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Universitat Autònoma de Barcelona

FACULTAT DE CIÈNCIES DE L'EDUCACIÓ
UNIVERSITAT AUTÒNOMA DE BARCELONA

BACHELOR'S THESIS

A COMPARATIVE ANALYSIS OF FUTURE PERSPECTIVES IN PRIMARY EDUCATION AND PENITENTIARY INSTITUTIONS

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ABSTRACT

This comparative case study explores how different institutional environments shape individuals' future imaginaries and how media narratives and cultural consumption influence these perspectives. Using a mixed-methods approach, data was collected through questionnaires, letters to the future self and drawings from two contrasting groups: primary education students and adult male inmates in a penitentiary institution. This methodological triangulation aimed to explore not only what participants imagine about the future, but also how they emotionally relate to it and which factors shape these imaginaries. The findings suggest that both groups are strongly exposed to future-oriented narratives through media consumption and that participants frequently associate the future with themes such as climate change, technological transformation and wars. However, deep divergences between the two contexts were revealed. Primary students generally imagined the future as an open space for identity exploration and multiple possibilities. Incarcerated individuals constructed their future imaginaries through more immediate concerns related to legal freedom, social reintegration and rebuilding life after release. One of the most significant findings of this research is the coexistence of strong personal agency alongside predominantly pessimistic views regarding the future of society. Despite expressing concerns about environmental collapse, technological domination or social deterioration, participants from both groups generally believed that individual and collective actions could influence future outcomes.

Keywords: Future Imaginaries, Futures Literacy, Future Perceptions, Institutional Environments, Penitentiary Education, Primary Education, Media Narratives.

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1. INTRODUCTION

We live in a time defined by uncertainty. In the 21st century, the concept of the future has shifted from an idea of progress to a source of collective anxiety. Issues such as the climate crisis, the fast technological advances and geopolitical instability dominate the public discourse. Consequently, the new generations are growing up in a context where the future is often presented not as a promise, but as a threat and this is amplified by the cultural environment. Current research indicates that the imaginary of the future is heavily colonized by mass media narratives that favor dystopian and catastrophic scenarios.

This phenomenon raises a critical educational concern: if the only narratives available are of destruction, there is a risk that we will naturalise these outcomes. Therefore, education plays a key role in shaping how individuals imagine and relate to the future. However, as several authors suggest, the future remains a largely neglected dimension within education, leaving students to construct their expectations based on external influences such as media and social discourses.

Also, other institutions such as penitentiary institutions, shape individuals' perceptions of time, agency and future possibilities. Research on prison environments highlights how incarceration can deeply affect individuals' sense of temporality often producing feelings of uncertainty or limited futures perspectives. Despite this, little attention has been given to how incarcerated individuals imagine the future, particularly in external influences.

Although there are no studies comparing primary education students and inmates in penitentiary institutions, at least in terms of their future imaginaries, this comparison can be particularly insightful. Despite the apparent differences between the two institutions, both contexts function as highly structured institutional environments that regulate individuals' daily routines, expectations, identities and perceptions of time. While schools are generally associated with growth, learning, and future opportunities, prisons are often linked to restriction, uncertainty and limited autonomy. The comparison of these two contexts does not aim to equate them, but rather to explore how different institutional conditions influence the construction of future imaginaries. This comparison may provide valuable insight into the relationship between social environments, agency and the individuals' capacity to imagine possible futures. Furthermore, from an educational perspective, understanding how people from different contexts imagine the future, may contribute to the development of more future-oriented educational practices, capable of fostering critical reflection, hope and social participation.

2. MAIN RESEARCH QUESTION

How do institutional environments (primary education and penitentiary institutions) influence the construction of the "Future Imaginary", and what role do dominant media narratives and cultural consumption play in shaping these perspectives?

3. OBJECTIVES

- To analyse and compare the perceptions of the future held by primary education students and inmates in penitentiary facilities.
- To examine the role of dominant media narratives and cultural consumption (movies, news, video games, books, etc.) in shaping participants' future expectations.

- To identify and categorize the dominant themes in the participants' future narratives and representations.

4. THEORETICAL FRAMEWORK

4.1. Futures Literacy And Future Imaginaries

The capacity of imagining the future is not merely a daydreaming activity or a form of predicting what will happen, but a cognitive and social process. Miller (2018) defines it as *Futures Literacy*, described as the capacity of using the future to better understand the present. From this perspective, imagining the future does not involve predicting what will happen, but rather revealing individuals' current fears, hopes and assumptions. This idea is particularly relevant to this study, as it allows participant's future imaginaries to be interpreted as reflections of their lived contexts and social experiences.

4.2. Futures Education And Educational Perspectives

Developing the capacity of imagining the future depends heavily on educational processes. Hicks (2002) argues that the future remains a "missing dimension" in education, leaving students insufficiently prepared to think critically about what lies ahead. Without structured guidance, young people tend to construct their future imagery based on external influences, especially media and dominant social discourses. Therefore, education plays a crucial role in shaping how individuals engage with the future and in fostering the ability to consider alternative possibilities.

In this regard, Anguera and Santisteban (2016), reinforce this idea, stating that the goal of futures studies is: '*to discover or invent, examine, assess, propose and know a series of possible, probable and preferable futures*'. Possible futures include everything that could happen, probable futures refer to what is likely to happen based on current evidence, and preferable futures are those aligned with individuals' personal values and aspirations. This distinction is particularly relevant in educational contexts, as it encourages individuals to move beyond deterministic views of the future and recognise the capacity for social action and transformation.

4.3. Possible Selves And Identity Construction

The concept of "possible selves" developed by Oyserman and Markus (1990) provides a psychological dimension to the study of future imaginaries. Possible selves refer to individuals' representations of what they might become, what they hope to become and what they fear becoming. These imagined identities act as a bridge between cognition, motivation and behaviour, influencing present decisions and attitudes. From this perspective, the ability to construct possible and reachable future selves is essential for personal development, while the absence of such representations may lead to disengagement or negative behavioral patterns.

4.4. Institutional Contexts And Future Imagination

Both identity construction and future imagination are deeply shaped by the institutional contexts in which individuals are embedded. While educational settings have the potential to expand individuals' perceived possibilities, other environments may significantly constrain them. Research on prison contexts highlights how incarceration deeply alters individuals' relationship with time, identity and future orientation. Medlicott (1999) describes prison as a "Time Machine" in which individuals are forced to endure repetitive routines and the experience of "empty time", which may lead to a disruption of their sense of self. In such conditions, the present may be experienced as static or

oppressive, limiting individuals' ability to construct long-term goals or alternative futures. This suggests that institutional environments can play a decisive role in shaping not only what individuals expect from the future, but whether they are able to imagine it at all. Therefore, analysing future imaginaries in prison contexts provides valuable insight into how institutional conditions can constrain or reshape individuals perceptions of possibility and change.

4.5. Media Narratives And Cultural Imaginaries

Beyond institutional influences, media plays a crucial role in shaping collective future imaginaries. Davison-Vecchione (2019) argues that media narratives, particularly dystopian ones, function as a form of sociological imagination, allowing individuals to interpret and critically reflect on present societal dynamics. However, when these narratives dominate, they may also contribute to the normalisation of catastrophic or pessimistic futures. As a result, media consumption becomes a key factor in understanding how individuals construct their expectations about the future, often reinforcing or limiting the range of imaginable possibilities.

5. METHODOLOGY

This research followed a comparative case study design, allowing for an in-depth exploration of similarities and differences between two distinct populations situated in highly structured institutional environments.

5.1. Research Context

This study was conducted across two different socio-educational contexts in Catalonia:

- ➢ Primary school context: The study took place in a public primary school located in Cerdanyola del Vallès. Participants were enrolled in the sixth grade, corresponding to the final year of primary education. This educational stage was considered particularly relevant for this research, as students aged between 11 and 12 years experience an important developmental transition towards adolescence, characterised by significant personal changes, identity consolidation and the construction of future life trajectories.
- ➢ Penitentiary context: The research was also conducted in a penitentiary institution in Catalonia. Specifically, data collection focused on adult inmates enrolled in the institution's Adult Education Center. This educational setting within the prison environment provided a framework that shares certain structural similarities with traditional classroom contexts, while simultaneously operating under the strict regulations, surveillance and restrictions characteristic of penitentiary institutions.

5.2. Participants And Sampling

Participants were selected through convenience sampling based on accessibility and institutional permissions. This sampling strategy was considered appropriate given the nature of the study and the practical challenges associated with accessing prison populations. This study involved two groups of participants:

- Group 1 (School): Primary education students (27 participants aged 11 and 12 years) belonging to a single classroom group.
- Group 2 (Prison): Adult male incarcerated individuals (20 participants aged between 21 and 50 years) enrolled in the institution's educational programmes.

5.3. Ethical Considerations

Considering the vulnerability of both populations (minors and incarcerated individuals), strict ethical guidelines regarding anonymity, confidentiality and voluntariness were implemented throughout the research process. For the primary school context, data collection was organised as a voluntary classroom activity coordinated through the classroom tutor, who acted as an intermediary responsible for distributing and collecting the questionnaires, letters and drawings. For the penitentiary context, data collection took place during the researcher's internship period in the institution. Participation remained entirely voluntary, and all participants explicitly signed informed consent forms prior to participation, authorizing the use of their data for research purposes. Across both settings, absolute confidentiality and data anonymization were guaranteed. No real names or identifying information were recorded.

5.4. Research Instruments

To strengthen the reliability of the findings, methodological triangulation was employed through the use of multiple research instruments, combining qualitative and quantitative data to explore future imaginaries from different perspectives.

5.4.1. Questionnaire

First, participants completed a short questionnaire designed to gather information regarding media consumption habits (e.g., films, news, video games, and other cultural products) as well as general perceptions of the future. This instrument provided a quantitative baseline to contextualize the qualitative findings and facilitated the identification of broader tendencies across participants.

5.4.2. Drawing

Second, participants were asked to produce a drawing representing how they imagine the world in the year 2060. As future imaginaries frequently involve abstract representations, visual methods facilitate the expression of ideas that may be difficult to explain verbally and are particularly useful when working with participants with different literacy levels. Participants were also asked to provide a brief written explanation accompanying their drawings.

5.4.3. Letter

Third, participants wrote a letter addressed to their future selves. This activity aimed to capture personal aspirations, fears and expectations while providing some insight into participants "possible selves". The activity additionally permitted a more reflective and individualised exploration of future imaginaries.

6. RESULTS

6.1. Questionnaire

6.1.1. Media Consumption And Future Narratives

The questionnaire results indicate that primary education students are regularly exposed to future-related narratives through films, television, news, social media and video games. The majority of participants reported encountering these stories "sometimes" (78.6%; see Appendix B, Table B1). When analysing specific themes, the most recurrent topics identified were technology and robots, climate change and natural disasters, science fiction or space-related stories and wars or global conflicts. Open-ended responses revealed references to dystopian concepts, including ideas such as "people having a chip inside their heads", alongside more everyday references like sports and general

news. These themes closely relate with those identified within participants' letters and drawings, especially regarding climate change, technology and wars. A considerable majority of participants (92.9%) acknowledged that these contents influence, to some extent, how they imagine the future. Television, films and news media were identified as the main sources shaping these imaginaries. Significantly, none of the participants recognized school as a space in which future-related thinking takes place.

In comparison, media consumption patterns among incarcerated participants differ slightly. Incarcerated individuals interact with stories about the future much more frequently, with 85.8% reporting exposure "often" or "very often" (see Appendix B, Table B3) The most recurrent themes consumed by this group were technology and war, followed closely by climate change and science fiction. Interestingly, a significant proportion of participants (57.1%) specifically identified economic crises and social issues as dominant themes within the media they consume, a concern that did not emerge among primary school students.

Furthermore, 42.9% of participants perceived the future portrayed in media as dangerous or destructive, whereas only 14.3% described these representations as positive. Television, films, news media and YouTube emerged as the main sources influencing the future imaginaries within this group. Additional responses included books, everyday experiences and even dreams as relevant sources. Unlike the primary education sample, one participant explicitly identifies school as a context associated with future-oriented narratives.

6.1.2. Emotional Perceptions Of The Future

Regarding the emotional perceptions of the future, curiosity emerged as the dominant feeling among primary education students (64.3%), followed by excitement and enthusiasm (14.3%). Although fear and concern appeared less frequently within questionnaire responses, these emotions became highly more visible within drawings and letters, where participants repeatedly referred to wars, climate change, diseases and technological threats. Overall, participants maintained relatively optimistic perceptions regarding the future world. While 42.9% believed that the world would improve, only a minority expected future conditions to worsen. In addition, most participants (71.4%) expressed confidence that collective action and human cooperation could positively influence the future of society.

The prison data, however, presents a completely opposite picture. Among incarcerated participants, worry emerged as the dominant emotion when thinking about the future, followed by tranquility. This generalised anxiety aligns with participants' remarkably pessimistic perceptions of the broader world, as none of them expected future global conditions to improve. Instead, 42.9% believed the world would worsen, 28.6% expected conditions to remain relatively similar and 28.6% expressed uncertainty regarding future developments. Nevertheless, despite this collective pessimism about the world, incarcerated participants shared an important point of agreement with primary education students: 71.4% of inmates continued to believe that human cooperation has the capacity to change and improve the future of society.

Figure 1.

Emotional Perceptions Associated With The Future Across Participant Groups

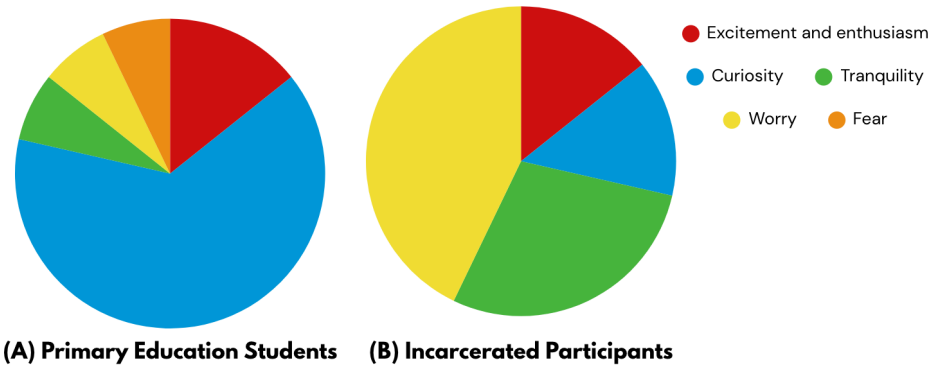
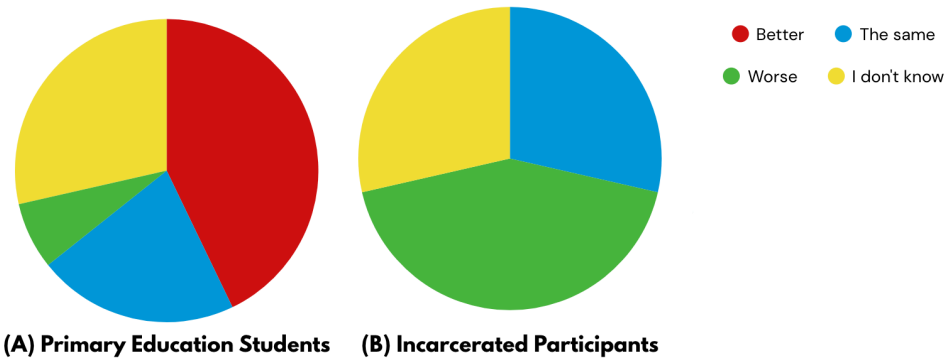


Figure 2.

Perceptions Regarding The Future Of The World



6.1.3. Personal Future And Agency

Questionnaire responses from primary education students suggest that participants generally imagine their personal futures with optimism and a strong sense of agency. Many participants indicated that they believe the choices they make in the present will influence their future lives directly and reported relatively little difficulty imagining or reflecting upon their futures. When discussing future priorities, family and close relationships emerged as the most important aspect, followed by education and professional aspirations. Other concerns including economic instability, safety or technological changes, appeared less frequently. Overall, participants expressed positivism towards their personal future. More than half reported feeling optimistic most of the time, while others indicated that their optimism varied depending on circumstances and specific situations.

Responses from incarcerated participants reveal a fascinating psychological paradox. Despite maintaining highly pessimistic views regarding the future of society more broadly, their sense of personal agency remained exceptionally strong. All incarcerated participants (100%) stated that their daily decisions would significantly influence their future lives. Similarly, most participants reported relatively little difficulty imagining or planning their future trajectories. However, their individual focus differed substantially from those expressed by primary education students. Rather than prioritising family and relationships, they primarily emphasised finding personal happiness, followed by financial stability and personal safety. Finally, despite the restrictive institutional environment,

participants demonstrated high levels of personal optimism, an overwhelming 85.7% reported feeling optimistic about their own future “almost always”.

Figure 3.

Individual Perceptions Of Agency Across Participant Groups

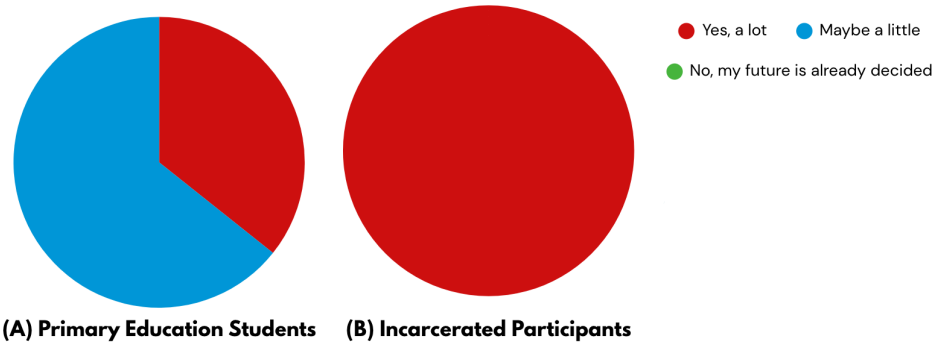


Figure 4.

Dominant Personal Future Priorities

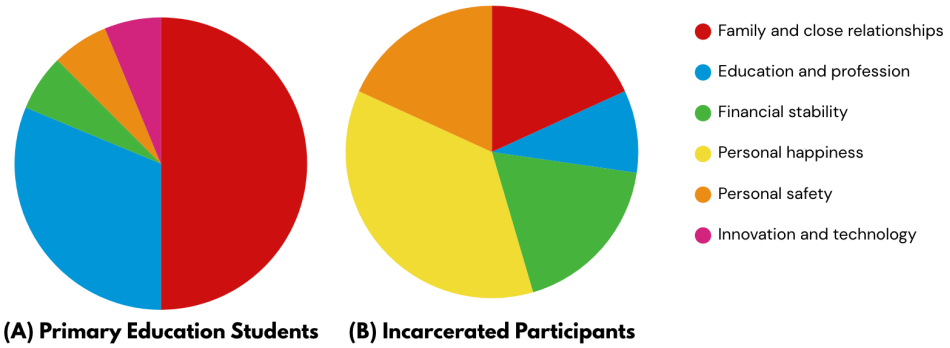


Table 1.

Comparative Summary Of Dominant Future Perceptions And Agency Across Groups.

Item	Primary Education Students	Prison inmates
Main emotion	Curiosity (64,3%)	Worry (42,9%)
Global world perception	Better (42,9%)	Worse (42,9%)
Collective agency	Yes (71,4%)	Yes (71,4%)
Individual agency	Perhaps a little (64,3%)	A lot (100%)
Personal future focus	Family and relationships (50%)	Personal happiness (36,4%)
Personal hope	Optimistic almost always (57,1%)	Optimistic almost always (85,7%)

6.2. Letters

The letters were analysed through a thematic coding process combining both deductive and inductive approaches. Initial analytical dimensions were established based on the writing prompts (1.

Future expectations, 2. Fears and concerns, 3. Hopes and aspirations, 4. Identity and personal values).

However, within these broader dimensions, additional themes were allowed to emerge from the participants' narratives throughout the coding process. This approach enabled the identification of recurring patterns while remaining open to unexpected themes appearing across both institutional contexts, including family relationships, professional aspirations, climate anxiety, technological concerns, emotional wellbeing and identity continuity (see Appendix C, Table C1 and Table C2 for the complete qualitative analysis matrices).

6.2.1. Future Imaginaries In Primary Education Letters

The letters written by primary education students revealed future imaginaries characterized by a combination of personal aspirations, emotional concerns and broader social anxieties. One of the most recurrent themes concerned personal future and identity construction, with many participants questioning their future professions, educational trajectories, life achievements and even physical appearance. Questions such as *"Have I gone to university?"*, *"Am I a mechanic?"*, or *"Do I still live in Cerdanyola?"* suggest that students frequently imagined the future through processes of identity exploration and personal development.

Family relationships also emerged as a central theme, with many participants expressing concerns regarding parents, grandparents, friendships and future children. These findings may suggest that social belonging constitutes a highly relevant dimension within children's future imaginaries. At the same time, participants frequently incorporated broader global concerns into their narratives. Climate change, wars, environmental collapse and technological domination appeared repeatedly throughout the letters, indicating that future imaginaries are closely connected to contemporary social discourses.

Despite these concerns, hopeful narratives predominated. Many participants imagined futures characterised by happiness, professional success, environmental improvement and social progress. Therefore, there is a coexistence between optimistic and pessimistic future imaginaries within this group.

6.2.2. Future Imaginaries In Penitentiary Institution Letters

The letters written by incarcerated individuals revealed future imaginaries strongly characterised by uncertainty, personal reconstruction and reflections on life trajectories. Similar to primary education students, participants frequently referred to personal aspirations, happiness and family relationships. However, these imaginaries were often framed through questions regarding reintegration, freedom and life after incarceration. Questions such as *"Will I have a full life after my sentence?"*, *"How was life outside?"* illustrate how institutional conditions become integrated into the participants' future imaginaries.

Family relationships sometimes appeared as sources of emotional support and stability. However, unlike primary education students, these references were often associated with recovery processes, rebuilding social bonds and imagining life after incarceration rather than simply maintaining existing relationships. Broader social concerns also emerged repeatedly. Participants expressed anxieties regarding social inequality, environmental degradation, war and the perceived loss of social values.

Nevertheless, many letters also reflected resilience, spirituality, hope, personal growth, moral improvement and the possibility of positive change despite uncertainty.

6.2.3. Comparative Analysis Of The Findings

Although both groups shared concerns related to climate change, war, technological development, and personal wellbeing, important differences emerged regarding the function that future imaginaries appear to fulfill in each context. Primary education students generally imagine the future through frameworks of "possibility," with narratives often characterised by curiosity, identity construction, and questions regarding educational aspirations, professional ambitions and their social relationships. In contrast, incarcerated participants more frequently imagined the future through processes of reconstruction and their imaginaries were strongly connected to the uncertainty of reintegration, social belonging and life after prison.

These differences suggest that although future imaginaries emerge across both contexts, the institutional environments in which individuals are embedded shapes both the content and function of these imagined futures.

6.3. Drawings

The drawings were analysed through a thematic coding process focused on identifying recurring representations, symbols and narratives that participants associated with the year 2060. Rather than analysing the artistic quality of the drawings, the analysis prioritised the ideas, meanings and imaginaries represented visually and explained by participants.

The thematic analysis was organised around eight main dimensions derived from the participants' representations (see Appendix C, Table C3 and Table C4): (1. Climate crisis and environmental collapse, 2. Technology and artificial intelligence / control, 3. Space colonisation and escape narratives, 4. War and social conflict, 5. Urbanisation and overpopulation, 6. Social criticism and systemic oppression, 7. Hope and positive social transformation, 8. Personal aspirations and desirable futures)

6.3.1. Visual Representations In Primary Education

The most recurrent themes in primary education students' drawings were environmental collapse, technological transformation and space colonisation. Many participants imagined the future through dystopian scenarios characterised by pollution, war and the destruction of the planet. Climate anxiety appeared particularly frequently, often associated with the belief that humans would eventually be forced to abandon Earth and relocate to other planets such as Mars. At the same time, technology was represented ambiguously. While some participants associated technological development with progress and innovation, others imagined futures dominated by robots and the gradual disappearance of human life. Nevertheless, several drawings also reflected hopeful imaginaries centered on equality, sustainability, and social improvement, suggesting the coexistence of both pessimistic and optimistic future narratives within this group.

6.3.2. Visual Representations In Penitentiary Institutions

The most recurrent themes identified in drawings produced by incarcerated participants were technology and control, social criticism and narratives of escape. Similar to the representations created by primary education students, many participants imagined futures associated with environmental degradation, climate change and planetary destruction. However, these concerns

were often represented through more explicit social and political critiques. Technology was predominantly associated with surveillance, manipulation and the loss of autonomy rather than progress or innovation. Unlike primary education students, who often imagined robots, flying cars or technological progress, incarcerated participants tended to represent technology as a mechanism of social control and institutional power. Furthermore, many drawings incorporated critiques of consumerism, capitalism, inequality and social injustice, suggesting that future imaginaries frequently functioned as a mechanism through which participants reflected upon the present and today's social realities. Despite dominant pessimistic narratives, some drawings also represented desirable futures centered on personal happiness, stability, nature and emotional wellbeing, suggesting that hopeful imaginaries coexist alongside more critical or dystopian representations.

6.3.3. Comparative Analysis Of The Findings

Comparing the drawings of both groups, important differences emerge. While primary education students generally represented the future through technological transformation, environmental anxiety and science fiction-inspired imaginaries, incarcerated participants more frequently employed future imaginaries as a tool for social critique and reflection upon themes such as freedom, control and dehumanisation. These findings suggest that institutional environments not only transform how individuals perceive and imagine the future, but also shape how future imaginaries are used to make sense of their present realities.

7. CONCLUSIONS

This comparative case study aimed to explore how two highly structured institutional environments influence the construction of future imaginaries and the extent to which media narratives and cultural consumption shape these perspectives. By looking back at the data gathered through questionnaires, letters and drawings, several conclusions can be drawn.

7.1. Main Findings and Objectives

The main research question sought to examine how these two specific settings affect individuals' perceptions of time and agency. By addressing this question, the study fulfilled two of its objectives: comparing the future perceptions of both groups and categorizing their dominant themes. The findings show significant differences between childhood and incarceration contexts. Primary education students generally operate from safe and socially stable environments, allowing them to perceive the future as an open and flexible space where they can easily explore their "possible selves" and experiment with different identities. Their anxieties tend to be abstract and detached from immediate realities, strongly influenced by the media narratives they consume, which transform global concerns like environmental collapse or technological domination into normalized and familiar narratives. In contrast, the prison environment completely alters perceptions of time and future orientation. For incarcerated individuals, the future is not perceived as a space for exploration, but an urgent concern centered on freedom and rebuilding their life. Their fears are real and immediate, including employment opportunities after release, the possibility of reoffending and returning to prison and uncertainty about social reintegration after long periods of incarceration.

The most interesting part about this study is the psychological paradox identified within the prison data. At a superficial level, specifically through the questionnaire responses, both groups seem relatively similar. However, deeper qualitative exercises show the profound impact of incarceration. Inmates expressed 0% optimism regarding global improvement while simultaneously demonstrating

a 100% sense of personal control over their own lives and an 85.7% level of optimism regarding their personal future. This contrast proves that institutional environments deeply reshape human expectations. While children tend to ask *what* they will become, incarcerated adults tend to ask *how* to become.

7.2. Limitations And Difficulties Of The Research

Recognizing the challenges encountered during this research is essential for properly understanding the results. First, sample sizes were relatively small, limiting the possibility of generalizing findings to broader populations of students or incarcerated individuals. Accessing prison populations presents practical challenges and the long waiting periods for institutional permissions reduced the time available for data collection, limiting the final number of participants. Due to these contextual and organizational constraints, the focus groups initially considered in the research design could not be implemented. Additional time for fieldwork might have mitigated this issue and allowed for a deeper exploration of participants' narratives.

Furthermore, future imaginaries are highly complex and subjective constructs that may vary depending on participants' emotional states during the data collection. Although triangulation strengthened the reliability of the findings, instruments such as letters and drawings inevitably involve personal interpretations and potential bias. To minimise this risk, participants were asked to explain their drawings. Even so, the possibility of misinterpretation remained.

Finally, this study not only compared two fundamentally different institutions but also distinct age groups. Children and adults naturally differ in their cognitive development and ways of understanding the world, introducing an additional layer of complexity beyond just institutional differences alone. Although comparing incarcerated adults with non-incarcerated adults may have controlled the age variation, such an approach would have shifted the focus away from the comparison between two educational settings central to this study.

7.3. Educational Implications And Practical Applications

The educational implications of this study should focus directly on its most significant finding: the coexistence of high personal agency and deep global pessimism. The data suggests that educational interventions do not necessarily need to promote agency itself, as both the primary school students and incarcerated adults already believe this. In both groups, 71.4% of participants stated that human cooperation can improve society and all incarcerated participants expressed strong confidence in the impact of their personal decisions. However, perceptions regarding the wider world remain considerably pessimistic, especially within the prison context, where none of the participants expected the world to improve.

Therefore, the real educational challenge is not creating agency, but preventing global pessimism from evolving into frustration and disengagement. Education must function as a bridge between individuals' strong sense of agency and their dark perceptions of the wider world, transforming concern into meaningful social participation.

Within primary education settings, where children already show curiosity and confidence in collective action, educational activities should adopt more practical and experiential approaches. Students should be encouraged to apply their sense of agency to local and real-world problems, such

as community sustainability initiatives or conflict resolution problems, demonstrating how their decisions and actions can contribute to positive social change.

Within penitentiary institutions, these findings also carry important practical implications. Given that incarcerated individuals expressed a consistent motivation for change, self-improvement and social reintegration, educational programs within prison contexts cannot remain passive. Prison education should actively incorporate future-oriented writing and reflective practices to facilitate identity reconstruction and prepare individuals for active social participation. Encouraging incarcerated individuals to imagine realistic, desirable futures may function as a tool for supporting successful reintegration and personal transformation.

7.4. Future Research

Although this study answers its central research question, it also opens several interesting paths for future academic research. As a preliminary comparative study, several gaps remain that could be explored through more extensive projects.

First, the age difference between the two samples should be addressed. Although this study intentionally compared two distinct educational contexts, developmental differences between children and adults inevitably influence how individuals think about the future. Therefore, future research could compare incarcerated adults with adults living in freedom or young offenders with students of similar ages in order to isolate the "institutional" effect from the prison from normal developmental changes.

Second, gender represents an important missing dimension in this research, as the prison sample consisted exclusively of male participants. Future studies should actively include incarcerated women to examine if female future imaginaries emphasise different priorities or concerns, such as family reconstruction, child custody anxieties or distinct social barriers after release.

Finally, future projects should move beyond observation towards action research. Instead of exclusively analysing future imaginaries, researchers could design and implement specific Futures Education projects similar to those proposed in this study. Measuring participants' perceptions before and after these interventions would provide empirical evidence on whether future-oriented educational practices can effectively reduce anxiety and promote social participation.

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9. APPENDICES

Appendix A:

Research Instruments

A.1. Questionnaire (in Catalan)

PENSANT EN EL FUTUR

Hola! Et demano que responguis a aquestes preguntes de manera totalment sincera. No hi ha respostes correctes ni incorrectes, m'interessa molt saber què en penses tu. Aquest qüestionari és totalment confidencial. No apareixerà enlloc el teu nom i les respostes s'utilitzaran únicament amb finalitats acadèmiques.

Edat:

SECCIÓ 1: MITJANS DE COMUNICACIÓ I INFLUÈNCIES DIÀRIES

1. Com de sovint veus, escoltes o llegeixes històries sobre el futur? (A pel·lícules, sèries, notícies, llibres, la ràdio...)

- ☐ Mai
- ☐ A vegades
- ☐ Sovint
- ☐ Molt sovint

2. Quin tipus d'històries o idees sobre el futur acostumes a veure o sentir? (Pots triar més d'una opció)

- ☐ Tecnologia i robots
- ☐ Canvi climàtic o desastres naturals
- ☐ Guerres o conflictes
- ☐ Crisi econòmica i problemes socials
- ☐ L'espai o ciència-ficció
- ☐ Futurs on el món millora
- ☐ Altres: _____

3. En general, com solen presentar el futur les pel·lícules, notícies o xarxes que tu consumeixes?

- ☐ De manera perillosa, espantosa o destructiva
- ☐ De manera neutral o realista
- ☐ De manera positiva, millorada o plena de solucions
- ☐ Hi ha de tot, depèn del dia

4. Creus que les històries, notícies o continguts que veus influeixen en com imagines el futur?

- ☐ Sí, molt
- ☐ Una mica
- ☐ No gaire
- ☐ No, gens

5. On veus o trobes principalment aquestes històries sobre el futur? (Pots triar-ne més d'una)

- ☐ Als informatius i les notícies
- ☐ Televisió, pel·lícules o sèries
- ☐ A les xarxes socials
- ☐ A YouTube
- ☐ A l'àrea educativa
- ☐ Altres: _____

SECCIÓ 2: SENTIMENTS SOBRE EL FUTUR

6. Quan penses en el futur en general, com et sents habitualment? (Tria l'opció que millor s'adapti a tu)

- ☐ Amb il·lusió o ganes
- ☐ Amb curiositat
- ☐ Amb tranquil·litat
- ☐ Amb preocupació
- ☐ Amb por
- ☐ No hi penso gaire

7. Com creus que serà el món en general d'aquí a uns anys?

- ☐ Millor que avui dia
- ☐ Semblant a avui dia
- ☐ Pitjor que avui dia
- ☐ No ho sé

8. Creus que les persones, treballant juntes, tenen el poder de canviar i millorar el futur de la societat?

- ☐ Sí
- ☐ Potser
- ☐ No

SECCIÓ 3: FUTUR PERSONAL

9. Creus que les decisions i les eleccions que prens tu avui mateix canviaran com serà la teva vida en el futur?

- ☐ Sí, molt
- ☐ Potser una mica
- ☐ No, el meu futur ja està decidit o dependrà d'altres coses

10. Et resulta fàcil imaginar com serà la teva vida d'aquí a molts anys?

- ☐ Molt fàcil
- ☐ Una mica fàcil
- ☐ Difícil
- ☐ Molt difícil

11. Quan imagines el teu propi futur, en què penses més?

- ☐ En la feina o els estudis
- ☐ En la família o les relacions personals
- ☐ En els diners i l'estabilitat econòmica
- ☐ En la felicitat personal
- ☐ En la seguretat i viure tranquil·lament
- ☐ En com estarà el món i el medi ambient
- ☐ En la innovació i tecnologia
- ☐ Altres:_____

12. En general, et sents optimista o amb esperança respecte al teu futur personal?

- ☐ Sí, gairebé sempre
- ☐ A vegades o depèn del dia
- ☐ No, gairebé mai

A.2. Questionnaire (in Spanish)

PENSANDO EN EL FUTURO

¡Hola! Te pido que respondas a estas preguntas de manera totalmente sincera. No hay respuestas correctas ni incorrectas, me interesa mucho saber qué piensas tú. Este cuestionario es totalmente confidencial. No aparecerá tu nombre en ningún sitio y las respuestas se utilizarán únicamente con fines académicos.

Edad:

SECCIÓN 1: MEDIOS DE COMUNICACIÓN E INFLUENCIAS DIARIAS

1. ¿Con qué frecuencia ves, escuchas o lees historias sobre el futuro? (En películas, series, noticias, libros, la radio...)

- ☐ Nunca
- ☐ A veces
- ☐ A menudo
- ☐ Muy a menudo

2. ¿Qué tipo de historias o ideas sobre el futuro sueles ver o escuchar? (Puedes elegir más de una opción)

- ☐ Tecnología y robots
- ☐ Cambio climático o desastres naturales
- ☐ Guerras o conflictos
- ☐ Crisis económica y problemas sociales
- ☐ El espacio o ciencia ficción
- ☐ Futuros donde el mundo mejora
- ☐ Otros: _____

3. En general, ¿cómo suelen presentar el futuro las películas, noticias o redes que tú consumes?

- ☐ De manera peligrosa, espantosa o destructiva
- ☐ De manera neutral o realista
- ☐ De manera positiva, mejorada o llena de soluciones
- ☐ Hay de todo, depende del día

4. ¿Crees que las historias, noticias o contenidos que ves influyen en cómo imaginas el futuro?

- ☐ Sí, mucho
- ☐ Un poco
- ☐ No mucho
- ☐ No, en absoluto

5. ¿Dónde ves o encuentras principalmente estas historias sobre el futuro? (Puedes elegir más de una opción)

- ☐ En los informativos y las noticias
- ☐ Televisión, películas o series
- ☐ En las redes sociales
- ☐ En YouTube
- ☐ En la escuela
- ☐ Otros: _____

SECCIÓN 2: SENTIMIENTOS SOBRE EL FUTURO

6. Cuando piensas en el futuro en general, ¿cómo te sientes habitualmente? (Elige la opción que mejor se adapte a ti)

- ☐ Con ilusión o ganas
- ☐ Con curiosidad
- ☐ Con tranquilidad
- ☐ Con preocupación
- ☐ Con miedo
- ☐ No pienso mucho en ello

7. ¿Cómo crees que será el mundo en general dentro de unos años?

- ☐ Mejor que hoy en día
- ☐ Parecido a hoy en día
- ☐ Peor que hoy en día
- ☐ No lo sé

8. ¿Crees que las personas, trabajando juntas, tienen el poder de cambiar y mejorar el futuro de la sociedad?

- ☐ Sí
- ☐ Quizás
- ☐ No

SECCIÓN 3: FUTURO PERSONAL

9. ¿Crees que las decisiones y las elecciones que tomas tú hoy mismo cambiarán cómo será tu vida en el futuro?

- ☐ Sí, mucho
- ☐ Quizás un poco
- ☐ No, mi futuro ya está decidido o dependerá de otras cosas

10. ¿Te resulta fácil imaginar cómo será tu vida dentro de muchos años?

- ☐ Muy fácil
- ☐ Un poco fácil
- ☐ Difícil
- ☐ Muy difícil

11. Cuando imaginas tu propio futuro, ¿en qué piensas más?

- ☐ En el trabajo o los estudios
- ☐ En la familia o las relaciones personales
- ☐ En el dinero y la estabilidad económica
- ☐ En la felicidad personal
- ☐ En la seguridad y vivir tranquilamente
- ☐ En cómo estará el mundo y el medio ambiente
- ☐ En la innovación y tecnología
- ☐ Otros:_____

12. En general, ¿te sientes optimista o con esperanza respecto a tu futuro personal?

- ☐ Sí, casi siempre
- ☐ A veces o depende del día
- ☐ No, casi nunca

A.3. Letter prompts (in Catalan)

Una carta per al meu "jo" del 2060

Imagina que avui tens l'oportunitat d'enviar-te un missatge a tu mateix en el futur, concretament a l'any 2060. Imagina qui seràs, on estaràs i com serà el món que t'envolta en aquell moment.

1. **Pregunta-li coses al teu futur:** Què t'agradaria saber sobre com t'ha anat la vida?
2. **Explica-li les teves por d'ara:** Què és el que més et preocupa avui quan penses en el món del futur?
3. **Explica-li les teves esperances:** Què esperes que hagi canviat en el món o en tu mateix quan llegeixis aquesta carta?
4. **Fes-li una promesa o un recordatori:** Digues-li al teu "jo" del 2060 alguna cosa que no vols que oblidi mai del que ets o del que penses avui.

A.4. Letter prompts (in Spanish)

Una carta para mi "yo" del 2060

Imagina que hoy tienes la oportunidad de enviarte un mensaje a ti mismo en el futuro, concretamente en el año 2060. Imagina quién serás, dónde estarás y cómo será el mundo que te rodea en ese momento.

1. **Pregúntale cosas a tu futuro "yo":** ¿Qué te gustaría saber sobre cómo te ha ido la vida?
2. **Explícale tus miedos actuales:** ¿Qué es lo que más te preocupa hoy cuando piensas en el mundo del futuro?
3. **Explícale tus esperanzas:** ¿Qué esperas que haya cambiado en el mundo o en ti mismo cuando leas esta carta?
4. **Hazle una promesa o un recordatorio:** Dile a tu "yo" del 2060 alguna cosa que no quieres que olvide nunca sobre quién eres o sobre lo que piensas hoy.

A.5. Drawing Instructions (in Catalan)

IMAGINA L'ANY 2060

Per acabar, et demano una última activitat molt senzilla i visual. Imagina com creus que serà el món l'any 2060. Plasma aquesta idea en aquest full mitjançant un dibuix.

No et preocupis gens pel dibuix, no valoro la qualitat artística. Pot ser un dibuix molt simple, ràpid i amb línies bàsiques. No cal que hi dediquis molt de temps, amb un esbós d'un parell de minuts és més que suficient.

Què has dibuixat? Perquè pugui comprendre bé la teva idea i no fer interpretacions equivocades, explica breument en una o dues línies què representa el teu dibuix:

_____

_____

_____

Moltes gràcies pel teu temps, la teva sinceritat i la teva ajuda en aquesta recerca!

A.6. Drawing Instructions (in Spanish)

IMAGINA EL AÑO 2060

Para acabar, te pido una última actividad muy sencilla y visual. Imagina cómo crees que será el mundo en el año 2060 . Plasma esa idea en esta hoja mediante un dibujo.

No te preocupes en absoluto por el dibujo, no valoro la calidad artística. Puede ser un dibujo muy simple, rápido y con líneas básicas. No hace falta que le dediques mucho tiempo, con un esbozo de un par de minutos es más que suficiente.

¿Qué has dibujado? Para que pueda comprender bien tu idea y no hacer interpretaciones equivocadas, explica brevemente en una o dos líneas qué representa tu dibujo:

_____

_____

_____

¡Muchas gracias por tu tiempo, tu sinceridad y tu ayuda en esta investigación!

Appendix B:

Questionnaire Results

Table B1

Questionnaire Frequencies Among Primary Education Participants

Questionnaire Item	Response Option	Percentage (%)
1. How often do you see, hear, or read stories about the future? (In movies, series, video games, social media, news...)	Never	0
	Sometimes	78.6
	Often	21.4
	Very Often	0
3. In general, how do the movies, news, or social networks you consume usually present the future?	Dangerous / Destructive	14.3
	Neutral / Realistic	7.1
	Positive / Improved	42.9
	Mixed / Depends	35.7
4. Do you think the stories, news, or content you see influence how you imagine the future?	A lot	0
	A little	92.9
	Not much	7.1
	Not at all	0
6. When you think about the future in general, how do you usually feel? (Choose the option that best fits you)	Excitement	14.3
	Curiosity	64.3
	Tranquility	7.1
	Worry	7.1
	Fear	7.1
	I don’t think much about it	0
7. What do you think the world in general will be like in a few years?	Better	42.9
	Similar	21.4
	Worse	7.1
	Do not know	28.6
8. Do you think that people, by working	Yes	71.4

together, have the power to change and improve the future of society?	Maybe	21.4
	No	7.1
9. Do you think the decisions and choices you make today will change what your life will be like in the future?	A lot	35.7
	Maybe a little	64.3
	No, my future is already decided	0
10. Do you find it easy to imagine what your life will be like many years from now?	Very easy	23.1
	Somewhat easy	53.8
	Difficult	23.1
	Very difficult	0
12. In general, do you feel optimistic or hopeful about your personal future?	Yes, almost always	57.1
	Sometimes / Depends	42.9
	No, almost never	0

Table B2.

Multiple-Response Questionnaire Items Among Primary Education Participants

Questionnaire Item	Category	Frequency (%)
2. What kind of stories or ideas about the future do you usually see or hear?	Technology / Robots	71.4
	Climate change/ Natural disasters	57.1
	Space / Science fiction	42.9
	Wars / Conflicts	28.6
	Better Futures	21.4
	Others	21.4
5. Where do you mainly see or find these stories about the future?	Television / Films	85.7
	News	42.9
	Social media	21.4
	YouTube	21.4
	Video games	14.3
	School	0

11. When you imagine your own future, what do you think about the most?	Family or personal relationships	42.9
	Work or studies	21.4
	Money and financial stability	7.1
	Safety and living peacefully	7.1
	Personal happiness	0
	Innovation and technology	7.1
	What the world and the environment will be like	0
	Mixed answers	14.3

Table B3

Questionnaire Frequencies Among Incarcerated Participants

Questionnaire Item	Response Option	Percentage (%)
1. How often do you see, hear, or read stories about the future? (In movies, series, video games, social media, news...)	Never	0
	Sometimes	14.3
	Often	42.9
	Very Often	42.9
3. In general, how do the movies, news, or social networks you consume usually present the future?	Dangerous / Destructive	42.9
	Neutral / Realistic	0
	Positive / Improved	14.3
	Mixed / Depends	42.9
4. Do you think the stories, news, or content you see influence how you imagine the future?	A lot	28.6
	A little	57.1
	Not much	14.3
	Not at all	0
6. When you think about the future in general, how do you usually feel? (Choose the option that best fits you)	Excitement	14.3
	Curiosity	14.3
	Tranquility	28.6
	Worry	42.9

	Fear	0
	I don’t think much about it	0
7. What do you think the world in general will be like in a few years?	Better	0
	Similar	28.6
	Worse	42.9
	Do not know	28.6
8. Do you think that people, by working together, have the power to change and improve the future of society?	Yes	71.4
	Maybe	14.3
	No	14.3
9. Do you think the decisions and choices you make today will change what your life will be like in the future?	A lot	100
	Maybe a little	0
	No, my future is already decided	0
10. Do you find it easy to imagine what your life will be like many years from now?	Very easy	28.6
	Somewhat easy	42.9
	Difficult	28.6
	Very difficult	0
12. In general, do you feel optimistic or hopeful about your personal future?	Yes, almost always	85.7
	Sometimes / Depends	14.3
	No, almost never	0

Table B4

Multiple-response questionnaire items among incarcerated participants

Questionnaire Item	Category	Frequency (%)
2. What kind of stories or ideas about the future do you usually see or hear?	Technology / Robots	71.4
	Climate change/ Natural disasters	57.1
	Space / Science fiction	57.1
	Wars / Conflicts	71.4
	Better Futures	28.6

	Economic crises / Social issues	57.1
	Others	21.4
5. Where do you mainly see or find these stories about the future?	Television / Films	57.1
	News	28.6
	Social media	14.3
	YouTube	28.6
	Video games	0
	School	14.3
	Others	42.9
11. When you imagine your own future, what do you think about the most?	Family or personal relationships	28.6
	Work or studies	28.6
	Money and financial stability	28.6
	Safety and living peacefully	28.6
	Personal happiness	57.1
	Innovation and technology	0
	What the world and the environment will be like	0
	Mixed answers	14.3

Appendix C:

Qualitative Analysis Matrices

C.1. Letter Analysis Matrices

Table C1. Dominant themes identified in primary education students' letters to their future selves

Theme	Examples from participants	Interpretations
Personal future and identity construction	"Has aconseguit la feina que volies?", "Encara vius a Cerdanyola?", "Sóc mecànic de motos?", "Segueixo igual que ara?", "He anat a la universitat?", "Com sóc?"	Participants frequently imagined the future through questions related to identity, personal growth, professional aspirations and continuity to the self.
Family, relationships and emotional continuity	"Ja tens fills?", "Com estan els pares i els avis?", "Els teus amics segueixen sent-ho?", "Em preocupa que la meva família no estigui bé."	Family and close relationships appeared as central elements in students' future imaginaries, reflecting emotional attachment and fear of loss.
Fears, uncertainty and vulnerability	"Em preocupa que hi hagi guerres.", "Tinc por que la meva família ja no hi sigui.", "Em preocupa la meva salut.", "Em preocupa estar sol."	Many participants expressed anxieties related to war, illness, loneliness, death, and uncertainty about the future.
Climate crisis and global concerns	"Hem solucionat el canvi climàtic?", "La Terra està bé?", "Hem anat a Mart per la contaminació?", "Espero que no hi hagi guerres."	Students frequently connected the future with environmental collapse, global conflict and collective social problems.
Technology and artificial intelligence	"La IA ha dominat el món?", "Els cotxes volen?", "Em preocupa que els robots ens substitueixin.", "Hi ha robots ajudants?"	Technology was represented ambivalently, simultaneously associated with progress, fascination and fear of technological domination.
Hope, aspirations and positive futures	"Espero que siguis feliç", "Espero que el món hagi millorat", "Espero que hi hagi menys contaminació", "Espero haver millorat el meu jo del 2026"	Despite dominant fears, many letters reflected hopeful imaginaries centered on personal wellbeing, peace, social improvement and environmental recovery.
Memory, values and self-preservation	"No oblidis qui ets", "Mai deixis de riure", "Recorda la família", "Recorda sempre gaudir la vida"	Participants showed a strong desire to preserve personal memories, values and emotional connections over time.
Everyday life and cultural references	"Quantes Champions té el Barça?", "Han sortit més pel·lis d'Enola	Many students integrated popular culture, hobbies, sports and

	Holmes?", "Quantum Fracture encara fa vídeos?"	everyday interests into their future imaginaries, linking personal identity with contemporary cultural references.

Table C2. Dominant themes identified in incarcerated participants' letters to their future selves

Theme	Examples from participants	Interpretations
Personal future and identity construction	"Espero lograr la jubilación", "Cumpliré mi promesa de ejercer como artista?", "Quiero ser feliz", "Vivir la vida que siempre has soñado", "M'he tret ja l'ESO?".	Participants frequently imagined the future through personal achievement, life goals and questions related to identity and self-realization.
Family, relationships and emotional continuity	"¿Habrá alguna mujer que me ame?", "Estar rodeado de tus nietos", "Tu familia es la fortaleza que te mantiene", "¿Me casaré? ¿Tendré hijos?"	Family relationships and emotional bonds also appeared in participants' future imaginaries, often associated with stability, belonging and emotional support.
Fears, uncertainty and vulnerability	"Cuando acabaran estos días grises?", "Em preocupa com funcionarà la societat quan surti.", "¿Al terminar mi condena tendré una vida plena?", "No sé com t'ho hauràs trobat a fora".	Many participants reflected uncertainty regarding the future, specifically concerning adaptation, social belonging and personal wellbeing.
Social concerns and perceptions of the future world	"Hay guerras por todos lados.", "Tal como van las cosas, veo mucha desigualdad", "El calor es insoportable", "Se están perdiendo los valores", "La tecnología cada día gana terreno".	Participants also expressed concerns about broader social transformations, especially regarding environmental degradation, social inequality and global instability.
Prison, reintegration and life after release	"No dejes de creer en ti", "Por favor, que mis buenas intenciones no se vayan cuando salga.", "Com ha sigut la sortida?", "Segur que no ha estat fàcil, però has complert"	Incarcerated participants frequently incorporated concerns related to freedom, reintegration and the transition back into society.
Hope, morality, spirituality and resilience	"Si algo va malament, recorda que et tens a tu", "La salvación está en los caminos de Cristo", "Espero que la gente tengamos entendimiento y armonía", "Hay mucha gente de buen corazón", "Segueix creixent i aprenent".	Despite uncertainty, many letters reflected resilience, moral reflection, spirituality and hope for improvement.

C.2. Drawing Analysis Matrices

Table C3

Dominant Themes Identified In Primary Education Students' Drawings About The Year 2060.

Theme	Examples from participants	Interpretations
Climate crisis and environmental collapse	"Morirem per la contaminació", "Farà molta calor", "La terra serà inhabitable", "Hi haurà càpsules refrigeradores"	Strong environmental anxiety and perception of the future as ecologically catastrophic.
Technology and artificial intelligence	"Hi haurà edificis amb IA", "Hi haurà cotxes voladors", "Hi haurà robots i pantalles als carrers", "Un món sense humans i ple de robots"	Technology is imagined both as progress and as a threat capable of replacing human life.
Space colonisation and escape narratives	"Anirem a viure a Mart", "Haurem de marxar a altres planetes", "Mart acabarà igual"	Space is imagined as an escape from environmental collapse rather than improving the Earth.
War and social conflict	"Tot el món estarà en guerra", "Tiraran míssils", "Un avió tirant una bomba"	Presence of dystopian imaginaries linked to global conflict and violence.
Urbanisation and overpopulation	"Hi haurà gratacels", "Edificis molt més alts", "Hi haurà massa gent al món"	Future cities are imagined as highly industrialised and overcrowded spaces.
Hope and positive social transformation	"S'aconseguirà la igualtat entre homes i dones", "Fàbriques que no contaminen"	Despite dominant pessimistic narratives, some participants imagined social and environmental improvement.

Table C4

Dominant Themes Identified In Penitentiary Institutions Students' Drawings About The Year 2060.

Theme	Examples from participants	Interpretations
Climate crisis and environmental collapse	"Les muntanyes no existiran perquè la terra està molt esquerdada", "No hi haurà cultius ni animals", "Acabarem amb la terra"	The environmental degradation emerged as a frequent theme, with participants imagining futures characterised by ecological collapse, resource scarcity and the destruction of natural environments.
Technology and and control	"Hi haurà molts robots treballant", "No existiran les xarxes elèctriques, hi haurà sistemes infrarojos connectats a la ment", "Ja no som lliures, estem controlats per la tecnologia", "Representa el control que puede tener la tecnología en	Technology was often represented, not as progress, but as a mechanism of surveillance and control.

	nuestro planeta".	
Space colonisation and escape narratives	"Hi haurà viatges a altres planetes perquè acabarem amb la terra", "Viurem en un altre sistema perquè destrossarem la terra", "La realidad supera a la ficción", "Viviremos en la luna porque ya lo anuncia la televisión"	Participants frequently imagined alternative worlds and planetary migration as responses to environmental collapse.
Social criticism and systemic oppression	"Som marionetes del sistema", "Esclavitud fría", "Destrossem el planeta sense consciència", "Capitalismo, consumismo y manipulación", "Seguimos siendo esclavos", "Fascismo", "No love, no personality, postureo"	Many drawings functioned as critiques of contemporary society, highlighting themes of inequality, consumerism, manipulation and loss of freedom.
Personal aspirations and desirable futures	"M'agradaria tenir una casa molt xula", "Un paisaje con naturaleza, vida, río, montaña…"	Despite dominant pessimistic imaginaries, some participants represented desirable futures, centered on stability, wellbeing and contact with nature.