

The Role of Malaysian University-Of-The-Future in the IR4.0 Era: International Community Engagement Activities for Improving the Wellbeing of B40 Young Women in Afghanistan through Humanizing Digital Entrepreneurship Programme

Ahmadshah Safi¹, Abdul Rahman Ahmad Dahlan²

^{1,2} Kulliyah of Information and Communication Technology
International Islamic University Malaysia, Kuala Lumpur, Malaysia
Authors Email Id: ahmadshahsafi53@mail.com¹, arad@iium.edu.my²

Abstract: In recent years, poverty has become a series issue around the world. Poverty in Afghanistan is widespread throughout rural and urban areas. The government estimates that 42 per cent of the country's total population lives below the national poverty line. Another 20 per cent of the people live just above that line and are highly vulnerable to the risk of falling into poverty. The purpose of this paper is to study the literature on role of University of the future in solving poverty enhancing wellbeing of B40 young women in Afghanistan – it includes reducing poverty in Afghanistan through humanizing entrepreneurship education program. This paper offers validated conceptual Malaysian UotF business model with focus on international community engagement programed. The value proposition of the conceptual business model is to enhance the wellbeing of B40 young women in Afghanistan through humanizing entrepreneurship education activities and harnessing on the digital/IR4.0 capability. The design and system thinking approach has been adapted in this paper in solving the wellbeing issues of B40 young women in Afghanistan through understanding their need, and then followed by building conceptual business models using modelling tools, i.e. Business model canvas (BMC) and Value proposition design canvas (VPC). The approach includes conducting literature review and interviews for understanding the challenges and key problems; formulating and ideating initial business model options in solving the problems; and validation of the initial business model by interviewing the key stakeholders and various customer segments.

Keywords: Wellbeing, International Community Engagement, B40 Young Women, Afghanistan, University-of-the-Future, IR4.0 Era, Poverty reduction, humanizing Digital Entrepreneurship, SDG, BMC, VPC.

I. INTRODUCTION

Afghanistan is one amongst the poorest countries in the world, poverty is widespread in both village and city. However, it has been estimated that poverty in Afghanistan is mainly concentrated in rural areas. It has been estimated that four out of five poor people live in rural areas. Majority of the Afghan people are not educated and they do not have access to acquire knowledge. Poverty is one of the main reason for Afghans people that they are not access to be educated and have a healthy life [1]. Afghanistan's poverty rate has worsened sharply over the last decades due to the security problem which did not allowed business man to invest, more than 54% the population of Afghan people are less than a dollar a per day.

According to the latest Afghanistan Poverty Status Update, which was jointly produced by the Government of the Islamic Republic of Afghanistan's Ministry of Economy and the World Bank and uses the National Risk and Vulnerability Assessment (NRVA) data, 36% of Afghans remained poor in 2007-08 and in 2012, meaning that more than one in three Afghans did not have enough money to buy food or cover their basic needs. This is despite an annual GDP growth rate of 6.9% during that same period [2]. Poverty has increased markedly during the transition period. The worsening economy and security situation in Afghanistan translated into a marked increase in poverty from 35.8 percent in 2011-12 to 39.1 percent in 2013-14 [3]. The report "2017 Global Youth Wellbeing Index" by International Youth Foundation, stated that the world today has a larger generation of youth than ever before. Half of the global population is now under the age of 30, which is having a dramatic impact on every aspect of the society. When these youths are educated, engaged and empowered, they can become effective agents of change, shaping the world for a better place to live. But when their needs are overlooked, we see alarming trends of a growing number of young people who are unemployed, under-educated, and generally disaffected (ILO, 2020). The basic question to be address by this conceptual paper is: "are we creating a world in which B40 young women in Afghanistan can enhance their wellbeing and become balanced person - as adults, parents, ethical entrepreneurs and responsible citizens.

The increase in poverty is mimicked in a deterioration of Afghan households' perceptions of welfare. 51.3 percent of Afghan households reported a worsening of their economic conditions in 2013-14, compared to 33.8 percent in 2011-12, and 16.7 percent in 2007-08. As most of the population of Afghanistan is from youths and new generation, so they are mostly suffering from poverty. An ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation in order to provide adequate and predictable means to implement program and policies to end poverty in all its dimensions [4]. Private and some entrepreneur project can provide some essential services like education, health and social protection to control the rate of poverty for both gender. Young women are suffering more than men in Afghanistan due to the very strict and unusual culture of the people. To ensure that all youth and a substantial proportion of adults' women achieve literacy and numeracy, this paper evaluated the factors associated with the willingness of young adults Afghanistan.

Afghanistan is one of the most impoverished nations in Asia with 36% of its population living below the poverty line. The poverty levels in rural areas are significantly higher than in urban centers [5]. The World Bank has reported that unemployment has been on the rise over the past few years. The report also stated that insecurity and unemployment were the main reasons behind poverty and currently the poverty rate is higher in provinces than in the cities [6]. According to word bank report, the unemployment rate in Afghanistan is 8.6 per cent, and the youth unemployment rate is 18.5 per cent, with the female unemployment rate in this age group 6.7 percentage points higher than the male rate. Most of the formal employment is heavily reliant on agriculture and medium-skilled occupations. Few Afghans have access to productive or well-paid employment. A quarter of the labor force is unemployed, and 80 percent of employment is vulnerable and insecure, comprising self- or own account employment, day labor, or unpaid work [7]. The issues such as lack of security, low quality of education corruption and many other factors lead to huge amount of poverty in Afghanistan.

II. OBJECTIVES

In a country where majority of the people are under poverty line the need for poverty reduction and job creation is crucial. The purpose of this paper is to study the literature on role of University of the future in solving poverty enhancing wellbeing of B40 young women in Afghanistan – it includes reducing poverty in Afghanistan through humanizing entrepreneurship education programmes. In addition to that it will also promote entrepreneurship education and increase skillful entrepreneurs for creating job opportunities throughout Afghanistan. Finally, this paper offers a validated conceptual Malaysian UotF business model with focus on international community engagement programmes. The value proposition of the conceptual business model is to enhance the wellbeing of B40 young women in Afghanistan through humanising digital entrepreneurship education activities and harnessing on the digital capability. Thus, improving and sustain a better world in which B40 young women in Afghanistan can enhance their wellbeing and become balanced person - as adults, parents, ethical entrepreneurs and responsible citizens. The design and system thinking approach has been adapted in this paper in understanding and solving the wellbeing issues of B40 young women in Afghanistan through understanding their need, and then followed by building conceptual business models using modelling tools, i.e. Business model canvas (BMC) and Value proposition design canvas (VPC).

III. LITERATURE REVIEW

Afghanistan is one of the poorest countries in the world. Since the Soviet invasion in 1979, it has been the scene of a series of conflicts that have continued for more than three decades [8]. Insecurity, instability, corruption, poor governance, plurality of population, and the return of Afghans migrants from other countries are factors that have enhanced the number of unemployed people in the country. After Soviet Attack on Afghanistan and during the civil war, the poverty rate in the country began to rise in the country. At that time many Afghans took refuge in neighboring countries and lost their business and assets. After 2001, with the presence of international force in Afghanistan, despite the injection of millions of dollar by the international community, the unemployment rate in the country remained high. In 2007 and 2008, 36.3% of Afghanistan's population was living beneath the poverty line. However, based on a joint report of the World Bank and the Afghan government, the poverty rate rose to 39.1% in 2013 and 2014. In this report, unemployment and the decreased international aids to the country are listed to be the main factors behind the poverty in Afghanistan [8]. Afghanistan's transition phase shows that poverty increases without sustained, job-creating growth. Sluggish growth and increasing conflict has pushed 1.3 million more Afghans into poverty since 2011-12, increasing the poverty rate to 39.1 percent. The poorest Afghans were the least able to navigate the crisis, both because they lack the means to cope with shocks and because the crisis was particularly severe in rural areas where most of the poor live; the withdrawal of international forces and declining international spending caused the most job loss in these areas. Poverty in rural areas increased by 14 percent over the period, reaching 43.6 percent in 2013-14, while poverty remained stable at 26 percent in urban areas.

A. *Global MEGATREND*

Megatrends are global and sustained macro-economic forces which impact the economy, business, cultures, society and even personal lives (Mahyuddin & Dahlan, 2019). Megatrends are macroeconomic and geostrategic forces that are shaping the world. They are factual and often backed by verifiable data. By definition, they are big and include some of society's biggest challenges and opportunities. The concept of megatrends is not new. Companies, governments, and nongovernmental organizations may call megatrends by different names, but the most effective ones have organized their strategy in some way [9]. Entrepreneurship is fast emerging as a transformational megatrend of the 21st century given its capacity to reshape economies and industries throughout the world. As key drivers of economic growth, entrepreneurs are the lifeblood of any expanding economy, generating jobs, introducing new products and services, and promoting greater upstream and downstream value-chain activities. In recent years, the global entrepreneurial landscape has witnessed a paradigm shift in terms of trends, with SMEs playing a pivotal role in social and economic advancement. According to the Organization for Economic Cooperation and Development, SMEs on average contribute around 50% or more to the GDP; provide employment to an estimated 60% of the local workforce; create up to 70% of new job opportunities; and account for about 30% of exports.

B. *Natural resources in Afghanistan*

Afghanistan stands today as a country of huge amount of mineral deposits which remain untapped. Natural resource in Afghanistan are not insignificant. In addition, natural resource can be best substitutes for aid and will lower Afghanistan's dependence on foreign aid and support in term of financially. The mining sectors of these resources can also play an important part in the Afghan economy through various channels. It can be best source of revenue for the government and to achieve its economic sustainability's. Moreover, the natural resources will facilitate the process of industrialization of Afghanistan and will help facilitate the job opportunities for many afghans works [7]. Afghanistan is a country abundantly rich in natural resources. There are currently more than 1,400 mineral deposits that have been identified including energy minerals such as oil, gas and coal and other metallic and non-precious minerals such as lead, cement-grade limestone, gemstones, and copper, iron, gold and salt. Mining in Afghanistan has the potential to be a driver of poverty reduction and economic growth. It can create direct and indirect employment and income, develop transport and other infrastructures [11]

C. *Agriculture*

Agriculture has traditionally driven the Afghan economy, accounting for approximately 50 percent of GDP before the Soviet invasion in 1979. Nevertheless, the agricultural sector has never produced at full capacity. Before the invasion, only 30 percent of the total arable land of 15 million hectares was cultivated. At that time the main exports were sugarcane, sugar beets, fruit, nuts, vegetables, and wool. However, the continuing war reduced production significantly.

D. Tourism in Afghanistan

Tourism was at its glorious best in the 1970s. Over 90,000 tourists visited Afghanistan from all over the world to see the unique beauty of the country and experience the treat of one of the most hospitable people. Today, despite decades of war, Kabul remains a fascinating city that embraces both the old and the new. With the presence of the international community and the ongoing redevelopment projects, Kabul has been given a touch of modern architecture that gives the city hope of a peaceful and prosperous future.

E. Sustainable development goals (SDG)

Wellbeing is a multidimensional concept that includes a person's physical and mental health, educational status, economic position, physical safety, access to Freedoms, and ability to participate in civic life. It is, in a sense, the abundance or Scarcity of opportunities available to an individual. The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities [12]. The resulting Afghanistan Sustainable Development Goals (A-SDGs) are a blueprint for the government, the international community, the private sector and civil society to realize transformative and lasting change. Robust mechanisms are in place to coordinate efforts at all levels of government and across different agencies and stakeholders. The challenges are immense – from security to poverty; from migration to discrimination, climate change, energy shortages, unemployment and governance – but the A-SDGS are a clear guide for Afghanistan to guarantee a better future for Afghans [13]

F. International Community Engagement: Creating job opportunities and helping human being are one of the vital responsibilities of each person in this world. Entrepreneurship education can play a major role in changing attitudes of young women and providing them with skills that will enable them to start and manage small enterprises at some point in their lives". Through humanizing entrepreneurship education, youth are able to make and create their own companies and businesses, thus, providing jobs for other people. In addition, these youth entrepreneurs are nurtured with righteousness values. So, they become people with honesty, respect, virtues, truthfulness, sincerity and humanity. Islam encouraged human being to help the poor and to protect the lives of the people and to not destroy environment. Moreover, humanizing education can reduce and eradicate poverty and other social problems in societies. In contrast, through social entrepreneurship youth become responsible and self-reliable (Mansoori & Dahlan, 2018)

G. University-of-the-Future: The idea of the University of the Future has been discussed in the past few years. This is because the university structure are changing as the current situation is influenced by IR 4.0. The University of the Future aims to develop institutions of higher learning as a hub that provides social interaction between students, management, university, and industry. It also creates a collaboration ties between university, students, and society. In fact, ideas of university of the future as well, reinforce organized the learning which not only for academic purposes, but to collaborate and enable greater engagement within the industry to complement the ecosystem (Greg Pringle, UoQ). As per quoted by (Ernst & Young, 2018), delivering the students' needs of educational and employers for tomorrow have brought them to develop four alternatives to assist university leaders and government policy makers.

First, champion university. As the world are now changing the technology into digital transformation, universities act as negotiator of knowledge in order for youth to prepare their mental and skills to adapt for the employment in the future. For instances, pursuing both teaching and research from government support and passive teaching to industry while embracing the latest technologies [Mahyuddin & Dahlan, 2019] is the fourth industrial revolution era since the initial industrial revolution of the 18th century. It is marked by the emerging of technology including robotics, artificial intelligence, nanotechnology, quantum computing, biotechnology, internet of things and 5th wireless technology. For this paper it will briefly elaborate on the education revolution industry. Nowadays most of the industries want to make an enhancement towards digitalizing concept. Humanizing education also is one of the education revolution process [Dahlan et al., 2020]

H. Humanizing Digital Entrepreneurship: Creating job opportunities and helping human being are one of the vital responsibilities of each person in this world. According to Oyelola, Chris, Ajiboshin, & Peluola (2014), "Entrepreneurship education can play a major role in changing attitudes of young people and providing them with skills that will enable them to start and manage small enterprises at some point in their lives". Through humanising entrepreneurship education, youth are able to make and create their own companies and businesses, thus, providing jobs for other people. In addition, these youth entrepreneurs are nurtured with righteousness values. So, they become people with honesty, respect, virtues,

truthfulness, sincerity and humanity. Islam encouraged human being to help the poor and to protect the lives of the people and to not destroy environment (Mansoori & Dahlan, 2018).

IV. METHODOLOGY

This paper adopted the design and system thinking approach to develop a conceptual business model of a Malaysian-based UoF – focusing on implementing relevant international community engagement programmed and activities. The value proposition of the conceptual business model is to enhance the wellbeing of B40 young women in Afghanistan through humanising entrepreneurship education, and by harnessing on the use of digital/IR4.0 capability and platform. The conceptual business model is developed through understanding the needs of B40 young women by using business modeling tools i.e. Business Model Canvas (BMC) and Value Proposition Design Canvas (VPC). The approach involves carrying out a literature review and interviews to identify key challenges and issues of various CS, formulating and devising an initial conceptual business model – in the form of BMC and VPC, and value proposition to enhance the wellbeing of B40 young women in Afghanistan.

The validation of the business model options via interviews with the initial BMC and VPC are validated by Afghan youth, donors and by some offices of International Islamic University Malaysia (IIUM) a Malaysian university. This programmer is developed based on the BMC framework which looks at the customer segments, value propositions, channels, customer relationships, revenue streams, key resources, key activities, key partnerships, and cost structures.

V. PROPOSED CONCEPTUAL SOLUTION

In order to design a useful conceptual solution, this paper uses the Business Model Canvas and value proposition canvas (VPC). Business model canvas frameworks a one page overview that lays out both what you do (or want to do), and how you go about doing it; enabling structured conversations around management and strategy by laying out the crucial activities and challenges involved with your initiative and how they relate to each other the individual elements prompt thoughts within the separate activities or resources, while the capability to have the complete overview encourages fresh perspectives and ideas about how those pieces fit together [15]. This structure also helps to keep group discussions more focused and bring everyone onto the same page. In addition this paper used value proposition which refers to the value a company promises to deliver to customers should they choose to buy their product[15]. A value proposition is also a declaration of intent or a statement that introduces a company's brand to consumers by telling them what the company stands for, how it operates, and why it deserves their business [16].

1. INITIAL BUSINESS MODEL

This Model BMC is consisted of nine related blocks and divided to 4 key drivers. Moreover, it describes the purpose and functionality of business, for whom the business is and with whom, the number of flows in and out of the business and the resources that it needs to do that (Robinson, 2016).

TABLE I: VALIDATED BUSINESS MODEL CANVAS (BMC)

Key partners <ul style="list-style-type: none"> • NGOS • Government/ministry of works • Non-profit orgs 	key activities <ul style="list-style-type: none"> • Provide education • Provide training • Collecting donation • Social entrepreneurship • Training workshop • Social problems of society 	Value proposition <ul style="list-style-type: none"> • Welfare foundations • E-marketing • Social basic skills • Donation • Waqaf • Zakat • Basic Health equipments 	customer relationship <ul style="list-style-type: none"> • Social media • Face to face • Free education • Training certificates 	Customer Segments <ul style="list-style-type: none"> • Women/housewife • Youth • Adults/students • All poor citizens
key Resources <ul style="list-style-type: none"> • Social media • Volunteerism • Rich people • Website • IIUM • IIUM Alumni 		Channels <ul style="list-style-type: none"> • Tv • 1. Website • 2. Social media 		
Cost Structure <ul style="list-style-type: none"> • IT staffs • Foundation staff • Advertisement expense 		Revenue Streams <ul style="list-style-type: none"> • Government agencies • Downers • Business men • Welfare foundations 		
2.Fixed cost <ul style="list-style-type: none"> • Venue BOOKING expenses • Salaries • Insurance 				

2. Business Model (BMC + VPCs)

a) Initial BMC and VPC This Business Model is built based on design thinking, literature reviews and interviews. As stated by Robinson (2016), “the Business Model Canvas illustrates what the business does, for and with whom, the resources it needs to do that and how money flows in and out of the business”. For the validation process of BMC and VPC, interviews were conducted with Afghan students, donors and some offices in IIUM. The BMC of this program is validated by some experts e.g. lecturers from Afghanistan, digital entrepreneurship lecturers. In addition the VPCs of this programme is validated by interviewing Youth, students, community, NGOs, Sponsors, Donors and government.

3. Validation of (BMC and VPC) and Key Findings

Literature reviews has conducted regarding the high poverty rate among Afghan youth. According to literature reviews, Afghanistan is one of the countries which has huge number of youth and most of them are unemployed. One of the reasons of poverty among youth is lack of primary and higher education. The second reason is lack of humanizing entrepreneurship education programmer in universities. In addition, most of the graduates are relying on government or public sector jobs. The private sector in Afghanistan is almost zero and government is unable to provide jobs for all unemployed youth. Primary research has been conducted through interviewing 10 Afghan female students. The result shows that 90% of interviewers want to get humanizing entrepreneurship education for the enhancement of their entrepreneurship skills. They emphasized that entrepreneurship education should be taught in order for youth to run their personal business and to create decent jobs for others. Moreover, the interview have been done for the validation of initial VPC.

4. Validated BMC

This Model is consisted from nine related blocks and divided to 4 key drivers. Moreover, it describes the purpose and functionality of business, for whom the business is and with whom, the number of flows in and out of the business and the resources that it needs to do that (Robinson, 2016). Validated BMC after interviewing 10 young women and the office of Entrepreneurship Development Center and Community Engagement of IIUM, is shown below. The BMC of this program is validated by some experts e.g. lecturers from Afghanistan, digital entrepreneurship lecturers. In addition the VPCs of this programme is validated by interviewing Youth, students, community, NGOs, Sponsors, Donors and government.

1. Customer Segments (CS)

Customer segments is the organization and societies which can help the project and they are part of project. The customer segments of this project included: Youth, Women/housewife, Adults/students, community, NGOs, Sponsors, Donors and government. The main focus of this project is young women. As youths are the active and powerful force for development of the society and country. In general, the project is facilitating for all poor citizens of the city. For female, as they are restricted from working outside, will provide some training to work from home .

2. Value Proposition (VP)

The VP is the main values for the goods and services in the project for the satisfaction of the various CS. The value propositions for this project are: trusted foundations for collection of waqif, zakat and donation, and entrepreneurship education for youth. The project aims to provide and facilitate life-based skills for women such as cooking, agriculture (planting vegetables in green housing or in garden, planting Safran and collecting the flowers of it, peeling the almonds, peeling up apricot and so on), and training as carpenters, traditional engineer, driving, selling on the roads and Internet. These skills are mostly for youths those who do not have education and also educated young women in Afghanistan and outside Afghanistan using digital platform selling Afghan's traditional products, eco-tourism especially for women because in Afghanistan it is very difficult for them to work in the public places or outside their houses. The VPs are the main values and benefits of the goods and services offered by the Malaysian UotF to various customer segments.

3. Channels

Through these channels the organization can share and deliver the value proposition and it can be reached by new customer segments. The channels for this project are: DP – digital platform i.e. marketplace & eLearning, social media, network of Mosque, E-Market place. Via these channels the relationship with customers can be acquired and developed. The customer relation can be physical as well as virtual. Moreover, the network of Masjid/Mosque is vital as a channel. According to Saleh (2013), Dahlan (2016), and Hamid (2013) “Network-of-Mosques (NoM) as well as a new marketing

channel, where the community of one mosque is able to do businesses with the community of other mosques. The NoM will promote holistic and collaborative delivery services to the focus groups, thus, overcoming organizations offering services in silos. Whereas, the new marketing channel will encourage and spur Halal products businesses between mosques, especially for Muslim entrepreneurs who are facing challenges of not getting Halal Logo Certificate due to unavailability of factory and manufacturing facilities.

4. Customer Relationship (CR)

The organization keep and develop relationship with the customers for the project or for the business to be functional and going on. The relationship for this project can be through social media, physical, motivational seminars and through network of Mosque. Via network of Mosque information about poor families and attracting poverty education activities for existed customer segment. According to Rahman et al., 2020, “the (NoM) members, digitally connected, will act as the front desks in providing quality delivery services to the focus groups monitoring and promoting the NoM collaborative activities and knowledge sharing

5. Cost Structure(CS)

The project needs IT staffs, foundation staffs, social media staffs and cost for maintenance. It is amount of the cost which can be paid from the project Key activity to the staffs for delivering of the VP to the customer segment. For all of the staffs the cost has to be specified and given for the running and completing the project work.

6. Revenue Stream (RS)

The revenue stream is coming from customer segments to cover the cost and to implement the project. The revenue stream for this project is Government fund, Donors/Sponsors, Businessmen, and donation e.g. of RS include Fees, Free, Donation/Waqf, Sponsorship, grants. You need to modify the BMC. For example, government can help cash and daily shelter with the needy and poor people. Also, the government can provide houses for citizens who do not have place for leaving. In addition, donors can help the program as cash and as land for poor people, they can pay for the project team to provide training courses, conferences and to create jobs for poor citizens. Also, businessmen and welfare foundation can pay for services of the team.

7. Key Resources (KR)

The Key Resources are building block which describe the most important assets of the project to be run and processed. These are the main resources for creating value proposition for customers segments. The Key Resources for this project included: Education contents, Alumni chapter in Afghanistan, E-Market place, Individual and society help and IT resources. IIUM staff & student and IIUM alumni chapter in Afghanistan can teach online and teaching face to face. By using Italeam IIUM can provides online courses and online assessments for youths in Afghanistan. In addition, social media and websites can help the programs to collect donation and zakat from inside and outside the country.

8. Key Activities (KA)

These are the main activities of the project to control and overcome the poverty through humanizing digital Entrepreneurship education programme for youth. The main or key activities of this projects included: Entrepreneurship education, E- learning and E-marketing, Collecting Donation and zakat. These activities would create value proposition for the customers young women and Youth, Adults/ students, community, NGOs, Sponsors, Donors and government. This programme is helping the communities to build up their social and economic lives, essentially helping poor Afghan youth women left without an income or family support, after the death of a husband, can help them to give the skills, knowledge and training they need to find work and earn a living to help themselves. In addition, providing and facilitating emergency shelter for desperate families left homeless, following a generation of conflict in Afghanistan. Providing quality education for all genders and for all ages especially for youths.

9. Key Partners (KP)

The key partners are people or group of people who can be your business partner to run the project. These can be relationship of your company with suppliers, manufactures and business partners. The Key Partners of these project include: Ministry of Public work, Ministry of Women, MOHE, Non-Governmental NGO, Donors, IIUM Alumni Chapter in Afghanistan, Businessmen. The government can provide education, entrepreneurship centers for youth. Moreover,

international NGOS such as WFP, UNHCR, WHO, UNESCO, UNHR and UNDFW. IFRS which is a worldwide humanitarian aid organization can provide donation and cash help for youth to acquire entrepreneurship education and skill

5. Value Proposition Design Canvas (VPC)

Value proposition canvas illustrates the customer needs gains, pains and job and it can create fit between what customers want and what your business can serve. It captures the needs and expectation of the customers. This VPC is validated by interviewing 10 Afghan students, Entrepreneurship Development Center and Community Engagement of IIUM. The customer segments of this programmer include youths, women/housewife and all poor citizens. The value proposition and customer segments are taken from BMC. In addition, the second part of the canvas is the value proposition map. It illustrates the distinctive and special features of specific value proposition in a business model in a good structured and detailed way. This segment divides the value proposition into products and services which are pain relievers and gain creators. Pain relievers illustrates how the product and service make customers pain and gain creators describes how the product and service create customer's gains. On the other hand, customer profile illustrates the particular customer segment in the business model in a well-structured and detailed way. This breaks down the customers into its jobs that can explain that what customers are trying to get done in their lives and works such as pains that describe negative outcomes and risk related to customer jobs; gains which point out the most desired outcomes customers want to acquire (Oster alder, Alexander, Pigneur & Yves, 2014).

TABLE II: VALIDATED VALUE PROPOSITION CANVAS (VPC)

No	CUSTOMER PROFILE				VALUE MAP		
	customers	Customer jobs	Pains	Gains	Products & services	Pain Relievers	Gain Creators
1	Youths	-Enhanced Entrepreneurship Knowledge. -Attending the training courses -Self-employed -Creating good future	-Lack of Knowledge & Skills -Lack of Job opportunities -No Sponsoring	- Reduce and remove poverty -Knowledge -Skills to Start self-Business -Enhanced Wellbeing -Freedom	-Providing Entrepreneurship Education -Waqaf & Zakat -Free Education - E-marketing Facilities	-Learning new skills -Learning new system -Reduce expenses	-Learning skills -Getting new idea -Creating own business - -Entrepreneurship Education -Generating income
	Women/ Housewife	-learning some basic skills -working from home -cooking at home -Home torturing -Building greenhouses	-Illiterate and lock of knowledge -No food -Lack of Job opportunities -Lack of Skills	-New Business -Life necessity materials -Knowledge and Skills for Business -Semi-skilled work	-Providing training -Greenhouse skills -Drawing skills -Cooking skills -Entrepreneurship Skills and education -E-Marketing	-No hungry -Training -Reduce Hungriness -Waqaf, Zakat and Donation	- Learning new skills & Education -Online Facilities -Become Independent -Training and Lecturers
	All poor Citizens	-Enhanced Entrepreneurship Knowledge & Skills -Attending training centers -Employment & Self-employed	-Lack of entrepreneurial skills -No education -Social problems -Lack of Supporting	-Learning -Better teachers -Good training -quality education -on time payment -Social Skills	-Entrepreneurship Education -Zakat, Waqaf & Donation -E-marketing Facilities -Emergency Shelter	-Online Facilities -Living Houses -Generating Self income -Zakat & Waqaf -Training & Conferences	Entrepreneurship Skills -Health Facilities -E-Marketing -Zakat -Donation

VI. CONCLUSION AND FUTURE WORK

In conclusion, this paper proposes the conceptual business model and programme to enhance the economic and social status of Afghans. In addition, it will also enhance the well-being of society and reduce unemployment. The validated BMC and VPC show the customer segment. The main contribution of this paper is a conceptual business model for Afghanistan in the form of validated BMC and VPCs in order to implement and realize the humanizing education

programme in Afghanistan for reducing poverty and creating job opportunities in society. The purpose of this paper is to study the literature on role of University of the future in solving poverty enhancing wellbeing of B40 young women in Afghanistan – it includes reducing poverty in Afghanistan through humanizing entrepreneurship education program. This paper offers validated conceptual Malaysian UotF business model with focus on international community engagement programed. The value proposition of the conceptual business model is to enhance the wellbeing of B40 young women in Afghanistan through humanizing entrepreneurship education activities and harnessing on the digital/IR4.0 capability Future work - formulate and establish the Project and Change Management Plan in implementing the conceptual and validated Malaysian UotF business model for enhancing the wellbeing of B40 young women in Afghanistan through relevant international community engagement and humanising entrepreneurship education programmed and the development of the DP (digital platform).

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