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OWIRA FUTURE

**STEP BY STEP
STORY BY STORY**



Linnéuniversitetet

INTRODUCTION

Being young today is exciting but can also feel overwhelming.

Climate change, conflicts, social inequalities, migration challenges, and rapid technological change shape how young people imagine their future. Many communities also face tensions around democracy, participation, and social cohesion. Confronted with such complexity, young people often feel anxious, doubt their ability to influence the world, or withdraw from community engagement and discussions about the future.

At the same time, young people are full of ideas, creativity, and a desire to contribute. When given space to speak, reflect, and create together, they show strong motivation to improve their communities, ask important questions, and imagine possibilities adults may not see. Youth workers play a key role in this process by fostering reflection, participation, and agency, helping young people reconnect with their capacity to imagine and shape the future.

The ***Our Future*** project, developed within the **Erasmus+ Capacity Building in the Field of Youth programme**, created this toolkit to support youth workers. It combines **Global Education**, which helps young people understand links between local and global issues and develop shared responsibility, with **Participatory Video**, which empowers them to use storytelling and cameras to express perspectives, share experiences, and explore the future. This collaborative approach transforms participants from passive observers into active storytellers.

Together, these approaches provide opportunities to reflect, imagine, express, and engage. The toolkit supports youth workers in helping young people maintain the ability to envision the future and participate actively in shaping it, even amid uncertainty. Its activities foster critical thinking, creativity, empathy, and collaboration, while highlighting young people's strengths and collective power.

The toolkit includes 3 Global Learning Units (Thinking the future, Feeling the future, Acting the future); Participatory Video Labs Guidelines with Reels and Videos produced by young people.

Each part of the toolkit includes practical activities, facilitation tips, and adaptable ideas tested by partners in Italy, Morocco, and Tunisia. No prior filmmaking or global issues expertise is required—what matters is the willingness to listen, explore questions together, and create space for young people's voices. Ultimately, it invites youth workers and young people to explore the world, imagine futures, and take meaningful steps toward communities they wish to build—step by step, story by story.

THE OUR FUTURE METHODOLOGY

GLOBAL CITIZENSHIP EDUCATION

The aim of global education is to **educate citizens** who are not only able to understand the ever-changing world, but also **to contribute to transforming** it positively.

The activities created offer young people the opportunity to **reflect on their identity and the role they can play** in an increasingly interconnected future, where challenges cannot be tackled alone. Through targeted activities and tools, the young people are able to link their personal experiences to global issues, imagine sustainable and inclusive futures, stimulate creativity and imagination to think about alternative scenarios, and at the same time strengthen transversal skills such as collaboration, intercultural communication and critical thinking.

Every Global Citizenship Education Learning Units proposed in this toolkit could be developed with young people as it is proposed or it can be adapted according to the need of the groups.

The Learning Units includes also a list with the **materials** to replicate it and the **activities annexes** that are helpful for the youth workers.

At the end of the Learning Units youth workers could also find some **Important Facilitation Notes** and **Tips** to facilitate the activities.



PARTICIPATORY VIDEO LAB

Participatory video is the **practical method** we used to enable people to explore topics that are really **close to them** and to **express their perspectives** through collective video-making. By working together on all stages of production - from planning and filming to editing and sharing to the whole community - participants can develop **communication skills, critical thinking**, and a **stronger sense of agency and empowerment**.

These guidelines are intended for youth workers who wish to integrate participatory video into their activities, as a means to foster dialogue, cooperation, and reflection among young people.

The practice does not require advanced technical skills or professional equipment; rather, it **offers simple and adaptable tools** that can be used in different contexts and with **groups of various sizes and backgrounds**.

However, basic knowledge or support is recommended as detailed in the guidelines.

The guidelines present **methodological basis and tips, suggestions of activities**, and **3 case studies** drawn during the project. Through these activities, video becomes more than a product—it becomes a process of learning, collaboration, and shared storytelling.



YOUNG PEOPLE AND THE FUTURE

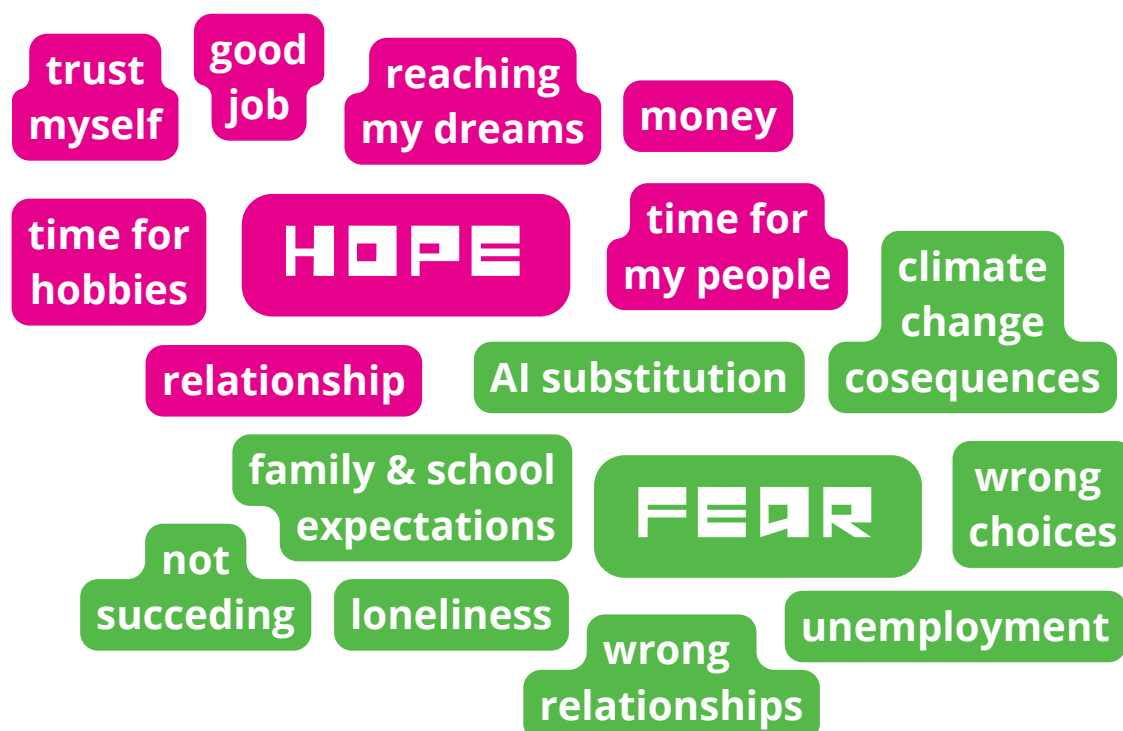
ITALY

During the testing of the learning units and the Participative Video (PV) methodology with young people an important reflection emerged.

Our work in the Italian context – specifically in Verona – has revealed how **(global) inequalities also shape our society, with a clear impact on how young people perceive the future.** The groups involved were very diverse: young people from migrant backgrounds facing various forms of disadvantage, high school students, vocational students, activists, young people with learning difficulties, and students experiencing multiple forms of social disadvantage. When discussing the future with these young people, their background clearly highlighted the different opportunities available to them.

Across these different groups, a common pattern appeared. **What adults might quickly label as pessimism is often described by young people themselves, quite calmly, as simply being realistic.** When they talk about the world they expect to grow into, they mention climate change, the impact of artificial intelligence, economic precarity, wars, declining democracies, and growing inequalities. For them, these are not abstract global issues, but part of the reality they experience and observe every day.

For this reason, when asked to imagine the future, their visions may sometimes appear bleak from the outside. **However, from their perspective, they are simply being honest about the world they see.**



TUNISIA

The target group in Tunisia largely belongs to the post-2011 revolution generation, having grown up in a context of political change, economic instability, and high unemployment.

As youth workers, we observed that young people often approach the future with **uncertainty and hesitation**. Their outlook is frequently described as “hazy,” reflecting lived experiences of instability and unmet expectations rather than a lack of ambition. This has contributed to a certain scepticism toward long-term planning.

When discussing the future, **emotions range from frustration to curiosity**. Many young people focus on short-term opportunities, with migration often seen as a concrete pathway to improve their lives, due to limited trust in local prospects.

Their main concerns are strongly linked to **everyday realities**: unemployment, economic insecurity, and regional inequalities. At the same time, global issues such as **climate change, migration, and digitalisation** are perceived as immediate and tangible challenges.

Despite this, young people show important resources. They demonstrate **critical thinking** and openness, especially when activities connect personal experiences with global dynamics. Introducing the idea of multiple possible futures helps them shift from passive uncertainty to a more active and empowered perspective.

However, this requires careful facilitation. Grounding discussions in local realities and using **accessible language** is essential to avoid reinforcing frustration. Also, adapting the means and materials to the youth work settings is essential, deciding time to time whether to rely on the use of digital tools or analogic ones.

Overall, young people relate to the future with caution, but also with **awareness**. Their perspectives reflect the complexity of their context, highlighting the importance of creating spaces where they can explore and shape their visions of the future.



MOROCCO

In the heart of Béni-Mellal, we work daily with young people from diverse backgrounds—from bustling urban centers to remote mountain villages. Despite their different paths, they all share a **common shadow**: a profound **fear of the future**.

During our sessions at A.Q.J., we see "dreamy eyes" full of ambition, yet those same eyes are often clouded by the weight of global instability and local uncertainty. The world's current conflicts often translate into "dark thoughts," making their goals feel unreachable.

Our mission is to **bridge this gap**, transforming anxiety into a source of positive action. Through Global Citizenship Education and the Participatory Videos developed for the "OUR FUTURE" project, we act as both triggers and guides. We don't walk the path for them; instead, we ignite the flame of resilience and serve as a beacon through the fog of uncertainty.

Like mountain guides, we **provide the tools and support** they need to keep climbing, even when the terrain gets tough. We empower them to face their reality with confidence, turning the journey itself into a powerful process of growth and success.



YOUTH WORKERS' *observations from practice*

As youth workers we observed that:

- When young people are given a **safe, respectful, and genuinely participatory space**, they become far more willing to share their thoughts, emotions, and experiences.
- **Creative activities** can open conversations that rarely happen in their everyday lives, allowing young people to explore complex feelings about the future.
- **Trust within the group and with the youth workers** creates the conditions for deeper reflection and more honest dialogue.
- **Honest sharing and a judgement-free environment are essential:** young people help each other understand different perspectives and realize that their fears and doubts are not theirs alone.
- Through shared conversations, worries begin to transform into **collective reflection, mutual understanding** and build the **ground for proactivity**.
- Gradually, many young people start to rediscover a **sense of possibility and agency**, recognizing that even small, everyday actions can contribute to shaping the future they want to live in.



THE OUR FUTURE TOOLS

how navigate with it

The **Compass** section will help you orient yourself and easily navigate through all the tools developed by Our Future.

Each resource supports a different step useful to explore with young people the present and the future. In this section, you will find:

- **Thinking the Future** to promote knowledge and awareness about the global future(s),
- **Feeling the Future** to explore feelings and emotions of young people about the future, and
- **Acting for the Future** to foster active citizenship to promote personal and community change.
- **Participatory Video Lab Guidelines**
- **Our Future Participatory Videos** - Produced by youth during the testing phase of the Project

Simply **click on the title** of any resource to open the corresponding PDF file and explore the tool in detail.

The toolkit is **available in English, Italian, and Arabic**, so you can choose the language that best suits your context.

Here you can find the [Italian Version](#)



Here you can find the [Arabic Version](#)



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the future

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FEELING
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NAVIGATING
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Training
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workers-
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