

# *Open Training Unit 3*

## *Achieving Impact with Gender Equality Plans*

### *Six facilitating factors & a model for change*

<https://www.inspirequality.eu/>

*October 2025*



Funded by  
the European Union

# About this Open Training Unit 3

## Purpose

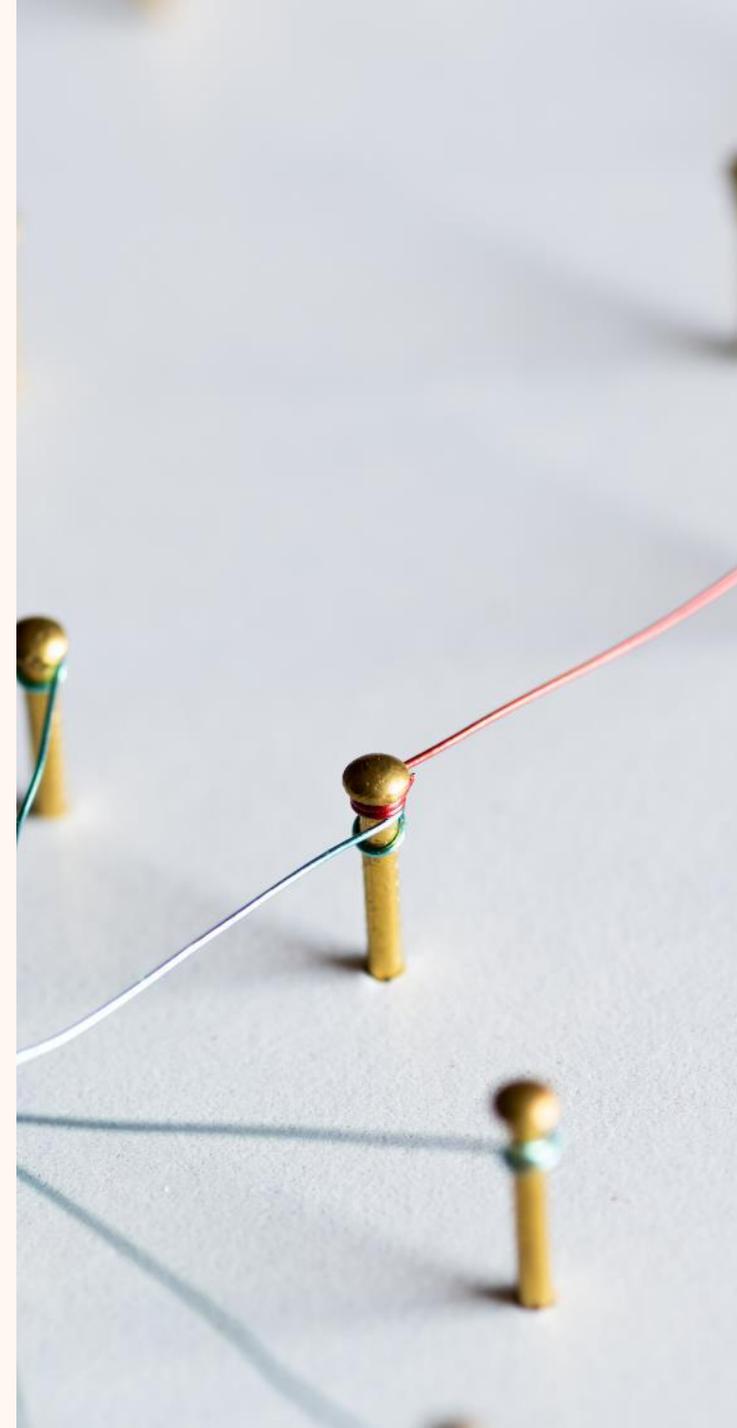
Introduce the **INSPIRE Change** model: understand the 6 key factors that facilitate organisational change towards greater inclusive gender equality

## Practice

How to **identify** and recognize key drivers of organizational change? Introduce indicators for 6 factors

## Audience

Equality Officers, diversity staff, gender scholars, academics, feminist activist interested in driving change for greater gender equality



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**1** Research process

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**2** Inspire Change Model

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**3** 6 Key Factors for Impact

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# The Research Process

# Partners involved



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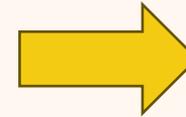


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PhD Candidate

# Research Task 3.3 – GEP Success Factors

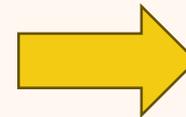


Which organisational and contextual factors facilitate, or **drive impact** of inclusive Gender Equality Plans and which factors hinder their impact?



**35 case studies** across Europe in universities to understand better the facilitating and hindering factors of GEP impact.

**Compare** cases in a **systematic manner** in order to understand better how different hindering and facilitating factors interact and affect impact.



Using **Qualitative Comparative Analysis** (QCA) understand better the organisational solutions path to GEP impact.

# 35 case studies across Europe



1<sup>st</sup> wave **14 in-depth** case studies across 8 countries

- 134 semi-structured interviews, site-visits, focus-groups
- In-depth reports and comparative analysis

2<sup>nd</sup> wave **21 light-weight** case studies

- 90 targeted interviews & focus groups
- Systematic collection of data on each of the 6 factors through questionnaire

1. Strategic Organizational commitment

2. Comprehensive data for decision making

3. Advanced Gender knowledge

4. Inclusive community for change

5. Enforceable legislation

6. Supportive cultural and social context

# Cases by country cluster



Country cluster	Nr cases	Type of Organisation
UK/Ireland	3	Universities
Norther European	7	Universities
Central European	9	University, Military Uni., Large Scale National Research Centre
Southern European	9	Universities, Research Institutes
Eastern European	7	Universities, Research Institutes

# *Co-creation workshops*

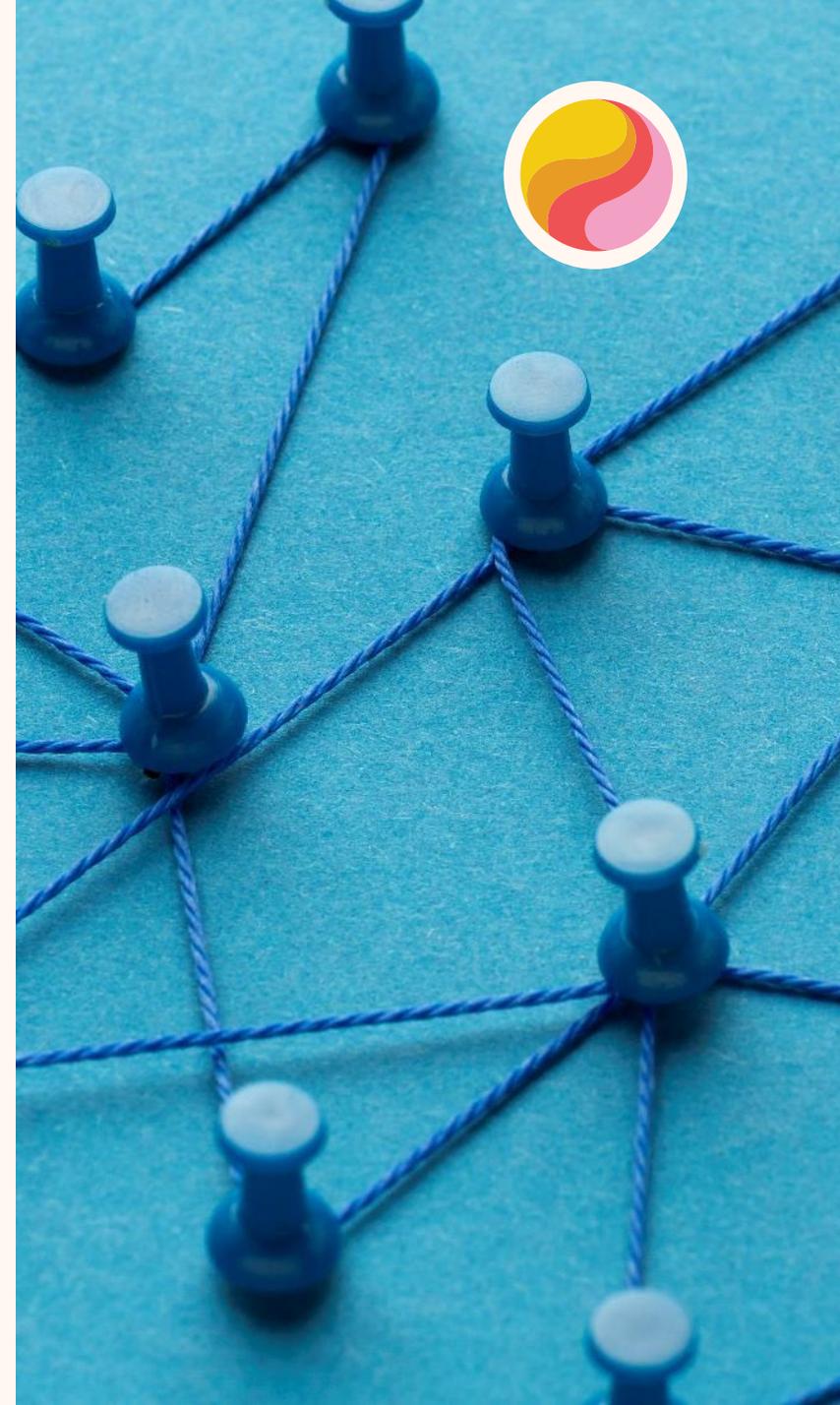
## **Co-creation workshop 1 – 26.11.2024**

Consolidation of 6 Factors

## **Co-creation workshop 2 - 19.06.2025**

How to convert INSPIRE Change model into a useful tool ?

Converges to OTU3 – Guidebook in pdf and Open Training Unit (this powerpoint)



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INSPIRE Change Model



# *What is Gender Inequality?*

“Gender is an institutionalized system of social practices within society that constitute people as two significantly different categories, men and women, and organize relations of inequality on the basis of this difference”  
(Cecilia Ridgeway 2007)

Gender inequality is rooted simultaneously in the **economic structure** and the **status order** of society.

Addressing gender inequality requires  
redistribution + recognition

# *How to tackle gender inequalities?*



## **Redistribution**

**Resource-based** gender inequalities are largely class-based, rooted in economic structure of society associated with wealth and power

Achieving more gender equality societies requires a **redistribution of power and wealth.**

**In science**, redistribution implies gender balance in decision-making positions or closing the wage-gap.



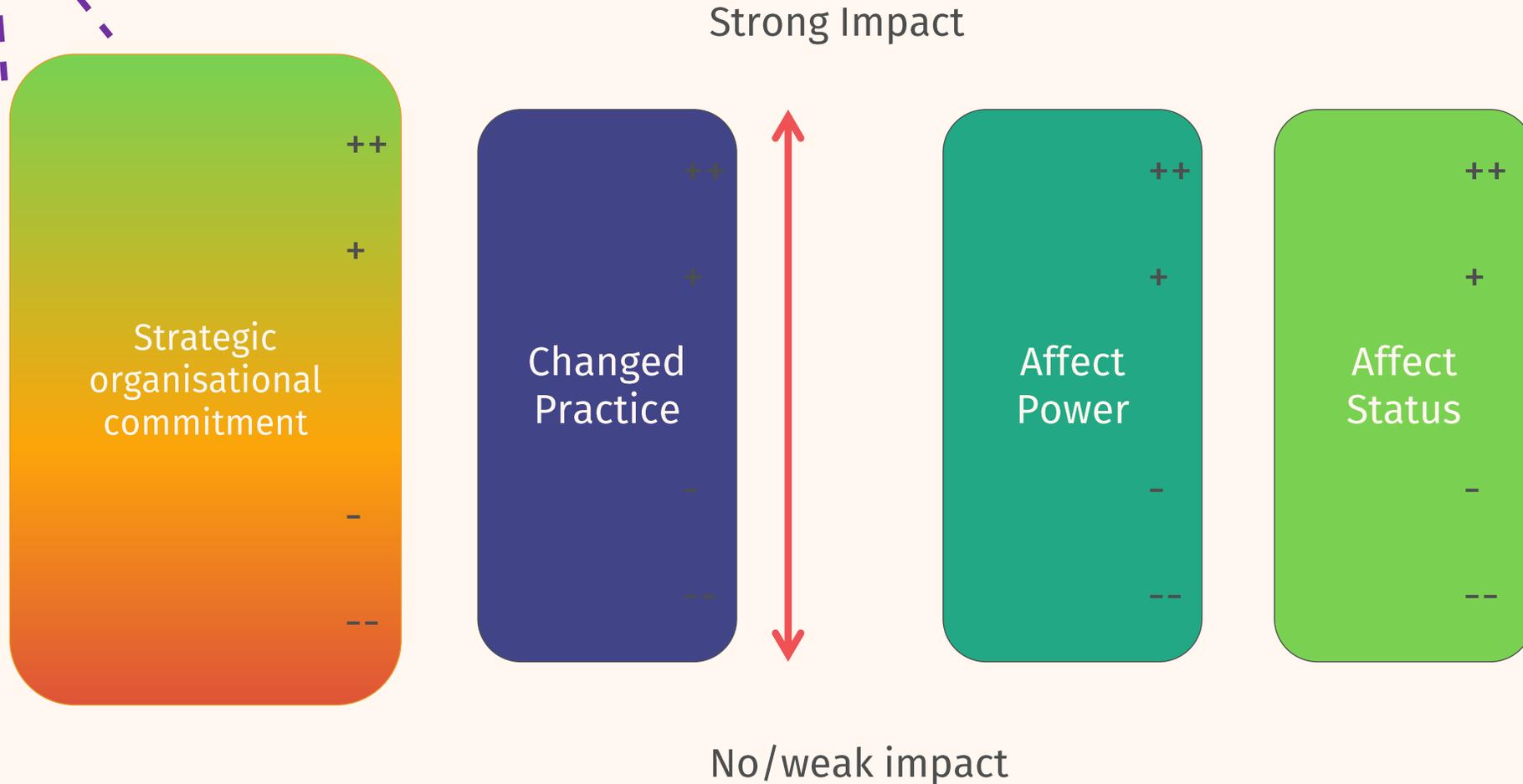
## **Recognition**

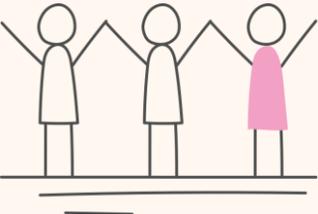
**Status-based** gender inequalities address patterns of cultural value that privilege white, heterosexual, masculinity and devalue everything other

Achieving more gender equal society implies a **recognition of devalued** gender & other identities, roles, activities.

**In science**, recognition implies dismantling value hierarchies inherent in research vs. teaching and care activities

# INSPIRE Change Model





# INSPIRE Change Model

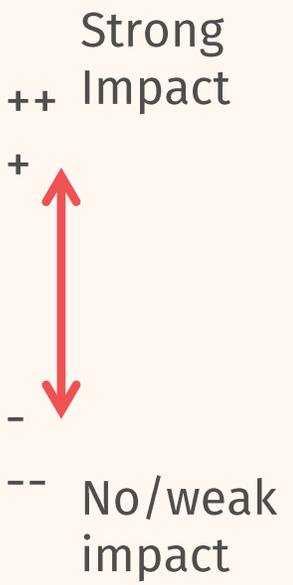
4. Inclusive community for change

Change Practice

Affect Power

Affect Status

Scope, coordination, sustainability



Work allocation, formal recognition  
Voluntary equality or care work

Middle managers  
Staff, students

Senior academics involved  
Early-career women

3

The Six Factors Explained

# 1. *Strategic organisational commitment*



## *How does it contribute to change?*

- **Strategic Vision**  
Align inclusive gender equality with organizational goals → legitimize change & overcome resistance.
- **Resources**  
Dedicated financial, human, physical resources = indicator of genuine commitment.
- **Effective Communication**  
Leaders must match words with actions → credibility builds trust.
- **Gender Expertise**  
Gender competence essential for setting goals & addressing power dynamics.

# 1. Strategic organisational commitment



## How to recognize key elements?

- **Voice & Vote at Top Level**  
Equality Officers in executive management;  
ideally a dedicated Vice-Rector for EDI.
- **Direct Access to Power**  
Mainstream equality into all decisions;  
provide gender competence at strategic  
level.
- **Dedicated Resources**  
Minimum 2 FTE for planning &  
implementation + funds for projects, IT,  
infrastructure.
- **Integration into Strategy**  
Gender equality listed as a top strategic  
priority in core documents.
- **Leadership by Example**  
Visible, consistent support from top  
management legitimizes change.
- **Accountability Structures**  
Steering committees with gender  
experts to monitor progress & tackle  
resistance.

1. Strategic Organisational Commitment	Strategic anchorage	Resources	Decision-making	Effective communication	Governance & accountability	
	++	GE/EDI is placed at the same level <b>as other priority level objectives in strategic documents</b> , being linked to specific organisational objectives	Sufficient <b>internal resource</b> allocated with regards to the size of the organisation, likely +3 FTE, and monetary funds.	Highest level decision-making unit exclusively dedicated to GE/EDI, e.g. <b>dedicated VR</b> . Equality staff has voice and vote in highest decision-making level.	Top-management symbolic and practical support is consistent and long-term. <b>Top-managements speaks and acts with one-voice.</b>	Steering and <b>accountability commission</b> composed of all stakeholder groups, independent of GE/EDI implementation staff, with decision-making or veto power at top.
	+	GE/EDI mentioned as part of strategic documents and linked to objectives, but not priority as other high-level objectives	Sufficient internal (at least 50% or more) resource allocation with regards to the size of the organisation, 1 to 3 FTE.	GE/EDI office or delegate with frequent access to top management. No effective participation in critical decision-making “voice but not vote”. GE/EDI is one item in other VR portfolios	Top-management support is highly dependent upon personal agenda/support at the top but not visibly enacted by majority of executive team. Lack of uniform voice and actions	Independent GE/EDI steering commission composed of different stakeholder groups, but little influence on decision making
	-	GE/EDI alluded to general or vague terms in strategic documents without being linked to strategic objectives	Dedicated resources are insufficient or rely strongly <b>on external, temporal funding</b> (e.g. EU projects)	GE/EDI officers with sporadic access to top decision making. No working relation; one-way reporting	Top-management support is <b>largely symbolic</b> and not consistent with actions. Support at the top not uniform due to resistance.	No independent steering and accountability unit; accountability mainly in the hands of Equality Officers, i.e. same as implementation team
	--	GE/EDI not mentioned in strategic documents	No internal dedicated resources; main GE/EDI staff operate on voluntary basis.	GE/EDI initiatives <b>limited to bottom-up</b> initiatives with little or no link to top-management	Top management ignores GE/EDI or actively resist or undermine GE/EDI efforts	<b>No steering and accountability</b> unit, mirroring absence of strategic anchorage, lack of resources.

## 2. *Comprehensive Data* for Decisions-making



### *How does it contribute to change?*

- **Reveals Inequalities**  
Data collection & analysis identifies scope and nature of inequalities → informs priorities and concrete actions.
- **Enables Monitoring & Evaluation**  
Tracks progress of actions (monitoring) and outcomes and impact (evaluation), legitimises actions
- **Entry Point for Engagement**  
Quantitative evidence builds trust, especially in STEM contexts, building urgency of change. Qualitative data builds relevance especially for minoritised groups
- **Reflexive Use**  
Data must guide decision-making based upon on a Theory of Change  
→ data collection without purposeful interventions to transform power and status hierarchies might be harmful rather than beneficial

## 2. *Comprehensive Data* for Decisions-making



### *How to recognize key elements?*

- **Purposeful & participatory**  
Data collection addresses real needs; includes minoritised voices.
- **Intersectional & mixed methods**  
Combines HR data, surveys, incident reports, interviews.
- **Continuous & accessible**  
Ongoing collection integrated into organisational processes.
- **Professional standards**  
Privacy protection, validated instruments, outcome and impact-oriented analysis, dedicated data experts
- **Linked to reflexive decision-making**  
Data informs targets, accountability, and strategic choices.

## 2. Comprehensive Data for decisions

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Frequency, infrastructure & ease	Data sources & quality	Purpose & use
<p>++</p> <p>Data collection and analysis is implemented on a continuous basis. Equality data needs have been standardised and mainstreamed into organisational processes &amp; infrastructures. Comprehensive professional, centralised equality data collection infrastructure including dedicated personnel and resources.</p>	<p>A variety of qualitative and quantitative data sources are used: administrative data (e.g. wage gap), surveys (wellbeing, gender-based violence), incident reports, focus groups, interviews, clinics. Indicators and measurement scales are of high quality, adhering to guidelines for equality data collection.</p>	<p>Data captures representation, experiences, outputs, outcomes and impact. Comprehensive targets &amp; monitoring indicators. Evaluation of outcomes and impact of interventions. Data is trusted, essential for tracking progress and accountability. Data inserted into reflective practice and hence evidence-based decision making across organisational units and hierarchy.</p>
<p>+</p> <p>Data is collected at least twice, i.e. at the start and end of a GEP lifecycle. Basic GEP implementation indicators (e.g. participants of training activities) are available. Some standardized data collection instruments (e.g. survey) are available. Occasional buy-in of professional external data advice (e.g. statistician).</p>	<p>A variety of data sources is used, including HR data, surveys (e.g. wellbeing), interviews. Data sources and measurement instruments are of medium quality being designed ad-hoc, unaware of guidelines for equality data collection.</p>	<p>Data on balanced representation, staff experiences, outputs; feeds into GEP audit, design, including monitoring during implementation. Data documents inequalities but does not track progress regarding impact; not part of decision-making / accountability.</p>
<p>-</p> <p>Isolated data collection, e.g. once during an initial GEP audit, to establish a (partial) picture of gender inequalities. Data is fragmented and difficult to access, unsustainable effort. Sporadic attempts at data collection in specific units are undertaken by non-professional staff in response to identified needs.</p>	<p>Largely using existing administrative, HR quantitative data (e.g. type of contract, positions). Data collected follows administrative needs rather than equality objectives.</p>	<p>Data mainly geared to capture women's under-representation. Collected data feeds into the design of interventions stipulated in the GEP. No robust evaluation of the outcomes and impacts of actions. Data is not part of decision-making processes.</p>
<p>--</p> <p>Data collection is non-existent. Efforts to collect equality data are blocked.</p>	<p>Data reflects anecdotal "evidence"; no primary data available, and if available remains fragmented and low quality.</p>	<p>Data, to the degree available, reinforces existing stigmatisation. Unreflective benchmarking undermines equality goals.</p>



# 3. *Advanced gender knowledge*

## *How does it contribute to change?*

- **Unveiling & tackling organisational gender regimes**  
Provides a systemic understanding of inequalities and exclusions → Tailored design, implementation, monitoring and evaluation of GEPs under social justice lens. Most effective interventions are integrated into a theory of change.
- **Experiential and Practitioners' knowledge**  
Experiential knowledge from marginalised groups and practitioners on how discrimination and organisations work is essential to de-gender “neutral” organisational processes.
- **Epistemic authority**  
Gender and practitioner knowledge is valued and thus can address existing hierarchies and revert exclusions.
- **Training and capacity building**  
Training spreads knowledge and supports organisational learning



# 3. *Advanced gender knowledge*

## *How to recognize key elements?*

- **Social justice in decision making**  
Equality and social justice criteria influences decision-making (e.g. recruitment), challenging efficiency and merit-only logic.
- **Strength of in-house gender knowledge**  
The gender dimension is integrated into research and teaching, and gender studies are promoted
- **Training and capacity building**  
Reaches beyond the “already converted” and beyond awareness raising activities. It includes senior-management and is tailored to needs of administrative units.
- **Epistemic authority**  
Feminist scholars and epistemically excluded groups are listened to and endowed with sufficient authority at all levels.
- **Resistances**  
Production of gender knowledge is not undermined or resisted and feminist scholars and epistemically excluded groups feel safe and supported → see also next factor “4. Community of change”.

### 3. Advanced Gender Knowledge



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Informs decisions	Feeds into GEPs	In-house expertise	Epistemic authority	Resistance
Evidence that inclusive gender equality criteria are embedded in decision-making (e.g. recruitment, promotion, funding, or resource allocation). IGE is included in evaluation frameworks and used as a criterion of excellence.	The GEP covers the Horizon Europe (HE) key areas, with at least 50% of its measures tackling structural inequalities. It applies intersectional and social justice lenses and is tailored to the institutional context (e.g. through a participatory process).	Existence of in-house inclusive gender research centres or units with secured funding; regular, tailored training for key stakeholders; and high visibility of gender dimensions in research and curricula, supported by formal evaluation or recognition mechanisms.	Gender and diversity scholars have visible credibility and epistemic authority (e.g. advisory roles). Epistemic justice addressed in policies. Mechanisms in place to bring in different types of knowledges (e.g. participatory fora, consultations, etc.)	Resistances are addressed in institutional documents and through structured strategies (e.g. safe spaces, reflexive workshops). Evidence shows that managing resistance fosters learning and a safe climate for feminist scholars.
Gender equality mentioned or documented in decisions, but it rarely affects final outcomes or alters traditional merit-based criteria. Intersectionality is not considered.	The GEP covers the five HE key areas but includes few structural measures. It combines social justice and business case rationales, with only partial contextual tailoring (e.g. limited gender diagnosis, little or no intersectional data).	An inclusive gender research centre or unit exists but lacks sufficient funding. Training on gender topics is offered but remains peripheral – not embedded in core programmes or aimed at key decision-makers. Few research projects, publications, or courses address gender dimensions.	Gender scholars receive some institutional recognition (e.g. cited in reports), but their expertise is not consistently valued or sought in key decisions. Leadership shows limited acceptance of knowledge from marginalised groups.	Some signs suggest that resistances can be discussed without major risk, but there are no formal strategies or institutional responses to address them, and no visible learning or adaptation has occurred.
Gender equality and social justice are rarely considered in scientific or administrative decisions. They are not part of evaluation or excellence criteria, and there is no evidence that these considerations have influenced outcomes.	GEP does not reflect state-of-the-art knowledge nor addresses the 5 HE key areas. Awareness raising focus with no structural measures or social justice frames.	Some gender training might be set up, but in-house gender knowledge is not substantially supported by other means. Gender dimension not integrated into research and teaching. Intersectionality not considered relevant.	Contextualised experiences of discriminated and/or marginalised groups are not considered part of the necessary corpus of knowledge. No consultation or participatory mechanisms in place.	No evidence of resistances to gender being acknowledged, hence no institutional strategies are set up (or rather appeasement arguments are held). Feminist scholars report burn-out.
No evidence that GE or social justice are considered in decisions; traditional notions of “merit” or “excellence” unchallenged.	GEP exist as a "tick the box" matter and/or adhere to conservative ideas perpetuating inequalities	No training, or counter-productive to progressive gender equality.	Presence of strong epistemic exclusion regimes that keep power- and status-based hierarchies untouched	Production of feminist knowledge is strongly resisted. Facing resistances cannot be safely expressed.



# 4. Community of change

## *How does it contribute to change?*

- **Scope and reach**  
Equality work requires collective problem ownership across all levels, from bottom-up initiatives to middle managers, senior academics, and top leadership.
- **Coordination**  
Each group or actor contributes according to its position and influence, balancing centralised support with decentralised implementation to align organisational culture, practices, and values around equality and inclusion.
- **Sustainability**  
Equality work must be organized across staff categories in ways that are manageable, valued and formally recognized with adequate compensation schemes to avoid burn-out and guarantee sustainability.
- **Inclusion**  
Inclusion beyond participation—intersectional differences reshape power, allowing marginalised voices to influence priorities and challenge inequality structures.



# 4. Community of change

## *How to recognize key elements?*

- **Broad scope**  
Equality is everyone's work, not someone's task. It becomes transformative when engagement spans all levels—from students and staff to middle managers and leadership—each taking responsibility according to their role and influence.
- **Coordination**  
Equality work feels connected rather than fragmented—linking central support and local ownership to move the whole organisation in the same direction.
- **Sustainability**  
Equality work is formally recognised and inserted in career structures (e.g. evaluation criteria for promotion) and compensated (e.g. teaching reduction)
- **Inclusion**  
Women and minoritised groups hold meaningful positions in decision-making and feel safe, respected, and valued. Privileged groups recognise and work to dismantle the structures that sustain their advantage.

# 4. Community of change



	Scope of Community	Effective Coordination	Sustainability	Inclusive Process
++	The community spans all organisational levels. Senior academics and leadership are visibly engaged. GE/EDI work is recognised as a shared responsibility across research, teaching, and administration.	Coordination is strategic and reflexive, aligning equality values with organisational culture. Roles and responsibilities are complementary; learning, accountability, and dialogue connect all levels.	Equality work is institutionally valued and resourced. GE/EDI responsibilities rotate; participation is embedded in governance and career systems, ensuring continuity beyond individuals or projects.	Inclusion goes beyond participation—intersectional differences reshape power, allowing marginalised voices to influence priorities and challenge inequality. Women and minoritised groups feel safe and valued, while privileged groups actively foster structural change.
+	Broader participation across hierarchies: equality officers, middle managers, senior academics, admin staff, and students begin to collaborate. Problem-ownership starts to expand.	Regular coordination mechanisms link departments and central offices. Equality officers act as facilitators and knowledge brokers. Bottom-up initiatives begin to inform institutional processes.	Formal recognition through workload models, compensation, or promotion criteria. Senior men and other privileged groups begin to share responsibility.	Efforts to include minoritised and marginalised groups in decision-making spaces. Some attention to intersectionality and relational dynamics.
-	A small network or committee exists but participation is uneven. Senior academics and middle managers remain detached only evaluating, not collaborating. A small network or committee exists, but participation is uneven.	Some coordination led by equality officers, mainly administrative or compliance-oriented. Limited communication between central and local organisational units.	Some short-term funding or project support exists, but equality work remains peripheral to career structures.	Diversity is mentioned but intersectional perspectives rarely shape priorities or decisions.
--	GE/EDI work is confined to a few, often isolated individuals (e.g. committed women scholars). No critical mass or cross-level engagement.	No coordination across units such as departments. Activities are ad hoc or project-based. Efforts remain siloed.	GE/EDI work relies on voluntary labour, no resources, recognition, or workload adjustments. Risk of burnout is high.	Participation is homogeneous (mostly women or equality experts). Marginalised voices are absent or tokenised.



# 5. *Enforceable legislation*

## *How does it contribute to change?*

- **Resources for implementation**

Without sufficient funding and staffing to implement policies, they are likely to remain inconsequential

- **Compliance mechanisms**

Audits provide quality standards and ensure accountability. Certification signal commitment, drive competition, promote shared standards and visibility of GE/EDI efforts.

- **Credible sanctions**

Linking funding and prestige to equality compliance transforms power and status hierarchies. Penalties signal the value / resources attached to equality.



# 5. *Enforceable legislation*

## *How to recognize key elements?*

- **Resources**  
Ministerial provision of equality staff; equality efforts are firmly anchored in organisational budget provision to ensure continuity of equality staff positions
- **Compliance checks**  
External audits or other national equality and diversity certificates (e.g. Athena SWAN) guide GEP work.
- **Sanctions with teeth**  
Loss of resources (e.g. access to funding) or loss of status (e.g. international prestige rankings) at national or European level. Sanctions have impact on scientific operations.

# 5. Enforceable legislation

	Policy & Legislation	Compliance	Sanctions
++	<p>Comprehensive, progressive national / regional / EU policies regarding GE/EDI at the organisational level.</p> <p>Sufficient resources for effective implementation, monitoring and compliance checks available (e.g. Ministerial or organisational level) by dedicated, specialised staff</p>	<p>High quality compliance frameworks by independent organisations on GE/EDI process, themes, and outcomes/impact available.</p> <p>Compliance checks quasi-obligatory</p>	<p>Credible sanctions are in place to penalise non-compliance by withdrawing monetary funds and affecting status and prestige of organisation.</p> <p>Sanctions affect science/research activities directly.</p>
+	<p>Comprehensive policies in place; solid legal framework regarding GE/EDI at the organisational level available.</p> <p>Resources cover rudimentary implementation, i.e. add-on responsibilities on existing job profiles.</p>	<p>Compliance checks are available by independent organisations but largely voluntary and targeting implementation but not outcomes/impact.</p>	<p>Sanctions affect loss of status and prestige in a credible way, e.g. through highly visible rankings, widely recognised GE/EDI certificates, gender rankings, etc.</p> <p>Sanctions affect mainly administrative level of organisation but not scientific operations.</p>
-	<p>Isolated and fragmented policies in place; weak legal provision at the organisational level.</p> <p>Few to no resources available; implementation mostly based on voluntary efforts.</p>	<p>Compliance checks mostly carried from within the organisation, limited to monitoring some output indicators / implementation.</p> <p>Criteria for non-compliance not clear.</p>	<p>Sanctions are purely symbolic that remain without consequences at the administrative or scientific level of the organisations.</p>
--	<p>Unsupportive or counter-productive policy and legal framework in place. No provision of GE/EDI at the organisational level.</p>	<p>No compliance checks available.</p>	<p>Backlash and sanctions when engaging with GE/EDI</p>



# 6. *Supporting cultural & social context*



## *How does it contribute to change?*

- **Cultural norms & gender roles**  
Beliefs about gender roles shape what is seen as legitimate and desirable in organisations.
- **Political climate and progressive social policies**  
Progressive and supportive environments provide legitimacy for gender equality.
- **Alliances and coalitions for GE**  
Wider feminist networks and student activism pressure institutions to reform.
- **Higher Ed Transformation**  
Marketisation and competition can hinder change unless equality is embedded in core values.

# 6. *Supporting cultural & social context*



## *How to recognize key elements?*

- **Egalitarian gender beliefs**  
Support for shared care and equal labour market participation of women and men. Dismantling of gender stereotypes.
- **Supportive political climate and progressive social policy**  
Political climate values GE as a (democratic) principle and a high priority issue, that is expressed through a robust policy framework. Incentives for paternal leave.
- **Active Alliances and coalitions for GE**  
Systematic collaboration with NGOs, interuniversity networks, strong student movements.
- **Higher Education context**  
GE and EDI are in concordance with academic values of meritocracy and internationalisation. Research and HE systems economically strong with sustainable resources for GE/EDI efforts

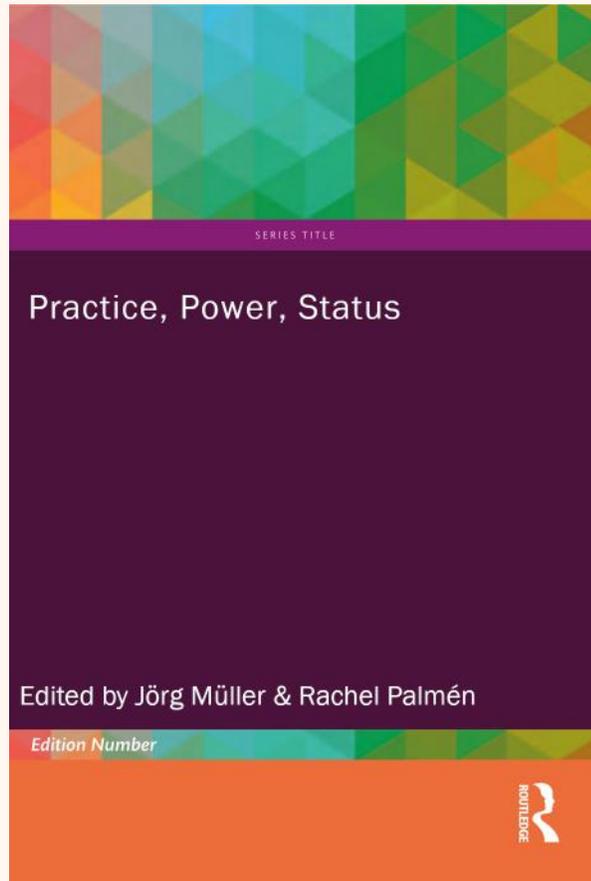
# 6. Supporting cultural & social context

	Cultural / gender norms	Political Climate and Social Policy	Alliances & Coalitions with wider Society	Higher Education
++	Progressive gender beliefs, targeting equal participation of men in care and equal participation of women in remunerated work. Gender stereotypes perceived as contingent, combined with belief in their abolishment. Active dismantling of hierarchies tied to gender roles.	Political climate values GE/EDI as a high priority issue, that is expressed through a robust policy framework.	Systematic collaborations with groups, movements, networks outside the institutions, which are supportive of GE/EDI.	Academic and institutional setting is conducive to GE/EDI change, both considering core values (meritocracy, internationalisation, autonomy) and resources (human and funding).
+	Beliefs in equal participation of women in labour market, but choice-oriented, with care duties covered by the state or market. Thus, no agenda for dismantling gender stereotypes and hierarchies.	GE/EDI is considered as a political value but not a priority, and as such is expressed through singular fragmented actions policy initiatives/regulations.	Incidental collaborations (e.g. project-based, one-time) with groups, movements, networks outside the institutions supportive of GE/EDI.	Core values of the academic, institutional setting (e.g. meritocracy, internationalisation, autonomy) are negotiated with GE/EDI change, while resources (human and funding) are shared.
	Beliefs in equal participation of women in labour market, but women still seen as primary / best carer for children and dependent adults. Naturalisation of gender stereotypes as essentialising gender differences and distinct gender roles.	GE/EDI principles are competing with other political values, being backside or openly questioned. This is reflected in policies ambiguous towards GE.	Lack of groups, movements, networks that support GE/EDI cause.	Fatigue over GE/EDI effort or inactivity, complex gendered inequalities are ignored. Systemic inertia or implicit resistance within a wider academic or inner institutional setting to-wards GE/EDI change.
-	Traditional gender norms, emphasising women's primary role of care responsibilities. Strong traditional, hierarchical stereotypes; naturalising male privilege. Backlash to GE/EDI due to conservatism, traditionalism. and/or heteronormativity.	GE/EDI principles are seen as a threat or openly negated within the political sphere, with appearing diverse forms of resistance against GE/EDI. Policies normalise gender inequalities.	Activity of groups, movements, networks (inside and/or outside the institutions) that are against GE/EDI (e.g. anti-genderism).	Rejecting GE/EDI as threatening or undermining meritocracy, excellence and efficiency that should rule in the academic/research setting.
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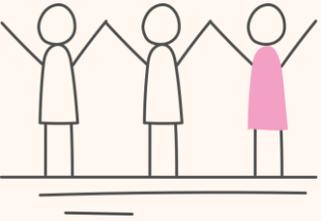
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Outlook

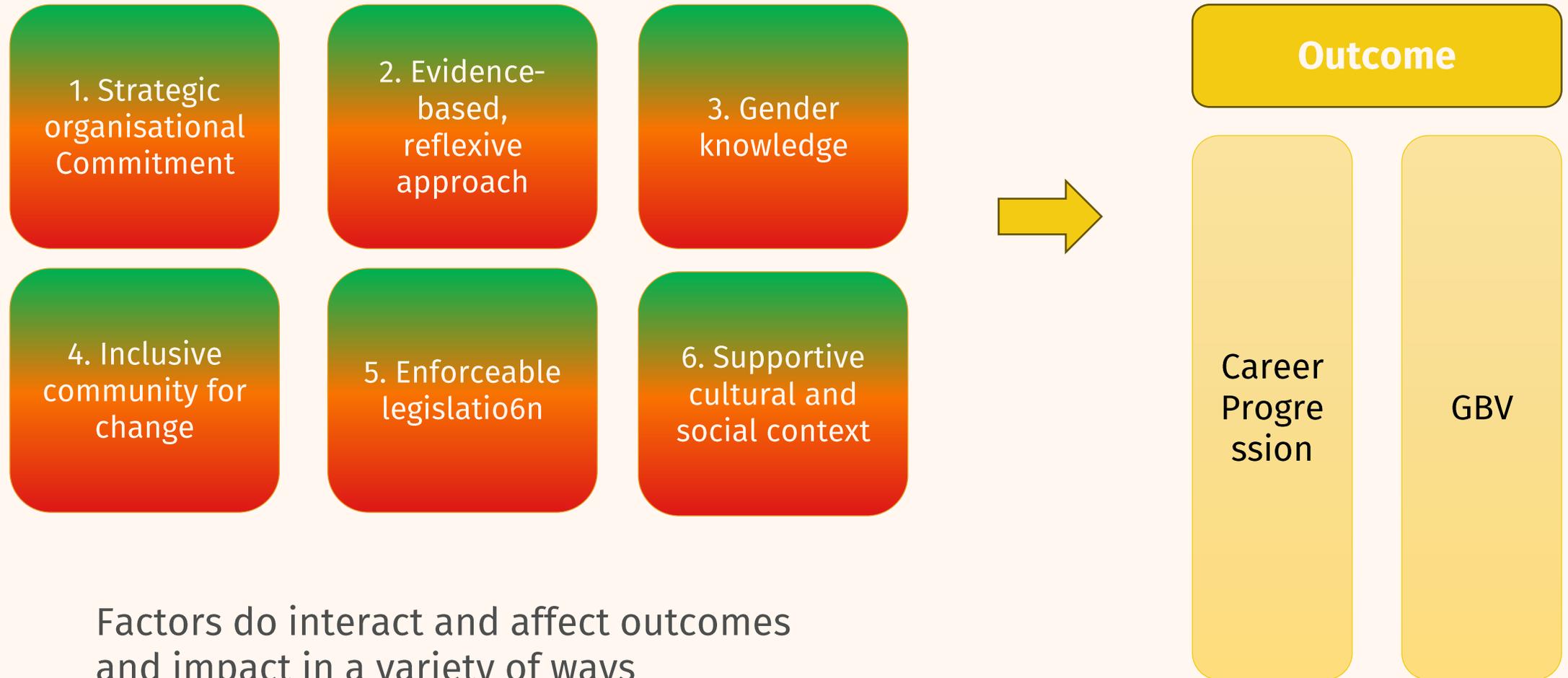
# Forthcoming Book



- Forthcoming Routledge 2026
- Introduction of the INSPIRE Change model
- Dedicated chapter with detailed explanation of each facilitating factor



# Explaining Outcomes & Impact



Factors do interact and affect outcomes and impact in a variety of ways

*Thank you!*



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