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Revista Española de Orientación y Psicopedagogía

A "TOOLBOOK" FOR PARTICIPATORY ACTION RESEARCH IN CAREER DEVELOPMENT GUIDANCE "WITH" YOUTH AT RISK [1]

UNA "CAJA DE HERRAMIENTAS" PARA LA INVESTIGACIÓN ACCIÓN PARTICIPATIVA EN LA ORIENTACIÓN PARA EL DESARROLLO DE LA CARRERA "CON" JÓVENES EN RIESGO

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A Francisco
¡Gracias por todo!

ABSTRACT

This research is developed in the framework of the Orienta-2O and Tempo projects and aims to introduce the reader to a range of successful tools used in career guidance processes with young people at risk (particularly socio-culturally vulnerable). Based on the PAR and Qualitative Career Assessment approaches, the potential of a series of tools incorporated in the "TOOLBOOK'' is analyzed through the exemplification of the Acrux case. All tools address the principle of researching "with" and not "on", and seek to further develop equity, social justice, individual and collective activism, and sustainability. The results of our research show how the application of

person-centered tools adjusted to the competences and skills of the individual (artistic, musical, bodily, etc.) produce added value to the career guidance process. After its implementation, a better mental and emotional well-being of the participant is observed, as well as the development of a more critical and communitarian way of thinking. Furthermore, an empowerment of the person is observed, which translates into a greater desire for struggle and activism (individual and collective, as well as a greater capacity for adaptability).

Key words: participatory action research; qualitative career assessment; second chance schools; career guidance; youth at risk.

RESUMEN

Esta investigación se desarrolla en el marco de los proyectos Orienta-2O y Tempo y tiene como objetivo presentar al lector una serie de herramientas de éxito utilizadas en procesos de orientación para el desarrollo de la carrera con jóvenes en situación de riesgo (especial vulnerabilidad sociocultural). Basándonos en los enfoques de Investigación Acción Participativa y Diagnóstico Cualitativo de la Carrera, se analiza el potencial de una serie de herramientas incorporadas a modo de "CAJA DE HERRAMIENTAS" a través de la ejemplificación del caso de Acrux. Todas las herramientas abordan el principio de investigar "con" y no "sobre", y persiguen el desarrollo de la equidad, la justicia social, el activismo individual y colectivo, y la sostenibilidad en los procesos de orientación. Los resultados de nuestra investigación muestran cómo la aplicación de herramientas centradas en la persona y ajustadas a las competencias y habilidades del individuo (artísticas, musicales, corporales, etc.) producen un valor añadido al proceso de orientación profesional. Tras su aplicación, se observa un mayor bienestar mental y emocional del participante, así como el desarrollo de una forma de pensar más crítica y comunitaria. Además, se observa un empoderamiento de la persona, que se traduce en un mayor deseo de lucha y activismo (individual y colectivo, así como una mayor capacidad de adaptabilidad).

Palabras clave: investigación acción participativa; diagnóstico cualitativo de la carrera; escuelas de segunda oportunidad; orientación para la carrera; jóvenes en riesgo.

Introduction

The increase of social, interpersonal, and inter-relational inequalities is growing worldwide. This reality has been accentuated since the 1990's and is evidenced in the reports on the United Nations Development Programme (UNDP). Many European and national recommendations, plans, strategies, and programmes agree on the need to strengthen career development guidance as a measure that can contribute, in part, to alleviate this situation. It is considered an alternative to alleviate the risk of poverty suffered by young people, especially in contexts with Social

Transformation Needs (hereafter referred to as ZNTS). In Spain, the risk of poverty has risen in 2021 to 21.7%, above the European average (Expansión, 2021). The National Strategy to Prevent and Combat Poverty and Social Exclusion (2019-2023) puts the poverty rate of the underage population at 28.3% and that of 18-29-year-olds at 28.2%. For its part, data from the Spanish National Institute of Statistics puts the rate of early school leavers at 13.3% at a national level, and at 17.7% for the region of Andalusia. In both cases, this is above the European average (9.7%).

These worrying statistics, together with the current context of globalization, socio-economic crises, employment instability, etc., encourage us to rethink the models of intervention and research in the field of career guidance for career development. In this line, some research (Nota & Rossier, 2015; Olmos, 2014; Olmos & Mas, 2017, 2018; Rossier et al., 2020) underlines the need to generate holistic guidance processes that contribute to the development of key competences throughout life. To this end, it is crucial to put the focus on the individual and to build ad hoc guidance processes "with" young people. This way of conceiving guidance would help to offset the effects of inequalities (cultural, social, economic, etc.), as well as to build a fairer and more inclusive society (Hartung, 2011 Hooley & Sultana, 2016; Maree, 2008; Malgesini, 2021). Therefore, the main objective of our interventions should not focus on seeking the adaptation of young people to the context; this action subtracts from the life project of individuals and the evolution of the community itself. The key is to promote the development of personal and social skills that enable the most vulnerable young people to transform their context from a critical awareness (McMahon et al., 2019), and from a community and social justice perspective. Career construction implies the development of interventions at the level of the system and not only of the individual (Romero-Rodríguez & Moreno-Morilla, 2022). As Blustein et al. (2005) and Hooley et al. (2021) report, therefore, this empowerment process is only possible from a collective projection.

In the next section, some theoretical-practical keys that enhance the empowerment and personal development of young people and contribute to the development of sustainable careers are outlined (De Vos & Van Der Heiden, 2015; Rossier et al., 2020).

PAR in the study of career development guidance ("with", not "about")

The Participatory Action Research (PAR) approach has been widely addressed over the last decades. The need to develop processes that are more participatory, more democratic, and closer to people's purposes has been the key to its rise in the human and social sciences (Anyon et al., 2018; Cross, 2019; Genat, 2009; Lykes & Hershberg, 2012; Reason & Bradbury, 2001). PAR seeks community transformation, which is an important shift that begins in the design of the research itself (Morales, 2016). On the one hand, the focus is not on the person as an isolated individual, but situated in their socio-economic, political, and cultural context. On the other hand, the research interest lies in identifying "what emerges" and what is part of people's "concern" (Pain et al., 2011). The application of PAR in the field of career guidance makes us understand "guidance demands" not as individual actions, but as actions linked to social structures in a systemic and dialectical relationship (Hooley & Sultana, 2016; Hooley et al., 2021). Therefore, the focus should be not on how a person solves his or her problem, but on the possibilities for individual and community transformation (Thomsen, 2014). The intersection generated by connecting the PAR approach and career construction guidance involves the development of life and community-social projects as a form of empowerment and the exercise of active and critical citizenship (Romero-Rodríguez & Moreno-Morilla, 2022).

The implementation of PAR designs makes particular sense in contexts where people suffer situations of special vulnerability, and where their lives are defined by uncertainty and an abundance of the unknown (Chevalier & Buckles, 2019). RAP facilitates the insertion of the person in the planning, implementation, and resolution of their problems, which contributes to the creation of a person capable of acting and transforming their lives from a sense of collective belonging and community improvement (Bell et al., 2004). From this approach, the person being mentored is an active agent in the process of building their life project (McMahon & Watson, 2015; McMahon et al., 2019). He/she is therefore considered to be the only expert in the knowledge of his/her

personal, socio-economic, or cultural context, etc., and an agent of transformation of him/herself and his/her environment. For his part, the researcher/professional must assume a role that engages him, as Arthur (2014, 2018) points out, in the identification of limiting conditions and the development of all his human capital. They must also be willing to transform their identities, as the ultimate result is the creation of a new dynamic system of mutual influence (McMahon & Patton, 2018, 2019).

To complete the PAR approach, we find it interesting to incorporate some principles of collaborative ethnography (Bhattacharya, 2008; Campbell & Lassiter, 2010; Campbell et al., 2018; Lassiter, 2005, 2021, 2022). On the one hand, researcher/participant collaboration should start from the design of the research/intervention itself (Lassiter, 2005), never a posteriori, and encompasses data collection and interpretation. In the words of Pushor (2008) and Romero-Rodríguez et al. (2021), it is based on a side-by-side model, rather than a top-down one, which aims to research "with" and not "about" people. On the other hand, there is no interest in differentiating the knowledge generated by the researcher from that of the participant (Campbell et al., 2018). On the contrary, the co-production of mutually accessible and joint knowledge is pursued (Haviland, 2017; Campbell & Lassiter, 2010, 2014; Chatterton et al., 2007). Another interesting aspect, which can be extrapolated to the PAR model, is related to the interest in developing jointly authored scientific dissemination and knowledge transfer work.

The Qualitative Career Assessment as a methodological inspiration

Narrative methodology and its concretisation in Qualitative Career Assessment tools have become an optimal guideline for understanding and enhancing the career construction process (McMahon & Watson, 2015b, McMahon et al., 2019). Although this methodological approach is gaining popularity in research, there is not yet much evidence about its application in professional practice (Franklin & Stebleton, 2020). Therefore, one of the great challenges today is to bring these tools to practitioners given their potential in career construction processes from a critical perspective, committed to equity, social justice, and individual and collective activism (McMahon et al., 2019). This narrative positioning implies assuming that human life is historical (Riessman, 2008), and that guidance action is a socially and culturally situated practice (Ryan & Tomlin, 2010) that occurs in a dialectic relationship with the context and the community itself (Hooley & Rawlinson, 2011). Therefore, it is a collaborative process that involves exploration and learning (Brott, 2015; McMahon & Watson, 2015b) in both the person being guided and the researcher/practitioner. In this sense, the Qualitative Career Assessment facilitates awareness of belonging to a systemic framework in which the person shapes their identities (and constantly redefines them), constructs their career and life trajectory. It also allows access to phenomenological aspects that emerge spontaneously, as well as subjective and emotional aspects that define the most immediate needs of the participant (De Oliveira, 2015; Oliveira et al., 2016; Romero-Rodríguez et al., 2021).

The tools used are very diverse and are characterized by giving participants the opportunity to tell their own life stories and facilitate reflection on them (McMahon et al., 2019). The process of storytelling helps to re-define stories from the past and construct new stories, generating an attitude of greater hope and engagement in participants (McMahon et al., 2005). In this context, there is an intertwining between the researcher/practitioner and the person being guided that pursues "co-construction (discovery of the story), de-construction (opening of the story) re-construction (weaving of a unified self-constructed identity) and construction (execution of the next chapter of the story)" (Brott, 2015, p. 36) through a dynamic and collaborative process. The tools applied within the framework of Qualitative Career Assessment have as their basic principle to be adjusted to the identity particularities of the individual. Therefore, many of them take an alternative design that goes beyond the exclusive use of oral or written code and contributes to the elimination of cultural barriers (Kassan et al., 2018). Artistic thinking is encouraged through the incorporation of visual and arts-based methodologies, as can be seen in the work of Byrne et al. (2015) and Romero-Rodriguez et al. (2021), which generates greater freedom of expression and spontaneity in the participants. The narrative created has a multidimensional, multimodal and multisensorial format, which facilitates access to conscious and unconscious meanings of the life trajectory

(Romero-Rodríguez et al., 2021a,b), and the identification of the most negative aspects in order to transform it (Savickas, 2011). The future narratives created are evidence of the meaning that the person gives to their present (Sools et al., 2015) and are considered the main basis for creating new life opportunities, and therefore, for the construction of their career (Chant, 2020).

Sharing the "TOOLBOOK" as a resource for research and intervention in career development guidance

The tools presented below are usually applied in combination and respond to a cyclical design, i.e. they are used recurrently throughout the process (start-process-close of the guidance action), and from a temporal vision of past-present-future. Their application does not have to be individual, they can also be developed at a group level. They are considered useful tools for the person to explore his/her personal, social, and cultural context and that of his/her own community in the process of career building, and to identify ways for the transformation of his/her context. It should be noted that the tools presented below have been "versioned" by the authors, taking as their source of inspiration the authors indicated:

- ***My treasure-box*** (Pahl & Kelly,2005; Capmbell et al., 2018)

This tool helps us to get closer to the personal, social, and cultural context of the participants. To do this, a symbolic box is used where the participant and the researcher/professional introduce elements that are part of their daily life (e.g., objects, sayings, QR of songs, photographs, among others). After a couple of weeks and once the treasure-box has been completed, a pre-presentation is held where a calm and profound dialogue takes place about the objects that have been incorporated. This moment should be taken care of, it is a great opportunity to show the participant that we work as a team, as equals, and at the same time we build a relationship based on commitment and trust.

- ***A day in the life*** (Cameron & Hunt, 2028; Cameron et al., 2020)

Knowing the development of a daily day in the life of a person can give us a lot of information to start together to design an action plan. This tool can be developed in different ways (creation of a video, collage, letter, etc.). The aim is to be able to trace all the actions that the person carries out from the moment they "open their eyes" in the morning until they go to bed at night. In addition to identifying actions, it is important to know the context in which each action takes place, the people who accompany the person, what they do, how they feel at any given moment, etc. The participant can be given one week to carry out this action (depending on how the meetings are organized).

- ***The eat-eat jar*** (Thayne & West, 2019)

The participant introduces into a recycled jar those situations and events that disturb him/her (the person is usually told: "introduce everything that keeps you awake at night/eats you up"). The objective is to identify which elements in their life are disturbing them and preventing them from moving forward in the development of their life and professional project. To do this, the participant writes each aspect on a sticky note and puts it in the jar for a few days (approximately one week). Subsequently, the researcher and participant carry out an analysis of these concerns and plan a series of actions. The researcher takes an active role together with the participant and should try to generate through this tool the creation of a critical consciousness, naming oppression, questioning the concept of "normal/normality", and promoting activism.

- ***Emotions calling*** (Vacheret, 2000, 2008, 2010; Baptiste & Belisle, 1991; Rascovan, 2007; Romero-Rodríguez, 2013)

The technique (based on photolanguage) consists of presenting a series of photographs from which the participant is asked to select the one that corresponds to their needs, perceptions or expectations in relation to a given topic (this can be done from the viewpoint of the past, present or future, depending on the purpose of the intervention). The participant is told that "it is the image that chooses you, you do not choose the image", the aim being that they allow their emotions to come to the surface and do not act from a purely rational point of view. Once they are informed of what these images are, they are asked to create a narrative in which they relate the content of the image to the answer to the question they have been asked (e.g. how do you feel about your life since you came to the Second Chance School). This tool shows great potential to facilitate storytelling and modulate thinking through the evocative nature of photographs.

- ***Hand thinking worker*** (Brown, 2009)

We work with participants to create a "prototype" (a three-dimensional object made with their own hands) that aims to represent different aspects related to work. This tool allows us to identify their professional vocation, their perception of work, as well as the reasons that have led them to choose one professional field or another. The prototype is elaborated in different phases, first the participant freely "creates with his/her hands" the "answer" to each of the detailed aspects, and then it is redesigned/redefined during the process of co-analysis with the researcher/guide (always by consensus). It is recommended to take a photograph of each of the phases of the prototype (initial, intermediate, and final version), as this helps, later, to carry out a critical review of the whole process and to draw lessons and conclusions. Finally, the prototype is made with recycled material (ropes, plastic caps, pieces of cloth, paper, strings, etc.).

- ***Body storytelling*** (Prados, 2020)

Body expression (e.g. creation of body sculptures, expressive movement, dramatizations, performance, systemic movements, etc.) is another art form that helps the person involved in the guidance process to become aware of aspects and influencing factors in relation to his/her life and professional project. Through body storytelling, the person "creates" with his/her body (sometimes individually, sometimes in small groups) past and present situations. This technique is sometimes used with guidance through questions, but it is also often used without any prior indication. In the latter case, the objective is to access the most emergent and immediate aspects of the person's emotional and life state. It is usually repeated recurrently during the process to assess the evolution of the participant in relation to their feeling of emotional well-being. It has been shown to be a very powerful technique to identify longings and past traumas that act as fluctuating and decisive factors in the present/future of the guidance person and his/her career project.

- ***The 'Snap' for change*** (Ahmed, 2017; Thayne & West, 2019)

This is a very powerful tool to "turn on" in the participants an attitude towards transformation and individual/collective activism. The researcher proposes a series of actions to the participant that are aimed at "investigating" a wide range of aspects that can affect the development of their personal, social, and cultural identities. The "'Snap' for change" aims to invite debate in relation to the public and the private, the governed and the self-governed. It seeks to break the culture of "violation" and/or power to which we are subjected by certain heritage structures. The thematic provocations posed by the researcher are intended to act as a "trigger" that generates a reaction in the participants. The participant works together with the researcher in the elaboration of a response/action to change that which generates "discomfort" (dissonance) and this in turn is raised to different levels (academic, social, political, etc.). The researcher undertakes (as far as possible) to act as a "loudspeaker", making a commitment to connecting with the receiver of his or her message. The implementation of this tool can be individual or collective depending on the objectives of the intervention.

- ***My landscape mapping systems*** (Rey & Granese, 2018; Romero-Rodríguez et al., 2021; Moreno-Morilla et al., 2022)

This technique consists of visually constructing the narrative of a personal experience in relation to a specific theme. Depending on the topic, we ask the participant to take a series of photographs (photographic tour) that will help the visual composition. For example, if we are working on issues related to their leisure time, we ask them to take photographs of the physical spaces, the actions they carry out, the people who accompany them, etc. Subsequently, the landscape mapping systems can be made in digital format or on paper, depending on the participant's preference. All the images are arranged in a visible way and the construction begins. The person is "affected" by the "journey" he/she makes during the construction of the mapping and the process of co-analysis with the researcher/guidance (he/she constructs a narrative). This technique facilitates reflection, communication (beyond the textual-oral mode), as well as the incorporation of spatial dimensions that undoubtedly act as defining agents of our life and professional projects.

The presented tools are used in combination with other artistic techniques such as drawing (Taylor & Savickas, 2016), collages (Burton & Lent, 2016; Butler-Kisber & Poldma, 2010; Chant, 2020), free visual representations (Ronkainen & Ryba, 2018), digital storytelling (Lambert, 2013, Wu & Chen, 2020), performance development based on Design Thinking (Brown, 2009), among others.

Considering all that was pointed out in our introduction, we set the following research objectives:

> OBJECTIVE-1. To rethink the Participatory Action Research (PAR) approach applied to the study of guidance for career development from a perspective of equity, sustainability, and social justice.

> OBJECTIVE-2. To share the potential of some of the tools incorporated in the "TOOLBOOK" for use in Qualitative Career Assessment.

Method

This research, based on the PAR and Qualitative Career Assessment approaches, provides the design and implementation of a set of tools that share the fundamental principles of postmodern guidance for career construction (committed to equity, social justice, individual and collective activism, and sustainability).

Sample

This paper has chosen to show the procedure followed with one case, although we would like to underline that this research is consolidated with a larger sample (three Second Chance Schools participate, and a total of 22 young people). Our aim is to show the methodological procedure followed and its potential, not the variability of results found in each case in relation to their career trajectories. It should be clarified that the contribution in terms of the qualities of the tools has been similar in all cases. The results presented correspond to the case of Acrux. He is a 26-year-old boy with a long career in the Second Chance School of the Don Bosco Foundation in Cordoba (Andalusia, Spain). He is currently studying 3rd ESO through Radio ECCA (a radio training programme) and wishes to become a soldier. Acrux describes a very difficult childhood marked by bullying and family disagreements (physical and verbal abuse). At the age of 15, he changed

schools, where he says he became an "ogre" to everyone, hitting and insulting all his classmates and teachers, and living with a constant feeling of hatred. His free time was spent stealing from small shops and businesses.

Data collection procedure

All the tools used in the data collection process follow the principle of researching "with" and not "on" and support the principle of responsible design that seeks to empower and develop a critical attitude in the participants. The design of these tools is inspired by qualitative techniques from the field of guidance and collaborative ethnographic research. Our intention has been to "rethink" them and adapt them to the study of career development guidance. Another aim has been to make them more inclusive, rejecting the exclusive use of the verbal and written code that occupy an almost hegemonic value in Western society with an average socio-cultural level. In this sense, other forms of expression are incorporated which involve the use of the body, and of each person's own skills (e.g. music, painting, sports, etc.).

Data analysis

Regarding the analysis of results, the format and intention of our work is to share the scope and value of the "TOOLBOOK" based on the process followed with Acrux. In this sense, a critical analysis of the tool's contribution to the case is made. In essence, the identification of the contribution of the tools to the critical awareness of the influence of the context-community and the possibility of intervening on it. Finally, it should be noted that this research has the informed consent of Acrux which has followed the internal regulations for Social Sciences required by the Ethical Committee for Experimentation of the University of Seville. The name used, Acrux, is a pseudonym and the anonymity of his image is guaranteed with alternative representations.

Results

The results of our research show how the application of person-centered tools adjusted to the competences and skills of the individual (artistic, musical, bodily, etc.) produce an added value to the guidance process for career building. Some of the results achieved by exemplifying the Acrux case are shown below:

Analysis of Acrux's trajectory from the application of the "TOOLBOOK"

When we began to collaborate with the Second Chance School of the Don Bosco Foundation in Cordoba, one of the interested children with whom we could co-construct "something" (not defined a priori) was Acrux. So, we met with him and in one session we explained who we were, and our potential contributions. We suggested that he share his needs and interests with us and "list" what he wanted to ask from us. We generated a kind of "commitment agreement" (specifying the requirements of each party) that started the process. Table 1 and Figure 1 show some fragments of the narrative co-constructed with Acrux, as well as the input and learning that took place as part of the process, highlighting the specific value of some of the tools used. It should be clarified that the tools have been applied in a cyclical sense with the aim of co-evaluating the suitability of their

professional and life project, always based on their identities and interests from a perspective of equity, sustainability, and social justice.

Table 1.

Analysis of Acrux productions from the perspective of the "TOOLBOOK"

Tool	Acrux Production
My treasure-box	Acrux inserts in the box, in addition to personal objects (key ring, photograph, bracelet, lighter, etc.), a "note" entitled: "REMEMBERING": "The most negative thing that ever happened to me was when I was bullied in high school. My body smelled bad, and nobody wanted to be near me, it was very hard. Neither the teachers nor my family did anything, and in the end, I had to change schools. I remember that at that time I was just stealing sweets and things in shops and supermarkets, I was looking for attention because I didn't get it anywhere [...]. At home, it was all insults and fights, there was no peace and quiet for a single second [...]. My parents disrespected each other all the time and my brothers and sisters and I did the same, we beat each other up [...]. There came a time when we didn't have much social support for food and so on, we didn't have money for anything. My aunt, who I consider the only worthwhile person in my family...was mistreated by her husband, but she always helped me a lot [...]. Then came the separation of my parents, neither of them paid any "fucking" attention to us. Finally, I went with my mother, my sister, and her partner to Barcelona, I remember we had a big fight, I almost killed her "literally" [...]. I had no control over anything, I was very bad psychologically and I felt alone and lost [...]. I went back to Córdoba with my father and became his and my other sister's servant [...]. I went looking for odd jobs and masonry work to survive until I found the Second Chance School".
Observations after the application of the tool: ⇒ The creation of "My treasure-box" has generated in Acrux a more committed attitude towards her process, respecting her limits. ⇒ Verbalizes that the use of her own objects has facilitated the communication/co-construction process with the researcher. ⇒ Becomes aware of the importance of analyzing her context and the value of the narrative she constructs with the "objects" in her environment. ⇒ Generates a narrative of the past (in written form, of her own free will), identifying painful "milestones" that generate the necessary climate to initiate the process of "de-construction".	
A day in the life	Acrux makes a video showing what a day in her daily life is like (access to the video is not provided to guarantee her privacy and anonymity). Fragment generated in the co-analysis process: "In the morning I get up around 7:30 am, the first thing I do is get my mobile phone and turn on YouTube, watch a video and then I get up. I don't usually have breakfast, I get dressed, wash my face, and walk to school. When I arrive, my classmates are at the door chatting, but I don't stop... I go straight to class. I don't really feel like talking, they're in a different mood. Here at school, I stay until 1 pm. Then I go home, and I have to prepare lunch, sometimes for everyone. I usually go to sleep for half an hour and in the afternoon, it depends on the day. If I get some work, I go to the bar and work, and if I don't, I just lie on the sofa [...]. And at night, I usually go to bed as soon as I come in from the street, so I don't have to cross paths with my father and sister".
⇒ Observations after the application of the tool: ⇒ This tool has provided information on the personal, social and cultural habits developed by Acrux at home, and in other social spaces (local and global, including the Internet). ⇒ It provides Acrux with the opportunity to sequence the moments of a day, as well as	

	to identify which tasks/actions she performs. He acknowledges that he has never stopped to analyze the course of a day by its "moments" (morning, afternoon, evening, night). ⇒ The narrative co-created around the development of "A day in the life" has also helped to work on habits related to health and self-care. ⇒ The co-analysis of their video and discourse has allowed them to work on the trinomial "normality-everyday-ethics" through questions such as: what do I consider normal, what do the people around me consider normal, is this normality ethical, what are the limits of my actions, etc. (e.g. "I never eat breakfast", "I never say hello", "I always steal something", etc.).
The eat-eat jar	 *Transcript Note 1:* "I've been really overwhelmed lately; I'd like to be more relaxed...but I don't know what to do." *Transcript Note 2:* "What grates me is not having Compulsory Secondary Education". *Transcript Note 3:* "I'm worried about getting tired and not finishing my studies, and going back to the street to do nothing" *Transcript Note 4:* "I feel lonely at home, I don't have any support" *Transcript Note 5:* "They exploit me at work, they pay me 3 euros an hour. And this makes me bitter". *Transcript Note 6:* "My skin problems make me feel insecure, people reject me more".

Observations after the application of the tool:
- ⇒ This tool has allowed access to the most emerging concerns in Acrux's life, as well as to analyze them and co-construct an adjusted action plan.
- ⇒ Acrux has developed a greater capacity for active and empathic listening to himself and has highlighted the importance of emotional well-being in the construction of his career.
- ⇒ Acrux becomes aware of the importance of "analyzing" what makes him feel bad from a systemic perspective, not with the sole intention of adapting to the context but transforming it.
- ⇒ Incorporates in his conversations a new way of communicating defined by two aspects: his own emotions and those of the people around him.
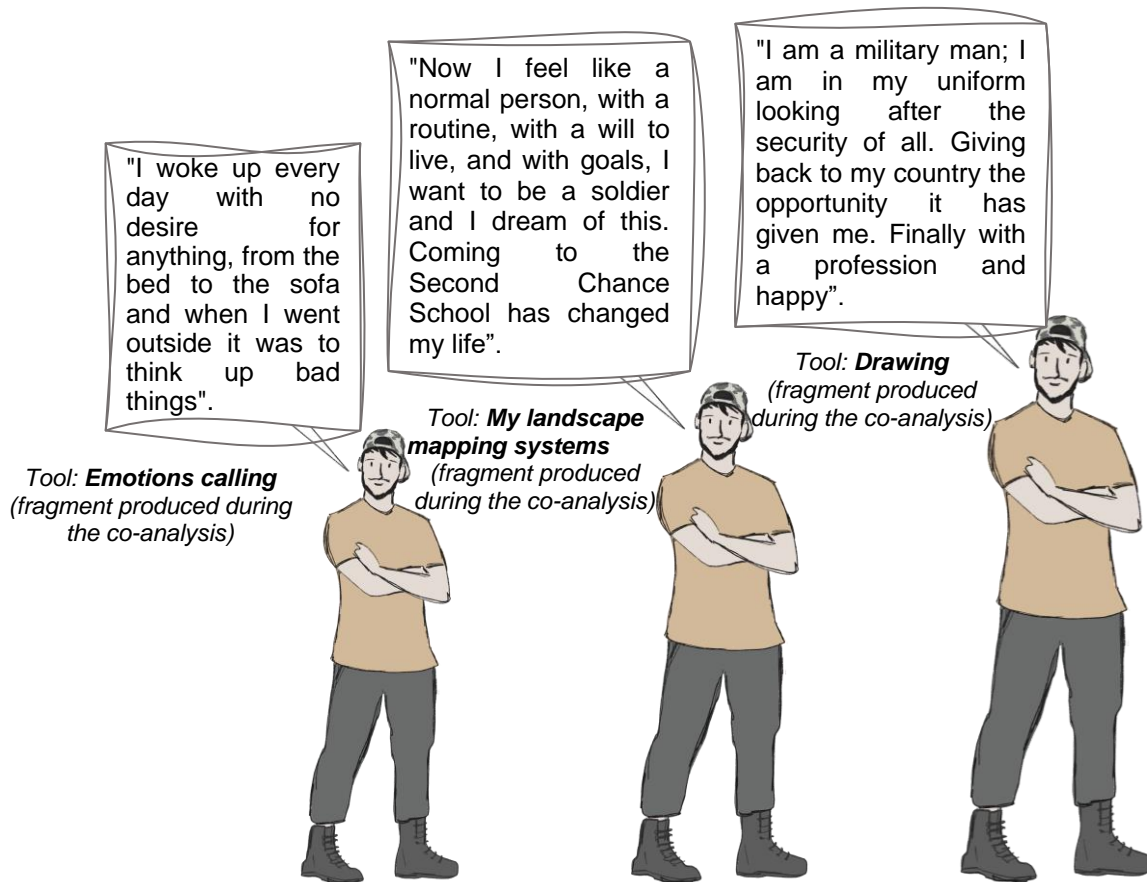
Hand thinking worker	 Fragment generated in the co-analysis process: "[…] Although a couple of years ago I didn't think about being anybody in life, coming here and doing everything we do has allowed me to get to know myself better and to realize that I am good for things. I have

	represented myself as a military man on the ground. When I have my job, I imagine myself with time to rest, going to the beach, traveling. I don't know my country, I've never been to Galicia, Asturias, or Santander. Then, I will be able to afford it with my money and effort. I would also like to become independent on my own, or with my partner, and in the future start a family. Thinking about a possible profession has really saved me, and especially in this one, I have realized that I can help people - not just demand - and that it is also important for our work.

Observations after the application of the tool:
⇒ Acrux states that it has been a fundamental tool for the identification of their professional vocation based on creative, conscious, and critical thinking.
⇒ The implementation of Hand thinking workers has allowed Acrux to reflect on the importance of work beyond survival, also relating it to social and personal satisfaction.
⇒ Acrux becomes aware of how the idea he had of work in the past has had a clear influence on his professional and life development. Thinking about work was for him thinking about suffering, exploitation, or illegal actions.
⇒ The co-analysis sessions developed around his "prototype professional" have created the opportunity to address issues related to decent work and sustainable careers.

Figure 1 shows, in general terms, how Acrux has evolved following the participatory action research process developed with him with the aim of accompanying him in defining/redefining his career. As can be seen, the implementation of some of the tools of the "TOOLBOOK" has allowed Acrux to work on issues related to his personal, social, and cultural identities, as well as to make great progress on the emotional, mental, and physical levels. Acrux now reports feeling: (1) satisfied with life (linked to self-esteem, attachment context, etc.), (2) guidance and a realistic vision for the future, and (3) a greater ability to adapt to diverse situations.

Figure 1.

Analysis of the evolution of Acrux

	18-23 years	24-26 years	27-29 years
	Acrux lives in Córdoba with his father and sister. He doesn't like the environment, in his own words "he puts up with it".	Acrux lives from Monday to Friday at his father's house and at weekends with his partner. She feels better this way.	Acrux imagines himself independent in a rented flat in a different part of Cordoba. He looks happy.
	He doesn't have a schedule for getting up, he doesn't plan his day to day. He has no goals. Sometimes he helps his father in "tinkering" related to masonry.	He goes to the Second Chance School every day from 9.00 am to 1.00 pm. Sometimes he works as a waiter in a bar, he is not passionate about it, but it feels good.	He visualizes himself as a military man, training and maneuvering with his colleagues at the appropriate time.
	He does not accept his physical image, he is ashamed of his hair, his skin, and his appearance in general. Does not do any sport.	He accepts, protects and cares for their physical image. Recognises the value of each person for being unique. Go for a walk in the countryside and do some weights.	He improves his physical level, he looks "handsome" and muscular. He does physical exercise every day. He loves himself and feels satisfied with

		his progress.
He has lost all his friends, he only has a relationship with one of them, with whom he only talks on the phone.	He recovers the relationship with his group of 5 friends. He critically identifies what he can give and receive in this friendship.	He is passionate about the opportunity to make new, more like-minded friends in his new place of residence.
He does not value himself; he thinks he is worthless. He considers himself a "grey" person with no future.	He feels very satisfied with his achievements, considers himself an empathetic and responsible person.	He projects himself into society as an agent of change, recognising that he can contribute a lot.
He does not think about others, he shows an egocentric attitude. Narrative focused on the harm done to him.	He shows a more empathetic attitude. He modifies his narrative by making it more plural, projecting himself as a "cause-effect" element of his life trajectory.	He feels the need to offer and share the best of himself with others. You are considering volunteering with an association or foundation that works with young people in exclusion.

Discussion and Conclusions

The results of our research show the importance and value of adopting a collaborative ("research with"), situated and community-based intervention approach in career construction guidance processes (Hooley & Sultana, 2016; Hooley et al., 2021). Through the case of Acrux, the paper shows the contribution of PAR and its concretisation through ad-hoc tools that guarantee an optimal response to the real needs of the individual (inspired by Qualitative Career Assessment and Collaborative Ethnography). Nowadays, the complexity, evolution, and diversification of individual and social needs demand a "different" way of proceeding in guidance practice (challenge: humanize and singularise guidance practice) (Figuera-Gazo et al., 2020; Moreno-Morilla, et al., 2022; Romero-Rodríguez & Figuera-Gazo, 2019). We consider that our work shares guidelines of interest to enrich the research and intervention approach in guidance for career construction from a qualitative and narrative-centered perspective. It should be noted that the tradition in this field has been marked by the development of quantitative work and the use of standardized procedures (Akkermans et al., 2021), so our results would complement a currently emerging approach.

This work shows how narrative (oral, written, digital, artistic, corporal, etc.) is a tool that allows the person to play a more proactive role in the process of constructing their life and professional project (see Table 1 where the evolution of Acrux is summarized). This finding is in line with McMahon & Watson, 2015 and McMahon et al., 2019 who also indicate that the use of narrative not only provides insight into career construction processes, but also acts as an optimal 'tool' for individuals to identify the factors that have influenced their life trajectory, and to plan their future from a conscious present. Acrux had been through numerous guidance services/processes throughout his life trajectory, without being satisfied with any of them. In the final reflection session, he says that the "individualisation of the process", "the use of other forms of expression", "the constant follow-up" and "the commitment and interest of the people who accompany you" have been key to his motivation and return. Acrux's opinion also coincides with that of other young people with similar trajectories, see the work of Pozuelo-Guillén et al. (2022). In general, young people raise the challenge of achieving accompaniment in their professional and life transitions

(personal development), as well as the need to access the labor market (social and professional insertion), aspects that are achieved with this model. The works of Rossier and Dauwalder (2019) and De Vos and Van Der Heiden (2015) also reinforce our findings, indicating the need to implement person-centered guidance processes. In the same vein, the statement of the International Centre for Career Development and Public Policy (ICCDPP, 2019) expresses the need to increase guidance practices that contribute to citizens' empowerment and decision-making through active processes.

The tools incorporated in the "TOOLBOOK" have been shown to be a suitable means to enhance personal and professional development and thus the development of personal, social, and learning to learn competences inherent in such a process. We consider that they are also an opportunity for expression and reflection on key emotions in any diagnostic, intervention, and research process (Hartung, 2011; McIlveen & Creed, 2018); Meijers & Lengelle, 2015; Rochat & Banet, 2019). The results of this work also show how the use of these tools has contributed to the construction of a collective and communal career projection (Blustein et al., 2005; Hooley et al., 2021), previously interpreted by Acrux as an "individual goal". Our experience with their application shows that participants report improved mental and emotional well-being, as well as the development of more critical thinking. The repeated use of these tools also makes it easier for the person to recognise him/herself as a unique being (under construction) who has a unique potential to share with society, which also improves his/her self-esteem. In addition, empowerment is observed in the person, which translates into a greater desire for struggle and activism (individual and collective, as well as a greater capacity for adaptability).

We consider that the results of our work project some implications of interest for reflection and improvement of our own practice:

- The need to incorporate new approaches and narrative methods that improve and singularise the guidance processes for career development. In this line, this work defines a "new way" of research/intervention that integrates elements of PAR, Qualitative Career Assessment and Collaborative Ethnography.
- Guidance processes should value the personal, social, and cultural identities of individuals through the recognition of the practices/habits and interests that define their life trajectory (in transformative consonance with their context-community).
- The need to understand "narrative" (multimodal and multisensory) as a medium that goes beyond the limits of verbal and written code and incorporates other more diverse and inclusive forms of communication (the arts, embodiment, music, among others).
- The "TOOLBOOK" is shared as a resource that can help guidance practitioners (formal or non-formal education contexts) to act from a more inclusive perspective and broaden their perspective beyond the extended use of standardized tests.

In closing, we share the most pressing research concerns that are guiding our agenda. We are currently working on the design of new tools for research/intervention in career construction guidance. These tools, as reflected throughout this paper, must attend to a holistic, systemic, and narrative view of career. The design we will pursue in the new tools will be based on a more holistic approach that will have to rely on the collaboration and involvement of other actors (e.g. technicians, educators, employers, etc.). Our ultimate aim is to go beyond "personal" limits, we are not only looking for an ad hoc design that allows us to accompany the "person" from their identities, interests and concerns, but also to awaken in them the importance of contributing "their value" to society, and that the latter can be materialized through the commitment with families -if applicable-, educational, labor and social administrations, educational and social associations, business entities, etc.

Acknowledgments

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