# The Role of Malaysian University-of-the-Future in Reducing Poverty and Unemployment Rate for the Vulnerable Youth in Jordan through International Community Engagement and Digital Entrepreneurship Education Programme

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*Abstract:* **Jordan is suffering from high youth unemployment rates, knowing that Jordan has one of the youngest populations in the world this will exacerbates the already difficult socio-economic situation, being amidst a politically disturbed region caused floods of refugees that swept the country to compound the employment issues. COVID-19 pandemic has only made the situation worse, overall, this increases the poverty level. The Jordanian government is no more capable of meeting the yearly employment demands, the private sector and interested global organizations has to contribute towards creating employment opportunities. The education sector is involved with this complication, many fresh graduates are not ready for work sector, they lack professional skills and self-development mentality. This paper is following the design thinking approach to develop a business model using Business Model Canvas (BMC) and Value Proposition Canvas (VPC) for a conceptual project that adopts the idea of the University of the Future (UotF) provided by International Univerity of Malaysian IIUM by utilizing both international community engagement and digital entrepreneurship education, with a main endeavor of reducing poverty and unemployment rate for the vulnerable youth of Jordan.**

*Keywords:* **Jordan, No Poverty, Quality Education, Employment Opportunity, SDGs, University-of-the-Future, International Community Engagement, Digital Entrepreneurship Education, BMC, VPC, Digital Platform, Vulnerable Youth, Wellbeing.**

## I. INTRODUCTION

Every nation in the globe shares the same challenges and aims to achieve common goals in various aspects of their people's lives, these goals have been depicted in the United Nations (UN) 17 Sustainable Development Goals (SDGs) agreement in 2015, which is a global agenda adopted by all United Nations members to be achieved by the year 2030 and could be the most optimistic and crucial international agreement in modern history. These goals are interrelated in a way that provides a shared blueprint for peace and prosperity for people and the planet, now and into the future [1]. The ultimate goal for any nation is to improve the wellbeing of their people, all other sustainable goals works in synergies towards this main goal, however, education occupies major space in the government's plans and policies. Education development have a tremendous influence over the economic thrive of the country which will lead eventually to solve most of the challenges in harmony with the 17 SDGs agenda, therefor, improving the education sector should be at the

forefront of the country's development efforts. The key player in the education development process is the universities. University can provide the knowledge, innovations and solutions to underpin the implementation of the SDGs through addressing the challenges of the SDGs that require new knowledge and new ways of doing things (Bhowmik et al., 2017).

Youth are the main stakeholder of both education and economy; they are the majority of the world population. Our world today has a larger generation of youth than ever before. Half of the global population is now under the age of 30 (ILO, 2017). Hence, it became an urgent need to reconnect the youth, and this should be carried on in the universities, therefor, many initiatives were launched such as The United Nations Decade of Education for Sustainable Development (UNDESD) between 2005 and 2014, Unfortunately, it mainly focused on formal education and overlooked the informal education that is embedded in the community development process of tackling unsustainable problems in real life, especially from the perspectives of marginalized people (Noguchi, 2017). In consequence of the Industrial Revolution (IR 4.0) a significant change has immersed all aspects of the human lives, education sector is not an exception. As the pace of change accelerates, higher education providers need to redefine their strategy to ensure sustainable success (Lichy and Birch, 2015). In result, University of the Future (UotF) has emerged as a solution for this disruptive change in the traditional university business model, it's a new approach of higher education and learning environment that leverages Digital Platforms and have deeper Community Engagement (Ernst and Young, 2012).

The increasing global unemployment rates are not affecting the wellbeing of people only, its putting higher pressure on the education sector as well, the youth are investing in their education to improve their financial situation, however, having high unemployment rates among the graduates raised the risks in this investment, which resulted in a noticeable increment in the study dropout numbers. The skill mismatch between the graduates and the industry needs is aggravating this issue, and the stumbled economy is causing less job opportunities for graduated youth. Preliminary ILO estimates indicate a rise in global unemployment of between 5.3 million ("low" scenario) and 24.7 million ("high" scenario) [8]. The COVID-19 pandemic has exacerbated the unemployment issue globally. Almost 25 million jobs could be lost worldwide as a result of COVID-19 (ILO, 2020). University of the Future can utilize the international community engagement (ICE) and digital entrepreneurship education program (DEE) to tackle these challenges. Digital technologies will transform the way education is delivered, supported and accessed, and the way value is created in higher education and related industries (Ernst and Young, 2012).

## II. PROBLEM STATEMENT

Jordan has one of the youngest populations in the world, with 63% of its population under the age of 30 (UNICEF, 2020). Jordan rank 15 out of 30 selected countries in the Global Youth Wellbeing Index with a score of 0.57 which sits in the lower medium range [3]. Targeting youth issues is a vital milestone for Jordan successive governments. Jordan's vision 2025 described education as 'one of Jordan's national assets' and emphasized on the salient linkages exist between the education system and the economy, whereby the education is seen as the solution to a wide range of economic problems (UNESCO, 2017). Significant strides in education development over the past two decades has succeeded in eliminating illiteracy by lowering it to 1% only among youth under 29 years, and about 2.5% of the population have taken higher education [12], however, the unemployment rate among youth is one of the highest in the world with about 35% (The World Bank, 2020). Fig. 1 shows a significant increase in the youth unemployment rate in 2014 and stood high till 2020. In terms of (SDG 5) Gender Equality and despite more education, female labor force participation rate remains low, it is one of the lowest participation rates in the world, reaching just over 40 percent in 2017 [15]. Every year more than 57,000 fresh graduates enters the labor sector while the demand is 30% less than this number which results in 17,000 unemployed fresh graduate each year [35]. Moreover, the political tension in the region has accumulated more pressure on Jordan as more than 1.2 million Syrian refugees entered the country in the last 7 years, majority of them are unemployed. Moreover, The Jordanian education system remains a credentialist system, in which value is derived from obtaining a particular credential or certificate rather than the demand for the skills and knowledge.

In terms of (SDG 4) Quality Education Jordan's higher education system suffers from an old issue which intersects with the (SDG 10) Reduce Inequalities as well; The parallel programs and the quotas given to certain sectors of the society. Public universities created the parallel programs where students with lower grades have access to the university at a higher cost. These programs allow the financially able students to enroll at the expense of others. Public universities leave thousands of seats every year vacant for those financially able students (Khader, 2010).

So the question that we try to answer in this paper is: How can we provide an educational service that guarantee a fair digital entrepreneurship educational opportunity to the underprivileged youth in Jordan, which assure them with skills that match the industry latest trends, and help them to create their own job and eventually achieve balanced life and satisfied wellbeing?.

## III.  OBJECTIVES

In this paper we aim to propose a validated conceptual business model for a local Malaysian university; International Islamic University of Malaysia (IIUM) that can implement the idea of UotF and utilizes the DEE to offer their services globally to Jordanian youth through a continuous ICE and address their wellbeing issues; specially education and employment challenges. The main objective will be applying business model tools in contribution towards this validation process. Given that IIUM is an offshore key contributor, we will focus on digital platforms as the medium of providing training and support in ICT knowledge. Leveraging the community engagement through stakeholder channels like alumni clubs and third party partners is a key factor in this business model. Based on a Pew Research Centre survey conducted in 2016, they concluded that at all education levels its more likely to see college as a place for personal growth, rather than developing job skills [17], hence, we would focus on entrepreneurship factor in enabling the youth of Jordan, and help them tackling the unemployment issue by creating more independent job opportunities. Furthermore, this paper will emphasize on contribution towards the attainment of SDGs (1, 4, 8 and 10).
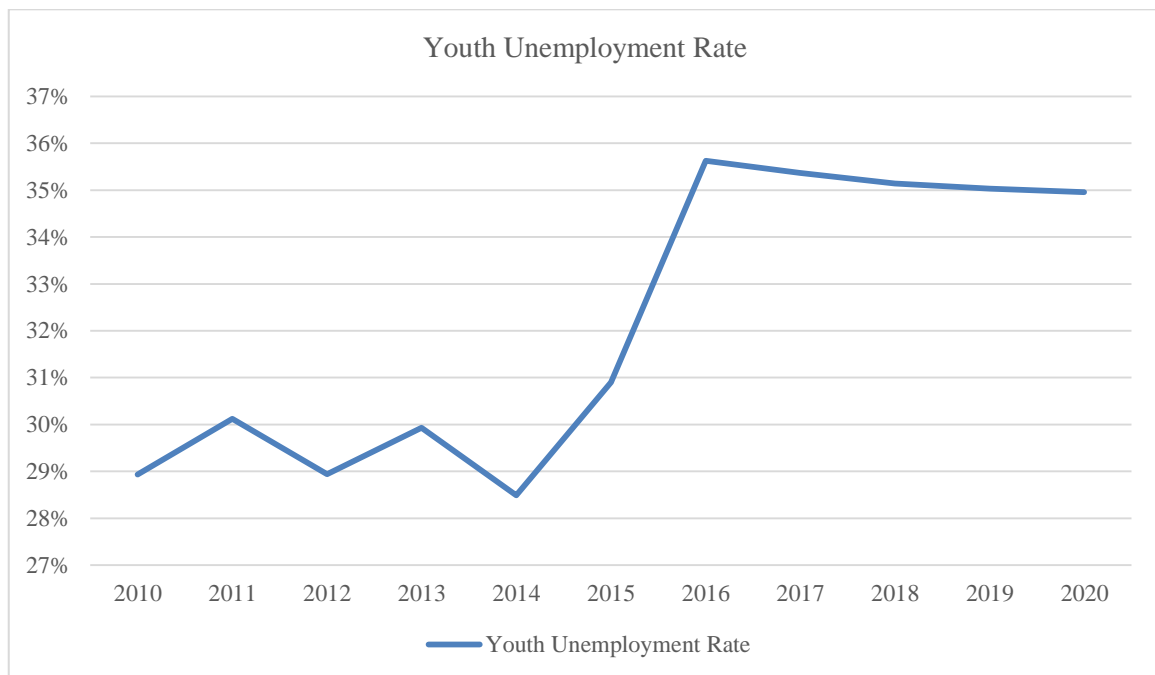


**Fig. 1: Youth Unemployment Rate in Jordan**

## IV.  METHODOLOGY

Design Thinking approach is adopted in this paper to develop a conceptual solution that targets the problem statement. This methodology is a forms of creative problem-solving that centres around deeply understanding the needs of the people with the problem you are striving to resolve.  This creative process is used for primarily designing new or enhancing existing products or services, but it can be applied to resolving business or team management issues too. Business model generation tools are implemented in the business modeling process; (i) Business Environment Map (EM) to help us to understand the context in which we would create our solution, it will result in conceiving stronger, more competitive business model. (ii) Business Model Canvas (BMC) to help us create feasible conceptual business model with clear added value that will utilize international community engagement and provide entrepreneurship education through digital platforms. (iii) Value Proposition Design (VPC) which helps in creating a value proposition for the targeted customer segment to reduce poverty and unemployment rate for the B40 youth in Jordan. Additionally, to support this qualitative research methodology; online interviews with people represents the potential stakeholders of the conceptual solution was

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carried out to validate the suggested BMC, and in a try to better understand customer needs and widen up the awareness about challenges and issues that would face the proposed solution.

## V.  LITERATURE REVIEW

### A.  University of the Future Business Model

Industrial Revolution IR 4.0 had dramatical impact over all aspects of life, disruptive change hit all industries, a lot of business models became unviable, paradigm shifts have been imposed for the sake of market survival. The prevailing business model for traditional universities for the past century that managed to preserve a solid successful structure was a broad-based teaching and research institution, with a large base of assets and back office (Ibrahim & Dahlan, 2016). Rather than being standalone academic institutions, universities will need to become ever more integrated into the economy, with real commercial awareness and relationship management capability, in order to thrive. The higher education environment is changing and universities need to respond to new student demands and business interests (Yahya & Dahlan, 2019). As a result these urging needs has stimulated the emergence of alternative and innovative business models such as UotF in order to stay sustainable and relevant. Higher Education Institutes that are not equipping themselves to adapt and harness on these new digital capabilities will be left behind (Dahlan et al., 2020).

There are major forces impacting the higher education sector internationally. These forces coalesced around five key drivers of change called The Megatrends, which has driven the change in the paradigm of the universities; (i) Demanding Soft Skills, Teamwork, decision making, communication, and the ability to plan, organize, and prioritize work are at the top of the list of soft skills sought by employers. (ii) Reinventing the Learning Experience, There's a growing demand for "deep learning," an approach that encourages students to have a more complex engagement with materials. (iii) Students as Consumers, many students want the flexibility to design their own major and make greater use of electives. Universities will have to adjust and grow in order to meet the new demands. (iv) Lifelong Learning, 74% of adults are lifelong learners (Pew, 2017). lifelong learning is becoming the norm, and universities must introduce programs for non-traditional audiences. (v) The Rise of Collaboration Research, Universities are finding it crucial to partner with the public, private, and social sectors, as well as other universities sharing resources and tackling larger problems through collaborative research [22].

Notable initiatives were launched regarding the UotF in the last decade: (i) "Universities of the Future" is a Knowledge Alliance Project that has been funded with support from the European Commission. (ii) European Universities Initiative in 2017-2018, launched by the European University Association which put universities and higher education high on the European agenda with a focus on the development of transnational university alliances as an important cornerstone of a future European Education Area.

### B.  Higher Education Institutes HEIs in Jordan

Jordan is a small country will low population of 10.24 million (Worldometer, 2020). As ILO stated 63% of them are youth below 29 years [10], where 34% of them are enrolling to the higher education institutes which considered one of the highest rates in the world, however, the unemployment rate is very high reaching 34% [15]. Higher Education in Jordan has three of key players that manages the national strategy for higher education; (i) The Council of Higher Education (COHE) assumes the responsibility of establishing the policy of higher education, approving the establishment of institutions of higher education, supervising the private universities. (ii) The Ministry of Higher Education and Scientific Research (MOHESR) is responsible for implementing the higher education policy, coordination among HEIs, conducting agreements with other countries, recognition of universities and degrees from other countries, assisting the Council of Higher Education and providing it with necessary studies. (iii) The Accreditation and Quality Assurance Commission for Higher Education Institution (AQACHEI) aims to advance quality and equity in higher education in Jordan whether in assessment, ranking, or conducting valid, reliable, and unbiased testing services.

Jordanian Higher education in numbers (2018-2019): 10 Public universities, 19 Private universities, 44 Community colleges, 282,403 Students (54% Females), 42,000 Foreign students from 105 countries, 10,812 Teaching staff and 1,168 Study programs [25]. By the year 2020, 20% of all jobs in the Arab world will require digital skills, out of total graduates of technology-related disciplines in Jordan, only 21% work in the field in which they have been trained. This indicates that the graduates of technological fields are not employable enough due to the lack of skills and readiness for practical work requirements.

#### C. Sustainable Development Goals SDG 1, 4, 8 and 10

Since it been indorsed in 2015 the united nations SDG agenda was empowered by all participating countries. Universities, with their broad remit around the creation and dissemination of knowledge and their unique position within society, have a critical role to play in the achievement of the SDGs. Arguably none of the SDGs will be achieved without this sector (SDSN, 2017). Malaysia is not an exception regarding this global trend, many universities started a practical step towards the implementation of strategies that aims to achieve the SDGs, one of them is the International Islamic University of Malaysia (IIUM) that already put an effective plan as an earnest endeavors called IIUM Roadmap (2020), this highly structured plan consist of 6 strategic focus areas that introduced 9 strategic initiatives to carry out 29 flagship projects to boost the movement towards achieving the 17 SDGs. TABLE I shows this road map in a glance.

Therefore, it's a vital part in any educational project to address these challenges and contribute towards these SDGs. In this paper we will focus on 4 goals: SDG 1 end poverty in all its forms everywhere. SDG 4 ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SDG 8 promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. SDG 10 reduce inequality within and among countries. Nonetheless, these goals don't work as islands, they are deeply interrelated and works in harmony to achieve the ultimate objective of the agenda [28].

**TABLE I: IIUM Roadmap 2020**

| Strategic Focus Areas | Strategic Initiatives | Flagship Projects |
|---|---|---|
| • Balanced Graduates<br>• Balanced Staff<br>• Societal Well Being & Values Creation<br>• Institutional Stability<br>• Responsible Research & Innovation<br>• Global Relevance | Balanced & Transdisciplinary Knowledgebase | 1. Mosque in the Post-Materialistic Era<br>2. Lingua Revolution & Human Civilization Education<br>3. National Education Philosophy for 21st Century |
| | Responsible Research & Innovation | 4. School for Sustainable Marine Livelihood<br>5. Patin Fruit as Sustainable Food Production Sources<br>6. Malay Medical Manuscript as Source of Health Information |
| | Sejahtera Engagement | 7. The MUARA: A Living River Lab in Muar<br>8. Indigenous Heritage & Culture Living Lab in Gombak<br>9. The 3E (Empowering, Enriching & Enabling) Youth Programme |
| | Global Relevance | 10. Peace & Justice in the Community<br>11. Peace Building & Civilization for Humanity |
| | Balanced Livelihood | 12. *Maqasid Sharia* Compliant & Productive Work Culture |
| | Wealth Creation & Equitable Prosperity | 13. Sustainable Endowment & Redistribution System<br>14. Accounting & Analytics for *Ummah*<br>15. Islamic Social Finance for B40 |
| | Prosperous Community & Environment Synergistic Initiatives | 16. Indigenous & Traditional Co-Learning Initiative<br>17. Care of The Original People<br>18. Jungle School<br>19. River of Life<br>20. IIUM Innovative Electric Coaster |
| | Digital Transformation & Blockchain Synergy | 21. e-Scroll: Comprehensive Academic Assurance System<br>22. Cyber Prosperous<br>23. MASA-Chain |
| | Sustainable Healthy Community | 24. Healthcare for Prosperous Community<br>25. Gender Dysphoria<br>26. I-DO-CARE<br>27. Sustainable Smoke-free Campus Community<br>28. Snoezelen Room for Special Kids<br>29. Baby Friendly Hospital Initiative |

#### D. International Community Engagement

In spite of many NGOs and private sector companies that are working together with the government to launch initiatives to train, support and empower unemployed youth in Jordan, their long-term impact is stumbled for various reasons, as they do not ensure sustained work on the beneficiaries of these programs, many of these initiatives ended without a

permanent outcome. In this paper we are trying to tackle this huge drawback and fill this significant gap by the enforcement of the Community Engagement idea. International community engagement at a university level refers to a combination of practices that impact on many higher education institutions, scholars and students. It takes the form of new approaches to knowledge creation or transfer that link community activists to university researchers, and to the engagement of students in community action projects or movements (Strumm, 2018). Community engagement in higher education institutes can essentially take six forms: linking learning with community service, linking research with community knowledge, knowledge sharing with the community, devising new curriculum and courses, including practitioners as teachers and social innovation by students (Singh, 2016). Hence, international community engagement for higher education institutes can be considered to be an umbrella concept, which encompasses several mutually beneficial engagement initiatives between the university and the community. Effects of such community engagement activities undertake special significance for the stakeholders involved and the expectation associated with it (Salim & Dahlan, 2020).

Jordan as a developing country which has been highly exposed to exogenous crisis, political and economic, tremendous efforts from several international and local institutions have been contributed to support Jordan endeavors towards solving unemployment issue, especially by the UN entities, Global Banks and local institutions. The World Bank is one of the most generous contributors to Jordan's youth training and empowering to have better employment opportunities, they have granted several loans and funds, recently the world bank has approved a US$200 million project to increase access for Jordanian youth to jobs, it will provide professional skills programs to 30,000 youth and it aims to generate about 10,000 new employment opportunities for youth in the coming five years. The world bank also has funded MSME Development Project for Inclusive Growth with a total of US$70 million, which helped create over 2,000 private sector jobs for the most vulnerable women and youth. Islamic Development Bank (IsDB) has extended around $1.8 billion to Jordan in the form of grants and soft loans to support vital projects in the fields of water, energy, housing, education and infrastructure, their most recent US$100 million grant as contribution to emergency health project has created 433 job opportunities. On the other hand, some local institutions have done notable accomplishments toward community engagement, Business Development Center (BCD) provided 14,000 fresh graduates with professional skills training through 8 centers and created more than 10,000 job opportunities through its various partnerships and initiatives, furthermore, 250 job opportunities have been created for youth. Oasis500 is a pre-seed and seed fund manager and accelerator that aims to catalyze the entrepreneurial ecosystem in Jordan and the MENA region. By creating viable opportunities for aspiring entrepreneurs to bridge their know-how gap, access funding, network with industry specialists and build their own companies, they have achieved 162 investments with more than US$7 million that resulted in more than 700 jobs. In addition, International Fund for Agricultural Development (IFAD) has invested US$15 million in a project which expected to reach some 80,000 people living in rural areas and create more than 100,000 employment opportunities. And last but not least, Development Alternatives Incorporated (DAI) through its Jordan Competitiveness Program (JCP) has invested more than US$100 million contributing to the creation of nearly 1,000 jobs and assisting in securing new or better work opportunities for nearly 30,000 individuals.

### E. Digital Entrepreneurship Education

Many of the developing countries such as Jordan are suffering from economic regression, in result, high unemployment rates are reached, innovative approaches to solve this issue will be a mandatory objective. Entrepreneurship is an independent way of creating job opportunities for the unemployed people, especially youth who face higher unemployment rate after the graduation. Therefore, building a technology-based entrepreneurship education curriculum is critical, whereby the digitalization process can expand student partnerships and networks with their peers across countries, entrepreneurial educators, and the business communities. In particular, students will use digital tools to learn entrepreneurial skills such as business feasibility and market research as well as designing their own business plans (Permatasari & Anggadwita, 2019). Digital entrepreneurship is a phenomenon that has arisen through technological assets such as internet, information technology, and communication, where the creation of entrepreneurial competence is supported by digital platforms and a wide range of innovations (Sharey and Dahlan, 2020). Before the crisis of COVID-19 digital entrepreneurship was an option although most successful businesses were exploiting it, however, the new global movement restrictions had push this to the maximum level, as it became the only way to do businesses. Thus, it has become a persistent need more than ever before, to practice the digital entrepreneurship to penetrate and compete effectively in the market. Luckily, the world has achieved explicit accomplishments in terms of utilizing the ICTs to build

a viable ecosystem, so many innovations have been created in this regard, that eased the digital education process, such as Massive Open Online Courses (MOOC) platforms, video conferencing platforms, open resources of knowledge disseminated in all shapes and cloud tools that enables student to facilitate collaborative learning.

In this project particularly, we focus on having what so called balanced graduates, who are highly knowledgeable, skillful, holistic and competent to take the full responsibility of ensuring the growth of their countries, they are more self-confident and courage to take the initiative in work industry instead of being passive, lagging and a burden on the government. A balanced graduate is a reactive element of the society, he continuously peruses knowledge and self-development which is an embodiment of the culture of *Iqra'* (Read), and as a Muslim person he embraces the duty of being *Allah's* (God's) vicegerent and be characterized with *Aamanh* (Honesty) and *Taqwa* (Piety) to fulfill this role in his life, and to contribute to his community.

## VI. PROPOSED CONCEPTUAL SOLUTION

After carrying out the literature review following the design thinking approach, we will adopt a group of tools to depict the finding and results using strategy and business modeling canvases; Environmental Map (EM), Business Model Canvas (BMC), and Value Proposition Canvas (VPC) to present the innovative business model for our proposed project of UotF. We have conducted interviews with potential participants from all stakeholders that have common interest in the proposed project, so it gives us insights about the needs, challenges and obstacles that could be faced during the implementation phase. Ten people participated in the interviews; one from IIUM staff, one IIUM alumni in Jordan, one from Jordanian local university, and seven graduates, three entrepreneurs that launched their own technical startups and four graduates still unemployed and looking for jobs. All interviews conducted online due to COVID-19 movement control order restrictions.

### A. Research Results and Findings

One of the most remarkable finding of the literature review and the interviews was the fact that the universities are obligated to change their business model to survive and stay in education business, the other fact is that most of the industry types including the education are turning to the digital world, most of these industry processes are being carried out online. This also leads to the fact that the technology sector will dominate the employment opportunities in the next decade, nevertheless, the COVID-19 pandemic has already accelerated the global movement towards digitizing most of people's daily life tasks and businesses, furthermore, the stagnated economy in Jordan along with the negative impact of COVID-19 pandemic has exacerbated the unemployment issue and put the Jordan government in a tense situation regarding creating job opportunities to the yearly increasing fresh graduates. The private sector in the other hand have to put more efforts to participate towards solving this issue, and one of the best approaches to tackle this problem is the digital entrepreneurship education to equip the graduates with capabilities of starting their own business and create their own job opportunities, or at least be balanced graduate that have more ability for employment. Utilizing the online e-learning channels such as Massive Open Online Courses (MOOC), the private platform of IIUM; iTa'leem and other content delivering platforms like YouTube, will boost the digital education process and eliminate the geographical boundaries, nevertheless, IIUM Alumni could play vital role by filling any gaps between the service provider IIUM and the end customers; the youth of Jordan, all these key factors will collaborate to deliver quality and affordable education service in contribution to solving the unemployment problem of Jordanian youth, therefore, to reduce the poverty rates in Jordan overall.

### B. Validated Business Model Canvas (BMC)

The Business Model Canvas is great strategic business planning tool, which takes the form of template that helps a business owner or entrepreneur to better understand his business targeted customers, value propositions, channels of distribution and the revenue streams, which was developed and introduced by Alexander Osterwalder founder of Strategyzer. The BMC consists of nine blocks that encompasses all building blocks of the business, it gives a visual representation of the values of the organization. In TABLE II, we will fill this canvas for our proposed project.

### a. Key Partners

Every business can boost its success by making alliances with partners that have mutual interest, the collaboration between them combines their knowledge and skills, which increases the chances of success. In this project there are several candidate partners that intersects with the project in long-term goals; i) Five Jordanian universities that are

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members of JoVital program that offers shared Virtual Innovative Learning Labs (VILLAs), ii) Ministry of Higher Education which provide facilitations in government procedures, iii) Incubators and Workspaces that supports the youth and entrepreneurs with free shared office spaces with facilities, iv) Sponsors that willing to provid grants and scholarships for the under privileged youth, and v) Telecom companies that supports the innovative business ideas with free or affordable ICT infrastructure for the project and the beneficiaries of it.

### b. Key Activities

Having a proper knowledge of the key activities of the project will obtain a better understanding of the value proposition delivered, therefore, in order to succeed in the main goal of the project the key activities should work towards this ultimate goal. In this project the key activities include: i) Online Training Programs, ii) Skills Development & Specialized Courses, iii) Fundraising Conferences, iv) Mentoring, Coaching & Workshops, v) Industry Collaborated Internships and vi) Continues Skill Sharpening. These activities connect between the key partners and customer segments through the channels proposed to deliver the value proposition.

### c. Key Resources

The strategic assets including people, knowledge and money the project needs to perform and run its key activities, in order to create and deliver value. The main resources of this project include: i) Human Resource which consist of staff, lecturers and trainers, ii) University Centre for Community, iii) Online Teaching Platform and iv) Financial resources that are required for the first year of the project operations.

### d. Value Proposition

This is the most important building block which sits in the heart of the business model canvas, it should be unique and distinguish the business from its competitors. The service this project provides is not unique, the education industry is very old and diverse. Therefore, our provided service should stand out with new features and attributes. In this proposed project we should provide balanced & entrepreneurial education, freemium education framework, enhanced job opportunities, lifelong learning, investment opportunities and secured digital open content.

### TABLE II: VALIDATED BUSINESS MODEL CANVAS (BMC)

| Key Partners | Key Activities | Value Proposition | Customer Relationships | Customer Segments |
|---|---|---|---|---|
| • Jordanian Universities<br>• Ministry of Higher Education<br>• Incubators & Workspaces<br>• Sponsors<br>• Telecom Companies | • Online Training Programs<br>• Skills Development & Specialized Courses<br>• Fundraising Conferences<br>• Mentoring, Coaching & Workshops<br>• Industry Collaborated Internships<br>• Continues Skill Sharpening | • Balanced & Entrepreneurial Education<br>• Freemium Education Framework<br>• Enhanced Job Opportunities<br>• Lifelong Learning<br>• Investment Opportunities<br>• Secured Digital Open Content | • Digital Platform ( E-learning, MOOC)<br>• Virtual Conference<br>• Alumni Clubs<br>• Coaching & Mentoring<br>• Incubation<br>• Internships | • UG & PG Students<br>• Fresh Graduates<br>• Interns & Junior Employees<br>• Unemployed Dropout Youth<br>• Alumni |
| | **Key Resources**<br>• Human Resource (Staff, Lecturers & Trainers)<br>• University Centre for Community<br>• Online Teaching Platform<br>• Financial resources | | **Channels**<br>• Digital Platforms<br>• Social Media<br>• YouTube<br>• Video Calls<br>• Virtual Innovative Learning Labs<br>• Shared Workspaces<br>• Masjid and Halaqa | |

| Cost Structure | Revenue Streams |
|---|---|
| • Scholarship<br>• Staff Salary<br>• Digital Infrastructure Costs<br>• Activities and Workshops Expenses<br>• Advertisement Budgets | • Study Fees<br>• Training Courses & Workshops Fees<br>• Sponsorship and Funds<br>• Governments Grants<br>• Freemium Services |

### e. Customer Relationships

Each customer segment prefers different way of communication, it determines how do they interact with the business throughout their journey with our project. There are several types or relationships with customers defined by the stages that they go through during. Several relationship types have been chosen to serve the convenient of all customer segments of the UotF that operates online, such as digital platforms (E-learning or MOOC), virtual conference, alumni clubs, coaching and mentoring, incubation and internships.

### f. Channels

Customer relationships need mediums to take place, it is the place where the project reaches out to customer segments and deliver the value, moreover, it plays a vital role in increasing the awareness about the project among the targeted customers, furthermore, channels allow customers the avenue to buy services and offer them post-purchase support. As a project that aiming to produce more balanced graduates the following channels are going to be utilized: digital platforms, social media, virtual innovative learning labs, YouTube, video calls, shared workspaces and masjid and halaqa.

### g. Customer Segments

These are the various groups of people that the business is aiming to deliver value proposition to. After a thorough analysis of our customer segments, we can determine who we should serve. The focus customer segments are undergraduate and postgraduate students, fresh graduates, interns, junior employees, unemployed dropout youth and alumni. All these customers are categorized under the umbrella of vulnerable youth in Jordan.

### h. Cost Structure

All costs associated with the operations of the business model should be identified clearly in this block, to be able to carry out the business plan and accomplish it successfully it is vital to have holistic view of all costs that will occur during the lifecycle of the project. In our project we have the following running and static costs: scholarship, staff salaries, digital infrastructure costs, activities and workshops expenses and advertisement budgets.

### i. Revenue Streams

Revenue streams are every source from which the business generates income, this is vital in terms of sustainability, without fixed revenue streams the whole project won't be viable, therefor, in this project we determined these streams to include study fees, training courses & workshops fees, sponsorship and funds, governments grants and freemium services.

### C. Validated Value Proposition Canvas (VPC)

The Value Proposition Canvas is a part of the BMC, it take two blocks of the BMC; the value proposition and the customer value, and helps to give deeper insights to better understand the customers makes decisions, therefore, to position the products of services accurately around the customer's needs. TABLE III shows the analysis of the proposed project.

**TABLE III: VALIDATED VALUE PROPOSITION CANVAS (VPC)**

| CUSTOMER SEGMENT | CUSTOMER PROFILE | | | VALUE MAP | | |
|---|---|---|---|---|---|---|
| | JOB TO DO | PAINS | GAINS | PRODUCTS & SERVICES | PAIN RELIEVERS | GAIN CREATORS |
| UG & PG Students Unemployed Dropout Youth | - Learn new knowledge & professional skills. <br> - Learn creativity & innovation. <br> - Attend mentoring sessions. <br> - Acquire entrepreneurship education & skills. | - Education-Occupation mismatch. <br> - Weak infrastructure for innovation. <br> - Inadequate curriculum & teaching methodologies. <br> - Poverty. <br> - Time waste. | - Free access to online education & materials. <br> - Strong Innovation System. <br> - Educational program and awareness. <br> - Academic qualifications. <br> - Knowledge & High level skills. | - Digital learning platform. <br> - Entrepreneurial Education. <br> - Online facilities. <br> - Quality education. <br> - Scholarships. <br> - Qualified Tutors. <br> - Preparation for technological | - Affordable tuition fees. <br> - Flexible schedule. <br> - Lifelong Learning. <br> - E-learning. | - Awareness programs. <br> - Training courses. <br> - Mentoring sessions. <br> - Increase job opportunities. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | - Enhance career and upskill.<br>- Ready for workplace.<br>- Learning flexibility.<br>- Self-reliance. | change.<br>- MOOC courses. | | |
| Fresh Graduates<br>Interns & Junior Employees<br>Alumni | - Learn entrepreneurial skills.<br>- Acquire knowledge, skill & human values.<br>- Attend training courses.<br>- Launch start-ups & create own jobs.<br>- Learn creativity.<br>- Gain business ideas. | - Unqualified graduates.<br>- Weak infrastructure for innovation.<br>- Lack of job opportunities.<br>- Lack of experience.<br>- Low employment readiness.<br>- Not equipped with enough professional skills. | - Lifelong learning.<br>- Create own career path.<br>- Self-reliance.<br>- Strong Innovation System.<br>- Increase Knowledge & professional skills.<br>- Increase job opportunities.<br>- Enhance employment readiness. | - Digital learning platform.<br>- Entrepreneur-ship training.<br>- Enhance job opportunities.<br>- Preparation for technological change.<br>- MOOC courses. | - Lifelong Learning.<br>- Entrepreneur-ship skills.<br>- Technical and vocational education.<br>- Investors and supporters. | - Educational program and awareness.<br>- Mentoring sessions.<br>- Events and conferences.<br>- Free workspace.<br>- ICT free and affordable services.<br>- Investment exposure. |

## VII.  CONCLUSION

The aim of this paper was to bring to light the possibility of implementing the idea of university of the future with the combination of international community engagement and digital entrepreneurship education as a solution for the poverty and unemployment problem of the Jordanian youth. Bringing this proposed project into reality may contribute significantly towards improving the overall wellbeing of the vulnerable youth in Jordan. The main focus was to take into consideration exploiting the digital platforms and the collaboration of alumni and community engaging institutions to provide affordable yet high quality entrepreneurship education that will result in more balanced graduates equipped with all necessary success factors. Moreover, to bridge the chasm between the education phase and employment phase, which is the most critical period of the youth lives.

Although the proposed solution is theoretical, this paper has followed the design thinking methodology and used one of the most advanced strategic business planning tools to come up with as accurate as possible innovative business model to carry out this hypothetical solution, however, future further work should include an applicable prototype to justify the theory of the proposed solution, to discover the real challenges and overcome the vital practical obstacles, consequently, adjust the BCM and VPC accordingly and propose more mature insights.

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