**CHARTER VERSION OF 17/02/2017 INSA LYON**

**PREAMBLE**

Gender equality is a fundamental right for all and a core value for democracy. In order for this right to be fully realised, it must not only be legally recognised but must be effectively exercised and be applied to all aspects of life: political, economic, social and cultural.

The Conference of University Presidents (CPU), the Conference of Directors of French Engineering Schools (CDEFI) and the Conference of Grandes Ecoles (CGE) have been committed for several years to gender equality and reaffirm their willingness to implement a common policy in this area, with the support of the Ministry of Higher Education and Research and the Ministry of Women's Rights.

* Considering Article 23 of the Charter of Fundamental Rights of the European Union;
* Considering Directive 2006/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation;
* Considering Article 14 of the European Convention on Human Rights;
* Considering the provisions of Law no. 83-634 of 13 July 1983 on the rights and obligations of civil servants;
* Considering the provisions of Law no. 2012-347 of 12 March 2012 relating to access to permanent employment and the improvement of employment conditions for contract agents in the civil service, the fight against discrimination and various provisions relating to the civil service;
* Considering the provisions of Law no. 2011-103 of 27 January 2011 relating to the balanced representation of women and men on Boards of Directors and Supervisory Boards and to workplace equality for the establishments to which it applies;
* Considering the governmental commitments highlighted by the Prime Minister's circulars of 23 August 2012;

The Conferences have drawn up this Charter.

**SHARED COMMITMENTS**

The Conferences invite institutions to adhere to this Charter, to take a position on the principles of gender equality, and to publicise and implement commitments in this area. This policy applies to both students and the governance of institutions, all staff, including researchers, and teaching and research activities.

**The Conferences invite each institution to:**

1. Appoint a female point of contact
2. Use non-sexist, non-discriminatory, non-stereotypical communication tools
3. Produce and disseminate a gender-based statistical overview of the situation
4. Organise awareness-raising activities on gender equality for both female students and staff
5. Prevent all forms of violence and harassment

The terms and conditions for the application of these commitments are proposed in the attached charters, which institutions are invited to absorb and implement.

In order to support institutions in this policy, the ministries signing this Charter will provide them with financial and/or human resources.

The gender equality policy will enter into the contractual dialogue of the institutions.

**SPECIFIC COMMITMENTS AT THE CGE**

As a follow-up to the agreement for the promotion of gender equality signed on 22 March 2005 between the Ministry of Gender Equality and the Conférence des Grandes Ecoles, the CGE is proposing a charter setting out the practical terms and conditions for implementation in its member schools. The CGE Gender Equality Charter is aimed at the grandes écoles.

It was drafted as part of the work of the CGE's Gender Equality Group. The project is supported by the Ministry of Women's Rights and the Ministry of Higher Education and Research.

In the educational sphere, it is the duty of higher education institutions to ensure its application, to raise awareness and to educate female students on the principle and implementation of gender equality.

**This is why, through this Charter, the CGE undertakes to act mainly in three areas:**

1. Encouraging schools to raise awareness of gender equality and gender issues among female students
2. Implementing gender equality
3. Developing an upstream policy to make the courses of the grandes écoles more attractive, mainly to young girls and particularly in the fields of science and technology

The institution undertakes to:

***INSA Lyon undertakes to:***

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| **CHARTER FOR GENDER EQUALITY IN HIGHER EDUCATION AND RESEARCH INSTITUTIONS****Commitments taking into account all gender issues (sex, gender identity, sexual orientation) - INSA Lyon - March 2017**(including ***specific references to the CGE, specific references to INSA, the plan for gender equality in the digital sector***). |
| GENERAL POLICY OF THE INSTITUTION |  |  |
|  | **INSTITUT GASTON BERGER** | **INSTITUT GASTON BERGER PROJECTS** | **INSA POLICY - HR** |
| Mainstream the gender equality dimension in all of the institution's projects. It is also committed to ensuring mutual respect between the sexes, and combating stereotypes and discrimination | In 2016, the CDEFI won the ‘Ingénieuses’ **award for the school with the highest level of commitment**.Symbolic action **by the Institut Gaston Berger on 8 March 2017:** let’s give women back their place. |  | Undertakes to rename half of the buildings belonging to INSA on the Lyon Tech la Doua campus, replacing the names of men with the names of famous female scientists in specialist fields |
| Draft administrative documents and texts with wording that does not discriminate against either sex. | Provision of good practice and resources on the IGB website, including methods to ensure inclusive use of writing and language. |  | To-do list |
| Publish an annual gender-based statistical overview of all aspects of the life of the institution and organise discussion on this data.***Specific reference to the CGE:*** Carry out a regular gender-based statistical overview (at least every 2 years) and provide information on the following indicators:* Percentage of women and men: staff and students
* Breakdown by category: administrative and technical staff, lecturers, researchers, managers, executives and ***administrators***
* Staff recruited during the year
* Average female/male salary by category (including bonuses)
* Promotion by category (salary increase, change of position)
 |  |  | The social review includes gendered data.INSA undertakes to analyse this data in detail and to produce comparative studies to provide a forum for discussion and decision-making on this analysis. |
| Organise awareness-raising seminars on gender equality issues. | Regularly organises conferences open to all on this subject and has for 2 years organised ***diversity meetings*** in the staff building. | Gender equality training scheme | Mandatory to-do list for women leaders |
| Provide staff with documentary sources on gender equality issues. | Documentary resources available in dedicated pages on the Institut Gaston Berger website |  | Put the university library in the loop |
| ***Specific reference to INSA Lyon***Have the institution’s Board of Directors vote on Gender Equality and ***Prevention of Gender Discrimination Guidelines.*** |  |  | Draw up, on the basis of this Charter, an action plan involving quantified and measurable objectives and additional human and financial resources |
| STUDENTS |  |  |
| Mainstream the production of gendered data on enrolment, study conditions, success and entry into the world of work in different courses. | Overview carried out by the monitoring unit of the Institut Gaston Berger, including data from the admissions department (SAGI), student affairs department (SCOL), corporate relations department (DRE), etc. |  |  |
|  | **Objectives**: Gender equality in specialist departments (minimum 35% of women or men to ensure gender equality in the field). |  |  |
| Promote incentives for a gender-balanced student body on all courses. | **Carried out within the framework of the PPP:**information and awareness-raising measures at undergraduate level, as part of the mentoring scheme**Research**:Guidance from a gendered perspective is the subject of a doctorate in social psychology with the laboratoire GRePS (social psychology research group laboratory) at Lyon 2 University (2016-2020) supported by the IGB.It has been the subject of 5 Master’s courses in the humanities and social sciences (SHS) since 2009 with SHS partner laboratories in the COMUE (groups of universities and institutions).**Focus on diversity issues in the digital environment:**A working group was set up in 2016 on the specific issue of guidance in the IT and digital professions, with the following deliverables: training, communication and information support, incentive measures, etc. |  |  |
| Make sure you do not penalise the progress of female students' studies because of family obligations |  |  | Departments affected |
| ***Reference to the fight against sexual harassment***Adopt a system to prevent and address harassment and sexist, sexual ***and LGBT-phobic violence***,especially cybersexism and gender-related cyberviolence. |  |  | Departments affected |
| Disseminate information to female students about the rights of victims of sexual violence and harassment and the help they can receive |  |  | Departments affectedHealth and social services, personalised advice and support |
| Appoint a female point of contact responsible for providing support to victims and put in place practical arrangements to make it easy to approach her |  |  | Departments affectedHealth and social services, personalised advice and support |
| ***Specific reference to the CGE:***Make sure gender equality is applied in the activities of female students (social, educational) |  | Training plan for INSA society leaders and the establishment of a gendered statistical review |  |
| STAFF MEMBERS |  |  |
| Promote the proportional representation of women and men in all bodies, at all levels, for all categories and strive for parity |  |  | HRD |
| Encourage staff in all categories to participate in awareness-raising or training activities on gender equality |  |  | HRD |
| Inform affected staff, as well as the management of departments, of the rights and responsibilities of each of them with regard to maternity or paternity leave, parental leave and the right to work part-time |  |  | HRD |
| Make sure staff are not penalised in their careers because of maternity (and other circumstances: single-parent families, disabled children, etc.) and in particular take into account the consequences of maternity for the career development of female lecturers and researchers. |  |  | HRD |
| ***Reference to the fight against sexual harassment***Adopt a system to prevent and address harassment and sexist, sexual ***and LGBT-phobic violence***,especially cybersexism and gender-related cyberviolence. |  |  |  |
| Disseminate widely to staff and the management of departments information on the rights of victims of harassment and the help they can receive, and in general be vigilant with regard to situations that could potentially lead to violence. |  |  | HRD - CHSCT (Health, Safety and Working Conditions Committee)Obligation to prevent discrimination and violence; to report a crime or offence; to refer the matter to the disciplinary authorities; and to protect the person who reported the crime or offence |
| Appoint a neutral female point of contact to deal with reports of this nature. |  |  | Proposal to appoint a female point of contact for staff and engineering students on issues of sexist, LGBT-phobic and sexual harassment and discrimination.Proposal to create anonymous spaces for collecting statements (victim or witness) in order to prevent, identify and punish sexist abuse.Establishment of a dedicated disciplinary board. |
| EDUCATION AND RESEARCH |  |  |
| Encourage research at national and European level on issues of gender differences and equality and promote gender studies | Creation of an **institutional chair on gender equality** by the Institut Gaston Berger, funded and supported by the INSA Lyon Foundation, partner companies (Assystem, EDF, Safran) and SHS research laboratories in the COMUE LyonResearch carried out (studies of gendered representations) and through the funding of humanities and social sciences Master’s and PhD programmes on gender studies, participation in the **European Hypatia project** (Universciences)Identification of a scientific manager for gender research produced and led by the Institut Gaston Berger (Hélène Buisson Fenet, ENS Lyon) |  |  |
| Develop teaching on gender equality issues in courses and mainstream the gender dimension | The Institut Gaston Berger has for several years offered awareness-raising seminars to female engineering students in willing specialist departments in partnership with experts and partner companies of the INSA Foundation. | Proposal of a training scheme on gender and gender equality |  |

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| ***Reference to the CGE (mandatory actions)*****Awareness-raising**The CGE will act to ensure that schools commit to carrying out a specific and meaningful educational activity, in a form appropriate to each school, each year. Every student on their courses must have attended this awareness-raising event. If this awareness-raising activity involves the organisation of a conference, it will be open to school staff. |  | The Institut Gaston Berger proposes to:* Make these seminars compulsory for all female engineering students in specialist departments from 2018 onwards.
* Develop accessible online training on gender awareness for all as of 2018.
* Develop training courses dedicated to female entrepreneurship.
* Be attentive to the representation of women and men in all areas from education to innovation and creativity as well as in conferences for the general public.
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| ***Reference to the CGE (mandatory actions)*****The internship report**The CGE will encourage each school to ensure that each student's end-of-study internship report includes a personal observation about gender equality, which he or she will have observed in the company and, if applicable, the policy implemented in the company on this subject. |  | The Institut Gaston Berger proposes to:encourage female engineering students routinely to include personal observations on the gender mix in the workforce and the situation of women and men in their internship reports between the first and second years of the course |  |
| ***Reference to the CGE (optional actions)*****Course on gender**Schools will be able to offer a specific module on ‘gender studies’, which will be either optional or compulsory within the curriculum. In any case, it will entitle the student to ECTS credits. This module will consist of 10 to 30 hours of face-to-face classes. It will be accompanied by 1 to 3 ECTS credits. It may be taught in French or in another language. |  | The Institut Gaston Berger proposes to develop optional courses on gender alongside the Humanities Centre |  |
| ***Reference to the CGE (optional actions)*****Coaching**In order to support female students into the job market and to raise awareness, particularly among girls, of life in the workplace, schools may offer coaching sessions | The Institut Gaston Berger:* 2016: 20-hour module to prepare for the Professional Project offered in the fifth year of the SGM (Materials Science and Engineering) course from a workplace equality perspective
* Female mentoring since 2009
 | Extend the 20-hour module to all departments |  |
| Introduce the subject of gender equality in the training of female lecturers |  | The Institut Gaston Berger proposes to **introduce gender awareness as part of a more general training plan on systematic and progressive non-discrimination for all INSA staff**:* Mandatory training for all staff in the Human Resources Management Department
* Inclusion of gender awareness in the induction pack for new staff from the start of the 2018 academic year

Mandatory half-day awareness-raising for all staff by 2020 |  |
| ***Specific reference to INSA Lyon***Incorporate gender studies into scientific research in the field of engineering produced by INSA Lyon laboratories as a matter of course and whenever it makes sense, as recommended by the European ENRICH framework | In 2017, the Institut Gaston Berger will offer a training course for female lecturers and researchers in Responsible Research and Innovation (RRI, including the Gender Studies section) and has given a presentation in Brussels on this subject |  |  |
| ***Specific reference to INSA Lyon***Create and develop partnerships with the socio-economic world and academic research on gender issues and CSR in general. | Creation of a circle of experts - associations, researchers, companies - working closely with INSA to share best practices and issues relating to gender mix and equality.* SHS research laboratories in the COMUE;
* partner companies of the INSA Lyon Foundation;
* associations (Pasc@line, MMI, Elles Bougent, LDigital, OPE, etc.);
* also at INSA Group level
* Work with the LGBT networks of companies and student associations to prevent discrimination on the grounds of sexual orientation and gender identity. (diversity meetings)
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| GENDER EQUALITY OFFICE IN INSTITUTIONS |  |  |
| Appoint an Equality Officer, identified within the institution, who will be responsible for the implementation of the charter. **Additional reference to the CGE:** this task will be included in his or her remit and this person will have the authority and material resources to complete it. |  |  | Current Equality Officer: Éric Maurincomme, Director INSA LyonProposal:Given the size of the school, INSA Lyon is able to appoint two Equality Officers: one to ensure the application of the Charter for staff and human resources management, and the other for students and training, all coordinated by the director of the school |
| Define the remit of the Equality Officer in a letter of engagement and provide him/her with the resources to implement the set policy, which will be evaluated when the draft five-year contract is reviewed |  |  | To-do list |
| UPSTREAM ATTRACTIVENESS POLICY |  |  |
| Take part in regular events at secondary schools in their geographical recruitment area by means of specific presentations or forums, in order to promote courses where parity does not exist among minority groups. | Incentive actions for all audiences carried out by the Institut Gaston Berger (CAP'Sciences, CAP'INSA and Handicap'INSA) with actions targeted at gender stereotypes (2016: ‘Is engineering your gender?’ workshop).  | Implementation of digital communication tools to provide incentives and information on engineering studies and careers for all audiences, including girls |  |
| ***Specific reference to the CGE:***The many stereotypes present in the family, education, culture, the media, the world of work and the organisation of society are notably responsible for the lack of interest of young people, and in particular the majority of girls, in science and technology.The CGE will encourage schools to take part in regular events at secondary schools in their area through specific presentations or forums to promote scientific and technical studies to girls.Through its Gender Equality Group, the CGE is committed to coordinating, encouraging and promoting the actions of schools in this respect. It will coordinate communication with the media and institutions.The Equality Officer within the institution is responsible for the implementation of this policy | Partnership with several associations for the promotion of scientific fields (Elles Bougent, OPE, etc.) | Summer schools and holiday courses reserved for secondary school girls to discover engineering studies and careers and for female undergraduates to discover IT and digital careersCreate specific information and communication actions for Bac + 2 students |  |
| Make sure the institution's communication materials are free of stereotypes | Communications Department/Institut Gaston Berger |  | Communications Department/IGB |