

COVER PAGE

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			
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Dissemination Level		
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Date	Version	Change
22/05/2026	V1.0	Consolidation of the report by Yahya Adow Ibrahim

INTERNAL VERIFICATION REPORT

Following the PQA Facility and two-stage quality assurance procedure for the deliverable, the Project Steering Committee of the AGRI-MOCKS project, reference number 101193598, on 22.05.2026 carried out internal verification of the following deliverable:

D2.2 – Student e-internship curriculum. “Twin transition in agriculture and rural development” for HEIs, with materials, instructions and learning resources

Following the procedure, the Steering Committee decided to **unanimously** internally VERIFY the deliverable. **Nine** members voted in favour of the deliverable, while **one member** was ABSENT from the voting session.

INTERNALLY VERIFIED



#	PSC member	Institution	Vote	#	PSC member	Institution	Vote
1	Anja Weber	HSWT		6	Yitna Gebreab	HU	
2	Samuel Owus-Takyi	KITA		7	Ousmane Thiare	UGB	
3	Thembeni Mazamisa	NICOSA		8	Elias Lemma	EDI	
4	Yahya Adow Ibrahim	WEBIN		9	Matthew Ash	BizMetrics	
5	Corli Witthun	UFS		10	Esko Lius	HAMK	

* Two-stage quality assurance procedure for the deliverable refers to internal quality assurance procedure which is part of the PQA Facility. By voting to internally verify the deliverable, the SC members are giving their consent for deliverable to be shared with the Donor for further assessment. By doing this, the SC members are taking full responsibility for the outcome of such assessment.

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

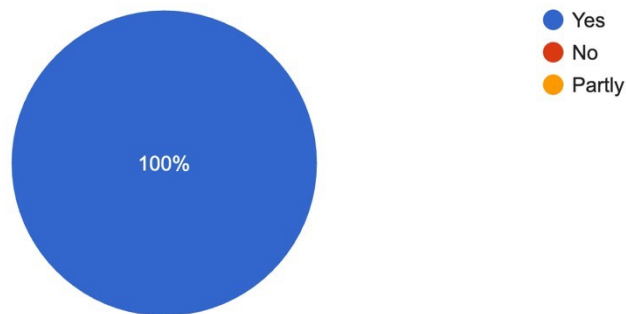
a facilitative role, guiding discussions, supporting reflection, and helping connect theoretical concepts to practical outcomes without formal grading.

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 einternships, 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), they were ACHIEVED.

Domain	Indicator number and title	Target Value	Current value
D	<ul style="list-style-type: none"> — e-document in English, containing 10 pages without annexes — e-Internship curriculum verified by FoP as good quality 	<ul style="list-style-type: none"> — e-document in English, containing 10 pages without annexes 	<ul style="list-style-type: none"> - e-document in English, containing 10 pages - e-Internship curriculum 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 in 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.



D2.2 Student e-internship curriculum. “Twin transition in agriculture and rural development” for HEIs, with materials, instructions and learning resources

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2.1 1. Introduction

The AGRI-MOCKS project brings together partners from Europe and Africa to develop and pilot a structured model for virtual e-internships that combines online learning, international collaboration and practical problem solving. The programme focuses on rural development challenges and the twin transition, combining digital innovation and environmentally sustainable development in agricultural and rural contexts.

The e-internship model created in this project is an innovative learning format designed to support the development of entrepreneurial competences, teamwork skills and applied problem-solving abilities among higher education students. The programme brings together students from partner institutions in an international online learning environment where theoretical learning and practical experimentation are closely integrated.

The curriculum combines three complementary learning components: online learning modules, applied teamwork activities and a business simulation. Students work in teams on the Company Play challenge while engaging with short MOOC-style learning materials that support their progress. The e-internship may be implemented in mixed cohorts consisting of higher education students and youth participants working collaboratively in shared international teams. Conceptual learning and practical work are intertwined, with both developing week by week. The programme culminates in a business simulation that allows students to test their strategic thinking and decision-making in a dynamic environment.

The e-internship represents a new pedagogical instrument within the AGRI-MOCKS project. For this reason, the curriculum described in this document should be understood as an initial implementation model that will be refined through pilot rounds and partner feedback during the project lifecycle. This iterative approach allows the consortium to develop the model gradually while ensuring that the first implementations can already take place during the project.

2.2 2. Educational Objectives

The AGRI-MOCKS e-internship aims to strengthen students' ability to apply theoretical knowledge to practical entrepreneurial and business challenges. The programme emphasises experiential learning, collaboration and reflection, encouraging students to move beyond passive knowledge acquisition toward active problem solving.

The programme has four main educational objectives. First, it seeks to develop students' capacity to analyse rural development challenges or entrepreneurial problems and identify solutions that combine digital and/or sustainable approaches. Second, it supports the development of teamwork skills in multicultural environments, which is particularly relevant for students participating in

international learning projects. Third, it promotes the application of conceptual knowledge from the learning modules to real or simulated situations. Finally, the programme aims to strengthen students' ability to reflect on their learning process and on the decisions they make during collaborative work.

Within the AGRI-MOCKS project, these objectives are explored in the context of the twin transition in agriculture and rural development, referring to the combined challenges of digital transformation and environmentally sustainable development. Through the learning modules, teamwork activities and simulation exercises, students analyse entrepreneurial ideas and business decisions that may contribute to more innovative, resilient and sustainable rural economies.

Through these objectives the e-internship contributes to broader Erasmus+ priorities related to innovation in higher education, employability skills and international cooperation between institutions.

2.3 3. Learning Outcomes

Upon successful completion of the e-internship, participants are expected to demonstrate several key competences. Students should be able to analyse rural development, civic participation and/or entrepreneurial challenges using appropriate conceptual frameworks and tools. They should demonstrate the ability to collaborate effectively in multicultural teams and communicate their ideas clearly in both written and oral form.

Participants should also be capable of applying theoretical knowledge from online learning modules to practical situations, developing solutions to real or simulated rural development challenges or entrepreneurial and/or community-related challenges, and presenting those solutions in a structured and convincing manner. Finally, students should be able to reflect critically on their teamwork process, decision-making strategies and learning experiences during the programme.

Alignment of Learning Outcomes, Learning Activities and Assessment

The AGRI-MOCKS e-internship follows the principle of constructive alignment. The intended learning outcomes are supported by specific learning activities and are verified through participation-based assessment and the final team output.

<u>Learning Outcome</u>	<u>Main Learning Activities</u>	<u>Evidence of Achievement</u>
Analyse rural development challenges and/or entrepreneurial challenges using relevant concepts and tools	MOOC learning modules; Company Play challenge analysis	Contribution to team analysis and final team output

Collaborate effectively in multicultural teams	Company Play teamwork; mentoring sessions; simulation teamwork	Active participation in team work and mentor discussions
Apply theoretical knowledge to practical situations	Application of module concepts in Company Play activities	Integration of concepts in team solution and presentation
Develop and present solution proposals addressing rural development and/or entrepreneurial challenges, including a clear digital and/or sustainable dimension	Team development of proposed solutions; preparation of final report or presentation	Final team output (report or presentation)
Reflect on teamwork and decision-making processes	Mentor discussions; reflection during teamwork and simulation	Reflection section included in final team output

Assessment in the programme is based on participation and engagement in the learning process rather than detailed grading. Facilitators monitor team activity throughout the programme and confirm successful completion when participants have actively contributed to the teamwork activities, participated in mentoring sessions, taken part in the simulation and contributed to the final team output.

2.4 4. Pedagogical Approach

The curriculum is based on a problem-based and experiential learning model. Instead of separating theoretical learning from practice, the programme integrates these dimensions throughout the learning process.

Students work in teams on practical rural development and entrepreneurial challenges while engaging with short online learning materials that introduce key concepts related to entrepreneurship, innovation and business decision-making. The materials are delivered in a flexible MOOC-style format that allows students to access them independently and according to their own schedule, supporting the teams' weekly work.

This team-based component, referred to as Company Play, forms the core of the learning process. Through collaborative work students explore challenges, analyse problems and develop potential solutions while drawing on the concepts introduced in the learning materials. These solutions are expected to address rural contexts and reflect aspects of the twin transition, such as digital innovation and/or environmental sustainability. The teams are supported by mentors who guide discussion and encourage reflection but do not formally grade the students.

The programme concludes with a business simulation that exposes participants to a dynamic and competitive business environment. The simulation enables students to apply analytical and strategic thinking skills in a realistic decision-making context.

2.5 5. Programme Structure

The e-internship is designed as a six-week learning experience consisting of three main phases.

Orientation Phase

The programme begins with an orientation period during which students are introduced to the course structure, the digital platforms used during the programme and the expectations regarding participation. Teams are formed during this stage and participants become familiar with the learning environment and communication channels.

Learning and Teamwork Phase

During the following four weeks students engage simultaneously in individual learning and collaborative teamwork. The online modules provide the conceptual foundation for the teamwork activities. Students study the materials independently while working with their teams on a selected challenge.

Teams work on challenges related to rural development. In the entrepreneur challenge model, teams address a real problem presented by an entrepreneur or organisation operating in a rural context. These challenges are introduced through short case videos that explain the context and the specific problem to be analysed.

Alternatively, teams may define their own rural/community development challenge and develop a corresponding solution concept (e.g. a service, initiative or business idea), provided that it is clearly grounded in a rural context and addresses aspects of the twin transition (digital and/or sustainable development).

Throughout this phase mentors support the teams through online meetings and discussions. The mentoring sessions focus on analysing team progress, discussing emerging ideas and connecting the practical work to the theoretical concepts introduced in the modules. This is to be developed further based on the needs observed in practice.

Simulation Phase

Weeks 5 and 6 form the final phase of the programme. It is dedicated to the BizMetrics business simulation. In this simulation students operate in teams and manage a virtual company in a competitive market environment. Teams analyse market situations, make strategic decisions and react to changing conditions over several simulation rounds.

The simulation provides a structured environment in which students can test their decision-making skills and experience the complexity of business strategy in practice.

At the end of the programme, teams may optionally participate in an international competition where they present their solutions and receive recognition for their work.

International collaboration is an important element of the e-internship. During the BizMetrics simulation phase, students work in mixed international teams composed of participants from different partner institutions.

During the Company Play phase, teams may be formed either locally within a partner institution or internationally, depending on scheduling constraints and the number of participants. This approach allows flexible organisation while still supporting international interaction through shared learning activities and the final competition.

5.1 Student Activities

The e-internship combines individual study with collaborative team work. Students engage with the learning modules independently and apply the concepts in practical team-based activities.

At the beginning of the programme participants are introduced to the course structure, digital platform and teamwork model. Teams are formed and students familiarise themselves with the tools used during the internship.

During the main learning phase students study the online modules and work in teams on the Company Play activity. Teams either analyse a challenge presented by an entrepreneur or develop a concept addressing a rural development challenge (e.g. a service, initiative or business idea). Mentoring sessions during the programme provide feedback and support reflection on both the problem addressed and the team's working process.

In the final phase students participate in the BizMetrics business simulation, where teams manage a virtual company and make strategic decisions in several simulation rounds.

At the end of the programme each team prepares a short final output describing the analysed rural development challenge, the proposed solution and how it contributes to digital and/or sustainable development in a rural context, as well as a brief reflection on the learning process. Teams may also participate in the optional final competition.

2.6 6. Learning Modules

The conceptual component of the programme consists of four learning modules delivered through online materials. In this curriculum, the term "learning modules" refers specifically to structured conceptual content that supports individual study. These modules introduce key ideas and analytical perspectives that complement the practice-oriented components of the programme, namely the Company Play teamwork and the business simulation.

The proceeding description is based on the situation on 15th March, and must be updated before this curriculum is approved:

- Module 1 introduces foundational concepts related to the topic and prepares students for the teamwork phase. It is implemented as an interactive H5P module designed to engage students in active learning.
- Module 2 consists of short video lectures and supporting presentation materials that explore additional aspects of the subject area.
- Module 3 provides more advanced conceptual material presented in an eBook-style format. This module, including civic participation and community development perspectives where relevant, encourages students to apply theoretical concepts to practical situations.
- Module 4 focuses on strategic thinking and reflective learning. It invites students to analyse their teamwork process and the decisions they have made during the programme.

Together these modules provide the conceptual framework that supports the experiential learning activities of the course.

In addition to the student learning materials, the programme includes supporting materials for facilitators and mentors. These trainer resources provide guidance on how to organise the weekly activities, facilitate discussions and support team learning during the Company Play process. The materials are intended to help partner institutions implement the programme consistently while allowing flexibility in local delivery.

6.1 Learning Materials and Resources

The learning materials used in the e-internship are designed to support flexible, accessible and practice-oriented learning. The materials provide the conceptual foundation for the teamwork activities and help participants connect theoretical ideas to the practical challenges addressed during the programme.

The learning materials are organised in connection with the four learning modules and are delivered primarily through lightweight digital formats that can be accessed on mobile devices and in environments with limited internet connectivity. Interactive H5P elements are used where appropriate to support active engagement with the content.

The materials used in the programme include:

- Interactive H5P learning modules, which introduce key concepts and guide students through short learning activities and questions.
- Video lectures and presentation materials, providing concise explanations of core topics relevant to the programme themes.
- eBook-style readings, which present more detailed conceptual material and examples related to entrepreneurship, innovation and sustainable development in agriculture and rural contexts.

- Entrepreneur challenge case materials, typically provided as short video introductions or written descriptions in which an entrepreneur presents a practical problem or opportunity for student teams to analyse.
- Guidelines for teamwork activities, describing the objectives and expected outputs of the Company Play phase.
- Mentor guidance materials, which support mentors in facilitating team discussions and connecting practical activities with the conceptual learning modules.

All learning materials are made available through the project's digital learning platform, which functions as the central access point for course content, instructions and announcements. The materials may be updated and refined during the pilot rounds of the e-internship as the consortium gathers feedback from students, mentors and partner institutions.

2.7 7. Mentoring and Learning Support

Mentors play an important role in supporting the learning process. They act as facilitators who guide teams through discussions and encourage reflection on the practical work carried out during the programme.

Mentors may include staff members from partner institutions, alumni, members of entrepreneurship societies or entrepreneurs collaborating with the project. Their role is to support students in analysing challenges, evaluating possible solutions and connecting their work to the theoretical concepts introduced in the modules. In some implementations, youth workers may support mentoring and facilitation together with project mentors and facilitators.

Mentors typically organise several online meetings with their teams during the programme. These sessions provide opportunities for feedback and help maintain momentum in the teamwork process.

2.8 8. Assessment and Certification

The programme uses a participation-based assessment model. Rather than focusing on detailed grading, the emphasis is on active engagement in the learning process.

Facilitators observe the activity of teams and their members throughout the programme and review the final team output. Based on this observation, participants are marked as either having successfully completed the programme or not.

The final team output typically takes the form of a short report or presentation (e.g. slides or PDF) describing the analysed challenge, the team's proposed solution and a short reflection on the learning process.

Students who demonstrate active participation in the teamwork activities, attend mentoring sessions and contribute to the final output are normally considered to have successfully completed the e-internship. Participants who complete the programme receive a certificate confirming their participation.

2.9 9. Digital Learning Environment

The e-internship requires a digital learning environment that supports the different learning activities of the programme. The platform used in the project serves as a central information hub where participants can access learning materials, instructions, team information and announcements.

The platform hosts the MOOC learning modules and provides a space for teams to access guidance and submit their outputs. Because participants may join the programme from environments with limited internet connectivity or older devices, the platform should remain lightweight and mobile-friendly.

Some activities may take place through external tools. For example, mentoring sessions may be conducted using video meeting platforms such as Zoom or Google Meet, and teams may choose their own communication tools for daily collaboration. The project platform nevertheless serves as the central point where participants can find all relevant information and links.

The BizMetrics simulation used in the final phase operates on its own platform, which is accessed through the course environment.

2.10 10. Implementation by Partner Institutions

The e-internship is implemented collaboratively by the partner institutions, including higher education institutions and youth organisations participating in the AGRI-MOCKS project. Each partner institution is responsible for recruiting participating students, providing local coordination and supporting students throughout the programme.

Partner institutions nominate mentors who facilitate the teamwork activities and organise the scheduled mentor sessions. Mentors support the student teams by guiding discussions, providing feedback on team progress and encouraging reflection on the learning process.

Students access the learning materials through the shared digital learning platform, while teamwork communication may take place through tools chosen by the teams themselves. Mentor meetings are organised online using commonly available video conferencing tools.

The programme may be integrated into existing study courses, offered as an elective learning activity, or implemented as an extracurricular international learning opportunity depending on the institutional context.

2.11 11. Iterative Development and Future Refinement

As the AGRI-MOCKS e-internship is a novel educational instrument within the project, its implementation will evolve over time. The consortium will develop the model iteratively through successive pilot rounds, learning from the experiences of students, mentors and partner institutions.

Feedback collected during these pilot implementations will be used to refine the curriculum, improve the learning materials and further develop the mentoring and teamwork practices. If necessary, the curriculum described in this document may be updated or complemented with additional guidelines later in the project.

This iterative development process ensures that the final model will be both pedagogically robust and practically feasible for partner institutions.