

young refugees

Setting up mentoring schemes for young refugees in the UK



Save the Children

what is this guide about?

This guide is an introduction to mentoring and befriending schemes for young refugees.¹ Mentoring is commonly seen as a way of supporting young people to meet their education, training and employment aspirations. Befriending tends to concentrate more on supporting a young person emotionally, having someone to talk to and have fun with. There is, however, much overlap between the two models and in this guide the terms 'mentoring' and 'mentor' are also used to describe 'befriending' schemes and the role of the 'befriender.'

This guide provides a 10-step plan to setting up and running a mentoring scheme and also includes information on:

- young refugees and the difficulties they face in the UK
- the benefits of setting up a scheme for mentors, mentees and agencies running schemes
- the mentoring relationship
- recruiting and training mentors
- resources needed to set up a scheme
- key contacts and further reading.

This guide is for professionals who are planning to, or are already undertaking, work with young refugees, including:

- youth workers
- social services staff
- mental health workers
- teachers and other professionals working at schools and colleges
- personal advisers at Connexions
- youth offending officers
- voluntary agency staff, including refugee agencies contracted to NASS.

introduction

Young refugees in the UK

Young refugees arrive in the UK accompanied by family or another carer, or else entirely alone. The total number of young refugees under 18 living in the UK is not known. It is estimated that there are 82,000 refugee children in schools.² There are an estimated 6,750 unaccompanied children.³

Many young refugees have experienced conflict and suffered trauma. They have fled countries where major conflicts have taken place or where serious human rights abuses occur, including Angola, Ethiopia, Somalia, Afghanistan and Iraq. Young refugees experience new difficulties on arrival in the UK, which may include the following inter-related problems:

- living in poverty and having little or no money for social activities
- poor housing – often living in run down B&B and hostel accommodation
- emotional or mental health problems, such as loneliness or depression
- social isolation
- not speaking English
- discrimination and racism
- difficulties in accessing mainstream services, such as GPs or school and college places
- confusing asylum application procedures, for example, dealing with complicated appeals procedures
- separation from family and friends
- living with parents or carers who may be experiencing emotional problems themselves, which could increase the risk of family breakdown
- taking on adult responsibilities, such as translating for parents in their contact with authorities.

Mentoring schemes and young refugees

*"It's about helping young people live independently and access services"*⁴ [Youth Worker]

Mentoring has become an increasingly popular form of intervention with young people⁵ to ease the sometimes difficult transition from adolescence to adulthood. However, despite the many challenges facing young refugees, there is very little one-to-one support and guidance available to them.⁶

The Department of Health recognises the importance of one-to-one support for unaccompanied asylum-seeking children and states: *"given the nature of the situation unaccompanied children find themselves in... the appointment of an independent visitor will be considered advisable"*.⁷ Although this is advised in the Children Act (1989), very few social services departments across the UK offer this type of support to unaccompanied children.⁸ For children and young people in families there is no such specific recognition or guidance from the Government.

how can mentoring help?

Having a mentor can help young refugees deal with some of the difficulties they face. Specifically, it can have the following benefits:

- receiving individual attention and having someone to talk to and share problems with can help build a young person's confidence and reduce their loneliness and isolation
- having fun, for example, going to the cinema, swimming, playing football or going on day trips, can be a great release from the worries and responsibilities that many young refugees face
- receiving practical advice, for example, how to apply for a training course or a job, help with homework, preparing for an interview or applying for a driving licence
- maintaining cultural links with the young person's country of origin can help deal with issues of loss and identity
- helping young people integrate with their community and building their confidence by:
 - increasing access to local services, for example, registering with the local library, finding places with internet access, finding out about youth clubs or what local events are on
 - gaining a better understanding of local culture
 - improving English.

Benefits for mentors

- satisfaction of helping a young person
- increasing knowledge and understanding of issues facing young refugees and broadening cultural understanding
- personal development through supporting a young person
- acquiring new skills, for example, communication skills.

Benefits for agencies running the scheme

- a cost-effective means of supporting socially isolated young refugees and potentially preventing problems in the future
- greater awareness within agencies of the needs of young refugees. This can lead to more interest in meeting their needs and an increase in resources allocated to support them
- better networks with other agencies supporting young refugees and greater awareness of agencies that are able to support young refugees.

Hanna, aged 16, who had recently arrived in the UK, was very depressed, hardly ever left the house and was not interested in joining a group run specifically for young female refugees. In May 2002, Hanna was paired with a mentor. Her situation improved rapidly after this. Hanna started going to college, and found a circle of friends.

In September 2002, Hanna decided that she no longer needed the support of a mentor. The mentor has now been matched with someone else.



10-step g

It can take six months or more to get a project up and running, from project planning stage to matching mentors with young people. Given the time needed to set it up, the project should aim to run for at least two years.

1 Project planning

Decide the aims of the group. What does the organisation seek to gain by using mentors and how will it help mentees? Who is it targeting? All young refugees? Or a particular group of young refugees, such as young people without families, younger or older children, or young people who are especially vulnerable – such as those with emotional or mental health problems? Consider which other agencies should be involved in the scheme – either through participating in a steering group and/or being a referral agency.

Clear direction

The steering group of the youth mentoring scheme for young refugees in Oxford, which meets every month, has been very hands-on in developing this project. They design and deliver the training programme for mentors; refer clients to the scheme; and support and advise mentors.

Getting together a group of people who work with young refugees and have a vested interest in the mentoring scheme working can provide valuable guidance to the project. Professionals are likely to want to be involved as many will be frustrated by the lack of time they are able to give to their individual clients and may see the mentoring scheme as a way of providing this much needed support with relatively little input from themselves. A steering group needs a clear terms of reference with specific activities assigned to it. Members could include representatives from local voluntary or community organisations, social services, mental health services, residential homes, Connexions, schools or colleges, the youth service and/or the youth offending team.

2 Recruit project worker

A scheme aiming to recruit 12 or more mentors will need a full-time worker responsible for the day-to-day running of the project. In order to work effectively with both mentors and mentees the project worker will need to have a good understanding of the issues facing young refugees, as well as interpersonal, listening and negotiation skills, and experience of training and facilitating meetings. The project worker will be responsible for the majority of activities identified in steps 3 to 10.

3 Recruit and induct mentors

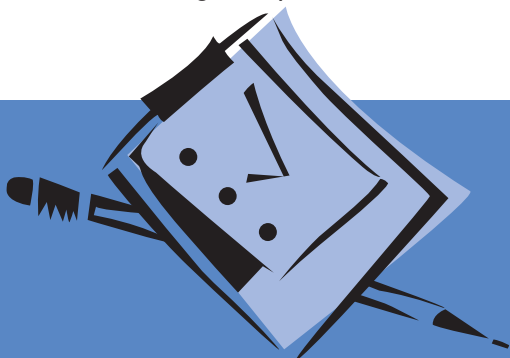
It takes at least three months to recruit and induct mentors. This process will need to include the following stages (see overleaf for more information):

Advertise ▶ Introductory open evening ▶ Applications and interview process ▶ A series of induction training workshops ▶ Screening and police checks ▶ Final offers made and volunteer contracts signed.

4 Identify potential mentees

This needs to be done simultaneously with step 3 to ensure mentees are available to be matched as soon as the mentor recruitment process has been completed. There are a number of ways to identify potential mentees. For example, referrals could be invited from a number of agencies working with young refugees in the area, based on a quota system and agreed criteria. Alternatively, referrals may all be made within the organisation running the scheme. For example, a mentoring project run by a mental health agency may choose to offer mentor support to their clients only.

It is crucial that young people are able to make an informed choice about whether they want to have a mentor or not. Mentoring is a difficult concept to explain and may seem like an odd idea. Professionals responsible for referring young people to the scheme will need to spend time explaining what mentoring is and what it means in practice. Prepare



leaflets in different languages that clearly explain what mentoring is. Set up an introductory session for young refugees interested in joining the scheme where they can find out more. If possible invite young people who have experienced mentoring to the session to talk about what it means in reality. The drop-out rate of young people will be much lower if they have a clear idea of what mentoring involves.

5 Match mentors and mentees

There are two key issues to consider when making a match – what the young person wants from a mentor and if the mentor has a preference for who they are matched with. For example, some mentors may feel better able or more interested in being matched with a younger rather than older teenager or vice versa. Ideally, someone who knows both the young person and mentor well should be involved in the matching process. If this is not possible then it should at least involve someone who knows the young person well, usually the referral agency, and someone who knows the mentor well, usually the scheme project worker.

Once an initial match has been made, a meeting involving the young person, mentor, project worker and referral agency needs to be arranged. Other people supporting the young person could also be invited to the meeting, for example, family members or social workers. The first meeting can be daunting for the mentee and mentor and they will both need support before, during and after the meeting to help them establish a relationship. Language can be a particular barrier to gaining a rapport at the early stages of the relationship and training for mentors on communicating with people who do not speak much English is essential (see training mentors section).

If there are difficulties in matching mentors and mentees straight away then it is important to keep both parties up-to-date with why they have not been matched and when they can expect this to happen. A good way of maintaining the momentum of mentors is to have ongoing support meetings and training sessions until a match is made.

6 Set goals

Once the relationship is established it is useful to set goals based on the young person's needs. For example, if the young person has only recently arrived, then a goal might be for the young person to get to know the local area better and be aware of local services they can access. Goals should regularly be checked to see if they are being met or are still relevant. Establishing goals will help mentors and mentees decide what activities to do on a weekly basis. This will also help to measure how useful the mentoring relationship is and will help highlight when the relationship is no longer necessary or useful.

7 Support mentors

Being a mentor can often be a difficult job. Mentors need substantial support and as a minimum this support should include: a weekly phone call from the project worker to discuss how the weekly meeting with the mentee went; face-to-face supervision every 6–8 weeks; and regular support meetings involving all mentors for them to share their successes, personal emotions, dilemmas and concerns. It is also useful for mentors to have contact with professionals who are supporting the young person they are mentoring, such as their social worker. However, the young person, must be able to feel sure that their confidentiality agreement stands (see overleaf for more information on confidentiality agreements).

One of the main barriers to establishing a good relationship in the first instance is the difficulty that mentors have in contacting mentees to set up meetings. Young refugees often get moved from place to place and their contact details change. Young people who have access to a phone (usually a mobile phone) often cannot afford to pay for top-up vouchers and so find it difficult to keep in contact with people. The project worker needs to keep the mentors up-to-date with any changes in circumstance and may need to help the mentor keep in touch with the young person. In turn, referral agencies need to keep the project worker up-to-date with any changes affecting the young person they referred.



... 10-step guide

8 Provide advice

Mentees will often have problems they need help dealing with. For example, a young person may get refused refugee status, they may be being bullied at school or have difficulty accessing benefits. Mentors may not be equipped to deal with these problems, or it may go beyond the boundaries of their role as mentor. Mentors should be able to seek help from the project worker to find out the most appropriate form of action. The project worker will need a good signposting system and need to know of organisations that are able to support the young people with their particular problems.

9 Monitoring and evaluation

Monitoring and evaluation is important for any project and provides information that can be used to make the scheme more effective in the future, provides evidence of the value of mentoring and is a way to promote the success of the scheme. There are a number of ongoing monitoring and evaluation techniques that can be incorporated into the scheme:

- Keep records on each relationship. This will help monitor both quantitative outputs, such as the number of relationships and how long they lasted, and qualitative information about the impact of each relationship.
- Setting goals for the mentor/mentee meetings will help in measuring the overall impact of the project on young refugees.
- Quarterly group meetings with mentors and mentees will provide an opportunity for getting feedback from all participants. It will also give the project worker the opportunity to observe how relationships are progressing.
- Regular monitoring through the professional steering group.

It is essential that mentees' views about the scheme are sought in order to ensure it is meeting their needs. On a day-to-day basis this will be through the activities they choose to do with their mentors. A complaints procedure should also be established that young people are aware of and feel comfortable using.

There are a number of ways young people can have an input at a more strategic level. One option is setting up a young person's steering group. This option is more feasible once there is a cohort of young people who have been through the scheme who are more likely to be interested and feel confident in giving advice on how to run a scheme. The second option is to get advice from established young refugee groups on how they would like to see a mentoring scheme develop. The third option is to get regular feedback from mentees, through discussions with mentors, with the project worker and during group meetings.

10 Ending the mentoring relationship

It is difficult to set a specific time on how long a mentor/mentee relationship should last. The scheme needs to have a flexible approach, based on the individuals involved in each relationship. Some relationships may last a long time and continue well after input from the scheme. Young people in their early teens may want to have a longer mentoring relationship than those in their late teens, whose lives are likely to be changing more rapidly.

Both mentor and mentee have the right to end the relationship at any time. Some relationships will come to a planned or natural ending, either because the need for a mentor is no longer there or the relationship did not work. Some will come to a less natural ending, for example, through the young person being dispersed or deported, or the mentor being unable to continue for personal reasons. Whatever the circumstances, the mentor and mentee should be offered support during the final stages of their relationship, which can often be emotionally difficult for one or both parties.

the mentoring relationship

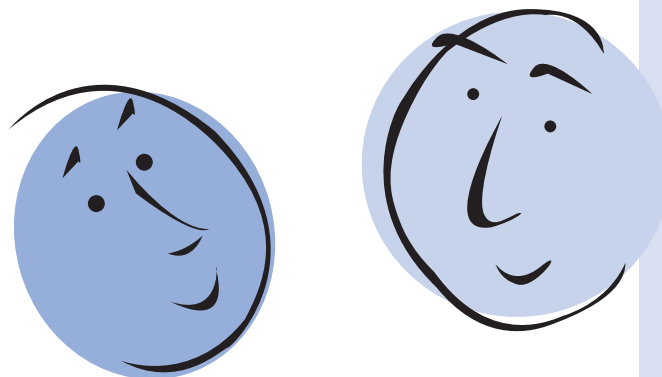
Three of the most commonly used models for developing a mentor–mentee relationship are:

- a one-to-one relationship between an adult mentor and young mentee
- an adult mentor and a number of young mentees, where the mentor meets with the young people together or individually
- a one-to-one peer relationship between a young mentor and young mentee.

Mentors usually meet with mentees alone at a mutually agreed place on a weekly basis. Alternatively, mentors and mentees may meet up as a group.

Clearly stated boundaries are essential in mentoring work to create a safe and dependable basis on which the mentoring relationship can develop. Agreeing boundaries helps both parties know where they stand on issues of confidentiality, conduct and working limits. For example, time boundaries are needed: mentors need to show the mentee respect by being reliable and consistent about timing, frequency and regularity of meetings .

A confidentiality policy will need to be established for the scheme which clearly sets out do's and don'ts. For example, mentors should share with a designated person or line manager in the project concerns they might have about what the mentee has disclosed. However, the mentor should not reveal personal information about the mentee to anyone outside the project – except in specific child protection cases, where procedures under the child protection policy would take precedence. A confidentiality agreement between mentor and mentee should be set up. Advice on setting boundaries and confidentiality issues should be a core part of the mentoring training (see overleaf).



Adults as befrienders

The Medical Foundation for the Care of Victims of Torture, based in London, runs a befriending scheme for young separated refugees. The young people are all clients of the Medical Foundation and have experienced or witnessed political violence. The project currently has 19 adult volunteers, each matched up with one young person. The pair meet once a week at a mutually agreed place. The befrienders support the young people in many ways, for example, helping to get college places, making links with their communities and going on outings together. This scheme, which has been running for over two years, focuses on helping young people over a long period. Most of the volunteers recruited in the first year of the project have been matched with the same young person for over a year now. The scheme is currently funded by the Diana, Princess of Wales Memorial Fund.

Young people as befrienders

The Befriending of Unaccompanied Minors project (BUMP) in the West Midlands has trained seven young people, aged between 18 and 25, as befrienders. Some of the befrienders are refugees themselves. Fourteen young refugees aged between 14 and 18 have been matched with a befriender – the befriender is matched with two young people at any one time, and they meet once a week in a group setting. The purpose of BUMP is to provide opportunities for young separated refugees to overcome isolation, help their mental well-being and develop language skills to help them to integrate and become independent. Young people are referred from social services, residential homes and refugee community organisations. The project is a partnership between the British Red Cross and Save the Children.

recruiting & training mentors

Recruiting

Profile of mentors

What type of mentors does the scheme want to recruit? Would young people prefer to be matched to someone nearer their own age or someone older? Would they prefer to be mentored by a refugee, who is likely to have a better understanding of what they are going through as a result of their own personal experiences? Or, is it more important to have a mentor with a good knowledge of the local area? In which case being matched with a British-born local mentor might be more appropriate.

At the time when mentors are being recruited it is unlikely that mentees will have already been referred to the scheme. Find out from potential mentees whether there is consensus on the ideal profile of a mentor or if it varies according to individuals' preferences and needs. Also getting input from a range of professionals working with young refugees will help make this decision and could be one of the first tasks put to the steering group (see step 1).

To help prevent applications from individuals who may place children and young people at risk, it is fundamental that child protection procedures are adhered to at all stages of the recruitment process, including advertising for mentors, assessing applications, interviewing and getting references. Organisations running mentoring schemes should have child protection policies that include a specific section on mentors.

Advertising

The experience of established mentoring schemes for young refugees indicates there is no shortage of potential mentors. However, in order to recruit mentors who are appropriate to the scheme, advertising needs to be targeted. Consider placing ads in free local newspapers, and in newsletters and on noticeboards at libraries, universities, local shops, churches, mosques, refugee community organisations, and voluntary agencies, such as the local volunteer bureau, Red Cross and STAR (see back page). Word of mouth is also effective, as is outreach work, for example, through presentations at community meetings.

Introductory meeting

Before starting the applications process it is useful to have an introductory meeting with prospective mentors. This meeting should explain exactly what being a mentor entails – invite current mentors along so that potential mentors can find out the reality of becoming a mentor. This will help potential applicants make an informed choice as to whether they would like to proceed with the application process.

Application process

The application process should be similar to any other recruitment process. The only difference to a normal recruitment procedure is after the interview stage. Candidates who are considered potential mentors from the interview stage should not be offered a job of mentor before successfully completing the training programme and police check (see below). It is often during the training programme that potential mentors reveal personal issues or characteristics that do not sit comfortably with the role of a mentor.

Mentoring skills

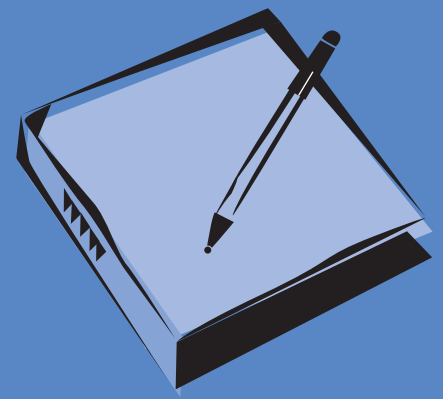
There are a core set of attributes that candidates should be assessed against during the application, interview and training induction process:

- Commitment and perseverance – a mentor should make a commitment to the scheme of at least one year – young refugees will have experienced a lot of instability in their lives and so it is important that a mentor is able to offer support over a significant period of time. It will take time to establish a comfortable relationship and may feel very one-way at the beginning. Mentors need to persevere to see this through.
- Experience of supporting young people, either at home or work
- Ability to work in a non-judgemental manner
- Ability to empathise with the client group and be willing to understand the issues affecting young refugees
- Ability to work within the policies and procedures of the organisation.

Screening and police checking

This is a way of reducing the risk of recruiting volunteers who may be unsuitable to work with children or young people. However, no screening is foolproof – 90 per cent of child sex offenders have no criminal record and even those that do may avoid detection by giving a different name.⁹ Police checks are only one part of child protection procedures of any agency working with children.

Police checks (now called 'disclosures' to make the process less threatening to individuals being checked) are managed by the Criminal Records Bureau (see back page for details). A useful information sheet on screening, disclosures and the role of the Criminal Records Bureau is available from the National Centre for Volunteering (see further reading section). Disclosure checks on refugees who have not been in the country for long will be



insufficient evidence on which to decide whether it is safe for them to have unsupervised access with a young person. In these instances alternative approaches to screening will need to be adopted, or a scheme designed that does not involve unsupervised access. A sensitive approach to undertaking checks will be required.

Disclosure checks should be done at the earliest opportunity as they can take some time to come through (at the time of writing police checks were taking at least 12 weeks to come through). If this is left until after the training is complete it could cause delays in matching up mentors with mentees.

Training programme

Training is best done in the evening and/or at weekends when participants are more likely to be available.

The whole programme will take approximately 24 hours to complete. The training could take place over three or four full days or could be spread out over a longer period, such as eight workshops lasting three or four hours each.

It is important to get the balance of information right. Do not look in too much depth at problems and issues faced by refugees, as this may put people off and make them feel daunted by the prospect of mentoring someone who potentially faces so many difficulties. During the training emphasise that mentors are not expected to be experts in refugee issues. It is also important to be clear about the boundaries of the mentor role.

A core part of the mentor training needs to include awareness raising of child protection issues and procedures.

Self-exploration is a critical part of the training – trainee mentors should learn not just from the trainers but also from each other. Experiential, hands-on training works best in this context. Participants of previous refugee mentoring training programmes have particularly enjoyed role-plays or learning from case studies. Training is a good opportunity for mentors to bond with one another. It provides a good foundation from which to establish the monthly mentor support meetings.

Many existing schemes for young refugees have tailored training programmes and application procedures that they are willing to share with organisations planning to set up similar schemes. See back page for contact details.

A typical induction training programme:

understanding issues faced by young refugees

- Introduction to refugee issues – legislation, definitions, legal processes
- The local situation – numbers of young refugees, challenges and difficulties facing young refugees
- Support to young refugees – social services, voluntary agencies, etc.
- Emotional and mental health of young refugees

the role of the mentor

- The mentoring process and mentoring skills – what is a mentor? what is appropriate behaviour? responsibilities and boundaries; confidentiality; child protection procedures
- Planning and evaluation – setting goals, reviews and evaluation
- Beginning, maintaining and ending the mentoring relationship
- Practicalities – paperwork, arranging meetings, expense claims
- A real mentor – opportunity to meet current mentors

attitudes and skills

- Working with young people – examining assumptions and prejudices about young people; discuss what participants were like as teenagers
- Cultural differences, values and attitudes – explore how people often make assumptions based on cultural differences – how to encourage a non-judgemental and open-minded approach
- Awareness of the different life experiences and cultural backgrounds of young refugees
- Awareness of child protection issues
- Communication and listening skills – the importance of good communication skills; techniques to aid communication; active listening skills; body language; questioning techniques
- Motivating young people
- Dealing with challenging situations

how much does it cost?

Mentoring is a cost-effective way of supporting young refugees. It costs approximately £40,000 a year to run a project with a full-time worker, plus overheads (eg, management and administrative support, office space and utilities).¹⁰ Apart from the worker's salary, costs included in the £40,000 figure include mentor and mentee expenses, training, refreshments and translation costs. This amount would cover the costs of matching between 12 and 24 mentors with between 12 and 50 young people per year. The number of mentees accessing the project will depend on what the project is seeking to achieve, the length of each relationship and the time it takes to match up mentors with young people.

If 24 young people are matched with a mentor and they spend two hours per week together, this gives a total of 48 hours contact time per week. It would take at least two full-time outreach workers to provide this level of direct support – double the staff costs of a mentoring scheme.

There are various funders interested in financing mentoring schemes and/or projects to support young refugees. Here are details of some.

potential funders

Please note that each funder has specific criteria that they use to assess applications. For example, some funders will only give to registered charities. You need to contact each funder separately to find out if your organisation and project idea meet their specific criteria.

Active Community Unit – Mentoring Capital Grant Scheme

The Active Community Unit, Home Office, plans to run a mentoring capital grant round in 2003/04. Total funds available are £600,000. Bids will be considered for capital purchases to support projects in the delivery of voluntary mentoring schemes outside schools.

More information on eligible criteria and application dates will be available at the following website:

www.homeoffice.gov.uk/acu/capital_mentoring_grants.htm

Other website: www.volcomgrants.gov.uk

Tel: 020 7217 8355

The Diana, Princess of Wales Memorial Fund

UK grants are aimed at projects working with young people aged between 12 and 25. Refugees and asylum-seekers are a priority group. There are two rounds of funding each year. Deadlines for applications in 2003 are in March and July.

Website: www.theworkcontinues.org

Tel: 020 7902 5500

Camelot Foundation

Camelot's objective is to support work aimed at bringing marginalised young people into the mainstream of UK life. It supports work with young people aged 11–25. Young asylum-seekers are a priority group.

Website: www.camelotfoundation.org.uk

Email: info@camelotfoundation.org.uk

Tel: 020 7828 6085

Community Fund

The Community Fund's main aim is to help meet the needs of those at greatest disadvantage in society and to improve the quality of life in the community.

Website: www.community-fund.org.uk

Email: enquiries@communityfund.org.uk

Tel: 020 7747 5300

Comic Relief

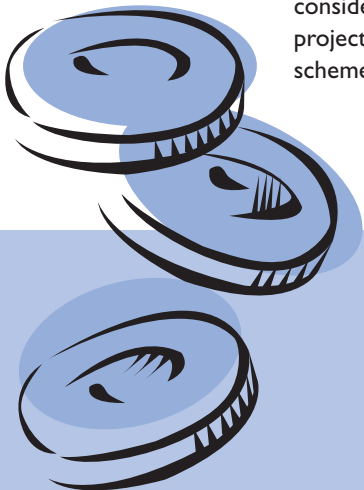
Currently reviewing its grant aims for 2003/05.

Website: www.comicrelief.co.uk

Email: red@comicrelief.org.uk

Tel: 020 7820 5555

See also websites section on back page for funding information services.



potential trainers

Refugee Council

The Refugee Council runs a series of seminars across the UK for people working with refugees and asylum-seekers. Each one-day seminar aims to bring service providers up-to-date on one of the following areas: asylum support, the NASS system, unaccompanied children, healthcare, further education/training needs, delivering ESOL and widening participation of asylum-seekers and refugees.

Website: www.refugeecouncil.org.uk

Email: marketing@refugeecouncil.org.uk

Tel: Tony Coleman, Training Co-ordinator,
020 7820 3049

Medical Foundation for the Care of Victims of Torture

The Medical Foundation provides training on working with survivors of torture and organised violence. Available to voluntary organisations, refugee community organisations and statutory agencies.

Tel: 020 7813 7777

Refugee Education Training and Advisory Service

Provides training and guidance on educational entitlements and access for young refugees and asylum-seekers.

Tel: Nick Lawson on 020 742 85815

National Children's Bureau

Occasional training days on mentoring children and young people – training for trainers.

Website: www.ncb.org.uk/events



further reading

Cold Comfort: Young separated refugees in England, Kate Stanley, Save the Children, 2001. Research with young separated refugees in England and professionals working with them. Includes chapters on support and social networks.

£7.50. To order a copy contact Plymbridge distributors,
tel: 01752 202 301 or email: orders@plymbridge.com

Series of short guides on working with young refugees, Save the Children, published between September 2002 and March 2003. The guides are on: working with unaccompanied asylum-seeking children at ports of entry; setting up young refugee groups; mental health support; providing social services support to young refugees where there are small numbers; providing advocacy support to young refugees; and a guide to help personal advisers working at Connexions to support young refugees.

Free. To order and reserve copies contact
Elli Free on 020 8741 4054 x 124.

Screening and Police Checking information sheet on screening volunteers and police checking. Free. For a copy of the information sheet, contact The National Centre for Volunteering on 020 7520 8900

Edinburgh Homeless Project – Mentor Training Pack This training pack covers areas such as listening/communication skills, goal setting and action planning, dealing with challenging mentoring situations and motivation. The training pack is useful when training mentors for any vulnerable client group.

£5. Contact Ros Nixon on 0131 469 3381
or email ros.nixon@educ.edin.gov.uk

Child Abuse – signs and symptoms, Kidscape, 2001. A useful leaflet on descriptions of signs of sexual, physical and emotional abuse and neglect.

Phone: 020 7730 3300 or access from the internet at
www.kidscape.org.uk

key contacts



existing mentoring and befriending schemes

Oxford Youth Service
Refugee and Asylum Seeker Project (RAAS)
Contact: Ruth Bryant, tel: 01865 848181
or email Ruth.Bryant@btinternet.com

Medical Foundation for the Victims of Torture
Befriending Project
Contact: Rona Weitz or Maire Stedman,
tel: 020 7813 9999 or email
befriending@toturecare.org.uk

Birmingham British Red Cross and Save the Children
Befriending Unaccompanied Minors Project (BUMP)
Contact: Caitlin Bush, tel: 0121 772 3175
or email cbush@redcross.org.uk

Kent British Red Cross
Canterbury Helping Unaccompanied Minors Scheme (CHUMS)
Contact: Wendy Solesbury, tel: 01622 690 011

Croydon British Red Cross
Refugees'n' Befriending (R'n'B)
Contact: currently recruiting new
project co-ordinator. Tel: 07736 116417

SOVA
'Plethu – Refugees in Wales' Mentoring Scheme in Cardiff,
Contact: Anne Hubbard, tel: 029 2049 5281

general information

Save the Children England Programme
Young Separated Refugees Project – England-wide project, tel: 020 8741 4054 x 124

London Team, tel: 020 8741 4054
North West Team, tel: 0161 434 8337
Yorkshire and Humberside, tel: 0113 242 4844
North East Team, tel: 0191 222 1816
West Midlands Team, tel: 0121 555 8888

Save the Children Scotland Programme
For information on Save the Children activities on working with young refugees in Scotland contact: Susan Fisher,
7th Floor, Haymarket House, 8 Clifton Terrace, Edinburgh EH12 5DR; Tel: 0131 527 8200, or Richard Morran, Ingram House, Glasgow G1 1DA; Tel: 0141 248 4345,
Website: www.savethechildrenscot.org.uk

National Mentoring Network

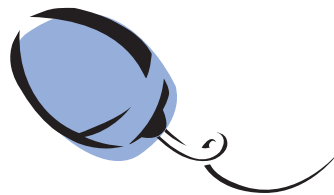
Exists to help support the growth of mentoring in its various forms. Its aims are to: promote the development of mentoring; offer advice and support to those wishing to set up or develop mentoring programmes; and provide a forum for the exchange of information and good practice.
Tel: 0161 787 8600
or email natment@globalnet.co.uk

The National Centre for Volunteering

For information on the Criminal Records Bureau, how the Human Rights and Data Protection Acts affect volunteers, or advice on writing a confidentiality policy,
email: Information@thecentre.org.uk
or ring the free helpline on 0800 028 3304.

STAR

A national network of young people who campaign for refugee rights, raise awareness of refugee issues and practically support refugees in their local area (including mentoring). If you want to find out if STAR members are interested in becoming mentors in your area call the National Co-ordinator, Ruth Pryce, on 020 7840 4442 or email info@STAR-network.org.uk



useful websites

Refugee Council
for training programme information and up-to-date information on refugee issues
www.refugeecouncil.org.uk

Save the Children
information on refugee resources and other Save the Children activities
www.savethechildren.org.uk

National Mentoring Network
exists to help support the growth of mentoring in its various forms
www.nmn.org.uk

The National Centre for Volunteering
on-line resource for volunteer managers, potential volunteers and anyone seeking up-to-date information on volunteering
www.volunteering.org.uk

Criminal Records Bureau

Includes information on all relevant Acts and legislation on screening and police checks. It also includes registration forms and information about training events.
www.crb.gov.uk

Kidscape

A national charity dedicated to preventing bullying and child sexual abuse. Kidscape provides training and produces publications. A useful leaflet on 'Child abuse – signs and symptoms' can be accessed from the website.
www.kidscape.org.uk

www.access-funds.co.uk

Provides the latest funding information from central government, National Lottery, devolved government bodies, EU and quangos.

www.volcomgrants.gov.uk

A pilot government website that provides information for voluntary and community organisations on the grants available from four government departments – Home Office, Department for Education and Skills, Department for Transport, Local Government and the Regions and Department of Health.

notes

- 1 In this guide the term 'refugee' is used to describe people seeking asylum, as well as those with leave to remain, including Exceptional Leave to Remain and refugee status.
- 2 Greater London Authority, *Sold Short: Educational finance and refugee children*, 2002
- 3 Research Development Statistics, Home Office, *Asylum Statistics United Kingdom*, 2001
- 4 Save the Children, *Evaluation Report Youth Mentoring Scheme*, Oxford, 2002, not published
- 5 Philip and Hendry, *Journal of Adolescence*, 'Young people and mentoring – towards a typology?' 1996
- 6 K. Stanley, Save the Children, *Cold Comfort: Young separated refugees in England*, 2001
- 7 K. Stanley, Save the Children, *Cold Comfort: Young separated refugees in England*, 2001
- 8 K. Stanley, Save the Children, *Cold Comfort: Young separated refugees in England*, 2001
- 9 *Screening and Police Checking*, National Centre for Volunteering information Sheet
- 10 Detailed breakdown of cost: full-time project worker – £27,000; mentor and mentee expenses (including activities) – £8,000; refreshments and other ad hoc costs – £500; translation costs for young people's leaflet into eight languages – £2,500; training costs – £1,000; evaluation costs – £1,000.

Supported by:

Diana

THE WORK CONTINUES

Local contact details: