

## Accompanying young adults Life Long Paths towards a less precarious employment

2012-1-FR1-LEO05-34226

<http://www.adam-europe.eu/adam/project/view.htm?prj=10372>

## Project Information

Title: Accompanying young adults Life Long Paths towards a less precarious employment

Project Number: 2012-1-FR1-LEO05-34226

Year: 2012

Project Type: Transfer of Innovation

Status: running

Country: FR-France

Marketing Text: AcroJump worked on the collaborative networked accompaniment of less qualified young people through Professional Social Networks and the valorisation of their experiences. This enabled the young people to build their "value-as-a-worker" together with their "value-as-a-person" in a process that can be sustained throughout the LL professional path. Through the PSN, companies may take their whole part in the accompaniment process. One of the key issue is the ability to manage one's Virtual Professional identity. The 20 Territorial Pilot Actions involved more than 320 young people, 45 accompanying persons, 18 persons from companies, recruiting and insertion bodies in more than 35 different structures in 7 Regions in 4 Countries. A set of recommendations was issued to sustain further actions and projects for a better access to employment using PSNs

Summary: The AcroJump project worked upon the accompaniment process for less qualified and/or less experienced young people in their path towards a job by using Professional Social Networks (PSN).

The methodology was derived from a capitalisation of 5 previous European projects on accompanying people in difficulties

The practical experiment was conducted as Territorial Pilot Actions (TPA) in 7 Regions in 4 Countries (Rhône-Alpes and Brittany in France, Catalonia and Balearic Islands in Spain, Emilia-Romagna and Rome in Italy, Bucharest in Romania). They involved more than 320 young people, 45 accompanying persons, 18 persons from companies, recruiting and insertion bodies in more than 35 different structures. Questionnaires, interviews and participatory observations have provided with a permanent feedback on the TPAs. They constituted the main vector for disseminating the Acrojump innovation among the target audiences, the beneficiaries and the stakeholders.

The three main hypotheses of the project, were: to be able to have a PSN able to integrate less qualified people, their accompanying person; to valorise less formal experiences to evidence, beyond the school failures, the capabilities of the young people; to support the networking of all the actors committed in the accompaniment process together with employers.

The main outcomes and findings include: the positive appreciation of the collaborative accompaniment process; the positive role of the less formal experiences on self-esteem and confidence building; the attractiveness of PSNs for young people, because it is a place where they are not at failure; the complementarity with CV; the difficulty to speak of oneself when you are not much experienced; the defiance of accompaniment professional regarding the contents within the social networks in general; the necessity for all to develop abilities in managing one's personal virtual identity.

Project recommendations towards policy makers in Regions and in Europe include developing PSNs inclusive for young people in difficulties, raising awareness and abilities to better manage one's VPI, and developing networked accompanying processes.

Description: Why working with PSNs?

The PSN profile (LinkedIn, Viadeo, etc.) is actually the memory of the professional career of the person during her whole life. It supports networking with professionals and companies, displays information and previous experiences, and more and more it is also a tool for direct recruiting. But there is an issue about the access of less qualified people to PSN that would be suitable for them, and for companies that could offer jobs to them

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Why willing to experiment a networked accompaniment process?

AcroJump decided to experiment in the TPAs a kind of accompaniment that would commit all the actors: the young people themselves (through peer-to-peer), the teachers and trainers, the professionals of guidance, counsellors, recruitment and HR people, etc. Working as a network favours a vivid collaboration, more efficient than a simple transfer of information circuit.

Why working on the valorisation of less formal experiences?

What is displayed in a PSN profile, in general, are the professional experiences, with a rather high level of details. The recruiters, the "friends" are then able to make their opinion about the capabilities of the person, about her potential and interests.

The main impacts took place during the TPAs, through conferences and seminars, within the partners' network meeting, through local Medias (newspapers, TV, radio), and though the Final Conference in Istanbul.

The main outcomes and findings include

The relationship accompanying accompanied:

All participants have a positive appreciation of the accompaniment process and relationship, whatever the form taken. This included peer-to-peer accompaniment.

The valorisation of less formal experiences:

- the less qualified young people or with great difficulties (CatEnse, CEIS, ENFAP) have appreciated to be able to speak "positively" of themselves; they appreciated the effort to compose the texts, with the possibility to work by trials and errors; nevertheless they also recognised to difficulty to be able to speak about oneself with more details than a simple CV;
- the students which aim at a University diplomas were less inclined to understand the interest of valorising out-of-school experiences; they had to look at what recruiters and HR people say to understand the value they put into whatever can "make the difference" in a recruitment process.

It was one of the principles of the process and appear to be one of its great strengths.

About the use of PSNs:

It was probably the most disturbing part for the accompanying persons, who had to put in question their habits and practices of accompaniment.

The tool is not separable from the idea of valorising the less formal experiences :

We have mocked up the real PSN by proposing to the young people to create their profile and key in their experiences as if it was professional ones, by specifying what was more interesting or motivating for them in these activities; they had to choose tags that could be significant for recruiters. The profiles are created as drafts and only published when they are satisfying.

Given the type of the tool (adapted from an available Open Source existing one), all the experiences are store into a common database than can be browsed by person of tags.

What was attractive for the young people?

From the start the vast majority of young people have well accepted the tool, they were at ease with it. They complied with the way of use suggested by the tool itself. Whatever their difficulties in school or social disability could be, regarding social network their do not "fail"; they are able to browse spaces, post complex elements (photos, videos, and music). They appreciated to be able to exchange with other in a European context.

What was disturbing for the accompanying persons?

Some accompanying persons seemed to be little acculturated to the Web 2.0. They were disturbed by the flexibility and lack of structure of the tool which let free to key

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in information (as on a Facebook page). They did not understand the logic of tagging and thus were not able to help young people in using efficient tags. They were used to more traditional tools and they tried to "bend" the tool to fit their usual way of doing instead of looking to exploit the possibilities offered.

### The discussion about PSN profile vs CV

In all the TPAs there was a discussion about the respective roles of CV and PSN profiles. It was quite generally recognised that there are complementary, that they can be used in different moments for different purposes. The CV may be considered as a synthetic summary of the profile. In some cases, the RSP proposes to issue automatically the CV from the profile (LinkedIn). It was also noted that the CV is less personal, more standard. The profile is more implying. Thus it may not be easy to fill it without the help of an accompanying person. It is something that is noted also with the filling of a Europass CV, which is more like a PSN profile than a usual CV.

### Impacts and sustainability include

The main measures of impacts are based upon the appreciation of the actors in the territories, and their perceived value of the dissemination actions.

### The valorisation actions

The different dissemination activities aim at valorising the project findings and outcomes, disseminating its philosophy, impacting reflections, actions and orientations of the different targets audiences, stakeholders, policy and decision makers.

They comprise:

- the TPAs themselves which are the mainstream towards less qualified and less experienced young people, and enabled to target education and insertion institutions, guidance organisms, companies, etc.; the local media (newspapers, radio, TV) were a privileged vector of communication;
- conferences and seminars enable to address broader communities of interest who may benefit from the project outcomes and, in return, provide the project with reflections, insights, suggestions ; it is also an efficient way to make the link with other European projects or initiatives (TLN Mobility, VNFIL, etc.);
- presentations in the partners' networks enable more thorough discussions that enrich the work of project and of the network, influence decisions of orientations, prepare future actions and thus value the project on a longer term;
- the participations in activities organised by the Erasmus+ France Agency are a key element to evidence synergies and complementarities between the different projects and to identify new axes of development for the next proposals and new possible partners;
- the Final Conference in Istanbul took place in continuity of the 2014 Europe University of Regions and Territories of FREREF; it was the opportunity to meet a public well beyond the limits of the consortium; the discussions that took place have confirmed the interests raised by the ideas developed by AcroJump; they showed that we were just at the beginning of an innovation process; we also set up the basis for a new project, involving new partners.

### Towards young people

A significant number of young people were involved in the TPAs, with various ages, qualifications and backgrounds. They participated in reflections, practices sharing, accompanied activities around PSN uses, and valorisation of their non-school experiences. Their comments and appreciations were listened to, about peer-to-peer, about virtual identity. There were significant differences between the young people in great difficulties in Emilia-Romagna, the young people in VET in Catalonia (Cet-Ense), the young adults looking for employment in Catalonia too (SOC), the over-qualified students (regarding the job offers) in Balearic Islands, the students looking for internships or

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reflecting about their professional projects in Brittany and Bucharest. Nevertheless, we were able to derive common elements. We have learned these lessons in order to continue in the next months or years.

During the TPAs, the young people regretted that there were not more companies involved (except in a few cases for Cat-Ense, Opcalia-RA and Bucharest). This is mostly due to the local context of the PTAs.

### Toward accompanying persons

The teachers, trainers, professionals in insertion and employment, recruiters, etc. who took part in the TPAs have all manifested their interest for a project that brings innovation in the accompaniment process of young people towards employment. This innovation appears:

- in improving pedagogical aspects (Cat-Ense, UBS) ;
- in facilitating operational actions to look for an internship or a temporary job (Bucharest, cat-Ense, SOC, Sophia R&I) ;
- in reflecting about self-esteem and confidence (Cat-Ense, Sophia R&I) ;
- in reflecting about the ability of accompanying persons to sustain the motivation including for themselves (SOC) ;
- in supporting a renewed dialogue between the different actors of the insertion processes (UBS, Opcalia-RA) ;
- in fostering the idea that it is necessary to change the role of companies in accompaniment, especially for the small companies, when increasing the role of PSNs (Opcalia-RA) ;
- etc.

All these actors spoke about their questioning upon the use of PSNs, the ability to create and manage one's professional virtual identity, and the evolution of the lifelong professional paths. They evidenced the crucial need for training and accompaniment for themselves, so that they would be more efficient in integrating these new elements.

### Toward Territories

TPAs have concerned all the territories implied in the project (French Brittany, Rhone-Alps, Catalonia, Balearic Islands, Emilia-Romagna, Rome, Bucharest). On these territories, the innovation installed by the project practices has been underlined by all the actors and organisms implied in the actions, such as:

- the building of local networks of accompaniment (South Brittany);
- the collaboration with guidance networks and networks piloted by the Town authorities (Balearic Islands);
- the reflection about the accompaniment of companies and recruiters (Rhone-Alps).

The dissemination events other than the TPAs have opened a broader domain to the project outcomes:

- presentations and discussions within the partners' networks and during events organised by the Regional institutions (all Regions);
- presentations and discussions within European networks: TLN Network, EUCIS-LLL, EARLAI, ISFOI, University Bogaziçi Life Long Learning Center (UBLL), Municipalité d'Istanbul, réseau EDEN, Dutch Foundation of innovation Welfare 2 Work, Conseil Régional de Lorraine, Réseau International Cité des métiers, ...
- poster presentations during international conferences in Psychology and Sociology of Work (Padoue, Dubrovnik);
- the dissemination in the UERT of FREREF in Istanbul enables to access Turkish actors and numerous other nationalities.

### Toward policy and decision makers at local, national and European levels

The members of groups and networks in Europe, the policy and decision makers to whom we were able to present the findings and outcomes of AcroJump have all manifested a great interest. Some of them have underlined the innovative character of the project, especially in the way it took into account the preoccupations of the different actors.

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### Some quantitative elements

There were 20 TPAs that involved more than 320 young people, 45 accompanying persons, 18 persons from companies, recruiting and insertion bodies in more than 35 different structures. On the e-profile tool, there were about 390 users (290 young people, 19 facilitators and 1 company) who created about 250 experiences. More than a hundred of young people have created their LinkedIn or Viadeo profile during the TPAs.

There were two scientific publications (conference posters), a dozen of press articles or information flashes in the regional Medias, and numerous presentations in the partners networks ads activities. .

### How to go further?

#### The evolution of recruitment under the influence of PSNs

PSNs are taking more and more importance in the recruitment processes: displaying of job offers, direct recruitment, look at the profile during or before a face-to-face meeting. They are often completed by interviews or "real life" experiences (serious games).

Most of the big PSNs are places when appear persons having already a rather high level of diploma and a rather broad experience ("high potential"), who are concerned by job positions as managers, consultants, engineers, highly specialised technicians, or It industry jobs. Thus, there is a problem with the persons in difficulty, less experienced, less qualified, with no diplomas, who look for another kind of job to start their careers.

One can notice that some networks, limited to small territories, may give access starting from a diploma level such as CAP in France (see for example Kabaz in French Brittany <http://kabaz.me/kabaz3/index.php>).

#### The evolution of the strategies and tools for accompaniment (and thus the abilities of accompanying persons)

The strategies and processes of accompaniment evolve under two main effects:

- the modification due to the factors we discussed above (mostly PSNs, but also job dating and other practices);
- the fact the accompaniment process does not any more take place only once at the entry on the job market; it will repeat during the whole professional life, for all the "transitions" that will occur (job training, old job new job, job out of employment training new job, etc.); these different accompaniment stages may be the fact of different persons and different institutions; it is thus very important to ensure a continuity for the accompanied person trough a networked accompaniment process between all the structures involved

#### What matters is the network

##### Networks to job access and employability

One can see that building oneself a network is the key to job access, personal network, family network and/or PSN network. Recent surveys, for example, enforce the fact that more than 60% of companies (USA or Europe) rely on their actual personnel to recruit new employees. This is again more difficult for less favoured young people who have no personal networks, and few relatives at work.

#### The networks of LLA (LifeLong Accompaniment)

A person, along her lifelong professional path, evolves into a "web" of accompaniment. Ensuring the continuity of these paths (professional path, accompaniment path) can be done by encouraging the development of networked processes, which gather all kinds of actors (education, professionals, institutions, associations, companies, intermediaries, etc.). Such networks are probably easier to develop on smaller territories, where people know each other, where the problematics are well identified, were meetings are easier to plan and organise.

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Create and manage one's Professional Virtual Identity (PVI).

It appears clearly during the TPAs that these questions become crucial:

- how to separate one's personal and professional life on the Web?
- how to mobilise all what one has been doing to better evidence one's capabilities?
- how to do one's personal branding?
- how to use the people present in the PSN to let them know you better, to target interesting companies, to personalise one's competences according to different situations?

Young people are highly present on the social networks. But they do not always take the measure of the role played by these networks either in a positive way or in a negative one (such as how they appear on Facebook for example). They need to have the opportunity to better understand how to manage the "personal sphere" on one hand and the "professional sphere" on the other to develop a suitable behaviour.

The "adults" in place are often reluctant to use PSNs in the professional sphere. They are not sure if they can trust the information posted. It could be interesting for them to work upon their own VPI (even if they are civil servants, i.e. not in search of a new job).

Having PSNs accessible to young people of different qualifications and to companies that could hire them

The web world is a universe where the young people having difficulties at school or in society are most generally very successful (not less successful than others). It is for them a natural vector to express themselves and communicate. It is important to help them appear in the best way and be on the watch regarding the job market.

On the other hand, to be successful, it requires that the companies that could hire them, including the smallest ones, are also present in these new circuits.

It is thus important to have an offer of PSN that do not leave apart a part of the population and a part of the jobs.

Valorise the outcomes of informal learning and experiences

It is not immediate to understand that it is important to valorise the less formal experiences

- for self-esteem and confidence building for the young people in difficulties ;
- for trust building in the accompaniment relationship (be able to speak of oneself);
- for the added value and the ability to "make the difference", whatever the qualification level, and during the recruitment interviews.

The creative form of the PSN profiles (text, photos, videos, blogs, music, etc.) gives precious elements for valuing capabilities that are not well evidenced in the traditional CVs.

Be able to develop LL accompaniment strategies around people's PSN profiles

The RSP profile is the trace of the professional history of the person. It is thus the ideal support of the LL accompaniment. Furthermore, it can be the place where the different actors of accompaniment may network among themselves to bring the appropriate help, tools and support when needed.

Such accompaniment networks are also fruitful in order to accompany the small companies that may not have the internal resources to participate to the PSNs on their own. They are also a place for the accompanying persons to stay aware of the new evolutions and keep their abilities up to date (informal professional learning).

- Themes:
- \*\*\* Social dialog
  - \*\*\* Enterprise, SME
  - \*\* Recognition, transparency, certification
  - \*\* Equal opportunities
  - \* Labor market
  - \* Lifelong learning
  - \* Vocational guidance
  - \* Access for disadvantaged

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\* Continuous training

Sectors:

Product Types: teaching material  
evaluation methods  
others  
website

Product information: Some quantitative elements  
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The main production sinclude

Executive Summary (EN)  
Lessonslearned in accompaniment (FR)  
Lessons learned in using PSNs  
Project recommendations (FR)  
Guide for accompaniment (FR)  
Brochure (EN)  
Posters (FR, EN,IT, RO, Catalan)  
Web site (FR, EN)  
Facebook page (FR, EN)

Projecthomepage: <http://www.freref.eu/acrojump>

## Project Contractor

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## Partner

### Partner 1

Name: Fundacio Universitat-Empresa de les Illes Balears  
City: Palma de Mallorca (Son Sardina)  
Country/Region: Islas Belears  
Country: ES-Spain  
Organization Type: research institution  
Homepage: <http://www.fueib.net>

### Partner 2

Name: SCIENTER Soc.cons.r.l  
City: Bologna  
Country/Region: Emilia-Romagna  
Country: IT-Italy  
Organization Type: research institution  
Homepage: <http://www.scienter.org>

### Partner 3

Name: Université de Bretagne Sud  
City: Lorient  
Country/Region: Bretagne  
Country: FR-France  
Organization Type: university/Fachhochschule/academy  
Homepage: <http://www.univ-ubs.fr>

### Partner 4

Name: Innovate4Future-Center for Advanced Educational Solutions  
City: Bucarest  
Country/Region: Bucuresti  
Country: RO-Romania  
Organization Type: research institution  
Homepage: <http://www.innovate4future.eu>

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## Partner

### Partner 5

Name: Genralitat de Catalunya - Departament d'Educacio  
City: Barcelone  
Country/Region: Cataluna  
Country: ES-Spain  
Organization Type: public institution  
Homepage: <http://www.gencat.cat/ensenyament>

### Partner 6

Name: OPCALIA Rhône-Alpes  
City: Lyon Cedex 08  
Country/Region: Rhône-Alpes  
Country: FR-France  
Organization Type: continuing training institution  
Homepage: <http://www.opcalia-ra.com>

### Partner 7

Name: Servei d'Occupacio de Catalunya  
City: Barcelona  
Country/Region: Cataluna  
Country: ES-Spain  
Organization Type: public institution  
Homepage: <http://www.oficinadetreball.cat>

### Partner 8

Name: Université du Luxembourg  
City: Walferdange  
Country/Region: Luxembourg (Grand Duché)  
Country: LU-Luxembourg  
Organization Type: university/Fachhochschule/academy  
Homepage: <http://www.uni.lu>

## Partner

### Partner 9

Name: Université Paris Ouest Nanterre La Défense  
City: Nanterre  
Country/Region: Ile De France  
Country: FR-France  
Organization Type: university/Fachhochschule/academy  
Homepage: <http://www.u-paris10.fr>

### Partner 10

Name: Sophia Research & Innovation  
City: Rome  
Country/Region: Lazio  
Country: IT-Italy  
Organization Type: association/non-governmental organisation  
Homepage: <http://www.sophiaconsulting.it/>

## Project Files

### accomp-lecons-appries.pdf

<http://www.adam-europe.eu/prj/10372/prj/accomp-lecons-appries.pdf>

Leçons apprises concernant l'accompagnement en réseau

### Acrojump-Recommandations.pdf

<http://www.adam-europe.eu/prj/10372/prj/Acrojump-Recommandations.pdf>

Recommandations finales du projet

### exec-summary-EN.docx

<http://www.adam-europe.eu/prj/10372/prj/exec-summary-EN.docx>

Executive Summary of the project (EN)

### RSP-lecons-appries.pdf

<http://www.adam-europe.eu/prj/10372/prj/RSP-lecons-appries.pdf>

Leçons apprises concernant l'usage des RSP pour les jeunes moins qualifié ou moins expérimentés