

MEDITERRANEAN YOUTH CONNECTION FOR INCLUSION

TOOLBOX

SUMMARY

TOOL 1 - AGORA : Exercises on Critical incident and culture shock

TOOL 2 - AGORA : Educational card examples of Once upon another time

TOOL 3 - AGORA : “Sai Che Spese ? / Do you know your expenses ?” Game rules

TOOL 4 - KIPAWA : Short guide to best practice for partner organisations of the KIPAWA volunteering programme

TOOL 5 - UCPA : RESTART project presentation

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YOUTH CONNECTION
FOR INCLUSION

EXERCISES - CRITICAL INCIDENT AND CULTURE SHOCK

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EXERCISE – CRITICAL INCIDENT AND CULTURE SHOCK

Worksheet for professionals working in socio-educational and support services

OBJECTIVE OF THE EXERCISE

Use a concrete situation to recognise our own representations of autonomy and emancipation, try to understand the other person's frame of reference, and develop an intervention that distinguishes between needs, professional expectations and self-determination.

HOW WE WILL WORK

- ☐ 1. Individual reflection – 15 minutes
- ☐ 2. Critical incident analysis in small groups – 30/40 minutes
- ☐ 3. Interview role-play – 10 minutes
- ☐ 4. Group feedback – 5 minutes
- ☐ 5. Plenary discussion

1. STARTING FROM OURSELVES – WHAT DOES "EMANCIPATION" MEAN TO ME?

Before looking at the case, take a moment to consider what you spontaneously associate with the idea of an autonomous and emancipated woman. Do not look for the "right" answers.

When you hear the word EMANCIPATION, what words, images or ideas come to mind?

Complete the sentence: "For me, a woman is autonomous when..."

What role do work, money and independence from family play in your idea of autonomy?

2. THE CRITICAL INCIDENT – THE SITUATION

M. is 36 years old. She arrived in Italy a few years ago and lives with her husband and two school-age children. She is supported by a local service with some administrative procedures and family support. Her husband has a steady job; M. is not employed and mainly speaks Italian in everyday situations.
During their meetings, the practitioner suggests that she attend an Italian language course, explaining that it could help her become more independent in her daily life. M. initially agrees, but after a few sessions she stops attending. She says that the timetable is difficult to reconcile with looking after the children and the home.
Over the following months, the practitioner raises the subject several times. She suggests a course with a different timetable, an employment guidance service and, later, a short free training programme. M. thanks her, but does not take up any of the offers.
During one meeting, the practitioner tells her that these opportunities could enable her to become more independent and have something of her own. M. replies: “My husband works. I look after the children and the home. I’m fine with things as they are.”
The practitioner insists: “But it’s important for you to be independent, including financially. You can’t always depend on your husband.” M.’s expression changes and she replies: “Why do you always say that I have to work?”

STOP

Stop here. Do not decide whether M. is making the “right” or “wrong” choice, and do not look for a solution yet. The first task is to observe what this situation triggers in you.

3. DECENTRING – WHAT HAS “TOUCHED A NERVE” FOR ME?

REMEMBER

In Cohen-Emerique’s intercultural approach, the first step is decentring. Before interpreting another person’s behaviour, we examine our own frame of reference: values, representations, personal experiences, and professional and institutional affiliations.

What is your first emotional reaction to the situation?

Which statement or behaviour do you find most challenging?

What did you think about M. while reading the case?

What concerns you most?

- ☐ That M. is financially dependent on her husband
- ☐ That she has few opportunities to learn Italian
- ☐ That she may face difficulties if her family situation changes
- ☐ That the service may fail to promote her autonomy
- ☐ That M.’s choice may not be genuinely free
- ☐ Other: _____

Why are these concerns important to you?

4. MY IMPLICIT ASSUMPTIONS ABOUT AUTONOMY AND EMANCIPATION

Complete the sentences quickly. Then compare your answers within the group: where do different ideas emerge? What, on the other hand, do you all take for granted?

A woman is autonomous when...

Being financially independent means...

A person who does not work depends...

Taking care of the family is...

An emancipated woman should...

A practitioner promotes autonomy when...

If a person turns down opportunities that could make them more autonomous...

WHICH VALUES DO YOU RECOGNISE IN YOUR ANSWERS?

- ☐ Autonomy
- ☐ Financial independence
- ☐ Self-determination
- ☐ Gender equality
- ☐ Personal fulfilment
- ☐ Freedom of choice
- ☐ Security
- ☐ Work
- ☐ Family care
- ☐ Other: _____

Which of these values do you feel are most “challenged” by M.’s case?

How much does the fact that M. is a woman influence your interpretation of the situation?

5. M.'S FRAME OF REFERENCE

PLEASE NOTE

Formulating hypotheses does not mean idealising or justifying M.'s choice. It means temporarily suspending our own interpretation and asking what work, family, caregiving, autonomy and the service's proposals might mean to her.

For M., taking care of the home and children might mean...

The fact that her husband works might mean...

Attending a course or starting work might be experienced as...

The practitioner's repeated suggestions might be experienced as...

What other aspects of her personal history or context might be important for understanding the situation?

What questions could we ask M. to test these hypotheses rather than assuming they are true?

6. SEPARATING FACTS, RISKS AND REPRESENTATIONS

Go back to the case and try to distinguish between:

A. FACTS / INFORMATION WE HAVE

B. CONCRETE RISKS WE CAN IDENTIFY

C. NEEDS EXPRESSED BY M.

D. NEEDS WE ARE ATTRIBUTING TO M.

E. THE SERVICE'S EXPECTATIONS OF HER PATHWAY

F. INFORMATION WE STILL NEED BEFORE INTERVENING

7. THE SOCIAL WORKER'S POSITION

Practitioner: "It's important for you to be independent, including financially."
M.: "Why do you always say that I have to work?"
What is the practitioner trying to safeguard?

What idea of a "successful pathway" might be guiding her intervention?

What is the practitioner responsible for in this situation?

What is she NOT responsible for?

When can persistence become pressure?

8. NEGOTIATION

Only now move from understanding the situation to designing the intervention.

What is it important for M. to know about the opportunities available?

What should she be able to decide without feeling judged?

How can we explore whether a choice is genuinely hers without assuming that it is not?

What form of support could keep an opportunity open without turning into pressure?

9. INTERVIEW ROLE-PLAY

Form groups of 3. Assign the roles of PRACTITIONER, M. and OBSERVER. The role-play lasts 10 minutes, followed by 5 minutes of feedback.

CARD 1 – SOCIAL WORKER

You have been supporting M. over the past few months. You are concerned because you believe that her limited knowledge of Italian and financial dependence on her husband may restrict her autonomy. You have suggested several opportunities, all of which she has turned down. After your last meeting, you realise that M. felt judged.

Your goal is not to convince her to work.

☐ Understand what "being well" means to her and what kind of future she wants.

☐ Explore the meaning of her refusal without interpreting it in advance.

☐ Make your concerns transparent without turning them into prescriptions.

☐ Explore whether there are needs or wishes that M. does not feel able to express.

☐ Keep concrete opportunities open while respecting M.'s right to say no.

CARD 2 – M.

You are 36 years old and have two children. Your husband works and you mainly take care of the home and the children. You do not see this arrangement as a problem. The service, however, keeps suggesting courses, training and employment opportunities. You feel that the practitioner sees your life as incomplete or somehow wrong.

CARD 3 – OBSERVER

Do not intervene in the conversation. Focus particularly on how the practitioner responds to M.'s refusal.

☐ Do they ask questions to understand, or do they try to persuade?

☐ Can they consider the possibility that M.'s choice is genuine?

☐ At what points do implicit ideas about emancipation, work, gender or autonomy emerge?

☐ Do they use expressions such as "you have to", "it's important that", "for your own good", or "you should be independent"?

☐ Can they express a concern without turning it into a judgement?

☐ Do they genuinely leave room for a "no"?

10. DEBRIEFING – AFTER THE ROLE-PLAY

BEFORE EVALUATING

Do not immediately try to decide whether the conversation went "well" or "badly". Start from what each person experienced and observed.

SOCIAL WORKER

At what point did you feel most challenged?

M.

At what point did you feel listened to?

OBSERVER

Which part most helped the two perspectives come together?

Which part hindered this?

Where did you most clearly see the practitioner's implicit assumptions emerge?

11. PLENARY FEEDBACK

When we promote a person's autonomy, are we supporting their ability to choose or, without realising it, are we indicating which choice they should make?

What would we like to pay greater attention to in our work after this exercise?

SHARED DEFINITION

Together, develop a definition that everyone can identify with. Every word can be discussed: the aim is not to find the "right" wording, but to make explicit what you, as a working group, mean by promoting autonomy.

"Promoting a person's autonomy means..."

Every word can be discussed. At the end, the definition must be approved unanimously by a show of hands from the whole group.







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EDUCATIONAL CARD EXAMPLES OF ONCE UPON ANOTHER TIME

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AFGHANISTAN

یو وخت یو کارغه ؤ هغه ډبر تږی ؤ.
هغه د اوبو په لټه کې ډبر یو خوا بل خوا الوت خو هېڅ ځای یې اوبه ونه موندلې.
په پای کې یو ځنګل ته ورسید هغه په ځنګل کې د اوبو یوه کوزه ولیده، هغه ډبر خوشحاله شو کوزې ته ورغی خو اوبه ډبرې کمې وې هغه ونشو څښلی.
هغه ناګهانه یو خوا بل خوا وکتل او نیږدې یې یو څو کوچنۍ تیږې ولیدلې، د ځان سره یې انګېرل چې زه یو تدبیر سره راغلی یم.
هغه یو څو تیږې راوویستلې او یوه، یوه یې د اوبو په کوچنۍ کوزه کې واچولې ترڅو اوبه راپورته شوې اوبه یې وڅښلې او په ښېره والوت .
تلن لار: خدای له هغه چا سره مرسته کوي څوک چې د ځان مرستندوی اوسي.

ALBANIA

E BIJA E HËNËS DHE E DIELLIT

Besa është testamenti moral i shqiptarëve qysh prej periudhave mitologjike. Tani do t'ju tregoj historinë e një djaloshi që donte të mbante fjalën e dhënë me çdo kusht. Ja se cfarë i ndodhi atij një ditë...

Na ishte njëherë, shumë kohë më parë një grua që kishte një djalë të vetëm të cilin e donte me gjithë shpirt. Një ditë djali vendosi të shkonte për gjueti në mal, dhe e ëma e shqetësuar e këshilloi të mos shkonte në malin ku jetonte kuçedra e keqe, e cila kishte vrarë shumë nga djemtë e fshatit.

Djali i ri nuk e dëgjoi nënën, por dëgjoi të dashurën e zemrës, e cila duke e nxitur të tregonte kurajo i tha: - Ti je i fortë dhe i guximshëm, duhet të shkosh të gjuash në mal të kuçedrës dhe ta mundësh atë.

Djaloshi trim, i cili e donte shumë vajzën e degjoi dhe u nis e shkoi të gjuante në mal të kuçedrës. Sapo ngjiti malin u gjend përpara një shpelle të madhe dhe të frikshme. Papritmas toka, gurët dhe shkëmbinjtë, filluan të lëkunden dhe nga errësira i doli përpara kuçedra e madhe me shtatë koka, me sytë që i ndriconin si zjarr, dhe me gojën që nxirrte tym e flakë. Kjo flakë digjte barin, lulet dhe pemët.

Kuçedra e keqe godet tre herë me bishtin e saj dhe toka filloi të dridhet, por djaloshi nuk u tremb: vendosi shigjetën në hark. Shigjeta u nis, po nuk i bëri asgjë kuçedres. Mori shtizën dhe e hodhi në drejtim te kuçedrës, por as kjo nuk arriti ta godiste. Atëhere me shumë kujdes dhe shpejtësi, mori shpatën ta godiste, por edhe këtë herë kuçedra e tërbuar goditi tokën me forcë me bishtin e saj gjigand dhe mali u drodh.

Djalolisht i ra shpata nga dora dhe mbeti i paarmatosur përballë kuçedrës mizore. Në këto momente kuçedra filloi te qeshte dhe te ulërinte me zë te tmerrshëm duke i thënë: - Tani unë do të të ha se ti shkele me këmbë në malin tim. Shumë trima të tjerë kanë ardhë për të më vrarë dhe nuk janë kthyer më pas. Edhe ty do të të ha, bëhu gati. Djali nuk e humbi shpresën dhe i tha: - Ti je me të vërtetë më e fortë, por unë po te kerkoj nje nder: më lër të lutem të kthehem në shtepi të përshendes nënën dhe të dashurën time për të fundit herë dhe do të kthehem përsëri këtu që të më hash.

SRI LANKA

இரண்டு சில்லி ஆடுகள்

முன்னொரு காலத்தில் இங்கு அருகில் உள்ள ஒரு சிறிய நகரத்தில் ஒரு அடர்ந்த காடு ஒரு ஆற்றைக் கடந்து இருந்தது, அதன் கரைகள் ஒரு குறுகிய பாலத்தால் இணைக்கப்பட்டன.
ஒரு நாள் இரண்டு ஆடுகள் பாலத்தை கடக்க நெருங்கின.
முதல் ஆடு பாலத்தின் ஒரு முனையிலும், இரண்டாவது ஆடு மறுமுனையிலும் நின்றது.
பாலம் மிகவும் குறுகலாக இருந்ததால் ஒரே நேரத்தில் ஒருவர் அல்லது ஆடு மட்டுமே கடக்க முடியும்.
இதையறிந்த இரண்டு ஆடுகளும் ஒரே நேரத்தில் பாலத்தை கடப்பதற்காக நடுவில் ஏறின.
முதல்வன் சொன்னான்:
- என்னை கடந்து செல்லட்டும்! நான் சொல்வதை செய்! -
உடனே இரண்டாவது ஆடு பதில் சொன்னது
- நான் முதலில் வந்தேன், நீங்கள் என்னை விடுவிக்க வேண்டும்! -
- இல்லை, நான் முதலில் வந்தேன், நீங்கள் தான் என்னை கடந்து செல்ல வேண்டும்! - மற்ற ஆடு பதிலளித்தது.
எனவே இரண்டு ஆடுகளும் ஆவேசமாக வாக்குவாதம் செய்ய ஆரம்பித்தன, சண்டையிடுகின்றன. அவர்கள் இருவரும் விட்டுக்கொடுக்க விரும்பவில்லை, அவர்கள் தொடர்ந்து ஒருவரையொருவர் அடித்துக் கொண்டனர்.
சண்டையின் போது பாலம் ஆடத் தொடங்கியது; இரண்டு ஆடுகள் ஆற்றில் விழும் வரை பாலம் தத்தளித்தது.
இரண்டு ஆடுகளும் ஆற்றில் விழுந்தபோது, தங்களின் முட்டாள்தனமான சண்டைக்காக வருந்தினர்.

- Çfarë do të më japësh ti mua po të të lë të shkosh? - Të jap fjalën time, - i thotë djali, ta premtoj.

- Mirë, më jep fjalën e shko.

I mundur, djaloshi zbriti malin, shkoi drejt e në shtëpi e i tha nënës: - E dashur nënë mua më zuri kuçedra në malin e saj tek po gjuaja e tani do të më hajë. Kam ardhur të të përqafoj për të fundit herë e të kthehem përsëri sepse i dhashë fjalen time, ia premtova. Me jep bekimin tënd të fundit përpara se të shkoj. Nëna filloi te qajë:

- Biri im, biri im, pse nuk më dëgjove mua? Pse shkove atje? Të lutem: mos shko përsëri!

- Jo nënë, do të kthehem se i dhashë fjalën time kuçedrës.

Me lot në sy, të qara e përgjërime, u përshëndet me nënën e tij, mori bekimin e saj dhe u nis për tek e dashura. Kur e dashura mësoi se çfarë kishte ndodhur, i tha me vendosmëri: - Do të vij dhe unë me ty, do të shkojmë bashkë tek kuçedra në mal. Më kot u mundua djaloshi ta ndalonte, bukuroshja nuk dëgjoi.

Vajza hipi mbi kalin e bardhë dhe djali mbi kalin e zi. Vajza dukej si e veshur me dritë dhe rrobat i shkëlqenin si ar. Ndërsa po afroheshin, mali filloi te dridhej. Papritur, kuçedra me shtatë koka doli nga shpella dhe filloi te këndonte.

- Ohh ohh ohh, lumsi unë, lumsi unë, kisha një e mu benë dy!

Vajza qeshi e iu përgjigj:

- Mjerë ti, mjerë ti moj kuçedër, kishe një por tani s'do kesh asnjë!

Vajza dhe djaloshi trim u afruan e kuçedra filloi të nxirrte flakë nga goja. Vajza vetëm me një shikim e bllokoi e kuçedra e frikësuar filloi të tërhiqet pas.

- Kush je ti moj krijesë, e bardhë si drita që po më fut frikën? Ç'është kjo dritë që ndricon fytyrën tënde? Ç'është ky zjarr që po më djeg kështu nga brenda?

- Jam bija e hënës dhe e Diellit, pika e ujit që bie nga qielli në male dhe në fusha për të mirën dhe jetën e njerëzimit.

- Po ky kush është? – e pyeti kuçedra e frikësuar.

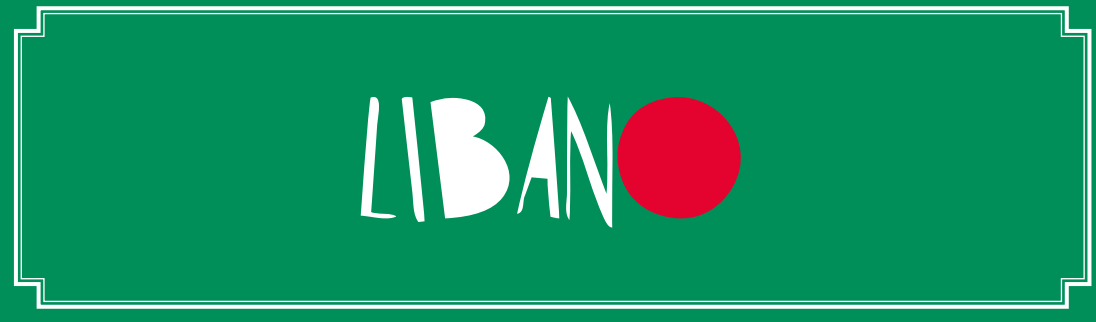
- Është shoku i jetës sime, iu pergjigj vajza e gëzuar.

- Po ti moj kuçedër çdo të bësh tani? - e pyeti bija e hënës dhe e diellit qe mbante në dorë një shigjetë drite: rrezen e diellit.

- Duke qenë se ti më munde, unë nuk kam më vend në këtë botë. Do të shkoj në fund të tokës dhe nuk do të dal më kurrë.

Dhe kuçedra u zhduk e nuk doli më.

Nga ai moment e pas banorët e fshatit jetuan e punuan të gëzuar, të lire dhe në paqe. Mali u gjallërua përsëri me kafshë të ndryshme, jeta triumfoi mbi vdekjen dhe djaloshi e bukuroshja e hënës dhe e diellit jetuan të lumtur përgjithmonë.



ذات مرة في لبنان...

كان هناك كهف عميق وكان بيتا لمستعمرة كبيرة من الخفافيش.

الكهف مخبأ جيدًا في غابة أرز صغيرة ، يقع عند سفح جبل وبعيدًا عن قرى ومن الناس.

في ذلك الكهف كان يعيش جيم الصغيرمع عائلته.

جيم ، مهما كان ذكيًا وطيب القلب ، لم يكن خفاشًا مثل الآخرين. كانت محاولاته الأولى في الطيران كارثية لدرجة إقناع والدته برؤيته من قبل طبيب ، الذي اكتشف أن جيم لم يكن يعاني من مشاكل في جناحيه ، ولكن في عينيه: لم يستطع الرؤية في الظلام ، مثل رفاقه ، ولكن فقط في ضوء الشمس.

ذهب الطبيب إلى رئيس القرية وقال:

-لدينا خفاش آخر ، مثل بيتر العجوز ، يمكنه رؤيته في النهار! يا له من حظ عظيم ، لقد تمكنا من حصاد ضعف كمية الفاكهة- !

رد رئيس القرية: محظوظ جدًا يا عزيزي ، لم يعد بإمكان بيتر العجوز أن يرى في عينه اليمنى وسيصبح قريبًا أكبر من أن يستمر في تقديم خدماته لنا - في الواقع ، كان الاثنان يستغلان بيتر المسكين لسنوات عديدة لإحضارهما إمدادات من الفاكهة ، والتي أخفاها في مخزنهما السري ، مما يخالف قواعد المستعمرة ، والتي بموجبها يجب تقسيم جميع الأطعمة بالتساوي بين الخفافيش.

في صباح أحد الأيام ، قرر جيم ، بدلاً من النوم مثل أصدقائه ، الاستفادة من قدرته على الرؤية أثناء النهار والذهاب في نزهة عبر الغابة: كم هو رائع! كانت هناك فاكهة ملونة في كل مكان: ألوان كثيرة ويا لها من روائح! بعد عودته من هذه المغامرة ، سمع جيم أصواتًا قادمة من خلف الكهف. اقترب ببطء ولاحظ أن حارس المستعمرة كان يشخر بشدة أمام جدار غريب. اندهش جم ودفع الجدار البارز ووجد نفسه في غرفة سرية مليئة بالفاكهة.

أمسك أرزًا بأقدامه الصغيرة ، وفجأة سمع ضجيجًا خلفه. هتف بيتر العجوز ، نظر إليه بصرامة

-ما الذي تفعله هنا؟-

-أنا !- متلعثم جيم - لا أفهم . لدينا مخزون من الفاكهة والعديد من أصدقائنا الخفافيش جائعون. أنت تعرف جيدًا مدى صعوبة قطف الفاكهة ليلًا ، دون أن تتمكن من رؤية الألوان- .

تنهد العجوز.

-جيم ، استمع. أنت وأنا نشارك هذه السمة الخاصة المتمثلة في القدرة على الرؤية في ضوء النهار. منذ عدة سنوات ، عندما كنت مجرد صبي ، ابتعدت أيضًا عن الكهف وتعرضت لهجوم من قبل دب كان يهاجم شبلًا. وجدني الزعيم الكبير وتمكن من إنقاذي. منذ ذلك اليوم فصاعدًا ، أبرم هو وطبيب المستعمرة اتفاقًا سريًا: أعطاني الطبيب جرعة سحرية ، مما يجعلني غير مرئي للحيوانات الأخرى ، وأحضر كل الفاكهة التي يمكنني جمعها إلى الرئيس. أعلم أن هذا غير عادل ، لكنني مدين له إلى الأبد-

ظل جيم صامتًا لوقت طويل ثم قال:

-هذا يبدو مجرد خدعة. سأثبت لك أنه يمكنك الذهاب إلى الغابة بدون جرعتك السحرية. علينا أن نضع حدا لهذه القصة.

-حسنا الشاب جيم ، فليكن-

ما إن انتهت هذه المحادثة حتى ركض بيتر العجوز إلى رئيس القرية ليخبره بما حدث.

-فقال الزعيم للعجوز بيتر ، لا يمكننا مطلقًا المخاطرة بإخبار جيم بسرنا للمستعمرة ، فقد أفقد قوتي وأنت تعلم أنه قريبًا ستكون هناك انتخابات للزعيم الجديد. عليك أن تؤذيه لتظهر له أنه بحاجة إلى جرعتي حتى يصبح شريكًا لنا. أحتاج إلى ثقتك الكاملة وإخلاصك-

في اليوم التالي خرج جيم في جولته المعتادة في الغابة. اختبأ بيتر العجوز خلف أرز كبير وبمجرد أن اقترب منه بدرجة كافية ضربه بحجر ، مما أدى إلى إصابته بجروح بالغة.

سقط جيم واستلقى عاجزًا على الأرض.

بحث بيتر عنه طوال اليوم ، ولم يجدها في أي مكان. عندما رأى الشمس تغرب ، قرر العودة إلى الكهف.

"تم حل المشكلة على أي حال ،" فكر بيتر عندما عاد.

فتح جيم عينيه ووجد نفسه في عرين صغير مضاء بشكل ساطع. كان أمامه فأر صغير يعالج جناحه المصاب.

-لا تخف ، قال الفأر ، ورؤية الخوف في عيون جيم - أريد فقط مساعدتك.

انفجر جم بالبكاء وقال من خلال دموعه:

-يا فأر صغير ، أنا ممتن لمساعدتك ، لكنني في الحقيقة أشعر بالقلق على عائلتي وأصدقائي الذين كانوا ضحايا لخداع منذ سنوات-

روى جيم قصة المخبأ السري للفأر الصغير ، الذي قرر على الفور مساعدته.

-نحن الحيوانات يجب أن نساعد بعضنا البعض ، لا يمكننا السماح لعدد قليل من الأشرار بحرماننا مما يحق لنا.

لدي خطة. - قال الفأر الصغير - أعرف المستودع حيث يحتفظ الرجال بثمارهم. دعنا نسرق بعضًا منه ونأخذها إلى الكهف: سنخبر المدير أن الطبيب أحضرها لأخذ أصواته في الانتخابات القادمة: إن تأليبهم ضد بعضهم البعض سيكشف عن حقيقتهم: خائنان غادران- .

-دعنا نذهب! أجاب جيم بحماس متجدد!

تمكن الاثنان من تنفيذ هدفهما وذهبا إلى الكهف.

لم يصدق بيتر العجوز عينه: لم يكن جيم على قيد الحياة فحسب ، بل كان يوزع الفاكهة على جميع الخفافيش!

ذهب على الفور لتحذير الزعيم ، الذي استدعى جيم ليطلب تفسيرات.

-يا أيها الزعيم لقد عدت بفضل مساعدة الطبيب الذي لم يعالجني فحسب ، بل طلب مني جمع هذه الفاكهة وتوزيعها على الناس من جانبه. بالتأكيد سيحصل على الكثير من الدعم في الانتخابات القادمة-

طار الرئيس في حالة من الغضب وتوجه إلى الطبيب لتسوية الحسبات.

قاتل الاثنان بشراسة أمام جميع الخفافيش ، وكشف في النهاية عن اسرارهم.

عندما علم الناس بالتدبير السري للرئيس ، استدعوا البومة العجوز ، حامل الحكمة والعدالة ، الشخص الذي يرى كل شيء ويعلم كل شيء.

هكذا قال البومة:

-ما حدث خطير جدا. لم أر أبدًا خلال سنوات خبرتي الطويلة مثل هذا اللامبالاة لاحتياجات شعب الخفافيش!

لكن اليوم يلوح في الأفق تهديد أكبر يا أصدقائي. يسير رجال القريه نحو الكهف لاستعادة ما سرق منهم.

في مواجهة تهديد أكبر ، اتحدت جميع الخفافيش وبمساعدة من جيم والفأر الصغير تمكنوا من طرد جميع رجال القريه ، باستثناء صبي صغيرتمكن من التسلل داخل الكهف الضيق.

عندما كان على وشك تشغيل مصباحه لإخافة الخفافيش ، تعرف على بيتر العجوز.

-هل أنت حقا صديقي العزيز؟ هل أنت من أنقذني من الدب الشرس في ذلك اليوم؟

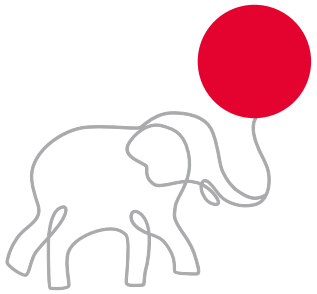
بقيت جميع الخفافيش صامتة.

اقترب بيتر ، والدموع في عينه ، من الصبي الصغير ولمسه بجناحه.

أخبر الصبي الجميع عن أفعال بيتر العجوز البطولية ، التي أشاد بها بصوت عالٍ من قبل شعب الخفاقيش الذين قرروا تسميته كرئيس القرية الجديد.

منذ ذلك الحين أبرم أهل الخفافيش اتفاقًا مع رجال القريه: أعطى رجال القريه الإذن لجيم بالذهاب خلال النهار لجمع سلة من الفاكهة وفي المقابل تقوم الخفافيش بتخصيب أراضيهم أثناء الليل.

كل هذا أصبح ممكنًا بسبب عيب جيم في الرؤية أثناء النهار ، وهو عيب اتضح أنه هدية عظيمة.



Buona lettura in lingua originale!

NIGERIA

Bawo ni awọn awọ ṣe han ni ọrun

Ni akoko kan, ọmọbirin kekere kan wa ti a npè ni Bisi. Lẹhin ojo nla, Bisi wo oju ọrun o si ri i ni awọ fun igba akọkọ.

"Bawo ni lẹwa!" Ó rò pé “Ẹnìkan gbọ́dọ̀ ti ṣe iṣẹ́ àṣekára kan, tó ń fi fọnrán kun ojú ọ̀run, bí bàbá ṣe ń kun ilé náà.”

Bisi si sare ba arabinrin re wipe:

- Zarah, wo! Ẹnikan ṣe awọ ọrun fun wa, ti o jẹ ki o lẹwa diẹ sii!-

Zarah dahun pe:

- Rara, aimọgbọnwa, iyẹn ni Rainbow! Emi ti o tobi, mọ idi ti Rainbow fi han ni ọrun, jẹ ki n ṣalaye fun ọ-

Nítorí náà, ó sọ pé ó fà á lọ́wọ́, ó sì mú un lọ sínú ọgbà.

- Mama ṣe alaye fun mi pe Rainbow han nitori awọn ọmọde: ni otitọ, ni ọjọ kan ọrun, ti n wo isalẹ, ri ọpọlọpọ awọn ọmọde bi a ti nṣire papọ ati pe gbogbo wọn ni awọ ti o yatọ. Oju-ọrun, ti o fẹ lati jẹ lẹwa bi awa ọmọde, mu gbogbo awọn awọ rẹ o si fi wọn papọ.

Awọn awọ isokan tàn bi ko ṣe ṣaaju.

Ati ki awọn Rainbow a bi.



MEDITERRANEAN
YOUTH CONNECTION
FOR INCLUSION

"SAI CHE SPESE / DO YOU KNOW YOUR EXPENSES ?" GAME RULES

GENOA
GOOD PRACTICE 7
PAGE 21

Sai Che Spese? - Do You Know Your Expenses?

This board game was created in response to a need we observed among families hosted within the Vallestura SAI project: people in reception programs often do not fully realize the amount of expenses they face overthe course of a month.



The SAI reception project aims to support beneficiaries in integrating into society and achieving greater autonomy.

The **System of Reception and Integration (SAI)** is Italy's main network for the integrated reception of applicants for international protection and other vulnerable groups. Managed by local authorities, it goes beyond providing food and accommodation by offering personalized paths toward social and economic inclusion. These include language support, orientation, training, and access to local services, with the goal of fostering autonomy and preventing social exclusion.

It is called *integrated reception* because SAI projects provide complementary services such as:

- Linguistic and cultural mediation
- Orientation to local services (healthcare, education, etc.)
- Italian language courses and school inclusion for minors
- Guidance and support for employment and housing
- Legal, social, and healthcare protection
- Internships
- Training programs
- Moments of exchange and group discussion

On the topic of **household education and financial management**, we found ourselves organizing multiple meetings over the same year.
Despite this, many beneficiaries continued to leave lights on when no one was home, keep radiators at maximum heat with windows open, run washing machines with very few clothes inside, and keep shutters fully closed even on sunny days.

For these reasons, we frequently had to discuss these behaviors with them, also by reviewing bills and consumption data. With the help of cultural mediators, we explained the importance of paying attention to small daily actions that directly impact utility bills and overall expenses.
Despite these discussions, the results were minimal or nonexistent.

The idea behind “SAI che spese” was born precisely from the need to physically handle money and truly understand the cost of living independently.

The game board consists of 32 spaces, representing the days of the month, interspersed with unexpected events, opportunities, and situations. Players may land on spaces such as grocery shopping, pharmacy expenses, or a ticket inspector requesting a valid ticket.



At the start of the game, each player chooses a character card: blue, red, yellow, or green, each with specific characteristics and an income.

The red player represents a beneficiary hosted in a reception center or project—in this case, the SAI. This player has rent covered, a monthly transportation pass, grocery reimbursements, and other benefits.

The other players start with an amount of money linked to their employment status—permanent contract, fixed-term contract, or undeclared work—and must pay fixed expenses before the game begins: rent, utilities, groceries, and optionally a transport pass.

Once this initial round of payments is completed, players can begin the game by rolling the dice and moving around the board.





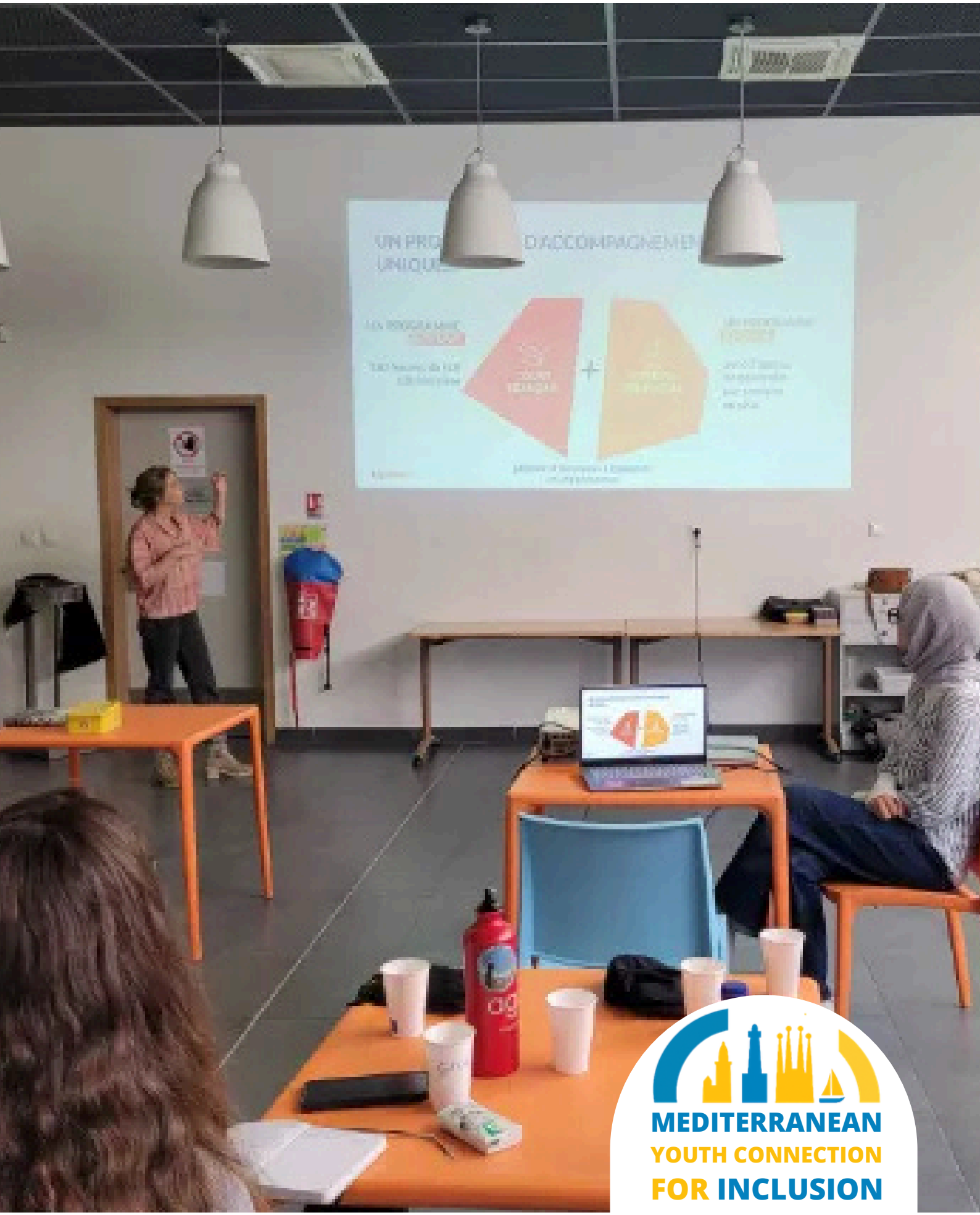




During the first game sessions, we noticed that beneficiaries became more aware of expenses, how easily unexpected costs can arise, and how important it is to have a small financial reserve to rely on in difficult moments.

In many hosted families, we observed a significant change in behavior: greater attention to household energy use, attempts to save money, opening bank accounts, and overall more careful spending habits.

In short: learning by playing. Enjoy.



MEDITERRANEAN
YOUTH CONNECTION
FOR INCLUSION

SHORT GUIDE TO BEST PRACTICE FOR PARTNER ORGANISATIONS OF THE KIPAWA VOLUNTEERING PROGRAMME

MARSEILLE
GOOD PRACTICE 1
PAGE 44

PETIT GUIDE DES BONNES PRATIQUES
À L'ATTENTION DES ASSOCIATIONS PARTENAIRES DU PROGRAMME BÉNÉVOLAT DE KIPAWA

Kipawa met en relation des associations marseillaises en recherche de bénévoles avec des personnes exilées apprenant le français.

Les associations bénéficient des compétences et de la motivation des participant·es, et renforcent leur pratiques inclusives.
Les participant·es créent du lien, pratiquent le français et valorisent leurs compétences.
Tout le monde y gagne !

SOLIDARITÉ CIRCULAIRE

Nous avons regroupé dans ce petit guide quelques bonnes pratiques qui assureront une collaboration réussie !

Kipawa nous permet de pallier les carences en bénévoles de notre association, mais en plus cela crée des échanges très riches avec des personnes venues d'horizons différents, qui font tout pour s'intégrer et participer, avec beaucoup de volonté.

Bernard Cerati, Vice Président de l'association Parole d'enfant



1 AVANT
Élaborer et partager le besoin de votre association



2 AU DÉBUT DE LA MISSION
Préparer et accueillir le·la bénévole



3 PENDANT LA MISSION
Rester disponible et à l'écoute

Votre contact : Karine Richarme
bienvenue@kipawa.fr - 06 50 58 38 25

kipawa

1 AVANT
ELABORER ET PARTAGER
LE BESOIN DE VOTRE ASSOCIATION



POURQUOI ?

Plus le besoin est défini, plus le·la bénévole sera à l'aise et pourra y répondre

1. Bien décrire la mission et vos attentes

- Expliquer les "tâches" attendues avec des mots simples, mais aussi le contexte dans lequel la mission va se dérouler : l'équipe, le lieu, le rythme, les besoins spécifiques des bénéficiaires de l'association,...
- Imaginer et concevoir des missions qui permettent de pratiquer la langue (avec d'autres bénévoles, l'équipe, des usagers de votre association, etc).
- Bien préciser le niveau de langue nécessaire du·de la bénévole : ok pour des débutant·es ou niveau avancé nécessaire.
- Communiquer le plus possible sur les atouts de cette mission pour les bénévoles : l'ambiance, le sens, le cadre, apprendre des choses, les relations avec votre public...

2/3 des participant.e.s Kipawa préfèrent s'engager régulièrement dans une association

2. Pour une mission régulière

- Une mission régulière permet aux bénévoles de mieux s'intégrer, d'acquérir de l'aisance en français et d'établir un lien plus fort avec l'association
- Si besoin est, privilégier des périmètres de mission qui permettent un engagement régulier du·de la bénévole
- Penser au calibrage de la mission : pas trop responsabilisante au début pour ne pas mettre en difficulté, ni trop peu pour accélérer la valorisation des compétences du·de la bénévole et le·la mettre en confiance
- Si possible prévoir une prise en charge du titre de transport pour celle.eux qui n'ont pas d'abonnement

3. Pour nous transmettre ces informations : 2 options

- Utiliser l'outil mis en place par Kipawa pour y ajouter directement vos missions de bénévolat : via ce formulaire (https://shorturl.at/TN7rM)
- Nous écrire / nous appeler pour nous exposer tout cela : bienvenue@kipawa.fr - 06 50 58 38 25



2 AU DÉBUT DE LA MISSION
UN ACCUEIL CHALEUREUX ET RASSURANT

POURQUOI ?

Le premier contact est essentiel pour instaurer une relation de confiance. Il peut exister une petite appréhension pour certain.e.s des futur.e.s bénévoles, rassurer c'est important !

1. Sensibiliser votre communauté

surtout les personnes de l'équipe qui seront en contact avec le·la bénévole

Par exemple lors d'une réunion d'équipe :

- Rappeler l'objectif du projet Kipawa (voir 1ère page)
- Partager quelques points de vigilance
- Adapter son niveau de langue
- Adopter une posture empathique et bienveillante
- Éviter les questions sur l'histoire personnelle, le parcours de migration, etc.

> *Au début, c'était difficile mais on m'a bien expliqué. Petit à petit je comprenais tout et j'ai pu parler de plus en plus.*
>
> **Gerardo, participant**

2. Prévoir un temps pour l'accueil

Rappel : Le·la bénévole Kipawa sera accompagné·e lors de la 1ère rencontre. Ne pas hésiter à s'appuyer sur cette présence.

- Présenter votre association : expliquer son histoire, ses valeurs, son fonctionnement et les personnes clés de l'équipe.
- Proposer un tour des locaux pour montrer les lieux utiles, expliquer les règles de l'association.
- Transmettre les documents écrits de l'association s'ils existent : procédures, planning, ...
- Donner le contact d'un.e référent.e à qui s'adresser en cas de besoin.
- Expliquer la mission en donnant des instructions simples, imagées et en montrant les tâches à effectuer. Pour cela, ne pas hésiter à utiliser le Dictionnaire visuel de l'engagement bénévole.



- Insister sur la possibilité de faire une pause, de demander de l'eau, de poser des questions, de faire répéter plusieurs fois...

3 PENDANT LA MISSION
RESTER DISPONIBLE ET À L'ÉCOUTE



POURQUOI ?

Clarifier les choses incomprises et s'assurer ainsi du bon déroulement de la mission
Garder en vue l'objectif de la pratique de la langue et de la rencontre

1. Rester attentif et anticiper les éventuelles difficultés

Par exemple lors d'une réunion d'équipe :

- Être disponible, demander régulièrement comment se passe la mission et être attentif·ve aux limites de chacun·e
- Adapter son niveau de langue, engager la conversation pour que le·la bénévole prenne confiance en elle.lui ,ne se sente pas seul·e et progresse en français
- Si une personne de l'association parle la même langue, ne pas hésiter à les mettre en contact : cela peut rassurer et accélérer l'intégration á l'équipe

En fin de mission :

- Remercier et valoriser
  Un mot de reconnaissance peut faire toute la différence
- Demander comment la personne s'est sentie, si elle a envie de revenir

2. Pour une mission régulière

- Vérifier que le·la bénévole a bien les informations clés : horaires, transports, code d'accès,...
- Donner le contact d'un·e référent·e à qui s'adresser si besoin et prévenir en cas d'absence.
- S'ils existent, intégrer le·la bénévole aux canaux de communication habituellement utilisés pour les bénévoles (groupe WhatsApp, etc).

> *Le Directeur est venu me voir et m'a remercié... j'étais surpris, c'était la 1ère fois qu'on me remerciait depuis que je suis en France.*
> Ned, participant

> *A chaque mission, on apprend de nouvelles choses et on perd la peur de s'exprimer en français. C'est tout un défi d'apprendre cette belle langue.*
> Pamela Nicole, participante

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NOUS SUIVRE

NOUS SOUTENIR

helloasso

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MEDITERRANEAN
YOUTH CONNECTION
FOR INCLUSION

UCPA
RESTART PROJECT PRESENTATION

MARSEILLE
GOOD PRACTICE 2
PAGE 45

UCPA x Med Youth EurasiaNet



UCPA

PLANNING

10h-11H15 :
SINGA WORKSHOP

11H30-12H :
UCPA WORKSHOP

12H-12H45 :
YOUNG PEOPLE INTERVIEW

L'UCPA IS ...

A PROFESSION: SPORTS EDUCATOR FOR ALL

The associative group UCPA has been working for more than 50 years in favor of a sport accessible to all, non-competitive and vector of living together, diversity and well-being.

AN ASSOCIATIVE GROUP RECOGNIZED AS SOCIALLY USEFUL

- ESUS approved (Social Utility Solidarity Enterprise) since 2012
- Voluntary and selfless governance by youth associations, sports federations and public authorities
- 58% of audiences are helped with holidays and prices below market

REVEALING ONE'S TRUE NATURE THROUGH SPORT: THE HEART OF THE EXPERIENCE

The UCPA makes every effort to remove social, cultural and generational barriers to sports and starting a holiday. Children, families, young people, schools and vulnerable groups all have the opportunity to share the UCPA sporting and human experience.

CHIFFRES CLÉS

12 552
COLLABORATEURS ENGAGÉS

63%
DES PERSONNES RECRUTÉES ONT MOINS DE 25 ANS

1611
JEUNES EN PARCOURS D'INSERTION PROFESSIONNELLE ET DE FORMATION

DONT **940**
EN ALTERNANCE

3011
JEUNES FORMÉS PAR UCPA FORMATION

ucpa

SPORTS AND NATURE CAMPS FOR YOUNG ADULTS

A CREATIVE EXPERIENCE OF SOCIAL CONNECTION AND WELL-BEING

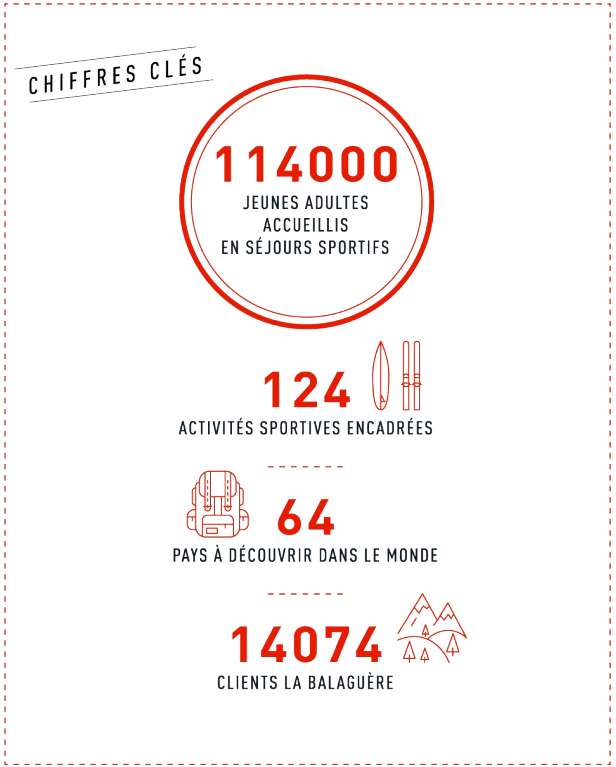
- **1 out of 4 people have made friends in their group.** The proposed experience is based on the strength of the collective, goes beyond the ordinary and creates a break with everyday life.
- **For more than 9 out of 10 young people, the UCPA stay had a positive impact on their well-being.** The young people who go to UCPA practice sports for three main reasons: keep fit, take on challenges and meet people.

IN FRANCE AND ABROAD

- **190 exceptional natural spots in France,** in the mountains or on the coast,

  and 70 destinations around the world.
- **Sports activities for all tastes:** surfing, kitesurfing, skiing, hiking, climbing, trail running, mountain biking, yoga or multisport...
- **La Balaguère, specialist in hiking in the Pyrenees,** offers a diversity

  hiking and adventure trips around the world.



UCPA, A PARTNER OF LOCAL AUTHORITIES

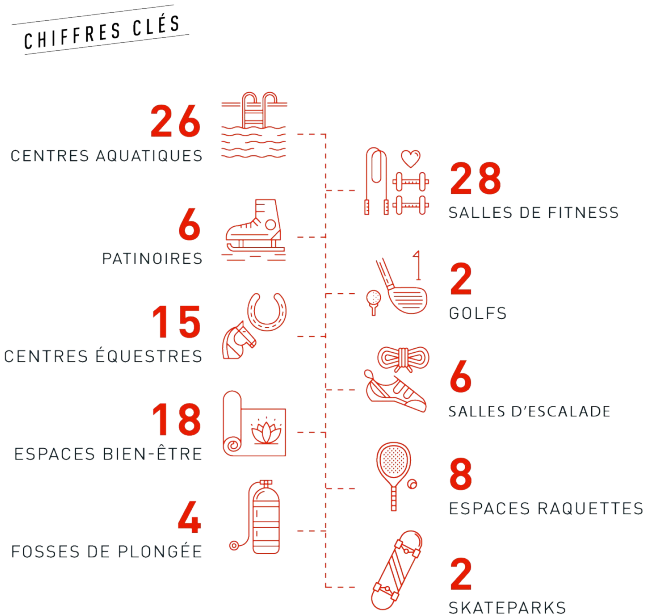
DESIGNING SPORTS AREAS TO ENERGIZE THE TERRITORIES

The UCPA supports communities **in creating, developing and the management of a sports** offer adapted to the heart of the territories.
It makes three commitments in favour of sport for all :

- ensure the management of projects as a whole
- to work selflessly and transparently in the service of the general interest
- propose innovative financing solutions to reduce the economic burden of projects

CREATE A SPORTS OFFER ADAPTED TO THE HEART OF THE TERRITORIES

To ensure that the sports areas entrusted to the UCPA are at the service of users, teams implement a management and animation model that meets current leisure consumption patterns, improves the quality of services and generates commercial revenues.



au 1er janvier 2024

REINVENTING SPORTS DESTINATIONS

A MULTIPLEX UCPA SPORT STATION, IT'S :

- **A new sports destination in the city** that marks a turning point in the way people experience sport every day
- **A great adventure playground** to share with others a variety of sports desires (skating, swimming, fitness, climbing, racket and wellness sports...)
- **A living space open to all,** which adapts to urban lifestyles, to breathe and recharge your energy (extended hours, catering services and wellness areas, coaching to progress...)



THE 1st TRAINER FOR SPORTS PROFESSIONS

READY--TO-USE TRAINING

A training organization for sports and animation professions since 1976 and a national Apprentice Training Center (CFA) to deliver the BAFA and BAFD, BPJEPS, and DEJEPS trainings.

- **1,556 young people trained in sports professions,** including 861 apprentices per year and 4,000 young people trained at BAFA
- **Apprenticeship, a stepping stone to employment:** between 85% and 100% employability depending on the sector
- **140 training devices to become an instructor or facilitator**
- **Trainers who are still working** and who truly master the skills expected by sports leisure facilities



OUR VALUES - KEY

CONFIDENCE IN THE POSITIVE ENERGY OF YOUNG PEOPLE

→ The UCPA experience allows young people to express themselves, to release their potential and their energies. We thus strengthen their confidence in the future, and their ability to be active citizens in collective life.

→ Through our sports training program, we give everyone a chance to develop their autonomy and enrich themselves with the human relationships that are at the heart of their mission.

RESPECT FOR OTHERS AND THE ENVIRONMENT

→ Open to all, tolerant of beliefs and differences, the UCPA gives everyone access to a sport that combines freedom and respect in interaction with others.

→ Our social responsibility is reflected in our educational choices, which place respect for others and the environment at the heart of our teachings. Carried by UCPA educators, respect is transmitted to young people through the practice of sport in harmony with others and with nature. Whether on the coast, in rural areas or in the mountains, our action is part of a respectful and protective approach to the natural environment.

STRONG SOCIAL AND TERRITORIAL COHESION

→ Local stakeholders, our educators place sport at the heart of daily life in open sports spaces that participate in urban life. In the heart of neighborhoods, sports educators help to forge links between residents, social, educational and youth actors, and revitalize territories.

A UNIQUE MODE OF ACTION

SOCIAL DIVERSITY IN SPORT

→ We work for solidarity and social diversity to forge a link with the most vulnerable groups who face social, health or disability-related difficulties, in systematic partnership with the associative and youth network.

→ By benefiting from the Equal Opportunities projects, everyone finds their place in society and participates in its cohesion: young people from all walks of life gain access to these educational and sports experiences, in immersion in a socially mixed group or in a place open to all.

→ Indeed, if the young people being helped come from financially disadvantaged backgrounds, affected by a disability

or even in a situation of social exclusion, on the other hand

they are not treated in an isolated manner.

→ In order to break the reproduction of unequal social patterns, our principle of action is to consider assisted beneficiaries and non-assisted people with the same attention.



AN EDUCATIONAL AND SPORTS PROJECT

THE COMMITMENTS AT THE HEART OF THE PROJECT

- Developing one’s autonomy
- Share in common
- Take care of everyone
- Acting with nature

LES 4 OBJECTIFS ÉVALUÉS PAR NOS PRATIQUANTS ENFANTS, ADOLESCENTS ET JEUNES ADULTES

8/10	7,9/10	8,2/10	8,5/10
DÉVELOPPER SON AUTONOMIE	PARTAGER EN COMMUN	PRENDRE SOIN DE CHACUN.E	AGIR AVEC LA NATURE



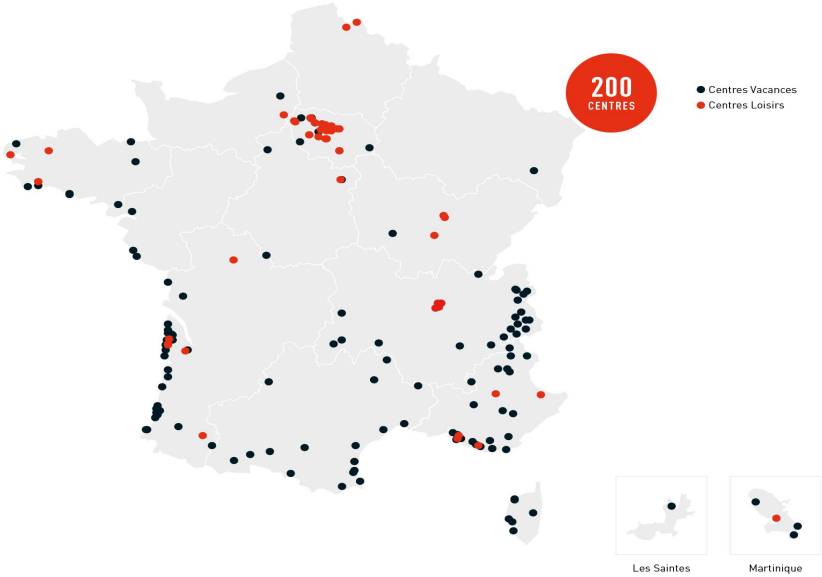
A UNIQUE MODE OF ACTION

A STRONG TERRITORIAL AND ASSOCIATIVE FOOTHOLD

→ With a heritage that has made it famous, the UCPA participates in sustainable development of territories, through its local roots, the commitment of its teams field and his sports expertise.

→ We are located in more than a hundred territories in France and in about sixty countries abroad.

→ We work in close cooperation with local authorities and associations recognized as being of public utility, committed to access to sport for everyone, such as Les Restos du Cœur, the French Federation of Disabled People, and the Secours Populaire.



SPORT IMPACT UCPA

INSPIRE COMMITMENT FOR BETTER INCLUSION

AN UPDATED SOLIDARITY PROJECT, FOUR PATHS:

PREVENTION & EDUCATION
To encourage specific social and educational work through sports.

SOCIAL CONNECTION & LIVING TOGETHER
Promote access to sports, holidays and social cohesion.

INTEGRATION & EMPLOYMENT
Supporting the social and professional integration pathways of young people.

HEALTH / WELL-BEING / RECONSTRUCTION
Prevent risky driving and meet the specific expectations of audiences with health problems.

75 000
JEUNES BÉNÉFICIAIRES
DES PARCOURS ÉGALITÉS DES CHANCES

DONT + DE
6 000
EN SITUATION DE HANDICAP



ICEBREAKER

DICE

TASK BY FACES

INCLUSION OR INTEGRATION ?





RESTART



UCPa

PRESENTATION

Restart is a project of inclusion through sport for exiled people in France. This project aims to enable these people who have experienced exile to integrate into society through sport in close cooperation with various partners specialized in supporting exiled populations.

The project has four areas: Accessibility to sports activities, Sport-health and well-being, Social & professional integration, Social connection and living together

Several sports allow personal development: swimming (aquaphobia), horseback riding (equine therapy), mountain biking (know how to ride a bike), climbing (self-confidence and trust in others) and water activities (social ties and personal development). Professionally inspired workshops are organized to develop the beneficiaries' soft skills and create personalized pathways that can lead to training and better integration. Finally, inclusive stays are also carried out to create diversity with local communities.



CONTEXT

- For 60 years, the UCPA has worked to make sport **accessible to all**. She is also committed to supporting people who are away from sports as part of her educational project.
- **The inclusion of exiled people** is becoming a major societal issue and is reflected in the willingness of public authorities to support the UCPA in order to continue developing new innovative support mechanisms through sport in the territories.
- For example, the UCPA has developed the RESTART program for exiled populations over the past three years, which it proposes to deploy. With local actors supporting its populations (SINGA, KABUBU, Forum Réfugiés, Secours Catholique, Unis-Cité) in order to create social integration pathways through sport. There are already nearly 1,500 exiled people who have been able to **access sport, leisure, and strengthen social ties with civil society,** promoting living together through sports holiday experiences and the discovery of territories.
- This project helps young people and adults affected by these crises to overcome trauma, integrate into host communities, and **improve their physical and mental well-being.** Innovative professional integration initiatives in the sports and entertainment professions have been launched to enable these people to train and find employment.
- The UCPA wishes to strengthen its mobilization in the territories with the actors accompanying these audiences by **setting up a holistic program of inclusion through sport.**



PUBLICS

Exiled persons affected by humanitarian crises, including internally displaced persons. This group includes newcomers and refugees (statutory or subsidiary), but also asylum seekers who have often experienced significant trauma.

Adults

Exiled population in France and Europe

Families and unaccompanied minors

Young people and children

Special attention to the practice of girls



THE “RESTART” PROJECT

SPORT ACCESSIBILITY

SPORTS HEALTH

DISCOVERED PROFESSIONALS IN THE FIELD OF SPORT

SPORT & LIVING TOGETHER







UCPa

PSYCHOSOCIAL OBJECTIVES

Psychomotricity

Development of motor skills, awareness of one's body, ability to concentrate

Personal Development

Self-confidence, control of emotions, autonomy

Wellness

Pleasure to practice, persevere and surpass oneself to be in better mental and physical health



Social Link

Expanding the social circle, respect for social codes, communication, transferable skills

Remobilization & Professional integration

Development of soft-skills, working on individualized training paths

UCPA

SPORT ACCESSIBILITY



UCPa

SPORT ACCESSIBILITY

In this area of accessibility and initiation to UCPA sports activities, exiled people can discover sports they are not used to practicing such as kayaking, paddling, diving, snorkeling, mountain biking or climbing. A real opportunity for them to have the chance to participate in these activities in exceptional natural settings. These activities allow for personal development, communication and social connection between civil society and the exiles.

We organize sports activities on **UCPA sports equipment** but also with local sports clubs in connection with the territory's resources, in several forms :

- Entry tickets for UCPA sports equipment in free practice
- Discovery session supervised by qualified UCPA instructors

We will also organize sports events in the territories on Refugee Day on June 20 and/or during European Sport Week so that exiled people can play sports in a fun and friendly way with each other, but also create social bonds in a mixed environment with locals.



SPORT HEALTH



UCPa

SPORT HEALTH

WELLNESS

In this sports-health axis, we are working in particular on aquaphobia to deconstruct the trauma of exile, but also on equine therapy to create a connection with the animal and manage its emotions. Other activities also allow for mental well-being with work on self-esteem and confidence in others.

These people who had never been able to ride horses manage to regain self-confidence and engage in practice with a regular rhythm.

Cycle or internships, this medium-term support is linked to health objectives and an impact assessment.

Finally, we will work with public health stakeholders on mental health issues through workshops and conferences.



UCPA

DISCOVERY OF SPORTS PROFESSIONS



UCPa

DISCOVERY OF SPORTS PROFESSIONS

INSERTION

In collaboration with local partners (SINGA and KABUBU in particular), we are setting up **professional pre-qualifications** for sports and animation professions and professions in the aquatic sector. Within these pre-qualifications, professional inspiration workshops are also planned with visits to training centers or meetings with inspiring people.

These courses will be built in collaboration with operational partners such as **AFDAS, France Travail and committed sports clubs**

⇒ **STEP: prequalification for sports and animation professions**

⇒ **SPLASH: prequalification for aquatic professions**

⇒ The aim is for beneficiaries to subsequently take part in vocational **training leading** to a qualification (CQP, BPJEPS, BNSSA, BSB).



BE TOGETHER



UCPa

SPORT & LIVING TOGETHER

DISCOVERY OF THE TERRITORY

Through this axis, exiled people can open up to the field of possibilities and live an exceptional experience within the UCPA holiday centers. The idea is to offer an all-inclusive sports stay to a group of exiled people in mixing with local young people in order to create social bonds and promote living together through sport. Relaxation, good manners, openness to others, entertainment and meetings are on the agenda.

Sports activities play an essential role in creating this connection and promoting well-being during a stay out of the routine and problems in exceptional settings.

These sports stays in UCPA holiday center can be at the sea, in the mountains for adults or for young people.

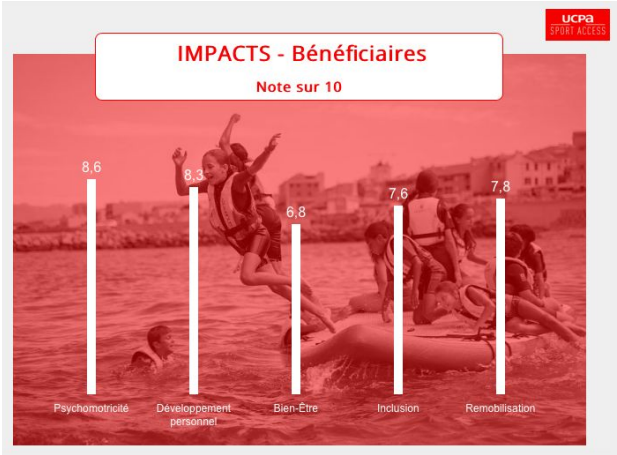


ASSESSMENT TOOLS

Fitness and health test IRFO before and after the project
⇒ management of groups, automatic insertion of participants from a computer file, saving results on the site, interpretation documents, including graphs from the Observatoire de la Forme (global database), extraction of weights, size and BMI on computer files, statistical tools,

UCPA Social Impact Study
⇒ SPHINX tool already existing and already used
⇒ on personal development, well-being, psychomotricity, inclusion, and remobilization

Satisfaction questionnaires for young people at the end of each cycle
⇒ about how the young people felt, the quality of the session supervision, what they learned



INSTITUT DES RENCONTRES DE LA FORME

UCPA

RESTART

8 territories

14 UCPA Equipment

825 exiled people

125 sessions

1 842 passages

8 soft skills valued

1 training in "SPLASH" to the profession of water rescue

#BEINCLUSIVE
EU SPORT AWARDS



RÉGION ACADÉMIQUE AUVERGNE-RHÔNE-ALPES
Liberté Égalité Fraternité

PRÉFET DE PARIS
Liberté Égalité Fraternité

PRÉFET DE LA SEINE-SAINT-DENIS
Liberté Égalité Fraternité

PRÉFET DES BOUCHES-DU-RHÔNE
Liberté Égalité Fraternité

PRÉFÈTE DU RHÔNE
Liberté Égalité Fraternité

PRÉFET DE LA CÔTE-D'OR
Liberté Égalité Fraternité

UCPA

QUESTIONS / ANSWERS



UCPa

ICEBREAKER

4 GROUPS

EXCHANGES WITH YOUNG PEOPLE OF SINGA





UCPA

Hicham TORKMANI
Responsable Développement Territorial / Direction de la solidarité et de la jeunesse

Mail : htorkmani@ucpa.asso.fr
Tél : 06 86 27 74 81



UCPA | ASSOCIATION SPORTIVE À BUT NON LUCRATIF
RECONNUE D'UTILITÉ SOCIALE



MEDITERRANEAN
YOUTH CONNECTION
FOR INCLUSION

GUIDELINE FOR UNACCOMPANIED MINORS
GUIDANCE GUIDE FOR ORGANISATIONS
ESSENTIAL RESOURCES AND INFORMATION FOR NEW ARRIVALS

MARSEILLE
GOOD PRACTICE 3
PAGE 46

GUIDE PRATIQUE À DESTINATION DES MINEUR·ES ÉTRANGER·ES, DE LEURS FAMILLES ET DE LEURS ACCOMPAGNANT·ES

Droits, dispositifs et ressources à Marseille

Marseille, Avril 2023

Ce guide a été réalisé à l'issue du cycle de formation *"Les droits des mineur·es migrant·es : De quoi parle-t-on concrètement ?"*, dans le cadre du projet :

« Engaging diaspora and migrant communities in the promotion and protection of the rights of the child »



This project is co-funded by the Rights, Equality and Citizenship Programme of the European Union
PROJECT N. 101008487

INTRODUCTION

Un guide pour les mineur·es migrant·es et pour leurs familles à Marseille, pour quoi faire et comment ça marche ?

Ce guide est créé avec l'aide de l'Union Européenne dans le cadre d'un dispositif partagé avec l'Italie, la Grèce et Chypre. Il est fait pour les mineur·es migrant·es seul·es ou en famille et pour ceux qui les aident ou accompagnent leurs premiers pas dans la ville, qu'ils·elles soient professionnel·les ou bénévoles.

Nous l'avons voulu le plus pratique et fonctionnel possible. Vous y trouverez des adresses pour répondre à vos besoins les plus importants.

En France, tous·tes les mineur·es doivent être protégé·es qu'ils·elles soient français·es ou étranger·es, la loi ne fait pas de différence. Tout enfant doit pouvoir être soigné s'il en a besoin. Il·elle doit aussi avoir accès à la scolarité. S'il·elle est victime de violence ou de maltraitance, la puissance publique doit le·la protéger.
Cependant, des droits écrits ne suffisent pas. Si besoin, il faut savoir où s'adresser pour les faire respecter. C'est le rôle de ce guide.

— · — · — · —

Marseille est une ville très ancienne fondée par des personnes migrantes venues de Grèce. La plupart des marseillais·es sont issu·es de la migration. Vous n'êtes pas différent·es. Vous êtes juste les dernier·es arrivé·es.
Nous espérons que ce guide vous sera utile que vous restiez à Marseille quelques jours ou que vous vous y installiez.

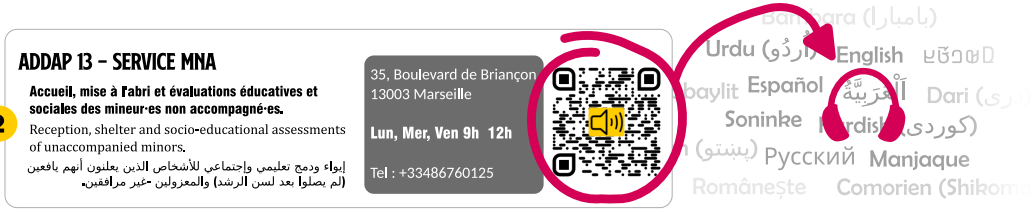
Marseille appartient à qui vient du large.

Blaise Cendrars

QX1 WELCOME MAP : UNE CARTOGRAPHIE INTERACTIVE

Ce guide s'appuie sur les ressources et informations publiées sur QX1 Welcome Map.
Lancée en 2017 par l'association Collectif Transbordeur, QX1 Welcome Map est une plateforme de collecte et valorisation d'expériences de personnes migrantes qui arrivent à Marseille. Son principal objectif est d'offrir aux nouveaux·elles arrivant·es, mais aussi aux solidaires locaux·ales, une information riche, pertinente et facile d'accès.

Les lieux ressources que vous trouvez dans ce guide sont une sélection dédiée aux mineur·es parmi les plus de 300 lieux présentés sur le site **qx1.org**.



Pour chaque lieu ressource, un QR-code vous permet d'écouter **des présentations audio** des services qu'il propose, disponibles **en plusieurs langues**.

L'ensemble de ces descriptifs audio multilingues - qui compte aujourd'hui une trentaine de langues - est toujours accessible et constamment mis à jour sur la page **qx1.org/audio**.

WELCOME MAP
MARSEILLE
Collecte et partage d'expériences de migrant·es

LES LIEUX RESSOURCES À MARSEILLE

Prise en charge // Institutional care // مؤسسات الرعاية

ADDAP 13 – SERVICE MNA

1

Accueil, mise à l'abri et évaluations éducatives et sociales des mineur·es non accompagné·es.

Reception, shelter and socio-educational assessments of unaccompanied minors.

إيواء ودمج تعليمي وإجتماعي للأشخاص الذين يعلنون أنهم يافعين (لم يصلوا بعد لسن الرشد) والمعزولين -غير مرافقين.

35, Boulevard de Briançon
13003 Marseille

Lun, Mer, Ven 9h-12h

Tel : +33486760125

Santé // Health // صحة

PASS MÈRE ENFANT – HÔPITAL DE LA TIMONE

2

Familles avec enfants : Accès aux soins pour personnes sans droits à la santé.

Families with children : Access to care for people without health rights.

للولوجية للحقوق الصحية بالنسبة العائلات التي لديها أطفال

Hôp. de la Timone - Bât. 1
264, Rue Saint Pierre
13005 Marseille

Lun, Jeu 9h-12h

Tél : +33491388123

PASS MÈRE ENFANT – HÔPITAL NORD

3

MNA < 17 ans : Accès aux soins pour personnes sans droits à la santé.

UFM < 17 years old: Access to care for people without health rights.

للولوجية للحقوق الصحية بالنسبة لليافعين الغير مرافقين/ أقل من **17** سنة

35, Chemin des Bourrely
13015 Marseille

Lun, Mar, Jeu, Ven 9h-17h

Tél : +33491964958

PASS ADULTES – HÔPITAL DE LA CONCEPTION

4

MNA > 17 ans : Accès aux soins pour personnes sans droits à la santé.

UFM > 17 years old: Access to care for people without health rights.

للولوجية للحقوق الصحية بالنسبة لليافعين الغير مرافقين/ أكثر من **17** سنة

156 Rue Saint-Pierre,
13005 Marseille

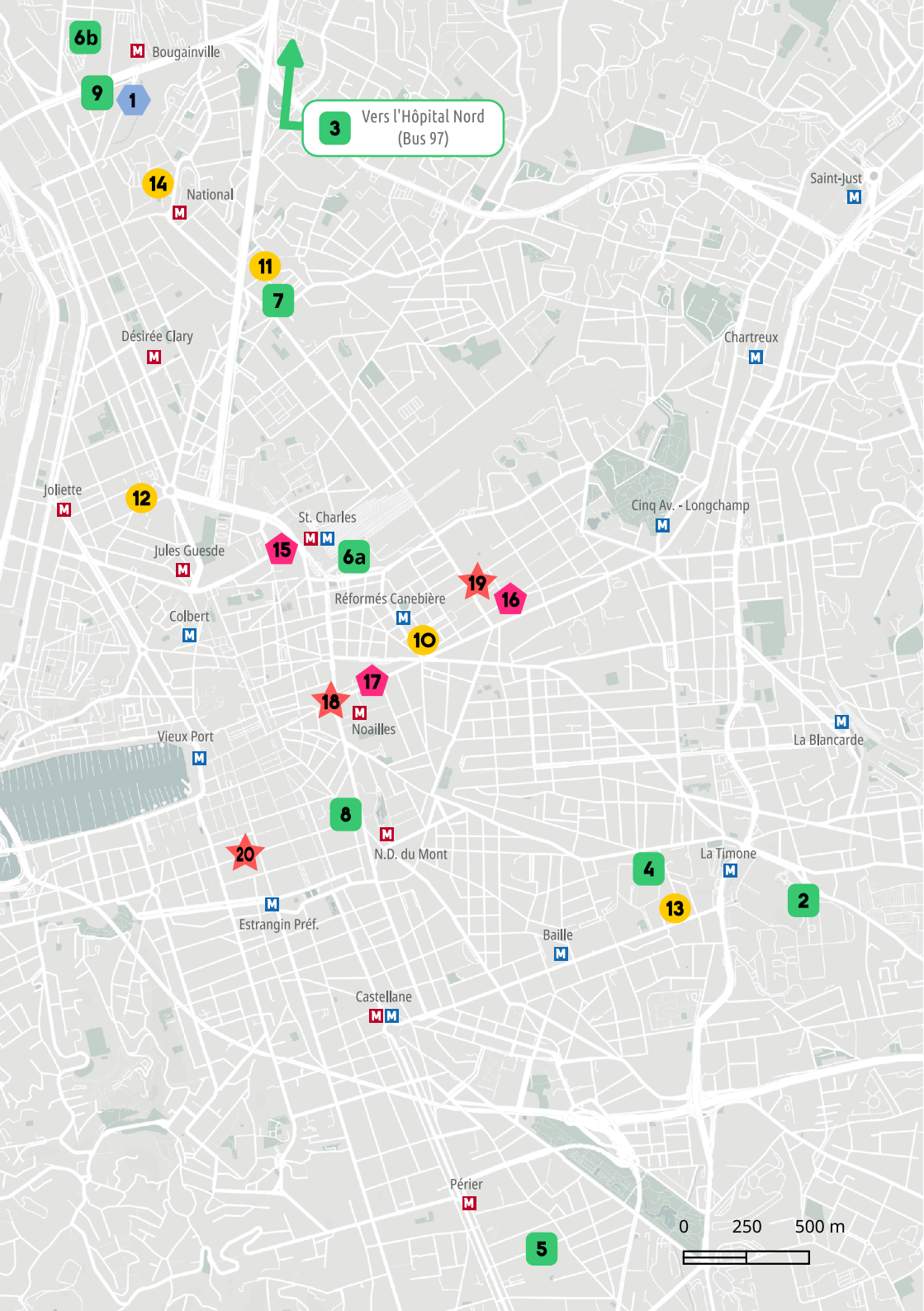
Mer 9h-16h
Ven 9h-12h30

Tél : +33491387879

LES LIEUX RESSOURCES À MARSEILLE



1. ADDAP 13 – SERVICE MNA
2. PASS MÈRE ENFANT – HÔP. TIMONE
3. PASS MÈRE ENFANT – HÔP. NORD
4. PASS ADULTES – HÔP. CONCEPTION
5. PASS DE VILLE
6. PASS MOBILE (CAMION)
7. C.A.S.O. DE MÉDÉCINS DU MONDE
8. IMAJE SANTÉ
9. CLAT
10. CAMION EMMAUS
11. MISSIONNAIRES DE LA CHARITÉ
12. ACCUEIL DE JOUR BÉTHANIE
13. DOUCHES DU SAMU – RUE BERTON
14. LA CUISINE DU 101
15. CASNAV
16. RESF
17. RUSF
18. RAMINA
19. SOUTIEN 59 ST. JUST
20. COMMISSION MNA (AVOCATS)


6b
Bougainville
9
1
3
Vers l'Hôpital Nord
(Bus 97)
14
National
Saint-Just
11
7
Désirée Clary
Chartreux
Joliette
12
St. Charles
Cinq Av. - Longchamp
Jules Guesde
15
6a
19
16
Réformés Canebière
Colbert
10
17
18
Noailles
La Blancarde
Vieux Port
8
20
N.D. du Mont
La Timone
4
2
13
Estrangin Préf.
Baille
Castellane
Périer
5
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250
500 m

PASS DE VILLE

5

Mineur·es accompagné·es : Aide à l'ouverture des droits et orientation vers un médecin / dentiste dans l'attente d'une couverture maladie.

Accompanied Minors: Help in opening rights and referral to a doctor/dentist while waiting for health coverage.

اليافعون المرافقون (من عائلاتهم): المساعدة لفتح حساب للحصول على الحقوق الصحية والتوجيه نحو الطب العام أو طب الأسنان، في إنتظار الحصول على التغطية الصحية.

42 Rue Liandier
13008 Marseille

Lun-Ven 9h-12h

Tél : +33629146156

PASS MOBILE (CAMION)

6a

6b

Accès aux soins pour personnes sans droits à la santé.

Access to care for people without health rights.

للولوجية للحقوق الصحية.

6a - Gare St. Charles
Sq. Narvik, 13001 Marseille
Mar 9h-12h

6b - Devant la PADA
19 Rue Cugit, 13001 Marseille
Lun 9h-12h

C.A.S.O. DE MÉDECINS DU MONDE

7

Centre d'Accueil, Soins et Orientations : consultations médicales et information sur les droits à la santé.

Reception, Care and Orientation Center: medical consultations and information on health rights.

مركز استقبال ورعاية وتوجيه: الاستشارات الطبية وتقديم معلومات حول الحقوق الصحية.

129, Avenue de Toulon
13005 Marseille

Lun 13h30-15h30
Mer et Ven 09h-11h

Tél : +33486110926

IMAJE SANTÉ

8

Accueil et information sur la santé pour les jeunes de 12 à 25 ans (médical, social, psychologique).

Reception and information on health for young people aged 12 to 25 (medical, social, psychological).

الاستقبال والمعلومات عن صحة الشباب الذين تتراوح أعمارهم بين **12** و **25** عامًا (طبيًا ، اجتماعيًا ، نفسيًا).

35, Rue Estelle
1300 Marseille

Lun, Mer, Jeu Ven 13h-18h
Mardi 15h-18h

Tél : +33491137187

CLAT (CENTRES DE LUTTE ANTI-TUBERCULEUSE)

9

Dépistage de la tubercolose et suivi médico-social des personnes malades.

Screening for tuberculosis and medical and social follow-up of patients.

الكشوف عن السل والمتابعة الصحية والإجتماعية للأشخاص المصابين

8, Bd. F. de Lesseps
13014 Marseille

Lun-Ven 9h-12h / 13h30-16h

Tél : +33413317550

10 CAMION EMMAUS

Petits déjeuners et soupe de midi aux Réformés.

Breakfasts and midday soup nearby Reformed Church.

وجبات إفطار مجانية وحساء منتصف النهار.

8, Place Stalingrad,
13001 Marseille

Mar-Ven

7h30-9h

10h30-11h30

11 MISSIONNAIRES DE LA CHARITÉ

Mineur·es isolé·es : repas de midi gratuits.

Unaccompanied minors: free lunches.

القصر غير المصحوبين: وجبات غداء مجانية.

11 avenue Cartier
13003 Marseille

Tous les jours 9h30-11h (fermé les Jeudis)

12 ACCUEIL DE JOUR BÉTHANIE

Accueil de jour, médecin, aide pour personnes migrantes.

Day care, doctor, help for migrants.

إستقبال نهاري، طبيب، مساعد مهاجرين.

1, Rue Massabo
13002 Marseille

Lun, Mer et Ven : 8h-11h

Tél : +33975732050

13 DOUCHES DU SAMU - RUE BERTON

Familles avec enfants : douches gratuites avec distribution de vêtements propres.

Families with children : free showers with distribution of clean clothes.

العائلات التي لديها أطفال: للحصول على دوش مجاني وتوزع في نفس المكان ملابس نظيفة.

4 Rue Berton
13005 Marseille

Lun-Ven 8h-13h

14 LA CUISINE DU 101

Familles n'ayant pas de cuisine : cuisine équipée pour préparer ses repas.

For families that do not have a kitchen: fully equipped kitchen to prepare meals.

للعائلات التي ليس لديها مطبخ مطبخ مجهز للراغبين في طبخ وجباتهم.

12 Rue des Cigarières
13003 Marseille

Lun-Sam : 11h-20h

Tél : +33491957616

Scolarisation // School Enrollment // تمدرس

CASNAV

15

Le CASNAV s'occupe de la scolarisation des enfants qui ne parlent pas français et/ou étranger·ères.

CASNAV deals with the schooling of children who do not speak French and/or are foreigners.

تتكلف كازاناف بتمدرس الأطفال الذين لا يتحدثون اللغة الفرنسية أو/و الأجانب.

28 Boulevard Nédélec
13001 Marseille

Tél : +33491996852

RESF

16

Aide pour l'inscription à l'école.

Help with enrollment to school.

المساعدة في التسجيل في المدرسة.

resf13@no-log.org
Tél:+33631324865

RUSF

17

Aide pour l'inscription à l'Université.

Help with enrollment to University.

المساعدة في التسجيل في الجامعة .

rusf13@gmail.com

Solidarité, Soutien // Solidarity, Support // التضامن والدعم

RAMINA

18

Soutien aux MNA au Commissariat de Noailles et, si possible, orientation vers un réseau d'hébergeurs·euses solidaires.

Support for UFMs at the Noailles police station and, if possible, referral to a network of solidarity hostels.

دعم القاصرين المعزولين في مخفر الشرطة بنوواي، و(في حدود الممكن) التوجيه نحو شبكة المضيفين المتضامنين.

Devant le Commissariat de Noailles
66 La Canebière
13001 Marseille

Mar, Jeu, Dim : 20h30-22h

SOUTIEN 59 ST. JUST

19

Permanence de soutien, accompagnement et écoute pour les jeunes, MNA et jeunes adultes.

Permanence of support, accompaniment and listening for the young people, UFMs and young adults.

استقبال للدعم والمصاحبة والإنصات للفتيان والشباب و القاصرين المعزولين.

29, Boulevard Longchamp
13001 Marseille

Mer : 14h30-18h
Jeu : 14h30-17h

Tél : +33750012085

COMMISSION MNA (AVOCATS)

20

Groupe d'avocat·es constitué pour la défense des droits des MNA.

Group of lawyers formed to defend the rights of UFMs.

تجمع من المحامين يهدف للدفاع عن حقوق القاصرين الغير المصحوبين (بذويهم).

Ordre des Avocats
51 rue Grignan
13006 Marseille

Sur RDV :
mnamarseille@gmail.com

En cas de danger, maltraitances ou situation de violence :

In case of danger, abuse or violent situation:

في حالة التعرض للمعاملة المهينة أو العنف أو الإحساس بالخطر :

SOS

CRIP13

Service départemental de protection de l'enfance.

Departmental child protection service.

المصلحة الإقليمية لحماية الطفولة.

Tél : +33 4 1331 1331

Partenaires

SOLIHA
SOLIDAIRES POUR L'HABITAT
PROVENCE

CRC Policy Center
HFC
"Hope
For
Children"

CISS
COOPERAZIONE INTERNAZIONALE SUD SUD

MMIT

kmop
KINDLING A BETTER WORLD

Melissa
Network of Migrant Women in Greece

Conception et Réalisation

QX1

WELCOME MAP
MARSEILLE

dormir sleep للنوم

appeler le 115

Tu peux essayer d'appeler le numéro 115 qui est le service pour les foyers d'hébergements d'urgence pour les personnes majeurs, mais malheureusement, il y a très peu de places.

Appelle le matin et essaie plusieurs fois !

Si tu as moins de 18 ans : il faut aller au Commissariat de Police qui doit appeler les services sociaux du Département pour te trouver un hébergement.

Attention : souvent ils ne trouvent pas de place, même si tu en a le droit.

call the 115

You can try to call the number 115 which is the service for emergency accommodation for adults, but unfortunately there are very few places.

Call in the morning, try many times !

If you are under 18: *you have to go to the police station which has to call the social services of the Department to find you an accommodation.*

Warning: they often do not find a place, even if you are entitled to one.

اتصل بـ 115

حاول الاتصال بالرقم115 وهوم خدمة إلقامة في حاالت المستعجلة للبالغين، ولكن اعرف لا يوجد عدد قليل جدًا من امكانيات الضيافة

81إذا كان عمرك أقل **18** عامًا: يجب عليك الذهاب إلى مركز الشرطة الذي يجب عليه االتصال بالخدمات االجتماعية للعثور على سكن لك

تنبه: غالبًا لا يجدون مكانًا، رغم أنه من حقك الحصول على مكان يأويك

MNA

Ramina MNA

Orientation vers un réseau d'hébérgeurs solidaires, dans l'attente de la protection obligatoire du Département.

Referral to a network of solidarity hosts, pending mandatory protection by the Department.

Every night at 8:30 pm in front of Noailles Police station

.التوجيه إلى شبكة بيوت المتضامنة، في انتظار الحماية من قبل الدولة
أمام مركز شرطةNoailles كل ليلة في الساعة 8:30

Mar, Jeu et Dim : 20h30

Devant le Commissariat de Noailles

+33771179212

Commissariat de Police de Noailles
66-68 La Canebière (13001)

plus d'infos More informations

Si tu as un smartphone, tu peux flasher ce QR-code pour ouvrir une carte interactive et trouver tous les lieux et plus d'infos.

If you have a smartphone, you can flash this QR-code to open an interactive map and find all the places and more info.

،إذا كان لديك هاتف محمول حديث لفتح QR يمكنك ادخال هذا الترميز خريطة تفاعلية والعثور على جميع .أألماكن ومزيد من المعلومات

QX1 WELCOME MAP MARSEILLE

qx1.org

MARSEILLE 06/2026

Welcome ! Bienvenu.es ! تَرْحِيب

Ce document est fait par des personnes de différents collectifs auto-organisés qui luttent contre les frontières.

Ici tu trouves des associations ou des collectifs qui soutiennent (sans condition et gratuitement) les personnes avec ou sans papiers.

Ils sont organisés par thématiques :

This document is made by people from different self-organised collectives that fight against borders.

Here you can find associations or collectives that support - unconditionally and free of charge - people with or without papers.

They are organised by themes :

أعد هذه الورقة أشخاص ينتمون لعدة مجموعات ذاتية التنظيم والذين .يجمعهم النضال ضد الحدود
تجد هنا جمعيات أو تنسيقيات تقدم المساعدة ألشخاص بدون أوراق أو حاصلين عليها - دون شرط ودون مقابل - مرتبة حسب الموضوعات:





accueil de jour
day shelter
مركز الرعاية النهارية



manger
food
أكل



santé
health
صحة



papiers/soutien
papers/solidarity
أوراق ووثائق/ تضامن



dormir
sleep
للنوم

mineurs non accompagné.es
unaccompanied minor
قاصرون غير مرافقين MNA

Lundi	*Monday*	إِثْنَيْنْ
Mardi	*Tuesday*	ثُلَاثَاءْ
Mercredi	*Wednesday*	أَرْبِعَاءْ
Jeudi	*Thursday*	خَمِيسْ
Vendredi	*Friday*	جُمُعَة
Samedi	*Saturday*	سَبْتْ
Dimanche	*Sunday*	أَحَدْ

accueil de jour day shelter مركز الرعاية النهارية

1 Douches Municipales

Douches gratuites avec distribution de vêtements.

Public showers with distribution of clothes.

Lun-Sam 8h-13h

71 Av. du Maréchal Foch (13004)

2 Accueil de Jour Bouès

Accueil, lieu de répit pour les personnes sans-domicile : douche, café, infirmier, laverie, vestiaire.

Reception and respite for homeless people: shower, coffee, nurse, laundry, cloakroom.

Tous les jours (sauf mercredi) 8h-16h

Après-midi Femmes :
Jeu 13h30 -16h

34 Boulevard Bouès (13003)
+33 4 91 84 09 60

3 Accueil de Jour des Restos du Coeur

Accueil de jour avec petit déjeuner.

Day centre with breakfast.

Lun, Mar, Jeu, Ven 08h30-11h30

34 Boulevard Bouès (13003)

+339 71 23 02 72

4 ADJ Saint JO

Accueil, douche, café, chargeurs téléphone, médécin.

Reception, shower, coffee, telephone chargers, doctor.

Mer, Jeudi 9h -12h
Médecin 9h-12h
Accueil Femmes 14h-16h

3 Boulevard Latil (13008)

5 ADJ Béthanie

Accueil de jour : café, médecin, jeux...
Day shelter: coffee, doctor, games...

Lun, Mer, Ven 8h30-11h

11 Rue Malaval (13002)

+33 4 88 08 76 70

6 La Fraternité de la Belle de Mai

Ordinateurs en accès libre (mail, démarches...)

Free access to computers (e-mail, procedures, etc.)

Écrivain public (aide à la rédaction et pour les démarches administratives)

Public writer (help with writing and administrative procedures)

Lun-Ven 9h-17h

Fermé le mercredi

7 boulevard Burel (13003)
+33 4 91 62 28 09

7 Bagagerie Solidaire Racines

Casiers pour sécuriser ses affaires, accueil, boissons chaudes, wifi...

Lockers to secure your belongings, reception, hot drinks, wifi...

Lun-Ven 9h30-12h30
17h-19h

2 Rue Saint-Théodore (13001)
+33 6 44 77 14 80

santé health صحة

19 Planning Familial LGBTQI+

Ecoute sur la sexualité / santé, contraception et IVG (interruption de grossesse), soutien LGBTQI+.

Counselling on sexuality/health, contraception and abortion, LGBTQI+ support.

Permanences d'écoute sans RDV
Lun-Jeu 14h-18h
Permanence de dépistage rapide
Ven 14h-17h
106 Boulevard National (13003)
+33 4 91 91 09 39
N° Vert Sexualité 0 800 08 11 11

20 CMP (Centre Médico-Psychologique) PSY Belle de Mai

Accueil et consultations : médecins psychiatres, psychologues, éducateurs, infirmiers, assistantes sociales et secrétaires.

Reception and consultations: psychiatrists, psychologists, educators, nurses, social workers and secretaries.

Lun 9h30-13h
Mar 12h-17h
Mer, Jeu, Ven 9h30-17h

150 Rue de Crimée (13003)
+33 4 91 50 20 37

21 Imaje Santé MNA PSY

Accueil et information sur la santé pour les jeunes de 12 à 25 ans (médical, social, psychologique).

Reception and information on health for young people aged 12 to 25 (medical, social, psychological).

Accueil sans RDV
Lun, Mer, Jeu, Ven 13h-18h
Mar 16h30-18h

35 Rue Estelle (13001)
+33 4 91 13 71 87

manger eating تغذية

22 Camion Emmaüs - Petit déj et Soupe

Petits déjeuner le matin et soupe le midi.

Breakfast in the morning and soup at lunchtime

Mar-Ven: (petit déj) 7h30-9h
(Soup) 10h-11h
A côté du métro Réformés Canebière (13001)

23 Missionnaires de la Charité

Repas de midi.

Lunchtime meals.

Tous les jours (sauf le jeudi)
9h30-11h

11 Av. Alphée Cartier (13003)
+33 4 91 08 34 39

24 Diners à Saint Charles

Repas du soir distribués par plusieurs associations selon les jours de la semaine.

Evening meals distributed by several associations depending on the day of the week.

A partir de 19h

Place Victor Hugo (13003)

URGENCES EMERGENCY 112 غرفة الطوارئ

13 Médecins du Monde ''CASO''

(Centre d'Accueil, de Soins et d'Orientations)

Consultations médicales et informations sur les droits à la santé.

Medical consultations and information on healthcare cover.

Lun 13h30-15h30
Mer et Ven 9h-11h

Sans RDV: les premiers arrivés sont reçus, y aller avant l'ouverture!

129 Avenue de Toulon (13005)

+33 7 62 05 73 64

14 PASS Médico-sociale Adultes

Accès aux soins pour adultes sans droits à la santé.

Access to care for adults without healthcare cover.

Mer et Ven 9h-16h30

Sans RDV: les premiers arrivés sont reçus, y aller avant l'ouverture !

156 Rue Saint-Pierre (13005)

+33 4 91 38 78 79

15 PASS Dentaire

Accès aux soins dentaires pour personnes sans droits à la santé.

Access to dental care for people without healthcare cover.

Ouvert plusieurs jours par semaine, avec horaires variables d'une semaine à l'autre.

Hôpital de la Timone
278 rue Saint-Pierre (13005)
+33 4 91 38 78 79

16 urgences Dentaires

Si pas de droits à la santé, aller avant à la PASS dentaire.

If no healthcare cover, go first to the dental PASS.

Lun-Ven 9h-16h

Hôpital de la Timone, Bât. 5
278 rue Saint-Pierre (13005)

17 PASS Mère Enfant

Accueil médico-social, consultations pour les enfants sur RDV.

Medical and social reception, consultations for children by appointment.

Lun et Jeu 9h-12h

Hôpital de la Timone, Bât.1, 1erét.
264 rue Saint-Pierre (13005)
Assistante sociale : +33491964454
Infirmière enfants : +33684706479

18 PASS Maternité - Gynéco

Suivis auprès des femmes : grossesse, IVG (interruption de grossesse), gynécologie.

Follow-up with women: pregnancy, abortion, gynaecology.

Lun, Mar, Jeu, Ven 9h-12h

Hôpital Conception
Bât. Central RdC
147 Bd. Baille (13005)
+33491435234 / +33491381921

8 Association des Usagers de la PADA (AUP)

Association créée par des demandeurs d'asile : soutien juridique (asile, séjour), inscription à l'école pour les enfants...

Association created by asylum seekers: legal support (asylum, residence), school registration for children...

Permanences Juridiques
Mercredi 14h-17h
Permanence d'orientation
Mar 18h30-20

62, Bd.du Jardin Zoologique (13004)
+33 7 51 53 12 63

9 CIMADE

Association nationale : soutien juridique (asile, séjour).

National association: legal support (asylum, residence).

Séjour, nationalité, droits sociaux :
Lundi 13h30-16h30

Asile : Jeudi 13h30-16h

Permanences téléphoniques :
Lun, Mar et Jeu 9h-12H et 14h-17h

8 Rue Jean Marc Cathala (13002)
+33 4 91 90 49 70

10 Manba

Collectif de lutte contre les frontières.
Soutien juridique, cours de français...

Collective fighting against borders.
Legal support, French lessons...

Permanence juridique
Lun 18h-20h
Cours de français
Ven 18h-20

8 Rue Barbaroux (13001)

11 Point d'appui CCO Bernard du Bois

Soutien juridique (séjour).

Legal support (residence).

vendredi 9:00 - 12:00
14:00 - 17:00

16 Rue Bernard du Bois (13001)
+33 6 21 07 32 04

12 Soutien au 59 St. Just MNA

Soutien, accompagnement et écoute pour les MNA et jeunes adultes.

Support, accompaniment and listening for UFMs and young adults.

Mar et Jeu 14h-17h30

A la Base
3, rue Pierre Roche (13004)
+33 7 50 01 20 85



accueil de jour

1. Douches Municipales Berton
2. Accueil de Jour Bouès
3. Accueil de Jour des Restos du Coeur
4. Saint Jo
5. ADJ Béthanie
6. La Fraternité de la Belle de Mai
7. Bagagerie Solidaire Racines

papiers

8. AUP (Ass. des Usagers de la PADA)
9. CIMADE
10. Manba
11. Point d'appui CCO Bernard du Bois
12. Soutien au 59 St. Just

santé

13. Médecins du Monde ''CASO''
14. PASS Médico-sociale Adultes
15. PASS Dentaire (Timone)
16. Urgences dentaires
17. PASS Mère Enfant (Timone)
18. PASS Maternité - Gynéco (Conception)
19. Planning Familial
20. CMP (Centre Médico-Psy.) Belle de Mai
21. Imaje Santé

manger

22. Camion Emmaüs
23. Missionnaires de la Charité
24. Dîners à Saint Charles

GUIDE DES RESSOURCES DU 3E ARRONDISSEMENT

À l'usage des Massalia VOx



Une initiative du
Collectif d'Accès aux Droits du 3e

Conçu et réalisé par
QX1 Welcome Map

Légende

Accompagnement social / Social support / دعم اجتماعي

Droits, Papiers / Rights, papers
حقوق

Soutien juridique / Legal support
دعم قانوني

Accueil de Jour / Day shelters
استقبال نهاري

Vêtements / Clothes / ملابس

Centres de Santé / Health centers مركز صحي

Infirmiers / Nurses / تمريض

Prévention / Prevention
وقاية، حد مخاطر

Soutien psy. / Psychological support / دعم نفسي

Prises / Sockets / وصل بالكهرباء

Douches / Showers / حمامات

Ordinateurs / Computers
كمبيوتر وانترنت

Bricolage / DIY (Do It Yourself)
أعملا يدوية بسيطة لصيانة الأشياء وتصليح البيت

Manger / Eating / وجبات

Lieux de rencontre / Meeting Places / أماكن لقاء

Loisirs / Leisure / ترفيه

Cours de langue / French courses
دروس لغة

Ce guide a été réalisé en mars 2026 par l'association QX1
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Version 1.0

Dessins en couverture
Lénaïg Le Touze

Guide pratique à l'usage de Massalia VOx

Structures à moins de 20 minutes de marche

Guide to help people at Massalia VOx

Structures within a 20-minute walk

دليل لمساعدة ناس مركز "لا بال دو ماي" الإجتماعي Massalia VOx

جمعيات وجماعات التي لا تبعد أكثر من 20 دقيقة مشي

Écoutez les présentations des différents lieux en plusieurs langues !

Listen to presentations of the various places in several languages!

استمع الى التسجيلات التي تقدم الأماكن بمختلف اللغات



Accueil de Jour Bouès

Lun-Dim : 8h-16h
Fermé le mercredi et le mardi après-midi

L'Accueil de jour (ADJ) est un lieu de répit qui permet aux sans-domicile de se poser pour quelques heures : douche, café, domiciliation, aide pour les démarches, infirmerie...

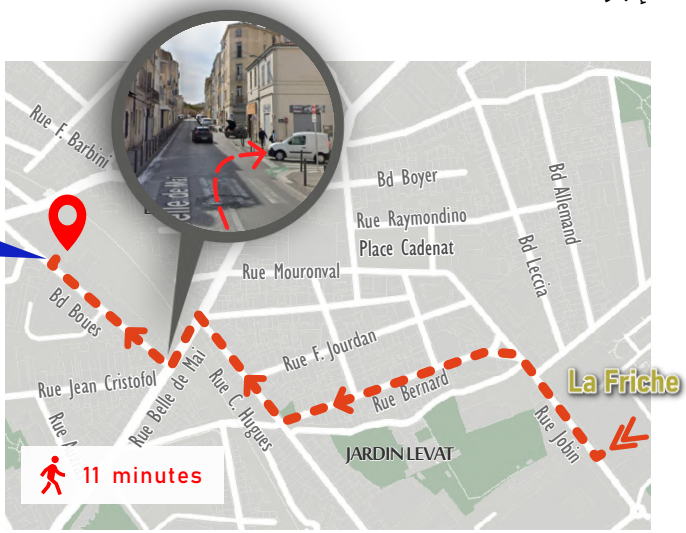
The Day Centre (ADJ) is a place where homeless people can take a break for a few hours and enjoy a shower, a cup of coffee, a home address, help with administrative formalities, nursery, etc.

مركز النهار (ADJ) هو مكان للراحة يسمح للمشردين بالاستقرار لبضع ساعات. يوفر عنوانًا إداريًا ، يمكنك الاستحمام هناك وشرب القهوة وطلب المساعدة والإرشاد لإجراءاتك المختلفة...

+33 491840960

34, Bd. Bouès





+ d'infos sur QX1.org

Horaires et Contacts

Présentation Audio

Accueil de Jour Femme et Enfant

Lun-Dim : 8h-16h
Fermé le mercredi
et le mardi après-midi

Accueil inconditionnel pour les femmes et leurs enfants : repas, douche, lessive, soins, domiciliation, ateliers collectifs, cuisine partagée…

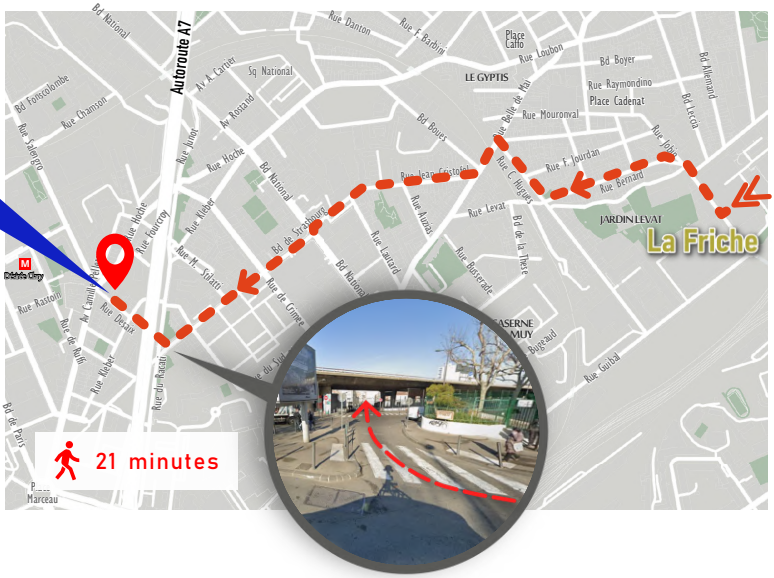
Unconditional welcome for women and their children: meals, showers, laundry, care, address registration, group workshops, shared kitchen…

استقبال بدون شروط للنساء وأطفالهن:
وجبات، استحمام، غسل الملابس، علاج، عنوان إداري، ورش جماعية، مطبخ مشترك.

+33 4 91 84 09 60

8, Rue Desaix





+ d'infos sur QX1.org

Horaires et Contacts

Présentation Audio

Centre Social Belle de Mai

Lun-Ven:
9h-12h30
13h30-19h

Activités sportives et culturelles pour les enfants et la famille, permanences d'accompagnement social et juridique, soutien psychologique, cours de français, atelier bricolage...

Sports and cultural activities for children and families, social and legal support services, psychological support, French lessons, DIY workshops, etc.

أنشطة رياضية وثقافية للأطفال والعائلات، مداومات لمساعدتكم في الإجراءات الاجتماعية والقانونية، دعم نفسي، دروس لغة فرنسية، ورشات بريكولاج (أعمال يدوية بسيطة لتصليح الأشياء أو صيانة البيت).

+33 4 91 62 55 05

6,Bd.Boyer





+ d'infos sur QX1.org

Horaires et Contacts

Présentation Audio

La Fraternité de la Belle de Mai

Lun-Ven:9h-17h
Fermé le mercredi

+33 4 91 62 28 09

7,Bd.Burel

Braderie, écrivain public, cours de français (FLE/Alpha), repas à très bas prix,...

Flea market, public letter-writing, French lessons (FLE/Alpha), meals at very low prices...

مساعدة في الإجراءات الإدارية. ورشات مختلفة : لغة فرنسية، معلوماتيات، طبخ، بستنة... بيع أشياء بأسعار منخفضة. وجبات تضامنية...





+ d'infos sur QX1.org

Horaires et Contacts

Présentation Audio

Associaion d'Aide aux populations précaires et immigrés (AAPPI)

Lun, Mar et Jeu :
9h-12h30 / 13h30-16h30
Mer et Ven :
9h-12h30
Sans RDV les lundis
Avec RDV les autres jours

+33 4 91 95 66 70

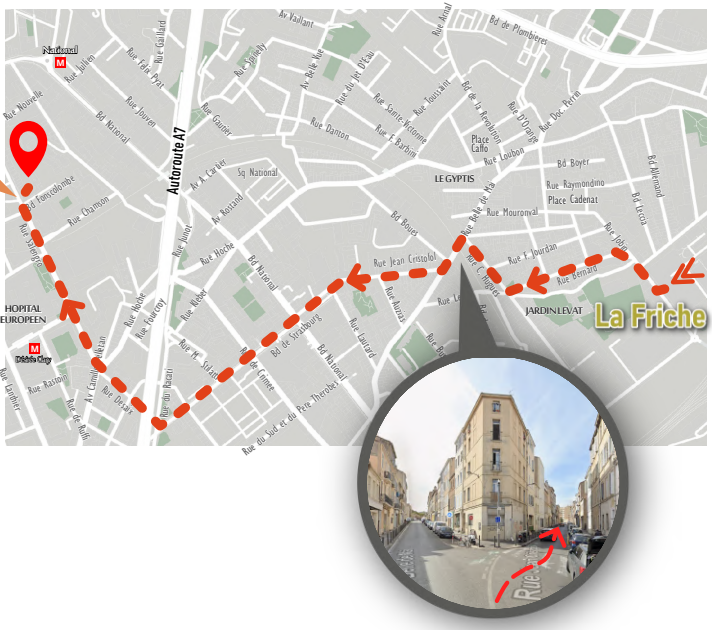
74, Av. R. Salengro

Association qui aide aux primo-arrivants et personnes en situation de précarité à construire un parcours d'insertion, d'apprentissage et promotion sociale.

Association that helps newcomers and people in precarious situations to build a path to integration, learning, and social advancement.

جمعية تساعد الوافدين الجدد والأشخاص الذين يعيشون في ظروف صعبة على بناء مسار للإندماج والتعلم والتقدم الإجتماعي.





+ d'infos sur QX1.org

Horaires et Contacts

Présentation Audio

Médiance 13

Lun-Jeu:
8h45-12h15
13h30-17h
Ven:8h45-12h15

+33 4 91 95 36 03

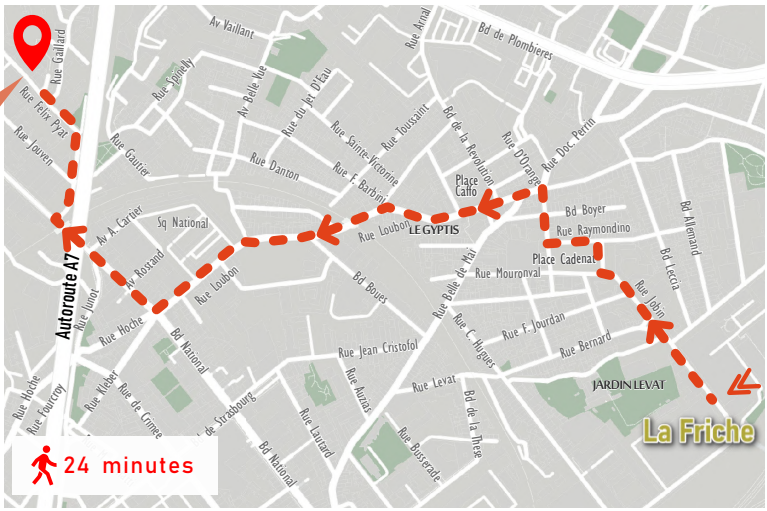
50, Rue Félix Pyat

Permanence d'accès aux droits (CAF, impôts, état civil, retraite, santé).

Assistance service for accessing social and administrative rights (CAF, taxes, civil status, retirement, health).

مكتب استقبال للمساعدة في تحصيل الحقوق الإجتماعية مثل صندوق مساعدة العائلات (CAF) والضرائب والحالة المدنية والتقاعد والصحة.





+ d'infos sur QX1.org

Horaires et Contacts

Présentation Audio

Centre Médico-Psychologique Belle de Mai

Lun-Ven :
9h30-13h
12h-17h

Le Centre Médico-Psychologique propose des consultations médico-psychologiques et sociales pour toute personne en souffrance psychique.

The Medical-Psychological Center offers medical-psychological and social consultations for anyone suffering from mental health issues.

+33 4 91 50 20 37

150, Rue de Crimée

يقدم المركز الطبي النفسي إستشارات طبية، نفسية وإجتماعية لأي شخص يعاني من ضائقة نفسية.





+ d'infos sur QX1.org

Horaires et Contacts

Présentation Audio

PASS Hôpital Européen
(Permanence d'Accès aux Soins de Santé)

Lun-Ven : 9h-17h

Accès aux soins pour adultes sans droits à la santé et accompagnement dans les démarches pour activer une couverture santé.

Access to healthcare for adults with no entitlement to health care and support in activating health coverage.

+33 4 13 42 83 87

6, Rue Désirée Clary

علاج مجاني للأشخاص الذين ليس لهم تأمين صحّي والمساعدة في الإجراءات لتقديم طلب التأمين.





+ d'infos sur QX1.org

Horaires et Contacts

Présentation Audio

Planning Familial

Lun et Jeu (sur rdv) : 13h-17h15

Mar et Mer : 14h-18h

Dépistages rapides
Ven : 14h-17h

+33491910939

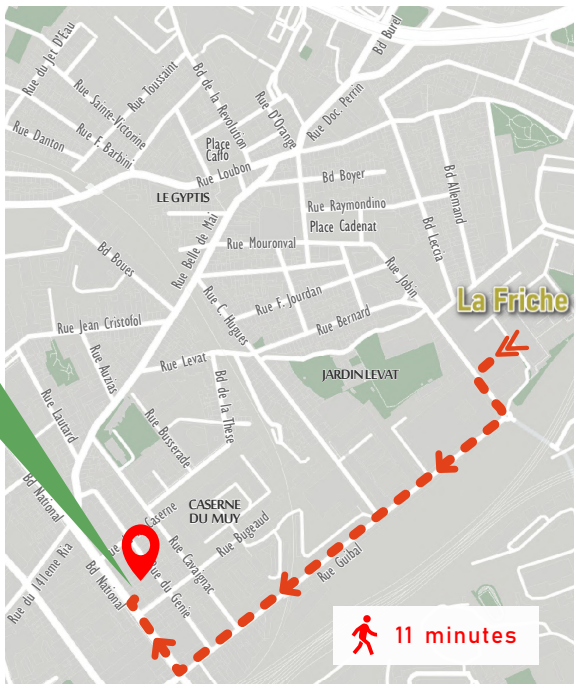
106, Bd. National

Permanences confidentielles : la sexualité, le corps, la contraception, les méthodes d'interruption volontaire de grossesse (IVG), les infections sexuellement transmissibles (IST), les violences.

Confidential advice centres: sexuality, the body, contraception, voluntary interruption of pregnancy (abortion), sexually transmitted infections (STDs), violence.

الاستقبال هنا مجاني ويحافظ على خصوصية المستفيدين: الحياة الجنسية، والجسد، وموانع الحمل، والوقف الطوعي للحمل، والأمراض المنقولة جنسيا، وأشكال العنف.





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Permanence du Défenseur des droits

Les trois derniers mardis du mois.
Journée entière

Le Défenseur des droits est une institution indépendante qui protège les droits et libertés des personnes.

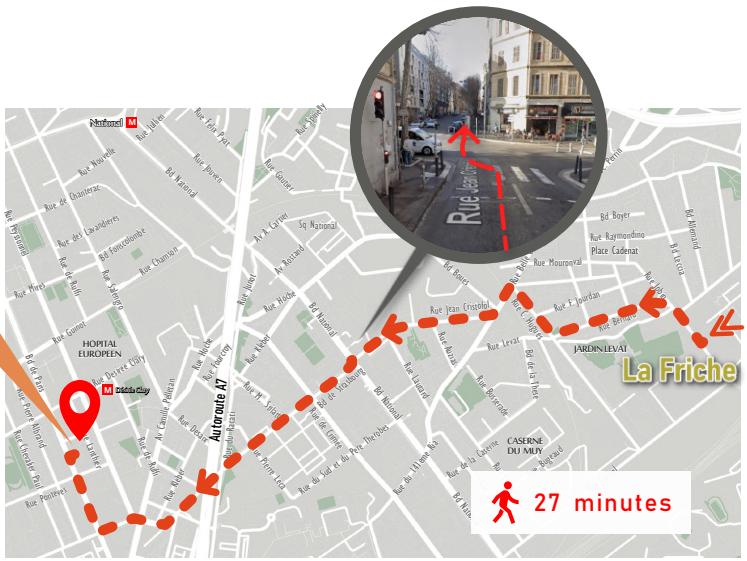
The Defender of Rights is an independent institution that protects people's rights and freedoms.

المدافع عن الحقوق هو مؤسسة مستقلة تحمي حقوق الأفراد وحرياتهم.

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Formations au numérique, accès aux outils numériques à prix solidaire (smartphone, recharges de crédit téléphonique...).

Digital training, access to digital tools at solidarity prices (smartphones, mobile phone top-ups, etc.).

دورات تكوينية في المعلوماتيات. تسهيل الحصول على أجهزة إلكترونية بأسعار زهيدة (هواتف ذكية، شرائح تلفون مدفوعة مسبقا).





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Notes

Cette brochure est une initiative du **Collectif d'Accès aux Droits,** un réseau composé d'associations, de collectifs et habitant·es mobilisé·es depuis 2019 pour permettre aux habitant·es du 3e arrondissement de mieux connaître et faire valoir leurs droits.

L'objectif de ce Guide est de recenser et de valoriser les nombreux lieux de nos quartiers qui proposent des ressources, un accompagnement et des solutions dans divers domaines : droits sociaux, aides alimentaires, santé, apprentissage de la langue française, droits des locataires, etc.

Des QR-code permettent d'accéder à plus d'informations sur le site QX1.org, notamment à des **présentations des différents lieux à écouter en plusieurs langues.**

Retrouvez les informations de contact et la présentation audio de l'**association Massalia VOx** sur le site **QX1.org :**

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MEDITERRANEAN
YOUTH CONNECTION
FOR INCLUSION

LES MINOTS DE NOAILLES
WORKSHOP : ADMINISTRATIVE INSECURITY, ENGAGEMENT AND EDUCATIONAL PATHWAYS

MARSEILLE
GOOD PRACTICE 4
PAGE 47

WORKSHOP - LES MINOTS DE NOAILLE

Objective : This workshop was developed in collaboration with committed parents from the association Les minots de Noailles to enable professionals to learn more about the realities faced by families in a precarious administrative situation. We encourage organisations to run group workshops for the families and young people they support, as these enable participants to speak freely, gain a better understanding of the situations people are facing, and develop their own professional approach.

Administrative insecurity, engagement and educational pathways: bringing together the perspectives of parents and professionals in the Mediterranean

Table 1 – BARRIERS

Administrative insecurity: what impact does It have on parents' and young people's ability to speak up and get involved?

Questions:

- What concretely prevents parents and young people from speaking up?
- How does their administrative situation play a role?
- What are the consequences for their schooling or educational pathway? And for their everyday lives?

Results : Language, administrative procedures, precarity : fear to take some actions to ask for their rights, lack of transparency and access to information, discrimination/stereotypes, self-censorship due to emotional barriers for young people + cultural differences/lack of sense of belonging, mental health issues, lack of time, lack of network who create isolation, legitimacy, inequality in numeric access and financial barriers.

Table 2 – AGENCY AND EMPOWERMENT

How can we support without doing things in place of others? Encouraging parents' and young people's expression and autonomy

Questions:

- What helps parents/young people speak for themselves?

Feeling safe, listened to and respected, having access to clear and understandable information, having enough time and space to express oneself.
Being able to speak in one's own language, with interpretation or translation when needed.
Having opportunities to participate in decisions that directly affect their lives.
Being supported to identify their own priorities and needs.

- What helps restore parents'/young people confidence?

Being listened to seriously and having their experiences recognised as legitimate knowledge. Seeing that what they say can actually lead to concrete changes or actions. Being informed about their rights and possibilities, so they can feel more capable of navigating institutions. Creating spaces where parents can meet and support one another and realise that they are not alone.
Recognising parents not only as people who need support, but also as actors, experts of their own experiences and contributors.

WORKSHOP - LES MINOTS DE NOAILLE

Professional can explain to the young person that you are aware they already have parents and that you will not adopt a parental role in your support for them.

- What do professionals do or need to avoid doing?

Do : creating a safe space, posture is important to receive trust from the people to support, listening, body language and the word we choose to say. Listen before proposing solutions. Explain options and consequences clearly, while leaving the final choice to the person. Facilitate access to services, rights and institutions. Create opportunities for parents and young people to participate directly. Accept that the person may make a different choice from the one the professional would have made.

Don't : speaking for someone without first asking what they want to say. Reducing people to their administrative status or difficulties. Doing things that people could do themselves with the right support.

- How can we avoid speaking "on behalf of" others?

Table 3 – SPACES AND SOLUTIONS

What spaces truly enable the inclusion and engagement of families experiencing precarity?

Questions:

- What spaces allow parents to genuinely express themselves?

Informal and welcoming spaces as community centres, schools, neighbourhood associations, cafés, family centres, etc., not only bureaucratic or institutional space. Spaces specifically adapted to young people, where they can express themselves independently from their parents and from professionals.

- What works? Why?

Trust-based relationships. Meeting people with similar experiences helps reduce isolation and gives parents access to practical information and emotional support. Regular activities allow trust to develop progressively and make it easier for families to become involved. People need to understand why they are being invited, what will happen, and what their participation can lead to.

- What is missing today?

More spaces where families can participate without their administrative situation preventing them from taking part. More opportunities for parents to meet and organise among themselves.

- What conditions are needed for these spaces to work?

When possible, practical barriers such as childcare, work schedules, language barriers or transport should be taken into account. Spaces should be geographically accessible, free or affordable, and adapted to different levels of mobility and digital access.



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EURASIA NET
ACTIVITY SHEET ON NON-FORMAL FACILITATION TECHNIQUES TO USE WITH YOUNG PEOPLE

MARSEILLE
GOOD PRACTICE 6
PAGE 49

FACILITATION ACTIVITY SHEETS

Participatory methods for working with young people and professionals

1. PHOTOLANGUAGE

What is Photolanguage? Photolanguage is a facilitation method using photographs or images to help participants express thoughts, feelings, experiences and ideas.

Objectives

- Encourage self-expression and participation
- Facilitate discussion and reflection
- Support participants with different language levels
- Create an inclusive space for sharing
- Develop confidence in expressing personal perspectives

Target audience Young people, adults, professionals, mixed-language groups, newly arrived young people and participants who may be less confident speaking.

Materials A varied selection of printed photographs or image cards; paper and pens if participants want to take notes.

Duration 30–60 minutes.

How to run it

- Introduce the activity and explain that there are no right or wrong interpretations.
- Spread the images out where everyone can see them.
- Give participants a question or theme and ask each person to choose an image.
- Allow a short individual reflection: Why did I choose this image?
- Invite participants to share their image and explain their choice.
- Debrief the activity and identify common themes or different perspectives.

Facilitation tips

- Do not interpret participants' images for them.
- Allow participants to pass if they do not want to share.
- Choose varied images rather than images with an obvious meaning.
- Be attentive to potentially sensitive or triggering images.
- Adapt the question and vocabulary to the group's language level.

Questions for professionals

- What would be your main objective in using photolanguage?
- At what stage of your work could this activity be relevant?
- How would you adapt it to your audience?
- What types of images would you choose and why?
- What questions would you ask participants?
- How would you create a safe space for sharing?
- How would you use what participants shared afterwards?
- What are the limits of this method?

2. MOVING DEBATE

What is a Moving Debate? A Moving Debate is an interactive method in which participants physically position themselves in the room according to their opinion about a statement. One side represents “Agree”, the other “Disagree”, with space in between for nuanced positions.

Objectives

- Encourage active participation
- Develop critical thinking and argumentation
- Practise expressing and listening to different opinions
- Explore different perspectives
- Create a dynamic group discussion

Target audience Young people, adults, professionals and mixed groups. It can be adapted to different language levels.

Materials A room with enough space to move; optional signs such as AGREE / DISAGREE / IT DEPENDS.

Duration 30–60 minutes.

How to run it

- Define the different positions in the room.
- Explain the rules: respect, listening, no mocking, and the possibility of changing position.
- Read one statement.
- Ask participants to position themselves.
- Invite participants from different positions to explain their reasoning.
- Allow discussion and movement if people change their minds.
- Debrief the activity.

Facilitation tips

- Start with simple statements before moving to more complex topics.
- Use clear and accessible language.
- Avoid statements that put participants under personal pressure.
- Make sure disagreement remains respectful.
- Do not try to find one “correct” answer.

Questions for professionals

- What would be your main objective with a moving debate?
- How would you adapt the activity to your audience?
- What makes a good statement for a moving debate?
- What statements could you use in your own context?
- Which topics might be sensitive or inappropriate?
- How would you manage strong disagreement or tension?
- How would you encourage quieter participants to speak?
- How would you debrief the activity?

3. FORUM THEATRE / THEATRE OF THE OPPRESSED

What is Forum Theatre? Forum Theatre is an interactive theatre method developed by Augusto Boal. A short scene presents a conflict, difficulty or situation of oppression. The scene is replayed and audience members can stop the action, replace a character and try a different strategy.

Objectives

- Explore real-life challenges
- Experiment with different ways of responding
- Develop problem-solving and communication skills
- Encourage empathy and perspective-taking
- Empower participants to identify possible actions

Target audience Young people, adults, professionals and groups working on social, educational or intercultural issues.

Materials A short scenario, an open space and optional simple props or role cards.

Duration 45–90 minutes.

How to run it

- Prepare a short, realistic scene with a clear problem and no easy solution.
- Perform the scene once without interruption.
- Ask the audience what happened and what could be changed.
- Replay the scene.
- Participants can say STOP, replace a character and try a different approach.
- Discuss what happened, what worked, what did not, and what might work in real life.
- The facilitator (“joker”) guides the process and keeps the discussion focused.

Facilitation tips

- Choose situations that are realistic and relevant to participants.
- Avoid forcing participants to disclose personal experiences.
- Create a safe and respectful environment.
- Focus on possible actions rather than judging people.
- Be careful with situations involving trauma or highly sensitive experiences.

Questions for professionals

- What would be your main objective with Forum Theatre?
- What real-life situations from your work could be explored?
- What makes a situation suitable for Forum Theatre?
- How could you adapt the scenario to your audience?
- What role would the facilitator play?
- How would you respond to unrealistic solutions proposed by participants?

- What are the limits or risks of the method?
- What would you want participants to take away from the session?

4. RIVER OF LIFE

What is the River of Life? The River of Life is a reflective and visual activity in which participants represent their life journey, professional journey or another meaningful journey as a river. The river can include turning points, obstacles, people, achievements and changes of direction.

Objectives

- Encourage self-reflection
- Identify important experiences and turning points
- Develop self-awareness
- Encourage storytelling and active listening
- Create opportunities to identify strengths and resources

Target audience Young people, adults and professionals. It can be adapted to life journeys, migration journeys, learning paths or professional careers.

Materials Large sheets of paper, pens, markers and optional stickers or collage materials.

Duration 45–90 minutes.

How to run it

- Explain the river metaphor and give examples of possible elements.
- Participants draw their river individually.
- They can include obstacles, bridges, turning points, tributaries, sources, calm waters or destinations.
- Give time for individual reflection.
- Invite participants to share all or part of their river, in pairs, small groups or plenary.
- Debrief and identify learning, resources and common experiences.

Facilitation tips

- Make sharing voluntary.
- Do not require participants to disclose traumatic experiences.
- Give participants control over what they include and explain.
- Allow alternative ways of participating, such as writing.
- Be prepared to respond appropriately if strong emotions arise.

Questions for professionals

- What would be your main objective in using the River of Life?
- Which part of the participant's journey would you focus on?
- How would you adapt the activity to your audience?
- Would you ask participants to share their whole journey or only one period?
- How would you ensure emotional safety?
- How would you organise the sharing: pairs, small groups or plenary?
- In which situations would this method not be appropriate?

- What could participants take away from the activity?

5. ROLE PLAY

What is Role Play? Role play is a facilitation method in which participants act out a realistic situation by taking on specific roles. It allows them to practise communication, explore perspectives and experiment with different responses.

Objectives

- Practise communication and interpersonal skills
- Explore conflict and problem-solving
- Develop empathy and perspective-taking
- Build confidence
- Reflect on real-life situations through experience

Target audience Young people, adults, professionals and groups in training, education or support settings.

Materials Scenario descriptions, role cards and an open space. Simple props can be used if useful.

Duration 45–90 minutes.

How to run it

- Define a clear learning objective.
- Choose a realistic situation relevant to the group.
- Present the scenario and assign or let participants choose roles.
- Explain the situation and any information specific to each role.
- Perform the scene for a limited amount of time.
- Invite observers to share what they noticed.
- Debrief: what happened, how did people feel, what worked, and what could be different?
- Optionally replay the scene and test another approach.

Facilitation tips

- Emphasise that the goal is learning, not acting well.
- Start with simple situations.
- Offer observer roles to participants who do not want to act.
- Avoid overly personal or traumatic scenarios.
- Keep the debrief focused on learning and practice.

Questions for professionals

- What real-life situations from your work could be explored through role play?
- What specific situation would you choose?
- Who are the key people involved?
- What roles could participants play?
- What information would each role need?

- What skills would you like participants to practise?
- How would you adapt the scenario to your audience?
- What would you ask during the debrief?
- What situations would be too sensitive to use?

6. TALKING CIRCLE

What is a Talking Circle?A Talking Circle is a structured group discussion in which participants sit in a circle and take turns speaking. A speaking object or another simple rule can be used to make sure everyone has the opportunity to speak and listen without interruption.

Objectives

- Create a safe and inclusive space for sharing
- Encourage active listening and respectful dialogue
- Give quieter participants space to speak
- Develop confidence in expressing personal experiences and perspectives
- Identify common experiences, differences and group resources

Target audience : Young people, adults, professionals and mixed-language groups. It can be adapted to intercultural, educational, volunteering or team-building contexts.

Materials : Chairs arranged in a circle; optional speaking object; optional question cards, paper and pens.

Duration : 30–60 minutes.

How to run it

- Arrange the chairs in a circle and explain the purpose of the activity.
- Set a few simple rules: listen without interrupting, respect different experiences, confidentiality when appropriate, and the right to pass.
- Introduce one open question or theme.
- Invite participants to speak one at a time. The speaking object can be passed around the circle.
- Give participants the possibility to pass and come back later if they prefer.
- After one or more rounds, invite participants to react to what they heard, if appropriate.
- Debrief the activity and identify key themes, feelings, questions or resources that emerged.

Facilitation tips

- Keep the first questions simple and accessible.
- Do not force participants to speak or disclose personal experiences.
- Make sure the speaking time is reasonably balanced.
- Avoid correcting or judging what participants share.
- Be attentive to confidentiality and to potentially sensitive topics.
- With mixed-language groups, allow participants time to formulate their ideas and use simple vocabulary.

Questions for professionals

- What would be your main objective in using a Talking Circle?
- What question or theme would you introduce?
- How would you create a safe space for sharing?

- What rules would be important for your group?
- How would you include participants who are less confident speaking?
- How would you manage a participant who speaks for a long time?
- What would you do if a sensitive or emotional topic emerges?
- How would you use the themes or ideas that emerge afterwards?

7. MIGRATION CURVE

What is a Migration Curve? A Migration Curve is a visual and reflective activity in which participants represent the different stages of a migration or mobility experience on a curve. The curve can show moments of excitement, uncertainty, difficulty, adaptation, connection, change or achievement over time. Participants decide what they want to include and share.

Objectives

- Encourage reflection on the migration or mobility experience
- Identify important moments, transitions and turning points
- Explore changes in emotions and perceptions over time
- Recognise challenges, resources and sources of support
- Encourage storytelling, active listening and peer learning

Target audience : Young people, adults and professionals, particularly in intercultural, migration, international mobility, volunteering or integration contexts.

Materials : Large sheets of paper, pens and markers; optional stickers or post-it notes.

Duration : 45–90 minutes.

How to run it

- Explain that the activity represents an experience over time and that there is no single correct shape for the curve.
- Ask participants to draw a horizontal timeline and a vertical axis representing how they experienced different moments.
- Invite them to mark important stages or moments and connect them to form their own curve.
- They can add words, symbols, colours or short notes to explain what happened at different points.
- Give time for individual reflection.
- Invite participants to share all or part of their curve in pairs, small groups or plenary.
- Debrief by exploring turning points, challenges, resources, support and changes over time.

Facilitation tips

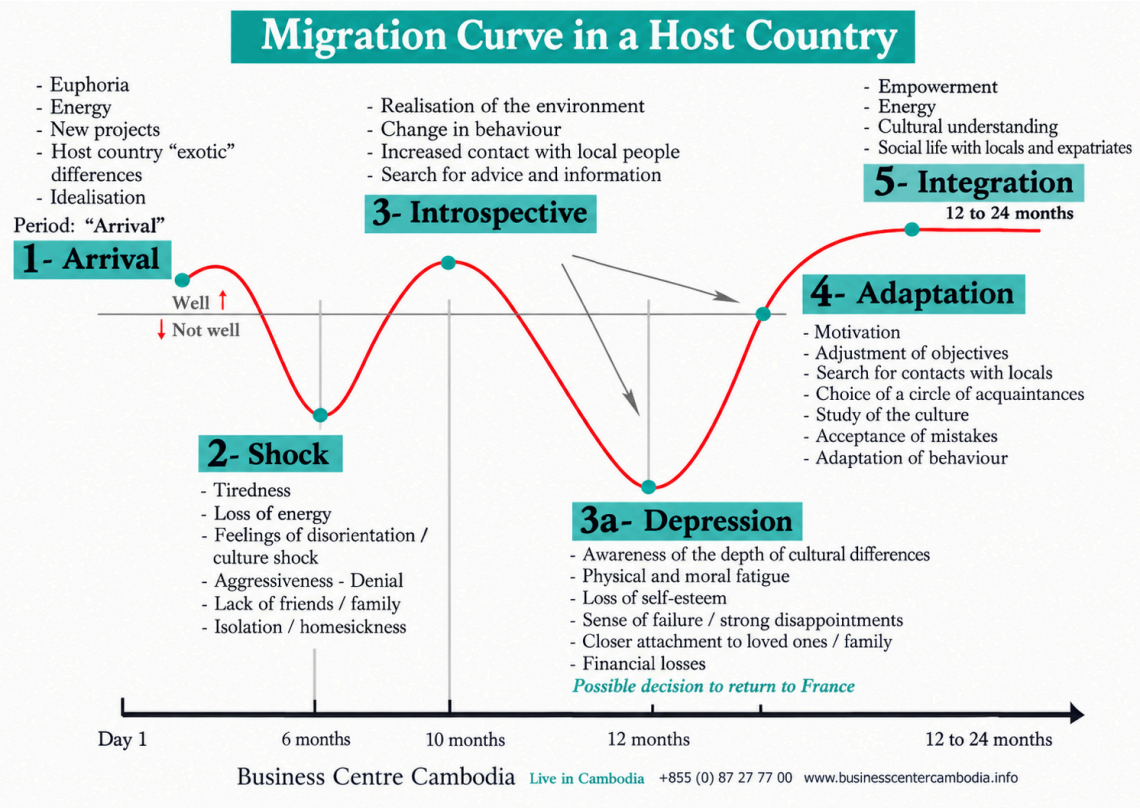
- Make it clear that participants control what they include and what they share.
- Don’t present the curve as a tool for measuring whether a migration experience was positive or negative.
- Avoid asking for details about traumatic or highly personal experiences.
- Offer an alternative, such as using fictional or generalised situations, if the topic is too sensitive.
- Pay attention to emotional reactions and allow participants to pause or stop.
- With mixed-language groups, provide simple vocabulary for emotions and transitions.
- Possibility to invite participants to suggest actions or resources to put in place when they do not feel comfortable in certain environments, if they feel at ease

Questions for professionals

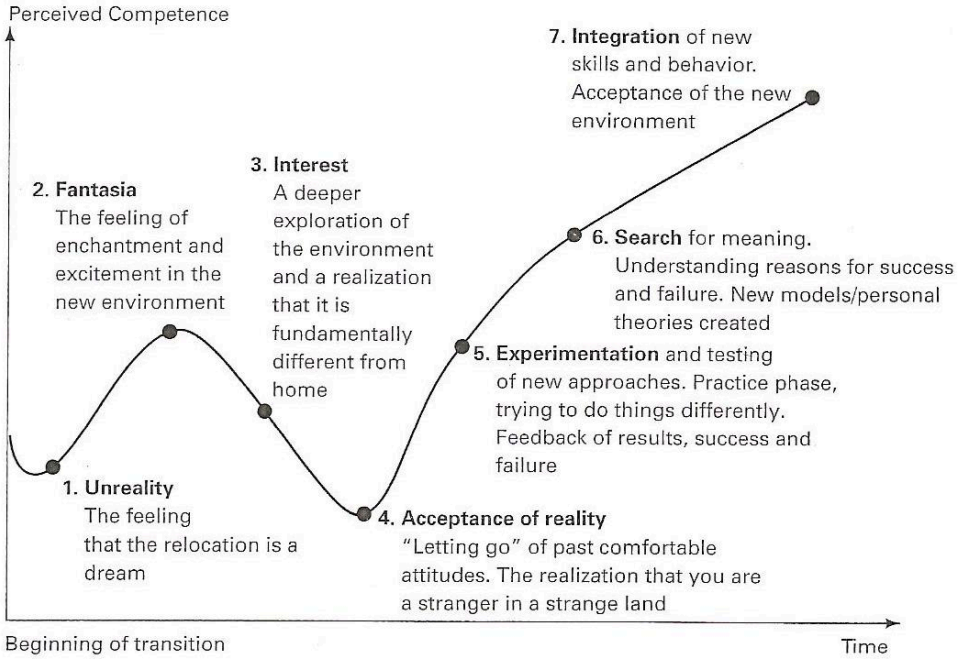
- What would be your main objective in using a Migration Curve?

- Which period or type of mobility experience would you focus on?
- How would you introduce the activity without encouraging unwanted disclosure?
- Would you ask participants to represent their whole journey or only a specific period?
- How would you support participants who find the activity emotionally difficult?
- How would you organise the sharing: pairs, small groups or plenary?
- What themes could you explore during the debrief?
- In which situations would this method not be appropriate

Examples of migration curve



The Relocation Transition Curve



McCormick, Iain & Chapman, Tony (1996). "Executive Relocation: Personal and Organizational Tactics." In Pat Joynt & Malcolm Warner (eds.), *Managing Across Cultures: Issues and Perspectives*. London: International Thomson Business Press, **p. 368**.



MEDITERRANEAN
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FOR INCLUSION

MASSALIA VOX : WORKSHOP “HOW TO CREATE A GAME TO BOOST YOUNG PEOPLE’S PARTICIPATION AND INCLUSION”

MARSEILLE
GOOD PRACTICE 7
PAGE 50

PRACTICAL WORKSHOP

Discovering game mechanics & co-creating an inclusive game for young newcomer and young with fewer opportunities

Based on the QX1 Map and animated by Massalia Vox & QX1

1. Workshop presentation

This workshop introduces professionals to basic game mechanics and gives them the opportunity to co-create a simple educational game. The approach uses play as a way to encourage participation, make discussion easier and create a more inclusive space for young people, particularly young people who are newly arrived, migrants or experiencing fewer opportunities.

Participants are invited to start from a real situation encountered in their professional practice, then transform it into a simple game idea. The QX1 Map can be used as a source of inspiration, while the accompanying Idea Box provides additional prompts when a group gets stuck.

The best advice is to work with the young people directly involved to co-create a game !

2. Learning objectives

- Understand a few basic game mechanics and how they can support an educational objective.
- Experiment with game-based approaches rather than focusing only on theoretical explanations.
- Co-create a simple game designed around the needs and realities of young people.
- Explore how a game can facilitate young people's self-expression, participation and inclusion.
- Reflect on whether the resulting tool is accessible, inclusive and realistic for use in the field.

3. Materials

- QX1 Map / Welcome Map materials for inspiration.
- One worksheet per group for the game concept.
- Pens, markers and paper / sticky notes.
- Game mechanic cards or prompts from the Idea Box.
- A visible timer or clock.

4. Step 1 – Introduction & discovery

Purpose

Introduce the workshop, explain why game mechanics can be useful in youth work and give participants a first practical experience before asking them to create their own game.

Facilitator introduction

Explain that the workshop is an initiation into game creation. Participants do not need previous experience in game design. The emphasis is on experimenting with simple mechanics and connecting them to an educational purpose. Show to professionals different type of games (card, board games etc) to help them discover different type of game and be inspired !

Key message

A game mechanic is not an end in itself: it should serve a purpose. The question is not only “What game can we make?” but also “What do we want young people to be able to express, explore or do?”

5. Step 2 – Co-create a game in small groups

Group set-up

Divide participants into three relatively homogeneous groups. Where relevant, groups can include 2–3 Italian or Spanish participants and one French-speaking facilitator. The facilitator supports understanding and keeps the group moving, without designing the game for them.

THEME

“Understanding their rights and local resources as a young person who has just arrived in the territory.”

Possible objective 1: Strengthen the integration and inclusion of newly arrived young people in their local communities.

Possible objective 2: Raise awareness among a specific audience (e.g. volunteers, schools or professionals) about young people’s migration journeys.

The design canvas

Each group starts from a concrete situation and completes the following questions. The aim is to create a first prototype, not a finished product.

- A real-life situation that could inspire the game
- Target audience: Who will play the game?
- Educational objective: What should the game help participants understand, explore or express?
- Game name
- Game mechanic(s) and rules : What do players actually do? For example, choose, match, move, role-play, tell a story, solve a challenge, collaborate, rank, collect, etc.

Using the QX1 Map

The QX1 Map / Welcome Map can be used as a reference and inspiration resource. Participants can look at its stories, themes, situations or formats and ask themselves how these elements could become part of a game.

Using the Idea Box – optional support

If a group runs out of ideas, it can use the Idea Box. Each group has 10 points/or money. The group can spend these points to draw up to inspirations from the box. This creates a playful constraint while giving participants a concrete way to unlock new ideas.

Facilitators should encourage groups to use the box as a source of inspiration, not as a set of ready-made answers. The group remains responsible for adapting the idea to its target audience and educational objective.

A game in a game

The workshop has therefore been designed to be presented to professionals as a game, so that they can discover a game mechanic whilst working and playing. Three groups are formed to introduce a 'competitive' element to the workshop and to generate three different game ideas. The play money handed out to the professionals allows them to buy ideas from the idea box so that they can make progress with creating their game if they are lacking inspiration.

Facilitator guidance

- Remind participants that creating a game takes time and that it is completely normal not to develop an idea all the way to a finished game.
- Keep the focus on the educational objective and the young people's needs.
- Ask questions rather than giving solutions.
- Encourage simple mechanics: a simple and usable prototype is more valuable than an overly complex concept.
- Make sure the group considers accessibility and inclusion: language, confidence, literacy, cultural differences, group dynamics and different ways of participating.

6. Step 3 – Sharing, testing & reflection

Each group briefly presents its prototype. If time allows, another group can try a small part of the game or simulate one round. The objective is to identify what works, what needs clarification and what could make the tool more useful in real-life youth work.

Facilitator questions

- Does this game help young people speak and express themselves?
- What do young people need in order to participate in this activity?
- Is the game inclusive and accessible to different young people?
- Can the game realistically be used in the field?
- What could make the game safer or more comfortable for young people who may not feel confident speaking?
- What would you change after testing it?8. Quick quality check for the prototypes

Check	Question to ask
Purpose	Is the educational objective clear?

Youth voice	Does the game create genuine opportunities for young people to speak, choose or contribute?
Inclusion	Can different young people participate, including those with language or confidence barriers?
Simplicity	Can a professional understand and facilitate it without extensive preparation?
Usefulness	Does it respond to a real situation or need?
Transferability	Could it be adapted to another group or local context?

Appendix – The Idea Box

The Idea Box is a practical support tool developed alongside the workshop. It is designed for moments when participants have understood the challenge but are struggling to generate a game idea.

How it works

- Each group receives 10 points or money
- When the group needs inspiration, it can spend points/money to draw an inspiration from the box.
- A group can draw up to 10 inspirations during the activity.
- The inspiration should trigger discussion, adaptation or a new direction rather than be copied automatically.
- The QX1 / Welcome Map remains available as an additional source of inspiration.

Why use a point system?

The points turn the support mechanism itself into a small game mechanic. They also encourage groups to first try to develop their own ideas and then consciously decide when they need an external prompt.

Connection with the workshop

The Idea Box, QX1 Map and design canvas are complementary: the Map provides real-world inspiration, the Idea Box helps unlock creativity, and the canvas helps transform an idea into a usable educational game.

The aim is not to design the perfect game. The aim is to create a useful starting point for helping young people participate and express themselves.

IDEA BOX

Inspiration cards for game co-creation

Use these inspirations when your group needs help developing a game idea. You can draw a card, adapt it, combine it with another card, or simply use it to trigger discussion.

1	2	3
Choose a card	Adapt or combine the idea	Connect it to your educational objective

GAME SUPPORT

GAME SUPPORT **Idea 1** Main character to create	**GAME SUPPORT** **Idea 2** Role-playing game
GAME SUPPORT **Idea 3** Storytelling	**GAME SUPPORT** **Idea 4** Treasure hunt / escape game

GAME SUPPORT **Idea 5** My character must make choices	**GAME SUPPORT** **Idea 6**

DAILY LIFE SITUATION

DAILY LIFE SITUATION **Idea 7** You have just arrived in the country, you are sick and need to see a doctor.	**DAILY LIFE SITUATION** **Idea 8** You are alone and would like to build social connections.
DAILY LIFE SITUATION **Idea 9** You can't manage to fill in an administrative document.	**DAILY LIFE SITUATION** **Idea 10** The translator has difficulty understanding me.  *Scan for additional inspiration*
DAILY LIFE SITUATION **Idea 11** You are afraid of institutions.	**TARGET AUDIENCE** **Idea 12** Undocumented youth

TARGET AUDIENCE

TARGET AUDIENCE **Idea 13** Newly arrived family	**TARGET AUDIENCE** **Idea 14** Volunteers
TARGET AUDIENCE **Idea 15** Unaccompanied minor	**TARGET AUDIENCE** **Idea 16** Refugee student

OBSTACLES / BARRIERS / DIFFICULTIES

OBSTACLES / BARRIERS / DIFFICULTIES **Idea 17** You do not speak French well.	**OBSTACLES / BARRIERS / DIFFICULTIES** **Idea 18** You do not have a phone.
OBSTACLES / BARRIERS / DIFFICULTIES **Idea 19** You are a victim of discrimination or violence.	**OBSTACLES / BARRIERS / DIFFICULTIES** **Idea 20** You do not know professional codes for work.
OBSTACLES / BARRIERS / DIFFICULTIES **Idea 21** You lack self-confidence.	**GAME OBJECTIVES** **Idea 22** Speak up and give your opinion.

GAME OBJECTIVES

GAME OBJECTIVES **Idea 23** Understand your rights when you are a victim of violence.	**GAME OBJECTIVES** **Idea 24** Know where to go if I need help / learn how to ask for help.
GAME OBJECTIVES **Idea 25** Identify and understand my emotions.	**GAME OBJECTIVES** **Idea 26** Promote health prevention (physical / mental).
GAME OBJECTIVES **Idea 27** Know how to navigate in a new city.	**QX1 – LOCATIONS** **Idea 28** Health and testing *Scan for additional inspiration*

QX1 – LOCATIONS

QX1 – LOCATIONS **Idea 29** CASNAV school *Scan for additional inspiration*	**QX1 – LOCATIONS** **Idea 30** Health – Family planning  *Scan for additional inspiration*
QX1 – LOCATIONS **Idea 31** Cooking – The good place to go *Scan for additional inspiration*	**QX1 – LOCATIONS** **Idea 32** Sports – Calls  *Scan for additional inspiration*

A game to help you understand and assert your rights if you are a victim of violence

Un jeu pour comprendre et faire valoir ses droits quand on est victime de violence

A game that allows players to communicate in a common language

Un jeu qui permette aux joueuses et joueurs de prendre la parole dans une langue commune

Maps to help people find their way around and identify places where they can get help

Une cartographie pour développer la capacité à se repérer et identifier des lieux où trouver de l'aide

Gauges showing the characters' physical and mental health

Des jauges sur l'état de santé physique et mentale des personnages

Character profiles based on QX1 testimonials

Des fiches personnages
construits à partir des
témoignages QX1

Gameplay mechanics based on storytelling

Une mécanique de jeu
basée sur le storytelling

A game designed for professionals

Un jeu adressé aux
professionnels

A game aimed at children

Un jeu adressé aux
enfants

QR codes linking to daily stories as the game's starting point

Les flashcode vers les récits quotidiens comme situation initiale du jeu

Challenges as hurdles to overcome

(no phone, language barriers, discrimination, lack of knowledge of labor laws, etc.)

Des obstacles comme étapes à franchir

(pas de téléphone, difficulté avec la langue, discrimination, méconnaissance du droit du travail...)

A treasure hunt using the QX1 map

Une chasse au trésor à partir de la carte QX1