



International  
Institute Of  
Inspiration  
Economy



Resilience Economy



## International Inspiration Economy Project

www.inspirationeconomy.org

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## Master of Inspiration Economy- Course Syllabus

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### Course Name: IE 20 Youth Economy

#### 1. Program Intending Learning Outcomes (PILOs):

Upon the completion of the MIE program, students will have:

a) An in-depth knowledge of Inspiration Economy theories, practices, methodologies, processes and tools.
b) The mindset and the competency needed to successfully carry out inspiration labs development projects across organization and communities fields.
c) The capacity to use inspiration economy approaches in solving complex problems and developing corporate and public institutional strategies.
d) The mastering of the tools that would create an effective socio-economic outcome.
e) The ability to communicate effectively to promote the culture of inspiration economy, and to disseminate the practice in the public as well as the corporate spheres, by engaging with communities issues and challenges and bringing solutions for sustainable development.
f) To develop the capabilities of the students to effectively harness the practices of Inspiration Economy with evidence-based higher quality intended learning designs.
g) To carry out world-class research and development in line with Inspiration Economy strategic priorities which focus on applied research.

2. **Course credits:** 3 credit hours

3. **Pre-requisites:** IE 01 Introduction to Inspiration Economy

4. **Course web-page:** .....

5. **Course coordinator:** Dr. Mohamed Buheji & TBA (Program Advisory Board)  
Email: [buhejim@gmail.com](mailto:buhejim@gmail.com) , Email: ....

6. **Academic year:**

7. **Semester:**

	<b>First</b>	x	<b>Second</b>		<b>Summer</b>
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8. **Textbook(s):**

Book of Reference No 1

*Buheji, M (2018) Handbook of Youth Economy, AuthorHouse, UK.  
ISBN: 978-87-403-1318-5.*

Book of Reference No 2

*Buheji, M and Ahmed, D (2019) The Youthineering- 'New Perspectives on Youth Economy' (Edited Book), AuthorHouse Publishing, UK. (Published in Oct, 2019).  
ISBN: 978-1-7283-9471-8.*

### Book of Reference No 3

Buheji, M. (2018) *Re-Inventing Our Lives, A Handbook for Socio-Economic "Problem-Solving"*, AuthorHouse, UK. ISBN- 978-1-5462-9840-3.

### Paper References

1. Buheji, M (2019) Prospects of Youth Quality of Life, *International Journal of Youth Economy*, Vol. 3, No. 2, p. I-III.
2. Buheji, M (2019) Influence of visualised reflection on 'solving socio-economic problems' – a case from youth economy forums, *Int. J. Innovation and Learning*, 25 (1), pp. 1-16.
3. Buheji, M. (2018) Foreword – 'Youth Role in Transforming Change towards a better World', *International Journal of Youth Economy* 2(2),I-II.
4. Buheji, M (2018) – Forward: More Understanding of What we do with the Release of "Handbook of Youth Economy", *International Journal of Youth Economy*, Vol. 2, No.1, p. I-III.
5. Buheji, M (2017) Forward- Youth Economy and Utilisation of Lost Opportunities, *International Journal of Youth Economy*, 1(2): 1-2.
6. Buheji, M (2017) Investigating the Importance of 'Youth Economy', *International Journal of Current Advanced Research*, Volume 6; Issue 3; March; pp. 2405-2410.
7. Buheji, M (2017) In Search of the Inspired Student—Measuring of Youth Inspiration in High School—A Youth Economy- Paper *American Journal of Industrial and Business Management*, 7, pp. 785-797,
8. Buheji, M and Ahmed, D (2017) Forward - Why an International Journal for Youth Economy? *International Journal of Youth Economy*, Vol 1, Issue 1, March, pp. I-III

### **9. Other resources used (e.g. e-Learning, field visits, periodicals, software, etc.):**

- a) Additional required materials will be provided throughout this course in a soft copy.
- b) Field Visits will be arranged based on students availability in the Morning or Afternoon to certain entities that have managed to bring solutions for complex problems, or have a problem that needs to be investigated.
- c) Case Studies of both Inspiration Economy and similar concepts that lead to love models creation that influenced the socio-economy.

### **10. Course description (as per the updated MIE Program catalogue):**

*This course shows the approach for the potentials that youth's spirit and energy could bring today to world practices. The psychological components of youth phase, the uniqueness of their energy and spirit and they could be economically utilised are explained. The type of youth currency that might affect the socio-economic outcome is explored. The course provides a common understanding of what is happening to youth economy, in today and across different generations. The field projects would focus on how to utilise the total reverse thinking approach to improve the many policies and practices today in relevance to youth. The course finally facilitates youth economy enablers, youth economy motivators, youth economy obstacles and youth economy outcomes to prepare the students for their differentiated future capacity.*

### 11. Course Intended Learning Outcomes (CILOs):

1.

CILOs	Mapping to PILOs						
	a	b	c	d	e	f	g
1. Critically understand the importance of youth economy and its role in creating a better world	✓	✓				✓	
2. Evaluate when and how: Youth Economy is suitable.				✓			
3. How to test the best youth economy models suitable for different communities & organizational situations.			✓	✓	✓		✓
4. Effectively illustrate creation of youth economy models in real-life situation.		✓		✓	✓		✓
5. Apply critical thinking in analyses and syntheses of the Youth Economy models achieved and areas for improvement.			✓		✓	✓	✓

### 14. Course assessment:

Assessment Type	Number	Weight
Taking Discussion Notes, Participation in Visits and Active Contribution	1	10%
Assignments	2	10%
Students Case Studies	2	10%
Course Project & Presentation	1	45 % (*)
Final (Open Book Exam)	1	25%
Total	7	100%

(\*) Please read the notes below at the end of the syllabus

### 15. Course Weekly Breakdown:

Month	Date	Topics covered	CILOs	Teaching Method	Assessment
1	Sep	Introduction to Youth Economy and its historical background	1,2	Lecture/ Discussion	Active Participation
2	Oct	Reviewing how Youth Economy Models are created	1,2,3	Lecture/ Case Studies, Students Presentations & Discussion	Assignment #1
3	Nov	Experimenting with in the field of how to create successful youth economy models in the targeted communities	2,3,4	Lecture/ Discussion/ Projects/ Case Study	Case #1 Inception of Course Project

4	Dec	Researching how can Youth Economy Experts can maintain and develop current 'live models'	3,4,5,6	Research Analysis Application	Research & Active Participation
5	Jan	Youth Economy Projects & Presentation	2	Lecture/ Students Presentations, Discussion	Project Continuation
<b>Jan</b>		<b>Open Book Exam</b>			

### **16. Course-related policies:**

- This course is an intensive one-semester course where the student would have to execute a project, therefore, ready to present and discuss in class.
- The Class Instructors is more of a facilitator for an exciting journey. Therefore, everyone is invited to contribute the extracurricular material and multimedia that would add to the quality of and outcome of this journey.
- There would be visits that would be planned 2-3 times during the course. Usually, these visits timing depend on the nature of the organisations visited.
- Inspiration Economy Experts would also be invited where possible to some of the classes to participate and share experiences.
- The course project is meant to be the main contribution of the students to the course outcome. Therefore, you are highly encouraged to make a live project where it might change your life and inspires others in the class.
- Students should try their best not to miss class or visits as it would affect their contribution to the course. The instructor would use the 10% of participation to ensure that this encourages the student to abide by this requirement.
- Missing any assignment or exam required to close should be for a serious excuse.
- Final Exam would be an open book.