



# Intermediate report – Cyprus

October 2022

**Partner:** SYNTHESIS Center for Research and Education

GLOCAL FACTORY



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This project was funded by the European Union's Asylum, Migration and Integration Fund.  
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# WP7

## INTERMEDIATE REPORT

**Country:** Cyprus

**Partner:** SYNTHESIS Center for Research and Education

**Date of the intermediate report:** September 30, 2022

### 1 CONTEXT

#### **1.1 Asylum seekers, refugees, and other people under international protection: brief description of the national and local situation**

In 2020, Cyprus was the leading asylum receiving country per capita among EU Member States. The EU-Turkey Agreements of 2016 on migration have transformed Cyprus into an ideal destination for migration, which is also attributed to the island's closeness to Syria. Lately, Cyprus also experienced an increase in the arrival of unaccompanied minors. According to the preliminary results of the latest population census of 2021, the total number of foreign nationals is 193,300 and corresponds to 21.1 percent of the total population.

Numbers are continuously growing, with a year-over-year 50 percent rise in the migratory flow in 2017 compared to 2016 and 69 percent in 2018. The division of the country also increases migratory influx, as asylum seekers enter the Republic through the Turkish-occupied, north part of Cyprus. In recent years, most of them have reached Cyprus in the areas occupied by Turkish troops and then continued south into the Republic of Cyprus, crossing the Green Line. Another contributing reason is Turkey's visa-free system that permits asylum seekers to cross Turkey and then continue by sea to Cyprus. 8,500 asylum seekers from 2015 to 2018, and 3,000 in 2019 only, crossed the border coming from the north.

In 2018, Cyprus, with a 70 percent rise in political asylum applications compared to 2017, classified first among the European countries for the greatest number of applicants per capita.

There were 7,761 new applications for international protection, most of them from Syria, India, Bangladesh and Pakistan. These numbers almost doubled in 2019, with 13,259 applications for political asylum (of which 2,870 were from unaccompanied minors). Of these, 61.3 percent received a negative response, 34.31 percent were granted subsidiary protection and 4.39 percent (147 applicants) were granted definitive refugee status. Again, most applicants came from Syria (2,602), followed by Georgia (1,594), India (1,508), Bangladesh (1,270), Pakistan (1,187) and Cameroon (1,181)<sup>1</sup>.

On asylum applications for 2021, the below statistics are provided by the Asylum Service, a department of the Ministry of Interior of Cyprus. Statistics on decisions cover the decisions taken throughout the year.

The number of applicants in 2021 was 13,773, with a rejection rate at 81.42 percent. The highest number of applications were noted by applicants from the Syrian Arab Republic, with a rejection rate only at 0.3 percent, followed DR Congo, with a rejection rate of 95.5 percent.

**Applications and granting of protection status at first instance: 2021**

	Applicants in 2021	Pending at end 2021	Refugee status	Subsidiary protection	Rejection	Refugee rate	Sub. Prot. rate	Rejection rate
Total	13,773	18,808	291	1,983	9,962	2.38%	16.21%	81.42%
Breakdown by countries of origin of the total numbers								
Syrian Arab Republic	3,051	5,525	24	1,913	6	1.2%	98.5%	0.3%
DR Congo	1,723	2,183	6	5	233	2.5%	2.05%	95.5%
Nigeria	1,555	1,793	9	0	498	1.8%	0%	98.2%
Pakistan	998	525	3	0	1,327	0.2%	0%	99.8%
India	986	709	0	0	2,117	0%	0%	100%
Cameroon	775	2,529	48	0	407	10.5%	0%	89.4%
Bangladesh	686	291	4	1	1,922	0.2%	0.1%	99.7%
Somalia	677	840	18	32	32	21.9%	39%	39%
Nepal	619	682	0	0	471	0%	0%	100%
Sierra Leone	460	574	0	0	51	0%	0%	100%

Source: Asylum Service.

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<sup>1</sup> Asylum Information Database, ECRE, Country report: Cyprus, Last updated: April 2022. <https://asylumineurope.org/reports/country/cyprus/statistics/>

<sup>2</sup> Table from Cyprus Refugee Council and Asylum Service, Cyprus: Asylum Information Database, European Council of Refugees and Exiles, Cyprus Refugee Council, 2022, Overview of statistical practice, <https://asylumineurope.org/reports/country/cyprus/statistics/>

### Comparison between first instance and appeal decision rates: 2021<sup>3</sup>

	First instance		Appeal	
	Number	Percentage	Number	Percentage
Total number of decisions	14,868	–	3,680	–
Positive decisions	1653	11.1%	13	0.3%
• Refugee status	181	1.2%	7	0.1%
• Subsidiary protection	1,472	9.9%	0	0%
• Order to Review*	n/a	n/a	6	0.10%
Negative decisions	9,555	64.2%	2,549	69.2%
Subsequent application (inadmissible)	1,796	12.1%	n/a	n/a
Withdrawals (implicit/explicit)	1,806	12.1%	1,118	30.3%

Source: Asylum Service and IPAC

## 1.2 Local initiatives and other information worth mentioning towards asylum seekers and refugees' group

### *Local and national schemes for Integration*

In 2021, Cyprus completed a Comprehensive National Plan for the Integration of Migrants<sup>4</sup> to be a roadmap for state integration policies. The plan also sets the parameters for project financing for the new EU programming period, 2021-2027.

The national plan was developed following an open consultation process with migration and integration practitioners, civil society organisations, government agencies and services, national authorities and migrants themselves. Following that process, eight priority axes for integration were formulated:

- Recognition and certification of migrants' knowledge and skills
- Training of migrants and other target groups
- Raising awareness among migrants, host societies and those involved in the integration process
- Migrant access to the welfare state
- Protection of the rights of vulnerable groups of migrant and refugee background

<sup>3</sup> Asylum Information Database, ECRE, Country report: Cyprus, Last updated: April 2022. <https://asylumineurope.org/reports/country/cyprus/statistics/>

<sup>4</sup> Εθνικό Σχέδιο για την Ένταξη των Μεταναστών (Final Edition of the Action Plan) <https://tcnintegration.com.cy/wp-content/uploads/shedioEntaksis2021en.pdf>

- Support the integration process through ongoing counselling
- Development of supportive tools for integration
- Establishment of a management mechanism.

Knowing the Greek language in Cyprus is important for a refugee / asylum seeker / person under subsidiary protection to find employment, and to have positive interactions with the local communities of Cyprus. Free language programmes are offered by volunteer groups, NGOs, local authorities and AMIF projects. For example, the University of Cyprus School of Modern Greek offers online beginner classes and the project MINGLE, by the Nicosia Municipality.

The Cyprus Productivity Centre offers Vocational training programmes are also held for specialised labour such as welding, plumbing, automation, car repairs etc. The courses are held in Greek, but sometimes municipalities and NGOs offer courses in English. Also, The HelpRefugeesWork platform (United Nations High Commissioner for Refugees (UNHCR) Office in Cyprus, Cyprus Refugee Council) is built to bring refugee jobseekers in contact with employers and training providers in Cyprus.

Most of the community integration schemes are offered by EU-funded programmes such as the AMIF programme. Occasionally, there are programmes offered by municipalities or NGOs.

In the capital city, Nicosia, the Nicosia Municipality Multifunctional Foundation offers the certain services, that may be utilised by refugees and/or asylum seekers:

- Daily care and employment services to children of working or unemployed parents
- Developing multiculturalism through creative and educational children's activities
- Providing psychosocial support services through the Immigrant Information and Support Centre (KEPLYM)

Support migrant community groups to organise cultural and sports events within the municipality infrastructure.

- Organise cultural identity preservation programmes

#### *EU Funded projects*

Apart from RaCIP, SYNTHESIS is a partner on several EU-funded projects on migrant integration, including, but not limited to, the following:

#### Mums@Work: AMIF

The Project Mums@Work aims at enhancing the social integration and the employability of Migrant Mothers. Through its design, the project provides tailor-made support to migrant

mothers as the main long-term beneficiaries, working with them on a case-to-case basis so as to respond flexibly to individual situations, requirements and personal outlooks. The backbone of the project is the delivery of individual and group counselling sessions, combined with the organisation of work experience opportunities. The counselling sessions are aimed at facilitating social integration of migrant mothers and opening avenues for labour market orientation, whereas the work experience opportunities will bring migrant mothers closer to the labour market and economic integration.

#### DigiPath: Erasmus+

Digi-Path has a primary objective to foster the successful inclusion and participation of TCNs and their family members in the host EU country's civic and social life providing equal access to information and services that will increase their well-being in the hosting societies, mainly through a Game (for mobile phones and desktops), and through a capacity building programme for Municipal Professionals.

#### STAGE: Erasmus+

STAGE's objective of the project is to foster social inclusion of migrants (including refugees, asylum seekers, TCNs, and people under subsidiary protection) in the partner countries, irrespective of racial and ethnic identity, gender, age, and sexual orientation. The project's goal is to create a framework where migrants feel welcome and embraced in the host country and at the same time to fight racism, xenophobia, and discrimination against them. STAGE aims to foster social inclusion of migrants and their family members in their host countries, through establishing a three-way social inclusion approach.

#### MentorNET: Erasmus+

MentorNET is a project on the scope of working across and beyond the partner organisations' countries United Kingdom, Italy, Poland, Germany and Cyprus to establish a network of migrant organisations and the mentors they are supporting.

MentorNET is designed to deliver knowledge and information concerning:

The identification of good practice for organising and delivery mentoring and creating self-sustaining networks.

- Creating a mentoring MOOC which is based on identified best practice and which delivers a mentoring process that is sensitive to the differing needs of migrants from their first point of contact in a new country to when they find a country to permanently settle in.

- Developing a strategy to create and support a self-sustaining, coordinated volunteer-based network that identifies and learns from good practice and failures in mentoring migrants and acts to actively promote the benefits of volunteering.
- Identifying mentor focused networks and provide them with the resources and tools, one of which will be an app, based on best practice, in order that they can promote mentoring and best support volunteer mentors, including volunteer mentors of migrants, national and internationally.

### **1.3 Please describe the actions, activities and pilot scheme locally planned under RaCIP Project.**

Identifying beneficiaries as refugees, asylum seekers, and people under international protection who are already residing in Cyprus, who are about to leave government-run programmes and/or schemes, and who have not been able to integrate and feel a part of their local societies.

The goal in Cyprus is to:

- Enhance the capacity of community-based practices and to enrich the support given to refugees.
- Increase the local network for refugee programmes.

The pilot scheme aims to provide the mentors with the necessary skills to support migrants during their integration journey in Cyprus, and to deepen their knowledge and understanding of the needs of the beneficiaries, to develop intercultural understanding and competencies, and to support them on different levels.

Mentees establish and maintain regular contact with the mentors, who will supervise them. The aim is to listen to the needs and concerns of the mentees and identify the most relevant. Also, to provide guidance and tools to help them overcome these issues.

The duties of the mentors are to establish communication and networking lines between them and the refugees to gain a better understanding of their needs.

The activities in the framework of the Pilot Scheme in Cyprus will utilise available data and information in the context of the EU and of national (government) programmes for refugees.

In the framework of the mentoring and guidance programme, migrants are paired with mentors. It will either be one from each category below, or one will be able to cover many groups of categories.

Mentoring categories:

1. Job orientation and hunting
  - Identification of job orientation needs
2. Education (by young students)
  - Identification of education needs for young refugees
3. Connection with local community (social)
  - Identification of relationship with locals/networking
4. Language mentoring (language/social)
  - Identification of language needs
5. Legal orientation and support (legal)
  - Identification of legal support needs
6. Vocational training mentoring
  - Identification of vocational education needs for refugees
7. Health care mentoring
  - Identification of health care needs

Specific activities:

- Opening call for mentors
- Designing training programme
- Contacting experts for the training
- Training of mentors
- Open call for mentees
- Making phone calls to invite mentees
- Pairing mentors-mentees depending on their needs
- Preparation of mentees
- Setting up orientation meeting between mentors and mentees
- Providing educational and supporting material to both groups (mentors and mentees)
- Monitoring mentoring relationship.



## 2. METHODOLOGY

**Please describe in detail the data collection process for the intermediate report: who participated in the evaluation, by what methods, and other information you consider important in this process. Include discussion points and comments.**

A total of 52 people participated in the evaluation, of which 9 people in the category of University Students, 6 in the category of Individuals/Families, 3 in the category Stakeholders/Associations, 5 in the category Enterprises, 6 Experts, 3 Staff Members, and 20 Migrants/mentees.

The methods used included the following:

### University Students:

1. Questionnaires
2. Team evaluation exercise
3. Observations

### Individuals/families:

1. Questionnaires
2. Team evaluation exercise
3. Observations

### Stakeholders/Associations:

1. Questionnaires
2. Team evaluation exercise
3. Observations

### Enterprises:

1. Questionnaires
2. Team evaluation exercise
3. Observations

For the four Mentors' categories, we have chosen to carry out three types of evaluation, the same for every category: Questionnaires, a team evaluation exercise, and observation. We opted to explore three methods of evaluation, both for practical and quality reasons. The practical reasons

involve trying to capture the sentiment of the training on the spot, but also being able to collect the feedback and evaluation of the participants either way, in case they could not answer the questionnaire later. The observation method was also used by the trainers to measure the satisfaction of the trainees at a real time.

Experts:

1. Questionnaires
2. Discussion with experts

For the Experts, we have chosen to use questionnaires, followed by a discussion between us and the experts, in order to get their opinion and feedback on the content and behaviour of the trainees.

Staff Members:

1. Questionnaires

For Staff Members we used questionnaires, as questionnaires allow for flexibility in time and space.

Mentees:

1. Questionnaires
2. Phone interviews
3. Team evaluation exercise
4. Observations

For the Mentees / Migrants we opted to use a mixture of methods in order to be able to capture their satisfaction, and at the same time to measure their intention of staying engaged in the programme. At the end of the day of the meeting between mentors and migrants, the team carried out a team evaluation exercise, to measure the migrants' responses on real time. Later, a number of migrants were passed the questionnaire in hard copy on the spot, and others opted to be sent the form later, in a digital format, in English. At the same time, the team carried out observations of the mentees during the meeting.

### 3. MATRICES

Please copy and paste the relevant matrices for the activities that took place in your context. Don't forget to include some significant quotes.

**Matrix of indicators 1 - Target group: migrants**

<b>Dimensions</b>	<b>Indicators</b> (means of measuring participation, results and impacts)	<b>Parameters</b> (measures; N=number)
Participation of migrants	Number of migrant people contacted	70
	Number of migrant people which participated in activities	21
	Number of migrant people which participated in the final evaluation	20
	Main reasons for withdrawing from activities (when available)	Migrants never showed up or demonstrated an initial interest, but in the end, they stopped answering their phone.
Socio-demographic profile	Age	19 - 40
	Gender	18 men, 2 women
	Migrant status	11 Asylum seekers, 9 refugees
	Other information	Married: 2, Single: 17, Single with one child: 1
	Ability to hold work, education, health, and services conversations	Low
	Reported confidence in using technology to access digital services	Medium
	Expectations: Professional aspirations and plans	50% medium professional aspirations
RaCIP participation experience (to be measured at the ending of the participation in the project)	Type of activities carried out	Meeting with mentors and being informed about their duties and expectations from the mentoring relationship.
	Institutional contexts	NGO in Nicosia
	Group or individual activity	100 % group activities
	Motivations to participate	<ul style="list-style-type: none"> <li>- Integration</li> <li>- Find work</li> <li>- Study</li> <li>- Gain more experience</li> </ul>
	Satisfaction with participation in the project	70% high satisfaction with participation in the project 30% medium satisfaction with participation in the project
	Reasons for abandonment	Loss of interest
	Satisfaction with the organization aspects of the training/education	90% high satisfaction with organization aspects of the training/education 10% medium

	Satisfaction with the content of the training	85%, high satisfaction with the content of the training/education 15%, medium satisfaction with the content of the training/education
	Satisfaction with the trainers' performance	85%, high satisfaction with the content of the training/education 15%, medium satisfaction with the content of the training/education
Mentoring activities (to be measured at the ending of the participation in the project)	Participation in a mentoring activity	11 migrants that did participate in mentoring
	Length of the mentoring activities	Number of hours of mentoring by participant
	Group or individual mentoring	100 % individual mentoring
	Satisfaction with mentoring relationship	100% high satisfaction mentoring relationship
Methods	Please describe how information on participant migrants was collected	For the Mentees / Migrants we opted to use a mixture of methods in order to be able to capture their satisfaction, and at the same time to measure their intention of staying engaged in the programme. At the end of the day of the meeting between mentors and migrants, the team carried out a team evaluation exercise, to measure the migrants' responses on real time. Later, a number of migrants were passed the questionnaire in hard copy on the spot, and others opted to be sent the form later, in a digital format, in English. At the same time, the team carried out observations of the mentees during the meeting.

### Matrix of indicators 2 - Target group: mentors

<b>Dimensions</b>	<b>Indicators</b> (means of measuring participation, results and impacts)	<b>Parameters</b> (measures; N=number)
Participation	Number of mentors contacted (individually or in group sessions)	20
	Number of mentors which participated in the project	6
	Number of mentors which participated in the final evaluation	5
	Main reasons for quitting the participation (when existing cases)	Not enough time.

	Gender	3 Male, 3 Female, Total 6
	Ethnic background	5 Mentors Greek-Cypriot origin, 1 Mentor Iranian origin
	Professional situation	5 employed; 1 unemployed
Experience	Previous experience in mentoring	1 Yes, 5 No
Motivations	Motivations to be a mentor	Help people and the community
Training in mentoring	Participation in RaCIP mentor's training	100% of mentors participated in RaCIP training
	Description of the training	1 <sup>st</sup> session: 3 hours 2 <sup>nd</sup> session: 6 hours
	Satisfaction with the organizational aspects of the training	100% high satisfaction with organizational aspects of the training
	Satisfaction with the content of the training	90% high satisfaction with the content of the training 10% medium
	Satisfaction with the performance of the trainer	100% high satisfaction with the performance of the trainer
	Satisfaction with training about mentoring	100% high satisfaction training about mentoring The participants found that the case studies were the most positive and useful aspect of the training.
Mentoring process	Matching procedures	Qualitative description of the process of matching between mentors and mentees
	Type of activities carried out	- Meeting for coffee - Meeting online
	Length of the mentoring	Number of encounters: at least 3
	Type of mentoring	100% one-to-one mentoring
Satisfaction	Satisfaction with the mentoring relationship	90% high satisfaction mentoring relationship 10% low satisfaction
	Satisfaction with mentoring experience	90% high satisfaction mentoring experience
Impacts	Increased knowledge about refugees Increased knowledge about Private Sponsorship	100% high 100% medium
Quotes	Significant quotes - Please copy relevant quotes to express interviewees direct speech concerning above indicators and participation in RaCIP.	""Who would have thought that two strangers from Somalia and Cyprus would meet and started getting to know each other, exploring Nicosia, and even taking part in the neighbourly bingonights at Orfeas That's the European funded projects magic! Ps. Maryam is a super smart and kind person looking for a job, so hit us up if you have anything in mind!"" [Mentor of female individual, Cyprus, SYNTHESIS Center for Research and Education]
Methods	Please describe how information on participant mentors was collected	- Questionnaires - Team evaluation exercise - Observations

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### Matrix of indicators 4 - Target group: students

<b>Dimensions</b>	<b>Indicators</b> (means of measuring participation, results and impacts)	<b>Parameters</b> (measures; N=number)
Participation	Number of students contacted	15
	Number of students which participated in the project	9
	Description of the students which participated in the project	Most of the student's study psychology, sociology, and law.
	Number of students that participated in the final evaluation	9
	Gender	3 Male, 6 Female, Total 9
	Ethnic background	100% of students are Greek-Cypriot
	Education	100% undergraduate
Contact	Modality of initial contact	80% internet, 20% personal contact
Motivations	Motivations to participate on RaCIP project	<ul style="list-style-type: none"> <li>- Learn about migrant integration in Cyprus</li> <li>- Interest in social issues</li> <li>- Personal reasons</li> </ul>
Training for families	Participation in RaCIP training	100 % of students did participate in RaCIP training
	Description of the training	Number of training hours 1 <sup>st</sup> session: 3 hours 2 <sup>nd</sup> session: 6 hours
	Satisfaction with the organizational aspects of the training	100% high satisfaction with organizational aspects of the training
	Satisfaction with the content of the training	100% high satisfaction with the content of the training
	Satisfaction with training	100% high satisfaction training
Impacts	Usefulness of the training	90% high usefulness of the training 10% medium
	Increased knowledge about refugees Increased knowledge about Private Sponsorship Increased knowledge about refugees' integration	100 % high 80 % medium, 100% high
Methods	Please describe how information on participant students was collected	<ul style="list-style-type: none"> <li>- Questionnaires</li> <li>- Team evaluation exercise</li> <li>- Observations</li> </ul>

**Matrix of indicators 6 - Target group: staff members (resettlement staff, social workers and other professionals: Experts, staff of participating organisation)**

<b>Dimensions</b>	<b>Indicators</b> (means of measuring participation, results and impacts)	<b>Parameters</b> (measures; N=number)
Participation	Number of staff members contacted	10
	Number of staff members which participated in the project	9
	Number of staff members which participated in the final evaluation	9
	Gender	3 Male, 6 Female, Total 9
	Professional situation	80% employed; 20 unemployed
Collaboration	Previous collaboration experience	100 % yes
Type of involvement	Type of involvement	6 people were involved as Experts. 3 people were involved as staff members of participating organisation Experts were invited to do a presentation during the trainings, and to discuss with participants afterwards.
	Description of the training	N Number of training hours 1 <sup>st</sup> session: 3 hours 2 <sup>nd</sup> session: 6 hours
	Satisfaction with the organizational aspects of the training	80% high satisfaction with organizational aspects of the training 20% medium
	Relevance of the training	100% high relevance of the training
Participation in the project	Satisfaction with the organizational aspects of the project	90 % high satisfaction 10% medium
	Satisfaction with support given during the project	100%, high satisfaction
Relevance and usefulness	Relevance of the RaCIP project Usefulness of the RaCIP project	85% medium
Methods	Please describe how information on participant staff was collected	<ul style="list-style-type: none"> <li>- Questionnaires</li> <li>- Team evaluation exercise</li> <li>- Observations</li> <li>- Discussion with experts</li> </ul>

**Matrix of indicators 7 - Target group:  
organisations/stakeholders/institutions/groups**

<b>Dimensions</b>	<b>Indicators (means of measuring participation, results and impacts)</b>	<b>Parameters (measures; N=number)</b>
Participation	Number of organisations contacted	18
	Number of organisations that participated locally in the RaCIP project	8 people, 5 organisations
	Number of organisations that participated in the final evaluation	8 people, 5 organisations
	Previous experience with refugee integration	6 yes, 2 no
Institutional profile	Type of organisation	2 NGOs 1 Asylum-seeker-led group 2 Private entities
	Primary activities organisation provided before RaCIP project	2 Advice and information Housing 1 Art activities 2 Language Classes 1 Language Café / language practice 3 Reducing prejudice/informing about refugees 2 private entities
Motivations and involvement		
	New services/activities provided within the RaCIP project	5 Advice and information 1 Art activities 3 Community preparation / welcoming activities 2 Language Classes 1 Language Café / language practice 5 Mentoring 3 Reducing prejudice / informing people about refugees 2 Research and Policy 2 Offer job placements to asylum seekers/refugees
Satisfaction	Satisfaction with participation in the RaCIP project	80% high satisfaction 20% medium
Relevance and usefulness	Relevance of the RaCIP project Usefulness of the RaCIP project	80% high relevance 20% low, medium,
Impacts	Increased knowledge about refugees Increased knowledge about Private Sponsorship	100% high 70% medium,
Methods	Please describe how information on participant organisations was collected	- Questionnaires - Team evaluation exercise - Observations



## 4. CONCLUDING REMARKS

**4.1 Please provide your own reflection regarding how the gender dimension was present/absent in the actions and activities, and in the evaluation process, at this intermediate stage.**

Addressing the gender dimension is an important point to consider during the actions and activities that took place in the context of RaCIP.

In the framework of the pilot activities and the RaCIP project, SYNTHESIS assured equal opportunities to all genders, and generated valuable activities for all, regardless of their gender.

The actions taken to ensure equal opportunities and participation were:

- During the preparation phase, SYNTHESIS opened a call for mentors using a gender inclusive language, mainly in English.
- The same practice went on for calling mentees to participate in the programme.
- During the mentors' training, genders were mixed and participated in the training at the same time.
- Exercises were not gender specific and avoided gender-specific normalisation.

However, the trainers emphasised some characteristics that relate specifically to women of certain religions or ethnicities and are important for the social dimension of the mentoring relationship.

Regarding mentors, the organisation received more applications from women, while regarding mentees, they were more from men applicants.

During pairing the couples, the trainers opted to match women mentors with women mentees.

This is due to several reasons:

1. Due to specific characteristics of certain religions and/or ethnicities
2. Women often feel more comfortable opening to other women instead of the opposite sex, especially after trauma.

**4.2 Please provide other insights and highlights about overall forced migrants and organisations needs and integration conditions. Include discussion points and comments.**

- In Cyprus, a common problem that migrants are facing during their arrival and their integration process in Cyprus is finding employment, and the employment conditions. Challenges emerge both before and after migrants are granted their status. Asylum seekers are only permitted to work in certain sectors and posts. Therefore, they must wait for the interview to happen and after they are recognised as refugees or have their subsidiary protection then they can apply for work. Unfortunately, the process is awfully long and because the funding they get from the government is truly little they are forced to search for a job. But they either get rejected or offered to work in outrageous environments.
- Access to housing is a challenge for migrants in Cyprus. For example, migrants may face difficulties to renting associated with<sup>5</sup>:
  - Their legal status.
  - Unstable/lack of employment.
  - Lack of credit history and financial guarantees.
  - Racism and discrimination from owners.
- Migrants are generally unable to engage in Cyprus political issues. Non-EU residents in Cyprus cannot participate in most parts of public life.
- Local language learning is not considered a primary integration need in Cyprus. There are some courses that are offered for free, through EU-funded projects; however, accessing language courses in Cyprus is a challenge, as usually courses are not free of charge.

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<sup>5</sup> Mapping the current living conditions of Asylum Seekers, Beneficiaries of International Protection and Refugees in Cyprus Dr. Stefanos Spaneas Spaneas.s@unic.ac.cy 3rd Annual Refugee Integration Conference