Mapping of Collaboration Opportunities between UNHCR and Academic Institutions in the Area of Refugees and Asylum

Vanya Ivanova, PhD
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Photo on the cover page: Abdullah Koja, graduate of the Medical University of Plovdiv. Source: Abdullah Koja Facebook Profile
About the author of this study

Vanya Ivanova, PhD, combines two professional profiles – a researcher in the area of migration studies, and a practitioner, applying knowledge from her studies into practice-oriented actions. Recently, she was involved in research and projects related to: changing attitudes towards refugees and migrants through community youth work; strategies of engagement of migrant parents in schools and educational processes of their children; employment and integration of refugees in the labour market. For more than 10 years she was a researcher at the New Bulgarian University’s Centre for European Refugees, Migration and Ethnic Studies (CERMES), where she has defended her PhD in 2015 titled “Return Policies: Comparative Analysis of the Highly Qualified Migration in Bulgaria and Bosnia and Herzegovina”. Vanya has a Bachelor’s degree in History from the University of Sofia and Master’s degree in Diplomacy and International Relations from the New Bulgarian University. She is a fellow of the Transatlantic forum on migration and integration (TFMI) of the German Marshal Fund of the United States and Robert Bosch Stiftung since its establishment in 2008.
List of Abbreviations

AMI  Academy of the Ministry of Interior
AUBG  American University in Bulgaria
BAS  Bulgarian Academy of Sciences
BFU  Burgas Free University
CERMES  Centre for European Refugees, Migration and Ethnic Studies
HSC  Higher School for Construction ‘Lyuben Karavelov’
IEFSEM-BAS  Institute of Ethnology and Folklore Studies with Ethnographic Museum – BAS
IFS-BAS  Institute of Philosophy and Sociology – BAS
IPHS – BAS  Institute for Population and Human Studies – BAS
MUP  Medical University Plovdiv
NATFA  National Academy for Theatre and Film Arts
NBU  New Bulgarian University
NSA  National Sports Academy ‘Vasil Levski’
PU  Plovdiv University ‘Paisii Hilendarski’
SAR  State Agency for Refugees
ShU  Shumen University ‘Konstantin Preslavski’
SU  Sofia University ‘St. Kliment Ohridski’
SWU  South-West University ‘Neofit Rilski’
TUSZ  Trakia University of Stara Zagora
UNHCR  United Nations High Commissioner for Refugees
UNWE  University of National and World Economy
UR  ‘Angel Kanchev’ University of Ruse
UVT  University of Veliko Tarnovo ‘St. Cyril and St. Methodius’
VFU  Varna Free University
Introduction

Context

The first UNHCR Bulgaria academic initiative – Academic Refugee Studies Initiative in Bulgaria (ARSIB) – started in 2002 with the aim: “To contribute in developing more systematic academic awareness and understanding in refugee and humanitarian issues of Bulgarian professors, students and researchers for service within and outside of Bulgaria. This is meant to further facilitate effective application of these issues in governmental and non-governmental sectors as well as to maintain a positive and supportive public opinion for these issues in Bulgaria's EU and NATO integration process and in the face of anti-terrorist measures and other challenges in the global village”. It was sparked by the great efforts of Dr. Luise Druke as Representative of UNHCR in Bulgaria.

Since then, UNHCR Bulgaria is cooperating with different academic structures to enhance these goals. Memorandums of understanding are signed, university centres established, teaching expertise, curricula and textbooks developed – in fields like Law, Social Work, Political Science. Several academic structures have been particularly engaged throughout the years – Sofia University, New Bulgarian University, Plovdiv University, Shumen University, Academy of the Ministry of Interior, Ruse University. The intensity of the collaboration activities has had its fluctuations, with a period of less dynamics and a more limited focus on the issues following the strong start in 2002-2005. It is in the last several years, though, that the emphasis on academic collaboration is back on the agenda through the dedicated work of the current Representative of UNHCR in Bulgaria, Mathijs le Rutte. The work of the academic network is re-established through initiating the Academic Council on Refugee Issues in 2018. In the same year, a Memorandum of Understanding between UNHCR and Sofia University was signed, which gave a frame of their collaborative relationship specifying joint activities and shared goals. Discussions are progressing with other institutions, such as the University of National and World Economy and the Plovdiv University for formalising the existing cooperation.

This next stage of building stronger collaboration activities should also be seen in the context of the Global Compact on Refugees\(^1\) that states that “a global

\(^{1}\) Affirmed by the UN General Assembly on 17 December 2018, the Global Compact on Refugees is a comprehensive framework for more predictable and equitable responsibility-sharing and international cooperation for sustainable solution to refugee situations. See the full text of the GCR here: [https://www.unhcr.org/gcr/GCR_English.pdf](https://www.unhcr.org/gcr/GCR_English.pdf)
academic network on refugee, other forced displacement, and statelessness issues will be established, involving universities, academic alliances, and research institutions, together with UNHCR and other relevant stakeholders, to facilitate research, training and scholarship opportunities which result in specific deliverables in support of the objectives of the global compact” (GCR, paragraph 43).

Several tendencies are particularly important when analysing the Bulgarian higher education and the place of forced displacement studies in it. One of the key conclusions of the latest edition of the Bulgarian University Ranking System\(^2\) (2019) is that the number of students in higher education continues to \textbf{decrease}. The total number of students enrolled, has decreased with approximately 17% between 2014 and 2019. \textbf{More and more students choose to attend higher education programmes abroad}. In terms of most attractive disciplines, in 2019 the five professional fields with the highest number of students remain the same as in 2018 – \textbf{Economics (37 909), Administration and Management (16 584), Pedagogy (14 864), Medicine (11 737) and Law (9 389)}. An increased interest is observed in the following disciplines: Medicine, Military Sciences, Dental Medicine, Pedagogy and Veterinary Medicine. The highest number of foreign students is also observed in three of these professional fields: Medicine, Dental and Veterinary Medicine. Their share has increased from 3\% (2013) to 7\% (2019). The top five universities with the highest number of students are University of National and World Economy, Sofia University, Plovdiv University, Technical University - Sofia, and South West University in Blagoevgrad.

Within this global and national context, UNHCR Bulgaria conducted a study to map the cooperation opportunities with academic institutions, led by the understanding that universities and other academic institutions are centres of learning, innovation, ideas and activism. The study aims \textbf{to strengthen the collaboration activities in increasing the awareness and engagement of professors and students on issues related to asylum and refugees}.

\textbf{Research methodology}

The study was conducted in November-December 2019, and included desk and field research, 21 interviews with academics, 12 interactions with students

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\(^2\) There are 51 accredited institutions by the Ministry of Education and Science (MES) in Bulgaria. See: https://rsvu.mon.bg/rsvu4/#/
through participatory observations at public lectures and other events, and interviews with representatives of student councils in several universities in Sofia and Plovdiv. Official letters with invitations for participation in the research were sent to 17 academic institutions,\textsuperscript{3} answers were received from nine, and interviews were conducted with representatives of seven.\textsuperscript{4} It is important to point out that within the short timeframe of the research some of the universities were in the process of changing rectors and this might be a reason why some of them did not respond to the UNHCR’s official request. Members of the Academic Council on Refugee Issues\textsuperscript{5} were approached, and some of them interviewed, as well as other established professors in the field of forced displacement.

The following report is a work in progress and offers some initial results on existing and potential opportunities for collaboration between academic structures, UNHCR and partner organizations. It is an invitation to all stakeholders interested in the field of forced displacement to join efforts and together contribute to the qualified teaching process, enrich the existing and create new academic programmes, facilitate research, initiate positive policy change, and encourage activism among students.

**Report structure**

The report is structured in six parts and annexes. The first chapter is an overview of the existing university programmes and courses with a focus on refugees. In Sofia, interviews and observations were conducted with representatives of Sofia University, New Bulgarian University, University of National and Word Economy, National Academy for Theatre and Film Arts, National Sports Academy. Three universities outside Sofia also took part in the research – Plovdiv University, Varna Free University, South West University. Contacts were also established with Veliko Tarnovo University and Shumen University. The second chapter is focused on recent academic research including different aspects of forced displacement. The third chapter explores the students’ interest in forced displacement and their knowledge in the topic. The forth chapter explains different sources of information students use and channels for communication with professors and peers, with a

\textsuperscript{3} See Annex 1
\textsuperscript{4} See Annex 2
\textsuperscript{5} Initiated by UNHCR Bulgaria in September 2018, it is a network of 10 professors from various academic fields and universities with vast experience and interest in forced displacement.
small part also devoted to students’ organizations and their interest in the topic. *The fifth chapter* presents relevant good practices in several universities in Bulgaria. *The sixth chapter* gives recommendations for further collaboration, followed by annexes.
I. Teaching Forced Displacement

This chapter will showcase existing programmes and courses in several academic fields that focus on asylum issues, as well as possibilities for new links, identified during the research.⁶

All academics, who were interviewed during the study, expressed interest in the field of forced displacement. High teaching expertise already exists in several academic fields (Law, Political Science, Social Work), with possibilities to be further enhanced. In other academic fields there is openness and willingness for more intensive collaboration (Economics/Management and Ethnology).

At the moment, there are two dedicated MA programmes with a targeted focus on refugees and migration issues: MA “Social Work with Refugees and Migrants” at Sofia University, and MA “Managing the Migration Processes” at the University for National and World Economy. In the field of social work, there are courses focused on different aspects of forced displacement in three universities, at both BA and MA levels (Sofia University, Shumen University and South West University). In the field of law, Refugee and Migration Law is taught at several universities throughout the country (New Bulgarian University, Plovdiv University, University of National and World Economy, Varna Free University, Burgas Free University, Veliko Tarnovo University, Academy of the Ministry of Interior). In the field of political sciences, there are courses that handle various aspects of migration studies, including forced displacement, at both BA and MA levels, at the New Bulgarian University and others. In the field of ethnology, there are no courses specifically devoted to those issues, but there are courses on similar subjects that could further be enriched.

1.1. Existing programmes and courses in different academic fields

1.1.1. Social work

In the field of social work several universities provide education for social workers – Sofia University, South West University, Shumen University.

In 2018, the first and currently the only MA programme, dedicated specifically to the work with refugees and migrants, started in the field of social work – MA “Social Work with Refugees and Migrants”,⁷ led by Prof. Siyka Chavdarova at the

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⁶ See Annex 3
⁷ More information about the programme: https://www.uni-sofia.bg/index.php/ bul/universitet_t/fakultet/fakultet_po_pedagogika/uchebna_dejnost_bakalavri_magistri_dokt
Faculty of Pedagogy at Sofia University. It is realized with the cooperation of UNHCR and delivered in two semesters for specialists and three semesters for non-specialists.

The first course on “Social Work with Refugees” started back in 2004 as an elective discipline. An action plan for a 5-year cooperation between UNHCR and the Faculty of Pedagogy at SU was prepared in 2004-2005, and continued in the years that followed.

Asked about the prerequisites for founding a successful programme, prof. Chavdarova explains: “For Sofia University, the procedure of creating the MA programme started with first being approved at the Department Council and then at the Council of the Faculty. If this discipline is not part of the education plan - Bachelor's Degree or Master's Degree Programme, there must be a change in the curriculum that takes a lot of time and has to go through several stages - Departmental, Faculty Council, “Masters” Committee, Academic Committee at the university level, Academic Council. It takes a long time to follow the procedures, each of which has its own reasons in terms of achieving quality for students’ preparation. Additionally, there is also a stage of consulting with practitioners that happens at the stage of initial preparation. The most difficult procedure is the one of creating a new Master's programme, because it is a complex task requiring the development of a comprehensive curriculum, compliance with various normative requirements, and the procedures can last at least half a year. It is easier to include separate topics in an already approved course when updating the curricula. Then there is only a stage of development, approval by the Departmental and then - by the Faculty Council”.

Prof. Chavdarova points out the importance to build up internal capacity with time, to develop a variety of courses where the topic and practical examples are included and to gather a team of people, devoted to make the efforts in training future professionals sustainable and long-lasting.

Prof. Chavdarova explains the importance of a number of actors: “It is a human factor. It is a combination of a person, time, walking from Commission to Commission. In 2016 we started gathering colleagues to get programme approval, and along with communication with Bulgarian Red Cross, CARITAS Sofia, SAR, 

oranti_sdk/magist/rski_programi/fakultet_po_pedagogika/socialni_dejnosti/socialna_rabota_s_bezhanci_i_migranti_zadochno_obuchenie

8 See Annex 3
trainings, the moment occurred”. The UNHCR grant for the first year of the MA programme made a difference to the students. It was also beneficial that the grant procedure was managed by the UNHCR office.

In Shumen University⁹ the regular BA programme “Social Work” includes a course called “Social Work with Migrants and Refugees”, taught in the second year.

In South West University, there are both BA and MA courses that cover some aspects of the social work with refugees, taught by Assoc. Prof. Maya Cholakova at the Faculty of Public Health, Health Service and Sport, for example, the BA course “Social Work with Ethno-cultural Communities”, studied in the first year, second semester. The topic is also discussed in the MA programme “Social Integration of Ethnic Communities”. A new BA course “Social Work with Refugees and Migrants” is included in the academic plan for 2019-2020. It is scheduled to be a compulsory elective course, taught in the third year of studies, and includes topics like unaccompanied minors, vulnerable groups, NGO organizations.

In the Faculty of Pedagogy at Trakia University, Stara Zagora, the course “Basics and Methods of Social Work”, taught within the BA programme “Social Pedagogy”, third year, covers examples of social work with various target groups, including refugees.

1.1.2. Law

Refugee Law is taught in several universities in Bulgaria by two key professors in the field, who cover the studies in more than one university: Prof. Blagoy Vidin and Prof. Vesselin Tzankov.

Prof. Blagoy Vidin started teaching Refugee Law at Sofia University and established a Legal Clinic¹⁰ there, then moved to the New Bulgarian University where he currently continues teaching Refugee Law.

A MA “Refugee Law” course at New Bulgarian University is an elective course for third-year students (6th semester). There is a stable interest and the course is

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⁹ A contact was established with the Rector of the Shumen University, but unfortunately an interview was not conducted. It is important to note that in Shumen University the work on creating courses started in cooperation with UNHCR’s Representative Dr. Luise Druke, who is also Doctor Honoris Causa of Shumen University. The Rector of Shumen University, Prof. Georgi Kolev, has actively participated in developing these academic programmes in social work with refugees in 2003-2004 in cooperation with UNHCR. His professor dissertation is titled: “International forced migration and ways to regulate it (second half of XX century)” (Moscow, 2005).

¹⁰ In the years 2001-2008 the coordinator of the Legal Clinic at Sofia University is Valeria Ilareva who holds a PhD in “International Migration and Social Integration” and “International Law” from the University Complutense of Madrid and the University of Sofia.
selected by about 20 students each year. The number of enrolled students was bigger in previous years, but the total number of students was bigger as well.

Within the MA course “European Union Law”, asylum could also become a point of interest due to its increasing importance for the European legislators. Asylum and refugee aspects are mentioned in the following courses as well: “Human Rights”, first year, first semester, “Constitutional Law”, “Administrative Law”, “General Theory of Law”.

For two years Prof. Blagoy Vidin has also been teaching in Veliko Tarnovo University “St. St. Cyril and Methodius” a course on “Refugee Law, Migration and Asylum” as part of the curriculum of the BA programme “National Security” in the Faculty of Philosophy. The students there are mainly active police officers.

Prof. Tzankov teaches constitutional law, human rights and migration and refugee law at Plovdiv University, as well as a “Human Rights Protection” course. There had been a clinic on refugee law at the Plovdiv University for about 2 years, through a project partnership with a UNHCR implementing partner foundation. It closed several years ago. In the Plovdiv University the course “Migration and Refugee Law” is taught in the third year, regular and distance learning. In Varna Free University, it is taught in the last year – regular and part-time training, and in Burgas Free University – in the second year, regular and part-time training. In the Academy at Ministry of Interior – there are BA and MA programmes – including a “Human Rights Protection” course that focuses on migration, refugees, as well as UN, EU and Council of Europe human rights protection mechanisms.

At the University of National and World Economy Law students study “Migration Law” within the regular MA programme, taught by Assoc. Prof. Nadezhda Hristova.

At the Law Faculty of Varna Free University, besides the already mentioned course of Prof. Vesselin Tzankov, the course in “International Public Law” could be a possibility to expand the thematic scope in presenting an additional lecture with a focus on forced displacement legal aspects.

1.1.3. Political Science

Prof. Anna Krasteva, at the Political Science department, New Bulgarian University, founder and director of CERMES, is the pioneer in Bulgaria to introduce
the immigration topic to both teaching and research agendas. Courses on migration were the first in New Bulgarian University and within the first ones in the country.

There is no specific course in forced displacement at the moment at the Political Science department, but the topics are covered in both BA and MA courses. The BA courses are “European Migration Policy” and “Migration Policy” in English. The MA courses are “Migration in South East Europe” and “International Migrations”. The forced displacement theme is mostly discussed in the MA course “Migration in South Eastern Europe”, which includes lectures on the wars in ex-Yugoslavia, the “Balkan route”, as well as up-to-date information on migration trends.

In the past, there has been a specialization on migration policy for one semester within the MA Programme “Diplomacy and International Relations”, which included specific courses like “Refugee Law”, “Refugee Issues”, etc.

There is a BA course “Human Rights” that includes a lecture “Vulnerable Groups and Human Rights” in which asylum seekers are discussed, led by Prof. Anna Krasteva and Assistant Prof. Evelina Staikova. This course is taken by students from different specialties. The issues taught in this course include refugees, migrants, etc. One of the students from the course worked on a research topic “Refugees in Bulgaria”. There is an enduring interest in human rights.

A “Joint University Seminar on Human Rights” is organized on a regular basis by three departments – Political science, Law and Psychology. It hosts discussions on various vulnerable groups’ rights and includes the refugee topic as well. The UNHCR Representative, Mr. Mathijs le Rutte, presented lectures twice within this inter-department initiative.

1.2. New links and interest for cooperation

1.2.1. Ethnology and anthropology

The interview with Assistant Prof. Violeta Kotseva and Assistant Prof. Kremena Yordanova from the Department of Ethnology of the History Faculty at Sofia University presented an opportunity for cooperation in terms of trainings and public lectures for the students who already have practical experience with refugees, through the workshops organised by the faculty, as well as volunteering activities by the students themselves.

There are no specific courses, but the topics are included in some courses like “Balkan Ethnology” and within the MA programmes content. There are two MA
programmes with similar focus at the Faculty of History at Sofia University: “Mobility and Migration”, 3 semesters, distance education, paid programme and “Historical-ethnic Models of National Security”, 2 semesters, regular programme, state subsidy and paid education.

The second MA programme is popular among students, the state-subsidized places are filled every year and there are also students who enrol in the paid programme. It is realized in cooperation with the Academy of the Ministry of Interior, and some of the students are working in ministries, public administration, kindergartens, etc. – professionals, who get enrolled in the MA to fill in their knowledge gaps in the field. This programme includes the following courses: “Ethno-psychological Model of Education Interaction”; “Ethno-psychological Model of the Education Institution - Parents Interaction”.

At the moment, the Faculty of Philosophy and History of “Paisii Hilendarski” University of Plovdiv provides the opportunity of an elective module/course called “Anthropology of Migrations” within the BA programme “Ethnology”. There is a BA programme “Social Anthropology” that could be another point of common interest in regard to strengthening the profession of social mediators. The topic is discussed in the MA programme in “Social Mediation and Communication”. Plovdiv University is accredited with this master's program and registered at the Ministry of Justice, graduates can be listed in the register of mediators at Ministry of Justice, an innovation done for the first time in 2019.

Assistant Prof. Ivaylo Markov, PhD, works at the Institute of Ethnology and Folklore Studies with Ethnographic Museum – Bulgarian Academy of Sciences as a part-time lecturer to students in the Faculty of Slavic Studies, where he is teaching an elective course “Anthropology of Migrations”, part of the MA Interpretative anthropology. The last two lectures in this course are on forced displacement. Unfortunately, the last two academic years the course did not start, due to lack of students enrolled.

Anthropology is also one of the disciplines at the New Bulgarian University where the forced displacement topic could be further taught and explored.

1.2.2. Economics/Management

MA programme “Managing the Migration Processes” was created in 2019 at the University of National and World Economy. The programme has a clear
management focus: to identify the factors; to impact those factors; to analyse national, regional and global policies; to monitor the drivers and the situation; to make prognosis, to work for prevention, control, and preparation. The programme could not start in the 2019/2020 academic year, because it was announced very late and could not be advertised enough. It needs 13 students to start. Information is sent through personal contacts in various ministries – Ministry of International Relations, Ministry of Interior, State Agency for Refugees, etc.

A new course in “International Migrations” at University of National and World Economy started in the 2019/2020 academic year with a focus on labour migration. It is taught by Assistant Prof. Mihaela Misheva to third year bachelor students. The refugee issue is presented within the course by the PhD student Boryana Raikova, who researches the integration of refugee children. The course “International Migrations” might further be enriched with refugee issues, human trafficking, etc., to also include site visits with future groups of students. There also is a MA Programme: “Social Studies and Analysis”, which includes a “Migration Studies” course.

1.2.3. National Security

The desk research showed that since 2018/2019 academic year there is a course and practical activity “Migration, Refugee and Border Control” in the BA Programme “Civic and Corporate Security” within the National and International Security Department at the New Bulgarian University, taught by Prof. Hristo Georgiev and Assistant Dafinka Sidova that also appears in the catalogues for 2019/2020 and 2020/2021 for the specialization “Protecting Public Order and Countering Crime”. Within the programme for 2019/2020 and 2020/2021 academic year, training for the students is also planned – “Activities on Humanitarian Support of Refugees during Crisis and War”, Prof. Georgi Bahchevanov.

1.2.4. Sports

A connection with the topic of forced displacement is found in the MA Programme “Sports and Security” that is taught in a distance form of education in two semesters. Most of this programme is taught by representatives of the Ministry of Interior and the State Agency for National Security. Another point of intersection of interest could be found in the freely-elected discipline called “Volunteering in Sports”.

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II. Academic research and policy impact

This chapter will provide examples of research projects directly connected or related to the issues of forced displacement from three academic institutions: The Institute of Ethnography and Folklore Studies with Ethnographic Museum and Institute of Philosophy and Sociology at the Bulgarian Academy of Sciences, the Centre for European Refugees, Migration and Ethnic Studies (CERMES) at New Bulgarian University and the Faculty of Pedagogy at Sofia University. In Annex 4 are listed a number of publications in the field.

A new research centre was established at the University of National and World Economy in 2019 – Regional Centre for Migration and Refugee Studies with the aim to initiate national and international collaboration opportunities to study migration and refugee issues with focus on management. Eleven departments from the university have united around that goal, with Management being the leading one.

The majority of the professors interviewed conduct research and supervise PhD students researching migration for many years. There is expertise in law, social work, political science, ethnology, etc.

2.1. Research projects at the Bulgarian Academy of Sciences

Interviews with Assoc. Prof. Mila Maeva, Assistant Prof. Yelis Erolova and Assoc. Prof. Albena Nakova explore different aspects within three major research projects that cover issues on forced displacement in the last two years at the Bulgarian Academy of Sciences. These are:

- „Measures to overcome the demographic crisis in the Republic of Bulgaria”, 2017-2018, leading organization: Institute for Population and Human Studies at the Bulgarian Academy of Sciences, Project Manager: Prof. A. Hristova. Six working groups were formed within the project and one of them was dealing with migration issues. A volume called “Migrations and National Identity” is published, edited by Prof. Katya Vladimirova.

- „The refugees in the notions of the Bulgarians – fears, understanding, sympathy“, 2017-2020, financed by the Academic Research Fund, aims at drawing the shared notion/image of refugees as a synthesis image in Bulgarian society nowadays that reflects the perception and attitudes of Bulgarian citizens towards the people with refugee and humanitarian status, as well as towards
irregular immigrants who cross the Bulgarian border. The project is an outcome of the so called “Demographic project”.

- “Cultural adaptation and integration of immigrants in Bulgaria” is also funded by the Academic Research Fund. Five categories of migration are researched in this project: labour migration, lifestyle migration, marriage migration, refugees, and students.

Along with possibilities for making research on topics significant for UNHCR, collaboration with UNHCR and practitioners is seen by scholars through activities to support the visibility of the research results to both the public and the authorities, strengthening the opportunities to influence policies as well. All conclusions and research results are sent to local and state authorities, though there have been no major changes based on them up-to-date.

2.2. Research projects at CERMES, New Bulgarian University

At New Bulgarian University, Prof. Anna Krasteva founded the Centre for European Refugees, Migration and Ethnic Studies (CERMES) during the term and with the collegial support of the UNHCR Representative Dr. Luise Druke. The first academic book problematizing the refugee issues called “Figures of a Refugee” was edited by Prof. Krasteva in 2006.

CERMES has worked on forced displacement issues through PhD research – Albena Cholakova explored a very innovative thesis comparing the professional careers of refugees in France and Bulgaria11 – and through many research projects activities.12 The team has recently finished a Horizon 2020 project focusing on the European asylum policy - CEASEVAL - Evaluation of the Common European Asylum System under Pressure and Recommendations for further Development (Horizon 2020, 2017-2019). A new Horizon 2020 project on these issues will start in February 2020.

2.3. Research projects at Sofia University

The team of Prof. Siyka Chavdarova is working intensively on the issues of refugee inclusion and education.

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A doctorate was defended in 2012 by Albena Todorova on the topic: “Out-of-school influential activities with refugee children in Bulgaria”, along with many other graduation theses.

A very recent research projects example from 2019 is the project: “Social Inclusion and Inclusive Education of Asylum Seekers and Refugees - Reality and Perspectives”, financed by the state research budget of Sofia University. It consisted of a survey done among 123 students at the Faculty of Pedagogy at Sofia University, on the topic of how well they know asylum-seekers, refugees in general and their situation in Bulgaria. Another survey was done among teachers (108 teachers took part) on the level of readiness of Bulgarian teachers to work with refugee and asylum-seeking children.

Students in the MA Programme “Social Work with Refugees and Migrants” have also been involved in conducting small research on all existing social work activities for asylum-seekers and refugees in Bulgaria. The research was funded by UNHCR and its results will be taken into consideration when the UN Agency plans its future projects for psycho-social assistance to refugees.
III. Students' interest and knowledge in forced displacement

This chapter will explore students’ interest in the topic of forced displacement though drawing a typology; it will present some ways of provoking interest among students and will touch upon some ideas regarding the extent to which students are knowledgeable on the topic.

3.1. Students’ interest in the topic

Based on the observations on several thematic events in three universities (New Bulgarian University, University of National and World Economy, Sofia University), short interviews with students and representatives of student councils in four universities (New Bulgarian University, University of National and World Economy, Sofia University and National Academy of Theatre and Film Arts), as well as opinions of the professors (New Bulgarian University, University of National and World Economy, Sofia University, Plovdiv University) a typology could be drawn about the interest of the students in the issue:

- **Students with professional interest in the topic**: these are students who either already work in organizations dealing with these issues, or are in the process of training to become practitioners. These are students who are taking a degree and/or further specializing to practice a specific profession (social workers, lawyers, police officers, NGO experts, etc.) by taking BA/MA programmes in the respective fields. Such examples are the students who are part of the MA programme in SU, the police officers who study in the BA National Security Programme in Veliko Tarnovo University and the Law students, members of the European Law Students’ Association (ELSA).

- **Students with research interest (PhD students)**: in nearly all mentioned universities there are PhD theses defended in the field of forced displacement (Sofia University, New Bulgarian University, Shumen University, Plovdiv University). In some of the cases research interests develop in the academic setting, in others – in more practically-oriented (field) careers.

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13 At the public presentation of the mapping (22.01.2020), prof. Anna Krasteva pointed out the importance of PhD students as a bridge in strengthening the academic community, based on her practice in involving PhD students in teaching and research projects.

14 In the interviews, both Prof. Vesselin Tzankov and Assoc. Prof. Krassimira Krastanova gave examples of PhD students at Plovdiv University. One of them is Svoboda Stoeva with thesis title: “Status “asylum seeker” – borders and discourses.”
• **Students with general interest in the topic, willing to support, learn and understand more** – these are the students who take part in organized activities, campaigns, humanitarian initiatives, they might not be exactly interested in forced displacement, but are led by values like solidarity, willingness to help. In most cases these are young people, who become volunteers, activists. It is important to note that this general interest might develop further in the direction of professional and research interests with one important factor – time. If students in the first or second year of their studies are exposed to opportunities where they could be involved as volunteers in this topic, a more profound interest might develop. If this happens in the form of a training in the last year of their studies, such durable involvement is less likely, because at this stage of their university education, they have already chosen their professional development or most of them are already employed and do not have enough time for their studies and additional activities.

• **Students who are sensitive towards the topic**:
  - other vulnerable groups – with hearing impairments, minority, foreigners
  - the open and curious – Erasmus students
  - students with previous experience in the topic

**An emphasis should be put on the last sub-group** – some of these students are coming from mixed schools and have personal experience of studying with Syrians, Iraqi children, etc., these students are a real bridge between their peers and the topic, because they talk about friendships and real connections through personal experience. Their sensitivity towards the issue could also develop in real actions. It should be noted though, that the effect on their colleagues could be negative, if such students, usually coming from mixed families themselves, are recognized as such a bridge and are targeted by their professors to be especially active in events and public activities. This effect is valid for disciplines with a small number of students, where a certain pattern of communication is repetitive.

There are also students within this subgroup who come with previous experience that is not personal, but provoked by their high school teacher. Both an Erasmus student and a New Bulgarian University student expressed their developed sensitivity towards the issue during their school years, one of them through writing an essay on the issue and the other – by volunteering in a community organization. This
also reinforces the already mentioned factor of timing – the earlier young people gain experience in a certain area, the more stable this thread could be in their lives.

There are students who honestly reply that they are not interested in forced displacement, but in other issues, with one of the most popular topics being ecology and climate change.

3.2. Ways to provoke interest

Several ways to provoke interest in the issue were elaborated within the study. They could be grouped in the following way:

- initiatives by the professors themselves;
- innovation of the existing programmes;
- alternative formats of introducing the topic;
- surveys;
- provision and exposure of students to social interaction and experience.

3.2.1. Professors as the leading factor

Professors who are teaching and care about these issues have a leading role. The influence of professors is manifold – through their teaching and expertise on the issue, providing opportunities for site visits, guest lecturers, their own inspiration in the topic, their active stand and position, through the information they provide on additional learning activities, etc. Interest could also be provoked within the teaching process through different interactive activities and innovating existing programmes.

Shifting the focus from local to global views is how teaching Ethnology was adjusted at Sofia University. Assistant Prof. Violeta Kotseva explains: “We changed the vision of ethnology a lot, we have introduced MA courses that are much more open to the foreign cultures and traditions now, and they are attended more, our students are more open, we are not only a ‘science for embroideries’”. The MA programme is now called: “Ethnology and Cultural Anthropology”.

Similar example of shifting the focus from the national to the international level, are the students who choose to specialize in European Union Law, International Law. “This is a window to the world. They go beyond the world of Bulgarian law” Professor Vidin notes.
3.2.2. Searching alternative doors

There are disciplines in which forced displacement could be studied not as a core subject, but rather as a possible group to work professionally with. A good example was given by the Chairperson of the Student Council at National Academy of Theatre and Film Arts – the one-year educational and therapeutic puppet theatre is fundamental, modern and innovative. It could serve as an intersection with students’ interest in working with refugee children. Verbatim techniques in theatre are an approach that can integrate real-life speech of real characters and enhance social impact on particular topics. Such examples are the play “Mir Vam” (“Peace to You”) of the documentary theatre Vox Populi and the book “Beyond Barriers”, presented in Chapter 5.

3.2.3. Attracting more attention on the topic through surveys

Representative of two universities (University of National and World Economy and Varna Free University) proposed to make online questionnaires to check the interest of the students. Checking the interest in some cases provokes it as well. For instance, a quiz with basic questions about refugees in Bulgaria and in the world that was done by Katerina Stoyanova from CVS-Bulgaria in both New Bulgarian University and University of National and World Economy was highly appreciated by the students. Such tools could be used to check the entry knowledge level of students in relevant courses.

3.2.4. Providing and exposing students to social experience and interaction

Providing and exposing students to social experience and interaction in the first years of their studies is very important for increasing their interest in the topic. Examples include providing learning by obtaining practical experience, building additional skills like intercultural communication, etc. Especially for a discipline as Social Work, both Prof. Chavdarova (Sofia University) and Assoc. Prof. Maya Cholakova (South West University) underline the importance of the practical experience of students.

One achievable possibility is through internship or practicum in UNHCR’s partnering organizations, such as CVS-Bulgaria – a non-governmental organization that has many years of experience in attracting, training and guiding volunteers in working with refugees. CVS-Bulgaria is to organize social orientation activities for refugees under UNHCR’s project with the Bulgarian Red Cross in 2020, and that
opens the space for directly involving students in field experience with operational relevance for the sector.

**3.3. Students’ knowledge**

Like the interests, the knowledge in the forced displacement issue varies a lot. Most of the students have general information that comes from the mass media, most of them do not know the difference between refugee, immigrant, asylum-seeker, etc. The ones who know, are the ones who take courses in such subjects, write theses or are exposed to the issues through social actions, campaigns. Such students can also mix terms sometimes, but are open to learning. They often have personal experiences which give them a viewpoint.

The main lack of knowledge in terms of content is in the forced displacement phenomenon – its drivers and characteristics, its implications in Bulgaria and in Europe, and the duties of the countries towards asylum-seekers and beneficiaries of international protection.

A quick analysis of the quizzes done by CVS-Bulgaria during the public lectures in New Bulgarian University (27 persons) and University of National and World Economy (19 persons) shows that the smallest number of correct answers are given to the following questions:

Which country hosted the highest number of refugees relative to its population in 2018?

a) Lebanon;  b) Iraq;  c) Greece;  d) Turkey.

Most people (New Bulgarian University quiz) indicate Turkey, instead of Lebanon, which is the correct answer.

How many people are accommodated in the refugee centres in Bulgaria? (updated in 31st October 2019):

a) 355;  b) 1059;  c) 158;  d) 438

5 of 19 people (University of National and World Economy quiz) gave the correct answer (438), most preferences were given to the biggest number.

How many children out of the accommodated in refugee centres are enrolled in Bulgarian schools in 2018/2019:
There were 3 correct answers in University of National and World Economy and 6 in New Bulgarian University (62%).

How many refugees have completed a course in Bulgarian language since 2014:
  a) 500;  b) more than 1000;  c) 150;  d) 850
Only 4 people in New Bulgarian University guessed they are over 1000.

The study, mentioned in Chapter 2, done within the “Social Inclusion and Inclusive Education of Asylum Seekers and Refugees - Reality and Perspectives” project at the Faculty of Pedagogy at Sofia University, presents similar findings. Out of 123 students, only 13 replied that they have met refugees in Bulgaria.

When asked “What rights do asylum seekers have in Bulgaria?”, 73 of the students answer that they don’t know; 21 reply “all the rights as other citizens”; 10 – “all the rights as other citizens without the right of free movement”; 9 said – minimal rights – protection, social support, shelter, right to work, 9 replied that they do not have rights; 5 – protection, 3 students - “all human rights”, and only one replied “to enrol their children in school”.

To the question “what rights do refugees have in Bulgaria?” 86 reply that they don’t know; 17 – all the rights of the rest of the citizens; 9 – they don’t have rights; 5 – all human rights; 1 – free movement within EU; 1 – they do not have rights, if they don’t have documents and identity; 1 – to live peacefully in the country; 1 – the right to public housing.

One student has answered that he/she does not know what the difference between a refugee and asylum seeker is.

These examples are not representative, but are used to illustrate the impact of sources of information, and the strong negative notions that are spread through mass media, and make a transition to the next chapter.
IV. Sources of information and communication channels

This chapter will focus on the most common sources of information used by the students depending on their interest, various channels of communication with their professors and peers, as well as the role of student organizations as a channel to promote a topic or increase students’ interest on an issue.

4.1. Sources of information – from Internet to professors

The easiest way for students to find information on a topic is Google. “*If they are interested they don’t stop at the second link, if they are really interested, they ask us*” shares an Assoc. Professor Evelina Staikova, New Bulgarian University. It could be concluded that they choose the source, based on the level of interest. For students with interest it goes from the Internet (the easiest way) to the professors (the most authoritative in their student life). One professor explains that during the refugee crisis students were coming just to ask what exactly was happening.

In situations when students do not have any particular interest in the issue, they still get informed. The sources they mentioned are mass media, social media, peers, family. Mass media, TV mainly, still takes a big share; a student answers: “*I know it from mass media, they give the most*”. Another interesting answer is: “*my mother is telling me all kind of news*”.

Main sources of general information for students are Facebook, Instagram, peers, newspapers. ‘Capital’ newspaper is mentioned from a student who does not like Facebook.

In terms of university-related information, most students reply that they search the websites of the universities.

At the same time, all interviewed university representatives say that their universities and their departments are putting an effort to have informative and updated websites, providing different online opportunities for the students (chats, e-libraries, newsfeeds, etc.). Most of them also maintain pages and groups in the social media.

4.2. Channels of communication with professors

Communication with professors, along with course presence, is often happening online as well, because many students are starting jobs from the first year of studies. Important communication and tasks are exchanged via e-mail. In some
universities, like the University of National and World Economy and South West University, there are **academic course coordinators** for each academic year/discipline, who meet regularly with them, whenever there are problems, questions, etc.

Professors are using different channels to interact more closely with students (“professors and students are friends on FB”), beside their Facebook profiles – blogs, websites, etc. Literature is provided by the professors, again via e-mail, as well as references for the library. The Moodle platform is used at Sofia University and New Bulgarian University as an information channel for the students, where professors are uploading their PowerPoint presentations, additional literature, tasks, notes, etc. At NBU, both students and professors are stimulated to use **Moodle**. It features various kinds of chat rooms, libraries and electronic catalogues. Students themselves could share messages, upload materials. All materials are shared there, tasks for on-going evaluation, e-texts. There is a calendar with all events happening at the university. It is linked to the main university website. The systems are connected. “**Moodle is a good friend of the student but it very much depends on how the teacher is using it. It depends on the professor how students are informed. 90% of the students are using Google, but it depends how the task is given, if I have given hints where to look, they search there**” (Assist. Professor Evelina Staikova, New Bulgarian University).

4.3. Channels of communication among students

Students are using social media for information exchange, they mostly create Facebook groups. If the groups are smaller, as the ones of the ethnology students at Sofia University, they meet on a regular basis, know each other better and communicate face-to-face more intensely. The chairperson of the Student Council in National Academy of Theatre and Film Arts explained that because students have to practice intensely together, they communicate a lot. Members of the Student Council in the largest university in Bulgaria, the University of National and World Economy, say “**online is best, through Outlook, Facebook groups, Instagram, Viber as well**”. Similar example for preference of distance channels of communications comes from an assistant professor at New Bulgarian University: “**The students in the same year do not know one another, they do not communicate a lot among themselves, and there is no community. There is a new system – tutors – to support community-building among students at the University**”.
4.4. The role of student organizations

The situation of student organizations differs from university to university. In the biggest university in Bulgaria, University of National and World Economy, the Student Council is a large, very active organization, beside several other student organizations: “Student Organization to Study International Relations”, Student Association “Ego Politico”, AIESEC, ISIC (International Student Identity Card), Sociologist’s Club with about 5-10 students interested in refugee issues, etc. Representatives of the Students’ Council at University of National and World Economy explained that they have general interest in the topic and proposed to create an online questionnaire to study the interest of the students in depth, pointing out that they have 21 000 students, it needs to be done online – “online everything is done easier”.

Student councils were also presented as active organizations in Plovdiv University, Varna Free University and National Academy of Theatre and Film Arts. In some universities there are departments with very active students, such as the Mass Communication department and the Debate Club at the New Bulgarian University which have invited Prof. Anna Krasteva during the “refugee crisis” to moderate a debate on the topic. There are professional organizations, such as ELSA (European Law Students’ Associations) in Sofia University that are active in their particular field and the Academic Ethnological Association at Sofia University that organizes a workshop for refugee kids. Some examples of initiatives that are organized by/with students are explored in the following chapter.

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15 Elaborated more in the next part.
V. Tangible outcomes and intercultural activities

Some university initiatives and events of non-formal nature focusing on the issues of forced displacement and refugees were discovered during the research. Some of these practices are initiated by students. One of them is a series of workshops with refugee kids done in different academic institutions, like New Bulgarian University/CERMES, at the Institute for Ethnology and Folklore with Museum – Bulgarian Academy of Sciences and currently organized by the Ethnology students at Sofia University. It was in 2014 when refugee children visited CERMES/New Bulgarian University for joint intercultural workshops, serving the mission of CERMES to combine academic and solidarity activities, along with a personal cause of the professor and the team. Several times refugee kids also visited the Institute for Ethnology and Folklore with Museum – Bulgarian Academy of Sciences to make postcards and survachki. A visit to the Museum by Afghan women was also organized though cooperation with Caritas Sofia.

Other initiatives happening on the premises of academic institutions are movie screenings, exhibitions, and different campaigns. Such activities are best planned as part of the curriculum of existing courses usually in the form of an academic task that professors give their students with the aim to get them more involved and increase the learning outcome. Taking part in campaigns is popular among both students and their professors. Clothes have been donated to the Council of Refugee Women, collected by the staff of New Bulgarian University, there was a T-shirts campaign “#likeus” at the Art centre of NBU – reflecting how refugees are perceived in Bulgaria, organized by graphic design students in 2017, etc.

Three examples of tangible outcomes of exciting university initiatives follow. They show that change is possible through joint activities, flexible teaching processes, and through personal example in building a culture of giving.

“Learning and enjoying time together”

Workshop of the ethnology students at Sofia University

For three years now ethnology students have been organizing workshops with refugee children on the occasion of three big holidays – Christmas, Baba Marta and Easter. The initiative comes from one of the Assistant Professors at the department, but after the first workshop the whole organization was taken over by students. It is
done in cooperation with Caritas where one of the students is currently employed. The students prepare all materials. The refugee children usually come from the three reception centres in Sofia and the students teach them how to craft survachki for Christmas, maretnitzi for Baba Marta and coloured eggs for Easter. It is not rare to see that the workshop snowballs into dancing, playing football or playing. For the students it is a pleasant activity, they know they do something special for the kids and learn more about different cultures; for the kids it is a chance to go out of the centres, learn more about Bulgaria and do something interesting. The event provokes curiosity in all people at the second floor at the History Department, some of them stop by, others just smile and pass by. In general, it is a very positive event.

A second-grade student explains: “We teach them to paint eggs. We talk. We sell the cards, the survachki that we make, to fund our next activity. They show us dances, they teach us words in their language that are more characteristic. Most children speak Bulgarian, their parents usually do not. Along with Caritas workshops, I was contacted to teach a girl German for 2 months, the family has already left for Germany”.

None of these young people express academic interest in refugee issues, but they are comfortable being with refugee children. They like to create things out together, to help, to get to know them.

The book “Beyond Barriers” – a joint endeavour of Assist. Georgi Alexandrov and his students at the Faculty of Mass Communication and Journalism at Sofia University

The strong negative attitude towards refugees is the reason that made Assist. Alexandrov choose this topic for his book-publishing course in 2018/2019 academic year. “In creating the book I saw a way to get to know the problem, not who thinks what on the issue, but to find real people learn more about their environments; learn more about the Bulgarians as volunteers as well, the public administration, SAR, the answers we received on these matters; from the normative and legal basis to the meetings the students had with refugees, the destinies of the refugees themselves and the role of concrete activities of organizations, but also people, like Lidia Staykova, Vladimir Panov, who have devoted their life to working on this issue – those people who know a lot on these problems. This topic should not be
manipulated from a positive perspective as well. Integration is not easy. Some of the refugees are difficult to integrate, seen as a danger to society. The idea of the book was to get to know people from a purely human side and the work of those people who professionally and personally commit to assist these people in Bulgaria”.

At the beginning, students are reserved, but in the process of work their attitudes and opinions change: “In the process, each one of us learned more about the refugees, we learned how to critically approach the information, their knowledge increased through the meetings with wonderful people as Linda, Rohullah, my students saw in front of them normal people”. Assist. Alexandrov and the students approached the topic of forced displacement in two ways: “we wrote official letters to SAR, Refugee-Migration unit of the Bulgarian Red Cross, we had a very good communication with SAR, we visited them, the whole course, they made a presentation. The other way was Google – we found interviews on YouTube and then from person to person. The first person was the journalist – Denitza Georgieva who made the connection with Rohullah and Vlado Panov for us. And after meeting with Vlado Panov, he started providing us with contacts. We found the website of the English women in Harmanli. We found the hairdresser saloon of Jamil and two students just went to talk to them, they were two girls to support each other”.

The book is well received as a finished product. “This will remain a huge event in the lives of these students – 200 people in ‘Peroto’ literature club for the premiere, for these 20 students this was an unusual learning process”, concludes assistant Alexandrov.

Building a culture of giving – students’ initiatives

Two examples will be given within this broader field of building a culture of giving. One is of Abdulla Koja from Plovdiv, a refugee himself who inspired his peers to act, and the other are the students from Arabic Studies who visited a refugee family to bring presents and get to know their life and problems.

Abdulla Koja, a young Syrian refugee in Bulgaria, and his UK fellow dental students at the Medical University of Plovdiv, are gradually changing the School of Dental Medicine creating a culture of activism, volunteering and charitable activities. Through the organization Koja founded, “Help Those in Need”, they hold regular fundraisers, collect clothes and bring them to the Council of Refugee Women in Sofia on a regular basis. They explain that they face other students’ lack of practice to help.
With their personal example, they hope they change their environment. What inspires them is Koja, for whom they shortly say: “He is a Giver”.

Another example of a giving chain was sparked when the Syrian boy Firas who lives in Kraishte village, close to Blagoevgrad, donated his 70 leva of savings to a Bulgarian family in the neighbouring village whose house was in a dilapidated state. Five students of Arabic studies from Sofia University went in Kraishte after watching the report on TV about Firas’s gesture. Students say they were so touched that they wanted to show Firas that “good comes around”. Thus, they visited his family and brought some presents, and throughout the time spent together a genuine bond was created. A student says that they experienced real joy together: “Someone who is genuinely glad we came there, so they feel noticed”.
VI. Recommendations / Collaboration opportunities

International protection, asylum and refugee issues are a subject of interest to all academics involved in the research. All respondents expressed commitment to the topic, as well as interest to further cooperate and engage in follow-up activities.

In the area of teaching forced displacement the following opportunities for collaboration were suggested:

- To intensify the exchange of information in the network of academics who work in the field through a mailing list where actual information is sent for existing MA programmes, upcoming events, active projects, research results, current news, statistics, etc;
- To organize trainings for academics in various formats: general information seminars to all university staff; field trainings, targeted trainings for the different disciplines (Law, Social work, Political Sciences, etc.);
- To create opportunities for professors to exchange and discuss courses’ content and challenges in the teaching process, learn from international practices, networks and colleagues;
- To continue educating students through organizing together public lectures, seminars, summer schools, site visits at the UNHCR Bulgaria headquarters and partner organizations;
- To work together to create and propose courses on forced displacement where relevance and interest exists;
- To support the re/establishment of the legal and social clinics where possible;
- To work together to develop a holistic training program for experts working in the asylum and refugee field.

In the area of academic research and policy impact, the following joint opportunities are recognized:

- To continue the research on forced displacement on national and international levels;
- To collaborate more in communicating research results with decision makers;
To facilitate access of academics to detention and reception centres;
To exchange reliable data/statistics.

In the area of increasing students’ interest and knowledge in the field of forced displacement:

- To continue making public lectures and seminars;
- To invite partner organizations at an earlier stage of students’ education (second year) to provide information about volunteering and other opportunities;
- To provide/exchange comprehensive materials and further literature for the students in forced displacement;
- To create opportunities and involve students in site visits, out-of-class activities, traineeships, where they have the chance to learn from direct social experience with refugees and partner organizations working in the field;
- To create/exchange visual content that grabs the attention of the students;
- To use more quizzes, movies, personal stories in the teaching process;
- To establish links with student councils and student organizations in the universities to cooperate in the field.
- To establish/exchange connections with professional organizations that provide professional opportunities for the students;
- To provide/exchange information about possible grants in the field (traineeship grants research grants, publishing thesis grants, short films/documentary grants).

VII. Annexes
Annex 1: List of officially contacted Universities
Annex 2: Field research
Annex 3: Existing/relevant academic programmes and courses
Annex 4: List of relevant publications on forced displacement
Annex 1: List of officially contacted Universities

- Bulgarian Academy of Sciences
- Sofia University ‘St. Kliment Ohridski’
- New Bulgarian University
- University of National and World Economy
- American University in Bulgaria
- Plovdiv University ‘Paisii Hilendarski’
- South-West University ‘Neofit Rilski’
- University of Veliko Tarnovo ‘St. Cyril and St. Methodius’
- Varna Free University
- National Academy for Theatre and Film Arts
- National Sports Academy ‘Vasil Levski’
- Medical University Plovdiv
- Higher School for Construction ‘Lyuben Karavelov’
- Burgas Free University
- Trakia University of Stara Zagora
- Shumen University ‘Konstantin Preslavski’
- ‘Angel Kanchev’ University of Ruse
Annex 2: Field research

List of Interviews with Professors
1. Assoc. Prof. Valentina Sharlanova, Faculty of Pedagogy, Trakia University, Stara Zagora (06.11.2019)
2. Assist. Prof. Mihaela Misheva, University of National and World Economy (18.11.2019)
3. Dr. Ivaylo Markov, Institute of Ethnology and Folklore Studies with Ethnographic Museum – Bulgarian Academy of Sciences (27.11.2019)
4. Dr. Daniela Simeonova, National Sports Academy (28.11.2019)
5. Petya Karayaneva, UNHCR (2.12.2019)
10. Assistant Prof. Violeta Kotseva, Assistant Kremena Yordanova, Sofia University, Faculty of History, Ethnology Department, Sofia University (5.12.2019)
11. Assistant Prof. Evelina Staykova, PhD, New Bulgarian University (6.12.2019)
13. Anelia Tsvetkova, Education Department, National Academy of Theatre and Film Arts (10.12.2019)
17. Prof. Vesselin Tzankov, Plovdiv University (13.12.2019)

Participatory observation / Meetings/ Interviews with Students

1. Public lecture at University of National and World Economy of Ivan Milanov, SAR, (15.11.2019)
2. Public lecture/round table at New Bulgarian University (25.11.2019)
3. Interviewing students at UNHCR “Identity” Exhibition, New Bulgarian University (26.11.2019)
4. Presentation of the book “Beyond Barriers” at Institute of Ethnology and Folklore with Ethnographic Museum – Bulgarian Academy of Sciences (26.11.2019)
5. Meeting at Student Council, University of National and World Economy (2.12.2019)
7. Phone Interview with Boyan Arsov, National Academy of Theatre and Film Arts, President of the Student Council (12.12.2019)
8. Abdullah Koja and students from UK at Medical University of Plovdiv
9. Participatory observation and interview with 3 students (one of them member of the managing board of the Academic Ethnology Association at the Christmas workshop at SU, Ethnology Department (17.12.2019)
11. Interview with Kalina, student of Arabic Studies, Sofia University (20.12.2019)
12. Interview with Ioana and Merlin, students of Arabic Studies, Sofia University (20.12.2019)
### Annex 3: Existing/relevant academic programmes and courses

<table>
<thead>
<tr>
<th>Academic Field</th>
<th>Existing programmes</th>
<th>Lead lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>MA Social Work with Refugees and Migrants</td>
<td>Prof. Siyka Chavdarova SU</td>
</tr>
<tr>
<td>Administration and Management</td>
<td>MA Managing the Migration Processes</td>
<td>Assoc. Prof. Nadya Mironova UNWE</td>
</tr>
<tr>
<td><strong>Academic Field</strong></td>
<td><strong>BA Courses focused on refugees and migrants</strong></td>
<td><strong>Lead lecturer</strong></td>
</tr>
<tr>
<td>Social Work</td>
<td>Social Work with Migrants and Refugees</td>
<td>Assist. Prof. Ch. Milkov, Shumen University</td>
</tr>
<tr>
<td>Social Work</td>
<td>Social Work with Refugees and Migrants</td>
<td>Assoc. Prof. Maya Cholakova, SWU</td>
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<tr>
<td>Law</td>
<td>Refugee Law</td>
<td>Prof. Blagoy Vidin</td>
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<td>Law</td>
<td>Refugee Law, Migration and Asylum</td>
<td>Prof. Blagoy Vidin, VTU</td>
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<td>Law</td>
<td>Migration and Refugee Law</td>
<td>Prof. Vesselin Tzankov, PU</td>
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<td>Law</td>
<td>Migration and Refugee Law</td>
<td>Prof. Vesselin Tzankov, BFU</td>
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<tr>
<td>Law</td>
<td>Migration and Refugee Law</td>
<td>Prof. Vesselin Tzankov, VFU</td>
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<tr>
<td>National Security</td>
<td>Migration and Refugee Law</td>
<td>Prof. Vesselin Tzankov, Academy of the Ministry of Interior</td>
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<tr>
<td>National and International Security</td>
<td>Migration, Refugee and Border Control</td>
<td>prof. Hristo Georgiev, Assistant Dafinka Sidova NBU</td>
</tr>
<tr>
<td>National and International Security</td>
<td>Training: Activities on humanitarian support of refugees during crisis and war conflicts</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Field</strong></td>
<td><strong>BA Courses that include aspects of the topic and could be enriched</strong></td>
<td><strong>Lead lecturer</strong></td>
</tr>
<tr>
<td>Pedagogy/Education</td>
<td>Theory of Education (compulsory)</td>
<td>Prof. Siyka Chavdarova SU</td>
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<tr>
<td>Pedagogy/Education</td>
<td>Family Pedagogy (compulsory)</td>
<td>Prof. Siyka Chavdarova</td>
</tr>
<tr>
<td>Academic Field</td>
<td>Course Offered</td>
<td>Lead Lecturer</td>
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<tr>
<td>Pedagogy/Education</td>
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<td>Prof. Siyka Chavdarova SU</td>
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<td>Pedagogy/Education</td>
<td>Inclusive Education (compulsory for teacher training)</td>
<td>Prof. Siyka Chavdarova SU</td>
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<td>Law</td>
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<td>General Theory of Law</td>
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<td>European Migration Policy</td>
<td>Prof. Anna Krasteva, Assist. Prof. Evelina Staikova</td>
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<td>National Security</td>
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<td>Academic Field</td>
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<td><strong>Social Work with Refugees</strong></td>
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<td><strong>Social Work</strong></td>
<td><strong>Fundamentals of Social Work with Refugees and Migrants (compulsory)</strong></td>
<td><strong>Prof. Siyka Chavdarova</strong></td>
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<td><strong>Prof. Maria Slavova</strong></td>
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<td><strong>Social Work</strong></td>
<td><strong>Interviewing Refugees (compulsory)</strong></td>
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<td><strong>Mariana Stoyanova</strong></td>
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<td><strong>Prof. Plamen Makariev</strong></td>
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<td><strong>Prof. Maria Stoycheva</strong></td>
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<td><strong>Social Work</strong></td>
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<td><strong>Social Work</strong></td>
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<td><strong>Assoc. Prof. Rumyana Krumova – Pesheva</strong></td>
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<tr>
<td>Social Work</td>
<td>Bulgarian Language Training for Refugees (elective)</td>
<td>Prof. Neli Ivanova</td>
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<td>Social Work with Refugees in Germany and Austria</td>
<td>Prof. Albena Chavdarova</td>
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<td>Family Social Work (elective)</td>
<td>Assoc. Prof. Toni Manasieva</td>
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<td>Organizational Culture in Institutions for Social Work with Refugees and Migrants (elective)</td>
<td>Assoc. Prof. Rositza Simenonova</td>
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<td>Quality Management in Refugee and Migrant Social Work Organizations (elective)</td>
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<td>Art-therapeutic Aspects of Photography in Refugee Social Work (elective)</td>
<td>Assoc. Prof. Vladislav Gospodinov</td>
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<td>Social Work with Unaccompanied Refugee and Migrant Minors (elective)</td>
<td>Assistant Daniela Racheva</td>
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<td>Methods of Survey of Migration and Refugees (compulsory)</td>
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<td>Theory and Practice of Integration. International Protection (elective)</td>
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<td>Intercultural Communication and Integration for Immigrants (elective)</td>
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<td>Combating Trafficking in Human Beings (elective)</td>
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<tr>
<td>Law</td>
<td>Migration and Refugee Law</td>
<td>Prof. Vesselin Tzankov, Academy of the Ministry of Interior</td>
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**Academic Field**

<table>
<thead>
<tr>
<th>MA Courses that include aspects of the topic and could be enriched</th>
<th>Lead Lecturer</th>
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<td>Projects and Programs for Working with Minorities</td>
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<td>Social Work</td>
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<td>Social Integration of Ethnic Communities</td>
<td>Assoc. Prof. Maya Cholakova, SWU</td>
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<td>European Union Law</td>
<td>Prof. Blagoy Vidin</td>
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<td>Political Sciences</td>
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<td>Migration in South East Europe</td>
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<td>International Migrations</td>
<td>Prof. Anna Krasteva,</td>
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<td>Economic Sociology</td>
<td>Migration Studies</td>
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</table>


Annex 4: List of relevant publications on forced migration

In Bulgarian

Видин, Б. 2018. Актуална уредба на европейската система за предоставяне на убежище. Годишник на Департамент Право. Година Шеста, София, НБУ, 2018, 118-135. ISSN: 1314-8087

Видин, Б. 2017. Общите принципи на правото в международното право. Годишник на Департамент Право 2016. София, НБУ, 2017, 142-151. ISSN: 1314-8087

Видин, Б. 2016. Съотношение на вътрешно и международно право съгласно българското законодателство. Сб. Годишник на департамент "Право" 2015, София: НБУ, 2016 г., 8-17. ISSN 1310-9472

Видин, Б. 2014. Правото на убежище, актуални въпроси. Сб. Доклади от годишната университетска научна конференция на НБУ Васил Левски. Велико Търново: Национален военен университет "Васил Левски", 2014, 103-111. ISSN 1314-1937


Видин, Б. 2000. Система на ООН за поддържане на международния мир, мироопазващи операции и употреба на сила. Списание "Съвременно право", 2000, № 6, 44-56. ISSN 0861-18-15


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преодоляване на демографската криза в Република България. Том 3. Миграции и национална идентичност. София: ИИНЧ-БАН. с.294-316.

Еролова, Й. Накова, А., 2019. Националната политика в областта на убежището и бежанците. В: Владимирова, К. и кол. Мерки за преодоляване на демографската криза в Република България. Т. 3. Миграции и национална идентичност. София, Издателство на БАН „Проф. Марин Дринов“, 239-260.


Иванова, В. 2006. Бежанци в границите на държавата или вътрешно разселени лица, Фигурите на бежанеца, София: НБУ, стр. 138-148


Иларева, В. 2018. Правото на свобода. Алтернативи на задържането. Задържане” и “Лица със специални потребности – идентификация и насочване, прием и процедурни гаранции. Коммуникация с тези лица” в Помагало по бежанско право за Академията на МВР, ВКБООН

Иларева, В. 2017. България, ЕС и Бежанската криза, Институт за европейски политики (в съавторство със Звезда Ванкова и Димитър Бечев)

Иларева, В. 2016. Правото на изслушване на задържаните имигранти, Black Flamingo Publishing House


Иларева, В. 2008. Имиграционното задържане в международното право и практика, сп. Правата на човека, Фондация „Български адвокати за правата на човека“, бр.1/2008, стр.5-38 (journal Human Rights published by the Bulgarian Lawyers for Human Rights Foundation)

Коцева, В. (съст.) 2014. „Вяра – смесена!“ Аспекти на всекидневието в две родопски села. УИ „Св. Кл. Охридски“

Кръстева, А. 2019. Българският миграционен парадокс – позитивна интеграция и негативен политически дискурс. Каритас България.

Кръстева, А. (съст.). 2006. Фигури на бежанеца. София: изд. На НБУ.

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Накова, А. 2015. Бежанците – социални представи и дистанции. Научни трудове на Русенския университет, т. 54, сер. 6.2: 41-45. ISSN 1311-3321.


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Стоянова, Х. 2019. Социална работа, основана на правата на децата-бежанци в България. Във: Взаимодействие на преподавателя и студента в

Тимчев, Л. 2018. Контрол на документите за самоличност и миграция в Република България. УИ „Неофит Рилски“

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Чавдарова - Костова, С. 2008. Децата бежанци като обект на закрила и грижа (глобали аспекти), Годишник на СУ “Св. Кл. Охридски”, Факултет по педагогика, том: Книга Социални дейности, брой:100, издательство:УИ „Св. Климент Охридски”, стр.:87-111


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Чавдарова - Костова, С. 2005 Социалнопедагогически аспекти на проблема за непридружени деца бежанци, Педагогика, брой:11, стр.:13-32

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Ilareva, V. 2017. Myths and Facts about Refugees: Reasons for Irregular Border Crossing and the Truth about Social Assistance in International Comparative
Ilareva, V. 2016. Bulgaria is introducing a statelessness determination procedure. Or is it?, European Network on Statelessness blog, http://www.statelessness.eu/blog/bulgaria-introducing-statelessness-determination-procedure-or-it


Ilareva, V. 2012. Arbitrariness regarding Access to the Asylum Procedure in Bulgaria, Fahamu Refugee Legal Aid Newsletter, February 2012 issue


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Otova, I., Staykova, E. 2019. National report on the governance of the asylum reception system in Bulgaria. CEASEVAL: Research on the common European asylum system; Nr. 17

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In Russian

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Stateless Persons in Bulgaria: http://www.statelessness.bg/