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ERASMUS + PROJECT KA 210 VET
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TRAINING REPORT

Erasmus+ project “Virtuelco for All”,

Date / Time / Duration
24/25 April 2026, starting at 9 a.m. on Friday and ending at 4:30 p.m. on Sunday, 12 hours
Training with NEETs: Olivera Stošić, Coordinator of the Project, trainer Irena Stanković, trainer Place: Economic school Pirot, Pirot, Serbia
Purpose: NEETs training to work on the Virtuelco platform, as part of project activities

1. General Information

- **Activity:** Training for young people category NEETs
- **Participants:** 17 people with different knowledge of economy
- **Duration:** Two-day intensive workshop
- **Objective:** Integration of digital platform tools into economic curricula through business simulations.

2. Training Overview & Day 1 Activities

The beginning of the training is dedicated to getting to know trends in the labor market. Career practitioner from the Job info center organization from Pirot, Marko Cenić, gave an introductory presentation. We paid special attention to participants with special needs and provided support during work.. The first day was characterized by highly interactive sessions:

- **Internal Operations:** Participants established virtual companies, simulating the full documentation and operational flow between production and trading entities (Inquiries, Offers, Orders, Invoices, and Warehouse/Finance instructions). We adjusted the pace of the work to the different abilities and prior knowledge of the participants. We individually assisted the company creation process and monitored the progress of the participants.
- **International Trade Simulation:** We carried out business with foreign countries with several participants, who were students of the school of economics and had the necessary prior knowledge. The others followed the presentation and work of the participants, thus gaining insight into foreign trade.
- **Initial Evaluation:** The day concluded with a formal evaluation session to capture immediate feedback on the platform’s usability and the training's relevance but only 11 participants respond. The others did not have the possibility to use the code, due to the lack of internet on the phone or an application to recognize the code.

3. Day 2 Activities & Financial Services



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On the second day of training, students dropped out, so a total of 9 completed the entire training. Given that this category of young people is very different, it was expected that there would be a drop in interest in training. We had next activity during the opening sessions:

- **Review & Discussion:** The morning began with a presentation of the **Day 1 evaluation results**. At the beginning of the day, we discussed their impressions and concluded that there are big differences in the levels of prior knowledge. This leads to differences in the possibilities of mastering the training on the Virtuelco platform.
- **Financial Services Operations:** Following the discussion, participants continued their business simulation with a focus on the finance department. This included managing financial records, payment processing, and internal financial reporting within the virtual company structure. During the second day, all participants had previous knowledge of economics, so it was possible to implement tasks in the financial service.

4. Participant Engagement & Suggestions

During the evaluation of the first day, younger participants, former students of this school, actively participated in the discussion. The participants who had the opportunity to fill in the google questionnaire gave very positive answers and praise for the work on the platform. The second day of the training was evaluated with ordinary questionnaires, so the analysis of both questionnaires is attached to the report.

- **Feedback & Suggestions:** Participants suggested a simpler approach and the necessary support for work.
- **Formal Analysis:** A detailed breakdown of participant feedback is documented in the accompanying "**Trainer's Post-Training Evaluation Analysis**," which highlights the high satisfaction levels and specific areas for future software updates.

5. Conclusion

Training for young people in the NEET category is very specific because they are in transition to the labor market, with limited access to training and retraining. In this sense, this training was significant because they gained insight into the necessary skills and knowledge for dealing with correspondence, finance, and freight forwarding.

Training reported by
Olivera Stošić

Attachment photos:



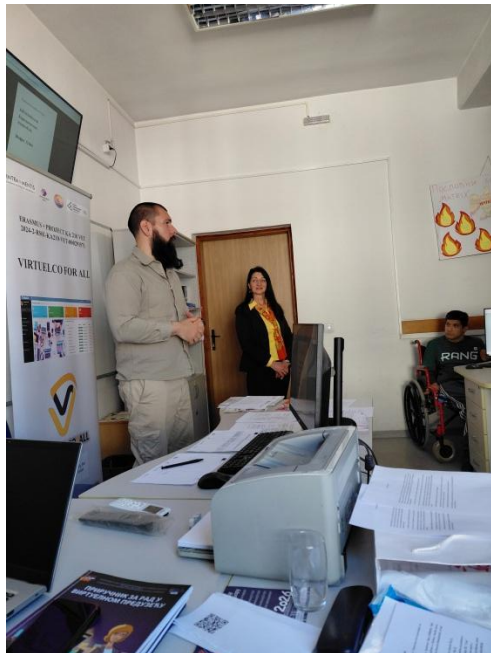
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