

COVER PAGE

Deliverable number and title	<u>D2.3 – Youth e-internship curriculum: “Civic participation and twin transition in rural development” for youth workers, with materials</u>			
Work Package	2			
Structure	Internal verification report	<input checked="" type="checkbox"/>	Page:	2
	Internal evaluation report	<input checked="" type="checkbox"/>	Page:	3
	Deliverable	<input checked="" type="checkbox"/>	Page:	9
Dissemination Level				
PU	Public Deliverable			<input type="checkbox"/>
SEN	Limited under the conditions of the Grant Agreement			<input checked="" type="checkbox"/>
EU-Classified (i.e. CO)	Confidential			<input type="checkbox"/>

Document Revision History		
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:

D2.3 – Youth e-internship curriculum: ‘Civic participation and twin transition in rural development’ for youth workers, with materials

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	

REPEATED EVALUATION REPORT

Deliverable number and title:	D2.3 – Youth e-internship curriculum: “Civic participation and twin transition in rural development” for youth workers, with materials		
Date:	26.03.2026	Prepared by:	Yahya Adow Ibrahim

A INTRODUCTION

The evaluation of deliverable 2.3 was carried out in the period from 17-25.03.2026. The purpose of this procedure is to examine the quality, relevance and level of completion of this project deliverable. This evaluation combines fact-finding, descriptive assessment and attitudinal approaches.

The deliverable D2.3 was evaluated by the PPE and 3 more QT members, representing 50% of QT. The deliverable registered low evaluation response from the Project Quality Team.

B FINDINGS

1. A short description of the produced/achieved deliverable:

This deliverable presents the **AgriMocks Youth e-Internship Curriculum on Civic Participation and Twin Transition in Rural Development**, developed under Task T2.2.1. It outlines a co-designed, practice-oriented learning framework tailored for Higher Education Institutions (HEIs) and youth organisations engaged in non-formal education. The curriculum aims to equip young people and youth workers with the knowledge, skills, and competences required to actively contribute to sustainable rural development in the context of the green and digital (twin) transition.

The programme targets two main groups: young participants (aged 18–30) from rural or peri-urban areas, and youth workers/facilitators supporting non-formal learning. It is designed to be inclusive and flexible, accommodating varying levels of digital literacy and access through mobile-friendly and low-bandwidth learning formats.

Structured as a six-week e-internship, the programme combines MOOC-based learning, collaborative “Company Play” activities, mentoring, and a capstone digital simulation. Participants engage in interdisciplinary and intercultural teamwork to analyse real-world rural challenges and co-create innovative, community-oriented solutions. The curriculum covers key thematic areas including entrepreneurship, civic participation, sustainability, and digital transformation.

The learning outcomes focus on developing:

- **Knowledge** of rural development challenges, civic engagement, and twin transition concepts
- **Skills** in problem-solving, teamwork, digital collaboration, and innovation
- **Competences** in initiative-taking, critical thinking, and applying entrepreneurial approaches to real-life contexts

Youth workers and mentors play a central role in facilitating learning, guiding team processes, and linking theoretical knowledge to practical community challenges.

Assessment is based on active participation, completion of modules, engagement in team-based challenges, and performance in the final simulation. Participants who successfully complete the programme may receive certification.

The expected impact includes strengthened youth engagement in civic and economic development, enhanced digital and entrepreneurial capacities, increased intercultural collaboration, and the generation of innovative solutions for rural communities.

The deliverable also introduces four draft Experiential Virtual Exchange (EVE) proposals, which serve as thematic pathways for implementation:

1. Youth Innovation for Sustainable Agriculture
2. Digital Tools for Rural Entrepreneurship
3. Youth Civic Engagement for Community Development
4. Circular Economy Solutions for Rural Areas

The curriculum provides a scalable and replicable model for fostering youth-led innovation, civic participation, and sustainable development in rural areas through blended, experiential, and collaborative learning approaches.

2. The deliverable D2.3 respects the visibility rules of the EU and the Erasmus+ programme. It contains appropriate EU logo and disclaimer.

3. The deliverable is aligned with EU GDPR provisions, no personal data are available.

4. When it comes to the fulfillment of the result-related indicators, these have been **FULLY 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 as good quality

5. The sources of verification (links, websites, interview with..., etc.): Uploaded on the WB Moodle (HSWT platform) and this [evaluation form](#)

6. When asked about whether they find this deliverable relevant and user-friendly, the Quality Team responded :

- Yes, it clearly set out.
- If the target group is youth workers it is fine.
- The deliverable is clearly relevant to the defined target group (youth workers and youth participants) and aligns well with the project's core themes of civic participation and the twin transition in rural development. The structure of the programme is consistent with the overall Agri-Mocks e-internship model and supports experiential and collaborative learning.

- In addition, the curriculum is conceptually well aligned with the HE e-internship curriculum developed in the project, which is a positive aspect in view of joint implementation involving both HE students and youth participants. This shared structure creates good conditions for integrated activities and mixed teams.

7. Strong aspects of this result include:

- Clear concepts and instructions.
The report seems relevant to the outputs.
- Clear thematic alignment with project priorities (civic participation, twin transition, rural development)
- Coherent overall structure based on the shared e-internship model
- Good integration of experiential learning, teamwork, and intercultural collaboration
- Inclusion of concrete activity themes (EVE proposals), which support practical implementation
- Conceptual compatibility with the HE curriculum, enabling joint implementation and mixed participant groups

8. Weak aspects of this result that should be improved include:

The curriculum remains at a general level and could benefit from more detailed specification of learning modules, materials, and instructional resources, as these are part of the deliverable scope.

The pedagogical logic (alignment between learning outcomes, activities, and assessment) could be made more explicit.

Key concepts (e.g. "learning modules") are not clearly defined, which may lead to inconsistent interpretation. In addition, the term "EVE proposals", while present in the Project Proposal, is not defined or operationalised in the curriculum, and its role in the learning process remains unclear.

When considered together with the HE curriculum, there are differences in level of detail and conceptual clarity, particularly regarding the structure of Company Play (rural cases, venture solutions, and MOOC-based progression). This may lead to ambiguity in expectations, working methods, and outputs. While the current deliverables cannot be modified at this stage, this suggests a need for alignment and, if required, for documenting clarifications or refinements (eg. through appendices or guidance) after the first implementation round to support consistent implementation.

C CONCLUSIONS & RECOMMENDATIONS

The deliverable should include clearer and measurable impact indicators (KPIs), along with a structured monitoring and evaluation framework. Additionally, inclusion and accessibility measures need to be expanded, particularly for disadvantaged groups. The EVE proposals would benefit from a more standardized and operational structure, while sustainability and exploitation strategies should be more explicitly addressed to ensure long-term impact. Overall, the curriculum is promising but requires further operational clarity, stronger impact orientation, and clearer alignment with EU frameworks to fully meet project quality standards.

EVE proposal templates in the annex **ADDED**

Visuals of the company play in the annex **ADDED**

Internal Consistency and Presentation **IMPROVED**

INITIAL EVALUATION REPORT

Deliverable number and title:	D2.3 – Youth e-internship curriculum: “Civic participation and twin transition in rural development” for youth workers, with materials		
Date:	26.03.2026	Prepared by:	Yahya Adow Ibrahim

D INTRODUCTION

The evaluation of deliverable 2.3 was carried out in the period from 17-25.03.2026. The purpose of this procedure is to examine the quality, relevance and level of completion of this project deliverable. This evaluation combines fact-finding, descriptive assessment and attitudinal approaches.

The deliverable D2.3 was evaluated by the PPE and 3 more QT members, representing 50% of QT. The deliverable registered low evaluation response from the Project Quality Team.

E FINDINGS

2. A short description of the produced/achieved deliverable:

This deliverable presents the **AgriMocks Youth e-Internship Curriculum on Civic Participation and Twin Transition in Rural Development**, developed under Task T2.2.1. It outlines a co-designed, practice-oriented learning framework tailored for Higher Education Institutions (HEIs) and youth organisations engaged in non-formal education. The curriculum aims to equip young people and youth workers with the knowledge, skills, and competences required to actively contribute to sustainable rural development in the context of the green and digital (twin) transition.

The programme targets two main groups: young participants (aged 18–30) from rural or peri-urban areas, and youth workers/facilitators supporting non-formal learning. It is designed to be inclusive and flexible, accommodating varying levels of digital literacy and access through mobile-friendly and low-bandwidth learning formats.

Structured as a six-week e-internship, the programme combines MOOC-based learning, collaborative “Company Play” activities, mentoring, and a capstone digital simulation. Participants engage in interdisciplinary and intercultural teamwork to analyse real-world rural challenges and co-create innovative, community-oriented solutions. The curriculum covers key thematic areas including entrepreneurship, civic participation, sustainability, and digital transformation.

The learning outcomes focus on developing:

- **Knowledge** of rural development challenges, civic engagement, and twin transition concepts
- **Skills** in problem-solving, teamwork, digital collaboration, and innovation
- **Competences** in initiative-taking, critical thinking, and applying entrepreneurial approaches to real-life contexts

Youth workers and mentors play a central role in facilitating learning, guiding team processes, and linking theoretical knowledge to practical community challenges.

Assessment is based on active participation, completion of modules, engagement in team-based challenges, and performance in the final simulation. Participants who successfully complete the programme may receive certification.

The expected impact includes strengthened youth engagement in civic and economic development, enhanced digital and entrepreneurial capacities, increased intercultural collaboration, and the generation of innovative solutions for rural communities.

The deliverable also introduces four draft Experiential Virtual Exchange (EVE) proposals, which serve as thematic pathways for implementation:

5. Youth Innovation for Sustainable Agriculture
6. Digital Tools for Rural Entrepreneurship
7. Youth Civic Engagement for Community Development
8. Circular Economy Solutions for Rural Areas

The curriculum provides a scalable and replicable model for fostering youth-led innovation, civic participation, and sustainable development in rural areas through blended, experiential, and collaborative learning approaches.

2. The deliverable D2.3 respects the visibility rules of the EU and the Erasmus+ programme. It contains appropriate EU logo and disclaimer.

3. The deliverable is aligned with EU GDPR provisions, no personal data are available.

4. When it comes to the fulfillment of the result-related indicators, these have been **partially** 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 	— 1 document	<ul style="list-style-type: none"> — e-document in English, containing 10 pages without annexes — e-Internship curriculum NOT verified by FoP as good quality

5. The sources of verification (links, websites, interview with..., etc.): Uploaded on the WB Moodle (HSWT platform) and this [evaluation form](#)

6. When asked about whether they find this deliverable relevant and user-friendly, the Quality Team responded :

- Yes, it clearly set out.
- If the target group is youth workers it is fine.
- The deliverable is clearly relevant to the defined target group (youth workers and youth participants) and aligns well with the project's core themes of civic participation and the twin transition in rural development. The structure of the programme is consistent with the overall Agri-Mocks e-internship model and supports experiential and collaborative learning.
- In addition, the curriculum is conceptually well aligned with the HE e-internship curriculum developed in the project, which is a positive aspect in view of joint implementation involving both HE students and youth participants. This shared structure creates good conditions for integrated activities and mixed teams.

7. Strong aspects of this result include:

- Clear concepts and instructions.
- The report seems relevant to the outputs.
- Clear thematic alignment with project priorities (civic participation, twin transition, rural development)
 - Coherent overall structure based on the shared e-internship model
 - Good integration of experiential learning, teamwork, and intercultural collaboration
 - Inclusion of concrete activity themes (EVE proposals), which support practical implementation
 - Conceptual compatibility with the HE curriculum, enabling joint implementation and mixed participant groups

8. Weak aspects of this result that should be improved include:

The curriculum remains at a general level and could benefit from more detailed specification of learning modules, materials, and instructional resources, as these are part of the deliverable scope.

The pedagogical logic (alignment between learning outcomes, activities, and assessment) could be made more explicit.

Key concepts (e.g. "learning modules") are not clearly defined, which may lead to inconsistent interpretation. In addition, the term "EVE proposals", while present in the Project Proposal, is not defined or operationalised in the curriculum, and its role in the learning process remains unclear.

When considered together with the HE curriculum, there are differences in level of detail and conceptual clarity, particularly regarding the structure of Company Play (rural cases, venture solutions, and MOOC-based progression). This may lead to ambiguity in expectations, working methods, and outputs. While the current deliverables cannot be modified at this stage, this suggests a need for alignment and, if required, for documenting clarifications or refinements (eg. through appendices or guidance) after the first implementation round to support consistent implementation.

F CONCLUSIONS & RECOMMENDATIONS

The deliverable should include clearer and measurable impact indicators (KPIs), along with a structured monitoring and evaluation framework. Additionally, inclusion and accessibility measures need to be expanded, particularly for disadvantaged groups. The EVE proposals would benefit from a more standardized and operational structure, while sustainability and exploitation strategies should be more explicitly addressed to ensure long-term impact. Overall, the curriculum is promising but requires further operational clarity, stronger impact orientation, and clearer alignment with EU frameworks to fully meet project quality standards.

ADD EVE proposal templates in the annex

ADD visuals of the company play in the annex

Improve Internal Consistency and Presentation

- Ensure clearance & consistency in terminology (e.g., modules, activities, simulations).
- Refine formatting and structure for clarity and readability.
- Consider adding **visual elements** (tables, diagrams of learning flow, EVE proposal templates).

Civic Participation and Twin Transition in Rural Development for Youth Workers

e-Internship Curriculum Document

1. T2.2.1 Co-designing & fine developing e-internship modules for HEI's and youth organisations active in non-formal education

2. Youth e-Internship Curriculum

Civic Participation and Twin Transition in Rural Development

Developed by: NICOSA South Africa

Contents:

T2.2.1 Co-designing & fine developing e-internship modules for HEI's and youth organisations active in non-formal education.....	9
Youth e-Internship Curriculum	9
1. Introduction	11
2. Programme Objectives.....	12
3. Target Group	12
Youth Participants	12
Youth Workers and Facilitators	12
4. Learning Outcomes	13
Knowledge	13
Skills	13
Competences.....	13
5. Programme Structure	14
6. Company Play	15
7. Capstone Digital Simulation	16
8. Assessment and Completion.....	16
9. Role of Youth Workers and Mentors	16
10. Expected Impact	17
PART 2: Draft EVE Proposals	18
Proposal 1.....	18
Youth Innovation for Sustainable Agriculture.....	18
Proposal 2.....	19
Digital Tools for Rural Entrepreneurship	19
Proposal 3.....	20
Youth Civic Engagement for Community Development.....	20
Proposal 4.....	20
Circular Economy Solutions for Rural Areas	20

3. 1. Introduction

The AgriMocks Youth e-Internship programme aims to empower young people in rural communities to actively participate in civic and economic development while addressing the twin transition, namely the green and digital transformation of rural economies.

The programme combines online learning modules (MOOC elements), collaborative teamwork, mentorship, and applied problem-solving activities. Through this blended approach, participants explore sustainable rural entrepreneurship, community engagement, and innovation in rural development.

The curriculum is designed for youth workers and organisations involved in non-formal education, supporting young people interested in rural development, entrepreneurship, sustainability, and community leadership.

By combining knowledge development with practical collaboration in virtual teams, the programme promotes active learning, intercultural exchange, and youth-led solutions to rural challenges.

1.1 Key Definitions and Concepts

To ensure consistency across partner organisations, the following concepts are defined:

Learning Modules:

Structured units combining content, activities, and outputs that progressively build competencies.

MOOC (Massive Open Online Component):

Self-paced digital learning materials including videos, readings, and quizzes.

Company Play:

A team-based simulation where participants collaboratively analyse a rural challenge and develop a solution.

Capstone Digital Simulation:

A structured simulation where teams test decisions in a dynamic, feedback-driven environment.

EVE Proposals (Experimental Virtual Exchange Proposals):

Structured thematic project briefs that guide team-based work. They:

- Define real-world rural challenges
- Structure Company Play activities
- Guide expected outputs (concept, solution, initiative)

They act as the bridge between theory and practice

4. 2. Programme

Objectives

The programme aims to:

- Strengthen youth engagement in civic participation and community development
- Develop understanding of sustainable and digital transformation in rural areas
- Build entrepreneurial, problem-solving, and collaboration skills
- Promote intercultural cooperation through virtual exchange activities
- Encourage youth-led solutions to local rural development challenges

5. 3. Target Group

The programme is designed for two primary participant groups.

Youth Participants

Young people who:

- Are typically aged 18–30
- Come from rural or peri-urban communities
- Are interested in agriculture, entrepreneurship, sustainability, or community development • May be studying in Higher Education Institutions (HEIs) or participating in youth organisation programmes
- Do not necessarily have prior business or financial knowledge

Youth Workers and Facilitators

Individuals who support youth learning and engagement, including:

- Staff or volunteers in youth organisations
- Facilitators involved in non-formal education programmes
- Mentors supporting youth entrepreneurship and civic engagement activities

The programme accommodates varying levels of digital access through flexible and lowbandwidth learning formats.

6. 4. Learning Outcomes

By completing the e-internship programme, participants will develop knowledge, skills, and competences related to rural development, entrepreneurship, and civic participation.

Knowledge

Participants will be able to:

- Understand the concept of the twin transition (green and digital transformation)
- Identify key challenges and opportunities in rural development
- Recognise the role of civic participation and youth engagement in community development
- Understand basic concepts of entrepreneurship and sustainable innovation

Skills

Participants will be able to:

- Analyse rural development challenges and identify potential solutions
- Collaborate effectively with international peers in virtual team environments
- Develop practical ideas addressing local community needs
- Use digital tools for communication, collaboration, and project development
- Identify opportunities within rural and agricultural value chains

Competences

Participants will demonstrate the ability to:

- Show initiative in community engagement and problem-solving
- Work effectively in intercultural and interdisciplinary teams
- Reflect critically on sustainable and inclusive development practices • Apply entrepreneurial thinking to real-world rural challenges

7. 5. Programme Structure

The programme runs for **6 weeks**, combining MOOC learning, collaboration, mentorship, and simulation.

Week	Activities			
		MOOC		
Week 1	Foundations	Business Planning & basics. Team formation	Company Play	Mentorship
Week 2	Business innovation	Entrepreneurship in rural development	Company Play	Mentorship
Week 3	Civic Participation	Sustainability & SDGs	Company Play	Mentorship
Week 4	Project Development	Program design and Funding	Company Play	Mentorship
Week 5	Simulation readiness	Simulation		Mentorship/ Facilitation
Week 6	Simulation & competition	Simulation		Mentorship/ Facilitation

Mentoring sessions run throughout the programme.

5.1 Detailed Learning Modules

Module 1: Foundations of Twin Transition

- Rural challenges and SDGs
- Twin transition concepts
- Output: Reflection + problem identification

Module 2: Rural Innovation & Entrepreneurship

- Value chains
- Innovation models
- Output: Initial project idea

Module 3: Civic Participation

- Youth engagement
- Governance and inclusion
- Output: Stakeholder plan

Module 4: Project Development

- Project design
- Funding basics
- Output: Project proposal

Module 5: Simulation & Evaluation

- Decision-making
- Final presentation
- Output: Simulation performance

5.2 Pedagogical Approach and Learning

Alignment The programme follows a **constructive alignment model**:

Learning Outcomes	Activities	Assessment
Knowledge	MOOC	Reflection
Skills	Company Play	Team output
Civic engagement	EVE proposals	Project
Decision-making	Simulation	Performance

Learning Flow

1. Learn (MOOC)
2. Discuss (Facilitation)
3. Apply (Company Play + EVE)
4. Test (Simulation)
5. Reflect (Evaluation)

8. 6. Company Play

During the Company Play phase participants work in international teams to address a real or simulated rural development challenge.

Teams analyse a problem related to civic participation or sustainable rural development and propose innovative solutions.

Activities include:

- Team collaboration
- Problem analysis
- Concept development
- Presentation of solutions

Mentors guide teams throughout the process.

9. 7. Capstone Digital Simulation

Participants test decisions in a dynamic environment with real-time feedback.

This strengthens:

- Strategic thinking
- Decision-making
- Practical application

10. 8. Assessment and Completion

Participants complete the programme by:

- Completing modules
- Participating in teams
- Contributing to Company Play
- Completing simulation

Assessment includes:

- Participation
- Project quality
- Simulation performance
- Reflection

11. 9. Role of Youth Workers and Mentors

Youth workers play a crucial role in supporting participants throughout the programme.

Their participation includes:

- Facilitating discussions
- Providing mentorship and guidance
- Supporting intercultural collaboration
- Encouraging reflection and learning

Mentors help participants connect theoretical knowledge with practical community challenges.

Youth workers support participants by:



- Facilitating team discussions
- Mentoring participants during Company Play activities
- Helping youth connect learning with local community challenges
- Encouraging reflection and civic engagement

12. 10. Expected Impact

The programme contributes to:

- Stronger youth engagement in rural development
- Improved digital and entrepreneurial skills
- Increased intercultural collaboration
- Innovative solutions for local community challenges

11. Learning Materials and Instructional Resources

MOOC Materials

- Videos
- Readings
- Quizzes

Facilitator Resources

- Session guides
- Discussion prompts

Participant Resources

- Templates
- Worksheets
- Collaboration tools

Simulation Tools

- Digital platforms
- Feedback systems

12. Alignment with HE Curriculum

To ensure consistency:

- Company Play includes:
 - o Problem

- analysis
- o Solution
- o Presentation
- Outputs are standardised:
- o Concept note
- o Presentation
- o Simulation

Differences reflect non-formal learning needs.

Further refinements may follow after implementation.

13. PART 2: Draft EVE Proposals

Role of EVE Proposals

EVE proposals:

- Structure Company Play
- Provide real-world challenges
- Guide outputs
- Ensure consistency

Topic 1

Youth Innovation for Sustainable Agriculture

This proposal focuses on empowering young people to explore innovative solutions that support sustainable agriculture and climate-resilient farming systems in rural communities. Agriculture remains a key economic activity in many rural regions; however, it faces increasing challenges such as soil degradation, water scarcity, biodiversity loss, and the impacts of climate change.

Through international collaboration, youth participants work in multidisciplinary teams to analyse specific agricultural sustainability challenges affecting rural communities. These challenges may include soil fertility decline, inefficient irrigation practices, post-harvest losses, or limited access to sustainable farming technologies.

Participants are encouraged to combine digital innovation and environmentally responsible practices, reflecting the concept of the twin transition (green and digital transformation).

The proposal encourages participants to engage with the (SDGs) Sustainable Development Goals, particularly those related to zero hunger, climate action, responsible consumption, and sustainable communities.

By the end of the activity, teams will present a concept / solution demonstrating how youth innovation can contribute to more sustainable and resilient agricultural systems in rural areas.

Topic 2

Digital Tools for Rural Entrepreneurship

This proposal explores how digital technologies can unlock new opportunities for entrepreneurship and economic development in rural areas.

Many rural entrepreneurs face structural barriers such as limited access to markets, lack of information, restricted financial services, and geographic isolation. Digital technologies can help overcome these challenges by enabling rural businesses to connect with customers, knowledge networks, and financial opportunities.

Participants work in teams to identify challenges faced by rural entrepreneurs and to design innovative digital solutions that support business development and market access.

Participants also explore how digital transformation can strengthen local value chains, improve transparency in agricultural markets, and support inclusive economic growth.

The activity encourages participants to think critically about digital inclusion, ensuring that proposed solutions are accessible to communities with varying levels of connectivity and technological resources.

Through this process, participants develop skills in innovation, problem-solving, and digital entrepreneurship, while designing practical tools that could support sustainable rural livelihoods.

Topic 3

Youth Civic Engagement for Community Development

This proposal focuses on strengthening youth participation in civic life and community decision-making processes in rural areas.

Young people are often underrepresented in local governance and development planning, despite being key stakeholders in the future of their communities. Increasing youth participation helps ensure that development initiatives are inclusive, innovative, and responsive to the needs of younger generations.

In this activity, participants explore the role of active citizenship and democratic participation in rural development. Teams analyse barriers that prevent young people from participating in community decision-making processes and design initiatives that encourage stronger civic engagement.

The proposal emphasises the importance of intercultural dialogue, democratic values, and inclusive governance.

Participants reflect on how youth workers and civil society organisations can create supportive environments that enable young people to become active contributors to their communities rather than passive beneficiaries.

The final outcome of the activity is a community engagement initiative that demonstrates how youth participation can strengthen rural development processes.

Topic 4

Circular Economy Solutions for Rural Areas

This proposal introduces participants to the concept of the circular economy, an economic model that focuses on reducing waste, reusing resources, and creating sustainable production and consumption systems.

In many rural areas, valuable resources such as agricultural waste, organic materials, and local products are underutilised. Circular economy approaches can transform these resources into new economic opportunities while reducing environmental impact.

Participants explore how circular economy principles can support sustainable rural development and local entrepreneurship.

Teams analyse local resource flows and identify opportunities to create closed-loop systems that reduce waste and increase efficiency.

Participants also examine how circular economy practices can contribute to climate change mitigation, resource efficiency, and rural economic resilience.

The final output is a community-based circular economy project concept that demonstrates how rural communities can create economic value while protecting natural ecosystems.