

Human Resources (HR) Strategy Oriented Towards Structural Changes in the European Union

Criteria for the Analysis of Equal Opportunities in Small and Medium-sized Enterprises



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GOALS OF THE SWOPS PROJECT

With regard to demographic change and the increasing demand for well-trained professionals, structural changes within organizations provide the basis for modern and competitive businesses. Small and medium-sized enterprises still have disadvantages in competing for skilled employees when compared to larger businesses, because of their organizational traditions and scarce resources. Consequently, they are especially dependent on their current staff.

Businesses that offer work-life balance to their female and male employees and successfully implement diversity strategies benefit from keeping skilled, motivated and highly dedicated employees in the long run. The main goal of this project is to introduce a Human Resources (HR) Strategy that is oriented towards Structural Changes (SWOPS) and which offers equal career opportunities to women and men. These include redesigning work places, changing organizational structures, providing flexible working hours, developing flexible entry and exit models, implementing innovative recruitment processes and strategic personnel planning, as well as internal knowledge management, training and education opportunities for employees, changes in the corporate culture, and raising awareness for these issues among managers.

The project's target group is Managerial Directors and executive managers of a total of 16 SMEs from France, Poland, Sweden, and Germany (4 SMEs per country). SWOPS aims at initiating change in the attitudes of this target group in order to provide women and men with sustainable opportunities for advancement.

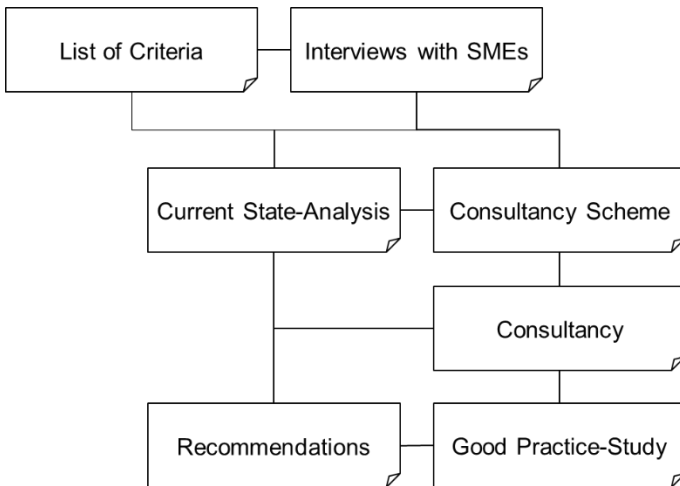
GOAL OF THE ANALYSIS

In order to establish comparability between the participating countries, it is appropriate to conduct comprehensive analysis of the prerequisites in France, Poland, Sweden, and Germany. Basis for the analysis is the criteria at hand, which will be processed in each partner country.

Subsequently, interviews on the same issues will be administered with four participating SMEs in each partner country to analyze what impact previously identified conditions have, but also to take stock in order to advice 16 participating small and medium-sized enterprises. RKW Berlin is entrusted with the questionnaire design and will send the questionnaire to the partners in November 2014.

The analysis consists of the responses to the list of criteria and 16 interviews. It provides initial indicators to advice the participating SMEs. For example, experiences with flexible working hours from one country may stimulate consultancy in another country. In addition, our goal is to set-up general criteria for an HR Strategy oriented towards Structural Changes in small and medium-sized enterprises. With the completion of the project, we will develop a code of good practice that includes successful strategies that are implemented in small and medium-sized enterprises in France, Poland, Sweden, and Germany as well as general guidance for SMEs in Europe.

The project's next steps are summarized in the following:



In order to achieve these goals, we would like to ask you to respect the code of conduct in Science and Technology as well as to adhere to the legal and official framework when conducting your analysis. You must provide evidence for all information provided. A large number of the statistical data can be obtained from Eurostat, the Statistical Office of the European Commission, following this link: http://epp.eurostat.ec.europa.eu/portal/page/portal/employment_social_policy_equality/equality/indicators_gender. The questionnaire can be answered in German or English. Text or bullet points can be used to fill in the text boxes. The word limit is not set in stone, but it serves as indication of what we expect from you in terms of the length of your answers. Please try to follow this guideline as it enables us to efficiently evaluate the results.

Should you encounter any difficulties or if you are unable to answer a question, please contact:

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The results of the analysis on equal opportunities in small and medium-sized enterprises in France, Poland, Sweden, and Germany are analyzed and compared by the RKW Berlin. An oral presentation will be given during the kick off-event in Poznań, Poland. In addition, a written report will be made available.

This list of criteria was processed by:

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1. BASIC PRINCIPLES

Before elaborating on this report's individual topics, we want to engage with the quota of working women in more general terms.

What is the percentage of women at working age who are currently employed in your country? 67%

How do you define the time period, in which citizens are at working age in your country? from 15 to 64 years

The topic "gender equality" is a convoluted field and a special challenge for small and medium-sized enterprises as many people find it difficult to grasp the key requirements as well as the advantages and disadvantages of the concept. In order to provide more transparency with regard to the legal, political, and social developments and regulations, this chapter begins by outlining its basic principles. The core objectives of this topic area are to detect the different legal regulations, political initiatives, and social activities that currently take place in France, Poland, Sweden, and Germany, and to uncover the influences they have on the national economy. Thereby, special focus lies on the small and medium-sized enterprises. Subsequently, one part of the project is to analyze whether and to what extent these findings can be applied to other countries.

1.1 The Legal Framework to Achieve Gender Equality

Has your country passed one or more laws on gender equality? yes

If yes, how is this law/are these laws called? Principle of equality on remuneration

Roudy's law : professional equality

Law on real equality between women and men

Have any legislative bills on gender equality been proposed in your country? yes

If yes, how is this bill/are these bills called? _____

Please explain the key content of the law(s) or respectively the legislative bill(s). In your analysis, please focus in particular on the subject matter of the laws and evaluate the obligations that consist for the companies. (maximum of 100 words for each law/legislative bill)

Same work, same remuneration : any employer, for a same work or a same value of work has to pay the same value of money whether it's a man or a woman. The company does every year a negotiation on gender equality at work especially on the remuneration stake. The objective of this yearly negotiation in the company is to reduce the differences on the remuneration between the men and the women.

This law fights against discrimination that suffer women on the stakes of employment and salary. This law constrains the companies which have more than 50 employees and which contracted with de French government to publish a yearly report on professional parity between women and men on the stakes of employment, education, promotion, qualification and working conditions.

This law fights against women's insecurity and worries about everyday parity and about the representation of the women in the medias. The objective is to increase the level of women's employment and promote the equality on the parenting.

Source: <http://femmes.gouv.fr/le-ministere-2/historique/chronologie-des-dispositions-en-faveur-de-legalite-des-femmes-et-des-hommes/> Year: 2014

Source: <http://www.nextinpact.com/news/89055-promulguee-loi-pour-l-egalite-femmes-hommes-entrera-en-vigueur-demain.htm> Year: 2014

Source: http://fr.wikipedia.org/wiki/Loi_Roudy_du_13_juillet_1983_sur_la_parityC3%A9
Year: 2014

1.2 Political Initiatives

Political initiatives are initiatives proposed by the legislature, executive, or judiciary of a state. By contrast, social initiatives are developed by social actors, such as churches, unions, or associations of private individuals.

What are your country's political priorities with respect to gender equality? What kinds of political initiatives exist?

Briefly describe the content and the groups of people that are involved in these political initiatives. When appropriate also describe the specific measures that have been enacted by your Parliament on the basis of present initiatives. Please also address the main political players in the field of gender equality (e.g., parties, ministries, individual MPs).

This subsection does not purport to be complete. Please focus on the three most important political initiatives in your country, which have or had a large impact on the private sector. (maximum of 100 words for each initiative)

Since 2014, France has a real ministry of women's rights attached with the ministry of health. Its aim is to enhance women's rights and professional equity between men and women by proposing laws and legislative bills. A web portal about genders equality has since been created :
femmes.gouv.fr

French delegations to women's rights in Parliament (Assemblée Nationale) and in Senate: These delegations advise the French deputies and senators about government works on gender equality and can also ask a minister or secretary of state to explain his work on gender equality in front of them. These delegations have often to work on laws or bills about it.

Some other political initiatives are conducted in France by "Education Nationale" like education on gender equality in schools and in colleges in order to teach kids about it.

Source: <http://femmes.gouv.fr> Year: 2014

Source: <http://www.assemblee-nationale.fr/commissions/delf-index.asp> Year: 2014

Source: <http://www.indre-et-loire.gouv.fr/Politiques-publiques/Droits-des-femmes-et-egalite-entre-femmes-hommes/Egalite-entre-les-femmes-et-les-hommes> Year: 2011

1.3 Social Initiatives

What are the leading social initiatives and activities in the field of gender equality in your country? Please address the main players, current developments, and present impact of these initiatives on the society and in particular on the companies.

This subsection does not purport to be complete. Please focus on the three most important social initiatives in your country, which have or had a large impact on the private sector. (maximum of 100 words for each initiative)

Apec trophies' for gender equity: The association for executives employment organizes since 2011 a ceremony where 22 ideas or projects for professional gender equality are rewarded. The trophies are given to the companies which initiated the winner project.

The rewards are divided by categories like "Big Apec's trophy", "Large companies", "SMEs", "Public organizations", or else "Entrepreneurship".

The aim of these trophies are to show that every worker in each company can help gender equality rising not only in his company but also in the whole professional sphere.

The AFNOR, the French Association for standardization, which regroup more than 3000 companies created a label on gender equality. Its aim is to promote gender equality in the whole companies which are certificated by the label. On one hand, the company which want the label gather its employees on a common project in order to encourage a mutual social dialogue. On the other hand, the company is seen as a responsible company on gender equality, which promote its own activity.

The ORSE – Observatory for corporate social responsibility – is directed by its members which are for the most the biggest French companies.

This observatory especially leads, with the "Laboratory of Equity", studies about professional gender equity in order to educate our society and our companies on gender equity. Many guidebooks are available on their website which describe good practices for companies.

Source: <http://tropheesegalite.apec.fr/> Year: 2014

Source: <http://www.boutique-certification.afnor.org/certification/label-egalite-professionnelle>
Year: 2014

Source: <http://www.egaliteprofessionnelle.org/index.php> Year: 2014

Source: <http://www.laboratoiredeegalite.org/spip.php?rubrique1> Year: 2014

2. PERSONNEL RECRUITMENT

Personnel Recruitment deals with the coverage of previously defined personnel needs. This raises the following questions: How is this need assessed? Do clearly defined criteria exist that are, among other things, mirrored in the job profile and apply during the candidate selection process? This topic area aims at identifying the legal framework to ensure gender equality in companies. Job advertisements serve as a starting point.

2.1 Job Advertisements

Especially with regard to job advertisements, certain criteria have to be met to avoid discrimination and to ensure equality between men and women. These include, for example, using female and male forms in job descriptions, displaying images that show men and women, reference to equal opportunities regardless of a person's gender, religion, disability, sexual orientation etc.

Does your country have any legal requirements to prevent discrimination which have to be included in job advertisements? yes

If yes, please explain briefly which of these legal guidelines are mandatory and which ones are optional as well as how companies deal with these guidelines in your country. (250 words maximum)

The advertisement must not mention the gender of the candidate. It must be written so that it can be a man or a woman.

The better is that the advertisement is written with male or female terms. *## In French, words, adjectives or verbs are written differently if the subject is a male or a female. A job advertisement must contain the both.*

Some jobs like artists or models are excluded by this obligation.

However it's possible to make some exceptions to the law by promoting a job offer for women in order to applicate agreements on professional gender equity.

Source: <http://www.id-carrieres.com/blog/2010/07/12/les-obligations-legales-en-matiere-dannonce-demploi-ou-doffre-demploi/> Year: 2014

3. CAREER MODELS

These days employees have higher demands of their potential future employers, which exceed monetary incentives. One appeal is individually customized career models for employees. These are often defined as a part of the long-term personnel planning and can be critical to staff retention and recruitment of junior staff. In this topic area, we aim at analyzing different career models in our partner countries and at developing suggestions for the participating companies.

3.1 Women in Leadership Positions

This section addresses statistical analysis of women in leadership positions across countries. In addition, we attend to analyze specific characteristics of the business, such as the business' size or the kind of industry.

The objects of study are the following leadership positions:

Managing Director (MD)

1. Management level below the Managing Director (MD-1)
2. Management level below the Managing Director (MD-2)
3. Management level below the Managing Director (MD-3)

What is the percentage of female Managing Directors in large companies? 19.2 %
(≥ 250 employees)

What is the percentage of supervisory board positions in corporations held 24.3%
by women?

Source: <http://www.afmd.fr>

Year: 2013

What is the percentage of female Managing Directors in small and 39.2%
medium-sized enterprises? (< employees)

What is the percentage of first management level (MD-1) positions of _____ %
small and medium-sized companies held by women? (< 250 employees)

What is the percentage of second management level (MD-2) positions of _____ %
small and medium-sized companies held by women? (< 250 employees)

What is the percentage of third management level (MD-3) positions of _____ %
small and medium-sized companies held by women? (< 250 employees)

Source: _____ Year: _____

What is the percentage of female Managing Directors in these companies in
the following sectors?

Service 19.8%

Industry 12.8%

Skilled craft 7.2%

Source: http://femmes.gouv.fr/wp-content/uploads/2012/03/Chiffres_cles-egalite-2011.pdf

Year: 2011

If no reliable/representative statistical data within the area of “women in leadership positions” are available, you can give a rough estimate to answer the questions above. Please focus on the situation in small and medium-sized enterprises. (maximum of 250 words)

Source: _____

Year: _____

3.2 Quota of Women

Is there a voluntary or even mandatory quota of women in companies or organizations in the private sector in your country? **no**

If yes, what is the quota? _____ %

Are there any limitations to this regulation (for example with respect to the company’s size or its corporate form)? yes no

If there is a quota for women in **SMEs** in your country, please briefly describe the form of obligation (voluntary/mandatory) and its restrictions. Subsequently, briefly analyze how the quota is implemented and what consequences it has for the affected businesses. (250 words maximum) If a quota for women only exists in large businesses, please mention this below without giving a detailed description.

There is a law on quota of women for companies which are on the stock exchange market or which have over 500 employees during at least 3 years and have at least 50M euros of turnover : These companies have to dedicate at lease 40% of the managing board positions for each gender. For example : if there are more women than men on managing board positions, there must be at least 40% of men on managing board positions and inversely.

Source: _____

Year: _____

Source: _____

Year: _____

3.3 Alternative Career Paths

Most career paths are linearly organized. In many cases, they correspond with the length of employment in the company and usually yield new job titles, pay raise, managerial authority, and budget responsibility. In many small and medium-sized enterprises, however, linear career paths do not coincide with personnel structure. In addition, these businesses are often characterized by highly specialized technical or contract-based work. In this topic area, our aim is to analyze alternative career paths or models in the participating countries.

Are such career paths common in your country? If there are other alternative career paths, please indicate and briefly describe them below.

CAREER MODELS

- Management career (linear career path)
- Professional career
- Project career
- Competition for public service or military career

Source: _____

Year: _____

4. CORPORATE CULTURE

One core goal of the SWOPS project is to create a corporate culture that promotes equality in the participating SMEs. To this end, we would like to identify criteria that support activity, which reinforces gender equality, and influence structural change in the corporate culture. These measures can be mandatory by law, but also voluntary initiatives.

4.1 Audits, Self-commitment, Awards

Many companies and organizations consciously or subconsciously include their values and visions into their work. More and more awards are allocated to businesses nowadays in order to value their corporate culture or its individual components (e.g. work and life balance) and to reward them for their success within these fields. This is predominantly an opportunity for businesses to distinguish themselves, but it enhances its appeal as an employer at the same time.

Which kinds of audits, self-commitment, and awards that address gender equality does your country provide? Please briefly describe the content and the respective procedures and mention the awarding organization as well as the number of businesses that have previously engaged in these activities in the table below.

Name	Content & Procedures	Number of Companies
Label on gender equity	<ul style="list-style-type: none"> - Actions led in the company for gender equity - Human resources and management - Help for employees when they are parent <p>Companies which have this label are members of the “Club of the equity label”</p>	54 for more than 750000 employees
Apec trophies' for gender equity	<p>The association for executives employment organizes since 2011 a ceremony where 22 ideas or projects for professional gender equality are rewarded. The trophies are given to the companies which initiated the winner project.</p> <p>The rewards are divided by categories like “Big Apec’s trophy”, “Large companies”, “SMEs”, “Public organizations”, or else “Entrepreneurship”.</p> <p>The aim of these trophies are to show that every worker in each company can help gender equality rising not only in his company but also in the whole professional sphere.</p>	27

Source: <http://femmes.gouv.fr/dossiers/egalite-professionnelle/promotion-de-legalite-professionnelle/le-label-egalite/> Year: 2014

Source: <http://tropheesegalite.apec.fr> Year: 2014 _____

Source: _____ Year: _____

4.2 Information Requirements

This section examines whether and if so, which obligations businesses have with regard to providing information on gender equality. Do the following information requirements exist in your country? Please also list any additional information requirements in your country.

- Information requirement and public display of laws
- Training about these topics for employees
- Liability by signature on part of the employer and/or the employee
- _____
- _____
- _____

Please describe specific information requirements in your country, including the potential consequences and/or penalties for violation. (maximum of 250 words)

For the companies which have 50 employees or more : These companies have to conclude a collective agreement at least on two (< 300 employees) or on three (>= 300 employees) of these topics :

- Professional life and family responsibilities
- Working conditions
- Hiring
- Education
- Training
- Professional promotion
- Remuneration

If a company does not respect this obligation of an agreement, the financial enalties can reach 1% of the payroll.

The negotiation has to be done at the company level (and not at the mother company if so)

Source: <http://travail-emploi.gouv.fr/informations-pratiques,89/fiches-pratiques,91/egalite-professionnelle,117/l-egalite-professionnelle-homme,12788.html> _____

Year: 2014 _____

4.3 Measures of Work-Life Balance in Companies

The term work-life balance describes a situation in which a person's work life and her private life are in harmony with each other. A business's personnel policy with focus on work-life balance can be a competitive advantage on the job market. It can help with the recruitment and motivation of employees and the reduction of frequent staff turnover.

Which kinds of measures to enhance work-life balance exist in your country?

- Operational health management
- Shared leadership
- 5 weeks of paid holidays & 35 hours working a week ("saved time account")
- Paid parental holidays ("saved time account")
- Health insurance and complementary health insurance partially paid by employers
- Training on health management
-
-
-

Source: http://www.egaliteprofessionnelle.org/maj/_files/upload/documents/type-3/fiche%2018_equilibre.pdf Year: 2013

5. MODELS FOR EMPLOYMENT AND WORKING HOURS

There is an increased need for flexible working hours and employment models induced by parental leave or special care leave, but also by voluntary work and the wish for external training. Here, we would like to identify different models in France, Poland, Sweden, and Germany in order to apply these experiences to advice small and medium-sized enterprises (SMEs), if applicable.

5.1 Employment Models

Employment models include for example: full-time and part-time jobs, freelance work, student assistance, internships, mini- or respectively midi-job (minor employment), and temporary contracts.

What kind of employment models exist in your country?

This subsection does not purport to be complete. Its goal is to identify different employment models within the four participating countries. Please briefly explain any additional models you include in the list.

- Part-time employment
- Freelance work
- Student assistance
- Internship
- Mini-job
- Midi-job¹
- Temporary contracts
- Intermittent work (for artists)
- Apprenticeship
- Interim

Source: <http://www.lafinancementous.com/Vie-professionnelle-et-retraite/Salaries/Contrat-de-travail-et-remuneration/Differents-types-de-contrats-de-travail> Year: 2014

Source: _____ Year: _____

5.2 Temporary Contracts

What is the percentage of women with temporary contracts? 11.6%

What is the percentage of men with temporary contracts? 8%

Source: Source: http://www.insee.fr/fr/themes/document.asp?ref_id=17876 Year: 2009

5.3 Part-time Jobs

What is the percentage of women employed part-time? 37%

What is the percentage of men employed part-time? 16.3%

¹ In Germany, a job is called a midi-job when it is subject to social insurance contributions, although it is based on relatively low pay.

Source: http://www.insee.fr/fr/themes/document.asp?ref_id=17876
 Year: 2009

5.4 Legal Framework: Working Hours

Flexible working hours distinguish from normal or obligatory working hours in terms of the location and amount worked on a daily, weekly, monthly, or other basis. Among other things, these include flextime, trust-based working hours, or home office.

Has your country passed one or more laws on working hours? **yes**

If so, how is this law called? **Aubry's law II**

Do EU regulations help with the implementation of the national regulations on working hours? **no**

If there is a law on working hours, please explain the main focus of the law. Please address different models of flexible working hours, in particular. If applicable, please analyze how the EU could support small and medium-sized enterprises in implementing working hours arrangements. (maximum of 500 words)

The "legal" weekly working hours is set at 35 hours in France (or the annually equivalent). An employee can work less or more but can't work more than 10 hours a day or 48 hours a week. If someone work more than 35 hours a week, the next worked hours are called "complementary hours". The complementary hours' remuneration for the employee is increased by 0.25%. These hours with the increase of 0.25% can be given to the employee on his salary or can be given in a time account for holidays. The annually limit of complementary hours is set to 220 hours. Concerning the obligatory working hours: it depends to the employer to set the hours when the employees must work. Most of companies set the official working hours between 9am and 5pm but most of employees can work before 9am and leave before 5pm or work after 9am and leave after 5pm if the legal working of 35 hours a week is respected.

Another model exist for working hours. It's called "Day package" ("forfait jour"). This package is used most of time for the executive officers (or autonomous employees) who are working much more than 35 hours a week. This day package allow the employee to work when he wants (obviously with the agreement of his employer). He has no obligatory working hours but he can't work more than 218 days a year.

Finally, the "part time contract": Employees can have part-time jobs but since 2014 every part-time job working hours can't be set under 24 hours a week.

Source: <http://travail-emploi.gouv.fr/informations-pratiques,89/fiches-pratiques,91/duree-du-travail,129/la-duree-legale-du-travail,1013.html> Year: 2010

Source: <http://travail-emploi.gouv.fr/informations-pratiques,89/les-fiches-pratiques-du-droit-du,91/duree-du-travail,129/les-conventions-de-forfait,1022.html> Year: 2012

Source: <http://www.juritravail.com/Actualite/travail-temps-partiel/Id/143911> Year : 2014

5.5 Modes of Flexible Working Hours

What are the different modes of flexible working hours applicable in your country?

This subsection does not purport to be complete. The aim is to identify different modes of flexible working hours in the four participating countries. This can be helpful in order to broaden and

improve the modes of flexible working hours in the participating SMEs in other countries. Please briefly explain any additional models you include in the list.

- Flextime²
- Job sharing³
- Amorphous or volatile flextime⁴
- Trust-based working hours
- Home office
- Bandwidth model⁵
- Sabbatical⁶
- Working time reduction
- _____
- _____
- _____
- _____

Source: <http://vosdroits.service-public.fr/particuliers/F75.xhtml>_____

Year: 2014_____

Source: _____ Year: _____

5.6 Working Hours Accounts

Accounts for working-hours track the time that the employee has actually worked (including holidays, sick leave, overtime etc.) manually or electronically and offsets it against the working hours outlined in the Collective Agreement or Contract of Employment. This way, the employee can collect flextime credit or debit that needs to be cleared within a specified time period.

Do businesses in your country have the opportunity to implement **yes** accounts for working hours?

If so, is there a legal framework for accounts for working hours? **no**

If so, please briefly explain the legal framework for the organization and administration of accounts for working hours. If applicable, refer to different modes of such systems. (maximum of 250 words)

The working hours account needs an agreement between the employees and the employer. This agreement establishes on how the account can be filled and how it can be used.

²The number of the daily working hours can be chosen freely within this framework. An obligatory time may determine the minimum presence within a given time frame.

³Distribution of the normal working hours within two or more persons who share their workplace.

⁴The amount of the working hours is set, the location and the duration of the working hours can be selected freely by the employee and it is not checked on by the business.

⁵In some weeks during the year, the employee is allowed to work shorter or longer hours in accordance with the business' current needs.

⁶Sabbatical refers to the company's permission of continuous, often long-term, recreational leave. For example, to clear time credit or as unpaid leave.

Source: <http://travail-emploi.gouv.fr/informations-pratiques,89/les-fiches-pratiques-du-droit-du,91/conges-et-absences-du-salarie,114/le-compte-epargne-temps-cet,1045.html>

Year: 2014

Source: <http://vosdroits.service-public.fr/particuliers/F1907.xhtml> Year: 2014

How many SMEs use accounts for working hours? 21%

Source: <http://www.senat.fr/rap/I04-203/I04-2034.html> Year: 2005

If you are unable to provide reliable information on the use of working hours accounts in SMEs in percentages, please briefly assess the prevalence of such systems in SMEs in your country. (maximum of 100 words)

Source:

Year:

6. DEVELOPMENT OF HUMAN RESOURCES AND TRAINING

Training and other measures of personnel development focus on average on (1) full-time rather than part-time employees and on (2) professional and managerial staff compared to lower-level positions. This topic aims at analyzing whether there are differences between women and men with regard to participation in training, as well as the length, content, and scheme of training.

6.1 Participation in Training

What is the percentage of female employees participating in training?	43%
What is the percentage of female employees in professional ⁷ and managerial positions ⁸ ?	9%
What is the percentage of female employees in professional and managerial positions participating in training?	_____ %
What is the percentage of female employees in part-time jobs? participating in training?	37%
What is the percentage of male employees participating in training?	41%
What is the percentage of male employees in professional and managerial positions?	13,4%
What is the percentage of male employees in professional and managerial positions participating in training?	_____ %
What is the percentage of male employees in part-time jobs?	16,3%
What is the percentage of male employees in part-time jobs participating in training?	_____ %

Source: http://www.insee.fr/fr/themes/document.asp?ref_id=17876#deux Year: 2009
<http://ec.europa.eu/eurostat/> Year: 2013

6.2 General Conditions of Training

This section aims at identifying whether and to what extent the length and content of training differs across women and men. If you are unable to quantify, please try to give an estimate on the basis of the relevant literature. Please use the box below.

How often a year do women take part in training?	_____ x per year
How many days a year do women take part in training?	_____ days per year

⁷ A professional employee is commonly described as a person who has successfully completed an industrial, managerial, or other professional training.

⁸ An employee in a managerial position is commonly described as a person who takes on managerial responsibilities in a business. These include planning, organizing, controlling, or leadership. In this study, we consider the Managerial Director and three managerial sub-levels (MD-3).

How often a year do men take part in training? _____ x per year

How many days a year do men take part in training? _____ days per year

Source: _____ Year: _____

What is the content of the training sessions that women predominantly participate in? Please give an assessment and provide at least two sources as evidence. (maximum of 100 words)

Source: _____ Year: _____

Source: _____ Year: _____

What is the content of the training sessions that men predominantly participate in? Please give an assessment and provide at least two sources as evidence. (maximum of 100 words)

Source: _____ Year: _____

Source: _____ Year: _____

If you would like to add anything with regard to the general conditions of training across female and male participants, you have the opportunity to do so using the box below. (maximum of 250 words)

Source: _____ Year: _____

6.3 Training Models

Training models include, for example: internal and external training, dual, e-learning and collaborative qualifications.

What are the kinds of training models applicable in your country?

This subsection does not purport to be complete. The aim is to identify different kinds of training models in the four participating countries. These might be helpful in order to establish similar programs in the participating businesses that are equally open to female and male employees and which are based on the experience of other countries.

(a) Internal training

- Job rotation
- Internal mentoring
- Leadership development
- Workplace integrated trainings

- _____
- _____
- _____

Source: _____ Year: _____

(b) External training

- Training (for personal development, e.g., professional, methodological, interpersonal, or social skills)
- External mentoring

- _____
- _____
- _____

Source: _____ Year: _____

(c) Dual qualifications

- Dual studies⁹

- _____
- _____
- _____

Source: _____ Year: _____

(d) E-learning

- Distance learning
- Blended learning

⁹ Based on the dual training system in Germany, dual studies refer to a university degree with fixed blocks of practical training in businesses.

- _____
- _____
- _____

Source: _____ Year: _____

(e) Collaborative qualifications

- Collaborative training venture¹⁰
- _____
- _____
- _____

Source: _____ Year: _____

If you have added other models of training and qualifications, please briefly assess how they promote equality or whether they are susceptible to further discrimination. (maximum of 250 words)

Source: _____ Year: _____
Source: _____ Year: _____

¹⁰ Collaborative training venture refers to the co-operation of individual businesses in the vocational training. Participating businesses support each other with the practical training if one business is not able to teach specific skills due to the in-business procedures.

7. SALARY STRUCTURES

There is a significant salary gap between women and men in similar or equivalent positions in Europe. The human resources strategy oriented towards structural changes aims at achieving an equal value and equal pay of the work done by women and men. Therefore, this section compares the salary structures of women and men.

7.1 Average Income

What is a man's average annual income in your country? 21700 EUR/annually

What is a woman's average annual income in your country? 15600 EUR/annually

Source: http://www.insee.fr/fr/themes/document.asp?ref_id=ip1436 Year: 2011 _____

7.2 Differences in Pay Levels (Gender Pay Gap)

The Gender Pay Gap (GPG) describes the average difference in hourly wages and thus the direct income differences between women and men in the national economy. It can be distinguished between adjusted and unadjusted Gender Pay Gaps, where the adjusted GPG removes any bias inferred by different infrastructures, such as differences in education, career choices, and qualifications of women and men.

What is the unadjusted Gender Pay Gap in your country? 15,4 %

What is the adjusted Gender Pay Gap in your country? _____ %

Source: <http://ec.europa.eu/eurostat/tgm/table.do?tab=table&init=1&plugin=1&pcode=tsdsc340&language=fr> _____ Year: 2012 _____

7.3 Gender Pay Gap in Managerial Positions

The proportion of women in managerial positions is significantly lower when compared to men. In addition, they usually earn less in these positions than men in equivalent roles. Therefore, this section identifies the gender pay gap in managerial positions.

What is the Gender Pay Gap in managerial positions¹¹ in your country? 16,30 %

Source: http://lentreprise.lexpress.fr/rh-management/remuneration-salaire/salaire-les-femmes-cadres-payees-20-de-moins-que-les-hommes_1517150.html Year: 2013

¹¹ The definition in section 3.1 is used here. Managerial positions refer to the Managerial Director as well as the three managerial sub-levels.

8. COMPATIBILITY OF JOB AND PRIVATE LIFE

The objective of this topic area is to analyze the conditions that allow the compatibility of the job with the family/private life. These include the employee's rights such as maternity protection, parental benefit and leave as well as child care, and employment with children. In order to map this topic area adequately for each country, it is beneficial to also analyze the role models of women and men.

8.1 Legal Framework: Maternity Protection

Maternity protection describes the protection of mothers before and after their child's birth. This includes prohibition of employment, protection against dismissal for pregnant women and mothers as well as a maternity insurance, i.e. continued payment during the mother's absence. EU Directive 92/85/EEC has established consistent minimum standards to secure and improve the health protection of pregnant and breast-feeding female employees. It further regulates maternity leave and potential discrimination at work. The next section aims at explaining the legal framework of maternity protection in the four participating countries.

Is maternity leave legally regulated in your country? **yes**

If so, please explain the characteristics of maternity protection in your country. Also focus on the maximum length and the financing of maternity leave as well as the protection against dismissal and prohibition of employment. (maximum of 250 words)

Hiring : A pregnant woman can not be discriminated for a job interview. The employer must not ask any question about a current or a future pregnancy.

Firing: Pregnant woman firing is allowed for only two reasons:

- serious misconduct unlinked to her pregnancy
- economical reason

And even for these two reasons, the woman can't be notified during her pregnancy leaving.

Working conditions: a pregnant woman must not work outside after 10 pm or when the temperature is under 0°C.

Maternity leave :

First or second birth: 6 weeks before childbirth, 10 weeks after

Third birth: 8 weeks before birth, 18 weeks after

Multiple births (2 twins): 12 weeks before, 22 weeks after

Multiple births (3 or more twins): 24 weeks before, 22 weeks after

The maternity leave can be increased in case of premature birth, death or sickness for the mother

During her maternity leave, the pregnant woman earn a daily allowance depending on her job and her salary. This allowance can't be under 9.26€/day

Source: <http://droit-finances.commentcamarche.net/faq/699-le-conge-maternite-duree-et-calcul>
Year: 2014

Source: <http://droit-finances.commentcamarche.net/contents/1457-le-conge-maternite> Year: 2014

8.2 Legal Framework: Parental Leave

Parental leave describes the legal right to unpaid exemption after child birth. In this section, it is relevant to us whether or not parental leave is implemented in your country and if so, how it is legally regulated.

Do you have legally regulated parental leave in your country? **yes**

If so, please explain how this is regulated in particular with regard to the length and the recipient of parental leave (mothers/fathers/grandparents). You can also briefly describe the historical development of parental leave in your country. (maximum of 250 words)

The parental leave was created in 1977. At first, not everybody had the right to take a parental leave. Only employees in companies which had over 100 employees could take a parental leave. Fathers couldn't take a parental leave until 1984.

More than the parental leave, 3 days of "child sickness" are allowed for each employee since 1994.

The length of the parental leave is set at 1 year / child for each parent. The parental leave can be extended two times but can not stand after the third birthday of the child.

In case of multiple births, the parental leave can be extended until the admission in the kindergarten for the kids. In case of multiple births of 3 or more children (or 3 or more adopted children), the parental leave can be extended 5 times to finish at the latest at the sixth birthday the children.

In any case and for any reason, the parental leave can't be denied by the employer.

The parents can't have a paid job during the parental except the job of childminder.

But the parents can find a professional training during the parental leave.

During the period of the parental leave, the employer has to keep the job free for the employee. Or he has at least to keep a similar job (same kind of job, same salary). At the end of the parental leave, the parents can go back to their job.

Source: http://travail-emploi.gouv.fr/informations-pratiques.89/les-fiches-pratiques-du-droit-du.91/conges-et-absences-du-salarie.114/le-conge-parental-d-education.12819.html#sommaire_5

Year: 2015

Source: <http://www.employer-une-nounou.info/divers/histoire.php> Year: 2005

8.3 Effective Use of Parental Leave

This section aims at comparing the legal framework with the actual conditions of parental leave.

For example, while fathers often have the opportunity to take parental leave, they are unlikely to do so or only take parental leave for a short time period.

What is the percentage of mothers in parental leave in your country? 33 _____ %

On average, how long do mothers take parental leave in your country? _____ months

What is the percentage of fathers in parental leave in your country? 2 _____ %

On average, how long do fathers take parental leave in your country? _____ months

Source: http://www.insee.fr/fr/themes/document.asp?ref_id=ip1454

Year: 2013

8.4 Legal Framework: Parental Benefits

Parental benefits are transfer payments by the government to families in order to support the livelihood of small children. They are predominantly paid as compensation. Parental benefits are paid even if maternity leave has come to an end. The length of payments varies across the EU member states.

Does your country have a parental benefits scheme?

yes

How is the payment of parental benefits regulated in your country?

As parental benefits widely vary across countries, please explain the length of payments and the amount of benefits paid in your country. If there are alternatives measures to parental leave or different schemes related to parental benefits, you can mention them below. (maximum of 250 words)

In France, a family can have parental benefits at the birth of the second child and over:

- Two children : 129.35€/month
- Three children : 295.05€/month
- Four children : 460.77€/month
- More : 165.72€ each child€/month

When your children reach 14 years old, the family can have 64.67€ in addition. If you have only two children you can't have this extra for the elder.

The family can have these parental benefits until their penultimate child is 20 years old.

If the family has a child over 20 years old who still leaves at home, a payment of 81.78€/month is given under the condition the family received parental benefits for at least three children the previous month of his 20th birthday.

Source: <http://www.caf.fr/aides-et-services/s-informer-sur-les-aides/petite-enfance/les-allocations-familiales-af-0>

Year: 2015

Source: _____

Year: _____

8.5 Role Models of Women and Men

This section is dedicated to the discussion of traditional gender roles in the participating countries. Please briefly discuss the characteristics and/or behavior typically associated with women and men in your country. Talk about the historical developments and analyze whether they disappeared or still exist today. (maximum of 500 words)

During the WWII, the role of women suffered from the doctrine of Marshal Philippe Pétain, who considered that the women rights had to disappear in favor of the family. In France, this doctrine is associated with the motto "Travail, famille, patrie" (Work, family, homeland), which encouraged women to stay home to take care of her children and men to go to work to protect the country. Some laws were voted (like Gournot's laws on 29th of December 1942, called "Family's convention") which encouraged marriages and large families while the divorce was much harder. The abortion is also forbidden and considered as a crime for high treason. Meanwhile, many trophies are given to women who had many children. In may 1941, Mothers Day is created.

Education:

The teachers are also not educated in the same way to teach different according the gender : the girls were learning swing, ironing, washing and cooking while the boys are educated to be blacksmiths, carpenters or masons.

After the end of the WWII, voting rights are given to women (on the 21th of april 1944).

At school, the genders are still physically separated until 1957. After, and despite the diversity, there was no real equity on the orientation for education : women still stop more earlier their education than men.

But in 1971 there is a twist and the students who have the baccalauréat (das Abitur) are more likely women than men.

Work and marriage:

In 1968 17% of women who are married already lived with a boyfriend. In 1977 it represents 44% of women. Being married is very important for men and women in our society. The age of the marriage is one of the symbols on social and cultural mutations concerning the French society.

In fact, from the beginning of the 20th century to 1980, men and women are married (for the first time) between an average of 20 and 24 years old. In 2013 the average age of marriage is between 30.5 and 32.3 years old.

This is very representative of the evolution between women and men during the XXth and XXIst century: More and more women are managers in their company. Gradually, the personal and professional lives are separated.

Family:

In 1974 the contraception for women over 21 years old is allowed.

In 1975 the abortion is allowed.

In 1982 the abortion is refunded by the social care.

In 1985 a law recognizes the equity on financial and education duties on kids for the two parents.

As we could see, the role of women and men changed a lot during the 20th century. Over the time, women gained more and more rights which have deeply changed the way the role of the two genders is seen in our society, especially during the 30 last years. The family has changed and while women had a better education and had more and more an employment, men took gradually responsibilities in the family.

However, despite many laws on gender equity, the gap between genders still remains very important.

Source: http://www.insee.fr/fr/themes/document.asp?ref_id=ip1339#inter1

Year: 2011

Source: http://www.wiki-brest.net/index.php/Histoire_de_l%27%C3%A9volution_de_la_condition_de_la_femme#I._Les_femmes_durant_la_seconde_guerre_mondiale Year: 2013

Source: http://www.insee.fr/fr/themes/detail.asp?ref_id=bilan-demo&page=donnees-detaillees/bilan-demo/pop_age3b.htm#primo-nuptia-age-moyen-1m-f-fe Year: 2013

8.6 Child Care

How is child care regulated in your country?¹² Please check whether the different kinds of child care listed below exist in your country. Subsequently, you have the option to add any other kinds of child care that exist in your country. If you use this option, please briefly describe each of them.

Day nursery¹³ -> yes

Kindergarden -> yes

¹² The following forms of child care are excluded from this analysis: schools, boarding schools, and children's homes.

¹³ Special kind of child care for infants and toddlers.

After-school care¹⁴ -> yes

Play groups

Day care (nannies) -> yes

~~Day school¹⁵~~

Day trips¹⁶-> yes

Nursery

Childminder at home

Source: http://www.insee.fr/fr/ffc/docs_ffc/DONSOC06h.PDF _____

Year: 2006 _____

Source: _____ Year: _____

8.7 Legal Framework: Child Care

Does a legal entitlement to childcare exist in your country? yes

If so, what does this right entail? Please explain the financial framework of the child care and whether or not different requirements apply for children at different ages. If there are any additional incentives for child care, you can also explain them here. (maximum of 250 words)

- in a public structure (or in a certified structure), parents benefit of very low costs thanks to the grants of many public organizations.

Moreover, they can have (under conditions) a financial allowance for:

- hiring a personal childminder or using a certified organization

- being an "isolated parent" unemployed

They also can have a tax credit for nannies and babysitters.

Source: <http://vosdroits.service-public.fr/particuliers/F601.xhtml> _____

Year: 2015 _____

Source: _____ Year: _____

8.8 Effective Condition of Child Care

Regardless of any legal entitlement to child care, this section analyzes the effective condition of child care. The analysis provides the basis to evaluate the need for flexible working hours, such as part-time employment or home office.

Does your country provide enough places for the care of children under the age of 3? no

Does your country provide enough places for the care of children aged 3 and above? no

¹⁴ This kind of child care integrates to formal schooling and takes places in the afternoon.

¹⁵ Day schools are an alternative to after-school care clubs. Students are taken care off over large parts of the day.

¹⁶ Day trips describe day care of children during school holidays. They can take place on individual days or over a couple of days during the week.

What is the percentage of children under the age of 3 accommodated in public or private care? **15,8%**

What is the percentage of children aged 3 and above accommodated in public or private care? **?% All the children over 3 years old are going to school**

If the percentages are low or do not meet the legal standards, please elaborate on the possible reason below. (maximum of 250 words)

In France a place in public or private care costs more than a place in a Day care with a nannie. It's a paradox because a public or private collective care host more children than a day care. This paradox would be caused by an over-regulation on the hosting conditions in public or private collective care compared to the other kinds of child care. This over-regulation causes many financial problems (need a lot of money to adapt the reception conditions)

Source: https://www.caf.fr/sites/default/files/cnaf/Documents/DCom/Presse/Communiqu%C3%A9s%202013/14nov2013_DP_Obsevatoire.pdf Year: 2011

Source: <http://www.contrepoints.org/2013/06/05/126687-pourquoi-manque-t-on-de-places-en-creche-en-france> Year: 2013

8.9 (Part-time) Employment for Parents

This section is about general employment for parents, but it also deals with part-time employment of mothers and fathers. It is noteworthy that mothers are more inclined to take part-time jobs in comparison to fathers and that the traditional role of women as a housewife and mother persists in some regions in Europe.

What is the percentage of permanently employed fathers at working age? 60 %

What is the percentage of permanently employed mothers at working age? ? %

What is the percentage of fathers at working age in part-time jobs? ? %

12% of men modified their weekly working time after a birth. But we don't have the percentage of fathers in full or part time employment.

What is the percentage of mothers at working age in part-time jobs? 31 %

Source: https://www.caf.fr/sites/default/files/cnaf/Documents/DCom/Presse/Communiqu%C3%A9s%202013/14nov2013_DP_Obsevatoire.pdf Year: 2011

Source: http://www.insee.fr/fr/themes/document.asp?ref_id=ip1454 Year: 2013