



Co-funded by the
European Union

Deliverable number and title	D2.7 ToT Training Report			
Work Package	2			
Structure	Internal verification report	☒	Page:	2
	Internal evaluation report	☒	Page:	3
	Deliverable	☒	Page:	9

COVER PAGE

Dissemination Level		
PU	Public Deliverable	☐
SEN	Limited under the conditions of the Grant Agreement	☒
EU-Classified (i.e. CO)	Confidential	☐

Document Revision History		
Date	Version	Change
29/06/2026	V1.0	Yahya Adow Ibrahim



Co-funded by the
European Union

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 29.06.2026 carried out internal verification of the following deliverable:

D2.7 ToT Training Report

Following the procedure, the Steering Committee decided to **unanimously** internally **VERIFY** the deliverable. **All** members voted in favour of the deliverable.

INTERNALLY VERIFIED



#	PSC member	Institution	Vote	#	PSC member	Institution	Vote
1.	Anja Weber	HSWT		6.	Yitna Gebreab	Hawassa University	
2.	Antoinette Damien	KITA		7.	Anicet Manga	UGB	
3.	Thembeni Mazamisa	NICOSA		8.	Tsigerada Mekuria	EDI	
4.	Yahya Adow Ibrahim	WEBIN		9.	Matthew Ash	BizMetrics	
5.	Corli Witthun	UFS		10.	Esko Lius	HAMK	



Co-funded by the
European Union

INITIAL EVALUATION REPORT

Deliverable number and title:	D2.7 ToT Training Report		
Date:	19.06.2026	Prepared by:	Yahya Adow Ibrahim

B INTRODUCTION

The evaluation of the deliverable was carried out in the period from 19.06.2026 to 23.06.2026 . 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.

21 out of 40 participants responded to the ToT evaluation despite constant reminders. This accounts for 52.5% instead of the required at least 80% of participants finding the training relevant, approach of trainers appropriate and working environment good.

FINDINGS

1. A short description of the produced/achieved deliverable: The Training of Trainers (ToT) for Virtual Facilitators and Mentors was successfully delivered from 8–10 June 2026 within the framework of the AGRI-MOCKS project.

The primary objective of the training was to enhance the knowledge, skills, and competencies of facilitators and mentors who will play a key role in supporting the implementation of the AGRI-MOCKS six-week e-internship programme. The three-day virtual training brought together 40 participants from 10 partner institutions across Ethiopia, South Africa, Senegal, Ghana, Serbia, Germany, and Finland.

The training programme was jointly delivered by experts from HAMK University of Applied Sciences (Finland), Hochschule Weihenstephan - Triesdorf University of Applied Sciences (Germany), Hawassa University (Ethiopia), and Bizmetrics Pty Ltd (South Africa).

The sessions covered a broad range of topics, including virtual facilitation and moderation techniques, mentoring approaches, effective communication, conflict resolution, intercultural collaboration, online engagement strategies, and practical simulation exercises designed to strengthen participants' readiness for the e-internship environment.

The training achieved its intended outcomes by equipping participants with the competencies necessary to facilitate collaborative learning processes, mentor youth participants, and support virtual company simulation activities within the AGRI-MOCKS



Co-funded by the
European Union

e-internship programme. Furthermore, it fostered stronger intercultural cooperation among partner institutions and established a network of qualified facilitators and mentors who will contribute to the delivery of the programme across multiple cohorts, reaching approximately 2,500 young people.

As such, the ToT represents a significant milestone under Work Package 2 and contributes directly to the wider objectives of AGRI-MOCKS in enhancing youth employability, promoting entrepreneurship, and supporting climate-smart rural 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 5 pages long — 80% of participants find the training relevant, approach of trainers appropriate and working environment good	— e-document in English 5 pages long — 80% of participants find the training relevant, approach of trainers appropriate and working environment good	— e-document in English 9 pages long — 21 out of 40 participants who responded to the evaluation find the training relevant, approach of trainers appropriate and working environment good

3. The sources of verification (e-form): The evaluation of the deliverable was done via this Google Form: <https://forms.gle/jT5gxJ3mieJ5ozhNA>

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

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

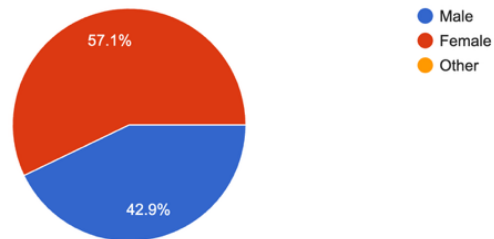
6. When asked about the quality of the training of trainers and if it's relevant and likely to meet the needs of specific target groups, **the participants responded:**



Co-funded by the
European Union

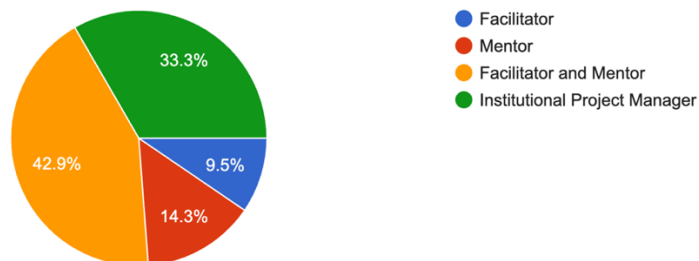
1. Gender

21 responses



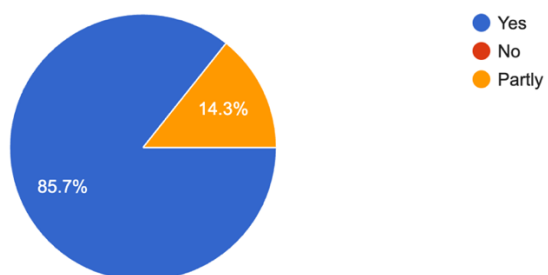
2. Participation category

21 responses



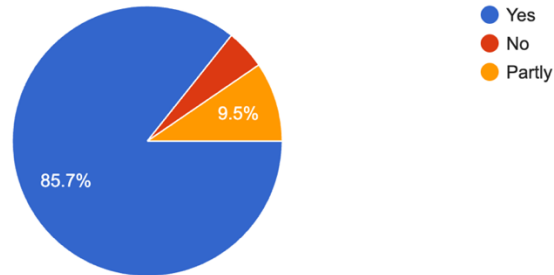
3. The event content was relevant and useful.

21 responses



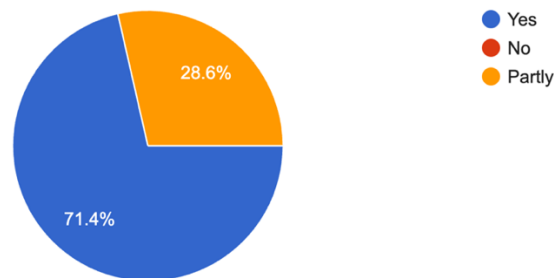
4. The facilitator/trainer/lecturer was well prepared and knowledgeable about the topic.

21 responses



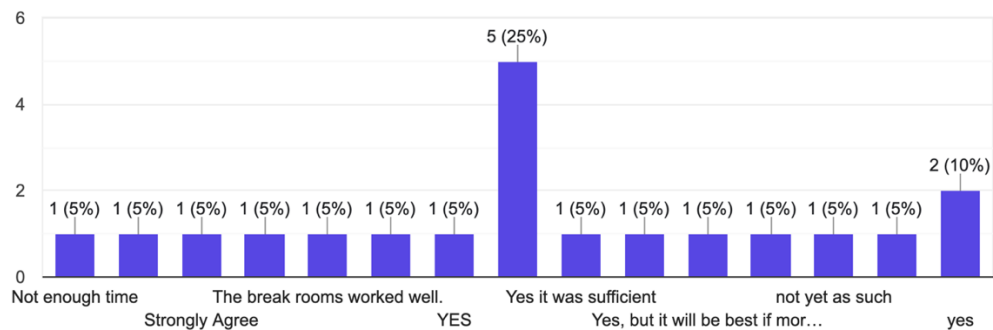
5. The event duration was appropriate, and training dynamics was effective to produce new/expected learning outcomes.

21 responses



6. The break rooms were useful and the time allocated was sufficient.

20 responses



7. What I liked the most about the event was:

- The breakout rooms which gave networking opportunities and avenue for discussions.
- Video feedback



Co-funded by the
European Union

- The break rooms.
- interactive sessions
- Presentation slide used by Anjia
- Getting insights on how to efficiently train people to help them reach their goals.
- its possibility to future app
- La qualité des cours
- The presentations which were well prepared
- The connection we make with participants from other countries
- The techniques for facilitating virtually
- Meeting people from different areas
- The very clear explanations and presentations
- experience sharing
- The contents are relevant
- Practical exercises, interactive discussions, and the opportunity to learn from experienced facilitators and fellow participants.
- The interaction and how the training is organised
- I liked the well-prepared presentations from the trainers

8. What I liked the least about the event was:

- Nothing so far
- The presentations were perhaps pitched at a lower level than appropriate for the senior academics that I involved from my institution.
- technical issues with the last presentation
- My Zoom didnt work which was unusual. Never happened before and messed my presentation up.
- The time allocated for simulation
- Practical session was not sufficient and not hands-on
- We did not get to practice the simulation.
- the disconnections and connections of network
- Rien
- Nothing as all was upto par
- The time three hours is long for virtual training
- People talking too long to answer or engage
- All was nice
- Some sessions felt slightly rushed, and I would have appreciated more time for practical activities and questions.
- The group discussions although i feel like time was not enough



Co-funded by the
European Union

D CONCLUSIONS & RECOMMENDATIONS

The Training of Trainers (ToT) was successfully implemented and achieved its intended objectives. It strengthened the capacity of facilitators and mentors to deliver the AGRI-MOCKS e-internship programme while fostering a common understanding of facilitation standards and strengthening collaboration among consortium partners. The activity represents a key capacity-building milestone under WP2 and provides a solid foundation for the quality implementation of future e-internship cohorts.

To sustain the training outcomes, partners should provide periodic refresher sessions, establish regular peer-learning exchanges among facilitators, and continue monitoring facilitator performance through participant feedback and quality assurance mechanisms. These measures will support continuous improvement, ensure consistent delivery across partner institutions, and strengthen the long-term sustainability of the AGRI-MOCKS e-internship programme.



Co-funded by the
European Union

Project No.: 101193598— AGRI-MOCKS — ERASMUS-EDU-2024-VIRT-EXCH

Mastering Opportunities-Scouting, Career-Guidance and Key-Job Skills in Agriculture

D2.7 ToT Training report

Training of Trainers (ToT) for Virtual Facilitators and Mentors

**Author/s: Anbes Tenaye, Yitna Tesfaye and Tirusew Teshale, Hawassa
University**

Table of Contents

Content	Page
Executive Summary	11
1. Background and Training Objectives	12
2. Participant Profile	12
3. Summary of Training Sessions	14
4. Training Outcomes	16
5. Conclusions and Recommendations	17
Annexes	19

Executive Summary

The Training of Trainers (ToT) for Virtual Facilitators and Mentors was successfully conducted from 8–10 June 2026 under the AGRI-MOCKS project. The training aimed to strengthen the capacities of facilitators and mentors who will support the implementation of the AGRI-MOCKS six-week e-internship programme. A total of 40 participants from 11 partner institutions representing Ethiopia, South Africa, Senegal, Ghana, Serbia, Germany, and Finland participated in the three-day virtual programme.

The training was jointly facilitated by experts from HAMK University of Applied Sciences (Finland), Weihenstephan-Triesdorf University of Applied Sciences (Germany), Hawassa University (Ethiopia), and Bizmetrics Pty Ltd (South Africa). Sessions focused on virtual facilitation, moderation, mentoring, communication, conflict management, intercultural engagement, online presence, and practical simulation exercises.

The programme successfully equipped participants with the competencies required to facilitate collaborative learning, mentor youth participants, and support virtual company simulations within the AGRI-MOCKS e-internship. The training further strengthened intercultural collaboration among partner institutions and established a pool of trained facilitators and mentors who will support approximately 2,500 young people across many cohorts of the e-internship programme. The ToT therefore represents a significant contribution to WP2 and the broader objectives of AGRI-MOCKS in promoting youth employability, entrepreneurship, and climate-smart rural development.

1. Background and Training Objectives

AGRI-MOCKS is a three-year Erasmus+ Capacity Building project designed to enhance youth employability through innovative online learning, entrepreneurship development, virtual exchange, and intercultural collaboration. The project targets students and the youths by providing opportunities to acquire practical competencies in agriculture, climate-smart rural development, entrepreneurship, and civic engagement.

The success of the AGRI-MOCKS e-internship programme depends on the availability of competent facilitators and mentors who can guide participants through online learning activities, virtual company simulations, intercultural teamwork, and project development exercises. Consequently, the ToT was organized to prepare representatives from partner institutions to effectively perform these roles.

The specific objectives of the training were to:

- Develop participants' understanding of moderation, facilitation, and mentoring roles in virtual learning environments;
- Strengthening communication, online engagement, and conflict-management skills;
- Build competencies in mentoring and supporting learner development;
- Enhance participants' capacity to facilitate intercultural collaboration;
- Provide practical experience through simulations and role-playing exercises; and
- Prepare facilitators and mentors for effective implementation of the AGRI-MOCKS e-internship program.

The process was started by a call for Mentors and facilitators per each partner institution and registration prepared ahead of time. Balanced gender participation was encouraged.

The training was delivered over three consecutive days (Agenda Annexed), comprising a total of nine hours of structured learning, discussion, and practical application. Zoom platform was used to deliver the ToT training for Virtual Facilitators and Mentors (<https://hswt.zoom.us/j/95451485417> Meeting-Chat-Link <https://hswt.zoom.us/jc/95451485417> Meeting-ID: 954 5148 5417 Kenncode: 892425)

2. Participant Profile

A total of 40 participants successfully completed the training. Participants represented universities, youth organizations, entrepreneurship support institutions, and private-sector partners involved in the AGRI-MOCKS consortium.

Participants (Table 1) are from Hawassa University (HU), the University of the Free State (UFS), Entrepreneurship Development Institute (EDI), NICOSA Youth Career Programme NPC (NICOSA YCP), Kumasi Institute of Tropical Agriculture (KITA), Western Balkans Institute (WEBIN), Université Gaston Berger (UGB), Bizmetrics Pty Ltd, and HSWT.

Table 1: Participation Stat per Institutions

S.N	Institution	N	%
1	Weihenstephan-Triesdorf University of Applied Sciences (HSWT)	1	3%
2	Bizmetrics Pty Ltd	1	3%
3	Entrepreneurship Development Institute (EDI)	4	10%
4	Häme University of Applied Sciences (HAMK)	1	3%
5	Hawassa University (HU)	8	20%
6	Kumasi Institute of Tropical Agriculture (KITA)	2	5%
7	NICOSA Youth Career Programme (NICOSA YCP)	4	10%
8	Private Institution	2	5%
9	Université Gaston Berger de Saint-Louis (UGB)	4	10%
10	University of the Free State (UFS)	7	18%
11	Western Balkans Institute (WEBIN)	5	13%
12	Ebeno Agribusines	1	3%
Total		40	100%

The participant group reflected considerable professional experience relevant to facilitation and mentoring. Approximately 79% had prior training experience, 62% had teaching or lecturing experience, and 56% had previous mentoring experience. However, only 29% reported prior experience in online facilitation, confirming the relevance of the training.

Gender representation was reasonably balanced, with 19 female participants (48%) and 21 male participants (52%). The diverse composition of participants enriched discussions and facilitated knowledge exchange across different cultural, institutional, and professional contexts.

Importantly, all participants expressed willingness to serve as facilitators or mentors during future AGRI-MOCKS e-internship editions, demonstrating strong commitment to project implementation.

3. Summary of Training Sessions

Day 1: Virtual Facilitation, Moderation and Mentoring Essentials

The first day commenced with a comprehensive briefing on the overall structure of the six-week E-Internship Program, establishing the foundational context for the training. A central theme was the distinction between moderation, facilitation, and mentoring—roles that are often conflated but serve fundamentally different purposes. Participants learned that moderators manage content and time, facilitators guide group learning processes and interactions, while mentors provide individualized developmental support. Although conceptually distinct, these roles frequently overlap within virtual exchange programmes, requiring practitioners to demonstrate flexibility and adaptability. The session also introduced the AGRI-MOCKS mission, vision, and e-internship structure, clarifying how facilitators and mentors contribute to achieving project objectives by guiding 2,500 youth participants through virtual company simulations, intercultural collaboration, and entrepreneurship training.

The session extensively explored core competencies for effective facilitation, including active listening, inclusive engagement, cultural sensitivity, adaptability, questioning techniques, digital facilitation skills, and conflict management. Practical guidance was provided on maintaining a professional online presence, creating inclusive learning spaces, and managing discussions using a structured six-step conflict resolution approach. Discussions highlighted common challenges such as unequal participation, language barriers, varying digital literacy levels, and intercultural misunderstandings, with strategies offered for each. Attention was given to accommodating different time zones, consideration of language, and adapting facilitation approaches to meet the diverse needs of both student and youth participants. By day's end, participants demonstrated a clear understanding of their dual roles as facilitators and mentors, along with practical strategies for fostering engagement and inclusion across diverse cultural and professional contexts.

Day 2: Effective Mentorship and Supporting Learner Development Communication, Online Presence, and Managing Discussions

The second day opened with an interactive session on communication, online presence, and discussion management critical competencies for facilitators and mentors in virtual environments. Participants explored essential communication skills: verbal communication (clear speaking, appropriate pace, positive tone), non-verbal communication (eye contact with the camera, facial expressions, purposeful gestures), and digital communication (chat politeness, clear instructions, timely responses, and understanding participants' infrastructural constraints). A key insight was that online presence begins before the session starts as participants form immediate impressions based on profile completeness, photos, messages, and engagement levels, shaping trust and credibility even before the facilitator speaks.

The "3 Cs of Online Presence" framework guided professional virtual engagement: Connect greet participants by name, show enthusiasm, and build rapport; Communicate be concise, give clear instructions, and check understanding; Care listen actively, encourage participation, and respond respectfully. Participants also learned strategies for managing discussions and conflict, including focusing on objectives, acknowledging contributions, creating participation opportunities for quieter members, and intervening respectfully when addressing disruptive behavior. A structured conflict management approach was emphasized: listen actively, identify conflict early, and transform disagreements into learning opportunities. Participants practiced handling scenarios such as dominant participants monopolizing discussions, applying techniques to balance participation and maintaining inclusive, productive conversations.

Effective Mentorship: Roles, Skills, and Supporting Mentee Development

The mentorship component concentrated on mentorship as a developmental relationship that supports personal growth, learning, and career advancement. Participants explored the role of mentors in helping learners connect course content to practical experiences and future opportunities, emphasizing that effective mentoring fosters individual growth and self-efficacy rather than merely transferring knowledge. The training highlighted characteristics of effective mentors empathy, reliability, cultural awareness, active listening, and commitment to learner success while also examining behaviors that undermine mentoring relationships, such as excessive control, unavailability, judgmental attitudes, and breaches of confidentiality.

Five core mentoring competencies were emphasized: building trust and rapport, active listening and empathy, asking reflective and powerful questions, providing constructive feedback, and monitoring progress while celebrating achievements. A structured six-part mentoring framework was introduced to guide sessions through relationship building, defining scope and objectives, problem analysis, solution development, identifying commitments, and closing with action planning. Participants practiced these approaches through interactive discussions and case examples, gaining confidence in applying the framework with both student and youth participants.

Cross-cultural mentoring formed a major component, with discussions addressing differences in communication styles, perceptions of authority, gender norms, time orientation, and cultural expectations. Participants recognized the need for culturally responsive approaches that respect diversity while maintaining effective support mechanisms. The session also explored practical tools for virtual mentoring, including synchronous platforms (Zoom, Teams, Google Meet) and asynchronous tools (email, messaging applications, collaborative documents, and learning management systems), with emphasis on establishing clear communication expectations early.

An important discussion focused on differences between student and youth participants. While students typically demonstrate stronger theoretical orientation and expect structured guidance, youth participants prioritize practical relevance, flexibility, and

career-related outcomes. Participants agreed that mentoring approaches should be adapted accordingly—students benefit from clear structure and academic framing, while youth participants respond better to practical application and flexible support. This understanding prepared participants to tailor their mentoring strategies to meet the diverse needs of AGRI-MOCKS participants across the six-week e-internship journey.

Day 3: Simulation and Company play

The final day began with a recap synthesizing key concepts from Days 1 and 2, reinforcing the complementary nature of facilitation and mentoring roles. The session then focused on translating theory into practice through scenario-based simulations and experiential learning activities, allowing participants to apply their skills in realistic contexts. Four practical scenarios were conducted: facilitating the first day of an e-internship programme (welcoming participants, establishing ground rules, setting expectations), managing challenging discussions (handling heated debates and cultural misunderstandings), conducting an initial mentoring session (building rapport and goal setting), and supporting a struggling mentee (maintaining motivation and engagement). These simulations enabled participants to practice communication, facilitation, mentoring, and conflict-management skills while receiving structured peer feedback that encouraged reflection and continuous improvement.

Participants were also introduced to the operational structure of the virtual company play formation, entrepreneur-led sessions, business model development using the Business Model Canvas, project work, and the BizMetrics simulation environment. Discussions focused on strategies for maintaining participant engagement, preventing dropout through early identification and personalized outreach, supporting intercultural collaboration, and addressing connectivity challenges through low-bandwidth alternatives. The practical orientation of the final day strengthened participants' confidence and readiness to assume facilitation and mentoring responsibilities within the AGRI-MOCKS programme, with all participants expressing commitment to serving in upcoming e-internship editions.

4. Training Outcomes

The training successfully achieved its intended objectives and strengthened participants' preparedness for supporting AGRI-MOCKS e-internship activities.

Key outcomes included:

Enhanced Facilitation Competencies

Participants demonstrated improved understanding of facilitation principles, discussion management, learner engagement, conflict resolution, and inclusive participation strategies in virtual environments.

Strengthened Mentoring Skills

Participants acquired practical skills in relationship building, active listening, coaching, feedback provision, and learner support. They also developed greater awareness of cross-cultural mentoring considerations.

Improved Intercultural Communication

The training strengthened participants' ability to work effectively across cultures and to facilitate collaboration among learners from diverse backgrounds.

Increased Readiness for E-Internship Implementation

Through simulations and practical exercises, participants gained confidence in applying facilitation and mentoring approaches within the AGRI-MOCKS e-internship context.

Strong Institutional Commitment

All participants expressed commitment to supporting future e-internship editions, creating a strong pool of trained professionals capable of supporting approximately 2,500 youth participants during project implementation.

Overall, the training strengthened capacity across partner institutions and established a common understanding of quality standards for facilitation and mentoring within AGRI-MOCKS.

5. Conclusions and Recommendations

The Training of Trainers for Virtual Facilitators and Mentors successfully prepared a diverse professional to support AGRI-MOCKS virtual exchange and e-internship activities. The combination of theoretical foundations, interactive discussions, and practical simulations proved highly effective in building both conceptual understanding and practical competencies.

The training demonstrated several notable strengths, including strong participant engagement, effective intercultural learning, practical relevance, and extensive opportunities for peer exchange. The diversity of participants contributed significantly to the richness of discussions and strengthened collaboration across partner institutions.

Despite minor challenges related to time-zone coordination, minor connectivity constraints, and varying levels of prior experience, participants remained highly engaged throughout the programme. These challenges provided valuable lessons for future training activities.

To further strengthen implementation, the following recommendations are proposed:

1. Establish periodic peer-learning and support meetings for facilitators and mentors during e-internship implementation.
2. Organize refresher training sessions prior to each e-internship edition.
3. Develop comprehensive facilitator and mentor handbooks containing tools, templates, and practical guidance.

4. Introduce systematic mentor–mentee matching procedures based on expertise, language, and contextual factors.
5. Strengthen monitoring and evaluation mechanisms to assess facilitator and mentor performance and identify areas for continuous improvement.
6. Continue efforts to improve gender balance and participation diversity in future training cohorts.

ToT represents a major contribution to AGRI-MOCKS Work Package 2 by creating a pool of trained facilitators and mentors capable of supporting youth development, entrepreneurship, intercultural collaboration, and sustainable rural development. The competencies acquired through this training will contribute directly to the successful implementation and long-term sustainability of AGRI-MOCKS activities.

Annexes

Annex A: Participant and Country list

The screenshot displays a Zoom meeting interface with a list of 40 participants. The interface is divided into three panels, each showing a list of participants with their names and initials. Each participant entry includes a small profile picture, a name, and a set of icons for muting, unmuting, and other actions. At the bottom of each panel are 'Invite' and 'Unmute me' buttons.

Participants (40)

- Tirusew Taye (Me)
- Anja Weber (Host)
- Andrea Landi | HAMK (Co-host)
- Yitna_Hawassa University (Co-host)
- Addisalem
- AGRIMOCKS HU
- Alebachew Dejene
- Anbes tenaye
- Andre Diatta
- Anicet Manga
- Ayanda Maqhashu
- Bante
- BASSENE
- Corli Witthuhn
- Damien
- deribekaske
- Dragana WEBIN
- EbenoAgrobusiness
- Fall, Coumba
- Fezeka Nkontwana

Participants (40)

- Fezeka Nkontwana
- Getnet
- Getu
- Hlokomani Ndwandwe
- HUAWEI nova Y70
- Kgaogelo Mafolo
- Londeka Ntshale
- Matt
- MucheriT
- NICOSA YCP
- Ousmane Thiare
- Pascalina Pilane
- Primrose Madende
- Richard (KITA)
- Ruth Kusi
- Stephan Steyn
- Tsega Samuel
- Tsigereda
- William Kwasi Boateng
- Yahya Ibrahim - WEBIN

Participants (40)

- Richard (KITA)
- Ruth Kusi
- Stephan Steyn
- Tsega Samuel
- Tsigereda
- William Kwasi Boateng
- Yahya Ibrahim - WEBIN
- Yaynabea Abayneh, Hawassa University
- Sarah



Funded by the
European Union



Ethiopia (ETH)



Germany (DE)



UNIVERSITE
GASTON BERGER
L'excellence au service du développement

Senegal (SN)



Ghana (GH)



WEBIN
Western Balkans Institute

Serbia (RS)



UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA

South Africa (ZA)



HAMK

Finland (FI)



Annex B: Training Structure and Schedule

The training was delivered over three consecutive days, with each session lasting three hours (3:00 - 6:00 PM East African Time), totaling nine hours of structured learning.

The agenda was organized as follows:



[Training of Trainers (ToT) for Virtual Facilitators and Mentors (T2.4)]

Training Scheduled on June 8-10, 2026 (3:00 – 6:00pm East African Time)



Funded by
the European Union

Date	Topics	Allocated Time	Presenter	Moderator
June 8, 2026	Welcome	10 Min	Anja W.	Yitna T.
	Overall Structure of E Internship Program	20 Min	Anja W.	
	Virtual Facilitation, Moderation, and Mentoring Essentials	2.5 Hrs	Andrea L.	
June 9, 2026	Communication, Online Presence and Managing Discussions	30 Min	Yitna T.	
	Effective Mentorship: Roles, Skills, and Supporting Mentee Development	2.5 Hrs	Anja W.	
June 10, 2026	Recap of the two days	15 Min	Andrea L.	
	Simulation and Company	2.5 Hrs	Matthew A.	
	Q & A	15 Min	Yitna T.	

Meeting-Link <https://hswt.zoom.us/j/95451485417> **Meeting-ID:** 954 5148 5417 **Kenncode:** 892425

Annex C: Screenshots of the sessions

The screenshots illustrate various virtual sessions organized by AGRI-MOCKS. The sessions cover topics such as virtual facilitation fundamentals, e-internship programs, coffee shop simulations, online presence, and trust building. The sessions are facilitated by experts like Andrea Landi, PhD (HAMK Edu), Yitna T HU ETH, and Andre Diatta. The sessions are co-funded by the European Union.

Annex D: Social Media Promotion Material



agrimocks

**Facilitator and Mentor
Training of Trainers**

The training will focus on key thematic areas, including virtual facilitation fundamentals, moderation and mentoring practices, effective online engagement, communication and conflict management, and mentee monitoring and counseling. Practical, simulation-based exercises with applied demonstrations will be showcased. The programme blends conceptual learning with interactive, hands-on sessions aimed to strengthen participants' facilitation and mentorship capacities for the upcoming implementation of the project's E-internship programme.

8 – 10 June 2026

**14:00
to
17:00
CAT**

Annex E: Testimonial Videos

Participants made testimonies on the ToT, and the videos can be found at:

<https://www.agrimocks.online/project-kick-off-meeting-in-ethiopia/>