

# *Abused No More: Safeguarding Youth and Empowering Professionals*

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# Partners' responsibilities

- 1) Phase 1 Report, led by IARS concluding the research and theoretical development of the project - DEADLINE end of May 2016
- 2) Face-to-face training design and delivery, led by SIB piloting the tools created by the project and increasing the knowledge and capacity of young people and key workers in the participating countries -
- 3) Online training and design, led by IARS increasing the knowledge and capacity of young people and key workers across the EU
- 4) Project website and Data base, led by AnS creating a network of relevant organisations, connecting them, increasing their knowledge around the project area and disseminating the results of the project
- 5) Final project report in the form of a peer review edited book with policy recommendations, tools and best practices, led by IARS
- 6) Closing conference in UK

# Workstream 1 – IARS lead

- Theoretical Development, including the following results (Months 1-8 – until May 2016):
- Literature review of key concepts, surveys where appropriate, comparative analyses, evidence gathering and studies of real life cases
- Production of Phase 1 report, construction of the project's theoretical framework and identification of best practices within the UK including the most suitable material for the reference documents and learning packages
- Recruit young people to be directly involved in the project; deliver internships and volunteering opportunities locally
- Set up a thorough Risk Register which will be updated during the face to face Project Meetings of all partners (every 9 months) as well as the monthly catch ups between the Project Coordinator and the partners' project leads. The Register will be divided into 4 areas: Project Delivery, Finance, Communications, Staff.

# UK research phase

- Particular angle given the country's long history of migration, and a well-established presence of Black and Minority Ethnic (BAME) groups
- Literature review examines gender-based violence (GBV) including FGM, honour-based violence and forced marriage; public legal education; discrimination and gaps in service provision for migrant and BAME women fleeing violence
- Growing body of literature that explores VAWG, including abuse of women from migrant and ethnic minority backgrounds
- Public legal education remains a topic that is not sufficiently covered, and there is no evidence of public legal education that would be aimed at young BAME women and tackle gender-based violence
- Fieldwork focused on constructing a public legal education model that would reflect the needs of migrant youth, especially young BAME women who may be facing gender-related abuse
- We are going to identify life skills and social competences that can be acquired through provision of gender and culturally sensitive public legal education, and determine forms of support that young people need in order to reclaim their rights and tackle GBV in the community
- IARS Youth Advisory Board involvement and internships for young women

# UK research phase

- 3 vignettes (FGM, forced marriage and HBV)
- How legally capable are of young people from migrant and refugee backgrounds, particularly young women?
- What abilities does the 'ideal' legally capable young person have?
- What gender-related issues do these young women commonly encounter?
- How can we develop a baseline indicator in order to measure legal capability?
- How can public legal education activities improve young people's legal capability and empower them to live independent and confident lives?
- Do these young people have any special needs which the designers of public legal education activities need to take into account?

# UK research phase

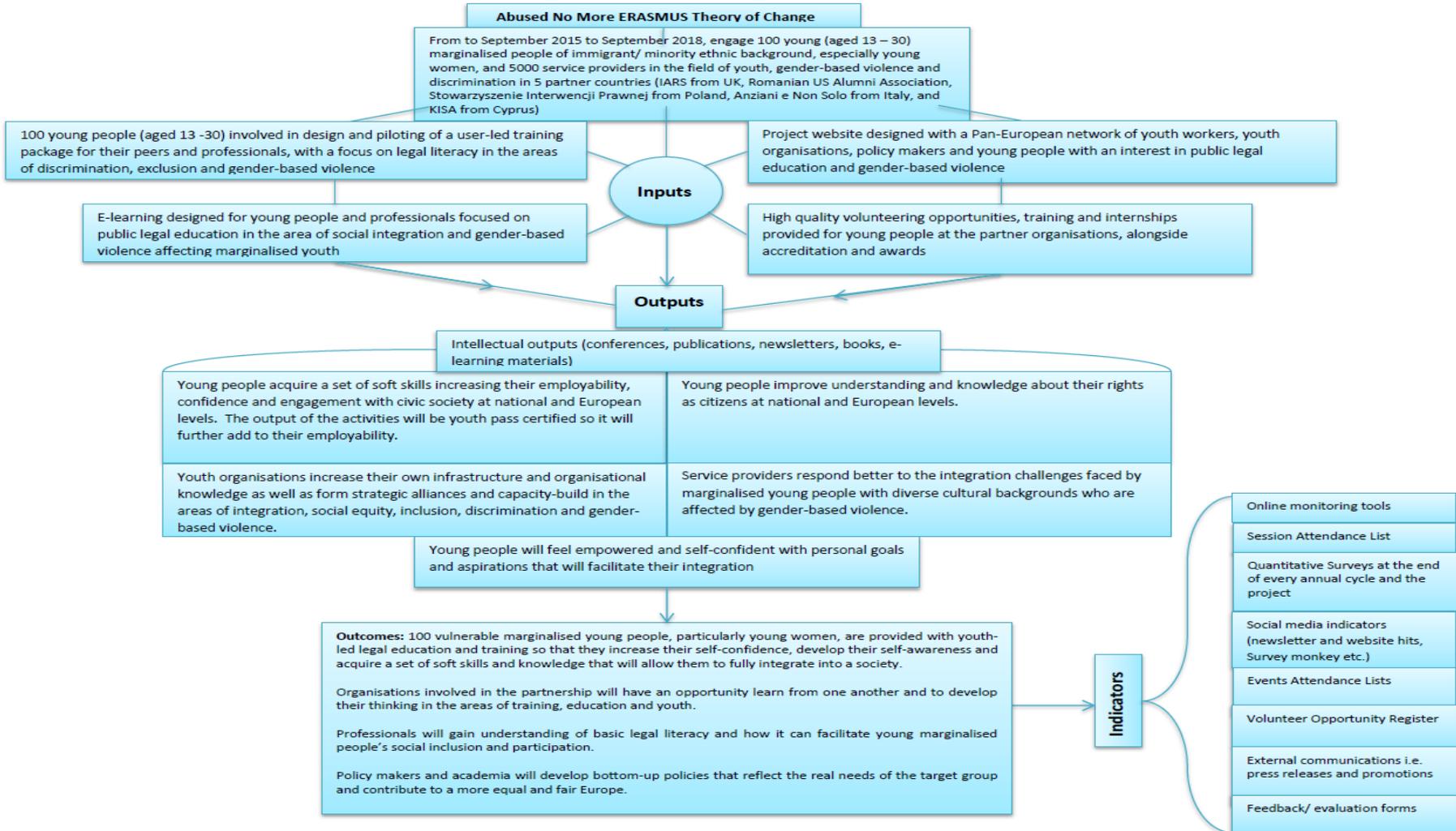
- **Questions for focus groups with professionals:**
- How often do you encounter GBV in your work?
- Can you give some hypothetical/anonymous examples of work you have done with young BAME women in situations of GBV - what kind of cases would normally arise? Do you recognise any key similarities and difference between such cases?
- In what ways are you usually able to help these young women? What services /solutions do you offer?
- Do you know of examples of services/schemes that have been proven to work in other countries/communities?
- What key services/ schemes do you think are missing in the UK that could help reduce or combat the incidence of GBV against young BAME women?
- How do you ensure your strategies are sensitive to the differences in age, gender and migrant status of these young women?
- What are the key abilities that 'ideal' legally capable young people have?
- Can you explain some key barriers that prevent young BAME people reaching this ideal legal capacity threshold?
- What are some strategies that might be employed to combat these issues?
- What are the most common barriers/pressures that stop young BAME women speaking out against GBV and suffering in silence? If they can't speak to their parents/family about issues where they are mostly likely to turn to after, is there anywhere/one?

# Evaluation and Monitoring

IARS uses the following methodologies to measure and track the project outcomes:

- 1) IARS' Youth Advisory Board (YAB)
- 2) The REACH evaluation framework
- 3) Quantitative Surveys at the end of every annual cycle and the project
- 4) The standing IARS independent and international Academic Board

# Theory of change



# Timeline

PROJECT TIMETABLE

	MONT HS	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12	M 13	M 14	M 15	M 16	M 17	M 18	M 19	M 20	M 21	M 22	M 23	M 24	M 25	M 26	M 27	M 28	M 29	M 30	M 31	M 32	M 33	M 34	M 35	M 36			
Project activity																																								
IO1: Desk-based research		█	█	█	█	█																																		
IO1: Fieldwork							█	█	█																															
IO1: Research report										█																														
Volunteer opportunities offered to 20 young people per partner		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
IO2: 5 pilots of face-to-face training										█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
IO2: 4 training sessions delivered by young people										█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
IO3: Online training																																								
C1-C4: Delivery of training to partners													█																											
IO5: Final report																																								█
Transnational Project Meetings			█							█										█																			█	
Evaluation - user surveys																																								█
Youth Advisory Board																																								
IO4: Website & Network																																								
E1: Opening conference																																								█
E2: Final conference																																								█

# Project team

Prof. Dr. Theo Gavrielides, IARS Founder and Director

Dr. Natalia Paszkiewicz, IARS Projects' Coordinator  
(Equalities)

Hatixhe Demushi, IARS Finance Manager

Andriana Ntziadima, IARS Communications and Youth  
Projects Manager

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