



2018 Annual report

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Editorial

Anne-Lucie Wack

President of the Conférence des grandes écoles

A multitude of reforms launched by the government

In summer 2017, the new French government introduced a series of reforms and bills with consequences on the functioning and the economic and educational model of the *Grandes écoles* and of higher education in general: social consultation on the conditions of access to higher education and reform of the undergraduate cycle with the *Licence* decree; the *Bill for a controlled immigration and an effective right of asylum*, which changes the conditions to host international students; the *Bill for a state at the service of a society of trust* and its article on site consolidation; the *Bill on the orientation and success of students*, implementing Parcoursup, the French platform which collects and manages the academic choices of students after their highschool diploma, and the “student life contribution”, a fee paid by all students for services on campuses, with new procedures for the collection and redistribution to the institutions; the *Bill for the freedom to choose one’s professional future* and its impacts on the financing of apprenticeship in higher education and in continuing education; the bill reforming highschool and the baccalauréat, with a consultation planned for September 2018.

Knowledge and advice of the CGE, source of suggestions and original initiatives

In such a context, the CGE was very involved with its committees and work groups, its member schools and its partners. During its frequent hearings at the Senate and the National Assembly and on the occasion of its many meetings with the parliamentarians and ministries, of statements in the media and of important events of higher education, the CGE actively supported the suggestions of the *Grandes écoles* on fundamental issues such as site consolidations, apprenticeship, social and international openness, disability or recognition of bachelor programs.

Regarding apprenticeship, which has been a particularly sensitive subject in the middle of a complex interplay between the stakeholders involved, the CGE has fervently argued in favor of maintaining the financing of trainings excluding apprenticeship (*hors-quota*) and the financing of apprenticeships (*quota*) based on the full cost of the training, by showing the relevance of the educational model of apprenticeship in higher education and its advantageous consequences for social openness.

The CGE also put forward with its partners notable contributions on the International Status of Student with Disability (SIESH – *Statut international d’étudiant en situation de handicap*), which they presented at the Elysée and at the United Nations in Geneva, or on digital technologies, at Matignon, with the group Femmes@Numérique and the launch of a platform offering internships in companies working in digital technologies.

The *Grandes écoles*, a factor of attractivity and influence of France in Europe and throughout the world

The CGE and the *Grandes écoles* were particularly mobilized abroad during the presidential trips in Africa and in India (Fe-

bruary and March 2018) and during the organization of the Conference of Paris in May 2018 on the Bologna Process, attesting that the Grandes écoles contribute to the attractiveness and influence of France in the rest of the world. The assessments and analyses that were carried out on this occasion on the cooperation between the Grandes écoles in these countries show how strong the relationships built are. The most recent study on global mobility, presented in this report, illustrates the increase in the number of foreign students in the Grandes écoles, up to 23,3% of all students, which is 10% more than two years ago.

The barometers and surveys of the CGE, valuable tools for the reflexivity and performance of schools

With its range of barometers, studies, surveys and analyses, the CGE has developed an observatory of trends unparalleled in the rest of the higher education sector. Thanks to these tools, the Grandes écoles can compare themselves to one another and thus improve their performances and better meet the societal challenges. This array is continually renewed and enhanced: 26th edition of the survey on professional integration, enriched with data on the employability of apprentices and graduates with disability, 10th edition of the study on global mobility, 4th edition of the gender equality barometer, 3rd edition of the fundraising survey, 2nd edition of the survey BCG-CGE-Ipsos on the expectations and values of talents... New studies have been conducted: links between apprenticeship and social openness, overview of the incubators and performance indicators of student entrepreneurship systems, study on the professional integration of MS and MSc students, all of which will be published during fall 2018.

A strong attractiveness, evolving labels, hard work of the committees and work groups and major events

With 9 new members, 26 applications being reviewed and 62 new accreditation requests for programs during the period, the attractiveness of the CGE seems ever stronger. The new "Digital Accreditation Committee" was set up and the quality process of the accreditation procedure was strengthened during spring 2018 with *in situ* audits. The work of the Commission was intensified by the creation of new work groups in response to recent events: Parcoursup, the high school and baccalaureate reform, Innovation and responsible entrepreneurship, Vocational training, Alumni, Prospective "Learning in 2030", Rankings, General Data Protection Regulation... The

life of the community formed by the Grandes écoles, punctuated by the General Assemblies in January and June, was marked by major events: the Convention on financing in October 2017, the Digital strategy day in November, the week on social responsibilities in May and the symposium on Alumni in June.

Highest rate of successful professional integration of Grandes écoles graduates since 2010

This year, once again, all the indicators have progressed: 9 young graduates out of 10 find a job within 6 months, 8 out of 10 sign a permanent contract and over 62% of our students are hired before they even graduate, a figure which until now had never been reached! There is however a significant drawback: despite the favorable conditions of employment and even if it is clear that the Grande école diploma significantly reduces the inequality between women and men which can be observed in France, our study shows that, just like during previous years, female graduates find a job less quickly, less often sign a permanent contract and earn lower wages than men do. And this is also true in the engineering sector where women are few!

Challenges at the start of the 2018 academic year, the Grandes écoles on the alert

The academic year 2018 starts with the pursuit of the reforms introduced by the government: the law on apprenticeship and vocational training, analysis of the results of Parcoursup for post-baccalaureate schools and CPGEs (preparatory classes for the Grandes Écoles), parliamentary discussions on the highschool and baccalaureate reform, order on site consolidation, the PACTE law (for the growth of French companies) ...

This year also begins with the pursuit of the work on cases put on hold: the most important case is the obtention of the *licence* degree for bachelor programs. These are all major issues for the future of our schools and of higher education, on which the CGE and the schools remain on the alert.

The topic of the annual convention of the CGE in October 2018 in Lille is societal changes: what roles do schools and students play in these changes? Which new skills are required? Which changes are happening throughout the country? How will the digital revolution and artificial intelligence transform professions and social relationships? These are some of the questions raised so that our Grandes écoles, promoting pathways of excellence, continue to be positive actors of change.

2017-2018

Highlights and key figures

Highlight

2017

- ▶ **October 4th** : meeting of the regional CGEs and the CGE in Rennes
- ▶ **October 5th and 6th** : CGE convention in Rennes "Future of the French higher education: financing and development"
- ▶ **November 10th** : "Digital strategies in the Grandes écoles" Group Sup de Co La Rochelle

2018

- ▶ **February 6th** : General Assembly (ENSA-PB), speakers: Simone Bonnafous, IGAENR, project manager of the Bologna process and Sylvie Brunet, President of the consultation on apprenticeship
- ▶ **April 15th** : launch of the portal DEFI-CGE-CTI "Certified data for the media"
- ▶ **May 14th-18th** : week on social responsibility (including the R²D²) at Kedge BS
- ▶ **May 28th** : Les Échos convention: Disability, purchases and responsible employment
- ▶ **June 5th** : CGE symposium "The Alumni, actors of the future" at the CNAM (*National Conservatory of Arts and Crafts*)
- ▶ **June 11th** : meeting of the regional CGEs and the CGE in Paris
- ▶ **June 12th** : General Assembly (at the house of the *Compagnons du devoir et du Tour de France*, a French organization of craftsmen)
- ▶ **June 19th** : press conference on the 2018 study on the professional integration of young graduates

The new partnerships of the CGE

October 16th, 2017: partnership agreement with the CIGREF
December 6th, 2017: charter of expectations of Parcoursup with the Conférence des Présidents d'Université (French organization of university presidents) and the Ministry of Higher Education, Research and Innovation

The new members of the CGE in 2017/2018

"Schools" college

Board of Directors of March 2018

- IEP Aix-en-Provence - Director: Rostane Mehdi
- ISTIA Angers – Director: Fabrice Guérin

Board of Directors of June 2018

- VetAgro Sup – General Director: Emmanuelle Soubeyran
- ECAM Strasbourg-Europe - Director: Sonia Wanner
- EMLV - Director: Sébastien Tran
- ISTECH - Director: Benoît Herbert
- Sciences Po Rennes - Director: Patrick Le Floch

"Organizations" college

- Yncréa - Director: Michel Bouvet (Board of Directors of November 2017)
- Agreenium - Director: Claude Bernhard (Board of Directors of June 2018)

Key figures

142 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).

37 organizations with activities related to higher education

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))

32 schools with other specializations

8 companies

13 foreign institutions

41.5% Master graduates in France in 2015 (see RERS (Reciprocal Knowledge Exchange Network) 2017 about the graduates 2015 and CGE – Flow of graduates 2015)

a diploma requiring **5 to 6 years of post-baccalaureate education**

1/3 of the PhD theses defended defended in France are prepared in the laboratories of the Grandes écoles

444,172 students in all CPGE programs in 2016-2017 (see RERS 2017, chapter 6.1 "the number of students in higher education: 2016-2017")

between **300** à **11,000** students per institution

Seminar days, conventions and symposiums of the committees and work groups

2017

November 14th: Annual Assembly of the committees for Sustainable development of the CGE and the CPU (Paris)

November 15th: General Assembly of the Management Schools Chapter

2018

January 29th and 30th: meeting of the International Relations work groups (BSB - Dijon)

January 30th: Plenary Assembly of the stakeholders of the DD&RS label (Sustainable Development and Social Responsibility)

March 26th and 27th: Cpas1Option seminar (Not an Option) on addictive behaviors (Nantes)

March 29th and 30th: meeting of the Research work group (Group Sup de Co La Rochelle)

May 30th to June 1st: 31st meeting on Business Relations (ESCP Europe - Berlin)

May 17th and 18th: the Sustainable Development Officers Meeting (R2D2) (KEDGE BS - Marseille)

May 23rd: General Assembly of the Management Schools Chapter

June 19th and 20th: decentralized meetings of the Disability work groups (UnilaSalle - Beauvais)

June 25th and 26th: seminar of the Social Openness Group (ENSIAME - Valenciennes)

June 27th: symposium "Careers in higher education and research contributing to the Sustainable Development Objectives" (Ministry of Higher Education, Research and Innovation - Paris)

June 28th: seminar day of the advisers on Gender equality (Sciences Po)

October 11th: meeting of the Skills work groups

The Accreditation Committee met for plenary sessions in 2017 on November 15th and December 13th, in 2018 on January 25th, February 15th, March 15th and for a special session on April 12th, 2018.

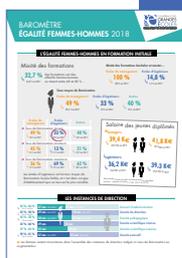
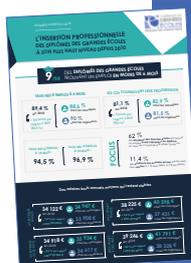
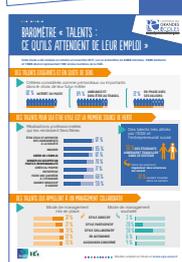
Publications and surveys

2017

- ▶ **September 28th:** Fundraising survey, 3rd edition
- ▶ **October 5th:** 2017 annual report
- ▶ **November 14th:** presentation of the self-assessment on Sustainable Development and Social Responsibility of higher education institutions

2018

- ▶ **January:** proceedings of the convention in Rennes
- ▶ **January 15th:** survey "number of students enrolled in 2017-2018 and flow of all graduates in 2017"
- ▶ **January 23rd:** BCG-CGEIPSOS barometer, 2nd edition "Talents: what they expect from their job"
- ▶ **April:** flash survey on apprenticeship and social openness
- ▶ **June 5th:** 2018 Alumni survey CGEChoosemycompany.com
- ▶ **June 19th:** 2018 Professional integration survey, 26th edition
- ▶ **June 27th:** guide "How can professions in higher education and research in France contribute to the sustainable development objectives?"
- ▶ **June 28th:** Gender equality barometer, 4th edition





The main provisions of the law

“Freedom to choose one’s professional future”

- Apprenticeship part

The financing of vocational training

→ Private employers finance vocational training by:

- directly financing their employees' training
- paying a unique contribution for vocational training and work-study training
- paying the additional contribution for apprenticeship (CSA)
- paying the contribution dedicated to financing the personal account for professional training (CPF) of employees under fixed-term contracts.

These various contributions are collected by the URSSAF, the French Organization for the Collection of Social Security and Family Benefit Contributions, and directly paid to France Compétences (1) except for the contributions for the apprenticeship tax.

→ The unique contribution for vocational training development and dual education is made up of:

- the contribution for vocational training
- the apprenticeship tax, divided in two parts:
 - 87% of the apprenticeship tax is dedicated to financing apprenticeship and is paid to France Compétences
 - 13% of the apprenticeship tax is dedicated to:
 - expenditures paid by the employer to finance the development of technological and professional initial trainings, excluding apprenticeship, and professional integration
 - subventions paid to CFAs (training centers for apprentices) in the form of teaching materials corresponding to the needs of the training

The organization, the conditions and the allocation criteria as well as the terms and conditions for the recovery of the various contributions will be set by decree.

The CGE takes action for apprenticeship:

- hearing of the CGE during the consultation on the apprenticeship reform launched by Muriel Pénicaud, Minister of Labor, and led by Sylvie Brunet, President of the labor and employment department of the CESE (*French Economic, Social and Environmental Council*)
 - meeting with the ANASUP (*National Association for Apprenticeship in Higher Education*)
 - hearings and meetings with:
 - Thierry Coulhon, education advisor to the Élysée et Pierre-André Imbert, social advisor
 - Jean-Michel Blanquer, Minister of National Education
 - the office of Frédérique Vidal, Minister of Higher Education, Research and Innovation
 - the office of Muriel Pénicaud, Minister of Labor
- And many parliamentarians...

1. France Compétences is a national public institution with a moral capacity and a financial autonomy responsible for the equal redistribution and transparency of the expenditures for vocational training. .

2. Remark: 9 regions (Brittany, Bourgogne-Franche-Comté, Centre-Val de Loire, Grand Est, Hauts-de-France, Ile-de-France, Nouvelle Aquitaine, Pays de la Loire et Occitanie) are testing until the end of 2019 the possibility to start an apprenticeship until 30 years old.

The apprentice grant is replaced by a unique financial aid for companies with less than 250 employees concerning the baccalaureate level at most

The apprentice grant system should be terminated and replaced by the payment of a unique aid by a unique organization. The apprenticeship contracts, signed in companies with less than 250 employees in order to prepare a diploma or a degree with a professional perspective corresponding to a baccalaureate level at most, entitle the employer to a financial aid paid by the state. A decree specifies the amount of this aid and the terms of its application.

The age limit for the apprentice is raised from 25 to 29 years old

- Age limit raised from 25 to “29 years of age (2)”
- The monthly remuneration of the apprentices between 16 and 20 years old will be 30€ net higher.
- Underage apprentices: the maximum working time is raised from 35 to 40 hours per week. In certain sectors specified by decree, it is possible to raise the daily working time to 10 hours instead of 8.
- All the apprentices over 18 years old will benefit from a flat-rate public aid of 500€ to pay for their driving license. In relation with the regions, partnerships with driving schools will be searched for in order to find attractive prices.

An apprenticeship length varying between 6 months and 3 years

- The length of the apprenticeship contract can vary between 6 months (versus one year before) and 3 years when it is signed for an indefinite period
- By derogation, the length of the apprenticeship contract or period can be shorter than the education cycle, depending on the initial level of skills of the apprentice or on the skills acquired, as the case may be, during a mobility period abroad.

The training centers for apprentices (CFA) will have to give information on the quality of the trainings, they will open freely and be financed under contract.

- The CFAs will have to publish the graduation rates or the accredited professional qualification, the rate of further education after graduating and the rate of professional integration after the trainings
- It is no longer mandatory to resort to labor courts in order to dismiss an apprentice for serious misconduct or inability reported by the occupational physician. In return, the apprentice will be able to resign (after a prior meeting with the employer and a mediator) during the contract period and will be able to continue their theoretical training for 6 months at the CFA, which will have to find another employer for them.

The apprenticeship path in the Grandes écoles of the CGE

In 2017, 15% of students (3) of schools of the CGE graduated after an apprenticeship. With twice as many apprentice students having a parent who is a blue-collar worker than in the classic path (4), the Grandes écoles are very involved in their role as a social ladder.

The students graduating after an apprenticeship profit from a quick professional integration. According to the professional integration survey of the CGE in 2017, 91% of the apprentices find a job within 6 months after graduating. The employment rate, which is 2 points higher than the rate for all graduates, is partly due to the close links developed with the business world. **40% of the apprentices are hired by the company they worked for**, which shows that the apprenticeship path in the Grandes écoles act as employment accelerators.

3. CGE. 2018 professional integration survey - June 2018.

4. CGE. “Apprenticeship and Social Openness” survey - November 2017.



Attractiveness of digital courses and professions for women

The engagement of the CGE in favor of gender diversity ⁽¹⁾ in digital courses and professions led to the participation of the CGE in the European Ministerial Conference on Higher Education (also called Conference of the Bologna Process) on May 24th and 25th, 2018 in Paris.

Under-representation of women in digital courses and professions

In a context of talent shortage, women do not turn to digital courses and professions. This promising, innovative, and modern sector remains largely pre-empted by men. Women are less and less present in digital courses. In the EU in 2015, 57% of all graduates were women, while only 25% of them graduate with a diploma in the digital sector⁽²⁾. **13% of these graduates work in the digital sector (versus 15% in 2011)⁽³⁾.** Women rather choose education, social sciences and health⁽⁴⁾.

A closer analysis of the ICT sector (Information and Communications Technology) shows that, in 2015, only 1,2% of women among all graduates studied in this field. In 2015, there were almost four times as many men as women graduating in the ICT sector in Europe⁽⁵⁾. In view of these trends, immediate action is required to increase the number of female students in these fields and to reduce the widening gaps between women and men.

In France, women are the majority in higher education (55% in 2016) but are still under-represented in scientific and technological programs. Only 40% of the students in these fields are women according to the 2015-2016 data of the Ministry of National Education⁽⁶⁾. The French Observatory of Inequalities ⁽⁷⁾ indicates that the catching-up process of women is slowing down. In ten years, the percentage of girls in scientific and technological sections has only increased by two points. Girls are even less well-represented in the engineering schools of the CGE that have at least one digital specialization (27% in 2017). **The same situation can be observed regarding the presence of girls in CPGEs.**

They are still far from representing the half of the students, as they were 42,6% in 2016, which is the same percentage as in 2006 (42%). Hardly one third of them, 30,2% precisely, study in the scientific sec-

The CGE takes action for Women and the Digital:

- meeting with Mounir Mahjoubi, Secretary of State for Digital Affairs
- signature of a partnership agreement with the Cigref (network for large French companies and public administrations)
- the CGE is a member of the steering committee of the group Femmes@numérique supported by Mounir Mahjoubi, Secretary of State for Digital Affairs
- the CGE took part in the launch of the foundation Femmes@numérique with the support of Mounir Mahjoubi, Secretary of State for Digital Affairs and the participation of Muriel Pénicaud, Minister of Labor, Jean-Michel Blanquer, Minister of National Education and Marlène Schiappa, Secretary of State for the Equality between women and men.

tion of the CPGEs, while they represent three fourths of the students in the literary section and nearly 56% in the economic and business section.

Digital professions are not very open to women

In 2017, the French digital sector only employed 33% of women who mainly work in “support positions” such as human resources, administration, marketing or communication. 16% of the design technicians and the IT development technicians are women. Among the installation, maintenance, support, and service technicians for IT users (8), there are only 14% women.

Only 2,3% of women who graduated from an engineering school that is a member of the CGE work in the sector related to the ICT industry in 2017 (9).

These realities are not a French exception. The same observations can be made in the EU where only 21,5% of women were present in digital professions in 2015. It can be noted that there are four times⁽¹⁰⁾ as many men than there are women working in the digital sector.

The studies of the European Commission⁽¹⁰⁾ show that, despite the increasing demand for people specialized in ICT, the percentage of graduates of all levels working in the digital sector is decreasing, irrespective of their education level (3,3% in 2011 versus 2,7% in 2015). There is also a downward trend for higher education levels (5,8% in 2011 versus 5,4% in 2015).

A need to attract women in the digital sector

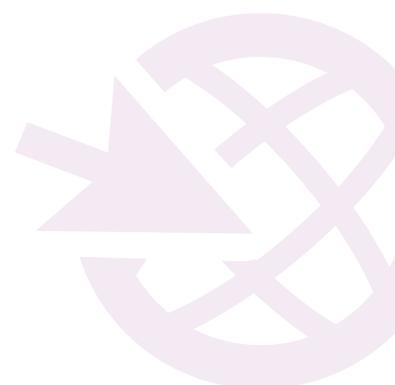
How can we explain that women, who were the first to program and the majority in IT courses until the 1980s, are now under-represented in the digital industry?

- The apparition of microcomputers transformed the image of IT for women
- Women can suffer certain forms of discrimination
- Women may underestimate their digital skills

Socio-historical factors can largely explain the under-representation of women in the digital sector (apparition of the geek figure, no female model, lack of knowledge of the sector, power of stereotypes, sexism in technological programs).

The digital sector did not manage to change the traditional approach to female employment that is present in all business sectors and in particular in the scientific sector, even if the organizations recognize that a variety of talents allows them to enhance their performances.

The CGE suggested an action plan during the Conference of Paris to encourage gender diversity in digital courses and professions.



1. This document of the CGE is the result of an initiative of the group Femmes@Numérique, which had provided the Secretary of State for Digital Affairs with a file that could contribute to making this topic a national priority in France.
2. The courses related to digital, broadly understood, also refer to mathematics, statistics, IT and engineering.
3. Women in the Digital Age. 2016 European Commission Report.
4. In 2015, the percentage of women was slightly higher (61% for social science, journalism, information, business, administration and law, increased to more than 2/3 for arts and letters (67,4%), was close to 3/4 for health and social protection (74,4%) and reached 4/5 (80,5%) for education. 2017 Eurostat http://ec.europa.eu/eurostat/statistics-explained/index.php/Tertiary_education_statistics/fr
5. Women in the Digital Age. 2016 European Commission Report.
6. RERS 2017
7. Observatory of Inequalities - March 2018 <https://www.inegalites.fr/Les-filles-stagnent-dans-les-fieres-scientifiques-de-l-enseignement-superieur>
8. Syntec study on digital “Attractiveness of digital and engineering professions for the female public in France” – February 2016 : http://www.femmesdunumerique.com/sites/femmesdunumerique/files/2016_03_04_attractivite_des_metiers_du_numerique_et_de_lingenierie_pour_les_publics_feminins_-_rapport_opiiec_fnal.pdf
9. CGE Survey on the professional integration of young graduates (2017) <http://www.cge.asso.fr/themencode-pdf-viewer/?file=http://www.cge.asso.fr/wp-content/uploads/2017/06/2017-06-15-Rapport-enqu%C3%AAte-Insertion-CGE-2017.pdf>
10. Women in the Digital Age. 2016 European Commission Report.

International Status of Student with Disability

#SIESH



The law of February 11th, 2005 (n° 2005-102) states in Article 20 that *“higher education institutions enroll students who are disabled or have an incapacitating health condition, in accordance with the conditions regulating their access just like other students and provide the training by implementing the arrangements required by their condition for the organization and the progress of their studies and for their support.”*

- 25,000 students with disability in the institutions (2015)

- A constant increase: +13% on average each year (data of the Ministry of Higher Education, Research and Innovation)

- Global mobility: a key point in the programs of the Grandes écoles and for the employability of young graduates.



An international proactive approach to fight against the discriminations suffered by students with disability.

When going abroad during their studies, students with disabilities face several difficulties.

Difficulty to access healthcare and medication

→ The reimbursement of medication bought abroad can only be assured if a bilateral agreement exists between France and the host country.

→ When a regular medical or paramedical follow-up is necessary, the costs incurred by the student in the host country are not always reimbursed.

Difficulty to move from one place to another

→ Significant logistic difficulties regarding medication management and transportation (additional luggage, sometimes refrigerated (cooler bags)).

→ Additional luggage to transport the appropriate necessary equipment, several trips to the home country to get the medication, with an accompanying person.

→ Difficulties related to adapted transportation towards the host country: non-resident persons with disability seldom have the right to use adapted transportation, if this right even exists.

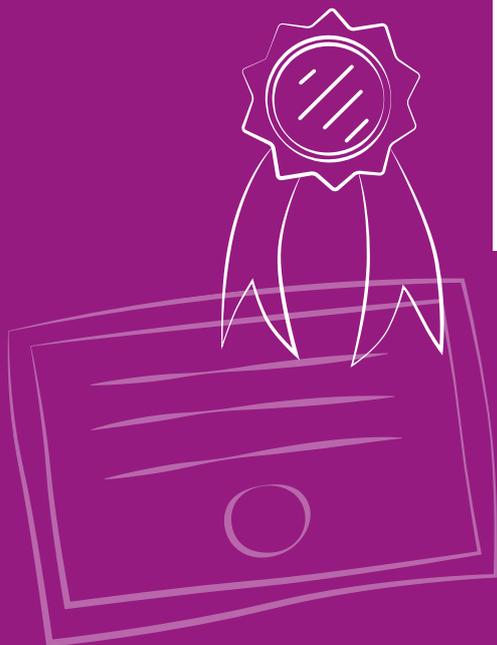
Difficulty to be accompanied for social, cultural and personal life

→ If the specific status of carer is not recognized in the host country, the accompanying person faces problems concerning the visa.

→ Guide or assistance dogs are not always officially recognized as such depending on the host countries.

→ Support for the integration in social life by being put in contact with sports, cultural, artistic and solidarity associations is seldom offered: it is difficult for the students or interns arriving in a new country to identify these specialized networks.

Bachelor's and *licence* degree: for a better recognition of the programs



Master's degree: a French standard?

In France, graduating with a master's degree is a passport for employment and an asset contributing to better career perspectives⁽¹⁾ in comparison to diplomas after a two- or three-year program, which are less valued.

Culturally, the most socially valued situation is postgraduate education. This societal importance of the highest diploma results in a marginalization of the *licence* degree level, which has become less attractive to students and is often associated with a situation of failure (only 27%⁽²⁾ of students graduate with a *licence* degree in three years). Moreover, the implementation of the Bologna Process has changed the French higher education system to adapt it to the European standard (*Licence-Master-PhD*). This reform reinforced the French trend towards higher diplomas. The master's degree is considered by students as an objective to be achieved and the *licence* degree is seen as insufficient considering their ambitions regarding salary and interest in the career.

A thriving market requiring regulation

The ever more demanding circumstances of the program and the massification of master's degrees call for a **restructuring of the program offer in favor of undergraduate education, by readjusting the diplomas depending on the needs of the labor market and on its evolution.**

The Grandes écoles member of the CGE develop more and more undergraduate programs like bachelor programs. In 2017, 43 schools offered such programs with 26,000 students enrolled (Bac+3 and Bac+4) and 6,600 students graduated in 2016⁽³⁾. This trend is still at its beginning. The stake for the institutions is to offer programs that can meet international standards as well as integrate the requirements and the variety of needs of the employers.

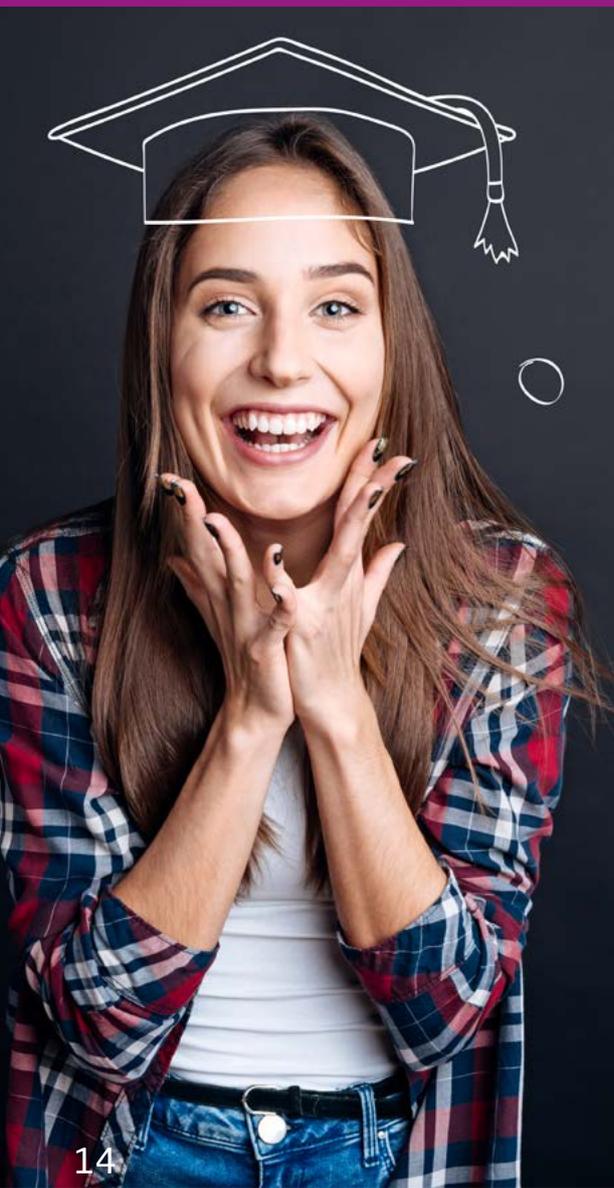
With the multiplication of programs of varying quality presenting themselves as bachelor programs, it is now necessary to regulate this thriving market. **The attribution of the *licence* degree would be the quality guarantee for these programs and an essential label for their transparency.**

1. The state of higher education and research nr4 (2010 edition)

2 MENESR (Ministry of National Education, Higher Education and Research). Flash Note nr4-July 2015 « University programs and graduation: indicators of the 2013 session »

3. CGE. Survey on the number of students enrolled in 2016-2017 and flow of graduates in 2016

4. The state of higher education and research in France. Ministry of Higher Education, Research and Innovation April 2017



The *licence* degree could then complement other guarantees like the recognition by the state and the visa, which are sometimes difficult to understand from an outside perspective and could contribute to establishing the credibility of French institutions and their programs in the eyes of the students, the employers and the international partners.

If we examine the evolution of degrees between 2000 and 2012, we notice that the number of students with a postgraduate degree (Master/DEA/DESS) has increased by 75% while the number of students with an undergraduate degree has only increased by 34% (4). This imbalance in the distribution of students in the programs results in a shortage of skilled labor graduating after a three- or four-year program, which companies need to face the challenges of competitiveness. **The implementation of the *licence* label could therefore contribute to promoting bachelor programs and improve the visibility of the quality programs offered by the Grandes écoles by creating a national recognition program.**

With the bachelor's degrees, the Grandes écoles follow the international standard

In 2018, 70% of diplomas delivered in France corresponded to a master's or postgraduate degree whereas other countries give more value to the bachelor's degree (80% of diplomas in Germany for example). The professional sectors express their significant need for middle managers. The bachelor's degree is currently the international standard to obtain flexible and professional profiles three or four years after the baccalaureate (high school diploma). This international standard gives schools the possibility to add to their offer a post-baccalaureate program and provide students with a variety of professional and academic experiences abroad.

→ The bachelor's degree, based on a three-year cycle, versus two for the DUT and the BTS (technician diplomas), corresponds to the LMD system (*Licence* – *Master* – *PhD*) and the European framework of the Bologna process.

→ A four-year bachelor program gives the possibility, for example, to access an Anglo-Saxon master's degree, which lasts one year. It is a passport for a foreign university, that will give the means to find a first job abroad, with a salary equal to that of the master's degree of the corresponding university. Besides, during this longer four-year period, an experience abroad is often included, which facilitates further studies or the professional integration abroad.

Moreover, certain independent Anglo-Saxon or European organizations can carry out audits that no university *licence* owns. Obtaining an international label like EPAS or EFMD, which can only be attributed to three- or four-year management school programs, is an additional asset for the international attractiveness of a program.

A passport for mobility

Language courses, many internships abroad, mobilities in partner institutions: the international dimension is very developed in programs like bachelor programs.

The recognition of the *licence* degree is important for students who wish to continue their studies in other institutions abroad. Indeed, countries like China, the United States, Switzerland or Poland require a recognized national undergraduate degree for a student to enroll in a master's program and continue his studies. Virtually no students of the Grandes écoles that do not deliver such a diploma can access to the institutions in these countries outside of a bilateral agreement between the institutions.

French students who wish to continue their studies and apply for institutions in countries that select their students are also disadvantaged because they cannot highlight the recognition by France of their bachelor's degree.

The recognition of the *licence* degree is also important for foreign students enrolled in bachelor programs in France, as it would be easier for them to be eligible to civil service examinations in other countries.

The attribution of the *licence* degree to bachelor programs could significantly improve the visibility and credibility of these programs in the eyes of the students and international partners, thus reinforcing the attractiveness of France as study destination.

The CGE takes action for the bachelor's degree with the Elysée and the Ministry of Higher Education, Research and Innovation, with the aim of attributing the *licence* degree to bachelor programs in the Grandes écoles.



Convention in Rennes the future of the French higher education: financing and development

October 5th and 6th, 2017



Loïg Chesnais-Girard, President of the Regional Council of Brittany, opened the 2017 convention of the CGE, organized in Rennes on October 5th and 6th, 2017. M'Hamed Drissi, Director of the INSA Rennes and Jean-Michel Viola, Acting Dean of Rennes School of Business, greeted the 192 persons who registered for the convention. The objective of the convention was to rethink and define the financing model of higher education, in other terms how to adjust the parameters of the equation with the different public and private sources of financing.



At the end of these two days, Anne-Lucie Wack, President of the CGE, highlighted four key points of the debates in her closing speech.

- 1** The issue of financing is not only about financial engineering; these two days have shown how much influence the choices made about financing models have on society. The main issue is deciding what education system we want, for what kind of society, while taking into account all the stakes of excellence and relevance in a context of noticeable or invisible social transformation (uberization, digitalization, industry 4.0...), the stakes of international attractivity in a context of global competition but also the stakes of openness and social cohesion or even intergenerational solidarity. Mohamed Arfi from *France Stratégie* emphasized the impact of the generational choices made in the past.
- 2** The choices that are to be made are also very strategic, in view of the challenges facing higher education, and this requires to thoroughly understand the significant financial amounts and flows, in order to choose where and how to invest. Higher education must address the challenges of the increasing number of students in France and abroad; it must address the challenge of the structural change of the programs on offer and in particular the need for new undergraduate programs to make a smooth professional integration possible: it must be able to educate great world champions... To meet these challenges, higher education must make financing choices and major investments. The simulations presented by Pierre Tapie speak volumes and I will now only quote one of the figures he mentioned: if we considered hosting 500,000 international students in France each year for a cost of 6,000 €, it would represent five times the interest of the endowments for the PIA (Investment Program for the Future).
- 3** In relation with these economic model issues and in this context of global competition and a worldwide market of education, of change in the stakeholders of education, the notion of the capital of the Grandes écoles is essential. This has been emphasized many times: the positive image of the Grandes écoles, perfect examples illustrating French education programs abroad, highlighted by the representant of the Ministry of Foreign Affairs and the director of Campus France; the force of the label Grande école and of our great prototype brands; the value for money of the education programs of

the Grandes écoles, described as “*the best value for money in the world*”. This capital and these key notions must be preserved and promoted but still of course be questioned and remodeled for the Grand écoles and universities to improve together.

4 The complexity of the financing issue encourages us more than ever to think systemically and act collectively and in harmony between Grandes écoles but also between Grandes écoles and universities.

This was obvious with the questions on tuition fees and financing of education, with the complexity related to the

issues of social distribution. It was also very clear regarding our ability to be present abroad and to educate great world champions or to operate great changes like the development of undergraduate programs.

Lastly, I would like to thank you for being here and participating in the debate. It is more than ever essential that we cooperate to seize the opportunities which are now offered to us. With this in mind, the moments of exchange and sharing between leaders are key.

Anne-Lucie Wack, présidente of the CGE



Loïg Chesnais-Girard

President of the Regional Council of Brittany

“Beyond educating our elites, we also have a role to play in the fight against exclusion. In a complex and worrying environment, sometimes struck by the forces of obscurantism, we must help our students to find their place in the economic world... You can count on the support of the Regional Council of Brittany on this topic. We are here to continue your remarkable work.”

Clelia Chevrier-Kolacko

Deputy Director for higher education and research at the Ministry of Europe and Foreign Affairs

“Higher education and research are a major part of our political influence. The intensification of this influence is a priority decided by the President of the Republic in order to increase the attractiveness of our country and to support the achievement of our political, safety and economic objectives.”

Mohamed Harfi

Lead Expert on Higher education and research for France Stratégie

“The role of the expertise and of France Stratégie is first and foremost to reflect on the future. Not anticipating the future is considering that the future will be just like the present.”

Laurent Batsch

President of the Paris-Dauphine Foundation

“Within the next ten years, the Grandes écoles will be questioned on their relations with the universities, regarding the education of world champions as well as regarding the undergraduate cycle. To educate world champions, schools and universities must work together.

However, schools that do not want to lose their assets by entering integrated university systems must be heard.”

Béatrice Khaïat

Director General of Campus France

“Today, 4,6 million students are studying or working abroad. They will be 9 million in 2025.”

Brigitte Durand

Director of Campus Veolia Rhin Rhone Méditerranée

“Large companies have the responsibility of supporting higher education and the education of students.

When it comes to grants and attempts I made at Veolia, distance turned out to be a limitation. However, community-based and local initiatives make more sense.”

Julie Joly

Director of the CFJ (Training Center for Journalists)

“Personally, I strongly believe in intrapreneurs and internal uberization. Today, young people are in search of meaning. We must give them the possibility to take control of their projects and ideas.”

They said



The General Assembly

June 12th, 2018

The General Assembly of the CGE took place in the house of the *Compagnons du devoir et du Tour de France* (a French organization of craftsmen) on June 12th, 2018.

Anne-Lucie Wack, President of the CGE, announced the appointment of the new chairpersons of the committees:

- Laurent Champaney, Director General of Arts et Métiers ParisTech, Chairman of the Upstream committee
- Alice Guilhon, Director General of Skema Business School, Chairwoman of the Management Schools Chapter Committee
- Vincenzo Esposito Vinzi, Director General of ESSEC, Chairman of the Diversity Committee

Each one of the eleven chairpersons presented the Annual Report of the relevant Committee.

The moral report of the President

ORE Law (French law on the orientation and success of students): Parcoursup and the CVEC

From the meeting in October for the launch of the bill reforming access to the undergraduate cycle to the vote of the ORE law and its implementation, the CGE consistently intervened in CPGEs and schools, about Parcoursup (multiple wishes, closing date of the process, transmission of the candidates' contact details, derogation request) and about the CVEC (the student life contribution, a mechanism of collect of sums redistributed to the institutions).

Site consolidation: Article 28 and draft ordinance

The CGE reminded through press releases of its attachment to the possibility of site consolidations with a flexible governance. This would give institutions the possibility to keep their legal and moral capacity, which is a necessary condition for the success of site policies.

Apprenticeship and vocational training

The CGE intervened about apprenticeship all along the year on the occasion of hearings, meetings and through press releases. It argued in favor of maintaining the tax rate with the principle of free allocation. The study conducted by the CGE in schools shows that apprenticeship is a catalyst for the social openness of the Grandes écoles and an educational model leading to the success and the professional integration of graduates. It is essential for the development of apprenticeship in higher education to continue that the future law allows a financing equal to the real costs borne by the schools.

Licence degree for bachelor programs

At each meeting with representatives of the Ministry of Higher Education, Research and Innovation, the CGE recalled its request that the *licence* degree be given to bachelor programs. This recognition is particularly important for programs recruiting students abroad, in countries where the recognition of the diploma by the state is key.

Projects of the CGE on social openness and disability

The CGE continued and intensified its action on projects regarding social openness (solidarity student package) and disability (International Status of Student with Disability).

In conclusion

Anne-Lucie Wack recalled that the year was intense and marked by many laws having an impact on higher education. In this context, the contributions and activities of the CGE were numerous and its ability to influence was strengthened. In parallel, the process of measuring the

performances of the Grandes écoles intensified: new barometers, new topics addressed in the surveys. Finally, developing the service provided to the schools remains a priority and it translated into the launch of a work on the future information system (with a collaborative space), the evolution of the labels and the creation of work groups on key topics.

Forewell address

Extract

Hervé Biaisser, Vice-President of the CGE and Chairman of the Upstream Committee

I want to recall that being part of the CGE was for me both an honor and a duty.

I come from a modest background: my parents started working at 16 years old and I spent the first part of my childhood in a tiny apartment in the suburbs with the bare essentials. My luck was that my parents had made a priority of their children's education and that in highschool I had excellent teachers who gave me confidence and guided me towards the CPGE. This CPGE, at the Louis-le-Grand highschool, and my school, the Ecole Centrale, changed my life: it was normal for me to give back to them what they gave to me.

Of course, I would like to thank many people:

- First of all, you, the delegation team, you accomplish a great work and make us progress each day. I have a thought for the former delegates, Joël Manin, Pierre Aliphath and Francis Jouanjean.
- Then all the participants in the Upstream Committee: an exciting and open committee, who always aims at offering the best education to our students. Being part of it for all these years has been a real pleasure...
- All the members of the Board of Directors I have spent time with: it is great to have a space for high-level discussions on one's own profession and an independent space even more.
- Finally, the four presidents with whom I have worked, always in an atmosphere of trust: Christian Margaria, Pierre Tapie, Philippe Jamet and Anne-Lucie Wack.

The quality of our discussions and projects helped me progress in my profession and I am thankful for the unforgettable moments we spent together.

...I was sorry I could not be as active in the CGE during the last three years as I was before. The workload at Centrale-Supélec was overwhelming, with four

major projects ending at the same time (the fusion of CentraleSupélec, the moving to Gif, the new engineering program and the Paris-Saclay University). My apologies, Anne-Lucie, but I am glad to see that you are steering the CGE ship firmly and in the right direction! Before I conclude, I would like to give some advice:

- Do not give up! Keep on defending and promoting CPGEs. It is an extraordinary system and the key areas of the future, Asia (India and China) and Africa, have adopted this system or similar ones...
- Keep your freedom of speech: it is one of the fundamental qualities of the CGE!
- Be proud of what you are doing: the Grandes écoles are one of the spearheads of the Higher education and research of tomorrow...
- Finally, if you are unsure about a decision, always come back to the question: "What is best for our students?". ... Know that I will always be close to you, education is one of the passions of my life and the Grandes écoles are one of its most beautiful expressions...

Hervé Biaisser



CGE Day The Grandes Écoles' Digital Strategies

On the 10th of November 2017, over 100 people attended a day of talks and debates regarding the importance of digital learning and institutions' digital strategies organized by the CGE's "digital strategy and distance learning" group. During this annual event, digital experts (directors, teachers, ICT in education officers, educational engineers, Chief Digital officers...) share their knowledge of digital tools and their implementation.

Buno Neil, director of the Excelia Group (previously known as the Sup de Co La Rochelle Group), hosted this event and highlighted in his opening speech that the transformation of the university campus and its areas has been done in keeping with the school's educational strategy. It is about personalizing the student's academic career and developing digital resources. The two main challenges of digitization are staff training and information security.

The first round table discussion "ESR's Digital Transformation Tools: Uses and Advantages" has identified the main digital transformation challenges that higher education institutions face. These challenges mainly concern harmonizing teaching methods and tools with the institution's priorities and strategic focus. This discussion has also highlighted the importance of having reference frames within schools and universities during this transformation and emphasized the digital device indicators implemented by the MESRI as part of the five-year contracts between the French Government and the ESR on the basis that the institutions conduct self-evaluations.

The subject of the second round table was "Training educators to teach: feedback and importance of digital tools". Decree No. 2017-854 of the 9th of May, 2017 states that all lecturers must be trained to teach. In light of students' new behaviors, especially in regard to the uses, teachers must adapt and act as guides above all. The MESRI has set up a MOOC called "Learning to teach in Higher Education" as well as a Neopass Sup platform and a professional reference frame of the lecturer-researchers.

The third round table focused on the CGE's "certified digital institution" label. Created in October 2016, this new label aims to promote entirely digital courses in CGE schools using its labels (Mastère Spécialisé®, Master of Science, BADGE and CQC). The proportion of requests for digital accreditation is increasing, both in the framework of continuous and initial training. The challenge is guaranteeing the excellent quality of these training courses.

The fourth round table discussion broached the topic of: "The Challenges posed by Digital Training and Development in the context of Higher Education for Companies". Many schools are now leaning towards the market of continuous education. This market has been changing since the vocational training reform of 2014. Businesses ask for innovative training courses where the proportion of digitalisation is increasing. The employees of a company cannot find enough time for training. They are looking for collaborative training courses with a focus





Marseille, 17th and 18th May

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 Kedge BS' turn to host the ninth edition of R²D².

The R²D² 2018 event revolved around connections with global networks by joining the program of a week-long international event entirely devoted to social responsibility in research and higher education:
Global Responsibility Now.

As for the program, Kedge BS and the Conférence des grandes écoles organized two full days with talks and participatory workshops on various themes chosen by advisers: identifying everyday sexism in my institution, examining the level of SD&SR integration in an ordinary training course, discussing the bottomless abyss that is selective sorting, or even developing the student organizations' commitment to SD&SR in a school. The Sustainable Development committee gave its usual assessment of the efforts undertaken during the year and outlined the framework for next year's initiatives.

As for the organization, the team included Jean-Christophe Carteron (CSR Director), Emilie Guéret (Sustainable Development and Diversity Manager) and Alexandra Montaleytang (Animator of the Wellness program). They managed to perfectly balance the discussions, the social activities, the participatory and creative workshops with a useful, original and well-thought presentation of their SD&SR initiatives.

The R²D² has become an unmissable event for the schools' SD&SR advisers. It's the moment they have all been wai-

ting for to get together, talk, reinvigorate 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. The R²D² 2018 enabled us to explore future questions about sustainable innovation and entrepreneurship as well as to identify two development opportunities for the SD&SR frame of reference: (i) link it to the sustainable development goals, (ii) strengthen the research within the reference frame by collaborating with research organizations.



Organization

At CGE:

Steering committee for the Sustainable Development and Social Responsibility commission

At KEDGE BS :

- Jean-Christophe Carteron: CSR Director
- Emilie Guéret: Sustainable Development and Diversity Manager
- Alexandra Montaleytang: Animator of the Wellness Program

Alumni: Shaping the Future

5th of Juin 2018



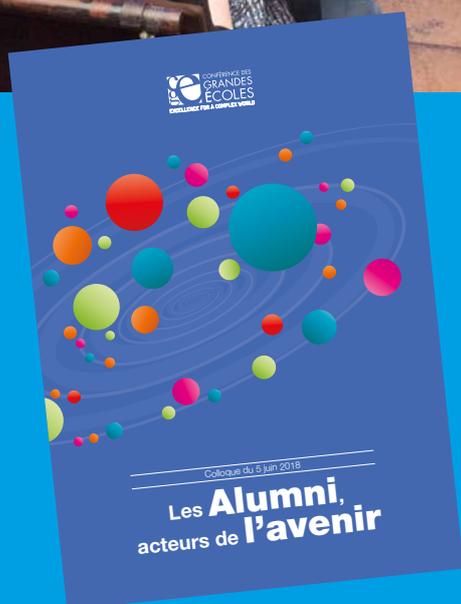
The “Alumni: Stakeholders of the Future” symposium organized by the CGE at the CNAM had an unprecedented attendance rate with 550 registered guests. Thirty speakers (Grandes Écoles partners, Alumni, businesses, students...) took part in the event, including notably Jean-Dominique Senard, CEO of the Michelin Group.

The theme of this symposium was chosen to answer a strong demand voiced by our institutions and partners. The CGE Alumni 2018 survey conducted by Choosemycompany showed that more than 4 out of 5 graduates believe in the importance of an efficient Alumni network. We estimate that the total number of alumni that have graduated from CGE schools is around at least 1.5 to 3 million people. This represents a strong potential, one that is insufficiently used and developed in France in comparison with other countries.

As Anne-Lucie Wack, chair of the CGE, pointed out in her opening speech at the symposium, obtaining the actual number of Alumni from the Grandes Écoles is no easy task due to the diverse and international nature of the programs: you can be an Alumni of the Grande École program (PGE) and also a graduate from a masters program, a Mastère Spécialisé®, a PhD, a short bachelors program or continuous training, a double degree program... The relationships between Alumni, schools, companies and current students form an evolving ecosystem with associations uniting, schools coming together as a group or rebranding themselves, new foundations being created and social media transforming relationships.

The symposium demonstrated just how much 21st century Alumni contribute to a school's reputation and funding. They are part of the school board. They play a role in its policy of excellence and openness. They act as advisors, mentors and ambassadors. They reinvent networking by using the latest cutting-edge digital tools. They no longer solely represent the past of their schools- though they can do so brilliantly- they also shape its future.

At the end of the symposium Anne-Lucie Wack announced the creation of a new “Alumni” working group within the CGE's Downstream committee to promote discussions, share best practices and think up new ways to strengthen the bond between the schools and the Alumni.



They said

Olivier Faron, Cnam

"Many of our alumni were once dropouts who got a second chance at the Cnam. What matters most to us is giving everyone the opportunity to achieve excellence."

Jean-Dominique Senard, Michelin

"There is a major subject that has not yet been discussed: transversal skills. [...] In France, we have everything we need to succeed: highly skilled graduates from management schools, the best engineers in the world, but what matters the most at the highest levels of responsibility are transversal skills."

Peter Todd, HEC Paris

"The North-American networks are not stronger, they're simply more committed. In France, we only rally 20 % of our Alumni while North-American universities reach 90 %. What's important isn't the amount donated but rather everyone's commitment"... "Alumni are the face of the school's brand."

Gilles Bousquet, Wisconsin University

"The donations are clearly indicated, you know which university cause you're defending. It is a guaranty for donors."

Dominique Gillot, former senator

"The goal is to ask companies to give their CGE Alumni employees one day off per year to accompany young students with a disability to an exam or competitive examination."

Benoit Legait, Fondation Mines ParisTech

"The foundation's role is to help the school. We follow the school's strategy."

Xavier Michel, CASE Europe

"Working to diversify their contributions so that each alumni can commit in his or her own way for the benefit of the school."

Marie-Christine Huau, AgroParisTech

"The bond between Alumni and students is strongest during the first ten years following their graduation. The oldest Alumni have a different perspective and contribute in another way. [...] It's important to emphasize complementarity and intergenerational exchange."

Federico Pasin, HEC Montréal

"How to attract more members, well HEC Montreal has decided not to have any... While footing the bill, the school asks of its community: what are you going to do to help us achieve excellence and to help us better serve our community?"

Marc Ventre, IESF

"The associations must put forward the school spirit and the pride in belonging, promote the school brand, uphold the school values, build relationships, keep the community spirit alive and develop brand awareness."

Amber Wigmore Alvarez, IE

"The Alumni piece is fundamental. Our Alumni help us to open doors in companies."

Jean-François Fiorina, Grenoble EM

"Our added value is teaching our students to optimize their profile, market themselves, identify their skills and manage their e-reputation."

Manuel Canévet, consultant

"The link between LinkedIn and Higher Education has changed... They seek a relationship with you. Their core business is to distribute job offers."

Hervé Biaisser, CentraleSupélec

"There are two problems with Alumni: first of all, they're convinced that the school has not changed in their absence and we have to prove to them that it has. Second, they want to see the headmaster, at least once. If you want to make this work, you have to put in the time! Talk about the school and not the association. The uniting factor is the school."

Laurent Pieuchot, Cnam

"How can we transform the Alumni's pride into collective pride?"

Christian Mouillon, ESCP Europe Foundation

"The former students are our partners. Their role is to support the school and defend its brand, to advise the school without taking over..."





Summary of the Symposium

by Anne-Lucie Wack, CGE chair

The aim of our annual symposiums is to change our perspective through discussions with the stakeholders from the *Grandes Écoles*. In line with the May 2016 symposium on how families, students and businesses perceive higher education and the May 2017 symposium of innovation for education, the Alumni symposium has also been successful. Let's look at the four main elements that shaped the debates.

Points of agreement

The Alumni have great power. According to the institutions, their number ranges from a couple thousand to tens of thousands. Their mobilization is a driving force that can amplify the schools' actions and allow them to operate on a larger scale. The Alumni are the ones that nurture the schools' images by becoming emblematic figures and more importantly by supporting the actions of the Alumni network as a whole. More than ever, schools need their Alumni's help to grow and evolve. However, the bond between Alumni and their schools is drastically changing and we can't ignore these major transformations.

Major changes, critical issues and limiting factors

The "Alumni effect" depends on their level of commitment. If 90 % of a school's alumni are committed as opposed to 20 %, it changes everything. How can we inspire and strengthen this commitment to the school from the moment students first enroll? There are various ways: inspire a sense of pride, belonging or even recognition towards the school, stimulate the desire to take part in promoting the school brand or professional integration, spark interest for social causes, mentoring or student services, etc. Alumni's interest in their alma mater will vary throughout their lifetime and the concept of members or contributors may seem limited. Previously, Alumni were only regarded as mere contributors. To mobilize the Alumni, some schools chose to completely abandon the membership system and create a different model!

Evolving governance and finance mechanisms

The link between Alumni associations and their schools can vary from one to another, depending on the history and type of school. In some cases, these are independent associations separate from the school, or, on the contrary, these can also be very integrated associations. But there is a fundamental change of balance undergoing in every area which questions the importance of Alumni associations. The emergence of foundations modifies the balance of power, as much as the evolution of Alumni participation in governance bodies or the rise of new digital players like LinkedIn. Funding and fundraising schemes are also shaken up, as seen through examples from North American universities such as Madison, Mac Gill, Princeton and others, with fundraising taking on a "Viral" or "weekend" form, raising in record time as much money as traditional long-term fundraising.

The Alumni-Alma Mater relationship: why is it important? Who benefits? What is the true meaning of the Alumni-Alma Mater bond?

Beyond the levers for Alumni commitment and the means of strengthening bonds, the debates repeatedly raised the issue of meaning, as explicitly expressed by Jean-Dominique Senard and Dominique Gillot. Our main goal is to build more efficient and inclusive schools and societies together, through scholarships, social diversity, digital transformation, apprenticeships, accommodating disability... Another main goal is to ensure that our schools always keep their students' interests at heart while they evolve, and to "*make our schools into places where young people will be able to kindle the flames of knowledge and spread their wings*", as described the actor and author Mickaël Hirsch, an Alumni of NEOMA Business School and speaker at this symposium.





Downstream

Creation of the committee: 2001

Peter Todd

President of the Downstream committee and Director general of HEC Paris

The committee's activities

The committee brings together the professional integration officers for the "Grande École" courses and the education officers for the CGE's Mastère Spécialisé®.

It spearheads the CGE's insertion study. Conducted since 1993, this study is older than the three conferences.

The committee strives to ensure the increasing number of exploitable answers and surveys. Every year, it hosts a press conference about this subject.

The committee's missions

The committee must adapt the survey for the CGE's annual Insertion study to take into account national institutional regulations (ministries, CTI, etc.), local or regional institutions' needs and social requests addressed to them, press requirements, technological developments (the study is now available on tablets and smartphones)...

The committee's future

The committee will set up an "Alumni" working group after the 5th of June 2018 CGE symposium on the same subject.

It will extend the parameters of the Insertion study to include bachelor's degree graduates.

Key points

Since 2016, the increasing number of students choosing this type of course has made apprentices the target of more focused scrutiny. Almost 15 % of the graduates from CGE schools are apprentices. Entrepreneurship is also studied more carefully than before, more and more young graduates choose to follow this path.

The results of the 2018 survey on the job market integration of young graduates from the Conférence des grandes écoles member schools once again show improvements for the main indicators (net employment rate, proportion of permanent contracts, increase of average salaries, etc.) when compared to the results for 2017. These very positive results show the Grandes Ecoles' powerful ability to adapt to changes in the national and international labor market.

WORKING GROUP ANIMATOR

- Alumni: ongoing appointment of an animator



Accreditation

FOCUS

When the 2017-2018 campaign began, the number of certified programs was the same as the previous year. The slight decrease in initial requests is related to the fall in deletion requests for the 2017-2018 campaign. This reduction brings the total number of CGE training programs at 573. The only change is in the distribution of certifications with the training course Mastère Spécialisé® decreasing from 395 to 386, the MSc – Master of Science dropping from 108 to 103 and the BADGE increasing from 70 to 84. 62 new accreditation requests were received for 2017-2018 which illustrates a boost in the Grandes Écoles' activity considering that the average number of requests over the last 7 years was 53. For this campaign, experts taught 35 Mastère Spécialisé®, 18 MSc - Master of Science, 7 BADGE and for the first time, 2 CQC, the latest CGE certification for short continuous vocational training.

Applications from schools with other specialization continue to grow and reflect the growing interest of these schools in specialized post-master programs.

This year, after its first deliberation the committee issued 15% of favorable opinions, 45% of positive opinions with added comments or clarifications, 34% of reservations requiring a new deliberation with the entire committee and 6% of unfavorable opinions, which illustrate the quality of the applicants in spite of certain requirements becoming even stricter as described in the reference frames broadcast at the start of the school year. Among the 57 accredited training courses, nearly 25% offer all or part of the course abroad, 5 of which are completely relocated, mainly to North Africa and Asia.

Over the past two years, the trend towards big data, cybersecurity, digital transformation of businesses and artificial intelligence sectors has been confirmed. The emergence of programs dedicated to the health sector, the environment and quality of life, as well as creating value in the agriculture and agri-food sector are also worth mentioning.

This year's MS and MSc insertion study should confirm the recognition of the quality of programs branded by the CGE and the quality of jobs obtained. At the same time, the increasing number of applications to register in the RNCP reflects the schools' desire to be able to accommodate a continuously growing public into continuing trainings.

Creation of the committee: 2007

Christophe Digne

President of the accreditation committee
Director of Télécom SudParis

2017-2018 Campaign as of the 1st of July 2018	Current programs				New requests				New accreditations			
	Engineering	Management	Other specializations	Total	Engineering	Management	Other specializations	Total	Engineering	Management	Other specializations	Total
Mastère Spécialisé®	248	133	5	395	21	8	6	35	19	8	5	32
MSc - Master of Science	18	84	1	108	2	16	0	18	2	16	0	18
BADGE	23	57	4	70	4	2	1	7	3	2	0	5
CQC	0	0	0	0	2	0	0	2	2	0	0	2
Total	289	274	10	573	29	26	7	62	26	26	5	57

New accredited programs 2017-2018

Mastère Spécialisé® (32 new courses)

Engineering Schools

Centrale NANTES – École Navale (Naval Academy)

- Life Cycle Assessment of Ship (LICAS)

CentraleSupélec

- Information Systems Management (MSI)
- Transformation of production systems (TSP)

École des Ponts ParisTech

- Advanced Public Policy - Morocco

EI-CESI – ESIGELEC

- Manager Industrialization 4.0

EISTI

- Health Management Information Systems

ENAC

- Airline Operations (China)
- AirTransport Finance Management (Hong Kong)

ENSTA Bretagne

- Management of naval projects

ENSTA ParisTech

- Design and Exploitation of Maritime Autonomous Systems (DEMAS)

ESA- Groupe ESEO

- AgTech - Digital and Connected Innovation for Value Creation in the Agriculture and Agri-food Industries

ESCOM

- The Future Green Industry and its Applications

INSA Lyon

- Non-Destructive Testing

MINES ParisTech

- AIMove : Artificial Intelligence and Movement in Industry and Creation
- Second Life - Deep Tech Entrepreneur (DTE)

SIGMA Clermont

- Data Sciences applied to Engineering

TELECOM ParisTech

- Embedded systems

Toulouse INP ENSEEIHT – INSA Toulouse

- Engineering for the Development of Big Data

UTT

- Silver Technology Expert

Management Schools

ESCE - ECE

- Blockchain Project Design

ESC Pau Business School

- Transforming Public Action

ESSEC

- Audit Manager
- Urban, Territorial and Real Estate Management

HEC Paris

- Media, Art and Creativity (China)

IESEG

- Sales Management and Business Development
- Marketing and Digital Management

Institut Mines-Télécom Business School

- Data Protection Management

Schools with other specialties

IFM

- Fashion and Luxury Management

Sciences Po Paris

- Development Management and Policies - Africa's potential

ENSAM (Montpellier School of Architecture)

- Architecture, Territories and Health: environment and living standards
- Management of Sustainable Urban Projects

ENA

- Expert in European Public Affairs - European Career Empowerment

MSc - Master of Science (18 new courses)

Engineering Schools

BORDEAUX Sciences Agro

- Vineyard and Winery Management

École des Ponts ParisTech

- Economic Decision & Cost Benefit Analysis

Management Schools

EMLyon Business School

- Digital Marketing & Data Science

ESC Pau Business School

- Finance
- Sport Sustainable Management

ESCP Europe

- Big Data and Business Analytics

ICD - International Business School

- International Business Development

ICN

- Luxury and Design Management

KEDGE Business School

- Arts & Creative Industries Management
- Corporate and Sustainable Finance
- Digital Marketing & Sales

PSB - Paris School of Business – EFREI Paris

- Cybersécurité & management

PSB - Paris School of Business

- Marketing Strategy & Data Analytics

Montpellier Business School

- Lean Operations Management

NEOMA Business School

- Retail Management (China)

TOULOUSE Business School

- Big Data, Marketing & Management
- International e-Business & Cybersecurity
- International Mobility & Transport Management

BADGE

(5 new courses)

Engineering Schools

EBI

- Quality and safety auditor Agri-food

TELECOM ParisTech

- Regulating e-finance and mail (RegFep)
- Regulating Internet (RegInt) and Internet contents

Management Schools

ESSEC

- Audit Manager

HEC Paris - MINES ParisTech

- Running the IF function

CQC- French certificate for
qualifications and skills
(2 new courses)

Engineering Schools

ESPRIT

- Digital services: ICT & TACT

IMT Mines Albi

- Fundamentals of Supply Chain Management



Upstream

FOCUS

In 2018, the CGE created a working group called "Parcoursup" to help implement the platform and to accompany its developments.

Several conclusions and proposals were put forward during these working group's meetings, chaired by Laurent Champaney (Arts et Métiers ParisTech).

In June and July, before the baccalaureate results, the CGE noticed that its member institutions were concerned about the slow convergence of the system (there is only one third of "definitive yes" answers, even for the most requested CPGE courses). This stagnation is true for all training courses, including those outside of Parcoursup.

The CGE fears that the situation will only be resolved through fear-inducing mechanisms which would be detrimental to the most socially vulnerable candidates. In addition, the massive influx of applications to the CAAES ("Academic Commission for Access to Higher Education") could further bog the system down.

The CGE therefore voices its concerns about the preparation for the new school year in terms of both schooling and management of the CPGE boarding schools.

The CGE wishes to continue discussing the issue with the MESRI to help resolve the situation. It suggests that we consider some minor modifications of the process, which could be implemented after the written tests of the baccalaureate. For example:

- that institutions have the means to let applicants know that its training courses are full and that waiting lists will not be consulted. To do this, the schools need more transparency on pending applications.
- that having pending applications is not free of charge: The first accepted application would cancel all other applications. This would prevent "just in case" applications and resolve the situation. This would make applicants more responsible and pending applications would be genuinely wished for.
- or that the number of pending applications be limited to a maximum of two
- that should the situation escape our grasp, we could consider delaying the start of the school year so that it begins under the best possible conditions.

Creation of the committee: 1980

Hervé Biauresser

President of the Upstream committee until the 20th of June 2018
Director general CentraleSupélec

Laurent Champaney

President of the Upstream committee since the 21st of June 2018
Director General Arts et Métiers ParisTech

WORKING GROUP ANIMATORS

- **Improving the schedule of competitive examinations:** Jean-Philippe Rey (CentraleSupélec)
- **Assessing the Chatel reform:** Jean-Michel Dumas (ENSEA)
- **LIESSE:** Patrick Boucher (CentraleSupélec) and Maurice Charbit (TELECOM ParisTech)
- **Technological programs:** Marc Bonnet (Enscm) and Pierre Mauborgne (UPSTI)
- **Parcoursup:** Laurent Champaney (Arts et Métiers ParisTech)
- **High school and baccalaureat reform:** Jean Bastianelli (Lycée Louis-Le-Grand)

Goals

The committee's activity

The committee carries out an annual assessment of admissions into Grandes Écoles (engineering and management schools, agronomic and veterinarian courses) and the Parcoursup procedure. A Parcoursup working group has been set up specifically for this purpose, as well as a think-tank on high school and baccalaureate reforms. It participates, with DGESIP and DGESCO, in the "Consultation and monitoring committee for CPGEs", in order to create a dialogue on this topic with the Ministry, for the benefit of students, families and teachers.

The committee's missions

It closely monitors the current reforms affecting the admissions into Grandes Écoles, preparatory classes and into all post-baccalaureate courses. It brings together representatives of Grandes écoles, associations of Preparatory Classes for Grandes Écoles (CPGE) teachers, principals, Inspector Generals, directors of competitive examination banks and representatives of the ministries concerned.

Thanks to the "LIESSE" group, it participates in the continuing training of CPGE teachers.

The committee's future

The commission will publish a study to assess the "Chatel/2013" reform and analyze its consequences three years later at bachelor level.

The commission also put together a working group to "improve the schedule of competitive examinations". It made proposals for the start of the 2019 school year. Several scenarios are being studied to simplify the recruitment of applicants. The commission is also considering the creation of a TIPE prize.

Key points

The annual rate of 30% of scholarship students taking part in management and engineering competitive exams has been stable, at least since 2013.

Girls are becoming more and more prominent in the Grandes Ecoles competitive exams, particularly in scientific fields (they represent 29% of the new entrants in engineering schools and more than 50% in management schools).

Appointments and meetings 2017/2018

- 21st October 2017: 3 Conferences meeting with Minister Frédérique Vidal and Philippe Baptiste, her Chief of Staff, about the draft bill reforming access to the first cycle of higher education
- 14th December 2017: At the request of CPGEs, CGE supports multiple choices - favourable outcome obtained during a meeting with the cabinet ministers
- November 2017 to June 2018: Participation in regular meetings organized by the MESRI, conference calls with the Parcoursup technical team
- March and April 2018: Relaying the requests of the engineering competitive examination banks in Parcoursup to the MESRI board
- 31st May 2018: Organizing the schools' meeting with the MESRI to support the institutions requesting a uthorization to defer the injunction to join Parcoursup to 2020.

Management Schools Chapter

FOCUS

On the 23rd of May 2018, Alice Guilhon, Director General of SKEMA BS, was elected president of the CGE Management Schools Chapter. She took the position over from Loïck Roche who had already completed two terms as president and was no longer eligible to run. François Bonvalet, Director general of Toulouse BS, was elected vice-president for a second term. The main projects for this term of office are as follows:

→ **School funding:** the debate must be brought to France's highest executive level. We cannot constantly be in a double bind: "don't touch the tuition fees!" they say... While government funding and CCI support towards schools decreases and the introduction of training tax is underway, and at the same time schools are expected to ensure greater social diversity... Schools must obtain a clear and sustainable work environment with enough flexibility to face the challenges of French higher education as a whole.

→ **The Internationalization of the schools:** the challenge of recruiting foreign students and international professors is now the heart of most strategies. The place and recognition of French higher education can largely be based on the performance of the French Grandes Écoles of Management; they work to ensure that they are well represented in international bodies and that their initiatives are well supported at home and abroad by the State and its services. The Chapter must become a major player in order to simplify the admission of international students in France and institutions must be authorized to more easily provide courses abroad and distance training.

→ **Recognition of diplomas:** the schools collect quality certifications whereas public institutions self-evidently receive recognition for their diplomas. Between the CEFDG, EQUIS, AACSB, AMBA, EESPIG, and the rankings, they are constantly being assessed. Isn't there an easier way to negotiate a "contract" with the Ministry to guarantee the recognition of bachelor, masters and doctorate degrees? How can we plan our long-term relationships with universities?

→ **Defending the schools' interests in the public debate:**

our schools' results are considerably better than those of many other institutions that are struggling to attract good students or to get them on the job market. We must be consulted and listened to for all decisions involving our structures, our courses, our students...

The Chapter's aim is therefore to maintain a strong, prominent and credible position within its environment. It has medium- and long-term projects to resolve issues which, if not addressed immediately, will represent a risk for the survival of many of its schools.



Creation of the committee: 1986

Loïck Roche

President of the Management Schools Chapter until the 23rd of May 2018 Director General of Grenoble École de Management

Alice Guilhon

President of the Management Schools Chapter Since the 24th of May 2018 Director General of SKEMA Business School

François Bonvalet

Vice-president of the Management Schools Chapter Director General of Toulouse Business School (TBS)

Goals

- ↻ ensure the visibility, place and voice of institutions in the various governance and market structure organizations
- ↻ encourage the exchange of best practices between members

Upstream and Competitive Examination Working Group

- Main theme: conditions for the integration of management schools into Parcoursup. These exchanges led to the creation of a working group dedicated to these issues within the Upstream committee.

Rankings Working Group (new)

Goals:

- Develop a key indicator portal
- Meet with journalists
- Create a forum for discussions between the different working group members.

Skills Working Group

Work on developing skills for tomorrow's careers: are we ready?

Deans Working Group

- Topics covered: what it means to be a lecturer-researcher in a *Grande école de management* (School of Management), a lecturer-researcher's average workload (e-learning, educational development, etc.), the career management of a lecturer-researcher.

Innovations for Education Working Group

- Topics covered: companies' perceptions of innovations for education in the academic world, the uberisation of higher education, Qualified Teacher Status (UK), co-construction of a learning society
- Project: pursue the work started in the white paper to assess how far we have come in three years.

Quality-Accreditations Working Group

- Main theme for the year 2017-2018: Management responsibilities Q&A
- Subgroups working on: program quality and AOL, commitment, CSR, innovation, data management / business intelligence, faculty management substitutes/permanent, creating a quality culture.

Research Working Group

3 brainstorming workshops on: support for struggling researchers, doctorate training courses (at La Rochelle Business School), open archives.

Corporate relations Working Group

- Meeting topics: Europe 2018/a land of opportunity and promise for our gifted students and our schools?
- 4 collaborative workshops: Alumni (management and organization of the network abroad), intercultural intelligence (essential skill to develop within companies), corporate partnerships and international recruitment of our students, diversity (LGBT - a challenge for European companies?).

International relations Working Group

- Theme for 2018: Foreign risk management: prevent and act
- Goals: drafting a protocol and collecting good practices to spread to all schools, creating a mini "baseline" video to raise risk awareness.

CHAPTER COUNCIL

Francis Bécard (Groupe ESC Troyes)
 François Bonvalet (TBS)
 Frank Bournois (ESCP Europe)
 Alice Guilhon (SKEMA BS)
 Florence Legros (ICN BS)
 Catherine Lespine (INSEEC)
 Eloïc Peyrache (HEC Paris)
 Loïck Roche (GEM)
 Françoise Roudier (Groupe ESC Clermont)

WORKING GROUP ANIMATORS

- **Upstream - Competitive Examination:** Rémy Challe (INSEEC BS)
- **Rankings:** Corinne Faure (TBS) and Renata Morneau (ESCP Europe)
- **Skills:** Julie Perrin-Halot (GEM) and Christine Arnoux (ESSEC)
- **Deans:** Valérie Fernandes (ESC La Rochelle)
- **Innovations for Education:** Jean-Christophe Hauguel (EM Normandie)
- **Quality - Accreditations:** Isabelle Fagnot (Audencia BS), Théo Stengelhofen (ICN BS), Isabel Torcheux (ESSEC)
- **Research:** Pascale Bueno-Merino (EM Normandie)
- **Corporate Relations:** Paul Lauriac (TBS) and Olivier Baudin (ISG)
- **International Relations:** Sarah Vaughan (ISG)



Communication

FOCUS

The 2018 edition of the BCG-CGE-Ipsos Indicator "Talents: what they expect from their job" was published in January 2018.

To emphasize this partnership and communicate the results of this Indicator (available on the CGE website) to the communications directors of member schools, the BCG hosted a meeting of the Communications Committee in its offices near the French National Assembly on Tuesday, the 10th April 2018. The meeting was chaired by Anne-Lucie Wack and was opened by Sophie Commereuc, President of the committee.

Laurent Acharian, Marketing & Communication Director of the Boston Consulting Group and Guillaume Petit, Managing Director of Ipsos, presented the full results of the Indicator, which revealed that 92% of talented students rank "their interest in the position" first, 97% of them wish to be "useful and make a difference to society" and 59% are looking for "collaborative management" systems which only 11% of companies have implemented.

Julie de la Sablière, founder and president of the Little Wing agency, called her speech « L'école des fans : comment maîtriser sa réputation à l'heure des réseaux sociaux ? » (School of followers: managing your reputation in the age of Social Media) The resurgence of fake news and cyberbullying has made this presentation all the more relevant.

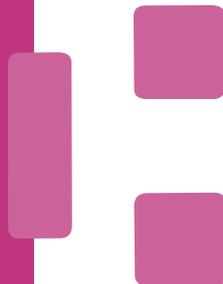
The third edition of this fairly dense program focused on the implementation of the GDPR and on the "6 steps to prepare for it". Guillaume Desgens-Pasanau, is one of the experts on the subject. As a magistrate, he is also an associate teacher at the CNAM, where he created a specialization certificate for data protection delegates. He spent 8 years working at the CNIL where he was the chief litigation counsel and head of the legal affairs department.

Anne-Lucie Wack, President of the CGE, ended this meeting of the Communication Committee by recalling all the actions carried out by the CGE. The CGE is "increasingly visited and examined" by members of parliament and ministry officials that take notice of the growing contribution of the Grandes Ecoles for the benefit of higher education and research both in France and abroad.

Creation of the committee: 1987

Sophie Commereuc

President of the communication committee
Director of SIGMA Clermont



Goals

The activities of the communications' committee

Events

- Organizing the Rennes congress, the Alumni symposium and the general assemblies
- Being present at student fairs.

Publications

- Editing GrandAngle, the monthly newsletter
- Editing and publishing status reports, acts and studies.

Public Relations

- Coordinating and conducting press conferences and interviews, publishing press releases.

Website management

- 273 articles uploaded since the 1st of September 2017.

The committee's missions

- Promoting the Conférence des Grandes Écoles and the "Grande École" model.

External communication

- Supporting positions taken on strategic challenges
- Broadly communicating CGE content (studies, reports, fact sheets and various contributions) and its member's content while ensuring their ongoing distribution.

Internal communication

- Maintaining a close and direct relationship with the communications departments from member schools.
- Informing members about school content and positioning

The committee's future

Events

- Organizing the Lille congress, the 2019 symposium and the general assemblies.
- Strengthening its presence at student fairs.

Communication

- Complete overhaul of the editorial and graphic charter.

Public relations

- Developing mainstream communication.
- Strengthening social media presence.

Key points

- 375 media coverages
- Nearly 95 interviews of different spokespeople were published
- A cumulative audience up by 10.4%
- Twitter: more than 1000 new followers reaching a total of 5 403 subscribers (vs. 3 436 for CDEFI and 21 656 for CPU)





Sustainable Development and Social Responsibility

FOCUS

The “Sustainable development goals, what are the contributions made by higher education and research professions in France?” guide

On the 27th of June 2018, during the opening speech for the guide's launching conference at the Ministry of Higher Education, Research and Innovation, Anne-Lucie Wack, President of the CGE, stated: *"Higher education institutions are affected by all of these objectives (the SDGs or Sustainable Development Goals)... and some of them concern a large part of the professions present in our institutions."*

This guide, a collective work initiated by the CGE and the CPU, was developed to better understand the role of Sustainable Development & Social Responsibility (SD&RS) in the **Higher Education and Research (ESR) professions**. It provides a series of pragmatic answers, focusing on the main job types specific to ESR. After a survey of professional networks, it provides an appropriate breakdown of the Sustainable Development Goals (SDGs) for each type of mission.

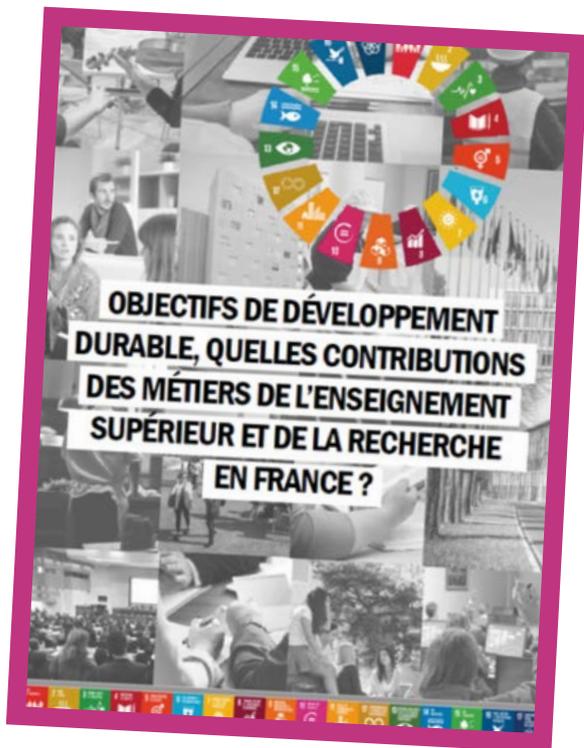
16 job fields or roles were studied, including teaching, research, management, steering, acquisition, human resources, heritage, catering, student life, communication, digital tools, health and safety, international relations, training, orientation and integration as well as research and innovation. These were studied to understand the social issues and challenges they are facing in order to compile various challenges for the Agenda 2030 summit. To meet environmental and social challenges, a profound societal change must be implemented, that is reflected in the way we report, communicate, give guidance, support student life, provide training, conduct research, manage risks, protect users, and maintain international relations, etc. Behind all these facets lie so many different ESR professions, whose core activities are all affected by the SD&SR.

Does this affect everyone? **Yes, but without the impetus and support of the school Director, it is unlikely that SD&SR will become one of the school's strategic axis or even part of its policies. "And yet this is the magnitude of our challenge if we, as Grandes Écoles, truly wish to train the responsible leaders of today and tomorrow"** as Denis Guibard, Chairman of the SD&SR Committee, reminded the CGE during the general assembly on the 12th of June, 2018.

Creation of the committee: 2010

Denis Guibard

President of the Sustainable Development and Social Responsibility Committee, Director of IMT Business School



WORKING GROUP ANIMATORS

- **Support:** Benoît Grossiord (Bordeaux Sciences Agro)
- **Skills (shared CGE/CPU):** Emeric Fortin (École des Ponts et Chaussée)
- **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)

Goals

- ⌚ support CGE member schools in their SD&SR approach by developing tools recognized by their main stakeholders (universities, students, ministries, accreditation bodies)
- ⌚ develop a favorable 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 initiatives

Support Working Group

- Organizing R²D²s and seminars
- Future: R²D² 2019.

SD&SR Skills Working Group

- Developing a skills guide
- Formulating questions for the Sulitest.org
- Future: sustainable innovation and entrepreneurship survey

CGE/CPU Reference frame Working Group

- Improving the SD&SR reference frame
- Compiling and presenting the results of the national study
- Future: working on research with research organizations.

International mission CGE/CPU

- Taking part in international conferences (UN, G7,...) and influence
- Building networks: PRME chapter.

Diversité



Creation of the committee: 2007

Nathalie Gormezano

President of the Diversity committee until the 12th of June 2018, Director General of ISI

Vincenzo Esposito Vinzi

President of the Diversity committee Since the 13th of June 2018, Director General of ESSEC

FOCUS

Vincenzo Esposito Vinzi, Director general of ESSEC, took over from Nathalie Gormezano as president of the committee.

He stressed that diversity must be a source of opportunity and that it is played out at three levels within schools: vis-à-vis the students, vis-à-vis the institution itself and in terms of the school's impact on the society.

The issue of diversity is a social issue that stretches beyond our schools and the world of higher education and also affects companies and public life.

The Diversity Committee will organize a symposium in June 2019 on subjects concerning its three working groups.

The CGE's Disability Working Group

The CGE had a stand at the "*Handicap emploi et achats responsables*" exhibition at the Palais des Congrès of Paris on the 28th of May, in the presence of the representatives of Unilasalle, Efrei Paris, EM Normandie, ESCOM, ESCP Europe, Essec, CPE Lyon, ESSCA, ESC LA Rochelle, Néoma, IMT Lille Douai, Montpellier SupAgro... and its partners FEDEEH and CED Hanploi.

During her official visit, **Sophie Cluzel, the Secretary of State for Disability**, stopped by the CGE stand to show her support for the **#SIESH (International Statute of Students with Disabilities)**. The request to create this status is in progress and is currently discussed in interdepartmental meetings following presentations at the Elysée Palace, the UN and the Paris 2018 Ministerial Conference.

The conference "**Young graduates with disabilities: stepping stones towards employment**" with the participation of the CGE, Unilasalle and SciencesPo Paris, highlighted that international student mobility was a key factor for marketability.

The first-time presence of the CGE at this exhibition confirms the crucial importance of companies recruiting young graduates with disabilities. Future agreements may result from the meetings held with human resources managers during this exhibition.

Main actions

- Advocating for the #SIESH: presented it at the Élysée Palace, the UN and the Conference of Paris 2018 to ensure the international mobility of students with disabilities.
- Attending the Salon Handicap exhibition organized by Les Échos.

Future

- Publish the first Disability indicator in November 2018
- Draft a new disability charter ten years after the first one (2008-2018)
- Create a blueprint for a disability strategy.

Key points

- Companies are looking for Grandes Écoles graduates with disabilities
- 1.4% of member school graduates have benefited from accommodations linked to a disability

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. The indicator also identifies the strategies implemented in the institutions.
- 2nd Stereotype Busters Competition
- Participation in the MESRI campaign against gender-based and sexual violence.

Future

- 5th Gender equality indicator
- 3rd Stereotype Busters Competition
- Partnering with the AFMD, volunteer CGE member institutions will begin a study on the variables which influence students' gender orientation choices on the basis of the first elements co-constructed by the AFMD and Montpellier Business School. The aim will be to implement actions to correct these choices in a latter phase.
- Create a teaching module dedicated to inclusion.

Social Diversity Working Group (GOS)

Main actions

- 25 schools, universities and partner associations presented their actions and programs in favor of equal opportunities
- Digital technology for equal opportunities and remote areas has been debated and studied.
- The annual GOS seminar was held at ENSIAME in Valenciennes, on the 25th and 26th of June 2018. The seminar focused on rural areas and equal opportunities.

Future

- The second edition of the "Social diversity indicator in the Grandes Ecoles" will be launched at the start of the school year.
- A brainstorming session will be carried out to revive tutoring: the WG wishes to update the 2015 guide on the subject, to highlight the skills that tutoring helps develop, to improve the recognition of student commitment in our institutions and to support the implementation of tutoring programs where they do not exist yet, particularly by using digital tools
- Consider actions aimed at families to prevent self-censorship
- Include isolated territories: rural areas, overseas territories....

WORKING GROUP ANIMATORS

- **Gender equality:** Fatiha Gas (ESIEA Paris)
- **Disability:** Xavier Quernin (UniLaSalle)
- **Social Diversity Working Group (GOS):** Chantal Dardelet (ESSEC)



Creation of the committee: 2001

Frank Bournois

President of the Sustainable Development and Education Director of ESCP Europe

Formation

FOCUS

“Looking ahead: education in 2030” Working Group

The creation of the Training Commission's 2030 Looking ahead working group was announced in September 2017 by its president, Frank Bournois,.

The purpose of this group is to help all CGE schools and their partners, in particular employers, to better seize tomorrow's educational opportunities by 2030 through examining the following questions in depth:

- How will higher education institutions teach?
- How will young people approach education?
- How do schools look at the changes in education? What will have changed, what will have remained the same..
- What are the teaching methods, the difference between long- and short-term training courses, the massification, the state of internationalization, entrepreneurship, digital/AI...

All these questions raised by school Directors will be analyzed during the brainstorming sessions of this working group. This is an ambitious project with results expected by the end of 2019.

To carry out this analysis, the group has set up a steering committee with Francis Bécard (Managing Director of SCBS in the ESC Troyes Group), Imen Missaoui (CGE Education and Companies policy officer) and Jean-Yves Plantec (Director of OpenINSA - InsaToulouse). The aim of this group is to mobilize a large number of participants with diverse profiles (researchers, students, doctors, entrepreneurs, teachers...) to make new teaching models trends emerge through brainstorming sessions.

Among the first trends identified are:

- The impact of digital technology
- The profiles of future students and teachers
- Threats and opportunities for Grandes Écoles in a changing world

The working group also aims to create an international benchmark of the various innovative practices.

WORKING GROUP ANIMATORS

- **Physical activities and sports:** Richard Nemeth (ENS Lyon)
- **Apprenticeship:** Hélène Victor-Pujebet (Université Paris-Dauphine) and Mohamed Chaouch (ECE Paris)
- **Entrepreneurship and innovation:** ongoing appointment
- **Languages and culture:** Jörg Eschenauer (École nationale des ponts ParisTech)
- **Internships:** Sonia Journaud (Audencia BS)
- **Digital strategies and distance learning:** Eric Vantroeyen (École polytechnique)
- **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 ESC Troyes) and Jean-Yves Plantec (INSAToulouse)

Goals

The Training Commission is a think tank focused on training topics in higher education (vocational training, apprenticeship, teaching, innovation, digital tools) in relation with the needs of companies:

- it supports the CGE's stances, conducts studies and interacts with the relevant ministries
- it identifies new areas of improvement for specific training themes in line with the current challenges and changes in regulations

Physical Activities and Sports (APS) Working Group

Worked on:

- operating the skills reference frame
- creating a document on the practical and specific benefits of physical activities and sports on students' health in the Grandes Écoles
- conducting a "Sports" study in the Grandes Écoles to assess the current sports habits

Participated in:

- focus groups with the Ministry of Sport to develop a high-level athlete skills booklet and the "JO Paris 2024" [2024 Paris Olympics] partnership.

Apprenticeship Working Group

- Conducted two surveys on the training tax and the role of apprenticeships in regard to social diversity
- Monitors the regulatory evolutions on learning and on school funding conditions.

Entrepreneurship and Innovation Working Group

- Works on implementing performance indicators for student entrepreneurship support schemes
- Maps the incubators of CGE schools.

Continuing Training Working Group

- Encourages discussions between the Grandes Écoles' training directors about the challenges of developing this career path (corporate relations, organization, financing, etc.)
- Provides regulatory monitoring on continuing training.

Language and Culture Working Group

It organized two study days:

- 24th of November 2017: "The 'French with clear objectives' (FOS) approach and teaching practices: the link between engineering education and engineering training", co-organized with the LIDI-LEM research laboratory team from the University of Grenoble Alpes
- 15th of March 2018: "Questioning multiculturalism: evolution and future prospects" at the INSA in Lyon.

Transforming and Promoting Education Working Group

- Works on implementing criteria to promote teaching innovations in higher education.

Internship Working Group

- Organizes sessions to exchange best internship management practices
- Monitors regulatory changes in internship law.

Digital Strategies and Distance Learning Working Group

- Organized a one-day interactive dialogue on digital strategies in Grandes Écoles
- Conducted a study on the state of distance learning in CGE schools.

Looking ahead: Education in 2030 Working Group

- Works on teaching models for 2030
- Organized brainstorming sessions to identify trends, methods and formats for this project.

Research and transfers



Creation of the Committee: 1980

M'Hamed Drissi

President of the Committee
Research and transfers
Director of INSA school (Rennes)

Actions to promote PhDs

CGE research award / Bernard Sutter scholarships

- 3rd edition this year, in total 3 annual awards of 7,000 euros, with the CGE's financial support in 2018
- Ongoing fund raising and search for partners in order to ensure the future of this action
- The aim is to identify innovative research projects, which are carried out abroad and in partnership with a company.

"Human and social sciences in the Grandes Écoles" study

This study aims at highlighting the variety in HSS research in Grandes Écoles, as well as showing its contribution to skills companies are looking for (dual degrees).

Partnerships and international cooperation

- **Partnership with the MEDEF on PhDs** (from the CGE-MEDEF agreement in 2015 and onwards). To take part in actions and campaigns, to fight against common stereotypes and unfamiliarity between research and business, to foster students to write theses, to help with the insertion of PhD graduates in the private sector, to promote continuing training in research (PhD and EAV), to support skill improvement among executives, to promote the "docpro" system in PhD schools (creation of a skills portfolio, in partnership with the Bernard Gregory organisation).
- **Partnership with the AUF on research and entrepreneurship**
- **Stronger relationship with the Alliances:** signature of a partnership with the Athena Alliance in July.

Prominent research figures hosted by the Committee this year

- Thierry Damerval, CEO of the ANR (National Research Agency)
- Patrick Schmitt, director of research, innovation and digital at the MEDEF (Movement of French Enterprises)
- Laurent Gouzènes, president of the Committee "Research ecosystem and MEDEF's innovation development"
- Pascal Giat, Head of the CIFRE department at the ANRT (French National Association for Research and Technology)

Institutional monitoring and representation

The Committee:

- **Follows news related to "research and PhD":** PIA, open archives, BSN (digital scientific library), Couperin website, gatherings, ANR's calls for projects, CURIE study, indicators of the valorisation of public research, "Horizon 2020" report issued by the European Court on the simplification of the framework programme for research, organisation of the next FP9, creation of European universities, etc.
- **Promotes research in private schools:** With the MESRI (French ministry for higher education and research), in public tenders (ANR – French National Agency for Research), with institutional partners, etc.

Goals

The Committee's activity

The Committee is carrying out a reflection, discussion as well as information work and monitors the various ongoing reforms in several fields such as research, innovation, transfer and valorisation (PIA results, calls for projects, HSS Plan, PhD reform, evolution of ANR's and H2020's public tenders, etc). It works closely with Alliances, particularly the ATHENA Alliance in Social and Human Sciences, and maintains its representative role in these instances.

The Committee's prospects

- Bernard Sutter scholarships: renewal of the scholarship programme, with the financial support of the CGE, ongoing fund raising (launch of the 3rd edition)
- Partnership with Athéna
- Partnership with the MEDEF on PhD valorisation
- PhD recognized as a professional certification
- Study on HSS (Human and Social Sciences) in the Grandes Écoles / and participation in the CGE's congress on October 4-5 2018 in Lille ("Grandes Écoles and changes in society").

The Committee's missions

- It is in charge of the documentation issues (BSN, Couperin, ...)
- It carries out a trend analysis in research, innovation and transfer
- It promotes research and innovation in Grandes Écoles.

To be remembered

- PhD graduates represent 1.7% of the active workforce
- *"In the most innovative countries (in Northern Europe and Switzerland), the ratio of young PhD graduates for 10,000 inhabitants between 25 and 34 years old is twice higher in Switzerland, Denmark, Finland and Sweden (around 30, versus 17 in France and 18 on average in the European Union - Source: European Commission - 2014)".*

- **Is a part of advisory boards on research:** Government working group on intellectual property (MESRI), on the recognition of PhD as a professional certification, working group on economic intelligence (Bercy); at the Sorbonne University, PhD National Day (on March 27th, organized by the MESRI), alliances, etc.
- **Conducts an annual research study based on CTI data and Grandes Écoles websites** (number of PhD students, number of PhD graduates, habilitation to supervise research, etc.)

FOCUS

The working group got together to discuss the realities of work life and has highlighted innovations implemented in documentation centres, based on simplified indicators sent beforehand. The results are very positive: the working group remains a source of information, reference and best practices exchange. The discussions have highlighted significant disparities, new or recurring, when it comes to documentation in schools. All schools are not yet part of networks such as SUDOC or Couperin. Some of them do not know ISTEEX. Others, on the contrary, are at the centre of the educational and informational system and are major players. The next meetings, which will take place from the beginning of the 2018 academic year, will particularly cover the "Open Science" topic.

CONVENORS OF THE WORKING GROUP

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



Student life

FOCUS

Recognition of student engagement, an open door for additional soft skills

Sophie Bellon, Head of Sodexo's Executive Board, stated during the last OECD forum that "human" skills are becoming more and more important, as logic, knowledge and analysis capacity become more common because of computers, which are able to deal with an ever-growing complexity. She declared that: *"The prevalence of 'human' skills on the future labour market should prompt governments, companies, non-profit organisations and citizens to rethink our approach of education and learning. We ought to switch from an approach based on knowledge to another based more on qualities such as adaptability, behavioural skills or emotional intelligence. Being able to show social empathy cannot be learned like a language or the instruction manual of a machine. We have to make sure that our education and learning systems change accordingly."*

Emotions **Cooperation**
Empathy Adaptability Creativity
Ethics of responsibility Engagement
 Communication
Review **Empowerment**

Creation of the Committee: 2016

François Bouchet

President of the Committee on student life
 General director of École Polytechnique

The decree n°2017-962, issued on May 10th 2017, on recognition of student's engagement in the community, social or professional life allows students to ask for the recognition of skills acquired through extra-curricular activities, as long as they are in line with the courses they attend. This could be seen as a constraint: establishing additional recognition mechanisms as well as bridges between academic and non-academic ways of obtaining ECTS credits could, according to social demand and an approach based on skills, be seen as an opportunity for our students to gain more soft skills. To do so, we need to use common tools and share best practices within the higher education community. Grandes Écoles, and the higher education system as a whole, wish to take part in the conception of a rigorous framework, consistent with the needs of the socio-economic world in which our future graduates will be operating. That is the reason why we – together with our stakeholders - have decided to lay the foundation for these common tools: **defining together a common framework for skills related to student engagement**. To do so, a working group will be constituted within the Committee on student life over the course of autumn 2018.

Goals

- ↻ Promotes best practices sharing
- ↻ Develops tools and issues proposals to improve students' well-being regarding the social responsibility of member schools

Community life working group

- Experience sharing on the recognition of student engagement
- Prospect: writing a job description for the position of student life supervisor

LUCA working group

- Fight against risk behaviours, WEI charter
- Students' well-being
- Prospect: annual seminar Cpas1Option (Not1Option), innovstreet competition

Works managed by the Committee

- Grandes Écoles National chess tournament
- Tracking of legislative changes (ORE law)
- Civic service protocol
- Involvement in the "Student Solidary Pack" project
- Prospect: framework agreement with the CNOUS



CONVENORS OF THE WORKING GROUPS:

- **LUCA:** Patricia Fournier (CentraleSupélec)
- **Community life:** Christelle Egretreau (Sup de Co La Rochelle) and Claire Thoury (Animafac)
- **Students hosting:** convenor to be appointed



International relations

The Committee's activity

- 3 CGE contributions were given to Frédérique Vidal during the Paris Conference on the European Higher Education Area
- Participation in the Indian Knowledge Summit and contribution to a bilateral agreement on diploma recognition
- Greeting of foreign delegations and presentation of Grandes Écoles: China, Australia, Germany (Hochschulrektorenkonferenz – HRK) and Kazakhstan
- Participation in the Executive Board of Campus France, in Forum Committees and training sessions with new area managers of Campus France
- Hearing at the French National Assembly on the Aims and Means Contract of Campus France
- Studying in France: simplification of the calendar and the enrolment process. Member of the Steering Committee and speech at the General Assembly
- Contribution to the drafting of a French strategy for higher education and research regarding the Middle-East and Iran
- Contribution to the drafting of the forthcoming Quirinal bilateral treaty signed between France and Italy

The Committee's prospects

- Launch of the 2019 survey on international mobility
- Development of common activities with the ERASMUS+ agency in France
- Organisation of the second Knowledge Summit involving France and India, in one of the French member schools
- Advocacy against the capping of scholarships offered by the French government
- Facilitation of the process to obtain residence permits for foreign students and graduates in Grandes Écoles, within the framework of the Asylum and Immigration Law
- Meeting with the CDEFI on international relations

Creation of the Committee: 1980

Yves Poilane

President of the International relations Committee
Director – Télécom ParisTech

CONVENORS OF THE WORKING GROUPS

- **Africa:** Mohamed Matmati (Grenoble EM)
- **North America:** convener to be appointed
- **Latin America:** Fouad Bennis (Centrale Nantes)
- **Asia and Pacific area:** Bruno Héraud (ESSEC)
- **Grandes Écoles – Technische Hochschulen:** Martine Bohy (ENGEES)
- **Italy:** Jean-Claude Arditti (SUPMECA)
- **Maghreb:** Mohamed Matmati (Grenoble EM)
- **Central and East Europe:** Konrad Szafnicki (CentraleSupélec)
- **Northern Europe:** convener to be appointed

The Committee's missions

- Representing and promoting member schools among international stakeholders
- Working with national bodies for a better recognition of the role played by Grandes Écoles in the attractiveness of the French higher education and research.
- Conducting quantitative surveys on incoming and outgoing student mobility in Grandes Écoles, on their partnerships with foreign universities as well as on training provided in English in Grandes Écoles.

2017 global mobility survey

- See the detailed results on the next page.

2017 international mobility survey



The Conférence des Grandes Écoles issues the 10th edition of its biennial survey on international mobility. The survey was sent to 196 member schools. The response rate was amounting to 81%.

Those data concern the global headcounts (Grande École program, MS, MSc, MBA, PhD) announced by the schools. They allow to specify which foreign students attending a diploma course graduated during the year. Figures from this year's study were collected in retrospect for the academic year 2015-2016, they therefore do not allow for an analysis of the effects of latest major geopolitical changes, which could hinder or foster international student mobility.

The most striking aspect is the general growth in the flow of foreign students enrolled in Grandes Écoles. **The increase in the number of foreign students between the academic years of 2013-14 and 2015-16 is +10.02%.** This reflects the growing internationalisation of Grandes Écoles.

63,840 foreigners of 173 different nationalities in the Grandes Écoles therefore answered to the survey. **On average, foreign students account for 23.33% of the students in Grandes Écoles:**

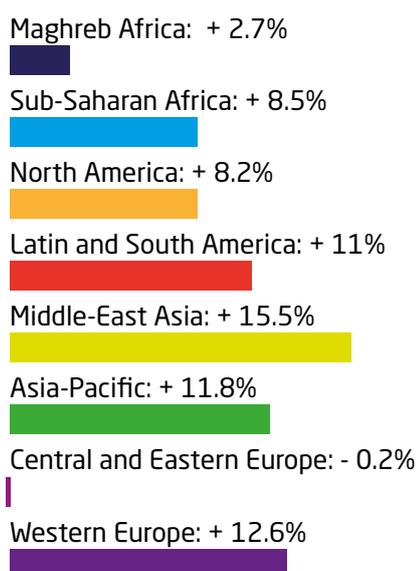
- 19.83% in engineering schools
- 27.71% in management schools
- 17.63% in other schools

The general increase in the number of foreign students in Grandes Écoles is mainly due to the flow of new incoming students in management schools (+13.9% in 2 years), which has kept pace with the sustained growth of the total number of students in these schools (+18.7% in 2 years).

Other schools, although representing a small sample of schools that responded to the survey, are also showing a very strong increase in all categories in terms of foreign students.



Growth by geographical area since 2015



All geographical areas are on the rise, except for Central and Eastern Europe, which are slightly receding compared to 2013-2014.

Regarding Maghreb, **Algeria** is showing a satisfactory growth (+ 2.2%), which is even stronger in **Morocco** (+5.7%), the second largest sending country for foreign students in Grandes Écoles. For the first time ever, the number of **Tunisian** students is slightly declining (-1.8%).

In sub-Saharan Africa, Ivory Coast (+14.9%) continues to support the growth of flows, though at a slower pace than over the past few years. The **Democratic Republic of Congo** (+37.5%), **Mali** (+26.8%), and **Togo** (+26.7%) are following this tendency, and non-French-speaking countries such as **Nigeria** (+49.4%), **Mauritius** (+ 60.7%) and **Angola** (+ 233.3%) also show a significant growth. However, some countries like **Cameroon** (-1.1%), **Gabon** (-1.3%) and **Senegal** (-0.4%) which traditionally strongly contributed to the growth in student flows towards schools, are now stagnating or slightly declining, which is a sign of intensification of international competition.

For North America, a significant drop in student flows from **Canada** (-7.4%) could be noticed, offset by a sustained growth in flows coming from the **United States** (+11.9%).

Latin and South America still mainly owe their growth to **Brazil** (+ 5.6%), **Mexico** (+5.9%), **Argentina** (+18.8%), **Colombia** (+22.6%) and the significant improvement of **Dominican Republic** (+ 180%) although it concerns more modest flows. The growth in flows from Asia-Pacific is still largely due to **China** (+11.6%) and **India** (+25.5%); however, even if the absolute numbers are smaller, it is necessary to highlight the increase in flows from **Singapore** (+13.5%), **Australia** (+20.8%), and **Taiwan** (+25.4%) or **Pakistan** (+40.8%). The decline of some countries in Southeast Asia - where France is traditionally well represented - is to be noticed, like **Vietnam** (-4.9%), **Cambodia** (-14.3%) and **Malaysia** (-27%).

In Western Europe, the growth in flows is fairly distributed between the various countries, with students coming from traditional leading countries but with significant differences: while **Germany** (+13.9%) remains the leading provider of students for Grandes Écoles, **Spain**, usually ranked second, is slowing down sharply (-4.7%). Italy takes up the second place with a very strong growth rate (+25.6%).

Central and Eastern Europe is the only geographical area with decreasing flows compared to 2013-2014 (- 0,2 %). While **Hungary** (+28.3%) seems to rate high, it is not enough to make up for the decrease in flows in several important countries, most notably **Poland** (-11%), **Romania** (-19.8%), **Bulgaria** (-19%) or **Russia** (-0.7%). Russia's strategy of influence and attractiveness in the area may partly explain this decline in flows of these students to France.

The weakest flows and the slightest growth were noticed in the Middle East despite the performance of **Turkey** (+18.5%) and **Lebanon** (+28%).

Why do foreign students enrol in Grandes Écoles?

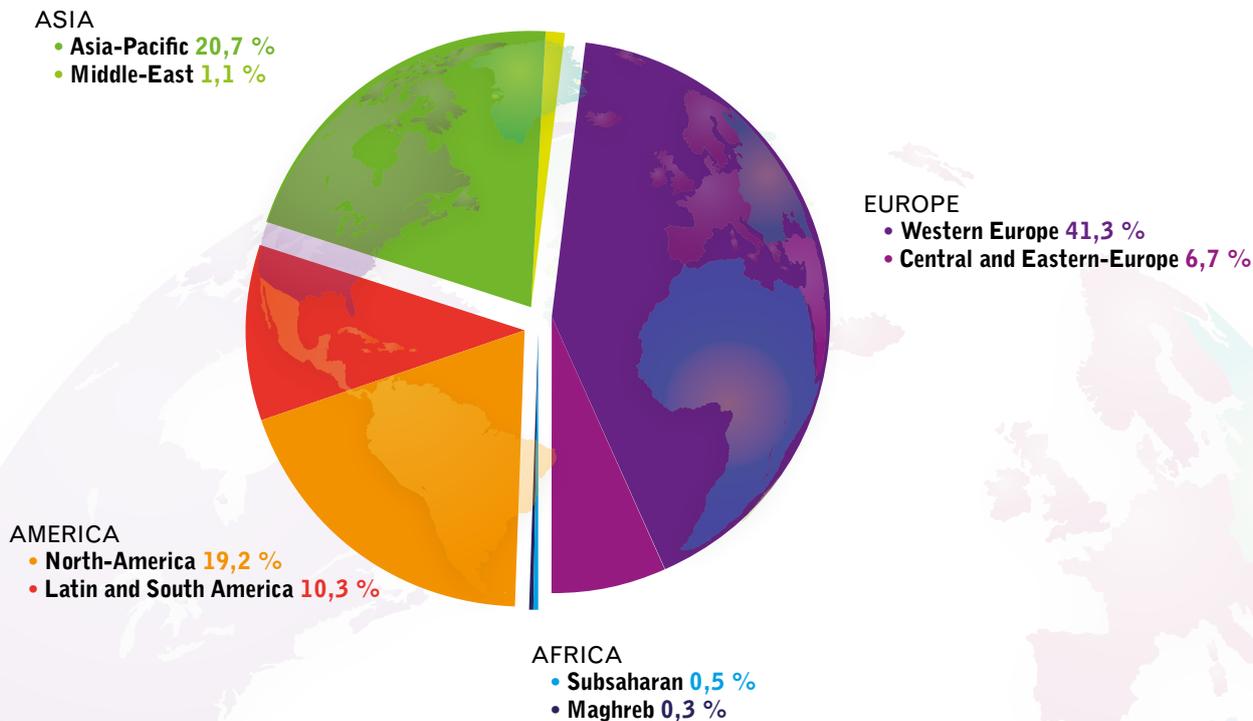
69% of foreign students in Grandes Écoles were attending a diploma training. To be noted is the stagnation (-0.08%) in the number of those students in engineering schools. This very slight decrease is mainly due to the lower amount of engineering schools which answered the survey. It is more than outweighed by the higher number of foreign students in engineering schools in non-diploma and PhD training. 83% of the 5,840 students in PhD training were enrolled in engineering schools.

Outgoing mobility

The second conclusion that can be drawn from the survey is the slightly positive balance entries/exits: Grandes Écoles welcome 6% more foreign students than they send students on academic mobility or internships abroad. Structural imbalances persist with the very "positive balance" of France regarding Africa (+15,000) and Asia (+4,700), and the large "deficit" with the rest of Europe (-15,500) and North America (-5,950)..

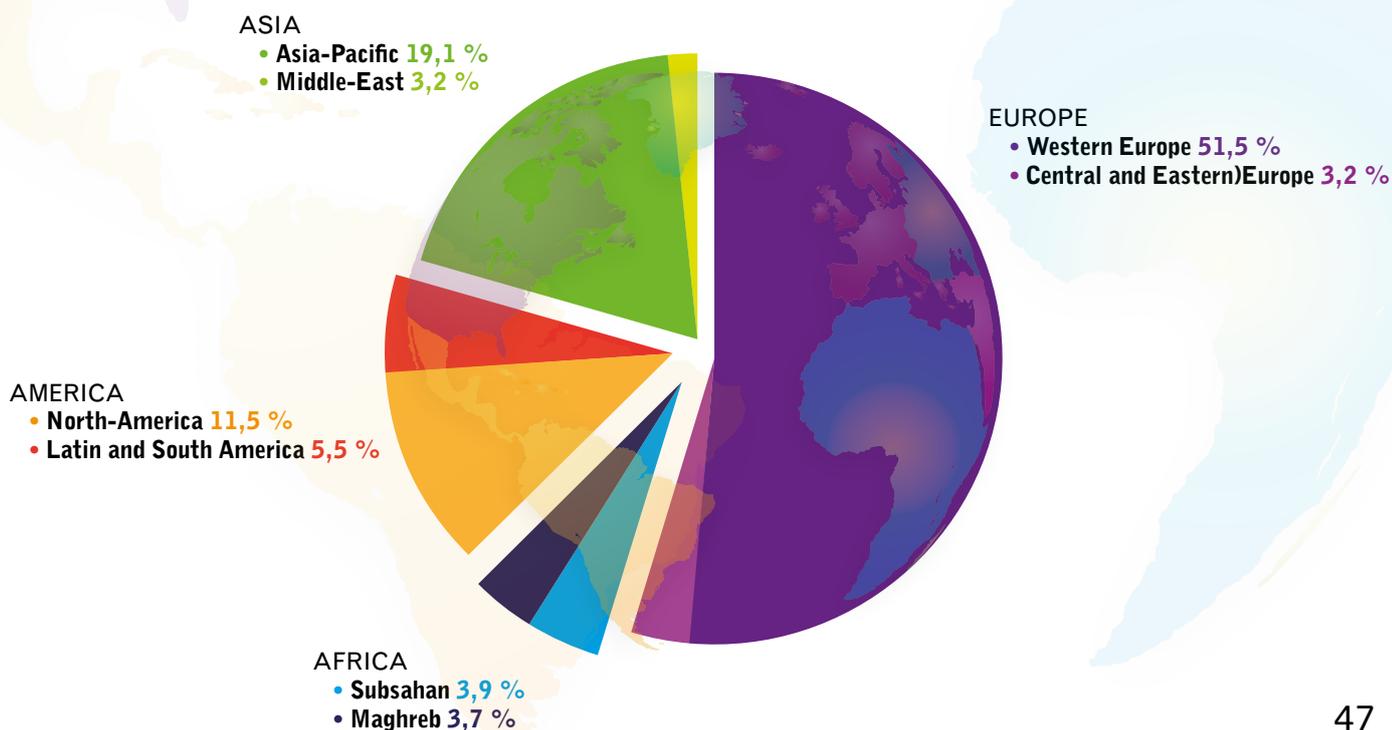
Academic mobility

Where abroad do the 28,748 students of Grandes Écoles study? (+10% in 2 years)



Internships abroad

Where abroad do the 31,185 Grandes Écoles students do their internships? (+12% in 2 years)



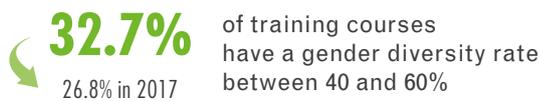
Gender equality survey

The CGE's Gender Equality working group has just published the 2018 barometer. There are two new features this year: a focus on student associations and another one on the fight against sexism.

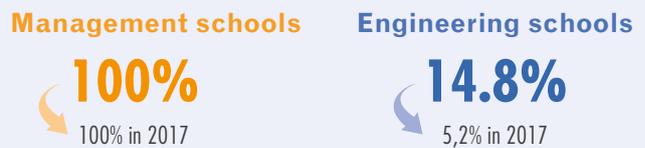
Gender diversity remains a concern, particularly for engineering schools. Management schools and other institutions show a relatively balanced gender distribution.

Gender equality in initial training

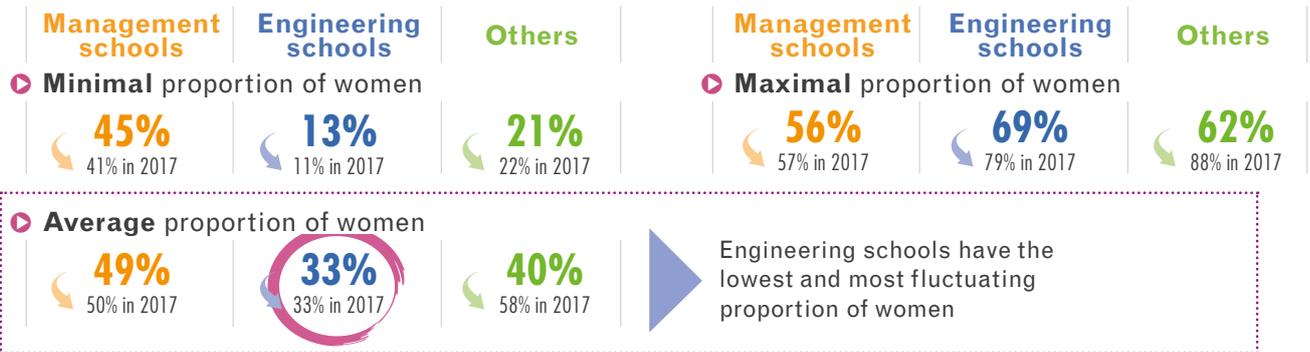
Gender diversity in training courses



Gender diversity in Bachelor and Master studies



Proportion of women

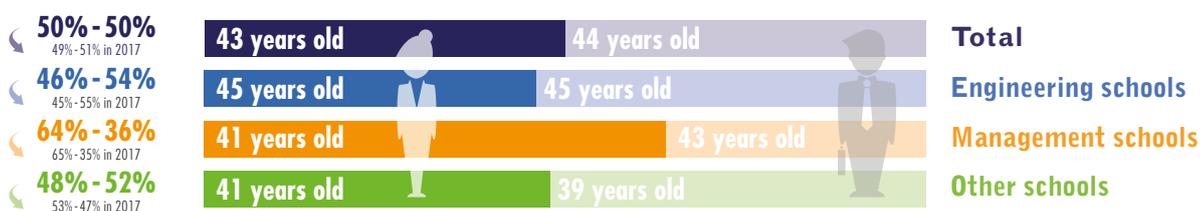


Management bodies



Women remain a minority within all management bodies despite an increasing feminisation rate.

School staff



Sample: 14,775 employees involved

Gender diversity in school staff

SONT MIXTES

54%
of schools
in total

67%
of engineering
schools

17%
of management
schools

60%
of other schools

▶ The vast majority of engineering schools and other types of schools respect gender diversity as far as their staff is concerned.

▶ Very few management schools can present themselves as organisational models for their students when it comes to gender diversity.

What do schools do to promote gender equality?

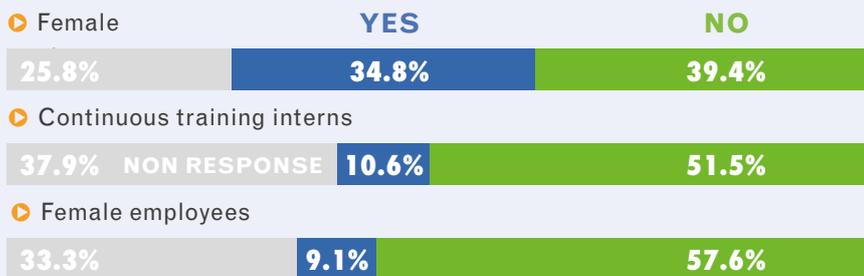
Actions taken in favour of gender equality

33.3% of schools have formalised a strategy for gender equality...
23.2% in 2017

BUT ONLY

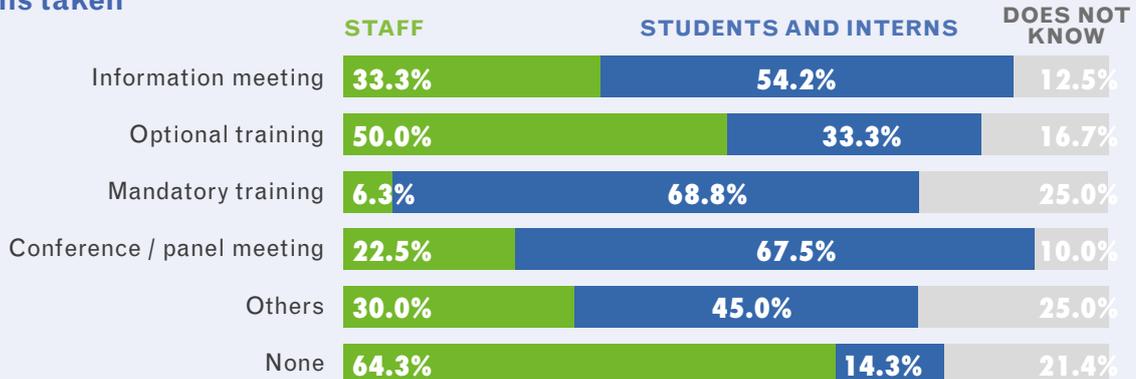
24.2% of schools have drawn up an action plan on 1, 3 or 5 years.
19.6% in 2017

Action targets



Students
represent the main target of actions taken in favour of gender equality.

Actions taken



FOCUS : STUDENT ASSOCIATIONS

31.8%
of student associations take actions in favour of gender equality

BUT



Most members of student associations offices are male students

Student office
37.3%

Junior enterprise
33.2%

Sports office
38.5%

Arts Office
45.9%

"Stereotype Busters" contest



For the second edition of the "Stereotype Busters" contest, the Conférence des Grandes Écoles invited students from its member schools to present an original project on everyday sexism.



A hundred students participated

Intent notes of the laureates (excerpts)

« We women have always been subjected to remarks that are often infantilising, hurtful on purpose or not. Common expressions such as "women are bad drivers" or "we'll talk about it again when you'll have to carry heavy things". We laugh about it, we end up believing in it or we get angry facing this belittling behaviour. Women must be sensitive, loving, and great cooks, both in the minds of men and women. Advertisements show us their definition of the standard woman: thin, tiny waist, prominent chest and buttocks, long legs. They particularly impose on men the image of a submissive or flirtatious woman: these ideals plastered in the streets every hundred metres as well as this made-up image partly foster sexism and harassment. »

« Today, we see many negative reactions to the latest fights of feminism. Feminism is associated with extremism, it is said to be useless, it is blamed for dwelling on insignificant details. Once, feminism had a purpose, it gave women the right to vote; but today, much energy gets lost in fighting manspreading... this is a sentence that we can no longer hear. »

Winning teams

Best poster

ICN BS – EM Lyon joint team

Best video

EFREI team

(available on Maxence Frossat's YouTube channel)



DISCLAIMER: Students deliberately used rather crude language to emphasize the persistence of stereotypes that can often hurt. This language reflects the violence both against young women and men through words.

2018 professional insertion survey

TAUX NET D'EMPLOI À 6 MOIS

89,4 %
en 2018

+ 2,9 points par rapport à 2017 (86,5 %)



88,6 %
chez les managers



90 %
chez les ingénieurs

LES CDI POURSUIVENT LEUR PROGRESSION

81,1 %
en 2018

+ 2 points par rapport à 2017 (79,1 %)



82,9 %
chez les managers



81,5 %
chez les ingénieurs

62 %

des étudiants des Grandes écoles ont trouvé un emploi avant l'obtention du diplôme. Un taux qui n'a jamais été atteint jusqu'ici.



87,1 %

des diplômés des Grandes écoles travaillent en France.

+ 2,3 points par rapport à 2017 (84,8 %)

The professional insertion of Grandes Ecoles graduates at its highest level since 2010

On 19th June 2018, the Conférence des Grandes Écoles announced the results of its 26th survey on the professional insertion of young graduates from its member schools. **With 9 out of 10 graduates having a job less than 6 months after their graduation**, the net employment rate reaches its highest level since 2010 and confirms the attractiveness of the Grande Ecole programme for employers.

This year, the survey includes new questions on graduates with disabilities and presents their insertion indicators for the 2017 class. In addition, the component on apprentice graduates is more thorough.

All indicators are positive

A sharp increase in the net employment rate, all graduating classes included

On the 2017 class surveyed in 2018, the net employment rate at 6 months was **89.4%**, compared to 86.5% in the previous survey. This rate reaches 94.5% for the 2016 class (12 to 15 months after graduation) and 96.9% for the 2015 class (24 to 27 months after leaving school). Another highlight: **62% of the students in the 2017 class were hired before their graduation**. This rate had never been reached before.

The permanent contract still going strong

More than 8 out of 10 graduates from the 2017 class have signed a permanent contract, which represents an increase in 2 points compared to last year's figures (81.1% versus 79.1% last year). This rate is significantly higher than the average in the country, since 62% of young people with a Master's degree get a permanent contract 12 months after graduation in France (Source: Apec – 2018 Barometer - Young graduates of the 2016 class).

Apprenticeship: an employment accelerator

Out the 14.5% apprentices who answered the 2017 class survey, **91% got a job within the 6 months after their graduation**. This rate, up by 0.5 points compared to 2017, is 1.6 points higher than other Grandes Écoles graduates. In 2018, nearly 40% of them have been hired in the company where they did their apprenticeship.



Peter Todd

Président de la commission AVAL

Presentation of the professional insertion survey – Press conference on 19th June 2018



Wages on the rise

In 2018, the average gross annual salary of young graduates at the beginning of their working life shows a significant increase in France, and remains stable in all countries:

In France

- **€34,122:** average gross annual salary (excluding bonuses) > €33,625 in 2017
- **€38,225:** average gross annual salary (with bonuses) > €37,998 in 2017

All countries

- **€34,918:** average gross annual salary (excluding bonuses) > €34,864 in 2017
- **€39,246:** average gross annual salary (with bonuses) < €39,403 in 2017

The professional insertion of graduates with disabilities

The percentage of graduates who benefited during their studies from an arrangement related to their disability is **1.4%**, which is higher than the average noticed in the higher education (1.22%). Their net employment rate is high, but still lower by 3 points than the one of all graduates (86.4% versus 89.4%). Finally, when it comes to the **status recognition of disabled workers**, less than 1% of active graduates benefit from it within the framework of their jobs.

The gender gap persists

All indicators are less women-friendly, showing gaps comparable to those observed in the previous years, in the net employment rate (4 percentage points gap), the share of permanent contracts (11 percentage points gap), the manager status (11.3 percentage points gap), but also the wage level, with a gap that increases along with seniority.

France is attracting Grandes Écoles graduates again

For the third consecutive year, Grandes Écoles students favour France. **87.1% of them find their first job in the country.** This represents an increase in 2.3 points compared to last year. The rate of Grandes Écoles graduates choosing to work abroad has been declining for the past three years. This year, only **1 out of 8 Grandes Écoles graduates made the choice to move abroad**, or 12.6%. This rate, representative of the situation at the end of studies, was amounting to 14.6% in the 2017 survey, to 14.5% in the 2016 survey and 16.7% in the 2015 survey. The following countries are chosen, in order of importance: **United Kingdom, Germany, Germany, China, Luxemburg and Switzerland.**

Reminder: methodology of the survey

The survey concerns 184 CGE member schools (out of the 221 CGE member schools at the beginning of 2018, neither the 24 schools training students to be officials, nor the 13 foreign schools are concerned). 176 schools out of the 184 participated. For the 2017 promotion, 33,711 graduates responded to the questionnaire, so a response rate of 64.1%. The survey covers all graduates from the last three Master's level classes.

Workplace of Grandes Écoles foreign graduates

The comparison between students from an EU country and students from a non-EU country is significant. **Indeed, 76.1% of students coming from non-EU countries decide to stay and work in France, while only 30.3% of foreign students coming from the EU make the same choice.**

Young graduates who supply the entire national economic fabric

VSEs/SMEs remain the largest employer for Grandes Écoles graduates

In 2018, 39.3% of Grandes Écoles graduates have chosen a company with less than 250 employees at the end of their studies. This proportion is stable compared to last year (39.8%) and confirms the interest of students in VSEs/SMEs.

Entrepreneurship is on the rise, especially among managers

Among Grandes Écoles graduates, **3.3% chose entrepreneurship in 2018.** The proportion of entrepreneurs among managers is 4.7%, an increase in 0.9 points compared to 2017, while it remains stable for engineers.

Young people are satisfied with their jobs

Among Grandes Écoles graduates currently working, **82.8% say they are "satisfied" or "very satisfied" with their job.** They were interviewed according to the following criteria: working conditions, relationships with the colleagues, salary, autonomy and responsibility level and workplace's location.

Please find the whole 2018 professional insertion survey under the following link: www.cge.asso.fr

The Conférence des grandes écoles

Created in 1973, the Conférence des grandes écoles (CGE) brings together 226 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, Grandes Écoles offer a pedagogical project based on the student's profile and professional opportunities. The 271 members of the CGE (Grandes écoles, companies and organisations) enable France to offer a range of programmes 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 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 (internships, professional training, French orientation programme Parcoursup, etc.). It makes summaries, studies and surveys that refer to the national level, insertion of young graduates, international mobility, social openness, 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.

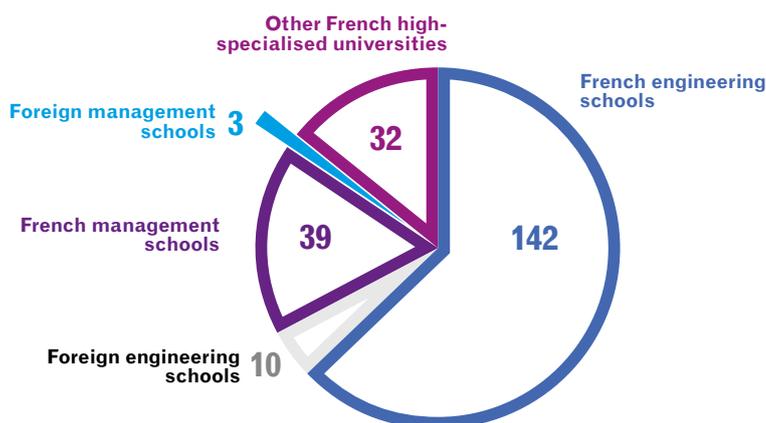
The CGE is an accreditation organism of education for its members (SPECIALIZED MASTER®, Master of Science, BADGE, CQC – French certificate for qualifications and skills). It guarantees the programs' quality and their adequacy with labour market expectations.

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

In 2017-2018:

- The College Education includes 226 higher education and research institutions, 13 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, Alumni associations, teachers, high school principals, etc.

Member schools of the CGE at June 30th 2018



Source : CGE – List of member schools – June 30th 2018

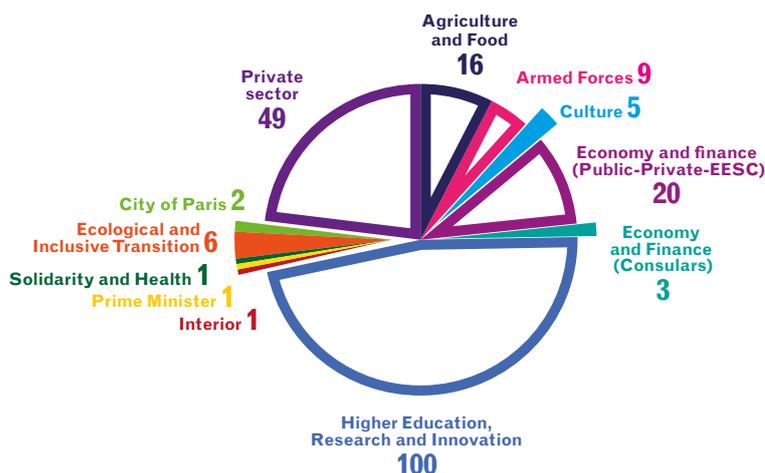
Grandes Écoles depend on several ministries (tutorship or contracts)

These ministries are the following: 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 the Prime Minister.

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

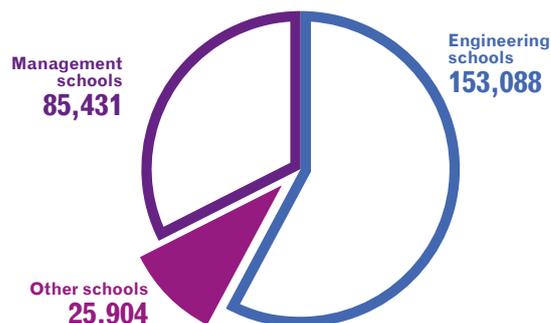
With 70% of engineering schools accredited by the CTI (Committee responsible for the evaluation and accreditation of higher education institutions for engineers in France), 90% of management schools providing the Master's degree and 20% of schools with other specialities, the CGE has become a major player in French higher education. The number of students enrolled in a Grande École programme officially amounts to 264,423 students in 2017-2018*, on average with 37.9% of women (an increase of 0.3 percentage points compared to 2016-2017, when the feminisation rate was 37,6%) and 14.2% of foreigners applying for the diploma (compared to 13.8% the previous year).

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 programme in 2017-2018



Source : CGE - Enrolment survey 2017/2018 - January 2018

The major branches of higher education

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Students enrolled in all institutions	2,231,495	2,234,162	2,315,821	2,319,627	2,343,939
Universities excepting IUT (university technology institute) and engineering trainings	1,291,213	1,267,325	1,307,581	1,299,763	1,265,819
<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
STS (advanced technicians) and similar	230,877	234,164	240,322	242,247	246,025
Paramedical and social schools excluding university	134,407	137,165	136,164	137,370	137,370
CPGE (French Elites Preparatory Classes for Grandes écoles) / Grandes écoles trainings	301,525	314,362	337,132	353,789	378,779
Other schools and programmes	157,250	164,524	177,919	169,982	165,749

2015-2016: number of students without double counting of the 19,300 students double enrolled in CPGE and EPSCP (French public scientific, 2016-2017: number of students without double counting of the 14,100 students double enrolled in CPGE and EPSCP (French public scientific,

All programs considered, i.e. including bachelors, MBA, DNM, MS, MSc, PhD and continuing training, member schools of the CGE provided 359,978 students with education in 2017-2018 (6.41% more students than in 2016-2017, representing 21,708 additional students).

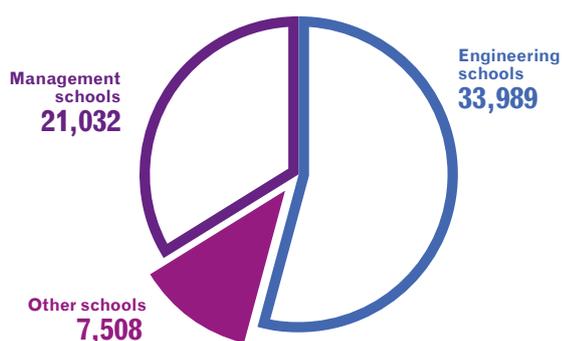
At the end of the academic year 2016-2017*, French schools of the CGE have awarded a diploma to 62,529 students (4.4% more than at the end of 2015-2016) for the Grandes École programme. On a comparable basis with the most recent data available in RERS 2017 on graduates of 2015, they accounted in 2015 for 68.5% of all Grandes Écoles flows of graduates (according to the criterion "awarding at least one diploma providing the Master's degree"); in

2015, the sphere of Grandes Écoles has awarded a diploma to 41.5% of students with a Master's degree all programs combined (i.e. 0.3 points more than last year).

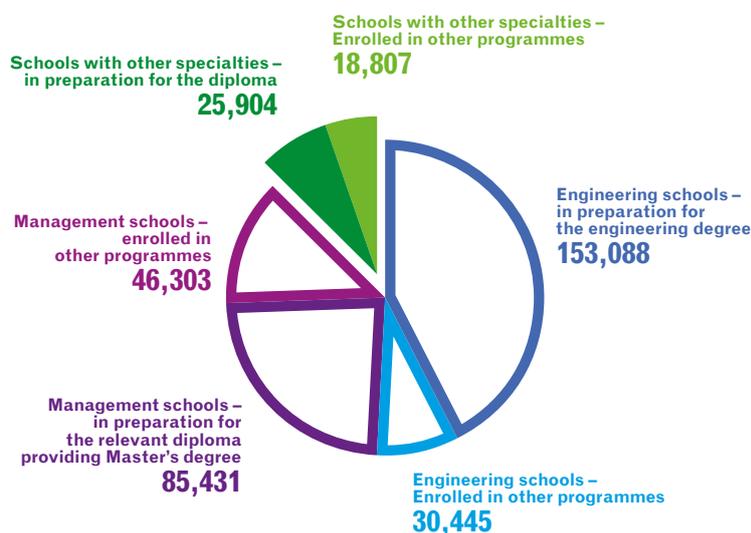
* The number of students enrolled and flows of graduates in CGE schools do not include those of the 2 schools admitted at the General Assembly of March 13th 2018, nor those of the 5 schools admitted at the General Assembly of June 12th, 2018.

359,978 students enrolled in the French GE in 2017-2018, all types of trainings

Grande Écoles graduates



Source : CGE - Graduation Flows Survey at the end of 2016-2017 - January 2018



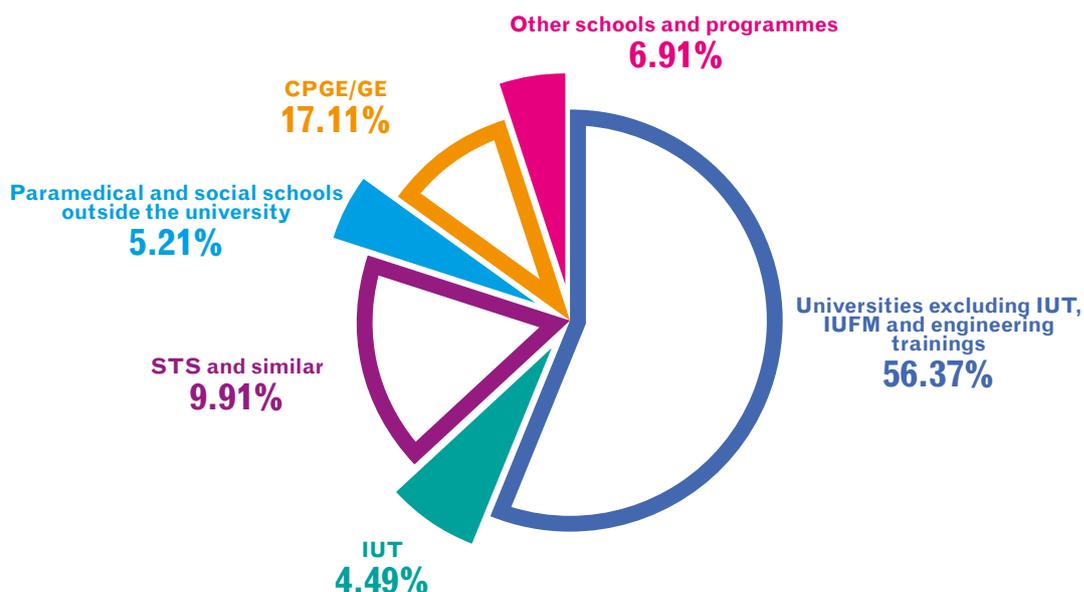
Source : CGE - Enrolment Survey 2017 - 2018 - January 2018

2012-2013	2013-2014	2014-2015	2015-2016 (without double enrolled)	2016-2017 (without double enrolled)	Share of the total	Evolution over 1 year	Evolution over 8 year
2,386,930	2,429,857	2,470,700	2,531,800	2,595,606		2.50%	16.30%
1,280,577	1,358,088	1,388,300	1,429,200	1,463,122	56.40%	2.40%	13.30%
-	-	-	-	-	-	-	-
110,105	115,780	116,400	116,200	116,578	4.50%	0.30%	0.30%
253,729	254,967	255,200	256,100	257,247	9.90%	0.40%	11.40%
140,600	132,935	135,100	135,500	135,176	5.20%	-0.20%	0.60%
393,816	402,641	410,600	421,000	444,172	17.10%	5.50%	47.30%
190,665	165,446	165,100	173,800	179,311	7.10%	3.20%	14.00%

cultural or professional establishment) - Source: RERS 2016
cultural or professional establishment) - Source: RERS 2017

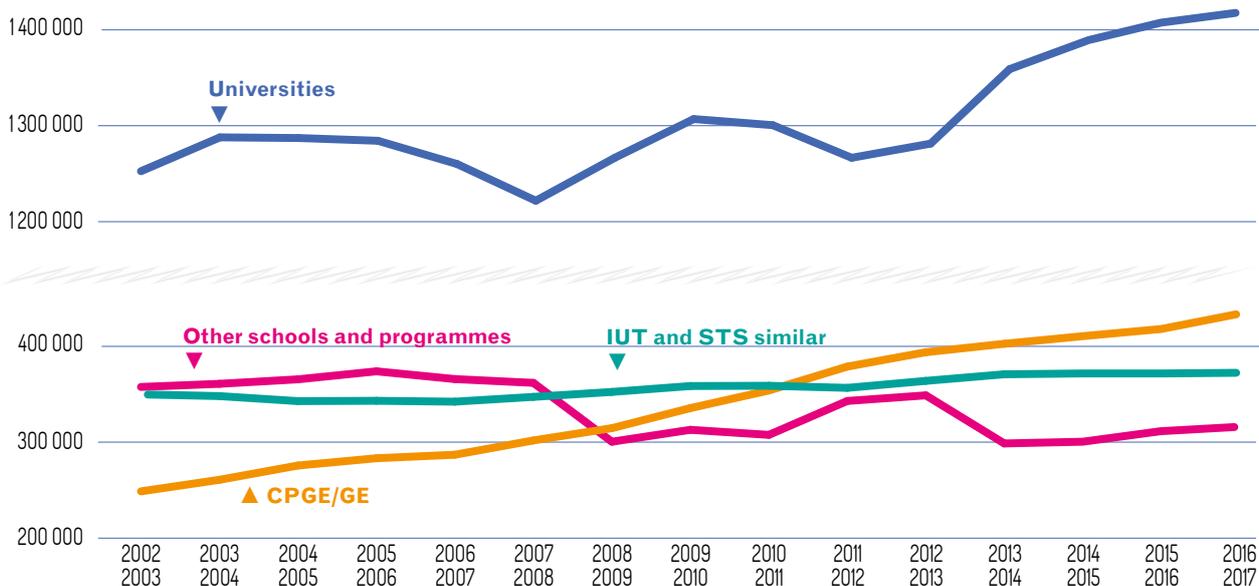
Grandes écoles: major players in higher education and research

Academic year 2016-2017



2016-2017: Number of students without double counting of the 14,100 double enrolled in CPGE and EPSCP
Source: RERS 2017

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
2015-2016: Number of students without double counting of the 14,100 double enrolled in CPGE and EPSCP

Label evolution

The accreditation mission carried out by the CGE for its member schools is part of a continuous improvement process in order to guarantee a high level of quality and high standards in certified training courses. This quality, recognised by stakeholders of the economic world, is a long-term process and many testimonies value the specificity and the relevance of CGE labels - the latter remaining close to the labour market demands.

The Committee's reflections on the policy elements of the accreditation process reflect this ambition and are expressed in different ways: evolution of referentials, precision of criteria, introduction of new measures, collection of new indicators, etc. Some of these measures are detailed below.

In situ audits

Following the 2016-2017 pilot phase, the Accreditation Committee conducted this year its first in situ audits. The selection of the audited programmes was based on the criteria for recertification as well as the highest numbers of students. Audits that have been carried out between May 18th and June 6th 2018 concerned 6 accredited programmes (4 Specialised Master[®] and 2 MSc - Master of Science - programmes) and involved 10 auditors (experts from schools and companies part of the Accreditation Committee), along with a representative of the general delegation. At the end of the campaign (July 2018), audit reports were submitted to the Accreditation Committee and validated by the Bureau, and were then sent to the managers of the audited programmes.

Evolution of the information system - dematerialisation of the accreditation process

In order to support Grandes Ecoles which administrative burden due to accreditation is increasing, the CGE aims at simplifying the submission procedure of the first and renewal/modification application files. The evolution of the information system will include, at the start of the 2019 academic year, a new dematerialised system that should allow for a better requests monitoring as well as for an easier access to data to be modified for each of the labelled programs.

Professional Insertion Survey Specialised Master[®] & MSc - Master of Science

Sending the questionnaire to graduates and collecting responses are two phases that were carried out between December 2017 and May 2018, which involved 99 schools in 440 programmes on either of the two labels. These schools used either the SphinxOnline platform or a device, while respecting common variables. The consolidation and data processing phase will be conducted by the CGE together with the ENSAI between June and September 2018. Finally, the results of the national analysis will be released in October-November 2018.

Certified Digital Institution Label

Launched during the 2016-2017 campaign, the new CGE label received 2 first applications this year. In order to process these requests, the CGE has set up a Digital Accreditation Committee (CHN) which should ensure that the candidate school has a complete ecosystem at its disposal (pedagogical, technological, legal and economic) dedicated to its programmes, mainly or fully provided by e-learning. More generally, the CHN's work should allow for the adaptation and completion of the usual policy elements of accreditation for distance learning courses. This CHN, made up of 8 experts with complementary profiles, will issue its first opinions in Autumn 2018.

Control of labelled training courses

Faced with accreditation requests with more and more complex programmes in their articulation and scope, experts wish to clarify the notion of control of a training course approved by the school concerned. What should be the minimum control required? How to count the internal pedagogical staff of a school? How to guarantee the quality of a programme as soon as it is built with non-member organisations of the CGE within the framework of partnerships of various kinds? The 2018-2019 campaign's standards should provide these answers, which have three main objectives:

- the label attests to the academic and pedagogical quality
- the control of delegations within the framework of a set-up involving cooperation with a non-member organisation
- the preservation of the label within the CGE to avoid appropriation of a training course certified by a third-party entity.

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

Enhancing exams timeframe

LIESSE

ParcourSup

Post-high school education and high school reform

Technological subjects

Review of the 'Chatel law"

Downstream

Alumni

Management Schools

Before / Competitive examination

Skills

Entrepreneurship

Pedagogical innovation

Quality / Accreditation

Research

Corporate Relations

International relations

Communication

Sustainable Development and Social Responsibility

Support

SD&SR-related skills^[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

Entrepreneurship and innovation

Languages and cultures

Internships

Digital strategies and distance learning

Teaching and learning valorization

Vocational training

Towards 2030

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

DAF : Directors of Financial Affairs and Secretary-Generals

DSI : Directors of IT Systems

RGPD : delegates for data protection, it officers

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

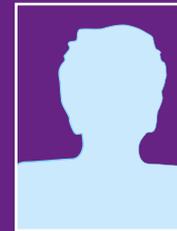
Executive Committee



Chairperson
Anne-Lucie Wack
Director General, Montpellier SupAgro



Vice-Chairperson
Businesses
Yves Portelli
*Paris Île-de-France
Chamber of Commerce
and Industry*



Vice-Chairperson
Schools
Nomination in process

Vice-Chairperson
Schools
Loïck Roche
*Director General,
Grenoble École de
Management*



Secretary
M'Hamed Drissi
*Director, INSA
Rennes*



Treasurer
Florence Darmon
*Director General,
ESTP*



Commission Presidents also sit on the Executive Committee



ACCREDITATION
Christophe Digne
*Director, Télécom
ParisSud*



UPSTREAM
Laurent Champaney
*Director General, Arts
et Métiers ParisTech*



DOWNSTREAM
Peter Todd
*Director General,
HEC Group*

MANAGEMENT
SCHOOLS
Alice Guilhon
*Director General, SKEMA
Business School*



COMMUNICATION
Sophie Commereuc
*Director, SIGMA
Clermont*



SUSTAINABLE
DEVELOPMENT &
CSR
Denis Guibard
*Director, Télécom
Management School*



DIVERSITY
**Vincenzo Esposito
Vinzi**
*Director General,
ESSEC*



EDUCATION
Frank Bournois
*Director, ESCP
Europe*



RESEARCH AND
TRANSFERS
M'Hamed Drissi
*Director, INSA
Rennes*

INTERNATIONAL
RELATIONS
Yves Poilane
*Director, Télécom
ParisTech*



STUDENT LIFE
François Bouchet
*Director General, École
polytechnique*



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

- **ESCP Europe**
Frank Bournois Director General
- **Institut Mines-Télécom**
Philippe Jamet Director
- **Montpellier SupAgro**
Anne-Lucie Wack Director General
- **École polytechnique**
François Bouchet Director General
- **SKEMA Business School**
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** – **Hélène Bauduin** Head of the mobility, education and hiring department EDF-WR
- **ENGIE** – **Valérie Gaudart** HR Marketing & Talent Attractiveness Manager for the HR Assistant Director General

- **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**
Sylvie Alinc Public affairs manager institutionnelles

Board

SCHOOLS

→ Elected Members

- Anne Beauval** Assistant Director, IMT Atlantique Bretagne Pays-de-la-Loire
- 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
- Julie Joly** Director, Centre de Formation des Journalistes (CFJ)
- Olivier Lesbre** 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
- Loïck Roche** Director General École de Management

- Gilles Trystram** Director General, AgroParisTech
- Anne-Lucie Wack** President, CGE • Director General, Montpellier SupAgro

SCHOOLS

→ Permanent Guests

- François Bouchet** Director General, École polytechnique
- Frank Bournois** Director General, ESCP Europe
- Laurent Champaney** Director General, Arts et Métiers ParisTech
- Christophe Digne** Director General, Télécom SudParis
- Vincenzo Esposito Vinzi** Director General, ESSEC
- Alice Guilhon** Director General, SKEMA Business School
- 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
- Laurent Billès-Garabédian** 1st vice president of Ingénieurs et scientifiques de France

- Maurice Thévenet** General Delegate, National Foundation for Management Education (FNEGE)

Secretariat



Chief Executive Officer (CEO)
Philippe Régimbart
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philippe.regimbart@cge.asso.fr



Head of Administration and
Finance Handicap Officer
Legal Administration Officer
Stéphanie Lefèvre
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Information-Process Officer
Isabelle Laurencot
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Companies and Education
Officer
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Accreditation Officer
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Accreditation Officer
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Communications Officer
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andre.bismuth@cge.asso.fr



Communications Officer
Mélanie Goncalves
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Executive assistant
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Relations Manager
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Manager for Recruitment,
Job insertion, Research and
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Manager for Sustainable
Development, Regional policies
and Student life
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Elisabeth Bouyer
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Reception desk
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contact@cge.asso.fr

CGE's member school

2IE	www.2ie-edu.org
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	enseirb-matmeca.bordeaux-inp.fr
Bordeaux-INP - ENSGTI	ensgti.univ-pau.fr
BSB - Burgundy School of Business	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.cfv.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 Strasbourg-Europe	ecam-strasbourg.eu
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 Paris	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
EMLV	www.emlv.fr
emlyon Business School	www.em-lyon.com
EN	www.ecole-navale.fr
ENA	www.ena.fr
ENAC	www.enac.fr
ENGEES	engees.unistra.fr
ENI Brest	www.enib.fr
ENI Metz	www.enim.fr
ENIM	www.enim.ac.ma
ENISE	www.enise.fr
ENS	www.ens.fr
ENS Lyon	www.ens-lyon.eu
ENS Paris-Saclay	www.ens-cachan.fr
ENS Rennes	www.ens-rennes.fr
ENSA-PB	www.paris-belleville.archi.fr
ENSAD	www.ensad.fr
ENSAE ParisTech	www.ensae.fr
ENSAI	www.ensai.fr
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
ENSC - Bordeaux-INP	ensc.bordeaux-inp.fr
ENSC Lille	www.ensc-lille.fr
ENSC Montpellier	www.enscm.fr
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.ensg.eu
ENSGSI	www.ensgsi.univ-lorraine.fr
ENSIAME	www.univ-valenciennes.fr/ensiam
ENSIC	www.ensic.univ-lorraine.fr
ENSICAEN	www.ensicaen.fr
ENSIE	www.ensie.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
EOGN	www.gendarmerie.interieur.gouv.fr/eogn
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
ESCE	www.esce.fr
ESCOM	www.escom.fr
ESCP Europe	www.escp-europe.eu
EDES 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
ESILV	www.esilv.fr
ESITC Caen	www.esitc-caen.fr

■ Engineering schools

■ Management schools

■ Other schools

ESM Saint-Cyr www.st-cyr.terre.defense.gouv.fr

ESME-SUDRIA www.esme.fr

ESPCI Paris www.espci.fr

ESPRIT www.esprit.ens.tn

ESSCA www.essca.fr

ESSEC www.essec.fr

ESTACA www.estaca.fr

ESTIA www.estia.fr

ESTP www.estp.fr

EVDG
www.ecole-valdegrace.sante.defense.gouv.fr/

Gembloux Agro Bio Tech www.fusagx.be

Grenoble Ecole de Management (GEM)
www.grenoble-em.com

Grenoble INP - Ense3 ense3.grenoble-inp.fr

Grenoble INP - ENSIMAG
ensimag.grenoble-inp.fr

Grenoble INP - ESISAR esisar.grenoble-inp.fr

Grenoble INP - Génie Industriel
genie-industriel.grenoble-inp.fr

Grenoble INP - Pagora pagora.grenoble-inp.fr

Grenoble INP - PHELMA
phelma.grenoble-inp.fr

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-artem.com

IEP Lille www.sciencespo-lille.eu

IEP Lyon www.sciencespo-lyon.fr

IEP Rennes www.sciencespo-rennes.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

IMT Mines Albi Carnaux www.mines-albi.fr

IMT Mines Alès www.mines-ales.fr

INPT www.inpt.ac.ma

INSA Centre Val de Loire
www.insa-centrevaldeloire.fr

INSA Lyon www.insa-lyon.fr

INSA Rennes www.insa-rennes.fr

INSA Rouen Normandie www.insa-rouen.fr

INSA Strasbourg www.insa-strasbourg.fr

INSA Toulouse www.insa-toulouse.fr

INSEAD www.insead.edu

INSEEC Business School www.inseec-bs.com

Institut d'Optique www.institutoptique.fr

Institut Mines-Télécom Business School
www.imt-bs.eu

IPAG Business School www.ipag.edu

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

ISTEC www.istec.fr

ISTIA www.istia.univ-angers.fr

ITECH Lyon www.itech.fr

KEDGE BS www.kedgebs.com

L'Ecole de design www.lecolededesign.com

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 Business School - EESC
www.neoma-bs.fr

Novancia Business School Paris
www.novancia.fr

Oniris www.oniris-nantes.fr

Polytech Clermont-Ferrand
polytech.univ-bpclermont.fr

Polytech Grenoble www.polytech-grenoble.fr

Polytech Lille www.polytech-lille.fr

Polytech Marseille polytech.univ-amu.fr

Polytech Montpellier
www.polytech-montpellier.fr

Polytech Nancy www.esstin.univ-lorraine.fr

Polytech Nantes www.polytech.univ-nantes.fr

Polytech Orléans www.univ-orleans.fr/polytech

Polytech Tours polytech.univ-tours.fr

PSB Paris School of Business
www.psb.edu.paris

Rennes SB www.rennes-sb.com

SCBS du Groupe ESC Troyes
www.groupe-esc-troyes.com

Sciences Po Aix www.sciencespo-aix.fr

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 ParisTech www.telecom-paristech.fr

Télécom Physique Strasbourg
www.telecom-physique.fr

TELECOM SudParis www.telecom-sudparis.eu

Toulouse INP - EI 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

UTBM www.utbm.fr

UTC www.utc.fr

UTT www.utt.fr

VETAGRO SUP www.vetagro-sup.fr

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CCI Paris Ile-de-France	www.cci-paris-idf.fr
EDF	www.edf.fr/edf-fr-accueil-1.html
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
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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

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Agreenium	www.agreenium.fr
AI Cesi	www.aicesi.net
Amicale ISAE - SUPAERO - ENSICA	www.supaero.org
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
Association AIHP	www.aaihp.fr
Association AX	www.polytechniciens.com
Association des Supelec	www.asso-supelec.org
Association ENSAM	www.arts-et-metiers.asso.fr
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
Yncrea	yncrea.fr



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