The role of Malaysian University-of-the-Future (UotF) in the Digital Era: International Community Engagement for Improving the Wellbeing of B40 youth in Somalia through Humanising Digital Entrepreneurship Programme

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Abstract: In recent years, poverty has become a series issue around the world. Poverty in Somalia is widespread throughout rural and urban areas. The government estimates that 65 per cent of the country's total population lives below the national poverty line. Another 25 per cent of the people live just above that line and are highly vulnerable to the risk of falling into poverty. The purpose of this paper is to propose the role of university of the future in reducing poverty and enhancing wellbeing of B40 youth in Somalia. i.e. nurturing unemployed and under-employed B40 graduate youth as job creators Through humanizing education and entrepreneurship skills. This paper offers validated conceptual Malaysian University-of-the-Future (UotF) business model with focus on international community engagement programmes. The value proposition of the conceptual business model is to enhance the wellbeing of youth in Somalia through humanising digital entrepreneurship education programmes and harnessing on the digital capability. Universities can adapt the conceptual business model in meeting their needs. The design and system thinking approach has been adapted in this paper to address the wellbeing issues of the youth in Somalia, especially unemployed and under-employed B40 youth, through understanding their need, and then followed by building conceptual business models using modelling tools, i.e. Business model canvas (BMC) and Value proposition design canvas (VPC).; and then followed by building conceptual business models using modelling tools, i.e. Business model canvas (BMC) and Value proposition design canvas (VPC). The approach includes conducting literature review and interviews for understanding the needs, challenges and key problems; formulating and ideating initial business model options in solving the problems; and validation of the initial business model by interviewing the various customer segments.

Keywords: **Somali Poor Youth, Societal Well-Being, University-Of-The-Future, Unemployment Youth, SDG, Humanizing Digital Entrepreneurship Education, BMC, VPC, Digital Era, university Community Engagement**.

I. INTRODUCTION

Somalia is one amongst the poorest countries in the world specially in Africa, poverty is widespread in both village and cities, Many of the Somali people do not have access to affordable and quality technical, vocational and tertiary education including university. More than half of the population lives in poverty in Somalia. It has been estimated that four out of five poor people live in rural areas. Majority of the Somali people are not educated and they do not have access to acquire knowledge. Poverty is one of the main reasons for Somali people that they are not access to be educated and have a

healthy life. Somalis' poverty rate has worsened sharply over the last decades due to the security problem which did not allowed business man to invest, more than 70% the population of Somali people are less than 2-dollar a per day. Currently the Somali economy affected by poverty and unemployment, Decades of civil war and political fragmentation have made Somalia one of the poorest countries in Sub-Saharan Africa. Nearly seven of 10 Somalis live in poverty, the sixth-highest rate in the region. Poverty is both widespread and deep, and unless appropriate policies are implemented, persistent poverty and vulnerability will impede future economic and social development (Utz Pape and Wendy Karamba, 2019). Today, Somalia has an opportunity Following years of sustained effort to re-establish basic economic governance, Somalia may be on the verge of initiating a debt relief process through the Heavily Indebted Poor Country (HIPC) Initiative. This survey covered all accessible regions, interviewing both urban and rural households to gather data on education, employment, security, consumption, and more. The unemployment rate in Somalia reached 11.4 % in the first quarter of 2020, according to the World Bank collection of development indicators compiled from officially recognized sources. Somali youth between the ages of 15 and 30 are increasingly the most affected. Many youths have migrated from Somali looking for better job opportunities outside, and Many others who are unable to migrate legally continue to die as they attempt to illegally cross the Mediterranean Sea to Europe. The problem of youth unemployment particularly affects university graduates and Drop out Students is the degradation of the public education system, which does not equip its students with the skills they need to qualify for work or help them establish their own business. Another reason of unemployment is inequality which is making difficult for youth to build better lives through their work of unemployment and finally tribal wars. Encouraging youth to go to university will not solve alone the problem of youth unemployment, it is important to ensure that university curricula are of high quality and also make a job creation for the youth and skills ,so Somali Government in partnership with education institutions , private sector/ companies ,and donners , International organization (ILO, World Bank) should promote youth employment programs to build the capacity of the youth, it can be internship programmes, apprenticeship, skill training programs which is locally marketable. On the other hand, Somali universities should improve themselves by designing new and innovative models that deliver relevant and applicable knowledge worldwide. Ending poverty in all its forms everywhere is the first goal (SDG1) of the seventeen goals of the United Nations 'Sustainable Development Goals' (SDGs) agenda. SDG1 seeks to eradicate extreme poverty, and one of its targets is by 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions. As well as decent work & economic growth (SDG8) which seeks to promote sustained, full and productive employment and decent work for all. By 2030, one of its targets is to achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labor-intensive sectors. the Malaysia University towards the University of the Future that can contribute to the global communities through humanising education, aligned with SDG1, SDG2, SDG4, and SDG8. Moreover, this programme will create an initiative to create job opportunities for the Somali youth based on entrepreneurship education programme. A conceptual solution is suggested in this paper to address the unemployment problem by aligning the capabilities of Somali youth with evolving business demands and to help them resolve their poverty. This solution offers business model options for a university of the future (UotF) to empower Somali youth by humanizing entrepreneurship education that contributes to social well-being in Somalia.

II. OBJECTIVES

The primary objective of this program is to ensure inclusive and equitable quality education and promote lifelong learning opportunities by providing digital entrepreneurship education program (DEEP) in terms of social entrepreneurship & reskilling of the unemployed and under-employed graduate youth of Somalia. In addition, providing e-Marketplace platform to advertise and promote their products and services and enhance sustainable growth, and making full and productive employment and decent work for the poor and unemployed youth. Furthermore, providing affordable reskilling them in financial management and help them get a financial assistance to produce balanced graduates of Somali youth, knowledge, skills and Amanah. To reach these goals this program will help Somali entrepreneurs who are able to start their own business and create job opportunities for others, while embracing the concept of Rahmatan Lil 'Alamin. This also creates jobs and prosperity, a forum for young community income and well-being. Therefore, this program will reduce youth social issues and preserve the relationship between the university and students. This aims to give affordable prices and offer opportunities for jobs. This paper offers a conceptual business model for a Malaysian University-of-the-Future, and International Islamic University of Malaysia (IIUM), and how IIUM as an exemplary in carrying out international community engagement can contribute to B40 youth in Somalia in order to achieve its Strategic Focus Area (SFA) goals, aligned to Humanizing Education and SDGs to reduce poverty (SDG1 and hunger (SDG2) of the

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unemployed and underemployed B40 youths of the country and transform them to become job creators. The program aims to include partners in the project and implementation as they also have the same vision and goal to provide youth with education and job opportunities and to bring value-added values to their lives in the future. Moreover, to propose a business model options for the Malaysian University of the Future that is relevant to the nations and communities, and contributes to the well-being of the society.

III.   LITERATURE REVIEW

A. *Humanizing and balanced education*

Humanization is a process of personality growth itself, the characteristics of a qualitative side of any human operation, its unity and honesty. The main criteria of the humanitarian development are: system of knowledge, arrangements, motives and beliefs of a person. Humanization of education described as a forwarded pedagogical process that provides the creation and development of an integral personal attitude towards reality with a focus on motivational and evaluative processes in which the actualization of the acquired professional knowledge is not neutral, but is carried out on the basis of clearly articulated moral-axiological and social criteria. Humanization of education may be defined as a forwarded pedagogical process providing the formation and development of an integral personal attitude to the reality with accentuated attention to motivational and evaluative processes by which the actualization of the acquired professional knowledge is not neutral but is carried out according to the distinctly expressed moral-axiological and moral criteria. Humanization is not only understood as a simple filling the curriculum with the courses of humanitarian character but formation of need to assimilate the world culture in order to merge into organic whole the cognitive- active, moral-ethic and aesthetic components of a personal development. (Elkanova, T. M., & Chedzhemova, N. M, 2013). The path by which men and women will become aware of their role in the world is a humanizing education. This course enhances the world's potential for free life. This social responsibility is what will ensure the survival of a democratic society whose formative culture has to be formed by pedagogy capable of producing vital, morally just, self-reflective, educated and critically engaged people. (Law, L. P, 2015).

B. *University of the future*

University plays an important role in society for over a very long time. In recent technological developments and increasingly complex challenges, university systems are being criticised for not producing adequate-work ready for graduates and for their intense focus on research which sometimes has been at the cost of their mandate to educate (Dan et al., 2019). Therefore, a group of academicians and other parties consider redeveloping and improving universities in the future. They emphasise that university should be about education and individual exploration through discussions and readings that broaden the mind, a different way to examine knowledge to enhance the ability to face challenging situations and the ability to come up with critical and satisfactory solutions to problems. Furthermore, the arrival of digital technologies and the Industrial Revolution (IR) 4.0 into the learning process has radically changed the way faculty and students access and share knowledge.

C. *Sustainable Development Goals: SDG 1,2,4,8*

The success of a nation is measured by the sustainability performance and accessibility for all. In today's world, the biggest problem among nations is to solve development issues. Over the past years, the agenda of Sustainable Development Goals (SDG) introduced to help retain the development in the future. People in rural areas are the main targeted group to improve income prospects in order to tighten the gap. The objective of dealing with the poverty issue is significant to SDG1 which aims to eradicate extreme poverty, and one of its objectives by 2030 is to reduce at least half of the proportion of people of all ages living in poverty in all its dimensions within the country. Somalia faced a challenge to diminish the issue of school drop-out resulting from the poverty factor. Somalia is concerned about the accessibility of education for all. SDG2 seeks to ensure End hunger, at every stage of life for Somali people and highlights the complex inter-linkages between food security, nutrition, rural transformation and sustainable agriculture. SDG 2 has eight targets. The five "outcome targets" are: ending hunger and improving access to food; ending all forms of malnutrition; agricultural productivity; sustainable food production systems and resilient agricultural practice. The fourth goal of sustainable development goals SDG4 which emphasizes improving balanced and quality education will help Somali to enhance social well-being and closing the gap between socio-economic groups and breaking the cycle of poverty. SDG8 works on decent work and economic growth is the key indicator for Somalia to increase the productivity of the labor force

and reduce the proportion of youth unemployment. It will increase graduate employability in the future. The relationship between sdg4 and sdg8 is highly context-dependent. For example, where to improve education quality (SDG4), it reduces unemployment (SDG8) then reduces poverty (SDG1), economic growth leads to health gains as workers" income increases and improve youth wellbeing. (Howden-Chapman et al, 2017).

D. Megatrends

Megatrends are global changing factors that govern the future of the world, having an effect on economy, businesses, industries, societies which in turn changes our lifestyle (Malik & Janowska, 2018). The megatrends for education are dynamically shifting as we shift into a new era with IR4.0. The megatrends around the world are swiftly advancing, invoking the need to make changes in the industry, technology and education. These are also affecting the way we perceive and live our lives, impacting the environment and social trends and culture around us (Kaur & Arledge, 2019). As the technologies advance, businesses and industries change in this era, the skills and requirements of human workforce also need to be improved to sustain a livelihood. Due to the phenomena of megatrends, the education and learning system needs to have its course of renovation and tweaking to adapt and implement the potential according to the demands of this era. Universities, with its academic professionals are obligated to improve the quality of education provided by humanizing education with the technological advancements of IR4.0 to prepare the students for the adaptability towards the environmental as well as job markets for the 21st century.

E. Humanizing digital education

Creating job opportunities and helping human being are one of the vital responsibilities of each person in this world. According to Oyelola, Chris, Ajiboshin, & Peluola (2014), Entrepreneurship education can play a major role in changing attitudes of young people and providing them with skills that will enable them to start and manage small enterprises at some point in their lives‖. Through humanising entrepreneurship education, youth are able to make and create their own companies and businesses, thus, providing jobs for other people. In addition, these youth entrepreneurs are nurtured with righteousness values. So, they become people with honesty, respect, virtues, truthfulness, sincerity and humanity. Islam encouraged human being to help the poor and to protect the lives of the people and to not destroy environment (Manssoori & Dahlan, 2018).

F. Youth Unemployment in Somalia

The current global unemployment problems present a particularly difficult labor market experience for young workers. The ILO estimates no less than 40% of all unemployed population are youth. According to a UN report 2018, unemployment rate for young people in Somalia is one of the highest in the world at 67% among all 15 to 30-year-olds. Unemployment among youths in Somalia has also encouraged many to flee their country. Majority of the Somali youth moved to neighboring countries looking for better opportunities. Some youth crossed the Mediterranean Sea into Europe in searching for better live. The country has the largest percentage of unemployment in the populations, long period of Youth unemployment will lead to engaging antisocial behavior including piracy, drug and alcohol abuse, unsafe sex and other criminal activities like terrorism. As the result of the respondent the youth skills are not tailored with market demand, so there is Lack of institutional linkage between training institutions and the labor market and this can be blamed for the Education Institutions and vocational training schools which has not been done a proper market research. youth require marketable skills which can match the demand of the market both private and public sectors. The second results of the respondents in Low participation of youth in employment because of age discrimination which they are not considered a responsible that (31.1%) of the respondents answered agree, while 10 (22.2%) of the respondents were neither agree nor disagree, (17.8%) of respondents answered disagree. And (13.3%) of respondents answered strongly agree. As the result of the respondent the low participation of youth in employment is because of age discrimination which they are not considered a responsible.

G. International Community Engagement

Competition between universities is intensifying for students, staff, and resources internationally. Innovations provide students with new ways to access higher education and close the equity gap for poorer populations. The Malaysian Ministry of Higher Education recognized the need for radical changes to meet the challenges and remain aligned with global trends and relevance. The Malaysian Education Blueprint (MEB) 2015-2025 for Higher Education 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 Ministry aims 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 just 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. Harmonize how private and public institutions are governed and transition from the existing, highly centralized HLI governance structure to a model centered on gained autonomy within the regulatory framework and ensure the financial sustainability of the higher education system by reducing the reliance of HLIs on government resources and also by asking all stakeholders directly benefiting from it to contribute (Ganapathy, 2016).

H. Natural resources in Somalia

Somalia is reported to hold large, untapped reserves of numerous natural resources such as iron ore, uranium, copper, tin, bauxite, gypsum, salt, and natural gas. Its proximity to countries such as Yemen and Saudi Arabia makes it a potential reserve of oil. These resources remain largely untapped and unexploited because of the poor infrastructure and the decades of civil war. For a long time, the country did not have a substantial government in place. However, following the end of the civil war, the country is slowly rebuilding, with several foreign companies already showing interest in investing in its mining industry. Somalia has a lot to do if has to rely on its minerals for revenue. Most experts believe that the oil and gas sector is likely to see some progress in the future (Sophy Owuor 2019).

I. Agriculture

Somalia's economy consists of both traditional and modern production, with a gradual shift in favor of modern industrial techniques taking root. Agriculture is the most important economic sector in Somalia. It accounts for about 65% of the GDP and employs 65% of the workforce. Agriculture has traditionally driven the Somali economy, only 1.6% of Somalia's total land area is cultivated, and 69% is permanent pasture. The commercial crops, bananas and sugarcane, are grown on irrigated land along the two rivers. Bananas constitute the nation's major commercial crop; output was 50,000 tons in 1999, down from 110,000 tons in 1990. Sugarcane production in 1999 totaled some 210,000 tons, down from 500,000 tons in 1985. Somalia is the world's leading producer of frankincense, the main market for banana export began to help revitalize the agricultural sector. In 2001, agricultural products accounted for 47% of exports and 17% of imports; there was an agricultural trade surplus of $10.2 million(www.nationsencyclopedia.com).

J. Tourism in Somalia

Somalia is one of the least visited countries in Africa. Tourism was at its glorious best between 1970 to1990 Over 100,000 tourists visited Somalia from all over the world to see the unique beauty of the country and experience the treat of one of the most hospitable people. After decades of war, tourism in Somalia came to a halt. Various international bodies subsequently began issuing travel advisories recommending that potential tourists avoid visiting the area for safety reasons. Aside from a handful of adventure seekers, few travelers ventured to the volatile southern provinces. Most their visits to the relatively stable northern Puntland and Somaliland regions. Mogadishu remains a fascinating city that embraces both the old and the new. With the presence of the international community and the ongoing redevelopment projects, Mogadishu has been given a touch of modern architecture that gives the city hope of a peaceful and prosperous future.

IV. METHODOLOGY

This paper adopted the design and system thinking approach to develop a conceptual business model of a Malaysian based UotF –focusing on international community engagement programs. The value proposition of the conceptual business model is to enhance the wellbeing of B40 youth in Somalia through humanizing entrepreneurship education, and by harnessing on the use of digital/IR4.0 capability and platform. The conceptual business model is developed through understanding the needs of B40 youth in Somalia by using business modeling tools i.e. Business Model Canvas (BMC) and Value Proposition Design Canvas (VPC). The approach involves carrying out a literature review and interviews to identify key issues of various customer, formulating and devising an initial business model – in the form of BMC and VPC, and value proposition that helps to enhance the wellbeing of B40 youth in Somalia. Design thinking is a methodology which uses the designer's intuition and techniques to match people's needs with what is technologically feasible and what a viable business plan can turn into value for the customer and market opportunity.

V.   PROPOSED CONCEPTUAL SOLUTION

Based on the literature review, the design and system thinking approach uses a strategy canvas with business modeling tools – the Environmental Map (EM), Business Model Canvas (BMC), and Value Proposition Design Canvas (VPC) – to evaluate, develop, and build an innovative business model for the University of the Future (UotF).

A. Initial BMC and VPC

The initial business model of the Malaysian UotF 's – in the form of BMC and VPC, and developing initial business models to start up a new business, and use it as strategic management and lean startup template for developing new business models. It describes a product's value proposition, infrastructure, customers, and finances. By leveraging the nine 9 blocks of Business Model Canvas (BMC) framework, Value Proposition, Customer Segment, Customer Relationship, Channel, Key Activities, Key Resources, Key Partners, Course Structure and Revenue.

B. Key Findings from Interviews

The key finding after the interviews is that entrepreneurship education program which plays an essential role in overcoming the problems of unemployment graduate youth in Somalia. Bringing digital entrepreneurship education to Somali youths can help enhance the country's economy. By generating balanced and holistic graduates with an entrepreneurial mind-set, the public and private sectors can improve their employment, or they can become self-employed and entrepreneurs. Somali youth want to learn innovation and to develop their innovative creative thinking skills. It is considered beneficial to provide an entrepreneurship curriculum that equips the learners with the knowledge and skills to realize their good ideas into business practice. In this program, digital platforms such as e-learning, MOOC (massive open online courses), and e- marketplace tools will be used to facilitate their learning process and experience We have conducted a survey targeting some Somali students at IIUM, the survey was in the form of face-to-face communication, 90% respondents agreed there is a need to build the infrastructure of education and making entrepreneurial education and skill learning platform to build the youth to do their own business.

C. Validated Business Model Canvas (BMC)

The business model canvas is a great tool to help understand a business model in a simple, organized way. Using this canvas will give insights into the customers and others as well. The value propositions are delivered across what channels and how your business is making money. Alexander Osterwalder, of Strategyzer, developed the Business Model Canvas. It involves nine blocks capturing the corporate big picture and its logic, and divided into four important keys driven, (1) Value and customer driven strategy focusing on the Value Proposition and Customer Segment blocks, (2) Finance driven strategy focusing on the Revenue Streams and Cost Structure blocks, (3) Resource and activities driven strategy focusing on Key resources and Key Activities blocks, (4) Partnership driven strategy focusing on key partners and channel block.

TABLE I: BUSINESS MODEL CANVAS

Business Model Canvas

Key Partners	Key Activities	Value Propositions	Customer Relationship	Customer Segments
•local and international Universities •Governments. • Ministry of education. •Ministry of media. • IT Companies. • NGOs, •Donors •sponsors	•Knowledge creation on a digital platform •Student Scholarship •Online Lectures & Library • Students mentoring •MOOC- massive open online courses •Balanced Education development •Entrepreneurship Education	•Well-rounded, balanced, humanized and job-worthy •skilled graduates with employability and entrepreneurial skills and human value. •Courses structured for industry trainings and	•Motivation programs • Training Course. • Educational events and Exhibitions • Digital Platform (E-learning, Marketplace) • online engagement •forums	• **Unemployed** •graduate students. •under-employed graduate •**Alumni** • **Somali poor youth** • **Universities** • **Donors and sponsors** • **Government** • **Employer** •g=overnment •\private sector/

	Programmers •Enhance career &reskilling and upskills •preparation for technological change	industrial visits •Secured Digital Platform •Free selected online courses - Career & job-integrated training programs •Supportive university community •activities for community (NGOs /Associations / Local residents)	•face-to-face •free consultations	companies • Universities
	Key Resources • Human Resource (Staff – Lecturer strainers) • University Center for Community • IT resources such as digital platform of the Programme • Alumni • Financial • Working Labs		**Channels** •Digital & Social Media Platforms. • TV Shows. • Road Shows • Open days and Events. • Education Exhibitions • Printed Materials	

Cost Structure	**Revenue Streams**
• Scholarship. • Staff Salary. • Digital infrastructure expenses. • Activities and workshops expenses • Student service expenses. • Advertisement expenses	• Study Fees. • Training, courses & workshops Fees. • Donation Funds. • Governments grants • Sponsorship • Freemium Fees Zakat/ Waqaf.

1. Value Proposition

The Value Propositions describes the value of the services that were provided to satisfy the customer segments in the project, and also what problem you will solve with your project. This includes: balanced & entrepreneurial education, for the youth to become successful entrepreneurs, secured digital platform content, lifelong learning, humanizing and relevant education, freemium education model, learning flexibility, friendly and international campus environment, scholarships, digital infrastructure, trusted & innovative institution, raising awareness about the importance of the education, enhance job opportunities, skilled workers, better education system and educated nation.

2. Customer Segments

The Customer Segments defines the different groups of people and organizations with common characteristics and projects and Malaysian UotF aims to serve and reach. The business model must be designed with deep understanding of the customer needs. The customer segments include: Unemployed - which can be unemployed and under-employed graduate who do not have decent job, to solve this problem.

3. Channels

Channels are used to share and deliver value propositions through various platforms and it can be reached to new customer segments also. For the UotF, the channels included are both virtual, digital platforms such as the internet and social media as well as face-to-face interaction facilities because the customer relationship can be either virtual or physical. The e-learning along with integrated with e-marketplace as well as other online content support will favor youth to access and learn anywhere anytime and help donors and content providers ease of access to ensure smoothness of the platform. Other channels used can be the network of Masjid and Tahfeez, collaborated universities or schools for infrastructure.

4. Customer Relationship

The customer relationships describe the different types of platforms and offers that the Malaysian UotF aims 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 & forums, face-to-face communication and finally free consultations.

5. Revenue Streams

Revenue Streams are to generate revenue for the enterprise, in this case UotF, for which the management needs to evaluate the worth of the value proposition and ensure best delivery of it to be provided to each customer segment. It is a means to cover the operational costs for the enterprise through student fees, government fund, donations, training and workshop fees, etc.

6. Key Activity

Key Activity describes the activities to be performed in order to deliver the value propositions offered by the UotF to its customer segments. It consists of online learning programs, developing and enhancing e-learning and e-marketplace, job and industry trainings, skills development or specialized courses, entrepreneur training programs, programming (coding)workshops and trainings, industry collaborated trainings, with better engagement of community to provide the value propositions for the customer segments.

7. Key Partners

Key Partners enlists the external partners with the strategic competencies and values-people or/and organizations/industries, who can collaborate as partners to execute and deliver the value propositions offered to its customer segments. The key partners include local and international universities collaboration in generating the courses content, training and other academic activities. Research centers and institutions to support research. The government, industries and alumni collaboration to conduct trainings, workshops and promotions for UotF, and community to engage in key activities.

8. Key Resources

The Key resources are the important assets required to deliver the value propositions offered by the Malaysian UotF to its customer segments. The key resources include: Human Resource (Staff, Lecturers & Trainers) University Center for Community, IT resources such as digital platform of the Programme.

9. Cost Structure

The Cost Structure describes all costs incurred to implement and deliver the value propositions delivered to its customer segments by the Malaysian UotF. This includes the costs in executing the key activities by having the key resources in carrying out entrepreneurship Programme - which is to develop entrepreneurial abilities among the youth and polishing of entrepreneurial skills into a person needed to establish and successfully run his /her enterprise, Scholarship, Staff Salary, digital infrastructure cost, cost of activities and workshops, Student service cost, digital transformation cost and marketing expenses

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TABLE II: VALUE PROPOSITION CANVAS

CUSTOMER SEGMENT	CUSTOMER PROFILE			VALUE MAP		
	JOB TO DO	PAINS	GAINS	PRODUCTS & SERVICES	PAIN RELIEVERS	GAIN CREATORS
Unemployed •graduate students. •Drop out Students • **Somali poor youth**	• Learn new knowledge & skills • Learn creativity • Attend mentori class • Acquire knowledge, skill & human values • Entrepreneurs education & • skills	• Education Occupation mismatch • Weak infrastructure for innovation a Entrepreneurs skills. • inadequate curriculum& teaching methodologies • Poverty • not equipped w the skills and knowledge • Time consuming	• Free access to online education & materials. • Strong Innovative System • Educational program and awareness. • Academic qualifications • Knowledge & High-level skills • free education • enhance career and upskills • Ready for workplace • Learning flexibility • Self-reliance	• Digital learning platform. •Entrepreneurial Education. • Online facilities • Quality education •Scholarship • Qualified Tutors •preparation for technological change • training for a particular vocation	• Cheap tuition fee • Flexible schedule • Lifelong Learning • E-learning • Technical and vocational education	• Awareness programs • Training Course • Mentoring class • Enhance Job opportunities
Alumni	• Learn entrepreneurial skills • Acquire knowledge, skill & human values • training course • Create jobs • Learn creativity • Business ideas	• Unqualified graduates • Weak infrastructure for innovation a entrepreneurship skills. • lack of job opportunities • lack of experience • Unqualified La • not equipped w the skills and knowledge	• lifelong learning • Creating jobs • Self-reliance • Strong Innovative System • Knowledge & High-level skills • Job opportunities • Ready for workplace	• Digital learning platform. • Entrepreneur-ship training. • Enhance job opportunities • preparation for technological change • training for a particular vocation	• Lifelong Learning. □Entrepreneurship skills • MOOC-massive open online courses • Technical and vocation education	• Educational program and awareness. • Mentoring class • Events and conferences

Somali poor youth	•Attend mentoring class •Acquire knowledge, skill & human values •Entrepreneurship education & skills	•High tuition fees •Expensive academic materials •Lack of job opportunities • not equipped with the skills and knowledge	•Academic qualifications •Knowledge • High level skills •free education • enhance career and upskills	•Qualified lecturers •Recommendation on scholarships • Good campus facilities • Good mentoring • MOOC	•Student Scholars • Fermium education •Study loan •E-learning •Technical and vocational education	•Quality education •Balanced graduate •Mentoring class •Enhance Job opportunities
Universities	• Creating an innovation system •Upgrade curriculum •Training the lecturer • Digital	•Unqualified lecturers & curriculum • Poor digital education platform • Poor innovation	•entrepreneurial universities • launching pad for innovation • Qualified	• Balanced & Entrepreneurial Education. • Digital infrastructure • Training courses for lecturers	•entrepreneur lecturers • Producing balanced and entrepreneur's youth • E-marketing	•Sponsorship •Educational Events
Donors and sponsors	•Provide Sponsorship •Monitoring the activities • A trustworthy platform for donation and financial assistance	• Untrusted institution • Poor digital education platform.	• Helping the Ummah. • Resolving financial problems •Developed society	• Secured Digital Platform • Trusted & innovative institution	•effective training •Sponsorship •Delivering best facilities	• Making a contribution to society's wellbeing • Educated nation
Government	• Provide financial support • Job opportunities	• Financial crises • Lack of skilled workers • low level awareness of citizen	•Educated citizen •Economic growth •awareness	•Produce fresh graduates • Skilled students, staffs and lecturers • Trusted & capable institution	•Universities produce more skilled citizen	• Skilled workers • Better education system • Educated nation • high level awareness of citizen
Employer	• Sharing knowledge & increase youth opportunity for jobs & entrepreneur-ship •Experience letter	• Allocated time • Youth competency & level of cognitive	•Personal experience networking •Increase employability for youth	• Consultation support & smooth replacement • Quality digital platform & Easy procedures • Statistics & student performance reports	• Flexible appointment • Quality syllabus & teaching materials	• -Industry relevant skills •Humanising education

VI.   CONCLUSION AND FUTURE WORKS

This paper provides a conceptual and validated business model option of Malaysian UotF to empower somalian youths through humanizing digital entrepreneurship education and develop innovative knowledge, skills and Islamic values that contributes to social wellbeing in Somalia. It also provides them with a digital learning platform to ensure a quality lifelong learning for all Youth. This business model suggests a conceptual solution to address the unemployment problem by aligning the capabilities of Somali students with evolving business demands, and as a result help them in overcoming their poverty. This solution offers business model options for a university of the future (UotF) to empower youth by humanizing entrepreneurship education that contributes to social well-being in Somalia. This proposed conceptual business model for Malaysian universities of the future can be benchmarked and adapted by other institution of higher learning in international community engagement

Future work includes formulating and establishing the Project and Change Management Plan in implementing the conceptual and validated Malaysian UotF business model for enhancing the wellbeing of Somali youth through relevant international community engagement and humanising entrepreneurship education programmes and the development of the digital platform

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