



Action Plan on Gender Equality in the Workplace *2024-2026*

*Approved by deliberation of the
Management Board on 15 March 2024*




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Introduction

Following on from the agreement of 30 November 2018 on professional equality between women and men in the civil service, one of the major objectives pursued by the French Civil Service Transformation Law of 6 August 2019 is to strengthen professional equality. To this end, it requires all public employers to implement a multi-annual action plan on gender equality in employment.

Decree No 2020-528 of 4 May 2020 lays down the procedures for drawing up and implementing this action plan. It thus provides for each public institution to put in place a multiannual action plan for a maximum period of three years, renewable, defining, for that period, the strategy and measures to promote professional equality between women and men.

In 2021, and for the period 2021-2023, the EHESP School therefore adopted an action plan, the results of which are set out in Appendix 1 to this plan. In the light of this assessment, and in the light of the diagnosis of the comparative situation of women and men within the EHESP School (presented in appendix 2), the action plan on occupational equality between women and men 2024-2026 has been drawn up.

It is structured around 6 axes:

- Govern the policy of professional equality between women and men.
- Ensure equal access for women and men to bodies, job managers, grades and civil service positions.
- Evaluate, prevent and, where appropriate, address gender pay gaps.
- Promote the link between professional activity and personal and family life.
- Prevent and address discrimination, acts of violence, psychological or sexual harassment and gender-based behaviour.
- Promote the topics of "gender and health".

This plan is the result of work carried out by the Human Resources Department and the Gender Equality Officer in consultation with the representatives of staff and civil servant students for whom the school is an employer. It also involved the Management Committee and the General Secretariat. It received the favourable opinion of the Social Management Committee on 11 March 2024 and was adopted in the Management Board on 15 March 2024.

Implemented for a period of three years, an annual review of the actions carried out in this context will be presented to the Social Administrative Committee.

To promote the involvement of all actors and the ownership by each of the challenges of professional equality, this plan is made available to staff and students. It can also be consulted by users of the school on the EHESP website. Although the EHESP is not the students' employer, it should be noted that a large number of actions will have a direct effect on this population as well. Thus, all awareness-raising actions or training sessions provided to the students will concern all persons enrolled in long-term programmes at the EHESP.

From the observation on gender inequalities, to the proposal of measures

The 2023 annual report of the High Council for Gender Equality on the state of sexism in France, published on 23 January 2024, notes with alarm that sexism is not receding; on the contrary, it persists, and its most violent manifestations worsen. Despite an ever-increasing sensitivity to inequality since *Me too*, gender stereotypes and stereotypes persist. For example, among men between the ages of 25 and 34, almost a quarter believe that it is sometimes necessary to be violent in order to be respected, and 40% of all ages find it normal for women to stop working to take care of their children. For women, 80 per cent feel that they are treated less well than men because of their gender.

As regards the public sector in particular, the latest key figures on professional equality between women and men in the civil service, published by the Ministry of Transformation and the Civil Service, show that, in 2020, 63% of the public sector is made up of women. However, this rate is much lower for management positions (only 42% of women in senior management positions). Also in 2020, 31% of women and only 12% of men held part-time positions in the civil service (34% of women and 12% of men in the state civil service). Among the staff who took parental leave in the various Ministries in France from 2016 to 2020, women represent 95% of them.

In this overall context, higher education institutions, of which EHESP is part, need to take action against the same gender inequalities and tackle gender-based stereotypes. The same figures and inequalities are recorded and made public annually by the Ministry of Higher Education and Research. It is therefore particularly important to include these topics in the list of topics addressed both in the lessons learned and within the institution's policies, to continue to train and raise awareness among all audiences about gender-based and sexual violence, to communicate on research that explores the links between gender and health, and to put in place actions that foster a work and study environment that is as inclusive as possible.

This 2024-2026 action plan for professional equality between women and men thus continues the commitment made with the 2021-2023 action plan, by strengthening certain actions (e.g. on raising awareness of gender-based and sexual violence) but also by making new commitments (actions promoting better inclusion of LGBT+ people, actions concerning menstrual health, etc.). It then aims to better highlight the specificity of the school by crossing the 'gender' and 'health' axes. Finally, it seeks to integrate joint actions into the local and regional context, through the joint work of the gender equality missions of the member and associate institutions of the University of Rennes (joint or shareable actions identified in the action plan).

Axis 1. Govern the policy of professional equality between women and men

Objective	Action	Indicator(s) or deliverable(s)	Actors	Conditions for success	Timetable
Include gender equality and the fight against SGBV (sexual and gender-based violence) as a strategic objective of the school	Action 1 - Integrate the objective of professional equality into the Strategic Plan 2024-2026	Strategic Establishment Plan 2024-2026	EHESP Board of Managers	Validation of this action by EHESP Board of Managers and consideration of this subject by all PES contributors	2024
Develop a more inclusive environment at EHESP	Action 2 - Implement the LGBT+ Action Plan	Annual reports on the implementation of the LGBT+ Action Plan, staff and students parts	EHESP Board of Managers HRD DSVE ¹ DE ²		2024-2026
Inform the school's various audiences about the professional gender equality action plan	Action 3 - Communicate on the development and implementation of the Professional Gender Equality Action Plan to all staff and students (newsletter, intranet site, webinar, etc.) and externally (website)	Number of emails, number of articles on EHESP websites and intranet, and number of presentations organised for staff and students	Communication Department DE HRD DSVE	Publication by the Communication Department of this information and documents on sites and media	2024-2026
Identify the EHESP courses on equality and diversity issues	Action 4 - Mapping lessons on themes related to gender equality and gender-based and sexual violence	Mapping or extraction of the teaching follow-up software or carrying out the mapping and updating it every year	EHESP Board of Managers DE DSVE	Benefit from the tools to extract the expected data	2024-2026

Further explore the theme of gender inequality in research work	Action 5 - Encourage the work of Research on Gender Inequalities in health and value them (e.g. through criteria of this nature in the selection of doctoral contracts)	Criteria of this nature in the grid selection of contracts for doctoral students (if necessary to choose between 2 candidates, this could be a discriminating factor). Invite PhD students from the Public Health Doctoral Network to question this dimension more systematically when organising interdisciplinary seminars.	EHESP Board of Managers Research Department	Inclusion in the "Research" Strategy of the school	2024-2026
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1: DSVE = Student Services Support

2: DE = Education Department; DiPSEA (Student Support, Learning and Experience Department) since September 2024

Axis 2. Assess, prevent and, where appropriate, address gender pay gaps.

Objective	Action	Indicator(s) or deliverable(s)	Actors	Conditions for success	Timetable
Identify and analyse gender pay gaps at the EHESP	Action 6 – Continue the analysis of the comparative situation of women and men carried out in the Social Assessment in the Single Social Report	Single social report - data on the comparative situation of women and men	HRD	Benefit from the tools to extract the expected data in the Single Social Report	2024-2026
Identify and analyse gender pay gaps at the EHESP	Action 7 – Annually develop and analyse the results of the Ministerial Gender Equality Index to put in place remedial actions where necessary	Annual production of the ministerial gender equality index and, where appropriate, the development and implementation of corrective actions	HRD	Benefit from the tools to extract the expected data in the index	2024-2026
Support the advancement of women's careers, particularly in high-level positions	Action 8 – Encourage women to apply for positions of responsibility (by implementing the actions mentioned in the following axes. Ex. Exhibitions, empowerment workshops, training, etc.) <i>Shareable action EPE³</i>	Number of female candidates for leadership or deputy leadership positions. Number of women in leadership or deputy leadership positions.	HRD/Research Department/DE	Implementation of communication actions to inform about occupations and deconstruct gender stereotypes	2024-2026

3: EPE = Experimental Public Establishment

Axis 3. Ensure equal access for women and men to civil service bodies, managers, grades and posts

Objective	Action	Indicator(s) or deliverable(s)	Actors	Conditions for success	Timetable
Recruit without discrimination, including due to gender stereotypes	Action 9 - For each jury, be uncompromising about compliance with the good practices set out in the “recruit without discrimination” sheet given to the members of the jury, both in terms of gender equality, gender identity, disability, etc.	Systematic submission of the form and subject reminder at the beginning of each recruitment	HRD	Presence of one HRD representative in each recruitment panel or delegation of this role to another member	2024-2026
Tackle gender stereotypes	Action 10 – Organise a workshop or training for managers to understand how stereotypes work, managerial responsibilities and existing levers to address situations of discrimination. <i>Shareable EPE</i>	Number of managers who participated in such a workshop Appropriation of vocabulary and understanding of the challenges and strengths of an egalitarian policy for the institution	HRD/DE/EHESP Board of Managers / SG ⁴	Support from the EHESP Board of Managers and the Secretariat-General in mobilising managers on the subject	2025
Attract women to research careers	Action 11 – Host an exhibition “Portraits of female researchers” to promote women’s careers and organise researchers’ interventions with secondary school students and local partners <i>Joint Action EPE</i>	Time of exposure at EHESP Number of interventions carried out by female researchers. Creating a portrait of an EHESP researcher	DE/Research Department	EPE leading the exhibition project Time available to researchers to do lectures in institutions	2024
Reduce inequalities in access to HCS (hospital civil service) management careers	Action 12 – Study with the National Management Centre, responsible for organising recruitment competitions for our HCS students, in	Gender distribution in civil servant student intakes	DE/EHESP Board of Managers	Collect the accession of the CNG	2025

4: SG = Secretariat-General

how the arrangements for recruiting these students could promote equal access to management careers					
Help women to deconstruct their own stereotypes and not self-censor themselves	Action 13 – Implementing Empowerment workshops for women (coaching, self- confidence skills development, etc.) <i>Shareable EPE</i>	Number of workshops participants	DE/HRD	Find speakers who lead this type of training/workshop	2026
Ensure balanced representation of women and men at conferences	Action 14 – Raise awareness among all organisers about diversity in presentations (topics and speakers) at conferences organised by EHESP	Include information in existing documents (e.g. request for support for a scientific event) aimed at raising awareness on the topic	Research Department	Find speakers representing a diversity of profiles and topics	2025

Axis 4. Foster the link between work and personal and family life

Objective	Action	Indicator(s) or deliverable(s)	Actors	Conditions for success	Timetable
Support carers and informing them about their rights	Action 15 – Informing carers about their rights and developing work organisations compatible with the role of carer. <i>Shareable EPE</i>	Organisation of a conference Drafting a note Number of solidarity savings days spent by carers. Work organisation making it possible to articulate personal and professional life for carers. Link to the disability master plan (e.g. prioritisation of housing and absence authorisations)	HRD		2024
Support parenthood and promoting mechanisms for better time articulation	Action 16 - Organise a conference on parenthood. <i>Shareable EPE</i>	Number of participants in the conference	HRD	Identification of an organisation offering such conferences	2025
Support parenthood and promoting mechanisms for better time articulation	Action 17 - Develop and distribute a “parenting” plan including actions to enable parents to know their rights and be accompanied in their return to work. <i>Shareable EPE</i>	Writing or distributing a guide to parenting	HRD/ Communication Department	Integration of this action into the HRD work plan	2026

Adapt the organisation of work and working time for a better work-life balance	Action 18 – Clarifying the organisation of civil servant work	Course syllabi in accordance with the decisions made. Adaptation of the articles relating to working hours in long-term traineeship agreements Drafting of a note relating to students' working time	DE/ Civil servant programme	Publication of a decree	2024
Adapt work organisation and working hours to better reconcile professional and personal life	Action 19 – Promote good practices for managing electronic messages to better separate personal and professional life Shareable EPE	Organisation of a training course on 'email management' - number of participants	HRD		2024

Axis 5. Prevent and address discrimination, violence, psychological or sexual harassment and gender-based behaviour

Objective	Action	Indicator(s) or deliverable(s)	Actors	Conditions for success	Timetable
Raise awareness of gender-based and sexual violence and increasing legal knowledge of these acts and the contacts to be used (internal and external)	Action 20 – Systematically and compulsorily raise awareness of SGBV among all newcomers and communicate to all audiences (students, staff, civil servant students) about the system for reporting gender-based and sexual violence. <i>Shareable EPE</i>	Number of emails and presentations Number of people sensitised	DE EHESP Board of Managers	Political support with continued obligation to raise awareness among all newcomers (staff and students)	2024-2026
Raise awareness of commonplace sexism, the breeding ground for gender-based and sexual violence	Agenda 21 - Raising awareness of mainstream sexism for all audiences. <i>Shareable EPE</i>	Number of people sensitised	DE	Make time to incorporate these awareness initiatives into schedules Find speakers	2024-2025
Share a common vocabulary and raise awareness of transgender issues	Action 22 - Train the staff directly concerned (HRD, Education Department, Digital and IT systems department, Accounting Department, etc.) in trans identity/first name.	Number of persons trained	DE HRD	Find speakers	2024-2025

Include school students in the dissemination of a culture of equality and awareness of GBSV, through associative projects	Action 23 – Focus on projects of student associations that include an equality/non-discrimination/GBSV component	Inclusion of such a criteria in the project evaluation grid Number of projects submitted in relation to this topic	DSVE	Accompany students towards the development of projects around this topic	2024
Raise awareness and increasing legal awareness of gender-based and sexual violence when engaging in activities as a student association	Action 24 - Train members of student associations (B2E, ADEMM, etc.) on gender equality and issues of diversity <i>Shareable EPE</i>	Number of sessions organised Number of people trained	DSVE DE	Find a calendar and speakers adapted to students /civil servant students	2025
Raise awareness by crossing perspectives and mixing audiences of Rennes institutions. Implement projects on a larger scale	Action 25 - Propose at least one annual action on the topic jointly with the University of Rennes (training session, conference, awareness-raising session, etc.) <i>EPE Joint Action</i>	One action identified per year	DE EPE Working Group on Equality	Coordination with the EPE	2024

Axis 6. Promote the themes of "gender and health"

Objective	Action	Indicator(s) or deliverable(s)	Actors	Conditions for success	Timetable
Make it more flexible for parents (especially mothers) to justify absence to care for a sick child	Action 26 - Allow a number of days to be determined for sick children without a medical certificate (benign pathologies)	Regulatory study Where appropriate, scope and evaluation of the experiment	HRD	Regulatory opportunity to be explored	2024
Consider menstrual health as a whole: reduce the financial weight of menstrual health and fight against the taboo of menstruation	Action 27 – Making menstrual hygiene products available in the school	Provision of menstrual hygiene products Communication around the device Number of distribution points and number of menstrual hygiene products made available to the school annually	DSVE EHESP Board of Managers	Allocated budget 2024	
Take a comprehensive approach to menstrual health: adapt working conditions for menstruating individuals experiencing painful periods	Action 28 - Study the modalities for the implementation of menstrual flexibility measures <i>Shareable EPE</i>	Regulatory study and needs analysis. Where appropriate, scope and evaluation of the experiment	HRD DE – Training Programmes	Regulatory opportunity to be studied and needs analysis to be carried out	2026
Consider menstrual health as a whole: raise awareness of the impact of menstrual health, in particular endometriosis	Action 29 - Linking up with the national medical education system and the student health service to raise awareness of endometriosis. <i>Shareable EPE</i>	Number of communication actions implemented Number of people informed	MEN ⁵ Training Programme DE SSE ⁶ of the EPE	Availability of MEN	2025

5: MEN = School Doctors

6: SSE = Student Health Service

Emphasise specificity of the school by bringing the gender and health themes closer together	Action 30 - Putting in place specific actions to raise awareness of the link between gender and health (prevention of female and male cancers, gender inequalities in health)	Number of actions of communication implemented	DE Research Department	Inclusion in the school's research strategy	2025
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Annex 1. Comparative situation between women and men as at 31/12/2022

The data presented in this section are taken from the 2022 Social Balance Sheet.

1. Governance

The composition of CODIR (Board of Directors) as of 31 December 2022 is as follows: 6 men and 8 women, a feminisation rate of 67% in this instance, up from previous years.

The directors of the support services belonging to the Secretariat-General are 5 women and 4 men, a feminisation rate of 55 %.

These results, however, need to be tempered by reference to the overall gender distribution within the institution (29% men, 71% women). It should also be noted that, since the overall number of staff is low, the percentage expression should be taken with caution, as the balances can vary greatly with the staff movements.

2. Staff numbers

a. By category

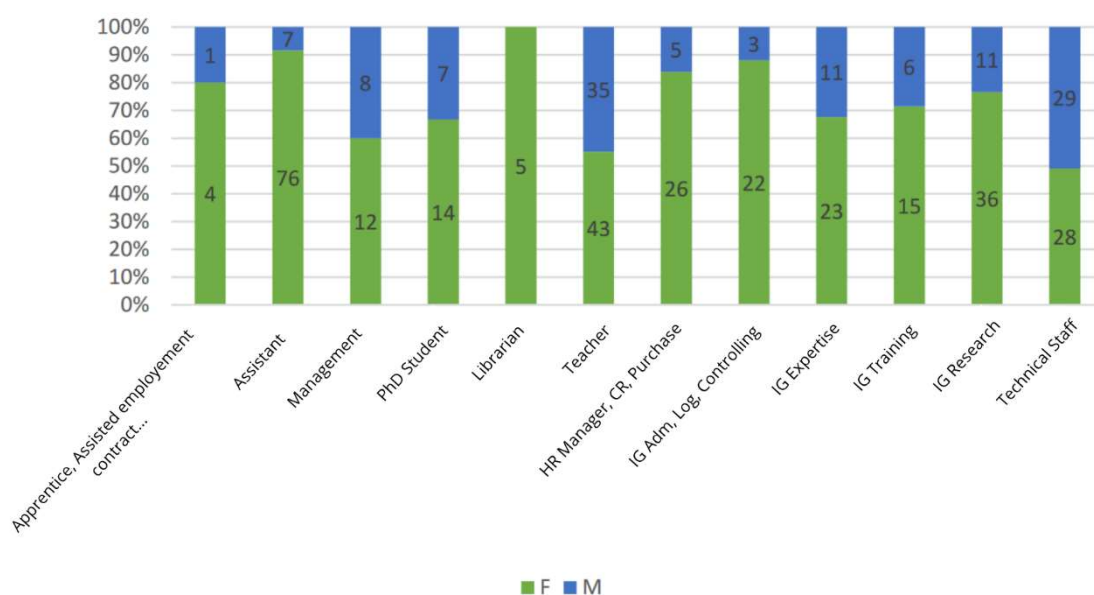
	Women	Men	Overall total
<i>Professors</i>	46	35	81
<i>Category A</i>	126	51	177
<i>Category B</i>	61	19	80
<i>Category C</i>	71	18	89
Overall total	304	123	427

Women make up 71% of the EHESP workforce. They are particularly over-represented (79%) among C-categories.

b. By status and category

Sex		Teacher	Category A	Category B	Category C	Overall total
Women	Total Women	46	126	61	71	304
	Fixed-term contract	4	46	12	6	68
	Permanent contract	19	30	6	1	56
	Assisted employment contract			4		4
	PhD student		14			14
	Assigned civil servant	10	11	32	60	113
	Seconded civil servant	13	25	7	4	49
Men	Total Men	35	51	19	18	123
	Fixed-term contract	5	17	4		26
	Permanent contract	20	17	3	1	41
	Assisted employment contract			1		1
	PhD student		7			7
	Assigned civil servant	4	4	11	16	35
	Seconded civil servant	6	6		1	13
Overall total		81	177	80	89	427

c. By position



The three main jobs occupied by women in proportion to their number are in the order of engineers, assistants and professors. For men it is the jobs of engineer, professor, and technical staff.

d. Recruitment to permanent positions.

	Women	Men	Overall total
<i>Professor</i>	2	5	7
<i>Category A</i>	7	2	9
<i>Category B</i>	7	1	8
<i>Category C</i>	9		9
Overall total	25	8	33

In 2022, 75.7% of staff recruited to permanent positions were women. Two women were recruited into teaching positions, while the administrative positions open to recruitment were mostly filled by women.

Recruitments to permanent posts in 2022 can therefore be considered to have reinforced the existing distributions.

However, the School is committed to a dynamic approach to rebalancing staff numbers, having included the following provision in its management guidelines: 'For recruitments taking place in a department where there is a gender imbalance (one of the genders constituting less than 40% of the workforce), the mobility management guidelines of the EHESP provide that all candidates of the underrepresented sex with the expected prerequisites for the post are to be received.'

e. Distribution of civil servant student population

In particular, the EHESP trains future managers of the hospital civil service. It is therefore interesting to look at the gendered structure of civil servant student intakes.

Among the intakes of civil servant students who started their training pathway in 2022, 66% of the 262 new students in the EHESP are women.

In all courses, women are over-represented. Parity is higher among school principals (59% women).

The discrepancies observed at the level of the school's staff are reflected in the level of civil servant students, future managers of the hospital civil service.

At national level, the percentage of women in management positions is much lower: Only 42% of women in senior management positions for the entire civil service, ranging from 40% for the state civil service, to 55% for the hospital civil service, for which the share of female A managers rose to almost 80%.

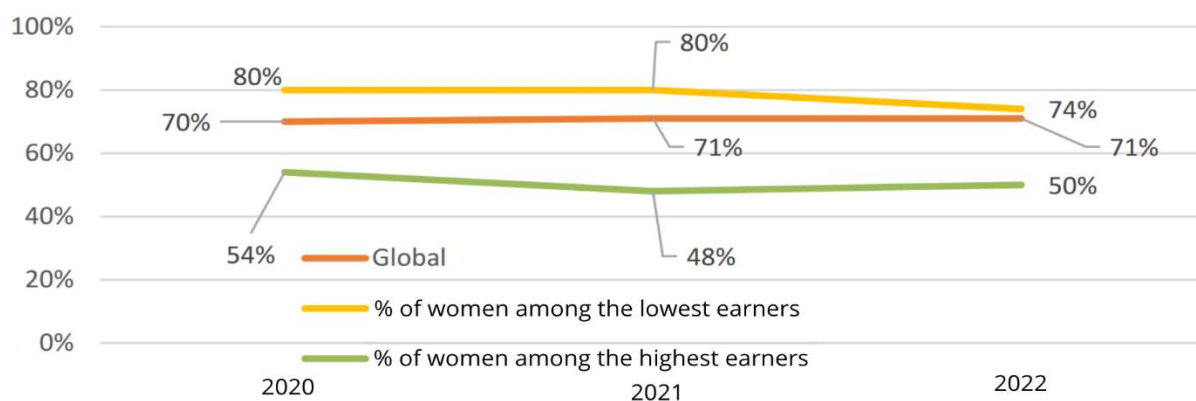
3. Remuneration

a. Distribution of pay between women and men.

Doctoral students and contracts supported in order to avoid bias in the analysis due to the special status of their remuneration are excluded from the sample.

Account is taken of total remuneration (indicative remuneration + bonuses) reduced to an hourly rate, which makes it possible to neutralise the impact of part-time work.

Overall Staff Distribution



Overall, among the 50 highest salaries in the school, there has been a stabilisation of the proportion of women from 54% to 48% and then to 50% in 2022, knowing that they represent 71% of the workforce excluding doctoral students and assisted contracts. The percentage results both from movements of permanent staff entering or leaving the top 50 salaries (change of steps, additional hours, payment of CET, etc.) and from recruitments made during the year.

Women now account for 74% of the 50 lowest salaries (as a reminder, they represent 71% of the total workforce). The score of 80-74% is encouraging, but it is unwise to deduce a trend based on a single year. There is still a slight over-representation of women in the lowest salaries, linked to the higher representation of women among category C and B staff.

b. Index

	Women	Men
New increased index (Indice nouveau majoré)	502	530

The remuneration of officials and contract staff of the school shall be calculated based on their new increased index. The higher the index, the higher the index remuneration.

While there is a slight gap between the average new increased index for women and men, this can be explained by the functions, background, age and seniority of the staff. Indeed, with equal status, category, body, grade and career, the new increased index of a man or a woman is the same.

c. The compensation scheme

The index remuneration is supplemented by a compensation scheme depending on the staff regulations (contractual staff, administrative, health or technical staff, and teacher-researchers).

If the compensation scheme is not related to the gender of the staff members but to their status or the duties they hold, it is interesting to focus on the individual component paid to specific staff members because of the excellence of their work (RIPEC C3) or because they have made up for absences or insured temporary staff (CIA).

- **Research Professors**
- PEDR or RIPEC C3:

Some full-time professor-researchers receive an individual bonus to enhance their work. This bonus, initially paid to promote doctoral research and supervision activities (PEDR) is extended from 1 January 2022 to educational and public interest activities (RIPEC individual component).

In 2022, 4 women and 3 men are beneficiaries of an RDEP or an individual component of the RIPEC.

Of these 7 persons, 3 men and 1 woman receive this bonus at the maximum rate.

In view of the general distribution of the number of full-time research professors (71% women, 29% men), the distribution of PEDRs or an individual component of RIPEC is unfavourable to women. However, as the number of staff concerned by these bonuses is very low, these figures should be taken with caution, since the balances can be totally called into question by a single bonus award.

- Overtime:

Teaching hours performed by professors in excess of the annual load plan shall be remunerated for these hours through the payment of overtime. In 2022, 17 women and 16 men benefited. Women account for 53% of the number of staff eligible for additional hours (full and contract research professors, excluding seconded staff on contract), so the distribution of the beneficiaries of these hours is consistent with the distribution of the total number of eligible staff.

• **Administrative, sanitary and technical**

Administrative and technical staff, whether established or contracted, may receive an Annual Complementary Allowance (CIA) to take account of professional engagement and the way in which staff are served.

In 2022, 18 women and 4 men benefited from a CIA.

4. Career paths

a. *Mobility*

In 2022, four civil servants benefitted from internal mobility, three of whom were women.

It should be noted that, for civil servants, mobilities give rise to the re-evaluation of the allowance scheme.

b. *Promotion to a higher grade or rank*

- **Competitions and professional exams**

In 2022, 3 women changed grades following their successful completion of a professional examination (2 categories A and 1 category B) and 3 women changed grade within category B.

No man has applied for or been successful in a civil service examination or professional examination.

- **Career promotion at will**

In 2023, all 12 promotions in rank or grade awarded by the Ministry of Health and Prevention went to women.

They accounted for 79% of those eligible for promotion and 85% of applicants were women.

<i>Rank/Grade</i>	<i>Number of eligible for</i>		<i>Number of cases deposite</i>		<i>Number of promotions 2023</i>	
	<i>H</i>	<i>F</i>	<i>H</i>	<i>F</i>	<i>H</i>	<i>F</i>
<i>TA Administrative Assistant Principal 1st class</i>	3	29	1	12		5
<i>TA Administrative Assistant 2nd Class Principal</i>		1		1		
<i>THE Administrative Secretary (C to B)</i>	16	59		14		3
<i>TA Technical Assistant Principal 1st class</i>	6	11	3	6		3
<i>TA Technical Assistant 2nd Class Principal</i>	1	1	1			
<i>TA Administrative Secretary Exceptional Class</i>	2	7	1	3		
<i>TA Administrative Secretary upper class</i>	2	7		3		1
<i>LA Sanitary Engineer (B to A)</i>		3				
<i>TA Chief Health and Safety Technician</i>	1	3		1		
<i>LA Administrative Officer (B to A)</i>	4	17				
<i>TA Senior Administrative Officer</i>	1		1			
<i>Total</i>	36	138	7	40	0	12
<i>Distribution</i>	20,60%	79%	15%	85%		100%

5. Organisation and working time.

a. Teleworking

In 2022, 148 women benefit from teleworking, compared to 37 men. 80% of teleworkers are therefore women. Compared to their representation in the overall workforce (71%), they therefore make greater use of this work organisation, facilitating the articulation between work and personal life. This gap can be explained by the fact that women are less represented in the general workforce in populations not eligible for teleworking (professors in particular, who do not belong to this scheme but to the nomadic work one).

b. Part-time

Number of part-time or incomplete-time staff at 31/12/22

	Women	Men	Overall total
Part-time employees	52	8	60

Part-time work is largely taken up by women (87%), who therefore modulate their working time more (whether part-time work under the law or on authorisation) than men.

c. Time Savings Account by Gender

Days paid in 2022.

	Women	Men	Overall total
<i>Teacher</i>	153	25,5	178,5
<i>Category A</i>	124	94	218
<i>Category B</i>	54,5	11	65,5
<i>Category C</i>	46	17	63
Overall total	377,5	147,5	525

71% of compensated time savings account days were taken by women, which is consistent with their representation in the workforce.

Number of staff who saved days in 2022.

	Women	Men	Overall total
<i>Professors</i>	4	2	6
<i>Category A</i>	54	27	81
<i>Category B</i>	31	11	42
<i>Category C</i>	35	9	44
Overall total	124	49	173

71% of those who saved days in their time savings account in 2022 are women, which is consistent with their representation in the workforce.

Appendix 2. Review of the action plan on professional equality between women and men (2020-2023)

Axis	Objective	Action	State of play
Axis 1 – Ensuring equal access for women and men to civil service bodies, managers, grades and posts	Changing the distribution of women and men to positions in the same category	ACTION 1 - Reducing gender stereotypes in professions: <ul style="list-style-type: none"> - Make them known - Make them more attractive 	Ongoing
Axis 1 – Ensuring equal access for women and men to civil service bodies, managers, grades and posts	Changing the gender distribution within departments	ACTION 2 - For recruitments taking place in a department where there is a gender imbalance (one of the genders constituting less than 40% of the workforce), the mobility management guidelines of the EHESP provide that candidates of the underrepresented sex with the expected prerequisites for the post are received.	Realised
Axis 1 – Ensuring equal access for women and men to civil service bodies, managers, grades and posts	Raise awareness among recruiters on equal access to jobs	ACTION 3 - Drafting of a practical sheet for the members of the selection boards, submitted at the beginning of each selection board.	Realised
Axis 1 – Ensuring equal access for women and men to civil service bodies, managers, grades and posts	Raise students' awareness of gender (including professional) equality and discrimination	ACTION 4 – Presentation given by the Gender Equality Officer as part of the diversity awareness module, deployed during each school year for civil servant students	Realised
Axis 2 – Assessing, preventing and, where appropriate, addressing gender pay gaps	Accompanying staff towards promotion and mobility	ACTION 5 - Incentivising internal mobility, which makes it possible to upgrade the IFSE (Allowance for duties, constraints and expertise)	Ongoing
Axis 3 – Fostering the link between work and personal and family life	Promote annualised part-time work and propose an alternative to parental leave	ACTION 6 - From April 2020 and on an experimental basis until 2022, at the end of maternity, paternity and childcare leave or adoption leave, civil servants (holders and contract staff) are entitled, as of right and on	Realised This national experimental scheme ended on 30 June 2022

		their request for annualised part-time work. Information is already available on the intranet and a note on the subject will be sent to each member of staff eligible for it.	
Axis 3 – Fostering the link between work and personal and family life	Enabling staff to benefit from extended teleworking arrangements to reconcile their professional and personal lives	ACTION 7 - To date, full-time staff members can benefit from one day of teleworking per week. Part-time staff are not eligible for this scheme. Work is currently being carried out in consultation with staff representatives and could lead to an extension of teleworking over several days and to part-time staff.	Realised
Axis 3 – Fostering the link between work and personal and family life	Open a right to disconnect	ACTION 8 - A working group on good practice will be organised on this topic	Not started Setting up of a 'disconnection' working group in 2023 Organisation of a training course on 'how to manage your emails' at the beginning of the academic year
Axis 3 – Fostering the link between work and personal and family life	Articulate working life and everyday life	ACTION 9 - Investigate the possibility of using a concierge.	Not started
Axis 3 – Fostering the link between work and personal and family life	Clarifying the rules governing the organisation of student education in the event of maternity, paternity or childcare	ACTION 10 - Clarification action to be taken	Ongoing
Axis 4 – Preventing and addressing discrimination, violence, psychological or sexual harassment and gender-based behaviour	Prevention of gender-based and sexual violence, for staff and students, in consultation with other academic partners	ACTION 11 - Participation in a working group at local level to exchange, share best practices and carry out joint actions	Realised
Axis 4 – Preventing and addressing discrimination, violence, psychological or sexual harassment and gender-based behaviour	Inform staff of existing measures for the prevention of psychological and sexual harassment	ACTION 12 - Updating the "Preventing and Combating Harassment" Guide	Revised Replaced by a more comprehensive GBSV reporting system and training sessions

Axis 4 – Preventing and addressing discrimination, violence, psychological or sexual harassment and gender-based behaviour	Increase awareness of existing mechanisms and measures for the prevention of violence	ACTION 13 - Information to all staff and students about existing devices (guide, referees, awareness tools, etc.).	Realised
Axis 4 – Preventing and addressing discrimination, violence, psychological or sexual harassment and gender-based behaviour	Make newcomers aware of existing mechanisms and measures for the prevention of violence	ACTION 14 - Awareness training for mentors responsible for welcoming new arrivals, including the distribution of the guide <i>“Preventing and Combating Harassment”</i> ; Presentation given by the Gender Equality Officer during the welcome morning	Realised
Axis 4 – Preventing and addressing discrimination, violence, psychological or sexual harassment and gender-based behaviour	Inform all staff and students of the existence of an external support unit for victims of violence	ACTION 15 - Display and give information about the external support cell (SOS Victims 35)	Produced (information on the intranet, REAL/CAMPUS and sending emails)
Axis 4 – Preventing and addressing discrimination, violence, psychological or sexual harassment and gender-based behaviour	Track the number of people using the external cell	ACTION 16 - Implementation of the procedure/process for data reporting by external support cell (SOS Victims 35)	Revised Replaced by a more comprehensive system for reporting GBSV internally (and monitoring)
Axis 4 – Preventing and addressing discrimination, violence, psychological or sexual harassment and gender-based behaviour	Raise awareness among staff and students on the prevention of gender-based and sexual violence	ACTION 17 - Organisation of at least one dedicated action per year (EHESP or UNIR action)	Realised
Axis 4 – Preventing and addressing discrimination, violence, psychological or sexual harassment and gender-based behaviour	Raise awareness among students on the prevention of gender-based and sexual violence	ACTION 18 - Establishment of a charter of commitment against violence and discrimination (on models promoted by the Conférence des grandes écoles)	Not started (Charter not drafted) Replaced by a more comprehensive system for reporting GBSV internally and training sessions
Axis 4 – Preventing and addressing discrimination, violence, psychological or sexual harassment and gender-based behaviour	Consider an assessment of the situation at EHESP	ACTION 19 - Conducting a survey among staff and students	Not started Report 2024 to make the link with the GBSV reporting system

