Influence of visualised reflection on ‘solving socio-economic problems’ – a case from youth economy forums

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Abstract: Reflection has been well studied in psychology, education and management literature, however rarely, it’s influence been realised as a socio-economic value. In this paper, mechanism of reflection is dissected and then applied on five groups of youth economy forum projects to see how youth would use visualised reflection on solving socio-economic problems. Youth experience and mindset are evaluated through presentations to see influence of youth visualisation and critical reflection while dealing with problems before, during and after the forums. Impact of such practices on youth capacity and innovativeness are investigated. Each project is evaluated by its stakeholders. Teams observations and participation in feedback surveys showed how youth capacity for solving socio-economic problems can be enhanced. Results show clear empowerment of youth through tackling complex problems can come from simple methodologies and with minimal resources. Further longitudinal studies are recommended to optimise youth visualised reflection while overcoming geographical limitations.

Keywords: reflection; critical reflection; learning; visualisation; socio-economy; innovativeness; youth economy; mindset; problem solving; empowerment of youth; youth capacity.


Biographical notes: Mohamed Buheji is the Founder of International Institute of Inspirational Economy. He is the Founding Editor of International Journal of Inspiration & Resilience Economy, besides International Journal of Youth Economy. His main published work is: the power of thinking, lifelong learning, quality of life, inspiration and competitiveness. He has five books about Inspiration Economy, Inspiring Government, Inspiration Engineering, Resilience Economy and Youth Economy. In 2017, he won CEEMAN best researcher award. He is also a Fellow of World Academy of Productivity Science.

1 Introduction

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

In this paper, we will discuss the importance of critical reflection and reflective thinking, after defining each of them. Then reflection through learning and meaning journey is reviewed, followed by the psycho logic and cognitive process of reflection. The influence of reflection on solving socio-economic problems is studied after understanding how reflection perform based on intention and visualisation. The relation of youth economy and reflection management, critical reflection and influence of reflection from socio-economic perspective is reviewed in detail (Shermis, 1999).

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

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

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

### 1.1 Definition of reflection

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, or seeing it in its right relations.” Webster also define reflection as a calm lengthy intent consideration.

What is involved in reflection? “Reflection is part of learning and thinking. We reflect to learn something, or we learn as a result of reflecting, and the term ‘reflective learning’ emphasises the intention to learn from current or prior experience” (Moon, 1999). Reflection as per Shorrab (2016) is more of a process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning regarding self, and which results in a changed conceptual perspective. It is a process requires attitude that value emotions. This process helps to make ‘meaning’ and a sense of experience, after interpreting it. When we subsequently use this interpretation to guide decision-making or action, then making ‘meaning’ becomes ‘learning’.

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

### 1.2 Critical reflection

Critical reflection often happens as a result of the dynamic interaction between habit and the event being interpreted. The process is often mediated by reflection. Critical reflection is significantly involved when we look back on content or procedural
Influence of visualised reflection on 'solving socio-economic problems'

assumptions guiding the problem-solving process to reassess the efficacy of the strategies and tactics used.

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

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

While meaning schemes and perspectives are built through the basic reflection. Deeper meaning perspectives, which determine what, how, and why we learn, cannot be absorbed without critical reflection.

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

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

1.3 What is reflective thinking and why it is important?

Reflective thinking is different than critical thinking. Critical thinking is about using cognitive skills or strategies that increase the probability of a desirable outcome, i.e., thinking that is purposeful, reasoned and goal directed. It is a kind of thinking involved in solving problems, formulating inferences and calculating likelihoods. Therefore, critical thinking is sometimes called directed thinking because it focuses on a desired outcome (Halpern, 1996).

Reflective thinking focuses on shifting individuals’ capability from making decisions based on opinions to making judgments, as seen by King and Kitchener (1993). However, reflective thinking is most important in prompting learning during complex problem-solving situations because it provides an opportunity to step back and think about how problems are solved (Teekman and Rgon, 2000).
Dewey (1938) seen that reflective thinking importance comes from its role in creating active and persistent belief. Reflective learning helps people to assess what they know, what they need to know, and how they bridge that gap during learning situations.

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

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

1.4 Reflection through learning and meaning journey

Erlendsson (2001) found that it is not possible to understand the nature of youth and adult learning, or education without taking into account the role of habits to make and build the meaning. Meaning schemes are sets in structures of related and habitual expectations as ‘if-then’, or ‘cause-effect’; such relations help to categorise relationships as well as event sequences (Hatton and Smith, 1995).

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

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

1.5 Psychology and cognitive process of reflection

Reflection is generally used as a synonym for higher-order mental processes. Boud et al. (1985) seen reflection as an intellectual and affective activities in which individuals engage to explore their experiences to lead to new understandings and appreciation. There is a cognitive process during reflection that help us to make enough inferences, look for generalisations, try analogies and do our final evaluations. This cognitive exercise builds psychological feelings, which enhance remembering and curiosity for problem solving. This, in turn, raise the belief in the capacity for effective interpretation to analyse, to synthesis, perform, discuss and final judge. This judgement, however, is still influenced by habits of expectation that constitute our ‘frame of reference’ which help to build what we perceive and think and hence build our structure of interpretation.
Erlendsson (2001) seen that habits of expectation help even to build personal constructs, perceptual filters, conceptual maps, metaphors, personal ideologies, repressed functions and developmental stages. These habits define then the learning styles and the ethical basis and thus control meanings references which lead to the reflective judgement.

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

1.6 Innovativeness of reflection process based on utilising intention and visualisation

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

Erlendsson (2001) emphasised fostering critical reflection that triggers differentiated transformative learning occurs when we ‘learn to perform’ rather than when we ‘learn to understand’. Therefore, Govaerts et al. (2010) seen that once we start the intention through visualising what the outcome should be, we start the process of searching for defined specific meanings. These meaning leads for building specific awareness that direct the journey for specific type of knowledge collection and starting a waves of empathetic thinking about what is absorbed. Therefore, one could say that we build meanings in reality by building our perspectives. Thus through these perspectives, we build then the principles for ‘our’ interpretations which involve symbol systems that represent ‘ideal types’, the qualities of which we project onto objects, or events in our experience. What we then perceive is often seen as an instance of our symbolic categories.

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

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

1.7 Influence of reflection on innovativeness in solving socio-economic problems

Shorrab (2016) seen that with reflection we can establish more innovation cycles which can start with reflection, followed by inspiration and the eager to do more experimentation that would lead to certainty. Reflection enables us to correct distortions in our beliefs and errors in problem-solving.
In everyday situations, we challenge the validity of what is being communicated when we have doubts about the truth, comprehensibility, appropriateness or authenticity. Thoughtful action is reflexive but is not the same thing as acting reflectively to critically examine the justification for one’s beliefs. The pause that happens after visualisation helps to optimise the decision-making process. Here reflection would be an integral part of performing and an element of thoughtful action (Kolb, 1984).

Manski (1993) mentioned about how the reflection problem arises when a researcher observing the distribution of behaviour in a population tries to infer whether the average behaviour in some group influences the behaviour of the individuals that comprise the group. It is found that inference is not possible unless the researcher has prior information specifying the composition of reference groups. If this information is available, the prospects for inference depend critically on the population relationship between the variables defining reference groups and those directly affecting outcomes.

Smyth (1989) provided background information on the emergence of reflectivity as a conceptual thrust. Smyth concludes to uncover the forces that inhibit and constrain them; they need to be engaged in four forms of action. These ‘forms’ are characterised by four sequential stages and are linked to a series of questions:

a. describing (What do we need to do?)

b. informing (What does this mean?)

c. confronting (How did I come to be like this?)

d. reconstructing (How might I do things differently?).

These sequences help to raise the innovativeness in solving any complex problem.

Therefore, reflection during socio-economic driven projects can serve as a philosophical foundation and as criteria for judging the social conditions prerequisite and reflective discourse that would help the final interpretation (Moulaert and Nussbaumer, 2005).

1.8 Youth economy and reflection management

The importance of reflecting on improving the socio-economy as part of the learning process has been emphasised by Moulaert and Nussbaumer (2005). Grabher (1993) suggested that the capacity to reflect on action to engage in a process of continuous learning is very important for development of differentiate professional mindset.

Lee-Kelley and Blackman (2005) shown the importance of receptive environment to the continuous challenge of teams for creating an effective innovative mindset that provides flexible solutions. The conclusion of Lee-Kelley and Blackman study shown that teams would deliver better outcomes if they can establish new ideas through development of their knowledge. In this paper the knowledge development is zoomed to be the outcome of the visualised reflection.

Schön (1983) describes reflective practice as a professional activity in which the practitioner reflects, both in-action and on-action to improve his or her practice. Reflection can result in deeper society learning and innovative development if embedded in youth assumptions, beliefs, and values are challenged (Brookfield, 1998). The earlier work of Buheji (2017b) shows that youth economy project should be based on transformative learning which involves a particular function of reflection. This means
that the projects should help to reassess the presuppositions on which youth beliefs are based and act on developing a transformed meaning perspective as a results of projects re-assessments.

2 Methods

2.1 Introduction to the methodological approach

The methodological approach here below is described more in details and set the process of how the data was gathered. The methodology of this study target to help see the influence of youth economy practices during the forums of youth economy specifically carried in Bosnia and Herzegovina. The methodology a qualitative approach to see the reactions of the projects teams. Team’s observations and feedback surveys are carried out throughout the period of the study.

Teams were divided according to the main issues and problems that were observed during the researchers’ earlier field visit. Each youth team had a clear mandate and objectives for the expected outcomes. In addition, they all had at least one institution that they worked with and where they applied their prototype. Moreover, a full week workshop was conducted for one week, to make sure that that all team members had a good understanding of their roles and what was expected of them.

The young people participated in the project voluntarily after it was announced in local media and in social media with support of academics in Bihac University, Colleges and schools.

2.2 Introduction of the project to the team members

A collection of 25 youth students of ages between 15 till 22 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 in tackling five different socio-economic issues related to youth. The first issue was ‘youth quality of life and poverty’. The second issue was tackled by the ‘youth values and gambling (betting)’ team. The third youth team was dedicated for ‘voluntary youth contribution through civic organisations’. The fourth team was about youth ‘entrepreneurship and innovation’ programs. The fifth and last team was youth ‘migration mitigation’ team.

The teams were given three workshops; the first one was to understand their roles and build team spirit and cohesion, besides defining clearly the team scope. The second workshop targeted to incorporate visualisation of the socio-economic outcome of each team and the role of youth economy currency if clear target is set through clear intention and belief of capacity to deal with problems, without or with minimal, resources and authority.

2.3 Team exercise on visualisation and critical reflection

An exercise on visualisation and reflective thinking were carried by the researcher, 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. The purpose was to compare the difference in visualisation and critical reflections of each of the youth teams and see how this visualisation influenced their socio-economic outcome and model innovativeness.

2.4 Criteria for the evaluation of each team project outcome and innovativeness

Youth project stage 1 and stage 2 template slides were distributed to each of the teams with the purpose to show the model innovativeness. Each template included the following:

- Guidance on the youth economy project criteria’s where each criteria worth ten points. It also included what visualisation and reflection should be included in each project presentation.

- The criterions were as follows:
  1. Commitment on exploring the visualised socio-economic problem and targeted outcome within each project.
  2. Implementation story visualised that would turn the problem to a success story and a model of reference.
  3. Challenges that have been (or would be) overcome with time.
  4. How the project would help in inspiring the community and youth in the targeted community or scope?
  5. How the project is visualised to help trigger inspiration and youth empowerment in different potential projects?
  6. What are the different attempts that sends a message about the capacity of youth economy in creating a difference to their socio-economic problems?
  7. How the project focus on priorities and of importance to youth problems or related to it?
  8. How the project is driven by evidence-based measurements?
  9. How the project helps to discover the ‘intrinsic powers’ of each youth and team members?
  10. How the project was done based on ‘minimal resources’ and while utilising partnership and ‘people involvement’?

The youth team members were asked to deliver a clear message by action “yes we can be an inspiring and value added youth and make a great difference in our community.”
2.5 *Direction for teams to enhance the outcome innovativeness*

In order to enhance the practice of visualisation and reflection, each team was asked to simply observe and then discuss and identify collectively together the socio-economic problem the team want to tackle and visualise the opportunities for solutions, through doing (not talking) i.e., to include a visualisation of how the projects would lead to better socio-economy. Each team was asked to prepare too for questions from the forum visiting experts on why the team chosen or visualised this focused area of the project scope, based on the observations collected and refined.

More expectation about reflection recommendation was deployed to each team during the researcher one to one teams’ meetings that 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 innovatively tackle next and what type of areas need to be investigated. This reflection should include evidence from the data and visits outcomes.

In order to enhance their visualisation besides showing their differentiated innovativeness, all the teams were strictly asked to use tables, graphs and/or photos in their presentation and during meetings discussions. Also, all teams were frequently reminded to use both measures (i.e., surveys, questionnaires and interviews) and Indicators (that are measured by count and usually published by large entities, incl. the government).

2.6 *The evaluation procedures during the teams presentation during the youth economy forum*

As early September approached, teams were asked to prepare a focused presentation about the results of the five projects and discuss it together, to see 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 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 the solution proposed as a model of each of the tackled socio-economic problem and how they believed the reflection played a role in development of youth economy influence on these problems.

2.7 *The evaluation of experts and mentors*

The team mentors and experts were asked during the youth economy forum to discuss how the project go on using the visualisation and critical reflection tools? What processes or methodologies they both believed can be used to create effective visualisation and critical reflections that influence the outcome of youth on the socio-economy? i.e., was it the workshops, the researcher focused meetings, the visualisation exercise of the butterfly, the criteria’s, the teams frequent meetings, the data collections, the use of the use tables, graphs and/or photos, etc.
2.8 The evaluation of experts and forum participants

The experts and forum participants were asked in September to evaluate whether the visualisation and reflection help the enhance the communication between the team members and their mentors in order to create a solution for the socio-economic problem? And how they seen the critical factors that help to the youth to create their successful in relevant to the complex issue tackled.

2.9 Scoring the overall evaluation for each team influence on the socio-economic outcome

A scoring system for 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 was collectively calculated to show how far each team managed to use the visualisation and critical reflection in tackling the socio-economic problem and exploring their youth economy currency. The total scores were to be presented as part of the summary of the results of each team in relevance in relevance to their selected project. The table was set to include the visualisation seen, the critical reflection, the accuracy of visualised outcome and finally the importance of the model for the socio-economic problem tackled.

Each team were asked to explain in detail their model project in relevant to the socio-economic outcome, to be considered as part of the evaluation table.

3 Results

The youth economy projects and practice of visualisation and then critical reflection brought lots of learning and innovation benefits that created a radical change in the participating youth mindsets, besides raising their aspirations. This three-month exercise helped youth to see the big picture in their role in life, i.e., build more life purposefulness, besides 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.

Both ‘early workshops’, showing the importance of visualisation in relevance to critical reflection and ‘post workshops’ meeting helped the youth team members to start to believe that they can make a differentiated innovative socio-economic model for their community. To evaluate the innovativeness of achieved socio-economic model proposed and implemented by each of the five teams, the main projects stakeholders: teams peer-to-peer, the team mentors, the visiting forum experts, the forum participants and the beneficiaries have all been asked to asked to do a separate evaluation. Then the results of each team was tabulated after they have been summed. The tabulation in Table 1 meant to show how far each team managed to use the visualisation and critical reflection in tackling the socio-economic problem and exploring their youth economy currency. The different summary of the results of each team selected project in Table 1 is meant to show
Influence of visualised reflection on 'solving socio-economic problems'

the specific innovative models created and along with the level of: utilisation of visualisation, critical reflection, accuracy of visualised outcome and finally the importance of the model for the socio-economy of the community and youth.

Table 1 illustrates each of the teams performance scores in relevance to the influence of visualisation and critical reflection to the socio-economic problem tackled.

Table 1(a)  Team project: youth quality of life and poverty

<table>
<thead>
<tr>
<th>Models innovativeness</th>
<th>Youth economy projects evaluation</th>
<th>Visualisation</th>
<th>Critical reflection</th>
<th>Accuracy of visualised outcome</th>
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<td>Peer-to-peer team evaluation</td>
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<td>Visiting experts evaluation</td>
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<td>Team mentors evaluation</td>
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<td>Youth economy forum participants evaluation</td>
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Table 1(b)  Team project: youth values and gambling (betting)

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<tr>
<th>Models innovativeness</th>
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Table 1(c)  Team project: youth voluntary contribution through civic organisations

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<tr>
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Table 1(c) Team project: youth voluntary contribution through civic organisations (continued)

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<th>Youth economy projects stakeholders evaluation</th>
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<th>Critical reflection</th>
<th>Accuracy of visualised outcome</th>
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Table 1(d) Team project: youth entrepreneurship and innovation

Models innovativeness

a Measuring the contribution of youth in youth related NGOs
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

<table>
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Table 1(e) Team project: migration mitigation

Models innovativeness

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

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<th>Critical reflection</th>
<th>Accuracy of visualised outcome</th>
<th>Importance of model for socio-economic problem</th>
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<td>Peer-to-peer team evaluation</td>
<td>3</td>
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<td>2</td>
<td>5</td>
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<tr>
<td>Visiting experts evaluation</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Team mentors evaluation</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Youth economy forum participants evaluation</td>
<td>3</td>
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<td>2</td>
<td>5</td>
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4 Discussion

The methodology and results show the importance of the cultivation of the capacity of youth in influencing their socio-economic conditions through the utilisation of visualisation and critical reflection (while doing the projects) and (after doing projects). This methodology of setting youth engagement and involvement through first structured workshops and then unstructured data collection about specific socio-economic problems is important for many disciplines and not only in management.

Going back to the literature review, we can see that visualisation helps to enhance the effectiveness of the youth pauses taken during the journey of each of the teams’ projects. The critical reflection with a visualised outcome relevant to each of the five teams’ themes provided a way of ‘standing back’ from the emotions and better judgments.

The exercise of critical reflection which involves ‘going over’ specific project visualised outcome, often several times, in order to explore what happened or need to happen from different points of view helps to reach the outcome and enhance the youth engagement with the socio-economic project. This created, in turn, the youth economy currency. Critical reflection enables youth to plan their influence with foresight and to plan according to ends-in-view, or to come into command of what is now distant and lacking.

The measurement of the visualisation also found to enhance the youth balanced judgement. The critical reflection found to enhance the team members learning and engagement on the projects which cannot be taught.

Overall, the exercise raised the curiosity and the spirit of inquiry for each participant.

The qualitative method for data collections through observations and then followed by feedback showed that major leaps happen when youth visualise the outcome of their holistic thinking. 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.

The projects of youth address the United Nations Millennium Sustainable Development Goals (SDGs) from 2015–2030, as they address issues that tackle poverty, besides the promotion of volunteering, knowledge sharing and values development. The process of the holistic youth engagement through their projects outcomes visualisation and reflection help to build their self-confidence and critical thinking. The youth projects evaluated in this paper help to develop youth spirit and lead to social activated participation.

Providing visualisation and reflection helped to align youth activities and build their capacity to draw evidence-based conclusions for complex socio-economic problems and challenges. Reflective thinking help to provide youth opportunities to choose and implement the best alternatives and thus to realise more their intrinsic power.

The impact of these results in that even though most of the study was developed based on a pragmatic methodology for delivery of a youth driven project, the stream of the flow between youth mindset and both the visualisation and critical reflection can lead to important socio-economic models and results.
5 Conclusions

The methodology of measuring the influence of visualised reflection is based on an action-based research which involved a group youth whom were the medium for the data collected and whom were involved in projects that validated the data. The young teams collected and analysed the data themselves. However, the strength of the research results is that each team implemented their project in a different setting and met different challenges. All the team were evaluated according to the outputs of their handling of the socio-economic problem tackled and then on their level of their visualised reflection.

The key findings from the study help improve the learning and development of youth once they are involved earlier with the project visualisation and then reflect on their project outcome in relevance to that visualisation.

The combination of carefully designed youth visualisation and critical reflection provide 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 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.

Since youth are always seen as being slow in learning from their experiences, they need projects that enhance their visualisation, sharpen their reflection, so that they can ‘make sense’ and analyse their experience while actively make meaning of it.

Visualisation and critical reflection can be particularly useful in a youth driven economy to deal with difficult or challenging socio-economic situations. The intention to solve socio-economic problems help youth to incorporated a better learning capacity in their life journey.

The presentation of different models for each of the socio-economic problem showed that raising the innovativeness of youth influence and engagement need not to be seen always as complex issue, regardless of the complexity of the problem. The final impact of this study is that it supports the research on the cycle of learning that lead to shift in mindset and real youth empowerment, be it through workshops, forum, extra-curricular classes, etc. The paper emphasis that learning and innovativeness of youth can be enhanced by visualising and reviewing the outcome expected by simple system and structures.

The researcher highly recommends that such study be followed by more longitudinal studies to optimise the utilisation of youth visualised reflection in solving further socio-economic problems in different countries, thus overcoming the study geographical limitation.

References

Influence of visualised reflection on 'solving socio-economic problems'


