



Vocational Education and Training City of Nuremberg

28th February 2023



Agenda

1. Vocational training - City of Nuremberg: Facts and figures
2. Vocational training – Nuremberg’s competence centers
3. Organization chart – City Administration
4. Vocational training schools in Nuremberg – Types of vocational schools (DQR 1-6) within Bavarian School System
5. Integration classes at vocational schools
6. Quality management at vocational schools and quality frame for municipal schools in Nuremberg

Overall Picture

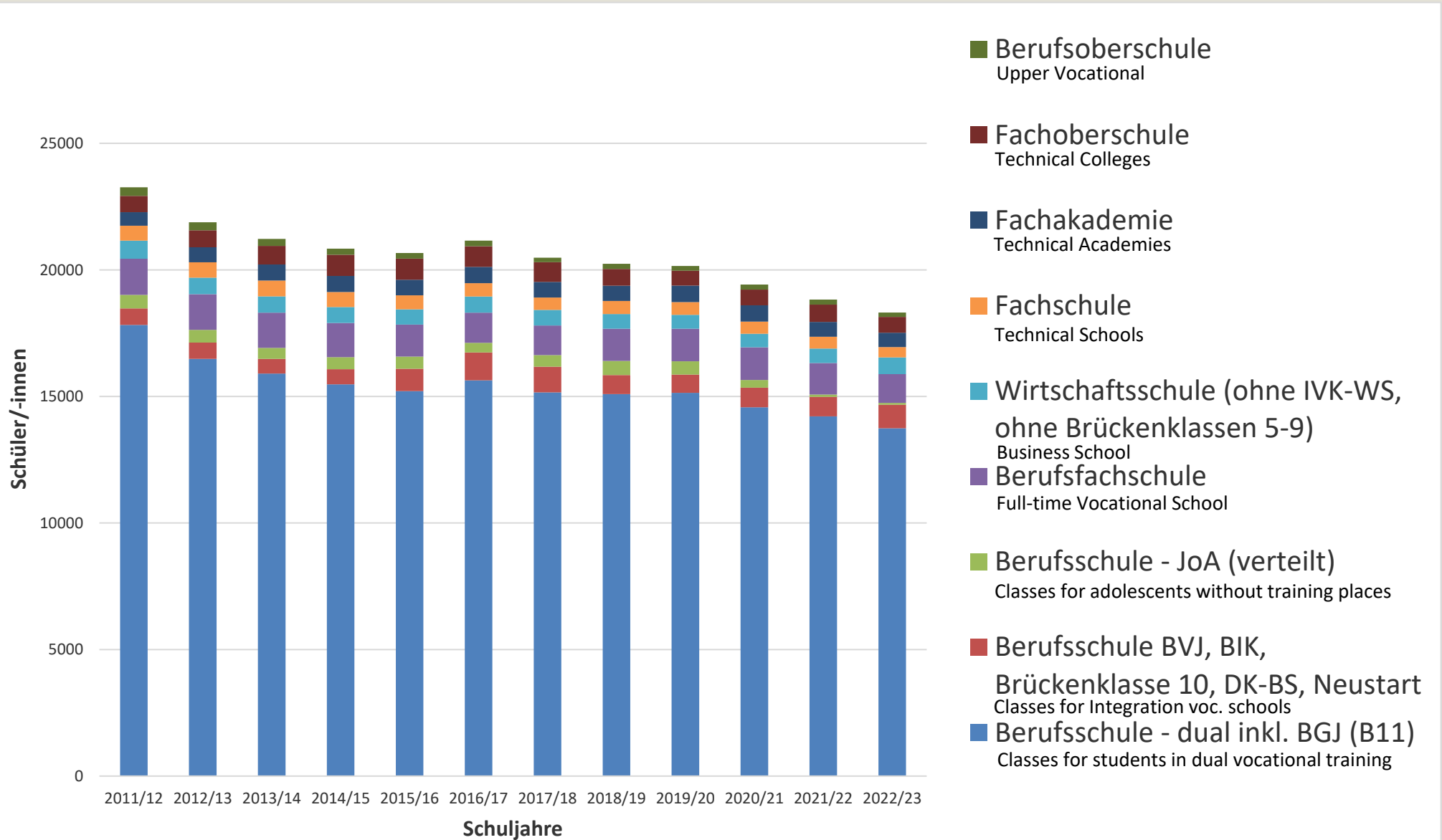
Students at public vocational schools in Nuremberg SY 2022/23

School enrollment	SY18/19	SY19/20	SY20/21	SY21/22	SY22/23	Compared to previous year
Dual vocational training*	15.091	15.233	14.573	14.214	13.741	-3,3%
Vocational preparation	1.310	1.226	1.042	824	929	+12,7%
Full-time school-based training at voc. schools	1.274	1.286	1.288	1.248	1.138	-8,8%
Upper vocational schools and technical colleges	3.507	3.266	3.164	3.238	3.147	-2,8%
Technical schools and technical academies	1.120	1.116	1.122	1.051	977	-7,0%
Commercial school**	582	548	537	570	658	+15,4%
Total	22.884	22.675	21.726	21.145	20.594	-2,6%

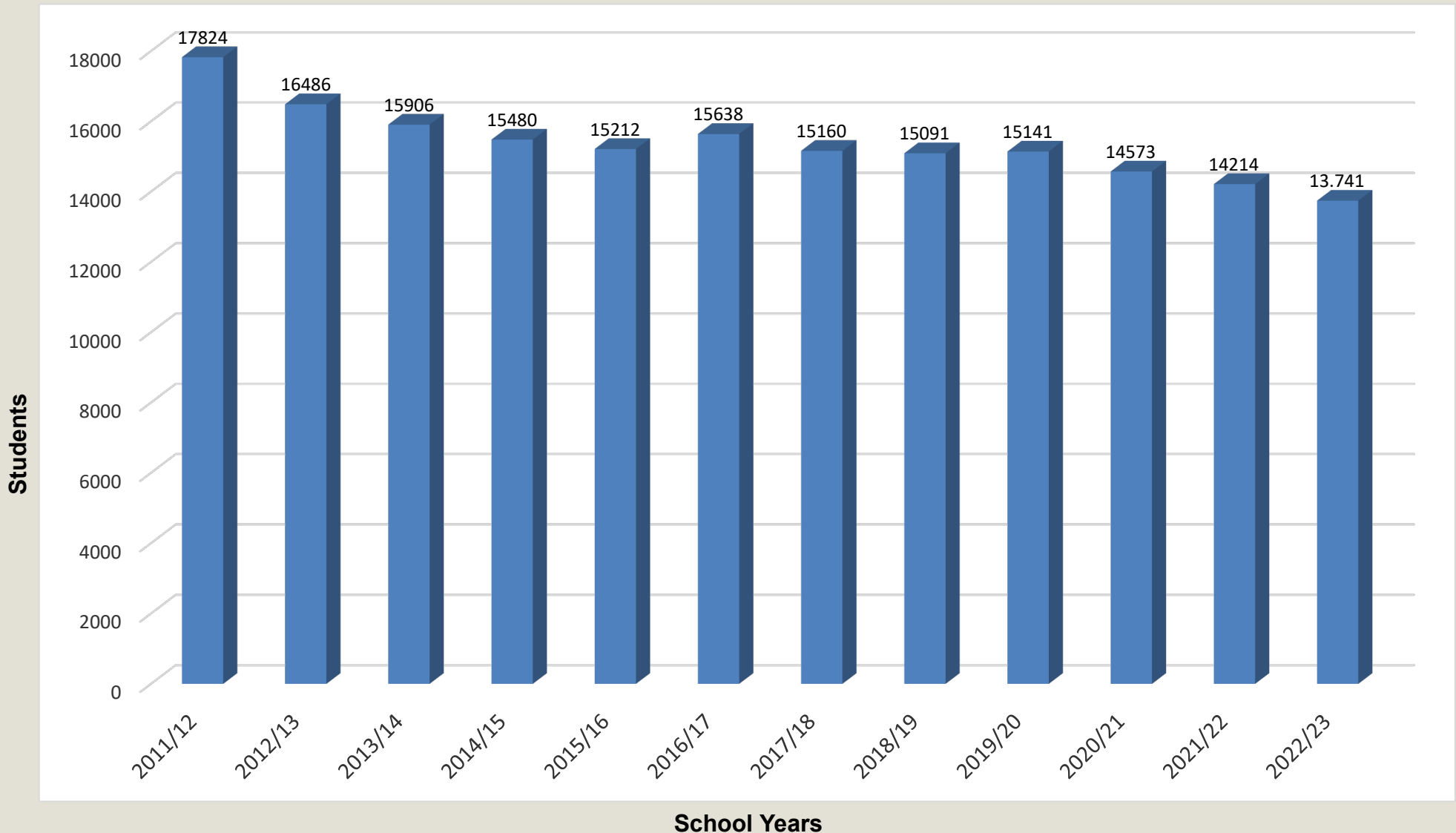
* Including 10th grade (dual and full-time courses)

** Including language training classes for students from abroad

Trends - Vocational schools



Dual vocational training - Trends



Trends – Selection of recognized trades

Commercial (exemplaric)	School Year 2014/15	School year 2015/16	School year 2016/17	School year 2017/18	School year 2018/19	School year 2019/20	School year 2020/21	School year 2021/22	School year 2022/23	Annual change % (previous year)
B4, Qualified bank clerk	387	323	309	295	269	262	244	235	196	-16,6%
B14, Warehouse logistics assistant	717	720	733	740	779	792	752	771	707	-8,3%
B14, Logistics manager	423	458	488	510	533	543	494	461	451	-2,2%

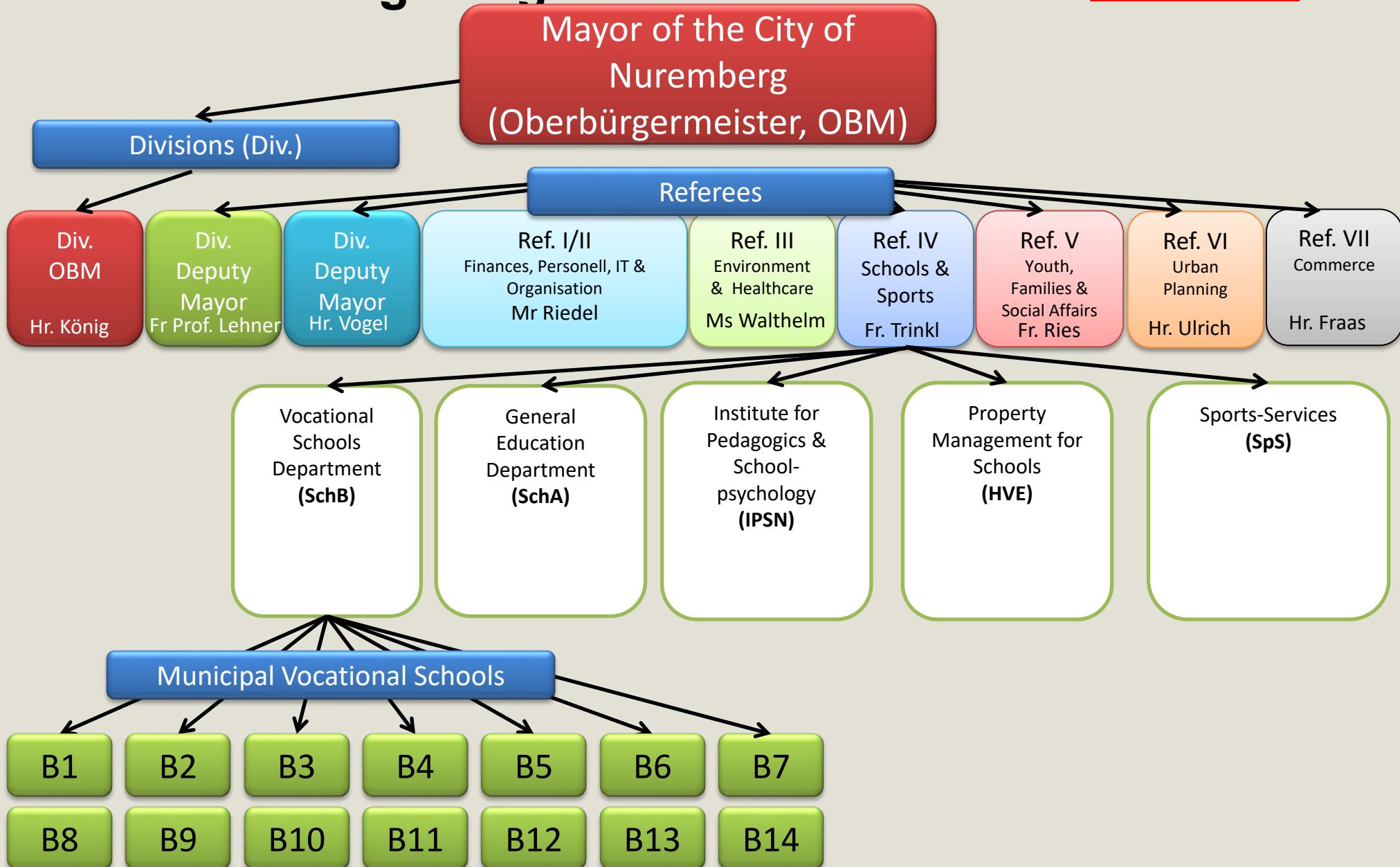
Technical branches (exemplaric)	SY 2014/15	SY 2015/16	SY 2016/17	SY 2017/18	SY 2018/19	SY 2019/20	SY 2020/21	SY 2021/22	SY 2022/23	Annual change % (previous year)
B1, Mechatronics engineer	390	400	413	439	468	502	489	505	499	-1,2%
B2, Industrial mechanic	376	363	363	336	331	335	323	298	279	-6,4%
B3, cook	311	303	304	284	293	271	223	203	204	+0,5%
B11, house painter, varnisher	105	99	100	111	99	109	104	122	112	-8,2%

Healthcare professions (exemplaric)	SY 2014/15	SY 2015/16	SY 2016/17	SY 2017/18	SY 2018/19	SY 2019/20	SY 2020/21	SY 2021/22	SY 2022/23	Annual change % (previous year)
B8, Med. assistants	875	873	931	933	963	967	956	1.007	1.029	+2,2%
B5, Hairdressers	180	153	185	197	192	203	198	185	164	-11,4%

Reasons for decrease in vocational training throughout Germany

- Decreasing attractiveness of professions within the area of manual crafts and caring professions
- Recruitment: High chances for adolescents to find training places – but not always in finding ones dream job
- Low youth unemployment (5.7 % in Germany compared to 10.1 % europewide)
- Companies often cannot find suitable applicants
- Structural transformation – from industrial society to information society
- Public awareness: Equivalence of vocational training and academic training has to be strengthened
- Parents preferences
- Companies preferences: Decrease of willingness to hire apprentices (recruitment problems)
- Competition between students in dual vocational training and bachelors
- Increasing dropouts in dual voc. training

Stadt Nürnberg - Organisationsstruktur



Supervision

Administrative Supervision

Supervision of Schools

Bavarian Ministry of Education and Cultural Affairs (StMUK)

Stadt Nürnberg

- Provides Municipal Schools
- Local educational policy - City of Nuremberg

District Government

- Trade Schools (Dual Voc. Schools)
- Commercial/business Schools
- Full-time Voc. Schools
- Technical Schools
- Technical Academies

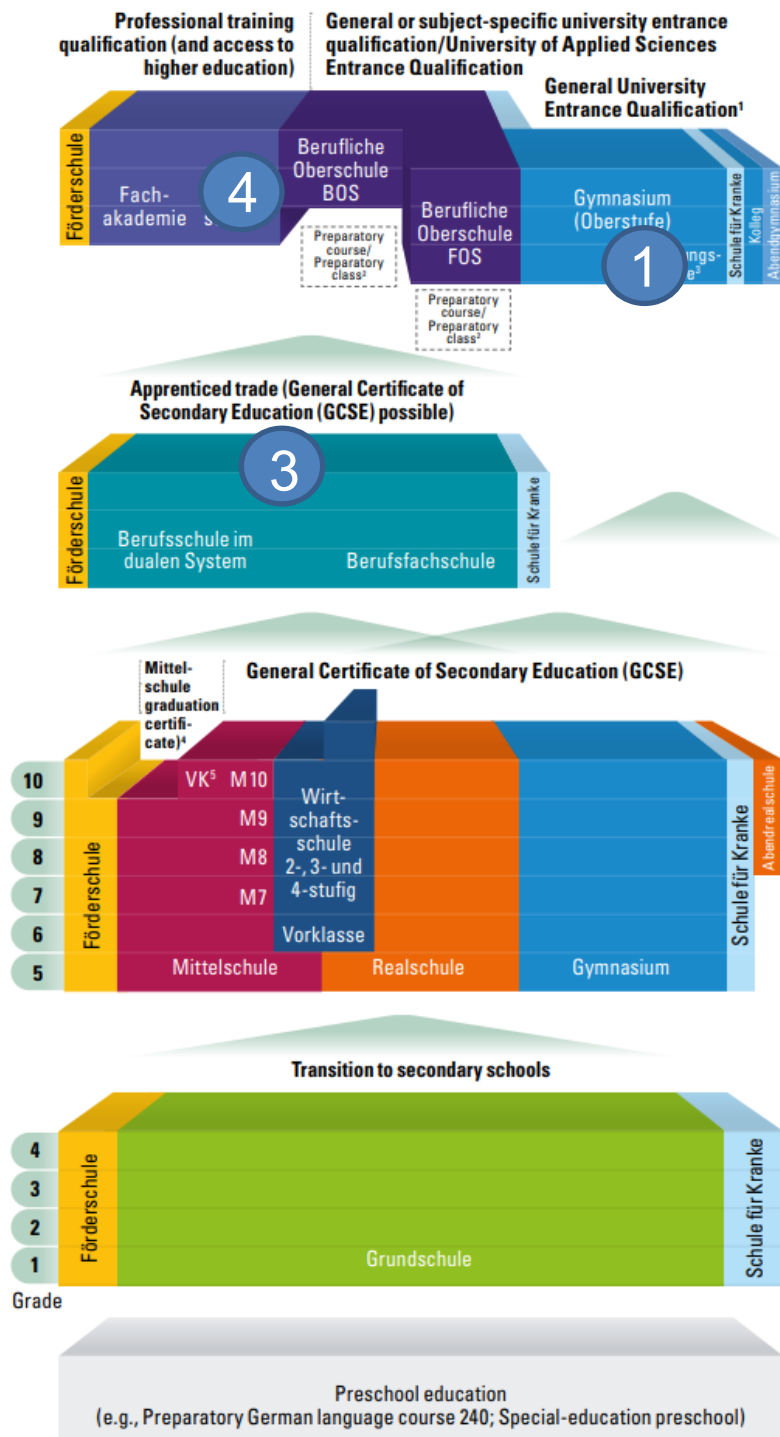
Representative of Ministry

- Technical College
- Upper Vocational School



The Bavarian school system offers a wide range of opportunities:

1. General Education
2. Vocational Education
3. Vocational Schools – Dual System:
 - a. day classes
 - block release
 - b. Fulltime classes for vocational preparation
 - c. Fulltime Vocational Schools
4. Advanced Vocational Training
 - a. Berufliche Oberschule (Upper Voc. Schools), FOS/BOS
 - b. Fachakademien (Upper Voc. Academies)
 - c. Fachschulen (Technical Schools)



Vocational Schools

University
University for applied sciences

Higher vocational qualification

Fachoberschule
Schools) (Upper Vocational
Berufsoberschule
Fachschule
Fachakademie

Vocational Training

Berufsschule (Dual System)
Berufsfachschule (Fulltime Voc. School)

Basic vocational training
Wirtschaftsschule (Business/Commercial School)

Nationwide Figures – dual vocational training

- 324 recognized trades
- Some of them structured in different disciplines or fields
- 1,33 million apprentices in Germany 2022



Vocational Competence Centers

B1



Elektrotechnics, mechatronics technicians, metalworkers, plumbing & heating installers, master school for sanitary, heating & air conditioning

B4



Commercial trades: wholesale trade, insurance salesmen, assistant tax consultants, automobile sales management assistants, bankers, market & social research

B7



Full-time vocational school for catering, caring professions, professional academy for gastronomy/catering/house-keeping, higher voc. school for caring & health professions

B11



Building trades, wood crafts, master school for painters

B8



Healthcare professions, full-time voc. school for laboratory assistants

B12



Business/ commercial school

B2



Industrial metalworkers, automotive trade, technical school (constructional, electrical, mechatronic, infomatics engineering)

B5



Full-time school for tailors, technical school for clothing engineering, hair dressers, florists, integration classes and vocational preparation

B9



Trade and full-time school for office clerks, social insurance assistants, administrative assistants in public service

B13/BON

Municipal upper vocational school

B3



Catering, gastronomy, bakers, butchers, shop assistants



Berufliche Schule 6
Kompetenz in Handel, Marketing und Medien
Äußere Bayreuther Straße 8, 90491 Nürnberg

B6

Media, printing and marketing professions, retailers, technical school for printing technology, BS+ (courses for vocational qualification - university entrance certificates)

B10



Full-time voc. school for child care assistants, voc. academy for child care and pre-school teachers

B14



Logistics & warehouse, transport professions, tourism, legal assistants



Dual vocational training – Trade Schools

1. Berufsschule

- Access: after graduation from a secondary school
- Full-time compulsory education has to be finished (9 years of general education at the least)
- Requires vocational training within a company and contract with a company or master craftsman
- Part-time school (part-time or block release)
- Length of training: 2 up to 3.5 years depending on profession
- Intermediate school-leaving certificate can be achieved
- Ends with certificate of responsible Chamber (Competent body), e. g. Certificate of the Chamber of Commerce and Trade, Chamber of Crafts or Chamber of Lawyers



Full-time vocational schools

2. Berufsfachschule ... (alternative to dual system)

- For students that are not able or do not wish to work besides learning
- It does not require a contract with a company.
- Full-time school (plus internship: 15 – 22 weeks)
- Length of training: 2 up to 3 years depending on profession
- Intermediate school-leaving certificate can be achieved.
- Ends with certificate of responsible chamber, e. g. Certificate of the Chamber of Commerce and Trade or Chamber of Crafts or final examination (officially recognized certificate, e. g. as registered management assistant)

Business/Commercial Schools

3. Wirtschaftsschule

- Full-time school:
Pre-class (6th grade), regular classes from 7th/8th – 10th grade or 10th – 11th grade
- Prepares students for office careers
- Focus on general education and basic vocational training (economic and administration)
- Final exams - Intermediate school-leaving certificate can be achieved
- Entrance qualification for Upper vocational schools (FOS)

Upper Vocational Schools

4. Berufliche Oberschule (Fachoberschule)

- Entrance requirement: Intermediate school-leaving certificate
- FOS: Does not require a vocational certificate
- Includes internship in 11th grade
- Full-time school, 11th/12th grade providing general education including vocational studies and work experience (16 – 20 hours per week in 11th grade)
- Student choose one of 5 different branches:
 - Technology
 - Agricultural Economics
 - Economics, Administration, Law
 - Social Studies
 - Fine Arts
- Optional: 13th grade
- Ends with final exams:
 - 12th grade: University of Applied Science entrance certificate
 - 13th grade: University entrance qualification (all study paths)

Upper vocational Schools

5. Berufliche Oberschule – Berufsoberschule BOS

- Entrance requirement: Intermediate school-leaving certificate plus vocational certificate
- Full-time school, 11th (pre class or pre course)/12th grade providing general education and vocational studies
- Student choose one of 4 different branches:
 - Technology
 - Agricultural Economics
 - Economics
 - Social Studies
 - Fine Arts
- Optional: 13th grade
- Ends with final exams:
 - 12th grade: Exams qualify for Universities of Applied Sciences
 - 13th grade: University entrance qualification (all study paths)

Vocational Education

6. Fachschule (Technical School)

- Provides profound further vocational education
- Entrance requirements are a vocational certificate plus adequate work experience
- Full-time or part-time courses last from 1 to 4 years (depending on specific training qualification)
- Wide range of different branches in the area of technology, craftsmanship:
e.g. civil engineering, electrical engineering, textile engineering, chemical engineering, printing technology and modern media, etc.
- Student finish technical school as state-licensed technicians or master craftsmen
- Final exam comprises the Intermediate School Certificate
- With supplementary exam student attain qualification for entrance at universities of applied sciences

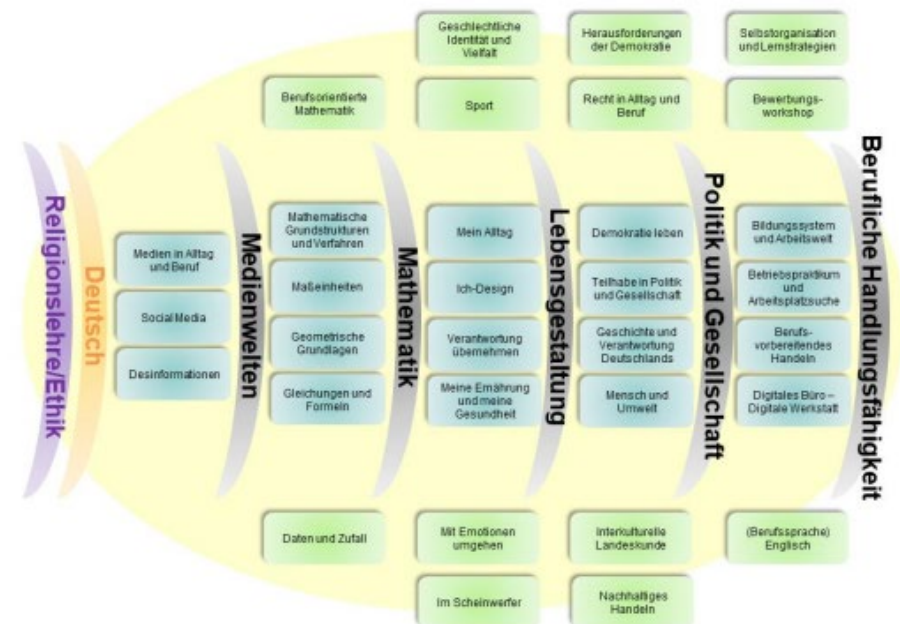
Vocational Education

7. Fachakademie (Upper vocational Academy)

- Provides profound vocational studies and leads to middle management or to advanced careers in the social services
- Entrance requirements are a vocational certificate or adequate work experience in addition to the Intermediate School Certificate
- Full-time courses last from 1 to 2 years (depending on specific training qualification)
- Range of different branches in the area of technology, business and social studies:
e.g. business administration, orthopedagogy, social pedagogy, home economics, languages etc.
- Final state examinations
- Passing supplementary finals students attain qualification for entrance at universities of applied sciences
- Very good grades qualify for university (defined set of subjects)

Integration Classes at Trade Schools and Business Schools

- Students mostly come from southeastern Europe, Syria, Iraq, Iran, Africa, Ukraine, etc.
- Compulsory education at trade schools (if no other school is attended) for adolescents from the age of 16 to 21
- 2-year educational concept, full-time classes:
 - Vocational integration pre-class (1st year)
 - Vocational integration class (2nd year)
 - Grade repetition possible (max. 4 SY)
- Special classes for students arriving throughout the year
- Curriculum: classes for vocational preparation and integration: German, math, media, life style, politics & society, ethics/religion, vocational preparation



Integration Classes Municipal Vocational Schools Nuremberg

Integration classes at Trade and Business Schools – Nuremberg SY 2022/23		
Type	Classes	Students
Pre-classes school-based BIK/V schulisch	11	168
Integration classes, school-based BIK/schulisch	8	232
Integration classes, cooperative BIK/kooperativ	4	83
„bridge classes“ for Ukrainians Brückenklasse 10th grade (Trade School)	1	23
Language classes, entire SY 2022/23 DK-BS ganzjährig	2	49
„bridge classes“ for Ukrainians Brückenklasse 5-9th grade (Business School)	2	41
Integration pre-classes (Business School) IVK (WS)	3	69
Language classes, less than 1 SY DK-BS unterjährig	2	75
Total	33	740

NQS – Quality Management System at Vocational Schools in Nuremberg

- First established in 2003
- Sub-Areas
 - » **Development of teaching**
 - » **Organizational development**
 - » **Human resources development**

NQS - Nürnberger Qualitätsmanagement an Schulen

Die Beruflichen Schulen vermitteln eine berufliche Grund- und Fachbildung und erweitern die zuvor erworbene Allgemeinbildung. Damit befähigen sie zur Erfüllung der Aufgaben im Beruf sowie zur Mitgestaltung der Arbeitswelt und Gesellschaft in sozialer und ökologischer Verantwortung.

Um diesen zunehmend komplexer werdenden pädagogischen Herausforderungen gewachsen zu sein, ist ein Schulentwicklungssystem, das der ständigen Entwicklung und Qualitätssteigerung des Unterrichts und der Schule als Organisation sicherstellt, unerlässlich.

Das Nürnberger Qualitätsmanagement an Schulen (NQS) ist ein Schulentwicklungssystem, das unter wissenschaftlicher Begleitung entwickelt wurde. Es bildet die gemeinsame Basis der Qualitätsarbeit der Beruflichen Schulen der Stadt Nürnberg.

NQS besteht aus fünf eng miteinander verzahnten Elementen:



Impressum:

Herausgegeben von:
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Bildnachweis: © contrastwerkstatt - Fotolia.com
 Druck: Berufliche Schule 6
 Design: Fachklasse MGG11A
 Auflage: 200 Stück



Schulentwicklung und Qualitätsmanagement an beruflichen Schulen der Stadt Nürnberg



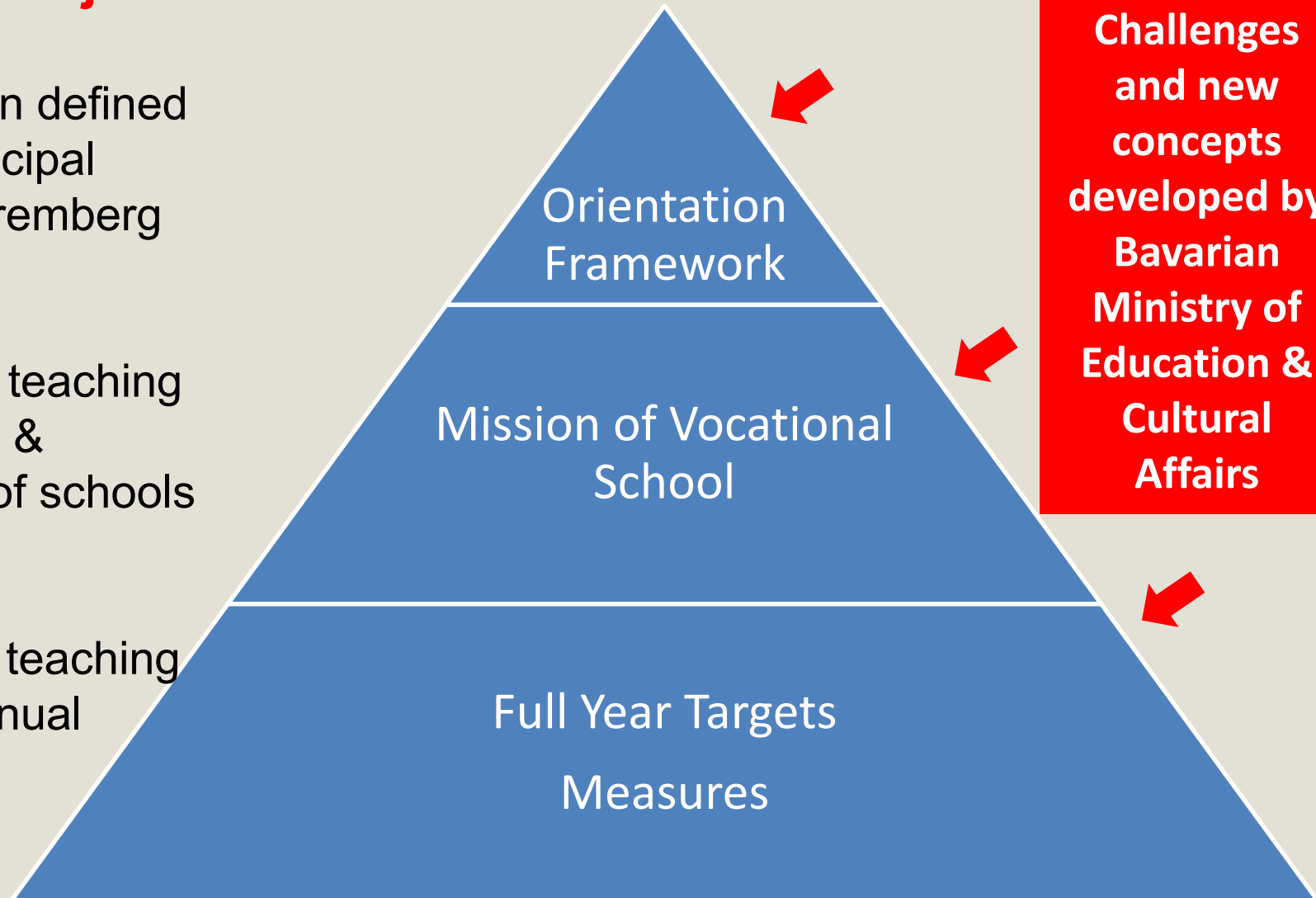
NQS – Quality Management System at Vocational Schools in Nuremberg

Hierarchy of Objectives

Fields of action defined
by/for all municipal
schools in Nuremberg

Developed by teaching
staff, students &
stakeholders of schools

Generated by teaching
staff within annual
conferences



NQS – Quality Management System at Vocational Schools in Nuremberg

Elements

- Process control (by NQS-team)
- School's mission
- Self assessment
- Individual feedback for teachers, unit managers & headmasters
- Evaluation by external experts

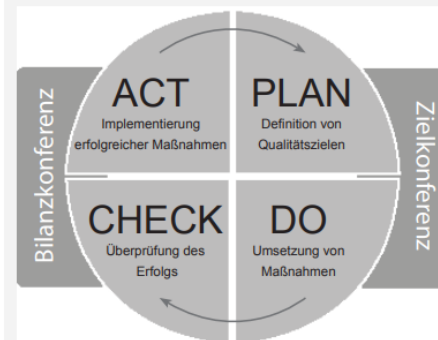
Prozesssteuerung

Die NQS-Prozesse werden durch ein mit der Schulleitung kooperierendes NQS-Team koordiniert und gesteuert. Das NQS-Team stellt sicher, dass die von der Schule angestrebten Qualitätsstandards eingehalten werden und kontinuierlich an Qualitätsverbesserungen gearbeitet wird.

Die Hauptaufgaben des NQS-Teams sind:

- Organisation von Ziel-/ Bilanzkonferenzen
- Implementierung qualitätsverbessernder Maßnahmen
- Durchführung und Auswertung von Evaluationen
- Dokumentation der Qualitätsarbeit
- Kommunikation des NQS-Prozesses innerhalb des Kollegiums

Schulentwicklung orientiert sich am PDCA-Zyklus:



Qualitätsleitbild

Das Qualitätsleitbild stellt den Rahmen des Qualitätsmanagements dar, da in diesem Werte, Normen und Standards festgelegt werden. Es enthält Aussagen zu den Bereichen Unterrichts-, Personal- und Organisationsentwicklung und bildet die Grundlage für die Formulierung von Qualitätsentwicklungsschwerpunkten und die darauf aufbauende Formulierung von schulweiten Jahreszielen sowie von Berufs- und Fachbereichszielen.

Individualfeedback

Das Individualfeedback ist ein Werkzeug, das die Lehrkräfte regelmäßig nutzen, um sich von den Schülerinnen und Schülern und bei Bedarf auch von Kolleginnen und Kollegen eine Rückmeldung über den eigenen Unterricht einzuholen.

Im Fokus der Befragung der Schülerinnen und Schüler oder der Beobachtung durch Lehrerinnen und Lehrer stehen die Unterrichtsqualität, das Lehrerverhalten und die Lehrerpersönlichkeit. Ziel ist es, den Unterricht und die Lehrer-Schüler-Beziehung laufend zu verbessern und den aktuellen Bedürfnissen der jeweiligen Schülerinnen und Schüler anzupassen. Darüber hinaus profitieren die Schülerinnen und Schüler von der Vorbildfunktion einer gelebten Feedback-Kultur.

Selbstevaluation

Um das Entwicklungspotential einer Schule zu identifizieren, werden regelmäßig Befragungen möglichst aller wichtigen Interessengruppen wie Schüler, Eltern, Betriebe und Lehrkräfte durchgeführt.

Diese Datenerhebung bildet die Grundlage einer umfassenden Analyse des Ist-Zustands der jeweiligen Schule. Aus Soll-Ist-Diskrepanzen werden Qualitätsentwicklungsschwerpunkte abgeleitet. Im Rahmen von Zielkonferenzen beschließt das Kollegium geeignete Maßnahmen und setzt diese gemeinsam um.

Externe Evaluation

Im Rahmen der Externen Evaluation werfen unabhängige Schulentwicklungsexperten einen Blick auf die Schule. Schwerpunkt der Beurteilung ist dabei die Qualität der Schulentwicklungsprozesse. Im Rahmen der Externen Evaluation wird festgestellt, ob die Schule im Sinne einer lernenden Organisation in der Lage ist, Qualitätsdefizite zu erkennen und zu beheben.

Als Ergebnis erhält die Schule wertvolle Hinweise zu Verbesserungspotentialen und Rückmeldung zu ihren Stärken.

Orientation Framework

(Municipal Schools – City of Nuremberg)

Fields of action

- Supporting language skills
- Competency based training
- Supporting and interlocking transitions
- Human resources development
- Multi-professional expert teams
- Digital education
- Internationalization
- Democracy
- Inclusion of disabled
(in regular schools)
- [Orientierungsrahmen \(nuernberg.de\)](https://www.nuernberg.de)

Ein am Kind/ Jugendlichen/ jungen Erwachsenen orientiertes Schulwesen

**Nürnberger
Orientierungsrahmen
für die städtischen Schulen**

Thank you for your attention!

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