

Developing Skills Based on the Empowerment Concept among Social Workers and Academic Teachers (On the Example of the ACTTE Project)

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Abstract

The social assistance system and social work faces new challenges related to the emergence of new problems (i.e., increased socio-economic inequalities or intensification of migration processes) and insufficient measures taken in this area. Intensive migration processes and the uncertain situation resulting from the ongoing military conflicts cause an increase in cultural differences, which intensify the phenomena of marginalization and social exclusion of minority groups, which cope worse with new conditions, and often have problems with accepting the existing social-cultural norms. The Acting in Context by Training the Trainers in Social Empowerment (ACTTE) project was prepared in response to these needs. The project was carried out in a consortium consisting of 4 universities and 4 NGOs from Poland, France, Spain, Italy, and Belgium. The main goals of the project were: (1) development of tools for intervention work (toolbox) based on the concept of Empowerment (emphasizing increased control over one's own life, self-confidence, and one's abilities, and social integration among recipients of aid activities) for employees of non-governmental organizations (NGOs) working with marginalized people and socially excluded and academic teachers educating future educators and social workers, (2) developing competencies/skills in DPA (Developing the Power to Act) - an approach using the concept of Empowerment in people participating in training (both NGO employees and academic teachers). The article focuses on the implementation of the project.

Keywords: participation, professional skills, social assistance, social exclusion, training