



Administrative and institutional aspects

Structural vision/policy and integrated approach to the gender dimension concerning all levels of the institution ●

HELMo affirms its commitment to gender equality through its values, which guide the policies and functioning of the institution :

Promoting a humanism rooted in our contemporary realities

This humanism is rooted in the Christian tradition. It aims to be modern and to support the plurality of values, convictions and life choices of both individuals and groups. Its vision of society is based on solidarity and respect for individuals and groups, and values cultural and religious plurality as well as the ecological challenge.

HELMo promotes human rights and stresses the importance of social links and living together. It offers a tailored response to the realities of each individual, particularly in terms of training. As a partner in a project or collective action aimed at improving society, the University College has confidence in the civic capacities of individuals. It is aware of the ethical dimension of all social practices and seeks to develop students' sense of responsibility and autonomy.

HELMo, an accessible University College

HELMo is open, caring and confident in the diversity of its students' profiles and backgrounds, and believes in everyone's ability to learn so that they can find their place in society. HELMo is a constructive, non-discriminatory agent in the education and life path of every student. It develops tools to provide appropriate responses through quality partnerships, (re-)orientation and support for personalised pathways.

In order to put its values into practice, HELMo has set itself the strategic objective of increasing the accessibility of the University College and is therefore committed to strengthening its social policy (taking particular account of specific psycho-social issues) and to being a non-discriminatory agent.

This commitment to gender equality is reaffirmed in the President's letter of application (Preparing for the transition - January 2023), which stresses the importance of the role of the Social Council as a «place where issues relating to gender, abuse (harassment, violence, etc.) and people in situations of inclusion are addressed and where action is decided and taken».

Perspectives: Develop the institutional action plan by incorporating the work currently being done by the Social Council to set up a support system for situations of gender-based violence.

Set up of a structured, cross-functional action plan ●

A system to combat harassment and discrimination is being formalised and led by the Social Council and the Haute Ecole's Student Life Department.

Its aim is to offer support to HELMo students faced with situations of harassment, discrimination, incitement to hatred and difficulties in relational situations that are detrimental to their well-being in order to:

- Provide psycho-social support for students (reception, information, identification of needs, etc.) ;
- Provide support in lodging a complaint with the academic authorities and/or in lodging a complaint ;
- Provide support to an external service ;
- Keep a record of and monitor requests received ;
- Contribute to the development of anti-harassment and anti-discrimination policies within the institution.

As part of the implementation of this scheme, it is planned to hire one person.

Perspectives: Implementation and evaluation/regulation of this system.

Ensuring gender equality in recruitment process ●

The vacancies published by HELMo are explicitly aimed at both men and women, as well as at people of unspecified gender.

In 21-22, the allocation of all staff members by gender was as follows: 65% women - 35% men. Among teachers, the breakdown was 62% women and 38% men.

Perspectives: Include inclusive writing in calls for applications published by HELMo.

Promoting and facilitating women's access to careers (particularly in the scientific fields) through inclusive communication, the implementation of actions aiming to deconstruct gender stereotypes in the choice of courses or careers, such as promoting STEM studies among women, etc ●

Particular attention is paid to certain trainings in which one gender is under-represented.

This is why initiatives have been put in place to promote access to industrial engineering training.

One example is the information gathered through a survey of former Master's students in industrial engineering on the obstacles/incentives to enrolling in an «engineering» course and on any difficulties encountered in the business world.

Perspectives: Evaluate the desirability of introducing this type of initiative in other degree courses, and support them (a survey of degree course directors should be considered).

Ensuring a work-life balance ●

The work-life balance is a concern for the institution. It takes care to organise the work of its staff with this in mind.

As a higher education institution, HELMo staff members have leave periods that are partially harmonised with those of compulsory education. It is also possible for certain categories of staff to take leave at times of their choosing.

In addition, discussions are being held on the organisation of work from home and the right to disconnect.

Perspectives: Raising the profile of HRM policy, making this information available,

Parity/equality in governance and decision-making authorities (Direction boards, management Board, etc.) as well as in all executive positions ●

HELMo's articles of association stipulate that the OA designates a chair and two vice-chairs from among its members, who may not be of the same gender. In addition, consideration is being given to achieving gender parity in the selection of new independent members.

At 19/12/22, the composition of the governance bodies was as follows:

- General Meeting: 20 women and 24 men
- Board of Directors: 11 women and 12 men
- Management Board: 3 women and 3 men

Within the management functions, the breakdown is as follows:

- Heads of cross-functional departments: 6 women and 6 men
- Curriculum managers: 15 women and 9 men
- Administrative managers: 4 women and 0 men

These figures are constantly changing and will need to be updated regularly. They are a positive reflection of the gender diversity policy within the governance bodies.

Identification of the responsible person for the gender policy in the establishment ●

A gender contact person (PCG) is identified within the school. This person contributes to the implementation and development of the institution's gender policy, as provided for in the decree of May 25, 2023 on various provisions relating to Higher Education, Social Promotion Education and University Hospitals.

Identification of the service contact person (for reporting cases of harassment, violence or any discrimination form) ●

The hiring of a contact person to deal with HELMo students facing relational difficulties that are detrimental to their well-being, or situations of harassment, discrimination, incitement to hatred or violence, is scheduled for 23-24.

In addition, several members of staff, social workers working in the student services department, are currently taking the Inter Haute Ecole/ University Certificate on 'Discrimination and gender-based violence' offered by Hénallux and UNamur.

Perspectives: As soon as this person is hired, a communication campaign will be launched to ensure that they are identified within the school.

Service for reception, support and care in the event of reported violence/ discrimination ●

A system is being set up to help HELMo students who are confronted with relational difficulties that are detrimental to their well-being, or situations of harassment, discrimination, incitement to hatred or violence.

Its missions are to :

- Welcome students
- Offer a listening ear
- Present proportionate courses of action, with a view to proposing precautionary measures
- Support third parties
- Participate in the development, evaluation and evolution of the system
- Contribute to reflection on prevention policy within HELMo
- Keep track of and monitor received requests
- Contribute to the development of anti-harassment policies within the institution.

Actions to prevent and raise awareness of violence and discrimination (of all kinds), for both staff and students ●

The Student Service runs awareness-raising campaigns for students in collaboration with external associations specialising in gender issues.

Trusted persons have been identified and can be called upon by members of staff in the event of problem(s) relating to the workplace and interpersonal relations. The support person provides advice and support, and can also act as a mediator.

Perspectives: Training and informing people in positions of trust about these issues.

Educational aspects

Training courses offers for students (core curriculum and optional courses) ●

Courses exist in some degree courses, in particular, in the Social Work Assistant section (Block 3), an optional course entitled «Social Work and Gender». The question of gender is also addressed in the Social and Cultural Anthropology course, a compulsory course in the Social Work Assistant section (Block 1).

No information is currently available for the other sections.

Perspectives: An inventory of existing courses will be carried out in the future with the curriculum directors (to be defined).

Continuing education offers for teachers and professionals ●

For the time being, no awareness-raising/training is being offered to HELMo staff.

Perspectives: Develop online tools to raise staff awareness (funding application underway with the FWB).

Offer support to enable teachers to provide content and teaching materials that are free of any bias relating to any form of discrimination ●

The pedagogical support service for teachers tackles inequalities by means of themes to help regulate practices (for example: bias in certain assessment methods or the relationship to writing).

Perspectives: Raise awareness of gender issues within the teacher support service; this could lead the support service to integrate gender issues more fully into the work it does within the curriculum.

Thematic working groups/ discussion areas enabling good practice sharing ●

Intervisions are organised for directors and managers. These provide a forum for listening and sharing experiences, and for exchanging best practice.

Perspectives: Relaunching intervisions, incorporating gender issues.

Scientific activities about gender related questions (research projects, publications, study days, webinars, conference debates) ●

Several research projects incorporating this theme have been completed or are underway:

- Research-action project to prevent violence against female students (2021, funded by the FWB): inventory of gender-based violence suffered by female students (IRSG, midwives, social workers) during their studies. Given the number of cases of violence reported in this first study, a second study has been set up for 2022.
- Violence de genre en Haute École : les points de vue des étudiants masculins» (2022-25, financed by HELMo) with 2 components: evaluation of students' experiences of gender-based violence, using focus groups; setting up of a platform to collect students' accounts of their experiences of gender-based violence. The aim is to make the existence of violence visible, and then to analyse its components.
- « La petite enfance au défi du genre en contexte interculturel » (2022-2024, financed by ONE Academy): Creation of a tool for the ONE staff to enable them to reflect on their professional practice in relation to gender and intercultural issues.

Finally, the research team working on these issues is available when initiatives aimed at evaluating practices are requested by the section managers (e.g. focus group with former female engineering students).

Perspectives: To publicise these research results, in particular through the publication of an Edith 8, incorporating the gender issue, in March 2024.

Awareness-raising/training on how to take into account the gender dimension in the researching field - Thematic working groups/discussion areas for sharing good practice ●

Members of staff are involved in a number of working groups aimed at taking the gender dimension into account in research:

- Gender WG organised by Synhera: this aims to raise awareness of gender issues and ensure that they are taken into account in the design of research projects. One of its current initiatives is the development of a practical guide to incorporating gender issues into research protocols.
- Genre & ESNU: a working group bringing together representatives of non-university higher education establishments to exchange practices on these issues.

Perspectives: Dissemination of the tools and good practices identified within these WGs to the University College research teaching staff.

Communication aspects

Externally: communicating inclusively

- In order to promote gender equality, HELMo is committed to being inclusive in its communications. In addition to written communication, gender diversity will be represented in the school's visuals.
- Gender balance is also sought in the publication of portraits and testimonials, as well as in the organisation of events featuring speakers.

Internally : Inform the institution (at all levels) of the institution gender equality policy and plan ●

Perspectives: Publish the Gender Equality Plan (this document) on the HELMo website; progressively write official documents in the inclusive form...

(Self-) assessment and reporting aspects

Taking the gender dimension into account in evaluations ●

The gender dimension is taken into account in the external evaluation guidelines (AEQES and CTI).

As part of the internal programme evaluation process, each programme is asked to position itself in relation to the following indicators:

- The curriculum has clear processes to promote inclusive teaching
- The programme identifies students' needs and expectations in terms of well-being and takes steps to meet them.
- The programme provides a safe environment (prevention of bullying, etc.)
- The curriculum includes measures to encourage critical thinking and raise awareness of social issues and questions.

Perspectives: At present, the gender issue is included in the reference framework under the broader criterion of equity. It would be interesting to consider whether the gender issue should be given greater prominence in the future.

Collection of sex/gender figures for staff and students on the basis of a series of indicators ●

Figures on staff and students by gender are made available to the Executive Board annually via the institutional dashboard.

Production and publication of annual reports (follow-up) ●

Each year, HELMo publishes an annual report which includes the breakdown of CDMs by gender. This report is distributed both internally and externally.