



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



Søren Kristensen, PhD

Techne

Thessaloniki, February 23-24, 2009





Empirical background:



- MODE-project (2006): Socrates (Arion, Comenius, Grundtvig) in DK, ES, LT, SI, RO, D)
- 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

