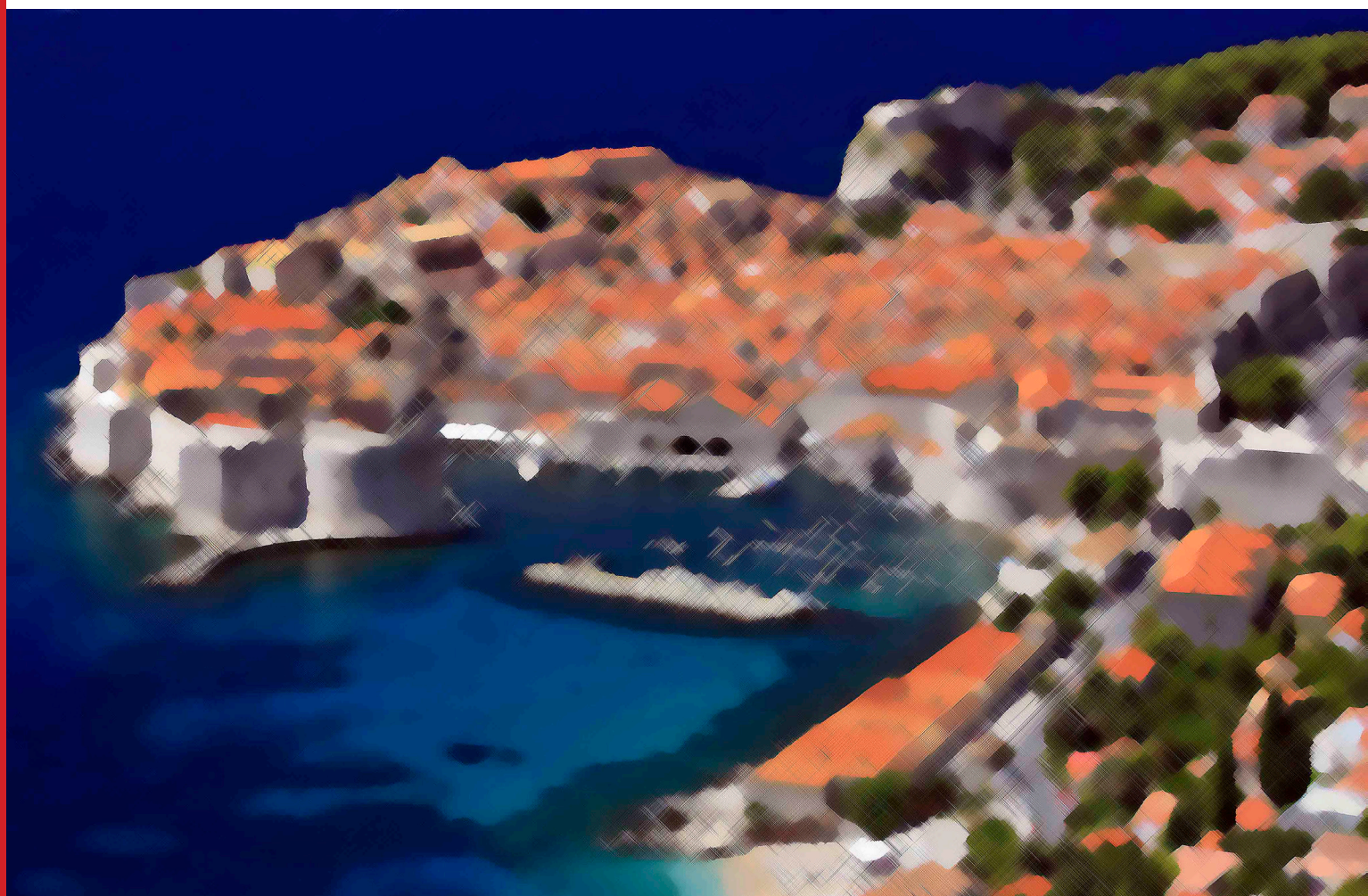


# PROGRAMME 2014



[www.IUC.hr](http://www.IUC.hr)

[www.dialogueinpraxis.net](http://www.dialogueinpraxis.net)



**DIALOGUE IN PRAXIS**

A Social Work International Journal  
@IUC.Dubrovnik

The Inter-University Centre Dubrovnik (IUC) is an independent international institution for advanced studies.

Its objective is to encourage, promote and implement cooperation among students and scholars through projects, study programmes, courses and conferences across a wide range of academic concerns.

Participants come from universities and other scientific institutions worldwide.

Founded in 1971, at the height of the Cold War, the IUC became an important venue for the exchange of ideas across various divides, between East and West, North and South.

Based in Dubrovnik, formerly a self-governing Mediterranean city-state at the crossroads of varying cultural and political concerns, the IUC is building on its achievements and traditions in facing new challenges in a rapidly changing global environment.

Maintaining high standards of free and independent scholarship, the IUC is dedicated to network building for peaceful co-existence and pluralism regionally as well as internationally.

Over the years, more than 65,000 scholars and students have contributed to the work of the IUC.

More on: [www.iuc.hr](http://www.iuc.hr)

## School for Social Work Theory and Practice

Social work has a long history at Inter-University Centre (IUC) in Dubrovnik. It is a postgraduate level set of social work courses for social work professors, student, but also practitioners and users.

It is a good opportunity to discuss the contemporary issues in social work, while in a pleasant environment and with good people.

What makes our courses different is not only the environment but the pace and depth of the courses.

Spending a week in a company of other engaged people, in contrast with conferences and congresses, enables the discourse, the dialogue to go beneath the surface, to get to know the people and to develop ideas together.

The School for Social Work Theory and Practice at the moment offers eight courses:

- *Social Work Theories and Methodologies*
- *Social Work with Children and Youth*
- *Social Work with Youth in Conflict with Law*
- *Social Work and Spirituality*
- *Social Work with Old Age*
- *Developing Neighbourhood and Community Support Systems*
- *Social Work and Social Policies*
- *Social Work and Deinstitutionalisation*

## Schedule of the School of Social Work Theory and Practice for 2014

### First week: 1. 6. - 7. 6.

#### *Social Work with Youth in Conflict with Law:*

The effectiveness of youth justice responses to young people in conflict with the law

#### *Social Work with Children and Youth:*

Children in vulnerable situations: Identification, assessment and social work

### Second week: 8. 6. - 14. 6.

#### *Social Work and Social Policies & Social Work Theories and Methodologies:*

Comparative issues in social work

#### *Social Work and Deinstitutionalisation:*

Deinstitutionalisation - global strategies and local accounts

### Third week: 15. 6. - 21. 6.

#### *Developing Neighbourhood and Community Support Systems:*

Community social work as means and mediums of change in the society

#### *Social Work with Old Age:*

Empowerment in dementia

#### *Social Work and Spirituality:*

Reflecting on practicalities of exploring spirituality in everyday social work

More details for all the symposia on the following pages.  
Detailed course programmes will be available in April.

Annual offerings of the school are organised in the form of symposia. Traditionally courses are held in June. Every five to ten years we organise a conference.

Applications for admission to a course should be sent to the organising course director and to the IUC secretariat in Dubrovnik. The course directors decide about admission.

An annual academic program for each of the eight courses is offered in the form of an annual symposium. The course is conducted five days per week, with morning and afternoon sessions. Its pattern will however remain flexible and will be determined by a specific requirement of the course.

Upon request, every participant shall receive a statement of participation. Certificates are issued only upon approval by the course director and the director general of the IUC. In order to earn a certificate, all participants are expected to properly register, pay the fee, actively participate throughout the five days, attending plenary sessions, small group sessions, field trips and other programs of the annual symposia.

It will be fair to state that the main difference between the course organising director, course directors, lecturers (resource persons) and the participants is in the amount of actual work, invested into the program before start of the annual symposia. Once it does start, we are all 'students' and 'teachers' at the same time. We exchange our ideas and experience in a highly participatory, very respectful, egalitarian manner. Ideally, we look for one third faculty and researchers, one third well established, experienced professionals and one third students. More and more often users participate in the courses and have proved to be great asset for proceedings.

Program is offered at postgraduate level. Advanced, highly motivated undergraduate students are accepted with at least one letter of reference.

Language of the school is English.

## Participation

Those interested in taking any of the courses may register with the IUC secretariat, school organising director, course organising director and/or any of the course directors by providing name, address, academic standing and affiliation.

2 ECTS are awarded for participation, 5 ECTS for participation with active participation (slides or abstract), 10 ECTS for active participation and published report and 15 ECTS for active participation and a published reviewed academic article. ECTS are awarded and certified by course directors. However, it is the participants' responsibility to make the arrangements with the home establishment for validation of the credits awarded if such an arrangement does not already exist.

Grants are available to scholars and post-graduate doctoral students from HESP for participants from Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Kosovo, Kyrgyzstan, Macedonia, Moldova, Montenegro, Republic of Georgia, Russia, Serbia and Ukraine.

<http://www.iuc.hr/hesp-osi.php>

The Croatian ministry awards scholarship grants to postgraduate students and scholars of Croatian nationality.

<http://www.iuc.hr/croatian-ministry.php>

The School of Social Work is considering an application for an Erasmus grant in the future.

School organising director: Vito Flaker,

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Phone: +386 31872847

Assistant director: Vera Grebenc,

E-mail: [vera.grebenc@fsd.uni-lj.si](mailto:vera.grebenc@fsd.uni-lj.si),

Phone: +386 40610109

Both at University of Ljubljana, [Faculty for Social Work](#), Topniška 31, 1000 Ljubljana, Slovenia

Fee per course/symposium:

EUR 75 for faculty and practitioners and

EUR 55 for students

Information regarding travel and accommodation may be obtained from the IUC partner-Gulliver Travel Agency in Dubrovnik (O.S. Radica 32); contact person Katarina Dumančić at

[katarina.dumancic@gulliver.hr](mailto:katarina.dumancic@gulliver.hr)

Phone: +385 20 410 880

Accommodation in the dormitory in IUC building is available from DORMITORIJ d.o.o. Don Frana Bulića 4, Phone: + 385 (0)20 326320, Fax: + 385 (0)20 326320,

Email: [dormitorij@caas.unizg.hr](mailto:dormitorij@caas.unizg.hr)

<http://www.caas.unizg.hr/gallery.html>

School publishes journal available at:

[www.dialogueinpraxis.net](http://www.dialogueinpraxis.net)

## Social Work with Children and Youth



*Children in vulnerable situations: Identification, assessment and social work*

Children are vulnerable human beings who need care and protection and a childhood with optimal living conditions. The course focuses on protection of children from violence and abuse. Different approaches to prevention, treatment and care for children in need are considered. Attention is given to children and young people of all ages and to problems at the individual, social, and global levels. Factors that can cause problems for children, their families and municipalities are explored as well as methods for assessing these factors. The UN Convention on the Rights of the Child is a central principle for consideration of the above and is emphasised in the discussions of the course.

### Course directors (alphabetically):

Paul de Heer, HAN-University, Netherlands  
Jim Lurie, NTNU Social Research, Norway  
Phil Mongan, Radford University, USA  
Torill Tjelflaa, NTNU Social Research, Norway

### 2014 Organising director:

Phil Mongan, Radford University, USA  
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Phone: (1) 256 221 3517

### Course description:

Most children grow up in situations where their needs are fulfilled and where they have caring adults keeping them safe. Unfortunately, many other children are living in vulnerable situations where risk for maltreatment is high. Some reasons for this are: insufficient caring from parents or other caregivers, inadequate living conditions, poverty, substance abuse, violence, and health problems. Many countries also offer poor living conditions for their inhabitants, and many developed countries are in the middle of a severe economic recession which has the potential to negatively affect the living conditions for children and their families.

Young people represent a particular vulnerable group. Early intervention with children and families in vulnerable situations is important to prevent severe problems from beginning or reoccurring throughout their lives. Many parties are responsible for this, including: families, the children themselves, professionals, communities, schools, kindergartens, voluntary organisations, and so on. This course will focus on how to identify, assess, and respond to these children and families, as well as ways to respond to their needs, including inter agency cooperation and engagement in social work.

The UN Convention of the rights of the child is a central principle for the course, and will be emphasised in the presentations and throughout the course.

### Recommended reading:

The UN Convention on the Rights of the Child (1989)



## Social Work with Children in Conflict with Law

*The effectiveness of youth justice responses to young people in conflict with the law*

The symposium focuses on providing space to critically reflect on the extent to which theory and research have been employed by those in power to inform and legitimise policy and practice in the field of 'youth justice' or, more broadly, 'children in conflict with the law'. Particular attention will be paid to how 'global' knowledge can be mobilised to develop effective and humane responses to 'children in trouble' and how this can be developed and sustained in order to influence practice. Symposium participants will also pay attention to the all important consideration of 'local' transferability of practice models including the processes of interpretation and implementation.

### Course directors (alphabetically):

Steve Case, Swansea University, Wales  
Janet Jamieson, Liverpool John Moores University, England (guest)  
Đuka Stakić, Penn State University, USA  
Joe Yates, Liverpool John Moores University, England

### 2014 Organising director:

Janet Jamieson  
Liverpool John Moores University, School of Humanities and Social Science,  
68 Hope St, Liverpool L1 9HW, UK  
Phone: +44(0) 151 231 5080  
E-mail: [J.Jamieson@lmu.ac.uk](mailto:J.Jamieson@lmu.ac.uk)  
and  
Steve Case  
Department of Criminology, Swansea University, Singleton Park, Swansea SA2 8PP  
Phone: +44(0) 7724 242708  
E-mail: [S.P.Case@swansea.ac.uk](mailto:S.P.Case@swansea.ac.uk)

### Course description:

There are a host of theories, approaches and practices concerned to prevent and respond effectively to youth delinquency and crime. These may variously prioritise welfare, justice, children's rights, risks factors, protective factors, restoration or rehabilitation. Indeed, youth justice continues to prove a busy policy arena which expands and oscillates to meet a variety of different demands and aspirations across different jurisdictions.

This year's symposium calls for papers exploring the effectiveness of youth justice responses in working with and alongside young people in conflict with the law. What are the characteristics of effective responses? What factors contribute to or undermine effective responses? How can we best promote principles of tolerance, diversion, children's rights and social inclusion? What lessons can we learn about experiences in other jurisdictions?



## Social Work and Social Policies



*Comparative issues in social work*  
(joint symposium with Social Work Theories and Methodologies)

The Social Work and Social Policies course is a part of the annual School of Social Work Theory and Practice in Dubrovnik, Croatia. As its title suggests, its main focus is on the relationship between social work and social policy, with a particular emphasis on comparative, regional and global dimensions. It has traditionally explored the relationship between different welfare state and social policy models and their implications for social work. The course brings together experienced and beginning practitioners, activists, researchers and teachers to explore the contemporary challenges facing social work and social policy in different parts of the world.

### Course directors (alphabetically):

Juha Hämäläinen, University of Eastern Finland Kuopio, Finland  
Paul Stubbs, The Institute of Economics, Zagreb, Croatia  
Riitta Vornanen, University of Eastern Finland Kuopio, Finland

### 2014 Organising director:

Riitta Vornanen,  
University of Eastern Finland Kuopio, Finland  
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Email: [riitta.h.vornanen@uef.fi](mailto:riitta.h.vornanen@uef.fi)

### Course description:

Social work as a profession and a science is generally located within national frameworks. However in recent decades it has acquired global dimensions, as well as facing both local challenges and being required to operate within national or regional social security systems and policies, the current climate of change has led to social work becoming interwoven with the growing awareness of global issues, movements and their international networks.

This calls for an international, comparative exploration, of the similarities and differences from the perspectives of users, the state and its agencies, the voluntary and independent sector and the social work profession, with the aim of seeking alternative ways of responding to social work in a changing world.

In Dubrovnik symposia we can benefit from the richness of the experience of participants from different countries. We shall explore possibilities of conducting comparative research in social work and its possibilities to bring information and solutions for developing social work and social policy in international and national contexts. And also, how the results of comparative research could be applied, what the role of comparative research is in social work science and what are the possibilities of 'travelling knowledge'.

### Suggested reading:

Erath, P. & Littlechild, B. (2010) *Social Work Across Europe*, Ostrava: Eris  
Lorenz, W. (2001) 'Social work in Europe - Portrait of a diverse professional group', in Hessele, S. (ed) *International Standard Setting of Higher Social Work Education*, Stockholm University, Stockholm Studies of Social Work.  
Lorenz, W. (1993) *Social Work in a Changing Europe*, Routledge, 1993.  
Lyons, K. & Lawrence, S. (eds) (2006) *Social Work in Europe: Educating for Change*, Venture Press, Birmingham.

However in recent decades it has acquired global dimensions, as well as facing both local challenges and being required to operate within national or regional social security systems and policies, the current climate of change has led to social work becoming interwoven with the growing awareness of global issues, movements and their international networks.

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Erath, P. & Littlechild, B. (2010) *Social Work Across Europe*, Ostrava: Eris  
Lorenz, W. (2001) *Social work in Europe - Portrait of a diverse professional group*, in Hessele, S. (ed) *International Standard Setting of Higher Social Work Education*, Stockholm University, Stockholm Studies of Social Work.  
Lorenz, W. (1993) *Social Work in a Changing Europe*, Routledge, 1993.  
Lyons, K. & Lawrence, S. (eds) (2006) *Social Work in Europe: Educating for Change*, Venture Press, Birmingham.



## Social Work and Deinstitutionalisation

*Deinstitutionalisation - global strategies and local accounts*

Deinstitutionalisation has become central to social work, as it changed the lives of service users, its multidisciplinary work, its organisation, methods and the epistemological position. Recognition of service users' strengths and potential for recovery in its new meaning became possible only with de-institutionalisation. This radical change has implications also to the interactions and power relations between social workers and service users, their family members, other professions and the general public.

We explore the deinstitutionalisation in different settings. We learn from the experiences of people who have experienced institutionalisation and deinstitutionalisation how to prevent mini institutionalisation and trans-institutionalisation in the community.

### Course directors (alphabetically):

Vito Flaker, University of Ljubljana, Slovenia  
Shula Ramon, University of Hertfordshire, England  
Lorenzo Toresini, Centre for Research in Mental Health (formerly), Merano, Italy

### 2014 Organising director:

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### Course description:

Since its inception, after World War Two, deinstitutionalisation has become an international platform both globally as well as in European Union. The right to live in the community is being warranted by the UN Convention on the Rights of Persons with Disabilities (CRPD) and constitutes a legal base for the policies and practices of de-institutionalisation. Stories of deinstitutionalisation in different countries, even towns, differ, however. Some countries have made considerable changes in the provision of care across different sectors, some only regarding specific groups; some have already quite a history of closing down the institutions, some have only begun recently. In some instances movements were the main vehicle of change, in some it was more a top down reform. This year we want to 'compare the notes', talk about the different stories and different outcomes. This is important since the process has commenced in some countries anew and because there are some issues still unanswered in the settings where it has been carried out. Also the deinstitutionalisation is an important part of changes happening globally. Fight against closure is one of the items on the agenda of the new social movements and it can be a model for reconstructing the communities.

### Potential contributors (alphabetically):

Miroslav Brkić, Serbia; Goran Cerkez, Bosnia and Herzegovina; Amadeus Erhard, Italy/Germany; Jean-Yves Febery, France; Nikola Jelovac, Austria/ Croatia; Jim Mandiberg, USA; Massimo Marsili, Italy/ France; Roberto Mezzina, Italy; Bruno Norcio, Italy; Alexandru Paziuk, Rumania; Jan Pfeiffer, Czech Republic; Hans - Pfeifferer Wolf, Germany; Andreja Rafaelič, Slovenia; Dragana Stanković, Serbia; Richard Warner, USA.

### Recommended reading:

*Common European Guidelines on the Transition from Institutional to Community-based Care*  
Available at: [www.deinstitutionalisationguide.eu](http://www.deinstitutionalisationguide.eu)

## Social Work Theories and Methods



*Comparative issues in social work*  
(a joint symposium with Social work and social policy course)

This course seeks to explore the development of social work knowledge and its use in different countries, examining a range of theoretical models and taking into account the significant influence of traditions, culture and politics on the development of diverse models in different countries and on social work as a whole. Previous topics have included: construction of social work identity, risk, assessment and management, measuring success and outcomes, knowledge base in working with diverse groups, ethical dilemmas in regard to management and policies, improving strategies and methods; methods and techniques in different countries, strategies in the climate of austerity.

### Course directors (alphabetically):

Carmel Byers, University of Hertfordshire, England  
Vito Flaker, University of Ljubljana, Slovenia  
Mari Nordstrand, Sør-Trøndelag University College, Trondheim, Norway

### 2014 Organising director:

Mari Nordstrand  
Sør-Trøndelag University College, Trondheim, Norway  
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### Course description:

Social work as a profession and a science is generally located within national frameworks.

## Social Work and Spirituality



*Reflecting on practicalities of exploring spirituality in everyday social work*

This course seeks to expand our knowledge of the diverse philosophical, humanistic and spiritual resources which guide us in our attempt to create a more just and peaceful communities. Participants explore the spiritual, ethical, cultural and professional values which inform our thinking and direct service. The course aims to explore the meaning and relevance of spirituality in social work, explore the social and cultural constitution of spirituality by deconstructing ideas, beliefs and practices in order to enable open dialogues about spirituality and working with people.

### Course directors (alphabetically):

Sabina Hadžibulić, Belgrade, Serbia  
Ksenija Napan, UNITEC Auckland, New Zealand  
Lennart Nörreklit, University of Aalborg, Denmark  
Jörg Zeller, University of Aalborg, Denmark

### 2014 Organising director:

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### Course description:

The 2014 Symposium will focus on practical examples of exploring spirituality in everyday social work practice. The method for this exploration will be the Academic Co-creative Inquiry and participants (students and teachers) will co-create the content and the process of the course. We will focus on the following questions as a starting point and create many new questions to be explored in participants' everyday practice: How beliefs impact our social work practice? What is spiritual respectfulness and how it manifests in everyday social working? What makes our heart sing? How pain and suffering can be transformed through co-creative processes into bringing forth the world? What is relational spirituality? As this course is going to be co-created by all participants our inquiry questions will be decided on the first day through collaboration and consensus.

**2014 lecturers:** The course will be co-created by participants by giving presentations, creating learning processes, inquiring, exploring ... the spirit of inquiry and lifelong learning will be in action. Ksenija Napan will have an introductory lecture.

**Course programme:** The process will be highly interactive combining presentations, experiential activities, small group discussions, inquiry processes and field trips. Full attendance is expected from all participants for a whole symposium.

**2014 Special features or requirements:** Reading John Heron's book: *Participatory Spirituality-a farewell to authoritarian religion*, (2006) would be an advantage but not a requirement.

## Social Work with Old Age



*Empowerment in dementia*

The increasing and continually changing needs of the older generation are issues which have occupied professionals from various fields in recent years. For social work demographic changes pose a significant interest. Older people have moved from being a marginal concern in the middle of the 20th century, to one of central importance for social work in this century. The specific nature of social work lies in transversal understanding of older people, their needs, and in the assertion of the user as a partner in the helping process. In this course we explore how social work is tackling with this challenge.

### Course directors (alphabetically):

Jana Mali, University of Ljubljana, Slovenia  
Ana Štambuk, Faculty of Law Zagreb, Department of Social Work, Croatia

### 2014 Organising director:

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### Course description:

In social work it is understood that dementia is the possibility and opportunity to disco-

ver new futures for all who come into contact with people with dementia. The focus is not dementia, but the person with dementia, who, in turn, needs a lot of incentives and understanding from their environment. Due to the widespread negative attitude towards dementia and neglect of people with dementia, we need to focus on the empowerment of people with dementia, as well as on the empowerment of family members who care for them, as they themselves are often faced with being marginalised and pushed from the path of their everyday lives. The focus on empowerment enables people with dementia to take responsibility for their own lives, helps them to build self-esteem and realise the value of their experience, but also objectively strengthens their position in society, enables them to enter different and valued roles and use different sources of social power for a better life. This course will focus on the necessary skills for working with people with dementia in terms of strengthening their power to ensure independent living in the community. The course is interested in examples of good practice in social work with people with dementia, with their carers and with the community in which the person with dementia lives. A search will be made for similarities and differences between the treatment of people with dementia in institutions and various forms of community care. The specificities of social work with people with dementia will be highlighted and the importance of multidisciplinary work in this field will also be underlined.



## Developing Neighbourhood and Community Support Systems

*Community social work as means and mediums of change in the society*

Although the community is traditionally a place where social work has been established and developed it seems that in recent decades this tradition has faded away. Social workers are less involved in direct work with communities and community development is more a political phrase than a reality. Social workers have to rethink their role in the community, especially when it comes to the questions of solidarity, principles of participation, empowerment, respecting human rights and personal dignity. The aim of the course is to create an open place for discussions and expertise which can encourage social workers to reclaim ethical community work.

### Course directors (alphabetically):

Vera Grebenc, University of Ljubljana, Slovenia  
Ronald Lutz, University of Applied Sciences Erfurt, Germany  
Reima Ana Maglajlić, Mental Disability Advocacy Centre, Hungary  
Nino Žganec, University of Zagreb

### 2014 Organising director:

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Nino Žganec, University of Zagreb  
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### Course description:

Austerity has become an everyday reality for social workers across the world, faced with a lack of resources new ways of practicing social work need to be found. Community social work has, since the Settlement movement and with traditions of Freire, Alinsky and others, always been oriented towards creative solutions for existing challenges. Today, answers are needed to neoliberal tendencies in society, which impose commercialisation and mercerisation not only in the social sector, but also in education, culture, health and others, subverting them from their original mission, to provide efficiency and effectiveness, which is mostly measured in financial terms. The political and economic structures of society tend to be untouchable for ordinary citizens. The priorities of the political oligarchy are visible in their budgets. The social state is defined as an expense that can have its cost reduced.

This year's course will focus on the search for new ways on how to make social aspects of the community life priorities, not only residuals. Critical and radical social work should be revitalised, updated for the use in present. Elements of the planning process will be examined and ways will be sought to encourage meaningful participation of professionals and citizens within it. Planning and processing the 'new reality' could be achieved by a strong and committed civil society movement. It can steer the process of participation in the community and inclusion of people in the creation of responses and away from structures with power. As usual, local professionals will also be important partners in the programme. Dubrovnik as a city with a strong tradition of community work and commitment to develop community responses is an excellent place to learn together.