



American Institute
for Contemporary
German Studies
JOHNS HOPKINS UNIVERSITY

AICGS Site Visit Program

October 5-15, 2014

The AICGS Program on Employment, Education, and Training is a transatlantic dialogue on how companies use apprenticeships to create jobs in the United States and Europe. The [project will support a national effort](#) to develop and expand apprenticeship in the United States called the Advanced Manufacturing Partnership 2.0. The project was undertaken with the generous support of the Alcoa Foundation and the Robert Bosch Foundation.

AICGS selected a group of scholars to conduct field research in several countries in Europe:

- Parke Nicholson, Senior Research Associate and Project Director, AICGS
- Kimberly Frank, Project Coordinator, AICGS
- Johann Fortwengel, Researcher, Freie Universität Berlin
- Sarah Ayres Steinberg, Policy Analyst, Center for American Progress
- Cass Conrad, Executive Director, School Support and Development, City University of New York
- Jürgen Brehmeier, Principal of the Berufsbildenden Schulen I, Leer
- Tom Bewick, Cofounder, International Skills Standards Organisation, London

Overall Goals

- Identify best practices in designing and maintaining apprenticeship programs
- Interview apprenticeship stakeholders
- Collect data on each country's apprenticeship system
- Published paper on ideas for programmatic and policy replication in the United States

Sample Questions

- How do you define apprenticeship?
- What is the image of apprenticeships in this country? Is there a stigma of more practical, vocational training? If so, how do you try to address and overcome this?
- How do you promote apprenticeship? How successful do you feel you have been so far?
- What incentives are provided to companies to train and employ young students?
- How are apprenticeships financed? Who pays for classroom education? How are wages structured? Does the government subsidize apprenticeship through tax breaks, grants, direct subsidies to employers, etc.?
- Have you calculated the return on investment (ROI) for public spending on apprenticeship for the country as a whole?
- How are apprenticeship programs sustained during economic downturns?
- What incentives are provided to companies to train and employ young students?
- How do you promote apprenticeship?



Site Visit Locations

France

- French Ministry of Employment (Ministère du Travail)
- Solvay, Chemical Company
- Linkbynet, IT Company
- Human Resource Federation (ANDRH)
- Alcoa Saint-Cosme-en-Vairais, Fastening Systems
- AFPI, Center for Apprenticeship Training
- OECD

Hungary

- Mercedes-Benz Manufacturing Hungary Kft, Kecskemét, Hungary
- Hungarian Academy of Science
- Training Center for Information and Communication Technology and Mechanical Engineering (Szily Kálmán Technical School)
- Hungarian Chamber of Commerce

Germany

- ZDH Berlin – German Confederation of Skilled Crafts
- DGB – German Confederation of Trade Unions
- Multimedia Berufsbildende Schule in Hannover (MMBS)
- IHK Hannover
- Alcoa Hildesheim – Fastening Systems
- Bosch GmbH Hildesheim

United Kingdom

- Alcoa Howmet, Exeter
- BAE Systems
- Capgemini
- Cities and Guilds



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Tom Bewick is the cofounder, executive director, and chief economist at INSSO. He has spent most of his career working in skills, employment, and entrepreneurship education, advising governments and corporations on successful workforce development strategies. As the founder CEO, he set up from scratch the industry training council for the creative and cultural industries (2004–10), with the inaugural chair, Lord Hall of Birkenhead (Tony Hall), director-general of the BBC. This included securing funding and planning approval for a state-of-the-art national skills academy in Thurrock and the introduction of creative apprenticeships. These days Bewick is an expert on globalization, migration, labor-market policies, economics, education management, and apprenticeships. He can be found working in many parts of the world—China, America, India, North Africa, and the Middle East—advising on various education and labor-market reforms. An active trustee, Bewick serves on the board of Future Brilliance/Afghanistan Organisation. Bewick was elected a fellow of the Royal Society of Arts in 1999 and holds both a BSc (Hons) and MSc from the University of Bath and Ljubljana University, Slovenia.

Jürgen Brehmeier has been the principal of the Berufsbildenden Schulen I in Leer (Vocational School of Leer) since 2005. Before that he was working as a superintendent for vocational schools in Oldenburg and the Oldenburg region. He has been teaching business administration and English for more than 34 years. Jürgen Brehmeier earned his Diplom-Handelslehrer degree (BA and MA in (Business) Education (Wirtschaftspädagogik) - Business Administration and English) from the University in Paderborn. He has been the head of a teacher's union in Lower Saxony since 2005 and in the executive body of that organization for more than 15 years. Due to that he has been participating in political processes, preparing and making laws of themes, questions and "problems" dealing with the dual vocational system, vocational schools, colleges of further education, etc.

Cass Conrad serves as the Executive Director for School Support and Development at the City University of New York. In that role, she leads several projects aimed at increasing college readiness and completion rates for public school students in New York City, including CUNY's School Support Organization, the Graduate NYC! partnership with the New York City Department of Education, and CUNY's Early College Initiative, which has established 14 early college high schools throughout New York City. These schools offer students from underrepresented backgrounds the opportunity to earn both a high school diploma and two years of college credit in an integrated and supported setting. Beginning in 2010, Ms. Conrad worked in close partnership with IBM to develop the Pathways in Technology Early College High School (P-TECH), which combines high school, college, and workplace experiences in one seamless program. Prior to coming to CUNY in 2004, Ms. Conrad worked with states and school districts across the country to create k-12 professional development curriculum focused on classroom-based best practices. She also helped launch the Alliance for Lifelong Learning, a consortium of Stanford, Yale, and Oxford Universities dedicated to creating ground-breaking continuing education curriculum for students of all ages. Ms. Conrad holds a graduate degree from the University of Pennsylvania and an undergraduate degree from the University of Chicago.



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Johann Fortwengel is Research Assistant at the Department of Management at Free University Berlin, where he also obtained his PhD with a study on the transfer of apprenticeships from Germany to the U.S. He holds a MA in Social Sciences, jointly awarded by the University of Freiburg and the University of KwaZulu-Natal. He also holds a BA in Sociology from University of Konstanz. Johann is particularly interested in how business practices vary across institutional and national borders. His research is internationally comparative, and has been presented at various international conferences, such as the Annual Meetings of the Academy of Management and the Academy of International Business.

Kimberly Frank is the Program Coordinator at AICGS and leads the monthly “Learn & Earn: A Young Leaders’ Group for the Development of the U.S. Workforce” that brings together young professionals interested in vocational training initiatives in Washington, DC. Previously, Kimberly worked in the OECD Center for Educational Research and Innovation in Paris as an External Consultant, led employment workshops at the Montgomery County Department of Correction and Rehabilitation, and helped create a job shadowing program at Carnegie Mellon University in Pittsburgh. She is currently a student in International Development at Johns Hopkins School for Advanced International Studies and graduated with a BA in political science and French from the University of North Carolina at Chapel Hill and a Masters in contemporary European politics from Sciences-Po.

Parke Nicholson is the Senior Research Associate at the American Institute for Contemporary German Studies. He oversees the research programs, grant writing, and conducts research on workforce development, energy geopolitics, and German foreign policy. Previously, he worked at the Center for the National Interest and the Council on Foreign Relations. In 2008, he served on the foreign policy staff at Hillary Clinton’s presidential campaign headquarters. He has also worked abroad in Austria and Germany: in 2005 through the Fulbright Program in Klagenfurt and in 2010-2011 as a Bosch Fellow working in the German Foreign Office for the Coordinator of Transatlantic Cooperation and for Daimler AG’s Political Intelligence unit in Stuttgart. Mr. Nicholson has published articles in several media outlets and received his MA in International Relations from The Elliott School of International Affairs at The George Washington University and a BA in History and Violin Performance at The College of Wooster in Ohio.

Sarah Ayres Steinberg is a Policy Analyst in the Economic Policy team at the Center for American Progress. She is the co-author of “Training for Success: A Policy to Expand Apprenticeships in the United States.” Her work covers a range of issues affecting shared economic growth, including apprenticeship, youth participation in the economy, the middle class, employment, and postsecondary education. Her work has been cited by *The New York Times*, *The Wall Street Journal*, *The Washington Post*, and *Fortune*, among others. She has also appeared on MSNBC, Fox News, and NPR. Prior to joining CAP, Sarah handled economic and financial policy as legislative assistant to Congressman Rick Boucher (D-VA), a senior member of the Energy and Commerce Committee. She has worked on a number of national, state, and local campaigns in her native New Hampshire, including managing the field campaign for Gov. John Lynch (D) in 2008. Sarah has a bachelor’s degree in government and sociology from Dartmouth College. She grew up in Hanover, New Hampshire.