OPENCLASSROOMS

Impact Report

2020

Foreword

Maureen Sigliano,
President of the OpenClassrooms Impact Committee

Welcome to the first OpenClassrooms Impact Committee report.
There is growing consensus that the world's challenges will not be resolved by the public and civil sectors alone. It is becoming increasingly clear that the business sector's know-how and assets are critical to address the key social and environmental challenges of the third millennium.

Business leaders realize that the meaning of true leadership has evolved and success is no longer defined just by creating shareholder value: social impact must be a part of the value calculation for every business. Progressive leaders understand that they need to harness their assets, their voices and the goodwill within their ecosystems to create new hybrid solutions to address the social needs of the world. They understand that their responsibilities go beyond creating shareholder value; they must also create value for the societies that they operate in, and for humanity. This requires being forward-looking and action oriented, it requires conviction, commitment and engagement as well as a constant search for opportunities that deliver both shareholder value and social impact across value chains. Such commitment must be embedded in business models and cultures.

This Impact Report is a first attempt to answer all these questions and challenges for OpenClassrooms.
This first impact report is an ambition, it sets a clear set of initial intentions, and is designed to be a guide. It lays concrete foundations that will enable OpenClassrooms to accelerate, broaden and thoroughly measure its social impact. But this is just a beginning: we have a lot more work ahead of us both in terms of objective setting and in terms of execution and measurement. Now that these first recommendations have been defined and shared, we look forward to moving onto the next phase, and to supporting OpenClassrooms to deliver on them. We will continue to learn as the world continues to rapidly change, and we fully realize that we will need to adjust along the way. Nonetheless, we strongly believe that OpenClassrooms is more than ever poised to deliver truly significant shared value.

When Pierre Dubuc, the CEO of OpenClassrooms, first asked me to lead the Impact Committee, I didn't fully realize the extent to which OpenClassrooms was inherently positioned to have true social impact on so many fronts. I also didn't realize how much I would learn or what an intense and collaborative journey it would be. I would like to take this opportunity, on behalf of the whole Impact Committee, to thank all the people who contributed to this report for their support, their dedication and for their openness. I would also like to stress how much we appreciated the trust that the OpenClassrooms leadership teams put in us and the way they encouraged us to be bold.

We hope that this document will inspire OpenClassrooms employees and stakeholders, as well as the growing number of leaders around the world who want to combine meaning and social impact with financial success. We welcome your feedback and encourage you to think about how you could also contribute to OpenClassrooms' mission, "Make education accessible to everyone, everywhere".

About OpenClassrooms

OpenClassrooms is an online school that helps women and men all over the world progressin their work life.

Founded in 2013 by Mathieu Nebra and Pierre Dubuc, OpenClassrooms is a mission-driven company: make education accessible, and more particularly professional education, is the company's main endeavour. OpenClassrooms offers more than 600 courses, all free and available to anyone with an internet connection. Around 1.8 million people across 140 countries follow OpenClassrooms courses every month.

OpenClassrooms also offers 54 full curricula, in French and in English, covering coding, IT, Product Management, Data Management, Marketing, Communications, Human Resources. These paths lead up to a fully accredited diploma and give students a job guarantee: if they don't find a job in their chosen field of study within six months the complete tuition is reimbursed. OpenClassrooms has developed an original educational model, harmoniously merging online courses, real-life projects, one-to-one weekly mentorship sessions and interactions with a vibrant online community.

In 2018, OpenClassrooms modified its terms of association to assess its mission, Make Education Accessible. But a mission without impact and impact measurement is void. In order to assess its exact impact on its stakeholders and environment, OpenClassrooms set up a fully independent impact committee, gathering representatives of all those stakeholders.

"Right from the start, our ambition at OpenClassrooms was to place impact at the heart of the company. Education is a very specific area: what we do, the courses we offer as well as the different career paths people take with OpenClassrooms have an incredibly deep and long-lasting impact on their life. On top of this, traditional education models have been turned upside down by the Web. This doesn't mean that we're going to switch to online learning overnight, far from it, but this comes with a few consequences we can't ignore.

By setting up the Impact Committee as an independent body, we wanted to make sure that all our stakeholders, inside and outside the OpenClassrooms community, had access to all aspects of our operations - giving them the means to keep us accountable. We see the Impact Committee as the warden of our mission."

Pierre Dubuc, CEO and co-founder, OpenClassrooms.

The
Impact Committee

In May 2018, OpenClassrooms modified its article of association, ahead of a Series-B funding round designed to accelerate the development of the company; alongside the traditional French article of association stating that the object of the company is to create value for the company's shareholders, Mathieu Nebra and Pierre Dubuc had another object inserted, "make education accessible". In doing so, OpenClassrooms acted as a pioneer, since mission-driven articles of association were only recognized in French law in May 2019, one year later.

Alongside the inclusion of the mission, OpenClassrooms' articles of association were also modified to include the creation and modus operandi of an Impact Committee, with the following missions:

1   *The Impact Committee is created to assess and measure the impact of OpenClassrooms' activities on its stakeholders, according to a set of impact criteria defined by the Committee itself. It does so independently from its board of investors: the impact committee is designed to be autonomous.*

2   *The Impact Committee creates and publishes an Impact Report for each calendar year; the report is to be delivered together with OpenClassrooms' annual report, and will track progress against a set of impact criteria defined in all independence by the Impact Committee*

3   *The Impact Committee is invited to give its opinion to OpenClassrooms' founders' and/or board members' on proposals and strategic decisions that have an impact on the company's development. It can do this at the request of a governing body or on its own initiative.*

4   *The Impact Committee can submit recommendations to improve the products and services offered by OpenClassrooms.*

5   *The Impact Committee is also in charge of ensuring compliance with the rules of inclusive governance and checks that all stakeholders interests are taken into account.*

6   *The recommendations submitted by the Impact Committee should be reviewed by the board and discussed during board meetings.*

The Impact Committee is fully independent: OpenClassrooms provides logistical support and cover travel and accommodation for members, but all members including the President and Vice-President participate in the Committee on a pro-bono basis.

The OpenClassrooms Impact Committee was created in September 2019 and its mandate is 18 months: the current members will thus be working together until March 2021. The committee has therefore had seven months to define its' first set of recommendations and to publish this first report.

This Impact Report and the recommendations that it entails have a global scope, despite the fact that this first edition focuses primarily on France - mirroring OpenClassrooms' current business focus. Therefore, this report establishes a social impact roadmap including objectives, targets and key milestones designed to drive progress and momentum globally.

Guiding principles

The Impact Committee quickly defined 3 key guiding principles as a basis to its work:

1 OpenClassrooms' mission statement was to be the foundation of all their social impact thinking and recommendations. The Impact Committee worked extensively on how to best articulate the OpenClassrooms mission with impact, and agreed to refine the mission by adding an element of universality; the mission therefore reads

"Make education accessible to everyone, everywhere".

2 They agreed that the word "Education" had to be deconstructed and chose to define education as a means to achieve better opportunities, improve lives and to deliver long-term positive impact by providing

- **access to skills that enable "future readiness" including ability to learn digitally in a constantly changing world** (objectively measurable)

- **access to a job and, or a better salary** (objectively measurable)

- **increased self-confidence** (subjective)

3 The Impact Committee felt strongly that the output of their work had to be anchored in **"shared value"** in order to be viable and sustainable longitudinally. They agreed that their recommendations had to deliver concrete social impact harnessing core OpenClassrooms assets, but that they also had to deliver shareholder value: grow revenue, profitability and brand reputation.

Members

OpenClassrooms was very intentional about the people it chose to participate in its first Impact Committee since it wanted to ensure holistic and progressive perspectives. Furthermore:
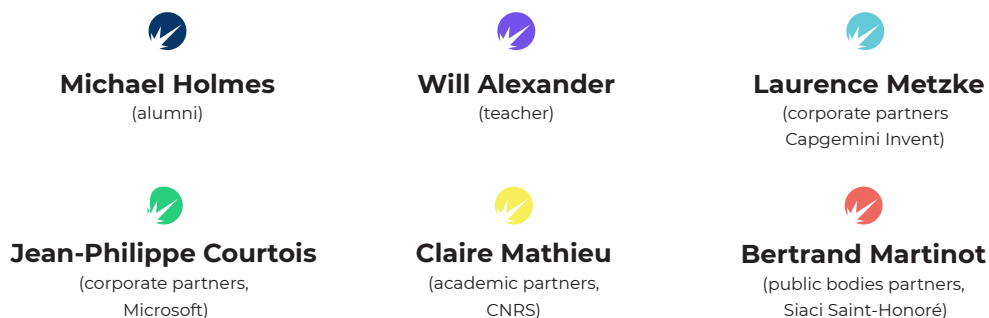- all OC stakeholder groups had to be represented
- diverse personal and professional backgrounds were mandatory

To lead it, Maureen Sigliano was appointed as the President of OpenClassrooms' first Impact Committee, with Olivier Fleurot as the Vice-President.

Core team:

Maureen Sigliano
(President)

Olivier Fleurot
(Vice President)

Gael Lehchibi
(student)

Fouziya Koudane
(mentor)

Philippe Billard
(mentor)

Christine Ravat-Farenc
(teacher)

Gustavo Imhof
(career coach)

Pierre-Olivier Barennes
(investor)

Marine Plossu
(OpenClassrooms team member)

Colin Meldrum
(OpenClassrooms team member)

Paul Marca
(academic partners, Stanford University)

Advisory team:

Michael Holmes
(alumni)

Will Alexander
(teacher)

Laurence Metzke
(corporate partners Capgemini Invent)

Jean-Philippe Courtois
(corporate partners, Microsoft)

Claire Mathieu
(academic partners, CNRS)

Bertrand Martinot
(public bodies partners, Siaci Saint-Honoré)

Access to education and to the digital skills that will shape tomorrow are critical to social ascension and to addressing so many of the challenges that the world is facing… OpenClassrooms' products, leadership and global reach enable it to deliver transformational social impact as part of its growth. I am excited and honored to be part of this transformational journey.

**Maureen Sigliano,
president of the OpenClassrooms Impact Committee.**

Maureen is the Founder and Chief Igniter of Cascine PAL, a niche consulting practice which enables businesses and nonprofits to sharpen their social impact strategies focusing on disruption, inclusion and access to education & financial services. Prior to this role Maureen held several executive roles leading Product & Customer Experience teams at Western Union and other global organizations.

Maureen is a true global citizen. She has lived, worked and travelled across all continents and she speaks five languages. She strongly believes that new models of change including hybrid partnerships and value creation paradigm shifts are required to address the challenges that our world is facing. Her extensive experience in both private & public sectors, her global & capillary network, plus her vibrant energy give her a very unique perspective that allows her to drive a positive impact. Last but not least, Maureen is the proud mother of four multicultural teenagers. And a budding poet.

I first met Pierre Dubuc in the summer of 2017 and I immediately liked the mission and the values that inspired the OpenClassrooms team. When Pierre asked me two years later whether I would join the Impact Committee, I quickly accepted: youth Education has always been a key driver for me.

**Olivier Fleurot,
vice-president of the OpenClassrooms Impact Committee.**

Olivier Fleurot is a consultant in corporate communication and digital transformation. He is also mentoring start-ups in various sectors. Olivier has been an active member of the International Youth Foundation board in the US for ten years and is associate professor at SciencesPo university in an Executive Master on Media Management.
He worked at Publicis from 2006 to 2017, managing global networks of advertising and communication agencies. From 2002 to 2006, Olivier Fleurot was CEO of the Financial Times Group.
Before joining the FT in 1999 as managing director, Olivier was Chief Executive of the Les Echos group, France's leading business publisher, based in Paris; he was a journalist from 1978 to 1985 covering the high-tech industry.

Preliminary note: data availability

The Impact Committee quickly realized that much of the data required to measure progress on its recommendations would not be immediately perfect. Reasons for this were made clear right from the start:

- OpenClassrooms is a relatively young company and thus has a limited history: this means that for a number of indicators, there simply is no significant historical data yet
- The speed at which OpenClassrooms has grown so far, in a very difficult and highly regulated market, has meant that the development of the underlying infrastructure needed to harvest and exploit data was sometimes overlooked
- The focus areas recommended by the Impact Committee were not previously priorities; data was therefore not captured

The Impact Committee decided to take a pragmatic approach and focus on what is available, using a mix of qualitative, quantitative and anecdotal data for its first report. In parallel it is working closely with OpenClassrooms as it invests in data collection and CRM systems to ensure that the data required to measure progress will be increasingly captured and available within the next 12 months.

The Impact Committee recommendations are articulated into one 'ultimate' social impact objective and four impact levers; below is the status of data for each of the IC's recommendations and where it is expected to be by early Q1 2021:

	Current	**Year 1**
Ultimate social impact	Partial data available	Consistent datasets
Social Impact lever 1 Awareness	No available data	Data available
Social Impact lever 2 Funding	Partial data available	Consistent datasets
Social Impact lever 3 Business partnership	Partial data available	Consistent datasets
Social Impact lever 4 Geographical footprint	Partial data available	Consistent datasets

The Impact Committee will work alongside OpenClassrooms to define the exact data needed to track and measure how it fulfills its mission.

Definitions

OpenClassrooms is an online school offering three different products:

1   More than 600 free courses on a wide range or topics; these courses consist of videos, text and quizzes and are 100% free and accessible to anyone equipped with a device connected to the web

2   A range of premium learning and education programs available for students and employers; "Spark" in particular is a licence-based learning product giving access to all OpenClassrooms courses plus a number of monitoring dashboards to employers wishing to offer educational contents to their teams

3   Most importantly OpenClassrooms offers 54 full-fledged training programs called paths, paid through a monthly fee, and leading to an in-demand job (IT, code and development, data management etc). Students on a path follow a several-months long training, going through professional projects with the support of a mentor. These paths lead to a diploma accredited in France, to which OpenClassrooms adds a job guarantee: if the student doesn't find a job six months after his or her diploma, his or her whole tuition is reimbursed

→   By **"Free students"**, we mean all students using the free contents available on the platform: up to 1.7 million people in 140 countries connect to OpenClassrooms every month to follow a course.

→   By **"Path students"**, we mean students subscribing to a paying OpenClassrooms training program or path, as defined above.

→   By **"Paying students",** we mean people subscribing to a path as defined above and people benefiting from a "Spark" licence as defined above.

The ultimate social impact objective

It is the conviction of the Impact Committee that in order for OpenClassrooms to fully bring its mission to life, the company will need to intentionally serve global underserved communities.

This means that it will need to ensure that underserved customers access and complete OpenClassrooms' educational products and are thus empowered to improve their lives. Therefore it will need to dedicate resources, create and execute consistent strategies, in order to achieve this objective. Delivering positive impact to underserved communities should not be by default, but by design, and pursued as a key business driver. Social impact initiatives shouldn't be considered as philanthropic one-off projects, isolated from its core business: instead serving underserved communities needs to be at the heart of the OpenClassrooms business model.

The company will need to intentionally serve global underserved communities.

Shared value Rationale

The Impact Committee believes that intentionally serving underserved customers is not only the right thing to do from an impact point of view but also that it presents significant untapped business opportunities. Underserved communities also represent an important untapped customer segment. Therefore, intentionally serving underserved communities will enable OpenClassrooms to do well as it does good.

The Impact Committee defined underserved communities as the global customer segments who may not easily or naturally have access to OpenClassrooms products and services but which would immensely benefit from them. They are the people across the world whose lives could be fundamentally transformed by education in general, and OpenClassrooms in particular:

- **Unemployed or underemployed individuals**
- **Individuals with no diploma or low qualifications**
- **Individuals living in underprivileged areas (QPVs in France)**
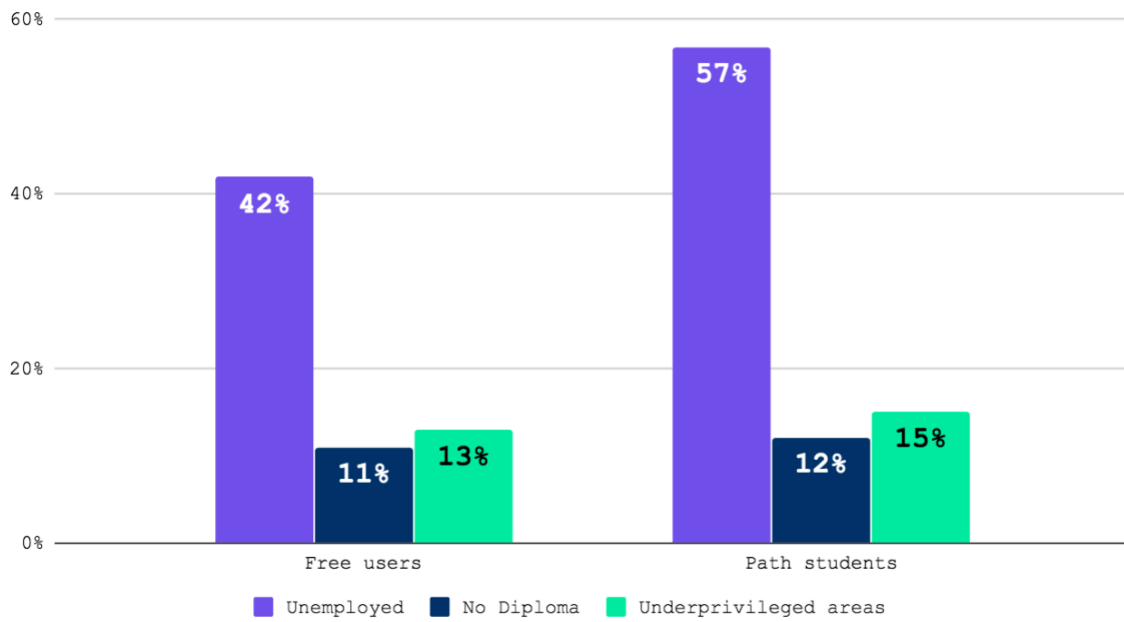- **Refugees**
- **Individuals with disabilities**

It is important to note that these categories are not mutually exclusive, they actually overlap quite significantly.

Within all these categories, OpenClassrooms shall also pay special attention to equal opportunities for men and women.

Since this intentional approach is new to OpenClassrooms the available data does not align perfectly. The Impact Committee understands that for now data pertaining to the two last

2019

Free users	Path Students
Unemployed - 617,707 ,	Unemployed - 4,469
No diploma - 161,781	No diploma - 941
Underprivileged areas - 191,195	Underprivileged areas - 1,176

categories does not exist since refugees and individuals with disabilities are not identified as such in OpenClassrooms' database.

OpenClassrooms already dedicates significant resources to serving unemployed and underemployed populations. The company has partnerships with employment agencies in France and numerous other countries, particularly in French-speaking Africa. Furthermore, OpenClassrooms is a partner of choice for the French employment agency, Pôle emploi.

OpenClassrooms also works with business partners to fund programs targeted at unemployed individuals, in order to help them be better prepared for tomorrow.

In 2019 almost **42% of all OpenClassrooms free users declare themselves as unemployed**; the proportion of unemployed individuals increases to almost 57% among path students, i.e. premium students following a complete OpenClassrooms training program, with the support of mentors and leading to an accredited diploma.

	2018	2019
Women among ALL students	21%	18%
Among job seekers All students	24%	25%
Among individuals with no diploma All students	15%	15%
Among individuals coming from underserved areas, All students	11%	10%

	2018	2019
Women among PATH students	24%	21%
Among job seekers Path students	24%	25%
Among individuals with no diploma Path students	16%	12%
Among individuals coming from underserved areas, Path students	6%	12%

This figure is based on the email job survey sent on a regular basis by OpenClassrooms, and is thus probably overestimated.

In 2019, 12% of all OpenClassrooms students didn't have any previous diploma, while 13% came from underserved geographic areas; figures for the previous year, 2018, are very similar to 2019. In March 2020 OpenClassrooms was selected as a preferred provider by Pôle emploi, the French employment agency. Therefore, unemployed individuals who follow an OpenClassrooms path are expected to grow significantly moving forward (in France).

Women represent 20% of all OpenClassrooms' students, free or paying; although the absolute number of women studying with OpenClassrooms is growing, the proportion of women is decreasing. There is strong consensus that moving forward, OpenClassrooms will need to ensure that they are better represented across its student base and also within underserved customer segments that it will intentionally strive to serve.

4

**key levers to enable underserved communities to access to education**

Grow the OpenClassrooms **brand awareness** and engagement among target underserved customer segments

Grow the company's **geographical footprint** to be able to scale impact beyond France, wherever underserved customer segments and needs are significant

Grow the number of **business partnerships** to deliver more employment opportunities to underserved students
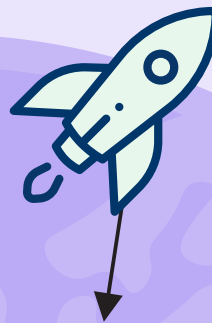
Increase the funding options available to OpenClassrooms students, across all products, and grow the proportion of underserved funded students

Intentionally serve global underserved communities

5 main underserved target populations

(not exclusive)

Unemployed or underemployed individuals

Individuals with **no diploma** or low qualifications

Individuals living in **underprivileged** areas
(QPVs in France)

Individuals with **disabilities**
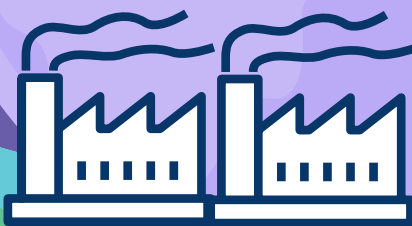
Refugees

Four impact levers

The Impact Committee has identified four levers, or main impact drivers, required for OpenClassrooms to deliver on its ultimate social impact objective. These four levers should all work together to create and maximise impact.

Specific targets will be allocated by the Impact Committee to each of these four levers, as well as a control metric to make sure that impact is thoroughly assessed and measured.

Ultimate social impact objective	Target by 2021
Intentionally serve global underserved communities	• Substantially increase actions towards global underserved populations • Better understand underserved communities, with a specific focus on the impact and outcomes of education • Achieve a +20% increase in number of members of underserved communities trained by OpenClassrooms • Raise awareness, increase funding, foster employer collaboration and expand international footprint
Impact Lever	
Grow brand awareness among underserved segments	**+20%** awareness and engagement among underserved categories
Grow funded students	**60%** of all premium students benefiting from third-party funding
Grow business partners	**+25%** of students trained through an employer-led scheme, across all products and services
Grow geographical footprint	**+20%** of students from underserved communities trained outside of France

Social Impact lever 1:
Brand awareness and engagement

Background

OpenClassrooms is a mission driven company that strives to make its products and services available to "everyone anywhere". It has established strategic partnerships with public and private organizations that serve underserved populations (mainly in France and the UK) and has done a few outreach programs and social media campaigns to begin making itself known among underserved customer segments (in France). However, until recently, marketing was not a priority for OpenClassrooms,, especially among underserved communities. Therefore Openclassrooms has a significant opportunity to drive brand awareness and engagement within underserved communities in order to ignite new possibilities that could transform their lives and the world.

As a result, the Impact Committee recommends that OpenClassrooms invests in better understanding the voice of these customers to better understand their needs, perceptions and requirements. This should lead to articulating a clear and differentiated value proposition, and in intentionally engaging with underserved communities.

In addition, the Impact Committee recommends that OpenClassrooms marketing focus on changing the narrative of online training and apprenticeships by demonstrating the value that they deliver.

Supporting data

Create opportunities for those who need it most:

In 2019 OpenClassrooms launched LevelUp, a training and development initiative aimed at gig economy workers, with the active support of Google.org.
Through a dedicated communications campaign led in partnership with platforms (Deliveroo, Uber, Malt) OpenClassrooms reached out to a wide number of gig economy workers, among which a large number of underemployed people like Fayçal.

Fayçal is 28 years old, and grew up in the Paris suburbs. After studying mathematics for a few years he dropped out of the University and started working delivering meals for UberEats and Deliveroo.

Whilst working for Uber Fayçal heard about LevelUp, the training program for gig economy workers created by OpenClassrooms with the support of Google.org; Fayçal obtained one of the 100 grants made available through the program and trained as a web developer; he now codes on a permanent contract.

Next Steps

Shared value rationale

The more people know about OpenClassrooms products and services (especially among target customer segments), and what the company can do for them, the more people will be able to access the services it offers and improve their lives AND the more OpenClassrooms can do well as it does good.

Objective

Achieve a 20% increase in awareness and engagement within underserved communities by early 2021 (in France and at least 1 other country).

Awareness in engagement within underserved communities 2020-2021	**+20%**

2020 recommendations and commitments

Step 1	Quantify OpenClassrooms' brand awareness and engagement levels among underserved customer segments and understand the voice of the customer (key customer insights) in France and at least one additional country
Step 2	Articulate a clear value proposition and define a holistic marketing strategy, including measurement criteria, to reach & engage meaningfully with target underserved segments (using both B2B and B2C as levers)
Step 3	Execute key elements of the marketing strategy; based on test and learn process; to grow awareness and engagement among target groups in France plus at least one additional country (both B2B and B2C)
Step 4	Measure brand awareness & engagement increase against initial survey. Gather intelligence (qualitative and quantitative studies) about outcomes: what is the effect of education on underserved communities?

Accountable OpenClassrooms executive: David Henry, chief marketing officer.

Social Impact lever 2:
Funding choices and transparency

Background

OpenClassrooms has always given free access to many of its courses, allowing people from underserved backgrounds or remote communities to access quality online education. As a consequence, the entirety of the company's course catalogue is available for free for anyone to use; all courses are also registered under a very lax Creative Commons BY-SA license, allowing anyone to freely use them, including for commercial purposes.

However, OpenClassrooms degrees and its employment- and apprenticeship-type programs require funding. Since its inception the company has built public and private partnerships that significantly reduce the individual financial burden supported by students. In France, numerous public financing options are already available to support apprenticeships, upskilling or re-skilling. OpenClassrooms has also created a complete team in charge of providing help and advice to students looking for potential financing options. However more can be done.

The following data has been made available to the Impact Committee: it covers path students, i.e. students going through an OpenClassrooms training program.
- **a majority of paid students use their own resources to finance their training**
- **three other funding sources are represented at OpenClassrooms: employers financing training paths, public funding obtained by students themselves (Pôle emploi, regions etc), public funding obtained by OpenClassrooms for their students, through its social programs team**

Supporting data

| Overall proportion of path students benefiting from third-party funding 2019	**+42%**
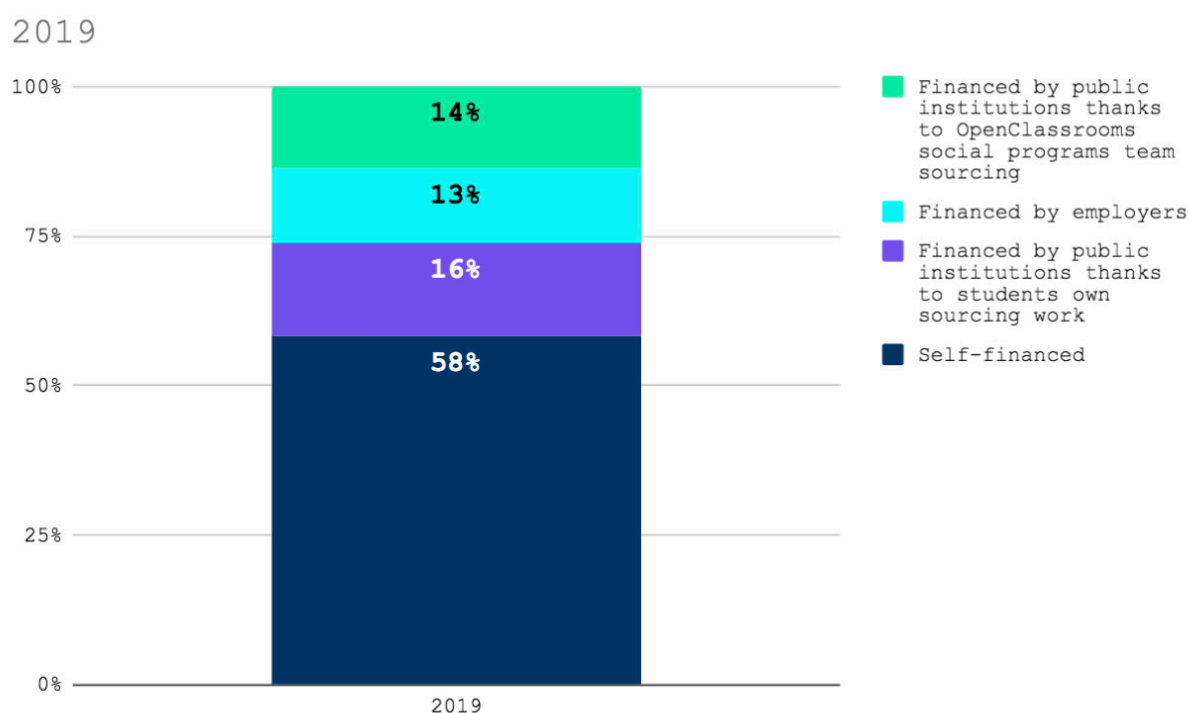
The Impact Committee recommends that OpenClassrooms further increases the number of funding options available to students in order to grow the number of underserved customers who can access the OpenClassrooms full value proposition, in France and beyond. This will require an increased focus on financing partnerships (with banks, businesses, foundations or public agencies) to offer suitable options to an increasing number of students all across the world.

The Impact Committee also recommends that financing mechanisms are explained and made transparent on the OpenClassrooms website and via its other customer support channels, making sure that all potential students understand what options are available. These options should also be transparently communicated and proactively offered to potential underserved customers.

Create opportunities for those who need it most:
Since 2019, OpenClassrooms has been working with several associations to support refugees in their professional integration by allowing them to train full time or through apprenticeships on 50 career paths to the most in demand jobs.
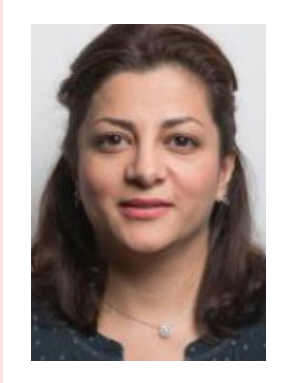
Here is the singular journey of Mojan; from chemist in Iran to Product Manager in France , Mojan spent her whole life in Iran, until she had to leave her native country with her journalist husband opposed to the regime.

She arrived in France 8 years ago and applied for political asylum. After a bachelor degree in Chemistry back in Iran, Mojan tried to find a job in France, but could only find some internships. With a 2 years old 2-year-old daughter, she had to act fast. She heard about OpenClassrooms while enrolled in a programme dedicated to women refugees "TechFugees". In parallel, she got in touch with RTE, a company specializing in energy; RTE quickly offered her the opportunity to follow the "product manager" online path with OpenClassrooms while hired as an apprentice.

Next Steps

Shared Value Rationale
The more underserved students have access to deferred cost, low cost or free education (funded by 3rd parties), the more people can access education and improve their lives, and the more OpenClassrooms can do well as it does good.

Objective

Ensure funding information and choices are clearly communicated across OpenClassrooms platforms and channels. Grow the share of funded students among premium students to 50% in France and abroad.

Proportion of funded students among paying students by Q2 2021	**60%***

*This target is based on a "business as usual" estimate. The Impact Committee could accept growth in absolute numbers as relevant as well if that proportion isn't reached by the end of the year, depending on market conditions and product evolution.

2020 recommendations and commitments

Step 1	Create a complete overview of existing funding options, available on OpenClassrooms.com, for France and beyond
Step 2	Define a plan for increasing the number of funding options including the possibility of expanding partnership types to Foundations, partnerships with aid and development organizations focused on education, poverty eradication, equality, etc, in France and beyond
Step 3	Execute key elements of the plan based on test and learn process. Include pilots to determine viability of new funding options and to understand potential levels of cannibalization, grow the proportion of funded premium students to 50%, ensuring underserved segments are strongly represented

Accountable OpenClassrooms executives: Esther MacNamara, VP social programs.

Social Impact lever 3: Strategic business partnerships

Background

Job placement is OpenClassrooms' main key performance indicator: the criterion used by the company to assess its performance isn't the number of graduations or certificates of completion, but the number of women and men whose professional situation has changed after studying on OpenClassrooms. This means that employers already play a crucial role in the OpenClassrooms impact value chain.

OpenClassrooms currently has nearly 500 corporate or institutional partners. This is already impressive performance for a company as young as OpenClassrooms; however, it is not enough to scale the number of placed students and achieve broad impact.

The Impact Committee believes that significantly growing and strengthening business partnerships is critical to be able to scale OpenClassrooms' social impact. This is a key enabler to growing the number of students who are able to improve their lives thanks to OpenClassrooms. The Impact Committee also believes that OpenClassrooms can lead the way in the "education to jobs movement". It therefore recommends that it further partners with businesses to co-creates course content and training paths based on employer needs, in order to demonstrate and quantify the quality of this kind of educational model vis-a-vis traditional diplomas.

OpenClassrooms currently has a wide range of partnerships, with offers adapted to each client:

- **"Spark"** clients get access to the full OpenClassrooms catalogue of contents, with dashboarding services allowing HR managers to track progress across their teams
- **"Boost"** clients acquire one or several competencies blocks, corresponding to one specific skill; targeted team members can either upgrade their existing skill sets of start retraining
- **"Pivot"** clients purchase full-fledged OpenClassrooms training paths for their team members, in order to allow individuals to either acquire a complete new skill set by learning a new trade, or step up by learning advanced skills in their fields of expertise
- **"Uplift"** clients gain access to cohorts of apprentices, with the full support of OpenClassrooms at each and every step of the process

In 2018, OpenClassrooms counted 256 customers; one year later, 491 corporate clients were registered by the company, all of which purchased any of the aforementioned products. Funding bodies and public employers are excluded from this count.

Supporting data
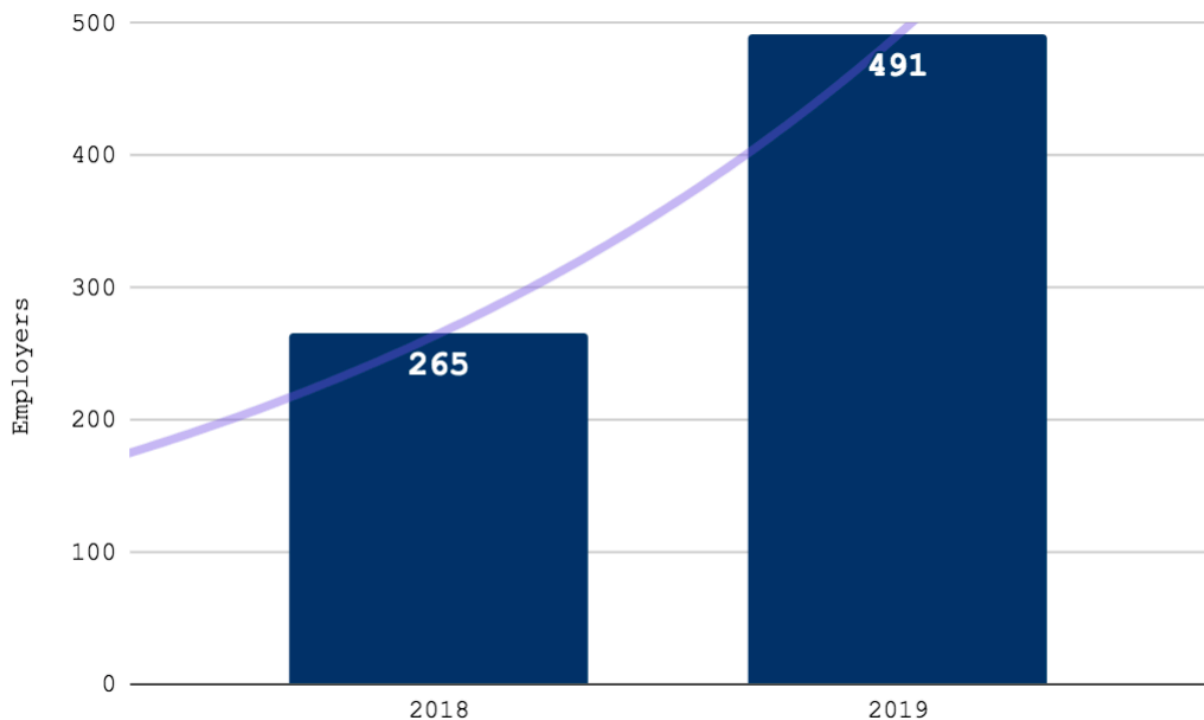
Creating a supply chain of talent: the Capgemini example.

Capgemini is a worldwide leader in information technologies, based in Paris, France. As many other companies in the field, Capgemini faced talent shortages on jobs critical to the development of its business (code and development, data). Rather than trying very hard to attract non-existent talent, Capgemini partnered with OpenClassrooms to train its own talent: OpenClassrooms sources a number of suitable candidates on behalf of Capgemini; once vetted these candidates enter an apprenticeship program whereby they follow an OpenClassrooms online training path whilst being employed as apprentices by Capgemini.

The shared benefit is adamant:

students get a job even before starting their training program

employers find a suitable solution to talent shortages by training their own experts Hundreds of students have already benefited from this "supply chain of talent" scheme created by OpenClassrooms.

Next Steps

Shared Value Rationale
The more partnerships with businesses and recognized international organizations OpenClassrooms has, the more jobs and opportunities it will be able to guarantee to its students and to its partners' employees, the greater its reputation will be and the more it will do well as it does good.

Objective

Grow by 25% the number of students trained through employer-led schemes (apprenticeships, reskilling, corporate learning etc), either by expanding existing partnerships or through new partners.

Number of students trained through employer-led schemes 2020-2021	**+25%**

2020 recommendations and commitments

Step 1	In 2018, OpenClassrooms counted 256 customers; one year later, 491 corporate clients were registered by the company, all of which purchased any of the aforementioned products. Funding bodies and public employers are excluded from this count.
Step 2	Explore scalable processes for best ensuring that employer needs are integrated into paths and strengthening education and employment synergies
Step 3	Identify, prioritize and connect with global business or institutional partners which have similar social impact objectives or customer targets
Step 4	Gather data about outcomes for students: what is the impact of employer-led education schemes on underserved communities? Target 100% job placement as a priority for funded students coming from underserved communities

Accountable OpenClassrooms executive: Attila Szekely, VP Employers.

Social Impact lever 4:
Expand global footprint

Background

There is broad consensus that access to education will be critical to achieve many of the sustainable development goals defined by the United Nations. Since online education is easier to scale than more traditional in-person education, it presents a potentially powerful solution to some of the key challenges that the world is facing, especially if the access to education is also coupled with access to jobs.

Today OpenClassrooms courses are available for free to anyone in the world who has access to mobile and internet access. As a result, OpenClassrooms already has a significant geographic footprint, with students in small or larger communities spread across 140 countries, on the five continents. French-speaking countries are well represented, reflecting the French roots of the company. For example, in French-speaking Africa 120,000 students connect to the Openclassrooms platform every month, with Morocco leading the way, followed by sub-saharan countries such as Senegal, Cameroon or the Democratic Republic of the Congo.

In 2019, there were 68 countries across the globe with more than 100 monthly active OpenClassrooms students, a 6% increase compared to the previous year. In the vast majority of cases, these students are free users, connecting to the platform to follow free courses. When it comes to premium students, subscribing to either learning products ("Spark") or going through a full reskilling program, the number of countries with more than 100 active paying students falls down quite sharply: 13 in 2018, 10 in 2019. By the end of 2019, there was at least one student subscribing to an OpenClassrooms career path in 75 countries across the world.

Supporting data

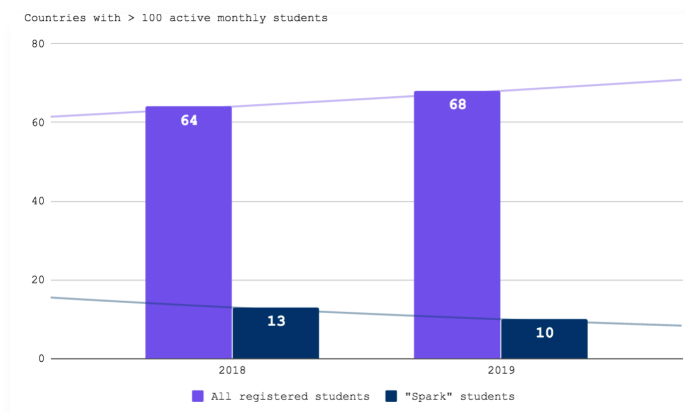|	
Number of countries with more than 100 active monthly students 2019	**68**
Number of countries with more than 100 active paying students 2019	**10**
Number of countries with at least one student subscribing to a training path 2019	**75**

Countries with > 100 active monthly students

The Impact Committee believes that geographic footprint is directly linked to impact: the more students access OpenClassrooms across the world, the broader its impact will be. Significantly growing that footprint to go beyond OpenClassrooms' area of influence so far with premium products and B2B partnerships, should therefore be a priority. This will require significant dedicated investments including marketing, sales, product development and time to achieve. However, OpenClassrooms can build on its current global reach by better understanding their global customer base, encouraging them to engage via social channels and activating word of month.

Today, OpenClassrooms only delivers diplomas accredited in France, which means that its value proposition is somewhat flawed in other countries; an interesting step the company may take to enhance its impact outside of France would be to seek accreditation or recognition of French diplomas outside of France. Not only would this reinforce the impact of the company in new geographies, it would also create new business opportunities for OpenClassrooms. Africa and more particularly French-speaking Africa would be an appropriate target for such a strategy, using for instance the Cames framework as the right introduction to these markets.

Next Steps

Shared value rationale:

The broader OpenClassrooms' geographic footprint is, the more people the company can empower with education and employment, the bigger its global social impact can be and the better its reputation will be. This is particularly true for developing countries where access to education and to jobs are critical.

Objective

Extend OpenClassrooms' geographical footprint by defining an impact driven expansion strategy and by leveraging existing international students' feedback and a global network of like-minded business and institutional partners.

Number of students from underserved communities trained outside of France	**+20%**

2020 recommendations and commitments

Step 1	Define the appropriate strategy, including product, sales & marketing evolutions required to serve more underserved students outside of France
Step 2	Build a global network of business and institutional partners with common focus on education and job creation, test hybrid and innovative solutions to effectively deliver impact in additional countries
Step 3	Grow the number of students from underserved communities outside of France, leveraging the aforementioned network
Step 4	Gather data about outcomes for students: what is the impact of education on underserved communities across different geographies? Target 100% job placement as a priority for funded students coming from underserved communities

Accountable OpenClassrooms executive: Suzana Delanghe, Chief Product Officer.

Conclusion and next steps

The Impact Committee realizes that this first report is just the beginning of an exciting and transformational journey. Nonetheless, below are a few key learnings plus a preview of what lies ahead:

The initial Impact Committee was composed of 20 members with different levels of commitments, reflecting respective schedules and engagements. This created logistical and organizational challenges. As a consequence, it was quickly agreed that the initial committee would be divided into two: a core team which would be actively engaged in all committee initiatives and responsibilities and a second advisory team focused on specific topics as they arose. This enabled the IC to be more agile and effective.

The need for data was critical to understand OpenClassrooms' status quo, to define recommendations and to establish measurement plans. However, since OpenClassrooms is a young company that has grown very rapidly, the available data was not perfect, and in some cases it didn't exist. Therefore the Impact Committee had to take a pragmatic approach and this report is based on the qualitative and quantitative data that was available, on discussions with multiple stakeholders and on the analysis of the broader OpenClassrooms ecosystem. The resulting recommendations are anchored in social impact intentions and in shared value priorities. The Impact Committee will now partner with OpenClassrooms to execute on its recommendations but also to operationalize the data required to measure and track progress.

The process of bringing the Impact Committee's mission to life and of understanding OpenClassrooms opportunities and challenges was very interesting and fulfilling. Yet, since there was a lot at stake, it was also intense and required significant time commitments from its key members. Therefore, joining an Impact Committee is not a responsibility that should be agreed to lightly and future members should be informed of this.

This report represents a North Star and is expected to strengthen OpenClassrooms' employee engagement and company culture. Its content, including the ultimate social impact objective and the four key levers should therefore be thoroughly explained and discussed with all OpenClassrooms' employees. Furthermore, employees should be empowered to build on, own and contribute to these recommendations. It will also be essential to find dynamic and holistic ways to communicate progress to employees: this should drive momentum and ensure that shared value is fully integrated in OpenClassrooms day-to-day activities.

More regular and systemic interactions and exchanges are needed between the OpenClassrooms leadership team, the Board and the Impact Committee, ideally starting in early June 2020. This will ensure full strategic and operational alignment across all parties. Furthermore, it will enable OpenClassrooms to become social impact trailblazers, setting a benchmark and creating a united leadership model for other Impact Committees likely to emerge in businesses across France and beyond.

Nunc progredimur.