



Formation pour les professionnels  
de l'enfance, de l'adolescence et de la famille

# Les mineurs et jeunes majeurs non accompagnés

La formation continue du Centre d'Ouverture Psychologique Et Sociale (Copes) s'adresse à tous les acteurs du champ médical, psychologique, pédagogique et social (médecins, gynécologues, obstétriciens, psychologues, psychiatres, pédiatres, infirmiers, éducateurs, travailleurs sociaux, moniteurs d'éducation familiale, psychomotriciens, orthophonistes, sages-femmes, puéricultrices, enseignants...), garants de la prévention précoce et de la santé globale de l'enfant, de l'adolescent et de la famille.

Les stages et les formations sur site proposés par le Copes explorent les domaines de l'enfance à l'adolescence, les problématiques familiales, sociales et culturelles et les questions institutionnelles.

**Le Copes est habilité à recevoir au sein de toutes ses formations les professionnels de santé (médecins, sages-femmes et paramédicaux) qui sont concernés par le DPC.**



## Comprendre pour mieux protéger

En partenariat avec Babel formation.

Chaque année, des mineurs isolés étrangers arrivent en France sans leurs parents ni représentants légaux.

Dès leur arrivée et après une évaluation, ils sont pris en charge par l'Aide sociale à l'enfance.

Leur prise en charge suscite des interrogations spécifiques et la nécessité de réinterroger nos pratiques et nos positionnements professionnels.

La rencontre avec ce public spécifique, point de jonction entre la protection de l'enfance et la politique migratoire, apporte une richesse parfois inattendue et la nécessité d'adapter un cadre créatif, innovant et protecteur.

**Animé par Juliette Leconte, psychologue et Rahmeth Radjack, psychiatre.**

### Thèmes

Réalité et enjeux psychiques, familiaux et sociaux de la situation des jeunes isolés étrangers : pourquoi et comment arrivent-ils en France sans la protection de leur famille ? — Quel est leur vécu de cette situation singulière ? — Quelles sont leurs vulnérabilités ? — Comment envisager leurs relations avec leurs familles et leurs pays d'origine ? — Comment s'« individuer » et devenir adulte dans de telles circonstances de séparation ? — Comment appréhender les traumatismes vécus au pays, durant le voyage d'exil et les traumas post migratoires dus aux paradoxes de l'accueil ? — Pratiques professionnelles élaborées par différents services.

### Objectifs

Comprendre la spécificité des Mna pour mieux accueillir et protéger. — Savoir reconnaître les traumas pour mieux orienter et accompagner. — Appréhender les pratiques professionnelles d'accompagnement des jeunes isolés étrangers. — Soutenir les mineurs et jeunes majeurs non accompagnés dans l'élaboration d'un projet d'avenir lorsque celui-ci est si incertain. — Être en capacité de questionner, élaborer des pratiques professionnelles innovantes.

### Public et prérequis

Les professionnels de toute discipline intervenant à divers titres avec des mineurs et jeunes majeurs isolés étrangers.

### Méthodes de travail

2 jours. — Exposés théoriques et pratiques suivis d'échanges avec les participants. — Documents, textes de référence, vidéos. — Études de cas, vignettes cliniques.

#### Stage

SM24-57P

#### Tarif

540 €

#### Lieu

Paris

#### Dates

6-7 juin 2024 (soit 14 h sur 2 jours)

## JEUDI 6 JUIN 2024

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Accueil des stagiaires.

Présentations.

Qui sont les mineurs non accompagnés ? Les différences et les similitudes.

Le vécu pré-migratoire. Les raisons du départ.

Le voyage.

Quels impacts sur la vie, sur le quotidien, et sur l'accompagnement par les professionnels ?

Exposés, vignettes et travaux avec les stagiaires ..... 9 h à 13 h

**Leconte Juliette, psychologue clinicienne, France Terre d'Asile, Paris.**

Le travail avec la famille.

Les impacts émotionnels, psychiques possibles sur les professionnels ..... 14 h à 17 h

**Leconte Juliette**

## VENDREDI 7 JUIN 2024

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Le trauma. L'évènement traumatique, le trauma psychique et les conséquences psychiques possibles.

Savoir repérer les symptômes traumatiques.

Exposés, vignettes et travaux avec les stagiaires ..... 9 h à 13 h

**Radjack Rahmeth, pédopsychiatre et psychiatre transculturelle, Maison des adolescents de l'hôpital Cochin; Liaison périnatalité maternité Port Royal; docteure en psychologie.**

Le cadre institutionnel et l'accompagnement éducatif. Apports théoriques.

La culture et les MNA. Quels positionnements pour favoriser le lien.

Exposés, vignettes et travaux avec les stagiaires.

Conclusion. Évaluation du stage ..... 14 h à 17 h

**Radjack Rahmeth**

the 1990s, the number of people in the world who are illiterate has increased from 1.2 billion to 1.5 billion.

There are many reasons for this. One is that the population of the world is growing so fast that the number of people who are illiterate is increasing even though the percentage of illiterate people is decreasing.

Another reason is that the quality of education is poor in many countries. Many children who go to school do not learn to read and write.

There are also many people who are illiterate because they do not have access to schools. In many rural areas, there are no schools or the schools are very far away.

Finally, there are many people who are illiterate because they do not have the time or money to go to school. They have to work to support their families.

There are many ways to help people who are illiterate. One way is to build schools in rural areas. Another way is to provide free education for children who are poor.

Another way is to provide literacy training for adults. This can be done in community centers or in the homes of people who are illiterate.

Finally, there are many ways to help people who do not have the time or money to go to school. One way is to provide free textbooks. Another way is to provide free transportation to school.

There are many other ways to help people who are illiterate. The important thing is to find ways to help them learn to read and write.

It is important to help people who are illiterate because it is one of the best ways to help them improve their lives. People who can read and write can find better jobs and earn more money.

They can also learn about their rights and how to exercise them. They can also learn about the world around them and how to improve it.

Finally, people who can read and write can help others who are illiterate. They can teach them to read and write and help them improve their lives.

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