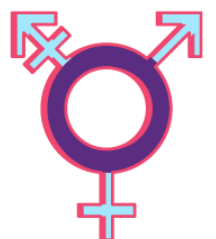




**SUPPORTER**

**Roadmap towards the  
development of a 4I-GEP,  
Lithuanian Sports University  
(LSU)**



## The first version of the LSU roadmap

This document is the first version of the Lithuanian Sports University (LSU) to develop an inclusive, innovative, intersectional and impactful gender equality plan (4I-GEP). It has been developed within the context of their participation in the SUPPORTER project by the LSU team, with the support of SUPPORTER's expert partners. The full text, as well as other partners' roadmaps, are to be found in SUPPORTER's deliverable: [D4.1 Report on the design of the institutional roadmaps.](#)

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## Introduction

The SUPPORTER project aims to foster gender-related, **sustainable**, and **transformative** institutional changes in sports higher education institutions paying specific attention to the challenge of **gender-based violence and leading to the development of inclusive, innovative, intersectional and impactful gender equality plans (4I-GEPs)**.

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

This document outlines the development and implementation of the roadmap of the Lithuanian Sports University (LSU) within the SUPPORTER project. **It describes the grounding actions to be taken and the individual steps to be followed.**

The LSU roadmap encompasses a set of Grounding Actions (GAs) to be implemented from March 2024 to June 2025. These actions address mandatory and recommended thematic GEP elements ([Horizon Europe Guidance on Gender Equality Plans](#)) under-addressed in the IO's existing institutional GEP. Critical challenges, including engagement and participation barriers in implementing the roadmaps, resource limitations and organisational resistance, have been identified, alongside measures to effectively address them.

This roadmap represents a tailored strategy, responsive to the unique needs and opportunities within LSU, 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 roadmap is a living document, 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 roadmap remains relevant and conducive to transformative change through the development, at the end of this period, of the new 4I-GEPs.

## Development of institutional roadmaps

A roadmap is a detailed document that sets the steps and actions (a.k.a grounding actions) necessary to achieve institutional changes into a common strategic framework and timeframe and has the key features of being flexible and progressive.

In the context of SUPPORTER, a roadmap provides a clear and detailed plan of grounding actions that will foster the institutional changes needed to pave the way for the development of the 4I-GEP.

After national and institutional mapping and self-assessment of the existing GEP and institutional policies, the LSU team co-designed their roadmap with their internal stakeholders and the support of the SUPPORTER mentoring team from December 2023 to March 2024. This participatory approach ensured that the roadmap addressed specific problems in the institution and tailored it to the needs of sports higher education.

### Steps

The co-design of the institutional roadmaps consisted of five steps:

1. Launch of the co-design process: The roadmap concept, as well as the scope and objectives of institutional roadmaps, were introduced to LSU.
2. Internal consultation process: Meetings were held with different types of internal stakeholders in a consultation process that led to the first draft of the institutional roadmaps
3. Consultation with the mentoring team: LSU participated in consultation meetings with the mentoring team, which consisted of consortium experts.
4. Internal review process: LSU reviewed the roadmap internally to address any previously identified challenges and gaps.
5. Finalization of the roadmap.

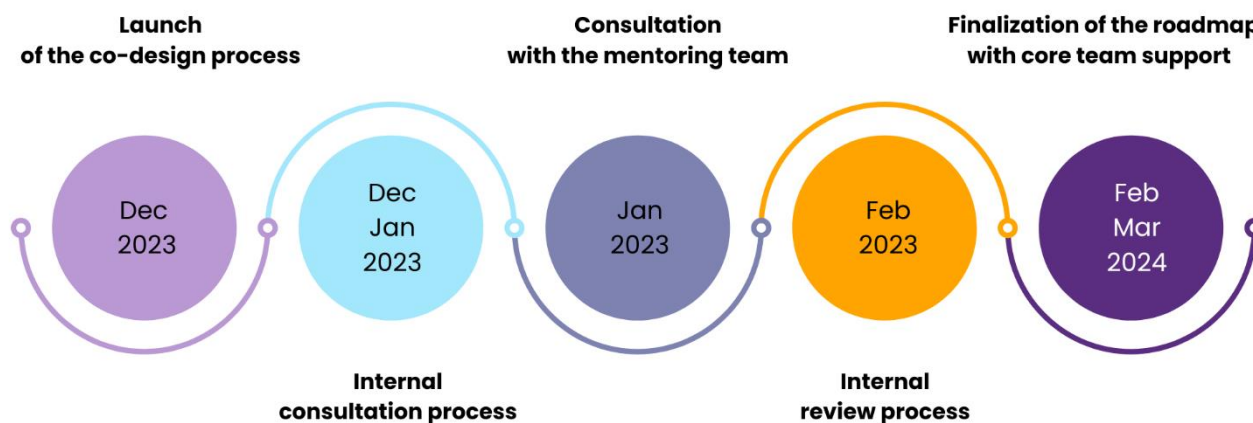


Figure 1 – Steps to co-design partners' roadmaps within SUPPORTER

## LSU: 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

### Public document

LSU Equal Opportunities Policy and its Implementation Arrangements (**EOPIA**) at Lithuanian Sports University have 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>

## 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, and 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**

<i>Period of implementation</i>	<i>Grounding actions/Action lines</i>	<i>GEP element</i>
<b>PROJECT PERIOD</b>	<b>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.</b>	Training
	<b>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.</b>	Data collection and monitoring Measures against GBV
	<b>GA3 – Introduce innovative teaching methods and materials that challenge gender stereotypes and promote diverse role models in sports.</b> <b>Develop and implement a series of awareness-raising activities on gender+ equality in the sports environment at the institutional level.</b>	Training Gender dimension in research and teaching
	<b>GA4 – Encourage research initiatives that explore the intersection of gender and sports, fostering a culture of continuous learning and improvement</b>	Gender dimension in research and training

	<b>GA5 – Conduct training programs for university staff, teachers, researchers, coaches and athletes to increase awareness of GEP and GBV and intersectionality</b>	Training Measures against GBV
<b>4I-GEP IMPLEMENTATION PERIOD</b>	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.	
<b>SUSTAINABILITY PERIOD</b>		

## 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
<i>Intersectional</i>					x
<i>Innovative</i>			x	x	
<i>Inclusive</i>	x				
<i>Impactful</i>		x		x	
<i>Tailored to sports</i>	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, and 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 gymnastics - 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 judgment 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 a 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 sports 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 "likes", 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 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 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 sports communities (Sports Federations; Sports journalists; Sports clubs, Municipal sports centres, National Olympic Committee)

### **e. Potential obstacles**

- Funding obstacles. Lack of funding can make it difficult for high-quality filming and editing 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, create safe and confidential spaces for interviews, ensure 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**

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>Set up a team for the campaign</b>	Project team Communication and Marketing Department Student representatives	List of team members	Human resources	September 2024
<b>Define campaign objectives, content, timeframe, budget</b>	Project team Communication and Marketing Department Students	Outline of the campaign	Human resources	September 2024
<b>Creating Campaign Design</b>	Project team Communication and Marketing Department Students Union	Developing a visually appealing and memorable slogan for our campaign	Human resources for creating the design of the campaign	October 2024
<b>Preparing interviews with success stories (4-5) of professional athletes (for example, boxing, moto sport,</b>	Communication and Marketing Department Students' Union	Search for Ambassadors who agree to share	Human resources for creating interview	October – December 2024

<b>free fights, break dance; Basketball and/or football referees (persons from outside); leaders from sports federations.</b>		their success stories	Financial resources	
<b>Developing the campaign materials</b>	Project team Information Technology Department Communication and Marketing Department	Processing and finalising the campaign material (posts, videos)	Specialists capable of high-quality filming and editing of success stories (interview)  Financial resources	December 2024
<b>Launch of Campaign (Dissemination of Campaign Materials)</b>	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
<b>Campaign monitoring</b>	Communication and Marketing Department	Measuring engagement reach  Measuring changes in attitudes related to gender stereotypes in sports (open discussion in social portals: FB, Instagram: How many "likes", 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. It will help the university to better understand the psychological well-being of students and staff, especially considering issues of gender equality and gender-based violence. 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**

Each year, the University's Psychological Wellbeing Committee conducts psychosocial risk factors and psychological well-being monitoring survey for university staff and students (separately) (form link for staff - <https://forms.gle/sKHkLo9kkVxWKHqj9>; form link for students - <https://forms.gle/qwS1KuLAX85XkYkS7>). The current questionnaire contains questions related to emotional well-being, emotional support, opportunities for solving psychological problems at university, availability of psychological/emotional support, social capital, etc. The problem is that the current questionnaire contains only one question related to gender equality and gender-based violence - "Do you experience unpleasant situations or comments related to gender at university?". The data from the last survey showed that 4% of students and 11% of employees answered this question positively, but we do not have more detailed data. In addition, the university psychologist defined that during counseling students talk about this and this shows that the problem exists. Therefore, supplementing the questionnaire with detailed questions about this problem will allow us to see not only the extent of the problem but also the origins and causes of the problem, whether individuals know where to turn for help, whether they are receiving appropriate help, etc. In this way, we will see the full picture of this problem. After obtaining a detailed picture of the problem, it will be decided how to improve the existing system of psycho-emotional support of the university and what community awareness measures to apply (e.g. training etc.). Beneficiaries will be the university community.

Purposes:

Prepare specific questions related to gender equality, including experiences and perceptions of gender discrimination and equal opportunities in the university, and questions about gender-based violence, including experiences and reactions to harassment, sexual violence and other forms of violence.

Adjust and improve the questionnaire based on the results of the pilot study.

Organize the implementation of the questionnaire throughout the university.

Analyze the data collected, identifying key issues and trends related to psychological well-being, gender equality and gender-based violence.

Prepare a report on the research findings, including key findings and insights.

Provide recommendations to the university on how to improve psychological well-being, strengthen gender equality and reduce cases of gender-based violence.

## **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
- A survey of university employees and students will be conducted
- Survey results will be analysed and presented to the university community
- Recommendations will be provided to the university on how to improve psychological well-being, strengthen gender equality and reduce cases of gender-based violence

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 the questionnaire, 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 to 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, and 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, 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 genders, ages, ethnic origins and other social groups using different communication tools (email, group tutor and Students Union (for students)).

## f. Timeline

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>Creating questions survey</b>	Project team Psychological Well-being Committee External consultants	An improved questionnaire covering issues of gender equality and gender-based violence.	Time for meetings with stakeholders Time to edit the questionnaire	November – December 2024
<b>Pilot study</b>	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
<b>Analysis of the pilot study</b>	Project team Psychological Well-being Committee	Identifying weak points and successfully eliminating them Report with analysis results	Time for analysis	March - April 2025
<b>Conduct a survey of university employees and students</b>	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
<b>Analyse survey results and present</b>	Project team	20-30% of community members will	Time for preparing a presentation	June 2025

<b>them to the university community</b>	Psychological Well-being Committee	participate in the presentation of the results	Time for presentation	
<b>Prepare and provide recommendations</b>	Project team Psychological Well-being Committee	Recommendations are given to the responsible university committees	Time for preparing recommendations	July – September 2025

***GA3 – Develop and implement a series of awareness-raising activities on gender+ and equality in the sports environment at the institutional level. Introduce innovative teaching methods and materials that challenge gender stereotypes, and 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 the 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 of the concept of gender+ equality, with a focus on the sports context and in higher education.
- the module development aims to broaden students' knowledge of gender stereotypes in sports, 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 and 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 as 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 the University Students Union.

#### f. Timeline

<b>Activity</b>	<b>Responsible actor</b>	<b>Success criteria</b>	<b>Required resources</b>	<b>Timeline</b>
<b>Discuss among the module teachers the topics and methods to be included in the module</b>	Project team Module teachers	Choice of topics and methods	Time	May 2024
<b>Survey previous students to gather their views on whether and how the module would benefit from a gendered perspective</b>	Module coordinator	20-40 percent of students who responded	Time for creating questions Time for survey and analysis of results E-system	June 2024
<b>Adjusting the module with new topics and methods</b>	Module teachers	Updated module (syllabus and material)	Time E-system	June – September 2024
<b>Workshop/panel discussion for students regarding awareness-raising activities on gender+ equality in the sports environment</b>	Project team Module teachers	Clarity and understanding Inclusivity Feedback from participants No. of participants	Communication platforms Multimedia tools Human resources	October 2024
<b>Teaching the module</b>	Teachers Students Guest coaches Gender experts	60-80% attendance of student seminars and lectures	E-system Teachers Classrooms Computers	February – June 2025
<b>Student survey about the module (feedback) and assessing the new syllabus</b>	Module coordinator Module teachers	Positive feedback from ~15-20 students about the module Improved understanding of students (by comparing	E-system Time for analysis of survey results Time for assessing the new syllabus	June 2025

previous and  
current feedback  
from students)

## **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, master) to conduct more, broader and more detailed research related to gender equality in sports and gender-based violence in sports.

Currently, the university offers a few thesis topics (both at the bachelor's 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, and 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' competencies, databases, and 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 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 sports and gender-based violence in sports 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:** The 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 student's 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 allow students to choose projects, topics or assignments that are of interest to them or related to their career aspirations.

#### f. Timeline

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>Analysis of topics, contact with external partners</b>	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
<b>Submitting topics to students (or students submitting their own topics)</b>	Teachers Students	Five to ten topics related to gender equality and gender-based violence in sports are presented	The electronic platform of LSU	February 2025
<b>Choice of topics</b>	Students	Three to seven topics are selected	The 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 the 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, and administration.

### ***Are these envisaged as parallel actions or sequential?***

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

***What measurable indicators are going to be used 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 on the LSU website and social media.
- Workshops and the number of participants are 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 the 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 introduction and dissemination of social Campaign to gather a suitable number of participants for workshops

## f. Timeline

<b>Activity</b>	<b>Responsible actor</b>	<b>Success criteria</b>	<b>Required resources</b>	<b>Timeline</b>
<b>Development of the training scheme (objectives, timeline, target audience, budget)</b>	Project team	Outline of the training scheme	Human resources	April – May 2024
<b>Preparing workshop material</b>	Project team	Established themes and prepared workshop material	Human resources Project team Knowledge and innovation relay department	May – August 2024
<b>Invitation external lecturers who are experts in different (provided) topics</b>	Project team Knowledge and innovation relay department	External lectures (two experts): agreed topics and execution time	Funding for external lecturers	May – June 2024
<b>Organising 4 workshops for the target groups</b>	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 Sports clubs, Sports Federations  Municipal sports centres	September 2024 – May 2025
<b>Dissemination of workshops</b>	Project team	Preparation of the articles (4) for the social media	Communication and marketing department	September 2024 – May 2025

## General timeline

