



AHK Egypt Strategy Technical Vocational Education and Training

2019 – 2021

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TOP1: Management Summary:

1.1 The Development of the TVET Work Conducted by the AHKs Globally

The international and local demand for German dual vocational education and training (VET) is growing rapidly. On the one hand, many German companies with production facilities and services abroad as well as their local suppliers are urgently seeking qualified employees. The German dual VET system enjoys an excellent reputation as an instrument for sustainable qualification of skilled employees. These member companies are increasingly submitting requests to IHKs, AHKs and the DIHK to make a stronger contribution towards qualifying skilled employees abroad in accordance with the German dual system or dual principle.

On the other hand, the German dual VET system is in demand from governments in many countries – and increasingly from Europe as well. The perfect fit of qualifications on the labor market is seen as a major reason for Germany's economic strength and its low level of youth unemployment. This opens up good career prospects for a large proportion of the young generations.

In Germany the responsibility to implement, maintain and to grow the VET system has widely been dedicated to the business sector with the IHK network (German Chambers of Commerce and Industry) to coordinate its tasks. The overall cost of approximately EUR 25 bio. per year is shouldered to an extent of 90% (EUR 22,5 bio.) by the corporate sector, be it through investments into the field of education or due to a small monthly apprenticeship payment to the young generation to follow this path of education. In consequence a sustainable dual system apprenticeship in Egypt will be successfully implemented and maintained only if the corporate sector actively participates and contributes. Among other tasks to be taken over by the corporate sector, participation stands for continuously catering its expertise to the various training models and moreover to actively participate in project- and examination boards.

All activities related to education and training which result from this demand are considered by the IHKs, AHKs and the DIHK to be "VET export". They feel responsible to provide a service as an overall organization.

At the requests of IHKs and AHKs, the DIHK has taken over responsibility for coordinating the partners involved. The current concept on the exporting of VET was commissioned by the DIHK-Board in March 2012. It contains principles, minimum standards and common rules for the export of VET. IHKs and AHKs are in agreement that these standards are to be observed in the case of VET-related activities abroad. In essence, it was important to offer the German dual VET system abroad in a responsible, proactive and quality-assured manner. For this, the concept highlights future spheres of activity, formulates specific working assignments and specifies actions up to 2016.

Milestones TEVT Department 2019–2020



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1.2 The Development of the TVET Work Conducted by the AHK in Egypt

AHK Egypt has established in February 2019 a department for Vocational Training and Education to serve through its service unit DEInternational the needs of the Egyptian market. The department is meant to be the first point of contact in the hosting country Egypt. AHK Egypt deals with the demand from business and politics and provides the appropriate services. This includes supporting German dual system service providers with market entry and organizing all TVET activities locally as a competent body, it can also provide policy advice if necessary. With the newly established TVET department, AHK Egypt offers a platform for education providers, schools and state institutions in cooperation with the global network of the German chambers abroad as well as the local chambers in Germany and other centers of competence. AHK Egypt, like other German chambers worldwide builds on the local expertise of the chambers in Germany in particular, in the way they organize committees, support in the development of curricula, assurance the quality of the developed programs, and organize the examinations.

The attention given to TVET sector nowadays in Egypt is unprecedented, given the significant role it plays in the empowerment of not only the education sector but also the investment, the industrial and GDP related development indicators. Egypt's Vision 2030 has allocated a stand-alone chapter for education at large and a considerable section for the TVET sector admitting the need for injection of new initiatives, programs and collaborations of different parties that can help support such a strategic sector. A number of concurrent internationally supported projects are already available in the Egyptian TVET sector, primarily, the EU's TVET2 project, the JICA's technical schools project that is carried out in collaboration with industry (Al Arabi group, El Sewedy Technical Academy, and GIZ TVET related projects like the Enhancement of the Egyptian Dual System)

The high unemployment rate is one of Egypt's most pressing problems, mostly evident especially among youth. Main reasons behind such problems are the rapid population growth, macroeconomic issues, inadequate job placement services and a lack of job-market relevance in education and training. Numerous Egyptian companies are in need for skilled labor, however most occupations cannot be filled because of lacking employment skills needed in the job market. The dual education which is the focus of the AHK in Egypt and other German institutions such as the GIZ offers companies a better opportunity to design the training programs according to their needs impacting on the long-run the macroeconomic level.

TOP2: The Role of the AHKs TVET Sector Worldwide & in Egypt in Collaboration with Existing Donor Agencies and Partners

2.1 The Role of the AHK Egypt in Ensuring the Quality of the Technical Vocational Education and Training

With respect to economic and organizational policy, the IHKs, AHKs and the DIHK have become more strongly involved in the exporting of VET. These reasons imply three central objectives:

Ensuring the provision of skilled employees for German companies: IHK and AHK member companies ask for practical support in the area of VET for the purpose of qualifying skilled employees and ensuring the supply of skilled labor abroad. Similarly, skilled employees from abroad are also important for the German labor market. On this basis, the aim is to provide substantial offers across-the-board for the qualification of skilled employees to German companies through the AHKs – both locally and with the support of the IHKs and DIHK.

Expanding the promotion of foreign trade, investments abroad and promoting Germany as a business location: The export of VET is an important element of foreign trade promotion and a possible component of economic development in each country. With their commitment, the IHKs and AHKs make an important contribution to securing foreign investments by German companies and their competitiveness. This is also beneficial to Germany as a business location. The aim of IHKs, AHKs and the DIHK is to significantly improve the quantity and quality of their service portfolio in the area of VET abroad. Here, they rely on products and processes which have been tried and tested in Germany, which have high recognition value and are of a high quality. Adaptations to local conditions are of course part of these considerations.

Further developing the IHK-AHK-DIHK organization: As a consequence of the closer integration of the partners, visibility among politicians and the public is also increased. The three partners are the most important stakeholders and cooperation partners for business and state institutions in terms of quality and quantity in the field of vocational education and training export.



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2.2 DIHK - AHK - IHK Network

Dual vocational training is characterized by the fact that learning takes place in two places, with businesses and vocational schools acting as equal partners. There are detailed curricula for both locations. On-the-job training is performed by trained, tested and certified instructors who are also specialists in their respective fields. The training, whether conducted on-the-job or in a vocational school, is practical in nature. The AHKs ensure the best-possible organization and quality as on-site partners and guarantors. The training is modelled on the training and advanced education system in Germany. The AHKs are assisted by the expertise and experience of Chambers of Commerce and Industry (IHKs) in Germany who are mandated to carry out and develop the dual system vocational training for more than 125 years. The DIHK coordinates the network with the objective of providing companies and partners all over the world with a comparable portfolio of AHK "dual vocational training" services

2.3 Current Status of Cooperation between Egypt and Germany in the Field of TVET

Egypt is one of the largest partner countries of German development cooperation with a current portfolio of 1.6 billion Euros. An agreement was set with the Egyptian Government on promoting employment to foster sustainable economic development: vocational training; promoting the private sector; supporting the labor market and promoting micro, small and medium-sized businesses. All of the above mentioned have a special focus on women and young people. Hence, the German Government pledged around 129 million Euros in funding for new measures in these areas in 2018, mainly in the form of loans. The Egyptian and German governments have agreed to further intensify cooperation, particularly in the form of a long-term training initiative.

The German government has helped the Ministry of Education in Egypt to set the foundation of the dual system in technical education, reflected in the successful implementation of the Kohl Mubarak program in 1990. Since then, the German government has been supporting vocational education in Egypt in many forms, whether through its governmental institutions or through German companies that are active in Egypt and need qualified, professional personnel to be able to operate efficiently.

The GIZ works on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ), the project supports public and private sector partners in preparing young Egyptians to meet the requirements of the job market and thus in promoting sustainable employment. The focus is on developing participatory mechanisms for decision-making at all levels.

The project as stated in the GIZ website provides advice and support in the areas of:

- Designing the Egyptian dual system: At national and regional level, the project advises public and private actors on jointly designing the strategic and conceptual framework, as well as the legal and regulatory framework for the Egyptian dual system.
- Enhancing quality and quantity in the dual training system: At regional level, the project supports efforts to improve the in-company and school-based training for certain professions and promotes more dual training places. Based on a review and analysis of the vocational schools and the training institutions supported, the project adopts a participatory approach to developing standards for in-company training and advises the faculty and management of vocational schools.
- Upskilling vocational training personnel in the dual system: At the school and company level, the project strengthens partner capacity through training measures designed for the faculty and the management with the aim of assisting them in achieving previously developed quality standards.
- Introducing inter-company training: The project advises its partners on trying out inter-company training as a new element in the Egyptian dual system
- The establishment of multi-actor platforms on a national and regional level has strengthened the cooperation between the private sector and government actors. This enables the partners to recognize problems that require a political solution in good time and submit recommendations for counter-measures to the decision-makers. For example, a comprehensive methodology for planning and monitoring measures aimed at increasing the number of apprentices in the dual system has been developed. On the school side, a catalogue of criteria for effective teaching was developed and a quality management system was introduced. Companies have benefited from the introduction of instruments for improving in-company training as part of the Quality Pioneers Initiative (QPI). Ongoing training measures are strengthening the capacities of more than 500 teaching and management personnel. Moreover, the provision of inter-company training is being piloted in Alexandria and Giza. And an integrated development partnership (iDPP) with Siemens has been supporting the improvement of quality of training at the Zein El Abedeen School in Cairo.



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2.4 Relevant Stakeholders of the TVET Sector in Egypt

Along with the World Bank, the African Development Bank, the ILO, the UNIDO, the United States, France, the European Union and Japan, Germany is Egypt's principal development cooperation partner. The German institutions currently involved in the TVET sector are the German Embassy, the GIZ and the KfW as main key players, the AHK has recently joined in 2017, other institutions such as the DAAD, ZFA, Goethe Institute and the political foundations such as FES, HSS have minor involvement.

The current stakeholder mapping of the Egyptian TVET sector is initial, the TVET 2 co-funded EU project as well as the GIZ are working on a mapping task (please refer to the enclosed multi-level governance structure) which has not been completed yet.

Plenty of foundations are involved in the TVET sector too such as Misr El Kheir, El Sewedy, Ghabbour Foundation, Al Alfi, Modern Foundation for Development and Education Improvement, Agha Khan, Farid Khamis and Sawiris Foundation. Mostly they have the responsibility of managing vocational schools in addition to other training and development initiatives.

One major key player is the Technical and Vocational Education and Training Reform Program (TVET Egypt) is a nationwide initiative co-funded by the Government of Egypt and the European Union operating across Egypt's 27 governorates, the program's mandate is to enhance Egypt's socio-economic environment through the reform and development of Egypt's most valuable resource-human capital. In Egypt, several ministries are involved in training such as Ministry of Labor, Ministry of Housing, Ministry of Health, Ministry of Interior Affairs, Ministry of Tourism, Ministry of Public Business Sector as well as the Military.

The main players in the sector are the Ministry of Education and Technical Education, the Ministry of Trade & Industry, the Ministry of Higher Education and Scientific Research for higher technical and vocational institutes.

2.5 Chargeable Services to be Provided to the Companies in the field of TVET by the AHK in Egypt

AHK Egypt has mandated DEInternational to provide the following chargeable services in the field of TVET. DEInternational can help companies and institutions in dual vocational training and advanced professional education programs. This includes providing consulting, organizational and quality assurance services. These vocational training services include:

- advising companies concerning the most suitable method of dual vocational training, as well as the associated requirements in Egypt.
- partnering with local vocational training schools and businesses, motivating/implementing structures and platforms to carry out specific VET projects, moderating the respective boards and taking the responsibility of the examination process to ensure the quality of the apprentices.
- organizing and moderating processes in which companies can define training content based on German standards and adapt it to specific conditions in Egypt
- conducting training and examinations by company training personnel using the certified "Training the Trainers – International" training program, which is used all over the world
- connecting and coordinating all the partners involved in the training: trainees, parents, training companies, vocational schools, inter-company training centers and others
- providing companies with advice and services at all times for training-related questions, and working to secure recognition of degrees in the target country
- organizing and conducting valid and quality-assured examinations
- awarding participants an AHK-DIHK certificate after completing their examinations
- awarding the AHK-DIHK certificate for "outstanding training companies."

AHK Egypt will be voicing the needs of the private sector in the field of TVET towards the Egyptian government and relevant authorities and pass recommendations.

Educational and TVET related institutions supervised by the German Egyptian Vocational Training and Education Board GEVET Board German Arab Chamber of Industry and Commerce (referred to in point of 3.1.2) will be able to become members of chamber.

Additional services can also be provided by DEInternational against fees to enhance the vocational training sectors will be through market surveys, specific counseling, subject related workshops, marketing services, delegation trips, and information sessions, parents' meeting at the designated vocational schools and orientation days.



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2.6 Desired Collaborations of the AHK Egypt in the field of TVET

The AHK in Egypt seizes to enhance the cooperation with these four key ministries on the long run Ministry of Trade & Industry, Ministry of Higher Education and Scientific Research and Ministry of Education and Technical Education with special focus on Ministry of Trade & Industry and Ministry of Public Business Sector.

Other targeted Egyptian institutions are the National Center for Human Resources Development (NCHRD), the Industrial Modernization Center, the Federation of Egyptian Industries, the Sectors Skills Council, the Technical and Vocational Education and Training Reform Program, Productivity and Vocational Training Department, Network for Employment Promotion, Suez Industrial Development Company, the Central Bank of Egypt and the Egyptian Federations of Investors.

2.7 Funding Opportunities for the Private Sector to Enhance the TVET Activities

Providing information to the served companies and institutions about possible funding opportunities is one of the targeted tasks in the near future through funding agencies such as SEQUA, EBRD, EU programs (especially twinning programs), KfW, World Bank, Educational Development Fund, developPPP, Industrial Development and the Egyptian Workers Bank, and other foundations and organizing relevant orientation sessions with the funding bodies.

TOP3 Quality Mechanisms of the AHK in the Vocational Education and Training Sector

3.1 Operating Committees and Boards

3.1.1 The TVET Committee

The AHK in Egypt also referred to as the GACIC has established this committee in 2017 to allow the representatives of the participating companies and relevant institutions and key players in the TVET sector to regularly come together to discuss generic matters relating to the dual vocational education and training in Egypt and the implementation of the German dual system by the private sector in Egypt.

This TVET Committee will be maintained for networking purposes, as it can be utilized as a think tank for the upcoming TVET activities, workshops and announcements. Observers and experts are asked to join this committee for consultation. This committee will convene in the future only twice annually mainly with the target to present running projects and provide updates to the stakeholders involved. A chairman for this committee will be elected every second year.

3.1.2 The German Egyptian Vocational Education and Training Board (GEVET Board)

The German Egyptian Vocational Education and Training Board (GEVET Board) which is newly established will be operating as of October 2019 according to rules and procedures which are based on the DIHK model. These rules of procedure are approved and endorsed by DIHK.

In general, multiple boards may be established, if necessary, each for different regions or projects of special nature. In that case, GEVET Board will handle interregional/project related and subject matters which can be exhaustively discussed and resolved. This will ensure that the course of action taken in various regions in Egypt will be comparable.

The GEVET Board in essence, serves as a venue for professional and business exchanges, for the discussion of training needs and for the development and adoption of common plans. The main objective of this board is to routinely combine the knowhow of human resources officers and vocational education experts. The GEVET Board, which convenes once every quarter is coordinated by the AHK in Egypt and operates with a long-term perspective. Operational tasks can be delegated to expert panels and to the AHK, including for example the drafting of training regulations and training plan frameworks and working with vocational schools to develop school curricula.

GEVET Board is also mandated to formulate needs, adopt resolutions, adopt AHK examination regulations and recommend a suitable course of action to the AHK. GEVET Board members with voting rights basically decide on such matters. The chairperson and his two vices will be elected every second year.



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3.2 The Different Certification Levels Offered by the AHK

In Germany, quality standards for vocational education and training are based on the Vocational Education Act, which establishes comprehensive professional qualifications and competency profiles. Since conditions are different in other countries, the German system cannot be applied on a one-to-one basis. Accordingly, AHKs, IHKs and DIHK focus instead on the key core elements of the German dual vocational education system, which remain valid despite the need to adjust to different regional and cultural conditions.

Category A: "German Dual Vocational Education Abroad"

AHK vocational training services in this category largely conform to the quality requirements of the dual vocational training system as described in the German Vocational Training Act, as well as regulations for training and examinations. This relates to the standards governing the training system and content, with only marginal adjustment to local conditions. Based on the approval from respective German institutions, this category will be acknowledged in the German labor market.

Category B: "Local Dual Vocational Education on the German Model"

AHK vocational training services in this category consist of dual vocational training based heavily on the German model, but with enough flexibility for a higher degree of adjustment to local conditions. The standards governing the training system and content are heavily oriented towards local conditions. Based on the approval from respective German institutions, this category is likely to be acknowledged in the German labor market.

Category C: "Local Dual Training with Elements of the German System"

AHK vocational training services in this category consist of vocational training of relevance for the local job market with a dual character. They may include e.g. partial training, practical training, certificate courses or purely local training. The fundamental character of the standards governing the training system and content are in line with the dual system but are largely shaped by local conditions. This category serves as a basic model to implement certain structures of the German Vocational Training Initiative. It will not be acknowledged in the German labor market.

3.3 Quality Assurance Standards:

These categories are co-equal. The appropriate category is determined by the companies' and training facilities' needs in view of the legal and educational conditions and opportunities.

These categories form the basis for the vocational education services offered by the AHKs and for the certification of those services. They allow AHKs to strive for a high recognition value for AHK services worldwide while at the same time adapting to local conditions. The various certificates and certification programs reflect the standards of each category in terms of system and subject matter. The AHKs, IHKs and DIHK work together to ensure that certain minimum standards are met for each category and that quality is assured.

3.4 Examination Committees:

The set-up and organization of AHK examination boards is a key quality assurance instrument. At least one AHK examination board should be created for each profession in which training is provided. AHK examination boards are staffed with local representatives, taking into account linguistic and intercultural conditions in Egypt. They are comprised of representatives from companies, as well as trainers and representatives from vocational schools. Details and testing procedures are defined by the AHK examination regulations, which are based on the DIHK model examination regulations and are adopted by the GEVET Board in consultation with DIHK.

Multiple AHK examination boards may be established for individual professions and/or regions or projects. In these cases, the interregional AHK examination board will conclusively resolve interregional questions to ensure a comparable course of action in the various regions and projects.

AHK will organize training modules for the examiners, as well as examination preparatory courses for the apprentices.



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3.5 Priority sectors

Subject to the final approval of the GEVET Board and according to the demand of the collaborating members of GEVET Board the following sectors will be introduced for the A, B and C certification and the needed master trainings will be designed in collaboration with the DIHK Bildungs GMBH and other TVET active players in the market such as KfW and GIZ. The proposed priority sectors are automotive, logistics, health and rehabilitation, energy, industrial electronics, textile, hospitality, IT, food and furniture.

TOP4: Milestones of the AHK Egypt in the field of TVET

4.1 Situational analysis

According to UNESCO's educational planning model, situational analysis is carried out with a focus on eight main interrelated parameters as follows:

- **Access:** numbers of beneficiaries and scope of service. For the TVET sector, it is immensely lacking proper size of education and training opportunities for Egyptian youth (8.7%) of the total educational process.
- **Equity:** TVET sector has not yet allocated attention to female's engagement, support to remote areas and potential candidates from disadvantaged socio-economic backgrounds.
- **Quality:** The quality of each or inputs, process and outputs has not yet been thoroughly examined for the TVET sector in Egypt! There is a quality assurance system in place but the percentage of schools who applied for accreditation and different forms of quality assurance are below 1% which is a striking percentage (www.nqaae.eg), however negotiations about the establishment of a new body are also running, supported by the German government.
- **Internal Efficiency:** TVET promotion, drop-out, success, graduation and retention rates are not calculated or published by public sectors in Egypt which provides a rough sea for development efforts.
- **External Efficiency:** There are a number of national and research studies that have measured labor market satisfaction about the compatibility of TVET sector graduates to market needs (According to the OECD, National competitiveness report and Human Development index reports). Reports have indicated the problems of lack of relevance between TVET graduates' competencies and labor market needs! Moreover, the issue of the unfinished national qualifications framework is causing problems regarding comparability of credentials with other TVET systems worldwide!
- **Governance:** Many bodies and entities are concerned nowadays with decision making and taking of the TVET sector in Egypt. Although this might mobilize resources towards sector development, yet, there is still a considerable size of lack of coordination between different players.
- **Finance:** TVET is not a cheap business given the required technology, facilities, equipment and qualifications required to enhance such a complex and important sector. Yet, funds allocated by both public and private sectors are not enough to provide the aspired quality of education and training required.
- **Internationalization:** The comparability of TVET sector outputs and outcomes in Egypt with other countries of the world has become a crucial issue. This involves foreign languages, exposure, and adoption of international benchmarks which help bring the level of TVET sector outcomes to those of other developed industrial countries. This is where the expertise of AHK is essential and meaningful.
- **Research & Development:** The development of TVET sector is necessarily associated to research in different fields that would lead to development. Not much attention is given in this regard.

4.2. Facts and Figures

The first school that specialized in technical education in modern Egypt was inaugurated in 1829 in the era of Mohamed Ali to teach the origins of agriculture.



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The system existed before the era of Muhammad Ali, the regime was in the era of the Mamluk state that the teachers were chosen by the Sheikh of the profession, the most knowledgeable in the field, and accordingly, the teachers are promoted to the rank of the senior teachers. This system was the beginning of the linking of the industry and technical education in Egypt. In the following some important data:

- Technical secondary schools represent 40% of the total number of secondary schools with a total of 2266 schools with 1.9 million students, representing 8.7% of the total number of students in the entire educational process
- Of which 1133 are industrial technical education with about 900,000 pupils
- Among them there are 243 000 agricultural education
- This includes 866 000 technical education and 35 000 hospitality education
- 62% of middle school graduates go into technical education
- There are 150 000 teachers working in the technical schools

4.3 TVET Department of AHK Egypt

It is within the duties of this established department to have a better conceptual understanding of the TVET policies and activities in Egypt, analyze the targeted institutions for the cooperation with the AHK, establish and maintain a regular contact with the TVET stakeholders in Egypt and in Germany. The main responsibilities of the head are summarized as follows:

- Implement the services „Vocational Education “, which shall be catered preferably to the members of the German-Arab Chamber of Industry and Commerce through DEinternational Egypt.
- Identification of the vocational training needs of German and Egyptian companies to be active in Egypt.
- Initiation and implementation of AHK/DE services due to the vocational education.
- Moderation of one or more “Vocational Education Steering Boards” in Egypt.
- Close cooperation with international or local Vocational Training Schools in Egypt.
- Implementation of structures and projects to be compliant with the German Vocational Education system.
- Moderation and consultation of such projects from its initiation until the final examination and the graduation of the apprentices.
- Implementation of structures of a „responsible unit “, when it comes to the mid-term and final exams (Zuständige Stelle).
- Consultation of politics and associations in Egypt due to the Dual System approach with the target to reach a local acknowledgement of the certification process.
- Training of relevant colleagues as well as external partners to create the awareness of the importance of the „Dual System” approach in Egypt.
- Manage Vocational training courses and programs with appropriate methodologies, to meet training needs of external organizations.
- Manage training and exams material, delivery, and translation processes as necessary.
- Preparing yearly business plan, budgets and financial statements.
- Ensure the highest level of account management and customer service.
- Establish and develop business opportunities with partners.

4.4. Outlook TVET Activities 2019-2021/Mission

- The mission of the established TVET department is to support the Egyptian and German corporate sector to find qualified labor, which has been sufficiently trained in the dual system applying the renown German quality standards in Egypt with full inclusion of the private sector, the business associations and foundations.
- It is mandated to raise awareness about TVET and consult companies in matters related to the dual system.
- The TVET department is assigned to a financial plan for 2019-2021 in addition to this set strategy
- The KPIs of the TVET department will be set accordingly in coordination on the GEVET board.



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