Mobility of teachers and trainers – a key to competence development?!
Empirical background:

- CIMO (2007): all programmes in Finland
- Coming up (2009/10): European surveys of LdV, Comenius
Types of mobility:

- Study visits
- Placements (educational institutions/industry)
- Preparatory/accompanying visits
- Joint project work
Characteristics of the target group:

- As a rule, only short stays are feasible
- Experienced, clear occupational profile
- Both individual learners and change agents/multipliers at organisational level
Desired impact:

- Knowledge development
- New pedagogical practices/material
- Strengthening/developing transnational networks and partnerships
- Qualitative/quantitative development of student/trainee mobility
- Joint projects
Impact indicators (ex post):

- Implementation of new teaching methods/material
- Increase in student/trainee mobility
- Development of new international activities
- Changed career trajectories of participants
- Structural changes at organisational level (new ways of organising work)
Quality criteria (ex ante):

- Mobility embedded in organisational strategy
- Clearly formulated aims in line with personal learning plan or organisational development plan
- Selection of host organisation in accordance with purpose
Quality criteria (ex ante):

- Selection of participants in accordance with organisational strategy
- Compatibility between purpose and form
- Commitment of adequate resources
- Clear dissemination and exploitation plan
- Evaluation and recognition of knowledge and competences acquired