



Atlantic Social Lab

Cooperation for the promotion of Social Innovation

ATLANTIC SOCIAL LAB STUDY VISIT REPORT - STUDY VISITS HELD IN TOULOUSE

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A. GENERAL INFORMATION	
Date	23 – 11 – 2022
Location:	Toulouse
Name	CRIJ – Info Jeunes Toulouse
Legal Status	Association with a Public Service Mission
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B. SHORT DESCRIPTION	
<p>Objectives <i>(identify the main goals of the project and target groups addressed)</i></p>	<p>Info Jeunes Occitanie (Regional Youth Information Center - CRIJ) is an association that aims to promote access to autonomy for young people. Based in Toulouse and Montpellier, it leads, coordinates and trains a network of around 90 regional structures. The State labels the CRIJ and the Information Jeunesse Occitanie network. Through their actions, they help young people use information as a strategic element in their decision-making throughout their journey.</p> <p>These establishments in the districts of Toulouse are under specific legislation in France called “Politique de la Ville” (City Policy). The city policy has two strong ambitions: to reduce the development gaps between disadvantaged neighbourhoods and their urban units and improve their inhabitants’ living conditions, particularly by fighting against all forms of discrimination. Associations like CRIJ should be located in these strategic areas to help the government bridge these gaps.</p> <p>There are two units in Montpellier and five in Toulouse. This report focuses on the activities developed at Info Jeunes Toulouse Nord and the “Numéris Social Project” - free workshops to discover the digital world differently.</p> <p>Overall the association’s objectives help young people to: build a career, find a job, get involved, find accommodation, travel abroad, take care of themselves, have fun, have access to one’s rights, and learn how to get information.</p> <p>The “Numéris Social Project” consists of free workshops and activities to open the future to young people in the Haute Garonne. The project has two specific goals: to change the way young people look at their future and allow them to regain their self-confidence.</p> <p>The target group is young people from Haute Garonne aged between 17 and 29. Priority is given to people who are neither in school, training, or in employment.</p>
<p>Methodology <i>(identify the methodological principles, mode of operation and level of intervention)</i></p>	<p>The project is developed through a multidisciplinary team. All interventions are focused on the individual needs of each young person and each pathway is individualised so that it can respond to the needs identified. In the development of the different activities, young people are given autonomy to carry out the tasks by themselves and the team members act as guiding guides that support their development.</p> <p>The intervention strategy is divided into two moments: a first moment in</p>

	<p>which they seek to attract young people to their facilities and a second moment focused on the activities developed in the facilities.</p> <p>For the team, it is essential to establish a communication channel with young people who would not come to them naturally. We are talking about young people at risk of social exclusion in vulnerable neighbourhoods, sometimes with delinquency problems or addictions.</p> <p>Working on these problems and redirecting these young people towards new professional paths requires in-depth work, which would only be possible with a link of trust between the young people and the team members. Gamification serves to start this purpose of creating trust.</p> <p>To attract young people to their premises, they take digital devices into the neighbourhoods and seek to foster engagement through cultural expressions that these young people like, such as street art or music.</p> <p>In addition, they also freely play with the devices on the streets to create curiosity in young people and hope that they are the ones to seek contact in order to receive more information about those activities.</p> <p>However, these strategies only work with some users, so the methodology is diversified and geared towards individual needs and motivations.</p>
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C. MAIN FINDINGS	
<p>Social Needs <i>(identify the social needs the organisation intends to fill)</i></p>	<p>The Social Numéris project prioritises identifying and supporting those young people who have difficulty finding their way, motivating them and involving them in their future.</p> <p>This project seeks to fulfil a set of social needs, namely:</p> <ul style="list-style-type: none"> - favour the lasting professional and social integration of those unemployed young people who are outside the educational system; - Development of social and professional skills; - To promote the professional insertion of young people at risk of exclusion; - Prevent marginalization; - Development of soft-skills - Promoting health, active citizenship and independent living; -To reduce inequalities in access to social services; -To reduce social inequalities; -Empower young people and make them responsible for their career paths.

<p>Social Innovative Practices (<i>identify the main social innovative practices developed and the extent to which the work developed responds to those needs</i>)</p>	<p>The project has a deeply digital strategy and uses virtual reality to train individual and collective skills directly aligned with previously identified needs.</p> <p>The existing courses under the project are:</p> <ul style="list-style-type: none"> - Introduction to virtual reality; - Creation of video games; - Sound creation and podcast; - Introduction to E-sport; - Video creation and editing; - Streamer course. <p>In addition to these courses, young people can use the Info Jeunes facilities to use the available digital devices. There is always a concern across all devices - to train soft skills. Among the different devices we highlight the following:</p> <ul style="list-style-type: none"> - Driving simulator: to train focus, concentration, coordination and self-esteem. The simulator ends up bringing added motivation to young people. This device is aimed at two main types of young people: those who have difficulties paying for driving lessons, those who come from other countries where driving is different, and those who have had traumatic road accidents and need to regain confidence. The aim is not to be an alternative to driving schools but to train the soft skills needed for this task. - Virtual reality glasses: where they can experience and learn about various professions such as teaching, working in the industry, retail shops, and mechanics, among others. There are several games that young people can use to train in different professions. Suppose there is a specific curiosity about any of the dimensions they have trained in the virtual reality games. In that case, young people are then referred to the vocational guidance office to work on possible paths in a more structured way. - Audio and video tools: to encourage young people to develop their music, individually or together, their podcasts and videos that they can use as alternatives to the CV, among others.
<p>Collaboration and Networks (<i>identify the main connections of the organisation</i>)</p>	<p>CRIJ establishes many important collaboration networks. The most formalised are those with AFEV, UnisCités, the Local Mission of Toulouse, the association ICARE and the EPIDE. In addition, they also have partnerships with other international organisations (public, social enterprises and academia), through their presence in projects, of which the Atlantic Social Lab is a good example.</p>

D. MAIN CONSTRAINTS TO SUCCESS	
<p>Challenges and Barriers (<i>identify the main problems that the organisation faces: financial resources, human resources, networks, innovative environment...</i>)</p>	<p>The main challenge facing this project is the existence of a certain mistrust of institutions, especially public ones. In this sense, one of the main barriers is attracting young people to their facilities and disseminating the available activities and devices so that all young people know their rights and how to access social services.</p> <p>Another barrier identified is to make funders understand that impact metrics need to accurately measure the real impact of these initiatives, which goes beyond what metrics can measure.</p>

E. CONCLUSIONS	
<p>Key Concluding Lines</p>	<p>This project combines the satisfaction of social needs with digital technologies, embodied in a concern for individuality. Digital devices aim to work on soft skills that young people will need for their future lives: from self-confidence to personal care, coordination, teamwork, focus and coordination. The devices have two functions: the one identified above and generating curiosity to attract young people to their facilities. The team first seeks to establish a bond of trust to develop a more structured work of guiding these young people to design their professional paths.</p>
<p>Other information considered relevant</p>	<p>Nothing relevant to add.</p>

Study Visit Photos



Figure 1 – Different games to train different skills



Figure 2 – Virtual Reality Device



Figure 3 – Driving Simulator

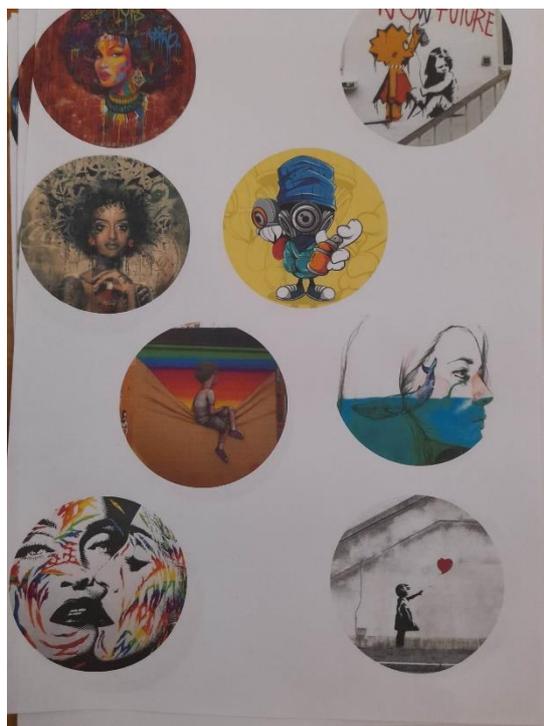


Figure 4 – Street Art for outdoor activities

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