

The role of Malaysian UotF in the Pandemic and Digital Era: International Community Engagement for Humanizing Digital Entrepreneurship Education for the B40 Unemployed Graduate Palestinian Youths

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Abstract: Young people are the future, the pillar of the present, the strength of the future, and they are considered the principal support in the progress and building of every society. They carry within them energies and innovations and are the main stakeholders in the homeland. The development process so is research and solves youth issues. Unemployment is one of the biggest and difficult economic challenges facing young people, especially in Palestine. Higher education is typically believed to have a dual purpose, which is to build employment and enhancing the quality of life because education is an instrument for social change and social justice. Sustainability of societal wellbeing through humanization digital entrepreneurship education program (DEEP) by universities. This paper offers the conceptual business model of the UotF and its role in enhancing the quality of life of B40 young unemployed Palestinian graduates through the international community engagement focusing on the digital entrepreneurship education program with the main endeavor to reduce unemployment and poverty rate. Then it is followed by building conceptual business models using proprietary modeling tools i.e. the Business Model Canvas (BMC) and the Value Proposition Design Canvas (VPC). The design thinking approach was adopted which includes conducting a literature review to understand the main problems, needs, and challenges of these Palestine youth; formulating initial business model options and formulating solution options to these problems using BMC and VPC, and validation of the initial business model by interviewing different customer segments.

Keywords: University-of-the-Future, Wellbeing, SDG, Community engagement, Palestine poor youth, BMC, VPC, Humanizing digital entrepreneurship education, Digital platform, Massive Open Online Courses.

I. INTRODUCTION

Being a college graduate is not exactly the top status as it was previously. It is getting progressively hard to stand apart from the group, leaving numerous individuals searching for extra abilities or aptitude. These days, as individuals are living in a time of innovation transformation, colleges in Palestine need to roll out gigantic improvements, especially concerning the instructive plan of action advancement. Later on, the conventional training measure is not, at this point proper since individuals utilize innovation-based gadgets in their day-by-day lives (Ainnur Husna et al., 2020). In the Gaza Strip, unemployment was 46%, compared to 14% in the West Bank, and in Palestine, unemployment was 21% compared to 40% for men. (PCBS 2020). In the future, traditional university models may be replaced by the new concept of digital universities Promoting Quality Education, one of the Sustainable Development Goals 4 (SDG4) of the United

Nations, Inclusive and Equal Quality Education and the Potential for Lifelong Learning for Everyone. Addressing the fourth priority of the Universities of Palestine's Sustainable Development Goals would lead to the achievement of other Sustainable Development Goals, in particular the eighth objective of the Sustainable Development Goals, which will contribute to economic growth by training students for a greater opportunity to obtain a decent career, thus improving the country's economy. Besides, the involvement of the population in higher education should not be an addition to studying and teaching but should be necessary for them.

This is important if education, not only a platform for individual prosperity is to be a catalyst for social reform and social justice. In 2010, a new framework for business modelling has emerged the Business Model Canvas (BMC), the Value Proposition Canvas (VPC), and Business Environment Map (EM). BMC is composed of nine blocks, built by Alexander Osterwalder and Yves Pigneur in 2005, which capture the business' image and logic. The value offering design is a method for evaluating and designing university challenges and how to solve problems (VPC).

This paper pursues to propose a new business model industry in the form of EM, BMC, and VPC that would change the current universities into the universities of the future with a focus on humanizing entrepreneurship education. Which includes overcoming economic imperatives solely to produce the knowledge and skills needed to nurture balanced graduates - knowledge, and skills related to human values and a balanced skilled workforce that delivers economic growth and increased income. (Guma & Dahlan, 2019).

II. PROBLEM STATEMENT

The unemployment rate is possibly the most well-known measure in the labor market through the ILO statistic, more than 64 million unemployed youth worldwide and 145 million young living in poverty, youth work is still an overall challenge and a top policy concern. (ILO, 2020). Unemployed in the first quarter of 2020, 211,300 distributed in the Gazan Strip and 125,000 in the West Bank, according to the Palestinian Central Statistical Bureau. The estimates are 336,300. In the Gaza Strip, unemployment was 46%, compared to 14% in the West Bank, and in Palestine, unemployment was 21% compared to 40% for men. The Gaza Strip is also three times more unemployed than in the West Bank (PCBS, 2020). The unemployment rate reached between 18-24 41% due to the loss of skills needed in the labor market, lack of expertise, in addition to the effects of the Israeli conflict and closure, which crystallized politics in the Palestinian labor market (EuroMed Youth Programme, 2013).

A large number of students graduate from these universities every year. After their graduation, they cannot get the required job and some students cannot compete with the job market. According to the latest statistics, the unemployment rate for people with higher education has increased dramatically, reaching 46% in Gaza compared with 14% in the West Bank of the total unemployed youth who are university graduates (PCBS, 2020). Therefore, the time has come to identify the various obstacles and challenges that hinder the quality of higher education in Palestine.

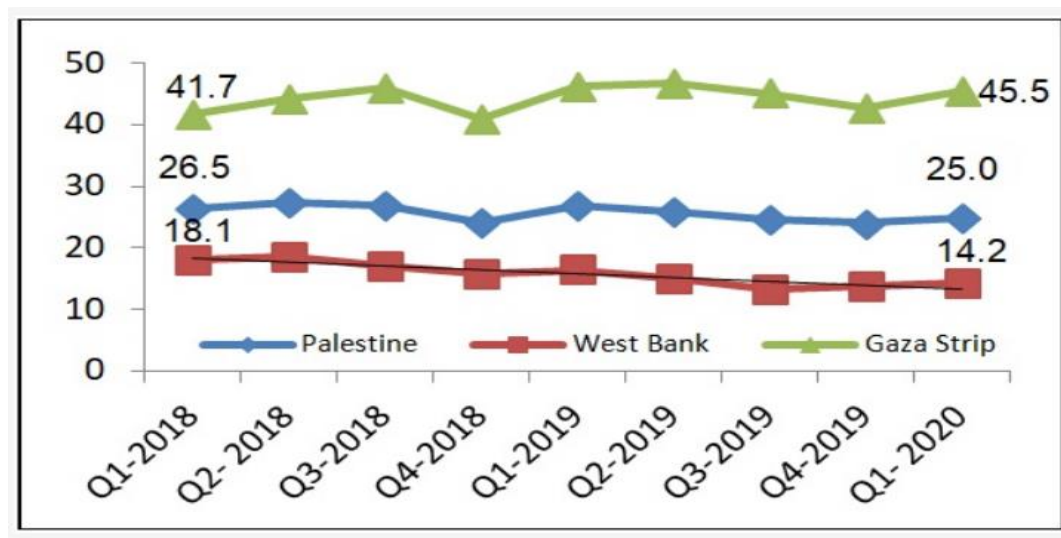


Figure 1: Unemployment Rate in Palestine by Region, 1st Quarter of 2018 – Q1-2020

III. OBJECTIVES

The main objective of this paper is to propose and develop a conceptual business model for a Malaysian University-of-the-Future, the International Islamic University of Malaysia (IIUM), and how IIUM as an exemplary can correspondingly contribute to Palestine's B40 unemployed graduate youths in order to achieve its Strategic Focus Area (SFA) goals and contribute to the SDGs (IIUM Roadmap, 2019). The conceptual business model is developed with an emphasis to develop a digital entrepreneurial education program (DEEP) using digital platforms. And additionally to collaborate and evaluate contemporary issues of Palestine low-middle income range communities and to develop solutions to reduce poverty (SDG1) and hunger (SDG2), while providing quality education (SDG4), and equal opportunities to empower both male and female unemployed graduate youths (SDG5), to foster a society where the youth are equipped with digital entrepreneurial knowledge and skills to become entrepreneurs capable of creating decent work and helping the society to grow economically (SDG8). Additionally, this is to support IIUM (IIUM OSIC, 2020) in achieving the following Strategic Focus Areas, namely to enhance societal well-being (SFA3) and to create responsible research and innovation (SFA5), which simultaneously induces and allows for the nurturing of balanced IIUM graduates (SFA1) and staff (SFA2).

IV. METHODOLOGY

This paper adopted a design and systemic thinking approach to develop a conceptual business model for (UotF) Malaysia include community engagement activities with volunteer services and a digital platform to improve the quality of life of B40 unemployed graduate youth in Palestine through humanizing digital entrepreneurship education program (DEEP). The conceptual business model was developed by understanding the needs of the B40 youth community in Palestine using business modeling tools, such as the Business Model Canvas (BMC) and the Value Proposition Design Canvas (VPC). The approach includes conducting literature reviews, formulating and devising a prototype business model - in the form of BMC and VPC, and the value proposition benefits that helps improve the quality of life of B40 graduate youth.

The practitioners have highlighted design thinking as a novel approach that can use for enhancing creative results, be they goods, services, or strategies. (Control et al., 2008). To support us create a practical conceptual business model with a clear value addition that will benefit from the participation of the international community and provide entrepreneurship education through digital platforms. To reduce poverty and unemployment rate for Palestinian youth B40. Moreover, the interviews were conducted online with a category of potential stakeholders.

V. LITERATURE REVIEW

A. Relationship between pandemic and education

The Pandemic of Covid-19 came as a shock to the world. Unprecedented, as all of us, were caught off balance. For most sectors of the Malaysian economy today, digital onboarding is significant, the new norm being social distancing. Many companies have been wiped out because they were unprepared for such a situation. Many who survived were those who had embraced technology and embedded their economic activity with a contactless function. (Cohron et al., 2020) .

We cannot predict the future, so we should plan for it as much as possible. Test probabilities predict improvements and line-up action plans in different scenarios. This increases our options and encourages informed choices. Rather than being utterly fatalistic and merely a recipient of transition. The IIUM has followed unique measures that include the vision and preparation of the concept foresight during the pandemic. (IIUM, 2020).

B. University-of-the-Future (UotF) business model

A large number of research and teaching institutions are the new prevailing business model for universities, with a vast base of assets and back-offices in all but few cases unenforceable. Innovative and agile business models that meet trends in the University of the Future need to be built (Ibrahim & Dahlan, 2016). The Universities of the Future is a large, real, open and wide community for practice. These universities will work to bridge the current gap in higher education in Palestine to respond to the challenges of digital transformation (Industry 4.0).

As a future plan, the Malaysian University in Palestine will assist in the development of innovative and multiple curricula and teaching methods for teaching and learning, in order to enhance entrepreneurship skills. In addition, the faculty developed to meet the requirements of the labor market. Practitioners place more emphasis on engagement between stakeholders, the strategy and approach of individual enterprises, and the promotion of entrepreneurship (Centre &

Affairs, 2017). In addition, the universities may use new technology to model environments in which learners with limited opportunities to encounter real-life job scenarios can apply their expertise. With online content providers offering learning tools, research will be one of the differentiators for universities in the future, where they can keep ahead of open-source knowledge by enriching their curriculum with the latest research results and assessments. They may need to work closely with their different departments and other institutions to move multi-disciplinary and external research into real-life applications so that fundamental research results are achieved quickly.

C. Humanizing education and Community engagement

Humanizing is the way toward getting more human as social, thinking, communicating, transformative, innovative persons who add value to the world around them. This incorporates adopting a pedagogy that influence, manage, and cohabit within and activities of lectures, students, administration, and members of the society. Humanizing is the way toward getting more human as social, thinking, communicating, transformative, innovative persons who add value to the world around them. This incorporates adopting a pedagogy that influence, manage and cohabit within and activities of lectures, students, administration, and members of the society. (Elkanova & Michailovna Chedzhemova, 2013). Humanization of education is the path towards getting more people graduates as social, thinking, communicating, transformative, and innovative people with human values such as iqamah, Amanah that add value rahmatan lil-alamin to the world around them get a citation. This incorporates adopting a pedagogy that influence, manage and cohabit within and activities of lectures, students, administration, and members of the society. (Karunananda, 2007). So strengthening higher education-community linkages engagement means that we put the community-university relation at the center of the educational process to ensure the continued relevance of higher education. This participation can be done through:

- **Linking learning to community service:** In this approach, Students and teachers use their experience and expertise in this approach to better people's lives in the selected group. The rapid growth of social entrepreneurship in Great Britain supported the program that the Ministry of Commerce and Industry established in 2002. The purpose of social entrepreneurship within the context of this program is to solve social questions and also to reinvest or use the income area unit to the wishes of the business. The number of social companies in the United Kingdom has risen year after year: 15,000 in 2004, 55,000 in 2006, and 70,000 in 2013. (Akhmetshin et al., 2018).
- **Social Innovations by Students:** Social innovations are new social practices that aim to fulfil social wants in an exceedingly higher means than the prevailing solutions, ensuing from - for instance - operating conditions, education, community development, or health. These concepts are created with the goal of extending and strengthening civil society. Student learning initiatives that have a social impact will be supported in conjunction with student unions, societies, and clubs.
- **Social entrepreneurship:** is the recognition of a social cause, entrepreneurship strategies, and partnership criteria to organize, create and manage a social project to achieve the desired social change.

In Malaysia, the calculation for 100 social undertakings working mainly in the education sector is estimated, poverty, and rural development, and environmental property, employment for the marginalized, and at-risk youth. Social entrepreneurship is commonly related to the efforts of the government and nongovernmental organizations (NGOs) in dynamical to enhance the economic standing of the poor. Several poor communities became subject to the social enterprise comes like technical and entrepreneurship upskilling and reskilling programs, with micro-finance schemes to assist them to move out of poverty.

Social enterprises in the main to the youth and involvement in volunteer activities. For the continuation of the Tenth Asian country arrange (10MP), the govt. has intense the strengthening of social capital through the program. Government programs formed entrepreneurial coaching and monetary help like Majlis Amanah Rakyat (MARA), little Small and Medium Development Corporation (SMIDEC), Entrepreneurial cluster Economic Fund (TEKUN), little Medium Enterprise Development Bank (SME Bank), and also the department of each state and cooperation. (Adnan et al., 2018).

D. Sustainable Development Goals 1, 2, 4 and 8 (SDG)

At the United Nations Headquarters meeting in New York from 25 to 27 September 2015 the Heads of State and Government and High Representatives agreed to identify values and new priorities for global sustainable development. An Action Plan for Humanity, Earth and Prosperity is a sustainable development plan for 200. The 17 Sustainable Development Goals aim to expand on and fulfill the Millennium Development Objectives. They aim to ensure human

rights for all, achieve equality between women and girls, and empower all women. The three dimensions of sustainable development are interconnected, indivisible, and balanced: economic, social, and environmental in a balanced and integrated way. (Ferri, 2010).

The first goal (SDG1) of the 17 SDGs aimed at eradicating extreme poverty is to eliminate at least half of the number of people living in poverty of all ages in their countries by 2030. By 2030, the SDG1 seeks to solve the need for poverty. The fourth objective (SDG4) of sustainable development goals is education, the only objective that focusses on universal education, and which commits countries to 'protection of inclusive and equitable quality education as well as opportunities for lifelong learning for all. By 2030, it is one of its goals to reach higher levels of economic development by means of technological growth and innovation. (Guma & Dahlan, 2019).

(SDG2) seeks to no hunger, achieve food security and improved nutrition and promote sustainable agriculture and wellbeing for all, at every stage of life. The relationship between sdg2 and sdg8 is highly context-dependent. For example, where to improve education quality (SDG4), it reduces unemployment (SDG8) rate as well as reduces poverty (SDG1) and (SDG2) poverty hunger. The SDGs promote sustained economic growth, higher levels of productivity and technological innovation. Encouraging entrepreneurship and create job opportunity.

E. Digital Era/IR4.0

New technologies like AI, enhanced /virtual reality, big data, analytics, and the Internet of Things are indicative of the Industrial Revolution (IR) 4.0. These technical innovations, which are tailored to the work world, provide us with new ways of doing business, new opportunities to create value for companies and businesses – open the way for institutes of technology growth and closer cooperation with the customer. (Kamaruzaman et al., 2020).

According to Dr. Mohd Azaraai Kassim (vice-chancellor of UiTM) on Feb 15, 2019 “Universities must evaluate and assess how well their current programs provide training and real-world insights to graduates entering the workplace, and what they need to do to scale up beyond theoretical and academic teaching”. He added also “Students must be socially competent, adaptive competent, digitally competent and must have a high level of personal competence. In addition to technical skills, universities do have a vital role to play in ensuring that soft skills such as critical thinking, problem-solving, organizational skills, and lifelong learning are incorporated into all programs, such that students can cope with rapid business shifts and take responsibility for their learning. (Sani, 2019).

Knowledge is available all over the world and the learning process has become complex. Innovation in education 4.0 is now available. It is not complex to imagine what education 4.0 holds for us in the developments of technological change. The future of education 4.0 will make a huge difference in the economic use of knowledge. Higher learning institutions must continue to incorporate a revolutionary approach for enriching the teaching and learning process to counter industrial revolution 4.0 in education. (Halili, 2019).

F. Lifelong learning

For personal or professional purposes, lifelong education is a constant, voluntary, and self-motivated quest for information. This encourages not only social inclusion, active citizenship, and personal growth, but also freedom, competitiveness, and employment. (Wikipedia, 2020). Additionally, to Goal four of the property Development Goals, seeks to make sure that by 2030 all learners have the information and skills necessary to push property development, counting, between alternative things, over learning for property development property lifestyles, social rights, and equality. Gender, promoting a culture of peace, non-violence, and international citizenship, and appreciating cultural diversity and therefore the contribution of culture to property development. (English & Carlsen, 2019).

Society is currently a lot smitten by technologies. New opportunities and ways to integrate technology into the training method square measure created a day. Online learning, web-based learning, and e-learning square measure used interchangeably by practitioners within the field. Universities have monumental resources and a high level of quality that adopt a powerful strategic vision. However, online learning can reach the biggest range of potential students among their unreal mission, their future within the world of online education has been already terribly bright nowadays, and we tend to square measure on the edge of a brand new era developing. It contains technological learning solutions. (Laal, 2013).

This approach combines multiple learning mechanisms and strengthens links between formal and informal systems, including formal accreditation of experiences, skills, and competencies acquired through informal and informal training. Lifelong learning encompasses all lifelong learning activities that aim to develop awareness, skills, and competencies through perspectives related to financial, civic, and social affairs and jobs.

G. Agriculture in Palestine

Agriculture has been the simplest way of life within the geographic region for thousands of years, feeding families and providing employment opportunities for communities across the region. Today, it's one in all the few ways that to earn a living for Palestinians in associate degree unsure political and economic climate, in light-weight of three grinding wars within the last decade that have negatively affected agriculture in a geographic area, additionally to settlement enlargement and land felony within the West Bank, that had a negative impact on agriculture in Palestine. In addition, to the region's water shortages and decades of superannuated farming techniques are a unit difficult for today's farmers. (Anera, 2020).

The Palestinian context is characterized by many sorts of economic and social exclusion because of unbalanced power among worth chains, skimpy skills, mismatches between providing and demand for work, and unfavorable habits and behaviors; This resulted in the exclusion of little producers and alternative deprived teams like young men and ladies. so as to "leave nobody left behind," the Country Programming Framework (CPF) outcomes beneath this priority specialize in strengthening national capacities to guard the livelihoods and transformational capacities of those very vulnerable teams as they're essential to enhancing their livelihoods and promoting entrepreneurship and employability for ladies and youth. (Kecerdasan & Ikep, 2018).

The agrifood sector accounts for roughly 11 percent of the Palestinian employment out of that concerning 30 percent are women, so constituting a crucial living supply, particularly for a few of the foremost vulnerable teams, like the poor and girls, and could be a key pillar of the Palestinian society.

Addressing these problems can contribute to achieving the SDG through a) Gender equality and fairness b) Increasing access to productive and good jobs and eradicating poorness. c) Providing feminine farmers and farmers with the required and fashionable skills. e) Improve farmers' access to high-quality. f) Developing the political potency and potential effectiveness and amply providing them with the foremost recent technologies and in-the depth farming skills to be ready to vie domestically, farther on naturally encouraging them to export.

Among the foremost essential agricultural product with an efficiency a square measure citrus fruits, olives, organic tomatoes, and rare spices. Agricultural products of gorgeous roses and strawberries a square measure among many productions for modern commercialism, particularly to European countries, wherever these innovative products high demand. (Kecerdasan & Ikep, 2018).

H. Youth Unemployment in Palestine.

The rate of youth unemployment in Palestine was recorded, between the ages of 15-24 from 1991 to 2020. The average value for Palestine during that period was 29.31%, with a minimum of 15.22% in 1992 and a maximum of 42.07% in 2018. The last value for 2020 is 41.56%. For comparison, the global average in 2020 based on 182 countries was 15.90%. (TheGlobalEconomy, 2020). The percentage for Palestinian school graduates within the geographical region and also the Gaza Strip in 2017 was 55.8%, in step with a Palestinian Central Bureau of Statistics report. Some 37.8 % of male graduates and seventy-two of feminine graduates were jobless in 2017, aforementioned the report, that was revealed on the occasion of International Youth Day. Relatively, during a 2016 report, the PCBS found that school graduate state stood at fifty-one within the half-moon of 2016. (Bank et al., 2020).

Among the most important causes of unemployment among educated youth is the political turmoil and the continuing violence between Israel and the Palestinians over the past five decades on the economic situation in the Palestinian territories, specifically in Gaza, from which Israel withdrew in 2005 but retained control over its borders, airspace, and seaports, which imposed a blockade. Continuous restrictions severely limit the movement of goods and people. In addition to education mismatch with jobs, jobs do not match the level of their qualifications, university graduates are also not equipped with the skills and knowledge necessary to prepare them for a career in their field of study. Moreover, weak infrastructure for innovation and entrepreneurship, limited access to finance to support entrepreneurship.

I. Malaysian Education Blueprint 2015-2025 for Higher Education.

New technologies (MOOCs) create new opportunities for students to access higher education, and to bridge the equity gap for disadvantaged communities. The Malaysian higher education system has matured significantly over the past few decades as the impact has been achieved through increased student enrollment, increased global recognition of key dimensions such as research publications, patents, and institutional quality, in addition to a focal destination for international students. These achievements are a testament to the positive spirit and innovation of the Malaysian academic community, the support of the private sector and the deep contribution made by the government. Malaysia commitment to being a first information economy and a regional academic hub is driving the Ministry of Education towards guaranteeing that the education system should evolve dynamically to remain in line with world trends as troubled technologies like advanced AI and therefore the “Internet of Things”, and therefore the automation of data work is anticipated to reshape the business. And therefore the social scene is way larger than it's these days. Preparing Malaysian youth to thrive in this complex and ever-changing future will require a fundamental transformation similar to how the higher education system and Higher Education Institutions (HLIs) currently operate. (Malini, 2015).

Massive Open Online Courses (MOOCs) are changing the way people can access digital knowledge, thus creating new opportunities for learning and competency development. MOOCs benefit from the free and open use of digital materials through supportive online systems. Many education providers have begun offering courses in various fields such as entrepreneurship that meet recent demands for improved self-employment (Cirulli et al., 2016).

Expected outcomes of MEB 2015-2025 is a comprehensive introduction, sustainable and rapid transformation of the education system, by focusing on educating teachers for quality and improving leadership, then more structural changes to accelerate the pace of change and then reforming to creating a culture of professional excellence by integrating innovation and creativity into the system itself. Thus the education system becomes truly capable of facing the ever-changing challenges of the twenty-first century. (Malini, 2015).

The overarching aspiration of the Ministry is to build a higher education system that is a global leader in education, enabling Malaysia to succeed in the world economy. To achieve this aim, the MEB (HE) is building on the system's achievements to date and recommends significant changes to the activity of the ministry and system. The Ministry aspires in particular to:

- Increase entrepreneurship in Malaysia the method of education and a process of development of graduates with a desire to build jobs, not just to look for jobs.
- Develop the less conventional, academic-focused structure and which places equal importance on much-needed pathways training methods and specialist.
- Focus on input data and follow aggressive technologies and technologies to meet the needs of students enable the learning experience to be more personalized.
- Harmonize institutions of higher education regulations and move from the existing highly central governance system to an autonomous model within the regulatory framework.
- Ensuring the higher education system's financial sustainability by reducing the dependency on government funding and calling on all stakeholders who benefit directly from the system to contribute. (MEB, 2015).

VI. PROPOSED CONCEPTUAL SOLUTION

Based on the literature review as part of the design thinking and system approach using a strategy Canvas with business modeling tools – the Environmental Map (EM), Business Model Canvas (BMC), and Value Proposition Design Canvas (VPC) to develop initial conceptual University of the Future (UotF) business model.

a) The initial BMC and VPC

This business model canvas is specially developed by higher education institutions to educate and most importantly, to ensure the quality of higher education in Palestine. In order to validate BMC's initial validation, various customer segments were interviewed. After collecting and analyzing the interview data, the BMC shown in Table 1 was updated.

Some participants have been selected by for an interview on validating the business model canvas. As for the sample of Palestinian students, 12 students and unemployed graduates were interviewed in Palestine from various colleges,

including the College of Engineering, the College of Information Technology, the College of Education, and the College of Media and Communication from Gaza. Furthermore, 8 unemployed graduates, who have a bachelor's degree, were interviewed through an online interview. In addition, 3 Palestinian students studying in Islamic International Malaysia were interviewed face to face.

a) Results from the interviews







The main finding after the interviews is that digital entrepreneurship education plays a fundamental role in overcoming unemployment problems in Palestinian society. Providing digital entrepreneurship education in Palestinian society for youth can help boost the country's economy and improve per capita income. By generating conscious, comprehensive graduates with a solid entrepreneurial mindset, the public and private sectors can improve their employment, and they may become businessmen or establish private entrepreneurship and thus boost the country's economy. It was also found that Palestinian youth are in dire need to learn innovation and develop their creative thinking skills. This requires an entrepreneurial curriculum that equips learners with the knowledge and skills needed to realize their good business ideas. In this program, digital platforms such as e-learning, MOOC (open online courses), electronic market tools and modern methods will be used to facilitate the learning process and gain experience.

a) Results from the interviews

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Validated Business Model Canvas (BMC)

TABLE I: VALIDATED BUSINESS MODEL CANVAS (BMC)

<p>Key Partners </p> <ul style="list-style-type: none"> Ministry of Education Ministry of Agriculture Universities Companies and business community Donors Local & international UN, UNESCO, NGOs OIC 	<p>Key Activities</p> <ul style="list-style-type: none"> Entrepreneurship Education. Enhance career and reskilling and Upskills. Job creation and Innovation. Massive open online courses Online training 	<p>Value Propositions </p> <ul style="list-style-type: none"> Balanced person Learning Flexibility Scholarships Digital Entrepreneurial Education Program Realization Programs Enhance job opportunities and Skills 	<p>Customer Relationship </p> <ul style="list-style-type: none"> Face-to-face meeting. Coaching & Mentoring. Massive open online courses (MOOC). Online engagement 	<p>Customer Segments </p> <ul style="list-style-type: none"> B40 unemployed graduate youth. Universities. Government. UG & PG Students. Sponsors and Donors.
<p>Cost Structure</p> <ul style="list-style-type: none"> Staff Salary. Technology expenses. Operational and maintenance cost Cost of digital transformation. Workshop and Activates Digital infrastructure cost. 		<p>Revenue </p> <ul style="list-style-type: none"> Freemium fees. Government's and NGOs' grants Study Fees Sponsorship. Zakat and Donation Funds. Workshops fees. 		
<p>Key Resources</p> <ul style="list-style-type: none"> HR (Teacher, staff and trainer) Financial Digital Platform. Online Teaching University Community. 		<p>Channels </p> <ul style="list-style-type: none"> Digital Platform Social Media Networking Face To Face Events and workshop 		

a. Value Propositions

The value proposition illustrates the value of the program, services, and products provided by UotF Malaysia in meeting the needs of the client sectors of the project. This includes balanced education and entrepreneurship, educating young people to become successful entrepreneurs, and securing digital platform content in order to give balance Educating youth and students, enhancing employment opportunities, skilled workers, lifelong learning, humanizing education, and for you to support young people teaching management skills for them to be ready to face challenges in the future. To provide a balanced, appropriate knowledge and the ability to solve ethically critical thinking, and other capabilities of them will be trained to make balanced decisions. With all the required knowledge, skills, and abilities, they will be able to get decent jobs or even to become innovators, entrepreneurs, and scholars. One of the key value proposition benefits is access to high-quality education. This is to nurture B40 unemployed graduate youth with life skills, technology, entrepreneurship, and agricultural skills; and ultimately becoming job creators.

Governmental and non-governmental organizations will gain recognition from the community and the world for their intent to help underprivileged communities by helping them increase their lifestyle and knowledge. The governmental and non-governmental sectors working together on the project also have the opportunity to accommodate graduates from this project in their training institutions.

This proposed project to provide a balanced and pioneering education, a free educational framework, an enhanced job, opportunities, lifelong learning, investment opportunities, and open and safe digital content.

b. Customer Segments

Customer segments describe the different groups of people, society, and organizations whose goals UotF Malaysian aims to reach and serve. The business model is designed by a deep understanding of customer needs. The customer focus segments are B40 unemployed graduate youth, Universities, Government, Students and Alumni, UG & PG Students and Sponsors and Donors.

c. Customer Relationship

The customer relationships describe the different types of platforms and offers that the Malaysian UotF aim to stay connected and sustain the relationship with the customer segments so as to be continuously relevant to them. The relationship for this programme can be through online engagement, massive open online courses, face-to-face, free consultations and mentoring.

d. Channels

This channel describes the platforms and programme to be used and leveraged by the Malaysian UotF in delivering the Value Propositions to its customer segments. These channels include digital platforms (such as Social Media, etc.), exhibitions, international Alumni offices, and events, Massive Open Online Courses, Face-to-Face and Events and workshop.

e. Key Activities

Describes the most important activities of programme to be performed in order to deliver the value propositions offered by the Malaysian UotF to its customer segments. The programme will be on international community engagement, focusing on entrepreneurship education in order to nurture many more job creators and digital entrepreneurs in Palsetine. The key activities (KA) include: digital entrepreneurial education, job creation, innovative digital Platform, online training and massive open online courses (MOOC), enhance career development, and reskilling and upskilling in agro-based products and services. Entrepreneurship focuses on entrepreneurship and equipping youth people with the latest skills. It also focuses on teaching youth people agriculture and import and export skills.

f. Key Resources

The Key Resources (KR) describes the most important assets includes physical, intellectual, human, and financial requirements offered by the Malaysian UotF to its customer segments. The key resources include: financial is crucial to start a project, human resources such as staff, lecturers, and trainer, digital platform, university community, and online teaching.

g. Key Partners

Critical partners and stakeholders are necessary to increase the chance of success of any project. In this project, many candidate partners intersect with the program in long-term goals. Other than that, the Ministry of Education, and the Ministry of Agriculture is important to facilitate procedures and provide information, also companies and the business communities are necessary incubators and workspaces that support B40 unemployed graduate youth. In addition, the sponsors and donors offer critical scholarships to Youth, the Organization of Islamic Cooperation, the United Nations, UNESCO, and NGOs to offer material support for the political project.

h. Cost structure

Based on the key activities, key partners, and key resources identification. The cost will need to be incurred for the digital platforms and their tools such as technology expenses cost (laptops, Internet, websites, mobile applications), Digital infrastructure cost, cost of facilities Workshop and Activates, operational and maintenance cost, and staff salary. These costs will be collected from the Palestinian Government, donors, and Education Ministry, higher education institutions, and program revenue streams.

i. Revenue Streams

Money flow is very crucial for any business, therefore it is imperative to provide sources income for the success of the proposed project. This is to cover the cost of operations to implement the programme. The revenue streams include the study fees, government's grants and NGOs', sponsorship, zakat and donation funds and Workshops fees.

Validated Value Proposition Canvas (VPC)

The Value proposition canvas is used to understand the customer pains, gains and shows the expected services round what the customer values and needs from the business or programme. (Look at Table II), the first part customer profile is addressing the pains, gains, and services required by the customer.

Table II: VALIDATED VALUE PROPOSITION CANVAS (VPC)

Customers	Value Map			Customer profile		
	JOB TO DO	PAINS	GAINS	PRODUCTS & SERVICES	PAIN RELIEVERS	GAIN CREATORS
Government	-Provide financial support. -Job opportunities - Improve economy	- Financial Problem. -Lack of skilled workers - low level awareness in society	- enhance Educated. - enhance Economic. - enhance awareness.	- support fresh Graduates. - develop Skilled students, staff and Lecturers. - Trusted & capable Institution.	- Universities make more skilled citizen	-Better education system -Educated nation -Better level awareness of citizen
B40 unemployed graduate youth	- development knowledge, skill & human values - enhance Entrepreneur education & skill	- Tuition fees high - No jobs due to pandemic - poor to get decent jobs - poor skills	- Free education - Profession and skill development - High level Skills	- Good mentoring and coaching - MOOC - promote skills of lecturers - promote skills of lecturers	- Student scholarship - El earning - Study assistant - Technical education	- Entrepreneurship training - Quality and value of education
Universities	- Training the lecturer innovation system - promote and Upgrade curriculum -Develop Digital	- Poor lecturers & curriculum -Poor innovation system -poor Digital	-entrepreneurial universities - start of innovation	-Entrepreneurial Education. -Training courses for lecturers - Digital	-Producing and entrepreneurs balanced - entrepreneur lecturers	-Sponsorship -develop skills - humanizing education
Student and alumni	-Learn entrepreneurial skills - Create jobs - Business ideas - human values	-Education Occupation Mismatch -Weak Entrepreneur Skills. -Unqualified Graduates -lack of job opportunities	-lifelong Learning -Knowledge & High level -Ready for Workplace -free education and courses -enhance career and upskills	-Digital & Entrepreneurial learning Platform. -Quality Education -Qualified Teachers -MOOC	-support tuition fees -Lifelong Learning. -eLearning - Technical and vocational education and skills	-Training Course skills - Mentoring and coaching -Enhance Job Opportunities -preparation workplace for new technological

Donors, sponsor	- Sponsorship - Monitoring - A trustworthy platform for donation and financial assistance	- Untrusted institution - Poor digital education platform	- Developed Society & Ummah - Resolve Financial - Support the Ummah	- Donate - Provide jobs opportunities - Trusted & innovative institution	-Organizing effective training -Sponsorship - Improve community well-being	-Misuse of Fund -Making a contribution to society's well being -Educated Ummah
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VII. CONCLUSION AND FUTURE WORK

The main objective of this paper was to suggest and develop a conceptual business model for the UotF and IIUM. The focus was on the participation and contribution participation of the international community in the Digital Entrepreneurship Education Program (DEEP), promoting well-being, and providing poor youth in Palestine with the necessary skills.

Moreover, BMC and VPC business models were used in addition to adopting a design thinking approach that includes a literature review to understand the main problems, needs, and challenges of these young people. Future work should include a viable prototype to support the theory of the proposed solution and to discover real challenges and overcome obstacles.

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