

# Empowering Eritrean refugees in Sudan through Quality Education for sustainable development

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**Abstract:** Quality education is one of the seventeen goals of the United Nations' Sustainable Development Goals (SDG) agenda. The purpose of SDG4 is to ensure inclusive and equitable quality education and promote lifelong learning. One of the SDG4 targets is by 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship. The aim of this paper is to propose a conceptual business model on how International Islamic University Malaysia (IIUM) can contribute to the global communities' wellbeing through humanising education, aligned with SDG4, and SDG8. This paper adapted the design thinking and system thinking approach to solving the Eritrean refugee's problems in Sudan through understanding their needs by building and developing business modelling tools such as Business model canvas (BMC) and Value proposition design canvas (VPC). The approach includes conducting a literature review and interviews for understanding the key problems; formulating and ideating business model options in solving the problems; validation of the business model by interviewing the customer segments. The sample size for the interview is 10 Students, 5 Teachers, 2 Donors, and 5 Volunteers. However, the main contribution of this paper is empowering the refugees with knowledge, values and skills to live productive, fulfilling and independent lives. The proposed solutions include educational skills such as technical skills programmes, Study materials, literacy programs, and mentoring programmes. This paper presents a sustainable business model that develops a long term relationship with several stakeholder groups.

**Keywords:** Eritrea, Sudan, refugee, BMC, VPC, Education, IIUM, Humanization, SDG.

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## I. INTRODUCTION

Irregular migration is now classified as one of the global issues that need international community attention. The international community, countries, civil societies, governments, non-governmental organisation and humanitarian organizations are responsible for providing a sustainable solution to end this problem. International collaboration is a vital aspect to solve such issues. Furthermore, the internal community are discussing migration issues at both regional and global levels. According to [1] report, the root cause for immigration can be war, persecution, violence, poor wages, lack of jobs, natural disasters, lack of opportunities etc. However, education is one of the main targets of the united nation programmes for refugee all over the world. For this reason, the United Nations (UN) in 2015 adopted the 2030 Agenda for Sustainable Development Goals (SDG). According to the UN report, there are 17 SDG with 169 other associated targets and objectives [2]. The purpose of SDG4 is improving the quality of educational life, provide free education and arm student with relevant skills that can integrate and develop innovative solutions to any community problems. Quality education contains 10 targets and 11 indicators. A number of key studies reported that there are over 26 5 million children out of school and 22% of the primary school age globally [3]. In terms of education among refugees, the [4] report stated that globally there are 4 million refugee children who are out of school and this number increases half a million each year. Additionally, only 61% of refugee students attend primary school, while 23% are able to attend secondary school. In

addition, higher education the situation is worst, only 01% of refugees attend university compared to 37% globally. However, the Eritrean refugee in eastern Sudan lacks minimum education services. The only source for education was the Eritrean educational organization (EEO) who established by the Eritrean opposition in 1976. The first Eritrean refugee school was in the refugee camp of Wad al-Hilu in eastern Sudan with 2000 students. On the other hand, the EEO establishes one religious institute with 300 students [5]. The EEO was running 19 primary schools, 9 Medium schools and 3 secondary schools before it was closed down due to lack of financial supporters, facilities and donors. As a result, the Eritrean educational organization left an educational gap among the Eritrean refugees in Sudan. This paper aims to enhance the quality of education among Eritrean refugees in eastern Sudan by offering a validated business model utilising Business Model Canvas(MBC) and Value Proposition Design(VPC).

## II. PROBLEM STATEMENT

Eritrea comprised the 9<sup>th</sup> largest refugee group in the world in 2017, with 486,200 forcibly displaced [6]. According to Ethar Relief [5] report, Sudan hosts more than 579000 Eritrean Refugee while the UNHCR according to their records argue that they are 300000 refugees residing in 18 camps. However, the real number may have been even greater because some of the refugee not registered yet, and the expected increase in the refugee fertility rate reached 3.2 in the last three decades. Eastern Sudan hosts 112,283 Eritrean refugees, 83,499 of whom live in camps and 28,784 in urban situations. The Eritrean refugees living in refugee's camps are suffering from poverty, diseases, low standard of living, and lack of quality education. Hence, a new business model is required in meeting the SDG4 quality education goal through humanising education to the refugees with the relevant knowledge, skills and human values. Thus, creating employment opportunities and decent jobs, while enhancing social entrepreneurship, and ultimately enhancing the refugees' quality of life.

## III. METHODOLOGY

Eritreans comprised the ninth largest refugee group in the world in 2017, with 486,200 forcibly displaced [6]. According to Ethar Relief report, there is a study conducted in Kassala in 2017 stated that the educational system in Kassala dramatically decreased, and the number of students who drop-out from school reached up 95% in some schools [5]. Thus, it is difficult for refugees to get the basics of education not to mention the high schools and colleges. There is an urgent necessity to support the refugees through humanising education to gain knowledge, skills and values including technical skills, and eradicate illiteracy rate. This paper adapted the design thinking and system thinking approaches to solve the Eritrean refugee's problems building Business Model Canvas (BMC) and Value proposition design canvas (VPC) and conducting interviews with customer segments to understand their educational needs and living circumstances.

## IV. LITERATURE REVIEW

### a) *Sustainable Development Goal 4*

The Sustainable Development Goal 4 (SDG4) provides guidance on how to manage Quality Education which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" [7]. By 2030, substantially increase the number of youth and adults who have relevant skills, including technical skills and vocational skills, employment, decent jobs and entrepreneurship. SDG4 also contribute to SDG8 – Decent Work and Economic Growth. By the end of 2030, it intends to eliminate gender disparities in education and guarantee equal access to all levels of education and vocational training. Especially, the vulnerable persons including people with disabilities, poor refugees and children in vulnerable situations such as refugee's camps. Another significant target in SDG4 is by 2030, all learners acquire the knowledge and skills needed to promote sustainable development goals. All the countries must ensure that education quality must include Humanising education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

In the developing countries, achieving the quality education will require increasing efforts especially the host countries such as Sudan and Ethiopia. These efforts are dedicated to refugee children and poor children in rural areas such as the refugee's camps in Sudan. Some reports argue that in the least developed countries in 2017, 61 per cent of refugee children were enrolled in primary school, compared to 92 per cent globally. At the secondary level, the figure was 23 per cent, compared with a global rate of 84 per cent. This indicates that there are nearly two-thirds of refugee children who go to primary school do not make it to secondary school. [4].

**b) Root Causes of Eritrean Migration**

Generally, the Horn of Africa (HoA) remains one of a major source of irregular migration in the world [8]. Eritrea is one of the poorest countries in the world. The human right watch categorised it as one of the worst records in human rights worldwide. According to the International Refugee Rights Initiative (IRRI) 2017 report, five thousand people leave the country every month to neighbouring countries due to conscription, harsh labour practices, hunger, religious persecution and political repression. In addition to that, there are several drivers of migration that forces Eritreans to flee their home country, starting from issues around political persecution, armed conflict, long national service, violations and natural disasters, to problems such as extreme poverty and economic exclusion. Eritrea remains a one-man dictatorship under President Isaias Afewerki, now in his 28<sup>th</sup> year in power. It has no legislature, no independent civil society organizations or media outlets, and no independent judiciary. The government restricts religious freedoms, banning all the groups.

**c) Education among Eritrean refugees in Sudan**

Education is one of the most important aspects of our lives. It is vital to our development, understanding, personal and professional fulfilment throughout life. Moreover, millions of displaced young Eritreans miss out years of education due to serious circumstance. However, According to [9], Eastern Sudan has hosted Eritrean refugees since the late 1960s, making this refugee situation one of the most protracted in the world Peaking at around 800,000 in 1990s and the majority of them living in camps. In such circumstances, the only source of education was the Eritrean educational organization (EEO), it was providing some educational and financial help during the war with Ethiopia in some refugee camps and different Sudanese cities. After the independence of Eritrea, it deteriorated its activities due to the lack of donors and supporters. Currently, the refugee' schools are struggling lack of educational facilities, insufficient study environment, low infrastructure, and financial support. Additionally, a field study conducted in Kassala in 2017 reported that the educational system in the state dramatically decreased, and the number of students who drop-out from school increased up 95% in some school. Therefore, this paper aims to discuss a new business model that help Eritrean refugee with a concentration on quality education and sustainable development goals (SDG) targets. The Eritrean Refugees schools were often built by an initiative from the Eritrean opposition and UNCHR and most of them are connected to the process of decolonisation and liberation movements. According to (Radio Dabanga 2015) report, the traditional basic skills of these refugees include agriculture skills and livestock production. In addition to that, the whole eastern Sudan suffer from unreliable rainfall, land degradation, and limited knowledge of sustainable agriculture. Moreover, the refugees in eastern Sudan are not sufficiently integrated socially and economically, which is placing a great burden on the labour market and the host communities in general. As a result, refugees are not able to improve their living conditions.

**d) Megatrends and IR4.0**

According to [10] Megatrends are the global forces that define the future of our world with their huge impacts on businesses, technology, innovation, societies, economies, cultures, and human lives. Thereby, it affects the education level globally, especially in developing countries. Education with a focus on life skills-based building is one of the highest priorities of refugee communities. According to UNHCR report in 2011, there is a lack of high education quality among refugees and this stands in the way of meeting Education quality, achieving durable solutions, and sustainable development and reconstruction of home and host countries. However, the Fourth Industrial Revolution (IR 4.0) is expected to change how we live, work, and communicate. The following are megatrends that affect education quality among Eritrean refugees.

- i. **Education inequality:** in some of the developing countries, education inequality is declining while literacy rates rose from 83% in 1990 to 92% in 2015 worldwide and from 60% to 74% for low-income countries [11].
- ii. **Mass Migration:** According to the United Nations High Commissioner for Refugees (UNHCR), the global number of refugees was 16.1 million at the end of 2015. The Eritrean refugees in Sudan estimated more than 579000 thousand. Eritrea for years tipped the worst ranking country in many fields due to the dictator regime in Asmara. As a result, the Eritrean people fled to neighbouring countries in search of safety, freedom and subsistence.
- iii. **IR4.0:** According to The World Economic Forum[12], an estimated 65% of kids enrolling in primary education today will end up working in jobs that have not been created yet. The contribution of IR4.0 in education is future job creation, creative endeavours, everything from scientific discovery to creative writing and entrepreneurship.

**e) *Humanising Education and entrepreneurship***

A humanizing education, as defined by Freire and Betto (1995), “is the path through which men and women can become conscious about their presence in the world” [13]. However, One of the main outcomes target of quality education in 2030 is relevant skills for work [3]. To implement this notion among refugees in eastern Sudan we must align with Humanizing Education purpose. According to [14] humanize education contains ten essential skills which are Spirituality, Physical-psychological, Intellectual, Cultural, Cognitive, Emotional, Ethical, Economic, Ecological and Societal (SPICE). If these values implemented in the refugee schools, they will be prepared for the future and contribute to their society to solve their own problems. However, humanizing education guide the refugees to become good citizens with productivity, commitment, joy and success. In the contrarily, promoting entrepreneurship programs for refugees is essential to achieve sustainable development goals (SDG). Moreover, it can income disparities, increase productivity and employment. For instance, the UNHCR engaged with governments, private sectors, social entrepreneurs’ networks, NGOs, and academic researches and financial institutions in programmes that create employment, opportunities and wealth for refugees and the local community. The goal of this initiative is to support refugees economically to benefit their communities and become an agent of their own integration in eastern Sudan.

**f) *The role of Network-of-Mosques***

According to [15], in 1991 the Malaysian government introduced the 2020 vision to achieve self-sufficiency in all aspect including poverty. As a result, the government create a database system that contains the information of needy people in Malaysia [16]. However, the Network-of-Mosques played an important role in the eradication of poverty due to its symbolism among Muslims[17]. Thus, the duties of Muslims are to help each other by different means and one of this is using Mosque as a central point for assistance. This paper presents the Network-of-Mosques as one of the main channels to help Eritrean refugees in eastern Sudan. Moreover, Mosques provides a different kind of Islamic education as well as promoting halal products[16].

**g) *Digital economies at Global margins***

According to Rumana Bukht & Richard Heeks [18], digital economy defined as “that part of economic output derived solely or primarily from digital technologies with a business model based on digital goods or services”. Thus, more than one billion people over the last decade have become new Internet users which increases the need for connectivity and digitalisation. According to [19] there are some risks of digital exclusion and marginalization for low-income communities such as Eritrean refugee in Sudan. However, the growth in the digital economy is exacerbating digital exclusion, inequality, adverse incorporation, weak financing, poor governance. The developing countries citizen left out their marginalized homeland and shifted to a more digitalised world. Some of these countries are from east Africa such as Kenya, Tanzania and Zambia and others from Asia and South American [18].

**V. BUILDING BUSINESS MODEL FOR QUALITY EDUCATION**

According to [20] a business model is a conceptual structure describes the rationale of how an organization creates, delivers, and captures value, in economic, social, cultural or other contexts. The formulation and ideation of the initial business model is based on the above literature review, Business Model Canvas (BMC), and Value Proposition Canvas (VPC) to understand the real problem of Eritrean refugees in Sudan. For this reason, this paper adopts the design thinking and system thinking approaches to solve problems among the refugees and build the initial business model. The main contribution of this programme is to nurture refugees to be knowledgeable, skilful, and valuable which can enhance their lives and create job opportunities, independent and societal wellbeing.

**a) *Validation of Business model canvas (BMC)***








Validation of the business modelling canvas (BMC) was confirmed by interviewing several relevant offices within IIUM. After interviewing the Community Engagement and Services officer (CENSERVE) in IIUM, he revealed that there are many activities and clubs in IIUM contributed to different communities. The aim of these programs is to spread out virtuous values and ethics to raise up the level of quality education in refugee communities. For instance, the UNESCO club under the supervision of CENSERVE office has participated in many activities, some of them conducted in Malaysia (local) such as Somalian refugees and the others have been conducted in Cambodia and Vietnam (global). These activities composed of teaching, training and sports programs as well as spiritual activities. After reviewing the BMC, the

administrative officer of the entrepreneurship development centre (EDC) states there are associate programs that can help the refugees such as entrepreneurship week within IIUM. Validation of the value proposition design canvas (VPCs) with customer segments (CSs) done by interviewing Eritrean undergraduate students in Eastern Sudan, five teachers from different refugees' camps in eastern Sudan, number of two external Donors, and 5 Volunteers.

**b) Key findings and enhanced business model – BMC, VPCS**

The key findings include the following:

1. Scholarship and financial support: serving students in pursuing education.
2. Humanizing education: bring knowledge, skills and a good attitude, values such as integrity and spirituality.
3. Relevant knowledge: provide the teachers with skills and open employment opportunities.
4. Educational facilitation: enhance the level of education and provide
5. Quality education: focus on Sustainable Development Goals (SDG).

<p><b>Key Partners</b> </p> <ul style="list-style-type: none"> <li>- Humanitarian organizations</li> <li>- University</li> <li>- Governments</li> <li>- Charity agencies</li> <li>- Zakat unit/waqif</li> <li>- UN / UNHCR</li> <li>- NGOs</li> <li>- Donors</li> <li>- Private Schools</li> </ul>	<p><b>Key Activities</b> </p> <ul style="list-style-type: none"> <li>- Develop Partnerships</li> <li>- Apprenticeship &amp; Mentor-mentee</li> <li>- Enhance teaching materials &amp; tools</li> <li>- Advertising &amp; Promotions</li> </ul>	<p><b>Value Proposition</b> </p> <ul style="list-style-type: none"> <li>- Financial support</li> <li>- E-learning &amp; eMarketplace platform</li> <li>- Mentoring</li> <li>- Humanizing Education</li> <li>- Trusted &amp; capable institution</li> <li>- Literacy programs</li> <li>- Scholarships</li> <li>- Training</li> </ul>	<p><b>Customer Relationships</b> </p> <ul style="list-style-type: none"> <li>- Apprenticeship &amp; Mentor-mentee programs</li> <li>- E-Learning</li> <li>- E-Marketplace</li> <li>- Entrepreneurship</li> <li>- Network of Mosque</li> </ul>	<p><b>Customer Segments</b> </p> <ul style="list-style-type: none"> <li>- Students (secondary &amp; UG)</li> <li>- Schools</li> <li>- Teachers</li> <li>- Refugees</li> <li>- Donors – Individual &amp; organisation</li> <li>- Volunteers</li> </ul>
<p><b>Cost Structure</b> </p> <ul style="list-style-type: none"> <li>- Conduct key activities</li> <li>- Human resources</li> <li>- Equipment</li> <li>- Transportation</li> <li>- A &amp; Promotion</li> </ul>		<p><b>Revenue Streams</b> </p> <ul style="list-style-type: none"> <li>- Endowment</li> <li>- Advertisement fees.</li> <li>- Donations &amp; sponsorship</li> </ul>		

**Figure 1: Validated Business Model Canvas**

1. **Customer segments:** developing skills through training/education and increasing their job prospects. the most important customers are all the refugees signed up to the programme, as their commitment to employment demonstrates their potential to become valuable members of the Sudan society. The students can get study materials while the teachers can get training such as vocational training. The schools need environmental enhancement. These segments can be a part of the business model to get advantage of the quality education program in the Sustainable Development Goals(SDG).
2. **Value propositions:** are the values and promises provided in the project to be delivered to customer segments. The purpose is to enhance the knowledge, skills and values of the refugees. The entrepreneurship is to increase income, allowing them to become more financially independent and create a job for others. Mentoring: will guide the refugees with basic principles and ethics. humanizing education: provide refugees with values, knowledge and skills. Literacy program: eradicate illiteracy between refugees. eMarketplace: is a web-based system that facilitates and encourages buying and selling to induce engagement refugees with other societies. Facilities: this will enhance the study environment. Volunteers: will train teachers and students. Donors: provide financial support and educational facilities.

3. **Customer relationship:** apprenticeship programs: supply refugees with skills and knowledge. E-Learning: to access educational curriculum outside of a traditional classroom. E-marketplace: refugees can get advantage by buying, selling and conducting business to business transactions. The network of Mosque: contribute to poverty eradication by providing mentoring and literacy programs.

4. **Channels:** will deliver the values to the customer segments since the refugees are integrated with every aspect of the business model, as they are the apprentices being employed and enrolled in training. The schools also will achieve educational sustainability. The network of Mosque: will be used to arrange fundraising campaign and Islamic programs. eMarketplace: is a web-based system that facilitates and encourages buying and selling to induce engagement refugees with other societies.

5. **Key partners:** are the network of contributors and partners that will enhance the quality education of the refugees by providing several contributions. The main partners are Humanitarian Organizations, Universities, Governments, Charity agencies, Zakat unit/waqif, UN / UNHCR, NGOs, Donors and Private Schools. The key role of these partners is to provide educational assistance, humanitarian aid and training and courses.

6. **Key activity:** are the main activities of the project that prepare the refugees to overcome their problems. These activities composed of developing Partnerships, Apprenticeship & Mentor-mentee programmes, Enhanced teaching materials & tools, technical skills, Advertising & Promotions.

7. **Key resources:** are the most important assets needed to make the business model and accomplish any activity. Staff/students: to teach the refugees and train the teachers. educational facilities: such as libraries and teaching areas and E-learning. content: are materials that can be provided by universities and private schools as well as donors.

8. **Revenue stream:** will generate revenue for the refugees to enhance and sustainable resources including fees from zakat unit, advertising in social media platform or other media such as universities campaigns. donations can be gathered through campaigns within IIUM and charity campaigns collections through NGO such as Ethar Relief. The most important Revenue resources are Endowment from IIUM, Sudanese governments, and donations campaign within IIUM.

9. **Cost structure:** describes all costs incurred to make a business model work. It calculated after defining Key Resources, Key Activities, and Key Partnerships. Transportation cost: for the volunteers and delivering the educational facilities. Human resources: such as teachers, volunteers and workers. Equipment: such as computers, and materials.

### 1. Value Propositions Canvas (VPC)

Value proposition canvas starts from understanding the customer requirement gains, pains and jobs, it is used to capture the needs and expectation of the customers. According to (Osterwalder et al., n.d. 2015) the Value Proposition Canvas helps you to create a fit between what customers want and what your business offers.

CUSTOMER SEGMENTS	CUSTOMER JOBS	GAINS	PAINS	GAIN CREATORS	PAIN RELIEVERS	PRODUCTS AND SERVICES
<b>Students</b>	- Scholarship/ Tuition fees - Enhance skill, knowledge, values - Employment/Self-employed - Curriculum books - Technical skills	- Academic qualification - Employment - Quality Education. - conducive environment - Childhood development	- Illiteracy rate - financial problems - Lack of education - Unemployment - Lack of vocational skills - less decent jobs & entrepreneurship	- Scholarships - Quality & humanization education. - Apprenticeship programs - Mentor-mentee - Free tuition fees - Entrepreneurship	- Effective learning outcomes - Employment - Education - Achieve literacy and numeracy - E-Learning - E-Marketing	- Educational facilities. - Free Tuition Fees - Scholarships - Training - Sustainable lifestyle - Technical skills
<b>Teachers</b>	- Quality education - Research capability - Academic qualification - Promotion	- Knowledge, Skills & Value enhancement - Academic qualification	- Lack of enough education content & facilities. - Low wages - Lack of training	- Blended Training & courses. - Academic qualification certification	- Courses and Training - Employment opportunities. - Entrepreneurship	- Employment - Teaching Skills. - Academic qualification - Education quality.
<b>Schools</b>	- Infrastructure update. - Educational support - Financial support - Public services - General facilities	- Improvement of facilities. - Advanced Educational Environment - Quality education.	- inefficiency learning/teaching environment. - Lack of digitalization - Lack of Resources	- Financial support - Provide services through volunteer - Relief campaigns - Reconstructions	- Effective learning environments - Build and upgrade education facility - Disability facility - Sustainable development	- Study materials - Digitalization - Volunteers - Financial support - Safe environment
<b>Refugees</b>	- Financial support - Literacy programs - Training - Education	- Training and courses. - Employment - Self-reliance - Humanization - Islamization	- social conflict - ignorance - lack of education - lack of training and courses. - Illiteracy rate	- Providing education resources. - Apprenticeship programs. - Technical skills	- Training Centres - Schools - Books - Courses - Unique program	- Educational Centres. - Self-dependent - Productivity - Employment

Figure 2: Validated Value Proposition Canvas

## VI. CONCLUSION AND FUTURE WORKS

To achieve inclusive and fair quality education for all will need increasing efforts from all countries, organisations and donors, especially the developing countries in Africa. Therefore, the quality education in developing countries facing challenges especially the developing countries. As mentioned in the root causes of Eritrean migration in the literature review, the Eritrean refugees are fleeing their home country because of political persecution, armed conflict, long national service, violations, natural disasters and other situations. In terms of education, there is a lack of education, schools, teachers and educational resources in the refugee camps as well as poverty and hunger. Due to these factors, there are many refugees who are risking and losing their lives every year to immigrate in Europe countries or even neighbouring countries. This paper suggests viable conceptual solutions to solve these challenges by building comprehensive business models (BMC) with programmes educationally, technologically, and financially. In order for the refugees to gain the necessary educational skills and overcome their problems, this paper suggests a comprehensive value proposition canvas (VPC) that fit the refugee's needs and requirements. The purpose of this paper is to engage the International Islamic University Malaysia (IIUM) and other external partners to align with the Sustainable Development Goals (SDG4) agenda. It intends to develop ways to help the refugees to become independent, educated, skilled, with human values and contributing to their community development as well as gain job opportunities, and create jobs for others.

For future works, the researchers recommend conducting interviews with other customer segments such as volunteers, refugees, NGOs and donors. Additionally, increasing the number of sampling for students, volunteers, and donors for further research, because this study has a limited number of sample and region. In future, the researchers will develop a detailed project and change management plan for possible implementation.

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