



CIHEAM MONTPELLIER

Action plan 2026 - 2029 For Gender Equality, Diversity and Inclusion

February 2026



**GENDER EQUALITY, DIVERSITY AND INCLUSION ACTION PLAN
(GENDER EQUALITY, DIVERSITY AND INCLUSION – GEDI)
2026-2029**

Table of Contents

BACKGROUND:3

1. ANIMATING THE POLICY FOR GENDER EQUALITY, DIVERSITY AND INCLUSION 3

**2. DEVELOPING A CULTURE FOR GENDER EQUALITY, DIVERSITY AND INCLUSION
4**

3. HUMAN RESOURCES MANAGEMENT COMMITTED TO GENDER EQUALITY5

4. HIGHER EDUCATION FOR AN OPEN FUTURE FOR WOMEN AND MEN6

5. GENDER-RESPONSIVE PROJECT MANAGEMENT9

ANNEXE 1 : CIHEAM DIVERSITY AND INCLUSION POLICY 11

ANNEX 2: SUMMARY REVIEW OF THE GENDER EQUALITY ACTION PLAN 2022-2025..... 14

BACKGROUND:

In 2022, the Mediterranean Agronomic Institute of Montpellier (IAMM) launched its first plan for gender equality and the fight against discrimination of all kinds (nationality, ethnicity, religion, sexual preferences, political opinions, age, etc.).

This first plan was structured around the following 4 priorities:

- Develop a culture for gender equality internally, by mobilizing information, awareness-raising and training, but also listening and the implementation of mechanisms to facilitate the detection and treatment of situations of gender-based violence,
- Implement gender-sensitive human resources management, from the recruitment phase and throughout careers at the Institute,
- Promote higher education and continuing education that work towards an open future for women and men,
- Systematically integrate the gender dimension into projects, whether in the way activities are carried out or in the evaluation of the impact of projects.

4 years later, the assessment that can be made of the implementation of this plan is as follows:

Of the 55 actions envisaged, 30 have been implemented with the achievement of the objective, 6 are in progress and the objectives will be achieved within the framework of the new plan, and 19 remain to be committed more strongly (see summary in the annex). It is obviously around these actions that remain to be implemented that the 2026-2029 action plan is built. However, the effort made in the areas in which the objectives have been achieved must be maintained. Finally, new actions are envisaged, particularly within the framework of the partnership policy.

Furthermore, in addition to the elements of the assessment, the new action plan is part of a reflection carried out at the level of all the components of the CIHEAM (its 4 institutes and its General Secretariat), which has resulted in particular in the development of a policy on diversity and inclusion (see appendix). This therefore contributes to explicitly broadening the scope of the new plan to these themes, while observing that they have already been the subject of actions undertaken under the new plan.

The priorities of the new action plan (2026 – 2029) are as follows

1. ANIMATING THE POLICY FOR GENDER EQUALITY, DIVERSITY AND INCLUSION

Having instituted this policy, it is now a question of leading it, in a system that brings together the Institute's management, the referent for equality, diversity and inclusion, as well as the general secretariat, which guarantees the overall coherence of the actions carried out in the institutes.

1.1. HAVE THE ACTIONS UNDERTAKEN AND THEIR RESULTS RECOGNIZED

Rather than the "Professional Equality" label, after analysing existing labels and the dynamics involved in higher education institutions, in particular on the Montpellier site, the IAMM has embarked on the path of obtaining the "Sustainable Development and Social Responsibility" label, which certainly has a broader scope, but which includes issues relating to inclusion, diversity and gender equality. It is therefore in this context that the Institute now intends to have its policy in this area recognized.

Actions (deliverables)	Result indicators
1.1.6. Obtaining the DD&RS label	The EP label is obtained

1.2. REGULARLY ANALYZE THE SITUATION (STRENGTHS, WEAKNESSES, RISKS, OPPORTUNITIES) AND PUBLISH THE RESULTS

A comparative situation report is carried out annually to characterise the situation and identify the inequalities of treatment between women and men that may exist/persist within the CIHEAM Montpellier, whether at the level of staff or in the implementation of its teaching, training, research or development cooperation activities.

This report makes it possible to measure the Institute's progress in relation to the objectives it has set itself, and thus to evaluate the effectiveness of the actions undertaken.

The potential risks of non-compliance with the gender equality requirement, and, where applicable, proven situations of non-compliance, are analysed and dealt with in a logic of continuous improvement by explaining the new actions to be taken, the deadlines and the indicators for monitoring them.

This report is organized with reference to the different parts of the Action Plan: (i) Developing a culture for gender equality, (ii) Gender-sensitive human resources management (HRM), (iii) Higher education working towards an open future for women and men, (iv) Project management that is sensitive to the situation of women, (v) Continuing education that integrates the gender dimension.

It is the subject of an annual presentation at the Management Review (Quality) and at the General Assembly. It is also communicated to the SG and the Board of Directors of the CIHEAM.

All of this data is used to feed the Institute's internal and external communication.

Actions (deliverables)	Result indicators
1.2.1. Annual preparation of a comparative situation report (CSR)	A CSR is produced in the 1st quarter of each year
1.2.2. Analysis and treatment of possible or proven situations of non-compliance with gender equality	Non-conformities and gender-related risks are addressed in the Annual Management Review
1.2.3. Annual presentation of the comparative situation report to the Management Review, the General Assembly and the Board of Directors	The RSC is presented annually to the Review, the General Assembly and the Board of Directors during the 1st semester

2. DEVELOPING A CULTURE FOR GENDER EQUALITY, DIVERSITY AND INCLUSION

Changes in the way we understand the issue of gender and its consideration require the acquisition of knowledge and an awareness by each of the existing stereotypes and the way in which they determine, consciously or not, our ways of doing and acting. In this sense, the support of practices, awareness-raising and training facilitate the internalization of the gender issue by all CIHEAM Montpellier managers and staff, the evolution of each person's reference framework and the emergence of a real corporate culture in this area.

2.1. TRAIN AND RAISE AWARENESS AMONG STAFF

The results of the actions carried out under the previous plan are rather positive, even if not all the actions envisaged have been undertaken. On the basis of the achievements, the proposed guidelines for the new period are therefore modified. In particular, in addition to the actions envisaged, specific work is necessary for staff with management responsibilities to go beyond the awareness-raising training provided over the last 4 years.

Actions (deliverables)	Result indicators
-------------------------------	--------------------------

2.1.1. Information and awareness of staff on the concepts and biases of representation, the impact of inequalities and the benefits of GEPs based on concrete examples and testimonies	An information and awareness document is distributed to all staff
2.1.2. Implement training for supervisory staff to make them responsible for non-discriminatory management attitudes	One training course is organised per year

2.2. ORGANISING GENDER-SENSITIVE COMMUNICATION THAT RESPECTS DIVERSITY

The communication of the CIHEAM Montpellier systematically takes into account the gender dimension and ensures that its various communication media (written, images, video) do not contribute to conveying gender stereotypes.

Existing documents are reviewed to remove gender stereotypes and new productions are carefully proofread before publication. The non-compliant material identified may be kept for reuse in the educational tools developed to raise awareness and train staff on gender issues.

Actions (deliverables)	Result indicators
2.2.1. Dissemination of the guide for communication without gender stereotypes to all staff	A guide for communication without gender stereotypes is distributed to all staff

2.3. CONDEMN ALL FORMS OF GENDER-BASED VIOLENCE AND SEXUAL HARASSMENT OR SEXISM

No institution is immune to such practices. It is therefore important that the CIHEAM Montpellier explicitly condemns them in its reference texts and puts in place mechanisms to encourage their denunciation.

One of the major achievements of the previous action plan is the establishment of a listening and support system allowing, thanks to the help of 4 ambassadors, to identify situations of discrimination or violence, whatever their reasons (gender, nationality, sexual orientation, religion, etc.).

Actions (deliverables)	Result indicators
2.3.1. Insertion of an article on discrimination and violence of all kinds in the Internal Regulations and having each member of staff sign a charter of commitment to respect the Gender Policy, pending the integration of these considerations in the CIHEAM Code of Ethics and Good Conduct (document already signed by the staff)	The internal regulations were amended, and a charter of commitment was drawn up and signed by the staff

3. HUMAN RESOURCES MANAGEMENT COMMITTED TO GENDER EQUALITY

The Institute, particularly in the context of quality management, has made significant progress in the policy of gender equality, diversity and inclusion in its recruitment and remuneration policy. Thus, for the first time since its creation, the Institute has recruited a woman as deputy director. Several people with disabilities have also been recruited, and the necessary workstation adjustments have been made. An accessibility register is available at: https://www.iamm.ciheam.org/wp-content/uploads/2024/05/20240321_IAMM_Registre-PMR-2024_v2.pdf

3.1. CAREER MANAGEMENT

Efforts still need to be continued in terms of career management. Given the small size of the CIHEAM Montpellier, there are very few opportunities for a career within the institution itself, as the positions held on arrival at the institution are generally the same as those left at the time of retirement. Progression is therefore essentially salary-based, through normal promotion and the possibility of accelerated advancement and promotion.

As the rules for accelerated advancement and promotion have already been made explicit, it will be ensured that they do not include gender-related biases by disaggregated F-H monitoring of careers and disaggregated F-H monitoring of the ten highest salaries.

Actions (deliverables)	Result indicators
3.3.1. Career monitoring	Monitoring of the F-H pay gap, calculated from the average of the remuneration of F compared to that of H, by age group and by category of equivalent positions (1)Monitoring of the difference in the rate of individual salary increases F-H (1)% of female employees who received a raise in the year following their return from maternity/paternity leave, whether there have been increases during the period in which the leave was taken (1)Number of employees of the under-represented sex among the 10 highest earners (1)

3.2. WORK-LIFE BALANCE AND ORGANIZATIONAL CULTURE

The CIHEAM Montpellier staff regulations offer a set of advantages in terms of work organisation (flexibility of working hours for all and attendance hours for managers, flexible working hours, etc.) with a view to reconciling professional and private life regardless of the gender of the agent. The more recent introduction of teleworking has further expanded these opportunities for a good work-life balance.

A completely redesigned telework charter has notably allowed the use of exceptional telework in order to better reconcile professional and private life (for example, the occasional use of telework to facilitate participation in meetings related to extra-professional associative or trade union commitments).

However, there is no document that explicitly links the rules of work organisation with the ambition of promoting a good balance between private and professional life. In the same way, there is no monitoring to ensure that these various measures do not widen the disparities between women and men at work.

Actions (deliverables)	Result indicators
3.4.1. Preparation of an HR policy document linking existing or planned work organisation measures to the organisation of work and the ambition to promote a good work/life balance (meeting times, email times, right to disconnect, etc.)	An HR policy document exists that makes the link between the organization of work and the ambition of a work/life balance

4. HIGHER EDUCATION FOR AN OPEN FUTURE FOR WOMEN AND MEN

In recent decades, higher education has been largely open to women, and today women are equal to or greater than men at university entry in more than 103 countries, including the Mediterranean. This increase in initial recruitment should not mask the persistence of inequalities in both student participation and success. Although women perform better in education than men, this does not translate into an increase in the level of university education and the gender gap reappears at the highest level of university education (doctorate) and in the composition of university staff. This

situation leads to the persistence, consciously or not, of a set of stereotypes in the organization of education and in the transfer of knowledge, which constitute so many obstacles to women's professional development.

The CIHEAM Montpellier, for which higher education is the first pillar of its activity, has taken the measure of this situation and has put in place a set of measures aimed at both the organization of its teaching and its content.

This reflection has integrated a first strong particularity: more than 90% of the 70 students welcomed each year are foreigners, mostly from around the Mediterranean, with an average of 10 to 15 countries represented. For the vast majority, this is the first time they have left their country. Expatriation, the crossing of cultures, to which are sometimes added emotional distance and financial precariousness, are all elements of fragility and tensions that affect each student differently and to which it is up to the CIHEAM Montpellier to be attentive, including taking into account the sensitivity to the genders of such situations.

A second particularity has been taken into account: the fact that almost all the students enrolled are accommodated in the Institute's residence. It was therefore important that this time and place be an integral part of the analysis of gender.

The Quality approach has focused on taking the learner into account throughout their stay at the CIHEAM Montpellier. It is this approach that has been revisited to introduce, wherever relevant, the gender dimension and the fight against inequalities between the sexes and the elderly.

Finally, as part of the procedure to renew the accreditation of Master's courses, the Institute has initiated a reflection on the introduction of gender, diversity and inclusion issues in the curricula of the courses offered. To do this, he relied on an anthropologist specialized in this field, who was also entrusted with interventions with students.

4.1. STUDENT SELECTION

Although positioned in the second year of the Master's degree and therefore at an already advanced level of the university curriculum, the CIHEAM Montpellier does not escape the observation mentioned in the introduction of an over-representation of women in its student body. This should not prevent ensuring that the selection process does not include gender biases.

A great deal of work has already been carried out with the partner institutions, whose commitment to pre-selection is important.

Actions (deliverables)	Result indicators
4.1.1. Disclosure of the policy in favour of gender equality in access to university courses	The gender equality policy is displayed in the promotional materials of the Masters
4.1.2. Establishment of joint (pre-)selection committees (or otherwise justification of non-compliance with this principle)	The F-H ratio in the (pre-)selection committees is balanced. The F-H ratio is similar between the application and selection phases during the selection of students for each of the Master's degrees

4.2. RECRUITMENT OF VISITING PROFESSORS

The teaching delivered at the CIHEAM Montpellier largely calls on visiting professors from a wide variety of geographical, disciplinary and professional backgrounds. This diversity of the teaching staff is an asset and a richness to which the Institute is very attached.

The recruitment of these visiting professors is largely based on the network of partners specific to each teacher-researcher at the Institute, and their intervention is evaluated by the learners which has an impact on whether or not they are renewed the following year. It is this process that is now being assessed and strengthened to ensure that it does not have biases that have a negative impact on both the ability of women to intervene in the Institute's teaching and in the relevance of the training with regard to gender and gender equality issues.

Actions (deliverables)	Result indicators
4.2.1. Systematic information of PIs on the gender policy of the CIHEAM Montpellier prior to their intervention and signature of the charter of commitment to respect the Gender Policy (cf. 2.3.1)	The model IP contract is amended to refer to the Institute's gender policy

4.3. SUPPORT DURING THE TRAINING COURSE

While there is a set of mechanisms that make it possible to listen to students and to support them throughout their presence on the CIHEAM Montpellier campus, the issue of gender is not currently the subject of particular attention and is not explicitly mentioned in the various procedures that organize the teaching process. A reflection will therefore be carried out to see what specific measures and services could be put in place or referenced, in the event that they cannot be offered directly by the CIHEAM Montpellier, which would specifically address this issue.

Actions (deliverables)	Result indicators
4.3.1. Production of a "Student Guide to the CIHEAM Montpellier"	A guide exists and is distributed to students
4.3.2. Insertion of rules on sexual harassment and sexism in the contract of visiting professors	The Model IP Contract is amended to introduce a specific paragraph on the subject
4.3.3. Insertion in the resident's welcome booklet of a note relating to the CIHEAM Montpellier's policy on the fight against sexism and sexual harassment	The residents' welcome booklet has been modified to introduce a section on the subject

4.4. REVISION OF CONTENT AND PEDAGOGY IN MASTER'S DEGREES

The inclusion of gender in the curricula is achieved through its integration into academic disciplines and through the establishment of specific interdisciplinary studies programmes on women or gender. It is important to distinguish between gender-integrated teaching as a pedagogical practice and how knowledge about gender and gender equality is integrated into the training curriculum.

Both components are important and it is through the filter of these two approaches that the lessons currently delivered by the CIHEAM Montpellier will be analysed in order to make them evolve towards a better consideration of gender.

Visiting professors, who contribute to the content of the courses, will be closely involved in this process.

Actions (deliverables)	Result indicators
4.4.1. Exchange with IPs on the possibilities/opportunity to introduce gender both in pedagogical terms and in terms of content (voluntary approach)	A dialogue is conducted with the IPs, for each Master's degree, to see the possibilities of introducing gender into their teaching (in terms of pedagogy and content)

5. GENDER-RESPONSIVE PROJECT MANAGEMENT

The research and development activities carried out by the CIHEAM Montpellier are carried out almost exclusively within the framework of projects financed by external funds (through competitive tenders).

The organization of the project teams as well as the activities carried out within this framework must reflect the commitments of the CIHEAM Montpellier in terms of gender equality and gender mainstreaming.

As far as project staff are concerned, and insofar as, while being recruited within the framework of the projects, they are employees of the institution, reference should be made to point 3 of this Action Plan.

Today, all the projects carried out by the CIHEAM Montpellier fall under the DAC 1 category (transversal gender objective)¹ and it is therefore essential that this dimension be fully appreciated from the conceptualization phase of the project and in all phases of implementation and capitalization/dissemination. In order for project leaders to be supported in this process, a guide will be produced that will list, for each stage of a project, the points of attention for a successful consideration of gender.

In a second phase, the CIHEAM Montpellier will judge, possibly in a corporate approach involving all the CIHEAM bodies, the opportunity to implement research and development projects that would explicitly target women (DAC 2 category projects).

Actions (deliverables)	Result indicators
5.1. Creation of a guide for the successful integration of gender in projects	A guide is available for project leaders
5.2. Proposal and implementation of projects focused on gender and women	Projects specifically targeting women (DAC 2) are proposed by the Institute

A GENDER EQUALITY, DIVERSITY AND INCLUSION POLICY THAT TRANSLATES INTO PARTNERSHIPS

The internal reflection carried out within the Institute has also led to broadening the framework of actions to be implemented by including criteria relating to gender equality, diversity and inclusion in the calls for tenders launched with a view to establishing new partnerships.

For a long time, the Institute has chosen a work-based adaptation centre as a partner for the laundry provided in its student residence, which employs people with disabilities.

In 2023, the Institute has formed a partnership for the catering of students and staff with an association that is piloting an integration project based on collective school catering. For the past two years, this partnership has enabled a dozen people who are far from employment to be employed at the Institute every 6 months and rub shoulders with students and staff, with a view to reintegration.

¹ The Development Assistance Committee (DAC) marker on gender equality is based on a system with 3 project/programme ratings: DAC 0: The project/programme was examined with regard to the marker but it was not found that it aimed at the objective of gender equality. DAC 1: Gender equality is an important and deliberate objective of the project/programme but it is not the main reason for its implementation.

This type of partnership is in the process of being extended to the maintenance of the campus' green spaces.

ANNEXE 1 : CIHEAM DIVERSITY AND INCLUSION POLICY

Whereas the CIHEAM (International Centre for Advanced Mediterranean Agronomic Studies) is an intergovernmental organization aiming to promote high level education, research and innovation for a sustainable development of agriculture and fisheries, food and nutrition security, rural and coastal territories in the Mediterranean region.

Including 13 member states (Albania, Algeria, Egypt, Spain, France, Greece, Italy, Lebanon, Malta, Morocco, Portugal, Tunisia, and Türkiye), CIHEAM operates through its four Mediterranean Institutes based in Bari (Italy), Chania (Greece), Montpellier (France), and Zaragoza (Spain), with its headquarters in Paris.

Each operational establishment, including headquarters and institutes, is committed to implementing this policy.

1. Purpose

The CIHEAM's Diversity and Inclusion (D&I) Policy is designed to cultivate and perpetuate an organizational culture that prioritizes diversity, equity, and inclusion at all levels. CIHEAM's engagement within a multitude of social and cultural contexts underscores the criticality of this policy, as it facilitates the establishment of inclusive environments that both mirror and honor these diverse perspectives. By aligning with ISO 30415 guidelines and referencing the frameworks and principles outlined in the administrative and internal regulatory documents of the CIHEAM and its internal control system, we seek to foster an environment that supports innovation, collaboration, and respect for all individuals.

2. Scope

This policy applies to all employees, contractors, consultants, interns, students, lecturers and stakeholders associated with the organization. It covers all activities, from recruitment and hiring to daily operations, project implementation, and community engagement, including postgraduate programmes and research activities.

3. Guiding Principles

In adherence to ISO 30415 and inspired by the CIHEAM's foundational commitments as detailed in:

- **"Texts Of Agreement And Internal Regulations"**, in particular the General staff regulations, which underscore equality, non-discrimination, and ethical conduct.
- **"Administrative framework" (version 2024)**, particularly its emphasis on intercultural exchange and diversity promotion;

The following principles guide our D&I efforts:

- **Inclusion as a Core Value: Recognizing and embracing diverse identities, perspectives, and abilities to ensure equal access to opportunities and resources.**
- **Zero Tolerance for Discrimination: Prohibiting all forms of discrimination, harassment, and bias based on race, gender, age, religion, disability, sexual orientation, social class or economic status (or socioeconomic background) , national origin, or any other personal characteristic.**
- **Cultural Awareness and Respect: Promoting respect for cultural differences and fostering intercultural understanding in all organizational activities and interactions.**

- **Equal Opportunities: Ensuring merit-based decision-making in both employment (hiring, promotion, professional development) and education (admission, postgraduate advancement), while working to dismantle systemic barriers.**
- **Transparency and Accountability:** Establishing clear mechanisms for preventing, reporting and addressing issues related to discrimination and inequality.

4. Objectives

- I. **Foster a Diverse Workforce:** Achieve diversity in hiring practices by ensuring outreach to underrepresented groups.
- II. **Promote Inclusive Leadership:** Train leaders and managers to understand and practice inclusive decision-making.
- III. **Cultivate Inclusive Work Environments:** Implement flexible policies and practices that accommodate diverse needs and perspectives.
- IV. **Embed D&I in Organizational Strategy:** Incorporate D&I considerations into all projects, strategic goals, and evaluations, including postgraduate programmes and research programs.
- V. **Continuous Learning:** Provide ongoing training to enhance awareness and competence in diversity, equity, and inclusion.

5. Responsibilities

Everyone at CIHEAM has a role and responsibility in the realization of D&I principles, and in establishing and maintaining an inclusive culture at work.

Organizational Governance and Leadership:

- Secretary General and Directors ensure that the organization's D&I principles and objectives are aligned with the CIHEAM vision, mission, values and strategy; they receive periodic reports and review the implementation of this policy.
- D&I Committee (composed by the coordinators of Administrative and Education workgroups at the Headquarters): Drive the D&I agenda, set measurable goals, monitor the implementation of this policy, address grievances, and evaluate progress regularly.

Organizational Delegate:

- Human Resources workgroup: Develop and enforce procedures ensuring equitable recruitment, retention, and career development processes. Model inclusive behaviors;
- Education and Research workgroup: Ensure D&I principles are embedded in the design and implementation of postgraduate programmes and research activities;
- Communication workgroup: Develop awareness and popularization actions with the aim of internal and external dissemination

Employees and all operative staff: Uphold the values of respect and inclusivity in daily interactions.

6. Reporting and Grievance Mechanisms

All individuals are encouraged to report concerns about potential discrimination or exclusion events through dedicated channels, established by each headquarters, in application of a common procedure, ensuring confidentiality and protection against retaliation.

If these channels are not effectively addressed, individuals may appeal to the Secretary-General and the President of the Governing Board for further review and resolution.

CIHEAM is committed to addressing all reports promptly and fairly.

7. Monitoring and Review

The D&I Policy will be reviewed to ensure alignment with ISO 30415, organizational goals, and evolving societal norms. Updates will reflect feedback from employees, stakeholders, and lessons learned. Specific metrics for inclusivity in postgraduate programmes and research will also be monitored and reported.

8. References

- CIHEAM - "Texts Of Agreement And Internal Regulations"
- CIHEAM -'s "Administrative framework"
- ISO 30415: Human Resource Management – Diversity and Inclusion

9. Approval and Final Provisions

This policy is approved by the Secretary-General and the Directors, and is effective as of [effective date].

The Secretary general takes care to notify the Governing board of the adoption of this Policy and its future amendments. This policy is continuously updated to ensure its ongoing improvement and is shared with the Organization, third parties, and stakeholders through the official website and other specific communication channels, which are locally defined.

The Secretary-General and the Directors are responsible for the implementation of this Policy. In this context, they may delegate to their collaborators.

For further information or assistance regarding this policy, please contact d&i@ciheam.org.

ANNEX 2: SUMMARY REVIEW OF THE GENDER EQUALITY ACTION PLAN 2022-2025

Actions (livrables)	Indicateurs de résultat	
1.1.1. Formulation d'une Lettre de politique de genre et de son Plan d'action	Une lettre de politique générale existe	A
1.1.2. Présentation de la Lettre et du Plan d'action au personnel	Une présentation de la Lettre et du Plan est faite à l'AG de décembre	A
1.1.3. Nomination d'un-e référent-e égalité des genres	Un-e référent-e égalité des genres est nommé-e avec une lettre de mission signée par la Direction	A
1.1.4. Présentation de la lettre et du plan aux instances de gouvernance du CIHEAM	Une présentation de la lettre et du plan est faite au Conseil d'Administration de décembre	A
1.1.5. Intégration du genre dans la démarche Qualité	La dimension Genre est intégrée dans la démarche Qualité à compter de la Revue de mars 2022	A
<i>1.1.6. Obtention du label Egalité professionnelle</i>	<i>Le label EP est obtenu</i>	<i>NA</i>
1.1.7. Communication externe sur l'engagement du CIHEAM Montpellier en matière d'égalité	La Lettre et le Plan sont publiés sur le site de l'Institut	A
1.2.1. Réalisation annuelle d'un rapport de situation comparée (RSC)	Un RSC est produit au 1 ^{er} trimestre de chaque année	NA
1.2.2. Analyse et traitement des situations possibles ou avérées de non-respect de l'égalité des genres	Non conformités et risques liés au genre sont traités à la Revue annuelle de direction	NA
1.2.3. Présentation annuelle du rapport de situation comparée en Revue de direction, en AG et au CA	Le RSC est présenté annuellement à la Revue, à l'AG et au CA durant le 1 ^{er} semestre	NA
1.3.1. Participer activement aux activités du groupe corporate CIHEAM sur les femmes	Des activités sont identifiées et mises en œuvre de manière collective Des activités sont proposées qui bénéficient à l'ensemble des Instituts	A
2.1.1. Information et sensibilisation du personnel aux concepts et biais de représentation, à l'impact des inégalités et aux bénéfices des GEP en s'appuyant sur des exemples concrets et des témoignages	Un document d'information et de sensibilisation est diffusé à l'ensemble du personnel	NA
2.1.2. Organisation d'un test d'autoévaluation et/ou des jeux sur les stéréotypes et les biais inconscients pour le personnel	Un test d'autoévaluation/jeu est proposé à l'ensemble du personnel	NA
2.1.3. Développement d'une offre de formation interne sur les questions de genre accessible à l'ensemble du personnel	Une offre de formation sur le genre est proposée pour les agents	A
2.2.1. Diffusion du guide pour une communication sans stéréotype de sexe à l'ensemble du personnel	Un guide pour une communication sans stéréotype de sexe est diffusé à l'ensemble du personnel	NA
2.2.2. Revue de l'ensemble des supports de communication externes existants pour les adapter aux nouvelles exigences si nécessaire	Les supports de communication externes existants sont tous révisés	EC
2.2.3. Revue de l'ensemble des supports de communication internes existants pour les adapter aux nouvelles exigences si nécessaire	Les supports de communication internes existants sont tous révisés	EC
2.2.4. Relecture spécifique systématique des articles et communications écrites publiques	Les nouveaux supports de communication sont révisés avant publication	EC
2.2.5. Equilibre de représentation F-H parmi les intervenants aux événements internes ou externes	Le ratio F-H des intervenants dans les événements internes est proche de 50% Le ratio F-H des intervenants dans les événements externes est équilibré	A
2.3.1. Insertion d'un article sur les violences liées au genre, le harcèlement sexuel et le sexisme dans le Règlement interne et faire signer une charte d'engagement du respect de la Politique de genre par chaque membre du personnel, en attendant l'intégration de ces considérations dans le Code d'éthique et de bonne conduite du CIHEAM (document déjà signé par le personnel)	Le règlement interne est modifié, une charte d'engagement est rédigée et signée par le personnel	NA
2.3.2. Intégration de questions relatives au sexisme et au harcèlement sexuel dans les enquêtes sur la qualité de vie au travail	Le questionnaire relatif à la qualité de vie au travail est modifié	A
2.3.3. Mise en place une procédure dédiée à la gestion des signalements de cas de harcèlement sexuel ou de sexisme	Une procédure de signalement et de traitement des cas de harcèlement sexuel ou de sexisme est mise en place	A

3.1.1. Affichage de la politique RH en faveur de l'égalité femmes/hommes dans le texte des appels à candidatures	100% des appels à candidature mentionnent la politique de genre de l'Institut Le ratio F-H est identique entre les phases de candidature et de sélection	A
3.1.2. Diversification des réseaux de diffusion des appels à candidatures en particulier avec identification de réseaux dédiés à la valorisation des compétences des femmes	100% des appels à candidature sont diffusés dans des réseaux ciblant les femmes Le ratio F-H dans les candidatures est >30%	A
3.1.3. Constitution de jurys paritaires (ou sinon justification du non-respect de ce principe)	Le ratio F-H dans les jurys de sélection est équilibré	A
3.1.4. Information systématique des membres du jury sur la politique genre du CIHEAM Montpellier en préalable aux auditions	Une introduction sur la politique de genre de l'Institut est faite dans 100% des jurys de sélection	A
3.1.5. Relecture des appels à candidature pour vérifier leur conformité (cf. actions 1.3.1 et 1.3.3)	100% des appels à candidature sont relus pour éviter les stéréotypes liés au genre	A
3.2.1. Mise en place d'un référentiel relatif à la rémunération initiale en fonction de l'expérience et explicitation des écarts négociés à ce référentiel	Un référentiel relatif à la rémunération initiale existe	EC
3.3.1. Suivi des carrières	Suivi de l'écart de rémunération F-H, calculé à partir de la moyenne de la rémunération des F comparée à celle des H, par tranche d'âge et par catégorie de postes équivalents (1) Suivi de l'écart de taux d'augmentations individuelles de salaire F-H (1) % de salariées ayant bénéficié d'une augmentation dans l'année suivant leur retour de congé de maternité/paternité, si des augmentations sont intervenues au cours de la période pendant laquelle le congé a été pris (1) Nombre de salariés du sexe sous-représenté parmi les 10 salaires les plus élevés (1)	NA
3.3.2. Etablissement/explicitation des règles de prise en compte des congés liés à la parentalité dans la politique de rémunération	Des règles de prises en compte des congés liés à la parentalité existent et sont connues de tous	A
3.4.1. Elaboration d'un document de politique RH faisant le lien entre les mesures d'organisation du travail existante ou à prévoir et l'organisation du travail et l'ambition de favoriser un bon équilibre entre vie professionnelle/vie privée (horaires des réunions, d'envois de mails, droit à la déconnexion, etc.)	Un document de politique RH existe qui fait le lien entre l'organisation du travail et l'ambition d'un équilibre vie professionnelle/vie privée	NA
3.4.2. Réalisation d'entretiens au départ et retour de congés parentaux et incitation à la prise de congés de paternité	Le document de politique RH ci-dessus promeut le congé paternité 100% des départs/retours de congé parental font l'objet d'un entretien avec les RH	A
4.1.1. Affichage de la politique en faveur de l'égalité femmes/hommes dans l'accès aux formations universitaires	La politique en faveur de l'égalité des genres est affichée dans les documents promotionnels des Masters	NA
4.1.2. Constitution de comités de (pré-) sélection paritaires (ou sinon justification du non-respect de ce principe)	Le ratio F-H dans les comités de (pré)-sélection est équilibré. Le ratio F-H est similaire entre les phases candidature et sélection lors de la sélection des étudiant-e-s pour chacun des Masters	NA
4.1.3. Relecture des appels à candidature pour vérifier leur conformité (cf. actions 1.3.1 et 1.3.3)	100% des appels à candidature sont relus pour éviter les stéréotypes liés au genre	A
4.2.1. Diversification des réseaux de recrutement des professeur-e-s invité-e-s (PI) en particulier avec identification de réseaux dédiés à la valorisation des compétences des femmes	Le ratio F-H dans les PI est équilibré. Le ratio F-H dans les PI est similaires entre les Masters pilotés par des F et par des H	A
4.2.2. Information systématique des PI sur la politique genre du CIHEAM Montpellier en préalable à leur intervention et signature de la charte d'engagement du respect de la Politique de genre (cf. 2.3.1)	Le contrat type des PI est modifié pour faire référence à la politique genre de l'Institut	NA
4.3.1. Production d'un "Guide de l'étudiante au CIHEAM Montpellier"	Un guide existe et est distribuée aux étudiant-e-s	NA
4.3.2. Création d'une "cellule d'écoute" genrée au niveau du SES	Une cellule d'écoute existe et est à la disposition des étudiant.e.s	A
4.3.3.. Insertion de règles sur le harcèlement sexuel et le sexisme dans le contrat des professeurs visiteurs	Le contrat type des PI est modifié pour introduire un paragraphe spécifique sur le sujet	NA
4.3.4. Intégration de questions relatives au sexisme et au harcèlement sexuel dans les enquêtes auprès des étudiant.e.s	Le questionnaire d'enquête auprès des étudiants est modifié pour introduire des questions spécifiques sur le sujet	A
4.3.5. Mise en place d'une procédure dédiée à la gestion des signalements de cas de harcèlement sexuel ou de sexisme	Une procédure est mise en place permettant de signaler les abus	A
4.3.6. Insertion dans le livret d'accueil du résident d'une note relative à la politique du CIHEAM Montpellier en matière de lutte contre le sexisme et le harcèlement sexuel	Le livret d'accueil des résidents est modifié pour introduire un volet sur le sujet	NA

4.4.1. Affichage de la politique en faveur de l'égalité femmes/hommes dans l'accès aux formations doctorales	La politique en faveur de l'égalité des genres est affichée dans les documents promotionnels de la plateforme doctorale. Le ratio du nombre de publication des doctorant-e-s F-H est équilibré	NA
4.4.2. Affirmation de l'intérêt du CIHEAM Montpellier pour des travaux de thèse prenant en compte la sensibilité au genre ou portant explicitement sur les femmes et les défis liés à l'égalité des sexes dans les zones rurales et agricoles	Un recrutement actif de doctorant-e-s travaillant sur le genre est mis en œuvre	A
4.4.3. Constitution de comités de sélection paritaires (ou sinon justification du non-respect de ce principe)	Le ratio F-H dans les comités de sélection est équilibré. Le ratio F-H est similaire entre les phases candidature et sélection lors de la sélection pour l'accès à la plateforme doctorale	A
4.4.4. Information/Formation des doctorants aux enjeux du genre dans les travaux de recherche	Des formations portant sur les questions de genre sont accessibles aux doctorant-e-s	A
4.5.1. Réalisation d'une analyse rétrospective sur l'employabilité comparée des ancien-ne-s étudiant-e-s	Les données des 5 dernières années sur l'employabilité sont désagrégées F-H	A
4.6.1. Echange avec les PI sur les possibilités/l'opportunité d'introduire le genre tant en terme pédagogique que de contenu (approche volontaire)	Un dialogue est conduit avec les PI, pour chaque Master, pour voir les possibilités d'introduire le genre dans leurs enseignements (en terme pédagogique et de contenu)	NA
4.6.2. Introduction du genre dans les Masters tant en terme pédagogique que de contenu (approche plus prescriptive avec intégration de cursus dédiés à l'apprentissage de connaissances sur le genre et l'égalité des sexes)	Les interventions des EC et des PI prennent en compte le genre (en terme pédagogique et de contenu)	EC
5.1. Réalisation d'un guide pour une prise en compte réussie du genre dans les projets	Un guide est disponible pour les porteurs de	NA
5.2. Réalisation systématique d'un « questionnaire Genre » initial, en lien avec les objectifs et les activités du projet	Une approche genre est systématiquement in	EC
5.3. Identification systématique d'indicateurs désagrégés F-H de suivi et de résultats des projets	Des indicateurs désagrégés F-H sont systématiquement identifiés dans les projets	A
5.4. Présentation de plans de communication des projets sensibles au genre	Les plans de communication des projets intèg	A
5.5. Proposition et implémentation de projets ciblés sur le genre et les femmes	Des projets ciblant spécifiquement les femmes (CAD 2) sont proposés par l'Institut	NA