



**Street Child of Nepal**  
**Employment Transition Counselling**  
**Handbook**

August, 2019

# COUNSELLING

## What is Counselling?

Counselling is a talking therapy in which a trained counsellor listens to a participant, identifies their issue(s) and provides guidance or advice which aims to support them. Counselling provides a safe, impartial and confidential space in which the individual feels empowered to discuss issues affecting them, safe in the knowledge that they will be respectfully listened to.

## What is Employment Counselling?

The start of a young person's career can be a lifechanging moment in both their and their families lives, meaning that identification and discussion of potential livelihoods, opportunities and barriers are essential. Employment counselling is a process that focuses on supporting the participant to understand themselves, as well as options and opportunities available to them, so that they can make an informed decision about their livelihood and education.

## Basic Principles of Counselling

- **Trust:** Counsellors cannot help a child if there is no element of trust between them
- **Empathy:** Counsellors must adopt an empathetic position for the participants situation
- **Confidentiality:** Privacy of information given by the participant must be respected
- **Self-Determination:** The role of the counsellor is to provide options and opportunities
- **Positivity:** Emphasis should be placed on opportunities rather than barriers

## The Counselling Process

1. **Beginning the Counselling process:**
  - a. Introduce yourself and your role
  - b. Build rapport and create conducive atmosphere
  - c. Explain the counselling process, aims and objectives
2. **Understanding the Participant's Situation:**
  - a. Enquire about experience, skills, hopes and concerns
  - b. Explore the opportunities and barriers
  - c. Confirm understanding of the situation
3. **Formulating Goals for Counselling:**
  - a. Understand participant's suitable preferences
  - b. Discuss and establish goals
  - c. Structure and prioritise goals
4. **Establishing and Implementing Strategies of Counselling:**
  - a. Discuss and establish potential strategies based on goals
  - b. Integrate contextual knowledge and information
  - c. Compare strategy advantages and disadvantages
  - d. Implement strategies alongside counselling
5. **Assessing Goals and Strategies**
  - a. Re-establish goals and strategies previously set
  - b. Assess progress made and barriers faced
  - c. Establish new aims and objectives

## EMPLOYMENT TRANSITION COUNSELLING OBJECTIVES

- Confirm participant understanding of the counselling process, aims and objectives.
- Support participants to select suitable livelihood skills.
- Gather information pertinent to employment transition.
- Support parents with tools and strategies to support their daughter.
- Collect informed consent, assent and disclaimers.

## EMPLOYMENT TRANSITION COUNSELLING PROCESS

1. **Before** – Participant feels unaware of opportunities, overwhelmed by barriers and unsupported by their community.
2. **Introduction** – Counsellor introduces themselves and their role and explains the aims, objectives and process of *Employment Transition Counselling*.
3. **One-to-One** – Counsellor and participant meet to gather information, build rapport and establish initial strategies and tasks.
4. **Family** – Counsellor and the participant's family meet to gather information, explain the programme, examine relationship and manage expectations.
5. **Participant & Family** – All parties meet to discuss their positionality, understand similarities and differences, and agree on a chosen livelihood skill.
6. **Livelihood** – Participants are gathered according to chosen livelihood skill to discuss similarities and differences, opportunities and barriers and finalise their strategies.
7. **After** – Participant feels aware of opportunities, capable of overcoming barriers and supported by multiple networks.



## COUNSELLING JOURNEY

Before



Introduction



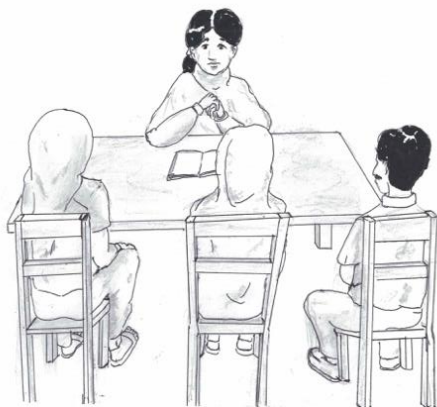
Family



One-to-One



Participant & Family



Livelihood



## COUNSELLING PROCESS AND PAPERWORK

This section explains the how, when and why of the counselling process and paperwork which comprise *Employment Transition Counselling*. Counsellors are however encouraged to go beyond the questions provided and ask probing questions in order to establish rapport and increase participant engagement.

1. The **Introductory Session** is the first stage of the counselling process in which the counsellor introduces themselves and the programme. The aim of this session is for the counsellor to explain their role and the aims, objectives and sessions of the programme to the participants as a class. Counsellors should utilise the **Counselling Journey** diagram and the **Livelihood Skills Images** during this session to visually illustrate and explain the counselling process, breaking the programme down into its component sessions. Finally the counsellor explains the livelihood skills, LSP Implementation models and programme resource limitations.



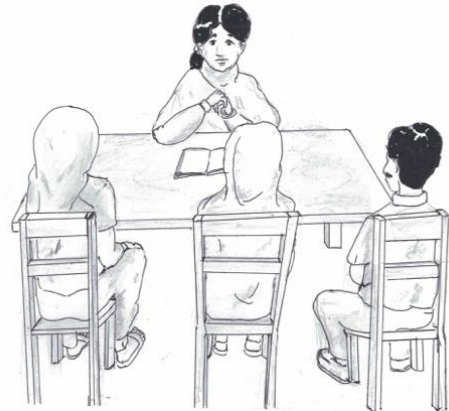
2. An individual **One-to-One Counselling Session** follows this initial meeting and provides the counsellor with an opportunity to create a dialogue. The aim of this session is to gather information, build rapport and engage participants within the counselling process. Beginning by signing a **Consent Form** the session continues asking about experience, skills and expectations the **1:1 Counselling Form** positions participants as the 'expert' of their own lives before more personal hopes and concerns are explored. Finally, aims and objectives for employment transition are established alongside strategies.



3. The **Family Counselling Session** is the stage at which the counsellor meets the family of the participant in a formal setting. The aim of this session is to examine the family background and relationship with the participant while also identifying avenues for their support. Opening with signing a **Consent Form** and the collection family information on the **Family Counselling Form** the session introduces the counselling aims, objectives and sessions. Following this, it seeks to explore the families background, understanding, relationship, hopes and concerns. Finally the session should support the family to establish aims, objectives and strategies which are aligned with their daughter's.



4. In the **Participant and Family Counselling Session** the counsellor brings together both parties in order to create a dialogue. The aim of this session is for each party to understand the other's position and to establish and agree on a suitable outcome. Commencing by examining their positionality, the **Participant and Family Counselling Form** examines similarities and differences between the two before finalising aims, objectives and strategies to progress with. Finally, the session should finish with both parties signing a **Assent and Disclaimer Form**.



5. A group **Livelihood Preparation Counselling Session** gathers the participants according to their chosen livelihood skill in order to guide and advise them collectively. The aim of this session is to create a support network through collaborative discussion and problem-solving which emphasises the group while recognising the individual. Starting by establishing the shared livelihood skill the **Livelihood Counselling Form** considers similarities and differences of the participants before examining potential opportunities and barriers. The session then challenges participants to establish definitive aims, objectives and strategies which will be used to achieve them. Finally, the session concludes with the **Employment Roadmap** activity which focuses on discussing significant past experiences and actions used to achieve their objective.



6. Finally, the **Counselling Summary Form** is a summary document which constructs a comprehensive 'profile' of each participant, recording their experience throughout the counselling process. This form should be located at the beginning of each participant's paperwork and completed gradually with essential information.





## 1. LIVELIHOOD SKILLS IMAGES



2. ONE-TO-ONE COUNSELLING FORM			
<b>Name:</b>		<b>Date:</b>	
<b>Counsellor:</b>		<b>Signature:</b>	
<b>Experience</b> Have you been involved with any other programmes within school or an NGO?  Have you ever done any labour work? If so, what and where?			
<b>Skills</b> What are some of your relevant skills to entrepreneurship or employment?  Which skill(s) are your strongest and which would you want to develop?			
<b>Expectations</b> What do you expect to be some limits and challenges to the Livelihood Support Programme?			
<b>Hopes and Concerns</b> What do you hope to gain from the Livelihood Support Programme?  What concerns, if any, do you have about the Livelihood Support Programme?			
<b>Aims and Objectives</b> What are your aims and objectives for the Livelihood Support Programme?			
<b>Strategy</b> What strategies will you use to achieve your objectives?  What barriers do you think you will have to overcome in order to achieve your aims and objectives?			



3. FAMILY COUNSELLING FORM				
FAMILY INFORMATION				
Name	Sex	Age	Address	Relation to participant
<b>Background</b> What is the academic and professional background within your family?				
<b>Expectations</b> What do you expect to be some limits and challenges to the Livelihood Support Programme?				
<b>Relationship with Participant</b> How would you describe your relationship with your daughter?  How do you support your daughter during the Livelihood Support Programme?				
<b>Hopes and Concerns</b> What hopes and concerns, if any, do you have personally for the Livelihood Support Programme?  What hopes and concerns, if any, do you think that your daughter has for the Livelihood Support Programme?				
<b>Aims and Objectives</b> What are your aims and objectives for the Livelihood Support Programme?  What are your daughter's aims and objectives for the Livelihood Support Programme?				
<b>Strategy</b> What strategies will you use to achieve your and your daughter's aims and objectives?  What barriers do you think you will have to overcome in order to achieve both your own and your daughter's aims and objectives?				

4. PARTICIPANT AND FAMILY COUNSELLING FORM			
<b>Name:</b>		<b>Date:</b>	
<b>Counsellor:</b>		<b>Signature:</b>	
<b>Positionality</b> What are the most relevant interests, experience and skills you both have in terms of livelihood?  What are both of your hopes and concerns for the Livelihood Support Programme?			
<b>Similarities</b> What do you agree are suitable and achievable aims and objectives for your daughter's participation in the Livelihood Support Programme?  Why do you both think that you agree over these aims and objectives?			
<b>Differences</b> What, if you anything, do you not agree upon regarding the participation of your daughter in the Livelihood Support Programme?  What, if anything, can you do collectively to manage these disagreements between you?			
<b>Aims and Objectives</b> What are your collective aims and objectives for these counselling sessions?  What are your collective aims and objectives for your daughter's participation in the Livelihood Support Programme?			
<b>Strategy</b> What strategies will you use to achieve the aims and objectives for these counselling sessions and the Livelihood Support Programme?  What barriers do you think that you will have to overcome in order to achieve both of these aims and objectives?			

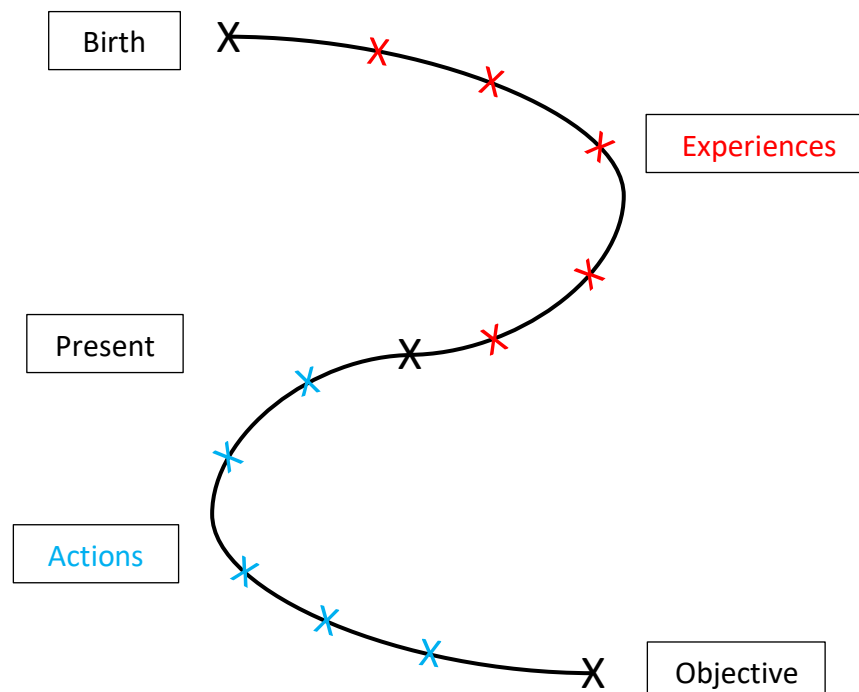
5. LIVELIHOOD PREPARATION COUNSELLING FORM			
<b>Name:</b>		<b>Date:</b>	
<b>Counsellor:</b>		<b>Signature:</b>	
<b>Livelihood Skill</b> What livelihood skill have you all chosen and why?  How can you support each other as a group to achieve your chosen livelihood skill? Why is this important?			
<b>Similarities and Differences</b> What interests, skills, experience, hopes and concerns do you share with each other?  What interests, skills, experience, hopes and concerns do you not share with each other?			
<b>Opportunities</b> What are some suitable and locally accessible opportunities (e.g. livelihood programmes) for your chosen livelihood skill?  Who within your community – family, friends, teachers – do you know that can help you achieve your livelihood skill?			
<b>Barriers</b> What social, economic or political barriers do you expect to face in achieving your livelihood skill?  How can you overcome these barriers using opportunities and support networks?			
<b>Aims and Objectives</b> What are your aims and objectives in the achievement of your chosen livelihood skill?			
<b>Strategy</b> What strategies will you use to achieve the aims and objectives of your chosen livelihood skill?			

## EMPLOYMENT ROADMAP

In this activity participants are asked to plot their past experiences, current objective and future actions in an illustrative 'roadmap'. The aim of this activity is to enable reflection and support planning in an environment conducive to collaboration.

Steps to this activity will be detailed below followed by an illustration of the intended product.

1. Draw a line like a backwards S
2. Add your Birth date at the top and the Present in the middle of the line
3. And add any significant past **experiences** (e.g. marriage, children, siblings, deaths, incidents, school, work, best friends) in between
4. Discuss your objective in groups of two or three
5. Add your objective to the bottom of the line
6. Discuss, again in groups, what **actions** you can take to achieve your objective
7. Add these **actions** (e.g. research, saving, workshops, trainings, investing in livelihood) in between
8. Finally, discuss each participant's roadmaps as a class and contribute actions collectively





6. COUNSELLING SUMMARY FORM			
Name:		Individual Counselling (Date):	
Student Number:		Family Counselling (Date):	
Consent Form (Y/N):		Individual/Family Counselling (Date) :	
Disclaimer Form (Y/N):		Preparation Counselling (Date):	
<b>Background Information</b> – What are the participant’s relevant interests, experiences, skills, hopes and concerns?			
<b>Livelihood Skill</b> – What livelihood skill has the participant chosen and why?			
<b>Family Engagement</b> – How engaged were the family in the counselling process and how will they be supporting their daughter’s chosen livelihood skill?			
<b>Other Information</b>			

## CONSENT FORM

Namaskar and welcome to this counselling session. My name is \_\_\_\_\_ and I am a Community Advisor of the *Breaking the Bonds/Marginalised No More* project and my role is to support you throughout the *Employment Transition Counselling Programme*.

The aim of these counselling sessions is to provide you with advice and guidance which will support you (and your daughter) to choose, achieve and sustain a suitable livelihood skill. Counselling will consist of individual, family and group counselling sessions which will provide you (and your daughter) with information to choose a suitable livelihood skill; aims, objectives and strategies to achieve it; and support networks to sustain it.

For now, in this counselling session, we will begin by talking about you. We will discuss your background, expectations, hopes and concerns before establishing aims, objectives and strategies which will help you to identify opportunities, overcome barriers and learn a livelihood skill.

Beforehand however it is essential that we establish the ground rules for these counselling sessions and agree to follow them throughout the programme.

### Ground Rules;

1. I agree to attend every meeting I am expected to unless an emergency arises.
2. I agree that whatever is said within these counselling sessions will remain confidential.
3. I agree not to humiliate or abuse anyone within these counselling sessions.
4. I agree that if I have something to say about anyone (participant or counsellor) I will say it directly to them rather than about them.
5. I agree not to use violence or intimidation toward anyone (participant or counsellor) within these counselling sessions.
6. I agree not to attend counselling under the influence of alcohol or any other drugs.
7. I agree to respect the counsellors authority and ability to enforce these ground rules within these counselling sessions.

I have been read and understood the aforementioned ground rules regarding my participation in the *Employment Transition Counselling Programme*. I have had the opportunity to ask questions about them and any questions that I have asked have been answered to my satisfaction. I agree to follow them and for my participation to end should the counsellor decide I am not doing.

Participant Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Day/Month/Year

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Parent/Guardian Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Day/Month/Year

Thumb Print

## ASSENT AND DISCLAIMER FORM

I \_\_\_\_\_ agree to allow my daughter \_\_\_\_\_ to participate in the *Breaking the Bonds/Marginalised No More Livelihood Support Programme* which is being delivered under the leadership of Street Child of Nepal and SAHAS Nepal.

I understand that my daughter will be required to attend sessions regularly as a part of the Livelihood Support Programme which will build her capacity through developing skills to obtain a livelihood and therefore agree to support her in this endeavour.

I understand that during these sessions she might be required to attend trainings and activities in other communities where specialised persons and equipment is more readily available, and that if any incidents should occur as a result of these trainings and activities, that Street Child of Nepal and SAHAS Nepal are not responsible.

Incidents may include, but are not limited to;

- Physical injury on the way to, at or after trainings and activities,
- Verbal abuse on the way to, at or after trainings and activities,
- Romantic relationships and eloping which may occur on the way to, at or after these trainings and activities.

I agree that my daughter \_\_\_\_\_ will learn the \_\_\_\_\_ livelihood skill and that should she wish to change her livelihood skill following this counselling session that there is no guarantee that she will be able to do so.

I have been read and understood this assent and disclaimer form. I have had the opportunity to ask questions about the content and any questions that I have asked have been answered to my satisfaction. I agree to the risks outlined and consent to my daughter taking place in the *Livelihood Support Programme*.

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Participant Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_  
Day/Month/Year

Thumb Print

Parent/Guardian Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_