



LOGIPRO Integrating Logistics Processes in Practice Enterprise

Project Result 3 Trainers Training



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DISCLAIMER

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1. INTRODUCTION

1.1. Usefulness of trainers training

The Practice Enterprise (PE) methodology can be an effective educational methodology to teach processes and practical skills in the field of logistics. Through this methodology, one can complete the acquisition of professional and social skills included in the professional profile of the title, such as communication and organizational skills, teamwork, problem solving, flexibility, efficiency and accuracy, and independence.

Before implementing the Practice Enterprise in the classroom, it is important that the trainer has a deep understanding of the methodology. To help trainers become familiar with the different approaches and tools available for Practice Enterprise in the field of logistics, the LOGIPRO consortium of technicians and trainers have created this training of trainers manual, since we are all clear that one of the most important phases of the methodology is the good preparation of the entire teaching team.

The main objective of this **training manual for trainers** is therefore to facilitate the work of trainers in the activity of Practice Enterprise and to develop the necessary skills for the planning and operation of Practice Enterprise in the field of logistics. As it is clear that we are dealing with a pilot plan, this document will be reviewed and, if necessary, modified, throughout the duration of the LOGIPRO project, because the consortium will have to check whether, from its point of view, the methodology can be used to implement logistics training as described in the implementation guide.

The integration of the Practice Enterprise methodology must be adapted to the needs of the trainees and, at the same time, be effective in accordance with the current logistics programs and courses. Thus, an additional step (faculty approval) is needed to finally validate the guide that describes the logistics learning methodology with the Practice Enterprise. The training of trainers will be optimized based on the evaluation and feedback from the participants of the collaborating schools, so that we will have a final training when the project ends which can be offered to trainers from other institutes who want to implement Practice Enterprise at the logistics level.

1.2. Division of work, tasks and methodology

LOGIPRO Consortium

- **Coordination:** CONNECTIEF – COFEP Belgium
- **Partner:** PEN WORLDWIDE Germany
- **Partner:** INFORM FOUNDATION Spain
- **Partner:** HOGESCHOOL WEST-VLAANDEREN HOWEST Belgium
- **Partner:** SINT-JOZEF SINT-PIETER Belgium
- **Partner:** EL CALAMOT INSTITUTE Spain

All partner schools will identify the trainers who will participate in the first training of trainers activities and will collaborate in the identification of the professional and training content to be

taught according to the target group and school programs who will participate in the pilot phase. Trainers and technical staff will participate in this activity. National Central Offices provide training to trainers in schools and collaborate with school staff to identify vocational training content and organizational issues.

Given their experience, trainers and technical staff from PEN Worldwide and HOWEST will actively participate in this activity. PEN supports partners to organize and deliver the training intervention taking into account the logistical pedagogical approach. It gives directions and validates the results of the cooperation between training partners and school partners.

In accordance with the indications derived from the evaluation of the trainers, Connected, with the support of the consortium, will also update the first version of the implementation guide in terms of both the first and the second part of the guide, sharing information with the partners. Inform will organize the questionnaires to be distributed to schools, share the content and format of the questionnaires with partners, collect results and process the data, organize a brief report and work with Connected to identify directions on how to update the guide. Inform will collaborate with Connected to identify, thanks to the results of the evaluation, indications on how to update the guide.

Researchers/trainers and technical staff from the other partner organizations will participate. The training of trainers will be optimized based on the evaluation and feedback of the national participants of the partner schools. Connected and Fundació Inform are in charge of a final training at the end of the project, which can be offered to trainers from other institutes that want to implement the logistics PE.

1.3. Languages of results

The final document will be available in five languages: **English, Spanish, Catalan, Dutch, French.**

2. SETTING UP A PRACTICE ENTERPRISE

2.1. Application of the Practice Enterprise methodology to Professional Training

Today we still acknowledge the innovation that comes with applying the Practice Enterprise methodology at any point in the training process. This is so because this way of learning reproduces real work situations in the classroom, while **learning by doing**.

Currently, this methodology is applied, above all, in two large areas of professional training cycles: the area of administration and management, on the one hand, and the area of commerce and marketing, on the other. Thanks to the LOGIPRO project, this course has allowed the introduction of the Practice Enterprise methodology to the intermediate level of professional training in the field of logistics.

The pilot programs of the logistics PE have been developed mainly for the **Vocational Education and Training (VET)**, but their future application in the **Certificate of Higher Education (HNC)** is not ruled out. We have to bear in mind that most of the characteristics of the middle and higher degree cycles are common, because we are talking about the transport and warehousing of goods, the world of logistics and everything related to it.

It should also be pointed out that there are more issues that are shared by the Vocational Education and Training (VET) and the Certificate of Higher Education (HNC), such as **the importance of soft skills**: autonomy, innovation, work organization, responsibility, interpersonal relationships, teamwork and problem solving. Likewise, they also share **transversal skills** (like, how to communicate in foreign languages, for example) that affect different workplaces and that are transferable to new work situations.

2.2. Analysis of the methodology

It is key that the trainer gives the trainees an initial training on the most relevant concepts and tools offered by the **Practice Enterprise methodology** applied to the world of logistics. It is necessary to explain the rules and procedures of the methodology, as well as the operation of the selected tools that must allow the development of the process of setting up a Practice Enterprise.

It is highly recommended that you look for information on the **PEN Worldwide** website (<https://penworldwide.org/>) and on the different websites of the National Offices, where you can find information in the different national languages. In the event of any doubt about the operation of the methodology, teachers will always have telephone support, by mail or through other established channels from the staff of the different national offices.

2.3. The choice of Practice Enterprise activity

The choice of the activity of the Practice Enterprise is a task that will correspond to the team of trainers in charge of setting up the company; trainees can be invited to participate in this decision. Obviously, the sector will be logistics, but the specific activity of the company must be determined, because the logistics field consists of a wide range of activities -production, warehousing, inventory, transport, etc.-, or even a combination of several activities, for example, organizing intermodal transport, including customs formalities.

The final decision must respond to this basic criteria:

- the curriculum of the course, the learning results which have to be obtained by the students by the end of the training program
- its real environment, and therefore the environment where the trainees participating in the project will be inserted in the future
- the Practice Enterprise economy in which they will work (national and international)

The **first reason** responds to the need to adapt the PE's activity to the curriculum established by the educational authorities of each country or region.

The **second reason** is to bring the training closer to the world of the real companies in the logistics sector and vice versa. Designing training programs without taking into account the needs of the environment and its priorities makes no sense. On the other hand, the fact of creating a company entails the need to have direct information about a real company, to know its characteristics and the real operation of the market. It is very important to have real companies that can advise the team of trainers in setting up the PE, as it will be necessary to collect a lot of information about the sector: pricing policy and strategy, procedures and

processes, document flows and tools, etc. It would be a benefit to have trainers with work experience in the logistics sector.

In the **third instance**, it is also important to focus on the Practice Enterprise market in which the new company will be positioned, knowing which are the activities that can give an added value to the network. All the Practice Enterprises make up a rich and varied network, which allows you to work as in reality, choosing customers and suppliers based on the quality of their service, their products, their prices, etc. For logistic PEs (especially when focusing on transportation modes) it's also important to check on quantities (ex.: you can not organize a container load if the requested order only contains 10 ballpoints - it's better to start working immediately with bigger amounts).

2.4. The choice of company name

The Practice Enterprise name search must take into account the following:

- Do not use real company names as this could lead to confusion
- Observe the names of real companies, so as not to choose similar names and avoid misunderstandings
- Try to find a name that best reflects the company's activity (something related to the logistics world)
- The name can indicate the geographical area or refer to the name of the educational center.

2.5. Market research

Before starting any business project, it is important to conduct thorough market research. This will help understand the logistics industry, identify demand and existing competition, and evaluate the feasibility of your company.

- **Research the logistics market:** The trainer team should study existing real companies in the logistics sector (transport and warehouse companies) in order to identify the different profiles and to set up a company in the sector. Find out how the logistics industry works, current and future trends, and which services are in high demand
- **Analyze the competition:** Identify established logistics companies in the network and study their strengths and weaknesses. This will help you to develop a unique value proposition for your PE
- **Define your target market:** Determine the type of clients you would like to serve. Make sure to understand the needs and requirements of the PE network. It is also very important to define the internal procedures and the methods of interaction

2.6. Definition of the service

When working with a logistics Practice Enterprise, it's also possible that the company will only offer services (transportation of goods, organizing customs formalities) instead of selling products, which is what most Practice Enterprises do. This is a challenge that must be taken into account.

It is highly recommended to set up a website (that could be an Instagram profile, for example) that will introduce potential customers to the items our PE provides. A good website must have the necessary information about the service to be sold and a clear image of it. You need to think about a presentation that facilitates sharing this website or profile to as many PEs as possible.

2.7. Practice Enterprise financials

When a Practice Enterprise is starting its business for the first time, you should establish a detailed budget and financial projections for the company. At the beginning, the PE contains only the following items: **capital and cash**/banks as counterpart, which may also contain **stock of goods**.

- **The share capital:** A share capital must be set that covers the needs to start the activity and that corresponds to the economic and monetary volume of the activity sector.
- **Bank balances:** The share capital will be distributed among various items according to the business model, taking into account that a part will have to be entered in the cash and bank items. A sufficient amount will be allocated to the banks to meet the company's first payments (pending collection from customers or the application of third-party financing). This amount can be deposited in the banks offered by each national office.

2.8. Acquiring Resources and Establishing Infrastructure

To operate a logistics P.E, you should acquire necessary resources and establish the right infrastructure. This does not necessarily have to be done at the beginning, but it should be a necessary step that should be completed during the course.

- **Vehicles and equipment:** Acquire the necessary transportation vehicles for your operations. Of course, there is the possibility of acquiring vehicles within the network.
- **Storage facilities:** If you plan to offer warehousing services, you will need suitable space to store your clients' products. You can consider creating and organizing a warehouse or partnering with existing storage facilities.

3. THE TRANSPORTATION ORDER GENERATOR

3.1. Introduction to the transportation order generator

Through the **LOGIPRO** project, it has been possible to proceed with the creation of an **online transportation order generator** whose objective is to be able to generate the transactions necessary to start your activity or to continue working when necessary. With the course of the action, each PE will manage to open its own market on the network and could dispense with the order generation service.

The operation of the application is simple. The generator has a database with different fictitious companies spread throughout the national territory that will send service requests to our logistics PEs. They will specify the source and destination addresses and the order itself, with the number of pallets, the weight, the volume and of course, the total volumetric weight. A generated request will also contain the collection and delivery times, and if applicable, some detailed instructions.

At the moment, this application is in the phase of experimentation and continuous improvement. Thus, it does not allow ordering from refrigerated transport or of perishable products, which would include fruit, vegetables or animals. In any case, the order generator will be fully finished at the end of the project, and will allow to automate and simplify the process to generate requests for transport services, improve the efficiency, accuracy and monitoring of logistics operations, and provide important information for management and decision-making in the environment of the PE, among others.

3.2. Scheduling orders

Scheduling of orders is solely up to the teaching staff, not the Central Office. The trainer will have to indicate the desired number of transportation orders, that is, how many transportation requests he wants to receive from the fictitious customers per day or week. Scheduling is based on indicating a specific number of orders and a certain quantity per order. The number of assignments depends on the volume of work that the company needs so that there are enough operations to generate assignments for all trainees.

The amount depends on the average unit price of the products and the turnover volume required by the company. In the preparation of the orders, both the customers and the items chosen by the software are determined by the teaching team.

3.3. Territorial distribution

The teaching team will determine in which part of the territory of a country the different fictitious clients will be located. It can be an entire country, or focus on just one region or country. It will be noted that this distribution will determine the fictitious customers that will be acted upon through the transportation order generator.

3.4. Typology

The network customers, i.e. those of the transportation order generator, will be incorporated as legal companies, whether it is an SAS corporation or a SLS corporation and they can also be natural persons (to reflect the VAT equivalence surcharge).

3.5. Payment terms

The payment terms that will be established with these fictitious customers of the order generator may be:

- By direct debit to a bank account.
- A receipt will have to be issued to collect from your customers and presented to the bank for collection using the relevant banking rules.
- By bank transfer at the expense of the fictitious customer.

It is advisable to use different due dates so that there is a range of different possibilities to enrich the invoicing tasks of the Practice Enterprises.

4. THE STAFF STRUCTURE

The success of your logistics company will largely depend on the talent and skills of your team. Make sure to hire and train the right personnel.

4.1. Identify key positions

Determine the roles you will need in your company, such as general manager, operations staff, drivers, warehouse personnel, etc. The trainer's team has to analyze the necessary human resources, organization and study of the most demanded profiles in the sector. The objective is to identify the needs and profiles of the sector and transfer this reality to the PE, so a company staff chart can be created.

It is optional to recreate a **hiring process** that includes job postings, conducting interviews, and checking references. Also, you should train your "staff" to ensure they understand your company's processes and procedures, and most importantly, that they understand what **role** they have had to play in the company.

4.2. Organization chart of the company

An **organizational chart** will be designed that reflects the personnel structure that the company should have. The PE should be formed by trainers and trainees; they will be in charge of the company. The collaboration of the real company, and the information it can provide, is important at this point.

The trainer divides the trainees into **departments** (work teams) so that they can collaborate and make joint decisions during the simulation. Equally, it must seek to promote diversity in the

composition of the teams, combining different skills and knowledge. These teams can be rotating throughout the course, which is at the trainer's discretion.

A general organizational proposal could be this:

- **Warehouse department** (inputs & outputs)
- **Purchasing and finance department** (supply, rates & catalogs)
- **Human resources department** (hire & fire)
- **Commercial department** (marketing & register)
- **Planning or expedition department**

It is recommended to combine these departments in the most adjusted way to our academic reality. In some cases, it could be better to prioritize some departments; the most important ones are **commercial and planning departments**. In any case, each Practice Enterprise should adapt an organization chart to its needs, depending on the number of workers it has, the productive sector to which it belongs, the observations of the teaching team, etc.

5. LAUNCHING AND PROMOTING THE PRACTICE ENTERPRISE

One of the main tasks when launching the company is to present our company to the network of Practice Enterprise (national and international). It is essential to publicize the company in order to establish commercial relations with the rest of the companies.

5.1. Marketing and advertising

Use the marketing strategies outlined in your business plan to promote your company. Create an online presence through a website and social media, and consider participating in local events or trade shows. In order to publicize all the PE's services, we could create a website, as we indicated before, and will be made available to all to the rest of the companies in the network. This page can be replaced by a professional profile in Social Media.

5.2. Networking

Build relationships with other businesses and professionals in the logistics industry. This can help you gain referrals and establish strategic partnerships in the future. A basic element to publicize the new PE is the preparation of an **introduction letter** stating the name of the enterprise, the address, the telephone, the email address, the opening hours, and the website/blog of the company.

The company's activity and the logistics services it sells will also be communicated. The database will serve to obtain as many addresses as necessary (mail, email, telephone).

To facilitate the first operations, it is important to attach to the cover letter an offer for the start of activity promoting one of our products as much as possible. Even if possible, an order sheet will be attached where the purchasing company and the quantity to be purchased must simply be indicated.

5.3. Service quality

Provide high-quality service and focus on meeting your customers' needs. The reputation of your company will be crucial in attracting and retaining customers in the long run.

6. THE COMMERCIAL RELATIONSHIP OF THE PRACTICE ENTERPRISE

The Practice Enterprise is constituted as an entity within a virtual market whose objective will be the relationship with the other companies to develop the different operations that will give meaning to its economic activity.

6.1. Relations with the network

The aim of any Practice Enterprise will be to establish commercial relations with the rest of the PEs in the national and international network. The richness of learning-by-doing is based on this relationship between different PEs, as it allows, among other things:

- Agree on different commercial actions
- Training incidents
- Causes telephone communication
- Variety in the presentation of documents
- Know different ways of working and business organization.

6.2. Relations with the Central Office

The main function of the Central Offices is to create all those bodies necessary for the proper functioning of the Practice Enterprise. The Central Office has a service and supplier department whose function is to supply the PE with those materials that the network cannot supply. These departments work automatically and the PE trainers are in charge of entering the data necessary for their operation.

- Official organizations
- Supplies: Internet, water, electricity, gas, etc.
- Banking entities (provide credit cards)
- Wholesale companies
- International trade
- Electronic commerce services (Marketplace)

The ideal is to use the services of the Central Office when starting the activity or to acquire those products that cannot be bought online. It is advisable to direct the commercial actions of the enterprise towards the rest of the PE in the network with the aim of establishing the maximum number of operations between PE and using the commercial services of the Central Office as little as possible. In any case, it will always be necessary to go to the Central Office to supply the company with raw materials, Internet connection or to open a current account at the bank, for

example. Finally, a primary function of the Central Office is the advice and **support of the teaching** staff at all times of the training action.

6.3. Relations with PEN Worldwide

As mentioned above, Practice Enterprise methodology is present in many countries and currently the international network brings together more than 7,000 PEs from more than 40 countries. The commercial relationships of a new PE can be extended throughout this international network, which will expand the range where to find the products that will be of most interest.

The benefits of operating with the entire network include, but are not limited to:

- Transnationality of the project
- Know different forms of administrative organization
- Possibility to work with different documentation
- Practice foreign languages
- Know the procedures and documentation inherent in operations with third countries.

To carry out these operations, the advice of the foreign trade department of the headquarters will be useful, which in due course will indicate the procedures to be carried out.

6.4. Collaboration with real companies

As discussed, it is important to have one or more real companies collaborating with our Practice Enterprise, and it is during the start-up and data collection period that this collaboration is most important. Before setting up a logistics PE, the trainers visit several logistics companies who focus on the same services as they are planning to offer. This way the trainers can pick all the best practices and make a combination to set their procedures for the logistics PEs.

6.5. Trading events

The most common trading events are **Trade Days**, organized by PEN Worldwide or even by the national offices. This recurring event has the goal of offering a forum for international trade and increasing commerce between Practice Enterprises. All Practice Enterprises from the Worldwide Network are open and encouraged to participate. There is no specific theme or focus for the monthly events, your Enterprise is free to choose how you market your products and your focus for purchasing.

In addition to these **Trade Days**, there are two more events that are larger and less common: **Fairs** and **Meeting Points**, which are essential for the national and international network of Practice Enterprise. Trainees participating in these events can personally present their services or products and carry out sales transactions.

The difference between fairs and meeting points is simple. A fair is organized annually or biannually by each national office, and is usually open to national and international participants. The different meeting points are organized by training centers, with the support of the national office, when they consider it convenient, and have a more limited focus on a local or regional scale.

7. PRACTICE ENTERPRISE DOCUMENTATION

7.1. Documentation submitted by the Central Office

The various Central Offices provide the PEs with all the documentation that the real body they represent would provide to a real company.

Among other documents will be delivered:

- **Bank documents:**
- **Import or export documents**
- **Transit documents**
- **Certificates of origin**
- **Official documents**
- **Labor documents**
- **Customs documents**

7.2. General rules for PE documentation

All real or official documentation that is used must always and compulsorily bear a clearly visible stamp indicating that it is a document with no legal value: "sample" "specimen" "simulation", etc.

All the documentation that is designed by the PE itself and that comes out at some point outside of it, must also carry some sentence or phrase that nullifies its possible legality, such as: "Since it is a teaching publication, a legal effect has no value".

For the correct use of documents, it is necessary not to use photocopies or proofreader "tipex". Also, remember that bank documentation, employment documents and other official documents must always be signed and sealed. The own documents with all the legal data to be taken into account (e.g. invoice with data from the Mercantile Registry).

8. INFRASTRUCTURE AND MATERIALS OF THE PRACTICE ENTERPRISE

8.1.

Infrastructure

All Practice Enterprises need to be set up like a real office. In the real business world, the organization of an office in the logistics sector can vary depending on the size of the company and its specific needs, but with the Practice Enterprise, this could vary depending on other factors, such as classroom size, number of students, financial resources, etc.

In a real company, the infrastructure includes warehouses and distribution centers, loading and unloading areas, administrative offices, packaging and labeling areas, quality control and IT areas, etc. In a PE, this has to be changed to adapt the real structure of an educational environment. So in the educational classroom, what we can safely replicate is the administrative office of the logistics company, which will have space for the different departments.

This office could include a **reception**, on a rotational basis, one of the students should receive and make calls, emails, and all the external communication of the company. It shouldn't be a big problem to also replicate warehousing; it is highly recommended that these spaces, where product storage are located, are simulated. A **quality control area**, where the quality of the product is inspected, or even an **IT area**, where the servers and IT equipment necessary for data management and systems are located.

Other additions are left to the discretion of the trainer's team, which will take into account the advantages and disadvantages of your training center.

8.2. Materials and equipment

Of course there cannot be any materials like pallets or forklifts, because the classroom has to be reconverted in an **office of a logistics company**, with the limitations to which we have been referring. Thus, most of the material will be office supplies, without forgetting some details that show that the PE is indeed working in the logistics sector, such as boxes, labels, protective materials, maps or other warehouse material, always with a more immersive purpose. This office Equipment should include:

- Computers, printers and scanners
- Phone
- Office Furniture: Chairs and tables, shelves, file cabinets, bins...
- Other material: scissors, pen, fluorescent markers, paper for notes, staples, clips, printer paper, toner replacement, staplers, etc.

Finally, and although it may sound surprising, the PE dedicated to the logistics sector may have its own or rented fleet of vehicles: trucks, vans, delivery vehicles, etc., depending on transportation needs. These vehicles can be purchased within the global network of Practice Enterprise, as there are companies equivalent to ours that are dedicated to the automotive sector, and that can sell or rent us the vehicle that best suits our PE.

8.3. Computer Equipment and Software

We can begin our Practice Enterprise hardware with one network server computer (mandatory), and at least one standard market PC with network connection for every two students; one PC per student is optimum. As we mentioned before, a printer with network connection is highly recommended. It is essential to have a high-speed Internet connection for the local network.

All computers must have browsers. The software to be used in the PEs departments can be divided into two types: General office software and Department-specific software. The most common criterion is to use the software that the teachers already know.

9. ETHICS AND SOCIAL RESPONSIBILITY IN LOGISTICS PRACTICE ENTERPRISE

9.1 Teaching Ethical Decision-Making

Incorporate discussions on ethical issues in logistics and guide students in making ethical decisions. Encourage students to consider the moral dimensions of logistics operations, emphasizing integrity and social responsibility.

9.2 Sustainability

Practices highlight the importance of sustainability in logistics and supply chain management. Explore sustainable logistics practices, such as eco-friendly transportation, waste reduction, and environmentally responsible sourcing. Encourage students to think critically about sustainability and its implications for logistics.

9.3 Community Engagement

Engage students in community projects that showcase the social responsibility of logistics. This can include humanitarian logistics, where students are challenged to manage the supply chain of essential goods during disaster relief efforts. Community engagement provides a practical application of logistics skills and reinforces the importance of logistics in addressing global challenges.

9.4 Promoting Inclusivity and Diversity

Create an inclusive and diverse learning environment where all students feel respected and valued. Encourage open discussions on inclusivity in logistics practices, reflecting on diversity in the workforce and the importance of equity and inclusion in the field. Foster an environment where students from all backgrounds can thrive.

10. THE EVALUATION PROCESS

Evaluating the performance of a Logistics Practice Enterprise in a school is essential to assess how well the students have understood and applied logistics principles in a real-world scenario. The first step is to establish a clear Evaluation Criteria. Teachers should define specific criteria and metrics against which the Logistics PE will be evaluated. These criteria should align with the learning objectives of the course. Common evaluation criteria includes efficiency, accuracy, cost-effectiveness, and customer satisfaction.

It is also important to monitor day-to-day operations. Assign project mentors or instructors to monitor the day-to-day operations of the Logistic Practice Enterprise. They should observe how well students are managing tasks such as order processing, inventory management, transportation, and communication. The teachers should conduct Periodic Audits of various aspects of the Logistics Practice Enterprise. Audits may include examining inventory records, financial statements, transportation schedules, and compliance with safety and regulatory standards. Another task of the teachers should be to review and evaluate the documentation related to logistics operations, like order records, shipping and receiving documents, invoices, and any reports generated during the course.

Gathering feedback from "customers" or other stakeholders involved in the course is crucial. This can be done through surveys, interviews, or feedback forms. Assess customer satisfaction, on-time deliveries, and the accuracy of order fulfillment. The teachers should evaluate the ability of students to identify and address logistical challenges; meaning about problem solving and decisions-making in order to improve logistics processes. Related to this, the teachers should assess how students work together as a team within the Logistics Practice Enterprise; either communication, teamwork, and leadership skills.

One recommendation is to analyze Key Performance Indicators (KPIs) that are relevant to logistics, such as order fill rate, inventory turnover, transportation costs, and lead times. Compare these KPIs to industry benchmarks or established targets. Another good way to evaluate our pupils is requiring students to prepare presentations or reports summarizing their logistics project. Evaluate the quality of these presentations and the depth of analysis regarding project performance. Encourage students to reflect on their experiences and lessons learned during the Logistics Practice Enterprise. Ask them to discuss how the project contributed to their understanding of logistics concepts and principles.

It is highly recommended that teachers combine the results from all evaluation criteria to provide an overall assessment of the Logistics Practice Enterprise. Provide constructive feedback to students, highlighting strengths and areas for improvement. Finally, emphasize the importance of continuous improvement. Encourage students to identify opportunities for enhancing logistics processes and achieving better results. Remember that the evaluation process should be constructive and educational, focusing on both the successes and areas that need improvement. It should provide students with valuable insights into logistics management and its practical application in a real-world setting.

10. 1. Evaluation criteria

During the course, the trainer must monitor the trainee's progress and provide guidance when necessary. It will also need to be evaluated at three key moments: before, during and after learning. This corresponds to an initial, ongoing and final assessment.

Initial assessment	BEFORE
Continuous evaluation	DURING
Final evaluation	AFTER

After each stage or at the end of the Practice Enterprise course, it encourages reflection and analysis of the results obtained. Encourage trainees to identify lessons learned, weaknesses and areas for improvement. It encourages trainees to continue to research, analyze and propose solutions to the learning challenges they face.

We must never forget that in addition to enhancing and evaluating so-called “hard” skills, the trainer must always bear in mind that it is equally important to acquire personal and social skills (decision making, problem solving, communication and team collaboration).

10.2. Assessment tools

The evaluation tools that we suggest are based on the experience of the schools that have participated in the pilot during the 2023 academic year, without underestimating other tools that may also be useful.

- The "**talent card**" is an example of a test/evaluation method to analyze the development of a trainee's soft skills (there are other options: DISC-analysis, KYSS-tool...)
- The "**trainee portfolio**" that collects the experiences and self-evaluation of the trainee. One example could consist of: (1) description of their role/function within the PE (2) visualization of the processes and procedures used when doing their job in the PE (3) analysis of an order received in the PE (including solutions or suggestions to unexpected situations or problems).
- The "**activity sheet**", that could be provided to trainees digitally, where delivery formats and evaluation criteria according to RAs will be specified. Competence assessment: trainer assessment and guidance, self-assessment and co-assessment.

Self-evaluation and/or peer feedback, through a portfolio, can be done as a continuous evaluation, so trainees can learn from each other during the full training program. It is also important to consider **the work attitude** in class, and the importance of **soft skills** (autonomy, innovation, work organization, responsibility, interpersonal relationships, teamwork and problem solving). Finally, at the end of the course, it may be interesting to do a **SWOT analysis**. Conducting a SWOT analysis will allow us to see the company's strengths, weaknesses, opportunities, and threats. This will help identify challenges and competitive advantages.