

From evaluation to assessment? – Approaches in aeronautics

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The main reason for the reliability and success of cross-OECD comparative studies in general education is not only the transnational agreement about educational standards but also the comparability of educational systems. This is not met in vocational education: Systemic differences between dual, modularized and school-based vocational education and training are obvious and generate serious obstacles in finding standards compatible to the respective national curricula (cf. Bremer 2005). Our projects pursue an approach that is independent from national curricula: Our analysis of systemic differences in four countries and the degrees of freedom in the organization of the apprenticeship within the respective frameworks has confirmed these expected systemic differences. But we found an amount of common core tasks performed in all four countries by skilled workers – so the different tracks of apprenticeship should lead to the same result. In a small empirical study we have identified the characteristic approaches of differently advanced apprentices. Significant national differences in the acceptable solutions were found but almost no differences in the good solutions – so it seems that different tracks do lead to comparable results. We commend our methodical approach as a basis for assessing and recognizing learning outcomes on a sub-level of national qualifications.