AGRI-MOCKS
101193598

Co-funded by the European Union

REPEATED EVALUATION REPORT

Deliverable number and title:		**D2.4 – Virtual co-working space (VR platform) for collaborative work of students and youth during e-internship**	
Date:	**31.03.2026**	Prepared by:	**Yahya Adow Ibrahim**

A INTRODUCTION

The evaluation of the deliverable was carried out in the period from 27.02.2026 to 31.03.2026 . 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:**

This deliverable is a Virtual co-working space (VR platform) for collaborative work of students and youth during e-internship. This Virtual platform for collaborative work of students and youth, has 2 modes, one for virtual companies for students, and another for office collaborative work of youth organizations.

The platform can be accessed at : http://www.sims.biz/

It offers the user chance to run their business and gain practical real world skills needed to run a business as the platform shows the prrofits,losses,expenditure and revenue in real time.

The existence of the VR platform (Virtual digital simulation) **has been demonstrated in a number of separate videos** that can be watched in conjunction with reading this document.

The deliverable for D2.4 virtual company should (be) –

- Environment where students can simulate working in virtual companies.
- Include features for teamwork, role-playing, and managing virtual business operations.
- Likely need tools like project management, communication, and task tracking.

1. Participant Access to the Simulation Platform

Participants access the simulation platform (see annexure) through a structured, team-based login process managed by the programme facilitator. This approach supports collaborative learning while ensuring that access to the platform remains organised and secure throughout the programme.

At the beginning of each cohort, once the total number of participants has been confirmed, the facilitator organises participants into teams. Team sizes may vary depending on the number of participants enrolled in the cohort, but the objective is to create balanced groups that can work effectively together during the simulation activities.

Each team is assigned a unique set of login credentials (username and password) which provides access to their specific team environment within the simulation platform. These login credentials are distributed to participants by the facilitator prior to the start of the simulation sessions.

Participants are instructed to use only the credentials assigned to their team. These login details correspond to a specific team within the platform and should not be shared outside that team. This ensures that all decisions submitted within the simulation environment are clearly associated with the correct team and that the progress and results of each group can be accurately tracked.

The use of team-based login credentials enables participants to collaborate when making strategic decisions during the simulation. Team members may access the platform from different locations and devices, allowing them to discuss possible strategies together and collectively agree on decisions before submitting them within the system.

This structure also provides flexibility for facilitators when managing teams. If group sizes need to be adjusted, or if reassignment would support more effective collaboration, participants may be moved between teams by providing access to a different team login. This ensures that all teams remain balanced and that participants can contribute effectively to the group work.

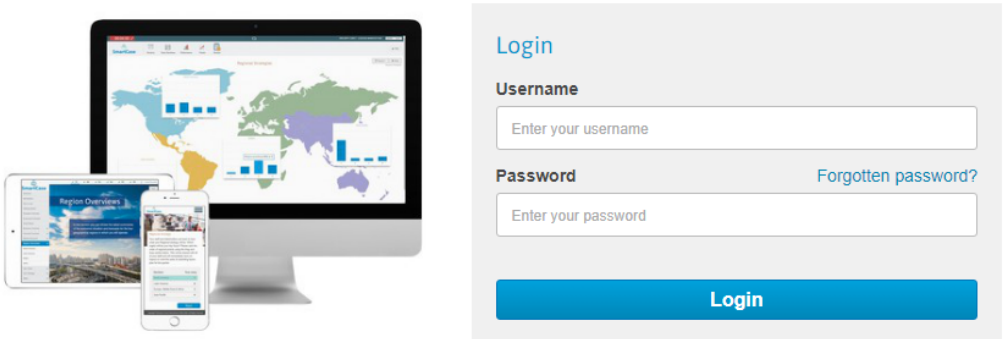
Throughout the simulation exercise, each team continues to use its assigned credentials for all rounds of decision-making. This allows the platform to consistently record team decisions, performance indicators, and results for that specific group across the duration of the simulation.

Access credentials are distributed only to registered participants within each cohort and are managed by the programme facilitator. This ensures that access to the simulation environment is restricted to authorised participants and that the learning activities take place within a controlled educational setting.

The platform records team decisions and performance data for learning and reflection purposes only. Personal participant information is not required for team logins, and facilitators oversee access to ensure that the system is used appropriately throughout the simulation activities.

By structuring platform access in this way, the programme supports collaborative virtual learning, effective team management, and secure participation, while allowing facilitators the flexibility to manage teams and support participants throughout the simulation experience.

Instructions for Accessing the Business Simulation



- Open your web browser
- Go to **www.sims.biz**
- Click on the Client Login button
- Enter username -
- Enter password -
- Click on the Login button
- Work through each round using the Task List on the left of the screen

This video explains how the simulation and virtual co-working space work together to create virtual office collaboration.

2. **When it comes to the fulfillment of the deliverable -related indicator(s), have been ACHIEVED.**

Domain	Indicator number and title	Target Value	Current value
D	Virtual platform for collaborative work of students and youth, with 2 modes, one for virtual companies for students, and another for office collaborative work of youth organizations.	1 platform, 2 modes	1 platform, 2 modes

4. **The sources of verification (e-form) : The evaluation of the deliverable was done via this Google Form :** https://forms.gle/rhkRziTm8X9QumBi8

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:**

- That the platform uses relevant technology.
- Environment to simulate working, we have a concrete case with the VR Platform
- The flow and design of the deliverable, though this video was rushed.
- Clear instructions, appropriate narrative and approach, excellent visual material.
- Easly Understandable
- It's relevant and likely to meet the needs of specific target groups.

- Practical nature of the simulation, and it takes well into account differenct aspects of running a business

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

- ToT is needed to ensure effective delivery of platform.
- The explanation was rushed, perhaps slow it down considering the target market (unemployed youth).
- Design flaw of how the virtual exchange, or intercultural collaboration will take place
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B CONCLUSIONS & RECOMMENDATIONS

Mode 2 for office collaborative work of youth organizations & guidance on how it functions. **ADDED**

How intercultural collaboration will take place on the platform was **EXPLAINED**

Project No.: 101193598

AGRI-MOCKS

ERASMUS-EDU-2024-VIRT-EXCH

D2.4 – **Virtual co-working space (VR platform) for collaborative work of students and youth during e-internship**

Virtual co-working space (VR platform) for collaborative work of students and youth during e-internship. Virtual platform for collaborative work of students and youth, with 2 modes, one for virtual companies for students, and another for office collaborative work of youth organizations.




Contents

The Integrated Power of Simulation and Virtual Co-Working in the Agri-MOCKS Virtual Exchange Model

1. Introduction

The Agri-MOCKS Virtual Co-Working Space deliverable is presented as a single, coherent output that supports collaborative work during virtual internships and international exchange. However, its strength lies not in treating collaboration as a single function, but in deliberately enabling two distinct yet complementary learning functions:

(1) Experiential learning through simulation-based activities (VR Platform), and
(2) Collaborative learning through a structured virtual co-working environment.

While these functions remain clearly separated in purpose and design, their intentional integration—supported by trainer-facilitators—creates a learning experience that is significantly more powerful than either function could deliver on its own. This integrated model elevates virtual exchange from online interaction to a deeply immersive, applied, and transformative learning process.

2. Function One: Simulation as the Experiential Learning Engine

Simulation-based activities within the Agri-MOCKS programme are designed to provide participants with authentic, practice-oriented experiences related business, entrepreneurship, and rural development. These activities—including Company Play and scenario-based exercises—immerse participants in realistic challenges that require decision-making, strategic thinking, and problem-solving.

Virtual Simulation operates as a distinct learning function with a clear purpose:

- To expose participants to complex, real-world situations in a safe environment
- To allow experimentation, failure, and iteration without real-world consequences
- To develop employability-focused competencies such as initiative, adaptability, and analytical thinking

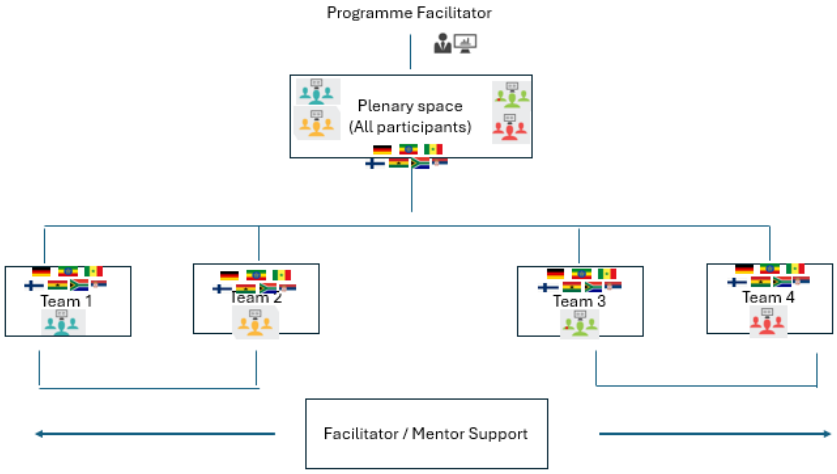
Importantly, simulation activities are structured, time-bound, and role-based. Participants engage individually or in defined roles, focusing on action and decision-making. While these experiences are highly engaging, on their own they risk remaining episodic—powerful moments of learning that can fade without structured opportunities for reflection, dialogue, and collective sense-making.

3. Function Two: The Virtual Co-Working Space as the Collaborative Learning Environment

The Virtual Co-Working Space described in the deliverable is a separate and equally essential function. It is not a simulation environment, but a collaborative infrastructure designed to support interaction, discussion, reflection, and co-creation among geographically distributed participants.

The co-working environment includes:

- A plenary collaboration space for introductions, briefings, intercultural dialogue, and reflection
- Dedicated team collaboration rooms where international teams work independently
- Facilitator and mentor access to support, guide, and observe learning processes



This environment enables participants to:

- Work in diverse, international teams
- Engage in sustained dialogue rather than isolated tasks
- Apply theoretical knowledge through discussion and joint analysis
- Develop intercultural communication and teamwork skills

On its own, the virtual co-working space provides strong collaborative value. However, without a shared experiential anchor, collaboration risks becoming abstract or discussion-led, rather than grounded in authentic challenges.

4. **The Power of Combination: Why Integration Changes Everything**

The true strength of the Agri-MOCKS model lies in the intentional combination of these two functions.

Simulation and virtual co-working are not blended into a single indistinct activity. Instead, they are designed to interact in a structured learning cycle:

- Simulation generates experience
  Participants encounter challenges, make decisions, and experience consequences.
- Co-working transforms experience into learning
  Participants collaboratively analyse those decisions, compare perspectives, question assumptions, and co-develop improved strategies.

This combination ensures that learning is:

- Experiential, because it begins with action
- Social, because meaning is constructed collaboratively
- Reflective, because decisions are examined rather than simply completed
- Intercultural, because teams bring diverse cultural and institutional perspectives to the same experience

5. **The Role of Facilitators in Unlocking the Combined Impact**

Trainer-facilitators are the connective tissue that ensures these two functions operate as a coherent system rather than parallel activities.

Facilitators:

- Introduce and frame simulation activities
- Guide transitions between simulation and co-working spaces
- Support teams during collaborative analysis and reflection
- Ensure learning objectives are explicitly addressed

Their ability to move between plenary spaces and team rooms ensures that participants retain autonomy while remaining aligned with programme goals. Without facilitation, simulation may remain performance-focused and co-working may drift into unstructured discussion. With facilitation, the combination becomes pedagogically intentional and outcome-driven.

6. **Why This Integrated Design Is Especially Powerful for Virtual Exchange**

In virtual exchange contexts, the absence of physical co-presence can limit depth of engagement. The Agri-MOCKS model directly addresses this challenge.

By combining:

- Shared experiential simulations (giving participants a common reference point), and
- Structured virtual co-working spaces (providing sustained interaction),

The programme creates a strong sense of shared endeavour and community, despite geographical distance. Participants do not merely "meet online"; they work together on meaningful challenges, reflect collectively, and build professional relationships over time.

This design significantly strengthens:

- International collaboration
- Intercultural understanding
- Employability-oriented skill development
- The overall credibility of virtual exchange as an alternative to physical mobility

7. **Conclusion**

Although presented as a single deliverable, the Agri-MOCKS Virtual Co-Working Space (VR Platform) is intentionally designed to support two separate but interdependent functions: simulation-based experiential learning and collaborative co-working. Each function is valuable on its own, but when combined through structured design and facilitation, they create a learning experience that is exponentially more powerful.

Simulation provides action without risk; co-working provides meaning without isolation. Together, they transform virtual exchange into a dynamic, applied, and deeply collaborative learning model that fully aligns with the objectives of the Agri-MOCKS programme and the broader goals of Erasmus+ Virtual Exchange.