



A Welcome Kit to Europe – AWKE



Erasmus successful experiences

Partner: SABÓN BUSINESS AREA ASSOCIATION

Category: Business Association

Erasmus + 2020-1-ES01-KA201-081936

Person involved: Entrepreneurship technicians, teachers, students

Experience (Highlights):

Best practice 1. Integration of special education centres into the supply chain of educational companies.

One of the objectives of the aforementioned project (<https://unrecre.eu/>) was for the students of each of the participating schools to create a fully functional company from scratch, with an educational purpose.

Each school had to create 10 companies based on sustainability and social responsibility, to give a response to real needs of their communities through appropriate products and services, in order to understand the power of the social economy companies to be drivers of change.

In this context, one of the companies that emerged in one of the participating schools, whose objective was to make healthy jams from organic products, established a strategic alliance with a special education centre in its city, in which, as part of the occupational therapy of its students, they cultivated a garden with different types of fruit.

In this way, the products grown by the students with special needs were turned into healthy and natural jams, which gave these students a purpose and increased their motivation and involvement, since their occupational therapy was no longer just a way to spend time, but served to obtain a result in the form of a finished product that they could see and taste, which they could be proud of, while also bringing to the centre some income that could be used for new materials.

In this way, the integration of these students with special needs in their community was improved and a support network was created between schools that contributed to improving the education of students in both centres.

Best practice 2. Prize judged and awarded by the students participating in the project.

Also in this project, a prize was created for the companies of the participating students, which recognised different categories, focusing on the positive values that we wanted to spread: the most sustainable company, the most responsible with its community...

All the participating companies took part with candidacies for this prize, creating presentations that had to be defended publicly with the participation of all the members of the company.

To judge this prize, the jury was made up of students from the schools themselves, with equal participation by participating countries, as well as by gender. The students from each country chose those who would be the judges who would evaluate their project.

This jury was previously instructed in relation to the key elements to be valued in each of the presentations and when assigning a score to each candidacy.

The presentations were made publicly with the support of technological tools (each company had the freedom to choose those who they prefer), with all the students involved attending as an audience. After each of the presentations, the project experts gave feedback to the students on the positive aspects and the areas of improvement for future presentations.

Finally, once the presentations were over, the student jury met to deliberate and decide which companies would be awarded. As the jury was made up of students, all the companies valued the result positively, and accepted it willingly.

Through this activity, the development of communication skills, oral expression and the use of technological tools to support the preparation of inspiring presentations was improved, while at the same time introducing decision-making, seeking to promote active citizenship and participation among students in society and in their communities.