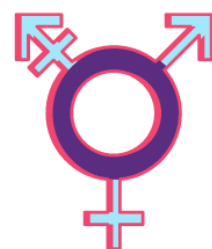




***SUPPORTER***

**Roadmap towards the  
development of a 4I-GEP,  
Universitatea de Vest din  
Timișoara (UVT)**



## The first version of the UVT roadmap

This document is the first version of the Universitatea de Vest din Timișoara (UVT) 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 UVT 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 Universitatea de Vest din Timișoara (UVT) within the SUPPORTER project. **It describes the grounding actions to be taken and the individual steps to be followed.**

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

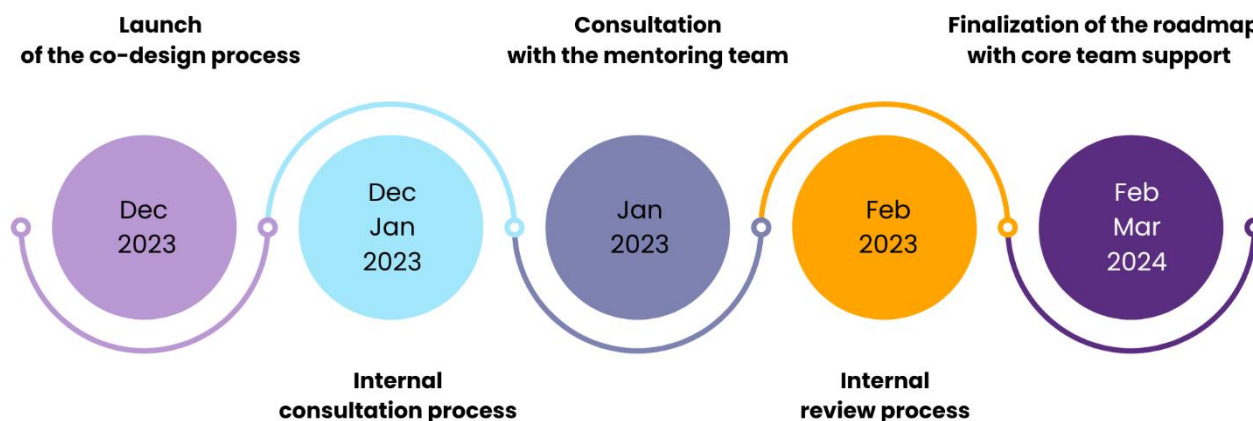


Figure 1 – Steps to co-design partners' roadmaps within SUPPORTER

## UVT: the organisation

UVT university has had 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 completing 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 the Human Resources and Strategic Management Division and published on the UVT site at the following link:

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

### Public document

The GEP was 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.

## 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 the 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 interest, 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 educational activities and fighting against the gender gap and gender differences in teaching.
- Creating training programmes addressed to young academic staff and researchers to recognise and 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 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 sports 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

<i>Period of implementation</i>	<i>Grounding actions/Action lines</i>	<i>GEP element</i>
PROJECT PERIOD	<b><i>GA1 – Establishing a gender audit mechanism and mapping knowledge on selected GEP elements</i></b>	Data collection and monitoring Resources Measures against GBV GE in recruitment
	<b><i>GA2 – Creating a communication and dissemination strategy</i></b>	Resources Training
	<b><i>GA3 – Raising awareness on gender+ equality in a sports environment</i></b>	Training Public document Work-life balance and organisational culture
	<b><i>GA4 – Development of a Protocol for the prevention, assessment and intervention in situations of harassment in the workplace and among students</i></b>	Training Resources Measures against GBV
	<b><i>GA5 – Raising awareness on GBV and sexual harassment in sports</i></b>	Training Measures against GBV

	<b><i>environment with internal and external stakeholders</i></b>	
	<b><i>GA6 – Proposing inclusive actions within the teaching curriculum for practical/ sports activities towards gender+ equality</i></b>	Training Resources Gender dimension in research and teaching
<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 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
<i>Intersectional</i>	x	x	x			
<i>Innovative</i>		x	x			x
<i>Inclusive</i>		x	x	x	x	x
<i>Impactful</i>		x	x	x	x	
<i>Tailored to sports</i>	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 of 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 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, and 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 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 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 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' opinions 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 to 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 for 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 a focus group discussion with the 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, and 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 who 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, and the dissemination materials for InfoDay: posters, roll-ups, and flyers. A special category of expenses will be the publication tax necessary for the publication of the scientific papers resulting 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
- Depending on the gravity of the situation of the unforeseeable disaster, any measure will always prioritise the health and safety of the team

## f. Timeline

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>1. Create a working team</b>	Project team PESF-UVT	List of team members for this GA	Human resources	April 2024
<b>2. Review and analysis of existing datasets and methods</b>	Project team, Ethics Committee	List of identified gaps	Human resources Software	April – May 2024
<b>3. Define suitable data collection and analysis methods</b>	Project team Ethics Committee Legal Department	Methodological plan for the collection and analysis of data	Human resources	May 2024
<b>4. Creation of the survey quiz form to meet all the chapters mentioned above</b>	Team project Ethics Committee Legal Department	The survey quiz that covers all proposed chapters, including the consent form at the beginning	Human resources Software	June 2024
<b>5. Finalise the survey through focus group discussion</b>	Project team Staff/student representatives	Insights from focus group The final version of the questionnaire	Human resources Classroom for focus group	June – July 2024
<b>6. Informing the target groups and disseminating the survey</b>	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

<b>7. Running the survey</b>	Project team	The row data sheet collected from the quiz platform	Human resources IT support (technological equipment, software)	September – October 2024
<b>8. Analysing the data using statistical methods</b>	Project team	Statistical data	Human resources Software for statistical analysis	November 2024
<b>9. Elaborating the scientific report based on the analysed data</b>	Project team Ethics Committee Department of Research	The final GA1- Report submitted to an academic journal	Human resources	January 2025
<b>10. Dissemination of survey results</b>	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 cover the various dimensions of gender+ equality and focus 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+ and 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**

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>1. Setting up the working team</b>	Project team Communications department	List of team members	Human resources	March – April 2024
<b>2. Development of communication strategy</b>	Project team Communications Department Department of Research	Communication strategy document	Human resources	April – May 2024

<b>3. Design of the communication tools</b>	Project team Communications Department	Communication tools/material	Multimedia tools Human resources	May 2024
<b>4. Seeking approval</b>	Project team Senior management	Approved strategy	Human resources	June 2024
<b>5. Creating the InfoPoint</b>	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 the 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 of 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 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 a 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 resistance 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

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>1. Setting up the working team</b>	Project team Communications Department	List of team members	Human resources	March – April 2024
<b>2. Development of awareness-raising plan</b>	Project team Student Union Staff representatives Communications Department	Detailed plan	Human resources	May 2024
<b>3. Design of the awareness-raising plan</b>	Project team Communications Department	Communication material and material for the	Multimedia tools Human resources	June 2024



		awareness-raising activities		
<b>4. Launching the awareness-raising activities</b>	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
<b>5. Evaluating impact</b>	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 of 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 the faculty and university level.
2. Identification and appointment of a 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

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>1. Assessment of existing policies/priorities</b>	Project team Legal Department Ethics Committee	Summary of existing policies/gaps	Human resources	October 2024
<b>2. Appointment of competent body</b>	Project team Legal Department Ethics Committee	New position Description of responsibilities	Human resources	November 2024

			Financial resources for the new position	
<b>3. Development of the Protocol</b>	Project team Ethics Committee External experts (if necessary)	Protocol document	Human resources	November – December 2024
<b>4. Seek approval for the new Protocol</b>	Project team Senior management	Approved Protocol New reporting mechanism	Human resources	January 2025
<b>5. Training of the competent body for GBV incidents</b>	Project team External expertise	Participation in the training session	Human resources Financial resources for capacity-building in external training	January – March 2025
<b>6. Establishment of new procedures</b>	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***

### **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 the possibility of 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 resistance 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**

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>1. Setting up the working team</b>	Project team GBV body Communications Department	List of team members	Human resources	January 2025

<b>2. Development of awareness-raising scheme</b>	Project team GBV body Student Union Staff representatives Communications Department	Detailed plan	Human resources	January – February 2025
<b>3. Design of the awareness-raising scheme</b>	Project team Communications Department	Communication material Material for the awareness-raising activities	Multimedia tools Human resources	February 2025
<b>4. Launching the awareness-raising activities</b>	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
<b>5. Evaluating impact</b>	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

### **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 to 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 to 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 group discussions 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

<i>Activity</i>	<i>Responsible actor</i>	<i>Success criteria</i>	<i>Required resources</i>	<i>Timeline</i>
<b>1. Creating the auto-evaluation assessment quiz</b>	Project team Ethics Committee Legal Department Department of Scientific Research Academic staff	Survey quiz	Human resources Office Supplies	December 2024
<b>2. Preparing focus group discussions with staff/students</b>	Project team Ethics Committee	Interview guide Recruitment criteria	Human resources	December 2024

	Department of Scientific Research			
<b>3. Discussion towards previous students to gather their views on whether and how the curriculum would benefit from a gendered perspective</b>	Project team Academic staff	Number of previous students participating	Human resources Venue	January 2025
<b>4. Carry out focus group discussions with staff</b>	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
<b>5. Analysing the collected data</b>	Project team Ethics Committee Department of Scientific Research	Analysing report	Human resources	March – April 2025
<b>6. Report on findings and recommendations for curriculum update</b>	Module teachers	Updated module (syllabus and material)	Time E-system	May – June 2025

## General timeline

