

Spain - Fair trade in action

Title of inspiring practice	Fair trade in action (“Comercio Justo En Acción”)
Geographical area	It is implemented municipally in Santomera (Murcia, Spain).
Period of implementation	<p>The project is scheduled to run during each academic year.</p> <p>It begins in the first trimester of the academic year with the preparation of the student body and then runs for a duration of six weeks in the second trimester. The repercussion is analysed during the third trimester of the course.</p> <p>The practice has been repeated in many courses for 20 years in different secondary schools, but the end of this experience is always in the school year in which it is carried out.</p>
Rationale	<p>This practice aims at opening a Fair Trade commercial establishment in the educational centre, non-profit and supportive in nature and able to complement with an online store. This centre allows professionals from the Commerce and Marketing Training Cycles to apply all the knowledge studied in the different modules and to carry out a marketing campaign, make the sale offline and online, with all the activities that it entails and, analysis of results.</p> <p>In addition to favouring professional interdisciplinarity, the initiative helps transmitting educational values to the entire educational community of the centre, such as solidarity, equality and justice. Contributing to environmental awareness and cultural diversity knowledge, this practice adds an ethical value to training in commercial activities and marketing.</p>
Scope of the practice	Continued Vocational Education and Training, since it involves working with an education per project in most of the modules of the training cycles involved.
Educational level	<p>This practice is directed mainly to the levels of ISCED 3-4 or EQF 3-4.</p> <p>It also involves Higher-Level Training Cycles in supporting more technical and more specialised at the level of ISCED 5 or EQF 5.</p> <p>This practice is framed in section 4 of Business Administration in the commercial subsections 0413, 0414 and 0416.</p>
Introduction and context	<p>The key stakeholders involved in the initiative are teachers, students, fair trade non-governmental organisations, local suppliers and potential customers.</p> <p>The initiative responds to the need to raise awareness of our students to the development of fair trade that respects human rights and the environment, as well as the need to develop and foster of local trade.</p> <p>This practice is based on the Innovation Project of the Centre for Teachers and Resources (CPR) of Murcia called “Marketing in Action with Fair Trade”. This project targets teachers from different centres and engages them in the generation of a guide and didactic materials for the different professional modules and in carrying out awareness-raising activities prior to the execution of the practice.</p> <p>This practice involves teamwork and coordination of all the teachers who lecture on the different modules of the training cycles, as well as the collaboration of the majority of the teaching staff of the centre in carrying out the task of awareness and dissemination.</p> <p>Likewise, the practice profits from the collaboration of the suppliers of the articles that will be put up for sale in the non-profit commercial establishment. These suppliers belong to the Fair Trade NGO, which lists entities such as Intermon, Alternativa 3, Brújula South, and all any other suppliers willing to collaborate. This collaboration can also be carried out with local establishments to encourage local consumption and to promote educational values such as reading promotion. Indeed, as a part of the practice, a</p>

	<p>bookstore was opened in the centre on the occasion of the book day, leading to an increased cooperation with the bookstores of the township.</p> <p>The practice pursues specific and didactic objectives.</p> <p>The first main goal is the sensibilisation of the educational community to the need of raising awareness on personal consumption and of reflecting on how a responsible and supportive consumption can be achieved.</p> <p>A second goal of the initiative is to raise the interest and motivation of students by facilitating the realisation of practical tasks and procedural contents.</p> <p>The project also aims at converting for a few days the workshop classroom into a point of attractive sale, applying merchandising techniques, dynamisation of the point of sale, window dressing. Furthermore, students will also be encouraged to use new technologies in stock management and in collection and payment operations, as well as online sales.</p> <p>Additionally, the initiative aspires at making the Fair Trade or Local Trade known to the entire educational community through the opening of a distribution point in the centre. It also plans and schedules the opening of a commercial establishment in the Commerce and Marketing workshop classroom.</p> <p>Another major goal of the practice is the improved collaboration with NGOs linked to Fair Trade and involved in the project, together with an increased involvement of local merchants who can help foster educational values.</p> <p>A final goal of the initiative is to actively involve students in the design of an informative and publicity campaign of the activity by applying the studied sales and commercial communication techniques.</p> <p>To achieve this goal, students will be encouraged to use the necessary software for the realisation of advertising brochures and product catalogues, to generate the necessary commercial documents in the development of the exercise and to make videos and posters to reinforce the advertising campaign.</p> <p>It is difficult to indicate an amount for the budget, since it depends on the groups that participate and how ambitious you want to be, but an acceptable amount could be between EUR 200 and EUR 300 , if a workshop classroom is available to carry out this activity.</p> <p>The funding of this project will include all the materials necessary to adapt the workshop classroom, the shop windows, and the material advertising, such as some cost for online advertising.</p>
<p>Key activities and outcomes</p>	<p>The activities undertaken by this initiative can be divided into four groups.</p> <p>The first group of actions focuses on the preliminary analysis activities, as of the market, of the process, definition of the catalogue or of the brand image, among others.</p> <p>The second set of activities entails those undertaken during the commercial process, as for instance the reception of orders, verification, storage and presentation for sale.</p> <p>The third group concerns activities related with marketing and aims at increasing the attractiveness of products.</p> <p>The last set of activities relates to customer service. These include the establishment of schedules, the implementation of sales and after-sales policy, among others.</p> <p>The outcomes of these activities are evaluated through the work done by students and the observations of the teaching staff. Indeed, teachers evaluate the tasks carried out by the group of students and include these evaluation in their final grade.</p> <p>The surveys completed by teachers and students participant and/or recipient of the implementation of the activity are also used to evaluate the outcomes of the project.</p> <p>Furthermore, evaluation is supported by the photographic and audio-visual material capturing the activities developed.</p> <p>A final criterion of evaluation is the billing and cash of the "Solidarity Store", which in no case will have lucrative purposes.</p>

	<p>As for the supporting materials produced, a group dynamics adapted to the different levels of the students, audio-visual material and instruments for teachers, which can be used as work-based principles and defining criteria of Fair Trade.</p> <p>The different collaborating NGOs developed their own materials to be used in raising awareness of fair trade and sustainable consumption habits.</p> <p>This activity has always reported positive results over the years, as students are involved in a real commercial activity that will subsequently have repercussions on their training in the company. This adds to the additional contribution to the civic development and supportive training of the centre's students.</p> <p>The main obstacles to this activity are the difficult coordination among the teaching staff and their lack of time. These issues result from the limited flexibility of the educational system which affects the scheduling of follow-up meetings.</p> <p>Success is guaranteed because students learn through a project that develops their procedural skills, and developing their best abilities with practical activities.</p> <p>This practice was collected in an Educational Innovation Project: Marketing in Action with Fair Trade.</p>
Contacts and sources	<p>Some examples of these teaching resources could be in the following links:</p> <p>https://www.educarueca.org/spip.php?article139</p> <p>https://omal.info/IMG/pdf/juegorelacionescomerciales_craled.pdf</p> <p>https://www.youtube.com/watch?v=o-ttoYYQZZs</p> <p>https://www.youtube.com/watch?v=CHxYxkMhnM</p> <p>https://www.youtube.com/watch?v=drgzD4SeWGw</p> <p>https://www.youtube.com/watch?v=jYHpUfNeyNU</p> <p>https://www.youtube.com/watch?v=QVjd4NxAo5s</p>
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