

# **The Role of His Royal Highness Crown Prince Al Hussein bin Abdullah II in Motivating Jordanian Youth for Creativity and Innovation**

**By**

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## **Abstract**

This study aimed to scrutinize the role of His Royal Highness Crown Prince Al Hussein bin Abdullah II in motivating Jordanian youth for creativity and innovation through four initiatives: (The Haqiq Initiative, the Youth Excellence Fund (YEF), TechWorks, and The Hussain Fellowship Program (HFP)). The study followed a mixed approach (quantitative and qualitative) to collect the research data, which were survey questionnaires and focus group interviews. The participants were 610 participants in initiatives of the Crown Prince Foundation (CPF) during the period from 2018 to 2022. Also, twenty employees were randomly selected from those in charge of the initiatives through the CPF to answer five questions about the role of the Crown Prince in motivating youth for creativity and innovation. The result of the study indicated that the level of His Royal Highness's (HRH) role in motivating Jordanian youth for creativity and innovation was high. Also, the findings showed that there are no statistically significant differences among the study sample's responses to HRH's role in motivating Jordanian youth for creativity and innovation due to the gender and age variables. Moreover, the findings of the interview revealed that HRH is the most supportive person in Jordan, who encourages youth in both moral and material fields through the initiatives that he launches at the CPF.

**Key words:** His Royal Highness Crown Prince Al Hussein bin Abdullah II, Jordanian Youth, Creativity, Innovation.

## **Introduction and Background**

The Hashemite Kingdom of Jordan, like many other countries, has achieved great progress and developments in various fields such as economic, social, cultural, political, and technological which have contributed to the development of youth creativity and innovation on the one hand and achieved comprehensive development on the other. It can be said that this is due to the successive regimes of the Hashemite leadership in Jordan based on continuous institutional work and positively investing in human resources (youth), which in turn achieve comprehensive development. A good example of this is the Arab Spring. In the period that afflicted many Arab countries in the Middle East, we found that many countries were negatively affected and faced many changes in government systems; therefore, those changes have created a state of chaos among young people in particular, as they were exploited to cause chaos and sabotage in their countries and abroad, as happened in Tunisia, Syria, Libya, Egypt, Iraq, and many others. In Jordan, the Jordanian Hashemite regime has always supported the potential and abilities of the youth to be creative over the years because they are the primary supplier and the most important part in the development of other resources, such as those in

the political, economic, social, cultural, technological, and security and stability fields, especially during the reign of His Majesty King Abdullah II bin Al Hussein.

His Majesty King Abdullah II Bin Al-Hussein has played an important and prominent role in the development of all fields in Jordan in general and the youth in particular, and this can be shown through the most prominent aspects of interest to His Majesty in the field of creativity and innovation, which are demonstrated through some of his speeches, direct conferences, meetings, and letters published across the printed, written, and audio media. His Majesty has had a special interest in youth since assuming constitutional powers. He worked to empower them in various fields according to the requirements of the modern era. His Majesty also focused on providing and promoting opportunities for creativity and excellence, so he instructed the Jordanian government to empower Jordanian youth in various fields.

His Majesty's interest in Jordanian youth extended to Arab youth in order to discover and highlight their talents and creativity at the Arab and international levels. So, during the closing ceremony of the World Economic Forum on the Middle East, which was held at the Dead Sea from May 15 to 17, 2009, His Majesty honored four winners out of 10 outstanding Arab youth finalists for leading pioneering efforts in their communities to improve people's lives. The winners of the King Abdullah II Award for Youth Innovation and Achievement were Rabee Zureikat, 29, whose project in Jordan aims to promote greater equality through volunteerism, cultural exchanges, and micro-loans; Lana Hijazi, 27, from Palestine, who launched a mobile-based service matching job seekers and employers; Abdelkareem Bedri, a 22-year-old from Sudan who works with the hearing impaired to increase learning and employment opportunities among this vulnerable group; and Raghda El Ebrashy, 26, from Egypt, who also addressed the economic needs of youth and women in Old Cairo by offering them vocational training and job placement support ([www.youthactionnet.org](http://www.youthactionnet.org)).

Crown Prince Al-Hussein bin Abdullah II also followed his father's approach by caring for Jordanian youth. He chose a vital path in his career that focused on youth, based on his awareness of their potential strength to develop society to an advanced level. There's not a day that goes by without his sharing with them their aspirations and perceptions about development, work, and construction through many youth initiatives. So, the youth sector witnessed a strong and rapid development that resulted in new roles for youth. For these reasons, Jordanian youth moved from a stereotypical stage marked by limited features and effectiveness to a stage of creativity, innovation, and excellence.

In the crown prince's journey, HRH always confirms that Jordan on the way to constructing a new renaissance to keep pace with the scientific, cognitive, cultural, political, economic, social, and educational requirements of the new era through the youth's possession of capabilities that correspond to their aspirations, which contributes to the consolidation of Jordan's modern position. HRH explained his vision when he said, "This country was built and advanced with the ambition and will of the fathers and grandfathers because they believed in Jordan; they believed that they were the most valuable thing they possessed, and you, the youth of this country, are the most precious thing they possessed; you are its determination, and you are its hope."

The most important evidence of HRH's interest in youth, In April 2015, he presided over the United Nations Security Council's open debate on the role of youth in countering violent extremism and promoting peace, making him the youngest person ever to chair a meeting at the Security Council (<https://jordantimes.com>).

Another evidence of the HRH's interest is the outset of the Global Forum on Youth, Peace, and Security that took place on August 21 and 22, 2015, in Jordan, held under the patronage of HRH in partnership with the Hashemite Kingdom of Jordan, the United Nations, and civil society organizations marked the adoption of the Amman Youth Declaration, a roadmap for youth inclusion in archiving peace and security. The Amman Youth Declaration was the outcome of a Global Forum that brought together 500 government officials, policy experts, youth-led organizations, and young peacebuilders from over 100 countries aimed at helping shape a new international agenda on youth, peace, and security (United Nations, 2015).

Locally, the researcher briefly highlights the HRH's interest in youth in the Hashemite Kingdom of Jordan, as follows:

In Irbid, His Royal Highness met a large group of youth there, especially those who had a clear positive impact on society. HRH concentrated on the importance of cooperation to develop creativity and production skills among Jordanian youth. He added that the initiatives provide jobs, direct youth to technical education, harmonize between education outputs and labor market requirements, and provide special platforms for creativity and innovation in Irbid to enable them to establish various projects. The youth explained that their experiences started with ideas and then turned into projects in various fields such as training, creativity, innovation, and developing youth capabilities. They also expressed their thanks and gratitude to HRH for his continuous support for all sectors, especially youth.

Aqaba, Within the framework of HRH's periodic meetings with youth in Aqaba, his highness met them and listened to their experiences in many fields, including leadership, innovation, volunteer work, and community service. HRH encouraged them to make more efforts for excellence and creativity to reach new innovations.

Tafila, His Royal Highness focused on supporting youth in Tafila by empowering them to establish productive projects that provide jobs and improve income. He commissioned the government to establish five centers for youth and a business incubator for creative ideas in cooperation with the Business Development Center and Tafila Technical University.

Ma'an, His Royal Highness met Ma'an youth and guided them to think outside the box and search for innovative projects by getting the benefit of the financing funds of some institutions. A model was demonstrated by one of Maan's youth, who got the benefit of the initiative of the "Inhad" project in establishing a factory for cups that have become successful in exporting their products abroad. A number of projects and initiatives have also been implemented within the framework of the national self-employment program (Inhad). The program implemented 14 projects in Ma'an City. These projects were established by the youth, who contributed by providing income and jobs that reduce unemployment.

Al-Karak, His Royal Highness met the youth at the Husseinia Palace, where they discussed youth initiatives, development ideas, and proposals in various economic, social, and political fields. They agreed to hold continuous meetings to evaluate the performance and implementation of the ideas that were presented in the meeting. HRH also focused on the developmental ideas presented by the youth, which aimed to improve economic reality, political participation, and volunteer work in the city. A business incubator was established in Al-Karak to support creative ideas and projects. Also, HRH launched the "Nass Initiative," which aimed to qualify youth to work in the hotel and tourism sectors.

Jerash, Through HRH's initiatives and his meetings with youth, a package of training courses was launched that aimed to empower youth and qualify them to enter the labor market. These courses began with communication skills, effective communication, leadership skills, and time management.

Ajloun, By establishing the Ajloun Business Incubator / Business Development Center, which deals with Jordanian youth and owners of productive projects, the King and the Crown Prince inaugurated the Cultural Center/Ajloun, which presents a set of programs to integrate Jordanian youth into the labor market through employment in all governorates of the Kingdom and designing programs that are compatible with labor market requirements in order to reduce unemployment and contribute to economic progression. Each incubator in Ajloun aimed to assist Jordanian youth who had innovative ideas or projects in order to implement their own projects or expand their existing ones.

Madaba, His Royal Highness focused on productive youth projects in Madaba City, which get benefits from the "Inhad" initiative. One of the most important projects is "the fish farming project in Wadi Al-Wala and Dhiban," which provided jobs for youth in the city. HRH emphasized the importance of assisting youth in establishing projects in various fields and helping them move forward in serving themselves and their society through training courses. The project focused on unemployed youth in remote areas. It also provided technical support to the youth by training them and refining their skills.

Zarqa, through the meeting of His Royal Highness with leaders in Zarqa City, he emphasized the empowerment of youth by developing their abilities, focusing on technical education. He also directed youth to work under the supervision of the Zarqa Chamber of Industry to establish a gaming laboratory, which is considered the most important youth incubator in Zarqa City. HRH also shed light on supporting many youth initiatives, providing the appropriate place for training and qualifying youth in cooperation with many institutions.

Al-Balqa, Through The Crown Prince's meetings with the youth in Al-Balqa City, HRH emphasized the importance of improving the quality of education, achieving economic growth, finding jobs for the unemployed and involving youth in the political process and decision-making.

Mafraq, in the implementation of Al-Hussein's vision to reach the nation's youth wherever they are, a youth center was established at Al al-Bayt University. This center aimed to provide the required service for future youth and to adopt and support their initiatives. HRH Award was also launched for volunteering, which seeks to serve the youth. This project was established in cooperation with CPF, UNESCO, and a number of partners from official institutions and civil society in order to achieve its goals. (<https://www.cpf.jo>).

His Royal Highness Crown Prince Al Hussein Bin Abdullah II is committed to building a bright future for Jordan's youth by inspiring and driving their engagement to improve community wellbeing, as well as leadership, entrepreneurship, technical and vocational education, innovation, and socioeconomic opportunities. The impact of the Crown Prince Foundation's initiatives extends throughout the Kingdom's governorates and affirms his belief that youth can excel if given the proper skills and means to become active citizens within their communities.

The Crown Prince Foundation was established in 2015 with a vision of 'Capable youth for an aspiring Jordan'. This Foundation has an underlying strategy to advocate for

mainstreaming youth in all national development efforts with a focus on three foundational areas: Employability and Entrepreneurship; Citizenship; and Leadership. It aims to drive growth with a "youth" centric lens, resulting in a young nation with responsible, engaged, productive and thriving youth. The CPF's approach includes a journey addressing the participants' capacity requirements, to enable youth who are self-driven to create their own opportunities for better livelihoods and income mobility. The values of this Foundation focus on being innovative, inclusive, positive, and ethical.

In this context, HRH sent a message to Jordanian youth on the occasion of the establishment of the CPF.

His Royal Highness said, "The launch of the CPF marks another major milestone in Jordan's developmental achievements. Through various pioneering programs, initiatives and its endeavors to support youth and develop charitable, social, and voluntary projects, the Foundation strives to motivate and empower young Jordanians to employ their full potential and creativity.

Jordan's youth are our source of wealth. It is imperative that they are provided with a solid platform that recognizes their aspirations, ambitions, and goals, addresses the youth's needs, and equips them with the necessary tools to shape a better future for themselves and their country. Jordan's youth is at the center of the Foundation's progressive vision and mission.

Our youth are the leaders and champions of our future. We seek to enable them to move forward in their journey, transformation, and success. Through their motivation, brilliance, and aptitude, Jordan's youth achieves their hopes and ambitions, presenting an inspiring and unique Jordanian model to the world.

It is vital that our entire community, and in particular our youth, adapt to the rapid social, political, economic, and educational changes that we are witnessing and hone the necessary skills to face today's and tomorrow's challenges. Equipped with these abilities, Jordan's youth will build a bright and promising future for themselves and their country, filled with prospects for personal, professional, and intellectual growth.

The Crown Prince Foundation will incubate and launch our youth's accomplishments and innovations across Jordan, the region and the globe, as they pursue their passions and ambitions while fulfilling the Kingdom's and my personal wishes for their success". (<https://www.cpf.jo>).

It is well known that youth is the base of society, and they are the main supporters of creativity and innovation. So, HRH focuses on this category by launching many youth initiatives that help increase youth awareness and encourage them to be outstanding and creative at all levels. Therefore, this study came to shed light on the role of HRH in motivating Jordanian youth for creativity and innovation through four initiatives. These initiatives are "The Haqiq Initiative, the Youth Excellence Fund (YEF), TechWorks, and The Hussain Fellowship Program (HFP)".

## **Haqiq initiative**

Haqiq is a youth leadership initiative established with the aim of promoting a system of values inherited from our history among youth in Jordan and highlighting their capacity to

be active citizens, foster a sense of belonging to their country, and become contributors to the development process of the Kingdom.

The students participating in the initiative progress through several stages. At each stage, their capacities for teamwork are developed to build team spirit and strengthen the leadership system of the Haqiq initiative, thus extending their knowledge and skills.

Haqiq was launched in 2013 and targets school students, both males and females, from all the governorates of the Kingdom. It is currently being conducted in partnership with the Ministry of Education and is embedded as one of its programs and activities. The Initiative is gradually implementing its activities in all schools in the Kingdom. The program focuses on developing the youth's life, leadership, and social skills in a manner that fosters belonging, loyalty, and active citizenship. Furthermore, the initiative promotes the concept of volunteer work in a way that serves the requirements of Jordanian society.

The vision of this initiative focuses on preparing a generation of effective leaders in their local communities and enhancing the capabilities of young men and women in leadership, volunteer work, and community service. It also aims to:

- Enhancing self-confidence, self-building, personal development and decision-making ability.
- Development of democratic thought among youth and its reflection on work and behavior.
- Promoting the concept of active and positive citizenship.
- Work in a team spirit and participate in a team spirit.

This initiative focuses on achieving the previously mentioned goals in order to reach the following outputs:

This initiative focuses on achieving the previously mentioned goals in order to reach the following outputs:

1. Active youth belonging to their country and contributing to the comprehensive development process.
2. Youth with leadership skills and active civic participation in community service and planning for a better future.
3. Youth who are confident in themselves and aware of their culture and their role in contributing to the success of others.
4. Building a generation of youth capable of changing for the better in their schools and local communities. (<https://www.cpf.jo/ar/our-initiatives>)

## **The Youth Excellence Fund (YEF)**

The Youth Excellence Fund (YEF) is an initiative of the Crown Prince Foundation that aims to support academically exceptional youth to experience best practices in various sectors and professions at global centers of excellence such as NASA, Airbus, and CNES. The initiative targets senior and post-graduate students at Jordanian universities. It works to develop their talents and qualify them to gain high-quality global professional experience through internship opportunities. The Foundation provides these internship opportunities to ensure that youth receive the highest level of hands-on training at the headquarters and facilities of specialized international companies, and all initiative beneficiaries are asked to share their

experience and knowledge gained with their peers upon their return to Jordan through the application of what they learned.

This initiative focuses on enabling Jordanian youth at universities to participate in the implementation and application of scientific and practical research in the field of space that helps them develop and innovate. This initiative adopted a set of targeted programs within the "Youth Excellence Fund" as follows:

### ***Training at CNES***

It is represented in training Jordanian engineering students at the National Center for Space Research in France, with the aim of increasing their expertise in several fields ranging from space sciences, satellites, communications, and mechatronics, with their various applications using the latest technologies. The participating students are selected based on the nominations of Jordanian universities, in accordance with the conditions that are predetermined by CNES.

### ***Training at Airbus:***

It is represented in the training of Jordanian engineering students at Airbus International, at the company's headquarters in Toulouse, France, for a period of five months, during which the students are involved in advanced training programs determined by the company under the supervision of specialized experts and participate in the implementation and application of scientific and practical research in the field of aviation engineering and navigational systems and simulations. The participating students are selected based on the nomination of the students by Jordanian universities in accordance with the conditions that are pre-determined by Airbus.

### ***Training at NASA:***

This initiative embodies the first Arab partnership between Jordan and the National Aeronautics and Space Administration (NASA). Through it, students from all engineering colleges in the Kingdom are given the opportunity to participate in the implementation of scientific and practical research at the Agency's (Ames) Research Center in the United States, with the aim of developing their skills in the field of aeronautics and space sciences through an intensive program over a period of ten weeks and under expert supervision (NASA). As part of the continuity of work with the youth participating in the NASA training program, the Masar initiative was launched, where the students benefiting from the training at NASA designed, implemented, and launched the first Jordanian mini-satellite called (JY1-SAT) in memory of the late His Majesty, God willing. King Hussein bin Talal, may God rest his soul, as His Majesty's radio call had the symbol (JY1). The launch of the Jordanian satellite came to achieve educational and research goals in the first place. It also promotes the Kingdom's tourism by broadcasting pictures of tourist and heritage places and wireless communication with ground stations around the world, in addition to broadcasting an audio message of peace recorded in the voice of His Highness Prince Al-Hussein bin Abdullah The second, the Crown Prince, is directed to the world so that it will be available for reception by all the earthly receivers of the world.

## **TechWorks**

TechWorks is a digital fabrication lab with state-of-the-art equipment that aims to support innovations and Jordanian youth innovators. It works towards promoting technical learning and strengthening Jordan's innovation system by bringing together young people and

ideas. TechWorks also brings together researchers, students, and innovators, allowing them to create prototypes for their products utilizing advanced digital fabrication technologies.

TechWorks opens its doors to all age and professional groups in Jordan and is accessible to those with disabilities. In addition, TechWorks conducts visits to all the governorates of the Kingdom and runs several pieces of training for youth. Through the assistance of local and international experts, it aims to stress the importance of digital fabrication. This aim plays a significant role in TechWorks opening its doors to the public, allowing them to convert ideas and designs into tangible products.

The TechWorks Factory includes a number of modern technological stations, which contribute greatly to achieving the goal of its establishment, and ensure the provision of distinctive experiences to its pioneers, young men and women. These stations are: Woodworking station, Iron Works Station, Electronics station, Sewing and knitting station, Laser cutting devices and Label cutting devices. (<http://techworks.jo>).

### **Hussein Fellowship Program (HFP)**

The Hussein Fellowship Program (HFP) is a pioneering national program with a progressive vision, a new model for promoting progressive leadership thought among young men and women and integrating them within networks of professional paths specialized in political, economic, and social aspects. HFP aims to invest in carefully selected young men and women who can positively influence and contribute to the development process at the macro level and in their communities. The program seeks to be a transformative platform for motivated youth.

It invests in ambitious and inspired young men and women, selected based on a rigorous scientific criterion, to be a turning point and an accelerator for developing their competencies and life paths to enable them to influence their communities and benefit their country. This program consists of several tracks designed to develop leadership competencies and manage them in a way that suits the specifics of each participant.

The program consists of several flexibly designed tracks to develop leadership competencies and manage them in a manner that suits the specificity of each participant. As a result, this initiative has identified the following outputs that it hopes to achieve through the talented and distinguished youth:

1. Take advantage of exceptional "development opportunities" with experts and trainers to accelerate the development of personal and professional paths and increase self-awareness regarding identity, leadership style, and ability to work with others.
2. Enhancing the level of local and international knowledge and dealing with decision-makers and national actors.
3. Developing networks of youth leaders and networking with local and international peers and expert networks.

Young people are using technology greatly, so they have a high level of experience with the applications and tools that are discovered daily. From here, they are required to achieve more development, creativity, and innovation in their countries. For this reason, this study was carried out to explore and shed light on the role of HRH in motivating Jordanian youth for creativity and innovation through a group of youth initiatives that were mentioned previously.

## **Justifications of the study**

Jordan is distinguished by God's gift of human resources (youth). They have high scientific, cultural, and knowledge levels, in addition to their absolute belief that nation-building is not only done through natural resources but also through educated youth, strong determination, and human management in order to reach exemplary achievement in various fields. Nevertheless, there is a slight lack of awareness among Jordanian youth of the importance of creativity and innovation in developing several aspects of the country. We always notice that the HRH concentrates on the need for Jordanian youth to exchange experiences with their counterparts in the world to acquire the essential knowledge to complete their projects accurately after benefiting from the successful experiences of others.

## **Purposes and Questions of the Study**

The present study aims to explore and highlight the role of HRH in motivating Jordanian youth for creativity and innovation through four initiatives: (The Haqiq Initiative, the Youth Excellence Fund (YEF), TechWorks, and The Hussain Fellowship Program (HFP)). This study seeks to answer the following research questions:

1. What is the role of His Highness, Crown Prince Al-Hussein bin Abdullah II in motivating Jordanian youth for creativity and innovation?
2. Are there any statistically significant differences in sample responses related to His Highness Crown Prince Al-Hussein bin Abdullah II's role in motivating Jordanian youth to creativity and innovation according to the gender variable?
3. Are there any statistically significant differences in sample responses related to His Highness Crown Prince Al-Hussein bin Abdullah II's role in motivating Jordanian youth to creativity and innovation according to the age variable?
4. Do you think that the Crown Prince Foundation has a clear vision to support and develop creativity and innovation and provide the necessary requirements to meet the aspirations of youth?

## **Significance of the Study**

The significance of the study stems from the subject of the study, which is related to the role of HRH in motivating Jordanian youth for creativity and innovation through four initiatives. The results of this study also may help Jordanian youth develop the skills that enable them to unleash their imagination, energy, and talent, which will reflect positively on their creativity and innovation skills, following the example of HRH.

Moreover, developing creativity and innovation skills is critical for youth. So leaders and institutions in Jordan are required to manage and develop their affairs, invest optimally in that development, achieve efficiency and positive outcomes, and perform with excellence.

## **Limitations of the study**

The current study focuses on the role of HRH and not all princes and princesses of the Hashemite family in inspiring Jordanian youth to be creative and innovative through a series of initiatives launched by HRH during the period from 2018 to 2022. The results are also limited by the tools and time used in this study.

## **Definitions of terms**

### ***His Royal Highness Crown Prince Al Hussein bin Abdullah II***

His Royal Highness, Crown Prince Al Hussein Bin Abdullah II, is the eldest son of His Majesty King Abdullah II and Her Majesty Queen Rania Al Abdullah. He was born in Amman on June 28, 1994. HRH was named Crown Prince by Royal Decree on July 2, 2009. HRH completed his high school education at King's Academy, Jordan, in 2012. He attained a university degree in International History at Georgetown University in Washington, D.C., in 2016. HRH the Crown Prince, who holds the rank of captain in the Jordan Armed Forces—Arab Army, graduated in 2017 from the Royal Military Academy Sandhurst in the United Kingdom.

### ***Jordanian Youth***

A group of youth, between 12-45 years old, who participated in the initiatives, launched by HRH through the CPF during the years 2018-2021 (The Haqiq Initiative, Youth Excellence Fund (YEF), TechWorks, and The Hussain Fellowship Program (HFP)).

### ***Creativity***

Is the ability of Jordanian youth to use mental skills to find new ideas that are out of the ordinary. Also, it is the ability to create and find new and innovative ideas. So, creativity is not a hereditary behavior, but rather a behavior that can be learned and developed. This creativity is achieved through a series of initiatives launched by HRH.

### ***Innovation***

It is the ability of Jordanian youth to find new ideas, methods, or concepts and implement them in a new way that is unfamiliar to suit a specific situation. Innovation also focuses on the youth's ability to use existing ideas, information, and tools in an innovative and unique way.

## **The Theoretical Framework**

Each generation attempts to prepare its youth for an unknown and uncertain future. Today's Jordanian youth face even greater uncertainty as a result of global competitiveness, which is driving rapid changes in industry, work, and the quality of people's lives. Increasingly, employers require their young recruits to have appropriate attitudes and skills for this challenging environment. This suggests the need to prepare young people throughout their education for a rapidly changing world (Margo et al., 2007). Various initiatives have been taken by the government in secondary and tertiary education, while non-governmental bodies also provide opportunities for young people to develop appropriate skills and behaviors. Attitudes and behaviors tend to be linked and result in a particular way of working. An attitude that embraces innovation will thus be reflected in positive attitudes towards change, a willingness to embrace new ways of doing things, and a way of working that is flexible and open to new ideas (National Youth Agency, 2007).

Creativity is a general human ability, such as intelligence and memory, and all people are creative to some extent (Asma, 2006). There are a lot of definitions of creativity. For example, Amabile (1997) proposed the following definition: Creativity is simply the production of novel, appropriate ideas in any realm of human activity, from science to the arts, to education to business to everyday life. The ideas must be novel and different from what has been done before, but they can't be simply bizarre; they must be appropriate to the problem or

opportunity presented. Plucker et al. (2004) defined creativity as: " the interaction among aptitude, process, and the environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context." West and Farr (1990) explained that creative work is a novel work that is accepted as tenable, useful, or satisfying by a group at some point in time. That means the creative product did not exist previously in precisely the same form.

Oldhame and Cumming (1996) defined "creative performance" as products, ideas, or procedures that satisfy two conditions: (1) they are novel or original; and (2) they are potentially relevant for, or useful to, an organization. The majority of definitions emphasize the novelty and usefulness of generated ideas and products. The question that arises after the definition of creativity is how to achieve it. Guilford's (1966) explanation of creativity could answer this question. Guilford proposed that creativity is a form of divergent thinking, which is a kind of mental operation. Divergent thinking, often perceived as creative thinking (Martens, 2011), results in novel processes for a given stimulus. The unique quality of divergent thinking is characterized by producing a variety of responses. Therefore, creative thinking is the process of being creative by looking at things in different ways. Mednick (1962) defined creative thinking as the formation of associative elements into new combinations that either meet specified requirements or are in some way useful. The more mutually exclusive the elements of the new combination, the more creative the process or solution.

Innovation is defined as the intentional introduction and application, within a role, group, or organization, of ideas, processes, or procedures that are new to the relevant unit of adoption and designed to significantly benefit the individual, the group, the organization, or wider society (West & Farr, 1990). To this end, creative thinking could be recognized as the first step toward innovation due to the fact that innovation is the successful implementation of creative ideas (Van de Ven, 1986). In today's competitive world, which rapidly changes, creativity and innovation are absolutely crucial for every company (on a micro scale) and society (on a macro scale). (Creativity and innovation 5)

In business, the terms "creativity" and "innovation" are used almost interchangeably, but from a conceptual point of view, there is a difference between these two terms. In brief, creativity results in the production of novel and useful ideas (Amabile, 1996) in any domain, and innovation involves the successful implementation of creative ideas (Rosing et al., 2011), and the commercialization of these ideas within the market place. Therefore, an innovation process could be considered as a combination of two main activities: creativity and implementation. Creativity is the generation of novel and useful ideas, and implementation is their conversion into new products and processes. This sequence seems logical and fairly evident. However, even a brief look at the innovation efforts of organizations reveals that they face many challenges and obstacles in maintaining smooth and balanced innovation processes (Sarooghi et al., 2015).

Creativity could be considered the seed of innovation. The successful creation of new products, new services, or new business practices starts with and is dependent on a creative idea (at an individual, team, or organizational level) and developing that idea beyond its initial state (Baer, 2012). The conversion of creative ideas into actual and valuable new products and processes has long been considered a central challenge in the management of innovation (Van de Ven, 1986) and in the creation of new ventures (Drucker, 1998). Yet, the existing link between creative activity and the innovation process is often presumed strong in the literature and merits a comprehensive and integrative examination.

What makes the conversion process of creative ideas into innovative offerings so complex is the fact that creativity and innovation do not necessarily proceed in a linear fashion but rather follow a long- winding, uncertain path with unfavorable outcomes in many instances. Furthermore, different stakeholders will influence the conversion process over time, adding to its complexity. The reason why the correlation between creativity and innovation is less than 1 can be explained by the fact that the conversion of creative ideas into innovations encompasses two different and even conflicting processes: idea generation and idea implementation (Rosing et al., 2011). For instance, idea generation requires experimentation, disrupts routines, challenges common assumptions, and is closely associated with explorative activities (Rosing et al., 2011). In contrast, idea implementation requires process, efficiency, goal orientation, and routine execution attributes most often associated with exploitative activities.

Innovation, creativity, and information technology play an important role in national development and create competitive potential in businesses in order to compete in the global economy and digital age. The Global Innovation Index is used for evaluating the global ranking of innovation performance and information technology in many countries (Uttama, n.d.). According to the rapid development of information and communication technology (ICT), by providing new ways of enhancing the teaching and learning process, such as educational materials, students are able to seek knowledge from educational resources developed through innovative educational technology, helping them develop 21st-century skills (Techakosit & Nilsook, 2016). It provides students with easy access to learning resources due to the constant development of technology, which rapidly changes the way of learning and teaching. Technology is used to support instructional design and various types of learning and teaching approaches, bringing creative ideas and innovative products, including knowledge and technology-based new product development and creativity (Uttama, n.d.).

Young people can best develop their skills for innovation and creation by receiving positive feedback and recognition for early successes and having opportunities to experience successful innovation firsthand. These experiences increase young people's confidence in their ability to identify problems and find solutions; life skills that are increasingly demanded by employers. Young people's innovation is usually associated with teenagers, but studies of younger children demonstrate the benefits of teaching design, problem-solving, or critical skills for developing the capability to innovate (Sebba et al., 2009).

To be innovators, young people need to feel confident in the worth of their ideas and that their contributions are valued and can make a difference. Both the literature and our focus groups identified that negative attitudes toward young people are a major barrier to innovation. Recent research by UNICEF showed that the United Kingdom ranked bottom among the 21 industrialized countries in children's self-perceptions of well-being. Negative media coverage that generalizes about "youth" and labels young people as 'kids' exacerbates the problem (UNICEF, 2007).

Some youth innovate without adult support through their curiosity and wish to engage with the world around them, but many more could be supported to do so through school leadership activities; through challenges to find innovative solutions to social, environmental, design, or technical and scientific problems; within the primary curriculum and within the secondary curriculum, where GCSE, diploma, and other project work allows young people freedom to develop their ideas. For example, Emily Cummins' "innovation career" was spurred by a project for a GCSE Resistant Materials class. She went on to study product design at A-level, winning an award for a water transporter and later developing an electric-free fridge (Sebba et al., 2009).

## Differences of creativity and innovation

Creativity is defined as the generation of novel and useful ideas, and innovation is the process of bringing the best ideas to reality. Creativity is an individual activity, while innovation is a team effort. The process of innovation starts with a need that finally leads to a creative idea; this creative idea generates an innovative product in the sequel (Tanner, 1994). The differences between creativity and innovation are according to the degree of novelty as well as social interactions. Creativity is inevitably novel, while innovation could be based on an idea from previous experiences or another organization. Also, creativity is a cognitive process while innovation is a social process (Rank et al., 2004). It could be said that creativity is an ideation component of innovation, and innovation is the suggestion and application of novel ideas (West & Farr, 1990). In other words, creativity is the first step of a problem-solving process such as recognizing the problem and generating ideas, and innovation concentrates on the implementation of the ideas and their acceptance by others in an organization and society (Mumford, 2001).

## The relationship between creativity and innovation

Given the globalization of business, which has increased the international mobility of managers and the tendency to expand innovative activity across countries, it has become increasingly important to understand the relationship between the processes of creativity and innovation. Innovation is valued not only for individual and organizational performance but also for economic success and social development at the global level (Westwood & Low, 2003).

Differences between national and international interest in the subject can be noted in relation to the number of studies carried out. A simple search on Google Scholar in December 2017 showed that by looking for the combination of the terms ("creativity and innovation") in English, 103,000 results were found. This number represents less than 8% of the number of studies found internationally. According to the data, there is currently a vast literature on the two constructs in general and with reference to many specific fields, including management, economy, and community development, most notably on an international scale, as highlighted by Stein and Harper (2012). Nevertheless, there are a small number of studies focusing on the relationship between the constructs.

Several issues are present in the investigation of these two phenomena. For instance, is innovation different from creativity? Is the presence of creativity necessary to achieve innovation, or can these processes operate independently? Such questions have been topics of interest to several researchers, indicating the importance of understanding these concepts and their possible interactions.

While the study of creativity goes back to the beginnings of psychological science, the application of psychological theories to understanding and explaining the relationship between creativity and innovation is more recent (Reiter-Palmon, 2011). The two characteristics were, until recently, investigated primarily separately (Agars, Kaufman, & Locke, 2008). For this reason, the gap resulting from this independence of research among the two concepts is only beginning to be investigated. According to Runco (2011), there is a threshold of creativity that is necessary for innovation, as creative efforts may benefit from extreme originality, whereas innovation requires some originality, not maximum novelty, as the most important factor in effectiveness or public usefulness.

Creativity and innovation have been, therefore, considered together, with innovation as a process, the result of a creative idea (West & Farr, 1990). In this view, the original idea can be seen as an individual factor and then actualized in an innovation, which can also be social.

Innovation can arise from the process in which the creation of the idea must be continuously redefined in a group with other people, leading to a negotiation in which there is a process of implementation of this idea, and finally a result and a product. At the end of this process, it cannot be said that it is a strictly individual process. This is a social process. Then there is a part of the generation of the idea that starts originally from an individual cognition, which then can be shared within the group, by a single member working with other people. Innovation, in the end, becomes a social practice.

## Methods and Procedures

This section elucidates all of the population, participants, and instruments, along with their reliability, validity, and data analysis.

## The Population of the Study

The population of the study included all participants in HRH's initiative that encourages Jordanian youth to be creative and innovative from 2018 to 2022. As shown in Table 1:

**Table (1)** *distribution of initiatives participants by year.*

| Initiatives                    | 2018 | 2019 | 2020 | 2021 | 2022 | Total |
|--------------------------------|------|------|------|------|------|-------|
| The Haqiq Initiative           | -    | 1051 | 1688 | 2416 | 9345 | 14500 |
| The Youth Excellence Fund      | 5    | 1    | 5    | -    | -    | 11    |
| TechWorks                      | -    | 4324 | 9472 | 6378 | 6400 | 26434 |
| The Hussain Fellowship Program | -    | -    | -    | 47   | 46   | 93    |

**Source:** *Crown Prince Foundation*

## The Sample of the Study

The study sample consisted of 610 participants in four initiatives of the CPF (The Haqiq Initiative, the Youth Excellence Fund (YEF), TechWorks, and The Hussain Fellowship Program (HFP)) during the previous five years, from 2018 to 2022. They were selected randomly to respond to the first instrument (questionnaire) addressed to them. The researchers have chosen this specific sample population to represent the whole population. According to the second instrument (the interview), twenty employees were randomly selected from those in charge of the initiatives at the CPF to answer five questions about the role of HRH in motivating youth for creativity and innovation. The distribution of the sample based on demographic and personal variables is shown in Table 2.

**Table (2):** *Distribution of the Study Sample according to Gender and Age variables*

| Variable      | Category of variable   | Number | Ratio |
|---------------|------------------------|--------|-------|
| <b>Gender</b> | Male                   | 351    | 57.5% |
|               | Female                 | 259    | 42.5% |
| <b>Total</b>  | -                      | 610    | 100%  |
| <b>Age</b>    | 12-17 years old        | 107    | 17.5% |
|               | 18-25 years old        | 259    | 42.5% |
|               | 26-35 years old        | 209    | 34.3% |
|               | More than 35 years old | 35     | 5.7%  |
| <b>Total</b>  | -                      | 610    | 100%  |

Table 2 shows the distribution of the study sample according to gender and age variables. It is noted that the percentage of males was 57.5% and the percentage of females was 42.5%. This indicates that males occupy the largest percentage of the sample. As for the age variable, the largest percentage of participants aged 18-25 was 42.5%, and the lowest percentage of those over 35 years old was 5.7%.

## The Instruments of the Study

To collect data, the researcher used two instruments:

### *The Questionnaire*

The questionnaire is the most common instrument that is used in survey research, experiments, and other modes of observation. Because of its benefits, it is an effective tool that is used in the majority of research for data collection. The questionnaire can help the researcher collect data that could not be observed. Also, it encourages participants to answer the questions freely and honestly because it does not consume much time and the participants are anonymous.

The first instrument of this study was a 5-point Likert scale questionnaire, which consisted of 22 closed items. The items of this questionnaire were developed by the researcher and derived from the theoretical background and literature review of the study (See Appendix, A).

### *Focused Group Interviews*

Focus group interviews were used to collect qualitative data. Twenty employees have been selected randomly from those in charge of the initiatives to answer open-ended questions about their own thoughts on exploring the role of HRH in motivating Jordanian youth for creativity and innovation through four initiatives (See Appendix, B).

## Validity of Instruments

A jury of four university professors specializing in teaching English as a foreign language (TEFL) and five employees at the CPF moderated the study instruments in order to establish the validity of the questionnaire and the interview questions; their suggestions, comments, and recommendations were considered. Internal consistency validity was also applied to the exploratory sample (n = 30). Table 3 demonstrates the results as follows:

**Table (3) Correlation Coefficient for Questionnaire Items**

| Item | Correlation Coefficient | Item | Correlation Coefficient |
|------|-------------------------|------|-------------------------|
| 1    | .437                    | 11   | .424                    |
| 2    | .588                    | 12   | .651                    |
| 3    | .566                    | 13   | .427                    |
| 4    | .483                    | 14   | .538                    |
| 5    | .576                    | 15   | .571                    |
| 6    | .539                    | 16   | .476                    |
| 7    | .475                    | 17   | .413                    |
| 8    | .475                    | 18   | .503                    |
| 9    | .633                    | 19   | .445                    |
| 10   | .410                    | 20   | .698                    |
| 21   | .577                    | 22   | .485                    |

Twenty employees were invited to participate in the focused group interviews. To increase validity of this instrument, all interviews were transcribed, and each participant was given the opportunity to review his transcript to ensure its accuracy. Furthermore, after each report was completed, each participant was given the opportunity to review his case report. Participants were encouraged to provide comments and feedback to ensure that the study's analysis was accurate.

## Reliability of the Study

To determine the reliability of the questionnaire, the Test-Re-Test method of analysis was used on 30 participants who were not involved in the study. The questionnaire was distributed to the exploratory sample, and two weeks later, the same tool was distributed to the same sample. Moreover, the researcher used Cronbach's alpha statistical method. Table 4 illustrates that.

**Table (4): Questionnaire Reliability Coefficients**

| Variable          | Test Retest | Alpha Cronbach |
|-------------------|-------------|----------------|
| Crown Prince Role | .91         | .88            |

To ensure the reliability of the second instrument (the interview), the researcher reanalyzed the interview findings after two weeks to ensure that they were consistent with the data collected (i.e., inter-rater reliability). In addition, the findings were examined by another rater. A comparison of the two analyses was performed.

## Data Analysis

The present study sought to scrutinize the role of HRH in motivating Jordanian youth to be creative and innovative through four initiatives. The quantitative data was collected from the closed items of the questionnaire, then, distributing a questionnaire to achieve study goals. After that, the data collected from the questionnaire was analyzed in terms of means, standard deviations, and t-tests using the Statistical Package for Social Studies (SPSS).

To collect qualitative data, the interviews were transcribed to help the researcher easily and accurately interpret the data. Following that, each participant was given a code in order to maintain their anonymity; for example, (E1) for the employee (1). Each interview lasted about an hour.

## Findings and Discussion

### *Findings and Discussion Related to the First Question.*

To answer the question, "What is the role of His Highness, Crown Prince Al-Hussein bin Abdullah II in motivating Jordanian youth for creativity and innovation?" Means and standard deviations were calculated for each item of the questionnaire to show the level of His Highness, Crown Prince Al-Hussein bin Abdullah II,'s role in motivating Jordanian youth for creativity and innovation. Table 5 shows that:

**Table (5): Means and Standard Deviations of Samples' Responses on the Questionnaire Items**

| Item Number  | Item  | Mean | Std. Deviation | Rank | Level |
|--------------|---|------|----------------|------|-------|
| 20           | Providing an appropriate environment to demonstrate capabilities and innovations                                    | 4.55 | .50            | 1    | High  |
| 6            | Providing the opportunity to exchange local and international experiences   | 4.54 | .50            | 2    | High  |
| 22           | Providing transportation to reach the training sites  | 4.52 | .50            | 3    | High  |
| 1            | Experts and specialists are attracted to benefit from their expertise in creativity and innovation                  | 4.51 | .50            | 4    | High  |
| 8            | Providing a center for 3D technologies  | 4.50 | .51            | 5    | High  |
| 18           | Providing cooperation with financial institutions that support creativity   | 4.50 | .52            | 6    | High  |
| 10           | Providing opportunities for everyone to join the initiatives (spread in the governorates)                           | 4.49 | .50            | 7    | High  |
| 3            | Providing the necessary platforms to incubate inventors or help them model their ideas into a tangible reality      | 4.48 | .51            | 8    | High  |
| 17           | Collaboration with schools is done to attract creative students   | 4.47 | .53            | 9    | High  |
| 15           | Providing appropriate training to develop your creative skills  | 4.46 | .53            | 10   | High  |
| 21           | Providing motivation and encouragement to creators and innovators   | 4.45 | .52            | 11   | High  |
| 11           | Several programs are being implemented to help young people develop their skills.                                   | 4.44 | .53            | 12   | High  |
| 5            | Ease of patenting   | 4.43 | .52            | 13   | High  |
| 16           | Providing manufacturing laboratories so that they are available to everyone   | 4.42 | .55            | 14   | High  |
| 4            | Availability of modern devices and equipment ( TechWorks)   | 4.41 | .54            | 15   | High  |
| 9            | The difficulties and obstacles you face are overcome in cooperation with specialists                                | 4.40 | .50            | 16   | High  |
| 14           | Availability of partnerships with the private sector  | 4.39 | .54            | 17   | High  |
| 7            | A specialized team is available to help implement ideas on a scientific basis                                       | 4.38 | .50            | 18   | High  |
| 19           | The possibility of meeting researchers and scholars easily to exchange their creative experiences                   | 4.37 | .57            | 19   | High  |
| 12           | Increase communication with young people to assist them after they begin a specific innovation or creative project. | 4.36 | .50            | 20   | High  |
| 13           | Promoting technical learning (aligning higher education outcomes with the requirements of the local labor market)   | 4.32 | .57            | 21   | High  |
| 2            | Providing advanced technology for the prototyping of products   | 4.31 | .55            | 22   | High  |
| Total degree |   | 4.44 | .10            | ---- | High  |

Table 5 shows that the role of His Highness, Crown Prince Al-Hussein bin Abdullah II, in motivating Jordanian youth for creativity and innovation was high, with a mean of 4.44 and a standard deviation of 0.10, where the item "a suitable environment to show capabilities and innovations" was the most attained, with a mean of 4.55 and a standard deviation of 0.50, while the item "providing advanced technology for manufacturing prototypes of products" was the least attained, with a mean of 4.31 and a standard deviation of 0.55.

This result may be attributed to the keen interest of HRH in motivating Jordanian youth to develop their creativity and innovation skills and harness the available resources to achieve their objectives. Also, his concern extended to holding international meetings and paying attention to external communication with international institutions to discuss cooperation with Jordan to empower Jordanian youth, expand their participation, and adopt their creative ideas.

His Royal Highness showed a clear interest in Jordanian youth by establishing the CPF in 2015 as part of HRH's commitment to building a bright future for the youth of Jordan.

From the aforementioned, the findings showed the extent of HRH's interest in empowering Jordanian youth in all fields and showing their distinguished abilities, in order to create a conscious, open-minded generation that achieves its ambitions and elevates Jordan to the ranks of active global countries.

## Findings and Discussion Related to the second Question

To answer the question, " Are there any statistically significant differences in sample responses related to His Highness Crown Prince Al-Hussein bin Abdullah II's role in motivating Jordanian youth to creativity and innovation according to the gender variable?" the Independent T-test was used, as shown in Table (6):

**Table (6):** An Independent t-Test results of the samples' responses according to the gender variable.

| Gender | N   | Mean | Std. Deviation | Df  | t    | Sig. |
|--------|-----|------|----------------|-----|------|------|
| Male   | 351 | 4.44 | .11            | 608 | .771 | .441 |
| Female | 259 | 4.43 | .10            |     |      |      |

Table 6 demonstrates that there are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the study sample's responses to the role of HRH in motivating Jordanian youth for creativity and innovation due to the gender variable, where  $(t) = 0.771$ .

This result may be attributed to the fact that there is no discrimination between males and females because Jordan is a civilized society. Both young males and females receive a lot of attention from the King of the Hashemite Kingdom of Jordan and HRH. Also, the employees in charge at the CPF are always monitoring how to foster innovation and creativity in both males and females. Furthermore, both males and females possess strong abilities that enable them to be innovative and creative.

## Findings and Discussion Related to the third Question

To answer the question, " Are there any statistically significant differences in sample responses related to His Highness Crown Prince Al-Hussein bin Abdullah II's role in motivating Jordanian youth to creativity and innovation according to the age variable? " One Way ANOVA test was used, as shown in Table 7.

**Table (7) One Way ANOVA Results of the Samples' Responses according to the Age Variable**

| age                 | N   | Mean | Std. Deviation | variance source | Sum of squares | df  | Mean of squares | t     | Sig. |
|---------------------|-----|------|----------------|-----------------|----------------|-----|-----------------|-------|------|
| <b>12-17</b>        | 107 | 4.44 | 13             | Between group   | .038           | 3   | .013            |       |      |
| <b>18-25</b>        | 259 | 4.45 | 06             | error           | 6.734          | 606 | .011            | 1.151 | .328 |
| <b>26-35</b>        | 209 | 4.43 | 12             | total           | 12039.415      | 610 |                 |       |      |
| <b>More than 35</b> | 35  | 4.24 | 19             | Corrected total | 6.772          | 609 |                 |       |      |

Table 7 demonstrates that there are no statistically significant differences at the level ( $\alpha \leq 0.05$ ) of the study sample's responses to the HRH in motivating Jordanian youth for creativity and innovation due to the age variable, where  $(t) = 1.151$ .

This result may be attributed to the fact that the initiatives launched by HRH are not designed for a specific age group, which means that everyone has the right to participate in these initiatives. Moreover, the involvement of schoolchildren in initiatives, "particularly the Haqiq initiative", demonstrates that youth of all ages can be creative and they can take part in initiatives.

## Findings and Discussion Related to the fourth Question

To answer the question, "Do you think that the Crown Prince Foundation has a clear vision to support and develop creativity and innovation and provide the necessary requirements to meet the aspirations of youth?" The interviews were carried out.

The findings of the study revealed that HRH is the most supportive person in Jordan who encourages youth in both moral and material fields through the initiatives that he launched at the CPF; therefore, it would be greatly beneficial for the youth to foster innovation and creativity in all regions of the kingdom.

The findings also demonstrated that the CPF participants' fully understood the Crown Prince's vision of "a capable youth for an aspiring Jordan." So, if they were given the opportunity to play an active role in the development process, they could achieve incredible things, especially since the HRH is young and his age is close to theirs.

As for the employees of the initiatives at the CPF, the findings indicated that they have a positive impact on the creators and innovators since they interact with them frequently and have a high level of interpersonal competence. The participants hope to create employment opportunities for innovators and creators by establishing more innovation centers in remote regions.

This result can be attributed to the fact that the CPF was established with great interest by HRH to motivate Jordanian youth to be creative and innovative. So it will certainly be distinguished and capable of achieving the goals for which it was established.

## Recommendations

Based on the study, the following recommendations can be taken into accounts:

1. Providing advanced technologies for the prototyping of products at creativity centers in all governorates of the Kingdom, not limited to the capital, Amman.
2. Promoting technical learning in creativity centers (aligning higher education outcomes with the requirements of the local labor market).
3. Experts should increase communication with youth to assist them after they begin a specific innovation or creative project.

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