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Handbook of
YOUTH
ECONOMY

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To every soul that moved from “Developing” to “Developed” Countries in search for better youth. To those who thought youth can be a “potential burden”.

To Angela Merkel whom understood the essence of Youth Economy before this book.

To all those whom yet to discover and realise the unlimited resources that youth can bring towards a better quality of life in the future.

To each youth soul that can be “perspiration waste” or “inspiration income”.

To all those youth setting on the boarder without deciding or capitalizing on their intrinsic power.

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FORWARD

Cazin is one of the most beautiful cities on the northern side of Bosnia and Herzegovina. A city well known for its thriving and persistent population that survived the fierce civil war battles in early 1990's, being at the tip of the north with both Croatian and Serbian borders. One of the good memories that one would carry about Cazin is the new houses that was built around the tip of the mountain that give an exclusive view on the Una River, one of the most beautiful and clean rivers in the world. With all this beauty you will carry about Cazin, you would observe that the city approximately empty of its people compared to the number of its houses. You will notice there are more elderly in the town than youth. The answer you will get from the rest of those available in the small restaurants and shops is that it is due to most of youth and their families have migrated or working most of the week in other neighbouring countries. If you observe further, you will notice that many primary schools in Cazin have closed due to the scarcity of students.

This story and many others that I have noticed in Balkan region, or even different Asian and European Countries are

not only due to issues of youth migration, but due to the matters related to unemployment, low fertility, increase in dependency ratio and low youth aspiration. The problem can be seen in different ways coming in developed countries as in Japan and Austria that have a high dependency ratio and low fertility. These examples are what make us concerned about the issues related to youth and specially, their socio-economy.

With this taken in mind, so far no discipline found to address youth issues and especially at a time where youth make more than 80% of the migrants around the world. My search and research about youth and their related economy show an apparent gap in the literature that made me realise the depth of a quote for Franklin Roosevelt “We cannot build the future for our youth, but we can build our youth for the future”.

Roosevelt quote carries many meanings and insights for us to explore about youth in this turbulent world. It is a quote that addresses how youth should see the opportunity of life, time and contribution with a mindset that create differentiation. Once youth start their differentiated opportunities, i.e. youth currency, they in turn would develop more commitment and determination. Their determination would raise the natural wealth that can be capitalised upon. Since the world needs this natural wealth, a unique discipline dedicated to this cause should help to “build youth” for a “better sustained future”. This discipline is coined as “Youth Economy” (YE).

Research to date did not manage to comprehensively address how youth can be considered to be a primary economic resource of any country in the world today. However, one cannot skip the trend the world is witnessing where more

nations, societies and organisations are now looking to find best ways to build their strategies and plans based on youth needs, demands, capacities and even forecasting youth outlook for the future, more than ever done before. This 'Handbook of Youth Economy' is the result of a holistic research about what is youth economy, the fundamental change that brings youth competitiveness and their value-added contribution, as a resource that could be capitalised on for sustained differentiation and stability.

In this handbook we target to fill the literature and address the practical gaps with the macroeconomic and microeconomic potentials that youth spirit and energy could bring to the world. The literature doesn't give any hints about the psychological components of youth phase, or the uniqueness of their energy and spirit if it is to be utilised as a precious resource, let alone being used as a type of currency that might affect the socio-economic outcome. This kind of youth currency is highly employed by leading organisations today and is reflected in their unique effectiveness.

There are many different kinds of research and projects approaches that this handbook tried to address through reviewing various economic or social issues relevant to youth, in this handbook we target to develop a shared understanding of the outcomes of such previous acknowledged work. One of the common knowledge that this handbook reviews is what is happening to youth, in today and across different generations, as a resource and as a spirit and energy that that can be utilised or optimised or capitalised on, regardless of age. However, the focused aim of this work is to investigate

how raise the youth currency and contribution and streamline how they are being preserved and utilised to the benefit of humanity and their relevant community.

Therefore, this first “Handbook of Youth Economy” come with the intention to build “youth for the future”. It is a total reverse thinking approach to many available youth policies and practices. However, this book believes also that “youth” is not only a time, or a period of life that is going to parish with time, it is rather a behaviour that survive with unique spirit and energy which differentiate those who carry this energy or practice it. It is therefore a handbook for almost all ages as it helps to define the way life contributions can be optimised. This handbook explores how to optimise youth energy, dreams and aspirations as life precious asset to deal with socio-economic challenges and manage them effectively.

Coming back to the case of Cazin again, we can find many countries in developing and under-developed countries with relevant conditions where youth grow up in varied circumstances with different stories, priorities and perspectives; however, there is no environment to accept their ambition and dreams, or to mitigate the risks of their decisions. Therefore, this handbook target 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. The focused aim of this humble work is to raise the youth contribution and optimise how it is being preserved and utilised to the benefit of humanity and its community.

In the coming chapters, a provocative critique of the mainstream conceptions of youth-related economy is being deeply discussed. The handbook is delivered in five parts which start with ‘Youth Economy Enablers’, followed by part two which focus on ‘Youth Economy Motivators’. Part Three and Four Tackle ‘Youth Economy Obstacles’ and ‘Youth Economy Outcomes’, consequently. The book concludes with part five which concentrate on ‘Sustaining Youth Economy’. Each part has 2 to 5 sections as per Figure (0-1) which shows the basis of YE framework.



Figure (0-1) Framework for Youth Economy Handbook

“Youth Economy” (YE) as a concept has been interpreted from different perspectives in this handbook, in order to show the depth of the subject and its complexity. The YE multi-disciplined approaches target to enhance the economic and socio-economic outcome of any individual, organisation and community through raising their capacity to capture opportunities through the optimisation of youth energy and spirit. The handbook tries give the readers

pauses to see how they can establish YE and its currency in their organisations and communities. The book takes us through many different examples of using the best potential of youth and what youth spirit and practices resemble. It is an economy that targets to reduce the numerous gaps between the youth expectations, hopes and the reality of their situations. YE targets to help young people and those that sustain the unique youth spirit to overcome different hurdles and enhance their access to suitable learning and choices of work that will lead to socio-economic stability that are reflected on their families and communities.

This handbook presents youth economy as a concept that is driven by knowledge and opportunity on how to succeed during the stamina of youth spirit, and how to ensure their energy remain open for generations while experiencing far less economic certainty than the prior three generations. In short, this is a work that studies how the exploitation of youth behaviours would lead to better socio-economic differentiations defined in two words “youth economy”.

Besides the YE examples, the book is supported by contemporary YE stories, actual case studies and YE formulas that synthesised from the discussion and facts driven or evidence-based research. These examples, stories and formulas should encourage researchers and youth practitioners to dig further to prove it or replace it. At the end of each part in the Handbook take a pause, through what we called “provoking questions”, in order to absorb and reflect on the YE knowledge disseminated in the sections.

The reader is highly encouraged to try to realise what is learned by applying the YE questions to real situations.

Hence this is a book that calls for observing the opportunities that comes with the spirit and energy of every youth generation. It would be interesting if policymakers and business leaders utilise this handbook to prepare for a better youth future that would use these unique human capitals towards better productivity enhancement. Therefore, it is hoped that the “Handbook of Youth Economy” would be more than a tool that can transform the thinking about how to create better development for the coming generations.

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PART ONE

**YOUTH ECONOMY
ENABLERS**

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INTRODUCTION TO (PART ONE)

In all corners of the globe, youth generations are facing common challenges relevant to their unaddressed needs and shortage in understanding their capability which are differentiated by their spirit and energy. Therefore, different leading countries and organisations in the world today are pushing their communities for better realising and optimising youth economy and what meaning it carries. This part tries to explore independently the deep meanings of Youth Economy and coin the concept officially as it has been used as a term with different meanings in literature and media, without proper definition.

First part will focus primarily on the most important constructs of youth economy that is YE enablers. The enablers are meant to establish the basis for why YE is important and what are the reasons for its evolution. This part is meant to see what are the enablers that makes YE possible and what supports its conditional existence.

The youth methodologies of engagement are discussed in detail in section 2, since it helps to empower youth for their social challenge and support them with counselling. In this section how to deal with the YE generation is discussed in detail too.

Evolution of Youth Economy (YE) came through long processes of observations where different researchers have been reporting different youth issues that influence the socio-economy for years. Some of these issues are relevant to the international indicators, as dependency ratio's, or the fertility rates.

The third section will explore the psychology of youth mindset, including the importance of youth empathetic thinking and their consumption habits. The fourth construct of the YE enablers is relevant to youth learning practices where their power of imagination is discussed in detail.

Studies of YE enablers shows that many youth needs are left unaddressed for years, thus it creates negative consequences across the different situations of our socio-economy. When young people don't see or have a sustainable economic path, our families, our communities and our countries suffer. Thus finding the intrinsic socio-economic power of our youth is becoming a must and even more essential for effective development of quality of life, whether for countries that have youth age majority or for countries that want to maintain youth spirit, even in countries where the demographics tend to tilt towards aging such as Japan and Germany.

Young people all the world in general have common characteristics of being able to remain optimistic, entrepreneurial and have expectations for what they need to succeed. This part will capture these moments and characteristics and give it values. The purpose is to create more positive energy for change, whether on the level of leaders, civil society, private sector and others that can work together to bridge the gap between the economic aspirations and reality of young people.

YE have been building up and evolving through generations, even though the scientific interest in youth economic influence became clear in the millennials generation (i.e. during the last 3 decades only). These sections, would briefly review all the main sources of YE that have been multiplying in the last one century approximately. The review in this section takes us through the habits of the Lost Generation, then the Interbellum Generation, then the Silent Generation, then Baby Boomers Generation, then Generation X, then Xennials Generation. This would be followed in more detail by generations Y (the Millennials) along with generation Z and the coming Alpha generation.

This part also mentions, in different areas, about the habits that can be studied for youth generation in relevance to their socio-economic awareness and interaction with their socio-political issues. Finally, this part capitalises on youth beliefs on brighter future that can offer them more opportunities to discover. It is a part that targeted to match youth economy beneficiaries and aligning their well to invest in life development and communities' flourishing.

SECTION 1.1 - YE EVOLUTION

Who is Youth?

UN defines 'youth' as those persons between the ages of 15 and 24 years. This book tends to go much further than this definition, since we see youth much more than transition from childhood to adulthood, it is rather a status of better maturity, or exploring reality, or discovering life purposefulness.

Thus, "youth" is more than age as mentioned earlier, it is a set of characteristics that are carried in periods of childhood, adolescence and adulthood. These characteristics shows in youth spirit and energy that are reflected in the perseverance, persistence, evocation, transcendence, risk taking and self-motivation. In other words, "youth" is more of a set of practices, where during these practices an episode of youth spirit opens new possibilities that help to surpasses the shields, or the constraints and optimize the utilization of the generated ideas.

Hence, “youth” definition is complex and can be seen from different perspectives depending on purpose, physical and mental status, besides the ability to achieve. Therefore, the African Youth Charter defines youth even people from 15 and up to 35. Others definition see youth as a phase when we humans move from the time of dependence to independence.

YE Formula

Humble Ideas + Persistence of Youth Spirit = More Probability of Discovering Hidden Opportunities

Evolution of Youth Economy

There are lots of scientific and practitioners work that is going on in the last 30 years which are trying to create a shift from the monopoly of the capital economy to more democratic, innovative economies.

While capital economy focuses on consumerism, consumption and supply mindset, youth economy is an economy that would be trying to make a shift towards selective youth pull thinking and capacity enhancement mindset. It is an economy that goes beyond youth as age, by focusing on the uniqueness of spirit and energy.

Taking all these areas together, it is not surprising that youth economy has received little attention within the scientific community, given the numerous challenges that such concept has presented. Among these challenges have been a lack of youth clarity about the meaning of aspiration

and inspiration. In most of the communities, youth still have the preconception that inspiration is unimportant in relevance to “perspiration.” This need to be challenged and restored to ensure proper YE development.

YE Anecdote- YE and Youth influence on Communication Development

One of the innovative projects that young entrepreneurs are doing is the way we utilize technology. In the fall of 2004, when 18-year-old Pakistani squash champion Ahmed Khattak arrived at Yale to play for the university and take advantage of a full academic scholarship, his priority was to buy a cell phone to call his family back home. But he couldn't get a cell phone service contract. Throughout his studies in electrical engineering Khattak remained bothered by the peculiarity of the U.S. cell phone business model, which forces consumers to commit to pricey two-year contracts.

During 2007 internship in London, Khattak provided the idea that leads to his startup, GSM Nation. Khattak managed to bring the idea of buying from vending machine SIM card for his phone calls to America. Khattak moved fast with his idea since his student visa was going to expire soon. Hence, Khattak moved forward with his idea for an e-commerce site that would show Americans the money they could save by approaching mobile the way most of the world does. At GSMNation.com, consumers buy manufacturer-unlocked phones, which can be used with any network, and then sign up for significantly less expensive month-to-month voice, text and data plans through a third-party carrier.

Khattak persistence made Yale Entrepreneurial Institute adopt the project and settle his visa issue, besides also got \$200,000 investment from his dentist. Since then Khattak has managed to millions of dollars per year.

Why Youth Economy?

There is now greater recognition that the quality of young people represent what is the shape of future of any country development. Statistics shows that today's generation of youth 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 youth are living in developing or emerging economies countries. Recent history shows many leading countries started to realise that youth are the most valuable assets to their countries and investing in them brings tremendous social and economic benefits.

Therefore, Youth Economy (YE) is about the utilisation of youth spirit, energy, time and the well to contribute that would create a positive socio-economic change. YE is about the management of opportunities and challenges of youth. Through YE, organisations and communities would be able rethink about all the types of youth challenges and the conventional wisdoms surrounding these challenges, or consider them as obstacles that need to be tackled. YE would establish a habit of systematic overview of youth issues in the targeted communities. This proactive pull thinking would help to build banks of youth opportunities that are ready to be explored.

This book recognizes the need for a unified, integrated definition of youth economy where the focus is on the different constructs that complement YE core characteristics, YE component processes, and YE transmission model. Therefore, YE would focus on techniques and tools that help overcome deep challenge. Through YE the world can face with persistence many complex challenging issues that still faces humanity including poverty, poor quality of life, violence and crime, unemployment, drugs, HIV/AIDS, etc. Therefore, if YE is established, concepts as lifelong learning programs, innovation and entrepreneurship would be flourished.

YE today comes in an era where young people, coming youth (children which are soon becoming youth) and those carrying youth energy and spirit are becoming more and more a major economic power. In UK alone there are about 5.4 million youth who have the spending power of 800 million pounds, while there are 36 million in USA alone. This economic power need to be studied as it is very important for the betterment, stability and sustainability of the world socio-economy. Therefore, we need to understand where this power would be diverted to. For example, can the world afford the forecasts that say more than 50% of youth would spend their money on games and internet contents? Therefore, it is worth for countries to set task force teams that would realise how this generation would manage to pay what they need and how they generate their new economic clusters to the benefit of their communities.

More than ever today we can see youth economy in the actors that leave long legacy because of their ability to produce best drama throughout the different years of their life. We can see youth economy in Coaches as Zin din Zaidan who used his unique youth energy, to shift from football player to the very popular coach.

This Handbook therefore covers live examples of how youth once inspired to explore their economic power, the world would experience a compelling motivation that would transmit, actualize, or express this group endeavour. Then, issues as youth employment won't be the main concern as youth themselves would be able to lead their societies towards positive productivity by establishing proactive programs and initiatives that overcome such lagging issues. However, this is not happening, due to the way we deal with youth and the limited understanding and appreciation of youth driven economy today. So, no wonder we experience the consistent increasing rates of youth unemployment even in countries where there is high investment on youth programs. With youth driven economy such countries would have quality and outcome focused collaborative programs between the three sectors the public, the private and civic society companies that targets to engage youth and absorb their needs and wants, with time and ahead of time.

Youth Economy as a Must

From the above simple discussion, it is realised that youth economy is becoming a must. It is more of a must since youth as age is becoming more of scarcity in many developed

countries, where the mortality rates for infants and children are falling sharply, while life expectancy is constantly increasing for adults. Somewhat later fertility rates began to decline, first in developed nations and more recently in developing countries. These major demographic shifts have already had significant effects on the age structure of the populations of most of the industrialized world, reducing the number of youths relative to adults.

As the transition of aging will continue into the 21st century, the populations of most developed nations will have much higher elderly dependency ratios in the coming decades which would create great pressure on different industries. After varying delays, further declines in fertility and a progressive aging of populations will occur in developing nations too which even increase the scarcity of young population.

Japan is the most prominent example of an industrial nation where youth are becoming a scarcity. In Japan, while population is ageing, the fertility rates have fallen down rapidly in the last four decades, despite government efforts to revive it. Between the end of World War II and the end of the 20th century, Japanese fertility declined from over 4 to some 1.4 lifetime births per woman. The share of youths in the total population fell from over 45 % to less than 21 % between 1950 and 2000.

Projections for the share of elderly in the total population show a near doubling over the next five decades from 17.2 % to 36.9 %. The dramatic nature of Japan's demographic shift relative to developed countries based on UN projections

released in 2001, gives a good example of how youth economy is becoming a must, as youth energy and spirit are becoming precious resources.

YE Anecdote- Youth Using Social Capital to Start-up

Ashley Qualls, born only in 1990, is an entrepreneur from Michigan. Originally as a hobby, in 2004 at age 14, Ashley started a website called whateverlife.com, designed to provide free Myspace layouts and HTML tutorials for people in her age demographic, and supported entirely by advertising revenue. She used the basement of her home as her office, employing her mother and friends from school. She made US \$70,000 in the first few months and earned over a million dollars by age 17. In 2007, Ashley website had over 7 million unique visitors a month and generated over a million dollars in ad revenue.

History of Youth Economy

The roots of youth economy since the history of humanity shows that youth always was in any period the source and/or the enabler, or the driver to the economic or socio-economic change. It is an economy that has a long chain in history, wherever energy and spirit of youth are associated.

Going back to the industrial revolution see that it is an era that brought with it many youth energies that started with youth as a resource of energy and labour and which affected lots of lifestyle till it reaches stages of production where technology, information and knowledge started to take the main role. By approaching the second half of the

20th century, i.e. with the beginning of the 60's, graduating youth started to dominate the development of our societies.

There are lots of studies that can be related or diverted to the cause of youth economy once the purpose is clear. For example, Blinn-Pike (2007) study on mentoring influence on youth performance help to establish more work in the future about the relation of youth development in relevance to countries, societies, communities or even families economic or socio-economic performance. So, any work today that can be related to youth quality, level of outcome and behaviour, or even direct or indirect cost can be part of the history of YE. There are lots of schools, community, national and international programs that target to enhance youth outcomes, however such programs never been analysed on their economic affect, hence now can be motivated in relevance to its performance in YE.

Today, youth are the sources of most of the energy and success stories that resembles knowledge, innovation, learning economies. Youth shown by successful models that their applied knowledge and disruptive innovative attempts can create wealth and prosperity for countries and societies that surpass other generations. Having an economy and a society that help the creation of new ideas, or its execution is what makes a difference to many emerging economies today, even in large economies, as China and India, or as small as nations as Singapore. These ideas creativity and related innovation mostly related for young individuals of 35 years or below.

Youth leading Change in the World

There are many youths in history that became icons influencers who changed the world destiny. However, no history known so far have witnessed a dramatic increase of youth self-made millionaires as in the last 2 decades specifically.

If you review all well-established religions as 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 are able to make a differentiated contribution in this life. It is a time that any human being can capitalise on to make his/her legacy in this current life journey, before he/she travel to another world. An example of what Prophet of Islam Mohamed mentioned about 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."

Even more surprising that more than 60% of these young self-made 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.

With such today growing youth millionaires and billionaires we can confirm that there is no minimum age to become a millionaire. Michelle Goodman published an article in September, 2012 in the Entrepreneur Journal about the 24 years old class mates Nikhil Arora and Alejandro Velez whom both were in their last semester at the University of California, Berkeley in 2009. The last semester carried an inspiring lecture about sustainability as part of business ethics where the Professor mentioned about the challenge to grow edible mushrooms in recycled coffee grounds whom no one has ever tried to do. Both Arora and Velez taken that idea and tried to commercialize the mushrooms coffee through starting their trial and experiential learning from their fraternity kitchen. They started with 10 paint buckets of used coffee grounds fertilized with oyster mushroom spawn. Ten days later, based on their youth spirit both Arora and Alejandro started their mushroom coffee company. They conceived a business, fuelled by a \$5,000 prize from a campus innovation competition that allowed them to buy a van and rent a 200-square-foot warehouse. Arora recalls that moment as a million dollars.

Resembling many youths sacrifice and persistence today, Arora and Alejandro spent the summer couch surfing and giving themselves a crash course in urban farming, tweaking variables like humidity, air flow and temperature.

That October, they sold their first mushrooms to “Whole Foods Market” in Berkeley. Soon they branched out into manufacturing and distributing indoor grow-at-home gourmet mushroom kits using recycled coffee grounds as “soil”; this became the basis for their company, called “Back to the Roots”. Today, the company operates out of a 10,000-square-foot warehouse in Oakland, Calif., selling its DIY mushroom kits to 2,500 retailers internationally, as well as directly to consumers online. The youth driven reactiveness of Arora and Alejandro that took an example from a class professor directly to trial and then executing the idea make them both millionaire with annual projected revenue of US \$8 million.

The young graduates Arora and Velez differentiate their story of youth economy in having managed to grow their sustainable food business organically, without Venture Capitalist, or equity funding. The legacy of Arora and Velez is not in the sustainability based business model only, but on the way they share their enthusiasm with employees where they divide half the company’s profits to align every member of the company to a lifetime, generational brand.

Another youth economy drive comes from what Austin Allison, whom developed ease of flow system for real estate. Allison created a system on signing on the dotted line on a start-up program called dotloop that has a software that handles real-estate transactions from offer to close. Users create a “loop,” a virtual workspace where all parties involved in the deal can collaborate on the contract and other documents, getting everything done in one place.

The uniqueness about Allison youth economy is how he's changing the game to make real state organisations to be much more productive and handle much more volume real-estate.

If countries don't set youth economy change plans, or utilise such youth spirit or energy in the right time towards change, we would setup our society or governments to fail behind this competitive and society development movement.

YE Formula

Passion for Change for a Better World + Experimental Learning+ Utilisation of Technology (where necessary) + Understanding Socio-Economic Needs = More Probability to Discover the Hidden YE Opportunities

Youth role in Civilisation Transformation

Former Indian president Abdul Kalam (2008) said that the great challenge of transforming India can be achieved through youth, who has got the power of ideas, ambition and ability. All wise leaders would say the same, as role of youth throughout history and more specifically during times of challenges and crisis is to create a major differentiation towards well-planned civilized transformations.

Many countries set different economic transformation plans however only few realise early that these plans are totally dependent on the dimensions of the country's youth identity. Visible dimensions of national plans need to take into account the current youth identity, such as age, race

and gender and their significance to the individuals in every social context.

Certain countries as Canada managed to maintain well balanced youth identity where youths would carry both a proud Canadian identity while celebrating their own diversified religion. This is an advanced mixed of balanced national and ethnic self-identities that vary depending on the social context and which have a long term sustainable impact on the socio-economy and socio-politics.[®]

Youth, today and probably till 2030, might be facing major identity crisis same as the one that was identified by the psychologist Erik Erikson in the 1960's. Erikson considered this issue to be related to psycho-social development. Studies of Erikson and those who followed his path showed that youth identity diffusion is the status of adolescent youth who have not made a commitment to a particular identity. Those researchers found that youth who has not yet considered college or job prospects, is a good example of those having "identity diffusion" status with respect to his professional identity (although in other dimensions his self-identity may be strong). Unfortunately, such status may take some time to resolve unless sudden crisis lead to committing to an identity prematurely without exploration or choice.

For effective utilisation of YE, every committee should be aware of their youth choice of identity or help in their early exploration so that they capitalise on this human capital interesting and exciting time of age. Many countries started to realise that it might be potentially dangerous to keep adolescents without clear guidance program, while they

would have conflicts with family or community. This period of youth life may carry many potential risks on the national economy which might reflect on a huge cost on the micro-economy, if not well managed.

It therefore highly important for the stability of any YE society to help youth to reach a stage of an 'identity achievement' during their adolescence where they would have the opportunity to closely explore an identity, chooses that identity with a high degree of commitment and confidence. On average, such type of youth usually would have more early and stable contribution to the economy.

Old and recent successful transformations show the great role of youth in these transformation. Youth enablers start with their empowerment through youth self-development and peer to peer support programs. Through such programs, youth are expected to be gradually involved in sustainable development and socio-economic achievements.

There are seventeen sustainable development goals (SDGs) that the UN and world leaders agreed to be achieved in 15 years from 2015 – 2030. These goals can be achieved if we have people with spirit of youth, besides the environment of prosperity, peace, partnership that lead to social activated participation. However, it is worth to mention that these SDGs can be uniquely achieved by the youth of today who represent the unique spirit and energy that SDGs needs. This global civil transformation can be achieved if youth are challenged to utilise their full potential and believe in what SDGs would achieve to their communities.

Yes, youth can play a main role in achieving 2030 SDGs if they are more involved in control of issues as poverty; hunger; agriculture; health and well-being; education; gender equality; water; economic growth; employment; infrastructure; innovation; energy; inequality; cities; consumption; climate change; oceans; forests; peace; justice and partnership.

SDGs 2030 agenda places youth as the catalytic for compacting unemployment and poverty alleviation. The SDGs recognize the centrality of youth employment challenges and its relation to youth development. Therefore, SDGs sees that by 2030 youth need to have gone through suitable holistic technical and vocational skills training programs, for employment, or decent jobs, which might also raise their spirit of entrepreneurship and help them achieve the necessary literacy and numeracy. Through youth involvement in SDGs, youth economy can develop. The SDGs would help youth to achieve their full productivity, including those youths with disabilities. The SDGs help youth to get engaged in promoting effective global change.

Through youth involvement in SDGs, their full potential can be realised. Then, their self-confidence would free them from fear of exploring their environment. This involvement help these youth to establish a balance of the competing needs that overcome the environmental, social, political and economic limitations.

Youth are seen to be the most equipped humans to meet the (SDGs) as through their persistence the world can end poverty in all its forms and even end hunger through promoting sustainable agriculture while ensuring healthy

lives promoted by wellbeing practices. The hope is that youth would ensure inclusive and equitable of quality education and promoting lifelong learning opportunities for all. Only through youth commitment the world also might achieve gender equality and empowerment for women and ensure availability and sustainable management of water along with affordable reliable, sustainable and modern energy for all. Youth can promote sustained, inclusive and sustainable economic growth that build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation. For example, youth would be the best enabler to reduce inequality within and among countries. Through youth involvement cities would have more stable human settlements that are safe, resilient and with sustainable control of consumption.

YE Formula

Close Youth Involvement with SDGs + Utilising Knowledge + Passion = More Influence on Socio-Economy

YE Anecdote- Youth Changing the Consultancy Business

Michael Furdyk founded TakingITGlobal at 17, and now Furdyk spends his time growing his business in more than 200 countries. He's also a public speaker, a consultant, and a regular guest on some of the most popular talk shows in the country.

Opportunities for Values in YE

Any stable economy throughout history usually has values that it ensures to consistently flourish and develop, as only through such values does the economy spread and establish its practices. If we want to establish YE values inside the knowledge communities, we might need to use e-commerce practices and dealings. We could start with a value that would have positive youth contribution to the economy, or at least values that minimise waste in this economy. For example, if we want to spread a value through having youth alerted (confidentially by their apps) for a good behaviour, they would be a high probability that they would consider it.

Values can be re-established during adolescence as it is a transition phase separate from both early childhood and adulthood. However, is a transitional period that requires special attention and protection. Physically, youth in this stage goes through a number of transitions while they mature since their brains undergoes quite substantial developments that affect their emotional skills as well as physical and mental abilities. At this stage the visualisation and imagination capability could be used for development of the socio-economy. Actually, this is the stage where most gamifications techniques are developed or measured by game industry.

Recent studies show that youth at adolescent stage have the potential to break long-standing cycles of poverty, discrimination and violence, if there are plans from

governments or the community to address their needs and capabilities.

YE Anecdote – Moldova Vulnerable Youth Program

The Republic of Moldova has established vulnerable youth program in collaboration with UNDP that provide legal aid and learning strategic advocacy skills. UNDP ‘Law in Action for Poor and Disadvantaged Youth in Moldova’ project helped to mobilize and link youth towards increased access to justice and human rights protection and promotion.

The program provided youth access for the justice system and social inclusion. Such programs build opportunities for Moldova’s youth while addressing civil matters beyond criminal cases. The project involves at least ten advocacy groups working with youth who are unemployed, members of the Roma community, living with HIV or disabilities, and migrants or refugees.

SECTION 1.2 - YOUTH ENGAGEMENT IN SOCIO-ECONOMY[®]

Youth Socio-Economic Engagement

There is an increasing argument for considering the importance of youth to the economy through studying what are the youth engagement models which created a real value added differentiation to both society and economy. Without youth aspiration and interaction with their economies, we would not have companies like Microsoft, Facebook and Google, or even better in the future. Without the spirit of youth, such companies would not have sustained and developed all these years. Actually, without ambitious youth projects we would not celebrate 100 years of flying all over the world that changed our lifestyle, or got the best apps that optimised the internet.

Therefore, besides understanding youth psychology and what triggers youth influence, we should understand the different angles of youth socio-economy. Here, researchers

and change agents are encouraged to study the relations of youth in relevance to their employers, educators, parents, and peers and try to understand what obstruct them from producing their best.

The Department of Trade & Industry (DTI) in South Africa did a study in 2012 on the engagement of youth through the national youth economic empowerment program. DTI studied the type of policies needed for youth engagement and they concluded that the South African government need to contribute towards increasing the level of youth participation in the mainstream economy. The DTI study shown that governments need to contribute further towards increasing youth income through skills development and promotion of youth entrepreneurship if they want to improve the overall country's socio-economic status. Moreover, DTI study shown the importance of youth participation in the mainstream economy through youth enterprise development and employment creation. DTI study asked the government to focus also on higher economic growth through promoting youth owned and managed Enterprises.

Our further YE projects that we carried in different developing and emerging countries shown that youth can play a great role in the mainstream of the economy through transforming the secondary/ marginal economy into higher mainstream economy as shown in Figure (1-1).

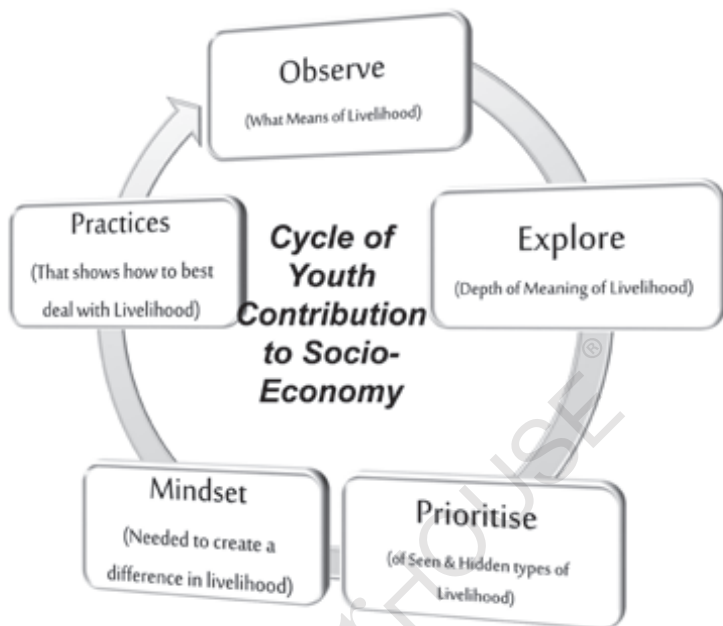


Figure (1-1) Youth Role in Higher Mainstream Economy

To understand the type of youth engagement on the higher mainstream of the economy, leading governments are studying the requirements of specific youth involvement and what cause their apathy from transforming the economy. Therefore, governments as the South African are encouraging main institutions and specially leading educational institutions to engage youth through setting a youth advisory board. The youth board not only help the organisation to be more youth-focused, but also help to develop the youth skills and practices to a greater extent. Actually, it makes these youth appreciates the power of

choice and gives them more exposure towards better resilience.

Another method of engagement is through development competitions that encourage a culture of collaboration and working in teams and clubs.

The other type of engagement is through games or art or theatre. El Salvador has a good case where puppet shows on different themes are run by youth to engage them in sensitive issues without fear to express their opinion.

Finally, one of the best engagement programs is youth to youth programs where successful youth would get a project or establish an initiative to create a difference in the life of those less fortunate youth.

Youth Needs During Lifecycle Squeeze

When youth experience consumption changes in their limited incomes over the course of their family life cycle this is referred to as the life cycle squeeze. This squeeze has even more influence on youth when costs of setting up a household and children are incurred by the family or when the family goes through debts or income vs. revenue difficulties. It is normal to see for example youth in South Asia, many countries in North and Middle of Africa and in South America are out of school in the streets suffering from the squeeze of life. The labour market data shows high rates of inactivity or instability, even for youth that reached 28 years old. Youth unemployment is not the only issue, job

quality and instability are rising. Most of the youth jobs in different countries including in many developing countries are informal and therefore inherently instable, therefore often very low paid. The average monthly earnings of youth range from less than US \$5-10 depending on the country economy, which is still very low.

When youth have low incomes and squeezed in their living their wellbeing standard would drop and their willing to engage in development would be more depressed. Such youth would have no value for all the types of wellbeing or leisure infrastructure in the community and how it integrates with their lifecycle. Therefore, we should not expect that life squeezed youth would be effectively engaged with youth economy practices and values, unless they are type of strategies and programs that bring these youths in smoothly to such high expectation. Clever countries only have today preventive programs for such youth, because they have calculated the negative risks if they don't.

In many countries till today youth don't have the necessary clothing, appearances, food, political choices, emotional relationships and even proper place for living. Many youths with ability to work don't find the minimum suitable jobs, or not being able to do any commercial transaction.

Even in certain developed countries, emerging economies and rich developing countries a good percentage of youth can't afford to marry, or find the nature of job suitable for his/her qualification, or manage to travel abroad. Hence, the level of youth lifecycle squeezes different from country to country and all of them have some direct and indirect

influence on their socio-economic perspectives, mindset and participation or contribution decisions.

Youth Socialisation and its Influence on YE

Socialisation is very important processes where youth able to function as members of their community. With socialization the process of learning gives youth active role in making sense of their social world.

Approximately two decades have passed since the beginning of 21st century. The main symptoms of this century as many centuries earlier were turbulent, fragile, challenging and full of negative incidents. However, one could see it is also an era where innovation and youth have started to lead the world. During this era many youths have come into poverty, unemployment, segregation between them and their societies and many others have come to be rich, empowered and fully engaged with their society. Youth belonging became so weak in different areas and became so extreme in others. Due to materialistic world, youth even experiencing amount episodes of violence, extremism, instability, migration from south to north in a way never experienced since World War II. Specially in Middle East, South America and countries like Myanmar in south east Asia.

During the last two decades' youth have become more vulnerable in countries Latin America, especially in Bolivia, Guatemala, Honduras, Nicaragua, Paraguay, Peru, Venezuela, Brazil, Mexico, El Salvador and Colombia. In these countries 41-50% of youth between 15 and 29

years live in poverty, especially in rural areas. In these countries as well as similar countries in Middle East, Africa and South East Asia, subjective temporary employment of youth make them more segregated from the different society development. Inducting youth into culture activities involves several institutions, starting from the family, the school, and the wider community.

Stages of Youth Development in YE Journey

Murugesan Thiagarajan, 29 years old, is MD and Airlines owner of Paramount Airways. He was India's youngest airline MD, with a niche airline that offered business class comfort at economy class fares. The Airline operated between 2005 till 2010. Thiagarajan Paramount Airways operated in the southern cities of India and received the arch of Europe award for being quality driven; customer focused and running an innovative business model that motivated other low-cost airlines in Asia.

The challenge is that many young entrepreneurs like Thiagarajan don't continue to sustain because their YE development stage is not well managed. Therefore, it is believed that the more we manage to bring in youth participation through clear development stages, the more we can strengthen organisations and societies capacity and people's abilities to meet main challenges and reduce vulnerabilities to economic disasters. With youth developmental participation we can build up trust and social capital that ensures sustainable community development.

Social capital is about the value of social networks that the youth carry and maintain through different periods of life. It is about the bonding that the youth make or have the capacity to bridge with similar or diverse people to benefit from the folk wisdom. It is the goodwill that youth would have towards social valuable resources and how these youths would use this goodwill to develop the flow of knowledge or influence or solidarity to enhance the way they interact with specific social structures and then use to pursue these opportunities to differentiate their contribution. This youth social capital if utilised in stages it would enhance the YE outcome for any entity.

If social capital very well utilised is YE we would overcome statistics as having 24% of the world young labour live in households that are below the poverty line (US\$1.25 per day). With the presence of social capital young people would be able to find jobs and won't need to accept extremely low salary due to their capacity to utilise other to transform their situations, or at least they would strive to do so.

To enhance the social capital, youth economy practices we work on changing youth habits, by building self-initiation practices and establishing trusting relations and network as shown in Figure (1-2). This stage is called growth economy practices. During this growth economy, we can create youth that is more self-dependent, transitioning and with a spirit that targets total independence in finding their destiny.

Once youth pass through all the practices of growth economy stage, they can transform their social capital towards development economy. In this second stage, youth would have the capacity to capture and interdependently

navigates through projects that further develop their spirit of persistence and perseverance.

Once youth pass through development economy, they start practices of trying to discover new opportunities, goes through exciting assignments. At this stage, youth engagement would be at its highest and this stage would be called inspiration economy, as shown in Figure (1-2). The integration of these three economies enables youth to develop their social and cultural capital. This kind of capital derives build a sense of belonging which even flourish from the active relationships that the transformation between each economy.



Figure (1-2) Type of Economies that build youth economy practices

Young people today are already joining together to ensure their engagement in the development of the world. Without waiting for authority, entrepreneurs in silicon-valley, for example, are changing the game and forcing many decision makers to transform their policies rapidly towards development economy.

YE Example – UNDP Fund for Youth Innovative Projects

The government of Azerbaijan, in collaboration with UNDP, managed to establish a youth-driven and results-based framework that evaluates the state effectiveness. UNDP works effectively now a day for supporting legal frameworks in different countries that build the internships of youth in civil service. The UNDP Democratic Governance Thematic Trust Fund (DGTT Fund) supported more than 35 UNDP Country Offices in developing innovative projects on youth, participation and governance, as mentioned in UNDP (2014) report.

Projects similar to the UNDP projects strengthen the capacities of youth advocacy groups and provided evidence-based research that can interact with public authorities through national youth councils and national plans. Several projects have placed a strong emphasis on social media and information technology as platforms in support of accountability and feedback mechanisms on service delivery.

The UNDP DGTT Fund supported similar youth innovation projects in Armenia through the establishment of Youth Studies Centre which helps to enhance the participation of youth in policy formulation and implementation processes. The UNDP Fund also helped to strengthen the regional network of youth leaders against corruption through youth integrity camps conducted in by youth leaders in Ivory Coast. This was followed by an innovation camp on youth and local governance in Jordan.

UNDP also conducts now programs with National Institutes of Statistics such as the case of a recent project in Madagascar to focus on collecting youth-related data. The projects have also informed organizational learning regarding the design and implementation of youth-centered initiatives, taking into particular consideration the development of appropriate and measurable youth indicators. UNDP (2014).

For more information on youth projects and the DGTTF, see: www.undp.org/content/undp/en/home/ourwork/democratic_governance/projects_and_initiatives/dggyouth

Youth and the Social Challenges

Youth have the main role to play in meeting any social challenge since they can play a great role in changing deeply bad ingrained cultural habits that can alter the social norms.

Social challenges are very important for YE since it creates a major opportunity for discovering their potentials. Therefore, many experts believe that it would be a great mistake to empower youth with easy money as we would lose a high-potential to discover the unique entrepreneurship spirit and story within them.

With social challenge, governments could enhance the roots of YE currency and would get a high return on capitals employed (ROCE) by being able to carefully give resources to clear entrepreneurial achievements.

One of the good examples of good national programs that capitalise on youth social challenge is the Malaysian Ministry of Entrepreneur and Cooperative Development Program which started in 2006. This program catered for 90% of youth 21,000 applicants where those youths were awarded about \$5,000 only each business entrepreneurship project and given then mentorship and technical support to enhance their survival rates.

Similarly, the South Africa's Black Economic Empowerment program which the government of South Africa set thereafter it notices that the bulk of black South Africans was effectively empowered to benefit from the elite and well-connected.

The social challenge might focus on socio-economic projects that bring in reforms in legal, bureaucratic, and regulatory frameworks. The right legal and regulatory frameworks are critical to a more comprehensive, holistic role to play. Today there are many success stories that the numerous entrepreneurs have succeeded despite inhibiting legislation and bureaucracy, actually, some even became social entrepreneurs focused on using their wealth and status to push for more focused reforms.

Youth reform would be even more effective with the soft YE approaches that all the different stakeholder including governments can make. The reforms should help to break down cultural barriers that would prevent educating entrepreneurs to come out of the shield as we mentioned in "Breaking the Shield." (Buheji and Ahmed, 2017).

Other examples of YE social challenge reform come from New Zealand who encouraged youth to participate in the development of an indigenous population and help in setting change in their community. New Zealand even set accelerators that would help youth in colleges and universities to meet the social challenges in Dairy quality and production.

Taiwan, is another country that managed its YE social challenges by staying as a leader in the Hi-tech industry that is led today more by youth. The Taiwanese government managed to strengthen the several elements of its ecosystem through encouraging schools and higher education to adopt early research in integrated-circuit design and manufacturing. In Japan social challenges are explored and discussed more in high schools today. Taking care of the aging generation, exploring challenges in manufacturing, discussing seasons of agriculture production are just examples of what are discussed with youth of ages of 16-18 years old. Due to this, it is not surprising that the recent number of intellectual property rights in Japan high schools have been doubling, every three years, in the last two decades. No wonder then that many studies show that still the Japanese would be the ones that would lead the world in the fourth industrial revolution which depends on high spirit of curiosity. The government even established Hsinchu Science Park near Taipei, to set a youth-driven cluster that began running integrated-circuit training programs and passed laws to encourage the development.

Today we have many youths driven project that targets to meet the social challenge. Youth today are socially challenging and modifying the cultural norms by engaging in many types of socio-economic challenges. They even managed to involve the private and civic sectors and remove many regulatory barriers and making it more conducive. Thanks to many successful youths' entrepreneurs, we have now more youth-driven clusters and incubators that will stimulate self-sustaining venture creation.

YE Example - Challenges Facing Youth in Tanzania

Youth participation in the agricultural sector in Tanzania is declining due not being marketed as an attractive sector. The agriculture sector is considered for the educated Tanzanian youth as risk market, with potentially high costs, low-profitability, besides its being labour-intensive. At the same time, Tanzanian rural youth often have limited access to educational programs that respond to skill needs in agriculture.

Today, despite their big population size, rural youth in Tanzania have limited social and political power. Adult males, tend to dominate decision-making at all levels in traditional societies. The difficulty for youth to access the land, besides lack of financial incentives and poor infrastructure and utilities, render agriculture and rural setting to be attractive as a whole to youth.

Empathetic Engineering in YE

Youth specially in the coming years are going to face challenges that would make them need more cognitive abilities to recognize and understand the thoughts, perspectives, feelings, and actions of their surrounding friends, communities and countries they are going in live in and with. In order to ensure that youth experience the emotion and the feelings of their society and surrounding communities, they need to be empowered with ability to create empathetic thinking.

The brain research of (1995) Howard Gardner and Robert Sylwester shows that the frontal lobes are responsible for pro-social behaviour responses, are not fully developed until late adolescence. Field observational shows of empathetic thinking practices give evidence that the human brain thinks and prompts actions to solve problems relevant to both personal and social issues.

The more countries and organisations manage to optimise the youth cognitive abilities to recognize and understand the thoughts, perspectives, feelings and actions of others, the more their countries would achieve more outcome of their youths' spirit and energy. In order to manage and embed empathy with their environment in instable socio-economy; youth need to have the ability to discriminate and identify the emotional states of their surroundings. This act called 'empathetic engineering'.

Through engineering empathy youth would have the capacity to take the perspectives, or roles of the others when

developing socio-economic initiatives. Youth emotional sensitivity perspective help to build more agile youth that have cognitive skills that carries differentiation, symbol recognition, memory retrieval, and role playing. Through engineering youth ability to differentiate between self and others would help them to improve the cognitive ability of memory' retrieval during real life role playing.

Through empathetic engineering, youth may understand another's situation or perspective by retrieving from memory similar experiences or feelings. Empathetic engineering helps to build youth cooperative learning, empathy, social networking and team competitions that foster positive interdependence.

Through empathetic engineering, youth intrapersonal intelligence occurs through metacognition and self-reflection that leads to questioning about "what is the meaning of life?". Youth with this intelligent question would use affective processing that leads to conscious access to their own emotions, a whole-brain phenomenon cantered in the limbic system.

Both sympathy and empathy are needed for YE, however for youth sympathy would be concerned about the welfare of youth, whereas empathy would focus on the capacity of youth ability to share the sentiments or thoughts of others. For YE researcher empathetic engineering can help trigger interest in empathy as a tool to gather information about youth's preferences, beliefs and intentions. Another source of interest in empathy is the recent developments in behavioural

and experimental economics which link emotions attributed to the economic agent that foster prosocial behaviour.

Empathetic engineering would help YE organisations and communities to use the changing of youth perspectives and look at the world from different point of views while experiencing communal feelings that promotes concern for other youth's welfare. Therefore, Neuro-economists have now started to look at empathy as the detail analyse of the nature of the activation of the human brain while youth are carrying out economic decisions. With empathetic engineering we would ensure that YE integrates with game theory and welfare economics, including interpersonal utility comparisons, besides using behavioural economics to know about the preferences of youth and the non-selfish behaviour.

Economists confirm that through youth empathetic engineering, the ability for altruistic behaviour in youth would increase. Youth empathetic engineering would help to improve their economic cognition in relevant to the influence of their economic perceptions, beliefs and decisions, including mental representations, emotions, expectations, learning, memory, preferences, decision-making and behaviour.

In a world that is full of surprises and technological challenges which would go beyond app generation, youth should manage to examine relationships and differentiate when to use empathy or manage conflict resolution behaviours. Therefore, youth would need to engineer when to use fantasy or take a perspective to develop their socio-economic input that would develop their world further. Organisations and communities whom would really manage

to utilise empathetic engineering and ingrain it in the mindset of youth spirit and energy are expected to lead the world in different unforeseen ways, never imagined before.

Government Departments Role in YE

Governments have a great role to play in the success or failure of any socio-economic efforts. If government department works as a team or symphony, they will create a great job in speeding youth economy. For example, if Departments of Education coordinate programs and actions with the Department of Youth, besides Departments of Labour and High Education Authority; one could consider then a great outcome that can be seen in the labour market and the quality of return from the entrepreneurship programs.

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

Isenberg (2010) mentioned how governments around the world recognize that entrepreneurship can transform their economies. Today more than ever governments could spark venture creation through the focus on youth. To support this direction 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 mentioned 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 social outcomes. In order for the rest of the world to catch up, we need more a youth economy that would also study the benefits of youth-adult partnerships and also measure youth engagement in communities and why it matters.

Governments programs like the South Africa DTI youth empowerment program that set programs with social challenge should help to spread YE all over the world. Studies show that YE programs should be focused on promoting competitive youth owned and managed enterprises, redressing the imbalances of the past through youth enterprise development, promoting a culture of youth entrepreneurship that promotes gender inclusion and youth participation. Government more than ever today need to promote youth ownership through creating more transparency and accessibility for youth. Developed countries, therefore, today work on a project that engages youth and carries consistent evaluation of their level of economic empowerment. Therefore, youth ownership must

be encouraged as a viable career option for young people; as shown in short in Figure (1-3).



Figure (1-3) Youth economy role in creating ecosystem.

Unfortunately, many governments take a misguided approach to building entrepreneurship ecosystems without doing pre-request work that ensures youth inclusion.

Increasingly, youth economy practices are coming from remote corners of the earth; youth should adopt the new legal frameworks and establish entrepreneurship programs has a completely new face.

Governments today need to exploit all available youth experience and commit them to create an ongoing experimentation environment. Governments cannot do everything relevant to establishing youth on their own. Private and non-profit sectors too must shoulder some responsibility to youth economy.

In numerous instances, youth corporate executives, family business owners, universities student leaders, professional organizations leaders, and entrepreneurs have initiated and even financed youth entrepreneurship education and empowerment programs instead for waiting for governments to do so, since they believe it would help the society to sustain its competitiveness. Government role is to encourage such practices as it helps to sustain the YE, even in recessions. Government services should increase their approach and proximity to youth-related organisations such as universities, standards agencies, think tanks, vocational training, suppliers, consulting firms, and professional youth NGOs.

If governments want to avoid unorganized and informal youth economic, socio-economic or even socio-political activities, then they should not exclude them from participation in such activities, as early as possible in their youth life cycle. It is also expected that youth be strong participants in policy development. Analysis of recent history shows that governments that have managed to inclusion youth in such activities have managed to avoid youth join extremist activities, or at least managed to mitigate their involvement in activities that increase socio-political and socio-economic risks.

Governments in emerging economies are trying to spread faster resources among youth in the bottom-of-the society pyramid. Certain countries have managed to dramatically increase their income from youth due to focusing on this segment of the population. Therefore, reallocation of

resources to support high-potential youth projects should help to focus first on ambitious large potential markets.

Government departments can make or break the YE transformation efforts based on coordination between current and future required skills and curricular development in relevance to managing the socio-economic challenge. By building the bridges between primary and secondary schools, appreciating the importance of vocational training schools and technical institutes, and building selective pull thinking in the promotion of internships, apprenticeships, and training opportunities governments can prepare youth for more participation in the economy.

The social ministries and the economics/finance ministry should also review the actual coverage of social protection systems including contributory and non-contributory schemes, coverage through informal arrangements, coverage by non-governmental organizations so that the public sector can fill in gaps of coverage and plan its funding accordingly.

The economics/finance ministry should assess the structure of the allocation of resources dedicated to youth in such a way that it creates capabilities among vulnerable youth populations so that it can overcome the trap of poverty with a sense of equity. Thus governments can enter into partnerships with stakeholders to implement youth programs and actions that form youth tolerance.

Ministries can utilise youth leaders to adopt integrated frameworks for social integration. These should include economic, social, political and cultural goals without

subordinating any of these to economic opportunities. This framework integration would benefit African countries like Tanzania and Zanzibar where youth unemployment reach 17% and 20% consequently. (HBS 2004/2005).

In rural Tanzania, the government managed to keep most of the youth employed in subsistence agriculture and family-based livelihood activities such as handcraft, shops, fishing, seaweed farming and tailoring. Agriculture is the biggest employer of the rural population. The outcome of youth performance in these countries is suboptimal due to several factors, which include weather conditions, low use of improved agricultural technologies, poor extension and marketing systems, infrastructures, etc. The role expected of government then is how to increase its technical support to overcome or mitigate the effect of these suboptimal factors.

YE Example – Youth Involvement in Social Development

UNDP (2014) mentioned that youth, as a global force, are increasingly moving to the centre stage of recent century development debates. In many societies, especially in OECD countries youth demand to be involved in the decisions that shape their societies. Several United Nations Member States have established youth structures and programmes to bring the voices of young people to government representatives. The key message of a side event on empowering youth for sustainable human development at the 51st Session of the Commission for Social Development was “Nothing about us without us.”

YE and Private Sector

Youth is considered the very important human capital (HC) with high calibre. Besides their uniqueness as youth that are full of energy and spirit, youth are considered also as important human capital that can be capitalised on steadily and cumulatively. Leading world-class companies work on youth development at early ages, so that they divert their windows of opportunities. In certain companies, such youth are engaged in setting the company strategy and process enhancement to ensure their future ownership.

The private sector has a major role to play in specific type of youth underemployment through selective invest in youth. This is specially can be done by Chambers of Commerce youth-focused programs. For example, the chamber can do selective youth investment in areas as agriculture or industry or technology that would yield higher returns when it is implemented effectively. Therefore, private sector needs to establish more collaborative programs that would divert focus towards initiatives that would help human capital development to socio-economy.

Private sector can have a great influence on YE through education. Many schools around the world and specifically in under developed and developing countries need focused improvements that are beyond the buildings. Through collaboration with private sector, schools and universities can bring in unique programs that would differentiate their market influence and youth development programs. The outcome of such collaboration would be more focused

programs (i.e., creating more inspired students) whom could be job creators, not job seekers and would have the ability to create change without being dependent on resources.

Private sector can also focus on applying innovative learning and disruptive training programs. Youth today are calling for more multi-disciplined programs. Therefore, more private sector sponsored programs should focus on creating youth that looks forward to see and measure the level of inspiration as the goal is not education, the goal is life purposefulness. Therefore, private sector might also work on developing the curriculum that delivers the inspiration points through influencing youth to do: voluntary work, mitigation of migration effect, enhancing social and business development, entrepreneurship practices and youth opportunity exploration programs.

YE Generation

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

With the increase of abuse of youth energy in wars, violence, terrorism and fundamentalism, youth economy comes to give solutions to proactively manage dissipated energy in this generation.

Adopting youth energy management program will help improve youth ability to find work and establish decent careers, thus will help to secure employers' access to the talent needed.

YE Example - Challenges Facing Youth in Algeria

The problems of Algerian youth originate from the historical aspect that comes from the sociological heritage and the methodological means.

The Algerian youth still suffer from the distortion of lifestyle that the French colonialism has done on the Algerian society. The social status of underdeveloped neighbourhoods that affect the youth group constitutes more than 50% of the total population. These all affected the behaviour of Algerian youth. For YE practices to spread in a country like Algeria, youth need to be more protected from inheriting socio-economic and socio-political problems.

Counselling in Youth Economy

Many young people stumble in their initial career steps due to poor information about the world of work, leading to poor choices about education and careers. According to a series of OECD, "high-quality career guidance can help youth make

better-informed decisions about their future,” including the selection of academic/vocational programs, a decision to complete high school, and an optimal combination of education and work.

Most of career guidance programs suffer from poor funding, under-qualified instructors, and lack of access to timely and relevant labour market information. It also recommends that such guidance begin earlier, at the lower-secondary level (ages 13-15). Employers can partner with schools to improve the quality and delivery of career services for young people at a time when they are making important decisions about their future.

One of the simplest and most direct things that employers can do is to partner with schools and vocational institutions to increase young people’s exposure to the world of work. They can volunteer as classroom visitors and deliver courses as speakers and inspiring participants in career days and job shadowing. For many youths, business leaders can serve as role models and as an inspiration to set more ambitious goals for themselves.

YE driven employers usually set special programs and initiatives that are designed to give youth a deeper understanding of overall career trends and opportunities. By using these channels and transparently specifying the qualifications required for their positions, employers can help youth gain an understanding of the jobs available in the local economy, the avenues for pursuing those jobs, and the skills and experience necessary for obtaining them.

YE Anecdote – Encouraging Youth interaction in Parks

Whether you are in a large city park in China, Russia, London, New York, Paris or even in India, you will observe that youth today are the main beneficiaries of these public areas. Their benefits go beyond joy, dating, playing or exercising. Their real benefit, in fact, comes from the interaction between the different generations which goes into their DNA and produce a mindset that is resilient.

Reflection- Youth inter-generation interactions enhances their resilience capacity.

SECTION 1.3 - PSYCHOLOGY OF YOUTH MINDSET

Introduction to Youth Psychology

Psychological science of youth thinking and mindset have its deep relation to creativity and aspiration and considered very important for understanding the depth of youth based economy.

In the future, youth are expected to take ownership of their development, however this can't be reached if the majority of youth continue to stay dependent on the systems or their families till graduation from high school or even from their undergraduate studies. In order to create youth with an independent mindset, psychological mentorship is continuously needed in order to them reflect on the knowledge gained.

Understanding youth psychology help to develop their existence, relations and growth which help to differentiate their needs for physical well-being and relationships.

Today, youth are living in a capital driven economy where the more they get, the more they want. This type of economy has implications on youth development, as they become more resource dependent. This affect youth real needs for a competitive a sense of autonomy (ownership), where they would feel their intrinsic motivation which would lead to unique persistence and perseverance.

To create youth with flexible mindset that believe in the ability to “influence without power” we need to make them do activities that would trigger the involvement of the Reticular Activating System (RAS) in their brain. RAS is considered to be the gate-keeper between the conscious and unconscious parts of the mind. Through selecting what RAS should focus on, we can make youth visualise their ability to reach the goals of their life purposefulness. Then, all the efforts will mainly be analysed from this point. So, once our brains become responsive to RAS this will lead to more exploring the undiscovered opportunities. Through RAS, youth would be able to shift (or disrupt) the logical mindset to focus on the most important areas that have never previously been dealt with in any depth. This builds an associative mindset which uses the “spirit of inquiry” as the principal element in creating judgments. At this stage also the youth mindset increases its curiosity, creates an attitude of both logical and critical thinking. This makes the youth associative mindset more sensitive to observations and able absorb what is suitable and necessary.

Therefore, it can be said that involvement of youth in projects, initiatives and social changes is not a luxury, but

rather an essential responsibility that helps to trigger youth's Reticular Activating System (RAS) in the brain. Once this trigger, the youth mindset becomes more responsive and able to see the life purposefulness more clearly. This makes the youth dare to test the validity of any hypothesis and build a creative thinking brain that likes to explore without limitations.

We believe that youth spirit is more of a state than a life stage. The classic EEG studies of the creative process that was carried out by Martindale and Hasenfus (1978) seen that creativity used the terms inspiration and elaboration to refer to the stages that precede and follow, respectively, creative insight. Therefore, the spirit of youth can be considered as the conscious self-motivational state that follows both inspiration and elaboration stages. With this youth spirit turned on, they can overcome life challenges while building their muscles to persist.

One the main obstacle in studying youth economy psychology is the impossibility to see the immediate results of stimulated settings. Emotions, insights, and many other constructs that elude over time strict experimental control where the spirit of youth can be excited to achieve specific goals.

Today many eco projects is utilising the fact that youth are mostly driven by mental images. This mental image might be elongated to be throughout life and thus carried inside the spirit of youth. The mental representation of an object or event not physically present can enhance the youth ability to

contribute innovation and raise their drive for creating what is visualized as a reality.

However, in youth specifically, mental imaging is constructed with the influence of the mindset. Therefore, here the possibility of error or bias effect is very high. For youth, we can accept their mindset whatever it is and use the variety of their background to create the social fabric of youth-driven economy, where we can utilise the diversity to work on changing the mindset and then develop general visualisation for specific development of socio-economic issues. These approaches would let us minimise youth depression or at least always mitigate it from being an epidemic or the accepted norm in our societies.

YE Formula

Self-Development + Handling Development Challenges =
More Probability of Hidden Opportunities

YE Anecdote- Youth Leading Online Business

Michael Dunlop dropped out of high school after his dyslexia had teachers telling him he had never be successful. He founded IncomeDiary.com, which is about how to make business online. Today Dunlop's IncomeDiary boasts a 12,000 rating on Alexa and earns him a hefty six-figure income. While his blogs are not flawless grammatically, his business advice is highly followed by many online business entrepreneurs.

Youth Educational Psychology

Understanding youths' psychology, especially during educational development, should help to draw what builds their perception and their different forms of learning.

While usually, youth mindset present 'linear' rationalist thinking, today within the presence of knowledge economy, youth need to be more of knowledge workers that manage knowledge, build creative ideas and capture opportunities or create them. Therefore, having for example, an artistic youth mindset means we would have the attitudes and competencies for conducive innovation. This is considered to be a very important driver in youth economy where the generation and those who carry youth spirit and energy are eager to try new things and deal with ambiguity in high tolerance. Such community would act like change agents or social brokers across disciplines.

Curriculum Integration found to enhances youth academic success with more explicit learning objectives tied to classroom instruction. Providing classroom with opportunities to reflect has long been recognized as an essential element of learning. To fully realize the potential of reflection, elicit deep thinking should be an ongoing process in every YE school.

Youth economy would differentiate any community by its ability in wealth creation. Youth can ensure 'culturalization' of activities as cultural ideas and images become increasingly a part of non-cultural products and services. By youth

getting involved in their cultural issues they can positively impact the quality of life of their community.

Youth entrepreneurs have considerably broadened the modern notion of professional, scientific and artistic workers whose presence generates economic, social and cultural dynamism.

Youth have a great role to play in science and engineering too as this affect the socio-economy function. ©

Youth are establishing new characters of success, with entrepreneurial spirit that transforms ideas into creative products or services for society. This enhances their passion towards achieving their visualised goals.

Youth can play a great role in mapping social inclusion in culture and plays a pervasive, socially integrating role in fostering community identity, creativity, cohesion and vitality. With youth involvement in their society self-confidence, pride and personal wellbeing can be ingrained in their behaviour.

With the development of social networking application, youth are expected, more than ever, to have socio-economic activities that support sense of belonging that promote social cohesion and enhance the spirit of resilience in the communities. If this continues to prosper, youth economies would flourish based on the power of diversity.

Youth economy is dependent on how youth is understanding their society and how they can function within it. Youth

engagement in the arts made the community stronger and focused on its issues. This engagement builds a community that is connected with cultural development and social inclusion issues. Strengthening youth leadership and their role in community building helps to create for them life purposefulness.

As communities compete to build youth passionate for eco-economy with low environmental impact, in reality they are building more clusters of networking that focus on innovative materials development. With more youth are becoming passionate about ethical consumerism, more competent producers are developing more new ways of profit that respect both the economic and environmental values in all the process of what they create, buy and sell.

YE Formula

Utilising Youth Passion + Networking = More Profits

Youth & Empathetic Thinking

Empathy is the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling. Research suggests that if we can build youth empathic thinking, we would build humans that are more generous and of high concern to their community and the social welfare issues. Other studies presented in Harvard Business Review by Belinda Parmar (2016) shown that empathetic people tend to be both happier and healthier. Building empathetic youth found to improve their leadership ability and also facilitate their

effective communication. But research suggests that youth differ in the extent to which they experience empathy.

The youth of today can be the first generation that can end poverty in the 21st century if they are equipped with empathetic practices. With the adoption of youth development agenda and mindset, sustainable development goals can be achieved.

Transforming towards YE needs clear programs of empathetic thinking that deal with the continued economic uncertainty. This means that youth should demonstrate and evaluate empathy and understand emotional impact on everything around them. Youth would see how they take a role in making a change toward more successful business. Even youth would be working to establish communities which correlate growth and productivity with earnings per employee.

Youth with empathetic mindset would care about their participation in creating empathetic cultures. I.e. they would be interacting and evaluating how youth being retained and certain communities, or organisations and how organisations are creating environments where diverse teams thrive to create socio-economic financial rewards. This means we will have youth that would build their perception of brands based on how they ethically manufacture or deliver their services.

In YE, youth would work to build activities and behaviours that communicate empathy. YE would encourage best practices that improve empathetic thinking inside different companies and communities. For example, through Ryanair

program “Always Getting Better” that started in 2014, scrapping unallocated seating and many hidden charges and reducing carry-on luggage restrictions, got the company the youth support and built a net profit to €1.24 billion in 2016 from only €867 million the previous year.

To promote empathy youth can get involved in what is called “empathy nudges” projects. One idea from a European bank is to create an “empathy fund,” a small pot of money that retail staff can use at their discretion to engage with customers, for example, by sending a sympathy card to a bereaved client.

Today there are a variety of programs that target youth empathy who are trying to change the socio-economic reality. For example, there are programs that target to make it difficult for poor youth to leave school at an early age. However, few of these programs help the poor to perform well in school too.

Youth empathetic service requires an appreciation inquiry of achievement, analysis of power (or its influence) and understanding affiliations. Empathy brings in the standard of excellence, thus helps in effective transformation towards YE. The empathetic mindset makes the youth wanting to win or do well in competition through self-imposed standards for good performance. Youth at this stage would be more emotionally involved in attaining a goal with a unique accomplishment that might lead to a new invention or better creativity.

YE Formula

Empathetic Thinking + Dedication for Development =
World Recognition

Aspen Institute has established a program for engaging youth in doing empathetic interviews to improve and solve different communities' issues. For example, youth gets involved about debate and areas of improvement for the historic DC neighbourhoods. Aspen youth teams learned first about the cultures and characteristics that make DC from local historians and then spent time listening to residents' stories of challenge and change, triumph and tradition in their neighbourhood. The youth team then get to explore portions of the African American Heritage Trail, making the quarter-mile walk. The Aspen youth also get introduced to the importance of the DC Metro by riding it and seeing the type of participants. The youth team did more empathy interviews to the Tenleytown neighbourhoods and other DC residents. Then they were introduced to the performing arts that illustrate the historical significance spanning US history. Such exercise improves the empathetic psychology of youth, besides ensuring their effective engagement with their society.

The empathetic psychology helps families and communities to address youth going through socio-economic and socio-political stress. Through proper empathetic psychological mentoring, youth communities can minimise the risk of mental health problems. Fostering youth with empathetic resilience found even to help them to cope with stress. Therefore, multi-disciplinary educational empathetic

approaches are more expected in YE since it surely going to help in improving the socio-economic outcome.

Controlling Hate Speech and Radicalism in YE

While our current and future youth are lucky by ease of access of the Internet, many countries are suffering from the rise of hate speech and radicalism amongst its young generation specifically. Many countries are worried about the contribution of such radical youth that being stuffed with hate and their impact on the socio-economy. Therefore, there are many government officials and strategic thinkers who advocate for control over what youth say and participate in relevance to the Internet 'hate speech'. Even though few see that as a suppression of freedom of expression, the arguments need to be managed by resilience engineering mindset which can be established early in the process of youth education programs.

Today hate speech is increasing among youth due to the ease access and communication through the new public media represented by the blogs on the internet and the social media which they extend beyond national boundaries or any country control. This situation is having its drastic effect on the socio-economy of the majority of youth as more and more from both developed and developing countries are joining Facebook and Twitter like platforms.

Thus YE driven organisation would need to create youth within their community whom are going to fight back and take actions against the spreading of hateful racists messages

online. This is because such organisation would be more proactive against what destroys youth's ability from being unique and highly productive. However, this is not always easy. In large population the role of such youth is too broad and daunting.

Youth and Happiness Economy

Today despite many socio-economic setbacks, the world still has an annual growth rate of 3.2% per head since the beginning of the century. Therefore, this is considered one the best decades where more than half of humanity have started to feel the benefits of this growth. However, in reality, this is not making youth in the different regions of the world happier. Now many economists, are in search of what make people happier, inspired, innovative and willing to learn and share their knowledge. Solving these big exciting challenges are setting new standard for the new generation.

Youth today, especially in developed and rich developing countries, more than ever don't carry the view that good economy should be about more availability of money, but rather more focused on the quality of life and availability of potential freedom to innovate. Even youth migration dilemma is highly linked to pursuing happiness than being only becoming rich.

Youth general well-being (GWB) is more seen by many economist as one of the criteria's for real developed socio-economy that leads to happiness. Youth equality is also another measure of any community prosperity and wellness.

Therefore, for YE driven organisations there would be always efforts to draw links between the science of happiness.

However, managing happiness economy is becoming very difficult in a capitalism economy that claims it is trying to bridge to the masses what the elites have always enjoyed, through a mindset that continuously try to turn luxuries into necessities. The flip side of this mindset is that youth started to take these luxurious thirst and drive as for-granted rights and started to look for things that never been thought as essentials for real happiness. Actually, many youths see that many materialistic things as essentials they cannot live without. Pleasure for many youths are highly linked to achieving more moment joys than even better standard of living. However, with the generation of Y and Z, it believed we'll witness a great shift for new youth definition of happiness economy. These are generations that started to see that top jobs, best education, or exclusive home address are not necessarily what would define their happiness. Indeed, non-monetary rewards started to be on the top of the list of the new generation.

Understanding Youth Habit Formation

Habit formation is very important for youth economy transformation. In this era, the era of tech- and app-generations this process by which new behaviors become automatic would be very fast. Today many youths are developing good and bad habits just by the influence of the social media. While we see positive youth practices are rising, as going for a run at least one hour in certain countries, as China. We can see the forming of bad habits

as watching a sport game for three hours while setting and eating junk food by those same youths.

Studies shows that youth are having hard time to break old habits, however they don't find it hard to form new ones. That's because the speed of behavioural patterns they repeat most often makes it possible for them to form and maintain these new habits.

Practically, youth can be psychologically engaged more in habit formation through YE labs in a conscious and unconscious deliberative motivational and challenging processes, in order to influence their slow 'System 2' and fast 'System 1' thinking habits. However, this influence impact demolishes over time, since motivation and attention can't be sustained for long time. Therefore, engaging automatic ('System 1') processes, may offer a valuable alternative with potential for long-term impact.

In the future, the formation of youth 'habits' is expected to be more of a frequent or customary behaviour that come from actions that are triggered automatically in response to stimulus relevant to performance. These habits if well-formed positively they would create new socio-economic demands that create betterment for communities' development.

YE Anecdote- Teens Business by Teens

Diane Keng started her first hit paydirt with MyWEBoo, which helps teens manage their online reputations. She is also founded a T-shirt company and a business that helps companies market to teens. Today at age 18-year-old is working on her third business.

Youth and the Imposter Syndrome

One of the most important tools for transforming youth towards their led economy is to manage their self-esteem. Today, it is an issue with the fast development of life. One of the ways to ensure that youth are ready for YE transformation is to manage their imposter syndrome, which specifically occurs in this age category.

When youth have recurring feelings of anxiety bordering on panic, then they can be described to have imposter syndrome. Many youths might have big dreams and sometimes they have the time and resources to go for it, but the feeling that their family members, colleagues, professors, school teachers might see them not fit, make them quite their endeavour or journey. The alternate feeling comes and goes for many inspiring and innovative youth in different stages in their life or at different times during their attempt to create positive change. This feeling called “The Imposter Syndrome.” About 70% of people especially youth have this syndrome.

Weinschenk (2016) warned how Imposter syndrome (IS) started to spread amongst the high-achieving generation marked by their inability to internalize their accomplishments and persistent fear of being exposed as failures, despite external evidence of their competence. IS make youth feel that they do not deserve the reputation achieved locking it as unsustainable luck.

IS is most common among youth graduating from university. If not dealt with, youth who feel the IS can become anxious,

stressed, and even go into depression and self-doubt. Youth with the IS would be very sensitive to making any mistakes or getting negative feedbacks. Over time such youth would be afraid to try something new.

YE Formula

Learning by Doing + Researching = More Probability of Hidden Opportunities

Youth Mindset

Youth mindset can differ based on experience and stage. Youth socialized mindset is shaped by the expectations of those around them. What youth think and say are strongly influenced by their deep experience and the amount of challenges they manage to overcome. Therefore, the challenge of the youth mindset is to shift the collected observation to absorption and then to reflections.

Thus the uniqueness of youth mindset is that it can handle the problem-solving through first problem-identifying. Here the youth resilient and flexible mindset would help them to 'zoom in' to collect observations and 'zoom out' to see the big picture thus making them more proactive and curiosity driven.

YE Formula

Addressing Stratified Unique Group Needs + Humble Start = More Probability of Hidden Opportunities

If we manage to shack youth “Immunity to Change” we would develop a more flexible mindset that supports their achievements in their life journey. With the removal of immunity to change we would witness more youth behavioural change and discover what stops youth from making the changes they want, to help people develop themselves.

Tackling the issue of youth mindset is an essential subject as the global youth unemployment rate is reaching 12.6% in 2013 as per ILO, i.e., 73 million young people are estimated to be unemployed. This raises the possibility of youth mobility, informal employment and reduces the decency of their work conditions. (Source: ILO Report, 2013). Having effective mindset management programs help to create youth not only ambitious with aspirations, put inspired to create a positive based on their intrinsic powers. Therefore, this transformation carries with it major socio-economic opportunities.

YE Anecdote- Youth Eco-Friendly Projects in Lithuania

In Lithuania, a project in collaboration with UNDP engaged unemployed youth in eco-friendly tourism activities such as providing tricycle services to tourists. The project targeted to enhance Lithuanian youth professional skills and provide alternative livelihoods that contribute to global environmental achievements.

For more information on the story see <http://sgp.undp.org>

Managing Youth Blind spots

We face blind spots every day when we are driving, or making decisions, or reacting or reflecting specific issues. Missing important blind may accumulate or lead youth to unintended problems, or even expensive losses. Therefore, YE take care of the management of blind spots to avoid waste of youth efforts.

Management of youth blind spots like management of the referees during a soccer game. Like good referee team, management of youth help to avoid punishing only the retaliator, i.e. taking unfair judgement. In soccer and other sports, a typical referee usually sees the second that started the incident!

Youth blind spots occur when their intentions and perceptions don't meet their projection and how they experience the situation. Therefore, youth should be trained to look beyond the obvious to overcome or manage their blind spots.

One of the causes of youth's blind spots is that they are typically fooled by a few strong affirmations. We easily see youth disturbance, or an off-task behaviour when they are frustrated by their lack of understanding what they are searching for.

Management of youth blind spots means that we have youth who can look curiously for subtle clues about something hidden, which they are usually good at once they are challenged to it. With management of blind-spots, youth would avoid realising too late that they have followed certain patterns unconsciously and in an unproductive way.

Youth Thinking Styles

Hamouda and Tarlochan (2015) emphasised that engaging Engineering students in active learning enhanced their critical thinking and class debates.

Youth thinking styles differ from age to age and more from culture to culture, however they all mostly go through critical thinking, then logical vs. analogical thinking approaches. At another part, of youth journey, they go through disruptive thinking, especially when they start to face challenges. Youth even found to adapt quickly to reverse thinking and using integrative approaches or even utilize system design thinking. This is shown in Figure (1-4).



Figure (1-4) Illustrate Types of Youth Thinking Styles

YE Anecdote- Youth Thinking Development Project in Mauritius

Youth in Mauritius cultivated indigenous/endemic medicinal plants at the Britannia Government School as per UNDP (2014). The program was unique in building the collective efforts of students, parents, teachers and residents which managed to convert a neglected land at the back of the school into a greenhouse and a conservation area. Today this reference Mauritius school is self-funding its expansion projects from the revenues generated by selling seeds and plants in the conservation area.

Such type of projects enhances the youth thinking style and in fact, the Mauritius project proved that youth have built skills of appreciating and identifying medicinal plants and empowered them with ideas for future economic activities related to conservation.

For more information on the story see <http://sgp.undp.org>

Accelerating Youth Development

There is a different method that accelerates youth's development by focusing on the integration of both vertical and horizontal development. Youth development would have achieved when they tackle areas of frustration that limits their current thinking.

Many youth management of challenges is associated with the limitations of the way they “make meaning” of these challenges.

Robert Kegan and Lisa Lahey (2009) suggest that you would know that an organization made a realised development once you see its youth have taken ownership of their ongoing practices. i.e. When we see the youth of the organisation are engaged in it and work closely on growing to accomplish it. i.e. when youth work knows who else cares about it and why this matters to them.

YE development occurs when the brain-level explanations of an inspiration episode can then be integrated with explanations at other levels of analysis to produce a richer and more holistic understanding of inspiration. This deeper understanding will aid in determining how and why youth feel compelled to act on their creative ideas. Inspiration has the power to effect change not just for individuals, but also for societies. Technological advancements, cures for diseases, and solutions to environmental problems first emerge as promising ideas. It is difficult to overstate the importance of figuring out why, how, and for whom creative ideas to societal problems fire the soul and inspire the idea actualization process.

Accelerating youth development depends on the sequence of building a youth economy mindset which can start by visualising their role in the socio-economy. This visualisation can be supported, as shown Figure (1-5) by both qualitative and quantitative research. The YE mindset is triggered by discovering the essence of the challenge which starts with pull thinking analysis, i.e. ability to codify and be selective

on what to work on. By building a model that can be then calibrated and improved continuously youth can build a new visualised role in life that optimise the new opportunities.

Sequence of Building a Youth Economy Mindset



Figure (1-5) Sequence of Accelerating a Youth Economy Mindset

If we apply youth development acceleration to complex cases as homeless youth, especially in countries who lack formal empowerment, or employment, or housing systems we would mitigate the risk of the street economy (e.g., prostitution, drug selling, theft, etc.) as means for this category of youth survival.

An acceleration of homeless youth development would start by exploring factors that influence youth being homeless (temporarily or for a long time). Also, prevention program would be initiated to prevent youth from being one of the players in the street economy. Socio-economic factors as family and social bonds would be strengthened. Barriers to youth economy, i.e., barriers to discover innovation, educational development, youth psychological needs, socio-economic status would be studied and mitigated as threats to acceleration development

YE Formula

Scientific Mindset + Setting a Pig Picture Stretching Target = World Recognition

YE Anecdote- Youth Seeing Simplicity as a Niche

Maddie Bradshaw featured on Shark Tank, Bradshaw (along with her younger sister and mom) started by designing locker decorations using soda bottle tops because she could not find anything similar she liked on the market. She earned \$1.6 million in her first year, and by the time she was 16 she had lured an astonishing three “sharks” as investors and partners.

Youth and Consumption Habits

Youth consumption habits usually depends on how they see the production value and level of innovation in the product/service.

We need more than ever today to differentiate between children and youth consumption. The intergenerational links should not obstruct us from exactly defining how youth below 18 years have the power of choice today more than ever. Literature also needs to explicitly modelled on how youth differentiates in different degrees in their decision accountability.

The economic effects of changes in youth dependency ratio show that changes can cause significant shifts in production and consumption due to changes in the composition of the adult workforce specifically. Also, there are other economic effects in elderly dependency and key macroeconomic aggregates.

Once youth become more independent consumers and early decision makers, we would witness external imbalances that would tilt towards focusing more on youth. The economy, therefore, would shift from focusing on enhancing global savings towards more focusing on investment flows to youth based designs and services.

Thus when a youth becomes an adult and enters the workforce his decision making would be even more aggressive towards tested and tried choices. Youth entering the labour market, or at age 19-year-old would start to develop their business models of how they would influence or react to socio-economic needs or conditions.

The advantage with most of the youth starting with zero financial wealth is that they would have the opportunity to discover lots of unseen alternatives that would differentiate their socio-economic contribution. Hence, they would become more of producers than consumers.

YE Formula

Utilising (Passion + Hi-Tech) = More Profits + More Influence on Socio-Economy

Youth and Attribution Skills

Attribution is a causal explanation for an event or behaviour. Youth need to build and improve their attribution skills early in their life as it is found to be vital for adapting to changing environments which is the symptom of this era. The more youth manage to practice attribution the more

they are found to be capable of overcoming life challenges and improve their socio-economic contribution. Economies that take care of their youth attribution abilities are the one today leading the world in the Global Innovation Index.

Hence, when youth experience unpleasant outcomes, attributions help them to identify and avoid the factors and the behaviours, including the mindset, that caused such outcomes to occur.

YE Anecdote- YE Discovering the World with Camera's

If you've ever watched youth or even professional photographers, you will see how miles they meet in their spirit of building the scenes to appreciate capturing or creating a photo that reflects nature or the beauty their eyes captured in nature. If we observe what is this movement of youth and drive for imaging of things, we will appreciate that there today more appreciation of life. Youth without implicitly saying that life is a series of stories that we strive to capture it. Behind this overwhelming photography passion, there is a youth economic thinking that tries to capture moments that create profiles of others' lives thus increasing our fantasy in the meaning of life and how much we can interact with it.

Reflection- Opportunity of observing the world through Youth Eyes give us other potential perspective

SECTION 1.4 - YE & LEARNING

Youth Economy and Learning Style

Youth learning styles affect their approach to learning situations. The way youth learn how to deal with ideas and with day-to-day situations should help them to know how to solve problems, how to work in teams, how to manage conflicts, how to make career choices and how to build and negotiate personal and professional relationships.

In YE learning styles preferences would be studied to see how youth can or would approach a learning situation. The learning style describes the way youth learning is done and how they deal with ideas.

Once youth start knowing about their learning styles they can start to develop their communities socio-economy since they would better understand how they solve problems, or work in teams, or manage conflicts, or make career choices.

In YE there would be lots of youth learning schemes that would be designed to provide developing nations and government agencies with information of non-formal education. It is a scheme that presents general guidelines on how to assess the needs of youth within a given country even for youth living in rural areas. With this scheme, we can plan effective/economic programs that would meet the youth needs according to results of the assessments.

Through YE learning schemes we can develop means to evaluate and strengthen such programs through defining how external agencies can be of greatest help in programs implementation. Non-formal education is highly needed for out-of-school youth, rural areas youth and youth of developing nations.

To establish solid YE learning schemes, stakeholders need to build core evidence of case studies that show the influence of the different educational programs on the broad socio-economic context. The learning from such case studies would help to build an inventory/assessment of the existing youth non-formal education programs and it would establish a reference with significant lessons for other countries with both the positive and negative program experiences.

Way of Learning in Youth Economy Today

The way of learning in a youth-driven economy needs to be based on the dynamics of the labour market. Throughout the history of the different ages and eras, youth were prepared in a very logical way related to cause and effect. For example,

in the agricultural era schools considered the lands to be the field, while in the industrial era, the learning cycle was built around the factory or workshops based apprenticeship programs, then it was followed by the assembly line. As we moved to the digital-information era, the computer and programming became the field. It seemed that the nature of the challenges that youth are facing are rapidly changing; however, the methods that we are using to deal with these challenges are staying the same.

Even though the environment has changed—it is more complex, volatile, and unpredictable, youth also have changed and became more complex to understand with more creative thinking and need for adaptive thinking abilities to survive. Therefore, understanding the challenge ahead is defining the future process of how to grow “bigger” minds during youth.

Most of the models followed by countries and organisations encourage youth to believe that always someone else is responsible for their development. However, we need to transfer greater developmental ownership to the individuals. People develop fast when they feel responsible for their progress. Many youth self-development programs help to differentiate their skills, abilities and attributes in their economy such as adaptability, self-awareness, boundary spanning, collaboration and network thinking.

Youth need however more vertical adaptive competencies such as learning agility, self-awareness, comfort with ambiguity, and strategic thinking. Such competencies

would prepare the youth mindset to the future challenges and differentiate it.

YE Anecdote- Youth using their Spirit to Shifting Businesses

John Koon was only 16 when he kick-started New York City's inaugural auto parts business, extreme Performance Motorsports. He scored a deal with MTV to provide products for reality shows, and then used his connection to team up with Young Jeezy for a fashion line. John already worth \$40 million and by all estimates will soon be a billionaire.

Practical Education Programs & YE

To succeed in the workplace, young people need to acquire not only skills, but the experience that demonstrates to employers that they are capable of applying those skills to practical business tasks.

The area of vocational education has not been fully explored by many countries around the world. Also, extracurricular education program as Junior Achievement is one of the world's leading programs where its goal is to help inspire a culture of entrepreneurialism and business innovation among youth all over the world. YE would be enhanced with programs as such junior achievement, especially if it is supported with an online platform that promotes youth opportunities and entrepreneurship.

Practical education is meant to address the type of projects or skilled trades needed most to address acute areas around the globe. In countries as diverse as India, Mexico, and the U.S., vocational education programs serve only a small minority of secondary students and are often perceived as an inferior and low-status alternative to an academic education.

Young people, especially those disenchanted with an academic education and in danger of dropping out of school, need to understand the high demand that exists, and the competitive salaries available, for skilled and well-prepared vocational and technical personnel. Young people can be inspired by a vision of vocational career paths that include entrepreneurship and small business formation based on technical and trades expertise, as well as the possibilities for academic re-entry in technical, engineering, and other STEM programs at a later career stage.

Employers have an important role to play in improving the profile of vocational education for young people.

The OECD (2011) “Giving Youth a Better Start Report” confirmed there is clear correlation between developed and developing countries vocational training. For example, in Germany, there are very large differences between secondary students who are on a vocational track where the vocational students make up the majority of secondary students. Germany is one of the leading developed countries that have extensive curriculum offerings that are well aligned with the varying needs of its business community which made them very successful in moving young people from school to work.

By encouraging more students to enter vocational education in countries where it is not a widespread choice, employers can expand career opportunities for a more diverse range of young people, help address their own skills shortages, and stimulate greater attention and improvement to the vocational education system.

The German organisations are unique in approaching vocational training effectiveness. Each organisation play as curriculum advisers and advocates for better work preparation in schools, one of the most immediate ways to align skills training initiatives with real work opportunities through the creation of demand-driven “training-to-employment” programs. Such Training-to-employment programs can be organized and managed by workforce intermediaries like governments, or NGOs, or by employers themselves.

Prior work experience is positively associated with an individual’s ability to obtain permanent work at a later date.

Youth are known to accept an extended period of unemployment while they wait for an optimal full-time opportunity that may never emerge. A series of internships, project work, temporary work, etc., can be structured in low-risk, low-stakes way, giving young people easy access to these opportunities without requiring long-term commitments from employers or creating dead-end jobs.

Under the best circumstances, it is possible to integrate both skills-building and experience-building components into youth employment programs. This can be supported by dual track apprenticeship student’s week that builds

bridges between classroom learning and the workplace. The existence of these programs tends to depend on government policy and a well-developed school-to-work system, but their powerful lessons can be applied to the design of on-the-job training and mentoring programs for young new hires.

To understand how to control youth unemployment rates, we need to study why certain European countries still have the youth unemployment rates markedly below European and global averages. To dig further the EU unemployment (2012) statistics shows that while most European countries have youth unemployment rates in the range of 15-20%; countries as Switzerland, Austria, Netherlands, Norway and Germany have it always in the range of below 8%. These countries have managed to build strong vocational education systems that serve to overcome the majority of stigma about vocational programs starting with secondary students. Thus these countries have combined classroom-based training with workplace-based apprenticeships programs.

Even if youth in these developed countries are not directly hired to full-time status after their apprenticeship, they bring industry experience and a valued credential to their job search or opportunity for new entrepreneurship. Most important the higher education system in these countries sees that completion of a vocational secondary education track does not prevent students from eligibility for admission to a university.

According to a study by Fares and Pablo (2009, cited in ILO, *Increasing the Employability of Disadvantaged Youth*), young people who go through combined classroom and workplace training are 30% more likely to get a job or create

socio-economic initiative than those have only a classroom education. Therefore, many world-class companies are willing to invest in training and mentoring young recruited before and on the job to make better use of them. On-the-job training and mentoring can help to address youth talent shortages and building young mindsets that sustain long-term business objectives. Such organisations that lean forward and open their doors to inexperienced young job candidates they are creating, in reality, a differentiated youth economy. They invest time and effort to develop youth currency of long-term commitment and special workplace competencies.

UNDP (2014) report accuse educational programs in developing countries not from under- or over-education, but from not having the ability to match skills that minimise the long-term adverse impacts on youth productive capacities in these countries. Therefore, UNDP warned that the continuation of such gap would not only hinder countries economic development, but also increase the mistrust of youth in the capability of the educational systems and institutions of addressing the youth needs and the demands of the labour market dynamics.

YE Anecdote- YE and Youth influence on Education

Zhang Bangxin is co-founder of education services firm TAL Education where he was named China's entrepreneur of the year in 2013. Zhang today have an estimated wealth of \$1.3 billion.

Non-Formal Learning & Youth Economy

Developing creative and innovative youth through non-formal learning is highly recognised today by many educational institutions today. Finland was one of the earliest countries that valued non-formal learning, through raising the visibility of skills acquired outside the formal system. The Finnish fostered non-formal and formal learning, while at the same time promoting equal opportunities. Non-formal learning and especially youth work can enhance the creative and innovative capacities of youth in ways that are relevant to employability.

Investment in non-formal learning found to pay lots of economic and social dividends. It turns youth from a workforce to an inspiring human capital with unique contributions. Nonformal training brings diversity among potential youth contributions as philosophers, artists, writers, entrepreneurs, craftsmen, physicians, etc. who will create culturally rich and unique legacy on both the personal and societal level.

The emphasis is on youth's potential contribution to improvements in social and economic conditions. The main message is about the need to improve youth and widen their recognition through non-formal learning, and not just about employability.

Youth economy helps build a better equipped workforce that can interact effectively with young people, especially those who are disadvantaged and lack access to the jobs market. The workers need an improved curriculum, and

investment in training, to stimulate the innovative and creative capacities within young people. They need access to commonly accepted recognition tools and to improved practices that can be used in their own social and cultural contexts. At all levels, the different sectors and stakeholders need to come together to provide a supportive environment for the work, while incentives and initiatives need to galvanise the social partners for effective interaction.

With the contribution of non-formal education and learning, youth can support development by helping to transform talents into initiatives of socio-economic responsibility. With the support of occupational orientation and counselling youth can overcome different challenges that come from the informal environment. The purpose of youth counselling is not to provide jobs but to develop engagement in the wide variety of social development activities. This might include teamwork, communication, leadership, flexibility and responsiveness. They also include creativity and innovation, which involve defining problems, coming up with ways of dealing with them, and sticking to a chosen course of action. In this way, youth work contributes to closing the gap between the competencies acquired by young people and the needs of the labour market. Although its value is recognised at policy levels, non-formal learning is not widely understood, and it is often well down the list of priorities when it comes to funding.

It is essential to increase the recognition and validation of non-formal learning in business contexts and the total education sector. This will help providers, young people

and potential employers to appreciate the learning and development that occurs. Recognition of non-formal learning is a crucial objective of Erasmus, the EU skills, talent and qualification acceptance program.

Throughout training programs, it is important for youth to understand that the wide range of competencies gained need to be linked to what they can contribute towards the world. Therefore, translating non-formal learning outcomes to the world offer activities that can play a crucial 'catalytic' role, especially with those young people who are disadvantaged and hard to reach. Therefore, the non-formal training programs need a wide range of collaboration from the public, private and voluntary sectors, including employer organizations, large, medium and small companies and youth organisations.

Lessons can be learned from a range of established and emerging practices in the non-formal sector, which includes youth work. Studies strongly suggest that enhancing innovative youth capacity through non-formal learning, requires systematic and sustained actions.

Attention is drawn to the crucial support role played by the non-formal education workforce, especially youth workers, who are directly engaged with their peers. Peer learning is considered one of the most effective ways in youth learning.

Working with youth in non-formal, or even in a disruptive way, brings in many development ideas and support more possibilities for social scientific research. Non-formal training help in better understandings of problems, generate

further ideas that can enable achievement of desired outcomes. However, non-formal learning needs robust and accessible tools and resources that develop partnership working between business and the formal education and non-formal sector.

YE Anecdote- Mentoring after Crisis Wakeup

Aftermath of the Hurricane Katrina a national mentorship program called CARES Mentoring Movement was created in the USA. Besides supporting children and youth who had a loss from the hurricane, the program managed, in short time, to address long waited for needs of the black American youth. The mentors had set main goals for the program which mainly target to empower black American youth and their participation in the communities' issues. The program managed to enhance the youth reading, reduce their gang involvement, set for many of them life goals and make them avoid the risks of drugs and teen pregnancy. The mentoring in CARES program managed typically to build lots of positive relations amongst the youth and also with their mentors.

Learning in Intergenerational Economy

Intergenerational Economy is a very personal issue to me, as it reminds me of my passionate grandmother Amna. Mama Amna, as we I called her used to wake me up at night, if she runs out swing stock and if I didn't prepare for her the threads into the needles. I used to be then between 9-13 years old. While both of us had a gap of at least one generation between us and an age difference of more than 35

years, Mama Amna used to deal with me on competitiveness delivery basis. I had to prepare every day the cartoon boxes that she bought them from the printing shop, then cut down the long row of the plastic bags, then fold the long dress that the Arab women used to wear over their dress, called the Abaya. That basic Abaya design was especially popular during the 60's till the end of 80's, then its designs changed over the years.

Mama Amna was a source of learning for me. I have to put the Abaya with a special sticker that shows it is hand-made and then wrap each box with a golden ribbon from outside. These moments and many similar others won't be forgotten from my life to the extent I mention them, till today, in every occasion. The privilege of living with Mama Amna, my grandmother, made me the human being that I am today. Every level of persistence, every achievement that comes with every perseverance deployed in reality comes from my grandma Amna.

Surely there are many of those who had similar intergenerational experience would remember how such incidents serious dealing influenced their life journey, or became a source of inspiration for their later performance. This was confirmed by Roberts (2017) who shown in intergenerational studies that if youth, specially students, live alongside elderly and deal with them in homes or care homes, there would be positive results to all both generations. Roberts reported about a UK think tank, United for All Ages, study which warned that older people are becoming

increasingly lonely in care homes, and rarely talk to younger people apart from family members.

Therefore, one could conclude that youth currency can be created from inter-generational initiatives. Today, such inter-generational initiatives are needed in almost all countries of the world as big family interactions are becoming less than 60% of what it used to be three decades ago whether we are in the UK, or Bahrain, or Turkey. Lots of loss of opportunities and knowledge transfer between generations are lost.

The UK think tank suggested that universities and schools should be opened up for more interaction with elder generations. The think tank suggested programmes and parties in public places and even in the regular street should help to encourage more mixing of the different generations.

In many developed countries, intergeneration interaction and initiatives are becoming a must. In aging countries like Germany, Japan and UK tackling intergenerational gap are becoming a serious challenge for many field researchers and practitioners. China is considered to be a reference for its best practices that ensure effective sustained intergenerational communication. If you closely 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.

Monitoring the speed and amount of youth generations still going to schools or entering the market shows that there

are still a vast socio-economic and socio-political differences between the generations today. The EU referendum that was carried out for UK Brexit highlighted stark differences in political attitudes between the generations, with almost three quarters of those who voted in the 18-24 age group wanting to remain, while 60% of voters aged 65 and over chose to leave.

In the USA the Big Brother and Big Sister program presents today one of the best programs that managed to bring in intergeneration engagement in schools. The program helped bring in more 700,000 different generation mentors to school throughout USA. The Canadian experience shows intergenerational success stories where the indigenous older adults take the role of mentors for youth and set with them clear targets for raising youth self-esteem. This intergenerational program helps youth to appreciate their Canadian native culture and diversity, besides managed to prepare youth for future challenges.

Statistics prove that school-based intergenerational mentoring in countries like Australia, France and South Africa managed not only to increase student academic performance, but even enhanced their community involvement. Different generations, variety experienced mentors are matched with students and challenges and monitored to see how they work one on one with the students throughout the school year with priorities focused on transferring the mentor knowledge, life experience while addressing the youth's interest and improving the school work.

To prepare for a YE we need to have comprehensive and holistic approach programs and schemes that would ensure

educational programs supported by fair media coverage of intergenerational relations benefits and returns.

YE Example- Evaluating Mentorship Programs

In 2002, the USA Institute of Medicine of the National Academy of Sciences published a major report examining after-school and other community programs designed to foster positive youth development. The report concluded that very few after-school and mentorship programs are evaluated for their effect on their communities. The report mentioned that without such evaluation programs it is hard to decide which programs of priority to replicate.

Youth City– YE Model of Non-Formal Training

YE would need many reference non-formal training programs that prepare youth not only to fulfil labour market requirements, but rather to create new labour market. The idea of Youth Cities came to fulfil this need. The Youth City of Bahrain is a good example for this. Ministry of Youth established this seasonal city in 2010 in order to help to prepare the youth of the Kingdom of Bahrain for a vision 2030. The city is seasonally setup and innovatively designed during months of July and August to meet all the needs and desires of youth programs, all in one place to ensure the optimisation of peer to peer learning activities. Despite the political, social and economic challenges, youth city managed to be a model for the national coexistence even during the Arab Spring.

Youth city came after focused efforts that started by youth in collaboration with government and different NGO's from the end of the 1990's to gather the youth energy and utilize their spirit positively towards the development of the small projects that address the need of youth competencies in the kingdom of Bahrain.

The city design improved over the years, by the total involvement of youth which managed to offer the best conditions for youth care. As a youth initiative which never been done before in the Arab region, the youth city managed to show its influence on the development of young talents, enabling Bahraini youth to excel in specific skills where they can find their passion.

Different youth economies as: socio-economy, creative-economy, inspiration-economy and entrepreneurship-economy were indirectly established as part of youth city services which became later part of youth clusters in the country. The Bahraini Ministry of Youth tried to develop the city program further by developing Leadership Centre, Science and Technology Centre, Arts and Creativity Centre along with Media Centre. However, the most important achievement of these centres, is that they are designed and managed by youth and it is addressed for different youth ages (from 12 to 22 years), different youth social and economic backgrounds and different genders. The Youth City project had managed to create all these positive waves which lately celebrated by the effective inclusion of youth with special needs in all the programs.

Such youth cities programs if introduced properly in developing countries and led by youth in different countries, it can reduce youth unemployment and poverty, and produce additional socio-economic outcomes. Such programs would help many young people to turn to self-employment since it closes the gap of fear to try and the feeling of no experience, besides gaining the capacity of marketable skills. The youth city programs also found to build linkages between the local community while contributing to the overall social cohesion.

Nationally committed and sustained Youth Cities program would help young entrepreneurs to contribute early to their countries economic developments. For example, such programs would help towards the higher impact on the least developed countries specially in having greater start-ups and small and medium-sized enterprises (SMEs). In middle-income countries, such programs might increase the accessibility of youth for higher stream end industries and build stronger business networks for the coming generations.

Pedagogical Team Role in Creating YE

YE works on setting students challenging goals that would create positive outcomes in their communities. This means we need to have a pedagogical team in each school and youth community centres whom are ready to create and manage these challenges.

Developing a challenging learning environments for youth can be created only by passionate, inspiring teachers. Such

teacher delivers self-development programs whereby students set goals to challenge themselves. Johnson and Johnson (1985) confirm the importance of youth experiential learning environment as it would trigger the mind to accept that 'there are many lives related questions that need to be further explored'. Such youth would be more stimulated to contribute always more. The Johnsons study shows that achieving goals must come from youth themselves.

Syinicki (2005) discussed factors that influence youth learning and motivation which teachers need to be aware about and which comes from the new directions in teaching and learning. Earlier Janzow and Eison (1990) warned that teachers need to be careful about today's youth high orientation in being driven towards grades, or working to learn. The Janzow and Eison given importance for early identification of students' tendencies as this identification would help to optimise their inspiration and YE currency.

Studies show that if the instructor reacts to a student error with interest and support, rather than criticism and withdrawal, students wouldn't try to hide their mistakes and therefore won't miss the opportunity to learn from such mistakes. This would again help to enhance the potential of YE currency. Even the way that the instructor presents the mistakes can influence the students.

In the other hand young students found to be more inspired when they are engaged in their learning process, through their mentors. Such learning found to enhance students' intrinsic behaviours besides increasing their self-determination. Therefore, the pedagogical team should

work on creating reflective learning for youth so that can discover their self-worth on “how far they’ve come” rather than on “how they compare with others”, (Hedberg, 2008). When the pedagogical team encourage the development of the learning community in the class, everyone would be able to make clear progress.

The pedagogical team should target show that in reality there is nothing wrong with failure and show that the problem lies in how we react to and interpret failure. The pedagogical team should build a youth community to see failures as an opportunity for learning and innovation.

Technology in Education and YE

Having dissected what people aged 15 to 18 years expect when they enter the workplace, it’s interesting to consider how these perceptions would shape the education.

The majority of teenagers would always see the technology they use at school as inferior to what they use at home or outside of school. Statistics show that 71% believe that technology used at schools are less advanced of the one at home. 61% of youth believe that they know better about technology than their teachers.

As for encouraging a deeper familiarity with technology, less than 20% of teenagers are given course learning and appreciating the technology at hand. Learning in school seems inadequate even for the building youth use of commonplace systems like window or apple programs.

Studies show a surprising number of pedagogical staff still have quite traditional ideas of preparing youth for the workplace. For example, some staff still expect that part of the essential preparations is to teach youth files management and dealing with calculators, besides the way to behave in a job that starts, in office, from 9 to 5 job.

In YE we need to focus on communications behaviour of the app generation that have the preference for text and video and which can combine it with the use the latest technology to send them messages about life realities.

Youth and the Power of Imagination

The biggest youth intrinsic power is the power of imagination. With the power of imagination, youth can ultimately realise the importance of why and how to create change. Besides Imagination is considered the best learning tool that suites youth psychology.

Imagination helps to manage youth passion in a world where capital economy diverts them to think more about how to collect money, pay the bills and find suitable jobs. The more youth try to live their imagination the more they would be passionate about learning new things. With passion, youth can have the capacity to create thoughts of the future. The more youth see their thoughts come to near life, the more the power of their imagination muscles would grow. Therefore, youth with spirit and power of imagination are expected to be more independent from being immersed in current reality.

Youth imaginative power help to manage the different challenges and problems and turn them into opportunities in different ways. This would build youth with better life purposefulness, i.e., youth that has clear meaning for their role in life. This supports Einstein's conclusion "Imagination is everything. It is the preview of life's coming attractions."

With the power of imagination, youth can stimulate their creativity and innovation too. With imagination, youth would be able to think outside the box and allow their imaginations the freedom to grow and evolve their thoughts. Through these imaginative thoughts youth created products that have changed the way entirely we live today. Through such youth imagination we benefit today from products and services of the internet, smartphones, airplanes, and other amazing technology we rely on every day and even from trying to live in Mars and Alpha Centauri after the moon.

With effective networking, youth can enhance their power of imagination and even push them to start a plan of action. This enhance youth's power and raise their perseverance and determination. Youth imagination also helps in setting the meaning and effective reasoning that builds youth metaphors. Figure (1-6) show the cycle of turning youth imagination into a realised operational power through starting the power of observation that makes youth more realistic and able to visualise the end in mind of imagination. Also, the more we manage to raise the power of youth curiosity they would become more investigative. This helps youth to have artistic sense and enhance their social capacity.



Figure (1-6) Cycle of Youth Imagination

YE and Neuro-economics

Youth is highly sensitive humans for neural mechanisms that constructs their decision-making processes. Through understanding these decision-making processes, we can improve youth's interactions with education, business, economy and social needs. Today, with the advent of neuroscience, there are great opportunities to understand the neural mechanisms that are controlled by the different areas of the youth brain and to see how we optimise their various tasks. However, this all depends on how much we apply behavioural economics experiments that would help to deeply relate the different paradox of these relationships more and more.

Neuro-economics is a new field that focus on the study of the biological micro-foundations of economic cognition. Neuro-economics and behavioural economics can help us understand how the youth brain works and what neural and psychological variables affect economic choices. YE driven neuro-economics focus on observing, documenting and understanding the different youth behaviour and how they create an influence on decision-making, unlike in the complex real world. Through such lab, YE researchers can easily establish causality of specific youth phenomenon. Youth usually are studied and interviewed about their understanding and thought processes based on specific assignments of the lab. The advantage of neuro-economics labs is that it is easier for the general public to understand them than other empirical techniques such as regression.

Studying the youth brain will direct and catalyze the development of new models and would help to speed up the rate of progress in model development. Through neuroscience measurements YE scientists can help youth better understand and manage themselves. This can be seen for example if we understand the properties of youth neurons and the neurotransmitters that activate them, such as understanding how elements of physiology, genetics and molecular biology of youth cell types come together to do what the youth central nervous system need to do and how youth process this sensory information in the different environment.

Neuroscience would help YE researchers also see all the factors affecting youth decision-making, such as: prior experience and knowledge, current behavioural state, innate capacity for

risk taking, reward valuation, uncertainty, anxiety, gender, age, genetics, drugs, etc. and its relation or influence on youth neurons, and neurotransmitters. The more researchers realise the youth economic cognitive activity associated with their economic perceptions, beliefs and decisions, including mental representations, emotions, expectations, learning, memory, preferences, decision-making, and behaviour the more their decisions and choices could be improved.

Youth decisions and choices relevant to differentiating weight attributes of rewards (e.g., time delay), interests and passions, deliberate and impulsive stimulus, conscious and unconscious, are just examples of what neuro-economics could bring from discussions and excitements to YE research. YE is expected to tremendously benefit from the neuro-economics since it would to help build a clear balance of choices between youth affective system (fast, unconscious, reflexive, myopic) decision making and youth analytic system (slow, conscious, reflective, forward-looking) mindsets.

Youth Economy Courses Design

Youth courses design is a scheme usually developed to enhance the youth outcome targeted and their type of influence on the socio-economy. This course design applies to any discipline courses that we need to create from it more youth-driven course or program intended learning outcomes. An educational or training enterprise should design its youth economy program on the actual desirability and studied feasibility before starting the delivery of the program/course.

The careful course design should help the participating youth to change their perceptions and enhance their positivity towards more self-efficacy. Overall, the course design should support youth exposure to innovation, entrepreneurship, inspiration and disruptive education before graduation through measurable outcome and impact-driven projects.

To create coherence about youth economy courses or program without going into technical details, the following roadmap that represents youth influence on the socio-economy is discussed and as shown in Figure (1-7). The figure denotes the whole story with the prediction of the future. The figure shows the importance of involving and then engaging youth in socio-economic issues to gear them to explore the phenomenon, i.e., the challenges or requirements of developments and change. Then it is highly recommended to create models of youth-friendly foundations that would build differentiated youth stories. i.e., Stories full of challenges, failures, successes, and learnings.

The roadmap if well utilised in the courses or the programs and really well embedded as part of youth life-purposefulness it can draw youth learning pathways and how they would influence the socio-economy.

A Road Map of Youth Influence on the Economy and Society

(Denotes the whole story with Prediction of the future)

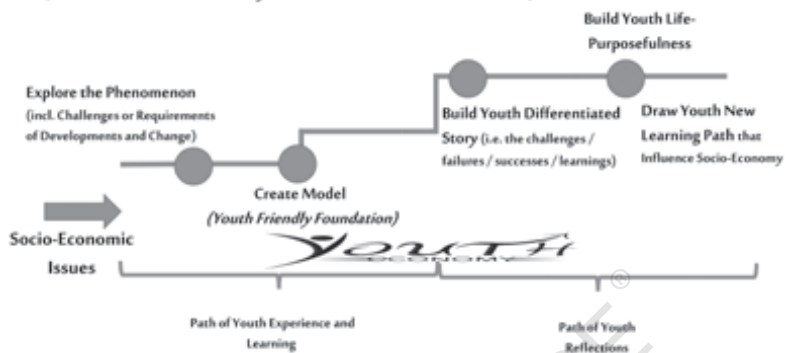


Figure (1-7) Youth Roadmap towards Socio-Economic Influence

SECTION 1.5 - YE THROUGH GENERATIONS

Changes in Habits through Generations

YE have been building up and evolving through generations. This became only more clear in the generation of millennials (those born since 1980's and until near year 2000). YE have different sources of motivators which most probably have been multiplying, as much as ten times, since the baby boomers (born between 1946-1964).

Habits usually change through the life cycle of the individuals and it is highly influenced by their generation. Habits of every youth generation are changing rapidly than its previous generation due to many PESTEL factors (political, economic, social, technological and environmental) constructs that create the causality for change. These habits if generalized within the generation creates a norm, or characteristics of this group.

One example of the many changes for millennial youth is that women are getting married 7.1 years later than their

previous generation. This not affects the socioeconomy of the households, but even the way youth productivity could be properly planned. Another example, could be seen with Y-Generation who developed the habit of having children later, and where the average age of women in childbirth has increased 3.8 years since 1974. Again this affects the way a woman can participate in the economy in pre-natal and post-natal stages.

Studies shows that changes in generation habits can be influenced by the level of their education, demographics, financial status and the level of their country quality of life. There are many countries today as USA, Japan, Europe and even certain emerging and developing countries, like India, China and Egypt that differ in their generational definitions based on their major youth habits that were influenced by their cultural, political, and economic conditions. However, all the definitions agree at one point and that is the coming generations habits would be more difficult to control. Table (1-1) represent the type of youth generations that are going to be reviewed in this section, to see their influence on youth economy and to learn from their habits influence on their socio-economy.

Table (1-1) Youth Generations from 1890's till 2020's

Youth Generation Name	Births Start	Births End
Youth of Lost Generation	1890	1915
Youth of Interbellum Generation	1901	1913
Youth of Silent Generation	1925	1945

Youth of Baby Boomer Generation	1946	1964
Youth of Generation X	1965	1979
Youth of Xennials Generation	1975	1985
Youth of Y Generation-“The Millennials”	1980	1994
Youth of Z Generation	1995	2012
Youth of Alpha Generation	2013	2025

One of the recent habits studies on generations, specifically on the Y and coming Z generation, was the “Oxygenz Workplace Study” carried by Johnson Controls (2008). Johnson Controls are a building management systems environment company which targeted to understand and visualise how the future workplace would be to this and future generations. The study found that the physical attributes of a workplace Generation Y are the most valued and were identified compared to the multigenerational visualised future workplace. The study found that this Y generation sees a high relation between the workplace design and the role it plays in their employment choices. The study showed that this generation prefers to use advanced tech facilities on site. The survey indicates that it is a generation that views the office as an extension of their home life. This impacts the demands they have on employers who require top talent to stay competitive.

The Johnson (2008) study also found that over 90% of Gen Y employees would like to personalise their individual space. This is what Google understood earlier than many other organisations. Two-thirds of them would prefer to have a flexible working pattern. Sustainability also highly valued, with 96% desiring an environmentally friendly workplace, but not at the expense of design.

Generation Y prefer walking to work and have a flexible working environment, including the option to work remotely. 82% of UK respondents prefer to work in a mobile way. It is a generation that sees the office as an extension of their home environment where business and social life interact.

There are other habits that can be studied for youth generation in relevance to their awareness and interaction with their socio-economic and socio-political issues. For example, the way a generation deals with news of the world or reacts to certain global issue, measure the level of generation awareness to issues around them. Studies show for example, that millennials consume news as distinct from people aged 50-65, the boomers where they access newsbrands continually throughout the day. Despite facing a far more cluttered news landscape than previous generations did at their age, young people still turn to newsbrands to get a balanced point of view.

Since the X generation and Millennials were the first to grow up with computers in their homes. Most Millennials don't enjoy having hundreds of channels from cable TV, since they don't even watch TV and all their media over the Internet using smartphones and tablets. Studies show therefore that millennials are frequent on checking the news, however their habits are dependent on their digital devices. Their ability to optimise their digital devices allows them to regularly snack on news websites to get more information when they see an interesting story on social media. While majority of Baby Boomers keep abreast of political affairs only less than one third in X generation and Millennials do

so. Also, a high majority of the Baby Boomer try to make a meaningful philosophy of life, while less than half of the Millennials manage to do so.

Due to changes in habits, some employers are concerned that Millennials and Z-generation have too great expectations from the workplace compared to Baby boomers and X-Generation. Therefore, some studies predict Y-Generation will switch jobs more frequently, holding many more jobs than Gen Xers due to their great expectations. ©

The Y generation, in general, found to sleep more hours, on average 30 minutes or longer each night, as per the American Bureau of Statistics. While the X-Generation sleeps 6.8 hours per night, the millennials sleep 7 to 8.5 hours. Compared to other generational this millennials generation are doing well regarding the number of total hours slept. However, there are some doubts about the quality of the hours slept. It could also be due to millennials' collective emphasis on the importance of work-life balance. It's well documented that millennials, more than generations before them, want flexibility, breaks and time to focus on personal development. Such habits and more to be discussed for each generation separately in this section are the basis for youth-driven economy.

Although Millennial habits are influenced by friends and by type of region, besides depending on socio-economic conditions, this generation is marked by an increased use and familiarity with digital technologies and an increased liberal approach to politics and economics. Nearly two-thirds of Millennial don't consider themselves to belong to their generation.

Alpha generation would not be practicing the sharing economy. This means for future marketers that they can build a youth economy plan based on ownership. It is a generation of Me and that's mine. It is a very mobile generation and does not care too much about privacy.

The Alpha generation would be more of organic dairy generation. They expect more than other generations fresh food and would have the longest life expectancy of contemporary humanity. It is a generation prefers low-tech wearables and operate devices via their sense of taste. The Alpha generation is a generation that would be always rapidly changing its style with the speed and advancement of the technology.

Youth of the Lost Generation

Youth of the Lost Generation was the generation that came during World War I, i.e., approximately between the years of 1885–1915. Most of the youth of this lost generation spent most of their lives in suffering or wasted for the sake of looking for security, except those who found safe havens as those migrated to the USA. Many of this generation couldn't avoid being soldiers in the army. Some of them migrated to different countries running away from the persecution and repression of different regimes.

During their lost generation countries like USA, UK, France, Australia and New Zealand benefited most from the youth economy since it became a refuge for entrepreneurs, scientists and creative people. Never the less, during this

youth generation, despite all the challenges, the world had persistent youth like Edison, Einstein and Ernest Hemingway. It is through this generation that the seeds for the industrial economy were well established.

Youth of Interbellum Generation

Interbellum is a Latin word that means between two wars. The youth of Interbellum Generation is the generation of youth that specifically was born between the years 1901 to 1913. This is the youth generation that was too young to have served in the military during World War I and was generally too old to serve in World War II although many of them could indeed be found in the armed forces in some capacity during the latter conflict.

The youth of this generation came of age either during the boom of the industrial age, i.e. early 20's of last century, or the initial phase of the great depression. This is the youth generation who many of them became either liberals or too left especially on socio-economic issues. The influence of this youth generation on YE were both intellectual and financial. Through them, many societies and countries managed to coop and continue to survive.

Youth of the Silent Generation

Youth of the Silent Generation are youths who were roughly born in the mid-1920s till the early-to-mid 1940s. Some of the youth of this generation became early civil rights

influencer and change leaders as Martin Luther King, Malcolm X and Mahathir Mohamed. However, this generation still called the 'Silent Generation' since many of them focused on their careers rather than on creating a change in their communities. Youths in this generation were largely encouraged to conform with the social norms. During this generation, youth felt it was very dangerous to speak out, since it was McCarthyism era in leading countries as USA, and alienation of those who differ from the norm was acceptable. Time Magazine (1951) mentioned about the low ambitions of the youth of Silent Generation who managed to learn best of bad situations and reflected their learning on their next generation.

This youth generation comparatively had low effect on socio-economy due to the long financial insecurity of the 1930s and the war in the early 1940s and led to smaller families.

Carlson (2008) mentioned during this youth generation there was "The Lucky Few" because even though they were born during the Great Depression and World War II, they moved into adulthood during the relatively prosperous 1950s and early 1960s. The Lucky Few, even in developing countries, also had higher employment rates than the generations before and after them, as well as better health and well planned retirement.

Youth of Baby Boomers Generation

The youth of the Baby Boomers' Generation is the youth that was born from the mid-1940's till mid-1960's. This

generation was called baby boomers since during their time there was a noticeable increase in the birth rate. This generation resembled really the beginning of the importance of YE for countries, communities and organisations. It is a youth generation that became associated with a rejection or redefinition of traditional values.

This generation was widely associated with privilege, as many grew up in a time of widespread government subsidies in post-war housing, education and increasing affluence. In a generation, the baby boomers were considered to be the wealthiest, the most active, and the most physically fit generation. They have considered also the most optimistic generation that participated in a major leap of their socio-economy where they genuinely believed that the world would improve with time. This generation was also the generation that received peak levels of income compared to living expenses. This generation reaped the benefits of abundant levels of food, apparel, retirement programs, and sometimes even “midlife crisis” products. The increased consumerism for this generation has been regularly criticized as excessive.

In 2004, the British baby boomers held 80% of UK's wealth and bought almost 70% of luxury items cars. This a generation group that was dissected and analysed to get them the customised services and products that addressed their needs. This generation, therefore, affected the socio-economy and socio-politics in different ways, but mainly when they came as a youth with a variety of jobs opportunities and challenges and when they started the retirement age from the early 2000's. This is a huge generation that had a role

to play in both the economic development and slowdown, in what is known today as the age wave. If this generation continues to work due to increase of healthy quality of life and low fertility the projections say that by 2020 we will have an aging workforce.

It is expected that a good majority of this Baby Boomer Generation would pass on their inheritance to charities rather than pass it down to their children. It is a generation that is known to be self-dependent and believed on invest in their family development. The key characteristics of these baby boomers summarised in being more of experimental and social cause-driven which led to the great development and spread of the spirit of curiosity amongst youth.

It is a generation that is delaying retirement and with a good majority claiming they will never retire. In 2013, the early born baby boomers would have reached the maximum common retirement age (i.e., 67 years), and this increase of these people would create both an opportunity and threat to YE.

Youth of X Generation

The youth of X Generation is a relatively small generation born between 1965 till 1979, “sandwiched” between two large demographic cohorts, the Baby Boomers and the Millennials. The birth control pill, which was introduced in the early 1960s, was one of the contributing factors to the declining birth rates seen in this generation. The increased immigration of youth, specially from south to

north, contributed to making Generation X an ethnically and culturally diverse demographic cohort. Frideres (2002).

The X Generation is considered to be the highest divorced generation which surely affected youth of both its generation and the next generation. In UK this youth generation lived during Margaret Thatcher being Prime Minister (from 1979 to 1990) where UK went through a major social transformation. In South Africa, this generation lived the final years of apartheid in the 1980's. While in USA this generation enjoyed the outcome of the civil rights movement with a clear reduction of racism and increased scientific and cultural opportunities of a vibrant and more tolerant diverse society.

However, it is during this generation that youth had started more drug abuse with crack becoming epidemic. Due to that violent crimes impacted communities and families. During this time the age of MTV started and the emergence of music videos, grunge, alternative rock and hip-hop. This coincided with the spread of AIDS amongst youth. Music, Drugs and AIDS became very related to X generation youth, while it generated lots of money, it created lots of socio-economic problems and affected the stability of many communities causing a hostile social climate.

However, with this difficult environment, this youth generation was full of entrepreneurial spirit which supported the establishment of the first high-tech industry that fuelled the 1990s economic recovery. It is a generation that is described to be independent, resourceful, self-managing, adaptable and pragmatic while seeking a work-life balance.

It is worth to mention that some of the late youth of X generation were the first children to have access to computers in their homes and schools. It is through the youth of this generation we witnessed great foundations as Apple, Google, Wikipedia, Amazon.com and YouTube, besides it brought us Steve Jobs. This X Generation uses unconventional approach while being still being the hardest-working youth workforce with the strongest work ethic and best problem-solving capability.

Youth of Xennials Millennials Generation

The youth of Xennials Generation are those born in towards the of 1970's and the early 1980's who had an analog childhood and a digital adulthood. They live with one foot in Generation X and one in Generation Y.

Xennials are accused of being lazy, self-involved, cosseted, politically apathetic narcissists, who aren't able to function without a smartphone and who live in a state of perpetual adolescence, incapable of commitment. However, the Xennials are mostly known also as the generation that started waves of creativity, flexibility, open-mindedness, that lead to more social responsibility.

Youth of Millennials (Y) Generation

Y-generation are those who started their birth years between 1985-1995 and might have extended in certain countries till early 2000. They are called also the Generation Me, as

per the Time magazine, since this is a generation that is living self-obsession. The Y-generation are considered the last generation who played most of their time outdoors, but also engaged in games consoles. This is also the last generation that made voice calls than texting, chatting or sending WhatsApp.

It is a generation where the majority of youth owned a computer with a mobile phone and used instant messaging. Only less than half of this generation would use or refer to the TV to get their news or knowledge. Millennials use social networking sites, such as Facebook, to create a different sense of belonging to friends.

In March 2014, the Pew Research Centre issued a report about how “Millennials in adulthood” are “detached from institutions and networked with friends.”

With many Millennials believing that their best years are ahead though they're the first in the modern era to have higher levels of student loan debt and unemployment; shows that this generation lives more narcissism than previous generations. Therefore, Millennials' found to associate their job satisfaction with free flow of information, strong connectivity to supervisors, and more immediate feedback.

The Brain Drain Study shows nearly 9 out of 10 Millennials place an importance on work-life balance, with additional surveys demonstrating the generation to favour familial over corporate values. Studies also show a preference for work-life balance, which contrasts to the Baby Boomers' work-centric attitude. Millennials also are unique in their volunteering

activity which increase almost three-times than the previous generation.

The 2014 Brookings publication shows a generational adherence to corporate social responsibility and in the betterment of society. However, the economic prospects for Millennials have declined largely due to the Great Recession in the late 2000s. Several governments have instituted major youth employment schemes out of fear of social unrest due to the dramatically increased rates of youth unemployment.

In 2015, Millennials in New York City were reported as earning 20% less than the generation before them, as a result of entering the workforce during the great recession. Despite higher college attendance rates than Generation X, many were stuck in low-paid jobs, with the percentage of degree-educated young adults working in low-wage industries rising from 23% to 33% between 2000 and 2014. In 2016, research from the Resolution Foundation found Millennials in the UK earned £8,000 less in their 20s than Generation X, describing Millennials as «on course to become the first generation to earn less than the one before.»

Millennials are expected to make up approximately the majority of globe workforce by 2020. Millennials are the most highly educated and culturally diverse group of all generations and have been regarded as hard to please when it comes to employers. To address these new challenges, many large firms are currently studying the social and behavioural patterns of Millennials and are trying to devise programs that decrease intergenerational estrangement and

increase relationships of reciprocal understanding between older employees and Millennials. For example, Millennials have high expectations for advancement, salary and a coaching relationship with their manager, and suggested that organizations will need to adapt to accommodate and make their best to please them.

A Bloomberg article mentioned that the current earnings and employment gap between those in the under-35 population and their parents and grandparents threatens to unravel the American dream that each generation is doing better than the last. However, even though they are going through tough economic time, nine out of ten Millennials surveyed by the Pew Research Centre, still have remained optimistic and believed that currently, they have enough money and time to reach their long-term financial goals.

YE Anecdote- Youth the leading Games Developers
Andrew Gower teen millionaire from across the pond, Gower is a game developer and the founder of Jagex Game Studio. He started developing at age 8. Now the 46th richest entrepreneur in the U.K. and worth almost \$200 million, he made his first windfall as a teen.

Youth of Z Generation

The youth of Z Generation - Generation Z are those born between 1995–2009, starting with a recorded rise in birth rates. Most of this generation is considered to be to the generation of the Internet, technology and social media.

In a study conducted in 2014 on Generation Z, college students self-identify as being loyal, compassionate, thoughtful, open-minded, responsible, and determined. Generation Z peers view their peers as competitive, spontaneous, adventuresome, and curious; all characteristics that they do not see readily in themselves.

Generation Z is generally more risk-averse in certain activities than earlier generations and higher on-time high school graduation rates compared with Millennials. In USA researchers compared teens from 2008 and 2014 and found a 40% drop in teen pregnancy, a 38% drop in drug and alcohol abuse.

According to The Daily Telegraph, Generation Z is keen to look after their money and make the world a better place. Since Generation Z is the first cohort to have Internet technology readily available at a young age specially since the 1990s, this generation has been exposed to an unprecedented amount of technology in their upbringing. With majority of youth between ages 12– 17-year-olds owning a mobile phone today, using communication in education became a must. Forbes suggested that by the time Generation Z entered the workplace, digital technology would be an aspect of almost all career paths.

It is a generation that is bond to digital technology and from it, they escape from emotional and mental struggles. According to U.S. consultants Sparks and Honey in 2014, 41% of Generation Z spend more than three hours per day using computers for purposes other than schoolwork, compared with 22% in 2004. In 2015, Generation Z composed the

largest portion of the U.S. population, at nearly 26%, edging out Millennials (24.5%), and this group is estimated to generate \$44 billion in annual spending. About three-quarters of 13–17 years olds don't use TV anymore. It is a generation where its teenagers are more likely to share different types of information than other generation and more likely to “follow” others on social media. This enhances the possibility of more knowledge economy.

Focus group testing found that while teens may be annoyed by many aspects of Facebook, they continue to use it because participation is important regarding socializing with friends and peers. Instagram and Snapchat are gaining more popularity than Facebook and Twitter in a member of Generation Z due to their attraction to videos, pictures, messages besides the fact that they can send it much faster than previous generations.

They are the first generation to grow up in the public eye, and updating their lives on social media makes them a self-conscious generation. As a result, they experience more social pressure than previous generations. This exposure to technology has influenced their expectations and behaviour. The boom of social media has a psychological impact on Generation Z because they attach great importance to personal appearance.

According to the recent report by Fung Global, Generation Z spent around \$829.5 billion with \$66 billion of which spent on discretionary categories, while most of the expenses were spent on essential categories: housing, good, transportation and so on. The survey of US teenagers from an advertising

agency J. Walter Thomson claims that the majority of teenagers are concerned about how their posting will be perceived by people or their friends. 72% of respondents said they were using social media on a daily basis, and 82% said they thought carefully about what they post on social media. Moreover, 43% said they had regrets about previous posts.[70]

Jason Dorsey, who runs the Center for Generational Kinetics, stated in a TEDxHouston talk that this generation begins after 1996 to present. He stressed notable differences in the way that Millennials and Generation Z consume technology, regarding smartphone usage at an earlier age. 18% of Generation Z thinks that it is okay for a 13-year-old to have a smartphone compared with earlier generations that say 4%.

The development of technology gave mobility and immediacy to Generation Z's consumption habits. The on-demand economy, which is an economic activity created by technology to fulfill consumer demand via the immediate provisioning of goods and service, has made changes in the way goods or services are delivered to consumers. Only the generation that grows up in the centre of this transformation period will establish themselves as an immediacy demanding consumer, or differentiated entrepreneurs.

While the cost of attending college is incredibly high for most Gen Zers, studies show that 65% of youth still believe that the benefits of graduating college exceed the costs.

Generation Z college students prefer intrapersonal and independent learning over group work, yet like to do their work alongside others when studying. They like their learning to be practical and hands-on and want their professors to help them engage with and apply the content rather than simply share what they could otherwise find on their own online.

“Generation Z” is revolutionizing the educational system in many aspects. Thanks in part to a rise in the popularity of entrepreneurship and advancements in technology, high schools and colleges across the globe are including entrepreneurship in their curriculum.

Parents of Generation Z might have the image of their child’s first business being a lemonade stand or car wash. While these are great first businesses, Generation Z now has access to social media platforms, website builders, 3d printers, and drop shipping platforms which provides them with additional opportunities to start a business at a young age. The internet has provided a storefront for Generation Z to sell their ideas to people around the world without ever leaving their house.

Depending on the market situation and the countries the Z-generation they live on, their prospect to market might differ. In India, for example, a 2016 survey by JobBuzz.in, an employee engagement and employer rating platform, showed Generation Z professionals started out better in the job market compared with the older Generation Y.

It is expected that Z-Generation will be better employees in the future due to their ability to take full advantage of

the advances in the technology. They are a generation that carry very precious attitude that is the ability to accept new ideas compared to previous generations. Despite their built-in technological proficiency, members of Z-Generation actually prefer person-to-person contact as opposed to online interaction. As a result of the high access to social media and the technology they are accustomed to, Z-Generation is well prepared to change more what organisations and communities as we know it today.

Generation Z no longer only wants a job: they seek more than that. They want a feeling of fulfilment and excitement in their job that helps move the world forward. Generation Z is eager to be involved in their community and their futures. Before college, Generation Z is already out in their world searching how to take advantage of relevant professional opportunities that will give them experience for the future.

Youth of Alpha Generation

Members of the Alpha Generation are those born between the years 2013-2025. It a Generation that is only 0 to 5 years so far today. Futurist, demographer Mark McCrindle believe there are 2.5 million Alphas are born around the globe every week. At least half of Alpha kids will grow up with iPads or similar devices in their hands. Majority of this Alpha generation would use a smartphone to deal with almost all of their business deals. It is a generation that highly believes that they have the power to interact and influence the world through leveraging on technology.

The youth of generation Alpha that covers anyone that is born in the next eight years will spend the bulk of their youth completely immersed in the technology. With the shift in global population as in India and China generation Alpha would be more connected with their peers compared to other generations.

The YE for Alpha generation would be more kinaesthetic as we witness the shift of social media from the auditory and visual to the kinaesthetic process. Alphas are expected to interact with new technologies at much younger ages than any other generation.

Berkiowitz (2016) believe that this Alpha generation would not be practicing the sharing economy. This means for future marketers that they can build a youth economy plan based on ownership. It is a generation of Me and that's mine. It is a very mobile generation and does not care too much about privacy.

The Alpha generation would be more of organic dairy generation. They expect more than other generations fresh food and would have the longest life expectancy of contemporary humanity. It is a generation prefers low-tech wearables and operate devices via their sense of taste. The Alpha generation is that constantly changing.

Differentiation of YE through Generations Development

From the discussion of the previous youth generations review, one could conclude that differentiation of YE can be seen more clearly today in the generation Z who don't consider the internet to be the technology they can differentiate themselves on. It is a generation that sees their coming YE should be built around Robotics, or Artificial Intelligence, or Innovation Design, or living in other planet and they would build their life goals or a business model around.

If we compared the generation Z with the Interbellum generation who grew up in the great depression that fostered a sense of fatalism and powerlessness and whom parents spoke of the deaths and destructions that wars brought, we would see the great difference of YE for each generation. In Interbellum generation youth expected little and held onto any job they could find. It is a generation they couldn't see youth can create a difference in the economy, since their paradigms couldn't see how they control their destiny while they are suffering from war and destruction.

Between this and that came YE of the X generation. It is a generation that is educated, being children of the boomers, therefore they expected to face low starting salaries, specially that the Interest rates were very high. However, this was the first generation to develop strong computer skills. But the fragility of their work situation made them tend to put in long hours if they wanted a raise, a promotion, career development, and respect.

Therefore, if we compare generation Z again with the Interbellum followed by X and Y generation, we would experience how the Millennials (the y-generation) have the advantage of being carrying the competence of the old generation yet technologically skilled to manage the generation Z. Both generations Y & Z would build most of their YE differentiation on online. So, while some the Baby Boomers still prefer to read a paper printed book, the Y's & Z's would prefer to read an e-book. Besides we would see that if we need to plan for YE based marketing only Baby Boomers would be the expected audience in T.V., while the Millennials can be reached through online or their mobile apps or iPods.

YE practices for the Baby Boomers may reach the level of viewing contents on the Web, while General Y and Z do the changes of these content by charges. With the wave of Y and Z coming to the workplace they are expecting many changes in the organisation management and environment. It is expected to be more of fun, challenging, interesting, and exciting work with flexibility and balance. Actually it is a type of generation that doesn't expect a boss or a manager, but rather a coach, or a mentor, or a facilitator that shows empathetic thinking and open-minded. It is also a generation that doesn't expect stable long-term employment. Hence, their meaning for loyalty is quite different from what generations X used to know. YE can be planned based on the narcissistic tendencies of millennials and the exhibitionists of the alpha generation.

Generations from Y, Z and Alpha would have a YE that pushes for new experiments, but as we move towards Alpha generation, we would see Google's glass, Nano-computing, 3-D printing and driverless cars be a reality. However, it would be quite helpful to explore through deeper research and also by other researchers, how YE would be influenced more in the future by its two main independent variables: YE Practices and Generations Psychology. In the coming chapter we would touch base on this relation, however it is fair to say that we need lots work and development in this area.

Provoking Questions on YE Enablers

- After reading this part about YE Enablers, how do you evaluate your business, your community and your countries readiness to implement such enablers?
- How is the organisation conducting youth programs that would assess and stimulate community needs?
- Does your organization have programs with clear plans to reach out to local youth?
- How are the results of the needs assessment incorporated into youth programs planning and design?
- Are the youth programs identified in your organization oriented with local family's needs or local youth communities' programs?
- What information from initial youth needs assessment can you map and then develop for your community leaders?
- Do you understand what other youth services are available locally?

- How the reality of youth development describes the program design, including measurable goals, activities, and outcomes?
- How would you analyse the level of youth economy needed in your country, or community in relevance to the dependency ratio?
- Can you recall a youth engagement that influenced a socio-economy of a country and society? Please state what makes it a source for YE currency development.
- What type of youth social challenges designed in your organisation, or your community to make them more competent to create the positive change?
- How do you see the main five criteria for counselling utilising youth psychology and their empathetic thinking?
- What type of youth consumption habits does your organisation use to differentiate its services?
- What are the style of learning (formal and non-formal) that would be a priority in a youth-driven economy?

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PART TWO

**YOUTH ECONOMY
MOTIVATORS**

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INTRODUCTION TO (PART TWO)

Youth Economy happens when humans and specifically youth are motivated directly and indirectly to do specific practices that move their mindset visualisation, energy and spirit. This applies to humans, organisations and communities. In this part, we focus on some of the types of motivators that help to build and gradually establish YE. These motivators change over time, generation to generation and from country to country, depending on the level of cultural development and competitiveness of the economy.

Gamification and Artificial Intelligence (AI) are both considered to be important enablers and motivators for youth economy today, as they both are strong contemporary tools for building youths mindset and engaging them into achieving organisational and community goals. Many organisations in the business industry started to use gamification and AI as a powerful motivator for stakeholders, or make a decision making, or to market the products or services. Gamification and AI are excellent tools for learning and in closing the gaps in knowledge deficit.

This part also carries an appreciation of the unique differences between Millennials and other previous generations that are important for the future YE. This generation carry lots of potential capacity for capitalising on the current and future technology, if utilised effectively. For example, the mobile applications (shortly called the apps) today build the bridge between three generations which combines the baby boomers, the X and Y generations as one group. The interaction between the apps generation help to improve the competitiveness of current and future services and even disrupt currently known models.

Part of youth motivators is understanding their identities and the way they see the world. Therefore, in this part, we discuss how this youth generation wants to explore and try things out by themselves. YE emphasis on personal customisation of work environments and the establishment of Circular Economy.

With Circular Economy, youth would have different ways of doing business and in rethinking everything from design to delivery. Circular economy makes youth smarter, more regenerative and restorative in creating, using and disposing of products/services that design out waste which shall improve the overall economy efficiencies.

Since youth economy is differentiated by the level it manages to create curiosity; we coin the term curiosity economy to be part of the mindset and spirit of youth. The more the economy is affected by curiosity, the more it has a youth economy. More youth curiosity means more experience economy. Buying an experience, for the youth of today, is

a worthwhile decision since youth would be enjoying series of memorable events.

Youth economy is excited with an environment that prevents fear from mistakes, or from trying new ideas. With youth interacting with new democratic economies as: the sharing and collaboration economy, we also notice a radical shift towards Gig (entrepreneurial-freelancing) economy. This shows that the lifestyle of youth is changing their productivity and through more flexible working conditions we can expect more innovative products or services to come.

This part discusses how the youth of today and the coming youth Y, Z and Alpha generations are becoming the sources of support of creative economy that depends on cultures, arts, theatre, music, films, heritage, advertising, architecture, crafts, design, interactive leisure programs, publishing, software, television and radio. In this part too, we explore how the potentials of youth creativity, skills, energy, talent and spirit have a potential for wealth creation through the generation of intellectual property.

Since YE needs many business models to be experimented and explored as sources of motivators, different frameworks as entrepreneurial and disruptive models are discussed as examples. Light is also shed on the way YE projects are expected to be delivered to create the currency of YE that would differentiate this economy and its competitiveness.

Part of YE motivators is the way problems are solved. Problems in YE need to be tackled in most innovative ways through opportunity exploring and need to be driven by

holistic mindset. Since one of the most challenging problems of humanity is the huge migration of youth, for example, mitigation of migration of youth can be a source of great motivation for youth economy, if well utilised. To mitigate risks on youth as their migration, they need to be engaged, and not only involved, in many national processes and programs that build both their aspiration and inspiration while building trustworthy relations.

This motivator focus part illustrates the importance of realising each youth wealth and assets to help both youth and their communities to be more legacy driven. Therefore, we highlight how through effective youth economic empowerment we can discover more about their hidden wealth and assets. To systemise YE transformation through youth knowledge asset, the world needs to setup youth qualifications frameworks that would enhance their market access and differentiate their value added. This shall again help many strategic planners consider youth as a unique human capital that needs to be assessed and developed.

SECTION 2.1 - YE AND COMING ECONOMIES

Youth Economy & Gamification

Games in their nature create user unique environment that provides urgent optimism with immediate desire to overcome a challenge. Studies on youth shows that having games on the internet and in social media helped to build social bonds between different diverse youth background and helped to build long term relationships. Games today are not only utilised to provide fun, but to change the mindset through utilising the eagerness to have a sense of achievement in simulated high productivity environment. Through games youth are found to activate their curiosity through creating more tools to address their urge for exploring and building meanings of their life.

Gamification similar to youth economy has been growing with generation after generation, but specially became more important with the generation of the baby boomers. Today, gamification became more of a discipline and expected to develop more in areas of our life with the Alpha generation.

Gamification is becoming more of a scientific approach to society development and change, while it started to influence many decision makers and have its pragmatic use in socio-economic issues.

Gamification in YE isn't about games; it is about applying game-based thinking to organisation business, processes or new concepts or brands. Through gaming methodology, the youth energy and spirit is excited and the human brain is stimulated (releasing endorphin and dopamine) and new proven mechanisms are established. Through gamification, we create a new experience about the intrinsic powers within, including the level of focus, observation and persistence. Therefore, gamification is an extremely powerful tool if utilised early in educational programs specifically.

Gamification use “nudges,” i.e., use something from nature that attracts youth attention to correct their behaviour towards social problems. In the Design Report (2017) John Maeda written about the role of games and computational design in youth inclusion. Youth is driven by powerful graphics, however, creating a cohesive story through words are as important. With effective writing, we ensure corrective overreliance interface.

A core skill of the interaction designer imagines users (characters), motivations, actions, reactions, obstacles, successes, and a complete set of ‘what if’ scenarios,” writes designer Susan Stuart, in a blog post highlighted in the report. Learning how to write isn't just an important skill for the future: It's applicable right now. Trends in digital design

emphasize clean lines and few words—giving language itself more weight.

As conversational interfaces become more popular, writing becomes the vehicle for experience design—so much so that writers are being integrated into those design teams. Companies are already starting to use AI to customize language for users on a mass scale. This writing-based design could transform the very nature of UX.

Gamification is one of the most important tools today in changing youth mindset and setting effective strategies for social transformation. Ireland and through Youthbank managed to set and then develop different programs that were based on simulations, role-plays, games, and workshops which suited youth economy behavioural development. The Irish entrepreneurial cluster managed to develop serious gamification as part of learning simulations and game-based learning.

According to a recent report from the McKinsey Centre for Government (Mourshed et al., 2013): ‘Serious games enable users to apply their knowledge and skills in complex, real-world scenarios. The serious-games industry is still nascent, although it has been growing rapidly worldwide; sales reached €1.5 billion in 2010, and are projected to increase by almost seven times by 2015. There is potential for developing tools that help to raise awareness of skills and competences achieved through non-formal and informal learning. Through gamification, we can recognise more youth level of learning and achievement. Games can provide a continuum of recognition and validation, with relatively informal and immediate feedback in relevance to day-to-day practice. All points along the way are vital, and

it is possible to see progress from beginning to end, although the path is often not sequential and linear.

Gamification found to be particularly important in non-formal settings, such as when working with disadvantaged and disaffected youth, where small steps can lead over time to bigger ones.

Through games and simulations, attention and focus can be improved. We can embed through games Dictionary of Skills and Competencies (DISCO) which contains around 10.000 skills and competence terms and exists in seven languages which were developed by ESCO (2013). Games can be used to build youth competency in relevance to international classifications and standards, such as the International Standard Classification of Occupations (ISCO) and will complement existing national and sectorial occupational and educational classifications and enable the exchange of information between them.

Gamification found to promote partnership activities into youth mindset and also inspire them to build constructive dialogue. Therefore, the game can be the main player in the non-formal education sector in the world of business and employers.

Abdulla Buhijji (2017) as part of his master's thesis case studies synthesised gamification uniqueness role in creating innovative designs that enhance youth's outcomes and creative initiatives. Gamification as per Buhijji is very attractive to human mindset, specially youth, since it is based on incremental, achievable yet challenging goals, that are

tracked by points and personal progress analysis. Each game has its attractive design for providing attractive feedback, with immediate rewards, badges for accomplishments. The gamification concept goes even to create social challenge by showcasing the game leaders and then linking all of this to a theme or a value that would make the story more cohesive. Figure (2-1) shows the constructs of gamification that make it attractive for youth and those who carry youth spirit and energy.



Figure (2-1) Illustration for Constructs of Gamification that attracts youth.

Chou (2016) mentioned about the importance of gamification and behavioural design through giving examples of top ten gamification examples. Each of these gamification carries the practices, the spirit and the energy of youth and youth economy and resembles its ethics. Through gamification a breakthrough in AIDS research happened. The puzzle Game FoldIt, developed by University of Washington's Center for Game Science, made a solution to AIDS complex problem

through engaging 100's of the top researchers and young PhD students working on decipher a crystal structure for one of the AIDS-causing viruses, called the Mason-Pfizer monkey virus (M-PMV) and which researchers could not unfold its code for fifteen years. The online puzzle, FoldIt game, spread the video game about protein folding. Foldit utilizes a game-like puzzle interface that allows people from all over the world to play and compete in figuring out various protein structures that fit a researcher's criteria. Over 240,000 players registered for the game and competed viciously against each other, a solution to the structure of the M-PMV was found in 10 days, creating a major breakthrough in the AIDS research field. Chou compared how solutions can come through gamification in short time compared to fifteen years' efforts.

The other gamification example, RPG Diary Game Pain Squad helps patients combat cancer by providing both purpose and data. Cancer today account for 13% of all causes of human deaths. So far all efforts in fighting cancer couldn't reduce the human pain and psychological suffering. Pain Squad is a mobile game designed to help kids fight cancer better by providing the patients with purpose and the researchers with data. To better treat children patients, doctors need patients to keep a pain journal, the game encourage the kids to record a proper profile data through the role-playing police game that have missions and rewards, supported by police encouragement videos to motivate these children to log their pains twice a day for 2 weeks. The game managed to provide doctors with all the data they need for better research and care and made children excited to fight

their pains with a purpose. Pain Squad was a massive success in a few hospitals in Canada and is going through more test cases in a lot more hospitals in 2013.

The third gamification example that Chou (2016) mentioned was the role of a game, called Zamzee, in enhancing the activity rate for children between 9-15 which is an age group that have decreased its activity by 60%, leading to obesity, diabetes and other chronic diseases. Zamzee makes Kids active by making them run around Epic. Zamzee have a device clips onto kids hands and tracks their activities when they run around. As a game, Zamzee increased kids' activity by 59%, a very sizeable increase that helped to encourage kids to go to the gym more when they grow up.

The fourth gamification spirit is applied by Khan Academy who makes the website visitors learn through Gamified Online Education. Khan Academy utilizes lots of game mechanics such as skill-growth trees to make visitors unlock new classes and learn new skills.

The fifth gamification technique mentioned by Chou (2016) was CrowdRise which is a platform that gamifies charity. When people are occupying their minds with games, they are less concerned about helping the world through philanthropy. CrowdRise help people create their pages and profiles and accumulate points that match up against others on a leaderboard based on how much they can fundraise. CrowdRise managed to attract over 33M players and have raised hundreds of millions of dollars for non-profits worldwide.

The sixth gamification success story comes from SuperBetter which is a game made to make people recover from setbacks and supercharges their life again. The game help people to accomplish their goals by building physical, intellectual, emotional, and social resilience. Through the process of forming alliances, using power packs, and defeating bad guys, many patients feel the healing power of this game.

The seven gamification story about OPower which makes people responsible with their energy consumption. OPower encourage the players to use less energy. OPower works with utility companies to provide households with data on how much energy they are consuming, how they match up with neighbors, and if they are close to any new milestones.

The eighth gamification example is the RecycleBank which targets to spread the practices of environmental awareness by rewarding points that can be redeemed for goods from well-known supermarkets. The game focus on reducing trash through recycling, saving energy, and answering sustainability quizzes and pledges.

The ninth gamification example is m.Paani which aims to solve the clean-water problem. m.Paani implements a very innovative loyalty program, where by purchasing mobile credits from sponsoring companies, individuals earn points towards sanitization products or water-related infrastructure for the entire village.

The last and tenth gamification example that Chou (2016) brought was the FreeRice game. The game targets to feed

the hungry by quizzing the participants and where each time a question is answered correctly, it will buy 10 grains of rice, paid by the sponsors of the site. The game goal is to prevent children dying from starvation. The site after its success is managed now by the United Nations World Food Program. FreeRice has donated 6100 metric TONS of rice, consisting of 93 billion grains of rice and enough to feed 10 million people.

Such examples of gamification influence on the socio-economy are what resembles the youth economy spirit of renewal abilities today and in the future to come.

With gamification, YE is to spread more through the use of games design techniques into real life activities. Youth are already starting to use the fun and addictive part of games as a way to increase their targeted customers' engagement to achieve specific tasks or goals. It hacks the human mind due its thirst for desires and needs and build upon that to make it look for more achievements.

YE Anecdote- Youth Creating Gamification

Wang Yue 32 years, Shanghai, China, with an estimated wealth of \$1.0 billion founded the Shanghai Kingnet Technology into a leading mobile game developer in China since 2009.

Youth in Artificial Intelligence Economy

As we approach the era of Artificial Intelligence (AI) Economy, we need more and more design schools that

carry designers' practices to new levels besides maintaining ethics and values. In order to benefit from YE to bring an AI, economy youth would need more accessibility to data, business and leadership. Today, these three inputs are not available to youth at the early stages of their life journey.

Purdy and Daugherty (2016) studied why the increases in capital and labour are no longer an influencing factor that would drive growth in today's economy and how today's economy need AI as a new factor for production differentiation.

AI found to play a role to compensate for the physical limitations of capital and labour and open up new sources of value and growth. The Accenture (2016) report analysed 12 developed economies and found that through AI these countries have the potential to double their annual economic growth rates by 2035. In almost all AI projects we will see that the leaders are from Y and Z generations are very keen to see the reality of their imagination and visualisation.

Applying AI to an organisation business process are expected to enhance its capacity to interact with youth and even found to stimulate their energy and spirit capacity towards limits never experienced before. The new waves of technology and especially those that are coming more in the next few years of what are called the 4th industrial revolution technology are starting to transform the way youth think and act as more data mining is being utilised to categorise our human habits. AI therefore could help speed up youth-driven economy and assist them to deliver

many tasks never conceived before. Through AI youth can make more sense their environment, think, learn and then take action as a result. The ability of youth to atomise routine tasks give them even more freedom to optimise their cognitive observations and capabilities. That is off course would have a determinant effect on their capacity as a generation to leave legacies that never dreamed before by their ancestors.

Youth economy would capitalise automated intelligence which shall automate the manual, routine tasks and then optimise the assisted intelligence to assist in faster and better performance. Augmented intelligence would help youth and those carrying their spirit to make better accurate autonomous decisions.

Since YE is about the provision of more choices, AI would help youth to do so while providing increasing varieties and saving consumers time. AI and YE would help to improve both consumer spending and the way it is spent.

Youth and those carrying their spirit would be the first to use A.I., which is expected to automate many tasks once thought to be out of reach, such as driving cars, to making medical recommended decisions, to giving favourite choices and reminders.

Realizing the Potential of the Millennials

Leading World Class businesses more than ever today are taking a strategic approach toward building and accessing

young talents as assets that differentiate the organisation competitiveness through developing their capacities as consumers, influencers, innovators, and tech-savvy.

Millennials' social and communication networks affect the reputation of companies as well as the popularity of products. Kit Yarrow and Jayne O'Donnell document the tremendous buying potential of the millennial generation (persons born between 1978 and 2000) as well as their distinct buying habits. Since 2017 youth generation will possess more buying power than any other generational group. And when they shop, they tend to bring their social network along with them: more than any other cohort, Millennials shop in groups, rely on the opinions of friends and use social media to widely share their opinions about products and services. Millennials write half of all online product reviews. As employees, Millennials provide businesses with direct insight into the tastes and preferences of their peers and help promote their employers' products among their social networks.

Millennials seek to reflect their identity by proactively managing their reputation in online media. This generation find value in being particular and selective in choosing the right place and type of contribution to work on. Therefore, having an attractive and challenging profession is one of the worries of the Millennials.

Millennials, Alpha generation and those that would come after them have great potentials in differentiating their contribution even in areas as social innovation and social entrepreneurship. Some of these market coming generations

are leading programs for doing change, in both developed and developing countries, through engineering youth energy and capitalising on their spirit in delivering selective positive social interventions. One example for this is 'Ayadi' Relief, which mean 'hands together', is a Bahraini youth-driven NGO that utilise youth's "passion for contribution" and their abilities to innovate and inspire to execute small yet effective social entrepreneurship projects that focus in helping those in need. Such programs which are led by youth and for youth are spreading, and ensuring that these generations are having good start towards what they want to leave for next generations.

YE Anecdote- Innovative Products

Szymczak and his friends were about 26 years old, when they were inspired by Chinese Lunchbox in designing portable speakers of the same size. The speaker, called Rock-It, targeted youth who like to travel or move with speakers of hi-quality, palm-sized, battery-powered device and sold at a very affordable price. Szymczak and his team used the spirit of youth to design speakers that turns audio from music players into vibration sequences and connects via adhesive pad to almost any object, which suite youth free life style. Today, this company is leading the world in speakers Designs, especially in their latest Fold 'n' Play designed speakers which are made of recycled materials, that works with any music-playing device with a headphone jack.

The App Generation

We are living in an apps era where the applications are shaping the way we work and even think. Therefore, today's youth is the first generation to define itself by technology, rather than by pivotal social, political or economic events. It is a generation that is expected to reach any services or products or measures much easier than any other generation.

With apps, we can uncover new insights into the influence of technology on young people's identities and the way they see the world. It is a generation that wants to explore and try things out by themselves, this 'app generation' is constantly pushing to find exactly what they want, when they want it. They want to know how "it" will be evaluated, what comes next and where this leads them. It seems a proliferation of choice has led to a tendency for today's younger generation to stick with the best and safest option.

The app generation needs a personally tailored technology and Hi-tech work environments, therefore all organisations decision makers need to understand the important role of digital media and technology in shaping youth interaction around them.

Katie Davis and Howard Gardner Professors at Harvard University was one of the earliest to write about App Generation. They mentioned about their observation on how the generation entering the workforce has grown up in a world of mobile devices. To young people, the phrase 'there's an app for that' isn't just a snappy advertising slogan.

It's a truism, an answer to just about any question they've ever asked and an approach to every task.

Today generation expectations of workplace technology may differ wildly from the reality, but we're all used to tech that 'just works' in our personal lives. And that's not always the case when we're working. So what do today's employees feel about workplace technology? How is it affecting the way they communicate, how much they enjoy their job and how productive they can be? And how do they think the app generation's entrance into the workforce is going to affect how they work?

The new coming to the market 'app generation', those youths between the age of 15 to 18, are expected to highly influence their socio-economies since their expectations of the workplace and the current reality have great gaps. Studies shows that 89% of this new market entering generation don't see any benefits from working at the office and actually believe that the organisations technology needs to catch up with their personal technology. They are a generation that would try to avoid using landline telephones, preferring text-based, emails, video and mobile communication.

Youth more and more are growing up in a world where carrying around a computer in their pocket has become standard. The app generation's first experiences of technology have been posting 'mobile revolution'; what is 100% natural to them still might seem a minor miracle to many. Friends, parents and experiences within education will also influence the app generation's view of work-based technology.

Over half of the surveyed mothers of the Z generation say that apps today influence their children purchasing decisions for toys, apparel, dinner choices, entertainment, hospitality and electronics. The social media, Instagram and Snapchat, are the most popular apps for the three generations Millennials, X and Y generation.

Comparing perceptions of 'essential' items, the top three are the same for both teens and today's workforce – pens, printer and paper. In fact, teenagers place more emphasis on these 'traditional' items. But interestingly, the results differ more wildly when we focus on items related to business communications. The smartphone is deemed as being much more important by teenagers – fourth place in their essential items list, compared to seventh for adults.

Studies show that youth use mobile messaging (e.g., WhatsApp, Facebook Messenger), Social media (e.g., Twitter, Facebook), Photo sharing (e.g., Flickr, Instagram) at least 15% more than adults. There are clear differences between the apps and software that teenagers use and those that adults use at work. For example, mobile messaging and social media show significantly higher usage among teenagers and the majority (57%) are also using video communication like Skype and FaceTime more than office workers (47%)

The positive insight is that the app generation is not glued to screens 100% of the time and meeting face to face is a popular way of interacting. However, if we combine all methods of text-based communication – messaging apps,

SMS, web chat, social media – it shows a significant 44% prefer these methods.

In 2015, an estimated 150,000 apps, 10% of those in Apple's App Store, were educational and aimed at children up to college level. While researchers and parents agree the change in educational paradigm is significant, the results of the changes are mixed. On the one hand, the apps in smartphones offer the potential for deeper involvement in learning and more individualized instruction, thereby making this generation potentially better educated and more well-rounded. On the other hand, some researchers and parents are concerned that the prevalence of the app on smartphones may cause this youth generation to be technology dependent and would lack the self-regulation and thus hinder their development.

Smart phone was considered to be the most important by 60% of youth (15-18 years old) participated in the survey compared to only an average of 45% for those above age 25 years old, who preferred fixed line phones.

A study that was conducted on German youth found that 66% of them believe that workplace technology has some catching up to do to match what we use in our daily lives where they would have speedy communications mobile messaging, video, voice and social media. As with hardware, the technology we use in a personal and a work capacity is merging.

Another study confirms that at least 25% of working youth will search the internet for any software or application on

the app store to help solve a requirement at work rather than asking IT.

Studies show that as younger generations continue to enter the workforce, we will continue to witness a decline of the desk phone and rise of the smartphone. We also see the app generation has high expectations of working with mobile devices when they enter the workforce, which doesn't match today's reality.

Another study of Sulleyman (2017) reported a shift of youth towards less using their smartphones less than they were before. New research from Kantar TNS has recorded a small decline in smartphone use amongst 16-24-year-olds which now spend an average of 3.8 hours a day on their phones compared to last year's 3.9 hours.

34% of youth in UK believe they spend too much time on their phones and say they want to cut this down. However, this age group still spends significantly more time looking at smartphone screens than any other, with the average use time across all generations being 2.4 hours per day.

According to the research, the overwhelming majority – 94% of 16-24-year-olds have a smartphone, and young people open a smartphone app every 15 minutes. In YE such statistics are very important for planning, mitigation and social behaviour change management programs.

YE Anecdote- Apps Generation Making Great Profits

Brian Wong (born April 14, 1991) is a Canadian Internet entrepreneur to parents of Hong Kong descent. In 2010, Wong co-founded Kiip, a mobile app rewards platform that lets brands and companies give real-world rewards for in-game achievements. Wong got his high school diploma at the age of 14 after twice skipping two grades at the University and received a bachelor's degree at the age of 18. In one year Wong released his first Digg Android Mobile App. Wong received the initial inspiration for Kiip on an airplane as he observed his fellow passengers interacting with their iPads. He observed that many passengers were playing games, and felt that the games' advertisements took up screen space without adding any real value. Wong wanted to leverage key moments of achievement—such as level ups and high scores—with a targeted, relevant rewards program that would attract youth as targeted consumers specially when they are most engaged with the games or the app. Wong App today have strong alliance partners with major brand that target youth as Amazon.com, Disney, Dr. Pepper, GNC, KY Jelly, Pepsi, Playboy, Popchips, Sephora and Victoria's Secret.

Youth in Circular Economy

Youth today are the main consumers and supporters of what is called Circular Economy. The circular economy is a rising trend, led by mainly youth, towards a markedly different way of doing business, forcing companies to rethink everything from the way they design and manufacture products, or

deliver services to renewing relationships with customers and suppliers.

Circular economy makes youth smarter, more regenerative and restorative in creating, using and disposing of products/ services that designs out waste. Therefore, we started to see more youth-driven business models, be it food or retail or manufacturing or service industry production, that are gaining grounds steadily.

In circular economy, the focus would be the “repair movement” where goods are repaired and used for as long as possible rather than thoughtlessly tossed out. Companies are even empowering youth to help them to a more circular economy driven by listening more to their requirements to improve or fix their products.

YE Anecdote- Youth Designing for Youth

Madison Robinson at 15-year-old Robinson created Fish Flops, originally only selling flip-flops with teen-centric designs. She soon branched out to include other apparel and even a complementary app. Earning \$1 million in sales before she could drive, she epitomizes entrepreneur.

Youth Economy and Curiosity Economy

Curiosity always has been linked to both inspiration, insights and in life journey era youth. The fundamental concepts of any YE program would include tools and methods that would enhance curiosity through creating, communicating, commercializing meaningfully unique ideas.

When youth are curious, they can create meaningful, unique more stimulus and diversity. The repetition of curiosity helps to drive out fear which helps to improve insights. With curiosity, we can improve the lateral thinking techniques and problem-solving skills. With YE we can increase the curiosity economy through communication improvement. Curiosity enhances the understanding of customers' needs through completing the ideas and building synergy.

Experience Economy and YE

Experiencing a shopping program in the open air is what youth can bring to consumers when they manage an event. Buying materials from a cooking class that is based on socialisation are one of the simple examples of experience-based economy. When youth are given free trials for one month and enjoy the prescription and start talking about it directly and directly in social network, this develops the socio-economic decisions or influence it. This is the experiential economy.

Hence, the Experience Economy is based on utilising the positive psychology when youth experience through living a commercial or added value exchange. With the development of the service industry, which was essentially a product with value-added, today we need more youth experiential learning. Modern economies, however, with their accelerated consumer demand and competitiveness, have evolved to want and need something more. Service delivery is no longer enough; customers are now willing to pay – and pay well – for a new level of added value, one

that includes an experience. In a competitive market, a car repair service that merely provides a mechanic and a service bay will struggle to survive without augmenting experiences such as a customer viewing platform, a manned snack bar, a waiting area with plasma TV, high-speed internet access with free WiFi, a drive-thru option, at-home pickup or complimentary car rental.

Experience Economy is more illustrated when youth buy a service, or purchase a set of intangible activities carried out on their behalf. Buying an experience, for the youth of today, is a worthwhile decision since youth would be enjoying series of memorable events. If we study Walt Disney World Resort, Starbucks or the Genius Bar and inside every Apple retail store we would discover businesses that have ensured their economic strength and youth loyalty by providing exceptional connections and experiences. Companies that are in the business of delivering experiences can point who are its youth advocates. Such successful companies' economic growth is based on youth word-of-mouth, and support through social networking and specially during difficult economic times.

YE Anecdote- China Young Tech Entrepreneurs

He Zhitao at 33 years established a leading Chinese entrepreneurship software company called Hangzhou Liaison Interactive Technology in 2015. Zhitao wealth is estimated to be \$1.2 billion.

YE and Fear-Free Economy

In his first Inaugural Address, during the great depression, US President Roosevelt once said: “The only thing we have to fear is fear itself.” Roosevelt witnessed that nothing tangible is keeping the depression to sustain; the problem, in March 1933, was in people’s mindset. The US president was trying to bring in youth’s spirit and energy to the market. The same could be said today, after every socio-economic shock. YE help to tackle the world economy weak spots.

Without having spirit in the economy as the one that can be generated by youth economy, fear can restrain organisations and societies spending. This fear if not restrained enough it can withhold investments; as a result, the economy weakens, and spending restrained. The downturn deepens, and a vicious circle of despair takes hold. Since the 2008 financial crisis, the world remained stuck in the emotional cycles that it set in motion.

The intensity of youth economy is very important for creating a fear free economy. This intensity depends on the level of youth trust in the cycle of the economy, or the socio-economy.

YE Anecdote- Youth More Fear Free through Social Media

Evan Spiegel is only 25 years, from Los Angeles, California influence is not his estimated wealth of \$1.8 billion, but from the amount of knowledge and potential advertisement that Snapchat can bring which became the world most popular photo-sharing app with two of his former Stanford classmates.

Youth and Sharing Economy

The concept of Sharing Economy is very relevant to youth economy as it helps to create creative destruction and disruptive innovation. Today we look at Uber taxi and other similar economic investments we see the power of youth and how they play as a force for economic and socio-economic development.

Sharing economy (i.e. doing and creating businesses from things that you don't own) managed to raise the attention of economics tools thus leading to better market + welfare + equilibrium + profit + cost. Similar to youth economy, sharing economy is based on interdisciplinary thinking that uses law + philosophy + sociology and psychology + history, besides economics. Thus both of these economic concepts are linked to different people, economy and society.

Uber economy today influence and develop youth behavior to accept sharing as a principle in both real life and business. Sharing economy also spreads cooperative practice in youth and consider it as an entrepreneurial opportunity. Uber economy has opened a strong positive debate, that youth

economy can utilise as an analogy, on how one can use societal population density, need for services sustainability, desire for community in the proposed business models.

Sharing economy, similar to youth economy, works on unlocking the value of capacity and utilise it as a driver. The concept of sharing economy is believed to be a good reference for all entrepreneurs and it simulates how youth would influence, or can influence the economy, society and the technology.

YE Anecdote- Youth Creating Leading Sharing Economy Companies

Cheng Wei 32 years old from Beijing, China, after spending eight years the e-commerce firm Alibaba, established hailing ride service Didi Kuaidi, similar to Uber. Today, Wei has an estimated wealth: \$1.0 billion.

Youth and Gig Economy

Gig economy is a term that youth, or those with youth energy and spirit use today for freelancers. YE would be an economy that supports a flexible working lifestyle that works around what they need. Today an increasing number of young workers or those who have the spirit of change as youth are leaving fixed income career paths through an employer and taking more risks of freelancing by choice, optimising the opportunity to work in choices they believe in and to set their schedules and working even independently. It is expected that by 2020 more than 25% of the world

workforce would be freelancers, 50% of them are youth, the rest we claim to be having youth energy and spirit.

Gig Economy bring in important youth opportunities that make them more productive and give them more freedom to show their complete abilities. Gig economy mindset is needed in YE since it would make youth see their plenty choices for contribution in life. Choosing to be a Gig youth would work on what they love most and with fewer distractions.

We can see more and more youth are setting their schedule to deliver their work, whenever they want and wherever they want. Whether the Gig economy generation are working from their bed, or at their small garage office, or from the local coffee shop, youth choice today is working with comfort.

Youth economy would carry freelancing to another level of competitiveness and ability of reliability, since freelancing gives youth more opportunity to discover themselves and greater appreciation of life while working on projects they love most and passionate to deliver with less distractions.

Many individuals who carries the spirit of youth energy and spirit today prefers the idea of becoming their own boss. Youth economy would give the individuals the freedom of choice, i.e. the ability to turn down projects that youth might not be passionate about, as there would be lots of projects in the pipeline in their way.

Once more than 30% of those who carries the spirit of youth economy turn to be Gigs and it is expected that the current 62% of people taking sick leave would be reduced to lower than 40%. The productivity of future youth would be even better once they manage to cut down the waste of the average nine working days of commuting per year to approximately zero. As in this economy youth those who carry their energy and spirit would optimise the freedom of working more remotely once they are healthier. Once the majority of any generation feel they are healthier, they would have the potential to produce more value added contribution. In fact, they would have more valuable time to think and grow their brand and legacy while working toward healthier lifestyle.

Freelancing suite those type of youth that like challenges constantly. There are plenty of ways to strive for success in the gig economy as a freelancer. With youth being their own boss means they have only themselves to rely on. Therefore, serious freelancing youth would have an accessible updated website with a portfolio of their work.

Youth freelancers are not any more limiting themselves to traditional professions as writing, editing, design, management and financial consultancy, it is more seen today in youth skilled with marketing, trading, real estate, fitness training, media production, software programming, graphic design, marketing and mobile development and information technology. Actually these type of jobs are managing to secure for youth today greater volume of assignments and potential clients that majority of which carries the same spirit

of youth. Today there are many applications and websites that specifically support the youth freelancers and connects them with millions of client in more than 150 countries.

There are many global companies as Amazon, Alibaba and Microsoft who announce services on their sites that can matches tasks related to their core services such as selling products, moving, repairing, delivering and cleaning. These platforms are mostly used today by youth freelancers whom are creating success stories.

YE Anecdote- Youth as Gig Economy Leaders

Farrah Gray started as a gig selling body lotion at age 6 became founding a business at the age of 13. Gray is the owner of Farr-Out Food, which raked in orders worth \$1.5 million by the time he turned 14.

Youth role in Creative Economy

OECD (2012) confirmed that creativity and innovation are now the driving force for the developed and emerging economies, they are reshaping the entire industries and stimulating inclusive growth. The creative economy for youth is very important as it help them to use their creative imaginations to increase ideas which enhance their novel imaginative values. These imaginative value could differentiate the future youth from being only dependent on the traditional resources of land, labour and capital.

Creativity is defined as the ability to develop ideas to create meaningful measured outcome with differentiated

forms, or methods. The ideas would have high originality or novelty. Creativity in YE can be linked also to the process by which we utilize youth creative abilities. John Howkins (2001) popularized the term “creative economy” as creativity that comes from arts, cultural goods and services, toys and games, and research and development. The most common models of the creative economy share many elements. Howkins’ creativity-based model includes all kinds of creativity, whether expressed in art or innovation. However, the term increasingly refers to all socio-economic activities that brings in creativity value that become a value added transactions or intellectual property (IP).

The creative economy IP in YE focus on the tacit (implicit) creativity opportunities that are usually intangibles such as ideas, design, brands and style and try to make from them a value proposition that make the core of any business model. For youth this creates great opportunity as it makes them able to compete with high access since they have a high proportion of such non-financial assets that they can compete with.

If youth start to know how to use their creative products and services and bring in from it an economic good, service or experience, or information, or culture they can raise their good-will value and thus can differentiate their competitiveness by both novelty and uniqueness. Therefore, as Howkin (2013) mentioned the greater the awareness of the importance of creativity, and we say especially in youth or those who carries youth spirit or energy, the greater the effectiveness of this creativity on our socio-economies.

For youth this is especially true as creativity is built in the nature of the relationship they deal with each other. Besides creativity can come from their dealings and role within their families, or society, or service providers; including their educational institutes.

Hence for youth, creative economy can be one of the chain of their energy and spirit where they can break the chain of jobs scarcity, or employment patterns, or sealing wages, while differentiating their life style.

Youth can differentiate their creative intensity in any type of speciality by the level of novelty, management of change and self-renewal they can bring to their community. However, the intensity of youth contribution to such an economy can be also from the openness of the local, or international market that would benefit from youth's intellectual and artistic freedom. This means the more countries have less restricted censorship, freedom of choices to buy or rent, with ease to access knowledge and along with strong youth creativity clusters, the more we will see successful youth economy creativity stories or models of reference.

If youth start to realise that both the economic and the cultural development are part of their 'potential wealth generation' they would appreciate the importance of their intellectual property exploitation. This would bring in youth economy that foster income generation, job creation and export earnings while promoting social inclusion, cultural diversity and human development. Youth can embrace economic, cultural and social aspects interacting with technology, intellectual property and tourism objectives.

YE Anecdote- Innovating in Creative Economy Needs

Nathan Blecharczyk and Joe Gebbia: at ages of 32 and 34 years old cofounded the revolutionary Airbnb the largest hotels and rooms provider in the world. Today both Nathan and Joe have an estimated wealth of \$3.6 billion each and considered to be a role model for how to use collaborative sharing economy to develop competitive business models.

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SECTION 2.2 - DEPENDENCY RATIO & YE

Dependency Ratio as YE Motivator

If we have to choose only one main indicator the potential opportunities and lost opportunities that countries would have as a competitive advantage over other countries, I would choose Dependency Ratio. The dependency ratio is a very critical indicator for youth economy since it measures the number of dependents that those in ages of productivity need to support. Usually the dependency ages would be from zero to 14 and from ages of 65 and over. The ratio would be a calculation of the previous dependents over the total population, aged 15 to 64.

The Total Dependency Ratio (TDR) is even more advanced indicator that youth economy is influenced with. TDR gives insight into the amount of people of nonworking age compared to the number of those of working age. A high TDR ratio means those of working age, and the overall economy, face a greater burden in supporting the aging population. This is the case today in countries as Japan and

Germany. Again in this ratio the youth dependency ratio includes those only under 15, and the elderly dependency ratio focuses on those over 64.

YE Formula

$$\text{Dependency Ratio} = \frac{\text{Number of Dependents}}{\text{Population (Ages 15-64)}} \times 100\%$$

Where Dependency Ratio is very important measure for the need of youth driven economy. The more we have an increased dependency ratio the more we need YE.

More Dependency Ratio = YE becoming more essential

For example, in a population of 1,000, and if there are 250 people under the age of 15 and 500 people between the ages of 15 and 60 or in certain countries 64, then the children dependency ratio is 250/500, or 50%. Same would be the calculation of dependency ratio for those above age of 60 or 65. This means that for countries where the majority of the population is dependent on youth, YE practices need to be leading the economic practices.

The dependency ratio therefore focuses on separating youth that of working and contribution age, deemed between the ages of 15 and early 30's years of age, from those of nonworking age, below 15 years old. This also provides an accounting of those youth who have the potential to earn their own income and who are most likely to not earn their own income, i.e. in poverty or high unemployment communities.

The realisation of the level and importance of dependency ratio should help the decision makers to improve their employment regulations. The increase of lacking income potential for those under 15 and over 64, usually pressurise developed and emerging economy countries to innovate in optimising their youth economy spirit and energy rather than age.

Dependency ratios provide very important information for economists and strategic planners to track shifts in the population or in relevance to taxation or sources generating the expected revenue. i.e. As the %age of nonworking citizens rises, those who are working are likely subject to increased taxes to compensate for the larger dependent population. The accuracy of dependency ratio is very important too, since it would help government to plan for assistance services for the dependents under the age of 15 or over 65. As the overall age of the population rises, the ratio can be shifted to reflect the increased needs associated with an aging population.

The dependency ratio is highly related to youth including youth spirit and energy as it considers the ratio to those individuals who are economically active. Reviewing the dependency ratio from the CIA Dependency Website we can see that YE is not any more a choice but rather a must. For example, we can see that Japan have a total dependency ratio of 64.5 where the youth dependency ratio is 21.1, while elderly dependency ratio: 43.3, i.e. about 35% of the population is spending on the rest of the population. Thus if Japan is to maintain its innovation leadership it need to

bring in and maintain youth spirit in it both the dependent youth and elderly.

When these dependency ratios are compared for developing countries as Bahrain we would see that majority of population in the productivity age i.e. 69% of the population is in ages of capability of being economically active. Therefore, total dependency ratio is only 31.4, where youth dependency ratio is 28.2, while elderly dependency ratio is only 3.2. However, for such developing countries even though life expectancy is high, quality of healthy life compared to life expectancy have deteriorated. Developing countries, as Bahrain, have really a golden opportunity of building and capitalising on the majority of the youth to build youth spirit to differentiate its future and transform the country towards more economic sustainability. Studying an emerging economy as Brazil and a well-developed economy as Austria which have total dependency ratios of 44.7 and 49.2 consequently, where youth dependency ratio is 33.3 in Brazil it is 21.2 in Austria and 11.3 and 28 for elderly. This means that about 55% in Brazil and 50% in Austria are still economically active.

In short, and after this quick review of dependency ratio we could conclude that in order to remain economically active, countries need to manage and mitigate the increase in total dependency ratios. We need to come up with alternative democratic economies, such as youth economy that would help reduce the dependency ratio from youth in the first place and then also inspire the spirit of elderly to carry the youth practices and to continue contributing towards their socio-economy.

Influence of Youth-Dependency Ratio

All over the world youth-dependency ratio showed a continued decline since the early of this century. Once the birth rate stops falling further then it would begin to recover.

Scientists confirm that the elderly-dependency ratio during large-cyclical shock first rises only slowly, lagging behind the opposite movement in the youth ratio. Then a pronounced aging of the population occurs, pushing the elderly ratio to a peak nearly double its initial level. Therefore, today the high youth and elderly dependency are compensated by higher productivity workers. Actually, studies show that in many developed countries, effective youth labour force can be 1.7 times greater than the level of the total adult population. Actually, the growth rate of the adult populations lags behind the growth rate of the total, adult plus youth populations, by 18 years. This means there would be variations in the public pension systems, unless government take other productivity measures. YE can be one of the solution to compensate this productivity variation.

Dynamic effects from the behaviour of effective labour forces become even more pronounced and significant when the model incorporates the consumption of children due to high youth-dependency ratio. Here, effective youth labour forces help to build long sustained human wealth that controls the dramatic consumption of capital stock.

Youth dependency's implications for consumption and saving in turn generate significant differential effects on exchange rates. While a large fertility decline induces relatively higher

saving, part of which goes into increased assets held abroad. Exchange rates, interest rates, the trade balance and the current account in a well specified macroeconomic model are all powerfully influenced by changes in youth dependency.

Fertility Rate & Economy

Fertility rate is very important for youth economy planning. As with fertility rate planning for youth activities would focused on enhancing their returns during production and replacing their shortages with longer contribution from those who carry youth spirit and energy. Japan is the most prominent example of an industrial nation whose fertility rates have been falling and whose population is aging. However, Japan also a good example for a country that compensated for its youth ages, by having and developing youth energy and spirit across a broader spectrum of the population. Between the end of World War II and the end of the 20th century, Japanese fertility declined from over 4 to some 1.4 lifetime births per woman. The total productivity shares of youths in the total population fell from over 45 % to less than 21 % between 1950 and 2000.

Projections for the share of Japanese elderly in the total population have doubled over the next five decades from 17.2 % to 36.9 %. Bloom and Williamson (1997) and then Williamson (1998) investigated the implications of youth dependency for growth in East Asia. The Williamson studies shown how the youth dependency has a significant role in savings, investment and foreign capital dependence. Recent empirical evidence suggests that both youth and

elderly dependency ratios have a significant negative effect on savings as summarized by Loayza, Schmidt-Hebbel and Serven (2000) by the World Bank covering 150 countries over the period between 1965-1994.

Youth Adolescence and the Economy

Adolescence, even though one of the most difficult periods in any one life, it is still considered to be the best time to prepare any healthy and value added individual. Early youth adolescence (begins at age 10 or 11 and merges with mid-adolescence at age 14 or 15). Physically girls' growth begins and peaks earlier than boys' where reproductive system begins to develop and thus socio-economic needs begins to mature earlier too. Steinberg (2008).

Erikson (1968) was one the earliest to warn about youth identity crisis and its influence on the socio-economy. The development of youth strong and stable sense of self is widely considered to be one of the central tasks of many countries governments, educational systems and NGO during adolescence. Despite the fact that identity development occurs throughout one's lifetime, adolescence is the first time that individuals begin to think about how their identity may affect others' lives and even influence their community, or more over today, influence the world. Youth during their adolescence are much more self-conscious about their changing identities than any other stage in their lives.

YE driven countries focus utmost on the youth identities as it is what makes their socio-economic sense of belonging as

individuals and as members of social groups. I personally seen from my projects in different countries that failing to address all the requirements for building youth identity would bring youth that are dis-functional or less capable for effectively contributing to positive change in their countries, communities and organisations. Therefore, large global organisation, as Google, and also leading international universities, as Harvard, drill patiently to differentiate their young people identities, and ensure that they would be have differentiated identities that grow in response to both internal and external factors. Therefore, countries that appreciate youth economy need to deal with identity as a dynamic and complex system that changes over time and that it has a direct influence on the socio-economy.

During mid adolescence intellectuality begins to move from concrete thinking (what is) to abstract thinking (“formal operations”—what might be true if...?). Both stages if utilised would enhance the curiosity and develop further the youth-socioeconomic integration. Youth at this stage would and could evaluate or build their perception of their current decision. At this stage youth would be differentiate by their expanded interests; intense, short-term enthusiasm and would develop both socially and emotionally.

Youth need to have a clear self-identity, i.e. how they define themselves in order to have a competent self-esteem. The more countries and communities plan effectively for youth adolescence, the more they can change their responses towards their peers, family, school and the rest of their social

environments. This have a great socio-economic impact as it shapes their perceptions towards their belonging.

If curiosity is carried throughout the adolescence period, we would see great influence of youth on the socio-economy.

Youth Economy in an Ageing Society

World population growth has been slowing down, primarily as a result of the reduction in fertility in the majority of countries, in both developed and developing. There are today more than 65 countries below-replacement fertility. Over the last 20 years, the number of countries having very low fertility, i.e. lower than 1.3 children per woman have tripled. Therefore, about 40% of the world's population lives in countries with below replacement fertility and 13% lives in the countries with very low fertility.

In parallel to the decline of fertility, mortality has fallen considerably in most countries over the past decades. In some developed countries, life expectancy at birth for females has already exceeded 85 years and it is not showing any signs of slowing down. Studies shows that such statistics would greatly influence economic development. It is expected that such statistics would have drastic effect on levels of poverty across specific ages besides influencing the social welfare development and stability in the future. Therefore, there lots of worries about whether economic productivity and/or socio-economic stability can be sustained with an ageing labour force, or with a decreasing population.

There are lots of questions about how YE is going to be in an ageing society. How knowledge is going to be transferred and how the intergeneration gap is going to be managed. How youth are going to deal with the market demands and what type of youth spirit and energy elderly are expected to carry. YE, therefore, is needed in all over the world whether it in regions as Middle East and Africa, or in Eastern Asia and Europe where youth has the lowest fertility (1.6 children per woman). The YE is important where the child dependency ratio has declined rapidly, and it even important in countries where the rise in old age dependency has created significant challenges for the socio-economic policies.

Japan is considered the most ageing society in the world. Japan demographic dynamics since 1945 and till 2025 have influenced Japan's productivity and socio-economic development. The rapid population ageing is likely to affect the welfare of older persons in the future.

Gladwell, citing David Bloom and David Canning, suggested that changes in the "youth dependency ratio," account for a big chunk of Irish economic growth. The youth dependency ratio refers to how many young people require support in relevance to the broader population. Studies of birth rate shows that as birth rates continued to fall, the quality of life in Ireland developed and the economy boomed.

Dependency ratio bring in different possible economic influences such as more youth contributing to the dependents, whether below working age, or towards ageing population. More dependency ratio of young ages or even elderly might means that more women cannot work continuously. With

fewer babies being dependent means that more parental investment and may be more savings rate.

Age mortality rates have declined markedly in Japan since the war. This is a trend happening in OECD developed and rich developing countries specifically. During 1947-1965, Japan's life expectancy at birth rose up to 67.7 and 72.9 years for men and women. Today, male life expectancy at birth reached 78.6 years to become the second highest in the world, following that of Iceland. The Japanese female life expectancy reached 85.6 years, the highest in the world. This creates an influence on youth whom shifting from being dependent to support those are in needs of support.

Therefore, the aging of Japanese society is becoming one of the most critical social issues facing Japan and any Japanese Government. 21% of Japan's population is over the age of 65, life expectancy is 84 one of the highest in the world, and there are more than 40,000 Japanese over the age of 100. The aging of Japan is also in part due to low birth rates (1.39 per women) well below replacement rate and one of the lowest in the world. With such low birth rates, it is imperative that more women join the workforce which will in turn also increase the need for caregivers for the elderly. This increases the need for keeping Japan to have the youth spirit and energy for beyond youth age.

Due to such scarcity of youth resources, the relationship today between employer and employee is becoming extremely valued and carefully managed. Most Japanese companies have close mentoring and guidance for youth with strong loyalty scheme programs.

Today, we see countries, as Japan, suffer from more work force that rely on older population capital accumulation who retirement needs to be met. This reached an extent that the Japanese toys, games, animation, movies and robots are designed more and more to take the role and compensate the shortages of the youth culture and to take care of the older generations. This move is meant to lengthen the cycle of the inter-generations.

In order to avoid the accumulation of stagnant wealth, there would be many initiatives during YE transformation programs that target to move some of the savings towards youth. Those who carries the youth spirit through focused investment would enhance the society productivity and would flourish its wealth.

YE help to establish multi-generational households which ensures not only knowledge transfer between generations, but even energy and spirit of youth. This is very important for countries as Japan where 22% of persons aged 60 or over. Luckily, it is normal for Japanese till today to see more than two generations living in one household. By contrast, only 2% of the older population in the United States did so, 1 per cent in Germany, and less than 0.5 per cent in Sweden.

In Japan, the percentage of age of older persons living in multi-generational households has been declining, passing from 37%, twenty years ago, to under 22% today, although the Government of Japan views the persistence of multigenerational households as an asset that can be tapped to offset the adverse effects of population ageing. Sinding (2002) mentioned about alternative scenario that Japan and similar

ageing countries need to take in order to keep youth economy outcomes. Sinding given alternative for slow fadeout and no policy intervention as the population continues to age and decrease. The other alternative would be working on keeping a healthy ageing that recognizes the necessity of increasing such ageing labour force participation effectiveness. Other scenario is to work, as Germany and other European countries did, for acceptance of youth migration.

In order to keep YE with its spirit and energy countries as Germany and Japan start to do emphasis study of health status to enhance labour healthiness and activity. This is measured through the capability of the labour to perform specific Activities of Daily Living (called for short ADL's). Hence, an individual is considered of poor health or inactive if s/he cannot perform at least one ADL or more. The seven ADLs are bathing, dressing, eating, transferring from or to a bed or a chair, walking inside the house, going outside, and toileting. They are supported also with other seven performance activities that covers preparing meals, shopping for personal items, managing money, making a phone call, doing light house work, going out alone by using public transportation, and taking medication.

As health status of many developed countries continues to improve and life expectancy and quality of life of individuals at age 60 continues to increase, it is highly likely that more and more people of over age 60 will want to remain in the labour market. This emphasis that retirement policies need to be changed in a way to allow older persons to remain economically active, as long as they can do the ADL's and carry the youth spirit and energy.

SECTION 2.3 - YE BUSINESS MODEL

YE Business Models in Turbulent World

Any economy has a specific framework which more like a business model. The main conceptualization of youth economy is being more than a source of creative ideas, and being a collective source of spirit and mindset that create early insights or aspiration that leads to an inspiration economy later.

YE framework utilise the behavioural psychology and the business models to establish youth compliant organisation, initiatives and societies that would become less resource dependent thus gradually help to shift towards more abundance and sharing economy.

Pushing for YE business models is becoming essential as the capital economy based business model have been controlling more than 80% of the world population with still limited access to youth.

To analyse the fitness of the current business models to YE, we need to see how the current business models are mapped out. Most of models that survive and meet YE have a self-renewal mechanism built in it and provide an ongoing value for the targeted customers. However, the uniqueness of YE accepted business models is in the business proposition which carry the spirit and the energy of youth, i.e. supports freedom of decision, agile, best cost compared to quality, high availability, easy to access and overcome bureaucratic barriers.

YE business models should be unique in the way it starts as a business idea, as a story. YE model should create value for customers and starts with gradual audience build-up. The sustainability of the YE business model is built from creating unforeseen needs to customers, i.e. it creates overtime customers who truly need and want the model proposed product or service. Based on understanding the market demographics the YE models would offer more solutions to common challenges in relevance to the value proposition which would ensure the development and competitive edge of the company.

Before YE business model go live, piloting of the activities is required to closely identify the strength of the core aspect of the business offering. YE business models usually try to start with less responsibility for non-core services, i.e. reduce service commitments and get suppliers for non-core services/products.

In order to ensure that any organisation implement the YE business model effectively, a business plan that visualise how

the daily processes would be executed. YE business model owners would usually care about intellectual property, customer lists, website management, capital and warehouses (if any).

The YE model need to re-establish its strong value proposition to stand out among the competition. It needs to provide every now and then new offers, innovative services, revolutionary products, or a new twist on an old favourite. The model would target to establish exactly what this business offers and why it's better than its competitors. Once YE model value proposition is defined, these propositions would be linked each to a service, or product delivery system which determines how it would remain valuable to customers over time.

YE models should be built on development of demand generation strategy that creates a blueprint of the customer's journey while documenting the key motivators for taking new action. The YE model would always be designed with redundancy based on forecasting and to leave room for future innovations.

Youth economy models are highly needed today as we enter in era of Chauvinism where extreme belief in national superiority is the norm. Having a spirit and international energy as youth economy would mitigate the effect of patriotism and nationalism where the pride would shift from "who we are", towards "what we can contribute". With having rational belief in the youth mindset would measure superiority by the ability to co-exist and the ability to make clear judgements based on facts not desire of dominance.

Therefore, if we manage to spread the spirit of youth, we would shift youth from being extremely biased under the sense of belonging, to open minded youth that would position their integrity, visualisation without prejudice or hostility, as their real belonging.

Many youth economy success stories have set up a path for the competitiveness of YE business models. Be it a story a youth that built a unique model of car manufacturing passion as the Japanese (Honda), or the model creativity of the radical French designer (San Lauren), or the model of computer programmer that established Microsoft (Bill Gates), or the model of the visionary youth tech intrapreneur (Steve Jobs), or the model of the persistent inspiring youth business entrepreneur whom started from deep poverty (Saleh Al-Rajhi), all of them started with hybrid business model, even though they differed in their details value propositions.

When those legacy leaders were in youth age, they managed to establish their start-ups in the early 70's and 80's. Those youths whom came after them managed to establish their legacy through very simple, yet comprehensive and holistically designed business models. These legacy world influencers managed to gather youth loyal to them whom would complement one of the following criterions for the business model: the need for know-how and passion, the role of leadership, or the inspiring and persistent intrapreneurs. Once the business model put proper, suitable supply chain, it would create a differentiated competitiveness that is hard to copy. Figure (2-2) represent the youth economy business model that differentiated the legacy of the most popular world entrepreneurs.

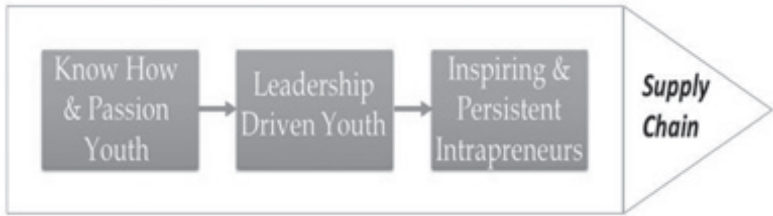


Figure (2-2) Youth Economy Business Model that differentiated most popular world entrepreneurs

YE Anecdote- Facebook Changing Social Networking

Mark Zuckerberg with an estimated wealth of more than \$45 billion is considered one of the world most top ten influencers. The Facebook cofounder and CEO is still the youngest self-made billionaire in history when he was at age 23. Today, Zuckerberg and his wife Priscilla are beyond only being the wealthiest couples since they are considered the most active philanthropists.

YE Entrepreneurship Model

If we shift entrepreneurship programs from post-graduation to pre-graduation youth economy would even more flourish. I.e. we would witness less youth unemployment, better middle class contribution to the economy, more return on capitals employed (ROCE).

YE would start by effective investment in entrepreneurship education in schools, colleges, and vocational institutes with having strategy to expand the possible job creators. By promoting youth entrepreneurship, the economic

development can have a direct impact on the potential young business-starters. Thus the country would have positive employment impacts cycle among their peers and communities.

According to World Bank's Enterprise Surveys, small scale entrepreneurs, i.e. those organisations that have between 3-19 employees are the primary engines of job growth in developing countries. In the 106 countries studied, small businesses, which represented 55% of all businesses, had an annual employment growth rate of 18.6%, compared to a rate of 8.1% for medium businesses (20-99 employees), and -0.1% for large businesses (more than 100 employees). (International Finance Corporation, *Assessing Private Sector Contributions to Job Creation*, 2012.) Small businesses generate significantly higher rates of employment growth than larger businesses in many key emerging economies, including Indonesia, Nigeria, South Africa, and Mexico.

Therefore, part of YE labs is to engage youth in multiple projects to promote entrepreneurship education by models that offers a potentially transformative impact on the work and career focus of young people. Most obviously, it can help entrepreneurial-minded young people to start and succeed in their businesses, contributing to employment solutions for the community as a whole.

Young people will have more to offer in the workplace if their entrepreneurial projects are packaged with financial start-up, mentoring and business literacy with stronger focus on the needs of each type of enterprise. Such initiative should be combined with creative problem

solving disciplined by teamwork and cooperation. It should target many individuals might be inspired or passionate about something or some idea so that the program makes them more ready to launch their business model. Such programs should start right out of school may be inspired by this training to explore entrepreneurship opportunities later in their career, based on additional skills acquired on the job.

Employers can encourage the adoption of entrepreneurial curricula in schools, consult on the development of curricula, articulate the benefits for work-readiness, serve as instructors and visitors in entrepreneurship courses, and incorporate this content into their in-house training.

Alibaba is one of the global companies that realise today the importance of supporting young entrepreneurs in a variety of ways. Alibaba is committed to purchasing goods and services from small and medium size enterprises, specially youth-owned businesses. The Alibaba team provide lots of mentoring services and business advice to youth-owned businesses in China. Alibaba endorse also entrepreneurial initiatives by their employees when their career development makes them ready to go out on their own processes, providing marketing opportunities and mentoring support as appropriate.

Shanghai government's New Business Starter Program (NBS) create first an assessment for entrepreneurial skills and aptitudes. The program is sponsored by Shanghai municipality who makes a substantial investment in training, access to capital, and tax benefits to promote business start-ups by new entrepreneurs. To maximise the return on these

limited resources, the municipality sought a reliable way to identify which applicants had the most promise as potential entrepreneurs.

New Business Starters (NBS) assessment profiles relevant cognitive skills, personality traits, and life experiences to accurately select individuals with the highest potential to succeed in the training and business and to identify requirements for remedial training.

Employers have a direct interest in making investments that will improve young people's ability to succeed in the world of work. These investments can take many forms, ranging from volunteering in schools by individual executives to engagement of the firm in training-to-employment or work experience programs.

Four key barriers to youth employability lack of information, networks, and connections, lack of relevant skills, lack of experience credentials, and lack of available entry-level jobs with career potential.

YE organisation would have always initiatives that provide unique youth career guidance to empower them in programs from training to employment. Those organisations would be also unique in engaging youth in apprenticeship programs that build youth experience and commitment. Lots of world leading organisations today try to imbed these mentioned practices during the stages of hiring, training and mentoring of young people, thus promoting indirectly youth entrepreneurship and entrepreneurship education.

YE Anecdote- Youth Creating Leading Health Tech Companies

Elizabeth Holmes founded healthcare-technology company Theranos as a sophomore at Stanford. Within months, she dropped out to pursue her entrepreneurial path and build her company. Today, she's America's youngest female billionaire at age 31, with an estimated wealth \$4.3 billion. Theranos is developing technologies that target to enable the world to make it possible for more people, in more places, to get the laboratory tests they need.

Young Entrepreneurs

Young Entrepreneurs are challenging the way we think in this world. Youth, more than ever, are excited to commercialise things and shift it from creativity stage to innovation stage and then to entrepreneurship stage; using creativity that would unlock the wealth that lies within themselves. No doubt that youth of today, in general, are better believers in their creative wealth that differentiate each one of them. If governments, societies and organisations managed this wealth appreciation, it will engender even more wealth. The common drivers for these youth is their vision and goals in life where they can have more focus with more sense of urgency.

For youth entrepreneurs, the most valuable currency is not any more financial or materialistic resources, but rather ideas that comes from their way of thinking and which are

mostly intangible and highly mobile. Such youth currency brings in more focused youth initiatives that capitalise on their high availability capacity.

The spirit and practices that youth entrepreneurs bring into any business is unique since their way of dealing and producing a product/service would come from collaborative dialogue between the originator and the producer. Also, many of their ideas would come from the beneficiaries.

YE Anecdote- YE by Learning from Parents

Scott and his sister Stacey Ferreira, launched MySocialCloud.com when Scott was in college and Stacey was still in high school. However, their entrepreneurial spirit was sparked as young children watching their father work at both IBM and then Google. With persistence not to be less than their father the Ferreira Children, manage to secure A \$1 million investment for the cloud-driven social-media platform and now their business is flourishing.

YE and latest Disruptive Business Models

YE is a reviving concept that would be based on the spirit of youth that establish different business models and improve the way entrepreneurial initiatives are delivered.

The disruptive business model makes customers comfortable and create for them the feeling and the needs that push them to depend on the model product/service and with a passion as if no one else can provide the same. For example, Uber and Airbnb planned to disrupt the status

quo to address the niche with the opportunity found when more young professionals living in the city needed cars and accommodation to commute or travel. This raise the needs for instant good cars and good place to stay in. They wanted trustworthy people who will paid to drive, or provide the accommodation from point to point, but in a fair deal and with quality service. Therefore, YE focuses on such business models that bring the idea and connect it from person-to-person.

Uber is now the most known sharing economy and disruptive model that youth are excited to resemble, or to integrate in their businesses. Uber since its launch in 2009, have been perceived as an innovation model for youth which they can use to cut wastes in their business processes time with both the customer and the supplier, while maintaining very competitive service and price. Many youths see that the resilience and adaptability of the Uber business model which is applied to taxi's / transportation ecosystem, laundry, hospitality services delivery, could be copied also for their own business models. Other youth see that they could make analogy of how the Uber model managed to transfer its on-demand drivers (i.e. its suppliers) to consumers too with very dynamic pricing. This great agility of the model is truly helping help youth to produce more resilient business models in many youths driven businesses today, even in developing countries. Such models reflect the spirit of YE which inspire others to innovate more.

Along with YE targeted models, Uber became a social change model too as it raised the level of services expected

with expansion of logistics availability in many countries and supported the Goodwill pickups including ice cream delivery. Uber also managed to break many legal taboos or overprotection for service suppliers.

While the other popular sister app Airbnb created an innovation through optimising the utilization of empty rooms, apartments and homes, upending the hotel sector, since it was launched in 2008. Airbnb used the YE behaviour which known as collaborative economy to share traveller's accommodation and dining experiences. The Airbnb model is considered to very YE compliant since it is based on the ethics of sharing and caring, and peer-to-peer models while saving consumers money and time. YE models similar to Uber and Airbnb are unique in helping many parties. For Airbnb, the model helps the normal accommodation owners to make money and create a more authentic, local experience for travel.

As YE business models is more driven to be as a social-for-profit models. Similar to Airbnb, in YE models both beneficiaries, i.e. here the accommodation owners and end users (the renters) would pay 3% and from 6-12% consequently, depending on demand and seasons.

Skillshare is another example of YE driven unique, disruptive business models and was launched in 2011. Skillshare model is YE friendly since it has an open platform for learning about anything by simple, accessible la carte service. This educational site provides opportunities for experts to teach a class on any subject, and anyone could attend, for \$10 per month, all-you-can-use model. The site encourages

inexpensive lifelong learning. The YE support such business model which leverage on the available human capital to deliver to the massive intellectual marketplace.

Stitch Fix is a disruptive business model that was launched in 2011. Stitch Fix is YE driven model since it addresses the difficulty of personal styling through collaboration model. The model is based on delivering a product (fashion dress) that uses smart data to surprise and delight and in the same time save consumers time.

Warby Parker is business model that turned glasses-shopping into something more like shoe shopping. It was launched in 2010. Warby Parker's is a YE driven model since it cuts down the middleman and transforms medical devices into fashion accessories. It is a unique model that is relevant to YE since it changes the way people see an industry and renew their mindset.

One of the most innovative YE driven, product based business models is Zady. Zady was built on both storytelling and lifestyle for conscious consumers. It was launched 2013 and carried a curated collection of clothing, accessories and home items for women and men. Zady is aligned with YE concept as it addresses the values of youth where consciousness about equality and fairness usually at its best with emphasis of each items with backstory that support the beautiful design. Using this empathetic thinking plus consumerism, Zady deliver value added services and value driven practices that is based on storytelling.

Handybook is a website that was launched in 2012. Handybook is an app and website which is YE compliant since it delivers on-demand home services, like cleaning or repairs, bookable from mobile app. The uniqueness of the model it eases convenience services.

NatureBox is another company that was launched in 2012. The business model is YE driven since it caters for dietary preferences and supply snack users through membership boxes through a subscription services that make all-natural snacks in-house. It focuses on subscribers where organic markets are limited. It utilised the increasing interest in learning about healthy eating.

Oyster is an app of e-book subscription services and which was launched on 2013. The model is YE driven since it utilised the consumption habits of youth today and made the price undeniable.

The Neighbourhoods is inspired by the beauty of food and how it brings people together through baking cupcakes or making homemade jams. The Neighbourhoods is YE compliant since it combines food with passions and design while building social relations through personal and family recipes.

YE Anecdote- Inspired by Youth Lifestyle

Julianne Goldmark and Emily Matson created hair ties business after getting inspiration in the eighth grade. Both girls used to resemble the celebrity hair ties. By their senior year of high school, they started their business focusing on hair ties and now they make about \$10 million per year.

Framework for Youth Economy Projects

Over the last three years, we have been monitoring and evaluating how to trigger youth aspirations and inspirations in different projects all over the world. The following youth economy framework is suggested to help build projects that trigger both youth aspirations and inspirations.

The youth economy focused projects proposed and tested framework usually starts with signing of an agreement that is collaborated with youth centres, youth smooth start-ups, schools and universities. Based on the selection of the projects that suite the youth environment, or the community needs, the youth are challenged to do an applied field research to specifically choose a niche in the identified needs. Such a first step exercise target to lead youth to have selective learning, innovation and inspiration that create a difference in the socio-economy. i.e. Shift from quantity of learning and doing, to selective learning. Therefore, here light mentorship would help the youth to start building a pull thinking during the process of selecting the targeted socio-economic projects.

The framework proposed say that a youth economy in any organisation and community could start first with a piloted project supported with small youth field project with a small challenging budget that usually in the range of US \$90 to \$150. This exercise of limitation in budget and the spirit that is built during the piloting and prototyping helps to build up the self-confidence, or at worse make the youth reflect from the experience.

The framework propose that a selective partnership and mentorship program should start after the piloting stage in collaboration with organisations to create a difference in youth energy and spirit. The framework then targets to create an outcome that would lead to success stories in creating a change towards more YE successful business models with minimal resources. This framework is reflected in Figure (2-3).

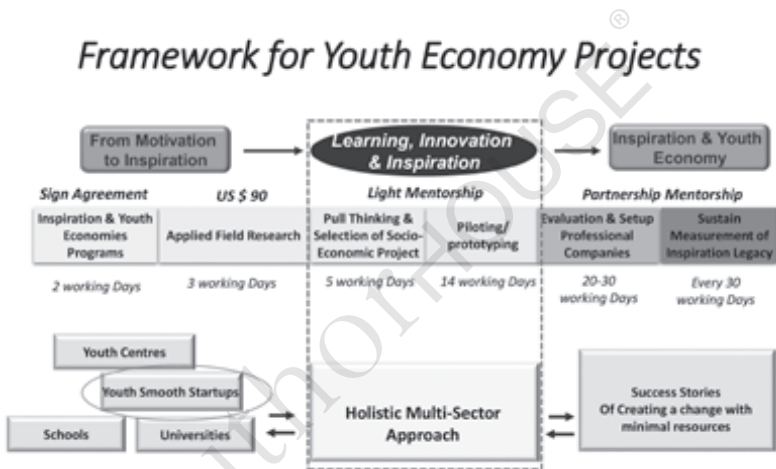


Figure (2-3) Proposed framework for YE Projects and Successful Business Models

Through Youth Economy projects and business models programs, focused youth participation will contribute to creating more stories that would inspire more youth participation in stabilising the socio-economic changes. The youth projects target a more growing momentum that focus on youth participation within the development community. Such projects would help ministries and official

organisations responsible for youth in different governments or countries to develop more focused youth policies and youth programs.

Once youth programs start to be realised the concerned parties in the society would appreciate the potential of youth in creating more independent economy where young people and youth spirit would be considered the real currency asset of the country.

Hence, the framework would ensure things as the availability of start-up capital for young entrepreneurs in the three productivity sectors (public, private and community) supported by clear programs for financing or extending access to youth. Such youth economy projects usually bring with it also new methodologies, techniques and tools that attract more youth spirit and would reinforce youth capacity towards building better socio-economy.

Through Youth Economy programs we could further study and then realise how young people can positively contribute to the development in four operational areas: society development, organisations development, youth policies and strategies, programs monitoring and evaluation.

The results of youth economy projects can help to create more focused approaches towards young people quality of life, lifelong learning, resilience and livelihood. Such YE projects and programs develop better understanding of how to optimise poorly implemented programs of youth and how to enhance its outcomes. Thus through these programs, we

could enhance and select better youth-adult partnerships and also measure youth engagement in communities.

Youth Currency and Business Models

Youth Currency is measured by the amount of change in the attitudes, behaviours and the way youth react to life challenges to optimise their potential opportunities. A 'youth currency' can come from different resources; however, the most established resource is the YE driven business models.

The exploration for youth inspiration currency makes the most suitable environment for deploying focused approaches that develop YE business models. Most customized solutions would, therefore, come from the formula that holds both exploration and deployment of different approaches that leads to different successful business models, or success stories that can be published. Figure (2-4) represents the sequence of youth inspiration currency development.

Youth currency is an important currency that makes a difference on the socio-economy since it is a currency that is built on challenging the status quo. Since almost all societies do not change easily due to the way they submit blindly to their norms generation after generation, youth currency depends on the drive for change in these societies.

In their book, Ridderstrale and Nordström (2002) mentioned in "Funky Business" that 'surplus society' is the result of the controlled expectation where everyone in that society will think similarly. Youth economy would

ensure that we won't have the symptoms of any day where our communities would be producing similar ideas and similar things with similar values. Youth currency would consciously challenge, or think about why we do things this way and won't accept "that's the way things have always been." Through this reviving spirit of youth, we can build many new success stories.

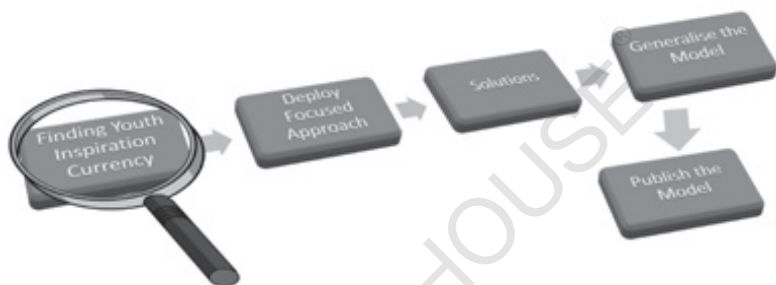


Figure (2-4) Sequence of Building Business Models through Youth Currency

During the attempts of building youth economic model, many would move towards exploring ideas with self-motivational drive. In the scientific context, youth economy would be a process by which we would tackle or solve socio-economic problems using the positive characteristics of youth, or youth spirit. (Mayer, 1992). Therefore, it could be said that youth currency is an attempt to explore the cognitive mechanisms of youth through either using their spirit in the right time, or restructuring their energy, or developing their business models towards being best utilised.

We can, therefore, say that youth currency depends on how much we manage to inspire youth, or those who cover youth spirit to focus, or regenerate their ideas or even be agile in exploring opportunities around them. This cannot be achieved without youth starting to synchronise their observations with their visualised role in life as illustrated in Figure (2-5).



Figure (2-5) Role of observation in creating Youth Inspiration Currency

“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”— R. Buckminster Fuller (1895-1983).

SECTION 2.4 - VISUALISATION & REFLECTION IN YE PROJECTS

Definition of Reflection

Reflection is a very important process that creates meanings in youth life journey, especially that it triggers alignment for thoughts about their behaviour, experiences and beliefs. Reflection, as per Shorrab (2016), can be about the youth self, or their surroundings; or the nature around them, or their own experiences, or even based on observing others experiences.

Reflection is considered a very important youth economy motivator as through effective reflection youth learning mechanism can be developed and which therefore create meaning in their journey. Thus for youth, reflection presents a unique psychologic and cognitive opportunity which could influence how youth can solve socio-economic problems, once they link these problems to their life-purposefulness.

Webster's International Dictionary consider reflection as a mental consideration of some subject matter, idea or purpose, often with a view to understanding or accepting it. Webster also define reflection as a calm lengthy intent consideration. Reflection is considered therefore part of youth learning and thinking. (Moon 2004). When youth start the exercise of reflecting they would start to internally examine and explore issues of concern more effectively. Youth productivity also is positively affected as reflection is a process that enhance attitude that value emotions.

Critical Reflection in YE

Critical reflection creates dynamic interaction between youth habits and the event they are interpreting. Critical youth reflection is significantly involved during the youth problem-solving attempts to reassess the efficacy of the strategies and tactics used. Therefore, it is a very important tool in YE.

Youth critical reflection can be intentionally practiced and developed over their lifespan, as it involves assumptions that construct their belief. When youth starts to see deeper meaning and perspectives, which determine what, how, and why of every problem; they start to learn in different way. Critical reflection, as seen Reynolds (1998) and Cope (2003) create better exciting 'youth learning events' that would improve the spirit of entrepreneurship and youth lifelong learn. Hence, even the level of youth absorption would be highly different.

Reflective Thinking in YE

Reflective thinking is different than critical thinking. For youth critical thinking is about using their cognitive skills or strategies that increase their probability of creating desirable outcomes. This probability raises the purposefulness of thinking which would be more reasoned and goal directed. It is a kind of thinking that keeps youth involved in solving problems, formulating inferences and calculating likelihoods. Therefore, critical thinking carries high importance for youth as it focuses on a desired outcome.

As modern societies are becoming more complex with information becoming highly available and changing more rapidly, these all create demands on youth and prompt them to rethink, switch directions, and change problem-solving strategies constantly. This on the other hand, also eases for youth to practice reflective thinking the availability of information help them to focus on making decisions more accurate judgments. Prompting learning of youth during complex socio-economic problem-solving situations provides youth the opportunity to step back and think about how real life problems are solved.

Reflective learning helps youth to assess what they know and need to know, while addressing how they bridge that gap during learning situations. It is an exercise demands youth's attention to both "reflection" and "thinking" in order to build ground learning in a more authentic environment than exists in the traditional classrooms.

Youth and the Meaning Journey

Erlendsson (2001) found that it is not possible for youth to practice effective learning without the habit of making and building the meaning of things. For youth meaning is developed through constructs or schemes of their 'habitual expectations'. Through these expectations we build perspectives through first setting assumption, theories, propositions, beliefs, prototypes and goals orientations.

Reflection should always be differentiated from thinking or learning, since reflection is part of them and it help to assess the grounds (justification) of one's beliefs. If meaning is well utilised and controlled it would affect the youth experience and would strengthen their reflections, then extends it and refines it as meaning is becoming more shaped and structured. Through these structures or systems of meanings youth can reinforce their expectations about how things are supposed to be. Youth habits of expectation are dispositions and capabilities that make up their everyday involvement within structures that 'make sense' for the purpose of life journey.

Youth Psychology in Reflection Cognitive Process

Youth 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 youth, for example, can explore to lead to new level of understandings and appreciation. Hence, there is a high quality cognitive process during reflection that help youth make enough inferences, look for generalizations, try analogies and do

their final evaluations. This cognitive exercise builds youth psychological feelings, which enhances their remembering and curiosity for problem solving. This, in turn, raise the youth belief and capacity of interpretation through focused analyse and synthesis, then discussion and final judgement.

When youth use the 'habits of expectation' they can build their 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. This what would differentiate the maturity of any youth economy from others. Erlendsson (2001).

Experience sometimes plays a main obstacle on the way youth think or learn, or try to reflect critically. Even youth early experiences tend to resort to psychological defence mechanisms and disable them to elaborate more. Therefore, 'youth experience' is expected to reinforce long-established frames of reference and to create what is thought to be new meaning schemes. This process correct youth distortions in reasoning and improve the attitudes of leaning on their earlier experience; i.e. this help to build more curious minds that are very important for any youth driven economy.

Once youth overcome their experience blockage and they manage to practice critical reflection they would have the capacity to distinguish patterns of similarity and build new metaphoric labels that would improve their visualisation capacity.

Reflection with Intention and Visualisation

When youth foster critical reflection they trigger differentiated transformative learning which lead to youth willing to 'learn to perform' rather than youth the target only 'learn to understand'. Therefore, once youth start the intention through visualising what the outcome should be, they start the process of searching for defined specific meanings. These meaning leads youth for building specific awareness that direct their journey for specific type of knowledge collection and starting waves of empathetic thinking about absorbing socio-economic problems.

Visualisation for youth is highly related to the capacity for achieving the meaning planned. With visualisation the habits of expectation structure are created, then the meaning in the brain create storage of bins in the youth memory. One of the best examples of the importance of youth visualization is seen by the young 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. Over time, visualisation may also become an integral part of youth improved decision making.

Youth Reflection & Solving Socio-Economic Problems

As a result of youth reflection, innovation cycles can be established since reflection helps to build the spirit of

experimentation that create spirit of certainty. Reflection enables youth to correct distortions during problem-solving.

In everyday situations, youth would challenge the validity of what is being communicated when they have doubts about the truth, appropriateness or authenticity. Youth then would have thoughtful action as acting reflectively to critically examine the justification for one's beliefs. The pause that happens after youth visualisation help them to optimise their decision-making process. Here youth reflection would be an integral part of performing as an element of thoughtful action.

When youth start to reflect on a problem they would start to observe the distribution of behaviour in a population which tries to infer from the average behaviour of the group. This inference is possible when youth has prior information specifying the composition of the reference groups. To uncover the forces that inhibit and constrain them; youth 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 needs to be done now?), (b) informing (What does the problem carries mean?), (c) confronting (How did we overcome the situation?), and (d) reconstructing (How might we deal with this issue differently?).

When youth reflect during socio-economic problems they are actually setting criteria for judging the prerequisites of social conditions which help them in the final interpretation. Reflection in relevance to socio-economic challenges help youth to establish their learning process. When youth use their capacity to reflect on action and to engage in continuous

learning, they improve and differentiate their mindset and their capability in seeing solutions inside problems.

Case Study – Reflection and YE Projects

In order to show how reflection can be used to solve socio-economic problems through youth economy; we have implemented the following case study. A collection of twenty-five youth students of ages between 15 till 20 years were distributed equally on five team. Each of the five teams had a university professor as a mentor. All the teams were from Bosnia and Herzegovina and focused to create model that shows the influence of youth critical reflection practices 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 the addiction of 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 five 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. The Third workshop focused on the role of youth economy currency, if clear target is set through clear intention and belief of youth capacity to deal with problems, without resource, or with minimal, resources and no authority.

The workshops kicked off with an exercise on visualisation and reflective thinking were carried using music and drawings of 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, in order to benchmark the development in the reflection capacity. 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.

Youth Project Stage 1 & Stage 2 Template Slides included the following:

- a) Guidance on the youth economy project criteria's where each Criteria 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 on exploring the visualised socio-economic problem and targeted outcome within each project.

2. The level at which the implementation story is 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 utilizing partnership and “people involvement”?

The youth team members were asked to deliver the following message by action: “yes we can be an inspiring and value added youth and make a great difference in our community”.

In order to enhance the practice of visualisation and reflection, each team was asked to simply observe and then discuss and identify collectively together the socio-economic

problem the team want to tackle. Then each team was asked to visualise the opportunities for solutions, through doing (not talking). i.e. to include a visualization 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 chosen or visualised this focused area of the project scope, based on the observations collected and refined.

More expectations about reflection recommendation was deployed to each team during the research one to one teams' meetings that was 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 tackled 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 the visualisation, 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).

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 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 on the reflect back on the work of each of the five teams and general forum discuss was opened too to enhance the feedback. A collection of data and interview with experts measured to see the status of achievement of each team, the role of visualisation of each 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 team mentors and experts were asked during the youth economy forum to discuss how the project gone, using the visualisation and critical reflection tools? What processes or methodologies they both (team member and mentors) 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 experts and forum participants were asked in September to evaluate whether the visualisation and reflection helps to enhance the communication between the team members and their mentors in order to create a solution for the socio-economic problem? And how they seen the critical factors that help the youth to create success in relevant to the complex issue tackled.

A scoring system that measure the main influence of visualisation and critical reflection was established by the researcher. 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 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.

The youth economy projects and the practice of visualisation followed by critical reflection brought lots of benefits for creating a radical change in the participating youth mindsets, besides 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 feel they are empowered.

The main results of this case study was 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.

Early workshops were starting to show the importance of youth visualisation in relevance to critical reflection and post workshops meeting helped the different youth team members to start to believe that they can make a difference in their community. Each team were evaluated through similar defined tables and scoring system that were distributed to the main youth projects stakeholders: teams peer-to-peer evaluations, the assessment of the teams' mentors, the visiting, forum experts, the forum participants and the beneficiaries of the youths' projects. The scores were collectively calculated to show how far each team managed to use the visualisation and critical reflection in tackling the socio-economic problems and in exploring their youth economy currency. The following series of Table (2-1) explain the summary of the results of each team in relevance to their selected project, the visualisation seen, the critical reflection, the accuracy of visualised outcome and finally the importance of the model for engaging the youth in their community socio-economic problems.

Series of Tables (2-1) illustrates how teams of a) Youth Quality of Life and Poverty, b) Youth Values and Gambling (Betting), c) Youth Voluntary Contribution through Civic Organisations, d) Youth Entrepreneurship and Innovation and Youth Migration Mitigation used visualisation and critical reflection to deal with their selected Socio-Economic Problems.

Table 2-1-a Team Project: Youth Quality of Life and Poverty Models Done:

- a) Measuring type of Youth's Quality of Life Risks.
- b) Engagement of Youth with Humanitarian Agency to Improve Youth under poverty and with low 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 2-1-b Team Project: Youth Values and Gambling (Betting)

Models Done:

- a) Focusing on Youth and Family Values by Two Women Driven NGO's.
- b) Creating a Betting (Gambling) Free Model High-School.

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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 2-1-c Team Project: Youth Voluntary Contribution through Civic Organisations

Models Done:

- 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

Table 2-1-d Team Project: Youth Entrepreneurship and Innovation

Models Done:

- a) Measuring the contribution of youth in youth related NGO's.
- b) Measuring and Enhancing the effectiveness of extra-Curricular youth civic engagement programs.
- c) Studying Success Stories of Youth Entrepreneurs in the Country.
- d) Establishing a Partnership Program with 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 2-1-e Team Project: Migration Mitigation Models Done:

- a) Measuring the extend 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 whom 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

All these projects found to collectively have developed the participating youth 'balanced judgement'. The critical reflection found to enhance the team members learning and engagement on the projects which can't be taught in classroom. Overall the exercise raised the curiosity and the spirit of inquiry for each young participant.

The combination of carefully designed youth visualisation and critical reflection provides 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've seen in the case study discussed. The

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amount of youth capacity to have high focused outcomes found it can be highly enhanced through having possible causes and solutions, i.e. visualisation and critical reflection.

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. Major leaps happen when youth visualise the outcome of their holistic thinking. Youth once 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.

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. Providing visualisation and reflection help 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.

SECTION 2.5 - TRANSFORMATION TOWARDS YOUTH ECONOMY

YE Motivators and Opportunities

Transformation towards YE requires that we ensure that both its enablers and motivators are fit to discover its opportunities, as discussed in the main model of this book in Figure (0-1). Without taking care of YE enablers and mediators, besides overcoming youth obstacles, we would not experience youth economy outcomes.

If we want to establish strong and healthy youth motivators we need to promote youth engagement in the economy. This means we need to create direct and indirect empowerment and training programs. The best programs for building youth empowerment is that is 'made for youth by youth', or who carries youth spirit and energy. These empowerment programs are usually not only theoretical, but also more of practical and experiential. With appropriate minimal financial support and mentoring by experienced practitioners,

youth capacity can help to explore new uncaptured, or hidden opportunities.

Once youth start to capture opportunities, they can create real programs, projects, activities and services that promote youth engagement in the economy which therefore can radically transform economies. At this stage, young people of all ages would show how they have the capacities and currency that can build economies at the local and international levels, and at every point between.®

Adam Fletcher (2015) mentioned how engaging youth as workers can be an empowering opportunity for youth and enriching activity in the community. This early work experience builds “honourable competence” that focus on utilising the “intrinsic wealth” which hold the strongest elements of success.

YE Formula

Starting Early in Youth Engagement + Partnering for Disrupted/Challenging Projects = More Discovery of Probability of Hidden Opportunities + Rise for Youth Capacity

On relevance to stimulating the above formula, youth-led community projects can focus on economic justice, creating jobs, fostering local economies, and many similar complex issues that are important to youth economy. With critical thinking and reflection built in, the new opportunities can create new sources of knowledge, develop new

economic possibilities and foster more youth community empowerment.

In well developed countries we can see clearly that youth are considered to be the transformation agents towards the future. In such countries, one could see more than usual how young business owners or social entrepreneurs are shaping the future of their community, or tackling important issues for better quality of life. In developed countries as Canada, youth can start and operate businesses of all kinds from early ages. Therefore, early practical, positive and successful endeavours can teach youth countless lifelong learning skills, build communities through economic impacts and positive interactions, and ensure greater outcomes.

YE Formula

Social Entrepreneurship + Focus on Specific Community Problems + Youth Spirit = Total Socio-Economic Solutions

Youth Lifelong Learning is another source of youth opportunities. When youth manage to lead, teach, direct and partner with their peers and families, they can develop. Even out of the educational system, or even during holidays youth can build lifelong learning attitudes that would surely differentiate their contributions.

In order to create youth that are the source for more competitive organisations, they need to be enabled on how to utilize opportunities. The youth economic enablers, as shown in Figure (2-5), are deployed in three stages. The first stage starts by challenging youth with assignments

that enhance their “Can Do” (motivated and inspiration) spirit. Then they should take projects that deliver their “Learning by Doing” which would enhance their learning and innovation which would make them ready for the third stage. In this last stage, youth would be challenged for their judgement and whether they can make decisions based on holistic thinking. This figure complements the road map discussed in end of Chapter Five.

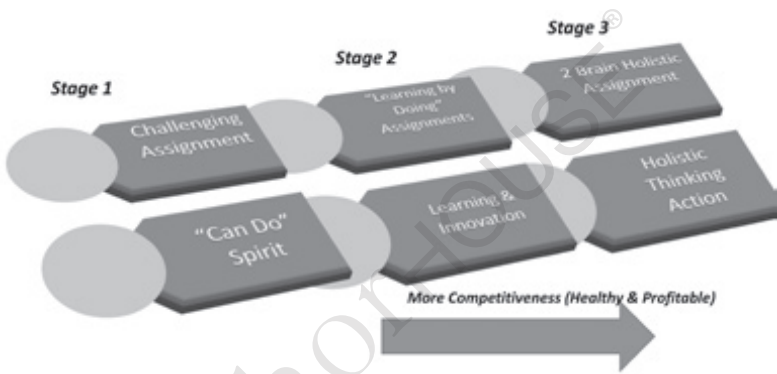


Figure (2-5) Youth Economic Enablers Reflected in Three Stages

Today we can see many young people are being selected to lead major companies as Google, Facebook or to establish their companies, or even become main program directors. If we study how they reached there, we would appreciate the importance of the three stages proposed. Therefore, leading youth programs requires a high degree of responsibility; the ability to learn from doing; and the desire to make a difference in the lives of other people. Youth as

program directors are more capable to learn powerful skills while changing peoples' lives.

Our studies show that young people need inspiration and aspiration to create the necessary change in the World (Buheji, 2016). Even in a capital economy dominated world youth can be passive consumers if they are not inspired about the product they are expected to consume. Even if we focus on youth as human capital coming to the today's labour market, aspiration and inspiration is required to get involved and sustain their efforts. i.e., motivation doesn't work anymore with the 'app generation'. Once these youths are inspired, they would surely attempt to discover opportunities and take proactive initiatives. Creating youth development means organisations need to evaluate the education activities and whether they are built to meet the three stages mentioned in Figure (2-5).

In a dynamic environment, youth employability depends on many types of skills as soft, transversal and life skills. These skills described significantly in the European Key Competencies for Lifelong Learning (2006/962/EC) which are: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, Sense of initiative and entrepreneurship, Cultural awareness and expression. However, these lifelong learning skills need to be accompanied with some type of dissatisfaction or eager to change a current socio-economic situation, or a clear

need for change to be tuned as opportunities capturing enablers.

YE Formula

Transformation to YE = Dissatisfaction of Youth poor influence on Socio-economic Outcome + Desirability for Creating a Differentiation through youth energy and spirit + Willingness to overcome perceived cost with Lifelong Learning Skills

YE Anecdote- Youth Coders Leading Games & Apps

Robert Nay a self-taught coder, when Nay was just 14 he drummed up 4,000 lines of code to create the Bubble Ball game. He made it free to download on Apple, and in two weeks more than one million people had downloaded it. He earned \$2 million in those two weeks.

Economic Investment on Youth

How much youth worth of any economic development investment? What is the return of this investment? These two questions and more are being asked by many governments, organisations and youth civic societies and decision makers.

Despite the proven critical value of youth to the future of any society wellbeing and quality of life, many countries still underinvest in youth development related programs, or at least very cautious on their investment programs. To close the gap and answer the earlier questions, we need to understand the current and desired social returns to any

investments in youth and how much it should be higher than other alternatives.

Therefore, youth economy focuses on innovative research that help to develop more evidence-based economic analysis about the cost-effectiveness of youth-focused interventions and their role in improving health, reducing poverty and benefiting the society. Such research may need to be supported by live projects, especially in developing countries, where the benefits of investments on youth need to be fully realised. (Knowles and Behrman, 2003)

Investing in youth today not only returns on youth, but as studies shown in developing countries, it has an important impact on a relatively large share of the population. Proper investment on youth means more intergenerational transfers which would have a direct return to society wellbeing. With focused youth investment for example societies would have an improved economic return on schooling, national belonging, training, reproductive health, and other aspects of health including behavioural changes related to food consumption, physical activity and substance use.

With youth being the largest generation today, there will be more pressures on specific resources. For example, since youth are the heaviest users of the internet, they are the most complainers about its being slow sometimes, or it doesn't meet their social media requirements. Studies shows that many countries that have limited scarce resources won't have priorities for investment on youth programs.

Since many youth sponsors are reluctant to invest in youth initiatives due to the non-availability of the lag time needed to realise the effects and ultimate outcomes of their youth investments; investments trade-offs and its direct influence on sensitive socio-economic issues needed to be clarified. For example, we need to show how investment on more education has a very broad effect on youth labour productivity, mental wellness, reduced fertility and improved overall health status. Also, the preventive effect of such youth educational investment need to be linked with more evidence results on societies avoidance of violence, or civil conflict, or child labour, or types of social exclusion, or youth unemployment, or teen sexual conducts, or HIV infection, or drug/alcohol abuse.

Studies for investments decisions should include inferences from behavioural or unobserved variables. The likelihood that youth investments in one area impact their behaviour or performance in other areas also need to be studied. For example, how the investment would reduce youth unemployment, or strengthen the demand for schooling, or improving youth quality of life, or improving their productivity performance, or reducing their health risks.

Protection investments as prevention against youth drug abuse, not only protect the most precious resources of any country, but would help rather reduce society crime. The value of youth protection can be reflected in assigning a monetary value to each effect such as the benefits of enhanced labour productivity. Or it can be through the broad effect of investment such as increased youth awareness

which measure the effect of your involvement or value of scholarship.

As many developing and under-developing countries, such as in Sub-Saharan Africa, Latin America, the Middle East/ North Africa and Central Asia, have now reach a count of hundreds of millions of youth living, human capital investments in the form of formal schooling and training have expanded rapidly and have facilitated the exploitation of new technologies and social practices. However, the latest economic crisis has caused severe budgeting constraints that faced most of these governments which led to more deteriorating transitions and more shy investments on youth again. Therefore, many youth developments in these developing and under-developed countries are financed directly by households rather than through governments.

Many important youth wellbeing programs as school-based health programs, have helped to improve the return on youth and their readiness to the labour market. Other health investments initiatives as reduction for consumption of tobacco, alcohol and other drugs have proven to improve the nutritional status mental health of youth. Such programs not only reduced the negative socio-economic impact of tobacco, alcohol and drugs use; but also improved the value added return of health preventions programs.

Due to the realisation of the influence youth economics on the stability and development of the societies governments in many countries support sports and recreation programs targeted to youth. Even private organizations are encouraged to support activities of clubs, art, theatre and other cultural

programs that are designed to keep youth engaged in positive activities and to provide opportunities for positive development.

Variety of possible investments in youth indicates that there is a wide range of returns from these investments. Therefore, one of the goals of this handbook is to start more focused studies on the cost-benefit analysis of these investments.

YE Anecdote- Youth Capitalising on Intergeneration Knowledge

Fraser Doherty was only 14 when he started in Scotland making homemade jams via his grandmother's recipe, his SuperJam business was booming by the time he turned 16. When a major U.K. supermarket asked to stock his products, he took out a \$9,000 loan and became a millionaire. His recipe books can be found on Amazon.

Reverse Mentoring

Reverse mentoring is a trend today that illustrates the promising future of a youth based economy. It is a type of reverse thinking mentoring where organization leaders and executives are mentored by youth of the organization on current trends relevant to youth interests, or developments in technology, marketing, social media, etc. The idea of reverse mentoring targets to make youth reflect their needs and how they perceive the world should be different for the concerned leaders in the community.

Reverse mentoring is becoming more of a need than a fad with the fast-moving developments in technology and totally disruptive trends which need reversed logical thinking where youth would lead any technological understanding or disruptive thinking developments. Many executives, educators, parents, government leader really need to go through this humility journey, i.e. being mentored from youth, if they want to understand how youth think and also to give you the proper space to learn and explore their ideas.

Rushton (2017) reported about the BBC launch for 'reverse mentoring' scheme, due its desperate need to stop young audiences abandoning using its media channels more rapidly. Rushton mentioned how the different leaders in BBC radio and education divisions have their mentors with ages under 30, tasked with showing the corporation how to appeal to youngsters. The move comes amid a growing mountain of evidence that BBC started losing more its audience specially in ages of 16 to 34-year-olds. As per Rushton, the average age of those tuning into its BBC1 radio channel is now 33 years older than the top end of its target audience of 15 to 29-year-olds; while BBC3, which is a youth services channel, has plummeted in popularity after the broadcast TV channel was axed and turned into an online-only platform. As Rushton (2017) mention, BBC noticed that many changes happening around the world for leaders who their age are under 30 years, giving example of the founders of Google, Amazon, Facebook and Apple.

The aging of the Baby Boomers workforce and the coming of the Millennials as the replacement workforce, means

that there would be a decade where both generations would be working together for at least the next coming decade. Therefore, reverse mentoring is seen more as a social exchange tool, which will leverage the expertise of the different available generations. Another situation in which reverse mentoring shows promise is when an older manager needs insight into what makes younger employees tick.

Reverse mentoring seems to be important for inter-generational cohesion and management of fast-moving, tech-centric business world. Microsoft Norway, for example, used youth to lead reverse mentoring in order to keep their managers with the fast-pace of new technology and trends in social networks. Since youth by 2020 would represent the majority of the workforce, Microsoft Europe wanted to proactively close the generation gap through reverse mentoring. Reverse mentoring is seen here as an attempt to meet the constant need to stay on the cutting 'digital' edge. For example, at Microsoft Norway, uses youth for coaching on topics ranging from new digital communication tools to workplace trends, while they, as youth mentors, gain more expertise and insights in leadership, build trust, share technical skills such as social media optimization, and even make concrete changes to day-to-day routines. By flipping the mentoring sessions, Generations X, Y and Baby Boomers are learning to better collaborate and leverage each other's strength.

YE and Problem Solving

In youth economy, we need youth with the capacity to think abstractly and flexibly to solve life problems and deal with life challenges in unique ways. Without this capacity of tackling life problems and challenges, there wouldn't be a sustainable transformation towards YE.

To create a unique problem solving in youth mindset, we need to establish processes of analytical thinking in their attitudes. This type of youth would start with investigating the problem from the current needs to addressed, the resources inputs, the activities, the outputs, the intermediate and long-term outcomes, as shown in brief in Table (3-1). The table shows that youth need to be capable of good observation to build up proper deduction as they try to tackle solving a problem. Thus, when youth can deeply observe challenges, they can form abstracts, which means they would start autonomously draw inferences and analogies from these observations. This would help them to approach any case with a blank mind. Thus, they would build clear and reliable solutions based on the facts evidenced.

Table (3-1) Consequences of Thoughts in Problem Solving

Needs	Resources Inputs	Activities	Outputs	Intermediate Outcomes	Long Term Outcomes
The socio-economy that youth program will address	Program ingredient such as funds, volunteers, materials and partners, etc.	Specific activities and services that the socio-economic program will provide	Specific evidence the value added service provided	Positive changes that will take place as a results of services	Lasting and significant results of youth program over the long term

Youth have a mindset that is more driven and unique in “problem finding” and not “problem solving”. Through the mindset of problem finding we would have the curiosity of discovering ‘what is’ the problem. Through youth curiosity economy we can solve many problems more effectively by finding what the problem before we go next to problem shaping and problem solving. However, problem finding requires a mindset with visualisation. i.e. youth that have a vision or insight into what is missing which trigger their creativity.

Youth more than ever today use disruptive problem-solving approaches that help to build consideration about the problem components using their logical and analogical thinking as shown in Figure (2-6). With their curiosity and repeated exploration attempts that would use both empathetic and innovative thinking, youth would link and integrate alternative possibilities and setup stories for ways in managing challenges of the problem till it is

solved. Therefore, part of the transformation plans towards youth economy societies is to build up youth mindset that appreciates and realise the importance of understanding the content of any problem, then its learning objectives and its available resources. Such youth are expected to come up with proposed or visualised outcome that establish the questions and the necessary assessment exercises in specific time frame. Youth should be trained to look for the story to find out the essence of a chronic problem, besides using the disruptive problem-solving technique. The problem can also be created from a series of stories. The more the society can develop youth who can reason things through backwards thinking, the more it could be ready for solving complex problems.

In a youth driven economy, it is expected to synthesise the problems and make analogies with the different things we do. Synthetic thought helps youth to see opportunities, even in the way they live their life every day. This type of thinking generates a variety of possible opportunity options, thus helping youth to develop or see possible solutions in each problem.

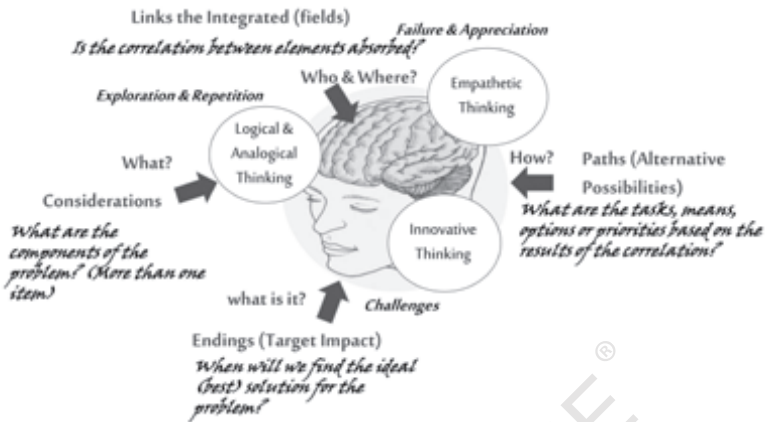


Figure (2-6) Represents the Youth Mindset During a Challenge or a Problem

YE Formula

Testing Ideas + Daring to Commercialise the Idea or Challenge it = Unique Innovative Problem Solving + Entrepreneurship Spirit

Socio-Economic Implications of Youth Migration

As we live in a world that is becoming like small community, many youths believe that they should strive towards living in quality of life, even if this makes them go through the hustle of leaving their community. Therefore, humanity with ease of transportation is witnessing a huge generation migration towards north, i.e., from under-developed and developing countries to developed countries. Fibbi et al. (2007) presented many studies on the social mobility of youth immigrant populations, taking into their account the

socio-economic characteristics of the immigrant groups, on the one hand, and the historical and economic conditions of the receiving society, including the legal framework, on the other.

According to UN DESA's World Youth Report 2013, 75 million of the world's 232 million international migrants are under the age of 30. About less than half of them are women and girls. 60% of all these young migrants are originally from developing or under-developed countries.

UNDP (2014) report that involuntary and unregulated migration have brought various benefits to both countries and youth, including, but not limited to, skill acquisition, remittances, professional opportunities and higher wages. However, many international organisations fear that unregulated migration among youth might also bring specific risks as sex industry trafficking, crime, drug abuse, increased vulnerability to HIV and other health-related challenges, and weak migrant worker protection. For the communities of origin, migration of youth would influence too ageing, gender imbalances and brain drain are usually the negative social effects of massive economic migration. This is the case of Cazin in Bosnia & Herzegovina and many other countries that we'll touch upon in this book.

Fibbi et al. (2007) explored the variation in education and employment performance of young people from different immigrant origins (Italians, Portuguese, Turks, Croats, Kosovars and Serbs). The study found that naturalised immigrant youth perform best; indeed, in many cases.

Even in 21st century, many countries are considered far away from the spirit of youth economy when they consider the migration of youth as a disaster. The shack up of migration in eastern Europe, in July of 2015, made a European friend write me a very emotional letter which I still remember. My friend main words were that “in reality the South-Eastern EU countries (Hungary, Croatia, Austria, Slovenia, Serbia) are currently on the brink of disaster, as every day these countries suffer from the amount of migrants crossing their borders. There are around 10,000 youth refugees mostly coming from Middle East!”. My simple reply was very simple that “the European communities, in the most civilised countries, don’t see the golden opportunities that might be lost by Europe, due to seeing youth as a burden rather than an asset.” After just two years’ youth migration brought Europe more productivity with a great wealth that comes from youth energy and spirit that motivated waves of change in different industries.

I continued to say to my European friends “Europe is not getting a problem. It is getting a treasure for solutions and new vibrant life that would help her as a continent to overcome many of its current problems. By these migrating youth, Europe is getting a currency of a future that would renew its power, as each of these youth and migrant family members can be a natural resource for development if well utilised”. I continued saying “the Arab World, specifically, is in huge lose because of this. Arab countries don’t see the youth, yet, as treasure of many futures to come, hence their loss is worse than losing a war”.

The European Commission reported (Humanitarian Aid and Civil Protection, 2015) that the Syrian conflict has triggered the world's largest humanitarian crisis since World War II. The youth migrant influx can be a challenge for all the local community services, including healthcare and educational services. Migrant's youth need to be analysed for their health and mental profiles. Once these young migrants are ready to contribute to their new communities, they should feel they are welcome to contribute with their differentiated background as this what would enhance the competitiveness of production and its outcomes.

The World Health Organization (WHO, 2009) defined determinants of migrant health that are very important for youth socio-economic conditions and how these determinants affect their performance. The first determinant is youth cultural and linguistic practices which includes religious practices. The linguistic barrier found to hinder the delivery of appropriate youth focused health care services. Environmental and biological determinants are found also to be crucial for youth migrants. They include the predisposition of certain population groups to specific diseases - infectious diseases and vaccine-preventable diseases can have a higher prevalence and incidence in regions of the world where migrants to Europe primarily come from.

There are other conditions may be preventing the youth migrants in the host communities to acquire its health profile. The last determinant is youth migration, which can be forced or voluntary, legal or illegal. The migration process itself often expose the youth migrants to violence

and trauma, physical and environmental threats, lack of access to basic health and social services. As such, it may lead to youth mental health problems and stress-related illness. These determinants make a great difference in migrant youth future productivity and even in their functionality. These are determinants that are very related to youth currency.

Our field visits and related projects experiences show that due to a great number of youth migrants, an immense amount of youth psychological, cognitive and emotional strain get unnoticed. Youth psychosocial support has to be crucial components in health projects if countries want to mitigate youth's migrant crisis.

Migrants youth can train youth volunteers to work with NGOs, nursing, social workers to provide specific screening of youth immigrants group. Migrant youth might suffer from depression, post-traumatic experience, cultural shock and other psychiatric problem, if not been properly involved.

Migrant youth need to be frequently assessed for health risks, post-traumatic stress disorder, re-experience, hyper arousal, avoidance, anxiety management after trauma, self-consultation, enhancement of the type of functionalities and self-dependence, self-confidence, self-management and self-pro-activeness.

Enhancing Youth Socio-economic Engagement

Young play a great role in creating more impact and outcome at faster rate than other ages. History and trend of today show

that youth are more conscious of global issues like climate change and social equity than others. With youth engagement, they would shift from seeking jobs, to creating jobs. Through such 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. Therefore, youth socio-economic engagement is considered to be a must and not a luxury for every governmental organisation program.

Effective youth engagement involves a supportive environment with focused orientation toward positive outcomes. The engagement programs should be designed to involve youth through multiple learning styles that are mostly hands-on, experiential, relevant, and challenging. These engagement programs can be delivered through sports, camping, after-school prevention program, volunteering activities, etc. In order to ensure that these engagement programs successful and with authentic contributions, youth need to be involved in program planning, implementation and evaluation/reflection.

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. Therefore, the more our economies have youth driven projects that are based on full engagement, the more youth would have a self-realisation and they would play a good role in their community. This youth engagement in the economic system would lead to more direct and indirect positive outcomes

that would lead to more sustained socio-economy. This would reduce the youth lost opportunities.

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 economic conditions, be it in rich or poor countries.

Giving young people concrete roles and responsibilities, as the role of group leaders, facilitators, or co-facilitators of a program activity, manager of logistics, or project leader and/or event organizer; would enhance the outcome of their engagements.

Many youths in developed countries today not only establish NGOs, but also run community events, mentor other youth, help in peer-to-peer education, manage a youth-run café or centre, or play a role of a team leader.

Today scientists are calling for holistic youth economic engagement programs which means they are expected to bring in innovation, production, entrepreneurship, distribution, consumption, assessment, regeneration, and more. Time and speed of information and challenges doesn't allow any more that youth be engaged on selective issues. Countries that are focusing too much, on one area of youth involvement, proven to fail in many socio-economic tests to come.

Therefore, holistic engagement of youth needs to be based on their reflection on programs, or running program activities through focus groups, surveys and interviews. To ensure

even youth engagement is optimised we need to regularly try to more institutionalize youth advisory groups in every organisation.

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 holistically engaged in the development of their economy in some ways.

Part of holistic engagement is that youth would interview each other as a group experience and come up with recommended conclusions. Even they might start setting the brainstorming interview questions as a game between the group. They can be challenged on how fast they can come back with a report to a larger group of audience about their findings, may be as part of a competition. To make it more interesting, they can use their social media and monkey surveys through their mobile to collect the data, or use their cameras to record progress of how they came up with their conclusions. These type of exercises triggers scientific and evidence based decision making and it hence considered to be a very important youth currency.

Youth engagement programs (YEP) was adopted by many leading global research institution as the USA based, Aspen Institute. Aspen YEP is a program that incubate and grow youth in strategic planning of the institute and the country, with focus of youth of ages 14 to 24 in urban and rural communities nationwide. Programs similar to Aspen YEP usually targets to develop entrepreneurial

approaches that engage youth in the key challenges of the day through programming that is effective, scalable, and capable of broadening the reach of the Institute beyond the constituencies it has traditionally served. Organisations as Aspen uses YEP outcomes for developing new research and development ideas to further creating better socio-economic and socio-political conditions or improve management of change approaches.

Another youth engagement best practice is the youth-for-youth programs. New York City offers such programs which gives opportunities for youth in under-served communities to “grow involved” through hands-on service and philanthropy programs. Such programs provide engagement kits that can be used by schools to be used as part of the learning plans in the classrooms, or part of curricular.

Today many leading schools in USA and Canada are increasing the logging required for the youth volunteering hours. These schools are integrating community services with learning objectives and engaging students in a continuous cycle of action and reflection. Well-designed programs reward communities with the direct service and talents of youth. Studies shows that such youth engagements have a far-reaching indirect benefits such as reducing health risks and improving education and learning rates.

For young people, the engagement programs offer an opportunity to develop a range of competencies, make meaningful connections and experience their power to make a positive difference. To achieve this kind of value, however, programs must be intentionally designed to meet specific

goals, and they must offer a high degree of engagement with adult support and structured opportunities for reflection on the experience.

Billig (2007) mentioned about best practices in youth engagement today as engaging first grade students researching, designing, implementing and evaluating methods to stop kindergarteners from running in the halls. In another school, students were engaged in monitoring local water quality and lobbying local government for pollution control. Billig also given the example of a high school students researching the incorporation of their region to transform it to a town, through presenting their findings to the Chamber of Commerce, beside other school whom its students manage to create educational materials for more citizens and residents' awareness about the coming transformations.

Youth Wealth and 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. Countries appreciating the youth bulge, would carefully involve young people in activities that would help to optimise their wealth and still build social cohesion.

Youth livelihoods assets are collection of capitals of realised wealth. Youth wealth can come in many forms of assets,

such as human capital, physical Capital, natural capital, social capital and financial capital. This wealth would make youth more free of being dependent on external resources as shown in Figure (2-7).

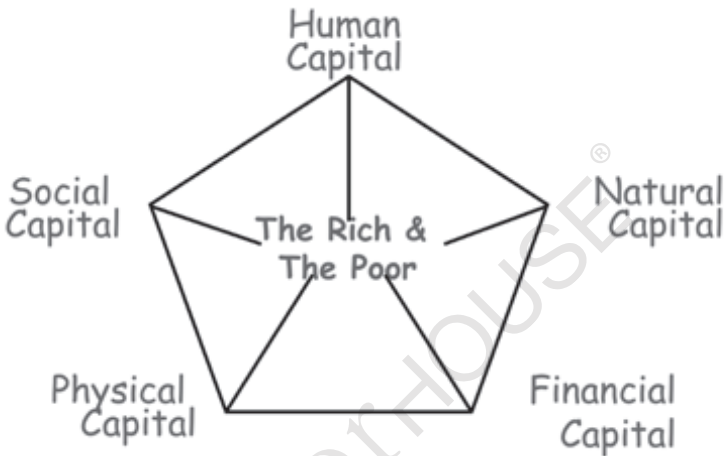


Figure (2-7) Illustrate the five main types of youth wealth

Studies as the latest from Kochhar (2017) report that the expansion of middle class as in countries of France, Netherlands and United Kingdom, United States, Germany, Italy and Spain all was related to the utilisation of youth as assets at one time. Age and % of middle income in developed countries and the utilisation of youth economy helped to raise the level of middle income in these countries.

Once youth appreciate their intrinsic wealth and assets they would have better school attendance and their attitudes toward learning would improve. Through realising their wealth, youth would build more curiosity to explore how to

utilise, or optimise these sources of wealth thus developing their analytical skills gradually.

For those youth who don't see their assets and amount of hidden wealth around them, civic engagement programs might help them to do so. Building civic competencies help to increase the youth outcome, since with civic engagement program found to help explore further the personal and social assets. This helps the development of youth responsibility, communication, self-esteem, independence, trust, empathy and appreciation of diversity.

Hence, if we deal with youth as a source of valuable assets of every community, i.e., a source of great hidden unexplored wealth, we can differentiate any country's competitiveness through the innovative and creative problem solving and solutions finding. They are the key to helping communities meet their needs and improving long-term security and control over their own lives.

Youth and Economic Empowerment

Wyn and White (1997) reviewed many types of economic empowerment for different societies. They've seen that youth empowerment can be tackled from different perspectives as: economic point of view, from youth development, youth subcultures, youth transitions and youth anti-marginalisation.

Decent work and livelihood creation are chief determinants in the socio-economic empowerment of youth; they also

contribute to sustainable human development overall. Success means increasing the quantity of jobs for young people. It also requires enhancing the quality of jobs by improving their productivity, facilitating movements of young people to more productive sectors, and increasing access to social protection.

Access to finance and markets is only one of the important areas of empowerment. Financial support without real focused skills building for young entrepreneurs doesn't establish support for social enterprises and doesn't establish sustained employment opportunities.

Fostering a policy environment conducive to job creation for youth is another very important source of youth empowerment. This policy environment coincides with the world's demographics which has been shifting towards a large increase in the category of youth and while their challenges has been increasing with more than 1.8 billion of youth between 10 to 24 years needs this empowerment.

In the small island of Bahrain, there's more than 200,000 youth which is almost 16% of the total population. In this small kingdom, youth are engaged in public life and participate in political processes and institutions, which differentiate them more than other rich Arab gulf countries. Young men and women in this island understand their rights and considered to be more empowered to engage in civil society, public service and political processes, at all levels. However, Bahrain like many other developing countries, have a youth that need to know the channels through which they

may exercise their civil and political rights and contribute to decision-making processes that impact their lives.

The case of Bahrain is the same case that differentiate many developed and developing countries, where the challenge is not about lack of youth empowerment programs and policies, but rather the channels for their effective engagement. For example, the availability of empowered youth advisory boards.

Other empowerment entry points include youth volunteerism programs, access to civil service positions and decision-making processes in the public administration along with initiatives for transparency and accountability. There are also indirect empowerment areas that come from promotion of human rights, legal reform, support for youth organizations and youth policies review. However, today the most empowerment area is the use of media and social media that would increase youth access to focused information.

If they are empowered, youth proven to be good agents for community resilience. Youth can be positive agents of change in their communities in time of conflict and disaster. Early action to stabilize their livelihoods builds resilience and supports social cohesion; it also provides alternatives as conflict prevention for at-risk youth.

Mobilizing and empowering youth as positive agents of change in their communities help to build this both assertive and responsive mindset as illustrated in Figure (2-8). The empowerment helps the youth to build their associative mindset that enhance its sensitiveness and ability to see the big picture in their role life.

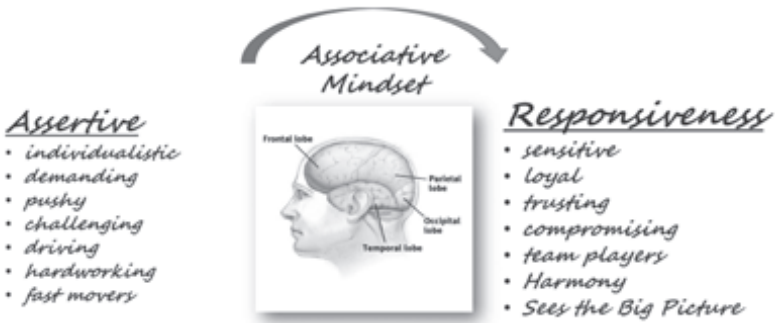


Figure (2-8) Youth Empowerment Mindset

Youth also can be mobilized in disaster preparedness, education and post-disaster efforts—e.g., managing natural resources, mobilizing communities via new technologies, acquiring peace-building skills, or supporting efforts to reduce gender-based violence. This empowerment can be achieved through more youth volunteering which helps youth to identify the problems and finding solutions thus bringing valuable insights and inspiration from the youth perspective.

In another context non-formal learning is another source of youth empower. It is considered one of the best indirect empowerment that enhance the creative and innovative capacities of youth relevant to their employability chances. This shows that investment in non-formal learning pays economic and social dividends.

Proper youth empowerment plans help to establish potential workforce that address the context of labour market situation. The empowerment among young people establish potential

philosophers, artists, writers, entrepreneurs, craftsmen and women who will create, constitute and continue culturally rich and unique traditions.

In order to have better equipped workforce that meets the demands of 21st century, youth need a consistent improved curriculum, and an investment in training, to stimulate the innovative and creative capacities. They need access to commonly accepted recognition tools and to improved practices that can be used in their own social and cultural contexts.

Organisations who targets to differentiate themselves through the level of youth economic empowerment usually would focus on transforming their youth's potential creativity, talents, initiatives and social responsibilities to higher differentiated level. Certainly, some other organisations would focus first building youth's related knowledge, skills, attitudes and values. All these organisations would agree in one thing however, is that all their youths' programs have to be community based (i.e., NGO's) and outside of formal institutional contexts.

The empowerment of youth to youth work can play a key role in reaching out to more young people. For those with fewer opportunities, youth to youth work supports re-integration, through its close and informal contacts with young people, youth-friendly outreach and ability to instil trust in young people to get in touch with authorities. Such type of empowerment provides individual support on youth occupational orientation and counselling, tailored to the particular challenges, in an informal environment.

The purpose of youth empowerment is not only to provide jobs, but to encourage their engagement in the wide variety of personal and social development activities that it offers thus helping youth to develop the knowledge, skills, and attitudes that are frequently said to be needed in the labour market. These include teamwork, communication, leadership, flexibility and responsiveness.

Setting a YE Qualification Frameworks

One of the best practices for youth empowerment schemes in developed countries is in EU, which links the European employers to the youth Qualifications Frameworks. Here youth participate to make the most of existing user-friendly, accessible tools (for example Youthpass, Europass) that can enhance the ability of non-formal education workers and youth workers to offer activities that promote innovation and creativity in young people and make young people aware of the skills gained through participation in such activities.

The EU qualification bridging system and website enhance the ability of those working directly with young people to take a crucial 'catalytic' role, especially with those young people who are disadvantaged and hard to reach. For example, in EU developing a strong focus on entrepreneurship programs are becoming a must for every educational institution. The EU programs focus on building communication plans in education that would ensure that all young people have a concrete entrepreneurial experience before leaving education.

A stronger focus on entrepreneurship youth work can play a greater role in connecting young people with the local community, including social enterprise and business, thus enhancing their opportunities to find a job, or to start their project. Improving partnership working and cross-sector innovation.

The qualification framework that would help the ease of transformation towards YE should work on building collaboration and synergy between representatives of the public, private and voluntary sectors, including employer organizations, large, medium and small companies, young people and youth organizations. It should be a framework that always appraise the benefits of non-formal learning and push for innovation in this line.

To achieve cooperation between YE social partners, partners should pay particular attention to reaching disadvantaged and unskilled young adults with a specific focus on local, municipal and regional levels. Youth Economy focuses on pathways of youth empowerment where giving the authority and the ability to take decision as well as take risks is one of the main targets. Another important meaning of youth empowerment is infusing a new youth mindset, aimed at equipping the empowered with the abilities and tools to make their dreams reach limitless potential. Youth economy would be also focused on reducing the negative impact of the instability of the world economy that is leading to high cost of economic recovery and growth as well as the addition damage control cost to those youth groups.

YE qualification frameworks would focus on building youth mindsets with high flexibility and revived goal orientation. If this change happens in youth mindsets, the world would realize the potentials of youth and those carries youth spirit and would appreciate their endless economic opportunities.

YE qualification framework would focus on cultural engagement, i.e. studying the Journey of the next generation of business and aligning workforce culture and its capability with the strategic aspiration. The frameworks may vary as to 'how to inspire the youth workforce', 'how to create a holistic change in the mindset of youth'.

There is huge area that need to be covered in relevant to youth innovative research and development such as focusing in new youth markets, ways to develop new youth driven ideas, dealing with emerging needs and total customer value and experience and optimising the use of youth resources. Under youth economy we can have studies as 'how to make youth services smarter, faster, more flexible'; 'how can we have innovation to a better youth customer experience' and 'how to help solve youth problems before it is further developed'. Other studies in youth economy would focus on 'how enable youth leadership behaviours', 'how to develop workplace environment that encourages, nurtures and values the exercising of youth Innovative, critical and collaboration thinking'? This youth critical thinking would enhance any knowledge community communications. In the same time the youth ability to solving problems would be greatly enhanced. As a result youth would have more structured thinking that would enhance the deeper understanding of any life problem or challenge.

John F. Kennedy, Alexander the Great, Thomas Edison, Mahatma Gandhi, Malala Yousafzai, Albert Einstein, & Steve Jobs; all those names have certain common factors, they are all leaders and they all started at a young age. This is a common trend through history as those names prove that even if they belong to different centuries, continents and specialization fields, they all became pioneers and benchmarks for others - their journeys were not easy and they had successfully fought the obstacles facing them.

The Economic Downturn have its impact on children and youth. The deepening economic crisis is profoundly impacting children, youth and families. Its effects are rippling through the multiple contexts in which children and youth are situated. Within the nuclear family, stressors such as job loss, home foreclosure or loss in family savings place strain on parental relationships and on the family as a whole. For already low-income families, the shock may be even more severe with basic needs such as food security, healthcare and shelter going unmet. Higher poverty rates are associated with increased rates of family conflict, child neglect and abuse, and intimate partner violence. On a broader level, the worsening economy can impact funds for public schools and community health centers, which are seeing their budgets constrained just when their services are needed the most by our nation's children, youth and families.

Youth are particularly vulnerable as they undergo critical developmental transitions, for example, graduating from high school. Adolescents at this stage may be forced to postpone their plans for higher education and instead seek increasingly

scarce jobs in order to contribute to the household economy. All of these changes can have profound and lasting effects on the mental health of our nation's children and youth, often causing problems in terms of anxiety, lowered self-esteem and other emotional/behavioural difficulties.

Improving Youth Market Access

The increase in turbulence of socio-economic and socio-political situations in the last one decade creates a sense of urgency in improving youth access to jobs. The solutions developed can and should be sustainable on their own terms where permanent accumulation of tools and strategies can address both cyclical downturns and long-term structural challenges and improve school-to-work transitions and the participation of young people in decent work.

According to the UN records as of 2014, it stated that there is over 1.8 billion young people aged between 10-24 years worldwide. In the small Kingdom of Bahrain, for example, this youth age group consist of 208,633 individuals which is almost 16% of the total population. The 2nd age group in Bahrain is those of 24-54 years which consist of 738,000 (56% of total population) individuals. This demonstrates the number of people in the youth category that must be enabled and empowered towards market accessibility and productivity.

Countries that appreciate and understand the importance of youth economy would have always a series of business initiatives to improve youth employment outcomes and which would articulate a value proposition for employers. These countries

understand that such business initiatives are a serious country's sustained investment that protect its prosperity.

The results consistently indicate that, even at a time of generally high unemployment, a significant number of employers are having difficulty finding employees with the skills that they need.

The World Economic Forum Reports (2011-2015) Global Talent Risk Report identified aging workforces as an acute skills issue in both developed and developing countries. As older, skilled workers retire, there are not enough younger, replacement workers in the pipeline to sustain the skills base needed for emerging business opportunities.

These talent shortages represent a real and emerging constraint on the ability of businesses to seize available economic opportunities. They represent a potential long-term threat to the viability of many enterprises.

Current candidates' lack of experience, skills or knowledge make it difficult to fill positions, only one employer in five is using training and development to fill the gap. Studies shows that only 6% of employers are working with educational institutions on work-relevant curricula that can fill knowledge gaps.

Improving youth access to the market was developed first by the Scandinavian countries in the early 1990's through a project called Active Labour Market Policies (ALMPs). ALMPs project is based on the idea that some young unemployed workers suffer from low employability and may be helped with training

or direct experience. Even though ALMPs didn't prove to be effective in providing comprehensive employment services, labour market training, wage subsidies, and job creation it is considered one of the best models so far for attempting to tackle the youth market access challenges.

Provoking Questions on YE Motivators

- Youth Economy is influenced by Gamification and Artificial Intelligence Economy; can you give examples?
- What are the potential of the Millennials and the App Generation in your community and your organisation?
- Youth have a great role in Circular Economy, Experience Economy, Sharing Economy and Creative Economy, can you give examples?
- What are the relations of YE with Entrepreneurship and how it would influence the future of countries development?
- Define examples of youth currency.
- How do you see the Socio-Economic Implications of Youth Migration?
- What types of Youth Wealth and Assets in your organisation and your country?
- Can you specify the type of motivators that would enhance youth economic empowerment?

PART THREE

**YOUTH ECONOMY
OBSTACLES**

authorHOUSE®

INTRODUCTION TO (PART THREE)

In order to reach the outcomes of YE we have to pass its obstacles. There are many challenging obstacles towards establishing youth driven economy, however one of the main obstacles is youth unemployment. YE is very relevant to lifelong learning and youth challenges. The more we manage to shift youth challenges and problem solving towards lifelong learning, the more we create waves of youth currency.

Youth frustration of socio-economic or socio-political situations is another source of obstacles that can be turned into an economic influence. Overcoming the non-clarity of returns of youth investment and influence of youth debts on the rest of their life is an important milestone for any countries future success in a youth driven economy.

Rarely today we hear about the role of youth in creating a differentiation in national economic transformation. However, taking care about youth engagement would enhance their commitment to create more positive change.

There are other obstacles that are related to building the spirit of youth at an early stage. For example, building practices that minimise regrets, or creating youth competitiveness in developing or under-developed countries would help to explore the variety of choices that they have in creating a positive difference in their economies.

authorHOUSE®

SECTION 3.1 - YOUTH EMPLOYMENT ECONOMY

Youth Unemployment & YE

Booker T. Washington once said, “Success is to be measured not so much by the position that one has reached in life as by the obstacles which one has overcome.” Unemployment is considered one of the main obstacles that faces youth today and specially in the beginning of their life journey. Unemployment rates are showing an increase year by year, despite it is being solved by more innovative solutions in many developed countries.

The global employment rate of youths (15-24 years) has reached approximately 38%, however their unemployment rate has reached 60% of the total global unemployed population as per the UNDP (2014) report. In other words, one out of four youths would want to work but cannot find a job. (Paul, 2012). High rates of youth unemployment represent a huge blind spot in any country, or society’s status and capacity. With the recent years’ financial crisis, there are now 73.4 million unemployed youth as per UNDP (2014).

Today more than two third of OECD countries have more than 15% of working age youth are still unemployed.

YE is highly needed specially in countries where youth unemployment has reached an alarming rates. Sill the youth unemployment in countries as in Spain is about 57%, while in South Africa is 56%, then it is 53%, 44%, 42%, 29% in Greece, Italy, Egypt and Iran consequently. YE practices can help reduce the young generation tough odds.

With the consistency of youth unemployment, we increase our lost opportunity for critical national and global economic development. Unemployment in youth has been shown to have lifelong effects on income and employment stability, because affected young people start out with weaker early-career credentials, and show lower confidence and resilience in dealing with labour market opportunities and setbacks over the course of their working lives.

What keep me and all the researchers that care about the influence of youth on the socio-economy is that youth unemployment has been disproportionate with the recent economic crises. According to the ILO's Global Employment Trends for Youth, 2011 Update, shows that the global youth unemployment rate rose from 11.8 to 12.7 % between 2008 and 2009, the largest one-year increase on record. In the ten years from 1998 and 2008, youth unemployment increased by a total of 0.2 %, or about 100,000 persons per year; but from 2008 to 2009 it increased by 5.3%, or 4.5 million persons, in a single year. By the end of 2010, an estimated 75.8 million young people were unemployed (UN, "World Youth Report," 2012).

Studies show that even labour force participation rate for young people has continued its downward trend: after declining from 53.8 to 50.1 % between 1998 and 2008, it fell to 48.8 % by 2011. (ILO Global Employment Trends for Youth, 2011).

Surprisingly the youth unemployment challenge is particularly intense in the developed world. In Spain for example, the majority of youth (51.4%) were unemployed as of the third quarter of 2011, and the figure was nearly as high in Greece (46.6%). The youth unemployment rate in the same time in Portugal was 30.7%, and in the UK 22%. ("The Jobless Young: Left Behind," *The Economist*, September 10, 2011).

In the developing world, high youth unemployment represents lost potential for national economic transformation, and high numbers of economically frustrated youth may contribute to social instability. Developing regions with markedly high youth unemployment rates include North Africa (26.6%), the Middle East (24.0%), and Southeast Europe/Former CIS states (22.6%). (ILO, 2011) Official ILO figures shows that besides the 75 million of unemployed youth, 15- to 24 years old, there are more than 260 million of similar age who are inactivity, i.e. neither in work nor education. The OECD, says that even in rich countries there are almost 290m that are not in employment, or education, or training. This is supported by even the World Bank reports in the last five years. The Economist calculates that almost a quarter of the planet's youth, are neither working nor studying.

The figures in rich countries shows that young women are doing better in the labour force than men, however, in South Asia, young women account for over a quarter of the world's inactive youth. To make matters worse, unfortunately, many of the counted "employed" youth have only informal and intermittent jobs. Even in rich countries more than third of youth are on temporary contracts which means they don't get the privilege of training investment. In poorer ones, according to the World Bank, a fifth of youth are considered to be unpaid family labourers, or work in the informal economy. All in all, nearly half of the world's young people are either outside the formal economy or contributing less productively than they could.

From all the above, youth unemployment has been accumulating with different trajectory than adult unemployment, which is shaped by different factors and is trending toward poorer outcomes. Youth participation rates are falling relative to adult participation rates, and the problem persists in good economic times and further worsens in bad economic times youth unemployment rates are consistently 2-4 times adult unemployment rates.

In contrast to the 12.7% global youth unemployment rate for 2011, the ILO's 2012 Global Employment Trends report states that the global adult unemployment rate was only 4.8 % last year. While the adult rate has already begun to decline from its 2008-9 peak, youth unemployment has fallen only marginally, by 0.1 %. The ILO estimates that youth unemployment represents nearly 40 % of total global unemployment.

There are different factors that increase youth difficulty in entering the workforce environment, these factors might include: lack of information, networks, connections among youth, especially youth from families lacking significant social capital. Many young people lack knowledge of what the world of work is actually like, and have not given careful thought to their own potential career choices. They have not used their time in school to prepare appropriately for realistic career paths.

One of the obstacles for more effective youth[®] workforce environment is the lack of informal networks and connections that are traditionally the major source of information about job opportunities. And they do not know how to navigate the labour market to identify and pursue available jobs or to find and use the most relevant training resources.

The other obstacles are the type of youth education and training programs that are provided by the supervision of governments. This makes youth target to pursue life through only specific courses of study that targets specific careers in mind. Therefore, youth often find themselves with general or theoretical knowledge that does little to prepare them for the actual tasks they will encounter on the job. Therefore, we can claim that youth preparedness is partly the fault of educational curricula that are not fit for the dynamics of the market and the employers need, especially in areas of critical thinking, creativity and communication skills.

In summary, youth unemployment been and continue to play a role in labour market, however it even worse today due the increase of financial crisis time and instability in the socio-economic systems in many leading countries.

As youth are expecting to enter the labour market or compete in it, we find them lacking the experience and the credentials that address employers' worries of human capital risks. Therefore, youth need to apply and learn to be practical with the challenges of the workplace, social skills and work ethics, in order to enhance their productivity especially at what is expected in the entry-level time.

Studies for labour markets in the developing countries imply a mismatch between the number of young people seeking work and the level of local economic activity. Most available work may be in informal or underdeveloped industry sectors. The severe shortage of jobs at the entry-level, still seen to lead to possible meaningful careers.

Many young people still complain on obstacles towards obtaining decent work and thriving in their first jobs. In addition, in difficult economic times, young people are often the first to be laid off, making it still harder for them to consistently build their skills and experience. Consequently, many young people end up facing extended periods of unemployment, or significant under-employment in jobs that fail to offer career opportunities.

The most important consequences of youth unemployment extend beyond the impact of temporary labour market fluctuations. The experience leaves a permanent imprint on both individual life outcomes and national socio-economic development trajectories. For example, analysis of Indonesia's labour market, even a decade after the financial crisis in 1997, suggests that youth who lost their jobs are less likely to become a regulated workforce. Many also would be

working in informal jobs. Another study in Argentina and Brazil found that those youths who join the labour force during a recession stay in worse situation and jobs than their fellow adults' citizens.

A series of studies starting with Andrew Sum (2000) in the U.S. and Kevin O'Higgins (2003) for the World Bank suggest that young people who have difficulty in their early integration into the world of work suffer lifelong "scarring" effects that diminish their resiliency and ability to thrive in a dynamic and demanding labour market.

A 2007 study by the Prince's Trust, found that the youth unemployment carries long-term wage impacts. The study confirms that every three months of unemployment at age 22 is associated with an additional 1.3 months of unemployment between age 28 and 33. Persons who experience 26 months of unemployment before age 22 typically earn \$1400-1650 less than their peers at age 26, and \$1050-1150 less at age 30. A similar study published in the Economist recently suggests that one year of unemployment before age 23 will make their earning in 10 years later, 23% less than their peers and 16% less in 20 years later.

In addition, extended youth unemployment found to increase the risk for other social pathologies as direct poverty effects on unemployed young people's families include "considerable cognitive, health, nutrition and psychological deficits" for children raised in poverty (Sum, 2002). Kotloff (2004) even reports that chronic youth unemployment is associated with increased incidence of criminal behaviour (ILO, 2000). As these young people grow older and raise

families, their failure to accumulate economic and social capital perpetuates the same cycle for their children.

High rates of youth unemployment also represent a wasted resource for developing economies. Poor youth labour market participation limits the inputs available for urgently needed growth and makes it harder for developing countries to realize the benefits of labour-intensive growth strategies. In reality, such unemployment only causes more limited growth with no realised development.

As we discussed in the youth dependency ratio; usually the developing countries would pass through a unique demographic window where the youth population is maximized before birth rates begin to fall toward a more developed economy pattern. Therefore, the success or the failure in realizing the economic potential of young people during the low dependency ratio period can make a great difference between sustained and faltering long-term development.

In their book “Meeting the 100 Million Youth Challenge” (Dhillon and Yousef, 2007) seen that in the developed world, underemployment of youth contributes to the fiscal challenges of countries facing a narrowing worker base for their old-age pension systems (Heet, 2003).

The UK Prince’s Trust (2010) estimated that youth unemployment costs the UK economy more than £155 million (\$247 million) per week in benefits payments and lost productivity, not including the costs of youth-associated crime which is another £23 million (\$37 million)

per week. The study shows the lifetime cost of educational underachievement for today's 17-24 year olds will be £22 billion (\$35 billion).

As the global economy is in the midst of a series of demographic and economic shifts, still too many young people are being left behind. It is an era where technological transformations should overcome the shield of scarce resources abundant, while the key constraints on economic and business development have become the skills, knowledge, and talent embodied in individual workers. The youth economic success and failure will increasingly be determined by the strategic acquisition and management, by businesses and individuals, of economically-relevant skills. Putting talent at the centre of analysis offers new perspectives on one of the world's most pervasive economic and social challenges – the increasing numbers of young people, in nearly all countries and regions, who are having difficulty entering the workforce and establishing themselves in sustainable careers.

Youth and Prejudice Mindsets

Many of us, without realizing, build and form overtime, based on life experiences, before-hand negative assumptions and unfavourable feelings/thoughts; without reason or thought. This is called prejudice and it is one of the challenges to youth fair employment in many organisations and countries. Certain communities would even build specific stereotypes about all or certain group of youth, or in general, be influenced over the years with ethno-centric perspectives. For example, certain communities would

generalize that youth doesn't fit a specific type of jobs due to their maturity, or due to their negative attitude(s), or due to faulty assumptions.

Many youths in the process of searching, applying, finding and joining a job, or even when becoming job creators goes through individuals that sometimes are prejudice about them and create for them unnecessary challenges. These prejudice biases might affect their competency, capacity to deliver and stability in the work environment. Hence, part of YE is that prejudice is managed and reduced.

Managing prejudice against youth means that we focus on both sides of interpersonal behaviour between youth and their stakeholders. This mean that we need to manage the social forces that create the negative attitudes about youth prejudgement that govern the behaviours of the public and even the decision makers.

In many YE performing countries as Canada, appreciating youths' attitudes formation, youth attitudes change, youth attraction, intimate youth relationships and accepting youth behaviour in groups are discussed openly and repeatedly.

The American Psychological Association (APA) has set a task force on resilience and management of prejudice against black children and adolescents which managed to reduce obstacles that faces them in employability skills preparation. APA have managed to help black youth and their families to build special skills that helped them to manage, cope, resist and even change the racial prejudice that face.

Researchers on indigenous youth in countries as Australia, New Zealand and Canada have shown the impact of culture, history, community values, and geographical settings on differentiating these youth behaviours. These publications confirmed therefore that such youth need to be consistently trained to cope with prejudice of the community around them instead of trying to conform with society's expectations and the external communities' behaviour.

History and the recent ignition of Arab Spring shows that if youth continue to live in bureaucracy environment, with both corporate and upper class power with an uneven distribution of wealth and prejudice, social problems surely would occur. Therefore, developing countries spend billions of dollars to maintain a fair, healthy and value added youth environment where prejudice views concerning youth race, sex, age, and disability are not welcomed. It is no wonder that we can see the less youth prejudice a community or a country is about youth accessibility to proper education, jobs and engagement power in daily life decision the more these countries and communities are benefiting of youth role influence on the socio-economy.

YE Formula

Less Prejudice about Youth Rights= More YE

With prejudice against youth today being reduced specially in rich developing countries and emerging economies, still today prejudice towards migrants' youth affect many socio-economic development and stability. Migrants youth found to help in developing many countries economy and create

vibrant cultures if there are well designed programs that help in including them properly in the communities.

Many developing countries today work to reduce their prejudice against youth and other variety of individuals by working on transforming from a multicultural society to intercultural society with positive, inspiring integration examples. These communities today started to reap the benefits today of such advanced transformation by having more educated, successful and active youth that are reference examples of what type of economy can be created by youth.

Such youth success stories help to develop further programs of intercultural competence and helped to eliminate many preconceived opinions towards different youth groups, regardless of their attitudes and emotional or psychological components. Later in this Handbook, we'll discuss how using youth economy practices managed to help reduce the teachers and pedagogical community prejudice about the noisy and under-performing students.

Organisations compliant with youth driven economy would ensure that processes or practices of youth related: avoidance, discrimination, physical attacks, extermination or genocide are early dedicated, eliminated and then prevented. Communities working to support youth economy would ensure that youth have built in intrinsic confidence to manage prejudice and stereotypes. Organisations and countries that suffer from any youth prejudice need to improve the communication process and to manage similar established experiences.

Making Youth Diversity Work

Diversity is about people. For youth, diversity is about the environment that they work in be it multi-cultural, or multi-ethnic, or multi-specialty, or multi-disciplined, or multi-education, or multi-national, or multi-interest, multi-workplace, yet it all targets accomplishments. It's about how youth value and appreciate those around them and yet are un alike. It's about how youth think about diversity and how they translate what they think into co-existence.

With the development of internet where the world is becoming a small village, youth should today be more ready to accept all types of diversity. In order to ensure a stable YE, there are many sources of diversity need to be realised by today's and future youth. Diversity of youth can come from sources as their biology which determines gender, or body size; or skin, hair and eye colours. Youth diversity can come from ethnicity and culture, the customs, the language and sense of identity. Other sources of diversity come from family conditions and way of life, including the family size, their values, traditions and social class. With an open environment for travelling from south to north and vice versa, today youth are under more demand to appreciate diversity of beliefs, of different religions or philosophies of life.

Diversity of nationality also can be an obstacle to YE. When youth realise diversity, they can enrich their communities and develop their socio-economy. Understanding and appreciating differences, not only create youth with internal peace, but even revive the economy with better sources of

stability in the long run and which directly influence both organizations and communities.

In developed countries, youth are encouraged always to gain new experiences and insights, while their schools and communities are expected to tap on diversified talents and appreciate the ‘leading edge’ of each. More diversification means a matter of readiness in any vibrant society. Therefore, many youth civic societies in developed and emerging countries are encouraging concerned organisations to seriously engage youth team to learn more about their and others perceptions through sensitivity tests and assessments.

After sensitivity assessment, a specific sensitivity training and awareness is done to ensure youth total assimilation. With the demographics of many countries are dramatically changing in last one decade, many youths are encouraged to get training in conflicts management, prejudice and stereotypes elimination and communication development programs. Youth are encouraged to understand and appreciate the differences that make each person unique as this is one of the main uniqueness of YE. This surely going to help develop youth future socio-economic decision and level of diversified influence.

Contracting Youth in YE

One of the most challenges of youth in the last century till date is the way they’ve been contracted during different periods of their life. In order to build youth driven economy

in any organisation or society, we need to ensure fairness and integrity when dealing with this important workforce.

There are today more than 50% of young people employed without contract, or what is called zero hours' contracts. There are today more than 900,000 workers in UK alone who are employed without legal contracts or on zero-hours contracts. The UK statistics shows those without proper contracts are likely to be part-time students, or women, or in full-time education when compared with other people in employment. On average, those found to work about 20 hours a week. Latest studies as Pickover (2017) shows that such contracting affects the healthiness and productivity of youth, not only the short run, but even in the long run. Zero or no contracts affects the mental health of youth than those in more secure employment. Youth employed on controversial contracts, don't know if they have work from one week to the next, found to be suffering from stability in their life, health and productivity.

Youth unemployment, underemployment and poor wages can have long-term adverse impacts on human, economic and social capital as per the UNDP (2014). Such conditions can trigger a vicious cycle of intergenerational poverty and vulnerability that can adversely impact on sustainable human development. Economic hardship coupled with lack of opportunities puts youth at risk of long-term social exclusion; this compromises countries' social cohesion and can lead to political instability. Therefore, contracting of youth is considered to be a solid part of YE.

Effective youth contracting would help to build the optimum attention that would ensure youth's transition from school to decent jobs. Such youth contracting programs should be specially established in post-crisis countries or communities in order to revitalize and sustain youth livelihoods and speed up their recovery.

In YE organisations and governments would always have a transparent scheme that promote and analyse better quality jobs which enhance, rather than damage, mental health and wellbeing. In a YE driven organisation studies would be consistently done to ensure wellness of youth that worries once not having regular work.

YE and Youth Lifelong Learning

Youth economy core concepts alternate between 'employability', 'soft skills', 'transversal skills', 'life skills', or even individual characteristics and traits. The skills described significantly overlap with the European Key Competencies for Lifelong Learning which are: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression; are all very important for youth based economy.

Blades et al. (2012) proposed four main lifelong learning capabilities needed for youth in labour market: personal, interpersonal, self-management, competences. Team-work,

adaptability and flexibility, self-confidence and intercultural skills are amongst those lifelong learning requirements that can be addressed by formal and informal education systems (Souto-Otero et al., 2013).

Map of the international youth work research literature as found by Dickson et al (2012) helps to spread benefits from engagement and lifelong learning in youth work including 'information, practical skills, enhanced educational or employment opportunities; and less tangible ones such as confidence, self-esteem, tolerance and sociability' (2009: 51).

A recent survey of 1000 employed and unemployed individuals and 100 employers in Ireland conducted by Accenture (2013), for example, resulted in the following ranking of the skills most needed. Leadership (57%), People management and teamwork (51%), Innovation and entrepreneurship (50%), Communication (39%), Adaptability and flexibility (39%), Change management (35%), Project management (19%), Influencing (19%), Decision making (17%) and Time management (14%). These sorts of lifelong learning skills are key elements for successful job performance both nationally and internationally.

Today youth need types more lifelong learning capacities as social intelligence, (connecting with others), adaptive thinking (finding new solutions and responses to unexpected circumstances), cross-cultural competences (ability to operate in diverse cultural settings), new-media literacy (critically assessing and developing content). The drivers for these sorts of skills are said to be increasing longevity of human beings, the rise of smart machines and automation

systems, the consequences of a computerised world, new media ecology, the super structuring of organisations, and the globally connected world.

The changes in society, in economy, technology and media lead to ever increasing demands on flexibility and ability to adapt to new circumstances. It is inevitable, therefore, that innovation, creativity and problem solving abilities will be central in a fast developing world.

Youth economy to occur and sustain in any organisation or community it needs youth that have confidence, self-awareness, accountability, diverse experiences, high adaptability, flexibility, interpersonal, improved teamwork, increased communication and improved pro-social behaviour. Today youth need even more diverse backgrounds, positive peer relationships, influencing without power and resilience are becoming more important than the normal basic skills that comes with self-development.

Competences of youth lifelong learning needs to be combined with the purpose of their goal, initiatives and targeted delivery outcomes. For example, needs for planning, problem solving, prioritising, critical thinking, decision-making and change management can be linked to the type of YE plans and socio-economic plans.

Economic Effect of Youth Frustrations

Most youth business ideas stem from their passion, love for things and innovation which are opposite to frustration.

When youth are frustrated many socio-economic problems occurs. Hence, many organisations and communities work on turn youth frustration into opportunities. If youth are not happy today with any product, or service, their frustration would be turned to social media. Hence, youth won't be a type of customer whom would be drafting customer complain to help minimise their frustration. They are customer that take action through their established social capacity.

The frustration of youth even would be more with the continuous mismatch between their competencies and recruiting organisation needs. McKinsey (2010) report that only 43% of the employers in the world find enough skilled entry-level workers. This is a source for youth economic development projects that targets to develop the gap through both national initiatives and a civic movement that tackles the gaps.

Studies shows that if any retail, say a book-store perceived by youth to be expensive in its books, it might lead these youths to turn their frustration to start a disruptive innovation to the same business. This is how Colin Barceloux started his textbook rentals company which now worth 8 million dollars. Therefore, frustrations about poor services or products in a future youth-driven economy would help to turn the mistakes to assets that would differentiate more innovative youth economy business models.

When frustrated about delays, or encountering long queues, or long waiting time, youth would create today an application (app) that makes it efficient for customers to

access that particular product or service with more socio-economic return. This is how Richard Branson built Virgin Airlines which is now worth 4.8 billion dollars, after dealing with the frustration of his flight being cancelled. Youth also can create today their own ministry of Labour to solve the rising unemployment by having a job alert app that enables youth looking for jobs to be aware of open vacancies and another that allow employees to get a hold of the best skilled people.

Another frustration example came from Kenyan college student Embu Mukundi whom managed to set up his education empire which worth US \$30 million after the frustration of being sucked as a tutor. When frustrated, youth more and more today can vent out their frustrations to encourage one another to create an online platform for the same forum. No wonder we hear Richard Branson repeatedly says “my best source of inspiration comes from everyday frustration I encounter at work and my personal life”.

Having, therefore, youth trained more on how to turn their frustration into a business idea would help to transform their negative experience. Hence, instead of reacting emotionally, youth frustration can be a catalyst for economic change and would be a source of learning to develop their mindset.

In order to optimise the energy of frustration, we can optimise youth observations that would create a type of mindset that be very positive and find opportunities inside each problem. With this type of mindset we can turn the growing frustration of the unemployed generation. With

YE we can even inspire more insights from young people on how to turn that frustration into an inspiration.

When youth understand the power of frustration, they would see life problems and challenges as stepping stones to a bright future. We would build generation that turn problems into solutions. Thus management of frustration are highly linked to YE, since it gives youth the capacity to fill a gap, however, only if cemented on an optimism and creative mind. We need to challenge youth more than ever today to use frustrations to create value, improve situations, inspire change and create meaningful assets.

YE and Social Classes

Due to changing nature of work for young people, some classes of youth have started to feel that they are being gradually marginalised. This marginalisation started to be reflected through the underemployment or unemployment of certain types of youth in specific sectors. This not only creates socio-economic pressures on the community, but also creates waves of socio-politics and racism.

Level of youth social and economic class or status found to play an important role on their health and their socioeconomic wellbeing. Therefore, there is a rising need to apply a multidimensional youth-orientated approach to increase youth independence from their peers. Plenty and Mood (2016) study confirmed that youth are highly affected on their final class and status by their peer status.

McCulloch et. al (2007) seen that young people's subcultural styles and identities are closely bound up with their social class. Fieldwork data from youth in UK indicate that youth membership of subcultural groupings is largely determined by social class, rather than being a choice of free-floating lifestyle. In another study carried on Sri Lankan youth, Little and Sabates (2008) found that youth expectations for education and occupation are higher than their parents when they were young. Social class effects vary among youth and their parents. The occupation expectations of youth show a widening gap between the middle and low social classes.

The work of France and Roberts (2017) argue that reinstating class analysis is central to understanding young people's lives. Youth analysis recognises that in periods of social change, class relationships may be reconfigured, while being dynamic, thus shaping the differentiation of YE overtime.

SECTION 3.2 - YOUTH CURRENT CHALLENGES

Introduction to Youth Challenges

There are many types of challenges facing youth today. These challenges vary in their effect on the socio-economy and youth related productivity or outcome. However, in YE we consider that the biggest youth challenge is the lack of realising life purposefulness. With the availability of life purposefulness of youth anywhere we would help to overcome the challenges of poverty, the lack of employment opportunities, the lack of equality, the lack of quality of life, the failure in learning capacity, the failure in the educational system, the failure in addressing youth to market needs, besides not addressing generation gaps and lack of affordable housing that leads to family instability.

Overcoming fear of failures whether in classrooms or in real life situations, or in the market place is also one of the psychological challenges and which requires multi-disciplined approaches.

UNDP (2014) advised for engaging youth in different recovery efforts, such as engaging them in rehabilitation of social and socioeconomic community infrastructure, in order to help them autonomously discover their type of challenges and mitigate risks of reintegration efforts.

In this section specifically, we will focus only the main challenges towards YE, disregarding the many other youth challenges that is beyond the scope of this book. For YE, the most important challenge would be the clarity to investors on youth about the types of returns they would get to experience directly or indirectly. The other type of youth challenge that affects YE is the amount of accumulated youth debts due to the design of capital economy today. This deteriorates the economic transformation of youth and minimize their chances in capitalizing on available opportunities. This section concludes with practically calling for more focused youth studies and to create a bridge between youth of the developing countries and those of developed and emerging economies.

Clarity of Returns on Youth Investment

One of the challenges of any issue today is how to attract investors of resources towards it. Investors on youth, be it government or private or civil sector, need to see the quality of returns on their investment. Investing on youth is the most complex yet highest return of human capital investments throughout history. Clear evidence based research show that the return of such investment is very high. It leads countries and organisations to be more competitive and with differentiated contribution.

Then where is the challenge here? The challenge is in the non-clarity of returns on youth investment and how we see it. In youth economy we call the measure of youth investment be the Return On Capitals Employed (ROCE), within periods of 3 to 20 years. For example, if we apply ROCE to different phases of youth time, i.e. for investments on youth of ages from 13-15, then from ages of 15-18 and then ages of 18-24 and so on, we would see that the returns are very astonishing and most profitable.

More specific example would be when we invest, applying ROCE, on the dynamic and sensitive phase in youth life where they need to mediate between the role of the family and the society, this period where many investors shy away. In this period, we would see a very high returns to alternatives of high loss of opportunities in youth. Therefore, the process of integrating youth with their society need to be evaluated and assessed from different points including the return on the capitals employed (ROCE).

United Nations have tried to alarm about the importance of investing in youth and their socio-economic role or issue through a periodic report (every 2 years approximately). The UN reports that started from 2003 till date illustrate the most important challenges that youth in the globe has been going through due to the slow development of a focused youth economy. However, the UN report miss the clarity of returns for the investors.

Despite the UN youth focused reports could not convince the investors, specially government to see the high socio-economic returns of investing on youth, the overall analysis

and synthesis of all these fifteen years reports to clear conclusion, “invest now, avoid trouble later”. The 2003 World Youth Report (WYR) did an assessment of youth global situation. priority areas identified by the World Program of Action for Youth (WPAY), while the 2005 WYR focused in renewing the commitment to the goals of the WPAY. 2005 Report specifically focused on the healthiness of youth and how to create from them value added global citizens. The report mentioned about over 200 million youth that were living in poverty, while 130 million of them were illiterate. The other challenges of 2005 is how shift also the 88 million unemployed to be more active and value added while acknowledging that about 10 million young people living with HIV/AIDS.

The 2007 WYR examined the challenges and opportunities existing for the roughly 1.2 billion young people. The 2010 WYR focus on youth and climate change, and is intended to highlight the importance role of young people in addressing climate change and how they can become collective agents of change.

The transition of youth from educational institutions towards the labour market was the focus of the 2011 WYR. Since the world was shocked with the alarming 2013 youth migrations from south to north the 2013 WYR focused on understanding the causes and the effect of youth migration. By 2015 WYR came back to youth economy development through exploring the youth participations and civic engagement.

Figure (3-1) represent the UN reports acknowledgement for investing in youth directly and youth economy indirectly. The figure shows how the development from assessment of youth situation till we realise youth civic engagement lead to development from awareness of the importance of youth economy till total engagement with youth economy. What I want to say here that we are more than ready for transforming to youth based economy at this time and this moment.

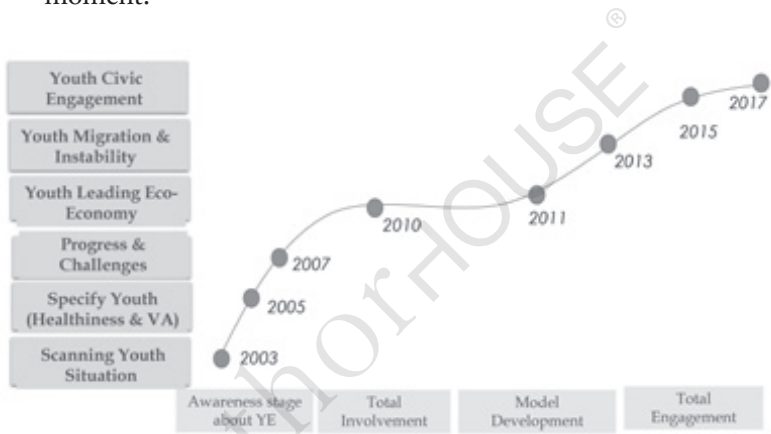


Figure (3-1) Rising Importance of Youth Economy as per UN Reports

For example, with the magnitude of unemployment and poverty in different African countries, the economic growth in these countries has not been able to generate adequate employment and income or to generate opportunities that would absorb net increases of the youth as an educated labour force. Under investment in young people's human capital development leads directly to the replication of

socio-economic inequalities, which almost always extend into adulthood.

When youth potential goes underutilized, it can become quite costly, and ROCE would be feasible. Therefore, creating favourable youth policy and legislative environment for attracting domestic as well as foreign investments can increase youth employment opportunities. Therefore, many African countries today started to realise the importance of youth councils or ministries that care or cater for youth to develop a National Youth Employment Creation Program.

Rural youth are having high ROCE in the agricultural sector, where youth have greater capacity for innovation and entrepreneurship than adults. Currently, the private sector has absorbed much of the responsibility for the production and processing in this sector. Therefore, initiatives can be focused on appraising the private sector's approaches in engaging youth to extend beyond conventional corporate social responsibility. When these private agricultural organizations start incorporating young people into their core business strategies they would yield high agricultural and economic returns, both for individual companies and the society at large.

In certain African countries, cooperatives started to focus on youth role in the agriculture sector. The cooperative principles play a pivotal role in organizing youth and put them together. The role of youth in these cooperatives is to make discoveries of new agricultural products. Youth in those countries with effective cooperative program can

be mobilized into associative economy as a strategy for the reduction of income poverty.

Any similar model for the youth cooperative model that would be giving youth the opportunity to sit together can make them foster their creativity and innovativeness that could bring great change in agriculture success story. Such models encourage constructive youth participation across different segments of the society. It ensures growth and sustainability of the society activities and stability of business environment.

YE and Status Complexity

Youth are living today, and most probably would be even living more in the future, in a world that have complex status and meanings that never experienced by any of the previous generations. It is a social media status world where youth are turning into publicity-hungry narcissists and self-centred individuals. It is a world where your value is measured by the spectators that follows you. With more than 80 million photographs uploaded to Instagram every day, more than 3.5bn 'likes' every day, and nearly 1.4 billion people; it normal that many youth measure their success stories with likes.

Therefore, one of the YE challenges would be the increase of narcissistic personality disorder (NPD) as a behaviour amongst youth in the coming decades of the 21st century. NPD generation would target to attract more followers and likes through projecting positive images at all times. Such practices can be witnessed in youth even today. Studies show

that many youths are having personality disorder, as they are looking for a positive reflection of the self where the world for them is their own mirror and where their mind is looking consistently for affirmation.

Studies shows that many youths spend good time and energy during the best years of their productivity as youth, i.e. between 13 till 22 years on thinking what to post to amass followers that mostly may be they have not seen or not really in good contact with them. Such youth check their social media accounts tens of times a day and are obsessed in maintaining their online profile more than making great achievements.

Youth with NPD are usually diagnosed with the addiction that carries the deep need for admiration, an inflated sense of one's own importance, and a lack of empathy for others. Other diagnostic criteria of narcissistic personality disorder include dreaming of unlimited success; craving attention from other people, but showing few warm feelings in return; and choosing friends based on their prestige and status rather than personal qualities. Many youths even today take long time to get the perfect selfie as they believe that this stuff stays online forever. That's a pretty unique pressure and it has to create a painfully pressured state of mind. This has the potential to amplify pre-existing narcissistic traits.

YE Anecdote- Youth Innovating Stock Market Trading
Tim Sykes the famous and young stock investor used his bar mitzvah cash for his first investment. He started with penny stocks at his early adolescence and now got his \$1.5 million by his 21st birthday. Today Tim is also an inspirational

speaker and teaches others how to get rich with penny trading.

Youth in Society of Popularity

Clemans and Graber (2013) mentioned about the importance of social planning that targets to influence the perception and recollection of youth in adolescence age. The study shown that youth aggression is highly correlated with highly perceived popularity. Even though musicians and performers have long been considered to influence young people, mostly in negative ways, in this 21st century, the impact of celebrity culture are creating a society of popularity among youth and has reached unprecedented heights to the extent it have a strong influence on their future profession and socio-economic decisions.

Much of the research questions how the popularity culture is impacting youth's mental health and well-being. With the rise and dominance of social media sites and apps, such as Instagram, sources of the popular society influence have increased and became uncontrollable. The British Psychological Society warned that youngsters are finding it increasingly difficult to cope with images permeating from a celebrity culture in which the physical shapes and certain early sexuality are publicised. The study suggests that continual exposure to celebrity culture impacts in negative ways youth's sense of identity.

Young people are trying to explore their own identities through talking about those popular celebrities. Therefore,

in UK a Celeb Youth Project started academic research that study the relation between the field of celebrity and identity. A YE driven organisation would help to change the influence of celebrities by using them to construct youth's aspirations. In many youth economy leading countries, youth are prepared more even in their earlier classes to deal with this active and complex use of celebrities' culture in order to build on them the intrinsic capacity to use selectively from this culture what suites their constructive productivity.

Youth and the Dopamine Challenge

Recent studies show that youth are avoiding the normal drugs addictions of their age such as addiction to nicotine, cocaine, marijuana, however coming more addicts to other alternatives that affect their brains "reward" circuit and which produces their neurotransmitter "dopamine". Dopamine creates feelings of pleasure, and tells the brain that this is something important—pay attention and remember it. Drugs hijack this system, causing unusually large amounts of dopamine to flood the system. This flood of dopamine in youth creates "high" euphoria which is a symptom associated with a specific type of addiction.

The dilemma is that also without dopamine, youth wouldn't be able to learn good habits, or feel good when we accomplish something challenging, i.e. they would not strive to reach the next challenge either. A well-structured YE society want to balance the dopamine in youth so that they would feel excited when they encounter a new experience, or new idea, while they actually feel reason to seek out anything new.

Studies show that dopamine in youth increased with usage of mobile phones innovations and actually has become more common for generation Z. It is a generation where survive on sharing through social apps and sites which became periodic addiction with every app comes and which effect to great extent their social life and psychology. This type of addiction can actually slow down or stop the body's natural production of pleasure-inducing dopamine overtime. Hence, this is a generation where frequent usage of the mobile, for example, may be linked to experiencing pleasure in their lives.

The growth of more dopamine receptors during youth adolescence as well as an enhanced dopamine supply provides a rush that adults just don't feel when engaged in the same activity.

YE and Attention Management

Generation Z is the generation that would control and the manage the world in the 10 to 50 years. However, they are also the generation that would have less attention spans that goes from 3 minutes to even 8 seconds. They are a generation that unable to focus for extended amounts and have the "eight-second filters."

Hence, in YE the differentiation for any organisation is how to manage the youth generations that are growing up in a world where their options are limitless, but their time is not. i.e. Organisations would differentiate itself by its capability to attract youth attention in short time. It is an economy

where people would be tuned to a limited amount of time and where they have limited energy to spend assessing things. The attention of this generation would be on what help them to manage their professional brands and would help them to stand out.

A YE driven organisation therefore would be selective in seeking the attention and immediate validation and acceptance of the coming to work generation through social media, since that's where all their peers are and where many of the important conversations happen.

The other attention that YE organisation should take care about is raising the young work force ability to communicate clearly, specifically with older adults. These are skills that would be missing from the Generation Z where they are busy with virtual tools that social reality.

The third type of attention that organisations in YE should focus on is to manage and appreciation the early entrepreneurial spirit of this generation where they believe in the idea of working for themselves and where the majority are risk-averse, practical, and pragmatic. They consider these skills as part of their survival mechanism and thus YE organisations, communities and even families should capitalise on this belief. They all should remember that they are dealing with social species that need consistently attentions and likes.

Generation Z and those coming after, Generation Alpha, are both obsessed with developing contingency plans to help them navigate the dynamic job market. This comes

from their 'Gamified Mindset' as I coin the term here. Both generations, especially in less developed countries, also are facing many of the challenges of transitioning from school to work, separating from parents, and forming their own identities, however again it is an opportunity for organisations to create products for them as they are going through these transitions in an ultra-connected, fast-moving technological age.

Youth and Spotlight Effect

'Spotlight Effect' is a phenomenon appeared in the world of psychology in 1999. Youth in an economy that would be full of renewal, energy and high spirit would be also at the risk of the spotlight effect syndrome. In this syndrome youth tend to believe they are being noticed more than they really are. This increase specially in a popularity driven economy as of today.

YE based organisations and communities would tend to pull their youth not to stay busy in their own world and actually to interact positively in their community. Hence, youth in YE won't care how much they are in the spotlight, i.e. they don't worry how much they are in the centre of other's own world.

Today, youth are known to experience lots of anchoring and adjustment phenomena which is related to 'spotlight effect' where their internal feelings of anxiety push them to be very busy with self-representation. When youth enter this self-focused state it become very difficult for them to set aside public and private self-knowledge to focus on the task.

This build on their mindset overtime another syndrome called the 'false-consensus effect' which occurs when youth overestimate the extent to which other people share their opinions, attitudes, and behaviour.

Due to the type of pressures of capital economy, youth in different ages are suffering more and more from 'self-as-target bias' which make youth perceive that the events are disproportionately directed towards them. We can see this clearly amongst our student, or even among our children whom they would feel they would be targeted by the teacher since they didn't prepare well for the assignment, hence they would start to panic. Therefore, in YE, managing youth 'spotlight effect' would become more important since through it we can minimise other syndromes and mitigate what is known today as 'the illusion of transparency' where the youth would be encouraged not to overestimate the degree to which their personal mental state is known by others.

Studies shows that youth who overcome the effect of social judgment syndrome shall most probably overcome the fear of embarrassment or procrastination that the 'spotlight effect' brings in thus become more productive and effective. YE driven organisations and communities are expected therefore to monitor 'spotlight effect' when youth embarrass items, such as type of t-shirt, to increase the extent of their spotlight. If these youth experience immediate the exposure, the spotlight effect would significantly increase their decision making scenarios. It is highly recommended therefore that YE driven communities' studies more the spotlight effect amongst the different age groups in order to avoid having generation(s) that

tend to overestimate the extent to which their contributions make an impact on their community or to the world.

Youth and the Focus Challenge

Why most youth complain about their inability to focus? and how can we mitigate the negative influences on our socio-economies? Questions on 'how to focus' have been increasing more than ever today with generations that are being surrounded with gadgets as smartphones, email, social media, games, connected wearables and more to come. We truly live in an age of what I call 'push thinking' where distraction is the norm. Where youth on average refer to their smartphones more 120 times per day and where they have the habit of pulling their phone out of their pocket every 20 minutes, on average, looking for some-type of notification or information.

Parents and youth alike complains about the lack of ability to focus or concentrate in day to day activities as in class. Many youths complain about their inability to sit still long enough to finish homework or plan ahead. New medical research in the Journal of Neuroscience has found that teenagers' brains continue developing far longer into adulthood than previously thought. Adolescents may look like young adults but their brain structure resembles that of much younger children. This justifies why it is not always easy for adolescents to pay attention in class without letting their minds wander, or to ignore distractions from their younger sibling when trying to solve a problem. Latest MRI studies show that adolescents simply don't have the same

mental capacities as adults. The brain activity of adolescents was monitored as they tried to solve a problem in their heads while ignoring environmental distractions. Scans revealed an unexpected level of activity in the prefrontal cortex, a large region at the front of the brain involved in decision-making and multitasking. This indicated that the brain was working less effectively than that of an adult. Now these studies confirm that the prefrontal cortex of youth functions in chaotic way and it continues like this until the late 20s or early 30s.

The more youth can minimise the distraction behaviours, the better they can concentrate and thus function. This because whatever talent they have, they can't apply it if they are distracted. The inability of youth to focus is a major problem for many families and organisation. Recent research shows that 47% of the time youths minds are wandering, and only 1 in 5 out of them can focus on any one thing for any length of time.

Scientists believe that the youth chaotic thought patterns are a result of teenagers' brains containing too much grey matter – the cell bodies and connections which carry messages within the brain thus affecting the efficiency and effectiveness of the neural transmissions travel.

Therefore, in a YE many organisations would ensure that their youth would be engaged in sports activities and identify the small tasks they need to execute which are called performance cues. The performance cues include for example the quality touches on the ball, good passes to team mates, or creating scoring opportunities on the pitch.

This help to shift the focus of the youth from scores, or winning or exams to identifying and concentrating on their performance cues.

The ubiquity of digital technology in all realms of life isn't going away, but if students don't learn how to concentrate and shut out distractions, research shows they'll have a much harder time succeeding in almost every area. Therefore, one of the techniques that developing countries as the leading Germans and Scandinavians schools are doing is to build up the neural circuitry in youth that help them the type of focus attention techniques that would help them to address controlling of problems through more empathetic thinking.

When the physiology of the brain is analysed we see that the pre-frontal cortex which governs the youth focus and their executive functioning is still in different development stages. It is in this part of the brain where youth can control themselves, to keep emotions in check and to feel empathy for other people. Therefore, in order to trigger the youth attentional circuitry, we need to have experience of sustained episodes of concentration.

Many communities started to develop apps and games inside and outside schools to help you strengthen their attention, like mindfulness practices, into the curriculum. These communities are now easing the fear of youth with the spread of a bad habit that we find specially in this generation which is called FOMO (Fear of Missing Out).

Youth in YE would carry the habit of establishing mental focus which can help them struggle with internal distraction

problems. A Duke University did a longitudinal study on children born in 1972 and 1973 tested regularly for eight years, measuring their ability to pay attention and to ignore distractions. The study showed that those same children when tracked down at the age of 32 found what differentiated between them is the ability to concentrate.

Many YE future jobs would be based on focusing abilities. Gamification, robotics, innovation design, and many other similar jobs are pushing youth to have more ability for attention. Many researchers are also trying to solve the equation of concentration abilities through being able to use the digital tool that would help them to get more focus.

YE and Multi-tasking

Many people believe today that this youth generation are more driven to be of multi-tasking than their predecessors. This is due that current generation grew up with multi-tasking digital devices. However, this type of multi-tasking has created focus and concentration challenges due to the habit of “continuous partial attention.” In this habit the brain switches back and forth quickly between tasks. The problem is that as youth switches back and forth between work and text messages, their ability to focus on either task erodes. This could have significant implications on youth when we need to be deeply involved with new concepts.

A recent study carried by Rosen (2016) of California State University (CSU) focused on analysing what youth are doing every quarter of an hour. Rosen marked down once a minute

what the students were doing as they studied. A checklist on the form included: reading a book, writing on paper, typing on the computer—and also using email, looking at Facebook, engaging in instant messaging, texting, talking on the phone, watching television, listening to music, surfing the web. Sitting unobtrusively at the back of the room, the observers counted the number of windows open on the students' screens and noted whether the students were wearing ear-buds. Although the students had been told at the outset that they should study something important, including homework, an upcoming examination or project, or reading a book for a course, it wasn't long before their attention drifted.

Researchers have documented the negative consequences that occurs when youth go through multi-tasking. The research found that youth takes longer to complete any assignment and they suffer mental fatigue caused by repeatedly dropping and picking up a mental thread leads to more mistakes. The cognitive cost of such task-switching is especially high when youth alternate between tasks that requires different level and type of thinking.

The impact of multiple streams of information and entertainment while working, i.e. multi-tasking, has become common behaviour among young people, so common that many of them rarely complete a job, or a problem. As per CSU study, the students' "on-task behaviour" started declining around the two-minute mark as they began responding to arriving texts or checking their Facebook feeds. By the 15th minutes, these youths had spent only

about 65 percent of the observation period actually doing their schoolwork.

Research found that youth memory over time would be weaker than similar youth of earlier generation due to failing to encode effectively what should be stored in the memory. The moment of encoding is what matters most for youth retention, and it is really at risk with heightened use of the tech gadgets in every second of our life. Many studies demonstrated that when youth attention is divided during encoding, they would remember some pieces of scattered data or information. Therefore, in YE organisation, youth would be trained to enhance their memory capacity through being first consciousness during the encoding, i.e. through participation. Empathetic thinking is another way to help youth to overcome distractions of multi-tasking and ensure more effective encoding.

YE driven organisation and communities would carefully design the accepted practices of multi-tasking in education and training programs in order to differentiate between its benefits and risks in creating better or worse lifelong learners. i.e. how to ensure multi-tasking to make learning far deeper. David Meyer, a psychology professor at the University of Michigan explained that it might be very important for youth to differentiate between the levels of multi-tasking. The concentration needed when doing a laundry and listening to a podcast would be a multi-task less important compared to listening to a lecture or doing an important work while texting on Facebook, for example.

Some of these tasks is very demanding, and each of them uses the same area of the brain, the prefrontal cortex.

In order to ensure a fully competent and functional youth that would create positive outcomes on their socio-economy, youth are trained to be aware about their physiological capacity and its influence. In a YE, this relation of human capacity and multi-tasking influence is expected to be part of social awareness programs. Youth need to appreciate the mental operation process and specially the unconscious ones. With more multi-tasking prone to happen in the future, youth should be equipped with how to manage the 'digital natives' to overcome the inefficiencies of multitasking.

Influence of Youth Debts

In the last four decades' youth debts have reached an alarming stage. About Quarter of those categorised as youth are considered to be under constant debt. Nearly half of youth between ages 18 to 30-year-old need to borrow money periodically to survive till end of the week or the month as per Bulman (2017) study. Figure shows that young women are even struggling more than men with prices increasing and wages stagnate.

Bulman report that in England and Wales alone this quarter of youth are in constant debt, with nearly half of them having to borrow money, work extra hours or skip meals just to last the month. Youth debts even have doubled in many countries as USA and Europe after the financial crisis and specially with the rising prices and stagnation of wages.

In a survey done on more than 4,000 young people aged 18-30, conducted by Populus Data Solutions, found that 24% of young people are in debt all of the time, with 48% having to borrow money to make their cash last to the end of the month. The research also shows that there is an increase in number of youth who are struggling financially to the level to having to live on overdrafts, credit cards, pay day lenders, parents, friends and/or relatives. The study shows that only 39% of these youth expect to be debt-free by the time they are 40.

Another research finding, commissioned by charity the Young Women's Trust, reported by Bulman (2017), indicates that young women are struggling more from debts, where 51% goes to borrowing money, or skipping meals to get to the end of the month.

Due to the level of debts, many young people today are putting themselves on strain and suffer anxiety which leads to both poor and instable mental and physical health. Actually, studies show, many youths in different countries are willing today to work longer hours and skip meals, or even delay themselves to building a family, just to manage to pay their debts.

Moore (2017) reported about Andrew Bailey, the UK chief executive of the Financial Conduct Authority in an interview with the BBC that there is a pronounced build-up of indebtedness among the youth age group and it is not about reckless borrowing, but about lending for their essential living costs!

Moore mentioned that the causes of this is due to the rising asset prices, and the fatten retirement incomes. With jobs being hard to find, well-paying jobs are becoming more scarce in the future. As youth are turning more towards the gig economy benefits of protection are turning towards the old, i.e. removed from the youth. As education, starting from primary till higher education, becoming radically expensive we are establishing more route towards more cycles of debts that might lead even to poverty. Therefore, UK prime minister Theresa May, recognised in 2017 that UK due to these accumulated youth debts issue and others need to comes to “intergenerational fairness”.

Youth in UK are experiencing a sharp fall in their incomes which became lower on average than they were 15 years ago. This is partly because of the rise of the unpaid internship which take the place of entry level jobs. McRae (2016) reported that youth under 30s are even poorer than they were few years ago. The rising of the life prices compared to youth income is particularly hard on youth, who are also seeing their income squeezed by low pay and their tuition school/college debts.

Youth Role in Economic Transformation

Besides clarity of ROCE of investing on youth, youth need to visualise and get involved and engaged in clear maps for economic transformations for socio-economic change. Still, this is considered to be a challenge, as many government or bureaucratic planner believe that involving youth would bring more headache to their visualised plans. In our studies,

which we will discuss in detail in later sections, shows that the more youth are involved in economic transformation the more countries, or communities, or organisations would ensure clear development rather than just growth.

The Department of Trade & Industry (DTI) in South Africa did a study in 2012 on national youth economic empowerment to understand the type of Policies gaps that need to be addressed. The government concluded then that it needs to contribute more towards increasing the level of youth participation in the mainstream economy, after establishing YE enablers, as shown in Figure (3-2). 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).



Figure (3-2) Youth Role in Higher Main Stream Economy

Youth today have a great role to play in any economic transformation as they control nearly 50% of the developing world population. Utilising youth bulge is a real opportunity for development and transformation.

Youth can really play a role in raising country's opportunities. Through focusing on youth empowerment programs 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.

Today more than 24% of the world young labour workers live in households that are below the poverty line (US\$1.25 per day). If these youths become job creators or value added job seekers, they would surely transform any type of socio-economy. 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 cannot afford to be unemployed. With the involvement of youth in the decision making, they would be more competent to implement ideas. In developing countries, unemployment tends to be an obstacle for government leaders to establish realised quality of life. Having also high unemployment among more educated youth, started to create even a threat to socio-economic stability.

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 which 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.

Youth Economic Opportunity Events

Youth economic opportunity events targets to monitor and evaluate approaches and explores links between youth activities so that it would build the capacity of youth development stakeholders network and help design, implement and evaluate high-impact youth economic outcome.

YEO event targets to measure first the youth knowledge exchange where youth are encouraged for knowledge-sharing and to build their own learning hub. Then youth would be encouraged to their knowledge capital where results of interaction would either tangible or intangible.

YEO identifies changes in practices that occur in youth learning and engagement including adaptation of new tools and emergence of new partnerships. YEO helps youth to value

the moment and make them focus on building experience rather than just focusing on getting empowerment.

In YE we need youth to explore broader youth economic opportunities, incorporating insights from emerging the socio-economic issues with high resilience.

YE Anecdote- Youth Leading Knowledge Economy

Sachin & Binny Bansal both 34 years old from Bangalore, India, have today an estimated wealth of \$1.4 billion each. In 2007, Bansal teamed up with Binny Bansal and found Flipkart one of the leading online seller of books. Today, it is India's top internet retailer, with 30 million products and 44 million registered users.

YE and Regret Minimisation Framework

Amazon.com founder Jeff Bezos is one of the youth who created major contribution in their life journey by utilising regret minimisation framework (RMF). Jeff visualised early in his youth what legacy he want to leave around when he reach the age 80 years, to avoid feeling regret and depression due to wasting his youth energy and spirit. This visualisation of avoiding a regret situation made him leave a well-established stable job and fixed high income, to a risky but innovative project. That was the beginning of Amazon.com. Youth therefore can use RMF therefore when they face hard decisions in life as deciding whether they should quit a job, or migrate, or studying for higher degrees, or end a relationship, or change specialisation. Big decisions like these are the ones youth have to make completely by

on their own without waiting always the support from the environment around them. Such RMF thinking is meant to help them dare to move forward towards their dreams without regrets.

As the world economy today is undergoing a turmoil with global economic growth rate is slowing down, especially after the repeated financial and economic crisis, regret minimisation framework can be a solution to move this stagnation, if it is built in youth coming to the labour market.

Zambia's youth unemployment rate was above 25% in 2014, as per World Bank Statistics when Brilliant Muyunda, 18 years old aspired to become a journalist not a teacher. His passion for journalism made him unique aspiring youth, compared to his peers. Muyunda story if repeated it would create a difference for both himself and for his socio-economy. More and more Youth as Muyunda are starting to have RMF mindset to differentiate their life destiny.

With tools as RMF youth would manage to setup a vision of how they would manage to minimise their regrets in the rest of their life journey and to setup self-renewing activities.

Since statistics shows there are more than one billion young people will enter the job market over the next decade we need to help them build for themselves dreams that make them prioritise what they want. We can build youth economic inclusion, impact, and scale with the regret minimisation framework that make youth visualise their role towards the global development.

Scarcity of Practical Youth Studies

There is a clear gap in literature today about research that establish connection between youth security, economic and social empowerment. Youth need to explore complex challenges and identify them in a way that would help workforce development, financial inclusion, enterprise development, monitoring and evaluation, research and learning.

Young people are innovative and creative. They are actually leading problem solving and solutions finding movement of today. Therefore, studies should focus on how to make youth work on addressing communities needs and improving life transitions with minimal vulnerabilities. Hence, youth studies should be around cross-cutting topics including livelihoods, demand-driven behavioural skills.

Hence having more youth focused studies would help young people get more evidence based perspectives about the benefits of moving back home with family, or sharing homes to cut expenses, or deciding whether to build a family with instable economic environment. Such studies should be regionally focused in order to address youth local decision making and specific needs.

Wyn and White (1997) demonstrated that many studies are needed in the area of youth age social significance and social divisions. For example, there is a clear need in developing countries for studies in the area of youth unemployment where they represent 87% of the world's youth, who are often underemployed and working in the informal economy under poor conditions. Today, developing countries youth

living in poverty cannot afford to be unemployed. Youth economy targets to deliver more studies that would help decision makers to implement effective approaches that tackle unemployment, especially among the more educated youth today and most probably in the future.

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.

Hollands (2002) called for other type of youth studies on how re-conceptualize contemporary youth cultural identities in the context of social divisions created through different transitional pathways. Traditionally, there has been a historic divide between analyses of youth cultures on the one hand, and studies of youth transitions on the other.

Hollands (2002) seen that the world need a transformation in the way we address youth needs through studies. Current youth studies as per Hollands are not only somewhat mechanical and structurally biased, but rather dull and positivistic in their orientation. Recent analyses of youth styles have been pre-occupied with more post-modern readings of club-cultures, post-subcultures, neo-tribal patterns of activity and lifestyles, and have often failed to address questions of inequality, segmentation and spatial separation amongst differing consumption groupings.

Citi report (2017) found that 55% of youth in both developed and developing markets currently work in an industry that they do not aspire to be in. Yet, as previously noted, when asked if they will find opportunities to succeed in their desired field, 70% believe they will. The study showed that youth across the world, aspire to work in mainly: technology/science, arts/entertainment, and professional activities. One in five (20%) young people express the desire to work in technology/science, outstripping any other field. However, the study shows that currently 17% of youth are working in sales or retail related business and this number is increasing steadily. Citi (2017) found also that many youths are looking forward to penetrate the field of techno-entrepreneurship or work in technology fields specially.

We live in a time full of opportunities and uncertainties. These rapid changes present a challenging new landscape for today's young people to navigate. Young people (defined as 16-24 year olds) are a significant population representing about 1.2 billion people and 16% of the world's population. They are the largest single generation in human history and face unprecedented technological, social and economic changes. Young people have the opportunity to shape the next five decades, but they need selective motivation or a type of engagement that would empower them to overcome barriers and realize their full potential.

Increasingly, young people are moving to cities or migrating to countries with greater job opportunities, but full of risks of cultural shock, while separating from their families and social support networks. Such trend need further focused

studies in this line to help youth to effectively engage with their new socio-economies without having great loss.

Our research shows that young people across the globe generally are more optimistic about the future than other generations. A fundamental question is how to capitalize on this optimism and best prepare young people to take advantage of future opportunities that will lead them towards establishing more socio-economic success stories.

There is clear need for studies about how are young people preparing for their future and what type of careers they would or can pursue. Studies also needed on the type of youth education needed to practical experience through internships and apprenticeships.

Since youth all over the world suffer from trends of losing hope, studies are more needed on how protect them from turning to be part of a blame culture. This means they need studies on how to enable them to innovate, to take risk, to create, to search for better life achievement.

Kao and Tienda (1998) used the National Education Longitudinal Study (NELS:88), to analyse how educational aspirations are formed and maintained from eighth to twelfth grades among a single cohort of youth. The study focused on how youth aspirations are shaped, and the blocked-opportunities framework, which considers the structural obstacles that bound to those levels of aspirations.

Kao and Tieda (1998) study shown that ethnic groups differ in the extent to which high educational aspirations are maintained

such that black and Hispanic youth have less stable aspirations. Family socioeconomic status found to contribute to ambitious aspirations in eighth grade and helps to maintain the high aspirations throughout the high school years. However, this study contradicts a study we did in Bahrain with for 17000 high school students where we found that majority of sample represented under the bell curve whom are inspired and carries high aspirations comes from average income families, Buheji (2015). However, both studies agree that early aspirations play a great role in youth inspirational goals.

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.

YE Anecdote- China Young Tech Entrepreneurs – Part2

Lin Qi founded web gaming company Youzu with 10 people in 2009. Lin reached billionaire status in 2014 after Susino Umbrella bought his company. Today, Lin serves as chairman of Youzu. Lin Qi have collected an estimated wealth: \$1.5 billion.

Youth in Developing Countries

Studies shows there are higher level of optimism amongst young people in developing cities compared to developed cities. Eight in ten (79%) young people in developing markets believe they will find opportunities to succeed in their preferred career as compared to 64% of their counterparts in developed markets.

As majority of youth are doing better relative to their parents specially with much higher access to education and healthcare service and with more capacity to achieve life goals. However, high majority of youth could not afford till today to have a home due to high costs, especially in the cities.

Youth in developing countries need to be supported in order to be fit for being productive and healthy. Therefore, youth are further shaped by societal context and socialisation process. This needs a holistic approach where the entire lifecycle of youth in the developing countries need to be always assessed and their resources sourced or challenged.

Ways Youth Change World Economies

Knowledge and skills of youth today allow them to access different larger economies in ways never achieved before. Youth today are changing the world through dynamic and disruptive ways.

Youth are changing their seats from being victim of the economy to drivers of the economy, a bit similar to the 60's move of the last century. The youth income and their role in the workplace, help to develop their invisible forces. Youth can teach their peers and build new resilient mindsets focused on economics. This can include community workshops for youth and adults, building lessons in how we think into early childhood development programs, teaching educators how to teach about learning styles that the new generation expects.

If organizations setup clear programs with the intention of empowering its youth to change the world; we would see many innovative and competitive entities that compete with Google and Facebook. Youth can be a source of promoting successful practical stories that shows their influence on the socio-economic situation action, instead of being a source of false fun across the social media. In order to help youth build stories to tell and lessons to share, we need to build inspiring mentors that would help to show models of how their positive spirit are creating positive influence on the world.

Figure (3-3) propose a roadmap for preparing youth that could a pivotal role in changing the world. The roadmap requires that youth be prepared to take challenges and with rapid frequencies. Such rapid continuous frequencies change the youth attitudes and the behaviours and help to build their insights transformation, i.e. shift them from generating ideas to visualising outcomes of ideas. This should raise youth ability to visualize the opportunities, or the benefits, i.e. build no fear of failure.

The Figure (3-3) shows that with the continuation of rapid challenges frequencies youth would be open to experiences and thus build gradually spirit of persistence and resilience which also would influence their level of perseverance. Such roadmap is claimed to create inspired competent youth which are ready to build inspiring models and success stories that would set the seed for an inspired society or Community. The whole journey of challenges helps to

build self-driven youth with full life purposefulness and differentiated mindset.

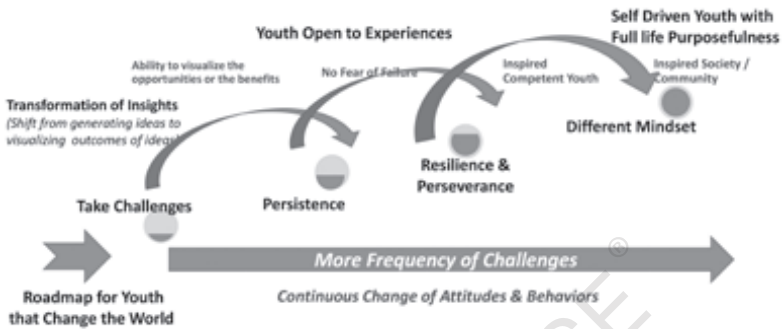


Figure (3-3) Roadmap proposed for Influencing Youth Role to Change the World Socio-Economy

YE Anecdote – Palestinian Youth and role of YE

Youth can lead countries socio-economy positively and lead roads to freedom. We can see the spirit of Mandela inside the Palestinian youth whom brought Intifada which affected the Israeli economy by 40%.

Reflection – Youth can lead change towards effective transformation and Youth are the best medium to try something new.

Provoking Questions on YE Obstacles

- How do you see youth economy would overcome youth unemployment issues?

- How do you see the relation of YE and Youth Lifelong Learning?
- How much you calculate the Economic Effect of Youth Frustrations?
- How do you see Youth Role in Economic Transformation?

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PART FOUR

**YOUTH ECONOMY
OUTCOMES**

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INTRODUCTION TO (PART FOUR)

In the fourth part of this Handbook, the outcomes of YE are addressed from mainly three areas: youth productivity, youth mentorship and youth role in organisational and society development.

In the spirit of UNDP Youth Strategy (2014-2017) this part address UNDP's three targeted outcomes through different mechanisms and programs that increase economic empowerment of youth; then enhance youth civic engagement and participation in decision-making. The last UNDP outcome would be to strengthen youth engagement in resilience building.

In order to understand youth outcome, we need to understand their expected outputs, i.e. their productivity. Enhancing youth outcome means enhancing their final product, or end result, or consequences, or the targeted legacy of the youth energy, spirit and practices. This means we need to build in youth capacity that adopt with market changes and future careers.

Having more youth as intrapreneurs, not only entrepreneurs help in overcoming organisational challenges and in building more innovative capacity. This culture along with flexible working environment bring in new youth energy that makes youth deliver better.

There are lots of youth lost opportunities that can help in improving their outcomes, such as the opportunity of doing situational analysis of youth poverty. Besides there are new opportunities to work on youth risks mitigation, or it drivers. The opportunities of youth participation in national policies and programs are still in early stage, however there are a need for more field research that explore how we can help youth to indulge deeper in their socio-economic dynamics.

Managing to optimise youth early experiences and utilising their agility found also to enhance their outcomes. Studies shows also that understanding today's generation terms of loyalty is very important too, in generating their best outcome.

With effective youth mentorship programs their outcomes would be distinguished and differentiated. The process of matching mentors with young people through their community, school, or civic and social services societies and programs can help to improve the youth well-being and therefore their expected outcomes.

Once youth have the clarity of their role towards organisational and society development they can create a major leap in their mindset and the way they think and act. This leap can be differentiated by inspiration economy and the spirit of volunteering.

There is a great role that could be played by the innovative companies in setting a competitive youth outcome. If youth, for example, targets to improve the quality of life, or keep their projects around enhancing the variety of choices, an innovative organisation would focus on understanding its youth essential needs first and then illustrating the power they could bring towards this positive change. Finally, this part shows how stratifying the demographics of youth and synthesising the type of youth clusters would help to differentiate their overall outcomes.

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SECTION 4.1 - YE AND PRODUCTIVITY

Youth as a Market Sneakers

Evolution of new businesses comes from market sneakers who are usually either youth or full of youth spirit who turn their hobby into an original contribution. With this spirit of youth economy, spirit of discoverability and curiosity established in the economy.

Today youth spirit is used in many major industries from artwork to industrial designs, to innovative research, to courses design, to business models that tend to take risk and collaborations as enablers than normal resources. For example, even Hollywood studios use youth spirit in developing animated visuals which Pixar Studios are becoming a benchmark for this industry. These studios use youth spirit to enhance the imaginative creativity of the mind and differentiate their creativity creation as their value added product.

YE Anecdote- Youth Future Banking

Being a Harvard dropout John Collison established with his brother Patrick in 2011, Stripe, and became at 26 years with an estimated wealth of \$1 billion. Stripe became one of the coming trusted online credit card solutions and innovative payment company.

YE and Building Future Careers

Many young people stumble due to poor information about real life problems leading to poor choices about education and careers.

Carrier guidance should start from lower-secondary schools (ages 13-15) to improve the quality and delivery of career services for young people at a time when they are making important decisions about their future. Employers work to partner with schools and vocational institutions to increase young people's exposure to the world of work. Youth can volunteer as classroom visitors and deliver courses such as those developed by Junior Achievement.

Youth need business and socio-economy leaders who can serve as role models and sources of inspiration. This should be combined by implementation of more ambitious curriculum reform that would make schools to adopt courses that help young people build key soft-skills relevant to the workplace.

Youth today use internet, mobile devices and social networking technology provides young people with more

transparent access to labour market information while it maximizes the recruitment reach of employers.

In certain labour markets, the prevailing level of economic activity is simply not sufficient to generate enough entry level for career-oriented youth. For example, in Egypt, more than 1 million young people enter the workforce every year. In such countries conditions, employers can engage in investments and use adaptive strategies that will help improve the labour market environment.

Internet related jobs are considered to be the source of about 25% of youth new hires among surveyed businesses.

Employers usually brings in special youth programs and initiatives that are designed to give youth a deeper understanding of overall career trends and opportunities. The competency of youth to optimise the use of mobile phones/texting and smartphone-based applications can help the organisation to connect more effectively and efficiently. By using these channels and transparently specifying the qualifications required for their positions, employers can help youth gain an understanding of the jobs available in the local economy.

Economic Forum and YE Future Intrapreneurs

The World Economic Forum (WEF) developed global agenda councils called TEN Youth Program. This initiative is not only intuitive, but powerful since it calls upon each of the major cities where leading multinational organisations

operates to commit themselves to hire, train, and mentor at least ten unemployed youth who are characterised to be first-time job seekers, high school or college graduates between the ages of 18-24, who are reliable, hard-working, adaptive, and have demonstrated ability as a self-starter.

TEN Youth Program (TYP) help the candidates' youth to build interest in developing specific and marketable professional business competence. TYP help to encourage companies to commit themselves to build Intrapreneurs through hiring young people as full time employees in career-track positions, providing them with 3 to 6 months of training and at least two years of formal mentoring.

These young people are to be employed in specific functional areas of the company where they can acquire valuable corporate-world skills and build long-term careers. The goal for these young people to continue their careers in the companies that have mentored them as Intrapreneurs.

Building youth intrapreneurship would help some youth to be capable to seize opportunities for change and embrace it within their organisation. The term intrapreneurship describes the entrepreneurial spirit that are spread within the innovative large organisations today as Samsung, Sanyo, Ali-Baba, Apple and Nike. Both intrapreneurship and entrepreneurship meet in being more drivers that make youth take new risks in lives.

Youth intrapreneurs notice opportunities and take initiative to mobilize resources, and contribute innovation to the firm. Having such intrapreneurs help the organisation to turn

new ideas into profitable realities. Having such spirit of intrapreneurship would help to develop strategic actions, teamwork and communication abilities.

A youth intrapreneurship mindset would help to find Steve Jobs in every organization so it would redirect organizational innovation. This would help to build senior management commitment and ensure the flexibility of the organization design. A Steve Job with intrapreneurship persistence would help to enhance the autonomy of the venture team and enhance their risk taking.

Having an intrapreneurship spirit would enhance youth retention rate while developing the business competence. Therefore, the WEF-TEN Youth initiative is considered an opportunity for multinational corporations to leverage their vast capabilities and resources to build more intrapreneurs that are ready to meet the global challenge. Such initiatives will help participating enterprises acquire loyal and productive young employees at a fair wage, develop a non-traditional approach to recruitment, and improve their capacity to systematically mentor and train talent. Targeting intrapreneurs would in the same time help to expand youth opportunities and facilitate their career development.

Flexible working

Working more flexibly is a trend that is growing especially with the millennials and the app generation. Flexibility for youth is a type of thinking about when to start work and how you deliver work. 66% of youth want to work as part

of a team, 49% of them do not want to be tied to more than one job and 70% of youth want to meet people-face to-face.

69% of youth do not want to have a long journey to work and 73% of youth found to use the latest technology. The majority of youth want to work collaboratively as part of a team, they still believe in face to face communication, they do not want a long commute and are looking for the right work-life balance. A key we take is the high importance that teenagers place on technology - the enabler of communicating with colleagues, reducing travel time and working more flexibly.

Youth Preferred Way to Work

A study of youth showed that 78% prefer to work from home, 57% from office, 39% from café and 48% from bed. Looking at the locations teenagers would like to work from gives further insights. We might not be surprised that nearly half of teenagers want to work from their beds, but realities aside, it is interesting to note that homeworking appeals significantly more than working from an office.

Comparing this to the adult worker research, we find that only 37% actually do work from home, while another 49% would like to but cannot, or just do not. We will explore work locations later, but it appears this could increasingly become a point of frustration if flexible working is not made a more common option as the app generation enter the workplace.

Members of the app generation have clear expectations around the way they will work. While it's a few years until the majority join the workforce, the disruptive effect of younger generations is already being felt through the millennial generation.

Since the vast majority of workers are youth whom will have a positive impact on approaches to technology, working with great flexibility will not be possible for most coming job entrants. The challenge would be how to integrate youth into the workplace. This is perhaps not surprising, given today's reliance on more traditional technologies that the app generation has never even used.

88% believe younger people coming into the workplace could be of benefit as they refresh and update approaches to technology, while 50% believe youth entering the workplace could present issues as they are not used to certain old technologies. Therefore, the study shows that 84% of youth would be able to work flexibly, at times and in locations they choose and 83% believe that it is not necessary to be in an office to be productive.

We are living with a youth generation that only 89% of them believe that there are real differentiated benefit to work from the office although this increases with age. Therefore, the younger you are, the more likely you are to see the benefits of flexible working locations.

There many reasons why youth more than ever today want to work more flexibly with better work-life balance comes out top, with productivity coming in second. Enjoying work

more is also cited by over a third and, as savvy organisations are aware, happy staff with good work life balance are generally the most productive, too.

Studies on German teenagers shows that 53% of them are looking for better work that offer life balance. Most of these youth do not want to commute, i.e. not want a long journey to work 81% compared to 69% of the previous generation. Therefore, 66% of these youth believe that their workplace technology must become equal to what is used in their daily lives.

YE and Utilisation of Lost Opportunities

There are lots of lost opportunities in relevant to the economy of youth. There are a variety of economic and social youth lost opportunities for the world and for 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.

If we start with one of the basic youth economy lost opportunities, we would observe that there are different studies that try to understand the relation between well performing innovative countries that carries the spirit and

energy of youth and the median age of their population during the times of development or sustenance of development. However, there is clear signs that the utilisation of youth economy spirit can create a new wave of innovation. For example, the 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 spirit and energy in almost all their products, services and society contributions, basically due to the ability of these countries to utilise the youth energy in the right time, i.e. during the fifties and sixties in the last century and sustaining its spirit of 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, as Bahrain and Brazil, there would be a need to be even more careful about precious loss or dissipation of youth spirit and energy.

If we explore how the developing and developed countries that are having a median age for those reaching beyond 40's we would realise the importance of optimising our influence through focusing on youth economy. By overcoming the influence of age factor we should utilise the socio-economic

drive to avoid missing huge opportunities which could change the countries fate towards more sustained quality of life.

In order to avoid losing more youth economy related opportunities we should be committed to continuously encourage researchers to look for youth economy resources (YER) which are sources and enablers that would enhance youth opportunities. (YER) can be achieved through youth economy labs (YEL) that would optimise the frequency and initiatives of youth opportunities and which would lead to better capacity of youth economy engineering (YEE) which would help to sustain and build the impact of YE on the socio-economic influence which would further lead to better outcome. Figure (4-1) shows the relation of (YER), (YEL) and (YEE) and their expected outcome.

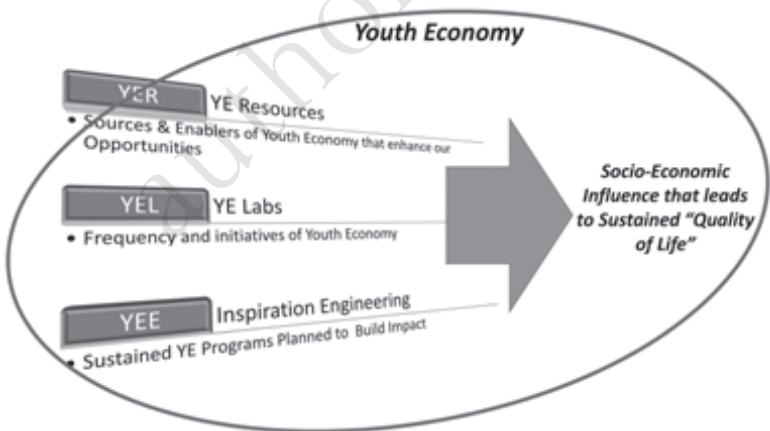


Figure (4-1) Illustrates the relation between Youth Economy Resources, Labs and Engineering in Creating better Socio-economy

Compared to South Korea which the median age is 41.2, both South Africa and South Sudan are full of youth population of 26.8 and 17.1 years old consequently however their economic performance are very poor compared to the Korean. Therefore, the Department of Trade & Industry of South Africa (DTI-SA), carried out a study to revive the “National Youth Economic Empowerment Policy” and to set an implementable framework that ensures the best utilisation of youth in the South African socio-economy in the next few years. The DTI-SA report found stunning figure regarding youth status, which reflects the reality in almost all the developing countries, where people between the ages of 14 and 35 years constitute more than 35% of the population while as youth they constitute 73% of the national unemployment figure. The study shown how South Africa is missing the opportunities of effectively integrating youth in the economy cycle, as it grows older.

Studies shows that many countries concentrate their efforts on youth employment mainly in the service sector where youth work in temporary jobs with limited benefits and low employment security. Today many countries justify similar situations due to lack of enough available jobs, which in reality again it is due to low capacity to absorb unemployed youth which is a consequence of low youth economy preparedness. Many countries justify this failure of absorptions due to lack of adequate work experience among youth, or inadequate and inappropriate educational skills. Again this is considered to be a failure of countries strategies or policies to find alternatives covering areas such as entrepreneurial and various technical

skills to overcome traditional jobs shortages or opening challenging creativity paths.

Reports for international organisations as UNDP, UNIDO, OECD and World Bank shows that Youth in almost 90% of the world countries remain marginalised in the mainstream economy while we can still experience high poverty among them.

Research of Citi (2017) shows that we are living in one of the best times where high trend of youth aspires for opening their own business or social initiatives. Citi report showed that despite this aspiration of youth in developing countries which reach 86% of them, there are still real barriers for them to open new business. Citi report shows that one of the main barriers non competency of youth to meet the market dynamics compared to both educational and training backgrounds. This made (54%) of these youth to believe that new businesses are not likely to succeed. This created a type of youth with high hesitance to dare to try, or even fail and learn from failure.

Youth Participation Principles

Youth participation in creating a change in socio-economy or socio-political activity must be, in essence, a voluntary arrangement if it is to be of any value to the youth real empowerment. Many countries claim to have youth participating in its programs and spend lots of money on such programs, however without realising that youth need

to be really engaged in order to create realised change from any event they participate into.

Young people should be made aware of what they are getting involved in and what their rights and responsibilities are, if they are going to be involved in any development initiatives that address their essential needs. In order to trigger the mindset of youth they need to have fun and feel valued, no matter how intense, so that they come out with initiatives that can be implemented with enjoyment and high contribution.

In order to avoid disappointments youth should feel that they are valued once they start to participate with any intellectual or energy contribution and that they are being taken seriously. Activities and initiatives should be youth led in order to get them to the level of involvement and feel of ownership.

In order to meet the changing needs of youth the initiatives need to be designed with flexibility so that the outcome would be the target not the means. The diversity of youth teams should be encouraged. This should encourage youth changing needs and promote innovative activities.

YE Formula

Total Staff Involvement + Sharing of Success = A Lifetime Generation Brand

YE and New Experiences

Youth economy capitalise on youth exploring unique experiences. Through youth engagement with their community, abundance of choice would develop their unique experience.

Youth today have the choice to enhance their life experiences by different ways, through online and/or the convenience access of things with ease of travel. The experiences are open to youth today, day and night, with a click of a button. Hence youth are pushing the boundaries at every angle.

The uniqueness of youth as consumers come from their ability to use both mix of online and in-person shopping through its 24-hour window shops. Therefore, companies as Tesco are trying to benefit from this youth influence through renewing its stores and the youth focused offerings and experience, such as a nail bar and food concept areas. Tesco and many other similar retails tries to benefit for example from the way Starbucks managed to attract and build its youth community experience.

YE Anecdote- Youth Future

Bobby Murphy was only 26 years, living in Venice, California, with estimated wealth: \$1.8 billion. Just five years out of college, the CTO of Snapchat is one of the youngest billionaires in the world, along with his Snapchat cofounder Spiegel. The two met during their days as Kappa Sigma fraternity brothers at Stanford.

Youth Agility

Youth today targets to build their agility through speeding up their innovation contribution that would lead to making changes to our business quickly and efficiently.

Youth agility comes from their willingness to invest in technology which will bring with them efficiency to the business.

The youth Scandinavia model works on enhancing youth agility even though they are considered one of the happiest regions in the world, with top income per capita and lowest corrupted economy. The youth agility is supported by policies that encourage youth to compete in best places to live and how to deal with turbulent labour market.

YE and Loyalty Expected

HR in YE would be more efficient, or proactive where the mindset it built impact areas as retention and recruitment. Essentially, any company with a high turnover rate produces a lot of waste, as they invest heavily in an employee. Therefore, in YE recruitment costs, training, on-boarding job development are considered huge investment if youth are willing to appreciate it.

In YE employers would proactively manage and repair employees and youth through mitigating and minimising dissatisfaction rather than just accepting a high turnover rate.

If youth are engaged in the company internal processes and feel their voice might be heard they are expected to provide better productivity and collaboration.

Fine-tuning youth performance, through close mentorship, can contribute not only to address their dissatisfaction, but also to identifying any youth issues as early as possible. This would ensure that minor youth challenges, or frustrations do not escalate thus reducing again their turnover ratio.

YE Anecdote- Youth Ethics in Textile Retail

In the era of social media, the fashion industry development has gotten faster. Any fashion trend goes viral, and manufacturers like Zara, Uniqlo, and H&M have responded by transforming from seasonal lines, often planned a year in advance, to clothing that goes from factory to store shelves in a matter of weeks. But there is ethical cost to all of this surprisingly fashion driven but cheap clothing. Those who believe in youth power in the economy specially in leading European countries are today fighting back the risk of such fast fashions plague by empowering youth to boycott specific type of leading brands or avoiding industry adverts that doesn't meet the ethical requirements.

Reflection – Youth can lead change towards effective transformation.

SECTION 4.2 - YE MENTORSHIP

Role of Youth Mentors towards YE Practices

The role of youth mentors is to create positive stimuli that starts with encouragement of knowledge sharing and transfer that leads to different empowerment planning program based on the concept of learning by exploring. Such learning found to improve the youth curiosity and their integration with the problems or the challenges they or their society face. Figure (4-2) reflects the waves that can be created by youth mentors, where they create stimuli that leads to YE process that leads to YE outcomes. Therefore, we need to integrate between knowledge sharing and the way youth education and training is delivered so that we positively inspire the society to engage with youth projects and thus influence the economy and improve youth realisation and youth self-actualisation.

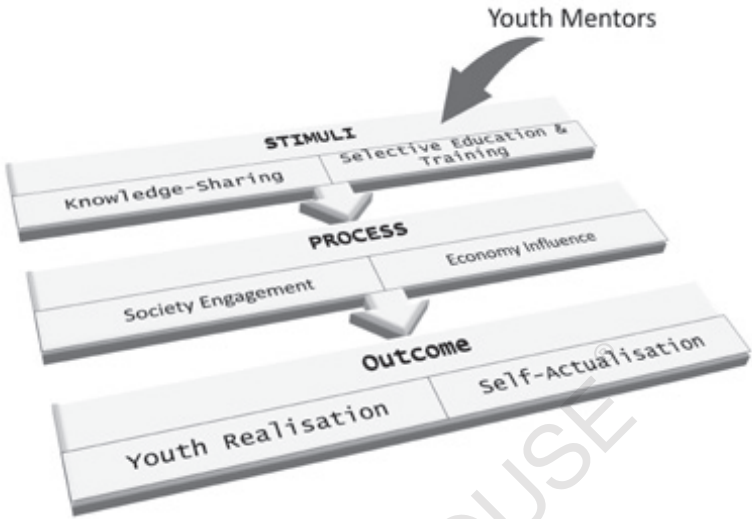


Figure (4-2) Shows the youth mentorships influence

Global youth mentoring projects that became a reference of excellence differentiated their success by having focused career outcomes that found positive relationship between the presence of a mentor and career outcomes. Therefore, studies found that mentored youth receive later more promotions and earn higher salaries than their non-mentored counterparts. In addition to these instrumental outcomes, studies found that these youths become more job and career satisfied, with clear career focused, with differentiated advancements.

Studies on psychology of corporate mentoring found that youth mentoring programs carries more retention benefits and help in reducing the turnover costs that are facing many organisations today. Therefore, mentoring programs need

to be coupled with good training programs that develop enterprise long differentiated experience.

The mentors should be monitoring the process where they see youth can both benefit and improve their society. The facilitators, therefore, focus on results and the process of moving the level of awareness to the realisation stage that raise the self-esteem.

Mentorship in Youth Economy

Youth always need some mentorship in setting up and establishing new firms. Mentoring is an important element that build sustained youth entrepreneurship training in higher education (Potter, 2008). Even in Europe, mentorship in entrepreneurial training is not well developed in higher education in a way that would lead to a realised socio-economic outcome.

YE mentorship would target to be built around cross-sectors while motivating the horizontal contribution. i.e. The YE mentorship would be based on consistent, targeted outcomes that are most commonly associated with youth intervention activities such as youth relationships with others, sense of self, values, beliefs and future aspirations (Dickson et al., 2012).

The EU Youth Strategy (2010-2018) advocates a cross-sector approach mentorship where youth issues need to be mentored by collection of data and examples of good policy practice. Where such structures exist, these can be involved

in developing national youth guarantees. Utilising such programs and structures with effective youth mentorship can play a key role in reaching out to all youth, including those with fewer opportunities.

Mentorship success is very important for YE since it supports the sustainability of youth integration through both formal and informal contacts that instil youth trust. Through mentorship, we can deliver individuals support on occupational orientation and counselling, tailor youth efforts to particular challenges specific to community and quality of life requirement. With strong mentorship, the contribution of youth due to their unique quality development, well-being and social inclusion would be ensured. YE driven mentors would, therefore, support young people's participation in the development and progression of their strengths which enhances resilience and competences and recognizes their potential to build individual, communal and social capital.

Ireland is a good example of a government that seen high potential in youth mentorship. The Irish brought a declaration in 2013 that would make the government committed more to develop the value of youth mentorship that targets to help young people go through crisis. The declaration emphasized the importance of visibility and quality of youth mentorship and how it should develop partnerships. Ireland today managed to establish more youth outlets that are unique in engaging youth to make them more responsive and creative in overcoming challenges of underfunded projects. The National Youth Council of

Ireland plays a good role in mentoring youth to participate in all the socio-economic and socio-political activities.

To understand what is going on with youth mentorship we should have some idea of the youth environment, i.e. both their neighbourhood and community in which they live in. Youth mentorship usually focus on the typical behaviours of that age group, and pressures that they face, taking into consideration the youth community and environment.

Levels of Youth Empowerment in YE

Youth empowerment differ from country to country depending on how much government and their capital market can visualise their youth role. For example, in developed countries lots of schools' have established entrepreneurial projects and even schools exchange programs across the borders in early stages of education, while in developing countries these programs even rarely available in university levels or after graduation.

Therefore, having a strategic thinking in the level of youth empowerment helps to develop their involvement and influence on the socio-economy. The more we build strategies for moving youth empowerment from filling national to meet international requirements, same as the Philippines, the more we can build youth economy currency that can bring more positive influence to its community.

Economic Influence of Youth Mentoring

Any economy is usually driven by effective outcomes. The variables of effective youth outcomes come mainly from families, schools and communities that support their search or aspirations for unique contributions in their life journey. However, studies show that disruptive efforts are not as guaranteed as mentored efforts that use well planned guidance to support young people directions.

Recent years have seen youth mentoring expand from a relatively small youth intervention to well established large local and international agencies that became the cornerstone for youth services in many countries.

Youth aspiration and inspiration can be triggered by early external stimulations that comes from the family, friends, schools, community centres, faith institutions, NGO's and even government focused programs.

While almost any country socio-economy can benefit from the influence of mentorship programs, recent research indicates that a short-lived, less-than-positive mentoring relationship can have a negative impact on participating youth and even less socio-economic outcome.

Thus, mentoring is very much worth doing to achieve the desired outcomes. Hence we need to focus all the stakeholders' efforts to inspire the mentors and practitioners a set of tools and ideas with collection of proven strategies, techniques, and program structures designed for driving new disruption levels in the society and the economic models.

All youth mentors need to go through training if they are to possess the skills, attitudes, and activity ideas needed to effectively mentor a young person competency or capacity for creating positive change. Mentors need to train youth on resource sustainability planning and development

The first step in understanding where and how your new mentoring program might have an impact in the community is to conduct a needs assessment. Conducting a community needs assessment should focus on both social and economic needs while looking for potential partners.

In essence, youth and community needs assessment documents that challenges and problems facing young people, as well as the existing services available to youth in the community. By creating a focused youth lead socio-economic needs investigation service units, we can determine which areas youth could be empowered to fulfil community requirements. Therefore, mentors of youth driven economy are expected to focus on common programs in schools, juvenile systems, unemployment scheme, youth innovation and entrepreneurship development, etc.

Mentorship prevention programs should use youth to face the negative influence of the capital economy, such as using youth to prevent against youth drugs abuse, illegal, unsafe and unlawful relations, youth gang activities, youth gambling, etc.

Mentoring effectiveness research found a positive relationship between the presence of a mentor and youth career outcomes. Studies shows that mentored youth receive

more promotions and earn higher salaries than their non-mentored counterparts. More job and career satisfaction and career commitment found to be highly related to the effectiveness of the youth mentorship.

Formal mentoring programs can provide significant benefits for both the employee and the company. A key benefit of mentoring is retention. Turnover costs can be staggering. When mentoring programs are coupled with good training programs that develop enterprise level skills[®] and work experience, young people have the strongest possible platform for launching successful careers

As more leading and emerging multinational companies commit to hire, train, and mentor unemployed young people. EU have established eligible TEN Youth candidates program for first-time job seekers, high school or college graduates between the ages of 18-24, who are reliable, hard-working, adaptive, and have demonstrated ability as a self-starter. Candidates have an interest in developing a specific and marketable professional business competence.

Companies commit to hiring these young people as full time employees in career-track positions, providing them with 3 to 6 months of mentorship training and at least two years of formal mentoring. These young people are to be employed in specific functional areas of the company where they can acquire valuable corporate-world skills and build long-term careers.

Studies shows that the goal for young people who get mentored to continue their careers in the companies that

have mentored them – the program has set a target of 80% or better retention after two years – but even if they leave for another firm, they will leave with a marketable business competence that enhances their career prospects elsewhere.

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 shows. Youth of today are even more conscious of global issues like climate change and social equity than others. Those citizens who carry the concern about socio-economic engagement issues are said to be carrying youth spirit regardless of their ages too. Instead of training young people to seek jobs, they should be trained in creating jobs. This need special youth engagement labs. A model of such engagement lab should be conducted with the Ministry of Labour, where youth economy spirit and energy is used to change the unemployment counselling and its delivery starting from school till higher education.

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. Therefore, 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. Therefore,

the more our economies have youth driven projects, the more youth would have a self-realisation and would play a good 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. Thus 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.

Unfortunately, disengaged youth are increasing where they do not 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.

Where a young person lives and works drives much of the direction of his or her life. Many studies have shown that geography significantly affects health, life expectancy, education, income, security, and overall happiness with large urban areas outperforming rural and peripheral regions.

Today scientists are calling for a holistic youth economic engagement which means they are expected to bring in their innovation, learning, competency, entrepreneurship, production, distribution, consumption, assessment and regeneration together to differentiate their contribution. Time and speed of information and challenges does not allow any more that youth be engaged on selective issues like most of developing countries still do today.

Countries whom are focusing too much on one area only of youth involvement are 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 some ways.

Even though achieving youth engagement is not impossible, most organisations and governments doesn't but enough efforts to realise this possibility. Youth engagement in the economy can be in different forms other than money, i.e. youth can be engaged practically in evaluating and restoring, or even developing government and non-governmental services. Youth can be also engaged in developing societies through the non-governmental agencies, or through social entrepreneurship or youth focused philanthropic and/or non-profit services. However, this engagement in order to be accepted by youth, it need to start with their early involvement in such programs early in their schools and their early years of childhood and adolescence.

SECTION 4.3 - YE ORGANIZATIONS & SOCIETY DEVELOPMENT

Creating Major Leap through Youth Thinking

Youth can create an innovative thinking through major leaps. Major leaps happen when youth visualise the outcome of their holistic thinking. Youth once start the visualisation would consequently start a collection of exploratory, logical, analogical, empathetic curiosity drive which leads to the development of youth deductive and inductive thinking.

If youth are trained on exploratory thinking they would start with the questioning “What?” of things. i.e. explores and considers “what are the components of the problem?”, which usually comes from more than one source. This type of curiosity would lead to building logical and analogical thinking which enhances the way things are explored and repeated. Here, the questioning would be who and where would the area of tackling the change or the challenge would begin or to be seen? i.e. where is the correlation between

elements to be explored by youth? What type of failures to be learned from, or things that needs can be appreciated?

The optimisation of youth exploratory, logical and analogical thinking helps to build youth with an empathetic thinking which links the integrated fields together. With empathetic thinking, as shown in Figure (4-3) youth would have well established “deductive thinking” means that they can have the ability differentiate themselves through appreciating the feelings of others. This deductive thinking would help to face the challenges of how to find the alternative paths and possibilities and what are the tasks, means, options or priorities based on the results of the correlation.

Figure (4-3) shows that as youth start to use and practice deductive thinking, they would have more and more established innovative thinking that turn challenges into possibilities. At this stage youth would have a mindset that started to see clearer life targets and try to find the best solution for the problem or challenge taken. This is the stage of inductive thinking and this where youth would reflect their power to change the economic status of both the organisations or their communities. This type of youth thinking would help to raise their capacity for creating realised development through raising the scientific curiosity in their generation and focusing on what differentiate such development outcomes.

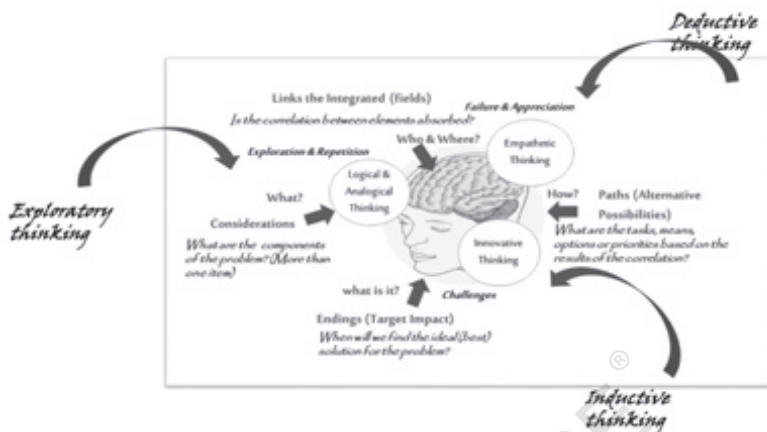


Figure (4-3) Illustrate Youth Economy Cognitive Thinking and Outcome

Youth & Values of Inspiration Economy

Inspiration economy, both as a new concept and as a value, is very important for the existence and development of youth economy. One could particularly believe this as he/she can see how youth are becoming more and more the most active influencer in product/service cycle. Youth today are becoming the developers, the consumers and the end-users of most goods and services. Therefore, the need for youth as a source of inspiration and also as a targeted community to be inspired is becoming the goal of many manufacturers and service providers. Means and values for engaging youth with inspiration economy practices can be seen in the amount of apps and games that tries to pull their active participation in the internet, or in games.

Youth and Volunteering Economy

One of the main goals of youth economy is studying and developing the indirect contribution of youth to the socio-economy. Youth can play a great part in pushing societies to bring its best towards better stability and sustainability even without the power of governments, or sponsorship of private sector. By optimising the role of youth related NGOs, youth can create a great influence on global affairs. In certain countries youth NGOs already provides public goods and services that governments from developing countries are unable to provide to society, due to lack of resources.

To develop effective youth volunteering in any organisation or community, we need to do specific nudges to trigger their excitements to volunteer time and spirit of dedication. Many youths for example, when challenged about their capability to contribute to elderly care for some time found to give great results.

Since engaging youth in NGO's was very important for any community, besides its importance to youth, a field study was carried, as part of the youth economy forum in (2016), and in collaboration with youth of Bosnia and Herzegovina (B&H). The study revealed that there are more than 12,000 registered NGOs with 20% of them serving a youth population of 0.8 million, out of a total population of 3.8 million.

The study of Ikbala Makic, 15 years old, and her team in 2016 about the status of Bihac and Una Sana Canton youth NGO's found that no NGO really dedicated for youth activities and

their role in socio-economy. Makic and her team found that NGO's in the small city of Bihac need support to start-up and build capability for development through partnership. The team also found that youth need better educational system with more time given to extracurricular classes that encourages the spirit of volunteering.

Makic and her team found that NGO's in Bosnia in general and specifically in Bihac & Una Sana Canton need to build international relations to survive and compete globally. The team and as part of the inspiration and youth economy forum project taken a move to assess the effectiveness of voluntary youth programs in B&H. Then the Makic youth team moved towards focusing on the most essential type of youth NGOs needed.

The study of Makic team, as part of the youth forum in 2016 shown that in certain European countries, as the case in Bosnia, there might be a plenty NGO's and may be with easy access for starting up civic society organisations. However, youth NGO's does not survive or stay being active for more than five years. In case of Bosnia again, even though youth care and services NGO's focused on helping orphans and marginalized children and youth were sufficiently available; youth development programs were limited to those youth hobbies, interests and confidence. On the job training, internships, mentoring and access to higher education to decrease juvenile delinquency and unemployment in Bosnian Youth was focused also on formal training only.

The other findings for Makic et al. (2016) team shown how the youth voluntary and NGO movement were greatly

affected by the massive “brain drain” experienced in B&H since the war, by educating the youth with technical and practical knowledge and encouraging their drive to succeed.

From the team observation, overall B&H was not bad in providing marginalized youth with the tools; however, with limited funds and resources, youth positive life choices were not realised. Youth NGO’s are useless unless they enable youth to maximize their potential; therefore, moving them from a predicament of poverty to stability and self-sufficiency, which promotes viable civil societies. However, great gap still available to improve the education of youth in history specially in the issue of resilience, so that history does not repeat itself and thus BiH become once again be a country that boasts peaceful multi-ethnic and multi-cultural traditions.

Makic team set a questionnaire that focused on type of youth volunteers’ information, type of volunteer work, type of involvement of youth in these NGO’s and projects that they have done. The kick off question was ‘Does youth NGO get involved in some form of volunteering and where?’ most of the youth survey said yes. One of the common answers about the NGO work was about “helping children without parental care”. Others said they work in educating young people. Most of the Bosnian NGOs surveyed believed they are trying to be multicultural and innovative and 85.7% believed they are trying their best to attract youth to be volunteers in their NGO through social networks, seminars, promotion in schools, call through the web portals; besides training courses, seminars and trips.

Makic team found that youth needs projects for helping pre-schoolers, besides fundraising and philanthropy, including young people in decision-making processes in the community. The team also found youth need projects of spreading awareness about the importance of peace, reconciliation and the importance of introducing minority in the society. Makic team also studied the support of Bosnian schools and specifically the ones in Bihac to youth volunteering. Some schools shown that they support voluntary work, but mainly for socially vulnerable population, other schools mentioned that their youth managed to do construction of wells and water tanks in Africa.

In answering whether school students take opportunities and engage in activities, two school masters mentioned that they take students volunteering very seriously. Director of the Gymnasium School Jasmin Hodzic mentioned that his school students managed to do lots of humanitarian work. Hodzic mentioned about how the council of students helped in the voluntary activities through their youth enthusiasm. Council of students or students' union in many countries educational institutions found to play a great deal in starting-up socio-economic initiatives that are very critical for the community.

Makic team found that one of the best NGO's that attracted youth in B&H in general and in Bihac region specifically was Red cross. Red cross as an organisation managed to attract youth for many years all over the world. Red cross implanted youth coordinators in each school that encouraged volunteerism activities.

Makic team asked more than 100 youth students about their involvement in volunteering work where the first question to youth was about whether they have done a volunteering work. More than 41% of youth said they did not have the opportunity to give more time for volunteering. While more than 30% of the participants seen that they did not have a chance to cooperate with any NGO.

When Makic et al. (2016) team asked Bosnian Youth focused NGO's on whether they are satisfied with the level of youth involvement in volunteering projects, about 35% of them said 'It could be better'. The majority of youth, 51%, mentioned they are not satisfied with their level of involvement. The deeper analysis of the survey showed that youth need more options and possibilities of engagement in NGO's organizations. The visits and interviews, from the Makic team showed that youth need more networking to establish coherence with NGO's needs in order for them to integrate with its services.

From the above case studies, one can conclude that youth have a great role to play in the coming decades in shaping the way governments, municipalities, NGO's, charity organisations, civic clubs and community associations do business. The differentiation of youth is that they have high capability and spirit to create programs and develop it from scratch.

YE Formula

Youth Volunteerism & Civic Engagement + Successful Learning by Doing Program = More Youth Profound Knowledge and Leadership Skills

YE Anecdote-Youth Starting Business Early

Tyler Dikman by eighth grade was charging \$15 an hour to fix computers. His skills caught the eye of Merrill Lynch executives, and hired him at age 15. He soon started his own business, Cooltronics, repairing computers-making millions and scoring him a spot on Businessweek's 25 Under 25 list.

Innovating Companies in YE Transformation

There is clear role that worlds top hundred innovating companies are playing towards creating a youth driven economy. For example, if we study the top three global innovating companies namely Google, Apple and Facebook we will observe the majority of these companies are youthful workforces. The average ages would be from early 20's till early 30's. For example, at Google the average age would be 31, in Apple, it is 33, while at Facebook it is 26.

Young people bring energy, talent and creativity to socio-economies of both the organisations and then the societies through making important selective contributions as productive workers, entrepreneurs, particular consumers. As members of new civil society and agents of change youth create the foundations gradually for what future economies will do tomorrow.

The report of ILO (2011) on youth employment confirms that each generation has a positive responsibility to take affirmative steps to prepare the next generation for successful economic participation.

Therefore, leading global companies optimise youth spirit in ensuring unique long-term development and organisational innovation through securing their access to talent for the emerging and future economic needs.

Youth Role in Improving the Quality of Life

Youth can play a great role in wellness economy. Wellness economy is about the quality of life that can be established by society stakeholders to improve people choice for a better life and minimise the challenges that destroys happiness.

Part of the youth inspiration forum held in September 2016 was focused on delivery of some of the achievements of the youth Quality of Life (QoL) Team. QoL team focused on indicators that would improve the quality of life of youth in B&H, but with specific focus on Bihac and Una Sana Canton area in North Bosnia.

Arabella and Emina, youth of 20 years old, founded the team and were both the main leaders that drive creating a model in Quality of Life (QoL) that show how youth could have a positive influence in the society wellness. The Arabella and Emina (2016) team started their journey in creating better socio-economic status with focusing on specific QoL 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.

The (QoL) youth team carried the project in 3 main stage. The first two stages were more focused on exploration through surveys, piloting and interviewing. The main pathways of stage one was first a questionnaire focused on what are the observations of youth in relevance to 'quality of life'. The results of both observations and also first questionnaire that focused on both youth physical and psychological choices which lead to the development of second questionnaire.

While the first questionnaire was focused on whether youth see themselves empowered with choices in relevant to quality of life, the second questionnaire focused on measuring their ability to manage these choices and discovering how youth looks at quality of life values as: volunteering, lifelong learning, time and money management, working while studying, dealing with failure, taking care of health, working while studying, time and money management, adding value and finally raising the capacity to capture choices of life.

Specially at the beginning of their project journey, the Arabella and Ameena team focused on understanding what youth QoL is, as they believed that QoL would influence youth capacity in delivering better socio-economic outcome. The team used two ways of interviewing: online and face-to-face. The interviewing for this stage started and finished in July, 2016. Hundred samples were collected to see how empower youth to create a positive change in their QoL.

Majority of the youth participants (63%) were non-employed college students with more than 60% of them females from age 18 to 24 years old. 19% of the participants were youth

looking for a job, while 14% found to employed by others. Only 4% of those found to be self-employed.

The results of the 1st round of survey and interviews of QoL team showed that more than 59% of the youth in Bihac and Una San Cantoan plan to migrate. The second issue of QoL survey showed that 41% of youth are interested in volunteering. However, they never volunteered. The other issues that the survey explored were about the non-availability of youth health insurance system, youth bullying, use drugs and cigarettes.

The second survey was focused on 'How' to improve the youth Quality of Life, taking Bihac and Una Sana Cantoan, as an example. The youth QoL team were supposed to explore about how to improve the variety of choices. The second survey was carried by online interviewing in August, 2016 and where more than 100 sample were collected again. The survey measured the actual youth readiness for aspiration and inspiration through measuring the availability of youth Dream, Desire, Determination and Dedication. The majority of youth felt that they have dreams to achieve and these dreams would usually be followed by personal values. More than 93% of youth mentioned that have failed and they have tried again and again.

When youth were asked whether they have contributed for their community, most of youth said that they had limited contribution in relevant to NGO's volunteering programs, and they specified only attending local festival, or other events or voting in public elections. 93% mentioned that they are willing to continue doing the same for their community.

The Arabella and Emina team also specified that their team mission would be about enhancing the part time work for youth and enhancing the lifelong learning capacities. Also, the team focused on volunteering as per the results to enhance the spirit of volunteering.

The QoL team was asked first to visualise what would build a youth QoL success story. The team used the inspiration economy enablers (observation) and (opportunities) to enhance the discovery of the choices for youth and empowering them towards better QoL. As a model for building the QoL story, the team chosen to collaborate with Merhamet- Bihac, a humanitarian NGO, to be the model of organisations that are going to enhance the youth volunteering activities in Bihac. The QoL team observation showed that if youth are involved in studying an NGO's data as in the case of Merhamt, they would be more engaged in developing it. The observations collected on Merhamet data by the youth team raised lots of questions on the reason why young beneficiaries (i.e. ages between 16 to 35 years old) making more than 40% of the main list whom expects to get daily meals. Merhamet through its youth team was asked to capitalise on the opportunities through working with youth to improve the life of their families and showing them the variety of choices of QoL they have.

Other project to improve the youth QoL was about youth gambling. The youth values team appreciated the observations brought by the QoL team about the spreading of betting (gambling) amongst the youth community specially. The purpose of this project was to create a model

amongst youth and by youth that would make gambling/betting free schools and zones by focusing on prevention and treatment programs. Salma and Sunida, young ladies between 18 and 21 years, led the values team (2016) focused first on studying how youth see the causes that lead towards the addiction of betting amongst youth today. Many interviews carried by Salma and Sunida proven that many of youth got gambling betting habits because of their parents or because of perceiving that betting is an easy way towards making money. This led to deterioration for families' socio-economic status.

Salma and Sunida team continued their exploration of the issue of gambling through navigating the location of youth schools in relevant to betting shops and stations. The team found that most of the schools, coloured in the Google maps as green, are surrounded by betting stations, coloured in red. These two young ladies of the value team shown in through a fact driven presentation that the plague of gambling-betting "aspects and impact" on Bosnian socio-economy became more realised.

The results of series of questionnaires shown that 76% of youth might spend about US \$2 a day on betting. In the meanwhile, 42% of youth surveyed admitted that when they were young, they gambled. While, 67% of youth is currently gambling, 70% of those interviewed are still unemployed where 63% of them are still in high school and mostly (83%) are between the age 18-25 years.

The Values Team study showed that also 90% of youth admits that gambling and betting as a habit and it is

becoming a problem rather than fun. The study also found that even though about 87% of youth believe that their parents taught them about ethical values and 97% of them would not let their kids or brothers and sisters to gamble.

YE Concept Development

The youth economy as a concept can be implemented in any organisation, or government, or dedicated community and in three stages. The 1st stage focus on developing the entity to move from youth motivation programs to youth inspiration programs. At this stage, selective workshops would be applied with field research to establish youth centres, smooth youth start-ups, youth friendly schools and universities.

The second stage is a stage of learning, innovation and inspiration. At this stage, the entity be it an organisation or a government or a community, would consider focused youth mentorship where they would develop youth leaders with “pull thinking” that would select socio-economic projects. Here youth would apply piloting/prototyping where holistic multi-sector and multidiscipline learning would be encouraged.

The third stage is the stage of partnership and mentorship. At this stage evaluation and setup of professional youth companies would be encouraged. Minimum of 20-30 working days mentoring in the first three years would be encouraged. At this final stage, youth should try to sustain

measurement of inspiration impact and see the development of success stories.

The three stages of youth economy program implementation targets to enhance how the organisations, or the governments, or the community deals with global demands. It is a simple suggested strategy to help leaders to translate the latest best practices in relevance to youth economy into the organisational thinking. The stages offer the leaders a means by which to develop their teams, while assessing how their organization may need to evolve in changing the business environment to be more youth focused.

By mapping out past, present and future youth focused programs, including values delivered to and from youth organisational leaders; the world would cultivate more models of youth driven organisations with positive influence and interventions around the world.

Setting an Index for Youth Economy

Youth economy carries a great promise for enhancing countries capacity for high levels of prosperity. This, in turn, depends on how productively a country uses youth as essential and precious resources.

Middle East and North Africa (MENA) countries index region continues to experience significant instability due to geopolitical and economic terms that leads to spillover effects on youth. The instability of the conflicts in the region from countries as Libya, Syria, and Yemen undermines the

economic progress of youth and their expected outcome on the entire region. Besides the instability of energy prices specially in oil-exporting countries as Algeria, Bahrain, Iran, Kuwait, Oman, Qatar, Saudi Arabia and United Arab Emirates are leading to more pressures on youth with lower growth, higher fiscal deficits, and rising concerns about unemployment. Even in the growing Gulf Cooperation Council (GCC) economies different youth programs became more affected as their growth dropped from 5.2% in 2012 to 2.5% in 2015.

With a growing youth population, MENA countries need to create employment opportunities in the private sector in order to continue to improve its youth quality of life. With the growing 3.8 million young people entering the labour force by 2021, more focused efforts needed for socio-economic reforms in order to diversify and increase youth productivity.

Many MENA countries, as GCC, need diversify youth contribution intention while they are shifting from state-dominated towards more competitive and privatized economies. This means youth need to be ready for more diversified economies.

Youth present a great essential opportunity for MENA countries to meet the continued population's demands for higher living standards and economic opportunities.

The Sub-Saharan African countries also need to improve their infrastructures and technological readiness in order to create more employment opportunities for the millions of African youth who will enter their labour market every year.

The Global Competitiveness Index measures the set of institutions, policies, and factors that set the sustainable current and medium-term levels of economic prosperity. If we apply youth economy principles into this popular index, we would see changes in the twelve pillars of competitiveness. i.e. when we evaluate the institutions we would evaluate whether they have the proper policies that are compatible with YE needs.

We need to apply YE principles to the competitiveness of a country's infrastructure, to see the possibilities of integrating them. i.e. As we start with the second pillar of Global Competitiveness Index (GIC), we would evaluate whether the country have enough YE infrastructure that lead to the third pillar, i.e. a stable macroeconomic framework that youth are engaged with. When the fourth pillar of the GIC is evaluated, the competitiveness of the healthcare and primary education systems would be evaluated whether they both create the basis of youth quality of life and wellness. While the fifth pillar would see what the level of youth higher education and training would help to address their influence on flow of goods along with better labour and financial markets. This makes then the sixths, seventh and eighth pillars of competitiveness index. The ninth pillar of GIC would focus whether the country has managed to enhance the youth ability to harness the benefits of existing technologies regardless of its market size, which is pillar ten. Also, the index would cover whether youth economy is utilised to diversify the country's economy and enhance its innovation. These represent both pillars eleven and twelve.

Influence and Power of Youth in Different Economies

The United Nations defines youth as people between ages 15 and 24. In this book and due to the speed of change in technology we have taken youth to start even from 13 and with the development of app generation we have extended it to 35 years. By this measure, there are approximately 240 million youth in India with a median of 25, about 20% of the population, according to preliminary projections from the 2011 census.

In many emerging economies as in China and the Middle East, youth as type (i.e. educated and with high ambitions) is become more than a figure, they are actually creating a pressure for need of better capacity to be absorbed for those countries who realise their power. Therefore, many leading countries of proven sustainable emerging economies that shown to focus on youth power as China, Indonesia, India, Mexico, Turkey, Russia, Philippines, Hungary, Latvia, Lithuania, Poland, Moldova and Malaysia.

In the mean while many developing countries youth are still striving to show their influence on different processes and in even at the decision making stages. Studies in these countries shows that having youth engaged early in their socio-economy would help them to build a stronger economy and minimise greater burdens on the country in cases of turbulence.

The power of youth is so great, as they carry with them great choices for transferring knowledge to any country they decide to reside into. Youth have the capacity in creating an

influence and power to positive change once they use the opportunities around them to develop and transform their communities. With youth spirit and energy some emerging economies, as Estonia, have managed to shift towards being more of a developed country. Same efforts of using youth power are happening in Philippines or Indonesia whom shifted to a strong emerging economy after being a developing economy for many years.

Youth influence and power carry with it spirit of ambition, or inspiration, or aspiration, or persistence, or perseverance which they all carry within them spirit, besides their energy.

Youth power today also comes from their influence of mobility decision, i.e., if a high number of youth, for example, 24% in India, decides to move from villages to cities within just a few years, they create a huge pressure on the services and affect the rural life in the same time. Taking this socio-economic power into consideration leads the government to setup better education systems, youth-focused program and working opportunities. Statistics show that 40% of Indians moving to the cities are looking for educational opportunities and 36% of them were looking for better work opportunities as a reason for moving.

Still the majority of youth believe that university education is needed to be successful, however, lots of youth also believe that high-quality education is beyond their financial means. So, such youth might turn to be a negative influence, unless they become believers of their systems and be challenged or helped to find their intrinsic power.

Youth power is differentiated by its level depending on their currencies of passion, innovative thinking, ability to question status quo, connectivity, adaptability and resilience. Unfortunately, therefore many youth, categorised due to their age, might lose their influence because they don't, or can't utilise their earlier currencies.

YE and Influenced Demographic Profile

Even though we believe that youth economy is built on both spirit and energy of youth and not only their majority as a group of age category, understanding and evaluating the demographic profile of any country or society is still very important in creating a productive workforce. Studying the demographic profile help to observe closely the changes in different countries and the expected socio-economic challenges it is going to face.

For YE countries, communities and organisations demographic profiles are very important. Studying the demographic profiles, for example, for countries like India and Indonesia, one can see many opportunities are available for youth to reap, due to the huge well equipped and more educated value-added youth workforce that bring in new knowledge-asset resources to these emerging economies. While the rapidly aging demographic profile in Japan, combined with its low birth rates are creating an enormous pressure in its productivity; specially in the increase of the number of dependents of the aging citizens.

The changes in the demographic profile of any country creates more pressure on labour market. Leaders of the market tries usually to create more jobs to keep pace with the growth and the development of the workforce, year on year. The pressure is increasing annually with rising expectation and perception of the educated 'app generation' workforce. If this expectation is not met, more instability and higher mobility of youth should be expected.

Studies show that countries that managed to reduce its youth unemployment to below 6-7% managed to have more stable and innovative societies.

Understanding What Youth Need

Youth is a natural source that ensures any country's long term sustainable development. This natural resource is increasingly becoming more exploited and more mobilised. Therefore, understanding what youth needs in a particular community is a very important stage for the development of a proper youth economy driven program. This understanding would channelize youth energy and help to build their key attributes.

Youth more than ever today need more autonomy with constructive feedback, repeated recognition and most of all challenging responsibilities that demands trust. The youth of today expects a healthy balanced life that balances between professional and personal lives. The youth also today have higher dissatisfaction with the status quo which would help to bring about positive change. This strive for

change addresses youth needs where they would help youth to have a role model to look up to.

Youth need to maintain their entrepreneurial spirit and strive towards their dreams while starting their own business. Majority of youth studies shows that this age is an age where individuals are willing to work for long hours and in the same time take risks of achieving their dreams. Today, youth needs more than ever values that are driven with the development of the technology and would lead to enhancement of their speed and agility capacity. It is a generation that needs unique relationships that balances with diversity and sensitivity differences. Also, they need cross-functional expertise which helps them to explore their uniqueness and differentiation.

Comprehensive Youth Economy Cluster

Every country, society, or government, or even organisation is working today to build a comprehensive cluster system that supports the development and optimisation of youth economy. Most organisations that are youth economy driven focus on the essential elements of youth business model freedom as entrepreneurship ecosystem, or experiential learning programs and development of action based-research project. Such organisations know where to focus their efforts with youth.

Building a YE cluster start with public leaders who advocates youth empowerment. When those leaders open their doors to youth programs they would create effective institutions directly associated with youth.

YE cluster would be utilising youth clubs or NGO, besides focused youth focused research institute, overseas liaisons and forums for public-private dialogue; in order to optimise the youth currency. YE cluster would work in removing the structural barriers to youth, such as having youth focused contracting requirements that would tolerate youth honest mistakes, honourable failure, risk taking, and open thinking. YE cluster help to build culture that respect entrepreneurship as a worthy occupation with inspiring success stories of unique youth spirit organizations. YE brings in nonmonetary value, such as mentorship and contacts, besides help investors to appreciate youth network.

Youth Role in Reduction of Poverty

Poverty an unsolved puzzle for the humanity since its early history. The latest studies about different countries success stories shows that poverty reduction requires knowledge of where, when and what type of population we should focus on to stop the accumulation of poverty, as per the type of the society. Success stories in countries as India and South East Asia, even shows that if the community engage youth early enough to address their peers' specific needs they all can be much stronger sources of change.

With youth today being the most educated generation ever, we can capitalise on them for tackling a complex issue as poverty. Today, with youth of 12–24 years old reaching 1.3 billion, the largest in history, youth living in poverty need to be seen as non-homogenous group, since they come from different values, experiences, and opportunities.

Jimmy Chen, the founder of Propel, turned his passion to help more people in poverty to manage to put more food on the table. The Propel mobile app called FreshEBT helps people among the U.S.'s 43 million recipients of the electronic benefit transfer (EBT) service to stretch their food-stamp benefits as far as possible. Chen project help to serve low-income Americans who are too poor for most financial services and where 60% of them don't have jobs.

Young people are calling to be involved in important socio-economic initiatives as they realise more that they are the world's greatest resource. Youth see that they can 'influence without power' to reach the UN's SDGs complex socio-economic issues if they are engaged early, as agents of change. Youth already are taking their role when they become business and social entrepreneurs, NGO leaders, peer educators, job creators and community members. Such youth can continue to create meaningful and lasting change for their communities and the world.

In certain countries, as in Latin America, youth are trying to change their lives and their communities through skill-building where youth would secure employment and be the provider for themselves and their families. In other countries as in Jordan, youth NGO's are working to face the root causes of the problems of poverty.

In Algeria youth created projects of cultivating the gambouzia fish that promotes health by eating mosquitos that spread malaria and causes diseases and low productivity. In Kazakhstan, youth are participating in initiatives like

defining the knowledge and skills projects that are needed for addressing poverty needs more than physical objects.

Leading countries are carrying many studies about how to enhance the role of youth to participate in poverty reduction. In 2009, the National Council of Swedish Youth Organisations (NCSYO); carried a study which started about the importance of the alarming number of more than 500,000,000 young people that are living today in poverty. The main theme of the NCSYO study is not about poverty reduction and meeting youth's basic needs, but also about their participation, influence and power. The Study was carried in collaboration with UNDESA (United Nations Department of Economic and Social Affairs) which gives it a pragmatic edge and high possibility for implementation and development.

NCSYO study found that youth are seldom recognised as a resource of socio-economic development or during the process of decision-making, in general. At the same time, many youth organisations remain drastically under-resourced and ill-equipped to participate in development processes and efforts. Sundqvist (2009) report focused particularly on the youth participation in policy making and processes relating to poverty reduction strategy and its complexity. However, the research showed that youth can play a great value specially in doing the field research and data collection. They can participate also passionately in poverty diagnostics, prioritising projects and keeping involved in addressing the special needs within their areas.

With the intention of tackling poverty, several African organisations decided to collaborate with UNDESA. Youth organisations from Tanzania, Uganda, Malawi, Kenya, Zambia, Ghana and Liberia, work closely to promote the influence of young people on the different national poverty reduction strategies. Such projects initiate and create capacity for networks of youth organisation where youth can gain hands-on experience in research and analysis, strategic planning, and advocacy for greater inclusion in decision-making processes.

Provoking Questions on YE Outcomes

- How do you see the role of youth in your community and can you give example of youth who managed to disrupt the Market?
- How can governments build their future careers of youth as per youth economy?
- How can organisations use Intrapreneurs to transform their capacity towards a youth driven economy?
- What type of flexible working style would be acceptable to youth of today?
- How can we minimise ‘youth loss of opportunities’?
- What is the role of youth mentors in your organisation? and how can your organisation ensure youth empowerment?
- How youth can help in volunteering economy?
- How youth can help in establishing innovating companies today?

- Based on the cases discussed in this part about youth role in improving the Quality of Life, can you see similar examples in your community?
- How can you establish a youth economy cluster in your community or your organisation?

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PART FIVE

**SUSTAINING
YOUTH ECONOMY**

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INTRODUCTION TO (PART FIVE)

In this fifth and last part of YE Handbook we focus on main mechanisms of sustaining youth economy. The sustainability of YE is divided into five main sections, that is ensuring YE have enough inspiration practices, with well-established strategies, and with practices of resilience, that support proper forecasted future and sustained services.

Youth have inspiration capacity, if this properly explored and utilised YE can be sustained. There are also today lots of YE ambassadors that can be role model for sustaining the concept of YE.

One of the main requirements for sustainability are visualisation and Imagineering that youth would practice to achieve their goals. YE sustainability needs focused schemes that would encourage art in education and civic society. Appreciation of students' achievements and learning should help also to create more waves for sustainability.

Part of YE sustainability is using reflection economy after management of youth observations and perceptions that enhances their capacity to capture opportunities and release focused initiatives.

Section 5.2 focus on the strategies that help to establish sustainability, through defining first the type of youth assets and then mapping these assets and their related activities, resources, initiatives and development plans.

It is worth to discuss in this last part of YE Handbook about the importance of youth resilience in supporting YE sustenance. With youth experiencing diversity and philanthropy, we can stimulate their mindset. Part of YE sustainability also is their participation in building greener economy. This can be supported by YE forums and acknowledgements of YE friendly organisations.

In order to establish tools of YE sustainability, we need to build further communication model within the targeted community and link it with the youth resilience supporting services. The role of YE in mitigating the effect of ageing societies also would help in creating more YE sustainability and in enhancing its maturity while making it more accessible.

SECTION 5.1 - BUILDING INSPIRED YOUTH ECONOMY

Enhancing Youth Inspiration Capacity

Youth have a great role in enhancing inspiration capacity in any society. However, this requires youth and communities that are persistent in discovering first youth own inspiration capacity that make them more instrumental in change.

When organisations or societies have noble ideas and people to be engulfed inside things, our youth move towards scarcity mindset. However, when our youth experience that noble ideas and things are engulfed inside people, our youth get even weaker and turn to be a co-dependent. Therefore, if we need youth to change we would need successful noble ideas to engulf them, so that they will have youth with an abundant mindset.

Nevertheless, as shown in Figure (5-1) when we want to create youth that maintain high inspiration capacity we need to raise their “Capacity for Observation” which would create more youth that have the “Power to Discover”. This total transformation of focus from being focused on youth and

people to being focused on things and tools, i.e. as focusing on mobiles and apps, which is considered to be a mind shift. This should help societies or organisations to start to adopt the noble ideas which would lead to developing the youth capacity for capturing, or creating inspiring opportunities.

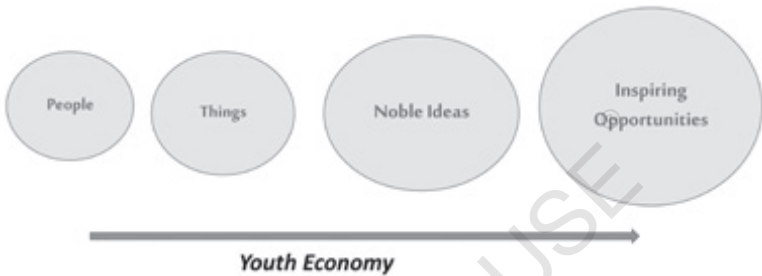


Figure (5-1) Represent the transformation needed for Youth Economy

Inspiration in students have rarely been linked to economic status of any country or community. In fact, it is even very hard to find good reference papers or books about measuring students' inspiration or how to quantify it. Student inspiration have nearly been away from schools expected outcome. Inspiration is not even yet a measure for the return of investment on education. Along the educational journey, in many schools that are considered to be competitive, students never been challenged to explore their sources of inspiration.

In this chapter, we are investigating the data for more than 17000 high school students, after setting the basic criteria's for students' inspiration. The chapter address what are the situations, the conditions and practices that help in creating waves of inspiration to cover more students that are going to

create the waves of youth economy. The chapter concludes with a proposed learning framework that would create generation of YE and set recommendations for future researches to come.

There are numerous possible causes of inspiration and especially in youth and undergraduate students. One of the main causes that are repeatedly discussed and indirectly seen in literature could be the lack of students' engagement with real life situations (Meece et al., 1988).

Psychological experiences play an important role in creating a generational effect where students are turned to life-purpose-full youth, even before attending university or joining the labour market. Jere Brophy's (2010) cites some key points reported by McIntyre on encouraging students and then inspiring their motivation. Brophy mentioned also 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 interaction and element of discovery.

Inspiration found to empower the student to be an active learner and to be engaged with different topics, such as to communicate with his/her classmates. (Buheji and Thomas, 2015).

Stubb et. al. (2001) 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 enhancement of self-reported stress, exhaustion, and anxiety. Stubb et. al. (2001) 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. Meece et. al, (1988).

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 et. al. (2001) and Meece et. al, (1988) shown that the experiences and self-reported negative emotions indicated that students who experienced their own scholarly community as empowering and inspiring, also experienced less stress, exhaustion, and anxiety in their studies.

In relevance to the above, Souitaris et. al. (2007) followed by Plucker (2010) 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 seen also that student aspirations are related to several educational outcomes, including academic performance, affective health, attrition, and leadership skills. Inspired students found as per Plucker to be ready for mentoring, filled with self-confidence and excitement.

YE Formula

Youth Aspiration + Youth Motivation = Youth Learning +
Innovation Capacity + Inspiration Insights = Inspiration
& Youth Economy

Role of Youth Brain in Inspired YE

In order to understand the power of today's youth in creating an inspired YE we need to understand the untapped potentials of their human brain, spirit, heart and their physical environment. As we all know the human brain is divided into two halves, left and right. Each side of the brain processes information that are collected by the daily or periodic observation and reflections in very different way than the other. Based on researches that started since the early 1960's, scientist now confirm that what differentiate the real difference between the two side of the brain is the way each side observe things through their main five senses.

Some youth would have more right side of the brain dominating their way of thinking and observing things in life. This means they would usually observe any reference as a whole, whether it is a large or small object or issue and then they would work into noticing or collecting the finer details. While we need such 'airplane view' brains, we need also youth who are dominated by their left side of the brain who would first see the details of the observation(s) collected and puts them together to form the bigger picture.

Any youth would have to use both sides of the brains, however the differentiated ones that would have a great influence in an inspired YE are those ones who would capitalise on mixing and matching each side to raise their abilities to create unique fully-functional and inspiring brain. Those youths who would have self-realisation and appreciation of their brain dominating side would optimise

the behaviours of that respected side towards a particular differentiation and contribution.

Hence the role of youth in an inspiring YE is discovering the wealth of their untapped brain potentials. For example, those youths with a right-side dominant brain would depend more on observation references that optimise their visual senses or feeling references that would replace them (in case of those with blind disabilities) and then reflect based on all these “sensed observation”. Those right-brained youths usually are differentiated even during the collection their observation with their spirit of curiosity, even if they tend to be disorganized they would have high perseverance in exploring the inspiration opportunities.

In the same time those youths that are more left brained would handle the observation in organized way and would apply logical approaches in what to do with it. However, without further curiosity of what to explore in that observation they would tend to work in organizing the way it is utilised. This type of youth would agree to explore, but based on organisation that use structured way and which with less tendency to ‘learn by errors’ or what is called ‘experiential learning’ spirit. This type of action again helps the brain to find the positive side of the opportunity as early as possible and optimise its benefit.

Understanding this simple yet delicate brain mechanism helps to build youth that create the inspired YE. Youth that would have both the divergent and convergent thinking appreciated and realised.

Youth Inspiration Ambassadors

Youth need always to see role models and understand the essence of best practice. Therefore, youth inspiration ambassadors were developed. The purpose of youth inspiration ambassadors is to keep youth committed to inspiration driven initiatives and projects and develop them as experts in the field of creating change in the socio-economy.

Young graduates who are unable to find work or have to compete with minimum wage can be influenced by youth inspiration ambassadors. The role models would enhance the employment opportunities.

The youth ambassadors help to build aspirations of youth to see the effectiveness of the economy and discover opportunities while overcoming challenges. The ambassadors would help to see how youth can fit within the different industries.

Youth ambassadors would work with the growing trend that is resulting in our youth becoming more educated and thus can rely on their production towards prosperity. For example, it is estimated that currently 59% of 20 to 24 year olds African youth will have had secondary educations by 2030, compared to only 42% today. The situation is even more challenging in more rich developing countries, where more youth are graduating from higher education, with enough jobs in the market. Therefore, the youth inspiration ambassadors need to focus on encouraging youth to discover jobs from the difficulty of the environment.

Youth Opportunities Events

Youth Opportunities Events (YOE's) are usually specific types of events that targets to empower youth directly and indirectly with elements of opening different opportunities, or give them more exploration of the future. These events are expected to be more as organisations and communities adopt YE principles. The other objective of YOE's is to assist young people to realise that although the future may appear challenging, opportunities do exist. Such events help youth with practical tools of 'how-to' create their path and to have more than a vision of career.

YOE's introduces major opportunity to review the youth policies and self-assessment of utilisation of their chances. A YOE would help inexperienced youth workers to gain experiences, access good jobs in the formal sector and improve their employment prospects in the long run.

In YE, YOE works on youth financing and facilitating partnerships with other capitalists, to bring opportunities to youth. In YOE practical ventures besides provision of youth economy incubators would help students of schools and universities to assimilate tools that would address the need for building an economic future.

YOE, therefore, helps to promote youth engagement in the economy and create training programs specifically for youth practical and experiential learning. YOE help to recognise the variety of youth engagement conditions to fulfil their dream and shape the future economies.

Youth Visualisation and Imagineering

Visualisation give youth the ability to see in their minds capacity and imagine the picture needed for change. Once youth start delivering they would start imagining and creating the pictures in mind of what they think is happening.

Visualisation is very important for youth economy, since with visualisation we can build forecasting strategy that would help youth to picture and then realise gradually what can be achieved. In order to bring diversity and different knowledge backgrounds, that would create better contributions to any business in YE; we need to encourage youth to exchange their visualisation.

Imagineering is different than visualisation. While visualisation is about a measured target of where we want to be based on reality, Imagineering is about designing without boundaries and it depends on capability. For example, building an image of what type of house we want to live in.

Imagineering came from Disney engineering that used to be practiced in Disney films, theme parks, resorts, cruise ships, and other entertainment venues at all levels of project development. Imagineers possess a broad range of skills and talents, and thus over 140 different job titles fall under the banner of Imagineering, including illustrators, architects, engineers, lighting designers, show writers, graphic designers. Today imagineering is spreading amongst youth under Industrial Designs where they become imagineers who work as creative engineers that link and see opportunities

from natural order and create meaning from nothing or from something that did not exist.

Imagineering is very important for YE since it creates youth that are willing to try and grows up to value what can be gained through experiential learning, without fear of failure or lose. Youth with passionate drive towards using imagineering could create more adventurous aspiration and hopes. Their imagination would help them to build reasoning and creates metaphors which in turn produce meaning which lead to even better reasoning.

Youth need to have imagination and metaphor to explain, for example, something natural as pain. So with their imagination, youth can build an app that would measure how much it hurts. The more countries, societies and organisations manage to create an imagination generation or community the more they would have passion about what they do or deliver. With imagineering youth can communicate more effectively with others. We would have even more faithful generation.

Due to games generation, we have today youth that cannot believe in anything if they cannot imagine it. It is a generation that can create a differentiated socio-economy through looking not the things which are seen, but at the things which are not seen. Through such imagination ability, the capacity of youth to sustain, persist and persevere is much higher since it is a generation by imagination that build differentiated faith on what they do. Isn't this imagination what built most civilisations.

With principles as the “blue sky speculation”, YE can be developed more with the support of ideas with no limitations. YE idea can start with what is referred in imagineering as the “eyewash” which is usually the boldest and wildest idea one could come up with.

As youth goes through pulsing, i.e. the belief that they can deliver what they imagined, they would start to realise their ideation and finding a room for their innovation. Such type of imaginative yet practical youth would surely build type of human generation that could solve more complicated problems and challenges than ever been achieved.

In YE, youth would be empowered in early stages in their life to adopt practices of imagineering through values identification, message framing, integrated engagement, segmentation and prioritization that influence their mind-mapping and needs identification.

YE & Building Curious Minds

In an YE, the demand would be for more curious minds that have been trapped with the very structured capital economy based systems, education and learning styles or capacities.

Studies that are led by psychologist Todd Kashdan shown that in principle we can develop a sense of curiosity in the humans. Studies shows that curiosity is about paying attention to what is happening and not happening. It is a type of mindset that search for novel things, or ideas, or actions, or outcomes. This mindset can be built through

orientation and re-orientation with every integration in the targeted environment.

Having youth with an aim of creating novelty from situations around them, embraces a type of uncertainty in their mindsets, rather than youth that are struggling with a mindset that works for controlling their ideas and competing with others. With more capacity to create novel stories, youth start to see the different aspects of their experience and would brilliantly be able to return to it, voluntarily, later on.

When organisations and communities start to build youth with curious minds this means they would be able to be open to the unfamiliar and to whatever outcomes it may bring. Then, if youth link this curiosity drive to their life strategies we would manage to optimise the economic sides of this curiosity over time thus helping to build their intrinsic power effectively.

The curious minds would create youth with life that is full of thrills, where they can achieve more in short time, a bit like Steve Jobs life. As youth get educated and learn to work on developing their curiosity, they would have a better chance of resisting adaptation and to consistently be comfortable to seek what's unfamiliar. With curiosity, youth in YE would have more quality of attention than youth of today. History shows that the more youth work together to create novel ideas the more they can leave unmatched legacy.

Inspired YE & Importance of Art

In order to build an inspired YE, art should be highly appreciated. Art inspires the different parts of the brain in different ways.

Studies so far shows that youth with more right brain dominance are usually more naturally creative. This natural creativity is heightened through the process of observation in which the five senses tend to make the mind, the heart and the spirit consistently curious which never would stop such youth from thinking of the alternatives.

While those youths with dominant left brain would stay to be the more common and yet more analytical, the coming generation would try to compensate for such disadvantage of not having 'natural' creativity by knowing how to organise themselves and optimise their returns. Therefore, the importance of arts and arts integration with many processes of life would be much more appreciated. Hence, with focused classes of art, or integration of art in youth scientific learning, youth no matter which side of the brain they are dominated more they would be just as creative; even if they use different ways.

To further better understand the importance of this artistic nature of the brain and its role in creating an economic or socio-economic inspiration, let us understanding how both sides deal practically with arts. Right brained youth may lean more towards abstract art, because of its lack of order and disorganization. Abstraction also gives youth no boundaries, so it can help them to work more 'outside-the-box'. Abstract

art is also known to portray emotion, even with no hard visual or other senses evidence very similar to Beethoven or Picasso work. A right brained youth may more easily be able to pick up on an abstract piece's deeper meaning. In contrast, a left brained youth may be more attracted to a more 'orderly' form of art — either photo-realistic, similar to Leonardo Da Vinci.

Therefore, introducing different forms of art in youth education curriculum would ensure diversity and equality of creativity with plenty level and without total dependence on those with the ability to abstraction. This means art need to be integrated in youth life as it demonstrates relevancy to people's lives and reinforce their values and needs in very effective implicit ways. A YE driven organisations and communities would ensure that they nurture the youth mindset by integrating arts into their learning and competency development or evaluation journey.

Integrating arts in youth daily life help them to become well-rounded citizens. As youth start to participate in different arts activities as drawing, or acting on theatre, or playing music, they develop and contribute to their community's development.

In YE arts would become highly essential component of education, since it would give youth the mindset that sees opportunities to create, perform, and communicate through various artistic media. With arts, learning starts with exploration of meaning on a page by finger painting to an adult's use of the arts to develop, understand and communicate new ideas.

The fundamental way in which people would experience their world and express themselves is through arts. With arts, we educate and develop essential competencies for successful 21st century citizens. We believe that art opens many opportunities that lead to spark innovation.

Recent studies show that the more youth have creativity, the more they would have the proper foundation of capturing opportunities and the imagination for creating solutions. Inspiring creativity and instilling adaptability is a sound investment where arts education makes life better. With arts, youth create links and connections in a multi-cultural world to heal thyself and ensure the creation of a fertile environment.

Blending Students Achievement Goals

The study of Zakrajsek (2004) set challenging goals to enhance students' achievement. Both YE laboratory and field studies consistently demonstrates setting specific and challenging goals that leads to enhancing youth performance outcome. 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.

The importance of achievement goals orientation as a technique comes from educational psychology (Dweck and Leggett, 1988; Ames and Archer, 1987). If humans, including students, manage to set high goals it would have a tremendous impact on how they pursue their goal (Buheji and Thomas, 2016).

In a study carried by the author in (2013) showed new unforeseen results in literature of youth inspiration. The study showed that more than 40% of the 17000 young high school students sampled appear to carry the basic potentials of inspiration. For example, all these 40% show to have set short and long term goals, however, they differ in its quality and ambition level. Such students are less likely to persist if they make an error, or have to put forth a lot of effort because either of these two outcomes would label them as incompetent. Such students found to prefer to perform tasks that they know they can do, since they are not willing to take any risks in order not to fail, or to deliver less than what is expected. This study was supported by a smaller scale study that was carried by Svinicki (2005).

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 (1997) should encourage their students to teach, because teaching creates better youth learning. In the study we published in Buheji (2017) we confirmed that students' found teaching is fun, because they share enthusiasm for the content and appreciation of the inter-disciplinary relations between the concepts under study.

Pintrich and Shunk (2002) seen that goal orientations are related to personality types; learners were either mastery oriented or performance oriented. Locke et al. (1981) found that students once engaged in discussions of a complex topic, might glimpse some mastery goals to keep up with the flow of ideas.

Middleton and Midgley (1997) confirmed that in order for youth to achieve goals they need to realise both 'performance approach orientation' and 'performance avoidance orientation'. Youth 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 a lot of effort to surpass their peers. Youth 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 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's perfect. (Johnson and Johnson, 1985).

If students develop goals it can influence what they choose to study. Through goals their persistence would grow and their abilities to face difficulties would develop (Svinicki, 2005).

Inspired Students as Self-Directed Learners

Research now shows that one of the main characteristics of any inspired students is that they are mostly self-directed learners, as mentioned by Grow (1991). Self-directed learning students will not be dependent on the teacher to make most of the learning decisions. i.e. they will not ask what are the guidelines for an assignment, or how many papers should they write, for example as they are very confident in their learning capacity.

Self-directed learning starts with good set of learning skills that can help teachers design learning activities and

assignments which establish the foundation of this 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 (Middleton and Midgley, 1997).

Cassidy (2006) showed that innovative applications of traditional classroom tools can raise the interest of the students if it is blended with new social media. In another research Cassidy (2007) and Deci and Ryan (1985) seen that goal-setting exercises can maintain students' commitment and enhance their intrinsic motivation thus keeping them on track. Such innovation application helps to raise opportunities for drawing better youth popular literature and even youth culture while maintaining academic rigor.

Youth Reflection Economy

In order to inspire youth as students, or their teachers, or youth mentors, facilitators and trainers, to reach deeper levels of understanding; they need to construct a meaning out of a purposeful combination of experiences and profound knowledge. This level of learning is called reflection.

When youth reach critical reflection, their capacity would be ready to overcome their common socio-economic problems. This also applies to their mentors. Youth need to intentionally design critical reflection activities that motivate them to get engaged in deep dialogue through analysing, reconsidering, questioning experiences and content knowledge (Moeller et al., 2012). The more youth are challenged to explain their understanding on a subject through incorporation of deep dialogue interventions the more their misconception would be matching their goals. Hedberg (2009).

The reflective exercises address the level of youth effectiveness and hit rate, i.e. the youth ability to choose the correct path right from first time. This has direct impact on the capacity of youth economy.

Use of effective youth engagement strategies and questioning before knowledge and assumptions found to enhance youth transformative learning as confirmed by Hedberg (2009). Studies even show that consistency of experiential learning offer greater reflective opportunities for youth and help to raise their targeted outcome (Moeller et. al., 2012; Hedberg, 2009; Hatton and Smith, 1995).

YE Anecdote- Intergeneration Influence on YE Projects

Elise MacMillan, she had teamed up with her grandmother to make candy ever since she was a toddler. At 11, she worked with her brother in a commercial chocolatier and founded the Chocolate Farm. She earned top spots on lists by Ernst & Young and several other accolades.

Method of Discovering Inspired Students

Discovering inspiring youth that would affect their socio-economy requires that we use both qualitative and quantitative methodology. The first step would start by changing the mindset of schools and Departments of Education leaders and senior teachers. This requires that we use the most suitable way for data collection starting with observation settings and then using the structured and unstructured interviews and questionnaires.

The observation stage would help to carry out more focused absorption that would help youth to raise flags once they start to realise the socio-economic issues that need to be tackled or corrected. This realisation of socio-economic issues should improve youth learning capacity thus improve their passion and differentiation in their contributions achievements.

From a project that involved 17000 high school students in Middle East with specific focus in (Bahrain); many youth inspiration criterions were discovered. Inspired youth found to be unique in their aspiration, persistence, perseverance and self-actualization. These young students found to also understand their life purposefulness, spirit of volunteering and contribution. These criteria's help to show that youth can have the ability to take and meet challenges and positively influence others, thus bringing in creative outcomes that leads to unique youth inspiration currencies.

Discovering the competitive students' criteria was summarized by a moto called (fitness for purpose) that

targeted: best in learning and education, high grades, best skills, high experience in specific area, hard and dedicated work. In order to measure these students' two main 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.

In order to ensure that pedagogical design team is ready to discover the inspired youth economy, the team should be competent enough to explore type of the inspired students, specify the area or source of inspiration, create possible positive directions, learn best practices to create more inspired and high level of inspiration. Therefore, this team was supported by an inspiration curriculum team whom worked on analysing and then re-engineering the curriculum towards being more inspiration, improve learning techniques and strategies and raise the capacity of teachers to optimize the inspiration curriculum.

Part of studying the economic sources of youth inspiration is to identify their sources of inspiration that would influence their mindset to become lifelong learners. However, this needs to be established through a holistic collaboration system that target to build new youth mindset. This collaborative system bridges the gap between schools, universities, higher education authority, the quality assurance authority, the department of labour, the labour fund and the department of central national statistics, plus the youth NGO's.

In another study that was carried in 2013, out of 200 youth interviewed 132 were selected with characteristics

of persistence and perseverance towards a main life goal. The students were asked to name only one main reason they think are the sources of their inspiration. Table (5-1) represent the main causes, or the characteristic of the students' sources of inspiration.

Table (5-1) 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
Total	132

After the survey and the interviews with the students, another survey was carried for 100 selected high school teachers.

63% teachers agreed that now they are clearly trying to give more time to discover their students' inspiration. The survey and the interviews shown that only 49% of the mentioned characteristics of the inspired could be measured. I.e. the schools did not have any measures to test the students' inspiration. The study also confirmed after deep assessment of curriculum that 51% of the measures could not be collected by the current high school educational system. This means there are high loss of youth socio-economic opportunities.

The study found that 69% of the inspired students comes from parents with basic education, or below a bachelor degree. Only 18.2% comes from postgraduate and higher degree parents. Moreover, the results shown that 69.4% of the inspired students comes from a family of above five till nine members. Actually, 21% comes from large families of 10 members or more. Only 9.5% comes from small family size (less than 5 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 enough, the majority of students (36%) found to be in the range of grades (B) (between good and very good), i.e. between 80-89% of grades. The minority of those inspired found to of grades (A) students, about (28%). More astonishing up to (35%) students are blow 80% grades (i.e. in the grades of C to F)!

The above study raises the importance of schools in creating youth driven economy where students either would be

discovered, or inspired, or categorised on their capability for leading to a differentiated change. The framework ensures that these youths are unique and hard to copy. The study showed that students are a source of inspiration for their schools. This ensure the sustained development and contribution of the inspired students in the socio-economic cycle.

This framework raises the economic importance of studying the inspiration cycles of youth which raises the opportunities for the desired outcome. Figure (5-2) shows two cycles that help in creating sustained inspiring outcomes from the inspired students.

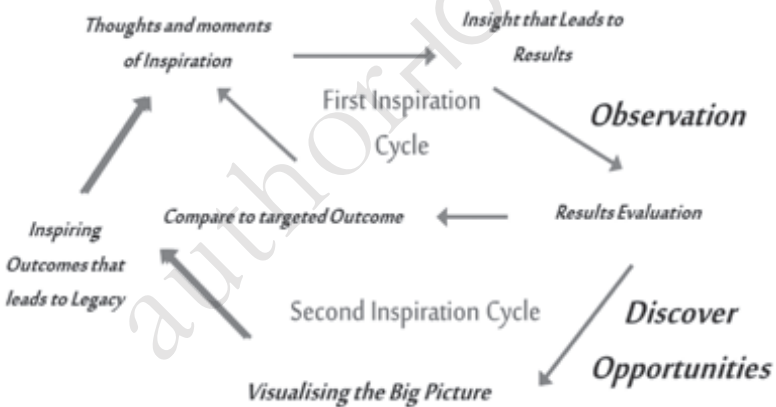


Figure (5-2) Cycle of Economic Outcome targeted for Inspired students.

Figure (5-2) suggests that students can have thoughts and moments of inspiration that come from class and extra-curricular activities. Once these moments are challenged

again with specific performance, the students' observation abilities would rise and also their ability to discover opportunities would be higher. This integration of both observation (cycle 1) and the opportunity discovery (cycle 2) should boost the ability of the students to visualise the big picture, i.e. their unique role in life. This would raise their ability to become active learners and be more engaged with high entrepreneurial projects. Tracking students' inspiration can enhance the educational outcomes, including their academic performance. Inspiration, as suggest in the framework, found also to be highly linked to students' challenges which the pedagogical team can set as part of the learning goal.

Grades as per this study is not linked with level of inspiration. i.e. economy of youth is not linked to their level of grades. 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. i.e. teachers and facilitators have a great role to play in enhancing youth economy.

Managing Perceptions in YE

Youth economy depends on managing how youth perceive things and how they react with curiosity to discovering even more new ones. However, this curiosity depends on the quality of perceptions. Since perception would help to build 'concrete experience' that lead to feelings.

YE processes are based on youth experiencing things and immersing them-selves in concrete reality. These experiences build youth perceptions through senses that build their intuition. Once they reach the level of abstract conceptualization, youth would be ready to set up their unique YE thinking. Those youths who think through experiences tend to be more ready for setting abstract dimensions in relevance to their reality. Those youths analyse what's happening, appraise it and reason their experiences. Youth would differentiate in how they process their experience and information through 'active experimentation', or 'learning by doing' before making conclusions.

YE Anecdote- Online Sales Business and YE

James Murray Wells young college student in Britain realized there was not an online e-tailer for eyeglasses, he quickly filled that need. Using his student loans as capital, he earned \$4 million his first year in what he called a "recession-proof business."

Reflective Observation in YE

Reflective observation focus improving youth learning styles. Youth need reflective perception first to accommodate their ideas with what they see, hear, touch and feel. Through reflective observation youth can learn to reflect about what they find and observe, starting with what they see and then generalize.

After reflective observation youth can go through convergent thinking. They would start with an idea and then try to

conduct experiments, to test the idea to see if it works. Organisation that would use this important YE tools with their youth would be leading and competing on bringing programs that would excite youth. Through reflective observations, youth can assimilate the potential of their idea or abstract it, then reflect about it, then play with it to see how such an idea might take different shapes in different settings. We believe companies like Google and Alibaba are unique in doing so. We believe that Steve of Apple and Walt Disney used to capitalise on such process till they realised its outcome.

YE Anecdote- Finding Opportunities in Supply Chain

Dominic McVey was 13, when this Londoner started importing scooters from the U.S. which were much cheaper than what was domestically available and selling them locally. He was a millionaire by the time he turned 15 and now is worth around \$10 million.

Youth Opportunities Initiatives & YE

Increasingly many young university graduates are facing difficulties while moving into paid employment, since they find themselves in jobs where they are under-employed which make them overtime with lower spirit to participate in real change. One can imagine the level of the youth disappointment and frustration after having been told that higher education is the main path to success while they got stuck with its magnified cost beside losing opportunities and additional years of their lives. There is a growing number of

youth who carry the burden of “student debt” for long time even after their marriage life.

Young people with an immigration background are 70% more likely to be at risk than nationals, and those suffering from some kind of disability or health issues are 40% more likely to be at risk than those in good health. Reaching out to marginalised and disadvantaged young people is precisely where the non-formal education and learning sector has experience and expertise, and therefore a distinctive contribution to make. The general approach is to regard young people as assets rather than problems, and to work with them in responding to their interests, as well as their needs, while seeking to capitalise on their creative and innovative capacities.

In 2011, the European Social Network (EUSN) established the Youth Opportunities Initiative (YOI). The EUSN mentioned that the employment prospects for young people in the EU are bleak where 25% of youth under 25's, i.e. 7.5 million, aged 15-24 are neither working, nor in education or training. The YOI established a Youth Guarantee aiming to ensure that all young people up to age 25 receive a quality offer of a job, continued education, an apprenticeship, or a traineeship within four months of leaving formal education or becoming unemployed.

The European Council in 2013 released €6 billion for Youth Employment Initiative (YEI) with the disbursement of the €6 billion to take place during the first two years. Member States benefitting from the YEI are asked to adopt a plan to tackle youth unemployment, including the implementation

of the Youth Guarantee before the end of the year. It is also recommended that they make maximum use of European Structural and Investment Funds, and in particular the European Social Fund.

European, both the national and regional policy-makers started to develop widespread understanding of the issues facing young people and the long term detrimental psychological and financial impact on their lives. It is now understood that not only human assets but even cultural, social and economic capitals are being wasted and underused due to missing opportunities to invest in right time.

Generally, there are some consistent messages: Well-tested, reliable pathways through education and training to secure employment no longer exist as an easy, certain passage to quality employment. There is a significant mismatch in the ambition of those gaining employment, from the job they get to the vision of what they wish their job role could be.

YE Anecdote- Developing Total e-Solution for Youth & Children

Adam Hildreth, born 1985, set up his first British company, Dubit Limited, when he was 14. Dubit Limited went on to become one of the biggest teenage websites in the UK and now markets itself as a 'Youth Marketing Agency', advising major brands on how to market their products to young people.

Hildreth's latest venture is 'Crisp Thinking' which protects brands from social media risks such as activist attacks and

develops online child protection technology. The company claims to work closely with both Internet service providers and child protection organisations to develop solutions that protect children and teenagers from 'online grooming'. Hildreth's is considered today one of the top 20 richest teens according to the "Sunday Times Rich List 2014" and is worth £24 million. In a study of British millionaires of the future, Hildreth was predicted to be worth £40 million by the year 2020.

Life Purposefulness and Youth Economy

Youth intrinsic powers can be ignited only if it witnessed rapid change of self-absorption, self-consciousness and self-awareness. Studies shows that nothing can diminish self-esteem like not having a purpose for why we exist in life. Once youth have life fulfilment, they can redefine their relationships with their families, communities and organisations.

With life purposefulness, youth can move towards more independence while still looking for family guidance and values. Committed youth with clear purpose would have very few major conflicts with their parents and would be a driver towards change for their peers.

At mid-adolescence which begins at age 14 or 15 and merges with late adolescence at about age 17. At this age, youth would witness growing competence in abstract thinking and would be capable of perceiving future implications of current acts and decisions, but does not always apply them.

Youth would even revert to concrete thinking under stress socially and emotionally. They would be here more trying to re-establish body images as they grow slowly.

Here, many youths would be preoccupied with fantasy and idealism led by 'abstract thinking' and sense of future developments. At this stage, the family would try to control their young and keep them stick to the family rules, such as doing the homework, while their youth struggle for emancipation and greater autonomy.

Peers at this age also plays a great role in the identification of self-image while looking to peers for behavioural codes. Youth at this age would have much higher abilities to attract and parameters of masculinity and femininity while developing codes of behaviour and personal value system.

Practices of Young Ambitious Millionaires.

In order to build an inspiring YE we need to study the current inspiring youth that came along way to create their self-made wealth. There are common characteristics for those young ambitious millionaires whom made a difference in the world today through their disruptive businesses and social entrepreneurial projects. Even though each of those youth made a difference being young and self-made millionaires and have their own stories, however all of them meet through certain practices, or way in capturing opportunities.

One of the early characteristics that can be noticed is that these youth always have a sense of urgency. Studies also confirm this. Latest studies show that youths that start their life entrepreneurial projects with a 'sense of urgency' usually are focused in looking with curiosity for something they are trying to discover, even though they might take long time of not knowing what it is. Therefore, companies such as Google started to appreciate this 'sense of urgency' and they started to hire more teenagers than college graduates who carries the same passion.

For youth the urgency of benefiting from opportunities are increasing with generations Y and Z. They are generations that are aware more than any other previous generations about their opportunities and they have the clear intention of taking full advantage of these opportunities. Thus if we observe young millionaires, we'll see that they are very rapid in consistently setting and reaching new goals with high ambitions.

Further, if we observe all these young millionaires we will notice that they have some type of mentors whom influenced their life journey and way of thinking. Through mentors, youth can get guidance, challenges and focus on thinking and not just goals. They understand deep down that it's impossible to grow, learn, and become the person needed to reach the influence without taking pauses and humbly get evaluated by the exceptional network behind you.

Even though we and our youth been consistently conditioned by our teachers, peers, parents and coaches to learn to work on our weaknesses, all young millionaires focus mainly 100% on their best skills and strengths. They need to learn

to surround themselves with people who compliment their weaknesses, or they delegate them. Therefore, the learning from those youths that created the differentiation is that never get focused on things they are not good at. Instead, we need youth to focus on what they can be best at? Now, once these youth master the area of what they are best at and start producing real results, they can then move to something else.

The other learning from these young ambitious millionaires is that they will never trade time for money. At some point they would focus on scaling and leveraging. Hence, they would focus on the power of leveraging and how to create consistent income without trading time for money. Therefore, these youths would tend to develop investment properties, membership sites, brand building, partnerships, affiliate marketing and diversify their different types of programs.

These ambitious youths don't care what others think of them and will always be limited to others opinions. Young millionaires take very few opinions and usually have tough persistence towards what they believe in. These youths usually trust their vision and have an unshakable confidence in what they do, even when everyone else is doubting it. With this youth spirit, the challenge is to stay fearless in everything done and make the individual more persistent in taking risks, live on the edge, pushing the envelope to the extreme. Such youth create waves of inspiration, through being role models that create a drive of the importance of life fulfilment.

YE Anecdote- Youth leading Mobile Business

Adam Horowitz when he was just 15, Horowitz challenged himself to make his first million by his 21st birthday. He's the developer of Mobile Monopoly, which is a tutorial for learning mobile marketing.

Youth National Entrepreneurship Spirit

The EU in general have another good practices through its youth e-mentoring tool. Europass and specifically Youthpass are designed to enable young people to present the soft skills that they have acquired in non-formal learning. The European Commission's (2013) impact study on Youthpass shows that the young people who fill in the pass tend to increase their ability to reflect on and articulate better their own learning experiences. At the same time, the increase in self confidence in those whose skills were recognised through the Youthpass process is seen an asset regarding employment prospects. According to the European Youth Forum (2011), the competences that youth gain through non-formal learning in youth organisations are crucial for developing their entrepreneurial initiatives. The OECD (2012) seen that the increasing awareness of entrepreneurship as a career option developed a set of knowledge, skills and attitudes that are conducive to entrepreneurial behaviour and have managed to move the economy of many countries forward.

For developing countries to benefit from youth entrepreneurial spirit, they need to be particularly focused on the disadvantaged young people whom can be influenced

from peer to peer learning and non-formal education. Disadvantaged youth found also to benefit through engaging in open, friendly and business-like environments from early stages in schools. When youth carry within themselves value added spirit of entrepreneurship, they would be more focused than only energised and this would stimulate their creative and innovative capacities and build their sense of direction. This enable youth to think critically and motivate their desires to formulate more focused goals that raise their determination. As they experience this, youth in turn, would be more prepared to act as trainers and mentors, besides becoming role models for others.

MYGENERATION is an EU program that brought together 12 European cities to try to understand the challenges facing European young generations, as well as their aspirations towards entrepreneurship. Mygeneration is focused on reaching the disadvantaged youth, and establishing education to employment transition programs. The uniqueness of the program is that it practically coordinate actions between major stakeholders to build more unique initiatives that would lead to raise youth opportunities to be entrepreneurs and then fulfil the duties of role-models, coaches and mentors. In Estonia, such program had it great return on the socio-economy within less than a decade, thanks to more than 200 public organisations and private enterprises, as well as 100 mentors who contribute proudly and voluntarily to such program.

Ireland established entrepreneurship clusters that delivered to young people, from 12-18 years, entrepreneurial skills

through schools and youth centres throughout the year. Each year, teachers and youth workers attend an intensive training programme under what is called the 'NFTE University', which equips youth leaders and their mentors and educators with the necessary skills and resources to successfully deliver the programme directly to young people. NFTE University is the official Certified Entrepreneurship Training centre for all those working in education and training program with clear goals for moving youth economy.

In youth driven economy, young people will have more to offer in their workplace if they are established and challenged to bring out their entrepreneurial and inspiration spirit. These youths would be working on greater financial and business literacy with stronger focus on influencing their society and understanding the need for initiative and creative problem solving disciplined by teamwork and cooperation.

Many youths who are not ready to launch their own business right out of school may be inspired by specific training that would explore entrepreneurship opportunities later in their career, based on additional skills acquired on the job. While business hard-skill requirements are diverse and evolving, the promotion of key attitudes associated with high-performance in the workplace provides a clear and universal benefit, both to young people themselves who will be more able to contribute on the job, and to their organisations.

In the case of the Irish, they gone further to establish an entrepreneurship cluster which is supported with a network

that provides financial capital, training and mentoring. The network helps the entrepreneurs to access the market through similar social enterprises in emerging markets. Tools and strategies of business leadership, entrepreneurship are blended with the Irish investment strategy to enable social entrepreneurs to better plan, improve management capacity, grow, and increase their social impact.

The Irish gone further to evaluate the development of their entrepreneurial cluster through YouthBank which uniquely involves youth in grant-making within their local community. The YouthBank initiative have more than 20 grant-making committees run by Ireland's youth. The funding distributed by these decision-making committees supports projects designed and run by Ireland's youth to ensure that grants addresses the issues and concerns relevant to them and their community. Over the years the Irish YouthBank became a reference of excellence not because of the amount of grants it managed to give, but rather about its impact of the personal development youth's self-esteem due to the opportunities the bank provided in addressing specific youth competencies.

YE Formula

Selective Social Entrepreneurship + Dedicated Youth Change Alternatives = World Recognition

YE Anecdote- Youth Leading Web Designs

Carl Churchill British entrepreneur started his first Web design business at age 12. Today he's worth around \$10

million, but he made his first at 19. Dubbed the British Bill Gates, he's also a philanthropist and venture capitalist.

Youth and Social Competence

Social competence refers to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. Therefore, the more youth realise their role in specific code of conduct and customs in their different environments the more they would be able to deliver better social competence.

In order to enhance their social competitiveness youth, need also to enhance their civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights). Such youth would dare to engage in active and democratic participation or set initiatives for socio-economic and socio-political change.

Studies shows that the more youth social competence is developed the more they would have the opportunity to find and maintain different kinds of employment. Through social competence youth would provide their society with very important YE enablers as problem definition and analysis, set strategies for solutions and manage sustained change while providing different choices for their valuable contribution.

The more youth build their social competence the more they can develop their sociocultural surroundings where creativity turn from an idea to an act and then a product/service. This youth would help to raise the capacity of the national productivity and develop communities and organisations efforts towards realised competitive change.

Mihaly Csikszentmihaly (1996) seen that youth with social competence can develop the labour market stability by their high social commitment. With social competence, youth can carry sense making that would appreciate social intelligence and the ability to connect with others. Csikszentmihaly also noticed that social competence brings in novel and adaptive youth thinking, where their ability to find new solutions and respond to unexpected circumstances would have major contributions on the socio-economy.

Social competence also found to enhance youth cross-cultural diversity. Today many societies whom managed to build youth social competence celebrate their youth unique transdisciplinary computational thinking, where they have more capacity to translate data in abstract concepts from different disciplines. This should help youth to develop and filter information through what is call Cognitive load management.

YE Anecdote-Youth leading E-entrepreneurship

Sean Belnik with just \$600, at 16, began his company that moved gradually towards furniture, founding BizChair.com. By the time he was 20, he was worth \$24 million. With Sean ambitious and intuitive leadership, he managed to put a strategic plan for BizChair as online simple furniture retail

company. Today BizChair evolved into a market-leading, furniture distribution powerhouse in 2001.

Sean as a passionate youth started since 14 surfing websites for entrepreneurial ideas. From passing out flyers to mowing lawns in his neighbourhood to selling Pokemon cards on eBay, to selling catalogue products and wrapping paper door to door. In the meanwhile, he started learning HTML and designing websites during the infancy of the internet. Using his 10th birthday gift computer that was bought by his mother, Sean started learning website development by starting his own site using his step-father experience as an independent furniture sales representative.

The new ideas that Sean presented for building a website for furniture sales, inspired the step father specially that with feature that allow his customers to receive instant updates on new lines of products and pricing. The website, GaryGlazer.com, eventually became a portal for dealers to see the whole array of products as well as receive updates and specials on new products and overstocks. The development of website after school and on the weekends pieced together how the office furniture industry operate and evolved over the years.

The next project was development of web site that can sell directly to customers. After a few weeks of learning, researching, and reading, the website was built with 100 items and started advertising. Gary, Sean step father provided invaluable guidance about which items should be included in the website and how they should be priced. Within a few hours of starting the advertising, Sean got an order of \$2,000 just in his first day. This was one of those

moments where you realize that you have something that is valuable.

BizChair.com now has over 165 employees and operates in 700,000 square feet of warehouse space. BizChair.com source product all over the world and have more than 40,000 products on our website. We've sold products to over 500,000 customers, so there is a good chance that the chair you are sitting in may be from BizChair.com!

Sean devoted tens of thousands of hours to develop the supply chain that brought what we see today as BizChair.com. Hence as Sean says this came with after the spirit of overcoming challenges, the late nights working, the new product development risks, dealing with website outages, and responding to customers complains. So what started as a small project with Sean step father to keep him busy during the summer became a well-structured e-commerce business that source of inspiration for many youth and even established companies today. Sean economic project teach us that with youth economy you can always start the beginnings in something humble and somewhat rewarding.

Youth and Innovation

While many innovation practices have been distilled from leading companies, we know that youth have been the ignition for centuries for organisations that brings in proper innovation as we witness Googles today and Toyota, are doing. Therefore, innovation as an economic development

principle is considered a significant driver to youth's unique and valuable insights.

Innovation in youth is blocked in many countries due to the lack of sufficient how to be self-employed. This led to inflating of the unemployment rates. Therefore, youth need to deal with this misfit in economy and draw their inspiration and innovation from such socio-economic constraints. When youth deal with their economic challenges while realising the economic misfit they would appreciate more that no body or entity can possess a monopoly on innovation and development. Such challenges help youth to discover their 'inner misfit'. The Misfit economy raises youth curiosity to discover their 'inner misfit' and help them to establish the cultural connectivity that would flourish their dreams and ideas.

YE Anecdote- Jobs the Role Model for Youth

Steve jobs not only used his youth spirit to develop disruptive innovating products, but even more he managed to set all his marketing plans based on this spirit. If you study the type of excitement that happens with the release of every Apple product, you will see that the absolute majority of adopters for such new products are youth, especially those with high ambition to create, or adopt positive change or challenge to the norms same as the Steve Jobs spirit that brought these products to life.

SECTION 5.2 - YE STRATEGIES

National Youth Strategies towards YE

Youth Economy can be built around national strategies. The uniqueness of national strategies comes from its differentiated outcomes, if well implemented, since it gives a unified transformation message to all the stakeholders. Also, through national strategies we convince others on how we are going to create models suitable to the rest of community or even to the rest of the world.

National Youth Strategies (NYS) should not include only the role of youth towards society, but even towards creating a differentiation in the socio-economy. This is beside deeply engaging the youth in more enhancement of the country's performance in relevance to equality and rights. The strategy should advocate youth diversity and resilience while empowering them to be active global citizens.

The effectiveness of NYS would be evaluated by its ability to build youth autonomy which is supported by their active

citizenship. NYS should foster to strengthen the youth voices and their level of 'civic engagement' in the development of more effective outcome.

In order to implement the strategy effectively, we need youth involvement through structured dialogue that enhance the participation initiatives. Through such strategy, we can promote social entrepreneurship through youth active citizenship which increases young people's socio-economic and socio-political engagement.

The national youth strategy usually supports cross-sectoral collaboration, and encourage the implementation of the sustainable development goals starting with promotion of volunteering and focus on educational development. The youth strategy would also focus on how youth appreciates knowledge, values, attitudes and skills. The holistic youth engagement process would part of the strategy in order to help build their self-confidence and critical thinking.

YE Strategy surveys would carry all the type of youth interests and concerns such as their socio-economic, socio-political engagement expectations and perceptions besides their creativity needs as their global networking, entertainment facilities as music, sport, drama, cartoons and art. The strategy should ensure management of ethnic backgrounds, bringing different perspectives and promoting respect, solidarity, volunteerism, interdependence, equality and justice.

YE strategy should help to build peers to peers learning and integrate the different youth experiences and common

interests to develop more synergy from their diverse communities. The YE strategy link between positive outcomes, self-confidence, planning and problem-solving, along with resilience. The strategy is based on effective mechanism for getting young people involved in positive activities through valued personal relationships.

Setting National Youth Economy Strategy

Preparing young people for the world they live in requires a National Youth Strategy (NYS). This is needed more than ever before for every nation as there are today 1.8 billion young people aged 10-24 living on this planet and it is the largest number in history, about 90% of them live in developing countries.

The NYS if set it might address more than 500 million young people aged 15-24 live on less than \$2 a day. Approximately 74 million young people are unemployed, and more than 600 million jobs are needed by 2030.

Through setting a youth economy strategy would know and understand the causes and consequences of some of the world's major challenges such as global hunger, poverty, injustice, inequality and climate change.

NYS should aim to support youth to understand the interdependence of the different world mechanisms, through a process of interactive learning, critical thinking, debate, action and reflection. Therefore, the strategic plans should challenge the perceptions of the world and encourages

young people to act for a more just and equal society at a local, national and an international level.

Youth through effective NYS are expected to be involved in issues as equality, justice, diversity, solidarity, sustainability, interdependence, environment, community and human rights which help to raise their accountability and willingness to get engaged in their socio-economic issues.

NYS should be published through making global connections, highlighting type of equality targeted, while ensuring diversity. NYS should also help to encourage youth engagement for visualising a better world and learn from experience.

Youth as Valuable National Assets

I think we can agree by now that youth is very precious asset that can be shaped and produced to fit different economies and situations, besides being the driver for any prosperity. They are more like jewellery and even better. So, the losses of this jewellery start with losing the purpose of their humanity which directly affects their countries competitiveness.

The Framework for Action on Adolescents and Youth produced a report in (2007) that confirms that more than half of all youth in the world still survive on less than US \$2 a day. The situation did not change much since the beginning of 21st century. It is estimated that there are about 100 million adolescents still do not or cannot attend school. Fifteen million adolescent girls become mothers every year.

In order to compensate for these losses, we need to innovate in managing youth as valuable national assets that brings along with them positive waves full energy and unique spirit. Recognising and managing these valuable assets would improve youth's quality returns through reducing their vulnerabilities and risks. This finally would lead to creating a real differentiation out of them. 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 unique social cohesion and even embeds specific competencies in the community that would make a unique socio-economic fibre that is hard to copy. Many recent world government successful transformations as in Malaysia, New Zealand and India used this formula to create their unique success stories that brought youth with focused mindset that target more output and outcome based contributions.

Research literature strongly suggests that enhancing youth innovative and creative capacity through non-formal learning requires systematic and sustained collaborative efforts from all those stakeholders that influence formal and non-formal learning cycles in the community. 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. Youth economy would focus on improving the access to tools and resources that would trigger youth self-learning and non-formal education thus enhancing the resources that would contribute more towards the economy. This means governments and also the society decision leaders need to develop effective partnerships

between all stakeholders to close the gap between labour market and non-formal learning.

Besides the author own published work on the effectiveness of non-formal learning on youth inspiration and contribution, this concept is even more popular today amongst European youth whom the economic crisis has hit most. Eurostat figures (2011-2017) shows that there are about 5.5 million young Europeans still unemployed in the EU, a rate of above 15% approximately till today. This is also more than twice the general unemployment rate. Eurostat figures also shows that the total of youth in EU not in employment, nor in education or training, is continuously increasing and it is becoming very difficult to reduce them to be below 10 million individuals. Eurofound (2013) reported that such figures create an annual economic loss of €162 billion, besides psychological and social costs. No wonder then to see the billions of euros of proactive investments generated by the EU budgeted projects dedicated to youth.

A recent OECD (2013) found that there are huge business and economic opportunities for youth that 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. Therefore, if governments and their partners explore such opportunities, which differ from community to community and deal with youth as valuable assets, governments would transform to creative problem solving and solutions finding, instead of being just an enabler. This in return would help

the communities to meet their needs and improving their long-term security and quality of life. By exploring more opportunities, governments and organisation would even create new youth mindsets shift where youth would learn how to create jobs, instead of learning how to seek jobs.

Youth economy focuses on building such youth engagement that forms a sustainable connection to the world within the youth, or around themselves. Youth economy is important because they are the consumers, the innovators, the workers, the entrepreneurs, the recyclers, the producers and the leaders of right now and in the future. This effective planning for any country's valuable assets, would bring youth from the age of 12 through 25 that can't be easily caught in the middle of any controversy.

Today we are having more youth around the world who are feeling the urgency and determined to make the world a better place. By the numbers, they are also the largest generation ever to walk this planet. Unfortunately, this opportunity might be lost if it is not supported by effective scientific based and tested youth programs. The short-sightedness of most available youth programs and the lack of its direction with no profound research make us not realise the amount efforts put to optimise the outcome of these youth. Hence in order to engage youth in the economy, all the society stakeholders should take a role. Family, teachers, business owners and social workers can help to prepare youth for hard times.

YE Anecdote- Youth Leading Social Media & E-Commerce

Juliath Brindak began creating sketched characters at age 10, and then developed a complementary social-media platform at 16. Her Miss O & Friends company is now worth an estimated \$15 million. Today Brindak gets most of her revenue from ads on her website.

Establishing YE Clusters

If we are to reach sustained socio-economic outcomes we need to build clusters that would target youth in order to keep them engaged to the best processes and conditions that would make them see the great opportunities within their communities. Through YE clusters youth would be committed to Economic engagement that build their holistic view of their role in the world.

When organisations and communities participate in creating the best out of YE driven clusters, even low-income and poor youth can see the possibility of succeeding in their society; if effectively empowered through the clusters programs. YE clusters would involve different companies that would do deep assessments for the habits of the different youth group.

With the availability of more than 50% of youth who still survive on less than USD\$2 a day, the YE clusters in every country would need to address how it would help towards more focused transformation starting from schools. Figure (5-3) shows the transformation framework in YE clusters which support the socio-economically disadvantaged youth.

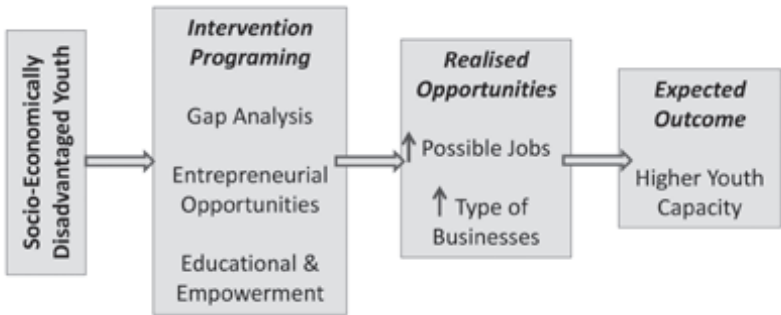


Figure (5-3) Socio-Economically Disadvantaged Youth Transformation Framework

There have been many new clusters that started to focus on youth. The OECD (2013) ministerial council focused on building youth clusters in Europe that targets young university graduates who are facing more and more difficulties into moving to paid jobs. The OECD reports are now focused on how to manage the youth disappointments and frustrations, through clusters that control the magnified cost that come with of their additional years in education and the burden of student debt.

The success of YE clusters should engage the family, public institutions and community NGO's where youth can experience substantially the available opportunities over their lifetime journey. YE cluster is expected to help youth to see the alternatives of their conditions and the different job or business or social development opportunities.

YE cluster would help the youth stakeholders to rethink about the youth competencies and what need to be taught in

school. The cluster helps to build an economy that is focused on how to better prepare youth for moving from school to work thus increasing their mobility and minimising their marginalisation. These cluster should enable greater numbers of youth to start and expand their enterprises, secure employment and improve their productivity.

The constructs of the YE cluster would bring together the private and public organizations, profit and non-profit organizations, research, science and educational organizations and financial institutions to participate in developing YE success stories. The YE cluster would host projects as youth eco-social incubators or youth entrepreneurship accelerators and would encourage piloting youth social inclusion, improve their social services while continuously illustrating their role in development.

In serious developing countries YE clusters could even play a role in promoting and developing youth initiatives for inter-sector collaboration and partnership. The clusters also could help create efficient youth policies and services that would lead to their better youth employment and role in country's quality of life.

Mapping Youth Economy Activities

One of the challenges in any economic strategy is the types of activities, products, services and occupations that would differentiate the added value of the targeted economy. These type of challenges can be identified by mapping

the economic strategy activities of the country and/or the community under study.

Mapping YE is based on processes that focus on economisation of youth and youthisation of the economy. This means that YE utilise first experience economy to enhance youth knowledge and current productivity paradigm. Thus mapping an economic system as YE means inscribing the field of the culture and the economy that this system would work in. The mapping study how YE would extensively reflect it outcomes in the socio-economy. Hence, when we communicate the mapping of YE we would expect to equip youth of today with interactive gaming, besides utilising multimedia, advertising and digital content in general. With more digitalization of the economy, youth would have diversified modes of consumption.

The mapping of youth economy strategic activities would help to push more activities that address more youth related industries as shown in Figure (5-4). This means we shift the focus of youth planners and stakeholders from working or not working in 'youth related industry' to more focusing on creating a differentiated condition that would lead to 'working in industry related to YE' or working within known YE practices' industry.

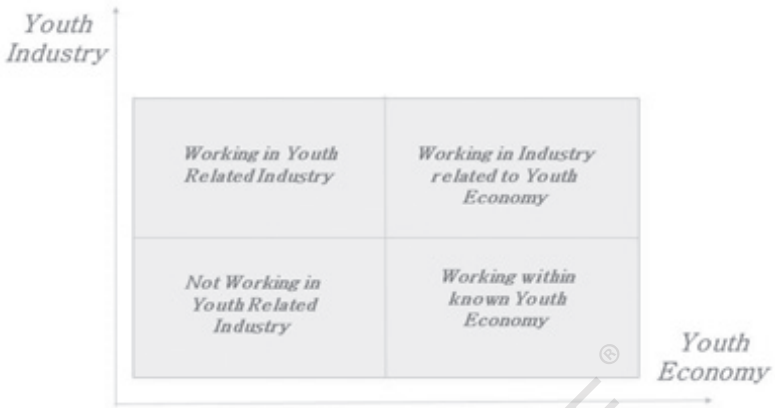


Figure (5-4) Mapping of YE Strategic Activities Industries

By seeing how youth energy and spirit bring in more transversal approaches for business models, the mapping of YE would lead to differentiate its activities and the constructs of such an economy. The mapping helps to uncover the prerequisite conditions needed for YE.

The value-added processes would be identified in order to enhance the generic acceptance of the YE value chain. The mapping would also highlight the economic value that YE activities produce to the benefit of the society and its different industries.

YE Formula

Utilisation of Youth Dissatisfaction + Mapping Youth Dedication for Development = World Recognition of Youth Programs

Mapping of Youth Resources

In order to establish effective YE strategies we need to go further than mapping the youth strategic activities by mapping the youth internal and external resources that would help to establish the creation and implementation of a written development plan.

The first being an intensive planning process that will require significant time commitment and skilled facilitation. This planning needs to be governed to ensure that momentum is not lost. The process of youth resources development is often mapped with the funding cycle. Unfortunately, most of youth programs do not think about sustainability until current funding is about to run out. By then it is often too late to generate sufficient resources to continue the program.

Sustainability requires also mapping of youth internal resources details which includes understanding partners such as staff, volunteers, and community partners. These resources are most often defined by the connections and contacts the youth program managed to establish in its community.

When mapping the external resources required, youth would think of grants, awards, and other direct funding streams. This external support can take many different forms, including in-kind donations and volunteers support. Therefore, external resources can include anything that can support your program's operations, not just its fiscal strength.

Mapping Youth Initiatives

The World Bank (2002) report focused on the importance of mapping youth initiatives to ensure the consistency of their lifelong learning and to develop their resiliency with a demanding market. While the work of Kevin O'Higgins (2003) mentioned the difficulty that youth go through in integrating with their work and working conditions, emphasising the importance of the initiatives in this area.

Mapping youth initiatives is very important for countries and societies strategies, since through clear mapping YE serious stakeholders would get to know what to benefit from youth. Strategically after mapping the YE activities and resources, mapping youth initiatives would help establish also an identifiable valuable reference of youth targets. This should help develop youth with forecasted differentiated outcome that know what is expected from them in the long run.

The starting point for any country or organisation in such YE initiatives would be managing rather overcoming youth difficulty in labour market. Managing youth difficulties means mapping and utilising challenges generated due to the different barriers such as: lack of youth working skills, lack of information and lack of connections to build up self-actualisation that would endeavour youth curiosity to discover and to differentiate their destiny from others. Therefore, the initiative should address such gaps in the different level education and from different perspectives.

In order to ensure successful youth initiative, the mapping should help to identify what to acquire from youth experience and credentials that comes intrinsically.

Economies that have managed to motivate and map youth focused initiatives offers today more rationale and clear framework for business investment. Countries in South-East Asia became an attraction haven for investors due to their clear unique mapping of their labour force, beside their unique youth programs. Actions that support such initiatives in any country could help to create innovative, effective, and sustainable solutions. Such solutions could help overcome the challenges of both youth and their community, such as tackling the different causalities of rising national unemployment.

Youth could bring their initiatives, and in partnership with educational institutes and NGOs or even government entities to get more youth employers to play an early key role in helping young people reach their full human potential while contributing to their enterprises and their societies. This is the reason for the success of the dairy industry in New Zealand, or the hospitality industry in Hong Kong, or the healthcare industry in Thailand, or the Hi-Tech industry in Singapore.

What would differentiate any youth initiatives that targets to deal with the rising rates of unemployment is that it will not count on provision of resources only, but rather would set plans for empowering youth capacity to capture, or create, or optimise even lost opportunities in relevance to real economic development. Such initiatives even though

very difficult in the beginning would help youth to establish income stability in the long run. This also would help youth to shift from depending totally on their credentials to also see the power of their self-confidence and resilience in dealing with labour market opportunities and setbacks.

As discussed earlier youth initiatives is a must today not a choice, since with the recent rising frequencies of economic crises, disproportionate capitalisation on youth spirit and energy led to tremendous rise of unemployment rate. With youth unemployment rate rising rapidly in the last ten years, the UN (2012) "World Youth Report," estimated that in end of 2010, there were 75.8 million young people unemployed. Even the youth labour force participation rate is continuing to drop with high downward trend. After declining from 53.8 to 50.1 % between 1998 and 2008, the youth participation fell to 48.8 % by 2011 and still dropping, as per also the ILO (2015) Global Employment Trends for Youth. Therefore, focused youth initiative is even highly in need today.

It is worth to note that many youth initiatives might fail due to lack informal networks and connections in information about the variety of 'youth opportunities'. Thus the target of youth initiatives is to help to navigate labour market effectively and to identify and pursue available opportunities while using most relevant communication and empowerment resources.

A unique national youth initiative would help the organisations and their communities to be more equipped for 21st century challenges. However, this success of meeting

the current challenges requires collaboration not only cooperation, plus communication and critical thinking that lead to optimising youth creativity and diverting their focus on the needs of the enterprise. These initiatives also would raise youth's ability to apply what they learn during the educational and the empowerment process thus building their practical knowledge for the workplace.

Thus with focused youth initiatives, we would remove the deficits that are caused by the significant barriers to youth real productivity, even if these initiatives come from inexperienced individuals. Hence, such outcome of productivity would make those reluctant to invest directly or indirectly in youth.

The mapping of youth initiatives would minimise the demographic mismatch between the number of youth seeking work and the level of local economic activity. In developing countries, there is simply a. Most available work for youth may be in informal or underdeveloped industry sectors. There may be a severe shortage of youth local-available jobs at the entry-level, therefore youth need to bring more exciting and meaningful careers.

The effective utilisation of mapping would create a youth generation that would face the significant obstacles in difficult socio-economic times, through effectively building the right spirit of pro-activeness that sharpen youth experience through focused initiatives. The mapping also found to help youth in overcoming start-up challenges and market fluctuations impacts.

Creation of Youth Development Plans

Once the youth strategic activities and resources are mapped and the initiatives are set; the development plan could be created. The youth development plan is expected to utilize the mapped internal and external resources to enhance the sustainability of youth efforts and their performance outcome. This process start with simply charting youth various empowerment streams and then identifying the type of resources need or to go after.

The world need more than ever today youth development plans that bring in realistic YE opportunities rather than shallow quick fix solutions. These plans would overcome the paradigm of pursuing the course of study with a specific career in mind. Therefore, we need youth that would have capability beyond general, or theoretical knowledge thus would have more preparedness for encountering life challenges. Youth development plans would tackle, for example, faults in education curricula that doesn't address the importance of youth visualisation and their role towards the available market opportunities.

One of the examples of youth development plans is the development of "Toolbox Training" which provides hundreds of useful tools for youth learning activities through free online resources that can be adapted to particular objectives, in a specific context and for a certain target group. The Toolbox aims to build a learning community for trainers and targeted youth to share, debate and increase the quality of youth empowerment methods in their daily work. This

leads to real development of youth competence that interface between youth free time, leisure, and work in one side and the competence development on the other.

There are other youth development plans that target motivating youth volunteering, outreaching activities through the support of youth clubs and youth work initiatives. These development activities focus on youth of between 16 and 30 years, where they have still low-skills and most probably of migrant backgrounds. These centres are staffed by youth workers who are empowered to recognise or address the targeted youth needed competencies.

Development of Youth Education

The Purpose of any education is to create generations and society development. Through education, we expect to build youth self-esteem and self-confidence, develop their ability to manage personal and social relationships, offer worthwhile and challenging new experiences, provide learning opportunities to enable young people to gain knowledge and develop new skills.

The education programs for any country should focus on building youth capacity to mitigate risks and its consequences and make accountable decisions. Such programs should help youth to develop social solidarity and build voices in decision-making.

In order for any educational system to enhance youth's role as active citizens, we are required to listen and hear youth

expectations and engage them in the process of teaching and learning.

The educational system should help to develop also the values of youth. The educational system should focus on raising the youth contribution to society, and their value as citizens. With effective educational system, we would see well established values that focus on youth empowerment, youth equality and inclusion. Developed educational system would make a youth generation that respect all people, motivate youth involvement in decision-making, create more youth partnership and develop youth voluntary participation.

Youth programs intended learning should focus on developing youth skills and traits in relevance to: teamwork, research, confidence, taking informed action, communication, open-mindedness to diversity, cooperation, resilience and determination, leadership, positive relationships, decision making, self-esteem. Best practices for youth educational development should help also to build sense of thyself, networking, creativity, imagination, emotional intelligence. critical understanding, planning and problem solving.

The educational system should also focus on youth employability skills that would develop practices as: leadership, people management and teamwork, innovation and entrepreneurship, communication, adaptability and flexibility, change management, project management, decision making and time management.

A YE development educational system would focus therefore on exciting young people to be totally involved in voluntary projects in order to create great diversity of organisations groups that work within the youth sector reflecting the diverse interests of youth. The methods and approaches allow young people and particularly marginalised youth to have voices that can be heard.

Government strategies should encourage having youth educational programs that are based on youth total participation in collaboration with organisations and within every sector. This would make youth work highly appreciated thus help young people to adopt flexible and creative approaches.

In order to create waves for youth development, we need to pay attention to their development process and outcomes. Therefore, to enhance youth quality opportunities, we need to engage them early as part of the educational process as active partners in planning the programs, making the decisions, and setting the priorities.

Part of youth development is the relationships they develop based on the dialogue and the partnership with different society stakeholders when they student, i.e. before joining the labour market. Youth are expected to engage in a reflective learning process through an ongoing cycle that transforms experience, observation, reflection and action.

Finally, a development of youth education should not only influence their socio-economic outcome, but to go further

in eradicating injustice, inequality and striving for openness and inclusiveness.

HR Policies for Youth Economy

Every organisation has strategic policies for human resources (HR) and/or human capital (HC) which can play a great role in improving the profile of youth vocational education, while pushing the organisation culture to be compliant with YE. These policies usually include the creation of progressive youth opportunities and their mentoring.

YE HR policies focus on sectors of the economy that offer youth solid growth potentials through highly interactive programs that would encourage youth to 'learn by doing'. HR policies help young people to acquire not only skills, but the experiences that demonstrates to employers that they are capable of applying those skills to practical business tasks. To create and engage with programs we need that build youth with work experience.

YE HR policies help leading companies today to carry series of internships, project work, temporary work, etc., that can be structured in low risk, low-stakes way, giving youth easy access to these opportunities without requiring long-term commitments from employers, or creating dead-end jobs.

YE HR should help young people also to build a portfolio of progressively challenging work experiences. YE HR policies would differentiate its effectiveness through the highly effective way of building youth skills and employability over

time. When the HR in organisation runs a summer youth training programs which help the disadvantaged youth it gives youth a good start in the workplace. Also similar HR strategies have proven of its exposure of the youth workforce reintegration with those chronically unemployed.

YE HR systems would focus on enhancing the "dual track" apprenticeship programs that divide the youth week between the classroom learning and the time in the workplace. The existence of these programs tends to depend on government policies and the development of school-to-work system. This should even develop the design of on-the-job training and mentoring programs for young new hires

Publish study in Europe shows that youth engagement in "Dual" training and work experience programs helps to reduce their unemployment rates below European and global averages. While most European countries have youth unemployment rates in the 20-30% range, Austria's rate in the 3rd quarter of 2011 was 7.3%; Germany's was 8.6%; the Netherlands 7.6%; Norway 8.8%; and Switzerland 7.2%, because of the "Dual" program policies. (BusinessEurope, 2012).

HR policies in the developed countries seem to have essentially managed to escape global pattern of high youth unemployment through their strong vocational education system. These programs combine classroom-based training with workplace-based apprenticeships over a period of several years.

YE HR program should supervise the "dual-track" programs to enhance the close coordination between employers and

schools where a focus on youth relevant skills helps to make them fit for the labour market. With YE focused HR policy classroom training during part of each week is directly related to students' workplace apprenticeships during the rest of the week. Students of such programs would have access to a wide range of programs reflecting the actual needs and opportunities in the economy. Such youth focus apprenticeships programs give them direct exposure to the requirements of the workplace.

YE friendly companies can commit to support such HR programs through its sustained determination to hiring, training, and mentoring young people on the job so that they would be ready for recruitment and would benefit from a base of loyal employees with career and promotion potential. On-the-job training and mentoring can also be one element in a more comprehensive YE HR strategy. Such strategy would search for better responding to emerging talent shortages and finding innovative ways to source, develop, and manage the youth talent which is necessary for sustaining long-term business objectives. Companies need to "lean forward," take a calculated risk, and open their doors to inexperienced young job candidates. They need to invest time and effort to develop and train these youths.

Youth Wellbeing Strategies in YE

Literature focus on areas where youth wellbeing through specific numbers, for example, the percentage of increase youth age that are found in misuse of alcohol/drugs substances. In YE there are many other indicators of youth

wellbeing that would as the level of youth driven socio-economic programs that help to bring in more youth positive contribution behaviours.

Youth today are more driven to finding healthy choices. It is a generation that quick in building positive peer relationships with unique pro-social, leadership, decision-making. This generation can easily be pulled towards self-empowerment if they appreciate their sense of self development, self-esteem, confidence and self-efficacy. The youth wellbeing strategies could start even by having more focused community and society civic engagement schemes that strengthen their bonds to their family, neighbourhood, school and then gradually towards their community.

Youth wellbeing plans start with the promotion mutual learning at national, regional and local level based on establishing effective outreach strategies, including youth outreach action planning. Once we manage to make youth feel their crucial role as a catalyst for better wellbeing services we would see them to be the initiators for more accessible and user-friendly tools and resources that would improve their life purposefulness.

In YE driven organisations wellbeing is recognised as a value towards developing a creative and innovative culture. In such organisation complementarity between non-formal and formal learning is highly appreciated in order to promote equal opportunities. This, in turn, helps to raise the possibility of maintaining organisational youth spirit regardless of ages.

There is now a high demand for evaluating youth wellbeing programs that set systematic set of criteria's towards understanding the depth of youth programs processes and outcomes that leads to the development of youth overall wellbeing and life-purposefulness. The evaluation of wellbeing has to be specific to a specific group of youth experiencing specific-condition in relevance to the specific youth program that address this issue.

With wellbeing being established in youth mindset, the world would be balanced and ready to set activities that integrates youth interests. Due youth balance wellbeing youth social, cultural, educational, environmental and/ or political and legal issues can be integrated together to deliver better holistic outcome. Increasingly, such wellbeing activities would include sport and services for young people. Hence, it would be natural to see youth out of school programs to have specific leisure time activities that would help to manage their professional, or voluntary youth. Such youth wellbeing programs are coming up with more results for YE in countries as Canada, Bosnia & Herzegovina, Bahrain, New Zealand and Australia. In Australia specifically, there are many success stories achieved by Family Wellbeing Workers who supports the family to identify the areas of support that may be required to promote strong connection with their youth.

Even organisations as YMCA which is spread in many Christian Countries all over the world is creating more safety places to express thyself with recreation centres in almost all the main cities and countries. The importance

of YMCA centres programs and similar other organisation is that they strive to make sure that youth are aware about their choices of life in relevance to health, education and social integration.

Finally, part of youth wellbeing strategies is to raise their capacity as unique yet resilient group of human beings that would be more competent to turn ideas into action. Hence, youth creativity, sense of initiative, innovation and risk-taking attempts are considered part of the vital signs of youth wellbeing.

Today with the development of social media apps most of youth programs have lots of strong data base and information that can be used for evaluation. Therefore, well design YE driven youth wellbeing scheme would integrate the collected data with the data base of the specific youth program.

Youth National Stepping Up Programs

Having a youth dedicated stepping up national programs is unique experience for countries which appreciates the great importance of youth contribution and influence on the socio-economy. Ontario Government in Canada has established such dedicated national program to reflect its total commitment to making a positive difference in the lives of its youth. The program is not only strategic for producing competitive and resilient youth, but even goes to the grassroots of analysing and the structuring of suitable youth resources that would help them to overcome challenging circumstances and making them dedicated for positive contributions to their communities.

The stepping up programs usually articulate the impact of the stakeholders including parents, funders and youth themselves. The program provides all the concerned parties the tools to realise and track the youth development and their intended outcomes and impacts. The Ontario youth stepping up program is committed to youth wellbeing and resilience through making them more reflective thinkers, willing to improve and change their society and diligently experience the outcomes expected. The program set a framework called the Ontario YouthREX which helps to evaluate youth wellbeing views through three lenses uniquely suited to the organizational, social and political realities. YouthRex goes to the grassroots of youth needs and measure it through lens that ensure its effective outcome. YouthRex offer options for youth mentors, researchers, program stakeholders to see the program progress from a learning focused lens, a youth-engaged lens and contextualized methods lens.

Stepping Up programs establishes a strategic framework to help guide, focus and maximize our collaborative actions to support young people. The Ontario team even developed an evaluation tool kit that takes the stakeholders through the youth discovery stage, then the pre-evaluation stage, then the program realisation stage followed by the phase of action where planning and focusing is done. At this phase the data collection and interpretation analysis on the youth progress is done. Finally, the program brings in the legacy phase where learning is supported by both internal and external communication.

The Ontario program build a type of cluster that brings in service providers, foundations, community groups, governments, young leaders and families to better align youth work with what research and youth themselves say is important for their success. The program strength is that it defines the government and other stakeholders' role continuously and align their strategies with what matters most to young people. It describes what already done to support youth updated need and what can be accomplished next. The Ontario program in collaboration with the Canadian Government marshal the Ontario's research, data and programs from across 18 ministries and lessons learned from youth and community engagement to establish an overall framework to help youth succeed. Such strategic high-level stepping up efforts will help to better alignment towards youth needs and inspire others to get more involved.

Ontario stepping up program reflects how a youth holistic strategic program would consider the role of individuals, communities, society and different systems and sectors in dimensions of youth development. Usually stepping up programs cover youth health and wellness, strength, supportive friends and families, education, training and apprenticeships, employment and entrepreneurship, diversity, social inclusion and safety, civic-engagement and youth leadership, besides youth friendly communities.

As we go into the details of the Canada's Ontario youth stepping up program we'll see that it targets youth to be physically and mentally healthy and give them choices that support healthy and safe development. The Ontario

program also see the families of youth, or their guardians whether are equipped to help them thrive while ensuring that one consistent caring adult is being involved in progress. And in order to ensure that Ontario youth are resilient the progress motivate them to form and maintain healthy, close relationships. The program also helps youth to achieve academic success in their education, training and apprenticeships while building educational experiences that respond to their needs and prepare them to lead.

The Ontario program raise the capacity of youth to see opportunities for meaningful employment experiences. With such program, the Ontario youth would have the necessary skills and resources needed to develop a successful career or business. Ontario's youth would also be encouraged to have their own experience in relevance to social inclusion and value diversity, without forgetting that youth must feel safe at home, at school, online and in their communities. The program is unique in building youth respect to the law and justice system and vice versa. Such youth would have best civic and community's engagement history and would also become the most valuable assets that address social issues.

SECTION 5.3 - YOUTH ECONOMY AND RESILIENCE

Economy of Youth and Social Integration

Social integration is a highly desirable youth outcome that reflects the existence of their social cohesion with the institutional foundation and with cultural acceptance. With Social integration youth are enabled to enjoy equal opportunities, with higher access to the rights and services available to their mainstream group. While with social exclusion youth of poverty and others that are weak in the society might suffer deprivation and more neglect of their rights.

Societies are better off if they promote youth social integration as a serious risk prevention scheme through inclusive policies that reduce youth economic inequality and poverty, and promote their sustainable and equitable development.

In order to ensure youth social inclusion, we need to provide them an environment that avoids deprivations, driven by rights for political participation and uncensored speech. This

is considered as a must for YE with today's huge changes in both technology and access to knowledge.

Because of its qualitative nature, youth social integration can be further developed by using variables that capture and measure how much youth are integrated in their community. Therefore, development practitioners should direct their attention on creating youth economic opportunities based on such youth social integration.

In developed countries, reaching the level of stable youth with quality of life, high productivity and unique social contribution have been a social contract that the three production parties' government, private and civic society sector agreed to collaborate upon. This build a social inclusion that can improve the youth welfare status and improve the community socio-economic stability and social cohesion.

Youth social integration needs process of creating unity, inclusion and participation at all levels of society within the diversity of youth attributes. Youth resilience help to establish integration that would overcome their personal attributes and beliefs including overcoming the socio-economic influence of their class, age, gender preference, political ideas, ethnicity, cultural traits, religion and citizenship.

Many developing countries still faces persistent obstacles to their economic expansion due to their inability to ensure effective youth social integration. For example, in Latin America and due to failure in effective youth social integration, the average growth rates stayed only within

3% for more than fifteen years which have not contributed to any increase in productive employment, or reduction of poverty.

Social exclusion is produced by systematic and institutional direct and indirect youth discrimination and other forms of rejection that leave out youth from the mainstream of economic, social, technical and political systems. In social exclusion environment, only the privileged youth can be the active participants in society, benefiting from high access to cultural, economic, social and political exchange. Excluded youth do not share the benefits of social capital with identical sense of belonging. And in worse situations, the intensity of rejection and intolerance can create emotional and physical harm to the excluded youth. To protect themselves, victims of discrimination and intolerance form smaller and tightly connected networks of solidarity and support among themselves and their allies in safe places.

The elimination of youth social exclusion through programs and actions that integrate the vulnerable youth into mainstream society is a required condition for the creation of economic opportunities for these populations. Evidence shows that in many countries failure to reduce marginalization and vulnerability of populations at risk can be explained by policies that considered economic goals as key determinants and social aspects as secondary elements. Cultural sensitive programs, however, that have built bridges and developed capabilities to support youth in need have been effective in reducing poverty and building stronger communities, India is a very good live example.

With youth, social integration communities and organisations can create stable and decent job opportunities for the underrepresented youth and promotes the development of the capabilities amongst the vulnerable youth populations so that they can overcome poverty and deprivation.

Youth Resilience

Building resilient youth requires strong communication plus learning system that help to capture lessons of successes and failures. This means that youth need to have life purposefulness that builds sense of belonging and improve their focus. Once this happens, youth would have more confidence and the well to take risk. At this stage youth would be able to manage more stress and anxiety and would build unique capacity for being more accountable, flexible and with positive attitude. Figure (5-5) illustrates the youth resilience building cycle.

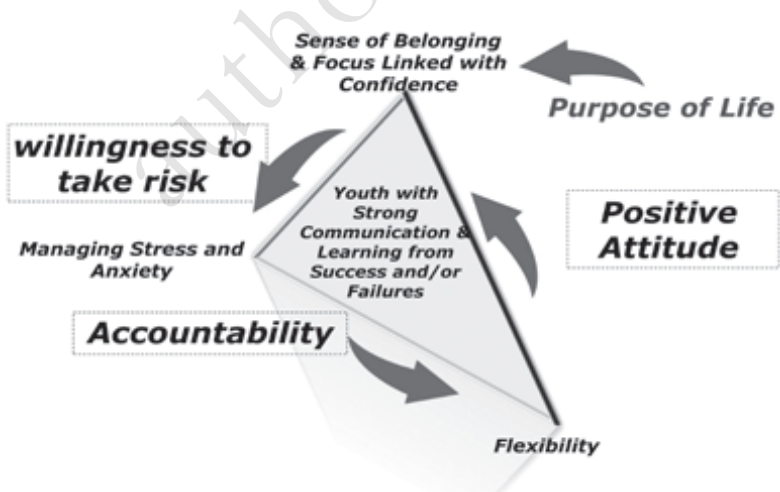


Figure (5-5) Youth Resilience Building Cycle

Studies shows that resilient youth are considerably more positive, responsive, elicit, active, flexible and adaptable. Resilient youth would have family belonging characteristics and would have a belonging towards their peers, school and community.

Resilient youth whom have self-righting mechanism which is highly needed since they would be having more engagement and active in adapting to continuously changing and challenging environment. Studies shows that youth creativity and imagination is related to resilience and well-being. Creativity can have a positive impact on both self-esteem and overall achievement.

Resilience is a determination driven concept. If resilience built in youth, it can improve societies cognitive and socio-emotional abilities and thus build their determination to change. For example, in early of 20th century the Arab World was more place of co-existence than of today due its youth that lived in a multi-cultural and multi-ethnicity under the influence of the Othman Empire. However, over the years and decades, with no proper effective interventions, many resilience practices were lost. This led to youth with no self-discipline which reflected even in increase of communities conflicts and loss of meaning of citizenship and productivity over time.

There are lots of economic and non-economic causes of youth resilience. Non-economically, youth that are not resilient they would have difficulty in socializing in multi-cultural environments. Therefore, these type of youth would lack the competence to relate, or deal with people

who think, or look, or act, or belief, or speak different. If this difficulty grows, there would be a type of youth, as we started to see in Europe, USA and Latin America who lack the knowledge and acceptance of those who are different. The rise of the feelings of insecurity, affects the socio-economy and leads to having a group of youth that are characterised with prejudice, stereotyping, discrimination and racism with different forms of rejection of people's and community's identities and rights.

Social tolerance found to build better economic flow, where youth need to practice proactive resilience which requires connection between the socio-political and economic spheres with the well for cultural change. Practicing proactive resilience would also need a total new educational practices that would help youth to eradicate fear and prejudice.

Studies, in the last two decades', shows that resilient youth, even those coming from instable families, come to be strong entrepreneurs, if they are empowered in the right time. Such resilient youth found to have the capacity and the ability to influence their society future. Most of these resilient youth are competent to provide stable services. Rutter study of abused and neglected girls in British slums, for example, showed that blending resilience in indirect education programs and building skills of high persistence helped to have good marriages with less repeat the cycle of abuse. Other study showed that the best negotiators are street kids who negotiate their demands in order to survive in the world.

YE Formula

Youth Resilience = Aspiration x Persistence x Accountability

YE and Creation of Resilient Youth

What is the relation of youth economy and resilience? A question that is becoming part of the needs of today's challenges, more than an academic theory. Without creation of resilience in youth, we simply will not have a generation that would care to consider multicultural and intercultural processes built in their business models. Having resilience in the 'socio-economic intentional delivery' increases youth positivity and would result in better results of their education outcome, social welfare system and mitigation of their risks of decision making risks. Migration would be a good example.

Being resilient, means that the first wave of youth interaction should focus on building aspirations and creating learning to discover early inspirations too. This essence of resilience comes with the challenges faced as a result of the path that youth would go through to build their experience, awareness and realization. Thus one could say that youth resilience comes from the attempts of youth to explore, discover and build the most suitable youth economy model, even if they fail, or repeat their attempts. This creates the first out of two main spiral waves that are presented in Figure (5-6).

The second spiral wave is youth inspiration, as shown in Figure (5-6). This wave ensures the youth capacity for resilience comes more and more as they practice persistence

and perseverance. This spiral become less rough when youth goes through their reflection path. This comes from their attempt in building differentiated story and finding their life purposefulness. This is reflected in Figure (5-6) again.

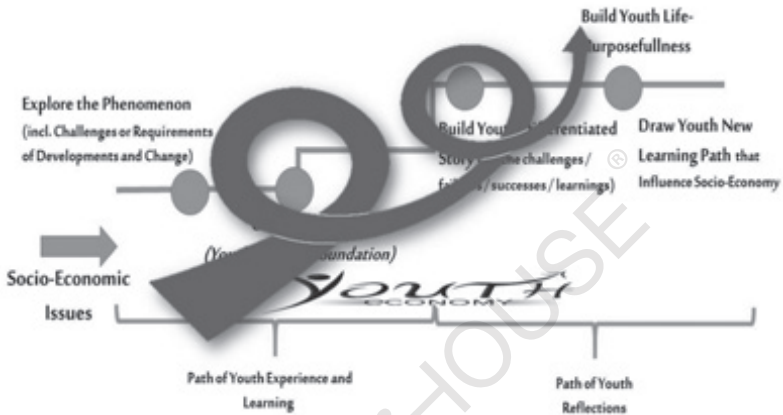


Figure (5-6) Spirals of Youth Resilience Building.

Having resilient youth help societies to adapt to any situation without total hesitation and complaint. Resilient youth can manage to come with another shape of mindset in order to manage with even the sever surroundings, however without letting go of their dreams or values. This is where youth creativity comes in. Youth would use whatever problems they have to solve what at hand. If youth can adapt to any situation, they are found in they would do whatever it takes to resolve the problem.

Through patience and perseverance, youth can minimise cost and improve efforts. Even if most of their effort goes mainly to dealing with the resistance produced by force. Over time

these youths would learn the most efficient way to deal with the problem, without failing to face it properly. However, if these youths don't learn to be efficient in dealing with repeated problems of same nature, the resistance by force may lead to more problems and mistakes. Youth are unique in trying to find ways that does not produce resistance. When youth focus their influence where resistance is weak, youth are likelier to succeed in solving a problem. It is merely a matter of time.

Therefore, the youth resilience formula would provide opportunities for young people to develop the competencies they need to become successful contributing members of their communities. Youth resilience need proving their existence. Besides resilience needs recognition and accountability that comes with persistence especially when youth feel they are doing what make them close to their values.

In current politically and socio-economically charged world environment, youth need many natural techniques that would enhance the creation of their resilience. These natural techniques should be the results of the collaborative socio-economic efforts of government, private sector and civic organisations. It would start from understanding the needs of youth by the social workers and community members and researchers till the urban planners, or space designers and educators. The goal is to create facilities, services, processes, communities, clusters that would work as equalizers for youth resilience.

Parks is a good example for space equalizer, if designed and used properly. In YE designed parks, we can create

future socio-economic mindsets where people of different views can interact and come together, whether it's walking on a trail, attending a program, or volunteering. Parks are different than mall. People come to park to express themselves freely, through process of relaxation, meditation, exercising, picnic, etc. During relaxing or playing in the park, guided by different behavioural mentors or coaches, youth would have the time to share experiences and would be ready for socialising. This can be seen clearly in different parks in Ontario-Canada in the west and the main Beijing-China in the east.

Studies shows that developing well controlled, learning driven and maintained parks in a historically disadvantaged neighbourhoods full of youth, establishes positive stakeholders network and well-established integrated community.

Youth and Cost of Rejection Sensitivity

Cost of rejected youth, since the millennials generation are increasing at unrepresented rate than ever since. Studies shows due the changes in the youth lifestyle Rejection Sensitivity (RS) is increasing. London et al (2007) studied rejection sensitivity and its social impact through the longitudinal study that included 150 middle school students. London and her team assessed peer nominations of rejection, self-reported measures of anxious angry rejection, expectations, social anxiety and social withdrawals that leads to increased loneliness and found it to be alarming with high

consequences on these youth abilities to contribute to their socio-economies.

Lynch and Clarke (2006) seen that governments and research institutions should plan to proactively mitigate the risks of increase in youth rejections sensitivity and the tendency to anxiously, or angrily expect rejection. The Lynch and Clarke team found the importance of emphasising supportive parents and friendships moderate associations.

Studies of depression in adolescence youth shows that a significant burden is created on their families and communities. Latest decade statistics shows that there are a clear increase and specially in developed and rich developing countries in youth depression that led to increase in youth morbidity, mortality and which deteriorated the youth quality of life. The author has clearly experienced youth depression even in developing economies as in Morocco, China, Thailand, Bosnia and Bahrain. Several studies have estimated the cost of youth depression that start with rejection sensitivity in the United States have doubled in the last one decade. This carries long term socio-economic catastrophic effect on any society. Many authors in different fields are calling for cost effective interventions to treat and prevent youth depression in the right time.

Economic Diversity and Youth Mindset

Youth agility and innovation often requires relationships that pair individuals from very different cultural backgrounds, age groups, and socioeconomic situations. Therefore, valuing

youth diversity throughout this life period enhances cultural sensitivity and quality of youth development. Diversity would benefit youth greatly and would help them to have better understanding of what constitutes their positive development.

Youth diversity education and training should provide them with a basic understanding of the essence and needs youth acceptance strategies. This should be linked to an empowerment program that would explore how diversity mentoring fits into their larger development framework.

There are lots of non-economic attributes that generate obstacles for youth diverse economic outputs. One of these main youth challenges are the social behaviour, attitudes, skills and aptitudes that shape the quality of contribution to the community. Specific attitudes as prejudice or perceptions hinder youth's ability to find or create productive jobs.

Reeskens and Vendescateele (2017) released a study recently about how the economic downturns have adverse effects on youth life chances, social attitudes and well-being indicators. The research shows the results of European Social Survey which indicated that youth in the last few years have less political trust, more dissatisfaction about the economy and subjective well-being due to repeated economic risk and hardship. The study shown that youth social trust and self-rated health are less affected by changes in youth unemployment rate.

On the other hand, in many countries still, age discrimination in the labour market reduces youth ability to find a job or

even to get a loan for start-up. Stunning youth with words as unproductive sometimes reflect lack of understanding of the type of work that fits this generation throughout this period of their life.

When treated as a “burden” youth are deprived of their dignity and their rights. Such deprived youth become invisible and irrelevant to any positive socio-economic influence. In multi-ethnic societies where youth are part of ethnic groups and a minority group, they are often even more marginalized because their traditions, biological, linguistic, and cultural traits differ from the mainstream population. This was noticed by the youth of Australian indigenous Aboriginal, the New Zealand Kiwi’s and Columbia’s Pueblos about three decades ago and now started to be corrected.

Certain communities are still resisting the emergence of women as a youth competing force. Even though this situation is slowly changing thanks to the activism and collective action of the women’s global movement we still see suffer of the youth migrants. Youth migrating from country to country, or from south to north, or rural to urban areas and international migrants are among the most vulnerable because they lack social connections and they are in need of finding income generating activities at their new homes. These youths are not easily recognized by local people and their rights are not protected. They endure social discrimination in their hopes to assimilate to their host communities.

Youth with specific political beliefs would also suffer discrimination and especially in developing or under-developed countries. Youth living in democracies of the

developing world would struggle to send their ideas, or do their social and economic change due to their political views and the consideration of being a threat to the ruling group. In such societies, the community is deprived from the benefits of innovation and creativity, or even the positive spirit that such youth could bring in, or create.

Youth today also suffer challenges due to their religious beliefs which set them apart from mobilising or contributing affectively into different religious zones and influence their positive contribution.

Youth Philanthropy

With youth innovation in philanthropy, youth also increased their influence on the socio-economy directly and indirectly. Therefore, youth philanthropy is considered one of the most intrinsic powers that youth can influence any society with through their decisions when and how to contribute time, energy or resources. Youth can create a sustained change in the development of the society and make an influence without the need of power, or lots of resources such as money. There are today many clubs and competitions among the youth in relevance to passionate giving, social contribution and philanthropy.

Raising the belief of youth towards philanthropic causes means youth would be giving one of the most expensive things in the core of any charity service that is time. But, if communities or organisations manage to have many wealthy youths passionate about philanthropy, we might even have

more projects that lead to even more sustained treasures due to the new type of knowledge assets that can be transferred by youth to the charity society. Therefore, youth philanthropy is considered one of the most forecasted trend of the coming youth economy, as it is considered a mutual interest based activity. Youth through their philanthropic contribution can participate in and then develop knowledge of different philanthropic projects such as social entrepreneurship, volunteering, grant writing and community service.

Youth philanthropy educates youth about different ways of social change in order to handle community problems and design the most appropriate solutions for it in both structured and non-structured ways.

Philanthropy in this case is defined as anything young people do to make the world around them a better place. Therefore, many youths today use their social media followers to push for their passion and devotion to helping people in need.

Focused on youth-adult partnerships and youth voice, youth philanthropy is seen as a successful application of service learning. Youth philanthropy helps young people develop skills, knowledge, confidence and leadership abilities. Youth philanthropy is also identified as a particularly effective means for educating children and youth about volunteerism and civic engagement. The role of youth economy and philanthropy can be seen in the values of community service and leadership in helping the community.

YE Formula

Young Philanthropy (Time + Talent + Money) = More Socio-Economic Outcomes

YE Anecdote- Youth Philanthropy

Mary Grace Henry was just 12-years-old she decided to change the life of an underprivileged girl by funding her education. She asked for a sewing machine for her birthday and taught herself how to make reversible headbands to sell at school. Soon, she made enough to put one girl through education. But she didn't stop there. Since then Mary has made thousands of hair accessories and has sent 66 girls in Kenya, Uganda, Paraguay and Haiti to school with her programme "Reverse The Course". When she won a World of Children award, she said: 'Educating a girl can reverse the course of her life, change the course of a community...and a country.'

Youth Creating Positive Change in the World

Many young people, in recent years, have done remarkable things before the age of 20 and even dedicated their life to solve different problems or create a positive change in the world. Such youth are inventing, campaigning and challenging what is around them to make a brighter future.

Malala Yousafzai is still under 20 years old today however she had managed to make many great changes in her country and the world. Malala was born in Pakistan and became a campaigner against the Taliban's efforts to stop girls going

to school. In 2009, she started writing for the BBC Urdu service about her concerns in the area. She began to get death threats as she received international recognition for her efforts to promote education in the region. Malala was shot in the head on her way home from school by members of the Taliban in 2013. She survived the attack, which received worldwide condemnation and sparked protests across Pakistan. In the aftermath, millions signed a right to education petition which led to Pakistan's first Right to Free and Compulsory Education Bill. Malala became the youngest recipient of Nobel Peace Prize in 2014 and still campaigns for girls' right to education around the world with the Malala Fund.

Easton LaChapelle, made his first robotic hand at the age of 14, using LEGO and fishing wire. Later, he was further inspired when he met a seven-year-old girl at a science fair. She had a prosthetic hand that only opened and closed, but still cost \$80,000 (around £52,000). Since then Easton made his mission in life to help people like that little girl through creating more functional prosthetic limbs that cost under \$1,000 (around £650). Using 3D printing technology, he managed to develop an affordable and functional prototype. Easton is only 17 years and he is working for NASA robotics projects. Easton also inspired many Social Entrepreneurs to start their affordable robotics business.

When Yash Gupta broke his glasses one day in a Taekwondo class, he realised how much he relied them on. With his glasses repaired, he read online that more than 12 million children do not have the corrective eyewear they need.

Having struggled for a short while without them, Yash could not understand how many kids spend their whole childhood without seeing properly. He decided to help bring that number down and, at the age of just 14, he set up «Sight Learning». The organisation collects used glasses and donates them to children who need them. They have now given more than \$1 million worth of glasses to children around the world in Mexico, Honduras, Haiti, and India.

Anoyara Khatun was forced to do domestic work when her father died when she was just five-years-old. At the age of 12, she was sold to a tout and trafficked to do domestic labour for other families. But Anoyara's spirit was not broken and, after returning to her home in West Bengal at 13-years-old, she campaigned against child labour and trafficking with a local organisation. Her efforts have helped hundreds of trafficked children from the region return to their families. She has also helped stop 35 cases of early marriage by negotiation and pressure on the local government. Her remarkable resilient work has now been internationally recognised and she has gone on to talk to the UN about the horrific circumstances children like her face every day.

Nick D'Aloisio whom born in 1995 is considered a well-known English programmer, philosopher and internet entrepreneur. He is best known as the inventor of Summly, which is an automatic summarization algorithm. Nick has been recognised as the youngest person to receive a round of venture capital in technology, at just 15 years of age. As of March 2013, Summly was sold to Yahoo for a reported US\$30 million making him one of the youngest

self-made millionaires. Nick was awarded «Innovator of the Year» in New York City by the Wall Street Journal for his work on Summly and at Yahoo. D'Aloisio was also included in TIME Magazine's «Time 100» as one of the world's most influential teenagers, as well as being profiled in their «Secrets of Genius» Publication.

Nick won the 2014 Apple Design Award at WWDC for its technological and product excellence. During the summer of 2015, he was also the «Entrepreneur in Residence» at Airbnb. Nick is currently a student at Hertford College, Oxford University, where he is studying Computer Science and Philosophy.

In 2017, D'Aloisio announced the publication of a scholarly article in the peer-reviewed journal *Philosophical Psychology* (Routledge, Taylor & Francis) entitled «Imagery and Overflow: We See More Than We Report». D'Aloisio created the Trimit application for iOS in March 2011, which used an analytical tool to condense text content into 1000, 500, or 140-character summary text. The app caught the attention of Apple who featured Trimit as a new and noteworthy application on the App Store at the same time. Nick used the feedback and criticism from Trimit to completely re-design the application, and re-launched it in December 2011, as Summly. Summly aimed to solve perceived problems with the way news articles are presented on smartphones, with the initial version of Summly being downloaded by over 200,000 users.

Today many youths are working to create from themselves role models for others same as Malala Yousafzai, Easton

LaChapelle, Yash Gupta, Anoyara Khatun, Nick D'Aloisio, in areas as Social and business entrepreneurs, change agents, values driven advocates and much more. These teens' youth are just a few of the living proof that anything can be expected from youth, especially if they at any one time a great idea, hard work, and creativity.

YE Formula

Youth Positive Change= More Focused Donated Time + Energy + Opportunities of Sustainability & Innovation + Youth Learning

Youth Capacity Development

Youth capacity is about a range targeted to raise youth political, economic, social and technical capability development while improving their resilience. This development leads to poverty elimination. Overall, the range of youth capability is defined by the level of the youth political freedoms, youth economic programs along with facilities, youth social opportunities, youth engagement schemes and youth protective security. If youth capacity outcome is clear, youth would have clear influence on their community competitiveness and capacity development.

Youth with high capacity, or large range of capability would be actively involved in the process of producing direction, alignment, and commitment to their organisations and communities. In this era youth capacity development requires open flows of information, to be able to work with more flexible hierarchies, de-centralised resources and

decision-making, i.e. loosening of centralized bureaucratic controls.

Organizations that choose to embrace enhancing youth capacity conditions will align themselves with the wave of youth that are influencing the way work would be delivered in the future. If organisations manage to have smarter neural networks and connections for better youth opportunities, they would build better socio-economic adaptability. This would lead to raising their economic capacity while utilising the rest of the organisation for better economic change.

Transformations towards effective national youth capacity most likely would begin with small pockets of young innovators within the organisations, who sense the change needed. Table (5-2) shows list of Youth Capacity Development expected.

Table (5-2) List of type of Youth Capacity Outcome

Capacity	Capacity Development Expected
Economic	<ul style="list-style-type: none">• Availability of secure & productive employment• Reduce poverty• Review public finances• Ensure sustainable social protection systems

Social	<ul style="list-style-type: none">• Acknowledge youth background and capabilities differences• Welcome diverse youth experiences• Improve youth communication internally and externally• Develop inter-group conflict management• Review youth educational programs
Political	<ul style="list-style-type: none">• Availability of space for youth political views• Environment that encourage youth dialogue• Sense of youth ownership in the political development• Youth Involvement in important decision making• Youth ability and range to exercise democratic rights
Cultural	<ul style="list-style-type: none">• Recognize youth diversity• Values in relevance to youth resilience• Capitalising youth differentiated capacity

YE Formula

Youth Capacity Development = Range of Youth Capability
= Level of Poverty Elimination.

YE Anecdote – Parks in YE Mindset

The 11th Street Bridge Park, in Washington, D.C. had an equity issue where one side of the bridge had an area that had high poverty and unemployment rates, along with low home ownership rates. In 2014, the park's leadership founded an equitable development task force to better understand the forces at play and come up with recommendations on how the development could benefit the community and promote equitable and inclusive growth.

The park task force proposed establishing a community land trust and hosting tenants' rights workshops. The task force was keen since the beginning to involve the youth in project through getting employed in the construction and maintenance of the park even before it open. The task force, therefore, setup a structured scheme that ensure good job training for youth specifically for the benefit of those youth in less fortunate families. The workshops tried to attract youth early enough for its services and to interact with community and city leadership to initiate policies to preserve affordable housing within a one-mile radius of the park.

Throughout the park areas development, the community participated in the process, which targeted to develop in parallel the youth capacity, in a way that made Bridge Park in D.C. the 11th Street project to be more than just an innovative public space, but even a reference of excellence for positive change and community transformation. Today, the involvement of youth in Bridge Park project symbolizes a way of unity and connection that bring the booming area of the city with one that has long been overlooked in the city's economic progress.

Reflection – YE practices can bring along a total community harmony and change while developing youth capacities.

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SECTION 5.4 - FUTURE OF YOUTH ECONOMY

YE & Future Youth Empowerment

The level of youth enablement depends on how much their community or organisation would manage to equip them with a purpose of life in the future. Most youth identity has been suppressed as their potential is never properly challenged, or fulfilled. Empowering young people in any organisation or a country ensure their continuous stable development.

Youth can bring a positive impact on to their societies and countries if they see they can leave a legacy with their determination to reach their dreams. It is predicted that in 30 years, 425 million young people will join the working group, so this magnitude carries huge potential as they carry high risks if not will managed. Therefore, organisations and countries cannot ignore the process of developing youth, otherwise their risks would increase. The world has a primary operating goal of having continuous profit levels, failing to do so will reduce the profits and the organisation

might eventually disappear. The regeneration of youth in decision making positions help countries or organisations to establish creative development by ensuring that profits are earned.

Empowering youth is not only done by providing them with authority and the right tools, but also through enhancing their capacity to take responsibility to lead through the demanding challenges. In order to ensure youth can be a compromising generation we need to move them from avoiding challenges to accommodating challenges and towards feeling the need for collaborating while competing, as shown Figure (5-7). The more they are empowered to move from avoiding challenges to competing through solving problems, the more they can manage to create competitive communities. While the more youth empowerment makes them move from accommodating to collaborating, the more they can manage to inspire their communities.



Figure (5-7) Illustrate Youth Empowerment towards Compromising

As youth deeply integrate in their society, their communities can expect from them more unique competitive contribution. However, youth integration has pre-requisites that depends on the extent of their participation in creating cultural difference that would enhance their community beliefs.

Future Youth and Breakthrough Thinking

‘Breakthrough Thinking’ is based on the big view that build the youth purposefulness and their interdependent holistic view that create the conventional thinking paradigm. Youth need breakthrough thinking in order to differentiate their assumptions and enhance its delivery.

The process of breakthrough thinking start with the uniqueness of the youth idea, then the purpose of such idea and the solutions that it might bring along and followed by the systems related to it.

This type of thinking help to excite youth for moving to the field for data collection and getting engaged with reality and their community. The breakthrough thinking enhance youth approach and their creativity in problem solving. Thus breakthrough thinking encourages youth to bring their own solution to all the types of the socio-economic problems rather than by copying solutions from others. It is a type of thinking that is highly needed for YE since it helps youth to explore and expand their purposes to work on the right problem.

The breakthrough thinking help to promotes the holistic framework and make them go into the targeted organization details, while avoiding to collect unnecessary data. It is a type of thinking that make the youth in the future to see the solutions rather than being only busy with the problem.

Opportunities of Youth in Greener Economy

Green economy gives a great future opportunities of youth. Through greener economy youth would have the advantage of new employment opportunities arising from the shift to a greener eco-economy. With the rapid climate change, development of education would be an important element. The issue of multi-discipline educational curriculum would be of more importance if the world or the communities would address sustainable development from social, technical, cultural, economic, and environmental dimensions.

Transition towards a low-carbon economy means youth would have more challenges specially in industrial, or oil producing countries. This transition would open lots of opportunities to youth rural non-farm economy, which accounts for about 40% of rural income across developing countries. Many green jobs and green related initiatives would influence youth life and dreams. These might be in areas as eco-energy generation, production, trade and related products/services.

Therefore, one could conclude that greener economy would provide youth lots of positive opportunities that require them to be practicing more balanced manner that cares

about socio-economic development. Youth with green mindset would have the potential to change the way we live through establishing proper monitoring, recycling and production practice.

Youth Economy Friendly Organisations

Youth economy driven organisations is managed today by a bunch of youth entrepreneurs that lead the world in the last 30 years, starting from Bill Gates and Steve Jobs. The world today even more controlled by youth driven organisations where Google and Facebook came along while Apple and Microsoft stayed with youth driven skills. Youth economy organisation found to focus on mixture of competitiveness, achievements, values and ethics.

The aim of this new trend of YE organisations is to help youth feel empowered and thus to generate a free flow of knowledge and innovation. YE organisations turn youth into valuable human capitals that add enormous value toward the future of a social, political and economic level. In such organisations youth mindset is infused to lead the future of the empowerment process.

The spirit of youth inside YE organisations in countries as in Turkey have managed to bring its annual GDP to 8-12%, even if it has more than 4 million youth migrants from different countries in just the last few years. We can see the openness of youth spirit in different organisations have influenced countries as Germany, Austria, Canada and New Zealand and develop even their GDP to levels that are hard to compete.

Mercedes-Benz is considered one of the best youth friendly organisations in our time. It is highly important company to the socio-economy of many countries and specially Germany. We can learn why Mercedes-Benz is claimed here to be YE friendly company by diagnosing how this company realise and visualize the migration crisis, with majority of youth, on Germany, for example. Dieter Zetsche - Head of Daimler the makers of Mercedes-Benz mentioned in Frankfurt Motor Show in September 2015 that the huge influx of refugees and migrants into Germany could turn out to be the foundation for the country's next economic miracle. Far from being a danger, migration present an opportunity, especially if we study Germany's postwar boom to which millions of "guest workers" contributed.

Dieter Zetsche acknowledged that accommodating such numbers of foreign youth was a "herculean task" for Germany. Dieter seen that not every youth arriving to Germany would be a "brilliant engineer, mechanic or entrepreneur", but many would be a value added that could be educated and highly motivated, to create more innovative Germany. Dieter cited successful examples of migration elsewhere, such as in Silicon Valley.

Youth Economy Forums

We are going to witness more of youth economy driven focused forums in the future and we believe we have started the cycle since 2016 in Bosnia and Bahrain. The purpose of youth forums is based on established practices and techniques that targets outcomes of youth projects.

Youth forums are highly need to develop and design new concepts of the future of youth economy that could capitalise through outcomes which can be delivered through the experiential learning for both youth and their mentors. The learning in the forum is highly differentiated by the level of influence and change done on a community socio-economic with minimal resources. This transformation of the youth communities, led by youth, is considered one of the requirements of a sustained youth economy and it is called 'influencing without power' (or with minimal resources).

The youth forum targets to show how youth, if given the opportunity, can inspire the society with minimal resources. These forums are usually open for all youth from all over the world and manage to practically realise the specific issues of youth in a specific society. For example, these forums were tested in both Bosnia and Morocco. The forums usually help to raise youth aspiration and inspiration, gradually and consequently. These forums help the participating youth to set directions and plans in relevance to specific selected milestones in their projects thus prioritise it.

Visionary youth, in youth forums, can show models of how they influence their socio-economy and then compete internationally on how they managed to do the major changes within specific period. The competitions in the forums target to declare the best practices in YE, besides building success stories in relevance to youth projects outcomes. The forums also target to build up a new generation of youth economy mentors that can relate and

understand youth needs in different societies and give the necessary alternatives for projects that can create a change in the socio-economy.

The youth economy forums usually would attract up to 5 types of participants. 'Normal Participants' coming to learn. This is open for all youth from all over the world. Then the other forum participants are the youth experts and youth mentors that would be guiding the teams throughout the journey of one year. These are selected based on experiences and their potential future role in youth economy in their societies. The third types of participants are the 'Youth Team Leaders' that are working on leading projects on the field. Then, the fourth type of participants is the 'team members' coming from all over the world.

Criteria for Youth Economy Projects

Youth economy projects need to be developed with criteria's which would ensure that the project is attractive to youth and it is worth the efforts taken. These project criteria's might start with a commitment to the importance of youth as a currency that build a unique implementation story. The other criteria would focus on how the project helps to inspire the community and youth in the targeted scope. Then how the project would help to trigger youth inspiration to do even more different YE driven projects.

A YE project would be driven by evidence based, on measures that helps to discover the intrinsic powers of team members and with minimal resources, while utilizing partnership and

people involvement. YE project criteria would focus also on 'what types of areas need to be investigated?' and whether it was during and after the forum?

The YE project template guides the youth teams to illustrate the challenges they gone through even before the project and current situation; including synthesis and use of measures (i.e. surveys, questionnaires, interviews) and Indicators (that are measured by count and usually published by large entities, incl. the government).

YE Formula

Humble + Rewording Projects = More Probability of Hidden Opportunities

SECTION 5.5 - TOOLS FOR SUSTAINING YE

Capitalising on Youth Communication

One of the differentiating factor for any coming change and new civilization is the level of communication and how people capitalize on it. The future of YE is highly dependent on how we optimize the way youth today communicate in a way to nudge it towards more the benefit of engaging them in creating better good will.

Studies shows that youth would continue to use the Internet and its communication tools as a way to gain access to information and to interact with others. Mobile technology and social media would become increasingly important as their ability to gain access to online would become free or very low cost. Youths would be using online apps and Internet to gain social skills then they would apply to real life situations, and learn about things that interest them. Teens would continue to spend most of their time online in private communication with people they interact with

outside the Internet on a regular basis. This should be used for YE initiatives that are led by youth.

Even though social media is expected to dominate further youth communication and would be the global means for both news and connections; it would be still used more for developing and maintaining relationships with people whom are in close proximity with youth. The use of social media would become totally integrated into the daily lives of coming generations all over the world. The coming generations would use Internet communications on a daily basis to keep in contact with friends and family, particularly those who they see every day. As a result, the increased use of mobile technology and social media would cause more online relationship development to become a new generational norm.

Social media would be the tool that would strengthen bonds with friends and to develop new ones to finish business deals. The future generation is expected to interact more with people who they would not have met in the real world. Such e-communication would become one of the tools for identifying YE creativity.

YE among Community Leaders

Leadership can be made during youth, or with youth spirit and energy. The Canadian prime minister Justin Trudeau is a good example of youth community leaders. Justin managed to build teams with broad range of personal and professional experiences that reflected Canada's cultural and

religious diversity. Justin youth spirit make him remarkably willing to engage with people who disagree with him and consider their views.

Community leaders today should be aware that generations of today have a new era, not every century, or quarter century, or ten years, or five years, or even two years; but every 12 months. Each era would have a differentiated habit than other era's. Therefore, in many cultures and heritages we hear what Omar ibn Alkatab, the second Calafat after Prophet of Islam Mohamed said more than fourteen hundred years ago "Do not force your children on your habits, they were created for a time other than your time."

Today many youth programs are expanding their influence to build new community leaders through youth mentoring process. Leaders would be more interested if they see mentoring programs that have well established organizational structures in place. The youth leaders need to get involved with variety of community and youth service agency leaders through conversations.

The mentorship programs help to improve the lives of young people and enable them to become productive leaders by creating one-to-one mentoring relationships.

YE Supporting Services

Youth need access to a wide variety of support services and opportunities to reach their potential. Even the most intensive mentoring programs are only one piece of the

larger spectrum of programs and services needed by, and offered to, a community's young people.

For a mentoring program to be truly effective in assisting youth, it must actively collaborate and network with other youth-serving organizations. Similar informal collaborative services extend youth programs to go beyond formal community partners. Informal collaboration with other youth service providers integrates the community network of services that affect the youth health, education and welfare. By collaborating with youth network of service providers, an interagency program might benefit from mentoring efforts and experiences to ensure YE services sustainability of the program.

Youth Economy Future Requirements

Youth of today believe they can create a better future through their developed creativity thinking skills. Millennials youth, those who are born after 1982 are usually considered to believe more than any previous generation about issues of sustainable development and to be concerned on delicate ecosystems forever.

Social, economic and environmental justice takes considerate time of current generations. The socio-economic demands push millennials to volunteering in fighting poverty in creative ways. Lots of success stories from both social entrepreneurs and millennials youth show the personal commitment of youth to create a difference in their community.

We are living with a youth generation that are very selective in their working environment. Therefore, youth economy focus on evaluating employers' compatibility with youth requirements in order to be the employer of choice. Youth satisfaction about any employer is not only beneficial for the organisation branding, but more of a necessity today for the competitiveness and the profitability.

In order to totally engage the millennials youth, we need to attract them through making them to participate in programs that they design. If youth totally engaged, they would create a culture beat in the organisation. Youth if they get the ownership they would stack up against the competition.

Youth need to feel satisfied that their talent and appreciated. If this is so, they would revive their corporate culture and workplace besides improving their quality of life. If products, services and spaces are best designed to meet youth optimum use and expectations; the products would be more innovative and more complex.

Youth love today to see how they can improve the traditional processes and experiment its innovation to enhance their generation engagement and co-development.

In YE the fabric that make life exciting is highly important, therefore many youths should be encouraged, in the future, to explore how they objects these spaces to affect them. This is a generation that is very passionate to live meaningful life which is full of human experiences that cares about emotions. This make youth of today have a purpose of

change to the way people think, feel and do. The youth spirit generates an extraordinary results and values that can make more companies renewable and innovative like Apple, Virgin and Tesla.

In the future, YE design thinking would benefit the youth as audience and consumers. Through youth involvement they can create incredible experiences, sharing amazing stories and engaging their peers in exciting ways. We need youth energy as we rapidly move into a more complex, unbalanced and materially scarce world. They are a generation that would differentiate their creation of services and products based on more participation and collaboration of others and in which they do it in playful ways.

Future Jobs of Youth Economy

Youth economy is expected to carry with it many disruptive changes to many current business models. YE would help create profound impact on the labour market and its principles. The transformation of youth mindset and also to YE driven organisations would have its significance on the job creation and job engagement programs. In many industries and countries, the demand would shift from classical occupations to jobs with accelerated influence on the socio-economic development.

Studies estimates that 65% of children entering primary school today will ultimately end up working in completely new job types that don't yet exist. In such a rapidly evolving employment landscape, the focus would shift from

preparing youth for future skills requirements to raising their capacity for effective job content that would fully seize the opportunities and to mitigate undesirable outcomes. This would require a recruitment industry that would address industry-specific youth challenges, integrated into national and regional needs and strategic plans.

As we approach youth driven economy along with the cascading speed of advancement in High-tech are expected to optimise youth's productivity for the greater good. For example, as robotics spread in almost all the types of industries many jobs would be more automated and the need would shift towards more youth working with robotics design development, maintenance and so on.

Studies estimate that even by 2030 over 1 billion jobs will disappear. Youth passion would be more focused on catalytic innovative jobs that are part of the new industries. Further technological developments are expected to give youth more human attributes and capabilities beyond our wildest dreams. However, youth would need to be more competent for rapid transitions, with high capacity for adapting to complex environment.

YE driven organizations would look for youth that have the ability to maximize processes, situations and opportunities that would help them to produce better outcomes. These outcomes in order to be sustained it would need youth that are dedicated deliver best possible feedback loops.

Taking into account both YE needs and speculation for future industries and current challenges of life demands

along with the more diversified workforce, would help us to forecast effectively the type of jobs that would come with such human based economy. As many humans are expected to carry youth energy and spirit for long periods of their life, i.e. not less than 50-60 years each, with an age median being above 80 years; many professions are expected to change the way they deliver their services.

Since the speed of the economy is going to double than what it is working on today, there would be many jobs that would enhance the speed of flow and throughput of service. This would require youth working on flow designs, material circulation, traffic flow and community services development engineers.

As the competition in the economy would be based on formula of (capacity vs. demand) many new capacity optimization jobs titles are expected to occur. For example, one shouldn't be surprised on seeing jobs more dedicated on demand optimization and impact assessments. As the world is going to be differentiated by its capacity to capture opportunities many jobs are expected to be built around opportunity capturing, tracking and development.

With the rise of the sharing economy inflection driven jobs that focus creating change through optimizing the intersection of time, place and information would more familiar. With the spread of the sharing economy business models that depends on making profit and utilization of "other people's stuff" more jobs on sharability consulting would take its place in the market in order to improve the shared assets for the different businesses. This would create

very exciting jobs for youth and those carry their spirit and energy. Sharing opportunities inspectors and people involvement specialists would be other types of popular jobs in a sharing economy collaborative YE. Sharing Economy Experts would be spreading more in different countries with variety of services. Also there would be many youths who would be working as business models innovators.

As neuroscience is coming strongly to show the hidden power of the brain, many jobs would be designed around this science. Jobs that are driven of knowing thyself and exploring human potentials are expected to flourish more and more. Jobs as neuro-economist, happiness economist, inspiration economist, and resilience economist would be on demand.

As YE is very related to sports economy more jobs are going to come from sport industry to be established in commodity organisations. Creative economy also would have a great role to play in the YE jobs creation. Therefore, more story based business models would be created too.

As fertility is going to reduce even further, many jobs related to this important factor of life is going come to be like support services to current booming fertility clinics. It won't be surprising for example to focus on counselling, genetic modification experts besides off course body modification clinics and ethicists, family management psychologists, lifecycle managers and legal advisors.

With next twenty years where YE would be seen in many organisations and communities; many hi-tech products are going to be available like plug and play, as the 3D printing.

Jobs that are built around automation or material expertise is going to flourish even more as people is going to have a new wave of self-do products. Design Engineers would work more as consultants to improve the services and not only the products. Cost estimators would spread outside the construction industry. 3D printer developers, consultants would even go to use their innovation in areas that never been touched before, including food and fashion designs. In support of all these activities creativity consultants would be available more than construction engineers.

As the 'internet of things' are spreading more, location web designers would have the opportunity to link safely the relevance of "place" to the different online things. YE also is expected to witness more lifestyle consultants that are going to apply smarter personalised App developments. As the social media, blogs and web browsing would develop huge data to be mined and analysed, many jobs are going to further to be built around such data interface and management optimization. In the same time, we would see that data hacking would develop more to be called data hostage specialists. Other jobs as App generation sociologist, app generation psychologist and app generation economist, won't be surprising.

Besides the App Generation related jobs, many jobs would focus on gamification. Therefore, we'll experience more and more jobs titled as curiosity maturity expert, gamification analyst, gamification experts, gamification consultants, game-developers. And in order to coop with the negative side of gamification youth socialization experts would be on demand too.

As youth is going to continue to have their normal educational and learning services, the new disruptive learning formulas is going to influence many business models of schools, higher education institutes and training industry. This would have a great influence on YE jobs. Considerations for the new type of holistic based talents is going to create new demands on all the different schools' curriculums. With YE trends of high speed of delivery, many jobs would be created around micro colleges. These colleges would focus on goal counselling, besides ensuring effective student mentorships.

Many studies show that the Y and Z generation would be living between 80 to 100-years, where reaching this age won't be rare anymore. The median life would be ranging up to 80 years, where many elderly care services are going to spread amongst youth. Lots of YE organisation would create social responsibility jobs and programs for taking care of senior citizens of the community. Jobs as specialized housing services consultants, legacy advisors, lifestyle housing designers and aging therapists would be led and run by youth. Other more specialised jobs as inter-generation management consultants and generation development specialists would be expected.

In order to support gig economy many youths would start to build bridges between the venture capitalists and the entrepreneurs. Gig economy experts are going to lead and motivate many youth starting from high schools or even earlier to start their freelancing businesses. During the coming years we would see more types of entrepreneurship, beyond the business and social types. Also we would see

many youths found of being Intrapreneurs, i.e. creating change inside their organisations, same as Steve Jobs.

Since the dependency ratio would be as important as the Gross Domestic Product (GDP) which is measured to show any country's competitiveness, dependency ratio management consultants, adolescent mentors, value councilors and youth economy strategist would be new types of jobs expected.

In order to compete in YE, youth engagement would need to have dedicated specialists. Therefore, youth engagement advisors, youth programs designers, social capital consultants, social innovation specialists, empathetic engineers, government youth services specialist, youth psychologist, educational psychologist, youth mindset analysts and youth transformation managers, are just examples of what jobs expected to develop youth engagements. In the same time jobs as youth consumption marketers, intergenerational economy specialists, non-formal training consultants and youth pedagogical development consultants would be other different professional titles that are expected to be seen in the next twenty years.

As YE is about enhancing the capacity of youth, jobs as youth currency expert, reverse mentorship facilitators and problem solving experts are expected to flourish as people starts to realise this economy. Other YE specialised jobs would focus on youth wealth assessments and consulting, youth employment auditing, youth diversity management, youth economy contracting, youth lifelong learning, youth projects investing and YE transformation consulting.

In order to bring the best of youth to the economy, many communities would develop jobs as youth migration advisors, youth working space experts, youth lost opportunities experts, youth socio-economic engagement officers, youth volunteering economy experts, youth quality of life experts, youth philanthropy experts and youth economy strategic planners.

Finally, in order to optimise the benefits of youth's energy and spirit, we might witness also during YE more of jobs titles that focus on youth inspiration capacity advisors, youth inspiration engineers, youth visualisation expert, youth wellbeing strategist, youth social integration officers, youth resilience facilitators, youth bank managers and youth economy crowd funding specialist.

All jobs in YE generally would focus on deliverables by projects based, rather than assignment based. Most the above mentioned jobs uniqueness is about its ability to sustain the energy and spirit of youth.

YE Anecdote- Youth & Gamification Economy

Captain Sparklez started as young boy posting how-to videos on YouTube, and then he expanded into a channel offering detailed gaming instruction. One of the highest earning YouTubers today, he's worth more than \$8 million.

Maturity of Youth Economy

An economy in order to show its influence it needs to formalise, develop and then stabilize in growth. If the economy under study doesn't go through a continuous

cycle of development, then it would surely decline, or it would lead to slow economic growth. When YE mature it would be characterized by the decrease in its spending on the infrastructure and the relative increase in consumer spending. One result of a mature YE is its ability to create new jobs suitable for a spirit reviving, energy driven economy.

Youth economy goes through different stages of development till it settles as a practice in any community. The first YE development stage is the exploration stage, where youth would be looking to find their passion and what they contribute to the world. This stage is usually followed by the entrepreneurial stage where youth would develop then associate their ideas for the products and services targeted. At this stage, most of the decision making would be informal. The third YE development stage is the collective stage, here youth would focus on specific products/services development that make a major difference to the socio-economy. For example, at this stage, youth would be expected to be working for long hours and often for decent income, but not high, with still informal coordination that lead to more confidence. The fourth stage in YE maturity and development is the formalization stage, here formal processes are developed. The last stage for YE maturity development would be the elaboration stage. It is a stage more balanced and mature, where the focus is on efficiency and innovation.

YE Anecdote- Youth Leading Apps Economy

Connor Zwick started toying with Javascript in middle school, and by 19 was making some of the most in-demand tutorials in the industry. Zwick eventually dropped out of Harvard to establish Flashcards+ app.

Commercialising Youth Economy

Youth energy and spirit need to be drawn out with their commonalities to be commercialised and created as a value. Youth energy would be attached to any business model that might have knowledge based, innovative, disruptive, creative, sharing and collaborative concepts.

Youth in an economy driven by them, or by those who carries their energy and spirit would need to have great appreciation and relationship with arts, creativity resources and knowledge sharing, in order to be capable to commercialise its opportunities.

Youth are expected to influence their society to create a more competitive economy. To commercialise YE and make it practical and led by success stories, youth need to capitalise and differentiate the way they would influence the different services. For example, youth need to show how they market and commercialise delicious local food through teaching classes, or optimise the uniqueness of art galleries, or concert halls, or cultural gatherings, or symphonies, or even market a rich history of a country, or its literature.

Youth economy focus on overcoming the complexity of youth chemistry along with the various challenges and components they would come through to create or develop a product or a service in the market. YE help youth to overlap and network the projects that can be delivered to them, or to their socio-economies. Through commercialising YE, we can practically review and continuously improve then even

map youth various aspirations, projects, businesses, values, techniques and products in their day-to-day aspects.

Youth in future are expected to be more human-centred, where their projects would nurture and fuel creativity that leads to better social inclusion.

Provoking Questions on Sustaining YE

- Give examples of youth that are becoming as market leaders and created a shift in their economies.
- Youth play a great role in enhancing inspiration capacity of any society. Can you give examples from your society?
- How can you implement youth opportunities events in your community or your organisation? What are the advantages?
- Youth visualisation and Imagineering create a difference in their economic and socio-economic influence, can you give examples?
- Youth economy consider art and creative economy very important for youth currency, why it is so?
- There are many examples in the internet about youth opportunities initiatives in different countries; please give just one full example in one of the leading countries today.
- Life purposefulness is important for establishing youth economy. How can you ensure that it is established in your country?

- Do you have a national youth strategy in your country? How do you see your country strategy meet the coming demands of youth economy?
- Youth are valuable national assets for any country. Please give best practices around the world that define how countries are capitalising on youth as a precious asset.
- Mapping a youth activity is very important for their effective positive outcome in the socio-economy. Please map the youth economy activities of your country.
- Creation of youth development plans that encourage social integration and youth resilience is part of the socio-economic development in both the developed and emerging economy countries. How far you think your country from such planning?
- In youth economy, we believe that youth living in diversity is more competent and open minded. Why you think we believe so?
- Youth philanthropy is very important for creating positive change in the world, do you agree? Please elaborate.
- Youth economy friendly organisations are spreading more rapidly in the world can you identify three organisations in your country.

FINAL WORDS

Having a series of “Handbook of Youth Economy” would help to trigger more research and practitioners case studies on exploring the complex relationship between labour market, cultural identities and the need of youth specific programs for improving their contribution towards the socio-economy. This Handbook suggest much further transitional studies needed to aspire the youth culture and improve their economic outcome. Therefore, the parts of this book takes us through spatial divisions of both economically and socially segmented parts and sections that would open further discussions and reflections among different stakeholders of youth groupings, generations and particularly those of us who sees youth as high spirit and unique energy.

In this book, we have given some formula's and many examples in the first, second and third part, however, avoided to continue in depth of details when we came to presenting the YE outcomes and sustainability as we humbly believe at this stage that the formulas and examples should kept to your experiences and imagination.

Since the dependency ratios for both (youth and elderly), due to low fertility, are globally increasing, the world need to think how to optimise productivity of those 18-35 towards more effective outputs and outcomes. This would help societies to survive without going into poverty, or long deep recessions.

The call for a focused youth economy comes from the need of the world to produce enough innovative products and services that minimize human labour shortages and inequality. With youth economy, therefore, we would ensure the world would not be scarce of resources.

The world sustainability needs mechanism that compromise the long extending life of human beings with social and economic businesses models that would ensure that youth shift from being dependents (i.e. non decision making consumers) to more youth becoming early consumers and effective decision makers. Therefore, we need to ensure that the psychology of youth (productivity vs. competitiveness) is fit for these dynamical changes. We need to ensure that youth have high readiness for peace, rather than war. We need to prepare youth with the capacity to reallocate the resources and to create a radical change, through transitional dynamics that ensures stable socio-economies.

YE reviewed in this handbook tries to break the shield and the stigma that was built over the years for classifying youth under 18 years by not being competent to participate in any socio-economic activity. With today challenges and fast development of education and technology, we can consider youth as demanding consumers of resources even

starting from age 11 to 13 years old depending on level of community development. They might not have exact power of decisions making as adults in certain areas, but surely these early youth candidates can influence decision making more than similar group of population used to be, before three decades.

Youth economy once introduced in any organisation or community it would enhance the life journey outcome of such entities and its population. Studies in this book opens an area for more research on the role of youth economy and its intervention in raising the return of capital employed on youth and those who carry their spirit and energy, as show in Figure (6-1), which summarises what this handbook is all about.

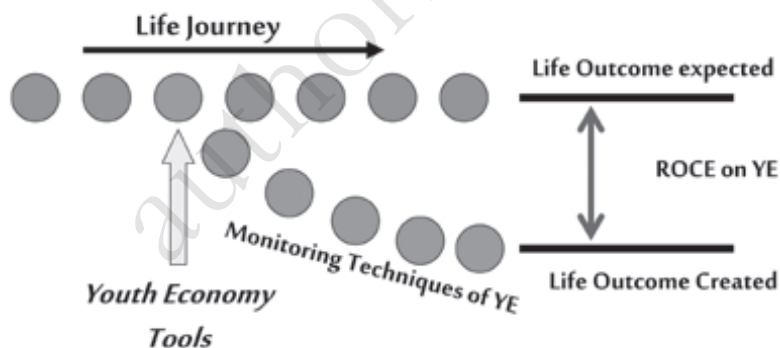


Figure (6-1) Life Outcome with the Intervention of YE

YE shown in the above figure illustrates the need for research in different areas and disciplines that would address the current and future youth related situations,

including development enablers and YE progress monitoring techniques. For example, when we evaluate the role of YE in the current app generation, we will notice that socio-economic influence of this app generation need to be further explored in different functionality. As youth enter the workplace as an app generation, they are expected to influence or change the way things are delivered and speed up the changes in the workplace. YE would provide the holistic studies that cover the multi-discipline approach of these changes, be it economic, social, technical, psychological, managerial, etc.

YE presented in this handbook expect to deliver more flexible and mobile workforce that would better communicate and collaborate through different networks. By re-thinking the way future employees do businesses, youth driven economy will help to create a happier, healthier and more productive workforce.

The book calls for focused programs and strategies designed for integration of youth and retrieval of youth spirit to enhance, or sustain organisations and societies reputation towards more competitive and sustained youth socio-economy. It includes policies development towards youth affairs and in relevance to the economy and the society. Besides here different new points are presented that need to be further investigated about the complexities of youth issues, with emphasis on democracy and equality when dealing with their problem. Finally, we hope that this handbook would create many new waves for all those who carry, or strive to carry youth spirit and energy, regardless of their age or discipline.

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APPENDICES

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APPENDIX (1) - UNDP YOUTH STRATEGY TEN GUIDING PRINCIPLES

Reference: UNDP Youth Strategy – Supporting the UNDP Strategic Plan 2014-2017

1. Working by, with and for young people as initiators, collaborators and target groups, by further integrating youth across UNDP programming and assisting programme countries to create mechanisms that empower, engage and include young people – especially the vulnerable and marginalized.
2. Protecting youth human rights by promoting a human rights based approach to programming and developing the capacity of young people to claim and exercise their economic, political, social, civil and cultural rights. and empowerment of young women, understanding that sustainable human development will not be fully achieved unless women and girls are able to contribute on an equal basis with men and boys to their societies.

3. Seeking sustainable human development through livelihood creation for poor youth and, in all actions, being guided by processes that enlarge young people's choices by expanding their capabilities and opportunities in ways that are sustainable from the economic, social and environmental standpoints,
4. Being guided by national ownership and leadership, including youth leadership, with programme countries making decisions about how best to meet their young people's aspirations and with UNDP helping to develop the policies, leadership skills, partnering abilities and institutional capacities that can sustain results for youth.
5. Ensuring youth participation and voice in pursuit of equitable access for young women and young men to development opportunities, recognizing young people as agents of positive change for their own development, strengthening youth civic engagement and participation in politics and public institutions.
6. Encouraging innovation for transformational change, by investing in the development of new and innovative tools and approaches, and considering throughout, the potential to replicate and scale up successful experiences.
7. Advancing South-South and triangular cooperation to promote the exchange of knowledge, experiences, best practices and other resources that promise development solutions for youth, especially Southern solutions generated by young entrepreneurs.
8. Optimizing youth volunteerism for development to engage young people in tackling development

challenges, gaining both skills and strengthening trust and solidarity in society, and creating opportunities for participation.

9. Sharing inter-generational knowledge by supporting the two-way transfer of information and experiences between younger and older generations, strengthening dialogue between traditional community leadership, elders and young.

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APPENDIX (2) - WHY AN INTERNATIONAL JOURNAL FOR YOUTH ECONOMY?



In the fall of 2013 we were very excited to produce our first peer reviewed international journal called Inspiration Economy. Since that time we've realized that the tremendous success of an Inspiration Economy based journal is 50% due to the research relevant to youth and entrepreneurial spirit. Following this and since the day of its first existence; the International Institute of Inspiration Economy clearly defined that inspiration cannot sustain without having the spirit of youth and we made a special track for youth in our activities and publications. Over the last year we became

more convinced about the importance of youth economy especially after the success of our first six forums that was conducted in Slovenia, Bahrain, Bosnia and Morocco, where youth played the differentiating role in creating its success.

However, many still ask why an internationally peer reviewed journal called Youth Economy. As a researcher for latest trends in what is called democratic economies we believe that the knowledge community in need for trusted academic source of research that address many demands in relevance to youth economic empowerment, be it programs, policy or even frameworks. The rising economic challenges facing the youth and their governments and the economic implications of youth related issues are even becoming more instable yet irritating and rising.

In view of this there is more need to tracking of youth related project from scientific exploration point of view. Contribution of youth participation in the mainstream economy need also to be consistently investigated. The instability in youth income need to be also analysed and comparatively studied in relevance to contemporary development programs such as youth entrepreneurship initiatives. Youth Economy focused journal is essential and even of an urgent demand specially if we need to study and rectify the level of youth participation in the mainstream economy or enhancing youth enterprise development.

The International Journal of Youth Economy (IJYE) is therefore was initiated to re-address the imbalances youth participation in the levels of economy and socio-economy. Thus IJYE targets to help promoting a culture of youth

entrepreneurship that would live with more opportunities and accessibility to variety of quality of life services. IJYE targets to engage young people in research activities that benefit communities and fosters responsibility.

The International Journal of Youth Economy (IJYE) is an international interdisciplinary open access blind peer-reviewed refereed journal strives to cater to the needs of those who want to contribute diverse papers that would contribute to create a youth driven economy directly or indirectly through improving our quality of life.

In this first issue we cover 7 papers that represent some of the focus of this journal. Since youth economy is about mostly about resilience we have set the first paper in our first issue to be about Customer Participation- after-sales service from France. The second paper comes from Slovenia where the author presents a sample of persistence to overcome the challenge of climate change through a success story. A third paper of critical issues affecting Africa's development and governance as an alternative for socio-economic development cover another angle of where youth economy journal would focus on. A fourth paper on organisation culture and economic performance in Bosnian companies is presented to present our focus of the emerging economies. A young author from Yale University - USA present a paper on econometrics investigation and represent the role of youth in such research in the future. Youth personality development and character is the sixth paper from Uganda. We believe that this paper ties up all the previous papers together as it brings in the core theme of what is the personality of

youth in the economy. We conclude with a review paper that we would have in all future issues. In this first issue we've chosen a review on a book about creative destruction and the sharing economy.

It is worth to remind all our potential readers and contributors that in IJYE we target both quality research articles and practitioners case studies that describe latest research and developments in areas focusing on the youth needs, youth spirit (in all age groups and categories) and youth impact and influence on socio-economic issues in their organisations, societies and in the world. Youth Economy is a research field which encapsulates variety of fields (including but not restricted to: economics, management, sociology, social studies, psychology, sport, etc.) looking at various issues related to youth: spirit, innovation, creativity, knowledge, services, leadership, coaching, sustainable development, challenges, stability & instability, adolescence, poverty, utilization, involvement, contribution, empowerment, potentials, aspiration, inspiration, learning, education, coexistence, resilience, mentorship, capacity, capability, change, pedagogical, growth, rehabilitation, strategy, planning, initiative, enabling, opportunities, migration, immigration and integration.

- g u t t e r
- Youth Economy
 - Inspiration Economy
 - Youth Society
 - Youth Learning
 - Youth Innovation
 - Youth Competitiveness
 - Youth Excellence
 - Youth Knowledge
 - Knowledge Economy
 - Learning Economy
 - Innovation Economy
 - Social Engineering
 - Society Co-existence
 - Youth Integration
 - Disruptive innovation
 - Accelerated learning
 - Youth driven Governments
 - Youth Development
 - Youth Strategy
 - Youth Disability
 - Youth Sport
 - Youth Employment
 - Youth Growth
 - Youth Poverty
 - Youth Discrimination
 - Youth Abuse
 - Youth Spirit
 - Youth Generation Gap
 - Youth Violence
 - Youth Success Stories
 - Youth Media
 - Entrepreneurship
 - Youth & Business
 - Youth Psychology
 - Youth Services
 - Youth Experience
 - Social Innovation
 - Youth Welfare
 - Youth Quality of Life
 - Youth Lifelong Learning
 - Disruptive Education
 - Youth Education
 - Creative Thinking
 - Youth Competitiveness
 - Youth Resilience
 - Experiential Learning
 - Service Economy
 - Youth & Imaginering
 - Youth Visualisation
 - Youth Planning
 - Youth Migration
 - Youth Volunteering
 - Youth Agility
 - Youth Inclusion
 - Youth Transition
 - Youth & Globalisation
 - Youth Energy
 - Youth Communication
 - Youth livelihood
 - Youth & extremism
 - Youth Dialogue
 - Youth Performance

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APPENDIX (3) - BRIEF ON THE “INTERNATIONAL INSPIRATION ECONOMY PROJECT”

The International Inspiration Economy Project based on the success of the collective of two year (9/2015 till 9/2017) focused concepts efforts that lead to advanced concepts development, series of projects, forums, labs, academic programs, publications, institutions, NGO societies and partners centres that helped to spread the concepts of Inspiration Economy, Resilience Economy and Youth Economy, that all lead to solving chronic socio-economic issues with minimal resources and based on the concept of “Influencing without Power”. The below Figure (A-1) shows the integration between the three economies that have been developed by Inspiration Economies.



Figure (A-1) Holistic View of Inspiration Economy Project Concept

Therefore, this international project is an initiative targeting to bring positive changes at the level of experienced outcomes in the scope of socio-economy. It is a project that is going to collect hundreds of cases for cracking out human problems without using resources.

All our institutes, associations, societies, centres, projects, media, books publications and scientific journals target to do this socio-economic development through developing communities and organisations that belief in more realised effective outcomes than just results. The IE project in short is can minimise more unwanted social status, conditions, issues and/or problems as i.e. poverty, youth migration, deterioration of quality of life, etc. and its relevant impacts thus we can make more socio-economies to flourish.

All Inspiration Economy channels used in the business model targets to create a world of economic impact through inspirational societies and institutions. The main scope of the

business model is reflected in Figure (A-2) which shows how much we need to have an integrated and coherent science to establish live models that occur and spread through three main areas: institutes and NGOs that guarantee institutionalization and sustainability of the inspiration economy journey and its development, then followed by projects and programs that make a difference and push towards do more field experiments. Then supported by an important third angle that scientific publication.

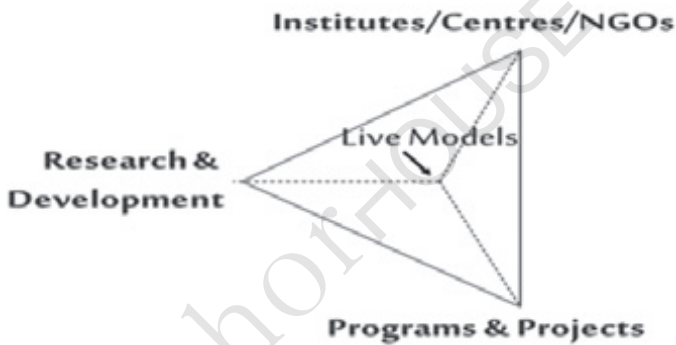


Figure (A-2) Main 3 Variables of Inspiration Economy

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<http://naturalspublishing.com/show.asp?JorID=56&pgid=0>

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<http://www.sapub.org/journal/aimsandscope.aspx?journalid=1145>

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KEYWORDS

Youth
Youth Economy
Youth Currency
Youth Best Practice
Youth Development Program
Youth and Economy Transition
Opportunity
Empowerment
Dependency Ratio
Youth Lost Opportunity
Youth Curiosity
Youth Productivity
Youth Outcome
Youth Psychology
Youth Mindset
Youth in Developing & Developed Countries
Youth Volunteering
Youth Employment
Youth Clusters
Youth Mentorship
Youth Challenges

Youth Generations
Youth Engagement
Youth Mindset
Youth Reflection
Youth Mental Health
Youth Entrepreneurship
Youth & Empathetic Engineering
Youth & Critical Reflection
Youth & Visualisation
Youth & Resilience Economy
Youth & Inspiration Economy

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BRIEF ABOUT THE AUTHOR

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