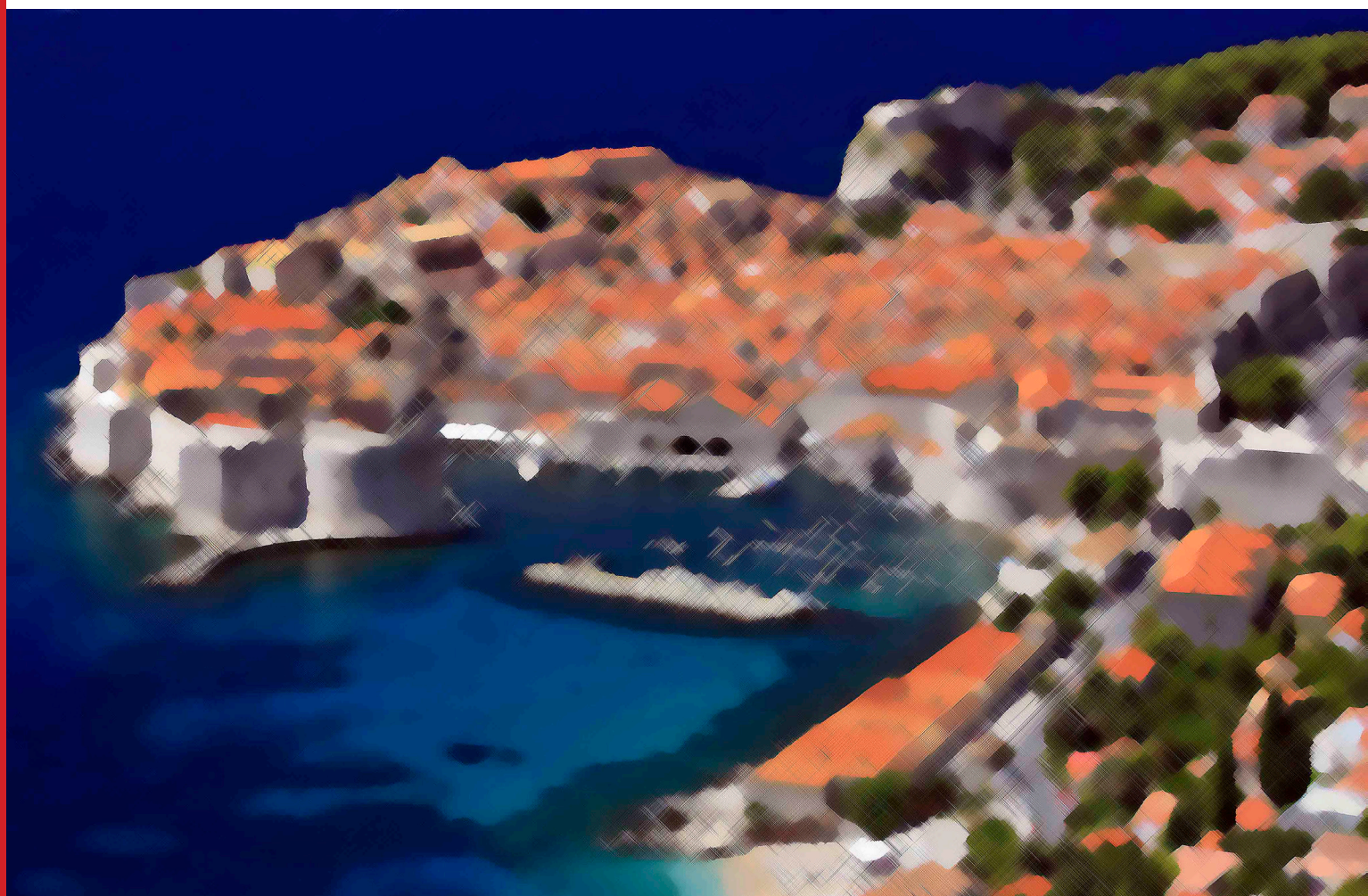


# PROGRAMME 2017



[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 the Inter-University Centre (IUC) in Dubrovnik. The Centre provides a post-graduate level set of social work courses for social work professors, and students, but also practitioners and service-users.

The courses provide an excellent opportunity to discuss contemporary issues in social work, while in a pleasant environment and with good people.

What makes our courses different is not only the environment in which they are held, but also their pace and depth.

In contrast, with more impersonal conferences and congresses, spending a week in a company of other engaged people enables in-depth dialogue and discourse, whilst facilitating the development of productive and collaborative relationships.

The School for Social Work Theory and Practice traditionally offers eight courses:

- Social Work Theories and Methods
- Social Work with Children and Families
- Social Work with Youth in Conflict with Law
- Social Work and Spirituality
- Social Work with Old Age
- Community Social Work
- Social Work and Social Policies
- Social Work and Deinstitutionalisation

This year we will apply a new format of courses in order to allow more collaboration among the courses and to work on the topics that transverse the boundaries of course themes.

## Schedule of the School of Social Work Theory and Practice for 2017

### June session: 18. 6. - 23. 6.

#### Transversal topics:

*Social Service Management  
Legal Frame and Social Process  
Families Facing Multiple Challenges*

#### Courses:

*Social Work with Youth in Conflict with Law  
Social Work with Children and Families  
Community Social Work  
Social Work Theories and Methods*

### September session: 10. 9. - 15. 9.

#### Transversal topics:

*Long-term Care  
Social Work in Natural and Political Catastrophes  
Social Work and Activism*

#### Courses:

*Social Work and Social Policies  
Social Work and Deinstitutionalisation  
Social Work with Old Age  
Social Work and Spirituality*

For the courses register with the IUC secretariat, school organising director, course organising director and/or any of the course directors.

Listings of the participants, events, presentations and course materials will be available at the web pages of the School.

#### Location of the events:

Inter-University Centre Dubrovnik  
Don Frana Bulića 4, HR-20000 Dubrovnik, Croatia

The annual offerings of the school are organised in the form of open space symposia.\* One is held in June and one in September. In each session we address issues related to the themes of the courses and each year we give special attention to strategic issues transversal to all the courses.

Participants are encouraged to contribute either in the form of a paper, workshop or any other appropriate means of presenting. The courses are conducted over five days, with morning and afternoon sessions. Their pattern is flexible and will be collaboratively determined on the outset of a symposium.

It is fair to state that the main difference between the course organising director, course directors, lecturers (resource persons) and other participants is in the amount of work invested into the programme before the 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. In terms of participation, we ideally look for one third faculty and researchers, one third well established, experienced professionals and one third students. Increasingly, service-users also participate in the courses and have proved to be a great asset.

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

The language of the school is English.

\*For more information on Open Space see:  
Owen, Harrison (1977), Open Space Technology. A User's Guide, San Francisco; Owen, Harrison, Opening Space for Emerging Order, [http://www.openspaceworld.com/brief\\_history.htm](http://www.openspaceworld.com/brief_history.htm)

The Wikipedia articles on the two methods are also quite useful as an introduction  
<https://en.wikipedia.org/wiki/BarCamp>  
[https://en.wikipedia.org/wiki/Open\\_Space\\_Technology](https://en.wikipedia.org/wiki/Open_Space_Technology)

## 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.

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.

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 programmes of the annual symposia.

Two ECTS are awarded for participation, five ECTS for active participation (slides or abstract), ten ECTS for active participation and a published report and fifteen 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 their home establishment for validation of the credits awarded if such an arrangement does not already exist.

The Inter-University Centre has some options for supporting participants who attend IUC programmes:

- Scholarships of the Croatian Ministry of Science, Education and Sports;
- IUC support.

For the further information check

IUC web page: <http://www.iuc.hr/scholarship.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 are located at the University of Ljubljana, [Faculty for Social Work](#), Topniška 31, 1000 Ljubljana, Slovenia

Fee per course/symposium:

EUR 90 for faculty and practitioners and

EUR 60 for students

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

The contact person is Danijela Štrman:

[danijela.strman@gulliver.hr](mailto:danijela.strman@gulliver.hr)

Phone: +385 20 410 880

Accommodation in the dormitory in the 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>

The School publishes journal which is available at:

<http://dialogueinpraxis.fsd.uni-lj.si/>



## Social Service Management



Social workers traditionally have been trained for direct service to individuals, families, and communities. When they became managers, they mostly have learnt on-the-job. As social services have become more complex, funding more uncertain, and competition for resources greater, the management of social services has become a specialty in itself, requiring specialty education. What should that training be and what academic field should provide it? Are the skills and knowledge of social service management so similar to business and public management education that they should assume that training, or is it important for social service managers to have social work's commitment to ethics, its mission, and the welfare of service recipients?

This course will include these issues and more specific discussions about what skills, knowledge, and perspectives social service management education should include. For example, should experience as a social service provider be a prerequisite for managing social services? What are the best ways to teach the 'soft skills' of social service management, such as leadership, decision making, its mission, governance, systems, structure, and advocacy? How should the 'hard skills' of budgeting, resource acquisition, needs assessment, strategic planning, program planning and design, and human resource management be taught? What are the options for affecting organisational change, improving organisational culture and climate, and improving service effectiveness?

Social services also face difficult, changing, and complex policy environments, often leading to difficult choices. These include a commitment to its mission versus the need for resources; how to serve the most vulnerable populations, which may not be the focus of current policy; how to affect policy without jeopardising current services; how to respond to the contemporary problems of immigrants and refugees, the uncertainty of international agreements, and the devolution of the welfare state; and how to work with new trends in social services such as 'evidence-based practices,' social enterprise, peer workers, and social innovation?

**Key lecturers for the topic:** Jim Mandiberg, Hunter College, New York, USA and Vlado Dimovski, Faculty of Economics, University of Ljubljana

## Legal Frame and Social Process



While the task of social work is holistic and a comprehensive challenge of social injustice approaching users in a social context and considering all aspects of their lives, the lawyer's task is the assessment of facts without considering other aspects of their lives, as well as the user's emotions. The intention of law is social control as a whole and the maintenance of security; however, in a contemporary fast changing society this is a problem. The law should be stable while continually adapting to change. Social work, conversely, is the most apt to respond to unpredictable situations in contemporary society. Law is the frame, social work the flow.

Thus, as Roscoe Pound strongly pointed out 'social worker and lawyer should be co-workers... bringing together the technique and the experience of lawyers and of social workers and of making each fruitful for the advancement of justice.'

We will explore the legal context of social work practice and social context of law (sources of law, the legal system, the role of social workers in the legal system, human rights in social work practice, the issue of discrimination). We will draw from the different fields of: children rights and family law, juvenile justice, labour, protection of vulnerable adults (mental health, mental capacity, older adults, refugees, asylum). We will look at the unresolved issues of legal capacity and guardianship, restraint and no-restraint, try to untangle the knots of bad practices in social work (bureaucratisation, stigmatisation, disabling, etc.) and point the way to empowering ways in socio-legal procedures.

Is social work law's hidden desire to become more human? And social?

**Key lecturer for the topic:** Branka Rešetar, Faculty of Law (and founder of the Social Work course), University of Osijek

## Families Facing Multiple Challenges



Modern society offers increasingly more choices, including those related to the organisation of family life. New opportunities also bring new demands, tensions and challenges. Family life has always implied a constant search for a way to meet individual and family needs, making room for various roles, connections and negotiations, as well as the challenges of handling conflicts.

However, the opportunity to choose is not available to everybody. The growing inequalities in today's society that restrict seemingly abundant choices to more and more people bring additional challenges to family members. Many children, adults, elderly people, whole families and even communities suffer from poverty, which severely limits their opportunities. We know that few life contexts bring more adversities and affect people's health, family relationships, and the role of the family in the community, etc.

When families or family members face multiple challenges, they are often not getting the support needed. Despite interventions by a range of professionals, there is often little change in their lives over time due to the need for a more holistic approach. We need to establish services that are sensitive to new circumstances and strengthen individual and family resilience.

We will address various connected topics:

- The multiplicity of choices and new opportunities in everyday life in a society of growing social inequalities.
- The role of the family and other informal structures in handling numerous opportunities as well as restrictions (due to inequality) in modern society.
- Multiple challenges as part of the life story or permanent reality, often inherited through generations.
- From the problem of multiple labels and the dispersion of help to the development of a holistic and integrated approach.

**Key lecturer for the topic:** Gabi Čačinovič Vogrinčič, University of Ljubljana



## Social Work with Youth in Conflict with 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, Loughborough University, England  
Đuka Stakić, Penn State University, USA  
Joe Yates, Liverpool John Moores University, England

### 2017 Organising directors:

Joe Yates, Liverpool John Moores University, England.  
Email: [J.Yates1@ljmu.ac.uk](mailto:J.Yates1@ljmu.ac.uk)  
and a guest organising director:  
Marsida Grami, University of Tirana, Albania  
Email: [marsida.grami@gmail.com](mailto:marsida.grami@gmail.com)



## Social Work with Children and Families

Children and families that need social work help usually face numerous internal and external stressors that are often associated with difficult living conditions, which can lead to overload and destabilisation. The course focuses on the collaborative social work with children and families. It means the processes in which we develop the opportunities for the desired changes with all the participants in a working relationship of co-creation.

In an environment where families face several challenges, children are vulnerable and are in need of guidance from their parents to help nurture themselves into healthy adults. A quote by Rita F. Pierson describes this need: 'Every child deserves a champion, an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be'. But most important; the UN Convention on the Rights of the Child focuses on the health and safety of children. As professionals, educators, and researchers we should all try to empower children and families who are in need.

With the focal point on the UN convention on the rights of the child, we will focus on the aforementioned issues. To do so, this course focuses on the multiple challenges and choices families or family members face, the holistic approach that is needed to sustain change, and how we can establish services that are sensitive to new circumstances and strengthen individual and family resilience. We explore how children and their families can empower themselves with the support of their environment and education. And finally, we focus on the role of the family and other formal or informal structures in handling numerous opportunities as well as restrictions in modern society.

### Course directors (alphabetically):

Jim Lurie, Norwegian University of Science and Technology, Trondheim, Norway  
Nina Mešl, University of Ljubljana, Slovenia  
Linda Rothman, HAN - University, Netherlands  
Torill Tjelflaa, Norwegian University of Science and Technology, Trondheim, Norway

### 2017 Organising director:

Linda Rothman, HAN - University, Netherlands  
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## Community Social Work

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  
Nino Žganec, University of Zagreb, Croatia

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## Social Work Theories and Methods

This course seeks to explore the development of social work knowledge and its use in different countries. It examines a range of theoretical models and takes 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):

Vito Flaker, University of Ljubljana, Slovenia  
Michaela Moser, University of Applied Sciences, St. Poelten, Austria  
Mari Nordstrand, Norwegian University of Science and Technology, Norway

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## Long-term Care



Long-term care is a phenomenon that can be described as a response to demographic changes faced by all countries in the world. The rapid aging of the population and the simultaneous decrease in the percentage of the young population in modern industrial societies, have radically affected the systems that until recently have been relatively stable. Higher life expectancy, the advance of medicine, the decrease in the share of an active population and the increasing number of assistance-dependent persons, have caused changes in family and intergenerational relations. The ratio between people assisting and receiving care has radically changed. Consequently, the risk of the failure to provide adequate care and support has increased, while at the same time the burden shouldered by those who provide care has become heavier. Another reason for the launching of long-term care debate is the process of deinstitutionalisation - the closure of large institutions and the restructuring of care towards alternative forms of community services. The paradigm of care has also changed; the emphasis is now on the person and his or her needs, and assistance is considered to be effective if it responds to a person's needs in accordance with his or her expectations. In a new area of integrated long-term care that enables various disciplines to form common strategies for help and solidarity, social work has to define its role.

At the September session we will focus on specific questions related to social work, i.e. the relationship between formal and informal help; development of the new information and telecommunication technologies based on the needs of older people; how to include older people as the users of long-term care in the new system of care; how to include older people in research and projects which attempt to identify new ways of care provision; what are the cultural contexts of long-term care, etc.

**Key lecturer for the topic:** Sue Taplin, Anglia Ruskin University, UK

## Social Work in Natural and Political Catastrophes



The focus within this theme will be on social work and social policy responses to natural and political catastrophes, recognising that the border between what is 'natural' and what is 'man-made' is extremely porous. The ongoing influx of refugees into Europe, the majority of them coming from countries in the midst of armed conflict (such as Syria, Afghanistan, Iraq, and Mali) in which several European countries have intervened, or are still intervening militarily, is perhaps the most dramatic instance of the challenges social workers, policy makers and activists face. The many migrants not classified as refugees, but as 'economic migrants' who run away from economic and social catastrophes, partly related to the impact of neoliberalism and partly to endemic corruption and the return to fundamentalism, also deserve our attention.

How should activists, social workers and communities respond to these types of disasters? How can immediate relief on the front lines be combined with advocacy to tackle the root causes of disasters and conflicts? Why has social work education and practice neglected the impact of these catastrophes both on social work and on the people it serves and what can be done to correct this? What can be done to promote sustainable solutions at the global levels, within international organisations who, formally at least, exist to promote and defend human rights? What are the current and future challenges for social work responses to the impacts of climate change, including climate-induced migration, flooding, and ill-health impacts? How can social work responders 'do no harm' and promote dignity and empowerment?

**Key lecturer for the topic:** Shula Ramon, University of Hertfordshire, UK

## Social Work and Activism



Within this theme, participants will explore aspects of the existing and potential future relationship between 'social work' and 'activism', both broadly conceived. Traditions of 'radical' and 'anti-oppressive' social work, with the goals of social transformation, justice and empowerment, may become similar to, or overlap with forms of activism, including 'grassroots' and 'community action' movements. Activism within social work can take many forms, involving working alongside service users and others to articulate and argue for their demands for social change. At the same time, some contemporary forms of activism may challenge some of the social control functions of 'orthodox' social work posing questions for social workers as to 'whose side they are on'. In the face of growing authoritarian populism, xenophobia and racism in many parts of the world, can social workers afford not to be activists? Finally, how can social workers learn from activist movements, whether they are focused on climate change, the commodification of the 'commons', or on social injustice? How can both social work and activist movements avoid bureaucratisation and 'projectisation'? Rather than provide answers to these questions, within this theme we will create a safe space for critical reflection and dialogue. Examples of local varieties of global activism (Occupy, alterglobalisation, Right to the City, etc.) will be discussed alongside examples of activism which originated in South East Europe (autonomous cultural spaces, Maribor protests, etc.). Ideas as to what and how to create this dialogue are more than welcome.

**Key lecturer for the topic:** Michaela Moser, University of Applied Sciences, St. Poelten, Austria

## Social Work and Social Policies



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 early career 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 Hämmäläinen, University of Eastern Finland Kuopio, Finland  
Paul Stubbs, The Institute of Economics, Zagreb, Croatia  
Riitta Vornanen, University of Eastern Finland Kuopio, Finland

### 2017 Organising director:

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## Social Work and Deinstitutionalisation



Deinstitutionalisation has become central to social work, as it changes 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, and how to prevent mini institutionalisation and trans-institutionalisation in the community.

### Course directors (alphabetically):

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

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### Potential contributors (alphabetically):

Miroslav Brkić, Serbia; Jean-Yves Febery, France; Mirko Jankelić, Serbia; Martina Kalčić, Croatia; Ladislav Lamza, Croatia; Roberto Mezzina, Italy; Jan Pfeiffer, Czech Republic; Hans Pfeifferer Wolf, Germany; Andreja Rafaelič, Slovenia; Shula Ramon, UK.

## Social Work with Old Age



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, demographical 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 this challenge.

### Course directors (alphabetically):

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

### 2017 Organising director:

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## Social Work and Spirituality



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 community. 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, Massey University, New Zealand  
Jörg Zeller, University of Aalborg, Denmark

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