a school and life as a working child?
 - **Guilt** – why do we always think situations are our fault? What effect does that have on you?

- **Stigma** – why would people look down on you and consider you inferior? Maybe the kind of work, or the fact that your boss makes you feel small, or the sense of rejection by society or family.
- **Relationships** – are you scared of relationships now? You've been let down. Who can you trust?
- **Shame** – You don't feel respected and as a result have little respect for yourself; you've been taught by your boss that you don't deserve respect; you haven't had an education; you may have had to do demeaning work.
- **Anger** – all the people who have let you down and mistreated you – authorities, family, your employer?
- **Self worth** – all these feelings and experiences mean you don't feel you count for much
- **Lack of confidence** – You feel that you cannot make decision, you cannot express yourself because of the work you are doing

3.4.3 Reflection and discussion

- Invite the group to say anything that really struck them in their imaginings
- Go round the room to each of the headings and get people to contribute the things that they thought about each one, referring to their notes
- Summarize – these are all psychosocial effects of the experiences of working children

3.4.4 Action for the future

- Discuss how to take account of these effects in the way that you work with the children. Use the following headings (you may want to write these up too, along with any other suggestions)

Time

- How many of these issues are things that children need time to work through ('time is the healer')
- How can you make sure that they are not rushed, that they have time to adapt and become secure and comfortable?

Space

- How can you create a 'safe space' where you are working with the children?
- Think about where they meet, and what other spaces they have access to for relaxation, play and sleep.
- How will these help them adapt and move away from the feelings we have imagined?

Security

- How can you make the children feel that they are secure, that they can trust you when they haven't been able to trust people?
- How can you help them to relax and start to be ready to think about their future?
- Discuss how your behaviour, body language, and the way your work with them is planned, can address those needs.

Company

- Often working children have lacked the company of both their peers and of responsible and trustworthy adults.
- How can you help them to experience both of these in a positive way?

Affirmation

- Working children have often experienced betrayal, rejection, abuse, and other traumas.
- How can your behaviour towards them help them to move away from those experiences and the feelings that result from them?

3.4.5 Conclusion

Remind yourselves that this understanding is valuable, and helps you to take account of the 'journey' that children have to go through to start to move forward from their traumatic experiences and to be able to consider their future.

Remember that psychosocial counselling itself is a specialist area and that this course does not provide training for that. Attempting such counselling without training and experience could lead to damaging consequences.

3.4.6 Example case studies

Use these case studies if the team members can not provide examples.

Case Study: Merina

Merina (not her real name) (22) was born in Iringa region where she lived with her step father for 8 years. Later on her mother was divorced again for reasons not known to her.

Merina ran away from home when her step mother threatened to kill her. She came to Dar es Salaam working as a domestic worker. She once was raped by the owner of the house, and when she tried to tell the owner's wife she was thoroughly beaten.

During her work she experienced a lot of problems like being beaten and she was jailed for three (3) months following an allegation that she had stolen a pair of khanga from the house owner. She was initially fined two thousand Tanzanian Shillings (equivalent to 2 US Dollars) but she couldn't pay because she was not even given her salary.

After three months in jail Merina went to Uwanja wa Fisi, Manzese where she worked as a prostitute in order to earn money to cater for basic needs like food and clothes. However she was also sexually exploited by the owner of the house where she worked, as well as having 80% of her income taken by the owner there.

She was finally helped to get away by an agency which has provided a safe hostel and counselling for her.

Reflect on:

- *Why Merina ran away*
- *What life was like in the urban situation*
- *What the legal issues are*

Case Study: Damas Mazengo

I am called Damas Mazengo born 17 years ago at Mvumi village in Dodoma region. I completed primary education four years ago. Then I had to work with my family in a small farm my family owns.

In 2002, my aunt took me to Dar es Salaam to stay with her. She told my parents that she wanted me to stay with her so that my parents could have less burden on taking care of me, and to rescue me from joining hooligan boys.

In Dar es Salaam, my aunt lives with her five children and my uncle in two rented rooms. She is a vendor of food in construction sites and my uncle is cart puller.

After one month staying with my aunt things started to change in the family. They started to see me as burden. Therefore they started harassing and segregating me. Sometimes they did not allow me to eat food and all work was given to me. The bed sheet given to me was taken by my aunt. I was not allowed to use soap or tooth paste. They told me to look for money for food and other needs.

I decided to leave the house and look for my own life. I looked for work. Most of the work I got was in the construction sites and stone quarries. Sometimes I could not get job for a week therefore I starved. I slept in shops verandas. It was a difficult life.

Then came a day when I met a friend who knows an organisation who can help me. He advised me to see the responsible people, and I went to the office and explained to them my problems.

They sympathised and decided to support me. They enrolled me at a Vocational Training Centre for a welding course. During the training, I did well as I was among the 50 top trainees out of 251.

Reflect on:

- *How Damas felt as a child working on the family farm*
- *What was it like being taken to Dar es Salaam?*
- *Life on the streets for Damas*
- *Rescue!*

3.5 Activities with children – Self Awareness

Self awareness: moving on

This section provides three ideas for ‘play’ activities which can help children to start to understand themselves and their strengths and weaknesses. Through this they can start to think about what they would like to do in the future, and how to prepare for this. These activities will be enhanced by your preparation in the previous activity. You are going to be encouraging children who are not used to talking about themselves (or even talking at all) to ‘open up’ about their ideas, needs, and interests so you need to provide the feelings of time, space, security and affirmation that can help them do that.

Use all three activities or select one or two if this is more appropriate to your situation.

3.5.1 If you were a T-shirt, what would it look like?

Allow 30 minutes – 1 hour for this activity

Walk down any street and you can spot a hundred different T-shirts. Go to the market and you can buy T-shirts with all sorts of pictures, slogans, brands and faces on them.

If people get to choose the T-shirt they want to wear they choose it to reflect what they think they are like – how they want other people to see them

Talk about this and talk about some of the T-shirts you see out on the street – sports brands, football teams, fashion logos, drinks, other companies, designs, faces, celebrities, bands – try and encourage the children to think of examples.

Now get them to think about what T-shirt is ‘them’. Get them to design a T-shirt, or just say what is their top T-shirt.

Now find out why they have made their choices – are they football fans? Do they like a particular drink? Do they want to be seen in a particular way? Why have they made the choices they've made?

3.5.2 What kind of animal are you?

Allow 30 – 40 minutes for this activity

- Work with the children to get them thinking about animals. Get a piece of paper and then start to brainstorm all the animals you can think of
- Try out some of these questions with the children:
 - How much do you know about animals? More than you think!.
 - There are insects, bugs, roaches, flies, mosquitoes, spiders, birds, big, little, highly coloured, drab, vultures, hawks, songbirds, rats, mice, cows, goats, zebras, lions, giraffes, gazelles, fish, tilapia, sharks, whales and so on
 - Where do they live?
 - How big are they?
 - What do they eat?
 - How do they move around?
 - What colour are they?
- If you can, get the children to draw them
- Once you've got a big list, get the children to chat together in twos and threes about what animal they would like to be, and why? – would they like to move fast, to swim, to fly, to be able to see in the dark, to be strong, to be clever? What kind of animal are they?
- Find out what answers they have come up with, and what it is about the animal that appeals to them – in doing this they are thinking about their tastes, their likes, their dislikes and their identity.

3.5.3 Where would you be in your favourite world?

Allow 45 minutes for this activity

This activity is a preparation for the next chapter - Career Exploration.

- If possible arrange the children into small groups, each with a large sheet of paper and pens – coloured ones would be good.
- Ask them to make up a town or a city or a village, thinking about the details of what it is like. Does it have a river? What roads run through it? Does it have a railway? – Maybe even an airport?

Where do people live? Where are the shops? – What kinds of shops are there? Markets? Schools? A bus station?

Are there factories? What kind of factories? Workshops? Quarries? Farms? Offices? Hair salons?

- Get the children to draw their village, city or town with all the different things they can think of. Make it a place they would like to live.
- Now ask the children to think individually about where would they like to be in that city? Would they like to be directing the traffic? (policeman), working on the land (farmer), or in the barracks (soldier?) In the hospital (nurse or doctor?) In the school (teacher) and so on.

Where would you like to be in your favourite world?

3.5.4 Conclusion

Explain to the children that it's important for them to think about what they like, what they are good at, and what they would like to do.

Everyone is different and there are many different T-shirts, many different animals and many different places to be. Some of them will be just right for the children you are working with.

Take time to reflect on these activities, remembering your own reactions to them, and also what you have learnt from the children about their experiences.

Chapter 4 Career Exploration

4.1 Introduction

If you've spent your working life in a job which is exhausting, dangerous, and demeaning to you as a person then why would you even think of 'work' and 'jobs' as something you can choose, choose between, and even want to do? That's the perspective of many of the children you are dealing with.

In the previous chapter we've worked on helping children to look into themselves and start to see themselves as having an identity, preferences, interests and abilities.

In this chapter we are moving on to unfold the world of work as one where there are choices; where matching outlook, abilities and tastes to employment can mean that work is no longer exploitation, but something which offers a lifestyle the individual values.

4.2 There are so many different things you could do . . .

Previous chapters have shown how children can move beyond the effects of being involved in child labour, and have shown how they can develop a 'picture' of themselves, their personality, abilities and interests. The exploitation of children focuses particularly on vulnerable and excluded groups, whether on the basis of poverty, gender or social position. In this section we will think about how they can discover that there are broader opportunities available to them in their situations.

It's important to do this because the practical situation in which children find themselves has to be matched up to their ambitions. Some kinds of work are very scarce. Some are very poorly paid. Some demand a lot of training and education. Some are very highly prized and there is great competition for them. Some are in kinds of business or industry for which the market is shrinking, so the future for these jobs is likely to be poor.

Just because a particular career is very competitive, requires a lot of training, or has some other challenges connected with it doesn't mean the child should not pursue it. If that is what they have become clear they want to do, then it may be the right path for them. However, it is important to understand what is involved in any choice, and that's why it is important to know what opportunities are available and what is involved in pursuing any of them.

There is a saying that 'knowledge is power' and this is the key to understanding the opportunities for work.

The children you are working with probably see work as a very negative, dominating, exploitative experience. It will be a major change in thinking and attitude to start to understand that work can be a positive part of one's life.

4.3 Does work have to be a bad experience?

These children have had traumatic experiences in their working lives. In introducing new ideas about careers and future employment their future choices will be deeply affected by their experiences in the past. You will be able to help them to consider how these experiences have affected their perceptions of work. The next activity is a starting point to help children 'unpack' their thoughts and emotions about work, freeing them to think about what they mean by words such as 'work', 'career', having a job'.

4.3.1 What's in a career?

Allow 45 minutes for this activity

You will be working with a group of children, discussing with them their ideas about work and the different kinds of jobs people do.

'20 things about work'

In preparation for this activity, start to collect newspapers and magazines. If you do not have access to magazines, draw pictures with the children.

In chapter 3 we considered how some of these children find it extremely difficult to talk about their experiences, their thoughts and emotions. Remember this as you work with them throughout this exercise. You might find that you want to work with this activity with some children individually.

- Ask the children to cut out any pictures that they can find of people - young and old – working, playing, at home, socialising, happy, sad, in groups, on their own.....
- Each child in turn then picks up on picture which to her or him is a picture about work. It could be a picture about their previous experience of work, or other people's work, or how they would like to see themselves at work in the future
- Get the child to stick the picture on a wall where everyone in the group can see it. The aim is to build up a collage – a picture of 'what work looks like'
- Allow the child to talk as much or as little as they want to about why they have chosen that picture. Encourage other members of the group to discuss the pictures in the context of their own experiences and their perceptions of work. Talk with the group about why a job is important, and what a 'career' means to them

- Work round the group several times until the group members have put up as many pictures as they want to
- The finished collage will be a reflection of their perceptions, and is likely to be a real mixture of ideas and opinions
- Summarise with the group how this activity has made them feel about work. Talk with them about how their past experiences have influenced them, and the kind of work experiences they want to have in the future

4.4 There are so many different jobs out there. How can I find out about them?

The activities below are all focused around developing knowledge of job opportunities, what is involved in each of them, how to prepare for various kinds of work, and what the future is in these different kinds of employment.

All the activities in this section are described using paper and pens. It may be more appropriate to draw pictures in other ways with your children.

As with other chapters, these are ideas for you to adapt in the most appropriate way to your situation. They do follow in a sequence, with each activity building on the previous one, and it is best to keep this order if possible.

4.4.1 Connections

Allow 20 minutes for this activity

There are often more people that you have connections to than you realise. The first activity is for you to play a game with the children where you think of different kinds of jobs, and then get the children to think of a connection – not just people they know but connections from one person to another.

- Start with connections which the children know they have, and give examples using connections which you have.
- Suggest to children: 'If you have been working in farming . . . you know of farmers! If you have worked in a factory . . . you know of other factory workers, managers, drivers, the boss! If you have worked in fishing, you know of the fishermen, the buyers, the carriers, the owners.'
- Start a game with the children to see who can come up with the most connections. Move on from people they know, to people they know who know people....who know people....who know people who.....

For example: Local chief of police

The child may have a sister who goes to the school. The teacher knows the head teacher. The head teacher knows the local chief of police.

- The point is that if you want to find out about a certain kind of job there may be someone who can introduce you to someone else who can introduce you to someone who does that job. So think of all your connections, and help the children to think of theirs
- Start with 'easy' jobs – a fisherman, a policeman, a shopkeeper. If someone in the group can come up with a connection then invite them to think of harder challenges, and see if anyone can solve them

4.4.2 What kinds of work are available where you live?

Allow 1 - 1½ hours for this activity

'Paint a picture of your world'

- In small groups of three or four give each a large piece of paper and coloured pens
- Tell the children that the piece of paper is the whole of the area around where they live
- They are going to draw a map of where they live. The kind of map they draw will depend on whether they live in an urban or a rural area
- Work out in each group what the children want to treat as the edges of the area – the next town? The sea? The hills? A certain distance? The edge of the farmland?
- Once you've agreed the boundaries, each group should work to draw onto their map all the different kinds of places in the area and the kind of work that is done there –
 - drivers, mechanics, office workers, cooks, gardeners, drivers, farm labourers, tractor drivers, fishermen, weavers, carvers, shopkeepers, tailors, roadmenders, teachers, doctors, nurses, policemen, soldiers, pilots, politicians, careers counsellors – every kind of work they can think of.

They can represent these with pictures. They should think of whether people are employed or self-employed in the work.

- When they've finished get the groups together to talk about, and/or write up a list of all the jobs identified by one group. Add up their 'score' – the total number of jobs in the list. (If there are several facilitators each can total up the work of one group). See whether there are jobs identified by the other groups that the first one didn't spot. Add up how many jobs in total are identified
- How else could you find out what kind of work is available? (remember that knowledge is power)
 - Introduce the idea that teachers, counsellors etc may know of other kinds of work in your area. They are there to help the children find out about this.
 - Build up a database of your contacts for children to use

- Allow time for the children to talk to other people in your centre to find out more information
- Consider local contacts you have who work in your area who you could arrange visits with for the children
- Finally, allow time (5-10 minutes) for the children to work individually. They should think of three kinds of job they would like to investigate, and make a note (as a picture or in words) of these for use in the next activities

4.4.3 What's out there?

Allow 45 minutes for this activity

'Go for Gold'

- With A4 pieces of paper, or on the ground, get the children to draw pictures to represent different kinds of work (including unique and highly sought after jobs, regular jobs, and labouring jobs) such as
 - Farm labourer
 - Fisher
 - Footballer
 - President (female)
 - Airport worker/ air steward
 - Tailor/seamstress
 - Teacher
 - Street seller
 - Souvenir making
 - Shop assistant
 - Ngoma
 - Waitress/waiter
 - Livestock herder
 - Doctor (male/female)

- Mechanic
- Add other jobs which are relevant in your region
- You could use some of the pictures they have drawn in 4.3.2
- Now get the group to go round the pictures individually to 'score' how hard they think it would be to get each of the jobs. The children could put the pictures into groups – hard, easy, moderate, or they could score them with pictures or symbols – eg *** for hard, ** moderately hard, * easy

Hard ***

Moderate **

Easy *

[Insert cartoon drawing of men and women in each box]

- Discuss why this is. There's only one president for example. To be a doctor requires sufficient a great deal of study to qualify. Farm labourers' jobs depend on whether there is much farming in your area, and so on. Highlight different issues – e.g. training, market forces, availability, saturation, male/female roles
- Remind them of the three jobs each of them selected in the previous exercise. What is involved in getting each of those jobs – what training or education? Is there much competition for them? What is it like to do them anyway?
- Think about those things now and discuss them with the children

4.4.4 Challenging Stereotypes

Allow ½ hr – 1 hour for this activity

Encourage the children to think beyond the stereotypes they are used to. Some of them will already be asking questions: 'Do I have to just do that? Can't I' In this activity you will help them in their thinking.

- Using the pictures in the previous activity (4.4.3), get the children to divide them into 3 groups – Jobs for women, jobs for men, and jobs that men and women can do.

Women's Jobs

Men's Jobs

**Jobs for Women
and Men**

- Discuss why the children think some jobs go into one group or the other:
 - Why do you think that?
 - Do you know anyone who breaks the stereotypes? E.g. a woman or girl who is an auto mechanic; a boy or man who is a tailor?
- Have any of the children you have worked with in the past broken traditional stereotypes in their employment? Ask them if they will come in and talk to these children about their experiences

Case study: Daria

Daria (16) is one of the two girls studying panel beating and spring making course at a vocational training centre. She is in the class of seventeen boys.

She is tough and determined to do the work despite all gender challenges she is facing about how she can aspire to do 'male jobs'.

When interviewed on her choice of course she was very happy about what she has done so far and looking forward for more success.

She says: 'I cannot regret why I chose this course. Actually I sometimes perform better than even the boys and I am sure on completion of this course I will easily get employment that will change my life into a better way'.

4.4.5 What is it like doing different kinds of jobs?

Allow 1 hour for this activity

So now you have spent some time with the children, encouraging them to think about different jobs, let's see if jobs are really what they think they are.

Your teacher on the radio!

- Stage a radio news press conference. You are the star because you have just won a national prize for your excellent work as a teacher, counsellor or whatever your particular job is
- Explain this to the children and explain that they are now the news media, journalists and newspaper people who want to find out what your job is REALLY like. Is it fun, is it hard work, what kind of things do you have to do, what are the interesting bits, what are the dull bits?
- Get a colleague to help you by working with the children in groups helping them to think of questions to ask
- Allow plenty of time (20 minutes) for the children to talk about the questions they want to ask you
- Now run the press conference. By the end of the press conference they should aim to have a picture in their minds of what it is really like to do your job

- Discussion – were they surprised? Were there things they didn't know about? Do they still have the same idea of your job as they did before the conference?
- So how can you find out what **any** job is REALLY like?
- Discuss the following list of places where children can find out – and add to it other ideas you and the group have:-
 - Friends – do they have any friends who do any of the jobs they are interested in?
 - Family contacts – do they have relatives who do these jobs?
 - Counsellors – where can they go for advice on what different jobs are like?
 - Go and ask – is it possible for the children to go and ask the people at a local business to talk to them?
 - Other ideas?
- Are there any role models who you could invite in to speak to the group? – Maybe ex-students and apprentices

4.5 What do I need to learn to do the job I want to do?

You have spent some time now with the children thinking about what different jobs are like. In these activities you will be helping them to think about the training which they will need to do to for their chosen career.

4.5.1 Get prepared

Allow 1 hour for this activity

In this activity you will be discussing with the children which jobs need a lot of training and/or study, which need little or no training and study etc, and talking about what the training may be.

- Create a chart on the wall with several columns. Starting from the left mark a zero or a symbol that the group agree means 'no training or study required'. The right hand column will represent 'much study and training' in between are the other columns representing intermediate amounts of training and study

No training or study	Some training and study	Much training and study
-------------------------------------	--------------------------------	--

- Discuss what each of the columns represents in practice. This depends on your local knowledge. You may describe apprenticeships, vocational training workshops where children undertake training, or training with production, educational institutions, or other opportunities. Organise the jobs you have been discussing into this scale from minimum to maximum
- Take the 'maps' that were created of the area in the earlier activity (4.4.2), and invite the children to draw circles round any of the jobs that they themselves are interested in
- Now select jobs which fall into each of the categories, from minimum to maximum amount of training and study. Invite someone, for each selected job, to say that they are interested in that job. Then explain to them in as

concrete terms as possible what is involved in the preparation for that job, in front of the group

4.5.2 Other people's journeys

Allow 1 hour for this activity

This would be an excellent opportunity to bring along two or three people who have undergone different levels of training and study – ideally people who had originally not received formal education, so that the children can identify with them

- Interview them about their experience, focusing particularly on how they found it possible to pursue this without a school background, and on what the outcomes have been
- Summarise – encourage the children to talk to as many people as possible to gather lots of information about the ways in which they can get involved in study and training.

4.6 If I do that job, what will the future look like?

4.6.1 Look into the future

Let's take a list of jobs again (in pictures or words), and talk about the 'future' for each of these jobs.

- Represent each of a list of jobs at the left of a sheet of paper and indicate that to the right is the passage of time
- You may start the job at say 14 or 18 – what might the future be at the age of 30 or 40?
- Put in some entertaining options like footballer (retired), Music star (out of fashion but very rich) and others ranging from manual labour type jobs to service sector jobs, technical and other areas

- Discuss each and tell the story in your own words of how the possibilities for promotion, for growth in that particular area (for example telecommunications) and so on work out
- **Summarise.** Some jobs which need a lot of hard work to get into reap dividends in the future. Some jobs are much easier to get into but there is little opportunity to move on.

4.7 What about you?

Now the children have been through this journey, encourage them to return to their original ideas of three jobs they might like to do.

- Ask them if they want to change their ideas. What have they learnt about what is involved in each job?

The children need to keep these thoughts in mind as we move onto the next stage of career planning - matching their abilities and interests with the opportunities that are available. (Chapter 5)

Chapter 5 Choosing Your Career

5.1 Introduction

The previous chapters have concentrated on developing a sense of the child's identity, tastes, interests and abilities. They have shown the children how to look around at the 'jobs market' and to realise that there are many different opportunities out there.

Now we need to help the individual to draw those ideas together and 'match' their personal identity with possible jobs, and the training, study and experience needed to move into them. They will be able to start to choose their career.

This kind of choice is never static – we all make choices about our work throughout our lives – depending on our personal situations, changes in the job market, and a desire to change career direction or to develop our career further.

As in the activities in other chapters of this manual, your interview skills will be very important in this area.

It is important that the child makes a choice to go into a career which is practical and realistic, but for which s/he has an enthusiasm. One vocational trainer we visited in our Needs Analysis stated that 'without a passion for what they are doing the children will not succeed in their training or in their future work – especially if this is self-employment'.

VET providers see a high drop-out rate in training for children who do not have this passion, or who are too bound by community stereotypes. We saw one example where boys were trained as tailors (a profession where men do well), but on returning to their villages retrained in auto mechanics because this is perceived to be a more 'manly' occupation.

Gender training is important here. Children need to look at occupations which may not fit traditional male/female stereotypes. There needs to be discussion about how to pursue these careers, and to discuss the difficulties which can arise. For example, 2 girls we met who were training as auto mechanics had to overcome some initial teasing from the boys on the course. How do children develop coping strategies to overcome ingrained hostilities?

The purpose of this chapter (as with the rest of the manual) is to provide the children with strategies for managing their career choices now, and in the future. Talk to children about the issues that they have regarding careers. They may see themselves as 'not being the right kind of person' for a certain job because of their background and experiences. Your encouragement in talking to them will increase their self confidence. Refer back to some of the people who have come in as role models to talk to the children.

5.2 Interviewing

In chapter 3 we discussed counselling and interviewing skills. You will be using these skills in this chapter, helping children to think creatively about a career which will suit them. When you are talking to a child

- **Listen** to what the child is saying to you; try not to interpret their ideas
- **Summarise** what you understand them to be saying
- **Reflect** back to them what you think they are saying
- **Ask** them if you have understood them correctly

Also

- Ask **probing questions** to find out why they have chosen this career and to address whether it will suit them. – Is the kind of person required for the

job the kind of person they are? Is it realistic? Do they really understand the job? How will it develop in the future?

- **Is the job a good match?**
 - Find out if they have researched the job well. If they have, is the job a good match?
 - If it's not, help them to consider other options which fit better with their situation

5.3 Matching Yourself to Your Career

The following activities are suggestions to help children 'dig deeper' into whether a particular kind of job is going to suit them.

As before, these are ideas which you can adapt to your particular situation.

5.3.1 What are you like?

Allow 45 minutes for this activity

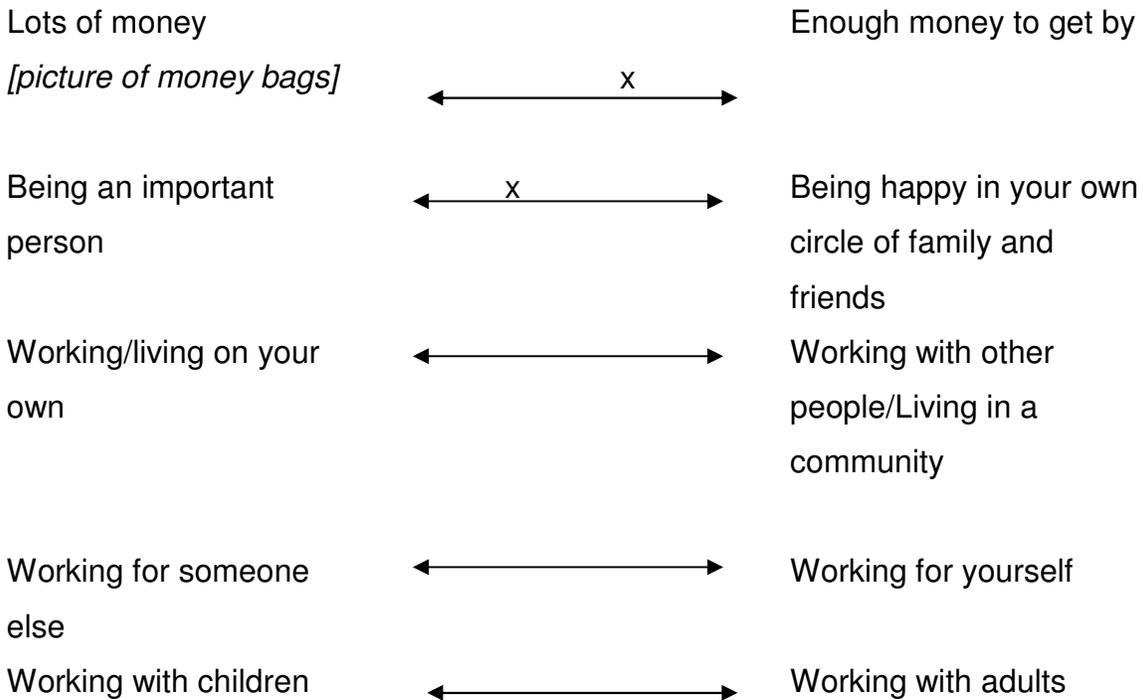
This activity will help children to think about what is important to them in the career they want to pursue.

- In **preparation** for it you will need to draw a diagram like the one below, with words and/or pictures as appropriate to your children
- The arrowed lines represent a spectrum of how important the ideas are. If, for example, 'making lots of money' is very important to you, you would put an 'x' on next on the far left. If you only wanted to make 'enough money to get by' then you would put an 'x' on the far right of the diagram
- In this example 'having lots of money' is less important than 'enough money to get by', and 'being an important person' is slightly more important than 'being happy in your own circle of family and friends'

- The children will mark the 'x's on the line according to their own values

Example:

What's important to you?



Add your own examples to the list which are relevant to your children, or ask the children for their ideas. These examples could be related to specific jobs.

The Activity

- Initially the children need to work individually
- Give the children some time to look at the diagram and think about the questions, and think about what is important
- If possible let each child have a copy of the diagram, and give them plenty of time to fill it out
- The child should mark an x in the place on the arrowed line where s/he thinks each of the ideas represented is important

- Then encourage the children to have a discussion amongst themselves about their opinions and what is important to them. This could be done in pairs, in small groups of 3 or 4, or as a whole group

An alternative use of this activity would be to have 2 separate diagrams: one for the child's ideas about themselves, and one for their ideas about a job. Then compare the two.

5.3.2 What do you want to do in your job?

Allow 1 hour for this activity

In this activity, children will be thinking in more detail about what their chosen careers will be like on a day-to-day basis, and what kind of people will be interested in these different careers.

- Discuss with the children which careers they are interested in. (If they are not sure at this stage, refer back to the 3 career choices they made in chapter 4)

Part 1: The job

- In small groups, get the children to talk about what activities a person would do in each of these careers. These need to be the very practical activities that they would be doing every day.

As an example, for tailoring these would include talking to customers, sewing, measuring, costing

- For each activity draw a picture on a small piece of paper or card, and stick them onto the wall

Part 2: The person

- Swap the career ideas between groups, and get the children to discuss what kind of person would do each career.

For example, a carpenter likes to work with her/his hands and do something practical; a counsellor likes to talk to people and to listen to their stories

- For each of these characteristics the children need to draw a picture.
- Display these pictures on the wall separately from the activity pictures – they will be used again in activity 5.3.4
- **Summarise** and discuss the activities and the children's ideas

5.3.3 Matching the job to the person

Allow 1 ½ hours for this activity

In this activity, children will make a short presentation to the rest of the group. This will help each child (or group of children) to carefully think through what is involved in different jobs, and will help increase their confidence in being able to present themselves. This practice in a 'safe' environment will help them when they have interviews or need to present themselves in self-employment.

This activity is written for work with a group, but it could also be the basis for an individual conversation between a child and a counsellor.

- Ask each child to choose 1 job that they are interested in
- Either individually or as a small group the children will then prepare a short presentation to the rest of the children about that job
- Give the children about 20 minutes to prepare for the presentation

- The content of the presentation should answer these questions:
 - What are the 3 main activities in the job?
 - What kind of person do you need to be to carry out each of these activities well?
 - Why do you think this job would suit you?
 - What would be the best bits of the job?
 - What wouldn't you like in the job?
- Find a suitable room where children can make their presentations, and the audience can listen without interruptions
- Allow a fixed time – 5 minutes maximum for an individual presentation, or longer for group presentation – as appropriate to your situation
- At the end of the presentations allow time for feedback. Peer feedback can be very useful for both the presentation itself, and about the details of the jobs and how they match the children's personalities

5.3.4 How does your job suit you?

Allow 30 minutes for this activity

In this activity each child will continue to think about a career which they are interested in, about themselves, and about how they match up. The activity uses the pictures the children made in activity 5.3.2. Children will need paper and pens or pencils for this activity.

- To begin with, each child needs to draw 2 big overlapping circles like the ones below

You and Your Job



- The child then needs to draw a picture of him/herself, and a picture of the job, and put one drawing in each circle
- Using the drawings they made in 5.3.2, each child should pick a selection which describe her/his personality, likes/dislikes etc and put them in the circle with the self-portrait
- Next, each child should pick a selection of drawings which describe the job s/he has chosen and put them in the circle with the picture of the job
- When the child has the same type of drawing in both circles, these need to go in the overlapping section - 'The things that match'

For example: A child might say 'I like working with my hands'. S/he will pick out a picture which represents this.

If s/he has picked the job of carpenter, s/he will also pick out a picture which represents a carpenter 'working with her/his hands'.

These pictures go in the overlapping section of the circles – 'the things that

match'.

- If the job matches well, there will be many pictures in the overlapping section of the 2 circles

As the children progress through this activity, help them to create an environment where they can talk openly about their choices and their preferences.

Talk with the children about the idea that a job won't match everything in their personality, but they need to be happy that it matches enough of the things they think are important.

5.4 Life in another world

The purpose of this activity is to help children to imagine how they would feel and react in different situations

5.4.1 A Drama

Allow 45 minutes – 1 hour for this activity

- Divide your children into mixed groups of boys and girls
- Each group is going to design a drama and then act it out in front of the rest of the children
- There are 2 options for the story of the drama, and both deal with gender issues. They should create lively debate between the children about what happens when stereotypes are challenged

Scenario 1

A girl is employed in a busy garage. The boss is really supportive and helpful, and very positive about making a difference. She has been trained in auto-

mechanics and graduated with a distinction from the VET centre. She used to enjoy the banter with the boys on her course and had been accepted by them as a really good mechanic, much better than many of them. On her 1st day at work she realises that this world is much harsher, and that her training centre was a protected environment.

- How will she cope with the negative and dismissive attitudes of the other mechanics, and worse still of the customers who ask that she doesn't touch their cars because 'she's a girl and won't do a good job'?
- How can she prove herself?
- How can she change attitudes?
- What support will she get?

Scenario 2

Either

There is a group of 7 female trainee tailors at vocational training centre who have become really good friends. One morning a boy arrives to join the group. Create a story about the boy's first day of training.

- How does he feel?
- How do the girls feel?
- What was good for him?
- What was bad for him?
- How do the girls behave towards him?
- What things was he worried about that turned out not to be a problem?
- What happened by the end of the day?

Or

A boy who trained as a tailor in Dar es Salaam has moved back to his home village in Rombo, Kilimanjaro region, and is now setting himself up as a self employed tailor.

He is excited about his new opportunity, but finds that he is taunted by the other boys and men in the village because he is not doing 'men's work'

- How will he respond?
- Will he move?
- How will he prove himself?
- Will he change his career? Will he regret the choice he has made?
- Set the drama over 3 years – from 1st day to becoming a successful business man

Allow time at the end of the dramas for children to have a discussion about the issues which have been highlighted

5.5 Individual Interviews

As well as participating in group activities it is important that children have an opportunity to discuss their career ideas individually with a counsellor. Spend time with each child, and talk through some of the following issues with them

- Tell me about your career ideas so far
- What appeals to you about this career/ job?
- What are the best bits of this job?
- What bits won't you like?
- What will you do to either change these, or accept them?
- Where will it take you in the future? – Will you be self sufficient in the future, where will you live, how much money do you expect to earn?
- Do you need any training or education to be able to do it?
- What obstacles stop you from doing it now?
- For each obstacle think of ways you can get round it

5.6 Summary

Take some time to think through the activities you have worked through with the children, and the conversations you have had with them. How can you help them to keep thinking about their ideas for a future career?

Chapter 6

Career Skills

6.1 Introduction

We all know that in reality, however well we are prepared or qualified for a job, it's really not that simple. There is competition for good jobs. Employers often have to choose between a large number of applicants. It can be hard for them to spot the skills and the enthusiasm which the applicant has. This chapter addresses some of the specific 'career tools' a child will need to prepare for employment or self employment, to develop their ambitions and confidence, and to make their way in the world.

6.2 Recognise what's wanted in a job

It is very important before you go to an interview to prepare well – to understand what you will be doing in the job, to find out as much as you can about the company, and to think about how you will be able to do the job. These are the main points:

- Analyse the vacancy – If you are not sure what the job will involve ask as many questions as you can about it
- Understand the company, its culture, and the tasks you will be doing
- Show how you can do the job well – prepare in advance some answers to questions which show how you can do the job

The same is true for **self employment**. You will need to prepare for an interview if you are applying for loans or grants to set up in business. Think about what answers you will give to their questions.

6.3 Interview skills

Interviews can be nerve-wracking, but good preparation will help the children to be much more confident, and to present themselves positively.

6.3.1 Believe in Yourself

Allow ½ hour for this activity

Few people feel confident about going to interview, but they think they are the only person in the world who feels like that.

If you are working in a group with children who know each other well, help them to build up their confidence through the following activity

- Divide the children into small groups or pairs
- Imagine that there is a very tough employer who wants to employ someone in her/his company (it could be a big local employer.) There are several opportunities available, but s/he hasn't told you what they are for
- Each child will work with a friend, and talk about what jobs they would like in the company
- Now ask each child to decide what qualities her/his friend has which would make her/him an invaluable employee or good in her/his self-employed career. The children can then discuss these ideas together

Children who want to become self-employed should work together in this activity. They can think about their friend's qualities in her/his chosen career, and how they would promote their friend to help her/him build up new customers.

- If appropriate, let each child describe their friend to the whole group

This activity should encourage the children. It is often so much easier to see talents in other people than it is to see them in ourselves.

6.3.2 Role Play

Allow 45 minutes for this activity

In this activity the children will think about an interview from the perspective of the interviewer – what are they looking for, and who is going to impress them? Imagining what it feels like to be the interviewer can help the children to understand what is going to be expected of them in an interview, and to prepare more effectively.

- First of all, get the children to choose: they can be
 - an employer, or
 - a VET trainer, or
 - an NGO with funds and tools for business start-up schemes.
- Then they need to imagine what it's like being an employer/VET trainer/NGO
 - What is their enterprise like? – What does it do, how big is it, how many people etc?
 - What do they want an employee/student/recipient of funds to be like?
 - What questions would they ask at an interview?
- For the role play divide the group into pairs
 - In each pair, the children take it in turns to 'be the employer' and to 'be the employee'
- Encourage the children to think of answers to the following questions:
 - Would you ask different questions as an employer/VET trainer/NGO?
 - Would you have different answers if you were talking to each of these?

Allow children to 'act out' the different roles, allowing 5 minutes for each scenario

6.3.3 Questionnaires

Allow 1 day for this activity

The purpose of this activity is for children to carry out some research on what local employers or organisations with funds for self-employment are actually looking for in the people they are likely to employ or give funds to.

Work with the children in groups to develop a questionnaire for employers and funders.

- Think about questions which will help you and the children understand what employers and funders are looking for
- Discuss with the children how they will be able to present themselves in the best light to potential employers and funders
- Help the children to arrange meetings with local employers/funders
- Work with the children to make the most of this opportunity
- Allow time to let the children feedback to you what they have learned from this experience

6.3.4 Practicalities

Encourage the children to practice before an interview with anyone who will listen! - with you, with friends, with other trainers and counsellors....

Help them to think about some of the ideas below, and how they will sort out any practical problems they have

- How will you dress?
- How will you behave?
- What are employers looking for?
- What questions are they likely to ask you?
- How can you show what a good employee you will be?
- Remember to smile and let your enthusiasm show!

6.4 Verbal CV

Allow 1/2 hr for this activity

This activity will help children to think about their skills and abilities, and promote themselves quickly and easily. Often they will be in situations where they will need to talk about themselves, but will not need a formal, written CV

You have 60 seconds to promote yourself! What would you say?

- Give the children 10 minutes to think about what they would want to say to someone who wants to employ them or provide them with resources or finance to start up in business.
- They could think about
 - A quick description of themselves and what they want to do
 - Any training or work experience they have
 - Skills they have – e.g. hardworking, team work
 - Always use positive language to describe themselves
 - Their plan/hopes for the future
 - Someone who will give them a reference
- Now practice. Get each child to talk about themselves for 60 seconds (or as long as they can manage)
- You may want to get the children to speak in front of the whole class, or you may prefer them to do the activity in smaller groups

This activity can be quite daunting, but in a supportive group of children it can be extremely rewarding. If it is done 2 or 3 times over a period of time, there will be a huge improvement in everyone's verbal CV and the children will feel much more confident in the 'real' situation.

6.5 Networking

Many of the children we met on our Needs Analysis had been helped into work – either employed or self employed by contacts through their counsellors and trainers.

- Some employers set up craft and trade fairs where children can display their crafts
- Others are able to help children find funding for self employment
- Many counsellors and trainers keep in contact after children have moved on, and continue to provide support to them

Information is an extremely valuable commodity – ‘information is power’ – and in many trades information on potential customers, markets etc. is the key to success. The same is true of an individual trying to pursue career goals. Information about opportunities, sources of help and assistance is often what creates the opportunities to get started in a career. This applies to everyone - counsellors, trainers, counsellors and the children themselves.

Place a high value on your own personal contacts, and look for other possible sources of opportunities and information, from colleagues, friends and even chance contacts.

Encourage the children to think like this too. Help them to use your contacts and to build up their own.

There is a game called ‘degrees of separation’ which is to do with working out whether there is someone you know, who in turn knows someone else, who in turn knows someone else who in turn knows someone famous (maybe a well known sportsperson, business person, celebrity or politician). The number of

people in this 'chain' – the number of 'degrees of separation' is often surprisingly small.

Think about how many people there are in the chain between a child and someone who might be able to help them with a career opportunity. This is what networking is about. (See activity 4.4.1)

Make the most of your contacts, and encourage the children to make the most of theirs!

6.6 Working in Groups

Many children work in groups while they are training, and remain working as a group after they have finished. Two of the major benefits of working in groups are:

- Learning from each other, sharing expertise and best practice
- Sharing equipment

One of the characteristics of much child labour is that children don't have the benefit of this friendship and team spirit. Part of the work, for instance in psychosocial counselling, is concerned with breaking down this isolation. Remember that many of the children you work with have been starved of the opportunity to work together with their peers, and won't naturally think like this.

Encourage children to reflect on their experiences during training and to see how the opportunity to share together, to work 'shoulder to shoulder' and to have the company of people round them is reassuring and supporting. Encourage them to maintain these relationships and draw on them as they move on, consciously moving away from the isolation which has often been forced on them in the past.

Many NGO, FBO, CBO and Government initiatives provide start-up

funding and tools for groups of ex-working children. Find out what is available in your area.

Case Study: Kokuteta

Kokuteta (18) is among the ex-working children trained, and now working as a tailor.

She was born in Bukoba region. Thereafter she moved with her mother to Dar es Salaam and they worked together in the quarry. Kokuteta found it very difficult due to hardships caused by the environment but she had no other alternatives. Sometimes she fell sick due to excessive dust in the quarries.

She was withdrawn from the working sites by an NGO, and was encouraged that her life could be changed through taking another alternative.

She enrolled on a tailoring course and enjoyed it as she was also able to exchange her ideas, insights and concerns with her colleagues during the training.

After six (6) months training, Kokuteta together with other girls was supported with working tools and a loan of 50,000 Tanzanian Shillings. She is now working together with other girls in a group of six.

She feels that her life and of all other girls have tremendously changed. She is looking forward to expand her business and becoming a big business woman.

6.7 Entrepreneurship

Much of this manual is designed to help the children develop skills for their career – whether it be in employment or self-employment. Particular areas of concern for the self-employed will be:

- Resources to start up a business
- Building up a profit
 - to expand the business
 - to start own business
- Book-keeping – costs and charging
- Accessing reliable markets for their products

Moving into working for yourself and working as a business-person is a huge leap for anybody. It demands particular skills and it is very challenging to one's self confidence. To the outsider, the life of an entrepreneur may seem almost 'magical' – How do you acquire customers? How do you make a profit from your work? How to you organise yourself as your own boss? Where does the money come from?

Anybody starting business on their own asks the same questions, and it often takes years to figure out the answers! The first point is that it **isn't** magic. Many entrepreneurs and many businesses fail, and this is often because they haven't worked out the answers to simple questions:-

- What is the market like for what you are going to do?
- How many other people are offering the same thing? – How much trade do you think you will get?
- What will people pay?
- What are your costs – materials etc?
- Once you've taken account of the costs of what you are going to do, how much money do you think you will really earn?
- Who do you know who can advise you and give you a helping hand

- How will you build up money ('capital') to help you as you start up, as you buy materials, and before the money starts flowing in?
- What are your organisational skills? What will you do to manage the money and the work? What skills do you need to develop?
- Do you want to have a permanent working site? If yes, what can you do to obtain one?

Working for yourself can be exciting and satisfying, but if you think it will somehow work by 'magic' then it will probably fail – you need to be very practical and answer questions like those above if you are going to make a success of working for yourself

6.8 Life Skills

The children you are working with have moved away from very challenging situations. It would be a mistake to say that they are now safe and secure. The challenges of making a life for yourself in the fast-changing world of Tanzania are huge.

It is important to open up discussion and thought about the practical situations which children will face as they move on. These include:-

- **Physical health.** Eating well, taking measures against diseases such as Malaria. Recognising that HIV/Aids challenges how we behave in relationships – practising safe sex.
- **Relationships.** Re-learning how to be in secure relationships when previous experiences have been bad. Striking a balance between developing a social life and avoiding potential exploitation.

- **Money.** Getting to grips with the costs of basics like food, somewhere to stay and so on, and balancing this against the appeal of other things like clothes, mobile phones and etc.

It is beyond the scope of this manual to provide comprehensive support for life skills training.

In our Needs Analysis we came across many good examples of manuals and training courses, and our suggestion is that you build up a library of local resources through your contacts with other organisations. ILO will be pleased to put you in contact with other agencies..

If you are willing to share any manuals and training courses which we could recommend for local use please contact us at ipec@ilo.org

Chapter 7 Next Steps

7.1 Introduction

In this final section of the manual you will be working with children to help them move forward along their career path. Coming from a world where you have no control over your everyday life or your future destiny it can be hard to imagine that you should plan your future. That's what this chapter is really focusing on.

You will discuss their vision for the future – the 'big picture' – and look at ways to help them achieve their goals.

Remember that looking too far into the future can be frightening at the best of times! Helping a child to move forward into a completely new phase of life needs to be done carefully, planning one step at a time, in a way which will be sustainable.

Career management is not static, and the aim is for the children to develop skills which they will be able to use throughout their lives, to help them make choices, and to cope during periods of transition.

The activities in this section are primarily designed for working in groups, but they can be easily adapted for working with individuals where this is more appropriate.

All these activities are appropriate to children who want to go into employment, and children who want to become self-employed. You will probably have a mix of both in your group. The activity in section 7.2 combines both elements, using the example of a girl who works in a hotel, and is saving up her money towards her goal of becoming self-employed.

7.2 Stepping stones 1: Elisa's plan

Allow 45 minutes for this activity

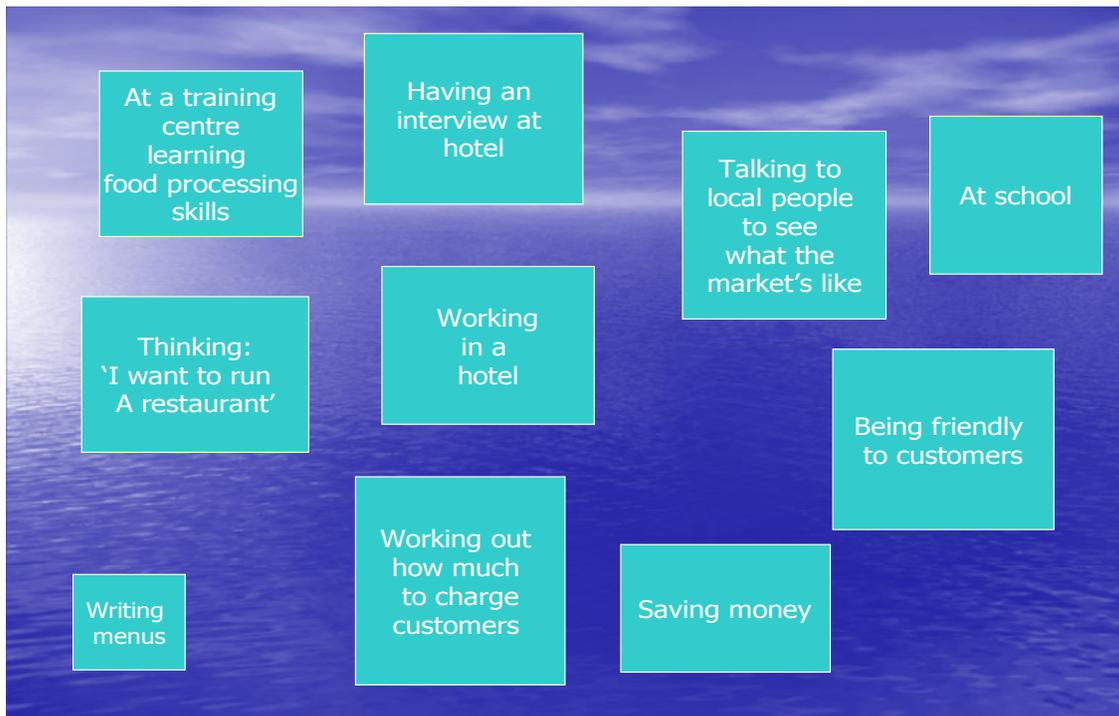
Having decided on a career, the children need to think about how they are going to make it happen. – They need a plan!

Example:

Elisa (18) works in the restaurant. She is among the ex-working children who were trained by VETA on food production and hotel management. She now wants to own her own restaurant, and her plan looks something like this.....

Elisa's Plan:

These are the different elements to Elisa's plan. How can we make sense of them? *[Add drawings of the activities in this picture]*



The children are now going to spend some time unravelling the different stepping stones to see how Elisa will turn her dream into reality.

Copy the pictures above onto large pieces of paper or on the ground.

- Put them randomly on the ground
- Let the children look at the pictures and discuss what each one means
- Show the children how each of the pictures is a step which can help Elisa to move from her dream to making it a reality
- Talk with the children about the activities Elisa will be doing at each step, and how long she will stand at each place
- Finally, get the children to move the paper (or redraw the pictures) to put them into an order which will help Elisa to reach her goal

Elisa is already halfway there – she is working in a hotel and saving money towards setting up her own restaurant. She feels that her life has changed as she can generate income and decide on how to spend it.

7.3 Role Models

Do you have any past students who would come back to talk to the children you are working with now, and tell them their stories?

Role models are an excellent way of inspiring children – they can help children to realise that their ideas and dreams can work out in practice.

Role models will be realistic – they can tell children positive stories, and also tell them about problems to look out for.

Students could prepare for the visit by thinking of questions to ask the ex-student about their day-to-day job or how they got into work.

After the visit, talk with the students about the ‘stepping stones’ which the role models used in their career pathway.

7.4 Your own stepping stones

Repeat activity 7.2 using the stepping stones from your own career path, or tell the children your own story. – How have you got to the point in your own career where you are now?

Many of the children we interviewed were inspired by their teachers and counsellors to work with children themselves. Your story can be really helpful to them.

7.5 Stepping Stones 2: Each Child's Plan

Allow 1 hour for this activity

This activity is based on the instructions in 7.2, and moves the children forward to thinking about their own plan for the future.

- Divide the children into small groups
- As in 'Stepping Stones 1' (activity 7.2), have large pieces of paper on the floor as stepping stones, or draw circles on the ground
- Let the children talk to each other about how they see themselves in the future
- Then get them to discuss and work out between themselves what they need to do to get there

Each 'stepping stone' will represent a significant action that the child needs to take.

- Each group of children can then explain their 'path' to the other children - for example, they could stand on the stepping stones and act out or talk about

what each of the 'stones' represents. Alternatively, they could draw pictures to represent these activities

7.6 Using the Plan

Be Specific

It is important that the children are very specific about the steps that they are going to take in the future – for example: 'I want to go to school' is too vague. Challenge them in a positive way – what skills do you want from school; how will you use those skills in your career? Who can you contact about your plans?

In doing this, the children will use the skills they have developed in previous chapters to build their plans.

7.7 What's your local market like?

Allow 2 days for this activity

The next activity will help children to be specific in their plans for the future, using ideas from chapter 4 to find out what the local economy is like.

This activity can be particularly useful for children who want to become self-employed

The children have chosen a particular career to target. Now they need to go out into the local work place and find out what opportunities there are for work in that area.

- Children need to work in groups of 4 or 5 for this activity, to go out into the local labour market and find out some facts

- First they need to decide (and check with you) on which local trader or employer they would like to visit
- They then need to decide what they want to find out about work opportunities and the local market for their trade
- Check to see if any organisations in your area have carried out a Labour Market Survey. For example, in Dar es Salaam VETA has carried out a labour market survey in the hospitality industry and manufacturing sectors. (VETA 2006)
- The next stage is for children to prepare for their visit. They need to think about how to make the most of their visit. The following questions may help.
 - Do you need to make an appointment first?
 - How will you get there?
 - Who do you want to talk to? If it's a large company, who would be the best person to visit?
 - What questions will you ask? This is your chance to find out as much as you can about your future career – make sure you ask all the questions you would like to.
 - Who will ask which questions?
 - What questions will they ask us?
 - Don't forget to ask about gender issues – e.g. ask questions like 'Do you employ girls and boys for all your jobs?' 'Do you pay equal salaries?' If not, 'what are your reasons?'
- Feedback. It will be very useful for the students to listen to the other groups reporting back on their visits. So allow plenty of time for formal feedback to the whole group as well as informal discussions about what they have found out on their visits.

7.8 Obstacles

Encourage the children to think about any obstacles which may prevent them from taking the steps they want to take.

- Individually talk through with the child how they think they might overcome these obstacles
- As a group, encourage group discussion for children to find solutions to the problems the other children are facing

7.9 Individual interviews

Time spent talking individually with each child will give them a chance to be really honest with you about their concerns and problems, hopes and aspirations. Take time to discuss with each child and help them to develop their plan.

You may also be able to keep a record of individual plans and keep in touch with the children after they have left your centre. Reassure them that you will continue to support them and discuss their ideas with them if they would like.

7.10 Making the most of opportunities

Sometimes you can follow a career plan, and unexpected opportunities appear. You'll need to be open-minded to recognise them, and when they come along, make the most of them!

Case Study: Sabina

Sabina was withdrawn from working sites by an NGO where she stayed in the drop-in centre while getting counselling and life skills. She trained as a tailor and in batik, and also had the opportunity to attend various seminars on children's rights.

As a result of this opportunity, she is now actively involved in promoting children's rights.

She is now among the peer educators at the NGO, and an advocate for children's rights through drama.

In coalition with another NGO she is raising public awareness on issues

relating to rights of children, women and other vulnerable groups. She is looking forward to becoming a human rights activist.

- Tell the children this story and listen to their comments on it
- How did Elisa make the most of her opportunities?
- What opportunities have they had so far?
- How will they keep looking out for opportunities in the future?

Chapter 8 Conclusion

In using this manual, you have supported working children to move forward in their career. Your support has been invaluable to them, and they will appreciate your support in the future. In our Needs Analysis, we found that many of the children revisited adults who had worked with them, and continued to benefit from advice and contacts with their counsellor. This emphasises the fact that in the end the most important part of the process is building up personal relationships, trust and security with the children you work with.

While this manual highlights a number of skills and practical activities which can be applied, all of these are secondary to the need for providing security, confidence, safety and space in which children can deal with the real trauma they have experienced, start to work through the complex feelings and emotions which result from this, and start to think in a very different way as they move on.

So all the information, activities and resources in this manual are just a means to an end – the end of supporting you in helping people to move through a difficult emotional and experiential journey in which they often, paradoxically, feel that they are responsible, they have failed, they are stigmatised. The goal is to build up their confidence and self esteem so that they start to look positively at their identity and aspirations and work on ways to build these into a positive future – taking their place in society as equals.

Appendix

List of Participating Stakeholders

1. ILO Area office Dar es Salaam
2. Ministry of Community Development, Gender and Children
3. Social Welfare Institute
4. Local Government officials in Iringa Rural and Kinondoni Municipality
5. Child labour committee members – Iringa rural
6. Child labour committee members – Kinondoni Municipality
7. VETA
8. SIDO
9. CARITAS Tanzania
10. Agakhan Mzizima Secondary School
11. CHODAWU
12. Graduates Synergy
13. World Vision Tanzania
14. Child in the Sun
15. UNICEF
16. UNESCO
17. EKAMA Consult
18. WOYCHI
19. EMAU/CCT
20. KIWOHEDE
21. Hope Student Care
22. TPAWU
23. AMREF
24. IDYDC – Upendo Centre
25. WINO Works Ltd and Vocational Training Centre
26. Tanzania age care and support initiatives
27. Parents/guardians and Children of Ilula, Tanangozi and Nzihi Wards in Iringa
28. Parents/guardians and Children of Tandale and Kunduchi Wards in Dar es Salaam
29. Ex working children of KIWOHEDE Centres
30. COBET students at Mseke Centre, Iringa

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