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DE LYON**

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Disability Road Map

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Foreword

This 2021/2023 Disability Road Map is presented here in the form of "Action" sheets. We have created these easy-to-read documents to encourage as many people as possible to read them.

The Action sheets are the result of teamwork carried out daily by the School's teams to adapt the different contexts to the needs of students and staff. Its implementation is based on the investment of the teams, each in their own sector of activity.

This chosen synthetic style does not enable us to go into the details. You are more than welcome to ask for clarification or discuss the various topics with the Disability Advisor by email or by phone:

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General context

The text concerning the Disability Act 2005-102 of February 11, 2005, constitutes the legal framework of reference currently in force in France.

It states that "a disability constitutes as (...) any limitation of activity or restriction of participation of a person in their professional or social environment due to a substantial, lasting or definitive impairment of one or more physical, sensory, mental, cognitive or psychic functions, a multiple disability or a disabling health disorder."

In addition to the above definition, it is important to add the definition in the CNUPDPH (Convention of United Nations For the Rights of Persons with Disabilities).

Drafted in 2016, it defines disability as a "pathology of society", that is, as the result of the ability (or inability) of a society or system to accommodate and cope with the differences of each person. This paradigm shift is the basis of new European policies.

It is no longer just a question of compensating by creating a norm, but it is a question of transforming society (schools, companies, cultural places ...) so that it is accessible to all people of the community. We are talking about an "inclusive" society, i.e., one that would become accessible to everyone everywhere.

This ideal is a goal, which, without taking in account individual disabilities, affirms that it is the essential responsibility of environments to help with the obstacles or facilitations for people with functioning disorders related to a pathology or an accident.

The School's disability policy aims to create an environment that improves:

- The recruitment, on-boarding and retention in employment of its staff.
- Identification, needs analysis and implementation of developments relevant to its students.

The Multi-Year Disability Road Map is an objective of the Ministry of Higher Education. It is a means to plan and communicate internally on the work done.

Numbers of staff involved

Improving reception and support skills is a way to benefit from the skills of professionals and students with disabilities.

It is important to note that the number of staff with an official “Recognition as a Disabled worker”, known as a RQTH¹, as well as the rate associated with it, are insufficient benchmarks to attest to the ability of the environment to adapt to the needs of the people concerned.

It is also important to consider that the data concerning staff, mark a difference between the number of "departures" (not qualifying for the BOE² due to the expiry of the RQTH¹, professional development or retirement) and several "arrivals" (external recruitment, acquisition of the RQTH¹ of current staff).

Number of staff with an RQTH¹ on December 31 of each year:

Year	201	201	201	201	201	201	201	201	201	20
Number	12	23	29	37	41	42	42	44	48	51

Number of Support Programs for Students with a Disability:

Year	201	2016	2017	2018	201	202
Number of staff benefitting from Support	8	17	24	34	38	36

Number of doctoral students with an RQTH¹:

Year	201	2016	2017	2018	201	202
N° of doctoral students having declared having a RQTH ¹	1	1	2	2	3	5

¹ RQTH: Recognition as a Disabled Worker – (Reconnaissance de la Qualité de Travailleur Handicapé)

² BOE: Beneficiaries of The Employers' Obligation to recruit Disabled Workers –(Bénéficiaire de l'Obligation d'Emploi)

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I. ACTIONS TO PROMOTE THE HOSTING AND SUCCESS OF STUDENTS AND DOCTORAL STUDENTS WITH DISABILITIES

I.1 DEVELOP STUDENTS' SKILLS TO TALK EFFECTIVELY ABOUT THEIR DISABILITY SITUATION

State of Play

- ENS de Lyon students are not always equipped to talk about their disability to obtain the support they need. Beyond the adjustments of study conditions, this raises the question of their future professional integration, particularly in the context of recruitment interviews.

Areas for improvement

- Teach students to move from expressing a medical situation or difficulties to expressing their needs for support in specific contexts (studies, exams, internships).

Means

- Interviews with the disability officer to analyze, define and express the disability situation in terms of accommodation needs.
- Support Programs procedure: students must present their needs in the context of learning and/or examination to the department director and then to the department secretary.

Evaluation

- Number of interviews conducted
- Number of support programs
- Number of interviews conducted outside the support programs.

I.2 PROVIDE TRAINING TO STUDENTS ON A VOLUNTARY BASIS

State of play

- The training for students preparing the agrégation did not see high numbers of participation within the framework of the First Disability Road Map.
- Students regularly ask the Disability Support Office to discuss issues that do not concern their personal situation, but to talk about research projects (thesis related to disability), personal projects or to understand the work carried out on the subject at the School.

Areas for improvement

- Offer a half-day training on the basic concepts related to the handicap to students who wish to do so, regardless of their discipline and level of training. Its objective is to set benchmarks concerning the vocabulary and basic concepts related to the theme of disability.

Means

- Group of 12 to 15 people, for 2.5 hours
- Communication on this proposal at the first-year students' welcome day and by sending out information to the list of students
- Training provided by the Disability Project Manager.

Evaluation

- Number of Training programs carried out
- Number of participants
- Qualitative evaluation from participants.

I.2 CONTINUE THE SPECIFIC SUPPORT OFFERED TO DOCTORAL STUDENTS

State of play

- The number of PhD students with a Recognition as a Disabled Worker (RQTH¹) increased from 1 in 2016 to 5 in 2020.
- Support is offered to doctoral students who wish to apply for a specific Disability Doctoral Contract proposed by the Ministry.
- 3 students have obtained Disability Doctoral Contract in the last 4 years, 1 has been implemented at ENS de Lyon.
- Support is offered to doctoral students during their thesis, along with support from their managers if necessary.

Areas for improvement

- Implement arrangements for equipment necessary for the layout of the doctoral student's workstation.
- Promote the transition from the doctorate to further training (post-doctorate) or to employment.

Means

- Regular interviews with the Disability Advisor
- Meetings with the supervisory team if necessary
- Intervention of the Disability Advisor during the thesis follow-up committee at the request of the doctoral student, after joint construction of the elements to be transmitted
- Implementation of maneuverability agreement.

Evaluation

- Number of interviews conducted
- Number of meetings implemented
- Qualitative evaluation of the different stakeholders: PhD student, supervisory team
- Number of adapted equipment agreements.

I.3 ANTICIPATE AND REDUCE THE DISCONTINUITY IN SUPPORT FOR STUDENTS WHO LEAVE ENS DE LYON DURING THE TRANSITION PERIOD (one year)

State of play

- Students accompanied by the Disability Support team encounter difficulties in their year of training at INSPE when they pass the agrégation competitive exam.
- Students are forced to set up a new training project for health reasons.

Areas for improvement

- Communicate on the possibility of support, in terms of advice and guidance for students who have left the School for less than a year.

Means

- Communication of the possibility of support during exchanges with the Disability Advisor
- Exchanges with the support services of the new structure if necessary
- Work to identify and link structures likely to provide relevant support to the students concerned.

Evaluation

- Number of interviews conducted
- Number of situations worked
- Qualitative evaluation of the different stakeholders: former students, support staff for new training or employment structures.

II. MEASURES TO SUPPORT PROFESSIONALS

Topic: "Recruitment and keeping staff in employment"

II.1 STRUCTURING INTERNAL PARTNERSHIPS:

- CMH/AS/ SUPPORT / HEALTHCARE NURSE MEETING
- CMH/HR MEETINGS

State of play

- The work of accompanying the staff benefiting from the Employment Obligation for the last 5 years implies a continuous employment relationship between:
 - the Disability Project Manager, the Healthcare nurse and the social worker
 - the Disability Project Manager and the head of the training and the Human Resources recruitment department.

Areas for improvement

- Institute formalized monthly meetings to ensure more effective work in individual support
- Formalize an exchange framework that can continue in the event of the departure of one of the stakeholders concerned.

Means

- A monthly meeting schedule for every year
- Creation of a common directory to classify meeting minutes.

Evaluation

- Number of meetings held
- Number of situations worked
- Qualitative evaluation of the different stakeholders on the relevance of the meetings.

II.2 PROMOTE LOCAL PARTNERS AND THE ACTIONS UNDERTAKEN WITH THEM

- Adapt - Association for the social and professional integration of disabled people
- Esrp-epnak - Professional establishment & readaptation service of Lyon

State of Play

- Over the last 5 years, in connection with ADAPT, 2 staff members have been recruited following a provision by a Specialized Work Establishment. In 2020, 2 new people joined the team.
- Over the last 10 years, 3 people, recruited at the School have followed training with the ESRP-EPNAK. In 2020, these 3 people worked with interns to help them in their

professional pathways.

In 2020, the Diderot Library in Lyon recruited an intern from the ESRP-EPNAK.

Areas for improvement

- Communicate these successful experiences.
- To promote the services of these institutional and associative disability stakeholders, located in a nearby geographical environment.
- Maintain and develop existing links.

Means

- Organize a visit of the ESRP-EPNAK for the staff and students at the School.
- Organize involvement of the staff, teams and managers concerned who would be prepared to come to the PRISM meetings with ADAPT and ESRP- EPNAK.

Evaluation

- Realization of the visit and number of participants
- Qualitative evaluation of the visit by the participants
- Realization of the intervention in the PRISM meetings and in the coordination meeting of the School's Presidency department
- Qualitative evaluation of the visit from participants.

II.3 ENSURE THE CONTINUITY OF SUPPORT IN THE EVENT OF A PROFESSIONAL TRANSFER

- SET UP THE PORTABILITY OF AMENITIES
- ENSURE AN ADVISORY ROLE DURING THE YEAR FOLLOWING A TRANSFER

State of Play

- The Law set to transform the Civil Service dated 6 August 2019 allows for special equipment which is financed for members of staff who are eligible for the “Employers’ Obligation to recruit Disabled Workers” to continue supporting them in their new position in the public service. Before that date, it was not possible to forward the equipment, only to inform the new employer of the nature of the arrangements implemented so that they could buy the tools adapted identically.
- Beyond the material adjustments, several staff have expressed the need to exchange with the Disability Advisor in the transition time to their new position or at the beginning of taking up their position.

Areas for improvement

- Implement the portability of special equipment.
- Continue to advise staff who request assistance for a year after they have left ENS .
- Communicate about this possibility of transitional support.

Means

- Communication with the support services about the new structure for the contract and other issues if necessary
- Interviews with the Disability Advisor.

Evaluation

- Number of portability contracts implemented
- Number of support programs situations carried out
- Qualitative assessment of the staff concerned and new employers.

Topic: “Awareness”

II.4 SET UP A MOBILE LIBRARY TO ENSURE ONGOING AWARENESS

State of Play

- Lack of regular discussion between professionals or students outside the awareness day.
- Lack of sustainable space dedicated to discussions on the theme of disability.

Areas for improvement

- Establishment of a mobile library with quality and easily accessible books to promote exchanges on disability.
- Allow the expression and participation of all volunteers in disability-related actions (education, awareness-raising, etc.)
- Develop internal skills and knowledge about disability
- Situate disability as a collective issue.

Means

- 25 books (to begin with)
- Mobile structure for the books
- Facilities for a coffee break
- Events organized by the Disability Advisor.

Evaluation

- Number of library-hosting sites per school year
- Number of participants and books read
- Feedback from participants.

II.5 CONTINUE CO-ANIMATED AWARENESS DAYS

State of Play

- Realization of an awareness day in 2017/2018 and 2019.
- Co-animated with staff and students from the School
- Participation of external stakeholders in support of staff and student proposals.

Areas for improvement

- Continue this day in the same modalities of preparation involving staff and external stakeholders
- Participate in the European Week for the Employment of People with Disabilities, with the “Duodays”.

Means

- Implementation of workshops, conferences, testimonials...
- Creation of pairs for the Duodays.

Evaluation

- Number of staff and students involved in preparing for the day
- Number of participants in workshops and conferences
- Qualitative evaluation of the participants.

Topic: "Training"

II.6 TRAINING FOR SUPERVISORS

State of Play

- Proposal of a training course for supervisors within the framework of the "Convergences" training courses
- Creation of a "supervisory" course at the School.

Areas for improvement

- Offer training time on disability to new supervisors.

Means

- Training given by the Disability Project Manager
- Inclusion of this program in the foundation training of the School.

Evaluation

- Number of training assignments
- Number of participants
- Qualitative Evaluation from participants.

II.7 TRAINING FOR HEALTHCARE TEAM

State of Play

- There is no specific training on disability for the healthcare team at the School.

Areas for improvement

- Provide training to Healthcare team members who wish to take part on the topic of disability at work.
- Include this training in the objectives of the Healthcare assistants at the School.

Means

- Training given by the Disability Project Manager
- Registration of the intervention as part of the training provided to the Healthcare team.

Evaluation

- Number of training sessions
- Number of participants
- Qualitative Evaluation from participants.

II.8 TRAINING FOR STAFF REPRESENTATIVES

State of play

- In previous years, 4 types of training on the theme of disability have been made available internally: "Talking about disability at work", "Managing a disabled worker", "Disability training for staff in contact with the public" and "Producing accessible content".

Areas for improvement

- Provide training to elected staff who wish to participate on the legal and anthropological dimensions related to disability and their implications in the vocabulary that is used to discuss the situation of people and systems
- Knowledge of the legal basis of the Obligation to Employ Disabled Workers (OETH) and of the evolution of public policies reflected in the latest amendments to this Obligation.

Means

- Intervention of the Disability Project Manager
- Communication of the proposal to elected officials.

Evaluation

- Effective realization of an annual training
- Qualitative Evaluation from participants.

II.9 TRAINING FOR STAFF IN CONTACT WITH THE PUBLIC

State of play

- In previous years, 4 types of training on the theme of disability have been offered internally: "Talking about disability at work", "Managing an agent recognized as a disabled worker", "Disability training for staff who are in direct contact with the public" and "Producing accessible content".
- In addition to these internal training courses, there are several inter-university training "Managing an employee with a disability" and "Working with a colleague with a disability".

Areas for improvement

- Provide training to elected staff who wish to participate on the legal and anthropological dimensions related to disability and their involvement in the vocabulary that is used to discuss the situation of people and systems.

Means

- This training is carried out with a group of 16 people, over 3 hours.
- Led by the Disability Project Manager, in connection with the healthcare department.
- Communication of the proposal to the various elected representatives.

Evaluation

- Effective realization of an annual training
- Number of participants
- Qualitative Evaluation by participants.

I. DIGITAL ACCESSIBILITY

III.1 CREATION OF DIGITAL ACCESSIBILITY ADVISOR POSITION

State of play

- Changing legal expectations for digital accessibility require the implementation of the following:
 - Publication of the digital accessibility mission statement
 - Implementation of the Multiannual Digital Accessibility Scheme at the same time
 - Publication of the action plan for the current year
 - Creation of a function of "Digital Access Advisor" in the establishment, which can be made up of a group of people.
- Some digital accessibility issues have already been considered in the establishment, thanks to feedback from users for example, or by services which are directly concerned, but without no general structure has yet been put into place.

Areas for improvement

- Meeting new legal requirements for digital accessibility
- Structure internal actions on the subject to be more effective.

Means

- Preparatory meetings for the constitution of work strategies to be implemented and the identification of the relevant stakeholders for the creation of the Digital Accessibility Advisor Working Group
- Regular meetings for the Working Group
- Requests for expertise from outside the Working Group according to the points worked on
- Inclusion of digital accessibility in the School's development strategy (Action 7 of HCERES).

Evaluation

- Responses to legal expectations
- Effective implementation of the meetings of the Digital Accessibility Advisor Working Group
- Qualitative evaluation of the participants from the Working Group.

III.2 MAINTAIN THE TRAINING PROGRAM ENTITLED “PRODUCING ACCESSIBLE CONTENT” AS PART OF THE “CONVERGENCES” TRAINING.

State of play

- Digital accessibility is based on systems that must be designed from the outset according to accessibility standards (website, intranet, etc.).
- Improving accessibility is also based on all the content that is deposited there. An accessible digital architecture is not sufficient if the content it incorporates is not.
- A training course "Producing accessible content" was proposed in 2020.

Areas for improvement

- Ensure the sustainability and development of this training by enrolling it in the inter-institution training program "Convergences".
- Propose at least 2 annual sessions.

Means

- Training provided by an external service provider (Access 42 in 2020)
- Communication of training internally and externally through "Convergences".

Evaluation

- Implementation of training
- Sustainability of training
- Number of participants
- Qualitative Evaluation from participants.

III.3 TRAINING IN HOW TO LEAD A DATA ACCESSIBILITY AUDIT

State of play

- The creation of the Digital Accessibility Advisor Working Group, in April 2021, must contribute to the identification of the scope of training to be implemented to ensure an increase in internal competencies.
- This increase in skills aims to improve practices but also to allow for an effective dialogue with external auditors who may be involved.

Areas for improvement

- Provide training adapted to the needs of the members of the Digital Accessibility Advisor Working Group
- Propose these training programs to people who may benefit from them and who are not part of the Digital Accessibility Advisor Working Group.

Means

- Financial aid from the FIPHFP for Digital Accessibility

- Budget and skills of the training department
- Presidency budget in addition if necessary.

Evaluation

- Implementation of training
- Number of participants
- Qualitative Evaluation from participants
- Responses to legal guidelines.