

Deliverable number and title	D2.6 – Gender-sensitive and social inclusion supportive call for participant and admission procedure			
Work Package	2			
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COVER PAGE

Dissemination Level		
PU	Public Deliverable	<input checked="" type="checkbox"/>
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EU-Classified (i.e. CO)	Confidential	<input type="checkbox"/>

Document Revision History		
Date	Version	Change
22/05/2026	V1.0	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:

D2.6 – Gender-sensitive and social inclusion supportive call for participant and admission procedure

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	Hawassa University	
2.	Antoinette Damien	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.	Andrea Landi	HAMK	

INITIAL EVALUATION REPORT

Deliverable number and title:	D2.6 – Gender-sensitive and social inclusion supportive call for participant and admission procedure		
Date:	22.05.2026	Prepared by:	Yahya Adow Ibrahim

A INTRODUCTION

The evaluation of the deliverable was carried out on 20.05.2026. 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.

The deliverable was evaluated by Principal Project Evaluator.

FINDINGS

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

This deliverable presents the Gender-Sensitive and Social Inclusion Supportive Call for Participants and Admission Procedure developed for the E-Internship Programme targeting students and youth. The programme is designed to create an inclusive, accessible, and equitable learning environment that promotes equal participation opportunities regardless of gender, social background, ethnicity, geographic location, disability, or economic status.

This deliverable outlines the principles, procedures, and criteria guiding the participant recruitment and admission process. Particular attention is given to ensuring transparency, fairness, diversity, and balanced representation throughout the selection process. The document also highlights measures adopted to encourage the participation of underrepresented and disadvantaged groups, including gender-responsive outreach strategies, inclusive communication approaches, and accessible application procedures.

By integrating gender sensitivity and social inclusion into the call and admission framework, the programme aims to foster meaningful youth participation, strengthen equal access to learning opportunities, and contribute to the broader objectives of inclusive and sustainable development.

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	e-document in English 6 pages long, containing gender-sensitive and social inclusion supportive call for participant and admission procedure	-1 document, - 6 pages gender sensitive and inclusion supportive	- e-document in English 11 pages long, containing gender-sensitive and social inclusion supportive call for participant and admission procedure

4. The sources of verification is AGRI MOCKS WB Moodle.

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. The strong aspects of this deliverable are :

- It sets out the admission procedures for interested parties
- It indicates the key performance indicators that need to be met
- It clearly states social inclusion strategies of how to involve participant from all walks of life for instance advertising through People with Disabilities organizations, and with inclusive language and channels. Using inclusive pictures (e.g. PwDs in different professions, role models, and digital accessibility guidelines,
- In the annex, it provides the dissemination poster for promoting the open call and the registration form.

8. No structural weakness of this deliverable were identified.

B CONCLUSIONS & RECOMMENDATIONS

It is recommended to continuously strengthen inclusive outreach, accessibility measures, and gender-responsive practices to further expand participation opportunities for underrepresented and disadvantaged youth groups in future editions of the e-internship programme.



Deliverable D2.6 – Gender-sensitive and social inclusion supportive call for participant and admission procedure

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1. Introduction

This document is Deliverable 2.3 in *Mastering Opportunities scouting, Career guidance and Key Job Skills* (Agri-MOCKS) project. The project aims at increasing employability of young generations in relevant sectors offering more skillful approach from teachers and trainers tackling e Career guidance, e Mentoring, e Internships, digital based simulations with matching opportunities for students with entrepreneurs. It enables better opportunities, counting and joint work on business and project ideas in both youth and higher education sectors. The project aims to reach people with fewer opportunities to participate. The project aims to integrate gender-sensitive and social inclusion measures by actively encouraging applications from women and individuals from disadvantaged or underrepresented groups, including persons with disabilities, and other barriers.

According to the Erasmus+ Programme Guide, the People with fewer opportunities means people who, for economic, social, cultural, geographical or health reasons, a migrant background, or for reasons such as disability and educational difficulties or for any other reasons, including those that can give rise to discrimination under article 21 of the Charter of Fundamental rights of the European Union, face obstacles that prevent them from having effective access to opportunities under the programme.

With this document, we aim to safeguard and ensure balanced representation, impartial evaluation and compliance with EU principles on equality, diversity, and inclusion. The document covers both target groups (students and youth).

2. Key performance Indicators

The Key Performance Indicators (KPIs) for the Agri-MOCKS project regarding the persons with fewer opportunities reached are the following:

Number of persons reached:		
Male	Female	Non-binary
1250	1250	0

Total persons reached: 2500		
Persons with fewer opportunities addressed by the project:		
Number of people with disabilities 1	Number of people with health problems 1	Number of people who face barriers linked to cultural differences 1
Number of people who face barriers linked to education and training systems 0	Number of people who are facing social barriers 100	Number of people addressed by the project who are facing economic barriers 200
Number of people who are facing barriers linked to discrimination 0	Number of people who are facing geographical barriers 500	
Total number of persons with fewer opportunities addressed by the project: 803		

3. Definitions

According to the Erasmus+ Programme Guide, the barriers for participation can take many forms:

Disabilities: This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone’s full and effective participation in society on the same footing as others³.

Health problems: Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents someone from participating in the programme.

Cultural differences: While cultural differences may be perceived as barriers by people from any background, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – including but not limited to newly-arrived migrants, people belonging

to a national or ethnic minority, sign language users, or people with linguistic adaptation and cultural inclusion difficulties. Being exposed to foreign languages and cultural differences when taking part in any kind of programme activities may put some individuals off and in a way limit the benefits from their participation. Such cultural differences may even prevent potential participants from applying for support through the programme, thereby representing an entry barrier altogether.

Social barriers: Social adjustment difficulties, such as limited social competences, anti-social or high-risk behaviours; (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances - for instance, being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.

Economic barriers: Economic disadvantage, for instance a low living standard, low income, learners who need to work to support themselves, dependence on the social welfare system, long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that need to be "mobile" together with the participant when participating in activities away from their place of residence or, all the more, abroad.

Geographical barriers: Living in, for example, remote or rural areas, on small islands or in peripheral/outermost regions, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries may constitute a barrier.

4. Admission procedure

1. Digital Campaign

Before announcing the virtual mobility edition, and publishing the call for applications, partners will prepare digital promotion materials which will support published calls for applications. All partner institutions will implement digital campaigns promoting published calls for applications

through social networks. Digital campaigns will last for 2 months following the opening of each call for application. See the model in Annex I.

2. Advertising

In months 13, 19, 24 and 29, (both in tasks 3.1.1. and 3.1.2.) consortium will publish calls for participants for participation of students/youth in e-internship (editions 1-4). The calls will be gender-sensitive and social inclusion supportive and will invite students from Europe and Africa to apply for e-internship. Call will be open for 45 days.

As the legislation of many countries, (privacy and data protection), e.g. in Finland, does not allow to ask applicants about their disabilities, health issues, or economic status, the main vehicle to reach disadvantaged groups is to invest in advertising. This can be done using relevant channels as proposed in the chart below.

Persons	Target	Examples	Means
Female	1250	Those who define themselves as women (gender identity).	Advertising through women organizations or students' associations. Using gender-balanced pictures (e.g. female in male-dominated professions), addressing the flexibility of studies (from caretaking), and role models.
Disabilities	1	A physical, mental, intellectual or sensory impairment	Advertising through People with Disabilities organizations, and with inclusive language and channels. Using inclusive pictures (e.g. PwDs in different professions, role models, and digital accessibility guidelines, see https://www.w3.org/TR/wcag-3.0/)
Health problems	1	Severe illnesses, or chronic disease	Advertising through health care units, HEIs nurses, or associations directed to certain illnesses, such as asthma, allergies, diabetes, etc. Addressing the suitability of e internship despite of health challenges.
Cultural differences	1	Migrant, refugee, ethnic minorities	Advertising through migrant or refugee organizations or NGO's that organize services. Addressing the suitability of e internship despite of cultural differences.
Social barriers	100	Anti-social behaviors, marginalization,	Advertising through organizations such as AA, institutional care givers (e.g. women homes, safe houses), associations for single parents,

		family circumstances, orphans	HEIs psychologists or social workers. Addressing the transformative possibility to change life course through capacitation and education.
Economic barriers	200	Low income, unemployed	Advertising through social workers, social services, youth centers, and employment offices. Addressing the prospects for increasing income or get employed after the capacitation.
Geographical barriers	500	Rural, remote, less serviced or underdeveloped areas' habitants.	Advertising through local, existing GO structures (government officials in the state department of youth at the county & sub-county levels), and social media channels. Addressing the outreach of the studies despite of remote locations.

However, advertising should address the idea of reaching people with fewer opportunities to participate. The text can include mentioning, e.g.

We encourage people of all genders, social groups, and ethnic backgrounds to apply for training. Once the general admission criteria are met, the priority is given to women and those with fewer opportunities to participate, such as applicants with disabilities, having health problems, migrants, refugees, representatives of ethnic minorities, marginalized, single parents, orphans, people with low income, unemployed, and those who live in rural, remote, or underdeveloped areas.

3. Application

Application will be electronic and in English and will be open and transparent. Selection should be completed within 30 days. Application form and platform should be barrier-free. The applicant has a possibility to tick the vulnerability box in the application, if s/he wishes to use the privilege of positive discrimination/category of priority selection. Privacy and data protection rights are informed as well as the purpose of gathering such information. See the model application form in Annex II.

4. Selection

The selection of the applicants follows the two categories of selection criteria.

1. General admission criteria and eligibility requirements:

The Call is open for people, who

- Are age of 18-30
- Are interested in improving their skills on the topics of critical thinking, civic participation, entrepreneurship, business management, employability, and agriculture and rural living and development.
- Talented in English language
- Have access to e-learning devices and internet

2. Specific admission criteria

Once the general admission criteria are met, the priority is given to women and those with fewer opportunities to participate (against the target numbers in proposal), such as applicants with disabilities, having health problems, migrants, refugees, representatives of ethnic minorities, marginalized, single parents, orphans, people with low income, unemployed, and those who live in rural, remote, or underdeveloped areas.

5. Documenting

Alongside documenting the selection process, the participants who were selected due to the specific admission criteria/ representing people with fewer opportunities to participate are counted as below. The figures are reported in the final report for EACEA.

	Male	Female
Number of persons reached		

Persons with fewer opportunities addressed by the project:	
Number of people with disabilities	
Number of people with health problems	
Number of people who face barriers linked to cultural differences	
Number of people who are facing social barriers	

Number of people addressed by the project who are facing economic barriers	
Number of people who are facing geographical barriers	



Annex I Digital Promotion Material

agrimocks

Co-funded by the
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E-INTERNSHIP

- Project Development
- Student Virtual Company Simulation
- Civic Participation and Advocacy Training
- Youth Entrepreneurship and Innovation Training

Apply Now!

Annex II Application form

The form can be accessed at : <https://forms.gle/2cVeraWmn7sDZWAH6>

Section 1 of 2

AGRI MOCKS E-internship Application

Dear participant, thank you for your interest in taking part in the **E-internship** organized within the **AGRI MOCKS** project.

This e-internship offers students and young people an opportunity to develop practical knowledge, digital skills, teamwork, and civic engagement through interactive online learning and collaboration.

Participants can apply for one of the following tracks:

1. Student E-Internship: "Twin Transition in Agriculture and Rural Development"
This track focuses on the green and digital transition in agriculture and rural communities, exploring sustainable practices, innovation, digitalization, and future-oriented rural development solutions.
2. Youth E-Internship: "Civic Participation and Twin Transition in Rural Development"
This track explores the role of young people in civic engagement, community participation, and sustainable rural transformation through the twin green and digital transition.

The programme combines online learning modules, teamwork, mentorship, intercultural collaboration, and practical activities designed to strengthen participants' competencies and active participation in society.

Please complete this registration form carefully. We look forward to welcoming motivated participants ready to learn, collaborate, and contribute to positive change in their communities.

Best regards,
AGRI MOCKS consortium

* Country:

- a) Ethiopia
- b) Finland
- c) Ghana



- d) Germany
- e) Senegal
- f) Serbia
- g) South Africa

* University/Youth organization you come from:

* E-internship category :

- a) Student E-Internship: Twin Transition in Agriculture and Rural Development
- b) Youth E-Internship: Civic Participation and Twin Transition in Rural Development

* Participant category:

- a) Student
- b) Youth
- c) Youth Worker
- d) Academic Staff

* Gender:

- a) Female
- b) Male
- c) Non-binary
- d) Prefer Not to say
- e) Others :