

Saint-Étienne Higher School of Art and Design (ESADSE) is an institution where equality of bodies, forms and practices is a longstanding priority and an essential part of its historical focus: artistic creation (art and design).

The purpose of the ESADSE equality charter is to combat all forms of discrimination based on any of the following: gender, physical appearance, cultural and social origin, religious orientation, political or trade union commitment, sexual orientation, disability or age.

Discrimination is to be understood as any physical or verbal intervention, on a single occasion or repeated occasions, any individual or organisational practice intended as an attack on a student's identity or to destabilise them in their theoretical and practical research within the institution.

On the contrary, equality and non-discrimination are at work in the relations, procedures, regulations that apply and the events that take place day-to-day and throughout the year at the School. The interactions between all those involved, namely the students, staff and outside partners and participants take place in compliance with the principles set out in this charter.

Supposed ignorance of this charter is no excuse. Everyone is individually and collectively responsible for ensuring that the School offers a caring and positive learning environment, sensitive to diversity of all kinds.

The spirit of this charter is respected in the School's practices, interactions and documents (Course regulations, Student handbook, etc.) and it is annexed to ESADSE's contracts with its partners, providers and staff.

Modifications may be made if someone makes a request, but they must be justified and will be discussed first at a meeting (attended at least by the Director of Studies, one lecturer and one student) then voted upon, with each member having a vote of equal weight.

basics/ concepts

components of a serene
teaching and learning
environment

The actors at ESADSE recognise that certain postures, attitudes, or situations are to be encouraged or outlawed, including in the interactions between peers.

TO BE ENCOURAGED

RESPECT

Feeling that encourages treating others with regard, consideration, without judging them.

At ESADSE, that means: accompanying, working with someone regardless of their decisions on their orientations, pathways, subjects. Respecting the choices and work and the person, whether a student, a lecturer, a member of the technical teaching staff or the administrative, technical, maintenance and security staff.

CARING

Caring is the result of a willingness to foster the well-being of others. It also suggests attention and solicitude.

At ESADSE, where we positively assert the freedom of form, body and existence, caring is an elementary individual and collective disposition, which guarantees that everyone can live and work in favourable conditions enabling them to progress and find fulfilment in their work and their personal singularity. Furthermore, caring, which should not be confused with kindness or niceness, does not mean that one cannot be demanding.

IMPARTIALITY

A quality or trait in a person who shows no bias or things that are fair, equitable and objective.

Impartiality at ESADSE means behaving towards a person, a project or a piece of work in a fair, equitable and objective way, but also ensuring that the actions dictated by this conduct are understood by all the parties concerned. For example, in the case of an evaluation, it will mean ensuring the criteria and issues considered are clearly communicated.

TO BE OUTLAWED

DISCRIMINATION

Discrimination means actions and practices that differentiate a person or group of persons in a pejorative way and seek to treat them differently.

PATERNALISM/MATERNALISM

The terms paternalism/maternalism refer to patriarchal/matrilarchal or spuriously paternal/maternal attitudes that a lecturer or other member of staff supervising students may adopt on the pretext of protecting them. It is an attitude that seeks to maintain a relationship of dependency and subordination by playing on emotional values. Psychologically, it consists of treating adults like children, of infantilising them to better assert one's authority.

PSYCHOLOGICAL HARASSMENT

Psychological harassment means abusive behaviour which, through gestures, words, behaviours and repeated or systematic attitudes, damages a person's working conditions. These practices can cause mental, and in some cases, physical disorders that jeopardise the victim's health. Psychological harassment is a way of destroying another person. It is characterised by: confrontation, bullying and abuse, disdain for the person and aggressive behaviours repeated over long periods of time.

CONSENT

Consent is a form of acquiescence that must be given willingly, that it is to say it must result from a free and enlightened choice. If consent is given based on a lie, given under duress or when a person permanently or temporarily lacks the capacity to give it, the consent is not valid. Consent must never be taken for granted and a person may change their mind and withdraw it at any time.

The issue of consent is important in a school of art and design where the teaching staff require students to commit to projects. Dialogue and explicit consent are the necessary conditions of a quality critical exchange.

SAFE SPACE

A safe space can be defined as an environment/ space-time where a person feels at ease to speak and participate fully, without fear of attack, ridicule or denial of their experience. It can be considered as a means of emancipation.

The safe space is both an individual attitude and a collective principle. Our bodies and our speech remain marked by the attributes of domination that the safe space invites us to cast off.

If these rules are not shared by all, the safe space cannot exist. It is therefore a space-time of attention, to what is said and where it is said from. These rules of language need to be made explicit in one way or another, as a safe space can only be established with persons who accept the rules.

ESADSE facilitates the constitution of safe spaces and sees itself as a space of encouragement, enabling each and every person to gain and promote awareness of issues relating to privilege and oppression.

SEXUAL HARASSMENT

At the School sexual harassment is considered to have taken place whenever a student, member of the teaching staff or colleague imposes on another student or member of the teaching or other staff remarks or behaviour of a sexual nature or with sexual undertones. Such offensive behaviour is inevitably experienced by the victim as humiliating, degrading and abusive.

Harassment in an educational setting includes any abusive conduct manifested by behaviours, remarks, actions, gestures or writings that may undermine the personality, dignity or physical integrity of a person, jeopardising their studies or degrading the working environment.

SEXUAL VIOLENCE

Any sexual act or behaviour (touching, stroking, penetration, etc.) committed with violence, coercion, threat or surprise is **ILLEGAL** and liable to **PROSECUTION**.

Rape is a crime. It is defined by the French Criminal Code as «Any act of sexual penetration, of any nature whatsoever, committed by one person on another or on the perpetrator by violence, coercion, threat or surprise.»

Sexual assaults other than rape are offences but not «crimes» under French law. They are defined as «an act of a sexual nature without penetration committed on another person by violence, coercion, threat or surprise».

GREY AREA

In law, a grey area corresponds to a legal vacuum, that is to say an ambiguity, an exception or a gap in the law.

It is also the pressures, hesitations and hazy areas that can surround a person and can blur the validity of their consent.

It is not illegal, or immoral, it affects everyone, and we are not always aware when we are confronted with a grey area, we do not necessarily realise it exists.

A gesture can be considered as intrusive if one of the persons involved is uncomfortable with it; this perception is then shared between the protagonists (cf. respect, caring, consent). Everyone is free to confide in anyone they want; no-one can force anyone to open up.

CONTEXTUALISATION OF CONCEPTS LINKED TO SYSTEMS OF DOMINATION

The way the notions in this charter and the underlying trend towards combating discrimination are handled will always require that the origins of these notions and their place in the history of ideas be put into context. All the actors at the School are committed to organising the times necessary to the comprehension of these concepts (the male gaze, oppression, intersectionality, non-binary gender, vulnerability, allies, decolonisation, etc.). Everyone is encouraged to consider and accommodate all these issues, without any value judgements or censoring of the subjects raised. Masculinity is respected, but not as the default model.

PARITY

This is defined as a relationship of equality between two things or people. Parity means that each sex is equally represented in the institutions. It is an instrument that is used to serve equality, consisting of ensuring men and women have the same chances, rights, opportunities to choose and material conditions whilst continuing to respect their specificities. Parity at ESADSE means tending towards equal numbers of male and female members on examining and review boards and in teams; equal pay for equal work; equality in career progression.

MALE GAZE

The male gaze refers to the male vision of the world, the fact that the dominant visual culture (magazines, photography, cinema, advertising, video games, comic strips, etc.) obliges the public to adopt the perspective of a heterosexual male.

II. Esadse's commitments in favour of equality and against discriminations

An approach based on openness and inclusiveness:

The actors at ESADSE are well aware of the difficulties of integration faced by persons who do not have a (good enough) command of the French language, French cultural codes or the workings of Art Schools and/or are disabled. They are committed to facilitating, as far as is humanly possible, their integration in the School.

New students, students admitted under the equivalence scheme and new staff members are welcomed and presented to their peers and the teams with whom they will be interacting at the School.

Events open to all are organised by the students to facilitate integration.

New members of the teaching staff are accompanied and introduced to all the actors at the School for at least the first month after they arrive.

Mental health issues do exist (depression, sleep disorders, etc.) and they are recognised and taken into account by the actors at the School. (see specialist external partners).

Recognition of the precariousness of student finances:

Everyone is aware that many students are obliged to work alongside their studies for financial reasons. This situation is acknowledged and taken into account as being an inevitable constraint borne by some students.

The student counsellor can inform students on the national grant scheme and other bursaries and exceptional funding possibilities. If students wish to apply for such schemes, they will be helped to do in total confidentiality and respect for them and their circumstances.

ESADSE undertakes to support students who find themselves in delicate or exceptional situations.

Parity in teaching staff recruitment:

ESADSE undertakes to ensure that there is a gender balance in its teams and it therefore takes account of this consideration when recruiting and when choosing guest lecturers.

Conduct of reviews, diploma qualification committees and award boards

- These boards have no more than 5 members, who are members of the teaching staff. Gender parity is organised.
- The boards are impartial, fair and objective in their assessments of students' work.
- An appropriate physical distance is maintained between student and examining board. The polite «vous» form of address is used by both sides.
- The heads of the technical departments may be present during reviews and their remarks are given appropriate weight.
- The board is neutral even where there may be potential affinities with the student. Preferences

and a tendency to have «teacher's pets» are understandable, but must be kept in check.

Diversity of references

Les références artistiques et académiques diversifiées
Diverse and wide-ranging artistic and academic references are drawn upon when dealing with issues relating to gender studies and cultural studies. Tools are provided to facilitate comprehension of the systems of domination that have been at work in the history of art. The content of the teaching is addressed in such a way as to escape the confines of the male gaze, and the works presented are placed in context.

Gender-inclusive writing

This charter is an official document and its original French version uses gender-inclusive forms: it is written in such a way as to avoid «form» (grammar, syntax, choice of terms) discriminating or rendering any gender identity invisible. Different forms of writing are used to represent the different genders and overcome the binary male/female division:

- use of centred dots to separate 'e' for the feminine and 's' for the plural, e.g. tou.te.s
- use of dots, e.g. tou.te.s
- use of hyphens, e.g. tou-te-s
- use of slashes, e.g. tou/te/s
- use of brackets, e.g. tou(te)s
- use of capitals, e.g. touTEs
- use of linkers, e.g. toutes et tous
- use of the neutral feminine, i.e. systematic use of the feminine
- use of new 'hybrid' forms like iel, iels, celleux
- use of new terms with the aim of applying and supporting research in gender-inclusive typography, such as new glyphs (letters, ligatures, centred dots, linkers or symbiosis)

Gender-inclusive writing is used in the School's communication materials (reports, annual reports, summaries, minutes of meetings, etc.).

Allies

An ally is a person who takes a stand against violence or unfairness without being directly concerned. Anyone can be an ally.

At ESDASE, anyone who has suffered a situation of violence, harassment or discrimination will be heard. Every level of the institution has been tasked with adopting measures specifically to guarantee working and living conditions in the school that are as fair and safe for everyone as possible, starting with the persons or groups the most likely to suffer the effects of structural discrimination. Everyone undertakes to react if they witness violence, discrimination or harassment.

Safe space, spaces for listening and trust

serve as a sort of refuge or safe space for students. The activities organised in this space will be decided by the students themselves with the aim of providing spaces for discussion of issues related to equality and non-discrimination and fostering space-times that reflect the diversity of the School's students.

Training

As a place of learning and transmission of skills and values, ESADSE recognises that there is a need to train its actors in these issues (cf. the Ministry of Culture training programme for 2020). All the actors at the School are encouraged to take part in these training sessions.

Thanks to this training, the actors at the School will be aware of the sanctions or action to be taken if any problems arise, and they will be able to provide the oppressed person/victim with guidance and contact numbers for the different services available.

III. remedies

ESADSE guarantees the safety and anonymity of anyone wishing to blow the whistle on any discriminatory, problematic or dangerous actions or situations taking place or arising at the School. The Director of Studies and the course directors are the points of contact for the School's administration. The teaching staff will appoint their own point of contact for equality and non-discrimination issues. The students are invited to identify contact persons within the student's union or other student bodies. Regular meetings are organised for all these contact persons.

Anyone wishing to report a problem will be listened to, supported and informed of the steps to be taken. Their first reflex should be to approach one of the points of contact identified. Information is provided at the beginning of each academic year, and the content of this charter is published in the Student handbook and on the ESADSE website.

In cases where a crime has been committed, it is imperative that the Director of the School be informed. The Director will then inform the public prosecutor or the police verbally or by post including any documentary evidence (certificates, witness statements). The public prosecutor may then decide to prosecute.

In addition, the Director may take any measures deemed necessary to the smooth running of the School. Reminder: all forms of discrimination are punished by the law, as is the failure to assist a person who has been assaulted (when it is possible to do so at no risk to oneself). The same applies to a member of staff who fails to report any such situation or adopts a knowingly passive attitude.



victime ou témoin
de **violence sexuelle** ou **sexiste**

agent(e) ou étudiant(e) contactez

ALLOSEXISM

<https://www.allodiscrim.fr>
culture.allosexism@orange.fr
n° vert 0800 10 27 46

CODE
d'accès
1959

SPECIALIST EXTERNAL PARTNERS:

if you have been the victim of any such offence, or if you are a witness to one, there are persons, telephone numbers and organisations you can contact, at no charge. They can advise you what to do, help with any formalities, and they will listen and support you in a safe environment, anonymously if necessary. There is a service for each different form of violence and need.

Students have access to a psychologist if they wish to speak to one, through the preventive medicine service open to ESADSE students.

MÉDECINE PRÉVENTIVE

04 69 66 11 00

UJM, 10 rue de Tréfilerie
42023 Saint-Étienne :

S.O.S HOMOPHOBIE

01.48.06.42.41 de 18h00 à 22h00

Maison du droit et de la justice de Saint-Étienne :
04.77.33.16.22

NON AU HARCÈLEMENT

30 20

LE REFUGE

06 31 59 69 50

SOLIDARITÉ FEMMES

(femmes victimes de violence) : 39 19
(7j/7 du lundi au vendredi 9h00-22h00
et du samedi au dimanche 9h00-18h00)

POINT ÉCOUTE LOIRE PRÉVENTION SUICIDE

04.77.21.05.05 (rdv gratuit et anonyme et aide
psychologique)
9 rue des docteurs Charcots 42000 Saint-Étienne

SIDA INFO SERVICE

0800.840.800

PLANNING FAMILIAL

04 77 25 24 91

S.O.S AMITIÉ (24/24, 7j/7)

04.77.74.52.52

ALLODISCRIM

746 102 0800 (cellule d'écoute psychologique mis
en place par le ministère de la culture)

For more information: bibliography

This bibliography, which is the fruit of collective efforts, is provided as an extension to the charter itself. It can be used as «toolbox» by all those wishing to find out more about equality and the fight against discrimination. It is not exhaustive by any means, and may be completed, if necessary, with new publications and new insights.

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