



HAL
open science

A plurality of informational bases of social judgment to assess correctly inequalities in Lifelong Learning practices : the French APL process

Anne-Juliette Lecourt

► To cite this version:

Anne-Juliette Lecourt. A plurality of informational bases of social judgment to assess correctly inequalities in Lifelong Learning practices : the French APL process. Journées de l'Association Charles Gide Toulouse 1 Capitole - Anciennes Facultés " Justice et économie : doctrines anciennes et nouvelles théories", Jun 2011, Toulouse, France. halshs-00597407

HAL Id: halshs-00597407

<https://shs.hal.science/halshs-00597407v1>

Submitted on 31 May 2011

HAL is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

English corrections in progress

A plurality of informational bases of social judgment to assess correctly inequalities in Lifelong Learning practices : the French APL process.

Anne-Juliette Lecourt* (Laboratory of Labour Economics and Industrial Sociology-CNRS UMR 6123).

The general aim of this research is to investigate real inequalities within¹ the French Accreditation and Recognition of Prior Learning (APL): the Accreditation and Recognition of Prior Experience process (VAE²). In this written presentation, we particularly dwell on the influence of the chosen informational basis of social judgment³: understanding of individual situations depends of information which are incorporated in assessment. In a context of individualization and empowerment where each worker seeks to increase her or his employability, it becomes necessary to highlight correctly the different types of individual logics of choice and action in practices and the degree to which these are chosen.

■ An assessment of real inequalities in an empowerment model of Lifelong Learning.

The rapid creation and production of new technologies poses challenges to the accumulation and acquisition of knowledge. In this context, public policies carry a particular interest in Lifelong Learning and its role in promoting economic competitiveness and social cohesion (OECD, 2007).

Concrete Lifelong Learning practices vary according to the societal characteristics of the countries in question (e.g. educational system, institutions, labour markets, etc., Méhaut, Lecourt, 2009). However, various research centers interested in the topic (e.g. the LEST in France) have shown that Lifelong Learning policies reveal flexibility stakes in the labour market and are often conceived as logics of individualization.

These individualization logics are the outcome of social and educational public policies that aim not only at relieving some of the distress provoked by these conditions (OECD, 2004) but also at influencing people's options of personal development. Lifelong Learning is promoted in a context where individual responsibility is predominant. Its purpose is to give people the possibility to continue learning throughout their lives in order to increase their knowledge and improve their skills and qualifications. Thus, people become responsible of their own employability, that is, they are responsible of finding and keeping a job, as well as updating their occupational skills. From these perspectives, the VAE process comes within active public policies: a way of recognition and updating individual experience, a tool of development of employability.

However, if we look at concrete experiences of Lifelong Learning, such as the French process of accreditation of prior experience (VAE), managing this process and making a person responsible of his or her employability is very complex. Existing national systems hide or sometimes overestimate these disparities. On the one hand, Lifelong Learning practices could lead to increase social mobility and equal opportunities. On the other hand,

¹ Our interest is only candidates within the system, not accesses to the VAE process.

² In the following article, we use the French acronym VAE (Validation des acquis de l'expérience) rather than APL.

³ *Any description of individual states relies on the selection, implicit or explicit, of an "informational basis of judgment in justice", which delimitates the type of information to be incorporated in a specific assessment (Sen, 1992 and see Sen, 1990).*

English corrections in progress

some systems strengthen disparities of access to means of certification and vocational training.

Consequently, in this individualization context, we have to think and question the notions of actions and choices, as well as the degree of freedom in which they take place, in order to understand an individual's decisions as well as how he or she manages his or her employability. The point is to accurately estimate (in terms of justice and correctness) the french candidates' pathways within the accreditation of prior experience system (VAE).

■ Theoretical framework: capabilities versus preferences and primary goods; three informational basis⁴ of social judgments.

The theoretical debate around informational bases raises fundamental questions regarding individual responsibility, action and freedom of choice.

There is a real challenge in accurately estimating (again, in terms of justice and correctness) an individual's situation. We distinguish three main conceptions of individual freedom of action and equality (versus inequalities), which correspond to three informational basis of social judgments: any description of individual states relies on the selection, implicit or explicit, of an "informational basis of judgment in justice", which delimitates the type of informations to be incorporated in a specific assessment (Sen, 1990).

Each of these allows us to highlight the existence of different types of individual logics of choice, which consequently implies different real possibilities of action, which may be more or less constrained.

Briefly, in the utilitarian view, the information basis consists of the consequences of individual actions; if a specific utility has been obtained or not (pleasure, preference satisfaction, knowledge...). From this perspective, an individual will tend to maximize utility in the process of calculating freedom of choice, which is constrained by financial costs and resources. This basis highlights the individual responsibility.

Consequently, in the informational basis, no utilitarian information is excluded when assessing individual choices and actions. The risk is to observe a recurrence of constraining structures or a situation of adaptive preferences, i.e. those where the preferences of individuals in deprived circumstances are formed in response to their restricted options. Indeed, more objective information must be taken into account to evaluate individual situations.

The second informational basis puts emphasizes social primary goods (liberty and opportunity, income and wealth). "They are to be distributed equally unless an unequal distribution of any or all of these goods is to the advantage of the least favored" (Rawls, 1971). Indeed, individual decisions are potentially equal. To observe disparities depends of the individual responsibility.

Lifelong Learning policies, such as the VAE, reflect preferences and primary goods' informational basis. Through active policies, employability becomes an assesement of convention of individual situations, which considers human capital as a social construction and a consensual representation (Poulain, 2001): an instrument of coordination in an environment with imperfect information. It's an accepted general rule, such as a daily tool for

⁴ Any description of individual states relies on the selection, implicit or explicit, of an "informational basis of judgment in justice", which delimitates the type of information to be incorporated in a specific assessment (Sen, 1992 and see Sen, 1990).

English corrections in progress

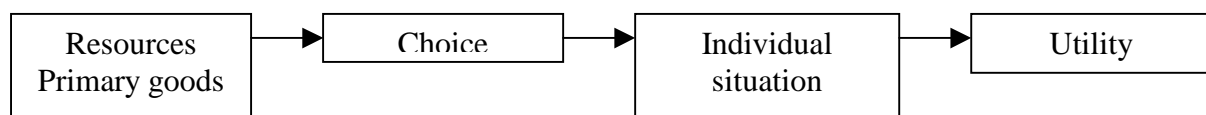
all actors (employers, workers, public authorities) which maintains productivity, innovation and employability (OCDE, 2001). Human capital is a way of development of skills, in which it is possible to invest in order to affect anticipated returns and on futur investments, in human capital. This latter has a relative but certain exchange value on the labor market (Dupray, 2000).

Consequently, lifelong learning policies equip individual with rights and financial assets (primary goods) to develop their human capital stock and anticipated returns (utility). This assesment convention approaches on individuals' autonomy and opportunities as regards their stock of human capital. Workers become self-sufficient, in charge of their applies and employability. Interests are both owned means to ameliorate employability and anticipated returns. Like the utilitarian assessment, individual situation are observed ex post, as a metric form (rate of unemployment, of qualification, years of experience or training, access of vocational training ...).

This representation of human capital leads to an assessment convention of individuals' skills (Farvaque, 2003) which refers to Human Capital and Signalling Theories. Acquisition of human capital increases and highlights capacities of productivity, as an investment with anticipated returns on the labor market. Stock is measurable (years of experience, training, etc.) and objective. An individual compares anticipated gains with costs of investment (depends of initially owned resources and the costs of the investment) and chooses rationally to invest if the difference is positive.

Then, from an utilitarianism perspective, quality of individual state comes from informations we have about utility of this state. Utility refers to capacity of something to bring pleasure or satisfaction. Human being attitudes aim to maximize utility, calculating differences between pleasure and distress. Human Capital and Signaling theories refer this idea: human being attitude aim to maximize a material interest and owned financial resources, costs and returns anticipated affect individual decision to invest.

Employability convention of assessment: informational basis of utility and resources:



Employability (empowerment), as a capacity to anticitape and start up again, with autonomy, implicitly refers to capabilities of Amarty Sen. The latter envisages a link between the two notions (Sen, 1999): each of them questions an individual space of opportunities which grows.

Nevertheless, informational basis of Capabilities relies on real opportunities, not potential opportunities. Real and formal freedoms distinguish this basis informational from others. Human Capital and Signalling informational basis express the interest about potential capacity to manage employability with autonomy, with formal opportunities like assets and rights. From the Capability perspective, no all human beings have the same ability to convert their social primary goods, resources, fundmental liberties to obtain the aimed goal (employment and returns). On the contrary of Utilitarian and Rawls conceptions, they are heterogeneous, thus, disparities of individual realizations are not due to differences in life plans.

This third information basis allows to construct an alternative evaluation agreement of individual situations. This approach re-appropriates the interest of Utilitarianism and Rawls's

English corrections in progress

theory of social primary goods and fundamental liberties (Sen 2000). More precisely, the interest is placed between equal chances and equal results: the real freedom to choose and act of people, neither only means of choice and acting (resourcism), nor what people do with these resources: results (utilitarianism) or satisfaction of result (welfarism). That Capability informational basis “is halfway through all these representations of individual actions” (Farvaque, 2003).

The Capability Approach focuses on real individual freedom of choices and actions to succeed in their life plans, and not only on potential freedom. Preferences, fundamental liberties and social primary goods are taken into account, yet the primary focus is on the extent of an individual's freedom and not only on individual's means.

Individual responsibilities must be articulated with individual capabilities, the real freedom to be responsible. Not all people have the same capacity to convert (with social, individual and environmental conversion factors) their individual means (resources and rights) into actions. They do not have the same constraints and opportunities structures.

■ Operationalizing Sen’s Capability Approach, an improvement of convention assesment of employability.

In this context of individualization of Lifelong Learning, the Capability Approach allows us to highlight the existence of different types of individual logics of choice and action, which are invisible when using conventional indicators and employability convention of assessment.

From this perspective, we analyse candidates pathways in the VAE system, mobilizing informational bases of human capital and signalling theories, then the capability informational basis. This informational basis seems more of an analytical tool than a practical scientific tool-in comparison to the other two more robust bases. Nevertheless, we attempt to built an original framework to analyze individual actions and choices in relation to people’s real freedoms of choice and action.

First, a logistic process measures the average effect of utilitarian and Rawls’ factors on the individual situation, e.g. individual characteristics, financial resources or legal rights. Then, we measure their gross effects crossed with other variables--the conversion factors--that influence putting resources and rights in practice: environmental and social factors, but also subjective elements (as the suffered or deliberate nature of individual choices). The resulting comparisons allow us to accurately construct individual structures of real opportunities and constraints.

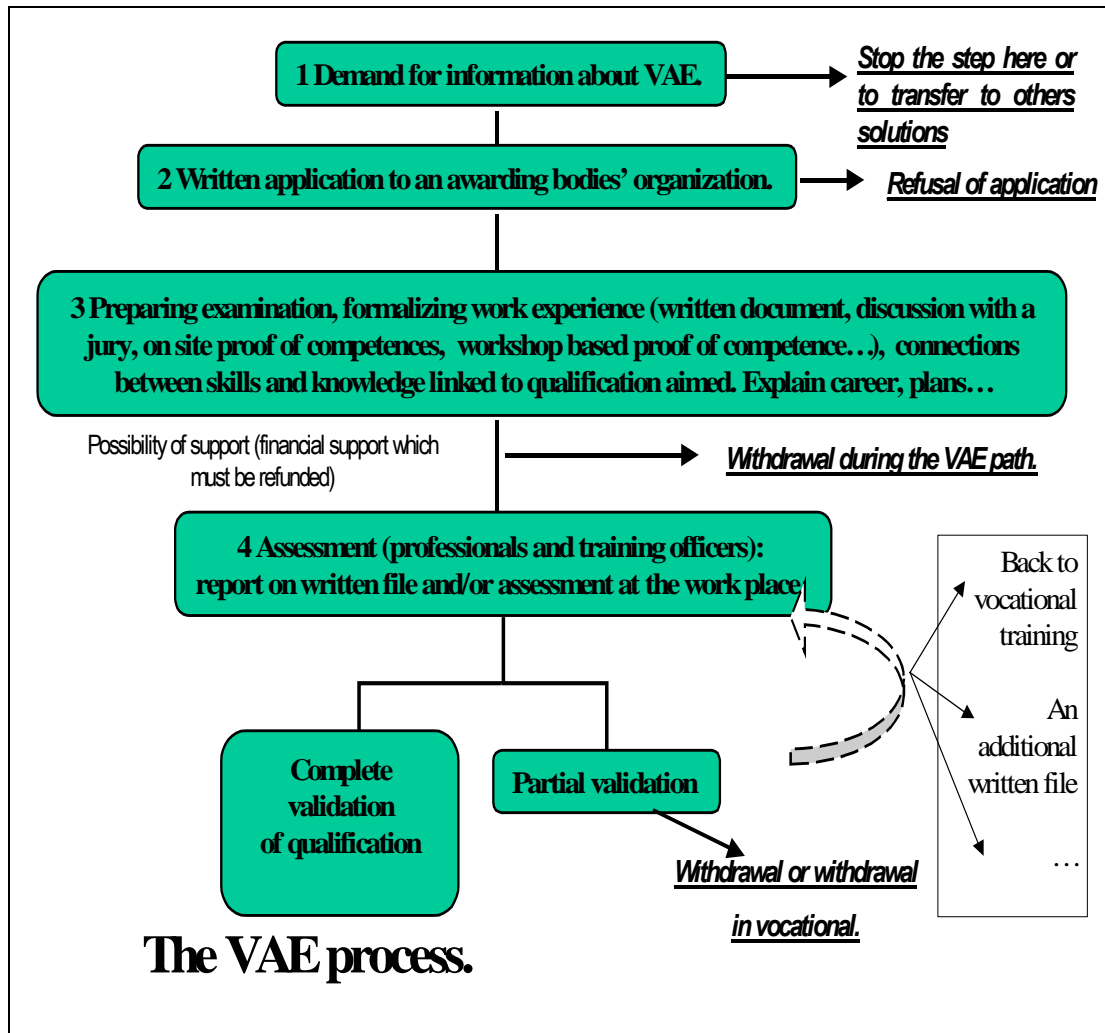
The confrontation between these bases allows to change our analytical observations about the efficiency of the French of APL practices. We discover invisible or overestimated structures of real opportunities and constraints. When combined, resources, individual rights and conversion factors have effects on individual practices which can be accentuated, neutralized or minimized.

English corrections in progress

I. The VAE process and data: a new way to get a qualification without formal education

Firstly, the VAE process could be described as follow (Diagram 1):

Diagram 1



The procedure is a « long and complex itinerary with an uncertain outcome” (Personnaz, Quintero and Séchaud, 2005). These authors observed that a VAE path implies “a virtuous set of resources” and critical steps exist.

The first step “demand for information about the VAE process” is not necessarily followed by the next step. It’s difficult to choose the relevant qualification, many they are. Some candidates can be also discouraged by the inevitable private and financial investment or because of unfavorable circumstances (unemployment negative impact, family events, fear of failure, or difficulties accessing information...). On the other hand, qualification and training providers tend to screen candidates.

If the candidate’s application is accepted, during the step 2 and 3, the candidate has to prove connections between his experience and the qualification aimed. During the VAE path, a lack of resources can lead to withdrawal:

- insufficient relevant resources, motivation, support of firms, family or tutors.

English corrections in progress

- difficulties formalizing experience in accordance with the requirements of the qualification aimed. To formalize experience depends too social and environmental elements (Schwartz, 2004).

We observe the same difficulties during the step 4. Moreover, many elements are not considered in the legal measure. This is a new way to get a qualification, so practices are in construction (Méhaut Lecourt, 2009). Various actors must to work together for the first time (different qualification providers, professional and training officers, ...). What is really assessed during the steps 3 and 4: experience expressed in number of years and individual characteristics only, as an informational basis of employability? Or environmental and social elements interacts within the process? Here, we concentrate only our attention on candidates within the process.

With regard to first researches, this right doesn't result in the same paths and results. One then same right can lead to unequal uses. To analyze VAE paths with regard to only results (to obtain or not then qualification aimed) and resources owned at the beginning of the VAE trajectory, like experience only expressed in number of years, could be restricted. We don't observe the different mechanisms through the VAE paths.

In this work, we mobilize a new national survey containing 4500 VAE candidates. It contains many informations about all steps of VAE itinerary, individual motivations and characteristics, feeling and many contextual data.

All of candidates aim at a low qualification mainly in the care and domestic services sector. So they mainly arise from this sector. Their level of qualification is quitly low (48% have no qualification and 42% have a qualification lwer than the french baccalaureate). It concerns essentially employed (88%) women (87%). We will concentrate our attention on employed candidates only (3064). So, the population seems rather homogeneous with regard to these elements. However, differences of results are observed: 62% obtain a validation, 31% withdrawal and 6% don't obtain the qualification. Candidates take really different VAE paths. What are the different structures of constraints which influence VAE issues?

II. Informational basis of employability : utilitarianism and resourcism to assess experience.

Within the VAE process, from the utilitarian and Rawls perspectives, to observe ex post satisfaction of candidates can be considered with regard to the VAE's goal : to obtain a qualification and to obtain a recognition of experience is more better than to drop out or not obtain anything (preferences comparison). Utility of qualification is confirmed with regard to decisive influences on the French labor market for employers, candidates and public authorities (Dupray, 2000). The assessment of this system has to examine the rate of validation. To observe a validation (or a complete pathway), versus an abandonment or not any validation, expresses that the candidate has anticipated returns. Consequently, to understand the VAE pathways, our attention has to be concentrated on owned rights and financial resources, the VAE costs and anticipated returns. Individual characteristics and signals which have an influence on this calculating process have to be considered too:

- Years of experience
- Specific or general nature of experience
- Owned qualification
- Vocational training

English corrections in progress

- Sex
- Periods of employments and unemployment
- Number of work hours
- Nature of employment contract
- VAE costs
- Owned resources: the individual part of financing⁵.
- Rights: the VAE leave⁶.
- Anticipated returns: an increase of wage which has been negotiated with the employer at the beginning of the process.

A first model (Model 1, Table 1, p 9) examines average effects of these classical indicators (β_1 , β_2) on probability of accreditation :

$$y_i = \alpha + \beta_1 x_i + \beta_2 r_i + \varepsilon_i$$

x_i corresponds to individual characteristics and signal and r_i to owned resources and costs and anticipated returns.

In spite of pertinence of certain indicators, some of them can't explain the VAE pathways from the perspectives of Human Capital and Signalling theories.

▪ Stock of Human capital 's assessment: experience and formal training.

The VAE process aims to recognize experience. The Human Capital Theory (Becker, 1964; Schultz, 1961) considers only the professional experience, usual expressed in number of years. This is an element of human capital' stock and represents a voluntary and alternative investment like formal education. An individual compares anticipated gains with costs of investment (depends of initially owned resources and the costs of the investment) and chooses rationally to invest if the difference is positive. Experience is a way of accumulation of human capital: the more stock of experience accrues, the more skills and knowledge they are. The investments returns depreciates in time, with middle/old age (Ben Porath, 1967; Mincer, 1974).

Nevertheless, within the VAE process, experience which expressed in number of years doesn't reveal Human Capital hypothesis. The more experience candidates have, the more probability of accreditation of experience decreases, at the start.

On the other hand, experience can be specific (age in the firm) or general (all years of professional activities). That has a significant effect within the VAE process: to have a general experience⁷ increases the probability to obtain an accreditation of experience, on the contrary to have principally a specific experience. If the VAE process aims to recognize general nature of experience with qualification, it seems right the general experience might

⁵ All expenses (out expenses taken care by the VAE leave) caused by the VAE process. The candidate pay only a part (with employer), the whole or nothing.

⁶ The VAE leave allow to minimize the lost of wage when the candidate has to go out or to pay some expenses caused by the VAE process.

⁷ the candidate have get several jobs in the sector of the qualification aimed.

English corrections in progress

be favourable. In the same idea, the owned qualification and the participation to a formal vocational training obtain anticipated intuitions.

But, classical factors, as such experience expressed in number of years, are insufficient to understand inequalities within the VAE process.

▪ Individuals signals and characteristics: relative value of experience.

With regard to the Signaling Theory (Spence, 1973), the experience has a relative value (Dupray, 2000). As the Human Capital conception, it's a voluntary and alternative investment but his return on the labor market depends of many others elements, like qualification, duration of unemployment, nature of employment contracts, gender, etc. Here, sign of experience is combined with other elements. They reveal the real competencies and productivity to employers. So, the best persons invest in the best signs and obtain the best returns on the labor market.

In a logical way, we suppose periods of unemployment have a negative influence on quality of experience, consequently on chances of accreditation, but it's not significant. It is the same observations with regard to nature and time of employment contract and gender, contrary to researches on labor market. We detect an environment effect: sector of activity. Candidates come from mainly care and domestic services sector. This sector owns particular characteristics which have to be considered (training and professionalization strategies of firms and public authorities, women sector, characteristics of job).

▪ Resources and rights

Resources, rights (the VAE leave) and anticipated returns have an influence on calculating process which determines VAE pathways.

The VAE leave minimizes costs within the VAE system and increase chances of accreditation. When a development career (raise of wage) have been negotiated with the employer at the beginning of the VAE process (so, before knowing the results), the probability of getting the qualification raise too.

On the contrary, the candidate financial participation seems to raise the probability of accreditation. A necessarily personal investment is required to complete successfully a VAE path. Consequently, maybe the financial participation and the raise of wage can be proxy of the candidate motivation.

Actually, the employability convention of assessment allow to highlight first understanding of inequalities within the VAE process. Nevertheless, classical indicators are unisufficient. The process of accreditation of prior experience neither assesses year of activity, nor objective characteristics only. General and specific effects of experience question the quality of experience. Gender considerations questions sector effects. Financial participation and anticipated returns raise dimension of individual motivation. The VAE process challenges the employability convention of assessment, the human capital measure of informational basis of human capital and signalling. Experience conception and interactions between personal, social and environmental aspects must be considered.

English corrections in progress

Table 1

Model 1 Probability to obtain an accreditation of experience, versus no validation and abandonment n = 3064 employed	Model 1 -2LogL = 3222.492	
	Estimation	Error std
Constant	1.2107***	0.1277
Individual characteristics		
1. From 10 to less than 20 years	-0.2689***	0.1006
From 20 to more than 30 years	-0.3748***	0.1307
2. Specific experience	-0.2663***	0.0945
Nature of experience is unknown	-0.6438***	0.1757
3. Employment the only unemployment	ns	-
Alternative periods of employment and unemployment	ns	-
Mainly periods of unemployment	ns	-
Time of work from more than 50% and to less than 80%	0.2667**	0.1202
Less than 50%	ns	-
Fixed term contract	ns	-
Others	ns	-
5. Vocational qualification (First levels)	0.1881*	0.0990
Vocational academic courses (A levels)	0.6671**	0.2805
General courses (A levels)	ns	-
> A levels (Undergraduate)	0.7619**	0.3695
6. Man	-0.4487***	0.1592
7. Access to vocational training	-0.2586***	0.0882
Calculating process: resources, costs and anticipated returns		
9. Access to VAE leave	0.7630***	0.1373
10. Partial individual part of financing	0.2310*	0.1140
Complete participation	ns	-
11. A raise of wage have been negotiated with the employer	0.6320***	0.1242
*** : Significant to 1% ; ** : Significant to 5% ; * : Significant to 10% ; ns : no significant		

Reference : Women, long term employment contract (full time), without qualification, experience between 3 and less 10 years, no period of unemployment, general experience, no individual part of financing, no VAE VAE leave and no increase of wage

III. An alternative convention of assessment of individual logics within the VAE process.

The VAE candidates don't have the same resources and rights and/or they don't put resources into operation with the same capacity.

The main reasons. Experience can be both a process of learning and training and an acquired result (element of human capital) (Vincens, 2001). It's not necessarily a voluntary invest and it is not limited to a professional experience but can be a personal or a formal education experience. Experience is multidimensional (Rose et Grasset, 2000, 2000b and 2001). Experience is not only an objective notion (number of years) but a personal and subjective notion too. It consists of collective (peer effects, collective apprenticeships, ...) and organizational dimensions (Lévy-Garboua, 1994; Coriat.B et Weinstein, 2004).

Many hypothesis follow from a multidimensional conception of experience. Experience consists of individual characteristics and financial resources (Human Capital Theory), signs (Signaling Theory). Experience consists of quality of experience, motivation, individual objectives, nature of experience... But how take these different conception into account in this analyze of VAE paths?

The Capability approach put the assessment cursor on the extent of freedom, not only in term of means of actions (equality of potential opportunity in terms of resources, according to Rawls, 1997; Fleurbaey, 1996) or in term of resources and consequences of individual actions (equality about calculating process of decision, action and obtaining of utility, according to Utilitarianism; Bentham, 1789). This approach allows to consider personal, environmental and social aspects. It allows to observe the VAE paths in terms of real freedom to choice and achieve what the individuals are right to value (Farvaque, 2005). In the Capability perspective, we attempt to define an informational basis with regard to specific characteristics of the VAE process. Notice, here, we don't examine freedom spaces' evolutions but inequalities of implementation of the VAE right. Which capabilities and functionings should be considered ?

■ The Capability of VAE path.

We could study different capabilities in the VAE process. But we have aimed to turn our's attention to the capability of VAE path, which combine different necessities capabilities to obtain the qualification at the VAE path's end. So, in the first time, it's seems essential to understand how candidates get the whole of qualification seems first of all more important.

Firstly, to study the VAE path capability is pertinent because to complete his VAE path to successfully allows to obtain the aimed total qualification. We suppose a favourable link between the two elements. This idea is confirmed in many studies (Kogut-Kubiak.F and al., 2006; Personnaz and al., 2005): to manage the VAE path requires some resources and conversion factors to put resources into operation. Then, this structure of resources and constraints, which define the VAE path capability affects the VAE result.

Moreover, the claim of the capability approach is that the goals of policies should be people's well-being. To do that, it must influence their capabilities to raise freedom of action. Given that qualification is indeed a passport to employment and stable insertion or to carry out some plans of training, in the french labour market and educational system (Dupray, 2000), it's pertinent to study the capability to manage his VAE path and to obtain finally a qualification. To obtain a qualification with the VAE process could allow to persons without qualification to obtain it as long and expensive as training. And obtain this qualification could raise their opportunities to improve their well-being. So, that's a valuable opportunity with regard to employers, workers or employment institutions. The VAE path capability is essential to raise persons' arena of possible through to obtain a qualification.

Whether the VAE candidates have liked or not to entry in the VAE process, the aim become on principle to get this qualification. That's the only objective of the VAE process.

■ The valuable functioning: results of VAE path.

But, how can we observe the capability of VAE path? To turn our's attention to functionings give many formations about individual situations and so about their opportunities and privations. If the VAE candidate obtains a validation, it means that the candidate has the capability of VAE path, he is suitable to achieve a successful VAE path. Here, functionings give informations about capabilities. And the results of a VAE path are the pertinent valuable functionings corresponding to the VAE path capability.

We must select functionings to observe the valuable capability of VAE path: results of a VAE path are the pertinent valuable functionings corresponding to the VAE path capability: to obtain an accreditation or not, to drop out.

However, to observe the same functioning (the same result) can result of presence or absence of different structure of opportunities and constraints (differences of resources, differences of constraints, restrained preferences...). We have to mobilize the nature of suffered or aimed nature of VAE issues. For example, a candidate can withdrawal by choice or under pressure because of a lack of resources or relevant conversion factors.

■ Resources and conversion factors.

In this study, we use available resources and conversion factors, that means the structure of constraints, likely to influence the capability of VAE path, so the results of the VAE process (valuable functionings). So, different hypothesis are developed, in accordance to many studies (Correia.M, Pottier.F, 2001 ; Kogut-Kubiak.F et al., 2006 ; Personnaz.E et al., 2005, Béret, 2004).

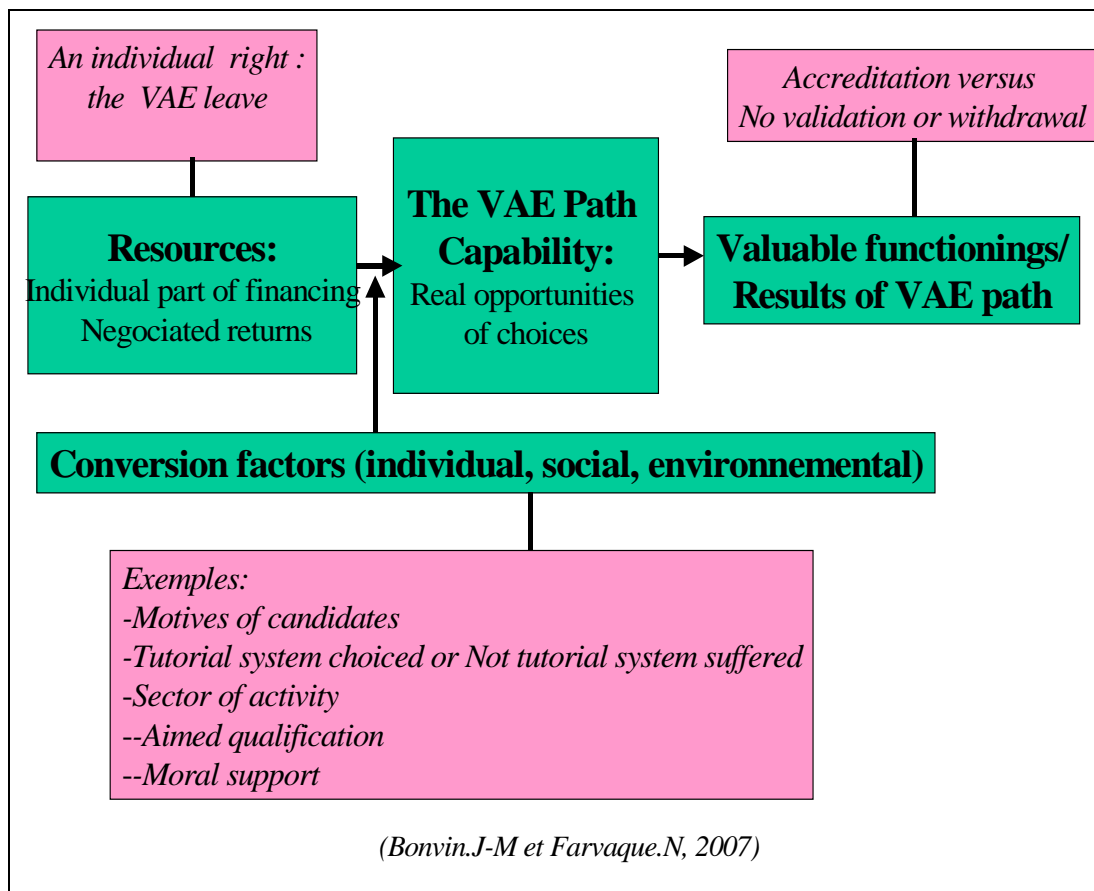
On the one hand, the resources correspond to all goods and services: income, security social benefits, rights. In the data base, we can observe the VAE leave, the individual part of financing and anticipated returns.

On the other hand, the conversion factors correspond to the social factors (VAE institutional norms like tutorial system, screening of the best candidates at the beginning of the VAE path, sexism, the power relationship with the employer, origin of the VAE demand...), personal factors (qualification, professional and personal experience, career, individual motives...) or environmental factors (to work in a firm which never echoes the workers' training demand, assistance created by regional VAE institutions, family environment, outward events during the VAE path ...). You can see more precisely in the diagram 2 (p 12) selected conversion factors, resources and functionings in the data base. We come back about it after.

That represent the individual structure of opportunities and constrains and define the real (not only theoretical) capability to obtain a validation or not and to droup out. Individual, social and environmental conversion factors and resources form the multidimensional conception of experience or interact with it.

However, to observe presence or lack of resources and pertinent conversion factors results from different structures of opportunities and constraints. We have to mobilize objective and subjective data to distinguish the suffered or aimed nature of resources and conversion factors, like the functionings. A candidate doesn't access to the tutorial system (environment conversion factor) within the VAE process by choice or under pressure.

Diagram 2 : Structures of constraints and opportunities of VAE candidates.



IV. Inequalities in change with the informational basis of capabilities.

To take structure of constraints into account changes descriptions of individual situations within the VAE path. Many cases are envisaged: individual situations which a lack of resources can be reduced with pertinent conversion factors. Conversely, the sufficient initial resources can be reduced without pertinent conversion factors.

▪ Resources, environment, social and individual aspects: an estimation of average effects.

To distinguish clearly all mechanisms, we join as one goes along the subjective individual conversion factors and the environmental and social factors (*table 2; model 2, p17*):

- Motivation (*subjective perception of its own future and restrained or not objectives*). That indicates freedom degree of the candidate. For example, a candidate who wants to obtain a qualification because he is scared to lose his job without it. This candidate is more restrained than an other who wants to obtain a promotion.
- Qualification aimed (*institutional influences, differencies of practices*).
- Nature of employer and sector of activity (*differencies of training politics*).
- Negotiated benefits with employer or not (*information about balance of power between employer and employee*).
- Origin of demand (with or without the possibility to say no to employer).

- Tutorial system⁸ or not (chosen or restrained) and diligence.
- Encouragement and moral support.

$$y_i = \alpha + \beta_1 m_i + \beta_2 r_i + \beta_3 z_i + \varepsilon_i$$

Zi represents social and environmental conversion factors. Mi incorporates individual characteristics and individual motivations.

In the first model (Table 1, p9), some resources or individual characteristics have an influence on VAE results, but they have not influence anymore when we join news environmental or social factors. That means that the observed differences was due to differences of environment and social factors.

Experience (expressed in years), sex and professional training experience have not significant effect anymore when we integrate social and conversion factor. The initially observed differences was due in differences of conversion factor.

The candidates motivations have an significant effect too. To aim a promotion raise probability of validation and to be scared to lose its job without getting the qualification increase the risks of abandonment. The more the motivation is restrained, the more the risks of abandonment raise. It's the same observation about the relationship between the employer and employed.

Moreover, we distinguish institutional effect. The qualification providers don't adopt the same practices and rules. So, we observe logically that the type of aimed qualification has an important significant effect. Experience of candidates is not the only influent element in this accreditation of prior experience process.

The employer investment too. But to be totally financially taken care increases risks of abandonment. But, it's necessarily to be supported (morally and financially). So, to access to the tutorial system or to be encouraged during the process seems very important too. To profit by the VAE leave has the same effect. The employer decide to demand or not the VAE leave, so to benefit if seems usually that the employer support his employee and think him capable to get the accreditation

Consequently, to join as one goes along the resources and conversion factors allow to distinguish better the individual structures of opportunities and restrained and to identify which one has an influence (conversion factor, resources or characteristics) and their interactions between resources and conversion factors.

▪ **Conversion factors put into operation resources and rights: an estimation of crossed effects (Tables 3 and 4, p18).**

Candidates are not homogeneous. They have not the same capacities to put into operations resources. So we can't content with observing the average effects.

Therefore, by a logistic process, we measure the gross and crossed effects of experience, resources and others conversion factors. We have to distinguish individual logics of choices and actions more or less constricted to obtain the accreditation. So, we systematically observe the deliberate or suffered nature of choices during the VAE pathway.

⁸ The tutorial system help candidates to formalize their experience and to do the proof of the link between their experience and the aimed qualification.

Example of combined effect:

$$y_i = \alpha \times \beta_1 x_i + \beta_2 c_i + \beta_3 (x_i \times c_i) + \varepsilon_i$$

x_i : **Resource.** Individual right : the VAE leave.

c_i : **Conversion factors.**

- Peer effect (others worker in the firm who enter in the VAE process).
- Benefits negotiated with employer
- Fear of unemployment - Motives of candidates
- Tutorial system assistance or Not tutorial system suffered

$x_i \times c_i$: **Combined effect.** To have the VAE leave and to be assisted by a tutor.

β_3 : **To measure effect to obtain the VAE leave and to be assisted by a tutor.** How the tutorial system (conversion factor) allows to use efficiently the VAE leave (resource).

▪ **The negative influence of the suffered nature of choices.**

Some examples of results. The specific nature of candidates experience become positive when the candidate have entered in the VAE process by real choice, but it is negative again when the candidates have been restrained to enter in the process. The same phenomenon is observed when the restrained and chosen nature of abandonment is distinguished. An other example, to profit to the tutorial system seems less important when the investment in the VAE process is a real choice in comparison with a restrained approach. In the same trend, to aim at a qualification by fear to lose its job has no significant effect anymore when the abandonment was restrained.

Consequently, we realize that the suffered or chosen nature of actions change observations about individual situations in the VAE process. The same observation is made with regards to the conversion factors and resources and their suffered or free nature (Tables 3 and 4, p18).

In the first step of logistic process, we observe that to be support by employer is positive to obtain a validation. But with this new step, we distinguish two phenomenon: to be supported by his employer, but not to have been able to refuse the VAE initiative is much more negative than the fact of not being supported by his employer. Here, the suffered or free nature of candidates' choices allow us to understand more precisely the VAE pathways. Understanding which impossible with traditional informational bases. Moreover, the same negative influence of the suffered nature is observed about the tutorial system or the VAE leave.

▪ **Minimized, overestimated or invisible inequalities (models A to P, p19).**

→ News informations appear with observation of the crossed effects. Some insignificant variables in the first step appear significant.

The experience which is expressed in number of years becomes significant when it is combined with the VAE leave (model A), the candidate financial participation (model B), the owned qualification (model C) and the career pathway (model D):

- To obtain the VAE leave and to have 30 years of experience increase possibilities to obtain a qualification. We observe a positive additional effect (model A).
- To be experienced between 15 and less than 20 years and to participate to pay the VAE path improves chances to obtain a validation (model B).
- To possess a CAP-BEP (first level of qualification) and to have between 3 and less than 10 years of experience creates a negative additional effect which minimizes the positive effects of the CAP-BEP (model C).
- Finally, to go on unemployment and employment periods and to be experienced between 15 and less than 20 years (model D) discloses a negative additional effect on the VAE path.

The problematic of gender appear (model E) in this step because to be a man minimize the negative effect to have an experience which is not characterized (neither general or specific). We observe indeed a positive significant additional effect which minimizes the negative gross effect of the unknown experience.

The origin sector become significant too (model F and G). We observe a positive additional effect when the sector of family cares service is combined with the individual financial participation and an additional negative effect appears when this sector is combined with the specific experience. In this case, an interaction between these variables increase the possibilities of failure.

To desire of redeployment (model H) becomes significant when it combined with the owned qualification (here, the baccalaureate). None of them was significant in the first step though.

To aim a "DPAS" (diploma of nurse's aide), which is negative in the first step, obtains an additional positive effect (model I) when it is combined with the owned qualification (here, CAP-BEP). Consequently, the negative effect of "DPAS" is minimized with this interaction.

Finally, to aim a "ADV" (diploma of care assistant within families) minimize the negative gross effect of the specific experience. We observe an additional positive effect.

→ Some variables become significant within this step. Additional effects appear and minimize some negative gross effects. But that is true too with regard to significant variables in the first step.

To benefit of the tutorial system or to obtain the VAE leave minimize the failing in of moral supports (models M and N, we observe two positive additional effects). The financial participation of candidates (model O and L) minimizes too the negative effect of the "DPAS" or the sector (public employer).

Nevertheless, we would have imagined an increase of positive gross effects when positive variables are combined but when we combine the VAE leave and the tutorial system, we don't obtain an additional effect (model L). At the same time, to aim the "DPAS" (firstly negative) and not to benefit of moral support (firstly negative too) reveal an additional positive effect (model P) which minimizes their gross negative effects. On the contrary, to benefit of the tutorial system and to financially participate (both of them are firstly positive) become negative when they are combined (model K).

In conclusion, it's very complex to assess rightly (justice) the individual situation. That asks the question of the share between the individual and collective responsibility concerning social risks management. We are unequal about resources but in terms of conversion factors (to put into operation resources and rights) too. That raises the freedom issue differently: the effective freedom.

We don't present you in this paper analyses of results about the VAE process. The aim was show you there is no best way in terms of informational basis and the main strenghs of Capability Approach lies precisely in the recognition of the impossibility to impose uniform assessment criteria.

Table 2

Partie 1/3 n = 3064 salariés *** : Significatif à 1% ; ** : Significatif à 5% ; * : Significatif à 10% ; ns : non significatif ; - 2LogL : coordonnées à l'origine et covariables	Modèle 2 -2LogL=2829.084	
	Estimation	Erreur std
Constante	1.1804***	0.2888
Facteurs de conversion individuels		
Caractéristiques individuelles		
1. Expérience de 3à-de5ans	Réf.	<i>Réf.</i>
de 5à-de10ans	ns	-
de 10à-de15ans	ns	-
de 15à-de20ans	ns	-
de 20à-de30ans	ns	-
de 30ans et +	ns	-
2. Expérience spécifique	-0.2805***	0.1072
Expérience générale	Réf.	<i>Réf.</i>
Caractère spécifique ou général de l'expérience inconnu	-0.6192***	0.1954
3. Emploi régulier puis chômage continu	ns	-
Succession emploi-chômage	ns	-
Chômage et/ou inactivité	ns	-
A toujours travaillé	Réf.	<i>Réf.</i>
4. Agri., Arti., Cadres, Professions intell.	ns	-
Professions intermédiaires	ns	-
Employés	Réf.	-
Ouvriers	ns	-
5. Aucun diplôme ou CEP-BEPC	Réf.	<i>Réf.</i>
CAP-BEP	ns	-
Baccalauréat professionnel et technologique ou brevet professionnel et technologique	0.6406**	0.2973
Baccalauréat général	ns	-
Diplôme de l'enseignement supérieur	0.8917**	0.4013
6. Homme	ns	-
7. N'a pas suivi de FPC au cours des cinq années précédant la démarche VAE	ns	-

Partie 2/3 n = 3064 salariés	Modèle 2	
	Estimation	Erreur std
Motivations individuelles		
8. N'est pas en quête de reconnaissance	ns	-
Déclare une logique de diplôme	ns	-
Déclare une logique de protection	-0.3274***	0.1048
Vise une évolution de carrière	0.2423***	0.1151
Déclare souhaiter se reconverter	ns	-
Ressources		
9. A obtenu le congé vae	0.9975***	0.1587
L'a demandé mais ne l'a pas obtenu	ns	-
Ne l'a pas demandé, par contrainte	Réf.	<i>Réf.</i>
Ne l'a pas demandé, par choix	ns	-
Ne l'a pas demandé car l'employeur a proposé de tout payer lui-même	0.7588***	0.1387
10. A participé partiellement aux frais	0.2997***	0.1252
A participé entièrement aux frais	0.4754***	0.1278
N'a pas participé	Réf.	<i>Réf.</i>
Facteurs de conversion environnementaux et sociaux		
11. Services aux personnes fragiles	Réf.	<i>Réf.</i>
Services à la famille	ns	-
Industrie, commerce	ns	-
Administration publique	ns	-
Autres	ns	-
12. Fonction publique	-0.2507*	0.1426
Association	Réf.	<i>Réf.</i>
Entreprise privée ou entreprise d'insertion	ns	-
Particuliers	ns	-

Partie 3/3 n = 3064 salariés	Modèle 2	
	Estimation	Erreur std
13. ADENAT	ns	-
ADV	ns	-
ATENAT	ns	-
AUTTIT	-0.8554**	0.3576
DEAVS	Réf.	<i>Réf.</i>
DPAS	-0.8686***	0.1565
14. N'a pas informé l'employeur par choix	ns	-
N'a pas informé l'employeur par contrainte	ns	-
Une évolution de carrière a été envisagée.	0.4543***	0.1101
Aucune évolution de carrière n'a été envisagée	Réf.	<i>Réf.</i>
15. Employeur, sans espace de choix	-0.9468***	0.2055
Employeur, avec espace de choix	Réf.	<i>Réf.</i>
Effet de pair	ns	-
Conseil d'un organisme de placement ou de formation	-0.4624**	0.2207
Conseil de l'entourage	ns	-
Choix personnel	ns	-
16. A bénéficié d'un accompagnement	0.9143***	0.1176
Non, par contrainte	Réf.	<i>Réf.</i>
Non, par choix	0.3841***	0.1411
Non (autres raisons)	-0.4129***	0.1807
17. N'a pas suivi l'accompagnement jusqu'au bout	-1.5331***	0.2861
18. N'a pas bénéficié d'encouragements ou de soutien moral	-0.7285***	0.0962

Tables 3 and 4

Probability of accreditation n = 3064 salariés	Modèle 3 -2LogL = 2829.084	
	Estimation	Erreur std
Constante	2.6297***	0.3761
Ressources : congé vae		
A obtenu le congé VAE	Réf.	<i>Réf.</i>
Ne l'a pas demandé, par contrainte	-0.8045***	0.2353
Ne l'a pas demandé, par choix	-0.9975***	0.1587
Facteurs de conversion		
Employeur, sans espace de choix	-0.4844*	0.2853
Employeur, avec espace de choix	0.4624*	0.2207
Conseil d'un organisme de formation ou de placement	Réf.	<i>Réf.</i>
A bénéficié d'un accompagnement	Réf.	0.1014
Non, par contrainte	-0.9143***	0.1176
Non, par choix	-0.5302***	0.1506
Non (autres raisons)	-1.3272***	0.1868
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle 4 -2LogL = 2935.656	
	Estimation	Erreur std
Constante	2.3424***	0.3633
Ressources		
N'a pas demandé le congé VAE	-1.0235 ***	0.1532
Facteurs de conversion		
Employeur	0.3825*	0.2149
N'a pas bénéficié d'accompagnement	-0.7441***	0.1027
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

Tables A to P.

n = 3064 salariés	Modèle A -2LogL = 2917.391	
	Estimation	<i>Erreur std</i>
Constante	1.3315***	0.2785
Facteurs de conversion individuels		
Caractéristiques individuelles		
<u>Effet net moyen</u>		
Expérience de3à-de5ans	Réf.	Réf.
de5à-de10ans	ns	-
de10à-de15ans	ns	-
de15à-de20ans	ns	-
de20à-de30ans	ns	-
de30anset+	ns	-
Ressources		
<u>Effet net moyen</u>		
A bénéficié du congé VAE	ns	-
<u>Effet croisé</u>		
Expérience de5à-de10ans + Congé VAE	ns	-
de10à-de15ans + Congé VAE	ns	-
de15à-de20ans + Congé VAE	ns	-
de20à-de30ans + Congé VAE	ns	-
de30anset+ + Congé VAE	1.9734**	1.0222
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle B -2LogL=2931.892	
	Estimation	<i>Erreur std</i>
Constante	1.3711***	<i>0.2775</i>
Facteurs de conversion individuels		
Caractéristiques individuelles		
<u>Effet net moyen</u>		
Expérience de 3à-de5ans	Réf.	Réf.
de 5à-de10ans	ns	-
de 10à-de15ans	ns	-
de 15à-de20ans	ns	-
de 20à-de30ans	ns	-
de 30anset+	ns	-
Ressources		
<u>Effet net moyen</u>		
A participé financièrement	ns	-
<u>Effet croisé supplémentaire</u>		
Expérience de 5à-de10ans + Parti.fi.	ns	-
de 10à-de15ans + Parti.fi.	ns	-
de 15à-de20ans + Parti.fi.	0.4838*	<i>0.2700</i>
de 20à-de30ans + Parti.fi.	ns	-
de 30anset+ + Parti.fi.	ns	-
*** : Significatif à 1% ; ** : Significatif à 5% ; * : Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle C -2LogL=2905.540		Modèle C bis -2LogL=	
	Estimation	Erreur std	Estimation	Erreur std
Constante	1.1545***	0.3173		
Facteurs de conversion individuels				
Caractéristiques individuelles				
<u>Effet net moyen (m5)/ Effets moyens nets et bruts (M5bis)</u>				
Expérience de3à-de5ans	Réf.	Réf.	Réf.	Réf.
de5à-de10ans	ns	-	ns	-
de10à-de15ans	ns	-	ns	-
de15à-de20ans	ns	-	ns	-
de20à-de30ans	ns	-	ns	-
de30anset+	ns	-	ns	-
<u>Effet net moyen (M5) / Effets moyens nets et bruts (M5 bis)</u>				
Aucun diplôme ou CEP-BEPC	Réf.	Réf.	Réf.	Réf.
CAP-BEP	0.8189*	0.4770	0.5771***	0.1744
Baccalauréat professionnel et technologique ou brevet professionnel et technologique	ns	-	0.7140**	0.2929
Baccalauréat général	ns	-	ns	-
Diplôme de l'enseignement supérieur	ns	-	0.9061**	0.3914
<u>Effet croisé supplémentaire</u>				
de5à-de10ans + CAP BEP	-0.9149*	0.5094	-0.6601***	0.2470
de 10 à -de15ans + CAP BEP	-0.9024*	0.5156	-0.6993***	0.2588
autres modalités croisées	ns	-	X	X
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.				

n = 3064 salariés	Modèle D -2LogL=2927.833		Modèle D bis -2LogL=2931.530	
	Estimation	Erreur std	Estimation	Erreur std
Constante	1.2200***	0.2975	1.2656***	0.2707
Facteurs de conversion individuels				
Caractéristiques individuelles				
<u>Effet net moyen (M6)/ Effets moyens nets et bruts (M6 bis)</u>				
Expérience de3à-de5ans	Réf.	Réf.	Réf.	Réf.
de5à-de10ans	ns	-	ns	-
de10à-de15ans	ns	-	ns	-
de15à-de20ans	ns	-	ns	-
de20à-de30ans	ns	-	ns	-
de30anset+	ns	-	ns	-
<u>Effet net moyen (M6)/ Effets moyens nets et bruts (M6 bis)</u>				
Emploi régulier puis chômage continu	Réf.	Réf.	Réf.	Réf.
Succession emploi-chômage	ns	-	ns	-
Chômage et/ou inactivité	ns	-	ns	-
A toujours travaillé	ns	-	ns	-
<u>Effet croisé supplémentaire</u>				
De15à-de20ans + succession emploi-chômage	-1.0199*	0.5994	-0.7606**	0.0.3680
Autres modalités croisées	ns	-	X	X
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.				

n = 3064 salariés	Modèle E -2LogL = 2929.087	
	Estimation	<i>Erreur std</i>
Constante	1.3188***	0.2713
Facteurs de conversion individuels		
<u>Effet net moyen</u>		
Homme	-0.5219**	0.2309
<u>Effet net moyen</u>		
Expérience spécifique	-0.2781**	0.1112
Expérience générale	Réf	<i>Réf</i>
Caractère spécifique ou général de l'expérience inconnu	-0.8578***	0.2182
<u>Effet croisé</u>		
Homme + Expérience spécifique	ns	-
Homme + Caractère de l'expérience inconnu	1.0863**	0.4316
*** : Significatif à 1% ; ** : Significatif à 5% ; * : Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle F -2LogL=2927.729	
	Estimation	Erreur std
Constante	1.3313***	0.2841
Facteurs de conversion individuels		
Caractéristiques individuelles		
<u>Effet net moyen</u>		
Expérience spécifique	-0.3628***	0.1158
Expérience générale	Réf.	Réf.
Caractère spécifique ou général de l'expérience inconnu	- 0.7249***	0.2348
Facteurs de conversion environnementaux / sociaux		
<u>Effet net moyen</u>		
Services aux personnes fragiles	Réf.	-
Services à la famille	ns	-
Industrie, commerce	ns	-
Administration publique	ns	-
Autres	ns	-
<u>Effet croisé supplémentaire</u>		
Expérience spécifique + service à la famille	0.5974*	0.3394
Autres modalités croisées	ns	-
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle G -2LogL = 2928.965	
	Estimation	Erreur std
Constante	1.2868***	0.2721
Facteurs de conversion environnementaux/sociaux		
<u>Effet net moyen</u>		
Services aux personnes fragiles	Réf.	Réf.
Services à la famille	ns	-
Industrie, commerce	ns	-
Administration publique	ns	-
Autres	ns	-
Ressources		
<u>Effet net moyen</u>		
A participé financièrement	0.2388**	0.1155
<u>Effet croisé</u>		
Service à la famille + Participation financière	0.5908*	0.3081
Autres modalités croisées	ns	-
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle H -2LogL=2930.893	
	Estimation	Erreur std
Constante	1.3076***	0.2720
Facteurs de conversion individuels		
Caractéristiques individuelles		
<u>Effet net moyen</u>		
Aucun diplôme ou CEP-BEPC	Réf.	<i>Réf.</i>
CAP-BEP	ns	-
Baccalauréat professionnel et technologique ou brevet professionnel et technologique	0.6089**	0.3052
Baccalauréat général	ns	-
Diplôme de l'enseignement supérieur	0.9573**	0.4202
Facteurs de conversion environnementaux /sociaux		
<u>Effet net moyen</u>		
Reconversion	ns	-
<u>Effet croisé supplémentaire</u>		
Reconversion + Bac général	-1.1417*	0.6374
Autres modalités croisées	ns	-
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle I -2LogL=2932.057	
	Estimation	Erreur std
Constante	1.2244***	0.2728
Facteurs de conversion individuels		
Caractéristiques individuelles		
<u>Effet net moyen</u>		
Aucun diplôme ou CEP-BEPC	Réf.	<i>Réf.</i>
CAP-BEP	0.3781**	0.1808
Baccalauréat professionnel et technologique ou brevet professionnel et technologique	0.7452**	0.2917
Baccalauréat général	ns	-
Diplôme de l'enseignement supérieur	0.9256**	0.3904
Facteurs de conversion environnementaux /sociaux		
<u>Effet net moyen</u>		
ADENAT	ns	-
ADV	ns	-
ATENAT	ns	-
AUTTIT	-0.7117*	0.3727
DEAVS	Réf.	<i>Réf.</i>
DPAS	-0.6520***	0.1699
<u>Effet croisé supplémentaire</u>		
CAP BEP + DPAS	-0.4685*	0.2588
CAP BEP + autres modalités du diplôme visé	ns	-
autres modalités croisées	X	X
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle J -2LogL=2912.989		Modèle J bis -2LogL=2915.688	
	Estimation	Erreur std	Estimation	Erreur std
Constante	1.3313***	0.2841	1.3479***	0.2741
Facteurs de conversion individuels				
Caractéristiques individuelles				
<u>Effet net moyen (M7)/ Effets nets et bruts moyens (M7 bis)</u>				
Expérience spécifique	-0.3627**	0.1751	-0.3719***	0.1131
Expérience générale	Réf.	Réf.	Réf.	Réf.
Caractère spécifique ou général de l'expérience inconnu	ns	-	-0.6360***	0.2089
Facteurs de conversion environnementaux / sociaux				
<u>Effet net moyen (M7)/ Effets nets et bruts moyens (M7 bis)</u>				
ADENAT	ns	-	ns	-
ADV	ns	-	ns	-
ATENAT	ns	-	ns	-
AUTTIT	ns	-	ns	-
DEAVS	-1.2043***	0.4162	-1.0866***	0.3614
DPAS	Réf.	Réf.	Réf.	Réf.
	-0.7088***	0.1828	-0.7847***	0.1530
<u>Effet croisé supplémentaire</u>				
Expérience spécifique + ADENAT	0.7675***	0.3387	0.7722***	0.3614
Expérience spécifique + ADV	0.8520*	0.5010	0.8630*	0.4848
Caractère de l'expérience inconnu + ADV	-1.4073*	0.7788	-1.1447*	0.6864
Caractère inconnu +AUTTIT	1.3350*	0.7673	1.4521**	0.6433
Autres modalités croisées	ns	-	X	X
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.				

n = 3064 salariés	Modèle K -2LogL = 2917.391	
	Estimation	<i>Erreur std</i>
Constante	1.1413***	<i>0.2732</i>
Facteurs de conversion environnementaux/sociaux		
<u>Effet net moyen</u> A bénéficié d'un accompagnement	1.2007***	<i>0.1365</i>
Ressources		
<u>Effet net moyen</u> A participé financièrement	0.5790***	<i>0.1206</i>
<u>Effet croisé</u> Accompagnement + Participation financière	-0.8466***	<i>0.1975</i>
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle L -2LogL = 2917.391	
	Estimation	<i>Erreur std</i>
Constante	1.2107***	<i>0.2710</i>
Facteurs de conversion environnementaux/sociaux		
<u>Effet net moyen</u> A bénéficié d'un accompagnement	0.8652***	<i>0.1095</i>
Ressources		
<u>Effet net moyen</u> A bénéficié d'un congé VAE	0.8709***	<i>0.1972</i>
<u>Effet croisé</u> Accompagnement + congé VAE	ns	<i>ns</i>
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle M -2LogL = 2924.860	
	Estimation	<i>Erreur std</i>
Constante	1.3900***	0.2730
Facteurs de conversion environnementaux/sociaux		
<u>Effet net moyen</u> A bénéficié d'un accompagnement	0.5455***	0.1316
<u>Effet net moyen</u> N'a pas bénéficié de soutien moral	-0.9438***	0.1146
<u>Effet croisé</u> Accompagnement + Absence de soutien moral	0.6594***	0.2024
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle N -2LogL = 2932.601	
	Estimation	<i>Erreur std</i>
Constante	1.3186***	0.2715
Facteurs de conversion environnementaux/sociaux		
<u>Effet net moyen</u> N'a pas bénéficié de soutien moral	-0.7934***	0.1001
Ressources		
<u>Effet net moyen</u> A bénéficié d'un congé VAE	0.5426***	0.1841
<u>Effet croisé</u> Absence de soutien moral + congé VAE	0.5006*	0.2879
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.		

n = 3064 salariés	Modèle O -2LogL=2912.989		Modèle O bis -2LogL=2915.688	
	Estimation	Erreur std	Estimation	Erreur std
Constante	1.3541***	0.2715	1.3045***	0.2709
Ressources				
<u>Effet net moyen</u>				
A participé financièrement	0.5426***	0.1841	0.2910***	0.10031
Facteurs de conversion environnementaux / sociaux				
<u>Effet net moyen (M7)/ Effets nets et bruts moyens (M7 bis)</u>				
ADENAT	ns	-	ns	-
ADV	ns	-	ns	-
ATENAT	ns	-	ns	-
AUTTIT	-0.7775***	0.3810	-0.9284**	0.3653
DEAVS	Réf.	<i>Réf.</i>	Réf.	<i>Réf.</i>
DPAS	-0.8958***	0.1850	-0.8555***	0.1584
<u>Effet croisé supplémentaire</u>				
ADENAT+ participation financière	0.6821**	0.3086	X	X
<i>Autres modalités croisées</i>	ns	ns	X	X
AUTTIT + participation financière	X	X	ns	-
DPAS + participation financière	X	X	0.5046*	0.2942

*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.

n = 3064 salariés	Modèle P -2LogL=2894.903		Modèle P bis -2LogL=2918.503	
	Estimation	Erreur std	Estimation	Erreur std
Constante	1.2670***	0.2755	1.2768***	0.2728
Facteurs de conversion environnementaux / sociaux				
<u>Effet net moyen</u>				
ADENAT	ns	-	ns	-
ADV	Réf.	Réf.	Réf.	Réf.
ATENAT	ns	-	ns	-
AUTTIT	ns	-	-0.8112**	0.3514
DEAVS	ns	-	ns	-
DPAS	-0.9609***	0.1811	-0.8414***	0.1556
<u>Effet net moyen</u>				
Employeur	Réf.	Réf.	Réf.	Réf.
Effet de pair	ns	-	ns	-
Conseil d'un organisme de placement ou de formation	-1.0539***	0.3814	-0.7251***	0.2249
Conseil de l'entourage	-1.0799**	0.4446	-0.7644***	0.2775
Choix personnel	ns	-	ns	-
<u>Effet croisé supplémentaire</u>				
Conseil de l'entourage + ADENAT	1.1849*	0.6266	1.0222**	0.4806
Effet de pair + XXXXXX	-1.7802**	0.6785	-1.5536***	0.5820
Organisme de placement (...) + ATENAT	1.7945***	0.8001	1.3781*	0.7117
Conseil entourage + DPAS	1.1835**	0.5365	0.7791*	0.4010
Autres modalités croisées	ns	-	X	X
*** : Significatif à 1% ; ** : Significatif à 5% ; * :Significatif à 10% ; ns : non significatif.				

n = 3064 salariés	Modèle Q -2LogL = 2919.708	
	Estimation	Erreur std
Constante	1.5232***	0.2812
Facteurs de conversion environnementaux/sociaux		
<u>Effet net moyen</u>		
Fonction publique	-0.6660***	0.1743
Association	Réf.	-
Entreprise privée ou entreprise d'insertion	-0.3398*	0.2031
Particuliers	ns	-
Ressources		
<u>Effet net moyen</u>		
A participé financièrement	ns	-
<u>Effet croisé</u>		
Fonction publique + Participation financière	0.8952***	0.2944
Entreprises privées / insertion + Participation financière	0.6475**	0.2541
Autre variable croisée	ns	-
*** : Significatif à 1% ; ** : Significatif à 5% ; * : Significatif à 10% ; ns : non significatif.		

References.

BECKER.G.S (1964), *Human Capital, A Theoretical and Empirical Analysis*, Columbia University Press for the National Bureau of Economic Research, New York.

BEN PORATH Y., (1967), «The Production of Human Capital and the Life Cycle of Earnings», *Journal of Political Economy*, 75, pp. 352-365.

BENTHAM.J (1789) *Introduction to the Principles of Morals and Legislation*, Oxford, at the Clarendon Press

BONVIN.J-M et FARVAQUE.N, (2007) « L'accès à l'emploi au prisme des capacités, enjeux théoriques et méthodologiques », p9-24, *Formation Emploi* n°98, avril-juin.

CORIAT.B et WEINSTEIN.O (2004), *les nouvelles théories de l'entreprise*, p147, Ed Le livre de Poche, Inédit Economie.

DUPRAY.A, (2000), « Déclin de l'efficacité de l'investissement éducatif : les enseignements du modèle de signalement », *Document de travail du Lest*, p1-33.

FARVAQUE (2003), *Conventions et institutions d'évaluation dans l'approche par les capacités de Sen : des repères pour l'action publique ?*, Colloque « Conventions et institutions. Approfondissements théoriques et contribution au débat politique », 12-13 décembre, Grande Arche de la Défense, Paris, 25p.

FARVAQUE.N (2005), « Bases d'information et conventions d'évaluation dans l'approche par les capacités de Sen », in F.Eymard-Duvernay (ed.) *L'économie des conventions, méthodes et résultats*, t.2, Développements, Paris, La Découverte, p159-179.

LEVY-GARBOUA.L (1994), « Formation sur le tas et rendements de l'expérience : un modèle de diffusion du savoir », *Economie et Prévision*, n°116, p79.

OCDE (2001), *Du bien-être des nations, le rôle du capital humain et social*, Paris, 136p.

OCDE (2005), *Accroître les chances de chacun pour bénéficier d'une politique sociale active au bénéfice de tous*, Paris, 224p.

POULAIN (2001), *Le capital humain, d'une conception substantielle à un modèle représentationnel*, *Revue économique*, vol52, n°1 ; janvier, p91-116.

RAWLS (1971), *A Theory of justice*, Cambridge, Harvard University Press; traduction française de Catherine Audard, *Théorie de la justice*, éd. Seuil, 1997, 666p.

RAWLS.J (1971), *Théorie de la Justice*, édition Seuil Paris, 1987.

ROSE.J, GRASSER.B (2000), « L'expérience professionnelle, son acquisition et ses liens à la formation », *Formation Emploi*, n°71.

ROSE.J, GRASSER.B (2000b), « L'expérience professionnelle : sa définition, son acquisition et son utilisation », *Les cahiers du Grée*, n°13, avril.

ROSE.J, GRASSER.B (2001), « Usage de l'expérience professionnelle et performance productive », *Formation Emploi*, n°73.

SCHULTZ T.W. (1961), « Investment in Human Capital », *The American Economic Review*, Vol. 51, No. 1, march, pp. 1-17.

SCHWARTZ (2004) « L'expérience est-elle formatrice ? », *Education Permanente, Les acquis de l'expérience*, n°158.

SEN (1980), Equality of What ?, in S. McMurrin (ed.), *The Tanner lectures on human values*, University of Utah Press, volume 1, p195-220.

SEN (1985), The standard of living, *The Tanner lectures on Human Values*, in S. McMurrin (ed.), Clare Hall, Cambridge University, 11-12 mars.

SEN (1990), Welfare, freedom and social choice: a reply, *Recherches économiques de Louvain*, volume 56, p451-485.

SEN (2000), *Repenser l'inégalité*, Ed. Seuil, mai, 281p.

SPENCE, M (1973) « Job Market Signalling », *Quarterly Journal Economics*, vol.87, p.353.

VINCENS.J (2001), « Définir l'expérience professionnelle », *Travail et Emploi*, n°85, janvier.