

**The evaluation of competences for vocational education and training: methods,  
problems and perspectives in the national, European and international area  
Arbeitsgemeinschaft Berufsbildungsforschungsnetz (AG BFN)  
(<http://www.kibb.de>)**

– **Forum in Munich on 7 and 8 October 2008**

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**Call for Papers**

In vocational education and training, competences mean an individual's skills in an occupational context in the widest sense. Competences are context-related cognitive, affective and psychomotor abilities to master complex tasks, and they include social and personal skills. On the one hand, competences are the aim of formal, non-formal and informal vocational education. On the other hand, competences are related to the demands of the employment system and the development of corresponding human resources.

Today's vocational training system is aimed at the certification of learning outcomes and this is why the evaluation of competences is gaining more and more importance. The emphasis is on the diagnosis of competences including competence modelling. In vocational schools, the evaluation of competences focuses on related teaching in a learning field which is based on theoretical thematic units related to work practice in the company. In company-based training and the working environment, the evaluation of competences has to meet the demands of situational learning in many different ways and in a variety of contexts. School and company-based competence evaluation is based on a development perspective and establishes learning progress at the end of each individual training phase as well as on the conclusion of training.

Great importance is attached to competence evaluation in the European area including the related consequences in the field of vocational training policy. The evaluation of competences in school, company and transition system, as well as in non-formal and informal areas of vocational education, should take account of recent developments of ECVET und NQFs. Competence evaluation leads to credit points and gradings within national and European qualification frameworks.

In the wake of economic globalization and of the competition between economic areas, including Europe, America und Asia, for example, the evaluation of competences acquires an international dimension. It needs to be established to what extent the European approaches which are currently under discussion are compatible with international developments.

Another focus is on the aspect of competence evaluation in a comparative international perspective and should essentially be covered by the keynote speakers' contributions.

Papers on methods, problems and perspectives relating to the evaluation of competences are invited in the following thematic areas:

1. Approaches, techniques and methods of competence evaluation in vocational education and training in Germany
2. Approaches, techniques and methods of competence evaluation in discussions at the European and international level
3. Approaches, techniques and methods of competence evaluation in international comparative studies

Participants who are interested in contributing a paper to one of the forums are asked to send a synopsis of two A4-pages maximum. The synopsis should describe the envisaged topic and assign it to one or several of the above-mentioned thematic fields.

Please send your synopsis to the following address by ... at the latest:

Prof. Dr. Andreas Schelten

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A total of 30 minutes are scheduled for the paper and discussion, subdivided as follows:

- Paper 15 minutes
- Discussion 15 minutes

Please submit your paper as PowerPoint file (maximum 10 slides) before the forum. It will be made available for download on the AG BFN homepage in the runup to the forum.

It is planned to publish the papers as conference proceedings in the scientific series of the Arbeitsgemeinschaft Berufsbildungsforschungsnetz (AG BFN). The manuscripts should be handed in two weeks after the conclusion of the forum at the latest.