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|  | INFANCY | ADOLESCENCE | YOUTH | MATURITY |
| Ecological niche | (MARTA) Born in city.  Affective and supportive family environment.  Her school is friendly. | Emphasises secondary school and relationship with classmates. | Combines life as a couple with volunteering. | Stay in foreign country-returns to home city-stay in a new country-return.  Returns to university.  Emphasises family, friends and new friends. |
| (MARÍA) Born in another country.  Intellectual family environment (keen readers). | Isolation in family context.  Emphasises secondary school and gang. | Changes country for work.  Participates in student organisations.  Member of political party. | Own family  Parents’ associations  Neighbourhood associations |
| (MIGUEL) Born in mountain town.  Large family. | Forced family move to the city.  Scouts.  Becomes interested in student organisations. | Involvement in university structures (faculty).  Constant returns to home town. | Return to the surroundings of infancy.  Has his own family.  Establishes his job in a cooperative.  Joins the town council and  various social organisations.  Sees mountains as a scenario for planning and reflection. |
| Life experiences | (MARTA) Feels loved.  Academic adaptation. | Failure to adapt at school.  Loneliness.  Wants to do big things but does not know how and has no power. | Family interdependence-dependence on partner.  Financial/Professional independence.  Break up and change of surroundings.  Openness to others and the local environment-crisis isolation. | University driving force.  Education as a need to act.  Importance of feeling independent. |
| (MARÍA) Observes and reflects on everyday situations.  Isolation from local environment, introversion. | Existential responsibility in the face of unfair situations.  Place in the gang to talk. | Political literacy from parties and organisations.  Emotional commitment linked to her social commitment.  Responsible development in social commitment.  Importance of reading. | Disenchantment with political parties.  Democratic/Horizontal participation. |
| (MIGUEL) Adaptation to the environment.  Amazed by things and people.  Meeting people and discovering different situations. | Out of place.  Concern about knowing and doing.  Consequences of politics on everyday life.  The power of speech. | Political/Student activism and leadership.  Commitment to family needs.  Academic disinterest vs. learning from people.  Contradictions accepted. | Increased family responsibility.  Work responsibilities as business owner.  Assume power to act, never to become stagnant.  Know who you are, why you are there and when you must leave. |
| Keys | (MARTA) Family models: responsibility to reality. Emotions as a driving force. | Lack of understanding, loneliness, distancing.  Search for autonomy and independence. | Commitment to the everyday.  Openness to different experiences, people and environments.  Crisis, splits and projects.  Learns from questioned actions. | Assumes the narrative, reflects, questions, acts, educates herself. |
| (MARÍA) Reading: heroes as models of behaviour | Awareness of global and domestic injustices in an isolated environment.  Debate as a tool for action with others. | Participative activism based on:  1 Observing to learn,  2 Leadership as an initiative and stimulus for others  3 Retreats and splits as a consequence of organisational contradictions. | Return to local environment (to school and neighbourhood).  Search for horizontal participation (acting with).  Emphasis on criticism and challenges.  Integration of cognition and emotion into action. |
| (MIGUEL) Responsibility regarding family needs. | Nostalgia for home region and rebellion.  Reading to support his discourse.  Positive experiences of leadership. | Responsibility to the family.  Knowing and learning by arguing.  Social justice. Consistency and improvement. Friendship.  Family business. | Relevant value of roles and organisations for projects.  The significance of people.  Adherence to his region and obligation to travel to learn.  His children as the key to the future.  He anticipates and plans. |

Figure 1: The life experiences of Marta, María and Miguel.

***RESULTS***

COMMITMENT  
– Vitalism and vitality  
– Sensitivity and responsibility  
– Regeneration and transformation

IDENTITY  
– Situated  
– Discursive  
– Dialectical

ACTION  
– Leadership and power  
– Empathy and dialogue  
– Initiative and innovation

SOCIALISATION  
– Literacy  
– Interaction  
– Change

EXPERIENCES  
– Profile of experiences  
– Involvement methods

SCENARIOS  
– Ecological  
– Institution  
– Community

***PROCESSES***

Figure 2: Intra-categorical analysis: emerging categories.

Figure 3: Inter-categorical analysis: the emerging connection between categories.