SUPPORTER

Equipping Sports Higher Education Institutions with Intersectional, Innovative, and Inclusive Gender Equality Plans

D4.1 Report on the design of the institutional roadmaps

South-East European Research Centre

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List of Acronyms

D	Deliverable
EC	European Commission
GA	Grounding Action
GBV	Gender-Based Violence
GE	Gender Equality
GEP	Gender Equality Plan
IOs	Implementing Organisations
4I-GEPs	Innovative, Intersectional, Inclusive and Impactful Gender Equality Plans

The SUPPORTER project

SUPPORTER, "SecUring sPORTs Education thRough innovative and inclusive Gender Equality Plans", is an EU-funded project running from April 2023 until September 2025. Launched on 19 April 2023, it aims to support eight sports higher education institutions from Central and Eastern Europe in developing their own intersectional, innovative, inclusive and impactful Gender Equality Plans which explicitly address gender-based violence and sexual harassment.

Through mutual learning and interactive exchanges, the project will seek to:

1. Identify and document systemic challenges faced by sports higher education institutions in advancing gender equality and eradicating gender-based violence.

2. Develop activities tailored to each partner institution.

3. Strengthen the sports institutions' organisational capacity to address gender equality with an intersectional approach.

4. Foster an inclusive institutional culture by developing mutual-learning processes.

5. Strengthen networking and exchange among sports institutions and with communities of practice.

6. Foster gender-related institutional, sustainable, transformative changes in the sports institutions with a specific attention on the challenge of gender-based violence -thus ultimately fostering the institutions and their Gender Equality Plans' inclusiveness and the overall adherence to intersectionality.

While initially partnering with eight institutions, the SUPPORTER project aspires to target and reach the wider sports ecosystem and its various organisations in Central and Eastern Europe and beyond, and in the long run contribute to wide societal changes.

Project Partners

	European Science Foundation (ESF)
	Göteborgs Universitet (UGOT), Sweden
	Kentro Erevnon Notioanatolikis Evropis Astiki mi Kerdoskopiki Etaireia, The South-East European Research Centre (SEERC), Greece
	Univerzitet u Banjoj Luci (UNIBL), Bosnia & Herzegovina
	Univerza v Ljubljani (UL), Slovenia
	Univerzita Karlova (CU), Czechia
	Natsionalna Sportna Akademiya Vassil Levski (NSA), Bulgaria
	Lietuvos Sporto Universitetas (LSU), Lithuania
	Universitatea de Vest din Timișoara (UVT), Romania
	Georgian State Teaching University of Physical Education and Sport (GSTUPES), Georgia
	Universitatea de Stat de Educație Fizică și Sport (USEFS), Moldova

Summary

This deliverable outlines the development and implementation of institutional roadmaps within the SUPPORTER project, strategically designed to advance gender equality in sports higher education and culminate in the development of innovative, inclusive, intersectional and impactful Gender Equality Plans (4I-GEPs), with a particular emphasis on gender-based violence. The aim of this deliverable is to describe the development of institutional roadmaps within the SUPPORTER project, analyse the co-design process, and offer insights from a critical comparison of these roadmaps to guide their future implementation.

The document thoroughly describes the co-design process of the institutional roadmaps, consisting of five distinct steps. This process included internal consultations, mutual learning discussions, and mentoring meetings, all contributing to the formulation of strategic plans tailored to the needs of each implementing organisation (IO). To standardise this process and ensure structural consistency, a roadmap template was provided to the IOs, the components of which are detailed in this deliverable.

Each institutional roadmap encompasses a set of Grounding Actions (GAs) to be implemented during the roadmap's first phase, spanning from March 2024 to June 2025. These actions address mandatory and thematic elements previously under-addressed in the IOs' existing GEPs. All roadmaps embed two universal GAs to raise awareness on gender inequalities and gender-based violence within sports environments. Data collection and the integration of the gender dimension in teaching are also prominent themes across the majority of the roadmaps. A series of critical challenges, including engagement and participation barriers in the implementation of the roadmaps, resource limitations and organisational resistance, have been identified, alongside measures to effectively address them.

The implementation of the institutional roadmaps is planned to be a dynamic and reflective process, supported by collaborative activities of the entire consortium. Through the use of learning diaries, continuous monitoring and mentoring, advanced training sessions, and the exchange of experiences via mutual learning activities, the IOs are equipped to promptly respond to emerging challenges, draw inspiration from peer practices, and successfully execute their planned activities. The successful implementation of the GAs will set the stage for the creation of their new 4I-GEPs and facilitate transition to the post-project phases of the roadmaps, ultimately sustaining gender-related changes within their institution and local sports ecosystems.

Highlights

- The design of the institutional roadmaps is the first step towards the development and implementation of inclusive, innovative, intersectional and impactful GEPs.
- A participatory approach was adopted to ensure the development of effective, feasible and realistic institutional roadmaps.
- Implementing organisations were supported during the co-design process through training sessions, mutual learning activities and continuous mentoring tailored to the needs of each institution.
- All institutional roadmaps place emphasis on the specificities of sports education and the issue of GBV.

- The institutional roadmaps comprise a set of Grounding Actions, addressing mandatory and thematic elements of GEPs according to the identified gaps in each organisation.
- The institutional roadmaps are living documents, likely to undergo several refinements and adjustments to emerging challenges and opportunities during their implementation.

Introduction

The SUPPORTER project aims to foster gender-related institutional, **sustainable**, **transformative** changes in the sports higher education institutions paying specific attention to the challenge of **GBV through the development of inclusive, innovative, intersectional and impactful GEPs.**

The transformation of existing institutional GEPs into 4I-GEPs will be achieved through the co-design and implementation of individual roadmaps, tailored to the needs of each implementing organisation.

The current deliverable focuses on the design of institutional roadmaps. It describes the process, the individual steps followed, and the work undertaken jointly by the IOs and core team to this purpose. The aim of this deliverable is to describe the development of institutional roadmaps within the SUPPORTER project, analyse the co-design process, and offer insights from a critical comparison of these roadmaps to guide their future implementation.

1. Development of institutional roadmaps

Institutional roadmaps were envisaged as a strategic plan developed to coordinate efforts towards institutional change under a common vision, to transform the existing institutional GEPs into 4I-GEPs with a special emphasis on GBV, and to fit the specific challenges of sports environments. Following the successful completion of the national and institutional mapping and the reflective self-assessment exercise by the IOs, as well as drawing on the useful feedback IOs provided during these tasks, each organisation proceeded to the next phase of the project. Within a four-month period, from December 2023 to March 2024, each IO co-designed their roadmap together with the core team. This participatory approach is at the centre of SUPPORTER to ensure that the roadmaps are built upon advanced and uniform understanding of the relevant concepts, respond effectively to specific institutional problems, and are inspired by lessons learnt in sports higher education institutions around Europe.

Thus, despite the individualised content of the roadmaps, their development was far from a solitary procedure. The core team supported each IO individually in the formulation of their roadmap aims and objectives, facilitated the identification of stakeholders who would be engaged in different stages of the roadmap implementation, and provided guidance in the design of a feasible, realistic and effective plan. To ensure a more individualised approach and maximise the utilisation of existing resources, specific core team members were assigned as mentors to each IO. At least two online meetings were held between each IO and the mentoring team in different stages of the roadmap co-creation, while continuous email communication with the assigned core team

members was maintained throughout the course of this three-month period. Moreover, additional meetings took place when necessary.

Apart from their overarching objective, which is to foster gender equality in sports education through the development of 4I-GEPs, institutional roadmaps also aim to optimise the available institutional resources, increase the impact of the activities and effectively mitigate foreseeable risks to the implementation plan. All these aspects were carefully taken into consideration during the co-design process.

The next section describes the steps taken towards the design of the eight institutional roadmaps.

1.1 Steps

The co-design of the institutional roadmaps consisted of five steps:
1. Launch of the co-design process
2. Internal consultation process
3. Consultation with the mentoring team
4. Internal review process
5. Finalization of the roadmap with core team support

In the first step, the roadmap concept, as well as the scope and objectives of institutional roadmaps were introduced to the IOs during the Online Mutual Learning Workshop that took place in December 2023 and was designed and delivered by core team members. During the workshop, the different steps of the roadmap were delineated, and the roadmap template (see Annex 1) was presented and discussed. Moreover, as part of an interactive exercise, IOs identified the working groups within their institution that are essential for the co-creation of their institutional roadmaps and designed their internal stakeholder maps.

In the second step, IOs engaged with different internal stakeholders, such as student representatives, academic and research staff, administrative staff, and members of senior management, in an internal consultation process. More specifically, IOs held joint or separate meetings with said stakeholders, either on a one–on-one basis or in the form of workshops or focus groups, in which they discussed extensively the specific needs of their institution regarding the promotion of gender equality with a special emphasis on GBV and sports education. These needs and gaps had been previously identified in the reflective self-assessment exercise. The outcome of the internal consultation process formed the basis for the first draft of the institutional roadmap for each IO.

In the third step, IOs participated in consultation meetings with the mentoring team, which consisted of core team members. More specifically, each IO had at least one online consultation meeting with the core team at this stage, although in some cases further meetings were deemed necessary. During these discussions, IOs informed the core team of the results and takeaways from the internal consultation process and discussed the challenges or obstacles they encountered as well as possible solutions to overcome them. Moreover, they received feedback and guidance from the core team on the first draft of the roadmap and identified the aspects which had not been adequately addressed and needed to be revised, or those that required more attention in the next stage.

During the fourth step of the roadmap co-creation and after having received feedback from the core team on their roadmap drafts, IOs reviewed the roadmaps internally to address any previously identified challenges and gaps. As part of the review process and in order to discuss and implement meaningful changes to their roadmaps, IOs held physical meetings at institutional level with different stakeholders who will be affected by the amended roadmaps and by extension by the 4I-GEPs.

The last step of the roadmap co-design aimed at finalising the institutional roadmaps with the support of the core team members. At least one meeting was held at this stage between each IO and the mentoring team, during which the updated version of the roadmap was discussed ensuring that all the necessary components are included in the final version, which was then updated and finalised by the IOs.
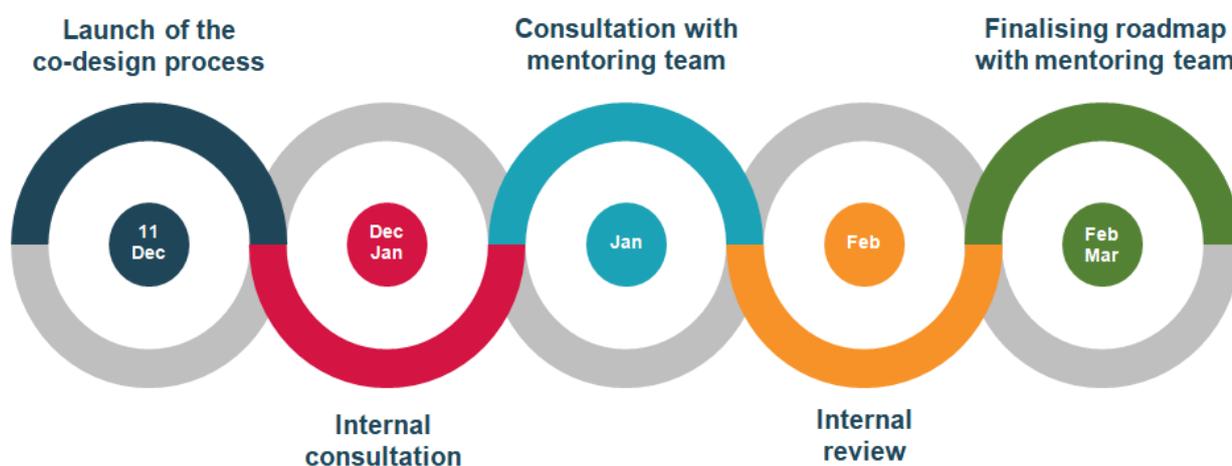
Figure 1 - Roadmap co-design steps

1.2 The roadmap template

This subsection describes the different parts of the roadmap template which formed the basis for the 8 institutional roadmaps. The template can be found in Annex 9.

In the first part of the template, IOs were asked to provide a brief overview of their organisation and describe the initiatives they have taken so far to foster GE and combat GBV by drawing on the self-assessment exercise and the institutional and national mapping they had already completed in previous tasks. IOs were encouraged to reflect on the mandatory process-related elements and the recommended content-related elements which have been presented in the Horizon Europe Work Programme 2021-2022 and further described by the Gender Equality in Academic and Research-GEAR Tool. More specifically, the mandatory process-related elements refer to the status of the GEP as a public document available on the organisation's website, the collection and analysis of gender disaggregated data and reporting, the allocation of specific resources to the promotion of GE within the organisation, and lastly, the awareness-raising and training activities organised within the institution pertaining to gender-related issues. Regarding the recommended content-related requirements, these include work-life balance and organisation culture, gender balance in leadership and decision-making, gender equality in recruitment and career progression,

integration of the gender-dimension in research and teaching content, and finally, measures against GBV, including sexual harassment.

After having provided information on the aforementioned elements regarding their own institutions, IOs were requested to outline the specific context of their organisation, identifying the particular gaps and challenges their roadmap plans to address. In the same section, IOs had to develop the aims and objectives of their new 4I-GEPs by a) adopting a sport-centred approach, tailored to sports education, b) addressing issues of GBV, including sexual harassment, and c) considering aspects of inclusiveness, impact, innovation and intersectionality, which are the four pillars of the 4I-GEPs.

IOs were asked to develop a roadmap that would be implemented in three different phases, one taking place during the lifespan of the SUPPORTER project, and two after its completion. The three phases are outlined below:

1. The project period, lasting 2.5 years (2023-2025), aims at the development of the 4I-GEP for each institution. GAs with relevant activities are developed and are to be carried out within the project's lifespan.

2. The 4I-GEP implementation period, which begins after the completion of the project and lasts 2 years (2025-2027), aims at testing the implementation of the new GEP, and identifying areas of improvement.

3. The sustainability period, lasting 3 years (2028-2030), aims at revisiting the GEP in whole and enlarging its impact within and beyond the academic ecosystem. General action lines will be devised for the post-project and the sustainability period towards the end of SUPPORTER, after the development of the 4I-GEPs.

In the last part of the template, IOs were asked to design specific Grounding Actions (GAs) by taking into consideration the GEP element(s) each GA addresses, its objective(s), the implementation plan, the stakeholders involved, any potential obstacles they could encounter during the implementation process, as well as the timeline of the proposed actions. IOs were advised to prioritise the mandatory elements of the GEAR tool in their roadmaps, dedicate at least one GA to GBV due to the focus of the project, propose relevant GAs for the less developed content-related elements within the project period, and finally to address all the 4I dimensions and encompass actions specific to sports education. In order to produce comprehensive and feasible roadmaps, IOs were encouraged to propose and develop 4-7 GAs.

2. First version of institutional roadmaps

The following section outlines the first version of the eight institutional roadmaps developed by the implementing organisations with the support of the core team, the full text of which is found in the Annexes of this document. Each roadmap represents a tailored strategy, responsive to the unique needs and opportunities within the institution, structured in a set of Grounding Actions which are going to be carried out within a 16-month implementation period (March 2024 – June 2025). It is crucial to emphasise that, while carefully designed, the institutional roadmaps are living documents, likely to undergo several adjustments to effectively address evolving challenges and time constraints and feedback gathered during the organisation of the planned activities. This shall ensure that the roadmaps remain relevant and conducive to transformative change through the development, at the end of this period, of the new 4I-GEPs.

2.1 University of Banja Luka, Faculty of Physical Education and Sport (UNIBL)

2.2 University of Ljubljana, Faculty of sport (UL)

2.3 Charles University (Faculty of Physical Education and Sport)

2.4 National Sports Academy "Vassil Levski" (NSA)

2.5 Lithuanian Sports University (LSU)

2.6 Universitatea de Vest din Timișoara (UVT)

2.7 Georgian State Teaching University of Physical Education and Sport (GSTUPES)

2.8 State University of Physical Education and Sport (SUPES)

3. Common gaps, recurrent themes and main expected challenges

The institutional mapping, self-assessment exercise, and co-design process have shed light on the disparities within the institutional landscapes of the IOs. While some organisations have established effective gender policies, others are in the initial stages of integrating gender discussions into their agendas. Despite this diversity, notable commonalities across these varied settings have emerged, manifested in gaps, recurrent themes in the planned GAs, and similar implementation challenges. These elements are systematically structured, initially addressing the mandatory process-related elements of GEPs, and subsequently expanding to thematic recommended areas, with a primary focus on gender-based violence which is of critical importance to the project.

The following sections detail: the shared gaps identified by the IOs during the mapping and self-assessment exercises; the recurrent themes observed in the individual roadmaps at the co-design phase; and the main expected challenges for roadmap implementation identified by the IOs. Each section provides a comprehensive analysis and discussion.

3.1 Common gaps

Confirming initial expectations, gaps were identified both in the mandatory, process-related elements and the recommended areas of the GEPs. These gaps, described below, set the stage for understanding intra-institutional and inter-institutional needs across the IOs, and have been critical in informing the development of tailored Grounding Actions.

While most IOs conduct **awareness-raising and training activities** addressing gender-equality topics, these activities rarely focus specifically on sports or engage all internal stakeholders effectively. Moreover, there is general consensus among IOs on the pervasive lack of awareness about gender+ equality, insufficient emphasis on gender in institutional policies, and a widespread presence of ingrained gender stereotypes and biases within the sports environment. Against this background, the IOs collectively emphasised the need to cultivate a shared understanding of gender inequalities, both at the institutional level and at local level.

Another crucial gap is that the **public requirement of the GEP** is not consistently guaranteed across all IOs. In cases where the GEP has been developed merely as a prerequisite for participation in the SUPPORTER project, there is a critical need to enhance the communication of its existence, convey its importance, and ensure its institutional resonance. Even in instances where the GEP was established at an earlier time and internally communicated, many IOs observed that the underlying principles, embedded priorities, and stipulated measures intended to foster institutional change remain largely unknown at the institutional level.

A widely shared gap is the scarcity of **gender-related data and effective monitoring mechanisms.** Most IOs provide simple sex-disaggregated data about their academic and administrative staff and student bodies which portrays, to varying extents, a seemingly gender-balanced picture. On this basis, some IOs have argued against a male-centric culture in higher education, conflating balance in the percentages of men and women with equality. In the few cases

where sex-disaggregated data is available particularly for leadership and decision-making positions, an underrepresentation of women is observed. So far, no institution has aimed beyond this baseline, and with one exception, the approach to data collection remains strictly binary. The general absence of robust monitoring and evaluation mechanisms also prevails as a hindrance to promoting diversity and gender equality across academic, student, and administrative environments.

With regard to funding, none of the IOs affirmed the **allocation of adequate financial and human resources** to promote gender+ equality at the institutional level, with resources ranging from completely scarce to minimally allocated. Only few IOs reported the presence of gender equality officers or gender experts with similar roles within their institutions; among them, some reported that there is still unclarity on who is responsible for the implementation of the GEP and other gender inclusive policies.

Another important issue which remains largely unaddressed and is highlighted across all roadmaps is the acknowledgment of **gender-based violence including sexual harassment**, encompassing both its various types and the heightened risks posed within the sports context, as well as the relevant mechanisms in place. Some IOs reported the absence of internal policies, procedures, and competent institutional or faculty bodies for preventing and combating cases of GBV and sexual harassment; those who did not note the existence of dysfunctional or overly complex reporting and support systems in need of an upgrade. In all cases, institutional awareness of the internal regulations and procedures regarding GBV is either low or non-existent.

As further implied, **gender representation in leading and decision-making positions** remains uneven in all organisations. The co-creation process revealed that this often extends beyond a numerical imbalance to a narrow understanding of decision-making roles. Frequently, female staff are found to be in charge of day-to-day operations or appointed to nominally leading positions, while their male counterparts hold the actual decision-making power. Along similar lines, it has been noted that women are sometimes reluctant to apply for such positions, which bear time-consuming responsibilities without additional remuneration.

Embedding the **gender dimension in research and education** also features among the key gaps in several roadmaps. Regarding research, the co-creation process uncovered a somewhat limited understanding, where the gender dimension is often misinterpreted merely as achieving balance in the gender composition of researchers. Beyond this, several IOs noted a scarcity of research theses that focus on gender within sports environments, including those addressing gender-based violence. In terms of teaching, identified gaps span both curriculum content and instructional and coaching methods. Observations varied from a complete absence of gender dimensions in the curricula, to the inclusion of gender-related topics that fail to specifically address sports, to methods of lecture delivery that unintentionally reinforce gender biases.

Gaps in the areas of **recruitment and career progression** were comparatively less prominent. In all cases, a framework of legal rules and institutional regulations dictates the procedures for recruitment and promotion of staff. While some IOs considered the presence of specific qualifications and the gender-balanced composition of recruitment committees sufficient to assure gender equality, others adopted a more critical stance. Notably, the latter pointed to the lack of gender-sensitive language in job postings as a significant oversight that hinders the creation of a more inclusive environment.

While the majority of IOs did not report significant gaps in **work-life balance and organisational culture** per se, a few noted challenges associated with returning from career breaks due to parental leave. These challenges include disconnection from the institutional environment, the absence of suitable replacements, and subsequent feelings of guilt. However, as detailed in the following section, the design of relevant Grounding Actions within their institutional roadmaps suggests a more complex reality. These issues appear to be interconnected with other identified gaps, such as the widespread recognition of entrenched gender stereotypes in the sports environment, including those related to gender-based violence. Additionally, concerns about organisational culture are examined through the lens of other thematic areas, such as the underrepresentation of women in leadership positions—a factor often perceived as a potential disruptor to work-life balance.

Overall, these gaps were observed, discussed, and addressed through the development of tailored Grounding Actions, which are now an essential part of the institutional roadmaps. However, this gap analysis also demonstrated that substantial work remains to ensure that the IOs' 4I-GEPs not only include concrete actions targeting gender-based violence and the other recommended areas, with the 4Is as crosscutting priorities, but also achieve a more comprehensive compliance with the mandatory elements and foster a deeper understanding of key gender equality concepts.

3.2 Recurrent themes

The Grounding Actions outlined in the institutional roadmaps are intricately designed to respond to the identified gaps, fine-tuned to the specific context of the IOs. Despite the varied institutional contexts among the IOs, a set of recurrent themes have emerged across the roadmaps, which are detailed in the section below.

Building fundamental knowledge on gender+ equality, particularly in sports. To promote a harmonised institutional understanding of gender equality, a standard awareness-raising Grounding Action focused on the clarification of gender+ equality and inequalities within the sports environment has been integrated into all the roadmaps as an initial action. In instances where the baseline understanding of appears to be lower, this has been split into two separate Grounding Actions to solidify the key concepts on gender equality before addressing sports-specific stereotypes. Additionally, actions aimed at enhancing the visibility of the GEP as a public document, planned in four roadmaps (UL, SUPES, GSTUPES, NSA), also align with this theme.

Increasing data collection on gender, including an intersectional approach. All organisations, except UNIBL, have incorporated a Grounding Action on data collection, differing in the methods, tools, and types of data to be gathered. UNIBL executed its data collection during the roadmap co-creation stage. NSA introduced two additional Grounding Actions on data collection, while other IOs (CU, LSU, and UVT) specifically focused on data related to gender-based violence and harassment.

Dedicating resources on the promotion of gender equality. Furthermore, all organisations are committed to dedicating or increasing institutional resources for gender equality through various actions. Three roadmaps (GSTUPES, SUPES, NSA) aim to establish a new institutional body with a mandate for gender equality. Four roadmaps (GSTUPES, SUPES, UVT, NSA) plan to revisit

resource distribution to develop a communication strategy specifically aimed at promoting gender equality within the institution and its local network.

Focus on gender-based violence. As gender-based violence is a core focus of the project, a second cross-cutting Grounding Action in all roadmaps emphasises awareness-raising on gender-based violence and sexual harassment in sports. To follow the development of a solid understanding of the essential concepts and the creation of internal policies or processes, the action is scheduled towards the end of most roadmap implementations. Additionally, five roadmaps (UL, UNIBL, UVT, GSTUPES, SUPES) include actions to establish or update internal procedures for handling gender-based violence cases.

Embedding gender in research and education. Gender in research and education also emerged as a significant theme among the implementing organisations. Four roadmaps (UNIBL, UL, CU, LSU) include Grounding Actions to embed the gender dimension in research, encouraging students and academics to explore gender-related topics and promote gender balance among researchers. An equal number of roadmaps (UNIBL, LSU, UVT, NSA) focus on incorporating gender discussions in teaching by revisiting module syllabi and updating curricula with gender-inclusive topics, themes, and tools.

Promoting work-life balance and organisational culture through interconnected priorities. Although few relevant gaps were explicitly identified, this element underpins several Grounding Actions. While only one action focuses exclusively on guidelines for a seamless return from career breaks, the theme features in four roadmaps (UL, NSA, CU, UNIBL) as intricately woven into actions across other areas, such as those promoting the use of gender-sensitive language alongside recruitment and career progression or those aiming to debunk gender stereotypes.

This comparative analysis of the roadmaps reveals that some thematic areas, despite being acknowledged, were not addressed with specific Grounding Actions (for instance, there are no Grounding Actions in promoting gender balance in leadership and decision-making). Nevertheless, all critical gaps related to the mandatory GEP elements, the integration of gender in sports contexts, and the efforts to combat gender-based violence, have been thoroughly tackled. This emphatically underscores that developing inclusive, innovative, intersectional, and impactful GEPs within the sports sector necessitates first establishing a robust foundation. Setting predefined standards without considering each organisation's starting point, and the local 'widening' context may lead to unrealistically high ambitions that overlook the substantial efforts required to build a stable base for promoting gender equality in these environments.

3.3 Main expected challenges

While the Grounding Actions are strategically designed to advance gender equality and lead to the development of 4I-GEPs, all organisations have foreseen that several challenges could obstruct the smooth implementation of these initiatives. To an important extent, these challenges echo the existing institutional gaps. Recognising potential roadblocks from the outset is vital, as it allows for the preparation of measures to overcome them promptly and effectively. The anticipated challenges, together with suggested mitigating measures, can be clustered as follows:

Lack of awareness/understanding: The most important challenge for all organisations was the lack of awareness/understanding of gender equality and its fundamental principles by different members of staff (e.g., senior management, academic, research and administrative staff) and students. With the help and support of the mentoring team, IOs understood the need to prioritise awareness-raising activities over other actions to ensure a solid understanding of key issues and concepts in gender equality and gender-based violence. As a result, a standard Grounding Action on awareness-raising activities on gender equality and inequalities in the sports environment was developed, which was integrated in all roadmaps.

Lack of engagement and participation: All organisations have acknowledged the possibility of low engagement rates in the roadmap's activities, attributed most importantly to lack of awareness of the topic, leading to the misunderstanding of its relevance and importance. Besides limited understanding, other contributing factors may include the general apathy towards trainings and workshops, limited time, and inadequate planning and recruitment efforts. Suggested solutions to increase participation include developing clear descriptions of the content and objectives of the workshops and panel discussions, using interactive and engaging formats, scheduling activities at convenient times, employing multiple communication channels accessible to all target groups, and offering incentives for participation (such as certificates or module credits) or, where possible, making the gender equality workshops obligatory (e.g. for freshly enrolled students).

Data collection: As the majority of IOs have incorporated a gender audit Grounding Action GA in their roadmaps, foreseeable challenges relate to insufficient data collection due to low interest or lack of trust among students and staff to express perceptions on gender equality or report incidents of gender-based violence, validity of the data due to latent biases of the researchers or the respondents, and issues in the design of the questionnaires regarding the number or formulation of questions on sensitive topics. Multifaceted solutions include ensuring the anonymity of respondents to encourage participation, establishing clear protocols for the support of victims based on confidentiality, and investing efforts in explaining the importance of the gender audit and increasing the capacity of staff and students to recognise unconscious bias and reject gender stereotypes in the sports environment.

Limited resources and expertise: All institutions admitted that limited human resources and work overload may hinder the successful implementation of their roadmaps. They have also highlighted difficulties in obtaining financial resources for organising campaigns and workshops, particularly when external expertise is required, and creating new internal bodies or positions with a gender equality mandate—especially relevant in most IOs with regard to the treatment of gender-based violence and sexual harassment incidents. Addressing these obstacles may require increasing internal expertise via specialised training sessions for academic staff and trust persons, requesting the redirection of tasks from senior management, and exploring collaborations with external stakeholders.

Organisational and external resistance: One of the key challenges emerging from the roadmaps is the internal resistance that the working groups' efforts may meet during the implementation of the Grounding Actions. This may translate into management's negation of the value of gender audits or reluctance to allocate funds for gender equality training, academic staff's reluctance to integrate gender dimensions into research or teaching, denial of cultural and linguistic stereotypes, and general resistance to adopting a positive attitude towards diversity and inclusion among university members. Beyond the institution, invited sports persons who have experienced gender-

based violence may also express reluctance to share their stories for fear of public exposure, negative reactions, or even retaliation. To mitigate these risks, the IOs place emphasis on continuous awareness-raising on a bilateral and collective basis regarding the importance of advancing gender equality and the communication of success stories and testimonials to reveal latent inequalities and empower academic community members to challenge traditional gender roles and integrate gender mainstreaming into their thinking.

Communication and legal/bureaucratic challenges: In several roadmaps, concerns have been raised regarding the effectiveness of traditional or existing communication tools, as well as the legal or regulatory constraints that may hurdle the establishment of new procedures. Some IOs acknowledge the former as a key challenge, integrating a separate Grounding Action on building a robust communication strategy to promote gender equality within their institution and to ensure external outreach. Others have considered employing diverse communication means and actively involving bodies directly representing specific target groups in the communication activities, such as the Student Union. With regard to legal issues, consulting with the legal department to navigate European and national legislation has been deemed necessary to create compliant internal processes.

These potential challenges, along with their corresponding mitigation measures, reflect the expectations at the co-design phase based on the gaps identified by the IOs and their current perceptions of their institutional context. However, these challenges are likely to change once the implementation of the roadmaps starts, as the launch of some Grounding Actions may generate new opportunities and new challenges. The successful implementation of the institutional roadmaps relies on the proactive adaptation of the implementation strategies in view of the constant anticipation of potential challenges. The Mentoring and Monitoring scheme is designed to assist the IOs in regularly reflecting on emerging opportunities, challenges, mitigation measures and strategies.

4. Conclusions

This deliverable outlines the development of institutional roadmaps within the SUPPORTER project, strategically designed to advance gender+ equality in sports higher education institutions, to culminate in the development of 4I-GEPs, with a particular emphasis on gender-based violence. These institutional roadmaps have been developed through an extensive, multi-stage participatory process, which has combined trainings and self-assessment exercises with consultations from experienced project partners and internal discussions with a variety of stakeholders. Hence, the institutional roadmaps are more than a set of activities: they are strategic frameworks, tailored to both the universal and unique opportunities and challenges faced by each implementing organisation, designed to ensure gender+ equality and to result in the formulation of 4I-GEPs which will shape new institutional practices in sports higher education, with a particular focus on gender-based violence.

Based on the work carried out thus far in SUPPORTER, including the institutional mapping, GEP self-assessment, training and mutual learning activities and the co-design of the roadmaps, , three key intersecting dimensions that shape the IOs context need to be considered: the 'widening' dimension, the sports ecosystem dimension, and the inter/intra institutional dimension. First, the 'widening' dimension. While there is heterogeneity and institutional differences among the IOs – some IOs may have robust policies and measures in place, others lag behind – there are often similar organisational and national socio-political barriers and resistances to inclusive and transformative gender equality policies. Second, the sports education (ecosystem) dimension. The sports ecosystem is still largely dominated by men, in particular in leadership positions. Combined with the highly competitive and gender-binary segregated environment and a focus on maintaining sports traditions and profitability, the sports ecosystem is not yet necessarily well-equipped for inclusive and intersectional approaches and may itself increase gendered inequalities and the risk of gender-based violence. Hence, it has been absolutely essential for the IOs to build core stakeholder groups and include awareness raising on these issues in their roadmaps. Third, the institutional dimension. There are different understandings and levels of engagement and advancement in gender equality policies and practices. Institutional differences within the IOs require consideration. Knowledge and awareness of, as well as resistances to, gender equality differ significantly across faculties and institutions. Hence, tailored approaches are essential when designing and implementing the institutional roadmaps in order to address these specific challenges and opportunities encountered by each institution, taking into consideration their unique contexts.

The results of the analysis of this process and the roadmaps demonstrate an urgent need to further support the understanding of gender equality key concepts and the strengthening of the baseline elements and mandatory requirements of the existing institutional GEPs, in order to pave the way for the development of inclusive, innovative, intersectional and impactful GEPs. This will be done by adapting the SUPPORTER's Capacity Building Scheme to address the identified gaps (tailored training sessions and mutual learning events) and support the implementation of the roadmaps (mentoring and monitoring events). In other words, despite the individual character of the roadmaps, the IOs are not isolated in their efforts. Through ongoing tailored support from the core team and enriching training and mutual learning activities, the implementation of the roadmaps is continuously reinforced by shared experiences and inspiring practices from varied institutional contexts. In response to advanced learnings and evolving opportunities and challenges along the

way, the IOs will continue to refine and adjust the roadmaps throughout their lifecycle, ensuring their successful implementation and the sustainability of their outcomes.

The outcomes and learnings from the implementation process will be captured in D4.2, together with the outline of the post-project phase(s) of the roadmaps, including the 4I-GEPs, the main outputs of the SUPPORTER project.

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Annex 1 – University of Banja Luka, Faculty of Physical Education and Sport (UNIBL)

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The organisation

The University of Banja Luka is the largest University in the Republic of Srpska. UNIBL consists of 18 organisational units and one of them is Faculty of Physical Education and Sport (hereinafter: faculty). Studies at the Faculty are organised at two levels (bachelor and master) in sport science and in physical education and sports. All legal documents and policies passed at the University level are applied at the Faculty level. The Faculty has several additional internal policies and procedures, specifically adjusted for sports (such as Rulebook on Studying under the Special Conditions, Rulebook on Entrance Exam).

Gender equality in UNIBL

Mandatory process-related elements

a. Public document

GEP at the University of Banja Luka (UNIBL) has been signed by the Rector of the University and adopted by the Senate. It is a public document available in local language and English language version published at the [website of the UNIBL](). Upon its adoption, information and the link to GEP has been sent to all the university staff through the mailing list.

At the moment, the Faculty of Physical Education and Sports (FFVS) does not have its own GEP and is relying upon the general GEP (not tailored to sports) at the level of UNIBL.

b. Data collection and monitoring

At the university level, prior to the adoption of GEP, gender-related data and background information have been collected and presented in the document "[Analysis accompanying the Gender Equality Plan at the University of Banja Luka 2022-2026]()". Several tools were used in collecting the data as pre-activity in creating the GEP (for qualitative data, an adjusted interview guide based on the Sample interview protocol: Women in Academia and Research from the SAGE project's Primary data collection tools were used, and for quantitative data PLOTINA tool was used). The quantitative data at the University level are collected from different offices across the UNIBL (financial department, legal department and University Computer Centre) and are monitored on an annual basis as part of the annual report on the implementation of the GEP. The table below is an illustration of the current numbers at the university level.

University level (Academic 2022/2023):

Category (e.g. students, academic staff, administrative staff, management, etc)	Women (%)	Men (%)	Other (%), if applicable
Students	63.63%	36.37%	-
Academic staff	45.48%	50.52%	-
Administrative staff	48.94%	51.06%	-
Management	35.8%	64.8%	-

At the level of the Faculty of Physical Education and Sports, for the purpose of the elaboration of this Roadmap, gender disaggregated data was collected from the Faculty's Administrative Sector as shown in the table below. Furthermore, focus group interviews were conducted with three separate groups: students, administrative staff and academic staff (questions used to guide the focus group interviews are attached in this roadmap).

Faculty level:

Category (e.g. students, academic staff, administrative staff, management, etc)	Women (%)	Men (%)	Other (%), if applicable
Students	35%	65%	-
Academic staff	21%	79%	-
Administrative staff	77%	23%	-
Management	0%	100%	-

c. Dedicated resources and gender expertise

At the University level there are several resources dedicated: 1) Gender Equality Advisory Board established as well as focal points and teams at the university faculties/Institute for Genetic Resources; 2) funds from other EC projects than SUPPORTER dedicated, as well as national project and projects funded by foreign embassies (such as UNIGEM which is funded by the British Embassy in Sarajevo); 3) staff-time for GEP-related activities earmarked on ad-hoc basis.

At the Faculty of Physical Education and Sports there is a focal point appointed for monitoring and collecting the gender equality relevant data. In addition to that, a team for promotion of gender equality has been established through the SUPPORTER project. The faculty has no specific budget allocated for gender equality and mainstreaming activities. However, since the beginning of SUPPORTER, the Faculty managed to attract additional grant funds for scientific research in the field of gender equality in sport from the Ministry of Civil Affairs of Bosnia and Herzegovina, and from Ministry for Scientific and Technological Development and Higher Education of the Republic of Srpska.

d. Training and awareness-raising

At the university level, a series of workshops has been organised so far for academic and administrative staff, as well as for students focusing on different aspects of gender equality (from integration of gender dimension in research and teaching to gender sensitive language). In addition

to that, focal points at faculties/Institute have been provided with access to the online training modules through the UNIGEM project.

The SUPPORTER members took part in workshops and training organised at the University. Although offered, no students or staff from the faculty took part. Also, no specific awareness-raising and training activities have been organised so far at the faculty level. However, during the preparation of this Roadmap, three focus group interviews were conducted with: students, administrative and academic staff, with all levels and positions engaged. After analysing the interviews, large disparities in the basic understanding of key concepts of gender equality were discovered.

Recommended thematic elements

a. Work-life balance and organisational culture

As mentioned earlier, the faculty follows and adheres to all rules and regulations at the university level, entity (Republic of Srpska) and state level. The entire analysis of legal documents at the Republic of Srpska and state level is available in the UNIBL Gender Equality Analysis document which also emphasises the specific organisational culture which is true also for the faculty level: *"The gender audit shows that work-life balance is becoming hard to maintain, particularly for employees at leadership and decision-making positions and for those with parental (particularly maternal) obligations. This is to a certain extent due to the increased workload, without additional support measures provided by the institution. Furthermore, the rigidity of the system preventing the flexibility in terms of temporary engagement of suitable replacement when s/he is on maternity/paternity leave increases, often not immediately visible, conflicts at the departmental/faculty level. Thus, there is a need for finding a proper solution to the question of suitable replacement for the duration of one's maternity/paternity leave, without at the same time endangering one's position at the faculty/university. Resolving this issue calls for a wider action at the university level that would engage also the policy makers and cannot be part of the Gender Equality Plan as such, as it also means the development of a more comprehensive human resources strategy. Furthermore, for female employees who take maternity leave there is an increased pressure in the form of the production of guilt for being absent from work for one year or more. This is part of the informal atmosphere produced within certain faculties and departments, but it also represents embedded organisational culture. Thus, it should be remedied through educational sessions focusing on work-life balance issues, workshops related to ensuring the support among the colleagues instead of production of guilt, sensitising and raising awareness on gender-relevant issues directed towards changing the current organisational culture."*[1]

At the faculty level, a specifically identified challenge is the complete absence of communication at the department and management level towards the person on a longer absence leave (particularly maternity leave) in terms of the changes within the Faculty which might affect their position, responsibility, workload etc.

b. Gender balance in leadership and decision-making

At the moment, at the Faculty level there is overrepresentation of men at top positions of power (dean and vice-deans are all men). Out of five heads of departments two are women. Although

women are encouraged to take up the positions as heads of departments, it has to be emphasised that those positions, for both genders, are not additionally paid or anyhow valued or taken as part of the career progression criteria. On top of that, being head of department brings about additional workload. Head of administration (Secretary General of the Faculty) is female. Here, it should be noted that for the administrative sector (head of student administration, technical secretary and secretary general of the faculty), the university level (Office of the Vice-Rector for Human and Material Resources) is mostly in charge for appointment of the heads within the administrative sector.

c. Gender equality in recruitment and career progression

The usual recruitment procedures for academic staff are following the general legal rules and university rules and procedures (which are the same for all faculties) and are as follows: the department initiates the procedure for opening up the vacancy for new academic staff based on the needs of department, the Scientific and Teaching Council of the Faculty approves the initiative of the department and forwards it for further approval by the Senate of the University. Once the Senate approves, the vacancy is publicly announced/published and all interested candidates, who fulfil the legal and additional requirements, can apply. The key academic criteria that the Commission for Selection of the Candidates (experts appointed by the Scientific and Teaching Council of the Faculty) looks at for the selection of the best candidate is the combination of grades, papers published, and other achievements in line with the Ministry and university rules and procedures. The same logic applies for career progression. The Commission, composed of appropriate experts, evaluates the candidate references, and makes the proposal of the best candidate to the Scientific and Teaching Council. After approval of the Council the final decision is made by the University Senate.

d. Integration of the gender dimension into research and teaching content

The teaching content at the faculty, depending on the courses, in its practical part (exercises) considers sex specific physiological characteristics when setting up mandatory physical norms for each sex. Based on the results of a focus group with academic staff, it was noted that the selection of sports representatives is based on their achievements irrelevant of their gender; at the same time, students' perception is that they listen more about sportsmen than sportswomen in class. It is suggested that the reason for that is not the biases of the professor, but rather the general (global) culture where male athletes are more represented in popular media and their achievements and competitions are more promoted.

At the same time, due to specifics of the field (e.g. sport studies) gender dimension in research content is taken into serious consideration for all research outputs from the faculty.

e. Measures against gender-based violence, including sexual harassment

The University has adopted Guidelines for the Prevention of Sexual Harassment and Gender-Based Violence at UNIBL and accompanying e-brochure has been developed by Gender Equality Advisory Board members. Based on the Guidelines, the University has appointed the Advisor for the implementation of Guidelines and his/her assistant who oversee the procedures once the GBV has been reported and for keeping the records (sealed). Regarding the specific actions, based on the the UNIBL GEP, series of workshops and raising awareness events targeting students and staff

have been organised addressing the gender-based violence including sexual harassment. One of the regular annual initiatives is a set of events and activities during the "16 Days of Activism against Gender-Based Violence" campaign that the University organises through the Gender Equality Advisory Board (supported by UNIGEM project).

At the faculty level, there have not been any specific activities beyond the ones organised at the university level thus far. The SUPPORTER project team has used the opportunity to present the Guidelines and e-brochure to the focus group participants after the focus groups with students and staff organised for the purpose of Roadmap development. During the focus group with students, some of the students reported incidents of gender-based and sexual harassment that they have witnessed or have heard of but have not reported.

Roadmap towards the development of a 4I-GEP

The context

The main purpose of the GEP is to provide a supportive, gender-inclusive environment for all students and staff at faculty and institutional level by:
- Raising awareness on gender equality in sport
- Embedding gender dimension into teaching and learning content
- Addressing gender-based violence and sexual harassment in sports environment

Aims and Objectives

Overall aim: To build up a gender-supportive and zero-tolerance towards GBV environment in the sports context.

Objectives:
1) Raise awareness and understanding of gender issues, stereotypes and biases in the sport environment
2) Increase awareness on gender-based violence, including sexual harassment among staff and students
3) Ensure sustainability of actions by setting measurable goals and tracking progress, assessing the impact of gender equality initiatives at the Faculty.

Structure of the roadmap

Period of implementation	*Grounding actions/Action lines*	*GEP element*
PROJECT PERIOD	*GA1 – Raising awareness on gender equality in sports environments*	Training Work-life balance and organisational culture

		Gender balance in decision making
	GA 2 – Development of the Guidelines for Provision of support during and after the career break	Work-life balance and organisational culture
	GA3 – Training on embedding gender dimension into research and teaching content	Training Gender dimension into research and teaching
	GA4 – Establishing a support system at the Faculty level	Training Measures against GBV
	GA5 – Sharing knowledge on GBV and sexual harassment in sports environment	Training Measures against GBV
4I-GEP IMPLEMENTATION PERIOD	To be developed at the end of the SUPPORTER project, based on the lessons learnt from the roadmaps and the newly developed 4I-GEP of the institution.	
SUSTAINABILITY PERIOD		

The Grounding Actions

A set of 5 Grounding Actions are envisaged to achieve the purposes of this roadmap and pave the way towards the development of a new, 4I-GEP, which will be sports-specific and place emphasis on addressing gender-based violence and sexual harassment. Each of these dimensions is comprehensively addressed by the different actions comprising the roadmap, as depicted in the following table.

Dimension	GA1	GA2	GA3	GA4	GA5
Intersectional	x	x	x	x	x
Innovative	x	x	x	x	x
Inclusive	x	x	x	x	x
Impactful	x	x	x	x	x
Tailored to sports	x		x	x	x

GA1 – Raising awareness on gender equality in sports environments

GA1 is focused on awareness-raising activities on gender equality and understanding of gender issues, stereotypes and biases in the academic sport environment.

a. GEP element

Mandatory: Training and awareness-raising
Thematic: Work-life balance and organisational culture; Gender balance in leadership and decision making

b. Objectives

Results of the focus groups discussions conducted at the Faculty in preparation of the Roadmap have shown that the level of understanding and knowledge of gender equality in sports environments and institutions, particularly within the administrative staff is at low level. Thus, through GA1 we aim to address the identified gap in knowledge and understanding of key gender equality concepts in sport, as well as to establish the preconditions for more supportive organisational culture, and thus contribute to the specific objective *1) Raise awareness and understanding of gender issues, stereotypes and biases in sport environment.*

c. Implementation plan

The main goal of this activity is to raise awareness on gender equality in sports environments and institutions, particularly within the academic setting. The activity is organised through thematic workshops and panel discussions targeting gender equality in sports – key concepts, unconscious bias and how to tackle them in sports. The panel discussions should raise questions about stereotypes, different experiences and (non)existing meritocracy when it comes to women in leadership, competitive or other contributions to the sports environment. One of the expected outcomes of organising such panel discussion is to inspire students and staff of the Faculty to think critically about the current challenges that different genders face depending on their sport discipline. For example, some sports are stereotyped as being for "particular gender" only (e.g., female football players or male gymnast), or working position that can be perceived as more masculine or feminine. The activity can be implemented in collaboration with sports organisations/institutions/associations. Monitoring and evaluation of the effectiveness of the organised activities will be done through pre- and post- workshop questionnaires focusing on measurement of knowledge of participants on the thematic subject covered by the workshops, as well as through evaluation of the structure and organisation of the workshops.

1) Selecting the presentation topics and design of panel discussion
2) Setting up external panellist members
3) Developing a pre/post workshop/panel discussion questionnaire
4) Organisation of workshop/panel discussion events (students/staff)

Success criteria (KPIs):

- Two workshops/panel discussions organised (one for staff and one for students)
- At least 12 participants of academic staff and 25 of students per workshop gathered.
- Increased knowledge on gender equality and unconscious bias among staff and students.

Implementing team: SUPPORTER project team at the Faculty (with support, when needed, from the UNIBL Gender Equality Advisory Board and Student Union).

Resources needed: external panellists (athletes, trainers, sport managers), external expert advice, particularly for unconscious bias workshops (*sought externally either through SUPPORTER network, or University Gender Equality Advisory Board network)*; classroom (*available internally);* funds for covering the costs of engaging external experts.

d. Stakeholders involved

GA1		
Implementation	Internal stakeholders	External stakeholders
Co-producing	Involved: SUPPORTER project team	Involved: External experts (co-creation of workshop content), athletes, trainers
Only consulting	Approached: Gender Equality Advisory Board	Approached: sport organisations, academic sports institutions
Only informing	Approached: students, staff	Approached: sport organisations

e. Potential obstacles

Obstacles	Mitigation measures
- Reluctance of students or staff to attend the workshops due to misunderstanding of the topics. - Difficulties in attracting successful athletes, sport managers or trainers to talk at the panel discussion. - Lack of interest in participating in workshops.	- Developing (and communicating) clear description of the content and objectives of the workshops and panel discussion. - Using the existing networks and connections with sport organisations and associations, in finding the right panellists. - Providing incentives in the form of extra points for certain courses (for students).

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline

1. Selecting the presentation topics and design of panel discussion	Project team Teaching staff Students	Topics and design of panel discussion decided	Team and participants' time External expert advice	March 2024
2. Setting up external panellist members	Project team SUPPORTER experienced partners Athletes Managers Trainers Students Teaching staff	The external panellist list per workshops defined A moderator selected	Team and participants' time External expert advice	April 2024
3. Developing a pre/ post workshop/panel discussion questionnaire	Project team External experts	The questionnaire for evaluation of the effectiveness of the organised workshops/panel discussion adopted.	Team and participants' time External expert advice	April 2024
4. Organisation of workshop/panel discussion events (students/staff)	Project team External experts	Two workshops / panel discussions organised (one for staff and one for students) At least 12 participants of academic staff and 25 students per workshop gathered Increased knowledge on gender equality and unconscious bias among staff and students	External expert advice External panellists Moderator Classroom Funds for covering the costs of engaging external expert	May - November 2024

GA2 – Development of Guidelines for provision of support during and after the career break

During the gender audit conducted both at the university level (in preparation of UNIBL GEP), but also at the Faculty level (in preparation of the Roadmap) we have identified that apart from relying upon the existing legal framework regarding sick leave, parental leave and extended leave for the care for children, or other (justified) absences from work, we should also provide more support to the person on a longer absence leave (particularly maternity leave). This should be done especially with regard to any changes within the faculty which might affect their position, responsibility, workload etc. GA2 is focused on providing support to work-life balance for the faculty staff.

a. GEP element

Mandatory: Dedicated resources
Thematic: Work-life balance and organisational culture

b. Objectives

The main goal of this action is to ensure that all staff, and in particular academic staff, has sufficient support during and after career breaks such as long-term illness, parental leave, care-duties that prevent them from actively engaging for longer periods (more than 15 days), etc.

c. Implementation plan

The action covers activities focusing on development of Guidelines for Provision of Support during and after the Career Break, including:

1) establishing a team for development of Guidelines,
2) drafting the Guidelines,
3) discussing the Guidelines with the staff and receiving feedback,
4) adoption of Guidelines by the Faculty management.

Success criteria:
Guidelines for Provision of Support during and after the Career Break developed and adopted.
Implementing team: SUPPORTER project team at the Faculty, Secretary General of the Faculty, Union president.

Resources needed: internal resources = staff, including Secretary General of the Faculty (legal background), Faculty management, gender equality experts.

d. Stakeholders involved

GA 2		
Implementation	Internal stakeholders	External stakeholders
Co-producing	Involved: SUPPORTER project team, Secretary General of the Faculty	//

	Approached: staff (discussing the draft)	
Only consulting	Approached: Gender Equality Advisory Board, Legal Department of the University	//
Only informing	Approached: staff	//

e. Potential obstacles

Obstacles	Mitigation measures
None.	None.

f. Timeline

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*
1. Establishing a team for development of the Guidelines for provision of support	Project team Secretary General of the Faculty Union president	List of working team members and their role in draft development	Internal resources = staff, including Secretary General of the Faculty (legal background) Faculty management	March 2024
2. Drafting the Guidelines for provision of support	Project team Secretary General of the Faculty Union president	Consultation meetings	Gender equality experts	April - May 2024
3. Discussing the Guidelines with the staff and receiving feedback	Project team Secretary General of the Faculty Union president Staff	Updating drafts and creating final proposal	Internal resources = staff, including Secretary General of the Faculty (legal background) Faculty management	June 2024

4. Adoption of the Guidelines by the Faculty management	Faculty management	The Guidelines adopted	Faculty management	July 2024
5. Presentation of the Guidelines to the staff	Project team Faculty management	Launch of the Guidelines (providing information via Faculty´s social networks and communication channels)	Faculty's communication officer	September 2024

GA3 – Training on embedding the gender dimension into research and teaching content

GA3 is focused on training activities on embedding gender dimension into research and teaching content in sport studies at the Faculty through organising workshops and supporting development of research projects with integrated gender dimension.

a. GEP element

Mandatory: Training and awareness-raising
Thematic: Integration of the gender dimension into research and teaching content

b. Objectives

Although some courses have integrated the gender dimension (due to the nature of the subject), there is still an evident gap in the approaches used in teaching (as perceived by students) when it comes to certain aspects of gender dimension in sports. GA3 aims at bringing the integration of gender dimension in teaching and research content to a higher level through dedicated discussions, workshops and support provided to embedding gender dimension in research. GA3 is contributing to the achievement of the specific objective *1) Training on* embedding gender dimension into research and teaching content.

c. Implementation plan

The main goal of this activity is to train Faculty staff and students on how to recognise and embed gender dimension in their research and teaching content. The activity is organised through two thematic approaches targeting: a) gender dimension in teaching content in sport science, b) gender dimension in research in sport science. The aim of this training is to motivate teaching staff to embed gender dimension into their curriculum frame and to be more proactive in gender equality related initiatives and project applications tailored to sports. Although there are research projects and also diploma and master theses that are taking into account gender dimension, this action aims at encouraging even more engagement in this regard both at the level of students, e.g. while

developing their diploma and master theses research or doing their seminar papers integrating the gender dimension in sports, or engaging them in activities during the 16 Days of Activism campaign where they can deliver presentations on particular topics relevant to gender equality in sports. Similarly, at the level of researchers the action will encourage engagement in and development of research projects with integrated gender dimension.

Monitoring and evaluation of the effectiveness of the organised workshops will be done through pre- and post- workshop questionnaires focusing on measurement of knowledge of participants on the thematic subject covered by the workshops, as well as through evaluation of the structure and organisation of the workshops.

1) Establishing proactive network (Supporter member team/staff/students) for embedding gender dimension into presentations, seminars, diploma or master thesis
2) Creating the teaching content of workshop and selecting the workshops methodology
3) Developing a pre/post workshop questionnaire
4) Organising workshops (one for staff and one for students)

Success criteria:

- Two workshops organised (one for teaching staff and one for students)
- At least 10 participants of teaching staff and 25 students per workshop gathered.
- At least five presentations, seminars, diploma, master thesis theses per academic year integrated gender dimension
- More than three research projects applications focusing on gender equality in sports submitted by 2026
- At least two research projects implemented focusing on gender equality in sports by 2026
- Increased knowledge on integrating the gender dimension into research and teaching content.

Implementing team: SUPPORTER project team at the Faculty (with support, when needed, from the UNIBL Gender Equality Advisory Board and SUPPORTER project experienced organisations), teaching staff.

Resources needed: external expert advice (*sought externally either through SUPPORTER network, or University Gender Equality Advisory Board network)*; classroom (*available internally);* funds for covering the costs of engaging external experts.

d. Stakeholders involved

GA 3		
Implementation	Internal stakeholders	External stakeholders
Co-producing	Involved: SUPPORTER project team	Involved: Athletes and trainers; external experts (co-creation of workshop content)

Only consulting	Approached: Gender Equality Advisory Board	Approached: sports organisations; Supporter experienced partners
Only informing	Approached: students, staff	//

e. Potential obstacles

Obstacles	Mitigation measures
● Reluctance of staff and students to attend the workshops due to misunderstanding of the topics ● Professors not providing support for students' seminar papers, diploma or master thesis to integrate gender dimension due to misunderstanding of the key concepts of gender equality and gender dimension in research and their applicability for their subject.	● Developing (and communicating) clear description of the content and objectives of the workshops. ● Providing training and workshops, clarifying the key concepts of gender equality and gender dimension in research and their applicability in different subjects.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Establishing proactive network (Supporter member team/staff/students) for embedding gender dimension into presentations, seminars, diploma or master thesis	SUPPORTER project team Teaching staff Students	At least five presentations, seminars, diploma, or master theses per academic year with integrated gender dimension More than three research projects applications focusing on gender equality in sports submitted by 2026 At least two research projects implemented focusing on gender	Student and staff time Classroom	April 2024 - June 2025

		equality in sports by 2026		
2. Creating the teaching content of workshop and selecting the workshops methodology	Project team Gender equality advisory board	The teaching topics and methodology of workshops defined Prepared content for two events	External expert advice Classroom	October - November 2024
3. Developing a pre/ post workshop questionnaire	Project team External experts	The questionnaire for evaluation of the effectiveness of the organised workshops adopted	External expert advice Classroom Funds for covering the costs of engaging external expert	February 2025
4. Organising workshops (one for staff and one for students)	Project team Teaching staff Students	Two workshops organised At least 10 participants of teaching staff and 25 students per workshop gathered Increased knowledge on integrating the gender dimension into research and teaching content	Funding for research projects	March - May 2025

GA4 – Establishing a support system at the Faculty level

GA4 is focused on establishing support provision activities on preventing and combating gender-based violence and sexual harassment (GBV and SH) both at the Faculty and in sport in general through establishing support system at the Faculty in cases of GBV and SH, as well as through providing training on GBV and SH in sports environment.

a. GEP element

Mandatory: Training and awareness-raising
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

There is a low level of awareness of existence of the UNIBL Guidelines for the Prevention of Gender-Based Violence and Sexual Harassment among students and staff. In addition to that, students reported during the focus group that they have either witnessed or heard of such incidents (both on horizontal or vertical level) but have not reported further due to lack of knowledge on whom to approach or report to, or due to mistrust in the process and system in general (on a broader societal level). There is an evident need for further actions towards raising awareness on GBV and sexual harassment, as well as establishing support system in cases of such incidents.

c. Implementation plan

This activity is dedicated to establishing a sustainable support system at the Faculty level for cases of GBV and sexual harassment providing a contact point (persons of trust) at the Faculty who will be in charge of 1) be the first contact for reporting GBV and SH incidents at the Faculty and 3) provide further support to victims of GBV and SH. The activity is divided into several sub-activities:

1) Appointing the persons of trust,
2) Training for person of trust,
3) Establishing a procedure for reporting GBV and SH at the Faculty level - elaboration of proposal,
4) Adoption of procedures for reporting GBV and SH at the Faculty level.

Success criteria:

- Person of trust appointed.
- Procedure for reporting GBV and SH established.
- Person of trust participated in at least two training sessions.

Implementing team: Management of the Faculty, Secretary General, appointed person of trust.

Resources needed: internal resources – staff; external expert advice (*sought externally either through SUPPORTER network, or University Gender Equality Advisory Board network)*.

d. Stakeholders involved

GA4		
Implementation	Internal stakeholders	External stakeholders
Co-producing	Involved: Management of the Faculty, Secretary General, appointed person of trust	//
Only consulting	Involved: Gender Equality Advisory Board at UNIBL	Approached: SUPPORTER experienced partners
Only informing	Approached: students, staff	//

e. Potential obstacles

Obstacles	Mitigation measures
● Person of trust having low level of knowledge and skills how to deal with cases of GBV and SH ● Lack of trust of students and staff to approach and report incidents.	● Enabling continuous training and skills development for person of trust. ● Continuous training, internal communication, informing of students and staff by the person of trust and Faculty management.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Appointing the persons of trust	Management of the Faculty Secretary General Appointed person of trust	Persons of trust appointed	Internal resources – staff External expert advice	April 2024
2. Training for person of trust	Project team	Person of trust participated in at least 2 training sessions	Internal resources – staff External expert advice	May - November 2024
3. Establishing a procedure for reporting GBV and SH at the Faculty level -elaboration of proposal	Management of the Faculty Secretary General Appointed person of trust Gender equality advisory board Project team	Proposal for the procedure for reporting GBV and SH elaborated.	Internal resources – staff	March 2025
4. Adoption of procedures for reporting GBV and SH at the Faculty level	Management of the Faculty	Procedure for reporting GBV and SH established	Internal resources – staff	June 2025

GA5 – Sharing knowledge on GBV and sexual harassment in sports environment

Based on the very low acknowledgement regarding this issue among academic staff and student at the Faculty there is an evident need for further actions towards raising awareness on GBV and sexual harassment. This GA develops and implements awareness-raising activities on GBV and sexual harassment in sport environment and promote existing achievements from university level.

a. GEP element

Mandatory: Training
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

The main goal of this activity is to share knowledge to students and Faculty staff on how to recognise and act upon gender-based violence and sexual harassment in sports environment and in general. It entails regular training for staff and students during the academic year, as well as obligatory introduction workshop at the beginning of academic year for freshly enrolled students where they will be introduced with the Guidelines for prevention of GBV and SH as well as with the procedures established at the Faculty including the person of trust.

c. Implementation plan

The following activities will be carried out to implement this GA: a) promotion of existing Guidelines for prevention of GBV and SH adopted at university level, and b) sharing knowledge to students and staff how to recognise GBV and SH in the sports environment.

1) Selection of experts for promotion of the Guidelines and raising activities
2) Promotion of the Guidelines for prevention of GBV and SH and raising awareness workshop

Success criteria:

- One training events organised for staff and for students
- One introduction workshop organised for freshly enrolled students
- At least 12 participants of academic staff and 25 students per workshop gathered.
- At least 20 freshly enrolled students passed through the obligatory workshop.
- Increased knowledge of students and staff on GBV and SH in the sports environment, as well as on procedures and steps to follow in cases of GBV and SH.

Implementing team: SUPPORTER project team at the Faculty (with support, when needed, from the UNIBL Gender Equality Advisory Board and SUPPORTER project experienced organisations).

Resources needed: external expert advice (*sought externally either through SUPPORTER network, or University Gender Equality Advisory Board network)*; classroom (*available internally);* funds for covering the costs of engaging external experts.

d. Stakeholders involved

GA5

Implementation	Internal stakeholders	External stakeholders
Co-producing	Involved: Faculty management, appointed person of trust, SUPPORTER project team at the Faculty	Involved: External experts (co-creation of training content)
Only consulting	Approached: Gender Equality Advisory Board	Approached: SUPPORTER experienced partners
Only informing	Approached: students, staff	//

e. Potential obstacles

Obstacles	Mitigation measures
● Reluctance of staff and students to attend the training and workshops	● Developing (and communicating) clear description of the content and objectives of the training and workshops ● For freshly enrolled students -making the workshop obligatory as the first introductory class at the beginning of academic year.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Selection of experts for promotion of the Guidelines and raising activities	Project team Gender equality advisory board Appointed person of trust	List of lecturers defined	External expert advice	October 2024

| 2. Promotion of the Guidelines for prevention of GBV and SH and raising awareness workshop | Vice-dean for human resources External experts Project team | One training event organised for staff and for students One introduction workshop organised for freshly enrolled students At least 12 participants of academic staff and 25 students per workshop gathered At least 20 freshly enrolled students passed through the obligatory workshop Increased knowledge of students and staff on GBV and SH in sport environment, as well as on procedures and steps to follow in cases of GBV and SH. | Funds for covering the costs of engaging external expert Classroom | December 2024 |

General timeline

Focus group questionnaires

<u>Questions for teaching staff -</u> number of participants: 6 (3 full professors, 2 associate professors, 1 senior teaching assistant - 4 males and 2 females)

1. How would you define gender equality?

2. In your opinion, how important is gender equality at the faculty?

3. Are you aware of the programs or initiatives that promote gender equality at the university and faculty?

4. In your opinion, are there fewer women represented in high positions at the university and why?

5. Do you think there is gender inequality in the distribution of responsibilities or opportunities for advancement in management structures at the faculty?

6. Do you think there is gender inequality in access to resources at the faculty, for example in relation to salary, teaching burden, involvement in commissions, or absence from the workplace (not related to vacation)?

7. Have you personally experienced or witnessed any of the above-mentioned inequalities?

8. In your opinion, is there gender discrimination in the daily interaction among teaching staff?

9. In your opinion, is there gender discrimination in the daily interaction between teaching and administrative staff?

10. How would you describe the working arrangement at Faculty (flexible, rigid), i.e. do the current working arrangements meet the needs of the staff?

11. In the context of the existing work arrangement, do the teaching staff have equal opportunities to establish a balance between work and private life, regardless of whether they are men or women?

12. Do women and men face different problems in balancing work and private life?

13. Is it equally easy / difficult regardless of gender to achieve advancement in academic careers?

14. Are examples of male and female sportspersons in achievements, research and literature equally represented in the teaching content?

15. Do the teaching materials challenge stereotypes and encourage critical thinking?

16. Are the physiological characteristics of male and female students taken into account in teaching content?

17. How would you define sexual or gender-based harassment or violence?

18. Have you experienced, or do you know that others have experienced, sexual or gender-based harassment or violence at the faculty (here we mean either between male and female students or between teaching / non-teaching staff and male and female students)?

19. What do you think should / could be done from specific activities at the faculty in order to improve the situation in terms of gender equality?

20. Would you support or participate in initiatives that promote gender equality at the faculty?

Questions for students - number of participants: 12 (10 bachelor and 2 master students - 6 females and 6 males)

1. How would you define gender equality?

2. In your opinion, how important is gender equality at the faculty?

3. Are you aware of the programs or initiatives that promote gender equality at the university and faculty?

4. In your opinion, why is there a lower representation of female students compared to male students at the faculties of physical education and sports?

5. When selecting student representatives, do you prioritise the competencies of the candidates or their gender?

6. Does the teaching staff have equal access to all students at the faculty, regarding practical exercises, assessment, involvement in additional activities, regardless of their gender?

7. Are examples of male and female sportspersons in achievements, research and literature equally represented in the teaching content?

8. Do the teaching materials challenge stereotypes and encourage critical thinking?

9. Are the physiological characteristics of male and female students taken into account in the teaching content?

10. Do you think gender makes any difference in the day-to-day interaction between students?

11. How would you define sexual or gender-based harassment or violence?

12. Have you experienced, or do you know others have experienced, sexual or gender-based harassment or violence at the faculty (here we mean either between male and female students or between teaching/non-teaching staff and male and female students)?

13. What do you think should / could be done from specific activities at the faculty in order to improve the situation in terms of gender equality?

14. Would you support or participate in initiatives that promote gender equality at the faculty?

Questions for administrative staff - number of participants: 8 (secretary general, secretary/Union representative, genitor, head of sport facilities, courier, head of student service – 4 females and 4 males)

1. How would you define gender equality?

2. In your opinion, how important is gender equality at the faculty?

3. Are you aware of the programs or initiatives that promote gender equality at the university and faculty?

4. In your opinion, are there fewer women represented in high positions at the university and why?

5. In your opinion, is there gender discrimination in daily interactions among non-teaching staff?

6. In your opinion, is there gender discrimination in the daily interaction between teaching and administrative staff?

7. Do you think there is gender inequality in the distribution of responsibilities or opportunities for advancement in the workplace at the faculty?

8. How would you describe the working arrangement at the faculty (flexible, rigid), i.e. do the current working arrangements meet the needs of the staff?

9. In the context of the existing work arrangement, do non-teaching staff have equal opportunities to establish a balance between work and private life, regardless of whether they are men or women?

10. Do women and men face different problems in balancing work and private life?

11. How would you define sexual or gender-based harassment or violence?

12. Have you experienced, or do you know others have experienced, sexual or gender-based harassment or violence at the faculty (here we mean either between male and female students or between teaching/non-teaching staff and male and female students)?

13. What do you think should / could be done from specific activities at the faculty in order to improve the situation in terms of gender equality?

14. Would you support or participate in initiatives that promote gender equality at the faculty?

Annex 2 – University of Ljubljana, Faculty of sport (UL)

Authors: Katjuša Radinović, Maša Janeš, Maja Dolenc

The organisation

The University of Ljubljana, Faculty of Sport, located in Ljubljana, Slovenia is one of the 26 members of University of Ljubljana. It specialises in academic programs and research in sports science, kinesiology, physical education, offering undergraduate, postgraduate, and doctoral programs. The faculty engages in research projects, collaborates with sports organisations, and promotes academic advancements in the field.

Gender equality in UL

Mandatory process-related elements

a. Public document

Our Gender Equality Plan (GEP) at the University of Ljubljana, is currently not signed, but it has been formally adopted at the University of Ljubljana level. Details about the plan, including information about signatories, can be found on the official website of the university:

Enakost_spolov_nacrt_enakosti_spolov_UL_2022_2027.pdf (uni-lj.si)

Notification of the adoption of the Gender Equality Plan has been communicated to all employees at the University of Ljubljana.

b. Data collection and monitoring

There is no specific information about the gender-related data collection, indicators, and monitoring practices at the University of Ljubljana.

c. Dedicated resources and gender expertise

There is no specific information about the University of Ljubljana dedicated resources for the promotion of gender equality, however UL has established a team as a focal point for gender equality. This team is responsible for overseeing the implementation of gender-related initiatives, providing expertise and serving as a point of contact for gender-related matters.

d. Training and awareness-raising

At the University of Ljubljana, a comprehensive approach to gender equality is evident through various awareness-raising and training activities. These initiatives aim to foster an inclusive and

respectful academic environment for both academic and administrative staff, management and students. Key activities include:

- Training Programs:

University of Ljubljana conducts regular training programs addressing gender equality principles, unconscious biases, and diversity and inclusion.

- Workshops and Seminars:

Workshops and seminars are organised to facilitate open discussions and promote a deeper understanding of gender-related issues among staff and students.

- Awareness Campaigns:

Engaging awareness campaigns are launched, utilising various channels to disseminate information, challenge stereotypes, and promote a culture of respect.

- Inclusive Curricula:

University of Ljubljana is committed to integrating gender perspectives into academic curricula, ensuring that students receive a comprehensive education on gender-related matters.

- Leadership Training:

Leadership training is offered to academic and administrative management.

- Partnerships and Collaboration:

Collaborative efforts with external organisations, experts and NGOs contribute to a diverse range of perspectives and resources for gender equality initiatives.

Recommended thematic elements

a. Work-life balance and organisational culture

Flexible arrival and departure for all employees; the possibility of flexible forms of indirect teaching load (e.g. tutorials) at a distance, where this is necessary and does not affect the quality of the teaching work; maintaining homeworking opportunities under the UL Homeworking Guidelines; establishing criteria for individualised consideration of the needs of working parents and carers for adjustments to work commitments; adjusting work commitments in times of sudden increased caring responsibilities; pre-arranged and foreseen possibilities for substituting and/ or implementing the adapted pedagogical process; informing employees about the possibility of a statutory right to reduced working time on grounds of parenthood; setting up a system to detect violations of employees' legal rights, e.g. requests to return early from parental leave; preventing career setbacks due to prolonged absence and ensuring equal working conditions on return from prolonged absence; support in meeting the conditions for habitation and promotion after a long absence; individual plan for integration into teaching and research after a prolonged absence.

b. Gender balance in leadership and decision-making

Reviewing and implementing good practices in gender balance in decision-making and governance, delegating responsibility to management staff for creating an inclusive academic

culture, designation of a member of the management team to coordinate and implement the GEP, including a plan for monitoring progress, developing guidelines for gender balance in decision-making and governance, information on the importance of gender balance in decision-making and management, developing guidelines for gender balance in commissions and working bodies.

c. Gender equality in recruitment and career progression

Detection, analysis and removal of barriers to promotion; encouraging women to stand for leadership positions; allowing the condition of a three-month sojourn abroad to be replaced by an international activity; arranging the possibility of financing hosting and covering the costs of accompanying family members; encouraging research projects to be led by younger women and promoting the creation of gender-balanced research teams; first and/or lead authorship belongs to the person who wrote the work; research project championships are awarded to the person who conceived the project and who meets the conditions of the call for proposals.

d. Integration of the gender dimension into research and teaching content

Promoting and rewarding contribution to gender equality and an inclusive academic environment; training and mainstreaming gender equality in study programmes and research.

e. Measures against gender-based violence, including sexual harassment

Formulation and adoption of additional rules and guidelines of conduct; development of the Confidential Help System; appointment of members of the commissions established by the Policy on Measures to Combat Violence, Harassment and Bullying; monitoring implementation of rules and planning changes; ensuring awareness of the Policy on Measures to Combat Violence, Harassment and Bullying; regular education and training.

Roadmap towards the development of a 4I-GEP

The context

- Lack of data collection.
- Weak knowledge of GEP measures.
- Poor communication of GEP measures.
- Actions against violence in the academic environment, including harassment, sexual harassment and bullying.
- Integration of the gender dimension into research and teaching content.

Aims and Objectives

With our Gender Equality Plan we aim to provide a working and learning environment that is sensitive to gender and other discrimination or bias, such as unjustified distinctions based on physical disability, gender identity, sexual orientation, age, religion, social status or other characteristics that may result in employees and students being treated less favourably and therefore having less opportunity to succeed and participate in all processes at faculty. These

disadvantages have a long-term impact and may also affect future life courses. It is important to recognise that disadvantages can accumulate when a person has multiple personal circumstances that may discriminate against them, for example, a disability in addition to their gender. This is why this plan also considers intersectionality.

- Knowledge of the situation.
- Adaptation of GEP UL to the needs of the faculty.
- Promotion of GEP measures.

Structure of the roadmap

Period of implementation	Grounding actions/Action lines	GEP element
PROJECT PERIOD	GA1 – *Analysis of gender balance at Faculty of Sport and establishing mechanism for collecting data*	Data collection and monitoring
	GA2 – *Raising awareness on gender + inequalities in sports environment and communicating the content, objectives and progress of the GEP + awareness-raising initiatives on Gender-Based Violence*	Public document

Training |
| | GA3 – *Development of the Confidential Help System* | Resources

Measures against GBV |
| | GA4 – *Encouragement of Gender Equality in the distribution of research resources* | Gender dimension in research and teaching |
| | GA5 – *Use of gender-sensitive language* | Training

Gender equality in recruitment

Work-life balance and organisational culture |
| 4I – GEP IMPLEMENTATION PERIOD | *GA3* – Development of the Confidential Help System | Resources

Measures against GBV |
| | *GA4* – Encouragement of Gender Equality in the distribution of research resources | Gender dimension in research and training |
| | *GA5* – Use of gender-sensitive language | Training

Gender equality in recruitment

Work-life balance and organisational culture |

SUSTAINABILITY PERIOD	GA3 – Development of the Confidential Help System	Resources
		Measures against GBV
	GA4 – Encouragement of Gender Equality in the distribution of research resources	Gender dimension in research and teaching
	GA5 – Use of gender-sensitive language	Training
		Gender equality in recruitment
		Work-life balance and organisational culture

The Grounding Actions

A set of 5 Grounding Actions are envisaged to achieve the purposes of this roadmap and pave the way towards the development of a new, 4I-GEP, which will be sports-specific and place emphasis on addressing gender-based violence and sexual harassment. Each of these dimensions is comprehensively addressed by the different actions comprising the roadmap, as depicted in the following table.

Dimension	GA1	GA2	GA3	GA4	GA5
Intersectional	x	x	x	x	x
Innovative			x		
Inclusive	x	x	x	x	x
Impactful	x	x	x	x	x
Tailored to sports	x	x	x	x	x

GA1 – Analysis of gender balance at Faculty of Sport and establishing mechanism for collecting data

a. GEP element

Mandatory: Data collection and monitoring.

b. Objectives

1. Analysis of gender distribution.

2. Leadership and committee composition analysis.
3. Data collection on gender-based incidents.
4. Analysis of results and report preparation.

c. Implementation plan

1. Analysis of gender distribution:
   ● To obtain existing data on gender diversity in various studying programs (students), administrative staff, researchers, pedagogical staff. Focus on methods, competent body and frequency of the existing gender audit mechanisms.
   ● To analyse the data to determine the gender balance across different roles within the faculty.
   ● Identify what data is not being collected and suggest enrichment of the data collection and analysis process with new areas to be monitored.

2. Leadership and committee composition analysis:
   ● Review organisational charts and committee membership to assess gender representation in leadership positions and decision-making bodies.
   ● Identify any gender disparities in leadership roles and committee memberships.

3. Data collection on gender-based incidents:
   ● To track the number of reported incidents of sexual violence, harassment, or discrimination over a specific period (last 3 years).
   ● Document the nature of each incident and the actions taken in response.

4. Analysis of results and report preparation:
   ● Prepare a report summarising the findings on gender equality in the faculty
   ● Plan further steps to improve gender diversity and awareness of the GEP.

d. Stakeholders involved

1. Project team:

   ● Analysing the data, preparing the report and planning further steps to improve gender diversity at the faculty.

2. Human resources department:

   ● Preparing the data about gender distribution across different roles and levels within faculty.

3. Management and Human resources department:

   ● Gathered insights on number of reported incidents of sexual violence, harassment, or discrimination over a specific period.
   ● Gathered insights on the nature of each incident and the actions taken in response.

e. Potential obstacles

- Low engagement (due to limited time, inadequate efforts for the recruitment of participants, little interest on gender equality)
- Internal resistances (to identify the need or value of expanding the gender audit or to give prominence to latent inequalities, to share the relevant data)

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Analysis of gender distribution	Project team Human resources department	Report about the current situation	Human resources Data analysis tools	March – June 2024
Analysis on leadership and committee composition	Project team Human resources department	Report about the current situation	Human resources Data analysis tools	March – June 2024
Data collection and data analysis on gender-based incidents	Management Human resources department	Report about the current situation	Human resources Data analysis tools	March – June 2024
Analysis of results and report preparation	Project team	Written report summarising the findings and recommendations.	Human resources Data analysis tools	June-July 2024

GA2 – Raising awareness on gender + inequalities in sports environment and communicating the content, objectives and progress of the GEP + awareness-raising initiatives on Gender-Based Violence

a. GEP element

Mandatory: Public document and Awareness-raising

b. Objectives

1. Develop a communication campaign.
2. Organise informational sessions and workshops (three international sessions, two local events).
3. Develop an online platform with GEP related documents.
4. Participation at events related to sports higher education institutions (at least three events).

c. Implementation plan

1. Communication campaign:
   - Develop a communication campaign scheme.
   - Design the campaign.
   - Launch the campaign.

2. Organising informational sessions and workshops:
   - Organise sessions and workshops to introduce faculty members, staff and students to the content of GEP (three internal sessions).
   - Provide an overview of the objectives (ppt presentations), key components and importance of the GEP in promoting gender equality within the faculty.
   - Encourage participants to express their opinions and concerns ('sticker' workshop) and provide information about gender diversity at the faculty.
   - Organise two local events to showcase the benefits of GEP in the making.

3. Develop online platform with GEP related documents:
   - Create a dedicated section on the faculty website or intranet portal where individuals can access GEP-related documents, resources, and updates.

4. Participation at events related to sports higher education institutions (at least three events).

d. Stakeholders involved

1. Project team:
   - Organising informational sessions, workshops and events, provide information about gender diversity.
   - Participation at events related to sports higher education institutions (at least 3 events).

2. Project team and Department for multimedia:
   - Develop, design and launch the communication campaign.
   - Publication of GEP-related documents.

e. Potential obstacles

   - Low engagement of participants (lack of time/interest of faculty staff, students and external participants to attend informational sessions, workshops and events).
   - Lack of financial resources.
   - Internal resistances (e.g. the campaign does not get approval).

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Develop communication campaign scheme	Project team Department for multimedia	Communication campaign plan	Human resources	April – May 2024
Design the campaign	Project team Department for multimedia	Campaign material	Multimedia tools Human resources	May – June 2024
Launch the campaign	Project team Department for multimedia	Clarity and understanding Inclusivity	Communication platforms Multimedia tools and Human resources	June – October 2024
Organising informational sessions and workshops	Project team	Feedback from participants	Human resources	April 2024 – June 2025
Develop online platform with GEP related documents	Project team Department for multimedia	Developed platform	Human resources Software/technological equipment	March – October 2024
Participation at events related to sports higher education institutions	Project team	Participation at least 3 events	Human resources	March 2024 – June 2025

GA3 – Development of the Confidential Help System

a. GEP element

Mandatory: Dedicated resources
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

1. Appointing Confidential persons.
2. Knowing who victims/survivors can turn to if they come across Violence, Harassment or Bullying.
3. Establish a system for documenting inquiries and resolutions while ensuring anonymity.

4. Ensuring awareness of the Policy on Measures to Combat Violence, Harassment and Bullying.
5. Education and training for confidential persons.

c. Implementation plan

1. Appointing Confidential persons.
● Approval of new appointment by senior management.
● Preparation of the call for publication.
● Publication of the call for confidential persons.
● Selection procedure.
● Notification of selection.

2. Knowing to whom victims/survivors can turn to if they come across Violence, Harassment or Bullying.
● Publication of the list and contact details of confidential persons on the UL FŠ website.
● Informing staff and students by email.

3. Establishment of a system for documenting inquiries and resolutions while ensuring anonymity.
● Participation of management and confidential persons in university trainings.
● Collaboration with legal experts to ensure compliance with confidentiality regulations.

4. Education and training for confidential persons.
● Participation of confidential persons in university trainings.

d. Stakeholders involved

1. Project team:
● Cooperation with management.

2. Management and Human Resources:
● Appointing Confidential persons.
● Collaboration with legal experts to ensure compliance with confidentiality regulations.

3. Department for multimedia:
● Assistance in preparing presentations.
● Publication of confidential persons on the UL FŠ website.

4. Confidential persons:
● Collaboration with legal experts to ensure compliance with confidentiality regulations.
● Education and training.

e. Potential obstacles

● Gender equality (men as Confidential person).
● Completion of their studies (students as Confidential persons).

- Availability of trainings for confidential persons.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Preparation of the call for confidential persons	Management Human Resources	Prepared call	Human resources	April – October 2024
Publication of the call for confidential persons	Management Human Resources	Publication of the call	Human resources	October 2024
Selection procedure of the confidential person's call	Management Human Resources	Selection procedure carried out	Human resources	November 2024
Notification of selection	Management Human Resources	Notification sent	Human resources	November 2024
Training of confidential persons	Confidential persons	Participation in trainings	Human resources External trainers	December 2024
Establishment of a system for documenting inquiries and resolutions while ensuring anonymity	Project team Confidential persons Management IT team	New reporting system set up and running	Human resources Software and technological equipment	January 2025
Publication of the list and contact details of confidential persons on the UL FŠ website	Department for multimedia	Publication on the website	Human resources	January 2025
Informing staff and students by email about confidential persons	Management and Human Resources	Email sent	Human resources	January 2025
Collaboration with legal experts to ensure compliance with confidentiality regulations	Management and confidential persons	At least one collaboration within the year	Human resources	From February 2025 on

GA4 – Encouragement of Gender Equality in the distribution of research resources

a. GEP element

Thematic: Integration of gender dimension into research and teaching content

b. Objectives

- Collecting data on current projects and resources.
- Gender balance in the distribution of research resources.
- Gender balance in participation in projects.
- Encouraging research projects to be led by younger women and promoting the creation of gender- balanced research teams.

c. Implementation plan

1. Collecting data on current projects and resources.
- Analysis of the current situation - overview of gender representation in ongoing research projects.

2. Gender balance in the distribution of research resources.
- Promoting gender balance from the start of the project's application process.
- Presentations of benefits of gender equality at the academic assembly.
- Conversations with research projects leaders.

3. Gender balance in participation in projects.
- Promoting gender balance from the start of the project's application process.
- Presentations of benefits of gender equality at the academic assembly.
- Conversations with research projects leaders.

4. Encouraging research projects to be led by younger women and promoting the creation of gender- balanced research teams.
- Promoting gender balance from the start of the project's application process.
- Conversations with younger researchers.

d. Stakeholders involved

1. Project team:
- Presentations at the academic assembly.

2. Research office:
- Analysis of the current situation.

- Promoting gender balance from the start of the project's application process.
- Conversations with projects leaders and younger researchers.

e. Potential obstacles

- Negative project leaders' response.
- Younger researchers will not want to take on this role.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Analysis of the current situation	Research office	Report about the current situation	List of ongoing projects Human resources	April 2024 June 2025
Promoting gender balance from the start of the project's application process	Research office	Conversations with applicants carried out	Research office Consultant	From February 2024 on
Presentations of benefits of gender equality at the academic assembly	Project team	Presentation made	Literature Presentation Human resources	September 2024
Conversations with research projects leaders	Research office	Conversations with research leaders carried out	Research office Consultant	From February 2025 on
Conversations with younger researchers	Research office	Conversations with younger researchers carried out	Research office Consultant	From February 2025 on

GA5 – Use of gender-sensitive language

a. GEP element

Mandatory: Training and awareness-raising

Thematic: Gender equality in recruitment and career progression; Work-life balance and organisational culture

b. Objectives

1. Assessment and Analysis.
2. Development of guidelines and resources.
3. Providing Feedback and Correction.

c. Implementation plan

1. Assessment and Analysis
   ● Comprehensive assessment of current language usage and practices across various aspects of the faculty, including official documents, communication channels, forms, and educational materials.
   ● Identify areas where gender-sensitive language can be improved or integrated more effectively.

2. Develop guidelines and resources
   ● Develop comprehensive guidelines and resources that outline best practices for using gender-sensitive language in written and verbal communication.
   ● Provide examples, templates, and practical tips to support individuals and departments in adopting inclusive language practices.

3. Providing Feedback and Correction
   ● Encourage individuals to offer feedback and corrections when they detect language that lacks inclusivity.
   ● Fostering a culture where everyone feels accountable for promoting inclusive language usage.

d. Stakeholders involved

1. Project team:
   ● Assessment of current language usage.
   ● Identify areas where gender-sensitive language can be improved.
   ● Develop comprehensive guidelines and resources.
   ● Provide examples, templates, and practical tips.
   ● Encourage individuals to offer feedback and corrections.
   ● Fostering a culture for promoting inclusive language usage.

2. Human resources office:
   ● Assessment of current language usage.
   ● Identify areas where gender-sensitive language can be improved.

3. Quality assurance office:
   ● Assessment of current language usage.
   ● Develop comprehensive guidelines and resources.
   ● Provide examples, templates, and practical tips.

● Encourage individuals to offer feedback and corrections.

e. Potential obstacles

- Low interest of Staff
- Resistance to change
- Lack of awareness and understanding
- Cultural and linguistic challenges

f. Timeline

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*
Assessment and Analysis	Project team Human resources office Quality assurance office	Report	Human resources	September 2024
Develop guidelines and resources	Project team Quality assurance office	Guidelines made	Literature Human resources	November 2024
Providing Feedback and Correction	Project team Quality assurance office	Feedback received	Feedback mechanism Human resources	November 2024

General timeline

Annex 3 – Charles University (Faculty of Physical Education and Sport)

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The organisation

Charles University is based in Prague and has a total of 17 faculties, two of which are in two other cities. The university is the oldest one in Central Europe, established in 1348. The Faculty of Physical Education and Sport is one of the youngest faculties established in 1953. The legal representative of Charles University is the Rector, heads of faculties are deans. The rector is elected internally by members of the academic senate of the university rectorate, for four years. The deans are also elected internally by faculty members for four years. Charles University has historically voted its first woman rector two years ago. The Faculty of Physical Education and Sport has had a new dean for one and a half years. The members of SUPPORTER project consist of: vice-deans, international relations employees, expert academic employees, PhD students.

Gender equality at CU-FPES

Mandatory process-related elements

a. Public document

CU GEP has been published on the official website (Czech and English version) of Charles University in the "Gender Equality" section. It does not include signatures, only a responsible person – in this case Marie Vymazalová - a Member of Rector's board for Social affairs and Sustainable Development. The publication of this document was communicated by the rectorate through email to all contact persons of all 17 faculties (selected members of Social affairs Board from each faculty).

b. Data collection and monitoring

- In order to analyse and assess the current situation, Charles University arranged for an audit of equal opportunities to be conducted by external experts from the Institute of Psychology of the Academy of Sciences of the Czech Republic and the Gender Information Centre NORA.

- The audit was carried out at Charles University from July to December 2021 and was divided into three phases:
    - An analysis of the documents and web pages of the university (desk research),
    - An analysis of the statistics relating to equal pay and types of employment,

- A survey targeting female and male employees.

- More than 2,500 CU employees took part in the survey. The response rate among the academic and research staff and lecturers was 16%. For other employees, this rate was even higher – over 24%.

- Data published in report from audit of Council of Equal Opportunities (public on the university website)

- Implementation of the Equal Opportunities Plan, including staffing, is financed from various sources. These are primarily funds from (a) the Programme for the Support of Strategic Management of Institutions of Higher Education, through which the Ministry of Education, Youth and Sports supports the strategic priorities of Charles University, (b) the Operational Programme Research, Development and Education project Strategic Development of Science and Research Capacities and Strengthening of the International Competitiveness of Charles University II, (c) the Centralised Development Programme Social Safety at Institutions of Higher Education, and (d) new projects funded from the Operational Programme Jan Amos Comenius, provided that they are awarded to the university. This funding is supplemented by institutional resources (i.e. funds provided to the university by the Ministry of Education, Youth and Sports that do not belong to the category "Special-Purpose Fund").

c. **Dedicated resources and gender expertise**

- Member of Rector's Board for Social Affairs and Sustainable Development

- Equal opportunities council

- Budget goes from Equal Opportunities Council and is distributed to the management of individual faculties

d. **Training and awareness-raising**

- There are trainings by experts organised by university and subsequently offered to faculties as well

- This is regularly communicated mainly through platforms like email, Teams, university newsletter

- FPES' most recent mandatory training by hired experts on gender equality was in June 2023 – training for top and middle management of FPES, it was divided into 2 parts (1st Introduction to the gender and sex problematics + examples and 2nd part was more practical – examples of situations within academic surroundings, equal treatment, behavioural ethics. The training was a one-day event. With an interval of several weeks after the training, an evaluation questionnaire was conducted for the use of training experts.

- FPES is also active in attending or hosting conferences with gender equality dimension, for example:

- A conference titled 'Women who inspire' (occurring every year, this year on March 8th), it takes place on the occasion of International Women's Day and focuses on equal opportunities in higher education, science and society. Every year the conference is organised by a different faculty of Charles University. This year the conference is organised by FPES.

- A conference titled 'The Scientia Movens', which is intended for students of master's and doctoral study programs of FPES and other universities from the Czech Republic and Slovakia. Thematically, the conference is focused on the following areas: social, ethical, pedagogical and economic aspects of movement activities. This conference is organised every year, this year on 16th May.

- Charles University is also a member of the LERU CE7 affiliated group, which unites seven Central European universities in close cooperation with LERU. Its 23 members are involved in supporting primary research, innovation processes and policy development. On 14th and 15th of March, we will attend an international online workshop called "Inclusive GEPs in FPE10"

● FPES also coordinates or is a partner of projects with gender equality topics. For example:
  - Freshly finished Erasmus+ SPORT project "Women in Canoe Sports" (the purpose of the project is the inclusion and strengthening of the position of women in canoeing sports disciplines) - finished in December 2023

  - Project EqualEdu (Erasmus+ KA2), coordinators from University of Malaga (the project is focused on the topic of equal opportunities, diversity and an inclusive approach in higher education in fields focused on health promotion) - ongoing project from September 2023

● Through attending/hosting said conferences and realising said projects, FPES regularly raises awareness on the gender equality topics – informing staff and students through various platforms and social media about these happenings and updating in case of project work

● FPES plans to raise awareness on implemented activities within SUPPORTER project as follows:
  - Through support of vice-deans (top management), who will inform middle management at their meetings regularly

  - Each month, middle management will inform of the activities and project during meetings with other employees of FPES

  - Updates through social media, website and newsletter

Recommended thematic elements

a. Work-life balance and organisational culture

On work-life balance, the institutional GEP includes following:

Objective 1: Support of parents and caregivers who are employees and students of Charles University

- **Measures and activities 1**: Creating a web page/portal for parents who are employees and students of CU with information on support for parents and caregivers at the faculty, basic unit, and university level (e.g. facilities of individual buildings, such as changing tables, microwaves, children's corner, barrier-free access, etc.).

- **Indicator 1**: Launch and regular updating of webpage with complete information.

- **Measures and activities 2**: Determining the minimum target standard of the facilities of university buildings (e.g. toilets with changing tables available for both women and men, children's corners in the main buildings). During reconstruction of buildings, attention will be paid to compliance with these standards. Spaces and options for meeting the standards will be sought out in relation to older buildings as well.

- **Indicator 2**: Existence of a standard that applies to university buildings.

- **Measures and activities 3**: In an effort to increase the support that the university offers to parents of young children and, if the relevant European funds are available, consideration of setting up additional pre-schools and children's groups at Charles University.

- **Indicator 3**: schools/children's groups, submitting a proposal to CU management to decide the course of action.

- **Measures and activities 4**: Supporting persons on maternity and parental leave so that they may participate in educational courses organised by Charles University.

- **Indicators 4**: Technical support to ensure accessibility, promotion of opportunities

Objective 2: Harmonising and expanding the range of employee benefits across Charles University

- **Measures and activities 1**: Analysing the offer and target groups of employee benefits and allowance payments from the Social Fund (especially contribution to partially cover the fees for pre-school education) at the units and submitting a proposal for harmonising the terms in cases where unified practice should exist at Charles University.

- **Indicator 1**: Analysis of the offer of employee benefits and allowance payments from the Social Fund, including any proposals for harmonisation discussed by the university's management.

- **Measures and activities 2**: Considering the possibility of making employee benefits, such as "personal development days" or contributions from the Social Fund, available even for people working on a part-time basis.

- **Indicator 2**: Amending the relevant Rector's directives.

− Initiatives and services on work-life balance themes are offered by the university's service centre Carolina, which provides a wide range of service for employees and students (career services, services for the disabled, counselling services etc.)

- In 2024, FPES provides 5 days of personal development (free days)

- Kindergarten (in the building) + kindergarten fee support for employees

- Flexible working hours and part time jobs

- The faculty's contemplation: How to solve issues with a traditional approach towards gender in sports?

- FPES should also actively inform employees (as an employer), through website/portal, about the possibilities of maternal / paternal / parental leave

b. Gender balance in leadership and decision-making

In FPES:

- Dean's board: ten people – four women/six men

- Academic/research departments more or less balanced, somewhere more men, somewhere more women (physiotherapy)

- Students 50/50

Generally, in leadership/decision-making positions there are more men than women (greater disparity in heads of department, more balanced in the research team leadership)

c. Gender equality in recruitment and career progression

The institutional GEP includes the following objectives:

Objective: Support for equal opportunities and prevention of gender stereotyping in the hiring process

Measure and activity: Launch of a new application for the registration of hiring processes, which will allow for regular monitoring of the composition of selection committees, applicants, and selected candidates with regard to gender. Special attention will be paid to selection processes for management positions.

Indicator: Launch of the new application and an annual overview of data submitted by the university's management as part of the report on implementing the Equal Opportunities Plan.

At the FPES, the Committee for recruitment, which oversees the recruitment process, consists of 3 people, at least one of which is a woman (from HR, who is regularly trained).

d. Integration of the gender dimension into research and teaching content

The FPES has specialised research focused on gender topics (influence of menstrual cycle towards athletes, roles of managers of sport orgs in terms of gender).

There are also 5 courses with a gender dimension.

e. Measures against gender-based violence, including sexual harassment

At the FPES:

- Close communication within student circles and employees – safe and personal approach

- Two ombuds persons at the faculty: One focuses on students, the other on employees - they go through training under supervision of ombudsperson at university level.

- The faculty offers trainings from experts on gender equality (including GBV) –one training was organised in 2023.

- There is a need for more frequent discussions on the topic of GBV and how to prevent and combat it – so far, we have trainings for employees (no actions for students), we do not do any surveys, but we have the two ombuds persons who help with detection and combat GBV.

- There is no specific GBV related policy at the FPES. Employees are aware of the university level GEP and the 2 ombuds persons at our faculty, to whom they can go to or send anonymous messages.

Roadmap towards the development of a 4I-GEP

The context

There is a lack of communication and a scarcity of activities in the area of GBV at the FPES – no regular trainings, no actions for students, no active prevention, no department is fully based in GBV. There is also a capacity problem, as the faculty is understaffed.

Aims and Objectives

The overall aim of implementing the 4I-GEP (Inclusive, Impactful, Innovative, Intersectional Gender Equality Plan) at FPES is to foster a culture of gender equality and inclusivity within the realm of sports education. Through targeted actions and initiatives, a sport-centred approach will be promoted which addresses gender disparities, combats gender-based violence (GBV) including sexual harassment, and embraces inclusiveness, impact, innovation, and intersectionality.

Main Objectives:

a) Adopting a Sport-Centred Approach:
- Integrate gender-sensitive educational modules and research methodologies into specific courses.
- Provide training to researchers on gender-inclusive practices.
- Collaborate with staff from other faculties to summarise courses with GE dimensions and promote the relevant courses to students.

b) Addressing Gender-Based Violence:
- Assess current knowledge of GBV and sexual harassment.
- Raise awareness and educate staff and students.
- Identify and clarify available support services.

c) *Considering Inclusiveness, Impact, Innovation, and Intersectionality:*

- Promote inclusivity and diversity.
- Clarify internal roles for GEP implementation.
- Drive innovation in gender equality practices.
- Embrace an intersectional approach to gender equality.

Structure of the roadmap

Period of implementation	*Grounding actions/Action lines*	*GEP element*
PROJECT PERIOD	*GA1 –* **Raising awareness on gender+ equality and inequalities in sports environments**	Training
	GA2 – **Forming educational modules and material for staff and students on gender, sexuality and intersectionality**	Training Gender dimension into research and teaching
	GA3 – **Training activities on how gender impacts sports research**	Training Gender dimension into research and teaching
	GA4 – **Gathering information on GBV and sexual harassment**	Data collection and monitoring Measures against GBV
	GA5 – **Awareness-raising on GBV at institutional level and beyond**	Training Measures against GBV
	GA6 – **Redefining the contact persons job description for GEP implementation**	Dedicated resources Work-life balance and organisational culture Measures against GBV Gender equality in recruitment
4I – GEP IMPLEMENTATION PERIOD	Follow-up survey examining whether the knowledge of GBV in the faculty has improved	Measures against GBV
	Assessment of student/researcher training satisfaction regarding new gender-based initiatives	Integrating gender dimensions into research and teaching content

SUSTAINABILITY PERIOD	Review and development of a new GEP advancing on the achievements which have already been made	All
	Knowledge-sharing events with other faculties and higher education institutions in Czech Republic	All
	Enlargement of impact by exchanging information with external stakeholders	All

The Grounding Actions

A set of 6 Grounding Actions are envisaged to achieve the purposes of this roadmap and pave the way towards the development of a new, 4I-GEP, which will be sports-specific and place emphasis on addressing gender-based violence and sexual harassment. Each of these dimensions is comprehensively addressed by the different actions comprising the roadmap, as depicted in the following table.

Dimension	GA1	GA2	GA3	GA4	GA5	GA6
Intersectional	x	x	x	x	x	x
Innovative		x	x		x	x
Inclusive	x	x	x	x	x	x
Impactful	x	x	x	x	x	x
Tailored to sports	x	x	x	x	x	x

GA1 – Raising awareness on gender+ equality and inequalities in sports environments

GA1 is focused on raising awareness activities on gender equality and understanding of gender issues, stereotypes and biases in the academic sport environment.

a. GEP element

Mandatory: Training

b. Objectives

- To get the topic of gender equality on the organisation's/faculty's agenda
- To promote a uniform understanding on the concept of gender+ equality in higher education
- Raise awareness and understanding of gender issues, stereotypes and biases in the sports environment both at institutional and at local/national level.

c. Implementation plan

1. Set up a working team (incl. comms, students and/or staff) and clearly allocate tasks
2. Develop the scheme (Define objectives, target audience, timeframe and budget, activities and desired outcome)
3. Design the material (define appropriate channels, create the visuals)
4. Finalise the material and seek approval (if necessary)
5. Implement the activities (Suggested activities: Workshop/panel discussion events for academic/admin staff and students – e.g. for new students in induction week, 1 local stakeholder event for external stakeholders, 1 social media campaign)
6. Impact evaluation and suggestion for future relaunch

d. Stakeholders involved

Co-producing: Project team, GE expert at Uni/Faculty, students and staff reps
Only consulting: GE/Ethics Committee, mid-level management, external consultants
Only informing: High-level management, external stakeholders

e. Potential obstacles

- Low engagement of participants (lack of time/interest of faculty staff, students and external participants to attend informational sessions, workshops and events).
- Lack of financial resources
- Internal resistances (e.g. the campaign does not get approval)

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline

Develop a communication campaign scheme	Project team	Communication campaign plan	Human resources	April – May 2024
Design the campaign	Project team Department for multimedia	Campaign material	Multimedia tools Human resources	May – June 2024
Launch the campaign: Organising informational sessions and workshops	Project team	Feedback from participants No. of participants	Communication platforms Multimedia tools and Human resources	June – October 2024
Develop an online platform with GEP related documents	Project team Department for multimedia	Developed platform	Human resources Software/technological equipment	March – May 2024
Evaluating impact	Project team	Increased knowledge through pre/post workshop questionnaire Satisfaction of participants in feedback forms	Human resources	October – November 2024

GA2 – Forming educational modules and material for staff and students on gender, sexuality and intersectionality

Co-operation and co-creation with knowledgeable staff in the areas of gender, sexuality and intersectionality from other faculties to form educational modules for staff and students.

a. GEP element

Mandatory: Training
Thematic: Integrating the gender dimension into research and teaching content

b. Objectives

These actions aim to improve the general knowledge of gender, sexuality and intersectionality by enriching existing courses with gender-sensitive topics and encourage greater participation of students within and beyond the faculty of physical education and sport. Collaboration with

academic staff at university level to create holistic educational materials will address the current knowledge gap and increase teaching standards and curricula. This approach not only aims to improve the academic community's general knowledge on these topics but also to create a supportive environment that encourages exploration and understanding of complex social issues, ultimately contributing to a more inclusive and informed academic setting.

c. Implementation plan

To enhance gender sensitivity in our educational and research practices, we have laid out a focused implementation plan. Our first step involves integrating gender-sensitive elements into the teaching of an existing Research methodology course for doctoral students. The effectiveness of this initiative will be judged by updates to the course syllabus, participation rates of doctoral students, and their feedback. Essential resources for this include expert consultations and training materials for the instructors.

Simultaneously, we will enrich the subjects "Academic Writing" (focused on work with publication activity/results of scientific work) and "Violence, Individual, and Society" courses for undergraduates with gender dimension discussions, managed by Undergraduate Program Coordinators and course instructors. This will necessitate revised course materials and instructor training on gender issues.

FPES will also initiate the co-creation and wide distribution of educational materials, specifically brochures and information leaflets focusing on gender, sexuality, and intersectionality. These materials will be disseminated to both staff and students, extending from the university level down to our faculty, ensuring a broad reach and impact. This effort aims to provide accessible, foundational knowledge that supports further learning and discussion within our academic community.

To support active learning and engagement, FPES will promote and motivate students into enrolment in relevant subjects. This includes courses offered within our faculty and those available in other faculties, covering lectures and seminars on gender, sexuality, and intersectionality. By doing so, we intend to foster a multidisciplinary learning environment that encourages a deeper understanding of these critical issues.

The effectiveness of these actions will be measured a) by update course syllabi, student enrolment numbers, and course feedback, with regard to updated modules and b) by the number of digital and physical brochures/leaflets distributed throughout the university and faculty levels.

d. Stakeholders involved

Project team, Study department, Academics, Department of Internal Affairs, Department of International Relations, Students, Rectorate (CU Point/Board for Social Affairs and Sustainable Development/Council for Equal Opportunities)

e. Potential obstacles

● Resistant attitudes amongst staff and students. This could be overcome by targeted promotion and education based not only on faculty management, but also on key players from among students and employees.

● Lack of financial resources for the training of the module instructors

f. Timeline

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*
Assess training needs of course teachers	Project team GE experts at Uni	Focus groups discussion to identify needs	Human resources	April 2024
Training of course teachers	Project team GE experts at Uni External experts	Increased knowledge of course teachers on GE issues	Human resources External expertise Venue	April – May 2024
Review existing material on selected courses	Course teachers Project team	Report on suggested areas for improvement	Human resources	May – June 2024
Revise and enrich course syllabi and material	Course teachers Project team	Consultation process with external experts Revised course material	Human resources External expertise	June – September 2024
Finalise course material and seek approval	Course teachers Upper management	Approved syllabi and course material	Human resources	September 2024
Inform students/staff of new, gender-sensitive course content (e.g. in induction week)	Course teacher Project team Communication team	Increased student enrolment (10-20) Student feedback	Human resources Communication/evaluation tools	September 2024 – January 2025
Compilation and revision of educational material	Project team Internal Affairs	Revised educational material	Human resources (time for revision) Revised educational material Expert consultation	April – May 2024
Distribution of educational material	Internal Affairs Department	Number of digital/physical distribution	Human resources Communication tools	July – August 2024

	International Relations Department		
	Rectorate		
	Communication team		

GA3 – Training activities on how gender impacts sports research

Training for both domestic and international researchers on how gender impacts sports research, e.g. methodologies, sampling, inclusive and intersectional practices.

a. GEP element

Mandatory: Training
Thematic: Integrating the gender dimension into research and teaching content

b. Objectives

The purpose of this action is to fill in knowledge gaps and increase awareness of the impact of gender in sports research. Currently, there is no such training for researchers, causing research output and quality to be lesser than other European higher education research institutes. By improving knowledge of gender amongst the research community, gender equality practices can be mainstreamed through the spread of information and education. The goal is to better equip internal stakeholders so that issues relating to gender in academia can be challenged.

c. Implementation plan

We will organise gender-sensitive research practice training for academics and researchers. This starts with defining the training scheme's objectives, target audience, activities and time plan. After outlining the scheme and individual activities, GE experts will be identified internally and, in case that internal resources are not sufficient, external expertise will be sought. The preparation of the training material precedes the launch of the training scheme. After its completion, the training will be evaluated to identify strengths and weaknesses, amendments will be made and the possibility to repeat on a periodical basis will be explored.

We will measure success through the attendance records, and training reports. Required resources include expert facilitators, session venues or platforms, and training content.

Overall, success will be indicated by updated course syllabi, student participation numbers, and comprehensive training feedback. To support these initiatives, we will discuss allocating a budget for expert consultations, material development, and use communication and evaluation tools to measure impact, aiming to foster a more inclusive academic environment.

d. Stakeholders involved

Project team, Academic employees, Research employees, pre-graduate and postgraduate students, External trainers

e. Potential obstacles

Potential obstacles include student/researcher apathy and a lack of staff to take charge of such training. There could be bigger propagation and motivation for attendance. It is also important to find suitable experts for training.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Define the training scheme	Project team Study department Internal Affairs Department	Outline of planned training	Human resources	May – June 2024
Seeking internal and external expertise	Project team Internal Affairs Department Communications team	List of trainers	Human resources Financial resources for external trainers	July 2024
Preparation of training material	Project team Trainers IT team (if necessary)	PPT presentation Training material	Human resources; Software and other digital tools	September 2024
Delivery of Training for academic/research staff	Internal Affairs department Trainers Project team	Staff participation numbers Feedback	Expert facilitator Communication/evaluation tools	September – November 2024
Impact evaluation	Internal Affairs department Project team	Knowledge increase through knowledge-control pre/post training questionnaire No. of participants Participant feedback	Human resources Evaluation tools	December 2024

GA4 – Gathering information on GBV and sexual harassment

Collection of data on the current state of knowledge regarding GBV at faculty level.

a. GEP element

Mandatory: Data collection and monitoring.
Thematic: Measures against gender-based violence including sexual harassment.

b. Objectives

These actions aim to understand what the current state of knowledge is within the faculty regarding GBV and sexual harassment, such as, how people think it happens, what counts as GBV/SH, what resources they know are available if GBV/SH occurs. It is unclear what services/resources are available to victims, so clarification is required so that they can seek help quickly. These objectives would address the lack of information regarding GBV and SH available to staff and students.

c. Implementation plan

FPES will utilise the results of a university-wide questionnaire that has been previously distributed. This will allow us to leverage existing data on the perceptions and awareness of GBV and sexual harassment across the university. Analysing this data will provide a foundational understanding that can guide further inquiries and actions. The results will also indicate whether any GBV-related data is missing and recommendations for nuancing the existing questionnaire or introducing additional data collection methods will be issued.

Indicators:

Comprehensive analysis of the university questionnaire data, providing a baseline understanding of GBV and sexual harassment awareness.

d. Stakeholders involved

Project team, Study department, Academics, Department of Internal Affairs, Department of International Relations, Students, Rectorate (CU Point/Board for Social Affairs and Sustainable Development/Council for Equal Opportunities)

e. Potential obstacles

- Lack of understanding
- Low engagement (due to limited time, inadequate efforts for the recruitment of participants, little interest on GBV)
- Lack of financial resources

● Internal resistances (to identify the need or value of a gender audit or to give prominence to latent inequalities)

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Existing data analysis	Rectorate (Council of Equal Opportunities) Internal Affairs Department	Understanding of GBV and SH current awareness	Staff time for analysis (from Internal Affairs Dpt) Communication with rectorate – their provision of existing data and their conducted analysis	October 2024
Suggestions for additional data collection	Project team Internal Affairs Department	Report with recommendations	Human resources	November 2024
Suggestions of additional tools for data collection	Project team Internal Affairs Department	Report with recommended data collection methods/tools beyond the questionnaire	Human resources	November 2024

GA5 – Awareness-raising on GBV at institutional level and beyond

This Grounding Action develops and implements an awareness-raising, evidence-based campaign on Gender-Based Violence in the sports context.

a. GEP element

Mandatory: Training
Thematic: Measures against gender-based violence including sexual harassment

b. Objectives

Based on the results of the knowledge-gathering carried out in the previous GA, awareness-raising initiatives and education will address the presented gaps in order to increase understanding among staff and students regarding the concept and forms of gender-based violence (physical, sexual, psychological, economic and financial, sexual harassment, online) in the sports context This will assist in creating To create a safe environment and a culture of respect and equality. Also, staff and students will be introduced to the relevant regulatory framework and internal procedures in place (reporting and case management, support mechanisms) in a simple and comprehensive manner.

Beyond the institutional level, an awareness-raising event will be organised to extend a uniform understanding of GBV and to promote a culture of zero tolerance towards gender-based violence within the sports context.

c. Implementation plan

Building on the insights gained from the previous GBV information gathering, we will launch awareness-raising and educational activities designed to address identified knowledge gaps. These initiatives will be tailored to our faculty's context, with a particular emphasis on the intersection of GBV, sexual harassment, and sports. Staff and students will be informed of the plan for GBV awareness raising at the Academic meeting in January 2025.

Support from vice-deans (for Internal Affairs and for International Relations) will be crucial in disseminating information and fostering an environment that values and promotes gender equality. Their involvement will help amplify the reach and impact of the messages being communicated, ensuring that the importance of the GEP is recognised at all levels of the faculty (Information will be disseminated mainly at international staff meetings, which happen every month, at meetings happening every week for top and middle management, and through newsletters which go to all employees and students).

Vice-deans and contact persons will also be participating in many GE-oriented events, for example: "Women who inspire" (March 8th), participation in the new EqualEdu project, and participation in the LERU-CE7 international workshop "Inclusive GEPs in FPE10" on March 14th and 15th. This could also help with information dissemination and fostering the environment that promotes gender equality.

Also, a local stakeholder event (e.g. in the form of an awareness day) will be organised to raise awareness of targeted external stakeholders such as sports clubs, trainers, associations, umbrella organisations, public authorities.

Indicators:

Attendance: Attendance records for awareness raising activities will be meticulously maintained. High participation rates will indicate a strong community interest and commitment to addressing GBV and sexual harassment.

Event Report: After the events or activities, we will compile comprehensive event reports. These reports will document the activities conducted, participation levels, participant feedback, and any measurable outcomes or shifts in awareness and understanding among attendees.

d. Stakeholders involved

Faculty management - contributing to plan development and coordination, overseeing execution

Academics – offering expertise on gender-based violence

Rectorate – EOC - Providing institutional support

Internal Affairs - facilitating communication

International Relations Department, Rectorate – Council of Equal Opportunities, Members of the Rector´s Board for Social Affairs and Sustainable Development

e. Potential obstacles

The largest obstacle to this would be securing adequate funds. To prevent this, talks must be held with the relevant managing staff at the rectorate. Currently it is unclear whether internal staff hold the adequate knowledge to host and produce meaningful, well-informed awareness-raising initiatives. This can be overcome through consultation with external experts and putting out a university-wide call for expertise or using information from other projects' toolkits to reinforce knowledge of key actors. Other obstacles include low engagement (due to lack of time/interest), internal and external resistances.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Development of awareness-raising programme	Project team Internal Affairs department	Document of the campaign scheme	Human resources	September 2024

	Communications team			
Design the material	Project team Internal Affairs Department Communications team	Complete material of the campaign	Software Communication tools Human resources	October – November 2024
Finalise and seek approval	Project team Internal Affairs department Top management	Official approval by the management	Human resources	November 2024
GBV awareness raising promotion at Academic meeting	Student Body Internal Affairs Department Top management (vice-deans)	Staff and student attendance	Human resources Venue	January 2025
Awareness raising activities (campaign/workshop)	Project team International Affairs Department	Event report, attendance	Event venue Staff time (International Affairs Dpt) for organisation	January 2025-June 2025
External stakeholder event	Project team International Affairs	Number of participants	Event venue Human resources	February – March 2025
Evaluate the scheme's impact and explore possibility for future relaunch	Project team International Affairs Department	Satisfaction of participants in feedback forms	Human resources	May – June 2025

GA6 – Redefining the contact persons job description for GEP implementation

This grounding action will expand the existing ombudspersons responsibilities according to implementation of the new GEP.

a. GEP element

Mandatory: Dedicated resources
Thematic: Work-life balance and organisational culture; Measures against gender-based violence, including sexual harassment; Gender equality in recruitment and career progression.

b. Objectives

The objective of creating a role dedicated to the execution of these tasks is to maintain accountability. Currently the faculty is reliant on external advisors/ombuds people. Although this should remain as a top-down approach to addressing gender equality, a bottom-up approach could help improve more sympathetic attitudes to the GEP.

c. Implementation plan

To effectively implement the GEP with redefined internal roles aimed at bridging the gap between top-down approaches and grassroots, empathetic engagement, the following structured steps are proposed:

Defining the Mandate for contact persons:

First, a distinction is made between contact roles: one dedicated to employees and another for students. These roles will serve as primary points of contact for all GEP-related inquiries, suggestions, or concerns, ensuring that stakeholders have a clear and accessible channel for communication.

Allocation of Tasks:

Allocate specific tasks associated with each role. This includes the responsibility for forwarding information to all stakeholders, distributing relevant updates, resources, and opportunities through email, and actively mentioning these points during faculty meetings to keep the community informed and engaged.

Seeking Approval from Upper Management:

Present the proposed redefinition of roles and allocation of tasks to upper management (Dean´s Board) for approval. This step is crucial for ensuring that the initiative has the necessary backing and authority to be implemented effectively.

Ongoing Training Appointed Gender Equality Persons:

The contact persons are already continuously provided (monthly) with necessary training for the individuals appointed to these positions (ombudspersons positions). Training is provided by a university level ombuds person and covers the methods for effective communication, strategies for promoting gender equality within the institution, mediation etc.

Redefinition of these internal roles aim to bridge the gap between top-down approaches and the need for more grassroots, empathetic engagement with gender equality initiatives.

To effectively implement these redefined tasks, we will start by distinction of the contact roles: one dedicated to employees and another for students. These roles will serve as primary points of contact for all GEP-related inquiries, suggestions, or concerns, ensuring that stakeholders have a clear and accessible channel for communication.

The responsibility of forwarding information to affected stakeholders will be a key function of these roles. This will include the distribution of relevant updates, resources, and opportunities via email

and the active mention of these points during faculty meetings. This ensures that all members of the faculty are kept informed and engaged with the GEP's progress and initiatives.

Indicators:

Number of Requests/Initiatives: Tracking the number of requests or initiatives received by the contact persons for employees and students will serve as a key indicator of engagement and active participation in the GEP. A higher number of requests or initiatives will indicate a growing interest and involvement in gender equality matters within the faculty.

Engagement Metrics: The effectiveness of information dissemination efforts will be measured through engagement metrics, such as the reach of emails, attendance at meetings where GEP initiatives are discussed, reports from these meetings and the level of participation in related activities.

d. Stakeholders involved

Internal Affairs Department, Contact persons for staff and students, Dean´s Board

e. Potential obstacles

Since it will not be a primary job but a new added agenda, we can meet with some unwillingness. This could be overcome by giving the person an additional pay to their full-time agreement.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Defining the Mandate for contact persons	Project team Internal Affairs Department	Redefined job description	Human resources	March 2024 – May 2024
Allocation of tasks	Dean's Board	Qualitative assessment of the requests/initiatives by the ombudsperson Job description for ombudsperson	Human resources	June – July 2024
Seeking Approval from Upper Management	Dean's Board	New positions approved	Human resources	September 2024
Training of appointed Gender Equality Persons	Project team Internal Affairs Department	Increased capacity of GE persons	Human resources; Training material; Financial resources for external	October – December 2024

	External trainers		expertise/trainings attendance	
Communication of new roles and ways for effective collaboration with relevant institutional bodies	Internal Affairs department Communications team	Information email Meeting with relevant bodies	Human resources	November – December 2024
Support from faculty leaders	Vice-dean for Internal Affairs Vice-dean for International Relations	Number of email reaches Meeting attendance and reports Activity participations	Human resources	January – June 2025

General timeline
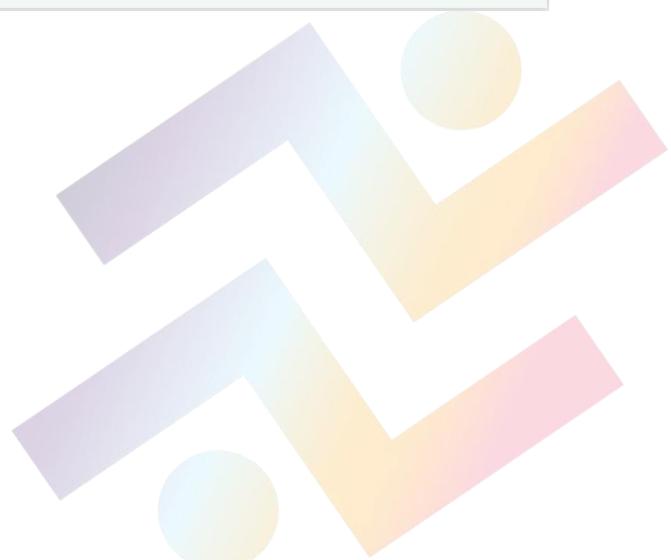
Annex 4 – National Sports Academy "Vassil Levski" (NSA)

Authors: Stefka Djobova, Mariana Borukova, Boryana Angelova-Igova

The organisation

The National Sports Academy "Vassil Levski " is a higher education institution specialised in sports, sport related specialties and physical education. The university is accredited by the National Evaluation and Accreditation Agency for delivering programs at the three levels – Bachelor, master and Doctor. NSA trains students in its three faculties – Faculty of Pedagogy, Faculty of Sport and Faculty of health care and social health. The Academy was established in 1942. At present there are 3500 students (men and women) and 450 teachers (habilitated lecturers and practitioners). Coaches in 68 types of sport are trained in the Academy. The Faculty of Pedagogy prepares specialists for the school system, extra-curricular sport in schools, sport for adults, adapted PE and sport. The Faculty of Health Care and Social Health prepares kinesitherapists, leisure time sports coaches and nurses. NSA has introduced Bologna principles since the adoption of the Bologna Declaration and its programs are in compliance with the tools such as ECTS, Diploma supplement, mobility recognition, student participation in decision making etc. NSA participates in Erasmus+ exchanges as well as in different projects and partnerships. Representatives of the National Sports Academy participate in committees of the main European NGOs related to sport, sports employment and athletes' rights within sports integrity.

Gender equality in NSA

Equality between men and women in the National Sports Academy is maintained in accordance with national legislation. The regulations for the structure and activity of the academy, as well as the specific regulations for scientific activity, career development of the academic staff, for educational activities, etc. emphasise the mandatory observance of this balance, in the sense of not allowing discrimination when occupying administrative, educational or scientific positions. All commissions for awarding scientific degrees or appointing candidates to take academic positions, regardless of the number of candidates and their gender, include men and women in a balanced number. The total number of teachers on employment contracts in the National Sports Academy is 237 of which 130 are men and 107 women, while the number of women in administration is higher – there are 112 men and 139 women. The overall ratio of NSA staff is balanced and almost equally distributed – 242 men, 246 women. In the development of the academic staff, the first criterion is the academic profile of the candidates (no discrimination is admissible) and the compliance with the national and institutional criteria for occupying an academic position. All candidates are informed in advance about procedures for filing objections in case of any academic ethics violation, including showing preference based on gender. The Human Resources Department annually submits to the Rector of the National Acadamy of Sciences information on changes in the ratio of men to women in the various work categories and career development of the academic staff. NSA joined three partner projects under Erasmus+ program in the period 2022 - 2024 aimed at

increasing the visibility of the role of women in sports - both as competitors and as sports officials. The implementation of the projects included, along with the concrete results, the development of materials and the implementation of training among the institutions related to the equality of men and women. The National Sports Academy organises trainings, seminars and conferences on gender topics for Bachelor's and Master's students. Gender equality is among the discussed issues in the educational institution.

Mandatory process-related elements

a. Public document

NSA rules regarding GEP were accepted by the Rectors board on 5th of September 2022. The act is registered in the written protocol from the Rectors board meeting. It is communicated through the official institutional website and is available at:

https://www.nsa.bg/bg/page,1632

Points for improvement: To extend this regulation beyond the research activities; to extend this regulation to a larger target group, including not only the academic but also administrative staff and the students.

b. Data collection and monitoring

The HR department at the National Sports Academy systematically gathers and maintains gender-related data for the entire academic and administrative staff. Notably, the institution upholds a policy of gender payment equity, where salaries are determined based on academic position, scientific degree, and years of service. Annual bonuses are distributed for academic and research achievements, publications, and projects. Crucially, all financial bonuses undergo a public and open vote by the Academic Council, with criteria publicly available online, deliberately excluding gender as a consideration.

The collection and maintenance of gender-related data for students fall under the purview of inspectors at each faculty office, the office for part-time studies, the Centre of Master students, and the Centre for the development of academic staff responsible for Ph.D. students. It is imperative to note that gender-related data is treated with utmost confidentiality and is not subject to public disclosure. Instead, relevant information is routinely submitted on a monthly basis to the National Centre for Information and Documentation (НАЦИД). This meticulous approach underscores the NSA's commitment to data privacy and responsible information management.

c. Dedicated resources and gender expertise

The National Sports Academy is a state funded university, and the budget is a subject of state regulation and monitoring.

The National Sports Academy annually votes for funds from the institution's budget to implement the activities concerning the policies of non-discrimination and promotion of gender equality. The funds are calculated against the set measures and as remuneration of academically responsible persons representing the new structures in the management. Funds for the implementation of the

gender equality policy are also attracted and used through active participation in funding programs aimed at democratic society, equality, scientific research, institutional capacity, etc. The rules were adopted by the Rector's Council with the protocol of 5 September 2022.

With the application of the institutional roadmap a dedicated staff will be appointed to work for the GA 1 – namely the operationalisation of the Gender equality commission.

A source of training materials, speakers and expertise will come from the external partnership.

d. Training and awareness-raising

Gender issues in sports have been integrated for more than twenty years into the curricula for students at the National Sports Academy. Furthermore, the institution actively disseminates the results of Erasmus projects that delve into pertinent gender-related topics such as female football issues, the role of women in water sports, the participation of women in disability sports, and the presence of women referees in team sports.

While our commitment to incorporating gender issues in sports education is strong, we recognise the need for continuous improvement in raising awareness. To address this, the NSA has included enhancements to awareness-raising initiatives as part of its comprehensive Grounding Actions plan. This strategic move underscores our dedication to fostering a more informed and gender-sensitive academic community at the National Sports Academy.

Recommended thematic elements

a. Work-life balance and organisational culture

Work-life balance is perfectly incorporated in the organisational structure. Main issues related to maternity leave, annual holidays, unpaid holidays, male parenting, etc., are subject to regulation in the Labour code. Specific academic benefit is the right for additional paid leave for participation in international sports events. There is also institutional support for acute or severe health problems. All the academic staff are entitled to flexible working hours. Administrative staff are treated as single cases but also could receive permission for flexible work time. For the last year two persons (one academic and one administrative staff) used their right for two weeks of paid holidays for the birth of a child. So far no one has applied for male parenting.

Conditions for sabbatical leave facilitate the academic and research development of the staff.

b. Gender balance in leadership and decision-making

For the purpose of this research, leadership and decision-making were divided in categories into three levels: High level; medium level and administration leadership. At a high level (rector, rectors board, academic board there is male domination. For instance, in the last 25 years females form 25% of the leadership. For the collective leadership (university assembly and the faculties assemblies we observe equity. At middle-level leadership (departments, research centres, and similar structures), we also observe gender equity. At the level of administrative unit leadership, we observe a disbalance in favour of nearly full female domination.

Without being the subject of properly documented research, the results of some interviews show that the established balance between personal life and academic development serves as an uninspiring factor for pursuing leadership positions. Leadership positions are extremely time-consuming and are not so attractive for women, especially with kids of school age.

From January 2024 - until January 2028, associate professor Vera Antonova will be the first female dean of the Faculty of Pedagogy.

c. Gender equality in recruitment and career progression

The Labour Code meticulously governs our recruitment policy, ensuring a fair and unbiased process devoid of any form of discrimination. The absence of positive or negative discrimination is a testament to the institution's commitment to equitable practices in all employment matters. This commitment is not just rhetoric; it is substantiated by the Ministry of Labour and Social Affairs' annual report, which consistently affirms the balance within our institution.

In the realm of academic development, the institutional commitment to full equality is unwavering. The institution takes pride in providing an environment where individuals of all genders have equal opportunities for progression across all scientific degrees. This dedication to meritocracy ensures that talent, competence, and dedication are the primary drivers of career advancement.

Moreover, the research landscape at the National Sports Academy (NSA) reflects a notable presence of female academic staff. This prevalence challenges any notion of gender-based limitations in career progression within our institution. Female academics actively contribute to and lead research projects, demonstrating that gender is not a barrier to achieving significant milestones in academia.

These points underscore that recruitment and career progression at NSA are governed by principles of equality and meritocracy. The evidence from both the Labour Code and the Ministry of Labour and Social Affairs' report, combined with the prominence of female academics in research projects, collectively refute any suggestion of gender-based hindrances in the institution.

d. Integration of the gender dimension into research and teaching content

In celebrating an esteemed 80-year legacy, the university proudly acknowledges the ever-evolving landscape of sports, recognising the pivotal role that gender issues play in shaping talent identification, training methodologies, and performance research. Underlining commitment to comprehensive research priorities, the institution places a distinct focus on the intertwined psychological and social dimensions associated with sports and gender issues.

Within the dynamic field of sports, understanding and addressing gender-related aspects are integral to fostering inclusivity, optimising training strategies, and unlocking the full potential of athletes. The unwavering dedication to cutting-edge research extends beyond the physical realm of sports, delving into the intricate psychological and social nuances that profoundly influence athletes' experiences. By positioning gender issues at the forefront of our research agenda, the aim is not only to contribute to the advancement of sports science but also to champion a more equitable and supportive environment for athletes of all genders. In joyfully commemorating 80 years of academic excellence, the institution's commitment remains steadfast in pioneering research that transcends conventional boundaries and makes a lasting impact on the intersection of sports, talent

development, and gender dynamics. Moreover, gender issues stand as an essential component of sports-related education, tailored to the unique requirements of each sport within the National Sports Academy (NSA). With education spanning 69 different types of sports, the specialisation curriculum is meticulously designed to be sports specific. In acknowledgment of the specific nature of sports and physical education (PE), student groups are segregated by gender, ensuring structural diversity for optimal educational outcomes. In PE, equal representation prevails among students, while in sports, the dominance of male students is attributed not to discrimination but rather to the demand of the work market as declared by national sports federations. Integration in teaching is a cornerstone, where Gender-Inclusive Coaching Strategies are integral to our curriculum. All sports academics undergo training to integrate coaching strategies inclusive of different genders' physiological and psychological needs, offering guidance on creating training programs that consider the diversity of athletes.

A continuous internal evaluation process is in place to ensure the ongoing quality of teaching based on an extensive array of evaluation parameters. Every five years, the educational programs undergo national evaluation and accreditation, with the NSA consistently ranking first in the country for the quality of education in the professional field of sports. Results from research are published or presented at various research forums.

An annex has been added with a list of publications that illustrate some of the psychosocial topics in our university's gender equality research.

e. Measures against gender-based violence, including sexual harassment

Within the National Sports Academy, a stronghold of academic excellence, the commitment to a safe and respectful environment is paramount. Our dedication to eradicating gender-based violence is evidenced through concrete measures and a robust framework.

Respect for academic ethics, a cornerstone of our community, sets the tone for a culture that rejects all forms of violence and abuse. Any concerns or issues find their initial point of contact with the department chair or head of the unit, creating an accessible channel for individuals to voice their concerns. This decentralised approach ensures that matters are dealt with swiftly and at an intimate level within the academic structure.

As an institution governed by centralised authority, the NSA takes a firm stance against gender-based violence. Regardless of their nature, all signals are promptly directed to the Rector, the highest authority in our institutional hierarchy. The Rector is responsible for judiciously deciding on the appropriate procedure or protocol to address the reported issues. Our pride in a person-centred approach is reflected in every facet of our response mechanism. Each case of alleged violence or abuse is handled with the utmost sensitivity and respect for human dignity. This commitment extends beyond mere rhetoric; it is embedded in the very fabric of our institutional environment.

In essence, the NSA stands as a beacon against gender-based violence, fortified by a comprehensive framework, accessible reporting channels, and an unwavering commitment to upholding the principles of respect and human dignity.

Within the National Sports Academy, our institutional ecosystem is not only committed to academic excellence but is also highly attuned to issues of harassment in any form. We firmly assert that harassment, particularly sexual harassment, is unequivocally condemned within our community. It

is essential to underscore that sexual harassment is not only morally reprehensible but also criminalised under the law. In such cases, the victims must contact the police immediately or call 112.

The NSA places paramount importance on creating an environment where individuals feel safe and secure, free from the spectre of harassment.

Roadmap towards the development of a 4I-GEP

The context

In Bulgaria, the legislation does not allow gender discrimination in any social and labour area. Anti-discrimination provisions are entered into every law related to the personal and social life and work activities of citizens. Academic life is mainly regulated by the Law on Higher Education, the Law on the Development of Academic Staff and other normative documents. Although the issue of gender equality is settled at the legislative level, including in university and research organisations, there are still identified weaknesses that should be overcome.

Specifically, in the context of the National Sports Academy, several main weaknesses can be noted:

- lack of emphasis related to gender balance in institutional policy; despite the presence of an anti-discrimination text in the university regulations, there is a lack of a strategic position on how to ensure compliance with this requirement
- there are no defined rules and procedures regarding monitoring and evaluation of gender equality and equal opportunities in academic and administrative environments
- lack of a scientific and statistical approach to reflect the situation, newly emerging views and problems, new areas of risk of endangering gender equality, a scientific methodology for reporting the social and professional degree of compliance with this requirement
- lack of systematised opportunities for the academic staff and administrative personnel to express proposals and opinions to improve the conditions for gender equality
- lack of a specific requirement for the presence of the topic of gender equality in the educational content of the programs in relevant academic disciplines (the presence of discussions of this topic in the educational lectures and seminars is the result of a personal choice of the teachers, and not a requirement to fulfil an institutional strategy)
- lack of a system and action plan for maintaining an up-to-date level of awareness on this topic among the academic staff and the administration and strengthening positive attitude towards diversity; there is no decision for assigning responsibilities in this regard to specific teachers and employees
- there is no expressed position for balanced recruitment of female and male employees
- lack of a line of action to protect gender equality in the activities of trade union organisations in the academy
- there is no specific policy for increasing a balanced gender representation in university management bodies.

Aims and Objectives

The main goal of the strategic map being developed is to ensure systematicity, consistency and sustainability of the actions of the National Sports Academy to maintain and develop gender balance in the overall environment.

The overall aim will be supported by several specific objectives:

1. purposeful understanding and definition of sports education as a specific area to ensure equality of women and men, reflecting the conclusions in all areas of education and science

2. providing regular, accurate and accessible information on the observance of gender rights for the purposes of taking relevant regulatory measures combating discrimination

3. creating visibility of the management stance on zero-tolerance concerning any kind of violation of gender equality and fully assisting the reactions to all proven cases of gender-based violence

4. establishing an image of sports academic community where intolerance of gender-based violence and violation of the rights of faculty, staff and students is a core characteristic

5. creation of a permanent and active information environment (training events, self-study, discussions) for developing intolerance of gender-based violence and violation of the rights of faculty, staff and students among the core ethical norms of the academy

6. establishing specific bodies with responsibilities to ensure scientific analyses, measure impact and propose innovative steps in the implementation of the gender balance strategy.

Structure of the roadmap

Period of implementation	*Grounding actions/Action lines*	*GEP element*
PROJECT PERIOD	*GA1 – Building a Communication & Networking Policy*	Training Dedicated resources Work-life balance and organisational culture
	GA2 – Raising Awareness on Gender+ Equality and Inequalities in Sports Environments	Training Work-life balance and organisational culture
	GA3 – Establishing a Commission for Implementation of the GEP along with Rules for its functioning	Dedicated resources Public document
	GA4 – Needs Assessment and Analysis	Data collection and monitoring

	GA5 – Creating a gender equality database	Data collection and monitoring
	GA6 – Raising awareness on GBV and sexual harassment in sports environment with internal and external stakeholders	Training Measures against GBV
	GA7 – Use of Inclusive Language in Institutional Documents	Work-life balance and organisational culture Gender dimension in research and teaching
	GA8 – Integrating Gender in the Curriculum	Gender dimension in research and teaching
4I – GEP IMPLEMENTATION PERIOD	To be developed at the end of the SUPPORTER project, based on the lessons learnt from the roadmaps and the newly developed 4I-GEP of the institution.	
SUSTAINABILITY PERIOD		

The Grounding Actions

A set of eight Grounding Actions are envisaged to achieve the purposes of this roadmap and pave the way towards the development of a new, 4I-GEP, which will be sports-specific and place emphasis on addressing gender-based violence and sexual harassment. Each of these dimensions is comprehensively addressed by the different actions comprising the roadmap, as depicted in the following table.

Dimension	GA1	GA2	GA3	GA4	GA5	GA6
Intersectional	x	x	x	x	x	x
Innovative	x	x		x		
Inclusive			x	x	x	x
Impactful	x	x		x		x
Tailored to sports		x	x	x		x

GA1 – Building a Communication & Networking Policy

Building an effective communication policy and channels that covers the various dimensions of gender+ equality. Identification of external stakeholders at governmental, local and other universities level. Exchange of information and good practices. To create a dynamic and supportive ecosystem where everyone is actively involved in advancing gender equality, contributing to a workplace and academic environment that is equitable, inclusive, and respectful of diverse personalities and identities.

a. GEP element

Mandatory: Dedicated resources; Training and awareness-raising
Thematic: Work-life balance and organisational culture

b. Objectives

The aim of the "Communication and Networking" action within the GEP for the National Sports Academy is to cultivate a culture of awareness, collaboration, and support for gender equality. This initiative seeks to elevate understanding and engagement across all stakeholders, including students, faculty, coaches, and external partners. Through effective communication channels and networking opportunities, the goal is to build a supportive community that values diversity and fosters an environment where every individual feels empowered to contribute to gender equality efforts. Additionally, the action aims to address concerns through open communication and organise networking events that bring together diverse voices from the sports community. Ultimately, the aim is to create a positive and inclusive organisational culture where gender equality is integral to the identity of the NSA, promoting an environment free from gender-based discrimination. Contribute to building a positive organisational and institutional culture that values gender equality as an integral part of its identity.

c. Implementation plan

1.1 Identifying key internal (within the university, including students, faculty, administrative staff, and alumni) and external stakeholders.

1.2 Defining the communication strategy objectives, tools and task allocation

1.3 Developing communication strategy, including the establishment of regular channels, such as email exchanges, university events, seminars, and departmental meetings, to update stakeholders on GEP progress and initiatives in the Academy and vice versa – the external stakeholders to raise awareness of current issues and national specifics. The communication strategy should be aligned with the university's academic environment to engage these stakeholders effectively.

1.4 Seeking approval for the finalised communication strategy (if necessary)

d. Stakeholders involved

Internal: Besides the main team, there are a number of stakeholders that will be involved in this action. The project team will communicate with the Academic Ethics Commission, Complaints Commission, and the Students Council. There will be a second circle of communication with key persons: The Rector, the Assistant Rector, the Administrative Director, the Legal Advisor, the President of the Student Council, The Deans of the three Faculties, the heads for attestation (every department has a trusted person who is monitoring the academic development).

External: the project team, succeeded by the Gender Equality Commission upon its creation, needs to create a network with the Equal Opportunities, Anti-Discrimination and Social Assistance Unit (EADSU) in the Disability, Equal Opportunities and Social Assistance Policy Directorate (PDEASP)of the Ministry of Labour and Social Affairs. The Unit is also the secretariat of the National Council for Equality between Women and Men of the Council of Ministers. The gender equality coordinator of the regional municipality of Sofia will also be invited to the network. Important stakeholders in the network will be the related NGOs like "Centre for Women's Studies and Policies", "Animus", etc.

e. Potential obstacles

1. Our institution has strong traditions and cultural norms. Overcoming ingrained stereotypes and traditional gender roles may be challenging.

2. Choosing the right communication channels and ensuring their effectiveness can be challenging. Some stakeholders, both internal and external may not be reached through traditional channels, requiring innovative approaches or top-down approach.

3. Limited human resources and work overload may hinder the implementation of comprehensive communication strategies or the organisation of impactful networking events.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1.1 Identifying key stakeholders	Rector Project team	Map of names	Human resources	March – April 2024
1.2 Defining objectives, tools and tasks	Project team Academic Ethics Commission PR Communications department	Outline of the communication strategy	Human resources	April – May 2024

1.3 Development of communication strategy, including communication channels	Project team Rector's board Communications department	Communication strategy document Timetable of events Regular report	Human resources Consultation time Communication tools	May – June 2024
1.4 Seeking approval	Rector's board	Approved strategy	Human resources	June 2024

GA2 – Raising Awareness on Gender+ Equality and Inequalities in Sports Environments

GA2 is focused on raising awareness activities on gender equality and understanding of gender issues, stereotypes and biases in the academic sport environment.

a. GEP element

Mandatory: Training and awareness-raising

b. Objectives
- To get the topic of gender equality on the organisation's/faculty's agenda
- To promote a uniform understanding of the concept of gender equality in higher education
- To integrate discussions on unconscious bias, stereotypes, and the implications of gender inequality on individuals and the broader sports community.

c. Implementation plan

2.1 Setting up a working team (incl. academics, students and/or staff) and clearly allocating tasks

2.2 Developing the scheme (Define objectives, target audience, timeframe and budget, activities and desired outcome)

2.3 Designing the material (define appropriate channels, create the visuals)

2.4 Finalising the material and seeking approval (if necessary)

2.5 Implementing the activities. These may include: Social media campaigns for commemorating international days associated with gender equality, such as International Women's Day, through the organisation of special events that emphasise the significance of gender inclusivity in the sports arena; Targeted campus events for academic/admin staff and students, one local stakeholder event for external stakeholders)

2.6 Evaluating impact and suggestions for future relaunch

d. Stakeholders involved

Co-producing: Project team, PR, Student and staff representatives

Only consulting: Academic Ethics Commission, mid-level management, external consultants

Only informing: High-level management, external stakeholders

e. Potential obstacles

Some individuals within the university community, including faculty, staff, and students, may resist changes in the traditional norms and practices related to gender roles and equality. This could result in vague interest towards the planned events. Deep-seated stereotypes and prejudices related to gender roles in sports may hinder the acceptance of gender equality initiatives. Overcoming these ingrained beliefs can be a significant challenge. The sports university's culture among students may present barriers to the successful implementation of gender equality initiatives. Ensuring active participation and engagement from both students and staff in awareness activities can be a challenge. Apathy or disinterest may hinder the impact of the initiatives.

f. Timeline

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*
2.1 Setting up the working team	Project team PR Student/staff representatives	List of team members	Human resources	March – April 2024
2.2 Develop an awareness-raising scheme	Working team	Detailed plan	Human resources	April – May 2024
2.3 Design the awareness-raising scheme	Working team Department for multimedia	Communication material Material for the awareness-raising activities	Multimedia tools Human resources	May – June 2024
2.4 Finalise and seek approval	Working team Rector's board	Approved campaign	Human resources	June 2024
2.5 Launch the activities: Organising informational sessions and workshops. Incl. Local stakeholder event	Working team	No. of planned events No. of participants Feedback from participants.	Communication platforms Multimedia tools and Human resources	June – October 2024
2.6 Evaluating impact	Working team	Increased knowledge through pre/post workshop questionnaire Satisfaction of participants in feedback forms	Human resources	October 2024 – November 2024

	Number of posts/reactions in social media	

GA3 – Establishing a Commission for Implementation of the GEP along with Rules for its functioning

This activity will mark the beginning of a public expression of the gender equality policy at the National Sports Academy - Sofia. In view of the current administrative structure of the NSA, we will create a database with the available administrative units responsible for gender equality and the responsible persons in cases of gender violence or sexual assault.

The creation of a management capacity with the appointment of responsible persons by name of a collective body for the implementation of the equality policy will give a visible expression of the importance of this policy and give impetus to processes such as monitoring, reporting, training, etc. The commission will be established by order of the rector, which will commit the university management to this decision and to the acceptance of the activity at the highest level. On the other hand, the significance of the new Gender Equality Commission will be an independent body and not part of an already existing one (e.g. Academic Ethics Commission, Complaints Commission, etc.). This will allow the members of the commission to concentrate solely on the issues of gender equality and to develop expertise in a normative and practical aspect. The appointment of a Commission for ensuring gender equality will be combined with the development of rules for the functioning of this commission, which will be adopted by the Academic Council. The approval of this commission by the highest academic body will create recognition of the strategic intentions of management for the sustainable implementation of gender equality policy in the academic and administrative environments.

a. GEP element

Mandatory: Dedicated resources; Public document.

b. Objectives

This action corresponds to one of the basic GEP requirements – it will be publicly available, the Commission's members will be known, the results of their activities will be monitored and publicly available. The Commission will be appointed, and its work will be received by the top management of the university. As such the established Commission will rely on commitment of dedicated resources and gender expertise to implement the GEP. Commission's members will be purposefully qualified and will keep an archive of data and monitoring/evaluation reports. The Commission for ensuring gender equality will respond to the need of more awareness, developed procedures, correspondence of the procedures to the national and European requirements, training events and personal attitude in case of the equality rights infringement.

This action aims to create a set of commitments and actions that will promote gender equality in the organisation (NSA) through a process of structural change.

Specific objectives:

- to create an administrative body in the institution to be responsible for cases of gender discrimination, gender violence, and sexual assault.
- To increase gender expertise within the faculty, with a focus on gender issues in sports environments
- To establish accountability for the implementation and update of the 4I-GEP within the institution/faculty
- To ensure clear task allocation and smooth cooperation among institutional bodies with a similar mandate
- To raise the awareness of academic and non-academic staff, students and young scientists in the NSA on issues of gender inequality, gender rights and the legal rights of every person in this regard.
- To launch structural changes and establish institutional capacity
- To start strategic and policy development with continuity in strategic periods
- To create a degree of understanding and support for the implementation of these policies among the entire academic community
- To ensure the institution's contribution to pan-European social transformation regarding gender equality
- To ensure sustainable transformation in the overall strategic framework

c. Implementation plan

The activity of creating a Commission for ensuring gender equality is long-term and related to a comprehensive academic commitment.

The activity expects to achieve visibility of the problem, demonstrate the determination of the institution's management to maintain a policy of gender equality, involve the entire composition of the academy in dealing with current problems and future challenges, create an example for the younger generation of students for an uncompromising position on the rights of equality in a working environment, in team relationships, in a public national and European framework.

This activity includes the following stages:

3.1 Informing the academic community about the presence of a focus on gender equality in the institutional vision, the need to create organisational capacity and the open possibility of proposing committee members

3.2 Formulation of criteria for selection of candidates for inclusion as members in the commission; these criteria will be consistent with the functions and role of the commission, as well as with the need for the members to benefit from the collective trust

3.3 Determining the members of the Commission based on submitted applications and a conversation with the approved candidates; the Commission will be institutionalised by an order of the Rector and will have a mandate, the duration of which will be decided during the implementation of the activity

3.4 Define the mandate of the Commission: Developing rules for the Commission's activity, as well as defining its connections and relations with other bodies related to academic ethics and the institution's relations with external organisations and policies; the rules of activity of the Commission for ensuring gender equality will be voted on by the Academic Council. The Commission will be

the first step for establishing structures within the field of research and innovation (R&I) to combat and reduce gender imbalances and inequalities. The functions of the Commission will include the development of a training plan for academic staff and employees, which will be tailored to previously identified needs; in view of this, emerging new challenges will be formulated, as well as the overcoming of previous challenges to gender equality in academia will be assessed.

3.5 Identifying training needs of the Commission members on gender+ equality through discussion with GE experts

3.6 Delivery of training for the Commission members according to identified needs

3.7 Meeting of the Commission with relevant institutional bodies to communicate their role and discuss effective ways for collaboration

The main indicators (but not the only ones) that will report the successful progress of the activity will be:

To achieve the goals and results of this activity, both internal resources will be used - teachers who have experience in developing this topic, literature and Internet accessible resources, as well as external expertise - specialists and lecturers from state institutions with leading responsibility for the development of state equality policy and colleagues from other academic institutions who have better experience in establishing equality measures.

In addition to the available resources of researchers and technology, the implementation of the policy to create internal capacity to maintain gender balance and equality will also rely on project activity through developed projects in the fields of education, science, citizens' rights, culture and sports.

The work of the Commission will be visibly considered when evaluating the quality of work of the National Sports Academy. The evaluation of the committee members, as well as the overall achievements of the committee, will be part of the internal evaluation of the academy.

d. Stakeholders involved

Institutionally, the following will be interested in this activity, as well as actively participating in the implementation: the governing bodies of the administration - rector and rector's council, academic council, student council, deans and heads of departments. In the communication of the National Sports Academy outside the institution, the main state bodies will be addressed - the Ministry of Labour and Social Policy, the Ministry of Education and Science, the Scientific Research Fund, the Directorate of Structural Funds at the MES, National Statistics Institute main non-governmental organisations that support the development of equality policy, international organisations.

There will be different levels of participation and support by the stakeholders:
- Level of assistance in training events
- Level of information supply by the governmental institutions
- Level of cooperative work with other academic institutions
- Level of partnership co-working in project frameworks

e. Potential obstacles

There exist some obstacles that should be envisaged and response should be planned in order not to stop the process of implementation and sustainability achievement:

● categorical conviction on the part of the academic staff that there is no need for measures to change the gender culture in the institution

Measure: starting with information materials and discussions on the topic

● lack of broad and in-depth knowledge of European gender equality policy

Measure: discussions with experts and law specialists to gain equal understanding

● lack of systematic approach to tackle the interrelated sub-activities

Measure: coordinated schedule for launching the main training events and the procedure for Commission members appointment

● lack of holistic approach and focusing only on R&D gender equality

Measure: inclusion of representatives from all circles of the academic community in the commission work

f. Timeline

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*
3.1 Informing the academic community	Rector's Council	Achieved satisfactory awareness level	PR expert Experts for IR	March – October 2024
3.2 Formulation of selection criteria	International Relations Office Legal Department	Acceptable criteria for commission's selection	Internal information Available EU publications	September – November 2024
3.3 Recruitment of Commission members	Legal Department	Choice of three or five broadly trusted commission's members	Human Resources Experts preparing amendment on their duties and functions	September – November 2024
3.4 Developing the mandate	Head of main academic units	Document with Commission's mandate Established internal structures and capacity pool	Human resources	September – December 2024
3.5 Identifying training needs	Ethics Commission GE Commission	Report on knowledge gaps	Human resources External expertise	November – December 2024

	Internal/ external experts	after meeting with GE experts		
3.6 Training of Commission members	Ethics Commission GE Commission Internal/ external experts	Training material Increased knowledge	Human resources	January – March 2025
3.7 Internal and external communication of the Commission's creation and mandate	GE Commission Head of main academic units Deans and Head of Departments	Satisfactory degree of internal communication	Institutional departments (heads and active department members) Communicators with external stakeholders	January – February 2025

GA4 – Needs Assessment and Analysis

Analysing the current situation and drawing up proposals for optimising the existing legal and institutional framework and units.

Will provide an opportunity to define the content and monitoring elements of the institutional needs analysis, annual performance measurement and new GEP areas of priority. Outsource the collection of data and include the results as part of the institution's internal quality and performance report.

a. GEP element

Mandatory: Data collection and monitoring

b. Objectives

To date statistical information on gender balance is presented at the national level every three months to the NACID (National Information and Documentation Centre). This action aims to generate information regarding the institution's state-of-play, including perceptions on gender equality, and to determine relevant needs and areas of priority. This will lead to highlighting activities that will sustainably spread and promote gender equality in the organisation through good practices.

c. Implementation plan

The activity of generating and disseminating information and data on needs requires the active participation of the Commission and the Director of Administration and Business, and the overall commitment of all units in the organisation.

The activity expects to achieve sustainable awareness in the organisation and maintain a gender equality policy in the work environment, in line with the national and European framework.

This activity includes the following stages:

4.1 Identification of responsible organisers for the implementation of the activity

4.2 Identify suitable methods to collect and analyse data: interviews, surveys, focus groups; for a higher degree of trust in the institution, some of these mechanisms will be tailored to the necessary anonymity. Determining information parameters for conducting interviews and developing surveys (questionnaires) in accordance with academic ethics and the institution's relations with external organisations and policies; Coordination of the proposals for information parameters with the academic leadership, human resources and the lawyer of the organisation

4.3 Developing data collection tools (i.e. interview/focus group guide, questionnaires etc.)

4.4 Recruitment procedure: Inform the units of the organisation about the existence of a gender focus in the institutional vision, the need to generate and analyse information.

4.5 Conduct the data collection procedures (e.g. to determine views, preferences and viewpoints of awareness of gender equality in the units of the institution, focus groups will be formed, which will support the development of ideas, priorities and opportunities for sharing and developing specific proposals.

4.6 Analysis of the information generated and identifying areas of priority to focus on in the updated 4I-GEP

 The main indicators that will report on the successful progress of the activity will be:
● percentage of faculty, students, and staff who would participate in interviews, surveys, focus groups, and open discussions for awareness and analysis of gender equality at the institution
● the level of awareness of gender equality among academic staff;
● degree of awareness of gender equality on the part of students;
● degree of awareness of gender equality on the part of administrative staff;
● increase in the number of initiatives related to GEP compared to the original statistics
● improving the level of awareness of European policies on gender equality and gender-based violence among faculty, students, and staff.

In order to achieve the aims and outcomes of this activity, both internal resources - academics with expertise in the subject, literature and internet resources - and external expertise - specialists from government institutions with lead responsibility for the development of government equality policy and colleagues from other academic institutions who have better experience of developing equality measures - will be used.

The information will be visibly reported on in assessing the quality of the National Sports Academy's work.

d. Stakeholders involved

Institutionally, besides the project team, the following will be interested in this activity and will be actively involved in its implementation: the governing bodies of the administration - Director of Administrative and Business Affairs, Academic Council, Student Council, Deans and Heads of Departments. In the communication of the National Sports Academy outside the institution, the main state bodies will be addressed - Ministry of Labour and Social Policy, Ministry of Education and Science, National Statistical Institute.

There will be different levels of stakeholder involvement and support:
- level of assistance in conducting surveys
- a level of assistance in organising focus groups for discussions
- level of cooperation with other academic institutions
- level of peer collaboration in projects

e. Potential obstacles

There are some obstacles that need to be anticipated and a response planned to avoid halting the implementation process and achieving sustainability:

- Overcoming ingrained stereotypes and conviction of academic staff, administration and students that there is no need for needs analysis surveys and a gender database.

Measure: start with information materials and discussions on the topic

- Reluctance to participate openly in research through interviews and surveys

Measure: ensuring anonymity of respondents

- Lack of a systematic approach to address interrelated sub-activities

Measure: coordinated timetable for launching activities

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
4.1 Identification of organisers	Project team	Allocation of responsibilities	Human resources	September 2024
4.2 Identifying data collection and analysis methods	Project team Academic Ethics Commission	Methodological plan (actions and content defined) Timetable of events	Human resources Consultation time with experts	September 2024
4.3 Developing data collection tools	Project team Academic Ethics Commission	Interview guide and/or Questionnaire	Human resources Consultation time with experts	October – November 2024

4.4 Recruitment procedures	Project team HR Student Union Communications department	List of recruitment criteria Number of prospective respondents reached Recruitment methods/tools employed	Human resources Communication tools	December 2024
4.5 Data collection	Project team Gender Equality Commission Student Council External experts	Number of respondents/participants Number of interviews Feedback from personal meetings and focus groups	Human resources	January – February 2025
4.6 Data analysis and setting priorities	Project team GE Commission	Report on findings	Human resources	March 2025

GA5 – Creating a gender equality database

Based on the results of the previous GA, this action creates a database to make the gender audit and gender related information publicly available and easily accessible to all units in the institutional structure.

a. GEP element

Mandatory: Data collection and monitoring

b. Objectives

The aim of this action is to create and maintain a database of all the gender-related information in the NSA in order to construe a comprehensive image of the national and organisational regulatory framework, to consolidate understanding of the internal relevant structures, procedures and competent bodies and to draw attention on existing gender inequalities and the developed strategies to overcome them.

c. Implementation plan

5.1 Setting up a working team and allocating creative, operational, and content-related tasks on the gender database

5.2 Defining the purpose, content, and format of the database.

5.3 Compiling and reviewing existing sex-disaggregated data, relevant national legal and policy documents, and the organisation's strategic and operational documents.

5.4 Designing the database for information on gender+ equality at the institutional level, which will be visually captivating, user-friendly, and institutionally available

5.5 Adding content and testing the database (functionality, interface, purpose-serving)

5.6 Launch of the database and dissemination.

d. Stakeholders involved

Gender Equality Committee, Communications Department, IT Department, Management, Students/Staff

e. Potential obstacles

- Internal resistances to acknowledge the need for such a database or the importance to increase transparency on the gender equality issues
- Lack of financial resources
- Lack of appropriate technological equipment/expertise to create or maintain the database

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
5.1 Setting up a working team	Project team Gender Equality Commission Communications team IT team	Allocation of responsibilities	Human resources	January 2025
5.2 Defining the database's purpose/content/ format	Working team Management	Plan for the database	Human resources	January 2025
5.3 Compiling and reviewing existing data	Project team Gender Equality Commission	Compiled national laws and internal regulations	Human resources Consultation time with experts	February – March 2025

| 5.4 Designing the database | IT team
Communications department | Developed database | Human resources
Communication tools
Software/Technological equipment | February – March 2025 |
| 5.5 Adding content and testing | Working team
Staff/student representatives | Satisfaction level of functionality
User-friendly interface
Comprehensive content | Human resources | April 2025 |
| 5.6 Disseminating the launch of the database | Working team
Communications department | Number of stakeholders reached (e.g. via emails)
Number of unique visitors
Feedback requests via emails | Human resources | May – June 2025 |

GA6 – Raising awareness on GBV and sexual harassment in sports environment with internal and external stakeholders

This GA develops and implements awareness-raising activities on GBV and sexual harassment in sport environment and promote existing achievements from university level, but also at local level by raising awareness of external stakeholders.

a. GEP element

Mandatory: Training
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

- To increase understanding both of internal and of external stakeholders on the concept and forms of gender-based violence (physical, sexual, psychological, economic and financial, sexual harassment, online) in the sports context
- To create a safe environment and a culture of respect, equality and zero tolerance towards gender-based violence

● To introduce staff and students to the relevant regulatory framework and internal procedures in place (reporting and case management, support mechanisms) in a simple and comprehensive manner

c. Implementation plan

The following activities will be carried out to implement this Grounding Action:

6.1 Set up the working team (incl. students and/or staff, and a communication team to engage external stakeholders effectively)

6.2 Develop a comprehensive scheme (Define objectives and message, target audience, timeframe and budget, outline the campaign's activities and desired outcome)

6.3 Design the material for the planned activities (define appropriate channels, create the visuals, prepare the presentations)

6.4 Finalise the scheme and material and seek approval (if necessary)

6.5 Launch the awareness-raising activities. This may include: one training event organised for staff and for students, one introduction workshop organised for freshly enrolled students.

It will also include a local stakeholder event (e.g. in the form of an awareness day) to raise awareness of targeted external stakeholders such as sports clubs, trainers, associations, umbrella organisations, public authorities.

6.6 Evaluate the scheme's impact and explore possibility for future relaunch

d. Stakeholders involved

Project team/Gender Equality Commission, Academic Ethics Commission, Student Union, Management, PR/Communications team. In the communication of the National Sports Academy outside the institution, some national sports federations will be involved, the Bulgarian Olympic Committee, the governmental bodies responsible for the GEP implementation, Labour Unions from the sectors of Sports and Higher education.

e. Potential obstacles

● Lack of interest/time of targeted stakeholders

● Lack of adequate resources (human resources, expertise, financial resources to engage external expertise)

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline

6.1 Setting up the working team	Project team Communications team Students/Staff representatives	List of team members defined	Human resources	October 2024
6.2 Development of comprehensive scheme	Working team	Document of the scheme, with time plan of activities and budget	Human resources	October 2024
6.3 Design the material	Working team External experts	Complete material of the campaign	Software and communication tools Human resources	November – December 2024
6.4 Finalise and seek approval	Working team Rector's Board	Official approval by the management	Human resources	December 2024
6.5 Launch the activities	Campaign team External experts	Number of planned activities Number of participants and profile of participants per activity Number of stakeholders reached via communication activities	Education or science budget of NSA Classroom and venue for local event	January – May 2025
6.6 Evaluate the impact and explore possibility for future relaunch	Working team External experts	Increased knowledge of students, staff and external stakeholders on GBV and SH in sport environment, as well as on procedures and steps to follow in cases of GBV and SH Satisfaction of participants in feedback forms	Human resources	May – June 2025

GA7 – Use of Inclusive Language in Institutional Documents

This action is geared towards promoting inclusivity by revising documents, including academic policies, handbooks, and communication materials, to ensure that language is inclusive and embraces diversity. This promotes a sense of belonging for individuals of both genders within the sports university community.

- Development and supplementation of the existing regulations in the NSA, creation of new commissions and the appointment of responsible persons.
- Development of the existing lecture courses in NSA such as Sociology of Sport and Philosophy of Sport, Psychology of Sports etc. with new topics such as: Violence, Gender and Sport. Gender stereotypes, sports, etc. Increasing the hours in these disciplines.

a. GEP element

Thematic: Work-life balance and organisational culture

b. Objectives

The aim of document revision and the application of inclusive and tolerant language is to foster a more inclusive and respectful academic environment within the sports academy.

The revision process aims to identify and rectify unintentional biases present in language that may perpetuate stereotypes or reinforce gender norms. It seeks to create a more neutral and equitable representation of individuals, irrespective of their identity, thus preventing unintended bias. Inclusive language fosters an atmosphere of tolerance by acknowledging and respecting the diversity, contributing to a campus culture that values and celebrates individual differences, thereby encouraging tolerance. Through document revision, the NSA will set a positive example for students, faculty, and staff, fostering a more inclusive and tolerant academic community. Ensuring that institutional documents adhere to inclusive language principles aligns with broader national policies on diversity and inclusion, helping the NSA to meet or exceed regulatory and accreditation standards related to gender equality, and ensuring compliance with official policies.

c. Implementation plan

7.1 Collect and identify institutional documents and policies which are going to be reviewed

7.2 Review and Update of Documentation - Review and update existing institutional documents and policies to ensure they align with gender equality principles. Institutionalisation of gender equality as a guiding principle of the university's mission and strategy.

7.3 Develop guidelines on inclusive language use that respects diverse identities in relation to the Bulgarian national policy and the gender equality principles.

7.4 Encourage the use of inclusive language in all university communications, documentation, and official forms.

d. Stakeholders involved

A large number of representatives within the university administrative and academic structures will be involved in these GA –Besides the entire rector's board, the main project team and the GE commission, the legal advisor, the HR director and the PR will be involved.

e. Potential obstacles

- Internal resistances
- Lack of time for document review
- Lack of expertise on inclusive language

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
7.1 Collect documents for review	Project team HR	List of documents for review and update	Human resources	October – November 2024
7.2 Review and update of documentation	Project team GE Commission Academic Ethics Commission	Revised documents and summary of updates	Human resources	December 2024 – February 2025
7.3 Develop guidelines for inclusive language use	Project team Ethical commission HR	Document of guidelines	Human resources	October – December 2024
7.4 Encourage inclusive language use	Project team GE Commission PR/Communications department	Number of internal and external stakeholders reached via email, social media posts/reactions, website visits	Human resources	March – May 2025

GA8 – Integrating Gender in the Curriculum

Teaching: Conducting exercises and lectures with 1st and 4th year students at the National Academy of Sports in the Philosophy of Sports and Sociology of Sports classes based on the results of the project.

a. GEP element

Thematic: Integration of gender dimension in the research and teaching content

b. Objectives

The objective of integrating gender equality into teaching is to cultivate a more inclusive and fair academic landscape. This involves infusing the ethos of gender equality into educational curricula across diverse disciplines. The purpose is to:

- Elevate Awareness: Heighten awareness among students, faculty, and researchers regarding the crucial significance of gender equality, diversity, and inclusion within their specific areas of study.

- Challenge Assumptions: Confront and dismantle gender stereotypes and biases embedded in academic content, ensuring that teaching materials and research methodologies are devoid of discriminatory elements.

- Cultivate Inclusive Learning: Establish a learning environment that is not only inclusive but also supportive of all genders, offering equal opportunities for academic success, irrespective of gender identity.

- Shape Future Advocates: Equip students with the knowledge and skills needed to become advocates for gender equality in their future careers, whether within academia or other professional realms.

- Exemplify Role Models: Highlight and celebrate accomplishments of individuals from all genders in academia, serving as inspirations and challenging stereotypes surrounding gender and academic achievement.

- Advocate for Inclusive Policies: Champion and implement policies that uphold gender equality within academic institutions, fostering an environment that acknowledges and celebrates diversity and inclusion.

Through the integration of gender equality into teaching, the National Sports Academy will contribute to the creation of a more equitable society, preparing students to be informed, conscious, and proactive contributors to a world of sport that values individuals and respects their human rights for access to sport.

This GA will be linked to the three important strategic points of the NSA – quality of education, internationalisation and excellence in research.

c. Implementation plan

8.1 Review the curriculum and identify gender-related topics in existing modules and gaps

8.2 Define sports-specific contents that address gender-related issues, including historical inequalities, opportunities, and challenges in each sport. Each sport module should entail reference to gender equality and persistent stereotypes.

8.3 Incorporate case studies that highlight the achievements and challenges faced by athletes of both genders in various sports. Showcase examples of successful female athletes and their impact on the sports landscape. These examples would be with a strong emphasis on those sports which are considered "male" sports. Showcase examples of successful male coaches in traditional "female" sports.

Although traditionally, our curriculum is tailored to the specific nature of each sport taught in our Academy; we must ensure that our students will gain a deeper understanding of the gender dynamics within their chosen discipline and contribute to fostering a more inclusive sports culture.

8.4 Finalise the new curriculum and submit for approval

8.5 Communicate the integration of the gender dimension in academic teaching.

d. Stakeholders involved

A large number of representatives within the university community will be involved in these GA – The education supervisors and module teachers in each department, the directors of the different centres in NSA, the Deans, The rector's board, and in particular, the Vice-rector for Education and the Vice-rector for Research. The steering will be the project team and the GE commission in collaboration with the Ethical Commission. The key role in the promotion of research topics will be the Directors of the different master's programs.

e. Potential obstacles

As modernisation of teaching and encouraging research are among the milestones of NSA, no obstacles are foreseen for these GA, besides lack of staff time.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
8.1 Review of curriculum	Project team GE commission Vice rector for education	Report on existing relevant topics and suggestions	Human resources	January 2025
8.2 Discuss and define new topics/methods	Project team GE commission Module teachers External experts	Updated topics/methods	Human resources External expertise	February – March 2025
8.3 Incorporate case studies	Project team GE commission	Summary of case studies	Human resources External expertise	March – April 2025

	Module teachers External expertise			
8.4 Finalise and seek approval	Project team GE Commission Vice Rector for education	Updated syllabi and curriculum approved	Human resources	May 2025
8.5 Dissemination and communication of new curriculum	Project team GE Commission PR/Communications team	Number of internal and external stakeholders reached	Human resources Communication tools	June 2025

General timeline

Annex 5 – Lithuanian Sports University (LSU)

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The organisation

Lithuanian Sports University: https://www.lsu.lt/en/

The University has: four departments (Department of Coaching Science, Department of Health Promotion and Rehabilitation, Department of Physical and Social Education, Department of Sport and Tourism Management) and two institutes and centres (Institute of Sport Science and Innovations, Centre of Basketball Studies and Research). The University offers 21 study programmes: nine Undergraduate, ten Master and two doctoral study programmes.

Gender equality in LSU

Mandatory process-related elements

a. Public document

LSU Equal Opportunities Policy and its Implementation Arrangements **(EOPIA)** at Lithuanian Sports University has been prepared by the Human Resources and Strategic Management Division. He was published on the 19th of November 2018 and shared with the LSU community through the rectorate.

https://www.lsu.lt/wp-content/uploads/2022/11/Equal-opportunities-policy-and-its-implementation-arrangement-sat-Lithuanian-sports-university.pdf

b. Data collection and monitoring

All gender-related collected data, the defined indicators, are published in the Rector's annual report every year. No funds were provided for the effectiveness and level of implementation of the GEP.

LSU Gender Data 2023

Category (e.g. students, academic staff, administrative staff, management, etc)	Women (%)	Men (%)	Other (%), if applicable
Students:			
Bachelor	368 (39.53)	563 (60.47)	-
Masters	190 (50.26)	188 (49.74)	-
Doctoral studies	37 (59.7)	25 (40.3)	-
Academic staff	95 (56.88)	72 (43.11)	-

Administrative staff	82 (62.12)	50 (37.87)	-

c. Dedicated resources and gender expertise

The LSU labour council and the LSU trade union are responsible for promoting gender equality in the organisation. These teams oversee the implementation of the Gender Equality Policy at LSU.

d. Training and awareness-raising

GEP's awareness-raising and training activities on issues of gender equality and unconscious gender bias are carried out as follows:

a) For students given in study modules such as Academic communication, sports pedagogy and psychology, sports ethics.
b) For the community (teachers and administration), organised lectures, seminars, discussions.

Recommended thematic elements

a. Work-life balance and organisational culture

The Lithuanian Sports University follows the GEP equality principles presented in the university's EOPIA, for example:

● All employees shall be given equal opportunities in the workplace. Recruitment and recruitment procedures shall be determined solely on the basis of individual characteristics of the person and the criteria related to a corresponding position. In all cases, the focus shall be on the ability to do the job well.

● LSU shall create an environment in which individual differences and their contributions are recognised and valued. Every employee shall have the right to work in an environment that encourages respect for the dignity of each person.

● LSU shall ensure equal conditions of work for all employees, as well as access to qualification development, vocational training, retraining, practical work experience, and equal benefits, regardless of gender, race, nationality, language, origin, social status, beliefs or views, age, sexual orientation, disability, ethnicity, or religion.

● The disabled candidates who provide the information about their disability when applying for a vacancy shall be provided with appropriate conditions at the time of the interview (e.g., easy access to interview rooms or services provided by a sign language interpreter) to ensure equal opportunities.

● Parents (university employee) with family responsibilities raising two or more children under the age of 12, or one disabled child under the age of 18, have additional days off, which are called father's days off and mother's days off. These days off are granted to both parents every month.

- The LSU community each member has the opportunity to have five personal consultations for free with a psychologist.

The existing LSU GEP policy, which helps to create a favourable environment for all genders to develop and reach their full potential and to address specific sports-related challenges at the University, is implemented through:

- Dual career training for athletes

- Ethics commissions organise targeted trainings related to gender equality

- The activities are organised by the psychological well-being committee, such as the publication of articles on the LSU website and are supported by a Helpline, which can provide counselling, psychological help and support to the members of the LSU community who are facing problematic or conflict situations, potentially unlawful actions (cases of psychological violence or sexual harassment, mobbing or other abusive behaviour, discrimination based on gender, age, race, religion, language, culture, disability, ethnicity or other grounds), or are experiencing psychological or emotional difficulties).

b. Gender balance in leadership and decision-making

- All employees at LSU shall be given equal opportunities in the workplace. Recruitment and recruitment procedures shall be determined solely on the basis of individual characteristics of the person and the criteria related to a corresponding position. In all cases, the focus shall be on the ability to do the job well.

- LSU shall ensure equal conditions of work for all employees, as well as access to qualification development, vocational training, retraining, practical work experience, and equal benefits, regardless of gender, race, nationality, language, origin, social status, beliefs or views, age, sexual orientation, disability, ethnicity, or religion.

c. Gender equality in recruitment and career progression

Recruitment and career development in our organisation is carried out in accordance with established EOPIA, 'Description of the procedure for organising lecturer and research fellow attestation and public competition at Lithuanian sports university' (https://www.lsu.lt/wp-content/uploads/2022/11/Description-of-the-procedure-for-organizing-lecturer-and-research-fellow-attestation-and-public-competition-at-Lithuanian-sports-university-2.pdf) and Lithuanian Office of the Equal Opportunities Ombudsman procedures. The head of the Human Resources and Strategic Services Management Department, who is responsible for compliance with the procedures established by the EOPIA, participates in all recruitment committees.

All questions for the job applicant must be related only to the selection criteria for a specific job. Staff involved do not ask questions about the candidate's gender, age, sexual orientation, social background during the interview status, disability, race or ethnicity, religion, belief or opinion; they do not have to make assumptions about the candidate's role in the home and family to the extent that they are not directly related to the guarantee's employees are provided by the Labour Code.

d. Integration of the gender dimension into research and teaching content

The Institute of Sports Science and Innovation conducts scientific research in accordance with the research ethics protocol related to gender equality. Each researcher must submit an application to the Research Ethics Commission, in which must describe the research procedure, methodology, participants, etc. The Research Ethics Commission does not give permission to conduct research if it does not match the requirements of research ethics, including issues related to gender equality.

In the study process, gender equality is always emphasised through mandatory study modules (Research methodology, Sports ethic, Academic communication etc.).

e. Measures against gender-based violence, including sexual harassment

To prevent, detect and combat gender-based violence, the following document was created and approved at our university: 'Description of prevention and examination of cases of harassment, sexual harassment or persecution'. https://www.lsu.lt/wp-content/uploads/2022/11/Description-of-prevention-and-examination-of-cases-of-harassment-sexual-harassment-or-persecution.pdf

The victim person can get support in these ways:

1. Apply to the ethics commission. The person submits a formal request to investigate the case and the commission examines it and issues a decision within the stipulated time.

Upon completion of the investigation, the Commission shall assess the data obtained in the course of the investigation and, within five working days, prepare and submit a conclusion to the Rector, who shall take a decision on the imposition of sanctions (e.g., educational, reformative or other sanctions). The Rector shall, having regard to the gravity of the violation, adopt a decision on the application of penalties (educational, reformative or other sanctions) based on the procedure laid down by the Labour Code of the Republic of Lithuania or in accordance with the documents regulating research and educational activities of the university.

The University shall inform the victim and the defendant in writing about the Rector's decision and possibilities to appeal it in accordance with the procedure established by law within five working days from the date of adoption of the decision.

The Rector's decision at the University is final, but the victim or the defendant who disagrees with the decision has the right to apply to the Office of the Equal Opportunities Ombudsperson or to the court.

2. A person who wants to remain anonymous can write to the helpline (in that case, the person is provided with anonymous psychological help or consultation).

3. A person can contact a psychologist and have five free consultations, in more serious cases, the number of free consultations can be increased.

4. Students can apply to their group tutor (teacher assigned to the group) and receive emotional and informational help or consultation from him.

Roadmap towards the development of a 4I-GEP

The context

We identified the following gaps in our GEP:

- The university does not carry out systematic research related to the problems of gender equality and violence.
- The content of the questionnaire needs to be improved. LSU have a questionnaire for the assessment of psychosocial factors that cause stress in the workplace (this questionnaire was prepared based on the Charter of European Researchers and the Employment Code).
- The content of the LSU Student Psychological Well-Being Survey needs to be improved. (Executed by the University's Psychological Well-Being Committee once a year).
- There is no clearly defined research dissemination plan.
- Students are not sufficiently encouraged to conduct research related to the issue of gender equality in sports.
- Lack of training in gender equality (LSU community; staff, students).

Aims and Objectives

The overall aim of our Gender+ Equality Promotion (4I-GEP) initiative within our organisation is to foster a culture of inclusivity, respect, and equal opportunities, particularly within the context of sports education. Our objectives can be built upon four key areas of focus: inclusiveness, impact, innovation, and intersectionality.

a) A sports-oriented approach (inclusion):

➢ To organise the Social Campaign to encourage participation and leadership in sport-related activities for all genders.

b) Addressing Gender-Based Violence (Impact):

➢ To improve and conduct a regular survey to assess the effectiveness of initiatives in reducing gender-based violence and promoting a safe and respectful environment.

c) Innovation in Sports Education (Innovation):

➢ Introduce innovative teaching methods and materials that challenge gender stereotypes, gender-based violence and promote diverse role models in sports.

➢ Encourage research initiatives that explore the intersection of gender and sports, fostering a culture of continuous learning and improvement.

d) Training and Capacity building (Intersectionality):

Conduct training programs for university staff, teachers, researchers, coaches and athletes to increase awareness of GEP and GBV and intersectionality.

Structure of the roadmap

Period of implementation	Grounding actions/Action lines	GEP element
PROJECT PERIOD	**GA1 –** *To organise the Social Campaign to encourage participation and leadership in sport-related activities for all genders; such as raising public awareness of choosing a sport based on individual desire rather than stereotypes.*	Training
	GA2 – *To improve and conduct a regular survey to assess the effectiveness of initiatives in reducing gender-based violence and promoting a safe and respectful environment.*	Data collection and monitoring Measures against GBV
	GA3 – *Introduce innovative teaching methods and materials that challenge gender stereotypes and promote diverse role models in sports.* *Develop and implement a series of awareness-raising activities on gender+ equality in the sports environment at institutional level.*	Training Gender dimension into research and teaching
	GA4 – *Encourage research initiatives that explore the intersection of gender and sports, fostering a culture of continuous learning and improvement*	Gender dimension into research and training
	GA5 – *Conduct training programs for university staff, teachers, researchers, coaches and athletes to increase awareness of GEP and GBV and intersectionality*	Training Measures against GBV
4I-GEP IMPLEMENTATION PERIOD	To be developed at the end of the SUPPORTER project, based on the lessons learnt from the roadmaps and the newly developed 4I-GEP of the institution.	
SUSTAINABILITY PERIOD		

The Grounding Actions

A set of five Grounding Actions are envisaged to achieve the purposes of this roadmap and pave the way towards the development of a new, 4I-GEP, which will be sports-specific and place emphasis on addressing gender-based violence and sexual harassment. Each of these dimensions is comprehensively addressed by the different actions comprising the roadmap, as depicted in the following table.

Dimension	GA1	GA2	GA3	GA4	GA5
Intersectional					x
Innovative			x	x	
Inclusive	x				
Impactful		x		x	
Tailored to sports	x			x	x

GA1 – Social Campaign raising public awareness on choosing a sport based on individual desire rather than stereotypes

A Social Campaign with a variety of activities will be organised to encourage participation and leadership in sport-related activities for all genders and raise public awareness of choosing a sport based on individual desire rather than stereotypes.

This activity is intended to organise and carry out a Social Campaign about stereotypes in sports (gender, coaches, refereeing in competitions, leadership, media). For example, sports that demonstrate strength and power, such as football and basketball, combat sports are seen as expressions of masculinity, while aesthetic sports, such as dance, are feminised.

a. GEP element

Mandatory: Training and awareness-raising

b. Objectives

A Social Campaign about gender stereotypes in different sports can serve several purposes:

a) Raise Awareness: The campaign seeks to bring attention to the pervasive gender stereotypes that exist within various sports, for example, combat sports only for men or gymnastic - only for girls; The campaign can educate the public about the issues.

b) Challenge Stereotypes: This involves questioning preconceived notions about what is considered "appropriate" or "expected" for individuals of different genders in the context of sports.

c) The Campaign can invite to empower women and challenge that certain sports are more suitable for men or that women are less capable in certain athletic pursuits these stereotypes by showcasing their achievements and abilities in various sports; Encourage male involvement: The campaign may encourage male involvement in a broader range of sports, promoting the idea that interests and talents are not limited by gender.

d) Shift Cultural Perceptions: It promotes the idea that everyone, regardless of gender, should have the freedom to participate in sports without facing judgement or limitations.

e) Diversity: By showcasing a variety of role models, the campaign helps break down stereotypes and encourage a more inclusive sports culture.

f) Ultimately, a Social Campaign about gender stereotypes in sports strives to create a more equitable and inclusive sporting environment.

c. Implementation plan

What types of activities are designed to implement this GA?

The Social Campaign will encompass interviews with success stories, short videos and dissemination activities. The campaign's objectives, target audience, timeframe, required tools/budget and audience will be developed in detail. The interviews will be carried out and the material will be thoroughly devised, along with a dissemination plan. The campaign will then be launched and monitored to assess its impact.

What will be achieved with these?

To bring attention to the pervasive gender stereotypes that exist within various sports and question them; raise awareness that everyone, regardless of gender, should have the freedom to participate in sports without facing judgement or limitations in this way promoting inclusivity.

Are these envisaged as parallel actions or sequential?

This is parallel activity in the implementation of other project objectives.

What measurable indicators will be used to assess the successful implementation of these activities?

- Engagement of the sports community (for example famous professional athletes, sports influencers) (3 professional athletes, 1 referee, 1 leader, 1 sport journalist)
- Reach of the general society (How many views were there on social networks)
- Any changes in attitudes (for example, open discussion in social portals: FB, Instagram: How many "like", comments)

What resources will be needed and how will they be obtained?

It is planned to cooperate with the University's Communication and Marketing Department to prepare and conduct high-quality interviews with professional athletes. Payment to the University's marketing staff for interview-appropriate video editing and dissemination.

The implementing team: specialists from the Communication and Marketing Department (two people). Information Technology Department (one person), Students Union; Project managers (three persons);

The success criteria:

- Preparing interviews with success stories of professional athletes (boxing, moto sport, free fights, break), who are genuinely committed to challenging gender stereotypes in sports.
- Developing Campaign Materials: Creating compelling visuals, videos, and written content to support our campaign (These materials should effectively convey our message and evoke emotional responses).
- Developing a visually appealing and memorable slogan for our campaign; utilising the Multiple Communication Channels: social media, traditional media, websites, and sports community events to reach different segments of our target audience.
- Engaging Influencers and Ambassadors (Professional athletes);
- Integrating of educational components into our campaign (different resources, and educational materials that help inform the public about gender stereotypes in sports and why they need to be challenged);
- Measuring of engagement, reach, and any changes in attitudes or behaviours related to gender stereotypes in sports.

The resources required for its effective implementation. Human resources for creating interviews, specialists capable of high-quality filming and editing of narrated success stories (interview) and their payment (Communication and Marketing Department).

d. Stakeholders involved

Co-producing: Project team, Communication and Marketing Department, Information Technology Department, University students: professional athletes – Ambassadors

Only consulting: University Students' Union, external stakeholders
Only informing: External stakeholders: local, regional and country sport communities (Sport Federations; Sport journalists; Sports clubs, Municipal sports centres, National Olympic Committee)

e. Potential obstacles

- Funding obstacles. Lack of funding can make difficulties to high-quality filming and editing of narrated success stories
- Ambassadors may avoid telling their stories publicly for fear of different comments

Possibilities to prevent or timely address such obstacles:

- To calculate a realistic budget before acting (reduce the number of ambassadors)
- Establish trust and communication with Ambassadors (emphasise the positive impact their stories can have on challenging stereotypes, creating safe and confidential spaces for interview, assuring their' s stories will be treated with respect and sensitivity, providing options for ambassadors to share their stories anonymously

- Implement moderation measures on social media platforms and other communication channels where the stories will be shared. This involves actively monitoring comments and removing any that are disrespectful or harmful. Clearly communicate the zero-tolerance policy for inappropriate behaviour.
- Publicly acknowledge Ambassadors efforts, share success stories, and highlight the positive impact their stories have had.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Set up a team for the campaign	Project team Communication and Marketing Department Student representatives	List of team members	Human resources	September 2024
Define campaign objectives, content, timeframe, budget	Project team Communication and Marketing Department Students	Outline of the campaign	Human resources	September 2024
Creating Campaign Design	Project team Communication and Marketing Department Students Union	Developing a visually appealing and memorable slogan for our campaign	Human resources for creating design of campaign	October 2024
Preparing interviews with success stories (4-5) of professional athletes (for example, boxing, moto sport, free fights, break dance; Basketball and/or football referees (persons from outside); leaders from sport federations.	Communication and Marketing Department Students' Union	Search for Ambassadors who agree to share their success stories	Human resources for creating of interview Financial resources	October – December 2024
Developing the campaign materials	Project team	Processing and finalising the	Specialists capable of high-quality	December 2024

	Information Technology Department Communication and Marketing Department	campaign material (posts, videos)	filming and editing of success stories (interview) Financial resources	
Launch of Campaign (Dissemination of Campaign Materials	Information Technology Department Communication and Marketing Department	Processing and publishing convincing, informative and attractive success stories on the YouTube channel	Human resources Financial resources	January – April 2025
Campaign monitoring	Communication and Marketing Department	Measuring of engagement reach Measuring changes in attitudes related to gender stereotypes in sports (open discussion in social portals: FB, Instagram: How many "like", comments)	Human resources for monitoring	April – May 2025

GA2 – To improve and conduct a regular survey to assess the effectiveness of initiatives in reducing gender-based violence and promoting a safe and respectful environment.

This activity is intended for the improvement of the survey aimed at assessing the effectiveness of initiatives in reducing gender-based violence and promoting a safe and respectful environment. The survey will be supplemented with relevant questions.

a. GEP element

Mandatory: Data collection and monitoring
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

The purpose of improving the survey is more accurate and detailed information about the problems occurring in the community related to gender-based violence, including sexual harassment. Also,

to find out whether the activities related to these inquiries are effective at the university. In current surveys, questions related to gender equality and violence are insufficient and superficial. This is fully compatible with the strategic action plan, as an efficient and properly organised survey will provide valuable knowledge about the current problems in the university and how effectively the implementation of the GEP works.

c. Implementation plan

Filling out the questionnaire will be in the following steps:

- the psychological well-being committee (with stakeholders) will develop questions related to the topics of gender equality and gender-based violence. They will be added to the existing questionnaire.
- A pilot study will be conducted.
- The results of the pilot study will be analysed
- Inappropriate questions are deleted and/or corrected.

The survey will be conducted by the Psychological Wellbeing Committee (PWC). PWC has conducted research on psychological well-being and related factors, but one question in the questionnaire is related to gender-based violence: "Do you experience unpleasant situations or comments related to gender at university?" and one question related to the availability of psychological support: "How do you rate the availability of psychological/emotional support (in terms of time, place and financial resources) and Do you experience unpleasant situations or comments related to gender at university?"

During the development of the questionnaire, it is intended to add 8-10 questions related to gender equality and gender-based violence and how effective the harassment and violence prevention policies and procedures are at the university.

The survey will be carried out through electronic mail of university students and employees. Criteria (measurable indicators) to evaluate the successful implementation of these activities will be:

Level of participation:

How many people, especially from different gender groups, participated in the survey? A successful survey should cover various gender groups and ensure representativeness. It is planned that there should be a similar number of different gender groups (e.g. 50% men and women each).

Level of answers:

How many people completed the questionnaire completely? This may indicate the willingness of respondents to participate and provide accurate data.

Level of detail:

Did respondents answer more detailed questions in the same way as shorter ones? Detailed answers can provide a deeper understanding of the situation.

Security assurance:

Have adequate security measures been implemented, particularly with regard to sensitive issues such as the protection of victims of violence?

Use of reports: Are the results useful and used to make decisions that can improve gender equality or reduce violence?

It is stipulated in the provisions of the PWC that the survey must be carried out at least once a year.

d. Stakeholders involved

Co-producing: Project team, Psychological Well-being Committee. For creating questions, help will be sought from the Lithuanian Office of the Equal Opportunities Ombudsperson (external stakeholders).

Only consulting: Internal resources will also be used: Ethics Commission, Human Resources Management Department, Research Methodology professors (internal stakeholders). Communication and Marketing Department and Student Union for recruiting participants.
Only informing: Upper management

e. Potential obstacles

Possible obstacles (after a pilot study):

- Too few or too many questions
- Few respondents
- Respondents will not want or are afraid to answer "sensitive" questions.

Measures to remove obstacles to improve the survey process and obtain quality data:

- Consult with experts and adjust the questions so that they are formulated clearly and neutrally, in order to reduce the fear of answering; that the questionnaire is of optimal length and does not contain overly complex or redundant questions
- Ensure that the recruitment process is as widely publicised as possible and reaches different gender, age, ethnic origin and other social groups using different communication tools (email, group tutor and Students Union (for students)).

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Creating survey questions	Project team Psychological Well-being Committee	An improved questionnaire covering issues of gender equality and	Time for meetings with stakeholders Time to edit the questionnaire	November – December 2024

	External consultants	gender-based violence.		
Pilot study	Psychological Well-being Committee	~15-20% of students ~20% of university staff who filled out the questionnaire	E-mail Students' tutors Student Union	February – March 2025
Analysis of the pilot study	Project team Psychological Well-being Committee	Identifying weak points and successfully eliminating them Report with analysis results	Time for analysis	March – April 2025
Removal of identified obstacles for future use	Project team Psychological Well-being Committee	15-30% of respondents (in students and staff groups) who filled out the questionnaire	Time for meetings with stakeholders Time to edit the questionnaire E-mail	May 2025

GA3 – Develop and implement a series of awareness-raising activities on gender+ equality in the sports environment at institutional level. Introduce innovative teaching methods and materials that challenge gender stereotypes, gender-based violence and promote diverse role models in sports.

This Grounding Action develops and implements a series of awareness-raising activities on gender+ equality in the sports environment at institutional level.

The university offers an optional module "Sports against violence and exclusion" that can be chosen by students of various programs. The topics of this module are mainly related to bullying and violence in sports activities, hostile behaviour among athletes, etc. Therefore, it is intended to include topics and innovative approaches related to gender stereotypes, gender equality and gender-based violence.

a. GEP element

Mandatory: Training and awareness-raising
Thematic: Integration of the gender dimension into research and teaching content

b. Objectives

- To promote a uniform understanding on the concept of gender+ equality, with a focus in the sports context and in higher education.

- The aim of the module development is to broaden students' knowledge of gender stereotypes in sport, as well as issues related to gender-based violence, including sexual harassment. This is fully compatible with the strategic action plan, which includes educational measures, increasing awareness of the issues of gender equality, gender stereotypes, gender-based violence and methods to overcome them.

c. Implementation plan

Include the following topics in the module:

- **Gender stereotypes related to sports**. By providing various examples of inappropriate behaviour found in sports and discussing the reasons for this.
- **The principle of equal opportunities**. Emphasising that all athletes have equal opportunities to participate in any sport and any level of sports events, regardless of gender.
- **Gender-based violence, including sexual harassment in sports**.

Include innovative methods in the module:

- **Use various examples of sports**. Students could present the stories of different athletes, regardless of their gender.

- **Use technology, thereby encouraging students to engage in active learning processes.** It is possible to create interactive training programs that reflect various sports activities. Encourage students to create their own recordings, videos or projects that highlight diversity and equality in sport.

- **Include case studies**. For example, invite coaches to share their experiences of how they have promoted diversity and equity in their training.

- **Discussion and reflection**. Organise group discussions about gender stereotypes in sports and how they can be overcome. To encourage students to reflect on their experiences in sports and how they can contribute to the promotion of equal opportunities. Criteria for evaluating the successful implementation of this activity - how many students will choose this module.

Workshop/panel discussion for students regarding awareness-raising activities on gender+ equality in the sports environment.

- Design the material (define appropriate channels, create the visuals)
- Impact evaluation

Resources:

Internal - the teacher's time (for supplementing the module with topics, innovative methods and preparation for workshop/panel discussion) and psychological costs (considering the application of

innovative methods, formulating tasks, predicting settlements, etc.) and financial (paying guest lecturers).

External - guest coaches gender experts.
Implementing persons: lecturers of the module and students who will choose this module.

d. Stakeholders involved

Co-producing: Project team, Module teachers (they will be responsible for workshop/panel discussion also). For implementing innovative methods in the module, working coaches from sports centres will be invited and gender experts (external stakeholders).
Only consulting: For supplementing the module lecturers (internal stakeholders) will be included.
Only informing: Upper management.

e. Potential obstacles

Anticipated obstacles to the implementation of this GA:

● Financial obstacles. Lack of funding can make it difficult to implement innovative teaching methods and create interesting and engaging teaching materials.
● Students will not choose a module.
● Small number of students in workshop/panel discussion.

To prevent these obstacles:

● Since there are lecturers-practitioners at the university, we will try to invite them as guests of honour.
● Promote this module and workshop/panel discussion through university information channels and University students Union.

f. Timeline

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*
Discuss among the module teachers the topics and methods to be included in the module	Project team Module teachers	Choice of topics and methods	Time	May 2024
Survey towards previous students to gather their views on whether and how the module would benefit from a gendered perspective	Module coordinator	20-40 percent of students who responded	Time for creating questions Time for survey and analysis of results E-system	June 2024

Adjusting the module with new topics and methods	Module teachers	Updated module (syllabus and material)	Time E-system	June – September 2024
Workshop/panel discussion for students regarding awareness-raising activities on gender+ equality in the sports environment	Project team Module teachers	Clarity and understanding Inclusivity Feedback from participants No. of participants	Communication platforms Multimedia tools Human resources	October 2024
Teaching the module	Teachers Students Guest coaches Gender experts	60-80% attendance of student seminars and lectures	E-system Teachers Classrooms Computers	February – June 2025
Student survey about the module (feedback) and assessing the new syllabus	Module coordinator Module teachers	Positive feedback from ~15-20 students about the module Improved understanding of students (by compared previous and current feedback from students)	E-system Time for analysis of survey results Time for assessing the new syllabus	June 2025

GA4 – Encourage research initiatives that explore the intersection of gender and sports

Under this activity, teachers will introduce students to topics related to gender equality and gender-based violence in sports. At the same time, encourage students to choose these topics for their final theses, delve into this topic, conduct research and based on it, make proposals for solving these problems.

a. GEP element

Thematic: Integration of the gender dimension into research and teaching content

b. Objectives

The goal is to encourage students (bachelor, masters) to conduct more, broader and more detailed research related to gender equality in sports and gender-based violence in sports.

Currently, the university offers few thesis topics (both at bachelor and master's level) to students related to gender differences in sports, gender-based violence in sports, etc. Therefore, this activity will aim to close this gap. This is fully compatible with the strategic action plan as it will broaden the field of research on gender equality and gender-based violence. The possibility of having real statistics related to these problems, detailed theoretical and empirical analyses, recommendations for sports institutions.

c. Implementation plan

The implementer of this activity is the Department of Physical and Social Education, teachers and students. Resources that will be needed - teachers' competences, databases, research methodologies.

Implementation process - the Head of the Department of Physical and Social Education will suggest competent teachers to submit an expanded list of bachelor's and master's theses topics related to the problems of gender equality and gender-based violence in sports. After analysing existing research, competent teachers will provide students with possible topics or students can suggest their own topics related to the mentioned problems. It is also possible to submit requests to external partners (sports centres, sports clubs) about research related to gender equality and gender-based violence that would be of interest to them. Encourage students to present topics relevant to them themselves.

The successful implementation of this activity will be measured through the following indicators:

- how many topics related to gender equality in sport and gender-based violence in sport were presented to students (bachelor and master).
- how many students chose these topics.
- how many students successfully defended these theses?

d. Stakeholders involved

Co-producing: Project team, both external (sports centres, sports clubs, sports schools) and internal (Physical and Social Education Department, teachers, students) stakeholders will participate in the implementation of this activity.
Only consulting: Students
Only informing: Management

e. Potential obstacles

- **Complex topics**. Sometimes the chosen topic can be too complex or too broadly defined.
- **Lack of motivation**: If students are not motivated or do not have a clear understanding of the importance of their chosen topic, this can lead to a weak commitment to the work.

Removing these obstacles should:

- **Emphasising the relevance of the topic**. Clearly demonstrate how the material being taught is relevant to students' lives and how it can contribute to their career goals or personal development.
- **Maintaining a personal connection with teachers**. Make it easy for students to communicate with teachers, get advice, get support and share their thoughts.
- **Creativity and freedom of choice**. To give students the opportunity to choose projects, topics or assignments that are of interest to them or related to their career aspirations.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Analysis of topics, contact with external partners	Department of Physical and Social Education	The themes of these are highlighted	Time for analysing topics Time for meetings with stakeholders Databases	September – December 2024
Submitting topics to students (or students submitting their own topics)	Teachers Students	Five to ten topics related to gender equality and gender-based violence in sports are presented	Electronic platform of LSU	February 2025
Choice of topics	Students	Three to seven topics are selected	Electronic platform of LSU	March 2025

GA5 – Training and capacity-building on GBV and sexual harassment in sports environment for internal and external stakeholders

This activity is designed to carry out training programs GBV, diversity or multiple identities in sport, for university community and external partners (Sports Federations, Sports clubs, Sports schools, Municipal sports centres, National Olympic Committee).

a. GEP element

Mandatory: Training and awareness-raising
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

The purpose of training programs on gender equality, gender-based violence, diversity, and multiple identities in sports is multifaceted:

● "Know how"- to recognise, evaluate, prevent and have different tools to solve problems regarding GEP, GBV, diversity or multiple identities in the sports community.
● To equip individuals with the tools and skills to intervene when witnessing discriminatory behaviour, harassment, or violence.
● To improve communication skills and build empathy to facilitate respectful and inclusive interactions among athletes, coaches, and staff from diverse backgrounds.
● To invite "to open mind" to address stereotypes, biases, and discriminatory attitudes related to gender, race, ethnicity, sexual orientation, ability, and other identity factors.
● Improve Organisational Culture to build a positive and inclusive organisational culture that reflects a commitment to diversity and gender equality
● To raise awareness to comply with organisational policies related to gender equality, discrimination, and harassment.

c. Implementation plan

Trainings are conducted for the university's target groups (administration, teachers, researchers, students, doctoral students) and social partners.

Training topics could be these:

● GEP, GBV, multiple identities and diversity issues in sports
● Prevention of GBV and creating a safe and supportive environment.
● Harm of stereotypes and discrimination in sports.
● Practical sessions (case study: how to react when witnessing discriminatory behaviour, harassment, or violence).

What will be achieved with these?

Practical tools "Know how" for teachers, coaches, athletes, administration.

Are these envisaged as parallel actions or sequential?

The training activities are both: sequential (one training session (six hour) per three months or four training sessions per year) and parallel (G1, G2, G3, G4).

What measurable indicators are going to be used in order to assess the successful implementation of these activities?

● Ruler method to evaluate your knowledge before and after each workshop.
● Self-test questions after each workshop or feedback quiz (closed questions) after each workshop.
● Number of participants: at least 20-30 participants in each workshop.
● Dissemination of each workshop in LSU website and social media.
● Workshops and the number of participants is recorded in the rector's annual report.

What resources will be needed and how will they be obtained?

The human resource (HR):

- For invitation external lecturers who are experts in different (provided) topics.
- Preparing workshop material (project team members).
- Dissemination of workshops (University Communication and marketing department).

Funding for external lecturers.

The implementing team within LSU will be:

- Project team members;
- Knowledge and innovation relay department.
- Communication and marketing department.

The success criteria are the following:

- Lecturers from outside who are experts in GE and GBV
- Successful dissemination of workshop to the public
- Great interest from the university community and outside and a large number of participants

d. Stakeholders involved

Together with the project team will be involved:

Internal stakeholders:

Co-producing: Ethics Commission, Psychological Welfare Committee, Student Union
Only consulting: Department of knowledge and innovation relay
Only informing: Vice Rector of studies

External stakeholders:

Only consulting: Office of the Equal opportunities, National Olympic Committee, Sports Federations
Only informing: National Sports Agency, local and country Sports Clubs, Municipal Sports Centres, Sports Gymnasiums

e. Potential obstacles

Lack of interest of the target group members (regarding the stereotypes point of view about GE and GBV).

Possible solution: successful introducing and dissemination of social Campaign to gather a suitable number of participants for workshops

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
Development of the training scheme (objectives, timeline, target audience, budget)	Project team	Outline of the training scheme	Human resources	April – May 2024
Preparing workshop material	Project team	Established themes and preparing workshops material	Human resources Project team Knowledge and innovation relay department	May – August 2024
Invitation external lecturers who are experts in different (provided) topic	Project team Knowledge and innovation relay department	External lectures (two experts): agreed topics and execution time	Funding for external lecturers	May – June 2024
Organising of 4 workshops for the target groups	Project team Knowledge and innovation relay department	Ruler method to evaluate participants' knowledge before and after each workshop. Self-test questions after each workshop or feedback quiz (closed questions) after each workshop.	University's target groups (administration, teachers, researchers, students, doctoral students) External participants: coaches, athletes, representatives of the Sport clubs, Sports Federations Municipal sports centres	September 2024 – May 2025
Dissemination of workshops	Project team	Preparation of the articles (4) for the social media	Communication and marketing department	September 2024 –May 2025

General timeline

GAs		2024										2025				
	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
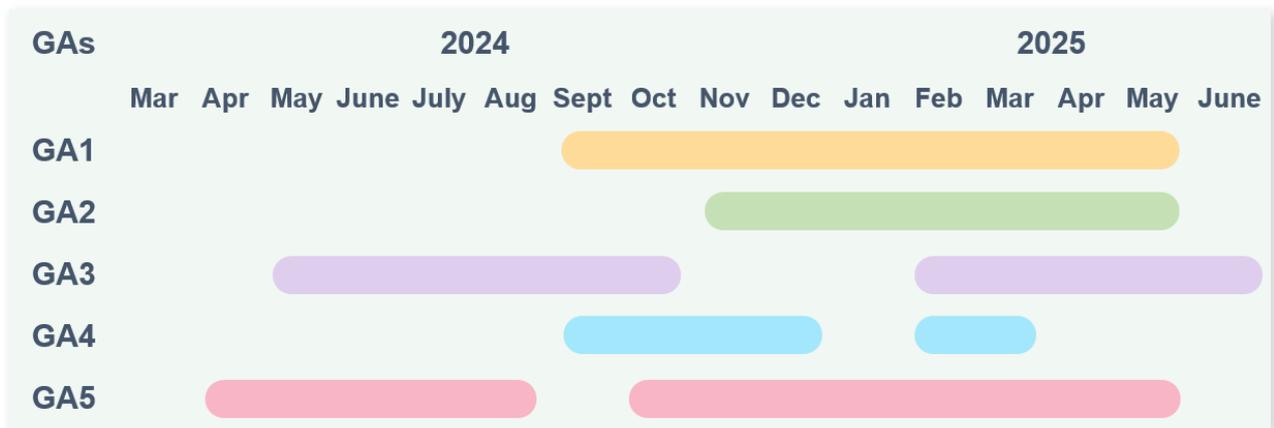
Annex 6 – Universitatea de Vest din Timişoara (UVT)

Authors: Silvia Nicoleta Mirica, Adrian Nagel, Simona Petracovschi

The organisation

Our university has a general GEP since 2022, which has been translated into English. This document is applied in all the faculties. None of our faculties (11) has developed their own separate GEP, including the Faculty of Physical Education and Sport Faculty (PESF). Considering that we have in place and apply only the general GEP, developing our own faculty's GEP with specifics for the sports' domain and completed with measures regarding any kind of harassment is a mandatory action to be implemented.

Gender equality in UVT

UVT Equal Opportunities Policy document has been prepared by Human Resources and Strategic Management Division and published on UVT site at following link:

https://www.uvt.ro/wp-content/uploads/2022/01/Anexa-2-Planul-de-Egalitate-de-Gen-al-UVT.pdf

Mandatory process-related elements

a. Public document

The GEP has been created and signed by the Pro-Rector responsible for Research, Development and Innovation, Artistic Creation and Sports Performance and the Administrative Council in 2022, and it was promoted on the UVT website.

b. Data collection and monitoring

In relation to gender in Physical Education and Sport Faculty from UVT (PESF-UVT), the data reveal the following distribution on academic and administrative staff, management, and students.

Managerial team of PESF-UVT

Department	Academic position	Males	Females
Physical Education and Sport	Dean	1	-
	Vice Dean.	1	1
	Head of Department	1	1
	Head of the Research enter	-	1

	Faculty council	5	6
	Council of Physical Education and Sport Department	**3**	**-**
	Council of Kinetotherapy and Special Motor Skills	**-**	**3**

Academic staff

Department	Academic position	Males	Females
Physical Education and Sport	Full Professor	-	1
	Associate Professor	3	1
	Lecturer	3	1
	Junior assistant	2	1
	Research assistant	2	1
Total	**15**	**10**	**5**
Kinetotherapy and Special Motor Skills	Full Professor	-	1
	Associate Professor	4	3
	Lecturer	1	4
	Junior assistant	2	2
	Research assistant	1	2
Total	**20**	**8**	**12**
Total general	**35**	**18**	**17**

Administrative personnel

Department	Academic position	Males	Females
Physical Education and Sport Faculty	The head of administration		1
	Administrative staff	1	1
Total	**3**	**1**	**2**

Students 2023/2024

Study Programme	Total	Women
Bachelor	**686**	**207**
Physical Education and Sport	204	60
Physical Education and Sport (reduced attendance)	126	34
Sport and motric performance	132	23
Kinetotherapy	224	90
Masters	**190**	**65**
MEFS	31	9
MFPM	31	11
MANAG	37	4
MKPOT	43	24
MKRF	21	11
MDIDACTIC	27	6

c. Dedicated resources and gender expertise

Regarding the general GEP applied at university, the faculty was not involved in the elaboration process. At university level, six persons were assigned as the GEP creation and advising team. At the faculty level, the SUPPORTER project team will be involved in elaboration and promotion of faculty specific GEP. Since the fall of 2022, UVT has also been a consortium partner in the project UNITA, related to the problematics of gender equality in academia, where four representatives of the academic staff were involved as trainees.

d. Training and awareness-raising

Within the UNITA project, 4 female members of the academic corpus of the UVT participated in a course organised in Turin on 'Transformative Mentoring'. Within the course the main objective was to search the gaps, causes and solutions for gender differences in the involved Universities in order to create a more balanced academia. Among the participants was a Professor of the PESF, who is also a member of the SUPPORTER team. After the training, the tutors disseminated the information within a series of seminars addressed to young researchers, PhD students and academic staff within the university.

Recommended thematic elements

a. Work-life balance and organisational culture

UVT developed a Barometer of academic life in UVT (https://www.uvt.ro/en/blog/barometru-vietii-academice-in-uvt/).

The barometer results were presented by the managerial team of UVT in meetings organised at each faculty, where all the representatives of the academic and administrative staff were involved. This was the first time where such analysis has been done at institutional level. The results were collected on gender basis (the gender distribution of the respondents was as follows: 57% women and 43% men) but the results have been presented as pool data.

b. Gender balance in leadership and decision-making

In PESF, there is an unequal representation of women at different levels of leadership and decision-making staff, as follows:

- Within the PESF Council - 62,5%
- In Kinetotherapy and Special Motor Skills Department Council - 100%
- In Physical Education and Sports Department Council - 25%
- Head of Departments - 50%
- Head of Research Centre - 100%
- Faculty leadership team - 30%
- Within the faculty members - 50%

c. Gender equality in recruitment and career progression

At this moment in PESF-UVT there aren't any procedures in place for combating the possible biases that could occur during the recruitment process and career progression. By the end of the SUPPORTER project, the new PESF-UVT GEP will include a chapter consisting of concrete measures, including ones related to GBV.

In UVT, the recruitment procedures for all academic and research staff positions are following the national legal rules. The Council of each Department, following the proposals provided by the Head of the Department in accordance with the departmental needs, approves the opening up of the vacancy for new academic and research staff. Following, the Council of the Faculty approves the initiative of the Department and forwards it for further approval by the Senate of the University. Once the Senate approves, the vacancy is publicly announced, and all interested candidates who fulfil the legal and additional requirements can apply. All those who have submitted an application for a vacant position will be evaluated further by the Examination Commission advised by the Head of the Department and approved by the Department Council, Faculty Council and Senate. The key academic criteria, which include the candidate's CV, publications list, accomplishment of the minimum score for Scientific Competence Standards imposed by the Ministry of Education and passing the examination probes (specific for each position), represent the evaluation standards and recruitment procedure in our University. The same procedure is applied for further career progression.

d. Integration of the gender dimension into research and teaching content

In the teaching curricula there are some mandatory courses where topics related to gender differences are studied, namely Sport Sociology course, Anthropology of Sports course, and Psychology of Sports course. Considering the research dimension of our academic staff, there are

some scientific papers that focus on gender differences issues published in prestigious journals. Also, there is an ongoing PhD thesis which analyses the gender differences in teaching of Physical Education and Sport in school. The scientific published results are included in the content of the courses and also, they are communicated to our faculty members. The integration of the gender dimension in different parts of our research projects will be further pursued.

e. Measures against gender-based violence, including sexual harassment

At the moment, UVT does not have a harassment procedure/document available. Nevertheless, there were some situations (mostly verbal violence between the leadership representatives and the employees) referred to the Ethics Committee, which were analysed and solved according to the internal regulations. When necessary, sanctions have been imposed according to the gravity of the incident. There is no anonymous data collection procedure to depict the number and type of incidents, but when a complaint is submitted to the Ethics and Discipline Committee, the latter resolves the issue, and the relevant report is published on the UVT website.

Roadmap towards the development of a 4I-GEP

The context

In our institution, the main problem is that there is only a rudimentary form of GEP. The improvements are ongoing but not finalised. Thus, we have the possibility to develop a brand new form of faculty-specific GEP, starting from PESF, which could inspire a more comprehensive general GEP at institutional level. The new PESF GEP will form specific objectives, indicators, a plan of action and monitoring procedures.

Aims and Objectives

The overall aim is to create a GEP document that respects the peculiarities of the Physical Education and Sports fields of interests, such as academic and practical education and research, that could complement the general GEP of the UVT.

The objectives are as follows:

- Creating the framework for a work environment that stimulates the recruitment of female personnel to create a more gender balanced scenery, when possible (in some sports there are very deeply rooted customs related to coaching issues, such as favouring the choice of coach from a specific gender in certain sports branches without necessarily being documented by the obtained results). This includes training sessions regarding the recognition of the gender specific problems that could occur during the educational activities and fighting against gender gap and gender differences in teaching.

- Creating training programmes addressed to young academic staff and researchers to recognise and to prevent issues related to gender–based violence

- Creating the framework and tools for monitoring (surveys) the impact of integrating women in decision-making regarding the specific activities within the fields of sports academic education and research

- Creating a new body tasked with promoting the equality of chances and decision making for all the applicants based on legal credentials and merits

- Establishing the procedures regarding the inclusion, characterization, grading and analysis of different situations to detect and handle incidents of verbal violence or any kind of harassment (including physical or sexual)

- Establishing a set of sanctions according to the gravity of the reported incident

- Establishing rules and punitive measures applicable within all academic activities, especially in disciplines more susceptible to gendered aggression, due to physical interactions between the participants (correction of execution technique that involves physical approach, vocal commands, etc.)

- Developing collaborations with different sport institutions and departments, public institutions, national Federations, school inspectorates and any other authorities and structures in order to create a work group that will participate in the development and dissemination of a good practice guide that could be applied in the field of gender equality in sports activities and research

Structure of the roadmap

Period of implementation	*Grounding actions/Action lines*	*GEP element*
PROJECT PERIOD	*GA1 – Establishing a gender audit mechanism and mapping knowledge on selected GEP elements*	Data collection and monitoring Resources Measures against GBV GE in recruitment
	GA2 – Creating a communication and dissemination strategy	Resources Training
	GA3 – Raising awareness on gender+ equality in sports environment	Training Public document Work-life balance and organisational culture
	GA4 – Development of a Protocol for the prevention, assessment and	Training Resources

	intervention in situations of harassment in the workplace and among students	Measures against GBV
	GA5 – Raising awareness on GBV and sexual harassment in sports environment with internal and external stakeholders	Training Measures against GBV
	GA6 – Proposing inclusive actions within the teaching curriculum for practical/ sports activities towards gender+ equality	Training Resources Gender dimension in research and teaching
4I – GEP IMPLEMENTATION PERIOD		To be developed at the end of the SUPPORTER project, based on the lessons learnt from the roadmaps and the newly developed 4I-GEP of the institution.
SUSTAINABILITY PERIOD		

The Grounding Actions

A set of six Grounding Actions are envisaged to achieve the purposes of this roadmap and pave the way towards the development of a new, 4I-GEP, which will be sports-specific and place emphasis on addressing gender-based violence and sexual harassment. Each of these dimensions is comprehensively addressed by the different actions comprising the roadmap, as depicted in the following table.

Dimension	GA1	GA2	GA3	GA4	GA5	GA6
Intersectional	x	x	x			
Innovative		x	x			x
Inclusive		x	x	x	x	x
Impactful		x	x	x	x	
Tailored to sports	x	x	x		x	

GA1 – Establishing a gender audit mechanism and mapping knowledge on selected GEP elements

The GA1 consists of creating a survey quiz that will be designed to collect information regarding the following topics:
- Level of awareness on gender equality
- Gender balance in leadership and decision-making and GBV in PESF-UVT
- Integrating gender into research and teaching in PESF-UVT

a. GEP element

Mandatory: Data collection and monitoring; Dedicated resources
Thematic: Measures against gender-based violence, including sexual harassment; Gender balance in leadership and decision-making

b. Objectives

O1 Identifying the possible problems that could occur within our institution regarding the gender equality due to the lack of knowledge regarding the GEP and GBV principles.

O2 Identifying the real level of awareness of our academic and research staff regarding the GEP and GBV principles and issues.

O3 Identifying possible problems that could affect social relations and the work environment through the misunderstanding or defective application of some principles related to gender equality in the process of recruiting human resources, respectively in the process of integrating into the collectives of the faculty some minority members from the point of view of the GEP principle.

It is known that each field has its own peculiarities. Thus, GA1 responds to our institutional need to have an overview of the specific problems that could arise within the Faculty of Physical Education and Sport in UVT.

By achieving the objectives proposed in GA1, first, we will have obtained a first assessment of the level of knowledge and interest in gender inequalities issues. The analysis of the survey results will reveal issues related to recruitment, career progression and decision-making: managerial issues, decisions related to the increase or reduction of human resources, the integration of new members, selection among current employees or students who belong to gender minorities. Also, it will enable the identification of problems and ensuing solutions related to work-life balance and other GEP elements in the academic and research activity in the field of sports, as well as of unforeseen situations arising at the workplace regarding GBV.

c. Implementation plan

To complete the task, the following **sequential** actions will be implemented.

1. Creating a working team and assigning roles in a clear manner to capitalise on relevant expertise and avoid confusion in task implementation. Members of the Communication Department may join to assist with the creation of tools for the recruitment of participants.
2. Creation of the survey quiz form

3. Collecting data from the electronic platform that automatically ensures data collection and subsequent data analysis and processing
4. Analysing the data using the quantitative methods identified during the development of the methodology
5. Elaborating the scientific report based on the analysed data
6. Dissemination of project results

Analysing all the information from the faculty-specific survey, we aim to obtain information that, incorporated in the future training materials of the faculty staff, will add more value to the already existing academic expertise of our academic and research staff on the application of the current GEP's principles. At the moment, at our institutional level, only a few actions have taken place regarding gender equality, and even fewer regarding GBV, which involved a limited number of employees. Thus, by understanding the current state of knowledge regarding the principles of GEP and GBV, we will create the basis for an increase in the quality of the work environment, on the one hand; on the other hand, we will be able to monitor and address the dynamics of the evolution of service relations, for the creation of a more inclusive academic environment.

- The data will be analysed both globally and based on the declared gender of the respondents in order to create a multiaxial barometer.
- The first axis of analysis is the identification of the most important and specific problems of our collective that could interfere with the balance between life and work, both on a general and on a gender-specific level. The questionnaire will be shared with other partner institutions in the project, in order to be applied, if suitable, to their institutional context and produce comparable data within the SUPPORTER project.
- The second axis of analysis is related to the evaluation of the respondents' opinion regarding gender in decision-making. The aim is to identify the possible problems, at the institutional level, that the managerial team members could face at their workplace, in the case that they belong in the gender minority.
- The third axis of analysis is related to the evaluation of the respondents' opinion regarding the general and specific level of knowledge regarding the principles related to gender equality. This will facilitate the identification of possible misunderstandings of the GE principles that could lead to a defective application of these desired to the recruitment of new human resources in our institution. The aim is to identify possible problems that could interfere with the provision of equal opportunities on all genders when accessing different positions in the faculty's organisational chart. We will insist on identifying the causes that could generate possible problems of a socio-economic nature, in the short, medium and long term, at the institutional level if a certain candidate is recruited to occupy a certain position within the staff either academic level or research.
- The fourth axis of analysis is related to the evaluation of respondents' perceptions and knowledge regarding GBV. The main purpose is to identify issues that might arise in the academic environment regarding GBV, including the most important factors that could trigger GBV-type actions from all participants in the teaching process and research in the institution. This is necessary for the creation of a distinctive chapter within the PESF GEP on GBV, encompassing the definition of types of GBV, relevant problems and treatment of possible incidents. This chapter is currently missing from the general university GEP and could thus become a milestone for the development of a new and improved version of the university-wide GEP. It will also help to devise future training activities for academic and research staff as well as students.

The measurable **indicators** used to monitor the accomplishment of the GA1 are as follows:

1. The survey quiz. Existing questionnaires from previous research or other projects may be used or serve as inspiration.
2. The number of respondents, segregated into categories (staff/students, level of education, position etc.)
3. The data analysis that reflects the global answers and answers provided by the gender related interviewed subgroups.
4. Finalising the survey based on focus group discussion with target audience
5. The final report that contains the conclusion of the study.
7. At least one scientific paper will be submitted to the prestigious journals as a dissemination part of the results.
8. The materials that could be disseminated at different workshops.

Required resources:

a) Human resources
- The project team members involved in
  - Co-creation of the survey quiz - five members
  - Data analysis and processing - five members
  - Elaboration of the GA1 Report - five members
  - Elaboration of scientific papers - five members
  - Elaboration of the materials that will be disseminated within the workshops
  - Dissemination of the results of the study at scientific meetings and symposia

- The academic, research, administrative staff of PESF–UVT to participate in the survey - 35-40 persons (target group 1)

- The students from bachelor, master and doctoral studies (target group 2) min. 300 persons

- An extra resource involves the Ethics Committee members, the Vice-Rector for Research, and the representatives of the Department of Media and Communication that will participate as guests at our InfoDay.

B) Material resources
The material resources will be largely covered by the project funds, including salaries of the project team members, direct costs, and costs of materials such as office supplies, dissemination posters, the dissemination materials for the InfoDay: posters, roll-ups, flyers. A special category of expenses will be the publication tax necessary for the publication of the scientific papers resulted from the study.

The **success criteria** for GA1 are as follows:
- Creation of a comprehensive and complex survey quiz
- Elaboration of the GA-1 report that will present the results and the conclusion of the study
- The elaboration of at least one scientific paper based on the results of the survey.

d. Stakeholders involved

Co-producing: Ethics Committee, Department of Scientific Research and University Creation, Department of Communication, Image and Institutional Marketing

Only informing: Vice Rector for Research, PESF-UVT Union, Legal Department

e. Potential obstacles

The GA-1 should be implemented without major obstacles but there are some situations beyond our control that could hinder the implementation of the GA, such as the following:
- Insufficient data collection due to low interest/reluctance of staff/students to express their perceptions on the topic
- Detection of possible biases due to stereotypes regarding GE and GBV
- Unexpected disasters (war, social, environmental, medical) impairing the project implementation

Possible mitigating measures include:
- Promotion via email, flyers, one-to-one and group discussions explaining the importance of participation for the development of a PESF-UVT reflecting the institutional needs
- Focus group with academic staff before the creation of the survey to detect main issues

- Depends on the gravity of the situation of the unforeseeable disaster, any measure will always prioritise the health and safety of the team

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Create a working team	Project team PESF-UVT	List of team members for this GA	Human resources	April 2024
2. Review and analysis of existing datasets and methods	Project team, Ethics Committee	List of identified gaps	Human resources Software	April – May 2024
3. Define suitable data collection and analysis methods	Project team Ethics Committee Legal department	Methodological plan for the collection and analysis of data	Human resources	May 2024
4. Creation of the survey quiz form to meet all the chapters mentioned above	Team project Ethics Committee Legal department	The survey quiz that covers all proposed chapters, including consent form in the beginning	Human resources Software	June 2024
5. Finalise the survey through focus group discussion	Project team Staff/student representatives	Insights from focus group	Human resources Classroom for focus group	June – July 2024

		Final version of questionnaire		
6. Informing the target groups and disseminating the survey	Project team Ethics Committee Communications Department	Min. 300 persons from main target groups in InfoDay Number of persons reached via email/website/other communication channels	Human resources Venue Software (for the survey) Communication tools	June – July 2024
7. Running the survey	Project team	The row data sheet collected from the quiz platform	Human resources IT support (technological equipment, software)	September – October 2024
8. Analysing the data using statistical methods	Project team	Statistical data	Human resources Software for statistical analysis	November 2024
9. Elaborating the scientific report based on the analysed data	Project team Ethics Committee Department of Research	The final GA1-Report submitted at academic journal	Human resources	January 2025
10. Dissemination of survey results	Project team Communications Department Department of Research	Publicity materials Flyers UVT	Human resources Communication material	January – March 2025

GA2 – Creating a communication and dissemination strategy

This GA builds an effective communication policy and channels that covers the various dimensions of gender+ equality and focuses on external stakeholder engagement.

a. GEP element

Mandatory: Dedicated resources; Training and awareness-raising

b. Objectives

By this action we aim to provide all the information regarding gender equality, the GEP and the other related policies, and to attract new collaborations with other groups from UVT oriented to better implementation of gender equality actions.

This action will increase the visibility of the project and the results within UVT academia and society regarding gender equality in sports higher education.

This will be achieved through the development of a concrete communication strategy that invests in the creation/exploitation of effective communication channels and explores networking opportunities.

c. Implementation plan

1. Setting up the working team (including communications team members, students and/or staff) and clearly allocating tasks for building the communication strategy

2. Defining the communication strategy objectives, tools and key internal and external stakeholders

3. Development of the communication strategy, including the establishment of regular channels (such as email exchanges, university events, seminars, and departmental meetings) to update stakeholders on GEP progress and initiatives related to gender+ equality.

4. Seeking approval for the finalised communication strategy (if necessary)

5. Development of an InfoPoint at the Faculty of Physical Education and Sport to serve as a repository for all the information related to gender+ equality. All information regarding the project's ongoing and upcoming actions and results will also be communicated via the InfoPoint.

d. Stakeholders involved

Co-producing: Project team, Department of Research and University Creation, Department of Communication, Image and Institutional Marketing
Only consulting: Legal Department, Ethics Committee, IT Support, Senior management

e. Potential obstacles

The following obstacles are foreseen:

- Low interest/apathy of the target groups to participate in the InfoPoint activities
- Low engagement of internal and external stakeholders due to ineffective communication

Possible mitigating measures include:

- Capitalising on existing networks
- Intensifying communication efforts and resources (if available)
- Replacing ineffective, traditional communication channels with innovative approaches

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Setting up the working team	Project team Communications department	List of team members	Human resources	March – April 2024
2. Development of communication strategy	Project team Communications Department Department of Research	Communication strategy document	Human resources	April – May 2024
3. Design of the communication tools	Project team Communications Department	Communication tools/material	Multimedia tools Human resources	May 2024
4. Seeking approval	Project team Senior management	Approved strategy	Human resources	June 2024
5. Creating the InfoPoint	Project team IT support Communications Department Department of Research	Operational website/space within the faculty's website	Human resources Software	May – June 2024

GA3 – Raising awareness on gender+ equality in sports environment

This GA designs a series of awareness-raising activities on gender biases and stereotypes in the sports environments and the role of GEP in addressing these inequalities.

a. GEP element

Mandatory: Training and awareness-raising; Public document
Thematic: Work-life balance and organisational culture

b. Objectives

The aim is to cultivate a culture of awareness, collaboration, and support for gender equality, through:

- Inserting the topic of gender equality on the organisational agenda
- Promoting a uniform understanding on the concept of gender+ equality in sports higher education
- Initiating discussions on unconscious bias, stereotypes, and the implications of gender inequality on individuals and the broader sports community
- Explaining the role of the GEP in advancing gender+ equality and institutional change

c. Implementation plan

The following activities will be followed to carry out this GA:

1. Setting up a working team

2. Development of the awareness-raising plan by defining the objectives, target audience, timeframe and budget, as well as a detailed plan of the activities and the desired outcome.

3. Design of the awareness-raising material, including the creation of relevant content and the visuals for all the dissemination material, based on the communication strategy which has been established under this GA.

4. Implementation of the activities, such as a) one info-day for students and staff to discuss basic concepts regarding gender equality, highlight the role of the GEP and stimulate interest for participation in the survey. In the **Info-day,** the academic community of PESF-UVT will be informed on the project running, results and organised actions. It will be organised as one-time event and it will be followed by a Press conference; b) one local stakeholder event for external stakeholders, and c) a social media campaign.

5. Evaluation of the awareness-raising plan's impact and possibility for future relaunch

d. Stakeholders involved

Co-producing: Project team, Department of Communication, Image, and Institutional Marketing, External experts
Only consulting: Ethics Committee, PESF-UVT Student Union, External experts
Only informing: Senior management

e. Potential obstacles

- Internal resistances and stereotypes regarding traditional gender roles
- Reluctance of students or staff to attend the workshops due to misunderstanding of the topics. This can be mitigated through a clear description of the content and objectives of the awareness-raising activities.
- Limited human resources and work overload
- Lack of internal expertise on gender bias and stereotypes in sports

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Setting up the working team	Project team Communications Department	List of team members	Human resources	March – April 2024
2. Development of awareness-raising plan	Project team Student Union Staff representatives Communications Department	Detailed plan	Human resources	May 2024
3. Design of the awareness-raising plan	Project team Communications Department	Communication material and material for the awareness-raising activities	Multimedia tools Human resources	June 2024
4. Launching the awareness-raising activities	Project team Communications Department External experts (if needed)	Number of planned events Number of participants in each event Number of individuals reached through communication tools	Communication platforms Multimedia tools Human resources Venue Financial resources for guest speakers	June – October 2024
5. Evaluating impact	Project team	Increased knowledge through pre/post workshop questionnaire Satisfaction of participants in feedback forms Level of engagement with campaign content (e.g. likes, shares, comments)	Human resources	October – November 2024

GA4 – *Development of a Protocol for the prevention, assessment and intervention in situations of harassment in the workplace and among students*

This Grounding Action consists in the development of a Protocol for preventing and addressing GBV incidents at the faculty.

a. GEP Element

Mandatory: Dedicated resources
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

- Development of a comprehensive protocol for preventing and addressing GBV cases within the faculty
- Definition of gender-based violence content and fundamental principles regarding reporting of relevant incidents, such as confidentiality
- Creation of a culture of zero tolerance towards gender-based violence and sexual harassment

c. Implementation Plan

1. Thorough assessment of existing policies and practices related to GBV prevention and treatment and of their alignment with the national and European legislation. This step also draws on the results of GA1 regarding the perceptions and incidents of GBV at faculty and university level.

2. Identification and appointment of competent body for handling reports on GBV incidents

3. Development of the Protocol, which shall include: a) scope and guiding principles, b) prevention measures, c) reporting procedures, d) support services within and outside the University, e) investigation procedures, and f) violation consequences.

4. Seek approval of the new GBV Protocol and related procedures.

5. Training of the new GBV body in charge of implementing the protocol on what is gender-based violence and its specificities, for example, understanding trauma and implementing a victim-centred approach.

6. Preparation for the implementation of the Protocol - Establishment of the stipulated procedures.

d. Stakeholders involved

Co-producing: Project team, IT Department,
Only consulting: Ethics Committee, Legal Department, External experts
Only informing: Senior management

e. Potential Obstacles

- Resistances: Lack of recognition that this GBV is an important issue, that the faculty is facing such behaviours, and of the need to adopt measures and policies on gender-based violence
- Limited resources (financial, human, time) for developing and maintaining internal structures and procedures.
- Potential legal or regulatory constraints in establishing certain procedures.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Assessment of existing policies/priorities	Project team Legal Department Ethics Committee	Summary of existing policies/gaps	Human resources	October 2024
2. Appointment of competent body	Project team Legal Department Ethics Committee	New position Description of responsibilities	Human resources Financial resources for the new position	November 2024
3. Development of the Protocol	Project team Ethics Committee External experts (if necessary)	Protocol document	Human resources	November – December 2024
4. Seek approval for the new Protocol	Project team Senior management	Approved Protocol New reporting mechanism	Human resources	January 2025
5. Training of the competent body for GBV incidents	Project team External expertise	Participation in training session	Human resources Financial resources for capacity-building in external trainings	January – March 2025
6. Establishment of new procedures	Project team IT team Communications Department	New structures in place and operational	Human resources Software/technological equipment	February – April 2025

GA5 – Raising awareness on GBV and sexual harassment in sports environment with internal and external stakeholders

This GA develops and implements awareness-raising activities on GBV and sexual harassment in sport environments both at university and at local/national level.

a. GEP Element

Mandatory: Training and awareness-raising
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

- To increase understanding both of internal and of external stakeholders on forms of gender-based violence (physical, sexual, psychological, economic and financial, sexual harassment, online) in the sports context
- To create a safe environment and a culture of respect, equality and zero tolerance towards gender-based violence
- To introduce staff and students to the relevant regulatory framework and internal procedures in place (reporting and case management, support mechanisms) in a simple and comprehensive manner

c. Implementation plan

The following activities will be carried out to implement this Grounding Action:

1. Setting up the working team (incl. students and/or staff, and a communication team to engage external stakeholders effectively)

2. Development of a comprehensive scheme (Define objectives and message, target audience, timeframe and budget, outline the campaign's activities and desired outcome)

3. Design the material for the planned activities (define appropriate channels, create the visuals, prepare the presentations)

4. Launch the awareness-raising activities, such as one workshop organised for staff, one workshop organised for students, one workshop organised specifically for first-year students and a local stakeholder event (e.g. in the form of an awareness day) to raise awareness of targeted external stakeholders such as sports clubs, trainers, associations, umbrella organisations, public authorities.

5. Evaluate the scheme's impact and explore possibility for future relaunch

d. Stakeholders involved

Co-producing: Project team, GBV institutional body, Department of Communication, Image, and Institutional Marketing, External Experts, Staff representatives
Only consulting: PESF-UVT Student Union, Ethics Committee
Only informing: Senior management

e. Potential obstacles

- Internal resistances and stereotypes regarding traditional gender roles
- Low engagement of internal and external stakeholders due to ineffective communication. Possible solutions include: capitalising on existing networks, intensifying communication efforts and replacing ineffective, traditional communication channels with innovative approaches.
- Reluctance of students or staff to attend the workshops due to misunderstanding of the topics. This can be mitigated through a clear description of the content and objectives of the awareness-raising activities.
- Limited human resources and work overload
- Lack of internal expertise on gender bias and stereotypes in sports

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Setting up the working team	Project team GBV body Communications Department	List of team members	Human resources	January 2025
2. Development of awareness-raising scheme	Project team GBV body Student Union Staff representatives Communications Department	Detailed plan	Human resources	January – February 2025
3. Design of the awareness-raising scheme	Project team Communications Department	Communication material Material for the awareness-raising activities	Multimedia tools Human resources	February 2025
4. Launching the awareness-raising activities	Project team GBV body Communications Department External experts (if needed)	Number of planned events Number of participants in each event Number of individuals reached through communication tools	Communication platforms Multimedia tools Human resources Venue Financial resources for guest speakers	March – May 2025
5. Evaluating impact	Project team	Increased knowledge through pre/post	Human resources	June 2025

		workshop questionnaire		
		Satisfaction of participants in feedback forms		
		Level of engagement with campaign content (e.g. likes, shares, comments)		

GA6 – Proposing inclusive actions within the teaching curriculum for practical/ sports activities towards gender+ equality

This GA consists of a number of actions that encourage a productive dialogue among academic and research staff members in order to agree on the GE principles and concepts that have to be incorporated into the teaching scheme. This will lead to proposed amendments in the existing curriculum.

a. GEP element

Mandatory: Training and awareness-raising; Dedicated resources
Thematic: Integrating the gender dimension into the teaching content

b. Objectives

The main purpose of this GA is to incorporate the gender discussion into the didactic process by introducing a portfolio of awareness assessment tools and teaching strategies, hosting academic dialogues and suggesting amendments on the curriculum.

c. Implementation plan

GA6 activities are as follows:

1. Creating the auto evaluation assessment form
2. Preparing focus group discussion with the academic staff in order to explore: a) identification of GE differences, b) coping strategies applied during the teaching activity, c) topics and methods that need to be incorporated in the curriculum, d) the possibility of making amendments to existing modules
3. Discussion with previous students to gather their views on whether and how the curriculum would benefit from a gendered perspective
4. Carrying out focus groups discussion with academic staff
5. Analysing the collected data
6. Report with results and recommendations for curriculum updates

d. Stakeholders involved

Co-producing: Project team, Department of Communication, Image, and Institutional Marketing, Department of Research and University Creation
Only consulting: Ethics Committee, PESF-UVT Student Union
Only informing: Senior management, Legal Department

e. Potential obstacles

- Heavy workload of academic staff leading to low participation
- Detection of possible biases due to the presence of different stereotypes that can lead to the drop off from the focus groups.

f. Timeline

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*
1. Creating the auto evaluation assessment quiz	Project team Ethics Committee Legal Department Department of Scientific Research Academic staff	Survey quiz	Human resources Office supplies	December 2024
2. Preparing focus group discussions with staff/students	Project team Ethics Committee Department of Scientific Research	Interview guide Recruitment criteria	Human resources	December 2024
3. Discussion towards previous students to gather their views on whether and how the curriculum would benefit from a gendered perspective	Project team Academic staff	Number of previous students participating	Human resources Venue	January 2025
4. Carry out focus group discussion with staff	Project team Academic staff	Summary of gaps, choice of topics and strategies to address gender inequalities Proposed modules for amendment	Human resources	January – February 2025

5. Analysing the collected data	Project team Ethics Committee Department of Scientific Research	Analysing report	Human resources	March – April 2025
6. Report on findings and recommendations for curriculum update	Module teachers	Updated module (syllabus and material)	Time E-system	May – June 2025

General timeline

GAs	2024										2025					
	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
GA1																
GA2																
GA3																
GA4																
GA5																
GA6																

Annex 7 – Georgian State Teaching University of Physical Education and Sport (GSTUPES)

Authors: Nino Dzagania, Mariam Maisuradze, David Oboladze

The organisation

The Georgian State Teaching University of Physical Education and Sport is one of the oldest educational institutions in Georgia, as well as one of the most successful sports schools in the Caucasus Region. The University has two faculties – Faculty of Coaching and Faculty of Physical medicine and Rehabilitation. The University offers eight programs: five undergraduate and three master programmes.

Gender equality in GSTUPES

Mandatory process-related elements

a. Public document

The GSTUPES Gender Equality plan was prepared by the International Relations Department together with the researchers on Gender Issues. It was signed by the Rector of the University. The GSTUPES GEP has been published on official website (http://sportuni.ge/img/file/DocScan_merged.pdf) in 30 of September 2022. It is available in two languages – in Georgian and English.

b. Data collection and monitoring

The only collected data that the University provides is the data about gender balance. This information is published in the Rector's annual report every year. Unfortunately, no funds are allocated to monitor the GEP's effectiveness and level of implementation.

c. Dedicated resources and gender expertise

The Human Resources Department is responsible for promoting gender equality in our University.

d. Training and awareness-raising

No separate awareness-raising and training activities on gender equality are organised with the University. Some gender-related topics are incorporated in study modules such as sports pedagogy, psychology and sports sociology. No lectures or seminars are provided for the academic staff and administration.

Recommended thematic elements

a. Work-life balance and organisational culture

The GSTUPES follows the principles of equal rights for all employees in our institution.

- Recruitment procedures are fair and transparent for everybody who decides to be a member of the institution and based on the criteria related to a corresponding position in all cases.
- GSTUPES creates a friendly and professional environment, where all employees fill safe and confident.
- Equal work conditions for the employees are ensured, as well as access to qualification developments, equal benefits, training.
- Flexible working hours are provided to employees with two or more children under the age of 12, e.g. starting work 30 minutes later and finishing work 30 minutes earlier.
- Help is available for employees after career breaks, especially for women after the prenatal period and maternity leave.

b. Gender balance in leadership and decision-making

While the University provides equal opportunities in the workplace for all employees, decision-making positions are still male dominated.

c. Gender equality in recruitment and career progression

As a Sports University, aware of the fact that sports is a male-dominated field, balance or gender equality in recruitment and career progression is a challenging prospect.

d. Integration of the gender dimension into research and teaching content

Our GEP aims at increasing research on Gender Equality, organising conferences on Gender Equality in Sports and promoting equal career rights.

e. Measures against gender-based violence, including sexual harassment

Our GEP includes the following on this issue: "If necessary, allocate specialists who will provide appropriate assistance to those who need measures and steps against GBV, including sexual harassment."

Roadmap towards the development of a 4I-GEP

The context

In summary, the following gaps and problems prevail in our current GEP and within our institution:

- Problems on gender equality and GBV remain largely ignored and unaddressed.
- Lack of a mechanism to collect gender disaggregated data
- Lack of a Gender Equality Committee, consisting of gender experts, tasked with implementing the GEP and monitoring relevant progress
- No lectures or seminars for the academic staff and administration are organised.
- Lack of awareness-raising and regular training in gender equality, GBV and sexual harassment.
- No internal procedures established for the prevention and handling of GBV cases
- Insufficient measures to promote gender balance in recruitment and career progression

Aims and Objectives

The overall aim of this roadmap is to cultivate a gender-sensitive culture within the GSTUPES, promoting a zero-tolerance approach towards GBV and reduce persistent gender stereotypes in the sports environment. This translates into the following objectives:

1) Raise awareness and understanding of gender issues, stereotypes and biases in sport environment

2) Increase awareness on gender-based violence, including sexual harassment among staff and students

3) Ensure sustainability of actions by setting measurable goals and tracking progress, assessing the impact of gender equality initiatives at the Faculty.

Structure of the roadmap

Period of implementation	*Grounding actions/Action lines*	*GEP element*
PROJECT PERIOD	***GA1 – Raising awareness on gender equality and the GEP***	Training Public document Work-life balance and organisational culture
	GA2 – Development of a communication strategy for external stakeholder engagement	Resources Training

	GA3 – Setting up a GE Committee at institutional/faculty level	Resources
	GA4 – Raising Awareness on gender inequalities in the sports environments	Training
	GA5 – Establishing a gender audit and monitoring mechanism	Data collection and monitoring Gender balance in decision-making GE in recruitment
	GA6 – Establishing Internal Structures and Procedures for GBV Prevention and Treatment within the Institution	Resources Measures against GBV
	GA7 – Raising awareness on GBV and sexual harassment in sports environment with internal and external stakeholders	Training Measures against GBV
4I – GEP IMPLEMENTATION PERIOD	To be developed at the end of the SUPPORTER project, based on the lessons learnt from the roadmaps and the newly developed 4I-GEP of the institution.	
SUSTAINABILITY PERIOD		

The Grounding Actions

A set of seven Grounding Actions are envisaged to achieve the purposes of this roadmap and pave the way towards the development of a new, 4I-GEP, which will be sports-specific and place emphasis on addressing gender-based violence and sexual harassment. Each of these dimensions is comprehensively addressed by the different actions comprising the roadmap, as depicted in the following table.

Dimension	GA1	GA2	GA3	GA4	GA5	GA6	GA7
Intersectional	x				x	x	x
Innovative	x	x	x	x	x	x	
Inclusive	x	x	x		x	x	
Impactful		x		x		x	x
Tailored to sports			x	x		x	x

GA1 – Raising awareness on gender equality and on the role of GEP in the promotion of a gender-inclusive culture with the University

GA1 is focused on an awareness-raising campaign, consisting in various activities to increase understanding of the basic concepts of gender equality and of the importance of GEP as an integral tool in promoting institutional change.

a. GEP element

Mandatory: Training and awareness-raising; Public document
Thematic: Work-life balance and organisational culture

b. Objectives

As the first Grounding Action of this roadmap, GA1 aims to set the baseline for the following actions by pursuing the following objectives:

- To get the topic of gender equality on the institution's agenda
- To promote a uniform understanding on the concept of gender+ equality
- To explain the role of the GEP in promoting gender+ equality and institutional change

c. Implementation plan

The following steps will be followed for the implementation of this Grounding Action:

1. Setting up a working group for this GA. Besides the SUPPORTER project team, the working group includes a) the HR Department who is currently responsible for implementing the GEP, b) student and staff representatives (in order to better understand the target groups' level of awareness and needs), c) members of the Communications Department which will be responsible for designing the material of the awareness-raising campaign and d) external consultants, if needed, to support the development of the campaign. The different tasks under this GA will be clearly allocated among the working group members. Once formed, this group will be responsible for the design and implementation of the campaign.

2. Development of the awareness-raising campaign, which includes the following:

- Establishing the campaign's objectives, namely to challenge the current institutional culture by increasing knowledge on the basic concepts of gender equality and by introducing and explaining the role of the GEP.

- Defining the target audience (students, academic and administrative staff, external stakeholders)

- Setting the budget, indicatively taking into account the human resources that may be needed (either internally or for the involvement of external experts if there is no gender expertise in the university), the costs of communication material and of the venues where the different activities will take place).

- Outlining the campaign's activities and timeframe. Indicatively, the following activities shall be implemented:

- One info-day for students of all levels to discuss basic concepts regarding gender equality and to highlight the role of the GEP

- One info-session for academic and administrative staff to clarify the basic concepts on gender equality, to explain the role of the GEP and to highlight all efforts undertaken within the SUPPORTER project, including the results and planned actions, in order to promote institutional change

- Determining the campaign's outcomes, including the definition of clear and achievable results and indicators and tools to achieve them (e.g. feedback form for participants, pre/post-session questionnaire to assess the level of knowledge of the participants)

3. Design of the campaign's material, including the preparation of the campaign's material (posters, social media/website posts, presentations) and the use of appropriate communication channels for engaging the target groups

4. Finalising the campaign and seeking approval from the senior management

5. Implementation of the planned activities

6. Evaluation of the campaign's impact through feedback from participants and assessment of increased knowledge via a pre- and post-workshop questionnaire.

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Senior management	**Informing**
Ethics Committee	**Consulting**
Student Union	**Consulting**
Department of Communication	**Co-producing**
External experts	**Consulting/Co-producing**

e. Potential obstacles

Obstacles	Mitigation measures
● Limited human resources leading to difficulties in forming a working group ● Lack of internal expertise for developing the campaign	● Clear allocation of tasks to avoid overload or confusion of working group ● Engagement of external experts for the development and implementation

● Reluctance of students or staff to attend the workshops due to misunderstanding of the topics. ● Lack of interest in participating in workshops.	● Developing (and communicating) clear description of the content and objectives of the workshops and panel discussion. ● Consider integrating it into existing sets of activities (e.g. induction week)

f. Timeline

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*
1. Setting up the working group	Project team Communications Department External experts Student Union Staff representatives	List of team members	Human resources	March – April 2024
2. Development of awareness-raising campaign	Working group (as formed in the previous step)	Detailed plan	Human resources	April – May 2024
3. Design of the awareness-raising campaign	Working group	Communication material Material for the awareness-raising activities (e.g. presentations for info-sessions)	Multimedia tools Human resources	May – June 2024
4. Seeking approval	Working group Senior management	Approved awareness-raising plan	Human resources	June 2024
5. Launching the awareness-raising activities: **- one info-day for students** **- one info-day for staff**	Working group External experts (if needed)	Number of planned events Number of participants in each event Number of individuals reached through	Communication platforms Multimedia tools Human resources Venue Financial resources for guest speakers	July – September 2024

		communication tools		
6. Evaluating impact	Project team	Increased knowledge through pre/post workshop questionnaire Satisfaction of participants in feedback forms Level of engagement with campaign content (e.g. likes, shares, comments)	Human resources	September 2024

GA2 – Development of a communication strategy for external stakeholder engagement

This GA builds an effective communication strategy and channels that covers the various dimensions of gender+ equality and focuses on external stakeholder engagement at local, national and international level.

a. GEP element

Mandatory: Dedicated resources; Training and awareness-raising

b. Objectives

This action aims to help develop a robust communication strategy to shift institutional attention on the gender dimension and increase outreach efforts in order to advance the values of inclusiveness and gender equality in the local ecosystem. This translates into the following objectives:

- To increase visibility of university efforts to induce institutional change through the promotion of gender-sensitive initiatives
- To establish effective communication channels for internal and external stakeholder engagement
- To disseminate the results of the SUPPORTER and other projects and attract new collaborations
- To attract new collaborations with frontline actors in the sports environment

c. Implementation plan

The following steps will be followed for the implementation of this Grounding Action:

1. Setting up the working group. Besides the SUPPORTER project team, the Communications Department will be largely involved in this action. (incl. comms, students and/or staff) and clearly allocating tasks for building the communication strategy and the design of the awareness-raising plan

2. Defining the communication strategy short-term and long-term goals, tools and target audiences (internal and external stakeholders). This stage also identifies the existing communication channels and explores their effectiveness in pursuing the defined goals.

3. Development of the communication strategy, indicatively including the capitalisation of existing and the establishment of new channels (such as email exchanges, university events, seminars, and departmental meetings) and the creation of a toolkit with communication and dissemination material.

4. Seeking approval for the finalised communication strategy (if necessary)

5. As part of the communication strategy, create an InfoPoint within the University's website to serve as a repository for all resources and activities related to gender equality (e.g. GEP and related policies, legal and institutional framework, SUPPORTER activities and outcomes).

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Communications Department	**Co-producing**
Mid-level management	**Informing**
Ethics Committee	**Consulting**
Students/Staff	**Informing**
HR	**Consulting**

e. Potential obstacles

Obstacles	Mitigation measures
● Challenges in choosing appropriate communication channels and ensuring their effectiveness ● Limited human resources ● Lack of permission for the creation of the info-point within the website	● Replacing traditional communication methods with innovative channels (e.g. expanding use of social media). Testing the channels before finalising the strategy could also help identify such issues in advance.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Setting up the working group	Project team Communications department	List of team members	Human resources	March – April 2024
2. Development of communication strategy	Working group	Communication strategy document	Human resources	April – May 2024
3. Design of the communication tools	Working group	Communication tools/material	Multimedia tools Human resources	May 2024
4. Seeking approval	Project team Senior management	Approved strategy	Human resources	June 2024
5. Creating the InfoPoint	Working group IT support	Operational website/space within the faculty's website	Human resources Software	May – June 2024

GA3 – Setting up a GE Committee at institutional/faculty level

This Grounding Action sees to the creation of a GE body at the faculty mandated with the management of gender issues through the implementation of the GEP.

a. GEP element

Mandatory: Dedicated resources

b. Objectives

- To establish an independent body for the management of gender related matters within the institution through the implementation of the 4I-GEP
- To increase gender expertise within the faculty, with a focus on gender issues in sports environments
- To establish accountability for the implementation and update of the 4I-GEP within the institution/faculty
- To ensure clear task allocation and smooth cooperation among institutional bodies with a similar mandate

c. Implementation plan

1. Review of the existing relevant bodies at institutional level and of all their respective tasks

2. Formulating the mandate of the GE Committee, mainly by a) developing the regulatory framework for the Commission's operation and b) by delimitating its responsibilities in relation to the ones undertaken by the other internal bodies (e.g. Ethics Committee, HR) and with regard to the institution's relations with external policies.

3. Defining the Committee's operation, including setting the criteria for the selection of the Committee's members, as well as the frequency, duration and whereabouts of the Committee's meetings.

4. Appointment of the Committee's members following internal placement procedures (to reduce the need of further resources in case of external recruitment)

5. Identifying the training needs of the Committee members on gender+ equality through discussion with external GE experts

6. Training for the Committee members according to identified needs

7. Internal communication of the new Committee and forging links with relevant institutional bodies to communicate their role and discuss effective ways for collaboration

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Mid-level management	**Co-producing**
Ethics Committee	**Consulting**
Student/Staff	**Informing**
Legal department	**Consulting**
HR	**Consulting**
External experts	**Consulting**

e. Potential obstacles

Obstacles	Mitigation measures
● Lack of available university staff to assume the Committee's responsibilities ● Overlapping mandates of different bodies ● Resistance at management level due to lack of awareness/reluctance to allocate resources	● Call for applications-Job opening (in case financial resources are available) ● Clear allocation of tasks discussed and decided at management level ● One-on-one meetings between the SUPPORTER project team and the management in order to explain in detail the

	importance of a dedicated body on gender equality

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Review of existing bodies and responsibilities	Project team	List of existing bodies with gender-related tasks	Human resources	September 2024
2. Formulating the GE Committee's mandate	Project team Ethics Committee Legal department	Document with mandate Established internal structures and capacity pool	Human resources	October 2024
3. Defining Committee's operational details	Project team Legal department HR	Set of criteria for commission's selection	Human resources	October – November 2024
4. Appointment of Committee's members	HR Legal department	List of Committee's members and roles	Human resources	November 2024
5. Identifying training needs	Project team GE Committee External experts	Report on knowledge gaps after meeting with GE experts	Human resources External expertise	November – December 2024
6. Training of Committee members	Project team Ethics Committee External experts	Training material; Increased knowledge	Human resources	January – February 2025
7. Internal communication of the Committee's creation and mandate	GE Committee Deans and Heads of Departments Ethics Committee	Satisfactory degree of internal communication	Institutional departments (heads and active department members) Communicators with external stakeholders	March 2025

GA4 – Raising Awareness on gender inequalities in the sports environments

This GA focuses on fostering a better understanding of gender issues, stereotypes and biases in the academic sport environment through a set of awareness-raising activities.

a. GEP element

Mandatory: Awareness-raising

b. Objectives

- To integrate discussions on unconscious bias, stereotypes, and the implications of gender inequality on individuals and the broader sports community.
- To empower female athletes by challenging the perception that certain sports are destined for men and encouraging gender-balanced involvement in sports, promoting the idea that talent and skills are not limited to gender.
- To tackle gender stereotypes beyond the selection of sports, including the gender of coaches and the myth of meritocracy behind leadership positions and career progression

c. Implementation plan

1. Setting up a working group for this GA. Besides the SUPPORTER project team, the working group should include a) the HR Department who is currently responsible for implementing the GEP, b) student and staff representatives (in order to better understand the target groups' level of awareness and needs), c) members of the Communications Department which will be responsible for designing the material of the awareness-raising campaign and d) external consultants, if needed, to support the development of the campaign. The different tasks under this GA will be clearly allocated among the working group members. Once formed, this group will be responsible for the design and implementation of the campaign.

2. Development of the awareness-raising campaign, which includes the following:

   - Establishing the campaign's objectives, namely to challenge the current institutional culture by increasing knowledge on the basic concepts of gender equality and by introducing and explaining the role of the GEP.

   - Defining the target audience (students, academic and administrative staff, external stakeholders)

   - Setting the budget, indicatively taking into account the human resources that may be needed (either internally or for the involvement of external experts if there is no gender expertise in the university), the costs of communication material and of the venues where the different activities will take place).

   - Outlining the campaign's activities and timeframe. Indicatively, the following activities shall be implemented: a) Two thematic workshops/Panel discussions with

staff/students, b) One local stakeholder event to engage external stakeholders in a discussion about gender stereotypes in sports and how to tackle them.

− Determining the campaign's outcomes, including the definition of clear and achievable results and indicators and tools to achieve them (e.g. feedback form for participants, pre/post-session questionnaire to assess the level of knowledge of the participants)

3. Design of the campaign's material, including the preparation of the campaign's material (posters, social media/website posts, presentations) and the use of appropriate communication channels for engaging the target groups

4. Finalising the campaign and seeking approval from the senior management

5. Implementation of the planned activities

6. Evaluation of the campaign's impact through feedback from participants and assessment of increased knowledge via a pre- and post-workshop questionnaire.

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Senior management	**Informing**
Ethics Committee	**Consulting**
Student Union	**Consulting**
Department of Communication	**Co-producing**
External experts	**Consulting/Co-producing**

e. Potential obstacles

Obstacles	Mitigation measures
● Limited human resources leading to difficulties in forming a working group ● Lack of internal expertise for developing the campaign ● Reluctance of students or staff to attend the workshops due to misunderstanding of the topics. ● Lack of interest of external stakeholders to participate.	● Clear allocation of tasks to avoid overload or confusion of working group ● Engagement of external experts for the development and implementation ● Developing (and communicating) clear description of the content and objectives of the workshops and panel discussion. ● Using the new communication strategy, invest efforts on networking and capitalise on existing collaborations to prepare impactful local events. Co-organisation of the event with an influential actor will be considered.

f. Timeline

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*
1. Setting up the working group	Project team Communications Department External experts Student Union Staff representatives	List of team members	Human resources	September 2024
2. Development of awareness-raising campaign	Working group (as formed in the previous step)	Detailed plan	Human resources	October 2024
3. Design of the awareness-raising campaign	Working group	Communication material and material for the awareness-raising activities (e.g. presentations for info-sessions)	Multimedia tools Human resources	October – November 2024
4. Seeking approval	Working group Senior management	Approved awareness-raising plan	Human resources	November 2024
5. Launching the awareness-raising activities	Working group External experts (if needed)	Number of planned events Number of participants in each event Number of individuals reached through communication tools	Communication platforms Multimedia tools Human resources Venue Financial resources for guest speakers	December 2024 – February 2025
6. Evaluating impact	Project team	Increased knowledge through pre/post workshop questionnaire Satisfaction of participants in feedback forms	Human resources	February 2025

Level of engagement with campaign content (e.g. likes, shares, comments)		

GA5 – Establishing a gender audit and monitoring mechanism

This Grounding Action aims to create a gender audit and monitoring system and pilot the new data collection processes in a selected area of priority.

a. GEP element

Mandatory: Data collection and monitoring
Thematic: Gender balance in leadership and decision-making; Gender equality in recruitment and career progression

b. Objectives

- To construe a comprehensive image regarding the organisation's and faculty's current datasets related to gender equality
- To conduct a needs assessment and analysis of the state-of-play in the institution

- To adopt a holistic approach in gender audit which includes the collection of qualitative and quantitative data, addresses aspects of intersectionality and considers the sports context

c. Implementation plan

The following steps will be followed for the implementation of this GA:

1. Creation of a working group and assignment of roles in a clear manner to capitalise on relevant expertise and avoid confusion in task implementation.

2. Review and analysis of existing datasets at the University to map what is already being collected. Focus is placed on methods, competent body and frequency of the gender audit. Identification of gender data gaps.

3. Defining suitable data collection and analysis methods and responsible institutional body. Selection of a suitable repository tool and defining the frequency of progress monitoring. Identification of criteria for the recruitment of participants

4. Development of tools for data collection on the two selected thematic areas, making sure to incorporate intersectional and sports-sensitive aspects. Both quantitative (e.g. statistical information and questionnaire) and qualitative (e.g. focus groups, interview) methods will be used and different target groups will be identified. External consultation may be needed at this stage.

5. Carrying out a pilot round of the defined data collection processes (e.g. survey and focus group) on this specific thematic area.

6. Analysis of the collected data and report on findings.

7. Reflection upon the efficiency of the selected tools and refinement for future use.

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Mid-level management	**Consulting**
Ethics Committee	**Co-producing**
Student/Staff	**Informing**
HR	**Consulting**
External experts	**Consulting**

e. Potential obstacles

Obstacles	Mitigation measures
● Lack of understanding ● Low engagement (due to limited time, inadequate efforts for the recruitment of participants, little interest on GE, reluctance to share views) ● Internal resistances (to identify the need or value of a gender audit or to give prominence to latent inequalities)	● Developing (and communicating) clear description of the objectives of the data collection ● Clear compliance with GDPR explained in information sheet and consent form accompanying the questionnaire/interview guide ● The preceding GA1 will raise awareness on the topic and importance of GE and create the basis for the successful implementation of this action

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Setting up the working group	Project team Ethics Committee HR	List of group members	Human resources	September 2024
2. Review and analysis of existing datasets	Working group	List of identified gaps	Human resources Software	October 2024

3. Defining data collection, analysis and recruitment methods/tools	Working group	Methodological plan for the collection and analysis of data List of recruitment criteria and recruitment methods	Human resources	October – November 2024
4. Development of data collection tools	Working group External experts	Interview guide and/or Questionnaire	Human resources Consultation time with experts	November 2024
5. Pilot round of data collection	Working group	Number of respondents/participants Number of interviews Feedback from personal meetings and focus groups	Human resources Communication tools for recruiting participants Venue Software	December 2024 – January 2025
6. Data analysis	Working group	Report on findings	Human resources	February 2025
7. Assessment and refinement of employed tools	Working group	Number of respondents Quality/sufficiency of collected data	Human resources	March 2025

GA6 – Establishing Internal Structures and Procedures for GBV Prevention and Treatment within the Institution

This Grounding Action consists in the development of a Protocol for preventing and addressing GBV incidents at the University, and the establishment of the necessary structures for the implementation of the Protocol.

a. GEP element

Mandatory: Dedicated resources
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

- Development of a comprehensive protocol for preventing and addressing GBV cases within the faculty.
- Definition of gender-based violence content and fundamental principles regarding reporting of relevant incidents
- Creation of a culture of zero tolerance towards gender-based violence and sexual harassment.

c. Implementation Plan

The following steps will be followed for the implementation of this GA:

1. Thorough assessment of existing policies and practices related to GBV prevention and treatment and of their alignment with the national and European legislation.

2. Identification and appointment of competent body for handling reports on GBV incidents. This could involve the creation of a new body (e.g. person of trust) or the delegation of these tasks to existing bodies (e.g. Ethics Committee or the newly established GE Committee)

3. Development of the Protocol, which shall include: a) scope and guiding principles, b) prevention measures, c) reporting procedures, d) support services within and outside the University, e) investigation procedures, and f) violation consequences.

4. Seeking approval of the new GBV Protocol and related procedures.

5. Training of persons/Committee members in charge of implementing the protocol on what is gender-based violence and its specificities, for example, understanding trauma and implementing a victim-centred approach.

6. Preparation for the implementation of the Protocol - Establishment of the stipulated procedures.

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Senior management	**Informing**
Ethics Committee	**Consulting**
Legal Department	**Consulting**
IT Department	**Co-producing**
External experts	**Consulting**

e. Potential obstacles

Obstacles	Mitigation measures

● Resistance in admitting that GBV is an important issue and of the urgency to adopt measures for preventing and combatting such cases ● Limited resources (financial, human, time) for developing and maintaining internal structures and procedures. ● Potential legal or regulatory constraints in establishing certain procedures. ● Reluctance of management to allocate resources for a new procedure	● One-on-one meetings between the SUPPORTER project team and the management in order to explain in detail the extent of GBV and the alarming numbers of unreported cases worldwide, combined with compounding vulnerabilities in the sports context ● Appointment of the GE Committee or the Ethics Committee as the competent body for handling GBV cases (instead of external recruitment)

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Assessment of existing policies/priorities	Project team Legal Department Ethics Committee	Summary of existing policies/gaps	Human resources	October 2024
2. Appointment of competent body	Project team Legal Department Ethics Committee	New position Description of responsibilities	Human resources Financial resources for the new position (if necessary)	November 2024
3. Development of the Protocol	Project team Ethics Committee External experts (if necessary)	Protocol document	Human resources	November – December 2024
4. Seek approval for the new Protocol	Project team Senior management	Approved Protocol-new reporting mechanism	Human resources	January 2025
5. Training of the competent body for GBV incidents	Project team External expertise	Participation in training session	Human resources Financial resources for capacity-building in external trainings	January – March 2025
6. Establishment of new procedures	Project team IT team	New structures in place and operational	Human resources Software/technological equipment	February – April 2025

Communications Department			

GA7 – Raising awareness on GBV and sexual harassment in sports environment with internal and external stakeholders

This grounding action develops and implements awareness-raising activities on GBV and sexual harassment in sport environments both at university and at local/national level.

a. GEP element

Mandatory: Training and awareness-raising
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

- To increase understanding both of internal and of external stakeholders on forms of gender-based violence (physical, sexual, psychological, economic and financial, sexual harassment, online) in the sports context

- To create a safe environment and a culture of respect, equality and zero tolerance towards gender-based violence

- To introduce staff and students to the relevant regulatory framework and internal procedures in place (reporting and case management, support mechanisms) in a simple and comprehensive manner

c. Implementation plan

The following activities will be carried out to implement this Grounding Action:

1. Setting up the working team (incl. students and/or staff, and a communication team to engage external stakeholders effectively)

2. Development of a comprehensive scheme (Define objectives and message, target audience, timeframe and budget, outline the campaign's activities and desired outcome)

3. Design the material for the planned activities (define appropriate channels, create the visuals, prepare the presentations)

4. Launching the awareness-raising activities. This includes: a) 1 workshop organised for staff, b) 1 workshop organised for students and c) 1 local stakeholder event to raise awareness of targeted external stakeholders such as sports clubs, trainers, associations, umbrella organisations, public authorities.

5. Evaluate the scheme's impact and explore possibility for future relaunch

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Communications Department	**Co-producing**
GE Committee	**Co-producing**
Student Union	**Consulting**
Mid-level management	**Informing**
External experts	**Consulting/Co-producing**

e. Potential obstacles

Obstacles	Mitigation measures
● Reluctance of staff and students to attend the training and workshops ● Lack of interest from younger students ● Difficulty in engaging external stakeholders	● Developing (and communicating) clear description of the content and objectives of the training and workshops ● For freshly enrolled students -making the workshop obligatory as the first introductory class at the beginning of academic year. ● Co-organisation of the external event with a key external collaborator (e.g. sports association, the National Olympic Committee)

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Setting up the working group	Project team GBV body Communications department Student Union Staff representatives	List of group members	Human resources	January 2025
2. Development of awareness-raising scheme	Working group	Detailed plan	Human resources	January – February 2025
3. Design of the awareness-raising scheme	Working group	Communication material and material for the	Multimedia tools, Human resources.	February 2025

		awareness-raising activities		
4. Launching the awareness-raising activities	Working group External experts (if needed)	Number of planned events Number of participants in each event Number of individuals reached through communication tools	Communication platforms Multimedia tools Human resources Venue Financial resources for guest speakers	March – May 2025
5. Evaluating impact	Project team	Increased knowledge through pre/post workshop questionnaire Satisfaction of participants in feedback forms Level of engagement with campaign content (e.g. likes, shares, comments)	Human resources	June 2025

General timeline

Annex 8 – State University of Physical Education and Sport (SUPES)

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The organisation

The State University of Physical Education and Sport is an integral part of the state higher didactic education in the Republic of Moldova that since 2005 has joined the Movement of University Education Reforma and its integration in the European Academic Environment that was recently completed by signing of the Magna Charta Universitatum. The university curricula are aimed at the initial training at the 1st level of education- License and professional / scientific training, at the 2nd level – Master's Studies, and at the 3rd level – PhD Studies and Post-doctorate.

An important event for our institution was the Decree of the President of the Republic of Moldova no.771-IV from 21.09.2006, Vladimir Voronin, regarding reorganisation of the National Institute of Physical Education and Sport into the State University of Physical Education and Sport.

In this context, the State University of Physical Education and Sport defines its mission through its 14 chairs, scientific laboratories subordinated to the Scientific Centre. The SUPES has also one scientific journal: "Physical Culture Science", therefore over 250 lectures have the possibility to publish the results of their scientific research.

Today the number of students has risen to 3000 students at three faculties: Physical Education and Sport, Kinetotherapy, Protection, guard and security and Department of Professional Continuous Training (specialties: Physical Education; Coaching activities; Sport leadership; Fitness and recreation programmes; Kinetotherapy and occupational therapy; Hotel, tourism and leisure, Civil and public security; Rescuers and fire-fighters, Border security) and nine master's degree programmes.

The technical and material base of the university consists of: two study blocks with a capacity of 4876 m2, two sports complexes with a capacity of 5295 m2, 19 laboratories, 15 sports halls, a swimming pool with a capacity of 4036 m2, one tennis court, a mini-football court and other strategic facilities that contribute to the training of good sports specialists in general field of studies: *011 Education, 1000 Science of sports, 101 Personal services, 103 Security services.*

Gender equality in SUPES

Mandatory process-related elements

a. **Public document**

The GEP of State University of Physical Education and Sport from Republic of Moldova was signed by the Rector, it was published on the website, and it has been communicated with all the faculties.

b. Data collection and monitoring

In the SUPES Diversity Action Plan and the annual report, data relating to gender are generated and monitored. Some important variables here include gender balance in different position categories and the student's body, as well as gender and pay.

The following table shows the gender balance both in teaching and research (TR) positions and in technical and administrative (TA) positions, as well as in the student body.

Category (e.g. students, academic staff, administrative staff, management, etc)	Women (%)	Men (%)	Other (%), if applicable
The didactic teaching staff	45%	55%	-
Administrative staff	52%	48%	-
Auxiliary and technical staff	63%	37%	-
Faculty's (students)			
PHYSICAL EDUCATION AND SPORT			
CYCLE I			
Students	25%	75%	-
MASTER'S			
Students	65%	35%	-
GUARD, PROTECTION AND SECURITY			
CYCLE I			
Students	14%	86%	-
MASTER'S			
Students	11%	89%	-
KINETOTHERAPY			
CYCLE I			
Students	49%	51%	-
MASTER'S			
Students	52%	49%	-
PROFESSIONAL CONTINUOUS TRAINING DEPARTMENT			
Professional continuous training courses			
Students	72%	28%	-

Re-qualification studies			
Students	46%	54%	-

Male and female staff at the university must receive equal pay for equal work or equal work value. The pay statistics show that there are no major systematic differences in the average pay between men and women at SUPES. The ratio of women's pay to men's is around 95.4%.

On December 19, 2023, the SUPPORTER team participated in the Thematic Webinar "Extending participation and strengthening the European Research Area" organised by the National Office "Horizon Europe with the presentation of the SUPPORTER International Project "SecUring Sports Education Through innovative and inclusive Gender Equality Plans": HORIZON WIDERA - 2022ERA-01 by director Elena Mocrousov.

c. Dedicated resources and gender expertise

There are no resources dedicated to the promotion of gender equality in our organisation.

d. Training and awareness-raising

A managerial culture focused on a system of ethical values and social responsibility was created.

Created a database for the permanent monitoring of the selection and promotion of the employed staff.

An official SUPPORTER map was created on the SUPES website in order to publicise the actions carried out within the project.

The SUPES employees are informed of any changes made to the procedure for the institutional implementation of gender equality.

All activities within the SUPPORTER project are displayed on the SUPES website in the following sections - SUPPORTER map, home page, news.

Other aims include: to provide support to the teaching staff during the implementation of gender equality within the SUPES; to increase participation and promotion of women employed at the SUPES level in the Professional and Individual Development Program (trainings, webinars) within the SUPPORTER project.

On December 19, 2023, the SUPPORTER team participated in the Thematic Webinar "Extending participation and strengthening the European Research Area" organised by the National Office "Horizon Europe with the presentation of the SUPPORTER International Project "SecUring Sports Education Through innovative and inclusive Gender Equality Plans": HORIZON WIDERA - 2022ERA-01 by director Elena Mocrousov.

Recommended thematic elements

a. Work-life balance and organisational culture

Moldavian women face specific obstacles in education and the labour market. Persistent patriarchal attitudes limit their choice of education and employment options. Women also face discriminatory practices. These include significant wage disparities, segregation into lower-wage occupations, unequal distribution of work and family responsibilities, and limited access to childcare. Women entrepreneurs face obstacles in accessing bank loans and state-funded business and entrepreneurship development programs.

Violence against women in Moldova is serious and widespread. The study "Violence against women in the family", carried out by the National Bureau of Statistics on behalf of the United Nations in Moldova in 2011, shows that 63 percent of women have faced psychological, physical violence or sexual at least once in their lifetime from the husband or partner, and every tenth woman suffered economic violence at least once. The highest rates of violence against women were recorded among separated or divorced women, the elderly and those in rural areas.

Moldova has undertaken international and national commitments to promote gender equality and women's empowerment, in particular by ratifying the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and various conventions of the World Labor Organisation. Since the adoption, in 2006, of Law no. 5 regarding ensuring equal opportunities between men and women, a number of national strategies and action plans have been implemented, which have promoted gender equality. In 2016, a new law entered into force, which provides for a 40 percent minimum representation of both sexes in the governing bodies and in the electoral lists, the possibility of maternity leave and the prohibition of sexist advertising. By H.G 259 of 28.07.2017, the Strategy for ensuring equality between women and men in the Republic of Moldova for the years 2017-2021 and the Action Plan regarding its implementation was adopted at the national level. The equal participation of women and men in the decision-making process is supported internationally by the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

Concerning specific challenges related to sports in the intersection with higher education, professional athletes are not protected by the state in obtaining higher sports education. As a rule, help comes from personal trainers and the athlete's family.

b. Gender balance in leadership and decision-making

There are no significant changes with regard to the share of women involved in the decision-making process at the level of SUPES the last three years (5.68% in 2021, 5.6% in 2022 and in 2023).

c. Gender equality in recruitment and career progression

There are no actions taken towards gender equality in recruitment and career progression in SUPES.

d. Integration of the gender dimension into research and teaching content

The share of women involved in research projects at the institutional level is around 40%. We plan to organise a Women's Community (CF) at the institutional level in order to facilitate the exchange of experiences for the development of knowledge and the strengthening of know-how capacities

for gender equality.

The gender dimension is not considered in all stages of a research project; intersectionality is not taken into account in data collection and interpretation of findings; and gender-related issues are not incorporated into curricula and staff/student training.

e. Measures against gender-based violence, including sexual harassment

Gender-based violence and violence against women is one of the most widespread human rights violations, affecting one in three women worldwide. Solving the problem and eradicating it requires more than simply responding to violence when it occurs; active, innovative solutions are needed.

The key to solving this problem is investing in and empowering women's rights organisations. They have the knowledge, tools and determination to change society to make it safer, more inclusive and fairer.

Mobilizing women to help them become leaders of change is essential to combating violence. Projects that mobilise women as social activists and create safe spaces can better reach marginalised groups and make violence prevention initiatives more effective.

Community organisations play a critical role in mobilizing communities and building trust, which in turn is critical to preventing backlash against violence prevention programs.

There is a need to take an intersectional approach when addressing gender-based violence. Understanding how different women's realities intersect and influence their experiences of violence allows for more effective strategies to be developed that are tailored to specific vulnerabilities.

HelpAge Moldova found that gender-based violence services were unaware of the violence experienced by older women at home, filling this gap with its program.

Effective prevention includes training to change behaviour patterns. Tools such as textbooks, mobile apps, and websites are needed to reinforce best practices and strengthen institutional knowledge.

Organisations fighting violence against women often face resistance, including legal gaps, denial of gender-based violence, and inaction. More aggressive or active forms of resistance occur when certain groups try to prevent change or when vulnerable groups face discrimination and violence from those in power.

The system of the governing bodies of the State University of Physical Education and Sport consists of the Council for institutional strategic development, the Senate, the Scientific Council, the Faculty Councils, the Board of Administration and the Rector of the university. The university has established and respects the principle of non-discrimination through the Code of University Ethics, approved at the SUPES Senate meeting of 28.12.2020, process no. 5. Promoting gender equality is an essential action to accelerate the sustainable development of the university, to eliminate discriminatory practices, poverty and inequality, as well as to ensure the full and effective participation of women in decision-making processes.

The Gender Equality Plan is to be implemented by the State University of Physical Education and Sports within the SecUring Sports Education Through innovative and inclusive Gender Equality Plans Project: HORIZON-WIDERA-2022-ERA-01-81. HORIZON-CSA. 101094529. 2022 – 2024 for the promotion of gender equality within the institution.

The Gender Equality Plan is an instrument that, on the one hand, reiterates some of the values that govern the institution (such as equality, inclusion, diversity, transparency), and on the other hand, proactively responds to challenges to ensure compliance with the principles of gender equality gender in all institutional processes and practices.

Roadmap towards the development of a 4I-GEP

The context

The *vision* of the State University of Physical Education and Sport is to be a leader in education and scientific research in the field of physical culture and sport in the Republic of Moldova, to be identified among the reference institutions at the European level in the achievement, training and development of professional skills, abilities necessary for a successful professional path.

The *mission* of the State University of Physical Education and Sport is to carry out research and education at national and international standards of excellence.

Diversity and inclusion are core values of State University of Physical Education and Sport. SUPES is open to everyone who wishes to study or work here. We are an open community in which anyone who wishes to contribute to the University's ambitions and all that we stand for is welcome and will enjoy equal opportunities.

Our community is diverse in many ways: we differ from one another in terms of ethnicity, gender, ability and health, religion, age, socio-economic background and more. SUPES wants to be an open community where all students and staff feel at home. To allow diversity to flourish, our university has to be truly inclusive. SUPES has a societal responsibility to create a learning and working environment in which everyone can develop their talents to their full potential. An essential condition for achieving excellent academic education and research is an inclusive academic community.

Gender equality has been a central focus of SUPES diversity policy since we are with SUPPORTER. At the same time, we recognise that our identities and experiences are composed of multiple dimensions, we still have a lot of work requiring an intersectional approach. To promote gender equality, we need to take into account the intersections between, inter alia, gender, social class, ethnicity and race, sexual orientation, and health and ability. Gender equality can only be successfully promoted if the diversity of gender identities and their intersectionality is addressed. SUPES diversity policy therefore does not exclusively focus on gender but promotes gender equality as part of an integrated and intersectional approach which fosters diversity, equity and inclusion for all staff and students.

Aims and Objectives

a. Diversity is about how our student and staff population bring different experiences, ideas and perspectives. The SUPES aims to reflect the diversity of Moldavian society, including in areas such as ethnicity, gender, ability and health, religion, age and socio-economic background.

b. Inclusion shifts the focus from the individual and the representation of specific groups to the institution and the culture of the learning and working environment. Specifically, inclusion means not just being diverse, but giving equal opportunities to everyone and ensuring everyone feels at home, regardless of their background. This, with a climate where inclusion is the norm, is a basic requirement for success. An inclusive university is a learning and working environment where everyone can fully develop their talents and is supported by the institutions, staff and students in doing so.

Key goals

The GEP sets out and implements the SUPES policy in the long term. Specific policy areas are concretized and given shape in form of a range of activities and projects on the central as well as faculty level.

The key goals of the GEP SUPES policy are:

- To promote an inclusive learning environment through inclusive curricula, lectures and pedagogy

- To promote diversity (in the areas of gender, disability and ethnic and cultural diversity) among staff members in all positions. To promote diversity expertise and inclusive leadership among all staff members.

- To promote diversity of applicants and an inclusive approach to research.

- Promotion of knowledge and understanding the various themes that touch on GEP expertise in key roles and facilitating the development of expertise in administrators, staff and teaching staff are important principles for promoting an inclusive learning and working environment.

- The creation of structures that provide clear frameworks for consciously promoting diversity and inclusion in the form of guidelines, agreements and procedures designed to safeguard diversity and inclusion, and promote positive change.

- Cultural change. This requires a change in perspectives and behaviour. Reflection, dialogue and collaboration are key components of initiating and supporting concrete change that fosters diversity and inclusion as part of our institutional culture.

- Permanent integration. This ensures that the GEP policy is firmly anchored within the organisation. This entails both capacity and expertise in key roles at different levels of the organisation. In addition to committed administrators, experts and policy officers, and staff and student networks in the area of GEP, there must be staff members at the faculty, department and institute level who can facilitate and promote policy and its implementation.

Structure of the roadmap

Period of implementation	Grounding actions/Action lines	GEP element
PROJECT PERIOD	**GA1 – *Raising awareness on gender equality and the GEP***	Training Public document Work-life balance and organisational culture
	GA2 – *Development of a communication strategy for external stakeholder engagement*	Resources
	GA3 – *Setting up a GE Committee at institutional/faculty level*	Resources
	GA4 – *Raising Awareness on gender inequalities in the sports environments*	Training
	GA5 – *Establishing a gender audit and monitoring mechanism*	Data collection and monitoring Gender balance in decision-making GE in recruitment
	GA6 – *Establishing Internal Structures and Procedures for GBV Prevention and Treatment within the Institution*	Resources Measures against GBV
	GA7 – *Raising awareness on GBV and sexual harassment in sports environment with internal and external stakeholders*	Training Measures against GBV
4I – GEP IMPLEMENTATION PERIOD **SUSTAINABILITY PERIOD**	To be developed at the end of the SUPPORTER project, based on the lessons learnt from the roadmaps and the newly developed 4I-GEP of the institution.	

The Grounding Actions

A set of seven Grounding Actions are envisaged to achieve the purposes of this roadmap and pave the way towards the development of a new, 4I-GEP, which will be sports-specific and place emphasis on addressing gender-based violence and sexual harassment. Each of these dimensions is comprehensively addressed by the different actions comprising the roadmap, as depicted in the following table.

Dimension	GA1	GA2	GA3	GA4	GA5	GA6	GA7
Intersectional	x				x	x	x
Innovative	x	x	x	x	x	x	
Inclusive	x	x	x		x	x	
Impactful		x		x		x	x
Tailored to sports			x	x		x	x

GA1 – Raising awareness on gender equality and on the role of GEP in the promotion of a gender-inclusive culture with the University

GA1 is focused on an awareness-raising campaign, consisting in various activities to increase understanding of the basic concepts of gender equality and of the importance of GEP as an integral tool in promoting institutional change.

a. GEP element

Mandatory: Training and awareness-raising; Public document
Thematic: Work-life balance and organisational culture

b. Objectives

As the first Grounding Action of this roadmap, GA1 aims to set the baseline for the following actions by pursuing the following objectives:

- To get the topic of gender equality on the institution's agenda
- To promote a uniform understanding on the concept of gender+ equality
- To explain the role of the GEP in promoting gender+ equality and institutional change

c. Implementation plan

The following steps will be followed for the implementation of this Grounding Action:

1. Setting up a working group for this GA. Besides the SUPPORTER project team, the working group includes a) the HR Department who is currently responsible for implementing the GEP, b) student and staff representatives (in order to better understand the target groups' level of awareness and needs), c) members of the Communications Department which will be responsible for designing the material of the awareness-raising campaign and d) external consultants, if needed, to support the development of the campaign. The different tasks under this GA will be clearly allocated among the working group members. Once formed, this group will be responsible for the design and implementation of the campaign.

2. Development of the awareness-raising campaign, which includes the following:

- Establishing the campaign's objectives, namely to challenge the current institutional culture by increasing knowledge on the basic concepts of gender equality and by introducing and explaining the role of the GEP.
- Defining the target audience (students, academic and administrative staff, external stakeholders)
- Setting the budget, indicatively taking into account the human resources that may be needed (either internally or for the involvement of external experts if there is no gender expertise in the university), the costs of communication material and of the venues where the different activities will take place).
- Outlining the campaign's activities and timeframe. Indicatively, the following activities shall be implemented:
- One info-day for students of all levels to discuss basic concepts regarding gender equality and to highlight the role of the GEP
- One info-session for academic and administrative staff to clarify the basic concepts on gender equality, to explain the role of the GEP and to highlight all efforts undertaken within the SUPPORTER project, including the results and planned actions, in order to promote institutional change
- Determining the campaign's outcomes, including the definition of clear and achievable results and indicators and tools to achieve them (e.g. feedback form for participants, pre/post-session questionnaire to assess the level of knowledge of the participants)

3. Design of the campaign's material, including the preparation of the campaign's material (posters, social media/website posts, presentations) and the use of appropriate communication channels for engaging the target groups

4. Finalising the campaign and seeking approval from the senior management

5. Implementation of the planned activities

6. Evaluation of the campaign's impact through feedback from participants and assessment of increased knowledge via a pre- and post-workshop questionnaire.

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**

Senior management	**Informing**
Ethics Committee	**Consulting**
Student Union	**Consulting**
Department of Communication	**Co-producing**
External experts	**Consulting/Co-producing**

e. Potential obstacles

Obstacles	Mitigation measures
● Limited human resources leading to difficulties in forming a working group ● Lack of internal expertise for developing the campaign ● Reluctance of students or staff to attend the workshops due to misunderstanding of the topics. ● Lack of interest in participating in workshops.	● Clear allocation of tasks to avoid overload or confusion of working group ● Engagement of external experts for the development and implementation ● Developing (and communicating) clear description of the content and objectives of the workshops and panel discussion. ● Consider integrating it into existing sets of activities (e.g. induction week)

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Setting up the working group	Project team Communications Department External experts Student Union Staff representatives	List of team members	Human resources	March – April 2024
2. Development of awareness-raising campaign	Working group (as formed in the previous step)	Detailed plan	Human resources	April – May 2024
3. Design of the awareness-raising campaign	Working group	Communication material Material for the awareness-raising activities (e.g. presentations for info-sessions)	Multimedia tools Human resources	May – June 2024

4. Seeking approval	Working group Senior management	Approved awareness-raising plan	Human resources	June 2024
5. Launching the awareness-raising activities: - one info-day for students - one info-day for staff	Working group External experts (if needed)	Number of planned events Number of participants in each event Number of individuals reached through communication tools	Communication platforms Multimedia tools Human resources Venue Financial resources for guest speakers	July – September 2024
6. Evaluating impact	Project team	Increased knowledge through pre/post workshop questionnaire Satisfaction of participants in feedback forms Level of engagement with campaign content (e.g. likes, shares, comments)	Human resources	September 2024

GA2 – Development of a communication strategy for external stakeholder engagement

This GA builds an effective communication strategy and channels that covers the various dimensions of gender+ equality and focuses on external stakeholder engagement at local, national and international level.

a. GEP element

Mandatory: Dedicated resources; Training and awareness-raising

b. Objectives

This action aims to help develop a robust communication strategy to shift institutional attention on the gender dimension and increase outreach efforts in order to advance the values of inclusiveness and gender equality in the local ecosystem. This translates into the following objectives:

- To increase visibility of university efforts to induce institutional change through the promotion of gender-sensitive initiatives
- To establish effective communication channels for internal and external stakeholder engagement
- To disseminate the results of the SUPPORTER and other projects and attract new collaborations
- To attract new collaborations with frontline actors in the sports environment

c. Implementation plan

The following steps will be followed for the implementation of this Grounding Action:

1. Setting up the working group. Besides the SUPPORTER project team, the Communications Department will be largely involved in this action. (incl. comms, students and/or staff) and clearly allocating tasks for building the communication strategy and the design of the awareness-raising plan
2. Defining the communication strategy short-term and long-term goals, tools and target audiences (internal and external stakeholders). This stage also identifies the existing communication channels and explores their effectiveness in pursuing the defined goals.
3. Development of the communication strategy, indicatively including the capitalisation of existing and the establishment of new channels (such as email exchanges, university events, seminars, and departmental meetings) and the creation of a toolkit with communication and dissemination material.
4. Seeking approval for the finalised communication strategy (if necessary)
5. As part of the communication strategy, create an InfoPoint within the University's website to serve as a repository for all resources and activities related to gender equality (e.g. GEP and related policies, legal and institutional framework, SUPPORTER activities and outcomes).

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Communications Department	**Co-producing**
Mid-level management	**Informing**
Ethics Committee	**Consulting**
Students/Staff	**Informing**
HR	**Consulting**

e. Potential obstacles

Obstacles	Mitigation measures

● Challenges in choosing appropriate communication channels and ensuring their effectiveness ● Limited human resources ● Lack of permission for the creation of the info-point within the website	● Replacing traditional communication methods with innovative channels (e.g. expanding use of social media). Testing the channels before finalising the strategy could also help identify such issues in advance.

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Setting up the working group	Project team Communications department	List of team members	Human resources	March – April 2024
2. Development of communication strategy	Working group	Communication strategy document	Human resources	April – May 2024
3. Design of the communication tools	Working group	Communication tools/material	Multimedia tools Human resources	May 2024
4. Seeking approval	Project team Senior management	Approved strategy	Human resources	June 2024
5. Creating the InfoPoint	Working group IT support	Operational website/space within the faculty's website	Human resources Software	May – June 2024

GA3 – Setting up a GE Committee at institutional/faculty level

This Grounding Action sees to the creation of a GE body at the faculty mandated with the management of gender issues through the implementation of the GEP.

a. GEP element

Mandatory: Dedicated resources

b. Objectives

- To establish an independent body for the management of gender related matters within the institution through the implementation of the 4I-GEP
- To increase gender expertise within the faculty, with a focus on gender issues in sports environments
- To establish accountability for the implementation and update of the 4I-GEP within the institution/faculty
- To ensure clear task allocation and smooth cooperation among institutional bodies with a similar mandate

c. Implementation plan

1. Review of the existing relevant bodies at institutional level and of all their respective tasks

2. Formulating the mandate of the GE Committee, mainly by a) developing the regulatory framework for the Commission's operation and b) by delimitating its responsibilities in relation to the ones undertaken by the other internal bodies (e.g. Ethics Committee, HR) and with regard to the institution's relations with external policies.

3. Defining the Committee's operation, including setting the criteria for the selection of the Committee's members, as well as the frequency, duration and whereabouts of the Committee's meetings.

4. Appointment of the Committee's members following internal placement procedures (to reduce the need of further resources in case of external recruitment)

5. Identifying the training needs of the Committee members on gender+ equality through discussion with external GE experts

6. Training for the Committee members according to identified needs

7. Internal communication of the new Committee and forging links with relevant institutional bodies to communicate their role and discuss effective ways for collaboration

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Mid-level management	**Co-producing**
Ethics Committee	**Consulting**
Student/Staff	**Informing**
Legal department	**Consulting**
HR	**Consulting**
External experts	**Consulting**

e. Potential obstacles

Obstacles	Mitigation measures
• Lack of available university staff to assume the Committee's responsibilities • Overlapping mandates of different bodies • Resistance at management level due to lack of awareness/reluctance to allocate resources	• Call for applications-Job opening (in case financial resources are available) • Clear allocation of tasks discussed and decided at management level • One-on-one meetings between the SUPPORTER project team and the management in order to explain in detail the importance of a dedicated body on gender equality

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Review of existing bodies and responsibilities	Project team	List of existing bodies with gender-related tasks	Human resources	September 2024
2. Formulating the GE Committee's mandate	Project team Ethics Committee Legal department	Document with mandate Established internal structures and capacity pool	Human resources	October 2024
3. Defining Committee's operational details	Project team Legal department HR	Set of criteria for commission's selection	Human resources	October – November 2024
4. Appointment of Committee's members	HR Legal department	List of Committee's members and roles	Human resources	November 2024
5. Identifying training needs	Project team GE Committee External experts	Report on knowledge gaps after meeting with GE experts	Human resources External expertise	November – December 2024
6. Training of Committee members	Project team Ethics Committee External experts	Training material; Increased knowledge	Human resources	January – February 2025
7. Internal communication of the Committee's creation and mandate	GE Committee Deans and Heads of Departments Ethics Committee	Satisfactory degree of internal communication	Institutional departments (heads and active department members)	March 2025

			Communicators with external stakeholders	

GA4 – Raising Awareness on gender inequalities in the sports environments

This GA focuses on fostering a better understanding of gender issues, stereotypes and biases in the academic sport environment through a set of awareness-raising activities.

a. GEP element

Mandatory: Training and awareness-raising

b. Objectives

- To integrate discussions on unconscious bias, stereotypes, and the implications of gender inequality on individuals and the broader sports community.
- To empower female athletes by challenging the perception that certain sports are destined for men and encouraging gender-balanced involvement in sports, promoting the idea that talent and skills are not limited to gender.
- To tackle gender stereotypes beyond the selection of sports, including the gender of coaches and the myth of meritocracy behind leadership positions and career progression

c. Implementation plan

1. Setting up a working group for this GA. Besides the SUPPORTER project team, the working group should include a) the HR Department who is currently responsible for implementing the GEP, b) student and staff representatives (in order to better understand the target groups' level of awareness and needs), c) members of the Communications Department which will be responsible for designing the material of the awareness-raising campaign and d) external consultants, if needed, to support the development of the campaign. The different tasks under this GA will be clearly allocated among the working group members. Once formed, this group will be responsible for the design and implementation of the campaign.

2. Development of the awareness-raising campaign, which includes the following:
   - Establishing the campaign's objectives, namely to challenge the current institutional culture by increasing knowledge on the basic concepts of gender equality and by introducing and explaining the role of the GEP.

   - Defining the target audience (students, academic and administrative staff, external stakeholders)
   - Setting the budget, indicatively taking into account the human resources that may be needed (either internally or for the involvement of external experts if there is no gender

expertise in the university), the costs of communication material and of the venues where the different activities will take place).

- Outlining the campaign's activities and timeframe. Indicatively, the following activities shall be implemented: a) Two thematic workshops/Panel discussions with staff/students, b) One local stakeholder event to engage external stakeholders in a discussion about gender stereotypes in sports and how to tackle them.
- Determining the campaign's outcomes, including the definition of clear and achievable results and indicators and tools to achieve them (e.g. feedback form for participants, pre/post-session questionnaire to assess the level of knowledge of the participants)

3. Design of the campaign's material, including the preparation of the campaign's material (posters, social media/website posts, presentations) and the use of appropriate communication channels for engaging the target groups

4. Finalising the campaign and seeking approval from the senior management

5. Implementation of the planned activities

6. Evaluation of the campaign's impact through feedback from participants and assessment of increased knowledge via a pre- and post-workshop questionnaire.

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Senior management	**Informing**
Ethics Committee	**Consulting**
Student Union	**Consulting**
Department of Communication	**Co-producing**
External experts	**Consulting/Co-producing**

e. Potential obstacles

Obstacles	Mitigation measures
● Limited human resources leading to difficulties in forming a working group ● Lack of internal expertise for developing the campaign ● Reluctance of students or staff to attend the workshops due to misunderstanding of the topics. ● Lack of interest of external stakeholders to participate.	● Clear allocation of tasks to avoid overload or confusion of working group ● Engagement of external experts for the development and implementation ● Developing (and communicating) clear description of the content and objectives of the workshops and panel discussion. ● Using the new communication strategy, invest efforts on networking and capitalise on existing collaborations to prepare impactful local events. Co-organisation of the event with an influential actor will be considered.

f. Timeline

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*
1. Setting up the working group	Project team Communications Department External experts Student Union Staff representatives	List of team members	Human resources	September 2024
2. Development of awareness-raising campaign	Working group (as formed in the previous step)	Detailed plan	Human resources	October 2024
3. Design of the awareness-raising campaign	Working group	Communication material and material for the awareness-raising activities (e.g. presentations for info-sessions)	Multimedia tools Human resources	October – November 2024
4. Seeking approval	Working group Senior management	Approved awareness-raising plan	Human resources	November 2024
5. Launching the awareness-raising activities	Working group External experts (if needed)	Number of planned events Number of participants in each event Number of individuals reached through communication tools	Communication platforms Multimedia tools Human resources Venue Financial resources for guest speakers	December 2024 – February 2025
6. Evaluating impact	Project team	Increased knowledge through pre/post workshop questionnaire Satisfaction of participants in feedback forms	Human resources	February 2025

		Level of engagement with campaign content (e.g. likes, shares, comments)	

GA5 – Establishing a gender audit and monitoring mechanism

This Grounding Action aims to create a gender audit and monitoring system and pilot the new data collection processes in a selected area of priority.

a. GEP element

Mandatory: Data collection and monitoring
Thematic: Gender balance in leadership and decision-making; Gender equality in recruitment and career progression

b. Objectives

- To construe a comprehensive image regarding the organisation's and faculty's current datasets related to gender equality
- To conduct a needs assessment and analysis of the state-of-play in the institution
- To adopt a holistic approach in gender audit which includes the collection of qualitative and quantitative data, addresses aspects of intersectionality and considers the sports context

c. Implementation plan

The following steps will be followed for the implementation of this GA:

1. Creation of a working group and assignment of roles in a clear manner to capitalise on relevant expertise and avoid confusion in task implementation.
2. Review and analysis of existing datasets at the University to map what is already being collected. Focus is placed on methods, competent body and frequency of the gender audit. Identification of gender data gaps.
3. Defining suitable data collection and analysis methods and responsible institutional body. Selection of a suitable repository tool and defining the frequency of progress monitoring. Identification of criteria for the recruitment of participants
4. Development of tools for data collection on the two selected thematic areas, making sure to incorporate intersectional and sports-sensitive aspects. Both quantitative (e.g. statistical information and questionnaire) and qualitative (e.g. focus groups, interview) methods will be used and different target groups will be identified. External consultation may be needed at this stage.
5. Carrying out a pilot round of the defined data collection processes (e.g. survey and focus group) on this specific thematic area.
6. Analysis of the collected data and report on findings.

7. Reflection upon the efficiency of the selected tools and refinement for future use.

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Mid-level management	**Consulting**
Ethics Committee	**Co-producing**
Student/Staff	**Informing**
HR	**Consulting**
External experts	**Consulting**

e. Potential obstacles

Obstacles	Mitigation measures
● Lack of understanding ● Low engagement (due to limited time, inadequate efforts for the recruitment of participants, little interest on GE, reluctance to share views) ● Internal resistances (to identify the need or value of a gender audit or to give prominence to latent inequalities)	● Developing (and communicating) clear description of the objectives of the data collection ● Clear compliance with GDPR explained in information sheet and consent form accompanying the questionnaire/interview guide ● The preceding GA1 will raise awareness on the topic and importance of GE and create the basis for the successful implementation of this action

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Setting up the working group	Project team Ethics Committee HR	List of group members	Human resources	September 2024
2. Review and analysis of existing datasets	Working group	List of identified gaps	Human resources Software	October 2024
3. Defining data collection, analysis and recruitment methods/tools	Working group	Methodological plan for the collection and analysis of data	Human resources	October – November 2024

		List of recruitment criteria and recruitment methods		
4. Development of data collection tools	Working group External experts	Interview guide and/or Questionnaire	Human resources Consultation time with experts	November 2024
5. Pilot round of data collection	Working group	Number of respondents/participants Number of interviews Feedback from personal meetings and focus groups	Human resources Communication tools for recruiting participants Venue Software	December 2024 – January 2025
6. Data analysis	Working group	Report on findings	Human resources	February 2025
7. Assessment and refinement of employed tools	Working group	Number of respondents Quality/sufficiency of collected data	Human resources	March 2025

GA6 – Establishing internal structures and procedures for GBV prevention and treatment within the institution

This Grounding Action consists in the development of a Protocol for preventing and addressing GBV incidents at the University, and the establishment of the necessary structures for the implementation of the Protocol.

a. GEP element

Mandatory: Dedicated resources
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

- Development of a comprehensive protocol for preventing and addressing GBV cases within the faculty.

- Definition of gender-based violence content and fundamental principles regarding reporting of relevant incidents
- Creation of a culture of zero tolerance towards gender-based violence and sexual harassment.

c. Implementation plan

The following steps will be followed for the implementation of this GA:

1. Thorough assessment of existing policies and practices related to GBV prevention and treatment and of their alignment with the national and European legislation.
2. Identification and appointment of competent body for handling reports on GBV incidents. This could involve the creation of a new body (e.g. person of trust) or the delegation of these tasks to existing bodies (e.g. Ethics Committee or the newly established GE Committee)
3. Development of the Protocol, which shall include: a) scope and guiding principles, b) prevention measures, c) reporting procedures, d) support services within and outside the University, e) investigation procedures, and f) violation consequences.
4. Seeking approval of the new GBV Protocol and related procedures.
5. Training of persons/Committee members in charge of implementing the protocol on what is gender-based violence and its specificities, for example, understanding trauma and implementing a victim-centred approach.
6. Preparation for the implementation of the Protocol - Establishment of the stipulated procedures.

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Senior management	**Informing**
Ethics Committee	**Consulting**
Legal Department	**Consulting**
IT Department	**Co-producing**
External experts	**Consulting**

e. Potential obstacles

Obstacles	Mitigation measures
● Resistance in admitting that GBV is an important issue and of the urgency to adopt measures for preventing and combatting such cases ● Limited resources (financial, human, time) for developing and maintaining internal structures and procedures. ● Potential legal or regulatory constraints in establishing certain procedures.	● One-on-one meetings between the SUPPORTER project team and the management in order to explain in detail the extent of GBV and the alarming numbers of unreported cases worldwide, combined with compounding vulnerabilities in the sports context ● Appointment of the GE Committee or the Ethics Committee as the competent body for handling GBV cases (instead of external recruitment)

● Reluctance of management to allocate resources for a new procedure	

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Assessment of existing policies/priorities	Project team Legal Department Ethics Committee	Summary of existing policies/gaps	Human resources	October 2024
2. Appointment of competent body	Project team Legal Department Ethics Committee	New position Description of responsibilities	Human resources Financial resources for the new position (if necessary)	November 2024
3. Development of the Protocol	Project team Ethics Committee External experts (if necessary)	Protocol document	Human resources	November – December 2024
4. Seek approval for the new Protocol	Project team Senior management	Approved Protocol-new reporting mechanism	Human resources	January 2025
5. Training of the competent body for GBV incidents	Project team External expertise	Participation in training session	Human resources Financial resources for capacity-building in external trainings	January – March 2025
6. Establishment of new procedures	Project team IT team Communications Department	New structures in place and operational	Human resources Software/technological equipment	February – April 2025

GA7 – Raising awareness on GBV and sexual harassment in sports environment with internal and external stakeholders

This grounding action develops and implements awareness-raising activities on GBV and sexual harassment in sport environments both at university and at local/national level.

a. GEP element

Mandatory: Training and awareness-raising
Thematic: Measures against gender-based violence, including sexual harassment

b. Objectives

- To increase understanding both of internal and of external stakeholders on forms of gender-based violence (physical, sexual, psychological, economic and financial, sexual harassment, online) in the sports context
- To create a safe environment and a culture of respect, equality and zero tolerance towards gender-based violence
- To introduce staff and students to the relevant regulatory framework and internal procedures in place (reporting and case management, support mechanisms) in a simple and comprehensive manner

c. Implementation plan

The following activities will be carried out to implement this Grounding Action:

1. Setting up the working team (incl. students and/or staff, and a communication team to engage external stakeholders effectively)
2. Development of a comprehensive scheme (Define objectives and message, target audience, timeframe and budget, outline the campaign's activities and desired outcome)
3. Design the material for the planned activities (define appropriate channels, create the visuals, prepare the presentations)
4. Launching the awareness-raising activities. This includes: a) 1 workshop organised for staff, b) 1 workshop organised for students and c) 1 local stakeholder event to raise awareness of targeted external stakeholders such as sports clubs, trainers, associations, umbrella organisations, public authorities.
5. Evaluate the scheme's impact and explore possibility for future relaunch

d. Stakeholders involved

Stakeholder	Level of participation
Project team	**Co-producing**
Communications Department	**Co-producing**
GE Committee	**Co-producing**
Student Union	**Consulting**
Mid-level management	**Informing**
External experts	**Consulting/Co-producing**

e. Potential obstacles

Obstacles	Mitigation measures
● Reluctance of staff and students to attend the training and workshops ● Lack of interest from younger students ● Difficulty in engaging external stakeholders	● Developing (and communicating) clear description of the content and objectives of the training and workshops ● For freshly enrolled students -making the workshop obligatory as the first introductory class at the beginning of academic year. ● Co-organisation of the external event with a key external collaborator (e.g. sports association, the National Olympic Committee)

f. Timeline

Activity	Responsible actor	Success criteria	Required resources	Timeline
1. Setting up the working group	Project team GBV body Communications department Student Union Staff representatives	List of group members	Human resources	January 2025
2. Development of awareness-raising scheme	Working group	Detailed plan	Human resources	January – February 2025
3. Design of the awareness-raising scheme	Working group	Communication material Material for the awareness-raising activities	Multimedia tools, Human resources.	February 2025
4. Launching the awareness-raising activities	Working group External experts (if needed)	Number of planned events Number of participants in each event Number of individuals reached through	Communication platforms Multimedia tools Human resources Venue Financial resources for guest speakers	March – May 2025

		communication tools		
5. Evaluating impact	Project team	Increased knowledge through pre/post workshop questionnaire Satisfaction of participants in feedback forms Level of engagement with campaign content (e.g. likes, shares, comments)	Human resources	June 2025

General timeline

Annex 9 – Roadmap template

SUPPORTER

Equipping Sports Higher Education Institutions with Intersectional, Innovative, and Inclusive Gender Equality Plans

Roadmap Template

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First draft: 17.11.23

Revision history

Version	Date	Revised by	Comments
01	17/11/2023	Zoi Tatsioka and Faye Ververidou	
02	1/12/2023	Faye Ververidou	

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Disclaimer

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Glossary

Gender-based violence	Refers to all forms of violence, violations, and abuse that are based on gender and go beyond narrow legalistic definitions. This includes physical violence, psychological violence, economic and financial violence, sexual violence, sexual harassment, gender harassment, stalking, organisational violence and harassment, as well as emerging forms of violence that are not yet recognised as such. It takes place in both online and offline contexts and is experienced in different forms, such as physical, psychological, emotional, interactive, and in the effects of informal and/or formal/preferred leadership. Gender-based violence is part of a wider system of dominance and power inequalities that goes beyond a binary understanding of gender and may include sexist (and racist) hostility/threats.
Grounding Action	A coordinated set of activities with a common vision, aimed at implementing or favouring institutional change.
Inclusiveness	In reference to the range of stakeholders involved, the thematic issues covered, as well as of the approach to gender+ inequalities. Inclusiveness is key to tackle situations of multiple discrimination, to involve different categories of staff or users (including students) in the process of change, and to strengthen ownership around this process.
Institutional change	A strategy aiming to remove the obstacles to gender equality that are inherent in the research and innovation (R & I) system itself and to adapt the practices of organisations.
Intersectionality	It is an analytical tool used to study, understand, and respond to the ways in which different axes of inequalities intersect and contribute to unique experiences of disadvantage and discrimination. Under SUPPORTER, emphasis is placed on the intersection of five inequality grounds: age, disability, gender, race/ethnicity and sexual orientation.
Working Group	The team within each IO who will participate (either in a coordinating or in a supporting role) in the co-design and implementation of the institutional roadmaps.

The SUPPORTER project

SUPPORTER, "SecUring sPORTs Education thRough innovative and inclusive Gender Equality Plans", is an EU-funded project running from April 2023 until September 2025. Launched on 19 April 2023, it aims to support eight sports higher education institutions from Central and Eastern Europe in developing their own intersectional, innovative, inclusive and impactful Gender Equality Plans which explicitly address gender-based violence and sexual harassment.

Through mutual learning and interactive exchanges, the project will seek to:

1. Identify and document systemic challenges faced by sports higher education institutions in advancing gender equality and eradicating gender-based violence.
2. Develop activities tailored to each partner institution.
3. Strengthen the sports institutions' organisational capacity to address gender equality with an intersectional approach.
4. Foster an inclusive institutional culture by developing mutual-learning processes.
5. Strengthen networking and exchange among sports institutions and with communities of practice
6. Foster gender-related institutional, sustainable, transformative changes in the sports institutions with a specific attention on the challenge of gender-based violence -thus ultimately fostering the institutions and their Gender Equality Plans' inclusiveness and the overall adherence to intersectionality.

While initially partnering with eight institutions, the SUPPORTER project aspires to target and reach the wider sports ecosystem and its various organisations in Central and Eastern Europe and beyond, and in the long run contribute to wide societal changes.

Introduction

The SUPPORTER project aims to foster gender-related institutional, **sustainable**, **transformative** changes in the sports institutions with a specific attention on the challenge of **GBV through the development of inclusive, innovative, intersectional and impactful GEPs.**

The transformation of existent institutional GEPs into 4I-GEPs is pursued through the co-design and implementation of individual roadmaps, tailored to the needs of each implementing organisation. Developed under WP4 of the project, the roadmap is envisaged as a strategic plan, developed to coordinate efforts towards institutional change under a common vision. This plan describes, in a comprehensive and systematic manner, the structure and overall execution of the designed interventions. The roadmap aims at optimising the available resources, increasing the impact of the activities and effectively mitigating foreseeable risks to the implementation plan.

Despite the individualised content of the roadmaps, their development is far from a solitary procedure. Drawing mainly on the national and institutional mapping in the framework of D2.1, as

well as the self-assessment exercise in which all IOs engaged under Task 2.3, each organisation co-designs their roadmap together with the core team. The core team undertakes to individually support each IO in the formulation of the roadmaps' aims and objectives, facilitate the identification of stakeholders who shall be approached either at each stage, and provide guidance in the design of a feasible and effective plan. For this purpose, two online meetings with each IO will take place in January and February, continuous email communication with the assigned core team members will be maintained throughout the course of this three-month period and additional meetings will be planned if necessary. This participatory approach is favoured in SUPPORTER to ensure that the roadmaps are built upon advanced and uniform understanding of the relevant concepts, respond to specific institutional problems, and are inspired by lessons learnt in sports higher education institutions around Europe.

The co-design of the institutional roadmaps is developed in the course of three months, from December 2023 until February 2024. The following table depicts the steps of the co-design process.

Table 1

Step	Type of activity	Objectives	Date
1. Launch of the co-design process	Online Mutual Learning Workshop	- Familiarisation with the concept, the key ideas, the scope and the objectives - Explanation of all steps of the co-design process - Navigation of the roadmap template - Internal stakeholder mapping (identifying each IO's working group)	11.12.2023
2. Internal consultation process	Physical meetings at institutional level	- Joint or separate meetings with staff, student representatives, management - Discussion of identified gaps/needs regarding promotion of gender equality, based on T2.3 and using the roadmap template - Creation of a first draft of the institutional roadmap incorporating the results consultation process	mid-Dec 2023 - mid-Jan 2024
3. Consultation with mentoring team	Online meeting of each IO with the mentoring team	- Discussion of the results and takeaways of the internal consultation process - Feedback and guidance from the core team on the first draft of the roadmap - Discussion of any identified challenges/obstacles during the first consultation process and ways to overcome them - Identification of what is missing/remains ill-defined or inadequately addressed and needs to be reviewed or draw the IO's attention in the next stage	End of Jan 2024
4. Internal review process	Physical meetings at institutional level	- Revisiting the amended version of the roadmap - Addressing previously identified challenges/gaps	Mid Feb 2024

5. Finalising the Roadmap with core team support	Online meeting of each IO with the mentoring team	- Discussion of the updated version of the roadmap - Ensuring that the roadmap entails all necessary components - Drafting the final version of the roadmap	*End of Feb 2024*

Roadmap for [Name of organisation]

The organisation

Provide a brief overview of your organisation/department.

1. Gender equality in [Name of your organisation]

Provide an overview of the existing gender-related initiatives of your organisation. Using the development and implementation of your current GEP as a starting point, draw on the self-assessment exercise you engaged in under T2.3, as well as the institutional and national mapping you carried out under T2.1. Please start reflecting on the mandatory GEP elements first, and then move on to the recommended thematic elements, as described in [Horizon Europe work programme.](#) Please structure this section on the basis of these GEP elements, as follows:

Mandatory process-related elements

a. **Public document**

Briefly mention who has signed your GEP, where it has been published and how it has been communicated within your organisation.

b. **Data collection and monitoring**

Provide an overview of all gender-related collected data, the defined indicators, whether and how this data is published and how these fundings are used to monitor the GEP effectiveness and level of implementation.

c. **Dedicated resources and gender expertise**

Describe what kind of resources, if any, have been dedicated to the promotion of gender equality within your organisation (e.g. establishing a team/person as a focal point or source of expertise, allocating gender budgeting, earmarking staff time for GEP-related activities etc.)

d. **Awareness-raising**

Outline the awareness-raising and training activities on gender equality and unconscious gender biases, addressed to academic and administrative staff, management, and students within your organisation.

Recommended thematic elements

1.1.1. Work-life balance and organisational culture

Describe all initiatives related to the promotion of work-life balance and organisational culture (e.g. in relation to parental leave policies, flexible work-time arrangements, support for caring responsibilities, workload management, reintegration of staff after career breaks, advice and support on work-life balance). Contemplate existing policies which contribute to creating a favourable environment for all genders to develop and fulfil their full potential, as well as specific challenges related to sports in the intersection with higher education as identified in D2.1.

1.1.2. Gender balance in leadership and decision-making

Consider how genders are represented in decision-making at different levels (e.g. at the top of the organisation, across academic/research departments and administrative functions) in your institution and reflect upon any actions taken to ensure equal access of women and men to formal and informal decision-making structures and promote the adoption of gender informed and gender sensitive decisions.

1.1.3. Gender equality in recruitment and career progression

Describe any actions taken towards gender equality in recruitment and career progression in your organisation. This involves a thorough evaluation of existing procedures and detection of potential bias which may lead to structural discrimination against women throughout their career journeys. For example, consider the existing evaluation and appraisal criteria, available training sessions on gender bias, the involvement of gender equality experts in recruitment and promotion committees.

1.1.4. Integration of the gender dimension into research and teaching content

Provide a summary of any actions taken aiming at raising awareness of gender equality issues in research and teaching. For example, reflect on whether the gender dimension is considered in all stages of a research project, whether intersectionality is taken into account in data collection and interpretation of findings, and whether gender-related issues have been incorporated into curricula and staff/student training.

1.1.5. Measures against gender-based violence, including sexual harassment

Describe all initiatives taken to prevent, detect and combat gender-based violence within your institution. As GBV is a core intervention area under SUPPORTER, you are invited to offer a more detailed overview here, forming the basis for a set of Grounding Actions focused on GBV. Consider the above in relation to your institutional code of conduct, reporting and investigation policies, disciplinary measures, victim support and awareness-raising actions among staff and students.

Roadmap towards the development of a 4I-GEP

The context

Against your institutional background as outlined above, please identify the gaps and problems for the GEP elements you have analysed. This is going to be the basis of your roadmap's aim and objectives that follows.

Aims and Objectives

Describe your overall aim and the main objectives towards the promotion of gender+ equality through the development and implementation of a new 4I-GEP for your organisation.

These objectives should be built upon the following key areas of focus:

a) To adopt a sport-centred approach, tailored to sports education

b) To address issues of gender-based violence, including sexual harassment

c) To consider aspects of inclusiveness, impact, innovation and intersectionality

Structure of the roadmap

The roadmap is developed in three phases, one during the SUPPORTER's lifespan and two after its completion:

*- The **project period**, lasting 2,5 years (2023-2025), aiming at the development of the 4I-GEP for each institution. GAs with relevant activities are developed and are to be carried out within the project's lifespan.*

- The 4I-GEP implementation period, beginning after the completion of the project and lasting 2 years (2025-2027), which aims at testing the implementation of the new GEP, and identifying areas of improvement. General action lines are developed for the post-project period.

- The sustainability period, lasting 3 years (2028-2030), which aims at revisiting the GEP in whole and enlarging its impact within and beyond the academic ecosystem. General action lines are developed for the sustainability period.

Please use the following table to describe all the planned actions according to the phase of the roadmap implementation.

Table 2

Period of implementation	Grounding actions/Action lines	GEP element
PROJECT PERIOD		

4I – GEP IMPLEMENTATION PERIOD

SUSTAINABILITY PERIOD
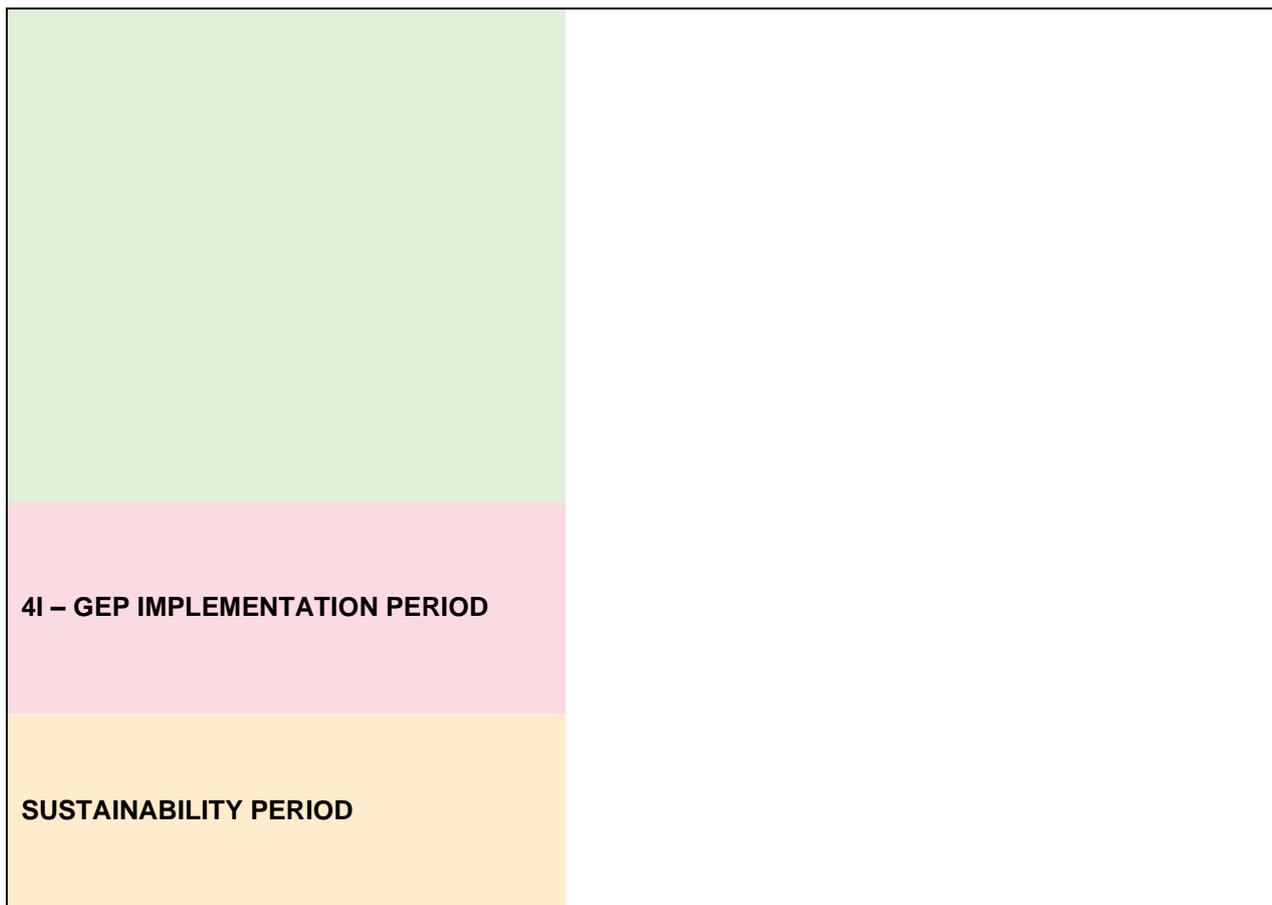
2. The Grounding Actions

Think broadly of actions which will help you achieve the strategy you have devised towards institutional change through the creation and implementation of 4I-GEPs. Start by addressing any gaps/issues to be addressed among the mandatory GEP elements, then focus on GBV-related actions and finally proceed with setting priority intervention areas among the recommended thematic elements. Please develop around 5-7 GAs.

Develop each Grounding Action (GA) by reflecting on the following components:

a) GEP element(s)

b) Objectives

c) Implementation plan

d) Stakeholders involved

e) Potential obstacles

f) Timeline.

Please bear in mind the following when developing your GAs:

- The meaningful presence of the GEP mandatory elements should be treated as a priority. Drawing on D2.1 and on the self-assessment exercise you carried out under T2.3, please check whether your GEP is missing (fully or to a great extent) any of these mandatory elements and start developing the institutional roadmap by identifying GAs aimed at addressing these gaps.

- As GBV is a key focus in the SUPPORTER project, you should dedicate at least one GA to GBV-related goals.

- Among the rest of the recommended thematic elements, please identify the less developed ones under your current GEP and develop relevant GAs for the project period phase. You may shift focus to the remaining GEP elements for the design of action lines for the post-project/sustainability period.

- Make sure that your designed GAs, as a whole, address the 4I dimensions and are sports education-specific, by ticking the respective boxes in the table below.

Table 3

Dimension	GA1	GA2	GA3	GA4	GA5	GA6
Intersectional						
Innovative						
Inclusive						
Impactful						
Tailored to sports						

GA1 – *[Insert name of the GA here]*

Provide a brief description of this Grounding Action.

a. GEP element

Select among the mandatory and recommended thematic GEP elements. The Grounding Action may be addressing two elements (e.g. Training/Awareness-raising and GBV).

b. Objectives

What is the purpose of this action? What are the gaps and problems it aims to address? How does it fit within the overall strategic axes of the roadmap?

c. Implementation plan

Every GA is an 'umbrella action', namely an overall objective, which is pursued through a series of activities. These activities which may vary greatly in form, scope, involved actors/target group and indicators identified to measure their effective implementation.

Think of the following while developing the plan: What types of activities are designed to implement this GA? What do you wish to achieve with these? Are these envisaged as parallel actions or sequential? What criteria (measurable indicators) are you going to use in order to assess the successful implementation of these activities? What resources will you need and how will you obtain them [e.g. external expert advice, specific employee competencies, funding, tools, facilities/infrastructure]?

Please describe each activity, identify a) the implementing team within your organisation (if decided), b) the success criteria and c) the resources required for its effective implementation.

d. Stakeholders involved

Please identify who will be involved or approached in the implementation phase (both internal and external stakeholders), and the level of their participation (co-producing, only consulting, only informing)

e. Potential obstacles

What kind of obstacles can you foresee in the implementation of this GA? Can you think of any measures to prevent or timely address such obstacles?

f. Timeline

Please fill in the table below to identify the type of activity, responsible actor, success criteria, required resources and timeline for each of the planned activities under this GA.

Table 4

Activity	*Responsible actor*	*Success criteria*	*Required resources*	*Timeline*

GA2 – *[Insert name of the GA here]*

Provide a brief description of this Grounding Action.

a. GEP element

Select among the mandatory and recommended thematic GEP elements.

b. Objectives

What is the purpose of this action? What are the gaps and problems it aims to address? How does it fit within the overall strategic axes of the roadmap?

c. Implementation plan

What types of activities are designed to implement this GA? What do you wish to achieve with these? Are these envisaged as parallel actions or sequential? What criteria (measurable indicators) are you going to use in order to assess the successful implementation of these activities? What resources will you need and how will you obtain them [e.g. external expert advice, specific employee competencies, funding, tools, facilities/infrastructure]?

Please describe each activity, identify the implementing team within your organisation (if decided), the success criteria and the resources required for its effective implementation.

d. Stakeholders involved

Please identify the following groups of stakeholders:

- Besides the main team, who else has participated in the development of this GA (co-design phase)?

- Who will be involved or approached in the implementation phase (both internal and external stakeholders)

e. Potential obstacles

What kind of obstacles can you foresee in the implementation of this GA? Can you think of any measures to prevent or timely address such obstacles?

f. Timeline

Please fill in the table below to identify the type of activity, responsible actor, success criteria, required resources and timeline for each of the planned activities under this GA.

Table 5

Activity	Responsible actor	Success criteria	Required resources	Timeline

GA3 – *[Insert name of the GA here]*

Provide a brief description of this Grounding Action.

a. GEP element

Select among the mandatory and recommended thematic GEP elements.

b. Objectives

What is the purpose of this action? What are the gaps and problems it aims to address? How does it fit within the overall strategic axes of the roadmap?

c. Implementation plan

What types of activities are designed to implement this GA? What do you wish to achieve with these? Are these envisaged as parallel actions or sequential? What criteria (measurable indicators) are you going to use in order to assess the successful implementation of these activities? What resources will you need and how will you obtain them [e.g. external expert advice, specific employee competencies, funding, tools, facilities/infrastructure]?

Please describe each activity, identify the implementing team within your organisation (if decided), the success criteria and the resources required for its effective implementation.

d. Stakeholders involved

Please identify the following groups of stakeholders:

- Besides the main team, who else has participated in the development of this GA (co-design phase)?

- Who will be involved or approached in the implementation phase (both internal and external stakeholders)

e. Potential obstacles

What kind of obstacles can you foresee in the implementation of this GA? Can you think of any measures to prevent or timely address such obstacles?

f. Timeline

Please fill in the table below to identify the type of activity, responsible actor, success criteria, required resources and timeline for each of the planned activities under this GA.

Table 6

Activity	Responsible actor	Success criteria	Required resources	Timeline

General timeline

The following table shall depict an overview of all GAs with their embedded activities.

Month	GA1	GA2	GA3	GA4	GA5	GA6
2024						
March						
April						
May						
June						
July						
August						
September						
October						
November						
December						
2025						
January						
February						
March						
April						

May
June