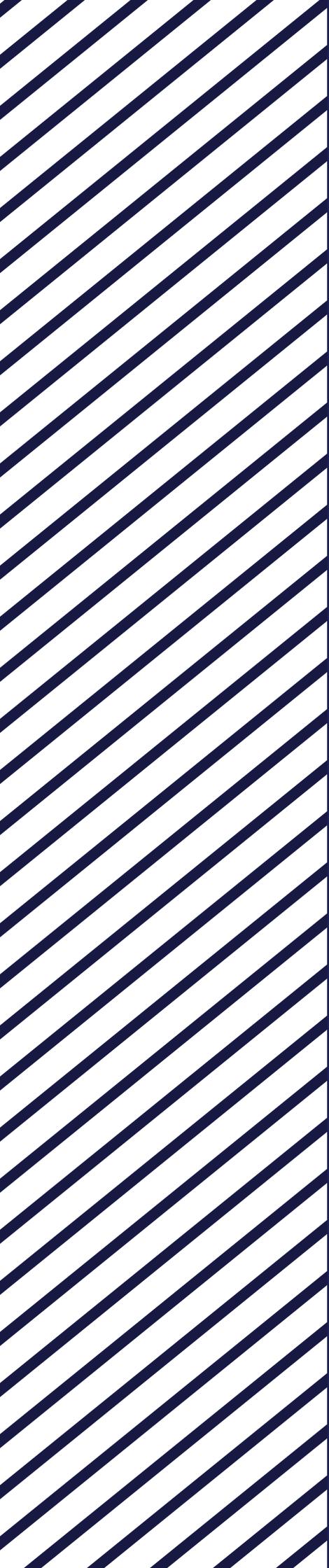


2019



CONFÉRENCE DES
**GRANDES
ÉCOLES**

ANNUAL REPORT



00 INTRODUCTION

p. 2

- Editorial by the President

p. 4

- The CGE and public authorities

p. 6

- Key figures and Highlights

04 OBSERVATORY

p. 50

- Incubators' mapping

p. 52

- 2019 Professional Integration Study

p. 55

- The Conférence des Grandes Écoles

p. 58

- Grandes Écoles: major stakeholders in higher education and research

p. 59

- Label Evolution

The 2019 annual report covers the financial year: September 1st, 2018–August 31st, 2019

Mise en pages : Valérie Latchague Causse - 06 81 69 14 99
Crédits photos : © Christian Jacquet

01

THEMATIC ARTICLES

p. 10

- Apprenticeship in the Grandes Écoles: a model to be kept!

p. 12

- Social openness: building on successful experiences and proven mechanisms

p. 14

- Ministerial Signatures of the 2nd Disability Charter

p. 15

- Publication of the 1st disability barometre

p. 16

- 4th edition of the DuoDay

p. 18

- Scholarships' ceremony to promote international mobility for students with a disability status

02

CGE'S ACTIVITIES

p. 21

- Startup creation: how to attract talent

p. 22

- Lille Congress "Grandes Écoles et transformations sociétales" (Grandes Écoles and societal transformations)

p. 24

- Colloquium "Student Initiatives"

p. 26

- R²D² -ENA

p. 27

- General Assembly

p. 28

- Colloquium "Human and Social Sciences in the Grandes Écoles"

03

ACTIVITIES OF THE CGE'S COMMITTEES

p. 30

- Accreditation

p. 34

- Upstream

p. 35

- Downstream

p. 36

- Management School Chapter

p. 38

- Communication

p. 40

- Sustainable Development and Social Responsi

p. 42

- Diversity

p. 44

- Education

p. 46

- Research and transfers

p. 47

- International relations

p. 48

- Student life

05

THE CGE AT A GLANCE

p. 62

- CGE Organizational Chart

p. 63

- Executive Committee

p. 64

- Strategic Orientation Committee

p. 64

- Board

p. 64

- General Delegation

p. 66

- CGE member schools

p. 68

- CGE member companies and organizations



ANOTHER BUSY YEAR FOR THE GRANDES ÉCOLES AND THE CGE

The 2018-2019 academic year was just as intense as the two previous ones for the CGE and its 229 Member Grandes Écoles, as it was punctuated by the numerous reforms launched by the government – Ore, Lcap, Essoc, and Pacte laws, reforms on the baccalaureate and high school, reform and professionalization of the first cycle, ordinance on merging, national strategy “Bienvenue en France” (“Welcome to France”), research planning law, etc.

Those reforms impact schools by changing the guidelines of their fundamentals and their pedagogical and economic models: international subjects, student life, research, territorial enrolment and

site policies, ... Furthermore, particular challenges on the financing of apprenticeship and the obtaining the bachelor's degree emerged this year marked by the impact of the baccalaureate's reform on access to the Grandes Écoles.

All these are major projects for the Conférence des Grandes Écoles which has tirelessly carried the voice and proposals of its members, fueled by the reflections of its bodies, committees and work groups mobilized on these issues.

THE “GRANDE ÉCOLE” LABEL SUPPORTED BY THE NEW CGE'S VISUAL IDENTITY

With the integration of 8 new members, 19 ongoing applications and 56 new applications for training accreditation, the attractiveness of the Grandes Écoles and the CGE is confirmed.

The new dynamic and colorful visual identity of CGE, unveiled in February 2019, bears the “Grande École” label in an assertive manner. The

new communication strategy towards high school students, undergraduates and their families has taken the form of an active presence at student fairs, and the development of new tools, guides and web products such as the pitch “A Grande École? What's this exactly?”. Disclosed in June 2019, it explains in 180 seconds how to join a Grande École, the knowledge and prospects such a formation offers.

THE PROFESSIONAL INTEGRATION OF GRADUATES OF THE GRANDES ÉCOLES ALWAYS AT THE HIGHEST LEVEL

The results of the 2019 integration survey, published last June, are even better than the performances of previous years, which were already excellent! Hiring speed, net employment rate, wage level, share of permanent contracts, apprenticeship performance, etc. All indicators are at their highest level since 2010. Another striking feature is that 84% of young workers declare they are very satisfied



ALL INDICATORS ARE AT THEIR HIGHEST LEVEL SINCE 2010.

or satisfied with their jobs, an indicator that is rising as well compared to the previous year. The only problem is the gender gap in hiring still persisting and disadvantaging women.

GRANDES ÉCOLES AND THE CGE IN THE FOREFRONT ON SOCIETAL ISSUES, AND FLAGSHIP INITIATIVES ON DISABILITY

Social responsibility and sustainable development, social openness, entrepreneurship, student engagement and initiatives, international questions... This report deals with the way the Grandes Écoles and their students are a source of proposals on societal issues. As you will probably observe,

this year has been particularly prolific on the issue of the inclusion of disabled students, with flagship initiatives of the CGE and its work group on disability, which have mobilized many partners and have been taken up at the highest political level.

MEASURING, UNDERSTANDING AND ANTICIPATING... THE CHALLENGES OF THE 2019 ACADEMIC YEAR

Each year, the CGE produces new indicators and surveys that make it possible to measure and improve collective performance and to understand the changes taking place in order to anticipate them in a better way.

Thus, after the 1st edition of the disability indicator in November 2018, the 1st mapping of incubators in December 2018, the 2019 school year will be marked by the 5th indicator on gender equality, the 2nd edition of the social opening indicator, but also the 2nd edition of the CGE-Ipsos national study on how French people, companies

and recruiters perceive the higher education system and the Grandes Écoles.

Following this logic of anticipation, the CGE's annual congress in Lille in October 2018 focused on societal transformations, while the congress in Lyon in October 2019 focused on the question of new skills and new professions. What are we training young people for nowadays? What do they teach us? How do we prepare them for tomorrow's world? The strength of the CGE relies on the involvement of its members and their ability to think and work together. At our general meeting in June 2018, our bodies were partially renewed. I warmly welcome the commitment of the directors who have reached the end of their term of office and that of the newly elected members who will continue to work together and meet the challenges.

Thank you for your renewed confidence. With kind regards.

Anne-Lucie Wack, President of the Conférence des Grandes Écoles

Key figures and highlights

475,520

STUDENTS

in all CPGE's programs in 2017-2018 (see RERS 2018 (Reciprocal Knowledge Exchange Network), chapter 6.1 "higher education enrolments: 2017-2018"), i.e. 17.8% of the enrolment in higher education

144

ENGINEERING SCHOOLS

(all approved by the Commission des Titres d'Ingénieur, the committee responsible for accreditation of engineering institutions, which is a condition required to apply for the CGE)

39

FRENCH MANAGEMENT SCHOOLS

(authorized to deliver the national master's degree (list of the CEFDG, the National Commission for the Evaluation of Training and Qualifications in Management))

33

SCHOOLS OTHER SPECIALIZATIONS

FROM **300** TO **11,000**
STUDENTS PER INSTITUTION

a diploma requiring

5 TO 6

YEARS OF POST-BACCALAUREATE EDUCATION

40.8%

MASTER GRADUATES
in France in 2016 (see RERS 2018 about the graduates 2016 and CGE - Flow of graduates 2016)

13

FOREIGN INSTITUTIONS

8

COMPANIES

37

ORGANIZATIONS

with activities related to higher education



THE NEW MEMBERS OF THE CGE

“SCHOOLS” COLLEGE

Board meeting of November 2018

- INSTN – Director: Eric Gadet

Board meeting of March 2019

- IEP Bordeaux – Director: Yves Déloye
- ENSA Lyon – Director: Nathalie Mezureux



PUBLICATIONS AND SURVEYS

2018

- October 4th: 2018 Annual report
- November 19th: 1st disability indicator
- December 4th: Development of entrepreneurship in ESR (Research and Higher Education) institutions – performance monitoring dashboard
- December 4th: Mapping of the incubators of the Grandes Écoles

2019

- January: Proceedings of the Lille congress “Grandes écoles et transformations sociétales” (Grandes Écoles and societal transformations)
- January 15th: Survey “Number of students enrolled in 2018–2019 and flow of all graduates 2018”
- April 4th: Collection of student initiatives for the CGE 2019 conference
- June 11th: Guide “Zero waste on campus”
- June 18th: 2019 Professional Integration survey, 27th edition

HIGHLIGHTS

2018

- October 3rd: Meeting of the presidents of the regional CGEs in Lille
- October 4th and 5th: CGE convention in Lille “Grandes écoles et transformations sociétales” (Grandes écoles and societal transformations)
- December 4th: “Startup creation: how to attract talent” day, in partnership with the Caisse des Dépôts (Deposits and Consignments Fund)

2019

- February 5th: CGE General Assembly at the IESEG School of Management, with the presentation of the CGE’s new visual identity
- February 11th: “Inclusive process and international mobility of disabled students” day at UniLaSalle Beauvais
- April 4th: Conference “Student Initiatives” at the École Polytechnique
- May 7th: Launch of the CDEFI–CGE–CTI “Press certified data” portal
- June 4th: Elective General Assembly of the CGE at Télécom Paris, in the presence of F. Vidal, MESRI
- June 18th: CGE press conference “2019 Survey on the Professional Integration of Young Graduates”
- July 4th: Presentation of the MHA (Master’s in Healthcare Administration) scholarships for the international mobility of ESHs in the presence of Richard Ferrand and Sophie Cluzel

INAR DAYS, CONVENTIONS AND SYMPOSIUMS OF THE COMMITTEES AND WORK GROUPS

2018

- October 11th: WG Competencies at Audencia, Paris campus
- November 7th: Annual CGE-CPU Assembly of the committees for Sustainable Development and Social Responsibility in ESR institutions, Paris
- November 8th: 1st CGE-CPU-CDEFI-CNOUS seminar on the CVEC (Student Life and Campus Contribution) in Paris
- November 29th: Joint CGE-CDEFI International Relations Commission
- December 3rd-4th: 1st CGE-CPU-REUNIFEDD seminar on the FECODD (Training, Education for Skills contributing to the Sustainable Development Objectives), Paris
- December 5th: General Assembly of the Management Schools Chapter

2019

- January 25th: International Relations Commission workshop day with the French Development Agency (AFD)
- 31st January and February 1st: Seminar of the France-Benelux Principle for Responsible Management in Education Chapter (PRME) in Amsterdam

- February 6th: Plenary Assembly of the stakeholders of the SD&RS label (Sustainable Development and Social Responsibility), AgroCampusOuest
- March 18th and 19th: Seminar CGE-CDEFI-BNEI "Cpas1Option" at INSA, Strasbourg
- March 20th: General Assembly of the Chapter of Business Schools
- 28th-29th March: Research WG meeting at Skema, Nice campus
- May 9th-10th: WG Deans meetings at Skema, Nice campus
- May 16th: 1st participation of the CGE in DuoDay
- May 15th-17th: 32nd Company Relations meetings, La Rochelle BS, Excelia Group
- May 21st: WG International Relations meetings
- May 21st-22nd: R2D2 at ENA, Strasbourg
- June 11th-14th: Decentralized meetings of the Disability WG, EM Normandy
- June 13th-14th: Sport and business seminar, INP Grenoble
- June 18th: Launch of the Universal National Service
- June 19th: General Assembly of the Chapter of Business Schools
- June 25th: WG Gender Equality meetings (Lyon 3 University)
- June 26th: Conference "Human and social sciences", Arts et Métiers, ParisTech
- July 3rd: Seminar to launch the Tour de France Agir Ensemble (Act Together), Paris
- July 9th-10th: 2nd FECODD seminar in Paris

THE ACCREDITATION COMMITTEE MET FOR PLENARY SESSIONS IN

2018

- on November 7th and December 5th

2019

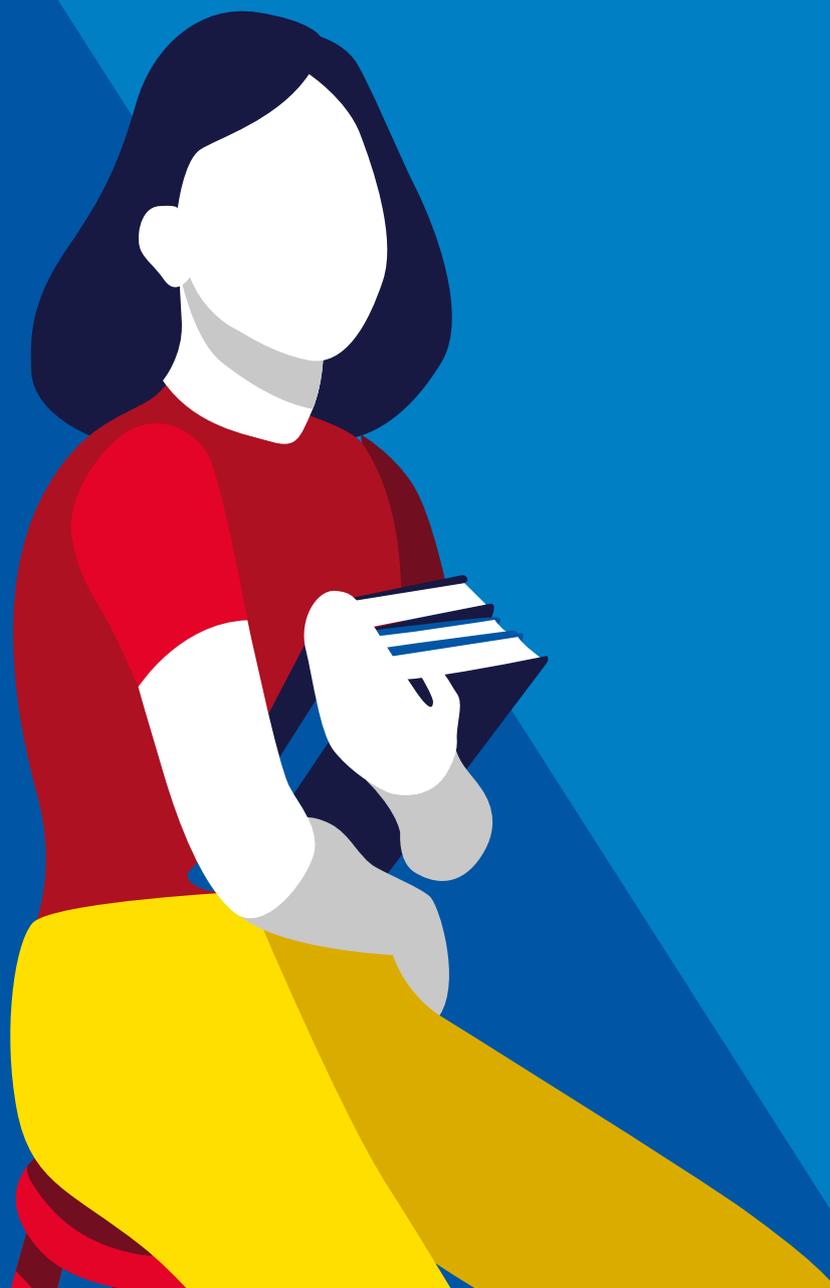
- on January 31st, February 21st, March 21st, March 28th, April 18th and June 5th for special sessions.

THE NEW PARTNERSHIPS OF THE CGE

- October 28th, 2018: partnership agreement with the Institut de l'engagement (an Institute which set itself the mission of promoting the engagement of young people) and the CPU (Conference of the University Presidents)
- January 17th, 2019: "Sco-Sup" charter with the MEN and MESRI
- January 24th, 2019: "National Guard" charter with the Ministry for the Armed Forces, MESRI (Ministry of Higher Education, Research and Innovation), the CPU and the CDEFI
- February 11th, 2019: 2nd disability charter with MESRI and the Secretary of State for Disability
- February 11th, 2019: MHA convention on the creation of SIESH stock exchanges
- April 9th, 2019: founding member of the Gudini network with Handicap International

01

THEMATIC ARTICLES



Apprenticeship in the Grandes Écoles: a model to be kept!

APPRENTICESHIP IN HIGHER EDUCATION GIVES A BOOST TO THE ENTIRE APPRENTICESHIP CHAIN

One of the characteristics of apprenticeship training is its strong link with the economic world. This observation clearly confirms the figures for the professional integration of young people in apprenticeship with an integration rate of 82% ⁽¹⁾ from higher levels in 2018 and 1/3 of graduates hired on permanent contracts. Indeed, this field attracts young people who wish to develop operational skills and integrate quickly. **In 2018, there are 152,454 ⁽²⁾ apprentices in higher education, representing more**

1. Source: DGEPP information note. April 2019.
2. Source: Statistical benchmarks and references, 2018.



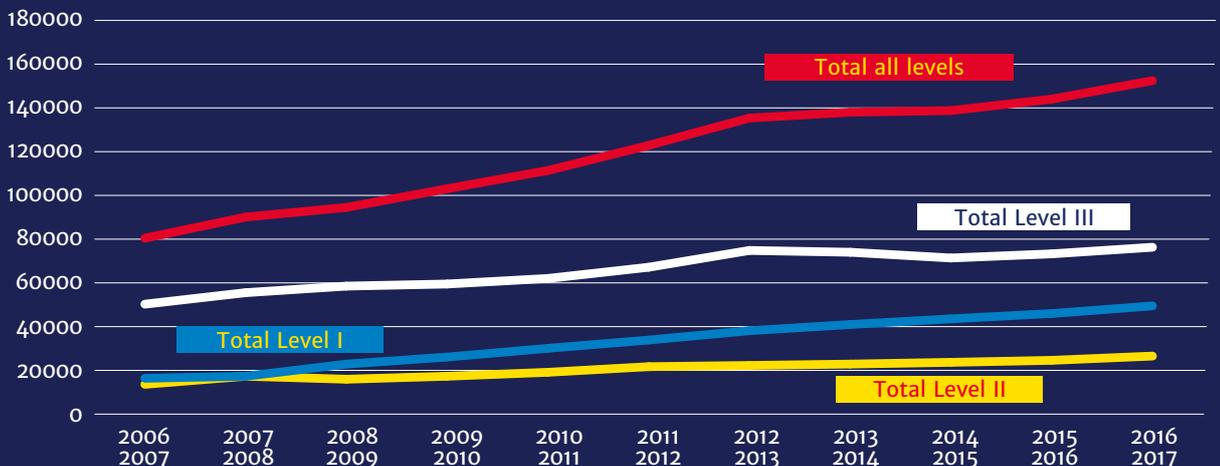
UN TAUX NET D'EMPLOI À 6 MOIS DE 90,3 % POUR LES APPRENTIS

than a third (37%) of the total number of apprentices. Those figures have been rising for several years, as confirmed by the graph below. Apprenticeship has been possible in higher education since the Séguin reform in 1987, but really developing only in the mid-1990s. From the 2000s onwards, growth has accelerated with the opening of bachelor's and master's degrees following the BMD reform (Bachelor, Master, Doctorate).

Evolution of the number of apprentices in higher education (2006-2017)

European classification of professional certification levels applied as of 01.01.2019

- Level 3 (former level V)
- Level 4 (former level IV)
- Level 5 (former level III)
- Level 6 (former Level II)
- Levels 7 and 8 (former level I)



Source: Statistical benchmarks and references 2018

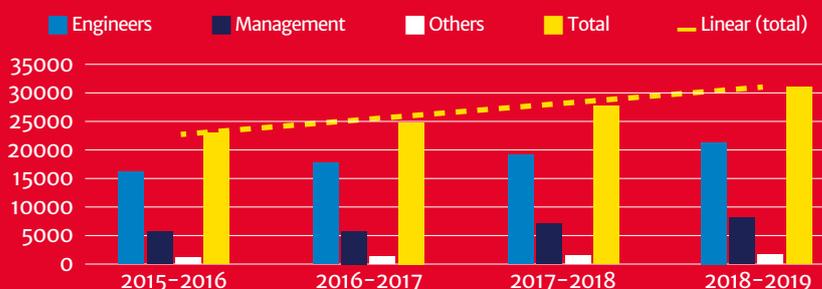
APPRENTICESHIP IN THE GRANDES ÉCOLES: AN EDUCATIONAL MODEL TO BE KEPT

In the Grandes Écoles, apprenticeship is highly developed and valued. **This approach is an effective way of bringing the world of education closer to the world of business, which is led to take an interest in the training it wishes to develop.** It is considered as a real springboard to employment with a net 6-month employment rate of 90.3% of apprenticeship graduates, who find a permanent contract more quickly than graduates following the traditional path. More than half of the CGE's member schools have set up apprenticeship programs to meet the development needs of their territories and of the

Evolution of the number of undergraduates in CGE schools



Evolution of apprenticeship enrolments in CGE schools



Source: 2019 CGE data

economic world. In 2018, 15.5% of graduates from CGE member schools graduated through apprenticeship. The CGE's objective is to reach 25% of graduates through apprenticeship by 2025.

In the Grandes Écoles, apprenticeship is a lever for social openness and diversity. In apprenticeship programs, there are twice as many students from low-income backgrounds as in the traditional path. The apprenticeship model represents a source of innovation for schools with the diversity and richness of the profiles it attracts.

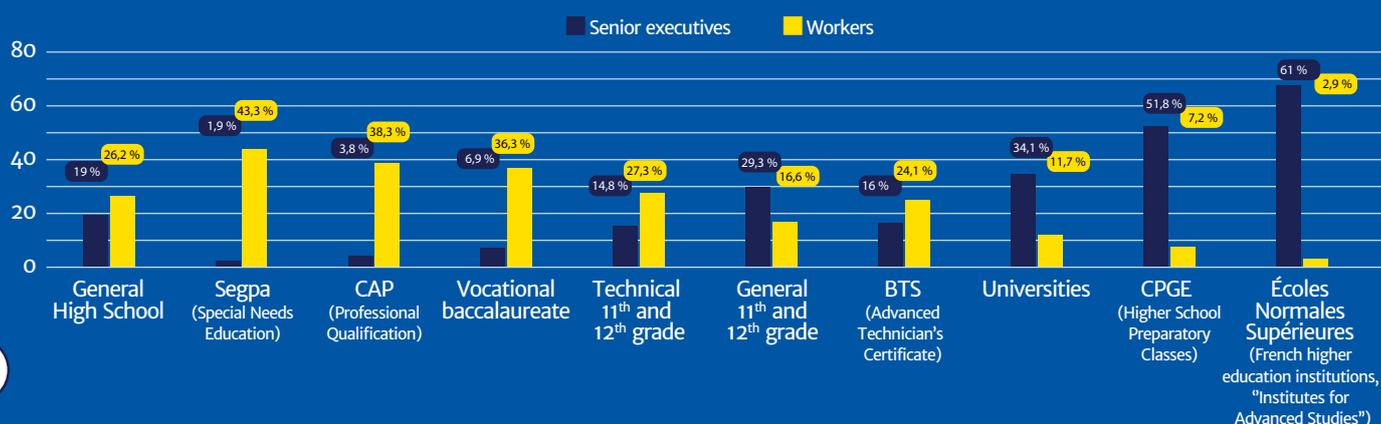
The "freedom to choose one's professional future" law makes major changes to the way apprenticeship is financed, to its governance and to the roles played by professional branches and spheres. As it is aware of the risks of this reform on the dynamics of apprenticeship in the Grandes Écoles, the Conférence des Grandes Écoles remains mobilized and acts with the MESRI and the Ministry of Labor to keep this model.

Social openness: building on successful experiences and proven mechanisms

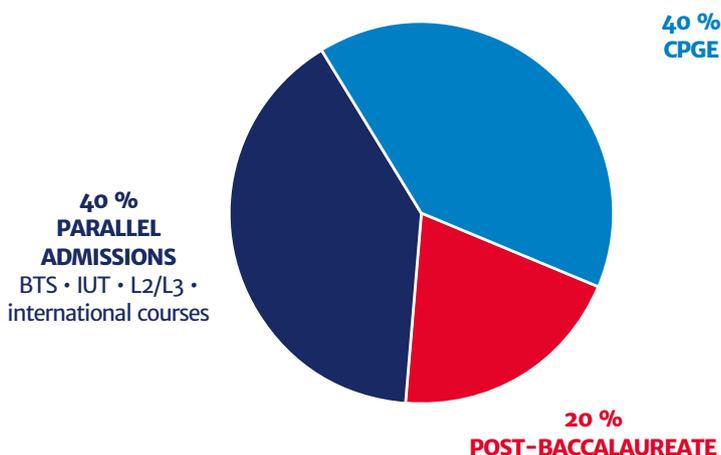
The Grandes Écoles are regularly questioned on the issue of social openness, even though this question actually concerns the entire sphere of higher education, the Grandes Écoles and universities. Indeed, as highlighted by the study led by France Stratégie in 2017, the social gap in graduation persists and widens in higher education in general. Furthermore, **inequalities are created at a very early stage in the educational chain—from pre-school or even before.** Aware of those challenges, the Grandes Écoles have long been committed to social openness. Since the 2000s, they have developed various mechanisms for equal opportunities and social diversity with many partners such as foundations, associations, companies or Alumni, thus acting on different levers:

- **Multiplication of support programs:** “les Cordées de la réussite”, excellence paths, excellence boarding schools, programs such as “une Grande école pourquoi pas moi” (“A Grande École? Why not me?”), tutoring, mentoring, digital solutions (Mooc, ...),
- **Diversification of access paths with 40% of parallel admissions:** reserved competitive exams admissions on title for IUTs, BTSs or licenses, creation of new admission channels to diversify student profiles (towards technological baccalaureate holders, for example),
- **Establishment of new, innovative financial mechanisms adapted to the needs of these groups:** the multiplication of scholarships and the considerable increase in the related budget; exemptions from registration fees for the competitive exams and/or during schooling; agreements with banking institutions for the financing of studies and student loans at zero interest rates, honorary loans; student employment, etc.
- **Support of these students within schools** so that they have the same opportunities, paths and successes as other students: coaching and mentoring, access to networks of actors and professionals, social assistance...

Share of children of managers and workers



Access roads to the Grandes Écoles



THE GRANDES ÉCOLES HAVE ALSO CONSIDERABLY DEVELOPED APPRENTICESHIP PROGRAMS, WHICH HAVE NOW TWICE AS MANY CHILDREN OF WORKERS AND EMPLOYEES AS IN THE TRADITIONAL WAY

Even if, like universities, the Grandes Écoles come to the end of the educational chain, they have a particular responsibility. Indeed, tomorrow, their graduates at Bac +5 will be in a position of responsibility at different levels and in all types of companies – VSE and SMEs, ETI and large groups, as well as in the public sector or the social and solidarity economy. **In addition to the equity issue, promoting social diversity in curricula can therefore have a leverage effect on the entire sector.**

The 2019 edition of the CGE's social openness indicator will be published at the end of the year. However, according to the 2015 social openness indicator, **the Grandes Écoles have an average of 30% of scholarship holders on social criteria (BCS)**—a figure similar to that of universities at bac+5 level—and half of the CGE member schools are above this ratio.

In 2016, on the eve of the presidential election and in its proposals, the CGE was calling for a general mobilization and a change of scale on social openness, as well as for a massive development of apprenticeship as a new pedagogical model, a new path to excellence and professional integration, a new model of link to business and territories, and a lever for social openness.

In order to evaluate the effectiveness of the programs and measure the evolution of the social and territorial diversity of students in French Grandes Écoles and universities, the

Conférence des Grandes Écoles decided to set up a **national observatory on social openness in the Grandes Écoles**. Today, a committee of experts on the subject is being set up, involving sociologists specialized in the subject, representatives of universities, Inspectors General, companies and foundations working on the subject, etc.

The CGE is also working on **the 2019 edition of its social openness indicator** with the publication of its results at the end of the year, and which will especially take into account the difficulty linked to **the telescoping of data from BCS and apprentices** – some of whom are former BCS... but no longer count as such because they are now employees.

More than ever, the Grandes Écoles remain mobilized on these two priorities—social openness and learning—and on the synergies between these two dynamics.

All efforts must lead towards this objective and it is necessary to rely on successful experiences and mechanisms that have proved their worth in the Grandes Écoles in all territories. This is a message that the Conférence des Grandes Écoles, on behalf of its members, embodies and yearns to convey to all stakeholders and partners in higher education and the educational chain.

Disability: for a process ever more inclusive

Ministerial Signatures of the 2nd Disability Charter

February 11, 2019

Alice, Charlotte and Joachim have represented with great relevance all students with disabilities attending the Member schools.

Their testimonies impressed the 250 disability referees and representatives of schools and companies who attended this event organized by the CGE and UniLaSalle.

Frédérique Vidal and Sophie Cluzel, the Secretary of State for Disability, signed the 2nd Disability Charter, “For an ever more inclusive process in the Grandes Écoles”, with Anne-Lucie Wack, President of the CGE.

Before this signature, the two ministers wished to meet eight students in private. They were able to explain to Frédérique Vidal and Sophie Cluzel the difficulties they have to overcome each day, thus being the spokespersons for all students with a disability status.

This new charter is the result of the committed work of the disability referees and strongly

reaffirms the CGE’s commitment, setting four new objectives:

- improving the continuum of “secondary education / higher education / working life”
- promoting student life as a major inclusive vehicle
- guaranteeing access to sports, in the dynamic launched following the designation of Paris as the host of the 2024 Summer Olympic and Paralympic Games
- supporting international mobility.

Frédérique Vidal and Sophie Cluzel announced their support for the creation of the #SIESH (International Status of Students with Disabilities), supported by the CGE.

Thanks to the commitment of the Mission Handicap Assurance (Insurance Disability Mission) alongside the CGE, scholarships have been awarded to students to offset the additional discriminatory costs incurred in the context of their international mobility (p. 27).



Event accredited by the National Conference on Disability

Ministerial signatures by Sophie Cluzel, Frédérique Vidal and Anne-Lucie Wack in the presence of the disability referees of the Grandes Écoles



Publication of the 1st disability barometer

November 2018

On the 11th of February 2005, provisions for the reception of disabled young people were implemented by the law: “higher education institutions shall enroll disabled students or students with a disabling health condition in the framework established by the provisions regulating their access on the same basis as other students. They shall ensure their education by making the arrangements required by their situation regarding the organization and continuity of their studies, and the support they get”.

Today, these young people “from the 2005 law” are entering the sphere of higher education. A very significant progress has been made, which is shown by numbers already available.

It therefore seemed important to establish a barometer to display clearly the inclusive policy of our schools.

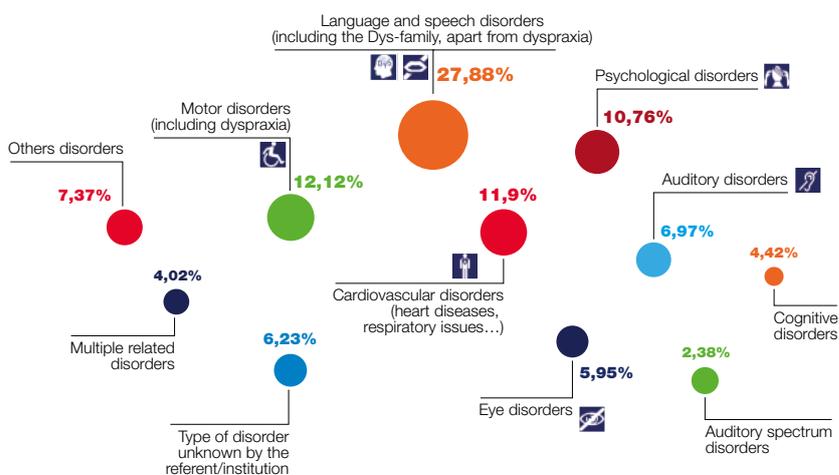
While the situation within our schools is diverse, students who have declared their disability status represent 1.08% of the whole population in the Grandes Écoles.

The distribution by type of disability is very broad, as well as the various facilities put in place.

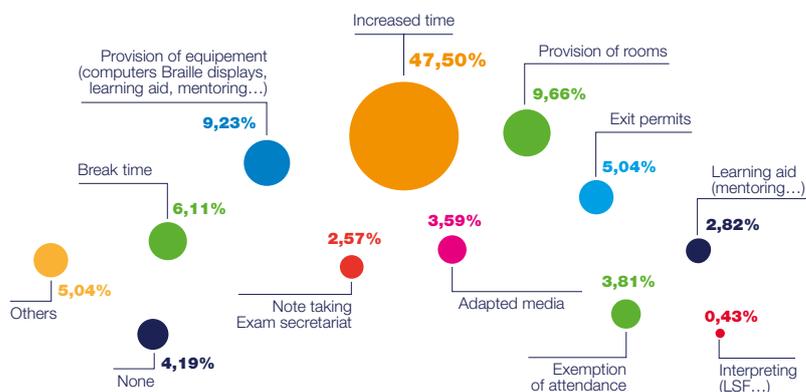
This indicator shows that disabled students go on with their studies up to the second year of the master’s degree. Indeed, 17.05% of them reach this level.

Nearly 39% of disabled students reach the master’s degree. They are 23% in university.

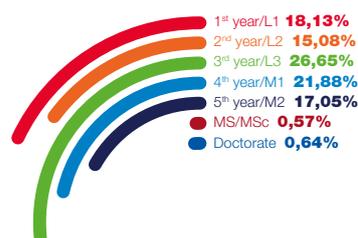
Companies using specialized organizations are increasingly hiring young graduates with disabilities in the frame of direct employment.



Distribution of the disability types



Types of accommodation in place



Level distribution of the ESH* (Students with a Disability Status, SDS)

4th edition of DuoDay

— May 16th, 2019

DuoDay

The Conférence des Grandes Écoles, which is particularly active in promoting the inclusion of students with disabilities, participated for the first time in the DuoDay scheme in 2019.

The objective of this national day is to enable people with disabilities to familiarize themselves with a sector of activity or a profession and to enable employers to open up to diversity by discovering the professional assets and qualities of disabled employees.

During this 4th edition on May 16th, 2019, ministers and senior officials welcomed students from CGE member schools in order to form pairs. Some school principals welcomed in disabled soldiers.

They said:

FRÉDÉRIC MEUNIER, DIRECTOR GENERAL OF EFREI PARISS

“If there are two key words to remember from this meeting with Moussa Tambaou, the 2018 long jump bronze medalist in long jump at the Para Athletics European Championships, it is “performance” and “humility”. It is not so common for those terms to be used together. However, this young top-level sportsman embodies them perfectly. We were all very honored to welcome him at the Efrei Paris campus, but we are above all conquered by his solar presence and his modesty. I was proud to present him to my teams and students. [...]

We welcomed Moussa at the beginning of the executive committee, where we were impressed by the authenticity of his life story. He then addressed the student entrepreneurs who were presenting their projects that day. He immediately established contact, sharing with our students his taste for effort and his desire to create a company. [...]

On DuoDay, Moussa was there to show that it was even possible to succeed brilliantly and strive for excellence.”



Frédéric Meunier, Director General of Efrei Paris, Moussa Tambaou, a top-level sportsman and soldier injured in combat, and Annick Fitoussi, Efrei Paris disability adviser

LOUIS, EFREI PARIS

“I had the opportunity to discover a world in which I was really interested but which had remained unknown to me, and above all, that I thought was impossible for a person with reduced mobility to integrate. I look forward to repeating this rewarding experience.”

JOACHIM, CPE LYON

“This DuoDay day at the Defence Innovation Agency of the DGA (Directorate General of Armaments) allowed me to discover the different missions and the importance of innovation within the Ministry for the Armed Forces. I even had the opportunity to exchange a few words with Florence Parly.”



THOMAS, ESSEC

“The ministry adapted to my profile to allow me to carry out activities and get a planning related to my functions and formation background... This DuoDay proved to be truly informative, fun and interactive.”

CHARLES, NÉOMA BS

“This experience has been a real opportunity for a student who is passionate about the functioning of the State like me [...]. Based on this experience, I remain convinced that, beyond differences, it is also the desire for commitment and openness that must drive society in the construction of a more inclusive world in which the singularities of each individual can constitute a real collective force.”



ALEXANDRE, EM NORMANDY

“[...] Thanks to these numerous exchanges, I was able to realize that it was possible, for any person, whatever their situation, their origins, etc., to see that French institutions are open to everyone and above all that they give everyone a chance.”

SOLINE, HEC

“[...] I hope to have changed their opinion on disability, especially on invisible disabilities, and to have shown them that people with disabilities or chronic diseases can also make a significant contribution to the Army.”

MARIE, EM NORMANDY

“[...] This meeting allowed me to appreciate the importance of the work of our ministers not only during a hearing in the Senate, but also during a visit to Matignon[...]. I had the opportunity to accompany a minister from civil society who is very familiar with the problems of students with disabilities, as she once was the university director in Nice. I was therefore able to discuss with her my experience as a disabled student and now as a young employee.”

ALICE, UNILASALLE

“This day allowed me to discover the activities of a minister and political leaders, I was also able to become aware of the accessibility of this kind of profession despite a handicap, as Mr. de Rugy reminded me. Thanks to this DuoDay I realized that politics are accessible to everyone.”



AMONG THE 16 PAIRS FORMED ON THE OCCASION OF THIS 2019 EDITION:

4 Ministers

- François de Rugy, Minister of State, Minister of Ecological and Solidarity Transition, with Alice, **UniLaSalle**
- Frédérique Vidal, Minister of Higher Education, Research and Innovation, with Marie, **EM Normandy**
- Didier Guillaume, Minister of Agriculture and Food, with Grégoire, **UniLaSalle**
- Brune Poirson, Secretary of State for the Minister of Ecological and Solidarity Transition, with Barnabé, **UniLaSalle**

1 Chief of Staff

- François Lecointre, Chief of Staff of the Armies, with Soline, **HEC**

8 senior officials

- Joël Barre, General Delegate for Armaments, with Théophile, **ESCP Europe**
- The Human Resources Department of the Ministry of the Armed Forces and the HR Manager of the French Air Force with Alexandre, **EM Normandy**, and Nassim, **ESSEC**
- Deputy Director of the General Secretariat for Administration with Thomas, **ESSEC**
- The Senior Civil Servant for Respect for Rights with Mathéo, a student in CPGE, **Lycée Jacques Amyot**
- The Innovation mission of the General Delegation for Armaments will be with Joachim, **CPE Lyon**
- The Director of the Delegation for Defense Information and Communication with Charles, **NEOMA Reims**
- The Technical Inspector of Defense Infrastructure with Thibault, **ESCP Europe**

International mobility of students with a disability status



July 4, 2019



Richard Ferrand, President of the National Assembly

Towards many destinations, but also within the European Union itself, the international mobility of disabled students generates additional costs: access to treatment, transport, specific support, etc. These additional costs represent sums that not all families are able to bear. The partnership signed on February 11th, 2019 with the CGE enabled MHA to award 13 scholarships to 13 disabled students to promote international mobility.

The ceremony took place at the Hôtel de Lassay under the high patronage and in the presence of **Richard Ferrand**, President of the National Assembly and **Sophie Cluzel**, Secretary of State for Disability.

The CGE was represented by Yves Poilane, President of the International Relations Committee



Anne-Élise Chevillard, President of Mission Handicap Assurance

SOON AN INTERNATIONAL STATUS? #SIESH

*“The Conférence des Grandes Écoles, thanks to the support of the Mission Handicap Assurance, has become a major stakeholder in the international mobility of disabled students. Thanks to the support and scholarships it provides, it enables our students to conquer the world, from Mexico to South Korea, via the United States, Spain or Poland” “One of the major interests of international exchange is to advance society. Access to employment for disabled people remains insufficient in our country, foreign systems deserve to be observed» Richard Ferrand, President of the National Assembly.” **Richard Ferrand**, President of the National Assembly.*



“For all those reasons, as you will have understood, I support your plea for an international status for students with disabilities on which we must collectively move forward... Given the expertise of the CGE to support the international mobility of disabled students, I suggest that it be mandated to carry out the work necessary for the implementation of this cooperation” **Sophie Cluzel**, Secretary of State for Disability.

“The international mobility of students promotes the influence of the Grandes Écoles and French higher education, which is a considerable asset for our country. This is why it must be accessible to everyone, regardless of financial means or logistical constraints.” **Yves Poilane**, Head of the International Relations Committee of the CGE.

“It is clear that too many students are still facing real difficulties in pursuing their studies abroad” **Anne-Elise Chevillard**, President of MHA.

“These issues even more significant outside the European Union...” >> **Xavier Quernin**, UniLaSalle’s Disability Project Manager.

“Being disabled in a Grande École is not a problem... See you next year, for the second edition of this scholarship award, and then, see you for the third and fourth year... We’re not going to stop there!” **Julien Soreau**, Head of the EM Normandy Equal Opportunities Unit.

The students are unanimous that this initiative is “great” and “necessary”. This is why, for the past two years, the CGE has been leading the creation of SIESH. Our #hanbition is simple: to allow each student to freely choose their destination country, and not by default according to the nature of their handicap.



Sophie Cluzel, Secretary of State for Disability



Yves Poilane, Head of the International Relations Committee of the CGE

THEY SAID



Clément ESAIP (Spain)

“You have to compensate for your difficulties in finding your way around unknown places, shops, transports... the access to guide dogs is not completely international”



Loane, EM Normandy (South Korea)

“I would like to thank my school principal and my disability referee for understanding the challenges of living with a disability every day”



Thiébaud, ESDÉS

“I can go on with my student and personal life as confidently as possible and especially in complete autonomy. You give me the opportunity to go abroad much more easily.”



Cédric, ENS Paris Saclay

“At the end of my 2nd year of bachelor’s degree, when I realized that my own ambitions could correspond to my professional ambitions and my health requirements, I stopped

censoring myself. Since last year, I have ignored this barrier that I had imposed to myself to remain in France because of the mobility difficulties that could stand in my way”



Lucie, GEM, (Spain)

“This scholarship recognizes my career path and my desire to pursue a student program despite my disability... I have always wanted to be like everyone else... Going abroad is more complicated without helping us with our disabilities.”



Anna, UniLaSalle (Poland)

“this scholarship will help me achieve my international mobility.”



Alice, UniLaSalle (Mexico)

“this scholarship will allow me to travel back and forth to get my treatment which is still very difficult to transport.”



Caroline, Brest BS (South Korea)

“I am planning to work in South Korea after my master’s degree. I’ll see

if it’s possible in spite of my disability.”



Louis, Efrei Paris

“Disability is mentally, physically and economically expensive, but thanks to you, today, the cost is lower. It is through such actions that we can live without the fear of being told ‘no’”

02

CGE'S ACTIVITIES



Creation a start-up: how to attract talent?

On the 4th of December 2018, The Conférence des Grandes Écoles organized a day on the following theme: “Creating a start-up: how to attract talent?”. More than 130 participants attended (entrepreneurial referees, incubator directors, student-entrepreneurs, representatives of ministries, companies, ESR players, etc.) this event at the Caisse des Dépôts Group premises to discuss and debate the strategies established by the innovation stakeholders to promote student entrepreneurship.

The objectives of this day were:

- to present the results of the CGE study carried out in collaboration with FNEGE and with the support of the Caisse des Dépôts Group on the dashboard on student entrepreneurship in higher education
- to enhance innovation and support mechanisms and structures for student entrepreneurship in higher education
- to position the Grandes Écoles as a stakeholder in innovation ecosystems in France (incubators, companies, start-ups, accelerators, PEPITE, research...).

A DASHBOARD FOR THE DEVELOPMENT OF STUDENT ENTREPRENEURSHIP IN FRANCE

The dashboard presented during this day is a performance management tool for student entrepreneurship stakeholders that complements a first study, “Incubators of higher education and research institutions and territorial dynamics”, published by the CGE in March 2017.

This 2018 new study proposes 17 indicators to facilitate the monitoring and management of the activity of incubators in the Grandes Écoles and Student Centers for Innovation, Transfer and Entrepreneurship (PEPITE). It specifies three levers of action necessary for the development of entrepreneurship following the strategic objectives of PEPITE and incubators: raising awareness of entrepreneurship, promoting research and supporting business creation. Each of these two actors will be able to follow

the suggested indicators according to their positioning in relation to these three levers. It is a structured reporting tool for PEPITE and for the incubators of the Grandes Écoles.

TWO STAKEHOLDERS IN STUDENT ENTREPRENEURSHIP WITH COMPLEMENTARY APPROACHES

The study shows that the PEPITE and incubators of the Grandes Écoles are committed to a common dynamic of student entrepreneurship development. Their objective is similar, but their approaches are rather complementary. The PEPITE encourage the entrepreneurial spirit among students, while incubators in the Grandes Écoles are more oriented towards entrepreneurship. These two stakeholders in student entrepreneurship share the same challenges in terms of increasing their impact in favor of economic development and innovation in the territories. Thus, they are stakeholders in innovation networks in France.



Lille Congress “Grandes Écoles et transformations sociétales” (Grandes Écoles and societal transformations)

October 4th and 5th, 2018

The 2018 CGE congress was eventful and marked by the presence of numerous political actors.

Jean-Michel Blanquer, former teacher at Sciences Po Lille and current Minister of National Education, and who was to accompany Edouard Philippe to South Africa, was present in the form of a video recorded and broadcast to open this congress. The official trip to South Africa having been cancelled, Frédérique Vidal, Minister of Higher Education, Research and Innovation, who was also to accompany the Prime Minister, was

finally able to be there and be interviewed by Anne-Lucie Wack, President of the CGE before answering the press.

The Minister spent a total of nearly one hour with the 234 participants at this conference. Xavier Bertrand, President of the Hauts-de-France region, who was present at the end of the day, spoke at the round table “Grandes Écoles and the transformation of territories” chaired by Denis Guibard, President of the CGE's SD&RS Commission.

On the morning of Friday, October 6, this time

The Grandes Écoles can play a leading role

Jean-Michel Blanquer

Anne-Lucie Wack
President of the CGE (extracts)



This congress is very illustrative of the **reflexivity and agility that make the strength of the Grandes Écoles**, the ability that we have to think together, to take a critical look at our practices, to question ourselves and to try to move quickly in the right direction whereas transformations are accelerating.

From the beginning of the day, the introductory interventions converged very clearly on three points which then emerged repeatedly throughout the debates led during those two days:

- the place to be given to the human being faced with the

opportunities and risks associated to digital technology and technology in general;

- the need for another way of working together in a context of transition from the old “pyramidal” organizational modes to the new “network” organizational models;
- the need for agility in the face of very rapid transitions, even revolutions.

It seems interesting to me to come back to **the central subject of the transformation of trades and skills** at the end of these days...

... Indeed, most of the speakers each mentioned four or five key competences analyzed according to different prisms, but beyond this diversity three constants emerged very clearly and came back in a loop throughout these two days:

- the place of transversal and behavioral skills
- the value of skills that are sometimes more difficult to define, such as creativity, intuition, or the notion of “sphere of responsibility”
- the collaboration, co-design and co-construction skills, the power of communities and networks

THEY SAID



Jean-Michel Blanquer, Minister of National Education and Youth

"I think that in this context, the Grandes Écoles have a fundamental role to play. They articulate the ambition of excellence through research, transmission of knowledge and the ambition to contribute to the transformation of society as fair as possible. This is why the links with the rest of higher education, internationalization and Europeanization are challenges that have long been taken up by the Grandes Écoles. In the coming years, those challenges will become even more crucial."



Frédérique Vidal, Minister of Higher Education, Research and Innovation

"My intention is to make the ideal toolbox available to all institutions so that everyone can find their way around... The version to be presented to the CNESER will not deal with common law and possible derogations in the statutes. However, it will simply indicate that the statutes are planning the organization between

the various institutions joining forces to form these new institutions. The whole purpose of the discussions that have taken place over the past few weeks with my cabinet is to make an order as least verbose as possible and to ensure that everyone feels comfortable. What really matters is the common project and the common ambition. They will have to be fully harmonized."



Catherine Fabre, Member of the 2nd district of the Gironde and rapporteur of the business commission social for the law for the "freedom to choose one's professional future"

"France Compétences will check that the costs are homogeneous throughout the territory, that the funds for apprenticeship are well distributed among the various skills operators... It is obvious that the level of contract management will be discussed with all stakeholders. Regarding higher education, we know that we will not act at the branch level, but in a transversal manner. You will be naturally involved in these discussions."



Frédéric Van Heems, Director General of Veolia Eau France

"The BCG-CGE-Ipsos study reveals very strong trends on the expectations of a different management method—collaborative—that gives meaning, that recreates trust, that involves people. I was very struck by the fact that they want to do something that makes sense. They want to be useful, to help. There is a frantic quest for meaning in the midst of all this complexity. We feel it very strongly among the young people we integrate."



Boris Sirbey, philosopher and contractor, MyJobCompany, Lab RH

"What will emerge is what we will decide together. The Grandes Écoles have an essential role to play because they are the ones that bring out the leaders of tomorrow. The question of the alliance with the younger generations will be fundamental. It will not work if it is in the form of reproduction or assimilation. It will necessarily be necessary to imagine something close to dialogue and co-construction."

at Yncréa Hauts-de-France's offices, it was Catherine Fabre, LREM deputy and rapporteur for the National Assembly's Social Affairs Committee on the Law for "freedom to choose one's professional future", who answered questions from Anne-Lucie Wack and the audience.

Sensitive to the arguments presented, Catherine Fabre asked the CGE for the figures and information that show the importance and real cost of learning in higher education and more specifically in CGE member schools.

and the ability to function in these new modalities, as well as the ability to mobilize different people around a project.

A fourth constant that emerged repeatedly in the debates was how to develop skills. With an answer that has eventually become clear: **learning through trials**.

... more than ever, we must remain mobilized and join forces so that the **Grandes Écoles and their graduates can remain positive actors in societal transformations**, strongly committed to territories and companies, as they **"can play a leading role in higher education"**—to use the words of Minister Jean-Michel Blanquer...

Colloquium “Student Initiatives”

April 4th, 2019



Official welcome of Gabriel Attal by Anne-Lucie Wack and François Bouchet at the École Polytechnique.

In a way, we owe the Ministry of Higher Education, Research and Innovation the authorship of this colloquium: by ensuring the recognition of student engagement by a decree, the French State has positioned itself at the forefront of the European scene and reminded us of one of the essential elements of our DNA. There was a large audience at this conference, hosted by the École Polytechnique on the 4th of April 2019. More than 450 people attended, half of whom were students. They exchanged, learned and forged relationships to build skills on one of the pillars of the Grandes Écoles' model: a rich student life.

More than ever, in a context of societal transformations, the Grandes Écoles support these student initiatives, and they are not alone: other actors, companies, associations, communities and the media are involved in the territories, which proves that these initiatives go beyond campus borders and benefit society as a whole. It is therefore a collective in this image, led by the CGE, associating member schools, AVUF for local authorities, ANDRH for companies, Animafac, Fédéeh, Refedd, Afev, BNEI, as well as the Institut de l'Engagement and Enactus for students, which piloted the organization of this conference to ensure

diversity of points of view and optimize the audience's satisfaction with convergent but different expectations. Beyond the traditional institutional interventions and round tables transcribed in the proceedings of the symposium, this resulted in:

- the production of a collection of student initiatives produced for the conference and distributed the same day: nearly 140 initiatives were identified and revealed the quest for meaning that drives our students on issues such as solidarity, education and the environment
- the organization of a forum for student initiatives in the main hall of the Polytechnic School
- the organization of workshops to promote commitments (transforming achievements into skills) for students and by national student associations
- pitches from committed students in front of HR managers
- a battle “for or against the recognition of student engagement» led by two student rhetoric clubs
- “the letter to the CGE” by Michaël Hirsch, actor, author, comedian and Alumni of NEOMA.

The satisfaction survey we conducted following this conference gave very encouraging feedback: with an overall satisfaction rate of 75%, the qualitative objective was achieved, the collection of student initiatives and the student workshops were particularly appreciated. The participants also suggested actions to continue this conference in order to preserve the collective dynamic that has been established on this occasion around student life:

1. creating and animating a digital “student” component on the CGE website
 2. organizing an event for and with the students according to a rhythm to be defined
- More broadly, and in substance, the stakeholders of this conference took the opportunity of this event to characterize the place of student

life within the Grandes Écoles or to propose scenarios of desirable changes to change scale in the face of the impact of all these forms of student engagement, whether they are called “associative”, “individual” or “entrepreneurial”.

BASED ON THE “GRANDE ÉCOLE” MODEL

As François Bouchet, Director General of the École Polytechnique, pointed out: *“the École is developing a unique multidisciplinary training model based on academic excellence but also on personal development through the practice of sport and the many associative activities carried out by students. The objective is to train future leaders of the nation and civil society, capable of assuming high responsibilities in the service of the general interest”.*

A general interest explained by Anne-Lucie Wack, President of the CGE, who recalled that *“student engagement and initiatives are a powerful lever for societal transformations, because it is today’s young people who are inventing the world and society in which they want to live tomorrow... They are the raison d’être and the strength of our Grandes Écoles”.*

ON FUTURE DEVELOPMENTS

According to the Secretary of State to the Minister of National Education Gabriel Attal when he opened this conference, *“commitment is also a path to professional integration. What is written at bottom of a CV actually becomes crucial... We must therefore recognize this commitment as an integral part of the students’ curriculum and create a competency framework that can be shared by associations and recruiters”.*

Here is a non-exhaustive list of what could be the resources constituting these long-awaited skills which were extracted here and there from the interventions led throughout the symposium:

1. adaptability, diligence
2. responsibility within an ethical framework (solidarity, equity, respect for the living...)

3. self-awareness, trust and openness to others and diversity (age, gender, culture, society, disability, etc.)
4. creativity, inventiveness
5. interpersonal communication (listening, empathy, networking, positioning within the group, etc.)
6. project management.

For many stakeholders, one of the current and future challenges for the Grandes Écoles and for the associative actors dedicated to students is to support the development of skills commitment experiences. All students must be able to talk about their diverse educational experiences and their commitments in terms of skills that can be understood by a recruiter.

Frédéric Huglo, Deputy Director of UTC, suggested the organization of a student engagement day at the beginning of the academic year in order to make the positive impact of the student population on the territories concrete and visible.

To conclude, the Grandes Écoles must push their approach of integral pedagogy further, mixing academic and extra-academic aspects in order to acquire skills clearly identified as part of the diploma in question. These skills must be identified by combining the expectations of recruiters and the general interest: citizenship and social responsibility.



R²D² - ENA

— Strasbourg, May 21st–22nd, 2019

The “Rendez-vous des Référents du Développement Durable” (R²D²) is the annual event during which, for two days in one or several schools, the members of the CGE, represented by their Sustainable Development and Social Responsibility officers (SD&SR), come together to discuss and share information on the social responsibility efforts they are conducting, in particular using the Plan SD&SR tools.

This year, it was the ENA's turn to host **the eleventh edition of the R²D²**. R²D² 2019 took the opportunity offered by the tenth anniversary of Grenelle 1, a conference on the environment, to take a look at the progress made by the ESR in the field of SD&RS. The ENA and the Conférence des Grandes Écoles also suggested two intense days alternating participatory workshops on themes chosen by the referees: training and climate and resources issues, cooperation between students and institutions around the ODDs, ... they also planned conferences and debates on new modes of organization and management in higher education institutions (case of the École de Biologie Industrielle) and on the link between quality and SD&RS approach. The Sustainable Development committee of the CGE gave its

usual assessment of the efforts undertaken during the year and outlined the framework for next year's initiatives.

Regarding the organization, the team led by Hélène Bigot, a Project Manager, was able to find the right balance between moments of exchange, convivial and cultural activities (museum of modern art), participatory and creative workshops and debates on organizational innovations. The R²D² 2019 made it possible to explore the achievements related to the SD&RS reference such as the new PERSEES digital platform, the project in relation with the Sustainable Development Objectives reference framework or the evolutions of the research axis of the reference framework through a collaboration with research organizations.

The R²D² has become an unmissable event for the schools' SD&SR advisers. It's the moment they have all been waiting for to get together, talk, renew themselves and welcome the newcomers. It is also the best moment to take part in the collective efforts supported by the CGE and its partner networks such as CIRSES, SULITEST, the REFEDD or the REUNIFEDD.

ORGANIZATION

At CGE:

Steering Committee of the Sustainable Development and Social Responsibility Commission

At ENA :

- **Hélène Bigot** : Project Manager
- **Karine Kornmann** : Head of the General Resources and Heritage Department

General Assembly

— June 5th, 2019

In order to pay tribute to Yves Poilane who is leaving the management of Télécom Paris and his position as Chairman of the International Relations Commission as well, the CGE has decided to organize its General Assembly in his school.

This General Assembly welcomed Frédérique Vidal, Minister of Higher Education, Research and Innovation.

The Minister spoke of site policies and social openness. “The subject of equal opportunities and social diversity must also permeate all institutions, even the most prestigious ones.” The Minister discussed with the directors of the Grandes Écoles, particularly on

apprenticeship and the first cycle.

The General Assembly then proceeded to the election of its new Board of Directors, which

itself elected its new Bureau.

Anne-Lucie Wack was re-elected President of the CGE for a third mandate.



I would like to thank the directors and the members of the CGE Bureau for their commitment to the community and to congratulate the newly elected officials whom I welcome.

Anne-Lucie Wack President of the Conférence des Grandes Écoles



THE NEWLY ELECTED DIRECTORS ON THE BOARD OF DIRECTORS OF THE CONFÉRENCE DES GRANDES ÉCOLES:

College “schools”:

- François Bouchet, Director General of the École Polytechnique
- Alice Guillhon, Director General of Skema Business School
- Pierre Mathiot, Director of the IEP Lille

College of “companies”:

- Chantal Legendre, from the board of the Managerial Development and Talents Department of Orange
- Stéphanie Martin-Blas, LVMH Young Talent Projects Manager
- Jean-Michel Romann, EDF Human Resources Director
- Philippe Thebaud, Director of Associations and Communities of the Maif

THE NEWLY ELECTED OFFICERS OF THE CGE BUREAU:

- Alice Guillhon, Vice President Schools
- Pierre Mathiot, Secretary

See the complete composition of the Board of Directors and Executive Committee on pages 63–64.

Colloquium “Human and Social Sciences in the Grandes Écoles”

26 juin 2019

What is the place of the human and social sciences (HSS) in the Grandes Écoles? Why are there more and more dual degrees in engineering and management, engineering and political science? What new skills are companies and recruiters looking for? How does interdisciplinarity promote innovation? How do societal challenges and sustainable development objectives (SDOs) affect the evolution of engineering curricula? Representatives of the CTI, the Alliance Athéna (national thematic alliance of human and social sciences), the ANR, the AUF, the HSS departments of the Grandes Écoles, university lecturers and researchers and members of the French Academy, HR managers and company representatives answered these questions. Organized at the initiative of the CGE's “Research and Transfer” committee, this conference brought together about a hundred participants.

HOW MANY DIVISIONS DO THE SHS HAVE?

First of all, this conference made it possible to carry out a first inventory of the situation, a mapping of HSS in France, both in the Grandes Écoles and in universities, in all levels of training: from the first cycle to the doctorate. For example, there are more than 28,604 researchers,

Laurent Champany,
Françoise Thibault and
M'Hamed Drissi



university lecturers and researchers and research support staff in the HSS, which is a very large workforce in public research.

At the beginning of the 1990s, the educational models of engineering schools had about 10% of teaching in the sphere of human and social sciences. Today, most schools have a percentage of human and social sciences education between 20% and 30%. These rates often exceed 30% in the “generalist” Grandes Écoles, in agronomy schools and in the institutions under the supervision of the Ministry of the Armed Forces.

HYBRIDIZATION OF CURRICULA

Similarly, dual degrees between engineering schools and management schools / or “other specializations” schools (IEP, ENS, ...) have increased in recent years.

Technical skills, “scientific fundamentals”, are not enough. Students are no longer seeking to become experts in their field only. They also intend to strengthen the spectrum of their social, cultural, managerial and soft skills. The courses develop a culture of curiosity and the ability of students to deal with uncertainty.

It is not only a question of acquiring dual skills at the end of the process. The new trend is a form of hybridization at the level of training courses by integrating them very early on. We are not only in a logic of professional integration, but also of the creation of new professions. Anticipating is thus necessary.

These ways of thinking and acting (distance learning, long perspective, comparison, openness and multiculturalism...) are valued by many employers who see in them the opportunity to better understand technological, environmental, social, organizational and political challenges...

Find all the presentations
on the CGE's website 

03

COMMISSION ACTIVITIES



Accréditation

Christophe Digne, President of the Commission

Year of creation of the Commission: 2007



Today, the CGE accredited training offer includes 619 programs run by approximately 115 member schools. While the *Mastère Spécialisé* label remains the most important with nearly 406 courses, the MSc-Master of Science continues its strong progression and reaches 142 programs, that-is-to say its figures have doubled since the 2014-2015 academic year. We can also note a new attraction for the BADGE label with 8 deposits on this campaign. During the last two years, this label was rarely requested due to the reform of continuing vocational training. However, schools are drawing their interest back to BADGE, regardless of their typology—its format answering the needs expressed directly by economic actors in the territories.

The creation of new training courses is now part of a certain stability and demonstrates that member schools answer in a relevant and measured way to market needs. In 2018-2019, **56 applications for 1st accreditation were received.**

The MSc-Master of Science represents the “flagship” label of business schools, while the *Mastère Spécialisé* label remains the favorite label of engineering schools.

Schools in other specializations also come to look for CGE labels and now represent a little

more than 4% of accredited training courses. The majority of 1st application files submitted to the Accreditation Commission are of high quality. Less than 4% of requests receive an unfavorable opinion compared to 76% a favorable or favorable opinion with conditions/reservations. For this campaign, only 20% of them required another plenary session compared to the percentage of 34% from last year.

Under the impetus of the territories and professional sectors, a large number of programs aim to acquire skills in artificial intelligence, digital transformation and security and massive data management. The themes related to the environment and energy (innovation and transition) are also part of the highly sought-after landscape of dual expertise, particularly for engineering schools. The international finance and commerce sector, which is undergoing a major transformation with digitalization, is leading business schools to offer an increasingly specialized offer for an international audience at the Bachelor or License level.

Thus, in 2018-2019, the CGE’s MSc-Master of Science programs attracted more than 60% of international students, mainly from Asia (54%), Europe (16%) and Africa (15%). As for the *Mastère Spécialisé*’s programs, the tendency to welcome a public from continuing professional training is confirmed and represents approximately 75% of those enrolled in all programs combined.

2018-2019 Campaign as of July 1 st , 2019	CURRENT PROGRAMS				NEW REQUESTS				NEW ACCREDITATIONS			
	Engineering	Management	Other specializations	Total	Engineering	Management	Other specializations	Total	Engineering	Management	Other specializations	Total
Mastère Spécialisé	263	116	18	397	21	7	2	30	20	6	2	28
MSc - Master of Science	18	107	0	125	2	15	0	17	2	15	0	17
BADGE	23	37	4	64	4	3	1	8	4	3	1	8
CQC	2	0	0	2	1	0	0	1	1	0	0	1
Total	306	260	22	588	28	25	3	56	27	24	3	54

New accredited programmes

MASTERE SPECIALISE

Engineering schools (20)

Chimie ParisTech

- Engineering of Projects and Business in the analysis and diagnosis field

ECAM Strasbourg-ECAM Lyon-Fondation ECAM

- Specialised in Operational Digital Transition

École Centrale de Marseille

- Marine Engineering and Offshore Wind Power (IMEO)

École Centrale de Nantes

- RARE – Risk, Actuarial Science & Company Profitability

École des Ponts ParisTech

- Management of Energy Projects – Designing and implementing innovative value propositions for energy projects

EISTI

- Smart Systems & IoT

ENAC

- Airline Management

ENGEES

- Management of Catchment Areas (GeBAC)

ESB (École Supérieure du Bois) – École de Design de Nantes Atlantique

- Biogenous materials: Innovation and Eco-design

ESITC Caen

- Specialised in Smart Construction: Connected Buildings and Territories

ESTACA

- Motorsport Engineering and performance

ESTIA – SIGMA Clermont

- Future Methods and Automation

IMT Atlantique Bretagne Pays de Loire

- Digital platforms, mobility and business engineering (IPNuMA)

IMT Lille Douai

- Circular Economy Engineering

ISAE-SUPAERO

- Artificial Intelligence & Business Transformation
- Management of Innovative Projects & Entrepreneurship

MINES ParisTech

- HPC-AI: High Performance Computing and Artificial Intelligence for Industry

MINES ParisTech – TELECOM Paris

- Business and Public Administration

MINES Saint-Etienne

- Project Manager Contaminated Sites and Grounds – (SSP)

TELECOM Paris – ENSTA ParisTech

- Artificial Intelligence

Management schools (6)

AUDENCIA Business School

- Stakeholder for the Energy Transition
- Management in the Music Industry

Groupe ESC Clermont

- Innovate and take action in sports

KEDGE Business School

- Performance Audit and Steering
- Digital and Data Marketing

RENNES School of Business

- Business Negotiation and Conflict Resolution

Schools with other specialisations (2)

ENSA Paris Belleville

- Architecture and Set Design

ENSASE – ENISE

- BIM Manager

MSC – MASTER OF SCIENCE

Engineering schools (2)

EPITA

- Artificial Intelligence Systems

MINES Saint-Etienne – emlyon business school

- Health Management & Data Intelligence

Management schools (15)

AUDENCIA Business School

- Food and Agribusiness Management
- International Management
- Management and Entrepreneurship in the creative economy

emlyon business school

- Finance
- High-end Brand Management

ESCP Europe

- Digital Transformation Management and Leadership

HEC Paris

- Accounting and Financial Management

HEC Paris – École Polytechnique

- X-HEC Entrepreneurs

ICD – International Business School

- Digital Business and Marketing

ISC Paris

- International Business

ISG Paris

- Finance, Audit & Contrôle

KEDGE Business School

- Innovation, Transformation, Entrepreneurship
- Strategic Design Thinking

NEOMA Business School

- Finance & Big Data

SKEMA Business School – ESIEA

- Artificial Intelligence for Business Transformation

BADGE LABEL

Engineering schools (4)

EPITA

- Design and Development in IT and Communication (CDTIC)

ESTIA

- Agile Manager
- IT Business Manager

MINES ParisTech

- Management of Innovation and entrepreneurship (MIE)

Management schools (3)

EM Normandie

- Profit centre Manager – RECREA
- Branch Director – Crédit Mutuel Normandie

HEC Paris

- Leadership & Entrepreneuriat

Schools with other specialisations (1)

École du Val-de-Grâce

- Ground Forces Medicine Diploma (BMFT)

CQC – French certificate for qualification and skills

Engineering schools (1)

ESPRIT

- CAP – Start-ups: Coaching and support for start-up projects

in situ Audit

15 CERTIFIED PROGRAMMES AUDITED

This year again, the Accreditation committee linked *in situ* audits to requests for accreditation extensions for both the Mastère Spécialisé and the MSc–Master of Science labels. With over 70 programme accreditations expiring in August 2019, the committee chose to divide the accreditation extensions between 11 MS and 4 MSc, according to student numbers (the smallest or the biggest groups) and longevity (the oldest programmes that obtained an accreditation). The sample group turned out to be very typical: 7 accreditations were for engineering schools, 6 for management schools and 2 for other specialisations, with durations from 4 to 26 years!

The audits took place between December 2018 and May 2019 and involved 18 auditors (Education and Business experts from the Accreditation committee) with a general delegation representative. Half of the audits were undertaken in the provinces and one of them dealt with an Asian programme, the interviews being partly conducted via videoconferences.

A PERFECT ADJUSTMENT TO BUSINESS SECTORS

The auditors noticed the teams' strong involvement and their good responsiveness to meet the new students' expectations. They also noticed an increasing number of academic and business partnerships. Regarding this subject, auditors paid attention to both the project management by the relevant schools, and the companies' involvement in the continuous development of the programmes. Those programmes – even the oldest ones – correspond perfectly to the careers targeted in diverse sectors, such as transportation, data analytics, supply chains or health.

INTERNATIONALISATION OF STUDENTS

Looking at this year's audits, the Mastère Spécialisé and MSc–Masters of Science proved once again to be attractive for both French and foreign students. Six audited programmes are entirely taught in English and the others include classes in English. All the students are very pleased with this enriching experience at every level, whether students from diverse groups and countries who came to “experiment the higher education training courses in France” or French students wishing to go abroad.

IMPORTANCE OF GRADUATE FOLLOW-UP

Among the quality assessment criteria, auditors focused on the measures to be implemented by the schools for a clearer view of the graduates' professional integration. They put the emphasis on the conducting of an annual survey with the graduates. This survey is meant to provide the programmes' supervisors with feedback and indicators – position, salary, contract – on the training course quality and helps the schools to communicate about their MS or MSc. It is also helpful for the RNCP registration form and the national analysis undertaken by the CGE, to show the added value of these two specialised and higher education diplomas.



4DIGITAL

Digital Grande Ecole

FIRST ACCREDITATION STEP

Launched at the end of 2016, the CGE digital institution label was based – for 2017–2018 and 2018–2019 sessions – on a first set of reference documents (regulations and application files). Several schools submitted their application files to the CGE from the beginning of 2018. The examination and in situ audits processes have been taking place for one year from Spring 2018 to Spring 2019.

After this first period, ENSG-Géomatique and TBS were granted the **4DIGITAL – Digital Grande Ecole label** (digital institution label). Both stood out for their capacity to define a global strategy for their e-learning and to implement coherent measures to meet the needs of this system.

THE CHN'S ACTIONS

Members of the Digital Accreditation committee (CHN) oversaw the files examination, the communication with the schools' supervising teams, and the in situ audit. This committee is made of experts – members or not of Grandes écoles – specialised in various digital-related fields. The CHN was created in June 2018 in order to relay the audits to the Accreditation committee.

Simultaneously, the CHN has carried out a mission of continuous improvement, comparing its own reference documents and procedures to the accreditation concrete practice. That resulted in the creation of a new set of reference documents⁽¹⁾. The CHN proved that regularly updating the label evaluation grid was necessary, by including all the new tools and customs.

1. Regulation of the 05.02.2019 and application files, available on the CGE's website.

A LABEL OF DIGITAL LITERACY

The main purpose of the 4DIGITAL label remains to guarantee that the certified school has mastered a global strategy and a sustainable system for offering training courses mainly or totally remotely. To serve this purpose, the applicant school's information leaflet must specify:

1. its e-learning courses integration and the strategy used: long term global strategy of the institution and quantifiable objectives
2. its knowledge of the set of regulations, techniques and careers related to the online training course: control and management, human resources, educational and legal strategies, tangible and intangible resources, financial resources
3. its organisation of the digital teaching methods: learning methods, assessment conditions, education management
4. its general management related to e-learning: communication plan, quality control and continuous improvement measures, digital management.

Naturally, the CHN sensed that it was necessary to guide the applicant schools beforehand and will work on suggesting practical conditions for the next session.



Awarding of the 1st 4DIGITAL Label to Nicolas Pappaditis, Director of ENSG

Amont

Laurent Champaney, president of the Upstream committee – Director General of Arts et Métiers ParisTech

Delphine Manceau, vice-president of the Upstream committee – Director General of NEOMA BS

Year of creation of the Commission: 2007



The committee closely follows the progress of reforms impacting the previous programmes and educational measures of the Grandes écoles.

The committee:

- Writes an annual assessment of the admissions into Grandes écoles (engineering and management schools, agronomic and arts courses).
- Takes part in the Consultation and monitoring committee for CPGEs: fosters the dialogue with the Ministry for the benefit of students, families and teachers.
- Follows the progress of the Parcoursup platform, during dialogue meetings with the Ministry of Higher Education, Research and Innovation (MESRI) and the General Board for Research and Innovation (DGESIP), twice a month, and relays the Grandes écoles' proposals for a better working of the process. The committee also conveys the difficulties encountered by competitive examination banks, which are involved in the committee's discussions.
- Assesses and shares experiences on technological courses and thinks about such courses' future.
- Strengthens the attractiveness of science and trade courses: thinks about the Grandes écoles' presence in the exhibitions. The committee is

also currently creating presentation videos to be shown during the exhibitions for the general public, students and their families about the purpose of a Grande école or a preparatory class for instance.

- Takes part in the continuous training of CPGE teachers.
- Works on the improvement of the competitive examination schedules.



OVERVIEW

Parcoursup

- Participation to the MESRI bimonthly meetings with the technical team: passing on of the requests of Grandes écoles and competitive examinations banks.
- Support to schools asking for an exemption to join Parcoursup in 2020.
- All schools who asked for exemptions obtained them.
- collaboration with the MESRI on the foreign students' admission process (possibility to manage the process without Parcoursup when they have no French diploma).

High school and High school certificate reform

- Meeting with Jean-Michel Blanquer, on 11 September 2018: discussion about the impacts on the CPGE and Grandes écoles.
- Contribution to the "Horizon 2021" website tests and to the writing of the "Sco-Sup" charter, signed on 17 January 2019 by J-M. Blanquer and F. Vidal.
- Contribution to the discussion about changes in the CPGE's programmes: ministerial meetings on 12, 15 and 17 April 2019.

Committee's prospects

- Building a common view about the high school and high school certificate reform.
- Suggesting evolutions for Parcoursup.
- Continuing to work on the evolution of CPGE's programmes (related to the reform in the secondary education).
- Setting up promotional videos and support about the purposes of a Grande école, a CPGE and promoting them to the general public.

WORKING GROUP FACILITATORS

- Improving of the competitive examination schedules: Jean-Philippe Rey (CentraleSupélec)
- Assessing the Chatel reform: Jean-Michel Dumas (ENSEA)
- LIESSE: Patrick Boucher (CentraleSupélec) and Maurice Charbit (TélécomParis)
- Technological programmes: Marc Bonnet (ENSCM) and Pierre Mauborgne (UPSTI)
- Parcoursup: Thomas Lagathu (Concours Sésame)
- High school and High school reform: Jean Bastianelli (APLCPGE)

The Upstream committee includes:

- Grandes écoles representatives (heads of studies and admissions, etc.),
- competitive examinations banks managers,
- associations of CPGE teachers,
- principals,
- national inspectors for state education,
- ministries representatives.

Aval

Peter Todd, president of the Downstream committee – Director General of HEC Paris

Julie Joly, vice-president of the Downstream committee – Director of CFJ

Year of creation of the Commission: 2001



The committee gathers the professional insertion managers of the Grande école's programmes and the heads of the CGE's Mastère Spécialisé and MSc–Master of Science courses. It steers the CGE Professional insertion survey. Conducted since 1993, it is the oldest survey among the three conferences. It makes sure to have a high rate of answers and usable questionnaires. It holds an annual press conference for this survey's publication.

COMMITTEE'S ASSIGNMENTS

It adjusts the questionnaire to conduct the CGE annual professional insertion survey, to take into account the national institutional obligations (ministries, CTI, etc.), the local or regional needs of the institutions, the highlighted societal requests, the press needs and the technological changes, etc. This survey is now available on tablets and smartphones.

COMMITTEE'S PROSPECTS

- Carrying on the MS–MSc professional insertion survey: after a trial stage (2017–2018), 1st ongoing campaign, from October 2018 to May 2019, 103 schools surveyed on 455 programmes; national analysis released at the end of 2019.
- Conducting the Bachelor professional insertion survey (ongoing data collection).
- Empowering the schools with other specialisations (architecture, political studies institutes [IEP], journalism, design, etc.).
- Focusing on dual degrees between engineering and management schools, universities (especially business administration institutes [IAE]), schools with other specialisations.

WORKING GROUP FACILITATOR

- Alumni: ongoing appointment process for the group leader

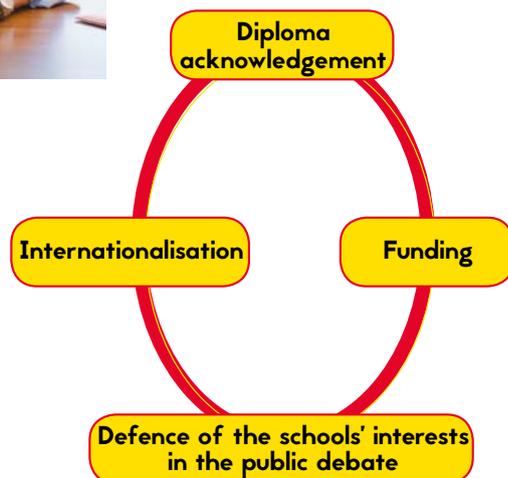
Management Schools Chapter

Alice Guilhon, president of the Management Schools Chapter – Director General of SKEMA Business School
 François Bonvalet, Vice-president of the Management Schools Chapter, until 30 September 2019

Year of creation of the Commission: 1986



On the 23rd of May 2018, Alice Guilhon, Director General of SKEMA BS was elected president of the CGE Management Schools Chapter. The priority projects of this first mandate were the following ones:



While actions in these sectors remain important, the Management Schools Chapter is also in charge of the dialogues related to:

- the high school certificate reform, including the CPGE-GE continuum as well as the resulting changes for competitive examinations. While few management schools used Parcoursup to admit post-high school students, they will all have to use the platform at the start of the 2020 academic year
- the obtaining of the bachelor's degree – according to a bill of specifications to be defined – was an important discussion subject with the CEFDG and the MESRI
- the apprenticeship that – according to the latest CGE professional insertion survey – produces an employment rate of 90.3 %, 6 months after graduation. It also fosters the social diversity of people studying in the member schools
- the vocational training, major stake for management schools in the coming years.

We still have to actively participate in the public debate to obtain a lasting work environment that guarantees the competitiveness and the influence of our schools and of higher education in general around the world.

The Management Schools Chapter definitely aims at showing a strong, clear and credible position in front of the students, their families and the various government and market structuring bodies.

It also fosters the sharing of good practice between its members through 9 workshops.

UPSTREAM AND COMPETITIVE EXAMINATION WORKING GROUP

- launch of a marketing campaign in the press and on social media aiming at empowering the management schools that are members of the committee.
- signature of a CGE-APHEC-L'Étudiant

WORKING GROUP FACILITATORS

- Upstream – Competitive Examination: Delphine Manceau (NEOMA BS)
- Rankings: Corinne Faure (TBS) and Renata Morneau (ESCP Europe)
- Skills: Julie Perrin-Halot (GEM)
- Deans: Valérie Fernandes (ESC La Rochelle)
- Innovations for Education: Nathalie Hector (emlyon business school)
- Quality – Accreditations: Isabelle Fagnot (Kedge BS)
- Research: Pascale Bueno-Merino (EM Normandie) and Sandrine Chauvet (ESCP Europe)
- Corporate relations: Paul Lauriac (TBS) and Olivier Baudin (ISG)
- International relations: Alain Ouvrieu (EMLV) and Graciela Padoani (IMT BS)

Communication

Sophie Commereuc, president of the Communication committee – Director of SIGMA Clermont

Year of creation of the Commission: 1987

A NEW AND CLOSER CORPORATE IDENTITY TO TARGET ALL TYPES OF AUDIENCE



The CGE has been spreading its thoughts, actions, publications et representations for many years among the institutions, the press and its members.

For several years, it has made the strategic choice to be open to a wider audience by directly communicating with students and their families.

Corresponding to this new positioning and in order to raise a better awareness among all types of

audience, the CGE changed its overall corporate identity at the beginning of 2019. Revealed on Tuesday 5th of February 2019, during a general meeting, this new identity is more colourful, modern and distinctive. The new graphic charter and logo provide the CGE with a stronger and more expressive visibility.

WHAT IS A "GRANDE ÉCOLE" EXACTLY?

Meeting the request of its members and an increasing need, the CGE increases the scope of its marketing actions and the decoding by the general public of the French higher education and the "Grande école" model.

UNE GRANDE ÉCOLE, C'EST QUOI EXACTEMENT ?



Keeping in mind this scope and in order to catch the general public's attention, especially the students and their parents, the CGE asked the Sydo agency to make a dynamic and recreational 3-minute video. The "What is a Grande école exactly?" video is of course available on the CGE's website (5 000 views in 3 days). It is mainly made for the member schools and more generally for the preparatory classes and associations that represent them.



OBJECTIVES

Committee's assignments

- Promoting the CGE and the “Grande école” model.
- Supporting positions taken on its strategic challenges.
- Broadly communicating CGE's content – surveys, reports, fact sheets and other inputs – and its members' content while ensuring their distribution.
- Maintaining a close and direct relationship with the communication departments from member schools.

Committee's activity

- Organising the annual conference.
- Supporting the committees' main events.
- Being present at student fairs.
- Editing GrandAngle, the monthly newsletter.
- Editing and publishing of status reports, acts and studies.
- Overhaul of the graphic charter and communication media.
- Coordinating and conducting press conferences and interviews.
- Publishing press releases.

Committee's prospects

- Organising events for 2020.
- Strengthening CGE's presence at student fairs.
- Adjusting the website to the new information system.
- Creating new educational videos with drawings about the Grandes écoles and higher education.
- Developing mainstream communication.
- Strengthening CGE's social media presence.



FIGURES

445

media impacts, highlighting the CGE and the main topics it publishes in the general, economic and student press

90

interviews of the CGE president and representatives

6 665

Twitter followers

Sustainable development and social responsibility

Denis Guibard, president of the Sustainable Development and Social Responsibility committee – Director of Institut Mines-Télécom Business School



The Sustainable Development and Social Responsibility (SD&SR) committee continues to undertake influence actions with the CPU towards public authorities, UN bodies within international networks, or towards accreditation agencies, in order to improve the environment of the CGE's member schools. The SD&SR committee – along student and academic associations – commits to bring resources (reference documents, label, guides, competitive

examinations, experiences sharing, workshops) for the SD&SR project managers. The committee aims to help the institutions to gain new skills in order to meet the Sustainable Development Goals in light of their responsibility scope: training of decision-makers and entrepreneurs, knowledge and innovation fostering.

The last stage of this strategy was to define research and innovation sustainability with universities and research institutions. These works led to three strategic guiding principles for research institutions or schools/universities:

- include the sustainable development and social responsibility in the research and innovation strategy of institutions with a working management of this strategy, by working on the university lecturers and researchers' careers and recognition, by analysing the SD&SR effects related to research and the laboratory impacts, and by matching the research projects with the social stakes at a territorial, national and international level (SDG)
- develop science-societies relations with training courses and education, with the socioeconomic world (entrepreneurship), with the general public, with other countries and public policies

Year of creation of the Commission: 2010

- promote and encourage practical plans for the research and innovation responsibility, by developing an ethical framework consistent with the SD&SR strategy – while respecting the scientific integrity and setting the initial opening of knowledge and data.

OBJECTIVES

- Guide the CGE's member schools in their SD&SR approach by developing tools accepted by their main stakeholders (universities, students, ministries, accreditation bodies).
- Develop a friendly national and international environment (influence) for the integration of SD&SR on campuses, in training courses and research.
- Promote the improvement of SD&SR skills among leaders of the SD&SR processes.



SUPPORT WORKING GROUP

- Organising R²D² and writing a welcome leaflet.

Prospects: 2020 R²D² and welcome leaflet.

GROUPE DE TRAVAIL COMPÉTENCES DD&RS

- Formulating questions for the Sulitest.org.

Prospects: FECODD seminar.

CGE/CPU REFERENCE FRAME WORKING GROUP

- Developing SD&SR reference documents about the SDG.
- Developing the research approach from the research and innovation working group's achievements.
- Compiling and presenting the results of the national survey.

RESEARCH AND INNOVATION WORKING GROUP

- Working on the definition of sustainable research and innovation.

Prospects: participating in the multi-year plan for research organisation.

CGE/CPU INTERNATIONAL MISSION

- Participating in international conferences (UNO, G7, etc.) and influence.
- Building networks: PRME chapter, global alliance, HESI.



WORKING GROUPS FACILITATORS

- Support: Benoît Grossiord (Bordeaux Sciences Agro)
- Research and innovation (shared CGE/CPU/research organisations)
- Skills (shared CGE/CPU): Emeric Fortin (École des Ponts ParisTech)
- Reference frame (shared CGE/CPU): for the CGE: Franck Chauvin (ISA Lille)
- International mission (shared CGE/CPU): for the CGE: Jean-Christophe Carteron (KEDGE BS)

Diversité

Vincenzo Esposito Vinzi, president of the Diversity committee – Director General of ESSEC

Year of creation of the Commission: 2007



As Vincenzo Esposito Vinzi highlights, the diversity issue goes beyond the sole Grandes écoles and higher education. It is also a corporate and public life stake, that encompasses society as a whole. On Autumn 2019, the Diversity committee will organise a symposium on common topics for its three working groups with the following theme: “Courses and Diversity: our students have changed, what about us?”

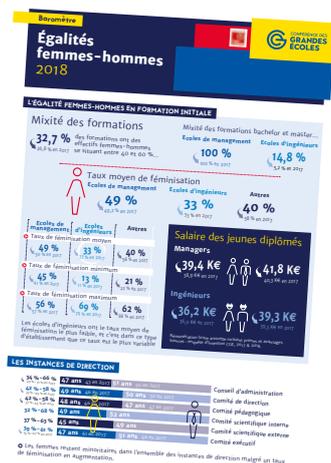
Prospects:

- 5th Gender equality indicator.
- 3rd Stereotype Busters Contest for students on the topic of equal pay.
- Completion and publishing of the white paper and an in-depth study of its different themes by the working group.
- Strengthening relations and common actions with the other associations (CPED, AFMD, etc.).

GENDER EQUALITY WORKING GROUP

Main actions:

- 4th Gender equality indicator: it provides comparative data on gender equality and a general overview of students and institutional staff (headcount, breakdown, remuneration, etc.), as well as information about the composition of governing bodies and student associations. This indicator also draws up a list of actions implemented in the institutions.
- Writing of a white paper to review the progress made by schools complying with the 2013 Gender Equality Charter.
- Participation in the MESRI works.



DISABILITY WORKING GROUP

Main actions:

- Publication of the first disability indicator in November 2018.
- Signature of the 2nd Disability charter with Frédérique Vidal, minister for Higher education, Research and Innovation and Sophie Cluzel, Secretary of State for Disabled Persons.
- Signature of an agreement with the “Mission Handicap Assurance” (MHA) training centre to allow for the payment of support scholarships for disabled students willing to go abroad.
- Examination at the inquiry committee for

WORKING GROUP FACILITATORS

- Gender equality: Pascale Borel (ESC Clermont Group) and Susan Nallet (GEM)
- Disability: Xavier Quernin (UniLaSalle) and Julien Soreau (EM Normandie)
- Social diversity working group (GOS): Chantal Dardelet (ESSEC)

the integration of disabled students in French schools and universities.

- First participation in the DuoDay.
- Awarding with the MHA of the support scholarships for disabled students willing to go abroad at the National Assembly in the presence of Richard Ferrand and Sophie Cluzel.

Prospects:

- Publish the second disability indicator in November 2019.
- Implement partnerships with parents' associations to send working group's "ambassadors" to present the Grandes écoles' inclusive dynamics.
- Start to think with the ministries to enable a lasting financing of the schools' disability projects.
- Simplify the access to exams and competitive examinations adjustments for disabled students by creating an access by derogation with the relevant bodies.



To sum up:

- Companies look for disabled graduates from the Grandes écoles, they represent future careers (LCAP law).
- The disabled student rate in our schools is very close to the one in universities.
- The public authorities listen more and more to the CGE and ask more and more their opinion on disability.

SOCIAL DIVERSITY WORKING GROUP (GOS)

Mains actions:

6 GOS work sessions in 2018–2019. Emphasis on the following topics:

- What is the best way to **involve the families** of beneficiaries from the French programme for student mentoring "Les Cordées de la réussite".
- 3 sessions allotted for a **review of the "Cordées de la réussite"** based on **student mentoring**:
 - skills developed by the mentors, adequation with the academic curriculum,
 - territorial partnerships of the institutions, mutual contribution,
 - skills developed by the students who have mentors, target audience.
- Seminar in Valenciennes about the **digital role regarding equal opportunities**, especially to reach **isolated territories**
- Creation of a working group to define and update the publication "Social diversity indicator in Grandes écoles"
- Input in the thinking process about the **"Plan for neighbourhoods"** and in the **"Educative cities" project**.

Prospects:

- Launch the second "Social diversity indicator in Grandes écoles" project (publication planned for the end of 2019).
- Create an observatory of the social diversity in Grandes écoles.

Ministerial signatures of the 2nd disability charter by Sophie Cluzel, Frédérique Vidal and Anne-Lucie Wack.



Training courses

Frank Bournois, president of the Training courses committee – Director of ESCP Europe

Year of creation of the Commission: 2001



OBJECTIVES

Create an expert department and a think tank focused on training topics in the higher education (vocational training, apprenticeship, teaching methods, innovation, Bachelors' evolution and digital) related to the needs of the economic world.

It has two main assignments:

- provide the CGE with arguments through the studies conducted,
- act with the relevant ministries to make suggestions and defend the Grandes écoles' cause on its expertise themes in front of public authorities.

PHYSICAL ACTIVITIES AND SPORTS (APS) WORKING GROUP

- Studies the specific benefits of sport in terms of soft skills, in the light of companies' expectations.
- Fights against a sedentary lifestyle and prepares our students – future managers – to face professional “risks”.
- Contributes to the COPIL's “SHN skills leaflet” with the Ministry of Youth Affairs and Sports: implementation of a common charter to host the SHN linked to the INSEP.
- Creates a new challenge for the sport associations, only for Grandes écoles, and improves the Schools French Championship (CFE) by creating 2 levels for some sports.
- Thinks about the implementation of the “student and campus life contribution” (CVEC) and the financial investments in sport.

APPRENTICESHIP WORKING GROUP

- Conducted a survey on the apprenticeship costs in Grandes écoles.
- Monitors and studies the impacts of the law “Freedom to choose one's professional future” and its decrees on the organisation and financing of apprenticeship in Grandes écoles.

ENTREPRENEURSHIP AND INNOVATION WORKING GROUP

- Promotes the Grandes écoles' incubator methods in terms of support for the creation of startups.
- Studies the different economic models of the Grandes écoles' incubators.

VOCATIONAL TRAINING WORKING GROUP

- Studies the stakes of the “Freedom to choose one's professional future” law for the vocational training economic model (RNCP, skill sets, etc.).
- Encourages the discussion on the economic model and evolution of vocational training.
- Conducts a survey on the organisation and financing of the vocational training.

LANGUAGES AND CULTURES WORKING GROUP

The group gathered twice:

- 8th and 9th of November 2018 at the international symposium “Linguistic governance of the universities and higher education institutions”. Organised by the

European Observatory for Plurilingualism (EOP), this symposium took place under the patronage of the French president at the École polytechnique and the Université Paris Diderot.

- 21st of March 2019 at the École des Ponts ParisTech on the topic **“The internationalisation of training courses in engineering and management schools: what are the new challenges in the plurilingual, intercultural and management skills fields?”**: 80 delegates attended the workshops and followed round-table discussions in the presence of Marie-Jo Goedert, international and administrative manager of CTI, and Alice Guilhon, president of the CGE Management Schools Chapter and Director General of SKEMA Business School.

TRANSFORMING AND PROMOTING EDUCATION WORKING GROUP

- Encourages the discussion on good practices of teaching innovation.
- Works on the implementation of a teaching innovation prize in Grandes écoles.

INTERNSHIP WORKING GROUP

- Organises three annual sessions to exchange and create best internship management practices in Grandes écoles (crisis management, internships abroad, internship assessments, etc.).
- Deals with the evolutions in regulation regarding internships (gap year, social security, etc).

DIGITAL STRATEGIES AND DISTANCE LEARNING WORKING GROUP

- Supports Grandes écoles in their digital transformation.
- Conducts a survey on the state of distance learning in CGE schools.

“LOOKING AHEAD: EDUCATION IN 2030” WORKING GROUP

- Works on the teaching models for 2030.
- Studies the main trends of teaching methods in higher education.

WORKING GROUP FACILITATORS

- Physical activities and sports: Richard Nemeth (ENS Lyon)
- Apprenticeship: Hélène Victor-Pujebet (Université Paris-Dauphine) and Mohamed Chaouch (ECE Paris)
- Entrepreneurship and innovation: Anne Lichtenberger (IMT Mines d'Alès)
- Languages and cultures: Jörg Eschenauer (École nationale des ponts ParisTech)
- Internships: Sonia Journaud (Audencia BS)
- Digital strategies and distance learning: Amandine Duffoux (EIGSI)
- Continuous vocational training: Thomas Jeanjean (ESSEC) and Thibault Bremaud (Isae-Supaero)
- Transforming and promoting education: Jean-François Fiorina (GEM)
- 2030 Looking ahead: Francis Bécard (SCBS du Groupe YSchools) and Jean-Yves Plantec (INSA Toulouse)

Research and transfers

M'Hamed Drissi, president of the Research and transfers committee – Director of INSA Rennes

Year of creation of the Commission: 1980



COMMITTEE'S ASSIGNEMENTS

The committee organises:

- thinking and discussion sessions and relays information among its members in terms of research, and the analyses the difficulties of Grandes écoles,
- an ongoing monitoring of reforms regarding: Joint Research Units (UMR) and their administrative supervision, the bill on research planning over several years (LPPR), the examination of the LPPR, the PLF, the steering committee for open science, the BPI (public investment bank) financing, the end of the EA certifying, PhDs, etc.,
- interactions with research alliances, including the Athéna in human and social sciences (HSS),
- a monitoring of the documentation stakes (BSN, Couperin, etc.), and takes part in the negotiations with Elsevier,
- an analysis of the trends in research, innovation, transfer,
- the promotion of research and innovation actions of Grandes écoles and PhDs, through the survey on the Research in Grandes écoles,
- the invitation of the key stakeholders in research.

COMMITTEE'S RESULTS

- Pursuit of the negotiations with the science publishers who made the subscription prices more affordable.
- Signature of a partnership with the Agence Universitaire de la Francophonie.
- Carrying out of a study about “Human and social sciences in Grandes écoles”, presented on the 26th of June 2019 at the HSS symposium organised by the CGE. The committee had previously taken part in a workshop organised by the annual conference of the GE in Lille in October 2018, on the same theme. The aim of the survey is to show the benefits of HSS research in Grandes écoles, more especially its benefit for the skills favoured by companies (for example dual degrees, interdisciplinary skills developed, innovation benefits, etc.)
- Agreement extension with Athéna in 2019.
- Publication of a survey on the “UMR-CNRS administrative supervision and on-site policies” in view of the meeting between the CGE and Antoine Petit, president of the CNRS, on the 19th of September 2018 and then on the first semester of 2019.
- Examination of the LPPR in June 2019 and issuing of several proposals in this context.

COMMITTEE'S PROSPECTS

The committee continues:

- to rally around the consideration of research in private institutions,
- to conduct the Research 2019 survey on the UMR administrative supervision,
- to promote the conclusions of the “Human and social sciences in Grandes écoles” symposium, (publication of deeds, promotion of the studies in the press, etc.).

WORKING GROUP FACILITATORS

- Information and documentation: Marie-Pierre Redon (Enise) and Monique Joly (INSA Lyon)

International relations

Yves Poilane, president of the International relations committee until 31 August 2019 – Director of Télécom Paris



COMMITTEE'S ASSIGNEMENTS

- Represents and promotes schools in front of international stakeholders.
- Works with the national bodies for a better recognition of the Grandes écoles' role in the international attractiveness of the French ESR.
- Conducts surveys on the incoming and outward mobility of students in Grandes écoles, on their agreements with foreign universities and on training courses taught in English.

COMMITTEE'S ACTIVITIES

- Organising an International relations committee meeting common for the CGE / CDEFI (29 November 2018).
- Follow-up on the "Welcome in France" plan and award of a CGE contribution to the MESRI upon examination by the expert group on the national strategy.
- Providing support to the MESRI in the writing of decrees and the order establishing the "Welcome in France" national strategy.
- Submitting to the MESRI, the MEAE and the Home Office a survey to the CGE about the administrative difficulties encountered by schools and their foreign students.
- Advocating for the removal of non-EU PhDs from the group targeted by the registration fees increase.
- Writing a guide with the DGESIP on the implementation of the new exemption

Year of creation of the Commission: 1980

- scholarships related to diplomatic positions.
- Supporting the applicant schools for the MESRI's "Welcome in France" project.
- Participating in the European interdisciplinary group of the MESRI.
- Discussing with the European Committee and the French Erasmus+ agency regarding the future European Framework Programme and the new Erasmus + programme (26th of September, 5-7th of December 2018, 29th of May 2019).
- Participating in the steering committee for the "Studying in France" platform.
- Supporting the applicant schools for the "Support for the Development of Higher Education in Africa" (ADEFSA) project.
- Hosting foreign delegations (United Kingdom, Belgium, Taiwan, Japan, Germany, Colombia, Iraq, Canada, Israel, Islamic Bank of Development).
- Contributing to the negotiations between ministries about the project for the administrative agreement on the mutual acknowledgement of diplomas between France and China.

COMMITTEE'S PROSPECTS

- Monitor the "Welcome in France" national strategy's implementation for 2019 and 2020.
- Develop common activities with the French Erasmus+ agency.
- Advocate against the capping of French state scholarships.
- Facilitate the acquisition of residence permits for foreign students and graduates from Grandes écoles.
- Organise an international relations meeting with both the CGE and CDEFI.

Student life

François Bouchet, president of the Student life committee – Director General of École polytechnique

Year of creation of the Commission: 2016



The Student life committee is divided into groups who work on long term stakes and gathers in plenary session to:

- share politic news about student life: the ORE law, the implementation of the CVEC, the “Welcome in France” hosting plan for foreign students, results of the decree on the recognition of student commitment, etc.,
- discuss with external stakeholders to potentially make partnerships of common interest for schools: associations dedicated to students (Cheer Up, IxESN, institut de l’engagement, BNEI, Animafac, REFEDD, FFE, etc), French state’s services or authorities (DGESIP, road safety, CNOUS, Agence du service civique),
- (co)steer the organisation of “student” events: CGE symposium on students’ initiatives in April 2019 and CVEC seminar in November 2018,
- foresee the emerging student issues – via the working groups or not – to add a constructive opinion to the national debate or enable the skills development of the committee: initiate an assessment of psychological support measures in schools, define the skills of the emerging position of community project/

student life supervisor, question new sports habits, etc.

COMMUNITY LIFE WORKING GROUP

- Description of the skills expected and of the role of a community project/student life supervisor.

Prospects:

Implementing a training for the student life supervisor.

LUCA WORKING GROUP

- Fight against risky behaviours, induction weekend charter.
- Students’ well-being.

Prospects:

“Cpas1Option” (Not1Option) annual seminar, challenge contest for road safety innovation, sharing of the SOIREE platform.

STUDENT HOSTING WORKING GROUP

- Survey about student accommodation.

Prospects:

Communication during a national regarding student accommodation, at the end of the year.

PHYSICAL ACTIVITIES AND SPORTS WORKING GROUP

- Double affiliation to the Student life and Training courses committees – see the Training Courses committee page.

WORKING GROUP FACILITATORS

- Actions against addictive behaviour (LUCA): Patricia Fournier (CentraleSupélec)
- Community life: Christelle Egretreau (Sup de Co La Rochelle), Muriel Husson (EPF) and Jodie Delfour-Barsac (Animafac)
- Student hosting: Thierry Rousseau (ESSEC)
- Physical activities and sports: Richard Nemeth (ENS de Lyon)

04

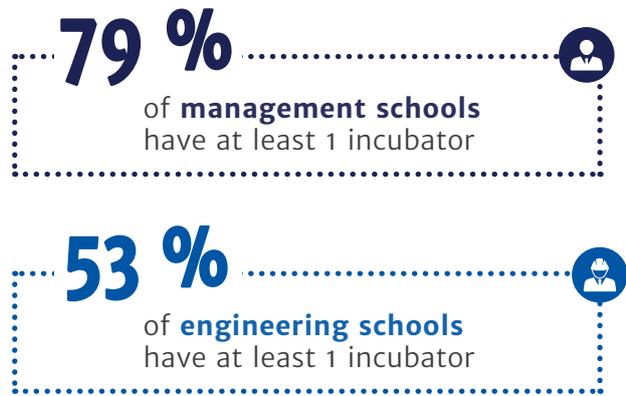
THE OBSERVATORY



Incubators cartography

On the 4th of December 2018, the CGE published a survey conducted in partnership with the Caisse des Dépôts for 210 member Grandes écoles.

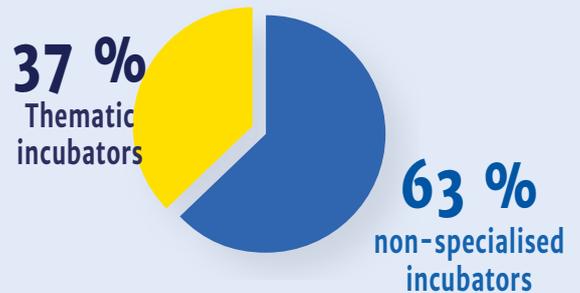
PRESENCE OF INCUBATORS IN GRANDES ÉCOLES



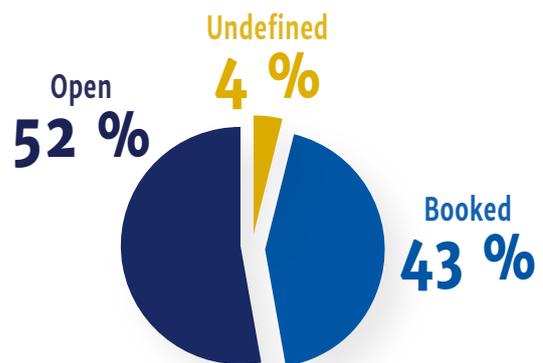
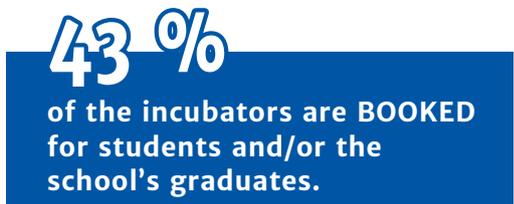
INCUBATORS TYPES

The incubators in Grandes écoles ⁽⁴⁾ are either **non-specialised** or **thematic** (aeronautics, agriculture, health, etc.).

(4) engineering, management, other specialisations



INCUBATORS AVAILABILITY



DISTRIBUTION OF THE INCUBATORS

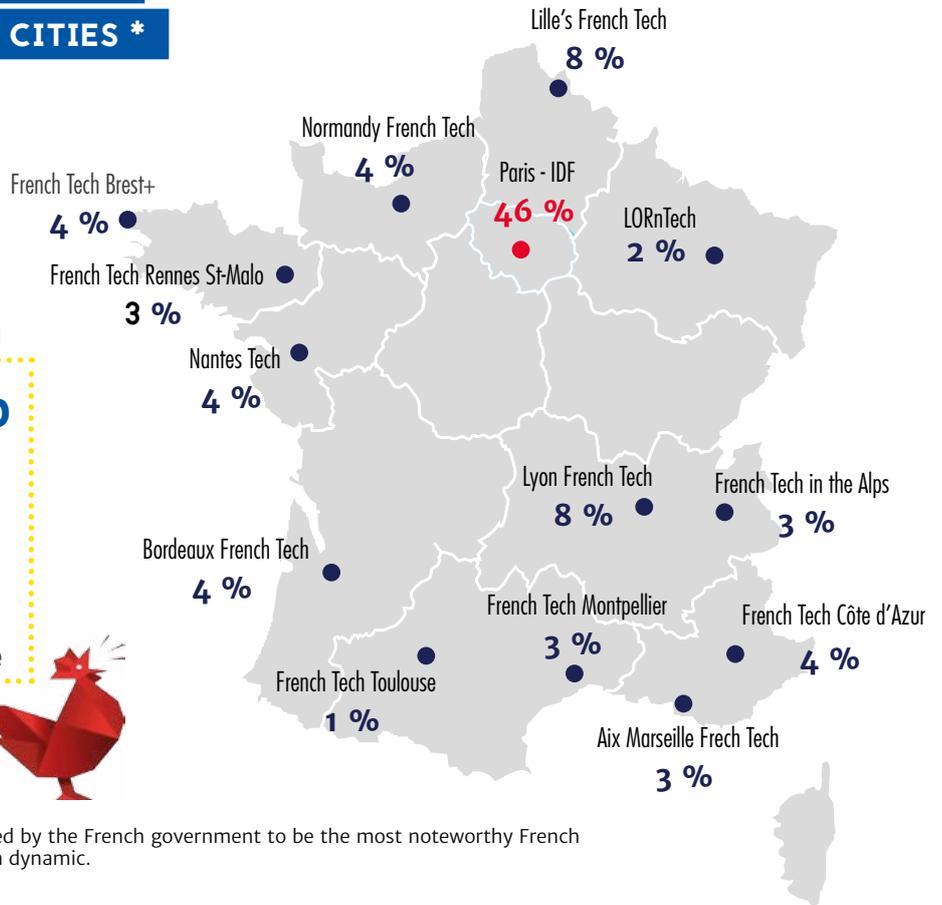
IN FRENCH TECH CERTIFIED CITIES *

84 %

of the **incubators** are established in French Tech certified cities ⁽³⁾ including:

54 %
in other regions

46 %
in Ile-de-France



(3) French Tech certified cities are considered by the French government to be the most noteworthy French startups ecosystems, thanks to their growth dynamic.

DISTRIBUTION OF THE INCUBATORS PER REGION:

61 %

of the **incubators** are located in the other regions

39 %

of the **incubators** are located in Ile-de-France

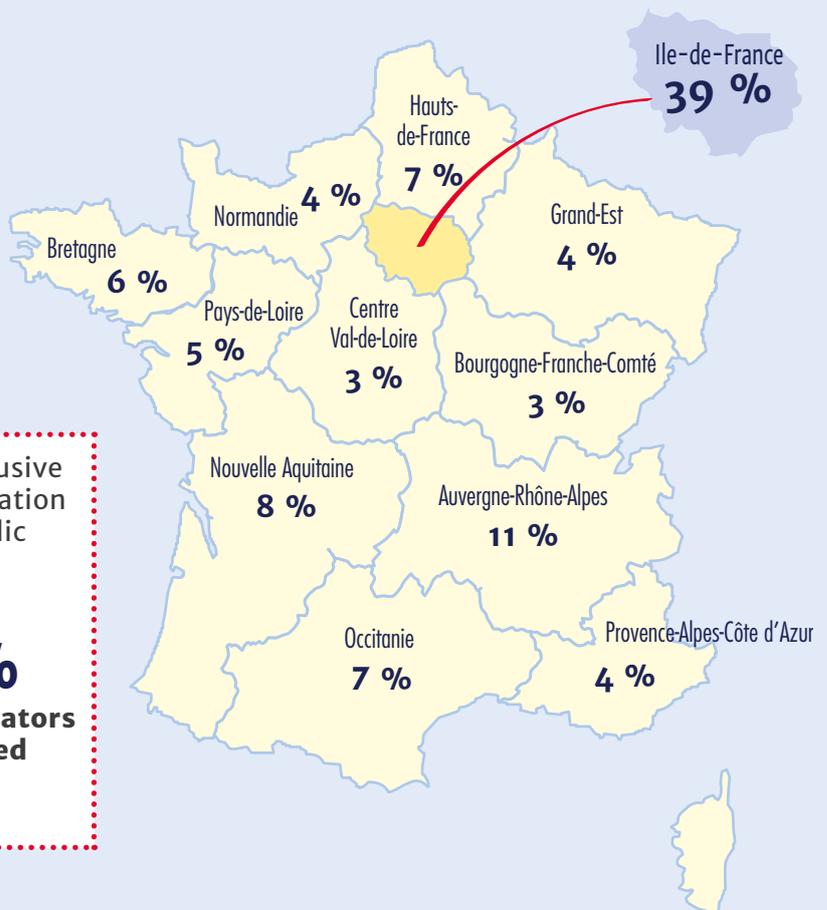
The incubators can be either exclusive or shared (with other higher education institutions and private or public structures).

57 %

of the incubators are exclusive to schools

43 %

of the incubators are shared



2019 Professional insertion survey

Net employment rates and salary increases: about 90 % ⁽¹⁾ of recent graduates from Grandes écoles are hired within the 6 following months

On the 18th of June 2019, the CGE revealed the results of its 27st survey about the professional insertion of the member schools' recent graduates.

"We have 9 out of 10 students who find a job less than 6 months after their graduation, and 8 out of 10 within less than 2 months, representing the highest indicators since 2010" highlighted Anne-Lucie Wack, president of the CGE.

"Recent graduates benefit from a booming labour market. After two years of great increasing, the professional insertion reached very high percentages", added Peter Todd, president of the CGE Upstream committee and Director General of HEC Paris.

Please note that, this year, the survey section about the gender pay gap has been detailed with new information.

THE RECENT GRADUATES' PROFESSIONAL INSERTION IS SET FAIR AND INCREDIBLY FAST

The net employment rate 6 months after graduation remains stable and very high for all graduates: 89.5% instead of 89.4 % in 2018. We can observe a significant increase of the graduates being hired after an engineering school: the net employment rate six months after graduation exceeds 90 %.

Another prominent and new trend to keep in mind: 65.2% of Grandes écoles' students found a job even before their graduation, that is to say 3 percentage points higher than last year.

"About 2/3 of the graduates from Grandes écoles are literally seized by the companies even before their graduation", pointed out Anne-Lucie Wack. Regarding the access to the labour market, professional social networks have obviously gained 2 percentage points since last year.

Nonetheless, in 2019, the final year internship remains the first gateway to companies. It enables 29.4 % of the graduates to enter the labour market compared to 28.5 % in 2018.

AN INCREASING NUMBER OF PERMANENT CONTRACT HIRING

In the continuity of previous surveys, the portion of permanent contracts is still increasing: this year, 82.2% of recent graduates directly sign a permanent contract. It represents an increase of two percentage points compared to last year. This rate is significantly higher than the average in the country, since 68% of young people with a master's degree get a permanent contract 12 months after graduation in France ⁽²⁾.

APPRENTICESHIP, EXCELLENCE CAREER PATH AND EMPLOYMENT ACCELERATOR

"The 2019 survey corroborates the idea that apprenticeship in Grandes écoles is an excellence career path and a significant employment accelerator", emphasised Anne-Lucie Wack. For 15.5% of the graduates who did an apprenticeship, the net employment rate 6 months after graduation is 90.3 %. This rate is higher by 0.8 percentage points than the overall rate of graduates from the Grandes écoles (89.5%). 36.1% of apprentices are hired in their host companies.

Another noteworthy figure: 84.4% of apprentices get a permanent contract, which represents a rate higher by 2.2 percentage points compared to the overall rate of graduates from Grandes écoles (82.2%).

1. Source: Apec – 2019 Barometer – young 2017 graduates

2. 90% of graduates, except those studying, doing a thesis or deliberately unemployed



INCREASES IN THE AVERAGE SALARIES

In 2019, the gross average salary per year offered to recent graduates as they start working has significantly increased. In France, it reaches €34,920 (excluding bonuses), versus €34,122 last year, representing a 2.2% increase for engineers and 2.6% for managers. Abroad (across all countries), the average salaries after the hiring are also increasing, with €35,948 (excluding bonuses) instead of €34,918 in 2018.

But the gender pay gap persists.

Net employment rate, permanent contracts, executive status, salaries, all these indicators are less favourable towards women, with gaps similar to the previous years' gaps: *“What is the most striking is that – even under the current circumstances where companies fight to hire our graduates – the gender pay gap persists, to the detriment of women! Every year we make this alarming observation and we work on analysing and fighting the causes of these inequalities”*, commented Anne-Lucie Wack.

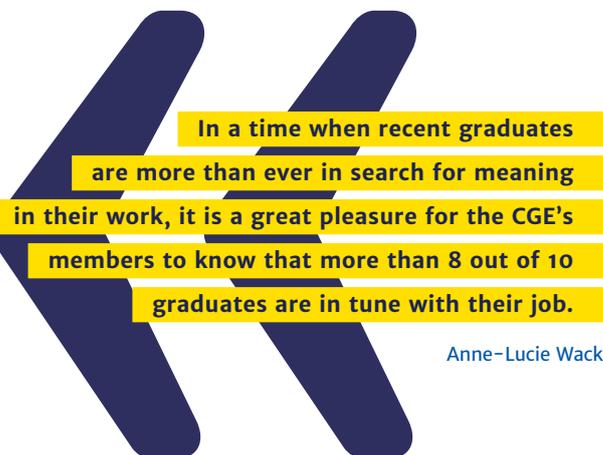
DIPLOMAS PROTECT FROM INEQUALITIES

Regarding the salaries in details, the gender pay gap after recruitment reaches 6.08%. *“The 2019 survey shows that the executive status is one of the main determining factors of this gap: 1.56 point of this disparity is due to a lower percentage of women hired as executives”*, commented Peter Todd. In addition, the lower number of recent graduates who obtained a permanent contract increased the gap by 0.62 percentage point. *“This disparity is also due to the fact that women choose less profitable positions and sectors more often”* explained Anne-Lucie Wack. They are underrepresented in some activity sectors such as IT and the transport industry, where salaries are generally higher.

FRANCE ATTRACTS YOUNG TALENTS

Even if going abroad is still attractive – 1 out of 8 graduates chooses to work abroad after graduation – the Grandes écoles' graduates favour France: 87% of recent graduates choose to work in France; a constant rate since last year. *“The improvement of the economic situation in France since the 2–3 previous years – that led to a stimulation of the employment market – explains that recent graduates want to work in France again. They do not show the same need to go abroad as some years ago”* pointed out Peter Todd.

Among recent graduates who go abroad, the choices mainly point to the UK, Switzerland, Germany, Luxembourg and China.



Anne-Lucie Wack

2019 Professional insertion survey

THE VSB/SMB ARE STILL THE FIRST EMPLOYER OF GRANDES ÉCOLES' GRADUATES

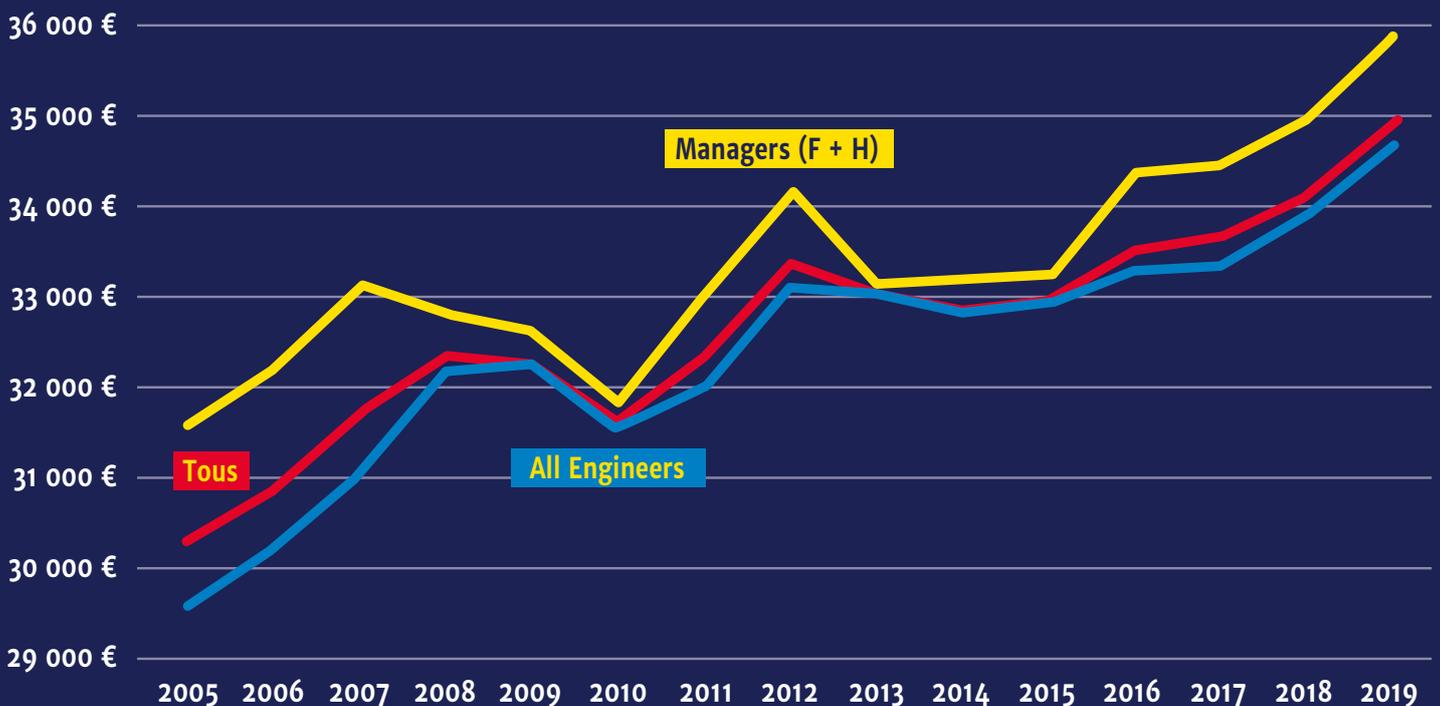
In 2019, 38.9% of the Grandes écoles' graduates opted for a company of less than 250 employees. This figure is almost similar to last year's (39.3%) and shows the students' interest for human-scale companies. *"The Grandes écoles' graduates work in all types of companies in the country, 40% in the VSB and SMB, 30% in intermediary businesses and 30% in multinational businesses"*, highlighted Anne-Lucie Wack. The entrepreneurship, that had significantly increased in 2018, remains constant. In 2019,

3.1% of the recent graduates chose to create or take over a company (versus 3.3% in 2018). This figure is higher for management schools' graduates where it reaches 4.9%.

YOUNG ACTIVE PROFESSIONNALS ARE SATISFIED WITH THEIR JOB

83.7% of recent graduates say they are "very satisfied" or "satisfied" with their job. This is an excellent figure, that increased compared to last year (82.8%)! The graduates were questioned about their working conditions, relationships with their colleagues, salary levels, autonomy and responsibility levels, and geographic location.

Gross average salary per year, excluding bonuses (France) according to gender and school type
Last graduated class – 2005-2019 Surveys



The Conférence des Grandes écoles

Created in 1973, the Conférence des Grandes écoles (CGE) brings together 226 French institutions and 13 foreign Grandes écoles covering several specialisations: engineering, management, architecture, political sciences, creation & design, journalism, military schools, veterinary and health schools, etc. The Grandes écoles account for more than 40% of the master's degrees granted in France every year. Guaranteeing an intensive work in research, they bring into line the student's education and their employment opportunities. Being part of the CGE is a real quality label.

The CGE makes sure that all its members respect its essential principles: programmes excellence, professional insertion, relations with companies, innovation, international openness, impact on the society, etc. The 229 member Grandes écoles offer a large range of trainings and research to meet the socioeconomic world's needs.

THE CGE'S ROLE

The CGE is a think tank which values the collective expertise of its members as well as the importance of the Grandes écoles in higher education and research. The CGE takes an active part in discussions regarding higher education (on-site policies, research, international issues, apprenticeship, professional training, bachelor's degree, Parcoursup, high school certificate reform, society challenges, etc.).

It produces summaries, studies and surveys that refer to the national strategy, on the insertion of young graduates, international mobility, social diversity, entrepreneurship, gender equality, disabilities, etc.

It guarantees the representative role of its members to public authorities, economic and social players. It takes a public position on issues related to higher education and research. The CGE is an accreditation organism of education for its members (SPECIALIZED MASTER®, Master of Science, BADGE, CQC – French certificate for qualifications and skills). It guarantees the programmes' quality and their adequacy with labour market expectations. The

CGE also issues a digital school label called the 4DIGITAL-Digital Grande École, certifying the digital ecosystem literacy of the schools who obtain it. The CGE, an association under the 1901 law that brings together 3 colleges of members

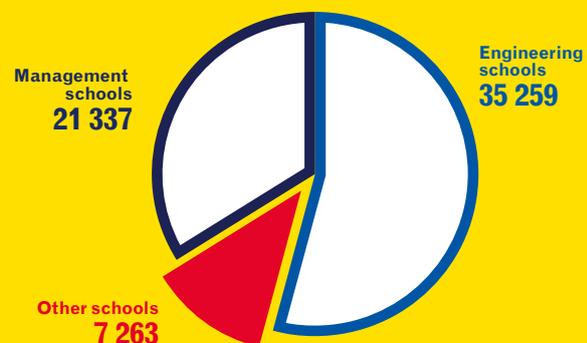


279,361 STUDENTS ENROLLED IN THE GRANDES ÉCOLES PROGRAMME IN 2018-2019



Source : CGE – Enrolment Survey 2018-2019 – January 2019-09-23

GRANDE ÉCOLES GRADUATES



Source : CGE – Graduation Flows Survey at the end of 2017-2018 – January 2019-09-23

The Conférence des grandes écoles

In 2019:

- The College Education includes 229 higher education and research institutions, 13 of which are foreign institutions
- The College Enterprises brings together 8 member companies and partner companies
- The College Organisations is composed of 37 organisations, Alumni associations, teachers, high school principals, and other organisations related to higher education.

Grandes écoles depend on several ministries (tutorship or contracts)

These ministries are the following: The Ministry for Higher Education, Research and Innovation, the Ministry for Economy and Finance, the Ministry for Agriculture and Food, the Ministry for the Armed Forces, the Ministry for the Ecological and Inclusive Transition, the Ministry for Solidarity and Health, the Ministry for

Culture or even directly the Prime Minister. Some schools depend on consular bodies, others have associative or other status.

With 72% of engineering schools accredited by the CTI (Committee responsible for the evaluation and accreditation of higher education institutions for engineers in France), 95% of management schools providing the Master's degree and 20% of schools with other specialisations, the CGE has become a major stakeholder in French higher education. The number of students enrolled in a Grande école programme officially amounts to 279,361 students in 2018-2019 (1) on average with 38.3% of women (an increase of 0.4 percentage points compared to 2017-2018, when the feminisation rate was 37.9%) and 14.7% of foreigners applying for the diploma (compared to 14.2% the previous year).

The major branches of higher education

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Students enrolled in all institutions	2 231 495	2 234 162	2 315 821	2 319 627	2 343 939	2 386 930
Universities excluding IUT (university technology institute) and engineering trainings	1 291 213	1 267 325	1 307 581	1 299 763	1 265 819	1 280 577
<i>Including IUFM (French University Institute for Teachers education)</i>	70 100	64 037	59 953		-	-
IUT	116 223	118 115	118 139	116 476	110 500	110 105
STS (advanced technicians) and similar	230 877	234 164	240 322	242 247	246 025	253 729
Paramedical and social schools excluding university	134 407	137 165	136 164	137 370	137 370	140 600
CPGE (French Elites Preparatory Classes for Grandes écoles) / Grandes écoles trainings	301 525	314 362	337 132	353 789	378 779	393 816
Other schools and programmes	157 250	164 524	177 919	169 982	165 749	190 665

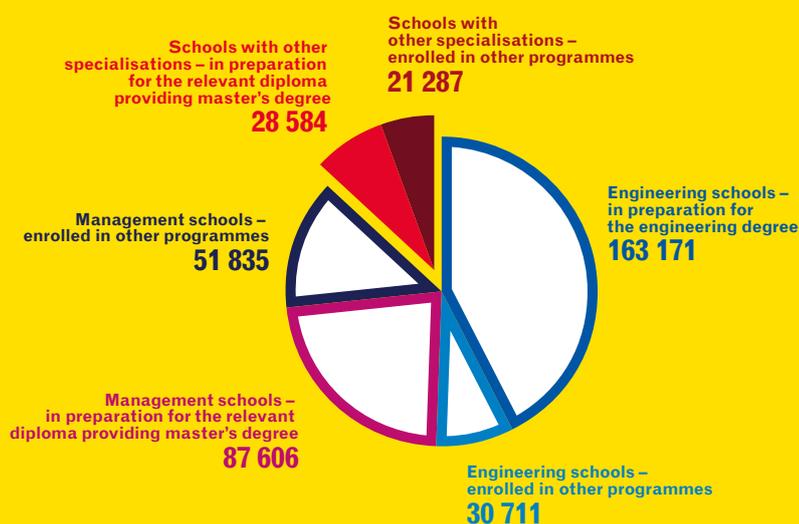
2015-2016: number of students without double counting of the 19,300 students double enrolled in CPGE and EPSCP - source: RERS 2016
 2016-2017: number of students without double counting of the 14,100 students double enrolled in CPGE and EPSCP - source: RERS 2017
 2017-2018: number of students without double counting of the 2,700 students double enrolled in CPGE and EPSCP - source: RERS 2018

All programmes considered, i.e. including bachelors, MBA, DNM, MS, MSc, PhD and continuing training, member schools of the CGE provided 383,194 students with education in 2018–2019 (6.45% more students than in 2017–2018, accounting for 23,216 additional students). At the end of the academic year 2017–2018 (1), French schools of the CGE have awarded a diploma to 63,859 students (2.1% more than at the end of 2016–2017) for the Grandes écoles programme. On a comparable basis with the most recent data available in RERS (2) 2018 on graduates of 2016, they accounted in 2016 for 73.9% of all Grandes écoles flows of graduates (according to the criterion “awarding at least one diploma providing the Master’s degree”); in 2016, the sphere of Grandes écoles has awarded a diploma to 40.8% of students with a Master’s degree all programmes combined (i.e. 0.7 percentage points more than last year).

1. the numbers of students enrolled and flows of graduates in the CGE schools do not include those of the 2 schools accepted at the Board of directors on the 12 March 2019

2. Statistical points of reference, 2018 edition, Ministry for National Education and Youth, DEPP

383,194 STUDENTS ENROLLED IN THE FRENCH GE IN 2018–2019, ALL TYPES OF TRAININGS

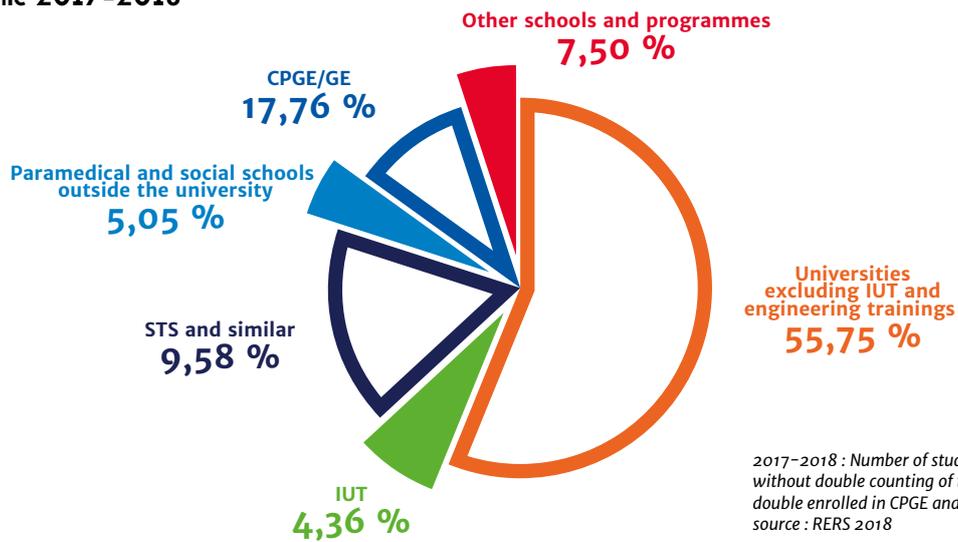


Source : CGE - Enrolment Survey 2018-2019 – January 2019-09-23

2013–2014	2015–2016 Dble enrol. excl.	2016–2017 Dble enrol. excl.	2017–2018 Dble enrol. excl.	Share of the total	Evolution over 1 year	Evolution over 9 year
2 429 857	2 531 800	2 595 606	2 677 876		3,2%	20,0%
1 358 088	1 429 200	1 463 122	1 492 894	55,7%	2,0%	15,6%
-	-	-	-	-	-	-
115 780	116 200	116 578	116 783	4,4%	0,2%	0,5%
254 967	256 100	257 247	256 563	9,6%	-0,3%	11,1%
132 935	135 500	135 176	135 321	5,1%	0,1%	0,7%
402 641	421 000	444 172	475 520	17,8%	7,1%	57,7%
165 446	173 800	179 311	200 795	7,5%	12,0%	27,7%

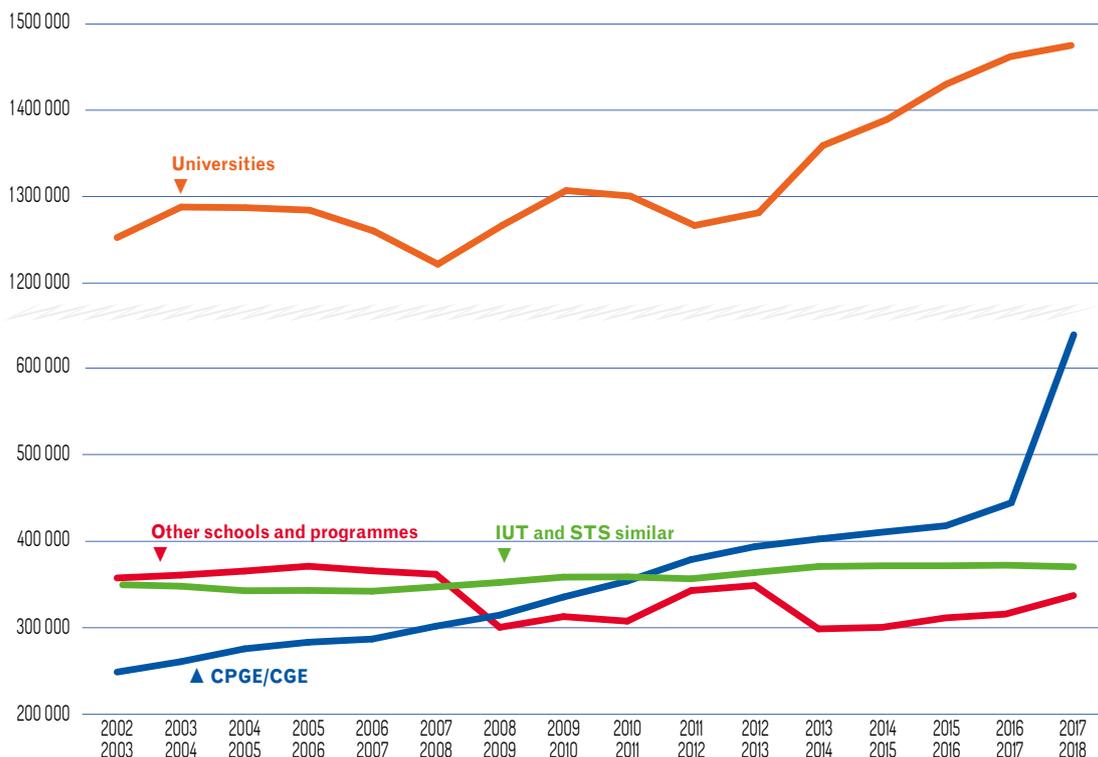
Grandes écoles: main stakeholders in higher education and research

Academic 2017-2018



2017-2018 : Number of students without double counting of the 2 700 double enrolled in CPGE and EPSCP
source : RERS 2018

Evolution of the number of French higher education students



2015-2016 : Number of students without double counting of the 19 300 double enrolled in CPGE and EPSCP - source : RERS 2016
 2016-2017 : Number of students without double counting of the 14 100 double enrolled in CPGE and EPSCP - source : RERS 2017
 2017-2018 : Number of students without double counting of the 2 700 double enrolled in CPGE and EPSCP - source : RERS 2018

Label evolution

The accreditation of the certified programmes Mastère Spécialisé, MSc-Master of Science, BADGE and CQC is one of the CGE's four main assignments. This project – that began in 1983 by creating the Mastère Spécialisé label – has been for several years now aligned with a quality and continuous improvement process that meets the market's needs and adapts to its environment. The committee experts, with as many businesses as schools, are keen to make sustainable and/or suggest relevant theory elements to address the various changes.

MASTÈRE SPÉCIALISÉ AND NEW REFORM OF THE PROFESSIONAL CONTINUOUS TRAINING

The LCAP law (“Freedom to choose one's professional future”), has disrupted once again the continuous training programmes development. The Mastère Spécialisé label is directly affected with over 73% of the students having a professional experience superior or equal to 2 years in 2018-2019. It must aim at being registered with France Compétences to be able to receive students whose training will be financed.

The committee has to take into account this increasing number of students whose diploma level is lower than 5 years of higher studies but whose number of years of professional experience is higher. While a major part of the engineering schools seems less affected by this phenomenon because of a prerequisite in sciences, the management schools and some niche sectors are indeed affected. That is why experts suggest to open access paths better suited to this type of profiles, while keeping the post-master level of the Mastère Spécialisé label.

MSc-MASTER OF SCIENCE AND POSITIONING ABROAD

The changes in the French market of the post-high school programmes, the reform of the master selection at the end of 2016 and more recently, the French government wanting to strengthen the attractiveness strategy for foreign students (62% in 2019 for CGE's MSc), makes the Accreditation committee wonder

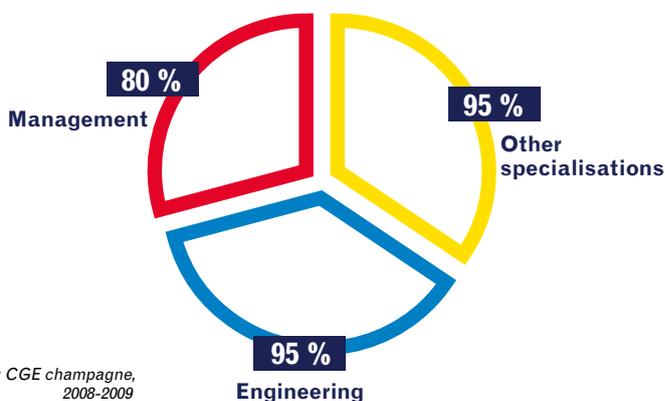
about the relevance of the MSc-Master of science label positioning.

The educational organisation as currently presented for the MSc label does no longer meet the market's needs both in terms of programme duration and admission prerequisites. The experts recommend to better adapt the organisation to the applicants' profile, for example by distinguishing their academic level and by guiding them to the Bac+5 upon the Bologna process criteria.

LABELS AND TERRITORIES: BADGE AND CQC, A POSSIBLE SOLUTION

The adaptation of the programmes to the market is one of the most common dimensions of the Accreditation committee while examining the applications. By working with the economic stakeholders who are located in their territories, the CGE's member schools can offer training courses relevant for the audience and the skills targeted. The BADGE and CQC labels with a **lifelong training** allow to put an emphasis on this very close link between the Grandes écoles, companies and professional sectors. The business approach with companies of the sector is even more effective since it contributes to define the programmes into skill groups – a necessity nowadays.

MS programme with continuous training



Source : CGE champagne, 2008-2009

05

**THE CGE
AT A GLANCE**





CGE Organisational Chart

GENERAL ASSEMBLY

BOARD OF DIRECTORS

EXECUTIVE COMMITTEE

STRATEGIC ORIENTATION COMMITTEE

GENERAL DELEGATION

COMMITTEES AND WORKING GROUPS

Accreditation

- CHN - Digital Accreditation committee

Upstream

- Attractiveness of science courses
- Scientific competitive examinations
- Review of the “Chatel law”
- Technological branch
- LIESSE
- Parcoursup
- High school and high school certificate reform

Downstream

- Alumni
- PGE professional insertion survey
- MS-MSc professional insertion survey
- Bachelor professional insertion survey

Management Schools Chapter

- Upstream – Competitive examinations
- Rankings
- Skills
- Deans
- Educational innovations
- Quality/Accreditation
- Research
- Corporate relations
- International relations

Communication

Sustainable development and social responsibility

- SD&SR-related skills⁽¹⁾
- Research and innovation
- Frame of reference and accreditation⁽¹⁾

Diversité

- Gender equality
- Disability
- Social diversity

Education

- Physical activities and sports⁽²⁾
- Apprenticeship
- Entrepreneurship and innovation
- Languages and cultures
- Professional vocational training
- Internships
- Digital strategy and distance learning
- 2030 Looking ahead
- Transforming and promoting education

Research and transfers

- Information and documentation

International relations

Student life

- Students hosting
- Actions against addictive behaviours (LUCA)
- Student associations
- Physical activities and sports⁽²⁾

INDEPENDENT GROUPS

- DAF: financial affairs and chief administrative officers
- DSI: directors of IT Systems
- GDPR: delegates for data protection, IT officers.

1. Joint working group CGE/CPU

2. Joint working group for the Training courses committee/Student life committee

Executive Committee



Director General, Montpellier SupAgro



Director General, Arts et Métiers Sciences et Technologies



Director General, SKEMA Business School



Paris Île-de-France Chamber of Commerce and Industry until 30 September 2019



Director, Sciences Po Lille



Director General, ESTP

The board also includes the committees' presidents



Director, Télécom SudParis



Director General, Arts et Métiers ParisTech



Director General, HEC Paris



Director General, SKEMA Business School



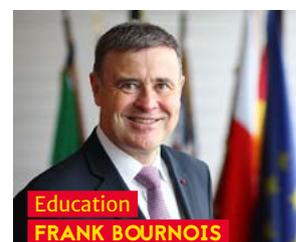
Director, SIGMA Clermont



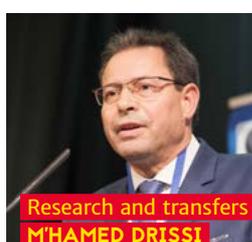
Director, Institut Mines-Télécom Business School



Director General, ESSEC



Director, ESCP Europe



Director, INSA Rennes



Director, Télécom ParisTech until 31 August 2019



Director General, École polytechnique

Board of directors

SCHOOLS

Elected members

- **Anne Beauval**, Executive Director, IMT Atlantique Bretagne Pays-de-la-Loire
- **François Bouchet**, Director General, École polytechnique
- **Laurent Champaney**, Director General, Arts et Métiers Sciences et Technologies
- **Sophie Commereuc**, Director General, Sigma Clermont
- **Florence Darmon**, Director General, École spéciale des travaux publics (ESTP)
- **Lorenzo Diez**, Director General, École nationale supérieure d'architecture de Nancy
- **M'Hamed Drissi**, Director, Institut national des sciences appliquées de Rennes (INSA Rennes)
- **Denis Guibard**, Director, Institut Mines-Telecom Business School
- **Alice Guilhon**, Director General, Skema Business School
- **Julie Joly**, Director, Centre de Formation des Journalistes (CFJ)

- **Olivier Lesbre**, Director, Institut supérieur de l'aéronautique et de l'espace (ISAE-SUPAERO)
- **Pierre Mathiot**, Director, Sciences Po Lille
- **Gérard Pignault**, Director General, École supérieure de chimie, physique, électronique de Lyon (CPE Lyon)
- **Anne-Lucie Wack**, Director General, Montpellier SupAgro

Permanent guests (committees presidents)

- **Frank Bournois**, Director General, ESCP Europe
- **Christophe Digne**, Director General, Télécom SudParis
- **Vincenzo Esposito Vinzi**, Director General, ESSEC
- **Yves Poilane**, Director General, Telecom Paris
- **Peter Todd**, Director General, HEC Paris

BUSINESSES

- **Valérie Gaudart**, HR Marketing & Talent Attractiveness Manager for the HR Assistant Director General, ENGIE

- **Chantal Legendre**, Direction du Développement Managérial et des Talents – Orange
- **Stéphanie Martin-Blas**, Responsable Projets Jeunes Talents – LVMH
- **Jean-Michel Romann**, HR Director – EDF
- **Philippe Thébaud**, Associations & Local Authorities Director – MAIF

ORGANISATIONS

- **Jean Bastianelli**, Headmaster, Lycée Louis le Grand – President, Association des proviseurs de lycées à classes préparatoires aux Grandes écoles (APLCPGE)
- **Jean-François Beaux**, President, UPA
- **Laurent Billès-Garabédian**, Vice-President, Ingénieurs et scientifiques de France (IESF)
- **Maurice Thévenet**, General Delegate, National Foundation for Management Education Fondation (FNEGE)

Strategic Orientation Committee (COS)

SCHOOLS

- **Arts et Métiers Sciences et Technologies** – **Laurent Champaney**, Director General (VP CGE schools – permanent guest)
- **École polytechnique** – **François Bouchet**, Director General
- **ESCP Europe** – **Frank Bournois**, Director General
- **Montpellier SupAgro** – **Anne-Lucie Wack**, Director General
- **SKEMA** – **Alice Guilhon**, Director General

BUSINESSES

- **AXA** – **Sandrine Duchêne**, Chief Administrative Officer of AXA France
- **Bouygues** – **Philippe Marien**, Director General Representative
- **CIGREF** – **Jean-François Lalanne**, Vice-president / DSI Air France KLM
- **EDF** – **Hélène Bauduin**, Head of the mobility, education and hiring department
- **ENGIE** – **Valérie Gaudart**, HR Marketing and Talent Attractiveness Manager
- **LVMH** – **Pascal Jouvin**, Director, Group Executive Development

ORGANISATIONS

- **ANDRH** – **Bénédicte (Ravache) Le Deley**, Secretary General
- **IESF** – **Marc Ventre**, President
- **Medef** – **Christian Nibourel**, President of the technological changes and social impacts Committee
- **Synergie campus entreprises** – **Sylvie Alinc**, Public affairs manager

General Delegation



ALEXANDRE RIGAL

CEO

01 46 34 77 60

alexandre.rigal@cge.asso.fr



STÉPHANIE LEFÈVRE

Head of Administration and
Finance – Legal Administration
Officer – Disability Officer

01 46 34 77 62

stephanie.lefevre@cge.asso.fr



ISABELLE LAURENCOT

Information – Process Officer
– GDPR Project Manager

01 46 34 77 56

isabelle.laurencot@cge.asso.fr



IMEN MISSAOUI

Companies and Education
Officer

01 46 34 77 57

imen.missaoui@cge.asso.fr



GÉRALDINE CELLIER

Accreditation Officer

01 46 34 77 61

geraldine.cellier@cge.asso.fr



MARIA ROMO-NAVARRETE

Quality and Digital Officer

01 46 34 57 62

maria.romo@cge.asso.fr



ANDRÉ BISMUTH

Communications Officer

01 46 34 77 58

andre.bismuth@cge.asso.fr



MÉLANIE GONCALVES

Communications Assistant

01 46 34 57 61

melanie.goncalves@cge.asso.fr



FRANÇOISE GROT

Management Schools Chapter
and Gender Equality Officer –
Executive assistant

01 46 34 57 59

francoise.grot@cge.asso.fr



JULES MEUNIER

Public Affairs and Institutional
Relations Manager – Social
inclusion Officer

01 46 34 53 02

until 31 August 2019



Océane ROUSSEAU

Public Affairs and Institutional
Relations Manager – Social
inclusion Officer

01 46 34 53 02

océane.rousseau@cge.asso.fr

from 1st September



NADIA HILAL

Manager for Upstream,
Downstream and Research

01 46 34 77 59

nadia.hilal@cge.asso.fr



**GÉRALD MAJOU
DE LA DÉBUTRIE**

Manager for SD&SR, Regional
policies and Student life

01 46 34 57 58

gerald.majou@cge.asso.fr



ELISABETH BOUYER

Statistician

02 99 05 32 87

elisabeth.bouyer@cge.asso.fr



SABRINA HAVAS

General Assistant
and Accountant

01 46 34 08 42

sabrina.havas@cge.asso.fr

CGE member schools

2IE

Agrocampus Ouest
 AgroParisTech
 AgroSup Dijon
 Arts et Métiers Sciences et
 Technologies
 Audencia Business School

BREST BUSINESS SCHOOL

Bordeaux Sciences Agro
 Bordeaux-INP - ENSEIRB-
 MATMECA
 Bordeaux-INP - ENSGTI
 BURGUNDY SCHOOL OF
 BUSINESS

CELSA Sorbonne-Université

Centrale Lille
 Centrale Lyon
 Centrale Marseille
 Centrale Nantes
 CentraleSupélec
 CESI École d'Ingénieurs
 CFJ
 CFVG
 Chimie ParisTech
 CNAM
 CPE Lyon

EBI

EBS PARIS

ECAM Lyon - ECAM La Salle
 ECAM Rennes-Louis de Broglie
 ECAM Strasbourg-Europe - ECAM
 LaSalle
 ECAM-EPMI
 ECE Paris
 Ecole de l'Air
 École des Ponts ParisTech
 ECPM
 EDC PARIS BUSINESS SCHOOL
 EDHEC BUSINESS SCHOOL

EFREI Paris

EHESP
 EHTP
 EIGSI
 EISTI
 EIVP
 EM Normandie
 EM Strasbourg Business School
 EMLV
 emlyon business school
 EN
 ENA
 ENAC
 ENGEES
 ENI Brest
 ENI Metz
 ENISE
 ENS
 ENS Lyon
 ENS Paris-Saclay
 ENS Rennes
 ENSA Lyon
 ENSA-PB
 ENSAD
 ENSAE Paris
 ENSAI
 ENSAIA
 ENSAIT
 ENSAM
 ENSarchitecture de Nancy
 ENSASE
 ENSC - Bordeaux-INP
 ENSC Lille
 ENSC Montpellier
 ENSC Mulhouse
 ENSC Rennes
 ENSCI
 ENSCI Les Ateliers
 ENSEA
 ENSEM
 ENSFEA
 ENSG - Géologie
 ENSG - Géomatique
 ENSGSI
 ENSIAME
 ENSIC
 ENSICAEN

ENSIIE

ENSISA
 ENSMM
 ENSMR (ex ENIM)
 ENSSAT
 ENSTA Bretagne
 ENSTA Paris
 ENSTIB
 ENTPE
 ENV Alfort
 ENVT
 EOGN
 EP Louvain-La-Neuve
 EP Montréal
 EP Paris
 EPF
 EPITA
 ESA Angers
 ESA Lyon-Bron
 ESA Paris
 ESAIP
 ESB
 Groupe ESC Clermont
 ESC PAU BUSINESS SCHOOL
 ESCE
 ESCOM
 ESCP Europe
 ESDES Ecole de management
 ESEO
 ESIEA
 ESIEE Amiens
 ESIEE Paris
 ESIGELEC
 ESILV
 ESITC Caen
 ESM Saint-Cyr
 ESME-SUDRIA
 ESPCI Paris
 ESPRIT
 ESSCA
 ESSEC Business School
 ESTACA
 ESTIA
 ESTP
 EVDG

Gembloux Agro-Bio Tech
Grenoble Ecole de Management
Grenoble INP - Ense3
Grenoble INP - ENSIMAG
Grenoble INP - ESISAR
Grenoble INP - Génie Industriel
Grenoble INP - Pagora
Grenoble INP - PHELMA

HEC Liège
HEC Montréal
HEC Paris
HEI

IAV Hassan II (MAROC)
ICAM Lille
ICAM Nantes
ICAM Toulouse
ICD International Business School
ICN Business School
IEP Lyon
IEP Rennes
IESEG School of Management
IFM
IFP School
IMT Atlantique Bretagne-Pays
de la Loire
IMT Lille Douai
IMT Mines Albi Carnaux
IMT Mines Alès
INPT
INSA Centre Val de Loire
INSA Lyon
INSA Rennes
INSA Rouen Normandie
INSA Strasbourg
INSA Toulouse
INSEAD
**INSEEC School of Business &
Economics**
Institut d'Optique

**Institut Mines-Télécom Business
School**
INSTN
IPAG Business School
ISA Lille
ISAE-ENSMA
ISAE-SUPAERO
ISARA-Lyon
ISC Paris
ISEN Brest
ISEN Lille
ISEN Toulon
ISEP
ISG
ISIT
ISMANS
ISTEC
ITECH Lyon

KEDGE BS

L'Ecole de design
La Rochelle BUSINESS SCHOOL

Mines Nancy
Mines ParisTech
Mines Saint-Etienne
Montpellier Business School
Montpellier SupAgro

NEOMA Business School
Novancia

Oniris

Polytech Angers (ex ISTIA)
Polytech Clermont-Ferrand
Polytech Grenoble

Polytech Lille
Polytech Marseille
Polytech Montpellier
Polytech Nancy
Polytech Nantes
Polytech Orléans
Polytech Tours
PSB Paris School of Business

Rennes School of Business

SCBS
Sciences Po Aix
Sciences Po Bordeaux
Sciences Po Lille
Sciences Po Paris
SIGMA Clermont
SKEMA Business School
SUP'COM Tunis
SUPMECA

TBS
TELECOM Paris
Télécom Physique Strasbourg
TELECOM SudParis
Toulouse INP - EI Purpan
Toulouse INP - ENI Tarbes
Toulouse INP - ENM
Toulouse INP - ENSAT
Toulouse INP - ENSEEIHT
Toulouse INP - ENSIACET

UniLaSalle
Université Paris-Dauphine
UTBM
UTC
UTT

VetAgro Sup

Engineering schools **Management schools** Other schools

CGE member companies and organisations

Member companies

CCI FRANCE www.cci.fr
 CCI Paris Ile-de-France
www.cci-paris-idf.fr
 EDF www.edf.fr
 ENGIE www.engie.com
 INTERNATIONAL SOS
www.internationalsos.com
 LVMH www.lvmh.fr
 MAIF www.maif.fr
 ORANGE www.orange.com

Member organisations

ABG www.abg.asso.fr
 Agreenium www.agreenium.fr
 AI Cesi www.aicesi.net
 Amicale ISAE - SUPAERO - ENSICA www.isae-alumni.net
 Anasup www.anasup.fr
 ANRT www.anrt.asso.fr
 AOCDTF www.compagnons-du-devoir.com
 AP-HEC aphec.it-sudparis.eu
 APLCPGE aplcpge.free.fr
 APPLS www.netvibes.com/appls#APPLS_Accueil
 Arts et Métiers Alumni www.arts-et-metiers.asso.fr
 Association AIHP www.aaihp.fr
 Association AX www.polytechniciens.com
 Association des Supelec www.asso-supelec.org
 Association ENSM Saint Etienne
www.mines-saint-etienne.org
 Association ESCP Europe Alumni
www.escpeuropealumni.org
 Association HEC www.hecalumni.fr
 Association TELECOM ParisTech alumni
www.telecom-paristech.org
 CDGEB www.cdgeb.org
 ENAC Alumni www.alumni.enac.fr
 EURECOM www.eurecom.fr
 FNEGE www.fnege.org
 GENES www.groupe-genes.fr
 Grenoble INP www.grenoble-inp.fr
 IESF home.iesf.fr
 IMT www.mines-telecom.fr
 ISTP www.istp-france.com
 La Cellulose pagora.grenoble-inp.fr
 MINES Paristech Alumni www.mines-paris.org
 Réseau "n+i" www.nplusi.com
 Toulouse INP www.inp-toulouse.fr
 UPA upa.it-sudparis.eu
 UPLEGESS www.uplegess.org
 UPLS upls.it-sudparis.eu
 UPS prepas.org/ups.php
 UPSTI www.upsti.fr
 Yncréa yncrea.fr

Partner companies

Groupe Caisse des Dépôts
www.caissedesdepots.fr
 Mission Handicap Assurance (MHA)
mission-handicap-assurance.fr



Conférence des grandes écoles
11, rue Carrier-Belleuse ■ 75015 Paris
tél : 01 46 34 08 42
info@cge.asso.fr ■ www.cge.asso.fr
@ConferenceDesGE

