

Validation of Acquired Experience: A Means to Develop Skills for Maritime Fishermen in the Western Region of Algeria

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Abstract: The study aims to investigate the potential existence of a relationship between the development of fishermen's competencies in the western region of Algeria and the experience of obtaining certificates that recognize their professional expertise, following the fulfillment of the required conditions.

The research employed a retrospective analysis to investigate how fishermen were assisted in presenting their experiences to the jury and its effect on skills development.

Through a questionnaire administered to 100 certified fishermen, it was observed that adequate support was provided to effectively convey their expertise.

This recognition of their experiences facilitated the development of new technical and interpersonal skills, enhancing their efficiency and the quality of their services.

Keywords: Algeria; fishermen; skills development; validation of acquired experience.

1. Introduction

The early 1990s marked a turning point in the professional landscape, where the concept of skills began to gradually emerge within companies. This approach was intended to enhance human resource management by clarifying prescribed tasks and highlighting actual tasks performed, defining skills to be acquired in the long term, and outlining action strategies for their development (Piotet, 2003, p. 39) .

For this reason, individuals need to evolve their skills, enabling them to remain effective and consider working in diverse fields. However, skills development also involves recognizing prior learning and validating them.

This validation facilitates professional integration and serves as motivation to encourage individuals to continue their education. It is intended for those who have developed skills through professional experience that are not recognized by a diploma. This is particularly relevant for those considering a career change and who desire to obtain official recognition of their skills

This is the case for many sea fishermen in Algeria who lack formal training diplomas. However, they possess significant expertise and experience often passed down through generations. They often work without social, medical, or safety protection. This prompted Algerian authorities to implement the validation of acquired professional experience through the interministerial decree of April 1, 2013, which was established between the Ministries of Fisheries and Transportation and Public Works.

1.1. Research Question

Have Algerian marine fishermen succeeded in developing their professional skills through the recognition of acquired professional experiences?

1.2. Hypotheses of the research

- The motivation behind obtaining a certification that values the gained professional experiences is an important reason for the development of skills among fishermen.
- The nature of the support that fishermen receive to present their experiences to the evaluation committee determines the type of skills to be developed.

1.3. Research Objectives

The objective of this study was to gain a better understanding of the process of validating professional skills in the field of maritime fishing in Algeria. This involved identifying the key pillars, on which the validation of acquired experience (VAE) is based, and exploring the relationship between (VAE) and skills development.

2. Conceptual Framework

2.1. VAE: what is it?

The Validation of Acquired Experiences (VAE) (or The Recognition of Prior Learning (RPL)) is “an alternative method for obtaining a title or diploma, in addition to the traditional routes of initial training, apprenticeship, or continuing education. It enables the recognition of the skills developed by an individual in their active or civic life, and to validate (partially or completely) the diploma without having to undertake the training that prepares for it” (Ansart, Senseau, & Lefort, 2010, p. 8).

It can be implemented as part of an individual approach (an employee who wishes to have their skills acquired in their work recognized), or at the initiative of the employer (<https://www.defi-metiers.fr/dossiers/la-vae-dans-lentreprise>, 2020).

The Validation of Acquired Experiences (VAE) as stated by (Crognier, 2007, p. 21), is based on the assumption that an individual's professional activities, social and family activities, and all their experiences, serve as sources of acquisition and can lead, based on a chosen reference system, to the granting of exemptions for access, credit units, training modules, and complete diplomas.

Recognition of acquired skills is defined here as a procedure that inventories the person's abilities and acquired skills and may culminate in an official certificate (Évéquoz, 2012).

In order to understand the concept of VAE, it is necessary to clearly delineate the various notions surrounding it.

2.1.1. The experience

An experience constitutes an engagement in action, which allows an individual to confront their capabilities and knowledge with a professional situation (Malgaive ., 1990).

The richness of skills acquired through experience depends on the transformation of the individual in the course of his experiences (questioning their work, procedures, and the purposes of their actions)(Bellin, 2007, p. 83).

2.1.2. The acquired knowledge and skills

According to (Aubret, 2001), acquired knowledge and skills represent “any transformation in ways of being, knowing, acting, and situating oneself, recognized by the individual as having significant value for their adaptation to the world, culture, environment, others, and oneself.”

There are three types of complementary acquired knowledge and skills (Guerfel-Henda., 2007, p. 154):

- Technical knowledge and skills are defined as the professional craft's best practices.
- Social knowledge and skills entail mastering the system of social and institutional relationships within which technical knowledge is applied; these are essential for the development of one's experience.
- Managerial knowledge and skills result in a more organized approach to work in terms of efficiency.

2.1.3. Competence

Validating competencies would enhance an individual's professionalism in their job and contribute to enriching the individual's skills portfolio, allowing for potential mobility across related occupations.

Similarly, competency validation, while focusing on fundamental core skills and integrating cross-cutting skills (adaptability, creativity, interpersonal relations) and meta-competencies (learning to learn, information management, etc.), contributes both to individuals' employability and lifelong learning (Barkatoolah, 2000, p. 94).

2.2. The Validation of Acquired Experiences and Skills Development

(VAE) serves as a tool for skill enhancement, not only at the level of the company and its human capital, but also for the individual themselves.

(VAE) reshapes the landscape of professional training in two significant ways:

Firstly, it contributes to professionalizing and personalizing training programs; secondly, it reaffirms the importance of certification-oriented training actions that validate a degree or a title. These training actions hold the potential for skill development and professional mobility (Ansart, Senseau, & Lefort, 2010, p. 83).

The principle of (VAE) consists of correlating the knowledge acquired through experiences (social, professional, or personal) with the content of the reference frameworks of the targeted degrees or certifications.

These experiences thus take on a new dimension, as they would leave "lasting traces" on ways of being, acting, thinking, and perceiving. (Meyer & Aubret, 1994, p. 34)

(Clot & Brot, 2003, pp. 188-189) Studies show that validation is composed of the reciprocal development of two forms of thought (corresponding to two types of concepts) that interdependently develop a single formation process:

The "scientific concepts" that are constructed during the teaching process, outside of the world of work and the "everyday concepts" that originate from encountering experience.

The evolution of (VAE) has generated oppositions of a social nature:

-The first one highlights two major conceptions of continuing training, one prioritizes a collective and institutionalized vision of training, while the other refers to a more individualistic approach to the training process (Troger, 2006)

This new configuration of training also leads to questioning the mechanisms, actors, and institutional logics revolving around (VAE) (Bernaud, Ardouin, Leroux, & Declercq, 2009, p. 250)

-The second opposition relates to the traditional value of diplomas. This value, claimed by both individuals and organizations (Béduwé & Tahar, 2001 quoted by (Prot & Clot, 2003, p. 6)), is no longer exclusively attainable at the end of an initial or ongoing educational path, but can now be obtained by demonstrating knowledge acquired during professional experience (thus outside formal learning situations).

According to (Henry, 2003, p. 290), the VAE marks the detachment of knowledge from institutionalized frames of learning as much as it separates activity from its sole productive result.

However, (Vergnaud, 1998) emphasizes that studies on competence have revealed its dual polarity: between knowledge arising from action and theoretical knowledge, leading, as stated by (Malgaive, 1992, p. 272), to "knowledge in use."

3. Empirical Framework

We initially introduced the experience of the (VAE) in the field of maritime fishing in Algeria, while explaining the necessary steps to obtain certification. Subsequently, we conducted a field study, during which questionnaires were distributed to fishermen who had previously expressed their interest in obtaining certification, in order to analyze and interpret the results.

3.1. The Validation of Professional Experience in Algerian fishing sector

The implementation of the Validation of Professional Experience (VAEP) had a primary objective of promoting professional training to enhance competitiveness and productivity. This mechanism also provided a means to access diplomas or titles different from the traditional educational path, thereby enhancing employability and integrating non-qualified individuals within a regulated framework.

Starting from April 1, 2013, an interministerial decree was established between the Ministries of Fisheries, Transportation, and Public Works to regulate the VAEP. From June 20 of the same year, Decree No. 825, which outlined the lists of regional jury commissions, was signed, thus initiating the VAEP process that continued until April 2016.

It was planned that the procedures for verifying professional experience would be completed after 36 months, with the aim of enabling unqualified professionals to regularize their status within a specific timeframe and encouraging young people to choose education in maritime trade schools to acquire innovative skills that align with sector development, rather than risking their safety at sea without proper training. The beneficiaries must fulfill the following conditions:

Table 1. Recipients of the VAEP and duration of the experience taken into account

Recipients of the VAEP		
Duration of Experience Considered	In charge of the functions of coastal skipper in fishing.	In charge of the functions of capacity holder for fishing, engine operation of fishing vessels, and electro-motorist duties.
	At least sixty (60) months of effective navigation on board a fishing vessel	At least thirty-six (36) months of effective navigation on board a fishing

Source: (Bouchenafa- Saib, 2021, p. 104)

In 2015, the Ministry of Fisheries and Halieutic Resources recorded 50,000 registrations in the maritime sector, of which 20% were part of the category affected by alternating training and enhancement, and consequently, they were relevant to the VAEP process.

Three training pathways within the Ministry of Fisheries and Halieutic Resources have benefited from the Validation of Professional Experience (VAEP). These pathways include fishing capacity, machine driving license, and electromotor skills.

In 2015, 1059 professionals, successfully completed the VAEP and obtained the corresponding certification.

The success of the professional experience validation model in 2013 encouraged the Ministry of Fisheries and Halieutic Resources to consider relaunching this process in 2020 to provide certification to over 1300 seafarers working without diplomas.

On February 20, 2023, the Algerian Ministry of Fisheries and Halieutic Productions, in collaboration with the Ministry of Transportation, once again adopted an interministerial decision that outlines the procedures and conditions for accrediting the accumulated professional experience of active fishermen. This accreditation allows them to obtain competence certificates authorizing the operation of fishing boats and related equipment (AE, 2023).

3.2. Procedures for Obtaining the Diploma

To obtain the diploma of validation of acquired experience, it is necessary to go through two essential steps.

3.2.1. The eligibility process for the validation of professional experience

The process involves verifying conditions before presenting to the jury. Candidates compile a dossier with documents like the eligibility form, activity certificates to prove navigation experience, a detailed navigation record from the local maritime authority, and a valid maritime navigation booklet copy. The Chamber of Fisheries and Aquaculture in the relevant wilaya verifies and sends complete dossiers to the local eligibility committee. After examination, a report with scoring criteria is shared with candidates and the Ministry of Fisheries' training department.

3.2.2. The Validation of Professional Experience Committee

It has the role of reviewing the candidates' files selected by the local commission in order to validate their skills acquired through experience. The committees are divided into two categories: "deck" and "engine", each with three regional committees. The Minister of Fisheries and Fishery Productions appoints the members of the committees. The training institution for the examination summons the selected candidates. The regional committee's chairman prepares a report of the results, issuing a validation certificate to the successful candidates. Those who do not obtain the certificate can reapply once. The certificates are recorded in a register and do not enable the acquisition of certificates and qualifications without appropriate training for the specified titles (Bouchenafa- Saib, 2021, pp. 31-36).

3.3. Methodology

The study is based on a retrospective analysis approach, focusing on historical data or prior experiences of fishermen during their certification requests for the (VAEP). This approach aims to apprehend trends, relationships, and impacts on the skills of the fishermen. With this perspective, we have chosen to adopt a quantitative analysis using the questionnaire as a data collection tool.

3.3.1. Description of the sample

Due to the diverse skills that can be developed and acquired within each professional category, as well as the various certifications attesting to acquired professional skills, we chose to direct the questionnaire towards the fishermen category, as it constitutes the majority of certification applicants.

The survey was conducted through field studies in four wilayas, namely Tlemcen, Ain-Temouchent, Oran, and Mostaganem, during the year 2023.

The current survey analyzes 100 questionnaires collected from 06 fishing ports and shelters; the table below illustrates the characteristics of the studied sample:

Table 2. Demographic and functional characteristics of the sample study

Age		Level of education	
Less than 20 years	01%	Illiterate	02%
30 to 40 years old	38%	Primary	14%
41 to 50 years old	53%	Middle school	64%
More than 50 years	08%	Secondary	03%
Professional experience		University	
Less than 05 years	01%	Professional training diploma	00%
From 05 to 10 years	10%	Number of children	
From 11 to 15 years	29%	No children	02%
More than 16 years	60%	Less than 3 children	48%
family situation		More than 3 children	50%
single	12%		
Married	80%		
Divorced	08%		

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Source: SPSS output

-All the interviewed anglers were men, and it is uncommon to find female anglers active in the sector due to the sociocultural structure and traditions of the country.

-53% of the sample is between 41 and 50 years old. It has been observed that, for economic reasons, young anglers tend to leave this profession. Indeed, not only is it not very profitable, but it is also recognized as being dangerous and physically demanding.

-The majority of anglers have a very low level of education, not exceeding the middle school level, which represents more than 70%.

-Fishing schools (EFTP) established in certain coastal provinces contribute to improving the fishermen's level of education, thereby enhancing the quality of their work and their means of production.

-The experience of the maritime population exceeding 10 years accounts for a percentage of 79%, except for a few novice sailors in the profession. This experience is attributed to the fishermen's background originating from families engaged in the same profession.

-The respondents are mostly married and fathers (with a very high percentage of 80%).

3.3.2. Measuring Tool Stability

The consistency of the questionnaire paragraphs was identified by calculating internal consistency (Cronbach-Alpha) for each variable individually, the results as shown in "Table 3":

Table 3. Reliability of variables

Items	Study variables	Cronbach-Alpha Coefficient
1-14	VAEP	0.823
1-17	Skills development	0.805
1-31	Questionnaire	0.96

Source: output of SPSS

“Table 3” shows that the constant coefficients of all variables were high, with different ratios reaching more than the acceptable constant coefficient of 60%, indicating the stability and non-contradiction of the scale.

3.4. Results and discussion

Two forms of analysis were conducted to derive the presented results: Descriptive statistics and Hypothesis testing, employing Pearson's coefficient and regression analysis.

3.4.1. Descriptive analysis

The following tables show all the averages and standard deviations of the different dimensions of the independent and dependent variables.

A Likert scale was used to collect responses from the respondents, resulting in a hypothetical average value of (03).

a) *Reasons for engaging in (VAEP) process:*

The following “table” illustrates the respondents' opinions on the reasons that motivated them to apply for a certification of (VAEP).

Table 4. The respondents' opinions on the reasons for engaging in (VAEP)

	Mean	Standard deviation
Reorient oneself professionally	4,05	0.40
Evolve in your profession, your company	3.75	0.49
Find a job	4.15	0.57
Take a competitive exam	3.92	0.38
be recognized at one's true worth	4.95	0.61
Align the degree level with the level of responsibility, the role.	4.01	0,42
Resume studies, undergo training	3.87	0,73
Validate the experience's achievements for personal satisfaction	1.96	0.58

Source: SPSS output

According to the table, two main motivational clusters emerge:

- The first viewpoint situates (VAEP) within the context of professional developments such as change, promotion, or career transition. However, what is particularly emphasized is that VAEP, by enabling the acquisition of a certification, is perceived as a potentially useful, even essential, means to support these perspectives of professional advancement.

-The results reveal that fishermen have directed their attention towards recognizing acquired skills as a means of qualification for professional advancement, which can only be made

possible through obtaining a diploma, particularly considering the major changes acknowledged in the sector for its promotion and the requirement of a diploma for boarding. This is clearly demonstrated by the strong agreement with the first four items.

-The relatively low standard deviations suggest that the responses are consistent and the evaluations are relatively homogeneous within the sample.

- The second perspective reflects a dual approach, acknowledging experience, skills, and status, both for oneself and for others, be it in a professional context (colleagues, hierarchy) or personal life (family). Here, the (VAE) is seen as a valuable achievement, where the diploma obtained holds intrinsic value. However, fishermen's responses indicate a more complex stance, often combining professional development and personal recognition considerations. Therefore, for respondents, the Validation of Acquired Experience (VAE) appears to be more than a mere formality; it represents an integral aspect of their professional journey, serving both as a means to advance their careers and as an end in itself, offering independent recognition.

b) The assistance provided to the respondents for presenting themselves before the juries:

“Table” below reflects the opinions of fishermen on the nature of the support received from training institutions under the Ministry of Maritime Fisheries and Halieutic Resources.

The results presented in the table, demonstrate a strong acceptance among the respondents for the phrases related to assistance in preparing to appear before the jury.

Table 5. Assistance for presenting oneself in front of the juries.

	Mean	Standard deviation
A thorough reflection on your envisaged career.	4,26	0,17
A retrospective of your professional trajectory.	3,85	0,36
An interview for descriptive analysis of your activities	3.50	0,59
Assistance with the written description of activities	3.75	0.70
Preparation for the interview with the jury	4.02	0.49
Preparation for the professional situational assessment	3.69	0.65

Source: SPSS outcomes.

These results can be attributed to the following reasons:

1-Participants underwent an assessment of their skills, interests, values, and goals to determine their career profile. This analysis may also involve identifying areas of interest, specific positions, or roles they envision occupying in the long term.

2-The support has helped the respondents understand how their professional journey has evolved, identify their strengths and weaknesses, and determine how these elements will influence future decisions and goals.

3-The fishermen provided detailed information about the tasks, projects, interactions, and achievements related to their professional activities.

4- The respondents received support, assistance, and guidance to enable them to describe their acquired skills in a precise and detailed manner.

5- The fishermen received preparation for the oral interview with an evaluation jury.

6- The individuals received assistance to prepare them for simulations or practical exercises that simulate real-life situations in their professional field.

c) *Technical skills developed after the (VAEP):*

“Table” below reflects the opinions of maritime fishermen regarding the technical skills developed after obtaining certification.

Table 6. Technical skills developed

The skills	Mean	Standard deviation
Knowing maritime law, safety regulations, and laws regarding quotas.	3.41	0.48
Knowing how to maneuver a boat.	4.01	0.23
Knowing how to handle and maintain fishing equipment.	3.95	0,78
Knowledge of fishing maneuvers (purse seine, trawl, gillnet, longline).	3.80	0.69
Ability to recognize marine species.	3.40	0.55
Skills related to coastal fishery.	4.35	0.65
Knowing how to sort, store, and handle catches to maintain their quality.	3.75	0.85
Familiarity with measures and actions for protection, security, and prevention of incidents in maritime environments.	4.20	0.47
Mastering maritime vocabulary.	4.02	0.35
Proficiency in the English language.	1.75	0.70

Source : SPSS output

- The most developed technical skills among fishermen in the western region, according to the survey results, include:
- Knowledge of local and national fishing regulations to adhere to quotas and sustainable fishing rules.
- Fishermen report enhancing their skills in using and handling various traditional fishing gear such as nets, traps, and lines.
- they have improved their knowledge of different marine species present in the waters, which is essential for sustainable fishing.
- Given that the western region has significant coastal fishing activity, respondents have been able to develop skills related to fishing for coastal fish, crustaceans, and mollusks.
- Fishermen have developed skills in boat and equipment maintenance and repair to ensure their optimal functioning.
- Respondents agree on the development of skills to adapt to environmental changes, such as weather variations and changes in marine habitats.
- Fishermen have developed skills in maritime safety, including managing emergency situations and using more sophisticated safety equipment.
- Survey participants recognize that they have developed knowledge to maintain the quality and freshness of their harvest to meet market standards.
- Fishermen have had to improve their proficiency in comprehending and using technical maritime terminology due to the intricate nature of maritime operations.
- Algerian fishermen often lack proficiency in English, which can hinder their participation in international teams.

d) *Interpersonal skills developed after the (VAE):*

The “table” below reflects the opinions of maritime fishermen regarding the technical skills developed after obtaining certification.

Table 7. Interpersonal skills developed

The skills	Mean	Standard deviation
patience	4.12	0.69
availability adaptability (being able to adapt to the crew and different working conditions)	3.25	0.74
excellent physical	3.80	0.66
condition and endurance	4.06	0.71
passion for the sea and its environment	3.92	0.59
team spirit	3.60	0.51
Versatility	3.52	0.63

Source: SPSS outputs

Fishermen have undoubtedly developed a wide range of interpersonal skills that have a significant impact on their work:

- Their solid patience plays a key role in successfully overcoming challenges.
- Their willingness to work long hours reflects their dedication to their profession.
- Their remarkable adaptability is reflected in their ability to integrate among the diverse crewmembers.
- levels of endurance and physical fitness are essential to excel in physically demanding tasks related to fishing.
- Guided by an intrinsic passion for the sea and its environment, they protect these vital marine resources.
- The prevailing team spirit among them is the essential glue to coordinate sea operations with unmatched fluidity. Finally, their versatility equips them with the necessary capability to successfully tackle a variety of challenges

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3.4.2. Hypotheses test of study

“Table 8” above shows the Pearson coefficient in order to study the possibility of a statistically significant correlation between independents variable (VAEP) and dependent variables (development skills)

Table 8. Correlations coefficients between (VAEP) and skills development

Variables	Skills development	
	Pearson coefficient	Sig
(VAE)	0.672	0.000
Motivations for obtaining a certificate of (VAE)	0.698	0.000
The nature of the support	0.756	0.000

Note: We considered significant the relationship with a $p < 0.05$

Source: output of SPSS

The table shows that:

-There is a positive correlation between the motivations for obtaining a certificate of (VAE) and skills development, because the Pearson coefficient is equal to 0,698 at the significant level of 0.000.

-A coefficient of 0.756 at the significant level of 0.000 indicates a moderately strong positive correlation between the nature of the support that fishermen receive to present their experiences to the evaluation committee and skills development.

-Based on the results obtained, we conclude that the correlation between (VAE) and the skills development is moderate, and the linear relationship between the values is significant because the Pearson coefficient is equal to 0.672 at the significant level of 0.000.

Table 9. Regression Analysis of the Influence of (VAE) on skills development among fishermen

Source	SS	df	Ms	f	P<
Regression	4860,064	2	2430,032	38,563	0.000
Residual	6112,446	97	63,015		
Total	10972,510	99			
Independent variables			Beta	T value	Sig.
Constant			--		0,000
Motivations for obtaining a certificate of (VAE)			0,512	6,023	0,000
The nature of the support			0,583	6,976	0,000

R square= 0.445

Source: output of SPSS

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The multiple linear regression model is statistically significant as a whole (P-value = 0.000), the coefficient associated with “motivation for obtaining a certificate of (VAE)” is 0.512. This positive coefficient suggests that for every unit increase in this variable, the dependent variable (skills development) is predicted to increase by 0.512 units. Since the coefficient has a very low P-value (P= 0.000), this relationship is statistically significant.

The coefficient associated with “The nature of the support” is 0.583., this positive coefficient implies that for each unit increase in this variable the predicted increase in the dependent variable is 0.583 units. P-value indicates that this relationship is statistically significant.

The coefficient of determination (R^2) of 0.445 means that approximately 44.5% of the total variability observed in the dependent variable “skills development” can be explained by the independent variables included in the model

4. Conclusion

The fishing sector in Algeria is often characterized by practical and informal learning, where skills are acquired through hands-on experience.

The (VAE) helps recognize and acknowledge these acquired skills, thereby contributing to enhanced professional recognition for fishermen.

Fishermen whose skills are validated are more likely to adhere to higher quality standards.

The (VAE) can create employment opportunities by providing them with official recognition of their skills. Additionally, it facilitates professional mobility, enabling fishermen to adapt to various regions or different roles within the maritime sector.

Modern fishing requires advanced technical skills in navigation, equipment management, and marine species knowledge.

By validating the skills of Algerian fishermen, the (VAE) can promote industry modernization while enhancing safety practices; it can establish a connection between skills acquired through practical experience and formal education.

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