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Prospective Youth Visions Through Imaginative Education

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Abstract

This paper reports research which investigated the views and visions of the future of Steiner educated senior secondary students using quantitative and qualitative methods. The students demonstrated a strong sense of activism and self-confidence and felt empowered to create their own preferred futures. This capability is referred to as 'prospectivity' of futures visions. In exploring the human qualities they thought they should develop to contribute to their ideal world in 2020, the students identified such factors as more activism, more awareness, attitude and values changes, future care and more spirituality. A number of features of Steiner education are identified which might contribute to feelings of empowerment in spite of realistic fears and concerns about the future. In conclusion, there is an exploration of theoretical and practical links between the findings and recent speculations of educational futurists in regard to educating young people for the 21st century.

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