Making the Malaysian University-of-the-Future Relevance in the Digital Era: Improving the Wellbeing of B40 Youth in Tanzania through Digital Entrepreneurship Education and International Community Engagement Programs

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Abstract: **Unemployment is the one of the major challenges faced many countries around the globe, the large part of the problem can be seen in youth. Tanzania as a developing country and a member of UN faced a vital challenge of youth unemployment. It is generally assumed that the Higher learning institution produce graduate with the mismatch skills and knowledge as compared to the demand of the current job markets. The advancement of technology can renovate the traditional educational system into the university-of-the future that can produce the balance graduate through the utilization of digitizing entrepreneurship education program and community engagement that can facilitate the problem unemployed graduate youth and improve their well-being. The paper is adopting design thinking approach in developing business model of UotF. BMC and VPC models utilized to ideating and formulating the conceptual business model that harness the digital capability and community engagement in improving the well-being of B40 Youth in Tanzania. The approach includes conducting interviews and literature reviews for understanding the needs, challenges and key problems. The objective is to enhance the well-being B40 unemployed youth with skills sets required for decent jobs and stimulate the economic growth through DEEP CE.**

Keywords: **Tanzania, Reduced Poverty, SDGs, University-of-the-Future, Community Engagement, Digital Platform, Youth unemployment.**

I. INTRODUCTION

Youth unemployment is still one of the major key problems in all countries worldwide. According to United Nations, Youth unemployment is the situation where by 15-24-year olds are searching for a job and don't find them. According ILO, there are more 64 million youths suffering from unemployment crisis, while 145 million employed youths do not have decent jobs and live in poverty [1]. The youth unemployment problem worldwide is associated with rapid population growth, limited work availability and increase in criteria for securing a job which include limited work experience. Tanzania as a developing country produces to about 1 million graduates every year but most of them neither are not able secure decent jobs nor engage in self-employment, thereby increasing the rate of unemployment, dependence, poor health, well-being and poverty. To tackle this problem, each member of United Nations including Tanzania from 2015 is striving

to integrate 17 sustainable development goals under the UN's 2030 Agenda for sustainable development whose main aim is to eliminate poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030 [2].

The strive to integrate the SDGs requires quality education especially coming from higher level education institutions since it is crucial for preparing for life by enhancing knowledge, belief, skills, thought and wisdom [3]. However, the current education system and curriculum have failed to produce qualified and professional graduates capable of matching up the knowledge acquired from existing educational institutions with real-world demand and challenging community problems. This explains the reason of higher rate of unemployment most especially those coming HEI's. There is a need for universities to improve the educational system by employing employability and entrepreneurship skills to prepare future graduates for employment whether being employed or self-employment [4]. The advancement and renovation in the educational system should be parallel with technological advancement brought by industrial revolution (IR 4.0) since smart technologies, digital devices, and artificial intelligence now impacting our live daily. These advancements make the tradition educational system unfit for production of current and future balanced graduates [5].

To renovate the traditional educational system, the new approach for higher education institutions and learning culture is required. University of the future (Uotf) is proposed in this study as the conceptual solution for the unemployment crisis by revising the business model canvas (BMC) and value preposition canvas (VPC) to evaluate how university of the future can contribute to tackle the unemployment global crisis using digital entrepreneurship education and international community engagement in Tanzania. It is anticipated the proposed programs should interact directly with the community, training especially the out-of-school graduates on how to integrate their skills with real life challenges. These skills set will enable them to create their own jobs, solving community problems which go parallel with achieving the 17 sustainable development goals by utilizing the benefits of technology and tackling the challenges brought by industrial revolutions (IR 4.0) especially to developing countries in order to enhance their well-being.

II.   PROBLEM STATEMENT

Employment is the source of personal dignity, family stability in the household, community, and the nation at large. Employment is the key in poverty reduction, and facilitate archive equitable, inclusive, and sustainable development is still a constant challenge in today 's economy [6]. In Tanzania context, there is a challenge of unemployment among youths. Youth unemployment is relatively low at 6.5% among those 14-25 yearsand 9. 9% among 15-35 years old. But the figure makes a large problem of chronic underemployment ¾ of youth employment in agriculture much of its informal recent growth in emerging sectors such as professional service IT, construction, transport and tourism, energy and others demand an educated and skilled workforce [7]. Education and skills training are essential for Tanzanians youth to benefit from this transition in the economy. However, the quality of formal education in Tanzania is relatively poor, less than 12% of the total population has completed secondary school [7]. The better-educated minority those from wealthy families can wait on average 5.5 years to secure a wage job. It is estimated that over 800,000 youth (male and female) enter the labor work, those are mainly school, and college /universities graduated in the launching of the world bank report entitled "Tanzania: Productive job wanted". President J. Kikwete said it is estimated by 2030 the labor force will reach around 50 million.

Given the complexity of the youth employment challenges the level and types of skills mismatch in the labor markets hide the spread of informality and limitation of current education and vocational train system. The present study suggests much-supporting youth empowerment through balance digital entrepreneurship education and community engagement programs (DEEP CE) in Zanzibar to produce youth capable of creating job opportunities in the agro-business sector.

III.   OBJECTIVES

Given the challenges faced by the youth in Tanzania. The main objective of this paper is to propose a conceptual business model of the Malaysian university of the future in community engagement (CE) through digital educational entrepreneurship programs (DEEP) for B40 unemployed graduates and youth in Zanzibar, Tanzania. The main focus of the DEEP CE is to nurture B40 unemployed graduates and youth in Zanzibar-Tanzania to become job creators in the field of agro business. Hence the solution expects to improve the well-being of the youth in Tanzania and balance citizens that could contribute to the job creation to sustain the economy of the mentioned sector. This will go parallel with the UN agenda for 2030 of the sustainable development goals (SDG 1, SDG 3, SDG 4, and SDG 8.) together with improvement of quality of life of Muslim ummah through the realization of Maqasid al shariah concepts.

IV. METHODOLOGY

This paper embraced the design and system thinking approach. Design and thinking is a methodological approach that uses designer intuition and technique to match people's needs with technology feasible and viable business plan that can turn into value for the customer and market opportunity [3]. The approach adopted help to develop the conceptual model of the Malaysian University of the future of stay relevant in the digital era while engaging in the community activities that contribute to the sustainability of the youth in Tanzania in combating the unemployment challenges.

The conceptual model is developed using business modeling tools i.e. Business model canvas (BMC) and value proposition Design canvas (VPC) [4]. These models were developed using design thinking approach to come up with innovative ideas that transforms the customer needs. Interviews were conducted to some key members of the Zanzibar youth community and stakeholders via online to understand the primary issues of CS and create the value proposition that helps to enhance the well-being in Tanzania towards the successful creation business model for the Malaysian university of the future through utilization digital platforms can lead to the solving of unemployment challenges of youth in Tanzania by contributing towards UN SDGs(1, 3, 4 & 8) agenda 2030 through international community engagements.

V. LITERATURE REVIEW

A. University of the Future Business Model

The emerging of the industrial revolution 4IR (Fourth Industrial Revolution), has touched many kinds of industries around the globe, where it transformed the whole ecosystems of services, production, management, services as well as governance. The Malaysian Higher Education Ministry has themed the year 2018 by —Higher Education 4.0: Knowledge, Industry and Humanity. It calls for revamping the Malaysian higher education system and embracing the 4IR [8], Generally all universities in Malaysia are using the same business design i.e. traditional universities model where they managed to preserve a solid successful structure of a broad-based teaching and research institution, with a large base of assets and back office. Nowadays, as people live in the era of information technology revolution, universities in Malaysia need to have a huge change especially on the business model design of education to stay relevant in the future [9].

Studies on the University of the Future, in general have recommended various strategic business models options for the university business planner/stakeholder to choose [10]. Ernst & Young, 2012 report depicts static models have captured and described the most thorough business models of the University of the Future [11]. According to given the trends of customer demands, digital technologies, methods of delivery, democratisation of knowledge and funding, the university in general has several strategic business options to choose from. Ernst &Young (2012) saw university business models becoming more diverse and anticipated three broad lines of evolution for the University of the Future Models [11].

1. Streamlined Status Quo - Some established universities will continue to operate as broad-based teaching and research institutions, but will progressively transform the way they deliver their services and administer their organisations — with major implications for the way they engage with students, government, industry stakeholders, secondary schools, and the community.

2. Niche Dominators - Some established universities and new entrants will fundamentally reshape and refine the range of services and markets they operate in, targeting particular 'customer' segments with tailored education, research and related services — with a concurrent shift in the business model, organisation and operations.

3. Transformers - Private providers and new entrants will carve out new positions in the 'traditional' sector and also create new market spaces that merge parts of the higher education sector with other sectors, such as media, technology, innovation, venture capital and the like. This will create new markets, new segments and new sources of economic value. Incumbent universities that partner with the right new entrants will create new lines of business that deliver much needed incremental revenue to invest in the core business — internationally competitive teaching and research.

B. Balanced digital entrepreneurship and Job creation through 4IR

4IR A fusion of technologies that is blurring the lines between the physical, digital and biological domains, in the past few years, 4IR has brought a raised interest for education in generally and for post-school education in particular [12]. The implications of the 4IR revolution for business, industry and daily life remain to some extent in the realm of speculation but have nevertheless been discussed widely. Just what it might mean for education has had less attention, although the implications are extensive both in terms of what universities can (or should) contribute to the advance of AI

and its applications and how curricula and learning will need to change. As the global economy moves towards the widespread adoption of Artificial intelligence solutions, competition will grow for employees who have the scarce skills required to implement, manage and work alongside the new technology. Developing these skills is therefore vital for any young person wishing to remain relevant in an increasingly automated workplace.

The implications that arise for institutions of education are at least twofold. Firstly, researchers in relevant disciplines face the challenge of making AI increasingly more sophisticated and useful, not just in manufacturing or planning but also in the direct service of society. The work of scientists, policymakers, social workers, educationists and many others whose duty of care it is to aim for the achievement of the 17 Sustainable Development Goals can all benefit from sophisticated AI applications. Whether the goal is quality education, decent work, climate action, affordable and clean energy or sustainable cities, there are already AI options of value and importance, yet more can and should be developed. The second implication has to do with curricula, teaching and learning – rather than about robotic tutors. To succeed as a member of society, and as an employee, in the era of the Fourth Industrial Revolution, numeracy, literacy and an understanding of how the world operates are all essential [13]. Using the components of 4IR such as IoT, 3D printing, quantum computing and AI in education helps creating cross-sector teaching and learning that linking students and graduates of the different disciplines to tackle societal challenges faster. All these components of 4IR are potential job sources that could provide employment to many graduates. Expansion in AI has made digital literacy a most important criterion in enhancing digital economy which provides new opportunities in employment and job creation in all of the sectors world-wide [14]. Expansion in 4IR has also made it possible for the emerging of digital entrepreneurship education programs (DEEP). These programs employ the advancement in ICT infrastructures to help B40 youth in creating entrepreneurial thinking by penetration of digital technology in the human life. Through DEEP massive opportunity for youth to create their own jobs through 4IR platforms present itself by creation of virtual marketplace breakdown down between the market and suppliers as well as youth with employment [15].

C. Sustainable Development Goals SDG 1, 3, 4 and 8

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. As the lead UN development agency, UNDP is well-placed to help implement the Goals through work in some 170 countries and territories, countries in achieving the SDGs through integrated solutions [16]. Today's complex challenges from stemming the spread of disease, education, to preventing conflict cannot be tackled neatly in isolation.

The higher education priorities are to ensure equitable access to higher education for students from all backgrounds at the national level, develop and adhere to a broader globalization approach that involves technology and intellectual training [17]. SDG4 is dedicated to quality education. Higher education is mentioned in target 4.4 of SDG4, which emphasizes "substantially increasing the number of young people and adults who have relevant skills, including technical and vocational skills, for employment decent job and entrepreneurship" [18]. The accusation of the quality education from Higher learning institutions, internationally or locally through international entrepreneurship engagements can play an important part of other goals related to poverty reduction (SDG1); health and well-being (SDG3) and decent work and economic growth (SDG8). Hence, education is prioritized by UNESCO. This will eventually build peace, attain equality and basic human rights in the society [4].

D. International Community Engagement

The need for radical changes to meet the challenges and remain aligned with global trends and relevance was recognise by the Malaysian Ministry of Higher Education. The Malaysia Higher Education Blueprint 2015-2025 MEB is focused on the accomplishments of the program to date and recommends significant improvements in the way the ministry and system operations to achieve sustainable development. The blueprint focus at: establishing an entrepreneurial mindset throughout Malaysia's higher education system and creating a system that produces graduates with a drive to create jobs, rather than seeking jobs, building a system that is less focused on traditional academic paths and places equal value on much-needed technical and vocational training, actively adopt technology and developments that meet the needs of students and allow the learning experience to be more personalized [3]. Higher education can provide comprehensive knowledge through the combination of education and work, theory and practice, University and Society. Strengthening

higher education-community linkages means that we put the community-university relation at the centre of the educational process to ensure that the education provided in higher educational institutions are relevant and applicable in solving community challenges.

Despite, the participation of higher education in community engagement, International organizations such as EU [19], UN [20], SNV Netherland development organization have been seen to contribute in encouraging community development and well-being of youth in terms of job creation. Example, SNV Netherland development organization has been implementing 5 year program known as Opportunity for youth employment (OYE) in Tanzania, Mozambique and Rwanda to empower out-of school youths [21].This engagement program is to providing theoretical and practical knowledge to about 20,500 youth in skills development, match supply with the skill demand and employment creation The OYE program was successful in creating employment to more than 16,000 youth in relation to renewable energy and agricultural sector [22]. This indicates the international community engagement programs can be an effective way to empower and enhance youth towards self-employment and securing of decent jobs, minimizing the under-employment problem in developing countries like Tanzania.

E. Youth Unemployment, Education and Well-being in Tanzania

Unemployment or joblessness, as defined by Organization for Economic Co-operation and Development (OECD) in 2015 is a person above the age of 15 that not being paid either by employment or self-employment and is available for work during the reference period [23]. Many previous studies have confirmed the devastating effects of unemployment on individual well-being. Economists have emphasized income and consumption consequences while other have emphasized the physical, mental and emotional damage of unemployment [18]. Youth unemployment in Tanzania is relatively low, at 6.5 percent among those 14-25 years and 9.9 percent among the 15-35-year old. Tanzania produces about 800,000-1,000,000 graduates every year which does not add up 66,000 retirements from formal sectors every year [24]. The figures mentioned masks a larger problem of chronic underemployment. Three-quarters of youth employment is in agriculture, and much of it is informal, highlighting youths' vulnerability within the Tanzanian labor market. Education and skills training is essential for Tanzanian youth to benefit from transitions underway in the economy. But the quality of formal education in Tanzania is poor. Along with the lack of services to link job seekers with employers, a key challenge facing Tanzanian youth is the poor quality of available vocational and technical training programs. This higher rate of unemployment in Tanzania versus the number of graduates every year has shown how the existing educational system has failed to produce balanced graduates. Despite the country's latest national strategy for growth and poverty reduction in agricultural and tourism sectors, which calls for productive and decent employment for vulnerable groups such as women and B40 youth, the problem still exists [25].

Youth unemployment is a global challenge, that in fact many countries are looking solutions to the problem. Introduction of entrepreneurship education curriculums have been used as means to motivate and encourage graduates to create their own jobs rather than dependence of jobs offered by the government. But this can only be possible, if graduates are competent enough to integrate their knowledge with the existing community problems. A country like Malaysia through IIUM has initiated a strategic master plan called "IIUM Roadmap 2019-2020" that employs internationalization, integration and Islamization in its visions to arrive to comprehensive excellence in humanizing education. The outcomes include to nurture balanced graduates capable of creating their own jobs and can be employed which in improving societal well-being and creation of values that will transform and improve the social well-being of people, businesses and Nation at large [26]. It is believed that, introduction of similar programs like these in Malaysia can help Tanzania to reduce unemployment status by introducing graduates capable of employing themselves in decent jobs and inflicting positive changes to the community.

VI. PROPOSED CONCEPTUAL SOLUTION

a) The initial BMC and VPC

The initial assessment, construction and reconstruction of innovative business model for Malaysian university of the future, utilized canvas type business models in the form of Business Model Canvas (BMC) and Value Proposition Design Canvas (VPC). Studies show that BMC and VPC are used in literature reviews as part of the design and system thinking approach to develop the business model that serves the customer needs in the community [27]. In this article the author applied literature reviews and interviews to come up with the initial BMC and VPC. Online video interviews were carried-out with 5 Tanzanian unemployed youth graduates from Universities in Tanzania (3 from Mainland and 2 from

Zanzibar), 2 Tanzania graduates from IIUM (1 entrepreneur, 1 unemployed) and 3 lectures from Zanzibar University. The questions asked in the interviews were related to employability and entrepreneurship skills among unemployed youth, entrepreneurship courses offered in Tanzania educational curriculum, availability job opportunities in different sectors such as in agriculture and tourism, and how DEEP CE improving the well-being of youth in Zanzibar.

b) Interview key findings

Upon the analysis of the responses of the interviews, it was observed that employability skills are very essential in the recruitment process, upon which few of Tanzanian graduates poses. To the large group, who are lacking employability skills, the need to introduce of employability skills in Higher Education Intuitions' (HEI) curriculum was seen. The interviews also reveal that the employment opportunities in both public and private sectors are very limited especially in Zanzibar. This indicates that, even if these graduates were to have employability skills, there are too few available vacancies, therefore, raising the need of entrepreneurship educational programs in HEI curriculum. Many of the graduates do not possess entrepreneurship skills which explain the underemployment crisis in Tanzania. Given, the advancement in technology, entrepreneurship education including business coaching can be given through digital platforms such as MOOC and e-learning, to reach out to the many unemployed and under-employed graduates in Tanzanian society. Considering the advancement of technology, unemployed youth are eager to leverage on digital platforms through community engagement in improving their knowledge and skills and develop entrepreneurship mindset capable of generating their own jobs, employing others and hired in decent jobs.

c) Validated BMC

Business Module canvas BMC was first invented by Alexander Osterwalder, of Strategyzer to help in organizing the key aspects of the business idea in simple way. It is a nine-block tool which gives insight of business value prepositions, customer segments, channels, partners, resources, revenue streams and cost structures. Based on the responses of the interviews in validating the initial BMC, the validated BMC was established as illustrated in Table I.

TABLE I: VALIDATED BUSINESS MODEL CANVAS (BMC)

Key Partners	Key Activities	Value Proposition	Customer Relationships	Customer Segments
• International and local universities • Governments • Alumni • Incubators & Workspaces • Donors and sponsor • NGOs and SMEs • Industries & business community • Vocational training Centres	• Entrepreneurship training programs • Online Training Programs • MOOC • Skills Development & Specialized Courses • Fundraising Conferences • Mentoring, Coaching & Workshops • Industry Collaborated Internships &visits • Career development programs	• Balanced graduates with relevant knowledge, skill & values • Balanced & Entrepreneurial Education • Free online up-skilling & re-skilling courses • Reduce poverty & enhance well-being • Enhanced Job creation Opportunities • Enhance technical and vocational education • Lifelong Learning • Investment Opportunities • Trusted Digital Open Content • Community oriented universities • Educated community	• Digital Platform (E-learning, MOOC) • Virtual Conference • Educational events & exhibitions • Alumni clubs • Career fair • Business plan competitions • Coaching & Mentoring • Incubation • Internships • Industry partnerships	• Undergraduate (UG) & post-graduate (PG) Students • Interns • Youth unemployed & under-employed graduates • Volunteers • Donors & sponsors • Vocational Training & Business Centres • Employers • Government
	Key Resources • Human Resource (Staff, Lecturers, Trainers, Volunteers & Alumni) • University Centre for Community • E-learning • Digital platforms and ICT infrastructure • Educational contents		**Channels** • Social Media • YouTube • Virtual conferences • Public Workspaces • Websites, Blogs &e-learning • University campus or schools • Digital entrepreneurship education programs (DEEP)	

Cost Structure • Scholarship • Staff Salary • Digital Infrastructure Costs • Travelling and organizing educational events • Research & Training funds • Advertisement cost			**Revenue Streams** • Study Fees • Sponsorship and Funds • Governments Grants • Freemium	

1. Customer segments

Customer segments refer to the group of people and organizations, the Malaysian UotF is going to target and serve in Tanzania. These target groups are the ones that will be provided with benefits the university has targeted offer. The more the project reaches out to these people the more the success is going to have. The targeted customer segments in Tanzania are UG & PG Students, interns, youth unemployed graduates, volunteers, donors, sponsors, vocational Training, business Centres and employers in government (through the ministry of information, youth and sports) and private sectors.

2. Value proposition

Value prepositions (VP) are the distinguishing benefits that the Malaysian UotF is going to offer the Tanzanian customer segments so that they can tackle current community problems and fulfil the SDGs. These benefits include:

➢ Balanced &job skilled graduates and balanced & entrepreneurial education. This benefit is mainly to target the

Undergraduate & post graduate students and unemployment and employed youth customer segments. Through the Malaysian university of the future under digital entrepreneurship education and community engagement (DEEP CE), the youth graduating from these courses will have necessary skills to fit in the job market as well as necessary entrepreneurship mindset in creation of their of own jobs and employing others

➢ Free training online courses. The courses will be conducted online and will be free of charge. This is to target mostly the B40 youth who are unemployed and under-employed

➢ Reduce poverty & enhance well-being, this value preposition is intended for the B40 youth who are unemployed and under-employed and the government. Through DEEP CE curriculum brought by the University of the Future every student will be capable of generating their own decent jobs. This will reduce poverty from lower level to national level as this youth well-being and income level will contribute to National GDP in parallel with accomplishment of SDG1 and 8.

➢ Enhanced job creation opportunities, this VP is for the donors & sponsors, employers, government, interns, volunteers and unemployed & under-employed youth to assure them Malaysian Uoft through DEEP CE is going to increase the job opportunities especially in the agro-business and agro-tourism sectors among the youth, so as to reduce the number of employed youth in Tanzania.

➢ Enhance technical and vocational education and lifelong learning. This VP is for vocational training centre in improving the quality of education given to its customers by improving their skills necessary for them to create their own jobs. It is also for the unemployed & under-employed youth and interns since them this education is necessary and what they will exercise to generate their own decent jobs and income.

➢ Investment opportunities, donors, government and employers can take advantage of investing in this business so as to expand their business and in parallel helping youth by giving them employment and creating job opportunities.

➢ Secured digital open content, this VP is intended for all the customer segments to assure them the content to provide is worth the trust and free from any corruption, theft and virus.

➢ Community oriented universities and an educated community. This VP is intended for youth unemployed & under-employed graduates, Volunteers, Donors, sponsors and government, vocational training & business centres to assure them that, Malaysian University of the future is the university of the community, for the community and its main aim is to improve the community's literacy structure in parallel with fulfilling SDG 4 which quality education.

3. Customer Relationships

Customer relationships refer to different means the Malaysian UotF is going to stay connected and in-touch with their Tanzanian customer segments. The proposed means to maintain customer relationships are through Digital Platform (E-learning, MOOC), virtual conference, educational events & exhibitions, alumni clubs, career fairs, business plan competitions, coaching & mentoring, incubation, internships and industry partnerships. The digital platforms will be made so easy to access, fast responses with minimum data consumptions. The coaching & mentoring will be done in partnership with industries, in order to the match up the skills being delivered with criteria required in the job markets. In additions, Malaysian Uoft will be looking for internships for the student in collaboration with government and industries as key partners so that the students can get an opportunity to interact with job market intensively before graduating.

4. Channels

Channels are considered as different ways in which the Malaysian UotF is going to deliver and share their intended benefits to the Tanzanian customers. Since the Uotf utilizes more of digital platforms and community engagement; the proposed channels are social media, YouTube, virtual conferences, public workspaces, websites, blogs & e-learning and university campus or schools and through digital entrepreneurship education programs (DEEP).

5. Key Resources

Key resources refer to assets which the Malaysian UotF importantly required in delivering the targeted benefits to the Tanzania customers. These assets are: human Resource (staff, lecturers, trainers, volunteers & alumni) which will help in delivering the lectures, coaching & mentoring, construct digital entrepreneurship education programs (DEEP) curriculum and assess the student, University Centre for Community engagements, Educational contents, E-learning (posting of lectures and information), Digital platforms (marketing source) and ICT infrastructure such computers and internet facilities.

6. Key activities

Key activities are crucial programs that are needed to be formulated and conducted by the Malaysian UotF in order to deliver the targeted benefits to their customers in Tanzania. The proposed key activities are: digital entrepreneurship education programs (DEEP), these programs will provided to the customer segments, to help them develop entrepreneurship mindset and help in the creation of their of their own business and most importantly spread the word among the stake holders to encourage self employment among youth rather than relying on being employed. Other activities are online training programs, MOOC, skills development & specialized courses, fundraising conferences, mentoring, coaching & workshops, industry collaborated internships &visits and career development programs.

7. Key Partners

Key partners (KP) are the people or organizations that Malaysian UotF need to collaborate with in Tanzania so that it delivers to its customer segments the value preposition. These partners can give their continuous commitment and support in researches, curriculum creations, and provision of education, funds and permits. The proposed key partners are:

➢ International and local universities for training teachers and providing assistance in generating study materials and curriculums suitable for the production of a balanced graduates with entrepreneurship mindset

➢ Government through:

a. Ministry of education and vocational training in Zanzibar in partnership with the Malaysian university to set-up and assess the strategies that can be useful in the online based entrepreneurship education. This partner can also be helpful in aiding the Uotf in gaining government support and facilities as well as accessing the quality of education provided.

b. Ministry of state, office of the president , finance and planning to provide financial support to support the some of the requirements such as research and training as part of government support in reducing the number of unemployed and under-employed graduates

c. Ministry of information, youth and culture to support in providing digital infrastructure, support and empowering youth into becoming entrepreneurs and engage in digital entrepreneurship programs (DEEP) where they will have necessary tools and support in developing entrepreurship mindset and opportunities to start their own businesses

➢ Incubators, workspaces & vocational training centres to support the entrepreneurs and youth in guide them in that generating their own talents and business management skills. Example of this centres are Karume institute of technology and VETA.

➢ Donors and sponsor, NGOs and SMEs to provide financial support in the form of capital as well as scholarship to the unprivileged youth

➢ Industries to provide the necessary requirements and expectations that are needed for the youth as they enter the job market. This will help UotF in generating curriculums that capable of nurturing balanced graduates acceptable in the job market

8. Revenue streams

Revenue streams refer to the sources at which Malaysian UotF will earn its money in order to cover the operational costs needed to accomplish the project in Tanzania. The proposed sources of money are through study fees, sponsorship and funds from donors such as Tanzania life project from USA, Stanbic Bank Tanzania, government grants to support youth education in Zanzibar include the grants from Islamic development Bank (IDB), US embassy, Government of Oman through Oman Academic Fellowship (OAF) scholarships and through freemium services.

9. Cost structure

Cost structure refers to the types of costs (fixed or variable) that Malaysian UotF has to incur in order to deliver the targeted benefits to their customers in Tanzania. These costs include scholarships, staff Salary, digital Infrastructure Costs, travelling and organizing educational events, Research & Training funds and Advertisement cost.

d) Validated VPC

Value proposition canvas (VPC) was first introduced by Alexander Osterwalder study if the proposed product fits the market. It is a tool to understand better each customer segment (CS) job-to-do, pains, and gains; while ensuring that the Value Map of the Malaysian UotF offered in terms of product/services, pain relievers & gain creators are relevant to each of the CS. The VPC in Table II is validated by the interviews conducted with the students, lecturers and Alumni's who spoke about the context of digital Entrepreneurship education and international community engagement in Tanzania.

TABLE II: VALIDATED VALUE PROPOSITION CANVAS (VPC)

Customers	Customer profile			Value Map		
	Customers job	Pains	Gains	Product & Services	Pain relievers	Gains creators
UG & PG students	Entrepreneurship skills Development. learn, creativity &innovation Free access to digital educational content Free specialization courses & training programs	Expensive tuition fees Education-occupation mismatch Poverty Inadequate curriculum and teaching pedagogy Weak infrastructure for innovation and entrepreneurship skills Unemployment	Free access to online education content Industry and job-related training and networking Learning flexibility Self-reliance strong innovation and creative skills knowledge and entrepreneurship mind set	Top ranking University Digital learning platform Entrepreneurial and quality education Free online courses Experienced or industry-based tutors Best campus Facilities MOOC	Cheap tuition Fees/ Scholarships Flexible schedule Technical and vocational education Industry-based learning	Quality education and facilities Enhanced job opportunities Mentoring and coaching classes Employability and entrepreneurial skills training Soft skills development Scholarships

Unemployed & under-employed university graduates	Free access to wide content for entrepreneurial skills development Self-employment and job creation trainings Certification and skills development courses	Financial Constraints Travelling to campus difficulties Limited job-opportunities and experience Finding individual strengths Poor entrepreneurship &leadership skills	E-learning MOOC Industry and job-related training and networking Increased employability of graduates Virtual education consultation	Ranking level concept certification Digital Platforms Excellent mentors & coaches Free online Courses	Free Educations Selected free courses Industry-based learning E- learning Technical & Vocational education Financial aid services	Quality education and facilities Employability and entrepreneurial skills training Enhanced job opportunities Balanced graduate Soft skills Development Scholarships
Volunteers	Business opportunity Acquiring experience Self-reliance	Few Business opportunities Limited working experience travel	Entrepreneurship start-ups Create international engagement Quality digital platform	Digital Platform Easier Consultation Gain experience	Easy schedule Free opportunity to learn and gain experience Free online facility Internship Flexible procedures	Internal community engagement Entrepreneurship Training Job start & experience Industry attachments
Donors &sponsors	Provide scholarship Trustworthy platform for financial assistance Mentors for self-employment Overseeing activities	Un-trusted organization Hidden Agendas Poor financial back-ups Poor entrepreneurial skills Poor technology	Increase financial stability and youth employment Increase business development and opportunities Community engagement	Skilled and balanced graduates Unemployment & poverty reduction E-learning platforms Research & training Innovative universities	E-learning and E-service systems Industry-experience instructors Quality digital platforms Effective training and best facilities Sponsorship	Balanced and skilled graduates Societal well-being Research and innovation Self-employment and job creation
Government/ Employers	Provide financial support Improve educational policies Ease facilities for youth	Lack of skilled workers Lack of instructors and facilities Unbalanced society poverty	Educated and balanced youth society Stable and better economy Balanced skills for self-employment	Global competence in delivering humanizing digital education Produce balanced graduates Trusted &capable institutions	Eradicating under employment and unemployment Enhancing proper facilities for educational purpose Global standard for university supervision	Skilled workers Better educational system Educated nation

VII. CONCLUSION AND FUTURE WORKS

The main aim of this paper was to develop a conceptual business model for the Malaysian University of the future in the provision digital entrepreneurship education through international community engagement programs for B40 youths in Zanzibar whose main purpose was to tackle the unemployment crisis in Agro business sector. This business model offers the youth a blessed chance into developing and strengthening their employability and entrepreneurship skills by utilizing the knowledge and abilities to solve community problems associated with agriculture sector to create their own decent jobs.

It is anticipated that implementation of the proposed business model is going to restructure the current university model which has proven to fail in producing balanced graduates, consequently increasing the rate of employment in Tanzania. Using the benefits brought by IR 4.0 in improving quality educations, digital entrepreneurship education programs and community engagement (DEEP CE) will be an effective way to deliver the knowledge and empowering the many Tanzania youth into becoming job creators rather than waiting for employment vacancies. The proposed business model will go parallel with struggle to increase the country economy, reduce poverty, improve community well-being and provide quality education as part of UN SDGs (1, 3, 4 & 8).

Future works should focus on implementing the proposed business model featuring DEEP CE into an actual project as way to initiate the aspects of Malaysian Uoft in Zanzibar-Tanzania. The next step is to develop Project & Change Management Plan, this should start with designing management and implementation strategies, development of digital platforms, gathering the key resources and key partners, constructing the financial projections and all other requirement needed to deliver the proposed value prepositions to the Zanzibar community. The works should go further by creating a pilot Malaysia Uoft such as IIUM to evaluate its effectiveness to the proposed niche customer segments.

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