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**LIFELONG LEARNING PROGRAM  
INTERNATIONAL SUMMER SCHOOL:**

***Innovative Social Work Research in Southeast Europe: Integrating Justice, Human Rights,  
and Civic Engagement***

Sarajevo, 03 – 07 September 2023.

**LIFELONG LEARNING PROGRAM**  
**INTERNATIONAL SUMMER SCHOOL:**

*Innovative Social Work Research in Southeast Europe: Integrating Justice, Human Rights,  
and Civic Engagement*

**ORGANIZATION OF THE PROGRAM**

*University of Sarajevo, Faculty of Political Sciences*

*University of Prishtina, Faculty of Philosophy*

**PROGRAMS' LEADERS**

Prof. dr. Sanela Bašić, University of Sarajevo, Faculty of Political Sciences, [sanela.basic@fpn.unsa.ba](mailto:sanela.basic@fpn.unsa.ba)

Prof. dr. Vjollca Krasniqi, University of Prishtina, Faculty of Philosophy  
[vjollca.krasniqi@uni-pr.edu](mailto:vjollca.krasniqi@uni-pr.edu)

**PROGRAM DESCRIPTION**

Social Work education has emerged into an important field of study and practice in Southeast European countries, playing an important role in preparing students and practitioners to address social issues and rising inequalities. Gender and leadership and one of the core domains of social work education. This project focuses on the role of social work education for gender equality and leadership in Southeast Europe. It is premised on a summer school that takes place annually and “travelling” across the region to enable student and teacher mobility, and also enhance regional cooperation and integration in higher education. This project is the first of its kind to take place in the region that places gender and leadership at the core of the curriculum. The first international summer school on *Gender and leadership in social work in Southeast Europe* was organized at the University of Pristina, 04 – 10. September 2022.

The main objective of the summer school is to offer social work students and practitioners a learning space to deepen knowledge and critical thinking skills on international social work issues and get acquainted with best practices on how to address the needs of their home communities and also those related to the larger global community, such as migration, poverty, and environment issues. The project also aims to build connections among social work educators, students, and practitioners in the region and internationally and lay foundation for leadership on social justice issues and transformative politics.

The summer school offers a unique opportunity for students and women leaders in social work education in Southeast Europe to enhance knowledge and exchange ideas and lessons learned on gender and leadership within the larger frame of international social work, yet with authentic experiences and situated knowledges of educators from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Kosovo, North Macedonia, and Slovenia gathered around the Southeast Europe Academic Women's Leadership Network, established in June 2013.

The summer schools contribute to continuous professional development of the network and sustains their engagement on institutional reform and striving for excellence in social work teaching and research. Renowned US based social work educators Dr. Julia M. Watkins and Dr. Barbara Shank are honorary co-chairs of the Summer School.

The Summer School consists of three main strands:

- I. Theories:** Gender theories, human rights, and social justice.
- II. Research and development:** research methods: qualitative and quantitative, evidence-based action research, visual methodologies.
- III. Practice:** leadership, curriculum development and accreditation, licensing, community work and interventions.

Aiming at the continuous development of social work education in Southeast Europe, the project builds on the vision of an education that blends local, international and global perspectives and approaches that take gender into account to inform strategies for a genuine social change and transformative leadership. To sustain engagement of social work educators and practitioners on most pressing issues the societies in Southeast Europe are facing, and globally induced by the Covid-19 pandemic, rise of rightwing ideologies, and environmental crises, an education project that seeks linkages between academia and practice becomes of paramount importance. That said, the summer school is an endeavor that plants seed of leadership through social work theories, research paradigms and practices to inform policies and activism on gender and social justice locally and globally. This is a long-term endeavor, a "travelling" school in time and space across Southeast Europe fostering collaborations and partnerships with Social Work schools, social work practitioners, students, communities, and institutions.

The vision of the project is that women academics in Southeast Europe will be resilient and empowered to reform related work in higher education and play an active role on gender equality and leadership to address pressing social issues nationally, regionally, and internationally.

This will be achieved through three distinct, but mutually supportive outcomes and objectives.

**Outcome # 1** Women academics, students and social work practitioners, and women leaders engage in social work education, to develop a vision towards an international education on gender and leadership and seek ways to effect change.

**Objectives:**

- 1.1 Establish working groups to identify commonalities and pressing social issues to inform the social work curriculum development.
- 1.2 Establish a forum for dialogue on leadership and social development.

**Outcome # 2** Participants actively integrate gender and leadership frames into social work studies using participatory and evidence-based approaches for improvement of social conditions of the diverse communities in Southeast Europe, and beyond.

**Objectives:**

- 2.1 Integration of leadership and gender throughout social work curriculum home countries as modules and/or standing alone courses at BA and MA levels.
- 2.2 Establishing advisory committees on leadership in social work education.

**Outcome # 3** A participatory learning process, using positive experiences, challenges and opportunities to inform ideas for leadership in higher education.

**Objectives:**

- 2.1 Mentoring of international students and practitioners seeking to advance their social work practice
- 2.2 Contribute to engaged experiential pedagogies in social work curriculum with case studies grounded on local practices of women leaders, social work educators and practitioners, as well as civil society activists.

The first cycle of the summer school focused on the first strand dealing with gender, leadership, and social work theories, while the second one will focus on *Innovative Social Work Research in Southeast Europe: Integrating Justice, Human Rights, and Civic Engagement*

A globally accepted definition of social work as a practice-based profession and an academic discipline (IASW, 2014) helps bridge the gap between the two components of social work: “academic” and the “field.” Indeed, traditionally this has been a complex and often, not an easily harmonious relationship. Research is the foundation of every academic discipline and profession. Research has been part of the social work discipline from the outset encompassing diverse methodologies such as needs assessment, practice evaluation, data collection on social problems, seeking to understand the experience of people with whom social workers work, exploring the dilemmas and contradictions of practice and (Ife, 2012) making visible the limitations of the welfare state and social policy.

Today, social work research represents a vibrant activity with diverse epistemologies and methodologies gaining recognition and relevance. The time when social work was considered as lagging in research, and as a result labeled a “weak science” are past. **Social work research has developed in scope, quantity, and quality recognizing and valuing diverse forms of knowledge production, embracing hermeneutics, emancipatory, local and indigenous forms of knowledge.** Social work research also promotes research methodologies that give voice to

service users, taking into account service users' knowledge as equally relevant to scholarly knowledge, hence paving the way toward co-creation of knowledge, and embarking on participatory action research.

In the last two decades, social work research has gained new momentum and relevance. Knowledge production is crucial for evidence-based policy-making to address social issues and promote social justice. **Research plays an important role in social work, informing public policy and interventions to improve the well-being of individuals, families and communities.** Research enables a deeper understanding of the social, economic, and cultural factors that impact the lives of persons and communities that social work is mandated and seeks to serve, and identify effective measures to address the challenges they face. Moreover, research provides valuable insights into different ways and modes of living in a given society, the logic behind and justification of human action, and is fundamental to formal education and civic engagement against prejudice and discrimination.

In SEE countries, there is a longstanding social work research community, part of the global systems of knowledge production. Social work education is located predominantly wholly within universities and hence the bulk of social work research is conducted in academia. Diverse stakeholders engage in research to inform evidence-based public policy. Social work academics in the departments of social work are actively involved in the creation of new knowledge for social work curriculum and practice to support the vision of the SEE, part of the European Union. Social work scholars in SEE are developing new, creative, and imaginative research methodologies to capture the new ontology of the SEE region shaped by deeply rooted authoritarianism, the legacy of violent ethnic conflicts and nationalism, and the rising social and economic inequalities. **The social work research community is extending existing and developing new epistemologies and pedagogies in social work education for equitable access to welfare, social development, and an actively engaged citizenry.**

Social work research reflects the values of the profession. That is, it encompasses human dignity and human rights, the individual right to development, social justice, social change, and the empowerment of people, and as well, it considers the ethics of responsibility for the "Other" as an epistemological principle.

The second summer school entitled "Innovative Social Work Research in Southeast Europe: Integrating Justice, Human Rights, and Civic Engagement" aims at showcasing, promoting and reflecting on diverse methodologies that lead towards social change, democratization, and just citizenship across the SEE region. The aim of the summer school is twofold: (i) to educate social work students to become critically minded users of research, and (ii) to educate the next generation of social work researchers to engage critically on epistemologies and methodologies in research and practice for social development, democratization, and social justice.

## **PARTICIPANTS**

The Summer School gathers 40 participants including teaching staff, students, and guest speakers from the host country. The duration of the Summer School is seven days, including travel. Teaching will be combined with lectures and workshops, guest speakers' presentations, round tables, field visits of social work institutions.

The Summer School is open to BA, MA and PhD students in social work, social work practitioners from Southeast Europe, as well as to international students beyond Southeast Europe. It fosters partnerships with European and the United States (US) based social work schools for the study abroad programs. The summer school also builds partnerships with national associations of social workers and civil society organizations dealing with human rights, justice, and civic engagement.

The summer school *Innovative Social Work Research in Southeast Europe: Integrating Justice, Human Rights, and Civic Engagement* will be attended by 18 students – participants from following countries: Bosnia – Herzegovina (4), Kosovo (3), Slovenia (2), Croatia (2), Albania (2), Greece (3), Bulgaria (2), and Serbia (1).

The project will connect with the existing and new ERASMUS+ mobility interinstitutional agreements of current partner universities: Hanze University of Applied Sciences in the Netherlands, Savonia University of Applied Sciences in Finland, University of Gothenburg in Sweden, University of Sofia in Bulgaria, and University of South Bohemia in Czech Republic, and several universities in the US: Denver University, North Carolina University, University of Georgia and Indiana University, and it actively seek new partnerships.

An interactive webpage of the Summer School <https://www.glsw-see.org/> provides detailed information on course conveners profiles, syllabuses, guest speakers, and students. It serves as

a hub to disseminate all relevant information from the international associations of school of social work and social work research conferences.

## **IMPLEMENTATION AND DURATION OF THE PROGRAM**

The program will be implemented as a summer school *Innovative Social Work Research in Southeast Europe: Integrating Justice, Human Rights, and Civic Engagement*, taking place 03 – 07 September 2023, after which participants would receive a certificate of successful completion of the program/certificate of attendance and acquired 3 ECTS.

## **PEDAGOGICAL APPROACH**

Student-center research will be a fundamental component to both courses. Embedded in this student-centered, problem-based environment will be the space and encouragement for my students to engage in self-directed class projects and pursuits that take us beyond Sarajevo and connect with other cantons. The students will have the opportunity to explore and understand the problem-solving and reform efforts related to the teaching of tolerance in multicultural settings around Bosnia and Herzegovina. Teachers' connections in the country will be used to engage in work and scholarly interests beyond the city. Course outcomes and knowledge, skills and competencies to be acquired are in detail described in the course syllabi.

### **Learning outcomes**

The Summer School curriculum is designed to examine gender and leadership as social and analytical categories, as well as principles of social work education and more broadly of economic and political structuring processes and policies. The course of study treats gender and leadership as mutually constitutive and foundational to social work as a discipline and practice. Of particular relevance is for students to gain an understanding of inter-disciplinary relations to the study of gender and leadership, with a focus on social work theories and methods. Learning outcomes are:

- To demonstrate an understanding of theoretical perspectives in the study of gender and leadership in social work.
- To use and discuss gender as an analytical category and its relationship to leadership.
- To demonstrate recognition of the cross-cultural differences and similarities on gender arrangements and their impact on leadership.
- To present and analyze the intersections of gender and leadership across different cultural and political contexts.
- To identify gender biases and opportunities for leadership through social work education and practice.

## **ADDITIONAL INFORMATION**

Program of the summer school, including overview and outlines of the lectures and CVs of the instructors are provided.



**Draft Agenda**  
**INTERNATIONAL SUMMER SCHOOL**

*Innovative Social Work Research in Southeast Europe: Integrating Justice, Human Rights,  
and Civic Engagement*

**SUNDAY 03/09**

Arrival of participants

19:00

Welcome *Dinner*

**MONDAY 04/09**

09:30 – 10:00

**Registration**

10:00 – 10:45

Opening Ceremony  
Prof. Sanela Bašić, Co-Chair  
Prof. Vjollca Krasniqi, Co - Chair  
Prof. Barbara Shank, Co -Chair  
Prof. Sead Turčalo, Dean  
Faculty of Political Sciences  
Prof. Enita Nakaš, Vice – Rector for International Cooperation  
University of Sarajevo

10:45 – 11.00

*Coffee break*

11:00 – 12:20

**Key note:**  
**With the Community for the Community**  
Prof. Carmen Luca Sugawara

12:20 – 12:40

**Lecture #1**



**Social work research and the role of IASSW**  
Prof. Annamaria Campanini, President of the  
International Association of Schools of Social Work

12:40 – 13:00      **Lecture #2**  
**Rules for Managing a Career as a Social Worker**  
Prof. Barbara Shank

13:00 – 14:00      Lunch

14:30 – 17:00      **Field Visit # 1 *Historical Museum***

20:00                  Dinner

**TUESDAY    05/09**

10:00 – 11:00      **Lecture # 3**  
**A Rights-based Approach to Professional and Organizational History**  
**Requires Transparency and Promotes Accountability**  
Prof. Jane McPherson

11:00 – 12:00      **Lecture # 4**  
  
**Critical historiography of social work: oral professional histories of**  
**social workers**  
Prof. Darja Zaviršek

12:00 – 12:15      *Coffee Break*

12:15 – 13:15      **Lecture # 5**  
**Research, practice, policy and social work program – Youth reach**  
**(hi)story**  
Prof. Gordana Berc

13:15 – 14: 30      Lunch

14.30 – 15.30      **Lecture # 6**  
**Making social work research findings usable in to practice**

Prof. Theano Kallinikaki

15:30 – 16.30 Lecture # 7

**Eco-Feminism and Social Work: Theoretical Perspectives and Praxis**

Prof. Vjollca Krasniqi and Amy Schakelford

17:00 – 18:30 **Field Visit # 2 *Zaboravljena djeca rata***

20:00 Dinner

**WEDNESDAY, 6 SEPTEMBER**

Field Visit to Srebrenica Memorial Center

11:30 – 12:00 **Welcome Address and Introduction into the Work of the SMC**  
Dr. Emir Suljagić  
Director

12:00 - 13:00 **Lecture # 8**  
**Morally Courageous Research**  
Prof. Kim Strom

13:00 – 14:00 **Lecture # 9**  
**Oral History Project of the Srebrenica Memorial Centre: Origins, Ethics, and Trauma Informed Approaches**  
prof. Ann Petrilla & Hasan Hasanović

14:00 – 14:15 Lunch

14:15 – 15:15 **Lecture # 10**  
**The Perception of Memorial Center Potočari-Srebrenica in Reconciliation Process in Bosnia and Herzegovina – Challenges, Obstacles and Opportunities**  
prof. Sarina Bakić

15:15 – 16:15 **Lecture # 11**  
**Dealing with the Past: Memorialization of the Missing Persons in Kosovo**

16: 15 – 17:15      prof. Vjollca Krasniqi  
Conversations with Survivors  
**Seeking Justice, Fighting Genocide Denial**  
Mothers of Srebrenica Movement

21:00                  Dinner

**THURSDAY, 07 SEPTEMBER**

09:00 – 10:00      **Lecture # 12**  
**Return migration and reintegration in Albania - What role for the local governance in enabling reintegration of Roma and Egyptian returnees?"**  
Prof. Elona Dhëmbo

10:00 – 11:00      **Lecture # 13**  
**Social entrepreneurship and social work: why, what, how**  
Prof. Rossitsa Simeonova

11:00 – 11:15      Coffee Break

11:15 – 12:15      **Lecture # 14**  
**Social work education responding to democratic decline: Insights from a policy practice initiative**  
Prof. Erika Bejko

12:15 – 13.15      **Lecture # 15**  
***Professional capacities in social services in child protection-Experiences of Bosnia and Herzegovina***  
Prof. Sanela Šadić

13:15 . 14:30      Lunch

14.30 – 16:00      **Workshop # 1**  
**Enhancing Your Leadership Skills by Knowing Your Decision-Making Style**  
Prof. Tom Morgan

19:00

*Closing Ceremony and Dinner*

**Barbara W. Shank, MSW, PhD, LICSW  
University of St. Thomas  
School of Social Work**

***“Rules for Managing a Career as a Social Worker”***

**Abstract:**

Social work is considered a practice-based profession and an academic discipline. There is no question that as an academic discipline, it encompasses three inter-related components: research, scholarship and service. For many, research has become the most important component of academic life. Summer School Sarajevo, **“Innovative Social Work Research in Southeast Europe: Integrating Justice, Human Rights, and Civic Engagement”** focuses on diverse research methodologies leading to social change, democratization, and just citizenship across the Southeast European region.

This talk will take us in a different direction. It focuses on an entirely different set of principles that underpin the three inter-related component of academic life. Some would label these principles as 'soft or weak science', not encompassing the scientific rigor needed for needs assessment, practice evaluation, data collection, analysis, etc.. These principles or 'rules', reflect three 'soft' values critical for managing one's professional and personal life: passion, commitment and integrity. They undergird one's research, scholarship and service and support one's ability to successfully manage a career as a social work educator or practitioner. These values are critical for shaping one's academic life.

Barbara W. Shank graduated from Macalester College with a BA in sociology, and then earned her M.S.W. and Ph.D. from the University of Minnesota. She has been engaged in social work administration for over thirty-five years, starting as BSW Field Coordinator and BSW Program Director and then as founding Dean and Professor of the School of Social Work at the University of St. Thomas and St. Catherine University. Her research interests included sexual harassment in the workplace and academe, social work curriculum and program development and 'teaching to mission'. She served BPD as Program and Conference Chair; NADD as President, Vice President/Program Chair, Treasurer and Co-Chair of the International Task Force; ICSD as Newsletter Editor and President; NASW MN Chapter as President and Secretary; Catholic Charities USA as Participating Observer on the Board of Trustees; CSWE as a Commissioner on the Commissions of Accreditation, Educational Policy, Global Education, and Information Management and Research, and Chair of the Board of Directors. She currently serves as a certified site visitor and on the Katherine Kendall Institute Advisory Board. Under her leadership, the School of Social Work at SCU/UST grew from 50 students to over 600, 4 to 34 full-time faculty and one to five programs. In 2014, the School of Social Work launched a DSW online program with a focus on 'Education as Practice'. Dr. Shank retired in 2018 and now holds the title of Dean and Professor Emerita.

**Prof. dr. Annamaria Campanini**  
**International Association of Schools of Social Work, President**

**“Social work research and the role of IASSW”**

**Abstract:**

The presentation will start with the analysis of the document on Social Work Research, approved by IASSW in 2014 and will underline the role of research for Social Work Education and Training as specified by the Global Standards approved by IASSW and IFSW in July 2020. A last point to be presented will be the IASSW initiative of supporting international projects that will involve at least three different countries.

**References:**

- *The IASSW Statement on social work research*, 9 July 2014 in Social Dialogue Magazine, vol.13 and on <https://www.iassw-aiets.org/the-iassw-statement-on-social-work-research/>
- Global Standards for social work education and training : [https://www.iassw-aiets.org/wp-content/uploads/2020/11/IASSW-Global\\_Standards\\_Final.pdf](https://www.iassw-aiets.org/wp-content/uploads/2020/11/IASSW-Global_Standards_Final.pdf)
- International projects: <https://www.iassw-aiets.org/iassw-international-projects/>

Professor Annamaria Campanini is the president of the International Association of Schools of Social Work and Retired Professor of Social Work at Milan Bicocca University. She holds a PHD from the University of Trieste and in 2009 she received an honorary doctorate from Loyola University in Chicago, for her leadership in International Social Work Education. Prof Campanini began her academic career in 1975. She has had a strongly developed interest in, and leadership of, Italian, European and International social work education. She was the coordinator of The European Social Work Thematic Network from 2002-8, and was President of the European Association of Schools of Social Work, 2007-11. Prof Campanini's academic interests have developed across a broad range of fields- evidenced by her being asked to edit Italy's first 'Dictionary of Social Work' in 2013. During her career she has worked as a social worker, family therapist as well as professor, and is particularly interested in self-evaluation for social work, child protection, social work education and social work competences. She has a wide range of publications in English, French, Spanish, and Portuguese and serves on the editorial board of a raft of international social work journals.

**Prof. dr. Jane McPherson**  
**School of Social Work, University of Georgia**

**“A Rights-based Approach to Professional and Organizational History Requires Transparency and Promotes Accountability”**

**Abstract:**

This presentation begins with an overview of Human Rights Based Practice in Social Work (Mapp, McPherson, Androff, & Gatenio Gabel, 2019; McPherson & Abell, 2020) with attention to the human rights principles of human dignity, participation, antidiscrimination, transparency, and accountability. Building on this foundation, the presenter will argue that learning about our professional, organizational, and national histories is a necessary strategy for putting human rights principles into practice. In order to promote human dignity and participatory practices in all aspects of our profession (i.e., practice, research, leadership, and education), we must be transparent about our past discriminatory or exclusionary practices. Having assessed and identified where we may have failed to uphold our professional ethics, we must prepare ourselves to be accountable today.

The presenter will illustrate these ideas with examples from her own practice at the University of Georgia (UGA; McPherson, 2023). She will share examples, including race-based slavery within her university, and local labor practices (including child labor and racially-exclusionary workplaces). She will show how social work evolved in this climate of injustice and absorbed the racist, sexist, and classist attitudes and practices that were prevalent at the time. The presenter will provide a model for including these histories (and historical methodologies) into teaching social work at the BSW, MSW, and PhD levels.

Finally, the presenter will discuss accountability by looking at social work’s involvement in the practice of “urban renewal.” In the US, urban renewal was a 1960s Federal program that allowed cities to bulldoze low-income neighborhoods to make “better” use of the land. James Baldwin famously rebranded such “renewal” as “Negro Removal.” At UGA, social work students and faculty are wrestling with the impact of our role in urban renewal, and engaging with affected community members about next steps towards repair.

**Key references:**

McPherson, J. (2023). Social work’s complex cloth: Teaching hard history in an antebellum cotton mill. *Critical and Radical Social Work*. <https://doi.org/10.1332/204986021X16731232086522>

McPherson, J. & Abell, N. (2020). Measuring rights-based practice: Introducing the Human Rights Methods in Social Work scales. *British Journal of Social Work*, 50, 222–242. doi:10.1093/bjsw/bcz132

Mapp, S., McPherson, J., Androff, D.A., & Gatenio Gabel, S. (2019). Social work is a human rights profession. *Social Work*, 64(3), 259-269. doi:10.1093/sw/swz023

### **Recommended readings:**

Chapman, C. and Withers, A.J. (2019). *Violent History of Benevolence: Interlocking Oppression in the Moral Economies of Social Working*. Toronto: University of Toronto Press.

Danto, Elizabeth Ann. (2008). *Historical research*. New York: Oxford University Press.

Ioakimidis, V. and Trimikliniotis, N. (2020) Making sense of social work's troubled past: Professional identity, collective memory and the quest for historical justice, *The British Journal of Social Work*, 50(6): 1890–908. doi: 10.1093/bjsw/bcaa040

Krasniqi, V. & McPherson, J. (Eds.; 2022.). *Human Rights in this Age of Uncertainty: Social Work Approaches and Practices from Southeast Europe*. European Social Work Education and Practice series. Springer Publishing.

Maza, S. (2017). *Thinking about History*. University of Chicago Press.

Jane McPherson graduated with a BA in Semiotics and Portuguese/Brazilian Studies from Brown University; earned her Master's degrees in both Social Work and Public Health from Columbia University; and completed her PhD in Social Work at Florida State University. She is now Associate Professor and Director of Global Engagement at the University of Georgia School of Social Work, where she develops, evaluates, and advocates for human rights-based approaches to social work practice in the U.S. and around the world. She is the co-editor, with Dr. Vjollca Krasniqi, of *Human Rights in this Age of Uncertainty: Social Work Approaches and Practices from Southeast Europe*, and she serves as a Friend of the Faculty of Law of the University of Zagreb. As a scholar of social welfare history, she conducts archival research exploring how local Georgia histories of charity and social work entwine with ideologies of white supremacy, patriarchy, and capitalism, and asks questions about how these histories still echo in social work practice today. As an arts activist, McPherson was an organizer for One Million Bones, a nationwide anti-genocide initiative that created and laid one million handmade bones on the National Mall in 2013. A licensed clinical social worker (LCSW), McPherson worked for 20 years in child protection, bereavement, mental health, maternal-child health, infant mental health, and torture treatment before becoming a professor.

**Prof. dr. Carmen Luca Sugawara  
Indiana University  
School of Social Work**

**“With the Community for the Community”**

**Abstract:**

As democracy is challenged and local communities experience socio-economic and political divisions with increased alienation from community life, higher education institutions (HEIs) must continually reexamine their roles and responsibilities in local communities. Preparing students to work and address the wicked problems of our time cannot be done in ivory-tower institutions or university laboratories alone, but through deep and sustained university-community partnerships, in which community experts become co-educators, facilitators, mentors, and partners in community-university engagement (CUE) programs.

In a time when trust in institutions is declining, and as a response, HEIs are increasing their community engagement initiatives, it is critical to begin highlighting not only the contributions of community-engaged education on students’ development (Ilić BĆ et al., 2021; Colby et al., 2007; Longo, 2007; Thomas, 2011) or university at large, but the impact it has on local development (Luca Sugawara, 2022). Calling attention to the contributions of HEI community engagement to local communities becomes even more important in countries transitioning to democracy, where the sense of trust between universities and communities remains especially fragile and where universities have only recently embraced the third mission. This lecture introduces an analytical framework that provides a roadmap to design, examine, and measure the potential contributions of CUE programs in strengthening local capacity for community development (LCCD). LCCD is defined as the social processes through which individuals, community groups, and organizations maintain, strengthen, and develop local capabilities to function and improve community well-being for the long term (Luca Sugawara, 2023; Morgan, 1998; UNDP, 2009). The framework proposes three pillars of assessment, focusing on the contributions of CUE on community assets, the functioning capacity, and the transformative capacity of communities (Luca Sugawara, 2023).

**Key references:**

Bingle, R. G., Hatcher, J. A., & Clayton, P. H. (2007). 16: The scholarship of civic engagement: Defining, documenting, and evaluating faculty work. *To Improve the Academy*, 25(1), 257-279.

Colby, A., Beaumont, E., Ehrlich, T. & Corngold, J. (2007). *Educating for democracy: Preparing undergraduates for responsible political engagement*. San Francisco, CA: Jossey-Bass.



Luca Sugawara, C. G. (2022). Higher Education Institutions' Roles in Strengthening Local Capacity for Community Development: An Analytical Framework. *Journal of Higher Education Outreach and Engagement (JHEOE)*, 26(3), 163-176. [View Publication](#)

Luca Sugawara, C. G., Kim, H.-W., Modić Stanke, K., Krasniqi, V., & Basic, S. (2023). The role of community-university engagement in strengthening local community capacity in Southeastern Europe. *International Journal of Educational Development*, Vol. 98, (April 2023), Article number 102747. <https://doi.org/https://doi.org/10.1016/j.ijedudev.2023.102747>

#### Recommended readings:

Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*. New York: Macmillan.

Ehrlich, T. (2000). *Civic responsibility and higher education*. Phoenix: Oryx.

Thomas, N. (2011). *Educating for deliberative democracy: New directions for higher education*. San Francisco: Jossey-Bass

Ilić BĆ, Brozmanová G. A. & Rusu, AS (2021). Service-Learning as a Novelty Experience at Central and Eastern European Universities: Students' Narratives of Satisfaction and Premises of Change. *Front. Educ.* 6:606356. doi:10.3389/educ.2021.606356

**Dr. Carmen Luca Sugawara**, an associate professor with IU School of Social Work, has more than 20 years of experience in international social development working and researching on issues such as civil society networking, civil society strengthening, social capital, community development, and parental involvement in post-war reconstruction. She has designed and annually teaches a graduate-level course on international social development, and a service-learning course that takes students to a post-conflict region in Croatia. Continuing her commitment to building local community capacity through higher education institutions with local communities, in 2020 Dr. Luca Sugawara supported the development of a Master of Social Work program in the Slavonia region of Croatia. She is a recipient of the [Frank Turner Award](#) by the British International Journal of Social Work for her contribution to research that uncovers the role of civil society in promoting local development in countries in transition. Her most recent work as a Senior Fulbright Scholar in Croatia (2019-2020) examines the extent to which HEIs contribute strengthening local capacity for community development. Prior to assuming her professorship at the Indiana University School of Social Work, Dr. Luca Sugawara served as a Program Officer with the Academy for Educational Development (AED), managing USAID-funded governance and civil society strengthening programs within AED's Eastern European civil society strengthening portfolio (Romania, Bosnia and Herzegovina, and Croatia). Prior to working for AED, Dr. Luca Sugawara was a consultant for UNICEF/Romania, working on social work higher education reform, developing partnership programs between governments, schools of social work, and child welfare NGOs and community organizations.

**Prof. dr. Kim Storm**  
**University of North Carolina at Chapel Hill**  
**School of Social Work**

**“Morally Courageous Research”**

**Abstract:**

Discussions of research ethics typically focus on compliance to protect human subjects. While regulations are essential, they represent only a fraction of the ethical considerations that emerge throughout the research process, from the choice about what to study and how to study it, through analysis and dissemination of findings. Amid these conflicting interests, researchers must often step out of their comfort zones to advance ethical practices. This presentation introduces the concept of moral courage and uses examples to illustrate its application to research decisions and power dynamics in research teams.

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**Recommended Readings:**

1. Fricker, M. (2009). *Epistemic injustice. Power and the ethics of knowing*. Oxford.
2. Miller, W. (2000). *The Mystery of Courage*. Harvard.

Dr. Kimberly Strom received her BSW from the University of Maine, her MSW from Adelphi University, and her Ph.D. from Case Western Reserve University. She is the Smith P. Theimann Jr. Distinguished Professor of Ethics and Professional Practice at the University of North Carolina at Chapel Hill School of Social Work, where she teaches in the areas of social work practice and education. From 2016 to 2023, she served as Director of the University's Office of Ethics and Policy. Dr. Strom's practice experience has focused on suicide and crisis intervention. Her scholarly interests are in the areas of moral courage, ethics, and social work education. Dr. Strom served as Director of the UNC Academic Leadership Program for eight years, and as Associate Dean and Interim Dean at the School of Social Work. She is Principal Investigator of the UNC School of Social Work behavioral healthcare contract. She is the former chair of the National Association of Social Workers' National Committee on Inquiry and is active in training, consultation and research on ethical practice and ethical action and she currently serves as the Commissioner for North America to the IFSW Ethics Commission. Dr. Strom has written over 90 articles, monographs and chapters on ethics and practice. She is the author of *Straight Talk about Professional Ethics*, *The Ethics of Practice with Minors*, and the forthcoming text *The Moral Courage Playbook*. She is also the co-author of the texts *Best of Boards*, *Direct Social Work Practice*, and *Teaching Social Work Values and Ethics: A Curriculum Resource*.

**Prof. dr. Darja Zaviršek**

**University of Ljubljana, Faculty of Social W**

**“Critical historiography of social work: oral professional histories of social workers”**

**Abstract:**

The critical historiography of social work is part of social work theory and part of critical qualitative methodology. The method to be considered in more detail is the use of memory studies in critical social work historiography.

Memory studies show that memory is socially situated as an interplay of individual/psychological and social processes. Memory relies on a collective to prevent its disappearance. There are competing memories, the canonical and the marginalized and silenced. Some memories have no place in public memory, and some disappear because the "transmitters of memory" do not exist (M. Halbwachs, 1950). "Memory work" (J. Hartman 1994) plays an important role in democratizing societies because it can generate critical collective reflection on the past that can lead to a new understanding of the present. "Memory work" can help overcome competing truths, transform repressed memories into canonized remembering, and promote the process of reconciliation.

Since its beginnings, socialist social work in Yugoslavia has been constructed as ahistorical (Zaviršek 2005). "Everything" began in 1945 (with the communist government) and in 1952 (with the first school of social work). The collective memory of Yugoslav social work was constructed as a "top-down" narrative, and personal or alternative and competing narratives had no place in public remembrance. Little was known about women who practiced social work.

Based on 20 in-depth oral professional histories of retired social workers, this presentation focuses in part on the thematic analysis of the interviews, but more importantly on the processes of "memory work". How can former social workers be encouraged to engage in oral professional memory work, and what does the process of memory work look like? All interviewees first attended a two-year school of social work in Ljubljana, later graduated from a four-year university program and worked in two political systems, state socialism and neoliberal capitalism.

The oral professional histories of social workers offer deep insights into individual reflections on events and times as well as social contexts and problems in a particular historical period, changes in social work practice, and changing perceptions of social work. By recording these experiences, personal narratives are transformed into narratives of social phenomena, transitions, and breakthroughs that enter history and become part of public knowledge and can help historicize a particular history of social work and its practice.

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1. Zviršek, Darja (2008). Engendering social work education under state socialism in Yugoslavia. *British Journal of Social Work*, 38: 4, pp. 734-750.
2. Zviršek, Darja (2012). Women and social work in central and eastern Europe. In: REGULSKA, J., SMITH, B. G. (eds.). *Women and Gender in Postwar Europe : from Cold War to European Union*. London; New York: Routledge, pp. 52-70.
3. Zviršek, Darja (2022), Profesionalizacija socialnega dela v Sloveniji : med entuziazmom žensk in zahtevami oblasti [Družboslovne razprave = Social science forum. - ISSN 0352-3608](#) , 38, no. 101,pp. 49-72.

### Recommended readings:

1. Schilde, Kurt, Schulte, Dagmar eds. (2005). *Need and care : glimpses into the beginnings of Eastern Europe's professional welfare*. Opladen, Blommfield Hills: Barbara Budrich Publishers.
2. Halbwachs, Maurice (1991[1950]). *On Collective memory*. Univ of Chical Press, Chicago.
3. Braun, Virginia and Clarke, Victoria (2022). *Themaic analysis: a practical guide*. Sage, London. [Thematic Analysis | Sage Publications Ltd](#)

Prof. Dr. Darja Zviršek is a sociologist, Chair of the Department of Social Justice and Inclusion at the University of Ljubljana, Faculty of Social Work, and Professor in the Master's program Social Work as a Human Rights Profession at the Alice Salomon Hochschule Berlin. She was the Chair of Indosow- International Doctoral Studies in Social Work 2008-2014 and established the Eastern European SubRegional Association of Schools of Social Work of IASSW. She is a board member of IASSW and a member and mentor of the Southeast European Academic Women's Leadership Initiative. She was a member of the international teams for the development of social work education at the University of Banja Luka, BIH (2000-2005), Tbilisi State University, Georgia (2006-2012), Pristine University, Kosovo (2006-2010) and Kyiv Mohyla University, Ukraine (1997-2002). She has received several awards and fellowships, including: Honorary Professorship at Alice Salomon Hochschule Berlin (2002); Soros Foundation, SEP, Central European University, Senior Fellowship Grant (2005); Hong Kong Polytechnic University Fellowship (2009); Japan Society for the promotion of Science JPPS Fellowship (2009); Tunghai University Fellowship (2014); Hokenstad Lecture Award, CSWE (2016), Excellency in Science Award, Slovenian Research Agency (2019). She is the author, editor, and co-editor of more than 20 books and textbooks and has published over 200 articles in scholarly and professional journals on gender-based violence, disability and mental health, international adoption and family diversity, and social work history in Eastern Europe.

**Prof. dr. Gordana Berc**  
**University of Zagreb**  
**Faculty of Law, Department of Social Work**

**“Research, practice, policy and social work program – Youth reach (hi)story”**

**Abstract:**

Youth reach approach is understood as the approach/model to achieve comprehensive, integrated and continuity care of youth at risks, focusing on ones that are out of the educational and social welfare system but in need for professional support. Developing this approach requires collaboration between institutions, professional intervention and (educational) support of professionals and policy planning in order to respond to the growing complexity of risks that youth are facing with and that are hard to reach. In hard-reachable group of youth at risks are recognized dropouts from secondary school, young low-qualified workers, long-term jobseekers, NEET population, socially excluded.

Idea of the outreach approach gathered academics and practitioners from non-governmental organizations from France, Spain, Italy, Slovenia and Croatia in creating an international project called *YouthReach: Inclusive and Transformative Framework for All*. The aim of the project is to (a) evaluate what activities, approaches of outreach are present in each country, (b) create the approach of outreach where is needed and to improve existing approaches, (c) create policies that would provide continuity in outreach approach application in practice, (d) define the gaps between training and practice and to improve social work program curricula in with the outreach context.

In Croatia the ratio of early school leavers (age 18-24) was 4%, and the ratio of NEET population by sex was for men 13,3%, and for women 20,7 % (Eurostat, 2020). Research plan and interviewing of stakeholders, professionals and non-governmental professional had done in order to find out youth needs and challenges, actions that have to be done to outreach the hard-reach youth. Final aim for the Croatian context is also to enhance school social work and to build the bases for street social work inclusion in social work practice.

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2. Poštrak, M., Žalec, N., & Berc, G. (2020). Social Integration of Young Persons at Risk of Dropping out of the Education System: Results of the Slovenian Programme Project Learning for Young Adults. *Revija za socijalnu politiku*, 27(3), 287-307.
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### Recommended Readings:

1. Caroleo, F. E., Rocca, A., Mazzocchi, P., & Quintano, S. (2020). Being NEET in Europe before and after the economic crisis: An analysis of the micro and macro determinants. *Social Indicators Research*, 149, 991–1024, <https://doi.org/10.1007/s11205-020-02270-6>.
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3. Eurostat (2020). Young people neither in employment nor in education and training by sex, age and degree of urbanisation (NEET rates). Dostupno na [https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat\\_ifse\\_29&lang=en](https://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=edat_ifse_29&lang=en).
4. COST (2021). Tackling Youth Rural NEETs social and economic exclusion. Dostupno na <https://www.cost.eu/news/rural-neets/>.

Dr. Gordana Berc is an associate professor at the University of Zagreb, Faculty of Law, Department of Social Work, Croatia. She has 18-year teaching experience in micro social work area: counseling in social work, social work in education, family mediation, marriage and family relationships. She teaches on undergraduate, graduate and postgraduate social work programs. Dr Berc published more than 30 scientific articles and reviews in national and international journals, books and other publications. She participated in many research projects as a researcher and was a director of one domestic research project. Her current research interests are related to social problems of youth, human rights, school social work, family services, counseling methods. She served as an ECTS coordinator at the University of Zagreb for 8 years. In 2007 Dr. Berc participated in the United States Department of State Program for young faculty members (JFDP) as a visiting professor at the UST, St. Paul, USA. In 2012 she was awarded by Katherine A. Kendall Institute Fellowship and she co-taught a graduate course on grief counseling and therapy at the St. Catherine University-University of St. Thomas, USA. In 2019 she was invited as a guest professor at the Faculty of Social Work, Ljubljana (Slovenia) where she participated in 2-month study abroad program and has taught on B.A., M.A., and postgraduate social work program. Dr. Berc is a member of International Consortium of Social Development (ICSD) where she serves as the president of the ICSD European Branch. Dr. Berc is a member the editorial boards of a few journals: *Annual Social Work* (Croatia), *Socialno delo* (Slovenia), and *Social Development Issues* (USA), and as the International Editorial Adviser in the *British Journal for Social Development* (UK).

**Prof. dr. Vjollca Krasniqi**  
University of Pristina, Faculty of Philosophy

**Amy Shackelford, MSW, MPH**  
**Early-Stage Researcher/PhD Student (ASTRA Institute)**  
Jyväskylä University (Finland), Department of Social Sciences and Philosophy

### **Eco-Feminism and Social Work: Theoretical Perspectives and Praxis**

#### **Abstract:**

Concerns over what has been termed the Anthropocene, a term widely used to describe the environmental crises from global warming, changes to land, environment, water, organisms and the atmosphere, has informed theories and practice of social work seeking to adopt an eco-centred approach while addressing the needs and rights of different individuals and communities world-wide. In this lecture we provide an overview of ecological theory as it has evolved from initial concepts around ecology into a holistic integration of social and environmental justice as a singular issue within the theory of eco-feminism in relation to social work education and practice. Ecological theory has often been applied in social work in interrelation with systems theory. Both ecological and systems theory understand the impact of social and natural environments on humans and communities yet put little to no emphasis on examining the reciprocal relationship and impact of humans (socially, economically, and politically) on our natural environment. Ecology theory expanded and resulted in two important concepts: deep ecology and eco-feminism leading to the development of several other theories, models, and frameworks worth exploring related to environmentalism and social work, including but not limited to green social work, eco-social work, environmental social work. Here we present three case studies to highlight the dynamic manifestations of eco-feminism today and identify the theoretical and practical ways radical social work practice can interact with a dynamic and complex approach to ecological and gender justice.



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2. Besthorn, F. & McMillen, D. (2002). The oppression of women and nature: Ecofeminism as a framework for an expanded ecological social work. *Families in Society: The Journal of Contemporary Human Services*, 83(3), 221-232.
3. Klemmer, C. & McNamara, K. (2020). Deep ecology and ecofeminism: Social work to address global environmental crisis. *Journal of Women and Social Work*, 35(4), 503-515. <http://doi.org/10.1177/0886109919894650>

### Recommended readings:

1. Boetto, H. (2017). A transformative eco-social model: Challenging modernist assumptions in social work. *British Journal of Social Work*, 47, 48-67. <http://doi.org/10.1093/bjsw/bcw19>
2. Dominelli, L. (2013). Environmental justice at the heart of social work practice: Greening the profession. *International Journal of Social Welfare*, 22(4), 431–439.
3. International Association of Schools of Social Work. (2022). Co-building a new eco-social world: Leaving no one behind. <https://www.iasw-aiets.org/featured/10009-the-peoples-charter-for-an-eco-social-world/>
4. Rinkel, M. & Powers, M.C.F. (2019). Overview: Social work promoting community and environmental sustainability, within and beyond the UN sustainable development goals: A degrowth critique. In M. Rinkel & M.C.F. Powers (Eds.), *Social work promoting community and environmental sustainability: A workbook for global social works and educators, Volume 3* (pp. 24-35). International Federation for Social Workers.
5. Shiva, V. (2006). *Earth democracy: Justice, sustainability and peace*. London: Zed Books.

**Dr Vjollca Krasniqi** is a sociologist. She is Associate Professor at the Faculty of Philosophy, and Faculty of Arts, University of Prishtina. She holds a Ph.D. from the University of Ljubljana, Faculty of Social Work, an M.Sc. degree in Gender, Development, and Globalization from the London School of Economics and Political Science (LSE), and a BA degree in Philosophy and Sociology from the University of Prishtina. Her research interests are gender, nation-building, human rights, post-war justice, and social policy. She has led and participated in numerous international research projects and published widely on these issues. Her recent publications include: *Remembering to Remember: Memorialization and Commemorative Performance of Missing Persons in Kosovo* (co-author with Vjollca Islami-Hajrullahu and Korab Krasniqi, 2023); *The role of community-university engagement in strengthening local community capacity in Southeastern Europe* (co-author with Carmen Luca Sugawara et al. 2023); *Human Rights in this Age of Uncertainty: Social Work Approaches and Practices from Southeast Europe* (co-editor with Jane

McPherson, 2022); Are we putting human rights into practice in Kosovo (co-author with Jane McPherson and Tatiana Villarreal-Otalora 2021); Skirts and Words: The Art of Acknowledgment, War Time Rape and Albanian Nationhood in Kosovo (co-author with Ivor Sokolić and Denisa Kostovicova 2020). She is co-founder of the University Program for Gender Studies and Research (2013-). She is member of the Executive of Board of East European sub-Regional Association of Schools of Social Work. She is co-founder and member of the Women's Academic Leadership Initiative in Southeast Europe (2013-). She is member of the steering committee of Memory Studies Association Regional Group South East Europe. She is co-chair of the Working Group on Training and Capacity Building of the COST Action Slow Memory. She is Chair of the Board of Directors of Save the Children Kosovo. She served as the Vice-President of the State Council of Quality of the Kosovo Accreditation Agency (2019-2021).

**Amy Shackelford (MSW, MPH)** is originally from the United States, and has been working in the social work field for seventeen years with a main focus on community organizing and program development. She completed my Bachelor of Social Work program in 2010 and went on to work as the Executive Director of Central Indiana Jobs with Justice, a coalition working to build class solidarity. After completing her dual Master of Social Work and Master of Public Health degrees, Amy relocated to Cape Town, South Africa to work at the Scalabrini Centre of Cape Town. While in South Africa, she assisted in developing community led programming for women with refugee and migration backgrounds. Following this experience, Amy worked as the Program Director at the Immigrant Welcome Center in Indianapolis, USA and as an adjunct professor at Indiana University Purdue University Indianapolis (IUPUI) where she taught Executive Leadership and Social Policy to Master of Social Work students. Currently, Amy is an Early Stage Researcher in the ASTRA Project (funded by European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement No 955518), where she is working on her PhD in Social Work at Jyväskylä University in Finland. Amy's PhD project uses a multi-national, multiple case study method for investigating innovative ecosocial approaches to social work in local development in Finland and Slovenia. As she gains more experience, she continues to seek ways to shape our institutions and organizations to reflect the values of equity and liberation.

**Ann Petrilla**  
**University of Denver, School of Social Work**

**Hasan Hasanović**  
**Srebrenica Memorial Center**

**“Oral History Project of the Srebrenica Memorial Centre:  
Origins, Ethics, and Trauma Informed Approaches”**

**Abstract:**

Origins of oral history will be presented across various cultures including those with a long, rich tradition of storytelling as a method of preserving history and values. The progression of traditional oral history from a cultural norm to a specific set of methodologies will be discussed from a historical perspective. Respect for and appreciation of the importance of people owning their own narratives has continued to increase within academia as well as with those focusing on the culture of memory. This type of qualitative methodology began with those working to preserve the narratives of Holocaust survivors and has now broadened to include subsequent genocides, atrocities, and collective trauma worldwide. Advances in technology have allowed this process of preserving personal narratives to expand in a way that these stories will continue to serve as a tool for creating empathy and education into the future.

Specific oral history projects developed by the Srebrenica Memorial Centre will be presented including development of particular methodologies using a trauma informed approach in collaboration with local and international partners. The benefits of oral history preservation will be examined, including its importance in combatting genocide denial, glorification of war criminals, and revisionist history.

Additionally, ethical and psychological implications will be examined, focusing on both the survivors and those involved in obtaining the histories. The importance of preparation, emotional and psychological support, and the possibility of retraumatization as well as secondary traumatization will be explored. Readiness for participating will be discussed as well as the necessity of complete disclosure to the participants of how their stories will be used. Different models of interviewer experiences and training will be discussed. Implications for development of future oral history projects will be presented.

**Key references:**

1. Chaitin, J. (2014). I need you to listen to what happened to me: Personal narratives of social trauma in research and peace-building. *American Journal of Orthopsychiatry*, 84(5), 475–486.

2. Grech, P., & Grech, R. (2020). A comparison of narrative exposure therapy and non-trauma-focused treatment in post-traumatic stress disorder: A systematic review and meta-analysis. *Issues in Mental Health Nursing*, 41(2), 91-101. <https://www.tandfonline.com/doi/abs/10.1080/01612840.2019.1650853>

### Recommended Readings:

1. Hasanović, H. & Petrila, A. (2021). Voices of survivors and institutionalization of memory. In A. Šrbić & A. Pejović (Eds.). *Never again, to anyone: Genocide in Srebrenica and the fight against oblivion* (pp. 422-441). Youth Initiative for Human Rights Serbia, ForumZFD Serbia, & Independent Journalists' Association of Vojvodina.
2. Mahuika, N. (2019, March 18). Rethinking oral history and tradition: An indigenous perspective. *Oxford Academic*. <https://doi.org/10.1093/oso/9780190681685.001.0001>.
3. Mulvihill, T. M. & Swaminathan, R. (2022). *Oral history and qualitative methodologies: Educational research for social justice*. Milton: Taylor & Francis Group
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**Ann Petrila, MSW, MPA**, is a Professor and Coordinator of Global Initiatives at the University of Denver's Graduate School of Social Work in Colorado, USA. She is also Coordinator of the Global Social Work Certificate and is currently a PhD candidate. Ann is co-author, with Hasan Hasanović of the book *Voices from Srebrenica: Survivor Narratives of the Bosnian Genocide* which preserves the experiences of numerous survivors in their own words. She is in the final stages of completing an educational documentary and curriculum modules entitled *The World Speaks and We Listen*, which elevates the voices of people from throughout Bosnia who survived the war and the genocide and who have wisdom to share with U.S. students of social work and human rights. This documentary and accompanying curriculum will be made available to every school of social work in the United States. Her areas of expertise include global cultural perspectives, trauma, genocide, trauma-informed interviewing, personal narratives, and oral histories. Every summer she leads an experiential Bosnia-based course and internship program for University of Denver graduate students and has brought close to 300 university students to Bosnia. She is dedicated to raising awareness and telling the truth about the genocide in Bosnia.

## **Hasan Hasanović, MA**

Hasan survived the Srebrenica genocide but other family members did not, including his twin brother and his father. He educated hundreds of thousands of visitors for 11 years at the Memorial and has been a keynote speaker at events in universities and schools in numerous countries and has addressed several Parliaments. With the support of the Scottish First Minister, he published a short memoir of his survival experience entitled, *Surviving Srebrenica* which has been published in Italian, Dutch, and German. Hasan has coauthored the book *Voices From Srebrenica: Survivor Narratives of the Bosnian Genocide*. He runs the Oral History Project at the Srebrenica Memorial Center, where he is the head of the oral history team and serves as the primary interviewer. Hasan recently curated an oral history video exhibit *Srebrenica: Our Story* and on behalf of the Srebrenica Memorial Center has coordinated an oral history collaboration with the Shoah Foundation.

**“Making social work research findings usable in to practice”**

**Abstract:**

This presentation traces implications for both social work MA studies and practice inspired by the preparatory and the main phase of a research in the refugee field in Greece.

Drawing from the responses to the call at the initial recruiting phase and the voice from the semi-structured interviews with 15 asylum seekers and 15 social workers, it focuses on data which were similar or very relevant among the two groups.

Both are talking about what is happening, what is inconceivable, what is non possible and what is still enormously desirable in balancing their conditions and aspirations against the anti-immigrant interests and applications of the national, and European policies.

Using even same words, both share experiences and views of incidencies of social work interventions to gender and family issues such as child abuse and home violence during the stay in a transit country.

Putting findings in a four collums table named (1) emerged themes, (2) discourse/ impact on asylum seekers, (3) discourse/ impact on professionals, pours «old wine in a modern bottle» (4th collum) reveal effects for social work knowledge and practice.

Relational based and rights based practice obvious for few participants social workers, and recognised by few asylum seekers leads to protectors to resilience and suspension of the «victim paradigm», suitable to become modules of studies, and processes of practice and research looking upon the later ones as partners instead of vulnerable cliens.

**Key References:**

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2. Käkälä E. (2020). Narratives of power and powerlessness: cultural competence in social work with asylum seekers and refugees, *European Journal of Social Work*, 23:3, 425-436, DOI: 10.1080/13691457.2019.1693337.
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4. Reich, H., Di Rosa, R.T. (Eds.). (2022). *Newcomers as agents for social change: learning from the Italian experience*. Milano: Franco Angeli.

**Theano Kallinikaki**, is Professor of Social Work at the Democritus University of Thrace (Greece). Her interests focus on clinical practice (trauma, grief, crisis), child protection, cultural diversity in education and mental health and on qualitative research methods. From 2012, her research focuses on the impact of the austerity policies on children and families in Greece, as well as on social work practices aiming to meet the needs of the unaccompanied minors and refugee parents. Her recent research activity includes comparative studies on migration social work (GB, Italy, Slovenia and Greece).

She is the founder and the coordinator of the first PhD program (2002-) and the first MSc program in Social Work (2009-) in Greece, and since 1998 series editor of social work books in Greek, under the Topos Publications. She is the co-editor of 10 books and the author of 6 monographs and more than seventy peer reviewed articles, including:

Naumiuk A. Serra F. Rasell M. Uggerhøj L. Pinto C. Kallinikaki, Th. & Mejlvig K. 2022. Using participation to understand and address the anxieties of European youth about unemployment, future work and community. In Uggerhøj, et al. *Social Work, Social Welfare, Unemployment and Vulnerability among Youth*. Routledge; Mylonakou-Keke, I., Kallinikaki, T. & Mertzaniidou, A. (2022). Social pedagogy and social work relations in Greece: autonomous trajectories. *International Journal of Social Pedagogy*, 11(1): 11. DOI:<https://doi.org/10.14324/111.444.ijsp.2022.v11.x.011.>; Ban R. Di Rosa R.T. & Kallinikaki Th. 2021. "Unaccompanied Minors in Greece and Italy: An Exploration of the Challenges for Social Work within Tighter Immigration and Resource Constraints in Pandemic Times", *Social Sciences* 10, 134. <https://www.mdpi.com/2076-0760/10/4/134/pdf>; Kallinikaki Th. 2021. Social Work in foster care. Listening adults who grew up in foster care. In G. Abatzoglou (ed.) "*Changing hands From the separation of the children to their reception*". Pp.459-497. University Studio Press. (in Greek)

**Prof. Dr. Elona Dhëmbo**  
**University of Tirana**  
**Department of Social Work and Social Policy**

**“Return migration and reintegration in Albania - What role for the local governance in enabling reintegration of Roma and Egyptian returnees?”**

**Abstract:**

Albania is one of the countries with the highest migration rates in Europe. Covid-19 pandemic seriously challenged mobility globally but outward migration trends in Albania persisted. In the recent years, there has been an escalation in the commitment of central and local governments in adopting policies and action plans aiming for Roma and Egyptian integration and participation, as well as a growing engagement in targeting issues of returnees and their reintegration. However, there is little evidence in terms of how they are being implemented and with what level of success, be it for Roma & Egyptians, the returnees, or the intersect between these groups of interest. Here, I share insights on the institutional and individual capacities and bottlenecks for accessing quality local services by Roma and Egyptian returnees at the municipal level based on the findings of a mixed methods model, designed in the frame of an ecosystem approach to reintegration, collecting and analyzing quantitative and qualitative secondary and primary data for three targeted municipalities. Primary data are collected from a total of 190 participants (including service providers, (Roma and Egyptian) returnees and potential outward (re)migrants, and key-informants) on three main topics a. needs of (Roma/ Egyptian) returnees for service support; b. available services and capacities to address those needs; c. individual & institutional bottlenecks and needs for capacity building. Findings show that besides variations which result mainly from the size and economy of the municipality, most of the needs, problems, and challenges faced in considering, assessing, and addressing issues of (Roma and Egyptian) returnees and their integration are commonly shared. They include low levels of awareness, sensitivity, and/or attention (in terms of budgets, resources, infrastructure, human resources etc.) which are being dedicated to issues of returnees; lack of data that are intentionally and systematically collected on returnees and/or Roma and Egyptian minorities; poor coordination among service-providing institutions and agencies, as well as among public institution, CSOs and



the private sector; and, limited typology and coverage form the available services and poor accessibility. Policy recommendations are provided underlining the need for the proposed interventions at the local level to be harmonized and supported at the national level too. Local level interventions can benefit from a legal/regulatory framework which is complete, clear and operational as well as form learning from and replicating best practices form national level and/or the civil society sector.

**Key references:**

1. Dhembo, E., Duci, V and Vathi Z. (2019). Return Migration and Human Rights in Albania: the Case of Social Protection, *Journal of Human Rights and Social Work*, DOI: 10.1007/s41134-018-0078-z <https://link.springer.com/article/10.1007/s41134-018-0078-z>
2. ERRC (2018). Roma Belong: Statelessness, Discrimination and Marginalisation of Roma in Albania FEBRUARY 2018, Retrieved from: <https://www.statelessness.eu/sites/default/files/2020-09/roma-belong-albania-english-language.pdf>
3. Gëdeshi & King (2020). Albanian returned asylum seekers: Reintegration or re-emigration? in Part II in National Household Migration Survey in Albania, INSTAT, IOM & CESS [http://www.instat.gov.al/media/7970/zhvillimi\\_i\\_anket%C3%ABs\\_komb%C3%ABtare\\_t%C3%AB\\_migracionit\\_n%C3%AB\\_familje\\_eng.pdf](http://www.instat.gov.al/media/7970/zhvillimi_i_anket%C3%ABs_komb%C3%ABtare_t%C3%AB_migracionit_n%C3%AB_familje_eng.pdf)

**Recommended readings:**

1. Dhëmbo & Duci (2022). Strategic Regional Policy Analysis in Western Balkans and Turkey: Secondary, Tertiary Education and Employability, Roma Education Fund, Retrieved from: <https://www.romaeducationfund.org/refs-research-about-roma-education-at-all-levels-in-western-balkans-and-turkey/>
2. Duci & Dhëmbo (2022). Strategic Regional Policy Analysis in Western Balkans and Turkey: ECD & Primary Education, Roma Education Fund, Retrieved form: <https://www.romaeducationfund.org/refs-research-about-roma-education-at-all-levels-in-western-balkans-and-turkey/>
3. Duci, V., Dhëmbo, E. & Vathi, Z. (2019). "Precarious Retirement for Ageing Albanian (Return) Migrants." *Südosteuropa. Journal of Politics and Society* vol. 67(2), (2019): 211-233. <https://doi.org/10.1515/soeu-2019-0015>.
4. European Commission against Racism and Intolerance, ECRI (2020). Albania report. Retrieved from: <https://rm.coe.int/report-on-albania-6th-monitoring-cycle-/16809e8241>
5. Gëdeshi, I., Mykerezhi, P. & Danaj, E. (2016). Mapping of Skills, Employment and Entrepreneurship Opportunities of Roma and Egyptians in the Project Sites of Tirana, Durrës, Berat and Shkodra. Tirana: UNDP
6. Gündemir, S., Martin, A. E., & Homan, A. C. (2019). Understanding Diversity Ideologies From the Target's Perspective: A Review and Future Directions. *Frontiers in psychology*, 10, 282. <https://doi.org/10.3389/fpsyg.2019.00282>

Dr. Elona Dhëmbo graduated from University of Tirana with a BA in Social Work and then earned per MSc. Degree in Comparative Social Policy from the University of Oxford. Her PhD studies at the University of Tirana focused on issues of work-life balance and family policy. Since 2005, Dr. Dhëmbo is a full-time lecturer of social research methods and social policy at the Department of Social Work and Social Policy, University of Tirana. During the academic year 2019-2020, Dr. Dhëmbo was a fellow at the Institute for Advanced Study, CEU, Budapest, researching on issues of migration and access to formal and informal social protection. Her working experience is rich with applied research and consultancy services with international and national agencies and the civil society sector primarily in the areas of social work and social protection, gender and equal opportunities, social inclusion and integration services (particularly of Roma minorities, returnees etc.), migration and return migration, civil society development and good governance. For four years (2016-2020) she was the National Contact Point of Horizon 2020 in the area "Inclusive, innovative and reflective societies" for Albania. 2014-2016 she served as Senior Advisor in evidence-based policymaking for Albania under the Swiss Government supported Regional Research Promotion Program in the Balkan. From 2014 she is a recourse person for Albania under the Child Protection Hub for South East Europe initiative. Dr. Dhëmbo has growing records of publications which build on her academic and civil society working experiences and is a member of scientific boards and a reviewer in several journals.

**Prof. dr. Marsela Dauti & prof. dr. Erika Bejko**

**University of Tirana**

**Department of Social Work and Social Policy**

**“Social work education responding to democratic decline: Insights from a policy practice initiative”**

**Abstract:**

Social work educators in Albania—similar to their counterparts in Europe—are concerned about the rise of authoritarianism and its impact on the populations they serve. The democracy score in Albania has been on the decline, with government leaders attacking the media, co-opting civil society organizations, restricting the freedom of speech, and (mis)using participatory spaces to advance their political agenda. These developments, however, are not new. Albania—a former communist country—has a long history of a repressive government. The transition to democracy has been far from successful, and currently the trend is reversing. In face of these developments, we developed a policy practice initiative at the Department of Social Work and Social Policy at the University of Tirana. The initiative—building on global knowledge of policy practice and social work education—seeks to promote the engagement of social workers in policymaking. It addresses the concern that social workers often are not well-prepared to engage in political spaces and advocate on behalf of the populations they serve. The initiative supports social workers to develop knowledge and skills to affect policymaking. Social workers learn how parliamentary committees work, become knowledgeable about policy advocacy, develop communication and writing skills, and interact with elected representatives, among others. After describing the initiative, we discuss the challenges of implementing it in the context of Albania. The article will improve our understanding of how social work education can respond to democratic decline and the challenges of implementing a policy practice initiative in challenging political environments.

**Erika Bejko** is an Assistant Professor of Social Work at the University of Tirana. Her research focuses on issues of international cooperation, local development, humanitarian aid, and evidence-based practice , poverty and social exclusion. Currently, she teaches courses on quantitative and qualitative research methods in social work. Dr. Bejko holds a Ph.D. from the Department of Social Work and Social Policy at the University of Tirana. Dr. Bejko is keen on supporting policymakers, development practitioners, and human rights activists to use evidence in their work, and she holds two Master Degrees from the Catholic University of Lyon France and the University Paris XII .She has been a Returned Scholar supported by Academic Fellowship Program of Open society. She is a author a a co-author of several articles published in Albania and abroad.

### **Publications**

Bejko, E. Research Questions and Hypotheses In D. Treiman, E. Dhembo, V,Dizdari (Eds.) (Quantitative Data Analyses : Doing Social Research To Test Ideas, Educational Center. Tirana, Albania. (Translation and Original Contribution the Chapter nr 7)

Bejko. E.; Dauti M, “The Politics of Evidence-Based Policymaking in Albania: Implications for Human Rights Advocates”, (indexed in Scopus)

Journal of Human Rights and Social Work pp 1–8 <https://link.springer.com/article/10.1007%2Fs41134-018-0074-3>

Bejko. E.; Dauti M, ( 2018) “The Politics of Evidence-Based Policymaking in Albania: Implications for Human Rights Advocates

Bejko,E. Urban Poverty and Social Exclusion in Albania. Journal of the Department of Social Work and Social Policy ,Nr.12 ISSN:2221 41 78 .pg.155-167.

Dauti, M., & Bejko, E. ( 2021) Social work and local democracy: Promoting human rights through community action. In V. Krasniqi & J. McPherson (Eds.), Human rights in this age of uncertainty: Social work approaches and practices from Southeast Europe, Book series: European Social Work Education and Practice. Cham, Switzerland: Springer Nature. Scopus

Bejko, E., Ajdini J. Theories of Social Changes. ISBN : 978 60 978 4

**Prof. dr. Rossitsa Simeonova**  
**Sofia University "St. Kliment Ohridski"**

**"Social entrepreneurship and social work: why, what, how"**

**Abstract:**

This lecture and workshop focuses on the concept of social entrepreneurship and its implications in social work context - legal frameworks, requirements for social enterprises, and examples of good practices. Students will reflect on and work in groups on assignments related to this topic.

**Key References:**

Nandan, M., London, M., Bent-Goodley, T. (2014) Social Workers as Social Change Agents: Social Innovation, Social Intrapreneurship, and Social Entrepreneurship. Kennesaw State University - <https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=4780&context=facpubs>  
Social enterprises and their ecosystems in Europe. Comparative synthesis report. Executive summary. Publications Office of the European Union, 2020 - <https://ec.europa.eu/social/BlobServlet?docId=22285&langId=en>

**Recommended Readings:**

Berzin, S. (2012) Where Is Social Work in the Social Entrepreneurship Movement? *Social Work*, Volume 57, Issue 2, 185–188 -

<https://academic.oup.com/sw/article-abstract/57/2/185/1936555>

Germak , A. J., Singh, K. (2010) Social Entrepreneurship: Changing the Way Social Workers Do Business. *Administration in Social Work*, 34:79–95 -

<https://www.tandfonline.com/doi/pdf/10.1080/03643100903432974>

Nandan, M., Scott, P. A. (2013) Social Entrepreneurship and Social Work: The Need for a Transdisciplinary Educational Model. *Administration in Social Work*, Volume 37:257-271 -

<https://www.tandfonline.com/doi/abs/10.1080/03643107.2012.684428>

**Prof. dr. Sanela Šadić**  
**University of Sarajevo, Faculty of Political Science**  
**Prof. dr. Lejla Osmić**  
**University of Sarajevo, Faculty of Philosophy**  
**Prof. dr. Amer Osmić**  
**University of Sarajevo, Faculty of Political Science**

***“Professional capacities in social services in child protection-Experiences of Bosnia and Herzegovina”***

**Abstract:**

The dynamics of developing social protection in the post-war society was permanently changing in legislation, development of new social services, professional methods, and techniques. Permanent changes in the environment put new requirements for professionals, demanding permanent education and learning. Efforts are underway to strengthen the child protection system toward rights-based orientation, including prevention and protection/responses for the most vulnerable. The research aimed to learn what are institutional and professional challenges in social services in child protection in Bosnia and Herzegovina.

**Methodology:**

The research is qualitative-quantitative. The desk review was focused on the international and child human rights instruments, legislative instruments on entity and cantonal levels, policy frameworks and situational analysis of children, relevant reviewed and peer reviewed literature and reports on social and child protection, social services, and social work. Primary data collection took place in BiH, including interviews (KII-31) focus groups discussions (FGD-9) and administered online survey to directors and social workers in the CSW (281). The online survey aimed to collect information on education, training, length of work experience, supervision, self-assessment of knowledge and skills in the social protection and child protection, it was disseminated through government social protection ministries.

Survey data was collected using SurveyMonkey and analysed in the form of descriptive statistics.

The data collection process was designed to access the strengths, weaknesses, and opportunities of the professionals in child protection, identify gaps and local priorities. Data collection tools were developed, passing through internal and external revisions, as well as ethical revisions.

Research findings indicate problems such as lack of professional guidance on practical competences and standardised protocols and procedures for engagement with vulnerable population; professional status and image toward social services professionals in general; greater collaboration and cooperation and coordination across sectors; administrative overload; need for more comprehensive preventive services; permanent education; safety and security; no systematic support for professionals.

### **Key references:**

1. Šadić, S., McPherson, J., Villarreal-Otálora, T., Bašić, S. (2020). Rights-based social work in Bosnia and Herzegovina: Validating tools for education and practice. *International Social Work*, p. 2. [https://www.researchgate.net/publication/340706329\\_Rights-based\\_social\\_work\\_in\\_Bosnia\\_and\\_Herzegovina\\_Validating\\_tools\\_for\\_education\\_and\\_practice](https://www.researchgate.net/publication/340706329_Rights-based_social_work_in_Bosnia_and_Herzegovina_Validating_tools_for_education_and_practice)
2. Maglajlić, R., Selimović, J. (2014). *Social Work in Bosnia and Herzegovina*, [https://www.researchgate.net/publication/262420162\\_Social\\_Work\\_in\\_Bosnia\\_and\\_Herzegovina](https://www.researchgate.net/publication/262420162_Social_Work_in_Bosnia_and_Herzegovina)
3. Global Social Service Workforce Alliance (2018, Jan). Core concepts and principles of effective case management: Approaches for the social service workforce. Available from <http://www.socialserviceworkforce.org/sites/default/files/uploads/Case-Management-Concepts-and-Principles.pdf>

### **Recommended readings**

1. UN Committee on the Rights of the Child (2012). Concluding remarks Bosnia-Herzegovina: [https://www2.ohchr.org/english/bodies/crc/docs/co/CRC-C-BIH-CO-2-4\\_en.pdf](https://www2.ohchr.org/english/bodies/crc/docs/co/CRC-C-BIH-CO-2-4_en.pdf)

2. Council of Europe (2001) 'Recommendation Rec (2001) of the Committee of Ministers to Member States on Social Workers, 17 January'. Available online 10. Family for Every Child (2016). Retrieved from [https://www.terredeshommes.org/wp-content/uploads/2013/06/20130315\\_the\\_links\\_between\\_child\\_protection\\_and\\_good\\_governance.pdf](https://www.terredeshommes.org/wp-content/uploads/2013/06/20130315_the_links_between_child_protection_and_good_governance.pdf)
3. Global Standards of Social Work Education and Training (IFSW & IASSW, 2004) and the Global Social Work Statement of Ethical Principles (IFSW & IASSW, 2018). The Global Agenda for Social Work and Social Development (IASSW, International Council of Social Welfare [ICSW], & IFSW, 2012) particularly emphasizes the vulnerability of "...human rights in relation to social, economic, cultural and political situations" (p. 2)
4. Izvještaj o istraživanju: Analiza situacije u oblasti dječije zaštite u Bosni i Hercegovini - mapiranje radne snage u službama socijalne zaštite (2016), ed. Muratbegović, E., retrieved from: [https://childhub.org/sh/system/tdf/library/attachments/bosnia\\_bih\\_web.pdf?file=1&type=node&id=25411](https://childhub.org/sh/system/tdf/library/attachments/bosnia_bih_web.pdf?file=1&type=node&id=25411)
5. Childpact & World Vision (2019). Child Index 2.0 Bosnia and Herzegovina 2019 Measuring government efforts to protect girls and boys.

**Sanela Šadić**, Ph.D., full professor at Department of social work, Faculty of political sciences, University of Sarajevo. Her research interests are in social casework and family work skills, professional burnout, self-care and human rights. Teaching areas are: Social Casework, Social Family Work, Social Group Work, Human Rights and Social Work, Social Work Ethics. She is author/coauthor of the books *Human rights and social work*, *Social work with children and families at risk*, *Youth study Bosnia and Herzegovina 2018/2019* as well as other books, book chapters and articles.



**Prof. dr. Vjollca Krasniqi**  
**University of Prishtina**  
**Faculty of Philosophy**

### **“Dealing with the Past: Memorialization of the Missing Persons in Kosovo”**

#### **Abstract:**

This lecture focuses on memorialization, commemorative performance, and co-production of memory of missing persons during the 1998-1999 war in Kosovo. It will discuss memory work and the role of the families of missing persons and other social actors engaging in dealing with the past. Focusing on commemorative performances and memory activism, the lecture explores how the memory of missing persons is constructed and in what way memorialization is contributing toward a shared understanding of the recent past in Kosovo. The key questions that will be addressed are: How does the past manifest itself in the present? How do mnemonic communities—as networks evolved, maintained, and transformed through processes of collective remembering—commemorate together in Kosovo? How is the past remembered? And to what extent are commemorations of missing persons inclusive and transformative?

#### **Key references:**

1. Boss, P. (2004). “Ambiguous Loss Research, Theory, and Practice: Reflections after 9/11”, *Journal of Marriage and Family* 66, 551-566.
2. Krasniqi, V., Hajrullahu-Islami, V., Krasniqi, K. (2023). “Remembering to Remember: Memorialization and Commemorative Performance of Missing Persons in Kosovo” (co-author with Islami-Hajrullahu, V., and Krasniqi, K.). In: N. Trajanovski and Georgieva, L. (eds.) *Conflicting Remembrance: The Memory of the Macedonian 2001 in Context*. Friedrich Herbert Stiftung.

#### **Recommended texts:**

1. Baranowska, G. (2022). “The Rights of the Families of Missing Persons: Going Beyond International Humanitarian Law”, *Israel Law Review* 55 (1): 25–49.
2. Berisha, R. (2017). “Forgetting Equals Killing:” Loss and Remembrance of the Missing Children in Post-War Kosovo, *Anthropology of East Europe Review*, 35 (1): 39-54.
3. Halilovich, H. (2022). “Missing people and missing stories in the aftermath of genocide: Reclaiming local memories at the places of suffering”, in M. Rauschenbach, J. Viebach,

and S. Parmentier eds., *Localising Memory in Transitional Justice: The Dynamics and Informal Practices of Memorialisation after Mass Violence and Dictatorship*, Routledge, 209-234.

4. Krasniqi, V. (2021). "Transitional Justice in Kosovo: Challenges and Perspectives," in *Justice for Victims Despite Absence of Political support: XIII Forum for transitional Justice in post-Yugoslav countries*, RECOM Reconciliation Network.  
<https://www.recom.link/wp-content/uploads/2021/05/Justice-for-Victims-FINAL.pdf>
5. Schwandner-Sievers, S. and Klinkner, M., "Longing for Lost Normalcy: Social Memory, Transitional Justice, and the 'House Museum' to Missing Persons in Kosovo", *Nationalities Papers*, 47 (2): 232–247.

**Prof. dr. Sarina Bakić**  
**University of Sarajevo**  
**Faculty of Political Sciences**

**“The Perception of Memorial Center Potočari-Srebrenica in Reconciliation Process in Bosnia and Herzegovina – Challenges, Obstacles and Opportunities”**

The lecture will emphasize the importance of developing culture of memory for each society. The case study will be **Memorial Center Potočari-Srebrenica in its role for the** continued need to understand the genocide that took place in and around Srebrenica. This is necessary to continue fighting the ongoing culture of genocide denial. At first glance, a culture of remembrance presumes immobility and focus on the past to some, but it is essentially a dynamic process and depends on various political, social, cultural circumstances. In this lecture, the emphasis is placed on the concept of the place of remembrance, the lieu de memoire as introduced by the historian Pierre Nora and its role in reconciliation developments. In this sense, a place of remembrance such as the Srebrenica - Potočari Memorial Center is an expression of an activity in which people are no longer just immersed in their past but read and analyze it in the present. Furthermore, looking to the future, they also become mediators of relations between people and communities, which in sociological theory is an important issue of social relations. Lecture will tackle a new approach related to memorial centers in general as educational institutions and meeting points for various generations in particular youth with different cultural identity and social backgrounds.

**Key references:**

1. Bakić, S. (2021). *Different Voices and Luminocities: Encouraging Reconciliation through Museum Practices*, Southeastern Europe 45 (2021), 341-360, BRILL, Ferdinand Schoningh.
2. Bakić, S. (2021.) *Srebrenica is not a Metaphor: The Significance of the Srebrenica Memorial Center-Potočari for Understanding Genocide*, Bosnian Studies, Vol. V, No. 1/2021, str. 54-64.
3. Margalit, Avishai (2002) *Ethics of Memory*, Harvard University Press.

### Recommended readings:

1. Popper, K. (1993.), *Otvoreno društvo i njegovi neprijatelji*, BIGZ, Beograd.
2. Sodaro, Amy (2018), *EXHIBITING ATROCITY Memorial Museums and the Politics of Past Violence*, Rutgers University Press New Brunswick, Camden, and Newark, New Jersey, and London.
3. Suljagić, E. (2005) *Razglednica iz groba*, Durieux, Zagreb.
4. Williams, P. (2011.). *Memorial Museums and the Objectification of Suffering*. U. Marstine, J (ur.), *The Routledge Companion to Museum Ethics. Redefining Ethicks for the Twenty First Century Museum*. Routledge, London & New York.

**Dr Sarina Bakić** is an associate professor at the Department of Sociology, at the University of Sarajevo Faculty of Political Science. Her core scientific field is the sociology of culture and art, aesthetics and politics, international cultural relations/cultural diplomacy and various phenomena of mass culture. She is an author of the book *Controversies of Cultural Reception* and co-author of books, *Bosnia and Herzegovina's Society and Modernity*, *Understanding Society and Peace Potentials of Religion and Interreligious Dialogue as the Tool for Improvement of Political Dialogue in Bosnia and Herzegovina*. She is an author of the chapter for *Bosnia and Herzegovina Women's Lives Worldwide*, Volume 4: Europe, published by CLIO Greenwood Press. Also, she is one of the authors for the *Wiley-Blackwell Encyclopaedia of Sociology: Sociology in Bosnia and Herzegovina*, edited by George Ritzer and Chris Rojak. Sarina Bakić is engaged in several projects as the project coordinator and member of project's team, an author of numerous scientific articles and chapters published in national and international scientific publications. She is officially awarded by the University of Sarajevo for her scientific work in 2021.

**Prof emeritus dr. Tom Morgan**

**Augsburg University**

**Workshop: Enhancing Your Leadership Skills by Knowing Your Decision-Making Style**

The Input Output Processing Template (I Opt) is a leadership assessment tool designed to help us understand how we gather, process, and act on the information that is all around us. This information shapes our leadership style. To effectively lead others, particularly teams, it's helpful to understand the strengths and vulnerabilities of our own approach. Co-workers and team members may have different styles, but each adds an important aspect to strategy development and decision-making. This workshop will help you learn more about yourself, enhance your capacity to work in teams, and to use personal data to advance your ability to be effective. All participants will complete a short online assessment in advance and will have a personal profile report available to them at the session.

**Dr. Tom Morgan** is Professor Emeritus of Leadership Studies at Augsburg University. He has over forty years of teaching experience and has extensive experience in institutional planning, facilitating professional development workshops and the design and implementation of new programs. He designed and launched Augsburg's first graduate program, the Master of Arts in Leadership, and the design and implementation of new programs. In addition to teaching, he has assumed numerous administrative roles at Augsburg. Prior to working in higher education, he worked doing research and grant writing in health care. He serves on the Boards of Seeing Things Whole and Prairie Oaks Institute. Tom holds a Ph.D. in Educational Policy from the University of Minnesota, an M.S. in Economics from the University of Oregon, an MBA in Finance & Operations Research from the University of Denver and a B.S. in Sociology from Juniata College. He has lived in the Twin Cities for the past forty years. Tom is married, has one daughter, and thinks about riding his recumbent bicycle. He holds a private pilot's license and enjoys woodworking.

