

## A CONCEPTUAL EDU4YOUTH BUSINESS MODEL: EMPOWERING UNDERSERVED YOUTHS THROUGH TVET AND DIGITAL PLATFORM

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**ABSTRACT:** This paper aims to develop a conceptual business model (BM) for Edu4Youth, complete with its digital platform that align with the Sustainable Development Goals (SDG) by promoting equitable education (SDG 4), fostering economic growth (SDG 8), and encouraging partnerships for collaboration (SDG 17). A digital project is designed to address key challenges, extreme pains and create essential gains for various customer segments (CS) - underserved youths, professional tutors, and organisations including educational institutions and community organizations. Many youths face extreme pains such as high course fees, limited access to personalized guidance and insufficient opportunities for real-world application. Educational institutions and community organisations have challenges in reaching underserved youths, measuring impacts and managing resources. Professional tutors struggle with limited tools for interactive teaching, balancing administrative responsibilities and providing personalized feedback. The methodology utilize design thinking (DT) by conducting a literature review (LR) and benchmarking, supplemented by interviews and surveys to understand and define the key challenges, pains, gains, and important jobs-to-do of various customer segments (CS). An initial Business Model (BM) is ideated and developed using business modelling tools such as Business Model Canvas (BMC) and Value Proposition Canvas (VPC). The initial Business Model (BM) together with the digital platform/app prototype is tested and validated by the various customer segments (CS) to establish the validated Edu4Youth Business Model (BM). A Strategy Canvas (SC) is created to compare the validated Business Model (BM) with other market players to identify Edu4Youth's "purple cow" features. This paper offers validated conceptual Edu4Youth Business Model (BM) with digital platform/app as pain reliever and gain creator. A comprehensive Project Management Plan (PMP) will be developed in the future for Edu4Youth's development and implementation; and improve its impact on marginalised areas while fostering sustainable economic growth.

**KEY WORDS:** Youth Empowerment, Entrepreneurship, Digital Platform Business Model, TVET, SDG

## 1. INTRODUCTION

Education is a fundamental right that should be accessible to all, regardless of background, financial means, or geographical location. However, access to affordable, quality education, particularly in digital entrepreneurship and skills, and Technical and Vocational Education and Training (TVET), remains limited, with many youth and learners lacking the resources and support needed to pursue their career and professional development aspirations (UNESCO, 2020). Innovative platforms that offer tailored learning pathways and one-on-one support can address these barriers, creating a more inclusive and sustainable learning environment that fosters skill-building, up-&re-skilling, personal growth, and long-term success.

This aligns with several key Sustainable Development Goals (SDGs). SDG4: Quality Education highlights the importance of accessible, quality learning opportunities, where these platforms aim to advance by offering free resources, tutoring and coaching in digital entrepreneurship and TVET. Additionally, it supports SDG8: Decent Work and Economic Growth by equipping youths with practical skills that contribute to employability and entrepreneurship, fostering sustainable economic development. Through SDG17: Partnership for the Goals, the platform encourages collaboration by connecting professional tutors, youths, and partner organizations, creating a supportive network that enhances learning opportunities and strengthens community ties. These initiatives aim not only to democratize access to entrepreneurship, business, and technical education but also to empower youths to pursue their professional and career goals, enhance their economic stability and well-being, and contribute to a skilled and adaptable workforce (UNESCO, 2020).

In today's competitive landscape, many youths seeking to develop entrepreneurship face barriers such as high course fees, limited access to personalized guidance, and insufficient real-world application opportunities. Organizations such as training institutions like IIUM and Jabatan Tenaga Manusia (JTM), community organizations, and non-profit initiatives like Teach for Malaysia play a pivotal role in overcoming these challenges through re-skilling and up-skilling efforts. By offering accessible educational programs, resources, and personalized support, they equip learners with the skills needed to thrive in evolving industries. These initiatives address skill gaps, particularly in underserved communities, empowering individuals to adapt to changing job market demands, enhance employability, and pursue meaningful career opportunities. Through their combined efforts, these organizations ensure that education remains inclusive, practical, and aligned with the needs of the labor market.

Moreover, professional tutors are responsible for providing youths with relevant and useful content, relying on the well-organized resources that system admin give. They also need to provide timely feedback and support to youths while adapting their teaching strategies based on the progress of each learner. The ability to offer personalized attention to each youth can be impeded by limited tools for interactive and remote teaching. This challenge is compounded by the need to balance teaching responsibilities with administrative duties. Nonetheless, when professional tutors are equipped with enhanced tools for remote and interactive teaching, it streamlines their administrative processes, allowing them to focus more on

delivering quality education and expanding their reach to youths in need (Duncan et al., 2020).

The proposed platform aligns with the goal of providing equitable educational opportunities to underserved youths. By leveraging technology to deliver personalized and interactive learning experiences, Edu4Youth addresses the shortcomings of current solutions. The platform's focus on connecting youths with professional tutors for real-time support enhances the overall learning experience. Hence, innovative IT/Digital projects like Edu4Youth are essential to meet the educational needs of underserved youths, fostering a more inclusive and equitable education system. Through its focus on accessible, affordable, and practical entrepreneurship and business education, Edu4Youth empowers youths to pursue their career and professional goals, gain financial independence, and contribute to sustainable economic growth.

## 2. OBJECTIVES

The primary goal of this paper is to propose a conceptual business model for Edu4Youth that addresses the educational challenges faced by youth as learners, professional tutors and organisations nowadays. The objectives include:

- a. To empower youth through financial management including budgeting, saving, and debt management and support professional tutors with digital tools by sharing resources, skills, and experiences.
- b. To provide accessible entrepreneurship, business training and TVET for underserved youth with tailored tools and technologies while promoting equitable access to learning materials for all.
- c. To enable youth with disabilities in upskilling them in using adaptive technologies for running e-commerce businesses from home, connecting them with customers beyond physical limitations.

## 3. LITERATURE REVIEW

### ***3.1. Digital platforms as support mechanisms for Youth Entrepreneurship***

In Malaysia, youth entrepreneurship is greatly aided by internet platforms, particularly for those struggling financially, academically, or physically. Edu4Youth addresses problems faced by underserved youth, such as unemployment or underemployment, by providing resources, business tools, and networks that connect them to professional tutors, investors, and clients. Digital platforms help financially underserved youth make educated financial decisions by developing critical money management skills like cash flow, debt management, saving, and budgeting (Khan et al., 2016). Digital entrepreneurial education on these platforms increases self-efficacy and confidence, extend market reach, promoting persistence during economic challenges (Selvadurai & Hamid, 2017). Access to digital technology training enhances business operations, optimise operating costs, thus making youth more competitive in the digital economy (MyDigital, 2021).

For underserved youth, especially those unemployed or underemployed, digital platforms offer job-matching services, skill-building courses, and micro-lending options, enabling entrepreneurship as a viable path to financial security (MyDigital, 2021). AI and big data analytics improve these platforms by providing tailored

suggestions, forecasting market trends, and understanding consumer behavior, helping young entrepreneurs make informed decisions (4IR, 2021). These technologies identify deficiencies in entrepreneurial ecosystems and customize solutions for community needs. By offering low-cost entry into micro-entrepreneurship, tools for small enterprise management, and virtual markets for customer outreach, digital platforms support youth with limited resources (Sahrah et al., 2023). Adaptive technologies like speech recognition and screen readers enable entrepreneurs with disabilities to manage online enterprises (Zaremozhzabieh et al., 2016). One-stop online platforms ensure access to essential resources for development (MyDigital, 2021).

The Fourth Industrial Revolution (4IR) emphasizes how digitalization drives economic growth. Malaysia's National 4IR Policy promotes technological advancement and creative business strategies, providing opportunities for young entrepreneurs to prosper (4IR, 2021). However, MSMEs' unpreparedness underscores the need for supportive environments to encourage innovation and technology adoption. Budding entrepreneurs benefit from mentoring, coaching, and networking gatherings to foster collaboration and knowledge exchange (MyDigital, 2021). Government programs also support youth entrepreneurship by reviewing regulations and promoting cross-sector cooperation (MyDigital, 2021).

### 3.2. Benchmark of Business Models.

#### 3.2.1. Malaysia Digital Economy Corporation (MDEC)

In order to promote digital adoption and increase opportunities within the digital economy, Malaysia Digital is the engine propelling the expansion of our ecosystem across nine (9) important industries. Initiatives like the Malaysia Digital Catalytic Programmes (PeMangkinMD) and other competitive offerings help achieve this. Among the nine sectors given priority are:



Fig. 1. Malaysia Digital Important Industries

##### 3.2.1.1. Digital Skill Training ([https://mdec.my/training\\_directory](https://mdec.my/training_directory))

MDEC provides an extensive training directory aimed at improving digital skills among the Malaysian population (see Fig. 1). The training programs encompass a variety of digital competencies essential for the workforce, such as coding, digital marketing, and data analytics. This initiative seeks to prepare individuals with skills that are pertinent to the rapidly changing digital environment.

### 3.2.1.2. eUsahawan ( <https://mdec.my/eusahawan> )

This program by MDEC is specifically designed for micro-entrepreneurs and young individuals, equipping them with the knowledge and skills necessary to utilize digital tools effectively in their businesses. The initiative focuses on practical skills in e-commerce, digital marketing, and online branding, with the goal of empowering individuals from underserved communities to start and expand their enterprises.

### 3.2.2. Skim Latihan 1Malaysia( <https://skim-latihan-1malaysia-sl1m/> )

SL1M is a government initiative aimed at improving the employability of Malaysian graduates through training and internship opportunities. It concentrates on providing skill development that aligns with corporate requirements and enhancing the job readiness of young individuals. While SL1M focuses on employability within conventional corporate frameworks.

### 3.2.3. Coursera

Coursera collaborates with universities and organizations around the globe to offer a variety of online courses, such as those in business and entrepreneurship (see Fig. 2). It provides specializations and professional certificates tailored to different learner requirements. While Coursera offers top-notch educational materials, it usually demands a substantial time commitment and may not target youth or marginalized communities specifically. On the other hand, Edu4Youth presents a learning model that is more adaptable and easily accessible, tailored for young entrepreneurs in training who may need varied learning methods and guidance.

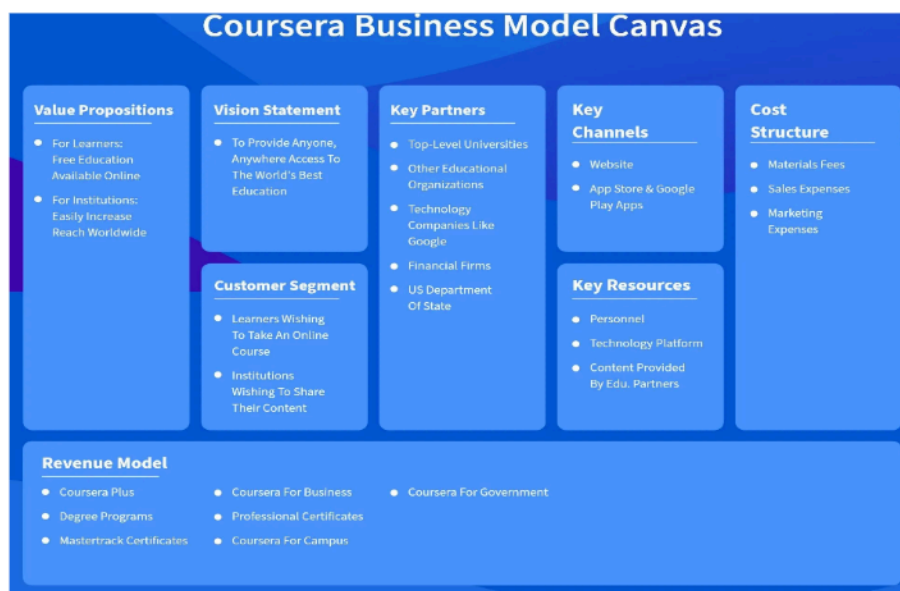


Fig. 2. Coursera Business Model Canvas

### 3.2.4. Skillshare

Skillshare is an online learning platform offering short, project-based courses in a number of subjects, such as marketing, entrepreneurship, business, and creative skills. It is a desirable option for prospective business owners due to its emphasis on experiential learning and community engagement (see Fig. 3). The platform's



adaptable learning options and accessibility appeal to a wide range of learners, including youth who looking for real-world experience to launch or expand their businesses. Furthermore, access to Skillshare is reasonably priced, making it a cost-effective choice for people wishing to learn new skills without having to make a big financial commitment. Skillshare is a well-liked option for people looking to improve their entrepreneurial skills on a budget because of its cost and dynamic learning environment.

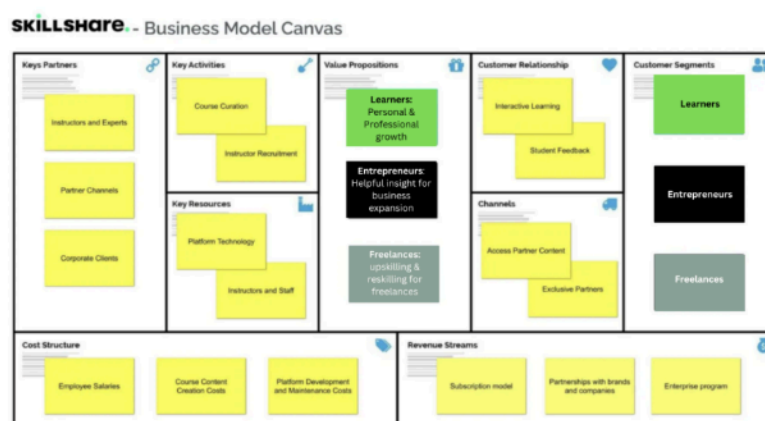


Fig. 3. Skillshare Business Model Canvas

### 3.3. Socio-Cultural Factors Influencing Youth Entrepreneurship

Socio-cultural factors significantly influence youth entrepreneurship by shaping attitudes, behaviors, and opportunities. Cultural norms impact how entrepreneurship is perceived, with collectivist cultures prioritizing social harmony and individualistic cultures viewing it as a path to personal success (DeScioli, 2024). In communities emphasizing traditional careers, youth may avoid entrepreneurship due to societal judgment or family disapproval. Educational systems promoting entrepreneurial thinking foster cultures where entrepreneurship is seen as a viable career path (Kadir & Merican, 2017).

Social networks and community participation provide essential resources, mentorship, and collaboration opportunities, enabling young entrepreneurs to succeed. Financial support and entrepreneurship education encourage an entrepreneurial mindset, while programs, competitions, and mentorships build confidence and skills (Hassan, Sade, & Rahman, 2020). Family background also plays a role, as entrepreneurial parents pass on values and support, while social media and community networks aid in promotion and networking (Gómez-Araujo & Bayon, 2017b).

Entrepreneurial activities are also influenced by gender dynamics. In certain societies, established gender norms can restrict young women's chances to engage in entrepreneurship. It is crucial to tackle these socio-cultural obstacles with specific programs and policies to guarantee equal opportunities for every young person. For example, advancing female entrepreneurship has been shown to contribute to economic development and social empowerment, fostering greater inclusivity in entrepreneurial ecosystems (Acs, Szerb, & Lloyd, 2017). Moreover, factors like capital access, market prospects, and economic stability significantly impact youth

entrepreneurship. Young people in economically vibrant regions with available resources and market access are more inclined to participate in entrepreneurial endeavors (Stephan & Uhlaner, 2010).

Supportive institutional and governmental frameworks are essential for young entrepreneurs, offering resources, training, and incentives. Grants, tax breaks, and entrepreneurship education encourage entrepreneurship, while policies promoting a supportive business climate significantly impact young people's motivation to establish and expand businesses (Global Entrepreneurship Monitor, 2019). Addressing these socio-cultural factors is crucial for fostering a generation of successful young entrepreneurs.

### **3.4. Role of The Fourth Industrial Revolution (4IR) in Transforming Youth Entrepreneurship**

The fourth industrial revolution, known as 4IR, integrates advanced analytics, IoT, AI, and cyber-physical systems into traditional industries. Economic growth, job creation, and development are all significantly impacted by youth entrepreneurship (Boris & Parakhina, 2022). By automating repetitive tasks, 4IR technologies boost efficiency while allowing up young entrepreneurs to concentrate on important areas. Decision-making is improved by AI-driven analytics, which offer insights into consumer behaviour and market trends (Durrie & Gahlot, 2020). Young entrepreneurs may promote their products internationally at low prices by overcoming entry barriers with the help of digital platforms and e-commerce solutions.

Digital literacy and new skills like data analytics, coding, and cyber-physical systems are required by 4IR. These days, educational institutions include these skills into their curricula to get students prepared for the evolving work environments. Upskilling initiatives ensure that youth can utilise modern technology efficiently (Bonekamp & Sure, 2020). Hackathons and other innovation programs offer experiential learning that promotes problem-solving and entrepreneurial thinking (Gonzalez et al., 2020). Furthermore, cybersecurity measures are necessary to protect customers and businesses (Sung, 2020). Reskilling and comprehensive labour policies with social safety nets are essential as 4IR changes society in order to support the growth of local talent ("National Fourth Industrial Revolution (4IR) Policy," 2021).

AI and IoT are currently used in smart manufacturing by young entrepreneurs to optimise production. Platforms like Siemens drive innovation in manufacturing (Siemens, 2022). E-commerce tools like Shopify simplify business expansion and market access (Shopify, 2021). By increasing innovation and productivity, 4IR technologies provide business owners access to global marketplaces. This creates a new generation of tech-savvy, resilient businesses. The National Fourth Industrial Revolution (4IR) Policy emphasises a significant value on helping entrepreneurs and MSMEs implement 4IR technology. Initiative 26 concentrates on real-time matching and scaling, whereas initiatives like S13 facilitate integrated support to facilitate the adoption of technology ("National Fourth Industrial Revolution (4IR) Policy," 2021). Recognising these prospects guarantees that entrepreneurship succeeds in a quickly changing economic environment.

## 4. METHODOLOGY

The goal of this paper is to create a platform that helps underserved youths grow their skills especially in TVET and entrepreneurship. This paper has adopted Hasso Platner's Design Thinking Process in order to accomplish these goals. Design thinking is important because it is focused on users, concentrating on the needs of individuals and coming up with solutions to satisfy them. Empathize, define, ideate, prototype, and test are the first five stages of design thinking, according to Platner (n.d.). The first phase is empathy, which entails reading articles to understand human behavior and trends. So as to create a more valuable platform, this stage additionally relies on surveys and interviews to gather more information and gain a deeper understanding of human thought processes. Based on the information gathered from earlier stages, the next step, define, establish the actual issues encounter by youths, professional tutors and organisations. The ideation process is utilized to come up with solutions to this problem. Different kinds of solutions are created in an effort to identify the most effective one for the issues. Once the answers to issues faced by individuals have been identified, the prototype is created. This prototype has been implemented multiple times to guarantee that the best one is created that meets people's expectations for this platform. The Testing phase, which involves real user feedback and validation of the prototype, has not yet been conducted. Typically, this step would include usability testing, gathering feedback from potential users, and making necessary adjustments based on their experiences. Future work will focus on implementing user testing to assess the platform's effectiveness and usability. Additionally, benchmarking is carried out by searching for comparable business patterns that have already been present in the market. By modifying the current business model, this guarantees that our platform is innovative and relevance, satisfies the high standards and is comparable to other companies that are currently in operation.

### a. Literature Review (LR) & Benchmarking

Conduct a systematic literature review to evaluate existing digital education platforms, identify the challenges underserved communities faced, and gather insights on best practices. Using academic databases like Google Scholar, search for scholarly articles, research papers, and conference proceedings that discuss barriers to education, especially for the underserved youths (Osterwalder & Pigneur, 2010). Focus on factors such as access to resources, digital infrastructure limitations, and the role of personalized tutoring/coaching in bridging learning gaps.

### b. Business Model Canvas (BMC)

The Business Model Canvas (BMC) framework is used to define and visualize our platform strategy. Key components such as customer segments, customer relationship, channels, revenue stream, value propositions, cost structure, key activities, key resources and key partners are identified to align the platform's offerings with user needs (Osterwalder & Pigneur, 2010).

### c. Value Proposition Canvas (VPC)

The Value Proposition Canvas (VPC) is used to align our offerings with the specific needs of the youths, professional tutors and organisations (Osterwalder et al., 2014). VPC consists of two components: the customer profile and the value



map. The customer profile includes job-to-do, extreme gain, and pain, while the value map includes products and services, the gain creators, and pain relievers. VPC makes it possible for us to comprehend customer needs more thoroughly and offer suitable solutions.

## 5. INITIAL PROJECT BUSINESS MODEL (BM) – USING BMC & VPC

### 5.1. BMC

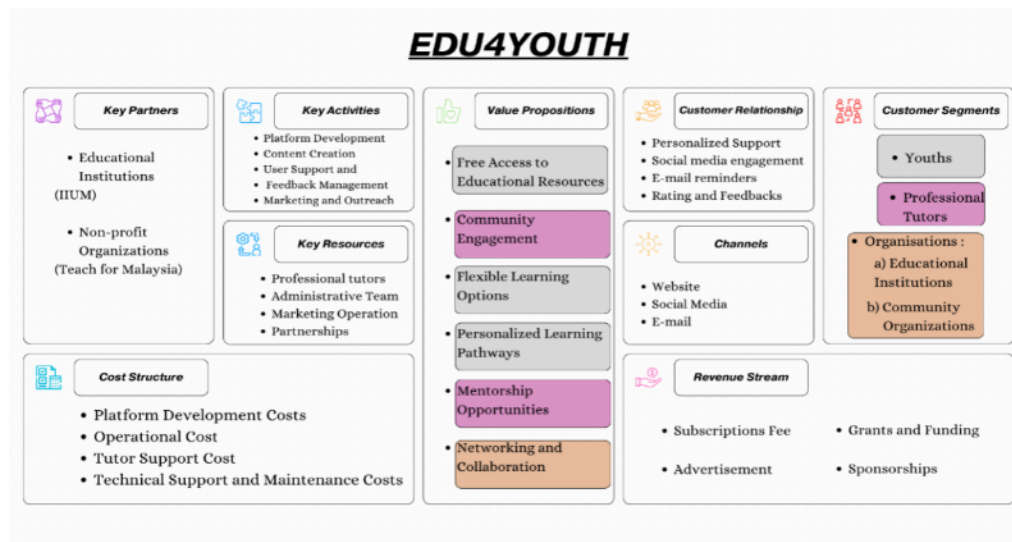


Fig. 4. Initial Edu4Youth Business Model Canvas

### 5.2. VPC

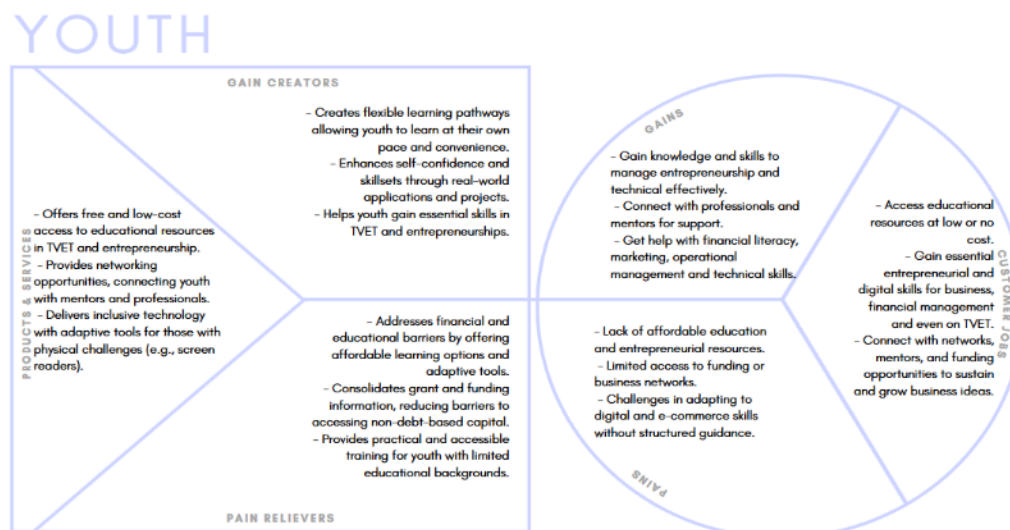


Fig. 5. Youth Value Proposition Canvas (VPC)

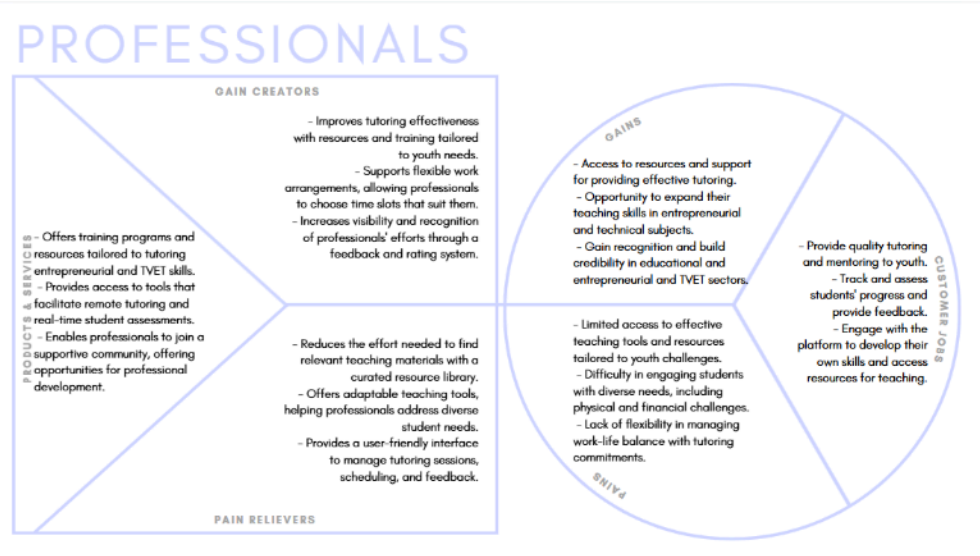


Fig. 6. Professionals Tutors Value Proposition Canvas (VPC)



Fig. 7. Organizations Value Proposition Canvas (VPC)

## 6. CONDUCT VALIDATION OF INITIAL BM & KEY FINDINGS

An online survey was created using Google Forms in order to validate Edu4Youth's initial business model. A total of 11 structured questions was created in order to validate the business model canvas and identify areas that needed improvement. The survey specifically targeted Edu4Youth's customer segments, which including youths. The survey was completed by 20 respondents in total. Based on Fig. 8 & 9, 50% identified as students, 30% as unemployed, 15% as self-employed, and 5% as employed.

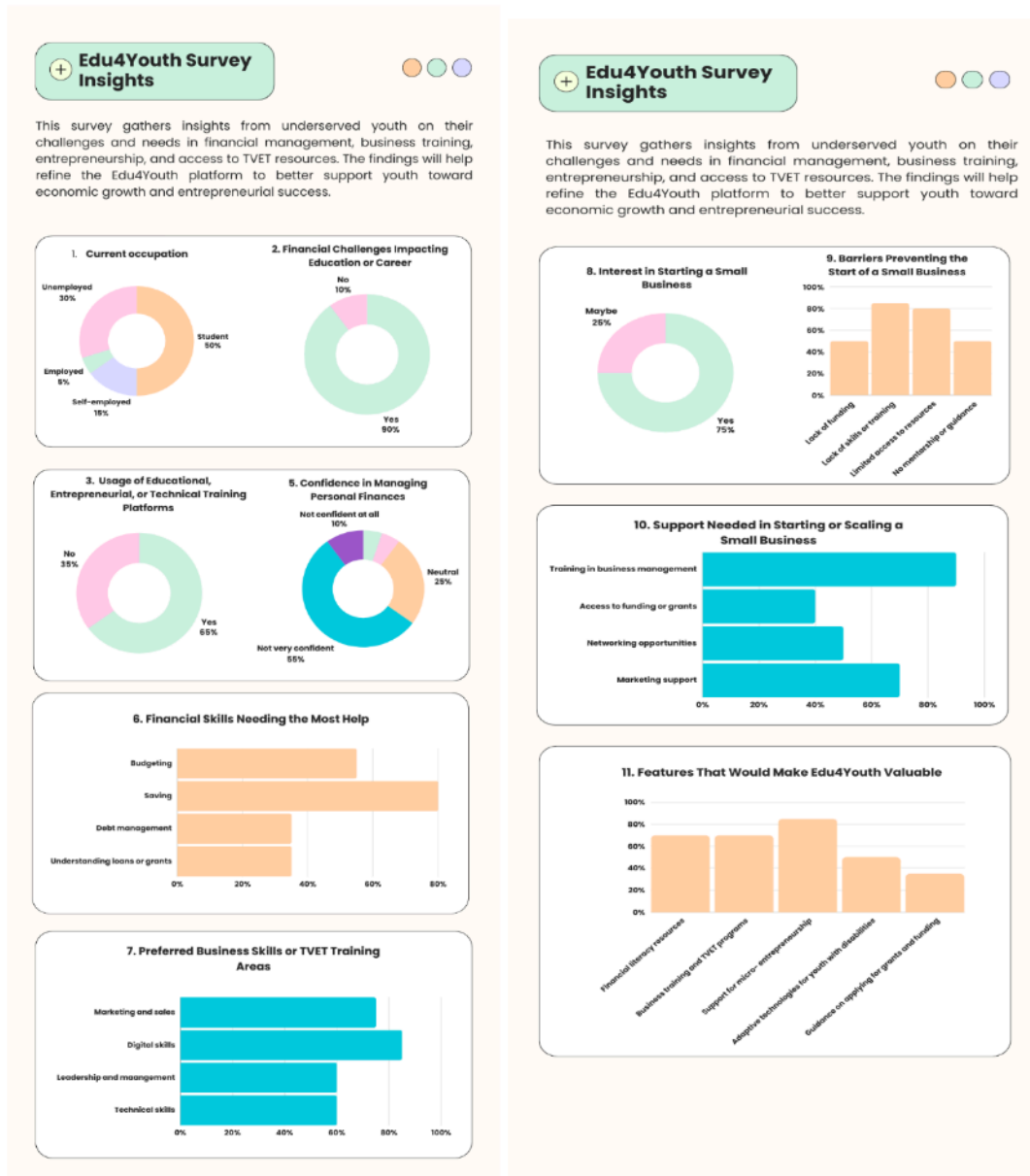


Fig. 8. Infographic Survey Insights

Significantly, 90% of participants have financial challenges which impact their ability to focus on their studies or careers. 35% had not used educational or technical training platforms, despite 65% having done thus, showing accessibility issues. The fact that 55% of respondents are not very confident and 10% are not confident at all in their ability to manage personal finances raises serious concerns about financial literacy. Youth require support in several important areas, such as saving which shows 80% votes from the respondent following with budgeting which 75%, understanding loans or grants and managing debt.

The survey also emphasises the significance of developing business skills, with 85% of respondents seeing sales and marketing as crucial, followed by technical, leadership, and digital skills. The majority of respondents which are 75% said they are interested in starting a small business, but they encounter several barriers,

including a lack of funding, a lack of training or skills, limited access to resources, and a lack of mentoring. In order to overcome these barriers, youths noticed the need for marketing support, networking opportunities, funding and grant access, and business management training. In order to enhance its impact, the Edu4Youth platform should focus on offering important resources including training in financial literacy, business and TVET programs, and help for micro-entrepreneurship. Other aims include providing guidance on obtaining grants and funding and creating adapted technology for youths with disabilities.

Interviews with professional tutors provided a number of valuable recommendations for enhancing the Edu4Youth platform. They recommended that the platform has the ability to differentiate itself from JobStreet and other websites, guaranteeing that youths could use it for free. Furthermore, the platform need to focus on carefully reviewing and promoting professionals who join the initiative. The instructors emphasised that offering job-related volunteering opportunities, like LinkedIn-style job marketing, would be appealing than just giving motivational talks. In order to increase their exposure and reputation, they also advised job seekers to create detailed profiles. The professional tutors offered recognition approaches like certificates, profile-building opportunities, and tracking achievements such the number of talks a professional has given as a way to encourage professionals to contribute. This feature would distinguish Edu4Youth from platforms like LinkedIn, which do not offer this kind of capability, and help speakers establish their reputations. Instead of depending on typical social influencers, the primary focus should be on knowledge-sharing experts who can offer significant expertise.

In order to get sponsorships, it is crucial to match Edu4Youth's purpose with their goals, such as skill development and youth empowerment, according to interviews with educational institutions which is IIUM and NGOs such as Teach for Malaysia. They emphasised that in order get sponsors, measurable results, such as the number of youths trained or employed were required. They also recommended developing partnership structures that highlight sponsor contributions, funding specific programs or providing training materials, and collaborating with groups that have expertise with TVET and entrepreneurship to maximise the impact. These findings highlight the importance that direct interaction and effective partnerships are to the platform's long-term sustainability.



## 7. VALIDATED BUSINESS MODEL – USING BMC FRAMEWORK

### 7.1. Validated IT/Digital Project BM

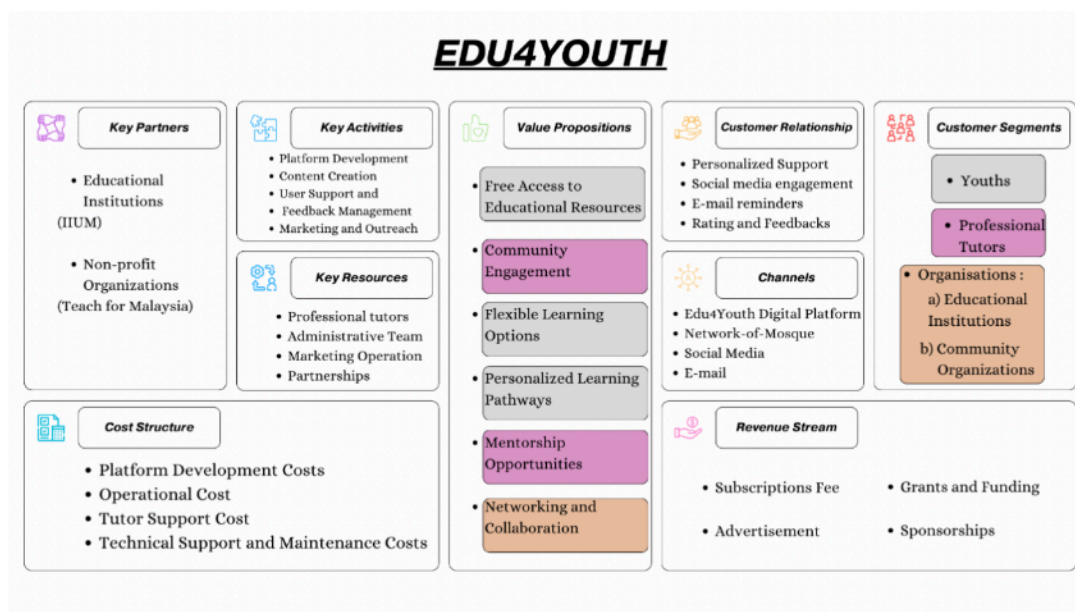


Fig. 9. Validated Edu4Youth Business Model Canvas

Edu4Youth, a platform designed to bridge the gap in access to digital entrepreneurship, business and TVET education; operates with the aim of empowering underserved youths by providing them with essential resources, skills and opportunities (see Fig. 10). The platform's foundation is built on a robust Business Model (BM), which ensures sustainability while delivering impactful educational solutions. The BM consists of nine interconnected blocks that highlight the operational strategies, partnerships, and value propositions of Edu4Youth, all of which are designed to address the challenges faced by its target audience. Below is an in-depth explanation of these nine components, tailored to the needs of Edu4Youth.

#### 7.1.1. Customer Segments (CS)

Edu4Youth is an inclusive educational platform serving diverse customer segments, primarily focusing on youths from underserved communities who face barriers to quality education. The platform equips these youths with essential business skills, entrepreneurial knowledge, and financial literacy through free educational tools, while also offering opportunities in Technical and Vocational Education and Training (TVET) to enhance their employability. Through individualized mentoring and flexible learning options, youths can overcome obstacles and build confidence. Professional tutors contribute by providing guidance, mentoring, and high-quality instructional materials, while also offering valuable career and entrepreneurship insights. Additionally, organizations like IIUM, JTM, and Teach For Malaysia play a key role by driving re-skilling and up-skilling efforts, securing funding, and addressing both operational and strategic needs to ensure the platform's sustainability and growth, ultimately supporting Edu4Youth's mission of delivering inclusive, sustainable, and high-quality education for all.



### **7.1.2. Value Proposition (VP)**

Edu4Youth's value proposition begins with its commitment to free access to educational resources, making quality education accessible to underserved communities. By removing financial barriers, the platform empowers youths to acquire essential skills in business, entrepreneurship, and TVET (Technical and Vocational Education and Training) without the burden of high costs. Additionally, Edu4Youth fosters community engagement by connecting learners, professional tutors, and organisations, creating a supportive and collaborative. This engagement ensures that learners receive not only academic resources but also emotional and motivational support, which is crucial for their personal and professional development. The platform also emphasizes flexible learning options and personalized learning pathways, catering to the unique needs of each individual. Learners can access resources and mentorship opportunities at their own pace, ensuring that education is adaptable to their schedules and learning styles. Furthermore, Edu4Youth promotes mentorship opportunities and networking and collaboration by connecting youths with experienced professional tutors and organizations. These connections enable learners to gain insights and explore real-world applications of their knowledge, ultimately preparing them for future careers and fostering a sense of community.

### **7.1.3. Channels (CH)**

To successfully reach and engage its audience, Edu4Youth uses a variety of channels, such as our own Edu4Youth digital platform, social media platforms, and email. The digital platform acts as the main center, giving youths, professional tutors and organisations access to mentorship programs, instructional resources, and platform updates. Social media platforms are used to communicate success stories, encourage community involvement, and reach a broader audience, particularly the younger demographic who are active on these platforms. Additionally, email communication ensures personalized interactions by sending reminders, updates, and feedback directly to users, fostering a strong connection between the platform and its stakeholders. When combined, these channels give users a smooth and convenient experience, increasing the platform's influence and audience. Moreover, this digital platform also uses the concept of Network of Mosque (Dahlan et. al, 2016; Burhan et. Al, 2013) which allows all people to visit website without specific gender or ages. Thus, these platform channels use to communicate with customers segments to deliver value proposition.

### **7.1.4. Customer Relationship (CR)**

Edu4Youth builds strong customer relationships through personalized support, offering one-on-one guidance from tutors and responsive administrative assistance to address challenges promptly. This personalized approach enhances user experience, fostering long-term engagement and trust. The platform also engages users through social media, email reminders, and a rating and feedback system, ensuring consistent interaction. Social media helps build a community and share updates, while email reminders keep learners on track and informed. The feedback system gathers user insights to improve the platform's services. These strategies together create a supportive, dynamic relationship between Edu4Youth and its users.

#### **7.1.5. Revenue Stream (RS)**

Edu4Youth generates revenue through multiple streams to ensure sustainability while keeping education accessible. Primary sources include subscription fees for premium features, advertisements that do not disrupt user experience, and grants from government agencies, educational foundations, and non-profits. Then, sponsorships from organizations further support the platform, enabling expansion and improved services. These diverse revenue streams ensure Edu4Youth remains financially viable, continuing to empower underserved youths with essential skills for a better future.

#### **7.1.6. Key Resources (KR)**

Edu4Youth's key resources include professionals database, such as professional tutors and industry experts, who provide essential knowledge and mentorship to learners, ensuring the platform offers high-quality educational content. The administrative team plays a crucial role in managing daily operations, ensuring the smooth functioning of the platform, coordinating between users and tutors, and handling logistical tasks. Marketing operations are vital for promoting the platform, attracting new users, and maintaining visibility in the competitive educational landscape. Additionally, partnerships with educational institutions, JTM, community organizations, and non-profits strengthen Edu4Youth's network, enhance resource sharing, and broaden its reach, enabling the platform to offer a wider range of services and support to underserved communities.

#### **7.1.7. Key Activities (KA)**

The key activities of Edu4Youth are centered on ensuring the platform's effectiveness and sustainability in delivering accessible education to underserved youths. These include platform development, which involves designing, maintaining, and improving the mobile app and website to meet user needs, incorporating features like personalized learning pathways, mentor connections, and resource libraries. Content creation is essential, with Edu4Youth producing high-quality educational materials in business skills, entrepreneurship, and TVET, tailored to the target audience. Additionally, user support and feedback management ensure a seamless experience, addressing user challenges and refining the platform based on feedback. Marketing and outreach activities help attract new users, raise awareness, and foster community engagement, using digital marketing tools and partnerships to expand the platform's reach and maintain accessibility. Collectively, these activities contribute to Edu4Youth's mission of providing equitable, high-quality education.

#### **7.1.8. Key Partners (KP)**

Edu4Youth relies on key partnerships with educational institutions like IIUM and non-profit organizations such as Teach for Malaysia to strengthen its platform and expand its reach. IIUM and JTM provide academic expertise, curricula, and credibility, ensuring that the educational materials offered on the platform meet high standards and are relevant to the needs of underserved youths. Teach for Malaysia, a non-profit organization dedicated to improving education in marginalized communities, plays a crucial role by offering volunteer educators and mentorship

opportunities. Additionally, the Network of Mosques serves as a vital partner providing a broad and inclusive platform for engagement. These partnerships allow Edu4Youth to access valuable resources, enhance its content, and engage a wider network of volunteers and professionals, ultimately contributing to the platform's mission of providing equitable education and empowering youths.

#### **7.1.9. Cost Structures (CS)**

Edu4Youth incurs several key expenses to ensure the platform's smooth operation and continued growth. Firstly, platform development costs are significant, covering the design, maintenance, and continuous improvement of the website and mobile app, ensuring they remain user-friendly, efficient, and responsive to the needs of learners. Next, operational costs include administrative expenses such as managing day-to-day operations, coordinating with partners, and overseeing user support services. Furthermore, tutor support costs cover expenses related to recruiting, training, and retaining professional tutors, ensuring they are equipped to provide high-quality mentorship. Additionally, technical support and maintenance costs are essential to address any technical issues that may arise, ensuring the platform remains operational without disruptions. Together, these costs ensure that Edu4Youth can continue delivering accessible, high-quality educational services while expanding its reach and impact.

### **7.2. Business Environmental Map (EM)**

#### **7.2.1. Market Forces**

According to Technavio (2024), the global e-learning market is expected to grow by USD 192.79 billion from 2022 to 2027, at a compound annual growth rate (CAGR) of 15.87%. This growth is driven by increased demand for flexible education solutions, technological advancements, and the rising popularity of online certification and skill development. In regions like Asia-Pacific, the expanding digital infrastructure is a key factor contributing to the increasing adoption of e-learning platforms, making this a prime market for Edu4Youths to meet the educational needs of underserved communities.

#### **7.2.2. Industry Forces**

The e-learning market is highly competitive, with several major players offering courses across various fields. In order to stand out, Edu4Youths can offer unique value propositions, such as integrating Technical and Vocational Education and Training (TVET) with business education, providing a more comprehensive skill-building experience. This differentiation allows Edu4Youth to cater not only to general business education but also to practical vocational skills, setting it apart from platforms that focus only on theoretical knowledge.

#### **7.2.3. Key Trends**

Digital technologies have been essential in making education more accessible and adaptable to the needs of modern learners. As highlighted by Dabbous et al. (2023), the transition to digital learning is a key factor in fostering more competitive and inclusive economies. Edu4Youth takes advantage of this trend by offering a web-based platform that allow users to access learning content and mentorship

remotely. Thus, Edu4Youths addresses this demand by offering tailored learning pathways that meet individual needs.

#### **7.2.4. Macroeconomic Forces**

Edu4Youth has strong growth potential due to the increasing demand for flexible and accessible education, supported by global trends in digital learning and workforce development. The e-learning market is forecasted to grow by USD 309 million from 2023 to 2028, at a CAGR of 20.24%, driven by the rise of mobile learning technologies, online education adoption, and cost-effective content development (Technavio, 2024). Furthermore, the platform can provide job training for underserved youths, enhancing their economic stability through business and TVET skills. However, macroeconomic factors like inflation, which remains at 3.8% in 2023, may affect operational costs, particularly in technology and resources, making cost-effective strategies essential to maintain growth and service quality (Technavio, 2024).

#### **7.3. Strategy Canvas (SC)**

Based on a blue ocean strategy, the strategy canvas identifies Edu4Youth's unique advantages over sites such as MDEC, SL1M, Coursera, and Skillshare. By filling important gaps in relevance, pricing, and accessibility, Edu4Youth gives Malaysian youth entrepreneurs a distinct and uncontested place in the market. In contrast to international platforms that give expensive, generic courses, Edu4Youth offers free or reasonably cost, locally relevant content that is suited to the requirements of Malaysian business owners. Unlike SL1M, Edu4Youth also hosts special networking events and tutoring programs that promote collaboration, industry connections, and mentoring. In order to assist young people in implementing digital strategies, a crucial area that rivals frequently ignore. It integrates reasonably priced technology tools, content, and tutorials. Edu4Youth provides useful digital entrepreneurship and business tools for marketing, operations management, and financial control in addition to skill development, allowing relevant knowledge and know-how to be applied right away. Edu4Youth provides the eco-system, resources and case studies that are specifically tailored to Malaysia's socioeconomic setting, in contrast to Coursera and Skillshare, which concentrate on worldwide content. Edu4Youth is the go-to platform for entrepreneurship education because of its localised approach, which guarantees that its re-skilling & up-skilling training is useful, relevant, sustainable, and effective for Malaysian entrepreneurs.

By connecting youth entrepreneurs with professional tutors and encouraging teamwork through discussion boards and forums, group learning, and peer-driven projects, Edu4Youth creates a strong feeling of community. This nurturing atmosphere promotes innovation, problem-solving, and collective achievement, setting Edu4Youth apart from sites like Skillshare and SL1M that do not place as much emphasis on the underserved and B40 community. The strategy canvas graphically illustrates how Edu4Youth is compared to industry players in key value areas by adapting a blue ocean strategy, making it relevant and pertinent option for young Malaysian entrepreneurs and business owners.

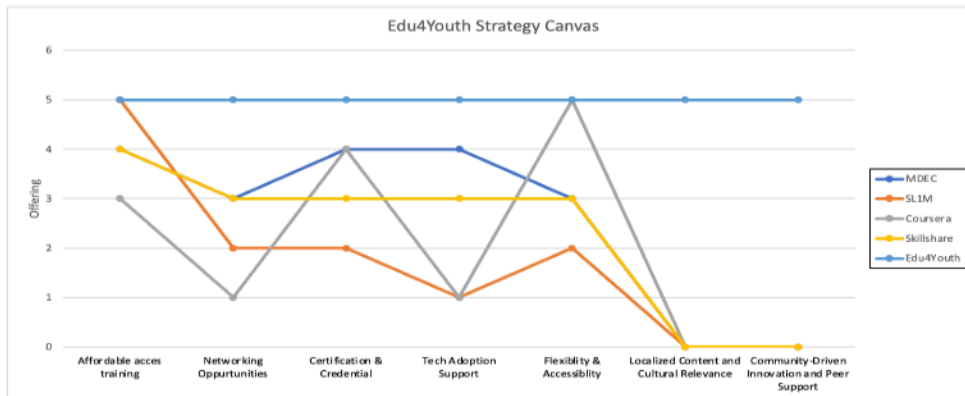
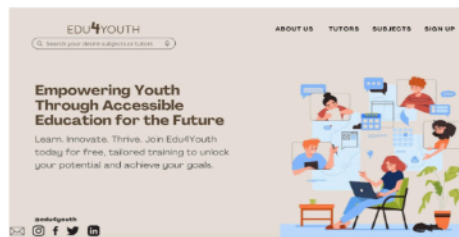
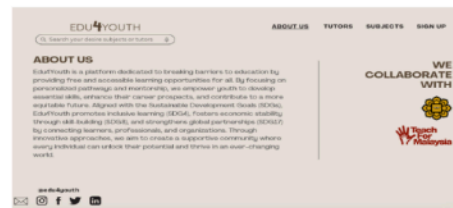


Fig. 10. Edu4Youth Strategy Canvas

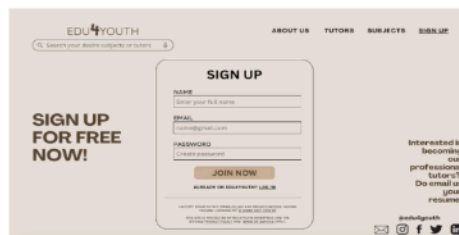
## 7.4. High Fidelity/mock-up prototype apps



(a) Edu4Youth website Home Page



(b) Edu4Youth website About Us Page



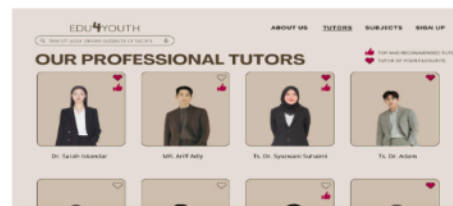
(c) Edu4Youth website Sign Up Page



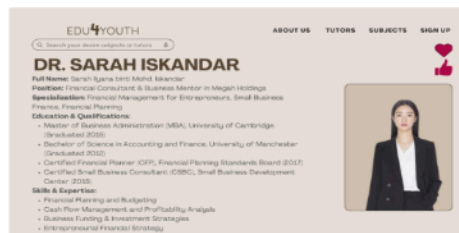
(d) Edu4Youth website Subjects Page



(e) Edu4Youth website Class Page



(f) Edu4Youth website Professional Tutor List Page



(g) Edu4Youth website Professional Tutor Profile Page



Fig. 11. Edu4Youth Website Prototype

This project also includes the implementation of BDA (Big Data Analytics), AI (Artificial Intelligence) and Blockchain. For instance:

- BDA: We could get insights into learning trends, class popularity, tutor popularity, and engagement patterns by collecting and analyzing user data through our database using Big Data Analytics. Both the user experience and the creation of educational materials can be enhanced by this realization. This data-driven approach can direct platform improvements and future content updates.
- AI: A highly adaptable learning environment can be established by using AI to examine user behavior and preferences. In order to offer courses that are specific to each learner's needs, AI algorithms can monitor their progress, interests, and previous interactions. AI makes it possible for users to locate the most appropriate classes that fit their learning preferences and habits in real time by offering data-driven recommendations.
- Blockchain: Blockchain technology can be used to track student progress, safely validate certificates, and keep an open record of achievements. It guarantees that learning outcomes and academic certificates are easily verifiable and impenetrable.

## 8. CONCLUSION AND FUTURE WORKS

The Edu4Youth project is addressing major issues and stresses brought on by stakeholders and their customers including the needy youths, professional tutors and managements of educational bodies and other community organizations. Educations regarding youths, in particular, do emphasize high course costs accompanied by low rates of individualized assistance or tangible applications. Equally, it is the case that administrators have noted deficits in resource allocation, impact assessment and outreach to the under-resourced areas while professional tutors have challenges in relations with educating the youth in an engaging manner and in a one-on-one interaction because of lack of resources.

Edu4Youth stands out with distinctive traits that act as successful pain relievers and value enhancers in its business model. The project aims to overcome financial obstacles to education by providing a free digital platform with professional tutors, allowing personalized learning on subjects such as entrepreneurship, finance, digital and TVET skills. Organisations gain tools for measuring impact and allocating resources, while professional tutors access interactive teaching tools that improve learner engagement. These characteristics are in line with the strategic objectives of both the organization and IT, guaranteeing that the platform plays a role in achieving larger aims such as promoting fair education, economic expansion, fostering partnerships, and enhancing societal well-being. The idea of the business model is designed to meet the needs of everyone involved, making it a groundbreaking effort in the fields of education and entrepreneurship.

The focus of emerging activities will be on formulation of a detailed Project Management Plan (PMP) plan to address the detailed implementation of Edu4Youth

project. This entails defining major areas of focus, site resources and put in place impactful monitoring mechanisms. Other activities will also seek to incorporate 4IR technologies like AI and Big Data Analytics in enabling personalized learning and analytics to improve engagement and feedback loops. In addition, pilot programs in low-income regions will evaluate the ease with which the platform broadly operates and is implemented for optimization of the model across regions. Collaboration with federal and state authorities, education institutions, NGO's, and private sector will also be further developed to enhance funding and outreach with a view of help Edu4Youth to achieve desired economic and education growth in its strategic goals.

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