



2017

ANNUAL REPORT

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Conception, illustrations
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Editorial

Anne-Lucie Wack

President – Conférence des grandes écoles

A Pioneering Vision for Higher Education

During the 2016-2017 term, the CGE multiplied and intensified its meetings with the candidates' campaigns and with representatives, companies, associations and foundations, as well as other socio-economic partners, to develop its pioneering vision for higher education, based on a pragmatic approach with specific ideas and on one major goal: making young people successful¹. These suggestions were revealed on 29 September 2016 at the Palais du Luxembourg in Paris and extensively reported by the press. They served as guidelines for more intense discussions on a national and regional level, thanks to regional conference presidents in the French regions of Bretagne, Pays de la Loire, Aquitaine, Hauts-de-France, Provence-Alpes-Côte-d'Azur, Occitanie, Rhône-Alpes, etc.

The CGE's programmes seem to be picking up support, as shown by the projects launched by our new Minister of HERI on student success and professional integration, including the evolution of the higher education selection platform APB² and the issues of university prerequisites and campus merging. These changes may foretell the end of the strict regulations that have paralysed our higher education and led to unthinkable absurdities such as lottery admissions and failure selections. They pave the way for a more flexible system and smoother school/university symbiosis.

The CGE Is Everywhere to Support the Grandes écoles' Performance and Dynamics

2017 has seen our community's influence and visibility rise when it comes to major higher education-related issues, punctuated by key events detailed in this document, including the digital strategy conference with the French Digital Council (Conseil National du Numérique, CNNum) in October 2016; the study on

The Grandes écoles: an Asset for France

"The Grandes écoles are one of our nation's biggest assets": thus began the French Minister of Higher Education, Research and Innovation's (HERI) opening statement at the CGE's general assembly on 20 June 2017. For her first public intervention as Minister, Ms Vidal stood before the heads of these prestigious schools to highlight the Grandes écoles' role and contribution to the higher education system and their integration among the country's universities.

The 2016-2017 academic year has been particularly demanding for the CGE, mostly due to the 2017 presidential race and concerns about the future changes brought to higher education and research. The Minister's words provided relief to end the year on a more positive note and set the tone of the new political landscape for our projects over the next two years.

1. *Making young people successful – Towards agile, attractive, sustainable and open higher education* (suggestions made by the CGE for the presidential election, September 2016, 17 pages)

2. "APB" means "Admission Post-Bac", that is to say "Post-Baccalaureate Admission".



incubators and their effect on regional dynamics, presented at BPI France in April 2017; the symposium on educational transformation in May 2017 hosted by ESCP Europe; and the one on diversity hosted in June 2017 by ISIT.

In 2017, the CGE has also taken strong actions on several issues that have a significant impact on schools' activities and future. The Conférence relied on the work of its 11 commissions and 46 workgroups to take a stand on work placements reform, apprenticeship development and funding, short training courses, foreigners' rights, disability, gender equality, and social integration. Progress made on these issues are presented in this report by the various commissions; they also led to best practices documents sent to our schools and partnerships and agreements signed with ministries and other conferences on social integration (March 2017) and gender-based discrimination (January 2017).

Furthermore, the CGE's actions led to practical applications, including on student engagement (with the June 2017 signing of a convention with the French Civil Service Agency to promote civic duty programmes in schools), or on responsible student loans, in collaboration with 30 volunteer schools.

The CGE Is Enhancing Its Attractiveness by Welcoming New Schools and Developing Its Accredited Learning Programmes

The CGE community, composed of 223 Grandes écoles, is already huge and represents every year more than 40% of the country's Master's degree graduates.

The latest numerous applications and accreditation requests show that the CGE and the accreditation "Grandes écoles" are attractive, to French schools but also to international and foreign institutions that consider this accreditation to be an added value. Welcoming new schools also helps expand existing families within the CGE, such as Political Studies Institutes (IEP) or architecture schools. This emphasises the cross-disciplinary and diverse aspects that make the CGE so unique, representative and valuable. It

stands for schools and institutions without any other representations, including schools of architecture, art, design, health, journalism, communication, and much more.

Professional Integration Still at Its Best: Graduates Are Literally Snatched Up by Employers After Graduation

The 2017 study on professional integration shows that Grandes écoles graduates are literally snatched up as they graduate; 87% find a job within 6 months (100% within a year), and 80% in long-term contracts. Contrary to popular thinking, CGE schools do not supply exclusively the top 40 companies in France. 40% of graduates are hired by small businesses and SMEs, 30% by medium-sized companies and 30% by large conglomerates. However, gender inequality is still an issue both in the integration time and income; an issue that must be addressed.

2017-2019 Mandate: New Political Landscape and Objectives

The 2017 back-to-school season comes with a new political landscape on the national and international levels. Issues are already being discussed: funding higher education with the congress in Rennes in October 2017; apprenticeship and the evolution of the progressive part of the tax; new courses in short training programmes; digital and educational transformation; international visibility and influence; or the consequences of the appeal to the French Council of State on the issue of the National Master's Degree and the wider issue of graduation and accreditation.

The CGE and its 223 member schools will keep pushing their practical and innovative vision of higher education, research and innovation, in an open and positive manner.

Higher Education Institutions' Digital Strategies and the CGE's Digital Accreditation

Digital transformation is at the core of the CGE's actions. It represents a major challenge that must be overcome to ensure a more efficient higher education system that can adapt to the socio-economic context and keep up with students' evolving needs.

The CGE knows what is at stake and partnered up with the French Digital Council (Conseil National du Numérique, CNNum) to set up a discussion day on higher education institutions' digital strategy which took place on 19 October 2016 at ESSEC (a French business school), under the direction of Jean-Michel Blanquer*. This event, during which major issues were debated, welcomed around 100 people.

The CGE took the opportunity to officially launch its "Digital-certified institution" accreditation, which aims to provide an accreditation to its member schools to offer distance digital training.

This approach has three objectives:

- Modernising educational methods and placing them at the heart of these institutions' strategies;
- Supporting existing measures in member schools to develop distance learning programmes;

Specific requirements for digital accreditation:

- Institutions must be engaged in diverse digital learning methods.
- Institutions must understand the regulatory, technical and professional context of online training.
- Digital learning methods must be organised.
- Digital learning methods must be generalised.

- Promoting students' individual creativity and collective intelligence through digital transformation. This accreditation will be awarded from September 2017 onwards. The accreditation will have two phases: first, the institution will be evaluated by a digital accreditation committee; then, the programme will be accredited by the CGE's Accreditation Commission. With this new accreditation, the CGE is in keeping with its usual quality expectations and emerges as a guarantee of the excellence of distance learning programmes.

The Conference supports its member schools' digital transformation, promoting new learning methods and opening new ways to rethink tomorrow's higher education system.

Throughout the day, the CNNum also revealed its "Digital University" frame of reference, which aims to coordinate various actions in order to make the digital transformation a motor for wider, more comprehensive changes on the scale of a school or a campus. This reference can be used for both operational and strategic aspects of the digital transformation. It can be used differently depending on the identity and situation of each stakeholder. Its primary goal is to provide a common framework to help institutions develop, strengthen and adapt their individual digital strategy.

This framework is the result of intense reflexion in the CNNum, initiated by Thierry Mandon, then State Secretary in charge of Higher Education and Research, and a collaboration with different stakeholders in the field. The framework's first draft, published in May 2016, was the subject of several workshops (December 2016) to which the CGE contributed, mainly through its "Digital strategies and distance learning" workgroup.

* Then-President of the CGE's Learning Commission, current French Minister of Education.



18 May 2017 Symposium

"Innovation for Education: Challenges and Perspectives for Higher Education"

Our member schools' educational teams (directors of studies, training, digital department, etc.) were very interested in the CGE's symposium, hosted at ESCP Europe on 18 May 2017; but they were not alone.

Among the 426 participants, 150 were ministry, university, and EdTech representatives, or students. The press was also invited.

Everyone was able to take part in the debates and discussions to build a proactive and strategic reflexion on how educational innovation could transform higher education institutions.

It represents a major challenge that must be overcome to ensure a more efficient higher education system that can adapt to the socio-economic context and keep up with students' evolving needs.

This symposium gave its participants the opportunity to analyse effective innovation levers in the education field and to assess institutions' ability to implement them efficiently.

A Widely Tweeted Symposium

The CGE's tweets were viewed over 43,400 times under the hashtag #ColloqueCGE; 1,536 tweets were posted by 244 users for a potential viewership of 3.2 million people.

Many Thanks to the Event's Speakers

Catherine Becchetti-Bizot, National Education General Inspector, Digital and Learning Project Manager (Ministry of National Education)

Éric Cornuel, Director General, European foundation for management development (EFMD)

Jean-François Fiorina, Deputy Director General, Grenoble École de Management

Xavier Fouger, Global Academia Senior Director, Dassault Systèmes

Dominique Gillot, Senator of Val-d'Oise

Jean-Christophe Hauguel, Deputy Director General, EM Normandie

Henri Isaac, Vice-President for Digital Affairs, Paris-Dauphine University

Julie Joly, Director, Centre de formation des journalistes (CFJ)

Philippe Lalle, University Professor, Lyon 1 University – Educational Strategy Advisor, DGESIP

Christelle Lison, Professor, Sherbrooke University (via videoconferencing)

Laurent Mahieu, President, Commission des Titres d'Ingénieur (CTI)

Thierry Marx, Michelin-starred chef

Marc Partouche, Director, École nationale supérieure des Arts Décoratifs

Jean-Yves Plantec, Lecturer-Researcher and Project Manager for Information and Communication Technologies for Education, INSA Toulouse

Benoît Raucourt, President, Louvain Learning Lab (Engineering School of Louvain Catholic University)

Nicole Rege Colet, Founder, Institute for Learning Development and Innovation (Strasbourg University)

François Taddei, Director, Paris Interdisciplinary Research Centre (IRC)

Sophie de Tarlé, Journalist, Le Figaro Étudiant Service Manager

Imma Tubella, President, Open University of Catalonia

Jean-Michel Blanquer was appointed Minister of National Education the day before the symposium and was replaced by Frank Bournois, Dean of ESCP Europe and newly-appointed President of the CGE's Training Commission.



Symposium Overview by Anne-Lucie Wack

Four major findings can be taken from this day.

An Encouraging Landscape Combined With a Clear and Consensual Diagnosis

The need to reinvent the way our society learns seems clear and universally accepted. This revolution must include a new balance between students, teachers, and researchers, and has to mobilise the field's collective intelligence and shared experiences. Favourable conditions exist for this transition: teachers are eager for new educational methods, employers require new skill sets to solve complex issues, and students push for change in education and have a lot to offer in that regard.

Some Questions Arise

Several questions were asked: some were general (What will schools of the future look like?) whereas others were more specific (How assessment methods can be rethought? What are the classrooms' boundaries?). Some were identity questions for higher education (What are the benefits of face-to-face learning compared to digital/distance learning?)

Lessons to Be Learned, Mistakes to Be Avoided

Three main lessons can be learned from the debates. First, there is nothing worse than uniformization and standardisation; no educational model can last forever, and they must be constantly updated without falling prey to dogmatic convictions. Second, it appears that "why" is too often forgotten in favour of "how". The first question we should be asking is why do we want to learn, to transform? And third, it seems that, over the past few years, the role of educational methods and the need for innovative research in the field have been underestimated.

Levers for Educational Transformation

Six levers stood out of the event's discussions:

- Pooling and sharing experience, by shifting from individual to collective thinking; another issue is how different ideas (such as MOOCs for example) should be sorted and assessed.
- Combining different learning methods to fit all educational needs, for higher education and beyond; one does not stop learning after graduating.
- Shifting paradigm and changing the balance between interrogations and knowledge; to transition from a class-centred to a project-centred education where the initial question and the problem's resolution form the backbone of the course.
- Defining key ingredients for change: the ability to make sense, the right to try and experiment and the right to fail, building confidence by removing barriers between different methods and creating bridges between separate fields, and developing independent thinking. Promoting the ability to evolve in an encouraging environment and to unite minds in collectives under supportive mentors seems to be a partial answer to what tomorrow's schools could be.
- Acknowledging and promoting educational innovation from institutions, rankings, accreditation bodies, etc. The EFMD and the CTI have updated their frames of reference by building them around educational innovation.
- Including these changes and progress in legal and institutional texts, and implementing incentive measures to encourage them.



"Promoting Campus Diversity" Symposium

The "Promoting Campus Diversity" symposium, held on 26-27 June 2017 at ISIT and organised by the CGE, with the help of the school's students, assembled stakeholders working towards the diversification of student profiles in CGE schools, to discuss cross-cutting topics.

Social open-mindedness, gender equality, secularity, and welcoming disabled students are the basis for integrating young people from diverse backgrounds to our schools.

It is the institutions' social responsibility to promote these values and pass them on to their students so that they, in turn, can spread them as managers once they start their careers, and as citizens in their daily lives.

This symposium tackled this subject by defining diversity and its place in French society. Round tables, conferences and audience questions broached many topics: coexistence, student finances, welcoming diverse students, and student associations.

All these aspects represent essential subjects of thought and action to integrate students in all their diversity.

Nathalie Gormezano, Diversity Commission President:

"We've just shared fascinating hours of discussion and debate on the issue of diversity on campus and, on a wider scope, diversity in higher education. Institutional, philosophical, scientific, and practical approaches, stemming from each of our experience in the field; shared and debated in both plenary discussions or more intimately in discussion groups. To sum things up, we can see that we all agree on the necessity to develop several diversity strategies for our schools. This reflects the need for a diversity strategy for local, regional, national, European, and international policy.

[...] Higher education is also a world of research, an environment in which people think and question everything and answer as much as they can, a place to get tools to build solutions and ensure we can live together."



Many Thanks to the Event's Speakers

Jean-Philippe Ammeux, Director General, IÉSEG – President, FESIC

Elaine Bacha, Professor-Researcher, Skema Business School

Feres Belghith, Director, Observatoire de la Vie Étudiante

Pascale Borel, Professor of Marketing, ESC Clermont

Lilandra Boulais, Director of Development, BNEI

Nicolas Cadène, General Rapporteur, Observatoire de la laïcité

Louis-Marie Clouet, Director of Research and Innovation, ISIT

Chantal Dardelet, Project Manager in Equal Opportunity, ESSEC

Philippe Dive, Head of Training, Académie de Versailles

Mélanie Duval, Director of Student Life and Professional Integration, FÉDÉEH

Krista Finstad-Milion, Associate Professor, ICN Business School

Clémence Fouquet, Project Manager in Diversity & Disability, TOTAL Group

Fatiha Gas, Director, ESIEA (Paris Campus)

Patrick Gohet, Deputy Rights Defender in charge of fighting discrimination and promoting equality

Stéphane Labille, Recruitment and Training Consultant, Disability & Diversity, TH Conseil

Aymeric Marmorat, Executive Director, Enactus France

Katharina Maschke, Head of Section Strategic Development and Higher Education Policy (German Academic Exchange Service, DAAD)

Xavier Quernin, Project Manager in Disability, Institut Polytechnique UniLaSalle

Guillaume Quiquerez, Chief of Staff, Centrale Marseille

Apolline Sabaté, Student, ISIT – President, Solidar'ISIT

Anne-Claire Taurant, Project Manager in Disability, TOTAL Group

Mary Tupan-Wenno, Executive Director of ECHO, Centre for Diversity Policy

Boris Walbaum, President and Founder, Frateli

Florian Prussak, Assistant Deputy Director of Student Life, Cnous

Julie Belleil, Director of Student Life, University of Nantes – President, Réseau des Responsables Vie Étudiante

Marie-Pierre Escudié and **Anna Loehr**, Gaston Berger Institute, INSA Lyon

Christelle Egreteau, Director of Student Associations, Sup de Co La Rochelle Group

Alexandrine Bornier, Head of the Department of Personal Development and Coaching, Burgundy School of Business

Michel Puech, Philosopher, Paris-Sorbonne University

Incubators of higher education and research institutions and their impact on the economic development of territories

A first national study carried out by the CGE (Conference of French "Grandes écoles") on higher education and research incubators within territories

In a context where incubation has become a competitive activity thanks to numerous initiatives led by new players (multinational companies, banks, investment funds or consulting firms), the CGE conducted a first national study with the support of the Caisse des Dépôts group (French deposit fund) on higher education and research incubators and their impact on territorial dynamics. It highlights the strategic positioning of incubators and recommends actions that are aimed at increasing their impact to develop their territories' economy and strengthen their role already decisive in the national entrepreneurial dynamics.

The results of this study have been presented at a conference on April 4, 2017 at BPI France (French Public Investment Bank). It gathered together more than 200 people representing Grandes écoles, universities, start-ups, ministries and students.

The study isolated a reduced sample¹ of 10 incubators. They have been directly audited, thus enabling to build a panorama of common characteristics and define 4 families.

Key success factors and recommendations to strengthen the incubator's positioning in a competitive context

The landscape of incubators is highly heterogeneous due to territories' specificities and the evolution of institutional strategies regarding education and support for entrepreneurship.

Common key success factors are emerging to ensure the future of assistance and support mechanisms for entrepreneurship within higher education and research institutions:

- promoting the offer of support for entrepreneurship facing competition (private incubators and all other forms of innovation initiatives), by enhancing the specific skills and resources of institutions that act as a factor of attractiveness for the ecosystem
- strengthening know-how through an increase in human potential in order to reach the critical mass guaranteeing the quality and sustainability of actions carried out in the field of entrepreneurship
- sharing as much as possible the accompanying actions for entrepreneurship with ecosystem operators, especially competition, to build up this critical mass and foster synergies that are intertwined with the development of innovation

1. This sample gathers: AgroValo Méditerranée, CentraleSupélec Entrepreneuriat, Blue Factory, Incubator Descartes, emLyon Incubator, Incubator Audencia-Centrale Nantes-EN-SA Nantes, Tonic Incubation, Young Entrepreneur Center, Incubator Mines d'Alès and ESTIA Entreprendre



- internationalising training and coaching programs to promote the best practices and facilitate the development of business creation projects. This approach must enhance the Alumni network, which supports exposure to markets and/or access to international financiers, which are often a guarantee of success.

To complete the above analysis, proposals have been made. However, they must be assessed and considered with regard to the expectations of each institution's ecosystem:

- aligning the incubator's development strategy with the institutions' one (triple focus Training - Research - Entrepreneurship), international relations and the coordination of the Alumni network
- integrating ecosystems (competitive clusters, research structures, companies, etc.) while reinforcing the key role of territories' economic development. This action must be part of a logic of creating regional Hubs for entrepreneurship in association with the different actors of the economic ecosystem
- participating in the dynamics of open innovation based on sharing and collaboration with a growing involvement of companies in entrepreneurship
- developing sustainable and appropriate operational and financial models for incubators in higher education institutions
- associating all the incubation actors to set up new tools shared at a national level
- creating an "accelerating accreditation" for incubators that enhances the differentiating factors of higher education institutions and improves their visibility.

ENTREPRENEURSHIP IN GRANDES ECOLES



The full Incubators and territorial dynamics survey is available on the CGE website.

- According to the CGE-Echostart survey (October 2016)
 - 76% of Grandes écoles offer a specialisation in entrepreneurship
 - 2/3 of Grandes écoles have an incubator, owned or shared (88% of management schools and 50% of engineering schools)
- The CGE analysed the founders' background of the start-ups present at the Consumer Electronic Show (CES) in Las Vegas in 2017:
 - The results show that 76% of start-ups' founders studied in a Grande école, as part of their main education or in additional education.
 - 49% of founders (and co-founders) have an engineering degree
 - 7% of founders are women.

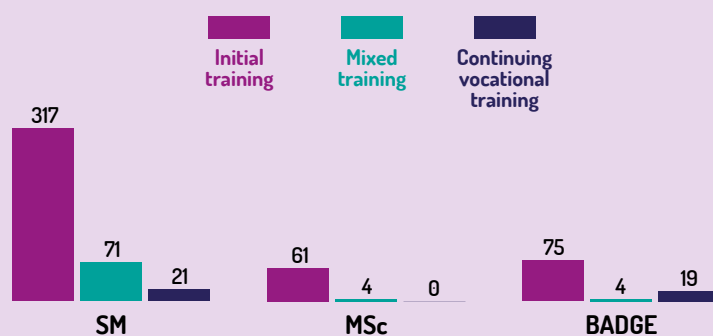
↓ Thibault Lanxade, MEDEF Vice President





CGE accreditations and continuing vocational training: challenges and perspectives

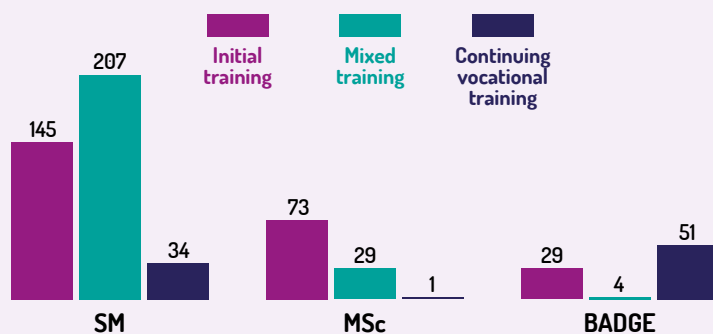
CGE accreditations - November 2013
Repartition of the target audience



Since the 1971 Delors Law, which laid the foundations of its organisation, continuing vocational training has become a real market which has not stopped evolving. Today, it is one of the most discussed subjects in higher education, and it more particularly questions the Grandes écoles, which consider it as one of the most relevant levers for their growth, as the demand from companies goes on increasing.

Facing historical players well established in the continuing training market (CEGOS, DEMOS, CNED, GRETA, AFPA, etc.), a few Grandes écoles have nevertheless managed to gradually find a place in this highly structured and competitive market. To achieve a significant share of continuing training in their turnover, they have relied both on their brand awareness and on a geographical location close to the most developed economic zones.

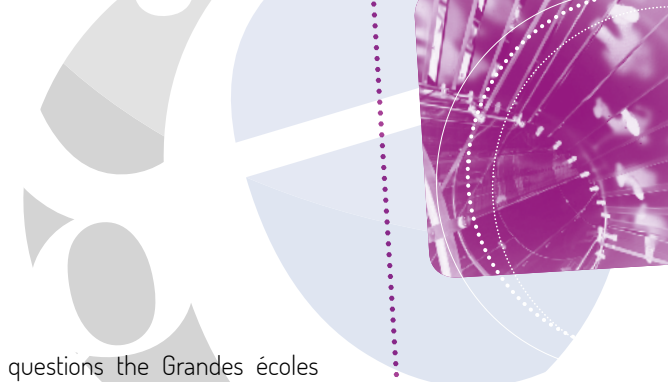
CGE labels - October 2016
Repartition of the target audience



Initial or continuing vocational training: what is the trend?

The ability of Grandes Ecoles to adapt to constraints of companies has enabled them to broaden their education offer, and it is largely through CGE accreditations that they can attest to the quality of the training schemes deployed, whether for initial or continuing educational training.

While initial training was a constant when accredited trainings were created, there has been a significant increase in continuing training offer over the past three years.



In November 2013, out of 572 accredited trainings, 40 were offered as a continuing training, 79 as a mixed format and 453 as an initial training. In October 2016, out of 573 accredited trainings, 86 are offered as a continuing training, 240 as a mixed format and 247 as an initial training.

Initially offered to young graduates, many of the accredited trainings are evolving and opening up very quickly to the public having received a continuing training. This trend is particularly obvious for the SPECIALIZED MASTER® accreditation, which increased from 17% in mixed format in 2013 to more than 53% in 2016.

Continuing training is also an international phenomenon

With the establishment of new international campuses, the Grandes écoles, whether engineering or management schools, have succeeded in offering off-campus trainings of quality and can thus participate in the transformation of French businesses set up in the country or large local businesses. This way, the latter can access highly technical training courses provided by teachers and professionals with a very high level of expertise. In October 2016, just over 7% of the accredited continuing trainings were deployed, and the trend is increasing, especially in some sectors such as aeronautics or the output of goods and services. The most represented training areas are related to operational excellence or Lean Management, energy transition, industrial or digital transformation and innovation.

The strength of Grandes Ecoles

One of the criteria in the accreditation process for a CGE-certified training is the school's ability to demonstrate the link between the training it creates and the needs of companies. As such, and regardless of the accreditation concerned, the first accreditation application file leads schools to present their training from a professional point of view and asks them, for example, about:

- the job title and targeted functions
- the activities carried out and skills targeted
- the business sector and the size of companies
- the level of responsibility and autonomy that characterizes the targeted positions

These are kinds of questions the Grandes écoles have prepared for to aim for the award of CGE accreditations. This adaptability and agility allows them to react very quickly to the opportunities they encounter. The strong link they keep with businesses and the Alumni network is able to maintain this dynamism. Besides, the Alumni network's presence in continuous improvement systems is also a significant accreditation criterion in the applications' examination process. Despite the constraints that arise at the level of the organization or even at the necessary resources, which impact on a well-established mode of operation for initial training, many of them have understood the stakes involved and are constantly innovating to better meet the expectations of companies. Promoting trainings by describing the blocks of skills targeted, adapting and cutting out trainings according to the companies' rhythm (evening courses, 2 days a month, etc.), offering e-learning courses and customising the modules are as many tools and methods as the Grandes écoles develop to provide companies with the "tailor-made" dimension that suits them best.

Making its continuing training offer readable: a long and hard process that keeps evolving...

For a Grande école, moving towards lifelong professional education requires mastery of the mechanisms but also and above all, of the existing regulations. However, this policy has constantly been under development since the right to education was introduced, particularly in terms of financing.

The law of 5 March 2014 on continuing vocational training introduced new provisions aimed at promoting education degrees leading to diplomas, certificates or qualifications. Thus, all employees, through their CPA (Compte personnel d'activité, French Personal Activity Account), acquire education rights to build and secure their career paths. Therefore, access to lifelong education is henceforth linked to the individual and no longer to his or her status. The Grandes écoles, like any other continuing training institution, must demonstrate the quality of the programs provided and meet a certain number of criteria specified in Decree No.2015-790 of 30 June 2015.

In addition, continuing vocational training financed by the Regions, companies and the State, requires the

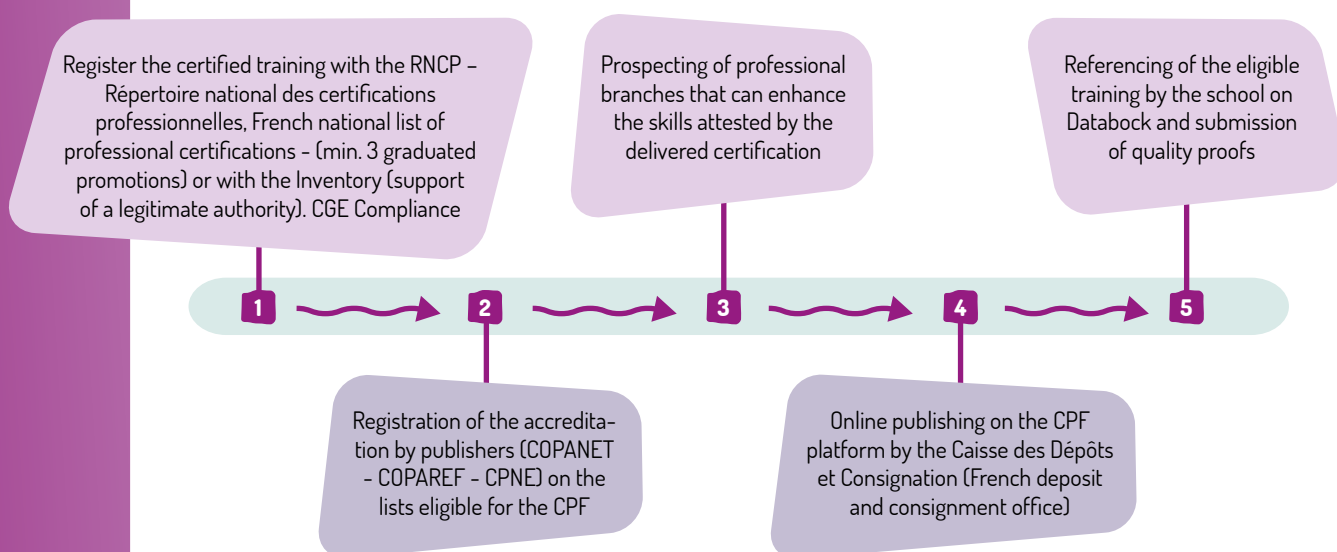
CGE accreditations and continuing vocational training: challenges and perspectives

school to have a good knowledge of the conditions laid down by the OPCAs ("organismes paritaires collecteurs agréés", French accredited joint collecting organisms) regarding the choice of education products and the advice provided.

Meeting businesses' needs in terms of continuing training means that the education offered must be readable on the lists eligible for the CPF ("compte personnel de formation", French personal education

account). This can take a long time to achieve, and may require at first to create an internal system for the registration of certification at the CNCP. The CGE, which is able to accompany Grandes écoles through these procedures, has formalised a partnership with the CNCP since 2015 and continues to develop tools to speed up a process that can take several months (investigation MS and MSc Insertion survey, VAEI system, skills blocks).

Benefit from funding: steps and procedures



1. Validation des acquis de l'expérience (French accreditation of prior learning) Find out more about VAE on www.vae.gouv.fr



INTERNATIONAL RELATIONS

The Commission was created in 1980.

Yves Poilane

International Relations Commission
President
Director – Télécom ParisTech

Representing and Promoting Our Schools

The International Relations (IR) Commission is the bridge linking our member schools to the various institutions and authorities working for the internationalisation of higher education and research.

The objective is to promote our schools' visibility and reputation on an international scale by:

- Defining the CGE's international policy, working alongside the French Ministries of Europe and Foreign Affairs and of Higher Education, Research and Innovation and the European Commission.
- Promoting the Grandes écoles model on a national and international scale.
- Taking part in intergovernmental programmes.
- Establishing contacts with foreign institutions and universities.

Working With National Institutions

The CGE seats at Campus France's executive board. It helped establish the agency's annual programme and train new regional managers during the Campus France Forum (14 December 2016). It also took part in the Campus France Meetings dedicated to Africa (7-9 December 2016).

The CGE partnered with other Conferences, the Paris City Hall, and the NGO Démocratie & Entraide en Syrie – Ghosn Zeitoun (Democracy & Solidarity in Syria) to create a scholarship programme aiming to welcome around 20 Syrian refugees in French schools.

The CGE was auditioned and contributed to the bill regarding foreigners' rights in France. Among other things, it defended the October 2016 Decree stating that foreign individuals holding a CGE-accredited level 1 degree would be granted temporary residence permits. The CGE also warned the French Prime Minister against the public health risks caused by shifting the responsibility of medical prevention and monitoring for foreign students to their host institution.

The CGE is part of the Study in France (EEF) programme's Pilot Committee and was present at its general assembly (9-10 November 2016), to introduce the Grandes écoles model to Campus France regional managers throughout the world. It contributed to rethinking the EEF platform, adjusting the programme's timetable and reducing the number of wishes to make it easier for institutions to manage them on an administrative level.

Members of the IR Commission also took part in the Ministry of Higher Education, Research and Innovation's public consultation on its Research Innovation and Higher Education Internationalisation Strategy (SIRIES). The IR Commission is also involved in several workshops of both Ministries on various subjects: Brexit, Middle-East higher education and research strategy, Bologna Process, bilateral talks for diploma equivalence with India, etc.

Meetings

Two IR workshop seminars (9-10 February and 29-30 June 2017) and one plenary session (20 January 2017) were hosted. The main topics of these meetings were: developing the institutions' export strategy (France Stratégie Report) and contributing to the European Commission mid-term review of the Erasmus + programme (budget increase, administrative streamlining and dematerialisation).

Delegations

The CGE received Vice-Chancellor delegations from Pakistan (22 November 2016), the United Kingdom (27 January 2017), and Sudan (31 March 2017).

In coordination with the Ministry of Higher Education, the CGE also contributed to setting up the Algerian-French Ministerial Conference on higher education (25-26 January 2017). The International Relations Commission also took part in the Campus France Mission in Pakistan (February 2017) – the first French delegation in Pakistan in 15 years.

2017 mobility survey*

SYNTHESIS AND KEY FIGURES¹

| Grandes écoles | Total students | Total foreign students | Total graduate students | including double degrees | including PhD | Diplomas awarded on overseas campuses |
|-------------------|----------------|------------------------|-------------------------|--------------------------|---------------|---------------------------------------|
| Engineer | 143,000 | 28,354 | 6,853 | 1,389 | 1,400 | 234 |
| Management | 123,580 | 34,242 | 7,455 | 998 | 195 | 724 |
| Other specialties | 7,055 | 1,244 | 111 | 54 | 1 | 0 |
| TOTAL | 273,635 | 63,840 | 14,419 | 2,441 | 1,596 | 958 |

→ The increase in the number of foreign students between 2013-14 and 2015-16 is + 10.02%.

→ Foreign students account for 23.33% of Grandes écoles' students:

- 19.83% in engineering schools
- 27.71 % in management schools
- 17.63 % in schools with other specialties.

The development of overseas campuses

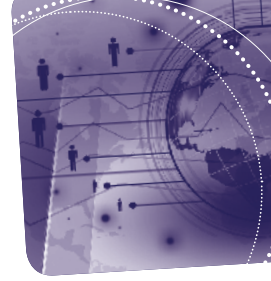
More than 6 000 foreign students were present on Grandes écoles' overseas campuses in 2015-16, about 1,000 diplomas have been awarded this year on these campuses..

Balance of flows

| | Incoming students | | | Outgoing students | | | Balance |
|----------------------------|-------------------|--------------|---------------|-------------------|---------------|---------------|--------------|
| | Students | PhD students | Sub-total | Students | Trainees | Sub-total | |
| Sub-Saharan Africa | 5,559 | 399 | 5,958 | 130 | 1,216 | 1,346 | 4,612 |
| Maghreb | 10,744 | 1,148 | 11,892 | 80 | 1,156 | 1,236 | 10,656 |
| Asia-Pacific | 15,075 | 1,579 | 16,654 | 5,960 | 5,967 | 11,927 | 4,727 |
| Latin America | 5,436 | 601 | 6 037 | 2,959 | 1,709 | 4,668 | 1,369 |
| Western Europe | 11,219 | 860 | 12 079 | 11,881 | 16,065 | 27,946 | -15,867 |
| North America | 2,981 | 144 | 3,125 | 5,506 | 3,572 | 9,078 | -5,953 |
| Central and Eastern Europe | 2,918 | 375 | 3,293 | 1,925 | 999 | 2,924 | 369 |
| Middle East | 1,723 | 734 | 2,457 | 307 | 501 | 808 | 1,649 |
| No information | 2,345 | | | 0 | | | |
| TOTAL Incoming | 55,655 | 5,840 | 63,840 | | | | |
| TOTAL Outgoing | | | | 28,748 | 31,185 | 59,933 | 1,562 |

* Survey published in 2017, carried out on the figures for the year 2015-2016

1. Out of 158 schools that responded to the survey (117 engineering schools, 33 management schools and 8 with other specialties)



FOREIGN STUDENTS IN GRANDES ÉCOLES (2015-2016)

- 55,655 foreign students were studying in Grandes écoles in 2015-16 compared to 50,887 in 2013-14 (+ 9.3%), with an increase of more than 29% since 2011-12 (43 084 students)
- 5,840 foreigners pursued a PhD degree in Grandes écoles in 2015-16 compared to 5,638 in 2013-14 (+ 3.6%)
- Foreign students represent 173 different nationalities.

Growth by geographical area

- Maghreb Africa: + 2.7%
- Sub-Saharan Africa: + 8.5 %
- North America: + 8.2 %
- Latin and South America: + 11 %
- Asia Middle East: + 15.5 %
- Asia-Pacific: + 11.8 %
- Central and Eastern Europe: - 0.2%
- Western Europe: + 12.6 %

All geographical areas are on the rise, except for the countries of Central and Eastern Europe (CCEE), which slightly declined compared to 2013-14.

Four countries show a flow growth significantly higher than the average:

- Mauritius (+ 60.7%)
- Colombia (+ 22.6%)
- Pakistan (+ 40.8%) although concerning weaker flows
- Italy (+ 25.6%)

The flow growth from Asia-Pacific is still largely due to China (+ 11.6%) and India (+ 25.5%).

In Western Europe, the flow growth is quite fairly balanced between the different countries, with students coming from the usual leading countries but with

significant differences: indeed, even if Germany (+ 13.9%) remains the region's largest provider of foreign students in Grandes écoles, Spain, usually ranked second, is down (- 4.7%) and gives up its seat to Italy (+ 25.6%), country experiencing a very strong growth. Central and Eastern Europe is the only geographical area where flows have decreased compared to 2013-14 (- 0.2%). While Hungary (+ 28.3%) is doing well, this is not enough to counterbalance the decrease in flows in several countries, especially Poland (- 11%), Romania (- 19.8%) and Bulgaria (- 19%).

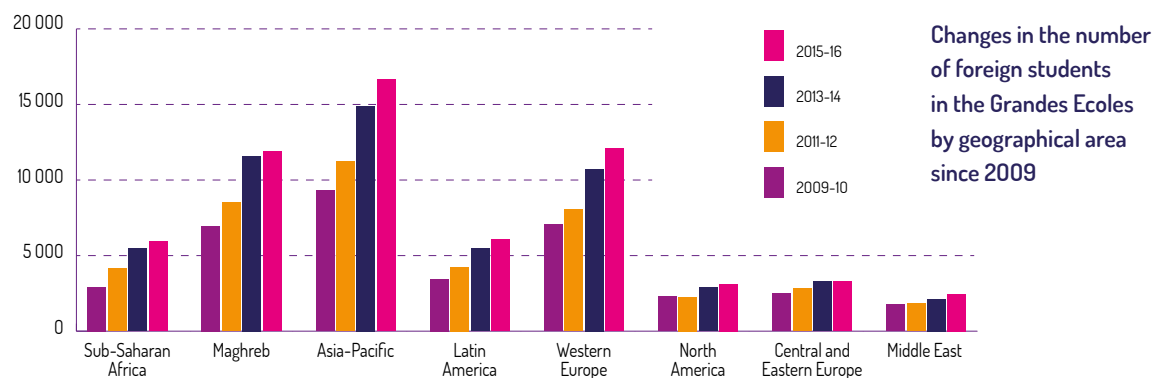
FRENCH STUDENTS OF GRANDES ÉCOLES STUDYING ABROAD

In 2015-16, 59,933 students from Grandes écoles were studying abroad, compared to 53,899 in 2013-14. This accounts for more than 21.9% of their overall number of students.

This year, schools thus received more students than they sent abroad: 63,840 against 59 933. Compared to the results of the previous survey, the number of outbound mobilities of French students increased by 11.2% for all types of Grandes écoles. However, there is a large disparity according to the type of mobility:

- academic mobilities increased by more than 10% overall, by more than 15.5% in management schools and more than tripled in schools with other specialties
- the number of students going abroad for an internship also increased by 12%. This growth is largely due to the strong increase in internships abroad in management schools (+ 44%) which does more than counterbalancing the decline in other establishments, particularly in engineering schools (- 7.5%).

But the fact is still true: the obligation to stay abroad has become the rule for almost every Grandes école..



2017 insertion survey

A SURVEY THAT IS INCREASINGLY REPRESENTATIVE AND CLOSE TO THE RESPONDENTS' USES

The survey questionnaire was sent to graduates of 184 CGE1 schools, and 175 of them have participated. The number of respondents from the last three promotions keeps increasing, as well as the associated response rates. For the 2016 promotion, this rate reaches 68.5%.

This year, the survey participants were able to respond via their smartphones or tablets. 25% of the respondents have used this method.

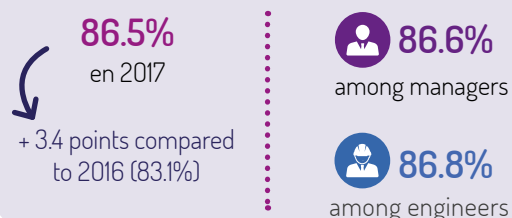
INDICATORS THAT CONFIRM THE IMPROVMENT OVER THE PAST TWO YEARS

In a period of relative economic recovery, with an unemployment rate remaining high among 15-24-year olds (22% in the first quarter of 2017 - Source: INSEE (Institut national de la statistique et des études économiques, French National Institute of Statistics and Economic Studies) Labour Force Survey), nearly 9 out of every 10 graduates of a Grande école get a job less than 6 months after their graduation. This increase confirms the dynamic of the past three years.

A growing net employment rate for all promotions

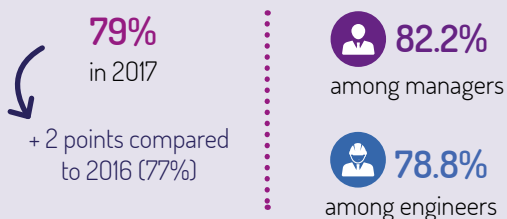
As far as the 2016 promotion surveyed in 2017 is concerned, the net employment rate at 6 months was 86.5%, compared to 83.1% last year. This rate reaches more than 94% for the promotion 2015 12 to 15 months after graduation and 96.5% for the promotion 2014 24 to 27 months after graduation. These indicators basically mean full employment.

A sharp increase in the net employment rate (6 months)



The proportion of permanent contracts keeps increasing

The CDI regains its supremacy



Whereas in 2016, only 44% of the 15-24 working-age population had a permanent contract (source: INSEE, Labour Force Survey 2016), 79 % of Grandes écoles graduates were hired on permanent contracts in 2016. That is a 2-percentage point increase compared to last year (77%) which confirms the trend already observed in 2016. The share of executive contracts remained stable at 85.2% this year again.

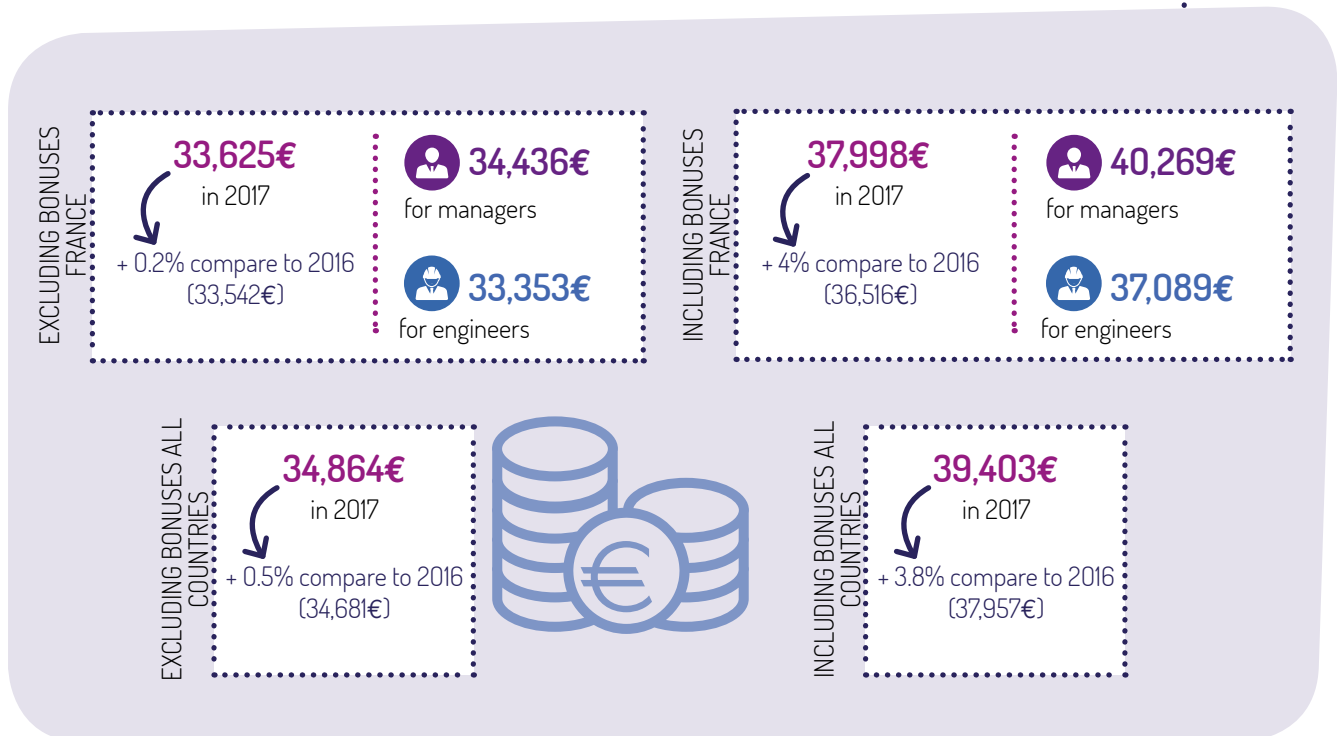


APPRENTICES ENTER THE LABOUR MARKET MORE QUICKLY

Out of the 13% of apprentices that graduated from a Grande école in 2016 (who responded to the survey), 89.5% got a job within 6 months after their graduation. A 3-percentage point increase compared to all graduates, partly due to their activity within the company. In 2017, one in three apprentices were hired in their host company.

Salaries in current euro: a part of this positive dynamic

In 2017, the average annual gross salary of young graduates at the beginning of their working lives is stable excluding bonuses and rising including bonuses:



SMEs, FIRST EMPLOYERS OF GRANDES ECOLES GRADUATES

39.8%

of Grandes écoles graduates work in a very small or medium-sized company

+ 0.7 point compare to 2016

In 2017, nearly 40% of Grandes écoles graduates (39.8%) started their career in a very small, small or medium-sized company (less than 250 employees). A 0.7-percentage point increase compared to last year, which confirms the interest of students in very small companies/SME/ medium-sized companies, contrary to preconceived ideas which would like them to favour only large groups. This year, SMEs (between 10 and 249 employees) became the largest employers of Grandes écoles graduates for the first time, accounting for 31.7% of hires, followed by large groups (31.3%), medium-sized companies (28.9%) and very small companies (8.1%).

INTERNATIONAL OPENNESS: THE FRENCH ECONOMIC RECOVERY BRINGS ABOUT AN INCREASE IN hirings IN THE COUNTRY

For the second year in a row, the share of young graduates who are trying the international adventure for their first job is slightly down. 15.2% of young workers decided to move abroad (- 1.4 percentage points compared to 2016), opting for the United Kingdom, Germany, China and Switzerland in order of importance. This significant decrease, observed over the past two years, reflects a slight upturn of the French attractiveness. At the same time, two thirds of the 14.9% foreign students who graduated from a Grande école chose to go to France for their first professional experience.

2 out of 3 foreign students remain in France to work



12.2%

of graduates who responded to the survey are foreigners

40% from Morocco and China

66.2% of them work in France

FURTHER STUDIES: THE GROWING POPULARITY OF THE SPECIALIZED MASTER®'S PROGRAM

Excluding the thesis, in 2017 the SPECIALIZED MASTER® (MS) program became the first choice of young graduates having decided to continue their studies. The specialized Master accounts for 20.6% of graduates who go on with their studies, which is more than the Master (19.2%).

THE FAVOURABLE ECONOMIC DYNAMIC DOES NOT ELIMINATE DISPARITIES BETWEEN MEN AND WOMEN AND LIMITS ENTREPRENEURSHIP

The shares of engineers and managers creating companies are in balance

The share of students who started or took over a business was 3% in 2017. The quota of entrepreneurs tends to be balanced among managers (3.8%) and engineers (2.3%). In 2016, managers represented 7% of entrepreneurs and engineers 2.4%. Last year, 4.1% of graduates jumped into the adventure of entrepreneurship. This discrepancy may be explained by a more open labour market this year as well as variations in small volumes.

The quota of creative engineers is close to the one of creative managers

3.8%

among managers

2.3%

among engineers

First gross annual salary still lower for young graduates



34,377€

for men



32,429€

for women



72.5%

of women are employed under permanent contracts

against 83.4% of men



77.9%

of women are executives

against 89.9% of men

Despite an increase in salary levels, the gross annual salary of women remains on average at €1.948 (excluding bonuses) less than men in 2017. At the same time, 72.5% of women had obtained a permanent contract, compared with 83.4% of men. The same can be noticed for the type of employment contract: only 77.9% of women are executives, compared with 89.9% of men.

The Conference des grandes écoles

Created in 1973, the Conférence des grandes écoles (CGE) brings together 223 French and foreign higher education and research institutions representing the full spectrum of higher education degrees in the Grandes écoles at Master's level and higher. Ensuring mass education (41% of Masters delivered each year in France) and quality research, the Grandes écoles offer a pedagogical project based on the student's profile and professional opportunities. The 268 members of the CGE (Grandes écoles, companies and organisations) enable France to offer a range of programs and research opportunities with multiple variations.

The CGE's role

The Conférence des grandes écoles is a think tank, which values the collective expertise of its members and the importance of the Grandes écoles in higher education and research. The CGE takes an active part in discussions regarding higher education (contribution to the higher education and research conference, StraNES – French national strategy for higher education –, information document on the gap year – internships, professional education, etc.). It makes summaries, studies and surveys that refer to the national level, integration of young graduates, international mobility, social openness, entrepreneurship...

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 programs' quality and their adequacy with labour market expectations.

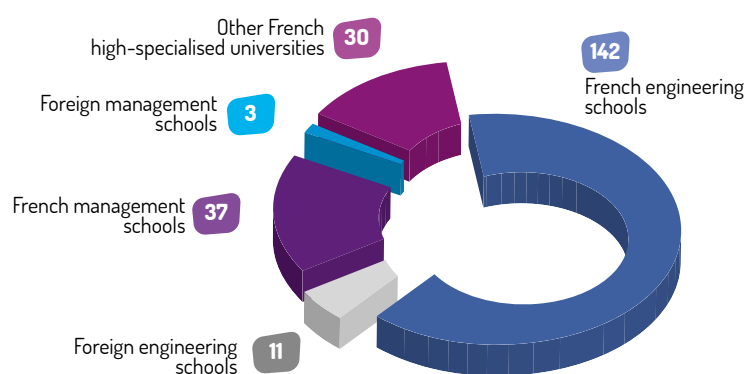
The CGE, an association under the 1901 law that brings together 3 colleges of members

In 2016-2017:

- The College Education include 223 higher education and research institutions, 14 of which are foreign institutions
- The College Enterprises brings together 8 member-companies and 12 partner companies
- The College Organisations is composed of 37 organisations, associations of graduates, teachers, high school principals...

Grandes écoles depend on several ministries (tutorship or contracts)

The Ministry of Higher Education, Research and Innovation, the Ministry of Economy and Finance, the Ministry of 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 of Culture or even directly on the Prime Minister.



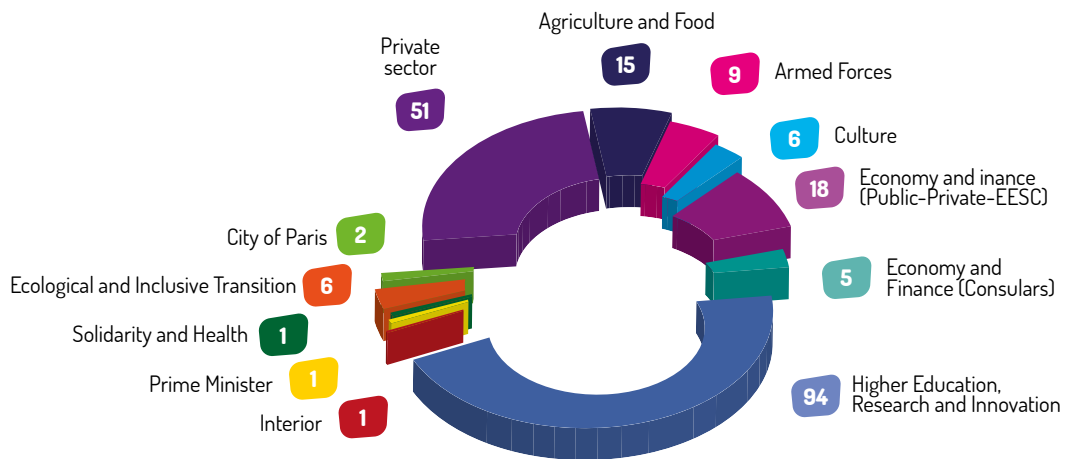
Source CGE - List of CGE member schools - June 30th, 2017

The major branches of higher education

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | Part du total | Évolution sur 1 an | Évolution sur 8 ans |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------|--------------------|---------------------|
| students enrolled in all institutions | 2,231,495 | 2,234,162 | 2,315,821 | 2,319,627 | 2,343,939 | 2,386,930 | 2,429,857 | 2,470,700 | 2,531,800 | | 2.50% | 13.50% |
| Universities excepting 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 | 1,358,088 | 1,388,300 | 1,429,200 | 56.40% | 2.90% | 10.70% |
| Including IUFM (French University Institute for Teachers education) | 70,100 | 64,037 | 59,953 | - | - | - | - | - | - | - | - | - |
| IUT | 116,223 | 118,115 | 118,139 | 116,476 | 110,500 | 110,105 | 115,780 | 116,400 | 116,200 | 4.60% | 0.20 % | 0.00% |
| STS (advanced technician) and similar | 230,877 | 234,164 | 240,322 | 242,247 | 246,025 | 253,729 | 254,967 | 255,200 | 256,100 | 10.10% | 0.40 % | 10.90% |
| paramedical and social schools excluding university | 134,407 | 137,165 | 136,164 | 137,370 | 137,370 | 140,600 | 132,935 | 135,100 | 135,500 | 5.40% | 0.30 % | 0.80% |
| CPGE (French Elites Preparatory Classes for Grandes écoles) / Grandes écoles trainings | 301,525 | 314,362 | 337,132 | 353,789 | 378,779 | 393,816 | 402,641 | 410,600 | 421,000 | 16.60% | 2.50% | 39.60% |
| Other schools and programs | 157,250 | 164,524 | 177,919 | 169,982 | 165,749 | 190,665 | 165,446 | 165,100 | 173,800 | 6.90% | 5.30% | 10.50% |

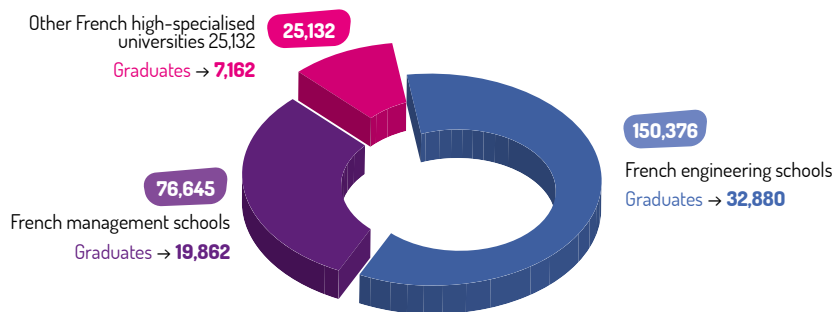
2015-2016: number of students without double counting of the 19,300 students double enrolled in CPGE and EPSCP (French public scientific, cultural or professional establishment) - source: RERS 2016

French CGE Schools by Ministry of tutorship and/or status



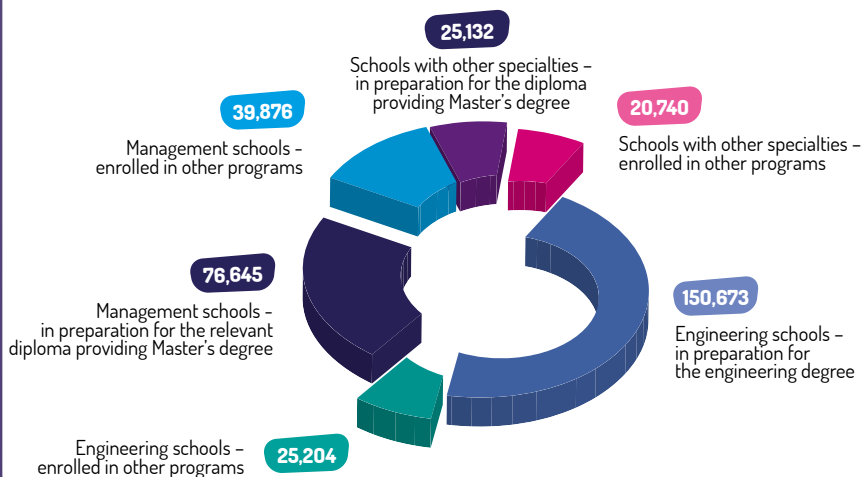
Source CGE - List of CGE member schools - June 30th, 2017

Students enrolled in the Grande école program in 2016-2017 and graduation flows in 2016



Sources :
CGE - Enrolment Survey 2016 - 2017 - January 2017
CGE - Graduation Flows Survey at the end of 2015-2016 - January 2017

338 270 students enrolled in the French GE in 2016-2017, all types of trainings considered



Source: CGE - Enrolment Survey 2016 - 2017 - January 2017

Some schools depend on consular bodies, others have associative or other status.

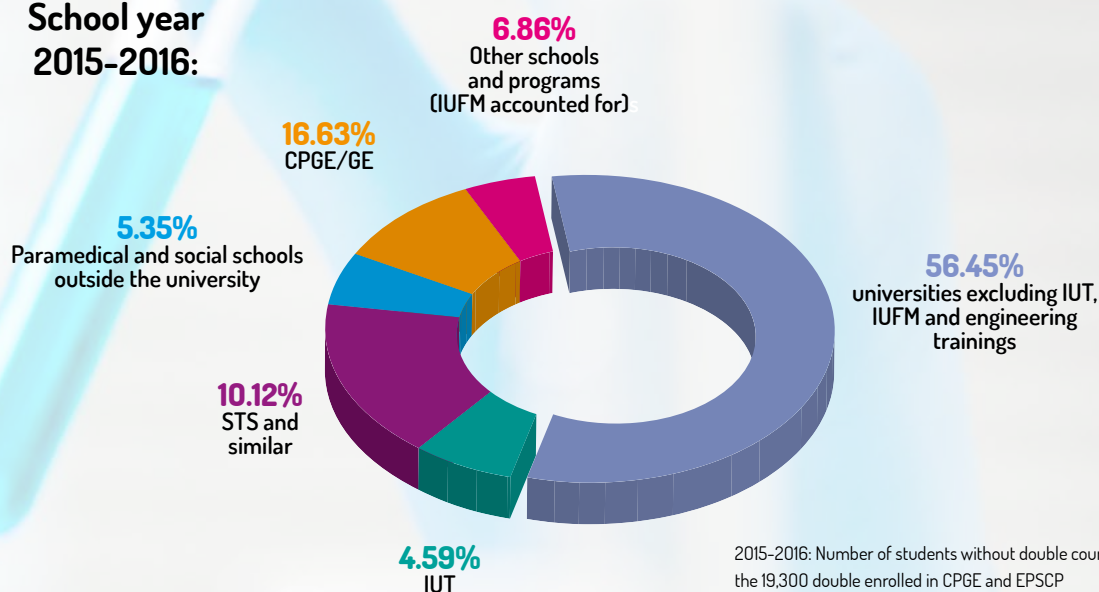
With 70% of engineering schools accredited by the CTI (committee responsible for the evaluation and accreditation of higher education institutions for engineers in France), 90% of management schools providing the Master's degree and 20% of schools with other specialties, the CGE has become a major player in French higher education. The number of students enrolled in a Grande école's program officially amounts to 252 450 students in 2016-2017*, on average 37.6% of whom are women (an increase of 0.5 percentage points compared to 2015-2016, when the rate of feminisation was 37.1%) and 13.8% of foreigners applying for the diploma (compared to 13.5% the previous year). All programs considered, i.e. including bachelors, MBA, DNM, MSM, MSc, PhD and continuing training, member schools of the CGE provided 338 270 students with education in 2016-2017.

Having awarded a diploma to 59 904 students for the Grande école program at the end of the year 2015-2016*, French schools of the CGE account for 76% of all Grandes écoles flows of graduates this year (according to the criterion "awarding at least one diploma providing the Master's degree"); thus far, the sphere of Grandes écoles is awarding diplomas to 41.2% of students with a Master's degree all programs combined (i.e. 2 points more than last year, due to a sharp increase in the number of business schools graduates combined with a more reasonable increase in the number of engineering graduates).

* The number of students enrolled and flows of graduates in CGE schools do not include those of the 3 schools admitted at the general assembly of June 20th 2017.

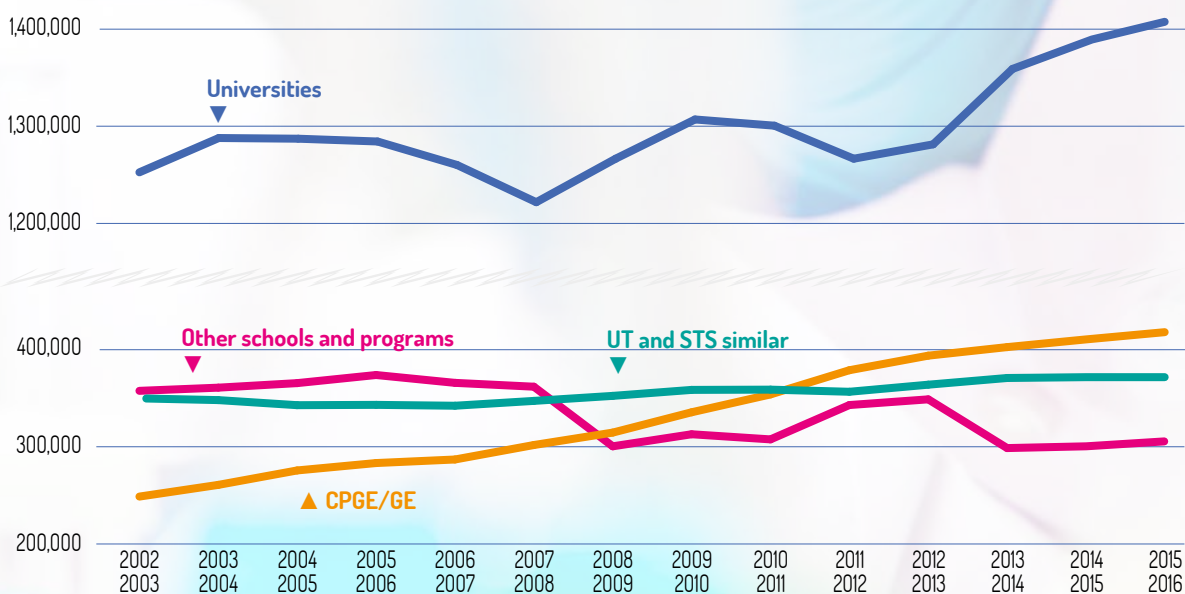
The Grandes écoles: major players in higher education and research

School year
2015-2016:



2015-2016: Number of students without double counting of the 19,300 double enrolled in CPGE and EPSCP
Source : RERS 2016

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

CGE Organisational Chart

STRATEGIC ORIENTATION COMMITTEE

BOARD

EXECUTIVE COMMITTEE

GENERAL ASSEMBLY

General Delegation

Contributes to defining the CGE's strategy and policies

Applies and implements the Executive Committee, Board, General Assembly and Commissions' decisions

COMMISSIONS AND WORKSHOPS

▶ Accreditation

MASTERE SPECIALISE®, MSc, BADGE, CQC

▶ Upstream

Attractiveness of scientific subjects

Technological subjects

Post-high school education and

high school reform

LIESSE

▶ Downstream

Job insertion employability surveys

▶ Management Schools

Before / Competitive examination

Skills

Entrepreneurship

Pedagogical innovation

Quality / Accreditation

Research

Corporate Relations

International relations

▶ Communication

▶ Sustainable Development and Social Responsibility

Coaching and experience sharing

SD&SR-related skills^[1]

Accreditation^[1]

Frame of reference^[1]

International Relations missions^[1]

▶ Diversity

Gender Equality

Accessibility

Social inclusiveness and affirmative action

Social

Diversity

▶ Education

Physical Activities and Sports

Apprenticeship

Skill-centred approach in schools

Entrepreneurship and innovation

Languages and cultures

Internships

Digital strategies and distance learning

▶ Research and Transfers

Documentation – Information

▶ International Relations

Africa

North America

Latin America

Asia-Pacific

Italy

Central and Eastern Europe

Northern Europe

GE-TH (Grandes écoles – Technische Hochschulen)^[2]

▶ Student Life

Student hosting

Actions against addictive behaviour (LUCA)

Student associations

INDEPENDENT GROUPS


DAFs: Directors of Financial Affairs and Secretary-Generals

DSIs: Directors of IT Systems

1. Joint working group CGE/CPU

2. GE-TH : GE-TH : non-profit association acting a French-German working group for the CGE based on a mutual agreement

Executive Committee

| | | |
|---|---|--|
|  <p>Chairperson Anne-Lucie Wack Director General, Montpellier SupAgro</p> |  <p>Vice-Chairperson Businesses Yves Portelli Paris Île-de-France Chamber of Commerce and Industry</p> |  <p>Vice-Chairperson Schools Hervé Biauxser Director General, CentraleSupélec</p> |
| <p>Vice-Chairperson Schools Loïc Roche Director General, Grenoble École de Management</p>  | <p>Secretary M'Hamed Drissi Director, INSA Rennes</p>  | <p>Treasurer Florence Darmon Director General, ESTP</p>  |

Commission Presidents also sit on the Executive Committee.

| | | |
|---|--|--|
|  <p>ACCREDITATION Christophe Digne Director, Télécom ParisSud</p> |  <p>UPSTREAM Hervé Biauxser Director General, CentraleSupélec</p> |  <p>DOWNSTREAM Peter Todd Director General, HEC Group</p> |
| <p>MANAGEMENT SCHOOLS Loïc Roche Director General, Grenoble École de Management</p>  | <p>COMMUNICATION Sophie Commereuc Director, SIGMA Clermont</p>  | <p>SUSTAINABLE DEVELOPMENT & CSR Denis Guibard Director, Télécom Management School</p>  |
|  <p>DIVERSITY Nathalie Gormezano Director General, ISIT</p> |  <p>EDUCATION Frank Bournois Director, ESCP Europe</p> |  <p>RESEARCH AND TRANSFERS M'Hamed Drissi Director, INSA Rennes</p> |
| <p>INTERNATIONAL RELATIONS Yves Poilane Director, Télécom ParisTech</p>  | <p>STUDENT LIFE François Bouchet Director General, École polytechnique</p>  |  |

Strategic Orientation Committee (COS)

This Committee launches and coordinates the CGE's strategic discussions, under the presidency of Anne-Lucie Wack, Director General at Montpellier SupAgro. The COS is a body of reference and a strong voice for public and private stakeholders in higher education.

SCHOOLS

- **CentraleSupélec**
Hervé Biauresser Director General
- **ESCP Europe**
Frank Bournois Director General
- **Institut Mines-Télécom**
Philippe Jamet Director
- **Montpellier SupAgro**
Anne-Lucie Wack Director General
- **Ecole polytechnique**
François Bouchet Director General
- **SKEMA** – Alice Guilhon
Director General

BUSINESSES

- **AXA** – Sandrine Duchêne
Director of Public Affairs
- **Bouygues** – Philippe Marien
Chief Financial Officer of the Group
- **CIGREF** – Jean-François Lalanne
Vice-President / DSI Air France KLM
- **EDF** – Luis Molina Director of
Employment and Employee
Development • Director of
Marketing Services
- **LVMH** – Pascal Jouvin Director,
Group Executive Development

ORGANISATIONS

- **ANDRH** – Bénédicte Ravache
Secretary-General
- **APEC** – Jean-Marie Marx
Director General
- **Fondation FACE** – René Rozot
- **IESF** – Marc Ventre President
- **Medef** – Christian Nibourel
President of Accenture France
- **Synergie campus entreprises**
Julien Henry President

Board

SCHOOLS → Elected Members

- Anne Beauval** Assistant Director,
IMT Atlantique Bretagne Pays-
de-la-Loire
- Hervé Biauresser** Director General,
CentraleSupélec
- 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, INSA
Rennes
- Denis Guibard** Director, Télécom
École de Management
- Olivier Lesbire** Director, Institut
supérieur de l'aéronautique et
de l'espace (ISAE-SUPAERO)
- Gérard Pignault** Director General,
École supérieure de chimie,
physique, électronique de Lyon
(CPE Lyon)
- Yves Poilane** Director General,
Télécom ParisTech

- Arnaud Poitou** Director, École
centrale de Nantes (ECN)
- Loïck Roche** Director General École
de Management
- Gilles Trystram** Director General,
AgroParisTech
- Anne-Lucie Wack** President, CGE
• Director General, Montpellier
SupAgro

SCHOOLS → Permanent Guests

- Frank Bournois** Director General,
ESCP Europe
- Christophe Digne** Director General,
Télécom SudParis
- Nathalie Gormezano** Director
General, ISIT
- Peter Todd** Director General, HEC
Group

BUSINESSES

- Hélène Bauduin** Hiring and
Employer Brand Manager – EDF
– DRH Group
- Anne-Laure Despeaux** Employer
Brand and School Relations
Manager, LVMH

- Geoffroy Fourgeaud** Executive
Human Resources Manager,
ORANGE South-East
- Valérie Gaudart** HR Marketing &
Talent Attractiveness Manager
for the HR Assistant Director
General, ENGIE
- Sylvie Lhommet-Kilque** MAIF
Associations & Local Authorities
Director, MAIF
- Yves Portelli** Assistant Director
General of Education, Research
and Training, Paris Ile de France
Chamber of Commerce and
Industry

OTHER ORGANISATIONS

- Jean Bastianelli** Headmaster,
Lycée Louis-le-Grand (Paris) –
President, APLCPGE
- Jean-François Beaux** President,
UPA
- Maurice Thevenet** General
Delegate, National Foundation for
Management Education (FNEGE)
- Joël Thomas** General Delegate,
French Engineers and Scientists
Association (IESF)

Secretariat



Chief Executive Officer (CEO)
Philippe Régimbart
(from the 1st of October 2017)
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philippe.regimbart@cge.asso.fr



Chief Executive Officer (CEO)
Francis Jovanjean
(until the 11th of September 2017)

Head of Administration
and Finance
Handicap Officer
Legal Administration Officer
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Information-Process Officer
Isabelle Laurençot
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Accreditation Officer
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Management Schools Chapter and
Gender Equality Officer
Executive assistant
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Communications Officer
André Bismuth
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CGE's member school

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- ▶ **Agrocampus Ouest** www.agrocampus-ouest.fr
- **AgroParisTech** www.agroparistech.fr
- ▶ **AgroSup Dijon** www.agrosupdijon.fr
- **Arts et Métiers ParisTech** www.ensam.eu
- ▶ **AUDENCIA BUSINESS SCHOOL** www.audencia.com
- **BBS** www.brest-bs.com
- ▶ **Bordeaux Sciences Agro** www.agro-bordeaux.fr
- **Bordeaux-INP - ENSEIRB-MATMECA**
www.enseirb-matmeca.bordeaux-inp.fr
- ▶ **Bordeaux-INP - ENSGTI** www.ensgti.univ-pau.fr
- **BSB - Burgundy School of Business**
www.weare.bsb-education.com
- ▶ **CELSA Paris - Sorbonne** www.celsa.fr
- **Centrale Lille** www.ec-lille.fr
- ▶ **Centrale Lyon** www.ec-lyon.fr
- **Centrale Marseille** www.centrale-marseille.fr
- ▶ **Centrale Nantes** www.ec-nantes.fr
- **CentraleSupélec** www.centralesupelec.fr
- ▶ **CFJ** www.cfjparis.com
- **CFVG** www.cfvg.org
- ▶ **Chimie ParisTech** www.enscp.fr
- **CNAM** www.cnam.fr
- ▶ **CPE Lyon** www.cpe.fr
- **EA** www.ecole-air.fr
- ▶ **EBI** www.ebi-edu.com
- **ebs Paris** www.ebs-paris.fr/ecole-management
- ▶ **ECAM Lyon** www.ecam.fr
- **ECAM Rennes-Louis de Broglie**
www.ecam-rennes.fr
- ▶ **ECAM-EPMI** www.ecam-epmi.fr
- **ECE Paris** www.ece.fr
- ▶ **École des Ponts ParisTech** www.enpc.fr
- **ECPM** www.ecpm.unistra.fr
- ▶ **EDC** www.edcparis.edu
- **EDHEC Business School** www.edhec.com
- ▶ **EFREI Ecole d'Ingénieurs** www.efrei.fr
- **EHESP** www.ehesp.fr
- ▶ **EHTP** www.ehtp.ac.ma
- **EI.CESI** www.eicesi.fr
- ▶ **EIGSI** www.eigsi.fr
- **EISTI** www.eisti.fr
- ▶ **EIVP** www.eivp-paris.fr
- **EM Normandie**
www.ecole-management-normandie.fr
- ▶ **EM Strasbourg** www.em-strasbourg.eu
- **EME** www.ecole-eme.fr
- ▶ **emlyon business school** www.em-lyon.com
- **EN** www.ecole-navale.fr
- ▶ **ENA** www.ena.fr
- **ENAC** www.enac.fr
- ▶ **ENGEEs** www.engees.unistra.fr
- **ENI Brest** www.enib.fr
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- **ENIM** www.enim.ac.ma
- ▶ **ENISE** www.enise.fr
- **ENS** www.ens.fr
- ▶ **ENS Lyon** www.ens-lyon.eu
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- **ENSA-PB** www.paris-belleville.archi.fr
- ▶ **ENSAD** www.ensad.fr
- **ENSAE ParisTech** www.ensae.fr
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- **ENSAIA** www.ensaia.inpl-nancy.fr
- ▶ **ENSAIT** www.ensait.fr
- **ENSAM** www.montpellier.archi.fr
- ▶ **ENSArchitecture de Nancy** www.nancy.archi.fr
- **ENSASE** www.st-etienne.archi.fr
- ▶ **ENSBA** www.ensba.fr
- **ENSC - Bordeaux-INP** www.ensc.bordeaux-inp.fr
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- ▶ **ENSC Mulhouse** www.enscmu.uha.fr
- **ENSC Rennes** www.ensc-rennes.fr
- ▶ **ENSCI** www.ensci.fr
- **ENSCI Les Ateliers** www.ensci.com
- ▶ **ENSEA** www.ensea.fr
- **ENSEM** www.ensem.univ-lorraine.fr
- ▶ **ENSFEA** www.ensfea.fr
- **ENSG - Géologie** www.ensg.univ-lorraine.fr
- ▶ **ENSG - Géomatique** www.ensgeu.fr
- **ENSGSI** www.ensgsi.univ-lorraine.fr
- ▶ **ENSIAME** www.univ-valenciennes.fr/ensiame
- **ENSIC** www.ensic.univ-lorraine.fr
- ▶ **ENSICAEN** www.ensicaen.fr
- **ENSIIE** www.ensiie.fr
- ▶ **ENSISA** www.ensisa.uha.fr
- **ENSMM** www.ens2m.fr
- ▶ **ENSSAT** www.enssat.fr
- **ENSTA Bretagne** www.ensta-bretagne.fr
- ▶ **ENSTA ParisTech** www.ensta.fr
- **ENSTIB** www.enstib.univ-lorraine.fr
- ▶ **ENTPE** www.entpe.fr
- **ENV Alfort** www.vet-alfort.fr
- ▶ **ENVT** www.envt.fr
- **EONG** www.gendarmerie.interieur.gouv.fr/eong
- ▶ **EP Louvain-La-Neuve** www.uclouvain.be
- **EP Montréal** www.polymtl.ca
- ▶ **EP Paris** www.polytechnique.fr
- **EPF** www.epf.fr
- ▶ **EPITA** www.epita.fr
- **ESA Angers** www.groupe-esa.com
- ▶ **ESA Lyon-Bron** www.esa.sante.defense.gouv.fr
- **ESA Paris** www.esa-paris.fr
- ▶ **ESAIP** www.esaip.org
- **ESB** www.ecoledubois.fr
- ▶ **ESC Clermont** www.esc-clermont.fr
- **ESC Pau** www.esc-pau.fr
- ▶ **ESC Rennes** www.esc-rennes.fr
- **ESCE** www.esce.fr
- ▶ **ESCOM** www.escom.fr
- **ESCP Europe** www.escopeurope.eu

- **ESDES Ecole de management** www.esdes.fr
- **ESEO** www.eseo.fr
- **ESIEA** www.esiea.fr
- **ESIEE Amiens** www.esiee-amiens.fr
- **ESIEE Paris** www.esiee.fr
- **ESIGELEC** www.esigelec.fr
- **ESIGETEL** www.esigetel.fr
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- **ESM Saint-Cyr** www.st-cyr.terre.defense.gouv.fr
- **ESME-SUDRIA** www.esme.fr
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- **ESTP** www.estp.fr
- **EVDG** www.ecole-valdegrace.santé.defense.gouv.fr
- **Gembloux Agro Bio Tech** www.fusagx.be
- **Grenoble Ecole de Management (GEM)**
www.grenoble-em.com
- **Grenoble INP - Ense3** www.ense3.grenoble-inp.fr
- **Grenoble INP - ENSIMAG** www.ensimag.grenoble-inp.fr
- **Grenoble INP - ESISAR** www.esisar.grenoble-inp.fr
- **Grenoble INP - Génie Industriel**
www.genie-industriel.grenoble-inp.fr
- **Grenoble INP - Pagora** www.pagora.grenoble-inp.fr
- **Grenoble INP - PHELMA** www.phelma.grenoble-inp.fr
- **Groupe ESC Troyes** www.groupe-esc-troyes.com
- **Groupe Sup de Co La Rochelle**
www.esc-larochelle.fr
- **HEC Liège** www.hec.ulg.ac.be
- **HEC Montréal** www.hec.ca
- **HEC Paris** www.hec.fr
- **HEI** www.hei.fr
- **IAV Hassan II (MAROC)** www.iav.ac.ma
- **ICAM Lille** www.icam.fr
- **ICAM Nantes** www.icam.fr
- **ICAM Toulouse** www.icam.fr
- **ICD International Business School**
www.icd-ecoles.com
- **ICN Business School** www.icn-groupe.fr
- **IEP Lille** www.sciencespo-lille.eu
- **IEP Lyon** www.sciencespo-lyon.fr
- **IESEG** www.ieseg.fr
- **IFM** www.ifm-paris.com
- **IFP School** www.ifp-school.com
- **IMT Atlantique Bretagne-Pays de la Loire**
www.imt-atlantique.fr
- **IMT Lille Douai** www.imt-lille-douai.fr
- **INPT** www.inpt.ac.ma
- **INSA Centre Val de Loire**
www.insa-centrevaldeloire.fr
- **INSA Lyon** www.insa-lyon.fr
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- **IN ulouse** www.insa-toulouse.fr
- **INSEAD** www.insead.edu
- **INSEEC Business School** www.inseec-bs.com
- **Institut d'Optique** www.institutoptique.fr
- **IPAG Business School** www.ipag.fr
- **ISA Lille** www.isa-lille.fr
- **ISAE-ENSMA** www.ensma.fr
- **ISAE-SUPAERO** www.isae-supaero.fr
- **ISARA-Lyon** www.isara.fr
- **ISC Paris** www.iscparis.fr
- **ISEN Brest** www.isen.fr/brest.asp
- **ISEN Lille** www.isen-lille.fr
- **ISEN Toulon** www.isen.fr/toulon.asp
- **ISEP** www.isep.fr
- **ISG** www.isg.fr
- **ISIT** www.isit-paris.fr
- **ISMANS** www.ismans.fr
- **ITECH Lyon** www.itech.fr
- **KEDGE BS** www.kedgebs.com
- **L'Ecole de design** www.lecolededesign.com
- **Mines Albi** www.mines-albi.fr
- **Mines Alès** www.mines-ales.fr
- **Mines Nancy** www.mines-nancy.univ-lorraine.fr
- **Mines ParisTech** www.mines-paristech.fr
- **Mines Saint-Etienne** www.mines-stetienne.fr
- **Montpellier Business School**
www.montpellier-bs.com
- **Montpellier SupAgro** www.supagro.fr
- **NEOMA BS** www.neoma-bs.fr
- **Novancia Business School Paris** www.novancia.fr
- **Oniris** www.oniris-nantes.fr
- **Polytech Clermont-Ferrand**
www.polytech.univ-bpclermont.fr
- **Polytech Grenoble** www.polytech-grenoble.fr
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- **Polytech Marseille** www.polytech.univ-amu.fr
- **Polytech Montpellier**
www.polytech.univ-montp2.fr
- **Polytech Nancy** www.esstin.univ-lorraine.fr
- **Polytech Nantes** www.polytech.univ-nantes.fr
- **Polytech Orléans** www.univ-orleans.fr/polytech
- **Polytech Tours** www.polytech.univ-tours.fr
- **PSB Paris School of Business** www.psb.edu.paris
- **Sciences Po Paris** www.sciencespo.fr
- **SIGMA Clermont** www.sigma-clermont.fr
- **SKEMA** www.skema-bs.fr
- **SUP'COM Tunis** www.supcom.mincom.tn
- **SUPMECA** www.supmeca.fr
- **TBS** www.tbs-education.fr
- **TELECOM Ecole de Management**
www.telecom-em.eu
- **TELECOM ParisTech** www.telecom-paristech.fr
- **Télécom Physique Strasbourg**
www.telecom-physique.fr
- **TELECOM SudParis** www.telecom-sudparis.eu
- **Toulouse INP - El Purpan** www.purpan.fr
- **Toulouse INP - ENI Tarbes** www.enit.fr
- **Toulouse INP - ENM** www.enm.meteo.fr
- **Toulouse INP - ENSAT** www.ensat.fr
- **Toulouse INP - ENSEEIHT** www.enseeiht.fr
- **Toulouse INP - ENSIACET** www.ensiacet.fr
- **UniLaSalle** www.unilasalle.fr
- **Université Paris-Dauphine** www.dauphine.fr
- **UPM** www.upm.es
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- **CCI Paris Ile-de-France** www.cci-paris-idf.fr
- ▶ **EDF** www.edf.fr
- **ENGIE** www.engie.com/fr
- ▶ **INTERNATIONAL SOS**
www.internationalsos.com
- **LVMH** www.lvmh.fr
- ▶ **MAIF** www.maif.fr
- **ORANGE** www.orange.com

Partner companies

- **Accenture** www.accenture.com/fr
- ▶ **ADP** www.parisaeroport.fr
- **AXA France** www.axa.fr
- ▶ **Campus Véolia Environnement**
www.campus.veolia.com
- **Capgemini France** www.fr.capgemini.com
- ▶ **CDC** www.caissedesdepots.fr
- **CVTrust** www.cvtrust.com
- ▶ **Groupe Bouygues** www.bouygues.com
- **Groupe PSA** www.groupe-psa.com
- ▶ **InVivo** www.invivo-group.com
- **Neovia by InVivo** www.neovia-group.com
- ▶ **SCA France** www.sca.com
- **SNCF** www.sncf.com/fr

Member organisations

- ▶ **ABG-Intelli'gence** www.intelliagence.fr
- **AI Cesi** www.aicesi.net
- ▶ **Amicale ISAE - SUPAERO - ENSICA**
www.supaero.org
- **Anasup** www.anasup.fr
- ▶ **ANRT** www.anrt.asso.fr
- **AOCDF** www.compagnons-du-devoir.com
- ▶ **AP-HEC** www.aphec.it-sudparis.eu
- **APLCPGE** www.aplcpge.free.fr
- ▶ **APPLS** www.netvibes.com/appls
- **Association AIHP** www.aaihp.fr
- ▶ **Association AX** www.polytechniciens.com
- **Association des Supélec** www.asso-supelec.org
- ▶ **Association ENSAM**
www.arts-et-metiers.asso.fr
- **Association ENSM Saint Etienne**
www.mines-saint-etienne.org
- ▶ **Association ENSTA ParisTech Alumni**
www.ensta.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
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- **Grenoble INP** www.grenoble-inp.fr
- ▶ **IESF** www.home.iesf.fr
- **IMT** www.mines-telecom.fr
- ▶ **ISTP** www.istp-france.com
- **La Cellulose** www.pagora.grenoble-inp.fr
- ▶ **MINES Paristech Alumni** www.mines-paris.org
- **N+i** www.nplusi.com/fr
- ▶ **Toulouse INP** www.inp-toulouse.fr
- **UPA** www.upa.it-sudparis.eu
- ▶ **UPLEGESS** www.uplegess.org
- **UPLS** www.upls.it-sudparis.eu
- ▶ **UPS** www.prepas.org/ups
- **UPSTI** www.upsti.fr

