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Title of paper and presentation:

May new school models minimize status drop-out rates? Reflexions and discussions based on the American PTECH model.

Abstract.

Drop-out rates is a theme that is attracting immense attention in the education policy debate all over the world. Recently, European and American educational statistics reported on continuous “status drop-out rates”. Status drop-out rates are defined as “the percentage of 16- to 24-year-olds (...) who are not enrolled in school and have not earned a high school credential” (NCES, 2016). In 2014, the American National Center for Education Statistics (NCES) report that the Hispanic status dropout rate (10.6 percent) “remained higher than the White (5.2 percent) and Black (7.4 percent) status dropout rates (NCES, 2016). In 2015, the European statistical office (Eurostat) reported that 16 % of all European 16 to 24 year old adolescents did not finalize a secondary education (Eurostat, 2015). In Denmark in 2016, the figure was 10 % (Arbejdernes Erhvervsråd, 2016). Apart from variations based on ethnic background, the reports evidence that in particular adolescents with low socio economic background are dropping out (Arbejdernes Erhvervsråd, 2016; Eurostat, 2015; NCES, 2016). In spite of a continuous policy emphasis on status drop-out rates, there has been much less focus on concrete measures aimed at minimizing the drop-out among socio-economically disadvantaged youth. The purpose of this paper is to introduce an overlooked comprehensive new school model – the so-called PTECH schools in the United States. In our presentation we will reflect upon and discuss pros and cons of this model as appropriate for a Danish and European context.

References:

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