

4. MEZINÁRODNÍ DIALOGICKÉ A
KOLABORATIVNÍ SYMPOZIUM

HORIZONTY

3. - 5. května 2018
Důl Hlubina, Ostrava

About symposium

We live in a divided, ambiguous world. We try to figure out who are “we”, who are “they” and we are looking for what separates us, how different and better we are. We build our own community, yet at the same time that’s what sets us apart from others. A dialog outside of our social bubble often creates tension, which could be unpleasant or unbearable, so we rather stay “with ours”.

Tension is necessary though to reach understanding in a dialog. To create something new it’s necessary to discuss something strange, unknown and sometimes contrary to our position. The same tension that divides us can connect us then.

Horizons 2018 will look for connections in what’s disconnected, for what’s common in differences, for what holds together in a conflict. We will emphasize on subjects of mental health, racism/xenophobia, partners-family relationships and education. The symposium is for people interested in the aforementioned subjects, professionals or general public, specifically for facilitators, mediators, therapists, social workers, community workers, educators, activists and others.

Narativ

Narativ is a social and relational platform spreading collaborative and dialogical practices in Czech Republic and Slovakia. This website is one of the vehicles how to realize these ideas and connect people. The word Narativ may remind narrative therapy, which is one of our initial sources of inspiration. Nowadays we refer by this word to the storytelling in general, which is one of the core characteristics of the approaches under the postmodern umbrella. As a group we are interested in several activities such as psychotherapy, social work, education, research and the spaces in between. To move our practice forward towards new possibilities we try to be inspired by various people, their work and develop a dialogue across the differences. We tend to create horizontal, non-formal and non-institutional dialogical spaces – to meet each other, our colleagues from social oriented practices, participants of our educational activities, programs and workshops, with our clients or authors of books we translate.

Opening ceremony

Humanizing Tensions: Dialogic Possibilities

Thursday at 10:30 in a main hall

Annotation of author

Everywhere we turn we are confronted with techniques and tools designed to “fix” the disparities that we confront daily. If our actions appear abnormal to others, there’s probably a pill we can take and a therapeutic program we can join. If our performance in school is below standards, there are remedial courses and, again, medications we can take to ensure that we can maintain focus and attention on what the educational system deems is important. When our neighborhoods and communities are rife with racial tensions, we turn to confrontation and law enforcement, often resulting in imprisonment or other forms of punishment. Our family and relational conflicts can be solved by an expert’s determination of who is right and wrong, rational and irrational. Such segregating and isolating actions serve to make our divisions deeper and more conflicted. Difference is a natural byproduct of our complex social worlds. And, unfortunately, the most common approach to diversity is to treat the individual. Little attention is paid to the broader social contexts and institutional practices that contribute to conflict, disconnection, and difference. The question we must confront is how we can live with the tension of difference. Adopting a collaborative, dialogic stance redirects our focus in divisive moments. Rather than finalize diverse worldviews as evil, wrong, or irrational, our challenge is to search for the good, the “right,” and the rational in the other. Central to living with the tensionality of difference is a shift from attempting to reach agreement to constructing new forms of understanding with others. And, these new forms of understanding are premised on humanizing the other, despite difference. In the words of Ludwig Wittgenstein, we must ask, How can we go on together? This talk will propose ways that we might go on together despite (Dis)connecting Tensions.

About author

Sheila McNamee, Ph.D.

Sheila McNamee is Professor of Communication at the University of New Hampshire and co-founder and Vice President of the Taos Institute (<http://www.taosinstitute.net>). Professor McNamee has held Visiting Professorships at City University (Hong Kong), Utrecht University (The Netherlands), the University of Sao Paulo (Brazil), and the University of Parma (Italy). She was Professor of Culture Studies at Tilburg University from 2013-2016. Her work is focused on dialogic transformation within a variety of social and institutional contexts including psychotherapy, organizations, and communities. Among her most recent books are *Research and Social Change: A Relational Constructionist Approach*, with Dian Marie Hosking (Routledge, 2012) and *Education as social construction: Contributions to theory, research and practice*, edited by Dragonas, Gergen, McNamee & Tseliou (WorldShare Books, 2015).

Download at: <http://www.taosinstitute.net/education-as-social-construction>.

Education

In the area of education there is a lot of opportunities to try, strive for and expand dialog in situations that are tense, full of emotions and misunderstanding. We feel that in the process of education and also in situations, when we have to support someone, it is necessary to get to a common and complex agreement, that would include professionals, parents, involved community members and students. In our section we want to create a space to share good practice. We will also welcome those, who have other than good experience, want to share it and want to think of new possibilities and ways.

We welcome everyone, who are or want to be part of the educational system: teachers, school administrators, parents, students with various special education needs, members of supporting organizations, assistants and those of you, who focus in your work on interpersonal relationships in the area of education (professionals-students-parents). Together with other participants you can share your practice, experience, listen to and perhaps engage in dialogue in situations, which are saturated with opposite opinions and possible misunderstanding, stay in touch with the tension and experience the possibility to move ahead.

Your contribution can, but does not have to relate the following subjects or experience:

- Collaboration within school, with parents, with community and larger surroundings
- Distribution of competencies and roles within school and outside of it
- Inclusion and its forms, possibilities and also needs related to it (forms of work, support, communication...)
- Relationships and climate – how to work with tension in relationships and how to create space for dialog in these situations
- Traditional and alternative approaches to education, relationships and communication among teachers and students

We will welcome contributions that are interactive, inviting to dialogue and creating space of inspiration and a common reflection. The contribution can have form of a story and reflect experience of people perceived tension and despite of it tried to develop collaboration and mutual listening to each other. It could also be about situations in the area of education, that were difficult nonetheless it was necessary to find a common way out. In order for our discussion to be inspiring and for our space to be open to a number of voices and ideas, we offer facilitation and professional support

The list of contributions

- KEYNOTE: Tension within education. An opportunity?!
- Teaching experiment with using dialogical approach with students
- Creating a dialogical space in the education of helping professionals
- Dialogical learning context
- The school My project - Our world is also their project
- The journey to your own kindergarten and the power of intention
- Homeschooling
- A stigma that can touch all of us
- Parents association of Fair Education (SRFS)
- Even parents want to be there
- We can teach together about equal rights to everyone
- Monitoring the obligations arising from the Convention on Rights of Persons with disabilities
- Freedom of learning / educating
- FASD in a dialogue
- Humanity in psychodiagnostics
- Could suicidal behavior of a child in school be a source of collaboration in the school?

KEYNOTE:

Tension within Education. An opportunity?!

Friday at 13:00 in a main hall

Annotation of author

It's how we look at this.

Education is people's work. On a daily basis, many inter-actions take place between young and old, at all kinds of levels, in and around our schools. It doesn't come as a surprise that an endless list of issues needs to be solved - Children who are not motivated; Teachers who struggle to survive especially when they have "another voice or an opposing voice"; Our traditional education versus "what the futures needs" and so on... Dealing with tension seems to be part of the job. It becomes interesting when we use a magnifying glass and look more carefully at what we think tension is and how it occurs to us within educational change processes. What are we talking about? Or perhaps even more important: How are we talking about tension? Again (as in our last Horizons symposium meeting) we will see that how we think and look at our reality determines what we will see - it is in the eyes of the beholder. And this is decisive for our actions. The keynote will give meaning to tension within education. We will discuss how we can deal with it, and which approaches we could use..... Hopefully it allows for our eyes to open, and increases our awareness of the fact that we can approach tension in more positive and optimistic ways. Who knows?

About author

Loek Schoenmakers, Ph.D.

Others often describe him as driven, well-read, authentic, involved and continuously focused on development. He works from a positive fundament, can figure out what is already present and build on this to form lasting and well-supported change processes. "Dr. Loek Schoenmakers has worked as a teacher, principal and educational adviser in both primary and secondary education for over 35 years, and has done so in many different countries and environments. He is a guest lecturer for the Master in Education and Research for Sustainable Development (MERSD) and the Master of Education (Med.) at the Anton de Kom University in Surinam, and is a core lecturer for the Master of Education and Innovation at de Kempel University of Applied Sciences."

Loek is an associate at the Taos Institute, the cradle of social constructionism, and coordinates the TIE (Taos Institute Europe). Loek (1961) lives in the Netherlands, along with his wife AnneMarie and his sons Roel and Jon. Alongside his job, he also practices Buddhism, painting and has a love for traveling.

Achieving sustainable education together, that is his ambition. He works towards this with the Social Constructionist (Appreciative Inquiry approach), and has a backpack full of fleshed-out ideas for applying this to his work in education: with others as colleagues, managers, parents and above all students. In 2011 he obtained his doctorate in Social Sciences based on his country-wide connecting, appreciative change work in Surinam at Tilburg University in cooperation with the Taos Institute USA.

Teaching experiment with using dialogical approach with students

Thursday at 14:15 at balcony

Annotation

I decided to experiment with the dialogical approach, when teaching the Social pedagogical counseling course for the students of special pedagogics and drama therapy.

Over the course of the first year, I have tried to figure out how to distribute the work during teaching hours, what topics and task assignments to choose and what are the challenges for the students with regard to their focus, their experience with the teaching at the school and also with regard to the requirements for the subject.

During the second year, I was basically implementing and reflecting on the model of teaching in the next group of students, while focusing on the "friction areas" that arise in the area of education in an environment that is set significantly differently than when adopting the dialogical approach. Both extremes of the spectrum are present when teaching the drama therapy students - the very benevolent, "therapeutic" approach, the theatrical-acting as well as the classical "hard" lectures.

I think it was the contrast between these various teaching styles, which brought most "tension". Either from the perspective of the students' expectations from the lectures - the expected content being the theory of counseling or the therapeutic case studies they are accustomed to, or, from the perspective of my facilitation style of the lectures, when we, both me and my students, found ourselves occupying various positions:

Working with case studies, which requires a much more personal approach, sharing of emotions and opinions (not only professional, but also personal), the willingness to speak openly and to give up the "professional boundaries". all this in order to understand the topic, the situation, the possibilities and the abilities, as well as reluctances one might have in relation to working on such a topic with their clients.

at the same time, there was a clear distinction between the students and the lecturer, because the students knew I will be evaluating their performance at the end of the term

My own personal position - for example when facilitating a conversation - has in itself been a source of tension - how do we support dialogue, the learning based on one's own experience and how do we reconcile these with the prescriptive teaching of "the correct" approach? The fact that I was teaching a university course, rather than a therapeutic training also played its role - because of the limited temporal and spatial possibilities

And at the same time, the specific tension appeared in relation to the process, or the content of the discussed topics - and the emotions, I had to be able to handle as a teacher, as a therapist and as a counsellor. To make use of such situations - both for educational purposes, as well as make sure the person who was sharing their story has been properly taken care of, is a challenge in itself - especially when one is, at the same time, trying to demonstrate the difference between counseling and therapy in vivo (which has been a professional goal of mine, in this course)

About author

Mgr. Petra Jurkovičová, PhD.

She studied Special needs Education at the Faculty of Education of the Comenius University in Bratislava. 2008 received a Ph.D. in the Special needs Education at the Palacký University in Olomouc, with a focus on counseling and family work. During doctoral studies she began to teach at the Department of Special Education, now the Institute of Special Education Studies. In 2011, she completed comprehensive training in Person centered Psychotherapy in the Institute Ister in Bratislava, and in 2013 training in Dialogical and Postmodern Approach to counseling and psychotherapy organized by Narativ group in Brno. Theoretically and practically focuses on counseling, therapeutic and supervision activities, particularly in the field of working with families caring a child or adult with disabilities. Currently, she also works as a counselor of the Special Education Center for People with Intellectual Disabilities and Autism.

Creating a dialogical space in the education of helping professionals

Thursday at 14:15 at balcony

Annotation

When one encounters new information that is inconsistent with how they so far recognized the world, it creates a mental conflict - tension. We intentionally try to provoke this kind of tension for our trainees. We believe, that in case such tension is well processed, it helps to re-construct reality, enables a shift in thinking, and changes one's understanding.

This is, from our point of view, the "aha" effect of education - its meaning. If this does not happen, the listeners feel like not having learned anything.

Consent is not necessary, it is the deeper understanding of the issues discussed that counts. We encourage critical thinking with our students. We teach them to take a distance and to not to naively accept popular opinions, and at the same time to avoid refusing that what might, at first sight, seem unacceptable. We guide our students to form their own opinions towards a given subject and to allow for differences and for a multiplicity of possible perspectives.

By the aid of this workshop, we will show how such teaching works in practice. We invite all the attendees to experience the entire process and then we'll discuss what they learned about the discussed subject, about the educational process and about themselves.

About authors

Gaudia Insitut s.r.o.

Mgr. Naďa Kostková, Mgr. Barbora Hrušková, PhDr. Tereza Janačíková Nováková, MUDr. Olga Kunertová - the authors and lecturers of a psychotherapeutic training Psychotherapy in Postmodernity.

Dialogical learning context

Thursday at 16:00 at balcony

Annotation

The School for Cybernetics and System Therapy, established in 1990, is conceptualized as a centre for learning, research and practice of efficient psychotherapy. The School program lasts for 4 years and consists of educational and practical courses.

The students of the School are psychiatrists, psychologists, medical doctors and social workers which work in different medical facilities, social institutions and non-governmental entities. Our students work in institutions that emphasize strict structure and differences between patients and therapists. The majority of their colleagues look at patients as a diagnosis while we in the school nourish the open dialog and develop knowledge how to reach the understanding in the dialog. We believe we facilitate the change on several levels - personal, professional and in the community.

A large part of the School's program is focused on the practical courses in the format of therapeutic work with client system under supervision. We will present the school's 3-day session which was formatted in a way that students, in participatory conversation, achieve the new understanding of the ideas that they may continue developing in their work with patients. We will also present how the new psychotherapist's understandings are related to the outcomes on which they worked in the follow up session with their patients.

We will present the potential for change arising from the learning context. It will show how the created framework for dialogue about ideas has perceived potential for change within the systems in which students work with patients. Students, in their descriptions of the system, commonly accentuate personal inability for more effective influence on the functioning of the system, as well as the feeling of insufficient colleague's understanding.

Teachers have the ability to steer the process in the direction of the wanted outcome that was initially set by the students. The discussion about the outcomes takes place in the open and free conversation to allow student a chance to redefine the description of the wanted outcome and continue with the new ideas. The teachers reflect on the defined ideas and ask question with the aim of better understanding and clarification of the concepts used by students in their discussions. All the students have the opportunity to reflect on new understandings and they all experience the change of understanding of the initial ideas. The students show enthusiasm toward open possibilities in their work with patients. The teachers, after certain amount of time, receive the report about the changes in the student's work with patients.

About authors

Anamaria Blazic

Anamaria Blazic is a psychologist and ECP psychotherapist with over 28 years of work experience in the field. In her private practice, she works with individuals and Families and does research on the effective psychotherapy. She is a teacher and a supervisor at the School of Cybernetic and Systemic Therapy since 2009.

Inka Miskulin

Inka Miskulin is a psychologist and ECP psychotherapist with over 33 years of work experience in the field. She has a PhD in the field of Philosophy of Psychotherapy. She writes and speaks extensively on the aspects of Psychotherapist's epistemic responsibility. She is a teacher and a supervisor in the School of Cybernetic and Systemic Therapy since 1992.

Ani Cvejtovic

Ani Cvjetovic is a psychologist and psychotherapist with over 14 years of work experience in the field. In her private practice, beside work with individual and group therapy, she focuses on working within professional organizations enhancing their communication, problem solving and other skills. She is a training teacher in the School of Cybernetic and Systemic Therapy since 2014.

The school my project: Our world is also their project

Friday at 10:30 in an Open space

Annotation of author

The Innovative Learning Concept - The School My Project - is currently adopted at two schools in the Czech Republic - Prague and Sokolov. The concept, in its entirety, is a comprehensive school-wide system that builds heavily on working with values and key competencies. It provides children with space in which they themselves - with the support of inspiring teachers - can be the makers of their lives and their education. By the use of a variety of unique tools (Progress Map of Learning Key competencies, Project Teaching, q-sort analysis for parents) it enables the children to develop responsibility for themselves and the world around them. Because Our world is also their project.

www.skolamujprojekt.cz

facebook.com/skolamujprojekt

About author

Václav Zeman

Václav is currently working for The School My Project (skolamujprojekt.cz). He studied journalism and media studies at the Faculty of social and economic sciences UK. He previously worked for People in Need (The Educational Program Varianty), for the Agency for social inclusion and for the State Reconstruction Platform. He has a long term interest and active involvement with media, formal and non-formal education and social policies in the Czech Republic.

The journey to your own kindergarten and the power of intention

Friday at 10:30 in an Open space

Annotation

Silvie Kappelová

I have studied pedagogy and then worked as a kindergarten teacher for 2 years. After 2 years, I have decided to leave the education field and to set out on a journey towards the unknown - a journey towards a child's heart - a journey to a different way of teaching. For the last 7 years, I have been working with children and their families, individually. I am promoting a more respectful approach in education, among the parents, but also to the general public. The journey towards my own kindergarten started by babysitting, by sharing of information regarding the benefits of smaller community organizations working with preschool children. This was also a way for me to learn how to communicate with people, how to give presentations about my intentions, about the children. I have learned to communicate with the governmental offices and to organize and apply for funding. I may still be at the beginning, but I am constantly learning and moving forward. I would like to share my experiences and the vision I have - a vision that gives reason to everything I do - the importance of Respect in education and the value of individually approaching not only the children, but also our employees. I enjoy finding new solutions, in collaboration with the people around me. The journey is beautiful and sometimes also very challenging. But more about that on the 4th of May at 10:30.

Homeschooling

Friday at 10:30 in an Open space

Annotation

Lia Blažková

My name is Lia Blažková. I have worked as a nurse, as a librarian and as registrar, but my most important vocation is being a wife and a mum. We have 6 children, 3 out of whom were homeschooled.

And what would I like to talk about?

Why I started homeschooling, our experience with homeschooling - the better ones, as well as the more challenging ones. Can every child benefit from homeschooling?

Stigma that may affect anyone

Friday at 10:30 in an Open space

Annotation

Stigmatization and exclusion of people with mental health problems is becoming more and more burdensome for our society. Stigma associated with mental illness directly contributes to a deterioration in the status of people with psychiatric diagnoses, it also participates in reluctance to seek professional help, or to entrust with their closest ones.

In today's hurried time, it is very easy to have a personal experience with mental problems, so it is crucial to spread awareness among people about how to behave in such situations or how to best support people with mental health difficulties. Nowadays, various organizations and projects are being set up in order to deal with this issue, to provide support in the form of interventions and education, and to raise public awareness of mental health and the problems associated with it.

We would like to introduce some of these projects and organizations. At the same time, we would like to invite you to have a direct experience and to take part in one of our destigmatization workshops and to discuss the topic of stigma and destigmatization of mental illness.

About authors

Markéta Hovorková

Is a psychology student at the Faculty of Arts, MUNI. She is an active member, volunteer, coordinator and a member of the organization team at the SPOLU project, which allows her to help with improving the service provided to the people suffering from mental health related difficulties at various inpatient psychiatric clinics. She also actively supports destigmatization, be it, under the umbrella of spolU, as a member of Spolu's partner project Mind the Mind, or at the National mental health institute, as the member of the Destigmatization team.

Among other things, she is a trainee at the Psychiatric Clinic of the Brno University Hospital, where she assists with patient examinations, recording groups and arranging free time activities for patients.

Jan Beránek

He studies the fourth year of psychology at the Faculty of Arts of Masaryk University. He is involved in volunteer activities within the SPOLU project, where he is a member of a cognitive and clinical team that focuses on helping and improving the status of patients in psychiatric hospitals. He is also a co-ordinator of the Mind the Mind project, which is supported by the European organization EFPSA and which focuses on combating stigma associated with mental illness. Among other things, she is a trainee at the psychiatric clinic in Černovice.

Association of Parents for Fair Education (SRFS)

Friday at 10:30 in an Open space

Annotation

If you decide to attend this section, I will be happy to introduce the training programs currently underway under the umbrella of the Prospect Education Association. I will introduce the Association of Parents for Fair Education (SRFS), its members, its activities and history.

The basic activity is social pedagogical work with Roma parents and the building of a community and inclusive school.

My work consists in volunteering in the Roma education in the field of inclusion and support of the participation of Roma parents in public life. Together with my colleague, Lucia Čechovská, and our members, we managed to build a network of contacts and a cooperation that could lead to a sustainable development of inclusion in society.

A program that is greatly welcomed by the Roma parents:

Currently we run the Junior Group, open to children from the age of 11 to the age of 14, we implemented a Bahá'í-inspired program, successful in other parts of the world. It strengthens the spiritual, intellectual and physical development of young youth, which then manifests itself in the social transformation of the community. There are four junior groups in Brno, one of them in the Roma community in Cejl, led by two animators, aiming to involve local Roma youth between 15 and 30 years of age in leading other groups.

About author

Margita Rácová

I graduated the Master of Social Work at the Institute of Roma Studies at the Faculty of Social Sciences and Health of the University of Constantine the Philosopher in Nitra. After my studies, I focused on social work with socially disadvantaged Roma families, youth and children. At the moment, I am a doctoral student at the Department of Social Pedagogy, at the Faculty of Education of the Masaryk University in Brno. The aim of my dissertation the deepening of the knowledge and the understanding of relationships in the Roma family, which can both be seen as resources for the education and socialization. Since 2012, I have been working for the Association of Parents for Fair Education, where I devote myself to leisure activities for families with children and to the topics of social inclusion and exclusion in the Czech society. Another social pedagogical activity I have is the religious education of children and adults, inspired by the concepts of Bahá'í teachings.

Even parents want to be there

Friday at 14:15 in a greenroom

Annotation

This contribution is devoted to a slightly non-traditional motherhood and parenthood. It offers an insight into the care and education of a child with special educational needs, through the lenses of a special needs educator and a mother with CP diagnosis in one person. Both careful pregnancy planning, and consequent care for a child whose development from the outset onward did not follow the standard development stages, as defined by the medics, will be discussed.

The author's endeavor is to help professionals, parents and lay people in finding answers to unanswered questions by sharing an authentic years long experience of looking for and finding paths, and building collaboration between experts and caregivers.

About author

Michaela Tichá

Mgr. Michaela Tichá is a mother of two children. She comes from Pardubice, where she also studied a Secondary technical school and later a Chemistry college. After seven years in practice, she applied to Pedagogic Faculty of Palacky University in Olomouc and studied special pedagogy. The reason for her studies was her own long-term lived experience with physical disability and her wish to pass on her experience and commitment to other parents caring for children who were diagnosed with cerebral palsy. She is the author of a master thesis titled "Parent as part of a complex care team for a child with CP." The impetus for this topic was the birth of her son, who was also born with this diagnosis in the second year of her bachelor's studies and her the subsequent collection of experiences from a different point of view.

We teach together for the equal rights for everyone

Friday at 14:15 in a greenroom

Annotation

We teach together, even if we are very different. It is a great challenge for both of us and we learn also learn a lot about ourselves, when teaching together. We enjoy it. We are a team of lecturers who, together, teach people to defend their rights. In order for them not to be judged by other people and in order to prevent their rights being taken away from them. We teach that when help is needed, it is best, if it can be provided by the people whom one can trust.

We believe that teaching together makes sense, we have a lot to give each other and we believe life is a matter of cohabitation, not of separation, for example, whether or not we have a disability. During our workshop, we want to share our experiences with joint education and to tell you that you have the same right to make decisions about yourself, like everyone else has.

About author

Dominik Hlaváč

Dominik Hlaváč is a young man, who has a lived experience of being subject to decisions taken by other people about his life - because he has a disability. The others think that they know, better than himself, what is good for him. But that's very often not the case.

Veronika Škopová

Veronika Škopová, a lecturer who likes teaching diverse groups, where people can enrich each other with their diverse experience and life stories.

Monitoring the Convention on the Rights of Persons with Disabilities. Article 24. – Education

Friday at 16:00 in a greenroom

Annotation

With the ratification of the Convention on the Rights of Persons with Disabilities on 28. 9. 2009 arose the responsibility for the Czech Republic to establish independent monitoring body for this Convention. Its aim is to monitor the fulfilment of the rights of people with disabilities within the meaning of Article 33/2 of the Convention. From 1st of January 2018, the Public Defender of Rights became the monitoring body for the rights of persons with disabilities.

In the scope of the mandate as monitoring body the Public Defender is systematically dealing with the theme of rights of the people with disabilities and safeguards its fulfilment. The Defender carries out the research, issues recommendations on this topic and proposes the measures to ensure the protection of the people with disabilities.

Education is one of the priority areas for monitoring the fulfillment of the rights of people with disabilities. The paper will present a current monitoring plan for this thematic area. In the discussion with other participants, the main barriers encountered by people with disabilities, will be identified.

About author

Jakub Konečný

Jakub Konečný works as a researcher at the Public Defender of Rights in the department for the protection of the rights of persons with disabilities, where he designs and conducts research reports focusing on qualitative methodology. In his previous practice, he focuses on disability studies, social mobility, transformation processes and, in particular, on housing issues. He studied Cultural Anthropology at the Palacký University in Olomouc, where he continues his doctoral studies in sociology.

Freedom of Learning / Education

Saturday at 10:30 in an Open space

Annotation

"Adulthood is based on the assumption that adults are better than young people, and that they, in many ways, have the right to act on young people without their consent." With the exception of prisoners and several other institutionalized groups, the control exercised over the lives of young people is stronger than by other groups of people in our society. If it were a description of how any adult group has been treated, we would quickly recognize this control as a form of oppression.

Adulthood influences all relationships between adults and children in our culture. It affects how we perceive children. It affects how we treat them and what we feel we have the right to do as parents. It is institutionalized in schools, in churches and within our legal and medical system.

The essence of adulthood is that young people are not respected as full-fledged human beings. On the contrary, they are often treated as less important and in a sense as being worse than adults. They can not be trusted with their own proper development and must therefore be educated, disciplined, controlled, punished and introduced into the adult world. The liberation of young people will require an active participation of the adults.

The child is a human being. However, the fundamental human rights of children are being violated within the school system on an everyday basis (p.ex. the freedom of movement, equality in dignity and rights). Some possible ways of achieving the equality of human rights of children in their school community will be presented through the outcomes of various focus groups. These focus groups mapped the perspective of young people from three different Czech schools, which all operate on the principles of free democratic schools, the main principle being the strict respect for their basic human rights.

About author

Michal Kandler

My experience of working as a social worker with children and youth has ignited my interest for the freedom of learning and education. Having worked as a social worker, I have understood, that a large part of the problems children and adolescents face is a direct consequence of a rigid schooling system, that not only fails to adapt to the children's' needs but is often in direct opposition with them. With the arrival of my own children, I also wanted to take responsibility for their development. In Freedom of Learning collective, I devote myself to facilitation and strategic planning.

Fetal alcohol syndrome in dialogue

Saturday at 10:30 in an Open space

Annotation

This contribution presents the dialogical and cooperative guidelines, which had proven useful during the inclusion process of a pupil with a fetal alcohol syndrome (FASD). The authors describe their experience with the implementation of a short-term workshop, offered to the educators, aimed at fostering the development of competences in the area of innovations of inclusive educational approaches, and in building a positive relationship climate, as well as understanding the specifics of children's behavior (especially the behavior of children with FASD spectrum). Over the course of the workshop, the main emphasis lay in a dialogical searching for such a language, which could be understood by all participants of the inclusion process - by the teachers and by the parents, but especially by the children. We have collected the reflections of the participants of this process using a survey.

The aforementioned workshop, organized by the Institute for Dialogical Practices was at the basis of a new collaboration between the institute and the Center for Diagnostics, Therapy and prevention of the FAS. The collaboration now continues as the "FASD in Dialogue" project. This contribution will therefore also present information about this project and about the growing network of 8 regional coordinators who provide methodical leadership and support in creating and implementing action plans and community activities for people with FASD. The coordinators work in collaboration with the local schools, crisis centers, foster homes, diagnostic centers, and other institutions. One of their goals is to facilitate the communication around the implementation of a collaborative research project, in which both the pedagogues and the pedagogues in training, educational consultants, social services providers and child protection services, but also employees of other relevant professional occupations working with people with FASD will participate. Parents and communication specialists will also be involved in the activities, in order to explore the possible ways of improving the inclusive, community based practices for people with FASD together.

About authors

Oľga Okálová

I am a pedagogue for children with special educational needs and a social worker. I work with people's stories. In dialogue, I'm looking for my place as the conversation guide and I believe that each of us has their own successful roadmap to their problems. I help my clients in finding their roadmaps and I'm happy for being useful. I come from Ruzomberok, where I work as a director of a counseling center and a kindergarten, and as a teacher at the Department of Pedagogy and Special Education, Faculty of Medicine of the University of Ruzomberok. I am a consultant and member of the Coordination Team at the Institute of Dialogical Practices (IDP).

Lenka Martinkovičová

I am a psychologist and my as main work experience consists of being a consultant. Before my maternity leave, I worked at the Euroguidance Center, which supports the European dimension of lifelong career guidance. I'm teaching at FSEV UK. I have participated in various counseling trainings, in a two-year art therapy training, as well as in a year long collaborative and dialogical approach training organized by the Narativ group. I am part of the IDP Coordination Team, where I also act as a consultant, facilitator and lecturer. I am also active in the activities of two other civic associations: ZKPRK and Pointre.

Humanity in psychodiagnostics

Saturday at 13:00 in a greenroom

Annotation

This workshop the various forms of relating to our clients when working within the framework of psychodiagnostics - such as a person with a person, a psychologist with a client, an expert with a physically disadvantaged person and other ways of relating. Psychodiagnostics enables us to label others, but the question is, what happens with us during this process? What influence does the subsequent dialogue with our clients have on our primary attitude towards psychodiagnostics and its outcomes? The author of the workshop offers questions and also sets out to find answers to the following questions: "Where can we find humanity in relation with our clients, with their parents, when diagnosing, and reporting?", "What are the basic rights of the clients who are being diagnosed, and not just those we can usually find in the psychodiagnostic standards? "

One of the goals of this contribution is to have a conversation about power - about the power that we attribute to psychologists, about the power that the psychologists themselves believe they possess, and also about how to work with this so called power in order not to forget about the critical thinking and the different points of view that call for our attention and want us to take them into consideration. The author invites you to talk about the various possibilities the psychodiagnostics has to offer - and believes it is not just a client's diagnosis.

About author

Katarína Medzihorská

Katarina worked as a school psychologist and as a head psychologist at the Special Pedagogical Center in Kladno. On paper, the official target group of this center were children and adolescents with special educational needs. In reality, she has worked with amazing kids and young people, each of whom had their own unique dreams, plans, joy and abilities. Currently, she works as a school psychologist at the Mikuláš Kováč Grammar School in her native town, Banská Bystrica. She has trained in solution focused brief therapy (Solution Focus, Dalet Institute, Olomouc), is also a certified Kids' skills coach.

Crisis as an opportunity for relationships - Can a child's suicidal behavior become a source of school collaboration?

Saturday at 14:15 in a greenroom

Annotation

At school, a child's suicidal behavior is undoubtedly one of the most difficult situations that no teacher wants to experience. Such a situation influences all parts of the system. And it is not always possible to support all these various system parts in a constructive manner, which would allow reinforcement and growth. Very often (and rightly so) we mainly focus on working with the child themselves and with their parents (legal representatives), but it is not always the case that we would have enough energy to also support others - for example the classmates, the teacher and the school as such. Suddenly there might be a lot of tension. Is this a crisis or an opportunity?

By the aid of a case study, we would like to illustrate possible steps one can take, in order to not only systematically prevent such crises, but also, to create and support favorable relationships across the entire system (children, parents, school, legal guardians...).

About authors

Madio – Training centrum for leaders

MADIO is, as a training center, an organization that operates in the field of corporate and individual development and education. We base our practice on human approach, reliability and constant acquisition of new skills. We understand leadership as the development of the inner potential of every individual who wants to make decisions about their life.

Markéta Frantová

A teacher, a school preventionist with 20 years of experience and currently a member of the MADIO team.

Gabriela Šustková

A lecturer, coach, therapist and supervisor - member of the Madio team.

Mental health

Everybody can sometimes experience a state of psychic, psycho-social, bio-psycho-social or spiritual heaviness, which may manifest itself in a variety of ways. These experiences of heaviness have a potential to connect as well as to divide, as do the experiences discussed in other sections of the Horizons Symposium. Sometimes we may feel tension with ourselves, sometimes it may be perceived as a tension between us and our surroundings and sometimes we may not be aware of any troubles, but someone might be experiencing tension.

If we get into such situation, there are many ways to handle it. Maybe we can cope with the situation ourselves or we seek people who have had a similar experience. Perhaps we can just spend time with people, in whose company we feel good. We can also seek out professional help, and eventually, the professional help might be approached by our loved ones. In any case, we would probably struggle for recovery. Recovery can be conceived as mastering or getting rid of the experiences and behaviours that are considered to be symptoms of psychiatric illness. It can also be seen as a continuous process of looking for a meaningful life. Recovery as a return to our lost stability but also recovery as discovery: searching new ways of life that would allow for the incorporation of possibly challenging experiences, which can be full of incomprehensible tension.

Some of us are professionals who work in the field of mental health care. There are many ways to become a mental health professional and some of them have little in common. Someone studies medicine, other studies social work, psychology or social pedagogy, someone else undertakes training in psychotherapy. Someone becomes an expert literally by her or his own experience if he or she has experienced the heaviness and is willing to share personal ways of going about it.

The transformation of mental health care we are currently undergoing in the Czech Republic is supposed to interconnect all these professions. The challenges lying ahead of us can be summed up in the following questions: How can we meaningfully and effectively link medicine and social work and how do we include the self-help movement and personal experience of people designated as mentally ill into a complex system of care? To answer them successfully, we, all of us together, have to invent a shared language and ways of working that are meaningful and functioning primarily for those people, whom they should serve. These efforts also bring a variety of tensions.

The mental health section is open to all different levels on which we find the (dis)connecting tensions within relationships in which we live. Together, we want to create a space for a conversation about what and how can be done to support relationships among us rather the bedevil them. We welcome active participation of those who want to jointly explore dilemmas and questions relevant to mental health and mental health care through their own practice, life experience, research or other activities.

The list of contributions

- KEYNOTE: Relational recovery in mental health and addiction
- What hides behind the tension? The reform of childbearing care as an opportunity to healing the community through individual and collective experience
- The “law” of systemic antagonism - and its dialogical implications
- Reform tension - the biggest challenges of the Czech psychiatric care reform
- Stigmatization of the psychiatrist’s role. Opinions, influences, limits
- Nature and Recovery
- From FACT to POD in the Netherlands, a practice oriented journey
- Open dialogue in Zahrada 2000
- Workshop: Relational recovery in mental health and addiction
- Human rights perspective on involuntary hospitalization
- Getting nuts or getting stronger? A story of a psycho-spiritual crisis, in other words: the madhouse inside from the perspective of a former family court judge
- Statement of disease or statement of transformation? Mental health and contemporary media discourse

KEYNOTE

Relational recovery in mental health and addiction

Saturday at 9:00 in a main hall

Annotation

Recovery has become a paradigm shift in the field of mental health and addiction, focusing on human rights and on practices that support persons' recovery processes to live good lives in their community. Research show that medication and therapy are not at the top of the list what persons report as the most helpful aspects of their recovery processes. In this presentation I will present some roots of recovery, what can it be, how can professionals and communities support recovery processes from and in mental health and addiction.

About author

Ottar Ness, PhD

Ottar Ness, PhD works as a family therapist and a Professor of Counselling at Norwegian University of Science and Technology (NTNU), Professor of Mental Health Care at University College of Southeast Norway and Nord University. Visiting Professor of Psychiatry at Yale University Program of Recovery and Community Health. His research is focused on recovery processes in mental health and substance abuse, dialogical and collaborative practices in family therapy and Participatory Action Research methodologies. He is a Taos Associate.

What hides behind the tension? The reform of childbearing care as an opportunity to healing the community through individual and collective experience

Thursday at 10:30 in a greenroom

Author

Natálie Sedlická

The "law" of systemic antagonism - and its dialogical implications

Thursday at 14:15 in a movie theatre

Annotation

I will present a lecture on the topic: "The "law" of systemic antagonism - and its dialogical implications", because I want to share some ideas about how the system theory principle of systemic antagonism and dialogism fits together - and what that could mean for a systemic-dialogical practice.

About author

Matthias Ochs

Matthias Ochs, Dr., Dipl.-Psych., born 1968, is a professor of Psychology/ Counseling in the Dept. for Social Work at Fulda University of Applied Sciences, Germany; he is a certified psychotherapist (licensed under the German Psychotherapist Act), a systemic family therapist and a certified trainer of systemic therapy and counseling. He has also trainings in Gestalt and Person-centered therapy.

Reform tension – the biggest challenges of the czech psychiatry care reform

Thursday at 14:15 in a main hall

Annotation

V In the Czech Republic there are still many large psychiatric facilities that are used in the care for people with mental illness since the 18th century. This system is unsuitable and inadequate for many reasons and therefore in 2013 the Ministry of Health published a Psychiatric Care Reform Strategy. First reform projects were launched in 2017, including the five-year Destigmatization Project (NA ROVINU), which aims at improving the quality of life of people with mental illness by reducing their stigma and discrimination in the society. The „backbone“ of the reform is the Deinstitutionalization project which seeks to transfer a significant part of institutional care into integrated community services. The reform process started in the Czech Republic almost half a century later than in other western countries and seems to face many challenges, including structural, personal, financial and cultural ones. However, the success of the reform is very crucial: the incidence of mental illnesses in society is growing, according to the WHO depression has already become the main cause of work disability worldwide. About 70% of people with mental health problems never seek professional help.

What are the reasons for the high level of mental illness stigmatization in the Czech Republic? What are the main shortcomings of the current system and what concerns are currently related to the reform process? How come that about 70% of health care professionals suffer from burnout syndrome and how this could be prevented?

Let's discuss about:

- how to effectively publicly communicate the issue of mental health and illness;
- how to promote the mental hygiene of the nation;
- how to dehierarchize communication within health care so that the system allows multidisciplinary, empowerment and recovery;
- how to facilitate cross-sectoral and cross-resorts cooperation.

The reform of psychiatric care in the Czech Republic is an unprecedented process which is a complex challenge requiring a holistic approach taking into account a wide range of aspects. Come and contribute with your unique experience and help us transform the system so that it is finally functional, modern and respecting all human rights.

About authors

Barbora Chvátalová

Works at the National Institute of Mental Health (NÚDZ) as a coordinator of the Destigmatization project which is a part of the psychiatric care reform. She is the founder and coordinator of the SPOLU Project, which has arranged more than 250 psychology and medicine students internships in psychiatric institutions throughout the Czech Republic since 2012 and contributes to the humanization and destigmatization of mental health care. She studied psychology at Masaryk University in Brno and the University of Sunshine Coast in Australia. She is interested in the possibilities of transformation and innovation of dysfunctional systems, treatment of the first episodes of psychosis, the effectiveness of therapeutic approaches facilitating recovery, a holistic approach to human health, the psychology of native cultures and the research of consciousness. She holds the International Alpine Skiing License ISIA CARD.

Marketa Hovorková

Studies psychology at the Faculty of Arts at Masaryk University. She is involved as a volunteer, coordinator and a member of the Organizational team in the SPOLU Project, which helps to improve mental health care in psychiatric clinics. She also participates in destigmatization with more projects - the SPOLU Project, Mind the Mind Project and as a member of the Destigmatization team in NÚDZ. Among other things, she is a trainee at the Psychiatric Clinic, Brno University Hospital, where she assists with patient diagnostics, conducts therapeutic groups and arranges leisure activities for patients. She is interested in using creativity in therapy and helping people with or without mental illness.

Stigmatization of the role of psychiatrist. Opinions, influences, limits

Thursday at 14:15 in a main hall

Annotation

This contribution aims at discussion of opinions surrounding the role of psychiatrist. A brief reflection done among a few psychiatrists and their close ones will be presented. We are going to ask whether there is a stigmatization of the role of psychiatrist as well as stigmatization of the role of mentally ill patient. What is the extent of such stigmatization and how it influences or even limits the system of social and medical mental health care? Part of the contribution will be a discussion among participants about their opinions on psychiatry and various influences affecting these opinions.

About author

Stanislav Matoušek

Stanislav Matoušek is currently building his psychotherapy praxis in Brno. He graduated from general medicine at the 3rd Faculty of Medicine of the Charles University in Prague. Then he taught for nine years at the 1st Faculty of Medicine of the Charles University and earned a PhD in biomedical informatics. For almost 10 years he has been interested in somatic approaches in psychotherapy, finding them very deep and inspiring. He is trained as a therapist in biosynthesis, an approach he considers excellent for personal growth and development as well as for healing the consequences of past psychological traumas. During last years he also practised psychiatry at several institutions. Mostly it was in the fields of addiction (Bílá Voda psychiatric hospital) and acute psychiatric states (Bílá Voda psychiatric hospital and Teaching Hospital Olomouc). He participated in development of an outreach psychiatric service in Jeseník region (Zahrada 2000) and is a member of a group promoting the open dialogue approach (www.otevrenedialogy.cz). As a personal resource he considers Latin America with its music, culture and warmth of the human relationships.

Punk to recovery

Thursday at 16:00 in a main hall

Annotation

Craig Lewis is grateful for every experience he has had that has resulted in this very moment. He is transcending the challenges of his past and sharing his experiences, knowledge, and lessons learned with all those who will listen. This is an ongoing journey and Craig, like all of us, is a work in progress. The choice to live a life of gratitude, peace, love, kindness, spirituality, accountability, forgiveness and acceptance facilitates Craig's liberation. In his contribution Craig will speak about his experience of forced stay in mental health institutions and how he managed to redirect his life journey from being a supposedly lifelong patient to become an activist and writer who fights for better lives of people who injured by the psychiatric system. Punk Rock scene has been essential for Craig during this journey.

Absolvent Club

Thursday at 16:00 in a main hall

Annotation

Absolvent Club was founded as a space for sharing experiences with negative effects of addiction, recovery processes and consequential return back to the real life. We would like to introduce the knowledge that is based on the club's sixteen years of existence. We will also outline what we call vision 19, a transformational process that aims at making the best of the experience acquired throughout the history of the club. The aim is to create an accommodating environment for participation of people with such experience that put emphasis on their emancipation. Working with employees' own experience is key. We understand the transformation as an alive and living process which can be enriched of unique suggestions and perspectives of the individual participants.

About authors

Ladislav Fabián

For more than 20 years I have worked as a social worker and therapist in residence-based services for people who have experienced drug abuse. I find myself a person who likes to connect people and who organizes meetings of people with various drug experience. I have my own several years long experience of using drugs on the daily basis which is still a forming element of my approach to people whom I help and to creating a space for recovery.

Roman Šimek

I have a drug related experience for as long as I was 12. Then a deficient family gave arise to my experience with junk which was innocent at the beginning but ended tragically. My path to recovery led through a homeless life, C-Hepatitis and toxic psychoses to therapeutic community and activities in the Absolvent Club. Drugs awoke my interest in optical fallacies while painting, so I jabbed and painted. Today I paint clear and enjoy making other people happy with my art production.

Honza Horák

I have worked as a counselor and social worker in drug services mostly in Ostrava region for almost 6 years. So far my professional experience has been a never ending dialogue between the junk years and the experience that keeps forming myself. I enjoy meeting people, talking with them and helping them find solution if they run after it. The more I like to think about services planned and run by people who themselves need them. I have a dream, hopefully a realizable wish, to contaminate the processes on the local and regional level of service planning by the perspective of people with their own experience.

Nature and recovery

Friday at 10:30 in a greenroom

Annotation

More than half of the world's population lives in cities and the urban environment has become our new habitat. The diversity of urban living is fascinating and fulfills the dream of a “good life” and urban environments as cafes may have residual effects. At the same time, life in cities is also terrifying. Urban life can give a sense of alienation, mind confusion and disconnection from our natural environment. Everyday lives become largely dominated by technology that demand attention. Technology may connect people in large network however also disconnect people from dialogical situations with their friends and families. The natural environment can create a space in everyday life that generate a sense of a different existence with here-and-now presence that can strengthen connectedness between people. To dwell in nature may be a better alternative when recovering from mental heaviness than using valium and antidepressants. In this workshop, the focus is on the participant's experiences of natural-based activity such as sitting around a bonfire and hiking. How can nature contribute to meet challenges from the social, psychological and physical contexts into which we are born, develop, work and live? How to shift focus from psychopathology to positive mental health?

About author

Børge Baklien

Børge Baklien is currently an Associate Professor at Inland Norway University of Applied Sciences, where he is a programme director for education in substance abuse, addiction and mental illness. Børge has a PhD in health sciences, specifically in the field of positive mental health and human relationships. He also has a Master's degree in social anthropology and additional postgraduate education in public health and substance abuse prevention. His research interests include mental health promotion, phenomenology and dialogic practices. Prior to joining the University, Børge worked in the social work and mental health fields for many years.

From FACT to POD in the Netherlands, a practice - oriented journey

Friday at 14:15 in a main hall

Annotation

In January 2017 our journey started with 7 colleagues who worked in different FACT (flexible assertive community treatment) teams in a mental health institution in Eindhoven, the Netherlands. We went for our first week to England where we would learn how to practice the peer supported open dialogue (POD). Together with twenty five other Dutch people and approximately fifty people from England, one woman from Israel and two French people we started our course which in total lasted for four separate weeks in 2017.

Open dialogue originally started in Finland in the 80s through Jaakko Seikkula, Birgitta Alakare, Markku Sutela and their multidisciplinary team in Tornio. A collaboration of professionals from different countries resulted in a system of education and in England in a big randomized control trial which is now running. For us and our colleagues in Eindhoven, we started in November 2017 with our own POD-team in Eindhoven. A team originally working according to the FACT method now started to work according to the seven principles of open dialogue. In our workshop we want to give some details about our journey, the seven principles and tell you how we experience this change in working from more of an expert position to being with people in an open dialogue.

About authors

Marion de Boer

Marion de Boer from the Netherlands, Eindhoven, born in 1979. Partner and mother of two boys. Worker in a Peer Supported Open Dialogue team (POD) since the first of November 2017. This is the first team of a kind in the Netherlands and belongs to a larger organization (GGzE). Last year I was trained in POD in London with 6 colleagues together with 24 other professionals from the Netherlands. I am originally trained as a clinical psychologist and I work for 15 years in a mental health service with different groups of people. Important in my work is to connect with people and figure out together what can help.

Nadia van Ham

Nadia van Ham from the Netherlands, Eindhoven. Born in 1987. I live together with my boyfriend and two cats in the city of Eindhoven. In my sparetime I enjoy doing yoga, cooking and meeting-up with friends and family. Since the first of november 2017 I work in a Peer Supported Open Dialogue team (POD-team) after completing the POD training in England last year. Before that, I worked as a healthcare psychologist, for almost 4 years in a FACT-team and before that at a centre specialized in care for people diagnosed with a autism spectrum disorder. I really enjoy the transition we have made, it gives me the opportunity to make contact as myself, instead of only as a professional, with another person, instead of with a 'client', and also with the persons who are important for that person.

Chantal Goudsmits

I come from the Netherlands. Together with my boyfriend we have two little daughters and live in a small town. I'm a member of the POD team which started in November 2017. Last year I followed the course in Peer Supported Open Dialogue (POD) in England. This year I follow the course Mentor in Training, Peer Supported Open Dialogue. I'm very blessed that I can work every day with the principles of POD. Making a real contact and really listen is very important for me as well as some of the principles of POD. All together it makes me a very happy person.

Open dialogue in Zahrada 2000

Friday at 16:00 in a main hall

Annotation

In our contribution we will present the helping system of our organization ZAHHRADA 2000 with an emphasis put on the implementation of the Open Dialogue practice. First we will tell about the experience with implementation of Open Dialogue within the practice of social services and community outreach teams provided by ZAHHRADA 2000. Jakub Svoboda will then share his own story of recovery and show the importance of OD for the recovery processes.

ZAHHRADA 2000 is an NGO devoted to the mental health since 1998. It provides a complex of services that aim at helping people diagnosed with mental illness who live in the Jeseníky region to return back to their lives. Apart from outpatient and outreach social services (including the housing support) and multidisciplinary community outreach team it offers a possibility of supported employment for people with disabilities. This includes also the professional courses, work and dept counseling, employment support at the levels of protected placement, supported placement as well as open labour market.

About authors

Mgr. Jakub Svoboda

Jakub Svoboda graduated from recreology at the Palacký University in Olomouc where he continues in PhD studies. He works as a community worker in ZAHHRADA 2000. He has his own experience with mental illness. He is married and a recently became a father.

Bc. Jan Dorničák

Bc. Jan Dorničák works as a method specialist and coordinator of the community outreach team. He has worked in social services for 15 years and for him, Open Dialogue represents a brand new direction for the social work, not only in the field of mental health.

MUDr. Ondrej Žiak

MUDr. Ondrej Žiak I graduated from medicine at the Komenský University in Bratislava. I work as a secondary doctor in a postgraduate specialization in the field of psychiatry in the Psychiatric Hospital Opava. Apart from that I am a member of the multidisciplinary community outreach team run by Zahrada 2000. I am interested in topics such as altered states of consciousness, Hearing Voices, Mad Pride, Open Dialogue, nutrition psychiatry or psychosomatics. I like to philosophy about he meaning of health and illness for an individual as well as society, about the collective and individual responsibility for health, causes and effects of psychiatric “disorders”. I struggle with dilemmas brought by the work with people undergoing a psychosocial crisis.

Relational recovery in mental health and addiction

Saturday at 10:30 in a main hall

Annotation

Workshop: Recovery has become a paradigm shift in the field of mental health and addiction, focusing on human rights and on practices that support persons recovery processes to live good lives in their community. Research show that medication and therapy are not at the top of the list what persons report as the most helpful aspects of their recovery processes. In this workshop I will work together with participants to develop narratives and practices that we can call relational recovery-oriented practices that support personal recovery processes.

About author

Ottar Ness, PhD

Ottar Ness, PhD works as a family therapist and a Professor of Counselling at Norwegian University of Science and Technology (NTNU), Professor of Mental Health Care at University College of Southeast Norway and Nord University. Visiting Professor of Psychiatry at Yale University Program of Recovery and Community Health. His research is focused on recovery processes in mental health and substance abuse, dialogical and collaborative practices in family therapy and Participatory Action Research methodologies. He is a Taos Associate.

Human Rights Perspective on Involuntary Hospitalization

Saturday at 13:00 in an Open space

Annotation

Involuntary admission to hospital represents a value conflict. On the one hand there is personal freedom, on the other hand there is protection of one's health (also against her will) as well as protection of others. Our law has already taken measure of this issue. Now the courts are supposed to interpret legal regulations based on the particular cases.

In our contribution we show some of the problematic aspects of involuntary hospital admissions and state questions possibly connected to the issue of involuntary admission that are not yet sufficiently answered by law, for instance: Who is bound to seek alternatives to involuntary admission? When it is rightful for the court to reject the hearing of a person placed in the hospital? How concrete is the involuntary admission feasibility verdict supposed to be?

The verdict of involuntary admission feasibility is not supposed to be a mere formal affirmation of medical decision because medical staff is primarily protecting one's health. Court, on the contrary, must be able to balance the often contradictory concerns on human health and personal freedom.

About authors

Zuzana Durajová

Zuzana Durajová works as a lawyer at the Department for the Protection of Rights of Persons with Disabilities at the Office of Public Defender of Rights. Among other issues she is interested in people with psychiatric diagnoses, especially in the field of restricting their legal capacities, and wrong treatment in psychiatric hospitals and homes for people with disabilities.

Matěj Stříteský

Matěj Stříteský is concerned with the law in the field of mental health. He graduated from psychology at the Faculty of Arts and from law at the Faculty of Law of the Masaryk University. Since then he works as a lawyer in the Human Rights League. Apart from that he is a PhD student in the field of clinical psychology, his dissertation is focused on legal and ethical aspects of clinical psychology.

Are we getting mad or stronger? Story of a psycho-spiritual crisis, or the madhouse inside from the perspective of a former judge in the field of family law.

Saturday at 14:15 in an Open space

Annotation

Many years ago she unexpectedly came to strange experiences that destroyed her starting career of a judge, set up a bitter mirror to her life, and through the hard challenges they led her out of the personal crisis much closer to herself. Although it is already 17 years since she experienced a stay in the psychiatric hospital she will never forget it. Her wish for people experiencing psychological or psycho-spiritual crisis is to have also another choice apart from only a medical approach that tends to diagnose anything unusual and prescribe medication without a deeper interest in the life and faith of a person standing at the door. In her contribution Jozefina will share a part of her life story.

Report of a disease or transformation? Mental health and the contemporary media discourse Workshop

Saturday at 14:15 in an Open space

Annotation

What an image of people with mental health problems is presented by contemporary media? Often shortsighted and spectacular without a deeper knowledge of the subject, at best they refer to antidiscrimination and destigmatisation in the sense of some of the nonprofit programs: "Let's behave to these people, but do not doubt they are different from the rest of us, they are ill indeed." In my texts and interviews I give a space to what I believe myself, that is - these people are not sick, maybe they are dwelling in other spheres that need to be understood or at least need attempts to be understood. One of the first steps towards the change I consider emphasising the possibility of "dialogue with otherness" through media.

About author

Martina Faltýnová

Art historian and journalist, focuses mainly on the area of mental health, especially on the less mentioned topics such as Open Dialogue in practice, psychospiritual crisis diagnostics, spiritual dimensions of mental problems, psychedelic therapy etc. She regularly contributes to the A2 - cultural bi-weekly magazine. Also, she is currently taking part in holotropic breathing group sessions and in the training called "Dialogue with unconsciousness".

Relationships in family

Tension is something that simply belongs to relationships in a family, it can often hold the family together. Yet if a tension escalates into conflicts too often, it has the opposite effect. The relationships between the parents during or after divorce can appear impossible to calm. On the other hand, a child will always connect the parents. Working with conflictive interpersonal relationships that cannot simply be discontinued, will always bring new challenges on us. On the Symposium Horizonty we want to dedicate deeper attention to this subject of interpersonal relationships. If you work with people, families, which, despite its “unconnectibility”, need to find, what connects them, and you want to enrich the Symposium Horizonty 2018 with a contribution in a form of workshop, presentation, sharing of good practice, etc. we will welcome your active participation in the conference.

The list of contributions

- Parents forever
- No kids in the middle - working with tension in a divorce conflict
- Parallel process as source of inspiration - dialogism in practice
- Respect, recognition, communication, collaboration - in other words examples attract
- Life on the chairs
- Children’s best interest in a divorce process
- Pitfalls of multidisciplinary approach solving family disputes

Parents forever

Thursday at 14:15 in a greenroom

Annotation

Since 2015, in the Zlín region, we offer assistance program for families in divorce and/or post-divorce conflict. The original inspiration comes from work of Dutch psychologist Justine van Lawick. We decided to further develop the original concept in a way of empowering parents in their parental competencies and helping them create an environment, in which the focus is on appreciation and in which children are able communicate to their parents their desires and their needs.

We would like to offer our experience of this therapeutic work to other professionals working in the area of child protective services and want to help families experiencing repeating and intense conflicts.

About a team

Gabriela Šustková, Kristýna Dvořáková, Michal Filák, Petr Suchomel, Daniel Žákovský, Přemysl Ulman

We are a multidisciplinary team with professional representation of psychologist, family therapist, educator and social worker. This team was established during the time of realizing and developing the program „Parents for Ever“. What connects us is the postmodern approach to work with clients.

No kids in the middle – working with tension in a divorce conflict

Thursday at 14:15 in a greenroom

Annotation

In a divorce conflict we meet with the tension between the parents. At the same time this tension impacts the children that are very sensitive to the conflicts and arguments in the family. For families caught in the divorce/separation conflict we offer the program „No Kids in the Middle“.

The program has requirement on the whole family system, mostly on the parents though. The goal is to mitigate the parental conflict and to deescalate it. The program creates space for finding new ways how to resolve conflicts. At the same time, it focuses on putting the child in the center of the parents' attention (not in the middle of the parental conflict). This way it helps to decrease the pressure and stress children are exposed to during the time of divorce.

We have been offering this program for over three years. We have a very good feedback from child protective services and the justice system, with whom we keep a close relationship. Starting last year, we also offer systematic trainings for professionals planning to offer the same program.

In our presentation and our workshop, we will demonstrate a new method of how to work with divorce/separation conflict, inspired by a Dutch program No Kids in the Middle created by Justine van Lawick a Margreet Visser.

About authors

Petr Válek

Petr is a clinical psychologist practicing for seventeen years. In a psychiatric clinic in Opava he provided therapy and psychological assessment for adults. Since 2013 he has been focusing on therapy with children and family systems. Thanks to his training in analytical psychotherapy and Jungian psychology he has understanding for shadow aspects of human personality. Since 2014 he has been also focusing on divorce conflicts and their impact on children. He has always been an optimist and offers hope to parents in situations that look hopeless.

Andrea Blažková

Andrea works as a social worker in the Center for family counseling and center for crisis intervention. In her practice she meets with parents in the divorce/separation conflict. She focuses on educational counseling and on consequences of conflicts for the children. She completed degree in psychotherapy studies at the School of Social Studies at the Masaryk University at Brno and currently is attending the international program in collaborative and dialogical practice.

Parallel process as a source of inspiration – dialogism in practice

Thursday at 16:00 in a greenroom

Annotation

Taylor et al. (2006) defined parallel processes as transporting/transferring experiences and emotions from one relationship (e.g. with a client) to another (e.g. with a colleague or a supervisor).

Parallel processes are often present in a team working with clients with a high degree of conflict or where there are present strong emotions.

Parallel process in a team can contribute to the sensation of exhaustion, to conflicts or to burn out, so it often becomes a subject of supervision.

In our clinic we offer services to parents in a post-divorce situation, where there is a disagreement on child care, to families with a high degree of violence, or families, where one of the parents is in an acute stage of psychosis. We also work with court mandated treatment. Usually there are 3 to 5 members of the team engaged in the treatment, together with a general physician and a medical specialist, ex psychologists and therapists, often also lawyers, school, etc. Parallel process is a repeating experience in our practice.

In our presentation we would like to describe practical experience of working with the parallel process as a source of information about clients system.

Our work is significantly inspired by non-expert, dialogical approach, mostly by work of Jaakko Seikkula, Justine van Lawick and Peter Rober and also by contemporary Gestalt approach.

About author

Lucie Hornová

Lucie is a clinical psychologist.. She completed psychology degree at Masaryk University in Brno. Initially she worked with substance abuse clients in the UK, later in Czech Republic. She has a training in Rogerian individual therapy and in family systemic therapy. She also completed studies of systemic supervision at Tavistock clinic in London. She is a registered European systemic supervisor.

She is a trainer of clinical psychology, member of AKP and SOFT and a European representative in the European Association of Family Therapist.

She founded psychological ambulance in Rychnov nad Kněžnou and has been a director of it for ten years.

She has been working with children, adults and families. She specializes in psychotherapy of psychosomatic disorders, in working with families with a high degree of violence and with families, where one of the members has suffered psychotic experience.

She is enrolled in a doctoral degree program at TAOS Institute under the guide of Sheila McNamee.

She has been interested in dialogical approaches in psychotherapy. She works with Jaakko Seikkula, Peter Rober, the group Narativ and professor Ochs organizing summer school of dialogical practice.

Respect, recognition, communication, collaboration – in other words examples attract

Friday at 10:30 at balcony

Annotation

When professionals work with parents in conflict, they are able to do what they require from the parents: respect, recognition (in their parental role), communication and collaboration. Markéta Nováková, the founder of cochem.cz, will present the bases of interdisciplinary collaboration in custodial process inspired by the Cochem practice. What are the instruments of each profession, how to coordinate the work of each profession in resolving the parental conflict, how to connect different services? How to start the interdisciplinary team, how could the interdisciplinary collaboration work in Czech Republic?

Life on two chairs

Friday at 14:15 at balcony

Annotation

Children often go to school to get rest from problems in the family

Does this sound provocative? Exaggerated? How to deal with children, whose family background has serious cracks and this reflects on children's behavior in school? How not to punish children, when they are desperate, yet, at the same time, stop their disruptive and violent behavior?

In my presentation I'd like to share my experience of working in schools, where there are relational problems. The unique connection between the work in the school system and work with families allows me to highlight the mentioned thesis. I will also present some "proven" methods that help in the process of stabilizing students in the classes. And we will use the chair to demonstrate the two worlds of the child. My presentation is for everybody, who has to deal with children's inappropriate behavior and is looking for way how to encourage determination, motivation and meaningfulness.

About author

Milena Mikulková

Long time ago I wanted to do what I am doing now:

- Work for joy and spread hope
- Look for and help myself and others finding and using their own resources and potential
- Not to fear pain, rather dominate it and let it bring me to maturity and wisdom
- Not to be conformed with what is the usual, yet look for and create new possibilities
- Not to stay on the surface, yet go into depth and see relations/connections
- See and be in awe
- Simply live

I accompany my clients, readers, listeners, spectators and my workshop participants on a similar journey. I do this through my publications, TV and radio shows, on workshops, presentations and discussions. (www.vztahove-poradenstvi.cz)

I am the author of the diagnostic method SOCIOKLIMA which focuses on behavioral components of group social climate and a follow up with individual or group intervention. (www.socioklima.eu)

Since 2017, in the organization ESPEDIENTE, I focus my effort on connecting both areas of my work: school system and work with families (www.espediente.cz)

The best interest of the child in the process of divorce and in the after-divorce care

Saturday at 10:30 at balcony

Annotation

„The best interest of the child in the process of divorce and in the after-divorce care“ is a theme that reflects the organization’s long term everyday practice. How to prevent escalation of conflicts in the family, how to deal with them and minimize them keeping in mind possible consequences for the children? The subject of the presentation is the educational prevention, instruments of help including system interconnection and a case study.

About author

Zdeňka Benešová

Zdeňka is a social educator and a therapist. She founded and works as a director in the organization Pro zdraví 21 that offers variety of social services for children, adolescents and their families involved in the child protective services system. Their mission is the family system support in the context of bio-psycho-social and spiritual aspects of health.

Pitfalls of multidisciplinary approach solving family disputes

Saturday at 13:00 at balcony

Annotation

Eva is a registered mediator, an attorney, who helps their clients solve their disputes out of court involving collaborative professionals – financial specialists, psychologists, physicians, experts and social workers, always according to the specific clients' needs introducing so called complementary practice. She is the founder of the Union of family attorneys (www.uracr.cz) and a director of ESI (www.esi-cz.eu).

Racism and xenophobia

In this section we would like to tackle critical moments and spaces where tensions emerge, as we witness an increase in the xenophobic and racist discourses lately in the Czech society. We are particularly interested in learning how to deal with such tensions and how to dissolve them without causing society divide. Beside academic research we welcome contributions from representatives of civil initiatives, NGOs or practitioners employing a specific/creative approach. Our aim is to create a dialog among those different approaches and strategies when reacting to tensions in society.

The list of contributions

- KEYNOTE: Prejudices or social structures? The roots of racism and strategies of resistance
- Non violent communication
- Dialogue: direct action fighting the racism
- Coming together to combat racism in the Czech republic
- Local integration of migrants
- School as basis for civic engagement?
- Constructively, please. Solutions journalism in the Czech practice
- Panel discussion: New manifestations of racism in the public space
- How to organize yourself democratically safely and effectively at demonstrations?

KEYNOTE:

Prejudices or social structures? The roots of racism and strategies of resistance

Friday at 9:00 in a main hall

Annotation

Racism is too often only understood on the inter-personal level, as a problem of attitudes, cultural misunderstanding and fear of others (xenophobia). In this keynote address, Liz Fekete will argue that personal attitudes are derived from structures in society and point to the democratic crisis that arises when racism becomes embedded in popular culture and/ or the institutional culture of state agencies. Drawing on her work in the UK and across Europe over the last thirty years and pointing to the landmark anti-racist campaigns that have changed the shape of inter-personal relations, she will encourage us to think about ways we can strategize against racism in ways that build unity in action.

About author

Liz Fekete

Director of the Institute of Race Relations where she has worked for the last thirty years, and head of its European research programme. She writes and speaks extensively on aspects of contemporary racism and fascism, refugee rights, EU counter-radicalisation and anti-terrorism, far-right extremism and Islamophobia across Europe and is author of *A suitable enemy: racism, migration and Islamophobia in Europe*. Liz was part of the CARF (Campaign against racism and facism) Collective, and an expert witness at the Basso Permanent People's Tribunal on asylum and the World Tribunal on Iraq. Her most recent publications include *Alternative Voices on Integration in Europe* (which foregrounds the work of youth groups and innovative anti-racist projects whose initiatives are largely ignored by the mainstream), *Pedlars of Hate: the violent impact of the European far Right*, and *Europe's Fault Lines: Racism and the Rise of the Right*. She is currently an associate of the International State Crime Initiative at Queen Mary University of London, and the Border Crossing Observatory at Monash University, Australia.

Non - violent communication as a training

Thursday at 16:00 in a movie theatre

Annotation

In the first part we will present Nonviolent communication using a few live demonstrations. In the second half I would like to share my experiences from leading a year-long training and to outline the changes (personal, interpersonal) one might experience and its limitations.

About author

Ondráš Přibyla

Trainer, mediator and freelance consultant. Ondráš leads Nonviolent communication trainings and is one of the few people holding the international certificate CNVC in Nonviolent communication in the Czech Republic. He teaches communication skills in conflict situations at Masaryk University, helps different organisations (business, public administration, NGOs) building a communication culture or making direct interventions in conflict situations.

“I like informal environments where I don’t have to follow conventions and play communication games, where we can be who we are. My scientific background manifests in my pleasure of exploring other people’s thinking and assumptions, understating their behaviors and seeing connections all around. I need to look for a meaning in everything I do, I always work with zest and passion, and I like when things are moving fast. I am not a perfectionist so I don’t mind working with limitations such as time, energy or skills. The important thing for me is using the potential of the situation and of the people in it.”

Dialogue: (Dis)Connecting Tensions – Direct action fighting the racism

Friday at 10:30 in a main hall

Annotation

Martin Luther King wrote in his letters that none of the civic movement victories would be achieved without the resolute legal and non-violent pressure. He mentions this in the letter sent from the prison in Birmingham, where he appeared because of having used a direct action. Fifty years after his imprisonment the human rights movement celebrated the success in the fight against the racism. The equality in laws was achieved, the adequacy of the politically correct language started to be established in the elite circles.

Nevertheless, the race, ethnicity and nationality has continued splitting the society up until now. It even seems that the tension is gradually increasing. The tension providing grounds for creating groups that are trying to get into the nature of the division.

In the dialogue about the (dis)connecting tensions we will focus on the groups dealing with fighting the racism by direct action. With them we will take a closer look at whether the mantra of the dialogue needed to overcome the differences is valid. What can a dialogue in fighting the racism be about and what are its borders? Is a direct action an effective tool against fascisizing „polite“ Czechs and Slovaks? How is it possible to combine the solution of the structural social problems such as racism with individualizing practice of helping professions?

And what do you think?

Come and join the dialogue.

About author

Václav Pecl

The group of „radical authors fighting against the cancer of the nation – against neomarxism as an ideology killing traditional European nations“ has created a web called White media, where one of the discussants, Václav Pecl, is described as: „ an ultra-xenophile leftist, a spokesman of the movement We don't want neonacists in Brno (Brno is blocking) and an organiser of the demonstration supporting migrants in Brno on 26 June 2015. The author of the petition supporting indigenous inhabitants of West Papua. He studied at the Faculty of Arts in Brno. The title of his dissertation: Rainbow family of the living light and love. E: vencapecl@gmail.com M: 736 657 677.“

Coming together to combat racism in the Czech Republic

Friday at 14:15 in an Open space

Annotation

This workshop will provide an opportunity for participants to further discuss the themes discussed in Liz Fekete's keynote address. Participants will be encouraged to identify the structural and popular aspects of racism in their neighbourhoods and workplaces and to discuss what strategies would work best locally and how we can bring diverse communities together.

About author

Liz Fekete

Director of the Institute of Race Relations where she has worked for the last thirty years, and head of its European research programme. She writes and speaks extensively on aspects of contemporary racism and fascism, refugee rights, EU counter-radicalisation and anti-terrorism, far-right extremism and Islamophobia across Europe and is author of *A suitable enemy: racism, migration and Islamophobia in Europe*. Liz was part of the CARF (Campaign against racism and facism) Collective, and an expert witness at the Basso Permanent People's Tribunal on asylum and the World Tribunal on Iraq. Her most recent publications include *Alternative Voices on Integration in Europe* (which foregrounds the work of youth groups and innovative anti-racist projects whose initiatives are largely ignored by the mainstream), *Pedlars of Hate: the violent impact of the European far Right*, and *Europe's Fault Lines: Racism and the Rise of the Right*. She is currently an associate of the International State Crime Initiative at Queen Mary University of London, and the Border Crossing Observatory at Monash University, Australia.

Local integration of migrants: the role of the municipality

Friday at 16:00 in an Open space

Annotation

How can local administrations take advantage of tensions in society connected with migration and cultural and religious diversity? What role can cities play in its transformation into dialog among different groups of inhabitants? The issue of integration of migrant is overlooked or suppressed in many social policies in Czech republic. The city of Brno belongs among few local administrations, who tackle the issue of integration of migrants at local level. In October 2017, Brno, as the first city in Czech republic, started a social innovations project to pilot intercultural work in the frame of local administration. The goal is to build bridges between the municipality and migrant communities through creation of team of intercultural workers – migrants, who come from these communities, but are already successfully integrated into the Czech society.

The city of Brno is also planning on creating local strategy of integration of migrants, which should set up systematic approach towards integration.

What have been the experience so far, what have we learnt and what challenges we face?

About author

Lenka Šafránková Pavlíčková

Lenka Šafránková Pavlíčková works for Brno City municipality, where she is responsible for projects dealing with integration of migrants. She studied Sociology, Social Politics and Social Works and Media Studies at the Faculty of Social Studies, Masaryk University. During her PhD. studies in Sociology, she was dealing with the topics of migration and integration of foreigners and analysis of ideologies. After several years in human resources in the corporate field, she worked in the NGO Independent Social Ecological Movement (NESEHNUTÍ). She spent 9 years there, mainly working on projects focused on integration of foreigners and challenges connected with multicultural society. She has been working for the municipality since 2016. Except from coordinating innovative project intended on piloting intercultural work in local administration, she is responsible for creating policy on integration of foreigners at local level.

School as a basis for civic engagement?

Saturday at 10:30 in a greenroom

Annotation

School is traditionally perceived as the environment introducing a young person to the world which is outside the narrow circle of their family. The contribution therefore deals with the question of how the school environment (e.g. its openness to a discussion) contributes to the development of (in)tolerant attitudes of the students or their belief they can be influential. The contribution will present the results of ongoing research „CATCH-EyoU“, running parallelly in 8 European countries among adolescents and young adults. Through the group interviews, e.g., we were discovering what the students find annoying about the way the teachers talk to them about social issues, but we were also interested in problems perceived by the teachers themselves as well. At the same time, the data from the questionnaire survey show, how the students' (in)tolerant attitudes or beliefs about their own influence are changing in the course of time and whether there exists a systematic relation between these changes and the environment of the given school.

About author

Jan Šerek

Mgr. et Mgr. Jan Šerek, Ph.D. is a researcher and a teacher at the Department of Psychology and the Institute of Children, Youth and Family Research of the Faculty. In his research he focuses on political socialisation, civic engagement and young people's attitudes and perception of the legitimacy of democracy. His lectures are mostly about social and political psychology. He represents the Czech Republic in the European Association for the Adolescence Research.

Life of the Muslim community in the Czech republic

Saturday at 10:30 in a greenroom

Annotation

In his contribution, Ondrej will talk about the life of Muslim community in the Czech republic, its history, current development after 2015 and striving for tolerant and respecting co-existence of the Muslims and majority. It will stem either out of personal experience (such as meeting one of first Muslims in Czech republic who does not live anymore) and academic work of Osřanský and Kropáček. During whole the contribution.

About author

Ondřej Adamík

Ondrej has been a part of the Muslim community in the Czech republic for 16 years. During this time he actively participated in the dialogue with wider society, public and religious associations. Through traveling and internships such as IVLP in USA he had a chance to discover the diversity and functioning of the religious spectrum. Based on these, he started to take part in Muslim community in Prague and takes care of PR. In the past, he worked as a head of student religious associations. He took part in negotiations concerning integration of the Czech republic in V4. In non-profit organisation he lectured state employees in communication with the migrants.

Constructively, please. Solutions journalism in the Czech practice

Saturday at 13:00 in a main hall

Annotation

Solutions journalism receives lately a lot of attention from both media theorists and media practitioners. This approach uses precise news reporting to explore social issues in all their complexity by inviting and engaging all the actors of the problem, by focusing on the constructive way of dealing with issues and by discussing the efficacy of provided solutions. So much for theory. But how does the work of a journalist look like in practice when he decides to go for Solutions journalism? And is it indeed possible to seek constructive solutions for all important and hot social issues?

About author

Daniela Vrbová

Daniela Vrbová is a journalist. She works as an editor at the Czech Radio since 2006. Her previous analytical reportage Focused on foreigners, prepared with Goranka Oljača for the Czech Radio 6, laid the basis for the current daily program Focused on foreigners at the Czech Radio Plus. Daniela has international work experience: she completed an internship at BBC World Service, she worked for Danish weekly magazine Weekendavisen, where she prepared programmes for the University of Copenhagen's radio (Universitetsradioen), and she worked as a radio reporter at the festival Roskilde for two years. Daniela won the price The journalist quail in 2013, given to journalists under 33, and in 2017 she was nominated at the Journalism Award in the category Solutions Journalism.

The member of the initiative No to racism

Saturday at 13:00 in a main hall

Annotation

The initiative strives for emancipative and progressive politics and it was created in 2010 as a reaction to the rise of xenophobia in society. Its initial activities were focused on organizing public debates and presentations, documentary screenings, workshops in schools, public gatherings and nonviolent blockades of Neo-Nazi rallies. With the passage of time, however, its topics extended to new areas such as feminism or the critics of neoliberal politics, as the initiative doesn't reduce the source of racism only to its psychological dimension, but it struggles to reveal the roots in neoliberal politics as well. In its 9 years of existence, the initiative organised a large number of demonstrations, direct actions and acts of civil disobedience as an attempt to enhance the culture of protest in the Czech Republic. The speaker is a graduate of social history and his research focuses on history of state socialism, history of protest and the origins of social movements.

About author

Miriam Kanioková

How to organise demonstrations and direct actions in a democratic, safe and effective way?

Saturday at 14:15 in a main hall

Annotation

In modern societies, the civil acts of disobedience are one of the possible forms of political participation. The participants of social movements employ them when other political means failed to succeed. Besides environmental and social conflicts, the acts of disobedience are adopted also by people defending non dominant ethnic groups from the assaults of far right rallies. Participating in blockades and other forms of direct action might be liberating and empowering for the individual, as his voice is heard and he can share similar political views with others. In the same time it might have a negative, even traumatizing impact, especially when experiencing police repression or aggression. During direct actions, activists can get into very nonconformist situations. The workshop will show how to organise acts of civil disobedience and how to guide people in a way that it will be not only effective but also democratic and secure. We will analyze different strategies how to take collective decisions and how to minimize the chance of being traumatized.

About author

The member of the initiative No to racism

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Panel discussion: New manifestations of racism in the public space

Saturday at 14:15 in a main hall

Annotation

We will ask a sociologist, a researcher and the PR of Prague Muslim community how to deal with the new manifestations of racism emerging in the last years, how to talk about racism and mainly, how to open a dialog with people labeled as racists, without perceiving themselves in this way.

About author

The member of the initiative No to racism

The initiative strives for emancipative and progressive politics and it was created in 2010 as a reaction to the rise of xenophobia in society. Its initial activities were focused on organizing public debates and presentations, documentary screenings, workshops in schools, public gatherings and nonviolent blockades of Neo-Nazi rallies. With the passage of time, however, its topics extended to new areas such as feminism or the critics of neoliberal politics, as the initiative doesn't reduce the source of racism only to its psychological dimension, but it struggles to reveal the roots in neoliberal politics as well. In its 9 years of existence, the initiative organised a large number of demonstrations, direct actions and acts of civil disobedience as an attempt to enhance the culture of protest in the Czech Republic. The speaker is a graduate of social history and his research focuses on history of state socialism, history of protest and the origins of social movements.

Community work

In collaboration with the Moravian-Silesian regional office and Ostrava university and as a continuation of the Horizons 2016 theme (Doing community), the topic of community work appears in the Thursday 's programme. This programme will arise out of the needs of the project „Supporting community work in the Moravian-Silesian region“ that focuses on competency development and minimizing the effects of the social exclusion of people living in socially excluded location in Ostrava-Kunčičky, Bruntál and Frýdek-Místek through methods of community work mediated by projects' community workers. The project aims at enhancing the level of integration of people living in socially excluded locations that in long term face their small engagement, difficult access to institutions and services, high level of unemployment or criminality. In the programme, two leading experts in community work will present, Leida Shuringa (NL) and Rodger Green (UK).

The list of contributions

- KEYNOTE: Does community work have the potential to connect unconnectable?
- Empowerment or Re-Empowerment? Challenges in Practice and Education

Does community work have the potential to connect unconnectable?

Thursday at 9:00 in a main hall

Annotation

We will ask a sociologist, a researcher and the PR of Prague Muslim community how to deal with the new manifestations of racism emerging in the last years, how to talk about racism and mainly, how to open a dialog with people labeled as racists, without perceiving themselves in this way.

About author

Leida Schuringa

The initiative strives for emancipative and progressive politics and it was created in 2010 as a reaction to the rise of xenophobia in society. Its initial activities were focused on organizing public debates and presentations, documentary screenings, workshops in schools, public gatherings and nonviolent blockades of Neo-Nazi rallies. With the passage of time, however, its topics extended to new areas such as feminism or the critics of neoliberal politics, as the initiative doesn't reduce the source of racism only to its psychological dimension, but it struggles to reveal the roots in neoliberal politics as well. In its 9 years of existence, the initiative organised a large number of demonstrations, direct actions and acts of civil disobedience as an attempt to enhance the culture of protest in the Czech Republic. The speaker is a graduate of social history and his research focuses on history of state socialism, history of protest and the origins of social movements.

Empowerment or Re-Empowerment? Challenges in Practice and Education

Thursday at 14:15 in Open space

Annotation

This workshop will critically explore the definitions, meanings and practice of empowerment or re-empowerment when engaging with service users, clients and community groups. Using a mixture of presentation, case study, practical group work, role play and discussion the workshop will work towards producing a radical plan for action and change.

About author

Roger Green

Roger Green is a community researcher and one of only a small number of UK university academic applied social researchers actively involved in promoting community research and engagement by taking the university out into the community and working with communities by applying social research methods to their concerns and needs.

He originally trained and worked in London as a youth worker, before undertaking professional training as a social worker and then further training to practice as a community development worker.

He was founder and Director for the Centre for Community Research (CCR) at the University of Hertfordshire, which became internationally known for its applied social research on a range of community issues. His seminal work in North London, a CCR led participatory action research project on the once notorious Kingsmead Housing Estate in Hackney, East London, between 1996 and 2010 became internationally acclaimed as a template for community–university research partnerships.