where they traditionally have had little participation, as homework assistance and parent-teacher meetings.

The importance of school prevails in social discourse (Lahire, 2006; Singly, 2007). Even less participative parents support their children’s development of a school project, either for reasons of obligation or by the idea of sharing a project. In the process of schooling, it is worth noting that the degree of autonomy granted by parents to their children is determinant of how the family’s dialogue with school can develop. This study shows that the students are not willing to enjoy full freedom regarding the management of their school trajectory. In this aspect, they question and feel unprotected when their parents do not require any kind of responsibility. In the same way, they appreciate that, gradually, the parents make concessions in terms of autonomy.

One of the main differences of this study in relation to others focused on the theme of family involvement in the educational processes lies in the use of the narrative approach. In this sense, this article presents how students set out their trajectories and the way in which they believe parents and relatives can help - or not – to make up a school-oriented life project. Interpretation evolves from youth’s perception with a high interest in the interactive perspective of elements composing a schooling trajectory. Given the research dimensions, its choices and constraints, we emphasize that the presented results portray features of individual and unique character, characteristic of a specific setting, the North of Portugal.

References
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