

Smile

SMILE CPD courses' SWOT analysis

Objective of the SWOT analysis

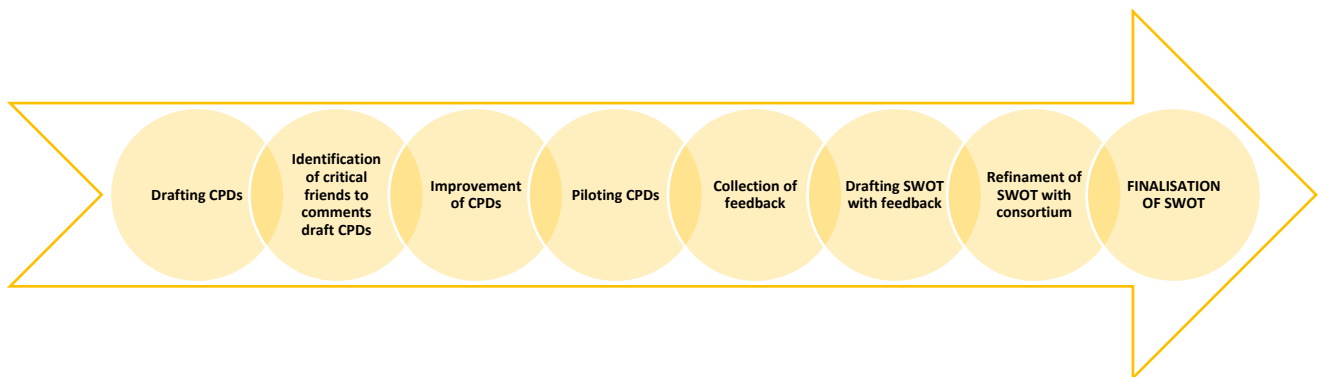
The main goal of the SMILE SWOT analysis is to identify key feedback points collected during the CPD piloting, with the objective to review and update the drafts so a better set of SMILE CPD courses could be made available.

The SMILE SWOT analysis is a square segmented into four quadrants, each dedicated to an element:

- **Strengths:** elements of the CPD's that make them stand out
- **Weaknesses:** components that limit the CPD's from performing at its optimum level
- **Opportunities:** features that could give the CPD's a competitive advantage
- **Threats:** factors that have the potential to harm the impact of the CPD's

Methodology

The methodology followed to prepare the current SWOT analysis includes 8 overlapping steps shown in the diagram below.



The consortium has used a very collaborative approach and has taken into consideration all the collected feedback when preparing this SWOT analysis. The result has influenced the final version of the CPDs in a positive way.

How can you use this SWOT?

Users of the SMILE CPD courses should consider the key findings shown in the table overleaf when using/adapting and implementing these CPD courses in their institutions:

Think carefully what you want to obtain when running the courses, how you want to use them and how often you plan to offer them to your staff. Also consider the resources you have and the resources that you do not have but that you would need. The SWOT analysis should give you tips to ensure an optimal application of the CPDs in your institution.

SMILE - Social Meaning Impact through LLL universities in Europe

Erasmus+ KA3 Social inclusion and common values | 621433-EPP-1-2020-1- BE-EPPKA3-IPI-SOC-IN

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Key findings and advice

STRENGTHS	WEAKNESSES
<p>Learning: The CPDs allow a reciprocal and collaborative peer approach. The courses are based on participatory methodologies that allow learners to work together and learn from each other, with access to a rich compilation of additional resources. The CPDs have a flexible and practical approach, easily adaptable to hybrid or online use. The introductory course is a good way to attract the attention of the users and understand main concepts.</p> <p>HEIs improvements: Allows for better approaches on inclusion. Contributes to the improvement of the HEIs' Code of Ethics and quality standards. It enhances and encourages the cooperation within different units of the HEI.</p> <p>Communication: It offers the possibility to share and develop a more integral perspective of the SMILE concepts and improve their communicating skills towards the advocacy of diversity and inclusion. The methodologies allow participants to meet people and develop new connections.</p>	<p>Resources: Implementation depends highly on HEI's financial and human resources, and specific allocation should be envisaged to maintain the annual running of the CPDs. Leadership commitment is the essential key for the good coordination and success of the CPD's implementation. Adaptation to other countries might be challenging as materials in other languages might be difficult to find</p> <p>Content: The CPDs can be dense and intensive, and more time than planned might be needed to complete the work. Flexibility to undertake the CPDs should be allowed. A common glossary would be useful to homogenise concepts and avoid paternalistic language.</p> <p>Background: Participants might be biased towards the different topics. Only already sensibilised staff might want to participate. Specific gender targets and specific faculties can be more challenging to convince to undertake the courses. The CPD teachers might not have enough knowledge in the specific content.</p>
OPPORTUNITIES	THREATS
<p>Collaboration: Outreach approaches to HEIs can improve the internal communication and exchange between institutions and international collaboration through projects. It gives staff the opportunity to exchange personal experiences and know each other better.</p> <p>Awareness: The intersectionality of the CPDs open opportunities to civil engagement and offers the possibility to impact on the participants' wellbeing as the topics are related to daily life experiences.</p> <p>Use and adaptation: Through the obligatory training of new HE staffs on diversity and inclusion, a sustainable mindset on diversity can be secured in the universities. It can contribute to introduce diversity and inclusion transversally throughout the university scope. Needs little preparation as the CPDs are self-contained and ready to use.</p>	<p>Sustainability: The course could age fast due to new conceptual definitions and regional targets for inclusion. Radical changes in the HEIs priorities could make the course obsolete. The implementation of the CPDs relies on the interest of the faculties. Usability on the long run needs to be secured.</p> <p>Impact: Successful implementation not only relies on internal HEIs action – there is a need for a change of national policies and allocation of resources.</p> <p>Attendance: Participating does not assure change in individuals' bias and certification can be seen only as a token to participate. If awareness is raised, it can cause discomfort and frustration on the participants' limitations to act. The teachers or moderators might not have the specific required knowledge for all the contents.</p> <p>Applicability: There is a high offer of courses and a lot of competitiveness between HEIs. The polarisation of the societies in European countries might force HEIs to create very different CPDs more adapted to their realities.</p>