Sociological program

In 2011, the Sociological program, which in 2009 resumed its function as an autonomous structural unit within CSD, developed and implemented studies on key socio-economic fields at the national and European levels.

2011 Highlights

- **Policies for the integration of migrants and vulnerable groups:** The program developed methods and indicators to assess the results and impacts of policies for the integration of migrants. With its substantive knowledge of policy areas directly related to integration, in 2011 the Sociological Program expanded its scope of expertise by extending its analyses and research to other vulnerable groups and minorities.

- **Promoting and protecting human rights:** The Sociological Program applied qualitative and quantitative methods in studying human rights awareness and discrimination practices among Public Order Police officers in three regions in Bulgaria.

- **Prevention of Internet bullying behaviour:** The Sociological program, together with the Bulgarian Safer Internet Center (SIC – a section within the Information Society Program of the ARC Fund) participated in activities for preventing cyberbullying among youngsters by developing a common approach/tool which can help young people, school teachers, counselors or even parents when identifying the danger and risk associated with harassment and violent behaviour over the Internet.

- **Evaluation of public policies and programs:** The Sociological Program has 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. Methodologies were prepared for Best Practices Evaluation and Social Impact Assessment and for Program Evaluation in the Field of Integrating Children – Victims of Trafficking.

- **Development of expertise within the Sociological Program and fostering institutional cooperation:** Experts from the Sociological Program have provided methodological support and have collaborated with external organizations in several key areas:

  - Participation in the Advisory Board to the Minister of Regional Development and Public Works.
  - European Police and protection of human rights.

I. Policies for the integration of migrants and vulnerable groups

Educational integration of refugee and asylum-seeking children

In 2011 the Sociological program continued working on the project 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). Country reports and situation analyses for all Member States of the EU were prepared on the basis of the methodology for the identification of best practices, which was elaborated last year by the project experts. As a result of this endeavor a Handbook containing country reports and evaluation of current best practices will be published at the beginning of 2012. The project partners will discuss the handbook's content and structure during the upcoming INTEGRACE workshop in December 2011.

The Center for the Study of Democracy organized a Capacity Building Seminar on the 18 and 19 of January as part of the INTEGRACE project. The aim of the seminar was to clarify methodological issues related to the preparation of the country reports, program evaluations and impact assessments to be conducted, and to present and discuss the most significant research findings so far. The participants in the seminar were Prof. David Ingleby of Utrecht University, Netherlands, Dr. Nando Sigona of the University of Oxford, Prof. Krystyna Iglicka of the Center for International Relations in Warsaw, Prof. Mati Heidmets, University of Tallinn/Integration Foundation, Estonia, Prof. Anna Krasteva of New Bulgarian University, Professor Ingegerd Rydin and Dr. Ulrika Sjöberg

Capacity Building Seminar (INTERGRACE)

Capacity Building Seminar (INTERGRACE)

from the University of Halmstad, Sweden, Dr. Giuseppe Roma – Director of the CENSIS Foundation in Rome, Italy, Anna Italia and Luigi Bellesi of CENSIS – Italy, Helmut Sax and Sabine Mandl of Ludwig Boltzmann Institute of Human Rights (BIM) in Vienna, and CSD staff including Professor Andrey Nonchev (project Coordinator), Nikolai Tagarov (Project Manager and seminar moderator), Dr. Mila Mancheva, Svetla Encheva, Kristina Georgieva and Mario Battaglini.

As part of the project, thirty-one country reports were prepared. The Bulgaria country report was prepared by the CSD experts participating in the project. The main conclusions and recommendations of the Bulgarian country report identified opportunities for policy and program improvement in the following key areas:

1. Access and enrollment
2. Quality of education
3. Enhanced protection
4. Empowerment and participation

Access and enrollment

A number of imperfections have been identified in the process of preparation of RASC for school enrollment. They relate both to the structural and the methodological setting in place. The Bulgarian-language course and attendant study room organized at SAR are set to provide a solution to the educational needs of what is a small and dynamic group of RASC right upon their arrival in Bulgaria. While this setting suffers from a number of imperfections it can serve as the basis for a setting which could become a good practice. In the first place, the language course and the study room need to be separated and taught by different teachers as they serve different needs and target RASC of different standing – those who have just arrived in the country and those already attending school. While SAR can assure the structural setting, the finance and the on-going consultation with regard to RASC, in terms of methodology and study procedures the language course and the study room which is under SAR's operation need to be methodologically designed and supervised by professional educational institutions such as MEYS and the Institute for Foreign Language Training.

The Bulgarian language course needs to be designed in a way to meet the

Table 1.   Refugee applicants in Bulgaria by year and the share of children

YEAR	N of refu-gee appli-cants	Women	Unaccom-panied Minors	Children	Children %	Notes
1993	276			72	26.0 %	(UNHCR data shows 217 children for the years 1993 – 1994.)
1994	561			143	25.5 %	
1995	451			121	26.8 %	
1996	283	50		31	11.0 %	
1997	429	47		34	8.0 %	
1998	834	139		157	18.8 %	
1999	1349	293		308	22.8 %	
2000	1755	294		289	16.5 %	
2001	2428	343		460	19.0 %	
2002	2888	323		289	10.0 %	
2003	1549			193	12.5 %	
2004	1127		233	286	25.4 %	
2005	822		159	201	24.5 %	
2006	639		73	102	16.0 %	
2007	975	98	23	122	12.5 %	
2008	746	130	109	122	16.4 %	UNHCR data reports 13 unaccompa-nied minors.
2009	853		8	100	11.7 %	
2010	825		68	114	13.8 %	UNHCR data reports 22 unaccompa-nied minors

Source: *SAR, UNHCR, Krasteva 2006, 182-183 (the table is under preparation with missing data being under request). Data on unaccompanied minors is being gathered by the State Agency for Refugees since 2004. Between 1993 – 2003 statistics made no distinction between accompanied and unaccompanied children.*

requirements of the test. It should provide training in the Bulgarian language as well as refreshment training on the basic subjects included in the test. The diverse and dynamic profile of the group of RASC (on the average ten to fifteen children per session – of different age, nationality, period of attendance) is a challenge that could be met only by means of a specially designed training methodology developed by professionals and implemented by experienced and well trained teachers.

Procedures for school enrollment of RASC need adequate legal basis. The current legal provision of equal access to education for Bulgarian citizens and RASC does not provide a working solution to RASC enrollment at school – in fact it hampers adequate access to education. Reinstating the earlier MEYS Regulation N 3 (July 27 2000) should be seriously considered together with a number of improvements in the enrollment procedure. A uniform School Enrollment Test tailored to RASC needs to be developed and a pre-enrollment training course needs to be designed in accordance. Respectively, the training of RASC at the pre-enrollment level should be fully coordinated with this test.

Quality of education

The quality of education provided for RASC in Bulgarian public schools could best be measured by the levels of attendance and performance of RASC at school – however, at present these are not monitored and there are no official or unofficial statistics being recorded. A number of factors should be taken into consideration when RASC school attendance and performance are discussed. Those factors concern the insufficient knowledge of the Bulgarian language, including the lack of knowledge of Bulgarian terminology in the various school subjects; the impossibil-

ity on the part of parents to help their children with school work; and the modest financial resources of RASC families (Topalova, 2009, 5-8). All these factors put RASC children in a vulnerable situation at school and demand the design of assistance programs to meet their specific needs, make them fully engaged in the educational process they are involved in, and ultimately contribute to improving the quality education of their education. A number of measures should be taken into consideration to improve the quality of education of RASC in public schools:

- the allocation of resource teachers for targeted consultations;
- the option of providing additional (individual) classes in Bulgarian.;
- consideration regarding the most appropriate language textbooks and study materials for foreign children;
- the provision of training in teaching Bulgarian as a second language to public schools teachers;
- the provision of translation and interpretation services to parents. The possibility of parents to communicate with school authorities is of crucial importance to the educational integration process of RASC;
- the hiring of school assistants with the knowledge of RASC's mother tongues (usually Arabic or Dari/Pashto) to serve as facilitators of communication between teachers and children who are in the process of learning Bulgarian;
- free supply of school materials to RASC pupils of all ages, including grants for the purchasing of clothes and pocket money for meals at school;
- support for teachers involved in teaching RASC. In particular, such teachers need to be provided with training courses in inter-cultural education to equip them with relevant knowledge of the cultural,

social and political contexts in their pupils' origin countries, and with adequate tools of communication to ease and maximize the effects of the training process.

Enhanced protection

A general recommendation involves the need for improved protection of RASC at the pre-application stage. The period between detention and application registration involves a number of practices that affect the rights and the wellbeing of RASC. Those include cases of interrogation at the border without the presence of parents or legal representatives, prolonged registration of up to several months and accommodation at the Busmantsi immigration detention center, where children are subjected to a very restrictive regime with no freedom of movement. These practices contribute to the stress and trauma already experienced by RASC, and hinder their educational integration both in the short and in the long run.

It is highly recommended to introduce mandatory psychological support in schools where RASC are enrolled. According to the present legal framework only schools with pupils numbering over 500 are entitled to a school counselor. Schools with lower numbers of pupils (as was the case with the two schools visited by CSD experts) do not have funding for such services at their disposal.

Protection measures should be improved with regard to the most vulnerable group of RASC – namely, unaccompanied/separated minors. Improvements are needed in the legal and institutional mechanisms regarding the reception and integration of unaccompanied RASC. In accordance with the major reform policy of de-institutionalization of care services for children, efforts

should be invested in making possible the foster care for such children among co-nationals, or in different forms of accommodation that will take into consideration the safety and the best interest of such children. Another possibility might involve the establishment of a Child Care institution for unaccompanied RASC to provide services and protection tailored to their specific needs, including those related to education.

To ensure better protection from acts of xenophobia or racism in school, the relevant institutions need to design a long-term approach to providing know-how (through training) to teachers on inter-cultural education, group management and promotion of inter-cultural communication among pupils.

Empowerment and participation

The present situation, given the lack of kindergarten attendance by RASC under the age of six, severely affects their chances for inclusion into the host society, and more specifically their adequate preparation for future educational integration. The impossibility to attend kindergarten makes RASC between in the 1-6 age group equally unprepared for school. It should be considered as a missed chance for empowerment both of RASC between one and six and of their parents. While RASC formally have the right to attending kindergarten, the present rules of access effectively disadvantage children of refugee applicants and refugees in the competition process and in effect deprive them of their right of access. The current Rules of enrollment of children in Municipal kindergartens need to be reevaluated with respect to RASC. Expert consultations need to be requested by RASC responsible institutions with officials at the Sofia Municipality to raise awareness of the problem and

initiate adequate amendments. Real access to kindergartens on the part of RASC will give their mothers the time to take part in the training and professional courses of the National Program for the Integration of Refugees. This in turn will ease their adaptation into the host society, improve their Bulgarian language proficiency, and increase their chances for employment.

The treatment of unaccompanied/separated RASC as far as access to education is concerned should be based on a more comprehensive approach which should take into consideration their age the (majority – 71 % – of unaccompanied/separated RASC in the country are in the 16-17age group), their experience, and their life-long needs. While most of these children have gone through experiences that would usually force them to mature early, they are expected to either study side by side with seven to eight-year-olds in initial grades of schooling, or to remain effectively enclosed in child care institutions with no possibilities for professional training or meaningful engagement with society. Specially tailored programs for unaccompanied/separated RASC of older age need to be considered, discussed and developed to engage them in professional training courses with the possibility of attending alternative forms of general education (evening schools, individual tutors or self-study arrangements).

It should be noted that some of the identified gaps in the present system are placed high on the agenda of the relevant institutions in Bulgaria. Specific measures are about to be taken to amend Law on Asylum and Refugees (LAR) and restore previously abolished regulations concerning the enrollment of RASC at Bulgarian public schools. The widening of the coverage of MEYES Regulation N 3 from 19 June 2009 on the right of foreign pupils from EU and EEA countries to free additional Bulgarian language classes to the group of RASC is also forthcoming.

Reintegrating Children Victims of Trafficking (ARECHIVIC)

In September 2010, the Sociological program was awarded a grant for the project entitled *Assisting and reintegrating children victims of trafficking: promotion and evaluation of best practices in source and destination countries*, in which CSD has been collaborating with the Ludwig Boltzmann Institute, Austria, the CENCIS Foundation – Italy, the People in Need NGO, Slovakia, the University of Pecs, Hungary, and **The Crime Victim Compensation and Support Authority,** Sweden. The project aims to assess the policies and progress relating to the rendering of adequate support and protection of trafficked children in three countries of destination (Italy, Austria, Sweden) and three countries of origin (Slovakia, Bulgaria, Hungary). The analysis will be based upon an established methodology for programme evaluation, which could be applied in other EU countries to guide and measure progress in implementing policies and strategies in this field. The identification of replicable best practices will contribute to long-term sustainable efforts in assisting trafficked children and fully reintegrating them into society.

Recognizing the importance of adequate support and protection of children victims of trafficking (hereafter referred to as VOT) for remedying the abuse, the *Assisting and reintegrating children victims of trafficking: promotion and evaluation of best practices in source and destination countries* (ARECHIVIC) project aims to assess the progress made in three countries of destination (Italy, Austria, Sweden) and three countries of origin (Slovakia, Bulgaria, Hungary) of trafficked children. Building on pre-

vious research in this field, such as the European Agency for Fundamental Rights report entitled *Child Trafficking in the European Union- Challenges, Perspectives and Good Practices,* the project aims to provide more in-depth analysis of the efforts made to assist child victims in their physical, psychological and social recovery. The analysis will be based upon an established methodology for programme evaluation, which will be grounded on internationally recognized principles and guidelines provided in the following practical instruments for victim support and protection:

- UNICEF Guidelines on the Protection of Child Victims of Trafficking,
- IOM Handbook on Victims Assistance,
- ICMPD Guidelines for the Development and Implementation of a Comprehensive Anti-Trafficking

Response,
- UNODC Toolkit to Combat Trafficking in Persons,
- FRA report on Developing indicators for the protection, respect and promotion of the rights of the child in the European Union.
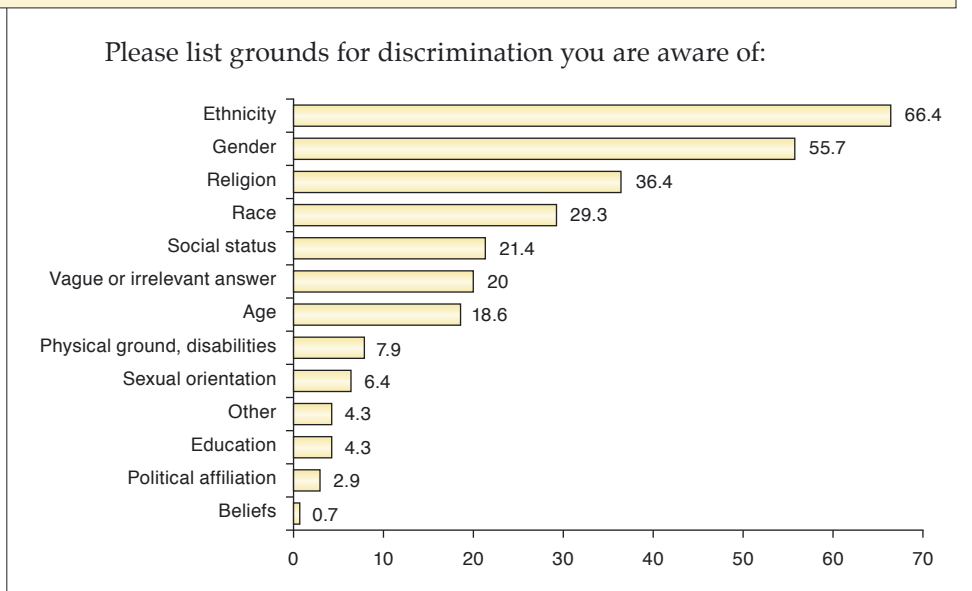
The first workshop with the ARECHEVIC project partners, on 12-13 December 2011, will focus on discussing background country reports and the design of the best practices comparative report.

II. Promoting and protection of human rights

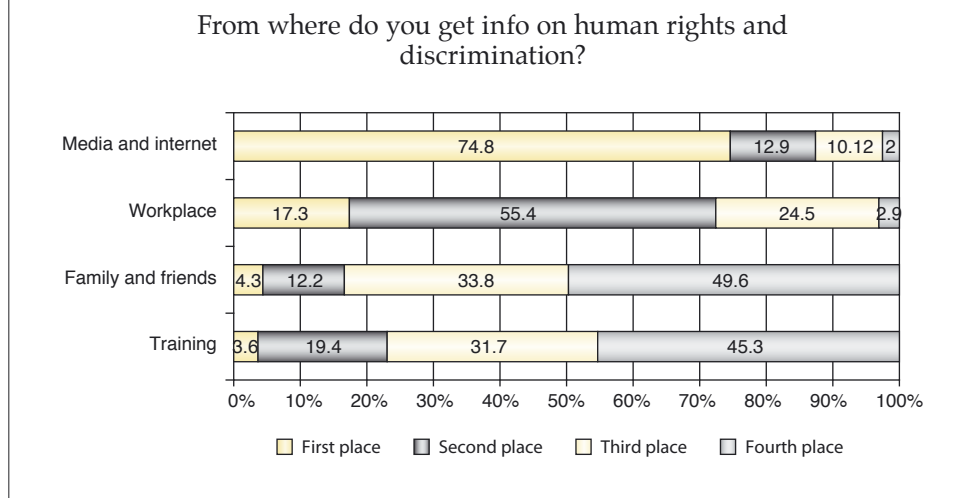**European Police and Human Rights**

The Sociological program participated in the implementation of the *European Police and Human Rights* project, with

Figure 5.   Grounds for discrimination

Please list grounds for discrimination you are aware of:

Ground	Value
Ethnicity	66.4
Gender	55.7
Religion	36.4
Race	29.3
Social status	21.4
Vague or irrelevant answer	20
Age	18.6
Physical ground, disabilities	7.9
Sexual orientation	6.4
Other	4.3
Education	4.3
Political affiliation	2.9
Beliefs	0.7

Figure 6.   Sources of information

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

Category	First place	Second place	Third place	Fourth place
Media and internet	74.8	12.9	10.12	2
Workplace	17.3	55.4	24.5	2.9
Family and friends	4.3	12.2	33.8	49.6
Training	3.6	19.4	31.7	45.3

☐ First place   ■ Second place   ☐ Third place   ☐ Fourth place

a focus on preventing discrimination by police officers. The project coordinator is the Ministry of the Interior – Bulgaria, 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 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.

The project focuses on training, based on identifying the real problems in applying the standards of non-discrimination in policing. A "training the trainers" methodology will be developed with the participation of foreign partners, NGOs and government institutions, based on evaluating police 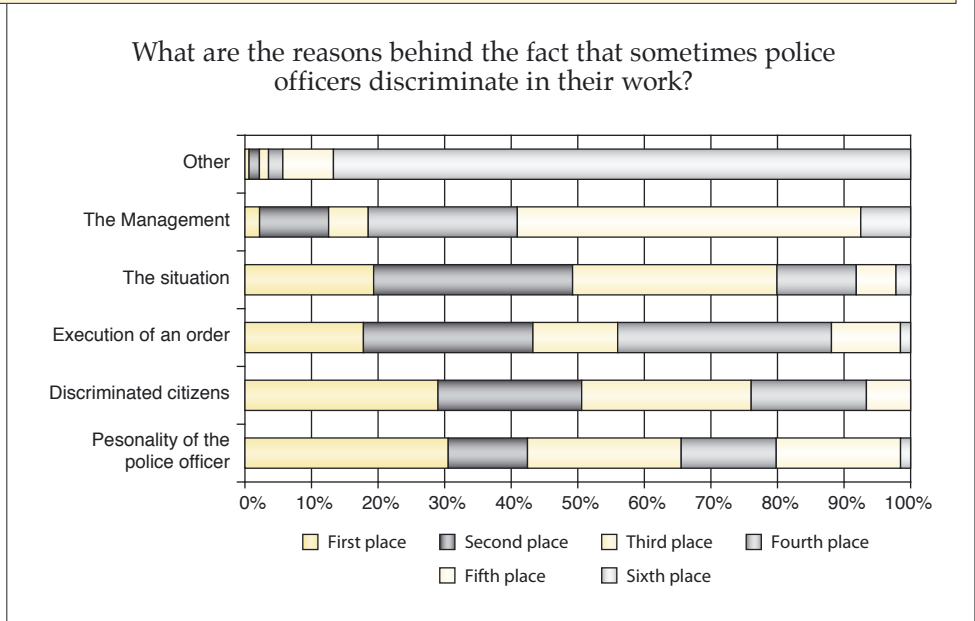practices and the attitudes of police officers in Bulgaria, Poland, Germany and Belgium, with the option of application in partner countries and EU MSs.

The project aims to upgrade training practices and materials in this field. Its main objective is to establish and implement a practice oriented approach and to develop standardized training of trainers by setting up a joint partner team in order to ensure the EU dimensions of the training model and the subsequent police training.

A CSD team carried out twelve in-depth interviews with police officers and quantitative surveys with 151 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 ethnicity and gender were the most recognized grounds for discrimination by police officers.

Figure 7. Reasons for discrimination in the police

What are the reasons behind the fact that sometimes police officers discriminate in their work?

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

The survey on police practices and equal treatment of citizens was the most challenging part of the research. The team expected some caution from the police officers in terms of providing information on discrimination. Although the policemen' responses confirmed to some extent these expectations they were more inclined to admit that discrimination was exerted upon citizens by police and it could be a result of insufficient commitment to the problems of ethnic minorities.

When there is an act of discrimination, according to the interviewed policemen, it is often provoked by – discriminated citizens themselves, particular situa-

tions, or personality of the officer. A number of officers considered that a policeman 'builds a character' during his professional life and "self-training" and training they may receive will contribute to the overall awareness of the significance of protecting the human rights of all citizens.

It should be noted that the policemen are more inclined to choose positive measures to prevent acts of discrimination. The training is one of the most desired instruments against discrimination among all respondents.

III. Prevention of internet bullying behaviour

The Sociological program, together with Bulgaria's Safer Internet Center (SIC – a section within the Information Society

Program of the ARC fund, which forms part of the CSD group) became a partner in the project entitled *Threat assessment of bullying behaviour in Internet* which is being implemented in Italy, Cyprus, Greece, Bulgaria and Hungary. The coordinator is the Department of Psychology of the Second University of Naples. The other partner organisations are the University of Cyprus, the Aristotle University of Thessaloniki–Greece, Chiamamilano – Italy, and the ESZTER Foundation – Hungary. The TABBY project aims at preventing cyber-bullying among youngsters by developing a common approach/toolkit which can help young people, school teachers, counsellors or even parents when identifying the dangers and risks associate with Internet harassment and violent behaviour.

Some of the key project activities are:

• Preparing a self-assessment tool (checklist TABBY) for youngsters (beneficiaries) but also for relevant adults to establish the level of risk of threats received (and performed), to be translated in each participating country's language;
• Creating a whole toolkit (TABBY in Internet) in electronic format for assessment of risk of cyberbullying and of threats for youngsters themselves but of use also for teachers, counselors and school officers to be distributed in schools;
• Preparing an accompany guide for teachers, school counselor on cyberbullying, cyber threats and sexting with relevant video with cases and some examples which can be used in the EU countries and in several schools. The guide will be in English translated in each EU participating country language;
• Training teachers, counselors and school officers in the use of the TABBY kit.

A CSD and SIC team has carried out two focus group discussions with pupils from four Bulgarian schools and one focus group discussion with teachers. The children participating in the focus groups were in the 15-16 and 10-11 age groups.

Some of the students participating in the focus group with the older children admitted that they have been victims of various forms of cyber bullying, among which are:

• public humiliation via hate speech, photoshopped pictures, etc.
• account/identity theft
• various forms of sexting
• offers to make pornographic videos
• offers to meet adult strangers who pretend to be children("pedophiles always say they are exactly your age")
• stalking and harassment via Skype and social networks

Children have different views about how such behaviour is treated by Bulgarian laws. Some of them think it is a criminal offence while others disagree (in Bulgaria it is in fact not a criminal offence). They consider that some form of punishment is needed, but have different opinions on what the punishment should be. Some believe that the perpetrator should face criminal charges while others think that he/she should receive help from a professional psychologist or counselor.

According to the younger pupils (11-12 years old) participating in focus group discussions, it is good to talk to one's parents in order to protect oneself, but not all of them trust their parents enough and in many cases the parents have less computer literacy than their children. Most children have their parents as Facebook contacts but don't like their parents' control over their online

behaviour. They think they are safe if they don't share private information on the net and if they don't meet strangers without their parents' permission or that of another trusted adult.

Compared to the 15-16 old participants in the first student focus group, the participants in the group with the 11-12 years old children had much clearer knowledge of how to report anyone's bulling behaviour on Facebook. They seem to have much more experience with cyber problems – at this age children are more active users of the social network; in a few years they won't find this as interesting.

IV. Evaluation of policies and programs

Over the past two decades, the theory and practice for assessing policies and programs has developed dynamically in a variety of territorial and institutional contexts. International institutions and organisations (the European Commission, the Organization for Economic Cooperation and Development, the World Bank, the United Nations Development Program, UNICEF, and others), national governments, and civil society organizations have increasingly been resorting to the use social evaluation of policies, programs, and projects of varying nature and scope. In this context, the Sociological Program has been building up its expertise and methodological capacity for carrying out social impact assessments of public policies and programs at the national and European levels.

In 2011 the CSD team developed *General Methodological guidelines for Best Practices Evaluation and Social Impact Assessment* as part of the INTEGRACE project. The proposed Guidelines were developed in accordance with two of

the INTEGRACE project objectives and are a key step towards their fulfilment:

- Enhancing the effectiveness of policies and programs for the integration of refugee and asylum seeking children in the EU;
- Developing analytical tools for the evaluation and impact assessment of programs and policies for the integration of refugee children at schools.

The methodological guidelines aim to develop a common approach to the evaluation of good practices in the educational integration of refugee children in the Old Member States (Austria, Italy and Sweden), and to the social impact assessment (SIA) of potential initiatives in the New Member States (Bulgaria and Slovenia).

The guidelines have several main goals:

- To define the objectives and the rationale of the evaluations and SIA of the best practices in the field of educational integration of refugee and asylum-seeking children (RASC);
- To outline the general design of the evaluation and SIA of best/good practices in the educational integration of RASC;
- To propose the content of the national reports on the evaluation and SIA research.

The rationale for the evaluation and social impact assessment exercises lies in the need to explore the possibility of transferring good practices in the educational integration of RASC from one specific national/local environment to another. The main purpose of the evaluations of existing best practices in the three Old Member States (Austria, Italy and Sweden) is to analyze to what extend and under what conditions they

could be replicated in a different context. The principal aim of the SIAs is to assess the possibility of replication and the social impacts of the eventual implementation of a practice which has already been identified and evaluated as a good one in some of the Old MS. The main goals of the two analytical exercises include:

- facilitating the transfer of knowledge from Old to New Member States, thereby allowing the latter to deal more effectively with the new migration realities;
- providing the grounds for developing a common EU approach to addressing the educational needs of refugees via conducting methodologically thorough and standardized evaluations and impact assessments.

The main questions the evaluation and SIA research should answer will be: could the practice under consideration be transferred to different national/local environments? What should be the preconditions for the practice to be replicated successfully in different national and/or local contexts?

Based on the identified best practices and areas in need of improvement, and on the drafted Methodology, the INTEGRACE project teams developed three evaluations of selected initiatives in three Western European EU Member States (Austria, Italy and Sweden) and two social impact assessments for their implementation in two Eastern European countries (Bulgaria and Slovenia). A comparative report based on the assessments conducted is under development. The report will provide an analysis of the effectiveness of the proposed methodological tools as a critical step in the process of identification and transfer of best practices across the diverse national contexts of the EU.

Within the ARECHIVIC project framework, the team of the Sociological Program developed a Methodology for Programme Evaluation in the Field of Integration of Children – Victims of Trafficking (VOT).

The methodology will aim to provide a toolkit for in-depth assessment of the degree of compliance of MS with international standards and practical guidelines in this field, and to provide guidance on how the process of policy formation and implementation can be evaluated using measurable indicators.

The overall objective of the methodology for assessing programmes for assistance and reintegration of children victims of trafficking is to increase the effectiveness of programme implementation throughout the European Union and to promote EU-wide evaluation standards in the field;

The specific objectives of the methodology are to provide guidance in:

- Assessing the degree of *compliance* of the goals and objectives of the programmes for assistance and reintegration of children VOT with international legal standards and guiding principles
- Evaluating the *process* of implementation of programmes for assistance and reintegration of children VOT, including stakeholder involvement and the provision of adequate funding
- Evaluating the *results* of national programmes for assistance and reintegration of children VOT in line with established measurable indicators
- Assessing the *monitoring mechanisms* of programmes for assistance and reintegration of children VOT
- Determining the extent to which the *preconditions* to effective assistance to children VOT have been put in place

- Assessing the outcomes of *programmes for interim care* and protection of children VOT in line with measurable indicators
- Assessing the outcomes of *programmes for the reintegration* of children VOT in line with measurable indicators

The six ARECHIVIC project teams are currently conducting program evaluation studies in the national contexts of Austria, Bulgaria, Hungary, Italy, Slovakia and Sweden.

* * *

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 2011, 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, among which were:

- 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 the General Directorate "Public Order Police", related to anti-discrimination and human rights attitudes among the police officers.