



# In their own words

Shelter's Peer Education services  
for young people

# Shelter

Shelter would particularly like to thank past and present funders of both Peer Education services featured (Rank Foundation, Big Lottery Fund, Charles Dunstone Trust, Barclays), the University of Birmingham evaluation team, the photographers, and the young people who have shared their stories.

Cover photo by Sophie Laslett, other photos by Matt Cook, Nick David, Sophie Laslett, André Lichtenberg and Andrea Testoni.

To protect Shelter clients' privacy, names and certain details of their stories have been changed, and models have been used in photographs. However, the essential facts remain true.

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## Introduction

Shelter currently delivers two innovative Peer Education services, each empowering young people who have first-hand experience of being homeless to both participate in an accredited training programme and raise other young people's awareness of homelessness issues in local schools, youth centres, colleges and council Youth Services. Ricochet, our Rotherham-based service established in 2001, and our service in Gloucestershire, running since 2007, have evolved differently according to differences in objectives and the separate funders' reporting and monitoring requirements.

Anyone establishing a Peer Education service needs to take into account the local context of their service and the influence or requirements of its funders. Nevertheless we think it useful for us to share our learning from these services with you.



## Peer Education – what does it do?

Peer Education is an effective means of information-sharing between young people, recognising the importance young people themselves give to learning from and being influenced by their peer group. Every one of our Peer Educators has expertise and knowledge as a result of their own experience of homelessness or housing problems and Shelter trains and supports them to deliver key messages in a way that encourages their target audience to both learn and empathise.

### **Our Peer Education services aim to:**

- provide Peer Educators with training and support that develops their communication, planning and presentation skills, improving their personal confidence and self-esteem
- promote awareness and understanding of homelessness, and increase the practical information available to young people that can prevent future homelessness. For example, Peer Education sessions often cover how to leave home in a planned way, which allows young people to stay safe and in control.

‘If I left home, I would miss my PlayStation and Xbox. Being on the streets must be frightening and I wouldn’t know where I could sleep and have a wash. After this [Peer Education session] I will think about staying at home a bit longer.’

**Schoolchild receiving Homelessness Prevention session**



## A connected service

Our Peer Education services do not operate in isolation from other Shelter services. In Rotherham, we have seen the value of close links with our advice service for young people. This is a good source of referrals to the Peer Education programme as well as helping Peer Educators with their own housing, debt and benefit problems. Of course we found that some young people need advice to resolve their housing, debt or benefit issues before they can focus on peer education. Our other Peer Education service in Gloucestershire identified the lack of a young people's advice service as a significant gap in its service and now refers young people needing advice to either Shelter Gloucestershire's main advice service or the local Connexions service.

**Shelter believes that a young people's advice service should work alongside Peer Education in order to maximise the effectiveness of both services.**

'I would miss my bed if I became homeless. I've never thought about all the things that I take for granted and what would happen if I didn't have a home.'

Young person receiving a Homelessness Prevention session in school



## Common strategies – working with other agencies

Peer Education is identified as the first step in homelessness prevention work in the Government's Supporting People strategy.

Until 30 September 2010, Gloucestershire's Peer Education was part of Shelter's Keys to the Future programme, set up to pilot new ways of preventing child homelessness and supporting homeless children to achieve better outcomes, the aims being:

- to prevent homelessness for children, families and young people, through education and helping them obtain and/or maintain a home
- to improve outcomes for children of homeless families through early intervention and the provision of a holistic, co-ordinated service that focuses on improving access to services for those in harder to reach and excluded communities
- to disseminate good practice and contribute to effective changes in policy and practice within mainstream agencies that work with children and families
- to influence changes in policy and the law as it affects homeless children and families.

In evaluating Shelter's Keys to the Future programme, the Gloucestershire Peer Education service was monitored on its impact and outcomes, including looking at Every Child Matters outcomes for both the young people receiving peer education in schools or youth venues and the Peer Educators themselves.

The agencies we work with in Gloucestershire recognise the strategic profile of our service and we welcome the fact that the six district councils of Gloucestershire have agreed to one countywide 'youth housing strategy' that recommends the joint commissioning of a Peer Education service as a homelessness prevention measure. Our Peer Educators have participated in strategic planning events and helped to shape future housing services for young people, some even helping Shelter to develop its nationally distributed homelessness advice leaflet and a short film for 16- and 17-year-olds that can be viewed on YouTube. In September 2010, Peer Educators from Gloucestershire met with the National Youth Reference Group that assists national and local government, and other organisations, to develop and improve their involvement opportunities for young people.

In Rotherham, the Ricochet service has now become well established and developed solid links with local schools, colleges and a number of employers in the area. It has strong ties with Connexions and the council's Youth Service, allowing young people access to additional advice and presenting opportunities to deliver Peer Education sessions to other young people. Some Peer Educators there are working with the South Yorkshire police, making a DVD about the help available to young people who find themselves homeless. This project builds on the skills gained in working towards both Peer Education qualifications and the Youth Achievement Awards. In March 2009, many of our young Peer Educators were consulted on the rights of young people and worked with the Children's Legal Centre to create a new website, [www.lawstuff.org.uk](http://www.lawstuff.org.uk)

In 2009/10, 48 per cent of Peer Educators working with the Ricochet service gained one or more recognised qualification.

'Never thought I would get any qualifications, but I am now on my way to getting two BTECs. Going into the schools is good... am still a bit scared about speaking up, but I am getting better at it.'

**New Peer Educator, Shelter's Ricochet service**





# How we engage young people and work with them as Peer Educators

## 1. Why do young people get involved?

The Peer Education programme can provide young people with positive outcomes, including acquiring a wide range of skills, a formal qualification, being part of national initiatives such as 'v-involve' and developing their self-confidence. Experience shows this is a meaningful and practical pathway into training and employment for them.

## 2. Referrals and recruitment – who gets involved and how?

Many young people find out about this opportunity by word of mouth. Some are identified by staff of supported accommodation projects, some by Connexions personal advisers. In Rotherham, Shelter's young people's advice service will also identify likely candidates.

Our services will insist upon two references from support workers, friends or other appropriate sources before a potential Peer Educator is accepted on the programme. The young people also need to be risk-assessed by our staff or checked via the Criminal Records Bureau, depending on what our partner agencies require. It is important, too, for them to sit in on a Peer Education session before deciding whether or not Peer Education is something they want to do.

We also target some of our recruitment – for a care leaver, a young carer or a young person with experience of running away, for instance – to better enable our tailored Peer Education sessions with smaller groups at higher risk of homelessness (at youth centres, special schools and pupil referral units).

### 3. Induction

Experience across the two Shelter services tells us that we need to provide potential Peer Educators with an intensive four-day period of training that includes: boundary setting, story writing, activity design and implementation, presentation and team-working skills; and cover child protection policies, evaluation and personal development, action planning and session observation. After this, one-to-one work with them should include development of an individual learning plan and beginning work towards a BTEC qualification. Some of our experienced Peer Educators now mentor new Peer Educators, helping to increase the number of young people completing the programme and providing themselves with the opportunity of further development after achieving the Peer Education qualification.

### 4. Training and accreditation

Qualifications our Peer Educators have achieved include the Youth Achievement Award, BTEC in Peer Education and BTEC in Peer Mentoring. UK Youth describe the Youth Achievement Awards as:

‘designed to help develop more effective participative practice by encouraging young people to progressively take more responsibility in selecting, planning and leading activities that are based on their interests. The peer group model encourages the development of a wide range of life skills through a flexible and informal approach.’

Bronze, Silver, Gold and Platinum Youth Achievement Awards have been attained by young people at our Ricochet service and its staff consider a full range of awards helpful in ensuring that learning and qualifications are tailored to individuals’ needs. Peer Education and Peer Mentoring qualifications were recently revised and re-launched in Autumn 2010. Accredited by Edexcel, there are now four new qualifications:

- BTEC Level 2 Award in Peer Education
- BTEC Level 2 Award in Peer Mentoring
- BTEC Level 2 Certificate in Peer Education
- BTEC Level 2 Certificate in Peer Mentoring.

Shelter’s Gloucestershire service similarly accredits young people for their volunteering activities while on the programme, and Peer Educators achieve their V-50 Award with a few of them also working towards a V-100 Award.

### 5. Support and supervision

Our services conduct this through both one-to-one meetings with a key worker and the Peer Educators’ monthly meetings. We consult the young people and they are able to discuss issues concerning the service, new activities or resources, forthcoming sessions and other opportunities, and group work. Sometimes a guest speaker also attends these meetings. They each receive a Peer Education Volunteer Handbook or Individual Learning Plan to help them and the key workers track individual progress through the programme. These activities, particularly the group work, are developed further through regular social and celebration events for Peer Educators.

We recommend that Peer Educators are best supported and supervised when staffing ratios are no more than 10 to 15 Peer Educators for each full-time or equivalent key worker. Where numbers are greater, it’s difficult to find the time for regular one-to-one work.

## 6. Delivery of Peer Education

The Gloucestershire Peer Education service exceeded its three-year performance target and delivered sessions on housing and homelessness issues to a total of 7,785 children and young people between 2007 and 2010.

Our Gloucestershire service generally supports two Peer Educators to deliver a standard session, whereas at Ricochet it may be as many as three. For an all-day session or visit to a smaller high-needs group, more Peer Educators are likely to take part.

Peer Educators are rewarded for the sessions they deliver, usually by receiving expenses and a voucher to spend on goods at the local supermarket. They are able to receive £15 a week in vouchers before eligibility for Jobseeker's Allowance is affected. We considered other reward schemes that build up credits of longer term value, but these vouchers were the preferred option of our Peer Educators.

'I couldn't have managed without Ricochet, they helped me get a house when I had nothing and nowhere to go with my baby. [Shelter's Young Person's Housing Adviser] helped me so much and she even recommended the Peer Education project, thinking it would give me something to do. I came away with my first qualification and really enjoyed going into schools, telling other youngsters about the problems they could face.'

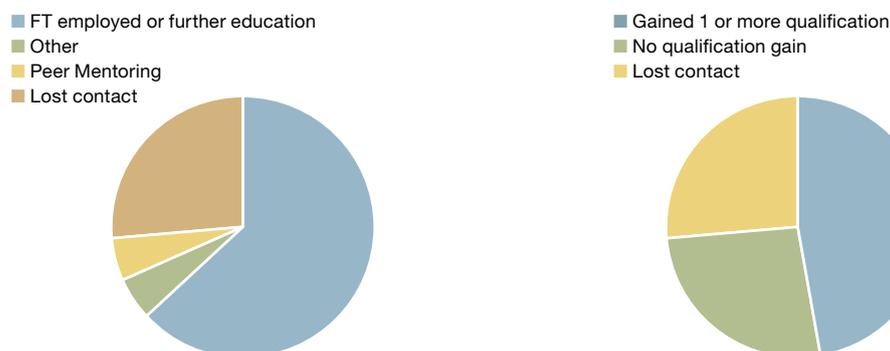
Peer Educator, Shelter's Ricochet service

Follow-up meetings are held with the Peer Educators after delivering a session. Everyone involved reflects on the session, considering the feedback received and reviewing any concerns and lessons learnt that can shape future sessions.

## 7. Moving on

Key skills such as English, Maths and IT are also addressed as part of the accredited qualifications Peer Educators work towards and achieve. Exit interviews are conducted with those leaving the service to assess how far they have progressed while involved with the Peer Education programme. Many of those we recruit are not in employment, education or training, but a number of young people leaving the programme go on to full-time employment, further education or an additional volunteering activity.

### Ricochet service, Rotherham – year 2009/10



While these outcome statistics are impressive as they are, it should also be noted that they include Peer Educators whose outcomes are unknown because they have lost contact with the service and their outcomes could just as easily be positive as negative.



## How Peer Educators get their message across

### 1. Peer education and the school curriculum

From August 2002, 'Citizenship' has become a compulsory National Curriculum subject in England for 11- to 16-year-olds. It aims to give young people the knowledge, skills and understanding to participate in society, as well as an awareness of their rights and duties as citizens, and the opportunity to engage in reflective discussion. Our Peer Education programme contributes significantly to this part of the curriculum by promoting and increasing knowledge of the provision of housing and aiding young people's understanding of the reasons for homelessness in Britain today.

'I didn't know that family breakdown, and parents splitting up, was the biggest cause of homelessness. The session has taught me a lot about homelessness.'

**Schoolchild after receiving a Homelessness Prevention session**

Exploration of 'homelessness issues' is also a key element of the Personal, Social, Health and Economic (PSHE) Wellbeing curriculum. Although this is not a statutory requirement for Key Stage 3 and 4, schools are increasingly using Shelter's Peer Education sessions as a springboard to explore issues and themes within the PSHE programme of study.

We are also aware, from carrying out market research with schools, that Shelter's Peer Education sessions are used as part of 'Tutorial Time'. Teachers see it as beneficial, in allowing the group to discuss issues that fall outside of the curriculum but are relevant to the personal and social development of the students.

## 2. Working with schools

We have naturally built relationships with teachers in the schools where our Peer Education is delivered. Across Gloucestershire in 2009, 12 schools responded to an online survey about the service they had received, and all considered the main and lasting impact to be that young people knew where to go for help with housing issues. Teachers have also told us how much their awareness of homelessness issues has improved as a result of the sessions.

‘Very valuable sessions, many stereotypes removed and their understanding of issues relating to homelessness was significantly improved.’

Teacher, Gloucestershire

Our Peer Education services have developed a ‘host agreement’ which provides a structure to their work with individual schools. They develop their sessions as lesson plans with agreed objectives and desired outcomes, and there is always an opportunity for both students and teachers to provide feedback. In Gloucestershire we were able to measure the change in awareness of homelessness as a result of the Peer Education and found that much of what was learnt has been sustained.

‘In June 2009, an online survey was sent to 30 schools that have hosted the Peer Education service. Twelve responses were received, a 40-per-cent return, which provides a robust sample. Teachers were asked to comment on the delivery of Peer Education sessions and the impact they had for young people.’

*Keys to the Future, An independent evaluation of Shelter’s Children’s Services: Gloucestershire service interim report, Shelter, 2010*

The key messages that teachers think have been retained by young people are:

- Homelessness can happen to anyone.
- The choices young people make have wide implications.
- Help is available – Connexions, Shelter.
- There are different ways of being homeless.
- Young people leave home for lots of different reasons.

## 3. Adapting the message for different ages and different needs

Shelter mostly delivers its Peer Education to 11- to 17-year-olds (although our Gloucestershire service, in its targeted work, runs them for 19-year-olds). We tailor lesson plans to the differing age groups. The 11- and 12-year-olds learn about the dangers of running away from home and where to go for advice, as well as about early intervention services (eg counselling) that can help resolve conflict at home or support them with specific needs, addressing addiction or self-harm for example.

Slightly older children gain an awareness of homelessness, myths are dispelled and stereotypes challenged. They learn about the homelessness in their local area

and consider the impact of homelessness on young people. Young people already at sixth-form college or preparing to leave school learn about the realities of leaving home, how they can easily become homeless and what to do if they do. Some may also learn more about independent living and the range of skills needed to do this effectively.

‘Colin [the Peer Educator] didn’t look like he had been homeless, he looked just like ordinary. He really told his story well.’

**Student of Homelessness Prevention session in school**

The sessions we carry out in youth clubs, young carers groups, or runaways groups may involve fewer young people but of a wider age range, so there needs to be more flexibility in the approach to ensure learning is tailored to meet their specific needs. Similarly, consultation with individual schools frequently leads to us tailoring sessions to meet the requirements of those schools or groups of young people. When we work with smaller groups, it is possible to go into greater detail about what to expect when a young person leaves home in an unplanned way, and during these sessions the young people very often speak of someone they may know who has experienced housing problems, whether overcrowding or homelessness itself.

#### **4. Different session methods**

A variety of resources are used effectively within Shelter sessions to involve and interact with the young people receiving Peer Education.

- A group of 89 Year 9 young people in Stroud worked with Peer Educators and the Gloucestershire service on developing three drama sessions that explored the individual stories of two of our Peer Educators.
- Peer Educators also worked with students from Gloucestershire University to produce a Forum Theatre piece that explores youth homelessness, resulting in seven performances of it being held. During these performances, the students were invited to stop the performance at a particular point and change the actions, and therefore the outcomes, of the young person whose story was being told.
- Some Peer Educators’ stories have been filmed, and other multimedia resources have been developed to provide information on housing options, emergency accommodation, supported housing and the private rented sector. These resources are used in the sessions we give to support activities with the young people and consolidate learning. The multimedia resources also help to build the confidence of less-experienced Peer Educators, and these volunteers tell us they enjoy using them in their sessions.
- Stories the Peer Educators tell of their experience of homelessness provide a powerful learning opportunity for those who hear them, especially when they highlight when they could have accessed support and the impact this may have had on their experience. The direct experience of homelessness gives Peer Educators credibility with their audience, enabling them to influence other young people in a way that conventional teaching by adults cannot.

‘A young person is willing to share the lessons they have learned and move forward – a great role model.’

**Teacher**

## The story behind the storyteller

### Case study 1

#### Charlotte, 19 – Peer Educator with the Gloucestershire service

Charlotte grew up with her mum and dad in Canada. Her dad had a relationship with another woman, who both Charlotte and her mum knew well. This hit them really hard, and Charlotte's mum started drinking heavily. Eventually, Mum left Canada to return to England. Charlotte was now living with her dad and new step-mum and was really unhappy. Both Charlotte and her dad agreed that she should move in with her grandmother, but she didn't like living there because she couldn't do the things her friends were doing or see much of them. Charlotte was spending her time shopping for food and doing chores around the house. When she reached 12, the dad asked her if she would like to come to England with him and his partner. Charlotte thought this was her chance to see her mum again and to get away from her grandmother.

They moved to England and she started school in Gloucester. Her mum was far away in London and Charlotte couldn't see her very often. Mum was living in a place that helped people addicted to alcohol, and Charlotte couldn't stay with her permanently.

When Charlotte turned 16, things started to get very difficult at home. Her dad had started to hit her. She got really good at covering up her bruises at school, telling people she was really clumsy. But one day, a teacher asked her if she was being hurt and Charlotte told her the whole story. The teacher told her that she didn't have to put up with being hurt, so Charlotte ran away. She slept rough in the local park, and at the top of a multistorey car park a couple of times, which was really lonely and scary. Charlotte also stayed with some host families as part of a scheme called Nightstop. She liked staying with these families, because they were nice and it meant she was not sleeping rough, but she didn't want to do this long-term.

Charlotte moved in with a friend and stayed with her for a couple of months. It was fine at first, but after a while it put a strain on the friendship and they began to argue. The friend's mum suggested Charlotte speak to someone at the council, to find out what her rights were.

The local authority agreed that Charlotte was homeless and housed her in an Assessment Centre. She divided her time between the Assessment Centre and her boyfriend's house in Manchester, but then started to stay too long at her boyfriend's and was evicted from the Centre. Being evicted meant that she also got thrown out of college, because her attendance and coursework were suffering.

Charlotte found a room in a house that she could rent cheaply from friends. She enjoyed being away from her dad and step-mum, and having the freedom to have her mates and boyfriend around when she wanted. She got a part-time job at McDonalds and trained up to be a Peer Educator with Shelter. Charlotte's worker at Shelter, and all the teachers she met while delivering Peer Education, told her that she was very good with young people and an excellent communicator. Charlotte began to think about how she could turn her experiences around and do something positive with her life. She enrolled on a Level 1 Childcare course and put herself through college while working part-time and renting her accommodation. Charlotte achieved her BTEC Level 2 Award in Peer Education through Shelter, and later started work on Childcare Level 2 at college. She quickly built up experience, qualifications, and skills to help her into employment.

Two years on from first becoming a Peer Educator with Shelter, she now has a full-time job as a Support Worker helping young people with learning difficulties. She is still in rented accommodation, but feels more secure than she has done in a long time.

## Case study 2

### Sally, 20 – Peer Educator with the Ricochet service

Originally born in North Yorkshire, Sally is the eldest of three girls in the family. When 10, they moved to Rotherham to be nearer her elderly grandmother. Shortly afterwards, Dad lost his job following a lot of sickness time off work and unexplained absence. In reality, he was looking after Sally's mother who was ill with depression and anxiety.

Illness and lack of money had a profound effect on the family. Her mother could no longer cope with three young girls and Dad spent all his time trying to help. Only a child herself, Sally tried taking on the role of mother, trying hard to keep a gloss of normality intact for others. She tried hard to help, but found it difficult when her mother refused to seek medical help, take medication or keep appointments. Sally witnessed Mum shaving off her hair, drinking heavily, self harming and disappearing for days at a time. The girls became very insular, the situation worsening as they began to miss school, resulting in Social Services getting involved to remedy things.

All girls were placed in the care of their grandmother while help was sought for Mum. This was fine initially, because they could still see their mother and offer support where necessary, but their grandmother steadily found the situation harder to bear. Arguments ensued, and overcrowding was an issue with three adolescents sharing one bedroom. School work suffered and all of the girls found the situation very difficult. Eventually, their grandmother told them they all had to leave once they were 16.

True to her word, Sally was told to leave on the day of her sixteenth birthday. Feeling lost and confused, she really didn't know what to do, where to go or who to ask for help. Her parents didn't want to help at this time because they were under medical supervision. She found herself homeless and without money. For two days she walked around Sheffield's city centre, sleeping in the park and living on a loaf of bread and some crisps. She found the Connexions office and, not knowing what alternative she had, called in to ask for help. They referred her to the Roundabout Centre, a hostel for young people. As soon as she arrived, she was made welcome and given a hot meal and a bed. It wasn't perfect, but it was bliss compared to sleeping rough. They immediately referred her to the Action Housing Hostel in Rotherham, where she was given a bedsit, helped to access benefits, and an action plan was drawn up to help her get back on her feet. A major part of this plan was to engage with the Ricochet service. Her first visit to us allowed her to meet other young people who had experienced similar problems, and she was able to share her fears or concerns and, above all, make friends and feel 'normal' again.

Over the year that followed, Sally completed her Peer Education qualification. She also became a major player in attending schools, delivering Homelessness Awareness sessions. Her confidence in class was second to none, and her sessions were fun and exciting. Her self-esteem soared and her future aspirations started to take shape. In 2009, Sally began her NVQ 3 in Childcare at Rotherham College and went on to successfully complete the first year. She now has her own council flat and is well on the way to completing her further education.

Ricochet gave her the confidence to have a go at further education, allowing her to work towards a qualification in a supportive atmosphere. She realised she had to stop thinking of herself as a victim and see her situation in a positive light. She is now actively seeking employment, which will allow her to complete the final year of her course and to move on in life. Ricochet remains a big part of her life. She still calls in to the office to say 'hello' and is not frightened to ask for help or advice if she needs it.

Sally is an inspiration to new Peer Educators, who see her as a real success story, endeavouring to make a difference to both her life and that of the young people to whom she delivers awareness sessions.



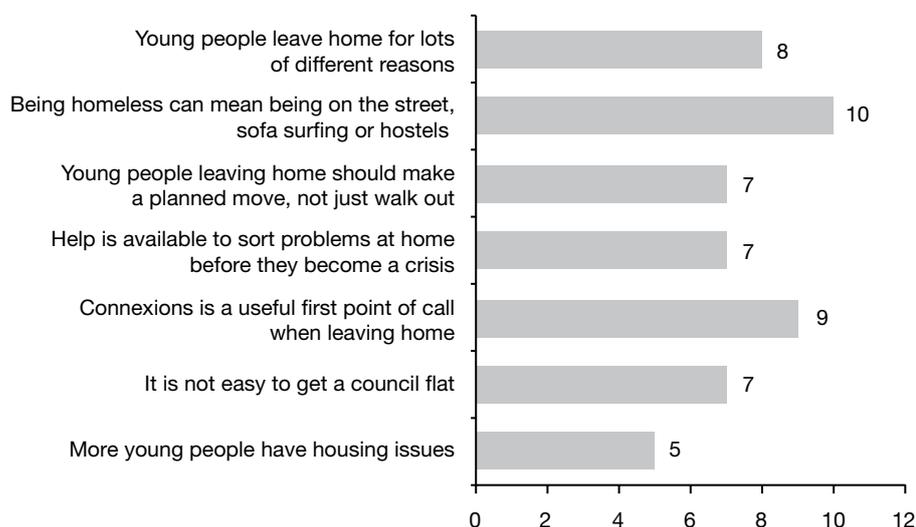
## Key outcomes

### Learning for life

Young people receiving Peer Education absorb the information Peer Educators share with them and are able to draw on it in the future, helping them to problem-solve when they need to. Teachers and other professionals have revealed that the impact of Peer Education sessions is long-lasting.

Most teachers who completed the online survey for the services' external evaluation had follow-up discussions with students after the Peer Education sessions and reviewed the key messages.

#### Key messages recalled by teachers from Peer Education sessions



*Keys to the Future, An independent evaluation of Shelter's Children's Services: Gloucestershire service interim report, Shelter, 2010*

### Changing lives

Peer Educators have been able to use their volunteering experiences, backed up by accredited qualifications, to secure employment in youth work and supported-housing roles. Others have gone on to access further education, other employment or training opportunities, or further volunteering initiatives. In 2009/10, 64 per cent of them working with Ricochet went on to full-time employment or college.



## Future challenges and opportunities

- Shelter has identified the need for a Peer Education service that will help vulnerable young people with their transition to independent living. It will focus on prevention of homelessness, debt and unemployment issues, and improving life chances by protecting them from risks including: substance misuse, mental health problems, offending behaviour, and physical and/or sexual abuse.
- Work with young people who run away in Gloucestershire has highlighted the need for us to adapt our model to meet the needs of younger children.
- We are developing a model of multi-delivery sessions, where the same group of young people receive Peer Education a number of times over a period of years. This involves adapting the Peer Education message to reflect the changing age of the participant, while building on their earlier learning.
- Shelter wishes to broaden the geographical scope of its Peer Education services.
- We want to continue the focus of Peer Education services to reach young people who are most likely 'at risk' of homelessness.
- Shelter's greatest challenge is in securing ongoing funding to sustain the delivery of our Peer Education services. Shelter would be keen to hear from any agencies, statutory or non-statutory, who would like to work with us on the Peer Education services. We hope you will want to join us in our determination to prevent homelessness and improve the life chances of young people in Britain today.



## References and further reading

*Keys to the Future, An independent evaluation of Shelter's Children's Services: Interim summary report of the programme*, Shelter, 2010

*Keys to the future, An independent evaluation of Shelter's Children's Services: Gloucestershire service interim report*, Shelter, 2010

*Know your rights: 16 or 17 and homeless?* (Shelter leaflet, 2010)

*Improving outcomes for children and young people in housing need: A benchmarking guide for joint working between services*, Shelter, 2009

(All the above available from the 'Children's Service publications' webpages, by visiting: **shelter.org.uk/childrensservice**)

*Shelter standards: Peer education in housing and homelessness*, Shelter, 2007  
(See: **shelter.org.uk/publications**)

*Youth housing strategies: A good practice guide*, Shelter, 2004  
(See: **shelter.org.uk/publications**)

*In the know but not in education? Early housing advice interventions with young people excluded from mainstream education*, Peter Mackie, 2009  
(Available from the Shelter Cymru website: **sheltercymru.org.uk**)

### **Other useful websites:**

[www.ukyouth.org](http://www.ukyouth.org)

[www.nationalyouthreferencegroup.co.uk](http://www.nationalyouthreferencegroup.co.uk)

[www.lawstuff.org](http://www.lawstuff.org).

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## Until there's a home for everyone

In our affluent nation, tens of thousands of people wake up every day in housing that is run-down, overcrowded, or dangerous. Many others have lost their home altogether. The desperate lack of decent, affordable housing is robbing us of security, health, and a fair chance in life.

Shelter believes everyone should have a home.

More than one million people a year come to us for advice and support via our website, helplines and national network of services. We help people to find and keep a home in a place where they can thrive, and tackle the root causes of bad housing by campaigning for new laws, policies, and solutions.

Visit [shelter.org.uk](http://shelter.org.uk) to join our campaign, find housing advice, or make a donation.

**We need your help to continue our work.  
Please support us.**

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# Shelter