

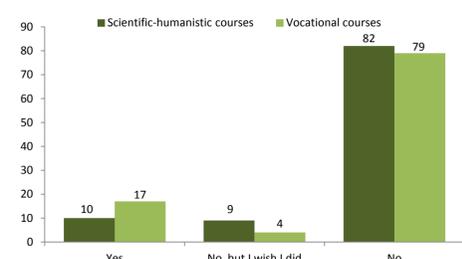
OBJECTIVES

- Why do students change schools and courses during their paths in secondary education? What are the most wished type of courses?
- This poster aims to contribute to a reflection on the individual and structural conditionings in the design of youth's school paths. The flows of change show that in a change or aspiration to change school or type of course scenario, some conditionals stand out.

SCHOOL MOBILITY

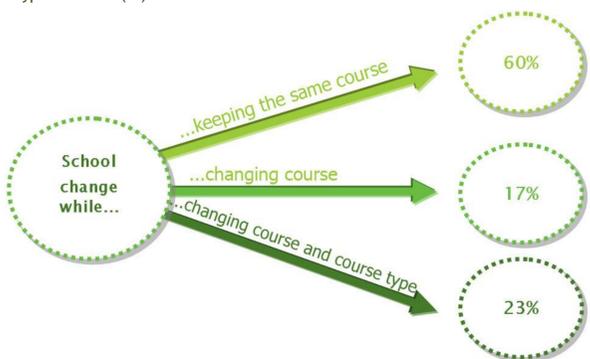
- The majority of students didn't change school during secondary education;
- 17% of students from vocational courses changed schools while only 10% from the scientific-humanistic had changed;
- Scientific-humanistic students are those with a higher wish to change school but didn't do it (figure 1).

Figure 1: Change or aspiration to change school during secondary education by type of course (%)



Source: DGEEC/MEC, OTES, 2008/09; 2009/10; 2011/12.

Figure 2: Change or aspiration to change school during secondary education by type of course (%)



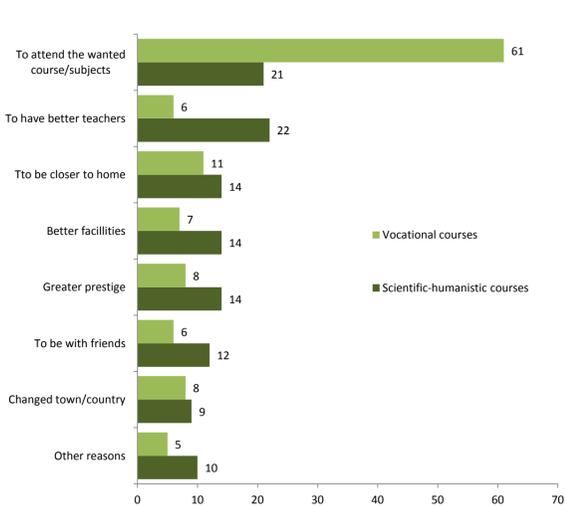
N=15,555  
Source: DGEEC/MEC, OTES, 2008/09; 2009/10; 2011/12

- 60% of mobile students changed school but kept same course and type course;
- 17% of mobile students have changed school and course and kept the same type of course
- 23% of students changed school, course and also type of course (Figure 2).

Reasons for changing (or wish to change) school according to the type of course:

- Attend the wanted course subjects;
- Have better teachers;
- A school closer to their home;
- A school with better facilities (figure 3).

Figure 3 - Main reasons to change or wish to change school by current type of course (%)

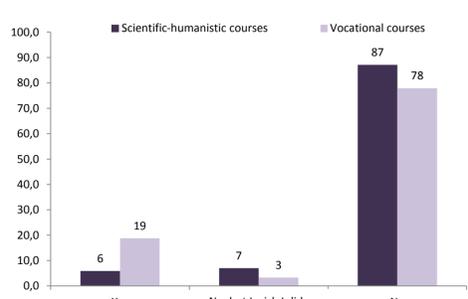


Notes: Data refers to a multiple choice question.  
Source: DGEEC/MEC, OTES, 2008/09; 2009/10; 2011/12.

COURSE MOBILITY

- The majority of students didn't change course during secondary education;
- For mobile students, those in vocational courses are the ones that changed the most (19% to 6%).
- Scientific-humanistic courses students are those that wanted to change course the most, although they didn't accomplish it (figure 4).

Figure 4: Change or aspiration to change course during secondary education by type of course (%)



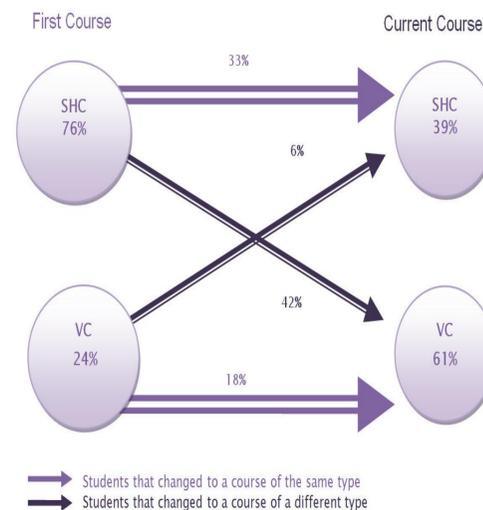
Source: DGEEC/MEC, OTES, 2008/09; 2009/10; 2011/12.

COURSE MOBILITY (CONT.)

Mobile students that changed course during secondary education (figure 5):

- Scientific-humanistic students had a 33% rate of course mobility, although the majority remains predominantly in the first choice;
- 42% of students in a scientific-humanistic course changed to a vocational course;
- The most part of the students that changed (61%) are currently attending a vocational course;
- Only 5% of students change from a vocational course to a scientific-humanistic course.

Figure 5 - Course and type of course mobility in secondary education (%)



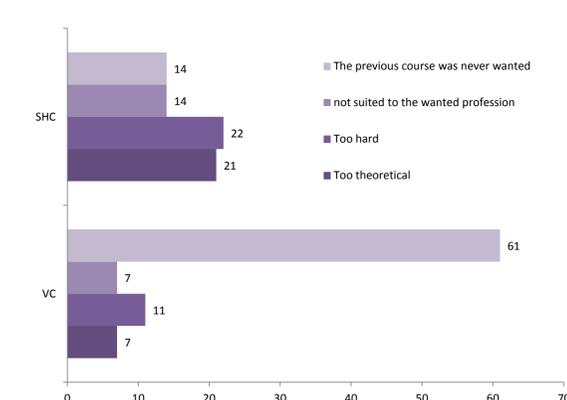
N= 13.221

Source: DGEEC/MEC, OTES, 2008/09; 2009/10; 2011/12.

The most important reasons to change or wish to change were:

- Previous course wasn't the one that student wanted;
- It wasn't suited to the wanted profession (specially for students from scientific-humanistic courses);
- The course was difficult;
- The course was too theoretical (figure 6).

Figure 6: Main reasons to have change or wish to change school by type of course (%)



Notes:  
N= 15.895; data refers to a multiple choice question.  
VC= vocational courses; SHC= scientific humanistic courses  
Source: DGEEC/MEC, OTES, 2008/09; 2009/10; 2011/12.

MAIN FINDINGS

- A minority of students had school and course mobility;
- Mobility in schools are associated to course changes, to the proximity to the area of residence and to the aspiration to study in better schools and with better teachers;
- Course changes are due to the fact that the students are not attending the course they wanted, that is not appropriate to perform in the wanted profession, and it's hard and theoretical;
- Scientific-humanistic courses are those that losing more students due to course mobility, and, in an inverse way, vocational courses are the ones that receive more students.

METADATA

- Observatory of the Trajectories of Secondary Education Students (OTES) is a project that aim to complement education statistics with studies about students in upper secondary school.
- Data from the last three questionnaires "students at the end of secondary education", applied during the school years of 2008/09, 2009/10 and 2011/12.
- Responses from 131.106 students from mainland Portugal in scientific-humanistic courses and vocational courses (specialized artistic courses, education and training courses, professional courses and technological courses).
- For further information please contact: [david.novoas@otes.dgeec.mec.pt](mailto:david.novoas@otes.dgeec.mec.pt) or [susana.fernandes@otes.dgeec.mec.pt](mailto:susana.fernandes@otes.dgeec.mec.pt)