



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

**SUPPORTER Training  
Module 1, Session 2,  
7 September  
Group work**

**Each group agrees on a rapporteur and timekeeper. The rapporteur will report back in plenary.**

**Use 25 minutes for your discussion and five minutes to recap your conclusions to present in plenary**

**THEMES**

1. Gender in recruitment and career progression
2. Gender leadership and decision-making
3. Gender-based violence

**QUESTIONS TO ADDRESS IN EACH GROUP**

- What data are necessary/important/useful to have a clear understanding of your group's theme? The ideal situation.
- How could these data be collected? Exchange on the ways.
- What are the data collected in your institution; what are the data gaps?

## NOTES

### Notes from group 1 – work on theme 1: Gender in recruitment and career progression

*Participants: Simona, Nino, Natalie and Suzanne*

Question 1 Gender recruitment and career progression

Administrative:

- quantitative data to get overview of positions (male/female) = to get hold of the balance
- follow career progression? = no data gathered, and more difficult
- would need a more individual qualitative collecting of data
- Gaps in our institutions

Questions 2 leadership and decisions making

- Collect data: interviews and questionnaires without face to face (and observations)
- Exchange data from interviews and questionnaires – a lack of transparency
- Less shared and we need to develop strategies

Questions 3 gender based violence

- Questionnaires: Have you experience gender-based violence (anonymous).
- Important to describe and implement strategies for how to communicate results
- Also go for qualitative measures: where people can speak about gender-based violence.
- Important to “set up” a person that people feel trust for and can go to. This is basic but still lacking. It is about gender equality and mental health.
- Could be a human resource person (HR)

### Notes from group 2 – work on theme 1: Gender in recruitment and career progression

*Participants: Karin, Elena, Aida, Maja, Natalia, Olivia*

*What data?*

*What levels women and men are present in university leadership? Level in for example lectures and admin, leading positions (data collected every year)*

*Students*

*Diversity in recruitment (for example recruitment of women at sport faculties -> recruitment of more men?) Some departments have now more women employed while some now have more women due to recruitment of more women.*

*How?*

*Quantitative data*

*Persons in leading positions: Give feedback and report themselves – qualitative data (poll workshops, interviews)*

*What data collected*

*Human resources department – questionnaire - report discuss the questionnaires answer*

*No data collected within the institutions – however data on gender equality collected at the university (quantitative data)*

*Collect quality of student life, teachers, university programs – for ev changes, but not on gender equality*

### Notes from group 3 – work on theme 2: Gender leadership and decision-making

*Participants: Adriana, Ilona, Stefka, Faye, Hana,*

1. Persons in leading positions: What data necessary? --> First, clarifying what leadership entails (top- and mid-level decision-makers, administrative and academic leadership)
  - Regulations, documents? Is there transparency in the election processes? Any legislative framework defining processes?
  - Collecting data on gender structure of leadership position would be useful (e.g. LSU had a balanced number of female and male deans in the past, in other institutions it seems to be balanced as well)
1. Data collection methods? Data could be obtained by the human resources department. We need a clear distinction on the organisational structure of each institution – e.g. Rector's position has been male dominated in many institutions
2. What existing data collection procedures in institution? Data gaps? --> there are rules for academic position, in administration it depends on the position but no data. Need policy on gender quota.

### Notes from group 4 – work on theme 3: Gender-based violence

*Participants: Zoi, Nicoleta, Irena, David and Kristina*

1<sup>st</sup> step: Defining what is Gender-based violence and having common understanding and understanding of legal consequences of gender-based violence.

2<sup>nd</sup> step: Data – data collection, information regarding balance between M/F ration in specific situation, possible solutions.

Data-collection: focus groups, forms on data collection, anonymous questionnaires

Information regarding M/F balance in institution, gap between record and actual situation; percentage of reported situations, more qualitative than quantitative data, information regarding women interest in specific positions, info regarding factors that prevent w to get involved.

3<sup>rd</sup> step: it has been collected but it is not available for public – some institution; no action based on collected data – more institution.

4<sup>th</sup> step: How to resolve the situation?