



SUPPORTER

**Roadmap towards the
development of a 4I-GEP,
University of Banja Luka,
Faculty of Physical Education
and Sport (UNIBL)**



The first version of the UNIBL roadmap

This document is the first version of the University of Banja Luka, Faculty of Physical Education and Sport (UNIBL)'s roadmap 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 UNIBL 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 Banja Luka, Faculty of Physical Education and Sport (UNIBL) within the SUPPORTER project. **It describes the grounding actions to be taken and the individual steps to be followed.**

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

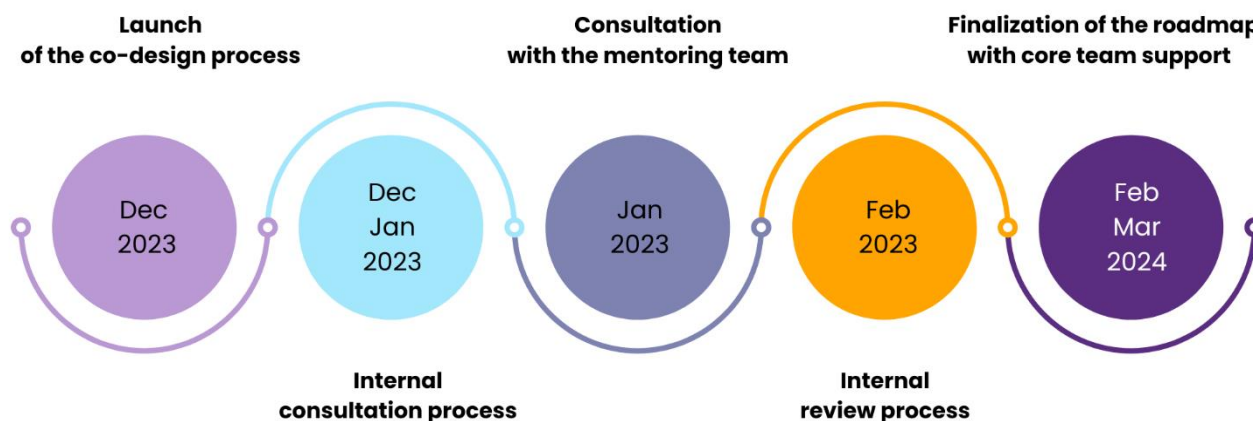


Figure 1 – Steps to co-design partners' roadmaps within SUPPORTER

UNIBL: the organisation

The University of Banja Luka is the largest in the Republic of Srpska. UNIBL consists of 18 organisational units and one of them is the Faculty of Physical Education and Sport (hereinafter: faculty). Studies at the Faculty are organised at two levels (bachelor and master) in sports science and 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 the Rulebook on Studying under the Special Conditions, and the Rulebook on Entrance Exam).

Gender equality in UNIBL

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 versions published on the [website of the UNIBL](#). Upon its adoption, information and the link to GEP have 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.

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 of 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 of gender-based violence, including sexual harassment among staff and students
- 1) 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

Grounding actions/Action lines	GEP element
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 in 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 a sports environment	Training Measures against GBV

The Grounding Actions

A set of 5 Grounding Actions is 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	x	x	x	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

GA1 – Raising awareness of gender equality in sports environments

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

Mandatory: Training and awareness-raising

Thematic: Work-life balance and organisational culture; Gender balance in leadership and decision making

b. Objectives

GA1 aims to address the identified gap in knowledge and understanding of key gender equality concepts in sport, as well as to establish the preconditions for a 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

- 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 students per workshop gathered.
- Increased knowledge of 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).

e. Potential obstacles

Obstacles	Mitigation measures
<ul style="list-style-type: none"> ● Reluctance of students or staff to attend the workshops due to misunderstanding of the topics. ● Difficulties in attracting successful athletes, sports managers or trainers to talk at the panel discussion. ● Lack of interest in participating in workshops. 	<ul style="list-style-type: none"> ● Developing (and communicate) a clear description of the content and objectives of the workshops and panel discussions. ● Using the existing networks and connections with sports organisations and associations, to find the right panellists. ● Providing incentives in the form of extra points for certain courses (for students).

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

a. Objectives

The main goal of this action is to ensure that all staff, and in particular academic staff, have 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.

b. Implementation plan

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

- 1) establishing a team for the 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.

c. Potential obstacles

Obstacles	Mitigation measures
None.	None.

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 sports studies at the Faculty through organising workshops and supporting the development of research projects with integrated gender dimensions.

a. GEP element

Mandatory: Training and awareness-raising

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

b. Objectives

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 contributes to the achievement of the specific objective 1) *Training on embedding gender dimension into research and teaching content.*

c. Implementation plan

- 1) Establishing a proactive network (Supporter member team/staff/students) for embedding gender dimension into presentations, seminars, diploma or master thesis
- 2) Creating the teaching content of the workshop and selecting the methodology of the workshop
- 3) Develop 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, and master thesis theses per academic year integrated gender dimension
- More than three research project 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.

d. Potential obstacles

Obstacles	Mitigation measures
<ul style="list-style-type: none"> • Reluctance of staff and students to attend the workshops due to misunderstanding of the topics • Professors not providing support for students' seminar papers, diplomas or master theses to integrate gender dimension due to misunderstanding of the key concepts of gender equality and gender dimension in research and their applicability to their subject. 	<ul style="list-style-type: none"> • Developing (and communicating) a 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.

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 a 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

The aim is to raise awareness of GBV and sexual harassment, as well as establish a support system in cases of such incidents.

c. Implementation plan

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

d. Potential obstacles

Obstacles	Mitigation measures
<ul style="list-style-type: none"> ● Person of trust having a low level of knowledge and skills in how to deal with cases of GBV and SH ● Lack of trust of students and staff to approach and report incidents. 	<ul style="list-style-type: none"> ● Enabling continuous training and skills development for persons of trust. ● Continuous training, internal communication, informing of students and staff by the person of trust and Faculty management.

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

Based on the very low acknowledgement regarding this issue among academic staff and students at the Faculty there is an evident need for further actions towards raising awareness of GBV and sexual harassment. This GA develops and implements awareness-raising activities on GBV and sexual harassment in the sports environment and promotes existing achievements from the 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 with students and Faculty staff on how to recognise and act upon gender-based violence and sexual harassment in sports environments and in general. It entails regular training for staff and students during the academic year, as well as an obligatory introduction workshop at the beginning of the academic year for freshly enrolled students where they will be introduced to 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 the prevention of GBV and SH adopted at the university level, and b) sharing knowledge to students and staff on 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 the prevention of GBV and SH and raising awareness workshop

Success criteria:

- One training event organised for staff and 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).

d. Potential obstacles

Obstacles	Mitigation measures
<ul style="list-style-type: none"> ● Reluctance of staff and students to attend the training and workshops 	<ul style="list-style-type: none"> ● Developing (and communicating) a 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 the academic year.

General timeline

