

Part 3. 2025–2027 Gender Equality Plan

The 2025-2027 Gender Equality Plan is being rolled out with five areas of focus, the same as in the previous plan, to ensure continuity in the actions taken:

- **Focus 1** Strengthen governance of equality policies
- **Focus 2** Create the right conditions for equal access to jobs and professional responsibilities
- **Focus 3** Eliminate gaps in remuneration and career advancement
- **Focus 4** Better support maternity and parenting situations and improve work-life balance
- **Focus 5** Strengthen prevention and the fight against sexual and sexist violence (SSV)

This plan follows the same path towards the development of social excellence, as set out in the university's 2026-2030 strategic plan.

Analysis of the rollout of the 2021-2024 plan led to the following conclusions:

- Certain actions were implemented that require maintenance, reinforcement or further progress.
- Certain actions could not be implemented due to a lack of time and resources.
- Certain actions have proven difficult to achieve and will be abandoned.
- Certain actions have emerged that were not initially planned but are necessary.

Working groups with participation from the designated equality contact person on the two strategic committees, as well as working groups with the university's general management, trade union and student organisations, combined with feedback from the ground and a benchmark analysis conducted on the actions implemented by other universities, have also revealed further actions worth undertaking as part of implementation of the future plan.

Focus 1. Strengthen the governance of equality policies

Implementation of the gender equality plan requires awareness of and support for it by all. This is achieved by:

- Contact persons working on the ground and aware of the specific needs of each department/laboratory, given the large number of students (80,000) and staff (8,000) at the University of Lille;
- Shared knowledge about the existence of gender stereotypes and the impact they have in various situations (professional or other);
- Support for departments in drawing up a training plan and implementing initiatives;
- Greater visibility for the activities and resources of the equality & diversity mission.

1. Actions already implemented to be pursued/strengthened

- Each year, check for parity in university management teams as well as in departments. Beyond strict numeric parity, examine the positions and roles assigned to avoid the glass-ceiling phenomenon
- Develop gender equality training and combat discrimination at all staff levels
- Ensure strategic equality committees work properly to spread best practices and advice and develop levers to take action, in particular through feedback

2. Actions that could not be implemented but are again proposed in the new plan

Train department heads (DSA, DASA, ROF, general management, services, etc.) on gender equality and combat discrimination by including these topics in the programme for senior management training

3. New actions

- **University governance: Strengthen and support equality policies**

- Add a paragraph to the internal regulations about inappropriate and sexist behaviour, harassment and other actions that breach the university code of ethics
- Work with management and departments to ensure their goals & means agreement (COM) includes a gender equality dimension
- Consolidate strong policy take-up at the highest level of management on issues relating to equality, diversity and the fight against discrimination
- Improve the visibility – on the website and elsewhere – of the actions and initiatives that fall under the equality & diversity mission, online resources, and scheduled events
- Translate the equality plan into English, as required under European research agreements
- Take joint action with the rectorate, other universities within the same academic region, and research bodies (ongoing collaboration with the CNRS)
- Aim to obtain AFNOR equality and diversity labels

- **Governance: Develop awareness of the culture of equality in university structures**

- Extend the analysis of parity in management teams to those working in research units
- Ensure widespread use of gender equality assessment across structures and working groups (departments, research units, management, services)

- **Contact persons: Strengthen the role of these appointees with a view to developing equality policies**

- Extend the missions of gender equality contact persons to all gender-related issues so as to implement steps from the ministerial plan against LGBTI-phobia (gender equality & diversity appointees)
- Consolidate the network of contact persons in departments or institutes, detailing their position within the dean's staff teams and management in an updated mission file

- **Training: Develop staff knowledge for the implementation/support of equality policies**
 - Support greater integration of the equality dimension in departments and institutes: as part of the equality & diversity mission, set out a training plan for gender equality and sexist and sexual violence: priority staff, percentage of people trained each year (= targets to achieve in the COM)
 - Identify priority services for training on cognitive bias and stereotypes (gender, LGBTI, etc.): HR, communication, culture, etc. (COM)
 - Train new recruits on cognitive bias and stereotypes (gender, LGBTI, etc.)

- **Equality training and awareness-raising for students**
 - Offer training and awareness-raising on gender equality to students
 - Conduct an assessment of training courses that include dimensions related to gender and gender equality (decree under the Rixain legislation)
 - Ensure maintenance of and support for training courses on gender, equality and the fight against discrimination

Focus 2. Create the right conditions for equal access to jobs and professional responsibilities

In order to establish favourable conditions for equal access to jobs and responsibilities, the actions taken will be as follows:

- For staff:
 - Ensure bias-free recruitment
 - ⇒ Training for strategic committee chairs
 - ⇒ Training for panel members recruiting non-academic staff
 - Ensure equitable career advancement
 - ⇒ Conduct studies to reveal any existing biases
 - ⇒ Staff training
 - ⇒ Support for applicants
- Towards job market integration for students and doctoral researchers:
 - Train students on gender bias, salary negotiations, etc.
 - Support doctoral researchers

1. Actions already implemented to be pursued/strengthened

- Raise awareness of gender bias and SSV among management in research units
- Raise awareness of gender bias and SSV in doctoral schools
- Each year conduct a gender assessment, to be carried out by the doctoral schools, of applicants and new arrivals on doctoral programmes, research supervisors, oversight of theses and thesis defences
- In each department and research unit, put in place a support mechanism (mentoring) specifically for female doctoral researchers, research & teaching staff trying to qualify as research supervisors, on taking up positions of responsibility, requesting placements, leave for research and research topic changes, for non-academic staff to take competitive public exams (partly already in place in the CRISAL doctoral college and laboratory)

- Develop awareness of gender bias among selection committee members and recruitment panels
- Conduct an annual assessment of career advancement and promotions

2. Actions that could not be implemented but are again proposed in the new plan

- Raise awareness of gender bias and SSV among new PhD supervisors
- Develop an action plan to facilitate access for women to PhD programmes (communication, identifying candidates, support, study of motivating factors)
- Prior to recruiting permanent staff (research & teaching staff, non-academic personnel), carry out gender-related statistical analyses of the position/sector, accompanied by a letter from the president's office setting out the importance of equality issues and the fight against discrimination (gender, age, disability, etc.)
- Conduct an annual assessment of the breakdown of teaching and administrative positions of responsibility
- Create content (guide or video) on the fight against gender stereotypes in research specific to our institute and involving people from our university
- Conduct a gender analysis of research projects proposed by the university and associate institutes (MESHS, Fondation de Lille)

3. New actions

- Career advancement: Analyse and compare career advancements

- Ensure monitoring and proper implementation of oversight for the various procedures (for particular focus on this point, see C3, PREP bonuses)
- Conduct a quantitative and qualitative study on career advancement

- Support future job market integration for students

- Offer one or more cross-disciplinary modules on equality and the fight against discrimination in student curricula
- Put in place joint initiatives with the departments concerned (Departments for support, information & orientation and Communication) for trade fairs, forums, etc.

- Prohibit inappropriate behaviour

- Amend internal regulations on issues linked to discriminatory and sexist behaviour, harassment and behaviour that breaches the university code of ethics (see Focus 1)
- Draft a charter or code of good conduct intended for contract workers and visiting staff, with recommendations on how to avoid sexist or discriminatory content or media

Focus 3. Eliminate gaps in remuneration and career advancement

This area of focus complements the previous one and builds on joint initiatives:

- For staff:
 - Ensure equitable career advancement
 - ⇒ Conduct studies to reveal any existing biases
 - ⇒ Staff training
 - ⇒ Support for applicants
- Towards job market integration for students:
 - Training for students on gender bias, salary negotiations, etc.
 - Keep students informed and facilitate contacts with businesses and organisations in the region.

1. Actions already implemented to be pursued/strengthened

- Raise student awareness of salary negotiations
- For each bonus distribution period, check gender-based breakdown and amounts
- Also ensure that part-time employment does not undermine bonus amounts
- Conduct a gender assessment of overtime and ensure a gender balance

2. Actions that could not be implemented but are again proposed in the new plan

- Organise a study day with regional businesses to address equality issues

- Inform students, sector by sector, about average salaries for men and women, as well as the positions taken up by graduates in previous years, based on figures from ODIF and other surveys

3. New actions

- Training and awareness-raising for students (see Focus 1).

Focus 4. Better support maternity and parenting situations and improve work-life balance

Work-life balance is an essential aspect of equality because, despite much progress, domestic chores and activities linked to childcare continue to be heavily borne by women (DREES, 2024). Properly taking different life situations into account is another important way to support each and every individual.

1. Actions already implemented to be pursued/strengthened

- Set out the rights relating to parental leave and sick children
- Systematically replace staff who take leave for maternity/adoption or to welcome a young child
- Extend doctoral and post-doctoral contracts by the period of leave taken for the birth of a child
- Strengthen and improve the visibility of mechanisms to support students who are parents (adjusted study timetables, social assistance, support with housing, childcare, etc.)

2. Actions that could not be implemented but are again proposed in the new plan

- Draft a guide for proper usage of emails
- Design a “parenting” guide for staff, listing all the possibilities made available to young parents in terms of adjusting working hours, leave, sick days for children, places in childcare facilities, etc.

- Design a “parenting” guide for students, listing all the possibilities made available to young parents in terms of adjusting study timetables, places in childcare facilities, etc.
- Following an evaluation of needs, identify or establish on campus dedicated spaces for parents (facilitate continued breastfeeding, discussions, meetings between student and staff parents to discuss issues surrounding parenting)

3. New actions

- Put in place leave to care for sick children for research & teaching staff
- Revise forms and applications to avoid any bias, especially in relation to:
 - the circular dated 20 June 2023 on accounting for the diversity of families and respect for the identity of transgender persons working in the civil service
 - decision 2020-136 made by the Rights Defender
 - practical info on respecting the rights of transgender persons, published by the Interministerial delegation for the fight against racism, antisemitism and anti-LGBT hatred
- Develop and better identify non-gendered toilets and changing rooms
- Establish a mechanism enabling students to take personal time out for unavoidable causes to cope with problems such as period pain

Focus 5. Strengthen prevention and the fight against sexual and sexist violence (SSV)

The 5th area of focus relates to prevention and the fight against SSV. This form of violence can be seen as one of the consequences of gender inequalities but can also exacerbate them. The actions taken will address two aspects:

- Prevention through training and awareness-raising for students and staff;
- Combating and dealing with SSV.

1. Actions already implemented to be pursued/strengthened

- Raise awareness among students of the behaviour linked to SSV
- Training for Doctoral Schools (postdocs and directors) on how to combat SSV

2. Actions that could not be implemented but are again proposed in the new plan

- Train all managers on how to combat the behaviour linked to SSV
- Include a module on combating SSV in management training courses
- Develop and support research enabling an accurate assessment of the scale of sexist and sexual violence in the workplace

3. New actions

- Awareness-raising/training

- Introduce mandatory awareness-raising lectures on SSV into first-year student curricula in future degree programmes
- Raise awareness of SSV among new recruits
- Set a minimum percentage to target for the number of SSV awareness-raising participants in each department, unit or laboratory (see goals & means agreement, or COM)

- Preventing and dealing with SSV

- Establish a charter to be annexed to agreements for internships, tutored projects and work-study programmes
- Include the risks associated with SSV in the document used to evaluate psycho-social risks in the professional environment (DUERP-RPS)
- Draw up an agreement with the public prosecutor's office in Lille to facilitate the handover of case files
- Better inform the university community about the sanctions handed down with broader communication of the annual appraisal by the committee of arbitration
- Recognise the participation of university community members in the helpline units for harassment and sexual harassment, especially as part of career advancement criteria (RIPEC C3 and PREP bonuses, career advancement for non-academic staff), whereby coordinators receive time off in allowance for their contribution

2025-2027 Gender Equality Plan			Indicators	Expected implementation date		
				2025	2026	2027
Focus 1. Strengthen the governance of equality policies						
	Action 1. Parity in university management team					
		There will be and continue to be parity in the institute's management team	Each gender represents a percentage of between 40% and 60%	X	X	X
		Departmental management teams will have to reflect the percentages of women and men in the department	The percentage of each gender on the team is similar to the overall percentages in the department	X	X	X
	Action 2. Running the strategic committee for equality					
		The strategic committee convenes each term to assess progress made on the professional equality plan (PEP)	A minimum of 4 meetings are held each year by the 2 strategic committees	X	X	X
		The strategic committee prepares its report before appearing before the different bodies	At least one meeting is held each year before appearing before these bodies	X	X	X
		Each year the PEP is presented to the committee for social dialogue and board of trustees	The report on implementation of the equality plan is presented each year to the committee for social dialogue and board of trustees	X	X	X
		Annual presentation before the research committee (CR) and committee for education and university life (CFVU) before a vote is taken on the annual report by the board of trustees	The report on implementation of the equality plan is presented each year to the CR and CFVU	X	X	X
	Action 3. Missions for equality contact persons: Strengthen their role with a view to developing equality policies					
		Extend the missions of gender equality contact persons to all gender-related issues so as to implement steps from the ministerial plan against LGBTI-phobia (gender equality & diversity appointees)	The mission file for departmental contact persons is updated to include this new scope	X		
		Consolidate the network of contact persons in departments or institutes, detailing their position within the dean's staff teams and management in an updated mission file	The report on implementation of the equality plan, as well as the statistical gender analyses conducted by the university and the department, are presented each year to the faculty council	X	X	X
Action 4. University governance: Strengthen and support equality policies						
	Add a paragraph to the internal regulations about inappropriate and sexist behaviour, harassment and other actions that breach the university code of ethics	The internal regulations contain a paragraph on inappropriate and sexist behaviour, harassment and other actions that breach the university code of ethics		X		
	Work with management and departments to ensure their goals & means agreement (COM) includes a gender equality dimension	A section on gender equality is written into the goals & means agreements of the departments, research units and management offices		X	X	

	Consolidate strong policy take-up at the highest level of management on issues relating to equality, diversity and the fight against discrimination	<i>At least once a year, the equality contact persons are invited to attend the meetings of the management teams and staff at the Dean's office</i>		X	X
	Improve the visibility – on the website and elsewhere – of the actions and initiatives that fall under the equality & diversity mission, online resources, and scheduled events	<i>The website for the equality & diversity mission is developed and presents new resources</i>	X		
	Translate the equality plan into English, as required under European research agreements	<i>The equality plan is translated into English and is accessible on the equality mission website</i>	X		
	Take joint action with the rectorate, other universities within the academic region, and research bodies (ongoing collaboration with the CNRS)	<i>Jointly run events and initiatives (research, awareness-raising, etc.) are put in place</i>	X	X	X
	Aim to obtain AFNOR equality and diversity labels	<i>The labels are obtained</i>			X
Action 5. University governance: Develop awareness of the culture of equality in university structures					
	Extend the analysis of parity in management teams to those working in laboratories	<i>A gender analysis of management staff teams is conducted each time a change is introduced</i>		X	X
	Ensure widespread use of gender equality assessment across structures and working groups (departments, research units, management, services)	<i>Gender equality assessments of departments, research units and services are communicated each year within the relevant structure</i>	X	X	X
Action 6. Training: Develop staff knowledge for the implementation/support of equality policies					
	Support greater integration of the equality dimension in departments and institutes: as part of the equality & diversity mission, set out a training plan for gender equality and sexist and sexual violence: priority staff, percentage of people trained each year (= targets to achieve in the COM)	<i>The head of the equality mission and its project managers, together with the contact persons and management teams in the departments and institutes, set out a training plan that reflects the specificities of each one</i>		X	X
	Put in place training on cognitive bias and stereotypes (gender, LGBTI, etc.) for priority departments: HR, communication, culture, etc.	<i>Awareness-raising and training courses are put in place, initially targeting priority departments for equality issues</i>	X	X	X
	Train new recruits on cognitive bias and stereotypes (gender, LGBTI, etc.)	<i>An awareness-raising initiative (MOOC, webinar, etc.) is put in place for new recruits</i>	X	X	X
	Train department heads (DSA, DASA, ROF, general management, services, etc.) on gender equality and combat discrimination by including these topics in the programme for senior management training	<i>A specific programme addressing these issues is included in the curriculum for senior management</i>	X	X	X

		Develop gender equality training and combat discrimination at all staff levels	Awareness-raising initiatives are run each year for all willing participants	X	X	X
	Action 7. Equality training and awareness-raising for students					
		Offer training and awareness-raising on gender equality to students	Training modules with different formats are developed and made available to students		X	X
		Conduct an assessment of training courses that include dimensions related to gender and gender equality (decree under the Rixain legislation)	An assessment is conducted each time the programme is changed		X	
		Ensure maintenance of and support for training courses on gender, equality and the fight against discrimination			X	X
	Focus 2. Create the right conditions for equal access to jobs and professional responsibilities					
	Action 1. Recruitment: put in place bias-free procedures					
		Provide training on gender stereotypes to selection committee members and recruitment panels	Awareness-raising content is developed in the form of video and/or text and communicated upstream to committees and panels	X	X	X
		Prior to recruiting (research & teaching staff, non-academic personnel), carry out gender-related statistical analyses of the position/sector, accompanied by a letter from the president's office setting out the importance of equality issues and the fight against discrimination	Prior to recruitment, a document setting out the statistical gender analyses and equality issues is sent to the chairs of the strategic committees and recruitment panels		X	X
	Action 2. Career advancement: Analyse and compare career advancements					
		Create content (guide or video) on the fight against gender stereotypes in research specific to our institute and involving people from our university	A guide on the fight against stereotypes is put together and made available on the website of the equality & diversity mission		X	
		Conduct an annual assessment of the breakdown of teaching and administrative positions of responsibility	An annual analysis is conducted in each department and/or across the university		X	X
		Conduct an annual assessment of career advancement and promotions	A gender-based assessment is conducted each year	X	X	X
		In each department and laboratory, put in place a support mechanism (mentoring) specifically for female doctoral researchers, research & teaching staff trying to qualify as research supervisors, on taking up positions of responsibility, requesting placements, leave for research and research topic changes, for non-academic staff to take competitive public exams	A mentoring scheme is put in place in two phases: a test phase involving one department followed by a general rollout to all departments willing to participate	1 test department	X	X

	Ensure monitoring and proper implementation of oversight for the various procedures (for particular focus on this point, see C3, PREP bonuses)	<i>A framework is issued each year and an analysis is conducted after each bonus distribution period</i>	X	X	X
	Career advancement interviews coordinated by the unit director in charge of lecturers and professors every 5 years to assess possible changes	<i>An interview for each five-year period is held by the management team of the research units for each member of teaching & research staff</i>			X
	Conduct a quantitative and qualitative study on career advancement	<i>A quantitative and qualitative study of career advancement is conducted</i>		X	X
Action 3. Doctoral studies: facilitate women's access to PhD programmes and better support them during their doctorate					
	Raise awareness of gender bias and SSV among future and new supervisors	<i>Awareness-raising initiatives are run each year for future and new supervisors</i>		X	X
	Raise awareness of gender bias and SSV among research unit management teams	<i>Awareness-raising initiatives are run each year for research unit management teams</i>		X	X
	Raise awareness of gender bias and SSV in the doctoral schools	<i>Awareness-raising initiatives are run each year for doctoral schools</i>		X	X
	Gender assessment, to be carried out by the doctoral schools, of applicants and new arrivals on doctoral programmes, research supervisors, oversight of theses and thesis defences	<i>An assessment is conducted each year</i>	X	X	X
	Action plan to facilitate access for women to PhD programmes (communication, identifying candidates, support, study of motivating factors)	<i>A working group is established to develop a study, followed by an action plan</i>			X
Action 4. Research					
	Conduct a gender analysis of research projects proposed by the university and associate institutes (MESHS, Fondation de Lille)	<i>A gender analysis is conducted each year and the results are shared with the research committee</i>		X	X
Action 5. Prohibit inappropriate behaviour					
	Amend internal regulations on issues linked to discriminatory and sexist behaviour, harassment and behaviour that breaches the university code of ethics (see Focus 1)	<i>The internal regulations include a paragraph on inappropriate and sexist behaviour, harassment and behaviour that breaches the university code of ethics</i>		X	
	Draft a charter or code of good conduct intended for contract workers and visiting staff, with recommendations on how to avoid sexist or discriminatory content or media	<i>A charter of good conduct is drafted</i>		X	
Action 6. Support future job market integration for students					
	Put in place joint initiatives with the departments concerned (Departments for support, information & orientation and Communication) for trade fairs, forums, etc.	<i>Joint actions are taken to coincide with trade fairs and forums</i>		X	X

		Offer one or more cross-disciplinary modules on equality and the fight against discrimination in student curricula	<i>Modules are made available as part of student curricula</i>		X	X
Focus 3. Assessing, preventing and addressing remuneration gaps						
	Action 1. Assess and prevent remuneration gaps between staff members					
		For each bonus distribution period, check gender-based breakdown and amounts	<i>A gender analysis is conducted each year</i>	X	X	X
		Also ensure that part-time employment does not undermine bonus amounts	<i>A gender analysis is conducted each year</i>	X	X	X
		Conduct a gender assessment of overtime and ensure a gender balance	<i>A gender analysis is conducted each year</i>	X	X	X
	Action 2. Support future job market integration for students					
		Inform students, sector by sector, about average salaries for men and women, as well as the positions taken up by graduates in previous years	<i>The contact persons in each department share the ODIF publications with students</i>	X	X	X
		Organise study days with regional businesses to address equality issues	<i>Study days are held</i>	X	X	X
		Put in place salary negotiation training for women and men	<i>Awareness-raising initiatives are run in collaboration with the "internship & work" department</i>	X	X	X
		Training and awareness-raising for students	<i>Modules are made available as part of student curricula</i>		X	X
Focus 4. Better support the various life situations, maternity and parenting and improve work-life balance						
	Action 1. Facilitate a healthy work-life balance					
		Draft a guide for proper usage of emails	<i>A new guide is written up</i>	X		
		Provide non-gendered information on the possibilities made available for adjusted timetables	<i>The framework form is amended</i>	X	X	X
	Action 2. Offer support to parents and future parents					
		Communicate on the option of requesting, after maternity or parental leave, 6-month research leave, leave for a research topic change or pedagogic project leave	<i>Communication is sent out each year</i>	X	X	X
		Set out the rights relating to parental leave and sick children	<i>The rights are set out on the website and in the parenting guide (yet to be drafted)</i>	X	X	X
		Strengthen and improve the visibility of mechanisms to support students who are parents (adjusted study timetables, social assistance, support with housing, childcare, etc.)	<i>The information appears on the intranet and in the parenting guide</i>		X	
		Design a "parenting" guide for staff, listing all the possibilities made available to young parents in terms of adjusting working hours, leave, sick days for children, places in childcare facilities, etc.	<i>The guide is drafted</i>		X	

	Design a “parenting” guide for students, listing all the possibilities made available to young parents in terms of adjusting study timetables, places in childcare facilities, etc.	The guide is drafted		X	
	Systematically replace non-academic staff who take leave for maternity or to welcome a young child	Non-academic staff who take leave for maternity or to welcome a young child are replaced	X	X	X
	Extend doctoral and post-doctoral contracts by the period of leave taken for the birth of a child	These contracts are extended	X	X	X
	Following an evaluation of needs, identify or establish on campus dedicated spaces for parents (facilitate continued breastfeeding, discussions, meetings between student and staff parents to discuss issues surrounding parenting)	Spaces are identified and dedicated communication initiatives are put in place		X	
	Put in place leave to care for sick children for research & teaching staff	The procedure is put in place		X	
Action 3. Better support the various life situations					
	Establish a mechanism enabling students to take personal time out for unavoidable causes to cope with problems such as period pain	The mechanism is put in place		X	
	Revise forms and applications to avoid any bias, especially in relation to: <ul style="list-style-type: none">the circular dated 20 June 2023 on accounting for the diversity of families and respect for the identity of transgender persons working in the civil servicedecision 2020-136 made by the Rights Defenderpractical info on respecting the rights of transgender persons, published by the Interministerial delegation for the fight against racism, antisemitism and anti-LGBT hatred	The forms and applications are amended to reflect the circular	X	X	
	Develop and better identify non-gendered toilets and changing rooms	Non-gendered toilets and changing rooms are identified and specific signage is put in place	X	X	
Focus 5. Strengthen prevention and the fight against sexist and sexual violence					
	Action 1. Training and awareness-raising for staff				
	Train all managers on how to combat the behaviour linked to SSV	Awareness-raising initiatives are run via the management school	X	X	
	Include a module on combating SSV in management training courses	Awareness-raising initiatives are run via the management school		X	X
	Training for Doctoral Schools (postdocs and directors) on how to combat SSV	Awareness-raising initiatives are run each year (see action 2.3)		X	X
	Raise awareness of SSV among new recruits	Awareness-raising initiatives are run each year (see action 2.3)		X	X

	Set a minimum percentage to target for the number of SSV awareness-raising participants in each department, unit or laboratory (see goals & means agreement, or COM)	As part of the training plan (action 1.6) and COM, a minimum percentage of awareness-raising participants is set each year		X	X
Action 2. Training and awareness-raising for students					
	Raise awareness among students of the behaviour linked to SSV	Non-mandatory awareness-raising events are made available to students via workshops or a MOOC	X	X	X
	Introduce mandatory awareness-raising lectures on SSV into student curricula: teaching unit in future degree programmes	Mandatory first-year lectures are indicated in the programme guides		X	
Action 3. Preventing and dealing with SSV					
	Establish a charter to be annexed to agreements for internships, tutored projects and work-study programmes	A charter is drafted and annexed to these agreements		X	
	Include the risks associated with SSV in the document used to evaluate psycho-social risks in the professional environment (DUERP-RPS)	The risks associated with SSV are included in the DUERP-RPS		X	
	Better inform the university community about the sanctions handed down with broader communication of the annual appraisal by the committee of arbitration	The annual report of the committee of arbitration is accessible on the website of the equality & diversity mission		X	X
	Recognise the participation of university community members in the helpline units for harassment and sexual harassment, especially as part of career advancement criteria (RIPEC C3 and PREP bonuses, career advancement for non-teaching staff), whereby coordinators receive time off in allowance for their contribution	This aspect is added to the existing frameworks		X	X
	Draw up an agreement with the public prosecutor's office in Lille to facilitate the handover of case files	The agreement is signed		X	
	Develop and support research enabling an accurate assessment of the scale of sexist and sexual violence in the workplace	A research group made-up of members of the research unit strategic committee is put in place		X	

In blue: actions set out in the previous plan and taken up again in the new one