

Making University-of-the-Future Relevance in the Digital Age: Community engagement in enhancing the wellbeing of B40 Libyan young women through balanced digital entrepreneurship education and digital platform

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Abstract: Acquiring an education is an integral part of the Islamic faith. In fact, the first verse revealed to the Mohamed (Pbuh) was; "Read! In the Name of your Lord, who has created (all that exists), Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous" (al- 'Alaq 96:1-3). Also, the prophet said, "Seeking knowledge is an obligation upon every Muslim". (Sunan Ibn Mājah,224). Above verse and hadith clearly state the essentiality of education and knowledge acquisition to the Muslims. Also, in Islam, humankind is seen as Allah's vicegerent on earth. Subsequently, without proper education, Muslims would not be able to fulfil their mission as Allah's vicegerent. Being Allah's vicegerent means "being concerned with the wellbeing of other humans" (Kazmi, p.14). In other, creating a more humane world and just; where protecting people's rights and dignity is a priority (SDG16). Executing this mission requires effectively deep knowledge of Allah (S.W), understand the nature of the world we inhabit and deep understanding of the mission at hand. And this is where holistic and quality education place role. This paper offers a validated conceptual Malaysian UoF business model with a focus on international community engagement programmes. The value proposition of the conceptual business model is to enhance the wellbeing of B40 young women in Libya through humanizing digital entrepreneurship education activities and harnessing on digital capability. The design and system thinking approach has been adopted in this paper to address the wellbeing issues of the Libyan B40 young women 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 a literature review and interviews for understanding the needs, 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 various customer segments. The objective is to enhance the wellbeing of B40 young women with decent jobs and stimulate economic growth through a humanizing digital entrepreneurship programme.

Keywords: Wellbeing, Education of Libya, University of the Future, SDG4, BMC, VPC, Humanizing of education, entrepreneurship, B40 young women, Development.

I. INTRODUCTION

Education is the building block of any nation's development. Historically it has pulled humanity out of the darkness of ignorance and help him lead a quality life. The more civilized humankind become, the deeper his understanding the world becomes. However, for mankind to attain a state of 'wellbeing'; that is a healthy, happy and comfortable life, he has to overcome the natural and the social constraints of life. Overcoming these constraints correspondingly depends on the type

and the quality of the education he or she receives. Hence, the better the quality of education the better, the more inclusive and effective its impact on personal, community, national level is. Therefore, the most valuable investment any nation could start is that which is aimed at providing accessible quality education for all its citizens. That is because, a well-educated and well informed citizens are prerequisite to a just and advanced society (SDG5). A society where all its members are in state of wellbeing; indiscriminately have access to resources and opportunities. Moreover, quality education produces a whole functioning citizens who are capable of bearing full responsibility towards the prosperity and the wellbeing their society. From economic perspective, accessible 'to all' quality education produces qualified professionals and skillful work force that is capable of competing on global level and adept to keep up with rapid technological advancement (Guma and Dahlan, 2020).

On a practical level, however, in many countries certain groups still have no access to the quality education they desire. Like the case of Libya. Despite the fact that in Libya all citizens are given opportunity further their education for free and have the even the options of travel aboard on government sponsorship, still certain groups like women are not able to take advantage of the opportunities offered to them. They cannot seek higher education abroad as easily as men for a variety of reasons. The paper at hand highlights the issue of women's education; women's pursuit of higher education to be precise. It is an attempt to deeply explores the reasons that prevent some women form continuing their higher education and an effort to find effective solution to this phenomenon. To do so, the researcher will borrow strategies and models that are implemented in Malaysian universities and in particular the International Islamic university, which aspires to play an important role the process of providing holistic education. Holistic education is multidimensional in nature. It places the wellbeing of individuals at the center of its planning process, holds to student's higher values and helps them attain not only life but a life of purpose, meaning and harmony between their duty to God and humanity.

II. THENPROBLEM OF STATEMENT

In Libya every citizen has equal access to free education in all ages; all Libyan students have equal access the different scholarships provided by government, providing, they pass the eligibility threshold. Nevertheless, some students only are able to advantage of this given opportunity beyond high school. Many students miss these opportunities due to social, cultural and financial barriers. Many female students in Libya fall under this category. They aspire to continue their education aboard in a hope of attaining quality and more advanced education or they want to study specialization that might not be available locally. The number of women pursuing higher education beyond secondary school is decreasing after secondary school, relative to that of men. That is because in a patriarchal society like the Libyan society extra demand are place of women before they are allowed travel or move freely. For instance, some women are forced to wait for years (by their families) and are not allowed continues educations aboard until they find a proper male guardian. "The IFES 2013 Libya Status of Women survey found that the overwhelming majority of young Libyan women (77%) intended to pursue either a college/university education (40%) or a post-graduate education – master's degree or doctorate (36%) [13]. UNICEF reports that "Technical and vocational education is generally given less importance than the traditional curriculum and enrolment of girls is particularly low". (Carter, 2018).

According to the United Nations studies, the majority of Libyan society suffers from a low level of luxury with an income rate that may reach less than \$ 2 per day, and for this, raising the level of the woman's scientific level may help to advance society and improve the family's income in general, by encouraging her to complete her higher education and get involved more In the labour market and entrepreneurship to raise the level of the workforce in the country in terms of quantity and quality (Carter, 2018). The present study suggests a way of supporting these vulnerable women who want to pursue their studies enhance their wellbeing through balanced digital entrepreneurship education but are limited not only by social, cultural and financial obstacles but also by the recent war.

III. OBJECTIVE

The main objective of this study is to find possible solutions using a design thinking approach, through business model tools that nurture Libyan women to be balanced person with knowledge, skills, entrepreneurship, principles and ethic that enhances their ability to create their own businesses and fulfil their own wishes, and contribute towards sustaining harmonious families and societies. The expectation of these solutions will lead to decent work for Libyan women and economic growth in the country, achieving equality for them commensurate with their divine fit and worthy of their social status, as well as encouraging them to pioneer business culture.

Besides, to suggest a business model for the future University of Malaysia in IIUM, community-related, and contribute to the welfare of society. Other Malaysian universities can also adapt to this business model in a way that meets their current and future needs in strengthening community engagement.

IV. METHODOLOGY

The design and system thinking approach has been adopted in this paper to address the wellbeing issues of the Libyan B40 young women through understanding their need and learn, and then followed by building conceptual business models using modelling tools, i.e. Business model canvas (BMC) and Value proposition design canvas (VPC).

Moreover, The approach includes conducting a literature review and interviews for understanding the needs, 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 various customer segments, designing a solution by realizing and sensing what a woman needs through the use of business modelling tools such as Business Model Canvas (BMC) and Value Presentation Canvas (VPC). As well, funding, changes in the technology and Fourth Industrial Revolution (4IR), digital socio-economy. These tools help to use to formulate, design, evaluate alternative business models for the higher education institutions (Dahlan et al., 2020). And allow HEI to design conceptual business models of Libya, creating more value for universities Libyan, and delivering value propositions (Balance entrepreneurs women, quality education). Future, benefits reflection for their customers such as quality education for students, Decent work and wellbeing for women and community, helps the country's economic growth as well. Hence, enabling.

In addition, conceptual business models can qualify UotF (IIUM) decision-makers, planners and other stakeholders (Libya Universities) to continually evaluate, improve, and value offerings in order to remain present relevant, sustainable, competitive.

Further, the approach includes conducting a literature review to identify key issues, develop and innovate the initial business model and demonstrate the value that helps solve these problems (Tim Brown, 2009). Accordingly, the business model is verified by an interview with Libyan those related to the issue, such as the Ministry of education in Libya, Students especially they have faced the problem (women), some students study *The Quran and Sunnah* about humanization right. In other hands, another side, Perpetual Peace Foundation of Libya, Official Facebook of the Ministry for Planning, Libya as well.

V. LITERATURE REVIEW

A. Universities of future

Universities of the Future is a true, open, and extensive community of practice. These universities will address the existing gap in higher education of Libya to respond to the challenges of the digital transformation (Industry 4.0). As a future plan Malaysian university in Libya initiative will develop innovative and multidisciplinary approaches to teaching and learning, to boost entrepreneurship and entrepreneurial skills of higher education. Add to that, teaching staff to meet the requirements of the labour market. This leads to a facilitated exchange, flow and co-creation of knowledge (Gleason, N. W.2018). In according, business model options for Reshaping the University of the future (Winasis and Dahlan, 2019). In this paper, the study will be by Digital platform such as online as (UOPeople) University of the people in the US. Help students to study by free around the world and UOP It is one of the successful universities for distance learning.

B. 3 Mega Trends in Higher Education

To deepen technology in education, Institutions of all kinds are constantly seeking to enhance learning outcomes for their students. Today 's demand is for employees of all ages to be constantly learning, flexible, interested, adaptive, empathetic and creative.

There are three learning directions fostering these qualities or that help to increase the rate of learning, benefit. These learning trends for both parties institutions and students, the successful completion of the course lies in increasing the student's retention rate in the educational institution.

Firstly, adaptive learning refers to technology tools that monitor students' performance; Intelligent technologies are the most promising initiative to improve the quality of learning and increase student retention and student success. Secondly, [15] Maker spaces are innovative, self-directed learning spaces that bring together experts and students to solve problems using modern tools and technology in order to design, create, develop, invent, reinvent different products. Finally, open

educational resources (OER), open-source and high-quality channels that anyone can use to help students and institutions, and can also be used in terms of lower material costs. These trends must be exploited in the interest of universities and students, and they must be invested to enable students' competence and their positive impact will be noticeable in the future (Infosys limited, 2019). In agreement with (Choudaha and van Rest, 2018) and (SDG4) Globally by 2030, Enrolment in higher education will increase in various ways within and across countries by encouraging higher education institutions to reflect, assess, and discover alternative pathways for leading the future and humanity in Libya will find new opportunities for education, employment, and creativity.

C. IR 4.0 & New Trends in Education

The world is now in a new age, where the fusion of many technologies is not only automating development, but also knowledge. There's any work to classify and name the event we're all experiencing. The "Industry 4.0" talk developed from the German manufacturing industry in the early 2000s. In addition, the changes that are now taking place are because humans have now established the computational capacity to store vast quantities of data, which, in effect, allow machine learning (Gleason, 2018).

In Addition, Education for the 4th Industrial Revolution is marked by the convergence and amplification of integrating technology, breakthroughs in artificial intelligence, automation and robotics, compounded by the integration of billions of mobile devices with access to data and information (Timothy,2019).

Generally, digital economies Advances with biotechnology in the globalization world have been influenced by changes in human development and behaviours such as live, learning, and work. As a result, improvements in skills requirements and the organization of work will result in more integrated, balanced and consistent outcomes between family work and social inclusion.

D. Humanizing for Future Education

The opportunity of education it this Integrative is open to all, not only academically eligible students but also those who demonstrate good character and intention Regardless of their socio-economic status and their willingness to pay. Furthermore, education is not a profit-and-loss institution, but a sublime building mission which is to build tangible and intangible human capabilities. additionally, they are the key points in determining not just what students will 'do' but also what they will 'make' if they are motivated by the right intangible values. "Unless education is humancentric and goes beyond mere economic concerns and bottom lines, we are bound to miss its ethos and distort its meaning" (DA Razak, 2019). After all, the issue of justice and human dignity has become central to providing a human face to diverse basic education. Humanization of learning and communication Humanization of learning and communication is integrated, namely (Wegrif,2019): Human values, Human Discoveries, Human Relationship, Human Technology, and Human Development.

Furthermore, he makes a significant difference by preparing students for a comprehensive education. The students evolve remarkable respect for human rights and learn how their conducts influence their social environment. IIUM Rector, Dzulkifli Abdul Razak [17] states that "there ambitious attempts in Malaysia to chase a similar dream to close lacunas in the education system" (DA Razak, 2019). This pattern of novel communication that breaks science with self -awareness of humaneness and transformational ideas an aim to generate new knowledge enhancing the development of goodness and wisdom. Furthermore, it encourages freedom, happiness, and augmentation with or without technology (Wegerif, 2019)

E. Sustainable Development Goals 4, 5 and 8 (SDGs)

Generally, given significant improvement in access to and involvement in education in recent years, however, some developing regions have experienced high levels of poverty, armed conflict and other emergencies, such as Africa. In addition, more than half of students are not meeting minimum proficiency standards in the study (SDG4). Rapid technological advances provide opportunities and challenges (Winasis and Dahlan, 2019). Nevertheless, the learning environment, the ability of teachers and the standard of education have not kept pace. it needs focusing efforts to enhance learning outcomes for the complete life cycle, particularly for women and marginalized people in vulnerable environments (SDG4). The achievement of equitable and quality education for all reaffirms the idea that education is one of the strongest and tested tools for sustainable development. Moreover, this objective ensures that all males and females achieve free schooling by 2030.

This also seeks to provide equal opportunities (SDG5) to appropriate skills courses, to reduce gender and wealth inequalities, and to achieve equitable access to quality higher education.

F. Blueprint 2015-2025 for Higher Education

Over the last ten years, the higher education system in Malaysia witnessed successful strategies significant transform and has made strong achievements and gains such as:

1- Benchmarking to global standard: Higher education achievements the significant rise rate of scientific research worldwide from research and innovation, the quality of education.

2-Talent: Higher education is to nurture local talent and be of a quality that attracting international students. Nonetheless, the Ministry of Education for strategy planning focus on global development. For instance, disruptive technologies such as Artificial intelligence or robotics, the Internet of Things, and information automation operate to dramatically reshape the business and social landscape that will require preparing Malaysian youth to thrive in this complicated and ever-changing future to a fundamental transformation of how the higher education system and higher learning institutions (HLIs) currently operate.

3- Balance education: graduated students have to have humanization education as knowledge and skills as well as a spiritual such as *AKHLAK, AMANA*. (Ganapathy, 2016).

Accordingly, the Ministry thus began developing the Malaysia Education Blueprint 2015–2025, a trend towards future planning 2015-2025 with stakeholders Malaysian and global education experts, leaders of Malaysian HLIs, and members of the public to end outcome is a blueprint that was developed by Malaysians and engaging stakeholders - Malaysian and global education experts that will equip Malaysia for the final leg of its journey towards becoming a high-income nation (Ganapathy, 2016).

G. Libya Quality Education

Education is an important and essential sector in the state, and it is the main factor for the state's rise and prosperity of society, and with it the adoption of nations, but it lacks good advantages of a high-quality education like other international universities, and this can be done through its high economic growth of oil. Accordingly, Education in Libya suffers from significant gaps in Educational levels especially higher learning. Also, much of the burden stems from the rapid growth of educational institutions.

For example, universities have expanded throughout Libya However, and the ban on English is first lack in strategy, which means Libya's education policy is lacking. Hence, It needs to revise based on the development of the world today (Tamtam, et al, 2011). On other side, Libya is characterized by free education for all levels of education clarifies that "education is a right and a duty for all Libyan citizens, it is free and compulsory until the end of the preparatory level, and the State is responsible for building and establishing schools, institutes, universities and educational and cultural foundations"(Tamtam, et al, 2011) .

In addition to, learners who complete specialized secondary education can register in one of the university faculties tailored to the specialized secondary education certificate they hold. Higher education is free, and only those who participate in Open University or private higher Learning are required to pay flexible tuition fees.

In agreement with (IACQA, 2019) a good strategic method for developing quality in education, the partnership between universities including this study. A states that , "To promote and consolidate partnerships between HE Institutions of MENA and NENA region in quality assurance – including future peer learning activities" (IACQA, 2019). In addition, a balance must be struck between the contributions of higher education, technical and vocational education and the labour market so that this field can be supported in order to achieve its objectives. (Elmabrouk, 2017).

Accordingly, the higher education in Malaysia witnessed successful strategies significant transform and has made strong achievements and gains based on 3 clear trends namely, benchmarking to the global standard [A]. Cultivate local talent and be of a quality that attracts foreign students [B]. Balance education: graduate students requirement has knowledge and skills in the field of humanization as well as spiritual education such as *AKHLAK, Amana*[C]. not only that, now Malaysia in final leg of its journey towards becoming a high-income nation (Ganapathy, 2016).

H. Women's entrepreneurship

Basically, equal gender one of the rights in the balance's life, in states sdg5. Women have the right to engage and encourage entrepreneurship as men. However, "women and men in both development and social processes intersecting with other social characteristics. Hence, gender Interests in development discourse by ICTs can facilitate and assist practical and transformative change by and for women" (Graham, 2019). Accordingly, gender in ICT4D has changed from becoming the marginal concern of a few voice women policymakers, practitioners, and academics to being rapidly mainstreamed. This is shaped by a variety of stakeholders, including the advocacy of feminist activists and the interest of international bodies to align ICT4D with the international development agenda. Thus, division of fitting labor between gendered such, some activities women such websites might help women work from home, as web designers (website for the local women's Non-governmental organization - NGO) (Graham, 2019).

Women's Entrepreneurship Development (WED) is being promoted as a gateway to unlocking job creation and education and creativity, with WED concentrating on increasing the number of technology programs for women's entrepreneurship growth [14]. WED is the main key strategy for replacing lost jobs in donor and recipient countries' policy programs. (Graham, 2019). Entrepreneurship of women helps to balance society, from it plays an essential role in raising gender equality, creating jobs, raising economic growth, and finally lessening poverty levels at the different levels in society. An example of a successful female entrepreneur called Bahati, who worked from dressmaking to hairdressing, trying to save money to buy a mobile phone, which then helped her to communicate with customers and develop her business.

VI. BUSINESS MODEL CANVAS (BMC)

The primary business model of the Malaysian UotF– in the form of BMC and VPC, was developed based on literature reviews and design thinking. The authors have attended an interview in order to validate the BMC, with Libyan lectures in Libya (2 Men & 1Women), and the owners of the case Libyan students online, those faced problems studying abroad as well as have a scholarship. On the side, students want to study out of Libya but are unable to do that. Additionally, the VPC is validated by interviewing 12 Libyan students (4Men & 8Women) in Higher learning in Malaysia universities. Hence, it results, after interviews with those listed above, (75%) agree that women's education really plays a major role in positive changes to society and that (30%) supports the leadership of Libyan women in business and hopes to develop more in the country.










So, they see it as one of the basic freedoms in society. As far as the research question for these students is concerned, some support a realistic study (20%), including more than the scientific outcome, but the proposed model has established a suitable alternative solution for them, and they also call for the advancement of technology in the digital age. Accordingly, the Libyan students and lecturers who were interviewed, say that the communication network in Libya does not support this proposal and that the communication section needs to be built in order to execute the actual concept of the study across scientific platforms (30%). Based on the interview conducted by the researcher with the director of technologies department at Ministry of higher education and scientific research, Eng.Khaled Omran, he confirms the companies that are contracted with have the ability and efficiency to fulfil the requirements of the Ministry of Education. And they have previously dealt with them in providing the required resources in the educational in the educational process for physical study.

Accordingly, the engineer affirms that it is possible for all the targeted companies (the key partners) to achieve what the business model will need, such as computers for students in need. And it reinforces that it is a recent internet connection in Libya that has the ability to implement the proposed business model, compared to what it was in 2010, when the proposal to implement the study online was tested between universities in Libya. In addition, it confirms the state's ability to cover the full financial for that. So, the key partners will be further clarified in the next Section: validated business model canvas (BMC).

Basically, and refer to a range of innovative initiatives such as this proposal because it has benefit to all parties, and also to reach a sustainable, reassuring and reliable country itself with his local capabilities for other future aspirations.

1. Validated Business Model Canvas (BMC)

TABLE I: VALIDATED BUSINESS MODEL CANVAS (BMC)

Key Partners 	Key Activities 	Value Proposition 	Customer Relationship 	Customer Segments 
1. Industry. 2. Govt: - Malaysia - Libya 3. Ministry of Libya Education. 4. Universities of Libya. 5. Donors.	1. Enhance/Development/Educate-Content. 2. lifelong learning 3. Community Engagement. 4. Enhance Digital Capability. 5. Balanced alumni. 6. Job creation & innovation. 7. Improve career and abilities 8. Mentoring, coaching & Workshops 9. Training, Development of young women Key Resources  <ol style="list-style-type: none"> 1. Malaysian UotF: - Educational Contents. - Staff - Computers. - E-Learning 	<ol style="list-style-type: none"> 1. Balanced & Entrepreneurial / Education 2. Enhance Well-being 3. Reduced poverty 4. Online working 5. Reduce Ignorance rate/ Educated Community 6. Freemium education framework 7. Assist the Umma. 8. Provide Jobs. 9. Balance economy grow 	<ol style="list-style-type: none"> 1. Digital Platform: - eLearning - eMarketplace. 2. Training Courses & Monitoring, Evaluating 3. Free consultations 4. Relationships Online Communication 5. Face to face. 6. Consultations. 7. Masjid. Channels  <ol style="list-style-type: none"> 1. Digital Platforms: - eLearning - eMarketplace. 2. Outlet 3. Face to Face 4. Network of Masjid 5. Events 6. Social Media 7. TV News 	<ol style="list-style-type: none"> 1. Students UG/PG - young women - Scholars (PG, UG) - Poor Students - Disableds 2. Employers in Libya - Libyan Government - Private Companies 3. Malaysian Universities 4. Donors – Individual & Organisation 5. Volunteers
Cost Structure  <ol style="list-style-type: none"> 1. Scholarship. 2. Costs of twinning business between IIUM and uuniversities of Libyan. 3. Cost for key Resources. 4. Cost for key activities. 5. Cost for Students. 6. Maintenances. 7. Travelling for Educational Events. 		Revenue Streams  <ol style="list-style-type: none"> 1. Grant & sponsorship from Government of Libya. - Ministry of Finance 2. Donation & sponsorship from T20 group. 3. Students fee. 4. Donation & sponsorship from Professional & companies. 5. Income from commercialization of Research. 		

1.1 Value Proposition

The value proposition describes the value of the products and services provided by the Malaysian UotF to meet the desires and needs of the customer segments. The values offered include balanced & entrepreneurial / education enhance, wellbeing, reduced poverty, online working, reduce Ignorance rate/Educated community, freemium education framework, assist the *umma*, provide jobs, balance economy grow.

1.2 Customer Segments

Customer segments identify the various classes of individuals, societies, and organizations that the Malaysian UotF intends to assist. The business model must be built a clear understanding of consumer needs. This program focuses on the parts of the customer that involve students UG/PG (young women, scholars, Poor students, disables), employers in Libya, Malaysia universities, donors, volunteers).

1.3 Customer Relationship

The customer relationships describe the different types of a way that the Malaysian UotF assist in staying connected and sustaining the relationship with the various customer segments, through digital platform including eLearning, eMarketplace, & online communication, face to face, consultations, *masjid*, training courses and monitoring, evaluating

1.4 Key Activities

This division defines the important programs activities to be performed in order to achieve the value propositions offered by the Malaysian UotF to its customer segments. It involves: Enhance/Development/Educate - Content, lifelong learning, Community Engagement, Enhance Digital Platform & Capability, Job creation & Innovation, Improve career and abilities, Mentoring, coaching & Workshops, Training and Development of young women.

1.5 Channels

This channel represents the channels and the system to be used by the Malaysian UotF to offer Value Propositions to its consumer segments. It includes digital platforms: eLearning & eMarketplace, Outlet, face to face, network of Masjid, events.

1.6 Key Partners

Here part identifies external partners with strategic competencies and values-people or organizations who can work together as partners to deliver value solutions delivered by the company to its customer segments, Key Partners include Industry, Government Malaysia, donors.

In addition, Government of National Accord Libyan is the primary source to activate the Libyan-Malaysian collaboration and partnership for implementing the proposed business canvas model, which was explained above to study in online-distance. The Libyan government has several ministries, provided that that partner departments in this scheme will be described below to implement the proposed business canvas model, as follows:

1- Ministry of Higher Education and Scientific Research:

- In coordination with the Libyan and Malaysian universities, to clarify the strategy for conducting the online-based study.
- In coordination with the Ministry of Communication and Networks, to provide a high-quality internet which is suitable enough for the proposed system.
- In coordination with the Ministry of Finance, to cover the cost of human and software resources.
- In coordination with the Ministry of Health, proposing a plan to prove the health insurance that student will need.

2- Universities of Libya:

- Providing study tools for students so that they can search any book or other resources which are in high demand.
- Training and equipping teachers and teaching assistants on using technology, including digital scientific platforms so that they are always ready to lecture their students without wasting much time during the lecture as well as managing time and teaching strategy.

3- Ministry of Communication and Networks:

Providing the internet with such high quality at an intermediate price which suits everyone such that all customers can access the internet smoothly. Likewise, the customer, i.e. student can enter and attend lectures easily and smoothly at the specified time. In addition, the governmental communication companies currently located in Libya are Libyana, AL Madar, LTT...etc.

4- The Ministry of Electricity

It has full responsibility to provide and cover long-life electricity for the student and the rest of the stakeholders.

5- Ministry of Health:

Provide health insurance for the student when needed.

6- Ministry of Finance:

It is the primary provider for covering the financial needs of the Ministry of Higher Education and Scientific Research, Communications, Electricity and Health; and hence, providing a monthly grant for the students to cover their living expenses.

So far as private companies are concerned, they involve organizations supplying the services needed to enforce the BMC, such as computers for students in need, so that they can access the Internet and research without obstacles.

Besides, there are several private companies that the Ministry of Education has contracts to fulfil the educational needs of each company and its terms of reference, as computer-providing companies such as :Beat alshms company (DELL), Alsad company (HP), Aladaa company (Lenovo).

1.7 Key Resources

Key Resources is the tools you need to deliver value offered by y the Malaysian UotF to its customer segments, such as Educational Contents, Staff, computers, E-Learning.

1.8 Cost Structure

The Cost Structure describes all costs involved in the implementation and distribution of services value propositions offered by the Malaysian UotF to its segment customers. Cost Structure includes scholarship, costs of twinning business between IIUM and Libya, the cost for key resources, the cost for key activities, cost for Students. maintenances, traveling for educational Events.

1.9 Revenue Streams

They are those who cover the cost of the project and implementation. Revenue Streams include grant & sponsorship from government of Libya (Ministry of Finance), donation & sponsorship from T20 group, Students fee, donation & sponsorship from Professional &companies, income from the commercialization of research.

A. Validated Value Proposition Canvas (VPC)

Validated Value Proposition Canvas (VPC), it is used to consider the customer's pains, gains, and anticipated services that the customer wants from the business or program. Hence in this, VPC validated by interviews with students and teachers.

TABLE II: VALIDATED VALUE PROPOSITION CANVAS (VPC)

Customer Segment	Customer Profile			Value Map		
	Job to do	Pains	Gains	Job to do	Pains	Gain Creators
Universities Students of Postgraduate (PG): *Scholars Students (young women & man) *Poverty student B40 *Disabl- ed	<ul style="list-style-type: none"> - Learn the skills of entrepreneurship - Enhance business opportunity/Training - Business ideas & creativity - Entrepreneurial for Young women - Future relationships 	<ul style="list-style-type: none"> - Lack of ideas in entrepreneurship/ Industry skills lack of experience - Poor of possibilities of self-study (connection) network 	<ul style="list-style-type: none"> - Network - Free access to online - skills of futures - free education & n/offline facilities - job abilities - Flexible 	<ul style="list-style-type: none"> - Open online course quality keeping global development - Opennes &exchan-ge of experi-ence - Profession al tutor 	<ul style="list-style-type: none"> - Suitable fees - flexible timetable - Academic consulting DP for academics - Internship & DP work - Alumni training spacious classes/audit 	<ul style="list-style-type: none"> - Integrated industry, education and humanity - Successfule -commerce - Employme nt of IIUM- alumni Libyan (Partners - online free traveling

	Employment	Study at own Pace Expensive fees of study absence of women, scientific events unemployment	work & Homework - Future jobs - Employment opportunities are equal between genders - wellbeing of B40 young women	Research skills & Innovation	orium Flexible procedures	- freedom - Independent women entrepreneurs - Employment opportunities are equal between genders
Universities Students of Postgraduate (UG): *Scholars *Students - young women and man *poverty students(B40) *Disableds	- online learning opportunities - Job opportunities- Internationally accredited certificate - English language acquisition skills - easier working - Learning business primary	absence of security poor tools study Expensive fees and tickets Lack of experience Poor skills Unemployed	- Free access to online - free education & on/offline facilities - online communication - higher security - Increase Employability - New skills - job abilities - self-development - well-being of B40 young women	Open online Courses/quality Gain Experience Professional Research skills & Innovation, training	- Flexible schedule - Opportunity to learn at the lowest costs - Suitable fesses - Internship - free facilities - Internship - Flexible procedures	- Open mind - Integrated industry, education and humanity - quality education - free access - Technology Flexible procedures - Traveling without passport - Comforts with family - Increasing students reverent in education institution - Increasing alumni reverent-in an education institute-on
Government of Libya	Preserving the capabilities of local/no immigrated Promote economic increase Employ growth scientific research worldwide	Lack of employing local talent Funding and educating Libyans abroad / not return Lack of technology Poor	High rate of awareness and technological development International interests Variety of local certificates	Providing a technology environment for scientific research Building a huge technological university Online communication	Quality content Quality online access Quality technology infrastructure Online Traveling	Robust, scalable digital platform increase creativity, innovation and brilliance Reduced crime rate by increasing cultural awareness

	<ul style="list-style-type: none"> - Building quality communication networks - Guidance & counseling training 	<ul style="list-style-type: none"> - Entrepreneurial skills always developing 	<ul style="list-style-type: none"> - and experiences - Maintain local capabilities 		<ul style="list-style-type: none"> - young women without Mahram 	
<p>Donors:</p> <ul style="list-style-type: none"> * Individual * Organisation 	<ul style="list-style-type: none"> - Educating more than one student with the same scholarship - learning online opportunity abroad - Business development - good Financial revenue - Scientific exchange of options 	<ul style="list-style-type: none"> - Poor entrepreneurial skill - Lack of technology - poor finance system - Financial revenue 	<ul style="list-style-type: none"> - Strengthening the regulation of gender equality - increase Ranking of university-es - Increase Employability youth 	<ul style="list-style-type: none"> - Providing a technology environment for scientific research - quality digital platform - Professional instructors & quality content - Higher technology security - open online courses/quality keeping global development 	<ul style="list-style-type: none"> - quality technology infrastructure - online Traveling women without Mahram - Religious preaching about humanity teaching - Online access 	<ul style="list-style-type: none"> - contribution humanization growth goodness and wisdom - Entrepreneurial intellectual property rights
<p>Malaysian universities</p>	<ul style="list-style-type: none"> - Global relevance - Contribute to "to a better world". - Increase Ranking of universities 		<ul style="list-style-type: none"> - The university's reputation - Increase Ranking of universities - Increase financial revenue 	<ul style="list-style-type: none"> - Openness & exchange of experiences - Professional tutors 	<ul style="list-style-type: none"> - Higher technology security - Flexible schedule - free facilities - Internship - Flexible procedures 	<ul style="list-style-type: none"> - Increase ranking of universities - cultural exchange - Robust, scalable digital platform
<p>Volunteers</p>	<ul style="list-style-type: none"> - increase business opportunity - Gaining experience - Self-development/ OER 	<ul style="list-style-type: none"> - Few Possibilities to travel - lack of Experience - research 	<ul style="list-style-type: none"> - Entrepreneurship startups - Building international relations - Quality digital platform 	<ul style="list-style-type: none"> - Statistics reports of Student performance - Quality digital platform - Easier consultation - Gain experience 	<ul style="list-style-type: none"> - Flexible schedule - free opportunity to learn - free online facilities - Internship - Flexible procedures 	<ul style="list-style-type: none"> - Nation building - Entrepreneurship Training - Creating Job Opportunities industry & possibilities and skills

<p>Employers in Libya:</p> <ul style="list-style-type: none"> - Libyan Government - Private Companies 	<ul style="list-style-type: none"> - Increase/online opportunity global job - Self-development/OER - International scientific contributions - Entrepreneurial for Young women /men - Future relationships - Enhance business opportunity/ Training - English communication skills - Quality, efficiency and functional capabilities 	<ul style="list-style-type: none"> - Limited competencies and lack of development - Weak skills - English language proficiency - Lack of opportunities for training and development courses 	<ul style="list-style-type: none"> - Free access to online skills of futures - free education & on/offline - job abilities - Flexible work - Employability - New skills - self-development - Quality CV 	<ul style="list-style-type: none"> - open online courses quality keeping global development - Openness & exchange of experience - Professional tutors - courses from different companies and high quality 	<ul style="list-style-type: none"> - Flexible timetable - Industry consulting - Internship - Free facilities - Quality online access 	<ul style="list-style-type: none"> - Worldwide experiences - Increase creativity, innovation and brilliance - Online Industrial companies - Increase creativity research - Qlobal invention property rights - Extra working hours with IIUM
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VII. CONCLUSION AND FUTURE WORK

This study is offering the conceptual business model of Making University-of-the-Future Digital Age providing possible solutions by proposing a Community engagement to enhance the well-being of B40 Libyan young women, through balanced digital entrepreneurship education and Robust, scalable digital platform, that strengthens their ability to develop their own enterprises and satisfy their own desires as study abroad, and it helps to create and build a graduate, Socially, spiritually, physically and mentally balanced, and harmoniously based on a strong belief in and devotion to life Sincerity to God, that related to Estkama.

The expectation of these solutions will lead to decent work for Libyan young women, achieving equality for them commensurate with their divine fit and worthy of their social status. Besides, encouraging them to pioneer business culture. Hence, reduce the poverty rate, an increase in the Libyan economy. Besides, to suggest a business model for the future University of Malaysia in IIUM, community-related, and contribute to the welfare of society. Other Malaysian universities can also adapt to this business model in a way that meets their current and future needs in strengthening community engagement.

Generally, offers validated conceptual Malaysian UotF business model in IIUM 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 Libya through humanizing digital entrepreneurship education activities and harnessing on digital capability.

For future work, the proposed conceptual business model with the digital solution and platform are to be translated into actual project implementation as the way forward. Developing a project and change management strategy, inclusive the implementation process, drawing up the budget of the report, the equipment, and the strategies needed to promote the training and learning of women.

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