



Education Guide

2024/25

*Partnerships and Perspectives of
Arab-German Cooperation*



غرفة التجارة والصناعة العربية الألمانية
Arab-German Chamber of
Commerce and Industry e.V.

45



45 Years Supporting Arab-German Business Cooperation

Networking
Consulting
Information

www.ghorfa.de

Education Guide 2024/25

Partnerships and Perspectives
of Arab-German Cooperation

Table of Contents

Preface

Olaf Hoffmann, Abdulaziz Al-Mikhlafi	5
--------------------------------------	---

Vocational and Higher Technical Education and Training 7

Partnership for Employability and Vocational Training – Germany’s Contribution to the OECD DAC Arab Dialogue German Office for International Cooperation in Vocational Education and Training (GOVET) at Federal Institute for Vocational Education and Training (BIBB)	8
---	---

Improving Acute Care through Education: Dräger Academy Dräger	12
---	----

Ensuring Qualified Staff for Green Energy Market Development Renewables Academy	17
---	----

TÜV Rheinland Arabia: Pioneering Safety, Quality, and Education in Saudi Arabia - Empowering Technical Competence TÜV Rheinland Arabia	24
--	----

Cooperation in Higher Education 29

Alliance for Higher Education between the University of Bayreuth and Four Universities of the Eastern Libyan Region of Cyrenaica University of Bayreuth	30
---	----

The International Parliamentary Scholarship (IPS) programme at the German Bundestag The German Bundestag	35
--	----

Cross-Border Medical Training – a Successful Heidelberg University	38
--	----

Excellence in Technology, Quality and Didactic Solution 45

125 Years of Meaningful Stories VS Mobel – VS Furniture Industry Branch Company	46
---	----

Special Topics	53
----------------	----

Vocational Training, an Essential Element for a Skilled & Sustainable Industrial Competence Bavaria Egypt Fire Fighting Solutions	54
--	----

GIZ – a Long-Standing Partner in the Gulf Region Deutsche Gesellschaft für International Zusammenarbeit (GIZ)	58
--	----

Didacta Verband e.V. – Association of the Education Industry	59
--	----

Ghorfa Building Bridges between Germany and the Arab world	60
--	----

Contributing Companies and Institutions	64
---	----

Imprint	68
---------	----

Preface

Education is a powerful tool for the economic prosperity of countries and a key prerequisite for the development of societies. Both Germany and the Arab world make significant investments in research and development. In 2022, Germany allocated 6.8% of its GDP to education and 3.13% to research and development, with plans to increase it to 3.5%. In total, Germany invested 370 billion euros in these areas. Likewise, countries in the Arab world, although they vary in size, population and available budget, are making serious efforts and investments in education and research.

In the Education Guide, the Ghorfa Arab-German Chamber of Commerce and Industry highlights the increasing bilateral interest in fostering educational cooperation. The publication covers a diverse range of countries, featuring projects between Germany and the Arab world in general, especially with Egypt, Iraq, Kuwait, Libya, Oman, Saudi Arabia, Somalia and the United Arab Emirates. The Education Guide exhibits a wide palette of topics, including higher education, vocational training, and quality and didactic solutions. The contributors of the publication are renowned companies and institutions known for their excellent expertise and extensive knowledge. The Ghorfa is honoured to showcase the fruits of their commitment to advancing bilateral cooperation in the research, education, and training sectors.

Beyond its publications, the Arab-German Chamber of Commerce and Industry organizes a range of events, including comprehensive conferences, annual forums and delegation visits. Ghorfa's powerful network extends beyond educational institutions and companies and encompasses various sectors, consisting of both institutional and entrepreneurial decision-makers from the Arab countries and from Germany. As the representative of all Arab Chambers of Commerce and Industry in Germany, our mission is to foster and support promising Arab-German business relations across diverse fields in close cooperation with our members and partners.

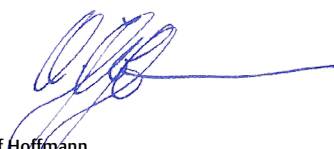
With this publication, we would like to thank the authors, supporting companies, and institutions for their valuable contributions, as well as Ms. Margarita Zilinskaya for her commitment and dedication to coordinating the publication, and Mr. Fadhl Al-Romaima for layout and design. We hope you enjoy reading this book and find it a source of inspiration for future projects in Arab-German business relations.



Olaf Hoffmann



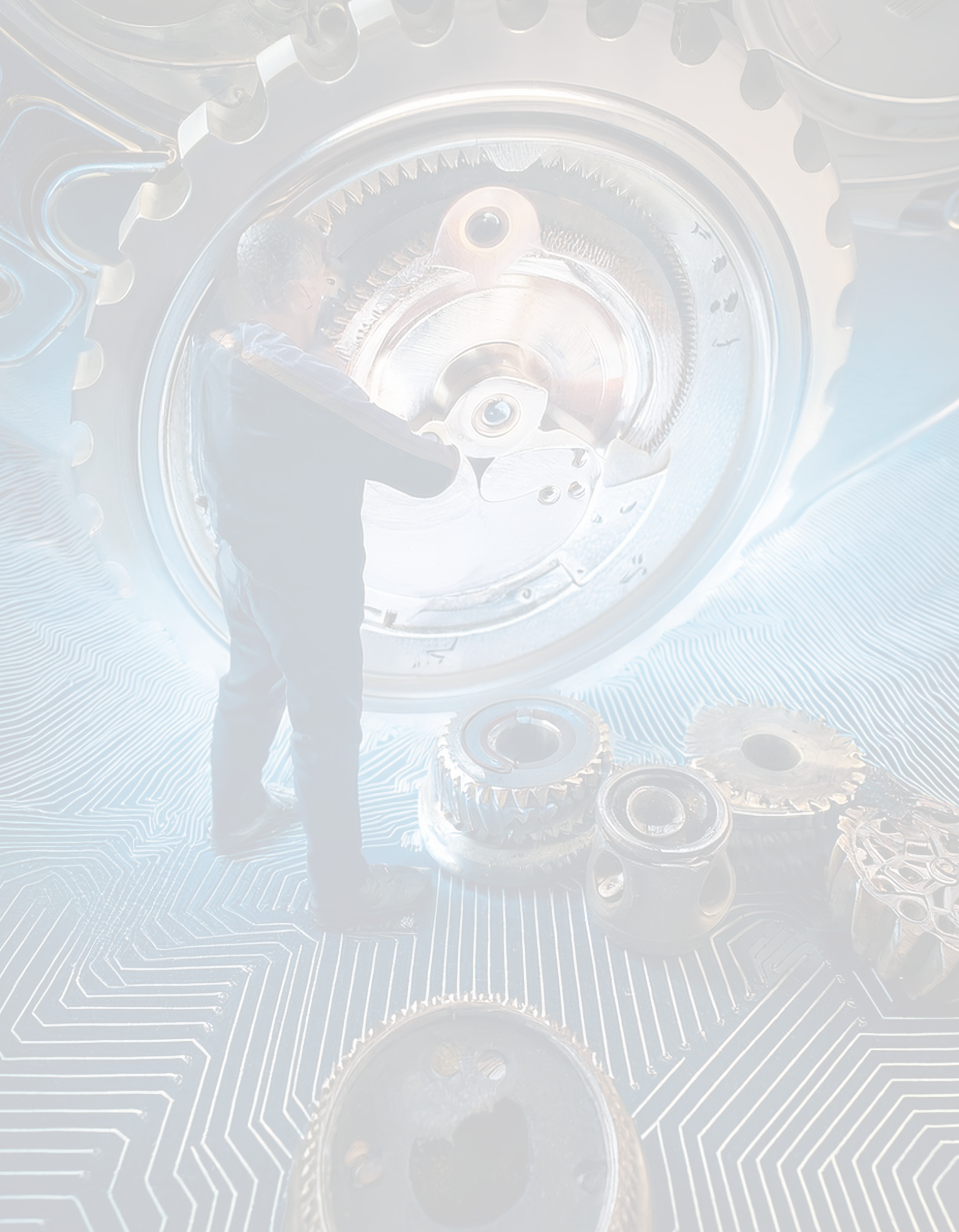
Abdulaziz Al-Mikhlaifi



Olaf Hoffmann
President



Abdulaziz Al-Mikhlaifi
Secretary General





Vocational and Higher Technical Education and Training

Partnership for Employability and Vocational Training – Germany's contribution to the OECD DAC Arab Dialogue

GOVET

Quality vocational education and employment opportunities are areas of paramount importance in German-MENA cooperation. The donor communities of the OECD and the Gulf states focused their exchange on addressing this issue – with an essential contribution on vocational education and training from Germany.

German expertise in vocational education and training is in high demand internationally – not least in the Arabic-speaking countries. German development cooperation is involved in TVET projects in several countries in the North African region, and the network of German chambers of commerce abroad has integrated vocational training initiatives into their foreign trade activities in all MENA countries they operate in.

The reasons for the need for cooperation in vocational education and training, and the objectives it pursues are widely

known: The young population of the MENA countries is looking for quality training, employment prospects and opportunities for economic and social participation. Companies need qualified employees and repeatedly encounter large gaps between skills taught and needs required by the labour market. The proportion of women in employment needs to be increased urgently in order to open up future opportunities for them, and at the same time utilise their potential for shaping prosperous and participatory economies. And the transformation towards digital and sustainable working environments and innovation systems

Female students at computerlab © iMOVE





Vocational training car electronics © iMOVE

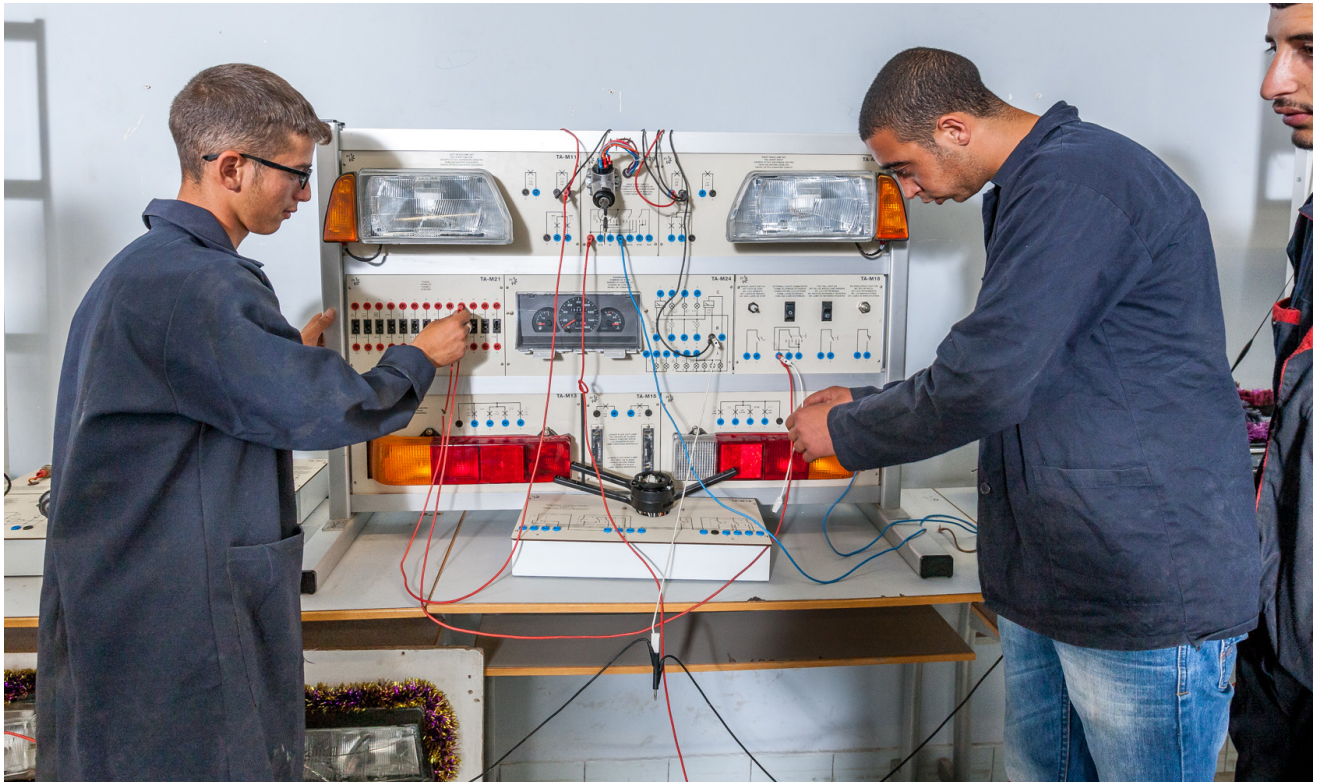
generally requires a higher level of qualification – ideally imparted in the work context itself.

Due to these pressing urgencies, the OECD Development Assistance Committee (DAC) and the Arab Coordination Group (ACG) decided in 2019 to dedicate a task force to vocational training and employability. The OECD DAC Arab Dialogue brings the two largest donor groups worldwide together and is collaboratively geared to development in the MENA region. Its origins date back to 2009.

Given the international reputation of dual VET in Germany, both sides of the dialogue called for a strong German contribution to the task force. The German Office for International Cooperation in Vocational Education and Training (GOVET) is an inter-ministerial facility, established in 2013 as part of the Federal Government's Strategy for International VET Cooperation within the Federal Institute for VET (BIBB). Linked to a facilitating project by GIZ (German Development Cooperation), GOVET was appointed as co-chair of the task force, alongside with the Arab Gulf Programme for Development (AGFUND), in a distinctly technical advisory role on vocational education and training.

Policy Dialogue...

The “task force”, later rebranded “partnership”, was officially established at the online dialogue forum in February 2021. Hampered by the COVID-19 pandemic, its initial phase was confined to webinars and similar distant cooperation settings. The official kick-off took place on 24 Feb 2022 in Dubai. This significant date seems emblematic for poly-crises including the pandemic and geopolitical turbulences such as the Russian invasion in Ukraine and its implications. The participants from several Arab development and funding agencies as well as OECD members emphasised that dialogue and cooperation in education must go on even more so, as it contributes to prosperous and just societies, enhances the resilience of crisis-stricken societies, and fosters collaborative ties between the Arab world and OECD countries in one of the most constructive and reliable areas of cooperation. Accordingly, the German deputy ambassador Dr Carsten Willms pointed out that “the improvement of vocational training systems is one of the core areas of German Development Cooperation, especially in the MENA region and in Africa. Germany's responsible participation in this task force clearly shows the commitment to joint action with the Arab donor community in the region.”



Vocational training car mechanics © iMOVE

Further on-site meetings took place in Brussels 2022 and Bonn 2023, besides several online exchanges with various partners. Throughout the policy dialogue, the partners linked their exchange to the Sustainable Development Goals, namely, SDG 4: inclusive and equitable quality education for all, and SDG 8: inclusive and sustainable economic growth, full and productive employment and decent work. The multilateral setting enabled a vivid and profound policy exchange and gained broad interest on both sides. Besides Germany and the 'dual system' countries Austria and Switzerland, other dedicated partners such as Canada, the EU and Italy shared their expertise for the OECD side, facilitated by the DAC secretariat. AGFUND was joint by numerous other Arab partners in the dialogue, including state authorities as well as multilateral and national development banks in the Gulf cooperation states and implementing organisation of development cooperation in the region.

Policy dialogue builds and deepens trust among participants. Furthermore, it allows for the identification of joint strategic lines of investment, for better coordination of donor groups and for the pursuit of agreed and matching implementation initiatives. The co-chairs, supported by GIZ facilitators, met regularly and agreed from the onset on common objectives

such as youth and women empowerment, a better participation of sectoral authorities and businesses in the governance and implementation of vocational education and training, and the need for widely accepted standards of work-based training. With regard to the critical need for skills in the agricultural sector, the Arab partners put further emphasis on better frameworks for micro-farming.

GOVET, in its technical advisory role within the task force, advocated tailor-made approaches, considerate of the diversity of national education policy frameworks. Support measures can only yield tangible benefits if they relate to the demands and contexts of the referring country and its education policy and practices, and the state of affairs varies greatly from one country to another in the region. A number of Arab countries have consistently pursued reforms in their educational systems over the last decade and boast significant achievements in strengthening their TVET subsystems. Harmonised donor activities can leverage ongoing developments here, and support the national ownership in the referring countries. Others might rather be in the initial phase of analysis and policy formulation and indicate very different cooperation demands. The dialogue remained considerate of the diverse starting points and objectives from one country to another. At the same time,



Media Center at An-Najah National University © iMOVE

the multilateral and open setting of this partnership enabled partners within the region to engage, to benefit from each other and to establish triangular settings. The policy dialogue achieved its fundamental objective: to develop conceptual know-how and share it in a co-owned environment.

... and beyond

While the partnership was embedded in an overarching policy dialogue and, thus, focused on networking, analysis and a wide-angle exchange, the partners also intended to inspire tangible implementing initiatives, and to share expertise of ongoing cooperation projects with other partners. A concept note for an “Arab Center for Social Policies and Poverty Alleviation”, pioneered by AGFUND and the Government of Jordan, promises a lasting and institutionalised outcome of the donor dialogue. It is supposed to enhance cross-border cooperation and Arab and regional cooperation for stability and development, including components dedicated to capacity building, training and employment. For the German side, a number of BMZ funded projects, operationalised by GIZ and their national or regional partners, were brought to the attention of the donor communities and further implementing agencies. Their scope ranges from economic empowerment for returning migrants from

Arab countries, to small business and entrepreneurship trainings for women or initiatives for financial inclusion and access to employment opportunities. They are all linked to training and education components, and depend on the viable integration in national education and employment opportunities.

The technical and advisory expertise in vocational education and training that GOVET brought into the partnership was excellently placed in the matching roles of the two co-chairs. What remains is shared know-how on how VET systems can be strengthened in closer public-private cooperation; a widened and complementary network; and instant access to resuming joint strategy outlines developed by this partnership.



Ralf Hermann, PhD
Head of GOVET

GOVET



2018 – 2024 © Drägerwerk AG & Co.KGaA

Improving Acute Care through Education: Dräger Academy

Dräger

In the ever-evolving healthcare field, ensuring that medical professionals are adept with the latest technology and techniques is paramount. At Dräger, our commitment to “Technology for Life” extends beyond providing cutting-edge medical equipment; it encompasses comprehensive education and training that empower healthcare professionals to leverage our technology to its fullest potential. This article delves into the offerings and impact of the Dräger Academy, a cornerstone of our mission to improve acute care through education.

Expert Knowledge for Enhanced Clinical Outcomes

Dräger Academy is dedicated to providing healthcare professionals with the knowledge and skills required to use our technology effectively. Our internationally experienced trainers bring up-to-date expertise, ensuring that participants receive a balanced blend of theoretical knowledge

and practical application. This approach not only enhances the competency of healthcare providers but also improves clinical outcomes, cost management, staff satisfaction, and patient experience.

Continuing education is indispensable for healthcare professionals. Thanks to the recent technological advances, e-learning has proven to be a power tool and even more during times of crisis.

Comprehensive Education Tailored to Your Needs

Recognising the diverse needs of healthcare institutions, Dräger Academy offers a modular approach to education. Whether you need basic device training, application training, or technical training, our curriculum can be designed to meet your specific requirements. This tailored training approach ensures that your staff can confidently and efficiently operate our devices, leading to better patient care.

Blended Learning for Maximum Flexibility

Dräger Academy employs a blended learning model that combines traditional classroom training with practical exercises, realistic simulations, and web-based online modules. This flexible approach caters to different learning preferences and schedules, making it easier for healthcare professionals to access the training they need. Our web-based training modules, available in English, cover a wide range of topics from fundamental principles to advanced product usage.

Consistent Quality Across the Globe

To ensure a uniform standard of training, Dräger Academy adopts a global 'train the trainer' approach. This method guarantees that participants receive the same high level of knowledge, regardless of their location. Our state-of-the-art training facilities in the Middle East and North Africa exemplify this commitment, immersing participants in the latest technological advancements while providing hands-on experience with our equipment.

A Snapshot of Dräger Academy's Globally

Today, Dräger Academy has 21 authorized training centres in 18 countries, engaging more than 400 trainers who facilitated training for over 55,000 participants through both virtual and in-person sessions.

For many decades, Dräger Academy has made significant strides in training healthcare professionals worldwide. In 2023, we delivered nearly 5,000 training sessions, benefiting just under 38,000 participants globally. These sessions

2018 – 2024 © Drägerwerk AG & Co.KGaA





2024 © Drägerwerk AG & Co.KGaA

covered a broad spectrum of topics, including fundamentals, product, and application training for end users such as nurses and doctors, as well as service training.

Dräger Academy offers an extensive array of web-based training modules. We offer more than 225 modules in English for external users, customers, and internal staff. Our customer focused training covers fundamental concepts and product usage, whilst our internal courses ensure that our team is well-versed in the latest developments and best practices.

In 2022, 16,000 participants joined live digital trainings and webinars, reflecting the Academy's adaptability and reach, as well as highlighting the growing demand and popularity of remote education and blended learning.

Dräger Academy's Impact in MENA

Since 2021, the Dräger Academy has conducted nearly 200 classroom-style certified training sessions in the MENA region. These comprehensive sessions encompass a wide range of topics, including foundational knowledge, product, and application training for end users like nurses and doctors, and service training. The trainings have been held either at our authorized training facilities or on-site at our customers' premises, leveraging a robust network of regional and international trainers to meet diverse needs.

One of our key strengths is our clinical workshops, which are designed to provide advanced knowledge to medical staff. We often invite international speakers to share their high-level expertise, offering best practice insights that enhance critical care globally.

A notable example of our commitment to advancing neonatal care is the annual Neonatal Ventilation workshop in Kuwait, dedicated to the country's clinicians. Over two days, Dräger's leading neonatal specialists, in collaboration with a local distributor and an internationally renowned professor in neonatology, delivered an advanced, tailored course. The programme included lectures, discussions, quizzes, hands-on sessions, and Q&A segments. It covered key topics such as the pathophysiology of lung injury and the implications of mechanical ventilation for preterm infants, the concept and clinical evidence of volume guarantee, and the application of high-frequency oscillation for lung protective ventilation. The workshop also included a session on clinical data interpretation. Over 100 neonatologists, paediatricians, and respiratory therapists participated, eager to sharpen their skills in neonatal ventilation and elevate the global level of patient care.

Redefining Medical Education with VR Training

Virtual reality (VR) is revolutionising healthcare training by empowering professionals to sharpen their skills and build confidence through vivid, immersive simulations. This innovative technology recreates complex medical sce-

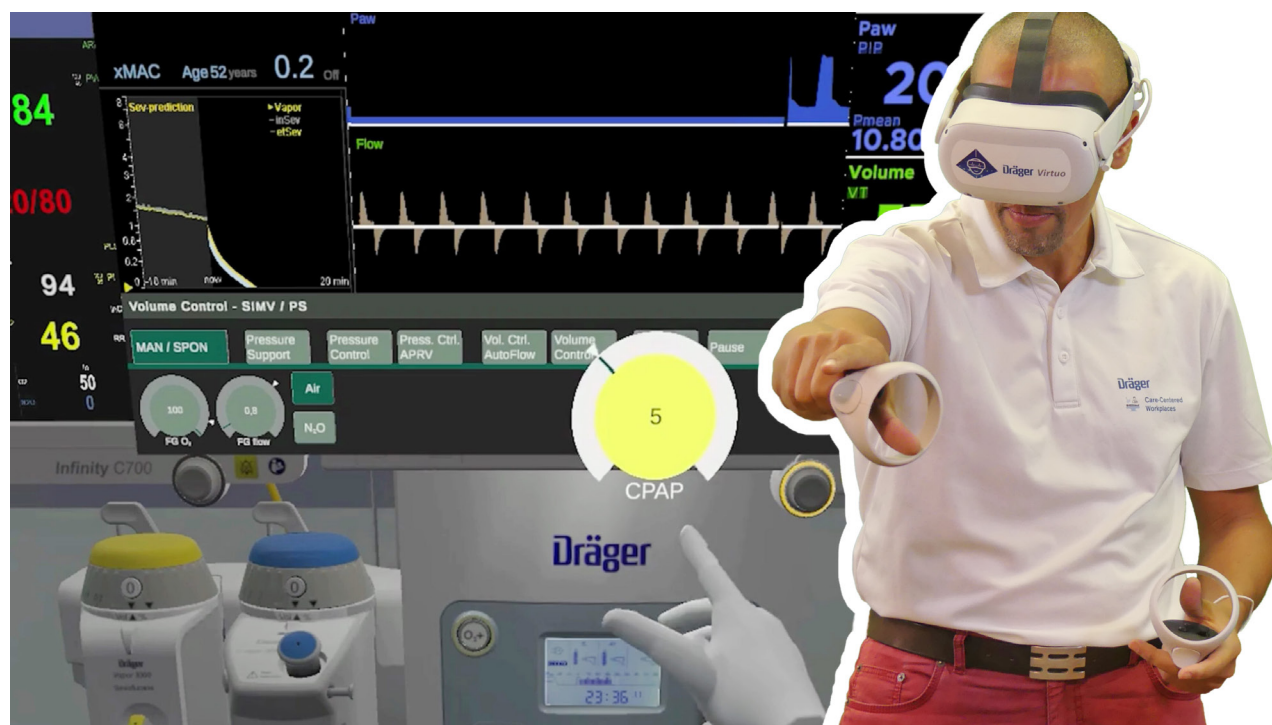
narios in a safe, controlled environment, which can lead to improved patient safety and better clinical outcomes [1].

As technology advances, training methods evolve, and virtual reality has emerged as a significant breakthrough. Studies have demonstrated that VR training can enhance knowledge retention and skills development, resulting in better clinical outcomes and a reduction in medical errors. Moreover, VR training is often more cost-effective than traditional methods, as it eliminates the need for physical equipment and can be accessed remotely.

Research indicates that VR training is particularly effective in reducing medical errors and improving patient outcomes. For example, a study conducted by an Australian university found that VR training significantly decreased the error rate in the arterial blood gas (ABG) collection procedure, reducing human errors by 40%. This improvement not only enhances patient safety but also boosts the proficiency of the learners. [2]

1. PwC. (2020). The Effectiveness of Virtual Reality Soft Skills Training in the Enterprise [Study]. <https://www.pwc.co.uk/issues/emerging-technologies/metaverse-technologies/study-into-vr-training-effectiveness.html>
2. Kennedy, G., Pedram, S., & Sanzone, S. (2023). Improving safety outcomes through medical error reduction via virtual reality-based clinical skills training. *Safety Science*, 165, 106200. <https://doi.org/10.1016/j.ssci.2023.106200>

2024 © Drägerwerk AG & Co.KGaA



The Future of Healthcare Education with Dräger

Dräger Academy stands as a testament to our unwavering commitment to advancing healthcare through education. By equipping healthcare professionals with the necessary skills and knowledge, we not only enhance the efficacy of our technology but also contribute to the overall improvement of patient care. As we continue to expand our training offerings and reach, we remain dedicated to supporting healthcare providers in their mission to deliver exceptional care.

Dräger Academy plays a pivotal role in bridging the gap between advanced medical technology and effective patient care. Through our comprehensive and flexible training programmes, we empower healthcare professionals to make the most of our life-saving equipment. As we look to the future, the Dräger Academy will continue to evolve, ensuring that we remain at the forefront of healthcare education and training.



Katja Franz
Head of Academy MENA

Dräger

Katja Franz has been with Dräger since October 2011 and has been managing Dräger Academy in MENA since 2017. In her role, Katja is responsible for identifying training needs and developing comprehensive training programmes for the Dräger team, business partners, and end users. She also oversees the organisation and administration of Academy activities and establishes new authorised training centres in the MENA region. Her dedication to enhancing the skills and knowledge of healthcare professionals has significantly contributed to the success and growth of the Dräger Academy in the region.





Training on Photovoltaics with participants from Muscat, Oman © RENAC

Ensuring qualified staff for green energy market development

RENAC

The Renewables Academy (RENAC) AG is an internationally oriented training provider specialising in renewable energy technologies, energy efficiency, and fields of application for green hydrogen and power-to-X. We offer online courses, in-person training in Germany and abroad, set up local training structures and Train-the-Trainer seminars, implement study courses in co-operation with universities, and consult on training related topics.

All Arabic economies recognise the importance of green energy technology market development. Green energy technology development (including renewable energy technologies and energy efficiency measures) has positive macroeconomic effects such as job generation, diversification of energy sources, CO₂ reduction, and continuity of energy supply. It is also clear that increasing energy efficiency and renewable energy applications requires well-qualified staff for different job profiles along the whole value chain. Staff with various qualifications and expertise in green technology are needed in the public, private, and finance sectors.

When policy frameworks and economics favour green energy technology investment, the markets will develop, and the demand for a skilled labour force will increase.

Considering this growing demand, how should education and training programmes for green energy technology be organised so professionals can access the necessary training? And which approaches to training and education are promising? To answer these questions, we need to consider important variables.



PV module installation within a training for grid-connected PV in Cairo, Egypt © RENAC

Value chain

To support renewable energy and energy efficiency, a comprehensive approach involving the whole value chain (e.g., public, private, and finance institutions) is vital for success. Each sector has its responsibilities and tasks. Ministries define the policy framework, and local authorities are responsible for approval processes or investments. Private companies are doing project development, engineering consultancy, installation, operation, and maintenance. The finance sector is critical to making investments possible. And the grid operators must integrate fluctuating power from renewables into the grid.

Additionally, mounters, electricians, engineers, architects, lawyers, and economists are also crucial for realising the benefits of green energy technology development. These professionals may need to access further training. Considering the potentially diverse education and training needs of these professionals, the training landscape should include a variety of offers, including short-term further qualification opportunities, TVET programmes, and academic education programmes.

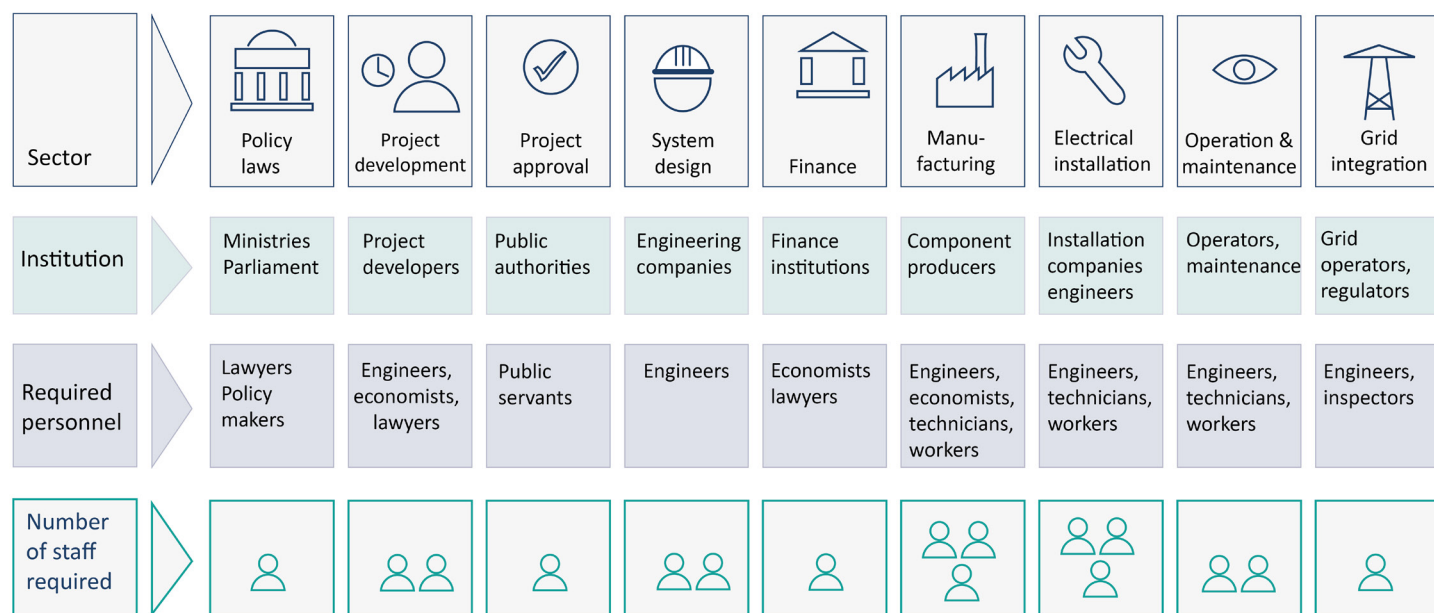
The challenge lies in simultaneously developing qualification offers for all relevant professions. If any key stakeholder group, such as grid operations or finance sector professionals, is not ready, the green energy technology market potential can remain constrained.

Qualification levels and training institutions

There are three main segments where educational programmes and short-term training are currently offered:

- Technical-vocational training as part of professional degree apprenticeships.
- Academic study programmes at universities that offer bachelor's or master's degrees.
- Further training for professionals with working experience or unskilled staff.

To ensure that there is a well-trained workforce in the mid to long term, integrating green energy technology instruction and education into standard curricula is key. Also,



Grafic 1: Value chain for different green energy technologies and required staff by professions

photovoltaics (PV) and energy efficiency training should be made mandatory parts of TVET programmes for electricians and technicians.

Within academia, universities should enable relevant departments to offer courses on the technical, legal, and economic aspects of green energy technology. Integrating these topics into academic programmes as electives for engineers, architects, economists, and lawyers would be foundational in establishing the continuous training of graduates who can immediately work in relevant institutions driving the green energy market development. This can support the economic expansion of the green energy market.

Time perspective

Economies pursuing a green energy market increase should consider the short-, mid-, and long-term need for qualified personnel by supporting an educational landscape that reflects the necessary qualitative and quantitative training needs.

The demand for short-term training can quickly be satisfied as national or international training providers already offer most of these training opportunities. It may take longer to integrate and make mandatory PV or energy efficiency training into electrician apprenticeship programmes because they involve the consent of relevant ministries or accreditation bodies. Also, elective integration into study programmes must follow an approval process involving education ministries and university boards.

Training approaches for green energy in the MENA region

RENAC has established itself as an international training provider with 16 years of experience working with training participants from many Arabic countries to support green energy technology market development. We want to highlight a selection of successful training approaches we have conducted over the years by providing an overview of different training activities, methods, and consultancy services.

RENAC projects in the region

Preparing the finance sector for green energy finance

The lack of adequate financing options remains a significant obstacle to the green energy technology market development in many countries. A key reason for this is the reluctance of banks and investors to finance renewable energy (RE) technology and energy efficiency (EE) measures due to the lack of experience with these projects, lack of knowledge on technology-specific risk mitigation schemes as well as a lack of information about funds available internationally for financing climate protection projects.

RENAC conducted a Capacity Needs Assessment for green energy finance and executed “Green Banking MENA”, a training programme for the finance sector (e.g., development banks, commercial banks, private equity, risk capital, and infrastructure funds as well as institutional investors) in Egypt, Jordan, Morocco, and Tunisia between 2018 and 2020. The main objective was to transfer knowledge on the technical and economic principles of RE and EE, economic evaluation and assessment of RE and EE projects, risk mitigation, and access to international funding instruments.

The training programme consisted of in-person workshops, online training courses, and train-the-trainer (TtT) programmes in collaboration with local finance associations.

Grid integration of renewables (Re-Grid)

Integrating large amounts of fluctuating renewable power generated by wind and solar PV is an important aspect of successfully pursuing green energy market development. Transmission and distribution grid operators should understand the fundamentals of grid integration and learn how to manage it effectively. Financed by the International Climate Initiative (IKI), RENAC conducted a Re-Grid training programme for management of grid operators and technical experts from Algeria, Egypt, Jordan, Libya, Morocco, and Tunisia from 2011 to 2023. The programme enabled representatives from participating countries to understand the technical challenges, important approaches, and the economics of measures, strategies, methodologies, and technologies related to the grid integration of renewables. The Re-Grid

Explaining a PV system with thin film modules during a study trip in Berlin for a delegation from Kuwait © RENAC





Practical PV training in the STAR-C training center in Mogadishu, Somalia © RENAC

programme was crucial in paving the way for regional renewable market development and grid integration.

Country specific references

Iraq

Based on an assessment of PV market development for Iraq, RENAC designed and executed a training programme on PV and energy efficiency from 2020 to 2023. The programme was financed by the German development cooperation, GIZ, and cofounded by the European Union. The programme aimed to build up local training capacities for PV targeting technicians, engineers, and sales engineers. By developing a local trainer pool, building up three PV training centres, and developing training materials in Arabic and Kurdish, RENAC laid the ground for a continuous offer of PV training courses. The supported training centres are located at the University of Sulaimani, the Baghdad Renewable Energy & Sustainability Center (BRESC), and a TVET for electricians in Basra.

As part of the programme, a website (www.solar-iraq.com) was also created in Arabic, Kurdish, and English. The web-

site aims to increase the demand for PV applications, provide guidance to consultants, and provide a networking platform for PV and energy efficiency professionals and trainers.

Another innovative aspect was the development of the Energy Innovation Coaches (EIC) training programme. The EICs role is to consult consumers with high energy consumption (e.g., public sector, industry, and commerce) on reduction possibilities for electricity demand by implementing energy efficiency measures and on green electricity supply by using renewable power generation.

Additionally, in its role as a service provider for the World Bank, RENAC organised study tours in Spain and Germany for a delegation from the University of Baghdad (UoB). The objective of the study tours, Study Visit for Learning International Good Practices, was to prepare the concept development of a future Center of Excellence in Renewable Energy – Solar at UoB.

Kuwait

The collaboration with Kuwait dates back to 2008. Starting with in-person training for the Kuwait Institute of Scien-

tific and Research (KISR), RENAC offered several training programmes in Berlin for public servants from the Ministry of Electricity and Water (MEW) to support policy-making for renewables. For several years, online training has been offered as scholarship programmes financed by the Kuwait Foundation for the Advancement of Sciences (KFAS).

Somalia

The government of Somalia sees renewable energy as one of the backbones of the country's development. Besides developing energy policies, it strives to build local professional capacities and collaborates closely with the International Solar Alliance (ISA) to establish a Solar Technology Application Resource Centre (STAR-C). On behalf of ISA, RENAC conducted the country assessment, developed the implementation concept, designed the practical training lab, and made a business plan for STAR-C in 2023. After completing the training lab, RENAC conducted four 8-day, in-person training programmes in 2024. These programmes covered installing, commissioning, operating, and maintaining small-scale rooftop solar PV, solar-assisted pumping, and solar mini-grids with international and national trainers.

Oman

The Public Authority for Electricity and Water (PAEW) in Oman has used RENAC's expertise to build up in-house capacities for policymakers and regulators in 2010 and 2016. The objectives of the training courses were to provide participants from the public sector with the necessary basic knowledge (e.g., technical, legal, economic) to develop and monitor policies concerning energy efficiency in the built environment and solar technologies. For the practical part of the PV training, RENAC brought its mobile PV training centre to Muscat. These training opportunities contributed to the progressive and forward-thinking development of Oman's green energy policies.

The way forward

Enabling local professionals to work along the entire value chain of green energy technology is key for its market development. The leading technologies for the MENA region are solar PV, solar thermal, wind energy, energy efficiency in the building sector, and energy efficiency in the residen-























































tial and public sector, industry, and commerce. Developing national capacity-building strategies will help align training offers with market demand, both in terms of quality (i.e., training that matches needed job profiles) and quantity (i.e., for different technologies and professional levels). Such strategies should address the immediate need for qualified staff as well as the mid- and long-term demand, with training provided by qualified TVETs and universities. Capacity building in green energy technologies requires investment from the private sector, governments, and donors. These investments will pay off for the economy if they are part of a holistic training strategy supported by favourable policy frameworks for developing green energy markets.



Berthold Breid
CEO
breid@renac.de

RENAC

-  Renewables general
-  Energy efficiency general
-  Photovoltaics
-  Solar thermal
-  Energy efficiency in the building sector
-  Project in development
-  Energy efficiency technologies
-  Grid integration of renewables
-  Financing of green energy technologies
-  Green hydrogen
-  ESG criteria (environmental, social and governance)

Activity	Algeria	Egypt	Iraq	Jordan	Kuwait	Libya	Morocco	Oman	Palestine	Saudi-Arabia	Somalia	Tunisia	UAE
Capacity needs assessments	 	 										 	
Country assessments on RE training				   							 		
Online training	   	 	   		  								
In-person training	                      												



© TÜV Rheinland Akademie

TÜV Rheinland Arabia: Pioneering Safety, Quality, and Education in Saudi Arabia - Empowering Technical Competence

TÜV Rheinland Group

TÜV Rheinland stands for safety and quality in virtually all areas of business and life. The company has been operating for more than 150 years and ranks among the world's leading testing service providers. It has more than 22,000 employees in over 50 countries and generates annual revenues of more than 2.4 billion euros. TÜV Rheinland's highly qualified experts test technical systems and products around the world, support innovations in technology and business, train people in numerous professions and certify management systems according to international standards. In doing so, the independent experts generate trust in products as well as processes across global value-adding chains and the flow of commodities. Since 2006, TÜV Rheinland has been a member of the United Nations Global Compact to promote sustainability and combat corruption. Website: www.tuv.com

TÜV Rheinland Arabia

Established in 2005 in Jeddah, TÜV Rheinland Arabia LLC has emerged as a trusted partner for businesses across Saudi Arabia, leveraging the global expertise of the TÜV

Rheinland Group. Known for its unwavering commitment to safety and quality, TÜV Rheinland Arabia plays a crucial role in facilitating the international exchange of ser-



© NITI / NPA

vices and supporting the Kingdom's ambitious Vision 2030 goals.

With six locations across the Kingdom, TÜV Rheinland Arabia is dedicated to expanding its services, focusing on sustainable development at the intersection of people, technology, and the environment. Operating across four key divisions: Industrial Services and Cybersecurity, Mobility, Products, and People & Business Assurance. we offer a comprehensive suite of services designed to meet the diverse needs of our clients.

Transforming Vocational Training in Saudi Arabia: Aligning with Vision 2030

As Saudi Arabia advances towards the objectives outlined in Vision 2030, the emphasis on developing a robust educational landscape has become more critical than ever. Education forms the foundation of any modernization initiative, serving as the bedrock for economic and societal transformation. TÜV Rheinland Arabia's Academy & Life Care department is at the forefront of this transformation, channeling global expertise into modernizing vocational training systems and empowering the next generation of skilled workers in the Kingdom.

A Decade of Educational Excellence

For over a decade, TÜV Rheinland Arabia has played a pivotal role in enhancing Saudi Arabia's educational and vocational training sectors. Our services span a wide range of activities, from modernizing technical curricula and training master trainers to delivering comprehensive solutions for both local and international organizations. These efforts are essential to equipping Saudi Arabia's workforce with the skills needed to thrive in a rapidly evolving economic landscape.

Success Story: A Decade of Excellence with the National Industrial Training Institute (NITI)

In 2015, TÜV Rheinland Arabia embarked on a transformative journey with the National Industrial Training Institute (NITI), marking the beginning of a partnership that has since become a cornerstone of technical education in Saudi Arabia. NITI, an independent, not-for-profit institution, was founded through a strategic collaboration between Saudi Aramco and the Technical & Vocational Training Corporation (TVTC). Tasked with developing and implementing job skills training programs tailored to the Kingdom's industrial needs, NITI selected TÜV Rheinland Arabia as its trusted international training partner.



© Saudi Arabian Drilling Academy - SADA

Located in Al-Hasa, NITI plays a critical role in equipping young Saudis with the skills necessary to thrive in sectors such as oil and gas, petrochemicals, energy, and maritime. The institute primarily targets high school and vocational college graduates, preparing them for careers that not only meet market demands but also support the Kingdom's Saudization efforts and reduce unemployment.

Over the past decade, TÜV Rheinland Arabia has been instrumental in shaping the technical education landscape at NITI. We have developed and delivered a wide array of technical apprenticeship programs and skill certification projects, ensuring that NITI graduates emerge as highly skilled professionals. These graduates are not only proficient in English and adept with the latest technologies but also embody the values of safety, discipline, and strong work ethics.

Our contributions include implementing one-year, full-time technical apprenticeship programs and advanced engineering qualification programs across various disciplines such as Electrical, Mechanical, Instrumentation, Metalwork, Welding, and Pipefitting. In line with our commitment to excellence, these programs were recently modernized according to German Dual educational principles, ensuring they meet international standards and provide NITI students with a competitive edge in the global job market.

In 2024, TÜV Rheinland Arabia and NITI celebrated a decade of successful partnership—a testament to our shared commitment to excellence in vocational training. This milestone not only reflects the achievements of the past but also signals the promise of continued fruitful collaboration in the years to come. Together, we are shaping the future of Saudi Arabia's workforce, one skilled professional at a time.

Success Story: Saudi Arabian Drilling Academy (SADA)

Another key success story is our involvement with the Saudi Arabian Drilling Academy (SADA), a premier institution established through a strategic partnership between Saudi Aramco and TVTC, supported by industry leaders. SADA, one of the largest drilling academies in the Middle East, sets benchmarks in drilling education at regional, national, and international levels.

TÜV Rheinland Arabia was selected to lead the Training Services Operations at SADA, covering both academic and job skills training. Our role includes training approximately 400 to 700 trainees annually, providing comprehensive staff support for trainee affairs, and leading curriculum updates to ensure the highest standards of education.



© National Automotive & Vehicles Academy NAVA

We have deployed over 90 professionals to SADA, including specialized trainers in English and technical subjects related to the drilling industry. Our efforts have been instrumental in SADA's mission to train and qualify young graduates, empowering them for continuous development in their careers. This collaboration underscores TÜV Rheinland Arabia's commitment to advancing technical education and supporting the Kingdom's vision for a skilled workforce in the drilling sector.

Success Story: Launching the National Automotive & Vehicles Academy (NAVA)

TÜV Rheinland Arabia is also proud to have been selected for the setup and startup of the National Automotive & Vehicles Academy (NAVA), a groundbreaking institution formed through a partnership between leading electric vehicle (EV) manufacturers, CEER Motors and Lucid Motors. As Saudi Arabia moves forward with its Vision 2030 goals, NAVA stands at the forefront of innovation in the automotive industry, particularly in the rapidly growing EV sector.

Our role in this project is pivotal, encompassing a wide range of critical activities, including staff recruitment, student assessment, academy management, operational support services, and securing local accreditation. The first

cohort of around 210 students is set to begin in September 2024, marking the start of a new chapter in Saudi Arabia's automotive training landscape.

Conclusion

TÜV Rheinland Arabia is proud to be a driving force in transforming Saudi Arabia's vocational training landscape. By aligning with Vision 2030, we are contributing to the Kingdom's economic diversification and helping to build a skilled, capable workforce ready to meet the challenges of the future. As we continue to expand our efforts, we remain committed to fostering sustainable development in safety, quality, and education across the Kingdom.



Waqas Munawar
General Manager
Local Stream Manager KSA
BF A.04 – BF A.07
Business Stream People &
Business Assurance

TÜV Rheinland Arabia



Cooperation in Higher Education



Amal Obeidi, Thomas Hüsken and the President of Tobruk University, Professor Hassan Ali Khairalla © Hüsken/Obeidi 2023

Alliance for Higher Education between the University of Bayreuth and four Universities of the Eastern Libyan Region of Cyrenaica

University of Bayreuth

Academic cooperation in times of uneasy transition: University of Bayreuth establishes German-Libyan Alliance in Higher Education with four Universities of the Eastern Region of Libya, Cyrenaica funded by the German Academic Exchange Service.

A Country in Times of Uneasy Transition

The history of Libya in the twentieth century represents an extraordinary odyssey, from part of the Ottoman Empire to Italian colony, from conservative monarchy (1951–1969)

to a revolutionary regime under Muammar Gaddafi (1969–2011), and more recently, from the high expectations of the Arab Spring to a civil war and a still very contested political reality.



Participants of the workshop “Social Structures, Society and Politics in Libya” at Tobruk University 2022 © Hüsken/Obeidi 2022

Despite ongoing efforts towards national reconciliation, Libya is still facing a number of challenges: institutional and political division, delays in achieving transitional justice, the absence of effective political leadership capable of managing the country, disruption of the constitutional process, the proliferation of weapons and armed groups, and the influence of foreign powers in Libya.

Universities as Laboratories for Libya’s Future

Higher education in Libya has been severely affected by the developments that have taken place in the country since 2011. There seems to be no comprehensive national or regional policy plan for any of the levels of the education system, including that of higher education, financial support for universities is poor, and there is a pressing need for research funding. In addition, Libya’s universities have been largely excluded from international knowledge exchange and academic cooperation for decades. This is particularly true for the eastern Libyan region of Cyrenaica. At present, most existing international academic support programmes focus on Libya’s western region of Tripolitania, and most funding institutions are located outside the country. However, in

this generally difficult situation, Libyan universities are important safe spaces where a comparatively open academic and independent sociopolitical discourse can take place. They are therefore indispensable cultural laboratories for the future of the country. Currently, Libyan universities are educating the first post-Gaddafi era generation of students, a generation that is struggling with many challenges and that will determine the future of the country. Fortunately, efforts are being made to reform higher education in Libya. These reform attempts are based on four principles: the independence of the universities, good governance, capacity-building and staff development, and international cooperation.

Alliance for Higher Education between Germany and Libya

Since 2021, Thomas Hüsken and Amal Obeidi have been working on their joint research project “Cyrenaica Contested: Politics, Identity and Justice in Times of Transition” at the University of Bayreuth (UBT). Within the framework of this project, they have launched a cooperation initiative with Tobruk University. In July 2022, they conducted a



Thomas Hüsken and the President of Tobruk University, Professor Hassan Ali Khairalla © Hüsken/Obeidi 2023

jointly organized workshop entitled “Social Structures, Society and Politics in Libya” at Tobruk University, with the participation of University President Professor Hassan Ali Khairalla, University Vice President Professor Walid Shuaib, Dr. Ahmad Ebraik, Director of the Tobruk University Research Centre, and many other academic staff members and graduate students from different disciplines. This workshop acted as a catalyst for further collaboration.

In 2023, with the support of UBT’s Gateway Office in Bordeaux and funding from the Ta’ziz Partnership programme of the German Academic Exchange System (DAAD), the cooperation initiative between UBT and Tobruk University was elevated to the institutional level. On 17 October 2023, UBT President Prof. Dr. Stefan Leible, and Mr. Abdulhamid Saad, Director of the International Office of Tobruk University, signed a Memorandum of Understanding between the two universities. The signing ceremony took place during a kick-off workshop in Bayreuth entitled “Higher Education and Civil Society in Times of Transition. Libya and Beyond.” More than 20 German and Libyan academics and representatives of German and Libyan civil society exchanged ideas and discussed potential routes and priorities for future cooperation. Representatives of

the German Embassy in Libya and the German Society for International Cooperation (GIZ) contributed important points of reference for a practical discussion. This kick-off workshop was followed by an online workshop entitled “Foundations of Teaching with Digital Tools,” addressing one of the needs which had been identified during the discussions in Bayreuth: capacity-building in the field of didactics.

Future Prospects

Building on this successfully initiated cooperation project, joint activities will be continued and the partnership consolidated in 2024. Furthermore, the scope of activities will be broadened by including three additional universities in Cyrenaica: the University of Benghazi, Omar Al-Mukhtar University in al-Bayda, and the University of Derna. These universities have very different histories, possibilities for action, and working conditions. However, all have suffered from the civil war and unstable political conditions in recent years. Some, such as the University of Benghazi and Omar Al-Mukhtar University in al-Bayda, look back on long academic traditions and have shaped the history of Libya in many ways, while others, like Tobruk University, were founded more recently. The University of Derna is located

in an important urban intellectual center of the country and has faced a number of severe challenges, including the rule of Islamic State (IS) in 2014 and 2015 and the disastrous flood in 2023. Despite these differences, the universities are united in their search for international partners and international cooperation, and particularly so since 2011. By integrating them into the project, this partnership will not only increase their international visibility and access to international networks, but also enhance regional integration and cooperation among the Libyan partners.

Personal Encounters and Digital Formats

This new phase of German–Libyan cooperation in higher education aims to support Libyan universities in difficult times of political instability and transition. Staff training, cautious support in curriculum development, and a focus on quality assurance will be at the center of joint activities in 2024, while the issue of gender equality and supporting women in the fields of science and technology will continue to play a central role. The combination of intensive



UBT President Prof. Dr. Stefan Leible, Mr. Abdulhamid Saad, Director of the International Office of Tobruk University, Dr. Arnim Heinemann director of the international office UTB, and participants of the workshop in Bayreuth © Hüsken/Obeidi 2023

in-person workshops in Germany, digital workshops, and personal visits to Libya by the German partners has proven to be a very useful approach. In particular, the in-person meetings in Germany and Libya guarantee fruitful and sustainable interpersonal exchanges. They are indispensable for creating trust between individuals and institutions.

Libya is one of the least researched countries in North Africa. Until today, there are only a few academic institutions in Europe, the United States, and the Arab world that are dedicated to Libyan studies. In this respect, too, the cooperation project represents a pioneering step towards achieving two things: bringing Libya to the world and the world to Libya.

Cooperation with Respect, Trust, and Caution

Any partnership between universities has to be based on openness, trust, and the will to meet on an equal footing, despite potentially very different working conditions and sensitivities. The joint analysis of needs and the joint development of content and measures are crucial for any successful cooperation. Academic work in higher education in times of contestation and transition is challenging, and this is particularly true for our Libyan partners. While academics residing in the Global North may keep or claim an academic distance from politics, Libyan academics are automatically involved and held accountable in ongoing political debates. A partnership must take these circumstances into account and act with respect, trust, and caution.

About the Authors

P.D. Dr. Thomas Hüsken, a German ethnographer and Associate Professor in the Department for Ethnology at UBT, and Prof. Dr. Amal Obeidi, a Libyan scholar and Professor of Comparative Politics at the University of Benghazi, are both well-established researchers in the field of Libyan studies. Their monographs *Tribal Politics in the Borderland of Egypt and Libya* (Hüsken 2019) and *Political Culture in Libya* (Obeidi 2001) are seminal contributions to the field of Libyan studies. Since 2021, both have been working on their joint research project “Cyrenaica Contested: Politics, Identity and Justice in Times of Transition” at UBT.

Sarah Hartmann: until August 2024, Sarah Hartmann managed UBT’s Gateway Office in Bordeaux, France. Since

September 2024, she is an International Relations Officer at the University of Bordeaux’s School of Public Health and Bordeaux Population Health research center. She studied Social Anthropology and Communication Studies at Freie Universität Berlin and conducted extensive fieldwork in Egypt. For more than 10 years, Sarah Hartmann has been working in the field of international cooperation in higher education.

References

Hüsken, Thomas. 2019. *Tribal Politics in the Borderland of Egypt and Libya*. Palgrave Series in African Borderlands Studies. New York: Palgrave Macmillan.

Obeidi, Amal. 2001. *Political Culture in Libya*. Richmond, Surrey, UK: Curzon Press.



P.D. Dr. Thomas Hüsken
a German ethnographer and
Associate Professor in the
Department for Social and
Cultural Anthropology at the
University of Bayreuth



Prof. Dr. Amal Obeidi
Libyan Political Scientist,
Professor of Comparative
Politics at the University of
Benghazi, Libya and Senior
Researcher in the Depart-
ment for Social and Cultural
Anthropology at the Univer-
sity of Bayreuth.



Sarah Hartmann
Gateway Office Manager for
the University of Bayreuth in
Bordeaux until August 2024,
currently International Rela-
tions Officer at the Univer-
sity of Bordeaux.



© Deutscher Bundestag / Achim Melde

The International Parliamentary Scholarship (IPS) programme at the German Bundestag

IPS

The IPS programme is aimed at politically interested and engaged young people from the Arab region, who contribute through voluntary activities to society or politics. If you have an interest in parliamentary democracy, please apply to participate.

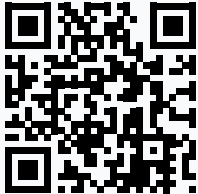


IPS

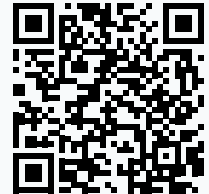
**Du willst
dabei sein?
Internationales
Stipendium
des Deutschen
Bundestages!**



©buero uebele visuelle Kommunikation, Stuttgart



2 Programmes



The standard IPS programme

Who?

Up to 120 participants from over 50 countries worldwide per year.

When?

5 months, from 1 March to 31 July

Participating countries include:

Algeria, Egypt, Iraq, Jordan, Lebanon, Libya, Morocco, the Palestinian territories, Syria and Tunisia.

Eligibility criteria

- Citizenship of a participating country
- University degree
- Good knowledge of German
- A strong interest in politics, and social/political engagement.
- Under the age of 30 at the start of the scholarship

IPS for Arab countries

Who?

Up to 24 participants from 17 countries in the Arab region

When?

4 weeks in September

Participating countries

Algeria, Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Libya, Morocco, Oman, the Palestinian territories, Qatar, Saudi Arabia, Syria, Tunisia, the United Arab Emirates, Yemen

Eligibility criteria

- Citizenship of a participating country
- University degree
- Good knowledge of German
- A strong interest in politics, and social/political engagement.
- Under the age of 35 at the start of the scholarship

The German Bundestag provides:

- EUR 700 per month
- Free accommodation
- Insurance and travel expenses

At the heart of democracy

A highlight of the scholarship is a placement with a Member of the German Bundestag. The five-month IPS programme includes a three-month placement, whilst the one-month programme for Arab countries includes a one-week placement. During this time, you can gain a first-hand insight into the parliamentary work that goes on in a Member's office and the political decision-making processes.



Participants in the 2023 IPS programme with Bärbel Bas, Bundestag President and IPS patron. © DBT/ Stella von Saldern

IPS participants are bridge-builders in the societies of their home countries.



Participants in the programme for Arab countries in 2023 with Members of the German Bundestag © DBT/Inga Haar



Campus of Heidelberg University Hospital and Heidelberg University © Heidelberg University Hospital

Cross-border medical training – a successful cooperation

Heidelberg University

Heidelberg is not among the biggest cities in Germany, but one of the best known. Tourists from all over the world explore the old town with its famous castle overlooking the river Neckar. For many of them Heidelberg is the quintessential romantic German city with its picturesque setting, numberless old buildings and quaint charm. It is also the home of Germany's oldest university. Founded in 1386 it regularly ranks among the best German universities. Considering the size of the city it is even more impressive that, according to the "Newsweek" international hospital ranking, Heidelberg University Hospital is considered the second-best hospital in Germany and ranked Nr. 15 in the world.

This attractive mix of tradition and excellence did also not go unnoticed in Saudi Arabia. There is a long tradition of treating patients from Saudi Arabia at the Heidelberg University Hospital and the Kingdom regularly sends young Saudi physicians to Heidelberg to train them in

various medical departments. Most of the physicians are part of the country's ambitious scholarship programme, which gives Saudi students and graduates the opportunity to spend part of their education abroad.

Working in a German university hospital can be quite challenging and mastering the workload and the new language is not easy. Abdullah Mutheeb is still convinced that it was the right decision. The 34-year-old physician wants to specialize in ENT (Ear, Nose and Throat). He comes from Chamis, a fast-growing town in the South-Western corner of Saudi Arabia. The town's name is the Arabic word for Thursday, as there used to be a big market day every Thursday, with farmers and traders offering their products from the surrounding area.

Starting six months ago, Abdullah has now settled well in Heidelberg. Asked about his work experience, he admits that it took him some time to adapt to the pace and intensity of treating so many patients every day. Working days in a German university hospital are long and there is hardly time for a break. Therefore, he does not join the tourists exploring Heidelberg during his weekends. He prefers to relax and enjoy the beautiful nature surrounding the city.

For Prof. Peter Plinkert, Head of the ENT-department, Abdullah is the first Saudi physician in his team. He agrees that the newcomer had not an easy start. The high number of daily patients and the new language made him initially

Heidelberg University Hospital – at a glance

- 1,244,103 outpatient treatment cases
- 88,557 inpatient treatment cases
- 2,599 beds
- 50 clinical departments
- 7 medical theory institutes
- 14,057 employees from 125 Nations, including 2,099 physicians and 3,478 nurses

struggle. But after his team slightly reduced his workload and gave him more time, he adapted quickly and is now fully integrated. Prof. Plinkert praises Abdullah's work ethics, his willingness to learn and his friendly and open appearance.



Prof. Plinkert and Scholarship holder Mutheeb © Heidelberg University Hospital



landing pad for rescue helicopters © Heidelberg University Hospital

Abdullah's training is part of a structured co-operation programme, signed in 2019, between Heidelberg University Hospital and the Cultural Office of the Saudi Arabian embassy. From its office in Berlin, the Cultural Attaché Dr. Malek Alwadie, the Head of the German scholarship department Dr. Tarifa Almulhim, and her team take care of every scholarship holder in Germany. In Heidelberg they are supported by Ms Lucia Kleinhenz, the assigned programme manager from the Medical International Office. The Kingdom pays for preparation time, including general and medical language training, and covers the full salary for all Saudi physicians in training. It is regarded a classic win-win situation as graduates like Abdullah receive an excellent training whilst the university hospital gets well-qualified physicians.

A full residency programme in Germany takes five to six years. Currently, almost 300 Saudi scholarship holders train in German hospitals. This is a substantial investment for the Kingdom. Besides the opportunity to work with well-known specialists like Prof. Plinkert, it is also a fine example of

intercultural understanding. Some Germans still know very little about Saudi Arabia and Abdullah and his colleagues can correct old stereotypes and at the same time learn a lot about German culture. The Cultural Office in Berlin is also supervising Saudi scholarship holders in France, Italy, the Netherlands, Scandinavia, and other countries. Dr. Alwadie, who is a specialist in German language studies and writes poetry, is convinced that the programme is an important cornerstone of bringing Saudi Arabia and Europe closer together.

Prof. Plinkert has also no doubts about the mutual benefits of the co-operation. He used to be a scholarship holder himself and worked in Sweden, the United States, and India. He would also like to travel to Saudi Arabia for a similar exchange and after his positive experience with Abdullah, could well imagine accepting another Saudi physician in his team.



young researchers © Heidelberg University Hospital

Medical studies at the renowned Heidelberg Medical Faculty

Medical studies in Germany last at least six years and three months and comprise three stages: pre-clinical studies, clinical studies and practical year. The course concludes with the state examination and the license to practice medicine. Specialization as a medical specialist then takes place within the framework of in-service training.

The Heidelberg Medical Faculty looks back on over 600 years of tradition at the first university in Germany. Today, it is one of the most important biomedical research institutions in Europe. The joint goal of the faculty and the hospital is to achieve a leading position in patient care, research and medical teaching.

HeiCuMed (Heidelberger Curriculum Medicinale) is the short name for the medical degree program in Heidelberg. It is a course of study in which all specialist areas are coordinated and the focus is on the patient's clinical picture. HeiCuMed is characterized by its practical orientation,

teaching of communication skills, strengthening of personal initiative and motivation, scientific orientation and international standards.

There are currently over 3,500 prospective doctors at the Heidelberg Medical Faculty studying for their degree and doctorate and the Heidelberg Curriculum Medicinale is at the forefront of medical training programs in Germany. The extensive scientific activities in Heidelberg enable students to work in one of the numerous laboratories and research projects, to complete a doctorate and to make contacts for their own scientific career. Students therefore have excellent study and research opportunities.



Surgery Center © Heidelberg University Hospital

Heidelberg University Hospital

Heidelberg University Hospital is one of the most modern hospitals in Europe and one of the “World’s Best Hospitals” ranked 15th worldwide in 2024. In its advanced medical care centers, world-renowned medical professionals practice medicine and offer inpatients and outpatients an innovative and effective diagnosis and therapy for all complex diseases.

Every year, around 88,000 patients receive treatment in the 50 specialist departments of the University Hospital on an inpatient and day-care basis, while more than 1,200,000 patients are treated on an outpatient basis. One focus of the university hospital is on cancer research and treatment. To this end, physicians from the specialist clinics, surgical oncology and radiation oncology work hand in hand with facilities specializing in oncological treatments.

Selected areas of outstanding medical expertise

The National Center for Tumor Diseases (NCT) Heidelberg is a nationwide pioneer in the diagnosis and treatment of

cancer. Patients are treated here jointly by experts from various disciplines. As a joint institution of Heidelberg University Hospital and the German Cancer Research Center (DKFZ), it ensures that new therapeutic approaches are developed and quickly put into practice. The affiliated KiTZ (Hopp Children’s Tumor Center Heidelberg) offers help for children with cancer.

The Heidelberg Ion Beam Therapy Center (HIT) is the first radiation facility in Europe to work with both protons and heavy ions. This means that patients with certain sarcomas, for example, can be treated using this extremely effective form of radiation while at the same time minimizing the side effects of radiation in healthy tissue.

The European Pancreas Center at Heidelberg University Hospital is the largest center of its kind in Europe and one of the world’s leading centers for pancreatic cancer. Six to seven hundred patients with pancreatic diseases are operated on here every year, for which two surgical robots are available for the technically demanding procedures.



student training in thoracic drainage © Heidelberg University Hospital

Highest international standards

Modern buildings with state-of-the-art equipment enable patients from all over Germany and many other countries to receive medical care that meets the highest international standards. The proximity and interlinking of the specialist departments benefit the patient: interdisciplinary cooperation ensures optimal treatment. The international recognition in Germany, Europe and the World is a great achievement which based on:

- Highest international standards in all areas, which are guaranteed by renowned professors, distinguished physicians and committed nursing staff.
- Active collaboration with national and international research facilities (e.g. the German Cancer Research Center).
- Progress and innovation for promising medical treatment of complex diseases.
- A comprehensive interdisciplinary diagnosis and therapy.

Contact and services for international patients

All organizational questions related to organization, treatment and the stay in Heidelberg are managed by a multilingual team, providing a comprehensive support system and services for international patients.

Heidelberg University Hospital

Medical International Office

www.heidelberg-university-hospital.com

international.office@med.uni-heidelberg.de



Education connects

We invite you to join us in shaping the future of education.

www.didacta.de



 **made
in
Germany**

Meet us and
our experts at
the German
Pavilion at
GESS Dubai



Excellence in Technology, Quality
and Didactic Solution



Headquarters Automotive Industry, Munich Germany © VS Mobil

125 years of meaningful stories

VS Mobil - VS Furniture Industry Branch Company

Full-service supplier for schools' sector and office living and working spaces, with intelligent furniture and integrative solutions. Learning is a voluntary process based on relationships built within various contexts and spaces. With this in mind, VS has spent the last 125 years innovating and developing solutions to create learning and work environments that address the challenges of each era. VS has been a family-based business throughout its long history, headquartered in Tauberbischofsheim, a small city along the banks of the Tauber River, an hour away from Frankfurt. Rooted in its family core values, VS has expanded to several locations and is now present in France, the United States of America, Australia, the United Arab Emirates, and the Kingdom of Saudi Arabia. These locations enable VS to export to more than 60 countries and employ over 2,000 people.

We have come a long way from the holistic Werkbund (German Association of Craftsmen) classrooms of 1910 and the wooden skid chairs of 1950. At VS, we link curiosity to the pioneering spirit, constantly searching for substantive solutions for the learning and furniture systems of today and tomorrow.

Navigating the balance between stability and change is crucial for both individuals and organizations. This requires integrating familiar elements with innovative ideas derived from deep-seated wisdom. Wisdom, as knowledge that grows over time, is reliable and lays the foundation for a holistic perspective on innovation, which is inherently human-



Arcadia Global School © VS Möbel

centered. We envision a 5.0 type of office and learning spaces that embraces technology while maintaining a focus on human values and needs.

With a human-centered perspective in mind, VS has integrated sustainability and social responsibility into its strategic management plan. As an active volunteer member of the UN Global Compact, VS is committed to promoting greater sustainability and taking action against corruption. The company holds several certifications, including DIN EN ISO 50001 for energy management and DIN EN ISO 14001:2009 for environmentally responsible actions across all areas, from production and delivery to recycling, and has a cradle to cradle policy.

Buildings, schools, and gardens are more than just spaces that serve a purpose; they hold symbolic meanings where lifelong relationships are nurtured. Throughout its history, VS has collaborated with renowned architects to design its products, bringing beauty and art into spaces. This is exemplified by some of our best-selling products, such as and collaborations with Jean Nouvel, best known for the Louvre Abu Dhabi.

Openness to the outside world, collaboration, and cooperation are some of the defining traits of VS. These values are reflected in various case studies around the globe, from Germany to the UK, and from the United States to the UAE. Despite being in different locations, they share a common thread: close and deep collaboration with each education project and philosophy, and each work environment and organizational culture.

Notable school projects in Europe include the Community School in Schwetzingen, Germany, the Joachim-Schumann-Schule in Babenhausen, Germany, Brighton College in Brighton, UK, and The Barony Campus in Cumnock, Scotland. In the office sector, significant projects include collaborations with BMW, the European Central Bank, and Siemens Headquarters¹.

The Karl-Friedrich-Schimper Gemeinschaftsschule² school project is another example of VS work in Germany, designed to be a no walls school. The three-storey building is divided into four sections. The first floor houses the

¹ <https://www.vs.de/buero/en/>

² <http://cms.kfsgms.de>



Karl-Friedrich-Schimper School, Schwetzingen, Germany © VS Mobil

school café, recreation rooms, library, and social work rooms. The second floor features workshops, technology areas, teaching kitchens, and science classrooms. Grades 5-10 are in two three-floor learning team buildings. At the center is the assembly hall, a communal hub with skylights and an open staircase. With 220 seats, it serves as a lunch area and main access point. The hall also has a stage with media technology to ensure pupils with hearing impairments can fully experience school events.

The learning spaces are organized into clusters, with a team base for educators and a central marketplace. This school embodies a new approach to knowledge and learning, where learning is contextualized, knowledge is viewed as systemic and interconnected, and traditional subject divisions are eliminated.

By naturally adapting work procedures to local education systems, the work developed in the United States of America clearly reflects different types of demands and projects. Since then, we have highlighted the following projects:

Kenora Catholic District School Board

The Kenora Catholic District School Board, in Ontario, serves 1,500 students across four elementary schools and one high school. Traditionally, classrooms were set up in an industrial-era style, with limited exposure to modern, flexible learning concepts. The transformation began with teachers repurposing available furniture and involving students in redesign proposals. Both staff and students were deeply engaged in the redesign process through brainstorming sessions and hands-on activities. Additionally, teachers formed a professional learning community to share knowledge and drive the design process.

The focus was on transforming existing spaces without new construction and adopting a patient, intentional approach to redesign. Classrooms were reimaged to be dynamic and multifunctional, supporting a variety of learning activities. Teachers and students played a significant role in the design process, creating spaces that reflect their needs and preferences. This transformation has facilitated a shift in teaching methods, promoting more interactive and collaborative learning. The redesigned spaces are built to be



Karl-Friedrich-Schimper School, Schwetzingen, Germany © VS Möbel

functional for the next 10-20 years and adaptable to future educational needs.

Buckingham County Primary & Elementary Schools

The Carter G. Woodson Education Complex houses Buckingham County's primary (K-2) and elementary (3-5) schools. The complex is designed to create a holistic, health-centric learning environment.

The primary goal was to promote student health and mental well-being, leading to better engagement and learning outcomes. Additional objectives included transforming mid-century schools into a modern K-5 campus, utilizing evidence-based strategies for student learning and engagement, focusing on the needs of the whole child and the larger community, prioritizing the health and well-being of students and staff, and creating indoor-outdoor learning landscapes for project-based learning.

The design team collaborated with the school administration to create a child-centric environment that supports various

learning modalities. Flexible furniture arrangements enhance the functionality of learning spaces, including classrooms, small-group labs, and reading nooks. Emphasis was placed on mobility, agility, and adaptability in furniture to support diverse learning activities.

The new design has created active, flexible, and collaborative learning spaces that promote less sedentary behavior and incorporate movement-rich environments. Both students and teachers have reported increased engagement and satisfaction with these new spaces. The redesign has also boosted school spirit and community pride, with students expressing a newfound love for their school environment.

These case studies show the transformation of traditional learning environments into flexible, engaging, ergonomic spaces that support modern education. Each project emphasizes collaborative design, technology integration, and adaptable spaces to meet diverse student and educator needs. These initiatives have improved engagement, comfort, learning outcomes, and community pride.



Arcadia Global School © VS Mobil

Looking across the world we focus into the UAE experiences the: Liwa International School, and Arcadia Global School, Dubai.

Liwa International School

Liwa International School has been a recognized educational leader in the United Arab Emirates for the past three decades, providing accessible, high-quality American curriculum education. Students are encouraged to cultivate an international mindset grounded in local values, understanding, and appreciation. Agility and adaptability are considered crucial competencies in an ever-changing landscape, ensuring that graduates are fully prepared to tackle both national and global challenges, now and in the future.

The approach to this project was based on a new perspective of learning environments, where classrooms are no longer designed for mono-functional use but instead provide space for differentiated learning. These adaptable spaces can be quickly modified for use by different groups with

the help of functional and easy-to-manage furniture. The traditional teacher-oriented classroom setup has evolved into a workshop-like environment.

Additionally, we were guided by the insights of Dr. Dieter Breithecker, who stated, “In order to learn, the head needs the whole body. Educational institutions consequently require school furniture that allows and promotes spontaneous and needs-based position changes and movement” (Dr. Dieter Breithecker, Movement Scientist).

Arcadia Global School

The school offers the National Curriculum for England (NCfE) for primary and secondary education. Redesigned in 2014, the NCfE emphasizes core skill mastery at each level, building a strong foundation for continuous learning. It focuses on core understanding and key skills across all subjects. Students who achieve mastery apply their knowledge in meaningful, cross-curricular ways. The curriculum nurtures well-rounded, articulate, and confident 21st-century learners.

The challenge presented to VS was to design spaces that foster interaction, creativity, critical thinking, and the enhancement of soft skills, aiming to strengthen educational outcomes. Color was utilized as a tool to build school identity, enhance concentration, and distinguish the functions of various spaces. Layouts were designed with a focus on developing crucial skills for the learning process. Consequently, spaces were created as learning zones where students are encouraged to create, interact, exchange ideas, present, investigate, and develop, in line with the proposals of Future Classroom Lab³.

Education and innovation are interdependent, both essential for driving progress and economic growth. Education cultivates the skills and knowledge necessary for innovation, while innovative educational methods and technologies enhance learning outcomes. In our VUCA world—marked by volatility, uncertainty, complexity, and ambiguity—education systems must adapt to new ways of learning and evolving curricula to meet the demands of constant change and the vast influx of new knowledge. Flexibility, continuous learning, lifelong learning, and social-emotional

³ <https://fcl.eun.org>

competencies, enhanced by AI, compel us to rethink and redesign both learning spaces and office environments.

Critical and analytical thinking, curiosity, and creativity demand classroom designs that differ greatly from those of the nineteenth century, when VS was founded. The future of student learning spaces and working environments is a topic of ongoing debate. Despite the uncertainties, VS is committed to contributing to these discussions with its expertise, knowledge, and strong relationships within the learning and working contexts.



Susana Oliveira, PhD
*Head of Marketing &
Knowledge Transference
(KSA)*

VS Furniture Industry
Branch Company

V/S

1898 **A LEGACY** **2024** **OF EXCELLENCE**

www.vs.de



Al Madina Cross Cultural Consulting, Coaching & Education

Looking for a **professional partner** to launch, maintain or develop your **German-Arab relations**? Then our institute is the right choice for your **business**! Our **cross-cultural consultings** and **coachings** offer you bespoke solutions to overcome **intercultural challenges** and to establish successful lasting **business relationships** based on profound insights. Additionally, our **language learning classes** taught by certified **native speakers** will help you and your staff to learn **German or Arabic** smartly and effectively.

Our portfolio:

Consulting . Coaching . Cultural Training . Language Education .
Leadership Development . Cross Cultural Conflict Resolution .
Teambuilding . Business Management Coaching .
Communication Training

Start achieving excellence by contacting our specialists:

Al Madina Institut für arabische Sprache und Kultur – Düsseldorf

<https://almadinaschool.com> (+49) 01712882537

almadina@unitybox.de

Cross.cultural.consultings@gmail.com



Special Topics



© Bavaria Egypt Fire Fighting Solutions

Vocational Training, an essential element for a skilled & sustainable industrial competence

Bavaria Egypt Fire Fighting Solutions

BAVARIA HOLDING extends its market endeavors to many countries in the European Union as well as several other countries. Under the umbrella of its six companies Bavaria secures the supply of its various products through 26 owned branches in 5 countries. This allows hands on reliable consultations, prompt supply, technical support, and after sale services to 50,000 contracted service customers and is committed to fulfilling their requests within 72-hours.

Egypt has a long history of cooperation with Germany in implementing Technical Education and Vocational Training (TVET) systems. One of the most successful models was the Dual Education System that was established in 1991 when the Egyptian president at that time “Hosny

Mubarak” signed an agreement with the former Chancellor of Germany “Helmut Kohl” to implement a Dual Education System in Egypt that follows the German vocational training guidelines. The vocational training program was named “Mubarak-Kohl”.



© Bavaria Egypt Fire Fighting Solutions

“Mubarak-Kohl” program integrates on job training with classroom training for apprentices after preparatory school. The target of this system is to bridge the gap between theoretical knowledge and practical experience to prepare young people for technical jobs. This educational model allows the apprentices to spend part of the week at school and the other part at work to engage in real life challenges.

Bavaria Egypt was one of the first companies in Egypt to adopt this program. The company has trained around 660 trainees since the program implementation from which 53 are currently employed within the company across different functions.

Bavaria Egypt works hand-in-hand with the „Deutsche Gesellschaft für Internationale Zusammenarbeit“ (GIZ) that drive the program implementation.

Customized training plans are developed for apprentices based on their field of study to provide them with hands on experience as well as structured training sessions to acquire the needed skills for their future jobs. In addition, apprentices are offered financial reward, medical insurance, transportation, and meals.

Mubarak-Kohl apprentices start their program with a six week orientation phase where they get to know the safety regulations, policies, code of conduct, and get introduced to the different departments in the company.

Each trainee has a supervisor that oversees his/her training and measures the ability to acquire skills through our skill matrix, and provides the needed tutoring and adaptations following a PDCA training concept.



© Bavaria Egypt Fire Fighting Solutions

At the end of the training period, a yearly celebration is done and is attended by our top management where apprentices receive their graduation certificates, and outstanding ones receive job offers.

The efforts of Bavaria Egypt to support the vocational training in Egypt marked a new milestone in the year 2022 when a protocol was signed between Bavaria Egypt, Ministry of Education, Chamber of Engineering Industries to launch a Centre of Competence “CoC” led by the GIZ and supported by other private companies .

This project aims to develop a state of the art vocational training center that follows the German standards of the “Ausbildung” program.

Apprentices joining this program spend around half of their week at school and the other half at the company where they get introduced to the practical set of competencies needed to prepare the industrial worker to the work life challenges.

A steering committee was nominated to manage the CoC and travelled to Germany to get introduced to the German Ausbildung system as a role model that will be adopted especially in the integration between different entities such as the school, private sector, and the Federation of Engineering Industries. In addition, several other dimensions in the program implementation were designed to follow the German standards such as the curriculum for the different technical specialties that are offered by the CoC, educational process, practical training, and students evaluation process.



© Bavaria Egypt Fire Fighting Solutions

Finally, the engagement of Bavaria Egypt in vocational training is a result of the company's core belief that developing a qualified industrial worker is a cornerstone in sustainable production. Our engagement in Mubarak-Kohl and "CoC" programs provides a robust framework for preparing apprentices to work life.

It is important to mention that the fruits of these programs are reaped by the community as a whole since graduates of the vocational training program are well equipped to join industrial companies as well rounded industrial workers of highest caliber.



Tamer Riad
Supply Chain Team Leader

Bavaria Egypt Fire Fighting
Solutions

GIZ – a Long-Standing Partner in the Gulf Region

The **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH** is a federal enterprise with worldwide operations. It supports the German Government in international cooperation for **sustainable development** and engages in **educational activities globally**.

GIZ strengthens people and societies in shaping their future and improving their living conditions. Through **GIZ International Services (GIZ InS)**, we offer a full range of services to clients worldwide, including national governments, the European Union, other multilateral institutions, the German Government, bilateral institutions, private companies, and foundations.

Since its inception in **2002**, GIZ International Services has implemented **over 1,000 projects** in **120 countries**, with a total portfolio value exceeding **4 billion Euros**. This global reach and significant impact underscores the effectiveness and reliability of GIZ InS as a partner for international cooperation across multiple sectors.

GIZ InS' work in the Gulf region has been shaped by partnerships with various stakeholders, including the Diwan in UAE (formerly the Ministry of Presidential Affairs), several national governments, the European Union, and the private sector.

With a commitment to sustainable development and a proven track record, GIZ International Services continues to be a trusted partner in **fostering economic growth** and **improving living conditions worldwide**.

Contact

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
Mr Siegfried C. Leffler, Head of Operations

Office address

German International Cooperation GIZ
Tower 01, Level 10, Mazyad Mall, Mohammed Bin Zayed City, Abu Dhabi – UAE
gulf.region@giz.de Tel +971 2 6756543



Technology and Career Centers, UAE

GIZ International Services has over 20 years of experience of collaboration in the Gulf and the wider Arab region and is acknowledged for its long-standing presence, diverse expertise, and successful project implementation.

From benchmarking water management in Saudi Arabia to establishing vocational training institutes in Abu Dhabi, creating sustainable dairy farming models in Algeria, and implementing new teacher training methods and curricula in Iraq's agriculture sector, GIZ InS supports the region's economic prosperity and infrastructure development.



Water Resources Studies in the Rub' Al Khali Desert



www.giz.de/international-services



Check us on YouTube

Didacta Verband e.V. – Association of the Education Industry
Rheinstraße 94
64295 Darmstadt | GERMANY
Tel. +49 (0) 6151 35215-0
E-Mail: international@didacta.de | Website: www.didacta.de

Contact: Dr. Norbert Völker, CEO of Didacta Association

Products & Services: products, solutions and services from the educational sector, from early education up to professional education

Business Activities in the Arab countries: German Pavilion at GESS Dubai. „German Pavilion“ is the name of the official joint stand of German companies at trade fairs worldwide, presented by the Federal Ministry for Economic Affairs and Climate Action.

Partnerships and Perspectives of Arab-German Cooperation: Didacta Association

Didacta is the Association of the German education industry. Its members offer products, solutions and services for lifelong education – from early childhood to professional life and from software for educational management and modern ed-tech up to furniture and complete learning environments. Didacta acts as a platform for networking, dialogue and representation of interests of the educational industry and the educational sector.

For years, Didacta and its members have been actively engaged in business in the Arab countries, e.g. with a German Pavilion on the GESS Dubai. Known for their High-Quality standards and the unique professional education system “made in Germany”, German enterprises offer a number of interesting opportunities for their partners.

The didactic concepts developed in Germany are part of a modern education and a successful start in professional life.

Our members have the experience to implement these concepts in different environments, for a sustainable business success.

The large attendance of didacta – die Bildungsmesse (taking place from February 11th to 15th 2025 in Stuttgart), Europe’s greatest educational fair, proves the meaning of the German education industry.



Didacta CEO Dr. Norbert Völker is available for any further information – e.g. directly on the GESS Dubai, from november 12th to 14th 2024, Dubai

World Trade Centre, Sheikh Saeed Halls 1-3, Stalls N10 – N30 & O10 – O30.

© Didacta



© Didacta





Ghorfa

BUILDING BRIDGES
BETWEEN GERMANY
AND THE ARAB WORLD

Ghorfa Arab-German Chamber of Commerce and Industry

Germany is the largest economy in Europe and the third largest economy in the world. Thanks to its central location excellent business climate, stability of the legal and political framework and the highly skilled workforce, Germany is a perfect hub for companies entering the European market.

About us

The Ghorfa Arab-German Chamber of Commerce and Industry is the competence centre for business relations between Germany and the Arab world. For almost 50 years, we have been successfully promoting business cooperation between German and Arab companies. We advise and support German and Arab companies in the development and expansion of their respective business.

Our mission

Our core tasks are in the areas of networking, information, and consulting. We promote cross-sector cooperation

between the Federal Republic of Germany and the Arab countries in the areas of trade, industry, finance, investments, economic development, and intercultural exchange. With top-class events, delegation trips, intercultural seminars, informative publications and current reports from the Arab world and Germany, we create the best possible framework conditions for our member companies for their economic activities in Germany and the Arab countries.

Our network

The Ghorfa pursues non-profit goals to enhance and strengthen business relations between Germany and the Arab world in the fields of trade, industry, finance, and

H.E. Dr. Robert Habeck, Vice Chancellor and Federal Minister for Economic Affairs and Climate Action (BMWK), Mr. Olaf Hoffmann, President of Ghorfa and CEO Dorsch Gruppe Dr. Peter Ramsauer, Honorary President of Ghorfa and Former Federal Minister and Abdulaziz Al-Mikhlaifi, Secretary General of Ghorfa at the 12th Arab-German Energy Forum.



Ghorfa
Arab-German Chamber of Commerce and Industry e. V.
Garnisonkirchplatz 1, 10178 Berlin, Germany
Phone: +49 30 278907 – 11
Fax: +49 30 278907 – 49
Email: ghorfa@ghorfa.de
Internet: www.ghorfa.de



Former Federal Minister, MdB, Economic Policy Spokeswoman for the CDU/CSU Parliamentary Group, Mrs. Julia Klöckner, Chairman of Juffali Group/Chairman of the Saudi German Business Council, H.E. Sheikh Khaled Juffali and the Honorary President of the Ghorfa, Federal Minister ret., Dr. Peter Ramsauer during the 27th Arab-German Business Forum, 2024.





Executive Board and Board of Members Meeting, 2024



investment. Strategic partnerships, based on mutual benefit and understanding, create new business opportunities that facilitate economic benefits for both sides. These partnerships are facilitated by the Ghorfa's close connection to German political, institutional and entrepreneurial decision-makers. This well-established network will help member companies find the right business opportunities and partners.

Partnership

- Union of Arab Chambers
- The Arab Chambers of Commerce and Industry
- The Arab League and its related economic organisations
- The Arab embassies in Germany
- Related governmental institutions and relevant business industries and associations in the Arab world

Ministerial Cooperation

- German Federal Ministry for Economic Affairs and Climate Action (BMWK)
- German Federal Foreign Office
- German Federal Ministry of Education and Research (BMBF)
- German Federal Ministry for Economic Cooperation and Development (BMZ)
- German Federal Ministry of Health (BGM)
- Local governments of the German federal states

Cooperation (e.g.)

- Association of the German Chambers of Commerce and Industry (DIHK)
- Federation of German Industries (BDI)
- Northern Africa / Middle East Initiative of German Business (NMI)

- Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
- iMOVE – Competence for International Cooperation in Vocational Training and Education
- Federal Association for Information Technology, Telecommunications and New Media (BITKOM)
- Didacta – the Association of the German Education Industry
- Various associations for business and trade

Networking

The Ghorfa hosts annual conferences and forums on different industry sectors such as business, health, energy, sports, and education, to bring together Arab and German professionals from respective branches. These events provide a professional setting for analysing and discussing possibilities for business expansion and serve as a place to debate future trends in the Arab world and Germany: Arab-German Business Forum, Arab-German Energy Forum, Arab-German Health Forum, Arab-German Education and Vocational Training Forum. Additionally, the Ghorfa organises delegation visits, roadshows, numerous country-specific events, ad-hoc conferences on arising topics, as well as B2B meetings and working groups.

Consulting

The Ghorfa's support, together with their comprehensive business intelligence and detailed information on market players and products, provides its members with a valuable information advantage over other market participants. The member companies of the Ghorfa are or-



Visit of His Excellency Khalid A. Al-Falih, Saudi Minister of Investment in the framework of the Executive Board and Board of Members Meeting, 2024



27th Arab-German Business Forum, 2024.

organised in sector-specific working groups that build up a dynamic network of professionals. Their know-how is always at disposal and ensures that projects are brought to a successful conclusion:

- Working Groups
- Intercultural Consulting
- Consulting
- Business Enquiries
- Reference and Mediation
- Commercial Documents
- General Assembly Meeting
- Cooperation with Ministries and Public Institution

27th Arab-German Business Forum, 2024.

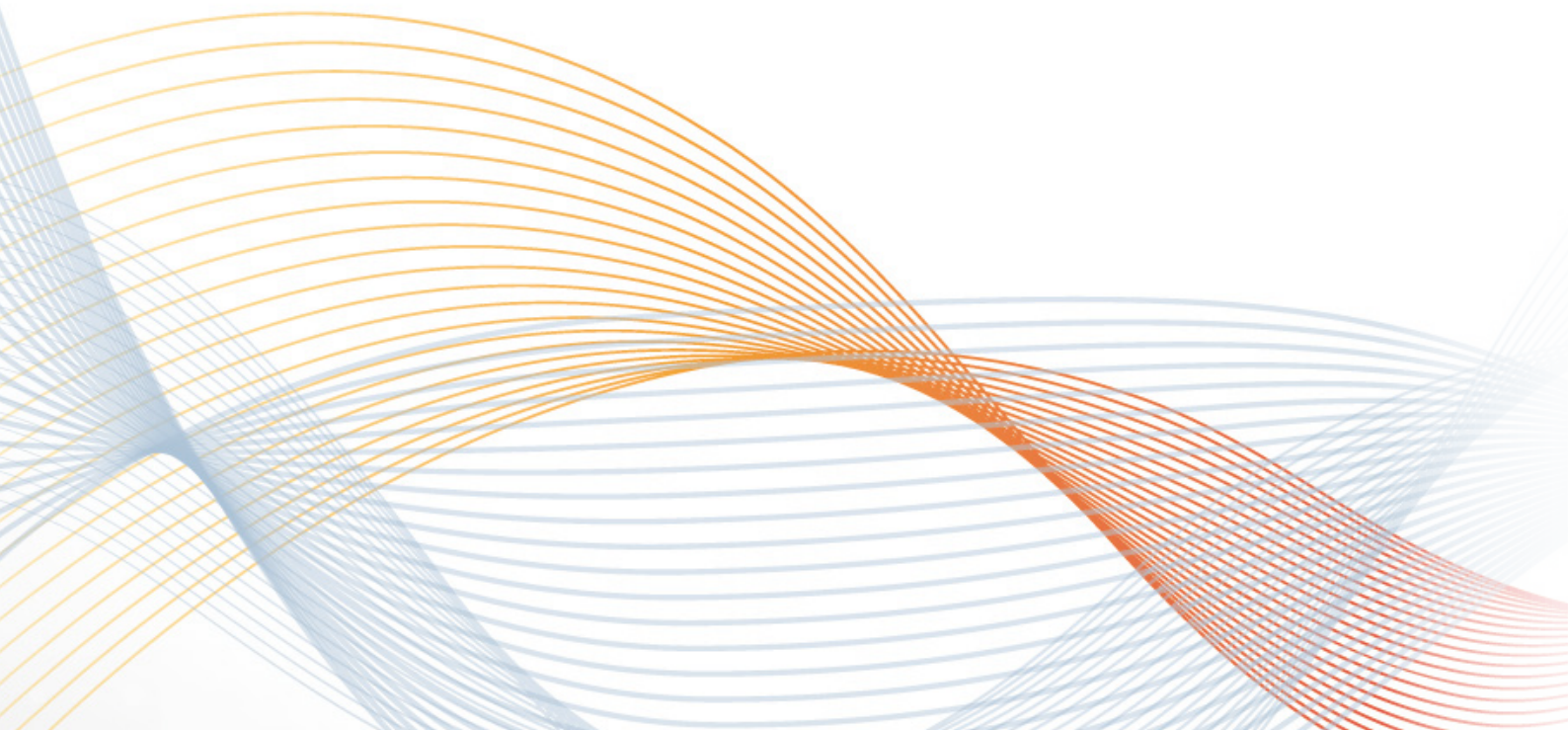
Information

The numerous Ghorfa publications provide a valuable platform for member companies to both present themselves to a broad readership in Germany and Arab countries, and also to increase their standing within the Arab-German business community. The Ghorfa initiates and publishes essential reference books, which inform about economic development trends in different industries:

- Economic Report and Newsletter
- Website
- Arab-German Business Directory
- Sector Specific Publication
- Business Guide
- Business Magazine SOUQ



CONTRIBUTING COMPANIES AND INSTITUTIONS



GOVET was established in order to support the Federal Government in the implementation of its Strategy for One-Stop International VET Cooperation. It is the central German contact for VET-stakeholders from all over the world. German VET, in particular the Dual VET system, is worldwide seen as a success model. It contributes significantly to economic growth, employment and social participation in Germany.

Project: Partnership for Employability and Vocational Training – Germany's contribution to the OECD DAC Arab Dialogue
Contact: Thorsten Schlich, Head of Communication GOVET

German Office for International Cooperation in Vocational Education and Training (GOVET) at Federal Institute for Vocational Education and Training (BIBB)
Friedrich-Ebert-Allee 114-116,
D-53113 Bonn
Phone: +49 228 107 1818
govet@bibb.de
Web: www.govet.international



Dräger

As „Your Specialist in Acute Care“, we never stop improving acute care as we support you in advancing clinical outcomes, managing costs, enhancing patient experiences and ensuring staff satisfaction. That's why we at Dräger have been passionate about developing technologies, products, know-how and services for acute care that help you achieve your goals for over 125 years.

Project: Dräger Academy
Contact: Katja Franz, Head of Academy MENA

Dräger
Branch Office
P.O. Box 505108
Dubai, United Arab Emirates
Phone: +97144294600



Renewables Academy (RENAC) AG

The Renewables Academy (RENAC) AG is an internationally oriented training provider specialising in renewable energy technologies, energy efficiency, and fields of application for green hydrogen and power-to-X. We offer online courses, in-person training in Germany and abroad, set up local training structures and Train-the-Trainer seminars, implement study courses in cooperation with universities, and consult on training related topics.

Project: Ensuring qualified staff for green energy market development
Contact: Berthold Breid, CEO

Renewables Academy (RENAC) AG
Schönhauser Allee 10-11
10119 Berlin
Phone: +49-30-587087000
Email: info@renac.de
www.renac.de



TÜV Rheinland Arabia LLC

Established in 2005 in Jeddah, TÜV Rheinland Arabia LLC has emerged as a trusted partner for businesses across Saudi Arabia, leveraging the global expertise of the TÜV Rheinland Group. Known for its unwavering commitment to safety and quality, TÜV Rheinland Arabia plays a crucial role in facilitating the international exchange of services and supporting the Kingdom's ambitious Vision 2030 goals.

Project: Training and Workforce Development Solutions in Saudi Arabia
Contact: Waqas Munawar, General Manager
Local Stream Manager KSA BF A.04 – BF A.07
Business Stream People & Business Assurance

TÜV Rheinland Arabia LLC
Al Andalus Street, Al Ruwais District.
P.O. Box 11488, Jeddah 21453.
Kingdom of Saudi Arabia
Phone: +966 12 6019 278 (Direct Line) | Mobile: +966 546384150
waqas.munawar@sa.tuv.com | www.tuv.com



UNIVERSITÄT
BAYREUTH

University of Bayreuth

The University of Bayreuth (UBT) is among the leading centers for African studies in the world. The regional research focus on Africa has existed since the establishment of Bayreuth University in 1975. It has been consolidated and further expanded through the creation of two Collaborative Research Centers, the Institute of African Studies (IAS), the Bayreuth International Graduate School of African Studies (BIGSAS), the Bayreuth Academy in Advanced African Studies, and the Africa Multiple Cluster of Excellence, which was established in January 2019.

Project: Alliance for Higher Education between the University of Bayreuth and Four Universities of the Eastern Libyan Region of Cyrenaica

Contact: PD Dr. Thomas Hüsken, Associate Professor
Department of Social and Cultural Anthropology

University of Bayreuth
Universitätsstrasse 30
D-95447 Bayreuth | Germany
Office: +49 (0) 921/ 5541 34 | Web: <https://www.libyacontemporary.org>

IPS

Internationales Parlaments-Stipendium
des Deutschen Bundestages



German Bundestag offers a scholarship program to socially and politically engaged graduates in Berlin each year. Participants have the opportunity to gain first-hand experience of the German parliamentary system and the political decision-making process. The International Parliamentary Scholarship (IPS) is geared to highly-qualified, committed and capable young women and men who are interested in politics and wish to play an active and responsible role in shaping the democratic future of their country. Participants will receive a full scholarship as well as accommodation in Berlin.

Deutscher Bundestag

Project: International Parliamentary Scholarship (IPS) of the German Parliament

Contact: Sabrina Sperlich, Program coordinator | Berlin

Deutscher Bundestag
Division Int 4 | International Exchange Programmes
Platz der Republik 1 | 11011 Berlin | Germany
ips@bundestag.de | www.bundestag.de/ips



HEIDELBERG
UNIVERSITY
HOSPITAL

Every year, around 86,000 patients are treated in the 50 specialist departments of the University Hospital on an inpatient and day-care basis and more than 1,100,000 people are treated on an outpatient basis. State-of-the-art equipment and interdisciplinary cooperation between the specialist departments enable optimal patient care. The hospital's outstanding position is regularly confirmed by independent rankings. Heidelberg University Hospital is one of the "World's Best Hospitals" and is ranked 15th worldwide in 2024.

Heidelberg University Hospital

Heidelberg University Hospital
Medical International Office
Im Neuenheimer Feld 400 | 69120 Heidelberg | Germany
international.office@med.uni-heidelberg.de
www.heidelberg-university-hospital.com



Middle East

VS Furniture Industry Branch Company

Full-service supplier for schools' sector and office living and working spaces, with intelligent furniture and integrative solutions. Learning is a voluntary process based on relationships built within various contexts and spaces. With this in mind, VS has spent the last 125 years innovating and developing solutions to create learning and work environments that address the challenges of each era.

Project: 125 years of meaningful stories

Contact: Susana Oliveira, PhD, Head of Marketing & Knowledge Transference

VS Furniture Industry Branch Company
6998 King Fahad
4540 Al Olaya Dist.
Postal code: 12331 Riyadh
susana@vsme.ae | www.vsme.ae



Looking for a professional partner to launch, maintain or develop your German-Arab relations? Then our institute is the right choice for your business! Our cross-cultural consultings and coachings offer you bespoke solutions to overcome intercultural challenges and to establish successful lasting business relationships based on profound insights. Additionally, our language learning classes taught by certified native speakers will help you and your staff to learn German or Arabic smartly and effectively.

Our portfolio:

Consulting . Coaching . Cultural Training . Language Education . Leadership Development . Cross Cultural Conflict Resolution . Teambuilding . Business Management Coaching . Communication Training

Start achieving excellence by contacting our specialists:

Al Madina Institut für arabische Sprache und Kultur – Düsseldorf
<https://almadinaschool.com>
 Phone: (+49) 01712882537
almadina@unitybox.de | Cross.cultural.consultings@gmail.com



Bavaria Egypt Fire Fighting Solutions

BAVARIA HOLDING extends its market endeavors to many countries in the European Union as well as several other countries. Under the umbrella of its six companies Bavaria secures the supply of its various products through 26 owned branches in 5 countries. This allows hands on reliable consultations, prompt supply, technical support, and after sale services to 50,000 contracted service customers and is committed to fulfilling their requests within 72-hours.

Contact: Amir Riad, Vice President, Strategic Business Development

Bavaria Egypt Fire Fighting Solutions
 Gisir El Suez St. Block 109, Industrial Zone,
 Ismailia Desert Road,
 P O Box: 2016/11111 Cairo-Egypt
 Phone: +20 2 218 20 601 / 2 / 3 / 4 | Fax: +20 2 218 20 609
info@bavaria.com.eg | www.bavaria-firefighting.com



German International Cooperation GIZ

GIZ GmbH is a federal enterprise with worldwide operations and supports the German Government in the field of international co-operation for sustainable development. Through GIZ International Services we offer a full range of GIZ services to a wider range of clients worldwide: from the European Union, and other multilateral institutions, to the German government, bilateral institutions, and companies and foundations.

Contact: Siegfried C. Leffler, Head of Operations

German International Cooperation GIZ
 Tower 01, Level 10, Mazyad Mall,
 Mohammed Bin Zayed City,
 Abu Dhabi – UAE
 Phone: +971 2 6756543
gulf.region@giz.de



Didacta Verband e.V. – Association of the Education Industry

The Didacta Association, founded over 100 years ago, brings together German education providers from all areas of the education chain. From early education and schools to vocational and higher education. All of the offerings support the didactically and pedagogically high-quality communication of education and thus the greatest possible development of competences among pupils and teachers through equipment and content.

Project: Introducing offers from the German Education Industry

Contact: Dr. Norbert Völker, CEO of Didacta Association

Didacta Verband e.V. – Association of the Education Industry
 Rheinstraße 94
 64295 Darmstadt
 GERMANY
 Phone: +49 (0) 6151 35215-0
international@didacta.de
 Website: www.didacta.de

Imprint

EDITOR

Ghorfa

Arab-German Chamber
of Commerce and Industry
Garnisonkirchplatz 1
D-10178 Berlin
Tel: +49 30 278907-11
Fax: +49 30 278907-49
E-Mail: ghorfa@ghorfa.de
www.ghorfa.de

COORDINATION

Margarita Zilinskaya
Marketing & Business Development

Ghorfa Arab-German Chamber of Commerce and
Industry

LAYOUT AND TYPESETTING

Fadhl Al-Romaima
Technical Director

Ghorfa Arab-German Chamber of Commerce and
Industry

PHOTOS

Cover: © fotoinfot - stock.adobe.com
Page 6: © AI Generation
Page 7: © AdobeStock by NDABCREATIVITY
Page 28: © AI Generation
Page 29: © AI Generation
Page 45: © VS Mobel
Page 53: © AI Generation

Other pictures: Kindly provided by the contributing
companies, if not otherwise stated.

PRINT

Chroma sp z oo

NOVEMBER 2024