

Shelter

Mentoring and
befriending for young
homeless people

A good practice guide



Written by Sue Cullen

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Foreword

Shelter is committed to developing and promoting innovative practice with homeless young people, and to sharing this knowledge with other organisations. The provision of befriending and mentoring services for homeless young people has been increasing, and is likely to get a boost from the emphasis on mentoring in the recent government green paper, *Youth Matters*. It is therefore essential that organisations working with, and for, homeless young people familiarise themselves with the issues involved.

The Vodafone UK Foundation is supporting Shelter's work with and for young people, enabling Shelter to provide them with the information they need, when they need it. The Vodafone UK Foundation and Shelter are working together to tackle youth homelessness and social exclusion in the long term.

This guide is an example of Shelter's work supporting local authorities and organisations with policy ideas, examples of good practice, and campaigns to support local initiatives.

It aims to be clear, practical, and easy to use. We hope you will find it a valuable resource.



Adam Sampson
Director, Shelter

Introduction

Mentoring and befriending are two types of scheme that are beginning to be offered to single homeless people as part of wider support services. The number of schemes is small but growing, and recent government interest and financial input should ensure a steady increase.

Most current schemes are targeted at people under 25, but research, such as the Lemos & Crane study *Homelessness and Loneliness* (Crisis, 2000), seems to indicate that these services would also benefit an older age group.

Existing schemes are almost always attached to some other kind of service or organisation, such as a supported housing provider or an advice project. They often come into being because project workers realise their service users have needs they cannot meet, and which could better be provided for by volunteers, who can give service users one-to-one time. Although paid project workers provide a basic framework and support for the scheme, it is usual for the role of mentor or befriender to be a voluntary one.

There is some research available about mentoring and befriending with homeless single people, but not much, and more certainly needs to be done in this area. General research around the topic can be contradictory; *Mentoring and Young People: a literature review* (Hall, University of Glasgow, 2003) concludes that 'Claims are made for the impact of mentoring but there is as yet little evidence to substantiate them.' However, the same report also says: 'Some research demonstrates how much mentees value their relationship with their mentor.' For the writers of another report,

Sharing a laugh? A qualitative study of mentoring interventions with young people (Philip, Shucksmith and King, Joseph Rowntree Foundation, 2004), the picture is complicated: '...mentoring interventions explored in this study were highly valued by many young people and those working with them... However, the extent to which the intervention contributed to the ability of groups of vulnerable young people to reflect on and address the issues facing them is a much more complex issue.'

For staff working on mentoring and befriending schemes with homeless single people, the evidence of their experiences is clear. All the schemes consulted as part of the research for this guide felt the work was of value, and a valuable complement to their service provision. And because many mentors and befrienders are young people with similar experiences to the service users, such schemes can be almost as beneficial to the volunteers.

'It helps the young people who are being mentored and the ones who are doing the mentoring too... it builds up everyone's confidence.'

Worker, Schools Training and Mentoring Project (STaMP), St Basils

Part of the problem with current research is that little has been heard from the service users themselves. In putting together this guide, Shelter interviewed 11 homeless young people about their knowledge and experience of mentoring and befriending. All of them were housed in temporary accommodation, and most had some experience of either being mentored or befriended. Quotes from these young people provide an interesting user perspective throughout this guide.

The national framework

Government guidance

The Home Office has taken on government responsibility for mentoring and befriending. It wants to create more of these kinds of projects to encourage volunteers and help vulnerable people. Its website states: 'The Government recognises that mentoring and befriending activities can make a real difference to the lives of the most vulnerable people in our society. It can also create a real change in the lives of those volunteering to give guidance and support to others.' The Home Office has given funding to the National Mentoring Network and to Volunteering England, in order to create the Mentoring and Befriending Foundation. It is also providing further funding to support and develop four of the nine regional mentoring and befriending bodies, located in the East Midlands, London, north west England and the West Midlands. It is also funding one full-time worker in each of the other five regions (east England, the south east, south west, north east, and Yorkshire and the Humber). As the national body, the Mentoring and Befriending Foundation oversees the work of these organisations.

The Mentoring and Befriending Foundation

The Mentoring and Befriending Foundation (MBF) describes itself as 'the national strategic body for mentoring and befriending, offering support to practitioners and organisations throughout the sector.' It was launched under this name in 2005, as a joint partnership between Volunteering England and the National Mentoring Network. It has five main aims:

- to provide national leadership for the mentoring and befriending movement
- to encourage organisations to use mentoring and befriending as part of their support strategies
- to provide capacity-building support to mentoring and befriending projects through a national and regional body infrastructure
- to promote quality and standards in mentoring and befriending
- to develop and share best practice in mentoring and befriending.

The MBF supports other organisations through an interactive website with links to research and publications, and through networking and training events. One of its key areas of work is the development of an Approved Provider Standard (APS) for befriending and mentoring. The APS was developed to provide a national benchmark for good practice, and to improve the quality and consistency of schemes. Applications for APS status are accepted from all mentoring or befriending organisations, whether or not they are members of the Mentoring and Befriending Foundation.

Definitions of mentoring and befriending

Mentoring and befriending are closely interlinked, and there is some debate over the point at which a befriending role becomes a mentoring one.

The current terms for individuals involved in schemes are 'mentor' and 'mentee', and 'befriender' and 'befriendeed'. There is some concern that these can sound clumsy, or as the December 2004 edition of *The Befriender*, the e-newsletter for the Befriending Network Scotland, says: 'horribly patronising and inappropriate'. However, the same article acknowledges that 'There certainly doesn't seem to be a handy term out there that provides a remedy for our clunky British terminology.'

'Buddying' is sometimes used as an alternative to the more formal 'befriending', although it may also signify a scheme that pairs someone dealing with a problem, such as substance abuse or homelessness, with a mentor or befriender who has had similar experiences. Some organisations use 'volunteer' and 'client' to avoid confusion, although these terms are less specific.

There are important differences between

mentoring and befriending. Most of the young people interviewed by Shelter did not know what the difference was, and only two attempted to define it:

'Mentoring is trying to help you, befriending is talking to you.'

Joe, age 16, Shelter interviewee

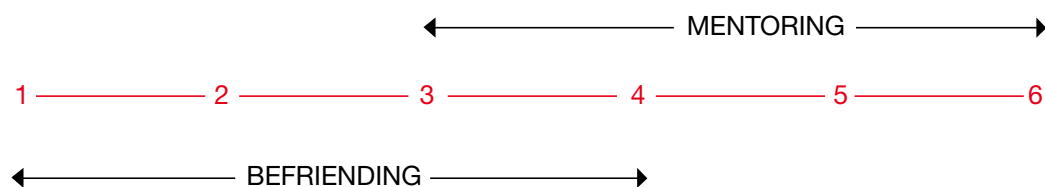
'A mentor gives you guidance and helps you along – someone who is befriending you is being your mate.'

John, age 19, Shelter interviewee

Mentoring tends to be defined as involving and supporting an individual in education, employment or training, while befriending is more about offering emotional support and companionship. However, the success of both interventions relies on the creation of a strong and supportive relationship between two people.

The National Mentoring and Befriending Foundation recognises this, and recommends the use of the Befriending/ Mentoring Spectrum to illustrate how these two activities interconnect, and to help organisations to decide where their project belongs.

The Befriending/Mentoring Spectrum



1 Befriending – Volunteer provides informal social support to build trust and relations where none exist.

2 Befriending – Volunteer provides informal social support and may provide encouragement to become more socially included.

3 Befriending/Mentoring – Volunteer provides informal social support and goes on to achieve set objectives, ie increasing confidence to do tasks.

4 Mentoring/Befriending – Volunteer develops objectives with client over time, initially via activities to establish trust. This may take time to set and may be low key.

5 Mentoring – Volunteer works with client to meet objectives agreed from the start. These are achieved via the building of a trusting relationship involving social elements but retaining a focus on the goals.

6 Mentoring – Volunteer works with the client solely on agreed objectives, which are clear from the start. Each meeting focuses primarily on achieving the objectives and the social relationship, if achieved, is incidental.

Source: Befriending Network Scotland

Befriending

‘Friendship is a private, mutual relationship. Befriending is a service.’

Source: Code of Practice,
Befriending Network Scotland

‘A befriender is not someone who is going to do things for you, but (s)he will do things with you. They will not tell you what to do, since you are in charge of your own life... And as time is limited, they are not available whenever you want. However, the fact that they are there and that you will meet again can make a big difference in your life.’

Source: service-user information sheet,
Broadway Befriending/Mentoring Project

Befriending is not usually a paid role, although all expenses should be covered, and some organisations may make some kind of nominal payment. Someone working in this way for an organisation will normally be a volunteer, and should be recruited through application and interview. They should be given an accurate description of their role, good quality training, and access to ongoing support and supervision. Befrienders will not necessarily come from the same background or have had the same experiences as their service user, although they might do. However, they should be able to commit at least a couple of hours per week to the organisation, and feel that they can offer support and help to individual befriendees.

Typically, befriending meetings will take place every week or every fortnight, and last for two or three hours. What happens at each meeting will depend on the two participants, but activities could include a cinema trip, a walk, or simply a coffee and a chat.

What a befriender can offer:

- companionship and support
- help with linking into local activities, eg leisure and sports centres, libraries, colleges and community events
- company and support in attending doctor or hospital appointments
- help in dealing with the local housing or social services department
- support in developing independent living skills, eg cooking, gardening, and managing a household budget
- help in setting personal goals or objectives and working towards them.

It is up to befriendees to decide whether they want to set themselves goals that they’ll need help in reaching. Personal goals might range from using a local leisure centre to learning vocational skills and accessing employment. Equally, the befriender may simply just want someone to talk to.

Mentoring

'Mentoring is a one-to-one, non-judgemental relationship in which an individual voluntarily gives time to support and encourage another. This is typically developed at a time of transition in the mentee's life, and lasts for a significant and sustained period of time.'

Active Community Unit, the Home Office

'It's all about goals – about where I work, where I live and loads of other stuff like a new image, going out, doing more varied things.'

Martin, mentee, Working Out! Mentoring Project, the Depaul Trust

Much of what has been said about befriending also applies to mentoring. Mentoring relationships may begin, much like befriending ones, with participants meeting informally in order to build a relationship.

Interaction in mentoring relationships is more goal-focused. Some schemes have the explicit intention of helping mentees into training, education and employment. For homeless people, the main purpose of the service is likely to work on the skills necessary for finding and keeping a home. The kind of support mentors can offer includes:

- help with budgeting and financial planning
- steering the mentee toward helpful organisations
- developing problem-solving skills
- help with looking for a job (ie putting together a CV, developing interview skills)
- motivation
- encouragement.

Peer mentoring and befriending

A peer mentoring/befriending scheme is one where groups or individuals are mentored or befriended by others with similar life experiences. These schemes are popular in schools, universities, and colleges and are being developed more frequently in work situations. Typically, the mentor or befriender will be someone who is more settled, or further on in a process of recovery or rehabilitation, than the person they are helping. For example, a new pupil at secondary school may be paired with someone a year or so older, or an ex-drug user may support someone who is trying to recover from their problem with substance misuse.

In the field of housing and homelessness, peer mentoring and befriending can be used in various settings. These include:

- schools and other provision for young people
- hostels and temporary accommodation
- street homelessness
- resettlement.

A variety of organisations, from schools and youth organisations to hostels and other housing providers, have set up and run their own projects. While all are concerned with housing and homelessness, the aims of the projects differ in significant ways. A scheme for young people, for example, may concentrate on those at risk of homelessness, supporting them through difficult home situations that may result in an unplanned move. Mentoring and befriending for rough sleepers, on the other hand, is likely to be about supporting people to move into settled accommodation.

Mentoring young people at risk of homelessness: Schools Training and Mentoring Project (STaMP), St Basils

St Basils, a Birmingham-based project, offers a range of housing and support to local young people. As part of its mission to provide young people with accurate information about homelessness, staff developed the STaMP initiative, giving Birmingham secondary schools the opportunity to run a session about youth homelessness. The session is facilitated by a young person who has experience of homelessness, and who is able to answer questions and spark debate on the subject. The facilitators are all service users or ex-service users of St Basils. The main objectives of the project are to:

- deliver presentations and workshops to young people in schools
- raise awareness of homelessness and problems that lead to homelessness among teachers, professionals, and young people
- enable young people to make informed decisions in life and to be aware of the support services available to them
- provide schools with peer educators and mentors who have life experiences to draw on, in order that they humanise homelessness statistics and act as positive models
- promote to schools, what the benefits of accessing the project are.

STaMP began with sessions in schools to raise awareness of homelessness issues. As the project has developed, it has been able to provide peer mentors offering one-to-one support to some of the most vulnerable and isolated pupils, who are identified as being most at risk of leaving home in an unplanned way. Referrals for the mentoring project may also come from social services or the health service.

Peer mentors are drawn from the pool of young people who are already delivering training sessions. Once they have expressed an interest, they are interviewed to ensure that they are able to take on the new role. Each of them is subject to a check by the Criminal Records Bureau and will complete a ten-week training course in mentoring, accredited by the Open College Network.

St Basils is also working towards the Mentoring and Befriending Foundation Approved Provider Standard. The training aims to ensure that mentors are equipped to deal with their service users' issues in a holistic way and includes sessions on mental health, sexual health, family relationships, and substance misuse, as well as housing and homelessness. If appropriate, mentors can refer service users and/or their families to St Basils' counselling and family mediation services. Each mentor will support one or two service users, and a Mentoring Worker supports the mentors. A Mediation Co-ordinator is in overall charge of the scheme.

While the mentor programme is important for young people at risk of homelessness, staff at St Basils also believe it is greatly beneficial to the mentors themselves.

'Trainees were keen to share their experiences and felt that the peer mentoring course had equipped them with the relevant skills to do so. They also viewed the course as providing them with transferable qualifications and skills that they can develop through further education, training, and employment.'

Source: *A project evaluation of St Basils STaMP Initiative*, Goodson and Sankey, University of Birmingham, 2004

Information contained in St Basils' report *Is prevention an effective way of tackling youth homelessness?* (published in 2005) notes that a large percentage of those involved in the mentoring programme want to continue helping young people understand homelessness, or express an interest in becoming a youth worker or social worker.

Workers at St Basils believe that by becoming a mentor, the young people are able to make sense of their own past experiences and this leads to a feeling of empowerment. The role helps them to develop social skills that are important in everyday life, particularly when accessing training and employment. Project workers also see young people's self-confidence and self-awareness grow as a result of their involvement in the project.

How mentoring and befriending can benefit single homeless people

When a person becomes homeless, for whatever reason, they lose a lot more than just a roof over their head. Along with this primary loss can come a range of secondary losses, including access to friends and the security of a familiar neighbourhood. Even if they manage to access temporary housing, getting the rest of their life back on track can be difficult.

The most common reason for a young person making an unplanned move from home is their relationship with the rest of the family reaching crisis point. This means they can no longer rely on their family as a source of support. Someone losing their home through relationship breakdown simultaneously faces two of the most traumatic experiences life can offer. For rough sleepers, who live in the unsettled and often hostile environment on the streets, friendships are hard to make and difficult to sustain.

We all need support and encouragement to achieve our goals, and most of us look for this from family, friends, and colleagues. A homeless person risks being cut off from contacts that the rest of us take for granted. Support workers in projects may strive to fill the gap, but there is a limit to what they can achieve. Service users may well prefer to receive at least some of their support from a person who is giving up their time voluntarily, rather than from a paid worker.

‘[Mentors are] genuinely interested in what is going on in your life, and they are not just there because it is a job, because as far as I’m aware they are like volunteers so they are not getting paid, so they can’t really pretend because there is nothing in it for them.’

Young person, quoted in *Mentoring disaffected young people: an evaluation of Mentoring Plus* (Shiner, Young, Newburn and Groben, Joseph Rowntree Trust, 2004)

The key element of a mentoring or befriending project is the relationship between the volunteer and the service user. Confidentiality is respected, and the user can feel confident that they will not be judged. At the befriending end of the spectrum, this can be very important to someone who has low self-esteem or is in need of an impartial person to talk to.

‘You can talk to them about anything, without everyone else knowing your business.’

Simon, age 16, Shelter interviewee

Mentoring and/or befriending can form part of the support package that homeless people need to help them find and keep a settled home. Along with other elements such as mediation or reconciliation, mentoring and befriending can help someone begin to build a network to support themselves through the process of resettlement. Mentoring and befriending can act as a bridge to a world of companionship, social interaction, education, training, and employment. They provide back-up, rather than acting as an alternative, to paid support workers and to personal social networks.

All mentoring and befriending schemes should be based on principles of:

- impartiality
- confidentiality.

Many befriending and mentoring schemes choose to work on:

- mediation/reconciliation
- companionship/social interaction
- building bridges to education, training, and employment.

Single homeless people as service providers

Although there is little formal research on the subject, helping single homeless people towards resettlement makes them more likely to help others by becoming mentors or befrienders themselves. For instance, STaMP relies on young people who have been helped by St Basils volunteering to become peer educators and mentors. Several of the young people interviewed by Shelter were also interested in taking on this kind of support role:

‘I have been told I am a good listener, I can keep secrets. I think I would be good at it.’

Simon, age 16, Shelter interviewee

‘I’d like to help (other young people), because they might have gone through what I went through at school, or at home.’

Terry, age 17, Shelter interviewee

‘Anti-bullying, at school, I was one of them mentors... I’d like to do it again, cos I’m always giving advice.’

Laura, age 16, Shelter interviewee

One of the findings of the Joseph Rowntree Foundation study *Sharing a laugh?* supports the idea that vulnerable people who have been mentored or befriended want to give something back:

‘Young people particularly valued mentors who shared and were willing to discuss similar backgrounds and experiences. They felt these relationships differed from those they had with other professionals and adults. A number had been inspired to become mentors to work with young people themselves.’

Setting up a befriending or mentoring scheme

Research

Before an organisation sets up its own scheme, it needs to be sure there is a demand for it, and that it has the capability to deliver it. In practice, the impetus for the scheme will probably come from service users, but in any case they need to be closely consulted throughout the development process.

Timing

It can take six months to a year to set up a scheme, so the organisation will need to take this into account when aiming for a start date. It's better to involve a team of people, eg a steering group, in the scheme's development, rather than have an individual member of staff take on all the responsibility.

Funding

The cost of running a scheme depends on the resources of the organisation developing it. Although most schemes use volunteers, there are still their expenses to pay for, and their training and support requirements also have to be considered when budgeting. The Mentoring and Befriending Foundation can advise on how to finance a scheme, including likely sources of funding.

Before the scheme is launched

The first thing an organisation needs to decide is whether it wants its scheme to concentrate on befriending or mentoring. Looking at the Befriending/Mentoring Spectrum should help with this (see page 6). Next, it has to think about the needs of the young and/or vulnerable people it is trying to support and how best these needs can be met. Ideally, the potential users of the scheme should be involved in developing it. This will ensure its relevance and make it more likely to be successful. Some organisations may run schemes for befriending and mentoring, while others may find that what begins as a befriending scheme develops over time to become a mentoring scheme. The framework behind both types of scheme is essentially the same.

Decide on the aims and objectives of the befriending/mentoring scheme

Having clear aims and objectives enables a successful evaluation of the project. Objectives should concern volunteers as well as service users. For example, one might be to 'Support a service user in making links with their local community,' while another can 'Ensure a volunteer receives appropriate training and ongoing support.'

Put in place an effective way of monitoring and evaluating the scheme

Again, clear aims and objectives will help. As well as quantitative evaluation (eg setting a minimum number of matches – pairings of mentor with mentee – for a certain period of time), the organisation needs to look at qualitative evaluation. This means effectively monitoring the progress and quality of the mentoring/befriending relationships. Mechanisms for doing this may include supervision forms, service-user contact forms, service-user and mentor feedback forms, and satisfaction surveys. The Mentoring and Befriending Foundation can supply an Approved Provider Standard Toolkit, which includes templates for these plus other forms.

Establish a robust internal structure, and support mechanisms for project workers overseeing the scheme

A robust structure includes ensuring that project workers and volunteers can dedicate enough time to the scheme, and that their job descriptions and roles are clear and agreed. Project workers need to know that sufficient time will be available to deliver their duties, and they will need ongoing supervision, support, and training.

Put together a training programme for mentors/befrienders

Training for mentors or befrienders should always cover child protection and/or include vulnerable-adult protection training. The training programme needs to be tailored to particular client groups – a project set up for refugees, for example, will need to include information on relevant issues. If possible, volunteers already involved in a mentoring/befriending relationship should run a session – they will be able to answer questions and give participants a real feel for what is involved. The charity Save the Children has produced a guide called *Young refugees: setting up mentoring schemes for young refugees in the UK*. It includes a useful section on what to include in a mentoring training package. The MBF will also be helpful on ideas for training.

Create documentation to support the scheme

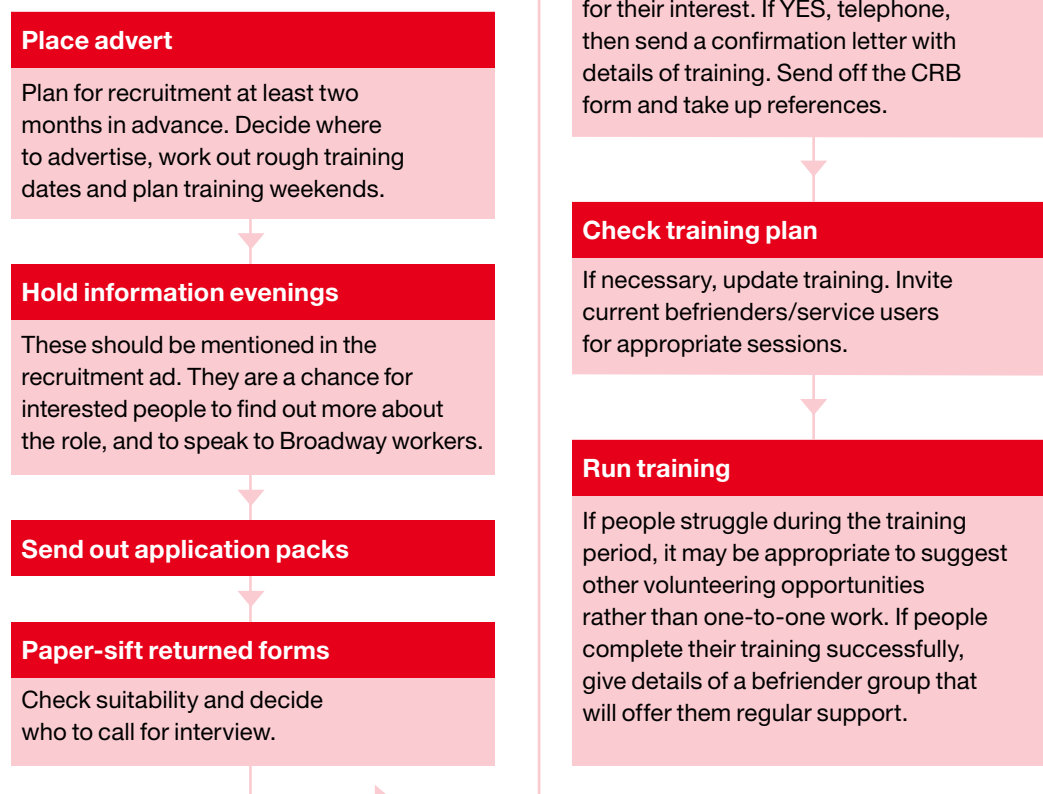
This could include:

- an information pack for both befrienders/mentors and scheme users, including descriptions of their roles
- application forms for potential befrienders/mentors
- contract/agreement document between befriender and befriender/mentor and mentee
- contact record-sheet
- evaluation and monitoring tools, eg feedback forms for all participants, outcomes forms, and satisfaction surveys.

Recruitment of volunteers: Broadway, London

Broadway is a London-based charity that offers a range of 'street to home' services to vulnerable people who are either homeless or at risk of homelessness. Its Befriending/Mentoring Project is one of these services, pairing up the Broadway service user with a suitable volunteer. Broadway is concerned that the scheme should be run in a professional way, and should enrich and empower both volunteers and service users.

Volunteers are selected carefully, and given appropriate training to work with vulnerable people. They have a Criminal Records Bureau (CRB) check run on them and they need to provide two references. Ongoing support from the Befriending/Mentoring Project Worker is provided throughout their relationship with a service user. Broadway has developed the following process for the recruitment and training of its befrienders:



Source: Broadway Befriending/Mentoring Project

Involving service users

Ideally the organisation's service users will take an active role in developing its mentoring/befriending project, or at least be consulted on whether such a scheme is needed and how it should be organised. This makes it easier to identify those who would benefit most from being mentees or befriendees. It should also ensure that service users have an idea of what the scheme has been set up to do, and its potential benefits. Project workers will also need to be prepared to spend time talking about the scheme and explaining what mentoring/befriending means in practice. This could be done in group information sessions, or on a one-to-one basis. It's important that service users know that if the mentoring/befriending relationship is not working for them they can end it, or they can try again with a different mentor/befriender.

Support and supervision of volunteers

It is crucial that volunteers are adequately supported and supervised. Mentoring or befriending can be a difficult, stressful job, especially in the early stages when the relationship is forming. A project worker should conduct a formal supervision with volunteers every four to six weeks, and give them telephone advice on a weekly basis. Contact record-sheets will help to build up a picture of how the relationship is going. (Service users should be made aware that this information is going to be shared.)

Matching volunteers and service users

Service users should be asked, as part of the assessment process, to identify what sort of person they would like to mentor or befriend them. They may stipulate things such as age, race, gender, sexual identity, and religious background. They may want someone with similar life experiences, or they may deliberately choose someone with a very different background. When project workers have come up with a

possible match they should organise an introductory meeting, to give both participants a chance to find out more about each other. Volunteer and service user should then be able to say if they would like to continue the relationship.

Volunteer/service-user contact

Together, volunteers and service users need to agree on how often they will meet. At first, this is likely to be once a week, or once a fortnight. As the relationship progresses, the service users' confidence should increase and meetings may become less frequent. Meetings may take place in parks, community centres, cinemas or cafes. If the service user is homeless, meetings could also take place in hostels or shelters. A mentor/befriender should only go to a service user's home if they have satisfied themselves that it is a completely safe situation. The Mentoring and Befriending Foundation recommends that mentors/befrienders never give service users their address or phone number, or invite them into their home. This is to ensure space and privacy for the mentor/befriender, and to make sure that boundaries are respected.

Ending the relationship

At the beginning of the relationship, a realistic time-scale should be drawn up by both participants, allowing time for the relationship to develop, but also making clear that there will be a definite and agreed end to it. This should ensure that the service user does not feel abandoned at the end of the process. If the support is successful, service users may feel the relationship has come to a natural end and be ready to move on.

'I don't need [the service] any more... cos I've learnt to be independent and sort my own problems out my own way.'

Laura, age 16, Shelter interviewee

Further reading and useful websites

*A project evaluation of St Basils
STaMP Initiative*
Goodson and Sankey,
University of Birmingham, 2004

*Dreams Deferred: the families and friends
of homeless and vulnerable people*
Lemos and Durkacz,
Lemos & Crane, 2002

*Homelessness and Loneliness:
the want of conviviality*
Lemos, Crisis, 2000

*Is prevention an effective way of tackling
youth homelessness?*
St Basils, 2005

*Mentoring disaffected young people:
an evaluation of Mentoring Plus*
Shiner, Young, Newburn and Groben,
Joseph Rowntree Foundation, 2004

*Mentoring and Young People:
a literature review*
Hall, University of Glasgow, 2003

*Sharing a laugh? A qualitative study of
mentoring interventions with young people*
Philip, Shucksmith and King,
Joseph Rowntree Foundation, 2004

*Young refugees: setting up mentoring
schemes for young refugees in the UK*
Save the Children, 2003

www.broadwaylondon.org

www.depaultrust.org

www.jrf.org.uk

www.mandbf.org.uk

www.savethechildren.org.uk

www.stbasils.org.uk

Thanks

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Bad housing wrecks lives

We are the fourth richest country in the world, and yet millions of people in Britain wake up every day in housing that is run-down, overcrowded, or dangerous. Many others have lost their home altogether. Bad housing robs us of security, health, and a fair chance in life.

Shelter believes everyone should have a home.

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