



Statement

preparatory secondary vocational education (‘VMBO’) economics and business profile -BB, KB and GL learning pathways-

from 2016 onwards

Preparatory secondary vocational education (known in the Netherlands by the abbreviation ‘VMBO’) is a general programme of secondary education which prepares pupils for basic vocational training (level 2), vocational training (level 3) and management training (level 4), as part of the wider system of senior secondary vocational education and training (‘MBO’). After the core phase (which makes up the first two years of study), or at the very start of the programme of education, pupils choose one of the four learning pathways. The four learning pathways available are:

- the basic vocational pathway (‘BB’)
- the advanced vocational pathway (‘KB’)
- the combined pathway (‘GL’)
- the theoretical pathway (‘TL’)

The basic vocational pathway prepares pupils exclusively for basic vocational training (level 2) within MBO. The advanced vocational pathway prepares pupils to continue their secondary education in vocational training (level 3) and management training (level 4) within MBO. The combined pathway and the theoretical pathway also prepare pupils for vocational training (level 3) and management training (level 4). These learning pathways also offer pupils the opportunity to continue to senior general secondary education (HAVO).

Within the basic vocational, advanced vocational and combined pathways, there is a choice between 10 profiles.

The basic vocational pathway has been categorized at level 1 within the Dutch Qualification Framework (NLQF). The NLQF level is comparable to level 1 of the European Qualification Framework (EQF). The advanced vocational pathway and the combined pathway have been categorized at level 2 within the Dutch Qualification Framework (NLQF). The NLQF level is comparable to level 2 of the European Qualification Framework (EQF).

**NLQF/EQF level:
1 or 2**

The package of education and examinations in the BB, KB and GL learning pathways consists of:

- one component which is common to all profiles: the common component;
- a profile-specific component, which is specific to that profile;
- a free-choice component, consisting of subjects and components from other programmes.

In order to enable a comparison between the Dutch system of assessment and the systems of assessment that are in place in other countries, each grade between 1 and 10 is described below:

10 - outstanding	5 - almost satisfactory
9 - very good	4 - unsatisfactory
8 - good	3 - very unsatisfactory
7 - more than satisfactory	2 - poor
6 - satisfactory	1 - very poor

The final examination consists of two parts: the school examination and the central examination. The Ministry of Education, Culture and Science determines the programme of examinations for the entire final examination. This includes a decision regarding which material must be examined and how this material is to be divided between the school examination and the central examination. The profile paper is part of the school examination in the combined and theoretical pathways. The paper demonstrates that the pupil has sufficient knowledge, insight and skills in relation to that particular profile. The final examination includes a compulsory arithmetic test. The arithmetic test is separate from the subject of mathematics. The arithmetic test determines whether the pupil has sufficient understanding, knowledge and skills in relation to performing calculations.

The programme has a nominal duration of four years (ages 12 to 16 years). It begins after eight years of primary education (ages 4 to 12 years), and is part of the Dutch system of general secondary education. VMBO is the responsibility of the Ministry of Education, Culture and Science and is fully funded by national government. This type of education is regulated by the Secondary Education Act ('WVO').