

University College Groningen:
Liberal Arts and Sciences Bachelor
Year 3-Internship report

**“Centre Social Familial Saint Gabriel Canet
Bon Secours”**

**An internship from
8th November 2021 to 4th February 2022**

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Acknowledgements

First of all, I would like to thank Sonia Mascarell and Bettina van Hoven for giving me academic guidance throughout my internship, providing me with the tools to make it a rewarding experience.

I am also deeply indebted to K mal Stadi, who offered me the opportunity to complete my apprenticeship at the Centre Social Familial Saint Gabriel Canet Bon Secours and who accompanied me on my path to grow as a student, a future professional and as a young adult as well.

Next, I would like to convey my gratitude to my wonderful team of colleagues, who inspired me, advised me and supported me across these few months. I must mention the chance I had to benefit from an incredible working environment. Last but not least, I wish to express how grateful I feel for all the children I met in the course of my traineeship and for all the enriching moments we shared.

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Summary

This report details my 4-month experience as an intern in a community centre called Centre Social Familial Saint Gabriel Canet Bon Secours, located in Marseille.

It reports my experience both as a permanent activity leader, intervening mainly on the youth sector of the social centre but also in elementary schools, and as a researcher investigating the following question: 'Marseille: how can culture contribute to the well-being of people living in sensitive neighbourhoods and to what extent be used as a tool to have a long-lasting impact on their life paths, enhancing the mitigation of existing social inequalities?'.

Enrolled in my third year of a Liberal Arts and Sciences programme designed around the concept of activism, completing courses pertaining to social sciences and humanities, this traineeship allowed me to explore activism in application. At the heart of a social structure, I learnt more about the potential career I wish to pursue and gain work experience. Accordingly, this report presents my learning progress, reuniting my observations, the knowledge I acquired and the skills I developed across my internship period.

Background information

The Centre Social Familial Saint Gabriel is a community centre based in the 14th rounding of Marseille and which intervenes on a rather broad territory, extending from the borough of Saint Gabriel to Les Rosiers, La Marine, Bon Secours and Saint Barthélemy. It is a CAF ('Caisses d'Allocations polyvalentes Familiales', as translated from French Family Allowance Funds) approved association funded in 1901 and managed by an administrative board composed of inhabitants of the surrounding neighbourhoods. The associative project is notably powered by a team of professionals and volunteers who actively participate to its effective functioning, approximately composed of 25 employees without counting the exterior or punctual intervenors.

The social centre enshrines to be open to anyone, independent on age, ethnicity or social status. It appears as a collective, multipurpose tool to promote social, cultural development and to combat exclusion. Located in what is known to be one of the poorest areas of Marseille, the structure appears as a resource point in the zone, encompassing various departments and proposes different services, a few examples are: guidance to employment and training, social assistance, immigration law support, neighbourhood round tables, centres for minors, cultural and sport activities. It is generally open from Mondays to Fridays, between 9am to 7pm, including during holidays except in August and served by two bus lines which stop near the establishment.

As part of my academic research, I was positioned on most cultural activities taking place at the social centre, such as extracurricular art workshops in an area elementary school called Clairsoleil, the supervision of internal and external cultural projects. Nevertheless, it should be mentioned that I mostly worked within the youth sector of the Centre Social Saint Gabriel, which is composed of a youth coordinator, who also was my internship supervisor, Kémal Stadi, a youth prevention animator, Chamsoudine Soilihi and of three

permanent youth activity leaders, namely Natidja Anzize, Niriya Soilihi and Ali Moinache. To this working team are added holidays activity leaders and other mediators. Regular collaborations entail for instance specialised educators, artists in residency, scholar trainers, health professionals or creators.

The youth sector, conforming to the social centre's educational project, aims to foster youth engagement and citizenship education, combat school drop-out, forward secularism and republican values, raise awareness through health promotional actions. Correspondingly, the Centre Social Saint Gabriel welcomes a Youth Space (in French "Accueil Jeunes") between 14 and 17 years old on a daily basis except on Wednesdays from 5pm to 8pm and during holidays. In addition, it provides activity leading at the footer of buildings in the surrounding sink estates (Les Rosiers, Les Marroniers and La Marine) on Wednesdays from 2pm to 5pm and during holidays for teenagers who are between 10 and 17 years old. Thereby, all along the year, diverse propositions are furthered to the adolescents, offering them the possibility to engage in projects with a recreation exchange. The relationship between the structure and the youths is developed around the pedagogical approach of considering them like growing adults and promoting citizenship.

Description of activities

From November 2021 to February 2022, the tasks I realised in the bosom of the Centre Social Saint Gabriel varied and gave me deep insight into the transversal character of the actions carried out by the social centre.

The first point I wanted to detail is the organisation of the youth sector. As being part of the permanent team, I discovered the rhythm and the tasks of an activity leader. On alternate Mondays, we started the weeks with a general meeting, reuniting all the branches of the community centre. These were scheduled in an effort to get an overview of the ongoing operations in every department, to go through matters concerning every employee, such as important decisions or events, and to have the occasion to address any problem that could arise within the social centre. Mondays afternoons were also generally dedicated to internal hebdomadal meetings or for appointments with exterior organisations to plan future actions for the teenagers. The Youth Space was programmed on evenings from 5pm to 7pm so most of my working hours were registered on these time slots. On Wednesdays, activities at the footer of the buildings were organised earlier and stretched over the afternoon. Prevention of school drop-outs programmes known as “Les Visiteurs” (translation: The Visitors) took place on Tuesdays and Thursdays. The organisation of holiday activities was a task taken in charge a few weeks before. It has shown me the administrative aspect of the profession as I was in charge of it. Ahead of the Christmas holidays, I was responsible for the synthesis of the required information to make reservations, taking into account the availabilities and the prices, of all the activities for the youth sector. Holidays were the perfect time to realise projects elaborated by the Youth Space and for the recreation exchange when a one has been completed.

In term time, the Youth Space encompassed multiple workshops. Habitually, a cooking and a drums workshop were expected on Mondays. The cooking workshop fell within a pedagogical framework, targeting the teenagers at

learning how to prepare quick, easy, tasty, healthy and sustainable meals. This was enhanced by Chamsoudine, who graduated from a cooking degree and who noticed that many children, in view of their school schedule and because most parents were at work, did not have time to go home, cook and eat. As activity leaders, our function was to accompany them buying ingredients that may be commonly found in the fridge, and letting them ponder on what they could make with it, with the goal to remake the recipe at home. We also were assigned the task to go grocery shopping and prepare to prepare the social centre's refectory for the workshop. Simultaneously, the teens had the opportunity to follow drums classes given by a professional musician. In this case, the animators participated and at the same time assist the drums teacher.

Tuesdays and Thursdays evenings did not present determined workshops. Over my internship period, I supervised and engaged in a literature and illustration atelier, theatre workshops, dance classes. I was impressed by how the youths not only attended the activities but contributed to them. The literature and illustration, guided by two experts in the domain, led to very interesting conversations around the topic of dystopia and resulted in a final product retraced an illustrated story in a local newspaper. Meanwhile, the dance classes invited the adolescents to explore creativity through movement belonging to different styles, going from hip-hop to contemporary dance or even afro dance. The theatre workshop notably enabled them to practice body language and using space. It was articulated around a concept called theatre forum, which features the set-up of scenes addressing issues relevant to their lives as teenagers and where the audience interacts with the actors, being able to take their place and having a chance to convey their opinions on the played scenes. Evoked topics were domestic violence, drugs and addictions, risks related sexual intercourses. Ultimately, the forum was put forward in a renowned local theatre in 3rd rounding of Marseille, the Théâtre Toursky. This also appeared as a reward for all the teens who were

consistent in attending the workshop. The role of the activity leader in these activities was fundamental as it facilitated the communications between the external intervenors and the teenagers, while having to keep a healthy distance to let them benefit from their experience.

According to the needs of the youths, some evenings were reserved to discussing or playing games, which were crucial in the sense that they enhanced bonding. Needed qualities in these moments were empathy and listening skills as I was in a counselling position. At times, movie projections in the social centre's cinema room, followed by stimulating debates, were put in place as well. In this case, my responsibility as an animator was to pilot the conversations. My way of behaving systematically depended on the activity. Indeed, adapting animation at the foot of buildings was important. As we went on site at the heart of the estates, we had to prepare sports or cultural activities which would be appealing to children living nearby and take into account the ambient environment. While open and deep discussions were often initiated at the social centre, being in an open space affected the attitudes of the youths. Distractions were numerous and we had to give them the desire to partake in the activities. Liveliness and enthusiasm were key. Our job was to create a safe space which every child could join, remain attentive to the potential risks that could arise and act consequently. These could be a police intervention, a run-down field, weather conditions or the influence of the drug networks established in the estate. Social mediators and specialised educators were working on these territories synchronously with us. The abovementioned factors also had an impact on the scholar paths of certain teenagers. Although there are some of them who drop out of school, the Centre Social Saint Gabriel attempts to prevent it through a programme called "Les Visiteurs".

Receiving groups of youths from area middle schools ("Collège Marie Laurencin", "Collège Henri Wallon", "Collège Clairsoleil") over 5 to 6 weeks, the targets of "Les Visiteurs" were to work on self-esteem, self-confidence,

dig into and lift the barriers these students had. Through exercises, games, individual consultations with a scholar trainer, the youths' objective was to cook a formal dinner with their professors and families at the end of the programme. Mainly monitored by Chamsoudine, I mentored the group on a secondary level by supervising them, steering conversations, suggesting game ideas and by partaking to the evaluation of their progress. Observation, empathy, listening abilities and assertiveness were traits I strengthened thanks to this programme specifically.

On a different note, I brought my assistance to an artist's workshop in the area elementary school Clairsoleil, in collaboration with the Centre Social Saint Gabriel. On Fridays, during lunch time, I helped her manage the group of children she had who were between 5 and 10 years old. This was in consonance with my research project which investigated the impact of culture on the life paths of people living in the sensitive neighbourhoods of Marseille. Developing connections to the surrounding environments and taking notes on all the cultural outings which the youth sector attended were an integral part of my research process. Some listed events were: an exhibition and movie projection in a theatre, a dance workshop in a dance centre, a 2-days trip in the context of a youth parliament. These were essential to the building of my research as it represented material for data collection, noting that it was of an exploratory nature. The methods used were mainly observations and interviews, in line with ethnography. A corresponding amount of time to realise these was required out of my working hours, considering that my research project was a central component of my internship. At the end, it aspired to deliver an academic production to the social centre.

Reflection

Before starting the internship, I had set myself learning goals referring to both professional and generic skills. The formulation of these were a valuable tool to assess my progress across the traineeship.

The first goal I enumerated was to see if I would pursue a career in the social field. For this purpose, I looked into the tasks performed at the social centre, realising summary sheets providing job descriptions. At the bottom of each one, I added a scale to reflect how much I believed a career suited me. Eventually, I became aware of the professions which I was the most interesting in. I had already occupied the post of animator on holiday periods, which I genuinely enjoy practising. I love being around children, putting in place and managing on site activities to enhance their well-being, in compliance with their psycho-emotional, physical and social needs. However, if I were to work in a social centre over the long run, I would be eager to explore a position with more responsibilities, notably on an administrative level, as for example Kémal's profession who is the coordinator of the youth sector. His mission is to pilot the apparatus mobilising the teenagers, in charge of the relationship between the social centre and the youths, as well as in social media. He networks the sector's projects, handles subsidies to implement them, forms and manages the permanent working team who are in direct contact with the adolescents. Autonomy, organisation, relational qualities, dynamism and abilities to take initiatives are some of the indispensable aptitudes needed to operate as a youth coordinator.

I have a profound admiration for Kémal, who was my supervisor all along the internship. Prior to working at Centre Social Saint Gabriel, I was anxious about how I would behave in a hierarchical structure. Initially, I wanted to write down my impressions on this thematic every week, highlight words that could be collected as data and realise a graph which would represent my relationship to hierarchy. I did hold an internship weekly logbook

summarising my observations and feelings on my experiences at the community centre, nevertheless I did not manage to gather enough material to draw the chart I had aimed to complete. Perhaps I could have gone through a certified method to evaluate one's relationship to hierarchy. On the other hand, by observing Kémal's way of running the youth sector, I have been able to make myself an idea of what kind of leader I wish to be. This positive leadership style would imply open-mindedness and awareness of one's strengths and weaknesses, rallying employees towards a common inspiring vision, promoting interpersonal collaborations, developing trust and reliability.¹

Important elements I was looking forward to improve during my apprenticeship were self-motivation and time-management. As punctuality is much valued at Centre Social Saint Gabriel and because I was leading a research simultaneously with fulfilling animator first-hand tasks, I had to organise my time in the most productive way. Ergo, I downloaded an application on my phone called 'Clockify' to keep track of how many hours I spent on each activity and the evolution of my work. This has been particularly effective and it is a tool I will use in my future projects.

In contrast to this achievement, I would have liked to pay more attention to is my synthesising skills. To do so, I had primarily selected pieces of literature providing tips to enhance this ability and I took my chance when I could retranscribe orally in group meetings the content of activities led with children. Nonetheless, I did not take the time to ask for feedback from my supervisors. Next time, I could examine other ways to evaluate this aspect even though it is not the point that stimulated me the most.

Despite this detail, my motivation remained rather high and I was in fact enthralled by my internship. To me, it was more than a simple academic requisite, my research was a project close to my heart and my path at the

¹ *Leadership styles-Daniel Goldeman et al.* (n.d.). <https://www.bfwh.nhs.uk/onehr/wp-content/uploads/2016/02/Leadership-Styles-V1.pdf>

social centre has been incredible. Notwithstanding, it was very intense and I wanted to establish healthy emotional boundaries within my workplace, protecting my mental health and keeping a balance between my professional and personal life. I searched for tips in scientific literature on emotional self-regulation and tried to apply them to myself. For instance, these included mindfulness exercises, engaging in resourcing activities, journaling and enhancing my spiritual practices. My initial plan was to make appointments with a mental health professional so that I could attach an account as an assessment of how I dealt with my emotions during these several months but I did not manage to attend enough therapy sessions on a regular basis in view of some of the COVID restrictions in France. Overall though, I did not feel that my apprenticeship was having a negative impact on my well-being at all. Keeping an internship weekly logbook turned out to be therapeutic in a certain way and I am eager to continue journaling in my routine.

Having grown up in Marseille, I had a personal connection to the topic I was investigating and it widened my understanding of the city's social issues. Indeed, my research was fruitful and I took advantage of a course I was enrolled in at university, 'Current Issues in Research', to find out more about research processes and potential challenges I could encounter. For this reason, I joined events connected to my fields of interest and inserted my diary entries to my internship weekly logbook, referring to knowledge and skills I gained from these. I noted how profitable it could be to attend seminars, conferences, workshops, forums, meetups, exhibitions and other types of events regarding my personal development, which I perceive as intimately related to work productivity as well.

Conclusion

From my perspective, the assessment of this traineeship is globally very optimistic in the sense that it came out as a confirmation to my intuition: I would be eager to work in a social field. It acted as a concretisation of my bachelor programme, built around activism, merging social work and cultural practises.

Moreover, conducting my research project concurrently with my post as a permanent leader allowed me to see that I feel comfortable in jobs combining both office and on site tasks. I had the occasion to operate in a hierarchical structure and to overcome the related worries I sensed before. Along with this, I took inspiration from my colleagues and supervisors to boost certain qualities, such as emotional self-regulation, self-motivation and time-management. I discovered tools which I intend to use in the future and gain insight on what leading a research in an organisation is.

This experience has made me evolve as an academic and as a person as well. I received a job offer towards the end of my internship, which I unfortunately had to refuse in view of my university workload. This was the ultimate reward of these last months and I want to stress how I truly enjoyed this apprenticeship. Related material to this report may be found in the appendix part while my internship weekly logbook and my research project are also attached to the document.

Bibliography

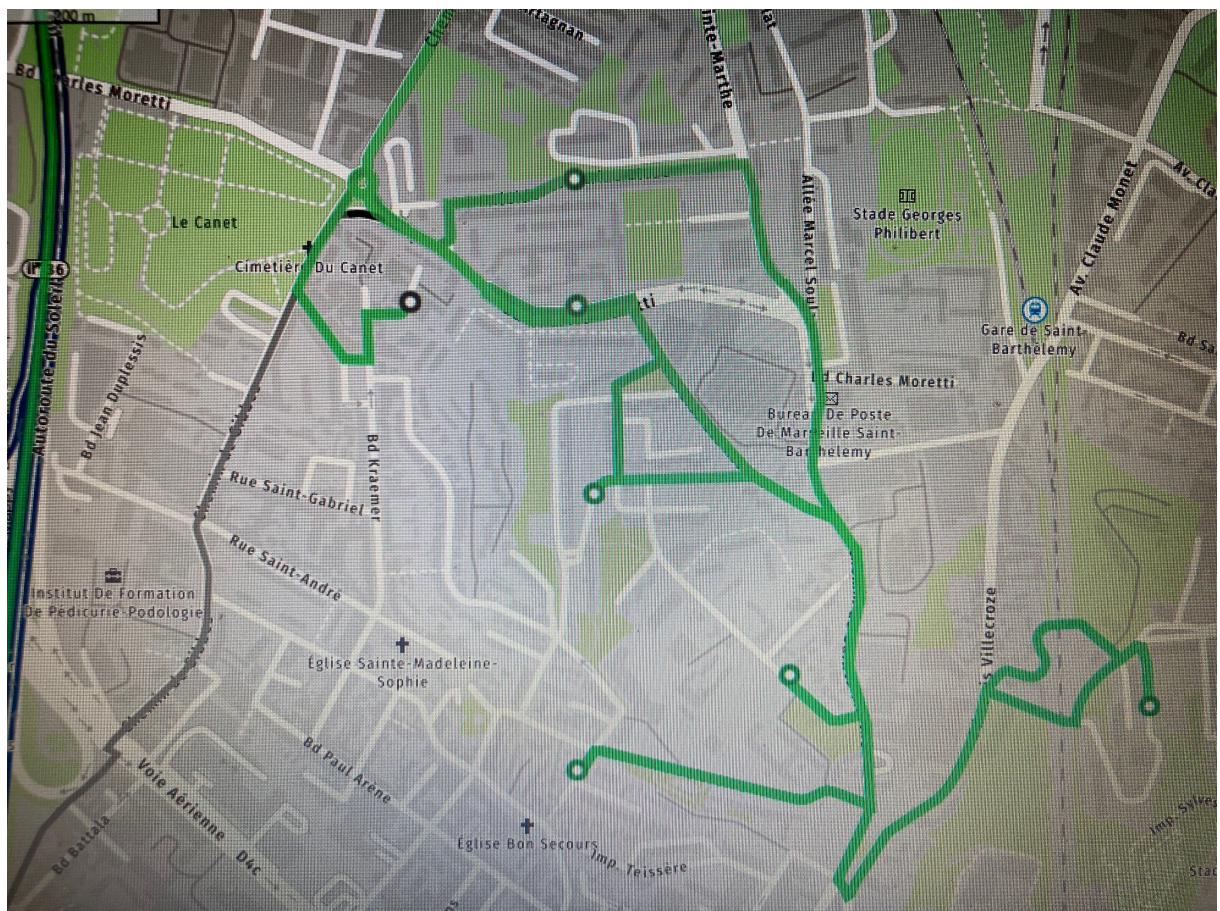
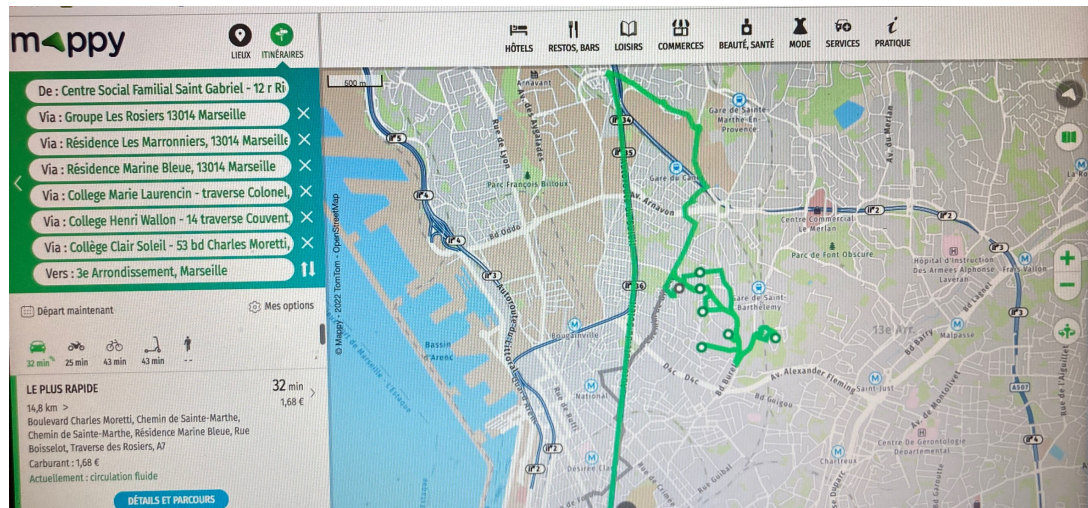
Leadership styles-Daniel Goldeman et al. (n.d.).

<https://www.bfwh.nhs.uk/onehr/wp-content/uploads/2016/02/Leadership-Styles-V1.pdf>

Appendix

1) Map of Marseille (around social centre located in its 14th rounding)

<https://fr.mappy.com/itineraire#/voiture/Centre%20Social%20Familial%200Saint%20Gabriel%20-%2012%20r%20Richard%2C%2013014%20Marseille/3e%20Arrondissement%2C%20Marseille/car/49>



2) Summary Sheets

FICHE METIER	
<p>POSTE OCCUPE: Secrétaire de direction</p>	<p>DESCRIPTION DES ACTIVITES, TACHES ET RESPONSABILITES : gestion des appels, mails préparation des dossiers, rédaction des comptes rendus classement / archivage</p>
<p>DIPLOME(S) ET FORMATION(S) : BTS assistante de manager</p>	
<p>PERSPECTIVES D'AVENIR ET DE CARRIERE : possibilité d'évoluer vers des postes de responsable commercial, responsable service de secrétariat possibilité de se spécialiser (assistante juridique)</p>	<p>Outils de travail : - outils bureautiques</p> <p>Conditions de travail :</p>
<p>CONNAISSANCES ET COMPETENCES REQUISES :</p>	<p>SALAIRE ET AVANTAGES EN NATURE :</p>
<p>QUALITES REQUISES :</p> <ul style="list-style-type: none">- polyvalent- autonome- organisation- savoir s'adapter	<p>Ce qui me plaît : la diversité des tâches</p> <p>Ce qui me déplaît : poste qui peut être stressant</p>

⇒ 6/10 (échelle représentant ma compatibilité personnelle avec ce poste)

FICHE METIER

POSTE OCCUPE: Médiatrice culturelle

DIPLOME(S) ET FORMATION(S) :

Master franco-allemand
Médiation culturelle de l'art
Licence franco-allemande
Information/communication

PERSPECTIVES D'AVENIR ET DE CARRIERE :

Evolution en dehors du centre social
pour devenir chef de projet ou
coordinatrice ...

CONNAISSANCES ET COMPETENCES REQUISES :

Connaissances des publics, coordination
entre partenaires et publics, rédaction de
docs de communication, rédaction de bilans

QUALITES REQUISES :

Ecoute, ~~com~~ identifier besoins des
publics.
Etre force de proposition.

DESCRIPTION DES ACTIVITES, TACHES ET RESPONSABILITES :

Coordination projet "Jeudi"
Organisation sorties culturelles
Communication externe

Outils de travail :

Ordinateur

Conditions de travail :

Bureau individuel -
35h

SALAIRE ET AVANTAGES EN NATURE :

Ce qui me plaît :

Correspond à ma formation et
à mes valeurs.

Ce qui me déplaît :

Manque de clarté sur la
communication et le fonctionne-
ment interne de la structure.

⇒ 9/10

FICHE METIER

POSTE OCCUPE:

Coordinateur jeunesse.

DIPLOME(S) ET FORMATION(S) :

Diplômes d'ETAT d'Educateur
Spécialisé (DEES)

PERSPECTIVES D'AVENIR ET DE CARRIERE :

CONNAISSANCES ET COMPETENCES REQUISES :

- Connaissance du territoire.
- P de l'enfant.
- Connaissance des politiques jeunesse.

QUALITES REQUISES :

- Ecoute.
- Analyse.
- Organisation.

DESCRIPTION DES ACTIVITES, TACHES ET RESPONSABILITES :

Resp. Humaines.
" " Financières.
Organisation des activités
Elaboration des projets
Réalisation " " " "
Evaluation

Outils de travail :

Agendas, ordinateur, Téléphone

Conditions de travail :

35h.

SALAIRE ET AVANTAGES EN NATURE :

Ce qui me plaît :

Pluralité des activités, tâches

Ce qui me déplaît :

=> 9/10

FICHE METIER

POSTE OCCUPE: Animatrice

DESCRIPTION DES
ACTIVITES, TACHES
ET RESPONSABILITES :

DIPLOME(S) ET FORMATION(S) :

BAFA BAC PRO ARCU
BAFD (concours)

PERSPECTIVES D'AVENIR ET DE
CARRIERE :

Directrice

CONNAISSANCES ET
COMPETENCES REQUISES :

Être bienveillant
Patience

QUALITES REQUISES :

Être à l'écoute
Dynamique
Creative

Outils de travail

Conditions de travail :

SALAIRE ET
AVANTAGES EN
NATURE :

942 net

Ce qui me plaît :

l'indépendance et le contact
avec les jeunes

Ce qui me déplaît :

⇒ 8/10

FICHE METIER

POSTE OCCUPE: Conseiller en Insertion Professionnelle.

DIPLOME(S) ET FORMATION(S) :

Conseiller en Insertion Professionnelle.

PERSPECTIVES D'AVENIR ET DE CARRIERE :

CONNAISSANCES ET COMPETENCES REQUISES :

Accompagnement VUS et dans l'embauche
Accueil, Lisibilité, Conduite
d'entretiens, animations adhésives - mise en
formation ou en embauche.

QUALITES REQUISES :

Aimabilité, sens de l'écoute.
actif. persévérant - savoir
humain.

DESCRIPTION DES ACTIVITES, TACHES ET RESPONSABILITES :

Outils de travail :

ordinateur, téléphone

Conditions de travail :

Bureau individuel. (Confiance)

SALAIRE ET AVANTAGES EN NATURE :

Ce qui me plaît :

Permettre aux usagers de se
former et ou de trouver un emploi

Ce qui me déplaît :

ne pas réussir.

=> 8/10

FICHE METIER

POSTE OCCUPE:
REFERENT SOCIO-JURIDIQUE

DIPLOME(S) ET FORMATION(S) :

DROIT ~~(BAC+3)~~ (BAC+3)
FORMATION EN DROIT DES FRANÇAIS

PERSPECTIVES D'AVENIR ET DE CARRIERE :

JURISTE

CONNAISSANCES ET COMPETENCES REQUISES :

DROIT PUBLIC
DROIT DU TRAVAIL
DROIT DE LA FAMILLE
DROIT INTERNATIONAL
DROITS SOCIAUX
DROITS DES FRANÇAIS

QUALITES REQUISES :

CAPACITE D'ANALYSE D'UNE SITUATION
CAPACITE DE DONNER DES CONSEILS JURIDIQUES
CAPACITE DE CONSTITUER DES DOSSIER
CAPACITE DE RECueillir DES RECLAMES
CAPACITE DE MEDIATION AVEC L'ADMINISTRATION
CAPACITE PUBLIQUE RECLAME
CAPACITE DE TRAVAIL PARTENARIALE
CAPACITE D'EQUITE

VELLE JURIDIQUE
RECHERCHE JURIDIQUE
=> 8/10

DESCRIPTION DES ACTIVITES, TACHES ET RESPONSABILITES :

Outils de travail :

ORDINATEUR PAPPY
INTERNET EIMET
MAIL CODE DES FRANÇAIS (CERFA)
EXCEL IMPRIMANTE
WORD

Conditions de travail :

SALAIRE ET AVANTAGES EN NATURE :

1548€ brut / 28h hebdomadaire

Pas d'avantages en nature.

Ce qui me plaît :

INDEPENDANCE
RAPPORT AVEC LE PUBLIC
TRAVAIL PARTENARIALE

Ce qui me déplaît :

temps partiel
qualification du poste

FICHE METIER

POSTE OCCUPE: *Artiste en
résidence*

DIPLOME(S) ET FORMATION(S) :

DNGEP

DNAP

PERSPECTIVES D'AVENIR ET DE
CARRIERE :

CONNAISSANCES ET
COMPETENCES REQUISES :

QUALITES REQUISES :

DESCRIPTION DES
ACTIVITES, TACHES
ET RESPONSABILITES :

Outils de travail :

Conditions de travail :

SALAIRE ET
AVANTAGES EN
NATURE :

700 € / mois

Ce qui me plaît :

Ce qui me déplaît :

⇒ 8/10

FICHE METIER

POSTE OCCUPE: Directeur d'accueil
jeune +

ANIMATEUR de prévention jeunesse

DIPLOME(S) ET FORMATION(S) :

BPJEPS LTP (Brevet professionnel
De la jeunesse, de l'éducation
populaire et du sport

PERSPECTIVES D'AVENIR ET DE

CARRIERE : Évaluer dans
ce milieu social et pourquoi pas gravir
les échelons avoir un poste plus important
pour pouvoir agir

CONNAISSANCES ET COMPETENCES REQUISES :

- Avoir la fibre sociale et être
bienveillant, avoir la patience
Savoir créer du partenariat

QUALITES REQUISES :

→ à l'écoute
orienter
organiser
informer

DESCRIPTION DES ACTIVITES, TACHES ET RESPONSABILITES :

Outils de travail :

Conditions de travail :

SALAIRE ET AVANTAGES EN NATURE :

Ce qui me plaît :

Ce qui me déplaît :

=> 8/10

FICHE METIER

POSTE OCCUPE: *Agent d'accueil*

DESCRIPTION DES ACTIVITES, TACHES ET RESPONSABILITES :

DIPLOME(S) ET FORMATION(S) :

Master 1 / Histoire de l'art

PERSPECTIVES D'AVENIR ET DE CARRIERE :

Changement de travail

CONNAISSANCES ET COMPETENCES REQUISES :

*Pack office
Administration*

QUALITES REQUISES :

*Relations public
Gestion du stress
Entraide / Écoute*

Outils de travail :

Téléphone, ordinateur

Documents

Conditions de travail :

Bien, adaptés

SALAIRE ET AVANTAGES EN NATURE :

Salaire bas

Ce qui me plaît :

Le contact avec le public

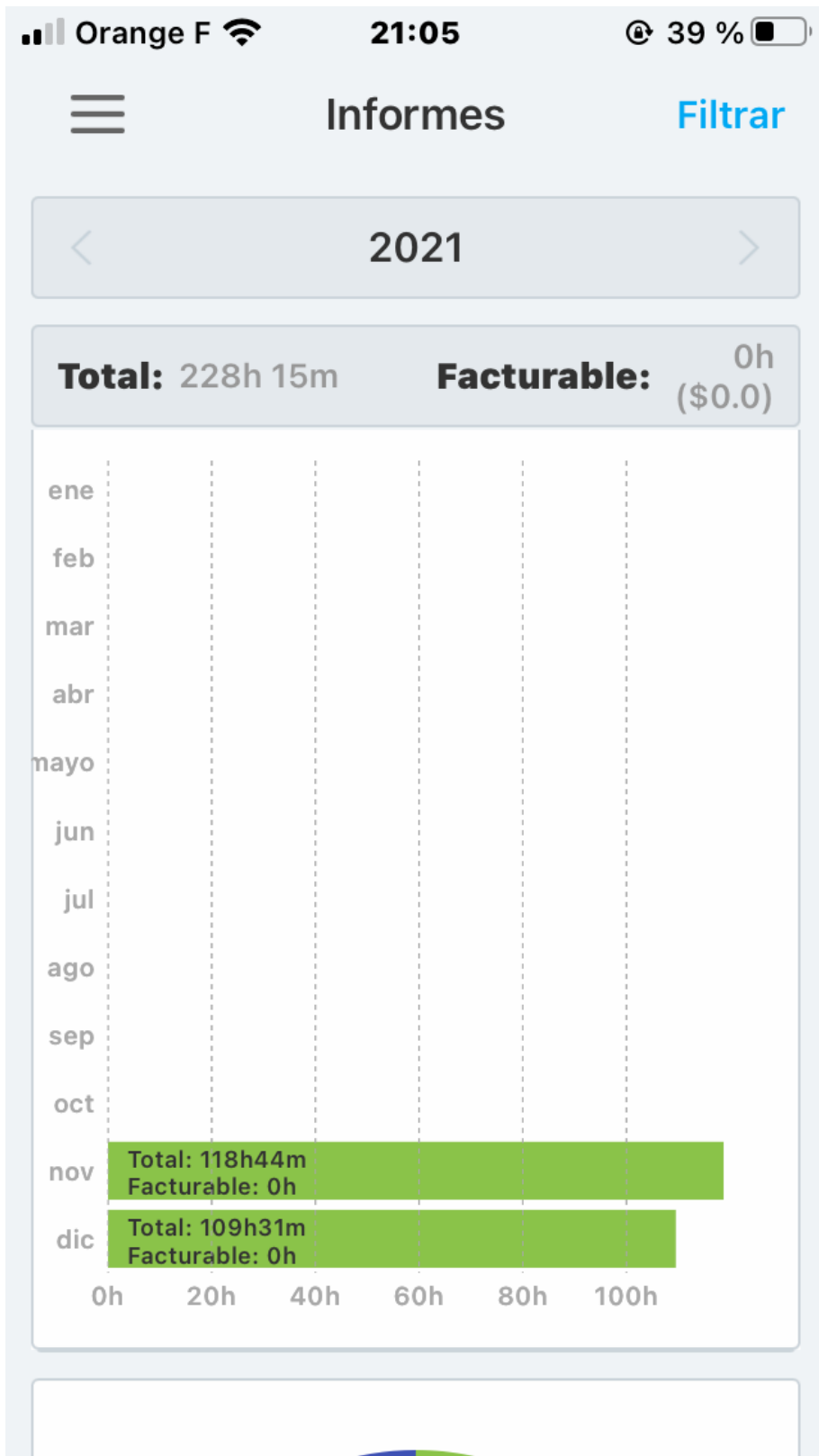
Ce qui me déplaît :

Le petit salaire

⇒ 6/10

3) Clockify

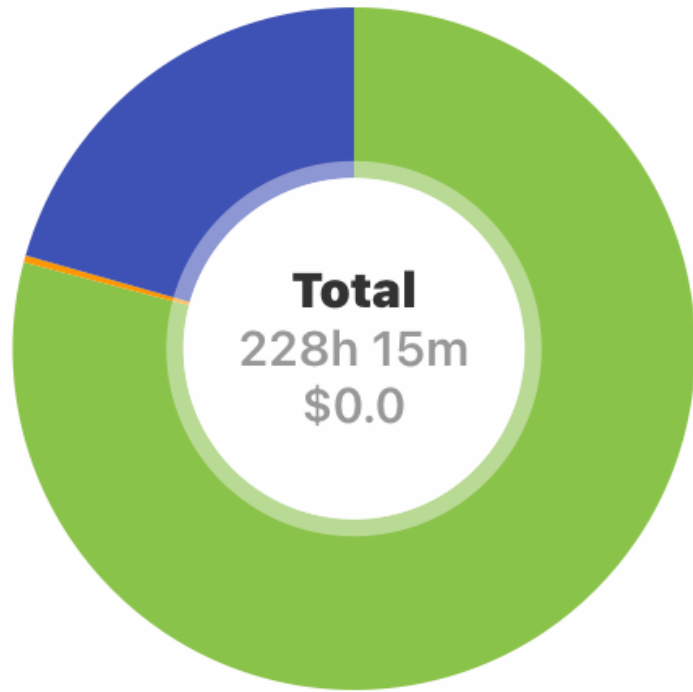
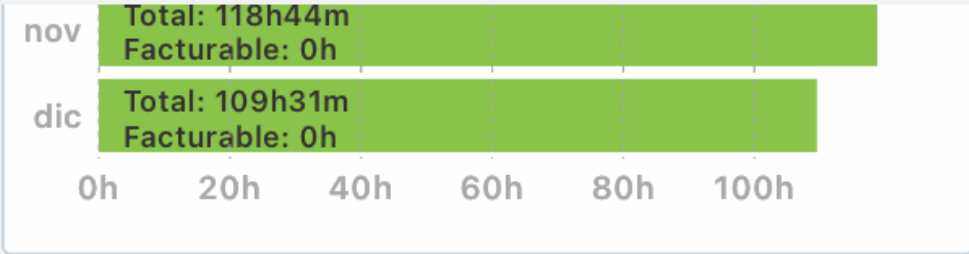
(overview of entered internship hours, with examples of yearly and monthly reports; without counting the finalisation of internship documents including internship report and research project)





Informes

Filtrar



Internship 180h 30m
\$0.0

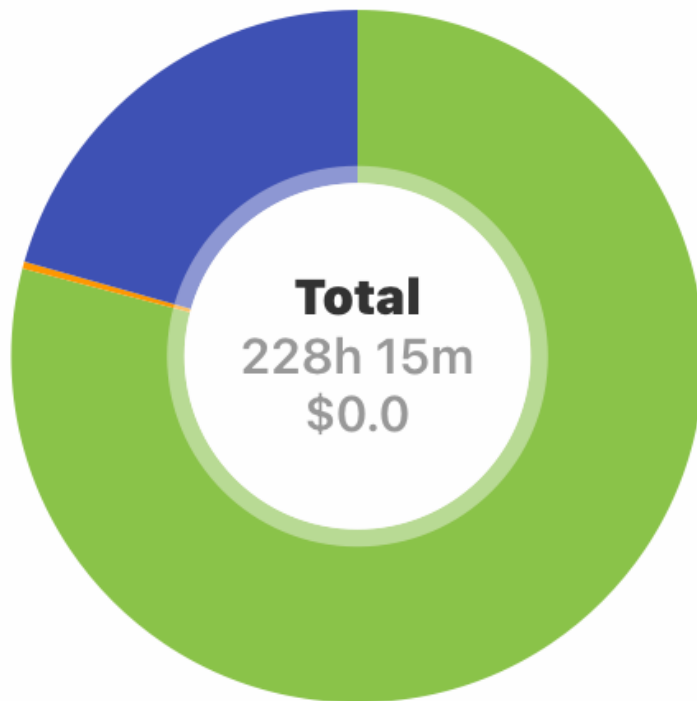
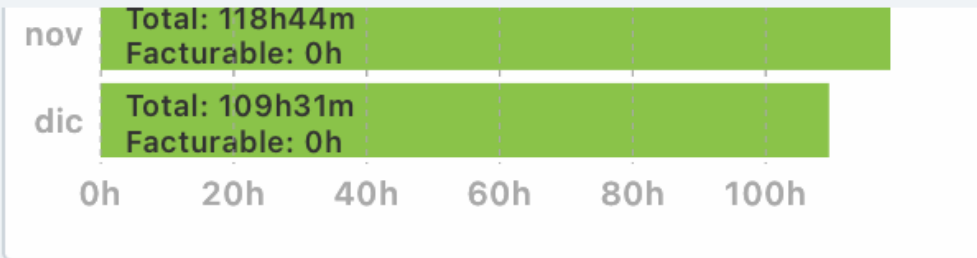
Meeting (internship) 45m
\$0.0

Research 47h



Informes

Filtrar



\$0.0

Meeting (internship)

45m

\$0.0

Research

47h

\$0.0



Informes

Filtrar

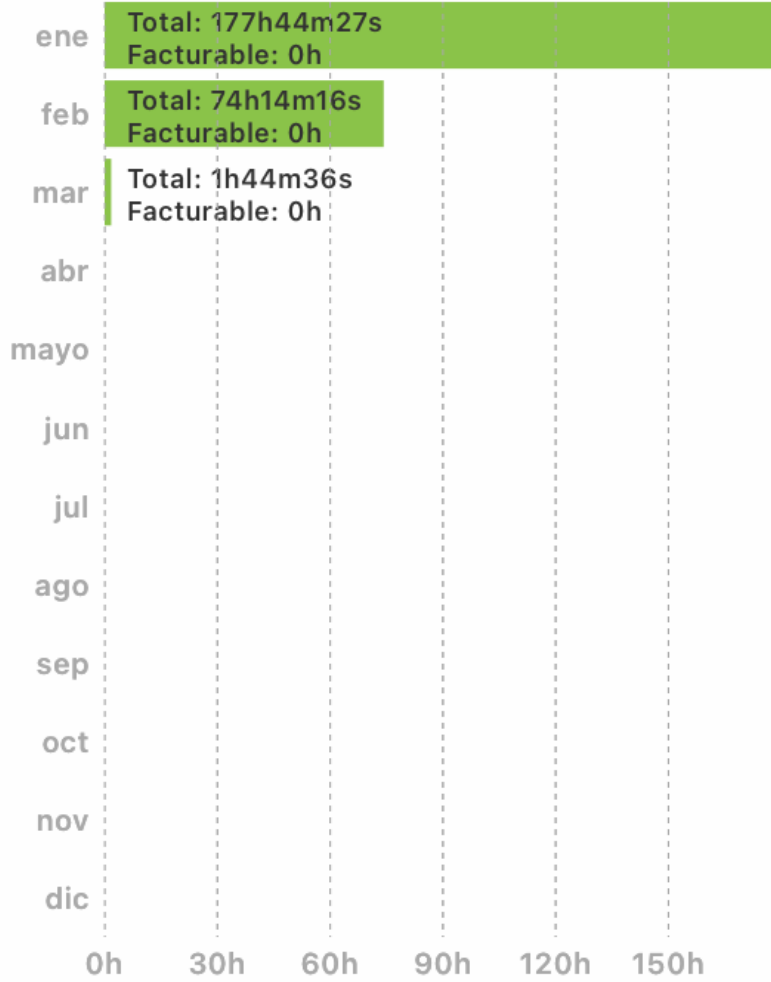


2022



Total: 253h 43m 19s

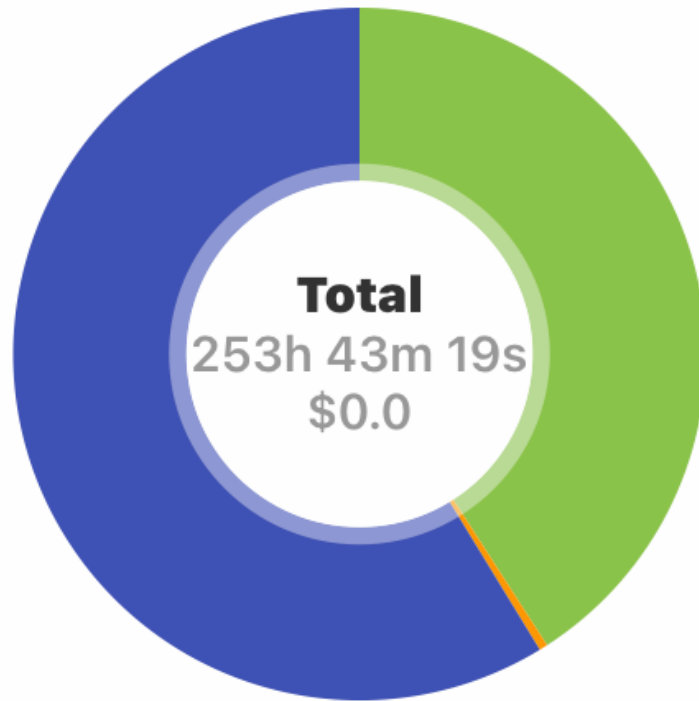
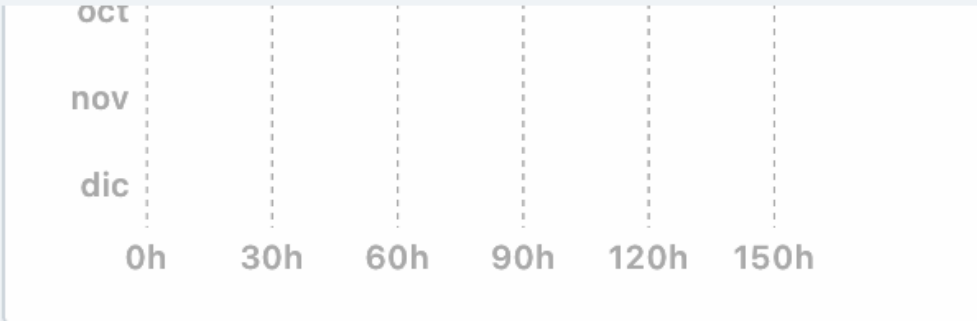
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Informes

Filtrar



■ Internship

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\$0.0

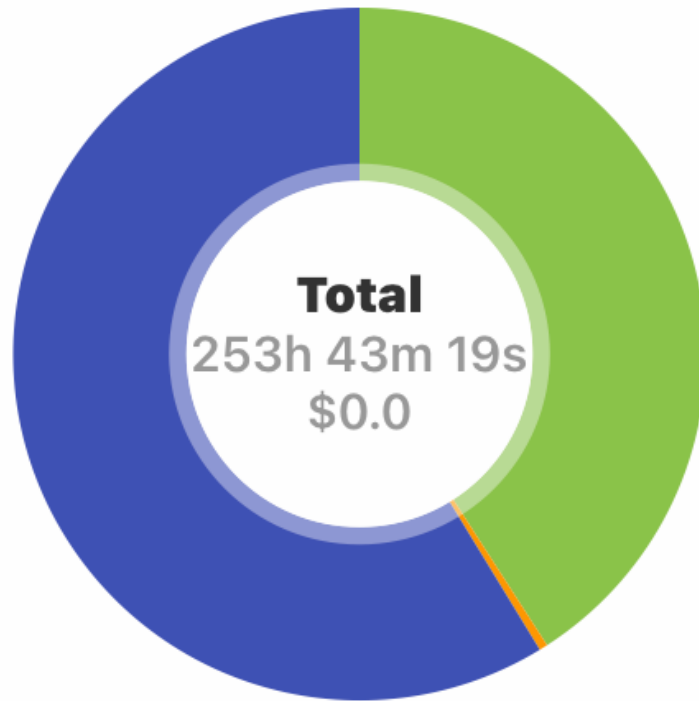
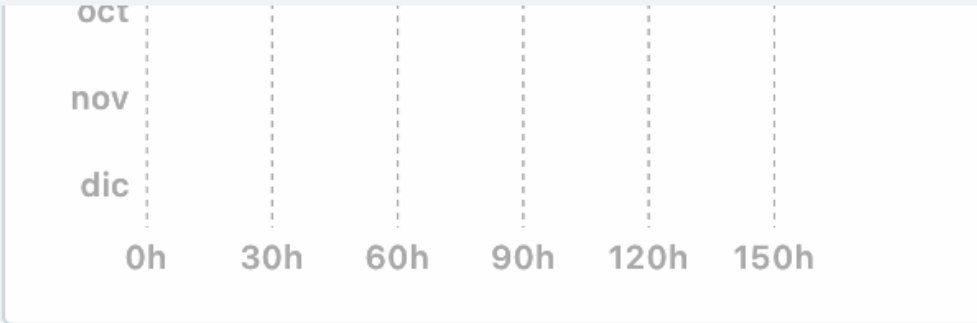
■ Meeting (internship)


1h
\$0.0



Informes

Filtrar



 Meeting (internship) 1h
\$0.0

 Research 148h 58m 19s
\$0.0



Informes

Filtrar



enero, 2022



Total: 177h 44m 27s

Facturable: 0h (\$0.0)





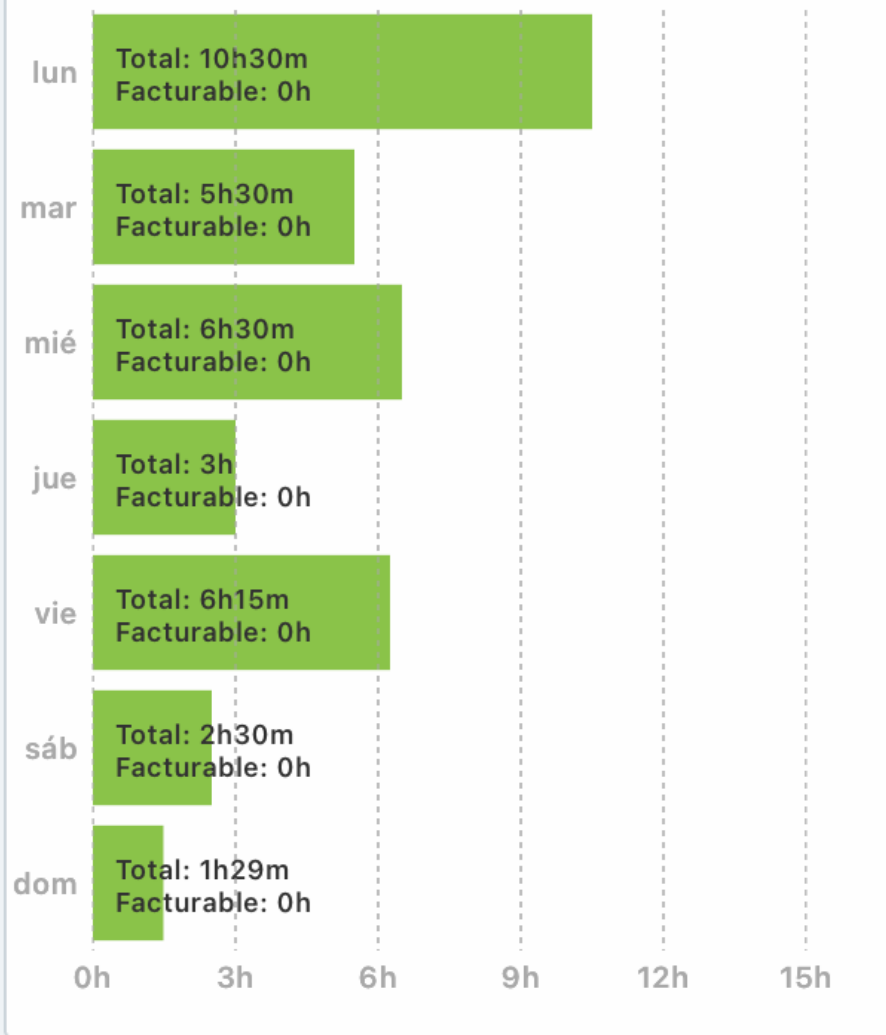
Informes

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< nov 08 - nov 14, 2021. >

Total: 35h 44m

Facturable: 0h
(\$0.0)



4) Internship Weekly Logbook

Internship Weekly Logbook

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Major: Free Major

Internship: Centre Social Familial Saint Gabriel Canet Bon Secours

Working team: Kémal STADI (Kémal), Chamsoudine SOILHI (Chamou), Natidja ANZIZE (Naty),

Nisriya SOILHI (Nissy), Ali MOINACHE (Adam)

Week	Main activities	Diary entry
1 08 th Nov.-14 th Nov.	<ul style="list-style-type: none"> -meetings -exhibition and movie projection -art workshop -literature and illustration workshop -activities at the footer of buildings -developing connections with surrounding environment 	<p>This first week was very intense. Indeed, we started on Monday morning with a meeting which reunited every employee of the social centre. This type of meeting takes place every two weeks and has for purpose to discuss general matters and projects concerning the entire structure. It also acts as a regular assessment of status of progress of activities in all the different sectors. I think it is essential for a team to be able to self-evaluate and have dedicated moments share difficulties or achievements, enhancing group cohesion as well. Moreover, this meeting was the occasion for me to be introduced to everyone and see people who worked in other domains. This information will be useful later for the building of my job description sheets. It was an opportunity to practice various communication skills, such as listening to one another with empathy or speaking within a large group of people, over several hours. After lunchtime, I participated to another meeting which was with the youth sector (led by my internship supervisor and which I will be assigned to over the next few weeks) and a representant of an external organisation. She presented herself and the project of the organisation called "Graines de Philo" (translation from French: "The Philosophy Seeds"), which is to set up philosophy workshops for children, in accordance with the UNICEF Charter. I thought it was very interesting to see what happened behind the scenes of the workshops I usually punctually attend as an activity leader and especially with such a captivating project.</p> <p>On Monday evening, we took the children from "Accueil Jeunes" (translation from French: "Youth Area"), who are between 14 and 17 years old, to the ZEF, which is a theatre located in the northern districts of Marseille. There was the projection of a movie called "La Haine" (translation from French "The Hate"), preceded by an exhibition</p>

		<p>related to the movie. “La Haine”, which is a classic French film, was realised by Mathieu Kassovitz 25 years ago and depicts the harsh reality of police violence. The event included a conference with him and it was very enriching to see how the children interacted with this film, which is quite old in some way for them, and how it opened the dialogue around police brutality, which we all had had an experience with (children and activity leaders).</p> <p>On the next day, we had the chance to discuss with the same children from the “Accueil Jeunes”, the topic of the movie further in a literature and illustration workshop, led over several days by two external intervenors who are part of a local literature collective. We examined the topic of police violence and dystopia, trying to create a story which would merge both writing and illustrating, focusing around social issues that would be meaningful for the children. While being reluctant at first because not all of them were keen on writing, they rapidly appropriated themselves the conversations and liberated their creativity.</p> <p>Although working for the youth sector, my supervisor appointed me activity leader on extracurricular artistic activities in an elementary school on Tuesdays and Fridays during lunchtimes, with children between 5 and 9 years old. I am more used to teenagers so it pushes me out of my comfort zone because it is a different way of working, however I really enjoyed this first week as well. I entered in two different workshops, a drawing and a literature/creative writing activity. From next week, it has been agreed due to my schedule with the youth space, that I will intervene with the second one on Fridays solely.</p> <p>On Wednesdays, our main task is to organise activities at the footer of the buildings. This is what I have been accustomed to do as an activity leader. It is very different from functioning at the social centre as we are in their estate, their personal environment, their bubble. I believe it is crucial for my research as it enables me to create genuine bonds with the children by spending time with them outside “official” contexts like schools for instance, and to understand them more as their home is part of their universe.</p> <p>For the purpose of my work as an activity leader and as a researcher, it is fundamental to develop connections with the surrounding environment. As I grew up in Marseille and not far from the area where the social centre is located, I do not have any language barrier, which is an advantage. Nevertheless, it is not because I come from</p>
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		<p>the same city that the children will not perceive me as a stranger. Hence, having the “references” that they constantly talk about, let it be food, places, music for example, that will provide me with material that I can use in my research processes, notably when writing questions for interviews. On Friday, I joined a meeting at the community centre with investors who contribute to the establishment of cultural places. At the end of the meeting, I had a conversation with artists who sometimes work with the social centre and whose studio is situated in the northern roundings of Marseille, in an old factory who has been rearranged into spaces for artists, called “Les 8 Pillars” (translation from French: “The 8 Pillars”). They kindly invited me to visit their workshop and I thought it was a chance to discover this flourishing cultural place in the area of the city. Wandering around the 14th rounding of Marseille, observing, talking with people and going to certain places was also part of my activities this week.</p>
<p>2 15th Nov.-21st Nov.</p>	<ul style="list-style-type: none"> -cooking workshop -drums workshop -literature and illustration workshop -theatre workshop -“Les Visiteurs” -activities at the footer of buildings -art workshop -exhibition (Current Issues in Research) 	<p>The diary entry for last week was especially long as it was my introductory week. However, numerous activities and projects will be recurrent, such as meetings, art workshops, activities at the footer of buildings or developing connections with the surrounding environment.</p> <p>Last week, because we had this special outing at the ZEF, we did not have the cooking and drums workshops, which are usually both scheduled on Mondays. We did not have the general meeting and I started at 2pm. With the permanent activity leaders of the youth sector, we organised the workshops starting at 5:30pm. The pedagogical idea behind the cooking workshop is to teach them to be autonomous when preparing their food, with quick and easy recipes, compatible with their timetable at school. At the same time, we want to make them sensitive to food waste and eating healthy. I gave the idea of making vegetables galettes. Our job is to accompany the children in the workshop, however we are not the ones cooking. We put the ingredients on the table and they give ideas on what they could do with those. Before 5:30, we go grocery shopping (with the permanent team of the youth sector). Once again, I thought it was impressive to see all the organisation required for workshops that seem to be simple from an exterior point of view. When we arrived in the kitchen, vegetables galettes did not pop out in the children’s mind. They were quite reluctant because most of them had never tried these before. Nevertheless,</p>

		<p>at the end of the workshop, they were agreeably surprised: they were eating something that was tasty vegetarian and healthy at the same time! I was impressed by their independence from us, activity leaders, throughout the activity and how they helped one another. Simultaneously, there was a drums workshop, nonetheless I did not have the chance to attend much of it as I was mobilised on the cooking workshop. I briefly talked with the drums teacher and heard the children performed with the drums. I told myself that I would like to participate one day as well, perhaps next week?</p> <p>The literature and illustration workshop from last week continued this week as well. Unfortunately, I did not have the chance to follow it until the end, as various workshops were taking place at the same time and the team had to divide itself to supervise every group. As a result, I went to the theatre workshop with a fantastic teacher called Kamel. It was a very nice moment and we, activity leaders, were active participants too. We played games to warm up and to get to know each other. It was not a regular theatre class, as the project behind the workshop is to put in place a theatre forum. I find this concept particularly interesting as it is an interactive theatre, a format allowing the public to react to the scenes played by the actors and take the place of one or several actors. The topics approached in the theatre forum are not random, indeed they are inscribed in a pedagogical approach, pushing children to reflect on situations they could be confronted to, as for instance, risky behaviours. We centred this theatre forum session on HIV, domestic violence, smoking and nitrous oxide. The debate generated by the scenes was highly stimulating and I completely felt in love with this workshop.</p> <p>“Les Visiteurs” is an educative apparatus put in place to fight against school dropout. In English, the programme could be translated to “The Visitors”, which suggest the main idea behind it: children from two middle schools in the surrounding zone (“Collège Marie Laurencin” and “Collège Clairsoleil”) visit the social centre once a week during five or six weeks with the aim to overcome difficulties which might impact negatively their studies. These difficulties could be multiple, nevertheless a common example is issues linked to self-esteem. “Les Visiteurs” are normally led by specialised educators and a scholastic psychotherapist so it is an enormous opportunity for me to attend it as an intern and activity leader. I participate to the exercises with the children as</p>
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		<p>well and my colleagues would do the same if I were to present one. Tuesdays are dedicated to a group from one middle school and Thursdays to the group from the other establishment. We begin with an introduction of the programme, playing presentation games and asking them questions. Our role during the first sessions is to develop a good contact with them, identify their individual blockages and create a safe space for them to express, which sometimes may be challenging however groups are limited to six people to make this easier. The mornings are generally dedicated to reflections, individual assessments with the scholastic psychotherapist, debates and exercises on self-esteem while activities in the afternoons appear to be more recreational to them (even though they do work on themselves as well in another way) and favour group exchanges. I was a little stressed before arriving to the social centre because I heard it could be delicate tasks as these teenagers are said to be vulnerable, however I think I was well prepared thanks to my colleague Chamou, who is a point of contact in this project and Kémal's assistant. I am looking forward to the next week. The goal before the Christmas break is to accompany the two groups to organised a meal, entirely prepared by them (decoration+food+service).</p> <p>On Wednesday, we were at the footer of the buildings ("Les Marroniers" and "Les Rosiers", two estates of the 14th rounding of Marseille) as usual. Unfortunately, because of the cold weather, not many children are willing to come downstairs.</p> <p>On Friday, I went to the elementary school and met the artist and the kids I would work with. I am glad to have joined Sarah's literature and writing artistic workshop with children between 5 and 10 years old. She said my support to her activity was great as she sometimes had trouble managing the large group of children she had. Moreover, the project of the group is very nice: we are making "accordion books", with singular stories based from drawings which the children assemble together. It is a very different rhythm from the teenagers I often have, nonetheless, I am convinced that working with a heterogeneous age range will be beneficial to my research.</p> <p>This week notably allowed me to obtain a further understanding of the youth sector functioning. Indeed, while I was used to activities at the footer of buildings reuniting children from 10 years old to 17 years old, the "Accueil Jeunes" which takes place every evening</p>
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		<p>between 5:30 and 7:30pm, invites teenagers who are between 14 and 17 years old to participate to diverse permanent or punctual cultural, artistic and sports activities (cooking, drums, theatre, literature and illustration workshops for example which I have mentioned abovehead).</p> <p>Lastly, on Sunday, I decided to draw bridges between my internship and a course which I am enrolled in at UCG, which is "Current Issues in Research". In the social centre, we welcome with many publics and sometimes we work with migrants as well. The 14th rounding of Marseille has recently become the refuge of many Nigerian refugees so I thought it would be useful to learn more about the experience they might have. I attended an online exhibition "Being (im)mobile in a world of movement" organised by the University of Manchester. For this course, we are asked to hold an events attendance logbook so I will attach it to this internship logbook, in order to present the diary entry I had written for this particularly moving exhibition.</p>
<p>3 22th Nov.-28th Nov.</p>	<ul style="list-style-type: none"> -health prevention interventions -cooking workshop -drums workshop -“Les Visiteurs” -theatre workshop -activities at the footer of buildings -dance workshop -developing connections with surrounding environment -stylist assistant for a rapper’s music video 	<p>This third week was marked by the social centre greeting the health prevention week in partnership with the surrounding middle schools. Multiple groups came over and attended distinct sessions on mornings and afternoons, one introducing HIV, another one linked to risk behaviours (alcohol, smoking, cannabis, sleep, depression, suicide, driving, ...) and the last one focused on affective and romantic relationships. On Monday morning, instead of going to the regular general meeting, I participated to the HIV session guided by Kémal. I think that this health prevention week represents well the extensive character of the social centre, touching different sectors. I have noted that it acts as a resource point for the inhabitants of the surrounding area: even if we cannot act upon one’s demand, we will direct them towards the organism or person who is would be able respond to her or his enquiry.</p> <p>Later during the day, my colleagues and I prepared the cooking workshop, we decided to make cookies. We intend on rotating every week, one Monday is savory food, the other one is sweet. Everything went well, my colleagues told me the same for the drums workshop.</p> <p>On Tuesday and Thursday, there was “Les Visiteurs”. These days are especially long for us as we start at 9am with “Les Visiteurs” until 4pm and then continue with the “Accueil Jeunes” until 8pm. This week, we enjoyed the theatre classes again given by Kamel. The teenagers all are</p>

		<p>surprised by how “not boring his classes are and actually much more fun than what they expected”, which I find amusing. I like the fact that all the tasks I complete during the day vary and that we always have something to do. However, it is sometimes exhausting both physically and psycho-emotionally. I realise that most people really spend a lot of time at work and so I referred to a file I created with several pieces of literature “Emotional Self-Regulation/Boundaries at work”, it was actually very useful to me.</p> <p>On Wednesday, I hosted activities at the footer of buildings at “Les Rosiers” with my colleagues Adam and Nissy. We played basketball with the children and played card games. It was nice to see them coming to the activities despite the cold.</p> <p>The dance teacher was absent on Thursday so we decided to organise the workshop. All of my colleagues and I enjoy dancing so we decided to make a circle and dance afro steps. One of the teenagers present at the “Accueil Jeunes” is a hip-hop dancer and he proposed to teach us a choreography. As activity leaders, we participated too and I love to see how working with teenagers is actually a genuine exchange, we learn a lot too! Regrettably, the art workshop I usually assist on Fridays at the elementary school was cancelled due to canteen strikes. Instead, I decided to go the mosque. I am muslim myself and most if not all the children I work with, have a muslim background. To me, discovering the place of Islam in the area of the social centre and where I live is a way to bond with them as well.</p> <p>On a daily basis, I continued to explore the neighbourhood. As I moved there recently and I am a walking distance from work, I try to walk as much as possible. In addition to this, an opportunity I had to develop connections with my surrounding environment was to be a stylist’s assistant for a rising rapper originated from Marseille who is named Graya. I was added to this project via a good friend of mine, Victoria, who is his stylist. We spent the entire Sunday in Nice, which is more or less 3h away from Marseille. The music video was shot in “L’Ariane” estate, way out of the centre of Nice and in an environment I did not know. I discussed with the team present on set and my friend about the music industry, culture and representation. A strong point risen from the conversation was the fact that children growing in sink estates do not have many models of success except rappers, soccer players, TV reality celebrities or</p>
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		<p>influencers. Another interesting issue that was brought up is the invisibility of females in council estates and in representation as well. I find this particularly relevant as there were not many women outside during the entire day. Neither in shops, cafés, streets or music video. I am considering writing interviews to investigate more upon this later.</p>
<p>4 29th Nov.-05th Dec.</p>	<ul style="list-style-type: none"> -organisation of holiday activities -cooking workshop -drums workshop -“Les Visiteurs” -theatre workshop -activites at the footer of buildings -conference (Current Issues in Research) -art workshop -theatre forum -developing connections with surrounding environment -webinar (Current Issues in Research) 	<p>Despite that I now feel familiar with my working environment and the social centre, I was a bit anxious for this week as my colleagues were in training, achieving the first steps to become director (a French diploma called “BAFD”). This meant I was only with my superiors, Chamou and Kémal.</p> <p>As soon as I arrived at 2pm, I was assigned the task to organise the holiday activities that will take place during Christmas break. I did not receive any strict instructions, I was quite free in how I wanted to complete the task. The whole youth sector team had met before my colleagues left for training, so we had made the schedule with the activities. What I had to do obtain further information about available time slots, fares, reservation processes etc. I decided to draw a grid on a paper to make it as clear as possible and note all the information given by each structure while being on the phone with them. Activities included a famous museum in Marseille called MUSEM, bowling, a trampoline park, escape game and ice-skating. Once again, I had no idea of all the steps required to book activities and I actually realised how much I liked organising and planning. This month of internship has been the perfect balance for me between administrative tasks and experience in the field. I was satisfied with myself as Kémal underlined the clarity of my grid.</p> <p>On Monday evening, we were supposed as usual to offer a cooking and a drums workshop, so I went grocery shopping with the idea of buying ingredients to make easy and quick bruschettas. Unfortunately, most children of the “Accueil Jeunes” had important marks exams this week so all the people who were present went to the drums workshop (as it is managed by an external intervenor, while we, the permanent activity leaders, take care of the cooking workshop). Some of my colleagues from other sectors of the social centre were absent too so I had to stay at the reception desk. I had the leisure to discuss with the mother of one of teenagers we looked after before and who is now in Paris for his nurse studies. I remember Kémal once saying how our profession is intense, a second we will hear that a child we used to have</p>

		<p>in activity before has been killed and the other second, another child is obtaining his baccalaureate with honours. He also stresses that we are not supermen and that our job is to make propositions to follow a certain path, bringing into light access to culture, but that we cannot save anyone.</p> <p>In line with this, we ensured the smooth running of “Les Visiteurs” on Tuesdays and Thursdays. Within the space of week, we can already notice some improvement. They are observing themselves more and even if they do not have the tools to change their behaviour yet, the fact that they have been identifying the blockages they may have means they have taken a first step. Using role plays and exercises introduced within the scope of the theatre workshop at the “Accueil Jeunes”, definitely contributed to this.</p> <p>Meanwhile, we continued the theatre workshop with the “Accueil Jeunes”. We revised the scenes we had prepared to train for the theatre forum representation. It was fun as usual and despite being a little stressed, when we finally had the theatre forum on Friday evening, it all went well. Kémal would have wished to welcome more parents and adults, nevertheless the public was large. We put chairs in the dance room of the social centre and we played. Many children were receptive and reacted to our roles, while Kamel and Kémal invited them to play in their turn. It was a very good experience. I was sad that my colleagues were not here to share it with us as we had started the theatre workshop sessions with them.</p> <p>On Wednesday, I went to “Les Marroniers” estate instead of going as usual to “Les Rosiers” because we were understaffed. I played with the children, I had seen a few of them before and I was pleased to see some girls. From what I understand, they rarely go down their block if they are not together (at least two or three) so the territory in “Les Marroniers” remains very masculine. They all mixed quite well for the games though. The only “problems” we were confronted to was the state of the stadium where we were playing which had a lot of broken glass and that a young adult (more or less my age) was popping bangers. For one moment, we thought someone was getting shot. “Les Marroniers” was marked by the tragical murder of a 14-year-old boy this Summer, linked to drug affairs. I had a conversation with her cousin who is in middle school and who told me she was seeing a psychotherapist regularly. I did not ask too many questions because it remains a sensitive topic, however, she mentioned a high number of people (including the deceased’s loved ones)</p>
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		<p>leaving the estate after the event. It was very overwhelming and I tried to show empathy and love to this young girl. In the evening, I attended an event for my course “Current Issues in Research”, in French, which is a “Cercle de Femmes” (translation from French: Circle for Women) The diary entry of that event will be attached to this document for further details. I thought it was relevant to connect it with my internship as an exploration of support groups. I made a parallel with the absence of females in council estates and how it could be beneficial to them to have a proper safe space to be and express themselves, exchange. This model could of course, be applied to many different groups, including for instance Muslim support groups to talk about Islamophobia and integration in France (according to rising Islamophobia in the country) or LGBTQIA supports (who are notably erased from council estates). From my experience, sharing within a “Cercle de Femmes” has fostered in me positive feelings and effects such as self-awareness, self-acceptance, self-love and love.</p> <p>I really liked going to the primary school for the art workshop on Friday. Kids are so endearing, even though their focus time is reduced compared to the teenagers of the “Accueil Jeunes”. The children I observed at the literature and writing workshop have such a vivid imagination and I think it is fundamental to cultivate this, especially in Marseille where art may be a privileged sphere excluding people who live on lower incomes. I tried to look into cultural and artistic structures in Marseille, consistent with developing connections with the surrounding environment.</p> <p>On Sunday, I took part in an online event approaching the topics of “Virtual Stress and Mental Health” (see diary entry joined to this document). As I am following long-distance education due to Covid, I thought it would be interesting to deep in further in these questions. I had added in my learning plan objectives, that I was intending to pay a particular attention to my mental health during the internship. Moreover, I think it somehow relates well to “Cercle de Femmes” as it involved contributions from the attendees as well. Realising that I was not the only one who had recently been struggling with virtual stress reassured me. I felt understood and more appeased after the webinar.</p>
<p>5 06th Dec.-12th Dec.</p>	<p>-meetings -organisation of holiday activities</p>	<p>This week was comical as the social centre welcomed teenagers who are in their last year of middle school to complete a week of internship. From time to time, I was</p>

	<ul style="list-style-type: none"> -cooking workshop -drums workshop -“Les Visiteurs” -workshop (Current Issues in Research) -“Table de Quartier” -activities at the footer of buildings -dance workshop -art workshop -developing connections with surrounding environment 	<p>“responsible” of Yacine, which is funny as I am an intern myself. We started the day with the general meeting. We all introduced ourselves to Yacine and then we discussed general matters. I was very tired that morning so I have to admit I did not participate much. I tried to rest during my lunch break before starting again at 2pm with the organisation of holiday activities and then a meeting with the representative of an association which fights against minor prostitution in Marseille. We examined how we could establish a collaboration between the social centre and the association. A person from the youth sector would be point of contact for this project and go in training with the association in February, with the aim to be able to have the tools necessary to organise relevant workshops around the thematic. I think it is a very relevant issue, notably in Marseille, which is very taboo. It is a shame my internship finishes on 4th February, otherwise I would have asked Kémal to be in charge of it. With this internship, I realise how much I like receiving responsibilities and being in charge of projects. It enhances my leader skills. Around 4pm, I went grocery shopping with Yacine, who told me he was agreeably surprised by his internship and the richness of the professions in the social centre. When we came back, we discussed with another girl who was also doing her internship but within another sector. They both finished their day at 5pm so I then prepared the cooking workshop. However, around 5:45pm, nobody was there so Chamou asked me to go to the drums workshop with him until other teenagers arrived. It is their second marks exam week and so not many of them are able to come. It was my first time participating to the workshop and I really liked it. We played the drums and talked about the West-African cultural background of the instrument as well. Something that I love about this job is exchange: discussions, debates, artistic projects, ...</p> <p>“Les Visiteurs” are full of exchange. We practiced self-confidence and the mastering of emotions with small exercises, simulating job and internship interviews, expressing opinions and convincing the Other. On Thursday, we watched a famous movie called “Freedom Writers” in the cinema room of the social centre. It is an American movie which was realised more than ten years ago, yet they all related to the movie. The film retraces the paths of students who were confronted to violence within their family, community or neighbourhoods, their daily fight to survive and remain on track, the importance</p>
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		<p>of education, self-esteem and confidence. For us adults who work in education, I think it is a necessary movie to watch. It is intriguing to note the parallel between two different societies (California around 2007 and Marseille nowadays).</p> <p>On Wednesday morning, I attended a workshop in the context of my “Current Issues in Research” class about the impact of domestic abuse in the workplace. Violence may be catalysed by many different factors and may have different sources of origins. Domestic violence is definitely universal and is not constrained to a certain social class or category of people. As someone who has been through this in my ex-relationship, I thought it would be interesting to investigate the effects it may have in the workplace. I also believe everyone should be sensitised to domestic violence in case a colleague or a loved one might be confronted to it and to know how to react. Even though I am recovered from my ex-relationship, I sometimes seemed to disconnect from the workshop as it reminisced me harsh memories. I however appreciated the fact that they presented resource points at the end of the workshop. I think that having benevolence and kindness at work, looking after each other despite not being friends is important.</p> <p>On Tuesday, I assisted to my first “Table de Quartier” (translated from French: “Neighbourhood Tables”), organised by a colleague from the social centre called Robin. Usually, I do not attend them as they do not concern the youth sector, however more rarely, yet regularly, some “Tables de Quartier” dedicated to teenagers are organised. Their purpose is to discuss issues they might be confronted to and to build various projects. This time, we made two groups. Firstly, one who would set up talks with teenagers ending middle school to present options for high school, by teenagers who are in high schools themselves. Secondly, one who would create a video on social media presenting all the resource points available in 14th rounding of Marseille. Some children were enthusiastic, others were less. We do not want to force them as it is not the politic of the “Accueil Jeunes”, however we tried to motivate them as much as possible by being excited ourselves! The “Table de Quartier” ended earlier than usual because we decided to organise Kémal’s secret birthday. I had bought a cake and my colleagues who were in training had bought a jumper and came after their training. It was such a nice moment and Kémal did not suspect anything. I am glad to be working with this</p>
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		<p>team and I can see the importance, once again, of group cohesion. Indeed, it has a direct impact on how children interact between then and with us as well. I could not wait for my colleagues to come back as soon as possible and truly missed them!</p> <p>On Wednesday, we once again went to “Les Marroniers” because we were understaffed. We played card games and talked about the holidays. We informed them, without spoiling the planning, that the parental authorisations would be soon available at the social centre and that if they wished to participate to the Christmas holidays activities, they had to collect one and hand it in to reserve their place. I really started to bind with the girls group from this estate, we laughed a lot.</p> <p>On Thursday evening, the dance teacher called Inès came and gave us a contemporary dance class. There were more boys from the “Accueil Jeunes” than girls and they all played the game. I love dancing myself so participating to the dance class was far from being a chore. Inès and I were more than satisfied with the group’s performance at the end of the session. At this point of the internship, I feel really integrated to the social centre and part of the “Accueil Jeunes” too. I have built solid bonds with the children and I am so happy about it.</p> <p>On Friday, unluckily, the canteen at the elementary school was on strike again. I tried to talk to Sarah, who leads the literature and writing workshop and noticed I did not have her number. I went back home and mentioned it on Monday to Valérie, who effects the same activity as Kémal but on the childhood sector and she told me that the art workshop still took place with picnics instead of the canteen. She gave me Sarah’s number so that we could communicate over such matters for the next times. Instead, I decided to walk around the 14th and 3rd rounding of Marseille, still with the idea of developing connections with the surrounding environment.</p>
<p>6 13th Dec.-19th Dec.</p>	<ul style="list-style-type: none"> -organisation of holiday activities -cooking workshop -drums workshop -“Les Visiteurs” -activities at the footer of buildings -masked ball -art workshop 	<p>This Monday, my colleagues Adam, Nissy and Naty finally came back from training. We started with a general meeting at 2pm with the youth sector and a new intern (like Yacine last week but from another middle school) who is called Assia. We started to make the reservations for the holidays and then prepared the cooking workshop. We decided to take back the bruschetta idea and the children loved it. They all said they would make this easy, quick and tasty recipe at home. The ones who were at the drums workshop complained because they would have</p>

		<p>preferred to participate to the cooking workshop. I do not really know if Chamou or Kéral reacted to this.</p> <p>On Tuesday and Thursday, “Les Visiteurs” prepared the meal bringing their session to a close, with their loved ones and teachers from their middle school. They were two appetising meals and everyone could notice a change in their behaviour. It was a very moving moment, as they were talking about what they learnt and how they felt during the programme to their teachers. Most of the Visiteurs said they would be eager to join the “Accueil Jeunes” as for most of them, it was their first time being at the social centre. Even Assia said she wanted to come regularly as well.</p> <p>Over the week, children came to the social centre to pick up the parental authorisations. The cost of the entire three days with all the outings only was of 5.50 euros which I think is extraordinary and an opportunity for them to go out of their estate and have fun during their holidays.</p> <p>On Wednesday, we organised the general activities at the footer of the buildings in “Les Marroniers” and “Les Rosiers” as my colleagues were back. It was very cold on that day so not many children came. However, we went back to the social centre earlier for the opening ceremony of a statue made by some children of the “Accueil Jeunes” this Summer, in partnership with a participative garage called “Sud Side” located in 14th rounding of Marseille and which nurtures cultural projects. The bright pink statue represents a pregnant mother and stands right near the entry of the social centre. I was truly impressed by the piece and I think it is fantastic that the social centre highlighted and honoured the work.</p> <p>In general, we host dance classes with Inès on Thursday evenings, although this Thursday we orchestrated a masked ball for the children. It was such a tiring week as we had to buy many items and food for the party and we made everything ourselves. I am now feeling ready to organise events more than never and it was a very useful experience. Everyone was glad and the children really enjoyed themselves, in a secure and familiar space. We were supposed to share a meal with all the employees of the social centre on Friday before the Christmas break, nevertheless we had to cancel it because of Covid restrictions. Measures at the elementary school tightened as well as we were not able to mix children from different classes on Friday. This was a very delicate situation for the art workshop as we had to pick up certain children and</p>
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		<p>reject others. Despite that Sarah decided to change the groups every week so that the kids could all assist to the workshop as much as possible, it was complicated. This Friday, we only had one girl, as she was the only one from her class to be enrolled in the workshop. She however seemed to have appreciated the moment and we finalised her accordion book.</p>
<p>7 20th Dec.-26th Dec.</p>	<p>-developing connections with surrounding environment</p>	<p>I will not recount in more details the three first days of this week as they were not part of my internship hours (indeed, I was remunerated). Although we were confronted to some last-minute difficulties because of Covid, we did manage to organise amazing holidays. On Wednesday, it was Adam's birthday, we bought him a bag, a cake and then went to the restaurant. We had been to the restaurant together a few weeks earlier at some pint too when we had been all spending a very tiring week. Once again, these moments to me are crucial as they create group cohesion and favour good teamwork.</p> <p>My research hours during this week concentrated on developing connections with the surrounding environment. I went to the mosque again on Friday and saw familiar faces. I also explored transport options, which are important to my research project as most of the families we work with, do not own cars. I also took this week to rest. Balance is important. I referred to the scientific literature I collected on "Emotional Self-Regulation/Boundaries at work".</p>
<p>8 27th Dec.-02nd Jan.</p>	<p>-developing connections with surrounding environment -working on research (finding and going through sources, reporting my internship hours through Clockify document)</p>	<p>This week, just like last week, I took time to rest. I continued developing connections with the surrounding environment but differently this time. Indeed, I tried to explore the cultural, artistic and physical activities available in Marseille. I was thinking of testing the activities and creating a grid and for each activity to write down its address, how to access it, its price, etc.</p> <p>I am realising that it is not the easiest thing to do and that this would be very useful for my research later on. Meanwhile, I started to look into the sources I had already gathered for my research too. Sometimes I am stressed and tell myself I will not have enough time. It is challenging to find a balance between the research itself and the internship first-hand tasks. Simultaneously, I do realise how much I love this internship and recall how important it is for me. I also decided to copy all my internship hours I saved on the application Clockify on my phone, in a grid on a Word document to keep track of the advancement of my internship.</p>

9

03rd Jan.-09th Jan.

- meetings
- cooking workshop
- drums workshop
- “Les Visiteurs”
- activities at the footer of buildings
- conference (“Current Issues in Research”)
- art workshop

Back to school rhymes with general meeting. We were all very tired despite returning from holidays. The meeting was surprisingly short, there was nothing particular to discuss.

During the week, we had certain times when we were understaffed. Indeed, Adam had Covid, Chamou had become a father around New Year’s Eve and hence was not here on the first two days, Nissy had personal emergencies, ...

However, we were still able to organise the cooking and drums workshop on Monday. As usual, I was positioned on the cooking workshop and we made quiches. One with bacon strips and one with salmon. They were so tasty and once again, they said they would try this recipe at home when they do not have much time to cook.

On Tuesday, we started with the new session of “Les Visiteurs”, with other groups, one from a middle school we had in the last session “Collège Clairsoleil” and one from “Collège Marie Laurencin”. As Chamou was absent, Kémal slid on the project for that specific day. Deborah the scholastic psychotherapist was not here too so he guided the entire morning: presentation games, explanation of the device, psycho-cognitive exercises. For the afternoon, Nissy and I were in charge of leading the activities. I was proud of ourselves as we do not have any specialised educators’ diplomas, did not know the group well and everything went perfectly well. During the evening with the “Accueil Jeunes”, when no workshop is planned, we organise free sessions, where we talk, play card games etc. I gave a quick English class to some of the teenagers in a playful way and then had discussions on travelling and culture. When we finish our day, if one of us do not have a car to go back home, we always help one another and give each other a lift. This is in the image of the social centre.

On Wednesday, when I arrived at the social centre to prepare for the activities at the footer of the buildings, my colleagues mentioned me a dramatic event which took place in the morning in “Les Rosiers”. Somebody had told me about it earlier however I had not seen videos or pictures. There had been a huge fire which killed one child and wounded severely a two-months old baby. Meetings at the social centre were taking place as we were going on site, in order to find a solution for the victims, as for instance, the allocation of an apartment. Everyone was greaving and when we went on site we saw the damages of the fire on one of the buildings’ facades. I was asked to

		<p>go to “Les Marroniers” instead of “Les Rosiers” because Chamou had to talk to some families at “Les Rosiers” after the event. It was a very cold and windy day and nobody was out in “Les Marroniers”. Naty and I had to stay outside to welcome kids in case they would come but I could feel I was catching a cold. When we went back to the social centre, we heard the wounded two-month-old baby had died during the afternoon. It was overwhelming and especially sorrowful to see people we knew mourn...On the other hand, it also emphasised the importance of having the social centre in 14th rounding of Marseille as a point of reference when one encounters problems and difficulties.</p> <p>On Thursday, Chamou was here but was late and so he asked me to start with “Les Visiteurs”. While arriving at the social centre, I met Djamila, who is a specialised educator, normally in charge with Chamou of “Les Visiteurs” programme and who had been absent due to health reasons since the beginning of my internship. I told her I would start the day with the group of children while waiting for her and Chamou to be ready and join us. We quickly visited the social centre and then started with brief presentations. Chamou arrived while we were each saying our name. Djamila and Nissy arrived a couple of minutes later. Deborah was back to work with the teenagers as well and we opened the session with small exercises just like Tuesday. For some reason Djamila left in the middle of the morning and then organised a debrief session when the children went out for lunch time. Nissy and I barely had time to eat and we were the ones in charge of leading the activities during the afternoon. This week for me regarding punctuality has been a bit chaotic, nevertheless, we managed the afternoon well. This group is particular for me as they do not present the same problems as the previous ones. Of course, every group is unique, it is just that frequently, “Les Visiteurs” have self-confidence problems which translate in the following way: they erase themselves and have trouble affirming themselves in public (and in class). Here in this group, there are also self-confidence problems, however they appear very differently. Most of them try to be as loud as possible, as a way to self-defend and protect from the group’s opinion on them. As a result, it is harder to manage the group. Most importantly though, we did well with Nissy on that afternoon and the teenagers were delighted too (from what they said at the assessment we make at the end of the day). I was feeling sick and was</p>
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		<p>very tired from the day (9h to 20h is exhausting even though I love my job). Chamou came up to me and told me jokingly that I had made a little mistake. It antagonised me as I am a perfectionist. He told me that Djamila was mad because I had not respected her instructions, which were to wait for her, as she is the coordinator of “Les Visiteurs”, before starting. I went to see to tackle the issue as soon as possible and followed Chamou’s advice which was to not take it personally (from what I heard she had had many quarrels in the social centre) and communicate about it. I expressed myself, my intentions, how I tried to respect what Chamou had asked me to do and that I was stressed because I was in charge of the group alone, apologised if she felt this way, told her I would appreciate it if she came to me next time if she has a problem with me. In the end, everything settled down and it appeased me because at first, I took it very personally and went crying for two seconds in the bathroom. It is a good introduction to the professional world. I am so used to Kémal being diplomatic and soft even when he makes comments to us that I was somehow surprised by Djamila’s attitude. Now that I am writing about it, I really am telling myself that everything is alright and that it was not a big deal. When I started feeling sick on Wednesday, my colleagues Naty and Nissy accompanied me to the doctor’s and took on their personal time to stay with me. This is an example of all the positive interactions I am used to have at the social centre and I should focus on these. On Wednesday evening, I assisted to another session of “Cercle de Femmes” for my “Current Issues in Research” class. I could observe how rewarding and comforting it was for me to meet with these women after several weeks. This supports the vision I had on the benefits support groups could have on people, notably if we launched them at the social centre.</p> <p>On Friday, I went to the elementary school and it was so refreshing to see the kids again after the holidays. Regretfully, the children still need to be separated by class because of Covid measures. Nonetheless, it was a very productive session. Nearly every group is done with the accordion book and even the children who are sometimes inattentive, were invested. I am happy that I finished my working week on a good note.</p>
<p>10 10th Jan.-16th Jan.</p>	<p>-meeting -cooking workshop -drums workshop</p>	<p>We started at 2pm with a meeting, notably to get to know more the new members of the social centre who will be led to work with the youth sector. There are two artists in residence, Javiera and Julien, and a cultural mediator,</p>

	<p>-working on research (going through sources, writing weekly logbook, reporting my internship hours through Clockify document)</p>	<p>Marjolaine. I think that interviewing them for my research project could be very interesting. Will I have the time to do everything I need to do? Without even noticing, my colleagues appease me. I am practicing stress-management here. Every time I feel stressed, they tell me that there is no reason to be stressed and that stress does not help at all, so I just do things without obsessing over the outcome and everything goes well (it happens often when we are late to go grocery shopping because we had a meeting beforehand for example).</p> <p>For this cooking workshop, we made apple cake. We split into two teams with one activity leader per group to supervise (the other activity leaders were at the drums workshop). We laughed a lot but at the same time we were very efficient. Sadly, there was a little problem. Indeed, as there are two workshops taking place at the same time and most teenagers do not want to go to the drums workshop. The problem is that the intervenor has already been paid for the year and we cannot cancel the workshop. One of the teenagers had a disrespectful attitude towards the intervenor by leaving the workshop abruptly. My colleague Adam and Chamou decided to set the record straight on this matter and they talked to the entire "Accueil Jeunes" at the end of the activities when the cakes were in the oven. I had never witnessed a problem of this type occurring within the "Accueil Jeunes", however I admired how Adam and Chamou dealt with the issue. Communication is key and shouting at them would not improve things. Making them aware of their responsibilities, talking to them with respect and treating them like mature people who are able to understand what we are saying appears to be way more efficient.</p> <p>This is what we have noticed in the context of our work with "Les Visiteurs" as well. This Tuesday, I was on my way to the social centre when Chamou called me and asked to get tested because Kémal had been tested positive. It is true that I was feeling flu-like symptoms but I was convinced it was because I had caught a cold last week. Anyways, I got tested and I was positive to Covid, meaning I was to isolate during 10 days (and could go out on day 7 if I had a negative test).</p> <p>I was literally exhausted, both physically and mentally. I rested a lot while trying my best to advance in my research. This Covid period was, since the beginning of my internship, when I lacked motivation the most and was easily dispersed. I read several pieces of literature and</p>
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		<p>watched many documentaries and videos on everything that could be related to my research question. The writing of other documents such as this internship weekly logbook took me a lot of time as well. Lastly, I started to think about the components I wanted to insert in the writing of my interviews.</p>
<p>11 17th Jan.-23rd Jan.</p>	<ul style="list-style-type: none"> - working on research (going through sources, writing weekly logbook, reporting my internship hours through Clockify document, hierarchy (learning goal), job summary sheets, mid-term evaluation) -activities at the footer of buildings -“Les Visiteurs” -organisation of Youth Parliament and games -conference (“Current Issues in Research”) 	<p>I felt much better this week even though waking up in the morning was still hard. On Monday and Tuesday, I focused working on my research, finishing the writing of my weekly logbook (I had missed several diaries entries) and going through sources I had saved for my research. I created a document dedicated to my perception of hierarchy, with the aim to draw a graph representing how I felt about hierarchy throughout my internship (a part of my learning objectives). In addition to this, I have prepared my job summary sheets to hand in to the social centre and I asked Kéral to fill in my mid-term evaluation, after a meeting with him. I know I was clearly late in completing that task, however there was the Christmas break and then we were both in isolation due to Covid. It is a good lesson for my future career though, in the way that it showed me the importance of planning, getting well-informed beforehand (course guide), setting deadlines in calendar, which I have appeared to forget. I wanted to upload my mid-term evaluation. It should have been done earlier (around the Christmas holidays period) but I am waiting for the document to be translated from French to English.</p> <p>I went back to work after obtaining a negative antigen test on Wednesday. As usual, we organised the activities at the footer of buildings. I was at “Les Marronniers” with Naty however it was very cold and windy so not many children came.</p> <p>On Thursday, I was feeling exhausted (post-Covid). “Les Visiteurs” were taken in charge by the artists in residency on the afternoon however they were very dispersed and we had trouble supervising them. I was tired so my patience was shorter than usual. We debriefed on the activities afterwards and we decided to split the group in two for next week so that the workshops with the artists would be more productive. The “Accueil Jeunes” was calmer though. We went through the organisation of a 2-day trip (Youth Parliament) and played games. On Friday, the art workshop was cancelled at the elementary school due to strikes again. Hence, I went to the mosque and then prepared for the trip.</p>

		<p>The Youth Parliament trip took place over two days in Rians, which is a village located about an hour from Marseille. I decided to attend it as part of my research hours and not my internship hours. Accordingly, I was not an animator but a young adult attending the event on behalf of the Centre Social Saint Gabriel. It came under my course “Current Issues in Research” as a format of event I wanted to explore. The diary entry providing details of this 2-days conference will be added to this logbook. I must say it was a very fruitful experience, it allowed me to reinforce the bonds I had with the teenagers of the “Accueil Jeunes” even more and was a good example of the measures that can be introduced to promote youth engagement.</p>
<p>12 24th Jan.-30th Jan.</p>	<ul style="list-style-type: none"> -meetings -organisation of holidays -cooking workshop -mental health workshop -outing Pôle 164 -“Les Visiteurs” -art workshop -working on research (going through sources, writing weekly logbook, reporting my internship hours through Clockify document) 	<p>We started the week with a meeting to organise the Winter holidays (which start on 4th February). We mentioned the activities we wanted to schedule, how many animators would need to be recruited etc. Since the Christmas holidays, it is a process I am way more familiar with. It was important more challenging though because Chamou was going on paternity leave and Naty was ill, expected to come back on the second week of holidays only. It required flexibility and organisational skills but we managed quite well. Next, we went grocery shopping for the cooking workshop. We were expecting everyone to come to the cooking workshop as the drums workshop was exceptionally cancelled. Nevertheless, there were not many teenagers. Adam, Nissy and me still supervised the cooking workshop and after closing the social centre, we decided to spend some time together and watch a soccer game. There was a fanzone not far from the social centre (and my apartment), celebrating the game (Comoros Islands were playing at the Cup of African Nations). It was a very nice moment and as usual, it enhanced team cohesion.</p> <p>Exceptionally, my presence was not required on Tuesday for “Les Visiteurs”. In the evening, we assisted to a mental health workshop, featuring an association who debunked the myths around schizophrenia and other mental illnesses. It was organised for the “Accueil Jeunes” and it was very insightful. We shared feelings and asked questions openly. The adolescents were very respectful and involved in the workshop. I think it is at the same time necessary and amazing that the social centre allows youths to attend such events.</p>

		<p>On Wednesday, instead of going on site at the footer of buildings, we organised an outing with the teenagers from “Les Rosiers” and “Les Marronniers” to “Pôle 164” which welcomed a dance workshop. We, including the animators, participated to it and were mixed up with groups from different structures. It was a nice moment and it is very relevant to my research project as well.</p> <p>On Thursday, “Les Visiteurs” were split into two groups and were asked to follow the workshops put in place by the two artists in residency, Julien and Javiera. They were way more committed than last week to the activities, which was more agreeable for us activity leaders as well.</p> <p>Lastly, on Friday, I went to the elementary school for the art workshop. I was so happy to see that they were nearly all done with their realisations (accordion books). I enjoyed this moment with the kids and I am looking forward to see the exhibition on the last day before the holidays (next week).</p>
<p>13 31st Jan.-06th Feb.</p>	<ul style="list-style-type: none"> -meetings -organisation of holidays -cooking workshop, drums workshop -“Les Visiteurs” -‘Cine-club’ -activities at the footer of buildings -“Les Visiteurs” -theatre workshop -art workshop -theatre forum representation “Théâtre Toursky” -working on research (going through sources, writing weekly logbook, reporting my internship hours through Clockify document, mid-term evaluation, research project) 	<p>I was supposed to join the big meeting on Monday however I had important appointments with academic referees. As a result, I only came at 2pm. We finalised the organisation of holidays and planned a meeting with all the animators on Wednesday. It was the occasion to meet everyone and debriefing of all the activities scheduled on the holiday periods. We then went grocery shopping and prepared the cooking workshop. On that day, I supervised the drums workshop with a part of the “Accueil Jeunes”. Everything went well and it was powerful and symbolic to synchronously play drums together.</p> <p>“Les Visiteurs” on Tuesday and Thursday were dedicated to the dinners with their families and teachers. We spent the day in the social centre’s refectory and supervised the dinner preparation. We managed everything quite well and the teachers were impressed by the dinners.</p> <p>On Tuesday evening, I led a “Cine-club” session with the “Accueil Jeunes”. All the teenagers of the “Accueil Jeunes” have African origins and I wanted to put the accent on cultural references. We projected a documentary on Thomas Sankara, a pan-Africanist revolutionary and ex-president of Burkina Faso. At first, they were reluctant to watch a documentary but in the end, they loved it. It was followed by a discussion around slavery and colonisation. I am convinced the key to mitigating social inequalities is access of education and learning on cultural references appears as enriching.</p>

		<p>On Wednesday, I was sad to not see many children during the activities at the footer of buildings. Once again, the weather conditions did not favour working on site.</p> <p>On Thursday evening, Kamel, the theatre professor, came to Centre Social Saint Gabriel with teenagers from another community centre. This session was put in place in view of the theatre forum at Théâtre Toursky, one of the most important theatres of Marseille.</p> <p>The representation on Friday evening at the theatre was amazing. Many people in the audience participated, including parents. Interesting conversations ensued from the theatre scenes. Earlier during the day, I went to the elementary school and was proud to see the final products of all the art workshops. In our group, the children had finished all their accordion books and were proud to show the results. It was very rewarding to observe the achievement of these extracurricular activities.</p> <p>Meanwhile, I worked on my research project, thinking about everything I needed to do with the interview guides and drafting the study, filled in my Clockify document. I also uploaded my mid-term evaluation after a meeting I had with my academic supervisor. It was agreed that I could submit it in French. Furthermore, on a common ground, we prolonged my internship to 11th March. Even though the official end of the internship was 4th February, I still had three weeks to send all the required document (assessments, internship report/research, survey). This was extended so that I would have the time to finish my interviews (as the children were on holidays for two weeks from 4th February) and that my academic supervisor would have the time to go through everything before grading my internship.</p>
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Events Attendance Logbook

Student name: Sahar El Fajjah

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Major: Free Major

Date	Event	Hours spend
21-11-2021	Being (im)mobile in a world of movement	2h00
	<p>“Being (im)mobile in a world of movement was an exhibition organized by the University of Manchester. Despite the pandemic which has pushed many cultural structures to propose events online, I am not used to participate to virtual exhibitions. Nevertheless, I was agreeably surprised. The website to access the event was well organized and provided summaries of various works and pieces all linked to stories of migration. For example, some involved the description of books, others poems,</p>	

	<p>photographs, films, music. At the end of each description, we could find a contact or a link to discover more about the piece. They all presented different layers of migration, going from the travel routes themselves to intergenerational perspectives, settling down in precarious situations or creating senses of home.</p> <p>The one I spent the most time on is called “It was tomorrow”, a co-creative research with men originated from Egypt who landed in Italy. The documentary retraced their journey and their landing to Lampedusa, a Mediterranean island where many people arrive before reaching the shores. It was very moving and gave insight on what migrants may go through.</p> <p>Overall, I would say this exhibition allows people to approach migration in a singular way, listening to embodied stories, not being presented as an abstract topic. In my eyes, this is crucial as it fosters empathy and openness to the Other.</p>	
	<p>This event did not require participation from the audience. Notwithstanding, we were rather “free”, just like in a museum, to learn more about the pieces. In this sense, it was our role to explore the website, which I had never done before in the events I had attended so far. We also had the possibility to mail the contacts which appeared at the bottom of the pieces’ descriptions, despite not having direct interactions with other attendees.</p>	
01-12-2021	<p>“Cercle de Femmes”</p>	2h00
	<p>“Cercle de Femmes” was an event which took place online, nevertheless having most of its participants and its organiser, Margaux Adant, based in Belgium. “Cercle de Femmes” in French literally means Circle for Women. As indicated in the title of the event, it is a support circle for women, which is scheduled every month. I had already been enrolled in several ones before, however it was my first time attending the circle in a while.</p> <p>The purpose of this support group is to create a regular meeting between women to discuss various topics and share experiences in a safe space. It was very fruitful to see how the event host managed to create a feeling of security and an atmosphere which favoured respect, empathy and benevolence. Some rules of the circle were for example to listen to others without interrupting nor judging nor making unrequited comments. The experience of being part of a circle with females solely, made me realise how important it was for individuals to be in an environment where they could share something in common with other people evolving in the same context (gender, ethnicity, religion for instance).</p> <p>On 1st December, we discussed the thematic of freedom and judgement. It was especially enriching to exchange ideas on these complex topics, which stimulated me intellectually. At the end of the event, I felt regenerated at the end of the circle. It is a format which I very much appreciated.</p>	
	<p>As being a circle, this event required me as a student to be active, to carefully listen to other attendees, present myself, open up to others and ask questions.</p>	
05-12-2021	<p>Educators MeeTalk DreamTeamv3: VIRTUAL STRESS AND MENTAL HEALTH</p>	2h00
	<p>This webinar is one I wanted to attend, particularly in the context of my internship, completed in a social centre, intersecting with the domains of social sciences and humanities. As being in touch directly with academic and educative bodies in times of Covid, I believed this event was especially relevant.</p> <p>“Educators MeeTalk DreamTeamv3” featured intervenors connected to education in diverse ways. It was an occasion to share advice, facts and experiences related to education. It was inspirational and it gave us some tools to self-regulate and work on stress management.</p> <p>I really liked the discourse of one of the speakers, who was Cambodian and rose the subject of spirituality and religion in dealing with anxiety. Since then, I have been applying meditation techniques whenever I lacked motivation or felt overwhelmed by all the tasks I need to achieve.</p>	
	<p>Primarily, we all had to listened to the lectures. Sometimes, we were asked to interact in the group chat depending on how each speaker had organised her/his intervention</p>	

	and what she/he expected from us. Ultimately, the Q&A session allowed us to ask questions and/or make any further comments.	
08-12-2021	Impact of Domestic Abuse in the Workplace	2h00
	<p>This online workshop was very moving. I thought it would be interesting to attend such an event considering the raising amount of domestic violence cases since the outbreak of the Covid pandemic.</p> <p>First of all, presentations were given by several intervenors, providing definitions of domestic abuse and its extensive nature (socio-economic status, age, race, religion, gender, sexual orientation). They introduced us statistics which really illustrated the prominence and importance of the issue. The psycho-emotional processes involved in domestic abuse were described and tools to overcome it were given. The impact domestic abuse has on businesses and workplaces were emphasized through well explained dynamics and examples. Solutions at different levels of action (employees, employers, colleagues and their respective surroundings) were offered. The aspect I liked the most about this event was the guidance they provided, notably at the end, with clear resources to rely on, if one was to be confronted to domestic abuse.</p>	
	We could during the entire session, ask questions, discuss and share with one another in the group chat. In that regard, it was a workshop. Nevertheless, a barrier for me, was the fact that it was virtual. For some, perhaps it was easier to share with strangers or people we could not see/feel, however to me, it was harder. I had trouble participating actively to the workshop as I have a personal story linked to this topic, which is possibly not totally healed.	
From 21-01-2022 to 23-01-2022	Parlement Libre des Jeunes	2 days
	<p>I heard about this 2-days convention through the bias of my internship. Indeed, I work in a social centre which makes diverse propositions for its youth sector and I had the opportunity to attend this event, organised by an association called Aequitaz, with the other teenagers and young adults who regularly come to the social centre. "Parlement Libre des Jeunes" (translated from French as "The Free Youth Parliament").</p> <p>As it lasted for two days, we really had the opportunity to get immersed in the project. We created bonds with other people (we were approximately 70 people) and lived as part of the community, contributing to the chores, activities and evening gatherings. The motto of the "Parlement Libre des Jeunes" is to "bring our dreams and angers higher". After presentation games, we started the project by individually writing one thing we felt angry enraged about and one dream we had. From this, various topics appeared: racism & discrimination, wealth, success, self-esteem, bullying and travelling. We were dispersed into groups to work on these thematics and make a production (sketches, videos, poems, letters, choreographies, songs, etc...) to present in front of everyone on the last day. At the end, each group suggested ideas to respond to the points that had been addressed. Open discussions followed.</p> <p>I thought it was an amazing experience and would recommend it to any young adult. We sometimes feel rejected from political spheres and this is an opportunity to make our voice heard and change things.</p>	
	We were all asked to participate throughout the week-end. Indeed, on one had with the chores around the structure where we were staying and on the other hand, with all the activities counted in the project. We had to exchange and discussed with other people, ask questions, give our opinions, debate, play games. We also had to listen to each other and respect everyone's views. It was a very good exercise, notably for students like me.	