



School of Social Work  
Theory and Practice

# PROGRAMME 2016



[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 at the moment offers nine courses:

- *Social Work Theories and Methods*
- *Social Work with Children and Youth*
- *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*
- *Precariat and Social Work*

## Schedule of the School of Social Work Theory and Practice for 2016

### First week: 12. 6. - 18. 6.

#### *Social Work Theories and Methods*

What works in social work? - Towards a syntax of doing

#### *Social Work and Spirituality*

The purpose and meaning of spirituality in human lives and its manifestations in social work praxis.

#### *New course - Precariat and Social Work*

### Second week: 19. 6. - 24. 6.

#### *Community Social Work*

Collective responsibility for the future - communities on the move.

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

International Perspectives on Working with Vulnerable Youth in Conflict with the Law.

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

Social work with children and youth within the community.

### Third week: 11. 9. - 16. 9.

#### *Social Work and Social Policies*

Social work and social policy responses to the refugee crisis.

#### *Social Work with Old Age*

Social work and long-term care.

#### *Social Work and Deinstitutionalisation*

Cross-narratives of deinstitutionalisation.

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

Annual offerings of the school are organised in the form of symposia. This year courses are held over two weeks in June and one week in September. We organise a conference every five to ten years.

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 programme for each of the nine courses is offered in the form of a symposium. The course is conducted over five days, with morning and afternoon sessions. Its pattern will however remain flexible and will be determined by the specific requirements 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 programmes of the annual symposia.

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 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.

## 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.

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

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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 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).

The contact person is Katarina Dumančić:

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

Phone: +385 20 410 880

Accommodation in the dormitory in the IUC building is available from

DORMITORIJ d.o.o. Don Frana Buliča 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 Work Theories and Methods



*What works in social work? - Towards a syntax of doing*

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, Sør-Trøndelag University College, Trondheim, Norway

### 2016 Organising director:

Vito Flaker, University of Ljubljana, Slovenia  
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### Course description:

The course title - Theories and Methods - can be expressed as Praxis. In social work, theories are needed to do a better job - which is mainly to improve people's lives. The explanation is not sufficient - effect is what people need.

Social work is engaged on many planes of existence. It is anchored in everyday life (life-world), but also transverses across legal, financial, organisational, political and cultural matters, in order to achieve the its goals of empowerment, (social) security, access to public and common goods and solidarity.

We will try to pinpoint the basic social work operations and examine how they, in practice, link to the various resources and frameworks of action (movements, state, market, networks). We will try to explore how they interact with the space, actors, define the objectives and produce professional ethics. We will seek to construct, not the idea of social work, but the machine that works. This will be achieved by relating our experiences, drafting the blueprints and looking for the means of empowerment. Also by digging into the history to find and deconstruct the elements that hinder or promote our actions.

### Recommended reading:

Flaker, V. (2006) 'Social work as a science of doing: in the praise of a minor profession' in Von der Idee zur Forschungsarbeit: Forschen in Sozialarbeit und Sozialwissenschaft, V. Flaker & T. Schmid, T. eds Böhlau Verlag, Wien.

Flaker, V. (2012) 'Welfare matrix: who generates and owns the resources in social care', Dialogue in praxis, vol. 1(14), no. 1-2 (22-23), pp. 89-109. Available at: <http://dialogueinpraxis.fsd.uni-lj.si/index.php?id=5&a=article&aid=16>

Jordan B. (2012) Individualisation, liberal freedom, and social work in Europe, Dialogue in Praxis: A Social Work International Journal, Volume 1 (14) Issue 1-2 (22-23), 2012, pp. 7-25, [On line] Available at: <http://dialogueinpraxis.fsd.uni-lj.si/index.php?id=5&a=article&aid=10>

## Social Work and Spirituality



*The purpose and meaning of spirituality in human lives and its manifestations in praxis of 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 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  
Lennart Nørreklit, University of Aalborg, Denmark  
Jörg Zeller, University of Aalborg, Denmark

### 2016 Organising director:

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### Course description:

We will inquire into the spirit of social work and ways of awakening the internal motivation of individuals, groups and communities in order to bring forth the world. This year's symposium will focus on the purpose and meaning of spirituality in human lives and its manifestations in the praxis of social work. Participants will bring a 20-minute engaging presentation or activity encompassing their personal, professional and political view of the topic and these will be peer and self-reflected on, debated and discussed.

Participants will have an opportunity to dialogue about religion, politics, money, sex, spirituality and other taboo themes in a safe, respectful and appreciative environment. Each presentation will be a starting point for a publication in the Dialogue in Praxis journal.

The symposium will be offered as an academic co-creative inquiry, which means that it will be co-created with participants as equals. Everybody will have a chance to participate in terms of the process and the content of the course. On the first day, we will co-create the individual and group intentions for the week, which usually cover personal, professional and political aspects. We will go on a spiritually relevant field trip and full attendance is required.



## New course - Precariat and Social Work

Sometimes we do not see the wood for the trees. Precariat "trees" grow everywhere. Seemingly, precariat - people facing extreme insecurity of life and work conditions - is an unavoidable fate for an increasing number of individuals. If it seems impossible to eliminate the causes of human misery, the only thing you can do is to alleviate its effects. This is usually taken as the task of social work. In a way, precariat thus becomes the principal issue of the social worker. What then shall we do about precariat in a School of Social Work course? Perhaps we could try to change the strategy and investigate the life-conditions of the wood instead of just treating symptoms of the trees. The intention of the course could then be to encourage its participants to use all their imagination, empathy, reason, experience, and intuition to find new ways of how a barely sustainable wood could be transformed into a life-affirming environment of whatever kind of trees.

### Course directors (alphabetically):

David Kergel, University of Oldenburg, Germany  
Jörg Zeller, University of Aalborg, Denmark

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### Course description:

As a philosopher and organising director of a new social work IUC course I pondered upon why I should organise such a course, and, if I found an affirmative answer, how I should do this. The "why" is simply answered: precarity generates people that need social help and thus provides the *raison d'être* for Social Work. So it seems obvious to deal with precarity issues in a Social Work School course. How to do this is more difficult. As a philosopher landing some years ago in Dubrovnik on Social Work soil I came to know a very pleasant, open-minded and experimenting atmosphere. With this background, I propose a workshop-like organisation of the precarity course that hopefully will inspire the participants to invent bold ideas and ingenious experiments about how precarised people could be empowered to get rid of the precarity damages of their life. I call the experimental method that I propose to apply for this purpose: Existential Theatre. It is inspired by Wittgenstein's method of language games and by Brecht's idea of an epic theatre that allows to experiment with alternative varieties of problem solving.

## Community Social Work



*Collective responsibility for the future - communities on the move*

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

### 2016 Organising director:

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### Course description:

The challenges of the world today are complex and diverse and social work as profession cannot avoid the core reality of its socio-economic and political context of the current world. We live in an era of unprecedented human mobility and migration and they play an important part of shaping the geographical, political, economic and cultural environment. Neo-liberal economics, war conflicts and environmental disasters create displaced and dehumanised people who suffer on all continents and are deprived of the basic human rights. Global climate change and desertification have threatened the livelihoods of millions of people. The mobility, however, brings diversity and connects communities within and across borders to create new linkages among localities. We can observe many reactions toward permanent change and insecurity of life. Escapes into the safe privacy, occasional humanitarianism, manifestation of military and police power, intimidation of vulnerable and racism toward 'others'.

This year's course will focus on the search for answers how to understand reality and how to place social work as a profession into the changing communities. The ethical responsibility of today professionals is to advocate and promote humanistic values and to respond to human suffering. The attitude of social work professionals legitimates the attitude of community. Therefore, important questions for social workers today are: How to deal with fear, lack of resources, racism and selfishness to create and encourage communities for human, responsible and compassionate co-creation of life in the future.

## Social Work with Youth in Conflict with Law



*International Perspectives on Working with Vulnerable Youth 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, Loughborough University, England  
Đuka Stakić, Penn State University, USA  
Joe Yates, Liverpool John Moores University, England

### 2016 Organising directors (guest):

Julie Shaw, Liverpool John Moores University, England  
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and

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### Course description:

This year, we will focus on young people in conflict with the law who could also be considered 'vulnerable'. Whilst all children in conflict with law can be considered vulnerable, we are particularly interested in exploring those aspects of vulnerability where children face additional challenges. This might include children in the care system, children with mental health needs, children with special educational needs, children in need of protection and any other forms of vulnerability. We will then consider how these vulnerability factors can contribute to the experience of and responses to young people within a youth justice and social work context.

We are interested in children and young people who are in conflict with the law at all stages of the justice process, from being at risk of offending to those in custody. Beyond the justice system, we will explore how various interventions (including social work, education, health, voluntary and social policy approaches) can be deployed in response to the additional challenges vulnerable young people face. We are interested in sharing international approaches to practice in this area, with a view to considering evidence relating to what works well and what could be improved in the future. Within our theme of vulnerability, we will also discuss how vulnerable young people are conceptualised by the youth justice process within various jurisdictions: are young people considered to be vulnerable and in need of protection or primarily as offenders in need of control?

Although we have outlined various areas of interest, we would welcome any papers related to vulnerable young people who are in conflict with the law.



## Social Work with Children and Youth

*Social work with children and youth within the community*

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):

Jim Lurie, Norwegian University of Science and Technology, Trondheim, Norway  
Linda Rothman, HAN - University, Netherlands  
Torill Tjelflaat, Norwegian University of Science and Technology, Trondheim, Norway

### 2016 Organising director:

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Linda Rothman, HAN - University, Netherlands  
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### Course description:

Article 12 in the UN Convention on the Rights of the Child aims to safeguard the right of the child to be heard. This article will be emphasized in the presentations. Within social work there are several ways to focus on children's rights. One of the ways to make the child's rights a central goal within social work is to involve the client in the support he/she receives. Client participation and decision-making have become increasingly important in the delivery of community services to children and young people. Empowerment of children and parents is an important goal, but one which raises challenging questions about the appropriate role of professionals, volunteers and the family in service delivery.

In the course we will focus on different kinds of child welfare services to children and youth at local level: community care, home based services, specialised teams etc., and how the concept of empowerment is highlighted in the social work conducted. Among issues to be addressed are client participation, community participation and shared decision making.

## Social Work and Social Policies



*Social work and social policy responses to the refugee crisis and political conflict*

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 Hämäläinen, University of Eastern Finland Kuopio, Finland  
 Paul Stubbs, The Institute of Economics, Zagreb, Croatia  
 Riitta Vornanen, University of Eastern Finland Kuopio, Finland  
 Shula Ramon, University of Hertfordshire, England (guest director for SW in political conflict input)

### 2016 Organising director:

Riitta Vornanen, University of Eastern Finland Kuopio, Finland  
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 and

Paul Stubbs, The Institute of Economics, Zagreb, Croatia  
 Email: [pstubbs@eizg.hr](mailto:pstubbs@eizg.hr)

### Course description:

This year our main focus is on social work and social policy responses to the refugee crisis (and underlying political conflicts). In the last year, Europe has faced the most significant influx of refugees since the Second World War. Refugees in search of safety and a better life have faced, instead, barbed wire, hazardous and often deadly sea crossings and a hostile reception from the authorities. Instead of offering a united front, European Union leaders have blamed each other, argued over quotas and often not fulfilled their obligations under international law. Political responses to the crisis have pandered to, and often fueled, rising racism and Islamophobia. At the same time, activists and ordinary people have become the first responders on the front line, offering food, clothing and support to meet the basic needs of refugees on their journey on the 'Balkan route', also with memory of own displacement in the wars some twenty years earlier. Actors in civil society have become the most articulate in arguing for states to treat refugees with dignity and respect and to develop sustainable solutions to the crisis, rather than continuing to obsess about so-called 'national security'. We will also look also in the source, the fate and the 'protection' of the UN in their own countries; the "solutions" of camps, their usefulness and justification; social attitudes to soldiers participating on behalf of their country; the impact of such conflicts on social workers; the ethical dilemmas in such contexts and the role of social work education.

We welcome presentations which discuss the challenges posed by the refugee crisis, including academic reflections, policy proposals and testimony of first-hand experience. We will reflect on these experiences and consider how to promote a more progressive, ethical and humane response in the future. In addition, we welcome presentations which focus on social policy and social work responses to migration in its wider sense, as well as the role of social work and social policy in promoting anti-racism and strengthening multi-cultural communities.

## Social Work with Old Age



*Social work perspective in long-term care*

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

### 2016 Organising director:

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 E-mail: [jana.mali@fsd.uni-lj.si](mailto:jana.mali@fsd.uni-lj.si)

### Course description:

Long-term care is a phenomenon that can be described as a response to demographic changes faced by all countries of 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 alter-native forms of community services. While some think that this radical change is a cause for alarm, it can also be perceived as an incentive to search for new forms of co-existence and solidarity. Accordingly, long-term care will be a key factor

in ensuring social stability in the future. The paradigm of care has also changed; the emphasis is now on the person and his/her needs, and assistance is considered to be effective if it responds to a person's needs in accordance with his/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 with older people has to define its role. At the symposium 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.

### Recommended reading:

Flaker, V. (2011) 'Long-term care - a challenge to the crisis and a new paradigm of care', *Dialogue in Praxis: A Social Work International Journal*, vol. 0 (13), no. 0 (21), pp 57-66. <http://www.dialogueinpraxis.net/index.php?id=5&a=article&aid=8>  
 Flaker, V., Grebenc, V., Kodele, T., Mali, J., Urek, M. (2014) Where do you live? - Housing and long-term care. *Dialogue in praxis*, vol. 2 (15), no. 1-2 (24-25), pp 111-132. <http://dialogueinpraxis.fsd.uni-lj.si/index.php?id=5&a=article&aid=31>.  
 Mali, J. (2012) 'Deinstitutionalisation as a challenge for the development of community-based care for older people', *Dialogue in praxis*, vol. 1 (14), no. 1-2 (22-23), pp 57-69. <http://dialogueinpraxis.fsd.uni-lj.si/index.php?id=5&a=article&aid=13>.  
 Rafaelič, A., Nagode, M., Flaker, V. (2013), 'Direct payments as a means of long-term care provision and a vehicle of resettlement from total institutions', *Dialogue in praxis*, vol. 2 (15), no. 1-2 (24-25), pp 93-109. <http://dialogueinpraxis.fsd.uni-lj.si/index.php?id=5&a=article&aid=30>.



## Social Work and Deinstitutionalisation

*Cross-narratives of 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 deinstitutionalisation. 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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and

Andreja Rafaelič, University of Ljubljana, Slovenia (guest)  
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### Course description:

Deinstitutionalisation has become a global platform and one of the main concerns of care provision in the EU. It has, however, had different beginnings, has been performed in different ways, with different speed, different principles and methods. People (professionals and service users) involved in the process have different experiences: in terms of political will, support and obstacles they face. However, different narratives of deinstitutionalisation show that the process of transition from institutional to community care is a very challenging one with opportunities and obstacles.

Deinstitutionalisation is also a narrative that crosses different and assembles diverse planes of action. It is a profoundly personal experience, encompassing methodical, organisational, financial, legal transformations, actions and arrangements. Above all, it is a highly ethical enterprise and produces a "spirit of deinstitutionalisation" - a movement of radical humanism, hope and change - the practical utopia. Experiences on deinstitutionalisation also call for international support, collaboration and action - not only on the level of creating joint policy and deinstitutionalisation strategies, but also on the level of everyday struggles for a world without institutions. Therefore, the course on deinstitutionalisation this year is an opportunity to share different accounts and experiences of deinstitutionalisation, and a meeting to search and create new ways of cross-national collaboration between different people working on the transition from institutional to community care.

### Potential contributors (alphabetically):

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

### Recommended reading:

Common European Guidelines on the Transition from Institutional to Community-based Care. Available at: [www.deinstitutionalisationguide.eu](http://www.deinstitutionalisationguide.eu)  
 Flaker, V. (2015) 'Deinstitutionalisation as a machine', *Dialogue in Praxis*, vol. 4., no. 1-2. Available at: <http://dialogueinpraxis.fsd.uni-lj.si/index.php?id=5&a=article&aid=45>