

Sociological program

In 2012, the Sociological Program focused on the following key topics: integration of migrants and vulnerable groups, protection of human rights and evaluation of public policies.

2012 Highlights

- **Policies for the integration of migrants and vulnerable groups:** Throughout the past year the Sociological Program continued its work in the fields of migration and integration by coordinating research projects at the national and European levels. The program established methods and indicators to assess the results and impacts of different policies for integration of migrants and other vulnerable groups. Special attention was paid to current victim assistance programs and the degree of sustainable reintegration in society of child victims of trafficking in both source and destination countries.
- The Sociological Program began a research on the causes of destitution and homelessness among migrants, with a focus on the Bulgarian Roma migrant community in Italy and France.
- The Sociological Program continued its research on social inclusion/exclusion of the traditional ethnic minorities in the country. Pending study on the health status of Bulgaria's Roma minority will identify inequalities and explanatory factors as well as mechanisms for data collection and monitoring as part of EU 27 research on Roma health.
- **Promoting and protecting human rights:** The Sociological Program applied qualitative and quantitative methods in studying human rights awareness and discrimination practices among police officers. The impact of human rights training was assessed in three regions in Bulgaria.
- **Prevention of Internet bullying behaviour:** The Sociological program, together with the Bulgarian Safer Internet Center (SIC) continued their work to help young people, school teachers, counsellors and parents in identifying the danger and risk associated with harassment and violent behaviour on the Internet. Teachers and students from various schools in the country were trained to recognize the risk of cyberbullying.
- **Evaluation of public policies and programmes:** The Sociological Program enhanced its capacity to develop methods and indicators for the monitoring and evaluation of public policies in several key fields, such as migration and integration, justice and home affairs, and violence against children.

I. Policies for the integration of migrants and vulnerable groups

Educational integration of refugee and asylum-seeking children

In 2012 the Sociological program successfully completed the study entitled *Integrating Refugee and Asylum-seeking Children in the Education System in the Member States of the EU: Evaluation and Promotion of Good Practices* (INTEGRACE). As a result, a Handbook *Integrating Refugee and Asylum-seeking Children in the Educational Systems of EU Member States* was published.

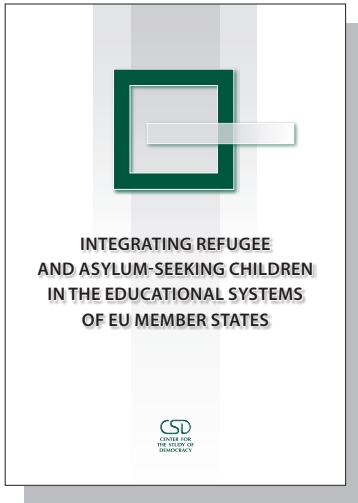
The Handbook presents the research instruments and findings developed within the project. The research encom-

passes twenty-six EU Member States participating in the European Refugee Fund, as well as Denmark, Norway, and four Western Balkan states (Serbia, Montenegro, Croatia and Bosnia and Herzegovina). The country reports' main focus is on illustrating successful practices in the educational integration of refugee and asylum-seeking children (RASC). Standardized outlines of select best practices ("inventory tables") were constructed. The inventory tables can aid future research in the field of RASC educational integration by providing a basic point of reference in the comparative analysis of best practices. Review of the best practices in thirty-two countries enabled generalizations on the overall developments of policy and practice in the educational integration of RASC in



From left to right: Dr. Andrey Nonchev, Director of the Sociological Program, CSD, and Dr. Mila Mancheva, CSD at the Public Discussion *Integrating Refugee and Asylum-Seeking Children in the Educational Systems of EU Member States: the Case of Bulgaria*

the EU. The Handbook also presented an innovative methodology for “mirror” evaluations and impact assessments aimed to identify key transferability conditions and parameters to facilitate the replication of best practices in the area of educational integration of RASC in different contexts.



On 8 June CSD hosted a Public Discussion *Integrating Refugee and Asylum-Seeking Children in the Educational Systems of EU Member States: the Case of Bulgaria*. During the discussion the Handbook was presented along with the main findings of a systematic study of the educational integration of refugee and asylum-seeking children in Bulgaria. Among the participants in the seminar were Mr. Tsvetan Petrov,

Director of the Integration Center at the State Agency for Refugees, Ms. Marinela Radeva, Chairwoman of the Association for Integration of Refugees and Migrants, representatives of the UNHCR – Bulgaria, Ms. Dora Ivanova from “Petar Beron” Foundation and others.

One of the most important outputs of the INTEGRACE project were the Policy Recommendations. The Recommendations aimed at informing the work of practitioners and policy-makers in the field of education and decision-making at the EU and national levels. Though the content and organisation of education and training are the responsibility of national governments, the common challenges for refugee protection stimulate dialogue and the exchange of good practices across the EU. The review of best practices in the integration of refugee and asylum seeking minors at school has encompassed an unprecedented number of European states with very diverse compositions of refugee and asylum seeking populations, educational systems, legal and policy frameworks on migration and integration, policies and practices in educational integration of RASC. Though it is extremely difficult to summarize all national specificities, based on the analyses and conclusions provided in the country reports and the social impact assessment reports, several key policy recommendations could be outlined:

The state should assume primary responsibility for the implementation of educational integration of RASC.

The educational integration of RASC should be seen as going well beyond traditional concepts, e.g. language training and acquainting with national context and culture of the receiving country. Social work and psychosocial assistance, kindergarten programmes, mother tongue language support, creative and recreational activities, etc., are of equal importance to help the young person to attain a level of comfort in the host society.

Free and equal access to education, independent of legal status and in accordance with human rights standards, should be secured for all RASC.

Training in the language of the receiving country is of crucial importance for the successful integration and academic performance of RASC and should be a central part of pre-school and school education.

Mother tongue training is of central importance as well due to the fact that good knowledge of the mother tongue is a precondition for learning another language, e.g. the host country language.

Taking children's perspectives into consideration is indispensable. RASC should be considered as active agents and participants rather than passive recipients of services and education.

Art and sport activities demonstrate impressively high potential. They help prevent or overcome misunderstandings and tensions, foster creativity and intercultural learning, create opportunities for group or team building, playful exchange and dialogue, and empower participants.

Integrating Refugee and Asylum-seeking Children in the Bulgarian Educational System

Another publication, related to the INTEGRACE study, is the article *Integrating Refugee and Asylum-seeking Children in the Bulgarian Educational System* by Dr. Andrey Nonchev and Dr. Mila Mancheva. The article, published in the academic journal *Sociological Problems* (2012, volume 1-2), discusses the main integration problems in terms of access to schooling, quality of education as well as protection and empowerment of children from this group. In addition, the article presents a methodology for "mirror evaluation" of the potential for transfer of good practices in different national contexts across the EU. An example is provided of explication of this methodology with respect to the implementation in Bulgaria of the Italian good practice "Terra d'Asilo". The article also provides a summary of the main gaps and the necessary improvements in the system of educational integration of refugee and asylum seeking children in Bulgaria.

The results of the research project will be also presented in another publication by Dr. Mila Mancheva entitled *Schooling on the Move: Asylum Seeking and Refugee Children in the Public School System of Bulgaria*, to be published in *International Advances in Education: Global Initiatives for Equity and Social Justice*, vol. 6 E. Brown, A. Krasteva (editors): *Migrants, Displaced, and Undocumented*, vol. 6.

Social Inequalities and Variations of (in)tolerance Towards Immigrants: The Case of Bulgaria in the European Perspective

As an important part of the analytical profile of the Sociological Program, migration issues were the focus of another publication: *Social Inequalities and Variations of (In)Tolerance Towards Immigrants: The Case of Bulgaria in the European Perspective*. The article, co-written by Dr. Andrey Nonchev, Atanas Atanassov and Svetla Encheva, was published in the *International Journal of Sociology*, vol. 42, No 3, Fall 2012.

The article focused on the relationship between diverse migrant profiles, their position in the host society and public attitudes towards them. The central thesis is that the attitudes towards immigrants in the host society is a socially constructed phenomenon, which can be explicitly observed in different levels of tolerance depending on the social status both of individuals in the majority of population and of the immigrants (in terms of socio-economic status, race, ethnicity, religion, country of origin, etc.). The analysis follows three paths:

1. Mapping the socio-economic, institutional, political and cultural national context and traditions of immigration in Bulgaria before and after 1989.
2. Exploring the observed variations in public attitudes towards immigrants considering individual socio-economic status as well as individual characteristics like income, race, ethnicity and age as independent variables.
3. Comparing the attitudes towards immigrants within the EU. A hypothesis is tested that the feeling of insecurity during the post-communist transformation could lead to intolerance towards immigrants.

For the purpose of the analysis and international comparisons an index of the "Tolerance towards foreigners" is constructed, based on data from the European Social Survey. The index assesses two major aspects of the perception of foreigners:

- a) willingness to accept immigrants and
- b) assessment of their contribution to the host society.

Based on the empirical evidences and theoretical analysis some implications for the EU migration and integration policies are outlined.

Reintegrating Children Victims of Trafficking (ARECHIVIC)

In 2012, the Sociological program continued implementing activities in the field of countering child trafficking as part of the project "*Assisting and reintegrating children victims of trafficking: promotion and evaluation of best practices in source and destination countries*" (ARECHIVIC).

CSD organized two seminars in Sofia, to discuss the evaluation of programs for integration of child victims of trafficking (VoT). The seminars were attended by the project's advisory board and representatives of all six partner institutions: CENSIS (Italy), Crime Victim Compensation and Support Authority (Sweden), Ludwig Boltzmann Institute (Austria), People in Need (Slovakia), University of Pecs (Hungary), and CSD (Bulgaria).

The first Workshop was held on 29-30 March 2012. The participants presented research results following national evaluations of programs for (re)integration of child VoT and shared opinions regarding national systems of monitoring and statistical investigation as well as national approaches to guardianship and long-term reintegration. Seminar discussions were focused on the gaps identified in the systems for integration of child VoT at national level and on recommendations for improvement of these systems. Additional topics discussed at the seminar involved: Methodology for identification of good practices in the area of assistance of child VoT; development of web based tool to assist national and EU stakeholders working with trafficked children.

During the second workshop, which was held on 22-23 November 2012, the participants discussed a range of methodological and conceptual issues as well as the main results of the studies **on good**



From left to right: Ms. Timea Stranska, People in Need, Slovakia, Dr. Andrey Nonchev, Director of the Sociological Program, CSD, and Ms. Loes van Willigen, Advisory Board Member, at a seminar in Sofia on integration of child victims of trafficking

practices in assistance of child VoT, conducted in Austria, Bulgaria, Hungary, Italy, Slovakia and Sweden. The participants agreed upon the conceptual approach towards the development of a comparative *Brochure* on good practices. Outlined were the main typologies and differences among the six countries concerning their legal and policy frameworks on countering child trafficking and their practical assistance programs for child VoT. Workshop participants finalised the contents of a Handbook to be published in English and distributed at EU and national level.

The analytical texts produced in 2012 focus on six EU countries (AT, BG, HU, IT, SK and SE) and include six national evaluations of programs for assistance and reintegration of child VoT; six reports on good practices in the area of assistance and reintegration of child VoT, one methodology on best practices identification and three comparative reports – one on policy and legal frameworks in the area of combating child trafficking and assisting child VoT, one on assistance programs for child VoT and one on

good practices in the area of assistance of child VoT.

The major findings and conclusions of the research conducted under the Archivic project in 2012 could be summarized in comparative perspective:

- Countries of origin (Bulgaria, Hungary and Slovakia) have achieved more significant progress in establishing a counter-trafficking policy framework in line with international standards. Among the countries of destination (Austria, Italy and Sweden), Austria has developed the most comprehensive counter-trafficking response, establishing a counter-trafficking coordinating body and developing bi-annual counter-trafficking action plans.
- All six countries suffer from the lack of centralized data collection mechanisms which undermines the quality of the counter trafficking response as it is not grounded in sound evidence-based analysis on main trends in trafficking in persons.
- The absence of data collection mechanisms, together with the lack of



From left to right: Ms. Kamelia Dimitrova, CSD, and Mr. Luigi Bellisi, CENSIS, Italy, at a workshop in Sofia on good practices in assistance of child VoT

external monitoring and evaluation and mechanisms, undermine the effective assessment of policies in terms of their effectiveness, efficiency and impact.

- In all studied countries, the governments participate in the assistance framework of child VoT by either the establishing, monitoring/licensing and or funding of accommodation facilities. In all six countries, service providers receive funding from the national budgets to maintain shelters and/or offer services to victims of trafficking. Nevertheless, there are indications that the funding is inadequate.
- None of the studied countries established specialized facilities for child VoT. Instead child VoT are assisted along with adult victims of trafficking or with other children at risk of victims of violence.
- All six EU countries have ratified the relevant treaties related to counter trafficking in human beings and

protecting the rights of the child, although basic rights, such as rights to access to education and healthcare are in most cases (with the exception of Italy) made conditional upon obtaining residency or asylum status.

- Although the six Member States have ratified the CRC, which stipulates that the child's "best interest" should guide any actions or measures taken on his/her behalf, none of the countries have developed formal provisions for best interest determination.
- One major divergence in the area of child VoT support in the six countries regards the de-centralized systems for child protection and support in Austria, Italy and Sweden as opposed to the centralized ones in Bulgaria, Hungary and Slovakia.
- The decentralized implementation of child VoT support in Austria, Italy and Sweden could bear both positive and negative effects. On the one hand it allows space for the development of good practices in the context



From left to right: Anna Italia, CENSIS, Italy, Luigi Bellesi, CENSIS, Italy, Dr. Mila Mancheva, CSD, and Timea Stranska, People in Need, Slovakia, at a workshop in Sofia

of systems relying on regional/ local decision making. On the other, decentralized service provision could lead to varying quality of the integration and protection services depending on the levels of awareness and engagement of particular individuals at respective institutions at local level.

- The centralized systems for child care in Bulgaria, Hungary and Slovakia bear strong tradition of institutional care so far have displayed limited potential for effective long-term reintegration of child VoT.
- Re-trafficking of child VoT appears a significant problem in all of six countries. Several factors, such as lack of formalized procedures for risk assessment on national level and lack of regular risk assessment during care provision, inadequate information about the child upon receipt in the facilities and last but not least the involvement of the families in the trafficking are some of the factors

contributing to the high risk of recapture of victims by the traffickers.

- A significant challenge to the evaluation of durable solution pursued in the countries of origin (Bulgaria, Hungary and Slovakia) is the lack of systematic data on the reintegration paths pursued by child VoT. Reportedly, in most countries of origin, there are difficulties in finding available foster families that could provide care for child VoT. A common concern regarding the long term reintegration paths pursued in the countries of origin is the placement of child VoT in institutionalized care.

Migration and destitution

In 2012, CSD became a partner of Regioplan (Netherlands) in the implementation of the Study on Mobility, Migration and Destitution in the European Union, commissioned by DG Employment, Social Affairs and Inclusion.

This study aims to provide insight into the extent and the causes of destitution among different categories of homelessness as the most extreme form of poverty and deprivation. Its overall objectives are as follows:

- To gain a general understanding of the causes of destitution among different categories of non-nationals, with reference to
 - a. Legal obstacles
 - b. Social obstacles
- To provide information on the extent of homelessness among non-nationals and on characteristics of homeless migrants;
- To assess national and local policy responses which address the problem of destitution and more specifically homelessness among non-nationals and the identification of good practices;

- To evaluate the strengths and weaknesses of EU policies and legislation in tackling the problem of destitution among non-nationals.

II. Promoting and protection of human rights

European Police and Human Rights

The Sociological program successfully finished its participation in the implementation of the *European Police and Human Rights* project, with a focus on preventing discrimination by police officers. The project coordinator is the Ministry of the Interior – Bulgaria, National Police, GD “Public Order Police”, and the other partners are the Bulgarian Helsinki Committee, the Commission for Protection against Discrimination, the Belgian Federal Police, the Criminal



The research team gives instructions for filling the questionnaires. The participants of the research team from left to right: Ms. Kamelia Dimitrova, CSD, Ms. Svetla Encheva, CSD, and Mr. Alekos Yossifidis, Institute for Psychology, Ministry of Interior

Investigation Police, the Baden-Württemberg Police Headquarters (Germany) and the Warsaw City Police. The main objective of the project is to recognize the real challenges faced by police officers in terms of respecting fundamental human rights while they exercise their professional duties.

During the implementation of the project, CSD team carried out twenty four in-depth interviews (12 in the first phase and 12 in the follow-up phase) with police officers and quantitative surveys – 246 questionnaires (151 in the first phase and 95 in the follow-up phase, after the training of anti-discrimi-

ination) with police officers in the towns of Pernik, Pazardjik and Sofia. An analysis was prepared with the results of the interviews and the surveys.

The results of the surveys revealed that before the training on anti-discrimination, ethnicity and gender were the most recognized grounds for discrimination by police officers, while after the training gender and race become much more recognizable. After the training the discrimination itself has become more recognizable as a phenomenon. The share of the police officers stating that they haven't witnessed cases of discrimination has diminished twice:

Figure 2. Please list grounds of discrimination you are aware of

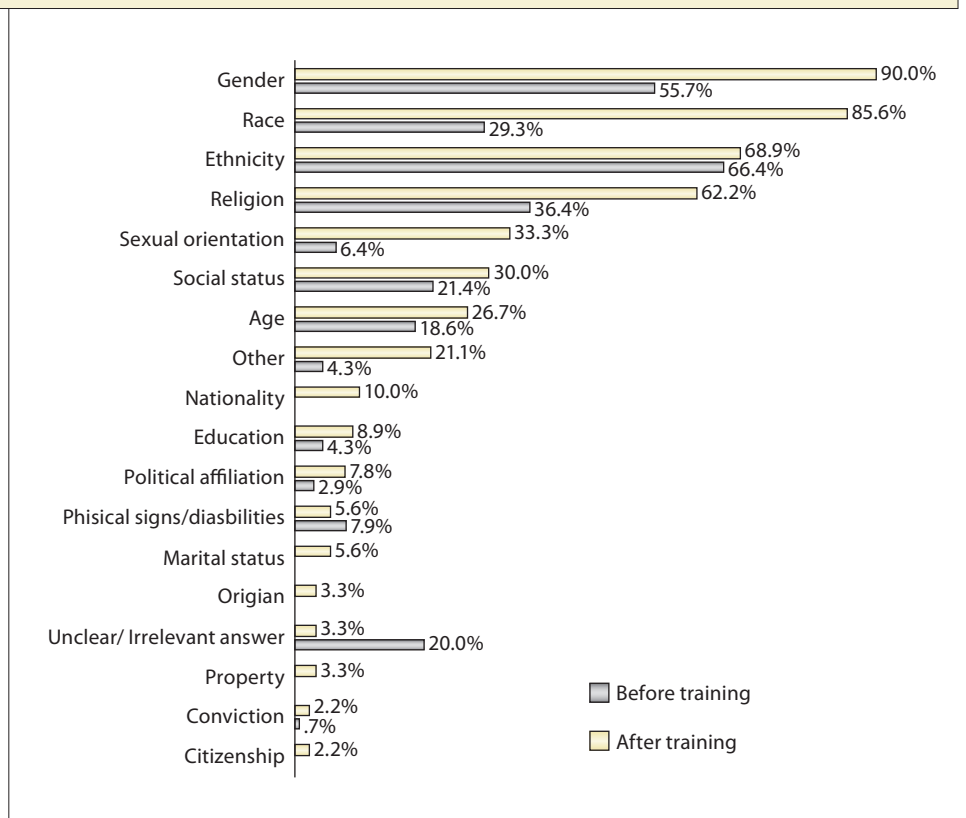
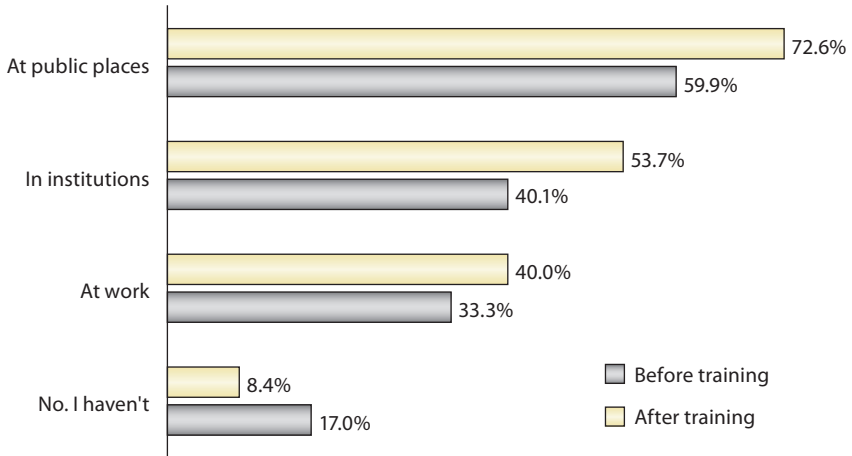
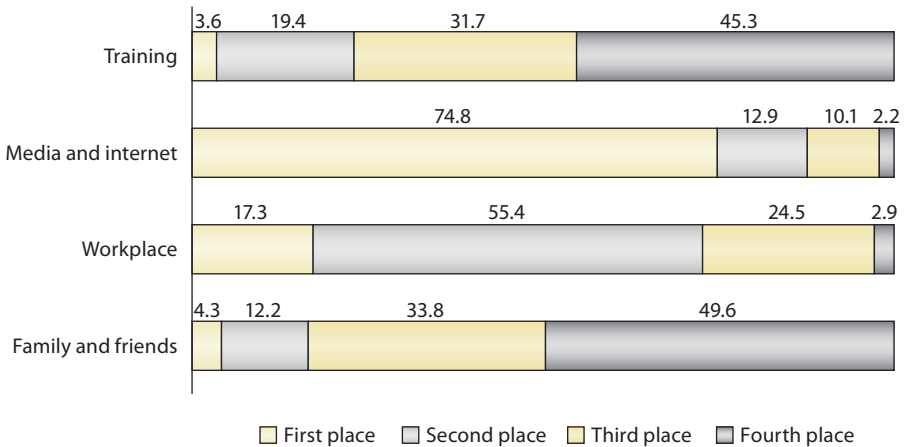


Figure 3. Have you been a witness of a case of discrimination? If yes, where?



The main sources of information on discrimination and human rights protection for police officers are media and the Internet:

Figure 4. From where do you get info on human rights and discrimination?



III. Prevention of Internet Bullying Behavior

The Sociological program, together with Bulgaria's Safer Internet Center continued their work on the study *Threat assessment of bullying behaviour in Internet* which is being implemented in Italy, Cyprus, Greece, Bulgaria and Hungary.

Some of the most important outputs produced in 2012 were:

- A self-assessment tool (checklist TABBY) for youngsters and adults to establish the level of risk of threats received (and performed) has been prepared and translated in each participating country's language;
- A toolkit "TABBY in Internet" in electronic format for assessment of risk of cyberbullying and of threats for youngsters themselves has been created and distributed in the schools that are a part of the project.
- A guide for teachers and school counselor on cyberbullying, cyber threats and sexting has been prepared. The guide contains videos with cases and examples which can be used in the EU countries and in several schools. The guide was translated in the language of every participating EU MS;

In Bulgaria, the CSD and SIC team trained teachers and students from different schools in the country to recognize the risk of cyberbullying. The self-assessment tool (an online questionnaire) was used by more than 200 pupils. About a quarter of the pupils that have filled the questionnaire stated that they knew all of their online contacts in "real life". 27 % know in person almost all of the contacts, 21 % state that they know "the majority", 8 % know "a half" and 18 % know only a few.

Figure 5. Do you know personally all of your friends/contacts on Internet?

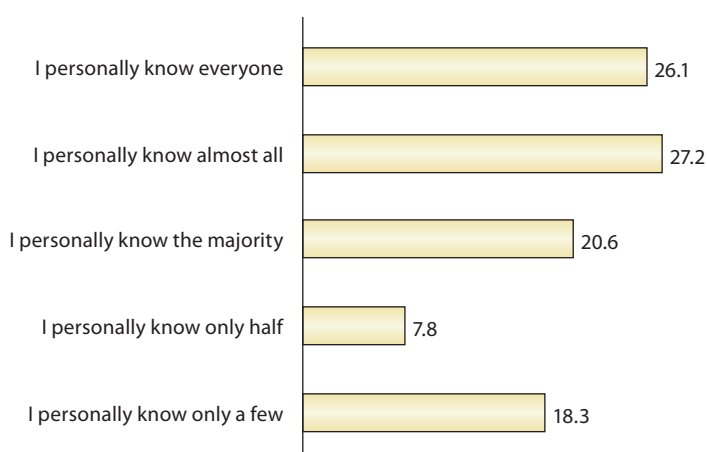
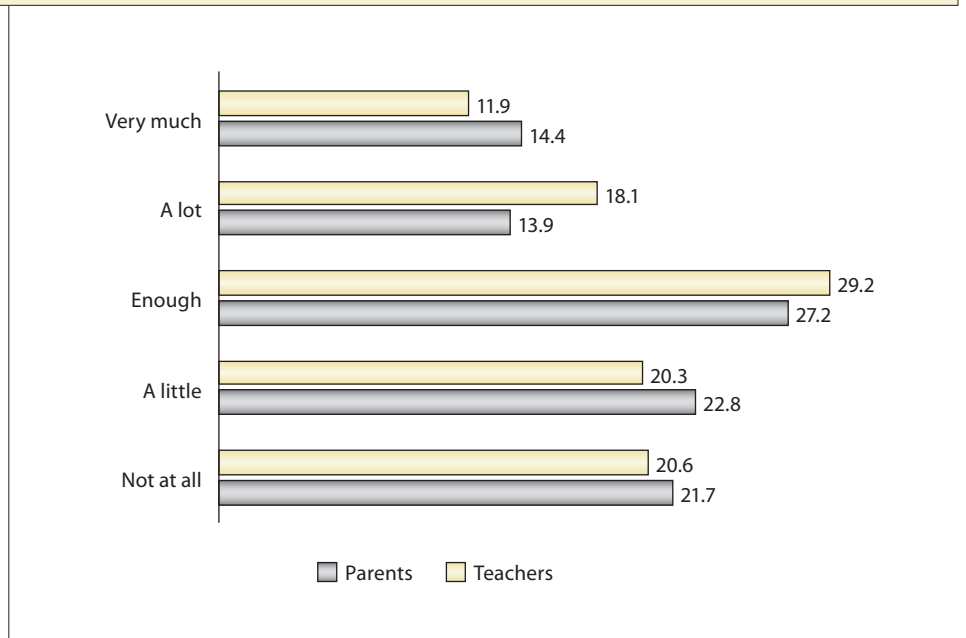


Figure 6. Do your parents/teachers speak with you about Internet security?



Although the prevailing answer is that the teachers and the parents talk to the children about internet security “enough”, the share of the answers “little” and “not at all” is much bigger than the share of “very much” and “a lot”. According to the data, only 11,9 % of the teachers and 14,4 % of the parents discuss this topic “very much”, while 20,6 % of the teachers and 21,7 % of the parents do not talk about at all.

IV. Evaluation of policies and programs

In 2012 the Sociological Program prepared a methodological handbook *Social Impact Assessment*, presenting major methods for conduct of social impact assessments and evaluations in the field of social interventions. The Handbook also includes one practical example of social

impact assessment of an Italian practice for educational integration of refugee and asylum seeking children.

In the framework of the ARECHIVIC project, a thorough evaluation of the programs for assistance and reintegration of child VoT in six EU Member States was conducted – Austria, Bulgaria, Hungary, Italy, Hungary and Sweden. The main findings and conclusion with regard to the effectiveness of the programs for child VoT in Bulgaria are as follows:

- The implementation of measures in the area of assistance and reintegration of child VoT in Bulgaria could become more effective if a number of measures are introduced at the level of strategic planning and policy formulation. It is highly recommended that Bulgaria’s Counter Trafficking and Child Protection annual nation-

al programs introduce clear timelines for implementation of activities; specify resources; delineate clear division of responsibilities and include indicators for measuring results. The presence of NGOs in the expert group at the National Commission for Combating Trafficking in Human Beings and the National Consultative Council on Child Protection at the State Agency of Child Protection signifies the involvement of civil actors in the formulation and implementation of policies and programs for child VoT. The current mechanisms for consultation between government and civil society however, could be improved to assure fuller integration of civil society organisations' viewpoints into policy formulation and implementation. The improvement of these mechanisms is to be considered the responsibility of both government and civil society actors.

- All practical efforts and resources for assisting and integrating child VoT in Bulgaria are concentrated in the stages of reception and crisis intervention with the third stage, that of durable solution being underdeveloped. The system of identification and reception of child VoT is well developed the areas of accommodation and crisis intervention are in good progress. However, a number of gaps and imperfections in the implementation of integration services at the first and the second stage of child VoT assistance are apparent. Those gaps regard the institutional cooperation at local level, the absence of effective legal service to child VoT, the overstaffing of Child Protection Department social workers, the mixing of child VoT with children from other categories in crisis centers, the prolonged stays of children in crisis centers, the insufficient involvement of parents in the reintegration process, the absence of alternative educational schemes for children with special security or educational needs.
- The third most crucial stage of the reintegration process, the phase of durable solution, is void of effective assistance schemes and monitoring mechanisms. The absence of effective accommodation solutions outside the family and the absence of effective assistance schemes for parents and relatives of child VoT may often lead to re-trafficking and re-victimisation of children. In this respect the efforts invested at the stages of reception and crisis intervention are often nullified by ill-prepared and insufficiently assisted process of family reinsertion. In this framework the range of services provided at the level of crisis intervention, in crisis centers, may appear means in its own end. In this regard relevant authorities need to invest significant effort at the third stage of reintegration, aiming at two directions. First, development of alternative community based long-term integration and accommodation services, tailored to the needs of child VoT. Second, design and development of assistance services for parents of trafficked children, to involve channelling of resources, conduct of trainings and adequate staffing of respective social service departments.
- One important recommendation regards the need to increase the currently limited state resources in the field of counter-trafficking in general and in (child) victim assistance in particular. A more comprehensive funding of the crisis centers and the relevant community based accommodation services would help achieve a better quality of the care services as well as better qualification of the staff.
- One important area that exerts crucial influence over the assistance process of child VoT is that of prosecution.

The lack of effective prosecution of perpetrators affects negatively the long term reintegration of children who are not effectively disconnected from their trafficking networks. Trafficked children appear insufficiently protected along the process of investigation and prosecution with specialised legal services being practically unavailable. The effective law enforcement and prosecution measures in cases of trafficked children appear most important especially in view of the frequent involvement of parents or close relatives. From this perspective it is highly recommended to consider the establishment of a body of specially trained independent legal representatives of child VoT to act in children's best interest along the process of integration.

- The system of assistance and reintegration of child VoT in Bulgaria will benefit from the establishment of a centralised data bank. Such data bank should be stored and maintained by the NCCTHB with statistics to be collected along coherent and clearly designed indicators. The aim of this data bank should be to allow the analysis of the trends in child trafficking, including methods and forms of trafficking and profiles of victims as well as the range of integration services and the level of integration of identified victims.

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The Sociological program has been providing sociological expertise (mainly of a methodological and analytical nature) in the development of research methods and instruments, the collection and analysis of data, the application of advance research techniques and tools. In 2012, the Sociological program provided such expertise in conducting both quantitative and qualitative research (a survey, in-depth interviews and focus group discussions).

Experts from the Sociological program took part in a number of governmental, civic and academic initiatives and forums, including:

- Participation in the Advisory Board to the Minister of Regional Development and Public Works – a body for consultations, cooperation and dialogue for the purpose of achieving transparency in public policy;
- Participation in a project coordinated by the General Directorate “Public Order Police”, related to anti-discrimination and human rights attitudes among the police officers.

Internship program

The Sociological Program actively involves interns in all of its core activities. In 2012, eight students interned at the Sociological Program for a period between three and six months. The interns were involved in activities such as data encoding using an analytical program, assisting in the preparation and conducting face to face interviews, transcription and processing of collected qualitative data, drafting of reports on policy events, drafting of proposal for design of policy oriented web based tool. In addition, all interns were involved in the proposals preparation process, gaining valuable experience in developing grant and tender proposals.

The diversity of the educational backgrounds of the interns (including sociology, history, international relations, Arab studies, and mass communication) provides the Program team with a variety of perspectives on both contemporary issues and the Program's field of research. The interns, on the other hand, gain practical skills and in-depth knowledge in particular social areas, which provides them with a competitive advantage in starting their career or in pursuing further education.

"I would describe my internship at CSD as the most beneficial work I have ever experienced... In addition to the valuable skills and knowledge I gained during my stay at CSD, I was given the opportunity to work with remarkable experts in the field, who today I also consider my friends, and to experience a dynamic, positive, and friendly working environment. Last but not least, my internship at the Center and the support of the team played a crucial role for my enrollment at Columbia University in New York for a Master of Arts Degree. In all, my internship exceeded acquiring professional experience, it made me reappraise my studies and field of interest from a completely different humanitarian point of view."

Elena Radeva, intern at the Sociological program in 2012.