# Table of Contents

Introduction ........................................................................................................... 9

**Section 1**  
*Divergence and Convergence of National Models of Vocational Education*

**Thomas Deissing**  
Cultural Patterns Underlying Apprenticeship:  
Germany and the UK ........................................................................... 33

**Philipp Gonon**  
Apprenticeship, Vocationalism and Opposing  
VET-Reform Trends in Europe ......................................................... 57

**Katrin Kraus**  
Understanding the Transfer of Concepts between  
the International and the National Levels:  
Import or interpretation? ........................................................... 77

**Pia Cort**  
VET Policy Formation and Discourse in the EU:  
A mobile work force for a European labour market? ............... 101

**Nguyen Phuong-Mai, Cees Terlouw & Albert Pilot**  
Cooperation: Convergence and divergence  
from a cultural perspective .......................................................... 125
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markus Weil</td>
<td>Networking for Researchers of Vocational Education:</td>
<td>149</td>
</tr>
<tr>
<td></td>
<td>Discovering divergence cross-culturally?</td>
<td></td>
</tr>
</tbody>
</table>

**Section 2**

*Convergence and Divergence of Learning Environments in Education and Work*

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Helms Jørgensen</td>
<td>School and Workplace as Learning Environments in Vocational Education and Training</td>
<td>171</td>
</tr>
<tr>
<td>Gail E. FitzSimons</td>
<td>Mathematics and Numeracy: Divergence and convergence in education and work</td>
<td>197</td>
</tr>
<tr>
<td>Lene Tanggaard</td>
<td>Learning at School and Work: Boundary crossing, strangeness and legitimacy in apprentices’ everyday life</td>
<td>219</td>
</tr>
<tr>
<td>Vibe Aarkrog</td>
<td>Convergence of General Theory and Practice in VET: Five theses about the students’ motivation for general subjects in VET</td>
<td>239</td>
</tr>
<tr>
<td>Liv Mjelde</td>
<td>Will the Twain Meet? The academic – vocational divide in vocational education in Norway</td>
<td>261</td>
</tr>
<tr>
<td>Annette Rasmussen &amp; Palle Rasmussen</td>
<td>Educational Knowledge at Work: Tensions in linking general adult education to workplaces</td>
<td>285</td>
</tr>
</tbody>
</table>
Section 3
Divergence and Convergence of Vocational Identities and Biographies

HEATHER HODKINSON
Divergent Perspectives on Learning at for and through Work....311

IDA JUUL
Between Dreams and Realities: Similarities and differences in narratives told by three different generations of cabinet makers .........................333

ANTJE BARABASCH
The Optimistic versus Pessimistic Life Plan Approach: Young adults’ risk perceptions towards the life course in the USA and East Germany .........................................................357

PAUL ARMSTRONG
Learning about Work through Popular Culture: The case of office work.................................................................379

MARIANNE SOGAARD SØRENSEN
Craftsmen and Their Tools: An anthropological analysis..............403

BETTINA SIECKE
Changing the Context of Learning and Teaching in VET: The contribution of concepts of emotions.................................421

Contributors........................................................................................................................................................................439