The role of Malaysian University-of-the-Future in the Digital Age: Strengthening the International Community Engagement Activities for Improving the Wellbeing of B40 Youth in Afghanistan Through Humanizing Entrepreneurship Programme with Digital Platform

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Abstract: **Poverty is impacting the lives of millions of people worldwide. Poor households are large, are less probable to have an educated head of the household, have very few skills, own no and very little land, and depend on often seasonal wage labor. Poverty becomes primarily a rural problem – 4 out of 5 poor people live throughout remote regions and poverty is higher in rural areas than in urban regions (38% and 28% respectively) extreme poverty is present in both rural and urban areas. This paper provides validated Malaysian UotF conceptual business model based on foreign community engagement initiatives. The value proposition of the conceptual business model is to enhance the wellbeing of B40 youth in Afghanistan through humanizing entrepreneurship education, and at same time harnessing on the digital/IR4.0 capability and platform. This paper adapted the design thinking and system thinking approach to solve the wellbeing issues of B40 youth in Afghanistan through understanding their needs 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 key problems; formulating and ideating initial business model options in solving the problems; and validation of the initial business model by interviewing the customer segments. This paper focusses on Malaysian UotF international community engagement programmers in supporting and enhancing the wellbeing of B40 youth in Afghanistan - holistic success in education, health, economic opportunity, and citizenship.**

Keywords: **Well-being, Poverty, B40 Youth, Afghanistan, Digital era, SDG, BMC, VPC, University-of-the-Future, Humanizing entrepreneurship education, International community engagement Programme**

I. INTRODUCTION

Poverty is a socioeconomic problem in which only the essential needs can't be met by a portion of society. Widespread poverty occurs throughout the developing countries, while poverty exists even in the developed nations of Europe and America [1]. Afghanistan lists amongst these world's poorest countries. Poverty is widespread in both the rural and urban areas in Afghanistan. But poverty in Afghanistan has been reported to be concentrated mostly in rural communities. Four

of the five poor people are estimated to live in remote regions. In these rural communities, families lacking appropriate access to adequate nutrition see many babies and children stunted, undernourished and die every year. [2]. Although Afghanistan has become one of the top international aid recipients, poverty is becoming worse. 1.3 million more Afghans remained poor in 2014, compared to 2012. War is one of Afghanistan's many notable causes of poverty. Years of war have devastated economic and political institutions. Throughout 1979, the Soviet Union invasion gave birth to militant groups like Mujahedeen and Al Qaeda, who tried to resist the Soviet backed government heavily in the late 1980s. In 1996, the Taliban also seized control and installed Islamic fundamentalist law which was rife with human rights violations. Given high rates of growth occasional since 2002sWhile poverty (quantified by consume) continues to rise and much more than 50 percent of the population is considered vulnerable to poverty, economic development has not been pro-poor. Poverty remained relatively unchanged among 2007–2008 and 2011–2012, but since then, from 36.5 per cent in 2011–2012 to 39.1 per cent in 2013–2014, it is estimated. [3].

Poverty levels is around 10 percent higher than urban poverty, mostly because of rural-urban migration urban poverty is going to increase. Poverty varies across areas in Afghanistan, with both the highest staff numbers of poverty in the north-eastern, western-central, and eastern region of the country, around 40%-50% of these populations living in poverty. The largest concentration throughout relation to the number of poor are in the central (such as Kabul) and northeastern regions, in which 40 percent of poor people are living. The nomadic Kuchi community has the highest ethnic poverty rate, with approximately 52 per cent living in poverty [3].

Demographic and socio-economic features of the households are important indicators of poverty. Poverty especially corresponds with household income or poverty rate at household level and also the household head's education and employment characteristics. Poverty rate is highest for undereducated-headed households (42.1 per cent). Ironically and likely associated with the low education at the aggregate level in the country, only partial primary-level schooling is adequate to substantially reduce poverty levels. With the black people as a whole, more than 70% of the poor come from households for whom the heads are not educated or analphabet [4].

According to the International Youth Foundation's 2017 Global Youth Health Index, the modern world has a greater generation of young people than ever before. Half of the world 's population is now under 30, which has a drastic effect on every part of society. Through training, engaging and inspiring these young people, they will become powerful change agents, changing the world for a change But when their needs are neglected, we see disturbing statistics among an increasing number of unemployed, uneducated and generally disaffected young people (ILO, 2020). The fundamental issue of this paper is: "We are creating a world where B40 youth in Afghanistan can improve their well-being and become successful adults, parents and citizens [5].

Poverty problem is among the significant issues facing the Afghan people, especially representatives of the millennial population. The large percentage of Afghanistan 's population is young, with around 68 percent of the country 's population of around 31 million people under the age of 25, 40 percent of whom are between the ages of 15 and 24, according to a global population growth opportunities research This is a generation of Afghans with the capacity and potential to build a stronger future for themselves and Afghanistan, but many consider their job opportunities reduced, leading to poverty in Afghanistan's rural areas [6]. Poverty remained relatively unchanged throughout 2007–2008 and 2011–2012, and since then, increasing 36.5 per cent in 2011–2012 to 39.1 per cent in 2013–2014, it is estimated. The latest poverty estimates show that close to 16 million Afghans were living in poverty at the time of the survey. In the far higher poverty rates among large households and households with relatively many children, the adverse effects of high fertility on household welfare are clearly demonstrated. From the other hand, schooling and education affect household wellbeing in a beneficial way. Whereas household unemployment is associated with higher poverty[7]. Moreover, the country had also suffered a big portion of its higher-educated population mostly during decades of violence, few of which have brought back. Overall, still 12.0 per cent of adults has had more than early schools, with 19.8 and 4.0 per cent respectively, equivalent figures for males and females. The distribution is also even more balanced in rural households: a comparatively small 23.2 per cent of the households has no family with a completed educational background [7].

II. OBJECTIVES

This paper offers validated conceptual Malaysian UotF business model with focus on international community engagement programs. The value proposition of the conceptual business model is to enhance the wellbeing of B40 youth in Afghanistan through humanizing entrepreneurship education, and at same time harnessing on the digital/IR4.0 capability and platform to develop a conceptual solutions based on Business model business models which help to reduce

poverty in rural area of Afghanistan by providing humanizing education program for youth with the knowledge, skill of entrepreneurship and human values, and the ability to solving poverty for youths in the rural area of Afghanistan. Enabling Afghan young entrepreneurs to make decisions and to realize their own ambitions. Providing social and technical skills for youth to generate and gain enough income to overcome the poverty. They should become balanced agents of change in the society

III. LITERATURE REVIEW

a) Wellbeing and Sustainable development goals (SDG)

Wellbeing is a multidimensional term that encompasses physical and mental wellbeing, educational status, economic role, personal protection, access to freedoms and the opportunity to participate in public life. This is, in a way, the excess or shortage of an individual's chances. The term of well-being and the metrics chosen to construct a vision of well-being are based on the body of research that measures quality of life and economic and social change, as well as the methodology of positive growth of young people, a structure that builds on the strengths of young people while resolving their vulnerabilities. [5]. The Sustainable Development Goals (SDGs) are a large variety of global environmental, societal, and economic sustainable development goals and were launched by the United Nations in 2015. In introducing the SDGs, the UN urged all participant states to embrace what is optimistic and demanding collection of obstacles, but also stressing the crucial role that businesses will have to play in overcoming these challenges [8]. Afghanistan met the Millennium Development Goals (MDGs) race earlier in 2004, partly because the nation has been under Taliban rule until late 2001, and mainly since an effective and transformative state was needed to create the Islamic Republic of Afghanistan. Whenever the agreement is signed in 2004 Afghanistan promised to achieve the 2020 goals. The 10-year MDG progress report for Afghanistan published in 2015 showed moderate change in the indicators compared with the initial baseline set in 2005. 8 according the 10 Year Report on the Millennium Development Goals for Afghanistan, of all the MDG measures, Afghanistan has accomplished nine of these, 15 on target, two feasible in 0-2 years, two hard to attain, 23 off track and 24 either were not a priority or had no data available [9]. The adaptation of SDG4 and its implementation is important to help the SDG 4 Quality Education in Afghanistan. Most developing countries also lack basic equipment and services and provide productive educational environment focused on the United Country. Sub-Saharan Africa confronts the main problems: less than half schools have reliable electricity, the internet, computers and basic drinking water at the lower and upper secondary levels. Also, an estimated 617 million elementary and lower secondary school children and adolescents worldwide in 2015 – And over 50%-did not meet the required level of reading and mathematics skills. Of the these, about two thirds attended school but did not study in the classroom, or dropped out of college [10].

b) Humanizing Entrepreneurship Education

Entrepreneurial education helps to prepare people, especially young, to be accountable, to take chances, to running the organization and also to learn from the results by applying them to everyday situations learning opportunities. Entrepreneurial education will shift the perceptions of students about self-employment and provide them with the skills required to run a company through training. Young people, especially those graduating in communities, need to take necessary action to enhance their understanding of diverse subjects, especially skills in entrepreneurship. Graduate students must develop self-learning skills to stay important in the rapidly changing era [6].

c) Education quality in Afghanistan

Higher education is undergoing rapid change, as the powers of globalization, modern marketing strategies, and the fourth industrial revolution 4IR have changed other economic markets over the past 20 years. The role of higher education in the economy and society is evolving, and it will have to adapt its service delivery methods, run its institutions, and manage its trained assets to build highly influential principles, stockholders' solutions, and virtues. Academic institutions have a general problem with graduates, regarding digital era, academic funding, universities that can withstand and incorporate digital capabilities well should benefit [11]. Afghanistan has taken efforts to enhance primary school access and enrollment but gains well beyond level of education have indeed been minimal. More than 9.2 million Afghan youths and children were enrolled in school in 2016 out of a population of 34.66 million, which reflects a 9-fold increase since 2001. The total enrolment rate (GER) for primary, secondary and tertiary education was 111.88, 55.64 and 8.66, overall, according to the UNESCO Institute for Statistics (UIS). [12]. lack of teachers and schools, particularly female lecturers, also means that many girls simply do not have any access to a school. Boys also experience a crisis of schools, but fewer schools that accept girls and greater restrictions on the free movement of girls mean girls are much more affected[13] .

d) **University-of-the-Future** (**UotF):** To apply UotF, universities should begin to understand and discover all aspects of possibility that can be assisted and transformed through technology in the university. This included routine contact and commuting between students, university payment system, monitoring system, among others. Moreover, higher institutions should always have adequate plans on which digital practices must be strengthened and which should not. Such practices will ensure that it assists the university in carrying out its vision and mission. And as previously discussed, the future mission will take advantage of humanizing education and be a solution to the present moral dilemma of university students[14].

e) **Era of Digital and IR4.0**: Industry 4.0, significant increase in technology and global rivalry demands that businesses and organizations generate good business model for the future university. As an outcome, there were several obstacles in the education industry when producing the higher institution 's enhanced business model. We cannot depend on the existing educational practices and business model since it cannot ensure the success of future education as revolutionary innovation happens anywhere, even in the education sector [14]. Throughout this article it will elaborate briefly on the industry of the education revolution. Nowadays many companies want to improve the idea of digitization. Humanization of education is also one of the mechanisms of the education revolution [15]

f) **International Community Engagement**: The commitment of the International Community encourages, supports and promotes mutually beneficial projects and partnerships in strategic regions of the global. With both the increase of global globalization and growing public participation, civic involvement has become crucial to well-functioning societies of the 21st century. Building partnerships between communities and government institutions make community involvement not only admirable, but also essential and viable because it is likely to result to fairer, more sustainable public policies and enhance the quality of life of communities [16]**.**

IV. METHODOLOGY

This paper adopted the design and system thinking approach to develop a conceptual business model of a Malaysian-based UotF – engaging with relevant international community engagement programs. The value proposition of the conceptual business model is to enhance the wellbeing of B40 youth in Afghanistan through humanizing 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 youth in Afghanistan 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 issues of various customer, formulating and devising an initial business model – in the form of BMC and VPC, and value proposition that helps to enhance the wellbeing of B40 youth in Afghanistan. The initial BMC is validated by interviewing 6 University leaders, 10 Students,5 Alumni,3 Parents, 2 Afghan Community as well. In this paper, we focus our business model design space to those having the characteristics of Value Proposition, Customers and Partners, Key Resources and Activities, and Finance driven. The design thinking discipline, which utilizes the knowledge and strategies of the client to match the needs of people with what is technically feasible and what a viable business plan will turn into consumer interest and potential market [17].

V. PROPOSED CONCEPTUAL SOLUTION

a) The initial BMC and VPC

The initial business model of the Malaysian UotF 's – in the form of BMC and VPC, was developed based on a review of literature and design thinking. In this paper a literature review and interviews with Afghan Alumni students and lecturers at Malaysia's International Islamic University (IIUM) was conducted. In order to come up the initial Value Proposition Canvas (VPC), interviews were conducted with 10 Afghan postgraduate students to know about the necessities of entrepreneurship education in Afghanistan. The key finding after the interviews is that entrepreneurship education plays a significant role in addressing unemployment problems within the Afghan community. Education for Afghan youth will help improve the economy of the country and become self-employed and entrepreneurs. Furthermore, young people will be able to learn innovation and improve their creative thinking skills. Providing an entrepreneurship program that assists learners with the experience and skills to bring their good ideas into action is considered beneficial. Online platforms such as e-learning, MOOC (massive open online courses), and e-marketplace tools would be used for promoting their learning process and participation in this program.

b) Key Findings from Interview

The key findings following the interview is that entrepreneurial education plays a significant role in overcoming the problems of poverty in Afghan society. Bringing digital entrepreneurial skills to a country with poverty and unemployment is crucial in society, especially young people can help boost the economy of the country. Moreover, by producing healthy and holistic students with an entrepreneurial attitude, the government and industry can boost their jobs, or they might become self-employed and entrepreneurs. Afghan youth may be imaginative and develop critical thinking skills. Entrepreneurship curriculum considered highly recommendable in every nation and it is important for young people to burst with the skills and knowledge to realize their good ideas through business practice

c) Validated Business Model Canvas (BMC)

The business model canvas is a good platform which help you understand a business model in a clear, structured manner. Using this canvas will give you insights into the markets you are targeting, what value propositions are being distributed across what platforms and how money is being made from your market. Strategyzer's Alexander Osterwalder has developed the Canvas Business Model. This includes nine blocks capturing the organizational big picture and its meaning, and divided into four major focused keys, (1) Value and consumer oriented approach based on the block Value Proposition and Consumer Segment, (2) Finance-driven respondents on revenue sources and cost structure points, (3) resource-driven strategy and practices centered on key resource and key operation points, (4) partnership-driven strategy focusing on key partners and channel block.

TABLE I: VALIDATED BUSINESS MODEL CANVAS (BMC)

Key partners	Key activities	Value proposition	Customer relationship	Customer segments
1.Government of Afghanistan 2. Ministry of higher education 3.United Nations 4.OIC/ISESCO 5.Private sectors 6. World bank 7.Gratuate students 8. Sponsor 9.UNICIF	1. Teaching •Online class through MOOC •Offline Classes 2. Enhance online platforms •E-learning •Websites **Key resources** - competent staff -digital platform: Web sites, Apps -Afghan Alumni -Student	1.Empower youth with innovative skills 2.Educate youth to become balanced graduates 3.Reduce unemployment 4.Enhance wellbeing of society 5.Reduce social problems	1. Training and motivation programs 2.Free entrance and fess 3.Social media 4. feedback system **Channels** 1.E-larning websites 2. E-market place 3. Social media such as Facebook, twitter and blog	1.Youth -Women -Men -High school graduates 4.Government 5.Community 6.Donors – Companies. 7.Sponsor

Cost structure	Revenue streams
1. Sponsorship expenses 2. Advertisement expanse 3. Human resource 4. Venue BOOKING expanses 5. Staff Salaries	1. Government agencies 2. Sponsors 3. Donation/zakat

Figure 1: validated business model canvas

1. Value Proposition

Value proposition are the essential attributes delivered by the Malaysian UotF for the satisfaction of various consumer groups for the products and services. The program's VPs include improved wellness, respected waqf collection foundations, zakat and donation, and youth focused entrepreneurship education. This project intends to enhance life skills for young people such as cooking, growing vegetables in green housing or in field, growing safran. And training as carpenters, conventional mechanics, driving, road selling, and the skills of Internet & digital entrepreneurship. The skills listed support those youngsters who are not educated, it is especially difficult for women in Afghanistan to work in public places. The youth will be motivated with new skills and expertise, which will promote quality & socially responsible students. The initiative would help government improve work opportunities and boost society's health. Moreover, the

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rich people could help by providing jobs, and also the government agencies & private firms may fund the program and event to eliminate and minimize poverty within society.

2. Customer Segment

The block of customer segment describes the diverse community of people and companies that Malaysian UotF works with and represents. This includes and emphasizes university students and colleges, Muslims and the entire culture of young and senior entrepreneurs. Targeted organizations involve government, state SMEs, major organizations title supporters, B40 youth donors and volunteers, businesses and employees-government agencies and private companies.

3. Channel

Organization must communicate and distribute the value proposition across those networks, and new consumer groups can access it. The platforms for this project include DP-digital platform i.e. marketplace & eLearning, social networks, mosque system, the link with customers can be built through these platforms. The customer relation may be both virtual and physical. In fact, the Masjid / Mosque network is very critical as a source.

4. Customer Relationship

Customer relationships describe various types of relationships to start with similar groups of customers in order to operate the project efficiently. Relationships will be made by awareness campaigns and other online platforms such as sites for social media and TV. Network of Mosques (NoM)- Digitally linked NoM members serve as an avenue for collecting and tracking information on poor families, as well as promoting involved entrepreneurs / providers in government-led activities (Poverty Eradication)" [19]

5. Cost Structure

The project involves professional IT professionals, social media workers and maintenance costs. Main operation would pay the expense workers sum to the consumer segment for the delivery of the Value proposition. Therefore, the costs incurred in the execution of the system must be provided to the workers to execute and complete the project in order to distribute the VPs to specific customers. Segments.

6. Revenue Stream

Government funds, sponsors, and contributions were included in revenue stream (RS). Government agencies, for example, will support those who have no places to stay. The government should even distribute the cash to the poor. In addition, sponsors can pay the cash for projects, Conferences, and instruction for the disadvantaged. The sponsors may even do job for them. RS – revenue generated to cover the operating & sustaining cost structure of business model activities.

7. Key Activities

Key activities of these projects involve training & teaching, research, international community engagement, humanizing digital entrepreneurship education, and online technology platform development / enhancement. Such behaviors make Clients VP. This program could develop communities to make life and social economies better, particularly for young Afghans to develop their skills, knowledge and human values

8. Key Partners

Group of individuals and organizations which collaborate to run the project. The key partners are Afghanistan government, higher education ministry, United Nations, OIC / ISESCO, private sectors, World Bank, graduate students, sponsors and UNICIF.

9. Key Resources

The Key Resources identifies the important resources available for creating the Program. Key source include: (1) Afghan alumni who can mentor and develop the entrepreneurial skills of youth, (2) human capital such as lecturers and trainers, (3) IT capital such as digital platforms and social media, (4) financial resources, (5) laboratories.

d) Validated Value Proposition Canvas (VPC)

The Value Proposition Canvas is a tool which helps align a service or product around what values and needs the consumer have. It was originally created by Dr Alexander Osterwalder to ensure a match between product and consumer.

It is a comprehensive look at the partnership between various sections of the Osterwalder 's wider Business Model Canvas; consumer segments and value propositions. The Value Proposition Canvas (VPC) is being used to identify the pain and gains of the consumer and to display the company or program's value map.

NO	CUSTOMER SEGMENTS				VALUE MAP		
	Customers	Customer jobs	Pains	Gains	Products & Services	Pain Relievers	Gain Creators
1.	Youths	Entrepreneurship p education -Well-being -Employment	Unemployment -Poverty Sponsorship - lack of job opportunities - Lack of skills	-job creation -knowledge -Innovative business ideas	-Efficient and effective entrepreneurs -Online facilities -Quality	Entrepreneurs hip skills - Senior entrepreneur's lecturer. - eMarketing and e-learning	-Facilities -Encouraging their creative idea -Training
3.	Community	-Reduce Poverty - Job creation opportunities -- Providing facilities in community	-Poverty -lack of confidence	- services and Programme -Friendly environment	-Construction of the community -IT facilities -Quality education	- Enhance the community well-being - Ensure convenience in community	-Increase awareness about entrepreneur ship education
3.	Government	- Provide job opportunities -Support - entrepreneurship education	-Lack of skill people -Unemployment -Poverty -	-Creating jobs -Start up business -Innovative business ideas	-quality entrepreneurs hip education -Online facilities	-Entrepreneurs ip skills - Senior entrepreneur's lecturer -	-Encouraging their creative idea -Training offline and online
4	Business companies	- Provide job opportunities -Provide facility in society	-Lack of jobs -Lack of skill worker	-Job creation -sponsorship -services	-Providing facilities -job opportunities	-Programming skills -lecturer -Training	-Learning skills -Increase the education
5	Sponsor	-Reduction of Poverty - Job opportunities	-poverty in society - Unemployment	Innovative business ideas -job creation	-Sponsoring programmers -Job creation -facilities -	-Increasing youth skills -quality education	Learning skills. -Training online and offline
6	Donors	- Job creation opportunities -Providing facilities in community	-Lack of skill people -Unemployment -Poverty -	- services and Programme -Friendly environment	Construction of the community -IT facilities -Quality education	Enhance the community well-being - Ensure convenience in community	-Increase awareness about entrepreneur ship education

Figure 2: Validated Value Propositions Canvas

VI. CONTRIBUTION

The significant contribution of this paper is to address the well-being issues of B40 youth in Afghanistan by understanding their needs by using modeling tools to construct conceptual business models, i.e. Canvas Business Model (BMC) and Value Idea Design Canvas (VPC).is a conceptual and validated business model to enhance well-being and overcoming youth poverty in Afghanistan's rural areas through the humanization of education programs. This established business model could be further developed to build creative business expertise, skills and Islamic values in job development-as job creators and work seekers. This concept paper offers University of Malaysia potentially (UotF) business model with international community engagement initiatives to nurture Afghan youth in order to become successful entrepreneurs who can launch their own businesses and contribute to Afghans' well-being.

VII. CONCLUSION AND FUTURE WORK

This paper come up with a proposed conceptual business model and program to solve and enhance well-being and solving poverty for youths in the rural area of Afghanistan through humanizing education program. This program will

enhance economic and social status of Afghans and will play a key role in the growth of Afghanistan via entrepreneurship knowledge, skills and human values.

Future works include formulating and establishing the Project and Change Management Plan in implementing the conceptual and validated Malaysian UotF business model for enhancing the wellbeing of B40 youth in Afghanistan through relevant international community engagement, with focus on humanizing entrepreneurship education programs and the development of the digital platform

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