



Action plan on gender equality in the workplace

2021-2023



CONTENTS

.....	0
Introduction	2
Area 1: Ensuring equal access to civil service bodies, frameworks, grades and jobs	3
<i>a. Quantified summary</i>	3
Area 2: Assessing, preventing and, where appropriate, addressing gender pay gaps	7
Area 3: Promoting a better work-life balance	10
Area 4: Preventing and dealing with discrimination, violence, bullying, sexual harassment and gender-based violence	13
Conclusion.....	16
.....	Erreur ! Signet non défini.

Introduction

Following on from the agreement on gender equality in the workplace within the civil service of 30 November 2018, one of the major aims pursued by the Law on the transformation of the Civil Service of 6 August 2019 is to bolster gender equality. To do so, it requires all public employers to implement a multi-year action plan on gender equality in the workplace.

Decree No. 2020-528 of 4 May 2020 sets out the procedures for drafting and implementing this action plan. To this end, it schedules that each public institution must implement a multi-year action plan of a maximum duration of a renewable three-year period, setting out the strategy and measures intended to promote gender equality in the workplace, covering the period in question.

Thus, the action plan implemented at EHESP includes measures aimed at:

- Ensuring equal access to civil service bodies, frameworks, grades and jobs;
- Assessing, preventing and, where appropriate, addressing gender pay gaps;
- Promoting a better work-life balance;
- Preventing and dealing with discrimination, violence, bullying, sexual harassment and gender-based violence.

This plan is the result of work undertaken by the Human Resources Department and the Gender Equality Officer in consultation with staff representatives. It received the favourable opinion of the Technical Committee on 11 December 2020 and was adopted by the Board of Governors on 18 December 2020.

A summary of the comparative situation based on gender within EHESP, based in particular on data from the 2019 social report, was first conducted to identify measures aimed at reducing the gaps observed.

Thus, for each of the four areas defined, the action plan sets out:

- Measures already in place at EHESP;
- New measures to which EHESP is committed;
- The aim(s) to be achieved for each measure;
- Indicators to monitor and assess the measures;
- If possible, the resources and tools made available;
- The implementation schedule for these measures.

From 2021 onwards, the single social report shall include a gender-based, comparative report. This report will include gender-based data on recruitment, training, working hours, professional promotion, acts of violence, sexual or moral harassment and pay.

Area 1: Ensuring equal access to civil service bodies, frameworks, grades and jobs

Key figures

In the civil service in France, in 2019, women represent 65% of category A staff, 56% of category B staff and 63% of category C staff. The ministries with the largest proportion of women are National Education (72%) and Social (71%). The sectors with the largest proportion of women in the territorial civil service are social (96%), medico-social (95%) and administrative (82%). In the hospital civil service, 90% of women work in the administrative sector, while only 35% of women work in the “technical maintenance and manual” sector. [...]

In the French state civil service, in 2017, 65% of women were recruited through external recruitment. Women are more successful than men in the competitive examination to access category A posts (58% of female candidates, and 70% of female hires).

Key figures on gender equality in the workplace in the civil service - DGAFF, 2019 edition

In the state civil service (FPE), category A female executives account for 55% of the workforce, with A+ at 39% and only 32% of women reaching senior management and executive positions.

“Towards real gender equality”, Key figures 2019, State Secretariat for Gender Equality and the Fight against Discrimination

a. Quantified summary

- Employees

EHESP is marked by the strong female component within its workforce. In 2019, women represented 69% of EHESP employees, compared to 31% for men. To go beyond this observation and understand the structure of the School's workforce, it is necessary to look at the gender distribution in the various professions.

Gender distribution according to their employment, excluding doctoral students and subsidised contracts

Profession	F	% of women	M	% of men	Total
Assistant	81	92%	7	8%	88
Management	9	47%	10	53%	19
Librarian	6	100%			6
Teacher	45	58%	33	42%	78
HR manager, purchasing, reporting, accounting, coordinator	18	78%	5	22%	23
Admin, Logistics, Steering	22	88%	3	12%	25
Expertise	19	65%	10	35%	29
Training	11	92%	1	8%	12
Research	37	67%	18	33%	55
Technical Staff	31	46%	36	54%	67
Grand total	279		123		402

At EHESP, there is a very high proportion of women in certain professions: over 88% of assistants, librarians, and engineers in the training, administrative, management and logistics fields, are women. On the other hand, technical and managerial positions are mostly held by men. The majority of teachers are women, but the differences are smaller than for the other categories. Women are therefore more likely to be employed in jobs with lower pay.

This observation leads us to question potential recruitment biases that might exist at the School, leading to a tendency to recruit women.

In 2019, the School saw 19 departures and 2 posts created. Of these 19 departures, 12 were women and 7 were men.

In the same year, EHESP recruited 12 women and 9 men. 2 men were recruited to positions previously held by women, and 3 women were recruited to positions previously held by men.

In 2019, the share of men in the workforce therefore increased very slightly.

It is noted that the interview panels, which tend to be female, recruit both men and women, which suggests that bias is very limited in recruitment.

In the absence of an identified recruitment bias, should we thus consider that gender stereotypes lead to women being directed towards administrative careers while men turn more easily to management or teaching positions?

▪ Students

EHESP specifically educates future managers for the hospital civil service. As such, it is interesting to look at the gender structure of student classes.

Among classes of civil servant students who began their studies in 2019, 68% of the 345 new students at EHESP are women. This figure is almost identical to the female component of staff at EHESP (69% of staff are women) and to national figures.

Women are over-represented in all courses. Thus, if we look more specifically at courses preparing future managers for the hospital civil service, we see that 78% of students in director of care classes, and 68% of students in directors of health, social and medico-social establishments classes are women.

Only one course has a higher number of men than women: that of hospital director, where women represent only 43% of students.

Women account for 60% of students in all courses leading to directorial roles.

The differences observed in terms of the School's staff are also found in terms of its students, future executives of the hospital civil service.

b. Measures already in place

EHESP, as an employer of civil service staff, and as a school that trains future civil servants, implements actions to allow equal access to civil service bodies, frameworks, grades and jobs.

- EHESP's recruitment policy seeks to separate itself from gender stereotypes by routinely using selection committees or gender-equal panels. On average, women represent 60% of the members of the panel.
- To limit stereotyping in terms of jobs, the job descriptions published are always written using inclusive language.
- Training courses for competitive examinations are organised for EHESP employees to support their career development.

For students, most heads of programme integrate these issues as essential values for the future professional practice of civil servant students. To this end, several measures are already in place in the programmes:

- Gender-balanced training panels within programmes.
- Programmes are attentive to gender equality in training courses / seminars / courses as well as in the vision of the profession.
- Taught courses take account of the female proportion of case studies (in the field of purchasing, for instance).
- Integration of discrimination into HRM simulations (recruitment, management of situations where racism is present, integration of disabled employees, etc.).
- Integration of discrimination as a situation addressed in the reflective analysis of professional practices during long placements.
- Identification of discrimination situations to build a case bank.

c. Measures to be implemented

Objective	Action	Indicators	Resources and Tools	Schedule
Shift the gender balance in positions at the same category level	Reduce gender stereotypes across professions: <ul style="list-style-type: none"> - Raise awareness of them - Make them more attractive 	Proportion of men/women in professions	Job description	2023
Shift the gender balance in directorates/departments	For recruitments to a directorate or department where there is a gender imbalance (one gender accounts for less than 40% of the workforce), EHESP mobility management guidelines state that all candidates from the under-represented gender who meet the requirements for the post will be admitted.	Proportion of men/women in directorates/departments	Mapping of EHESP positions	2021
Raise awareness among recruiters about equal access to jobs	Drafting of a practical information sheet for members of the selection boards, to be handed out at the beginning of each board.		Practical information sheet	2021
Raise awareness of gender equality (including in the workplace) and discrimination	Intervention of the Gender Equality Officer as part of the diversity awareness module, given at the beginning of each school year for civil servant students	Number of students in attendance Number of awareness sessions	Working jointly with the secularism and disability officers and the SD&SR project manager	2020

Area 2: Assessing, preventing and, where appropriate, addressing gender pay gaps

a. Quantified summary

Distribution of women among the 50 highest and lowest paid

	Panel of highest and lowest earners taken into account	% of women	% of women among the lowest paid	% of women among the highest paid
Fixed-term/permanent contracts	30	66%	63%	50%
Civil servant appointed / on secondment	30	73%	87%	57%
All populations	50	69%	70%	48%

In total, only 48% of the 50 highest-paid staff at the School are women, although they represent 69% of the total number of staff (excluding doctoral students and subsidised contracts) at EHESP. The proportion of women in the 50 lowest-paid positions is consistent with their representation in the workforce. Indeed, the high proportion of women in jobs with large numbers of category B and C staff (assistants, managers) means that women's average pay is lower.

Analysis of pay gaps by category or profession

	Number of women	% of women	Average gross hourly rate	Number of men	% of men	Average gross hourly rate	Gender gap
Category A (excluding teachers)	107	71%	€20.81	43	29%	€21.76	- €0.95
Category B	47	70%	€16.57	20	30%	€15.83	€0.73
Category C	79	77%	€14.06	23	23%	€14.00	€0.07
Assistant	81	92%	€14.63	7	8%	€14.46	€0.17
Engineer (research, training, admin)	89	74%	€19.70	32	26%	€19.52	€0.18
Teacher	45	58%	€31.26	33	42%	€36.85	- €5.59
Management - Head of department	9	47%	€36.99	10	53%	€40.84	- €3.85

The above table provides an analysis of pay gaps by category or profession according to employee gender. Two things should be noted here: some employees are counted twice in the table (in category A, for example, engineers and management functions can be found, while there are assistants in categories B and C, etc.). In addition, an analysis by age group was also undertaken, but the wide variety of statuses and the small number of employees in certain categories did not allow any representative differences to be identified.

It can be seen that within each category (A, B, C) there is no significant pay gap overall, by gender or age group. Some differences were noted in certain age groups, but the sheer number of statuses explains these differences (for instance, a female civil servant is better paid than a male contract employee in the same category and age group).

In assistants or engineers, we did not note any difference in remuneration; here again, the various statuses may lead to differences, but these remain marginal.

Among teachers, differences in status create gaps; women on contract secondment are less well paid than men, but this is because they do not have the same grades. There are no differences for civil servants on secondment. For contractual staff, gaps can be explained by differences in seniority in the teaching profession, or by specific individual situations (1 woman / 2 men).

For departmental or management positions, once again the different statuses, seniority and age create gender gaps. Older men at the end of their careers bring up the pay scale.

Analysis of this data allows us to conclude that at EHESP, at equivalent age, status and career, salaries are similar in terms of gender.

b. Measures already in place

EHESP applies the pay scales set out in the civil servants' statute and develops and implements guidelines to extend the application of pay scales to contractual staff, and to ensure the equitable distribution of bonuses to employees, whether they are civil servants or contractual. To this end, several actions have been undertaken that contribute to avoiding gender pay gaps:

- At the request of the Board of Governors, EHESP has been monitoring and analysing the gender pay gap in the social report since 2017.
- The management protocol for EHESP contractual staff sets out salary scales determined according to the experience, diploma and function of the employee.
- A new allowance scheme (RIFSEEP) setting out the bonus amounts linked to position, hardship, expertise and professional experience is currently being implemented for civil servants whose body has joined the RIFSEEP scheme.

c. Measures to be implemented

Objective	Action	Indicators	Resources and Tools	Schedule
Support staff towards promotion and mobility	Encourage internal mobility, which allows the salary for position, hardship and expertise to be reviewed	Number of employees benefiting from internal mobility		2021

Area 3: Promoting a better work-life balance

Key figures

In the civil service, in 2019, 82% of part-time employees were women. 23% of female civil servants work part-time, compared to 6% of men.

In the state civil service in 2017, of the 5,253 employees on parental leave, 94.7% were women.

Key figures on gender equality in the workplace in the civil service - DGAFP, 2019 edition

a. Quantified summary

In order to assess the work-life balance of employees based on gender, we chose to look at different aspects: part-time work, number of days' leave for childcare, average length of maternity leave and use of remote working.

In 2019, 13.2% of EHESP staff, i.e. 58 staff out of a total of 438, worked part-time or on reduced hours, a figure slightly down on 2017 and 2018 (14%). 86% of them are women (90% in 2018). This figure reflects the overall distribution of part-time employees in the civil service, 82% of whom are women.

In 2019, 14 men took childcare days for a total of 35 days, compared to 56 women for a total of 154.5 days. Thus 80% of the employees who benefited were women.

In 2019, 7 employees benefited from maternity leave, which they all extended with annual leave or time off in lieu. The average duration of maternity leave was 161 days. One man took paternity leave for a total of 15 days.

This data showed that at EHESP, women are more regularly absent for personal and family reasons than men.

Remote working requests by gender and category

	Cat. A	Cat. B	Cat. C	Grand total
Women	43	15	22	80
Men	10	2	1	13
Grand total	53	17	23	93

Firstly, it should be noted that the data taken into account concerning remote work was for 2020, a year in which remote working grew in size. Secondly, it should be stressed that all remote working

requests made by staff members were granted, and that teacher/researchers, as nomadic workers, are not covered by the scheme.

EHESP is currently developing the use of remote working, allowing almost a quarter of the workforce to benefit from this method of work organisation. In 2020, 86% of remote workers were women, while they account for 69% of the total EHESP workforce.

The use of remote working, though not always driven by it, promotes a better work-life balance. By extending the benefit of remote working, EHESP is thus contributing to this balance, which is particularly beneficial to women.

b. Measures already in place

EHESP has implemented a number of measures allowing staff to strike a better work-life balance:

- A flexitime system is applied. This includes fixed and variable time slots allowing employees to organise their working time while meeting their needs in terms of family constraints. Managers are asked not to organise meetings during flexitime periods.
- Subject to service requirements, staff may take four weeks' leave in the summer and during part of the school holidays.
- On the first day of the school year, parents are allowed to start their shift one hour later so they can accompany their children.
- The use of remote working, which has been possible since November 2016, makes it easier for staff to strike a good work-life balance.
- To facilitate the return to work of women after maternity leave, a breastfeeding room is made available.
- To help staff members facing the serious illness of a child or to allow a staff member to provide a loved one with end-of-life support, a collective solidarity savings account has been set up. Thus, an EHESP employee can surrender all or part of their unused leave days for the benefit of another employee at the institution. Both the donor and the beneficiary remain anonymous.
- EHESP also provides financial support to parents, with employees able to benefit from pre-financed service vouchers.

In addition, to allow the School's students to make their schooling fit in with their family life, several measures have been taken:

- Classes start on Monday afternoons and end in the early afternoon on Fridays, to allow students who live far away to spend the weekend with their families.
- Studio apartments are made available to families in the EHESP residence.
- Access to the administrative restaurant is open to students and members of their families, and high chairs are provided.
- The schooling of students absent due to maternity or paternity leave or childcare leave is adjusted in terms of the course of study, its duration and the time when the pregnancy or birth occurs.

c. Measures to be implemented

Objective	Action	Indicators	Resources and Tools	Schedule
Raise awareness of annualised part-time work and offer an alternative to parental leave	Since April 2020 and on an experimental basis until 2022, after maternity, paternity and childcare leave or adoption leave, civil servants (both permanent and contractual) can benefit, as of right and at their request, from annualised part-time work. Information is already available on the Intranet, and a memo on the subject will be sent to all employees who may benefit from it.	Number of annualised part-time jobs requested	Communication through career and payroll managers and via the Intranet.	2021
Enable employees to benefit from extended remote working arrangements in order to promote a better work-life balance	At present, full-time employees are eligible for one day of remote working per week. Part-time employees are not eligible for this scheme. Work is currently being carried out in consultation with staff representatives and may lead to an extension of remote working to several days and to include part-time employees.	Number of remote working days granted and number of M/F employees concerned	“Remote Work” working group Updated Remote Working Charter	2021
Instigate the right to disconnect	A working group on good practice will be organised by email		“Good Practice” working group Charter of good practice	2022
Strike a work-life balance	Look into using a concierge service	Number of people using this service		2023
Clarify the rules to organise schooling in the event of maternity, paternity or childcare leave	Clarification action to be taken		Discussion with heads of programme and information disseminated to students	2021

Area 4: Preventing and dealing with discrimination, violence, bullying, sexual harassment and gender-based violence

a. Quantified summary

EHESP has worked on behalf of all its audiences (staff and students) to prevent and deal with discrimination, acts of violence, moral or sexual harassment as well as sexist behaviour since April 2016, when a Gender Equality Officer (Nicoleta Bakhos) was appointed at EHESP.

Since 2016, the school has been involved in the prevention and management of sexual harassment, in two separate areas:

- Support, within the USPC (Université Sorbonne Paris Cité) community, via the implementation of an outsourced listening and support system for victims or witnesses of sexual violence - by the Institut en santé Genesique (currently “Women Safe”), from 2017 to the end of 2019. Over this period, no EHESP members contacted the association.
- Prevention:
 - o Publication of a guide on “Preventing and combating moral and sexual harassment”. This guide was designed by a working group, following the recommendations of the CHSCT, between 2016 and 2017, and put in place in October 2017: on the Intranet available to staff, and on the educational support platform available to students. To date, the school has not been received any report of moral and/or sexual harassment.
 - o Communication and implementation of training and awareness actions twice a year since 2017 (email campaigns sent to all staff and learners, posters displayed across school buildings, etc.).

b. Measures already in place

Several measures have already been set up:

- The HRD is committed to dealing with all instances of sexist acts and comments.
- EHESP has been a full member of the inter-institutional working group on gender-based violence and discrimination since 1 September 2020 (it had previously been an associate member since 2017).
- The signing of a letter of commitment in November 2017 with the governors of Brittany's higher education institutions and the implementation of a joint action week. The letter aims to promote a culture where violence against women is eliminated, and to undertake communication actions on this issue.
- Design and online publication in late 2019 - early 2020 of several episodes in an interactive comic book entitled “Dans ta fac” (At Your Uni) designed with the University of Paris, including one on the subject of violence.
- Received the “Orange Day Champion 2018” award from UN Women, for actions implemented since 2017.
- Design and publication of a guide and process on “Preventing and combating moral and sexual harassment”.

- Design and publication of a guide to raise awareness and prevent street harassment, with the “STOP Harcèlement de Rue” (STOP Street Harassment) branch in Bordeaux (UNIR project). The guide was distributed in March and November 2019, at the start of the academic year in September 2019, and again in 2020.

c. Measures to be implemented

Objective	Action	Indicators	Resources and Tools	Schedule
Raise awareness of “resource persons” to help guide and support the victims of violence	Dissemination of information about the medical centre team (doctor, social worker, occupational psychologist) and supportive listening structures		Face-to-face or digital format	2021
Prevention of gender-based violence and sexual violence for staff and learners, in consultation with other academic partners	Participation in a local level working group to discuss and share best practice, and to conduct joint actions	Number of meetings per year Number of awareness actions undertaken Number of people reached	Participation of the gender equality officer (dedicated time)	Half-yearly meetings
Inform staff of existing measures to prevent moral and sexual harassment	Update of the “Preventing and combating harassment” guide.	New edition of the guide Updated information	Internal working group reactivated Validation by the CHSCT	2021
Increase the level of awareness of existing measures and facilities to prevent violence	Inform all staff and learners about existing schemes (guide, contact persons, awareness-raising tools, etc.)	Number of information actions	Email campaigns and posters	At least twice a year in March and November
Inform newcomers about existing measures and facilities for the prevention of violence	Raising awareness among newcomers: * awareness-raising for the mentors responsible for welcoming newcomers, in order to hand out the “Preventing and combating harassment” guide.	Percentage of mentors made aware of guide handover Number of interventions carried out	Newcomer Days	2021

	* intervention by the gender equality officer during the morning welcome session	Number of newcomers made aware		
Inform all staff and learners of the existence of an external support unit for the victims of violence	Posting and information about the external support unit (SOS Victimes 35)	Number of actions carried out Number of people reached	Email campaigns, posters	2021
Monitor the number of people using the external unit	Implementation of a procedure/process to report data to the external support unit (SOS Victimes 35)	Number of visitors	Collaborative work with the inter-institutional WG and the external support unit	2022
Raise awareness among staff and learners of sexist and sexual violence	Organisation of at least one dedicated action per year (EHESP or UNIR action)	Number of awareness actions undertaken Number of people reached	Collaborative work with the inter-school WG Applications for external funding	2021
Raise awareness among students on the prevention of sexist and sexual violence	Drafting of a commitment charter against violence and discrimination (based on the template promoted by the Conférence des Grandes Écoles)	The Charter Number of awareness actions undertaken Number of people reached	Potential involvement of students and/or representatives (elected bodies and association offices) in designing the charter and its roll-out	2022
Draft report on the current situation at EHESP	Set-up of a survey for staff and students	Number of survey recipients Number of respondents Survey results	Potential involvement of students and/or representatives in designing and analysing the questionnaire	2023

Conclusion

This action plan is implemented for a period of three years. Each year, the institution's single social report will give a progress report on the measures contained in this action plan to the technical committee.

In 2023, the action plan will be evaluated and renewed.

To encourage the involvement of all stakeholders and their take-up of the challenges as regards professional equality, this plan is made available to employees via the Intranet. It may also be consulted by the School's users via the EHESP website.