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Nota di contenuto	1. An Introduction -- 1.1 Advancement for Youth: International Attention -- 1.2 Defining the Population -- 1.3 Educating the Population -- 1.4 The Number of Working for Youth in Select Countries -- 1.5 The Parts of the Book -- Part I: Who are Adolescents?: The Foundation -- 2. The Cognitive, Psychological, and Social Development of the Adolescent -- 2.1 Introduction -- 2.2 The Definition of

Adolescence -- 2.3 The Model Figure 2-1 The Model -- 2.4 Psychological Development of the Adolescent Brain -- 2.5 Social Development of the Adolescent Brain -- 2.6 Conclusion -- Part II: Country Cases: Realities of Yesterday and Today -- 3. Vocational Education in China: The Case of the People's Republic of China (PRC) -- 3.1 Introduction -- 3.2 The Context for Present-Day Vocational Education -- 3.3 Non-Formal Vocational Education and the Non-Governmental Organizational System that Offers It: An Organizational Glance -- 3.4 Conclusion -- 4. Vocational Education in Italy: The Case of the Republic of Italy -- 4.1 An Introduction: The Context -- Table 4-1 Italy's labor market and education indicators from 2013-2018 -- 4.2 The VET System -- 4.3 Inconsistencies in the Country's VET System -- 4.4 Non-formal Education -- 4.5 The School System's Apprenticeship Programs and the Labor Market. .

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## Sommario/riassunto

This book offers a new approach to workforce education for youth. It provides meaningful and essential insight into educational systems and practices through cases of vocational and technical education in the People's Republic of China, the Republic of Italy, and the United States of America. The cases describe the history of the multi-faceted vocational systems and provide, in doing so, a springboard for this new work. A conceptual framework comprised of the cognitive, psychological, and social building blocks of individual development explains the multifaceted dimensions of youth that contribute to the policies and practices of traditional adolescent educational models. The framework extends that base by drawing on a multidisciplinary collection of research from both sociology and business to create a new transdisciplinary model for educational practice. It highlights the important but often under-studied relationship between educational institutions and workplaces. The book culminates in an original model, Community Works, which advances both formal and non-formal educational programming and curricula. The model details a practical program for youth, including roles and responsibilities of all stakeholders, and a curricular map, information on lesson planning, varieties of instructional strategies, and tools for assessment and evaluation for professionals.

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