

1 | INTRODUCTION: contextualizing the object

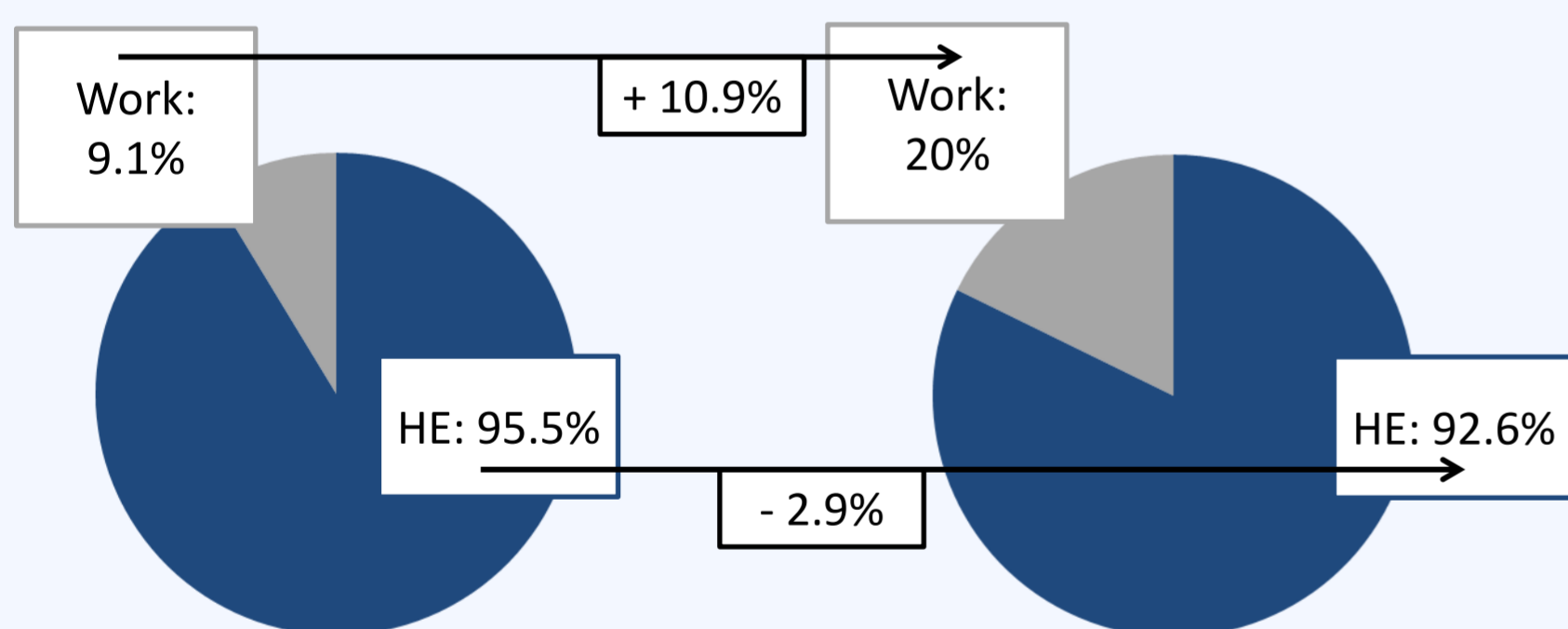
Recent literature (Cairns, Growiec & Alves, 2014; Dietrich, 2013) suggests that the study of economic crisis under Youth Studies is a topic that need further development. The economic and financial crisis affects young people from the majority of EU Member States, namely in what concerns to their expectations on education, employment and life pathways (Jover, Belando-Montoro & Guío, 2014; Rose & Baird, 2013). For example, a recent study by Pau Serracant (2015) for the Catalonia context tries to analyse the impact of crisis in youth transitions, focusing on the extension of youth transitions, namely education to work transition. In fact, in the past two decades non-linearity and risk has been associated to youth transitions, accounting for changes in young people life trajectories (Walther, 2006; Pais, 2000). Nevertheless, believes related to better opportunities motivated post secondary education investments, also from more disadvantaged social classes. The access to Higher Education (HE) was not anymore restricted to young people with traditional backgrounds. A more extending education was encouraged against a fast-track transition to adulthood. In the past 4 decades, the Portuguese HE system went through a process of expansion and democratization (Magalhães, 2006; Teodoro, 2003), becoming acquainted with students from low income groups, as well as an increasing number of women and an increasing number of students from less developed regions in Portugal, as border and rural areas. The past 5 years of economic crisis followed by austerity measures put in danger former investments and the fulfillment of those families expectations, leading to a reorganization of young people aspirations and plans. In this proposal, geographic aspects related to less access to opportunities, namely to education and employment, are taken into consideration (Yndigegn, 2003; Silva, 2014). Changes and challenges are maximized when we think about young people from border regions, at the same time rural and remote, willing to proceed to HE. At least it demands spatial mobility, leaving the community and family and deal with financial constraints. This is a matter of social justice (Roberts & Green, 2013).

KEY WORDS: Youth; Transitions; Higher education; Economic crisis; Borders.

4 | RESULTS: how the object speaks – what are young people’s future plans?

Figure 1. Intentions after 12th
(in 2011)

Figure 2. Intentions after 12th
(in 2015)



Quantitative data (Field, 2013)

- In 2015, these youngsters are more likely to work in order to help their family ($t(182.140)=-2.424, p=0.016$) (*Independent Samples t Test*).
- In 2015, these youngsters present high scores of agreement on keep studying in their home region ($t(202)=-2.221, p=0.027$) and regarding to their willingness to proceed to HE if their friends do the same ($t(160.828)=-2.697, p=0.008$) (*Independent Samples t Test*).
- (Gender differences) Descriptive results (*mean values and std.deviation*) suggest that girls, in both years, are those who more grow up with the idea that they will proceed to HE and boys with the intention of don't leave their home region in case of proceed studies.
- (Gender differences) Girls in 2015 have an higher level of agreement on the need to work in order to help their family ($t(117)=-2.500, p=0.014$), and they consider more strongly to proceed to HE if their friends do the same ($t(86.261)=-2.219; p=0.029$).

Qualitative data (Silverman, 2003)

- Qualitative data (in 2015) highlight the value still given to school: “has a lot of value because it will help me to learn and get the opportunities that I want” (girl, 18 years old, 12th), but advert to questions amplified by austerity: “at this moment, nothing has value because 90% of young people goes to unemployment” (boy, 17 years old, 11th).

5 | CONCLUSIONS: reflecting about the object – economic crisis dialoguing with future plans

Literature

- Leaving a mainstreaming educational pathway decrease young people’s opportunities, if you consider it “in relation to individual biographies and the extent to which different young people have access to the requisite resources to enable them to respond constructively to events and changing circumstances” (Thomson et al., 2002, p.350).
- “The economic crisis is expected to reduce the adoption of risks” (Serracant, 2015, p.49), especially when other disadvantages already exist (SES and geographic location).

Reading quantitative & qualitative data

- Austerity seems to have an impact on decisions about future: family responsibilities as an important new factor.
- Austerity adapts mobility patterns: mobility and risk taking decrease and increase the willingness to stay in comfort zones increase.
- Crisis have more impact on girls’ expectations.
- Despite the fact that school continues to be important for these youngsters, some youngsters experiment a confidence crisis with less trust in a system of trust discourse.

6 | REFERENCES

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