

The role of future University in Malaysia for the well-being and economic development of youth in Comoros through humanizing education

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Abstract: Education is one of the most important factors for the development and well-being of a country. It reduces poverty, boosts economic growth and increases income. It increases opportunities for young people to lead healthy lives, reduces maternal mortality and fights diseases such as HIV and AIDS. This paper examines the role of humanizing education and how it can contribute to the fight against poverty while enhancing the well-being of youth in Comoros. Also this paper discusses on how humanizing education can contribute to enhancing the youth satisfaction and loyalty to their country. Finally, this paper offers a possible business model of a Malaysian University of the Future for humanizing entrepreneurship education in Comoros in order to nurture youths with the knowledge, skills and virtues. These youths can start their own business; create employment for others, and sustaining harmonious and caring citizens.

Keywords: Well-being, Comoros, Business Model, BMC, Humanizing Education, SDG, Entrepreneurship Education.

I. INTRODUCTION

Located between the eastern coast of Africa and Madagascar with a population of over 800,000 people is the Comoros (Djazär Al Qamar). The country is comprised of four islands, Ngazidja, Mwali and Ndzouani and Mayotte. According to The World Bank, in 2014, 42.4% of the population, or approximately 316,000 people were living below the poverty line of 25,341 Comorian francs per person per month. The poverty line is based on the cost of meeting basic needs. Around 23.5% of the population lives in conditions of extreme poverty. Inadequate healthcare, poor education and a rising population are the main contributing factors to the Comoros poverty rate. The country has great potential in agriculture (including fisheries) and tourism, but it has not been well exploited. This lack of exploitation leads to every large increase to poverty, hunger and the low economic growth in the Comoros (Ministor of economic conference in Paris, 2019).

The Comorian population is young with an average age of 24 years for all inhabitants. In the labor market, the labor supply rate or activity rate is low for 50%. The situation of young people on the labor market in the Comoros is extremely precarious. The under-25 unemployment rate reached 44.5%. Is at least four times higher than, that of adults aged 30-49 years; indeed, almost half of Comorian youth are hit by unemployment and under employment. Unemployment in the Union of the Comoros poses enormous problems, on the one hand to the government, on the other hand to young graduates of the University of the Comoros and to foreign universities. Today, there are more than 700 job-seeker graduates (Ali Ibrahim, 2019). This paper offers a possible Malaysian University of the Future business model in humanizing education for Comoros youths with the knowledge, skills and human values. It suggests of ways to nurture young Comorians in the agricultural and fishing sector and also in entrepreneurship to become able to fight against the poverty of the country and contribute to the economic growth and well-being of the country.

II. PROBLEM STATEMENT

The Comorian population is made up of 65% of the youth. The majority of them do not have jobs. Almost half of young Comorians live in extreme poverty and the deficiency of job opportunities in the market. The unemployment rate among under-25 years (44.5%) is at least four times higher than that of adults aged 30-49, according to ILO (International Labor Office), UNDP (United Nations for development) and FAO (United Nations Food and Agriculture Fund). Thus, it is difficult for a youth to find a decent job. Also it is important that the Comorian government tries to stimulate the agricultural sector, fishing not only because exports have to earn money, but also to create jobs for young Comorians (Houmadie Msaidie Minister of economy, 2019). Another major problem is the growing number of youth who are migrating to the European countries and risking their lives in order to get a job (Ali, 2017).

III. OBJECTIVES

One of the main objectives of this paper is to propose a conceptual business model University of the future for a local Malaysian university, called IIUM, in providing humanizing entrepreneurship education and community engagement to the youth community. This paper focuses on nurturing balanced graduates and young Comorians with the knowledge, skills, human values and ability to exploit the country's wealth to build up harmonious and caring citizens, fight against poverty and hunger in the country. This will be possible with a humanizing education, entrepreneurship education motivation of training, a mentor-mentee and an orientation of entrepreneurship culture. At same time, this paper is to propose educational programmers to increase the number of competent and ethical entrepreneurs by creating more employment opportunities. In addition, to reduce the average unemployment rate and enhance the societal well-being in Comoros.

IV. METHODOLOGY

The methodology used is Design thinking. It includes literature review, interviews, analysis, formulating and validating Business Model Canvas (BMC) and Value Proposition Canvas (VPC) to offer possible business model for this project. Validation of the Business Model - BMC and VPC, is conducted via interviews with Comorians students and several offices in a Malaysian local university. Design thinking is a discipline that uses the designer's sensibility and methods to match people's needs with what is technologically feasible and what a viable business strategy can convert into customer value and market opportunity (Brown, 2017).

V. LITERATURE REVIEW

Sustainable Development Goals

Of the 17 Sustainable Development Goals (SDGs) adopted in 2015, SDG4 is dedicated to quality education. Higher education is mentioned in target 4.4 of SDG4, which emphasizes "substantially increasing the number of young people and adults who have relevant skills, including technical and vocational skills, for employment decent job and entrepreneurship". Higher education also forms an important part of other goals related to poverty (SDG1); health and well-being (SDG3); zero hunger (SDG2) and decent work and economic growth (SDG8). The SDG4, which has a purpose to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Winasis & Dahlan, 2019). It also offers the youth the required quality education in order to become entrepreneurs who can make employment for themselves and also create jobs for others.

Unemployment and Societal Well-being

Unemployment or joblessness, as defined by the International Labor Organization (1982) occurs when people are without jobs and they have actively sought work within the past five weeks. The unemployment rate is a measure of the prevalence of unemployment and it is calculated as a percentage by dividing the number of unemployed individuals by all individuals currently in the labor force. Among the working-age population, one of the most damaging individual experiences is unemployment. Many previous studies have confirmed the devastating effects of unemployment on individual well-being. Economists have emphasized income and consumption consequences (Browning & Crossley, 1998; Bentolila & Ichino, 2002), while other research papers have emphasized the physical, mental and emotional damage of unemployment (Argyle, 1999; Darity & Goldsmith, 1996; Clark & Oswald, 1994 and 2002; Frey & Stutzer, 2002).

Entrepreneurship Education

Today, entrepreneurship education is recognized as a separate field of study whole. It is increasingly valued in parallel with the interest of decision makers and students. According to these authors, entrepreneurship education can be generally define as an activity of transmission of mentalities and skills specific aspects of entrepreneurship; also although education and training which aim to generate various results at the level of entrepreneurship. Entrepreneurship education represents either academic education or interventions formal training that share the goal general to develop in individuals entrepreneurship and skills entrepreneurial to support participation and performance in a range of activities entrepreneurial (World Bank Study, 2014). Entrepreneurship is a key driver of economic growth (Stamboulis & Barlas, 2014).

Humanizing Education

Humanization is the process of becoming more fully human as social, historical, thinking, communicating, transformative and creative people who participate in and with the world (Salazar, 2013). The outcome of a humanistic-oriented education practice is that it fosters personal action so that students can apply their knowledge and skills creatively in any condition. They should also be able to contribute to the economic growth of their country by using their knowledge in the field of entrepreneurship by opening their own business. Sustainability (Istiqamah) is a significant assessment in humanizing education, which exploit the main attitudes in construction nature and merits of a balanced persons in any case of race, nation or religious conviction. Therefore, not only the higher education communities are responsible for sustaining the environment, but to protect the environment for sustainable living place is everyone's duty (Winasis&Dahlan, 2019).

Industry 4.0

Industry 4.0 is essential for economic development. If they don't strengthen their productive capacity or transfer resources to sectors more productive, countries will not be able to achieve the objectives of the sustainable development by 2030. This new industrial stage is affecting competition rules, the structure of industry and customers' demands (Gilchrist, 2016; Bartodziej, 2017). Industry 4.0 resulted in productivity growth, increased employment and increased wages, thus creating the conditions for a more equitable distribution of income. The fourth industrial revolution (industry 4.0) - driven by advanced technologies such as artificial intelligence, robotics and smart manufacturing - can change the rules of the game for countries wishing to embark on the industrialization path. It is changing competition rules because companies' business models are being reframed by the adoption of IoT concepts and digitization of factories (Dregger et al., 2016; Lasi et al., 2014; Wang et al., 2015).

Society 5.0

The term "Society 5.0" appeared in Japan in 2016, in a government document. It is defined as the intelligence society in which physical space and cyberspace are highly integrated. In 2016, Japan proposed an initiative called Society 5.0 to launch a deliberate reflection on the use of emerging technological advances to address the challenges of their society and better serve the population. The idea of progress has often been associated with modernity and social theory itself (Mouzakitis, 2017, Chavarro, 2018).The society 5.0 is an important social change. It follows on from birth of technologies that have become mature and have been disseminated in time record, what no other technology has done in the past century. This society is based on a series of concepts: automation, dematerialization, and digitalization, industrialization, which shake up economic and political life. The idea of society 5.0 is to figure out how to use technology to improve the well-being of people and the environment in which they live (living and working environments, as well as the environment).

Business models of Future of the University

According to the vision of the Sustainable Development Goal (SDG4), universities should continue to invest in education and training and redouble their efforts to align the results of the education system with the needs of the labor market. Ensure technological innovation and entrepreneurship. Universities must commit to providing education that helps stimulate the economy and bridge the gap between higher education outcomes and the labor market. Strengthen the role of a mentor teacher who measures the level of education production each year (DAWAD, 2017).Universities must ensure the preparation of students in matters of knowledge, skills and honestly (balanced graduate).

Malaysian Higher Education Blueprint 2015-2025

This blueprint elaborates the current situation of Malaysian higher education system and highlight where it will go in the future. The Malaysian Education Blueprint, or MEB (HE), outlines 10 Shifts that will spur continued excellence in the higher education system. All 10 Shifts address key performance issues, expected outcomes, and global trends that are disrupting the higher education landscape. The MEB (HE) also aims to unleash and empower both private and public HLIs to push the boundaries of innovation and strive for institutional excellence in all its forms. In terms of digital innovation eight universities of Malaysia have been awarded by The Malaysia Digital Economy Corporation (MDEC). Continuously this effort will be improved on by the HLIs selection and by working with the industry based on requirements and demand. Moreover, the benchmarking with other countries to see how they produced digital innovation (HEA, n.d).

VI. BUSINESS MODEL**Business Model Canvas (BMC)**

The Business Model Canvas illustrates what the business does, for and with whom, the resources it needs to do that and how money flows in and out of the business (Robinson, 2016). Below is the validated BMC for the project based interviewing 20 Comorians (students, unemployed) and several offices of IIUM a Malaysian University.

Initial BMC

The initial Business Model – in the form of Business Model Canvas (BMC) and Value Proposition Canvas (VPC), was built based on design thinking including conducting literature review and interviews. For the validation of the business model, interviews were conducted with 11 Comorians youth students, 2employed, 7 unemployment and some office in a Malaysian University.

Key findings

Through the interviews, the results show that education plays an essential role in the economic development of Comoros country, the Comoros. It is therefore judicious that our education assistant makes suggestions for an improvement of the education system underway in our country. In addition, the installation of school infrastructure must be balanced in order to reduce regional disparities. In addition, they must encourage education specialists in the Comoros to multiply forums such as the Estates General for Education to reflect and make informed choices aimed at improving our education system. It is also judicious to put a particular accent on basic education because it is this which makes the individual acquire in a determined historical, social and linguistic context a minimum of knowledge, skills and attitudes allowing him to understand its environment, interact with it, continue their education and training within society and participate more effectively in its economic, social and cultural development.

VALIDATED BUSINESS MODEL CANVAS**Table 1: validated BMC**

Key partners -Ministry of Education -Government Agencies -NGO's -Graduate students -Donors -Companies	Key activities - Teaching & learning -Coaching & mentoring. - Community engagement -Enhance digital platform (eLearning, eMarketplace) - Enhance creativity	Value proposition -Humanizing education -Enhance societal well-being -Enhance employment opportunities -Enhanced knowledge & skills of youth in the fields of petro-chemistry, fisheries & agriculture. -Trusted &competent institution -Reduce unemployment -Trusted sponsors -Inspiration for new generation. -certification	Customer relation -Motivation Seminars -Online/Social media -Network of mosque	Customer segment - Student -Unemployed youth -Professional volunteer -Sponsor/Donor
	Key resources -Lecturers/ students -IT resources -Alumni chapter in Comoros -Working labs		Channels -E-Learning -E-marketplace -Network of Mosque -On campus	
Cost structure Cost structure, Staff salary, IT/IS resources, Senior professional individual, Maintenance, Training cost			Revenue Stream Sponsorship ,Government Fund ,Tuition fees	

1. Customer Segments

The customer segments are the corporation or society that involves and contributes to the project. The Client segments included: Students, Unemployed youth Professional volunteer finally Sponsor/Donor.

2. Value proposition

The value proposition building block is the most important part of the program as it defines the unique values that HE creates for the potential customer segment. This values include: humanizing education, enhance societal well-being, enhance employment opportunities, enhanced knowledge & skills of youth in the fields of petro-chemistry, fisheries and agriculture, trusted and competent institution, reduce unemployment, trusted sponsors, inspiration for new generation, certification.

3. Customer relationship

The Customer Relationships is the type of relationship that used to develop with your customer in order the project run smoothly, the relationship can be motivation seminars. Network-of-Mosques (NoM) - the NoM members, digitally connected, function as the avenue in capturing and updating data on the poor families as well as encouraging active entrepreneurs/providers in Government-led "Poverty Eradication". (Dahlan, Osman, Jamaludin, & Othman, 2014).

4. Key partners

The lead partner describes the people or group of people who commit as partners to implement and deliver value propositions to customer segments. A key component of Key Partners is the platform for the major suppliers and partners that make HE work and operate successfully. Among the main partners: government agencies will help them overcome barriers and provide facilities for the Minister of Education to support humanitarian educational care. NGOs, sponsors and donors should support the education rescue and support the welfare of Comorian youth. Postgraduate students aim to revitalize the Comoros community, enhance solidarity, and help Comorian youth who have had no means to go anywhere to educate them, as well as contribute to IIUM development.

5. Channels

The Channels block represents how your project communicates with customers and meets their needs by delivering value propositions. The main channels that will be used are: E-Learning, E-marketplace, On campus. Network of Mosque (NoM) will be used among the Muslims communities to promote business activity and leverage service delivery between Mosques (Dahlan, Osman, Ma-key & Saleh, 2013).

6. Key activities

The Key Activities are the main activities required to deliver the value propositions including humanizing education to the customer segments. The key activities included: teaching learning, coaching mentoring, community engagement, enhance online facilities (eLearning, emarketplace), enhance creativities.

7. Key Resources

The key resources describes the most necessary assets required t deliver the value propositions to the customers segments. The key resources such as: lectures /students, working labs, alumni in Comoros who have the requirements and also able to the instructions from the lectures to students.

8. Cost Structure

The Cost Structure defines as the key activities and key resources in delivering the value propositions to the customer segments project. The Cost structures included are: Staff salary, IT/IS resources, senior professional individuals, maintenance, training cost.

9. Revenue Streams

The Revenue Streams is the revenue that generates from the customer segment in getting the value propositions delivered to them and to cover the cost structure. The revenue streams included are: Sponsors, Investment, Government Fund, Tuition fee donation and waqf /zakat.

VALUE PROPOSITION DESIGN CANVAS

Value proposition design canvas can be used to create and generate the values offered by HIM to its customer segments. In VPC, customer segments include students, unemployed youths, donors and volunteers. These are the two building blocks taken from BMC. In addition, the value proposition map describes the unique features of specific value proposition in a business model in a well-structured and detailed way. First one is Value Proposition and second one is Customer segment of VPC. This segment breaks down the value proposition into products and services which are pain relievers that describe how the product and service alleviate customer's pain, gain creators that describes how the product and service create customer's gains. However, the customer profile or segment describes the specific customer segment in the business model in a well-structured and detailed way. This breaks down the customers into its jobs which describes that what customers are really trying to get done in their lives and works such as pains that describe negative outcomes, obstacles, and risk related to customer jobs; gains that indicate the most wanted outcomes customers desire to achieve or the concrete benefits that they are looking for (Osterwalder, Alexander, Pigneur & Yves, 2014).

Key finding

The research was conducted through interviews to gather more information from specific target groups that are young students and unemployed Comorians. According to the interviews, the results show that 80% of respondents want to get good education to improve their knowledge, skills and human values. During the interviews, the respondents complain about unemployment and want better job opportunities. Most of them agree that the proposed business model is one of the alternatives to create more jobs for Comorian youth and enhance societal well-being.

VALIDATE VALUE PROPOSITION CANVAS**Table 2: validate VPC of donors and professional volunteers**

Professional Volunteer	-Trusted & competent institution - Contribute & sharing of expertise for good purposes	-Lack of trusted institution -Untrusted projects & initiatives	-Startup businesses -Sponsor - Donate	-trusted & competent institution -Networking with local & global communities	-Monitoring the project -Trusted & competent institution	-Trusted & competent institution - Networking with global communities
Sponsors	-Trusted institution -Control activities and project	-No enough budget -No direct help	Provide tangible sources. -Cooperation	-Trusted institution -Donor to the poor peoples	-Monitoring the project -Trusted & competent institution	-Trusted institution -Finished project

Table 3: validate VPC of students and youth unemployment

Students	-Graduate employability - Humanizing education	-Low of quality education -No Sponsorship -Dependency	-Creative ideas -employment -Self sustained	-Humanizing higher education -Online facilities(eLearning)	- Online facility -lectures & coaching	humanizing education -Waqf/zakat -sponsorship
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	-Enhanced knowledge, skill -Enhanced well-being	-Lack of creativity -lack of skills	- low cost	&Marketplace) -lectures& coaching -Islamization		-lectures -online facilities
Unemployment	-Enhanced Entrepreneurship knowledge & skill -Self-employed -create job -Enhanced well-being	-lack of qualification -Lack the necessary skills -lack of training to persuade employers -lack of business -Lack of information about where the jobs are -lack of technical skills -no coaching for entrepreneurship education (how to start our own business	-providing fair opportunities for disadvantaged youth. -new standard for work experience. -Modernizing apprenticeship. -Encourage entrepreneurship. -re-evaluation the distribution of welfare.	-Entrepreneurship education -online facilities -coaching & training	-Online facility -Waqf/zakat -lectures	-humanizing entrepreneurship education -lectures - coaching & mentoring -online facilities

VII. CONCLUSION FUTURE WORK

This paper suggests the humanization of education in the Comoros. And again to plow young people to be ready entrepreneurs to start their own business and also participate in reducing the unemployment rate, spurs economic growth and increases the compensation in the Comoros for the coming spring. Increased youth satisfaction with their country, their happiness and well-being. This paper suggests the most able way to create people who plant a sentence, and the ability to do business, and this will be possible with appropriate education, preparation and motivation during this project. This study deciphers a Business Model Canvas (BMC) and Value proposition Canvas (VPC) which can be used as a conceptual outcome to access this article. For future work, additional research is essential in the 3 Comoros islands (Ngazidja, Anjouan and Moheli) to discover and combine possible action plans to understand this paper. To implement this program, we will begin to understand and find all the potentials according to the scopes that can support the initiation, this includes how to collect costs, the students and also plan their training environment. Second, we find out how to facilitate their learning tools. This paper offers a possible Malaysian University of the future business model, in the form of BMC and VPC, in humanizing entrepreneurship education for Comoros youths that possess the required knowledge, skills and human values. This conceptual business model can be adapted by other universities in formulating and customizing their future business model. For future activities, the conceptual model proposed in this document will be implemented by preparing a business plan as well as a project and the transfer management plan for the program. In addition, a meeting between the Comorian Minister of Economy and the Comorian Minister of Education with the Minister of Education in Malaysia will be organized to continue the program and its implementation in real time.

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