



# Activity Report

## 2020

**École des Hautes Études en Santé Publique**  
15, avenue du Pr. L. Bernard  
CS 74312  
35043 Rennes cedex  
France

[www.ehesp.fr](http://www.ehesp.fr)





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## Challenges and missions

Created by the **Public Health Act of 2004** and the **Decree of 7 December 2006**, the **École des hautes études en santé publique (EHESP)** is a unique institution in France. It combines the missions of a **public service learning establishment**, with the training of hospital civil service executives and State civil service executives in the health and social field, and additionally, those of a **higher education and research establishment with strong professional roots**.

This **dual anchorage**; its **twofold supervision**: Ministry of Higher Education, Research and Innovation (MESRI) and Ministry of Solidarity and Health (MSS); **its two sites**: Rennes and Paris, make this School an original and attractive model. **Its values are based on ethics, solidarity, the acquisition and dissemination of knowledge, societal commitment and cohesion, thus contributing to the well-being of populations.**

2020 was a singular year in the context of the **global COVID-19 pandemic**, which had a major impact on EHESP's training, research and expertise activities in France and internationally. Its organisation and functioning have changed greatly as a result. Thanks to the responsiveness of its teams, it was able to continue its missions by successfully ensuring **educational continuity** and rolling out an unprecedented system of **remote working**. Despite the situation, the School continued to implement its **Strategic Project (SP) for 2019-2023**, from which the main lines of the **five-year Objectives and Performance Contract (COP)** were derived, signed in **September 2020**.

**The impact of the health crisis reinforced the need for a “grande école” school of public health in France.**

### Implementation of the Strategic Project 2019-2023

Validated by the Board of Governors in **July 2019**, the SP refocuses the School's activities by theme. Its ambition is to ensure that EHESP is recognised as an institution of excellence in France and internationally in the fields of **learning, research and expertise in public health**. The School's development strategy focuses on **three areas**:

- **organisation, management and performance of our healthcare system;**
- **environment and health;**
- **health, populations and public policy.**

The SP comprises **four broad aims**:

1. **to provide all public health partners with high-quality, innovative training and learning pathways**, in phase with the major changes in the professional environment in France and in the world at large;
2. **to increase the visibility of research activities and scientific expertise**, thus

helping political decision-making thanks to increased structuring, coordination and transfer;

3. **to strengthen the School's international reputation and recognition** in terms of learning, research and expertise by relying on appropriate mechanisms and targeted partnerships;

4. **to revitalise campus life** in order to strengthen the sense of belonging and create favourable living conditions for the community as a whole.

Implementation of the SP is buoyed by the continuation and consolidation of its **local and national partnerships**.

Internally, EHESP aims to strengthen its **governance and management while supporting and optimising its learning, research and expertise missions**.

### Signature and roll-out of the COP 2019-2023 commitments

The contract includes the **following objectives**:

- **sites and partnerships: consolidate the Rennes base while strengthening the School's national vocation by optimising its partnerships.** Participation in the University of Rennes project (UniR); continuation of partnerships with ISPED Bordeaux, CNAM, the Condorcet campus; strengthening partnerships with ministerial and territorial operators;

- **learning: structure a learning offering that is open to changes in our healthcare system and tailored to the needs of healthcare professionals.** This involves reengineering all training courses focusing on **three areas**:

- a new impetus combining a **skills-based approach**, individualisation of courses and promotion of **work-study courses**;
- the development of a platform to support the **transformation of the health system**;
- the redefinition of joint areas of learning between vocational programmes and with academic courses;

- **increase the visibility of research activities and scientific expertise for a global approach to public health issues.** This involves structuring research on health services and management, and developing a cross-disciplinary approach around the **exposome** paradigm;

- **strengthen the influence and recognition of EHESP** by developing cooperation and **integrating international activities into the heart of the learning experience**;

- boost **campus life** through support for the “campus promoting healthy living” concept and the development of a federating alumni network;

**governance and efficiency**: implementation of an **ISO 9001 quality approach**.

### A renewed and sustainable economic model

Since 1 January 2020, the institution receives an **annual allocation from the French health insurance body**, which accounts for 72% of the

School's revenue, and is made up of two components:

- **a fixed component**, as a contribution to the institution's operation, an amount determined annually by order of the Ministry of Solidarity and Health;
- **a variable component** to finance the salaries and allowances of civil servant hospital students paid by the School during their initial training period. In terms of management, this reform allows simplification (elimination of individual billing of contributions to paying establishments) and enhanced regulation of the School's cash flow, as well as better alignment of its annual resources, by countering the budgetary effects of variations in the quota of civil servant students.

#### **Roll-out of a quality approach across all the School's activities**

EHESP launched an **ISO 9001 quality initiative, called "HAPPY"**. This further strengthens the efficiency of the institution's management with an analysis of risks and opportunities. An action plan to improve the general functioning of the School across all its activities (research, learning, strategy, support functions) has been implemented. This structural approach makes it possible to integrate other flagship actions for the School, such as its national and international labels "**Sustainable Development and Social Responsibility**" (SD&RS), HRS4R "**Human Resources Strategy for Researchers**", "**Welcome to France**", APHEA international accreditation and shortly "**Qualiopi**" in the continuing education field.

#### **Site policy: coordinated health crisis management within UniR**

As part of its new strategic themes, EHESP has strengthened its local roots, while maintaining its facet as an institution with a national and international vocation.

At the Rennes site, the School is strongly committed to the **Rennes University Project**, alongside its partners (Rennes 1 & 2 Universities, INSA, IEP, ENSCR and ENS), particularly in the management of the health crisis. At the School's initiative, a **scientific and health support board** was set up in June 2020 with the heads of the Rennes University Project. This board aims to provide advice and recommendations, to ensure the consistency of health protocol measures taken, and to carry out joint actions. It brings together a representative of the prevention advisers from the 7 institutions, a group of experts in epidemiology, health, the environment, social psychology and virology and the Directors of the student health and preventive medicine services. These members provide a scientific, medical and health-based perspective to help structure and harmonise guidelines, procedures and practices within the Rennes institutions, while ensuring that the specific features of each structure are respected.

The daily well-being of students in coping with the health crisis became a top priority, and the 7 member institutions of the UniR project wanted to collectively provide solutions in terms of prevention and improvement of the quality of life. Thus, in October 2020, again at the suggestion of EHESP, which developed an online training module available at national level, the "COVID Prevention Ambassador" system was rolled out.

#### **COVID Prevention Ambassadors**

At the initiative of the School's senior management, an "**ambassador**" scheme was set up. It was designed as part of the UniR project (University of Rennes) with the support of the Regional Health Agency in Brittany, in order to help learners (and volunteer staff at the School) to overcome the crisis, and to become advocates within their community. COVID Prevention Ambassadors benefit from a new e-learning training module, produced by EHESP in partnership with the Regional Health Education and Promotion Body (*Instance Régionale d'Éducation et de Promotion de la Santé*, IREPS) in Brittany.

#### **Ministerial visit to IRSET**

*Frédérique Vidal (MESRI), Arthur David (LERES-EHESP), Gilles Bloch (CEO INSERM) and Laurent Chambaud (EHESP)*

As part of a "**post-COVID**" **higher education and research tour of France**, the EHESP campus was visited by the Minister of Higher Education, Research and Innovation, Frédérique Vidal in **June 2020**. This visit was coordinated by the 3 supervisory bodies of IRSET (Rennes 1, EHESP and Inserm) and the management of the joint research unit (UMR), in the presence of the President of Rennes 1 and the CEO of Inserm, several local authorities (prefect, rector, Region, Greater Rennes) and partners (Rennes University Hospital, ANSES). **The aim of this ministerial visit was to pay tribute to the mobilisation of researchers during the health crisis.**

## Training courses

During the health crisis, EHESP implemented a number of measures to support its learners.

### Educational continuity

The teaching community, supported by the **Education Support Centre** (CApP), ensured continuity of teaching.

A major effort to revise lessons and create online activities and teaching resources (narrated slideshows, virtual classes, group work and online assessment of remote examinations) made it possible to switch from classroom lessons to distance learning as a matter of urgency.

Teaching staff were supported as they transformed their teaching and were made aware of the importance of the relationship with learners, pace of work, and the concept of "remote attendance".

The support offered as part of the health crisis was achieved in several stages:

- an **information webinar** to provide the educational community with a comprehensive overview of all the support and training services available to them, as well as teaching and documentary resources;
- **weekly webinars** to encourage peer feedback and collective reflection on the development of distance learning in the conditions linked to the crisis;
- the **revision of teaching**, learning methods, and the take-up of tools (through online training and tutorials, etc.)

A few figures for this period:  
over **400 narrated vignettes** created by teachers  
**16 support webinars** to promote educational continuity  
**1,800 participants** in the "Public Health and the Healthcare System" MOOC

Following questionnaires distributed to learners and staff, attention was paid to the **remote workload** and corrective actions were put in place to:

- **rebalance study time during the day** by varying the teaching formats;
- take into account **personal time spent reading** the preparatory materials for the course;
- anticipate **schedules**.

### Support for learners

#### Resource-based support

Between **20 and 30 housing units** were maintained for learners in difficulty or those far from their place of residence.

Approximately 25 students received **financial support** from the School between April 2020 and

January 2021, the majority of whom were international students. At times, the crisis had considerable effects on the financial situation of students (rent charges, loss of student contracts, parents' financial difficulties, etc.).

Learners with connection difficulties were loaned **4G keys**, as well as being given the option of taking their exams at the School in dedicated rooms, and in compliance with health regulations.

The documentation centre team established several services:

- document scanning;
- additional online resources.

During lockdown periods, the Rennes **library** was closed in line with ministerial recommendations, but it set up a **click-and-collect borrowing system**.

### Health

The **occupational psychologist and the social worker** were called upon to provide individual support to **students** who needed it. The **university psychological assistance unit** and the **student health service** were mobilised to accompany certain learners during the crisis.

The **International Relations Department and the student reception officer at the Paris site** proposed regular informal "Drive-in" video meetings to help maintain social links, share advice for the well-being of the 77 international students enrolled in the School's courses, and to pinpoint any difficulties they may have.

As part of UniR, **free COVID testing** was set up.

#### Physical reception of learners

Constant monitoring of the gauges (20% or 50%) was ensured by the COVID in-house crisis unit in order to allow a maximum number of learners to return to the School's premises for a short time, thus **breaking the isolation and monotony** associated with distance learning, whenever possible, in compliance with health regulations.

Involvement of learners on the ground (placement and volunteering)

EHESP set up two placement schemes:

- In a limited number of cases, for students who could not find a placement because the host structures were unable to accommodate them, it was decided to extend the period of study until 31 December 2020, so that placements could take place in the late summer and autumn. This scheme was put in place with no matriculation fees for the students concerned;
- placement arrangements were modified: face-to-face, distance learning, co-modal, etc.

The School also welcomed some additional trainees.

**More than half of civil servant students** expressed the desire to extend their placements within the institutions. Senior management promptly acquiesced in terms of all classes, demonstrating the **School's solidarity in the fight against the pandemic.**

### **Social dialogue**

At the height of the crisis, the frequency of meetings with learner representatives was increased **from monthly to weekly for 10 months.**

### **Graduation from international programmes**

The annual international week that closes the Master's in Public Health and the Europubhealth+ European Master's programmes at the beginning of July was fully transformed into a remote event (student defences, career forum, conferences, etc.) including the graduation ceremony.

The various adaptation initiatives for the integrative modules of the Europubhealth+ master's were highlighted by the **Directorate-General for Higher Education and Professional Integration** as part of a survey of initiatives by higher education stakeholders in the face of COVID-19.

**Public service training courses**

| Course                                     |   | 2018 | 2019   | 2020 |
|--|---|------|--|------|
| Institution hub                            | Hospital Director   | 82   | 85   | 81   |
|  | Director of Care  | 52   | 51   | 57   |
|  | Director of health, social and medico-social establishments | 82   | 62   | 63   |
|  | Hospital Administration Officer (AAH)                       | 53   | 42   | 36   |
|  | Subtotal  | 269  | 240  | 237  |
| State Hub                                  | Health and Social Affairs Inspector                         | 29   | 39   | 43   |
|  | Public Health Medical Inspector (MISP)                      | 3    | 7  | 2    |
|  | Public Health Pharmacist Inspector (PHISP)                  | 5    | 0  | 7    |
|  | National Education Doctor (MEN)                             | 37   | 31   | 23   |
|  | Subtotal  | 74   | 77   | 75   |
| Sanitary and Environmental Engineering hub | Sanitary engineer   | 13   | 1  | 0    |
|  | Health Engineer   | 18   | 14<br>(33 of which 19 from job adaptation courses) | 9    |
|  | Health and Safety Technician (T3S)                          | 31   | 14<br>(35 of which 21 from job adaptation courses) | 24   |
|  | Subtotal  | 62   | 28<br>69   | 33   |



## Enrolment in diploma courses

|   |  | 2018-2019                | 2019-2020 | 2020-2021  |
|---|--|--------------------------|-----------|------------|
| <b>Master of Public Health (in English)</b>         | <b>Master of Public Health (MPH) Master 1</b>                                      | 31                       | 33        | 19         |
|   | <b>Master of Public Health (MPH) Master 2</b>                                      | 60                       | 64        | 58         |
| <b>Master of Health Law</b>                         | <b>Law, health, ethics</b>   | 32                       | 30        | 34         |
| <b>Master in Public Health</b>                      | <b>Analysis and Healthcare Organisation Management (AMOS) Master 2</b>             | 38                       | 78        | 49         |
|   | <b>AMOS Dual curriculum</b>  |                          |           | 30         |
|   | <b>Analysis and Management of Health Establishments (AMES) Master 2</b>            | 95                       | 70        |            |
|   | <b>Childhood and youth: policies and care, Master 2</b>                            | 23                       | 24        | 24         |
|   | <b>Methods and Tools for the Evaluation of Environmental Health Risk, Master 2</b> | 4                        | 5         | 9          |
|   | <b>Administration of public health policies and programmes, Master 2</b>           | 31                       | 31        | 29         |
|   | <b>Health promotion and prevention, Master 2</b>                                   | 23                       | 30        | 23         |
|   | <b>Social Sciences and Management, Master 1</b>                                    | 42                       | 41        | 42         |
|   | <b>Disability and Social Participations, Master 2</b>                              | 21                       | 20        | 23         |
|   | <b>Public health, health and general environmental risks, Master 2</b>             |                          |           | 8          |
|   | <b>Post-Master</b>   | <b>Health Management</b> | 13        | 18         |
| <b>Health Technology Engineering and Management</b> |  | 10                       | 7         | 6          |
| <b>Europubhealth</b>                                | <b>Europubhealth - M1</b>  | 39                       | 42        | 36         |
|   | <b>Europubhealth - M2</b>  | 39                       | 39        | 37         |
| <b>TOTAL</b>  |  |                          |           | <b>443</b> |

## Continuing education

The COVID-19 crisis had a very strong impact on continuing education. This impact was in part due to the specific nature of EHESP's target audience, which is highly mobilised in terms of fighting COVID, and to the School's efforts to give priority to ensuring the educational continuity of statutory and academic courses, as well as institutional diplomas. Nonetheless, 2020 was an opportunity to **speed up the transformation of the programmes** by offering individual learning pathways, as far as possible leading to a diploma, rooted in professional realities and built in tandem with the target audiences.

### Several initiatives were taken:

- In late 2020, an online **training programme for people involved in the fight against COVID** was launched;
- Extensive work to **restructure and hybridise courses on the theme of health monitoring and safety** was undertaken, in connection with our students' initial learning pathways. A training programme for Directors of Medical Emergency Care was launched in partnership with the National School of Fire Officers (*École nationale supérieure des officiers de sapeurs-pompiers, ENSOSP*);
- Continued roll-out of the **PACTE system** (Programme for the continuous improvement of territorial teamwork). Initially designed to support the professionalisation of coordinators at multi-professional health centres, it is now aimed at the **managers of health centres, territorial professional health communities, and complex pathway coordination support systems**;
- A training and support system was set up at the Pays de la Loire regional health agency (*Agence Régionale de Santé, ARS*) to support the development of the **territorial coordination function**; this system is intended for roll-out at other ARS establishments;
- **Reengineering of training courses on the subject of inspection and control** was launched.

EHESP entered into a **partnership with 6 engineering schools**, meaning that **three new courses** are now on offer, focused on the following themes:

- ensuring the **technical safety of healthcare institutions** (chemical risks, cyber security, building and technical facilities, medical devices);
- driving the **digital and artificial intelligence transformation in healthcare institutions and territories**;
- optimising **care pathways** to enhance hospital performance.

| CE ACTIVITY                                   | 2018   | 2019       | 2020   | Change 2020/2019 |
|---|--------|------------|--------|------------------|
| Number of sessions offered in the catalogue   | 302    | 287        | 249    | -13.249%         |
| Number of bespoke sessions                    | 171    | 195        | 156    | - 20%            |
| Number of sessions held (catalogue + bespoke) | 422    | 437        | 308    | -29.5%           |
| Cancellation rate                             | 8.2%   | 9.3%       | 23.9%  | +56.9%           |
| Number of trainees                            | 6,232  | 5,158 (*)  | 3,748  | -27.33%          |
| Number of trainee days                        | 42,063 | 45,453 (*) | 34,192 | -24.77%          |

(\*) figures amended following correction on job adaptation courses

|   |     |     |     |          |
|---|-----|-----|-----|----------|
| VAE CAFDES Number of new entrants                     | 183 | 156 | 146 | - 6.4%   |
| VAE CAFDES Number of candidates presented to the jury | 159 | 143 | 122 | - 14.68% |

Despite these efforts, the long period of lockdown led to a sharp drop in continuing education activity: **-30% of training sessions carried out and -25% of trainee days**. The smaller drop in trainee days is linked to the priority given to maintaining diploma courses and their transformation into distance learning.

| CE REVENUE<br>(in €K)                   | 2017  | 2018  | 2019  | 2020    | Change<br>2020/2019 |
|---|-------|-------|-------|---------|---------------------|
| Inter-institutional training + diplomas | 3,548 | 5,512 | 5,355 | 2,932.9 | -45.24%             |
| Bespoke, inter-institutional courses    | 880   | 1,081 | 1,547 | 603.4   | -60.99%             |
| <b>Subtotal Continuing Education</b>    | 4,428 | 6,593 |       |         | -48.76%             |
| Preparations for competitive exams      | 194   | 153   | 214.5 | 74.2    | -65.4%              |
| VAE CAFDES                              | 289   | 293   | 253.5 | 251.9   | -                   |
| Other revenue                           | 493   | 875   | 132   | 15.2    | -88.48%             |
| <b>Grand total Lifelong learning</b>    | 5,404 | 7,914 | 7,502 | 3,877.7 | -48.31%             |

(\*) Revenue does not include the valuation of State trainees, received pursuant to the grant paid by the Ministry of Solidarity and Health. In contrast, these are included in the "Activity" table.

"Continuing education" activities stood at a total of **€3,878K in revenue (-48.3%) in 2020**.

The drop in revenue is greater than the drop in activity due to the cancellation of non-diploma-based courses on the one hand, and to the postponement of numerous diploma-based courses on the other, some of which were held at the very end of the year or the following year, for which billing was pushed back to the following year.

## Research

Right from the outset of the COVID-19 crisis, EHESP mobilised its teams to:

- anticipate the effects of the pandemic and assist in **decision making**;
- better understand the effects of the epidemic and the measures taken with respect to the **various populations**;
- explain and provide clear answers to audiences faced with **misinformation**;
- adapt its **courses of study** to the expectations and needs of all its audiences.

In 2020, EHESP was involved in **some thirty national, European and international studies and research projects** relating to the pandemic.

### Organisation, management and performance of our healthcare system

**Mc-COVID 19 Project:** a project in **15 European countries** focusing on care facilities for people subject to a loss of autonomy. France-wide study of the impact of COVID-19 on these institutions (EHESP)

**InnovDAC-COVID:** French survey on territorial dynamics related to COVID-19 among coordination support schemes (CLIC, MAIA, health networks, etc.). Aim: to understand the impact of the crisis on the implementation of these new schemes, and to study their potential contribution to the provision of care (EHESP)

**Impact of COVID-19 on support for people with disabilities** (report submitted to the French Solidarity Fund for Autonomy in July)

**COVID-19 flash surveys:** surveys conducted within the Accord network among general practitioners, midwives and outpatient facilities (multi-professional health centres and health centres) at the beginning and end of lockdown (EHESP, RESPIRE Mission)

**C-MOR: International research consortium** and platform for monitoring global and cause-specific mortality resulting from the pandemic (EHESP, Pilot: Faculty of Medicine of the University of Nicosia, Cyprus)

**SEP&COVID (clinical research project):** severity of COVID-19 infection for those taking immunosuppressants and biotherapies in France - Analysis of data from the French healthcare data system (EHESP)

### **TRANSCOV**

This project led by EHESP researchers and their partners aims to assess the impact of inter-regional transfers of patients suffering from COVID-19 through 4 distinct aspects: organisational, epidemiological, economic and psychological. The project was established in response to a request from the French General Directorate of Health and in partnership with: the Army Health Service, the ARS Grand Est, the National Council for Hospital Emergency Medicine, the National Network of Medical and Psychological Emergency Medicine, the French Society of Emergency Medicine, the French Intensive Care Society, the French Society of Anaesthesia, Critical Care, the French Society of Infectious Pathology, SAMU-Urgences de France and the Operational Coordination for Epidemic and Biological Risk (COREB).

### **Kit-COVID (Kidney Transplantation & COVID-19):**

The population with end-stage renal disease is particularly vulnerable to the risk of mortality from COVID-19. During a pandemic, this risk may be amplified by the lack of access to transplantation. The project aims to study the impact of changes in recommendations on the waiting list for kidney transplants in an epidemic context. (EHESP is participating in this study coordinated by INSERM U1246 - University of Nantes.)

### Health, populations and public policy

#### **COCONEL survey - Coronavirus and Lockdown**

This is a longitudinal survey that covers the monitoring of the psychological, emotional and behavioural response of the French population to the epidemic and to lockdown. It is conducted by a consortium of researchers: EHESP, UMR Vitrome, the Cochin-Pasteur Clinical Investigation Centre, the Sud Provence Alpes Côte d'Azur Regional Health Observatory and Ifop.

**COVID-19 and lockdown:** behaviours, attitudes and impact on the lives of French people (EHESP, Arcane Research Institute, ShoWhere company)

#### **“Exiles' Rights in times of Crisis” Project: Hospitality and Engagement (DECHE)**

This project looks at the situation of exiled people in connection with the health crisis in Rennes, France, focusing on education, food and housing. EHESP was part of the multidisciplinary project team and participated in the work on housing and accommodation for exiles. Funding came from the French National Research Agency (ANR). The multidisciplinary team is also composed of the UMR Arènes.

**COMET:** Collecting and evaluating the effects of the pandemic on the mental health of citizens **on an international scale** (co-sponsored for France by INSERM-EHESP, led by the Vrije Universiteit (VU) in Amsterdam (Netherlands))

**COVER:** study of the impact of the COVID-19 health crisis on the mental health of students in Rennes

(EHESP in partnership with UniR member institutions)

**SAPRIS: health, perception, practices, relationships and social inequalities in the general population**

This survey of 200,000 people addresses the main epidemiological and social issues of the epidemic and the measures taken to combat it. A multidisciplinary consortium of researchers from EHESP, Inserm CNRS IPLES-UMR 1136 is working on SAPRIS.

**The Red Cross comes to your home:** a Red Cross Foundation system for collecting information on a call platform, psychological support and food or drug aid for people made vulnerable by the crisis (EHESP, University of Picardie, CNRS)

**CoviPrev:** a general population survey on the monitoring of changes in behaviour (preventive measures, lockdown, alcohol and tobacco consumption, diet and physical activity) and mental health (well-being, disorders) (EHESP, pilot: Santé Publique France)

**PrefMeCo:** population preferences on epidemic control measures (EHESP, Institut Pasteur, University of Paris)

EHESP is a partner in the research programme **H2020 "PERISCOPE"** coordinated by the University of Pavia (Italy) which aims to study the social, economic and behavioural impacts of the COVID-19 pandemic in order to make **Europe more resilient** and better prepared for future epidemic risks. Within this major study conducted **by 30 research teams mobilising more than 120 researchers**, EHESP's research focuses more specifically on comparing epidemiological data with health behaviours; an innovative cross-disciplinary approach designed to understand the impact and role of human behaviour (individual and collective) on the spread of infectious diseases.

**Modelling:** development of a COVID-19 transmission model by department, to monitor and anticipate the dynamics of the epidemic as well as the impacts on hospitalisations and intensive care (EHESP)

**CovidNet:** citizen participatory network for data collection (managed by Inserm)

**Modelling:** continuous production of COVID-19 hospital flow predictions to supply ARS Île-de-France planning tools (EHESP)

➤ **Vaccination**

**COVID-19: which vaccination(s)?:** survey on the acceptance of flu and COVID-19 vaccinations by French healthcare workers (EHESP, Institut Pasteur, HAS and GERES)

**For the French National Authority for Health (HAS):** mathematical and epidemiological modelling of various vaccine strategies at the individual and population levels (in partnership with Inserm and the Institut Pasteur)

**Research projects**

The Research Contracts Office assisted researchers in setting up **84 research projects in 2020 and monitored over 130 research contracts**. Over the year, **46 new contracts were obtained for a total of €4.3 million in funding for EHESP**. The success rate in calls for projects was over **30%**. This ratio illustrates the strong capacity of EHESP's teachers/researchers to attract own resources in the field of research, despite an extremely competitive environment.

Of these projects, 20 involve **international partners**.

**Publications**

**274 publications by EHESP researchers from 2020 are referenced in HAL (Hyper Article Online); 137 of them with the full text file (50%)**

## Expertise

### Nationally

At the request of the Directorate General of Health, EHESP produced a set of “**video vignettes**” for remote training of healthcare workers on specific topics related to managing the Coronavirus epidemic. They were developed by the **Education Support Centre (CApP)** in conjunction with the National Epidemic and Biological Risk Coordination Mission (COREB), the National Association of Emergency Care Education Centres (ANCESU), learned societies (SPILF, SF2H), the Pasteur Institute, the National Observatory on the quality of life at work, the National Association of Occupational Medicine and Ergonomics of Hospital Personnel (ANMTEPH), the French Federation of Psychologists and Psychology (F.f.p.p), the French-speaking association of supportive oncological care (AFSOS) and the Reliance and Work Association.

#### 11 videos were made on the following topics:

- understanding the SARS-CoV-2 virus;
- health strategy;
- personal protection;
- management and care of COVID-19 patients in private practice;
- COVID-19: Management of oral health emergencies;
- the role of health professionals as trusted intermediaries for citizens in the fight against pandemics;
- informing patients and their relatives - Reassuring;
- informing patients and their relatives - Announcing;
- SMUR (Mobile Medical Rescue Team) transport;
- COVID-19: why are some carers faring badly at the moment?
- COVID-19: what can carers do to feel better?

They are disseminated by the **French Ministry of Health and Solidarity**.

### Internationally

Some of the videos produced for the Directorate General of Health were made available to the AUF (international association of French-speaking universities) to share with their regional offices.

During the European Public Health Week organised by EUPHA (European Public Health Association), EHESP organised a webinar on 16 May 2020 called “Bringing the strengths of a public health institution to bear in managing the COVID-19 crisis: the EHESP experience.”

## Works with ASPHER

In the spring of 2020, ASPHER (Association of Schools of Public Health in the European Region) set up a committee on COVID-19 made up of some twenty members. EHESP participates in this work. In particular, it was behind the **ASPHER Statement on the Novel Coronavirus Disease (COVID-19) Outbreak Emergency published on 25 March 2020 in the International Journal of Public Health**.

Researchers and students from the Master of Public Health made epidemiological contributions on counting COVID-19 cases, on the impact of COVID-19 on children during the epidemic, on the reopening of schools of public health, on vaccines and on health inequalities during this pandemic.

### **French National Consultative Ethics Committee (CCNE)**

A teacher/researcher from EHESP has acted as interim chair and contributed to the CCNE's responses and opinions since the outbreak of the crisis.

### Central Africa

The Pro6Pac (project to support the Inter-state Centre for Higher Education in Public Health of Central Africa) supported by the French Development Agency was delayed but some activities were launched remotely:

- reception and remote work of the Project Manager (1 April) before arriving in Brazzaville in September
- provision of the Moodle platform for CIESPAC: training and support by CApP, creation of 4 classroom areas
- the first project steering committee was held in November.

### **SASU (single-shareholder simplified joint stock company) dedicated to international expertise**

The School's Board of Governors decided to continue the work in 2021 in favour of presenting a comprehensive dossier for the creation of this SASU in 2022.

### Locally

#### **Inter-regional Health Research, Assessment and Expert Appraisal Body (DIREES)**

Launched in January 2020, it brings together EHESP and the Regional Health Agencies of Brittany and Pays-de-la-Loire. It aims to support the transformation of the health system by organising an **interface between researchers, experts and decision-makers** in the Grand-Ouest region of western France.

To this end, several projects have been launched to **inform decision-making** in favour of improving the health of populations, through multidisciplinary, inter-professional cooperation. The work was structured around four key areas:

- quality of life at work in healthcare and medico-social institutions;

- the organisation of primary care and the question of levers to help guide practitioners towards coordinated practice;
- local health contracts and the impact of these contracts' measures in terms of prevention and the promotion of health and the health-environment;
- indoor air quality.

In 2020, the **COVID-19 pandemic** confirmed the urgent need for experts, researchers and decision-makers to work together to improve crisis management. **DIREES was able to mobilise to organise *ad hoc* discussion forums on strategies to adopt in terms of decontamination and prevention. EHESP mobilised several teacher/researchers who reported on research progress and fuelled the discussion with the members of both these regional healthcare agencies in the Grand-Ouest region.**

### **Territorial Professional Health Communities (CPTS) in the Centre Val-de-Loire region**

From October 2020, training in communication and crisis management was rolled out to all territorial professional health communities in the Centre Val de Loire region. Today, these CPTS are helping to organise vaccination centres

### **Students undertaking initial courses of study at EHESP**

In terms of the COVID-19 crisis, all students in the State and hospital civil service programmes, as well as three master's degree courses (Administration of public health policies and programmes, Analysis and Healthcare Organisation Management, and Analysis and Management of Health Establishments) and the post-master's degree in Health Management, were given the opportunity to **simulate managing a health crisis unit.**

## Internal operation and organisation during the crisis

EHESP implemented actions and fine-tuned its organisation to respond to the challenges of the pandemic and to continue to carry out its missions.

### March to May 2020: first lockdown and emergency measures

From **28 February 2020**, **communication on preventive measures and instructions** to be applied when returning from high-risk countries or areas were implemented.

At the outbreak of the crisis, **dedicated Web and Intranet pages** were created to centralise information, along with a dedicated mailbox.

The School closed its doors during the first lockdown, activating its **Business Continuity Plan (BCP)**.

Senior management also activated a **cross-functional crisis unit in charge of communication, service and educational continuity, remote examination procedures, financial aid for some students, monitoring of the 31 students studying abroad, and so on.**

Internally, **IT equipment** was rolled out on a massive scale during the first lockdown, as well as throughout the year, in order to ensure **remote working and educational continuity.**

A dedicated Human Resources **Frequently Asked Questions (FAQ)** was created for staff.

With a view to continuous improvement and feedback, an initial **questionnaire** was sent to the School's learners and staff in April 2020 on any difficulties encountered during the first lockdown. **243 responses** were received from staff, **89%** of whom were satisfied with the way the situation was managed by EHESP. Department heads were asked to remain attentive to the extra workload caused for some staff.

### May to September 2020: gradual resumption of face-to-face classes and continuation of health measures

From 11 May 2020, a **gradual return to face-to-face activities took place on the basis of the Business Resumption Plan (BRP)**.

All these measures were **regularly adapted to take into account the epidemic context and the personal situation of staff (in particular regarding childcare).**

**A welcome kit containing protective and disinfecting equipment was distributed.**

During the week of 29 June - 3 July 2020, some classes of students returned to the classroom with the implementation of **"return to face-to-face lesson guide"** which was regularly updated according to the health context.

At the start of the new school year in September 2020, a **50% capacity cap** was imposed in classrooms, with the introduction of co-modal training (face-to-face and distance learning) to comply with this.

### **Eco-grazing**

As part of its **"sustainable development and social responsibility"** label, the School implemented **eco-grazing in June 2020** with the help of the heritage and logistics department with the intermediary of the **Greensheep** company.

### Autumn 2020: second lockdown and new improvements

The School was again closed for the **second lockdown** in autumn 2020.

On 16 November 2020, an **operational improvement review was organised** with the heads of department via webinar in order to capitalise on the trialled actions recognised as effective in anticipating the post-COVID-19 period in three areas: communication, learning and training courses, and collective organisation.

The School's BCP and that of the LERES were **completely revised** in order to respond as accurately as possible to the problems of the health crisis.

A new **questionnaire** was sent to learners and staff in November 2020. **342 learners** and **266 staff** responded. 40% of learners said they were experiencing psychological, health, equipment or educational difficulties. 78% of staff who responded said that the work organisation suited them.

Improvements were made as a result of this feedback: greater attention was paid to the balance between distance learning and personal work; preventive actions for learners and staff: sophrology and online sports coaching, appointments with social workers, etc.

Personalised support for staff members who requested it, as well as increased availability of the psychologist, were implemented.

Work on best practice in emails was conducted, with a focus on the quantity of emails, as well as the days and times to send them, avoiding weekends and evenings and respecting the right to disconnect.

The **Information Systems and Telecommunications Department** stepped up the fight against cyber attacks, which increased during the crisis, in particular by increasing the frequency of server and application updates, and by raising staff and student awareness of cybersecurity, along with securing many websites hosted at EHESP.



## Stakeholders and resources

### Governance and bodies

Due to the health crisis and ministerial guidance, most governance body meetings (Board of Governors, Scientific Board and Course of Studies Board) and social dialogue bodies (technical committee and health committee, safety and working conditions committee) were held remotely during 2020.

The **Board of Governors** met four times.

The usual budgetary and financial topics were on the agenda: financial accounts, budget allocation discussions, revised budget and initial budget. At its July meeting, senior management presented the organisation and operation of the school during this unprecedented period, as well as the School's contributions in terms of learning, research and expertise at national and international level in the context of this health crisis.

Other topics were presented:

- the project to support the Inter-State Centre for Higher Education in Public Health in Central Africa (CIESPAC);
- the Inter-regional Health Research, Assessment and Expert Appraisal Body (DIREES) with the two regional health agencies in Brittany and Pays de la Loire;
- the 2019 social audit;
- the assessment processes drafted by the High Council for Evaluation of Research and Higher Education (HCERES) of the IRSET and Arènes joint research units and the master's degree courses co-accredited with its Rennes partners;
- the new school regulations;
- the proposed appointment of the new Director of Research;
- the possibility of creating a subsidiary dedicated to international expertise;
- the creation of an apprentice training centre.

### The **Scientific Board**

And the **Course of Studies Board** each met four times, including a joint session on 1 October, essentially dedicated to the self-assessment topics (audit and project) of the two joint research units, the master's and doctoral schools in the context of the HCERES process. Other strategic subjects in terms of research and training policies were the subject of presentations, discussions and opinions transmitted to the Board of Governors.

At the meeting of the Scientific Board, discussions focused on: the draft law on multi-annual research programming (LPPR), interviews with candidates for the post of Director of Research, the new structure of the Brittany and Pays de la Loire university post-doctoral schools, access to digital resources for

teachers/researchers and doctoral students, the current issue of science open to society, and the annual research budget.

At the meeting of the Course of Studies Board, discussions focused specifically on: the reform of training for senior civil servants (follow-up to the Thiriez mission), the skills-based approach (progress report on the process), the renewal of accreditation for post-master degrees with the Conférence des Grandes Écoles (CGE), the creation of new training courses (certificates, institutional diplomas, health administration option in the postgraduate course in public health, etc.), the development of the "ChanCeS" training programme (climate change, transitions and health), the PACTE system in primary care, etc.

In addition, the **Technical Committee** met and was consulted on a large number of topics relating to organisational and internal operating changes (seven meetings in 2020), and before each meeting of the Board of Governors. The **CHSCT** (health, safety and working conditions committee) met six times in ordinary sessions during 2020 as well as a number of extraordinary sessions in terms of managing the health crisis. Two joint meetings of the Technical Committee and the CHSCT were organised in February and July to discuss the annual social report and remote working.

- overhaul of the remote working charter.

## Human Resources

### Paid staff

On 31 December 2020, EHESP employed **425 people**, including 86 teacher/researchers, along with teaching and support functions. Jobs at EHESP are varied: study or research engineers, educational coordinators, assistants, managers, documentary study officers, administrative and technical staff, health safety technicians, and so on.

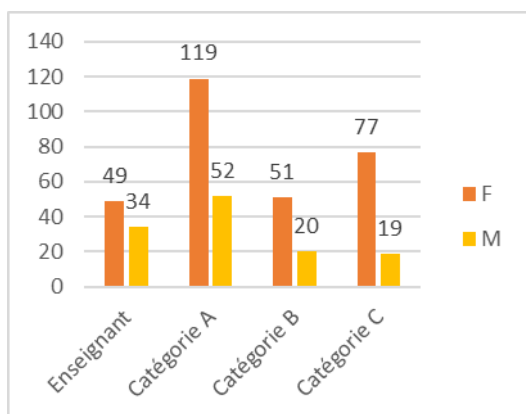
98 people, including doctoral students, are recruited on research contracts financed from own resources. On average, 436 civil servant students are paid over the year.

20 full-time equivalents are PhD students.

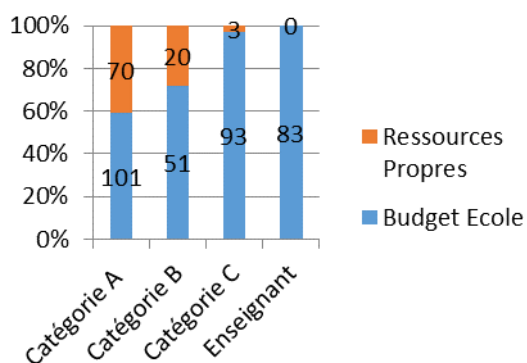
718 external speakers gave lectures or participated in juries.

38 trainees are hosted in the various departments.

### Breakdown of staff as on 31/12/2020 by category and gender (F: Female, M: Male):



### Breakdown of staff as on 31/12/2020 by category and source of funding:



In conjunction with the School's consultative bodies (CHSCT and Technical Committee), the Human Resources Department developed and implemented several projects in 2020:

- mobility management guidelines;
- drafting of a multi-year action plan on gender equality in the workplace;

**Recruitment:** 18 recruitments to permanent posts in the School budget were made in 2020.

**Training:** €230,000 was spent on training for 356 employees.

### Financial accounts

| In €                           | Financial accounts 2019 | Financial accounts 2020 |
|--------------------------------|-------------------------|-------------------------|
| <b>Budget balance</b>          | <b>+4,559,004</b>       | <b>+4,221,622</b>       |
| <b>Result</b>                  | <b>-2,577,654</b>       | <b>-1,055,973</b>       |
| <b>Self-financing capacity</b> | <b>-26,982</b>          | <b>+1,059,519</b>       |
| <b>Working capital</b>         | <b>+11,856,216</b>      | <b>+12,182,065</b>      |
| <b>Treasury</b>                | <b>+13,081,271</b>      | <b>+17,432,881</b>      |

In 2020, the budget balance was +€4.22M, due to the impacts of the health crisis. Despite an asset result that was still negative, the financial indicators were in line with the trajectory of the 2019/2023 plan to reach financial break-even.

### Financial resources

Total budgetary revenue stood at €58,861,039, broken down as follows:

| In €K                           | Revenue 2020 |
|---------------------------------|--------------|
| Contributions from institutions | 1,678        |
| Health insurance provisions     | 42,230       |
| Training courses and projects   | 3,826        |
| Research agreements             | 3,417        |
| MESRI grant                     | 2,346        |
| LERES expertise agreements      | 1,432        |
| International activities        | 2,158        |
| Hosting                         | 697          |
| Other proceeds                  | 1,077        |
| Total revenue                   | 58,861       |

### Expenditure

EHESP's expenditure consists of staff, operating and investment costs.

|            |     |
|------------|-----|
| Staff      | 80% |
| Operating  | 19% |
| Investment | 1%  |

Staff costs fell in 2020 to €4,443,332K due to lower student numbers.

Operating costs in the 2019 financial accounts stood at:

- €10,071K in commitment authorisations
- €11,663K in payment credits

Capital expenditure slowed down in 2020 to €672,166K, due to the rescheduling of projects in 2021. Primarily, it covered the renewal of expertise equipment (LERES) and the upkeep of digital and real estate resources.

| In €K                            | 2020 | CA* | PC** |
|----------------------------------|------|-----|------|
| Analytical equipment (LERES)     | 335  |     | 96   |
| Computer and telephone equipment | 191  |     | 196  |
| Property                         | 102  |     | 398  |
| Innovative and digital equipment | 30   |     | 25   |
| Miscellaneous                    | 14   |     | 28   |
| INVESTMENT TOTAL                 | 672  |     | 743  |

\* Commitment Authorisation

\*\* Payment Credit

