



IES RAMBLA DE NOGALTE (SPAIN)

EUROPEAN YOUNG ENTERPRISE (EMPRESA JOVEN EUROPEA: EJE)

European Young Enterprise (EJE EMPRESA JOVEN EUROPEA) is an educational project that has been under development since the 1999-2000 academic year and integrated into the Program for Promotion of Entrepreneurial Culture, designed by Valnalón under the 'Actions for the Promotion of Entrepreneurial Culture in the Asturias' Education System for the development of entrepreneurial skills at different stages of education. In this sense, the European Young Enterprise project is aimed at students of 3rd and 4th grade (secondary school), high school, vocational courses and degree courses.

European Young Enterprise is proposing to the students to create and manage their own mini-company. The legal form chosen is the cooperative. Thus, the cooperative set up in the classroom set up mini-business with companies from other regions or countries in order to 'import' and 'export' products to each other. Imported products will be marketed in the local market to further analyze the results and sharing the profits like any real business.

The commercial relationship between both cooperatives developed in the following stages:

- φ Creating the corporate image of the cooperative logo, statutes, internal organization, etc.
- φ Develop a catalogue of products to be exchanged with the cooperative partner
- φ Negotiation of requests, import and export
- φ Marketing of products purchased in the local market
- φ Analysis of results, bill payment and dissolution of the cooperative.

EJE contributes to the acquisition of basic skills:

- φ Competence in linguistic communication.

- φ Mathematical competence.
- φ Competence in the knowledge and interaction with the physical world.
- φ Information processing and digital competence.
- φ Social and civic competence.
- φ Cultural and artistic competence.
- φ Competence for learning to learn.
- φ Autonomy and initiative.

Therefore, the students through this experience will have the opportunity to develop skills in a real context and attitudes such as initiative, decision making, creativity and teamwork while assimilate the basic concepts creation and management of companies. Similarly, EJE gives the students opportunities for knowledge and contact with institutions, organizations and businesses in their local environment.

Through the EJE work methodology students are looking to become the true protagonist of learning for active citizenship betting involved in community development, participatory and people with an entrepreneurial spirit capable of generating ideas and transforming them into action.

For this axis has been considered as an example of good practice by the European Union (Best Procedure: small companies in secondary education. September 2005. DG' Enterprise and Industry).

EJE: REGION OF MURCIA

The Region of Murcia has opted early on by providing EJE in their schools and IPA (initiation professionally administrative) provided from the Department of Administration and Finance. According with the EDUCATION AND CULTURE COUNSELOR Constantino Sotoca Carrascosa:

"Clearly, the entrepreneurial status of citizens is linked to the ability to start a business and this in turn, knowledge about the actions that entails both in establishing its viability as the subsequent management of financial and human resources.

It is necessary to do so, giving citizens from their early educational tools necessary knowledge to enable them to discover and develop their entrepreneurial potential when, completed its formative stage, are ready to enter the labour market. It is a goal to open the education system to the reality of our society, strengthening ties with business, with research and society in general, develop entrepreneurship, increase mobility and exchanges and enhance cooperation with other countries. This is a goal of other European countries as proposed in the Lisbon Strategy and therefore is configured as a

national and international challenge of the first order to promote future economic development of the Region of Murcia.

We can not forget that entrepreneurial action brings employment generation, wealth and welfare, which should be promoted with emphasis from our institutions in their workflow. Dynamics that are manifested in the implementation of plans and programs coordinated by the Ministry of Universities, Business and Research and Education, Training and Employment to promote all kinds of actions for the promotion of entrepreneurial culture and support for entrepreneurship. One of the keys to achieving this goal is to instill the entrepreneurial mindset early age and this is reflected in EJE.

" European Young Enterprise " is an entertaining and effective tool in which students can learn to plan, make decisions, motivate others, communicate and internalize the value of the fundamental principles such as solidarity, democracy and equality. It is a structured work to promote the teaching work by the faculty of the family of Administration and Finance, and to arouse students' interest towards this subject, which takes the greatest interest in this XXI century.

EJE offers the possibility to students starting their first business venture and establish their first contacts and professional relationships, and the proposals contained in its pages open up a whole range of possibilities for successful development of these early contacts with reality. Undoubtedly, the book makes the task of teaching the teachers willing to work on the proposed concepts and thereby contribute to the formation of some people more autonomous and more prepared to face the challenges of our society. "

WORKSHOPS IN EJE.

One way of teaching to give time axis, using the various workshops that are conducted each assessment. These are a supplement to course materials that serves to reinforce the content of the European Young Enterprise project.

Considering the sequencing project a workshop is offered every term that develops in the classroom always seeking the active participation of students.

The workshops are:

1st assessment: Corporate image and logo.

This workshop will analyze the different elements of corporate image. There is a special emphasis on the logo as the main visual element that identifies the cooperative. Through real examples identify the key factors in designing a good logo.

2nd assessment: Catalogue and sale process.

This workshop will work the various factors to consider in designing a good catalog of products: product idea, finding suppliers, price, etc.. It defines the steps to prepare and receive the order. It set the standard to prepare and send products. Also explains the different forms of payment.

3 rd assessment: Animation point of sale.

This workshop presents the cooperatives what to consider before, during and after the market: they provide information on products, stand decoration, product presentation and team organization.

EJE PROJECT PHASES AND IMPLEMENTATION

1) The project:

In this learning unit the student will carry out to do and planning, this will help to answer 4 basic questions:

Why?

What?

How?

Who?

By answering these questions we know that we will implement the project and what resources we have, who will do what and how they will.

Planning is essential when carrying out any project plan is to set goals, deadlines, Times, steps, Possible problems, resources, responsibilities etc.

Also at this stage sets the objectives of the company's future (goal is that we try to achieve through our actions). The objectives are to set in: results, money, materials, benefits, time and a lot of variables that can be quantified or estimated "a priori".

2) The team:

The team is a group of people sharing capabilities, strengths, knowledge and skills to achieve shared objectives.

In every team there is to see the skills of all its components because not everyone takes the same role within a team. Here every student is going to "tag" and will know what your role within the company performing the test the following website:

<http://www.belbin.com>

In this phase the students will learn that there is a legal form company and business will be interesting for your project. The final decision will be cooperative because:

- ϕ A joint venture partners as all part of it because the members are responsible.
- ϕ It is democratic and that 1 member, 1 vote.
- ϕ Because it contributes to the development of people and the environment as the cooperative seeking to improve living conditions of the members and to satisfy a collective need.
- ϕ It is an egalitarian company and each member is entitled to part of the surplus, according to the work provided. (Equal distribution among its members)

Once established, the cooperative raises the organization and distribution departments of the team:

- ϕ Who is responsible for sales
- ϕ who is in charge of Marketing
- ϕ Who will be responsible for the administration
- ϕ Who will take care of the suppliers
- ϕ Who will take care of the relationship and communication with customers and so on.

3) The cooperative:

In this unit of work students will create the name of the cooperative, the corporate name, trade name, registration, charter and assembly.

The 2010-2011 academic year the trade name was FIBULA (chosen because we saw that the name should be easy to pronounce and remember, not dirty word, do not resemble the name of competition, it must be timeless and exported to foreign countries).

It is also to highlight the work of the cooperative for within its charter was reflected delivery of 20% of profit to the foundation ADICA, which turned out to be 100 € as the benefits of the cooperative during the 2010-1011 were 500 €.

4) The image:

In this unit the student will appreciate the importance of marketing in a company. He developed the logo, symbols, colours, logo typography and so on. Consumers always associate this image of brands and loyalty deepens and trade relations. Who does not remember the logo of the red cross or Adidas or Mercedes?

It also instils careful with the colours that we use: for example, the white colour in Western societies is cleanliness and serenity, but in Arab countries is associated with death.

5) Communication:

In this EJE project phase, we know and apply the techniques of communication with our suppliers and our partner company. For the purpose EJE is to create a company to distribute products from a partner company which in turn will buy and distribute our products in its region.

Kind's communication:

- ϕ Internal: The one that takes place between the various departments of our cooperative.
- ϕ External: The one we have with suppliers and generally cooperative partner with anyone outside our cooperative.

The methods of communication can be :

- ϕ Verbal communication, meetings, telephone conversations etc.
- ϕ Written communication, business letters, reports, minutes etc.
- ϕ IT communication: emails, video conferencing, instant messaging and so on.
- ϕ Visual Communication: Bar charts, sector, histograms, etc.

In the communication phase the students create an e-mail to maintain communication with the partner company.

Also shown are the first conflicts since the first communications with the cooperative partner or prospective suppliers (negotiating prices and request catalogs etc.).

From unit 6 would start with the 2nd Assessment. In the practical case of the Cooperative FIBULA was disbursed throughout the capital of the cooperative, where each member contributes 10 € bringing the capital to 280 €.

6) The Market:

This teaching unit is the concept of market work and their members:

businesses, intermediaries, customers and so on. It also highlights the importance of having a strategy to compete. Students began to understand the importance of marketing as a tool to influence purchasing decisions of the market. The analysis of the 4 P's Product, price, placement (distribution) and promotion (advertising) are part of various marketing strategies to work.

7) The Product:

With respect to the product, last academic year the students wanted to manufacture and distribute decorative brooches (Fibula means pin in Latin). Finally produced 200 pins, also contact the distributor of food products to see which products COATO could offer our cooperative partner of Asturias.

At the end COATO products that were purchased were: oil, honey, paprika, almonds, saffron etc.

8) The price:

The pricing was based and explains the bibliographical material, primarily to cover costs and add the margin that seemed as fair as possible. Although also study the pricing based on demand and based on competition.

9) The Catalogue:

The unit 9 is the development of the catalogue and its importance in selling our products. The more attractive and appealing than products in our catalogue, we can sell more and therefore grow our profits.

Can be displayed on the Website whether the catalogue as the statutes and organization in the following Web address (URL)

<http://www.valnaloneduca.com/eje/ficha/860/fibula>

10) Advertising, sales:

To increase sales through advertising, the students developed eye-catching posters with explanations of the products to sell. Also prepared the decoration of the stands and they took several actions, including the weekly Friday market in Puerto Lumbreras (where the city hall responsible give us a stall) and the flea market in Murcia, in the central Plaza de Santo Domingo.

11) The Finance and dissolution:

Once all the sales, we proceeded to the analysis of financial results and the sharing of the benefits as stipulated in the bylaws of the cooperative.

Last year the profit was 500 Euros for that, as was reflected in the statutes, were delivered 100 Euros to ADICA Association (Handicapped Association).

After the distribution of benefits remaining aliquot of the 28 cooperative members proceeded to repay the loan requested and granted by CajaMurcia for an amount of 300 euros.

Once the loan is returned: liquidation of our cooperative.

