

Gender Equality Plan

2024-2026



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Introduction

The agreement on gender equality in the civil service of November 30, 2018, stipulates that public employers must develop and implement a three-year action plan on gender equality. The law on the transformation of the civil service of August 6, 2019 (Article 80) made this action plan mandatory. This obligation is enshrined in the General Code of the Civil Service.

This agreement stipulates that actions must be aligned according to four mandatory themes which concern:

- The assessment and prevention of pay gaps between women and men;
- The guarantee of equal access for women and men to the professional groups, job categories, grades and positions in the civil service;
- Improving the balance and coordination between professional activity and personal/family life based on an egalitarian approach between women and men;
- The prevention and treatment of discrimination, acts of violence, moral or sexual harassment, and sexist behavior.

Beyond simply responding to a regulatory requirement, INSA Rouen Normandie is committed to taking action on this issue over the long term. This new obligation for public employers is in line with several legislative provisions and various initiatives undertaken within institutions. INSA Rouen Normandie appointed an equality officer in 2011. In 2013, an equality unit was created within the institution. Since 2016, it has been composed of two officers, a man and a woman, with different statuses: a teacher - researcher and a BIATSS.

This action plan is based on the idea that understanding the origins and sources is essential. Developing the action plan requires, as a first step, a comparative analysis of the situation of women and men within the institution. This analysis will provide explanations and thus allow for the consideration of potential solutions.

The action plan must specify the measures to which the institution commits, indicating the objectives, the monitoring and evaluation indicators, the resources and the timetable.

Beyond these assessments and observations, this action plan is designed to evolve throughout its lifespan based on analyses and any shifts in prioritization that may emerge. Annual updates, developments, and adjustments to the action plan are essential to keep the issue of gender equality in the workplace alive and to actively promote it.

The success of this approach will also depend on communicating this plan to all staff in order to encourage the involvement of all stakeholders and the ownership by each and every one of the issues of professional equality.

Assessment of the situation of women and men in the institution : staff and users

This diagnosis is carried out using data from the single social report which incorporates the comparative situation of women and men (article 5 of the law of August 6, 2019), but also numerical data on the distribution of girls/boys in training programs

INSA Rouen Normandy staff

Total workforce 2023

	Man	Women	% of women
BIATSS	90	124	58%
Teaching and Research	187	84	31%
Total Global Workforce 2023	277	208	43%

Age distribution by gender of holders in 2023

Age range	Women	Man	Grand Total
20-29 years old	1	1	2
30-39 years old	12	22	34
40-49 years old	33	43	76
50-59 years old	38	52	90
60-69 years old	13	29	42
70-79 years old		1	1
Grand Total	97	148	245

Age distribution by gender of non-tenured staff, year 2023

Age range	Women	Man	Grand Total
20-29 years old	39	68	107
30-39 years old	39	39	78
40-49 years old	17	13	30
50-59 years old	15	6	21
60-69 years old	1	3	4
Grand Total	111	129	240

Average and median ages of tenured staff by corps and gender, year 2023

		Average age	Median age
Women	BIATSS	45.56	45
	Teaching and Research	36.44	35
Man	BIATSS	44.78	45
	Teaching and Research	40.68	35

Beneficiaries of the employment obligation 2023

	Holders			Non-tenured			BOETH 2023 Work- force	BOETH Nom- inal Employ- ment Rate
	Total workforce	Beneficiaries of the employment obligation		Total work- force	Beneficiary of the employment obli- gation			
		Man	Women		Man	Women		
BIATSS	117	3	5	97	1	4	13	6.07%
Teaching and Research	128	4	1	143	1	0	6	2.21%
Total 2023	245	7	6	240	2	4	19	3.92%

Working hours for the year 2023

	Part-time		Full time		Incomplete time		Total
	Man	Women	Man	Women	Man	Women	
Teaching and re- search	2	2	182	77	3	5	271
BIATSS	2	7	86	114	2	3	214
Total 2023	4	9	268	191	5	8	485

INSA Rouen Normandy Users

Evolution of the overall number of engineering students.

	Total ING (STPI + all ING dipl)	
	% Boys	% Girls
2019/2020	59.6%	40.4%
2020/2021	59.9%	40.1%
2021/2022	59.5%	40.5%
2022/2023	59.8%	40.2%
2023/2024	60.2%	39.8%

Changes in the number of incoming students

	Focus on first-year STPI students	
	% Boys	% Girls
2019/2020	50.0%	50.0%
2020/2021	60.0%	40.0%
2021/2022	56.8%	43.2%
2022/2023	62.1%	37.9%
2023/2024	63.7%	36.3%

Changes in staff numbers by gender in the departments

	STPI		Architect- Engineer		GCU / GC		ITI / ASI		CGC / CP + Ch -Bio	
	% G	% F	% G	% F	% G	% F	% G	% F	% G	% F
2019/2020	52.4%	47.6%			60.4%	39.6%	74.2%	25.8%	38.3%	61.7%
2020/2021	56.9%	43.1%	28.6%	71.4%	64.2%	35.8%	76.4%	23.6%	34.7%	65.3%
2021/2022	58.0%	42.0%	24.1%	75.9%	67.0%	33.0%	74.8%	25.2%	32.3%	67.7%
2022/2023	61.0%	39.0%	23.1%	76.9%	69.5%	30.5%	76.2%	23.8%	28.6%	71.4%
2023/2024	63.7%	36.3%	27.3%	72.7%	57.9%	42.1%	76.0%	24.0%	27.6%	72.4%

	EP + E. Pro		GM		MECA + CSM		GPGR / MRI	
	% G	% F	% G	% F	% G	% F	% G	% F
2019/2020	72.8%	27.2%	63.6%	36.4%	63.6%	36.4%	54.1%	45.9%
2020/2021	70.8%	29.2%	58.1%	41.9%	64.3%	35.7%	49.4%	50.6%
2021/2022	70.5%	29.5%	54.3%	45.7%	64.8%	35.2%	43.6%	56.4%
2022/2023	67.8%	32.2%	54.5%	45.5%	67.6%	32.4%	40.7%	59.3%
2023/2024	67.8%	32.2%	57.9%	42.1%	66.3%	33.7%	40.7%	59.3%

Changes in student numbers by gender in apprenticeship programs

	PERF-E		PERF-II		PERF-ISP		PERF-NI	
	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls	% Boys	% Girls
2019/2020	82.1%	17.9%	73.0%	27.0%	44.6%	50.0%		
2020/2021	84.9%	15.1%	70.1%	29.9%	54.5%	45.5%	75.0%	25.0%
2021/2022	87.3%	12.7%	79.1%	20.9%	51.1%	48.9%	81.3%	18.8%
2022/2023	83.0%	17.0%	83.6%	16.4%	40.0%	60.0%	86.4%	13.6%
2023/2024	80.8%	19.2%	86.4%	13.6%	42.3%	57.7%	88.9%	11.1%

Axis 1 - Management and culture of equality

The higher education landscape is multifaceted, with permeable spaces and a wide range of topics to address:

- Professional area
- Public space
- Social space

This permeability leads to cross-cutting reflection and strategy involving the various governance actors, their missions in the networks and the policy implemented to develop a culture of equality in the spaces associating or collaborating with INSA Rouen Normandie.

✓ **Roles and missions of the various actors in the professional equality policy**

○ **Political support through the institution's governance**

The institution's governance is fully committed to the development and implementation of the action plan, and more generally to the policy of professional equality between women and men.

The policy of professional equality between women and men can only be effectively implemented with strong support from the management of INSA Rouen Normandie. This requires demonstrating the institutional commitment to equality, notably through the use and dissemination of official documents.

Action 1 - Organization of monitoring and evaluation

The action plan is monitored annually to adjust its implementation as needed. A progress report will be presented to the Social and Administrative Committee (CSA) during the first quarter of year N.

○ **Actors and actresses in charge of steering**

The professional equality policy at INSA Rouen Normandie is guided by three entities:

1. **The gender equality unit**

It reports directly to the school's management. The project officers are issued a letter of assignment. The gender equality unit monitors, promotes, and supports actions related to gender equality, whether in terms of training, awareness-raising, communication, or events, for the community, staff, and students.

2. **The Human Resources Department**

It ensures compliance with the various rules related to professional equality, whether national or local.

3. **The Social and Administrative Committee**

It gives an opinion on the institution's action plan and its implementation.

These three entities ensure they communicate with the various stakeholders involved.

Action 2 - Monitoring and evaluation of the action plan – 2025 Monitoring Committee

Monitoring will be carried out by a monitoring committee led by the equality officers. Its mission will be to implement, monitor and evaluate the plan.

It will consist of :

- The Equality Unit
- INSA Rouen Normandie Management: Director and Director General of Services
- 1 member of the Gender-Based and Sexual Violence Commission (see axis 4 of the plan)
- The Human Resources Director or her representative
- 1 member of the CSA,
- 1 member of F3SCT
- The CGB (Centre Gaston Berger) Management

This monitoring committee will analyze an annual review of the action plan beforehand. This review, as a progress report, will be presented annually to the CSA.

Resource persons may be invited depending on the agenda of the monitoring committee. They will automatically receive the minutes of the monitoring committee meetings, namely:

- The communications manager
- The Prevention Advisor
- The Director of Research
- The Director of Training and Student Life
- The coordinator of the "Cordées de la réussite" (Pathways to Success) program

The reports

They will be drafted by those in charge of the equality unit:

- Meeting objectives: "Why bring people together in this place, on this day?"
- Date of the meeting
- List of attendees
- Third parties copied who did not participate but are stakeholders in the topics discussed, if applicable
- Topics covered:
 - Summaries of the discussions, with the documents mentioned or presented attached.
 - Conclusions and decisions taken, where applicable
 - Actions: mention of those responsible for the actions with deadlines, if applicable.
- Date and location of the next meeting
- General comments or feedback: effectiveness of the work provided, organizational problems, areas for improvement, etc.

A report will be communicated to all members of the Monitoring Committee and resource persons after review by Management for distribution within the week. Communication with all INSA supervisors will also help to develop the involvement and coordination of the managerial level on this topic.

A launch of this implementation in the first quarter of 2025 seems feasible.

Action 3 – Internal and External Communication on the strategy and actions of the equality plan – 2025/2026

Internal and external communication is handled by the equality unit, according to the following procedures:

- Displays in the living areas of INSA Rouen Normandie
- Dissemination of the plan on websites, networks, etc.
- The action plan and monitoring results will be made available on the institution's intranet.
- Promoting the internal policies of INSA Rouen-Normandie

Creating an internal and external communication plan for this topic will provide better visibility among the internal population concerned, as well as increased value for external stakeholders.

Action 4 – Training for stakeholders – 2024/2026

The Ministry offers seminars and training sessions to keep project managers informed about the ongoing developments in this area. In this context, it is essential that at least one of the two project managers attend the Ministry's annual equality day. Furthermore, these two individuals, along with the INSA training department, must monitor developments related to these topics to ensure they are included in relevant training programs.

The Human Resources Department monitors legal developments and evolving practices on this topic with the aim of integrating it into INSA's human resources management policy.

✓ Sustainability of the gender equality unit

The gender equality policy is coordinated by a team of two project officers. They propose the strategy and the actions to be implemented.

Action 5 – Establish and update mission statements – 2025/2026

A mission letter was sent to each project manager to define their scope of work in 2023. An annual meeting with management is organized during the second quarter of each year to discuss, if necessary, the possible update of the mission letter and the resources made available.

Action 6 – A specific budget for the equality unit: 2024/2026

Currently, the available budget of €5,000 is reserved for:

- Training or information for project managers
- Funding for communication tools: flyers, etc.
- Participation in the "Cordées de la réussite" (Success Pathways) program
- Raising awareness among students within INSA associations about equality communication
- One action per year to promote equality: theatre, exhibition, etc.

✓ **National and regional networks**

Action 7 – Membership and agreement with networks – 2024/2026

INSA Rouen Normandie is a member of networks and signs agreements relating to the implementation of gender equality policies in the region. INSA's equality officers participate in the work of these organizations and in the implementation of the actions promoted.

Communication about this activity is carried out by the project managers throughout the year using the various media at their disposal, including:

- Social networks,
- Website,
- Mailing
- Display,
- ...

✓ **Implementing a culture of equality**

INSA Rouen Normandie is committed to promoting and disseminating a culture of equality among its staff and users. This requires the implementation of strong actions to support a policy that promotes equality between women and men.

Action 8 – Promoting a culture of equality by the Gaston Berger Centre – 2024/2026

With the support of the INSA Rouen Normandie Foundation, the CGB (Centre Gaston Berger) is driving cross-cutting initiatives to promote diversity (social, territorial, gender, disability-related, etc.), inclusion, and harmonious coexistence within the community. The CGB thus supports various themes—disability, gender equality, combating gender-based and sexual violence, fighting racism and antisemitism, social inclusion, and interculturalism—in their individual actions. It also fosters the development of cross-cutting initiatives across these themes to break down silos and raise awareness within the community by taking a multifaceted approach to these issues, whose roots and challenges often intersect. For example, initiatives to combat discrimination, in its broadest sense, are currently being developed for this year.

Action 9 – Welcoming high school and middle school students – 2024-2026

Initiatives aimed at increasing opportunities for middle and high school students to discover engineering and its environment are being implemented as part of the equality plan. Within this

framework, close collaboration with the "Cordées de la réussite" (Pathways to Success) program is being undertaken to foster a culture of intergenerational equality.

Furthermore, as part of INSA's efforts to increase the number of women enrolled in engineering programs, a partnership has been established with the FACE Association through the WI-FILLE program. The program's objective is to raise awareness and provide digital literacy to volunteer girls aged 14 to 17. These girls receive support to broaden their understanding of the digital world's potential career paths, develop their autonomy and empower them, and make them active participants in shaping their academic and professional development.

Action 10 – Rouen Normandy Science and Engineering Campus

INSA participates in unifying events around equality initiated by the Campus.

Axis 2 - Assessment, prevention and treatment of pay gaps

✓ Identification and analysis of pay gaps

Analysis of the Gender Equality Index - 2023 Data

The gender equality index is an essential tool for measuring inequalities in different areas, including pay and representation in positions of responsibility.

1. Pay gap among civil servants

- Gross salary paid :
 - Women: €3421
 - Men: €4781
- Gross difference : -€1360
- Variance ratio (%) : -28.50%

2. Pay gap among contract workers

- Gross salary paid :
 - Women: €2493
 - Men: €2523
- Gross difference : -€29
- Variance ratio (%) : -1.20%

3. The ten highest gross salaries

No women among the ten highest earners.

4. Distribution in Full Time Equivalents (FTE)

- Civil servants: 228 FTE
- Contractual staff: 172 FTE

5. Weighting and customization of weighting

- Equal pay for civil servants : 57.2 points
- Equal pay for contract workers : 22.8 points
- Representation in the highest salaries : 0 points
- Total : 80 points

Interpretation and recommendations

1. Pay gap among civil servants

The gender pay gap is particularly high at INSA, with a difference of 28.5% in favor of men. This could be due to factors such as differences in the positions held, segregation within departments, or demographic effects within departments, but this gap is highly significant.

The second source of pay gaps is the "demographic effect within professional groups." This means that men have greater seniority than women within the same professional group, and therefore hold a higher pay grade. This effect is significant for these groups. Thus, it means that within these groups, the average monthly salary is higher for women than for men.

This effect is almost nonexistent for technician and assistant staff. Within these categories, women and men have virtually identical average monthly salaries.

2. Pay gap among contract workers

The gaps for contract workers are much smaller (around 1.2%). This suggests that pay disparities are less pronounced for this category of staff, which is a positive point in terms of pay equality.

3. The ten highest salaries

The fact that no women are among the ten highest earners at INSA demonstrates a glaring inequality in the representation of women in the highest-paying positions, particularly university professorships. This indicator has a direct impact on the professional equality index score, as representation in the highest earners is a key criterion.

4. Proposed actions

- Reduce the civil servant pay gap (in particular through pay transparency policies and adjustments based on actual qualifications and responsibilities).
- Increase the representation of women in high-paying positions by supporting their career progression and ensuring fair evaluations and promotions.

- Continue to reduce the pay gap for contract workers by reassessing compensation criteria and offering career development opportunities.
- Implement specific actions to improve equal pay in positions of responsibility (e.g., analyze salary gaps by job type and identify levers to reduce gaps).
- Develop mechanisms to better support women in career management, particularly for those who are underrepresented in high-paying positions.

Action 11 - Encouraging applications for C3 bonus

Encouraging applications for a C3 bonus (Individual performance research bonus) (or any other bonus or award within higher education) requires addressing structural and cultural inequalities that can sometimes discourage people from applying for professional recognition opportunities. Initiatives to encourage applications can focus on several aspects: visibility, encouragement, support, and removing psychological or organizational barriers.

1. Make the process more accessible and transparent

- Clarify eligibility criteria : Ensure that the criteria for obtaining the C3 bonus are clearly defined and well communicated.
- Making selection processes visible : Transparency in award criteria and communication on how applications are evaluated can reassure that their application will be treated fairly.
- Constructive feedback : Offering feedback sessions on application materials can help candidates improve their applications. Furthermore, this type of individual support can be particularly helpful for those who have doubts about the quality of their application.

2. Raise awareness and encourage applications

- Specific awareness campaigns : Launch communication campaigns within higher education institutions that highlight professionals who have obtained the C3 award or other similar awards, particularly women who are currently in the minority.
- Create a supportive environment : This can also include discussion spaces where candidates can ask questions and share advice on preparing their application.
- Encouraging managers and leaders : Department directors or any other person in a leadership position should be made aware of the importance of encouraging people to apply, especially women.

3. Overcoming psychological obstacles

- Combating imposter syndrome and emphasizing the impact of contributions: Coaching sessions or training on managing self-confidence and self-esteem can be very beneficial. Similarly, it is important to stress the importance of the impact of completed work and to help professionals articulate their achievements clearly and persuasively in their portfolios.
- Valuing non-measurable skills : Certain actions, such as managing collaborative projects or the impact of teaching, are just as important but often tend to be overlooked in favor of more quantifiable actions (publications, funding, etc.). Encouraging individuals, and especially women, to highlight the diversity of their skills can also increase their confidence and encourage them to apply.

✓ Promotion policy

Action 12 - Encourage and monitor the submission of promotion applications

The implementation of mentoring and coaching programs to support women in their professional development and access to positions of responsibility could help promote their advancement.

Indeed, implementing training programs and providing personal coaching to enhance skills in reports submitted to the administration could increase the chances of promotion or having one's application accepted. However, it is also important to better prepare the management team within INSA in the preparation of its staff's applications.

Action 13 - Gender-neutral communication for job postings and application procedures

Gender-neutral communication in job postings and application processes aims to adopt inclusive language that respects all gender identities and avoids stereotypes. This can help diversify applications, promote equal opportunities, and foster a more inclusive work environment.

1. Use neutral or inclusive language

- Avoid the systematic use of grammatically marked genders (e.g., "le candidat idéal" → "la personne idéale", "les candidats" → "les personnes candidates" // "the ideal candidate" → "the ideal person", "the candidates" → "the candidate persons").
- Use masculine and feminine forms equally (e.g., "chargé·e de communication" ou "chargé(e) de communication" ou encore "chargé·e(s) de communication" // "communication officer" or "communication officer" or "communication officer (s)").
- Use neutral formulations when possible (e.g., "responsable de projet" instead of "responsable du projet" // "project manager" instead of "project manager" if the context allows for a generic formulation).

2. Be transparent and encourage diversity

Include a sentence that demonstrates our commitment to diversity, inclusion, and equal opportunities.

Example : "We encourage applications from all individuals, regardless of their sex, gender identity, origin, sexual orientation, disability, or any other personal characteristic. All talents are welcome."

By adopting gender-neutral language, we send a strong message in favor of equality and inclusion, and we create a more open recruitment environment where all people, regardless of their gender identity, can feel welcome.

Rules for managing returns from leave

Action 14 - Encourage applicants to apply for leave for educational projects or leave for research and thematic conversion

Encouraging women in higher education to apply for leave for a teaching project or a leave for research and thematic conversion This requires overcoming several obstacles that can prevent them from making this choice, such as mental load, family responsibilities, concerns about the impact on their career, or a lack of confidence in the recognition of their work. The goal is to create an environment conducive to taking these leaves while providing them with the information and support necessary for them to feel legitimate and capable of taking the plunge.

1. Raise awareness of the benefits and opportunities associated with these leaves of absence.
 - Highlighting the benefits : It is essential to clearly reiterate the advantages of this leave. Women may sometimes be unaware of the personal and professional benefits of leave for a teaching project or research. It can be an opportunity to delve deeper into a research project, experiment with new teaching approaches, train in a different field, or acquire new skills. This leave also provides an opportunity to enhance professional recognition.
 - Inspiring testimonials : Share testimonials from women who have benefited from these leaves and who, thanks to these dedicated periods, were able to advance their projects or find interesting professional opportunities. This could take the form of testimonials in newsletters, internal publications, etc.
2. Promote a supportive and validating environment
 - Encouragement from line managers : Department heads and other management levels should be trained to actively encourage women to request leave for teaching projects or research. Sometimes, women hesitate to request this type of leave for fear of being perceived as less committed or less productive. Explicit support from line managers, who value this approach and demonstrate its benefits for their careers, can make a significant difference.
 - Institutional support : It is essential to provide an institutional framework that ensures leave requests are handled fairly. Make sure the procedure is clear and transparent, and that women know they have nothing to fear from negative repercussions, particularly in terms of promotions or performance reviews.
3. Combating mental load and managing family responsibilities
 - Support in managing family responsibilities : One of the major obstacles for women taking leave is managing family responsibilities, especially when they are the primary caregivers for children or other relatives. Implementing solutions to alleviate this burden (such as childcare assistance or flexible work arrangements) can be a determining factor in helping them feel ready to take time for themselves and their projects.
 - Flexibility : Women should know that these leaves can be taken flexibly, for example, according to their personal constraints. Part-time leave, split periods, or remote working options can make the experience more accessible.
4. Combating imposter syndrome and developing self-confidence

- Encouraging the legitimacy of personal projects : Imposter syndrome , where women doubt their legitimacy to request this type of leave, is often a major obstacle. Organizing workshops or training sessions on career management, self-esteem, and showcasing one's projects can help women feel legitimate in their requests. These sessions can address topics such as managing one's academic path, gaining recognition for one's work, and how to promote a research or teaching project.
- Career coaching : Offering career coaching sessions specifically for women to discuss their career plans, ambitions, and how a leave of absence for research or educational projects could contribute to their professional development.

5. Reduce administrative barriers and facilitate access to leave

- Simplifying administrative procedures : Cumbersome administrative processes can be a deterrent, especially when leave management seems complicated or there are doubts about the approval of the request. Simplifying administrative processes and providing a clear and detailed guide to the steps for requesting leave for educational projects or research will encourage women to submit their applications.
- Transparency regarding selection criteria : If specific criteria exist for granting these leaves, it is important that they be clear, fair, and communicated transparently to all staff. Transparency in the selection process strengthens women's confidence in the validity of their requests.

6. Create spaces for discussion and support among women

- Networking and support groups for women : Creating spaces where women can share their experiences, projects, and leave opportunities is a way to strengthen their sense of solidarity. These groups can meet regularly to discuss the challenges they face, but also to motivate each other to take this type of leave. A network of academic women can also offer a mentoring environment where experienced women advise those just starting out.

Action 15 - Interviews for return from leave and follow-up on resumption of duties – 2025

A return-to-work interview following an absence of several months is organized for all employees who have benefited from:

- Maternity leave
- Parental leave
- Caregiver leave
- Adoption leave

The interview is conducted by the HR Director or their representative. Its objective is to discuss all topics of interest to both the line manager and the employee, ranging from organizational matters to career prospects.

This meeting is prepared in advance by the HR Director and the manager.

It is preferable to conduct this interview on the first day, if the agent has been informed beforehand.

The return-to-work interview will be much easier to organize if, during the period of absence, the manager has maintained regular contact with the employee.

If the employee agrees, the manager can check in regularly during their absence. These discussions will be informal. The goal is for the employee to always feel like they are part of the organization's team.

Two weeks before the return, the manager can contact the professional. Together, they establish a return schedule and set a date for the return meeting.

It could be suggested to organize a welcome-back breakfast with the agent's team, particularly to promote reintegration and team cohesion.

Some tips for conducting the interview:

- Listening: this is the time to envision the position and its evolution together. Desires for change and training needs can be discussed.
- Communicating about the environment: the manager has every interest in conducting a complete assessment of the department and the establishment. Particular emphasis will be placed on projects involving the individual so that they feel reassured about their role and place within the organization.
- The topic of working hours or workplace adjustments is discussed before the return. The need for a gradual return is sometimes expressed during the interview.

The interview allows for discussion of all topics on the day of the return. However, the return to work doesn't happen in just the first week. Professionals often need some time to readjust.

Further interviews may be scheduled to address any potential difficulties and prevent absences related to working conditions.

Uniform communication of this process must be carried out with all INSA managers in order to implement this system in a coordinated and egalitarian manner.

Axis 3 - Guaranteeing equal access for women and men to positions, ranks and jobs

Diversity of professions within INSA Rouen

✓ ITRF staff (Technical research support staff)

Group		Man	Women	% age women
Research Engineer (IGR)		11	7	38.89%
Research Engineer (IGE)		19	23	54.76%
Research and Training Engineer Assistant (ASI)		13	18	58.06%
Research and Training Technician (TECH)		22	48	68.57%
Technical Assistant for Research and Training (ATRF)		15	22	59.46%
Total ITRF 2023		80	118	59.60%

- Research Engineers are the least gender-balanced corps, with a significantly lower proportion of women than men (only 38.89%). This could indicate female underrepresentation in highly qualified or senior research positions, which may be linked to systemic barriers or less incentive for women to apply to this field.
- Research Engineers have a fairly balanced distribution, with a majority of women (54.76%). This demonstrates a certain equality in gender representation within this category, which is a positive sign for gender equality in technical roles at INSA Rouen.
- Assistant Engineers have a better representation of women, with over 58% being female. This could indicate that this profession attracts more women, or that women are more successful at maintaining and advancing within it.
- The Research and Training Technician category has the highest proportion of women, at 68.57% . This demonstrates a strong balance within this category, perhaps even a slight female predominance, which could be linked to specific qualification dynamics in this field.
- Technical Assistants also have a significant proportion of women (59.46%). This group appears relatively balanced and likely reflects equitable access for women to these technical support and management roles.

Overall, 59.60% of ITRF staff are women, which is a significant percentage. This suggests that INSA Rouen has a better overall representation of women among its ITRF staff, although some categories, such as Research Engineers (IGR), remain unbalanced.

Observations and recommendations

- Underrepresentation in certain professions : The most significant gap is found among Research Engineers (IGR) , where the proportion of women is relatively low (38.89%). This underrepresentation could be attributed to factors such as horizontal segregation in certain scientific specialties, biases in recruitment, or social barriers that discourage women from pursuing advanced research careers.
- Balance in technical roles : Research and Training Technicians (TECH) and Research and Training Technical Assistants (ATRF) have a strong female representation, which can be seen as a success in terms of gender equality within these categories. However, it is worth examining whether this strong female representation is also reflected in promotions and career advancement, or whether it might be a sign of the " feminization " of certain roles perceived as less prestigious.

Consequently, INSA Rouen has made significant progress in the representation of women among its ITRF staff, with an overall proportion of 59.60% women. However, significant disparities still exist, particularly within the Research Engineer corps , where gender inequality is more pronounced. Special attention must be paid to the career advancement of women in these categories, while maintaining the balance already achieved in technical and support staff.

✓ Distribution of teaching and research staff

Group	Man	Women	% age women
University professor whose director	35	8	18.60%
Lecturer	45	17	27.42%
Associate Professor	17	7	29.17%
Certified teacher	2	8	80.00%
Physical Education Teacher	2	1	33.33%
ATER	6	6	50.00%
PhD students	40	22	35.48%
Postdoctoral researchers	39	14	26.42%
Total	186	83	30.86%

In 2023, the proportion of women in the different groups varies considerably, ranging from 18.60% among University Professors to 80% among Certified Professors.

- University professors have the lowest proportion of women (18.60%). This reflects the underrepresentation of women in leadership positions or in disciplines where university professors are generally more numerous (such as engineering). This situation is a well-

known phenomenon in academia, where women are underrepresented in top careers, largely due to gender bias in recruitment and promotion processes, as well as difficulties in balancing work and personal life.

- Associate Professors represent an intermediate category, with a percentage of women of 27.42% . Although this proportion is higher than that of Full Professors, it remains quite low, suggesting that fewer women access Associate Professor positions in certain disciplines. This underrepresentation in more senior academic roles could be linked to factors such as implicit bias in recruitment or barriers to career advancement for women in academia.
- among tenured professors (often in secondary schools or specific disciplines) is 29.17% , which is still relatively low but slightly higher than in higher categories such as university professors. This group shows better female representation, although the gap compared to men remains noticeable.
- Certified Professors are an exception, with 80% being women . This category primarily encompasses teaching in less research-oriented disciplines , often in the humanities or arts. The strong female presence here could reflect different career paths for women, particularly in secondary education or in fields perceived as more accessible to them. However, this high percentage is specific to this group and does not reflect the overall senior ranks in higher education.
- Physical Education teachers have a small overall number (3 people) and a proportion of 33.33% women . This is a minority group at INSA, but the percentage of women remains moderate, which is often the case in sports fields where men are more represented in certain teaching positions.
- (ATERs) have perfect gender parity, with 50% women . This is a transitional role, often filled by young researchers before they definitively enter an academic career. Gender equality at this level is a good sign for academic career progression , as ATERs are often the ones who will be promoted to lecturer or professor positions.
- of doctoral students at INSA Rouen is 35.48% female , which is relatively low, but this figure remains fairly common in engineering and applied science disciplines. There may be structural, social, and cultural barriers that discourage women from pursuing long and demanding academic careers, particularly in fields where men have traditionally been more prevalent.
- Postdoctoral fellows also show a female underrepresentation (26.42%). This likely reflects obstacles to women's access to high-level research positions, as well as difficulties in reconciling often precarious postdoctoral careers with other aspects of life, such as motherhood or other family responsibilities.

✓ **Communication about professions without gender stereotypes**

Action 16 – Event and communication on combating gender stereotypes – 2025/2026

An event in the form of a workshop or conference could be organised within INSA with the aim of promoting professions mainly practiced by men or, conversely, by women, in order to "break" stereotypes, particularly in declining sectors:

- A female gendarmerie commander
- A male midwife
- A female engineer in public works or civil engineering
- ...

Possibility of proposing a conference on the place of gender in an intercultural society.

Proposed pace: 24 months

This action will require a specific communication plan in order to maximize the visibility of this event, which could be carried out in partnership with local higher education stakeholders.

✓ **Support for career paths and equal access to professional responsibilities**

Recruitment faces several major challenges: skills shortages, increased turnover, and increasingly complex processes. Companies must broaden their selection criteria or invest in internal training, but they must also ensure that candidates align with the company's skills and values, while integrating diversity and inclusion concerns. Furthermore, in a world where everything happens at the snap of a finger, competition demands greater responsiveness: excessive delays can lead to the loss of potential candidates. Recruiters must therefore be quick and efficient to attract and retain talent.

INSA Rouen Normandie faces various recruitment challenges while implementing effective initiatives to address them. The school is firmly committed to promoting diversity and inclusion, guaranteeing equal opportunities for all, regardless of gender, disability, or social and cultural background.

Looking at the functions, we find an overrepresentation of women in the BIATSS category, a need for parity among teachers, and an underrepresentation of women in research (16% of men versus 7% of women).

This underlines the need to continue promoting gender equality, particularly in areas where women are underrepresented, and vice versa for men.

To strengthen gender equality in recruitment, it is essential to organize regular awareness sessions and training to educate recruiters and staff about unconscious bias and gender stereotypes. This awareness-raising should not be limited to individual personnel but should more broadly reach all members of the INSA Rouen Normandie community so that we can all move in the same direction.

✓ Mobility procedures

INSA Rouen Normandie has drawn up its management guidelines relating to staff mobility. They include measures aimed at guaranteeing equal treatment and the absence of discrimination in the institution's mobility policy.

The human resources department communicates on all the positions available within the institution.

Furthermore, when it becomes aware of them, it disseminates the positions to be filled within the COMUE Normandie Université and the Rectorate of Normandy.

Action 17 – Reflection on parity in recruitment and mobility procedures - 2026

The recruitment process at INSA must therefore be rethought in order to reconcile equal opportunities with the excellence of applications and the agility of recruitment in a constantly evolving context.

In this context, it is important to emphasize that stereotypes have created an automatic response in memory that can influence anyone's decisions, especially under pressure. Humans rely on these automatic responses without necessarily thinking about them.

Research shows that when individuals are told they can be influenced by these biases, they will try to control them. In particular, scientists will be much more inclined to pay attention to and control their automatic responses.

Two tools to use to reduce these automatic behaviors:

- Computerized test that measures implicit gender bias in science (TAI)
- Videos presenting the results of scientific research explaining the effects of these biases on assessments of women's skills in science and on recruitment and promotion decisions.

✓ Access to training

The institution communicates about these systems

	Man	Women	Percentage of women who have received training
Category A	72	83	53%
Category B	30	91	75%
Category C	123	104	62%
Total	225	276	55%

The percentage of women in category A participating in training increased from 37% in the previous plan to 53% in this plan. The other categories showed stable rates between the two plans.

Action 18 – Equitable training for INSA professionals – 2026

Increased vigilance will be required in developing the 2026 training plan to ensure more equitable access to training for INSA professionals. It is also important to encourage training among staff who are less enthusiastic and to understand the reasons for their reluctance.

AXIS 4 – Promoting a better work-life balance

✓ Adjusting working days

INSA Rouen Normandie pays particular attention to the organization of work and working time, to allow its employees an optimal balance between personal and professional life.

The INSA Rouen Normandie working time agreement allows BIATSS staff to have flexible and individualized working hours with extended time slots for daily hiring and unhiring periods, subject to the service requirements for all INSA professionals.

In the event of a need for arbitration within a department, priority will be given to parents of young children or children with disabilities.

✓ Parenting support

○ Securing the situation of pregnant women

Action 19 - Implementation of specific communication for pregnant women to optimize the reconciliation of their situation with their professional activity - 2025

An annual communication must be conducted with female employees and management to familiarize them with the procedures and internal resources available within the institution regarding pregnant women. This communication must outline the key stages of maternity leave, including the rights and obligations of both the employer and the employee, namely :

- declaring the maternity to the employer
- authorizations for absence
- the scheduling
- job layout

These elements should also be mentioned in the parenting guide.

Furthermore, information regarding the availability of a breastfeeding room must be provided to all pregnant women or new mothers recruited and employed by INSA so that they can plan ahead for their return to work after maternity leave and for balancing their personal and professional lives.

Action 2.0 – Better preparation for absence

To ensure the smooth operation of the service, a meeting must be systematically arranged with the line manager as soon as the pregnancy is announced. Its purpose is, in particular, to:

- Organize the monitoring of files and plan for a possible replacement or request for temporary reinforcement;
- Organize information for the employees and departments concerned;
- Consider, if necessary, a change in the functions performed.

Similarly, an interview must be organised upon return from maternity leave in order to allow a return to work under the best conditions (see action 21).

Action 21 - Advocate for the consideration of parenthood - 2026

It seems appropriate to work towards creating a working group to define criteria that promote parenthood and professional life while ensuring respect for other professionals. The objective of this working group will be to update the INSA's parenting guide.

AXIS 5 - Combating sexual and gender-based violence (VSS), harassment and discrimination

As part of its action plan, each institution must implement actions to combat gender-based and sexual violence, harassment and discrimination.

In addition to its equality unit, INSA Rouen Normandie has available:

- two VSS representatives.
- an anti-semitism advisor.
- a staff support unit : any employee experiencing a difficult situation can contact this unit. They will be listened to, advised, supported, and referred, if necessary, to the appropriate personnel. The unit is independent within the institution and is recognized by the Health, Safety and Working Conditions Committee (CHSCT).
- a VSS steering committee.
- a VSS committee which proposes prevention actions on sexist and sexual violence, deals with cases of sexist and sexual violence brought to its attention, carries out an annual review of prevention actions put in place and carries out an annual review of the handling of cases of sexist and sexual violence.

VSS Action Plan

An action plan for the period 2024-2026 has been drawn up and proposes specific actions concerning the following themes:

- Information on the existence of the device
- Communication campaigns on VSS
- Training
- Information on monitoring the device

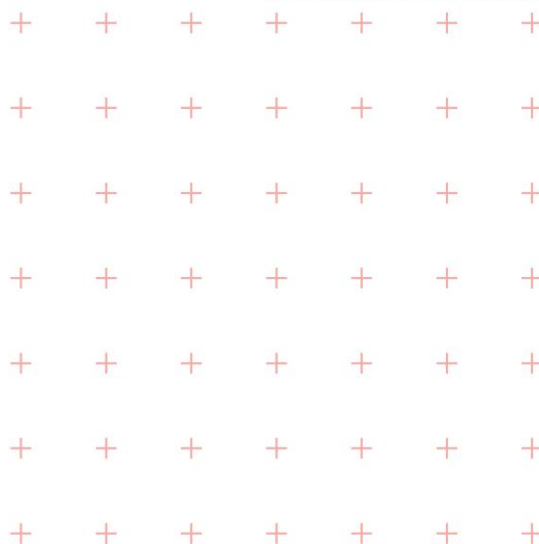


INSTITUT NATIONAL
DES SCIENCES
APPLIQUÉES
ROUEN NORMANDIE

PROFESSIONAL EQUALITY PLAN 2024 – 2026

AXIS 5:

FIGHT AGAINST GENDER-BASED VIOLENCE AND
SEXUAL, HARASSMENT AND
DISCRIMINATION



Combating gender-based and sexual violence, harassment and discrimination

In accordance with the law on the transformation of the Civil Service of August 6, 2019, each establishment must integrate the theme of “the prevention and fight against discrimination, acts of violence, moral or sexual harassment as well as sexist behavior” into its action plan and put in place a system for reporting acts of violence, discrimination, harassment and sexist behavior. In addition to the equality mission representatives, INSA Rouen Normandie has appointed an anti-Semitism representative and a representative against all forms of discrimination. As early as 2015, INSA Rouen Normandie created a staff **support unit**, composed of volunteer staff members from the institution.

Any employee facing a difficult situation can contact this unit. They will be listened to, advised, supported, and referred, if necessary, to the appropriate people.

The implementation and composition of a commission to combat sexist and sexual violence and a specific listening unit for sexist and sexual violence (“**VSS unit**”) were adopted by the CT on 24/09/20, the CA on 15/10/20 and the CHSCT on 23/11/20.

The **VSS unit** is independent within the institution.

This unit operates in parallel with the support unit, which continues to exist.

Actors in the fight against gender-based and sexual violence at INSA Rouen Normandie

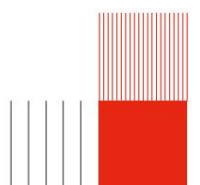
1. Composition of the VSS steering committee:

- Director of INSA Rouen Normandy: Mourad BOUKHALFA
- Director General of Services: Stéphanie VANDER EECKEN
- Director of Training: Jean COUSIN
- Research Director: Gilles GASSO
- Human Resources Director: Laetitia BRUGOT
- Director of the Gaston Berger Centre INSA Rouen Normandie: Gaëlle Morandi
- Equality, Diversity and Inclusion Coordinator for CGB INSA Rouen Normandie: Jihane BELGA
- VSS Contacts: Isabelle MALANDAIN, Alexandra LE FOLL
- Professional equality officers: Orlane DRUX and Julien SAUNIER
- Residences Manager: Arnaud JOUETTE
- Head of the GUV: Stéphanie BOCQUET
- Student Vice-President of the CVE: Léane DELABARRE

Missions of the VSS steering committee:

This steering committee sets the strategy to be adopted and the actions to be taken in the fight against gender-based and sexual violence.

It meets at least once a year and ideally once every six months.



2. Composition of the VSS commission:

- VSS Contacts: Isabelle MALANDAIN, Alexandra LE FOLL
- CSA Members: Alexandra LE FOLL and Bruno PORTIER
- F3SCT Members: Laura BOM (F3SCT representative for the prevention of risks of violence, discrimination, harassment and sexist behavior) and Antoine JOOSTEN
- Nurse: Isabelle MALANDAIN
- Occupational psychologist: Patricia FIQUET
- Human Resources Director: Laetitia BRUGOT
- Director of Training: Jean COUSIN
- Research Director: Gilles GASSO
- Director of the Gaston Berger Centre, INSA Rouen Normandie: Gaelle Morandi
- Equality, Diversity and Inclusion Coordinator for CGB INSA Rouen Normandie: Jihane BELGA
- Permanent guests: professional equality representatives: Orlane DRUX, Julien SAUNIER and members of the VSS unit

Missions of the VSS commission:

- To propose prevention measures regarding sexual harassment and gender-based violence and sexual
- Conduct an annual review of the prevention measures implemented

The commission is required to work in conjunction with all services, commissions, bodies involved in the prevention of this violence (F3SCT, H&S unit, HR department, equality observatory, support unit, student health service, etc.)

It meets 3 to 4 times a year.

3. VSS Cell

The unit is composed of members from various departments, laboratories, and services within the institution. Members of the VSS unit attend VSS committee meetings as permanent guests. As part of this role, the listeners sign and are bound by a confidentiality and neutrality agreement.

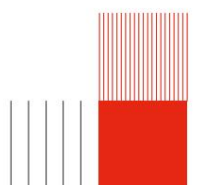
Several methods are available to contact the **VSS unit** :

- By email: cellule.vss@insa-rouen.fr
- Moodle: <https://moodle.insa-rouen.fr/course/view.php?id=1793>
- A contact form is available on the website: www.insa-rouen.fr/cellulevss
- By going directly to the health department of the establishment.

All information about the process is available on the intranet under the "HR" section and on Moodle. section "student life"

Composition of the VSS cell

- Isabelle MALANDAIN – VSS Coordinator and Nurse*
- Ophélie PERKINS – Nurse*



- Laura BOM – Assistant Engineer
- Stéphanie MORIN – Staff Psychologist
- Antoine JOOSTEN – Teacher-Researcher
- Alexandra LE FOLL – Engineer in a laboratory
- Myriem Abid – EP student (elected CVE VSS mission)

*In order to preserve medical confidentiality, the referring professionals reserve the right to change the listening partner chosen by the victim.

Missions of the unit:

- Ø The initial referral, including the first interview with victims or witnesses
- Ø Support for victims or witnesses
- Ø Multidisciplinary care

4. Administrative Investigators

In the event that an administrative investigation needs to be launched, the trained personnel are:

- Director General of Services: Stéphanie VANDER EECKEN
- Legal experts: Guillaume TERRIEN, Charlotte VANDENHENDE
- DGS/legal assistant: Herveline VERBEKEN

Note that INSA Rouen Normandie has chosen to prioritize administrative investigations, especially if the facts concern staff of the establishment, by a specialized body (such as Egaé, Egalité à la page etc).

5. F3SCT Referent

The F3SCT has appointed a contact person for the prevention of risks of violence, discrimination, harassment and sexist behavior, Laura BOM.

Its missions are:

- To be involved in the work led by the establishment's health and safety department aimed at assessing these risks within the establishment and integrating them into the single document for the assessment of occupational risks; •
- To be involved in identifying the preventive actions for these risks that will be integrated to the annual prevention program; Ø
- To be involved in training, awareness-raising, or information activities for all staff and students on the topic of these risks; Ø To direct staff and users to the existing system within the institution for reporting situations of violence, discrimination, harassment, or sexist behavior
- ;
- Ø Participate in F3SCT investigations related to serious or repeated work-related accidents or illnesses resulting from violence, discrimination, harassment and sexist behavior;

- Ø To be involved in monitoring the operation and evaluation of the reporting, processing and follow-up system for acts of violence, discrimination, moral or sexual harassment and sexist behavior implemented within the establishment;
- Ø To contribute to the enrichment of action plans developed by the establishment;
- Ø Participate in regulatory monitoring.

Process for addressing gender-based and sexual violence at INSA Rouen Normandy

As a reminder, any member of INSA Rouen Normandie who is a victim or witness of sexist or sexual violence can contact the **SSV unit** via the following email address: cellule.vss@insa-rouen.fr

The system, through the institution's designated social and sexual violence (SSV) liaisons, acknowledges receipt of the request. The acknowledgment of receipt and the proposed appointment are made the same day. The first appointment generally takes place the following day or within 48 hours of the report. The victim is then received by a two-person listening team, trained in psychological and legal aspects, and chosen by the victim from among the members of the **SSV unit**. For every report, the **SSV unit** refers each victim to medical, social, psychological, and legal support and schedules a second appointment.

The members of the **SSV unit** are also bound by professional secrecy and guarantee the anonymity of victims when necessary. A charter, specifying the general rules and guidelines to be followed, has been signed by the members of the **SSV unit**. The members of the **SSV unit** commit to respecting the rules of confidentiality, of professional secrecy, discretion and objectivity. The **SSV unit** does not make professional, educational, administrative or disciplinary decisions.

The members of the **SSV unit** analyze the cases encountered. They examine the reports and, where appropriate, forward the information to Management for further action.

Management will take all appropriate protective measures and will ensure that reported incidents are addressed.

The institution must, as soon as possible, depending on the nature of the reported facts:

- To stop the acts by taking all precautionary measures, including removing the alleged perpetrator or, where appropriate, the victim.

A precautionary measure is not a disciplinary sanction and is immediate in nature.

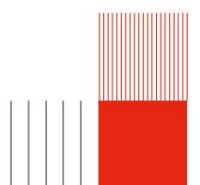
- Conduct an administrative investigation to establish the accuracy of the facts.

During this investigation, the person appointed to conduct it may interview the victims of the disputed events, the alleged perpetrators, colleagues and other potential witnesses.

- Individuals who consider themselves victims **and who are public officials** can request functional protection.

Functional protection includes the obligation of prevention, legal assistance and redress.

- The SSV referees, with the agreement of the victim, request the head of the establishment or his representative to initiate a disciplinary procedure.



- For facts that may constitute a crime or an offense, report the facts without delay to the Public Prosecutor, supporting the referral with the material elements collected during the internal investigation.

These actions do not replace the victim filing a complaint at the police station. These actions are parallel and independent procedures.

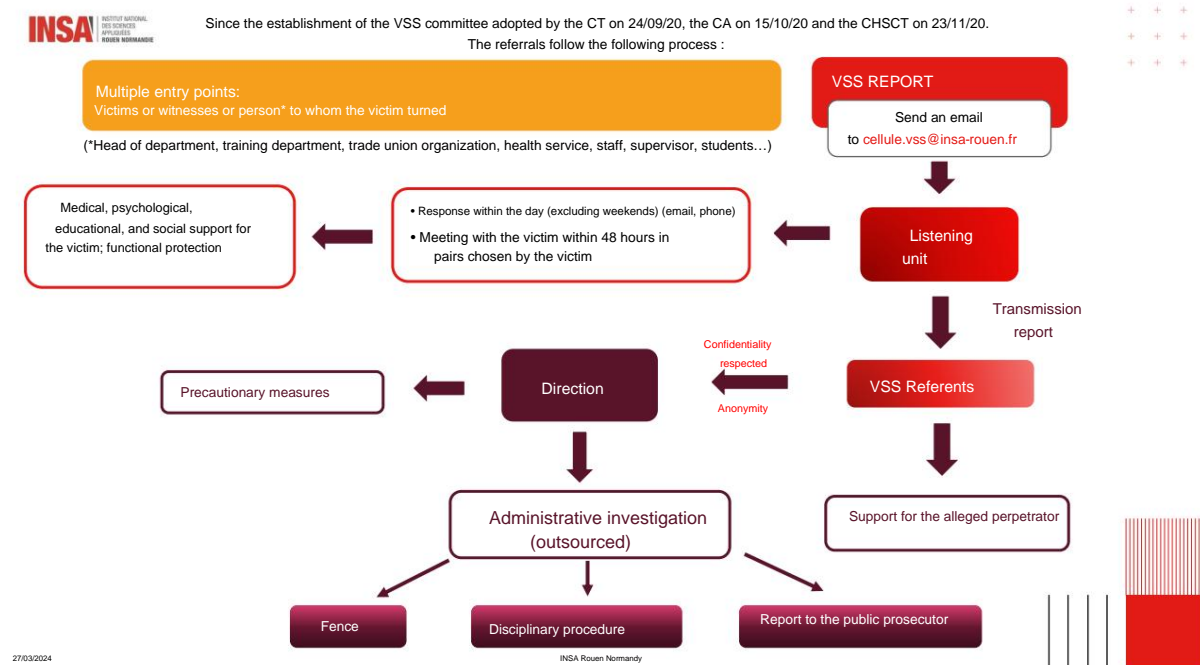
As a reminder: Every employee or student can request an appointment with the prevention doctors who can offer them support with a psychologist.

The HR department can also consult the occupational health physician at the request of an employee.

Each student can request an appointment with the nurse who can offer them support with the student psychologist.

Information related to the **SSV** reporting system will soon be permanently available on the INSA Rouen Normandie website.

As a reminder, since the unanimous validation of the VSS commission by the CT on 24/09/20, the CA on 15/10/20 and the CHSCT on 23/11/20, the referrals made follow the following process:



Prevention, awareness-raising and training actions

The SSV commission lists nearly forty prevention, awareness-raising, and training actions per year, including the deployment of communication campaigns, the implementation of awareness workshops, theatrical performances, exhibitions, and training sessions...

Action Plan 2024–2026: Combating sexual and gender-based violence, harassment, and discrimination

The synoptic table below presents a summary of the assessments carried out. These assessments allow us to consider the objectives to be pursued and the actions to be implemented over the next three years, in accordance with the recommendations of the law on the transformation of the civil service.

For each of the actions presented, the designated contacts for project management and the associated resource group are also specified. The resource group comprises staff directly involved in the proposed action. Furthermore, within this three-year action plan to combat sexual and gender-based violence, harassment, and discrimination, the indicators used in the diagnostic phase will also be used to conduct formative and summative project management evaluations.

Summary of the different actions envisaged

	To initiate		In progress		Active
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Action	Priority / State	Diagnosis	Measure under consideration	Action	Piloting	Resources	Operational/Indicator	Recurrence
Information and awareness campaigns on gender-based and sexual violence								
1	1	Difficulty finding information	Update information	Review the website and intranet Social networks?	Isabelle	Service com/Ophélie	- Access in less than two clicks from the homepage, - Number of consultations the web page.	
2	1	Need for visibility - After checking, no concept is included to date.	Inform / raise awareness	Incorporation of an equality/diversity/inclusion article and/or the VSS charter into internship agreements	Alexandra	Student One-Stop Shop Internship Manager, Department Others ?	Conventions to be modified Apprenticeship contract? Mobility contract?	
3	1	Lack of visibility at the laboratory level	Inform / raise awareness	Drafting a VSS charter for laboratories	Alexandra	Alexandra Research Department Lab Director + identify relay in the laboratories	Charter signed by the laboratory director and integrated into RI – Distribution to laboratory members via email Coordination with others guardianships	

4	2	People don't know where find information	Inform / raise awareness	Communicating about the VSS unit within laboratories and on laboratory websites and doctoral schools	Alexandra	Research Director Lab Director Director ED VSS liaisons from other supervisory bodies + identify relay in the laboratories	Meeting dates Billboard campaign Coordination with other supervisory bodies for actions municipalities	
5	2	At-risk population	Involve more students	Creation of a student association focused on the fight against... VSS	Isabelle	Mr. Baudesson O. Drux Student Union	Date of creation	
6	3	Need for visibility	Inform	Complete the Moodle page	Alexandra	Ophélie		Continuously
7	3	Need for visibility	Inform / raise awareness	A day dedicated to equality between women and men and the fight against VSS	Isabelle	O. Drux	Date of the day	Annual 25 Nov 24
8	3	People don't know where find information	Inform the staff and students	Article in the INS[A]IDE	Isabelle	Communications Department (Marie Le Meter)	Article published	3 articles per year (October/Jan) (April)
9	3	Change in the cell	Inform	VSS brochure update / contact summary	Isabelle	Communications Department / O. Drux	Version number	Annual
10	2	More and more cases	Inform	Display/screen campaign	Isabelle	Communications department	Date of commissioning or display	Annual
11	1	Difficulty finding information - error	Update information	Update to health information leaflet (QR-CODE)	Isabelle	O. Drux	Date of commissioning or display	
12		Need for visibility	Prevention	Participation of the VSS unit in the QVT day	Isabelle	Geraldine / Isabelle/ Alexandra / Orlane/ Laura	Date of the day	Annual
13		More and more actions in public spaces	To integrate into the life of the city	Participate in working groups on sexual violence in public spaces	Orlane	O. Drux		

Training sessions on gender-based and sexual violence							
14	1	at-risk population to prevent		Raising awareness among all doctoral students INSA with priority given to those on teaching assignments (1.5- hour format)	Alexandra Alexandra/Antoine	Obtain the list of INSA doctoral students, student teaching assistants and temporary staff Sessions completed (charter / signature) Number of people	Back to school 2024 then Annual
15	1	Training staff and users	prevent	Creation of a self-training module	Alexandra Working Group with users and staff CIP	Module production (start of the 2025 academic year)	
16	2	Inform the staff and the users	Inform staff and users	Create a practical guide on how to respond to sexism, harassment, or sexual assault.	Alexandra Isabelle Communications department Equality Officer VSS F3SCT Referent	Production of the guide (back to school 2025)	
17	2	More and more cases	Protect	Raising awareness among students international VSS	Alexandra DRI/Dora/Sophie	Presentation in English	
18	1	Form	Handling cases, training members of the disciplinary section	Alexandra, Director/HR Director Training Department			
19	3	Budget to plan	Inform and warn	To engage extensively in the fight against sexual violence	Alexandra Alexandra / Isabelle Direction ?	Response to the MESRI's calls for proposals if renewed + others? Number over the period	
20	1	Inform the staff and the users	Prevent	A single presentation template to be updated for different formats (5 min, 15 min and 1 hour 30 min) for distribution to stakeholders	Alexandra Orlane / Isabelle / Alexandra	Distribution to stakeholders Timeline: end of June 2024 (with a view to starting in September 2025) English translation (doctoral students)	
21		Inform the staff	Prevent	Inform new arrivals about the existence of the VSS unit during the welcome day	Alexandra Géraldine Pelissier - Celine Leroux VSS F3SCT Referent Isabelle	Number of sessions completed / Number of people	Continuously
22		Inform the students	Prevent	Inform new students about the existence of the VSS unit	Isabelle Isabelle / Orlane + server com Student One-Stop Shop + Student Union?	Card handover (contact summary) Presentation by the student union?	Continuously

23		To become known and make themselves visible	Inform and prevent	Presentation of the team during the back-to-school meetings (15-minute format)	Alexandra Stude	Students: Orlane / Isabelle + Department Director	Transfer the slides to the Directors Meeting dates	Annual
						Staff: Isabelle	Meeting dates	Annual
	1					VSS F3SCT Referent HR Director + Director		
						Doctoral schools: Alexandra Orlane / Antoine	OK ENDC since 2022 OK PSIME since 2023 OK MIIS in 2024 Meeting dates	Annual
24		Need for prevention	Information to be disseminated during the back-to-school period	Presentation of the VSS (Validation of Secondary Schools) to apprentices in 15 minutes at the start of each academic year.	Alexandra Orlane/ Isabelle		Number of presentations and people Retrieve listing /signature	Continuously
25		Increase in case	Prevention	Raising awareness among students internally (1.5-hour format) STPI 1 (Integr'INSA) Integrated STPI 2	Alexandra Alexandra Le Foll /Orlane	Drux STPI2 Studies Directorate for Integrated Listing 2A	Retrieve listing signature Number of people	Annual
26		At-risk population Prevention		Raising awareness among students internally (1.5-hour format) – Integrated 3A, 4A, 5A	Alexandra Alexandra Le Foll /Orlane	Drux Dir. Form and VE (J. Cousin)	Retrieve listing signature Number of people	Annual
27	2	More and more cases	Prevention	re-awareness of the VSS staff – voluntary and mandatory	Alexandra/ Isabelle	Training Department Alexandra / Orlane VSS F3SCT Referent	Number of people	All 3 years
28		Maintain the level of information	Inform	Presentation of the VSS unit and action plan pending	Alexandra Alexandra/Isabelle			change of mandate
29	2	Maintain the level of information	Inform and power to orient	Annual information meeting for department heads and academic leaders	Alexandra Alexandra		Executive Committee + Report	Annual
30	2	Maintain the level information	Inform	Annual information meeting to the directors of the laboratories	Alexandra Alexandra/ Orlane			Annual

How the VSS cell works								
31	1	The members of the VSS cell and the not all commissions have their mission statement	To update	Drafting/updating the mission letter	Isabelle	HR Director/Marjolaine	Signature by members of the cell and the commission Number of letters	With each new entering
32	1	Lack of support for interviews	Homogenize the processes	Writing listening script	Alexandra Isabelle	Alexandra/Isabelle/	Product document	
33	1	Lack of support for entering directions	Homogenize the processes	Document drafting and data entry direction following report	Alexandra Isabelle	Alexandra/Isabelle/ Guillaume Terrien	Product document	
34	2	HR support needed for surveys/ accompaniment	Create a network	Identify and connect with local associations and organizations	Alexandra Isabelle	Alexandra / Isabelle		
35	2	HR needed for surveys To have an impact	Create a network	Identify and connect with the INSA group's resources	Alexandra Isabelle	Alexandra / Isabelle	Networking Prevention action Help with the investigation?	
36	1	Not all members of the cell signed the charter. VSS	Update Charter and	Signature	Isabelle	HR Director/Marjolaine	Number of letters	With each new entering
37	1	The members of the The cell is not comfortable with active listening	Train the members of the cell	Training in VSS of members of the cell	Isabelle	Training Department	Number of people trained	Continuously
38	2	Report to the alias cellule.vss@insa-rouen.fr	Supporting the victims	Cell coordination and different actors	Alexandra Isabelle	Members of the cell Psychologist Social action HR/Legal At the INSA group level?	meeting	Annual
39	1	More and more cases	Prevent	Strengthening the Alexandra listening system	Isabelle	Direction		

40	1	More and more cases	Form	Training of new “investigators”	Alexandra Isabelle		Number of people trained	
41	1	More and more cases	Investigate	Conduct administrative investigations	Isabelle	Personnel trained in investigations (G. terrien, S. Vander Eecken, H. Verbeken)+ HR Director+ lawyer	Service providers for administrative investigations. Recycling ! <small>Near the Executive Committee</small>	
42	2	Establish a baseline assessment	Investigate	Investigation into VSS	Isabelle	Quality mission		Annual

Description of the different actions envisaged

Information and awareness campaign on gender-based and sexual violence

- Action 1 consists of improving the digital access devices for information in the VSS unit and in particular the access path to the VSS unit page and the reporting procedure on the INSA Rouen Normandie website, its intranet and its social networks. This action is led by I. Malandain, relying on a resource group made up of the VSS referents of the establishment, O. Perkins (Nurse) and the Communication department.

Resources to be provided for the completion of action 1:

Working hours of the staff involved

- Action 2 considers the need to develop a culture of greater equality in order to prevent discrimination, acts of violence, moral and sexual harassment, as well as sexist behavior that may occur during student internships. This action

This involves adding an "equality – diversity – inclusion" clause and/or the VSS charter to internship agreements. This initiative is led by A. Le Foll, supported by a resource group comprised of the Student One-Stop Shop, in conjunction with departmental internship coordinators and the Directorate of Education and Student Life.

Resources to be provided for the implementation of action 2:

Working hours of the staff involved

- Actions 3 and 4 aim to improve the dissemination of information on the system in laboratories under the supervision of INSA Rouen Normandie in connection with the HRS4R label relating to the improvement of the working conditions of researchers by communicating within the laboratories and by drafting a VSS charter to be integrated into their internal regulations.

This initiative will also involve identifying liaisons within laboratories to facilitate the dissemination of information to users. This role may involve prevention officers or any other volunteer staff member (depending on the structure and preferences, it may or may not be the same person). This initiative is led by A. Le Foll, supported by a resource group comprised of the Research Department of INSA Rouen Normandie, laboratory directors, and the identified liaisons. This initiative also requires coordination with other supervisory bodies in the case of research laboratories under multiple supervision.

Resources to be allocated for the implementation of actions 3 and 4:

Working hours of the staff involved

- Action 5 consists of continuing discussions and actions to create a student association focused on combating sexual and gender-based violence, in order to maintain a culture of awareness and awareness about fighting sexual and gender-based violence,

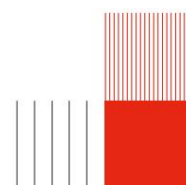
harassment, and discrimination. This action is led by I.

Malandain, relying on a resource group made up of the Culture and Student Life assistant, the equality officer (O. Drux) and the Student Union.

Resources to be provided for the implementation of action 5:

Working hours of the staff involved

- Action 6 allows for the updating of the Moodle page linked to the CIP in order to raise awareness about gender stereotypes, discrimination, acts of violence, and moral and sexual harassment.



than on sexist behavior. This action is led by A. Le Foll with the support of a resource group consisting of O. Perkins (Nurse) and the instructional designer from the CIP.

Resources to be provided for the implementation of action 6:

Working hours of the staff involved

- Action 7 aims to continue the action already initiated to organize a day dedicated to equality between women and men and to combat sexual and gender-based violence in order to maintain a culture on the fight against sexual and gender-based violence, harassment and discrimination. This action is led by I. Malandain, supported by a resource group consisting of the equality officer (O. Drux).

Resources to be provided for the implementation of action 7:

Working hours of the staff involved

- Actions 8, 9, 10, and 11 involve implementing effective, timely, and ongoing communication regarding the system and discrimination, acts of violence, psychological and sexual harassment, and sexist behavior. This action is led by I. Malandain, supported by a resource group comprised of the institution's VSS (Very Social and Social) liaisons, O. Perkins (Nurse), and the Communications department.

Resources to be provided for the completion of actions 8, 9, 10 and 11:

Working hours of the staff involved

- Action 12 aims to continue the already initiated action of the VSS unit's participation in the QVT day organized annually at INSA Rouen Normandie in order to maintain a culture of combating sexual and gender-based violence, harassment and discrimination. This action is led by I. Malandain, relying on a resource group made up of VSS referents, the referent for the prevention of risks of violence, discrimination, harassment and sexist behavior from F3SCT (L. Bom), the equality mission officer (O. Drux), members of the H&S unit (G. Pélissier; C. Leroux).

Resources to be provided for the implementation of action 12:

Working hours of the staff involved

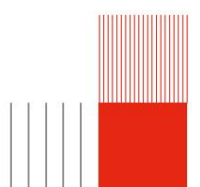
- Action 13 aims to continue the action already initiated by participating in working groups dedicated to combating sexual and gender-based violence in public spaces. This action is led and implemented by the Equality Officer.

Resources to be provided for the implementation of action 13:

Working hours of the staff involved

Training session on gender-based and sexual violence

- Action 14 addresses the need to foster a culture of greater equality by implementing specific training programs for doctoral students to prevent discrimination, acts of violence, moral and sexual harassment, and sexist behavior. This action is led and implemented by A. Le Foll, with support from a resource group comprised of a teacher/researcher who is a member of the VSS unit (A. Joosten).



Participation in this awareness training would be certified after a mandatory training validation quiz and the signing of a document serving as a certificate of participation and charter.

Resources to be provided for the implementation of actions 14:

Working hours of the staff involved

- Action 15 involves creating a self-training module to enable large-scale training. A working group composed of staff members, teachers, and students

This initiative was established to create a module reflecting the INSA Rouen Normandie community. The module will provide refresher training for staff and students, culminating in a final assessment. This project is led by A. Le Foll, supported by a working group and the CIP (Centre for Professional Integration).

Resources to be provided for the implementation of actions 16:

Working hours of the staff involved

Module deployment

- Action 16 consists of producing a simplified, pocket-sized guide on sexual violence, discrimination, and harassment for the INSA Rouen community (staff, students, and doctoral candidates). The guide will present, in particular, the legal framework, institutional definitions (sexual violence, harassment, discrimination, etc.), guarantees for victims, contact persons, internal support mechanisms for staff and students, the scope of action (professional conduct, ethics, sexual violence, psychosocial risks, disciplinary committee, etc.), links to relevant internal documents (welcome booklet, Doctoral School charter, HRS4R action plan, etc.), contact information for external associations and support services, useful phone numbers, etc.

It will also present specificities depending on the status and situations (example: research units with multiple supervisory bodies).

The guide, distributed to all staff, students and doctoral candidates, will raise awareness and provide better information about existing internal documents and resources.

This action is led by A. Le Foll, relying on a resource group made up of the VSS referent, the referent for the prevention of risks of violence, discrimination, harassment and sexist behavior from F3SCT (L. Bom), the equality mission officer and the Communication department in connection with the various departments and directorates of the doctoral schools (for the various documents).

Resources to be provided for the implementation of actions 16:

Working hours of the staff involved

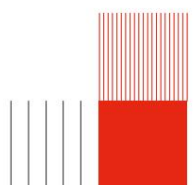
Production cost of the guide

- Action 17 aims to raise awareness among international students, in a specific and tailored manner, about combating discrimination, violence, moral and sexual harassment, and sexist behavior, while taking into account the concept of interculturality. This action is led by A. Le Foll, with the support of a resource group comprised of the International Relations Office and members of the VSS unit.

Resources to be provided for the implementation of actions 17:

Working hours of the staff involved

Production of adapted English-language materials



- Action 18 consists of improving the expertise of members of the disciplinary section regarding gender-based and sexual violence, the functioning of the disciplinary section, and the deterrent effect of the measures taken.

A report could be regularly drawn up specifying in particular the processing time for situations concerning gender-based or sexual violence, the sanctions imposed in these situations and the methods of informing the community about the sanctions imposed.

Resources to be provided for the implementation of

action 18: In-house training by trained staff (awareness-raising format, 1.5 hours?)

Training provided by an external organization?

Working hours of the staff involved

- Action 19 consists of demonstrating INSA Rouen Normandie's willingness to engage extensively in the fight against VSS by responding to calls for projects (notably that of the MESRI) in order to finance prevention actions on VSS.

This action is led by A. Le Foll, relying on a resource group made up of VSS referents, the management of the establishment and any other person as needed.

Resources to be provided for the implementation of action 19:

Working hours of the staff involved

- Action No. 20 consists of updating or creating homogeneous presentation materials (5', 15' and 1h30 formats) to be deployed during the start of the academic year for components, services and doctoral schools and during training sessions (1h30 format) in order to inform and raise awareness about INSA's commitment to combating discrimination, acts of violence, moral and sexual harassment, as well as sexist behavior.

This action is led by A. Le Foll, relying on a resource group made up of the VSS referent and the equality officer, in contact if necessary with the various services of INSA Rouen Normandie (general management of services, human resources department, legal counsel, training and student life department, health service, etc.) and the target groups (doctoral school management, laboratory management, etc.).

Resources to be allocated for the implementation of action 20

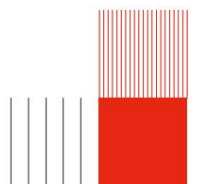
Working hours of the actors mentioned above

- Actions 21, 22, 23, and 24 aim to raise awareness among new staff, students, and doctoral candidates about combating discrimination, violence, psychological and sexual harassment, and sexist behavior during the orientation days organized annually, as well as during the monthly welcome days. This initiative is led by A. Le Foll, supported by a resource group comprised of the VSS (Voluntary Social and Health Services) liaisons, the F3SCT (Federation of Sciences, Technologies, and Cultures) liaison for the prevention of risks of violence, discrimination, harassment, and sexist behavior (L. Bom), the equality officer (O. Drux), members of the H&S (Health and Safety) unit (G. Pélissier; C. Leroux), the student services office, the Director of INSA Rouen Normandie, the directors of the Departments and Apprenticeship programs, the Human Resources Department, and the Student Union.

Resources to be provided for the implementation of actions 21, 22, 23 and 24:

Working hours of the staff involved

- Actions 25 and 26 consider the need to develop a culture of greater equality by implementing training specifically for students in order to prevent discrimination.



Acts of violence, moral and sexual harassment, as well as sexist behavior. This action is led by A. Le Foll, supported by a resource group made up of the equality officer (O. Drux) in conjunction with the directorate of training and student life and the academic directors of the departments.

Participation in this awareness training would be certified after a mandatory training validation quiz and the signing of a document serving as a certificate of participation and charter.

Resources to be provided for the implementation of actions 25 and 26:

Working hours of the staff involved

- Action 27 emphasizes the need for staff to receive periodic awareness training to maintain an optimal level of information regarding the fight against discrimination, acts of violence, psychological and sexual harassment, and sexist behavior. This training can be carried out continuously on a voluntary basis or mandatorily every four years.

This action is led by the VSS coordinators, supported by a resource group made up of VSS referent, equality officer, F3SCT (L. Bom) referent for the prevention of risks of violence, discrimination, harassment and sexist behavior and the Training department.

Resources to be provided for the implementation of action 27:

In-house training by trained staff

Working hours of the staff involved

- Action 28 emphasizes the need to regularly inform the authorities of the actions carried out by the VSS system to prevent and deal with discrimination, acts of violence, moral and sexual harassment and sexist behavior.

This action is led by A. Le Foll, relying on a resource group made up of the designated contacts.
VSS.

Resources to be provided for the implementation of action 27:

Working hours of the staff involved

- Actions 29 and 30 emphasize mandatory training on equality and the fight against discrimination for directors of components, laboratory directors and department heads. This action is led by A. Le Foll, relying on a resource group made up of the equality officer (O. Drux), the F3SCT's contact person for the prevention of risks of violence, discrimination, harassment and sexist behavior (L.

Bom).

Resources to be allocated for the implementation of actions 29 and 30:

Working hours of the staff involved

How the VSS cell works

- Action 31 emphasizes that each member of the **VSS unit** and the VSS commission must have signed their mission letter, which outlines the actions and instructions/rules they must follow.



its commitment to the prevention of sexual and gender-based violence. This action is led by I. Malandain is in contact with the HR department and the DGS. Updating the mission letters is also necessary.

Resources to be provided for the implementation of action 31:

Working hours of the staff involved

- Action 32 consists of drafting a listening framework to facilitate the conduct of interviews carried out with victims by members of the **VSS unit** and to ensure effective traceability.

This action is managed and carried out by the VSS (Very Social Support) coordinators of the establishment.

Resources to be provided for the implementation of action 32:

Working hours of the staff involved

- Action 33 consists of drafting a document formalizing the transmission, where applicable, of the elements of a report to Management for follow-up and to ensure effective traceability.

This action is led by the VSS referents of the establishment and carried out with the support of the legal department (G. Terrien).

Resources to be provided for the implementation of action 33:

Working hours of the staff involved

- Action 34 involves creating a local network for victims of violence against women (VSS), enabling effective support for victims and allowing for external administrative investigations. This action consists of identifying and contacting specialized associations and existing resources within the Rouen Normandy Metropolitan Area, the Seine-Maritime department, and/or the Normandy Region. This action is managed and implemented by the VSS liaisons at the institution.

Resources to be provided for the implementation of action 34:

Working hours of the staff involved

- Action 35 involves creating a VSS (Vulnerability, Safety, and Security) network across the INSA group, facilitating the exchange and sharing of experiences, as well as the implementation of prevention initiatives across the group. This could also open the door to conducting administrative investigations externally. The action aims to identify and connect with existing systems in place at other INSA institutions. This action is managed and implemented by the VSS coordinators at each institution.

Resources to be provided for the implementation of action 35:

Working hours of the staff involved

- Action 36 emphasizes that each member of the **VSS unit** must have signed the charter, which outlines the general rules and guidelines to be followed. Members of the **VSS unit** commit to

Respect the rules of confidentiality, professional secrecy, discretion, and objectivity. This action is led by I. Malandain in conjunction with the HR department and the DGS (General Directorate of Services).

Resources to be provided for the implementation of action 36:

Working hours of the staff involved



- Action 37 consists of addressing the need for training in listening skills among members of the **VSS unit**, against discrimination, acts of violence, moral and sexual harassment and sexist behavior in order to improve the expertise of the members of the unit and to better respond to reports. This action is led by I. Malandain in conjunction with the training department.

Resources to be provided for the implementation of action 37:

Working hours of the staff involved
Cost of training by an organization

- Action 38 acknowledges that the reporting process involves multiple stakeholders who must coordinate to ensure individualized and continuous support for those affected by acts of violence, including domestic violence. This support mobilizes several stakeholders (members of the unit, HR, legal counsel, psychologist, health services, social worker, etc.), who will need to meet regularly to ensure the smooth flow of information and to coordinate support actions when specific cases are being addressed.

This action is led by the VSS coordinators of the establishment, supported by a resource group made up of the actors mentioned above.

Resources to be provided for the implementation of action 38:

Working hours of the staff involved

- Action 39 involves increasing the number of trained staff within the **VSS (Violence, Sexual and Psychological Harassment) unit** to address discrimination, violence, psychological and sexual harassment, and sexist behavior in order to respond to the increased number of reports. This action is led by the VSS coordinators at the institution in conjunction with the management.

Resources to be provided for the implementation of action 39:

Working hours of the staff involved

- Action 40 involves increasing the number of trained staff within the institution to conduct administrative investigations related to reports of discrimination, violence, psychological and sexual harassment, and sexist behavior by the **VSS unit**. This action is led by the institution's VSS liaisons in conjunction with the management.

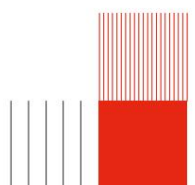
Resources to be provided for the implementation of action 40:

Training provided by an organization on conducting administrative investigations (€1500 excluding VAT / day)
Working hours of trained staff

- Action 41 involves conducting administrative investigations related to reports of discrimination, acts of violence, moral and sexual harassment, and sexist behavior by the **VSS unit**, either through trained staff within the institution or by an external organization. This action is managed by the institution's VSS liaisons in conjunction with the management.

Resources to be provided for the implementation of action 41:

Administrative investigation conducted by an external organization (from €1600 excluding VAT per day for exploratory interviews to €12000 excluding VAT for a full investigation)
Working hours of staff trained to conduct administrative investigations



- Action 42 involves conducting a survey on VSS (Voluntary Social Support) within INSA Rouen Normandie in order to be part of a continuous improvement process for the system. This action is led by I. Malandain, relying on the establishment's Quality mission, will integrate this survey into the annual survey conducted among the establishment's staff and users.

Resources to be provided for the implementation of action 42:

Working hours of the staff involved

