



ECHE Selection 2015

Erasmus Charter for Higher Education

Application eForm

Call for proposals EACEA/15/2014

Note: The data of this application form will be used by the European Commission/ the Education, Audiovisual and Culture Executive Agency (EACEA) and National Agencies for evaluation and monitoring

Program	The 2014-2020 EU programme for education, training, youth and sport adopted by the European Parliament and the Council on 11 December 2013* (hereafter the Programme)
Action	Erasmus Charter for Higher Education
Call	2015
Deadline for Submission (dd-mm-yyyy)	22/05/2014 midday Brussels time.
Application language	EN
Correspondence Language	EN

269722-EPP-1-2015-1-ES-EPPKA3-ECHE

Erasmus Policy Statement (Overall Strategy) section D of this application form - original language (official EU languages): EN

If the original language is not English, French or German, the Erasmus Policy Statement (EPS) should also be provided in one of those three languages.

Erasmus Policy Statement translation language (if applicable): -

Acknowledgement of receipt

After submission, applicants are invited to consult the website of the Education, Audiovisual & Culture Executive Agency (EACEA) to check the successful receipt of their Erasmus Charter for Higher Education (ECHE) application. If within 2 weeks after the deadline for submission the application has not been listed on the website, the applicant should contact the EACEA (e-mail: EACEA-ECHE@ec.europa.eu).

** OJEU L 347/50 of 20-12-2013*

Applicant Organisation

A.1. Applicant Organisation

PIC	944834418
Full legal name (official name in latin characters)	Colegio Nuestra Señora de Montesión
Full legal name (English name)	Colegio Nuestra Señora de Montesión
Acronym	CNSDM
Erasmus code (e.g. F PARIS33) - if available	NEW 2015
Address (Nº, street, avenue, etc.)	C/Montesión, 24
Country	España
Region	ILLES BALEARS
Post code	07001
City	Palma
Website	www.colegiomontesion.es

A.2. Legal Representative

Title	MR
Gender	Male
First Name	PETER
Family Name	LLOBELL FERNÁNDEZ
Position	PRINCIPAL
E-mail	DIRGENERAL@COLEGIOMONTESION.ES
Telephone (including country / area codes)	971711300
Address (nº, street, avenue, etc)	C/Montesión, 24
Country	ES, España
Post code	07001
City	Palma

A.3. Coordinator

Title	MR
Gender	Male
First Name	RICARDO

Family Name	NAVARRO GIL
Department	COORDINATOR EUROPEAN PROGRAMS
Position	COORDINATOR
E-mail	RNAVARRO@COLEGIOMONTESION.ES
Website	WWW.COLEGIOMONTESION.ES
Telephone (including country / area codes)	971711300 - 628113562
Address (n°, street, avenue, etc)	C/Montesión, 24
Country	ES, España
Post code	07001
City	Palma

The purpose of these statistics is to put into context the actions and strategies the institution is asked to present in the following sections.

For the academic year 2013-2014:

Total number of students enrolled in all Higher Education degree programmes offered by your institution (data from official HEI register)

Short cycle:	20.0
1st Cycle: (e.g. Bachelor)	0.0
2nd Cycle: (e.g. Master)	0.0
3rd Cycle: (e.g. Doctoral)	0.0

Number of staff (Equivalent full-time) involved in Higher Education

Teaching:	6.0
Administrative:	2.0

Number of degree courses (study programmes in Higher Education) on offer

Short cycle:	1.0
1st Cycle: (e.g. Bachelor)	0.0
2nd Cycle: (e.g. Master)	0.0
3rd Cycle: (e.g. Doctoral)	0.0

STUDENTS (academic year 2013-2014)

1. Credit Mobility for Students (all types of mobility programmes for periods between 2 and 12 months)

Number of outbound students for study mobility (Erasmus and/or other programmes): to programme countries	0.0
Number of outbound students for study mobility (Erasmus and/or other programmes): to partner countries	0.0
Number of outbound students for traineeships (work placement -Erasmus and/or other programmes): to programme countries	4.0
Number of outbound students for traineeships (work placement - other programmes): to partner countries	4.0
Number of incoming students for study mobility (Erasmus and/or other programmes): from programme countries	4.0
Number of incoming students for study mobility (Erasmus and/or other programmes): from partner countries	4.0

2. International Degree Students (students with foreign nationality enrolled for a full degree programme and/or students having completed a foreign previous degree)

Number of foreign degree students, if applicable: from programme countries	0.0
Number of foreign degree students, if applicable: from partner countries	0.0

3. If applicable, number of local (having the nationality of the country) and international students (of foreign nationality / with foreign previous degree) enrolled in double/multiple/joint degrees:

Number of local students enrolled in double/multiple/joint degrees

0.0

Number of international students enrolled in double/multiple/joint degrees

0.0

ACADEMIC STAFF (academic year 2013-2014)

All types of higher education staff mobility within the framework of the Erasmus+ Programme (for periods between 2 days and 2 months) for teaching and training purposes

Number of outbound staff to programme countries

0.0

Number of incoming staff from programme countries

3.0

COOPERATION

HEI AGREEMENTS IN EDUCATION AND RESEARCH valid in 2013/2014: European and International HEI Agreements / Consortia / Networks

Number of Erasmus interinstitutional agreements:

0.0

Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from programme countries

0.0

Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from partner countries

0.0

Total number of consortium agreements for double/multiple/joint degrees:

0.0

Of these, number of the consortia involving partner countries

0.0

European and International Education and Training Projects with contracts running in 2013-2014 (e.g.: Erasmus+, Erasmus Mundus or Tempus)

Number of projects as coordinator:

2.0

Number of projects as partner:

2.0

Equivalent full-time administrative staff engaged in the HEI's European and International Offices working for the Programme (2012-2013)

Number of staff at the central level:

3.0

Number of staff at the Faculty/School/Department Level:

2.0

C1. General Organisation

Please describe the administrative and academic structure put in place at your institution for the organisation and implementation of European and international mobility.

Please provide a detailed description of the division of tasks and responsibilities among the staff in charge, with regards to respectively the administrative and academic decision-making process.

Describe also the operational and communication methods.(max.1000 characters)

Please provide the direct web link with the contact details of the international office (or equivalent) in your institution dealing with the implementation and organisation of European and international mobility:

The College Ntra.Sra. Montesión, is a private-subsidized school located in Palma with over 450 years old. Approximately has about 1500 students-100 teachers. Ranging from Primary-Secondary Education, High School and Vocational training (Middle Level Admon. and Management and Health cares of infirmary and upper level of Direction Assistant). For years participating in projects LDV, specifically since 2007 through General Direction (government of Balearic Island). Since 2012 has won two own projects. The Center is committed to a policy and environmental quality, developing an annual plan to improve the quality and environment. The school is awarded the ISO 9,001 and 14,001 and last year was awarded the gold medal, issued by the city. Of note is the great interest of the center and work of the person responsible for carrying out this type of projects in recent years has, and also students each day are more interested and motivated to participate in such mobilities. www.colegiomontesion.es

C2. Fundamental Principles

By applying for the Erasmus Charter for Higher Education my institution will:

Respect in full the principles of non-discrimination set out in the Programme and ensure equal access and opportunities to mobile participants from all backgrounds. ☒

Ensure full recognition for satisfactorily completed activities of study mobility and, where possible, traineeships in terms of credits awarded (ECTS or compatible system.). Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (Diploma Supplement or equivalent). ☒

Please explain the academic credit system (e.g.: average number of credits per semester provided by your degree programmes) and the methodology used at your institution to allocate credits to the different course units (max. 1000 characters)

In addition, please provide the direct web link where the methodology is explained:

Our Center offers-promote equal opportunities to students to participate in mobilities.Since we started taking part in mobilities traineeship belongs to FCT modules and constitutes a warranty of excellence.Traineeships carried out by students abroad are a paradigm for implementary education, both at personal and technical level. This allows to add values like linguistic competences &higher technical qualification. We ensure full recognition for satisfactorily completed mobility activities through transparent recognition procedures.They will be published in our website so the students can know them in advance. Mobility credits will be agreed among the participating instituitons.The students who accomplish the full activities satisfactory will receive the Europass Mobility.The institution will issue a validation document. Both document validate&recognise the skills students have achieved and add value for their CV both as job experience and personal growth. <http://www.colegiomontesion.es>

Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.



C3. When Participating in Mobility Activities - Before mobility

Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.



Provide guidance to incoming mobile participants in finding accommodation.



Please explain if all courses taught at your institution are described in your public course catalogue and in which languages they are taught. (max. 500 characters)

In addition, please provide the direct web link to the course catalogue of your institution:

We only have one HI Course, in our website there is a catalogue explaining all the modules in the course and our mobility offers. We offer only training mobilities. In our course there are modules like commercial logistics, marketing at the sale point, German, ICT. At the moment, none of these modules is taught in English but next year we will offer some of them in English. All incoming mobile participants have support with their accomodation and integration.
<http://www.colegiomontesion.es>

Carry out mobility only within the framework of prior agreements between institutions. These agreements establish the respective roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception and integration of mobile participants.



Please describe the institutional procedure for the approval and monitoring of inter-institutional agreements for study and teaching mobility.

In addition, explain how and by whom the learning agreements for the mobile students will be managed. (max. 1000 characters)

Our institutional procedure for the approval and monitoring of the agreements starts establishing a close contact either with the enterprises or intermediary centres. Before the mobility starts, some arrangements are agreed on between the Mentor in the enterprise and the Tutor in our HEI. Both of them, design and coordinate an individual training programme for the student. Depending on the country, the first stage of the mobility -finding accomodation for the participant, integrating them in the centre, enterprise or society, etc - is developed by the intermediary centre or can also be carried out directly by the enterprise. The second part of the mobility is based on the training process in the enterprise so that the student needs both a Mentor and a Tutor. The College's tutor will send to company's mentor the training program and some activities to agree by the host company. During the monitoring of these activities will take place and finally making an evaluation of their practice.

Ensure that outgoing mobile participants are well prepared for the mobility, including having attained the necessary level of linguistic proficiency.



Please describe your institution's language policy for preparing participants for mobility, e.g.: course providers within or outside the HEI. (max. 750 characters)

If possible, please provide the direct web link for your language policy:

We ensure that our outgoing students have achieved necessary linguistic competence to communicate, socialise and develop the mobility professional tasks specified in their educational programme. Our students attend a 5 hour-weekly German course compulsorily. Those who enrol in mobilities will do an intensive language course, which will be taught by teachers from our Foreign Language Department. If needed, they will attend compulsory external courses, for which a certificate will be provided. Mobilities will take place in September. Once LOE cycles have been applied, they will occur within the first semester of the second year. Also students receive training in foreign languages and a idiom course on line. <http://www.colegiomontesion.es>

Ensure that student and staff mobility for education or training purposes is based on a learning agreement for students and a mobility agreement for staff validated in advance between the home and host institutions or enterprises and the mobile participants. ☒

Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants. ☒

Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants. ☒

C4. When Participating in Mobility Activities - During Mobility

Ensure equal academic treatment and services for home students and staff and incoming mobile participants. ☒

Integrate incoming mobile participants into the Institution's everyday life. ☒

Have in place appropriate mentoring and support arrangements for mobile participants. ☒

Please describe mentoring and support arrangements (e.g. peer mentoring, social integration of mobile participants within the institution and its local students and staff, information on accommodation, insurance, etc.) for incoming mobile participants and outgoing students for study and traineeships. (max. 750 characters)

We provide incoming participants with enterprises which fulfill their professional profile, and we also find them accommodation. A mentor is assigned, who, most of the times, fetches them at the airport, and helps them with their social integration. We also maintain contact with the tutor of the job placement.

The same applies to our outgoing participants. We, previously, contact an Institution or an enterprise which will be in charge of providing necessary support. Close and regular contact is kept with students and their tutors. The coordinator of the Intermediari Centre or the hosting Tutor will search to the students a residence with easy access to the company where practices were held.

Provide appropriate linguistic support to incoming mobile participants. ☒

Please describe your institution's language support for incoming students and staff with a minimum of 2-month mobility period. (max. 500 characters)

If possible, please provide the direct web link for your language policy:

None of our incoming mobile participants have needed arrangement support so far. However, we are ready to provide linguistic support with Spanish lessons taught by a teacher from our school. Their integration in our school doing in and out activities with our own students has proved to be successful in enhancing their linguistic competence. Furthermore other students of the Centre collaborate on integration and inculturation of the incoming students.

C5. When Participating in Mobility Activities - After Mobility

Accept all activities indicated in the learning agreement as counting towards the degree, provided these have been satisfactorily completed by the mobile students. ☒

Provide incoming mobile participants and their home institutions with transcripts containing a full, accurate and timely record of their achievements at the end of their mobility period. ☒

Regarding the above two Charter principles, please describe the mechanisms your institution has in place to recognise mobility achievements for study and traineeships in enterprises. (max. 750 characters)

Please describe the internal administrative steps and procedures established to recognise the mobility achievements.

In addition, please provide the direct web link for this recognition procedure:

The students have a module called FCT (training formation in working centres) which, in the case of participating in a mobility, has a total equivalence with the practice which the other students (not involved in mobilities) have to do to achieve their Diploma.

Once the students have finished their mobility satisfactorily, they have to deliver us certificates from the enterprises, which certify that all the requirements and tasks in the company have been accomplished. This document and the Europass are necessary to obtain the Diploma. In our HEI we do evaluation meetings and prepare a document to verify if the student passes or fails to get the Diploma.

<http://weib.caib.es/Programes/internacional/>

Support the reintegration of mobile participants and give them the opportunity, upon return, to build on their experiences for the benefit of the Institution and their peers. ☒

Ensure that staff are given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement. ☒

Please describe your institution's measures to support, to promote and to recognise staff mobility. (max. 750 characters)

Our institution motivates teachers to broaden their experiences abroad giving them information about the wide range of international programmes provided both by public and private institutions. We promote teacher's attendance to courses related to their specialities and needs so that they can improve their linguistic skills. We have a big demand at our HEI and the board is preparing a "In-centre formation project" which is more convenient to the teachers schedules.

The Board encourages and supports attendance whether or not the course is delivered at our HEI.

Our Center offers teachers who wish to participate in the mobility project the opportunity to receive free training in foreign languages through prestigious language institutions.

C6. When Participating in European and International Cooperation Projects

Ensure that cooperation leads to sustainable and balanced outcomes for all partners. ☒

Provide relevant support to staff and students participating in these activities. ☒

Please describe your institutional measures to support, promote and recognise the participation of your own institution's staff and students in European and international cooperation projects under the Programme. (max. 750 characters)

We promote participation in European and International Programmes with different activities:

- a) We organize a conference every year where previous mobility participating students explain their personal experiences.
- b) We upload all kinds of useful information about the mobilities, trips, language courses, etc, on our website.
- c) We also prepare informative sessions with all the groups and individual mentoring to the ones that have shown a special interest in participating.
- d) We try to integrate incoming students as much as possible in the usual activities of our centre. This helps us promote the abroad mobilities among our students.
- e) We visit the Mobility Fair.
- f) We intend to carry out international cooperation projects with NGOs.

Exploit the results of the projects in a way that will maximise their impact on individuals and participating institutions and encourage peer learning with the wider academic community.



C7. For the Purposes of Visibility

Display the Charter and the related Erasmus Policy Statement prominently on the Institution's website.



Promote consistently activities supported by the Programme, along with their results.



D. Erasmus Policy Statement (Overall Strategy)

The Institution agrees to publish this overall strategy on its website within one month after the signature of the Erasmus Charter for Higher Education by the European Commission. ☒

Please describe your institution's international (EU and non-EU) strategy. In your description please explain a) how you choose your partners, b) in which geographical area(s) and c) the most important objectives and target groups of your mobility activities (with regard to staff and students in first, second and third cycles, including study and training, and short cycles). If applicable, also explain how your institution participates in the development of double/multiple/joint degrees. (max. 5000 characters)

Original language [EN]

Since 2007, Nuestra Señora de Montesion School have engaged our students in programmes and activities that promote European citizenship as well as motivation to participate in mobility in Europe. Since 2012 we have been offering a European Sections Programme to second and third Secondary students which delivers Technology and ICT in English. For the European Sections Programme we have had Assistants from different countries. We have been involved in a Comenius project

with schools in Poland and Germany during two years holding a joint project on renewable energy. During the last 7 years we have been collaborating with Finland(Kotka) government, France institutions and Welsh government exchanging students.

Regarding Vocational Training, we have participated in different LDV mobility projects.

The On the Job Training (FCT) subject facilitates the development of innovative practices in education and training at tertiary level. Conducting training practices in European companies as part of the FCT module contributes to:

- Increase the quality, attractiveness and innovation FCT.
- Promote cooperation for the improvement of quality in the field of tertiary vocational education in Europe.
- Increase the transparency of higher vocational qualifications gained in Europe.
- Improve the quality and increase the volume of cooperation between schools and businesses.

We want our students to accomplish the following objectives:

1- that they acquire good knowledge of various ways of organizing and working in companies of different geographical areas.

2- that through their wide knowledge they can boost modernization and internationalization of higher education in the partner countries.

The centre will implement, at least the following measures:

1 Initial phase: extensive internal and external dissemination of the possibility of training periods in European companies in Erasmus. Carry out awareness campaigns to promote a non-discriminatory basis.

2. Preparation phase of placements: establishing transparent criteria for participation. Cultural and linguistic preparation of students selected. Training needs of students and development of an individualized training program. Identifying companies with the capacity to provide quality training positions and establishing agreements (dates, content, learning activities, evaluation criteria, etc.). Establish contact between the school and the company tutor. Prepare information leaflets on the host country, company information and other useful data.

3. Organization phase: using agreements with companies and / or intermediate centers, the tutor will organize the practical aspects of mobility (travel, lodging, meals, etc..) as well as final agreements on the training programme.

4. Monitoring phase: the school tutor applies the criteria of FCT (maintain regular contact with the student and company tutor in person, by phone, email, webcam, etc., in order to make the necessary adjustments, solve conflicts, etc.).

5. Evaluation Phase: the evaluation will be conducted according to the criteria agreed on the training program, evaluating the activities and the report submitted, assessing student entrepreneurship.

6. Recognition: If students have met the quality criteria, the stay will be accredited as part of the FCT.

a) Election of partners: to choose our partners, we use the contacts network from Erasmus and other European programmes like e-twinning in which we have participated in past years. We also contact directly with companies in countries where our students would like to do their internship. Sometimes through our international agency (OAPEE)

b) We have successfully accomplished traineeships with Finland, Malta, Italy and Nimes, with which we still collaborate. We have recently contacted Wales and Perpinyà. Moreover, we are open to find other partners elsewhere, depending on our students' job and language preferences, being one of them Germany since our students are already studying German as a third language.

c) Our LDF placements, which usually during a month, will take place only during the period of On the Job Training (FCT) done by our students as the final subject of their Vocational Education Training.

Please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects within the framework of the Erasmus+ Programme.

If not applicable, please explain (max. 2000 characters)

Original language [EN]

Our Institution's strategies are based on the following principles:

- We keep constant contact with companies throughout the On The Job Training.
- As part of the academic training, students visit companies & get information on their operation.
- Industry professionals participate in classes, explaining their tasks and responding to students' questions.

This helps us keep up & adapt the curriculum to make our students excellent professionals.

* The On The Job Training done via an Erasmus mobility receives full 100% automatic academic recognition in our school.

* We participate in exchange, Comenius, LDV and Erasmus programmes.

* Improving governance and funding. Our school is fully funded by the Ministry of Education.

* From 2007 to 2014, we have been participating in the LDV programmes through the Consortium of the Ministry of Education. This year, we have applied to the call for applications in order that Nuestra Señora Montesión school can implement its own Erasmus + project.

To carry out cooperation projects and implement international law, we will be in touch with our international agency to report and advice us on all legal as well as organizational aspects.

Please explain the expected impact of your participation in the Erasmus+ Programme on the modernisation of your institution. Please refer to each of the 5 priorities of the Modernisation Agenda *and explain which are the policy objectives you intend to pursue.(max. 3000 characters)

Original language [EN]

In order to modernize our institutiton we intend to achieve the following objectives:

1. Increasing attainment levels to provide the graduates and researchers Europe needs. The Spanish educational system has been supporting inclusion for all students with disabilities, since 1985. Our HIE is located in Palma, a commercial town traditionally related to the leather industry-shoe & clothing manufacture- with a large immigrant population for the last 7 years, has worked hard to provide support to students with special educational needs, either due to disabilities or to social disadvantages, in order to ease access to higher education. Our School offers free tuition for all students & grants priority access to students with some kind of disadvantage. There is a system of scholarships based on income level.
2. Improving the quality & relevance of higher education. Our HIE is interested in doing projects to exchange good practices with Vocational Schools like ours, both in Spain & other EU countries. A number of factors enable us to continue adapting our curriculum so that students acquire the skills needed by the labour Market.
3. Strengthening quality through mobility and cross-border co-operation. Former students from previous editions of Erasmus enjoy making presentations to current students. These students' experiences are displayed on the website, as a way to motivate our students to participate in mobilities, as well as to give visibility to the experience. We have been participating in mobilities since 2007. In recent years we have experienced an increase in our students' interest to participate in placements abroad.
4. Making the knowledge triangle work. Our courses require taking a subject on how to implement small companies, aimed to provide basic skills, as well as to encourage entrepreneurship. Our constant contact with companies helps us improve our curriculum, according to identified needs. We also provide expertise to companies with training on specific aspects, such as implementation of mediation services in companies.
5. Spreading knowledge of our HIE beyond the Educational Community through Mass Media, internet, websites,...
6. Enhancing not only our students technical skills & professional competitiveness but also their linguistic competence & their personal curriculum so that it increases their possibilities to find a qualified job in any EU countries.
7. Ensuring & facilitating the adquisition of contents & the aims stated in their curricula through their cultural and linguistic knowledge.
8. Encouraging cooperation between VT and specific partners eg chambers of commerce of other countries, companies from an area related to our studies, etc.
9. Stablishing knowledge partnerships between HIE institutions & businesses to promote creativity and innovation, offering learning opportunities.
10. Supporting modernization & internacionalization of HIE through international cooperation and capacity building projects with developing countries.

* COM (2011) 567 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF>)

Endorsement of the application

I, the undersigned, legal representative of the applicant institution,

certify that the information contained in this application is complete and correct to the best of my knowledge. All Programme activities will be implemented on the basis of written agreements with the relevant authorities of the partner institutions;

agree to the content of the Erasmus Charter for Higher Education (ECHE) application outlined above and commit my institution to respect and observe these obligations;

agree to the publication of the Erasmus Policy Statement by the European Commission

Place: Palma

*Name: Pedro Llobell
Fernández*

Date (dd/mm/yyyy): 20/05/2014

☒ *I have read and accept the Privacy statement*

Original signature of the legal representative of the Institution (as identified in section A.2 above)

Original stamp or seal of the Institution