

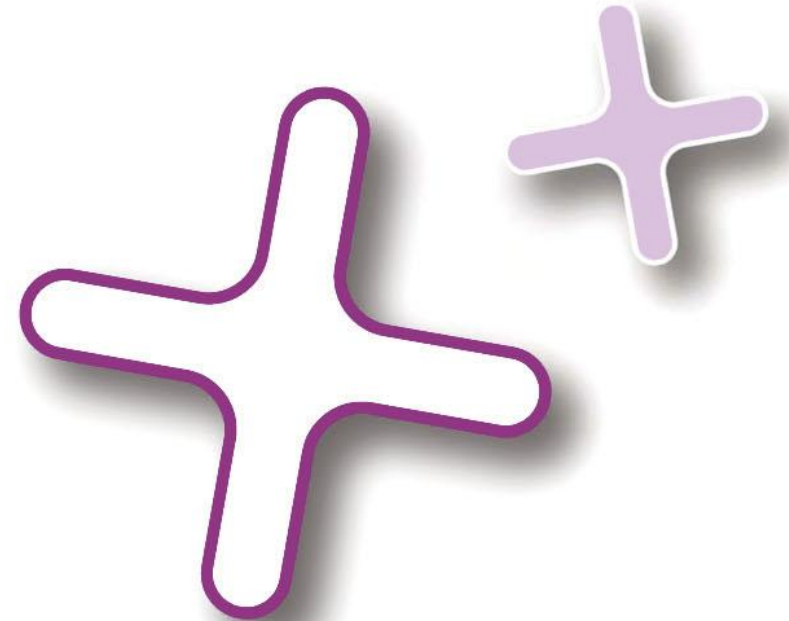
# Asylum seekers, refugees and migrants



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## Research summary 2

A list of key findings from research studies and evaluations that show the positive impact of mentoring and befriending



## A list of key findings from research studies and evaluations that show the positive impact of mentoring and befriending

Intervention	<b>Research details with main findings</b> <i>The findings below are those that relate to mentoring and befriending only. For complete research findings please read the full studies</i>
<b>Mentoring and befriending (children)</b>	<p><b>Levelling the playing field</b></p> <p>A UNICEF UK report into the provision of services to unaccompanied or separated migrant children in three local authority areas in England.</p> <ul style="list-style-type: none"> <li>• Recommends that mentoring systems be established so that unaccompanied or separated children can be befriended by other children of their own age who are permanently resident in the UK and who can help them find suitable sport and recreational opportunities</li> </ul> <p><b>Quotes:</b></p> <ul style="list-style-type: none"> <li>• “One foster carer thought that the boy she was looking after would be ‘lost’ without the support of the befriending project he attended”</li> </ul> <p><i>Source:</i> Laura Brownlees and Nadine Finch, Unicef, March 2010  <i>Sample:</i> Semi-structured interviews and focus group discussion with 59 children in Kent, Harrow and Solihull  <i>Report:</i> <a href="http://www.unicef.org.uk/publications/pdf/levelling-playing-field.pdf">http://www.unicef.org.uk/publications/pdf/levelling-playing-field.pdf</a></p>
<b>Mentoring &amp; Befriending</b>	<p><b>The Gateway Protection Programme: an evaluation</b></p> <p>An overview of Immigration Research and Statistics (IRS) research exploring the integration of refugees resettled under the UK’s Gateway Protection Programme in Sheffield, Bolton, Hull and Rochdale. The Gateway programme is a 12-month programme of support. The aim was to evaluate their resettlement and progress towards integration and presents a picture from arrival in UK to 18 months after resettlement.</p>



	<ul style="list-style-type: none"> <li>• The research suggested eight strategies that might further improve integration of Gateway refugees which included: development of integration strategies for specific sub-groups e.g., mothers, lone adults and children such as buddying/mentoring through schools, playgroups or places of worship</li> <li>• Sources of support – refugees from the Bolton group mentioned their ‘Time Together’ mentor as a source of help and a befriending group (BRASS) was also mentioned</li> <li>• Barriers to social contact with wider society – the research suggests that purpose-specific mentoring schemes might be needed to help refugees gain knowledge and confidence at an early stage so that they can then form wider social connections more easily</li> </ul> <p>Source: Home Office Research Report 12, February 2009  Sample: Four groups of Gateway refugees (53 men and 76 women participated in the research). Interviews and questionnaires were used  Report: <a href="http://www.homeoffice.gov.uk/rds/pdfs09/horr12c.pdf">http://www.homeoffice.gov.uk/rds/pdfs09/horr12c.pdf</a></p>
<p><b>Mentoring</b></p>	<p><b>Changing Lives: A longitudinal study into the impact of Time Together mentoring on refugee integration</b></p> <p>Time Together is a nationwide scheme which matches refugees in one-to-one mentoring relationships</p> <ul style="list-style-type: none"> <li>• ¼ of relationships had a life changing impact on mentees &amp; greatly enhanced integration</li> <li>• ¾ of relationships successfully enhanced integration</li> </ul> <p>Source: Time Together, July 2007  Sample: 30 pairs  Report: <a href="http://www.timetogether.org.uk/TT_report_online.pdf">www.timetogether.org.uk/TT_report_online.pdf</a></p>



<p><b>Mentoring</b> (migrants)</p>	<p><b>Mentoring for new Migrants</b> The Prime Minister asked Lord Goldsmith to carry out a review of British citizenship and this pamphlet is one in a series to draw out new ideas and to stimulate discussion.</p> <ul style="list-style-type: none"> <li>• Explores how volunteering and mentoring in particular, can give individuals an active role in defining what citizenship means in modern day Britain. Discusses how the principles of Timebank’s refugee mentoring scheme could be applied to a new scheme for welcoming new migrants.</li> </ul> <p>Source: Timebank / Lord Goldsmith QC Citizenship Review, 2007 Report: <a href="http://www.justice.gov.uk/images/mentoring-new-migrants.pdf">http://www.justice.gov.uk/images/mentoring-new-migrants.pdf</a></p>
<p><b>Mentoring</b> (14-16 yrs)</p>	<p><b>Daring to dream: raising the achievement of 14 to 16 year old asylum seeking and refugee children and young people</b></p> <ul style="list-style-type: none"> <li>• Mentoring highlighted as delivering innovative good practice in for example the area of cultural and linguistic mediators for new refugees, particularly in the classroom</li> </ul> <p>Source: Refugee Council, Oct 2005 Sample: 50 Local Education Authorities Report: <a href="http://www.ne-cf.org/core_files/RaisingachievementOct05.pdf">www.ne-cf.org/core_files/RaisingachievementOct05.pdf</a></p>
<p><b>Mentoring</b> (11-25 yrs – vulnerable young people including refugees)</p>	<p><b>This is Mentoring. An evaluation of mentoring for disadvantaged and vulnerable young people in Scotland. Final Report</b> An evaluation study of mentoring services for 11-25 year olds – included refugees (as well as other vulnerable groups such as young offenders, homeless, lone parents etc)</p> <ul style="list-style-type: none"> <li>• Feedback consistently positive in terms of 1:1 support with a mentoring and in some cases, a combined befriending and mentoring approach; clearly these meet disadvantaged young people’s needs</li> </ul>



	<ul style="list-style-type: none"> <li>In the mentoring context, where education and business are the focus, mentoring is of specific use to young people at points in their lives when they are mature enough to set their own goals and manage their progress towards them</li> </ul> <p>Source: Scottish Mentoring Network, 2005 Report: <a href="http://www.scottishmentoringnetwork.co.uk/uploads/documents/Scotland_report.pdf">www.scottishmentoringnetwork.co.uk/uploads/documents/Scotland_report.pdf</a></p>
<p><b>Mentoring and Befriending</b> (children and young people)</p>	<p><b>Beyond the school gates: supporting refugees and asylum seekers in secondary school</b> Research into new ways of working that link schools with refugee and asylum seeking young people. Discusses the findings of the research phase which explored the needs and experiences of refugees and asylum seekers in relation to secondary schooling.</p> <ul style="list-style-type: none"> <li>Recommends that local authorities, RCOs and refugee supporting organisations should consider setting up specialist mentoring and befriending services for separated children to help with their educational needs</li> </ul> <p>Source: Refugee Council, 2008 Sample: 70 in-depth interviews and questionnaire surveys with RCOs, secondary schools and local authorities Report: <a href="http://www.refugeecouncil.org.uk/Resources/Refugee%20Council/downloads/researchreports/inclusiveschools_may08.pdf">http://www.refugeecouncil.org.uk/Resources/Refugee%20Council/downloads/researchreports/inclusiveschools_may08.pdf</a></p>
<p><b>Mentoring and Befriending</b></p>	<p><b>From Refugee to Citizen: 'Standing On My Own Two Feet'</b> A research report on integration, 'Britishness' and citizenship.</p> <ul style="list-style-type: none"> <li>Many refugee organisations are using volunteers in their work, and there are a number of mentoring and befriending projects working with refugees. Volunteers can act as messengers and a means of communicating positive messages about refugees, and their potential could be better utilised.</li> </ul> <p>Source: Refugee Support / IPPR, 2007 Sample: stories of 30 refugees using a life history research methodology Report: <a href="http://www.ippr.org/feeds/files/refugeetocitizen.pdf">http://www.ippr.org/feeds/files/refugeetocitizen.pdf</a></p>



<p><b>Mentoring &amp; Befriending</b> (Mental health)</p>	<p><b>‘Lost’: listening to the voices and mental health needs of forced migrants in London</b></p> <p>Research into the mental health needs of asylum seekers and refugees has revealed that they are likely to experience poorer mental health as well as higher levels of exclusion and vulnerability than native populations. This paper reports on interviews that describe the complexity experienced by those living in exile, and the necessity for a more integrated and holistic approach in the planning and delivery of services to support mental health.</p> <ul style="list-style-type: none"> <li>• Highlights a need to shift from a simple biomedical model of the causes and effects of ill-health to a social model, which will require re-organisation not only in healthcare but in welfare, housing, employment and immigration policy</li> <li>• Recommends health providers offer mentoring and befriending to support mental health</li> </ul> <p><i>Source:</i> Medicine, Conflict and Survival, Volume 23, Issue 3, August 2007, pages 198-212  <i>Sample:</i> Interviews with 21 refugees and asylum seekers  <i>Abstract:</i> <a href="http://prod.informaworld.com/smpp/content~content=a779758128~db=all~order=page">http://prod.informaworld.com/smpp/content~content=a779758128~db=all~order=page</a></p>
<p><b>Befriending</b></p>	<p><b>An Exploratory Study of Befriending Programs with Refugees: The Perspective of Volunteer Organizations</b></p> <p>A self-administered, semi-structured questionnaire was used in this study to elicit information about refugee befriending programmes from organisations in Canada, the USA, Australia and England.</p> <ul style="list-style-type: none"> <li>• In all countries, befrienders tend to be female, with some 59% educated to college level</li> <li>• Befriending programs play an important role in supporting the successful integration of newcomers Befrienders help refugees cope with the stress of adaptation to a new society</li> <li>• Befrienders encourage refugees to get on with their life and provide them with information, advice, practical help, and companionship</li> <li>• Befrienders assist refugees by extending their social support networks</li> <li>• Further research on the role of befrienders and befriending programs in refugees’ adjustment to their life in a new society is needed</li> </ul>



	<p><i>Includes a reference to other research findings including:</i></p> <ul style="list-style-type: none"> <li>• “The literature indicates that befriending programs improve health, increase levels of happiness, reduce the effects of social isolation , and cause the remission of depression (Gavin, Gavin, Begley &amp; Brodie, 2003; Harris, Brown &amp; Robinson, 1999; McNeil, 1995)</li> </ul> <p><i>Source:</i> Paper in ‘Journal of Immigrant &amp; Refugee Studies’, Vol 5 (3) 2007 by Behnam Behnia  <i>Sample:</i> Info provided through questionnaire by 25 befriending organizations in Australia, Canada, England and USA  <i>Abstract:</i> <a href="http://www.scie-socialcareonline.org.uk/profile.asp?guid=ac353a5c-4eee-4c8e-8cc6-07f419e457bf">http://www.scie-socialcareonline.org.uk/profile.asp?guid=ac353a5c-4eee-4c8e-8cc6-07f419e457bf</a></p>
<p><b>Befriending</b></p>	<p><b>Refugees’ Experiences of Integration</b>  A two year qualitative research project looking at the social aspects of refugees’ integration in Haringey and Dudley</p> <ul style="list-style-type: none"> <li>• Social networks were found to be extremely important to integration</li> </ul> <p><i>Source:</i> Refugee Council / University of Birmingham, 2007  <i>Sample:</i> Interviews with 90 respondents from the two areas and follow-up interviews with a sub-sample of 26 of them generating a total of 116 qualitative interviews  <i>Report:</i> <a href="http://www.refugeecouncil.org.uk/policy/position/2007/integration.htm">www.refugeecouncil.org.uk/policy/position/2007/integration.htm</a></p>
<p><b>Befriending</b> (Older people)</p>	<p><b>A Working Paper for the Older Refugees Programme – A literature Review and Interviews with Refugees</b>  The Older Refugees Programme ran for two years and aimed to highlight the issues and concerns that older refugees have about their daily lives and circumstances in the UK and what would make a difference.</p> <ul style="list-style-type: none"> <li>• Befriending specified as a support required to combat isolation</li> </ul> <p><i>Quotes:</i></p> <ul style="list-style-type: none"> <li>• ‘Refugees need more assistance, especially the older ones, the young ones it is more easy for them to learn languages and have places to go, and for example in the centres from agencies some one can come and offer the service, but at the moment that is not happening and it doesn’t exist in this area’</li> </ul>



	<p><i>[Female refugee, West Midlands]</i></p> <ul style="list-style-type: none"> <li>• 'I am isolated, this is because when I came here I have no friends and can't speak English very well'</li> </ul> <p><i>[Male asylum seeker, West Midlands]</i></p> <p>Source: Refugee Council / Age Concern; Jan 2008          Sample: 20 refugees interviewed plus three 'listening groups' held          Report: <a href="http://www.refugeecouncil.org.uk/policy/position/2008/older_refugees.htm">www.refugeecouncil.org.uk/policy/position/2008/older_refugees.htm</a></p>
<p><b>Befriending</b> (children and young people)</p>	<p><b>A long way to go – young refugees and asylum seekers in the UK</b>          Explores the reality of the situation for children and young people arriving in the UK.</p> <ul style="list-style-type: none"> <li>• Highlights ways for donors to support these vulnerable young people through supporting children through asylum process; improving access to school places and other support; increasing their integration into the community. The BUMP project and other befriending projects are included as examples</li> </ul> <p>Source: New Philanthropy Capital, 2007          Report: <a href="http://www.philanthropycapital.org/research/research_reports/community/young_refugees_and_asylum_seekers.aspx">www.philanthropycapital.org/research/research_reports/community/young_refugees_and_asylum_seekers.aspx</a></p>
<p><b>Befriending</b> (children and young people)</p>	<p><b>Someone on their side: the evaluation of the Befriending Project at the Medical Foundation for the Care of Victims of Torture</b>          A unique befriending project addressing the special needs of unaccompanied minors whose lives have been affected by political violence</p> <ul style="list-style-type: none"> <li>• Young people gained enormously from their supportive relationships with a protective adult, regarding them as trusted adults and establishing what they hope will be a 'lifelong relationship'</li> <li>• The project has proved to be a lifeline to young people in a new country and culture and a crucial adjunct to individual and group therapeutic work</li> </ul> <p>Source: Medical Foundation for the Care of Victims of Torture, 2004</p>



	<i>Report:</i> <a href="http://www.torturecare.org.uk/about_us/25">www.torturecare.org.uk/about_us/25</a>
<b>Peer mentoring</b> (13-19 yrs)	<b>Making a new life in Newham</b> A study investigating the factors that facilitate and prevent young refugee settlement in Newham and puts their experiences into context. <ul style="list-style-type: none"><li>• Recommends that schools and voluntary organisations facilitate peer mentoring as a support for young refugees adapting to UK society</li></ul> <i>Source:</i> Children's Society, June 2006 <i>Sample:</i> 25 young people interviewed plus focus groups in borough of Newham <i>Report:</i> <a href="http://www.childrenssociety.org.uk/resources/documents/Research/Making_a_new_life_in_newham_3188_full.pdf">www.childrenssociety.org.uk/resources/documents/Research/Making_a_new_life_in_newham_3188_full.pdf</a>

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