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Empowering youth leaders in B40 marginalized communities: An innovative approach to social entrepreneurship in alignment with national entrepreneurship policy 2030

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ABSTRACT

A robust and sustainable entrepreneurial ecosystem that promotes economic growth and job creation is what Malaysia's national entrepreneurship policy 2030 seeks to achieve. But in Malaysia, the B40 income group has a difficult time getting access to resources and possibilities for economic mobility (The World Bank, 2020). These disadvantaged groups frequently do not have access to the education, training, finance, and mentoring necessary to gain the knowledge and abilities necessary to succeed as entrepreneurs (Cheng & Mahmood, 2017). A paradigm that combines social responsibility, entrepreneurship, leadership, and education is needed to address this problem and build social entrepreneurs among marginalized youth leaders. This strategy should equip young people in B40 areas with the abilities, information, and resources necessary to establish long-lasting nonprofit organizations that meet the needs of their neighborhood while also generating cash. This concept could aid in developing a more inclusive and equitable entrepreneurial ecosystem in Malaysia, where everyone has the chance to thrive regardless of their background or socioeconomic level by encouraging a culture of innovation and entrepreneurship among marginalized youth leaders.

Keywords: marginalized youths, empowering communities, entrepreneurship, national policy

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INTRODUCTION

A robust and sustainable entrepreneurial ecosystem that promotes economic growth and job creation is what Malaysia's national entrepreneurship policy 2030 seeks to achieve (About DKN 2030, 2015). But in Malaysia, the B40 income group has a difficult time getting access to resources and possibilities for economic mobility (The World Bank, 2020). These disadvantaged groups frequently do not have access to the education, training, finance, and mentoring necessary to gain the knowledge and abilities necessary to succeed as entrepreneurs (Cheng & Mahmood, 2017). A paradigm that combines social responsibility, entrepreneurship, leadership, and education is needed to address this problem and build social entrepreneurs among marginalized youth leaders. This strategy should equip young people in B40 areas with the abilities, information, and resources necessary to establish long-lasting nonprofit organizations that meet the needs of their neighborhood while also generating cash. This concept could aid in developing a more inclusive and equitable entrepreneurial ecosystem in Malaysia, where everyone has the chance to thrive regardless of their background or socioeconomic level by encouraging a culture of innovation and entrepreneurship among marginalized youth leaders.

LITERATURE REVIEW

Supporting Theory for the Study

Addressing social and environmental issues is crucial in the modern world, especially in underprivileged groups. The creation of social entrepreneurs among disenfranchised youth leaders is one strategy that has gained popularity. These young people have original viewpoints, ground-breaking concepts, and a comprehensive comprehension of the difficulties that their communities face. They can become change agents that promote lasting solutions and significant social effect by being given the opportunity to realize their potential, being equipped with the required information and skills, and receiving support and resources.

This study will examine the theory of social entrepreneurship in order to comprehend and explain the phenomenon of social entrepreneurs emerging among disenfranchised youth leaders. This thesis clarifies how entrepreneurs contribute to social change by tackling societal issues with creative and long-lasting solutions. We can

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learn more about how marginalized youth leaders might use their entrepreneurial skills to create social enterprises that integrate economic viability, social impact, and environmental sustainability by applying this theory to the setting of marginalized youth leaders.

We will investigate the main ideas and tenets that support the emergence of social entrepreneurs among marginalized youth leaders through an analysis of the theory of social entrepreneurship. This theoretical framework will serve as a basis for comprehending the elements that contribute to their success, the tactics they use, and the possible effects on their communities. By exploring this notion, we can learn important lessons about how to empower and support marginalized youth leaders as they pursue social entrepreneurship.

By tackling social and environmental issues, entrepreneurs can bring about societal change, according to the theory of social entrepreneurship (Mair & Mart, 2006). According to this view, social entrepreneurs are those who proactively identify societal problems and create creative, long-lasting solutions to address them (Dees, 1998).

According to theory of social entrepreneurship, underprivileged youth leaders who employ entrepreneurial ideas and methods to address particular problems faced by their communities qualify as social entrepreneurs. These young leaders have the chance to create and carry out social companies with a clear social objective as well as financial sustainability.

In addition, social entrepreneurship entails the triple bottom line's integration of economic, social, and environmental objectives (Elkington, 1997). By developing companies that make money, benefit society, and support environmental sustainability, marginalized youth leaders can align their social enterprises with the triple bottom line.

Furthermore, theory of social entrepreneurship also stresses the value of cooperation and community involvement. The development and implementation of marginalized youth leaders' programs must actively involve local stakeholders, such as community members, leaders, and organizations. They can gather insightful information, establish trust, and foster a sense of ownership and investment in the success of their social enterprises by involving the community.

In conclusion, theory of social entrepreneurship offers a framework for comprehending and explaining the phenomena of social entrepreneurs emerging among leaders from underserved young groups. It emphasizes the significance of recognizing social issues, coming up with creative solutions, adhering to the triple bottom line, and encouraging community involvement to bring about constructive social change.

Issues & Challenges

The resources and assistance required to launch and expand successful social enterprises are frequently inaccessible to marginalized B40 populations in Malaysia due to substantial hurdles. These communities frequently lack access to finance, education, and training programs, which are necessary for fostering social entrepreneurial abilities, claim Cheng and Mahmood (2017). Young people in B40 areas may find it challenging to obtain the funding necessary to start a social venture due to limited access to credit or a lack of collateral (The World Bank, 2020). Additionally, the absence of educational and training opportunities in areas like company management, marketing, and financial planning may prevent excluded B40 youth leaders from developing their social entrepreneurship talents (Cheng & Mahmood, 2017). Finally, it might be challenging for young people in B40 communities to traverse the difficulties of entrepreneurship and acquire the direction and assistance required to start and grow a successful social enterprise due to the absence of mentorship and support networks (The World Bank, 2020).

In order to tackle these issues, it is necessary to implement models that provide marginalised B40 groups with the necessary resources and support to thrive as social entrepreneurs. These models should prioritise providing finance options, educational and training programmes, and mentoring and support networks that are tailored to the needs of B40 youth leaders. Implementing these measures can enhance the growth of an entrepreneurial environment in Malaysia that is characterised by inclusivity and fairness, by tackling the scarcity of resources accessible to disadvantaged B40 groups.

A significant impediment faced by individuals in Malaysia's B40 communities when starting and growing successful social enterprises is a dearth of understanding regarding social entrepreneurship. According to Khairuddin et al. (2019), a significant number of individuals in B40 villages lack knowledge about the concept of social entrepreneurship and its potential benefits for their community. Individuals in B40 communities, particularly young people, may face difficulties in identifying prospects for social entrepreneurship as a result of their limited awareness. This lack of information can also hinder their access to the necessary resources and support required to initiate and grow a prosperous social enterprise.

There is a need for education and awareness-raising programs that highlight social entrepreneurship and its potential advantages for underserved populations in order to address this issue. These campaigns should be created to increase awareness of the opportunities and resources available for social entrepreneurs and should be targeted to the particular needs and difficulties of B40 communities. These campaigns can contribute to the development of a more inclusive and equitable entrepreneurial environment in Malaysia by raising awareness of social entrepreneurship among excluded B40 communities.

In Malaysia's B40 neighborhoods, cultural hurdles can be a substantial impediment to social entrepreneurship. According to Ahmad and Ismail (2019), cultural and religious variables may have an impact on how people feel about social entrepreneurship and the kinds of social enterprises that are pursued. For instance, societal ideals and beliefs may place more emphasis on group accomplishment than on individual achievement, which can make it challenging for social entrepreneurs to strike a balance between financial viability and social effect. Aziz and Abdullah (2018) also point out that cultural influences, including pressure on some young people to adhere to traditional gender roles and expectations, can affect social entrepreneurship intention among Malay youth in Malaysia. For women in B40 communities, who may experience prejudice and have less options for education and professional growth, this can be especially difficult (Mohd Ariffin & Hassan, 2020). Initiatives that support gender equality and give women in B40 areas the tools they need to undertake social entrepreneurship are required to break down these cultural barriers. These programs should put an emphasis on making education and training opportunities available to women as well as mentorship and support systems that can assist women in overcoming bias and discrimination in the entrepreneurial ecosystem.

In Malaysia's B40 communities, a lack of networking possibilities can be a major obstacle for social entrepreneurs. To succeed, social

entrepreneurs must establish networks and collaborate with stakeholders, yet individuals in B40 communities may have few networking possibilities because of their remoteness or lack of access to technology (Cheng & Mahmood, 2017). B40 villages might, for instance, be found in remote rural locations some distance from the urban areas that host networking functions and conferences. This can make it challenging for social entrepreneurs working in B40 neighborhoods to find collaborators, clients, and investors. Additionally, residents in B40 villages might not have easy access to technology, including fast internet or social media platforms, which might make it challenging to create online networks and meet other businesspeople (The World Bank, 2020). Initiatives that give B40 communities access to technology and generate chances for social entrepreneurs to engage with other stakeholders are required to address these networking hurdles. These programs must be created with rural residents in mind, be open to them, and concentrate on creating networks that are suited to the special requirements and difficulties of Malaysia's B40 villages.

In Malaysia's B40 communities, government policies may play a significant role in fostering social entrepreneurial activities. However, policies may not always be in favor of social entrepreneurship, making it challenging for these businesses to receive the help they require to be successful. Government policies might, for instance, favor economic growth over social effect, which could leave social companies that do not adhere to conventional business models with a funding vacuum (Mohd Ariffin & Hassan, 2020). Furthermore, it's possible that government policies are not adapted to the particular requirements and difficulties of B40 communities, which can make it challenging for social entrepreneurs in these communities to access the tools and assistance they require to establish and expand successful social enterprises (Khairuddin et al., 2019). Initiatives that support social entrepreneurship and foster an environment conducive to the success of social companies are required to solve these policy obstacles. The goals of these projects should be to foster collaborations between social entrepreneurs and other stakeholders, develop policies that encourage social entrepreneurship, and provide finance and resources for social companies.

An important challenge for aspiring entrepreneurs in B40 areas is the dearth of role models who have achieved success as social entrepreneurs. Role models can be crucial in encouraging and motivating people to pursue entrepreneurship by offering instances of success and highlighting the possibility for making a good difference (Cheng & Mahmood, 2017). Aspiring businesspeople may find it challenging to picture themselves as successful social entrepreneurs in B40 areas due to a dearth of role models who have achieved success in this field. Due to cultural and gender conventions, women in B40 areas may have additional impediments to entrepreneurship, making this lack of representation particularly difficult for them (Mohd Ariffin & Hassan, 2020). Initiatives that showcase the success stories of social entrepreneurs in B40 neighborhoods and offer chances for prospective business owners to engage with successful social entrepreneurs are needed to overcome this dearth of role models. The promotion of role models who are representative of the particular needs and difficulties faced by Malaysia's B40 communities should be a priority of these activities, along with diversity and inclusivity.

Education & Social Entrepreneurship

Programs for education and training may play a significant role in fostering social entrepreneurial ventures in Malaysia's B40 areas. These courses can equip future social entrepreneurs with the abilities and information necessary to start and develop flourishing nonprofit organizations that will benefit their local communities. But in B40 villages, there can be a lack of access to education and skills, which could be a barrier to entrepreneurship. As a result, initiatives that offer comprehensive and accessible education and training programs for social entrepreneurship are required.

The development of critical thinking, problem-solving, and leadership skills–all of which are necessary for social entrepreneurship–should be the main focus of education and training programs if they are to be effective (Cheng & Mahmood, 2017). Aspiring social entrepreneurs should have the chance to interact with mentors and role models who may offer advice and assistance through these initiatives (Mohd Ariffin & Hassan, 2020). For instance, the youth entrepreneurship program in Malaysia trains and mentors young company owners, including those from B40 neighborhoods, to help them gain the knowledge and abilities necessary to establish profitable enterprises (Khairuddin et al., 2019).

Promoting collaborations between universities and business, giving funds and resources for social enterprises, and developing social entrepreneurship-friendly regulations are other measures that could promote education and training programs for social entrepreneurs (Ismail & Ahmad, 2019; Kamaruddin & Ismail, 2020). These programs must be created with rural residents in mind, be open to them, and concentrate on creating networks that are suited to the special requirements and difficulties of Malaysia's B40 villages.

In conclusion, education and training initiatives are essential to fostering social entrepreneurship in Malaysia's B40 areas. These programs can assist in bringing about positive change in communities by supplying aspiring social entrepreneurs with the abilities and information need to start profitable social enterprises. In order to meet the diverse demands of many groups, there is a need for ongoing investment in education and training programs that are inclusive, efficient, and specialized.

Supporting social entrepreneurship projects in Malaysia's B40 communities can be largely dependent on cultivating an innovation-friendly culture. By giving kids the chance to explore and apply their ideas, the model might promote innovation and creativity. The model can aid in developing an atmosphere, where social entrepreneurship can flourish and result in good change in B40 communities by encouraging an innovation-oriented culture.

The concept may give young people the chance to take part in hackathons, innovation challenges, and other occasions that foster idea generation and teamwork. This would boost innovation and creativity. The focus of these events may be on tackling social and environmental issues that are significant to B40 communities, and they could be tailored to the particular requirements and difficulties of these communities. Hackathons, incubator programs, and accelerator programs are a some of the initiatives that the Malaysian Global Innovation & Creativity Center (MaGIC, n. d.) organizes to promote innovation and creativity in young people.

In addition to these occasions, the model might offer young people mentoring and training to assist them acquire the knowledge and skills

necessary to transform their concepts into prosperous social enterprises. Training in topics like design thinking, prototyping, and business strategy may fall under this category. The model can assist young people in overcoming obstacles to innovation that may exist in B40 communities, such as restricted access to resources and money, by offering these resources.

In conclusion, building an innovative culture is crucial to helping social entrepreneurial projects in Malaysia's B40 areas. The model can help establish an atmosphere, where social entrepreneurship can flourish and bring about positive change in these communities by giving young people opportunities to develop and implement their ideas.

In Malaysia, boosting social entrepreneurship efforts can be greatly aided by offering mentorship and assistance to young people in underserved groups. Young people may receive guidance and support from the model, which would enable them to develop their ideas and overcome the difficulties of beginning a firm. The concept can assist young people in overcoming obstacles to entrepreneurship that may exist in underprivileged groups, such as restricted access to resources, finance, and networks, by offering mentorship and support.

Peer support networks, group mentoring, and one-on-one mentoring are just a few of the different ways that mentoring, and support can be provided. These programs can offer help and advice to young people on issues including marketing, financial management, and company development (Ismail et al., 2019). Mentorship and support programs can help young people develop the confidence and resiliency necessary to succeed as entrepreneurs in addition to offering practical assistance (Cheng & Mahmood, 2017).

For instance, MaGIC academy program and MaGIC accelerator program are only a couple of the initiatives that MaGIC offers to help young entrepreneurs in Malaysia (MaGIC, n. d.). These programs offer training in areas like company planning and financial management, as well as access to mentors, investors, and industry experts for young business owners.

In conclusion, fostering social entrepreneurial activities in Malaysia requires mentorship and assistance for young people in disadvantaged neighborhoods. Mentorship and support programs can assist young people in overcoming any barriers to entrepreneurship that may exist in these places by offering helpful advice and counsel as well as fostering confidence and resiliency.

Forming alliances with governmental bodies, non-governmental organizations (NGOs), and other groups can be essential to advancing social entrepreneurship efforts in Malaysia. The model might collaborate with these institutions to give young people from underserved neighborhoods resources and support. The strategy can assist young people in overcoming obstacles to entrepreneurship that may exist in these places, such as restricted access to resources, finance, and networks, by forming partnerships.

Partnerships can take many different forms, such as working with NGOs, government organizations, and other groups to support young entrepreneurs with funding, mentorship, and training. Social enterprise accreditation program (SEAP, n. d.) and MaGIC (n. d.), for instance, are two recent efforts the Malaysian government has established to encourage social entrepreneurship (Kamaruddin & Ismail, 2020). These initiatives offer young entrepreneurs mentoring, training, and financial assistance to ethical companies.

In addition to these government programs, Malaysia is home to a sizable number of NGOs and other organizations that promote social entrepreneurs. For instance, Biji-Biji Initiative (n. d.) is a social venture that focuses on sustainable development and offers mentoring and training to young businesspeople in Malaysia. The model can give young people access to resources and support that they might not otherwise have by collaborating with groups like these.

In conclusion, for Malaysia to encourage social entrepreneurial ventures, relationships with government institutions, NGOs, and other groups are crucial. These relationships can aid in removing any barriers to entrepreneurship that may exist in underrepresented communities by offering finance, mentoring, and training to young businesspeople there.

Developing sustainable social enterprises in Malaysia is essential for addressing the needs of marginalised populations. The concept could aid young individuals in these communities in establishing lucrative and sustainable social enterprises that simultaneously address environmental and social issues. The model's focus on sustainability can facilitate the creation of enduring solutions that are advantageous to the community. In order to accomplish this, the model might provide guidance and support to young individuals in several domains such as evaluating social effect, promoting environmental responsibility, and implementing sustainable business strategies (Budinich & Davenport, 2019).

Incorporating sustainability into the design and execution of social entrepreneurship projects, claim Budinich and Davenport (2019), can assist young people in underrepresented communities in starting enterprises that are both profitable and ethical. In order to implement this strategy, training must be given to aspiring business owners on ethical supply chains, responsible resource management, and creative marketing tactics. The model can also provide advice on how to gauge social impact, allowing business owners to evaluate and maximize the social benefits of their ventures.

The model should also place a strong emphasis on environmental stewardship in order to inspire young businesspeople to create enterprises that prioritize eco-friendly practices and support sustainable production techniques. Entrepreneurs may reduce waste, implement sustainable resource management, and contribute to favorable environmental outcomes by instilling a sense of environmental consciousness.

Access to capital is crucial for supporting social entrepreneurship activities in Malaysia, especially for those from disadvantaged groups. By providing financial resources for aspiring entrepreneurs who lack the requisite funds to launch their enterprises, the model can act as a catalyst. The concept successfully empowers young people and drives them toward business success by overcoming this important barrier.

The model can create strategic alliances with numerous organizations, including governmental bodies, NGOs, and other pertinent groups, in order to achieve this goal. By working with these stakeholders, the model may access current financing sources and take advantage of their knowledge to provide financial assistance to social entrepreneurs (Kamaruddin & Ismail, 2020). These collaborations can make it easier to find funding options, to offer grants or loans, and to start mentorship programs that will help entrepreneurs along the way.

In addition to cash, the approach emphasizes the value of giving young people the information and abilities they need to manage their

money wisely and find other funding options. As a result, it provides extensive mentoring and training programs that cover financial management, fundraising techniques, and long-term financial viability. The strategy makes sure that these entrepreneurs can start and run sustainable firms that can generate money while bringing about positive change in their communities by offering insights into budgeting, financial planning, and investment methods.

In conclusion, the model is committed to fostering social entrepreneurship in ways that go beyond merely offering financial support. The model generates possibilities for young people in underrepresented communities to get the capital required for entrepreneurial activities by forming partnerships with key stakeholders and utilizing their resources. The availability of training and mentoring programs in financial management and fundraising helps these company owners to create sustainable and significant enterprises that improve their communities (Kamaruddin & Ismail, 2020).

ENCOURAGING COMMUNITY ENGAGEMENT

For social entrepreneurship ventures in Malaysia to be successful, encouraging community involvement is crucial. By include local stakeholders in the conception and implementation of social entrepreneurship programs, the approach may promote community participation by fostering a sense of ownership and investment in the program's success. The model can guarantee that social enterprises be tailored to the particular requirements and difficulties of each community by involving local stakeholders. The model could include conferences, workshops, and other gatherings to solicit input and feedback from regional stakeholders (Sarstedt et al., 2019). The concept can assist in the establishment of enterprises that are not only financially viable but also socially responsible and responsive to the needs of their communities by incorporating community engagement into the planning and implementation of social entrepreneurship initiatives.

Suggested Model

The necessity for the new model (**Figure 1**) is driven by a number of crucial issues that emphasize how crucial it is to give marginalized youth leaders the tools they need to succeed as social entrepreneurs. These arguments are addressed by this critical approach:

1. **Unleashing untapped potential:** Youth leaders from marginalized groups frequently have untapped potential, creative ideas, and a thorough awareness of the problems that their communities face (Goyal, 2018). Unlocking their potential as social entrepreneurs will allow them to use their distinctive insights to create significant changes (DuBois et al., 2011).
2. **Economic empowerment & poverty alleviation:** Creating social entrepreneurs among marginalized youth leaders can help marginalized communities achieve economic empowerment and poverty eradication. Opportunities for income production, job creation, and economic growth are created by social entrepreneurship (Bacq & Janssen, 2011). The economic climate of underprivileged young leaders' communities can be improved by fostering their entrepreneurial talents and giving them access to resources (Abdullah et al., 2019).
3. **Resolving social & environmental issues:** Marginalized communities frequently deal with a wide range of social and

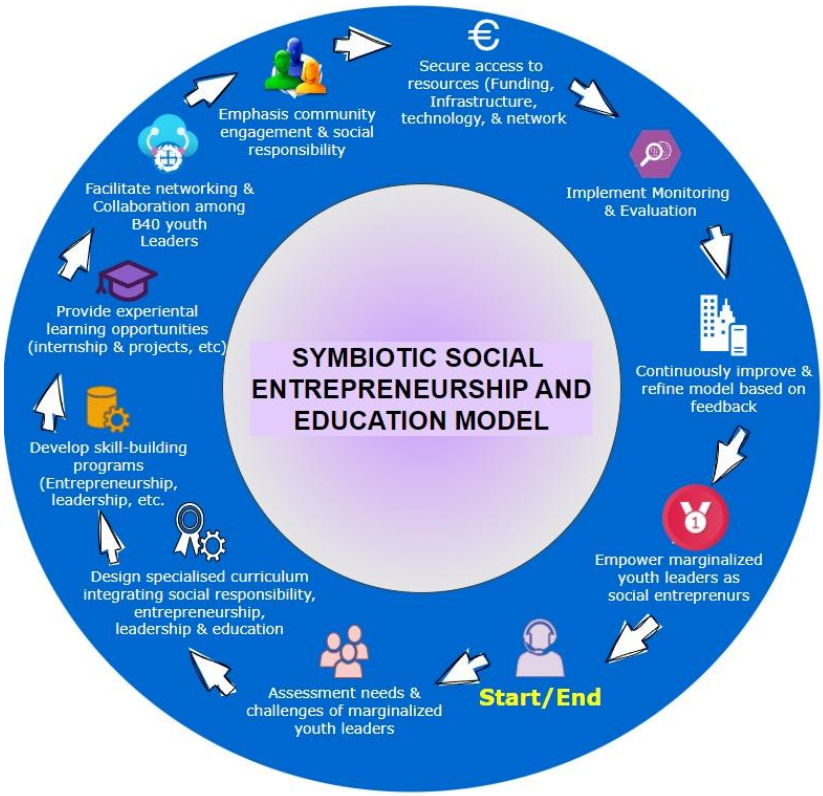


Figure 1. Model for developing social entrepreneurs among marginalized youth leaders (Source: Author)

environmental issues. In order to solve these issues, social entrepreneurship offers a distinctive strategy that focuses on creating novel and sustainable solutions (Martin & Osberg, 2007). Developing marginalized youth leaders as social entrepreneurs enables them to address neighborhood-specific problems like social inequality, healthcare access, environmental sustainability, and healthcare access (Abdullah et al., 2019).

4. **Fostering social inclusion & equity:** Promoting social inclusion and equity is essential to sustainable development. The proposed model seeks to close the gap between mainstream business ecosystems and excluded populations (Goyal, 2018). The concept aims to establish an inclusive and equitable business ecosystem that gives voice and opportunities to those who have historically been disadvantaged by empowering marginalized youth leaders to become social entrepreneurs (DuBois et al., 2011).
5. **Strengthening local community engagement:** Local stakeholders must be included in the planning and execution of social entrepreneurship programs in order for them to be successful in the long run (Goyal, 2018). The suggested methodology encourages community ownership, ensures cultural relevance, and creates social capital by actively involving marginalized young leaders and neighborhood residents (Abdullah et al., 2019). The sustainability and effect of social businesses within the communities they want to serve are improved by this strategy (Bacq & Janssen, 2011).

In conclusion, the need to unleash their untapped potential, foster economic empowerment, address social and environmental challenges, promote social inclusion, and strengthen local community engagement underscores the necessity for the proposed model of developing social entrepreneurs among marginalized youth leaders. This concept has the ability to enable marginalized youth leaders to become change agents who will promote sustainable development and positive social impact in their communities by giving them the appropriate assistance, chances, and resources.

A suggested strategy for creating social entrepreneurs among excluded youth leaders is, as follows:

1. **Performing a needs analysis:** To begin, carry out a thorough needs analysis to comprehend the unique difficulties marginalized communities and the youth leaders inside them are facing.
2. **Education development:** Based on the results of the needs assessment, create a specialized curriculum that combines social responsibility, entrepreneurship, leadership, and education. Include courses on marketing, financial management, leadership development, and other pertinent subjects.
3. **Offering mentorship & assistance:** Provide mentoring and support to young people in underserved communities by putting them in touch with successful business owners, experts in their field, and civic leaders. Ongoing assistance, resources, and advice are provided as they embark on their business path.
4. **Establishing partnerships:** Create partnerships with government organizations, non-profits, and other pertinent groups to give disenfranchised youth leaders access to resources, funding opportunities, training, and other forms of support. Utilize these alliances to improve resource access and promote cooperation.
5. **Promoting community engagement:** Promote community involvement by enlisting local organizations, leaders, and community people. For the purpose of gathering suggestions, comments, and encouraging a sense of ownership and involvement in the program's success, create forums for open discussions, community forums, and workshops.
6. **Experiential learning opportunities:** Provide experiential learning opportunities for marginalized youth leaders, such as internships, apprenticeships, or project-based initiatives, so they can get real-world experience and apply their knowledge. Encourage them to work on initiatives that support social impact and solve local issues.
7. **Monitoring & evaluation:** To gauge the program's impact, put in place a reliable monitoring and evaluation mechanism. To evaluate the performance of the program and make data-driven modifications, keep track of measures like the number of successful social enterprises formed, employment rates, income levels, and educational attainment.
8. **Continuous improvement:** Continually improve the model based on user feedback, test findings, and evolving requirements. Review the curriculum, mentoring initiatives, alliances, and community engagement tactics frequently to make sure they continue to reflect the context and ambitions of underrepresented youth leaders.

DISCUSSION & CONCLUSIONS

The urgent need to empower these people and promote a more inclusive and equitable entrepreneurial ecosystem in Malaysia is addressed by the suggested model of social entrepreneurship development among underprivileged youth leaders in B40 areas. The concept attempts to give marginalized youth leaders the tools, support, and chances they need to succeed as social entrepreneurs by acknowledging their distinctive potential, views, and difficulties. The essential components and ramifications of the suggested paradigm are critically discussed in this section.

Conducting a needs assessment to fully understand the unique difficulties encountered by marginalized communities and the youth leaders within them is one of the essential components of the strategy. This step makes sure that the interventions and activities of the model are specifically designed to address the special requirements and situations of these communities. The approach can concentrate its efforts on delivering targeted solutions by identifying the individual issues, such as restricted access to education, money, and networking opportunities (Abdullah et al., 2019; Bacq & Janssen, 2011).

For marginalized youth leaders to have the requisite knowledge and abilities in social responsibility, entrepreneurship, leadership, and education, the model's curriculum development component is essential. By combining these factors, social entrepreneurs are created who can successfully address social and environmental issues while promoting economic viability. Young entrepreneurs should be able to apply their knowledge to their social enterprise initiatives immediately thanks to the curriculum's accessible, practical, and relevant design (DuBois et al., 2011; Goyal, 2018).

In the suggested paradigm, mentoring and assistance are crucial components that give disenfranchised youth leaders direction, counsel, and inspiration as they embark on their entrepreneurial journeys. The concept builds helpful networks and support systems that can aid in overcoming the obstacles and problems faced by these young entrepreneurs by linking them with seasoned business owners, industry experts, and community leaders. Programs for mentoring and support should be long-term and comprehensive, providing entrepreneurs with ongoing direction and assistance as they build and expand their social enterprises (Abdullah et al., 2019; Bacq & Janssen, 2011).

Another crucial element of the approach is forging alliances with NGOs, government organizations, and other groups. For marginalized youth leaders, these alliances may offer crucial tools, financial possibilities, educational chances, and support systems. The model has the potential to greatly improve the resources and assistance accessible to young entrepreneurs by utilizing the knowledge, networks, and resources of these stakeholders. In order to ensure that the marginalized youth leaders receive the required support and contribute to the larger objectives of the collaborating organizations, these collaborations should be cooperative and mutually beneficial (Ismail et al., 2019; Kamaruddin & Ismail, 2020).

A key component of the approach is community engagement, which guarantees that local stakeholders are actively involved in the creation and execution of social entrepreneurship activities. The strategy fosters a sense of ownership, investment, and relevance within the communities through involving community members, leaders, and organizations. Social enterprises can better align with the unique needs and goals of the communities they serve thanks to community engagement programs like forums, workshops, and events that offer forums for conversation, feedback, and co-creation (Abdullah et al., 2019; Bacq & Janssen, 2011).

The model also emphasizes the value of chances for experiential learning that enable underprivileged youth leaders to get real-world experience and apply their knowledge. These chances, like internships, apprenticeships, or project-based initiatives, not only help young leaders develop their entrepreneurial abilities but also provide them the chance to actively participate in addressing local needs and fostering social impact. The teenage leaders can hone their concepts, create networks, and obtain insightful knowledge about the difficulties and potential of managing a social company by participating in practical experiences (Abdullah et al., 2019; Bacq & Janssen, 2011).

A strong monitoring and evaluation mechanism should be put in place to track the model's effects in order to assure its efficacy. This entails keeping tabs on important indicators including the quantity of successful social companies that have been formed, employment rates, income levels, and the amount of education attained by marginalized youth leaders. The information gained from monitoring and evaluation initiatives enables evidence-based decision-making and continual development by revealing the model's strengths and limitations (Ismail et al., 2019; Kamaruddin & Ismail, 2020).

In conclusion, the suggested strategy for nurturing social entrepreneurs among underprivileged youth leaders in B40 neighborhoods is intended to address the unique difficulties these people confront and build a more inclusive and fairer entrepreneurial ecosystem in Malaysia. The concept offers a complete framework for empowering underprivileged youth leaders to act as change agents and promote sustainable development in their communities by merging social responsibility, entrepreneurship, leadership, and education. Needs assessment, curriculum development, mentorship and support, collaborations, community participation, experiential learning, monitoring and evaluation, and other crucial model elements all work together to foster an environment that fosters social entrepreneurship. Malaysia can use this concept to tap into the unrealized potential of its underprivileged youth.

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Declaration of interest: The authors declare no competing interest.

Data availability: Data generated or analyzed during this study are available from the authors on request.

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