

VET system evaluation and quality assurance

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 SPAIN

Timeline

2025 Implementation

ID number 50106

Background

The design of a comprehensive model for the evaluation and quality assurance of the VET system was one of the lines of action of the Plan for the modernisation of VET (2019-23).

Organic Law 3/2022 promotes continuous improvement and alignment with labour market needs through structures that ensure quality evaluation. It establishes the obligation to have a system evaluation and quality mechanism in place, incorporating the obligation to produce an annual report on the state of vocational training.

Royal Decree 659/2023 regulates aspects related to the quality and evaluation of the system at the state level. It specifies that the quality assurance framework is to cover planning, implementation, results and updates, in line with the European Quality Assurance Reference Framework for Vocational Training (EQAVET).

Objectives

At the macro level, the evaluation of the VET system focuses on its ongoing adaptation to social and productive demands, and on achieving objectives relating to the initial and ongoing upskilling and reskilling of the population.

Description

Systematic evaluation plans are essential elements in ensuring quality in the design of public policies.

Royal Decree 659/2023 established the Technical committee for quality and evaluation of vocational training and enabled creating the Spanish framework for quality assurance of the VET system and the state system of indicators for evaluating VET.

The Technical committee for quality and evaluation of vocational training (*Comité Técnico de Calidad y Evaluación de Formación Profesional*) is a body for territorial cooperation, coordinated by the education ministry and made up of one representative for vocational training from the education system and one representative of vocational training for workers from each autonomous community and autonomous city in accordance with their respective powers.

The VET evaluation and quality assurance framework aims to evaluate the vocational training system, adopting the objectives set out in the Organic Law 3/2022:

- (a) the identification, description and analysis of the elements relevant to the quality of the provision and implementation of vocational training programmes and actions, the accreditation of competences and career guidance;
- (b) the provision of evidence to enable informed decision-making to improve the functioning of the system and the results it achieves

It will cover at least the phases of planning, implementation, results and updating, in line with the indicators set out in the European Quality Assurance Reference Framework for VET (EQAVET).

The State system of indicators aims to build a continuous, integral, and contextualised evaluation mechanism for lifelong vocational education and training in Spain.

2025 Implementation

The Technical committee for quality and evaluation of vocational training was appointed and defined its structure, functions and internal procedures. The committee is to meet at least twice a year with the following mission:

- (a) developing a common framework for evaluation and quality assurance of the VET system;
- (b) developing the system of indicators for evaluating the VET system;
- (c) determining common instruments for quality verification and the collection of evidence for assessment at the state level;
- (d) agreement on the proposal to conduct research and studies to evaluate the vocational training system;

Both the common framework for the evaluation and quality assurance and the State system of indicators for the evaluation and quality assurance of vocational training were published in June.

The Spanish framework for the evaluation and quality assurance of vocational training is based on European recommendations and contributions made during its implementation within the EQAVET network, and the commitments made by the Spanish government in this regard under current legislation.

The framework addresses various aspects, including planning and provision, teacher and trainer activity, VET centre profiles, coordination between centres within and outside the system, career guidance services, skills validation, participation in applied innovation and research, entrepreneurship, and responsiveness to local needs. Various sources of verification are included, with mandatory learner feedback.

The indicator system includes 34 indicators across 12 areas, covering aspects such as labour market integration, equity, digitalisation, sustainability and system quality. These indicators underpin the VET system status report, enabling continuous and informed evaluation. Its development followed a collaborative, multi-institutional process involving:

- (a) the Technical committee for quality and evaluation of vocational training for consensus-building;
- (b) inputs from the Social Dialogue Table and other stakeholders ensuring that social partners' contributions are gathered to enrich the collective construction process;
- (c) integration of national statistics (INE, SEPE) and international standards (OECD, Eurostat).

In March, the initial report on the status of the VET system was published. This report provides an overview of the current state of Spain's new VET system, as defined by Organic Law 3/2022. It describes the evolution and changes shaping the reform, outlines ongoing initiatives and future actions, and marks the start of the process to evaluate and improve system quality.

Bodies responsible

- Ministry of Education, Vocational Training and Sports
- Autonomous Communities (CC.AA.)

Target group

Learners

Learners in upper secondary, including apprentices
Young people not in employment, education or training (NEETs)
Learners with disabilities
Adult learners
Persons in employment, including those at risk of unemployment

Education professionals

Teachers
Trainers
Guidance practitioners

Entities providing VET

Companies
VET providers (all kinds)

Other stakeholders

Social partners (employer organisations and trade unions)
National, regional and local authorities

Thematic categories

Governance of VET and lifelong learning

Further developing national quality assurance systems
Establishing and developing skills intelligence systems

Transparency and portability of VET skills and qualifications

Learners' possibilities of accumulation, validation and recognition of learning outcomes acquired non-formally and informally

Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

European and international dimensions of VET

Mobility of learners and staff

European priorities in VET

VET Recommendation

VET underpinned by a culture of quality assurance

Subsystem

Further reading

[Common framework for quality assurance in the vocational training system](#)

[State system of quality assurance indicators for the evaluation of the vocational training system](#)

[Initial report on the status of the VET system](#)

Related policy developments

2025 Implementation

Strategic boost to VET

The new government, in power since June 2018, reorganised the administration. The change of name in the education administration state, now the Education and Vocational Training ministry (previously Education, Culture and Sports), reflects the new strategy to promote VET.



Type of development

Strategy/Action
plan

Subsystem

IVET CVET

“ ... ” Cite as

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/50106>