

**In reviewing and renewing qualifications, do you use the analysis and comparison of learning outcomes? How?**

DE: there is a lot of analysis available

DE: BAuA employment survey since 1979 (task based)

DE: Occupation and field screening (companies/trainers etc.)

LT: no renewal process yet: comparing useful in the country and int. Context (need for capacity building)

PT: we compare LO with those of to other countries

NL: implementation of national skills language as reference system for VET and labor market

*Q: Need for comparative aspects (Q, EU?)*

**How can the analysis and comparison of learning outcomes be used in the future to:**

**a. support national dialogue between VET and the labour market/society?**

**b. to strengthen dialogue and mutual learning between countries?**

NL: need to expand the system to support lifelong learning (adaptiveness)

PT: capacity building - training of teachers and trainers in the operationalization of LO

DE: Guide on how to review Qualifications based on competence-based approaches (LOs), also for trainers (how to operationalise LOs)

DE: Dialogue? Need to adjust to national context (ESCO too aggregated... needs operationalisation)

LT: comparison based on intended LOs (descriptions), but curriculum/what is taught/trained is sth different

Higher emphasis should be put on training of those who are involved in the development of LO, as format how they are formulated often differs among occupations and fields.

Look at occupations!

*Cedefop: look at:*

*1) purpose of apprenticeship  
(intension/ LO)*

*2) Level of discussions  
(institutional level/ higher level?)*

One tool: different purposes, even in renewal of qualifications (increase innovation/ feedback on stakeholders). Can't use the same tool/ reference tools

Analysis when you see changes in occupational practice, or when there is a need from labour market stakeholders

National circumstances determine the usefulness and conditions for the application of comparing qualifications