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# YOUTHINEERING

*NEW PERSPECTIVES  
ON YOUTH ECONOMY*

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Published by AuthorHouse 10/18/2019

ISBN: 978-1-7283-9471-8 (sc)

ISBN: 978-1-7283-9472-5 (e)

Print information available on the last page.

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# INTRODUCTION TO YOUTHINEERING

Youth is very important period in human life, where it is time for our optimum curious discovery of life and early productivity. Lots of work has been researched and written about youth throughout the history and from different perspectives. Taking this in mind, this first (Youthineering) book tries to bring up new perspective about youth and their role or needs for an inspiring economy that address current and future foresighted needs. The applied researches done by both editors of this book were mostly experimented with youth, rather on youth, in different conditions and countries. The book shows also a new theme for youth where it is beyond a specific age, or period of time.

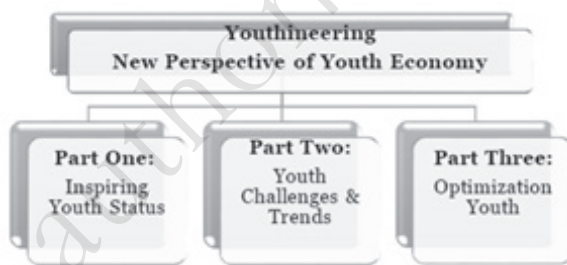
In this book, we introduce the youthineering to support further studies and development in youth economy, which has been always been neglected since the time of the Greeks and the Romans. Youthineering gradually brings attention to the differentiated advantages of youth spirit and energy which help the communities to develop and differentiate. Through youthineering we ensure that youth economy would move from the level of empowerment to the level of development and advancement. Under youthineering we address the need of youth to be challenged and to feel the essence of failure, in a way that would differentiate their contribution.



Today, while we can see more youth in high positions, like presidents or prime-ministers in Canada and Austria, we can still see many unemployed youths whom near or under-poverty line, and being unemployed with low or inconsistent productivity. Therefore, this book brings in a new perspective that offers solutions that capitalise, or even exploit the intrinsic power of youth to optimise their contribution to the socio-economic that address their community needs.

The three parts, in Figure (1), sends a message that this book sees that if the governments, the communities, the organisations and youth advocates handle the challenge of youth well, we can all prosper. However, the parts also signal that if youth economy handled poorly, we all can go into very turbulent risky socio-economic status today and in the future to come, as shown in Figure (1) below.

**Figure 1: Book Parts**



The **first part** introduces the need for change in the current youth status, after describing it from a different perspective. The **opening in part one** shows the importance of the progress of youth economy publications to the decision-makers and the researchers. Then, **chapter one**, come to show how cultures, communities and countries are measured today by their ability to optimise the benefit of youth towards the economy. The chapter shows that creativity and the ability of the youth spirit in creating

some more sustainable socio-economic outcomes in a world full of uncertainties. The empirical study in this chapter investigates the importance of youth economy, and the role of youth in promoting economic growth and development.

The message of this chapter is that youth economy has a significant role to play in solving socio-economic issues and in raising the quality of life. The study debates about how youth can shift from creating an impact toward creating more sustained outcome. The author claim that through engaging youth more in socio-economic issues, youth could create more influencing outcome that changes our communities more effectively.

The emphasise of **chapter two** message is about the importance of inspiration for the development of youth. The researcher here shows that even though it is tough to find good references about measuring youth and students' inspiration; inspiration has been acclaimed measure for educational effectiveness. However, the investigation shows that despite many schools are considered to be competitive, students never been challenged to explore their sources of inspiration.

The authors present the results of a research that involved more than 17000 high school students and what are their situations, conditions and practices that helped them to be unique and inspiring.

Chapter three, send a warning message about the generation gap that has been rising in many communities. This chapter investigates the challenges of 'generation gap' and propose a model for closing it. The synthesis here leads to the types of generation gaps and the factors that increase such gaps. The contemporary practices and measures used to close this intergeneration gap are identified. Therefore, two approaches are recommended; as a result, the mindset approach and socio-economic engagement approach.

Then, the book moves to the **second part**, which focuses on youth challenges and trends; the **opening** takes the reader towards

optimising the utilisation of the youth's lost opportunities. It starts with **chapter four**, that focus on youth when they are not in education, employment, or training (NEET). The chapter shows that NEET evokes a new type of poverty. Therefore, this chapter explores the different possibilities and alternatives of dealing with NEET youth cases either before, or during, or after NEET issues occur and how to keep them away from falling into the new poverty trap.

The chapter reviews the International Inspiration Economy Project (IIEP) approaches in eliminating possibilities of poverty in relevance to NEET youth. Forty case projects are presented and categorised into three types of 'intrinsic capacity' practices that could be established to prevent or treat NEET youth. The framework proposed in the chapter brings in a new wave of thinking on the management of NEET to avoid a sophisticated type of poverty.

The **fifth chapter**, show the role of youth economy in the last two decades and especially in the last few years in the vast migration movements around the world, but specifically from South to North. The chapter reviews the most important work written on the economics of youth migration and how they create positive and negative impacts on the hosting countries and societies. However, the researcher shows that the significant loss of the migrants' countries of origin and quantifies the benefits for the hosting countries.

The author also shows how the Arab world suffered lately more than any other region in the world lots of traumas that led these countries to be like a push-factor much more than pull-factor for people with the ambition of change and creating a legacy. Therefore, the chapter explores the level of loss that Arab and foresight even more youth migration in the future, especially if the same conditions and practices exist in such countries.

**Chapter six**, explains about how today many graduating youths would believe that the world is much harsher than what

they thought, because they are constrained from smoothly entering the labour market in the right time. Therefore, youth unemployment is not only a United Nation Sustainable Development Goal (UN-SDG), but remains to be an important complex global challenge.

The chapter reviews all the past and contemporary approaches to solving the youth unemployment problem, in relevance to latest facts and then shall see the approach of a four years' socio-economic problem-solving approach, from a different perspective called the inspiration labs.

The **last part** of the book, emphasis again its message and focus on optimising youth contribution. The **opening** starts with the youth role in transforming change towards a better world. Then, as we move to **chapter seven** the author explores the importance of youth life-purposefulness to meeting life challenges. The chapter explores how to enhance youth's readiness for future economies. The detailed case study examines how life-purposefulness could be built and facilitated in different youths' status, i.e. graduating youth, graduated youth, job-seeking youth, unemployed youth; besides youth not happy with their achievements, or current status.

Thus chapter seven questions how the technique followed by the IIEP youth summer program' contributes to the capacity of youth participants' life-time inspiration and legacy. The experience of the two years' program was evaluated in the way they are set-up. The content analysis from literature is reflected in the IIEP program delivery, including the setup of the five phases of the life-purposefulness program conducted. A framework that targets to enhance youth's capacity to leave a differentiated outcome and minimise their zero-status is proposed to cover the literature gap.

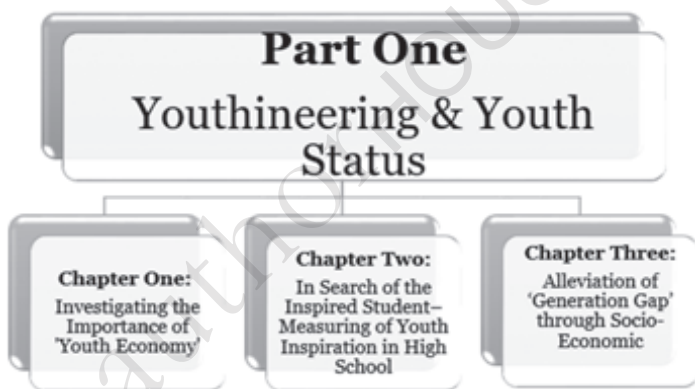
As we reach, **chapter eight** we start to link how youth reflection could influence their capacity as a socio-economic value. In this chapter, mechanism of reflection is dissected and

then applied on five groups of youth economy forum participants to see how they would use visualised reflection on solving socio-economic problems. Youth experience and mindset are evaluated through presentations to see influence of youth visualisation and critical reflection while dealing with problems before, during and after the forums. Impact of such practices on youth capacity and innovativeness are investigated.

The **final section** gives final remarks through reviewing one of the recent books on the empowerment of youth towards fighting inequality. Despite the intellectual underpinning methods of the book was developed by Dr Buheji, the editors would like to all those participate in the development of this papers directly and indirectly, specially the youth who we met in life and in the field.

# PART ONE

## YOUTHINEERING YOUTH STATUS



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# OPENING

## *Youthineering and the Progress of Youth Economy Publications<sup>1</sup>*

The idea of Youth Economy is not only to talk about youth past and current economic challenges, but rather to explore the models that focus on the potentials that use the spirit and the energy of youth for the benefit of the socio-economics.

By introducing youthineering in this book, we target to develop further the concepts of youth economy introduced by Dr Buheji and other, however this time from different perspectives. The idea here is to fulfil the youth, or the targeted community, specific needs. Through youthineering, the challenges can be turned to be a source of curiosity or inspiration. This concept was taken into consideration when the editors published series of papers in different leading journals, besides what is published by other authors in the International Journal of Youth Economy (IJYE). All these research shows that the more we examine the past, current and future changes of youth related economies,

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<sup>1</sup> Some of the paragraphs in this opening is taken from:  
Buheji, M (2019) **Foreword – ‘Progress of Youth Economy Publications’**, International Journal Youth Economy 3(1), I-II.



from a multi-disciplined and a holistic approach, the more we can develop our socio-economic challenges.

Youthineering helps to generate ideas on how youth economy can improve in the future and what are the trend on youth political economy and vibrant youth contribution. Thus, many researchers started to explore how to take advantage of the youthful population and its advantage in developing and emerging economies. The changing youth dynamics in the informal economy is another new area of research today. Social and economic challenges facing young people today have been covered extensively too.

Through youthineering we try to break the constraints that limit young people in creating new jobs, or eliminate their bad habits while searching for non-existing jobs. By bringing youth entrepreneurship with youthineering we might have a good effect on the mainstream of the economy. For example, the demanding issues as 'youth migration and the migrant youth' could be shaped better with pragmatic yet tested solutions. The issues of youth and the rural area economy is also another important subject that could address the sustainable development goals (the SDGs). Youthineering could be a unique platform that would integrate the youth education and their active learning in relevance to socio-economic challenges.

The forty-five papers or more of the peer-reviewed papers published in IJYE volumes, so far, can be categorised into four YE types: Youth and Problem Solving, Youth and Change, Youth and Empowerment, Youth and Entrepreneurship. These four categories pave the path for the concept of 'youthineering'. Coming from a multi-disciplinary nature, youth economy and IJYE uses the combination of different disciplines to address youth current and future challenges, be it to discover *realities* and/or *opportunities*.

Youthineering also paves the way for a new area of research in the field of youth opportunities and risk as per the foresighted

future. As we observe how youth are taking over the economy and managing the challenges of the socio-economic issues, still there are lots of shortages to be in relevance to youth better suitable education and how it could reflect on their productivity. Youthineering even can take us into areas on what, how and where youth could be pioneers and making a difference in communities and countries journey. Through youthineering we could also explore what room for youth in developing countries to catch up with the best practices and the technology available.

As we observe the trend of the youth growth in certain countries as Africa and drop of youth in numbers in others, the dynamic changes in the capacity and demands of youth in the southern part of the world, i.e. the Asian, the African and the South American economies, might be the next solid emerging economies that would rebalance the world. We can surely see this today in some of the fastest-growing economies in the world as Bangladesh, India, Philippines, Pakistan and Vietnam.

With the alpha and Z generation are becoming the new working force, youthineering is coming in the right time to address many relevant issues in relevance to population growth, mobile apps, youth unemployment rate, female youth, youth participation rate (in employment), average years of total schooling, fertility rate and dependency ratios are expected to be keywords that influence future line of coming publications.

In a nutshell, the concept of Youth Economy and its relevant new perspectives that come from youthineering have lots of new areas that need to be explored. Such exploration would lead many researchers that endeavour into such exciting areas where rarely been explored. Through such efforts we would discover much more than what we realise today what and how youth could become the driving force for our complex current and future economies and what would help us all to be part of this legacy.

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# CHAPTER ONE

## *Investigating the Importance of 'Youth Economy'*<sup>2</sup> ©

### **Introduction**

#### ***Why Youth based Economy?***

Today's generation of young people is the largest in history. Over 3 billion people nearly half of the world's population are under the age of 25. Almost 90% of all young people live in developing countries. Young people are a valuable asset to their countries and investing in them brings tremendous social and economic benefits. (Sukarieh and Tannock, 2014).

The socio-economic costs to society are going out of control. Many countries feel shattered by the deep challenges that came with the miss managed youth economy which created chronic issues as poverty, poor quality of life, violence and crime, unemployment, drugs, HIV/AIDS, etc. Lots of efforts are even wasted towards trying

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<sup>2</sup> Buheji, M and Ahmed, D (2017) **Investigating the Importance of 'Youth Economy', International Journal of Current Advanced Research**, Volume 6; Issue 3; March; pp. 2405-2410.

to improve the youth rights for better lifelong learning programs and suitable empowerment programs which unfortunately comes too late or become too weak to sustain its good intentions. Weiss, et al (1996) and Pew Research Centre (2012).

As per most of the developing countries statistics, youth between the ages of 14 and 35 years constitute more than 35% of the population in most of the developing countries, besides they also constitute 70% of the national unemployment figure. The efforts directed towards the employment of youth still constitutes limited benefits and employment security. Youth remain marginalised in the mainstream economy and we can still see high poverty among young people (Sukarieh and Tannock, 2014). Besides the lack of enough start-up capital even in rich developing countries, youth do not have mindset development programs that help them to break the shields around them.

Still today we see many youth targets to work in government guaranteed pay jobs, waiting for many years to get into such system, while not daring to take lots of opportunities around. Youth in many countries despite graduating from high schools and universities, they don't know the basic roles of the economy. Until today many youths in developing countries, for example, think they either can be working in government or private sector, without being able to see the importance of both social and business entrepreneurship. This for sure slows down the cycle of the economy and waste very precious resources that turns to be a burden that the country has to feed and care about than assets that transform more rapidly our societies for a better future. Therefore, the world is need for a Youth based Economy that would focus on development of techniques, which would ensure proper engagement of the young decision makers of tomorrow in the development decisions of today (Fletcher 2015).

With the development of a Youth Economy (YE) driven programs we would enhance the youth participation in development of the socio economy in early stages of their life,

i.e. as early as 15 years. Through such YE programs we will also make youth contribute more to creating youth inspiring stories that led to more stable socio-economic changes.

### ***Role of Governments towards Youth Economy***

There is growing evidence of the momentum of government towards encouraging youth participation within the development community. Governments around the world are increasingly supporting youth ministries, youth policies and youth programmes, and there is now greater recognition of most public sectors that focus on youth on the future plans would help to deliver the vision set for their countries' development. (Assaad and Levison, 2013).

Samoilenko and Carter (2015) shown the importance of youth outcome driven economy for New Zealand where governments can create a focused approach towards the youth quality of life, lifelong learning, voice and accountability, post-conflict transitions, livelihoods, resilience and human rights.

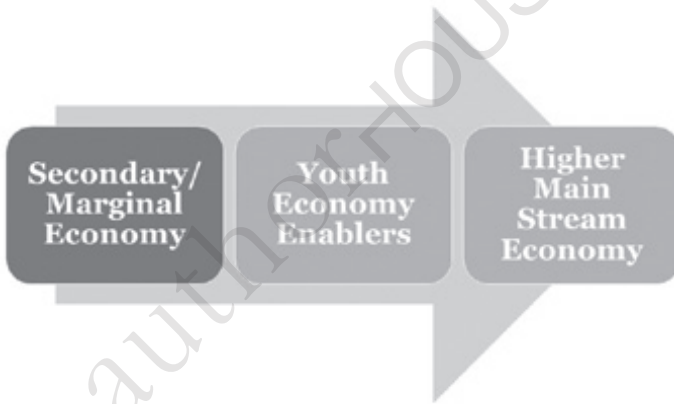
UNDP (2014) report mention how Leading Governments as Sweden, Finland, Norway, Canada, Australia and Singapore; are focusing more and more on understanding how to optimise often poorly implemented programs of youth and how to enhance its outcomes. YE would study also the benefits of youth-adult partnerships and also measure youth engagement in communities and why it matters.

### ***Youth Economy Role in Raising Youth opportunities***

The Department of Trade & Industry (DTI) in South Africa did a study in 2012 on National Youth Economic Empowerment and

what type of Policy needed and they concluded that government need to contribute towards increasing the level of youth participation in the mainstream economy, as shown in Figure (1), (NDUMO, 2008). Also, governments need to contribute towards increasing youth income through skills development and promotion of youth entrepreneurship. More youth participation in the mainstream economy through youth enterprise development and employment creation. DTI was asked also to focus on higher economic growth through promoting youth owned and managed Enterprises.

**Figure (1) Youth Role in Higher Main Stream Economy**



Further studies focused on youth apathy, and how youth are actually transforming the economy today. This means we need to understand type of youth engagement including youth entrepreneurship programs, Shafik (2010). Youth today control nearly 50% of the developing world population. There are 1.2 billion 15 to 24 year olds in the world and one billion live in developing countries. This is often referred to as the 'youth bulge', as young people constitute a high and peaking proportion of

many populations. The youth bulge represents both a challenge and an opportunity for development (Belfield et. al., 2012).

Youth can really play a role in raising country's opportunities. Through focusing on youth empowerment programs UN (2015) focused on promoting competitive youth owned and managed enterprises, re-addressing the imbalances of the past through youth enterprise development, promoting a culture of youth entrepreneurship, promote gender inclusion and youth participation, promote transparency and accessibility, promote accountability and evaluation of youth economic empowerment, entrepreneurship & enterprise management and ownership must be encouraged as a viable career option for young people (European Commission, 2012).

Today more than 24% of the world young labour workers live in households that are below the poverty line (US\$1.25 per day). Young people who are able to find a job must accept "an extremely low salary. With developing countries being home to 87% of the world's youth, who are often underemployed and working in the informal economy under poor conditions. It is then normal that we see Youth living in poverty and can't afford to be unemployed. Youth economy targets to help decision makers implement ideas. In developing countries, unemployment tends to be high among more educated youth, leading to the problem of educated unemployment (Coppes and Plimmer, 2013).

In developing countries there is a growing need to tackle the excessive obsession for qualifications and certifications amongst youth. Many young people, particularly the poorest, are starting work too early without the basic skills that could make them marketable. Students are completing secondary schools without having the skills that allow them to adapt to changes in the labour market. Increasingly, young people are moving to cities or migrating to countries with greater job opportunities, separating from their families and social support networks.



With society that raise expectations, youth are losing hope and becoming more of blame culture driven. Youth need to be enabled to innovate, to risk, to create, to search why not? For anything, they would like to achieve in life (Bamber, 2014).

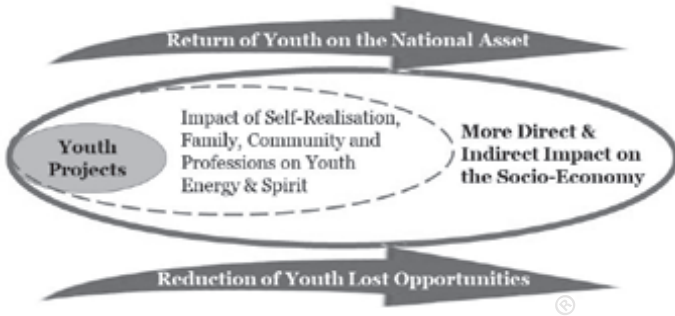
### ***How youth can shift outcome through more Youth Socio-economic Engagement?***

Young people can play a great role in creating more impact and outcome at faster rate than other ages as history and trend of today show that youth are more conscious of global issues like climate change and social equity than others (Sukarieh and Tannock, 2014). Instead of training young people to seek jobs, they should train students to create jobs. The most important thing is to not give up and learn new things every day.

Through youth engagement programs we can build a shift in the levels of power and form a sustainable connection between youth and the outside world and within or around themselves and their communities.

Youth socio-economic engagement is considered to be a must and not a luxury for every governmental organisation program. A lot of youth are facing hard times. Around the entire planet, a new and extremely large generation of youth has combined with a negative global economic climate, leading to record unemployment among young people (Copps and Plimmer, 2013). Therefore the more our economies have youth driven projects as shown in Figure (2) the more youth would have a self-realisation and would play a god role in their community. This personal engagement in the economic system, would lead to more direct and indirect positive outcomes that would lead to more sustain socio-economy. This would reduce the lost opportunities that a country would have for its most precious national assets that is the spirit and the energy of youth.

**Figure (2) Impact of Youth on Positive Socio-Economy**



Unfortunately, disengaged youth are increasing where they don't have a sustained connection to anything. Many young workers are disengaged from the jobs they currently have. Other youth are completely disengaged from the economy.

Today scientist are calling for a holistic youth economic engagement which means they are expected to bring in innovation, production, entrepreneurship, distribution, consumption, assessment, regeneration, and more (Bamber, 2014). Time and speed of information and challenges doesn't allow any more that youth be engaged on selective issues. Countries whom are focusing too much on one area only of youth involvement proven to fail in many socio-economic tests to come. Youth of all ages are capable of forming a whole picture of the economy. Actually the work of Todd and Wolpin (2004) confirms that production of cognitive achievement would make youth quality of life flourish even further. Therefore, Low-income and poor youth can be very engaged in the economy in a number of ways. Success in youth engagement is elusive. Youth engagement in the economy is not magical or mysterious, but most adults refuse to see what the real issue actually is. More money is needed to effectively promote youth engagement in the economy. It is not to say that young people cannot be engaged without money, but it becomes a lot easier and predictable when there is substantial

funding available. This issue is about more than poor youth or rich youth. Economies have to be successful in order to ensure sustained national existence. The issue of youth engagement in the economy is something that affects businesses, philanthropies, non-profits, schools and governments.

### ***Youth as Valuable National Socio-Economic Assets***

Young people are the most valuable national assets. Managing these valuable assets and improving its returns quality by reducing vulnerabilities and risks creates real differentiation. Recognising youth as assets towards development; at local, national, regional and international levels, makes another differentiation. Crucially for countries experiencing a youth bulge, where youth-led conflict or crime may be a perceived risk, involving young people in meaningful activities and programmes builds social cohesion and embeds them within their communities.

Research literature strongly suggests that enhancing young people innovative and creative capacity through non-formal learning requires systematic, sustained and concerted action in four areas (Nickerson, 2010). Attention is drawn to the crucial support role played by the non-formal education workforce, especially youth workers, who are directly engaged with young people (Fletcher, 2015). Providing accessible and user-friendly tools and resources to improve non-formal education and youth work thus enhancing the resources to contribute more towards the economy. Recognising and validating non-formal learning in business and in the formal and non-formal education sectors. Developing effective partnerships between all stakeholders to provide a favourable operating context for the work. Thus working on closing the gap between the requirements of the labour market and the positive contribution of non-formal learning through encouraging early entrepreneurial skills in young people.

The United Nations Population Fund (UNFPA) Framework for Action on Adolescents and Youth (2007) confirm that more than half of all these highly precious assets survive on less than USD\$2 a day. More than 100 million adolescents do not attend school. Fifteen million adolescent girls become mothers every year. So they are lost as valuable assets for the country's competitiveness. Yet, in certain developing countries among these young mothers of under age 20, infant mortality rates average 100 deaths per 1,000.

The situation of European young people as per Eurostat figures is even not much better. Copps and Plimmer (2013) mentioned that the European economic crisis has hit the young more than other age groups. It is estimated that 5.5 million young people are still unemployed in the EU, a rate of 23.4 % (July 2013, EU28), compared to 22.9 % in July 2012 (EU27). The youth unemployment rate in the EU-27 has been around twice as high as the rate for the total population (end 2008), and has dramatically increased over the last four years. At the end of 2012 the youth unemployment rate was 2.6 times the total rate. The total of young people not in employment, education or training, is currently around 14 million in the EU. The annual economic loss to society is estimated at €162 billion (Eurofound, 2013), in addition to the long term personal and social costs.

The Organisation for Economic Co-operation and Development (OECD) found that there are huge business and economic opportunities under explored in different sectors. For example, OECD studies found that there are opportunities for youth in the area agriculture, agri-business, construction, retail hospitality and manufacturing, where there are no business strategies.

If we deal with youth as valuable assets of our community, we would differentiate our country's competitiveness through the innovative and creative problem solving and solutions finding as Bamber (2014) and Nickerson (2010) have suggested. Youth

are considered today the key to helping communities meet their needs and improving local people's long-term security and control over their own lives.

## **Methodology**

In July 2016 both researchers gone on a dedicate four months trip to Northern Bosnia. Specifically, in a city called Bihac. The researchers started five youth focused projects dedicated to show the power of both inspiration and youth in creating change in the community socio-economy. The five projects were in the area of Quality of Life, Volunteering in NGO's, Entrepreneurship, Youth Migration and finally Youth Ethics and Values. The Two youth case studies presented here for later analysis and discussion are in the area of Quality of Life and Volunteering.

The purpose of the two cases is to show the level of youth influence on socio-economy with limited resource. Both teams where made of four youth members and lead by a mentor whom supposed to facilitate the journey without deep interference in their projects. The teams were given training on how to collect data through interviews and questionnaire in different cycles and including doing piloting before launching their main surveys.

## ***Results and Discussion***

### ***Case One – Role of Youth in Voluntary Non-Paid Economic Services***

Secondary (indirect) economic impact is defined as the changes in economic activity resulting from subsequent rounds of (re-) expenditure(s) of businesses and communities or expected to be the role of government, but overtaken by other society members.

The more the country or the community is developed the more you'll see that they would deal with such economy very seriously and you'll see that for example the retired, and the youth would play a good part in it. Studies show that the more youth are directly involved with the specific program/project or security event and trade partners who are indirectly involved. Weiss, et al (1996) mentioned that vulnerability can be turned into opportunities. Besides direct affect into the economy, youth have a great role to play in secondary economy which is drifted from volunteering and non-paid economy. Studying the indirect contribution of youth to the socio-economy through NGO's or even Quality of Life is very important today for countries that are looking for sustainable socio-economy. Youth can play a great part in pushing societies to bring its best towards better stability and sustainability. The role of youth NGOs and how it can create influence on power in global affairs. In certain countries youth NGOs provide public goods and services that governments from developing countries are unable to provide to society, due to lack of resources.

In one of the studies that was carried by inspiration and youth economies projects in collaboration with Bosnian youth we found that few NGO's really address youth needs and their role in socio-economy. In a survey that covered 100 youth from different ages between 13 till 25 years old in 2016 in Bihac Bosnia, Iqbal Makic and her team found that youth NGO's in the small city of Bihac can still play a great role in creating socio-economic support and build bridges of partnership. The team found also that youth need to ensure that the support be available for extracurricular classes.

Makic team found that youth can specifically build international relations and help their communities to survive and compete globally. The team and as part of inspiration and youth economy project taken a move to assess the effectiveness of youth voluntary programs in B&H then moved towards focusing on the most essential type of Youth NGOs for Bihac and Una Sana canton needed.

The case show that with youth integration we can build more harmony in youth culture. It is important to understand how the youth empowerment process can be infused, different cultures mean different approaches, the cultural aspect that prevail are usually divided as the western culture vs. Eastern culture. Youth can play also a great role in wellness economy. Wellness economy is about the quality of life that can be established by society stakeholders in order to improve people choice for a better life and minimise the challenges that destroys happiness.

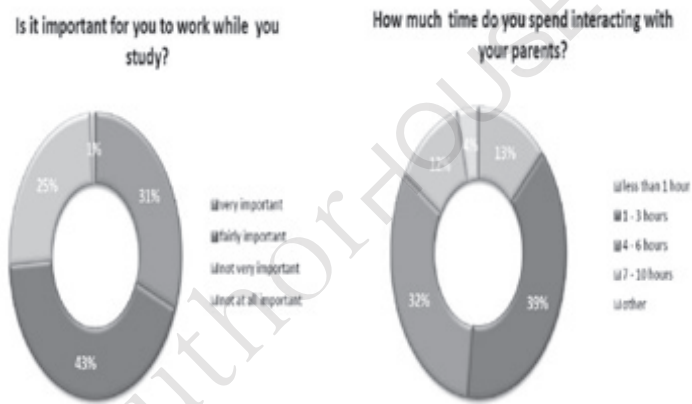
### ***Case Two – Role of Youth in improving Quality of Life***

Part of the youth inspiration forum that was held in Sep 2016 in Bihac Bosnia, was also focused on the delivery of some of the achievements of the youth Quality of Life Team. *Arabella* and *Emina* founded the team and were both the main leaders that drive creating a model in the role of youth in improving the Quality of Life (QoL) thus show how youth could have a positive influence in the society wellness. The team focused on the journey of youth in creating better socio-economic status through focusing on selective indicators as: Youth Health, Youth Education, Economic and Physical Safety, Governance and Youth Basic Rights, Natural Living Environment, Leisure and Social Interactions, Overall Experience of Life, Productive & Functional in Main Activities and Living Conditions (Dickson, et al, 2012). The survey covered more than 200 youth participants during the summer of 2016.

The results of the surveys as illustrated in Figure (3) showed that more than 59% of the youth in Bihac plan to migrate. However, 41% of youth are still interested in volunteering but never volunteered. Other marginal issues that affect the economy indirectly found to be also an issue that can be tackled by youth. These are youth health insurance, youth bullying, youth use drugs and cigarettes.

The most interesting part of Arabella and Emina (2016) project, as shown in Figure (3) is that majority of youth today are highly interested to work while studying. Also the study showed that youth can play a greater role in family health through just increasing the time spent in interacting with the parents. Figure (3) Showing part of the QoL team results about Working and Interacting with Parents which affects the socio-economic outcomes.

**Figure (3) QoL results (Working and Interacting with Parents)**



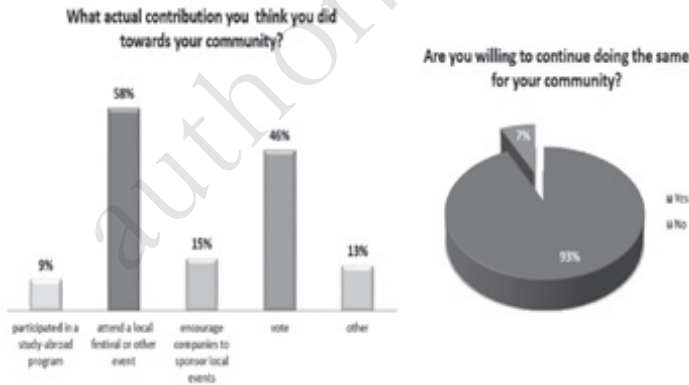
The QoL case shows that competency of the young generation will always be a matter of concern. Empowering the youth isn't only done by providing them with authority, empowering them the right way is providing the youth with the right tools to use that authority such as the right skills, expertise, knowledge and developing a mindset into the youth for the proper use of that knowledge for the benefit of all. The capacity to take in the responsibility and to lead through the demanding challenges must be planted into the youth for them to take charge of the future.



Enabling the youth has its requirements and needs. Therefore, it isn't risk free and it has pre-requisites to be acquired as noted previously, this implies that the youth should be held accountable for the results of their decisions, the risk of empowerment bearable easily but it is deemed as a necessary risk that should be taken to ensure the growth & development of any organization or firm. During the last 50 years, the process of globalization showed the world that even if the world can become one small village there would always be a cultural different, cultures and norms of a region are from the community beliefs, religion, practices and habits.

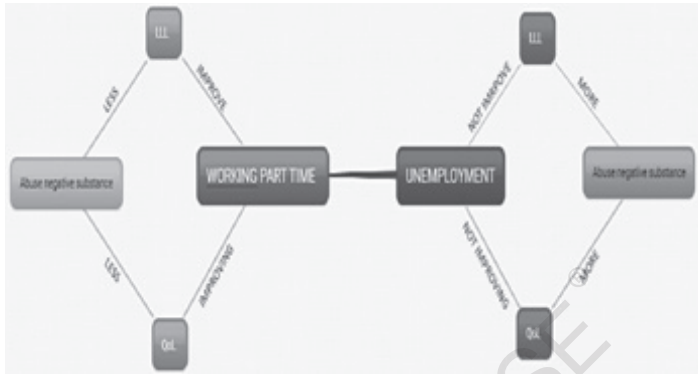
When QoL team asked youth about their socio-economic contribution to the society, youth mentioned about different ways of contribution that indirectly affect the stability of the economy. This shown in Figure (4).

**Figure (4) Measure contribution of youth to community**



The Arabella and Emina team gone to further build a framework as shown in Figure (5) that would help to support the role of youth in secondary economy through enhancing the part time work early during the education life and minimising the abuse of negative substances.

**Figure (5) Proposed Framework to enhance QoL Practices in Youth**



### *Discussion of the Two Case Studies*

As shown from the two simple case studies that youth can fill many gap in the socio-economy to fill if it is given enough chance. YE could focus on realising the potential of youth in creating an independent economy where young people and youth spirit would be considered the real currency asset of the country. Youth economy would focus on methodologies, techniques and tools that would attract youth spirit that would reinforce youth capacity in leading towards a better socio-economy and thus creating prevention against youth unemployment, poverty and radical non-resilient mindsets, (Awogbenle and Lwuamadi, 2010). Youth economy would study how young people can positively contribute to development in four operational areas: society development, organisational development, policy and planning, implementation, and monitoring and evaluation.

The case of youth role in non-paid economy shed a light on the importance of studying youth successful models. Therefore, a youth based economy would be expected to focus

on understanding the psychology of youth and understand what triggers youth influence. Another angle of youth economy is that it would help to focus on examining youth employability as Brewer (2013) concluded on her extensive research. Brewer illustrated the importance of studying the relations of youth in relevance to their employers, educators, parents, and peers and try to understand what obstruct youth from producing their best.

In the other side, the case of youth QoL showed the importance of having a youth economy that can focus on enhancing the youth to play a significant role in the social development of their communities and society as seen in case of the two Bosnian case studies discussed. Thus with increasing number of young graduates we have an opportunity to spread the QoL practices amongst them which later would impact the way we deal with turbulences in the economy. The QoL case shows that once we manage to bring in youth participation in development we can strengthen their abilities to meet their own needs we are reducing their vulnerabilities to economic instability and build communities of trust and substantial 'social capital'.

## **Conclusion**

Through the previous two case studies and the literature reviewed, one could conclude that youth economy is an important concept that needs to be further explored. All producers, consumers, innovators, entrepreneurs and leaders need to study youth economy and understand their implications on their businesses. With focused youth-driven economy, primarily we actually can minimise the potential of youth involvement in activities that tears up the society. The case studies above show that if youth are faced with real-life problems they can create models that would lead a positive change in the socio-economy.

Enabling the youth to take an active role in their socio-economy is a vital objective that all countries and organisations need to establish. The growth of any organisation or country relies on long term stability and continuous growth and development that cannot be achieved without empowering young generations (UN, 2015). The young generation have a dream to bring a positive impact on their societies and countries; they have the desire to ensure that their imprint leaves a legacy of their dreams and hard work. Young generations are expected to provide platform for change in their societies while they display their determination to reach their dreams, as well as empowering our economies with minimal depleted resources used. Only smart, innovative governments and inspiring organisations leaders are expected to experience the difference and take early focused youth economy initiatives, then the rest of the world would learn what they are missing.

### **Acknowledgements:**

The two authors would like to thank:

- a) Youth Volunteering Team Mentor: Aida Dzaferovic and Team leaders: Ikbala Makic, Kenan Kecanovic & Edina Dzaferovic
- b) Youth Quality of Life Team Team Mentor: Jasmina Tevšić and Team Leaders: Emina Gradinović and Arabella Musić
- c) All members, participants and community of Youth Inspiration Forum conducted in Bosnia in September 2017, which had a strong effect on the development of this chapter.

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# CHAPTER TWO

## *In Search of the Inspired Student in High School*<sup>3</sup>

### **Introduction**

There are numerous possible causes of inspiration and especially in youth and undergraduate students. One of the leading causes that are repeatedly discussed and indirectly seen in literature could be the lack of students' engagement with real-life situations [1].

Psychological experiences also play a vital role in creating a generational effect where students are turned to be a youth with life-purpose-full, even before attending university or joining the labour market. Jere Brophy's [2] cites some critical points reported by McIntyre on encouraging students and then inspiring their motivation. Brophy [2] also mentioned the importance of gaming as a tool to inspire students towards problem-solving and curiosity. This curiosity can be raised by voting or class discussion which lead to more

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<sup>3</sup> Buheji, M (2017) **In Search of the Inspired Student—Measuring of Youth Inspiration in High School—A Youth Economy-Paper** American Journal of Industrial and Business Management, 7:(6), pp. 785-797,

interaction and element of discovery. Inspiration, as we mentioned in previous work, can empower the student to be an active learner and to engage with different topics, communicate with his/her classmates. [3]

Stubb [4] explored doctoral students' experiences in terms of scholarly communities and socio-psychological well-being. The Stubb team study examined how experiences related to students' engagement led to the enhancement of self-reported stress, exhaustion, and anxiety. Stubb [4] showed that scholarly community as source of burden (56%), but experiences of inspiration and empowerment were also frequently reported in the answers (44%). Feelings of empowerment were positively related to study engagement and negatively related to stress, exhaustion, and anxiety. This was seen earlier by Meece [1] team too.

Inspired and empowered students found to be more likely to engage themselves in the educational process and complete their work in a timely manner. This situation found to support the students own learning and growth. Stubb [4] and Meece [1] shown that the experiences and self-reported negative emotions indicated that students who experienced their scholarly community as empowering and inspiring, also experienced less stress, exhaustion, and anxiety in their studies.

In relevance to the above, Souitaris [5] followed by Plucker [6] shown that the entrepreneurial spirit based programs could raise the attitudes and the overall students' entrepreneurial intention and inspiration. The findings contribute to the theories of planned behaviour and education. Plucker also has seen that student aspirations are related to several educational outcomes, including academic performance, affective health, attrition, and leadership skills. Inspired students found to be ready for mentoring, filled with self-confidence and excitement [6].

The research background of this chapter came from a project that was carried out by the researcher to shift the assumptions and paradigm of the criteria's measured today in schools that focus on students' competitiveness in the Kingdom of Bahrain and their fitness

for the labour market. The context of the chapter focuses only on grade 12 students, i.e. last year high school students. The importance of this chapter is that it illustrates what criteria's need to be built in the future for measuring students' competitiveness for instable socio-economy and shows the importance of doing more studies in relevance youth economy and its best development methodologies.

## **Literature Review**

### **Creating waves of inspiration through blending Achievement Goals in Students Learning**

The study of Zakrajsek [7] setting challenging goals and student achievement. Both laboratory and field studies consistently demonstrated decades ago that setting specific and challenging goals leads to enhanced performance. In addition to the immediate increased student achievement resulting from setting goals, completing challenging goals is also closely related to increased self-esteem and self-efficacy.

Janzow and Eison [8] mentioned about the importance of achievement goal orientation as a technique that comes from educational psychology [11]. If humans, including students, manage to set high goals, it would have a tremendous impact on how they pursue their goal, [3].

The literature is still in thrust for studies that would show how students' competency might be linked or cannot be linked to their level of inspiration. We do not have enough evidence how such students are likely to persist if they make an error, or have to put forth much effort because either of these two outcomes would label them as incompetent. However, a recent study of Svinicki [12] shows that more competent students found to prefer to perform tasks that they know they can do, but they are not willing to take any risks for a task that are not structured in order not to fail.

In order to create waves of inspiration, teachers should create interest in their students to be more willing to try new things, ask questions in class, and seek out new ideas. Teachers as per Feldman [13] should encourage their students to teach, because as if they are teaching themselves. The Franklin study [15] shows that inspiring students are fun to teach because they share enthusiasm for the content and appreciate the inter-disciplinary relations between the concepts under study.

Locke [26] found that students once engaged in discussions of a complex topic, might glimpse some mastery goals to keep up with the flow of ideas. Students with goal orientations are found here to be related to personality where learners either mastery oriented or performance oriented [26].

Middleton and Midgley [20] confirmed that there are this can be divided into performance approach orientation and performance avoidance orientation. Individuals with a performance approach orientation want to be the best, to appear to be the most competent. As a result, they will work hard and put in much effort in order to surpass their peers. Individuals with a performance avoidance orientation are trying to avoid making mistakes and appearing incompetent. They are the ones more likely to hold back and not take risks in order to lessen their chances of failing. They take the known path, the unchallenging tasks, and they frequently are reluctant to show their work to others until it is perfect. [10]. If students develop goals it can influence what they choose to study. Through goals their persistent would grow and their abilities to face difficulties would develop [26].

## **School Pedagogical Team Role in Creating Inspiration**

Although there is evidence that setting students challenging goals has several positive outcomes, we need to have a pedagogical

team in each school who are ready to create and manage these challenges.

Developing challenging learning environments for students by inspired teacher create learning environments whereby students set goals that challenge themselves. Inspiring students set and achieve challenging goals. Johnson and Johnson [10] confirmed that students encountered with a learning environment that answer their many life-related questions are more stimulated to contribute more. The Johnsons study shows that inspiration that leads to achieving goals must come from the students.

Syinicki [12] discussed factors that influence student learning and motivation that teachers need to be aware of. While Janzow and Eison [8] wrote about the new directions in teaching and learning that leads to such motivation. Janzow and Eison warned that teachers need to be careful about the high student orientation toward grades is very high. Janzow and Eison asserted that students displayed two basic orientations toward their studies: a grade orientation (working for the grade) or a learning orientation (working on learning).

Janzow and Eison [8] even described how instructors identify their students' tendencies. Students are usually interested in learning something from their classes, but the students also believe that the real currency of the marketplace is still the grades.

If the instructor reacts to a student error with interest and support rather than criticism and withdrawal, students are more likely to view their mistakes in a constructive light. They would not try to hide their mistakes and miss the opportunity to learn from them. Even the model that the instructor presents to the class when mistakes are made to influence the student. Rather than becoming defensive or trying to bluff through an error, if the instructor acknowledges the mistake and models how someone should approach correcting that mistake, the students have learned a perfect lesson about how they should cope with their own mistakes.

## **Building Self-Determination and Students Inspiration through Learning from Failures**

Students found to be motivated when they are engaged in behaviours they value because they are intrinsically interesting [26]. Self-determination theory asserts that individuals are more motivated to work at a task if there was an element of choice or control involved [8], [9]. Individuals who have choices associated with their efforts are more likely to adopt a mastery orientation. Self-determination need not be in a risk-free environment since learning is a risky business. Johnson and Johnson [10].

Helping students become reflective about their learning so that they base their self-worth on how far they have come rather than on how they compare with others is an essential component of getting them to adopt a mastery orientation. Hedberg [20].

Encourage the development of a learning community in the class where everyone is expected to make progress and encouraged to help everyone else make progress. The bottom line on encouraging students to adopt a mastery orientation involves giving worthwhile assignments where the focus is on learning and making progress rather than being perfect.

Research on collaborative vs competitive reward structures seems to indicate that minimising competition and rewarding collaboration results in better learning, for a whole variety of reasons [23]. Recent efforts towards shifting grading methods away from norm-referenced comparative forms of grading to criterion-referenced individual achievement grading will also help move the students' focus away from how they compare with others to how much progress they have made and how much further they need to go.

Even the shift to portfolio type grading as opposed to tests as the basis for grades plays a role in shifting student attention toward mastery. In the case of performance avoidance oriented

students, their goal is to play it safe and only do what they know will be successful; [21].

In reality, there is nothing wrong with failure; the problem lies in our reaction to and interpretation of failure. For many individuals, failure is an indication of lack of ability [1]. For others, failure means that they do not know how to do that specific thing at this specific time. In fact, a much healthier interpretation of failure is that it is an opportunity for learning.

In order to build students, inspiration teachers should focus on wrong answers not as failures, but more accurately as misunderstandings. No student sets out to give a wrong answer; as far as they are concerned, they are giving a correct answer. Instructors should use errors as teachable opportunities for learning which would inspire students on how to react to mistakes with renewed determination to understand instead of being resistant to learn. [13].

Make the classroom a safe place to take risks towards involving students in learning by encouraging the students' attempts to learn and encourage building community of learners in the class, where everyone supports everyone else's attempt to learn. If possible, give the learners some choices in what or the way they learn [21], [22], [23].

## **Inspired Students as Self Directed Learners**

Research now shows that one of the main characteristics of the inspired students is that they are mostly self-directed learners, [14]. Self-directed learning students will not be of the type of students who depends on the teacher to make most of the learning decisions. i.e. they will not ask "What do you want in this assignment?" "How long should it be?" "Do I need to have references?" "What do I need to know for the test?" "How many homework problems should I do?"

Grow [14] and followed by Garrison [15] found that self-directed learning starts with the right set of learning skills that can help teachers design learning activities and assignments that establish the foundation for self-directed learning.

Giving student learners some control of their learning processes is considered to be the first step in developing their internal locus of control. This control is found to build self-efficacy.

Research has repeatedly shown that self-directed learning students must have confidence in their ability to succeed instead of focusing on what they cannot do. Teachers need to create learning experiences that help students discover that they can do things they do not think they can [1].

Cassidy [16] showed that innovative applications of traditional classroom tools could raise the interest of the students if it is blended with new social media. Other research saw that goal-setting exercises could maintain students' commitment and enhance their intrinsic motivation keep them on track. It helped to raise the opportunities to draw on popular literature and culture while maintaining academic rigour, [17], [18], [21], [22], [23] and [25].

## **Deepening the Learning of the Inspired Students through Critical Reflection**

Inspiring students means that teacher need to reach deeper levels of understanding where students must be able to construct meaning out of a purposeful combination of their experiences and academic materials. All too often, however, this critical academic depth is sacrificed to breadth.

Critical reflection is one of the best ways to overcome this common problem. Researchers saw that teachers need to intentionally design critical reflection activities that motivate students to get engaged in in-depth dialogue through analysing,



reconsidering, and questioning experiences and content knowledge [20]. The students should be challenged and motivated to explain how their understanding of the subject can be enhanced through the incorporation of meaningful critical reflection activities. Through in-depth dialogue and interventions, the students would address their misconception and even achieve more matching of their goals. [19].

The reflective exercises to course-based learning outcomes and use effective strategies for engaging students in questioning prior knowledge and assumptions found to enhance the reflection to challenge simplistic conclusions and help the students to become transformative learners as confirmed by Hedberg [19]. Studies even show that consistency of experiential learning offers more significant reflective opportunities for the students that they would carry throughout their, [20], [19] and [14].

## **Methodology**

This research used a quantitative methodology. First, a pilot study was carried by the Department of Education top management and senior teachers in the two best schools in the Kingdom of Bahrain to both illustrate the most suitable way for data collection through both interviews and questionnaires. Before the interview carried out general concept of inspiration was explained to the pilot study participants supporting the researcher. There were general guidelines to support raising a flag for those that carry symptoms and characteristics. These symptoms and characteristics can be seen from Student Learning Goal, the student passion and dream for development, the student differentiation and contributions goals, the way the student see the Curriculum, the student school-wide relations, the personal non-educational achievements. Two central students' general codification criteria's were established in order to segregate students inspired by the competitive students and other regular students.

The Inspired Student Criteria was summarised by a moto called (Evolving Spirit), and it was made of the following five sub-criteria's:

1. Carries spirit of Aspiration, Persistence, Perseverance, Self-Actualization, Life Purposefulness, Spirit of Volunteering and Contribution
2. Ability to meet challenges
3. Have positive influence on others
4. Bring in creative outcomes
5. Have a Source of Inspiration

The Competitive Students Criteria was summarised by a moto called (Fitness for Purpose), and it was made of the following sub-criteria's:

1. Best in Learning & Education
2. High Grades
3. Best Skills
4. High Experience in a specific area
5. Hard and Dedicated Work

In order to measure these students' two leading teams were set. The first team was focused on schools and pedagogical process and faculty, while the second team was focused on assessing the curriculum design according to the outcome of the study.

An Inspiration Pedagogical Design Team (IPDT) was established with the following purposes:

1. Explore the type of inspired students
2. Specify the area or source of inspiration
3. Create possible positive directions
4. Learn best practices to create a more inspired and high level of inspiration

Another team called the Inspiration Curriculum Team (ICT) was established for:

1. Analysing and then Re-Engineering the curriculum towards being more inspiration
2. Improve learning techniques and strategies
3. Raise the Capacity of Teachers to optimise the inspiration curriculum
4. Employment of Inspiration Sources for Development of Pedagogical Process

## **Data Collection**

A team of senior pedagogical leaders in the Department of Education were selected to lead the interviews with students in two of the leading schools in Bahrain. Both teams IPDT and the ICT, after going through the pilot experience of how to interview students started a sincere dialogue with the researcher to prepare train the trainer kit for 117 teachers that were selected from all high schools in the country to execute the inspiration assessment interviews. These interviews were also supported by surveys and the execution of the study were supervised by the 117 trained leading teacher to ensure the proper data in their relevant areas or schools thus ensure the research reliability. The pedagogical team from each school consisted of more than 15 teachers to support the throughput of the study as efficiently as possible while it is being collected at the same time from all schools. Seventeen thousand targeted students were invited for the interviews and the survey from all high schools from both genders.

The teams worked together to identify the top answers, that revealed by students as they were confronted with challenges that explore their level of aspiration, persistence and perseverance.

## **Defining Sources of Inspiration Partners**

Part of the study was to identify the sources of inspiration that influence the inspiration of the students. Due to the complication of this process, the researcher in collaboration of Educational leaders identified selected entities that would help to measure and track the inspired students or supply the study with different data. Hence, part of the research design was to define these partners based on collaboration towards both lifelong learning and inspiration based outcome, and these partners were:

1. Main National University
2. Higher Education Authority
3. Quality Assurance Authority
4. Ministry of Labour
5. Labour Fund
6. Ministry of Central Information

The identified partners agreed to give data in relevant to the defined inspired students based on students tracking by the national identity number periodically.

## **Data Analysis**

Based on the students' survey and interviews only 58% of students believe that they have time to discuss in class and 55% believe that they are given enough time to practice exercises.

In order to pilot the study, as discussed in the methodology, 300 students were interviewed from two of the best boys and girls schools. Out of these students, 132 were selected with characteristics of persistence and perseverance towards a primary life goal. The students were asked to name only one main reason

they think was the reason for their inspiration. Table (1) represent the leading causes seen by the students for their inspiration.

**Table (1) Main causes seen for Students Inspiration**

Random Causes of Inspiration Student	Number of Students
Learning from Failure	8
Influenced by Success Stories	2
Life Accidents	4
Volunteering	20
Role Model in Family	12
Peers Influences	14
Community Influence	5
Socialisation with People	3
Welling to Sacrifice	1
Love for Discovery	2
Curiosity	7
Love the Challenges	9
Family Conditions	12
School Programs	3
Teachers	2
School Leadership	1
Economic Condition	4
Social Media	23
<b>Total</b>	<b>132</b>

After the survey and the interviews with the students, another survey was carried for 100 selected high school teachers. 63% of teachers agreed that now they are trying to give more time to discover their students' inspiration and about 90% believe that now they would use all their authority to take better positive decisions.

The survey and the interviews showed that only 49% of the mentioned characteristics of the inspired could be measured. i.e.

the schools did not have different measures to test the students' inspiration. This means that 51% of the measures could not be collected by the current practices.

Total 7117 Samples of the 17000 students were codified to either Green (Inspired Students) or Red (Non-Inspired Students). %40.11 (2855 students) were found to be inspired, and %59.89 (4262 students) were found to be not inspired, even though they might be competitive students.

16% of those inspired are from Scientific Cohort and 14% of the Business & Management Cohort, while 6% from Industrial and 5% from Schools of Arts and the rest from other small specialities.

69% of the inspired students come from parents with primary education or below a bachelor degree. Only 18.2% comes Postgraduate and Higher degrees' parents. Moreover, the results show that 69.4% of the inspired students comes from a family of above five to nine members. Actually 21% comes from large families of 10 members or more. Only 9.5% comes from small family size (less than five members). 56.2% of the inspired students found to come from well-established housing facilities (i.e. family owns villa), 30.6 % staying in flats, and 13.2% family sharing accommodation.

Strangely the majority of students 1033 (36%) out of the 2855 inspired students are found to be of grades B (excellent), i.e. between 80-89% of grades. Only 812 (28%) of these are A students. More astonishing that 1010 (35%) students are below 80% grades (i.e. in the grades of C to F).

## **Discussion and Recommendation**

This study brings in lots of areas of important issues that are rarely covered in literature and body of knowledge. The first issue is that further studies in different areas of the world with the same

category, i.e. high school would surely support the generalisation of this critical study. The second issue is that we need to think from now about the criteria for the inspired students' development through establishing: Inspired Student that: discover themselves, manage the labour market demands and help in the creation of Lifelong learning [23].

This study raises the importance of school obligation to: discover the inspired students, help the low inspired students and/or the none-inspired ones to raise their inspiration. There are three main questions each school should look for in its students' outcome. The first is that whether each of the students is unique and hard to copy. The second issue is about whether these students are a source of inspiration for their schools. The third issue is whether these students of demand by the capital market, as shown in figure (1), which illustrated the main questions that each school would look for in its students consistently.

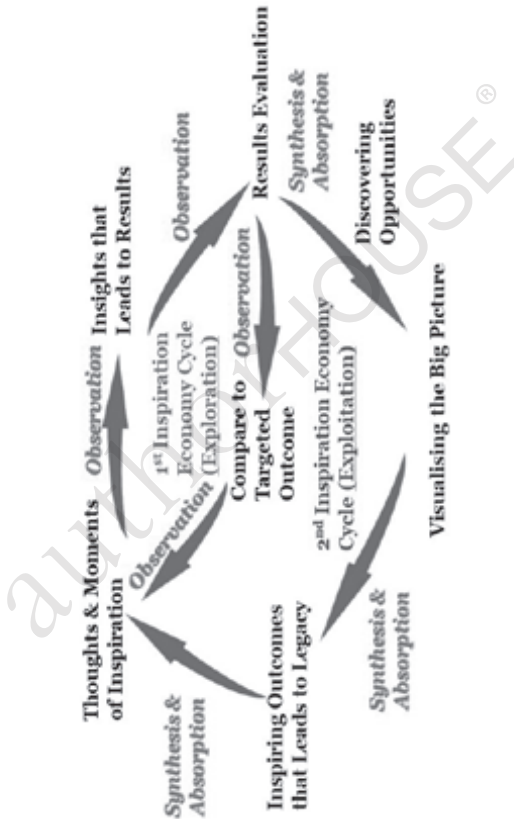
**Figure (1) Students Questions**



This study also raises the importance of studying the inspiration cycles that raise the observation and opportunities for each student to achieve his/her desired outcome. The research

has proposed the following framework in figure (2) to be tested or challenged by future research studies and propose a framework of cycles of inspiration that create inspired students with targeted outcomes that lead to legacy.

**Figure (2) Proposed framework of cycles of inspiring students**



Students can have thoughts and moments of inspiration that come from class and extra-curricular activities as these moments are challenged with a specific performance the students’



observation abilities would rise and also their ability to discover opportunities would be higher. This should raise the ability of the students to visualise the big picture. [20].

## **Conclusion**

This research focuses on shifting the efforts of the educational leaders towards creating more inspired students that can influence the more favourable outcome in the global socio-economy development and stability. Even though the chapter has limitation, that it has been carried in one country and it was done over two years. However, the way and the amount of data collected give it strong push to be generalised in other countries where the inspired students are still not identified and where the issue of high grades represent students competitiveness and future success.

The chapter shows the importance of measuring both inspired students' and the conditions that created their inspiration. Schools are encouraged as per the chapter results to measure the number of inspired students and their sources of inspiration as their expected outcome. The chapter also shed an alarming situation that the current measures of educational competitiveness might not cover the school inspirational efforts and sources.

The data analysis and discussion show that we can bring in more inspired students to the market starting from high school. The chapter has established some criteria's that can be used to measure the inspired students' and to develop them.

Inspiration is a process; not only it can empower the students to be 'active learners', but also found to help them to be more engaged with high entrepreneurial spirit. Tracking students' inspiration can enhance educational outcomes, including their academic performance. Inspiration also found to be highly linked

to students challenges which the pedagogical team can set as part of the learning goal.

Grades as per this study are not linked with level of inspiration. Thus, inspiration can occur whatever the grades or even the economic conditions of students. This study raises the flag that inspiration can be created and even increased amongst students, if teachers are willing and able to go beyond the course requirements.

This chapter concludes with a recommended learning framework that can increase the students' ability to both observe and capture opportunities. Yet, further studies are recommended to both test the framework and generalise the study results in both high school and beyond. It therefore highly recommended that future researches are done to more illustrate what criteria's need to be built in the future for measuring students' competitiveness for sustainable developing socio-economy. Also, it highly essential more students carried in relevance youth economy what would help to develop its methodologies.

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authorHOUSE

# CHAPTER THREE

## *Alleviation of 'Generation Gap' Through Socio-Economic Issues Involvement<sup>4</sup>*

### **Introduction**

Generations difference have been noted by Furlong (2016), where he emphasised that this generation difference become more apparent when youth transits into adulthood. As per Furlong some of this gap is natural and others are done by deliberate one and can be seen clearly in gathering as in the market, the clubs, the coffee shops and the activity centre.

The sociological theory of a generation gap first came to light in the 1960s, when the younger generation, now known as the baby boomers, shown to have a large gap with their parents' values and views in life, Govitvatana (2001). Since then, many studies have shown that physical isolation usually combines the mental isolation between the generations, i.e. usually you would

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<sup>4</sup> Buheji, M (2019) **Alleviation of 'Generation Gap' Through Socio-Economic Issues Involvement**, Review of European Studies; Vol. 11, No. 4; p.12-20.

find little interaction or even barriers of interaction across the ages. This isolation used to be apparent if the differences in ages of about one decade or more, but today, even if the age difference is less than three years, we would notice this physical isolation. Actually, now the barriers are becoming so difficult that rarely you would see that this chain could be broken.

Synthesis of the generational gap literature review shows there are different types of perceptions about the extent of the gap. One type of research sees that the gap between the generations is too deep. Other, type of research sees that there is no significant gap between the generations today and what is experienced is only part of the norms of any other cycle of generation. The other literature shows there are selective gaps between the generations. Hence, we can see there is research that is pessimistic about the generational gap, and other research that is optimistic about generational gap. Certain studies show that generational gap is the cause of identity crisis and the faded role of the common ties that were influenced by the religion, or the school, or the community. Buheji (2018b), Mannheim (1952).

## **Literature Review**

### **Definitions of 'Generation Gap'**

A generation is defined as the people who are born in the same historical period and those who live in the same socio-historical atmosphere and have similar youth experiences during their formation years.

A generation gap is the difference of mindset between one generation and the other, which influence their assumptions, perceptions, paradigms, attitudes, behaviours and reflections. Such gap influence also their beliefs and values. In today's usage,

generation gap often refers to a perceived gap between younger people and their parents, or grandparents Govitvatana (2001).

Generation makes a unity or distinction between the people who have common viewpoints based on common experiences (Mannheim, 1952). Ditley emphasises the importance of the experiences which are conventionally categorized as conceptual and mental factors along with their influence on the youth and formation years and where the conceptualisation about generation does not merely refer to the statistically born generation.

According to the Oxford English Dictionary, the generational gap is about the failure or inability of young and old generations in mutual understanding of each other. Thus, if we want to close this intergeneration gap, we need to establish a mutual interest between the two generations. Hence, the intergeneration gap occurs when a lack of transmission of values occurs between the previous generation to the next one. This type of mismatch of values between the generations comes due to the different experiences built between the two parties.

Generational disconnection inside families means that youth would usually change their reference group, other than their parents. This creates a type of defect in the relationships between the different generation in one household. Socio-economically, the generation gap refers to the differences that emerge during economic or social or political differentiation or due to the influence of sudden modern lifestyle. Buheji (2018d), Woodman and Wyn (2015).

### **Importance of Closing Generation Gap**

Bridging the generation gap between parent and children is essential for any community long term family stability. Frey (2018) sees that the generational gap is like a “diversity explosion”. Experts believe that the phenomenon of the generational gap has



not been a very serious issue in the past, until the emergence of modern industrial society. Govitvatana (2001).

Before the 20<sup>th</sup> century, humanity did not experience this level of confrontation between the young and old generations as we are experiencing it in today's world. With the shaking up of the respect based on the social status, or acceptance of the authority of elders out of the term of respect, no more account is taken into the relationship between different age groups. i.e. Participation of youth in adults' life and gatherings, became less and felt not to be related to obligation any more.

Hence, over time, we are experiencing more less transfer of cultural and heritage knowledge assets from one generation to the other. The current interactions among different age groups, and the continuation of similar thoughts and some unity behavioural patterns became much less, as we witness the emergence of new variables that increase the conflicts between the generations and slow cultural modifications efforts.

Generational differences have emerged as a result of the rapid industrialisation and innovation of the way we define societies. With the speed of the course of the modernisation at cultural, social, organisational, and economic levels, youth are possessing more information than the older generation; their ability to attend and react to different fields are much more compared to their parents.

## **Types of Generation Gaps**

In the Handbook of Youth Economy, Buheji (2018) mentioned that the generation gaps found to differ as per the type of generation they belong too. This gap seems to widen much more if the gap is more than five years. Once we are diagnosing the type of generation gaps, we would find that they would be clearly seen in the following areas:

## **Language Use**

One of the most challenging generation gaps is the difficulty of communicating through a universal language. Today more complications in relevance to common language communication, be it at home, or work, or at school. Commonly, any new generation seeks to define themselves as something apart from the old. Usually, each generation tries to adopt new lingo and slang, allowing a generation to create a sense of division from the previous one.

Through slang words and phrases, the social identity is identified. This slang helps to be part of the group to maintain their popularity among their friends. A form of slang or texting even developed more over the years where children of today are increasingly using personal technological devices that make them differentiate themselves and create social circles apart from their families. The use of mobile phones and instant messaging made children and youth to invent their own written language to feel independence. As time goes on, technology is being introduced to individuals at even younger ages. Buheji (2018b) and Furlong (2016). Another phenomenon within a language that works to define a generation gap occurs within families in which different generations speak different primary languages

## **Technological Use**

Every generation develops its differentiation with the development of new technology that suits its needs. For example, when the e-mail and messenger started with the development of the internet, more gaps developed between youth and their grandparents that could not cope with this type of communication technology. When the Baby Boomers interacted with the technology of the Atari games and video recorders, this created a bit gap with

their family and their parent. Today Y, Z and Alpha generations teach their parents how to manoeuvre with different technology gadgets starting from mobile phones and social media. This vast technology literacy makes the Baby Boomers feel and appreciates their parents' feelings in the seventies and early eighties. Furlong (2016).

In a study about the use of technology in the different generations of the Baby Boomers (born 1946–1964), the X generation (born 1965–1980), the Y Generation (born 1981–2000) and Z Generation (born 2000 to present). Clearly, there was a generation gap between how they deal with available technology at home, specifically the mobile and internet use. The research, as expected, showed generational gaps between the different forms of technology used. For example, a clear gap is shown between even the Z and the Y generations in the way texting and talking on mobile phones. The amount of the utilisation of mobile phones in reading and texting messages even created a difference between these latest generations in relevance to the X and the Baby Boomers. Govitvatana (2001).

## **Factors that Increase the Generation Gap**

Several factors affect the generations gap; the strongest and most consistent predictors are sex, age, child's marital status, and residential proximity. The generations gaps targeted in this literature review are beyond only the general different likes, dislikes and frequency of thought flow that has been existing between the younger and the older generations for a long time. It is beyond the habit of reading books, classical music, walking with friends, or attending a gathering of the family. It is also beyond the preference of social networking or different fashion, or food habits taste. Govitvatana (2001).

## **Parents causing the Generation Gap**

Despite parents, today are getting closer to their children than ever before. Still, the new generation sees their parents' generation old-fashioned. Parents often contribute to the gap between them and their children by pushing their kids beyond their limits. When parents demand higher than their children limits, or pushes their children beyond the family socio-economic situation, the children go astray from being obedient to resistant to what their fathers say Buheji (2018d). When the parents have fussy behaviours with their children, arguments convert into disputes.

## **A Lonely Generation**

Research shows that today pressure of work environment found to lead to social isolation. Studies also show that loneliness is not something only older people experience, but is equally likely to affect any age-group. Moreover, what is noticeable is that the study found that loneliness hits a peak for twenty-somethings.

The trend of having more young people work in strange cities while leaving their older people without loved ones. Most younger graduates are keen to build a career and start a family, and in doing so sometimes, they lose track of friends and family and thus with time lose touch in older people.

One of the reasons for the sharp increase in loneliness is that many people and especially youth generations, started to replace real friends with external contacts on social media. This led to the elimination of their social assets to near nil. Nowadays young people are best friends with their parents at 60 years does not seem old any more. More and more parents are enjoying a really warm relationship with their children and grandchildren, and even with their children's friends. Yet there is certainly a "Digital Gap". Furlong (2016) and Buheji (2018b).

## **Communication Challenge with Dynamic Workplace**

As many Y, Z and soon Alpha generation are entering the workplace, more intergeneration language, and communication models are needed. Depending on the country, the level of education and the level of expectation from the workplace; the amount of gap would be decided. Govitvatana (2001).

Both generations expect from other generation to behave like them. As the young generation looks for a rapid and adventurous life, the elders would be looking to promote a healthy and well-balanced lifestyle. More attention to generational differences will make any organisation more efficient and effective towards their targeted outcome. Govitvatana (2001).

By realising the need for mitigating the problem of unemployment, the young generation found to neglect their accountability towards their elders. However, as mentioned in Buheji (2019) it is very important that older generation in the workplace do not try to impose their own work-related norms onto a generation who are trying to create their own lives and under very different circumstances.

## **Intergeneration Gap due to Increase in Life Expectations**

Today, millennials generation differ in their life expectations comparing to their parents. This is a generation expecting support from parents until they find a job. They are evaluating the job terms and the working conditions, besides good pay. They are expecting that their organisation keeps up with the rapid technological advancements, appreciate the right of work-life balance, besides being an inspiring place to work.

Most of these inflated expectations have direct results on the generation's performance. Many of these challenges might influence even later in life the attitudes and the commitments towards family life and other priorities in life. This can be expected due most millennials encountered with an educational system which inflated the grades and standardised the tests. Hence, such generation expects more frequent positive feedbacks and a good pay job (Buheji, 2019, 2018b, 2018c).

Hence, we can learn that one of the primary differentiation between each generation is the level of tolerance. Whether tolerance to challenging work; or tolerance to different attitudes or different background.

Studies have shown that their reliance on technology has made millennials less comfortable with face-to-face interaction and deciphering verbal cues. However, technological proficiency also has its benefits; millennials are far more effective in multitasking, responding to visual stimulation, and filtering information than older generations.

## **Intergenerational Consciousness and Mobility**

Generational consciousness is built when a group of people become mindful of the social, economic, or political changes and how it can bring awareness to the shared interests and values. Such mindful conditions make the generation create their own interpretations of the world based on personal encounters which set them apart from other generations. Woodman and Wyn (2015).

The intergenerational mobility focus on the changes in social status, which occurs from the older generation to the children's generation. Lack of attention to generational differences will make any organisation less attractive to youth and increases their

mobility. With more intergenerational mobility, higher resource management costs. Buheji (2018b). To encourage bridging the generation gap the organisation need to create a suitable atmosphere that engages people to learn from experimentation and to learn from each other, as there are no 'one size fits all' solution.

## **Understanding the Millennials**

Millennials generations are considered all those who are born between 1985-1995 and might have extended in certain countries till early 2000. So, they are the generations that are categorised as Y, Z and even Alpha. They are also called Generation Me since this is a generation that is living self-obsession. These generations played less outdoors and mostly engaged in games consoles. This is the generation that prefers texting, chatting or sending WhatsApp than voice calls.

The majority of youth in Generation Me in the developed and emerging economies would have owned a mobile computer, or a mobile phone and would have accessibility to the internet and instant messaging. They are a generation that use social networking sites, such as Facebook, to create a different sense of belonging to friends, and which rarely would refer to TV for news. Buheji (2018b).

These Millennials' generations found to associate their job satisfaction with the free flow of information are also found unique in their volunteering activity, which increases almost three-times than the previous generations.

## **Practices that Close the Intergeneration Gap**

### **Intergenerational living**

In 2012 a report by the USA National Academy of Sciences confirmed that the social isolation and loneliness in older men and women are creating more increased mortality. Intergenerational living is one method being used worldwide as a means of combating such feelings. A nursing home in Deventer, The Netherlands, developed a program wherein students from a local university are provided small, rent-free apartments within the nursing home facility. In exchange, the students volunteer a minimum of 30 hours per month to spend time with the seniors. The students will watch sports with the seniors, celebrate birthdays, and simply keep them company during illnesses and times of distress. Programs similar to the Netherlands' program were developed as far back as the mid-1990s in Barcelona, Spain. In Spain's program, students were placed in seniors' homes, with a similar goal of free or cheap housing in exchange for companionship for the elderly. That program quickly spread to 27 other cities throughout Spain, and similar programs can be found in Lyon, France, and Cleveland, Ohio.

### **Effect of Experience on the level of Generational Gap**

The cultural extension requires cultural transmission that ensure the best communication from one generation to another. To ensure the minimum generation gaps, more educational training needs to be delivered during childhood and adolescence.

The generation gap depends on the changed psychology of each child, which is influenced by their age. Realising the risks of generation gap due to the rapidly changing society, the



Chinese government established clusters in the communities, like gathering, parks that bring the best of each generation through common interests as cross-teaching and reverse learning spots that offer an arena for sports, healthy practices, traditional medicine, traditional music and cooking classes. Also, many leading governments as in Singapore they started to provide human values and ethical education at school and supported by compulsory voluntary visits to elderly. Buheji (2018b).

The experience about priorities in life also found to play a role in generations gaps. Many youths feel they are like being in an endless desert race. However, in reality, life is not like race with non-stop; it is instead about pauses after learning from failure and learning from experiential life exercises. Najafiasl (2015).

## **Family-Youth Relationship**

In order to ensure minimum intergeneration gap, the family-youth relation styles need to move from being authoritarian to more of permissive style. The authoritarian family-style creates maybe the youth of whom would look like that they have more indisputable obedience, but could create sudden generation gap once oppression is removed. Hence, such type of family-style should be avoided as they create only bad experiences of rigid opinions from all the generations targeted. Today families need to focus on reinforcing positive behaviours.

A semi-democratic family judge their youth's ideas based on their attitudes and behaviours. While the permissive democratic family is based on high flexibility with few expectations and low training supervision. Supportive and training behaviours of the family with children help to close the 'intergenerational gap' to the minimum. Through the hands-on transmission of values from parents to children, there are more possibilities that children would accept their families' values. The wrong perception of

family beliefs and values would lead to disagreement between the different generations.

As youth enter adolescence, the ties of their dependency on the family weaken or take new forms. At this stage, young people want or look for new freedoms, and they are not expecting any great responsibilities. Hence, at this stage, the quality of the family-youth relationship, i.e. intimacy, is a very important factor in controlling the generation gap. This affects the youth's perception about their family's most important beliefs, and reflect on the degree of the family agreement throughout different generations. This can be seen clearly in the quality of family business who gone through thi<sup>rd</sup> and four<sup>th</sup> generations, especially in Japan. Many businesses stay for long years due to the positive perception of youth about the founder, who might the great grand-fathers or great grand-mothers who established the business. Buheji (2017b).

Hence, the youth's perception and realisation about their parents' values and beliefs would make them communicate or participate more eagerly in closing the gaps consistently. This found to be highly related to the originality of the messages between the parents' and their children.

## **Measures of the Generation Gaps**

### **The Different Generations Gaps**

The majority of each generation experience their own ways of mental and physical maturation, but they also create new aspects of attending school, forming new households, starting families and even creating new demographics.

The generation gap is more noticed today due to the way transitions in different life phases. Today, transitions have become much more complex and are frequently non-linear), compared to

earlier generations where the transition sequence often involved a move from education to work, (Furlong et al., 2003).

The maturity of any generation is reflected in its diversity. This generation has more chances for women leading the social change and often could be seen to occupy professional and managerial positions. This drastic culture and generation gaps create issues of community preferences as well as spending. Najafiasl (2015).

Also, this generation would witness more digital divide and income gap, where the 2% own more than 90% fortune and where relative poverty would spread even in the middle class. Both Y and Z generation would also witness a definite jump in ages starting from the generation X and even some of the baby boomers depending on the national healthcare system (Buheji, 2018b).

All the latest generation, Y, Z and Alpha are expected to develop more prejudicial attitudes towards older people, old age, and the ageing process. Clearly, you can witness this in the family were ignoring the parents, or the grandparents' ideas became a symptom because of the age difference.

## **Intergenerational Contract and Equity**

The intergenerational contract is a type of a social norm or community agreement that define the interaction between members of different generations. It is an essential type of socio-economic practice that would help to calibrate many intergenerational issues, including equity, conflict, and mobility.

We need to build this tacit contract in the mindset of the different living generation which would ensure relationships that define the treatment and interactions fairness between the children, the youth, the adults and the seniors and thus would reduce the intergenerational conflict. In order to avoid

the conflict situation between teenagers and adults, or a more abstract conflict between two generations.

Intergenerational equity focuses on the socio-economic, psychological, and sociological contexts, between the generations. Intergenerational equity occurs across several fields, mainly in both resilience economy and empathetic thinking. (Buheji, 2018a; 2018b; 2018c).

## **Best Practices in Closing Intergeneration Gap**

Buheji (2017) explained in the handbook how to develop a shared understanding of what is happening to youth, in today and across different generations, as a resource and as a spirit and energy that try to utilise, or optimise, or capitalise on, regardless of age. This generation has been psychologically challenged to maintain their spirit while experiencing far less economic certainty than the prior three generations. Buheji (2017a); Schizas (1999).

China is considered to be a reference for its best practices that ensure effective, sustained intergenerational communication. If you carefully observe Chinese family businesses, housing, green parks, you will easily notice intergenerational programs that are highly encouraged by all Chinese municipalities. This would reduce the generation gaps that be seen in many developing and merging economies countries.

Since youth by 2020 would represent the majority of the workforce, Microsoft Europe wanted to close the generation gap through reverse mentoring proactively. Reverse mentoring is seen here as an attempt to meet the constant need to stay on the cutting 'digital' edge.

Each youth generation has a positive responsibility to take affirmative steps to prepare the next generation for successful economic participation. Their responsible self-interest should shape Employers' response to the youth employment challenge

in ensuring their firms' long-term growth and innovation, and in securing their access to talent for emerging and future economic needs. Businesses and economic entities looking toward long-term success must give appropriate attention to creating and securing future talent resources, and they have their responsibilities in this area alongside and partnership with government, educators, civil society, and young people themselves. Jiří (2016).

With the increase of abuse of youth energy in wars, violence, terrorism and fundamentalism, youth economy comes to give solutions to manage dissipated energy in this generation proactively. Adopting the youth energy management program will help improve youth ability to find better relations and brings them to meet other generations, Buheji (2018b).

## **Methodology**

In order to create models of generation gap alleviation, IIEP started a series of different field explorations, in Bahrain, Bosnia, Morocco and India. The longitudinal period of the IIEP started from September 2015 till June, 2019. The case study in this chapter lists down two main approaches to be tested for their accumulated effectiveness, based on the synthesis of the literature. The first approach focus on changing the mindset of the different generations involved in the project, but specifically youth. The second approach focuses on the socio-economic engagement between the different types of generations involved in the projects.

The researcher targets test whether the approaches help to alleviate the generation gap and then specify the projects that help to close such a gap. The main target is to come up with a framework that would help to overcome the mindset of the youth and raise their capacity to deal with the 'psychological challenges' that block their effective communication with the different

generations, while integrating them with their community's socio-economic conditions.

The methodology of IIEP explores the type of deliberate challenges that would help to build and maintain youth relation with the different generations while pulling them towards managing their socio-economic uncertainties.

Through different generation gap alleviation projects, the researcher focuses on creating intergenerational contract and equity between the different generations using 'learning by interaction'. Since there is a high probability that both generations share the same concern, but not necessarily the same solution. This methodology is exploring possibilities of building common groups that enhance indirect communication model.

Due to the scope and the limitations of the chapter, the researchers selected only fourteen projects out of more than 63 projects that targeted elimination of generations gap, or building common language about the different community generations. The ages involved in each project varies depending on the nature of the project, the type of the beneficiaries or partners involved; besides their availability at the time of the project. However, the bandwidth of the age reflects the extent of probability of common grounds that could be achieved through the intergeneration involvement. A framework is then withdrawn based on both approaches proposed.

## **Case Study**

The cases of the IIEP targets to improve the availability of life purposefulness of youth to overcome their life challenges while working with different generations. This would improve their employment opportunities, their equality, their quality of life and their learning capacity. Table (1) is part of cases of community

socio-economic problem-solving list that were reported by Buheji (2019d) for projects done between 2015 till 2019.

**Table (1) Proposed Approaches of Generations Gap Alleviation through selected Socio-Economic Projects**

Type Generation Gap Alleviation Project	Summary of Projects	Ages Involved in the Project
<b>One – Mindset Approach</b>		
<b>Psychological Interaction</b>	1-Raise Inspiration of capacity to manage the anxiety to avoid reaching the level of chronic anxiety 2-Reduce the need to treat anxiety with medicines. 3-Reduce suicide ratio due to early treatment of main causalities among youth.	13-70
<b>Business Expertise</b>	Ensuring the developing capacity in the survival of start-ups of more than three years on average and development of safe exits to youth projects.	18-35
<b>Security &amp; Safety</b>	Improving the outcome of creating “Self-Dependent” youth in the ‘Police Youth Summer Camps’ which is held for three weeks.	13-45
<b>Two – Socio-Economic Engagement Approach</b>		
<b>Basic Community Services</b>	1-Support family continuity and encouragement of Moroccan Youth into the different streams of organic farming. 2-Improve measures of Youth Quality of Life through competition that encourage to increase the number of hours spent with older generations.	13-80
<b>Common Socio-Economic Issues</b>	1-Enhance young girls’ involvement in Woman village activities to ensure the sustenance of knowledge transfer. 2-Integrating youth with both formal sport and traditional games	13-65

Type Generation Gap Alleviation Project	Summary of Projects	Ages Involved in the Project
<b>Complicated Socio-Economic Issues</b>	1-Build youth independence program that counters poverty through raising the capacity of the farmers for competitive packaging and distribution. 2-Build youth trust in the village system as a source of income	13-60
<b>Societal Risk Mitigation Programs</b>	1-Mitigation of Migration amongst Bosnian Youth 2-Optimise the Youth Quality Life through Students Pull thinking targeted programs Building Youth Entrepreneurship & Innovation programs 3-Enhancing Youth contribution in voluntary work through rectifying and supporting change in Football Club.	18-70

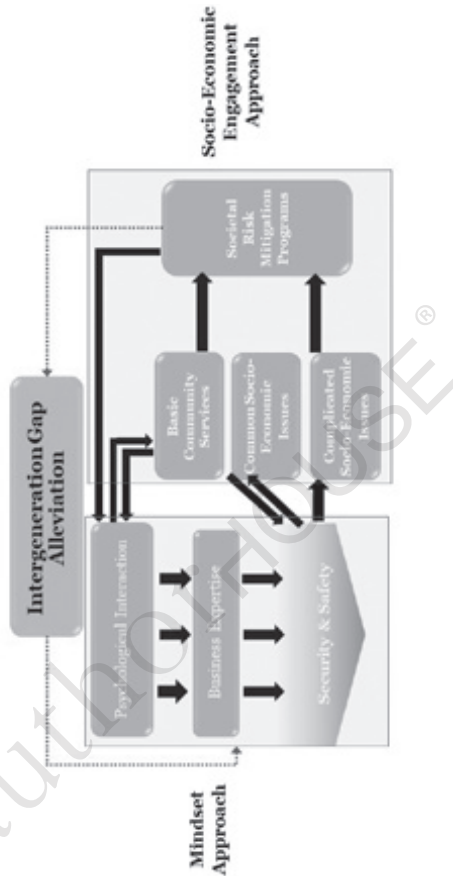
## Analysis and Discussion

Generations gaps are related to many casualties, one of which are the internal family relations but also related to both formal and informal culture changes. Literature review shows that there is a need for comparative studies between all the different current approaches that are trying to close the intergenerational gap. The intergenerational gap is becoming more and more a threat to community stability and the loss of many opportunities that can be discovered through the integration of knowledge and expertise between the different generations.

As a result of both approaches followed, the following framework is proposed, as shown in Figure (1). The Figure represents the intergeneration gap alleviation framework and its proposed communication flow.



Figure (1) Intergeneration Gap Alleviation Framework



Hence, to alleviate the generation gap, we need to involve youth and even engage them in family or community projects. Therefore, IIEP projects followed two approaches: mindset change and socio-economic projects engagement to close the gap between the youth and the different generations. The case study present socio-economic projects that give possibilities of closing the generation gap by integrating the different generations and especially youth into projects that increase or appreciate the

psychological interaction, the business expertise, the security or safety and the girls and women empowerment. The cases of IIEP brings in another attempt of engagement of youth through the poverty elimination projects, the societal change programs, the organic farming projects, the bringing low privileged community children to formal education. Such generation gap alleviation projects

Part of the approaches of compensating the inadequate social assets that became weaker and weaker due to technological advancement brings in more learning through exploring the different generation. This would help to develop a flexible generation mindset that makes each appreciate others perspective.

## **Conclusion**

Despite all the type of future foresighted complex socio-economic problems, the challenge of connecting the different generation would stay the most prominent problem that we need to overcome over time and between the different generations. This connection cannot be taught or specified by design; it comes only to be achieved through doing. Over time the world lost the ability and the capability to make generations connections and this even increased more with the fast-changing world.

Engaging the different generations, in the common good is becoming of the main means towards generations engagement. Therefore, this research sets a model for bridging the generation gaps through socio-economic projects.

The limitation of this chapter is that it did not go through the levels of generation gaps and its impact as a type of disputes and the frequency of arguments. Besides, and due to the limitations of the scope of this chapter, the outcome of two approaches followed is not covered in this chapter. The researcher also avoided identifying

the type of current intergeneration gaps that have been eliminated and which would be reported in another future research.

In order to generalise the framework proposed, mastering the knowledge of the different generations gone through both approaches, the mindset and the socio-economic projects engagement need to be studied in the future. The researcher recommends to set up a team of mentors that would ensure that each targeted youth goes through the framework. This presumably would generate a new experienced generation that could be more engaged in complex socio-economic issues.

Finally, this study and its framework resemble the metaphor of the 'escape-room game' which enhances the communication between the different teams (players) and make them share their wisdom and 'know-how'. Such environment provides an environment that would allow the free exchange of ideas between the different generations. The chapter opens the road for more alternative approaches in the future that could bring more common issues and trigger the mindset of youth and their community generations towards working on common goals and from different angles and perspectives.

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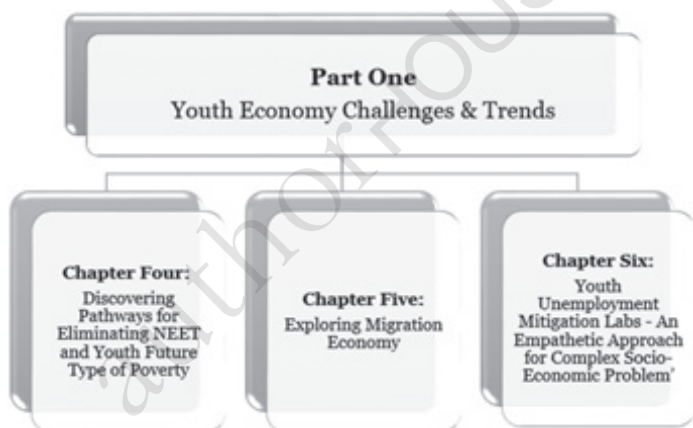
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# PART TWO

## YOUTH ECONOMY CHALLENGES & TRENDS



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# OPENING

## *Youth Economy and Utilisation of Lost Opportunities<sup>5</sup>*

There are lots of lost opportunities relevant to the economy of youth. In this book, we try to explore in different chapters the variety of economic and social youth lost opportunities for the world and any country or society in the past, currently and in the future. The youth economy (YE) lost opportunities can be studied from unlimited variety of perspectives however for the purpose of this book we are going to focus on issues more of related to youth socio economic role and the way they can create real development to the world. If we are going to study YE lost opportunities, we need to understand it from the perspective of time and also from the perspective of spirit of youth.

One of the primary youth economy lost-opportunities is the scarcity of studies that explore the relationship between well-performing innovative countries and the level of spirit and energy of youth population during the times of a country's development. Today, more than ever before, the world needs to realise clearly

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<sup>5</sup> Buheji, M (2017) **Forward- Youth Economy and Utilisation of Lost Opportunities**, International Journal of Youth Economy, 1(2): 1-2



how the utilisation of youth economy spirit can create a new wave of innovation. For example, how a median age of countries as Japan and Germany are 46.9 and 46.8 besides in Finland and Switzerland it is 42.4 and 42.2 consequently; yet all the four are still vibrant with youth's spirit and energy in almost all their products and services; with a differentiated society contribution. Is it due to the ability of these countries to utilise the youth energy at the right time, i.e. during the fifties and sixties in the last century, or is it due to their ability in sustaining the spirit of youth innovation.

Comparatively, in countries as Uganda and Niger, we will find that the median age is 15.7 and 15.3 years old consequently, yet we do not see signs of life, or innovation, or aspiration in these communities due to the low capacity of utilising youth energy and characteristics. Even in countries of median age of 20 years old youth as in Sudan and Iraq they are far away from clear signs of perseverance and potential taking of socio-economic proactive deeds. Moreover, one can observe that in countries that age medians are transforming from below to above 30 years old, like Bahrain and Brazil, there would be a need to be even more careful about precious loss or dissipation of youth spirit and energy.

IJYE took a clear intention to push for more research on the lost opportunities for YE. IJYE call upon researchers to explore how the developing and developed countries that are having a median age that is reaching beyond the '40s in the next few years would manage the high demand to optimise its youth economic and social drive to avoid missing tremendous opportunities which could change their fate towards more sustained quality of life.

In this journal we would be committed to continuously encourage researchers to look for youth economy resources which are sources and enablers that would enhance youth opportunities. Youth economy resource can be achieved through also research that youth economy optimises the frequency and initiatives of

youth opportunities we have called youth economy labs. Both the focus on YE resources and YE labs research are expected to lead to better capacity of youth economy engineering which would help to sustain and build the impact of YE towards better socio-economic influence which would further lead to better outcome to our countries and societies.

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# CHAPTER FOUR

## *Pathways for Eliminating NEET and Youth Future Type of Poverty*<sup>6</sup>

### **Introduction**

NEET of youth; i.e. youth not in employment, or education, or training has been rising as a subject in literature in the last one decade, especially with the emphasis of international agencies reports that are trying to address the issues of millennium- and then sustainable-development goals (MDGs and SDGs) in relevance to youth empowerment and poverty elimination.

The term NEET was first used in the UK and then started to spread in developed countries as the USA and Japan. In the United Kingdom, the classification of NEET comprises people aged between 16 and 24. The subgroup of NEETs aged 16–18 is frequently of particular focus. In Japan, the classification comprises people aged between 15 and 34 who are not employed,

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<sup>6</sup> Buheji, M (2019) **Discovering Pathways for Eliminating NEET and Youth Future Type of Poverty**. International Journal of Human Resource Studies, Vol. 9, No. 3, pp.320-340.

not engaged in housework, not enrolled in school or work-related training and not seeking promised work. Eurofound (2012)

A 2008 report by the OECD said the unemployment of NEET rates for people aged 16–24 in the majority of OECD countries fell in the past decade, attributed to increased participation in education. The OECD put NEET as a percentage of the total number of young people in the corresponding age group, by gender. Young people in education include those attending part-time or full-time education, but exclude those in non-formal education and educational activities of very short duration. Employment is defined according to the OECD/ILO Guidelines and covers all those who have been in paid work for at least one hour in the reference week of the survey or were temporarily absent from such work. Therefore, NEET youth can be either unemployed or inactive and not involved in education or training. Young people who are neither in employment nor in education or training are at risk of becoming socially-excluded. Many of these NEET are, in reality, individuals live with income below the 'poverty line' and lacking the skills to improve their economic situation. Elder (2015), Eurofound (2012), ILO (2012).

This chapter reviews different definitions of issue of NEET, which are reflected in its measured variables. The researcher presents the current categorising of NEET and the type of efforts in gauging its influence on governments and communities' performance.

Variety of NEET impact are presented, and then the different NEETs diagnosis and intervention programs are synthesised from the reviewed literature. This is followed by prevention programs in relevance to NEETs and the poverty that comes as a result of its availability. The alternative options of self-sufficiency and other programs that lead to better stable communities are listed. Other challenges of NEET in entering the labour market, or what leads to social exclusion are listed out. Good Practices in dealing with NEET and current NEET elimination or symptoms alleviation

are summarised at the end of this review. Buheji (2018b), Newton and Buzzeo (2015), Prince Trust (2007).

## **Literature Review**

### **Defining and Measuring NEET**

Since there is no international standard for the definition of NEETs. This in itself could hinder the job of international advisers to countries on the new SDGs. The best definition of NEET is the Eurostat and the ILO definition which both defined NEET rate as the percentage of the population of a given age group and sex who are not employed and not involved in further education or training. The numerator of the indicator refers to persons meeting two conditions: (i) they are not employed (i.e. are unemployed or inactive), and (ii) they have not received any education or training in the four weeks preceding the survey. The denominator, according to Eurostat, is the total population of the same age and sex group, excluding respondents who have not answered the question “Participation to regular education and training”. Elder, (2015).

The newly coined NLFET rate “neither in the labour force nor in education or training” used in the 2013 report on Global Employment Trends for Youth by the International Labor Organisation (ILO). It is similar to NEET, but it excludes the unemployed youth (who are part of the labour force). Furlong (2006), ILO (2012).

The ILO (2013) has put the following NEET rate (%) = (Number of youth – number of youth in employment + number of youth not in employment who are in education or training) x 100. The total number of youth formula: unemployed non-students + inactive non-students’ in relevance to the youth population. Elder (2015), ILO (2012).

Current literature frequently simplifies the measurement of NEETs to unemployed and inactive non-students, ignoring the fact that some unemployed persons are also students and should thus be excluded from the calculation. (Husmanns et al., 1990). The problem that if a student worked for at least one hour in the reference week, he or she is thus counted among the employed. If a student did not work, was available to work and actively sought work, he or she is counted among the unemployed. Figure (1) illustrates the results of the calculated NEET rates. ILO (2012)

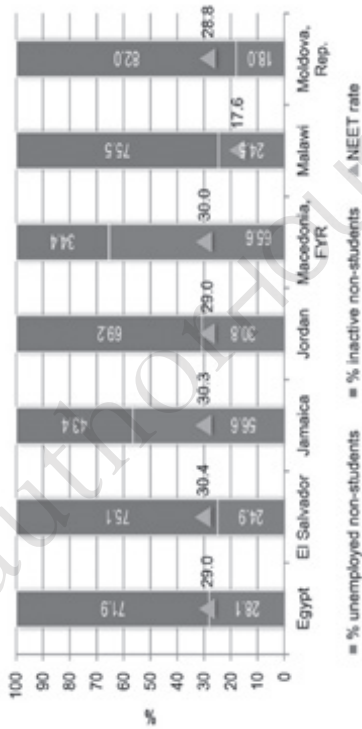
**Figure 1. Shows the NEET rates in selected countries<sup>7</sup>**



<sup>7</sup> Sources: Husmanns et. al. (1990) and ILO (2017) school-to-work transition survey.  
[http://www.ilo.org/employment/areas/WCMS\\_234860/lang--en/index.htm](http://www.ilo.org/employment/areas/WCMS_234860/lang--en/index.htm).

A detailed analysis of the subcategories of NEETs shows that it is made from the predominantly percentage of unemployed non-students and the non-active students. Most of the developing countries found to have a NEET rate of 28%, as shown in Figure (2).

**Figure 2. Youth NEET rate and composition, selected countries statistics in 2012<sup>8</sup>**



Source: Hussmanns et. al. (1990) and ILO school-to-work transition surveys  
[http://www.ilo.org/employment/areas/WCMS\\_234860/lang--en/index.htm](http://www.ilo.org/employment/areas/WCMS_234860/lang--en/index.htm)

<sup>8</sup> Source: Hussmanns et. al. (1990) and ILO school-to-work transition surveys  
[http://www.ilo.org/employment/areas/WCMS\\_234860/lang--en/index.htm](http://www.ilo.org/employment/areas/WCMS_234860/lang--en/index.htm)

## **Categorising NEET**

Technically, NEET status and joblessness the same. The first subcategory of the NEETs is those “not in employment”, i.e. the jobless. However, the “not in education or training” (inactive non-students) are also included as NEETs. To equate these inactive youths with the jobless would be erroneous. Again, technically, yes, they are without a job, but according to the international standards, this group has indicated that they did not actively seek work or they were not available to take up work. One cannot assume that it is their goal to have a job. The majority in this category in almost all countries are young women tending to the household. Robson (2010).

Categorising NEETs has come increasingly crucial for governments, international organisations, researchers and the media. It refers to the percentage of youth who are not in employment, education or training. This indicator is generally linked to early school leavers, the unemployed or discouraged young people, as well as those outside the labour force for various reasons (family carers, sick or disabled). All these labels refer in one way or the other to young people who might be vulnerable, and it is likely that the NEET indicator has become so attractive because it forms a way of grouping all vulnerable young people under a single label and one statistic. Furlong (2006).

## **Realising NEET Impact**

NEET impact varies from country to country. There are 13 countries out of 18 for which we have figures show a NEETs rate for 15–29-year-olds higher than 25% (that is one in every four young people). However, there is an excellent variation between countries, from numbers similar to the EU28 (around 15%) to rates beyond 35%. Eurofound (2012).



Most of the NEETs are unemployed (particularly males) or have care roles within the family (mostly females), and some of them are disaffected. However, there is a strong variation across countries regarding the share of NEETs that are unemployed, discouraged, family carers or otherwise inactive in terms of the labour market. The risk of becoming a NEET increases significantly with age. Compared to the age range 15–19, a substantial increase is observed in those aged 20–24, which is when young people have completed upper secondary and tertiary education. Kraus (2008).

NEETs become even more numerous between the ages of 25 and 29. Young women are more at risk of becoming NEETs than young men in almost all countries, but again, there is a wide variation. The difference between the proportion of males and females within the NEET group reaches 30 or 40 percentage points in some countries. Robson (2010).

The positive effect of education in lowering the numbers of NEETs is not always guaranteed. More education decreases the risk of being NEET in some countries, while in others, graduates of upper secondary/post-secondary education perform less well in entering the labour market than those with lower and higher levels of education. In some countries, young people with higher education levels show more excellent NEET rates than those with lower education levels. Furlong (2006).

Similar to the results in industrialised countries, some socio-economic characteristics of young people's families also mitigate or aggravate their chances of becoming NEETs. Young people from households with economic difficulties (for example, low income, unemployed parents), from an immigrant background, or from groups that are at risk of being marginalised (for example, by language, as cultural minorities, Roma) have higher prospects of becoming NEETs.

While young people under this classification suffer from some exclusion, either education and training or employment,

the reasons for their exclusion might be completely different. Vulnerability is not merely a consequence of individual or family characteristics, but also the result of education and labour-market systems that fail to provide opportunities for large numbers of young people. Prince Trust (2007), Furlong (2006).

## **NEET and Poverty Elimination**

Despite NEET support structures in relevant fields (including, for example, childcare, primary and secondary education, the VET system, employment, healthcare, housing, transport). The focus on NEETs highlights the problem of 'inactive youth', together with the young unemployed, but it draws attention away from those who are employed but trapped in inferior types of job. Kraus (2008).

The attractiveness of using the NEET label is linked to the fact that it puts (potential) vulnerable youth under one heading and one indicator. The categorisation of NEETs into sub-groups of (unemployed, discouraged, family carers, inactive) allow us to understand the reasons behind such a classification and design targeted policies to address them.

The most popular target group in these policies is 'unemployed youth', but other critical vulnerable groups such as family carers, discouraged workers and the inactive 'drop off the radar' since little information is available on these groups and far fewer frameworks and measures are in place to counteract the obstacles they face.

Across the OECD, 22% of working-age adults under 30, and 18% of those over 30, would be below the poverty line if they did not receive benefits. However, income support is less effective in keeping youth out of poverty in the long run. OECD (2016).

When young women and men do find employment, quality remains a concern. In emerging and developing countries, 16.7

per cent of young workers lives on income below the extreme poverty threshold of US\$1.90 a day, partly because they often start their working lives in the informal economy. Globally, three out of four employed young women and men are in informal employment, compared to three in five for adults. In developing countries, this ratio is as high as 19 out of 20 for young women and men. Newton and Buzzeo (2015).

Young people face a higher risk of poverty than older age groups. Young people are now more likely to be poor than seniors. Studies show that youth poverty rates are higher than seniors' rates in most OECD countries. Roughly every eighth young person lives in poverty OECD-wide. Youth poverty rates are particularly high in the Nordic countries, where young people tend to move out, so no more extended benefit from their parents' income, earlier than in other countries. They are high in the USA too, although the population is somewhat younger. This increases much more in the absence of adequate public support; declining household incomes increase the risk of poverty. Time (2016).

## **NEETs Diagnosis and Intervention Programs**

The interventions of NEETs, are based on the magnitude of the problem and its underlying causes. Indeed, individual and family characteristics (sex, education level, age, socio-economic background) are important factors determining the outcomes of youth transitions from education to employment, and are therefore some of the key reasons that contribute to young people becoming NEETs, Brinton (2011). Nonetheless, there are also large differences between the countries that could be explained by the various social or cultural norms of societies, the different structures and performance of their education and Vocational Education and Training (VET) systems, and the functioning of local labour markets and economies in general. Shepherd (2011).

The amount of income support available to low-income young people, does not prevent them from being poor. As a consequence of the difficult labour market situation for young people is that a growing share of them struggle to be self-sufficient. Although income support can help absorb severe earnings losses and ensure a decent standard of living, it is often less generous and more difficult to access for young people. Shepherd (2011).

Studies show there are limited youth income support programs which they receive unemployment or disability benefits, social assistance, or other types of cash benefits, compared to adults. Yates and Payne (2006).

In EU and many leading developed countries where a high proportion of NEETs do not live with their parents, they may be at a higher risk of poverty, particularly if they live alone or in a household where nobody earns an income. Roughly every eighth young person lives in poverty OECD-wide, Time (2016). Youth poverty rates are particularly high in the Nordic countries, where the young tend to move out, so no longer benefit from their parents' income, earlier than in other countries. While income support is essential in the fight against youth poverty by itself, it is seldom enough to put young people back on the path to self-sufficiency. The best way to achieve lasting financial security is to secure stable employment. Robson (2010).

While the long-term goal of public policies is to help young people on the path to self-sufficiency, those on low incomes, especially the NEETs, may require support to avoid poverty. One way to achieve both objectives is to tie income support payments to young people's efforts to find a job or upskill. Benefits should allow young people to meet their basic needs, so they stay healthy and do not withdraw from society. In that regard, income support programmes have played an important role to protect the most vulnerable groups in the recent crisis and its aftermath. Shepherd (2011).

## **NEETs Prevention Efforts**

Many countries are taking serious efforts to modernise secondary education with vocational education and training opportunities. Emerging economies need to be able to create enough skilled jobs with less-educated young people.

Tackling information gaps for these unprotected groups is the first step in developing appropriate and targeted policy interventions. Among many different policy options, partner countries need to prioritise the prevention of early school leaving, the modernisation of secondary education, besides the integration of young women into education. Cox (2006).

In order to break the cycle of social exclusion of NEETs among youth more qualitative, effective, labour market-relevant and balanced education and training systems need to be developed, Prince Trust (2007). A participatory and coordinated action plan involving families, early child educators, schools (especially secondary and vocational schools), training providers, public employment services, youth organisations and the private sector is needed to ensure early tracking of disengagement and prompt intervention. There is some evidence that intensive multi-component interventions effectively decrease unemployment amongst NEETs. Kraus (2008).

The prevention program needs to focus on the ‘discouraged youth’ who have given up on job searching for reasons that imply a sense of despair about the labour market. In statistical terms, discouraged youth are without work and available to work but did not seek work for one of the following reasons: not knowing how or where to seek work; an inability to find work matching their skills; previous job searches had led to no results; feeling too young to find work; and the sense that no jobs were available in the area. Given the frequency with which the term “discouraged youth”, also called sometimes as the “lost generation” has been used to draw attention to youth issues over

the course of the economic crisis and subsequent great recession. Among the NEETs, 'discouraged youth' made up 10% of the total, on average.

One of the challenges of NEETs poverty is poor health. Studies show that about 7% -10% of youth on average across the OECD countries report being in poor health to the extent which limits their daily activity. In developing and underdeveloped countries, NEET youth with poor health might increase from 30%-40%. Hussmanns et al. (1990).

### *2.7 Communities Stabilities and the Challenge of NEET*

Youth comprise 40% of the world's unemployed, a status associated with adverse wellbeing and social, health, and economic costs. This systematic review and meta-analysis review synthesises the literature on the effectiveness of interventions targeting young people, not in employment, education, or training (NEET).

In 2017, 16.7 per cent of working youth in emerging and developing countries living below the extreme poverty threshold of US\$1.90 per day. The bulk of international migrant flows consists of young people – around 70 per cent are younger than 30. y Between now and 2030, the global youth labour force will expand by 25.6 million, driven by trends in Africa; these young people will need jobs. Hussmanns et al. (1990).

In 2017, the youth continued to fare worse than adults – approximately 28 per cent of young workers are poor, compared with about 19 per cent of adults. That young worker is more likely to be in working poverty than adults in virtually all regions is connected to the higher incidence of young workers in the informal economy, notably in developing and emerging countries. Globally, more than three-quarters (76.7 per cent) of working youth are in informal jobs. Newton and Buzzeo (2015).

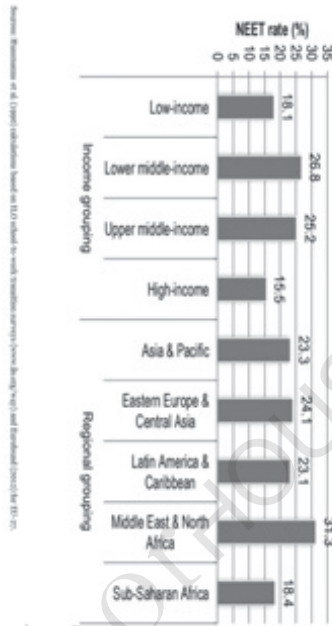
The youth NEET rate of the EU-27 countries was 15.4 per cent in 2012 (Eurofound, 2012). Is this the NEET rate to aim for? Again, without additional information, we are unable to prescribe an acceptable youth NEET rate. The picture is further

skewed when we note in Figure 2 that the average youth NEET rate in low-income countries was nearly on par with that of the high-income countries (18.1 and 15.5 per cent, respectively). It is in the middle-income countries that countries have the greatest difficulty in keeping the youth population fully engaged. Kraus (2008).

Young adults who are not in employment, education and training (NEET) are at risk of becoming socially excluded with income below the poverty line and lacking the skills to improve their economic situation (Carcillo et al., 2015) as shown in Figure (3). Newton and Buzzeo (2015).

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**Figure 3. Youth NEET rate for (2012/2013) by type of income and regional groupings<sup>9</sup>**



## The Challenge of NEET in Labour Market

Young people today struggle in the labour market despite being the most highly educated generation in history. Unemployment is generally higher among young people than prime-age adults, and those who do work tend to have poorer-quality jobs and are much more likely to be on temporary contracts or to earn low wages than older workers.

<sup>9</sup> Sources: Hussmanns et al. (1990) calculations based on ILO school-to-work transition surveys (www.ilo.org/w4y) and Eurofound (2012) for EU-27.



With limited options for educational attainment and lack of social safety nets, most youths in low-income countries are engaged in some form of income-generating activity. Employment is the only option for most youth in poor countries. Yet the quality of available employment offers little scope for youth to gain a stable, prosperous livelihood. Without a qualitative employment indicator, we will never gain proper insight into the labour market challenges faced by the majority of the world's youth population. Yates and Payne (2006).

The OECD revealed that there are more than 580,000 young Australians between the ages of 15 and 29 fall under the classification of NEET. Many countries have been having an increase in NEET since the global financial crisis. A survey about NEETs in Canada in 2012 revealed that around 13% of Canadians between the ages of 15 and 29 fell into the category. The study revealed that out of the total 904,000 NEETs around 513,000 were not looking actively for jobs, and then many of the rest of NEETs are not contracted based on long-term employment. Robson (2010).

In Latin American and the Caribbean, the World Bank estimates one in five people ages 15–24 are NEETs, 20 million in total and which two-thirds are women. In Mexico, at least a quarter of youth are classified as NEET and are highly correlated with increased homicides in high-crime. In the USA at 15% are classified as NEETs and are called as “marginalized group of young people”. While in Korea, NEET is considered even those who do not even complete high school education. Time (2016).

## **NEET and Social Exclusion**

NEET as a word spread after it was used in a 1999 report by the social exclusion unit. Before this, the phrase “status zero”, which had a similar meaning, was used. Andy Furlong writes

that the use of the term NEET became popular partly because of the negative connotations of having “no status” in society. The classification is specifically redefined as “respondents who were out of work or looking for a job, looking after children or family members, on unpaid holiday or travelling, sick or disabled, doing voluntary work or engaged in another unspecified activity”. However, despite many NEET definitions, there is no original measurement attempt in relevance to influence on economic inactivity. Prince Trust (2007).

Scott Yates and Malcolm Payne say that initially there was a “holistic focus” on the NEET group by policy-makers which looked at the problems young people went through, but this changed as the NEET status became framed in negative terms—“as reflective of a raft of risks, problems and negative orientations on the part of young people”.

## Good Practices in Dealing with NEET

One of the NEET figures for England is published by the Department of Education (DfE). The methodology used in calculating the number of NEETs aged 16–18 is different from that used for those aged 16–24. The first relies on a range of sources, the second on the Labour Market Surveys.

A 2007 report commissioned by the Prince’s Trust said almost a fifth of people aged 16–24 in the UK were NEETs. *The Guardian* (2011) report that, since 2003, there has been a 15.6 per cent decrease in people aged 16–18 in employment, but a 6.8 per cent increase in those in education and training. NEET figures tend to peak in the third quarter, when school and university courses are ending.

There is some stigma attached to the term NEET. Simon Cox of BBC News said the word is “the latest buzzword for

teenage drop-outs". He says "NEETs are 20 times more likely to commit a crime and 22 times more likely to be a teenage mum".

NEET if tackled from different perspectives as educational, social, and psychological resources, could help youth to enter and maintaining education or employment. However, by the perspective of life span developmental psychology, this places particular pressure on those young people growing up in disadvantaged circumstances and lacking support, especially when attempting to negotiate the transition from school to work. Brinton (2011).

## **Schemes of NEET**

Several schemes and ideas have been developed to reduce the number of NEETs. UK government, for example, introduced an allowance of £30 to the young people to continue their education till they pass the high school. Then, "Young Person's Guarantee" scheme was announced guaranteed suitable learning place for the 16-year-old school leavers in 2009, offering a guaranteed job, training, or work experience to 18- to 24-year-olds. The agreement helps the colleges to seek to enrol NEETs. Kraus (2008).

Japanese government expressed concern about the impact on the economy of the growth in the NEET population. According to the Japanese Ministry of Health, Labor and Welfare. Other surveys by the Japanese government in 2002 presented a much larger figure of 850,000 people who can be classified as NEET, of which 60% were people aged 25 to 34. When the NEET issue erupted in the Japanese media in 2004 and 2005, non-employed young people falling into this category were framed as lazy, work-shy and voluntarily out of employment. This media portrayal was effective in arousing the concern of Japan's (conservative)

middle-aged population, but it led only to moderate support for new youth policies.

Many NEETs in Japan use ‘Youth Support Stations’ services, which are designed by social enterprises, to support youth. Some believe that Japanese NEETs include many who have rejected the accepted social model of adulthood. They are said to not actively seek full-time employment after graduation, or further training to obtain marketable job skills through the governmental ‘hello work’ schemes.

Professor Michiko Miyamoto describes the situation as a “breakdown of the social framework forged in an industrial society, by which young people become adults.”

## **Methodology**

The research methodology employed in this chapter uses a qualitative case study approach. The case study is a collection of 40 projects cases that were chosen from a longitudinal research study conducted by the IIEP. The method used the target to help explore the possibilities in dealing with NEET complex and multiple variables, practices and processes (Yin, 2003).

The study examined three types of projects cases that prevent, treat or improve the techniques related to NEETs in relevance to the targeted groups which are usually youth between the age of 13-32, where they should be in schools or universities, or working as part-time — the projects listed help to develop the ‘intrinsic capacities’ in relevance to the type of challenges. The ‘intrinsic capacities’ are extracted from the longitudinal study cases and projects. Besides, the types of projects, each case was categorised into one three targeted practices that help to develop the youth ‘intrinsic capacity’ and keep them protected from failing into NEET or poverty traps: visualisation-driven practice,

choices-driven practice, decision-driven practice. Buheji (2019), Eurofound (2012).

The case study and the 40 projects enable the investigation for a suitable framework that would build a full variety of evidence: documents, artefacts, interviews and observations. The chapter attempts to address the research question: “How NEET can be eliminated or its influence reduced on youth in a way that it would not lead to a new type of poverty?”

## **Case Studies**

Since September 2015 till September 2018 IIEP carried projects that deal with the issue of NEET youth from different perspectives and using a variety of approaches. The case studies were carried in mainly four countries, Bahrain, Bosnia, Mauritania and Morocco, over the three years. The motivation for such projects was IIEP carries in it themes the passion ‘youth economy’ and ‘resilience economy’, besides ‘inspiration economy’ which are highly related to both preventions of NEET side effects and elimination of poverty. Buheji (2018a, b, c).

For the sake of this research, the IIEP projects were categorised into mainly three types of cases. The first type of cases was focused on how to control the influence of NEET and its effect, including the negative influence and the possibility of poverty creation. The second type of categorised cases were focused on treating NEET youth to recover from poverty or poverty-related effects. The third type of cases is focused on improving the capacity of youth to help to be more resilient and not fail into the NEET trap, or to re-integrate these youths into the society, or eliminate possible exclusion, Buheji (2018c).

All the projects targeted to enhance youth ‘intrinsic capacity’ and keep them protected from failing into NEET or poverty traps by focusing on one of the following practices: visualisation-driven

practice, choices-driven practice, decision-driven practice. Buheji (2019).

### **Type 1 Cases- Preventing NEET Trap or Possibility of Side Effects (including living with poverty symptoms).**

In order to prevent students and youth generation from getting into the NEET trap and side effects; including living into poverty symptoms; the following cases were carried out in different times during the 9/2015 till 9/2018, as per the following Table (1). Each of the projects cases targeted a specific group of NEET during school life, before graduation or directly after graduation.

**Table 1. Illustrate Projects that target to prevent NEET trap**

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
1-Build a knowledge economy driven practices in selected schools and universities.	Students of both Schools & Universities	Bahrain	Choices of Life
2-Integrated extra-curricular programs in schools and universities with lifelong learning skills programs.	Students of both Schools & Universities	Bahrain, Bosnia	Visualisation /Choices of Life
3-Enhance multi-disciplinary approaches in the university curriculum as per the type of colleges speciality and disciplines.	Graduating Higher Education Students	Bahrain, Bosnia and Mauritania	Visualisation /Choices of Life

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
4-Develop 'elementary till university' students 'scientific and research contribution passion' and make them focus on developing their countries 'innovation index' by more focused projects that influence their choices in life.	All youth from 13-32 years old in and outside the education system	Bahrain (University of Bahrain) and (with some selected Bosnian Schools and Universities)	Visualisation /Choices of Life /Decision-Making
5- Use the power of peer-to-peer influence to improve 'non-performing students' and ensure these students meets the minimal standard of education.	Non-Performing Students in all school ages of 13-19 years old	Bahrain, Bosnia, (With selected schools in Morocco and Mauritania)	Choices of Life
6-Support Spreading Classes and then Schools Self-Sufficiency Scheme Models	Elementary till High Schools	Bosnia Schools	Choices of Life
7-Simplify tools for measuring students' safety or positive psychology or stress release.	High School & University Students	Bahrain (University of Bahrain) and (with some selected Bosnian Schools and Universities)	Choices of Life
8-Improve the academic counselling that enhance the students' graduation time and give proper guidance at the right time.	High School & University Students	Bahrain (University of Bahrain)	Choices of Life

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
9-Spread the Disruptive Learning and flipped class teaching techniques to ensure suitable preparedness for the coming life challenges.	High School & University Students	Bahrain (University of Bahrain) and (with some selected Bosnian Schools and Universities)	Visualisation
9-Setting Seasonal life-purposefulness Programs that change the mindset of youth about their seen and hidden choices in life.	Students of both Schools & Universities	Bahrain (University of Bahrain) and (with some selected Bosnian Schools and Universities)	Visualisation
11-Addressing the Gambling (pitting) behaviour amongst youth and building prevention scheme through schools' model	Students of both Schools & Universities	Bosnia High Schools	Visualisation Choices of Life
12-Sponsoring projects that analysis the codification and classification of the type of students challenges and problems as per the counselling services of social workers and students deanship.	NEET and Students from age 13-32	Bahrain (University of Bahrain) and (with some selected Bosnian Schools and Universities)	Visualisation /Choices of Life



Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
13-Developing capacity of youth entrepreneurs to increase the survival of their start-ups for more than three years (on average), or the development of safe exits plans.	Youth Entrepreneurs	Bahrain, Morocco, Mauritania	Visualisation /Choices of Life /Decision-Making

## Type 2 Cases- Treating NEET to recover from Poverty

The second type of cases in IIEP is focused on treating NEET youth to recover from the potential of into poverty and poverty-related symptoms, which are reflected in Table (2). The treatment practices work on either easing the access of youth to sources of NEET prevention programs or mitigating the impact of negative influences that are leading or could lead to NEET status.

**Table 2. Illustrate NEET or NEET prone cases and how they are treated from becoming or being in poverty**

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
1-Easing access to schools and reducing the tuitions specifically to encourage girls' education among the villagers.	Female Students of both Schools & Universities	Morocco, Mauritania	Visualisation /Choices of Life

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
2-Focus on finding alternatives for the girls' role in the village, i.e. easing water transport to release the girls for schools' attendance.	Female Students of both Schools & Universities	Morocco, Mauritania	Visualisation /Choices of Life
3-Show the benefit and the differentiation of the 'Non-Performing Students' towards the Society and the Socio-Economy.	Students of both Schools & Universities	Bosnia	Visualisation /Choices of Life
4-Establishing Dropout Students micro start companies	Students of both Schools & Universities	Bosnia and Mauritania	Visualisation /Choices of Life /Decision-Making
4-Reduce Migration of Youth with more employment opportunities for the villagers' families.	Youth believing in Migration as a goal from age 13-32	Bosnia and Morocco	Visualisation /Choices of Life /Decision-Making
5-Build a 'youth trust' in the village system as a source of income	Youth of Villagers Families	Villages of Morocco Mountains and Mauritania	Visualisation /Choices of Life
6-Build 'youth independence program' that counter the poverty through raising the capacity of the farmers for competitive packaging and distribution.	Youth of farmers families and communities	Bahrain, Morocco, Mauritania and Bosnia	Visualisation /Choices of Life /Decision-Making

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
7-Define type of expelling factors that NEET youth goes through in School, University, NGOs, Private Sector, Friends or Family.	Youth on the risk of being expelled or being NEET or being Excluded from their community	Bahrain	/Choices of Life
8-Define and then tackle issues of students' depression and calculate its return on the society flourishing.	Cases of Students whom Seeking Council or Dropped in Performance	Bahrain and Bosnia	Choices of Life
9-Reduce youth suicide ratio due to early treatment of main causalities of NEET symptoms and none availability of clear life-purposefulness.	Youth who experience Anxiety	Bahrain and Bosnia	Visualisation /Choices of Life
10-Integrating NEET youth with both formal sport and traditional games to eliminate 'imposter syndrome'.	Youth on Risky Communities or from Drugs Areas	Bosnia	Visualisation /Choices of Life
11-Engaging troubled NEET youth in Police Patrols.	Troubled NEET Youth or Youth with history bad incidents	Bahrain	Visualisation /Choices of Life

### Type 3 Cases - Improving the Capacity of youth to eliminate any type of NEET that causes poverty

The third type of cases in this study was focused on selecting IIEP projects that worked on improving the capacity of youth in order to prevent them from becoming unemployed, or get stuck with a job they are not passionate about, or lose opportunities that make them live as part of poverty, as per Table (3). Achieving such projects would make young people more resilient to meet the turbulent conditions of the labour market.

**Table 3. Illustrates the projects that focused on raising the capacity of youth to eliminate any type of NEET related poverty**

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
1-Inspiring students to see their intrinsic powers, while developing their creative thinking skills	Students of both Schools & Universities	Bahrain, Bosnia, Morocco, Mauritania	Visualisation /Choices of Life
2-Discovering inspiring students at the right time. (Early inspiration discovery program).	Students of Schools	Bahrain	Visualisation
3- Establishing track of the inspired students after graduation (Inspiration Pathways).	Graduating High School or University Students	Bahrain	Visualisation /Choices of Life
4- Re-Inventing the influence effect of 'Students Volunteering Program'	Students of both Schools & Universities	Bahrain and Selected Mauritania NGOs youth	Visualisation /Choices of Life

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
5-Improving academic counselling that enhance the students' graduation time and give proper guidance towards their proper life goals, at the right time.	Late graduating students or low performing students or part-time students Or NEET youth	Bahrain	Visualisation /Choices of Life /Decision-Making
6-Improve the University capability to attract competitive projects and contracts through re-organising its students' knowledge expertise and profile.	Students of both Schools & Universities	Bahrain	Visualisation /Choices of Life
7-Enhance students' fitness or competence to meet labour market demand through encouraging different jobs engagement before graduation.	High School and University Graduating Students	Bahrain	Visualisation /Choices of Life /Decision-Making
8-Optimise the Youth 'Quality of Life' through Students Unions Focused 'Pull thinking' Projects	All Youth with more focus on NEET	Bosnia	Visualisation /Choices of Life/ Decision-Making
9-Building Youth Entrepreneurship & Innovation programs.	Graduating Youth	Bahrain and Bosnia	Visualisation /Choices of Life/ Decision-Making
10-Enhancing Youth contribution in voluntary work through rectifying and supporting change in Cultural and Sports Clubs.	All youth from 13-32 years	Bahrain and Selected Mauritania NGOs youth	Visualisation /Choices of Life/ Decision-Making

Project Case	NEET Target Group	Countries Involved	'Intrinsic Capacity' Practice Targeted
11-Enhancing Potential Employers engagement with schools, colleges and universities and improve the feedback Students interaction and readiness to challenges of the local economy.	Students of both Schools & Universities	Bahrain	Choices of Life/ Decision-Making
14-Show influence of 'Disruptive Education' and 'Multi-discipline Learning' on creating more inspiring students.	Students of both Schools & Universities	Bahrain, Bosnia and Morocco	Visualisation /Choices of Life
15-Simulate experiments & hands-on to enhance the community innovation around the university campus.	Students of Universities	Bahrain	Visualisation /Choices of Life
16-Improving the outcome of creating "Self-Dependent" youth in the 'Police Youth Summer Camps' which is held for 3 weeks.	Youth between 11-16 years	Bahrain	Visualisation /Choices of Life

## Discussion

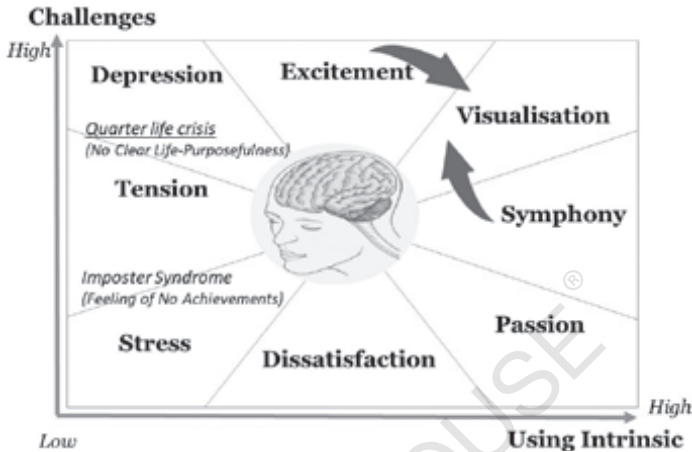
Reviewing both literature and the rising challenges of NEET and NEET related outcomes shows there is still much work need to be done in this area specifically in relation raising the intrinsic capacities of youth, either to overcome the trap of NEET or prevent them from being inside it. The three types of cases in relevance to preventing, treating or improving the youth to keep them away from NEET related problems or being trapped in NEET opens up a new line of research.

The IIEP program sets examples of how we could deal with NEET youth challenges, as the youth with no employment opportunities, or in those in unstable jobs, or in low paid jobs. Most of the three types of cases show the importance of visualisation and setting practices that enhance or calibrate or exploit life-purposefulness goals.

The case study helps to set a NEET transformation framework that helps to deal with the symptoms of youth, which lead to cases of stress, tension and then even might develop to chronic depression. The trend now for these NEET related symptoms come as 'quarter-life crisis', where NEET youth feel they have no clear life-purposefulness goals. Some NEETs also more might develop 'Imposter Syndrome', where youth would 'feel of none appreciation of their achievements'.

In order to raise excitement and minimise the NEET youth dissatisfaction, as per Figure (4), we need to develop for the techniques that increase their 'visualisation' or their goals and choices of life. This level would increase their passion and symphony, as illustrated in Figure (4), which shows the Importance of Visualisation in discovering our intrinsic capacities.

**Figure 4. Importance of Visualisation in discovering Intrinsic Capacities**



The framework encourages researchers and practitioners to use intrinsic capacities to pull the mindset of youth from negatively reacting to NEET situations to more consider them as sources of excitement of a dissatisfaction that raise the persistence and perseverance, the makes the youth passion and link it to their visualised life-purposefulness' goals, with a consistency called 'symphony'.

## Conclusion

Setting transition and transformation focused research that enable NEET youth to increase their 'intrinsic capacity' is undoubtedly very essential for their quality of life and empowering them enough to be out of the poverty trap. Many youths want to come out of NEET or avoid, but the routes to such achievement are not always clear. Therefore, the key points of this research are to provide valuable insights on how to deal with NEET youth and



eliminate their possibility in failing into a new type of poverty where their choices of life would be perceived to be limited. The chapter suggests that if different practices set before-, during-, after- the 'zero status' or NEET as it called, then it would help to develop better life purposefulness practices that are driven by visualisation, choices of life, and focused decision-making.

Similarly, the proposed framework links practices that help to deal with the NEET youth dynamic situation towards using visualisation as a way to raise the intrinsic youth capacity. The implications of this research carry lots of ideas youth and NEET related mentors, managers and researchers.

As with any exploratory empirical study, the limitations of this research is that its data was extracted from one main project, the IIEP. Besides the framework proposed was built based on these data. Therefore, there should be more NEET youth poverty elimination projects in order for the results here could be generalised effectively. However, this research could open opportunities for more long- and short-term focused research efforts that could reduce the NEET impacts and highlights a new approach for reducing any possible future type of poverty.

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# CHAPTER FIVE

## *Exploring Migration Economy – Understanding the Loss of the Arab World<sup>10</sup>*

### **Introduction**

Recent history and especially in the last one decade has shown that despite the civilisation development of many countries, humans would always look for places where they live freely, feel safer, live with dignity and more of all feel a balanced quality of life and be on the move. Humans, in general, has always been migrating throughout history, for new opportunities or avoiding challenging harsh conditions. However, this human-related phenomenon still need to be explored by both academics and practitioners to observe, and then understand how it could be managed to the benefits of humanity.

The importance of this study is that it targets to address a gap of the literature of why migrant is essential to host countries and

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<sup>10</sup> Buheji, M (2018) **Exploring Migration Economy – Understanding the Loss of the Arab World**, International Business Research; Vol. 11, No. 6, p.41-49.

why countries of origin should care about its human capital in the coming future. The context here would on the Arab migrant due to few studies have covered their importance in migration economy, especially in recent history.

The International Organization for Migration (2013) estimated 214 million migrants managed to leave their countries in that year, which is a dramatic jump of more than 40% from 150 million just over a decade ago in 2000. This number stands for 3.1% of the world's population, suggesting one in every 33 persons in the world's population is a migrant (International Organization for Migration, 2013). In the Arab world specifically in the last one decade 3 in every 33 persons would be a migrant, accounting that most of the migrants were from countries as Syria, Iraq, Libya, etc. This continuous expansion of movement of Arab Human Capital brings more exciting opportunities for the hosting countries besides challenges for both the hosting and Arab countries of origin. It even sends a message for the rest of the Arab world to have plans of how to increase their pull factors, instead making their push factors be the norm.

The researcher looks at Arab migrants impact on the socio-economic development of host countries as the USA, Europe, Canada and Australia. The impact of socio-economic development extends to contribution areas as innovation, creativity, community development, creating waves of inspiration. The focus is to see how such human capital are participating in developing more resilient economy and even renewed spirit of youth economy.

Since the last two decades, USA had a 47% migrants increase despite strict measures. Same happened in Europe where migrant increased by 70%. This chapter shows how developed countries have seen migrants as benefit, not a burden. The focus here on Arab Migrant. OECD (2016).

## **Literature Review**

### **Defining Successful Migration**

Migration can be defined as the movement from one permanent place or country into another. Once people manage to enter into the targeted country or enter its borders, they are considered to be immigrants.

The reasons people leave a place are called the 'push factors'. The reasons people are attracted to new places to live are called the 'pull factors'. When the 'pull factors' is much stronger than the 'push factors', people (migrants) tend to contribute more to the host country.

'Push factors' might be employment conditions, socio-economic or socio-political instability, or even wars. While 'pull factors' would be more employment opportunities and aspirational besides inspiring opportunities as better education and welfare system that ensure the quality of life. With the influence of globalisation, migration marks the rhythm of contemporary societies. On-going movement and mobility across boundaries and borders would be the norm for many of today and future generations as emphasised by Kuo (2014).

### **Understanding the Mechanism of Successful Migrants**

OECD (2014) seen that public antagonism towards migration is mainly due to not being able to see the benefits of migration to the hosting countries. This chapter touch upon how migration could be good for the economy of the hosting country and a loss for the countries of migrant origin.

Successful migration for any host country means that the features of socio-economic practices are transferred along with

valued knowledge. The variation of migrants' profile, in reality, is a source of strength for the hosting country where it would create resilient based solutions, Buheji (2018a). In developing countries Germany, France, Australia, Canada and New Zealand, management of migrants plays a vital role in these countries economy. Successful migration has shown over the years to have clear impacts on societies and then its economic impact (Khasru, 2018; Glover et al., 2001). Successful migrants fill important niches both in fast-growing and declining sectors of the economy. Studies even show that young migrants can enhance the educational outcomes like the natives and would help to compensate for the high retiring workforce. (OECD (2016; Cabaniss and Cameron, 2017).

Once the migrants good enough access to fair jobs, they are found to contribute with ideas, skills and participate in vibrant development of their organisations and the hosting country. Therefore, Ebmer (1994) and Hunt (2010) believes that migrants economic contribution in taxes and social contributions much exceed the social benefits they get when they or their family arrive at the hosting country. Migrants also contribute to technological progress. Understanding these impacts is essential and clarify the importance of keeping the flow of controlled migration for the future of the world socio-economy and in ensuring that the countries of origin take care more about its human assets.

## **Contribution of Migrants to Societies**

OECD (2014) seen that migrant workers make outstanding contributions to the labour market in both high- and low-skilled occupations. Over the past ten years, immigrants represented 47% of the increase in the workforce in the United States, and 70% in Europe (OECD, 2012).

To mitigate the loss of the Arab Human Capital, more essential policies are needed in the areas of like education and employment that maximise the benefits of those inspiring generations. However, the fundamental question of how to maximise the benefits of migration, both for host countries and the migrants themselves, needs to be addressed by many OECD countries in coming decades, especially as rapid population ageing increases demand migrants to make up shortfalls in the workforce. (Jauer et al., 2014; Laicak, 2018).

Contribution of migrants can be seen when we see that they represent 31% of the increase in the highly educated labour force in Canada and 21% in the United States, followed by 14% in Europe. Even though most migration is not directly driven by workforce needs, immigrants continue to lead a significant role in the most dynamic sectors of the economy. (OECD, 2016).

Migrant found to play the central role in the development of education and industries that are relevant to STEM occupations (Science, Technology, Engineering and Mathematics). At the same time, immigrants represented about a quarter of entries into the most strongly declining occupations in Europe (24%) and the United States (28%). (OECD, 2016).

In many countries as Germany, Switzerland and Luxembourg, the success of migrants started to affect the % of GDP directly. In most countries, except in those with a large share of older migrants, migrants contribute to the financing of public infrastructure, even though they do not match yet the native-born (OECD, 2014).

## **Migrants Budget Impact**

One of the most critical determinants of migrants' contribution in countries with generous welfare states is employment as per OECD (2016). Migrants in Belgium, France and Sweden, have a



budget impact of more than 0.5% of GDP. Such countries found to also help immigrants meet their own goals. Most immigrants, after all, do not come for social benefits, but to find work and to improve their lives and those of their families. Studies show that all the efforts to integrate migrants can be considered as investments rather than a cost. (Khasru, 2018).

Almost all countries that had managed to get the best out of its migrants, they managed to increase their innovation index and their socio-economic development. Studies of OECD shows that when migration expands the workforce, aggregate GDP can be expected to grow. However, the situation is less clear when it comes to per capita GDP growth. OECD population statistics database shows that migrant has a demographic impact on the pension system and per-capita allocation of collectively accrued revenue and expenditure items. (Glover et al., 2001; Cabaniss and Cameron, 2017).

## **Describing Successful Migrants**

Migrants tend to be more concentrated in the younger and economically active age groups compared with natives and therefore contribute to reduce dependency ratios (Gagnon, 2014). Migrants arrive not only with skills and abilities, but with passion and ambitions to create a significant life change. This stock of human capital feeds in the host country with persistence and perseverance. In countries as USA, successfully killed migrants contributed to boosting innovation that came through research and technological development (Hunt, 2010).

The proportion of highly educated immigrants in OECD countries is rising sharply. The number of tertiary-educated immigrants in OECD countries showed an unprecedented increase in the past decade (up by 70%), reaching a total of almost 30 million in 2010/11. Of these, about 5 million, or 17%,

arrived in the past five years. This trend is mostly driven by Asian migration – more than 2 million tertiary-educated migrants originating from this region arrived in the OECD in the past five years (OECD-UNDESA, 2013).

Ebmer (1994) that the motives for migration play a major role in the development and achievement of migrants and thus lead to their influence on economic success. The economic motivation of migrants is driven by the search for success and fear of failure.

Till today there are few empirical evidence about net migration economic growth. However, OECD (2012, 2014) did a study on the impact of migration on economic growth for OECD countries between 1986 and 2006 demonstrates how migrant has a positive impact of the human capital that helps develop the economic growth. This type of contribution if continuously empirically proven would show the importance of immigrants' success to human capital differentiation which leads to overcoming the mechanical dilution effect (i.e. the impact of population increase on capital per worker). Jean and M. Jimenez (2007).

The earlier United Nations Secretary-General Kofi Annan seen that if countries have the right policies for managing migrant all the parties could create a mutual development both of countries of origin and destination. Therefore, Anan proposed establishing a permanent forum for the sharing of experiences and ideas on migration management issues. Khasru (2018).

### **Case of Refugees as Future Successful Migrants**

Today people are moving more than ever before. There are presently around 258 million international migrants. That figure had grown rapidly since the turn of the millennium, when there were 173 million (OECD, 2015).

Many of the Arab refugees of today are highly potential future successful migrant. Some actually are already educated as doctors, lawyers, accountants and teachers in their country of origin. The refugees who plan to return home, find inspiration when comparing their country with Germany. The opportunities and the challenges associated with migration continues to evolve as long as human societies continue to develop, and certain societies continue to fall far behind. Migrants from instable socio-economies entering developed hosting countries in search for a better life would have more possible alternatives of successes than those staying behind. (Cabaniss and Cameron, 2017).

From an economic perspective, the influx of migrants into Europe provides an opportunity, as the region faces the major demographic challenge of an ageing population. The EU's fertility rate is 1.5 children per woman, and the working age population would be shrinking if it were not for migration. The German economy is a good example, as it is creating jobs faster than natives can fill them. In the UK, the period of high immigration, which started in 1997 and peaked in 2004, had a positive impact on GDP and employment.

Immigrants bring various skills and aptitudes, catalysing the locals to improve their own. While the difference in performance in the UK between immigrants and the natives is marginal, it is significantly higher in Spain, Greece, Belgium and Sweden. Jauer et al. (2014).

## **Arab Migration Success Stories**

There are many arguments about the advantages and disadvantages of migration and especially on host countries. Arab migrants filled not only human capital gaps but also created a major change in the socio-economic development in the countries they have been accepted in. Through their efforts technical, social, political

and economic development in many communities were either developed or sustained.

With Arab Successful migrants, host countries are enriched by cultural diversity. This study indicates that Arab migrants not only have facilitated growth in the economy; brought benefits to the different industries through the development of new air routes. Successful Arab migrants also had a positive influence on the productivity of the host countries and contributed new ideas with fresh approach to their organisations and developed greater cultural links with developing nations.

Successful Arab migration brings social and cultural pressures that need to be taken into account in planning for future services. Arab migration also has the potential for bringing peoples together culturally, but friction occurs if efforts are not made to dispel the myths held by local people. Ebmer (1994).

## **Arab Migrants, More than Brain Drain**

‘Brain drain’ happens when many potentially successful people who create positive change in the socio-economy leave the country to another host country or community. Due to the number of obstacles that the migrant may need to overcome, he/she excel than their colleagues of host countries native citizens.

Arab migrants’ success goes beyond their contribution to socio-economic development; they are participating today, directly and indirectly, in the reduction of inequalities and enhancing the positive effect of the diverse societies. Despite the fact that the majority of Arab migrants live and work legally. Still, there are some desperate migrants who are putting their lives at risk every day to enter their targeted countries, or where still they could not settle effectively to start to contribute.

Zahlan (1979) examined the causes and consequences of the migration of Arab human capital who have the potential

to become high-level workforce, with emphasis on the need to determine means of increasing the productivity of available human resources and developing Arab institutions. Analysis of migrants according to professional groups and country of origin is provided and was linked to causalities of not being able to control the brain drain by the Arab countries.

In another study by Zahlan (1980) seen that the total body of knowledge calculated for Arab Migrants is more than brain drain, it clearly reflects when we see the socio-economic, the technological, the knowledge development they have created. As per Zahalan, there are more 50% of the reputed Medical Physicians outside the Arab world, and 23% of the successful engineers and 15% of the successful natural scientists. The numbers as per Zahlan calculation reached more than 50,000 in 1979. This number, of course, can be multiplied by five times since that last four decades carried lots of wars and instability in the Arab World. This turbulent environment created significant 'push factors' for many highly intellectual human capitals to decide to migrate. Specially youth and highly educated intellectuals from countries as Iraq, Syria, Libya, Yamen and Egypt, chosen to voluntarily flee with their life; instead of staying non-effective or non-employed or under threat of being trapped in the local political tensions.

Many of these successes achieved by the migrants could have been maintained in the Arab World, if those successful Arabs were attracted by minimum facilities and pull factors. Such loss of such migrants means loss of economic development and loss of opportunities in filling gaps in fast-growing sectors the human capital of high contribution and working age. They are a type of migrants who could have paid more taxes than receive benefits. With the advances of social-psychological today, we are realising more today that interactional processes between push and pull factors can play even further role in future migration and especially in unstable countries as the Arab World. Cabaniss and Cameron (2017).

Today, it is more possible to encounter people who can trace their roots back to Arab countries in almost every nation of the “New World.” That also includes approximately four million citizens of the United States, who live primarily in large metropolitan areas and the eastern part of the country. These Arab migrants helped to leverage many opportunities in their hosting societies and helped in their prosperity and further development. Escher (2008).

## **Understanding Human-Based Economies<sup>®</sup>**

The author in his previous publications in (2016), (2018a) and (2018b) shown the importance of Inspiration, Resilience and Youth Economies in replacing materialistic capital based economies in many practices and mindset.

The studies of Oleynick et al. (2014) support the later work of Buheji (2016, 2018a and 2018b), where better-operating capacity (comes from within and limitless). This means when we evaluate the success of any individual we can see that their differentiation in creating better return on investment, being less external resource-dependent besides being able to utilise inter-disciplinary approaches would make them more capable of creating differentiation in their socio-economies. Such people are also considered to be having unique capability for self-renewal and high learning with unique successes and high capacity to utilise failures.

## **Methodology**

Seventy successful Arab migrants were studied through different documentaries that were reached from downloaded videos on YouTube of international TV channels as Al-Jazeera documentary,

BBC Arabic News and CNBC Arabia. The purpose was to identify the top master criterions of those successful Arab migrants and their type of contributions in order to reflect and see how they created waves of inspiration, resilience and positive unique youth economies on the hosting countries. The objective of the study had deeper meanings as exploring how migration can create positive economy and what are the losses of the countries of origin as those of the Arab World that need to be counter-measured in the future to avoid more catastrophic loss of very precious human capital in the coming years where human mobilisation is expected to increase.

As shown in the tabulated sample used in Appendix (A) which represent 6 out of the seventy sampled successful Arab Migrant; all the seventy screened successful Arabs migrants were evaluated the presence of practices that lead to IE, Resilience Economy and Youth Economy. The criterions for these human intrinsic driven economies were intentional chosen to show the precious assets that both the hosting country got and the country of origin lost. These criterions were summarised from the research earlier work of Buheji (2016, 2018a, 2018b).

A summary of the bibliography of the success Arab Migrants as their countries of origin, speciality, position, current country of residence, i.e. the hosting country, were collected. Then each of the seventy screened migrants was checked for the availability of the IE Criteria's, as per Appendix (A).

## **Results**

83% of those screened mentioned that they developed over the years the capacity to observe and capture hidden opportunities utilising intrinsic powers which contributed to their hosting community socio-economic developments, directly or indirectly. 65% of the migrants claim that they managed to utilise failures

and challenges through selective mindset that benefited their success outcomes. Even though the awareness or the intention of targeting to influence without power or with minimal resources could not be traced in most of the screened migrants, 9 out of the seventy Arab migrants shown that they had this intention at some time in their success journey. 40% of the migrants mentioned that solving different problems specially during education time created for them more opportunities for a differentiated change and outcome. 87% of the migrants shown adequate and even strong entrepreneurial spirits that they tried to spread in the society.

The Arab migrants were also screened for their role in creating Resilience Economy in the hosting countries. Since most of the screened are very humble in presenting their contribution to the community, only 45% given hints and evidence that they participated in pushing and/or optimising the benefits of unity and coexistence in their hosting communities. Few also (20%) shown how they participated in mitigating socio-economic risks and minimising negative impacts on their hosting countries. However, 65% of these Arab migrants shown that their success extended to optimising the opportunities that recessions and instabilities brought to them since they arrived to the hosting country through utilising all resilience economy enablers and overcoming different barriers. About 90% shown that these migrant are unique human assets in management of transformation and adaptation of change to the benefit of humanity and sustainability.

When Youth Economy parameters that represented in both spirit and energy of youth that bring renewed change to any community were projected on the successful Arab migrants, lots of amazing results found. 90% of those screened shown they contributed heavily to optimising youth energy and productivity of their community and organisations. Almost also 87% used their youth assets wisely. More than 60% integrated with their



generation trends to optimise their socio-economic benefits, using the spirit and energy of youth. None have shown clear understanding of south economy and how it might affect their socio-economic life strategies.

Through reviewing the videos of the successful Arab migrants, we can claim that they have a type of success that came through their unique ability for self-renewal and innovation. These keywords could be seen in 60% of those screened. Only 30% shown to carry social entrepreneurship spirit and 43% shown to have the ability to attract funds from self-capacity.

Many of the successes of these Arab migrants come from the unique world-class contribution that made them compete for Nobel Prizes, or similar awards or have the ability to attract funds, or get many patents or innovations. Some managed to develop new products that helped to develop humanity. About 25% of those screen shown a multi-disciplined approach for dealing with their life achievements.

## **Discussion & Conclusion**

This chapter targets to clarify the economies of migration through the experience of successful Arab migrants. This clarification should help countries of the host to appreciate this precious human capital contribution to the countries of host and the loss of the countries of origin, especially if this is repeated in large-scale migration in the future.

Almost all the seventy screened successful Arab migrants shown unique strength in generating human-based economies with great detail shown in the example Appendix (A). Literature review and results also show how much the Arab World could lose more of its intellectuals in the coming generations through migration, if such human-based factors could not find a proper pull factors in countries of origin.

The results show that the success of such Arab migrants might encourage more youth to migrate to such developing host countries, unless many pull factors are activated in the countries of origin. The success of the Arab migrant also shows that many coming ambitious youths could enrich their hosting cultures and communities with new skills and ideas, if these contributions are not well incubated in their countries of origin.

With the increasing volume of changing youth demographics, gap in the advancement of technologies, un address needs in labour markets and continued challenges posed by wars and shortages of human rights environment many Arab countries could continue to be a potential source for future successful migrants. It is really a warning bill for all the Arab countries, to avoid huge loss to come.

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## Appendix (A)

Table of New Economy Criteria's

“Inspiration Economy”

	Prof. Majdi Bayomi	Prof. Mohd. Erhoma	Prof. Nourdeen Meleksha	Prof. Tariq Gazawi	Prof. Shukkri AlSherif	Prof. Muhideen Muateq
Bibliography Country of Origin/ Speciality/ Position/ Current Country of Residence (Migration)	Egypt Electrical Engineering Professor & Dean-Louisiana Univ – USA	Libya Clinical Pharmacology Professor-South Africa	Algeria Physics Professor  -Kennedy Science Academy Dean-USA	Egypt Super-Computer Professor -George Washington Univ-USA	Tunisia Professor in Mechanical Engineering (Fabrics) Germany	Libya Cardiac Surgeon Cincinnati-USA

“Inspiration Economy”

## Criteria

Observe and capture hidden opportunities utilising intrinsic powers to socio-economic developments.	√	√	√	√	√	√
Utilising failures, challenges with selective mindset that benefit better outcomes.	√	√		√	√	√
Utilising influencing without power with minimal resources to create socio-economic legacy or models.	√	√	√			√
Using advanced problems solving techniques to create more opportunities and differentiated change.	√		√	√		√
Ability to create inspiration currencies that leads to more entrepreneurial spirits within the society.	√	√	√	√	√	

### “Resilience Economy”

Criteria	Prof. Majdi Bayomi	Prof. Mohd. Erhoma	Prof. Nourdeen Meleksha	Prof. Tariq Gazawi	Prof. Shukkri AlSherif	Prof. Muhideen Muateeq
Pushing and optimising the Benefits of Unity and Coexistence towards more prosperity	√		√		√	
Mitigating socio-economic risks and instabilities to minimise negative impacts to recover quickly from incidents affects.		√				

Management and Optimisations of the opportunities that Recessions and Instabilities bring.				√		
Utilising all resilience economy enablers and overcome all its barriers.			√	√	√	
Consistent Engineering, Planning, Nurturing transformation and adaptation of change to the benefit of humanity and sustainability.	√	√	√	√		

“Youth Economy”

Criteria	Prof. Majdi Bayomi	Prof. Mohd. Erhoma	Prof. Nourdeen Meleksha	Prof. Tariq Gazawi	Prof. Shukkri Sherif	Prof. Muhideen Muateeq
Optimising Youth Productivity	√	√	√		√	
Youth independence ratio through Appreciating Youth Assets	√					
Utilisation of Generation trends to the socio-economic benefits	√	√	√	√	√	
Using Spirit and Energy of Youth Implementation of Youth Economy and Socio-Economy Strategies			√	√		

## Type of Success Created by the Arab Migrant

Ability for Self Renewal and Innovation	√	√	√	√	√	√
Social Entrepreneurship Spirit	√	√	√	√	√	√
Ability to attract Funds from Self-Capacity	√	√	√	√	√	√
Main World-Class Contribution	Patented Engineering Innovations	Development of New Pharmaceutical Drugs	Developing of Multi-Disciplined Science Labs	Developing UPC & Ugas Super Computers language	Developing Optical Fabrics Abnormal Machines	Cardiac Surgery Robotics



# CHAPTER SIX

## *Youth Unemployment Mitigation Labs - An Empathetic Approach for Complex Socio- Economic Problem*<sup>11</sup>

### **Introduction**

Youth unemployment would continue to be a complicated problem as the world is continuing its demographic shifts in developing countries. The problem of youth unemployment will continue to carry numerous domestic and global risks, including social exclusion, mass migration and generational gaps. Buheji (2018d)

At a time when young people in certain societies are being prepared as the engine of society and its sustainable resource. Youth unemployment needs an economic, social and psychological approach more than a political approach. It is a security problem that carries with profound consequences towards poverty,

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<sup>11</sup> Buheji, M (2019) **Youth Unemployment Mitigation Labs - An Empathetic Approach for Complex Socio-Economic Problem**, American Journal of Economics, 9(3): 93-105.

deprivation and frustrations, which have profound effects on the level of quality of life of the community.

Unemployment affects both the psychological and the physical status of youth more than ever today. Studies show that the effects of unemployment stem from a sense of failure and loss of self-esteem, which raises the rate of silence that may lead some to commit a crime, drug abuse and even suicide.

In this chapter, we shall explore the meaning of unemployment for youth specifically, besides modern unemployment statistics. Youth unemployment as a problem to be solved is discussed from different perspectives such as the current and required, such as education and recreation activities. Economic Discussion (2019).

Policies to reduce youth unemployment and the necessary policy reforms. Then a review for those youth not in education, not in employment and not in training, called for short (NEET). Then a review about the role of knowledge-based economy on the issue of youth unemployment is followed. Examples of youth unemployment challenges and the probability of youth staying unemployed shed light on the depth and the complexity of the problem. Buheji (2018e).

Then a case study of the way inspiration labs is tackling the youth unemployment a socio-economic problem and from different perspectives is explored. A comparative discussion on the contemporary efforts in tackling the youth unemployment issue in relevance to inspiration is evaluated and discussed, then recommendations for the way forward to close this major UN-SDG gap are suggested in conclusion. Amadeo (2018).

## **Literature Review**

### **What is Youth Unemployment?**

Unemployment can be defined as when an individual is hunting for employment and does not find a job or alternatives to a job,

i.e. being self-employed. Unemployment is one of the major crisis that happens around the world every era. Therefore, it is an issue that reflects the national or international economic status and the healthiness of investment potentials. Johansson and Handelshögskolan (2015).

The unemployment rate is measured by calculating the total unemployed individuals divided by the total number of the labour force in the country. As per the International Labour Organization (ILO,2012), there are more than 200 million globally or about 6% of the complete world workforce is unemployed. For youth, their unemployment differs even more if their NEET is high. I.e. When youth are not in education and not work means we have a society a significant wastage of both youth energy and spirit, Buheji (2018d).

## **Youth Unemployment Statistics**

### **Statistics of Youth Unemployment in Modern History**

The global unemployment rate reached a post during World War II to a high of 9.7% in 1982. With the economic recession, the unemployment rate reached 9.6% in the year 1983. It was in 1989 that the unemployment rate dropped to 5% but started enhancing again. This led to 6.8% in 1991 and 7.5% in 1992. Later and with the economic development, the unemployment rate fell to 6.9% in 1993, 4.5% in 1998 and to 4% in 2000; consequently. It was considered to be the lowest in the last three decades.

Since youth are essential to any economic development and growth, the drop-down in the overall global unemployment rate gave great hope for the ease of young people entry to the labour market, especially in emerging and developing market economies. This is especially true as the world reach approximately one-third of its working-age being youth (Buheji, 2018d; Lagard and Bludorn, 2019).

However, the reality today is the opposite. Still today, youth, all over the world, face tough labour markets and job shortages. Approximately, 20% of 15- to 24-year-olds in the average emerging market and the developing economy are neither in work, nor in school (i.e. NEET); in comparison to 10% in advanced economies. Table (1) illustrates the percentage of youth unemployment selected developed and emerging economy countries, as per ILO (2015) statistics.

**Table (1) Youth Unemployment by Country**

Country	% Youth Unemployment
Australia	13.2
Greece	50.6
France	25.4
India	18.1
Italy	43.9
Japan	7.2
Poland	23.2
South Korea	8.7
Spain	53.5
Turkey	19.5
United Kingdom	16.3
United States	12.4

*Source: ILO 2015*

The International Monetary Fund (IMF) published a report in (2019) that show that the share of youth, i.e. ages of 15-24 years, not in school and not in work, (NEET) in the past 13 years (from 2003 till 2016) stayed within 25-20% in emerging markets and developing countries, while in developed countries it stayed within 10%. Ahn et al. (2019) and Lagard and Bludorn (2019).

In Africa, youth unemployment is one of the growing problems in the continent and the world. It is of high importance, even more, today due to the migration crisis. According to the International Labour Organization (ILO), the unemployment rate among youth in Northern Africa was at 29.3% in 2016. (ILO, 2016). The situation in sub-Saharan Africa, specifically, is only slightly better where the youth unemployment rate was at 10.8% last year. In South Africa, more than half of all active youth were unemployed in 2016, representing the highest youth unemployment rate in the region (Buheji, 2017b).

In Europe, the numbers are even worse. In general youth unemployment rates have reached in certain countries, about 50% on average. For example, in Spain youth unemployment rates reached (53.7%) and in Greece (50.7%), in Italy (42.9%), in Croatia (41.8%), in Portugal (35.5%), in Cyprus (34.9%) and Slovakia (28.5%). The lowest shown youth unemployment rate is in France (24.4%), then in Ireland (23.8%) and the same in Belgium.

WEF (2018) report warned that such sustained global financial crisis would create a “lost generation” and would hinder youth integration into traditional patterns of economic life. Among the specific issues raised by WEF report were the long-term youth unemployment; low-quality, part-time and temporary employment jobs. The WEF also pointed out the risk of weak links between education and worked; the impact of demographic change and migration; and the increasing pressures in relevance to social protection. WEF (2019).

WEF (2018) shows that youth unemployment has been broadly static since the publication of the WEF 2014 report, i.e. before the global financial crisis. Even where jobs creation has picked up since the crisis, concerns are rising about the growing prevalence of low-quality employment and the rise of the “gig economy”.

In 2016, the UN launched the ‘global initiative for decent jobs for youth’ to coordinate policies on youth employment and

young people's labour rights. The EU released €6 billion, as a youth jobs guarantee program, targeting to ensure that within four months of becoming unemployed young people are offered new employment, education, or a workplace apprenticeship.

## **Future Foresight of Youth Unemployment**

Predictions say that youth unemployment will continue to rise in the following years. High unemployment has negative consequences on the economy of the country and population. More young people are expected to leave their countries of birth to find employment abroad.

The new IMF staff study shows that, if youth underemployment in the typical emerging market and developing economy were brought in line with the average advanced economy, the working-age employment rate would rise by three percentage points and economic output would get a 5% boost. IMF (2019) and Lagard and Bludorn (2019).

## **Youth Unemployment - Problems Solving**

### **Youth Unemployment as a Problem**

Unemployment as a problem can be solved in many ways and alternatives. Solving youth unemployment as a socio-economic problem can help to reduce the current total approaches of youth empowerment, Amadeo (2018). Most current approaches work to solve long-term youth unemployment is through ensuring better educational standards, launching of new empowerment programs, encouraging self-employment, entrepreneurship, ensuring access to basic education and reduction of the age of retirement. Buheji (2018a), Buheji (2018e).

Recently, most of the scientists see unemployment as an issue that could be solved when youth become creative, positive and competitive. This led to many initiatives that target to avoiding investing in unsuitable programs. Buheji (2018d).

Youth unemployment is another issue which is still happening in developed, underdeveloped and developing countries. There is significant evidence that even the developed countries are battling with youth unemployment issues. The international labour organisation has mentioned the statistics of both employed and unemployed in 2012 which states that is about 6% of the world population are unemployed and youths are the ones who are unemployed, i.e. youth unemployment (ILO, 2012).

Many studies now show clear evidence that the delay in youth unemployment increases their likelihood of being unemployed in their later adult life (Gregg, 2001; Bell and Blanchflower, 2009). As a result, youth unemployment will also have a sustained impact on the level of wealth and growth in future periods.

Now officially, the EU sees youth unemployment to be a serious problem even in Europe where the Eurostat (2015) shows the unemployed youth to be 22.1%, compared to 8.9% for the adult population. This figure shows the considerable difficulties that young people are facing when trying to access the labour market for the first time.

## **Education and Unemployment Problem**

Education creates opportunities for young people that contribute to the fulfilment of their desires and the building of their personalities and the establishment of a secure and stable life. Education supposed to facilitate a better search for suitable jobs and opens the youth mindset to see opportunities in different ways. Therefore, many believe that with their education certificates, they would get open doors of opportunities. Buheji, (2017c), WEF (2019).

The government should change the policies of requiring an expensive bachelor's degree, that take four to five years of one's life without real guaranteed employment outcome. Students should have more options to go to vocational school, or get a combination of liberal arts and then on-the-job training. Hence, it would be great to see companies start adopting apprenticeship programs, teaching young professionals what they need to know on the job. Ahn et al. (2019), Buheji (2018b), Buheji (2017a).

Boosting on human capital education and training is no longer an effective strategy to create employable youth, or labour productivity, nor does keeping high demand for the creation of new jobs. Reddy (2017). Part of the EU recent initiatives also is to improve educational attainment so that people can work in jobs requiring higher-level knowledge and skills. EU and national policies aimed at reducing school drop-out rates. WEF (2019).

The Active Labour Market Policy (ALMP) target to support youth employment and 'youth guarantee' schemes to ensure young people receive a job offer or continued education within a fixed period after leaving education, or becoming unemployed (European Commission 2014). This is supported with extended guidance to employment services explicitly created to youth. This is also linked now to employers' social contributions (O'Higgins, 2010; Eurofound, 2011).

Now many students graduate with education fees debts on their shoulder.

Lack of diversified educational models that address the different youth vs market demands needs to lead to staying in confusion in the search for work and waiting for more than ten years without suitable or permanent work. The constraints for specialisation increases the complexity of the problem of unemployment.

Despite their differentiated access to education, studies show that youth still suffer from inequality for jobs related to their welfare. Total unemployment could be valued at market prices, for example using young people's wage levels and average working



hours, to provide a measure of wealth lost to the EU economy, because of youth underemployment in the same present period. For example, a recent Eurofound study has shown the estimated cost of young people who are not in employment, education or training (NEETs) in 26 of EU member states to be about €156 billion (representing 1.51% of EU's GDP) (Eurofound, 2012).

To reducing youth occupational immobility, many countries started apprenticeship schemes that aim to provide the unemployed youth with the suitable skills they need to find suitable employment and to make them attractive for a suitable job. For example, in 2013, over 500,000 people started apprenticeships in the UK.

Consistent with the increase in education is the decrease in the share of 16-21 year-olds in fulltime work (Barham, et al., 2009). Further, the evidence-base on particular transitions examines the impact of the constant growth of young people in temporary employment across the EU. This increased to about 42% of young people across the EU in 2010, compared to about 11% of those aged 25–59 (Eurofound, 2014).

The recent (EU Commission, 2014) report shows the increased focus on improving the skills of young people to meet employers' demands better and to reduce the mismatch between available vacancies and job seekers by supporting vocational learning in apprenticeships, traineeships and placements and introducing quality standards for vocational education. Thus funding more apprenticeships and workplace learning are now a top priority for EU countries (EMCO, 2011; ILO, 2011; O'Higgins, 2010; European Employment Observatory, 2010).

## **Youth Sport and Unemployment Problem**

Today youth-focused sports contribute to absorbing the burdens of disturbance resulting from unemployment disruption. By

integrating youth into a social and cultural atmosphere, while contributing to the building of youth's personality and spirituality, we can transform the energy into balanced and productive work, thus preventing deviation and mental illness.

Through Improving the situation of many millions of young Europeans failing to find gainful employment, and more generally suffering from deprivation and social exclusion, has to be a priority for policy-makers' initiatives.

## **Influence of Youth Unemployment Problem**

The problem of youth unemployment can influence the stability of national insurance contributions to society. The level of financial support expenditure for apprenticeships and internships would be influenced too.

Employed youth can reduce occupational mobility and thus, knowledge capital leakage. Also, a well-established employment program would help to improve geographical mobility and thus to cause improvement for the minimum wages. Once youth are employed the community would avoid the risk of the poverty trap.

In 2012, 42.1% of young people across the EU were on a temporary contract which was four times the rate for adult workers (Eurofound, 2013). This shows the gap that youth unemployment does.

Now it is an accepted trend and fact that full-employment does not mean zero unemployment! There will always be some frictional youth unemployment which may be useful to have a small surplus pool of labour available. Most economists argue that there will always be some frictional unemployment of perhaps 2-3% of the labour force.

Amadeo (2015) seen that economic growth rate of 2-3 per cent can create only a maximum of 150,000 jobs which is not

enough to prevent high youth unemployment, especially with the high influx of graduates. When unemployment creeps above 6-7 % and stays there, it means the economy cannot create enough new youth jobs also.

## **Policies to Reduce Youth Unemployment**

### **General Policies to Reduce Youth Unemployment**

Many policies are usually released to reduce youth unemployment. For example, the low-interest rates and improving credit supply to businesses, besides depreciation in the exchange rate to help exporters is part of the story.

Other indirect youth unemployment policies were the infrastructure investment projects, reductions in corporation tax (to increase investment), spending more incentives for research and innovation that would encourage new business start-ups.

Most countries in the world have moved their policy to rapidly support small and medium enterprises (SME's) because of their inability to create new jobs. New policies now focus on SMEs approaches that target to transform the educated youth to be a major source of innovation and economic empowerment. Other policies, as the productive families' empowerment policy, helped to create the right conditions for youth to start their jobs as part of the family. Such policies help youth to create the right source of income and training to enter the labour market through self-employment projects. Buheji (2018a)

Recent EU reform policies and programmes (Eurofound 2012, Berlingieri et al. 2014, O'Reilly et al. 2015) aim to review the employment protection legislation in relevance to minimum wages to encourage companies to take on more young people. (Eurofound, 2011; O'Higgins, 2010).

## **Policies that Encourage Self-employment**

Johansson and Handelshögskolan (2015) studied why some youth become self-employed instead of wage or salary earners upon returning to employment, using Finnish microdata and a multinomial logit model.

To close the unemployment gap, the European Union established a SALTO-YOUTH program which is a network of six resource centres working on European priority areas within the youth field. Hence, self-employment policies have shifted the focus of the government towards subsidising the cost of the new start-ups. European Union (2019).

As the dependency ratio is increasing in almost all the developed countries and leading developing countries, government policies need to re-evaluate its expenditures on social security or social insurance program and focus on empowering or developing youth for creating more their markets or meeting the demands of the dynamics of the market. Young people are highly needed today to enter the labour market as self-employed, as early as possible, as they can help in managing to pay for the huge numbers of those retiring (Buheji, 2018a).

Evans and Leighton (1989) report that the salary youth that has entered self-employment on average have more experience than those not entering self-employment. Studies indicate that in the U.S. youth that suffers from longer duration of unemployment were more likely to enter self-employment.

The more we have concrete self-employed projects that would help to reduce youth unemployment this would influence the functioning of the labour market and would enhance the investment of youth in education and development (European Commission 2014a and 2014b) and Johansson and Handelshögskolan (2015).

## **Key barriers to Lowering Unemployment**

There are many key barriers to lowering the unemployment issue. For example, high levels of long-term youth structural unemployment in the UK was found to be due to the complex welfare benefits, or low paid jobs that keep families in relative poverty. WEF (2019).

Studies show that one of the barriers of unemployment is that they are being stuck on part-time jobs. Other barrier found to be due to the continuous gap and variations in education outcomes or having low levels of educational achievements. Ahn et al. (2019).

Other barriers to reducing unemployment are the inequality for young women who usually influenced by negative economic conditions more than young men. Parental education was found to affect young people's employment transitions significantly.

## **NEET as part of the Unemployment Problem**

NEET is very important to measure the effectiveness of youth employment approaches in any country or community. Although they remain in a precarious labour market status and at risk of social exclusion during their participation in such programmes, they would not be classified as NEET. For example, youth unemployment rates, despite being available for all EU member states, or rates of young people 'Not in Employment, Education and Training' (NEET) as a percentage of the total resident population of the age group, depend to a large extent on the characteristics of the education system (Eurofound, 2012).

A study was carried in the UK, by the National Statistics Office (2016), showed that NEET is an issue in 90% of the member states starting with countries as France, Greece, Spain and Italy where its proportion ranges between 25% and 30%

of young people who an immigrant/minority background, or living in disadvantaged areas. Many of these youth NEETs vary considerably across the EU, between 4.4% of all young people in the Netherlands to 21.8% in Bulgaria (Eurofound, 2012).

Studies show that to manage the challenge of NEET, the school-to-work transition, need to be redesigned, including the transition from further education colleges to the labour market, Crawford et al. (2011). Crawford and his team carried a similar longitudinal study on the UK and found generally that the trend of youth continuation in education enrolment of ages 16- to 21. However, the average youth employment rate slightly declined, and the use of fixed-term contracts increased, while the share of 16-year-olds who were not participating in education fell.

To improve the inclusion in the labour market and human capital accumulation while reducing segmentation and transitions from school to NEET; The European Commission has released selected indicators to monitor the field of youth NEET policy. A 'Dashboard of 40 EU Youth Indicators' (European Commission, 2011) was produced in March 2011, listing: Education/Training; Employment and Entrepreneurship; Health and Well-Being; Social Inclusion; Culture and Creativity; Youth Participation; Volunteering; Youth and The World.

## **Youth Unemployment as a Global Issue in Knowledge Economy**

The issue of unemployment is very silly in an age with knowledge supposed to be the currency and new trend. It requires the cooperation of regional and national institutions, an in-depth analysis of the problem and the active participation of everyone. Although EU development in the knowledge-based economy; Quintini and Martin (2006) found that between 1995 and 2006 on average youth unemployment fell across OECD countries,

however, it improved in more than half of the countries but severely deteriorated in a few.

We live in a digital age where modern communication technology has shaped our world, and it has impacted our lives tremendously and is supposed to solve the world's biggest problems. For example, Singularity University in the US is teaching people how to leverage exponential technology to impact 1 billion people positively. This is a knowledge-based era where youth impact can be tremendous if they are well utilised and appreciated. Economic Discussion (2019).

Hence, the more youth are employed with the mindset of minimising material consumption and focus on production that integrates knowledge in the output the more possibilities they are expected to get. Due to this change, intellectual labour youth is needed more today in the labour market to re-evaluate the productive age and help towards effective transformation. It is a generation that could benefit more from good technology infrastructure and highly connected mobility business, with low-cost internet connections; if employed and their productivity optimised at the right time (Buheji, 2018c).

With youth continuing not to be employed in the right time and place, we would still have youth not being connected to mobile devices which means a greater loss of potential opportunities. Despite this fact, there are more than half a billion people across Africa now subscribe to mobile services, despite it being the highest continent in poverty (Buheji, 2017c).

With the rapid evolution of the technology and the demand for a digitally skilled workforce, we call for short today the App generations, governments and education authorities need to adapt to the fast change based on this technology in the education system. This adaptation capacity would reflect on the compatibility of youth to the fast-changing market demands (Eshelman, 2015; Buheji, 2018b).

## **Examples of Youth Unemployment Challenges**

To shed an example of the type of youth unemployment challenges, a review of the published literature about east, west and middle of the world was explored. In the United Kingdom, for example, youth employment found to happen only when there is sustained economic growth. Reducing cyclical volatility in relevance to youth requires a UK balanced growth. This found to affect even the education investment.

In the USA, youth unemployment is three times ahead of the elders. The youth unemployment rate is above 5.7%, and about 17% of the nation's youth are jobless. WEF (2019). In Korea, the study of Kim (2019) mentioned about the most sought-after careers among teenagers and young adults in South Korea are becoming government jobs. This is due to the slowing down of the Korean economic growth in export-driven industries. Kim mentioned about 10 million of graduating youth in the next five years are considering risk-free government jobs.

Unemployment among those Koreans of ages 15 to 29 reached 11.6% last spring. It is a level where the Korean president called to be catastrophic, compared what used to be between 3% and 4% just a few years ago. Analysts say part of the problem for young job seekers in South Korea is the widening gap between the quality of jobs at family-owned conglomerates like Samsung and LG and the rest of the players, due to global economic slow.

In Algeria, Yahia (2018) carried a study about the evolution of the unemployment rate and growth rate in Algeria during the period 1970- 2015. The overall unemployment rate in Algeria has declined considerably over the last decade falling from 28.3% in 2000 to 9.4% in 2015.

The first analysis indicates that this Algerian unemployment decline was due in particular to the public investment programmes implemented in the period 2000-2015. This public employment programs created about 6.25 million jobs between 1999 and 2008.



This economic growth has probably contributed to the fall in youth unemployment, real GDP growth increased from 3% in 2001 to 7.2% in 2003 and 5.9% in 2005, followed by a sharp slowdown in 2006 and 2007 to around 1.7% and 1.6% respectively, partly because the surge in international oil prices affected domestic demand. Howeverm Yahia (2018) reported that the unemployment rate in Algeria (9.4% in 2015) remains high compared to other Middle East and North Africa (MENA) countries. For instance, in 2014, the unemployment in Iran is 10.6%, Morocco 10.2%, Turkey 9.2%, MENA countries 8.8%, Venezuela 7%, Indonesia 6.2%, Saudi Arabia 5.6%, Russia 5.1%, China 4.7%, Nigeria 4.8%. Yahia (2018).

Hadjivassiliou et al. (2015) examined labour market performance affecting young people in the light of recent policies in Europe, drawing on an analysis of EU Labour Force Survey data 2004-2012. Hadjivassiliou and his colleagues developed a single index measure of labour market performance combining nine variables of labour market inclusion, human capital formation, labour market segmentation and transitions out of education. The idea was that one index would show the performance in relevance to employment capacity and especially youth. No EU Member States achieved full 100 per cent performance on individual dimensions, for example avoiding entirely unsuccessful transitions out of school or achieving full employment of the 15-24-year-olds. The index can be interpreted as measuring the shortfall of achievement across the four key dimensions of inclusion, human capital formation, labour market segmentation and transitions out of the education. Hence institutional change is needed to create effective outcomes in factors associated with young people's labour market transitions.

## **Probability of Youth Staying Unemployed**

When we compare unemployed youth probability of moving into a wage or salary work with the probability of moving to

self-employment, we find that married youth individuals, individuals with longer unemployment spells, individuals with more self-employment experience, and individuals with more wealth are more likely to become self-employed instead of taking a wage or salary job upon becoming reemployed. Johansson and Handelshögskolan (2015).

To anticipate the results, we find that a long spell of unemployment increases the probability of entering self-employment from unemployment when compared to entering paid employment from unemployment. This also holds after controlling for previous self-employment experience.

In countries with large-scale apprenticeship systems, such as Germany and Austria, youth have less possibility of staying unemployed. Youth apprentices are included in the total labour force, because vocational education and training (VET) are delivered primarily by firms.

However, unemployment as a percentage of the total labour force in countries with college-based VET is likely to be upward-biased because of the understated denominator (total labour force). In apprenticeship countries, youth unemployment probability risks are understated because the total labour force includes all people in VET.

Many youths have the right skills to find fresh work, but factors such as high house prices and housing rents, family and social ties and regional differences in the cost of living make it difficult and sometimes impossible to change the location to get a new job. Many economists point to a persistently low level of new house-building as a significant factor impeding labour mobility and the chances of finding new work.

In order to reduce the possibility of youth staying unemployed for long times, many governments subsidize for businesses that take on the long-term unemployed – for example, as part of the UK youth contract, payments of up to £2,275 are available to employers who take on young people (aged 18-24) who have been claiming JSA for more than six months. The same thing

in Bahrain was employed in specific industries would get more than half of the national youth salary for the first two years. In certain countries in Europe, there is a scheme that would help to lower the tax on businesses that employ more youth or support the employer national insurance contributions.

In the last decade, many developing countries have started to follow the EU programs which encourage entrepreneurship and innovation as a way of creating new products and market demand which could generate new employment opportunities?

## **Methodology**

Youth unemployment is a tragedy that is no one's fault in particular. It is a political problem. It is an economic problem. Moreover, it is a societal problem. Here are three solutions that try to tackle youth unemployment from a few different angles.

The current approaches for youth unemployment are synthesised to be either proactive or reactive approaches. Then these current approaches are compared to the published approaches of Inspiration Labs and how it addresses youth unemployment as a socio-economic problem. A holistic, practical solution is extracted from both the synthesis of the current literature and latest labs regarding mitigation of youth unemployment as a proactive way to avoid a foresighted crisis.

## **Case Study**

The international IE project which started in September 2015 focused on different socio-economic problems, like poverty, women advancement, youth migration and quality of life. One of the repeated problems solved, through models only is the mitigation of youth unemployment, which is called 'Youth

Unemployment Mitigation Labs'. The idea of these labs was to reduce youth unemployment or its negative influence through proactive models that could help to solve the complexity of this mega socio-economic problem (Buheji, 2018e).

The following list of Table (2) shows the different socio-economic problems or challenges solved in relevance to youth unemployment and the mitigation approaches followed in the different communities, countries visited and in different situations.

Most of these socio-economic solutions have detailed stories behind them, as what is the causes of the youth unemployment and why and how it is created or influence; which is beyond the purpose of this chapter. Many of these projects were carried out in Bahrain, Bosnia & Herzegovina, Slovenia, Morocco, Mauritania and most recently in India. Hence, it cannot be compared to the many and long efforts of many countries in relevance to impact, however, it can be matched for the effectiveness of the approaches taken it is being new possibilities for closing the youth unemployment gap effectively and efficiently.

**Table (2) List of Youth Unemployment Mitigation Labs carried out by the researcher from September 2015 till March 2019.**

**a) Direct Youth Unemployment Proactive Approaches (DP)**

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
1. Education for job creators & capacity building for job seekers (DP)	1-Developing creative thinking programs. 2-Discovering Inspiring Students at the right time during their 12 years in education. (Early inspiration discovery program). 3-Establishing track of the inspired students after graduation (Inspiration Pathways). 4- Delivery of (extra-curricular programs). 5-Establishing early inspiration discovery program. 6-Building Inspiration resources within School and after School. 12-Establishing Future Boundary-less Schools

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
2. High Education that creates new labour market (DP)	<p>1-Build a knowledge economy driven practices, including implementation of Lifelong learning skills programs</p> <p>2-Improve the academic counselling that enhance the students' graduation time and give proper guidance at the right time.</p> <p>3-Improve the University capability to attract competitive projects and contracts through re-organising its knowledge expertise and profile.</p> <p>4-Establish better readiness for students lifelong learning skills as per the type of speciality and disciplines.</p> <p>5-Enhance students' fitness or competence to meet labour market demand.</p> <p>6-Ensure students finish the requirements of the curriculum in the planned time: i.e., within four years for Bachelor programmes, and one and half years for Masters programmes.</p> <p>7-Apply Pull-thinking technique to improve academic advisory services.</p> <p>8-Apply 'smart registration practices' that enhances the students' choices and eliminate waste in opening extra sessions.</p>
3. Labour Market (DP)	<p>1-Shifting Unemployment through inspiring the stratification of Human Capital data and building models in specific industries as per countries sustainable socio-economy needs</p> <p>2-Minimising unemployment rate through effective counselling</p> <p>3-Raising opportunities for employment through sourcing type of job opportunities, especially in less demanding jobs</p> <p>4-Improving locals' employment and demand in areas of hospitality, engineering and nursing</p> <p>5-Minimise the gap between locals and expat in the main jobs of market demand by defining areas that the national labour should compete.</p>
4. Improving handcrafts in Villages (DP)	Improving the quality of handcrafts finishing and representation in the villages.

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
5. Village Society – Productive Families & Eco-Tourism Program (DP)	1- Collection of small and large projects that target to create a comprehensive eco-tourism village. 2-All projects related to working from home and provision of raw materials to making gift products, fashion design are inter-related, and this gives more importance to the project. 3-Target is to gradually make the village reach tourist spot with different hospitality activities especially during holidays and specific seasons
6. Graduating and Unemployed Graduate Students Mindset Management (DP)	1-Understanding Dynamics of Labour Market 2-Setting life purposefulness Mindset 3-Challenging transformation towards self- independence and ‘Big Picture’ Legacy Model 4- Enhancing Employer engagement with schools, colleges and universities and improve the feedback Students interaction and readiness to challenges of the local economy.
7. Women Entrepreneurship NGO (DP)	1-Analysing the impact of programs on ‘woman development’, not only ‘women-empower’, and the ‘living standards’ that comes with the ‘Quality of Life’ in the NGO area and scope of delivery. 2-Optimising the inter-disciplinary learning approach. 3-Enhancing the ‘learning by doing’ practices 4-Measure the differentiation of women on the economy.
8. Organic Farming Tourism (DP)	Select areas of Organic Farming and turn it around eco-tourism to enhance the young farmers profit margin and quality of life while supporting family continuity and encouragement of youth into this business.
9. Social Insurance (DP)	1-Creating selective thinking in the way of investment of pension fund that would enhance the productivity of the national economy 2-Inspiring the social responsibility plans to ensure that selective type of lower pension jobs is more prepared for entrepreneurship after retirement.
10. Applied Science Colleges (DP)	1-Inspiring students to enhance their scientific and research contribution towards innovation index by more focused projects 2-Use the power of peer to peer influence to improve non-performing students

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
11. Woman Village NGO (DP)	1-Enhance the Return on Capital Employed for the villagers during the chain of making to delivery and distribution 2-Enhance young girls' involvement in Woman village activities to ensure the sustenance of knowledge transfer.

Source: Buheji, M. (2018) *Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving", Appendix (2) AuthorHouse, UK.*

### b) Indirect Youth Unemployment Proactive Approaches (IP)

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
12. Radio & TV – Bahrain & Bosnia (IP)	1-Build focused positive psychology waves of initiatives that raise the aspiration of the society and trust of the future of the socio-economy of the country 2-Setting inspiration & youth economy focused strategic programs that integrate all the concerned parties towards action
13. Social Development to mitigate Unemployment Risks (IP)	1-Improving the Quality of Life of the Elderly/ Geriatric Care Homes through exploring social asset of Day-Care Homes, instead of permanent residency homes. 2-Inspiring the capacity of the productive family program to be more self-independent and attractive for more family members to join as full-time employees/ owners. 3-Building stronger family businesses that have higher Return on Capital Employed (ROCE). 4-Enhance the return from Elderly homecare production 5-Enhance the quality of life of the Disabled People and their Production 6- Easing the process of home care 7- Supporting 'Working from Home' Program 8- Revaluating the Capability of Social Allowance Value and Entitlement – in relevance to Quality of Life with priorities. 9- Enhancing the products quality and competitiveness of the Retired & the Disabled 10- Improving the Quality of Micro Start Families with a focus on Women and People Vulnerability. 11-Improving Quality of Life of Families in isolated communities and tribes (enhance the productivity factors for women and families working from home), with a target to reduce the impact of poverty through eco-tourism projects.

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
14. Quality Assurance in Education (IP)	1-Ensuring that all students in under-performing school meet the minimal standard. 2-Ensure that QA system create job creators, not job seekers
15. Woman National Planning (IP)	1-Setup a comprehensive outcome and legacy-driven national plan that changes the way woman are empowered in Bahrain by giving her more accountability to create social cohesion, stability and national competitiveness. 2-Closing the gap and accelerating the transformation towards 'Women Development' instead of 'Women Empowerment' after five years from the National Plan Kick-off. 3-Ensure knowledge sharing between Business Women, Women Entrepreneurs and Women of Productive Families Programs and especially those of the same or relevant business and link it to gamification rating. (i.e. Rating of Entrepreneurs who contribute and share knowledge)
16. Humanitarian Services Agency (NGO's) (IP)	1-Reversing the model of poverty support, by making poverty as a temporary condition that we need to prepare the beneficiaries to beyond this stage. 2-Diverting the type of services to be more for sustained income, instead of non-sustainable support 3-Mapping partnership collaboration services (Academic, youth, NGO's, Government, etc.) -Building Cost and Profit centre
17. Socio-Economic Role of School Dormitory (IP)	1-Showing the benefit and the differentiation of the 'Non-Performing Students' towards the Society and the Socio-Economy. 2-Establishing Students micro start companies 3-Establishing model for dealing non-performing students 4-Showing the self-independence of Religious Studies schools and students (by developing more profit rather than cost centre).
18. University (IP)	Ensuring Lifelong Learners Students through the inspiring way of flipped class teaching and ensuring suitable preparedness for coming life challenges.



Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
19. Municipalities and Urban Development (IP)	1-Redesigning the public buildings for schools, hospitals to create more multi-purpose buildings owned by the Government and measured for its rate of occupancy and utilisation. 2-Enhance recycling culture and practices, besides prove its financial benefits for decision makers, without increasing resources. 3-Improve Building maintenance facilities in the early stages of government-owned building designs
20. Tender Board (IP)	1-Diverting more tenders to the benefit of local SMEs and new start-ups. 2-Setting performance standard for the role of the tender board in the cycle of the economy.
21. Inspiration Economy Teaching Program in Higher Education (IP)	1-Implementation of Inspiration Economy Diploma Program 2-Illustration by Doing Multi-disciplinary teaching in classes 3-Illustration of how inspiration economy changes the way Course intended learning outcome and the program intended learning outcome through techniques as changing the enablers (i.e. the way teaching is delivered in flip class approach where students teach, and the teacher facilitates) 4-Establish outcomes that are measured by 'open book exam' and by effective projects that enhance the students persistent in creating positive change in the area studies.
22. Management of NGO's role in creating better Socio-Economies (IP)	1-Creating Discussion Group between the different last three generations that identifies: the respected difference, the gaps and positivity of intergeneration gap. 2-Setting projects for mitigation of the gaps
23. Greenhouse project in eco-tourism villages (IP)	1-The project involves many people from the village and youth to produce semi high-end products relevant to what the greenhouse produce. 2-Branding, Packaging, Labelling and Marketing of the semi high- end products of the eco-village. 3-Reduce Migration of Youth with more employment opportunities for the villager's families.

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
24. 'Education on Wheels' & 'Education at Door Steps' Projects (IP)	1-Target to deliver education to rural and isolated communities. 2-Formal and Informal Education for children in slums areas.
25. Agriculture and Farming (IP)	1-Redesign Bahraini farmers' produce by establishing what is called "National Farmers' Day." 2-Improve the distribution chain of local salad by attracting consumers to purchase local vegetables and fruits, and arranging deals between hospitality suppliers and local farmers. 3-Increase Palm Trees implantation by the government, private and the public. 4-Increase Palm trees protections, care, production and by-product industry develop 5-Improve the level of Gardening Competitions
26. Improve learning capacities to lifelong learning citizens on activities (IP)	1-Show influence of Disruptive Education and Multi-discipline on creating more inspiring students 2-Simulation experiments & hands-on to enhance community innovation around the university campus.

Source: Buheji, M. (2018) *Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving"*, Appendix (2) AuthorHouse, UK.

### c) Direct Youth Unemployment Reactive Approaches (DR)

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
27. Psychiatric Services that help mitigation of un-employment Risks (DR)	1-Inspiration of capacity to manage the anxiety to avoid reaching the level of chronic anxiety 2-Reduce the need to treat anxiety with medicines. 3-Reduce suicide ratio due to early treatment of main causalities among youth. 4-Reduce the patients' sick leave due to self-assessments of psycho-sematic symptoms

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
1. Commercial Sector (DR)	<p>1-Enhancement of CR registration through inspiring the reality of 'one stop shop'.</p> <p>2- Improving the contribution of Microstate and Small Enterprises towards more profitability and enhancing its actual contribution to Labour Market.</p> <p>3-Improving the speed and availability of fine stones and pearls test certificates</p> <p>4-Improving the cash flow status of Family Enterprises and reducing bad debts</p> <p>5-Improving the smooth transition of businesses from 2<sup>nd</sup> to 3<sup>rd</sup> generations.</p> <p>6-Building Independent Business Models</p> <p>7-Ensuring 2<sup>nd</sup> generation appreciates the importance of family business governance</p> <p>8-Raising the capacity, the differentiation of the 2<sup>nd</sup> generation</p> <p>9-Setting the smooth transition mechanisms within the families generations.</p>
2. Pension Fund (DR)	Inspiring investment towards enhancement Local Market Stability
3. Labour Fund (DR)	<p>1-Ensuring that all funded projects had made a success story through the domino's effect of Labour Funds.</p> <p>2-Ensure measurement of success stories in relevance to Labour fund projects</p> <p>3-Ensuring the developing capacity in the survival of start-ups of more than three years on average and development of safe exits to youth projects.</p> <p>4-Minimise enterprises' dependency on government aid funds.</p> <p>5-Divert more mentorship on 'Necessity Entrepreneurship' and improve the solutions they bring to the community.</p>

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
4. Migrants & Migration Risks Mitigations (DR)	<p>1-Program for healing migrants' psychology and mental healthiness to create from them contributing citizens in the hosting country.</p> <p>2-Help establishing special Entrepreneurship Companies (using collaborative &amp; knowledge economy techniques) for Migrants youth that accelerate their preparedness for inclusion in the new labour market.</p> <p>3-Create success stories of sharing economy based models of migrants who came back to re-settle and influence their socio-economy.</p> <p>4-Enhance migrants' productive families' capability integration in the country of the host.</p>
5. Barbarian farmers Village (DR)	<p>1-Improving the quality of life of families in the Amazigh Villages through eco-tourism and small family businesses that support such cluster</p> <p>2-Build youth independence program that counters poverty through raising the capacity of the farmers for competitive packaging and distribution.</p> <p>3-Build youth trust in the village system as a source of income</p>
6. Students Socio-psychology Awareness and counselling programs (DR)	<p>1-Sponsoring project on counselling the students' social workers and councillors</p> <p>2-Simplify tools for measuring students' safety or positive psychology or stress release</p> <p>3- Not our goal to do students awareness campaign for universities, but do projects make a university or school bullying, harassment, etc.</p> <p>4-Tackle issues of students' depression and see its influence on society.</p>

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
7. Ministry of Labour (DR)	1-Re-Engineering Counselling Services to start from High School and be Flexible towards Job Creators than just Job Seekers. 2-Ensuring alternative plans for graduating specialities with constraint opportunities 3-Starting Companies for Unique Jobs as Nursing, Social Workers, Hospitality Services. 4-Nationalising Jobs that represent the country heritage and support tourism 5-Exploring the possibility of creating Human Capital Bank that would transform 30% of the Job Seeker towards job creation; over a planned career path. 6-Closing the Gender Gap in Unemployment, by re-inventing new productivity jobs for Graduating Women.

Source: Buheji, M. (2018) *Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving", Appendix (2) AuthorHouse, UK.*

### a) Indirect Youth Unemployment Reactive Approaches (IR)

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
8. Bringing Low Privileged Community Children to Formal-Education by focusing on Sports (IR)	1-Integrating youth with both formal sport and traditional games 2-Evaluate possibility for the continuation of formal and informal education 3-Use peer to peer education
9. Housing Services (IR)	1-Reduce the gap between citizens' demands and their quality of life needs 2-Improving the choices and variety of options in non-villa packages (i.e. flats) 3-Reduce the negative social inequality and improve social coexistence through post-housing services

Type of Business	Summary of Socio-Economic Type of Inspiring Projects/Models
10. Societal Change Programs (IR)	1-Mitigation of Migration amongst Youth 2-Optimise the Youth Quality Life through Students Pull thinking targeted programs 3-Building a poverty blockage and prevention program 4-Addressing the Gambling (pitting) behaviour amongst youth and building prevention scheme through schools' model 5-Building Youth Entrepreneurship & Innovation programs 6-Enhancing Youth contribution in voluntary work through rectifying and supporting a change in Sports club towards enhancing youth decision making. 7-Bridging the gap between academic Social Work and Social Studies Schools and the realised community problems. (Building Life Long Learning Programs that shape the Community) 8-Improving disserted women shelters returns. 9-Improving children without known parents' programs 10-Enhancing Red-Cross Programs Impact in the positive psychology of the community 11-Improving Pre-School influence programs on Children of Homeless and Beggars' families.
11. Camel Wool Carpet Factory to be in Villages (IR)	1- Reverse-Design for Camel Wool Factory- Production from the Factory to Production to the Factory 2-Re-Distribute Manual Wool Carpet Machines from Factory focused on Villages & Production Families Focused. 3- Re-establish Organic Handmade Carpet Marketing Program
12. Improve the Quality of Life of 'Waste Pickers' (IR)	1-Improve Quality of Life of 'Waste Pickers' Families through differentiating their productivity from Municipalities coming to Waste Management 2-Segregating waste bins implantation in universities, schools & hotels, residential societies 3-Processing of the collected waste into high-end products (i.e. Metals, glass, papers, and organic wastes) processed to high-end products. 4-Improve the Nursery project and ensure the proper distribution channel of Nursery plants

Source: Buheji, M. (2018) *Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving"*, Appendix (2) AuthorHouse, UK.

## **Discussion**

### **Causes of Unemployment – Synthesis from Literature**

The reviewed literature shows that prime causes of unemployment cannot be list under one category. Although youth do not have much difficulty about occupational immobility, they are today under a consistent challenge to learn new skills and adapt with the high speed of new industrial developments along with the change in technology and geographical immobility.

The other cause of youth unemployment is frictional unemployment which is taken by the individuals while they change their job. The literature also shows that the challenge comes from the type of approaches followed for filling the gap of youth unemployment. i.e. Youth might have seasonal unemployment which takes place due to seasonal change in the job nature as in tourism, fruit picking and hospitality. Hence, this does not solve the problem effectively.

Casual youth employment is a type of employment that comes in, for employees who work on a day to day basis or on short term contracts. Most of the places where casual employment exists for young people are usually based on hard labour as dockyards, market places and rarely film or tech industry.

### **Effects of Youth Unemployment**

The literature shows the great influence of youth unemployment on the economy and the socio-economy. This is mainly because youth effects nations in their capacity for collecting tax revenues, increasing the supply cost and enhancing welfare cost. With youth being available on the job, we can lower wages, ensure the control of prices on goods and services improve the training

quality vs cost, improve the living standards, increase the investors' confidence and minimise knowledge or skills drain.

The issue of youth unemployment doesn't only affect the SDG achievement, but goes further as shown from literature to affect the country's economic development, especially they are a human capital that makes one-third of the working-age population of all the emerging and developing economies. Since youth in these economies are mostly NEET, i.e. more than 20% of them are neither employed, nor in school or training, this would raise the rate of youth age in entering the market by at least three %t.

### **Effect of Current Youth Unemployment Policies**

The reviewed literature draws on both analyses of different literature that came from both macroeconomic and microeconomic policies. Despite the diverse policies that address this issue, challenges in the youth labour market still persist.

There are three major types of public policy: regulatory policy, distributive policy, and redistributive policy. Each type has a special purpose when it comes to youth unemployment. A major goal of all these policies is to maintain order and prohibit behaviours that endanger society. The policies as shown from the literature review either try to accomplish the goal of guiding organisations towards better youth employment or engaging organisations and youth into actions that would positively affect the socio-economic and socio-political order.

Other distributive policies target to enhance the economic activities and businesses that would trigger more youth employment and create a more suitable market for them while redistributive policies would focus on promoting the equality that ensures societal wealth from youth employment and capitalises on the benefits that come from such programs.



In general, once from the synthesis of the reviewed literature, one could say there is no clear evidence for approaches that are made to selecting the right policies based on experimentation or labs. With the high speed of advancement in the technology and socio-economic instability, policies seem not capable of matching the needed gap closure, especially with the slow development of the capacity of the education that meets the market demands. Therefore, testing the approaches through the effectiveness of economic policies may help the young better cope with such market disruptions.

## **Approaches to Inspiration Labs vs. Current Approaches**

The inspiration labs followed different approaches to mitigate youth unemployment as a socio-economic issue. The inspiration labs had the following two main approaches:

### **Proactive Approaches**

These approaches address the distributive (the economic development) and redistributive (economic equality) policies; as in the education for job creators and capacity building for job seekers. The proactiveness of these approaches can be either mostly direct proactive, or indirect proactive approaches.

The other proactive approaches are working on inspiring students to enhance their scientific and research contribution towards innovation index by more focused projects. The approach target to prepare youth to take more jobs relevant to scientific and research-based jobs.

One of the focused approaches that could be retrieved from the inspiration labs case study is the selective investment

towards enhancing youth role in the local market and setting life purposefulness mindset that suite this initiative. The other unique proactive approach focuses on enhancing the youth employers' engagement with schools, colleges and universities and improve the youth interaction and readiness to the challenges of the local economy. All the proactive approaches work to manage the challenges towards the transformation of self-independence and the 'big picture' legacy model.

## **Reactive Approaches**

The reactive approaches work to mitigate the risks of youth unemployment and help to close the gaps of any major defect relevant to youth employment or employability efforts and preparations. The approaches here either direct reactive or indirect reactive approaches. For example, the provision of youth-focused psychiatric services that help to eliminate the negative impact of youth unemployment is one of the proactive and still reactive approaches. Same thing when ensuring that all students in under-performing school meet the minimal standard.

Part of the reactive approaches is also ensuring that all youth funded projects have made a success story and shared adequately amongst youth in the labour market. In continuation of this establishing particular entrepreneurship companies (using collaborative and knowledge economy techniques) for youth, migrants accelerate their preparedness for inclusion in their new labour market and eliminate their immersion in the cycle of poverty.

The strong approaches of the inspiration labs as per Table (2) is the efforts on shifting unemployment through inspiring the stratification of human capital data and building models in specific industries, as per countries sustainable socio-economy needs. These approaches also found to optimise the youth quality life through selectively targeted programs.

## **Conclusion**

To solve the unemployment problem, we need a holistic approach that ensures the development of policies but based on experiential learning and industrial friendly approaches that accept the facts and manage to mitigate the realised risks by actual problem-solving labs and models. Such an approach could speed up the achievement of the UN-SDG regarding youth empowerment and solve the massive gap in relevance to youth unemployment. The chapter shows there are many direct and indirect proactive and reactive approaches to the unemployment of youth that reached a source status and percentages in even developed countries. These approaches can go beyond waiting for decision-makers and can start from social, or socio-economic driven business models.

The inspiration labs cases listed in the table (2) show that we humans today should and could bring in more creativity to the issue of youth unemployment, through proactive and reactive approaches that could change our mindset in dealing with such complex socio-economic problem. The case study presents an opportunity for many countries and international organisations working with youth, or on the issue of unemployment, youth migration, or even youth quality of life. It is a list of approaches that might help many communities, directly or indirectly, from different perspectives on how to be both proactive and reactive regarding the issue of youth unemployment and specifically for those youth in NEET, i.e. not in education and not working.

Despite, the limitations of this study which was carried only in a longitudinal period of 3.5 years and in specific countries, the variety of approaches present many rich possibilities that could be generalised to face the coming economic downturn in both developed and developing countries. The labs presented certainly present a potential shake-up of the classical policies followed and the solution proposed in dealing with such alarming problem that hinders the current and coming generation contribution to the

global development, taking that we are living in a thriving and yet turbulent knowledge and innovation-based economy. The holistic approach explored in this chapter shows a new disruptive way of solving such communities' challenges and it is certainly would open more desires for more future research.

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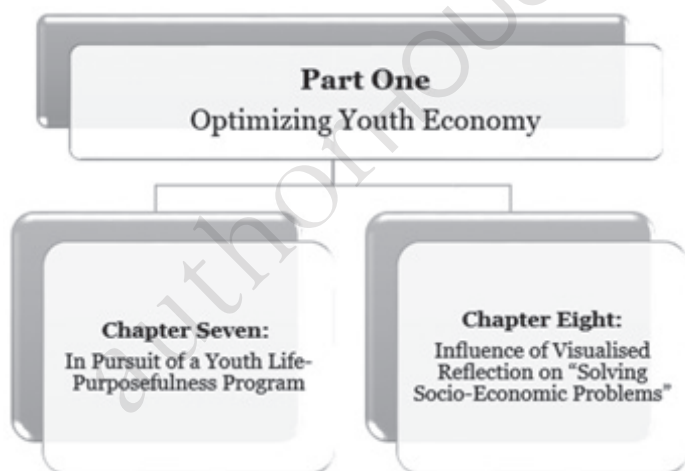
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# PART THREE

## OPTIMIZING YOUTH ECONOMY





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# OPENING: YOUTH ROLE IN TRANSFORMING CHANGE TOWARDS A BETTER WORLD<sup>12</sup>

Many youths in history became icons influencers and managed to change the world destiny. However, literature does not clearly show how these historic transformation plans were set-up and led towards a better socio-economy. With the dramatic increase of youth that are becoming self-made millionaires as in the last two decades specifically, we believe it is time to study what and how youth economy transformation plans should be established to ensure it leads to more betterment of our communities.

If you review all well-established religions like Judaism, Christianity and Islam followed by Buddhism and Hinduism you will see some great resemblances with relevance to advising every individual to take care of youth, as a precious opportunity, where we can make a differentiated contribution in this life. It is this period that any human being can capitalise on, to differentiate their legacy in this current life journey, before we travel to another world. An example of this is what the Prophet of Islam Mohamed

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<sup>12</sup> Buheji, M. and Ahmed D. (2018) **Foreword – ‘Youth Role in Transforming Change towards a better World’**, International Journal of Youth Economy 2(2),I-II.

mentioned the importance of youth: “Ibn Abbas reported that Prophet Mohamed said, “Take advantage of five before five: your youth before your old age, your health before your illness, your riches before your poverty, your free-time before your work, and your life before your death.”

Today, as we review the history of youth in leading change in the world we need to review the youth contribution in diverting change which needs to be closely studied and reviewed. For example, today more than 60% of self-made youth millionaires have a ‘definitive vision’ of ‘creating a change in the world’ and not only aiming to be rich. Many of these young entrepreneurs or world change leaders have even made their first million before they reach the age of 18 years old. These self-made young entrepreneurs were not far away from those youths that try to discover themselves and spend lots of hours getting entry-level jobs, or working at fast-food restaurants or retail to build their start-ups, or find their passion. However, such youth differ in that they got their spark at an early age, because of their persistence to differentiate themselves through high repetition and frequency. Again, this is an area worth to be more explored.

Many youths today also are differentiating the stories they are creating in ‘youth-based-economy’ by growing their sustainable business organically, without Venture Capitalist, or equity funding. These have developed many new ways to create community enthusiasm while sharing profits with their stakeholders to align every member of their companies to a lifetime, generational brands.

Another youth economy drives style worth monitoring are being developed today by those youngsters who developed ease of flow system for real estate. Apps and utilisation of virtual workspace help to make these youths be strong communicators and influencers where all those targeted collaborate to getting everything done from diversified places, times and background. The uniqueness about this type of new youth economy is how it is

changing the game to make organisations much more productive and handle much more volume while costing less to run.

Therefore, it is about time that researchers, thinkers, and leaders of countries collaborate to study to set 'youth economy-transformation plans'. The knowledge community need to utilise such youth spirit or energy at the right time towards change, so we would not see more societies or governments fail behind youth demands. Youth Economy is not a luxury business any more, as it is an important vehicle today that would ensure effective social development.

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# CHAPTER SEVEN

## *In Pursuit of a Youth Life-Purposefulness Program*<sup>13</sup>

### **Introduction**

This chapter focuses on exploring the means for establishing life-purposefulness through extensive literature review. The literature covers the different definitions of life-purposefulness and how to measure it.

The review shows the psychology of life-purposefulness development and the importance of being curious. Models of life purposefulness and its reactive development social learning are covered. The philosophy of life purposefulness and how to achieve the performance goals go in hand is linked to the ego involvement when we build intrinsic motivation (Buheji, 2019a).

The chapter focuses on the importance of developing life-purposefulness framework suitable for youth and manage the areas of fear in the brain. The framework is extracted from the

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<sup>13</sup> Buheji, M (2019), **In Pursuit of a Youth Life-Purposefulness Program**, International Journal of Human Resource Studies, Vol. 9, No. 4.

two years' youth summer program carried out by IIEP, which covered as a case study.

## **Literature Review**

### **What Life-Purposefulness Means?**

A purpose may be challenging to form and may only come from an effortful and gradual development process. Thus, the purpose may come from a deliberate searching and refining process that we term proactive. For this life purpose process to unfold, youth must possess a curious nature for the intentional pursuit of meaningful and rewarding behaviours (Buheji, 2019a).

A purpose can be characterised as a life-central aim that shapes a person's identity. However, for this purpose to occur, it needs a framework that provides systematic behaviour patterns in everyday life.

In order to build a purpose that generates continual goals and targets, youth need a framework that provides a resilient spirit towards overcoming obstacles, Buheji (2018c). In this chapter, we outline a theoretical model of purpose development besides outlining various essential ingredients to creating a purpose in youth life.

A life-time purpose requires gradual refinement and a maturity that can be differentiated by social learning through observation and then modelling of a community problem (Kashdan and McKnight, 2009).

Life purposefulness needs proactive, curious exploration that triggers the interests of youth and makes them more receptive to new experiences and alternative ways to examine themselves and the outside world, (Silvia, 2001). Buheji (2018b) sees that the more youth seek a coherent understanding of their environment, the more they can re-invent their lives. This is supported by

Kashdan and Steger (2007) work on life purposefulness. Learning and growing are inevitable by-products of being curious and exploratory (Kashdan, 2009; Silvia, 2006).

Many researchers now see that life-purposefulness is beyond momentary curiosity, as it transforms a goal into a long-lasting interest, called a purpose. Buheji (2019a), Kashdan and McKnight (2013), Sheldon and Kasser (1998). If a purpose is provided by a framework driven program that builds behaviour patterns, then different resources as time and energy, need to be effectively managed. Bandura (1977).

## **What Differentiate a Youth Purpose?**

Despite the fact that the presence of purpose can mean the availability of passionate interest, not all interests or passions can be construed as a purpose. A purpose can motivate a person to dedicate resources in particular directions and toward particular goals. Therefore, engagement with community problems helps youth to learn how to be devoted to their target. Setting such youth engagement with socio-economic issues, as part of purpose building and alignment program, allows these youths to be more resilient to obstacles and capable of managing strains (Buheji, 2018c).

Persistence is more comfortable with a life aim that resonates across time and context. It is easier to confront long-lasting, difficult challenges with the knowledge that there is a broader mission in the background. Moving in the direction of a life aim can facilitate other elements of well-being, such as life satisfaction, serenity, and mindfulness (Wilson & Murrell, 2004; Wong & Fry, 1998). Equally impressive is the idea that a behavioural commitment to purpose in life might compensate for reductions in other elements of well-being during periods of difficulty and adversity. Dacey (1989), Bandura (1977).

Picasso (1881-1973) used to say “The meaning of life is to find your gift, the purpose of life is to give it away”. This chapter investigates what makes certain youth are more capable of creating lives that are most worth living, while others do not. It is about understanding how youth could stay on the course toward fulfilling a life goal despite obstacles, failures, and the absence of positive feedback — having a purpose in life that offers unique and healthy psychological insight that stays focused and successful in the long-term.

## **Setting and Gauging Youth Life Purposefulness**

Most of the existing work on purpose in life has relied on global self-report questionnaires. This type of work is not suitable, particularly today, for youth from 13 to 29 years old. Setting youth for life-purposefulness means setting a life that has a purpose or mission with goals that are pursued because they are intrinsically enjoyable or essential and need to be continuously assessed. Steger and Frazier (2005), Sheldon and Kasser (1998).

Once youth are equipped with their purpose, then they would be ready to clarify and elaborate on how their goals are woven into their core values, which help to build their meaning of life. This builds youth with an overarching value. However, there is a gap in gauging and measuring life-purposefulness, which correlates the consequences of purpose. Our definition of purpose provides an entry point to begin creating assessment devices to study purpose in life more directly. Additional details of our conceptual model of purpose are outlined elsewhere (McKnight and Kashdan, 2009). The available measurement tools proposed for aligning the life-purposefulness can help to be used as constructs for a program that build or rehabilitate the meaning of life and setting the purpose of life for youth. Silvia (2001), Steger and Frazier (2005); Wong and Fry (1998).



## **The Psychological Development of Life-Purposefulness**

A life purpose needs to be fostered through constructs of motivation, self-determination and life meaning approaches that identify the challenges that come from the biological vulnerabilities, psychological processes, and social environments that face any purpose in life attempts (Buheji, 2019b).

People with a stronger Behavioural Approach System (BAS) and weaker Behavioural Inhibition System (BIS) possess a pattern of thoughts, feelings, behaviours, and motivational tendencies that provide an advantage to finding and living in a way that is consistent with a purpose. BAS found to be responsible for sensitivity to potential rewards and ways of attaining them. While BIS found to be responsible for sensitivity to a potential threat, punishments and initiatives that lead to resistance to change or avoidance of danger; people with stronger BAS are found to have better capitalisation on their internal experiences.

Another ingredient to the development of purpose is the pursuit of self-concordant goals. Through innermost values and interests, we can define the feature of self-concordant goals (Sheldon and Kasser, 1998). Self-concordant goals help to build self-determination and are associated with more significant effort and attainment. Factors that increase the likelihood of self-concordant goals and their successful pursuit are relevant to purpose development.

Development of purpose is best when we better understand and strengthen our innermost values and interests. Each of these ingredients can lead to the development of purpose, which, when present, offers insight into the totality of a person across time and context. These ingredients are not sufficient for understanding the genesis of purpose, besides developing interests and passion. It is important to note that these ideas merely form a set of testable hypotheses and a way of developing purpose.

Generally, so far, literature mentions three ways for the development of purpose. The first approach focus on being proactive in involving effort over time and only resulting in a purpose after gradual refinement and clarification. The second approach is focused on being reactive to transformative life events where the possibility of life purposes arises. The third approach comes through social learning. Through social learning, we form the purpose through observation and modelling. We provide greater detail for these processes below.

A purpose may be difficult to form and may only come from an effortful and gradual development approach. Thus, the purpose may come from proactive refinement. For this approach to unfold, we expect that a person must possess a curious nature for the intentional pursuit of meaningful and rewarding behaviours. The proactive development approach helps to form interests that lead to curiosity as per Silvia (2001). As an entry point, people need to be aware, open, and receptive to new experiences and alternative ways to examine themselves and the outside world (Bishop et al., 2004; McCrae, 1993).

The more a person seeks out novel and potentially rewarding behaviours, the higher the likelihood that the person will form a coherent understanding and develop his/her their meaning of life (Kashdan and Steger, 2007). In order to develop a purpose from pursuing and engaging new and challenging events, youth are expected to recognise and capitalise on situations that allow for the synthesis of potentially illuminating experiences. The literature needs more programs that help to test how youth can find what supplies their stamina, focus and capacity to adapt to the demands of everyday life effectively (Amabile, 1982; Bandura, 1977).

## **Life-Purpose and the Importance of Being Curious**

Studies show that learning and growing of any life-purpose are exploited by curiosity and exploratory activities (Kashdan, 2009;

Silvia, 2006). Living with curiosity is expected to be integral to the process of developing a purpose. Curiosity attracts people to new experiences. Self-expansion is inevitable, no matter how slight, when a person is exploring the unknown or challenging the limits of their knowledge and skills. When people feel curious, there is an intense desire to explore or take advantage of opportunities to expand the self, Kashdan (2009). This expansion process can include clarifying and strengthening pre-existing interests and values (depth), or the construction and broadening of interest and value categories (breadth) (Buheji, 2019b).

The expansion caused by curiosity can lead to interests or passions, defined as reliable intentionally sought after sources of joy and meaning (Buheji, 2019a; Silvia, 2001; Vallerand et al., 2003). These sources of enjoyment and meaning are essential. However, interests and passions vary in the degree to which they are connected to other elements in a person's life narrative, personality, or identity. Passions found to exploit the core of a person's identity.

Many instances of curiosity are transitory experiences that might capture attention and be satisfying but fail to hold attention and transfer into a stable, lasting structural element of the self (Loewenstein, 1994). Other ingredients are needed to explain how momentary curiosity can transform into long-lasting interests and in some cases, the formation of a purpose (Buheji, 2019a).

Effort and ability, however, are not the only requirements for proactive purpose development. As a person curiously seeks out environmental data, they will encounter random stimuli that may provoke a response. If those random stimuli provide the opportunity for a strong positive response, then the direction of curiosity may now be dictated for the foreseeable future.

Developing a purpose begins by observing how the behaviours result in specific outcomes and associating those behaviours with

the recognised outcomes. As the outcomes become more pleasing, the observer tries to mimic them to reach the same ends. Even sometimes, we take note of the social divergence that is caused by these behaviours.

When we observe others behaving in ways that elicit positive emotions, this psychological curiosity would likely affect our future behaviour. Studies show now that the purpose of life does not come only from a laborious act of self-discovery, or the chance of occurrence of a transformative life event, but even from the mere curious observation of another's behaviours and the associated emotional reaction that was paired with those behaviours.

## **Models of Youth Life Purposefulness**

Life-purposefulness models may appear similar, but in reality, they differ on the outcomes and their level of dependence on the external or internal resolution. The development of any life-purposefulness model is expected from trial and error, to explore the alternatives and choices that help to build the realisation of the satisfactory solution. Studies show that in order to build a youth focus life purposefulness model, we need to have a proactive and curious program that helps them to overcome all the psychological barriers and exploit their internal assets.

Literature still has a gap in relevant setting programs that can be like a compass for their life and enhance their social interactions and stimulates the efficacy of their decisions. Such models would help dictate their curiosity and develop their capacity to link things together.

The models help transform a person's focus and sense of personal meaning and provide alternative pathways for life development. Having life purposefulness models would help us to reduce our waiting for causalities of life transformation that might happen due to sudden shocks as heart attacks, illness

and death of children, and severe and terminal illness diagnosis. i.e. with model availability, we become more reactive to all the challenges that would be obstacles in life-purposefulness.

Bandura (1977) sees that the 'social learning' model help people to observe others. When youth observe their parents, siblings, friends, and neighbours behaving by religious faith, those behaviours become "normalised" and soon become part of their purpose. The more a community fosters these behaviours, the stronger the religious following becomes.

## **Philosophy of Life Purposefulness as Performance Achievement**

Studying philosophical issues such as purpose in life stimulate the researchers to move beyond variable-centric approaches to address person-centric approaches. For example, we could expect that people develop a purpose through all or a combination of the three developmental pathways. A person may be actively seeking and developing a purpose that was once learned from another person's behaviours.

Self-determination Theory (SDT) help to build the motivation of needs for competence, psychological growth, integrity, and well-being. SDT help to distinguish goals or outcomes or suggesting the different types of goals that have different behavioural and affective consequences. SDT is necessary for purpose-driven motivation, as it gives autonomy based on intrinsic motivation and makes youth freely engaging in socio-economic or community activities that they find interesting, which provide novelty outcome and optimal challenge (Buheji, 2019b).

Deci and Ryan (2000) seen that life purposes are like human trajectories that lead to differentiated development and

competencies. Such purposes give youth greater autonomy, which leads them to be integrated within the social community.

Dweck (1999) outlined theories that differentiated purpose achievement in terms of both demonstrating and developing competence where such terms are seen as forms of ego involvement by performance and learning goals. Such exercise would help to build self-evaluative focus in which individuals seek to demonstrate high ability, whereas task involvement pertains to people being less concerned with self-evaluation, and they are standing relative to others. Thus, ego involvement or performance goals involve attempts to gain positive or avoid negative judgments about one's abilities and expanding one's competencies. When people hold performance goals, they would have the self-esteem to demonstrate to others that they are competent. Such self-esteem tends to create youth with no blame to others but themselves.

When people seek challenges with a purpose, they gain self-esteem from being fully engaged in an activity or using their skill to achieve something valued and tend to focus on how to improve in the face of possible failure, depending on intrinsic motivation. Dweck (1999) seen that such intrinsic motivation, when applied to a certain achievement domain, can be experimentally induced with specific programs. The literature on goals pursuits searches for a broader examination program that correlates with goal-directed behaviours. In his Flow Theory, Csikszentmihalyi (1990), called for purposeful experiences of total absorption in activities of non-self-conscious. Csikszentmihalyi believes that when people experience flow, the purpose of the activity is the activity itself, and this would create a prototype of intrinsic motivation.

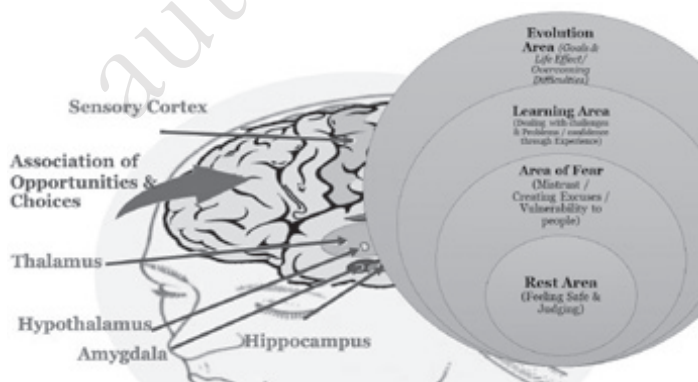
According to Csikszentmihalyi, people will experience flow when the demands of the activity are in balance with individuals' capacities. Thus, like Deci and Ryan (2000), Csikszentmihalyi suggested that intrinsically motivated behaviour requires optimal challenges.

## Establishing Life-Purposefulness by Overcoming Areas of Fear in the Brain

One of the main challenging obstacles towards establishing life-purposefulness is managing the areas of fear. This management of fear starts with overcoming the reaction that is triggered after the association of the opportunities and the choices with sensory cortex first. The fear of the life-purposefulness then needs to be managed more in the Thalamus, the Hypothalamus, the Amygdala and the Hippocampus in consequence. ☺

In order to create a life-purposefulness journey from the area of rest where we feel safe, we need first to reach the evolution area where (goals and life effect would be set towards overcoming difficulties. Once we start dealing with the challenges and problems with confidence, we would enhance our experience through specific learning areas. This would be achieved only if we pass the area of fear which creates the mistrust, excuses and youth vulnerability. The whole process is illustrated in Figure (1).

**Figure (1) Areas of Fear in Brain once faced with Life-Purposefulness Goal**



## **The Importance of Life-purposefulness Framework**

Synthesis of all the previous sub-sections in this literature review shows it is about time to address the gap of the life-purposefulness framework, specifically for youth. Set a youth life-purposefulness framework means they need to be ready for future economies based on thinking of new ways to both managing resources, adapting to sophisticated future expectations. Their resilience will strengthen developed countries to the challenges of re-exploring available human resources potential wealth (Buheji, 2018a).

Any life purpose framework should target to focus on the exploitation of the undiscovered pre-emptive of human assets. The link between the realised human assets raise the returns and distinguish the competitiveness of countries and societies.

The framework focus on raising makes the individual self-discover the purpose paths, the options that could come from it till decisions are made.

When young people know their goal, the exploration of their purpose paths raises their “passion”. This has been evidenced for all generations, but fast and complex for this generation, especially in the light of technological and very fast global developments.

The framework should address the purposeful thinking of the “new paths” which could come from the exploration of field research. The exercises also emphasis the purpose of discovery and its sustenance techniques. The framework implementation targets the youth faith as the faith is built around believing in something unknown.

The researcher has proposed to link the youth purposes with their life choices to extract their options and opportunities in different stages. This means the participants could determine the project opportunities based on factors of change through the past and the future. Thus, the framework would be more effective if could include the phenomena and the trends that influenced



the participant life or his community and what may affect them in the future. Understanding the influence of the future and realising the effect of the past could help the youth to be more selective in their decision-making. Bandura (1977).

## **Methodology**

Based on the extensive review and synthesis of the latest literature on life-purposefulness, the researcher questions how the different dimensions of life purposefulness facilitate and enhance youth capacity to leave a differentiated outcome and minimise their zero-status. The empirical part of this study draws on a qualitative case-study methodology (Eisenhardt and Graebner, 2007). Since the chapter is exploratory, as per Eisenhardt and Graebner (2007) interpretive methodology, the research mixes the theory and the data in order to interact and to influence the methodological choices.

The detailed case study examines how life-purposefulness could be built and facilitated in different youths' status, i.e. graduating youth, graduated, job seekers, unemployed youth and youth that are not happy with their achievements or current status. The research questions how the technique set in the program followed by the IIEP contributes to the youth participants' life-time contribution.

The two years' program experience is evaluated in the way they are set-up. The content analysis was performed from literature and the monitoring of the on-site program delivery. Structural analysis of the life-purposefulness program is conducted, based upon researchers' observations and literature reviews will be made (Shah 1998).

## Case Study

### Introduction to IIEP Youth Life-Purposefulness Program

“Our Life-Purpose - Our Choices - Our Decisions”, is a piloted program that consists of workshops then followed by project phases and a competition that was carried out repeatedly in consequence of two years in the summer of 2018 and 2019, as part of International IE Project and in collaboration with the IE Society in the Kingdom of Bahrain. The program addresses the rising statistics of the NEET (Not employed, not in education, not in training) youth of the ages of 15 till 25 years which as the official statistics of the Bahrain Ministry of Labour reached 10,400 youth, mostly university graduates and they represent 12% of the total unemployed in the country. The statistics coincide with the statistics, which estimates that it is about 20% of Arab Gulf Countries graduates, the majority are females, wait to receive a job only after two years. Today it is estimated that more than 30-40% of graduate students in the rest of the Arab countries are waiting and do not get a job for more than two years (Driouchi and Harkat, 2017).

The program targets to identify clear life-purposes paths, choices and decisions for graduating students, youth graduates, job seekers, the unemployed and youth that are not happy with their achievements or current status. This program also comes at a particular time where 1 out of every two graduates do not believe that their studies have qualified them for the job.

The series of life-purposefulness workshop targets to create a change in the mindset of participating youth about seeing and experiencing life as a series of small stories created by small projects. The projects followed practical steps that need to be taken to face the challenges of any project or circumstances that might face any human during his/her life journey.

***The Life-Purposefulness program  
was designed into five phases:***

Phase I- Pre-Trial Workshop: In this phase, the target was to inspire the participating youth to discover their life purpose and see it as tracks that are going to develop options and would develop its clarity and resolution with the frequency of attempts. These attempts would improve our choices and decisions. This phase is expected to take five days.

Phase II- Development of a Proposed Project Model: This phase, the participants are expected to go through initial field application, study problems, opportunities, and develop a work plan. This phase, each team are expected to come up with individual and team project within sixteen days (Dacey, 1989).

Phase III- Models Review: In this phase, a peers'-review workshop, simulate the importance of life pauses. The five days' workshop is also carried out to help youth appreciate the importance of observing, absorbing and realising lifetime opportunities, whether hidden or visible; besides learning to exploit opportunities from problems. Then how to set a revised life-purposefulness plan based on the simulated project pauses.

Phase IV- Completion of field implementation and fulfilment of the phase III action plans. In this phase, the youth participants would learn to avoid procrastination and improve their visualisation of the life-purposefulness targeted outcome, in similar analogy to the project targeted outcome.

Phase V- Projects Competition. The target of this phase is to simulate that lifetime is like a journey where we have to deliver results and outcomes before we expire or leave the train of life. Learning to create a judgement on the projects of the different team also would help the participant to learn to do effective and unbiased self-assessment based on life-purpose focus, utilisation of choices facts and unique achievements based on the selective decision making.

## **Definitions of Life-Purposefulness Program Keys**

Life-purpose Tracks: impact, target values, community level, country, family and circumstances, determined by specialisation, desire or new experiences. Options: opportunities, probabilities, future perceptions (quest for employment, quest for exploration, desire for stability, transition, desire for new experience). Decisions: Recognition and acceptance of the current situation, defining the transformation requirement, managing transformation, change and development, building the new will and will, developing new upward plans, taking and eliminating options and perhaps specific paths.

## **Type of Projects of Life-Purposefulness Program**

In order to simulate a life-purposefulness journey, the IIEP try to inspire the participants to focus on socio-economic and community projects. Such projects found to help re-invent the life of the contributing participant and improve their capacity in social leadership, as per Buheji (2018b). Socio-economic projects as poverty elimination, youth type of addiction, youth migration, improvement of educational outcomes, family stability, improving productive families' outcomes, women and youth empowerment; are thought to create paths of mindset that exploit the intrinsic powers and guide the participants to attain life-purposefulness with minimal extrinsic resources compared to the outcomes expected.

The participants are asked to choose a project that relates to their life-purpose or the choices they want to explore to raise the return on the efforts invested by the beneficiaries. The participating youth are given a simple life-purposefulness formula, i.e. capacity vs demand, where capacity could be raised by focusing on either availability, efficiency and effectiveness.

In order to learn to manage their life-purposefulness yield, the participants would be evaluated and judged on their capacity to develop the 'social production yield'. Besides, the 'Availability x Quality x Efficiency' formula, this yield also would come from the project 'elimination of waste' and 'improvement of the value-added outcome'. It is a resemblance of the life journey projects expected.

## **Goal of the Competition**

The Life-purposefulness competition targets to identify the clear paths, choices, options and decisions for graduating students, graduates and job seekers to help them build clear goals for their career and life purpose, followed by practical steps, regardless of the challenges and circumstances facing them.

The expected outcomes of the life-purposefulness program are to create a clear vision for these youth graduating students, graduates and job seekers and modelling alternative options for similar groups of youth. The competition targets to establish a proactive clear vision of future career for the youth students, graduating or graduated job seeker.

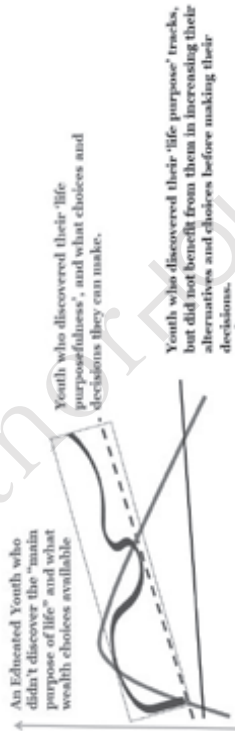
The competition is supposed to help the participants to rearrange their priorities at each stage during the project implementation on a sound scientific basis through modelling alternatives and work options.

Through experimentation, the project would help to build more explicit life journey decisions that are simulated to overcome the obstacles and take advantage of opportunities. The projects competition help youth to design an effective decision-making process and ensure it address their life-purposefulness.

The output of the life-purposefulness competition program targets to create a graduate or a young man that discover his primary purpose of life, choices and can making effective decisions without procrastination, or a graduate who discovered his/her tracks, but

did not benefit from them in increasing the alternatives, or the choices before making the decisions. This competition should help youth to create simple, continuous steps that lead to significant leaps. Figure (2) represents the differentiation between youth with life-purposefulness and those without.

**Figure (2) Differentiation of Youth with Life-Purposefulness**



Therefore, the program targets through this competition youth who are: unemployed graduates, graduate do not know what to do, graduate looking for employment, youth began to learn about laziness, youth registered in employment centres, youth

fear of being eliminated because of tight budgets, individual who has left the job looking for another job. Besides these types, the program is also suitable for youth who are fed up with waiting, or frustrated by the opportunities available, or those aiming to capture a leading opportunity.

## **Design of the Life-Purposefulness Exercises in the Program Workshops**

### **Introduction to Exercises Designs**

The exercises were designed to improve the level of readiness of the youth graduates, or the job seekers entering the labour market. The exercises help the participating youths to set life-time targets, be available in the volatile, unstable and renewable labour market. Since the gap towards a differentiated achievement widens every day, where today's youth do not make a decision related to their life purpose; the exercises in the program focused on making a focus on demand through getting involved in socio-economic, or community problem-solving.

### **Life-Purposefulness Tracks Exercise**

#### **Identifying Life-Purposefulness Tracks Exercise**

The exercise helps to define the tracks of youth's values, feelings, ideas, roles, capacities and abilities, and how to exploit them to optimise their achievements of goals and responsibilities in relevance to their mission in life. This exercise helps to point out how to control the paths by understanding internal and external values. The exercise focus on identifying the internal capacities that help to identify potential tracks in the available youth assets and internal wealth.

Based on the points (tracks of life-purposes) identified in the tables, the youth are encouraged to explore their feelings and see how they could evolve gradually to things they are passionate about. This passion is measured by what these youths see themselves persist and persevere about.

### **Discovering Unique Tracks in Life-Purposefulness Exercise**

The “Unique Tracks” exercise is designed to identify the points that youth could distinguish themselves with during their lifetime journey. The exercise focus on exploiting the unique paths that would differentiate their livelihood, based on their talents, abilities and passion. Such paths need to be polished by the youth experience, learning and discovery.

Since alongside all purposeful paths one could also have resources, abilities and emotions, the youth choices and decisions are challenged here based on the four squares the talents, the resources, the capacities, the passion. An inventory of all internal and external resources, abilities, feelings are taken to discover their maximum joy and fulfilment.

### **Determining the Directions Life-Purposefulness Tracks Exercise**

The goal of the exercise to determine the area of the life purpose tracks according to the main interests of the contest youth participant. It also contributes to determining the accuracy of expectations and reduces mistiness. The participating youth are asked to evaluate their basic values taking into account the remaining dimensions.



## **Choices Exercises**

### **Determining Future Choices based on Trends**

The exercise aims to determine the choices based on factors of rapid changes in time, i.e. the past, the present and the future. According to the trends, the participating youth is expected to identify the best options after connecting them and realising how they contribute to better decision-making.

The participants are required to determine the type of factors influencing their choices according to specified weights. The factors affecting such weightage options is whether they help these youths to be proactive, or be available to the challenges. The exercise helps the participating youth in building applied knowledge through realising their social, financial, natural and human capital assets.

### **Innovating with New Choices of life Journey**

The goal of this exercise is designed to create innovative interstitial options and hidden opportunities at all stages of the next life.

## **Decision-Making Exercises**

### **Understanding type of Steps of Life- Purposefulness Decisions**

The exercise is designed to support initial decision making that will help the youth to see what they want to achieve in life, in the short and long term. The slogan of the stage and this exercise is “Never sit at home or start your work from home”. The challenges of making the right decisions begin with the knowledge of their paths and alternatives.

### **Zero Waiting Exercise**

The exercise aims to support the methodology (zero waiting). The idea is to make the participating youth appreciate that the spirit of the specifying the new paths to make the most accurate decisions the future and life thus to raise the capacity for decision-making that makes a significant evolution to the quality of life.

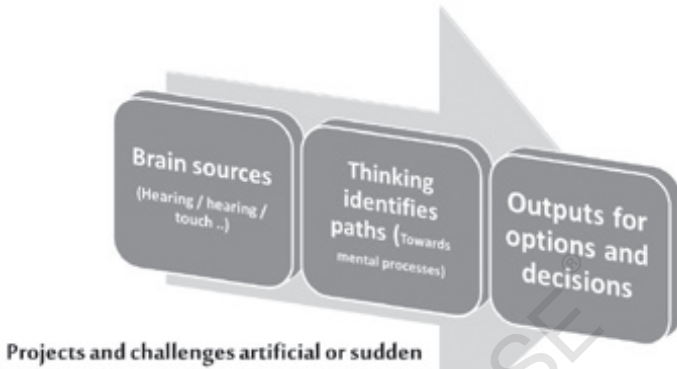
## **Discussion and Conclusion**

### **Reflection on the Theme of the Life-Purposefulness Program**

Having a youth or a community with clear life-purposefulness create a competitive edge and a differentiation for any country. Therefore, this chapter provides explanations for building youth life-purposefulness levers through a program that create competition through socio-economic projects that simulate the life journey at different four stages. The program integrated the concepts of life-purposefulness extracted from three distinct kinds of literature.

The four stages target to identify the opportunity recognition, improve the lifetime project design and implementation helped to identify the type of life challenges that need to be faced in order to leave a legacy. Therefore, the program framework was structured to create artificial or sudden brain stimulations such as sensory sources as (visualising, hearing, touching, etc.). Such stimulation creates waves of thinking to identify paths of life (towards mental processes) that lead to better outputs that prove the utilisation of best options and decisions, such shown in Figure (3).

**Figure (3) Reflections targeted from Life-Purposefulness Program**

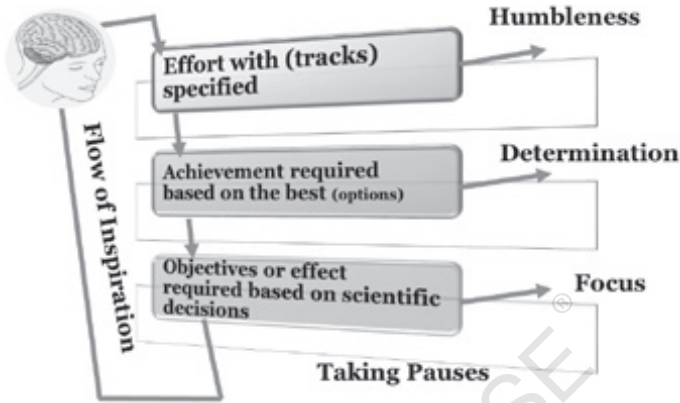


### **The Framework of Designing a Youth Life-Purposefulness Program**

To help youth verify their values, the program helps to select five behaviours that would lead them to determine the points controlling their life paths, and then improve what would distinguish them from others. The framework proposed help to build the focus of life goals and take selective efforts according to the tracks specified, starting with humbleness.

The framework focus on the achievements required based on the best options and ensure that determination towards objective is part of the decision making. The focus as per the framework can be increased through taking pauses that increase the flow of the inspiration, as per Figure (4).

Figure (4) Youth Life-Purposefulness Framework



The framework helps to raise the ability to neutralise the effects on “youth life-purposefulness paths, choices and decisions making”. A selection of critical primary and secondary dimensions that create an impact on the individual’s life is expected — the framework target to acquire and then enhance life experiences. Figure (5) shows the main six steps of extracted from the program that can be part of any life-purposefulness journey. The journey starts with specifying the exploration frame for the life-purposefulness tracks. Then a visualisation of the real challenge would be explored to determine what assets are available to youth that would constitute the perception and to select the assumptions from which to start new paths. Based on these the earlier steps, new information would be built to help the participating youth to select the key options that would help them to start managing change and valuing the results.

Figure (5) The Journey of Life-Purposefulness until the Results Outcome



## Final Remarks

Setting youth life-purposefulness program is highly essential for any country that is eager to build a competitive economy. Such a program can be more globally effective through precise approaches that would help to deliver youth with focused life goals and an inspiring spirit that ready to manage challenges without hesitation or procrastination. The success of such

programs would establish a new wave of youth economy that can change the level of youth contribution to socio-economic issues and their level of contribution throughout their life span.

Despite the limitations of this study of both being carried only by researcher and his team in a specific setting and one country; the outcome of this chapter can be generalised and recommended to be tested in different countries and with the youth of a variety of background. The life-purposefulness program and its framework carry lots of implications for both youth leaders and educators, besides they set a direction for national youth strategies. Further empirical research is suggested in the same line to cover the enormous gap in the literature in this area as it carries many perspectives for the future of youth and their expected role.

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# CHAPTER EIGHT

## *Visualised Reflection on “Solving Socio-Economic Problems”- A Case from Youth Economy Forums<sup>14</sup>*

### **Introduction**

Reflection is a very important process that creates meanings in our life journey, especially after careful thought about our behaviour, experiences and beliefs, (Shorrab, 2016). Reflection as per Shorrab can be about the self, or the surroundings; or nature, or own experiences, or even about others experiences.

In this chapter, we will discuss the importance of Critical Reflection and Reflective Thinking, after defining each of them. Then reflection through learning and meaning journey is reviewed, followed by the psychologic and cognitive process of reflection. The influence of reflection on solving socio-economic problems is studied

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<sup>14</sup> Buheji, M (2019) **Influence of visualised reflection on ‘solving socio-economic problems’ – a case from youth economy forums**, Int. J. Innovation and Learning, 25 (1), pp. 1-16.

after understanding how reflection perform based on intention and visualisation. The relation of youth economy and reflection management. Critical reflection and influence of reflection from a socio-economic perspective is reviewed in detail (Shermis, 1999).

The methodological approach used in this chapter help to study the influence of youth economy reflection practices during the projects carried out by the youth teams before, during and after the forum of youth economy in Bosnia and Herzegovina. Teams observations and their participation in feedback surveys helped to come with the results and conclusions presented in this study.

This research questions whether youth capacity for solving socio-economic problems can be enhanced through specific procedures that would enhance their visualisation and critical reflection. Therefore, the criterion for the evaluation of project teams outcomes and innovativeness is set.

The significance of such a study is that it would enhance the youth capacity to creating positive change in their societies in the process of learning and social innovation efforts. Also, such study illustrates the importance of youth integration with socio-economic projects.

## **Definition of Reflection**

Webster's International Dictionary considers reflection as a "mental consideration of some subject matter, idea or purpose, often with a view to understanding or accepting it, or seeing it in its right relations". Webster also defines reflection as a calm, lengthy intent consideration.

What is involved in the reflection? "Reflection is part of learning and thinking. We reflect on learning something, or we learn as a result of reflecting, and the term 'reflective learning' emphasises the intention to learn from current or prior experience" (Moon 2004). Reflection as per Shorrab (2016)

is more of a process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning regarding self, and which results in a changed conceptual perspective. It is a process requires attitude that value emotions. This process helps to make 'meaning' and a sense of experience, after interpreting it. When we subsequently use this interpretation to guide decision-making or action, then making 'meaning' becomes 'learning'.

Therefore, one can summarise that reflection is a type of thinking aimed at achieving better understanding and leading to new learning. All of the following are essential aspects of the reflective process and which reflect in summary the "drive of making sense of experience" (Schon, 1983).

## **Critical Reflection**

Critical reflection often happens as a result of the dynamic interaction between habit and the event being interpreted. The process is often mediated by reflection. Critical reflection is significantly involved when we look back on the content or procedural assumptions guiding the problem-solving process to reassess the efficacy of the strategies and tactics used.

Mezirow (1998) was one of the earliest who clarified the major role of critical reflection due to assumptions (CRA) and how it affects youth and adult learning. Mezirow seen critical reflection can be intentionally practised and developed over the lifespan. CRA as per Mezirow research is very relevant to the validation of beliefs and expressions of feelings, since it involves assessment of the assumption that constructs the belief. Therefore, Mezirow and other researchers saw that CRA could increase even our beliefs about how to solve problems (Brookfield, 1987).

We become critically reflective by challenging the established definition of a problem being addressed, perhaps by finding a new

metaphor that reorients problem-solving efforts more effectively. By far the most significant learning experience involve critical self-reflection, i.e. through reassessing the way we have posed problems and reassessing our orientation to perceiving, knowing, believing, feeling and acting. Critical reflection is not concerned with 'how' or the 'how-to' of action, but with the why, the reasons for and the consequences of what we do. Gay and Kirkland (2010).

While meaning schemes and perspectives are built through fundamental reflections; deeper meaning perspectives which determine the what, how, and why we learn, cannot be absorbed without 'critical reflection'.

Reynolds (1998) shown contrasts of the concept of critical reflection-drawing on the work of critical theorists in adult education-with the more familiar concept of 'reflection'. Reynolds proposed how the principles of critical reflection might be applied to management education practice; the distinction is made between educational content (the curriculum) and educational process (methods and structures), drawing attention to the need to consider both in the development of a 'critical' management pedagogy.

Cope (2003) studied the importance of 'learning events' which has become an emergent theme within theorising on how entrepreneurs learn. It is argued that there is more to learning from discontinuous events than the incremental accumulation of more routinized, habitual, 'lower-level' learning. These events can stimulate distinctive forms of 'higher-level' learning—learning that is fundamental to the entrepreneur.

## **What is Reflective Thinking and Why it is Important?**

'Reflective thinking' is different from 'critical thinking'. Critical thinking is about using cognitive skills or strategies that increase the probability of a desirable outcome, i.e. thinking that is purposeful,

reasoned and goal-directed. It is a kind of thinking involved in solving problems, formulating inferences and calculating likelihoods. Therefore, critical thinking is sometimes called directed thinking because it focuses on a desired outcome (Halpern, 1996).

Reflective thinking focuses on shifting individuals' capability from making decisions based on opinions to making judgments, as seen by King and Kitchener (1993). However, reflective thinking is most important in prompting learning during complex problem-solving situations because it provides an opportunity to step back and think about how problems are solved. Teekman (2000).

Dewey (1938) seen that reflective thinking importance comes from its role in creating an active and persistent belief. Reflective learning helps people to assess what they know, what they need to know, and how they bridge that gap during learning situations.

The reflective thinking demands attention to both terms "reflection" and "thinking", especially in problem-based learning. During this journey of individuals would seek ground learning in a more authentic environment than exists in the traditional classrooms (Hedberg, 2008).

Modern society is becoming more complex; information is becoming available and changing more rapidly, prompting users to rethink, switch directions, and change problem-solving strategies constantly. Thus, it is increasingly important to prompt reflective thinking during learning to help learners develop strategies to apply new knowledge to the complex situations in their day-to-day activities (King and Kitchener, 1993; Buheji, 2017a).

## **Reflection through Learning and Meaning Journey**

Erlendsson (2001) found that it is not possible to understand the nature of youth and adult learning, or education without taking into

account the role of habits to make and build the meaning. Meaning schemes are sets in structures of related and habitual expectations as 'if-then', or 'cause-effect'; such relations help to categorise relationships as well as event sequences (Hatton and Smith, 1995).

Meaning build perspectives through first setting assumption, theories, propositions, beliefs, prototypes and goal orientations. Through meaning, we build the capacity for evaluation which is assimilated depending on the level of experience to lead to a comprehensive interpretation. Erlendsson (2001). Meaning perspectives help to establish reflective judgement, as the exercise of meaning involves criteria for making 'value judgements' and for our reference belief in our systems, King and Kitchener (1993).

Reflection should always be differentiated from thinking or learning, since reflection is part of them, and it helps to assess the grounds (justification) of one's beliefs. If utilised and controlled the effect of experience, reflections strengthen, extends, and refines our structures of meaning by reinforcing our expectations about how things are supposed to be. Our habits of expectation are not merely taken-for-granted actions or reactions that tend to repeat themselves. They are dispositions and capabilities that make up our everyday involvement within structures that 'make sense'.

## **Psychology and Cognitive Process of Reflection**

Reflection is generally used as a synonym for higher-order mental processes. Boud et al. (1985) seen reflection as an intellectual and affective activities in which individuals engage to explore their experiences to lead to new understandings and appreciation. There is a cognitive process during reflection that helps us to make enough inferences, look for generalisations, try analogies and do our final evaluations. This cognitive exercise builds psychological feelings, which enhance remembering and curiosity for problem-solving. This, in turn, raises the belief in the capacity for effective interpretation

to analyse, to synthesis, perform, discuss and final judge. This judgement, however, is still influenced by habits of expectation that constitute our 'frame of reference' which help to build what we perceive and think and hence build our structure of interpretation.

Erlendsson (2001) seen that habits of expectation help even to build personal constructs, perceptual filters, conceptual maps, metaphors, personal ideologies, repressed functions and developmental stages. These habits define then the learning styles and the ethical basis and thus control meanings references which lead to the reflective judgement.

Experience sometimes plays the main obstacle in the way we think or learn, or try to reflect critically. Experience tends to resort to psychological defence mechanisms and disable us to elaborate more. Mainly experience help to reinforce long-established frames of reference to create what is thought to be new meaning schemes. Reflective interpretation is the process of correcting distortions in our reasoning and attitudes which help to over the experience blockage. Once experience blockage is overcome critical reflection would help then to accurately identify the distinguished patterns of similarity and build new metaphoric labels.

## **Innovativeness of Reflection Process Based on Utilising Intention and Visualisation**

After understanding how reflection goes through learning and meaning journey and what is the cognitive psychological framework of it, it is time to ask what differentiate the influence of certain reflections from the others?

Erlendsson (2001) emphasised fostering critical reflection that triggers differentiated transformative learning occurs when we 'learn to perform' rather than when we 'learn to understand'. Therefore, Govaerts et al. (2010) seen that once we start the intention through visualising what the outcome should be, we

start the process of searching for defined specific meanings. This meaning leads to building specific awareness that direct the journey for specific type of knowledge collection and starting a wave of empathetic thinking about what is absorbed. Therefore, one could say that we build meanings in reality by building our perspectives. Thus through these perspectives, we build then the principles for 'our' interpretations which involve symbol systems that represent 'ideal types', the qualities of which we project onto objects, or events in our experience. What we then perceive is often seen as an instance of our symbolic categories.

Visualisation is highly related to the capacity for achieving the meaning planned as with visualisation the habits of expectation structure is created, then the meaning in the brain create storage of bins in the memory (Love, 1995).

One of the best examples of the importance of visualisation is seen by chess players. The players usually take a time of thoughtful action, i.e. visualising the outcome of the move before actually being actively engaged. Therefore, through visualisation reflection become an action that is predicated on a critical assessment of assumptions, may also be an integral part of decision making.

## **Influence of Reflection on Innovativeness in Solving Socio-Economic Problems**

Shorrab (2016) seen that with reflection, we can establish more innovation cycles which can start with reflection, followed by inspiration and the eager to do more experimentation that would lead to certainty. Reflection enables us to correct distortions in our beliefs and errors in problem-solving.

In everyday situations, we challenge the validity of what is being communicated when we have doubts about the truth, comprehensibility, appropriateness or authenticity. Thoughtful



action is reflexive but is not the same thing as acting reflectively to critically examine the justification for one's beliefs. The pause that happens after visualisation help to optimise the decision-making process. Here, the reflection would be an integral part of performing and an element of thoughtful action. Kolb (1984).

Manski (1993) mentioned about how the reflection problem arises when a researcher observing the distribution of behaviour in a population tries to infer whether the normal behaviour in some group influences the behaviour of the individuals that comprise the group. It is found that inference is not possible unless the researcher has prior information specifying the composition of reference groups. If this information is available, the prospects for inference depend critically on the population relationship between the variables defining reference groups and those directly affecting outcomes.

Smyth (1989) provided background information on the emergence of reflectivity as a conceptual thrust. Smyth concludes to uncover the forces that inhibit and constrain them; they need to be engaged in four forms of action. These "forms" are characterized by four sequential stages and are linked to a series of questions: (a) describing (What do we need to do?), (b) informing (What does this mean?), (c) confronting (How did I come to be like this?), and (d) reconstructing (How might I do things differently?). These sequences help to raise the innovativeness in solving any complex problem.

Therefore, reflection during socio-economic driven projects can serve as a philosophical foundation and as criteria for judging the social conditions prerequisite and reflective discourse that would help the final interpretation. Moulart and Nussbaumer (2005).

## **Youth Economy and Reflection Management**

The importance of reflecting on improving the socio-economy as part of the learning process has been emphasised by Moulart and

Nussbaumer (2005). Grabher (1993) suggested that the capacity to reflect on action to engage in the process of continuous learning is very important for development of differentiating professional mindset.

Lee-Kelley and Blackman (2005) shown the importance of a receptive environment to the continuous challenge of teams for creating an effective innovative mindset that provides flexible solutions. The conclusion of Lee-Kelley and Blackman study shown that teams would deliver better outcomes if they can establish new ideas through development of their knowledge. In this chapter the knowledge development is zoomed to be the outcome of the visualised reflection.

Schön (1983) describes the reflective practice as a professional activity in which the practitioner reflects, both in-action and on-action to improve his or her practice. Reflection can result in deeper society learning and innovative development if embedded in youth assumptions, beliefs, and values are challenged, (Brookfield, 1998). The earlier work of Buheji (2017b) shows that youth economy project should be based on transformative learning which involves a particular function of reflection. This means that the projects should help to reassess the presuppositions on which youth beliefs are based and act on developing a transformed meaning perspective as a result of projects re-assessments.

## **Methods**

### **Introduction to the Methodological Approach**

The methodological approach here below is described more in details and set the process of how the data was gathered. The methodology of this study target to help see the influence of youth economy practices during the forums of youth economy

specifically carried in Bosnia and Herzegovina. The methodology of a qualitative approach to see the reactions of the projects teams. Teams observations and feedback surveys are carried out throughout the period of the study.

Teams were divided according to the main issues and problems that were observed during the researchers' earlier field visit. Each youth team had a clear mandate and objectives for the expected outcomes. In addition, they all had at least one institution that they worked with and where they applied their prototype. Moreover, a full week workshop was conducted for one week, to make sure that that all team members had a good understanding of their roles and what was expected of them.

The young people participated in the project voluntarily after it was announced in local media and social media with support of academics in Bihac University, Colleges and schools.

## **Introduction of the Project to the Team Members**

A collection of twenty-five youth students of ages between 15 till 22 years were distributed equally on five teams. Each of the five teams had a university professor as a mentor. All the teams were from Bosnia and Herzegovina and focused on creating model that shows the influence of youth in tackling five different socio-economic issues related to youth. The first issue was 'youth quality of life and poverty'. The second issue was tackled by the 'youth values and gambling (betting)' team. The third youth team was dedicated for 'voluntary youth contribution through civic organisations'. The fourth team was about youth 'entrepreneurship and innovation' programs. The fifth and last team was youth 'migration mitigation' team.

The teams were given three workshops; the first one was to understand their roles and build team spirit and cohesion, besides defining clearly the team scope. The second workshop targeted

to incorporate visualisation of the socio-economic outcome of each team and the role of youth economy currency if the clear target is set through clear intention and belief of capacity to deal with problems, without or with minimal, resources and authority.

## **Team Exercise on Visualisation and Critical Reflection**

An exercise on visualisation and reflective thinking were carried by the researcher, using music and drawings of a butterfly with and without music to show the importance of visualisation for effective critical reflection.

Each team was given months of June till early September to frequently meet, collect the data and do early reflections with the researcher on the socio-economic model and outcome visualised, every two weeks. Each team was asked to follow the template slides to get a focused reflection from all the stakeholders of the project, including the teams' members, the beneficiaries, the mentors, the invited evaluating experts and youth forum participants.

The templates for Stage 1 (i.e. before the forum) and Stage 2 (after the forum) were similar. The purpose was to compare the difference in visualisation and critical reflections of each of the youth teams and see how this visualisation influenced their socio-economic outcome and model innovativeness.

## **Criteria for the Evaluation of Each Team Project Outcome and Innovativeness**

Youth Project Stage 1 & Stage 2 Template Slides were distributed to each of the teams with the purpose to show the model innovativeness. Each template included the following:

- a) Guidance on the youth economy project criteria's where each Criterion worth 10 points. It also included what visualisation and reflection should be included in each project presentation.
- b) The criterions were as follows:
  1. Commitment to exploring the visualised socio-economic problem and targeted outcome within each project.
  2. Implementation story visualised that would turn the problem to a success story and a model of reference.
  3. Challenges that have been (or would be) overcome with time.
  4. How the project would help in inspiring the community and youth in the targeted community or scope?
  5. How the project is visualised to help trigger inspiration and youth empowerment in different potential projects?
  6. What are the different attempts that sends a message about the capacity of youth economy in creating a difference to their socio-economic problems?
  7. *How the project focus on priorities & of importance to youth problems or related to it?*
  8. How the project is driven by evidence-based measurements?
  9. How the project helps to discover the "intrinsic powers" of each youth and team members?
  10. How the project was done based on "minimal resources" and while utilising partnership and "people involvement"?

*The youth team members were asked to deliver a clear message by action "yes we can be an inspiring and value-added youth and make a great difference in our community".*

## **Direction for Teams to enhance the Outcome Innovativeness**

In order to enhance the practice of visualisation and reflection, each team was asked to simply observe and then discuss and identify collectively together with the socio-economic problem the team want to tackle and visualise the opportunities for solutions, through doing (not talking). i.e. to include a visualisation of how the projects would lead to better socio-economy. Each team was asked to prepare too for questions from the forum visiting experts on why the team is chosen or visualised this focused area of the project scope, based on the observations collected and refined.

More expectation about reflection recommendation was deployed to each team during the researcher one to one teams' meetings that were carried during the months of June till early September. The teams were asked to specify only one or two small areas of the socio-economic problem that they recommend to innovatively tackle next and what type of areas need to be investigated. This reflection should include evidence from the data and visits outcomes.

In order to enhance their visualisation besides showing their differentiated innovativeness, all the teams were strictly asked to use tables, graphs and/or photos in their presentation and during meetings discussions. Also, all teams were frequently reminded to use both measures (i.e. surveys, questionnaires, interviews) and Indicators (that are measured by count and usually published by large entities, incl. the government).

## **The Evaluation Procedures during the Teams Presentation During the Youth Economy Forum**

As early September approached, teams were asked to prepare a focused presentation about the results of the five projects and

discuss it together, to see the level of achievement of the visualised outcome and to learn to reflect together on the results before the forum experts have their inputs too on it.

During the Forum of Youth Economy, in middle of September, experts from five different countries were asked to reflect back on the work of each of the five teams. A general forum discuss was opened to enhance the feedback of such reflections. A collection of data and interview with experts measured to see the status of achievement of each team, the role of visualisation of each the solution proposed as a model of each of the tackled socio-economic problem and how they believed the reflection played a role in development of youth economy influence on these problems.

### **The Evaluation of Experts & Mentors**

The team mentors and experts were asked during the youth economy forum to discuss how the project goes on using the visualisation and critical reflection tools? What processes or methodologies they both believed can be used to create effective visualisation and critical reflections that influence the outcome of youth on the socio-economy? i.e. was it the workshops, the researcher focused meetings, the visualisation exercise of the butterfly, the criteria's, the teams frequent meetings, the data collections, the use of the use tables, graphs and/or photos, etc.

### **The Evaluation of Experts & Forum Participants**

The experts and forum participants were asked in September to evaluate whether the visualisation and reflection help the enhance the communication between the team members and their mentors in order to create a solution for the socio-economic problem?

Moreover, how they have seen the critical factors that help the youth to create their success in relevant to the complex issue tackled.

## **Scoring the Overall Evaluation for each Team Influence on the Socio-economic Outcome.**

The researcher established a scoring system for that measure the main influence of visualisation and critical reflection. The scores for each variable was set from 1 (very weak) till 5 (very strong). The scores were estimated to nearest possible number, based on the discussion with the main projects stakeholders: teams peer-to-peer evaluation, the team mentors, the visiting forum experts, the forum participants and the beneficiaries were collectively calculated to show how far each team managed to use the visualisation and critical reflection in tackling the socio-economic problem and exploring their youth economy currency. The total scores were to be presented as part of the summary of the results of each team in relevance in relevance to their selected project. The table was set to include the visualisation seen, the critical reflection, the accuracy of visualised outcome and finally the importance of the model for the socio-economic problem tackled. Each team were asked to explain in detail their model project in relevant to the socio-economic outcome, to be considered as part of the evaluation table.

## **Results**

The youth economy projects and practice of visualisation and then critical reflection brought lots of learning and innovation benefits that created a radical change in the participating youth mindsets, besides raising their aspirations. This three-month exercise helped youth to see the big picture in their role in life, i.e. build more life purposefulness, besides feeling they are empowered.



The main results of this case study focus on how youth are being able to make more creative change in their socio-economy without the dependency on major resources or authority. Besides, maturity in proper judgements was noticed based on facts.

Both 'early workshops', showing the importance of visualisation in relevance to critical reflection and 'post workshops' meeting helped the youth team members to start to believe that they can make a differentiated, innovative socio-economic model for their community. To evaluate the innovativeness of achieved socio-economic model proposed and implemented by each of the five teams, the main projects stakeholders: teams peer-to-peer, the team mentors, the visiting forum experts, the forum participants and the beneficiaries have all been asked to do a separate evaluation. Then the results of each team were tabulated after they have been summed. The tabulation in Table (1) meant to show how far each team managed to use the visualisation and critical reflection in tackling the socio-economic problem and exploring their youth economy currency. The different summary of the results of each team selected project in Table (1) is meant to show the specific innovative models created and along with the level of: utilisation of visualisation, critical reflection, accuracy of visualised outcome and finally the importance of the model for the socio-economy of the community and youth.

Table (1) Illustrates each of the Teams Performance Scores in relevance to the influence of visualisation and critical reflection on the Socio-Economic Problem Tackled.

***Table 1-a Team Project: Youth Quality of Life and Poverty***

Models Innovativeness:

- a) Measuring of type of Youth's Risks on Quality of Life
- b) Engagement of Youth with Humanitarian Agency to Improve Youth under poverty Quality of Life

Youth Economy Projects Evaluation	Visualisation	Critical Reflection	Accuracy of Visualised Outcome	Importance of Model for Socio-Economic Problem
Peer-to-Peer Team Evaluation	5	4	3	5
Visiting Experts Evaluation	4	4	4	4
Team Mentors Evaluation	5	5	3	5
Youth Economy Forum Participants Evaluation	4	4	5	5

**Table 1-b Team Project: Youth Values and Gambling (Betting)**

Models Innovativeness:

- Focusing on Youth and Family Values by Two Women Driven NGO's
- Fostering a Program for Creating a Betting Free School

Youth Economy Projects Evaluation	Visualisation	Critical Reflection	Accuracy of Visualised Outcome	Importance of Model for Socio-Economic Problem
Peer-to-Peer Team Evaluation	3	4	3	4
Visiting Experts Evaluation	4	4	4	5

Team Mentors Evaluation	3	3	3	4
Youth Economy Forum Participants Evaluation	5	3	5	5

**Table 1-c Team Project: Youth Voluntary Contribution through Civic Organisations**

Models Innovativeness:

- a) Measuring the contribution of youth in youth-related NGO's and their influence on Youth Aspiration
- b) Measuring and Enhancing the effectiveness of extra-Curricular youth civic engagement programs
- c) Studying Success Stories of Youth Voluntary Models and Successful Youth NGO's
- d) Focusing on building a Strong Youth Engagement in One of the Sports Clubs

Youth Economy Projects Stakeholders Evaluation	Visualisation	Critical Reflection	Accuracy of Visualised Outcome	Importance of Model for Socio-Economic Problem
Peer-to-Peer Team Evaluation	5	4	4	5
Visiting Experts Evaluation	5	4	4	3
Team Mentors Evaluation	5	3	4	4

Youth Economy Forum Participants Evaluation	5	4	4	5
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**Table 1-d Team Project: Youth  
Entrepreneurship and Innovation**

Models Innovativeness:

- Measuring the contribution of youth in youth-related NGO's
- Measuring and Enhancing the effectiveness of extra-Curricular youth civic engagement programs
- Studying Success Stories of Youth Entrepreneurs in the Country
- Establishing a Partnership Program with the Chamber of Commerce that is dedicated to the development of Youth Entrepreneurship and Innovation.

Youth Economy Projects Stakeholders Evaluation	Visualisation	Critical Reflection	Accuracy of Visualised Outcome	Importance of Model for Socio- Economic Problem
Peer-to-Peer Team Evaluation	3	3	4	4
Visiting Experts Evaluation	4	3	3	3
Team Mentors Evaluation	3	4	4	4
Youth Economy Forum Participants Evaluation	3	3	3	3

**Table 1-e Team Project: Migration Mitigation**

Models Innovativeness:

- a) Measuring the extent of the Risks of Youth Migration in relevance to educational and government programs
- b) Measuring and enhancing the effectiveness of extra-Curricular youth programs about the potentials and opportunities of the country
- c) Studying success stories of Migrants who came back or those youths chose to stay in the country
- d) Establishing a partnership program to mitigate the risk of youth migration.

Youth Economy Projects Stakeholders Evaluation	Visualisation	Critical Reflection	Accuracy of Visualised Outcome	Importance of Model for Socio-Economic Problem
Peer-to-Peer Team Evaluation	3	3	2	5
Visiting Experts Evaluation	3	3	3	5
Team Mentors Evaluation	3	3	2	5
Youth Economy Forum Participants Evaluation	3	4	2	5

## Discussion

The methodology and results show the importance of the cultivation of the capacity of youth in influencing their socio-economic conditions through the utilisation of visualisation and critical reflection (while doing the projects) and (after doing projects). This methodology of setting youth engagement and involvement through first structured workshops and then unstructured data collection about specific socio-economic problem is essential for many disciplines and not only in management.

Going back to the literature review, we can see that visualisation help to enhance the effectiveness of the youth pauses taken during the journey of each of the teams' projects. The critical reflection with a visualised outcome relevant to each of the five teams' themes provided a way of 'standing back' from the emotions and better judgments.

The exercise of critical reflection which involves 'going over' specific project visualised outcome, often several times, in order to explore what happened or need to happen from different points of view help to reach the outcome and enhance the youth engagement with the socio-economic project. This created, in turn, the youth economy currency. Critical reflection enables youth to plan their influence with foresight and to plan according to ends-in-view, or to come into command of what is now distant and lacking.

The measurement of the visualisation also found to enhance the balanced youth judgement. The critical reflection found to enhance the team members learning and engagement on the projects which cannot be taught. Overall the exercise raised the curiosity and the spirit of inquiry for each participant.

The qualitative method for data collections through observations and then followed by feedback showed that major leaps happen when youth visualise the outcome of their holistic

thinking. Once youth start the visualisation would consequently start the collection of data and observation with high exploratory, logical and analogical spirit. Besides, youth would build overtime an empathetic curious mindset that leads to both deductive and inductive thinking.

The projects of youth address the United Nations Millennium Sustainable Development Goals (SDGs) from 2015 – 2030, as they address issues that tackle poverty, besides the promotion of volunteering, knowledge sharing and values development. The process of the holistic youth engagement through their projects outcomes visualisation and reflection help to build their self-confidence and critical thinking. The youth projects evaluated in this chapter help to develop youth spirit and lead to social activated participation.

Providing visualisation and reflection helped to align youth activities and build their capacity to draw evidence-based conclusions for complex socio-economic problems and challenges. Reflective thinking help to provide youth opportunities to choose and implement the best alternatives and thus to realise more their intrinsic power.

The impact of these results in that even though most of the study was developed based a pragmatic methodology for delivery of a youth-driven project, the stream of the flow between youth mindset and both the visualisation and critical reflection can lead to critical socio-economic models and results.

## **Conclusion**

The methodology of measuring the influence of visualised reflection is based on action-based research which involved a group youth who was the medium for the data collected and who were involved in projects that validated the data. The young teams collected and analysed the data themselves. However, the

strength of the research results is that each team implemented their project in a different setting and met different challenges. All the team were evaluated according to the outputs of their handling of the socio-economic problem tackled and then on the level of their visualised reflection.

The key findings from the study help improve the learning and development of youth once they are involved earlier with the project visualisation and then reflect on their project outcome in relevance to that visualisation.

The combination of carefully designed youth visualisation and critical reflection provide the possibility to identify and clarify overall socio-economic problems. Both visualisation and critical reflection provide different opportunities to show the influence of youth and youth economy on solving or dealing with socio-economic issues, as complex as poverty and migration as we have seen in the case study discussed. The amount of youth capacity to have highly focused outcomes found it can be highly enhanced through having possible causes and solutions, i.e. visualisation and critical reflection.

Since youth are always seen as being slow in learning from their experiences, they need projects that enhance their visualisation, sharpen their reflection, so that they can 'make sense' and analyse their experience while actively make meaning of it.

Visualisation and critical reflection can be particularly useful in a youth-driven economy to deal with difficult or challenging socio-economic situations. The intention to solve socio-economic problems help youth to incorporated a better learning capacity in their life journey.

The presentation of different models for each of the socio-economic problem showed that raising the innovativeness of youth influence and engagement need not be always seen as a complex issue, regardless of the complexity of the problem. The final impact of this study is that it supports the research on the cycle of learning that leads to shift in mindset and real



youth empowerment, be it through workshops, forum, extra-curricular classes, etc. The chapter emphasis that learning and innovativeness of youth can be enhanced by visualising and reviewing the outcome expected by simple system and structures.

The researcher highly recommends that such study be followed by more longitudinal studies to optimise the utilisation of youth visualised reflection in solving further socio-economic problems in different countries, thus overcoming the study geographical limitation.

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# FINAL REMARKS: EMPOWERING YOUNG PEOPLE IN DISEMPOWERING TIMES<sup>15</sup>

## Introduction

While preparing the Handbook of Youth Economy, Buheji (2017), I came across the work of Otto et al. (2017) that focus on the importance of “Youth Empowerment” as a means for better socio-economic development. As an author of similar book and exciting revolving subject, this book a review is perceived to be of utmost importance and it target audiences beyond the academic community, where practitioners and decision-makers related to youth planning, strategies, programs are designing the future of the societies that depend on youth in one way or another.

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<sup>15</sup> Buheji, M. (2018) **Book Review- Empowering Young People in Disempowering Times Fighting Inequality through Capability Oriented Policy.** Advances in Social Sciences Research Journal, 5(5) 290-291.

## **Mitigation of Youth Inequality and Deteriorating Situation**

The work of Otto et al. (2017) focus on mitigating the risk against the deteriorating youth employment and training opportunities in all over the world with more focus on Europe. Otto and his colleagues see that levels of poverty with low social exclusion would increase among youth, unless European policies and strategies are developed fast enough to meet youth rising demands and conditions. Therefore, the editors use the subtitle “Fighting Inequality through Capability Oriented Policy”. Their goal is to raise the capability of the policies, even though one might differ that in this era we might work on raising youth capacity to meet the turbulence of the unstable market.

### **Book with Number-crunch**

The book is full of numbers that reflect youth disadvantages. For example, in order to give a clear judgement, Otto et al. (2017) used the EU survey data and in-depth qualitative research to examine the education, employment experiences and quality of life of young people in Europe.

The results of the survey help the editors to develop a focused critique of best approaches suitable for Europe, which would help youth to tackle their challenges re-engineering human capital integration approaches.

### **Youth Social Disadvantage**

The youth of 15-29 years old have challenging and complex educational experience specially after 2008. The good thing about

Otto et al. (2017) is that gone beyond issues of unemployment or low income, to go further towards social integration.

To overcome low youth motivation and aspiration, can come from the projection of their future life and life meaningfulness and purposefulness. Social integration helps to family formation and lifestyle choices. The other social disadvantage is youth inequality. However, the book focuses on the most critical stage for youth empowerment that is the transition stage from education to employment.

## **Conclusion**

This book is highly important of those involved with youth, i.e. mentors, trainers, educators and decision or policymakers. It is divided based on the interest of those concerned with youth development. The descriptive capabilities of youth are followed by youth enhancement and how to create their transformative capabilities. Since it is evidence-based, the analysis of this book helps to develop further studies which aim to develop new and progressive ways to assess the situation of socially disadvantaged young people in Europe. It is a book that would be handy for those who want to evaluate best practice of youth social inclusion.

## **References**

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# CONCLUSION

The core concept of this new perspective of youth economy book is to introduce the “why” to develop new initiatives and efforts towards the evolving youth challenges. The youthineering is meant to present new approaches that help to involve and then engage youth in solving the most complex challenges in relevance youth issues, today and in the foresighted future. The applied researches presented in the chapters show how to increase youth economy that will move us to a better world, with less poverty and more opportunities. The book has put a deep argument that ‘youth economy’ is beyond age. This might be one the differentiated secrets of “the old Continent, Europe”, and Japan where despite their fewer youth generations, they are still in a better position than African countries which have more youth, but with low and scatter productivity that is still leading to poverty. The difference is clearly about using youth’s spirit and optimising the available their intrinsic power, despite the limitation of youth as a number.

The message of youthineering is that focusing on youth empowerment does not work anymore to solve their socio-economic challenges. Hence, all the decision-makers and youth advocate organisations are recommended to change their youth strategies in a way that would address youth development and advancement needs.

Synthesis of the chapters' emphasis about involving youth in field studies would develop their learning capacity, specifically in the area of solving socio-economic issues of their own and then that of their communities. The book goes further to even recommends that having different generations engaged in solving socio-economic problems would help to share knowledge and values effectively and mitigate risks of further gap widening, while solving their socio-economic problems.

One of the common threads of youth development in this first youthineering book is to optimise their 'visualisation' in order to raise their capacity towards eliminating the possibilities of falling into any type of poverty. The book also warns about the consequences of not solving youth issues might increase youth migration. Case of the Arab migrant is presented and evaluated.

The researches presented in this book also shows the relation of between the youth involvement in socio-economic projects does not only enhance their capacity, but also it creates differentiation in their lifetime contribution. Finally, the editors would like to recommend that with the pace of modern life, the demands for youth economy became not as extra competitiveness gadget, but as a must for a sustained stability and essential source for the development of any community.

The avalanche of the new perspective about youth economy made in this youthineering book, gives lots of possibility for future research in the subject that would surely push this economy to progress further. This progress would help to enhancement the youth abilities that would differentiate their capacity today and in the foresighted future.

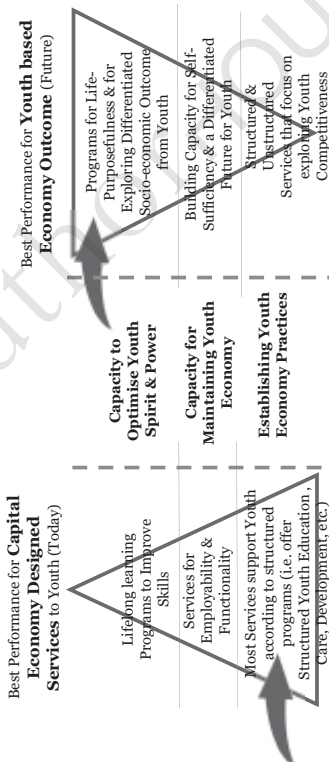
# DEFINITION OF YOUTHINEERING

Youthineering is a new concept that was developed as part of the continuous development of the international inspiration economy project (IIEP) which focus on solving socio-economic problems through optimising the intrinsic resources within the targeted communities, with different problems solving techniques. Youthineering is another tool of IIEP that focus on transforming the youth mindset in the beneficiary communities from 'youth of capital-based economy' to 'youth economy creators'. This can be achieved through first understanding the type of existing youth designed services and the results expected for its best performance in a capital economy assumed environment. Then, developing the services relevant to youth according to structured programs (i.e. offering structured sustainable youth education, care, development, etc.) that lead to the advancement of youth contribution to their community. Hence, youthineering would start from services that support or incubate youth for better employability and functionality, that are represented in lifelong learning programs and skills improvement.

A 'transformation medium' then embedded in the targeted youth community so that it would establish new youth economy practices that would enhance the capacity for maintaining and

then optimising youth spirit and power. The outcome of this intervention is first to establish structured and unstructured services that focus on exploring youth competitiveness, thus building better capacity for youth self-sufficiency and a differentiated future for youth. Then, finally youthineering would help to create sustained built-in community programs that trigger youth with clear and stable life-purposefulness with a differentiated socio-economic Outcome and legacy, experienced in their own communities and the globe. Figure (DF-1) represent the described process of youthineering from youth empowerment only towards a youth-driven economy outcomes.

**Figure (DF-1) Process of Youthineering**



# ABBREVIATIONS

Behavioural Approach System	BAS
Behavioural Inhibition System	BIS
Department of Trade & Industry	DTI
Inspiration Curriculum Team	ICT
Inspiration Economy	IE
Inspiration Economy Project Poverty Labs	IEP-PLs
Inspiration Pedagogical Design Team	IPDT
International Inspiration Economy Project	IIEP
International Journal of Youth Economy	IJYE
International Labour Organization	ILO
International Monetary Fund	IMF
Not in Education, Employment, or Training	NEET
Organisation for Economic Co-operation and Development	OECD
Quality of Life	QoL
Self-determination Theory	SDT
Small and medium enterprises	SME's

United Nation Sustainable Development Goal	UN-SDG
United Nations Population Fund	UNFPA
Vocational Education and Training	VET
Vocational education and training	VET
World Economic Forum	WEF
Youth Economy	YE

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# BRIEF ON IIEP-INTERNATIONAL INSPIRATION ECONOMY PROJECT & INSTITUTES

The *International Inspiration Economy Project (IIEP)* is a focused effort that targets to advance and spread the concepts, the development tools, the series of projects, the way of forums, labs, academic programs, publications delivery. IIEP uses different means such institutions, NGO societies, peer-reviewed journals, books and partners' centres to spread the concepts of **Inspiration Economy (IE)**, **Resilience Economy (RE)** and **Youth Economy (YE) using Foresight Economy (FE)**, that all would lead to solving chronic socio-economic issues with minimal resources and based on the concept of **"Influencing without Power"**.

**Youthineering**, is one of the tools of IIEP and it is work in progress, as it is developing every time youth economy project is implemented in specific country, or to specific condition or environment.



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# KEYWORDS

1. Alleviation of Generation Gap
2. Arab Migrants
3. Critical Reflection
4. Education
5. Empowerment of Youth
6. Future Economies
7. Future Foresight
8. Generation Gap
9. Human Capital
10. Innovation
11. Innovativeness
12. Inspiration
13. Inspiration Economy
14. Inspiration Economy Projects
15. Inspiration Labs
16. Intergeneration Gap
17. Learning
18. Life-Purposefulness
19. Meaning of Life
20. Migration
21. Migration Economy
22. Mindset
23. NEET
24. Poverty Elimination
25. Problem Solving

26. Purpose in Life
27. Reflection
28. Reflective Learning
29. Socio-Economic Engagement
30. Socio-economic Issues
31. Socio-Economic Participation
32. Socio-Economy
33. Sustainable Development Goal (SDG)
34. Visualisation
35. Youth Capacity
36. Youth Development
37. Youth Economy
38. Youth Empowerment
39. Youth Future Poverty
40. Youth Life Purposes
41. Youth Mindset
42. Youth Unemployment
43. Youthineering

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# BRIEF ABOUT EDITORS



**Dr Mohamed Buheji** is the founders of the International Institute of Inspirational Economy and *considered a leading expert in the areas of Excellence, Knowledge, Innovation, Inspiration, Change Management and enhancement of Competitiveness* for over 25 years. He is a retired professor from University of Bahrain. Besides *being a Future Foresighter. He is also the Founder of the International Journal of Inspiration & Resilience Economy and International Journal of Youth Economy. He has published since 2008 more than 70 peer-reviewed journal and conference papers and 17 books in the subject of the power of thinking, lifelong learning, quality of life, inspiration and competitiveness. Also he has five books in English about Knowledge Economy, Inspiration Economy, Inspiring Government and Inspiration Engineering, Resilience Economy and Youth Economy. He is passionate about transferring his + 500 consultancy projects experience for more than 300 organisations from all over the world, to both education and research. In addition, he serves on the editorial board of 5 internationally peer-reviewed journals. He is member of many scientific communities, journals, academic review boards. Lately, he is winner of many awards including the latest CEEMAN best researcher award for 2017, besides being a Fellow of World Academy of Productivity Science.*

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