



PROJET STRATÉGIQUE D'ÉTABLISSEMENT **2019-2023**





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Preamble

In the space of just over a century, discoveries in health and changes in living conditions have doubled the life expectancy of our fellow citizens. These technical advances, which give us a glimpse of new horizons, only make sense if they are of benefit to everyone. However, the current challenges of our societies linked to demographic, epidemiological and climatic transitions are numerous and parallel. As a result, public health needs and approaches have changed considerably, as have expectations in terms of professional training and learning methods.

Over the past 70 years, the Ecole des Hautes Etudes en Santé Publique, a major player in public health in France, has developed a proactive training and research policy. Its ambition has always been to support health professionals through stringent, high-quality learning and training to enable them to respond to changes in their professions. Its transformation in 2008, desired by the legislator, to become **a major institution in higher education and research while providing learning and training pathways for senior executives in the French health system**, makes it a unique structure, allowing it to link professional training, academic learning and research and giving it a reputation that extends well beyond the borders of France.

A uniquely French model, one that is multi- and cross-disciplinary, backed by an international network, EHESP has become a reference for many other countries. With this 2019-2023 Strategic Plan, EHESP intends to continue to analyse and anticipate developments in public health in order to remain the key professional and academic player at the service of decision-makers, health professionals and, beyond that, populations.

Our four key strategic orientations over the next five years

1. **To provide all public health partners with high-quality, innovative training and learning pathways**, in phase with the major changes in the professional and academic 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, training, 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 EHESP community as a whole.



Our strategic vision

Recap of the School's missions

1. Provide **training for people in leadership, management, inspection or control functions in the health, social or medico-social fields**;
2. Provide networked **higher education** in public health;
3. Contribute to public health **research** activities;
4. Develop **international relations**, in particular through exchanges with institutions offering comparable courses.

Our ambition

Consolidate **an original, innovative model** - initiated when the ENSP became the EHESP - of a higher education and research institution with strong professional roots, carrying out public service missions.

To make the School a **recognised institution of excellence in public health education, training, research and expertise**, which develops a **strong identity**, while:

- participating in the **transformation of health systems**, both in France and abroad;
- taking position from the outset in the **concepts of global health or planetary health** which are essential at the international level;
- asserting its commitment to **participate in organising debates, to contribute to reflections and questioning on the political choices made in the health sphere**;
- consolidating **the values of public service and societal commitment**.

The values we strive to defend and promote

The collective core values of our institution: **public service** values, **ethics, cooperation, excellence, social and environmental responsibility**, combined with the acquisition and dissemination of knowledge contributing to the well-being of populations.

A major challenge underpinning this ambition

Conduct a major overhaul of the **School's business model** to make it **sustainable** and ensure the institution's **long-term survival**.

How to ensure the strategic project is successful

- Major structural **partnerships** to be pursued and consolidated, in a network dynamic;
- Effective and efficient **organisation** and **operation**.

Our three priority areas of focus covering public health issues:

In connection with its policy of refocusing its activities on areas where it has significant strengths and where expectations have been expressed, EHESP will focus its development strategy on the following areas:

Organisation, management and performance of our healthcare system

This field corresponds to skills and experience developed over a long period in our institution, which are held in high esteem, both academically and professionally. The School's activities in this field are intended to support the changes in the health system as outlined in the National Health Strategy for 2018-2022.

As part of a forward-looking approach, **this field covers two main areas:**

- Analysis of organisations in all their dimensions - including staff well-being, care and services (including the social and medico-social field),
- The quality, appropriateness and safety of care, medicines and health products.

Environment and health

Our society has become fully aware of the impact of our environment in its global sense (both physical and socio-economic) on our health. Here the WHO slogan *"Today's environment, tomorrow's health"* takes on its full meaning. The School, through the training of environmental health managers and technical staff, and through research and expertise, helps to identify the role and place of the various environmental determinants in public health, and to analyse their impacts, with a view to informing public policies to prevent the risks linked to these determinants, and to promote an environment favourable to health.

In a global approach that integrates global environmental and climate change, the **main thematic areas** are:

- Multiple exposure of various kinds and health risks, particularly through research on the operational roll-out of the exposome concept,
- Health-friendly urban planning,
- Territorial and environmental inequalities in health,
- The working environment, especially in healthcare institutions and services.

Health, populations and public policy

The implementation of relevant policies, allowing adjustments to be made to the specific needs of certain populations, is an important driver in improving public health. This is conceptualised internationally by the term "proportionate universalism". EHESP, using insights from the human and social sciences, contributes to the analysis of these policies by looking at their design processes, their implementation at various territorial levels, their regulation process and their evaluation.

To do so, **various aspects are explored:**

- The socio-economic determinants of health,
- Social inequalities in health and vulnerabilities,
- Policies governing health promotion, prevention and access to care,
- Policies encouraging autonomy and an inclusive society,
- The professional dynamics of those responsible for developing these policies,
- Democracy in health.



Strategic Orientation No. 1

To provide all public health partners with high-quality, innovative training and learning pathways, in phase with the major changes in the professional and academic environment in France and in the world at large

EHESP's training strategy is based on a broad vision of public health, which allows it to address all those who may potentially participate in the well-being and health of populations. Considering that the major transitions under way have mobilised new, cross-disciplinary skills, the School has undertaken to reorganise and revise its range of training courses through a skills-based approach. New synergies between vocational training (initial and continuing) and academic training, including at doctoral level, can be created by identifying and building skills clusters. Individualised learning pathways and personalised support will be introduced systematically, ensuring that trainees benefit from an enhanced teaching programme. While respecting the specific identity of each job, the aim is to boost the cross-disciplinarity, cross-professionality and cross-fertilisation between education and research, in line with the founding missions of EHESP. This transformation will require a redoubling of the transformation of teaching methods which is set to become a veritable "trademark" of the School.

In view of the importance of lifelong learning, EHESP wishes to change its current organisation to adapt to the needs of professionals in terms of both format and content. To this end, the School is currently exploring all legal and economic possibilities, taking into account the evolving legislative and regulatory context. In the new, increasingly competitive vocational training environment, EHESP is determined to deepen the quality-based approach of its training courses and to enhance its specific identity. This will be achieved primarily through the digitalisation of its courses and its resource platform, already extensively developed, supported by a strong marketing strategy and a ramped-up modernisation of its information system.

The three main objectives pursued:

1. Proceed with the reengineering of training around a skills-based approach, individualised learning pathways and a work-study programme

In response to constantly evolving professions, and while safeguarding the professional identity and specific natures of the missions and roles for which it prepares its students, the School will endeavour to:

- Structure its entire training programme around a **skills-based approach** and – whenever possible – by **skills clusters**;
 - Re-examine the skills targeted by the learning pathways;
 - Develop teaching methods that enable the reflective analysis of professional situations;
 - Establish the correlation between skills clusters and teaching units or modules;
 - Rewrite syllabuses based on skills clusters.
- Define existing learning pathways by capitalising on skills clusters to promote **individualised pathways** (core curricula and optional courses) and facilitate gateways while building new certification courses.
- Change, by way of **work-study courses**, the pace of teaching on certain courses so they become real training courses.

- Develop **synergies between the various groups**: public/private, initial/continuing training, French/international learners, French-speaking/English-speaking learners, cross-sectoral/cross-professional, statutory/master's/doctorate courses; develop multi- and inter-disciplinary approaches for research.
- Strengthen **teaching methods** so as to develop the skills needed to deal effectively with a range of professional situations (know-how, work-based apprenticeships, reflecting on practices, etc.).
- Further develop **methods of guidance, placement, support and assessment** of learners (on arrival, during the course, before and after internships, on taking up a position) so as to diversify the provision of associated services: developing **recognition of equivalent qualifications**; exploring the possibility of finding a position in the field of public health **based on vocational training advice**, through partnerships with an operator/operators.
- Strengthen **the online resource centre - educational material and documents** - (REAL) so that it becomes a tool to promote individualised and modular learning pathways.
- Create **new cross-disciplinary teaching modules**, open to all courses (for example: on exploiting and using "Big Data" in healthcare, social responsibility, co-development).
- In partnership with the "grandes écoles" **integrate engineering sciences within the range** of disciplines contributing to public health.
- Sustainably increase **the capacity to provide continuing education and respond to calls for tender**, in particular by strengthening the EHESP quality label.

2. By taking into account the developments linked to the reform of vocational training, strengthen the lifelong learning system and expert advice within a new structure

- **Ensure controlled development of continuing education activities and expertise**, allowing EHESP to further develop its resources through monitoring, responding to calls for tender and marketing.
- Set up an organisation to **accommodate learners, particularly for master's and specialised master's courses**, to achieve greater professionalisation and operability of the supervisory levels of the health system.
- Develop EHESP's lifelong learning programme through the systematic use of new teaching methods (interactive learning, role playing, simulations, digital and distance learning)
 - Offer **new learning methods that are**:
 - **Accessible**: for anyone, any time, anywhere,
 - **Attractive**,
 - In line with **professional practices**;
 - Develop a range of **knowledge-sharing** products and services for public health professionals;
 - Expand the roll-out of the **national platform project supporting the transformation of the health service**, in conjunction with the General Secretariat of Social Ministries, and **develop a network of relays across the country**, particularly through the regional health agencies;
 - Set up a **digital campus** for lifelong learning (digitalisation).
- Guarantee and ensure the recognition of **the quality** of all training courses and related services; closely involve learners in the quality-based approach.

3. Mainstream active learning and innovative practices, making learners instrumental in their own education

Make the transformation of teaching methods an “EHESP trademark”, particularly by encouraging teachers to modernise their methods, promoting innovations and initiatives and exploring experimental systems:

- **Modernise teaching:**
 - Develop a full, diversified **range of training courses** for the EHESP teaching community, staff and learners;
 - By strengthening synergies and links with research work, further develop **existing cross-disciplinary systems** to better meet student expectations;
 - Create an **observatory of teaching practices** (awareness and evolution of assessments, field studies, recommendations) within the Education Support Centre (CApP).
- **Promote innovations and initiatives:**
 - Organise an **annual seminar on innovation in teaching**;
 - Encourage the development of innovative teaching methods by **launching an internal call for proposals**;
 - Promote EHESP’s innovations by creating an **external communication plan**:
 - Increased communication via social networks, promoting publications at national and international conferences,
 - Creation of a “TV medium”.
- **Explore new ways of learning:**
 - Create a **Teaching Factory** within the School to enable experimentation of innovative teaching practices (virtual reality in training, serious games, artificial intelligence, rapid learning, flipped learning, learning through research, etc.), in association with the Maison de la pédagogie of the University of Rennes (UniR) and other partners.

SD&SR goal:

Innovate and promote quality training in public health to respond to “major changes”:

- **Include Social Responsibility in all teaching practices**, with accessibility to course materials, diversity and equal opportunities, sustainable development and an environment conducive to health in student engagement,
- **Promote active learning and the sharing of knowledge and innovative practices with training** and information for all teachers, tools, experimentation, production of knowledge, promotion and an incentives system, etc.
- Devise and roll out the teaching strategy in line with **the goal of promoting a responsible and sustainable knowledge society**.



Strategic Orientation No. 2

To increase the visibility of research activities and scientific expertise, thus helping political decision-making thanks to increased structuring, coordination and transfer.

To rise to the challenges of public health, EHESP focuses its strategy on three thematic fields of research and expertise, which will be developed within accredited structures. EHESP aims to increase its role in the structuring and development of the emerging research field on health services and management, in which it is already highly legitimate, and which must now be consolidated through an accredited structure. In addition, by relying on its two joint research units, it will aim to further strengthen the strong research momentum in place while increasing the interface between a very diverse range of disciplinary sectors, thus moving towards a global approach to public health issues. To do so, the recruitment and career evaluation processes for research staff, as well as the training of future public health researchers, must be designed as a lever to help achieve this strategy. Lastly, the positioning of EHESP at the crossroads of the various stakeholders in public health and civil society will allow it to strengthen its capacity to provide socially useful answers and thus help in decision-making.

Five high-priority objectives:

1. Strengthen the structuring of research on health services and management

- With the support of Inserm, **aim for national accreditation in this field**: support the **development and structuring of the “Healthcare organisation management”** (EA 7348 MOS) and **“Pharmaco-epidemiology and Health Services Research”** (EA 7449 REPERES) teams, through the development of a ‘health services and management’ hub, based on interactions with the two joint research units and partnerships.
- Contribute to the roll-out of the **“Health Data Hub”**, both at national level and in the Grand-Ouest region, **to allow the use and exploitation of health data** in research work.
- Strengthen the role of **management research in health**, particularly through the analysis of:
 - stakeholder behaviour to improve integration of care and services, the role and costs of management tools to improve organisational performance;
 - organisational changes focusing on the integration of care and services;
 - quality, safety and well-being at work in health organisations.
- Strengthen the role of **research on the supply and use of care**, in particular by means of:
 - further research into the safety of care, medicines and health products;
 - analysis of care pathways, as well as spatial and socio-economic variations in supply and access to care;
 - the development of skills in the processing and analysis of the large databases of the French Health Data System (*Système National des Données de Santé*, SNDS), managed in particular by the CNAMTS, enabling information to be linked up while remaining within a strict framework of data confidentiality, guaranteed by the CNIL, the French data protection authority.
- **Integrate the development and transfer of knowledge related to the transformation of the health system** by proposing a new innovative “master’s-doctorate” course in the field of health services and

management research, in order to train not just a new generation of researchers but also managers and health professionals in and via research.

2. Support the role of the two joint research units (UMR) in research at the EHESP, Arènes (UMR CNRS 6051) and the Institut de Recherche en Santé-Environnement-Travail (UMR INSERM 1085), and increase their interaction and visibility

- In the field of “health, populations and public policy”, coordinate and guide research in **prevention and health promotion** with **social policies** considered as **health determinants**.
- Enhance the coordination of activities relating to **areas of high public health concern**, particularly those relating to disability and autonomy, young people, urban planning and health, mental health, migrant health, etc.
- Continue to **develop research in health, environment and work** by henceforth including in the new paradigms: “Exposome”, “Developmental origin of health and diseases”, “One Health” and “Global Health”, multi- and inter- or even cross-disciplinary actions at national level, including overseas territories.
- Place particular emphasis on the **operationality of research** to assist public decision-making, particularly in the areas of expology, urban planning and health, health inequalities, prevention and health promotion.

3. Optimise processes governing recruitment, career assessment and attractiveness

- Set up a “research sabbatical” scheme.
- Promote **responsible conduct of research and promotion**, specifically by drawing on the scientific integrity system already in place.
- Optimise **the Chairs scheme as a lever for the research strategy** by advancing the development and monitoring processes.
- Promote **the production and dissemination of knowledge** through:
 - the development and systematic use of the existing tool used for the valorisation and dissemination of scientific productions (HAL-EHESP portal);
 - the strategic partnership with the “Presses de l’EHESP” publishing house by strengthening contributions to the publication of works.
- Increase **internal scientific communication and interfaces with society**.

4. Continue the French and international strategic management of the Doctoral Network in Public Health (*Réseau doctoral en santé publique, RDSP*)

- **Strengthen the allocation of doctoral contracts** by MESRI, in line with the growing number of partner doctoral schools.
- With the support of MESRI, encourage **partner doctoral schools to pool resources**, particularly doctoral contracts, and **to accept**, for all of them, **the principle of joint awarding of doctoral degrees**.
- Strengthen **the provision and promotion of multi- and interdisciplinarity** within the RDSP.

- Strengthen links between **the Health and Work pathway** with the RDSP scheme in order to balance this strategic field.

5. Strengthen links between: Research / Knowledge transfer / Expertise / Assistance in public decision-making

- Strengthen and diversify **links between research and training** by:
 - Encouraging teaching and research staff to offer research-related courses at all levels (learning-by-doing);
 - Increasing the methodological involvement of researchers in placement reports and professional dissertations;
 - Mobilising and promoting methodological support from documentation (documentary watch, knowledge files).
- Develop **public health intervention research, action research and knowledge transfer**, in particular by:
 - promoting the Health Impact Assessment (HIA);
 - strengthening collaboration with professional circles and citizen representations.
- Enhance **the valorisation of scientific expertise** by:
 - participation in organising and contributing to discussions and reflections on health;
 - reviewing the funding arrangements in place for expertise;
 - increasing operational links with national institutions (agencies, High Council for Public Health (*Haut Conseil de la Santé Publique*, HCSP), etc.) and regional institutions (local authorities, regional health agencies), in particular, for the latter, the project for a Regional Public Health Research and Expertise Unit (*Dispositif Régional de recherche et d'expertise en santé publique*, DiRESP) which will be tested with the regional health agencies of Pays de la Loire and Brittany.

SD&SR goals:

- **Promote and transfer the results of our research to stakeholders:**
 - Coordinate this valorisation **with UniR members**,
 - Develop scientific communication thus enhancing our national and international visibility
 - Highlight our skills and know-how in public health **by rolling out a policy of innovation, promotion, transfer and dissemination**,
 - Promote and support **inter- and cross-disciplinary school projects**.
- **Promote the integrity/ethics system and prevent conflicts of interest:**
 - Reassert and refer to **the school's values** regarding the ethics of public service and general interest (as applied to public health research) and reflect them in real actions,
 - **Share with UniR's partners** our know-how, scientific culture (multidisciplinary research) and our skills to address major research challenges, including scientific integrity.



Strategic Orientation No. 3

To strengthen the School's international reputation and recognition in terms of learning, training, research and expertise (technical support) by relying on appropriate mechanisms and targeted partnerships

EHESP's strategy for developing international relations is in keeping with one of the School's four founding missions. In line with the COP 2014-2018, it aims to enhance its reputation, attractiveness and visibility at European and international level. Implemented across all functions, it is rolled out in accordance with France's 2017-2021 global health strategy¹:

- Strengthen health systems while combating diseases;
- Strengthen health security at international level;
- Promote the health of populations;
- Promote French expertise, training, research and innovation;

The expected benefits of EHESP's international strategy include preparing students and doctoral candidates to make their way in a globalised world and to face the challenges of global health, the production, sharing and dissemination of research work, international solidarity and the strengthening of EHESP's reputation.

More particularly in the field of international cooperation, many requests from various countries or organisations specialising in this sector cannot be met by the School due to its limited internal resources. Scenario analyses, such as the creation of a subsidiary, should thus allow EHESP to resolutely develop its capacity for action in favour of its international influence without affecting the balance struck between its missions, while strengthening the synergies between them.

The three main objectives pursued:

1. Place the international dimension at the core of the learning experience of its community

- To develop the **intercultural skills of learners and staff**, by promoting student and teacher discussion and by offering support and training tools for all:
 - Integrating intercultural skills **within the ethos of skill clusters**;
 - Creating a “**global skills certificate**” open to all learners to strengthen the international dimension of learning pathways, which could take the form of an **online skills portfolio** completed throughout the course by the learner and the teaching staff;
 - Training **teachers to lead intercultural groups** and to **teach in English and possibly other languages** spoken internationally;
 - Promoting **international exchanges and mobility** for students and all staff.
- To develop a **proactive policy for the internationalisation of campuses**:
 - **Increase the recruitment of international students** by further integrating this dimension into the School's external communication, by **improving access to existing scholarship schemes**, and by

¹ https://www.diplomatie.gouv.fr/IMG/pdf/fiche_reperes_sante_mondiale_cle89ea7b.pdf

creating an **international mobility fund** with a specific focus on French-speaking students (academic quality and resources criteria) to maintain social and geographical diversity;

- **Commit to improving the reception and services** for international students, specifically in coordination with UniR, and to obtain the "**Bienvenue en France**" (**Welcome to France**) **accreditation** from Campus France;
 - **Encourage the hosting of international learners and staff on mobility** (placements, visiting professors and researchers, sabbaticals, etc.).
- Develop **the training offering for an international audience** relying in particular on co-building as part of existing university partnerships and on the expertise within the Education Support Centre in terms of **educational and digital transformation**, to offer diversified active educational arrangements, in line with the skills-based approach:
 - Offer a range of **short online or hybrid training courses**;
 - Offer a **new dual international diploma** or an **executive level diploma** for an international audience in the fields of "health services and management" and "health/ environment".

2. Develop international technical expertise in our areas of differentiation, at the service of development

- **Strengthen the supply of technical expertise internationally by designing a more agile structure or system**, developing a network of go-between experts and drawing in particular on the strategic partnership with the French Development Agency (*Agence Française de Développement*, AFD) and Expertise France, as well as on joint work with other French or international operators.
- **Dedicate part of the resources** generated by the expertise projects **to partnerships and solidarity actions**.
- **Establish partnerships in Africa, specifically in French-speaking countries**, to reassert the role of EHESP as a **French reference partner in international technical expertise**, one that helps to **strengthen healthcare systems and scientific capacities**, via a co-building approach, in line with the roadmap adopted at the **Interministerial Committee for International Cooperation and Development (CICID)² meeting in February 2018**.
- **Develop gateways between cooperation programmes, doctoral training and global health research programmes**, in conjunction with the School's partner network.

3. Hone the policy of international partnerships for international knowledge production, by targeting a limited number of strategic partnerships around the world and integrating collaborative opportunities as part of UniR

- In line with the previous COP, continue and **further structure active partnerships in Europe, America and Asia, and establish partnerships with a regional scope in 2 or 3 areas of Africa**.
- **Strengthen EHESP's position in European and international organisations**, specifically:

2

https://www.diplomatie.gouv.fr/IMG/pdf/releve_de_conclusions_du_comite_interministeriel_de_cooperation_internationale_et_du_developpement_-_08.02.2018_cle4ea6e2-2.pdf

- by **becoming a World Health Organization Collaborating Centre** in at least one of the three priority areas;
 - by **contributing to the projects and work of the European Commission's DGs (Health, Education, Research & Innovation)**, and maintaining the number of projects (training and research) funded by the European Union.
- Set up **an internal international advisory committee** to support the policy of **strategic** international partnerships, its implementation and evaluation.

SD&SR goal:

- **To encourage the international development of a knowledge society to address global health challenges.**
 - **Place the international dimension at the heart of training and learning for** learners and staff, **democratise access** to international mobility and contribute to **enhanced intercultural dialogue**,
 - Develop and stimulate international expertise and cooperation in education and research **to reduce inequalities and strengthen healthcare systems**,
 - Hone the international partnership policy and work in cooperation with local partners and as part of the UniR **to enable concerted international action**.



Strategic Orientation No. 4

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

The EHESP community is composed of a pool of learners with different statuses spread over two sites (Rennes and Paris). The School's strategy is to be fully involved in the momentum created by its partnerships in both cities. In Rennes, helping to build UniR and strengthening collaborations with nearby universities will allow students to benefit from expanded services, in terms of diversity and quality, promoting better living and studying conditions. In the Greater Paris area, EHESP, taking advantage of its proximity to the Condorcet Campus, will support collective initiatives that allow its students to participate fully in campus life, while maintaining a link with the Rennes campus. Initiatives in favour of sustainable development and the acknowledgement of student engagement will be supported and promoted. Lastly, thanks to a tailored and sustained communication strategy, the recent launch of an EHESP alumni network will be used to strengthen the sense of belonging and provide greater mutual support with a view to professional integration.

The two main objectives pursued:

1. A policy to revitalise campus life: promoting a stimulating environment for the EHESP community on both sites

- Make campus life **part of a sustainable development and social responsibility approach**: “a campus promoting healthy living” (tobacco-free campus, inclusive campus (disability), “evening” charter, etc.).
- Recognise and highlight **the involvement of all learners** in the life of the school:
 - Make engagement part of an approach based on skills and professionalisation;
 - Highlight engagement in templates and learning pathways, for all students.
- Better support and structural help for **student life schemes**:
 - Strengthen the federating role of the Student Office (B2E), in conjunction with the other student associations;
 - Roll out the new Student and Campus Life Contribution (CVEC) scheme to fund collective student projects;
 - Encourage initiatives that promote interaction between learners and the teaching community.
- Improve **students' quality of life** thanks to pooling and shared services in Rennes (UniR) and Paris (Condorcet Campus / University of Paris / Alliance Sorbonne Paris Cité): a single portal, sports facilities, accommodation, documentary resources, culture, health prevention (in conjunction with CROUS and the CPAM primary health insurance fund in Rennes, and the Saints Pères Health Centre in Paris).
- **Rennes campus**: as part of the multi-year real estate strategy, designate **internal and external spaces to encourage co-working and student life activities** (sport, culture, friendship, etc.) for learners, living spaces open to the UniR community.

- Promote **measures to improve living and studying conditions** for students in Paris in order to strengthen their sense of belonging:
 - Encourage links between the Rennes and Paris campuses by initiating, with the help of B2E, “travelling” projects that move between the Rennes and Paris sites;
 - Facilitate access to resources and services on the Condorcet Campus and the University of Paris, or the Sorbonne Paris Cité Alliance, within a partnership framework.

2. **ALUMNI network:** coordinate and consolidate this network to make its members EHESP “ambassadors”

While drawing on the diversity of EHESP's professional and alumni associations, and the wealth of projects and actions they undertake, the School continues to develop its ALUMNI network. The aim is to bring together energies and initiatives that help to strengthen the feeling of belonging to a community and to the reputation and visibility of the “EHESP brand”, and to provide resources that facilitate the professional integration of learners. The ALUMNI network is an essential asset to promote courses and to share professional experience within the alumni community. EHESP wishes to mobilise this network to encourage:

- The **promotion and international influence** of the School's courses;
- **Alumni participation in training and international cooperation activities**;
- **Support, mentoring and professional integration** of students and doctoral candidates (placements and jobs).

SD&SR goal:

- **Highlight initiatives and “student engagement” as part of and outside of their courses of study**
 - **Include social responsibility within student engagement** in all training practices with, among others, sustainable development and a health-oriented environment;
 - **Share EHESP's know-how and best practices** with UniR partners (open days, etc.),
 - **Consider synergies, pooling and/or implementation of joint structures** at the Rennes site to improve recognition and support “student engagement” on SD&SR themes.



External and internal environments conducive to the implementation of these strategies (1):

Major structural partnerships to be pursued and consolidated at both local and national level

In terms of site and partnership, EHESP must strengthen its local roots while maintaining its dimension as an institution with a national vocation. As such, its involvement in building the University of Rennes collective (UniR) is a major strategic challenge to help structure a recognised, stand-out university grouping by means of a strong public health hub on the Rennes site. The School also wishes to strengthen its existing links with those in charge of implementing health policies in the Grand-Ouest region. Nationally, EHESP is at the crossroads of many academic and professional networks in the very broad field of public health. It is important that this broad strategy of partnerships should focus on high-added-value collaborations streamlined in the three areas considered as priorities over the five-year period.

The five alliance objectives pursued:

1. Strengthen its local academic and professional base

- **In constructing the strategy and roll-out of the University of Rennes (UniR)**, by promoting public health as a major, visible component of this forthcoming leading university for research and training that is acknowledged internationally:
 - Participate in and contribute to the strategic project in all its dimensions: **training, research, student life, international scope, promotion-innovation-entrepreneurship, social and societal responsibility, and support and associated services;**
 - Be a part of the **future UniR 2022-2026 site agreement**, of which the agreement on objectives and performance is a specific component.
- **Via strategic partnerships with major stakeholders in the Grand-Ouest:**
 - **Rennes University Hospital** and more widely the **HUGO network (Grand-Ouest University Hospitals);**
 - **The Regional Health Agencies in Pays de la Loire and Brittany, and the universities of these two regions** as part of the Regional Public Health Research and Expertise Unit (DiRESP) project;
 - **WHO French Healthy Cities Network**, chaired by the **City of Rennes.**
- **Thanks to its close interaction with Presses de l'EHESP**, which occupies a strategic place in French and French-speaking public health publishing world.

2. Strengthen its national vocation through strategic academic partnerships

- Within the future **“Alliance Sorbonne Paris Cité”** in the field of public health:
 - Jointly award the master’s degree in public health with the University of Paris, encouraging access to student life services for students in Paris;
 - Launch operational scientific collaborations with Alliance members.
- Strengthen its relationship with **the Condorcet Campus and its members** to enhance the territorial integration of its Paris site: complementary scientific hubs, student life and documentation (partnership with Grand Équipement Documentaire - GED).
- Strengthen a strong, visible collaboration with **ISPED (the Institute of Public Health, Epidemiology and Development) at the University of Bordeaux** to create national and international synergies between these two public health hubs.
- Extend its strategic partnerships with **national research organisations**: Inserm and CNRS.
- Take part in the two major higher education and research networks: the **Conférence des présidents d’université (CPU)**, specifically its health commission, and the **Conférence des Grandes Écoles (CGE)**.

3. Consolidate its professional base and existing partnerships with national partners in the health, social and medico-social fields

- In order to strengthen partnerships, pursue **the development of synergies and joint projects** in learning, research and expertise **with the major operators and health agencies** in the three priority areas:
 - Organisation, management and performance of the healthcare system,
 - Environments and health,
 - Health, populations and public policy.
- Reinforce its presence and links with **organisations in professional circles**, such as **professional federations and associations**, in order to:
 - Strengthen and maintain **its ALUMNI network**;
 - Involve them in the co-building **of the range of training courses and its reengineering**.

4. Continue its commitment to the Network of Public Service Schools (RESP)

- **Participate in joint projects launched by** French public service schools and **promote the exchange of best practice** in the professional training of future civil servants.
- Strengthen operational links with, in particular, the **Ecole Nationale Supérieure de Sécurité Sociale (EN3S)** and **the new Institut des Hautes Etudes de l’Education et de la Formation (IH2EF)**, in innovative, joint training engineering.



External and internal environments conducive to the implementation of these strategies (2):

Efficient, effective organisation and operation, in line with the School's site policy

The previous period was marked by significant changes in internal organisation and operation, thanks to the roll-out of a multi-year efficiency and performance improvement plan, taking aspects of quality of life at work into consideration. Optimised processes and procedures were implemented to provide a high-quality service for learners and the School's missions in its two geographical locations, in a context of reduced subsidies.

Over the new five-year period, and in order to achieve its strategic aims, EHESP is continuing its efforts to refocus its means and resources on its core missions of learning, training, research and expertise, drawing on the following two complementary drivers:

1. Strengthen governance, management and support

- **Strengthened and clarified governance:**
 - Central, federating role of the **Management Board**;
 - More visible positioning of the **two strategic departments under the Director (Department of Studies & Research Department)**, with greater involvement of the Course of Studies Board and the Scientific Board in developing and implementing education and research strategies;
 - Encourage **consultative, participatory processes** for staff and learners.
- **Develop and enhance the structure of management support:**
 - Strengthen **the expertise and management role of the management and quality support centre (ApPi)**: integrated legal and internal control expertise;
 - Review **the analytical structure** and reduce the number of responsibility centres;
 - Optimise **the financial chain** and implement an assessment of its reorganisation;
 - Roll out **the decision support information system**;
 - Set up a **quality management system**.
- **Pursue a human resources policy that promotes a climate of well-being at work:**
 - Come to a **“multi-year agreement” with the supervisory authorities on the level of its employment ceilings**;
 - Harmonise **the career development arrangements** for teaching and research staff, and strengthen **the support arrangements** for new recruits, in line with the practices of UniR's partners;
 - Develop and enrich **the action plan for well-being at work on a multi-year basis**:
 - Support for management and for managing change,
 - Constructive, renewed social dialogue,
 - Organisational optimisation,
 - Supportive communication that promotes the flow of information.

2. Optimise support and back-up for learning, training, research and expertise missions

- **Internal groupings and pooling/sharing of experiences with our Rennes and Parisian partners to strengthen “weak skills”***

In a context of diminishing resources, given the critical size of the institution, and given its missions and strategic ambitions:

- Strengthen synergies and joint actions **between the representatives** of each institution **in terms of data protection, diversity** (disability, gender equality, equal opportunities, secularism, etc.) **and sustainable development and social responsibility**;
- Identify **weak skills**:

Rennes site:

- Develop **the sharing of experiences and the pooling of resources with partners in the “University of Rennes” (UnIR) project** in the following areas under consideration (non-exhaustive):
 - **Human Resources**: open and shared training plans, inter-institutional mobility, shared medico-social hub, etc.
 - **Finance and Purchasing**: shared tools, pooling of purchases, SIFAC expertise platform, training for managers, etc.
 - **Real Estate and Logistics**: consistent real estate strategy, joint project management assistance unit, shared reprographics service, etc.
 - **Information System**: joint collaborative solution, KORRIGO/student card, inter-ISD skills catalogue, etc.
 - **Communication**: implementation of joint actions (joint events, shared diary, institutional publications, etc.)
 - **Health and Safety**: pooling/strengthening of cooperation in the field of health, social services and safety at work, etc.
 - **Documentation**: harmonisation of documentary IS, joint brochure for BUs.
 - **Legal Affairs**: identification of advisers’ skills, simplified dialogue, etc.
- Pursue and emphasise the development of collaboration with close partners such as **Rennes University Hospital** and **Agrocampus Ouest**;

Paris site:

- Participate in reflection on the collaboration between **EHESP and the Condorcet Campus**, in terms of **student life** and as part of the **Grand Équipement Documentaire** project.
- **Continue to secure and simplify administrative processes:**
 - Set up **customised payroll and an integrated HRIS** (Winpaie+HR);
 - Review **the revenue process** and convert it into **one or more organisational scenarios**: explore the possibility of creating a “training agreement support office”;
 - Set up an **internal audit process and committee**;
 - Develop **budgetary risk management**, which is a guarantee of the School's credibility in its negotiations on resources;
 - Formalise and improve **the School's expertise in VAT regulation**;
 - Improve **management dialogue and year-to-year budgetary monitoring**.
- **Dematerialisation and optimised integration of information systems: Multi-year plan for process dematerialisation:**

* held by a single person or a very limited number of staff

- Define and implement **the information systems master plan**;
 - Dematerialise the **administrative pathway for learners**, from matriculation to graduation;
 - Dematerialise **order processes (business travel and purchasing)**;
 - Dematerialise **archives**, etc.
- **Optimise the real estate strategy and ensure its financial sustainability:**
 - Implement the three complementary components of the **multi-year building strategy plan (*Schéma pluriannuel de stratégie immobilière, SPSI*)**:
 - **Real Estate Master Plan for the Rennes site**, excluding hotel residences,
 - **Hotel residences** at the Rennes site,
 - **Paris site**: renew its territorial anchorage in northern Paris;
 - **Roll out the Multi-year Investment Plan for property, fixtures and fittings**, to ensure renewal and innovation.

SD&SR goals:

Strategy and governance:

- **Integrating the ethical dimension into each of its activities**, the strategic project is also based on ambitions and principles aimed at refocusing resources on its fundamental missions, in particular *“supporting the quality of our environment through a strengthened policy of sustainable development and social responsibility”* thanks to **the appointment of an SD&SR project manager** to lead the joint construction of an SD&SR policy/master plan; **a dedicated structure** (a steering committee) for SD&SR, bringing together various members of the community; wider **participative governance** in terms of SD&SR, with the proposal of a Sustainable Development Ambassador Network bringing together staff and students.
- **In promoting the SD&SR approach and actions**, the School is implementing **a dynamic communication strategy** internally, and at local, national and international level.

Environment:

- **Promote a responsible purchasing policy**
- **Integrate the SD&SR approach into the work operations in buildings and on the campus**
- **Finish implementing a printing policy**
- **Manage waste separation**

Social policy and local anchorage:

- **Support EHESP's Well-being at Work policy**
- **Involve EHESP in its territories and promote its engagement with the community**

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EHESP Communication Department
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EHESP

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