



# Erasmus Charter for Higher Education 2014-2020

## Application Form Call: 2014

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

<b>Program</b>	<b>The 2014-2020 EU programme for education, training, youth and sport proposed by the European Commission on 23 November 2011 (hereafter the Programme)*</b>
<b>Action</b>	<b>Erasmus Charter for Higher Education</b>
<b>Call</b>	<b>2014</b>
<b>Deadline for Submission (dd-mm-yyyy)</b>	<b>16/05/2013 12:00 midday Brussels time.</b>
<b>Application language</b>	<b>EN</b>
<b>Correspondence Language</b>	<b>EN</b>

**260852-LA-1-2014-1-ES-E4AKA1-ECHE-1**

**Applicant's previous EUC number (if applicable):**

XXXXXX-IC-1-200X-1-XX-ERASMUS-EUC-1

**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): not applicable**

### **Acknowledgement of receipt**

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

\* COM(2011) 788 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0788:FIN:EN:PDF>)

## Applicant Organisation

### A.1. Applicant Organisation

PIC, if available. Cf. Application manual	0
Full legal name (official name in latin characters)	IES JOAN RAMIS I RAMIS
Full legal name (English name)	JOAN RAMIS I RAMIS HIGH SCHOOL
Acronym	IES JOAN RAMIS I RAMIS
Erasmus code (e.g. F PARIS33) - if available	E PALMA28
Address (N°, street, avenue, etc.)	VIVES LLULL, 15
Country	España
Region	ILLES BALEARS
Post code	07703
City	MAÓ
Website	<a href="http://www.iesjoanramis.org">http://www.iesjoanramis.org</a>

### A.2. Legal Representative

Title	MRS
Gender	Female
First Name	MARGARITA
Family Name	SEGUÍ PONS
Position	PRINCIPAL
E-mail	<a href="mailto:iesjoanramisiramis@educacio.caib.es">iesjoanramisiramis@educacio.caib.es</a>
Telephone (including country / area codes)	+ / 34/971360133
Address (n°, street, avenue, etc)	VIVES LLULL, 15
Country	ES, España
Post code	07703
City	MAÓ

### A.3. Coordinator

Title	MR.
Gender	Male
First Name	FRANCISCO

Family Name	BORRAS PALMER
Department	COMPUTER SCIENCE DEPARTMENT
Position	COMPUTER SCIENCE TEACHER
E-mail	KBORRAS@IESJOANRAMIS.ORG
Telephone (including country / area codes)	+ / 34/971360133
Address (n°, street, avenue, etc)	VIVES LLULL, 15
Country	ES, España
Post code	07703
City	MAÓ

**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 2012-2013:**

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

Short cycle:	14.0
1st Cycle:	0.0
2nd Cycle:	0.0
3rd Cycle:	0.0

**Number of staff (Equivalent full-time)**

Teaching:	84.0
Administrative:	3.0

**Number of degree courses on offer**

Short cycle:	1.0
1st Cycle:	0.0
2nd Cycle:	0.0
3rd Cycle:	0.0

---

STUDENTS (academic year 2011-2012)

---

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

Number of outgoing study mobility students (Erasmus and/or others): to participating countries	0.0
Number of outgoing study mobility students (Erasmus and/or others): to non-participating countries	0.0
Number of traineeship (work placement) mobility students (Erasmus and/or others): to participating countries	0.0
Number of traineeship (work placement) mobility students (Erasmus and/or others): to non-participating countries	0.0
Number of study mobility students (Erasmus and/or others): from participating countries	0.0
Number of study mobility students (Erasmus and/or others): from non-participating countries	0.0

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

Number of foreign students, if applicable: from Participating countries	0.0
Number of foreign students, if applicable: non-participating 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) involved in double/multiple/joint degrees:**

Number of Local students, involved in Double/multiple/joint degrees	0.0
---	-----

Number of international students, involved in double/multiple/joint degrees

0.0

---

ACADEMIC STAFF (academic year 2011-2012)

---

***All types of Erasmus staff mobility (for periods between 2 days and 2 months) for teaching and training purposes***

Number of outgoing academic staff to participating countries

0.0

Number of incoming academic staff from participating countries

0.0

---

COOPERATION (academic year 2012-2013)

---

***HEI AGREEMENTS IN EDUCATION AND RESEARCH valid in 2012/2013: 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 participating countries

0.0

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

0.0

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

0.0

Of these, percentage of the consortium involving non-participating countries

0.0

***European and International Education and Training Projects with contracts running in 2012-2013 (e.g.: Lifelong Learning Programme, Erasmus Mundus or Tempus)***

Number of projects as coordinator:

0.0

Number of projects as partner:

1.0

***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:

0.0

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

0.0

## General Organisation of Programme activities

### **C1. General Organisation**

Please describe the structure at your institution for the implementation and organisation of European and international mobility (division of tasks, 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:

Our institution, IES Joan Ramis i Ramis, has a mobility commission consisting of a coordinator (at this moment Kico Borràs Palmer – Computer Science teacher) and a traineeships tutor (at present Guillem Lluch Moll -also Computer Science teacher). This Mobility commission reports to the High School Principal. We also have a main website: <http://www.iesjoanramis.org/> where, in the International Programs Tab (main horizontal menu), you can find information on Erasmus and Leonardo in an Blog written in English. The blog is <http://ramisinternational.blogspot.com.es/>. We also have a similar Blog in Catalan with all the information on mobilities, addressed to our staff and students. This Blog is: <http://ramisinternacional.blogspot.com.es/>

At the beginning of each course the coordinator and tutor inform all vocational studies students and the educational community about the possibility of doing a traineeship abroad. They organize a selection process and search for companies to host the students.

### **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 and the methodology used to allocate credits to the different course units followed by your students abroad. (max. 1000 characters)

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

Our Computer Science studies of higher vocational education (short cycle of Web Application Development) have a correspondence with ECT credits. Every module has its equivalent by law. Every academical course has 60 ECTs from the 120 ECTs of the whole studies. In hours they study 2000 hours in the whole studies.

When our students travel abroad to do a traineeship which belongs to the "on company training" module that has 22 ECTs (400 hours). As they can spend two or three months abroad, they get either the proportional part of ECTs or the complete 22 ECTs of the module. In case they spend only two months abroad, they have to complete the 400 hours in local companies. To get the ECTs they need to successfully pass both trainings: local and abroad.

You can find this explained in our international blog: <http://ramisinternational.blogspot.com.es/2013/05/explaining-our-ects-system-for-our.html>

and official information here:

<http://www.boe.es/boe/dias/2010/06/12/pdfs/BOE-A-2010-9269.pdf>

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 the Course Catalogue and in which languages. (max. 500 characters)

In addition, please provide the direct web link to your Course Catalogue:

The Course Catalogue is at the "OFERTA FORMATIVA" section at the left of our website, section "international Students". It is written in Catalan and English. The direct link to the ICT Higher studies (Web application development) is: [http://iesjoanramis.org/index.php?option=com\\_content&view=article&id=293&Itemid=211](http://iesjoanramis.org/index.php?option=com_content&view=article&id=293&Itemid=211)  
There, you can see details of our ICT studies and international options to students.  
Students only participate in job placements. We both send and receive ICT students.

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 and/or learning agreements in case of traineeships (work placements). (max. 1000 characters)

Basically all our mobilities Erasmus are work placements in the ICT studies we teach: Web Applications Development.

Our procedure is to ensure that the placements allow our students to:

- 1.- Successfully practice the ICT knowledge they get during the studies
- 2.- Can improve their language skills (mostly English) and preferably have it as a working language.
- 3.- Can get an international experience

To get the appropriate partners and work placements

- 1.- Our coordinator, with the help of the local government of the Balearic Islands gets in touch with possible partners
- 2.- When possible, he could do a pre stage visit to the host company/partner
- 3.- When possible we get feedback from other Institutions that have sent students to the host company

For the moment we participate in an Erasmus project from our local government: Erasmus-12 -2012-1-ES1-ERA04-54378  
When we get more experience and quality contacts we might try to get our own Erasmus projects with appropriate partners.

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:

Our High School has a program, European Sections, that allows us to have at least one subject of each course of the compulsory secondary studies in English. Info:

[http://iesjoanramis.org/index.php?option=com\\_content&view=article&id=88&Itemid=124](http://iesjoanramis.org/index.php?option=com_content&view=article&id=88&Itemid=124)

In our vocational studies we have a subject at the 1st course that has 3 extra hours with a support English teacher to help the students to improve their English. Both the English and the ICT teacher cooperate to prepare and give this lessons. At the 2nd course, a subject with 10 hours is fully done in English by an ICT teacher with language knowledge.

Besides, during the 3rd term we organize a one hour conversation in English for volunteer students that want to travel during the following course

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 for incoming mobile participants and outgoing students for study and traineeships. (max. 750 characters)

To incoming students that do work placements with us:

- Support of our coordinator and traineeships tutors to arrange travel, accommodation, get in touch with host company/tutor.
- Mentorship by experienced students of our institution that have been at their host company doing a traineeship before
- Participating in High School life to get involved in our social activities.
- Accommodation with a volunteer student of the same age.
- Linguistic support by us

To outgoing students that do work placements abroad:

- Support of our coordinator and traineeship tutors to arrange travel, accommodation, get in touch with host company/tutor.
- Mentorship by experienced students/teachers of our institution that have been in the host country/company.

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:

When receiving incoming students they get help and language assistance by:

- Our coordinator and traineeships tutors.
- Their job placement tutor.
- We offer him/her a room at a volunteer student's place, so he can practice the language in a day to day basis.
- The student has a mentor fellow students with experience at the same or similar company

You can find our studies language policy at:

[http://iesjoanramis.org/index.php?option=com\\_content&view=article&id=293&Itemid=211](http://iesjoanramis.org/index.php?option=com_content&view=article&id=293&Itemid=211)

### **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)

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

Traineeships in foreign enterprises by our students are always part of their studies and as described in section C2, they have 22 ECTS to complete a compulsory work placement either in a foreign or local company. Students that don't do a work placement abroad spend the same hours in local companies.

For incoming mobile participants, we provide full information of their stage by the assigned host tutor. Our mobility coordinator would be directly involved in traineeships arrangements and assign a company tutor with a foreign language direct link: [http://iesjoanramis.org/index.php?option=com\\_content&view=article&id=293&Itemid=211](http://iesjoanramis.org/index.php?option=com_content&view=article&id=293&Itemid=211)

We can arrange ICT traineeships to foreign students and provide information of other specialities.

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 is investing some weekly hours to allow the teachers that participate in the mobility commission do their work. Like that they can develop all these projects all around the course. This commission is responsible of:

- Leonardo and Erasmus programs
- Promoting these programs
- Inform all staff and students
- Organizing some activities to improve the language knowledge
- Inform teachers of possible mobilities for staff related to vocational studies.

We have so far participated in the following projects:

- Comenius: coordinator center
- Mobility in Comenius project from 2009-10 till 2011-12
- eTwinning starting 2010-11
- VETPRO: In 2010 two teachers went to Finland. The aim was to see how vocational studies were organised.

## **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)

Our institution gives the maximum assistance to students willing to travel to do a practical training and helps the teachers working in the commission with the headmistress and the managing team support.

So far we have done the following Leonardo da Vinci exchanges (since the course 2001-2002):

- May 2002 and 2003: Leeds – UK
- May 2010: Florence – Italy
- May 2011: Kotka-Finland
- May 2013: Ferreira do Zêzere

Besides, one of our ex-students is from March 2013 in Copenhagen doing a stage with our cooperation with the CAEB in Mallorca, also in an Erasmus project. More info: <http://ramisinternational.blogspot.com.es/2013/05/ramis-student-in-denmark.html>

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 (all three parts) 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]

Our High School wants to offer our students the possibility to have an international experience both as a host institution coordinating work placements in local companies and as a sending institution.

Both are important: receiving international students would be a way to expose all our ICT students and staff to foreign people. Offering a room in a student's or teacher's place can be a win-win option for both of them. We can say the same for the mentorship program. Our mobility coordinator has traineeship and working experience in most European countries and can help all of them to organise the exchanges.

- Partners: We choose partners with ICT experience and if possible countries where students can improve their English. Being able to work in this language is a must for our students. English should be the country's first or second language (as in Holland for example).

- Geographical area: It is not important. All areas following the previous requirements can be interesting. We are happy to receive students from any country as well. No restrictions.

- Our main target is students and their mobilities. When possible we can also participate in staff programs. Our main objective is giving our students the possibility to be prepared to work abroad when graduated. Being able to participate in international projects from our island is also interesting to help our local economy. As they study ICT and the main language in the web is English, e-commerce allow us to sell products and services in a global world. Physical products have geographical barriers from our island but they don't exist in the Internet.

At the moment our institution, offering only a short cycle, does not participate in the development of double/multiple/joint degrees.

If applicable, please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects in teaching and training in relation to projects implemented under the Programme. (max. 2000 characters)

Original language [EN]

Not applicable at the moment.

Please explain the expected impact of your participation in the Programme on the modernisation of your institution (for each of the 5 priorities of the Modernisation Agenda\*) in terms of the policy objectives you intend to achieve. (max. 3000 characters)

Original language [EN]

We will divide the answer into 5 parts according to the 5 priorities of the Modernisation Agenda:

1) Our institution is located in the island of Menorca. Most of our young students have never been abroad. Receiving Erasmus students and also sending our young people abroad is a good way to open their minds and encourage them to continue travelling, learning and studying. At the moment it is easy for students to pass from the vocational studies we provide to the university degrees in ICT. And a significant percentage of our students go to Universities in the mainland of Spain, mostly Barcelona, Palma and Madrid. We can also expect that some of these students return to our island and help improving their future employers work or even become entrepreneurs.

2) Only having a short cycle and our students being able to pass easily to the universities, one of our goals is to teach our students how to learn and how to keep their knowledge updated in an always changing ICT field as it is the web applications. Like this the idea of going to the universities is a wish for most students. There is a way to recognize at the University some of the subjects done during the vocational studies. This encourages the students to continue their studies.

3) Being a small High School offering a short Cycle in ICT we cannot help much in the cross-border co-operation, at least not as much as a University. Most of the decisions about these fields, hiring staff for example, are taken at the local government in Palma. The only think is to make our students aware of the international co-operation opportunities. Being an important tourist destination also helps to expose our staff and students to international relations. Having read the document we are happy to see that the proportion of students expending a traineeship abroad will raise to 20 %. This possibility will improve the quality of our studies.

4) At our High School we do not do any research at all but we can help our students to get into business. At their final module they do a project focussed in opening a company with the knowledge they get studying ICT. Besides, a lot of teachers have experience as entrepreneurs and try to transmit their knowledge to the students. At the moment, in our island some embryonic projects are being prepared related to increase the ICT industry in our island. As a ICT department we try to be involved in some of them. Maybe some spin-offs will appear in the future. As it is said in the document, "exploit the transformational benefits of ICT and other new technologies", we try to produce knowledge workers.

5) As a small High School, we depend on the local government in Palma for funding, human resources management, etc. We cannot decide much about where to invest. The only think we could do is to cooperate more with private companies to get support. We already cooperate with institutions that receive our students to do traineeships and they come to our school to explain their work.

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

**E**

**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;*

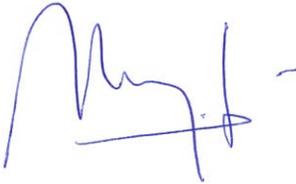
*agree to the content of the Erasmus Charter for Higher Education (ECHE) application outlined above and commit my institution to respect and observe these obligations;*

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

Place: *Maó*                      Name: *Marga Seguí Pons*      Date (dd/mm/yyyy): *14/05/2013*

*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**

