AGRI-MOCKS
101193598

Co-funded by the European Union

INITIAL EVALUATION REPORT

Deliverable number and title:		**D2.2 – Student e-internship curriculum. "Twin transition in agriculture and rural development" for HEIs, with materials, instructions and learning resources**	
Date:	**31.03.2026**	Prepared by:	**Yahya Adow Ibrahim**

A INTRODUCTION

The evaluation of the deliverable was carried out in the period from 25.03.2026 to 30.03.2026 . The purpose of this procedure is to examine the quality, relevance and level of completion of the project deliverable. This evaluation combines fact-finding, descriptive assessment and attitudinal approaches.

FINDINGS

1. **A short description of the produced/achieved deliverable:** The deliverable clearly sets the procedures for AGRI-MOCKS student e-internship curriculum dubbed '"Twin transition in agriculture and rural development" and provides materials, instructions and learning resources.

   It presents an innovative six-week virtual learning model designed to equip higher education students with practical, entrepreneurial, and collaborative skills in the context of the *twin transition*—digital innovation and environmental sustainability in agriculture and rural development. It integrates online learning, teamwork, and simulation-based practice to bridge the gap between theoretical knowledge and real-world application. The curriculum is intentionally iterative, allowing refinement through pilot implementation and partner feedback.

   At its core, the programme follows a **problem-based and experiential learning approach**, where students actively engage in solving rural development or entrepreneurial challenges. Learning is structured around three interconnected components: MOOC-style modules for conceptual understanding, the "Company Play" team-based challenge for applied problem-solving, and a business simulation (by BizMetrics) for strategic decision-making. This design ensures that students continuously apply theory to practice while developing key competences such as critical thinking, teamwork in multicultural settings, and reflective learning.

   The curriculum is organized into three phases: an orientation phase, a four-week learning and teamwork phase, and a final simulation phase. Students work either on real-world challenges provided by entrepreneurs or develop their own project ideas aligned with rural sustainability and digitalization. Throughout the process, mentors play

a facilitative role, guiding discussions, supporting reflection, and helping connect theoretical concepts to practical outcomes without formal grading.

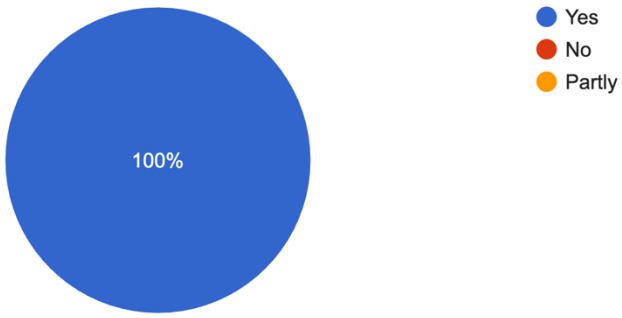
Assessment is participation-based, emphasizing engagement, collaboration, and contribution to team outputs rather than traditional exams. Students produce a final report or presentation outlining their challenge, proposed solution, and learning reflections. Upon successful completion, participants receive certification. The programme is supported by a flexible digital learning environment, designed to be accessible even in low-connectivity contexts, and implemented collaboratively by partner institutions, ensuring adaptability across different educational settings.

Overall, this deliverable establishes a scalable and adaptable model for international e-internships, contributing to Erasmus+ priorities by enhancing employability skills, fostering innovation in higher education, and strengthening cross-border academic collaboration.

The Project Quality Team concurred when asked whether the deliverable is relevant and meets the needs of the students :

1. The deliverable is relevant and likely to meet the needs of specific target groups.

7 responses



2. **When it comes to the fulfillment of the deliverable -related indicator(s), partially achieved. FoP hasn't been established yet hence the e-Internship curriculum not verified by FoP.**

Domain	Indicator number and title	Target Value	Current value
D	— e-document in English, containing 10 pages without annexes — e-Internship curriculum verified by FoP as good quality	- 1 document - - 10 pages	- e-document in English, containing 9 pages

			- e-Internship curriculum not verified by FoP

4. **The sources of verification (e-form) : The evaluation of the deliverable was done via this Google Form :** https://forms.gle/VfW5dZuLfxVa19Wd7

5. The **CAs' visibility rules** (logo, disclaimer, etc.) have been respected in appropriate way.

6. The **EU GDPR rules** have been respected in appropriate way.

7. **When asked about the strong aspects of this deliverable, the Project Quality Team said:**

- Learning outcomes, pedagogical approach
- The document is well written, and I especially like the Programme Structure and Student Activities. Those are some strong points.
- Relevant for the target youth group.
- Very detailed and a good overview of the curricula
- It is according to the grant agreement.
- It gives a logical explanation on what the project e-internship will encompass and the approach to be used.
- provides structural guidance to the program

8. **When asked about the weak aspects of this deliverable, the Project Quality Team said:**

- I think some flexibility is the programme timeline could be good.
- some critical questions are still open and need to be addressed by the partners

B CONCLUSIONS & RECOMMENDATIONS

The Student e-internship curriculum offers an innovative and flexible model that integrates digital learning, teamwork, and simulation to address the twin transition in agriculture and rural development. It effectively bridges theory and practice while fostering key competences such as problem-solving, collaboration, and intercultural communication. Its international, experiential approach and participation-based assessment make it a strong contribution to modernising higher education and enhancing student employability, with the added advantage of an iterative design that supports continuous improvement.

To strengthen its impact and sustainability, the programme should deepen industry engagement, standardise mentoring practices, and introduce more structured monitoring and evaluation tools. Expanding digital collaboration, allowing local adaptation, and promoting formal recognition through credits or micro-credentials will further enhance its value. Ensuring long-term sustainability through institutional embedding, ongoing updates, and the dissemination of best practices will support scalability and wider adoption.