



***SUPPORTER***

**Roadmap towards the  
development of a 4I-GEP,  
University of Ljubljana,  
Faculty of sport (UL)**



## The first version of the UL roadmap

This document is the first version of the University of Ljubljana, Faculty of Sport (UL) 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 UL 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 University of Ljubljana, Faculty of Sport (UL) within the SUPPORTER project. **It describes the grounding actions to be taken and the individual steps to be followed.**

The UL 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 UL, 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 UL 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 UL.
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: UL participated in consultation meetings with the mentoring team, which consisted of consortium experts.
4. Internal review process: UL reviewed the roadmap internally to address any previously identified challenges and gaps.
5. Finalization of the roadmap.

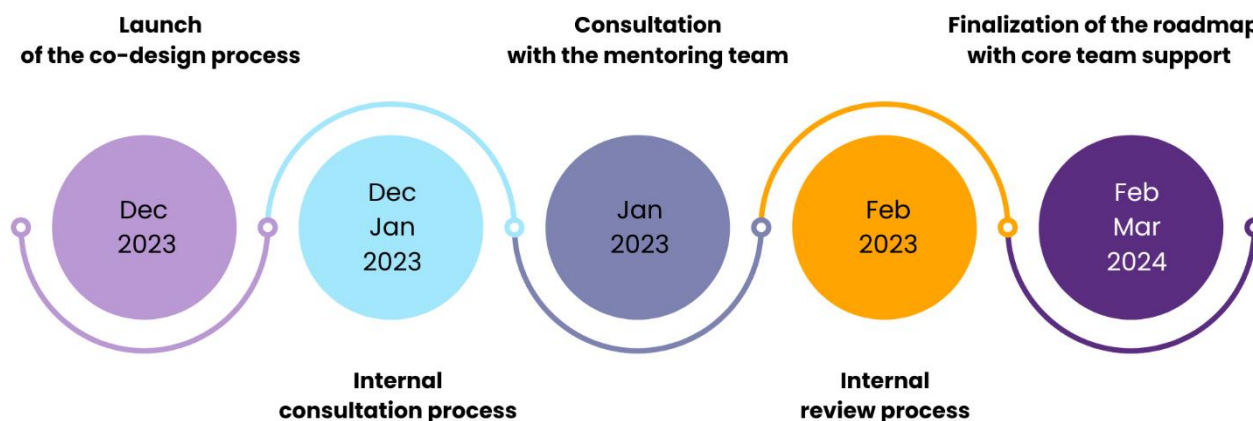


Figure 1 – Steps to co-design partners' roadmaps within SUPPORTER

## UL: The organisation

The University of Ljubljana, Faculty of Sport, located in Ljubljana, Slovenia is one of the 26 members of the University of Ljubljana. It specialises in academic programs and research in sports science, kinesiology, and 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

### 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.

## 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

<b>Period of implementation</b>	<b>Grounding actions/Action lines</b>	<b>GEP element</b>
<b>PROJECT PERIOD</b>	GA1 – <i>Analysis of gender balance at the Faculty of Sport and establishing a mechanism for collecting data</i>	Data collection and monitoring
	GA2 – <i>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</i>	Public document Training
	GA3 – <i>Development of the Confidential Help System</i>	Resources Measures against GBV
	GA4 – <i>Encouragement of Gender Equality in the distribution of research resources</i>	Gender dimension in research and teaching
	GA5 – <i>Use of gender-sensitive language</i>	Training Gender equality in recruitment Work-life balance and organisational culture
<b>4I – GEP IMPLEMENTATION PERIOD</b>	GA3 – <i>Development of the Confidential Help System</i>	Resources Measures against GBV
	GA4 – <i>Encouragement of Gender Equality in the distribution of research resources</i>	Gender dimension in research and training
	GA5 – <i>Use of gender-sensitive language</i>	Training Gender equality in recruitment Work-life balance and organisational culture
<b>SUSTAINABILITY PERIOD</b>	GA3 – <i>Development of the Confidential Help System</i>	Resources Measures against GBV
	GA4 – <i>Encouragement of Gender Equality in the distribution of research resources</i>	Gender dimension in research and teaching
	GA5 – <i>Use of gender-sensitive language</i>	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
<i>Intersectional</i>	x	x	x	x	x
<i>Innovative</i>			x		
<i>Inclusive</i>	x	x	x	x	x
<i>Impactful</i>	x	x	x	x	x
<i>Tailored to sports</i>	x	x	x	x	x

### **GA1 – Analysis of gender balance at the 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 study programs (students), administrative staff, researchers, and 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 the faculty.

### 3. Management and Human resources department:

- Gathered insights on a 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, and little interest in 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

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>Analysis of gender distribution</b>	Project team Human resources department	Report about the current situation	Human resources Data analysis tools	March – June 2024
<b>Analysis of leadership and committee composition</b>	Project team Human resources department	Report about the current situation	Human resources Data analysis tools	March – June 2024



<b>Data collection and data analysis on gender-based incidents</b>	Management Human resources department	Report about the current situation	Human resources Data analysis tools	March – June 2024
<b>Analysis of results and report preparation</b>	Project team	A 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 an internal (for faculty staff and students) and external (for external stakeholders) communication campaign.
2. Organise informational sessions and workshops (three international sessions (2 for faculty staff (researchers, administrative staff), 1 for students), two local events for external stakeholders).
3. Develop an online platform with GEP-related documents (accessible for internal and external stakeholders).
4. Participation in events related to sports and 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 for faculty staff and students:
  - 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 (PowerPoint 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 an 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 in events related to sports and higher education institutions (at least three events).

#### d. Stakeholders involved

##### 1. Project team:

- Organising informational sessions, workshops and events, providing information about gender diversity.
- Participation in 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

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>Develop a communication campaign scheme</b>	Project team Department for multimedia	Communication campaign plan	Human resources	April – May 2024
<b>Design the campaign</b>	Project team Department for multimedia	Campaign material	Multimedia tools Human resources	May – June 2024
<b>Launch the campaign</b>	Project team Department for multimedia	Clarity and understanding Inclusivity	Communication platforms Multimedia tools and Human resources	June – October 2024
<b>Organising informational sessions and workshops</b>	Project team	Feedback from participants	Human resources	April 2024 – June 2025
<b>Develop an online platform with GEP-related documents</b>	Project team Department for multimedia	Developed platform	Human resources Software/technological equipment	March – October 2024

<b>Participation in events related to sports in higher education institutions</b>	Project team	Participation in at least 3 events	Human resources	March 2024 – June 2025
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## **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.

A confidential help system will be maintained beyond the project duration - Confidential Persons will work on a voluntary basis (our University practice), and free training for Confidential Persons will be provided by our University

Since the confidential help system will be voluntary, it's important to outline incentives for participation like highlighting the importance of the role, relief from other tasks and allowing staff more time to engage. Students can get extra credits or reference letters.

For sustainability beyond the project, training and education will be provided, which means regular workshops for new confidential helpers, continuous monitoring and evaluation.

In the future, we would also like to secure permanent financial sources.

### **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 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 training.
    - Collaboration with legal experts to ensure compliance with confidentiality regulations.
  4. Education and training for confidential persons.
    - Participation of confidential persons in university training.

**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 persons).
- Completion of their studies (students as Confidential persons).
- Availability of training for confidential persons.

**f. Timeline**

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>Preparation of the call for confidential persons</b>	Management Human Resources	Prepared call	Human resources	April – October 2024
<b>Publication of the call for confidential persons</b>	Management Human Resources	Publication of the call	Human resources	October 2024

<b>Selection procedure of the confidential person's call</b>	Management Human Resources	The selection procedure carried out	Human resources	November 2024
<b>Notification of selection</b>	Management Human Resources	Notification sent	Human resources	November 2024
<b>Training of confidential persons</b>	Confidential persons	Participation in training	Human resources External trainers	December 2024
<b>Establishment of a system for documenting inquiries and resolutions while ensuring anonymity</b>	Project team Confidential persons Management IT team	A new reporting system is set up and running	Human resources Software and technological equipment	January 2025
<b>Publication of the list and contact details of confidential persons on the UL FŠ website</b>	Department for multimedia	Publication on the website	Human resources	January 2025
<b>Informing staff and students by email about confidential persons</b>	Management and Human Resources	Email sent	Human resources	January 2025
<b>Collaboration with legal experts to ensure compliance with confidentiality regulations</b>	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 project 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 project 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 project leaders and younger researchers.

### e. Potential obstacles

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

### f. Timeline

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>Analysis of the current situation</b>	Research office	Report about the current situation	List of ongoing projects Human resources	April 2024 June 2025
<b>Promoting gender balance from the</b>	Research office	Conversations with applicants carried out	Research office Consultant	From February 2024 on

<b>start of the project's application process</b>				
<b>Presentations of benefits of gender equality at the academic assembly</b>	Project team	Presentation made	Literature Presentation Human resources	September 2024
<b>Conversations with research project leaders</b>	Research office	Conversations with research leaders carried out	Research office Consultant	From February 2025 on
<b>Conversations with younger researchers</b>	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

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



## General timeline

