

ÉCOLE
NORMALE
SUPÉRIEURE
DE LYON

2024-2026

*Gender equality
Action plan*

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Preamble

Formal equality of rights does not guarantee true equality. The issue of gender equality, in particular, is still struggling to gain traction despite the efforts made by public policies in recent years. Our society as a whole is still steeped in sexist reflexes and gender stereotypes, conveyed by the family, schools, associations and the workplace. These reflexes and stereotypes downplay achievements, direct behaviors, and tend to make women invisible and confine them to their homes. Sexual and sexist violence, and harassment, spare no environment.

In the words of sociologist Clémence Perronnet, the problem is not so much that women censor themselves, but that they are censored. This leads to disparities in the very nature of employment, access to positions of responsibility, pay levels for identical jobs and career progression. In the academic field, there is also a marked under-representation of women in mathematically-intensive fields. This low representation feeds a vicious circle, with women feeling that they don't belong if they embark on this type of study or career.

The action plan presented here is a political priority for the school. Designed in direct liaison with the leadership team, it is the fruit of long-term work by colleagues driven by the desire to make progress in gender equality, and committed to meeting the challenge of a fairer, more inclusive ENS. I would like to thank them warmly.



Emmanuel Trizac,
President of the ENS de Lyon

Reminder

The **law of 6 August 2019 on the transformation of the public service** integrates the main provisions of the agreement of 30 November 2018 on professional equality between women and men in the public service.

The law requires all public-sector employers to develop and implement a multi-year Action plan, which can be renewed and whose duration may not exceed three years. In 2021, an initial Gender equality Action plan was drawn up at École normale supérieure de Lyon in accordance with the action framework defined by the joint national plan of the Ministry of National Education, Youth and Sport (MENJS) and the Ministry of Higher Education, Research and Innovation (MESR) published on 8 March 2021.

This Action plan has enabled the École normale supérieure de Lyon to make a lasting commitment to professional equality at the heart of its human resources policies. As it concluded in 2023, this Action plan has been renewed for the 2024-2026 period. This renewal reflects newly identified challenges and aims to further advance the actions already implemented while broadening the target audiences. The new Gender equality Action plan now incorporates the issues of student quality of life as well as those of health, quality of life and working conditions, dimensions that equally concern administrative staff, teaching and research staff, PhD students and students - some of whom have the status of trainee civil servants.

I. Leadership of the professional equality policy

The Executive Committee



This committee acts as the steering body, defining strategic guidelines and validating proposals put forth by the project committee. Experts, such as representatives from the HR department and the Legal and Institutional Affairs Department (DAJI), along with others, may be involved.

The Project Committee



This committee develops proposals across the various areas of professional equality and the fight against discrimination. It also contributes to evaluating the actions undertaken and their effectiveness, and suggests adjustment measures.

The École normale supérieure de Lyon established a 17-member project committee at the beginning of 2024:

- **The Vice-President for Strategy**, representing the Executive Committee
- **The Director of General Services (DGS)**
- **The Human Resources Director (HRD)**
- **The Equality and Non-Discrimination Officer**
- **The two Equality advisors**
- **The Director of Communications, assisted by a Head of Communications**
- **A Violence Officer** appointed by the **Specialised training in Health, Safety and Working Conditions (F3SCT)**
- **Two elected student representatives**
- **Two staff representatives** appointed by a trade union (CGT)
- **Two administrative and technical staff members** representing the Vice-Presidency for Studies (VPE) and the Vice-Presidency for Research (VPR)
- **Two faculty members**

II. Organising the Action plan

The 7 themes of the Action plan



In accordance with Law no. 2019-828 of 6 August 2019 on the transformation of the public service, this Gender equality Action plan includes four mandatory thematic areas. These are supplemented by three additional areas deemed essential for implementing a comprehensive professional equality policy for all members of the public within a higher education and research institution.

The 7 strategic areas of the ENS de Lyon's Gender equality Action plan for the 2024-2026 period are:

1. Leadership, steering and monitoring of the professional equality policy.
2. Assessment, prevention, and remediation of pay differentials between women and men.
3. Guaranteeing equal access to jobs and professional responsibilities.
4. Work-life balance and support for parenthood.
5. Quality of life at work, working conditions and occupational health from a gender perspective.
6. Equality issues in student quality of life.
7. Preventing and addressing reports of discrimination, bullying, sexual and gender-based violence, and LGBT+phobia.

Target Audience for the Action plan

Staff, including administrative and technical personnel (BIATSS) and academic faculty members are naturally directly addressed by this Gender equality Action plan. This year, the plan incorporates two new areas (5 and 6) to expand its scope and reach the institution's users. The unique nature of the École Normale Supérieure, which trains a number of civil-service trainee students, makes it even more crucial to include students in the Action plan. For their part, PhD students and doctoral candidates are considered across all areas, with specific actions designed to address the unique issues that concern them as both staff and/or users.

Action plan methodology

After the project committee was established in early 2024, its members received training on the challenges of professional equality in the public-sector employers. They were then divided into five thematic working groups between June and September 2024. Building on the assessment of the previous Action plan, these groups aimed to identify priority issues, new thematic areas and potential levers for action, all in conjunction with the school's other responsibilities.

Based on these discussions, an Action plan was drawn up with the following structure:

- **Determining** objectives to be achieved.
- **Defining** the specific actions to be carried out for each objective.
- **Assessing** the priority of each action (priority 1 or 2).
- **Identifying** the Offices involved in implementing each action using the "RACI" method to determine:
 - Responsible: the people who carry out the action
 - Accountable: those who approve it
 - Consulted: those who are consulted for its implementation
 - Informed: people to be informed about the action
- **Allocating** the resources and tools to be mobilised.
- **Determining** monitoring and evaluation indicators.
- **Planning** these actions with an implementation timetable.

III. The Gender equality Action plan

AXIS 1 LEADERSHIP, STEERING AND MONITORING OF THE PROFESSIONAL EQUALITY POLICY										
N°	OBJECTIVES	N°	SHARE	PRIORITY	ENTITIES IN CHARGE OF THE IMPLEMENTATION (RACI)	TOOLS AND INDICATORS USED		SCHEDULE		
						RESOURCES AND TOOLS	MONITORING AND EVALUATION INDICATORS	2024	2025	2026
1.1	To strengthen the ENS de Lyon's policy on gender equality, the fight against discrimination and the development of research on these issues.	1.1.1	Strengthening political support to promote a shared culture of equality at school	1	R: Chairmanship A: EAP Project Committee C: Communications Office I: The whole school	Identification of the Equality Mission (e.g. organisation chart) Provide the Equality Mission with human and financial resources (e.g. premises, identified budget, etc.) Consider incentives to get staff more involved (e.g. dedicated AGM)	Number of actions carried out on the school's equality policy	x	x	x
		1.1.2	Draw up a Charter of the ENS de Lyon's liabilities in terms of gender equality and communicate it to the various stakeholders in order to involve them in the same way as the school - staff; temporary staff; students; (post)doctoral students; external service providers; associations; partners, etc.	1	R: Chairmanship A: EAP Project Committee C: Communications Office I: The whole school and its partners	In line with the HRS4R OTMR charter and the University of Lyon Federation / CROUS student life master plan Consider a binding procedure (e.g. signing the Charter on arrival at the school)?	Publication and distribution of the charter		x	x
		1.1.3	Set up a Commission to prevent discrimination, harassment, SGBV and LGBT+phobia	1	R: Chairmanship A: Equality Mission C: Bodies (CEVE, F3SCT); PAE project committee I: The whole school	Roadmap for the Commission Mission statement for members Providing the Commission with a budget	Number and status of members of the Prevention Commission		x	x
		1.1.4	To provide increased support for research projects incorporating the sex and/or gender dimension into the subject of the research, within the framework of the ENS de Lyon Research Fund (this dimension being included in the "Social Responsibility" heading of the SD&RS approach already promoted in the R Fund).	2	R: RVP A: Chairmanship C: Equality Mission; EAP Project Committee; Bodies I: The whole school	Update of the Research Fund allocation procedure and criteria by type of project Raising awareness of equality and gender issues in research among members of the award committee Action linked to the criteria of the Horizon Europe Programme	Number of applications including this dimension submitted each year Number of projects incorporating this dimension supported each year		x	x

		1.1.5	Ensure consultation, consistency and continuity between the actions carried out under the SD&RS label, the HRS4R label and the Gender equality Action plan	2	R: Equality Mission; Ecological Transition Mission; HRS4R Head of Officer A: Presidency C: RVP; HRD; EAP Project Committee. I: The whole school	Joint definition of collaboration arrangements (meeting schedule; sharing of resources; monitoring of actions) Remote working space	Minutes of meetings and records of decisions Number of actions carried out jointly		x	x
		1.1.6	Continue the ENS de Lyon's involvement in the various ESR equality mission networks (CPED; University of Lyon Federation and Rectorat de Lyon; CNRS equality correspondents; etc.).	1	R: Equality Mission A: Presidency C: DAJI I: The whole school	Budget to renew membership of CPED every year Use of ENS premises to organise joint events with other establishments of the ESR	Number of actions carried out with this network	x	x	x
		1.1.7	Produce and share an annual report on the activities of the Equality Mission	1	R: Head of Equality Officer A: Presidency C: Equality officers; EAP project committee I: Bodies; partners	Budget for translation into English Communications Office plan for distribution / valuation	Activity report available on the school's website	x	x	x
1.2	Using Communications Office initiatives to promote equality in the workplace	1.2.1	Ensuring gender-neutral Communications Office within schools	1	A: Presidency; Communications Office A: EAP Project Committee C: Equality Mission I: The whole school	Monitoring and sharing best practice in inclusive writing and Communications Office Organisation of dedicated Education programmes	Signature of a liabilities with the High agreement Council for Gender Equality Design of an internal guide or share the HCE guide		x	x
		1.2.2	Ensure a balanced representation of women and men in an intersectional approach, on the website and in the publications of ENS de Lyon	1	A: Communications Office A: EAP Project Committee C: Equality Mission; Prevention Commission I: The whole school	Human and financial resources to diversify media (photo portraits of ENS staff and students, etc.).	Number of actions carried out		x	x
		1.2.3	Regularly update the Equality Mission pages on the website in French and English	2	R: Equality Officer A: EAP Project Committee C: Communications Office; Digital Production Office I: whole school	Human and financial resources to work on the page tree structure and ensure translation into English	Visibility of political support can be assessed by the ENS's ranking in the Times Higher Education Impact Ranking	x	x	x
		1.2.4	Create and maintain a Resources area on the ENS de Lyon website and intranet, to be disseminated and promoted.	2	R: Communications Office; Digital Production Office; Equality Officer A: EAP Project Committee C: Prevention Commission I: The whole school	Human resources: a Communications Office manager for a permanent post + 1 person on an internship or work-study scheme Collaborative space for sharing resources	Formalised specifications and Communications Office plan			x

1.3	Ensuring a balanced representation of women and men in positions of responsibility and in the promotion of scientific activities	1.3.1	Encourage " cascade " promotion measures (to combat the "leaky pipeline") for beneficiaries of the various funds or schemes allocated by the school's bodies and within the framework of local juries (recruitment, promotion).	1	R: Chairmanship A: EAP Project Committee C: HRD I: The whole school	Raising awareness of the issues and the so-called "cascade" measures (promoting a percentage equal to or greater than the percentage of women eligible for promotion). Provision of indicators: percentage of women among applicants and recipients. Adapt the texts to take account of these issues and this action.	Change in the proportion of women among beneficiaries Updating internal procedures and texts		x	x
		1.3.2	Ensure adequate female representation on conference committees and among guest speakers and beneficiaries , particularly in the context of the Research Fund (e.g. application for funding to organise an international scientific event).	1	R: VPR; VPE A: EAP Project Committee C: Bodies I: The whole school	Provision of indicators by discipline: gender ratio Definition of the representation rate "of each gender in each discipline Monitoring and sharing best practice / resources Drafting or updating award procedures (e.g. Research Fund) or organisation procedures events to incorporate this criterion	Tracking the gender ratio for each conference hosted/organised by the ENS de Lyon	x	x	x
		1.3.3	Ensure a balanced representation of women and men at all levels of responsibility within the school	1	R: Chairmanship A: PAE Project Committee C: CAPIL I: The whole school	Availability of gender-disaggregated data by level of responsibility (see survey on levels of responsibility and duties held by Scholar faculty members). Update of associated texts (e.g. call for candidates during an election) to display this information. liabilities	Data available in the RSU (e.g. number of female staff representatives). Change in the proportion of women in positions of responsibility in the school compared with the initial composition of the population		x	x
		1.3.4	Balancing the symbolic representations of women and men at the ENS de Lyon	2	R: Chairmanship A: EAP Project Committee C: DGS; Bodies I: The whole school	Mapping of the spaces and objects concerned (e.g. busts on the ground floor of the Buisson building; paintings in the Descartes boardroom; names, etc.). lecture theatres and rooms, etc.).	Mapping results and number of "corrective" actions implemented			x

AXIS 2		ASSESSMENT, PREVENTION, AND REMEDIATION OF PAY DIFFERENTIALS BETWEEN WOMEN AND MEN								
N°	OBJECTIVES	N°	SHARE	PRIORITY	ENTITIES RESPONSIBLE FOR IMPLEMENTING IMPLEMENTATION (RACI)	TOOLS AND INDICATORS USED		SCHEDULE		
						RESOURCES AND TOOLS	MONITORING AND EVALUATION INDICATORS	2024	2025	2026
2.1	Diagnosing pay gaps	2.1.1	Design a dashboard to identify data relating to remuneration and bonuses, as well as the relevant analysis indicators (working time, function, etc.)	1	R: CAPIL; DRH A: EAP Project Committee C: Head of Equality Officer; Bodies (CSA) I: Bodies (Board, CSA, CS)	Collaborative workspace for designing and filling in the dashboard Benchmarking and monitoring to identify key analysis indicators	Number of indicators identified		x	x
		2.1.2	Produce an appendix to the Single Social Report (RSU) on professional equality	1	R: Head of Equality Officer A: HRD C: EAP Project Committee; Bodies (CSA) I: Bodies; whole school		Deliverable: the annex to the RSU+ number of indicators chosen		x	x
		2.1.3	Diagnosing differences in access to bonuses for Administrative and technical staff and faculty members-Scholars	1	R: CAPIL; DRH A: EAP Project Committee C: Equality Officer I: Bodies (Board of Directors, CSA, CS)		Dashboard Analysis reports		x	x
		2.1.4	Inform each of the departments, laboratories and Offices of pay differentials for their teams	2	R: VPR; VPE; DGS A: HRD; Equality Mission C: Bodies (Board of Directors, CSA, CS) I: All staff	Monitoring to produce or share existing equal pay guides	Type of deliverables produced and number of Communications Offices. E.g.: information note and good practice in equal opportunities. remuneration		x	x
2.2	Closing the pay gap	2.2.1	Submit recommendations to enhance the status of female-dominated functions in the allocation of bonuses (RIPEC, RIFSEEP, etc.).	1	A: Chair; EAP Project Committee A: HRD; Equality Mission C: Bodies (Board of Directors, CSA, CS) I: All staff	To be carried out: mapping of functions; list of bonuses; inventory of gender distribution in the various functions. Monitoring of practices and means of upgrading the status of trades in predominantly female.	Inventory, analysis report and recommendations.		x	x

2.2	Closing the pay gap	2.2.2	Raise awareness of gender bias and the pay gap between men and women among those involved in awarding bonuses (elected and appointed members of all bodies, CODIR, DD, DU, etc.).	1	R: HRD A: Equality mission C : I : All staff	Budget allocated to the Staff Education Plan A tool for raising awareness of gender (implicit association test) Provide a summary of the number of applicants over the last five years and the actual number of female and male beneficiaries.	Number of people reached		x	x
		2.2.3	Extend the 18-month reference period for employees who have been on maternity, parental or adoption leave when applying for C3 RIPEC.	1	R: HRD A: Equality mission C : I: the RAC; all staff	Information to be given to Employees at the start of the campaign. Information note for CAR.	Percentage of people who added these 18 months to their application out of the number of people concerned		x	x

AXIS 3		GUARANTEEING EQUAL ACCESS TO JOBS AND PROFESSIONAL RESPONSIBILITIES								
N°	OBJECTIVES	N°	SHARE	PRIORITY	ENTITIES RESPONSIBLE FOR IMPLEMENTING IMPLEMENTATION (RACI)	TOOLS AND INDICATORS USED		SCHEDULE		
						RESOURCES AND TOOLS	MONITORING AND EVALUATION INDICATORS	2024	2025	2026
3.1	Diagnose gaps in career advancement and access to promotion for women and men	3.1.1	Design a dashboard to collect career-related data and relevant analysis indicators	1	R: CAPIL; DRH A: EAP Project Committee C: Equality Officer I: Bodies (Board of Directors, CSA, CS)	Collaborative workspace for designing and filling in the dashboard	Number of indicators identified		x	x
		3.1.2	Conduct a gendered analysis in advancement and access to promotions by job, according to working hours, as well as on return from maternity leave, parental or adoption leave	1	R: Head of Equality Officer A: HRD C: EAP Project Committee I: Bodies; whole school	Benchmarking and monitoring to identify key analysis indicators	Deliverable: analysis report + number of selected indicators		x	x
		3.1.3	Carrying out a survey of the academic responsibilities and activities of Scholar-teachers over the last 10 years	1	R: Dedicated EAP working group A: EAP Project Committee C: VPR; VPE; DD and DU I: whole school	Dedicated working group within the Project Committee and possible budget to host a trainee. Collaborative workspace and technical tools to conduct the survey. Methodology watch and indicators quantitative and qualitative data to be collected.	Investigation report		x	x
3.2	Raising awareness of gender inequalities in higher education throughout the community	3.2.1	Organise conferences on the structural nature of professional inequalities and the careers of women in higher education	2	A: Equality Mission A: EAP Project Committee C: VPR; VPE; DU and DD; Communications Office I: The whole school	Definition of a programme and calendar Dedicated budget	Number of events organised Number of participants		x	x
		3.2.2	Raise the awareness of those involved in the review of applications for advancement ("to the issues and factors leading to inequality between men and women in the workplace	1	R: HRD A: Equality mission C : I : All staff	Budget allocated to staff Education plan. A tool for raising awareness of gender (implicit association test) Provide a summary of the number of applicants over the last five years and the actual number of applicants. male and female beneficiaries	Number of people reached		x	x

3.2	Raising awareness of gender inequalities in higher education throughout the community	3.2.3	Set up a protocol to raise awareness of gender bias in recruitment , particularly in the context of the selection committees	1	R: Equality Mission; Digital Production Office A: Presidency C: HRD; EAP Project Committee I: whole school	Budget allocated to the Education plan for staff. Dedicated digital space.	Number of people reached		x	x
		3.2.4	Rethink the recruitment procedures of selection committees to prevent gender bias (e.g. don't make women and men wait together in highly masculine disciplines).	1	R: Chairmanship A: Equality Officer C: HRD; EAP Project Committee I: whole school	Dedicated working group set up. Calling on experts (e.g. Isabelle Régner) Monitoring and provision of tools: COS guide (DRH/VPR); testing of implicit associations; appointment of an equality officer. by COS	Formalised and communicated procedure			x
3.3	Encourage the promotion and professional development of all our employees	3.3.1	To enhance the career paths of the staff of the ENS de Lyon with a view to promoting professional diversity , in order to encourage the projection and development of all staff in all professions.	2	R: Communications Office A: EAP Project Committee C: Presidency; DGS I: The whole school	Human and material resources to produce portraits in different formats and to promote them.	Number and type of media created (Portraits, Podcasts, etc.), "Vis ma vie": immersion; careers day; meetings with students, graduates, PhD students and staff; Cordées de la réussite speed dating, ...)	x	x	x
		3.3.2	To formulate recommendations for enhancing the value of the education and training received by Administrative and technical staff and Scholar faculty members when considering applications for promotion.	1	R: HRD A: EAP Project Committee C: Bodies (CSA and Board of Directors) I: all civil servant personnel	Creation of a scorecard to collect gender-specific data on Education follow-up. Identification of the various promotion procedures and their stages. Initiate discussions on the time available for training.	Number and type of recommendations identified		x	x
		3.3.3	Encouraging internal mobility of Administrative and technical staff	2	A: HR Department; Communications Office A: EAP Project Committee C: I: All staff	Monitoring best practice and levers for gender diversity and professional equality in the civil service Communications Office support Individual support	Number of support and mobility projects carried out Indicators relating to the mix of functions / Offices / areas	x	x	x

		3.3.4	Modify the job descriptions of employees returning from maternity, parental or adoption leave on a part-time basis.	1	R: HRD A: EAP Project Committee C: All Office departments I: All staff	Drawing up a procedure. Dedicated time between the Employee and his/her manager to draw up the job description	Number of people affected each year out of the total number of people concerned		x	x
3.4	Encouraging and supporting applications from female Scholar-teachers throughout their careers	3.4.1	Draw up a map of Advanced PhD holders and those (co)supervising a thesis at the ENS	1	R: HRD A: PAE Project Committee C: CAPIL; DD and DU I: whole school	Human resources and tools to carry out this mapping (e.g. having each DD and DU fill in an information sheet)	Number of people identified		x	x
		3.4.2	Offer discussion forums and support for faculty members at key stages in their careers (Advanced PhD, ANR, ERC, CRCT, Delegation, etc.)	1	R: VPR; VPE A: EAP Project Committee C: HRD I: all staff Faculty members - Researchers	Definition of a procedure and support methods, in conjunction with HRS4R Sharing best practice in the lab	Number of actions implemented Number of people affected	x	x	x
		3.4.3	Provide more information on entitlement to the CRCT following maternity, parental or adoption leave to employees. candidates and bodies	1	R: DRH; VPR; VPE A: EAP Project Committee C: Communications Office I: all staff Faculty members - Researchers	Definition of a Communications Office	Number and type of Communications Offices produced Number of applicants	x	x	x
		3.4.4	Establishing a right to CPP following maternity, parental or adoption leave	1	R: Chairmanship A: EAP Project Committee C : I: all staff Faculty members - Researchers and bodies		Vote on the decision by the Board		x	x
		3.4.5	Implement the actions relating to the monitoring and career development of Scholar-teachers set out in the HRS4R Action Plan.	1	R: RVP A: Chairmanship C: EAP Project Committee; HRD; authorities I: whole school	Collaborative workspace for monitoring the implementation of HRS4R plan actions concerned with professional equality issues	Number and type of actions implemented	x	x	x

3.4	Encouraging and supporting applications from female Scholar-teachers throughout their careers	3.4.6	Set up mentoring schemes for PhD students and post-doctoral students with / within laboratories	1	R: HRS4R mentoring referents A: VPR; EAP project committee C: Equality Mission; HRD; elected PhD student or doctoral student representatives I: whole school	Meeting between the referents, the HRS4R Head of Officer and the Equality Officer Space for collaborative working and sharing practices Publication of a guide to mentoring and education for mentors (mentoring; professional equality issues) Dashboard for monitoring pairs, by discipline	Number of mentorships set up	x	x	x
		3.4.7	Agreeing to preserve the teaching duties and responsibilities of faculty members before they go on maternity, parental or adoption leave, or before they go on CRCT.	1	R: DD; VPE A: EAP Project Committee C : I: all faculty members and researchers	Practical information sheet DD destination	Number of people affected		x	x

AXIS 4		WORK-LIFE BALANCE AND SUPPORT FOR PARENTHOOD								
N°	OBJECTIVES	N°	SHARE	PRIORITY	ENTITIES RESPONSIBLE FOR IMPLEMENTING IMPLEMENTATION (RACI)	TOOLS AND INDICATORS USED		SCHEDULE		
						RESOURCES AND TOOLS	MONITORING AND EVALUATION INDICATORS	2024	2025	2026
4.1	Using teleworking as a lever for professional equality	4.1.1	Raise the awareness of the Telework Monitoring Group of the factors of inequality between women and men in the context of telework	1	R: Equality Officer A: EAP Project Committee C: DGS I: Bodies (CSA)	Provision of resources to enrich the work of the monitoring group	Number of meetings Records of decisions relating to professional equality	x	x	x
		4.1.2	Increase the number of floating teleworking days available per year, per Employee	1	R: DGS A: Teleworking monitoring group C: EAP Project Committee; Bodies (CSA) I : All staff eligible to telework	Monitoring the policies of other establishments in this field Updating the telework protocol/agreement Questionnaire sent to staff eligible to telework	Number of floating telework days taken each year by Employees, by gender and status Number of people who wanted more days of floating teleworking		x	x
		4.1.3	Raise awareness and train staff (employees and managers) on the framework and conditions for teleworking, encouraging greater flexibility in assessing teleworking requests	1	R: Presidency; DGS A: EAP Project Committee C: Telework Monitoring Group; Bodies (CSA) I : All staff eligible to telework	Dedicated resources and meetings (e.g. HR café, webinar, etc.) on professional equality issues in teleworking Update of the teleworking protocol. For example, on the subject of floating days: "Make the request one week in advance, except in exceptional circumstances and with the agreement of the supervisor	Number of actions implemented		x	x
		4.1.4	Organise meetings between staff to discuss teleworking arrangements, share best practice and raise any difficulties or questions with regard to equality issues. professional	2	R: Presidency; DGS A: EAP Project Committee C: Telework Monitoring Group I : All staff eligible to telework	How these meetings are organised and run Tools for collecting needs, difficulties and best practices exchanged	Number of meetings organised and feedback gathered with a view to improving the system		x	x

		4.1.5	Create a charter on the right to disconnect	1	R: HRD A: Chairmanship C: Telework monitoring group; SPST; Bodies (CSA; F3SCT) I: All staff	Benchmark Methods and forms of Charter Communications Office	Production and distribution of the charter		x	
		4.1.6	Include information on the internal reporting mechanism and useful contacts in relation to SGBV at work and domestic violence in the Remote working agreement	1	R: Equality Mission A: HRD C: Prevention Committee I: All staff benefiting from telework; Telework monitoring group	Creation of a dedicated insert in the Agreement	Updating and distributing the agreement		x	
4.2	Improving Communications Office on all parenting facilities and encouraging their use	4.2.1	Facilitating access to information on paternity leave, parental leave, working time and other arrangements relating to the parenting.	1	R: HRD A: EAP Project Committee C: Communications Office I: whole school	Updating internal documents, such as the welcome booklet, intranet pages, the ARTT protocol, etc.	Easy-to-access, up-to-date intranet pages and practical documentation		x	
		4.2.2	Promote these schemes at the start of the academic year (for students and PhD students), when welcoming new staff and throughout the year through dedicated initiatives (newsletter, etc.). HR; HR café; webinar ; equality meetings professional; ...)	1	A: Communications Office; HRD; VPE; VPR; DAI A: EAP Project Committee C: Equality mission; student health office; preventive medicine I: The whole school	Identification and transmission of information to all stakeholders for wider dissemination.	Number of Communications Offices produced on the subject		x	x
		4.2.3	Set up career interviews before and after maternity, parental or adoption leave , so as to rework the job description if necessary or maintain the responsibilities and teaching hours of the faculty member/researcher.	1	A: All Office, Unit and Department Directorates and HRDs A: HUMAN RESOURCES C: EAP Project Committee I: All staff and PhD students ou doctoral students	Setting up a dashboard to monitor the number of people concerned and the number of interviews, by entity and by year. Formalisation of a support procedure by the HR and/or information and advice sheets for managers who have to carry out these interviews	Number of pre / post holiday interviews carried out per year and per entity		x	x

4.2	Improving Communications Office on all parenting facilities and encouraging their use	4.2.4	Offering Education and HR support to Office managers, departmental and Unit managers on the issues of professional equality and reconciling time	1	R: HRD; Head of Equality Officer A: EAP Project Committee C: Laboratory Equality Correspondents I: All staff	Budget allocated to the Education plan for staff axis "sharing a common culture of equality"	Number of people trained / supported		x	x
		4.2.5	Designing a guide to parenting at Remote working	2	R: EAP Project Committee A: HRD C: Bodies (F3SCT); SPST I: The whole school	Monitoring and collection of best practices Collaborative workspace Resources allocated to publishing, the English translation and distribution of the guide in the school	Deliverable and distribution method			x
4.3	Ensuring a suitable environment and favourable conditions for expressing milk	4.3.1	Set up breastfeeding rooms for specific use, equipped and close by; accessible to students, PhD students ou doctoral students, members of staff and invited guests.	1	R: SPST A: EAP Project Committee C: Equality mission; prevention medicine; bodies (F3SCT) I: the whole school and partners	Improve the installation and equipment of rest rooms with dedicated resources (fridge; comfortable armchair; water point). Define the terms and conditions for the allocation and occupation of rooms, with a schedule defined with the beneficiaries in the event of use by several people.	Number of rooms available		x	x
		4.3.2	Involve Office and Education managers to pass on information about the existence and organisation of these breastfeeding spaces, making them aware of the adjustments to working hours or lessons that this will requires	1	R: Presidency; DGS; VPE A: EAP Project Committee C: SPST; bodies (F3SCT) I: Whole school	Information note on how to apply for access to a breastfeeding room and how to arrange breastfeeding hours, to be sent to managers to pass on to their employees/students.	Publication of an information note		x	x
		4.3.3	Communicate regularly and widely about these schemes	1	A: Communications Office; Preventive Medicine; Student Health Office A: EAP Project Committee C: SPST; bodies (F3SCT) I: The whole school	Define a Communications Office plan. Communications Office methods identified: intranet; parenting guide; information from team managers, HRD, occupational health, etc.	Number and type of Communications Offices produced		x	x

QUALITY OF LIFE AT WORK, WORKING CONDITIONS AND OCCUPATIONAL HEALTH FROM A GENDER PERSPECTIVE										
AXIS 5										
N°	OBJECTIVES	N°	SHARE	PRIORITY	ENTITIES RESPONSIBLE FOR IMPLEMENTING IMPLEMENTATION (RACI)	TOOLS AND INDICATORS USED		SCHEDULE		
						RESOURCES AND TOOLS	MONITORING AND EVALUATION INDICATORS	2024	2025	2026
5.1	Making the QWL policy a lever for professional equality	5.1.1	Involving the Equality Officer in drawing up the specifications for setting up the social barometer	1	R: HRD A: EAP Project Committee C: CAPIL; Bodies (F3SCT) I: Whole school	Setting up a working group, its scope of action and a schedule of meetings. Collaborative workspace	Indicators relating to professional equality included in the specifications		x	x
		5.1.2	Include the Equality Mission in the QVCT project committee	1	R: Chairmanship A: EAP Project Committee C : I: The whole school	Gender and HRQoL watch: studies, reports, guides and best practices	Number of measures identified by the QVCT committee to promote professional equality		x	x
		5.1.3	Set up an annual Quality of Life and Health at Work Week .	2	R: HRD; STPS A: EAP Project Committee C: Equality Mission; Communications Office; Bodies (F3SCT) I: The whole school	Human and financial resources to organise this week every year	Number of actions organised and participants		x	x
		5.1.4	Structuring welfare programs by setting up a dedicated working group	1	R: HRD A: EAP Project Committee C: Social worker; Equality Mission; Bodies (CSA); ENSeMble association I: The whole school	Identify welfare programs practices and formalise procedures (requests, circuits, Communications Office) and financial needs to develop welfare programs	Census and records of decisions		x	x
5.2	Taking account of health issues in the Remote working environment as a lever for equality in the workplace	5.2.1	Set up a working group to introduce holidays relating to gynaecological health issues (chronic illnesses, abortion, IMG, spontaneous termination of pregnancy, etc.).	1	R: HRD; Head of Equality Officer A: Chairmanship C: VPE; DAJI; Office de santé étudiante; Médecine de prévention I: The whole school	Review of current Office and HRD procedures to adapt them to gynaecological health issues	Number of meetings and records of decisions	x	x	

5.2	Taking account of health issues in the Remote working environment as a lever for equality in the workplace	5.2.2	Introduce menstrual holiday for students and staff	1	R: EVP; HRD A: Chairmanship C: Head of Equality; DAJI; Bodies (F3SCT) I: The whole school	Drawing up a procedure specific to each audience and a Communications Office plan on the subject.	Vote on the decision		x	
		5.2.3	Communicate on the arrangements for leave of absence for medical appointments (pregnancy, post-partum, IMG, pathologies of a medical nature, etc.), gynaecological, etc.)	1	R: HRD; prevention medicine; HSE A: EAP Project Committee C : I: The whole school	Update of the ARTT protocol Communications Office plan and formats envisaged (intranet, fact sheet, posters, etc.), rdv, ...)	Number and types of Communications Office carried out	X	X	x
		5.2.4	Integrating gender and health issues into the Single Occupational Risk Assessment Document (DUERP)	1	R: SPST; Equality Mission A: EAP Project Committee C: Bodies (F3SCT) I : Prevention assistants	Monitoring the issues involved in taking gender into account in occupational health and the DUERP. Information from the school.	DUERP updated and communicated		X	x
		5.2.5	Train those involved in prevention and health to deal with these issues, so that they can act as relays to the relevant Offices and experts.	1	R: HRD A: Head of Equality Officer C: SPST; Bodies (CSA; F3SCT) I: whole school	Budget allocated to the Staff Education Plan Include a new focus in the Education Plan that takes into account the issues of health in the workplace, women's health, menstruating people, trans people and the impact of domestic violence on employment. working.	Number of Education sessions organised Number of people trained		X	x
		5.2.6	Set up sanitary protection dispensers (in toilets and changing rooms) for everyone, as part of an eco-friendly approach. manager	2	R: Chairmanship A: EAP Project Committee C: Ecological Transition Mission; VPE; DGS I: The whole school	Definition of a procedure (installation and filling of dispensers, mapping of dispensers, type of protection, choice of supplier, etc.). Dedicated budget	Number of dispensers installed and number of protections distributed each year		x	x

AXIS 6		EQUALITY ISSUES IN STUDENT QUALITY OF LIFE								
N°	OBJECTIVES	N°	SHARE	PRIORITY	ENTITIES RESPONSIBLE FOR IMPLEMENTING IMPLEMENTATION (RACI)	TOOLS AND INDICATORS USED		SCHEDULE		
						RESOURCES AND TOOLS	MONITORING AND EVALUATION INDICATORS	2024	2025	2026
6.1	Guaranteeing equality in recruitment, induction and integration of pupils, students and PhD students	6.1.1	Training recruitment panels and award committees in non-discrimination issues (competitive exams and CDSN awards)	1	R: VPE; VPR A: Head of equality C: HRD (staff education); Prevention Committee I: whole school	Education budget Shared workspace for identifying people to be trained / trained	Number of Education sessions organised Number of people trained		x	x
		6.1.2	Update the internal rules to include these anti-discrimination liabilities and present useful contacts	1	R: Presidency A: DAJI C: Equality Mission I: whole school		New rules adopted by the Board, published on the website and communicated to the school	x		
		6.1.3	Communicating the ENS's liabilities and existing mechanisms (customary first name, reporting mechanism, RSST)	1	R: Communications Office; VPE; VPR A: Equality Mission C: Prevention Commission I: whole school	Budget for translation into English and reprographic costs	Number and types of Communications Office produced (Registration pack Welcome booklets, etc.) Internet and intranet sites Study platform)	x	x	x
		6.1.4	Organise awareness-raising sessions (in French and English) at the start of each academic year for students, PhD students and staff, with a strong incentive for Scholar-teachers to attend. participate	1	R: VPE; VPR; DRH; DAI A: Equality Mission C: Prevention Committee; elected student and PhD student representatives; student associations I: whole school	Make the link with the principle The "supervision and management tasks" indicator in the HRS4R reference framework. The HRS4R indicator will be: number of Cs or CEs who have taken part in awareness-raising.	Number of interventions Number of people affected	x	x	x
		6.1.5	Raising awareness among Office residences to meet these challenges make it easier for customers to express their students in the allocation of accommodation (e.g. choosing a shared flat) mixed / unmixed) and to make report any difficulties (e.g: useful contacts in case of need)	1	R: Residential Office A: EVP; Equality Mission C: elected student representatives I: whole school		Updating the questionnaire housing applications and of the lease to incorporate these information Display in the home		x	x

6.2	Encourage actions to promote gender diversity in the sectors concerned	6.2.1	Integrate this issue into the Cordées de la réussite and Observatoire des diversités inter-ENS initiatives.	1	R: ENS de Lyon Diversity and Student Life Officer A: Equality Mission C: EAP project committee I: whole school	Resources allocated to Cordées de la réussite Sharing of sex-disaggregated information and data as part of the Observatoire des diversités	Number of actions carried out Number of pupils reached	x	x	x
		6.2.2	Monitor the actions undertaken under the Rixain decree of December 2023 (see article 1 of the decree)	1	R: Presidency A: EVP C: Equality Mission; EAP project committee I: whole school	Data collection tools	Diagnosis based on indicators relating to equal opportunities for women and men Number of actions implemented to reduce inequalities	x	x	x
		6.2.3	Creating scholarships for female mathematics and computing students	1	R: Chairmanship A: DAJI; VPE; Equality Mission C: Bodies I: whole school	Dedicated budget Drafting an award procedure	Number of grants awarded each year		x	x
		6.2.4	Promote the liabilities of students and PhD students involved in institutional events relating to gender equality and professional equality (e.g. Women and Science Days), in conjunction with the departments and PhD students. laboratories.	1	R: VPE A: Chairmanship C: elected student and PhD student representatives; EAP project committee I: whole school	Consideration of the type and methods of recovery	Type of recovery Number of people concerned			x
		6.2.5	Drawing up a scorecard on internship assignments and locations and on the professional integration of our graduates in order to identify the challenges in terms of gender diversity and professional equality.	2	R: VPE; CAPIL A: EAP Project Committee C: Offices departments, Equality Mission I: whole school	Drawing on the Insertion survey to ensure continuity	Number of indicators identified and types of data collected Any deliverables produced (diagnosis, publications, surveys, etc.)		x	x

6.3	Integrating equality issues into student and PhD student support systems	6.3.1	Draw up a new model internship agreement to include the ENS de Lyon's liabilities and useful contacts in terms of the fight against discrimination, moral harassment and sexual harassment, and communicate on this subject.	1	R: VPE A: Equality Mission C: Action Unit; DAJI; Bodies I: The whole school; other establishments issuing a work placement agreement for ENS; places of work experience	Benchmark: models of inclusive internship agreements with useful reporting contacts	Number and types of information published (conventions, intranet: ENStage, etc.)	x	x	
		6.3.2	Consider equality issues in the context of mobility : work on the conditions under which our employees leave the company. students.	2	R: DAI A: Equality Mission; Disability Mission C: Prevention Commission I: whole school	Benchmark: practices of other establishments (in France and with our international partners)	Type of reflections and actions undertaken (e.g. report on the conditions required to go abroad)		x	x
		6.3.3	Ensuring that equality issues are taken into account when supervising research and when travelling to research sites	1	R: VPE; VPR A: Equality Mission; Prevention Commission C: EAP Project Committee, Action Unit, Bodies I: whole school	Budget for training CE's from the time they supervise dissertations + raising awareness among students. Sharing of resources and good practice in this area Cf actions 4.3.1 and 4.3.6: formalisation of procedures that take account of the prevention of discrimination, the principle of equal treatment and the principle of equality. harassment and VSS	Type and number of actions implemented	x	x	x
6.4	Integrating issues "Gender and health in student health initiatives	6.4.1	Training members of the student health Office in " gender and health " issues in order to provide better support for people affected by chronic illnesses (e.g. endometriosis) and medical transitions, hormonal, etc.	2	R: Presidency; SPST A: HRD; Equality Mission C: Prevention Commission I: whole school	Budget allocated to the Staff Education Plan	Number of Education sessions organised Number of people trained		x	x
		6.4.2	Dedicate at least one student health liaison post to gender and health issues. health" (contraception; prevention of sexual risks and SGBV; access to care and information on menstruation and associated diseases), etc.)	1	R: SSE A: Equality Mission C: Prevention Commission; Action Unit I: whole school	Budget to compensate and train this student Budget for prevention initiatives In line with the Student Life University of Lyon Federation's Director Scheme / of the Lyon CROUS	Number of actions organised Number of people reached by preventive actions organised by the student health intermediary		x	x

6.4	Integrating issues "Gender and health in student health initiatives"	6.4.3	Supporting students in access to contraception	1	R: SSE A: EVP; Prevention Commission C: students, authorities, student associations I: all students	Benchmarking practices establishments In line with the Student Life University of Lyon Federation's Director Scheme / CROUS Lyon Dedicated budget Possible partnerships (e.g: Family planning, CIDFF)	Type and number of shares organised		x	x
		6.4.4	Set up initiatives to combat the taboo surrounding menstruation and related chronic illnesses (e.g. endometriosis).	1	R: HSE; Prevention Commission A: EAP project committee C: students, student associations, authorities I: whole school	Benchmarking practices establishments Dedicated budget Possible partnerships	Type and number of shares organised		x	x
6.5	Encouraging and promoting student commitment to combating discrimination and preventing SGBV	6.5.1	Formalise a charter for / with student associations committing them to turn to the Mission égalité each time their board is renewed	2	R: VPE A: Equality Mission C: Federation of associations; elected representatives students; Prevention Commission I: student associations	Benchmark	Charter drawn up Number of signatories			x
		6.5.2	Set up a database of the members of the boards and councils of associations to initiate a debate on parity .	1	R: VPE A: Equality Mission C: student associations I: authorities	See Rixain Decree indicators (Dec. 2023) Dashboard	Type of processing and diagnostics carried out on the data collected Corrective action taken work		x	x
		6.5.3	Offer training on these issues to board members at each renewal, as well as to promo delegates.	1	R: VPE A: Equality Mission C: Prevention Commission; Federation of associations I: whole school	Time allocated to board members and delegates to attend these Education courses	Number of Education sessions organised Number of people trained by status in the office		x	x

6.5	Encouraging and promoting student commitment to combating discrimination and preventing SGBV	6.5.4	Create a safe protocol requirement for all events organised at the ENS (e.g. student parties)	1	R: VPE A: Equality Mission C: SSE; student associations; student elected representatives; SPST I: whole school	Benchmark Formalisation of a protocol and conditions of obligation	Number of events organised in accordance with this protocol		x	x
		6.5.5	Assisting and supporting student initiatives to raise awareness of equality issues	1	R: Chairmanship A: Equality Mission C: student associations; elected student representatives; VPE; Communications Office I: whole school	Education time on request In line with the Student Life University of Lyon Federation's Director Scheme / of the Lyon CROUS	Number of actions implemented as part of a collaboration between student associations and the ENS	x	x	x
		6.5.6	Create ECTS credits dedicated to the fight against discrimination and the prevention of SGBV for elected student representatives and members of committed associations	1	R: VPE A: Chairmanship C: EAP Project Committee I: all students	Benchmark Model of other types of liabilities valued by ECTS credits at the ENS. <i>E.g.: 4 ECTS credits awarded as part of the course label</i> <i>"Equality (see action 6.6.2)"</i>	Number of people concerned per year	x	x	x
6.6	Integrating sex and gender into Education and research	6.6.1	Offer a semester-long course on non-discrimination, equality and gender studies for CPNS and PLR students.	1	R: VPE A: Chairmanship C: DU; DD; Junior Professor Chair "Gender Mission" I: whole school	Framework document: objectives, target audience, implementation methods, course timetable	Number of people affected		x	x
		6.6.2	Create a thematic course label "Gender" or "Equality" on the model of the "ecological transition" label	1	R: VPE A: Equality Mission C: DD including Social Sciences; Junior Professor Chair "gender"; CHLS I: all students	Method of implementation; timetable, programme and type of promotion (30 courses labelled 'equality', 'gender' or 'anti-discrimination' over the 4-year period). years of the diploma)	Number of people enrolled in this pathway as part of their studies		x	x
		6.6.3	Disseminate and promote research grants (MA (SHS) or MSc (SEE) theses and dissertations) on gender issues and/or discrimination.	2	R: VPR; VPE A: EAP Project Committee C: Communications Office; Equality Mission I: whole school	Identification of grants (Effigies, CPED, Défenseur des droits, etc.) and definition of Communications Office procedures	Number and type of Communications Offices produced on these scholarships	x	x	x
		6.6.4	Promote the research (dissertations, theses) and internships carried out on gender issues by our students and PhD students, as well as the research carried out by our research units.	2	R: Communications Office A: EAP Project Committee C: VPR; VPE; DU; DD I: whole school	Communications Office plan on the career paths of students and PhD students (portraits, interviews, podcasts, events for the general public, etc.). such as "Ma thèse en 180 sec",...)	Number of routes highlighted Communications Office and promotional activities		x	x

AXIS 7		PREVENTING AND ADDRESSING REPORTS OF DISCRIMINATION, BULLYING, SEXUAL AND GENDER-BASED VIOLENCE AND LGBT+PHOBIA								
N°	OBJECTIVES	N°	SHARE	PRIORITY	ENTITIES RESPONSIBLE FOR IMPLEMENTING WORK (RACI)	TOOLS AND INDICATORS USED		SCHEDULE		
						RESOURCES AND TOOLS	MONITORING AND EVALUATION INDICATORS	2024	2025	2026
7.1	Strengthen and perpetuate the actions of the prevention	7.1.1	Regular meetings of the Prevention Commission	1	R: Equality Officer A: Equality Officer C: EAP Project Committee I: PAE Project Committee; CODIR; Bodies (CEVE, F3SCT) ; the whole school	Roadmap Collaborative workspace Drawing up a Communications Office	Calendar of meetings the Prevention. Minutes of the Prevention Commission. Number of prevention and number of people touched.		x	x
		7.1.2	Implement a VSS prevention procedure for all scientific conferences in which the ENS de Lyon is a stakeholder.	1	R: RVP A: Prevention Commission C: EAP Project Committee; Scientist Council I: CS; DU; F3SCT; whole school	Communications Office and reprographic facilities	Number and type of deliverables. Level of knowledge of the procedure by project stakeholders. Number of projects submitted to the CS having integrated the procedure.		x	
		7.1.3	Set up a procedure for prevention and reporting for professional missions , the travel to and from research and internships	1	R: VPR; VPE A: Prevention Commission C: Action Unit I: CS; F3SCT; CEVE; DU and DD ; the whole school	Communications Office and reprographic facilities	Level of knowledge of the procedure		x	
		7.1.4	Update internal documents and forms using non-discriminatory language . Ensure that the diversity of families is taken into account	1	R : DGS A : DRH C: Head of Equality Officer I: whole school	Circular of 20 June 2023 on taking into account the diversity of families and respect for the identity of transgender people in the civil service of the State	Number of documents and forms updated	x	x	x

7.1	Strengthening and sustaining prevention initiatives	7.1.5	Facilitating the use of customary first names from the application stage through to the Doctorate	1	R: VPE VPR A: Head of Equality Officer C: CIO I: EVP Office; candidates and students; ED ; SD and DU	National plan forequality and against LGBT+ hatred and discrimination (2023-2026)	Formalised procedure communicated to stakeholders	x	x	x
		7.1.6	Systematically involve the Equality Mission in the definition of requirements for the purchase or renewal of software or the creation of any other tool or form that requires the identity of individuals to be collected in order to take into account the first name used, the diversity of families and to avoid using the salutation Mr/Mrs.	2	R: Presidency; DGS A: Equality mission C: DSI; DAJI I: all school Offices	Include this criterion in the specifications	Number of non-compliant software and tools to be upgraded		x	x
7.2	Improve knowledge, operation and coordination of internal prevention and reporting systems	7.2.1	Bring together all the contact persons (for secularism, anti-Semitism, the fight against racism and discrimination, VSS, disability, social inclusion in the grandes écoles / Cordées de la réussite, etc.) and the players involved in the various systems (RSST, DGI, RPS, and other regulatory systems) at least twice a year .	2	R: Chairmanship A: Prevention Commission C: DAJI, DRH, SPST, Médecine de prévention, psychologue du travail, F3SCT I: whole school	Roadmap and framework document on the coordination of these different missions Collaborative workspace	Minutes of meetings and records of decisions		x	x
		7.2.2	Carry out victimisation surveys to take stock of incidents of discrimination, bullying and sexual harassment.	1	R: Chairmanship A: Head of Equality Officer C: Action Unit, Prevention Commission, CAPIL, F3SCT I: whole school	Human resources: a permanent manager+ occasional support from a trainee Investigation report ONDES " Evidence " on setting up victimisation surveys and MESR guide	Terms and conditions. Participation rates. Publication of the results of the survey.		x	x
		7.2.3	Carry out a sociological survey on the reporting system introduced in 2021 to improve its operation	1	R: Chairmanship A: Head of Equality Officer C: Action Unit, Prevention Commission, EAP Project Committee, Bodies (CSA and F3SCT) I: whole school	Budget and office space to host a trainee (M2) or in LRP	Internship report. Recommendations of the working group (Axis 4 of the EAP). Records of decision.		x	

		7.2.4	Set up a procedure to deal with reports using a " DARVO " (Deny, Attack, and Reverse Victim and Offender) strategy.	1	R: Chairmanship A: Head of Equality Officer C: Action Unit, Prevention Commission, occupational psychologist I: Action Unit, stakeholders involved in the reporting, bodies (F3SCT)	Benchmark other reporting systems	Procedural document with key players and stages in the reporting process	x	x	
		7.2.5	Adapting the reporting system to the challenges of dealing with domestic and family violence	1	R: Chairmanship A: Equality Mission C: Welfare programs unit, welfare programs assistant, prevention doctor, SSE, DGS, DRH, DAJI, SPST, Bodies (F3SCT), Student and <i>alumni</i> life (residences). I: whole school	Circular of 9 March 2018 on the fight against sexual and gender-based violence in the civil service and DGAFF Guide "Violences marital and domestic violence" understanding, alerting, supporting	Number of Education sessions attended on the subject by members of reporting systems. Number and type of Communications Offices produced on this subject. Formalised procedure document with all the stakeholders.	x	x	
		7.2.6	Draw up and make available to staff an information sheet on functional protection and how to apply to the DAJI (deadlines, help in making such an application, etc.). application, award criteria)	1	R: DAJI A: Action Unit C: F3SCT; Prevention Commission I: whole school	Benchmark with other establishments Benchmark. Ex: m o d e l AVFT request type	Information note (regulatory framework, application procedure, deadlines and contacts) Model application		x	
7.3	Regular (In)training for members of the ENS de Lyon community and its partners	7.3.1	Organise information and awareness-raising events throughout the year (in particular as part of Interfaces days for students)	1	R: Presidency; Communications Office; VPE; VPR; Head of Equality Officer A: Prevention Commission C: Human Resources; Communications Office; F3SCT I: whole school	Dedicated budget. Inform Administrative and technical staff that they are allowed to take part in these events during their remote working hours. (as for Education)	Number of shares. Number of people affected.	x	x	x
		7.3.2	Continuing training for each of the school's Offices : "The ENS's liabilities in favour of equality".	1	R: Equality Mission A: HRD C: Prevention Commission; EAP Project Committee I: all Offices		Number of Education sessions organised Number of people trained	x	x	x
		7.3.3	To develop our degree programs around on bullying in the Remote working environment	1	R: HRD A: Prevention Commission C: F3SCT; Action Unit I: whole school	Budget allocated to the Staff Education Plan	Number of Education courses offered. Number of people trained.	x	x	x

		7.3.4	Training staff involved in welcoming students and PhD students to take trans-identity into account in ESR (Higher Education and Research)	1	R: VPE; VPR A: HRD and Head of Equality Officer C: Prevention Commission; F3SCT I: whole school	Budget allocated as part of the Education Plan for staff. Education time included in the organisation of Office.	Number of Education sessions organised. Number of people trained.	x	x	x
		7.3.5	Enhance the education plan for staff on the challenges of welcoming all students, taking into account all discrimination criteria (nationality, sex, gender, disability, state of health, social origin, etc.), etc.).	2	R: HRD A: "Fight against discrimination" working group C: Prevention Commission; EAP Project Committee I: all staff	Staff Education Plan budget	Number of Education sessions organised Number of people trained		x	x
		7.3.6	Add a requirement for Education in doctoral supervision and equality issues to the pathway for obtaining an Advanced PhD at ENSL and supervising a CDSN.	1	R: RVP and EVP A: Chairmanship C: Equality Mission; Prevention Commission; bodies (CS, F3SCT) I: DU; DD; Scholar-teachers; ED	Budget allocated to this Education. Collaborative workspace to identify the people involved and track the number of people trained.	Framework document, in conjunction with HRS4R. Type and number of Communications Offices produced on this subject. Number of Education courses organised and number of people trained.	x	x	x
		7.3.7	Train the players involved in the reporting mechanisms in the " DARVO " strategy, which can lead to the referral of cases to these mechanisms by the persons concerned cause	1	R: HRD A: Equality Officer C: Action Unit; Prevention Commission I: F3SCT	Budget allocated to the Staff Education Plan Mobilisation of the equality missions of the network led by the University of Lyon Federation UDL	Number of Education courses offered. Number of people trained.		x	x
		7.3.8	Training members of reporting systems in mental health first aid	1	R: HRD A: Head of Equality Officer C: SPST I: F3SCT	Budget allocated to the Staff Education Plan	Number of Education courses offered. Number of people trained.	x	x	x
		7.3.9	Identify contacts in each Office, department and laboratory	2	R: Presidency; VPR; VPE; DGS; BDL A: Equality Officer C: Bodies (CEVE, F3SCT); Prevention Commission; DU and DD I: whole school	Formalisation of the school's policy for encouraging applications Standard "action" sheet or guide on the role of "relay" or "ally". MAJ mission statement for prevention assistants.	Number of intermediaries Type and number of Communications Offices produced on this subject	x	x	x

7.4	Integrating "post-reporting" support issues into procedures	7.4.1	Put in place support measures for the group during the processing of an alert and after the case has been closed (e.g. in the event of the return of the person who is the subject of the alert). cause)	1	R: Presidency; EVP; VPR; DGS A: Action Unit C: Remote working; occupational psychologist; preventive medicine and HSE I : F3SCT	Cf CPED deliverable: Support following a sanction and reintegration into the school	Follow-up of alerts (RSU)	x	x	x
		7.4.2	Facilitate the implementation of individual support measures for all parties involved (reporters, respondents, etc.), listeners, Cellule Action)	1	R: Chairmanship A: Action Unit C: Remote working; occupational psychologist; preventive medicine and HSE I : F3SCT			x	x	x

Paper from European forests

**HUMAN RESSOURCES
DIRECTION**
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