Youth Researcher Training

- 7th June 2018
- 14 young people
- CPD Certificate
- 12 expressed interest
Schools

- Contact made with a High School in Nicosia
- Ethics obtained from Head of School and parents
- 24 young people took part (15+)
- Event was arranged for a morning between 09:00-12:30
- Youth-led by 9 trained researchers
- Consent & Information forms completed by young people
- No recording; note-based
## Schools: Fieldwork Structure

<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
<th>Role</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00-10:00</td>
<td>Group A</td>
<td>Co-ordinator 1</td>
<td>12 people</td>
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<tr>
<td></td>
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<td>Co-ordinator 2</td>
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<td>Note-takers</td>
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<tr>
<td>09:00-10:00</td>
<td>Group B</td>
<td>Co-ordinator 3</td>
<td>12 people</td>
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<td></td>
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<td>Co-ordinator 4</td>
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<td>Note-takers</td>
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</tbody>
</table>
Each researcher wrote up their findings. Researcher 8 and 9 then were responsible for collating & drafting unitary report.
Definitions and Language

- Unfamiliarity with the term ‘radicalisation’ yet explanations were given around themes like ‘lack of respect’, ‘violence’, ‘racism’ and ‘attitudes of superiority’.
- Specific mentions of ‘ELAM’ & ‘Golden Dawn’ (extremist political parties) and football fanatism connected to politics.
- Radicalisation was termed as any violent and supremist behaviour against anything that is different (incl. political, religious and sexual orientation).
Identity & Belonging

- Cultural traditions and values
- Religion and ethnicity
- Majority agreed upon a sense of belonging
- Unanimous suggestion on enhancing cultural and historical knowledge amongst young people
- Discussion of need to have wider options and opportunities available to them for future.
- Many stressed the importance of dialogue between young people and adults to prevent risky behaviour.
Schools: Preliminary Findings

Values, Self-concept, Self-esteem

- ‘Wrong’ or ‘right’ defined by peers, consequences of actions, emotions, personal and collective impact and critical thinking.
- Anger is driven by unfairness, lack of meritocracy, school pressure, family pressure, lack of freedom of expression, political corruption and lack of positive role models in society.
Recognising & Challenging Extremist messages

- Radicalist movements were identified in the political, religious (Jihadist) and football domains.
- Youth radicalisation explained as a reaction to victimisation of bullying, weakness of character, peer influence, social isolation, revenge purpose.
- School can prevent Y.Radicalisation by creation of awareness-raising workshops in order to enhance students’ understanding of it.
- Family support can also prevent Y.radicalisation.
Schools: Preliminary Findings

Unfair treatment, stigma marginalization

• Youth felt weak role in society- recognised that they are only heard as a ‘collective group’ rather than as individuals.
• Requested the need to collaborate with governmental authorities to enable their voice to be heard.
Schools: Preliminary Findings

Community/Environnement

• Advice to local authorities:
• Awareness –raising to youth regarding society and issues within it (racism, bullying)
• Youth cultivation through culture, education and context-specific training.
Schools: Preliminary Findings

Life Aspirations and Goals

- Better awareness
- Acceptance and support from all levels of society
- Positive role-models
- Job-finding skills
- Financial enhancement to youth in need
Hope for Children

- Ethics obtained from Government Social Welfare services
- To take place 27th June with 25 young people
- Unaccompanied migrants with likelihood of radicalist views
THANK YOU!

Empowering Young People to Influence Policy & Practices