



**INSPIRE**

# **Deliverable D4.4 – Reports on 4 co-creation activities**

**Molly Occhino, University of Southern Denmark**

**Liv Baisner Petersen, University of Southern Denmark**

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Authors & contributors name and organisation	Role
Molly Occhino, University of Southern Denmark Liv Baisner Petersen, University of Southern Denmark	Lead author(s)
	Contributor(s)
Rachel Palmén, FUOC, chapter 1 Jörg Müller, FUOC, chapter 2 Joanna Beeckmans, UH, chapter 3 Sybille Redil & David Walker, JR, chapter 4	Quality assurance editor



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## Consortium

FUOC	Fundació per a la Universitat Oberta de Catalunya, Spain
JR	Joanneum Research Forschungsgesellschaft MbH, Austria
SDU	Syddansk Universitet, Denmark
UJ	Uniwersytet Jagiellonski, Poland
Notus	Notus, Spain
FLACSO	Facultad Latinoamericana De Ciencias Sociales, Argentina
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UH	Universiteit Hasselt, Belgium
ZRC SAZU	Znanstvenoraziskovalni Center Slovenske Akademije Znanosti In Umetnosti, Slovenia
GESIS	GESIS-Leibniz-Institut für Sozialwissenschaften EV, Germany
INNO	Innosystems Symvouleutikes Ypiresies Kai Efarmoges Pliroforikis Ypsilis Technologias Monoprosopi Idiotiki Kefalaiouschiki Etaireia, Greece

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## Executive Summary

This report summarizes the four co-creation activities that translated the research findings within the Horizon Europe project INSPIRE into practice based tools.

All four of the co-creation activities were held online and moderated using creative methods engaging the audience members in the co-creation process through MIRO. Each session was well attended and included between 19 and 33 participants across INSPIRE's Communities of Practices (CoPs), consortium partners and other key stakeholders.

Regarding co-creation workshop 2, due to the very helpful and insightful feedback by the audience in the first co-creation 2 workshop, it became clear that a co-creation workshop 2 part 2 would need to be held in order to better loop the feedback by CoP members back into the input going into the design of INSPIRE's diagnostic tool. Thus, in all, there were 5 activities held, since co-creation workshop 2 was held in two parts.

This report covers INSPIRE's co-creation workshops' overall design and methods, before delving into each workshop's aim, methods, results, and conclusion.

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## List of Acronyms

CoP	Community of Practice
DEI	Diversity, Equity and Inclusion
EDI	Equity, Diversity and Inclusion
GBV	Gender-based violence
GE	Gender Equality
GEP	Gender Equality Plan
KSH	Knowledge and Support Hub
SPkg	Support Package

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# 1 Introduction

The four co-creation activities were conducted as part of the Horizon Europe project INSPIRE - Centre of Excellence on inclusive Gender Equality in Research and Innovation: Creating Knowledge & Engaging in Collaborative Action.

The aim of the co-creation workshops was two-fold: to disseminate research being done in INSPIRE to the INSPIRE Community of Practice (CoP) members, and other relevant stakeholders (e.g., stakeholders and consortium partners from sister projects), and to translate the research findings into practice-based tools for CoP members and practitioners through a creative, collaborative exchange.

INSPIRE has involved 12 Communities of Practice (CoPs) in total, who are supported by Knowledge and Support Hubs in the fields of:

- 1) sustaining and deepening change
- 2) widening participation
- 3) intersectionality
- 4) innovation

A Community of Practice is defined as a group of “people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger, McDermott, Snyder 2002<sup>1</sup>).

CoPs in INSPIRE are used as the bridge-builders between knowledge and practice, which is central to the project. As such, in the context of the co-creation workshops, CoP members, drawing upon their rich practice-based experience, gave feedback on the ways INSPIRE project findings could be best translated and adapted into practical tools for change. The co-creation workshops (described in depth in INSPIRE’s Co-Creation Framework under T4.3) are structured online sessions facilitated by SDU and relevant partners to encourage active participation and idea exchange, which help with the development of concepts, policies, solutions and tools among participants. As such, the results feed into T6.1 Production of toolkit/training assets, open training units and support packages.

This report summarizes the process and results of each of the co-creation workshops, as well as how the INSPIRE consortium and KSH leaders integrated the feedback in order to best transform their research results into practice-based tools.

## 2 Co-Creation Workshops

In this chapter, we reflect upon the co-creation process and the results captured in the co-creation events as they relate to each workshop’s research and goals. Specifically, we describe and reflect upon the co-creation collaborative process, and we also describe how

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<sup>1</sup> Wenger, Etienne; McDermott, Richard Arnold; Snyder, William (2002). *Cultivating Communities of Practice: A Guide to Managing Knowledge*. Harvard Business Press.



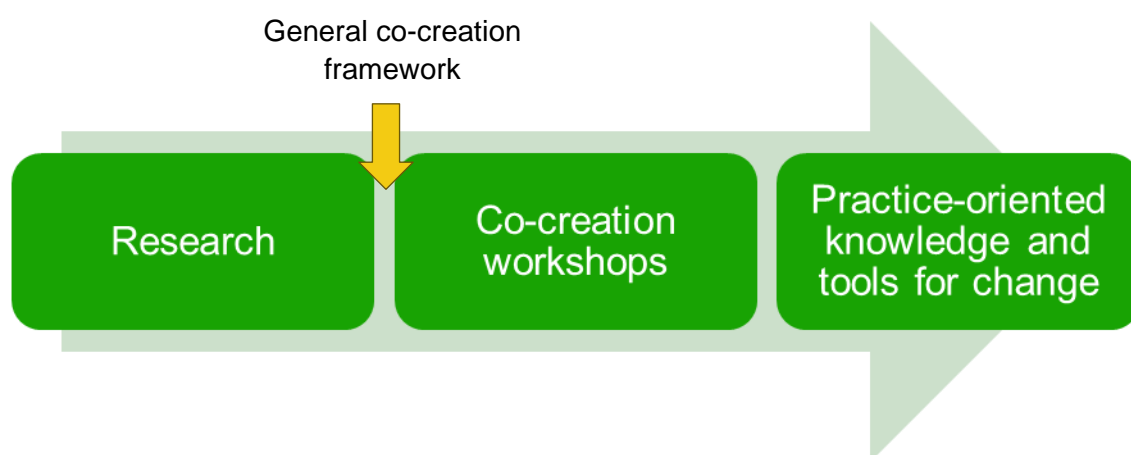


the input from each workshop filtered back into INSPIRE's research and practice-based tools.

## 2.1 Design and Methodology

In terms of design and methods, INSPIRE's co-creation workshops were designed to bring both researchers and Communities of Practice (CoP) practitioners together, as practitioners are not only important stakeholders but also essential contributors with their own important and intimate knowledge of equality, diversity and inclusion within research and innovation organizations, which is paramount to the success of our project. Co-creation activities can be defined as activities or "practices where actors engage collaboratively [...] through interactions within a specific social context" (Frow et al., 2015, p. 26 in Thomson et al. 2023 p. 64). As such, it can be said that co-creation aims to "collaborate, create together, cooperate, and share ideas, knowledge, practice, and build on the existing ideas to develop them further" (64). Indeed, exactly to co-create knowledge and ideas together with CoP members, we planned and carried out co-creation workshops between early summer 2024 to summer 2025 on the following topics a) INSPIRE vision, 2) GEP success, 3) Intersectionality and 4) Innovation Policy Toolkit.

SDU planned and facilitated each of the workshops alongside the relevant consortium partners for each workshop. Each workshop was specifically tailored to the theme and needs of the given session, but overarchingly they were informed by the general co-creation framework created for and by INSPIRE partners.



*Figure 1: INSPIRE's co-creation workshop process*

Members of INSPIRE's Communities of Practice, comprised of networks and communities of researchers and practitioners working on diversity, equity and inclusion and GEP work in research and higher education from our four Knowledge and Support Hubs (KSH) were invited to the events, as were consortium partners, and other relevant stakeholders (e.g. GENDERACTIONplus project partners in co-creation workshop 1 and 4). In the annex, one can find the invitations sent out to all of the co-creation workshops to the CoP members and



any other relevant stakeholder groups (i.e. in the case of co-creation workshop 1, where several stakeholder groups from the GENDERACTIONplus project were also invited).

CoP participants include a wide range of positions (both researchers working with GEPs and equality efforts and practitioners), and many different National contexts were represented across the co-creation workshops. However, besides the Argentinean partner at FLACO and the RMEIM CoP leader, a CoP which has partners across the Mediterranean and Middle East, most of the participants at the workshops were European and Western, giving a similar geopolitical framework across most participants. The workshops were all planned and held in the afternoon to accommodate for the time difference between Europe and Latin America, ensuring that the Latin American partners could participate.

Each workshop followed the same format, according to INSPIRE's general co-creation workshop framework (INSPIRE April 2024). There was a brief intro to start, followed by presentations where the relevant consortium members, who worked on the research related to each workshop, presented their research and work relevant for the session. Following the presentations, participants were broken into breakout groups with an INSPIRE moderator. In some workshops, these groups were randomly assigned, and in some workshops, the groups were defined by participant position (e.g. what kind of stakeholder they were, as was the case for co-creation workshop 1, for example). In the groups, they were asked to discuss pre-defined questions on a MIRO board. MIRO allowed for a creative and collaborative space where groups could brainstorm together collectively. Answers to questions were noted on the MIRO post-it style sticky notes by moderators of the discussions or by designated notetakers.

Following the break-out discussions, each group shared their insights and conversations in a plenary discussion, which was facilitated by consortium partners. Finally, the SDU team, who facilitated the sessions, facilitated a wrap-up and closed the sessions.

## 2.2 Co-creation workshop 1

Co-creation workshop 1 was held June 26<sup>th</sup>, 2024, and it was a collaborative and creative workshop between INSPIRE CoP representatives and representatives from the GENDERACTIONplus (GA+) project. Inviting GENDERACTIONplus project partners was an important part of the design and goals of the workshop, as we worked to build strategic alliances between EU sister projects, and also across stakeholder groups.

In the workshop, we used the INSPIRE Policy Brief 1 and worked with different stakeholders to see how the policy recommendations could be successfully operationalized into the relevant contexts.

The event had three main stakeholders:

- Organizational policy makers/ practitioners (INSPIRE CoP representatives)
- RFOs (INSPIRE KSH4 funding CoP representatives and representatives from the GENDERACTIONplus funding CoP)
- National policy makers (representatives from GENDERACTIONplus policy CoP)



Overall, this workshop had two central goals: 1) Operationalizing INSPIREs Policy brief 1 for policymakers in relevant contexts, and 2) Building strategic alliances between organizational policy makers & practitioners, RFOs and national policy makers.

## Method

First, INSPIREs coordinator Rachel Palmen presented INSPIRE's project followed by a presentation from the coordinator of the GA+ project, Marcela Linkova, on the GA+ project. Following this, Rachel Palmen presented briefly INSPIRE's Policy brief 1, which was the basis of the co-creation workshop.

Afterwards, based on these stakeholder groups, participants were broken into 6 different small break-out groups where a member of the consortium acted as a moderator for each group; given the overrepresentation of participants with a background from RPOs, we had 4 RPO groups, one RFO group and one policy makers group. Notably, the last two groups (RFO and policy makers) included stakeholders from the GENDERACTIONplus project as well as from INSPIRE, so they allowed for cross-pollination between the two projects.

Each group had 45 mins to work with the MIRO board tailored to their specific stakeholder context, where they were all asked to identify key issues, identify what was missing from the policy brief, and to operationalize the policy brief by providing reflections and examples on how the policy brief could be useful in their day-to-day work, along with one to two other operationalizing questions, depending on their position. (i.e. RPOs were asked to operationalize via best practice examples, and integration of intersectional approach to GEPs; RFO's were asked on how overall funding organizations could promote inclusive GEPs; And policy makers were asked how inclusive GEPs could be promoted on a national level, and how they might be monitored on a national level).

Following the breakout room discussions, there was 45 mins for both plenum sharing and then a whole group discussion. This allowed for more exchange, knowledge-sharing and cross-pollination across stakeholder groups as well as across projects.

In terms of attendance and representation, the co-creation workshop was well attended with 19 members from the INSPIRE project (e.g. consortium partners and CoP members), and six members from the GA+ project were present. In terms of geographical representation, there was a wide range of stakeholders across Europe attending, including also widening countries.

## Results

The six figures below depict each different group's MIRO board with their input from their breakout group session.

In general, both the facilitators in each group, and the group members in the plenum reported rich, interesting and useful discussions in the break-out groups, and the groups provided important insights into how the policy brief can be operationalized in different contexts and areas. A few groups commented that they felt like they had so much to share and discuss, that it was difficult to move from one area to the next. Group 1 reported that because of this,



they didn't have a lot of time to thoroughly discuss the last question, as illustrated in the blank green box in figure 2, located on page 15.

## Results of the RPOs

Figures 2-5, below, depict the four MIRO break out boards from the groups with CoP members from RPOs. Across the four RPO groups, the issues that were reported as being most important for them to operationalize were 1) data collection (including how to collect and work with intersectional and inclusive data), 2) intersectionality, and 3) sustaining change. Notably as well, some of the groups also highlighted the importance of language, conceptual clarity, as well as translatability. One of the groups also answered that a participatory approach to define inclusion was important to them. Another group highlighted also the need for visibility, and another answer from another group reflected the precarity of DEI work in RPOs, as they report that they were missing one person in the institution, who is responsible for the operationalization concept.

When asked what was missing from the policy brief, and what else was important to address in DEI work, the groups had a plethora of important input. They can be summarized in the following eight points:

- 1) Lack of an approach to inclusiveness in a digital context
- 2) How to link institutional policy development to national policy makers to gain support?
- 3) Guidance for different CoP models:
  - Guidance/roadmap on how to go beyond what we already know and overcome the limits that we already faced in our CoPs.
  - How measure change in CoP
- 4) New insights for sustaining the change; what change do we mean? How do we measure the change?
- 5) Decolonizing – definition
- 6) Deepening the operationalization of cultural diversity/racism within higher education:
  - How to make sure we organize participatory policy development ('not about us without us')
  - Difficulties in prioritizing needs of certain groups. Especially if a group is small
- 7) Data protection strategies/policies, data collection and how to deal with sensitive data (data protection) and intersectionality
- 8) Money

Notably, multiple groups highlighted that how to measure change in DEI work (also in CoP work) was missing from the brief. Similarly, multiple groups pointed out that data protection and collection needed to also be expanded upon, also regarding how to deal with sensitive data, data protection and intersectionality.



When participants were asked about best practices in participatory GEP design, monitoring and evaluation from their institution that they could share, they pointed to multi-sited strategies that included multi-level/multi-stakeholder design, as well as the importance of basing a GEP on data. They included the following points:

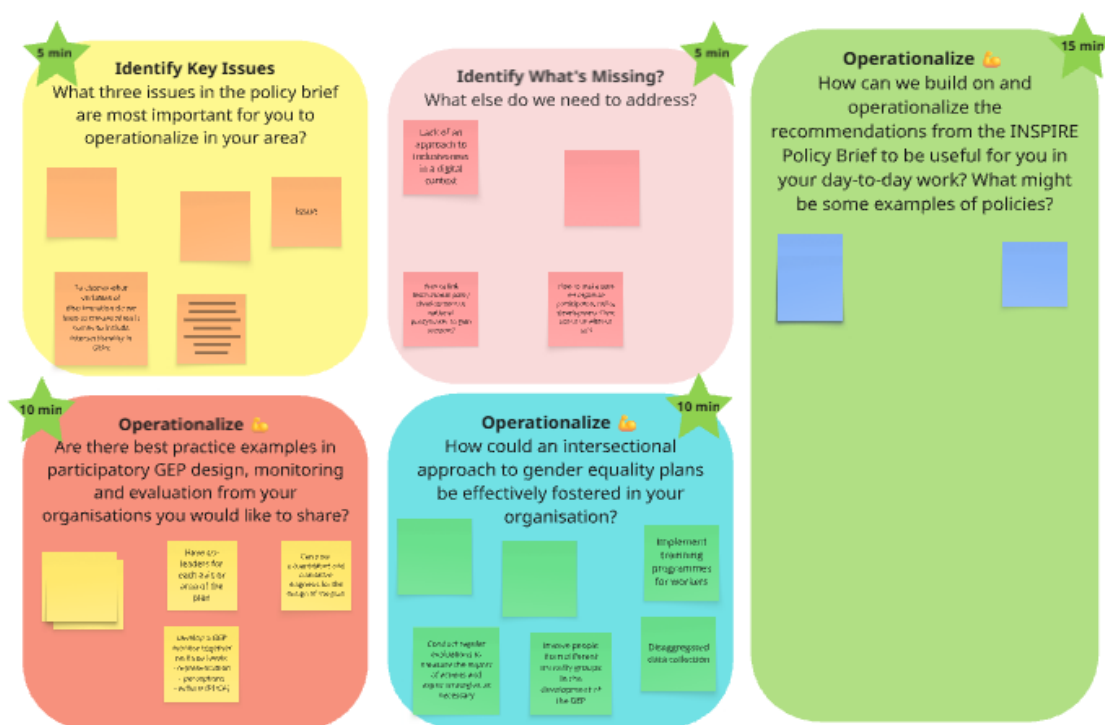
- Have co-leaders for each axis or area of the plan
- Develop a GEP monitor together on three levels: representation, perception, actions (PDCA)
- Carry out a quantitative and qualitative diagnosis for the design of the plan
- All staff survey to measure impact:
  - Process:
    - Conduct an anonymous survey for diagnosis and communicate advancement
    - Hold a co-creation workshop to present diagnosis results and propose actions for each GEP area.
    - Prioritize actions within the EDI committee
    - Present the final EDI plan to the entire community and get feedback
- Focus groups
- Logical framework shared with everybody and is shared
- Working groups, specific issues
- Qualitative research taking into account minority groups
- Find a person with power
- Cooperation with students to create change

When the groups were asked about how an intersectional approach to gender equality plans could be effectively fostered in their organizations, answers pointed in different directions, demonstrating the complicatedness of IGEPs. Answers included:

- Implement training programs for workers
- Conduct regular evaluations to measure the impact of actions and adjust strategies as necessary
- Involve people from different minority groups in the development of the GEP
- Disaggregated data collection
- Adapt governance to intersectionality (promoting interdepartmental collaboration and sharing projects/resources)
- Irish institutions work to Athena Swan gender plans, this includes an intersectional approach, so this has helped to increase knowledge
- Our institution is also one of the most diverse in student demographics, so this helps
- Working in a team – by external funding
- Creating specific team devoted to gender, equality, diversity and intersectionality issues

- 1) Have concrete actions where this approach has been conducted with KPI's and weakness and strengths to take into consideration
- 2) Networking and best practice, showing practical solutions and actions that we can use:
  - Establish cooperation with diverse organization within university (e.g., LGBT association)
  - Institutions invest in networking of their staff to learn about different approaches
- 3) Trainings and workshops at institutional level
- 4) Teamwork

## Group 1: RPO



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## Group 2: RPO

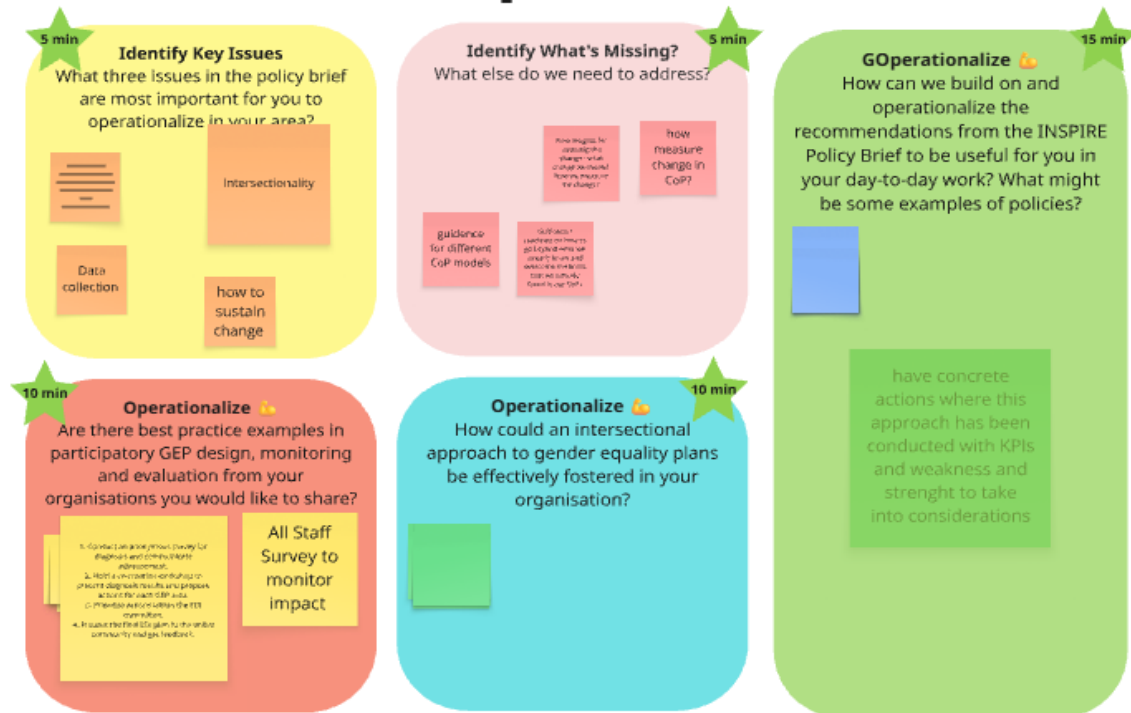


Figure 3: Group 2's RPO MIRO board

## Group 3: RPO



Figure 4: Group 3's RPO MIRO board





Figure 5: Group 4's RPO MIRO board

## RFO Results

The RFO group also had rich and engaged discussions, contributing to the workshop with invaluable feedback on the policy brief and its operationalization in relation to research funding, which is reflected in their MIRO board input, below.

When asked to identify which three key issues in the policy brief were most important for them to operationalize in your area, they highlighted 1) Data monitoring, 2) Integrating an intersectional perspective, and 3) Building CoPs.

In relation to data collection, the group noted that while some places collected data on other social categories than gender for GEPs, that the kinds of data allowed to be legally collected due to discrimination laws (other than on voluntary basis) was often a hindering factor. This echoed the input from the RPO groups. Additionally, Vinnova shared about their important work, writing, "Inclusive innovation is a core part of Vinnovas work. We work in two parallel tracks: 1) widening the participation of actors/innovators within our innovation eco-system and 2) promote gendered innovation, that is, the solutions/innovations in the funded projects".

In regard to what was missing from the policy brief and what otherwise needs to be addressed, the group commented that "more gender expertise in the government and





institutions” was necessary. And that “perhaps also the creation of central government unit, dedicated to this issue. This could be as useful as the units dedicated to gender in RFO’s.”

When asked to reflect on how funding organizations can promote inclusive GEPs, the group had a lot of important reflections that ranged across stakeholders and areas:

- Take on a leadership role in promoting gender equality
- Asking for GEPs to the applicants when submitting their applications
- Awareness Raising
  - o Beginning to use this new designation to create firstly internal and external awareness, share the concerns and actions with other RFO’s in the country
- Training in gender equality for applicants and experts
- Presenting advantages of GE in R&I projects
- Demand to implement the gender dimension into contents of the projects on national level

Lastly, the group also had some relevant reflections on how we can build on and operationalize the recommendations from the INSPIRE Policy Brief to be useful in their day-to-day work:

- Sharing good practices, producing and disseminating documents advocating the need for action
- Promoting gender equality in career
- Demand to implement the gender dimension into contents of the projects on national level
- Asking for GEPs from the applicants when submitting their application

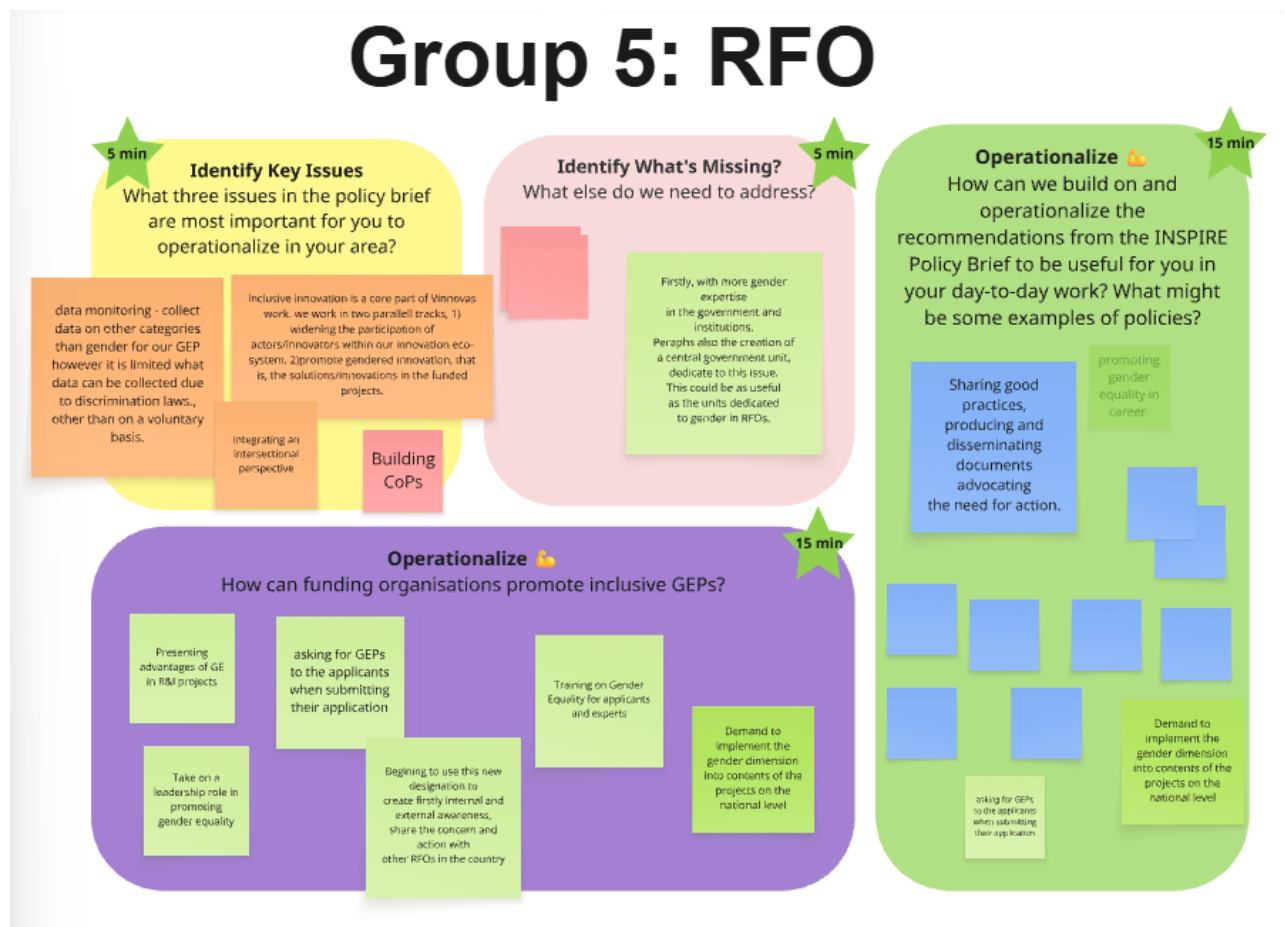


Figure 6: Group 5's RFO MIRO board

## Policy Makers (GENDERACTIONplus)

The last breakout group consisted both of INSPIRE and GENDERACTIONplus consortium members, with the INSPIRE partners facilitating the room. The important input from the group is captured in Figure 7, illustrated below. When asked to identify the key issues in the policy brief that are most important to operationalize in your area, the participants highlighted the following four areas:

- 1) Need for conceptual clarity
- 2) Context specific/policy landscape
- 3) Defining intersectional data to collect, and
- 4) Participatory approach

These areas very much echoed the areas defined as important by the other stakeholder groups.



When asked what was missing from the policy brief and what else needed to be addressed, the participants from GA+ pointed out how the following were missing yet important:

- 1) Alignment with/reference to key concepts as used at the REA forum/EC level
- 2) Develop further the case of inclusive gendered innovation (examples)
- 3) Precarity in relation to organizational logics in research and highlighted
- 4) Common approach/minimum standards across ERA that also consider contextual specificity (if that is possible)
- 5) Lack of resources

Despite the context being different from the previously discussed groups, some of the points, such as lack of resources, mirrored some of the feedback given by the RPOs.

In relation to policy work specifically, when asked how inclusive GEPs could be promoted on a national level (e.g., legislation, policy, resource allocation, others?), the group pointed to three key areas:

- 1) Funding criteria
- 2) Award schemes, EU, national prizes
- 3) National networks of GE structures at RPOs/RFOs

And when the group reflected on how inclusive GEPs could be monitored on a national level (e.g., prevalence, implementation, impact, others?), the group provided both rich best-practice examples as well as some more general ideas on national monitoring:

- 1) Collecting data: balance between specificity of each institution and common indicators
- 2) Needs some aspects of critical self-assessment by institutions but mitigate against institutional 'happy talk'
- 3) National 'SHE figures'
- 4) Challenge to identify impact of GEPs in isolation when looking at progress on gender equality

In regard to the national best practice examples, Marcela and her team shared that the Czech Republic “start round tables next year to open the debates on intersectionality with key stake holders from highlighted and research sectors and the ministries and national authorities” *and that* “monitoring GEPs at national level, first mapping whether gender+ approach or intersectional approach is used.”

Finally, when the group was asked to reflect upon how we can build on and operationalize the recommendations from the INSPIRE Policy brief to be useful in their day-to-day work, and to operationalize this in terms of suggestions on what these policies might look like, the group pointed at numerous different and important ways to do this operationalization. They included:

- 1) Evidence based policy making
- 2) Suggest concrete actors that should be developing your recommendations



- 3) Have a commonly agreed and endorsed definition submitted to the Commission, coordinate across the two projects
- 4) Focus on translating policy into practice rather than justify why we need gender equality work
- 5) More collaboration – between policy makers and experts
- 6) Solid conceptual glossary
- 7) With defined minimum standard
- 8) Leverage work already done in evidence-based policy making

## Group 6: Policy Makers (GA+)

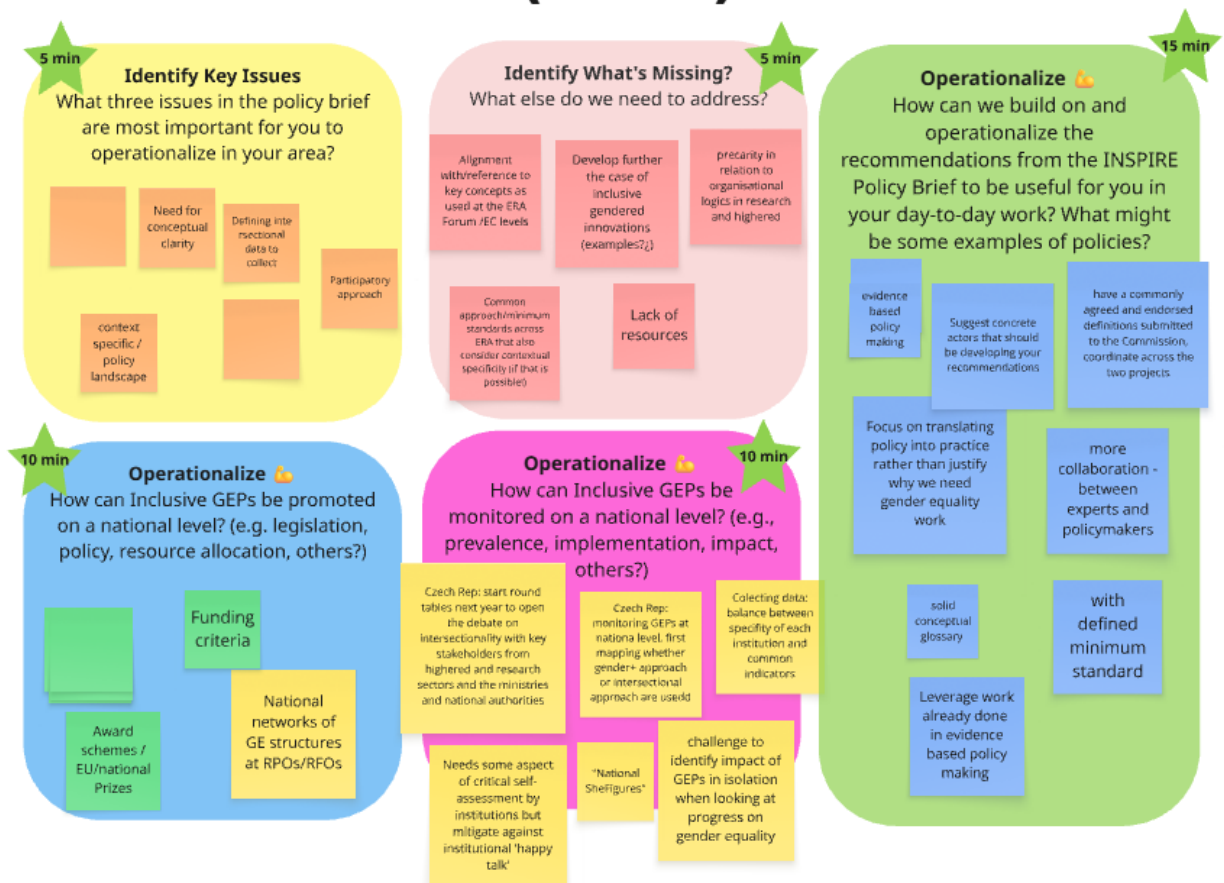


Figure 7: Group 6's Policy Makers from GA+ MIRO board



## Co-Creation Workshop 1 Conclusion

Co-creation workshop 1 provided a very important opportunity both to gain insights into INSPIRE's Policy brief 1 and how to operationalize it, but also equally important, provided a space for a cross-fertilization between INSPIRE and GENDERACTIONplus. This mixing was paramount as it provided new and important insights into policy making at national level and also related to EU coordination.

While the insights were not fed back into the policy brief (as it was already published), they were instead fed back into the overall project, enhancing multiple sites of the project, and also leading to INSPIRE's decision to include GENDERACTIONplus as an Open Training Unit 8 in INSPIRE to showcase the important findings coming out of the project.

## 2.3 Co-creation workshop 2

The main aim of co-creation workshop 2 was to get feedback on whether the indicators developed based on the empirical research in the T3.3 case studies were pertinent for practitioners and their work. The workshop specifically sought feedback on the degree to which the absence/presence of these indicators was associated with real changes towards greater GE in the practitioners' organizations.

### Method

In terms of attendance of co-creation workshop 2 on GEP success indicators, 33 people participated, including CoP members from all four KSHs as well as INSPIRE consortium members and experts all attended.

In terms of workshop structure, one of the lead researchers from the case studies, Jörg Müller, started the session with a brief presentation and explanation of the six GEP success factors for impact/change derived from INSPIREs case studies (as shown in figure 8 below). Indeed, he presented the following six factors and their sub-factors categorized within the main six:

- 1) Strategic organizational commitment
  - a. GE/ EDI is among key values/ strategic priorities of the organization
  - b. Dedicated resources (at least 2x FTE or equivalent)
  - c. EDI/GE officers participate with voice and vote in top-leadership decision making
  - d. Organization has a GE/EDI governance frame
  - e. Accountability of top-leadership for GE/EDI
  - f. Vice-president for GE or EDI
- 2) Evidence-based, reflexive approach
  - a. Monitoring framework in place tied to GE goals/targets
  - b. Existence of data expert group
  - c. Periodic systematic data collection—including quantitative and qualitative data



- d. Data systematically feeds into decision-making
  - e. Evaluation of progress made on tackling inequalities
- 3) Gendered knowledge
- a. Experiences of discrimination by minoritized groups become part of the knowledge base and feeds into intervention design
  - b. Training for whole organization community is mainstreamed (obligatory/ optional)
  - c. GE becomes a criterion in scientific and administrative decision-making
  - d. Rationale of GEP (social justice/business logic) & scope (beyond gender— intersectional/EDI)
  - e. Gender dimension integrated across all disciplines, including high status disciplines
  - f. State-of-the-art knowledge feeds into GEP design and actions (structural change)
- 4) Inclusive community for change
- a. Men are involved in GE/EDI work
  - b. Includes academic & administrative middle management
  - c. Sustainable: GE/EDI work is formally recognized (pay/career progression/reduction of teaching load)
  - d. Effective organizational processes and procedures are implemented
  - e. Bottom-up initiatives, e.g. staff indicatives
  - f. Scope: all/most stakeholders groups are involved in/represented in change process
- 5) Enforceable legislation
- a. Effective sanctions
  - b. Presence of comprehensive and progressive national legislation and policies (recourses and status)
  - c. Legislation specifies organizational GE/EDI thematic content & process elements
  - d. Solid external certification/quality standard checks in place (compliance check)
  - e. Academic freedom undermining equality work
- 6) Supportive cultural and social context
- a. Discriminatory behavior is called out and tackled by the majority
  - b. Empathy and respect are the default
  - c. Gender equality is strived for and permeates the organization
  - d. Existence of social feminist movements inside and outside the organization
  - e. Extensive network of NGOs and civil society organizations
  - f. Wider social consensus in favor of gender equality

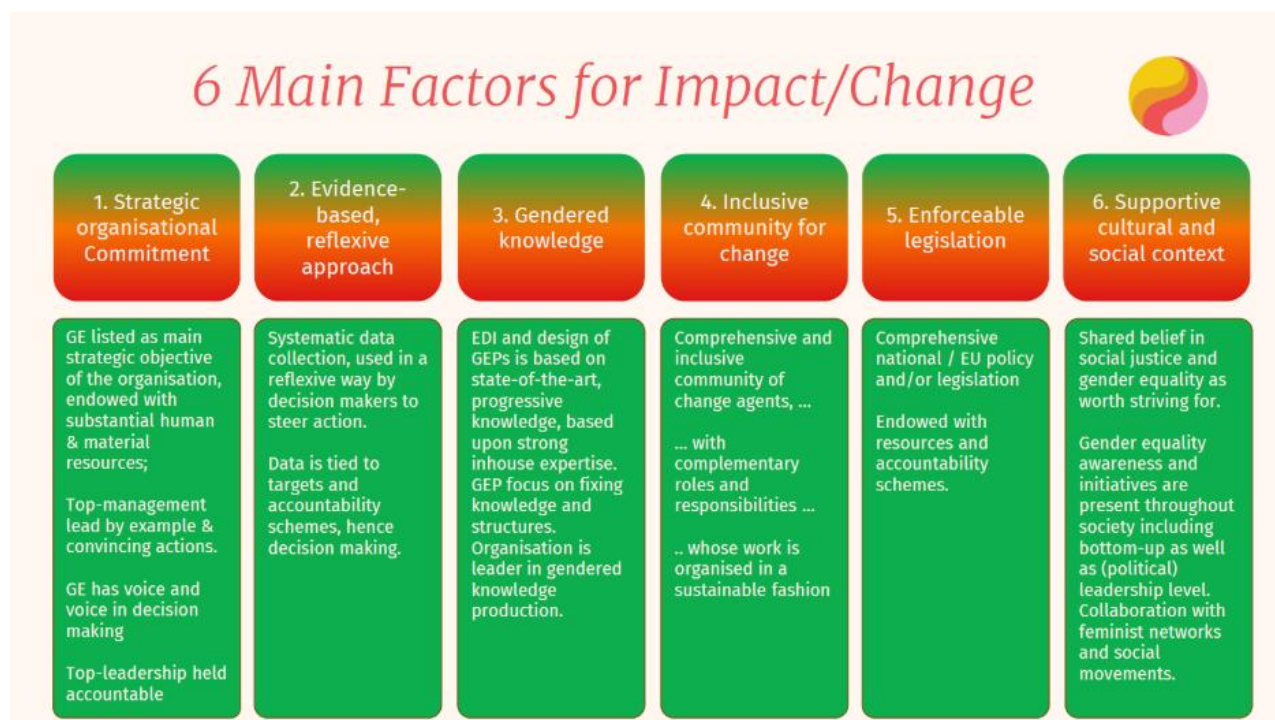


Figure 8: INSPIRE's 6 Main Factors for Impact/Change

Following the presentation, CoP members were put into random break-out groups on Zoom, where they were asked to place the indicators (each factor was written down on a post-it note for the participants to place on the graph) on a continuum scale on a MIRO board according to degree of consensus; the Y-axis represented the degree of importance, from very important to least important, and the X-axis represented the degree of which the indicator contributes to deep and positive change: from “item contributes positively to deep structural change/”success” to “absence/lack of item contributes to the status quo, no change, or even backlash.”

Figure 2, below, depicts the design of the MIRO boards, specifically the one on strategic commitment, that was presented to the participants.



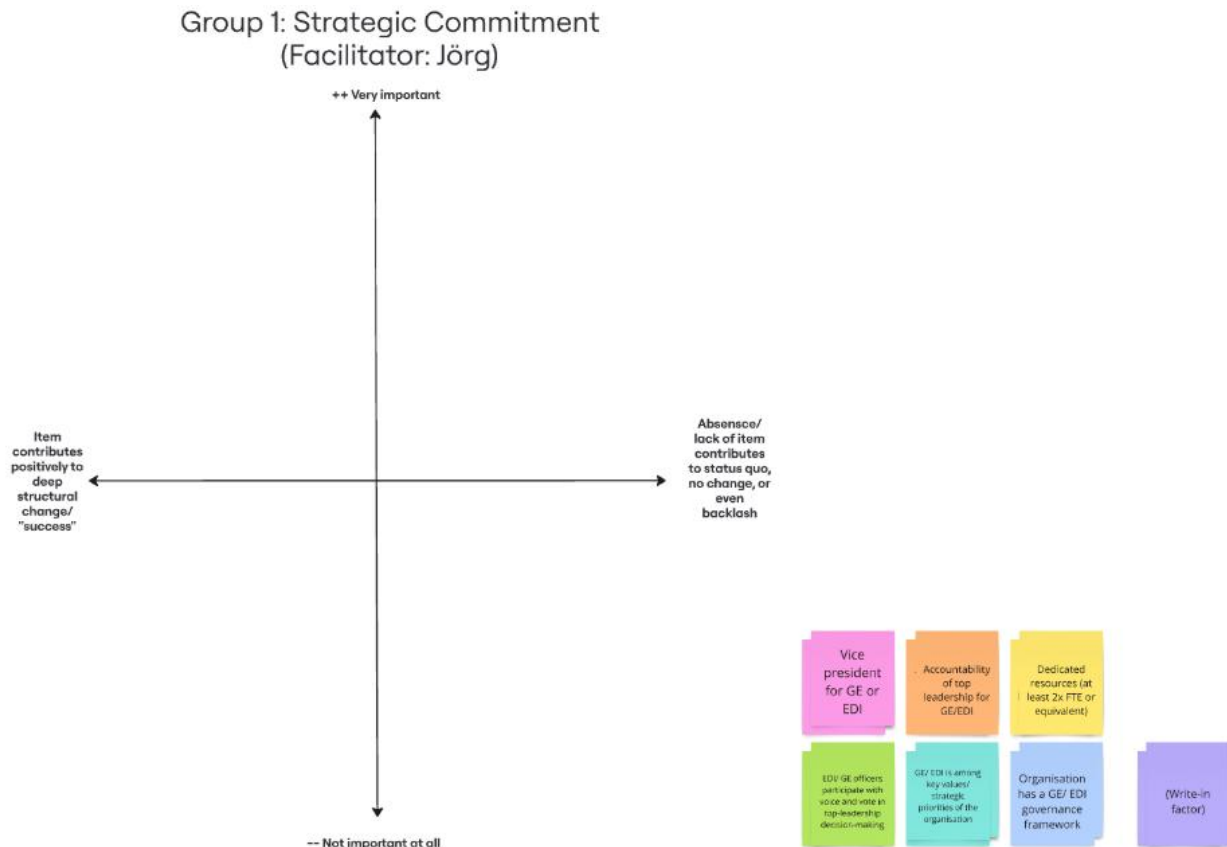


Figure 9: Blank MIRO board graph presented to participants, with factors written on virtual sticky-notes

Participants were asked to discuss the indicators and place factors on the sticky notes on the graph. Additionally, participants were also given blank post-it notes (colored indigo) where they could identify missing indicators. During the placing, researchers from the INSPIRE T3.3 case studies facilitated conversations about the extent to which the indicators reflect the power to change organizations for a greater gender equality as was the extent to which the indicators reflect embedding equality practices within the organization.

Rapporteur from each group asked to share group feedback in plenum session with the whole group, where we had a larger discussion about the factors.

## Results

Overall, the groups had very rich input to the different factors. It is notable that all groups besides group 1 decided to have each participant place a post-it for each indicator on the MIRO board. Group 1's group discussed the indicators and agreed together on where they should be located.





## Factor 1: Strategic Commitment

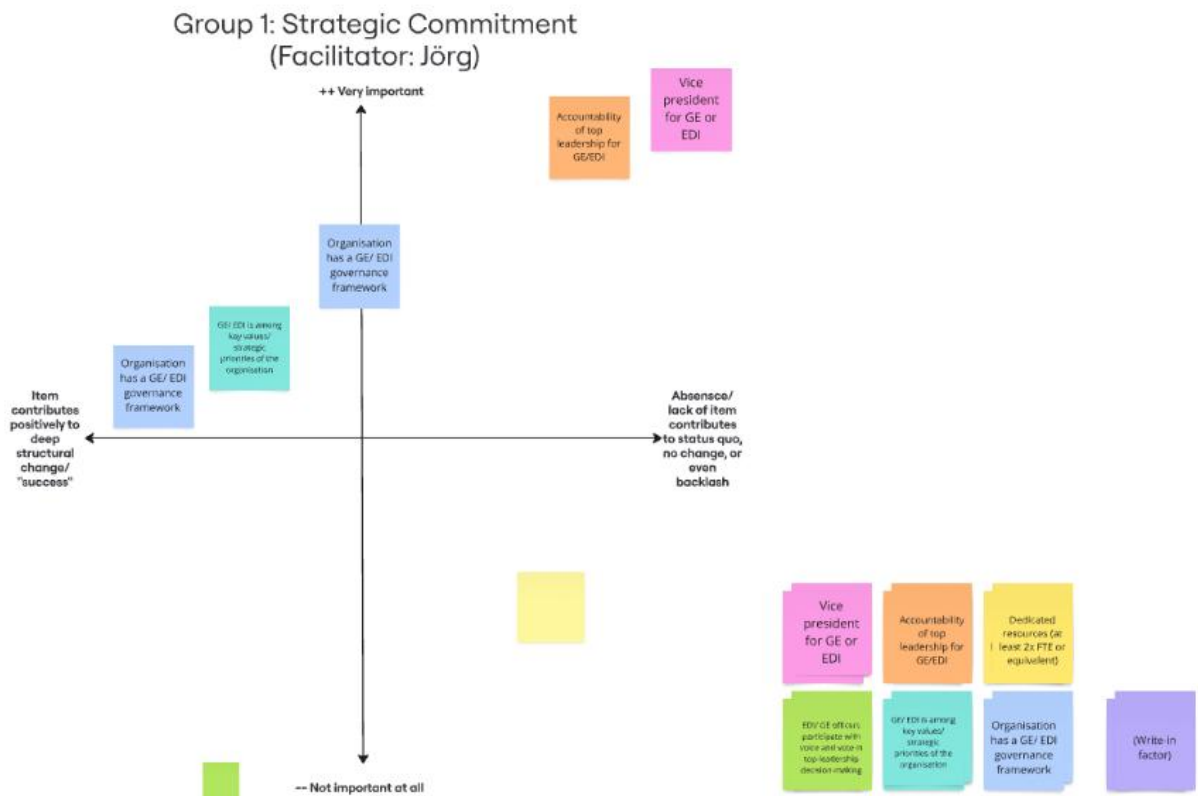


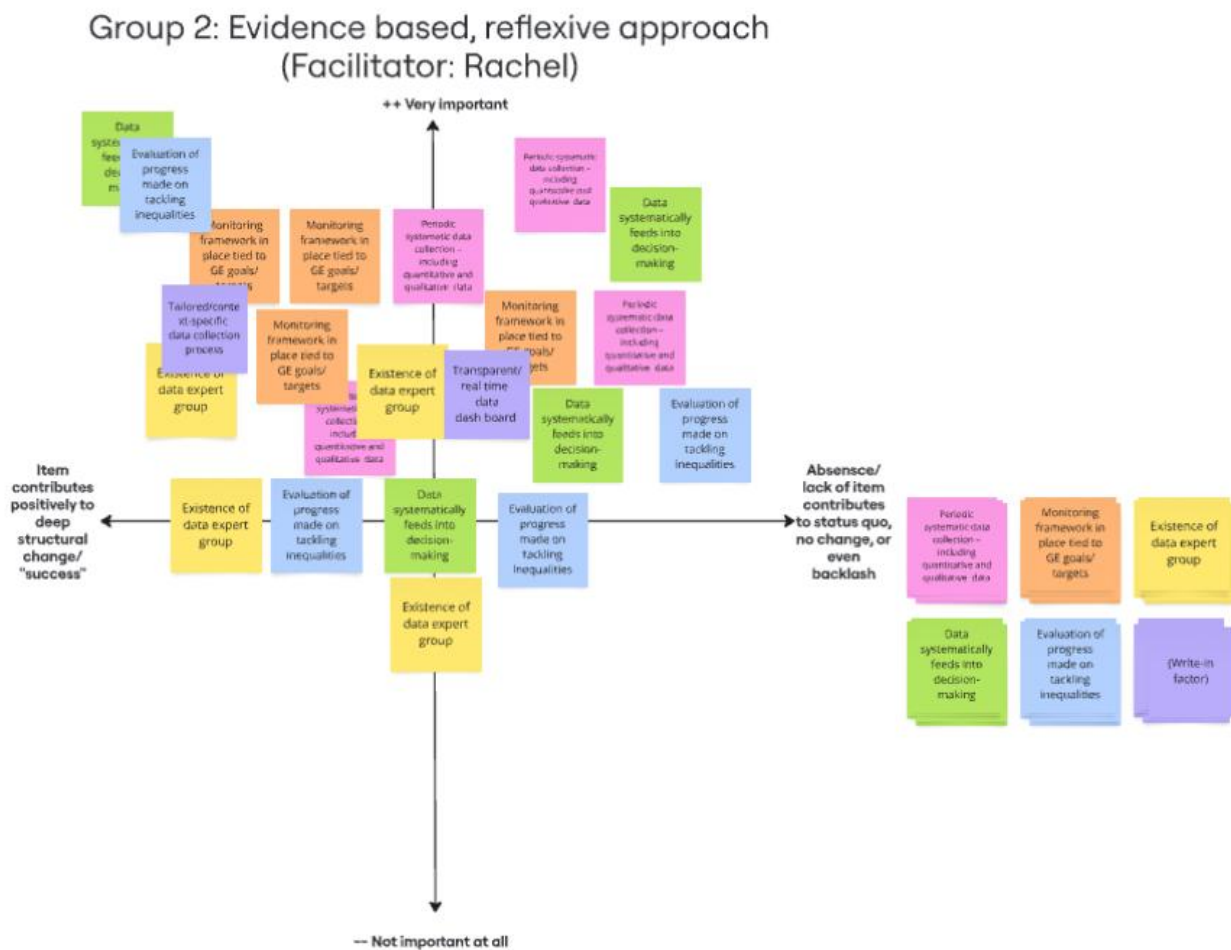
Figure 10: Group 1's MIRO board on Strategic Commitment

Group 1's feedback on the GEP success factor, *Strategic Organizational Commitment*, revealed mixed experiences regarding its implementation. Out of the three participants in the break-out room, only one reported that the proposed indicators had been largely implemented within their organization. The other two participants described their organizations as either having just started the process or struggling due to a lack of top-management support, with one participant even describing their efforts as a "lone-warrior" initiative. This indicates that the indicators identified key elements of change, but these changes are not always self-evident or widely adopted within organizations.

The indicators could be said to identify key elements of change which are not self-evident within organizations.

A main element identified as missing from the indicator or main factor involves the ability to attach gender equality needs to other priorities of the organization. The possibility to latch onto other issues was identified as a productive strategy for change. Another important aspect discussed concerns legislation which was also deemed a "burden" if not sufficient resources are available to implement actions that are needed for the compliance with the policy recommendation or legal requirements. Lastly, another point raised identified training activities implemented in an organization as making a rather small contribution.

## Factor 2: Evidence based, reflexive approach



[illegible]

The GEP success factor *Knowledge/Competence* prompted a range of interpretations and discussions among participants, particularly concerning the indicators and their implications for institutional change. One key issue that emerged was confusion over the abstract nature of some factors, as well as ambiguity regarding the board used to evaluate them.

The main points of the discussion can be summarized as follows:

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- ## Factor 4: Inclusive Community of Change Agents



While all participants but one validated all indicators, there was one person who stated that they did not think that the indicator “all/most stakeholder groups are involved in/represented in change process” was of importance. However, it is important to note that the discussion focused almost exclusively on two indicators: “men are involved in GE/EDI work, and



“GE/EDI work is formally recognized (pay/career progression/reduction of teaching load). Thus, the input from the workshop for the other four factors is sparse.

### Factor 5: Enforceable Legislation

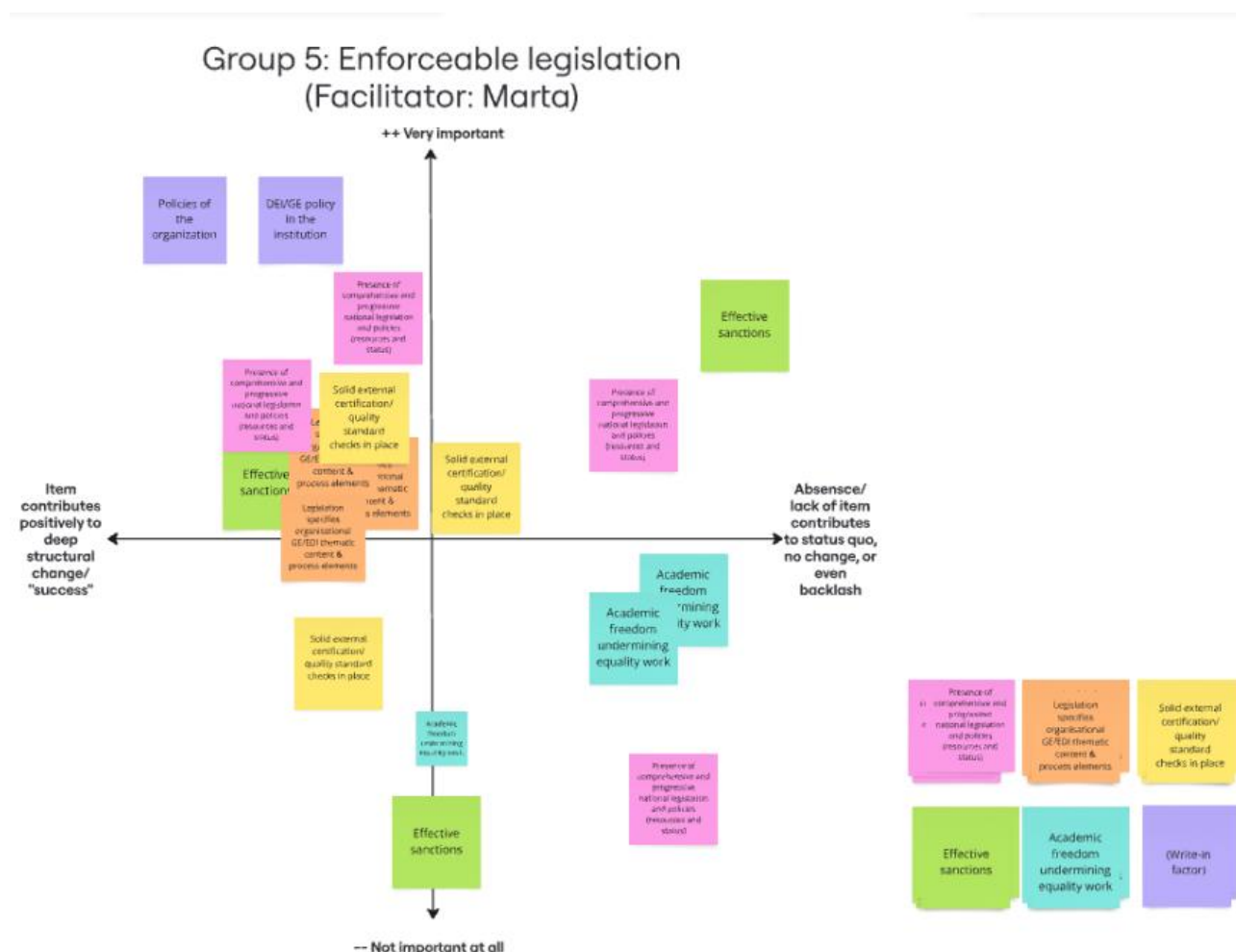


Figure 14: Group 5's MIRO board on Enforceable Legislation

In the groupwork on the GEP success indicator *Enforceable legislation*, there was great variety in the group on how important each indicator was in their organizational context, and to which degree it contributed to success, status quo, or backlash within the organization.

Interestingly in this session there were more indicators that were deemed less important or not important at all, as compared to the categorization of indicators in the first four groups. It is also surprising that the two most indicators deemed most important and as contributing to deep structural change/success were not the five factors that came from the case studies work, but rather they were two missing factors brought into the discussion by the participants, namely, “policies of the organization” and “DEI/GE policy in the institution”. Thus, the organizational contexts of the specific universities were deemed more important than e.g., the national legislation. However, the two indicators that were linked to national legislation



(“presence of comprehensive and progressive national legislation and policies (resources and status)” and “legislation specifies organizational GE/EDI thematic content & process elements” were deemed the next most important indicators by three of the four participants.

### Factor 6: Supportive Social and Cultural Context

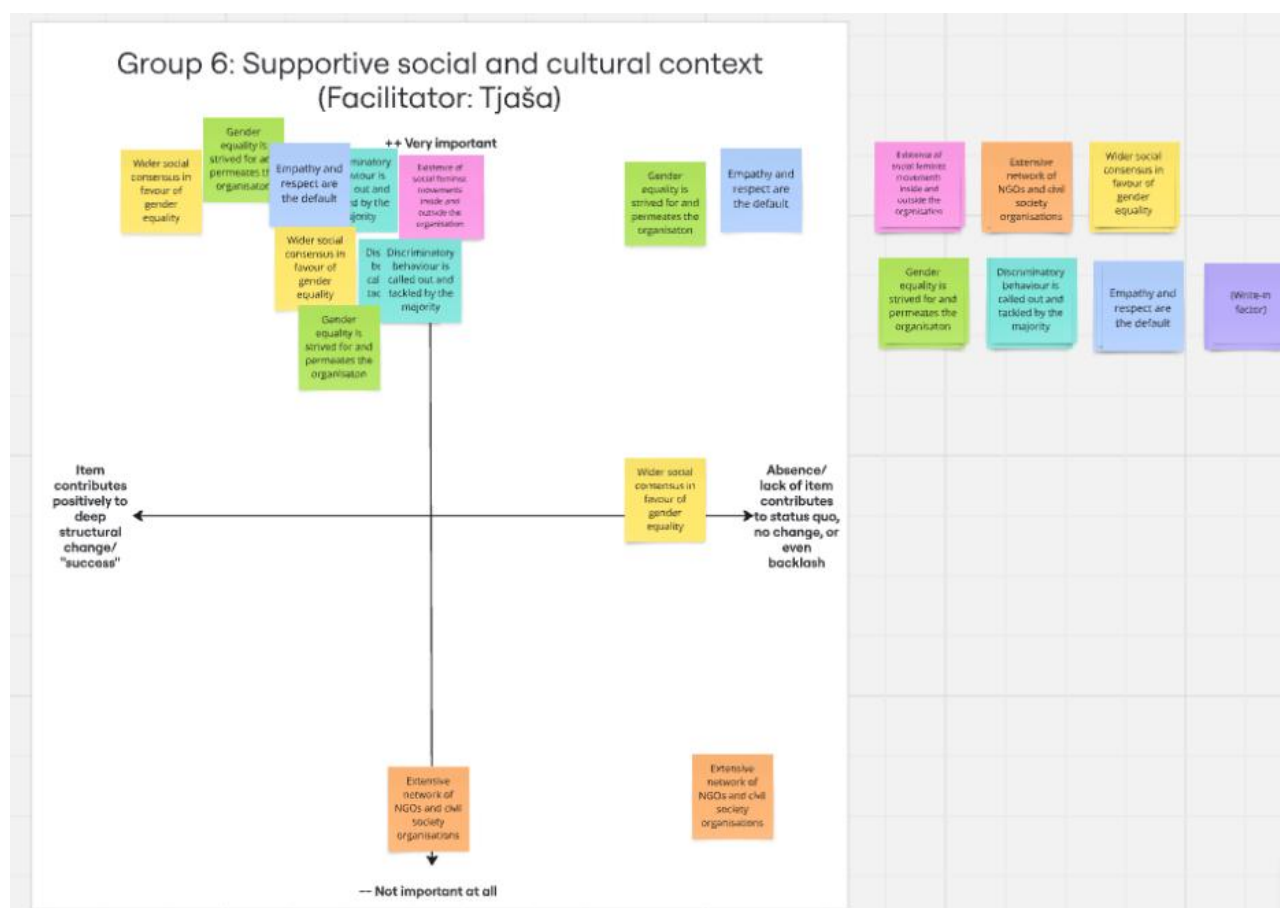


Figure 15: Group 6's MIRO board on Supportive Social and Cultural Context

The GEP success factor *Supportive Social and Cultural Context* was widely regarded in the group as a complex and challenging factor to assess, especially when using standardized methodologies and metrics. Participants emphasized that external factors, such as hostile backlashes, including cuts to funding and the rise of anti-progressive rhetoric, have a disproportionate impact on the implementation of gender equality initiatives.

While the six offered factors tended to reflect positive achievements, they failed to adequately capture the negative pressures and societal resistance that shape the actual policy implementation. This reflects a broader understanding that social change is not linear; instead, it exists in a dynamic interplay of progress and resistance, where every advancement is often met with a corresponding backlash. As a result, the indicators did not fully account for the cyclical nature of social change, making it difficult to grasp the full extent of the challenges organizations face in embedding gender equality practices.





## Co-Creation Workshop 1, part 1 Conclusion

Co-creation workshop 2, part 1 was helpful in concretely mapping the complexity of experiences of the importance of the different indicators in regard to which factors were important and also to what degree they helped to sustain and deepen GEP work, or not.

The important input from co-creation workshop 2, part 1 was systematically analyzed and is being filtered into the development of the DEI diagnostic tool for practitioners in order to help organizations understand what kinds of activities or initiatives they can adopt in order to work towards greater equality, inclusion and diversity in their organization.

## 2.4 Co-creation workshop 2 part 2: GEP Impact

The input from co-creation workshop 2 was used to filter into a more specific workshop on how a DEI diagnostic tool for practitioners could be most effectively used by different stakeholders in order to promote greater organizational change and thus create better impact.

### Method

The follow up co-creation workshop 2 part 2 took place on June 19<sup>th</sup>, 2025, from 14 to 17 CET on Zoom. Like previous workshops, holding the workshop in the afternoon was a priority to accommodate participants across time zones. In all, 28 INSPIRE CoP members and consortium partners attended the workshop.

In this workshop, after a brief introduction from the SDU team, Jörg Muller presented the GEP impact factors and the results from the case studies. This gave the INSPIRE team the chance to again formulate the findings from T3.3 to CoP members. This presentation was followed by a Q&A with the audience. Afterwards, Rachel Palmen gave an introduction to the diagnostic tool that INSPIRE has been developing, and its purpose.

Following this introduction, participants were broken up into breakout groups which were each facilitated by an INSPIRE consortium partner. In the breakout sessions, groups were asked to discuss the objectives, design/functionality, and envisioned results from the diagnostic tool, and specifically the following questions:

*Would such a diagnostic tool be useful for you in your everyday work? How could it be useful for you? (15 min)*

- Think about it in terms of:
  - Processes such as GEP design, implementation, monitoring?
  - Providing evidence, mobilizing resources?
  - Building alliances
  - Comparing and learning
- Are there any specific features the tool should have to serve these tasks?

*Design / functionality options of the tool (15 min)*



- Potential respondents: single person, 1 person per stakeholder group (approx. 6), multiple respondents per organization
- Structure: 6 main thematic block (main factors), 4-6 sub-sections.
- Question types / answers: detailed questions versus self-assignment to one level of calibration table(s). (see attached slide)
- Online questionnaire tool with centralized data gathering (enables comparison)
- How do you envision the output (visually, text)?

*What results do we envision? (15 min)*

- Diagnostics I: Where does each organization stand on each factor? Relevant especially with multiple respondents (level of agreement)?
- Diagnostics II: Where does my organization stand in relation to structural change, i.e. transformation of power/status hierarchy?
- Benchmarking: Compare own organization to similar other organizations.
- Tailored recommendations

This session was followed up by a rich plenum discussion where all groups could share their input and offer feedback on each other's. The workshop was closed by SDU.

## Results

The workshop proved to foster rich and diverse discussions that indicated a great need for a diagnostic tool for organizations and practitioners.

When asked how such a diagnostic tool might be useful for their everyday work, participants' responses can be summarized in the following eight key points, which all have several sub-components.

1. Helpful for monitoring, design and evaluation
  - a. Helpful to get information about the status quo → internal diagnostic
  - b. Helpful for comparison across universities/within networks (knowledge sharing) → inspiring and sharing best practices
  - c. Helpful during beginning whole phase of GEP → checklist of data (qual/quant) e.g. culture hard to interpret at institutional level
  - d. Helpful as a reference book or consulting manual for GEP work, also in working groups
2. Helpful for gathering information and dissemination across stakeholders
  - a. It can help to know who is "doing well"
  - b. A diagnose methodology which is complementary to field observation
  - c. involve people that do not generally work in GE topics
  - d. important for identifying gaps and room for improvement during annual/bi-annual revisions
3. Helpful to provide evidence (and for implementation) that helps answer the question "why do we need [(I)GEPs]"
  - a. Leverage to be used with management/powerful stakeholders





- b. Evidence is also interesting for researchers
- 4. Helpful for establishing didactic process
- 5. Helpful if it can measure impact
  - a. Also to correlate with GEP Impact in the broader sense
- 6. Useful for validation, as it's done by external experts in the field
  - a. Removes “bias” coming from internal organization
- 7. Empowering for gender equality officers/experts
- 8. Helpful if it can be used to qualify other plans
  - a. E.g. for frameworks of other programs/instruments of broader contexts

Noted also, however, was that one participant shared that in terms of monitoring and evaluation of GEPs, indicators are mostly already available.

Additionally, in the prompt, participants were asked to reflect upon any specific features the tool should have, where only one group responded explicitly on features, asking for an additional feature where inspiring best practice/”stories” could be shared.

Figures 16, 17, and 18 below illustrate the feedback on use of the tool, as captured on the three MIRO boards in the first part of the breakout session.

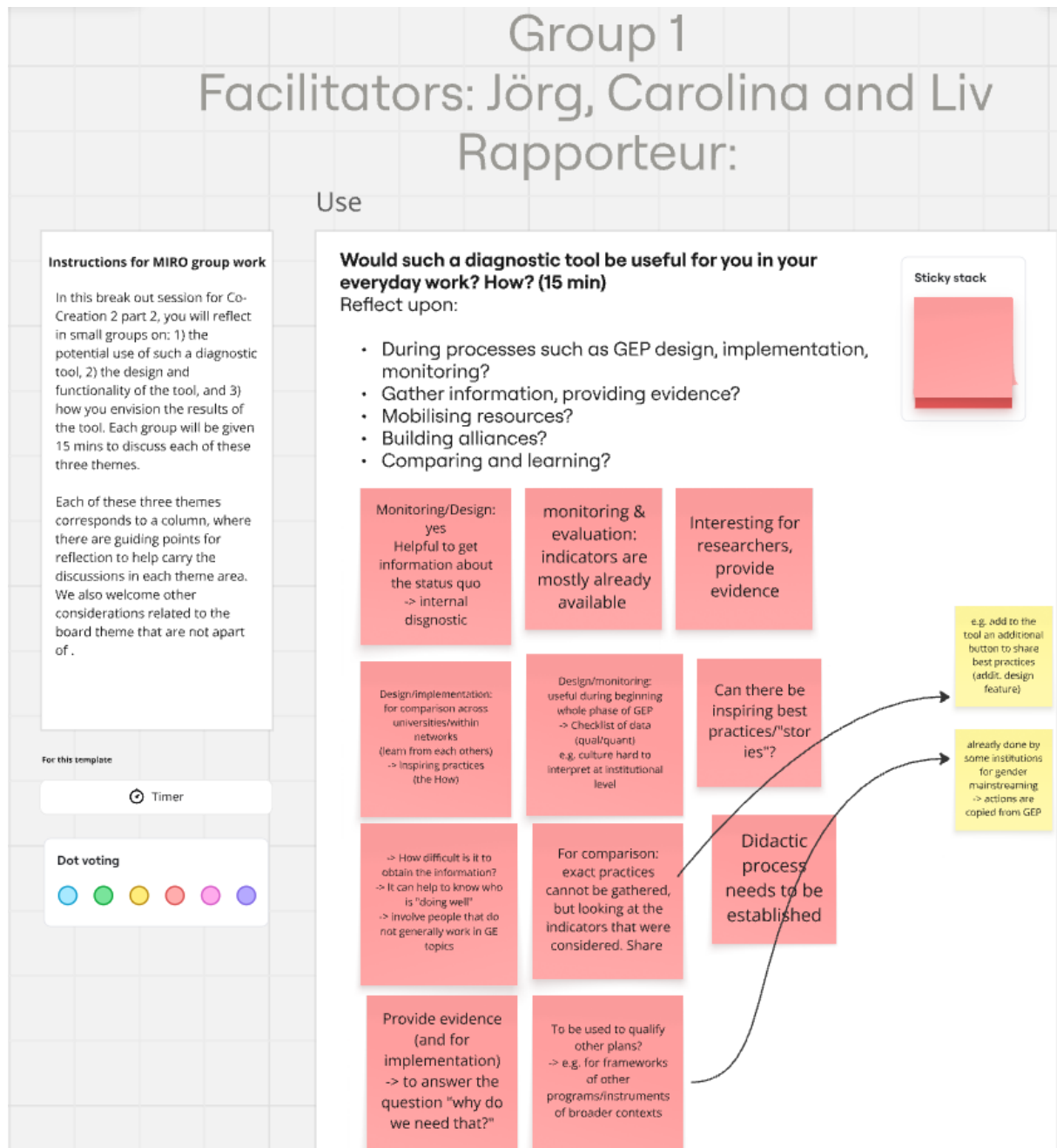


Figure 16: Group 1's MIRO board on Usefulness of Diagnostic Tool in Everyday Work



# Group 2

## Facilitators: Rachel and Aran

### Rapporteur:

Use

**Instructions for MIRO group work**

In this break out session for Co-Creation 2 part 2, you will reflect in small groups on: 1) the potential use of such a diagnostic tool, 2) the design and functionality of the tool, and 3) how you envision the results of the tool. Each group will be given 15 mins to discuss each of these three themes.

Each of these three themes corresponds to a column, where there are guiding points for reflection to help carry the discussions in each theme area. We also welcome other considerations related to the board theme that are not apart of .

⌚ Timer

For this template

**Dot voting**

● ● ● ● ● ●

**Would such a diagnostic tool be useful for you in your everyday work? How? (15 min)**  
Reflect upon:

- During processes such as GEP design, implementation, monitoring?  
Gather information, providing evidence?  
Mobilising resources?  
Building alliances?  
Comparing and learning?

**Sticky stack**

**Review Methodology**

**Standardize indicators - comparison**

**Correlate with GEP Impact in the broader sense**

**Diagnose methodology - Complement field observation**

**Interpretation model - GEP indicators**

**important to be able to measure impact**

**Identify gaps and room for improvement during annual/bi-annual revisions**

**useful to empower gender equality officers/experts**

**useful for validation and that it is done by an external source with expertise and not coming from the internal organisation**

Figure 17: Group 2's MIRO board on Usefulness of Diagnostic Tool in Everyday Work



# Group 3

## Facilitators: Paola and Molly

### Rapporteur: Ella <3

Use

#### Instructions for MIRO group work

In this break out session for Co-Creation 2 part 2, you will reflect in small groups on: 1) the potential use of such a diagnostic tool, 2) the design and functionality of the tool, and 3) how you envision the results of the tool. Each group will be given 15 mins to discuss each of these three themes.

Each of these three themes corresponds to a column, where there are guiding points for reflection to help carry the discussions in each theme area. We also welcome other considerations related to the board theme that are not apart of .

For this template

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#### Would such a diagnostic tool be useful for you in your everyday work? How? (15 min)

Reflect upon:

- During processes such as GEP design, implementation, monitoring?
- Gather information, providing evidence?
- Mobilising resources?
- Building alliances?
- Comparing and learning?

**Sticky stack**

Using the book for a reference book or consulting manual for GEP work.

IBEC designing a plan for LGBTQ+ inclusion using working groups.

In the design phase and follow-up of a new GEP or other plan, (example of Spain's new criteria for LGBTQ+ plan)

Diagnostic tool would help gain more knowledge about what we actually do, and what we don't do, and putting these things in perspective so that we can leverage this for management

Knowledge is power, data is power, so in-depth knowledge of the organization through this tool can help to pinpoint.

Using it in working groups to discuss, and also to present it to decision makers

Figure 18: Group 3's MIRO board on Usefulness of Diagnostic Tool in Everyday Work



In the second part of the workshop, the groups were asked to reflect upon the design of the tool and what kind of design would be most practical for them in their work, and what kinds of functionality options would be most relevant to have in the tool. The responses across the three groups can be synthesized into the following main points:

1. Design feature defining and illustrating different factors and their indicators
  - a. Clear explanations on definitions and defined minimum thresholds for each indicator/sub-areas are important
  - b. Consider incorporating anonymized stories and examples from case studies to illustrate them
2. Design feature sharing best practices
  - a. Consider resources like time
3. Importance of respondent(s) involvement, knowledge and power
  - a. One central person to coordinate, in collaboration with respective persons
  - b. context-dependent → Solution: many people can access and provide input
  - c. difficulty in the plurality of voices: identify and clarify who is answering the question
  - d. plurality in the interview, allow for different points of view
  - e. Potential respondents being not the top management, but someone who has organizational understanding but is still close to the people. E.g. associate Dean--connected to power, but also not top leadership
4. Keep clarity of result representation
5. Fewer questions and less time to respond
  - a. Consider Likert scale or options A-D to reflect fully in and fully out.
6. Aim for pragmatic strategies
  - a. Adapting very practical cases and data into more general strategies
  - b. Applicability of the tool for other institutional strategies would make it very attractive
  - c. Opening for dialogue check box options alone might be hard and close discussions.
7. Accessibility
  - a. Pedagogical definitions
  - b. Tool should not be too time consuming
8. Results
  - a. Immediate
  - b. Results at the end of each 6 thematic blocks gives some kind of advice, policy recommendations, etc. to help organizations know what to do next

Figures 19, 20 and 21, below, depict the MIRO boards from the three breakout groups regarding their input to the design and functionality.

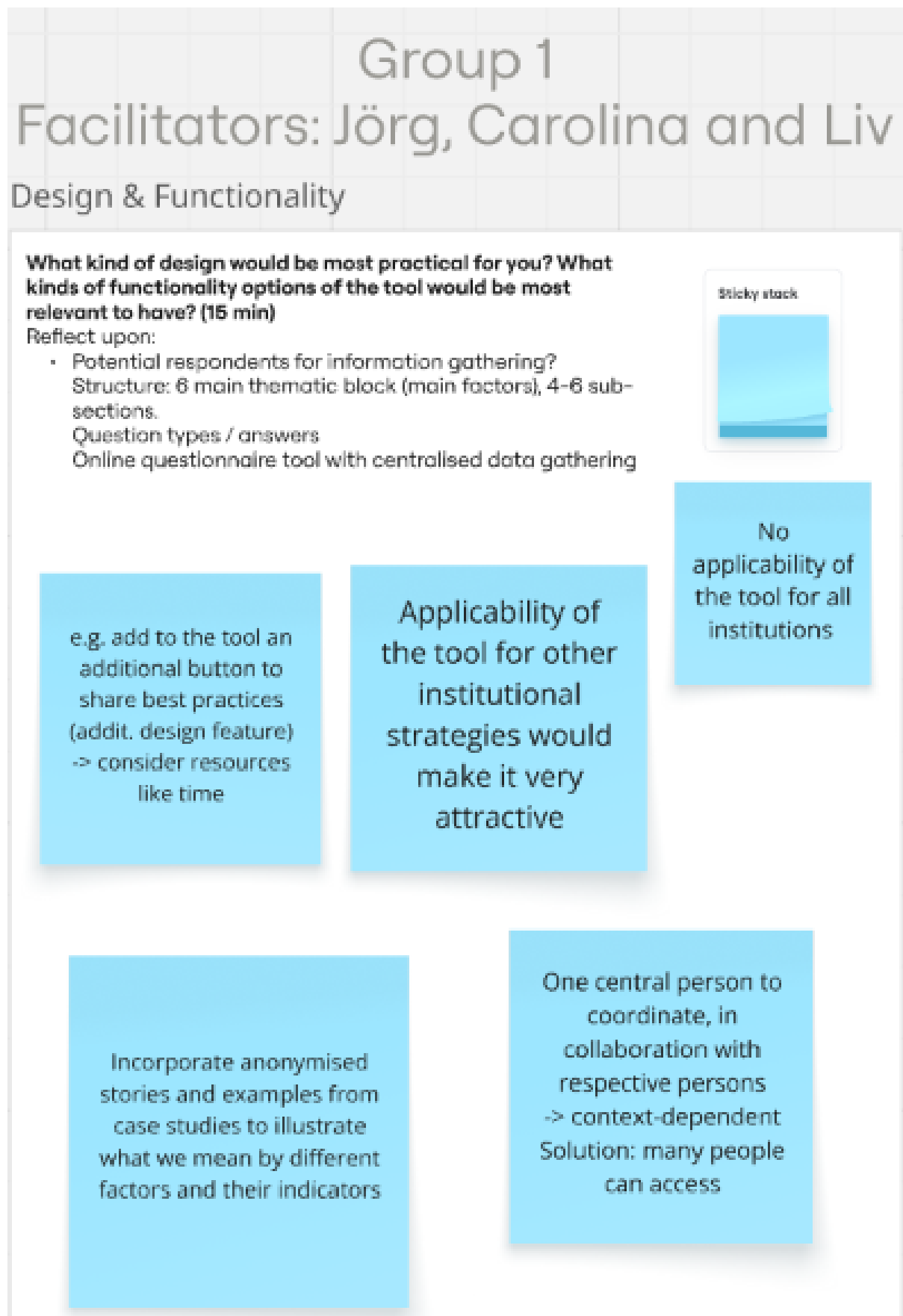


Figure 19: Group 1's Miro board on Design and Functionality

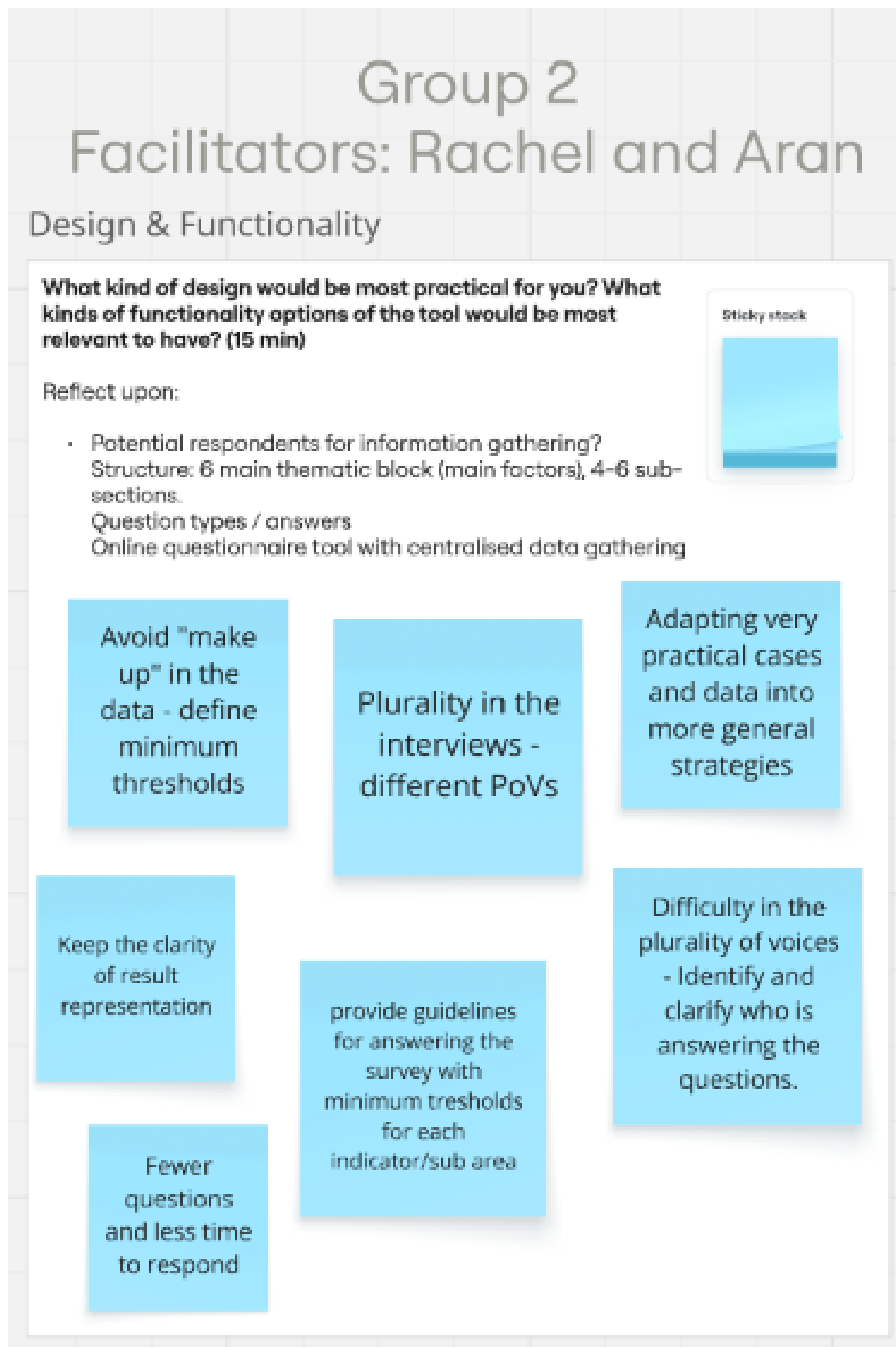


Figure 20: Group 2's Miro board on Design and Functionality

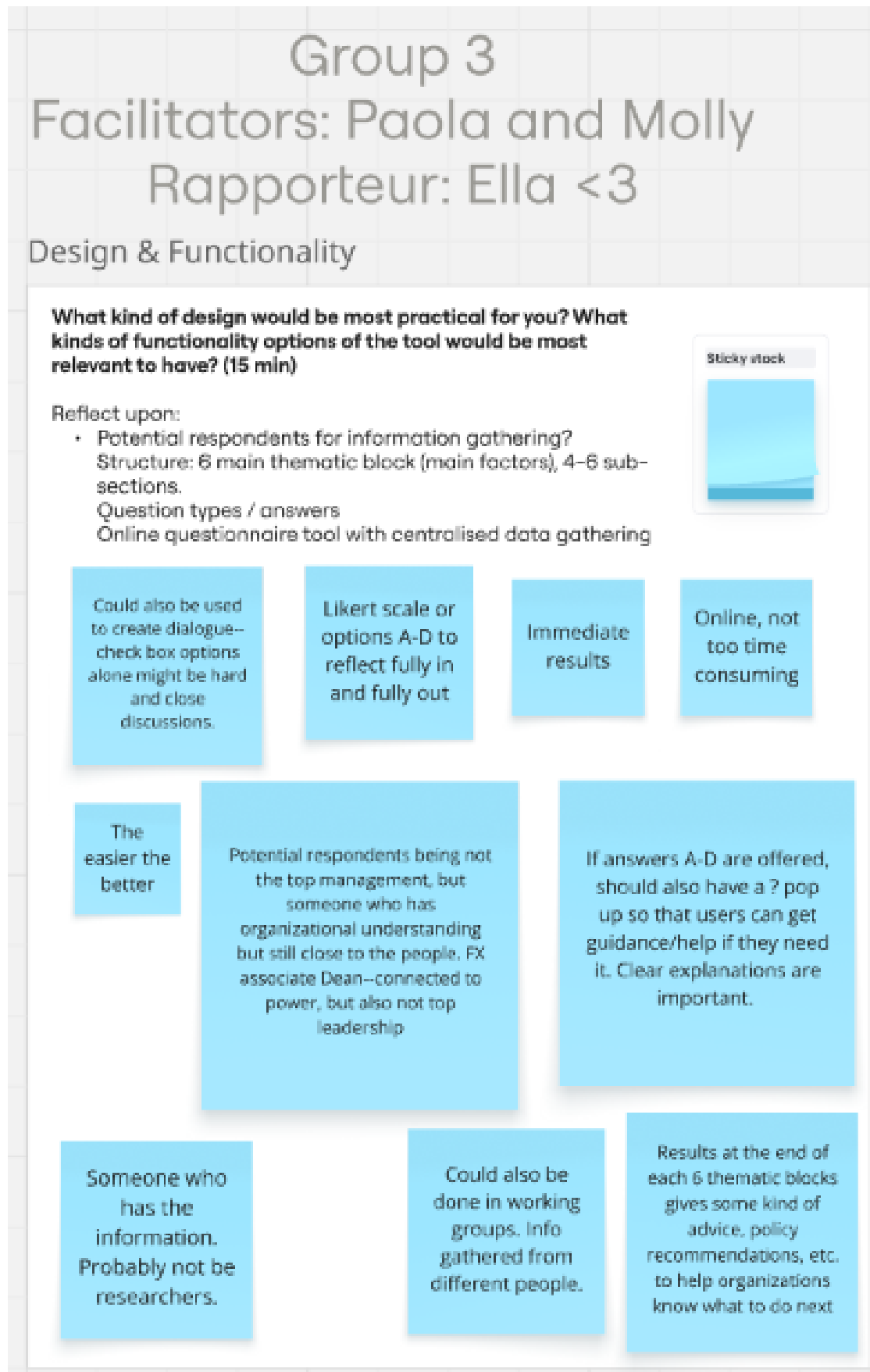


Figure 21: Group 3's MIRO board on Design and Functionality





In the last part of the session, participants were asked to reflect upon what results they envisioned, and how they envision it to be used in their organization. Some of the responses in this part overlapped with responses captured in parts 1 and 2 of the workshop, but there were still many important insights provided. The input from the three groups on this topic were captured in the MIRO boards in figures 22, 23, and 24, below.

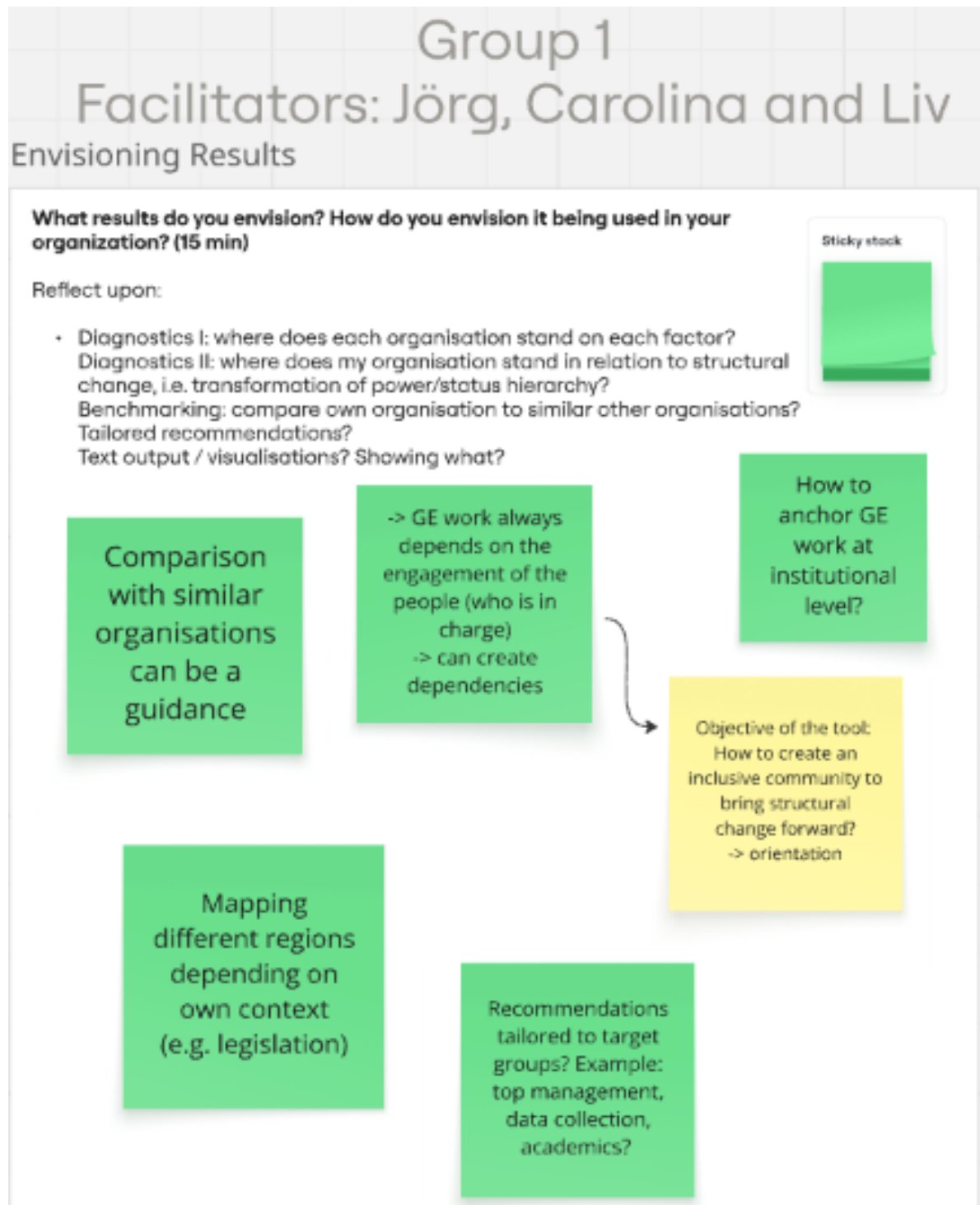


Figure 22: Group 1's MIRO board Envisioning Results

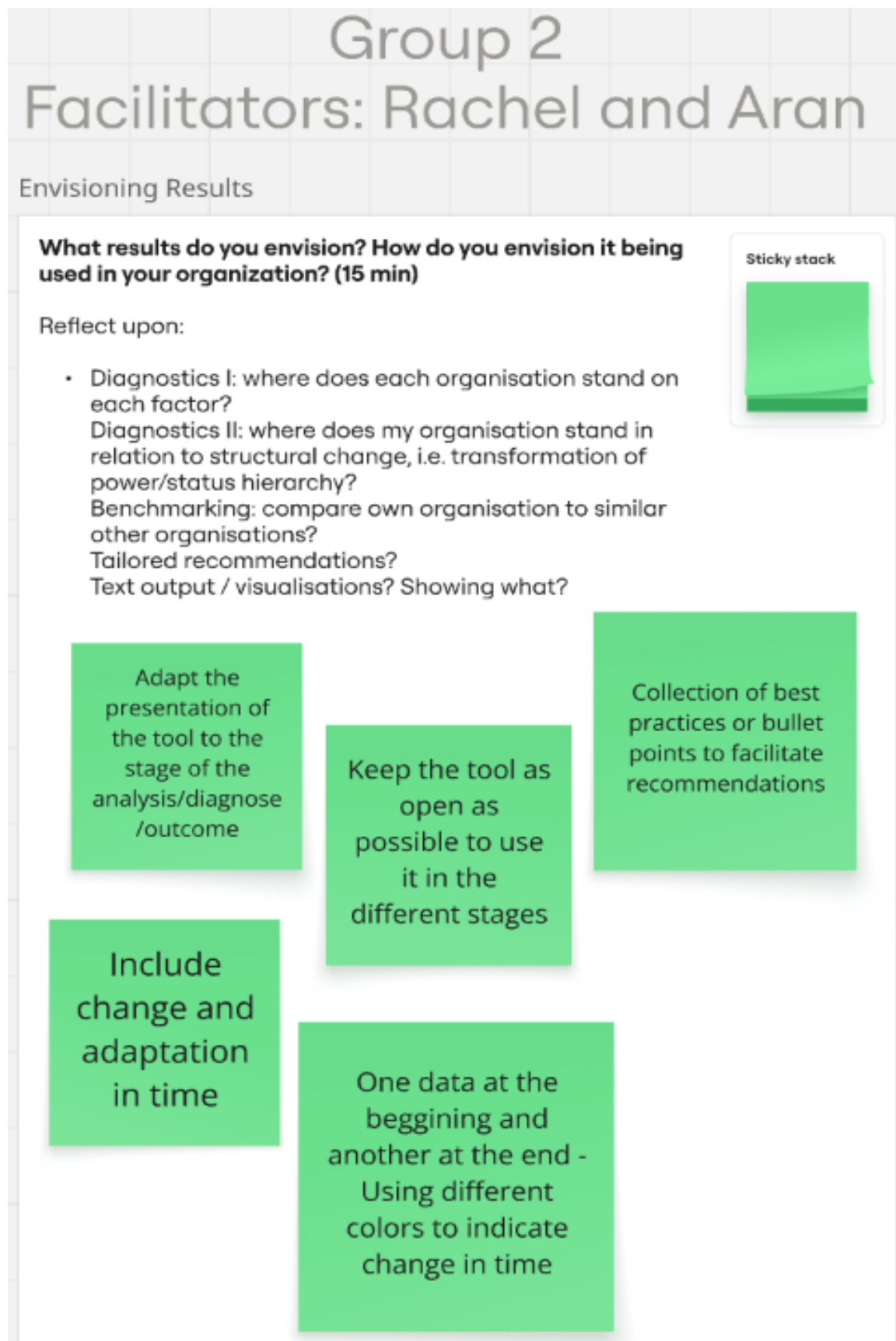


Figure 23: Group 2's MIRO board Envisioning Results



Figure 24: Group 3's Miro board Envisioning Results



The key points of the session across the three groups can be summarized into the following points:

1. Recommendations and results
  - a. Should be tailored to target groups e.g. top management, data collection, academics
  - b. Should include a collection of best practices that facilitate recommendations
  - c. Link diagnosis to help create a better GEP
  - d. Should consider the size of the organization and type of organization (research center vs. university) → this should be asked from the start of the tool
2. Anchoring GE work at institutional level
3. Tool openness, adaptability, and accessibility
  - a. Adaption of the presentation of the tool to the stage of the analysis/diagnose/outcome
  - b. Keep tool as open as possible for use across different stages
  - c. Tool should use different colors to indicate change in time → one data at the beginning, another at end
  - d. Could use anon. average out of a certain number.
4. Facilitation of comparison of results
  - a. Comparison of results with similar organizations can be a guidance
  - b. Mapping different regions depending on own context (e.g. national legislation)
  - c. Should come from external association, think-tank, etc. to help use data to be compared internationally

In terms of the last key point on facilitation of comparison of results, there was much discussion on the motivation and feasibility of doing so. Group 3 discussed how results from tools like the ESG and Athena Swan need to be public, and how this could be used as a model for INSPIRE's diagnostic tool, as this can motivate and leverage RPOs striving for excellence. Excellence was noted to be a very helpful motivating tool, since research centers and universities do not like being last in rankings. But it was also discussed that universities might not want the results from the tool to be used in comparative analysis, and that they might want to keep this information private.

Another point that was brought up in the discussion in terms of motivation and commitment was that one participant also pointed out that "GE work always depends on the engagement of the people (who is in charge)," which "can create dependencies." This point is of course important to consider when thinking about how results might be used in organizations, and whether or not they are prioritized or taken seriously. In response, it was discussed that the objective of the tool might be to create an inclusive community to bring structural change forward.



## Co-creation 2 part 2 conclusion

Overall, the workshop led to some very important discussions and insights on how INSPIRE's diagnostic tool could be useful in practitioners' everyday work in R&I organizations, how it could be designed and function, and how the results could be envisioned, communicated, and leveraged. The workshop provided a space for co-creation across different CoP members, as well as consortium members.

The feedback from the workshop has been systematically integrated into the development process of INSPIRE's diagnostic tool in order to best meet the needs of practitioners and organizations.

## 2.5 Co-creation Workshop 3

The main aim of the workshop was two-folded. First, it aimed to get feedback on the identified facilitating and hindering factors identified through empirical research on the design, implementation, and governance of intersectional equality policies. It discussed the extent to which these factors are relevant and complete according to practitioners everyday work. Second, it aimed to gather insights on four concrete topics regarding how to organize the intersectional equality policy-making process, such as through overt and covert ways of using intersectionality in policy design, stimulating ownership and coordination in the governance, ensuring ownership and accountability in the policy implementation and overcoming political backlash.

### Methods

The event was held April 2, 2025, and lasted 1.5 hours. The event was intentionally held in the afternoon so that consortium partners and participants from, for example Latin America could also participate. In all, 27 people participated in the workshop, which included both consortium members and CoP members.

In this event, consortium partners Patrizia Zanoni and Koen Van Laer from KSH 3 presented the important factors that hinder or facilitate the design, implementation and governance of **intersectional equality policies**. These factors were based on a comparative analysis of 10 in-depth case studies of higher education and research and innovation organizations across Europe.

The workshop was designed in two rounds, where participants were randomly assigned to four groups each with a facilitator by the KSH 3 leadership: both the Hasselt University team and NOTUS. The four overall themes of the four groups were the following:

- Group 1: How to do intersectionality in overt or covert ways in equality policy
- Group 2: Doing intersectionality in equality policies through governance mechanisms fostering dialogue and coordination
- Group 3: Fostering intersectional equality policy implementation through ownership and accountability structures
- Group 4: Doing intersectional equality policies amidst the political backlash



Each group was asked to reflect upon different sub questions that addressed e.g. language, usage, risks and benefits, governance mechanisms, avoiding silos, ownership and accountability mechanisms, backlash and strategies for resistance.

Keeping the four overall themes similar in round two, yet allowing participants to switch groups in the second round ensured the most feedback possible from participants for each topic, as we could both corroborate and triangulate responses, as well as generate new ideas altogether.

## Results

Overall, each of the groups gave rich feedback regarding how intersectional equality policies could be strategically organized across the four areas explored in the group work.

### **Group 1: How to do intersectionality in overt or covert ways in equality policy**

In this group, participants discussed strategies for advancing an intersectional policy agenda by:

- mobilizing the notion of intersectionality where possible, for instance by using the EU's push toward intersectionality, existing in-house expertise on intersectionality, accreditation structures, etc.
- more indirectly leveraging other concepts and equality policy labels that already have currency in organizations, such as gender+ approaches
- combining different terms and strategies during the policy design that fit the specific organizational setting.

As illustrated on the MIRO boards, figured 25 and 26 below, the rounds were split into three sections: (1) asking which terminology is used in the participants' institutions regarding GEPs and DEI policies, (2) how intersectionality can be introduced within existing terminology, and (3) what the benefits (denoted on the green post-it notes) and risks (denoted on the red post-it notes) are to the different approaches.

The figures 25, and 26, below illustrate the input to these questions in each of the two rounds on how to do intersectionality in overt or covert ways in equality policy, as captured on their MIRO boards.

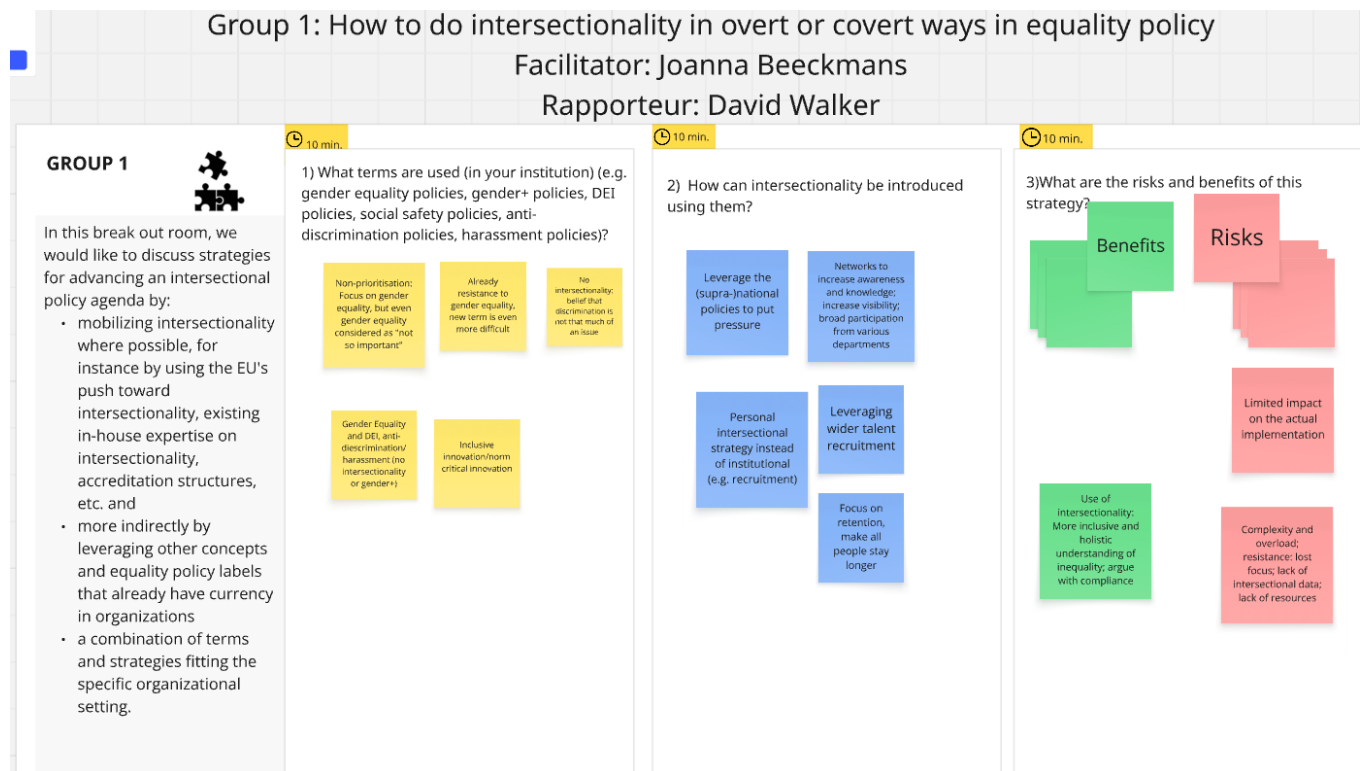


Figure 25: Group 1 round 1's MIRO board



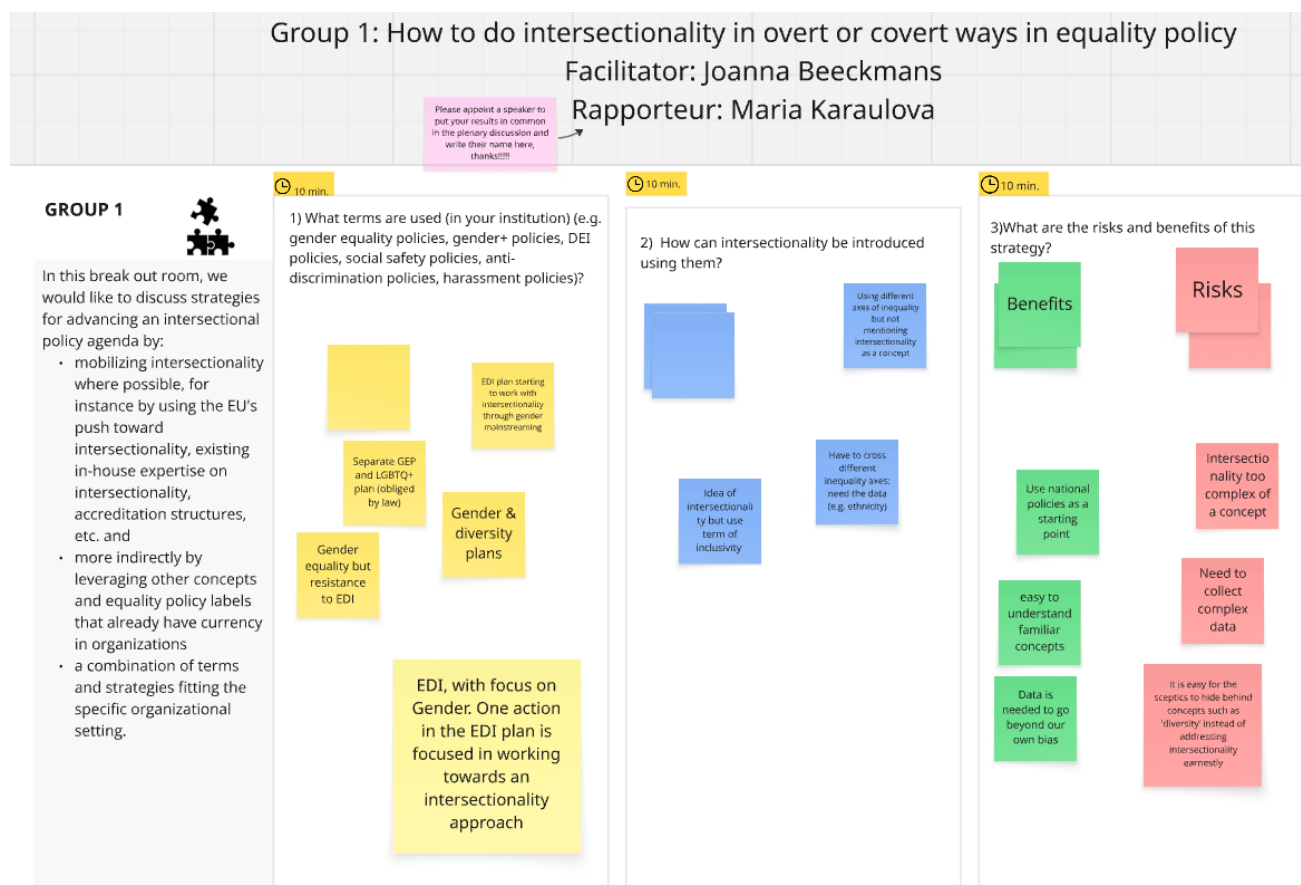


Figure 26: Group 1 round 2's MIRO board

In terms of the first question regarding which terminology is used in the participants' institutions, participants' feedback can be summarized in the following key points:

1. Non-prioritization of GE and DEI
  - a. Discrimination is not considered a problem at their institution
  - b. Working on gender equality is already contested
  - c. Resistance to GE and even more to intersectionality as new term (coming from critical race theory)
2. Fear of gender dilution if the focus does not remain on gender equality in EU mandates
3. Strategic framing
  - a. DEI plan starting to work with intersectionality through gender mainstreaming
  - b. Making a specific action in the DEI plan focused on working towards an intersectional approach
4. Overcome resistances
5. Inclusive gendered innovation or norm critical innovation
  - a. It's a language companies and funders know
  - b. "Trojan horse" → take the approach but don't name it



6. Legislation inhibiting broader diversity and anti-discrimination work by requiring silos
  - a. E.g. in Spain where Separate GEP and LGBTQ+ action plan are obliged by law to be two separate plans

These overall points were supplemented by rich empirical examples given by the CoP participants on their specific national and organizational contexts. For example, one participant from a Polish institution noted that in terms of gender equality, anti-harassment and anti-discrimination policies, an intersectional approach is included in the policies in some places, but this does not extend to practice. It was also noted that “intersectionality” as term was not very popular in their context and was only used at the individual level (research centres/university/lectures), not at the institutional level. In the Danish context, a CoP member shared that similarly, the focus was on gender equality mainly, and not really on intersectionality. The participant added that intersectional inequality wasn’t seen really as a problem in their context, and that the Danish cultural imaginary of the country being in a “post-feminist” era was a difficult to address. This attitude was compounded by a blindness and denial of the country’s colonial history, which compounded the difficulty to focus on e.g. gender and race. In the Spanish context, one CoP participant shared that while it was positive that there was a new legal mandate requiring a LGBTQ+ action plan, that in practice, it requires a siloed approach to discrimination and remains rather narrow, which makes it very difficult to make the plan intersectional and requires double the work.

When the groups were asked about how intersectionality could be introduced using the terminology, both groups had many different ideas, which can be summarized in the following main points:

1. Focus on the language of talent recruitment and talent retention
  - a. No focus on notion of ‘fairness’, anti-sexism, anti-racism
2. Individual/personal strategies of implementing intersectionality instead of institutional support
3. EU frame as pressure point to do intersectionality
  - a. Use this to management “it’s going to come anyway so might as well do it already”
4. Establishing networks (gender network/taskforce)
  - a. Creates (1) stakeholder support, (2) broad participation, (3) putting pressure, (4) gather different stakeholders vertically and horizontally (5) visibility and communication to start seeing different positionings
5. Anti-discrimination law does not help to widen from gender to intersectionality because the public opinion doesn’t believe that there is discrimination happening
6. Intersectionality in practice but not in policy
  - a. Case-to-case analysis of inequality takes an intersectional approach but not mentioned as such by the policy documents



Additionally, the Spanish CoP member in the group underscored again how it was prohibited to integrate different policies into a holistic policy, giving again the example of the GEP and LGBTQ+ policy that need to be separated

In the final part of the group work, participants were asked to reflect upon the risks and benefits of the different strategies, where the groups together identified and spent more time identifying risks slightly more than benefits:

#### Risks:

1. Lack of understanding
  - a. Belief that intersectionality will only have a limited impact on implementation because a few people believe in it/understand it
2. Ambivalence
  - a. Moving beyond mere *naming* intersectionality by *doing* intersectionality
  - b. Addressing more business case terms can hinder to address actual inequalities however, those who have power want to minimize the work
  - c. Rethink the language to different stakeholders, adopt different communication strategies
3. Complexity of the concept
  - a. Difficulties to convince others to work with it
  - b. Need shared understanding of what is meant by it in practice, not merely in the policy documents
4. Resistance due to gender dilution and overload of more tasks (lack of resources)
5. Lack of intersectional data
  - a. Makes it difficult to make a statement on why it is important
  - b. However, easy used as an “excuse” to do nothing, or focus on separate diversity markers
6. Risk that mandates to do intersectionality creates a “bureaucratisation effect”
  - a. Everything needs to be built around data
  - b. However, not doing intersectionality can be used to window-dress and focus on celebrating diversity and inclusion instead of tackling the existing inequalities

#### Benefits:

1. Belief that intersectionality is more inclusive and holistic, so the approach needs to stay
2. Most critique that intersectionality is on paper but not in practice →turn it around: not having intersectionality overtly on paper might facilitate to have it in practice



3. Use different languages to different stakeholders: use repertoires
4. Use the mandatory requirements as a starting point, even when additive approach
5. Build from familiar concepts (gender, diversity, inclusion)
  - a. Intersectionality is already a few steps ahead but can create incentive to look for how different groups might have the same objectives toward equality

**Group 2: Doing Intersectionality in Equality Policies through Governance Mechanisms and fostering dialogue and coordination**

In this group, participants in both rounds were asked to first reflect upon the kinds of governance mechanisms (e.g., structural dialogue fora, coordination body or actor, combination of leadership and participation) that foster dialogue and coordination to advance intersectionality in their institutions, and then asked how such governance mechanisms should be set up to ensure that silos are overcome and inequality reduced. The answers are recorded on their MIRO boards, as seen below in figures 27 and 28.

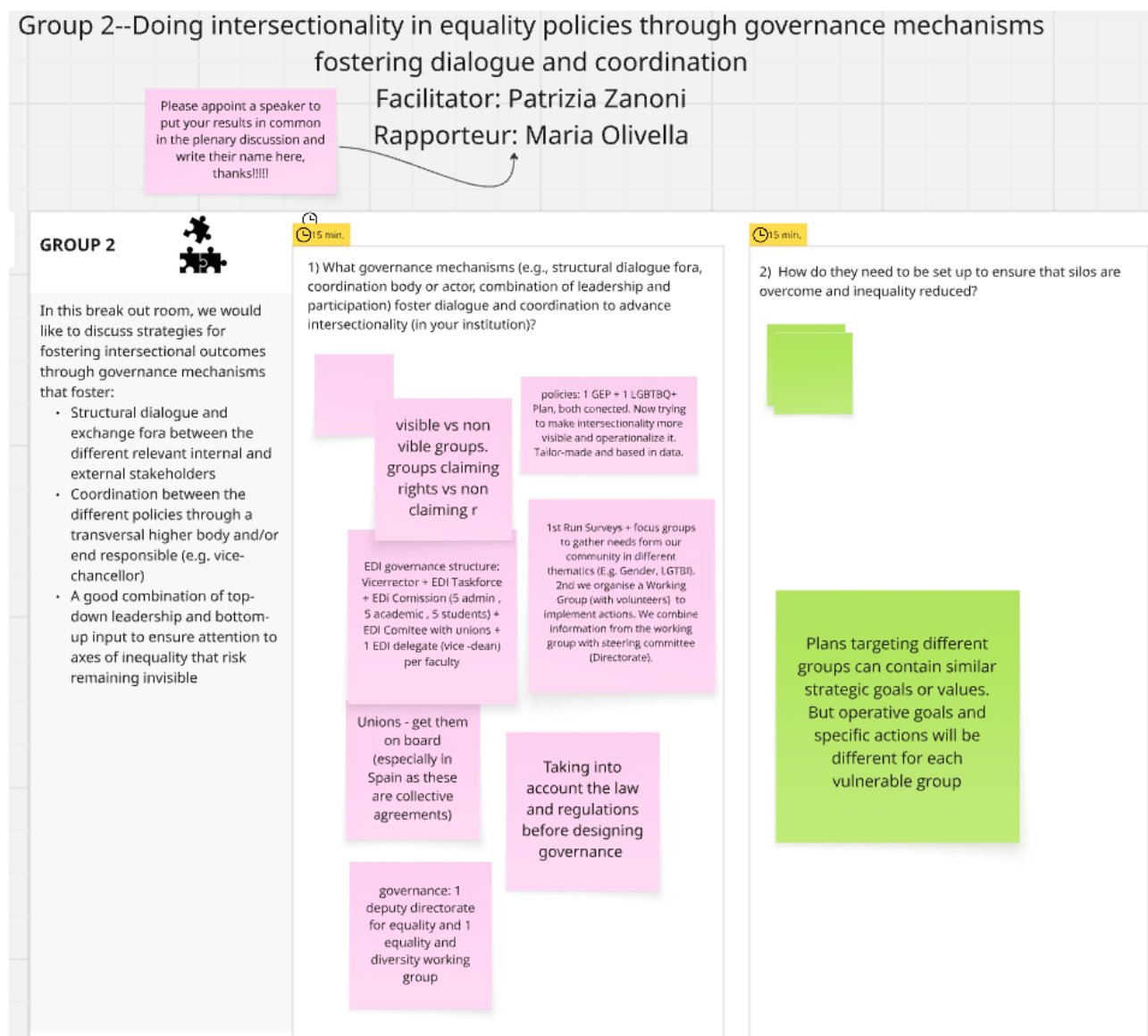


Figure 27: Group 2 round 1's MIRO board



*Figure 28: Group 2 round 2's MIRO board*

In terms of the first question on governance mechanisms that foster dialogue and coordination of the advancement of intersectionality in institutions, CoP members were very engaged and had many different kinds of feedback on both existing governance structures and new ideas to foster dialogue and coordination. Regarding governance structures, it was apparent that there was a great diversity across national contexts as well as institutional contexts, and that many different groups and stakeholders were involved in various ways across these different approaches.

1. Lack of governance
2. Differences in group rights and power
  - a. Visible vs. Non-visible groups. Groups claiming rights vs. non claiming rights
3. Gap between policies and implementation
4. Alignment with law and regulations
  - a. Take into account the law and regulations before designing governance



- b. Danger of box ticking exercise
- 5. Difficulty of integrating intersectionality, when GE is not “so far”
  - a. How to make a “bigger” change in GE AND intersectionality by doing them all at once.
- 6. Integration across university main tasks
  - a. E.g. part of the teaching curriculum
- 7. Involvement of stakeholders
  - a. HR
  - b. Importance of getting unions on board, especially places with collective agreements e.g. in Spain

In addition to these overall points that were discussed, there were also rich empirical examples of how individual institutions’ governance mechanisms were organized. For example, in one Spanish institution, the EDI governance structure includes: The vice-rector + EDI Taskforce + EDI Commission (5 admin, 5 academics, 5 students) + EDI Committee with unions + 1 EDI delegate (vice -dean) per faculty. While in another, the coordination of multiple policies is done by a task force that designs and implements them under the lead of a director of equality. For example, first surveys and focus groups were employed to gather needs from the community in different areas (e.g. gender, LGBTQI) and then working groups with volunteers were organized to implement actions. Information from the working group was combined with the steering committee (directorate) In some countries (e.g., Latvia), there is no equality policy governance body. The EU regulation is adopted on paper, to qualify for grants, but there is no clear body that is accountable for it. There were also some contexts where the governance structure greatly varied across universities, where one university described that their Gender Equality Team supports departments with their strategy on diversity and the implementation of actions (so, despite the name, the scope is broader), and that this team is embedded in a specific faculty and supports from there. This indicates that the specific structures might be the product of specific trajectories of development of equality policies, rather than from a broader governance structure. It was also noted that in some organizations, there are even multiple committees for the same ground of inequality (e.g., disability), meaning governance was diffused across multiple places. In some countries (e.g., Cyprus), there is still very overt gender equality. However, in this context it was noted that there might be other entry points (inequality axes) into advancing equality.

In terms of the second question in which participants had to reflect upon how governance structures should be set up to ensure that silos are overcome and inequality reduced, there was much less direct engagement with the question. Group 1 noted that it was difficult to avoid silos sometimes. While plans targeting different groups can contain similar strategic goals or values, the operative goals and specific actions will be different for each vulnerable group. Group 2 didn’t post any input directly to the question. However, some of the answers in the first part of the groupwork on fostering dialogue and coordination could be said to feed





into this question, for example, by looking at some of the more robust governance mechanisms, such as the example above in the Spanish context.

### Group 3: Fostering intersectional equality policy implementation through ownership and accountability structures

In this group, participants were asked to discuss concrete strategies for fostering intersectional policy implementation through ownership and accountability. The input from groups in the first and second round can be seen in figures 29 and 30, below.

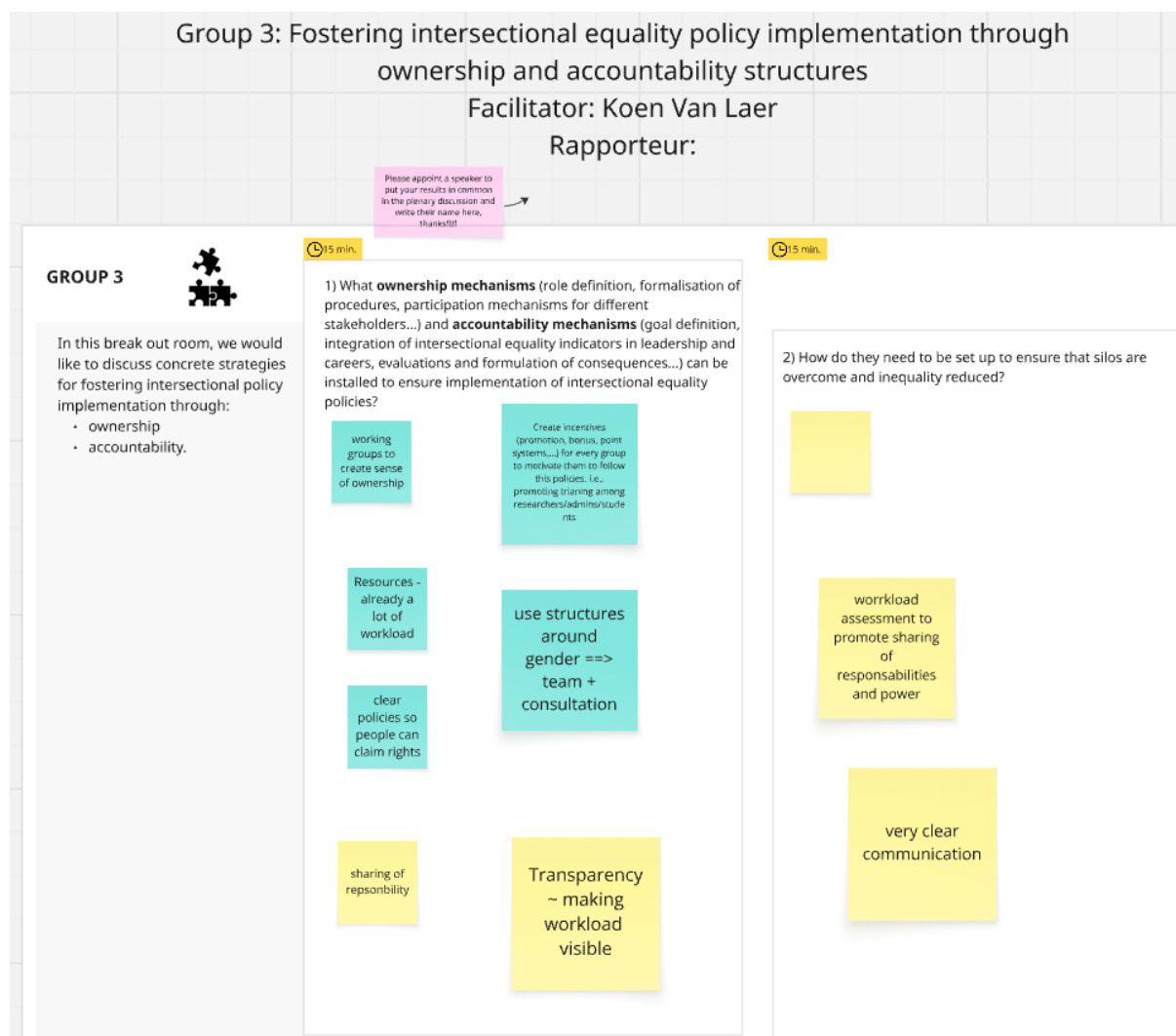


Figure 29: Group 3 round 1's MIRO board

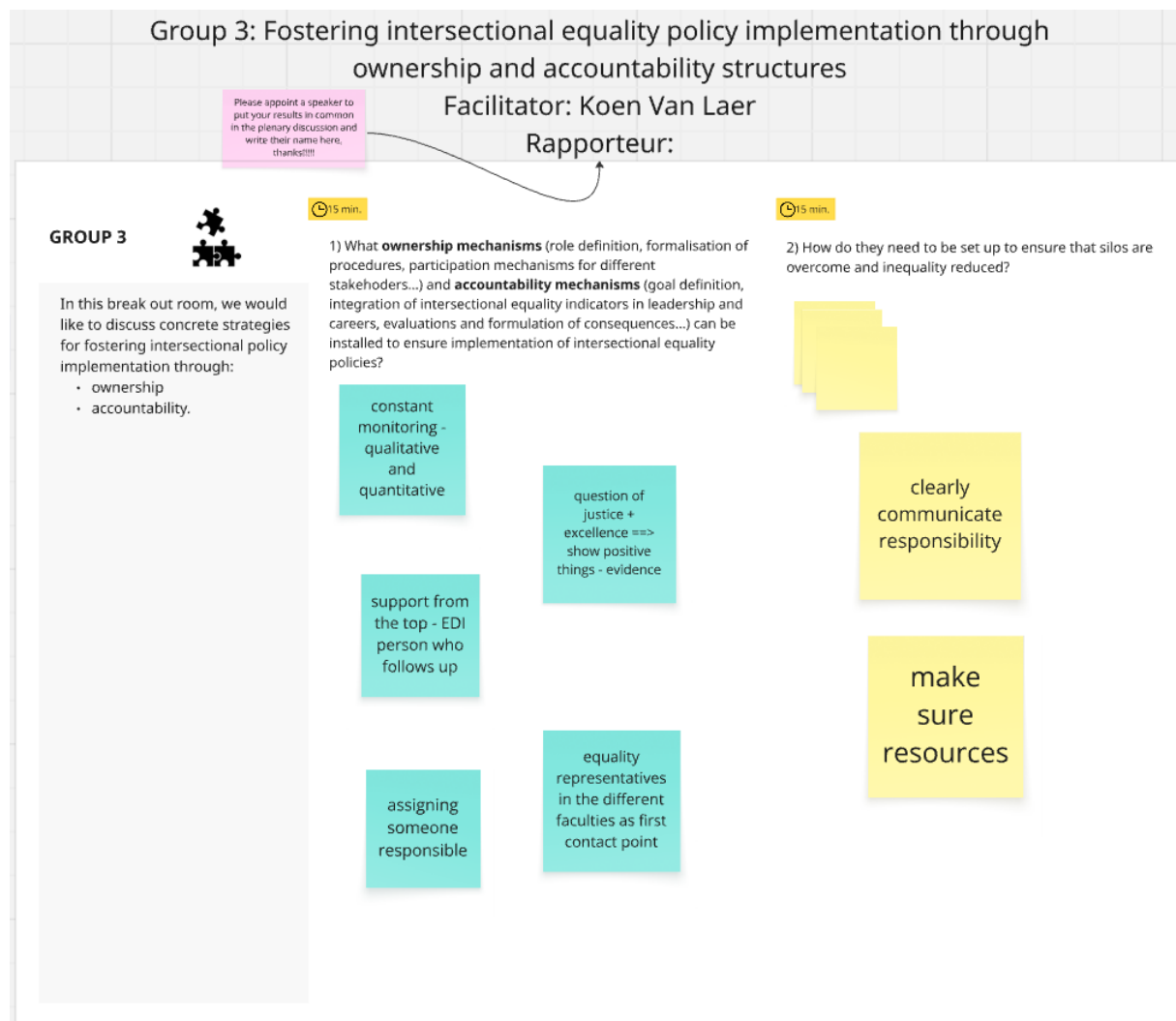


Figure 30: Group 3 round 2's MIRO board

In the first part of the session, the group was asked to reflect upon what ownership mechanisms (role definition, formalization of procedures, participation mechanisms for different stakeholders...) and accountability mechanisms (goal definition, integration of intersectional equality indicators in leadership and careers, evaluations and formulation of consequences...) could be installed to ensure implementation of intersectional equality policies. Here, the groups discussed the following key areas:

1. Ownership
  - a. Working groups to create sense of ownership
2. Support from top leadership
3. Strategic framing of justice and excellence
  - a. Show positive evidence in area
4. Resources
5. Clear policies
6. Importance of constant monitoring—through qualitative and quantitative data
7. Create motivation incentives for groups to motivate them to follow policies



- a. Promote training among researchers, administrators, students
- 8. Responsibility
  - a. Importance of sharing responsibility
  - b. Importance of assigning responsibility
- 9. Transparency
  - a. Incl. making the workload visible
- 10. Establish equality representative as first contact point

Indeed, expanding these points, the groups discussed how efforts to advance intersectional policymaking can be strengthened by building on existing structures developed for gender-related policies, which offer valuable experience, knowledge, and team capacity. Clear and well-communicated policies are essential, as they enable employees to assert their rights when policies are not upheld, fostering a form of bottom-up accountability. They also discussed how establishing working groups that include diverse stakeholders can promote a sense of ownership and shared responsibility, while also distributing the workload more evenly. But in all constellations, it's important to sustain engagement by allocating sufficient resources, especially since those involved often face high workloads and engage in emotional labour. Furthermore, making the time and effort individuals devote to equity, diversity, and inclusion visible and measurable can further support their continued involvement. Additionally, introducing incentives—such as recognizing DEI roles in promotion, evaluation, or bonus systems—can reinforce the value of these efforts. For example, allowing DEI work to count toward career advancement can help institutionalize and reward meaningful participation.

On a more organizational level, ensuring accountability requires constant monitoring, both in a qualitative and quantitative way. The latter can involve using surveys or checking whether certain steps have been taken. Qualitative monitoring can involve focus groups with staff.

To the point on ensuring accountability, it was discussed that top management needs to stress the importance of the policies. Here, in order to support buy-in, the group also pointed out that building a clear business case that reflects the work and priorities of implementors is important. For example, convince heads of research groups that their research will benefit through their work on DEI.

And lastly, in terms of successful implementation, clear roles and contact points, resource prioritization, and clear responsibility division are all important. The groups discussed how it was important to ensure that there are DEI representatives close enough to the implementation process (e.g., in each faculty). They can be a point of contact and information for both the implementers and the potential beneficiaries. Make sure these individuals have resources available depending on the amount of time they have to spend on their role. For example, to deal with crises which might require much time. Additionally, it was noted that in order to ensure good implementation, somebody should be made clearly responsible for it. This also means the person should be clearly informed about what they are expected to do.



As with group 2, when group 3 was asked about ways to ensure the silos are overcome and inequality reduced, there was less direct input here as compared to the first question. Additionally, many of the ideas presented here underlined some of the same issues that were laid out in question one, suggesting a large overlap in the ownership and accountability mechanisms with the design needed to prevent silos and ensure inequality is reduced. The main points from the discussion can be summarized into the following:

1. Workload assessment
  - a. Promoting sharing of responsibilities and power
2. Very clear communication
3. Clear responsibility
4. Resources

#### **Group 4: Doing intersectional equality policies amidst the political backlash**

In this breakout group, participants were asked to discuss strategies for fostering intersectional equality policy amidst an (inter)national backlash, and also to reflect upon what kind of resources can be mobilized against this background. Here, they were prompted to them about the following points:

- (Inter)national or organizational branding against the backlash
- The (type of) business case
- Coalition building (among internal actors, with external NGO's, 'champion' universities...)
- Compliance with national legislation
- Accreditation mechanisms

But discussions were not limited to these prompts but rather facilitated to open up in directions that made sense for each of the two groups.

The input on the MIRO boards from the two groups is illustrated in figures 31 and 32, below.

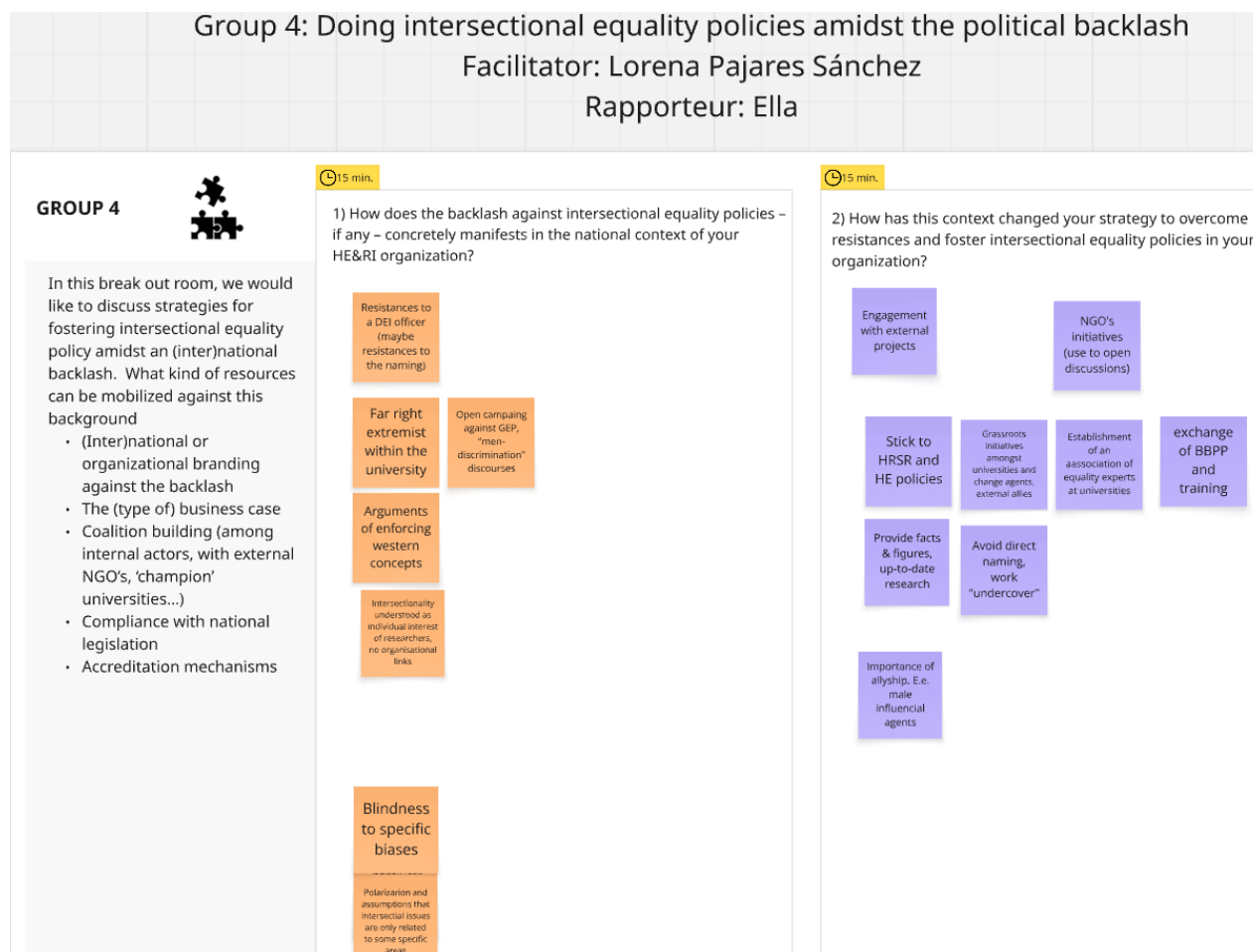


Figure 31: Group 4 round 1's MIRO board

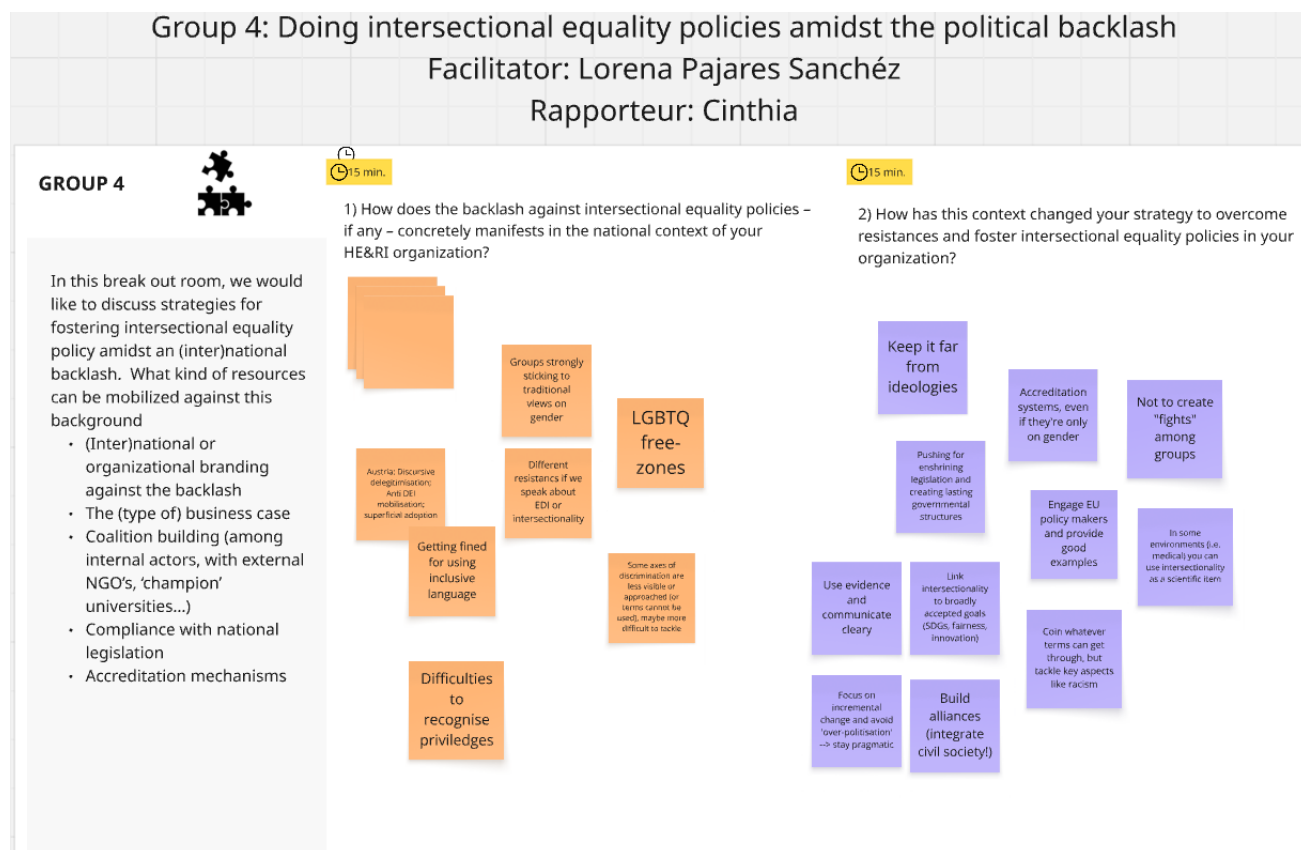


Figure 32: Group 4 round 2's MIRO board

Both of the two groups engaged in rich discussions that not only touched upon the themes requested, but also took the discussion in new directions, offering new input and insights into their contexts and work.

When the groups were asked about how backlash against intersectional equality policies concretely manifests (if at all) in the national context of their higher education and/or research organization, the group discussions contained the following key points:

1. Resistances to a DEI officer
  - a. Not necessarily of their existence but resistance to the naming/label
2. Impact of political backlash differs in distinct countries
3. Far right extremist groups within the university
4. Intersectionality understood as "individual" interest of researchers
  - a. no organizational links: Work pushed on the researchers, rather than a coherent research strategy
5. "Business case" approach not yet clicking in some contexts:
  - a. Progress in the academic institutions, but the wider context is different. The business case has not reached the field of innovation.
6. Blindness to specific biases



7. Polarization and assumptions that intersectional issues are only related to some specific areas (social sciences)
8. Different resistances if we speak about DEI or intersectionality
  - a. Some axes of discrimination are less visible or approached (or terms cannot be used), maybe more difficult to tackle. Main focus on LGBT issues implies a priority for this social group compared to other axes of intersectionality (e.g. disability...). Caution in prioritization of distinct intersectional factors is necessary and eventual reasons for prioritization need to be stated. It was mentioned that in Northern African countries, it is much more taboo to discuss LGBTQ+ issues, but religion and immigration are prioritized more in the policies.
9. Difficulties to recognize privileges

In addition to these key points that were discussed, participants gave rich empirical examples of how backlash against intersectional equality policies manifested at organizational and in national contexts. For example, one CoP member shared that in Poland, there was little support for DEI work and there was a lot of backlash against gender equality and diversity. This took place because of the extreme right-wing people in the organization, including students, who fought actively against DEI work. For example, this backlash manifested through an open campaign against GEP, big posters with discourses about discrimination against men and jeopardizing the 'science', and arguments of enforcing foreign ideas / western concepts on the national context. However, it was also shared that in Poland there is more attention to gender orientation and language compared to the past; A few years ago backlash was manifested through "LGBTQ free-zones," but they've since been deemed illegal.

It was also shared that in terms of resistances in Spain the right party has no interest in intersectionality, and that some feminist groups are seen as resistant by sticking to traditional views on gender (problem of sharing privilege/power with other social groups, internal discussions about sex/gender and intersectionality), which constitute two different kinds of resistances from different sides that intersectional DEI practitioners face. Another participant shared that in some regions in Germany gendered language has been forbidden, and that in Austria, people are getting fined for using inclusive language. In these two contexts it was discussed how the discourse around GE and DEI is facing a delegitimization, as part of an anti-DEI mobilization; and that, at best, there has only been a superficial adoption. There was, however, also a participant that shared that in Italy the accreditation system for gender policies is still active.

In the second part of the group work, the groups were asked about how this context has changed their strategy to overcome resistances and foster intersectional equality policies in your organization. The groups shared the following important points:

1. Stick to Human Resources Strategy for Researchers (HRS4R) and Horizon Europe policies
2. Exchange of best practice and training
3. Establishment of an association of equality experts at universities





4. Fostering allyship and broad movements:
  - a. Grassroots initiatives amongst universities and change agents, external allies
    - i. organizing meetings, exchanging resources, events. Importance of keeping feeding these when there is no support from top-down.
  - b. Importance of allyship, including Engagement with external projects; External stakeholders and allies - building alliances externally, such as with other similar organizations and NGOs (NGO's initiatives can be used to open up specific discussions). Connecting with men who pursue these objectives. Having the most privileged advocating & supporting the importance of intersectionality and advocacy for minority groups. e.g. male influential agents
5. Fact and evidence-based resistance
  - a. Provide facts & figures, up-to-date research. More argumentation about the business case, beyond the social justice argument.
6. Avoid direct naming, work "undercover" - not using explicit labels, but doing the work nevertheless.
7. Innovation - Learning from the R&I space, to bring the argument in the innovation space.
8. Strategically engaging EU policy makers
  - a. Engage EU policy makers by bringing good examples of national practices to their attention (e.g. the Italian accreditation system) to generate shared policies and practices at European level.
9. Strategically engage society
  - a. Engage society on intersectionality but keep it far from ideologies (which would generate fights among social groups).
10. Pushing for enshrining legislation and creating lasting governmental structures, also push for accreditation systems, even if they are only focusing on gender.
11. Strategic language
  - a. Look for entry points. In some environments you can use intersectionality as a scientific item. E.g., The health environment may serve as entry point for intersectionality as an objective tool to describe diversity in the population and measure its impact on health and access to the health system.
  - b. Coin whatever terms can get through, but tackle key aspects, e.g. Fight against racism but find a shared definition for data collection. Several European countries do not use the terms race and ethnicity, as their borders are ill-defined, while applying nationality/country of origin. Another strategy can be linking intersectionality to broadly accepted goals (SDGs, fairness, innovation)
12. Focus on incremental change and avoid 'over-politicization' --> stay pragmatic

### Co-Creation Workshop 3 Conclusion

Overall, the discussions across the different groups and rounds were incredibly rich and insightful, providing key insights and also specific empirical examples across many different national and organizational contexts.



The important input gathered across the four different groups in the workshop helped to inform the Open Training Unit 6 on intersectional equality policy.

## 2.6 Co-creation Workshop 4

Co-creation workshop 4 focused on optimizing the content and user-friendliness of Support Package 5 (SPkg 5): Improving Quality and (Gender) Equality in Research and Innovation (R&I). This support package aims to help integrate the gender and other diversity dimensions into the content of research and innovation (R&I). It focuses on the design of research policies that promote inclusive gendered innovation and private sector engagement. Another focus is on practical support for researchers and innovators to implement inclusive gendered innovation projects. SPkg 5 includes training materials, expert consultations and tailored resources to promote gender-sensitive innovation.

The workshop invited for a co-creation development process between SPkg 5 authors in KSH 4 and CoP members regarding input and reflections on SPkg 5. Specifically, CoP expertise and insights were needed to help KSH 4 assess SPkg 5's relevance, refine its content, and ensure it meets the needs of Research Performing Organizations, Research Funding Organizations (RFOs), and researchers and innovators.

### Method

Co-creation workshop 4 was held on April 29, 2025. In total, there were 22 participants in total, which included both INSPIRE consortium members, CoP members, as well as important stakeholders from GENDERACTIONplus' WP on research funding organizations.

The workshop was divided into two parts. First Helene Schiffbänker & Maria Karaulova from KSH4 gave an introduction to Inclusive Gendered Innovation (IGI) and the findings in INSPIREs T3.6. Participants were introduced to the IGI concept, structured around three core questions:

- **Representation** – Who innovates?
- **Process** – How is innovation done?
- **Impact** – Who are we innovating for?

Helene and Maria outlined key policy and project-level objectives of Inclusive Gendered Innovation (IGI) and introduced case studies (e.g., VINNOVA, FFG, Horizon 2020) that illustrate diverse formats and implementation challenges. They also highlighted the three key insights from Task 3.6 and Deliverable D3.10:

- Gaps between formal policy ambitions and practical implementation
- Limited understanding of “gender” among stakeholders
- Strong need for capacity-building and clearer operational guidance

Following this presentation, consortium members David Walker and Sarah Beranek from the Joanneum research team gave a brief overview of SPkg 5. The session provided an in-depth walkthrough of SPkg 5, designed to support IGI at both project and funding system levels. SPkg 5 is structured to include an introduction that covers:



- 1) what are inclusive gendered innovations?
- 2) why are they relevant?
- 3) a glossary of terms, before splitting into two main tracks, explained below.

Track 1: For Research Applicants – 5-Step Innovation Cycle

1. **Inclusion Relevance & Project Design:** Guidance on identifying inclusion relevance, shaping inclusive project goals, and composing diverse teams. Includes reflective questions and external resources.
2. **Inclusive Analysis:** Addresses sampling, literature reviews, inclusive data collection and analysis methods tailored to diverse user groups.
3. **Co-creation & Ideation:** Offers participatory design methods, decision-making techniques, and examples for inclusive concept generation.
4. **Testing & Evaluation:** Guides on inclusive testing of products and prototypes, building diverse user samples, and inclusive interpretation of findings.
5. **Dissemination & Sustainability:** Covers inclusive communication, reporting practices, and ideas for embedding results within organizational routines.

A continuous section addresses management, monitoring, and reflection across all stages.

Figure 33, below, depicts Track 1's structure in SPkg 5 as it was visualized on MIRO for participants.

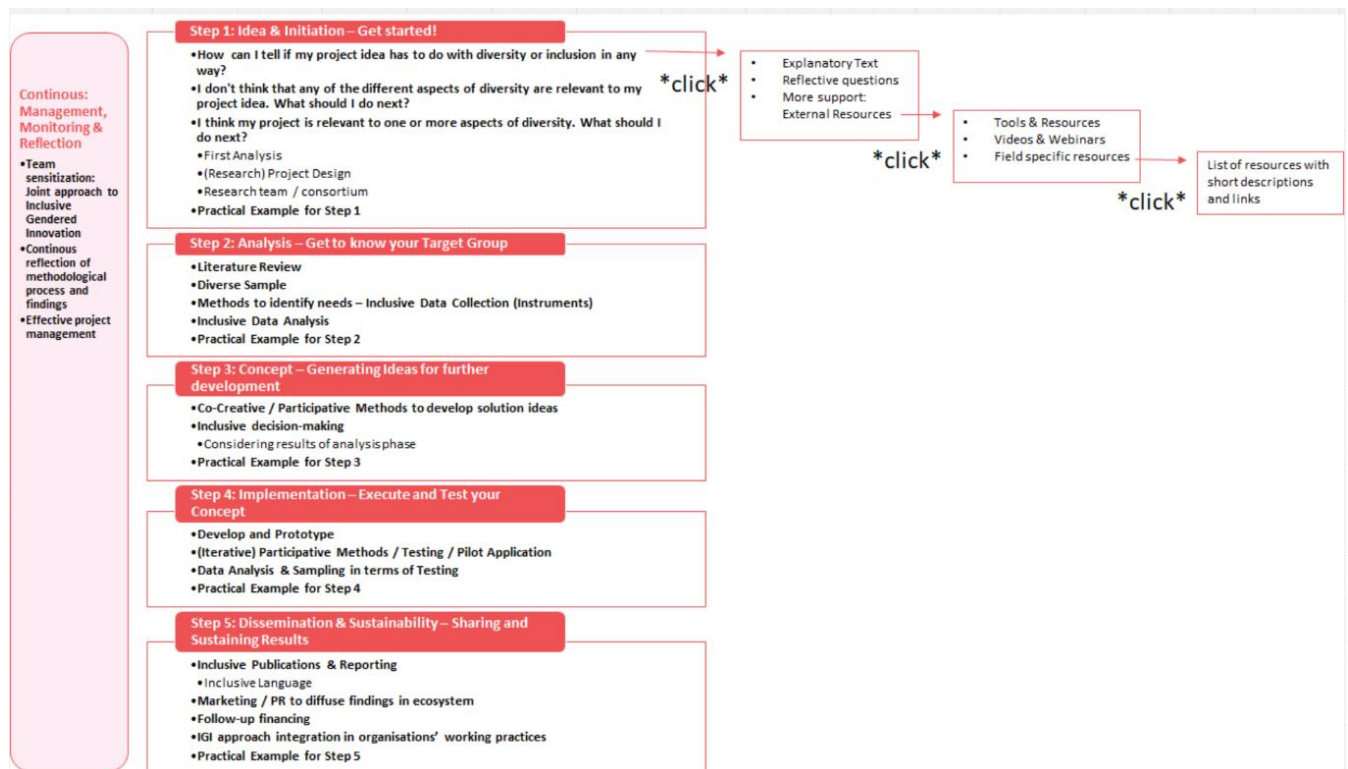


Figure 33: SPkg 5 Track 1 for applicants

## Track 2: For Funding Organizations – 9-Step Funding Cycle

1. **Programming & Budget Allocation:** Tools and questions for setting inclusive strategic priorities.
2. **Designing the Program:** Embedding IGI before calls are written, including inclusive objectives and criteria.
3. **Writing the Call:** Templates and advice for writing IGI-aligned calls.
4. **Outreach & Launch:** Guidance on inclusive communication strategies and outreach to underrepresented stakeholders.
5. **Supporting Applicants:** Materials and sessions to help applicants engage with IGI meaningfully.
6. **Selecting Reviewers & Panels:** Ensuring gender balance and IGI expertise.
7. **Defining Evaluation Criteria:** Examples of IGI-focused evaluation metrics and guidance.
8. **Assessment Process:** Rubrics, reviewer training, and templates for consistency and fairness.
9. **Feedback & Monitoring:** Guidance on closing the loop with applicants and integrating IGI insights into institutional learning.



Figure 34, below, depicts Track 2's structure in SPkg 5 as it was visualized on MIRO for participants.

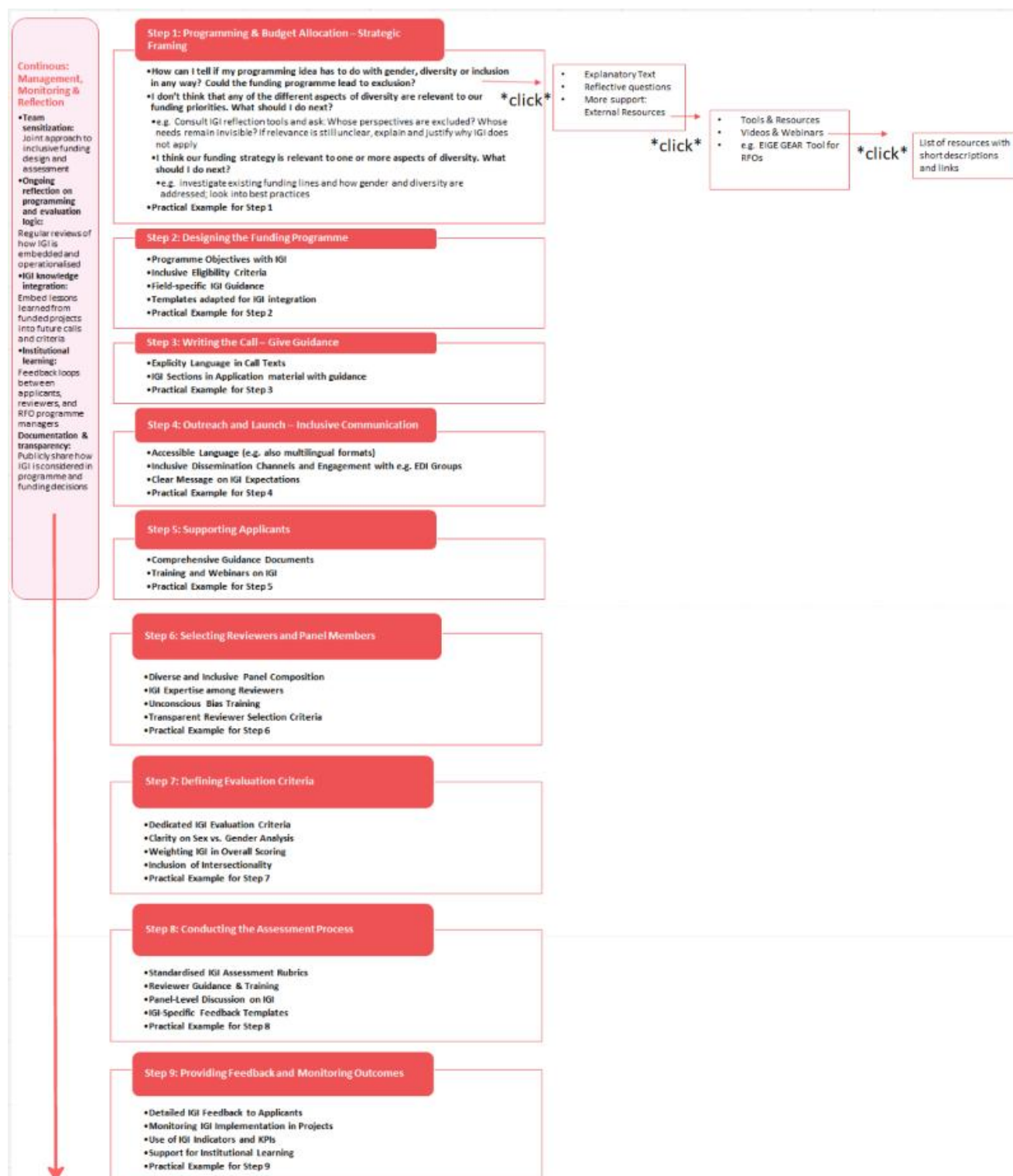


Figure 34: SPkg 5 Track 2 for funders



Joanneum Research consortium partners demonstrated this modular content using a MIRO board, which allows users to explore and access relevant guidance interactively.

Following the presentation of the SPkg 5 content and structure, two breakout groups were created—one for funders and one for applicants, aligning with the two tracks of the SPkg 5. Additionally, in order to create synergies between INSPIRE and GENDERACTIONplus, and to ensure a varied critical mass, consortium partners from the GENDERACTIONplus Funding CoP were also invited to the workshop.

In the breakout sessions, facilitators from INSPIRE asked the groups to discuss the structure and steps for track 1 and 2 respectively. The groups used the yellow "comments" post-its to note what they thought of the structure (what steps are unclear, what is very clear, what is helpful or not helpful). Then they were given time to discuss what was missing (and use the red post-its to document their input). Following up on these discussions, in the final part of the breakout session, participants were asked to rank their priorities using the colored dot voting system on the MIRO board to indicate which step they felt they needed the most information about.

Following the group discussions, SDU facilitated a plenary discussion where each group (the funders and applicants) briefly presented their MIRO board and summarized their group discussion, whereafter the other group was invited to give feedback and comment or ask questions to the presenting group.

Lastly, SDU and JR explained the next steps of the SPkg 5 preparation and how the input from the session would be integrated, before closing the session.

## Results

Participants in both of the groups discussed and provided important feedback on the structure, content, and usability of SPkg 5.

### Breakout Group 1: Applicants & Innovation Cycle

This group reflected on the SPkg 5 section for research performers, raising key points about usability and clarity:

- **Understanding Relevance:** Some participants felt uncertain whether their projects “qualified” for IGI — prompting a request for more guidance or examples to help applicants self-assess.
- **Pedagogical Framing:** Discussion emerged around whether to begin with a section on projects that might not be suitable. It was suggested to take a more affirmative approach, assuming that all research has some IGI relevance.
- **Introductory Sections:** The "Why IGI" part should include stronger arguments showing added value for research quality, impact, and innovation — especially for audiences unfamiliar with gender dimensions.



- **Practical Use Cases:** Support materials should also target project managers and research support offices — not only applicants — to ensure broader uptake.
- **External Resources:** The inclusion of links to toolkits, webinars, and field-specific guidance was appreciated and should be expanded further.
- **Resistance & Complexity:** There was interest in adding content on how to respond to pushback or ambiguity in applying IGI in conservative or politically sensitive environments.

Importantly, participants noted that they felt they needed more information/the most help on steps 1, 2, 3 and 5. Notably, step 5 was the most requested step, with six participants marking that they needed more information about that step.

The MIRO board from the group capturing the entirety of the input is depicted in figure 35, below.





## D4.4 Reports on 4 co-creation activities

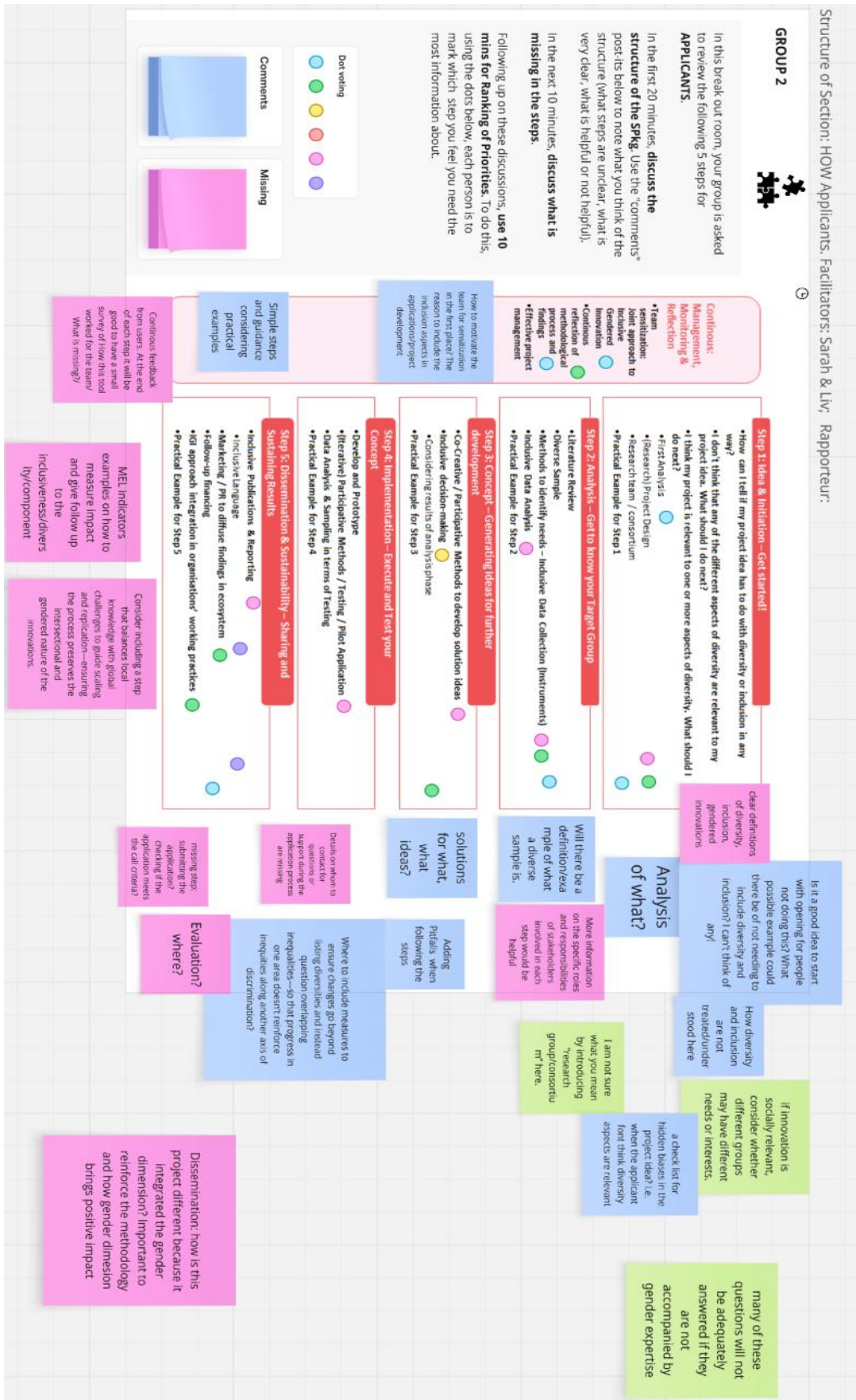


Figure 35: Breakout group 1's MIRO board on applicants





## Breakout Group 2: Funding Organizations

The breakout group had very rich discussions across INSPIRE and GENDERACTIONplus consortium and CoP partners. The MIRO board for the group is illustrated below in figure 36.

The group provided important, nuanced input reflecting the diversity and complexity of funding processes across organizations:

- **Chronology of Steps:** Participants stressed that SPkg 5 should not assume a strict sequence. For example, in some organizations, evaluation criteria are defined before reviewers are selected, while in others the opposite holds. Flexibility of SPkg 5 is essential.
- **Step 0 – Awareness-Building:** Several voices advocated for an initial step focused on building organizational awareness and preparing structures for IGI(P) implementation. This includes training, sensitization, and culture change.
- **Evaluation Criteria:** Seen as one of the most critical and contested components. Timing and placement vary widely; some include criteria already at the call design phase.
- **Decision-Making Layers:** Participants called for a clearer distinction between assessment and final decision-making. Steering committees or boards often make final selections after expert assessments — this phase deserves more visibility.
- **Resistance and Context:** Suggestions were made to include tools for navigating organizational resistance and political climates that may hinder IGI adoption.
- **Panel Composition & Guidance:** Need for practical tools to support reviewers and panel moderators, including inclusive language training and facilitation guidance.

Importantly as well, multiple participants noted that steps 7-9 were the steps that they felt like they needed more information about, indicating a great need.



## D4.4 Reports on 4 co-creation activities

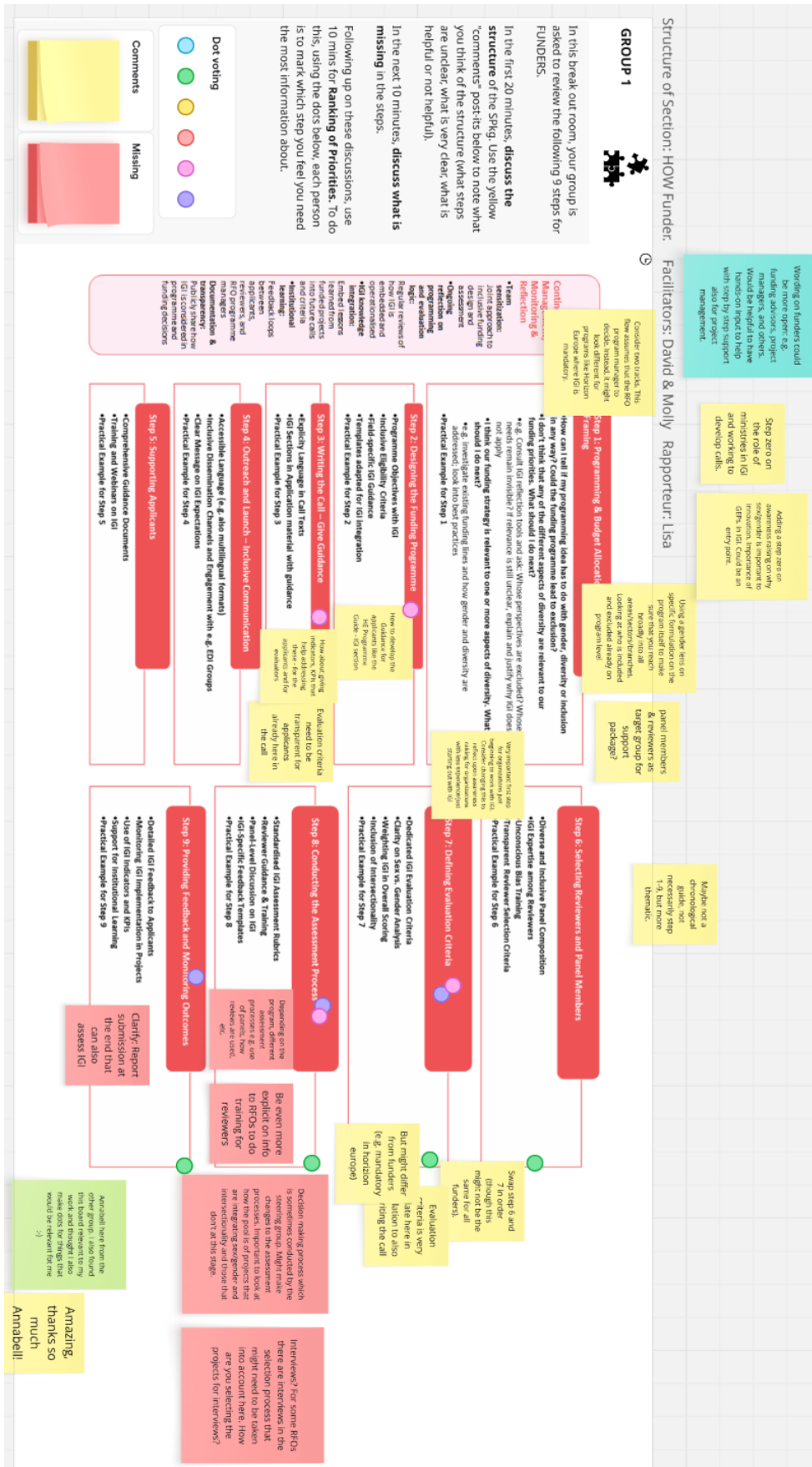


Figure 36: Breakout group 2's MIRO board on funders



Both groups found the modular structure of SPkg 5 helpful but emphasized the need to ensure adaptability to different institutional settings and varying levels of familiarity with IGI principles.

Importantly, some of the group members found the topic of the other group also relevant for their group, and there was one member (placed in the applicant's group) who during the last part of the groupwork scrolled over to the funder's group to rank her priorities on what information she needed more of. This suggests that, while the workshop did plan a cross-fertilization discussion session in the plenum, that there was still a need to work across topics more than the workshop allowed.

### **Co-creation 4 conclusion**

Overall, the workshop validated the design of SPkg 5 and offered valuable direction for further refinement. Discussions highlighted the need for modularity, inclusive terminology, beginner-oriented guidance, and support for complex decision-making processes. The session concluded with a commitment to co-develop SPkg 5 into a strategic and practical tool for inclusive gendered innovation.

In addition to refining SPkg 5 and co-developing practical recommendations for improving gender-sensitive R&I policies and implementation, input from the workshop also contributed to the development of Open Training Unit 7 (OTU 7): Innovation Policy Toolkit, which aims to provide practical examples and insights on Inclusive Gendered Innovation Policies for innovation funders.



### 3 Works Cited

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Wenger, Etienne; McDermott, Richard Arnold; Snyder, William (2002). *Cultivating Communities of Practice: A Guide to Managing Knowledge*. Harvard Business Press.



## 4 Annex

### Co-creation Workshop Invitations

#### Circulated invitation to INSPIRE CoP members for co-creation workshop 1:

Dear CoP facilitator

We are excited to invite you to the first of INSPIREs co-creation workshops—a collaborative and creative workshop between INSPIRE CoP representatives and representatives from the GENDERACTIONplus project.

It will be held **June 26<sup>th</sup>, 2024, at 14.00-16.00 CET on zoom**. In this event, we will use the INSPIRE Policy brief 1 and we will work with different stakeholders to see how the policy recommendations can be successfully operationalized into the relevant contexts.

The event will have three main stakeholders:

- Organisational policy makers/ practitioners (INSPIRE CoP representatives)
- RFOs (INSPIRE KSH4 funding CoP representatives and representatives from the GENDERACTIONplus funding CoP)
- National policy makers (representatives from GENDERACTIONplus policy CoP)

As such, we need your help with extending the invitation to your CoP members and finding representatives to participate from your CoP. We aim to have 5 CoP members from your CoP. Please coordinate with your CoP and agree on who would like to participate in the event. **The deadline for submitting names of participants for the workshop is June 14<sup>th</sup>, 2024, to Liv Baisner Petersen, [baisner@sdu.dk](mailto:baisner@sdu.dk).**

Please note that attendance is very important to the success of the workshop, so if a representative has signed up and is unable to make it, we kindly ask you to find a substitute from your KSH to take their place.

In order to be able to successfully co-create from the onset of the workshop, it is asked that participants read the INSPIRE Policy brief 1 before attending. After June 14<sup>th</sup> a zoom invitation and a more detailed programme will be circulated to the participants.

If you have any questions, please do not hesitate to contact us.

We look forward to co-creating with you!



Sincerely,

Rachel, Molly and Liv

**Circulated invitation to GENDERACTIONplus funding CoP facilitator for co-creation workshop 1:**

Dear funding CoP facilitator

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- RFOs (INSPIRE KSH4 funding CoP representatives and representatives from the GENDERACTIONplus funding CoP)
- National policy makers (representatives from GENDERACTIONplus policy CoP)

As such, we need your help with extending the invitation to your CoP members and finding representatives to participate from your CoP. We aim to have 3 CoP members from your CoP. Please coordinate with your CoP and agree on who would like to participate in the event. **The deadline for submitting names of participants for the workshop is June 14<sup>th</sup>, 2024, to Liv Baisner Petersen, [baisner@sdu.dk](mailto:baisner@sdu.dk).**

Please note that attendance is very important to the success of the workshop, so if a representative has signed up and is unable to make it, we kindly ask you to find a substitute from your KSH to take their place.

In order to be able to successfully co-create from the onset of the workshop, it is asked that participants read the INSPIRE Policy brief 1 before attending. After June 14<sup>th</sup> a zoom invitation and a more detailed programme will be circulated to the participants.

If you have any questions, please do not hesitate to contact us.

We look forward to co-creating with you!

Sincerely,

Rachel, Molly and Liv



**Circulated invitation to GENDERACTIONplus coordinator and policy CoP members for co-creation workshop 1:**

Dear Marcela

We are very excited about collaborating with you and GENDERACTIONplus in INSPIREs first co-creation workshop. The workshop will be held **June 26<sup>th</sup>, 2024, at 14.00-16.00 CET on zoom.**

In this event, we will use the INSPIRE Policy brief 1 and we will work with different stakeholders to see how the policy recommendations can be successfully operationalized into the relevant contexts. As such, we need your help with extending the invitations to your CoP participants and finding representatives to participate. We aim to have:

- 3 representatives from your funding CoP
- 5 national policy makers from your policy CoP

In general, the event will have three min stakeholders:

- Organisational policy makers/ practitioners (INSPIRE CoP representatives)
- RFOs (INSPIRE KSH4 funding CoP representatives and representatives from the GENDERACTIONplus funding CoP)
- National policy makers (representatives from GENDERACTIONplus policy CoP)

The deadline for submitting names of participants for the workshop is June 14<sup>th</sup>, 2024, to Liv Baisner Petersen, **baisner@sdu.dk**.

Please note that attendance is very important to the success of the workshop, so if a representative has signed up and is unable to make it, we kindly ask you to find a substitute from your KSH to take their place.

In order to be able to successfully co-create from the onset of the workshop, it is asked that participants read the INSPIRE Policy brief 1 before attending. After June 14<sup>th</sup> a zoom invitation and a more detailed programme will be circulated to the participants.

If you have any questions, please do not hesitate to contact us.

We look forward to co-creating with you!

Sincerely,



Rachel, Molly and Liv

### **Circulated Invitation to CoP members for Co-creation workshop 2:**

Dear CoP facilitator

We are excited to invite you to INSPIRE's second co-creation workshop—a collaborative and creative workshop between INSPIRE consortium members and CoP representatives.

It will be held on November 26th, 2024, at 13.00-15.00 CET on zoom. In this event we will present some of INPSIRE's GEP success factors - identified through our in-depth empirical case study work looking at GEP facilitating and hindering factors in 14 organisations carried out throughout Europe. This workshop provides the forum where we can work together to convert these insights (e.g. strategic commitment, evidence based, reflexive approach, etc.) into useful tools for effective organisational change processes.

As such, we need your help with extending the invitation to your CoP members and finding representatives to participate from your CoP. We aim to have 2 CoP members from your CoP participate.

Please coordinate with your CoP and agree on who would like to participate in the event. **The deadline for submitting names of participants for the workshop is November 14<sup>th</sup>, 2024, to Liv Baisner Petersen, [baisner@sdu.dk](mailto:baisner@sdu.dk).**

Please note that attendance is very important to the success of the workshop, so if a representative has signed up and is unable to make it, we kindly ask you to find a substitute from your CoP to take their place.

After November 14<sup>th</sup> a zoom invitation will be circulated to the participants.

If you have any questions, please do not hesitate to contact us.

We look forward to co-creating with you!

Sincerely,

Rachel, Molly, Rikke and Liv





## **Circulated Invitation to CoP members for INSPIRE Co-creation workshop 2, part 2:**

Dear CoP facilitators and CoP members

We are excited to invite you and the CoP members to INSPIRE's Co-creation workshop 2, part 2 on GEP Impact. While this is a follow up workshop to Co-creation workshop 2 part 1 held in November 2024, this event is open to all CoP members, including those who did not participate in the earlier workshop.

It will take place June 19<sup>th</sup>, 2025, from 14.00 to 17.00 CET on Zoom.

Members of the INSPIRE Consortium have carried out 35 case studies across Europe on the main organizational features that facilitate the impact of Gender Equality Plans. As a result of this extensive research, we have identified six main factors: (1) Strategic organisational commitment, (2) Evidence-based, reflexive approach, (3) Advanced gender knowledge, (4) Inclusive community of change agents, (5) Enforceable legislation, (6) Supportive social and cultural context.

Based upon our Co-creation workshop 2, part 1 in November 2024 and our ongoing analysis, the indicators for each of these 6 impact factors have been refined and converted into a diagnostic tool. This co-creation workshop will introduce the diagnostic tool, its underlying theory of change including the main dimensions for each of the six factors. Participants will learn how they can make best use of the tool within organizations to improve the impact of existing or new gender equality interventions as well as use the tool to benchmark organizations across these six factors.

The workshop addresses gender equality practitioners who want to gain a deeper understanding of the organizational change process. Comparative insights across our cases offer the opportunity to situate one's organization in relation to similar experiences and context within Europe, identifying additional options and good practice for change. Key leverage points will be identified across each of the six main factors, including the role of top management, effective data collection and monitoring, progressive gender knowledge, creating a broad, inclusive community of change agents, using legislative frameworks, and navigating the wider social and cultural context. Utilizing this diagnostic tool within a community of practice (CoP) can enable organizations to share their strengths in specific areas while seeking guidance from others on how to improve in areas identified as weaker.

Please confirm your participation to Liv, [baisner@sdu.dk](mailto:baisner@sdu.dk), no later than June 13<sup>th</sup>, 2025.

If you have any questions, please do not hesitate to contact us.



We look forward to co-creating with you!

Sincerely,

Jörg, Rachel, Molly and Liv

### **Circulated invitation to CoP members for co-creation workshop 3:**

Dear CoP facilitator

We are excited to invite you to INSPIRE's third co-creation workshop—a collaborative and creative workshop between INSPIRE consortium members and CoP representatives.

It will be held on **April 2nd, 2025, at 14.00-16.30 CET on zoom**. In this event, we will present important factors that hinder or facilitate the design, implementation and governance of **intersectional equality policies**. These factors have been identified based on a comparative analysis of 10 in-depth case studies of higher education and research and innovation organizations across Europe. This workshop provides a forum where we can work together to convert these insights into useful training tools for advancing intersectional equality.

At this time, we need your help with extending the invitation to your CoP members and recruiting representatives to participate from your CoP. We aim to have *at least 2* CoP members from your CoP participate.

Please coordinate with your CoP and agree on who would like to participate in the event. **The deadline for submitting names of participants for the workshop is March 27<sup>th</sup>, 2025, to Liv Baisner Petersen, [baisner@sdu.dk](mailto:baisner@sdu.dk).**

Please note that attendance is very important to the success of the workshop, so if a representative has signed up and is unable to make it, we kindly ask you to find a substitute from your CoP to take their place.

After March 27<sup>th</sup>, 2025, a zoom link will be circulated to the participants.

If you have any questions, please do not hesitate to contact us.

We look forward to co-creating with you!

Sincerely,

Patrizia, Koen, Joanna, Lorena, Maria, Molly and Liv



### Circulated invitation to CoP members for co-creation workshop 4:

Dear CoP facilitator

We are excited to invite you to INSPIRE's fourth co-creation workshop—a collaborative and creative session between INSPIRE consortium members and Community of Practice (CoP) representatives.

**Date and Time:** April 29, 2025, from 13:00 to 15:00 CET, Online

This workshop will focus on **Support Package 5 (SPkg 5): Improving Quality and (Gender) Equality in Research and Innovation (R&I)**. This support package aims to help integrate the gender and other diversity dimensions into the content of research and innovation (R&I). It focuses on the design of research policies that promote inclusive gendered innovation and private sector engagement. Another focus is on practical support for the implementation of inclusive gendered innovation projects. SPkg 5 includes training materials, expert consultations and tailored resources to promote gender-sensitive innovation.

As part of the development process of the INSPIRE Support Packages, we invite your input and reflections on SPkg 5. Your expertise and insights will help us assess its relevance, refine its content, and ensure it meets the needs of Research Performing Organisations, Research Funding Organisations (RFOs), and private-sector actors. We aim to co-develop practical recommendations for improving gender-sensitive R&I policies and implementation.

The workshop discussion will also contribute to the development of Open Training Unit 7 (OTU 7): Innovation Policy Toolkit, which aims to provide practical examples and insights on Inclusive Gendered Innovation Policies for companies and innovation funders.

Why Your Participation Matters:

- Your feedback will play a crucial role in shaping the final version of SPkg 5. Specifically, we will explore:
- How SPkg 5 can best support CoPs and organisations in integrating gender equality into innovation processes.
- How Research & Innovation (R&I) companies can be better supported by RFOs through gender-inclusive policies and funding instruments.
- What additional tools or resources could enhance the effectiveness of SPkg 5.



To ensure broad representation and meaningful collaboration, we kindly ask you to **extend this invitation to your CoP members and identify two representatives** from your CoP to participate.

How to Register:

Please coordinate within your CoP and confirm the names of your two participants by **April 22, 2025**. Send their names to **Liv Baisner Petersen, [baisner@sdu.dk](mailto:baisner@sdu.dk)**.

Since attendance is crucial to the workshop's success, we kindly ask that if a confirmed participant is unable to attend, a substitute be found from your CoP.

A Zoom invitation will be sent to all registered participants after April 22, 2025.

If you have any questions, please do not hesitate to contact us.

We look forward to co-creating with you!

Best regards,

Sybille, Helene, Sarah, David, Molly and Liv



## Disclaimer

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