



Setting up your "SMILE local Peer Learning Community"

INTRODUCTION

Welcome to SMILE Work Package 1!

Your first task is to start identifying your local Peer Learning Community. This will allow you to set up meetings (virtual or face-to-face, depending on the reality of your country) and collect information and samples from them which will be very valuable for the project. The SMILE idea is that each partner involves their nearby community, civil society organisations, other groups of the society representing the categories of disadvantages learners or ultimate beneficiaries identified by the project, etc. Even if you set up virtual meetings, you need to work with your local or/and regional community only.

You can consult the HE4u2 final outputs available from these links listed below. These resources might be useful to you:

- http://he4u2.eucen.eu/wp-content/uploads/2016/04/HE4u2_D2-5_Guidelines_JS_FINALNEW.pdf
- http://he4u2.eucen.eu/wp-content/uploads/2018/03/HE4u2_d3-1_GenericCourse_FINAL.pdf
- http://he4u2.eucen.eu/wp-content/uploads/2016/04/HE4u2_Micro_Synthesis.pdf
- http://he4u2.eucen.eu/wp-content/uploads/2016/04/HE4u2_Glossary_V2-3_25-Oct-2018.pdf

We invite you to focus on your pillar (do not focus on the other pillars at this point). Here you have a short summary of the pillars:

MIGRANT BACKGROUND	WOMEN IN LEADERSHIP	ECONOMIC ISSUES
P3 (JGU), P6 (UM), P9 (UBSF)	P4 (MU), P7 (UNICA), P10 (NOTUS)	P5 (UTU), P8 (TUIASI), P12 (SOLIDAR)
This pillar covers the problem of lower access participation and attainment of students with migrant background or belonging to an ethnic minority ¹ in HE and addresses the need to train university staff address this situation	This pillar is connected to the lower number of women in leadership positions in HE and the need to offer training to HE staff to remove existing barriers and encourage women to pursue these positions. Once trained, they can train other staff but also non-staff women (i.e. students or alumni, or staff of other educational institutions at different levels)	This pillar is connected to the need to address the problem of lower access participation and attainment of learners with lower socio-economic status. It addresses the need to train university staff in relation to this dimension

¹ In SMILE we assume that people are reserved the right to self-identify as members of migrant populations. This allows for a multi-generational approach where HE students may be first, second or third generation migrant but still consider themselves part of a wider migrant population. We also assume that some individuals, for instance belonging to Gipsies' communities, do not see themselves, necessarily, as having migrant background. They could be nationals of a country but part of an ethnic minority.



IDENTIFY YOUR COMMUNITY

Please, use the table below to identify relevant stakeholders for the SMILE project in your community (local or regional). Thank you.
Identify at least 10 stakeholders directly relevant for your pillar.

Name of your institution: _____ Focus/pillar that you will be working in: _____

Stakeholders you want to involve in your “Community”:

NAME	SURNAME	ORGANISATION	WEBSITE	CITY	WHY IS IT RELEVANT?

GUIDELINES FOR THE INTERVIEWS

Please, use these questions in your interviews so we can collate the answers from all partners and analyse them as a whole. Note that there are questions for the individuals and questions for organisations working with the individuals – you need to use the appropriated set of questions every time. Thanks!

MIGRANT BACKGROUND	WOMEN IN LEADERSHIP	ECONOMIC ISSUES
Questions to individuals with migrant background or from ethnic minority: <ul style="list-style-type: none"> • How would you describe your ethnic background? • Which is your mother tongues/first language? Which other languages you can speak/understand? • Studies level achieved or currently studying? • How comfortable/welcome do you feel in the city where you live? • Do you feel represented in the social circles that you usually join and do you see other ethnic cultures well represented in these circles? • Which challenges do you experience in your city because of your ethnic background and which support do you receive? Do you have friends and support from local/native people? • Did/Do you feel represented and included in the educational system? Do you feel you receive enough support from the institution, from your teachers and from your fellow students? • What kind of measures do you think could contribute to make you feel more included, both within and outside the education system? • Do you think you would benefit from having a mentor who could support you in your educational and non-educational path? 	Questions for women working in HE environments: <ul style="list-style-type: none"> • Do you experience gender bias in your work environment? • Do women in your profession have a hard time getting promoted? In your opinion, why? • What would you say are the most significant barriers in your career? • How do you think gender bias could be stopped? • What kind of concrete measures do you think the organisation you work for should promote to foster women leadership? (e.g. networking; meetings in which women get more visibility; peer-to-peer coaching, etc.) • What kind of actions should the top management of your organisation adopt to fight gender bias and promote women leadership? • Have you noticed any recent improvements in your organisation, in relation to gender diversity/women leadership? • Do you think you would benefit from a specific leadership training programme? • Do you think you would benefit from having a female mentor who could support you in your career and leadership progression path? 	Questions to individuals with economic issues: <ul style="list-style-type: none"> • Studies level achieved or currently studying? • Did/Do you feel represented and included in the educational system? Do you feel you receive enough support from the institution, from your teachers and from your fellow students? • Can you give us an example of a time when a programme, member of staff or support structure was either inclusive or exclusionary of your socio-economic status? • What kind of measures do you think could contribute to make you feel more included, both within and outside the education system? • What changes could be made to make university life more inclusive? (i.e. approach to education, programmes, support services, social activities) <i>(please give as much detail and as many suggestions as you can)</i>

<p>Questions adapted to NGOs or staff working with individuals with ethnic background:</p> <ul style="list-style-type: none"> • With which different types of ethnic background minorities do you normally work? • In which language do you communicate with them? Do you need help of a translator? • Which level of studies do they normally have? Do they usually have a profession or work experience? • Do you think they feel comfortable/welcome in the city/town where they live? • Do you think they feel represented in the circles that they usually join? • Do you think they normally group with (a) other individuals of their own ethnic background (b) individuals of other ethnic background (c) local individuals (d) a mix of the above • Which challenges do you think they experience in your city because of their ethnic background? • Which support do you think they receive because of their ethnic background? • Do you think local/native people help and get involved with activities organised with or for individuals with ethnic backgrounds? • Do you feel ethnic background individuals are represented and included in the educational system offered nationally/locally? Do you feel they receive enough support from the institution, from teachers and from fellow students? • What kind of measures do you think could be adopted to make them feel more included, both within and outside the education system? 	<p>Questions for women leaders:</p> <ul style="list-style-type: none"> • Who inspired you and why? • Have you had a hard time advancing in your career because of existing gender bias? • Do you experience resistance when you are leading men? • Do you provide mentoring and support to other women wishing to progress in their career? If not, have you ever thought about this possibility? • Based on your personal experience, which are the most effective measures to stop gender bias at work and support women leadership? 	<p>Questions adapted to NGOs or staff working with individuals with economic issues:</p> <ul style="list-style-type: none"> • Do you feel that students with socio-economic problems and their needs are well represented and taken care of, in the educational system? • Do you feel these students receive enough support from the institution, from teachers and from fellow students? • Are you aware of any example when a programme, member of staff or support structure was either inclusive or exclusionary of students' socio-economic status? • What kind of measures do you think could contribute to make these students feel more included, both within and outside the education system? • What changes could be made to make university life more inclusive? (i.e. approach to education, programmes, support services, social activities) <i>(please give as much detail and as many suggestions as you can)</i>
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