

Abused no More

CYPRUS REPORT:

Legal Capability in Relation to Socially Excluded and Migrant Youth in Cyprus A Gender Based Analysis

The “Abused no more” project is funded by the Erasmus+ EU Programme under the Agreement 2015-1-UK01-KA205-012555 – www.abusednomore.org

Key Objective of the Report

- 1) National level: Stepping stone in assessing and implementing community-led schemes advocating for Public Legal Education (PLE) for marginalised youth.
- 2) Youth-Led Methodology: Co-researchers & Interviewees in an effort to promote empowerment in combating Gender Based Discrimination (GBD)
- 3) Bridge the gap in training, education and youth - free dissemination of a youth-led programme for service providers and young people with the aim of increasing their legal capability –EU and National Levels

Methodology

1) Literature Review

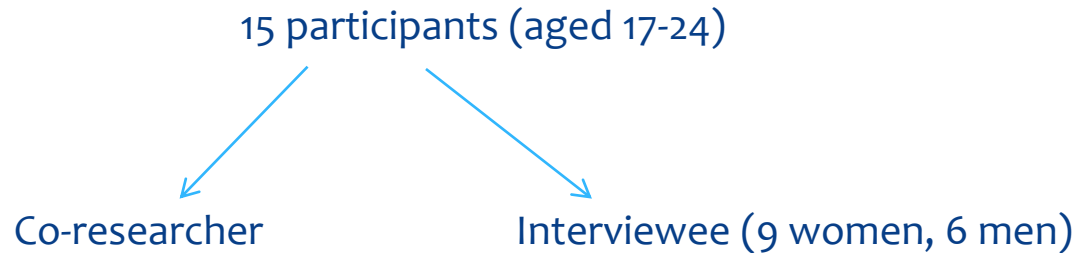
- * key concepts such as public legal education and GBD was conducted from a variety of sources:
 - * academic research
 - * KISA and other NGO reports
 - * public legal education network website (PLEnet).



Methodology

2) Fieldwork

KISA conducted interviews and focus groups in which numerous young migrant and refugees (primarily women) were given the opportunity to either draft as a co-researcher or discuss their reactions to vignettes which illustrate GBD in the institutional, employment, educational and familial contexts as interviewees.



- * Co-researcher focus group /case study
- * Semi-structured interviews/ focus groups

Methodology

Implementation

<i>Co-Researchers</i>		<i>Wrote Vignettes on Discrimination</i>		
<i>Focus group</i>	4 individuals	Institutional	Employment	Educational
<i>Case study</i>	1 individual	Familial		

<i>Interviewees</i>	
<i>Semi-structured Interviews</i>	10 individuals
<i>Focus Group A</i>	3 individuals
<i>Focus Group B</i>	4 individuals

<i>Status</i>	<i>Origin</i>
<i>1st Generation Migrant</i>	Eastern Europe
<i>Recognised Refugee</i>	Africa
<i>Subsidiary Protection</i>	Middle East
<i>Student</i>	Asia
<i>Asylum Seeker</i>	Africa

Overview of Findings

Literature Review

- * Young migrant and refugee women [aged 17-24] are most at risk to GBD due to intersectional discrimination of racism, sexism, ageism (KISA, 2014b; PRIO & GAT Advisory Team, 2012).
- * The 'us' versus 'them' dichotomy - inexistence of community led initiatives and empowerment schemes for marginalised youth from migrant and refugee backgrounds (KISA, 2013b).
- * Correlation between misinformed social attitudes - discriminatory treatment and behaviour towards migrant and refugee women (KISA, 2013).
- * PLE would provide a stepping stone in attaining social justice:
 - * enhancing young people's legal literacy - empower marginalised youth living against a backdrop of a society which contributes towards their disempowerment through limited prospects for integration, employment and education (IARS, 2009).

Overview of Findings

Fieldwork

- * echoed the reality that was highlighted within the literature review.
- * all participants **identified** with the protagonists within the vignettes: responded to each vignette with either a story about themselves or about someone they knew (institutional, educational, familial, employment discrimination).
- * 14/15 participants : despite recognising that the protagonists' human rights had been violated - the participants had no extensive understanding as to what constituted their legal rights in Cyprus/had not considered their legal rights –



Highlights the vacuum in acknowledgment by the state of the need for individuals to be educated vis-à-vis their legal rights.

- * Unaware as to where to go to request help and information in such circumstances.

Findings

SKILLS

Language Barrier

- * Most migrants and refugees are not as comfortable in Greek/English and most services do not cater for the language barrier (Skills)



ATTITUDE

Internalised Disempowerment

(A result of Projective Identification)

All participants: anger at the powerlessness of the protagonists in the vignettes within the confines of the focus group, in real life - half expressed feelings of internalised disempowerment:

e.g: all-female focus group: Islamophobia [employment]

Most women disclosed the opinion that hiding their religion from their employer was a necessity in order to be considered for the job as they felt that being a female, Muslim, migrant yielded little chance of employment regardless of their qualifications and expertise:

-B: “It is her freedom to wear it [in reference to her headscarf]... on the other hand **it’s better for her not to wear it ... because there are a lot of jobs where they cannot accept you with the headscarf.** If you were working in a Muslim country or like in Muslim embassy yes, then they will accept you the way you are... .because in Cyprus they have the idea that every woman who wears a headscarf is Turkish.”



ATTITUDE:

Lack of Faith in the System

Split in the participants:

Due to their lack of faith in the system, marginalised youth either:

- ❖ take it upon themselves to fight the system due to a lack of trust in the authorities
- ❖ choose to remain silent due to the internalised disempowerment that they have been succumbed to.

“The system will never fight for you... It’s better to stand up [for yourself]” (Attitude)

[young male migrant, Eastern-European, quotation from all-male, focus group].

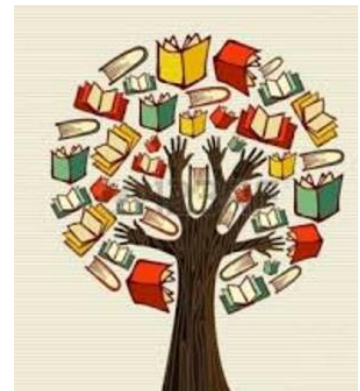
KNOWLEDGE

Legal Rights & Where to Access Help

- ❖ PLE and access to PLE is **alien** to most marginalised youth who either choose to fight the system in their own way or to be silent in the face of discrimination.
- ❖ Many participants were unaware of the psycho-social services that were available to them.
- ❖ Of the ones that were aware and accessed such services: language barrier & difficulties in transportation: persistent problem

“there is no education” [young African refugee, interview].

- * reiterated numerous times



Recommendations

Social Scale

- * Female empowerment groups for marginalised female youth- GBD
- * Specialised services - on aiding and assisting marginalised youth
 - * E.g., specialised youth workers
- * Psycho-social services – professional translators, counsellors, social workers
- * Qualified migrants as mediators in combating GBV



Recommendations

Empowerment through Information, Legal Education and Legal Assistance

- * dissemination by the authorities of good quality information regarding refugee and migrant's legal rights.
- * Online and face to face training on PLE and where to access rights (consider language barrier).
 - * The online tools :accommodate all major languages
 - * The face to face training :translators, social support and mental health professionals available - linguistic, social and emotional difficulties of the recipients

Recommendations

- * Educational System:
 - * **all** religious discourses are taught
 - * unbiased historical representations of the Cyprus Question
- * Trauma:
 - * research on the intergenerational transmission of trauma and its impact on discrimination
- * Language – Key Driver- Integration
 - * viable access to Greek and English language classes – language-key driver-integration



Ισότητα, Στήριξη, Αντιρατσισμός
Equality, Support, Antiracism



Thank you.

Any questions?

