MAKE EDUCATION ACCESS -IBLE

2021

MISSION REPORT

OPENCLASSROOMS

FOREWORD

Welcome to the second edition of the OpenClassrooms Mission Report.

Back in 2018, when we first decided to include our mission to make education accessible in the company's bylaws, we didn't really know where this journey would take us; a few years later, I can attest that what started as a formal change has become truly transformative for OpenClassrooms.

Under our Mission Committee's guidance, we developed intentional strategies to offer educational opportunities to more than 4,000 individuals from underserved communities; we improved our data collection capabilities to better track these individuals and provide them with the support they need; we thoroughly overhauled our funding mechanisms to make education affordable as much as accessible.

But this is only the beginning of our impact journey: Mathieu Nebra, the co-founder of OpenClassrooms and Chief Innovation Officer, is working on a groundbreaking initiative to gather reliable data about student outcomes; on top of that, in February 21, OpenClassrooms got certified as a B Corporation, providing us with an exhaustive roadmap to go even further and create a fully responsible, a fully accountable company — i.e. a company fit for the 21st century.

I wish to thank all those who have contributed to this report: the members of the committee obviously, but also all our partners, mentors, job coaches, the OpenClassrooms people, and all the students who honour us with their trust; all together, let's make education accessible.

Pierre Dubuc
Co-founder and CEO

THE OPENCLASSROOMS IMPACT JOURNEY

Mathieu Nebra, Co-founder and Chief Innovation Officer

We started what would eventually become OpenClassrooms back in 1999 with a very simple idea: help close friends learn coding.

Over the next twenty-two years, we went through a substantial number of iterations in search of the right business model, launching along the way the largest coding community on the French-speaking web. But one obsession remained, from my first HTML5 course to Le Site du Zéro and now Open-Classrooms: help people acquire new skills, **promote accessible and affordable education to improve people's professional lives.**

Twenty years ago, the reach of my first course was very limited; I still remember the first questions people asked me about that course (and I apologize for any mistake they may have done because of it).

In 2021, individuals from 140 countries use OpenClassrooms, with an average of 355,000 people registering every month to follow courses.

What started as a very small circle has become a vast and global community; and our initial obsession — to help people learn — has transformed into something much more thorough and demanding: **impact**.

Articulating the mere existence of OpenClassrooms around impact means several things: to start with, **we're a mission-driven company with a mission committee, publishing the mission report you're currently reading**. But more importantly, our main success criteria is exogenous: for us, success is measured through the number of people we have empowered to find a new job or improve their career *after* their interactions with OpenClassrooms.
And because we are a mission-driven company, because impact has always been at the heart of everything we do at OpenClassrooms, we see it as our responsibility to be as transparent and candid as possible on the matter.

There is still a lot of work to be done, a lot of data to gather to get to full transparency; taking a systematic approach to impact means rethinking a number of processes and sometimes reviewing the way we envisage and collect data.

Here are the key steps of OpenClassrooms's journey on which we wish to shed as much light as possible in order to provide a clear and thorough assessment of our impact:

THE PATH TO GET FULL TRANSPARENCY

Before   During   After

Focus on five categories

This is the piece of work requested by the Mission Committee, whose first conclusions are available in this Mission Report. Our objective here is to focus on where our students come from, with a specific focus on five underserved categories of individuals in dire need of accessible education. We've made good progress in our data collection effort but there's still room for improvement.

Facilitate learning

Education is a process, and a long and complex one. At OpenClassrooms, we have put in place an exhaustive support system to prevent churn and facilitate learning: the efficiency of each and every part of that apparatus must be assessed. Our first research paper, considering how admission processes impact outcomes, is a first step in the full transparency process with more to come.

Gather students' outcomes

This is the most complex part of the whole journey and also the most controversial. Gathering student outcomes requires method and also some radical candor, and this is why we are considering joining the Council on Integrity in Results Reporting (CIRR), a vast effort to set outcomes standards and "allow straightforward comparisons".

I sincerely hope you will enjoy reading this second Mission Report, yet another milestone in our impact journey, and another step forward in the completion of our mission.

PROGRESS AND INTENTIONALITY: THE OPENCLASSROOMS MISSION

The mission of OpenClassrooms, as written into its bylaws, is to **"make education accessible"**; more specifically, the company dedicates its efforts to *professional* education, i.e. education leading to a job or a career move.

As for most schools and educational institutions, the main success criterion isn't related to OpenClassrooms's activity in itself (number of diplomas or certificates obtained by students) but to the outcomes of that educational activity: did individuals benefit from a positive shift in their career thanks to OpenClassrooms? Did they find a job, or started an apprenticeship, or launched their own business?

Those positive career shifts are what OpenClassrooms considers as its *impact*: professional progress enabled by the company's educational corpus in any form. To consolidate its impact **OpenClassrooms only takes into consideration individuals who voluntarily acknowledge the company's effect on their career, either by signing an apprenticeship contract or by willingly answering a survey;** there is no *by default* impact at OpenClassrooms.

OpenClassrooms is essentially a school, allowing people to acquire knowledge, master skills and competencies; and an online school, which means that all knowledge and competencies are permanently available to anyone with an internet connexion. On top of this, the company has also developed a pedagogical approach based on progressivity, particularly adapted to online learning.

The OpenClassrooms pedagogical corpus is designed to correspond with the current needs of the job market: the company provides those pieces of knowledge and competencies that individuals need to progress in their careers.

That particular focus is built upon two crucially important acknowledgements:

1. The world population is growing; whilst, in theory, access to education has never been so easy and widespread, in reality, **for a vast proportion of the world's population, acquiring knowledge and competencies is still very challenging.**

2. At the same time, **technological developments are causing significant disruptions in the labour market,** with vast numbers of individuals at risk of losing their jobs or of being left behind with insufficient or obsolete sets of skills.

Combining these two factors leads to a third acknowledgement, which is the root of OpenClassrooms's existence and mission:

Education is a critical solution to prevent increasingly widening inequalities.

OpenClassrooms is fundamentally an engine to reduce inequalities and promote equal opportunities, wherever the company operates and for the benefit of everyone.

The company recognizes the paramount importance of partnerships and collaborative work: teaming up with businesses, public authorities and non-governmental organizations to increase impact and fight inequalities is therefore a priority for OpenClassrooms.

The company also recognizes the fact that, by placing the quest for equal opportunities at the heart of its existence, we define what we think is good, and we will articulate our activities and business in line with that definition. As a consequence, OpenClassrooms goes beyond the traditional model whereby businesses focus primarily on economic performance and growth with limited consideration for broader issues; **OpenClassrooms is very consciously and intentionally taking a position with regards to access to education, and is seeking to build a model equally combining human progress and performance.**

GLOBAL IMPACT: MACRO FACTS & FIGURES FOR 2020

4,373
students placed
in the workforce

355,000
registered users on
the platform every month

What do we mean by job placement?

Every time an individual credits OpenClassrooms with a positive shift in their careers, we record it as *job placement*. We don't define the shift: it can be a new job, an apprenticeship contract, but also a promotion or the creation of a business. However, we only record deliberate moves: people have to either sign a contract (for apprentices) or acknowledge the change through a survey to be counted as job placement.

This has two consequences: that figure is honest, since we don't extrapolate results; but that figure is also grossly underestimated. Results are gathered via email, with a relatively small number of platform users actually responding to surveys.

In total, OpenClassrooms's platform receives around two million unique visitors every month. However, that figure is too vague to be significant: the same individuals using different browsers are counted twice, people hitting the platform by mistake or coincidence are counted without nuance, etc. OpenClassrooms has therefore decided to use another metric to assess the learner traffic on its platform, i.e. the number of people registered on OpenClassrooms.com and logging in to follow a course in any form.

783,873
certificates granted in 2020

A grand total of 783,873 certificates were awarded in 2020. That figure represents a 125% increase compared to 2019 and provides an accurate indication of the impact OpenClassrooms has on its community of learners.

16%
women among free users
(versus 21% in 2018 and 18% in 2019)
A steady decline in the proportion of women using the platform, which will be addressed proactively by the company.

Objectif IA, an introduction to Artificial Intelligence. OpenClassrooms partnered with French think tank Institut Montaigne to create an introductory course on Artificial Intelligence, with the aim of training at least 1% of the French population. More than 150,000 individuals have already taken the course.


244,000
courses started every month

On average, 244,000 courses were started every month by OpenClassrooms's free users, versus an average of 188,000 courses started every month in 2019. The spike in March-April 2020 occurred during the first (and particularly strict) lockdown period in France; a second lockdown occurred in November 2020, triggering yet another spike.

Year 2019   ■ Year 2020
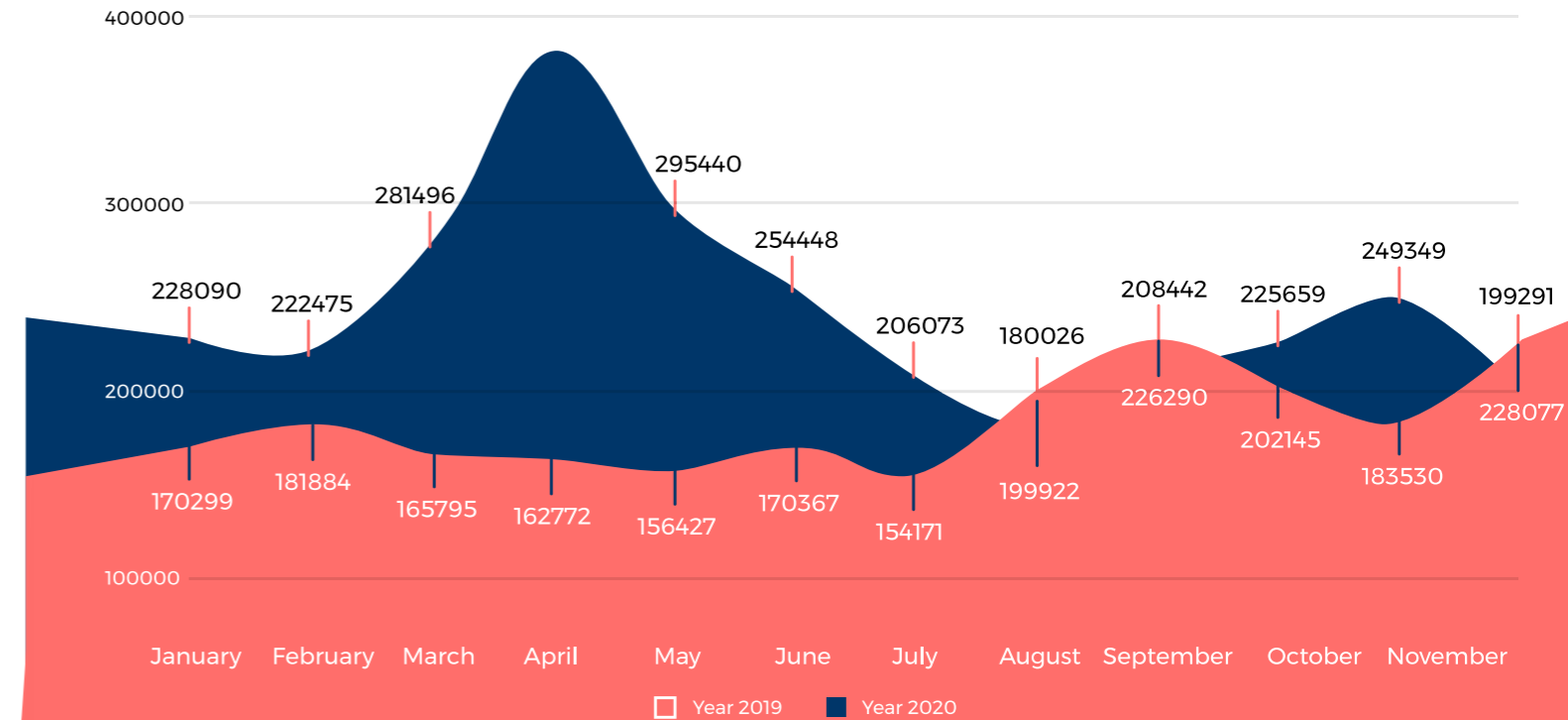
Number of courses taken by topic, 2020

49%
Web development
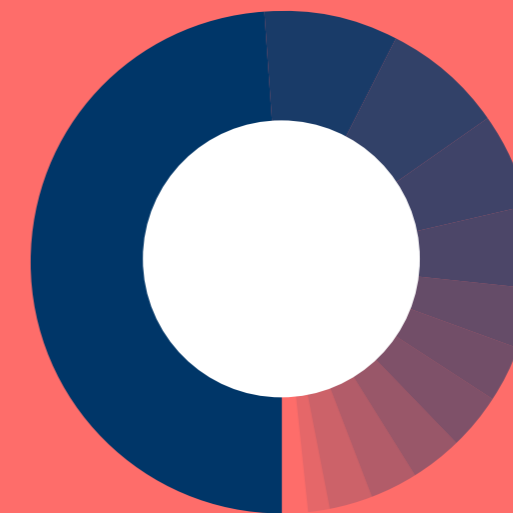
8.7%
IT and networks

7.6%
Data

6.1%
Marketing & communication

5.5%
Soft skills

3.8%
Project management

3.7%
Design

3.6%
Other

3.3%
HR & management

3.0%
Business

2.7%
Productivity

1.5%
Instructional design

1.5%
Job search

MISSION REPORT

FOREWORD

Maureen Sigliano
President of OpenClassrooms's Impact Committee

The last twelve months have been extraordinary. The world is a very different place from when we first started the OpenClassrooms Mission journey and when the Mission Committee first communicated its initial set of recommendations in 2020.

The unprecedented and eye-opening events that marked 2021 — from devastating natural disasters, to the brutal death of George Floyd, to the way democratic institutions and election processes were undermined, to the COVID pandemic that brought the world to its knees — all resulted in new uncertainty but also created a fertile ground for driving paradigm shifts and for accelerating the creation of a better future. They also created a silver lining for OpenClassrooms's mission, make education accessible.
Global demand for online education has grown tremendously across all sectors. E-learning has been further legitimized and is becoming the new normal. In a world where millions have lost their jobs — or are los-

ing their jobs—, digital upskilling and reskilling programs are now of paramount importance. Therefore, both the demand for OpenClassrooms's solutions and its opportunities to intentionally serve the underserved have grown significantly.

The company has made significant progress on all of the objectives that were set out by the Mission Committee in early 2020. **More importantly, the company has demonstrated a true commitment in tackling the challenges set by the Committee, developing the decisive strategies needed to address complex but potentially transformational issues.** Understandably, not everything has been perfect or always as expected, but **the Mission Committee is very pleased with how OpenClassrooms is now intentionally serving underserved communities and putting its mission at the centre of its strategy every step of the way.**

What's next? The Mission Committee's recommendation is to build on the impressive results achieved in 2020 while fully leveraging the key learnings — and realizations —that have been gleaned along the way. In a nutshell, the Committee recommends that OpenClassrooms continue focusing on intentionally giving access to the worlds' underserved by leveraging four key strategic levers, but that it does so through a broader, more holistic lens (see details later in this report).

OpenClassrooms has built robust social impact foundations and demonstrated its ability to drive beautiful paradigm shifts. The Mission Committee and I look forward to continuing this incredible journey of scaling impact, enabling opportunities and transforming lives.

THE MISSION COMMITTEE: STRUCTURE

In May 2018, OpenClassrooms modified its articles 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.

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

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

1. The Mission Committee is created to assess and measure the impact of OpenClassrooms's activities on its stakeholders, according to a set of impact criteria defined by the Committee itself. It does so independently from the company management, its investors or any other stakeholder: the Mission Commitee is designed to be autonomous.

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

Members

OpenClassrooms was very intentional about the people it chose to participate in its Mission Committee since it wanted to ensure holistic and progressive perspectives. Furthermore:
- all OpenClassrooms's 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's first Mission Committee, with Olivier Fleurot as the Vice-President.

Core team

Maureen Sigliano (President)
Olivier Fleurot (Vice-President)
Gael Lehchibi (Student)
Fouziya Koudane & **Philippe Billard** (Mentors)
Christine Ravat-Farenc (Teacher)
Gustavo Imhof (Career Coach)
Pierre-Olivier Barennes (Investor)
Marine Plossu & **Colin Meldrum** (OpenClassrooms Employees)
Paul Marca (Academic Partners, Stanford University)

Advisory team

Laurence Metzke (Corporate Partners, Capgemini Invent)
Jean-Philippe Courtois (Corporate Partners, Microsoft)
Bertrand Martinot (Siaci Saint-Honoré, Public Bodies Partners)

THE SOCIAL IMPACT GUIDELINES IN A NUTSHELL

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

The Committee is convinced that underserved customers can access and complete OpenClassrooms's educational products and that they are empowered to improve their lives. Therefore it will need to dedicate resources, create and execute consistent strategies in order to achieve this objective. Delivering transformational positive impact to underserved communities should not be done 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 core business; instead serving underserved communities needs to be at the heart of the OpenClassrooms business model.

Shared value Rationale

The Mission 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.

ONE YEAR OF IMPACT: RESULTS

The 2020 Impact Report identified five underserved student categories as priorities for OpenClassrooms; enhancing access to education for these five categories was to be one of the company's priorities for the year. As a reminder, these five categories were the following:

1. Unemployed or under-employed individuals
2. Individuals with no diplomas or low qualifications
3. Individuals living in underprivileged areas
4. Individuals with disabilities
5. Refugees

The overall target was to increase by 20% the number of underserved individuals benefiting from a OpenClassrooms training program, with four levers mobilized to achieve that increase:

1. Raise awareness among underserved populations
2. Make funding options more accessible and increase the proportion of funded students
3. Increase the number of corporate partnerships to offer enhanced job prospects to students
4. Develop the international footprint and impact of OpenClassrooms

Overall, OpenClassrooms has reached the majority of the targets defined by the Mission Committee in 2020.

UNDERSERVED CATEGORIES		Total	Job seekers	Low or no qualifications	Underserved areas	With disabilities	Refugees
Free users		300-400K	NA*				
Degree students	Self-paid		NA*				
	Financed	2,861	991**			Among which 32	0
	SP financed	3,232	3,232***	Among which 787	Among which 182	Among which 286	0
	Employer financed	850	276****			22	3
	TOTAL		**4,499**	**787**	**182**	**340**	**3**
	GRAND TOTAL excluding overlaps: 4,524****						

LEVERS

The OpenClassrooms Mission Committee identified four strategic levers that would allow broader access to education. For each of these levers, the company was to develop intentional strategies to reach an objective set for the year.

OpenClassrooms embraced this guidance and implemented significant actions for each of the levers, also putting in place plans to measure progress. However, for some of the levers, no initial reference data points were available, which means that, for the first year, progress can only be measured in absolute terms.

Lever	Objective	Data availability	Results
Increase awareness	**+20%** awareness	Partial	No point of reference to measure against New inclusive OpenClassrooms Brand campaign launched. **+170 000** emails sent to job seekers
Third-party funding options	**60%** funded students	Full	**70%** of funded students in December
Corporate partnership	**+25%** of students funded through corporate partnerships	Partial (apprenticeships: second half of 2020 available only, full year results will be available in 2021)	**+230%** of funded students (apprenticeships only) **+125%** of corporate partners
International footprint	**+20%** outside of France	Substantial	No "underserved categories" point of reference to measure against **20%** of all international subscribing students can be considered as "underemployed"

* On average in 2020, 12% of respondents to a questionnaire integrated in the registration process for free users ticked "Land a first job" as the main reason for registering to OpenClassrooms. Other reasons to register: boost career (30%), change career path (18%), learn for fun (29%), train colleagues (7%), other (5%).
** Covers all students benefiting from any kind of public funding option available to job seekers (CPF with Pôle emploi top up, AIF etc) as well as individuals in training following a PSE.
*** Covers all students admitted by OpenClassrooms to participate in one of the educational programs financed by public authorities.
**** Covers apprentices recorded as job seekers prior to their training with OpenClassrooms from June 2020 onwards and students enrolled in an employer-funded scheme outside of France (165).
*****Covers Financed students, Social-program financed students, Employer-financed students; the latter and more precisely apprentices is the only surveyed group where categories don't overlap (students are either job seekers, or refugees, or carrying a handicap and not jobseekers with no or low qualifications for instance).

THE NEXT STAGE

2021: LEVERAGING LEARNINGS TO GO TO THE NEXT LEVEL

Building on all the progress and the learnings throughout 2020, the OpenClassrooms Mission Committee has established the following recommendations for the 12 months that lie ahead:

The Mission Committee believes that the ultimate objective of intentionally serving underserved students is absolutely the right way to go. It is a true shared value opportunity. However, the Mission Committee recommends that, moving forward, 'underserved segments' be defined more holistically. It recommends expanding the scope of this ultimate objective:

1. To all students regardless of whether they consume OpenClassrooms's paying or free educational content

2. To ethnic minorities despite the fact that collecting data related to this is difficult in France

3. To expand its intention of inclusion to OpenClassrooms's mentor community

In 2020, OpenClassrooms served around 300,000 to 400,000 free users every month; therefore it seems shortsighted to only focus social impact initiatives & objectives on paying students. There is significant evidence that points to the fact that OpenClassrooms drives a variety of positive outcomes via its free courses including OpenClassrooms's social media discussions and feedback

as well as numerous promising individual stories. Therefore, the Mission Committee urges OpenClassrooms to better understand the social impact it is having on its free students to then design more intentional customer journeys that could help them to further transform their lives and access better opportunities. Key questions that OpenClassrooms should strive to answer include: How many free students fit in target underserved categories? Which countries do they live in? What are their objectives or reasons for taking free courses? Which courses do they take? Are they satisfied? Does OpenClassrooms help them transform their lives? What are the outcomes?

Initiatives aimed at driving inclusion and diversity are gaining momentum; mainly because of the obvious ethical and social justice reasons, but also because it is becoming clear that diversity of perspectives can ignite much needed innovation. The Mission Committee believes that OpenClassrooms needs to lead the way in frontally addressing the need for intentional inclusion of minorities and it recommends that OpenClassrooms include racial 'minorities' in the underserved customer segments that it needs to intentionally strive to serve.

It is important to note that this was not done in the initial Mission Report due to different data privacy law regimes from one country to the other. However, considering how important this actually is, the Committee recommends that the intent of inclusion & diversity be clearly integrated in OpenClassrooms's social impact initiatives even if data may not be available. It recommends that OpenClassrooms look for ways of quantifying progress in this area, using alternative data points if necessary, and it is confident that OpenClassrooms will be able to demonstrate leadership in this area too.

The Mission Committee believes that OpenClassrooms should intentionally recruit and retain mentors that represent underserved segments. By doing this, OpenClassrooms will both expand its reach and scope of impact but it will also enable underserved students to have role models. As a result, the Mission Committee recommends that OpenClassrooms include diversity and underserved perspectives as it recruits mentors. This will require a better understanding of the mentor ecosystem and their direct and indirect impact on underserved student outcomes.

THE FOUR STRATEGIC LEVERS

Here too the Mission Committee advises that the four levers recommended in 2020 remain the critical ones to intentionally scale social impact. However, once again, a broader approach is recommended for 2021.

1. From brand awareness to thought leadership:

As OpenClassrooms's business success grows the importance of 'walking the talk' on social mission and impact is magnified. The more successful OpenClassrooms is from a business perspective, the higher the expectations on the social impact side will be. This may also mean that it would be subjected to more scrutiny.

OpenClassrooms's proven ability to deliver shared value represents an important aspirational success and a broader ability to influence. OpenClassrooms therefore has an increased responsibility to break the preconceived ideas (which are particularly established in France) that revenue and impact don't naturally go hand-in-hand.

The Mission Committee therefore recommends that OpenClassrooms proactively advocate for new hybrid economic models that can do both (including that of Entreprise à Mission) and that it continue to change perceptions on what quality education entails in a digitally interconnected world. This is especially true now during the global pandemic when public and private investments need to sweat to deliver value in new ways.

The OpenClassrooms leadership is already impressively active on this front. **Therefore, the recommendation is about broadening and amplifying the current initiatives by further formalizing them and democratizing them. It would also be very important to more formally quantify and recognize these critical efforts.**

2. Expanding student funding options remains a priority:

The Mission Committee simply encourages OpenClassrooms to continue growing the financing options that it makes available to its students, and and to strive to communicate the available options transparently and proactively.

However it's also important to note that, ultimately, the majority of OpenClassrooms students consume and benefit from free content: **it is important to better understand who these students are and how accessing OpenClassrooms's free content changes their lives.** Because the Mission Committee's hypothesis is that OpenClassrooms's social impact reaches well beyond just its paying students, it believes that OpenClassrooms may be helping transform many more lives than what is being reported.

3. Business partnerships, still a priority as well:

The Mission Committee believes that the current OpenClassrooms model for establishing holistic yet modular relationships with Business partners is working very well and encourages OpenClassrooms to continue its current path.

4. Geographic partnerships:

Here too the Mission Committee recommends that OpenClassrooms look and report on its geographic scope more broadly; it believes that OpenClassrooms needs to look beyond the countries where it has paid programs. The Mission Committee's hypothesis is that OpenClassrooms's impact is absolutely not limited to where it currently has paid programs and/or business partnerships. Therefore by better understanding the geographic distribution of its free students and their needs, OpenClassrooms may identify new trends and opportunities to do well as it does good.

One additional consideration for 2021: digitalization of core and strategic processes

The Mission Committee recognizes that it will be key for OpenClassrooms to accelerate capacity building as it scales. As a result, machine learning and AI will become increasingly central to OpenClassrooms's operating model. Machine learning and AI will likely be integrated into critical decisioning along OpenClassrooms's full student funnel, from marketing targeting, to admissions, to learning path recommendations, to funding option matching, etc.

This will increase efficiency but it will potentially raise ethical challenges. The Committee therefore recommends that OpenClassrooms be proactive about addressing these fundamental operational changes since they will directly influence its social impact. OpenClassrooms will need to be forward-thinking to ensure that decisioning remains objective, inclusive and scalable as the future nears.

CONCLUSION

2020 was a transformative year for OpenClassrooms, in spite of one of the worst global pandemics ever. **The company confirmed the pillars of its business model, grew its student numbers exponentially, and significantly expanded its positive social impact.**

Based on the foundational improvements in data collection and these social impact recommendations which the Mission Committee believes are anchored in common sense, OpenClassrooms is poised to ignite, follow, and drive the progress of all its students throughout their "career improvement journeys".

What lies ahead in 2021 remains unknown, but the OpenClassrooms Mission Committee strongly believes that the world needs Openclassrooms. Its business model, its mission, its leadership team and the quality and relevance of its content can truly contribute to reinventing a better future.

NOTE ON DATA AVAILABILITY & DEFINITIONS

Over the past year and after the publication of its first Impact Report, OpenClassrooms has substantially improved its data collection and analysis capabilities.

The company is still building up its processes and systems, but is nevertheless better placed now than one year ago to provide accurate and precise data about its student communities, in connexion with the objectives set by the Mission Committee but also more broadly.

However, the available data stack is also fragmented, with robust and detailed information available for certain categories of students while other remain relatively unknown; the latter for two main reasons:

For several student categories, eligibility to public or private funding is granted by the status of students (job seeker, individual carrying a handicap etc), which provides OpenClassrooms with accurate and in-depth information on these categories. That information isn't gathered by default for all student categories, and remains in some cases only declarative.

On top of this, OpenClassrooms's progressive improvements in its data collection capabilities also explains why some data is available for only a period of time; **the implementation of a new student enrollment system for instance yields reliable information - but only once it is implemented.**

On top of this, strategic orientations and decisions taken by OpenClassrooms in 2020 have also had deep — and sometimes unintended — consequences on the company's ability to measure and assess its impact.

Until 2019, the OpenClassrooms product portfolio entailed a subscription product called Premium Solo: for a small monthly fee, Premium Solo granted unlimited access to all OpenClassrooms courses and certificates. In line with its mission, the company had tied up a very large number of partnerships with employment centres in Europe and Africa, whereby free subscriptions to Premium Solo were offered for free to job seekers. These partnerships allowed OpenClassrooms to harvest significant data about the job seekers population on its platform: how many registered, how many courses were taken, and eventually how many certificates were obtained.

In late 2019, OpenClassrooms decided to discontinue its Premium Solo product, for one simple yet unquestionable reason:

All courses were to be free and usable to anyone without any kind of fee, in strict observance of OpenClassrooms's mission to make education accessible.

As a result though, a very reliable and robust source of data about the company's impact simply disappeared, which will in turn prevent updates on certain categories and figures included in the previous Mission Report.

Student categories: definitions

OpenClassrooms offers 100% online educational contents and programs to a large number of students, in French and English; if courses and educational patterns are similar from one student to the other, the conditions under which each student is registered with the company differ considerably, in particular in terms of funding. All students fall into one of the following categories:

1. Free users: individuals registered on the platform and following free courses.

2. Self-paid: individuals subscribing to an educational program ("path") and funding this program without support.

3. Financed: individuals subscribing to an educational program ("path") and benefiting from third party funding, public or private.

4. Social Programs (SP) financed: individuals recruited to participate into a large educational program financed by public authorities.

5. Employers financed: individuals benefiting from an educational program financed by their employer, including apprenticeships.

Available data on the respective statuses of students in these different categories differ substantially, in terms of quality and quantity.

Category	Available impact data	Source
Free users	Limited (reason to take a course)	Declarative
Self-paid	None	/
Financed	Substantial	Funding source
SP financed	Substantial	Funding source
Employer financed	Partially substantial (apprenticeships)	Declarative

Underserved and underrepresented

The Mission Committee asked OpenClassrooms to dedicate intentional recruitment strategies to underserved categories, defined as such: *Individuals excluded from the traditional educational system, or whose access to education is complex and cumbersome. Reason for exclusion or complex access can be work status, geographical origin, lack of basic education, etc.*

OpenClassrooms distinguishes between underserved individuals and underrepresented individuals, ie people with access to education but who struggle to gain access to certain industries or levels of responsibilities. The fact that this report is articulated around underserved individuals doesn't mean that OpenClassrooms isn't intentional towards underrepresented individuals as well.

UNDERSERVED CATEGORIES

JOB SEEKERS

In 2020, the OpenClassrooms Mission Committee asked the company to pay specific attention to job seekers; in the committee members' minds, if there's one population in dire need of education it is those who, for one reason or another, are looking for another career opportunity.

The target set at that time was to increase by 20% the number of job seekers subscribing to an OpenClassrooms professional training program; the company had provided a declarative starting point, i.e. the number of free users and paying students who had responded to an online survey and registered as job seekers in 2019. That figure was suspiciously high (42% of free users, 57% of paying students) and was at odds with other, more substantial indicators such as funding patterns; on top of this, a substantial proportion of the "paying students" taken into consideration for the 2019 figure were subscribing to the Premium Solo product discontinued in late 2019.

Financed students

Another — and more substantial — reference point should be used to properly assess OpenClassrooms's impact: **the company has been tracking in 2019 and 2020 the number of students benefiting from third-party funding to follow an OpenClassrooms training program;** these students are registered as "Financed Students" in the nomenclature outlined above and benefit from a complete training program entirely financed by public authorities.

In the vast majority of cases throughout 2019, the funding for this category of students was provided by the French employment agency Pôle emploi, through a number of aid mechanisms available to job seekers in France. The situation changed in 2020, with the introduction of a self-financing mechanism called CPF (Compte Personnel de Formation); OpenClassrooms tracks the number of students using CPF for training purposes, as opposed to job seekers receiving funding from Pôle emploi.

In 2019 there were on average 678 financed students per month; that monthly average has grown to 1,054 (+55%) in 2020.

Out of these financed students, at least 991 were job seekers and benefited from one form or another of public funding dedicated to unemployed individuals. The overwhelming majority of these programs started in 2020 and weren't finished by the end of that year; completion rates and job placement figures will be included in the 2021 Mission Report.
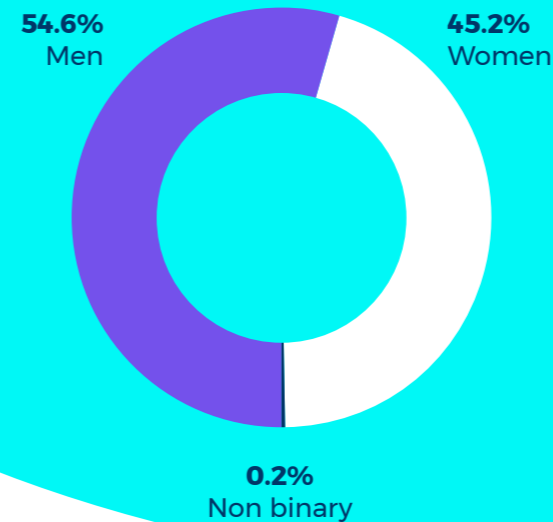
Social programs

On top of financed students, OpenClassrooms also trains cohorts of students through large-scale reskilling plans funded by public authorities. As opposed to financed students who subscribe to an OpenClassrooms training program on their own and solicit public funding with the support of the company, in the case of Social Programs, public authorities buy training programs in bulk, before sourcing and steering students towards OpenClassrooms; these programs are totally free for students.

In March 2020, OpenClassrooms won a call for tenders by Pôle emploi.

OpenClassrooms signed a partnership agreement with the French public employment agency Pôle emploi; as a consequence, the company became one of the agency's official training providers. In 2020 a grand total of 3,232 students were admitted to an OpenClassrooms path through this scheme.

Gender repartition,
job seekers admitted to a Social Program powered by OpenClassrooms:

54.6% Men

45.2% Women

0.2% Non binary

Age repartition,
job seekers admitted to a Social Program powered by OpenClassrooms:

1.2% < 20

0.5% > 70

10.0% 50 - 70

35.7% 30 - 40

19.4% 40 - 50

33.2% 20 - 30
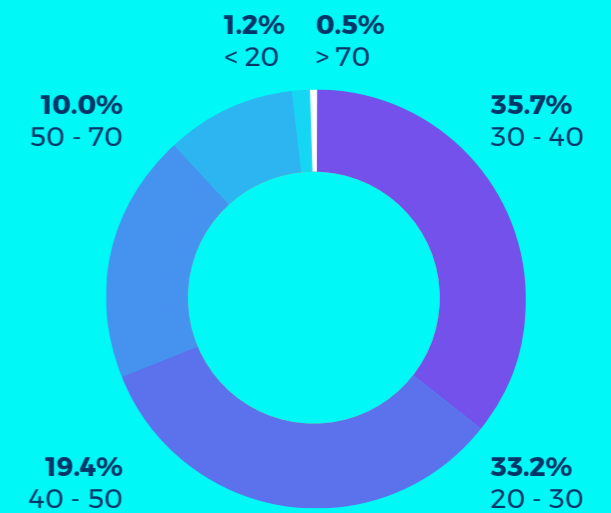
Others

In addition to this, 111 apprentices hired during the second half of 2020 were job seekers before starting their apprenticeship.

Total

Between financed students, students admitted to a social program scheme and apprentices, a grand total **of 4,334 job seekers followed an OpenClassrooms training path in 2020**; since there were no Social Programs prior to 2019, 74% of that is net creation. By the last months of 2020 more than **70% of all OpenClassrooms students benefited from third-party funding**, with job seekers falling into the two aforementioned categories representing a large proportion of these funded students.

All these training programs started in 2020, with the bulk of it after March of the same year: since OpenClassrooms training programs last between eight and twelve months, results are not yet available on completion or job placement. The 2021 Mission Report, though, will provide a complete and longitudinal study of results achieved by job seekers during their training and after their graduation.

STUDENTS WITH LOW OR NO QUALIFICATIONS

The Mission Committee designated people with low or no qualifications as a priority target for OpenClassrooms.

The company's mission is the main reason why data collection is quite challenging when it comes to qualification levels: a number of OpenClassrooms training paths, notably the most popular ones, are accessible to anyone without any particular prerequisite. Thanks to its ongoing partnership with Pôle emploi in France, OpenClassrooms has gathered some data on qualification level though; job seekers registered with the French employment agency have to provide Pôle emploi with clear indications of their level of study. The following results are therefore available, on a sample of 3,232 students admitted to a Pôle emploi funded program:
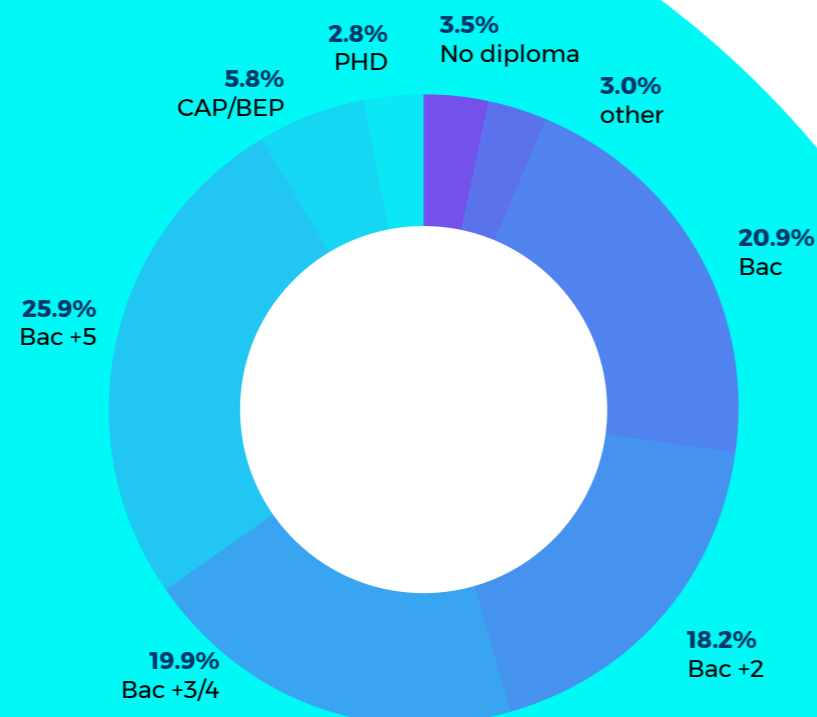
1 Overall, 787 students had either a high school diploma (baccalauréat or EQF level 4) or no diploma at all, 24% of the sample.

2 Individuals with a professional diploma (CAP or BEP) are not considered as with low or no qualifications.

3 If the focus of the Mission Report is on individuals with no or low qualifications, the largest group of individuals on an OpenClassrooms path have at least a bachelor's degree (1,478 students, 45% of the sample).

According to official French figures, during the first four years after dropping out of school, 47% of active people with no diploma are unemployed; that proportion falls down after four years, but remains significant with nearly 30% of the active population without a diploma still registered as job seekers; according to Pôle emploi, a large proportion of these job seekers do not have knowledge or understanding of basic computer usage, which in turn makes it even harder to use online tools and find a job.

OpenClassrooms has developed *Passeport Numérique*, an introductory path for people with limited command of the Internet and online tools; the company will double down on the promotion of that course to fight illectronism.

Level of qualification
Job seekers admitted to a Social Program powered by OpenClassrooms:

- **3.5%** No diploma
- **3.0%** other
- **20.9%** Bac
- **18.2%** Bac +2
- **19.9%** Bac +3/4
- **25.9%** Bac +5
- **5.8%** CAP/BEP
- **2.8%** PHD

UNDERSERVED AREAS

The definition of underserved areas is quite simple in France: urban areas in need of economic and social revitalization qualify as *Quartiers Prioritaires de la Ville (QPV);* these neighborhoods often combine high levels of unemployment and insufficient infrastructure — the place where making education accessible truly makes a difference.

Reliable data is available for a fraction of the total student population only: addresses aren't systematically collected by Open-Classrooms and tend to change quite regularly. On top of this, French QPVs are strictly defined, with boundaries between priority areas and non-priority areas changing from one number to the other on the same street.

Overall, on a sample of 2,016 students admitted to a training program funded by Pôle emploi, 182 were inhabitants of a *Quartier Prioritaire de la Ville*, 9% of the total.

PEOPLE WITH DISABILITIES

Offering training opportunities as well as optimized training conditions to people with disabilities has always been a priority for OpenClassrooms.

The company strives to design and operate a platform as accessible and inclusive as possible, following the highest standards: visual impairments are taken into consideration at every step of the learning process for instance, subtitles are systematically available, etc.

OpenClassrooms has also developed intentional strategies to recruit and train people with a disability, in alignment with the Mission Commitee's requirements. Substantial data coming from a number of sources is available here, either because job seekers are required to declare their status upon registration, or because disabilities give rights to specific aids and support schemes.

According to the available data, 340 students with disabilities have subscribed to an Open-Classrooms training program in 2020:

The majority (286) are trained through a Social Program scheme funded by Pôle emploi.

22 are apprentices, with their training funded by companies through a levy.

32 are funded by a specific scheme available for people with disabilities.

OpenClassrooms doesn't have any data on people with disabilities connecting to the OpenClassrooms platform as free users; so far, the company doesn't collect that data for self-paying students either, but will do so in the near future.

REFUGEES

Refugees are the fifth underserved group designated as a priority by the Mission Committee. There's currently a large number of displaced people in France, coming from a number of different regions of the world; in order to offer accessible education to these very heterogeneous populations, **OpenClassrooms has tied up a partnership with Techfugees, an international non-governmental association providing tech training to displaced people**. Outreach is particularly complex (language barriers, access to hardware, level of basic education, limited possibilities to assemble because of the pandemic, etc), but first initiatives and results have been achieved:

1 **Displaced women are considered as a priority** by Techfugees, with specific outreach and training actions led throughout the year.

2 **More than 90 OpenClassrooms certificates were awarded** to displaced women mentored by Techfugees.

3 **On top of this, three displaced women benefited from Techfugees's support to start an apprenticeship program in data management with OpenClassrooms;** one was forced to leave Iran, while the other two were displaced from Syria.

Overall, if OpenClassrooms put in place a number of relevant initiatives to intentionally serve refugees, the specificities of that target population made it more complex than for other categories to create impact at scale. Moving forward, the company will continue its efforts in partnership with relevant NGOs to make education accessible to refugees.

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 eight years ago and applied for political asylum. After a bachelor's degree in Chemistry back in Iran, Mojan tried to find a job in France, but could only find some internships. With a two year old daughter, she had to act fast. She heard about OpenClassrooms while enrolled in a program 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.

STRATEGIC LEVERS

OPENCLASSROOMS

AWARENESS

The first lever put forward by the Mission Committee was to increase OpenClassrooms's visibility among underserved categories.

Overall results in this specific field are contrasted, for one simple reason: throughout 2020 OpenClassrooms had to massively ramp up its operations to serve a students community growing exponentially. The team focused its efforts on recruiting new students, among which thousands of job seekers, and then processing applications towards admissions and eventually training.

The target set by the Mission Committee was to increase by 20% the OpenClassrooms awareness among underserved categories; for lack of a 2020 starting point, it is impossible to determine whether such progress has materialized. However individuals from underserved categories were certainly exposed to OpenClassrooms in 2020.

A grand total of 170,000 emails were sent to job seekers in France as part of the Pôle emploi sourcing process.

Perspectives are promising, though: in the last quarter of 2020, OpenClassrooms started working on its first-ever advertising campaign, specifically aimed at job seekers; the company will launch an awareness survey together with that advertising campaign, establishing a starting point for further research.

Last but not least, **OpenClassrooms is also working in close collaboration with a number of associations and NGOs in the handicap, urban development, and refugees and displaced people fields in order to develop its outreach**; the company has considerably reinforced its team in charge of tying up such partnerships, with already promising results in early 2021.

OVERVIEW OF COMMITMENTS AND RESULTS

2020 Commitment	Status
Quantify OpenClassrooms's 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.	**Initiated in Q4 2020 for job seekers,** by far the largest community among underserved categories. Results expected in Q2 2021 after the first OpenClassrooms advertising campaign in France. For other underserved categories, ongoing work in partnership with associations to better understand specific needs and outreach methods.
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).	**Initiated in Q4 2020, results expected in Q2** as a consequence of the first point.
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).	**Initiated in Q4 2020, results expected in Q2** as a consequence of the first point.
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?	**Initiated in Q4 2020, results expected in Q2** as a consequence of the first point.

FUNDING

Access to funding is key for accessible education: the more potential students and individuals from underserved categories know about available third-party funding schemes, the more likely they are to actually start a training program; as much as possible, tuition fees shouldn't be a hurdle for students wishing to access good quality education, neither during the training process nor after that process.

A large proportion of the educational programs delivered by OpenClassrooms were localized in France and French-speaking countries, where a wide range of public funding options are available — oftentimes with additional focus on precisely the underserved categories considered as priorities by the Mission Committee.
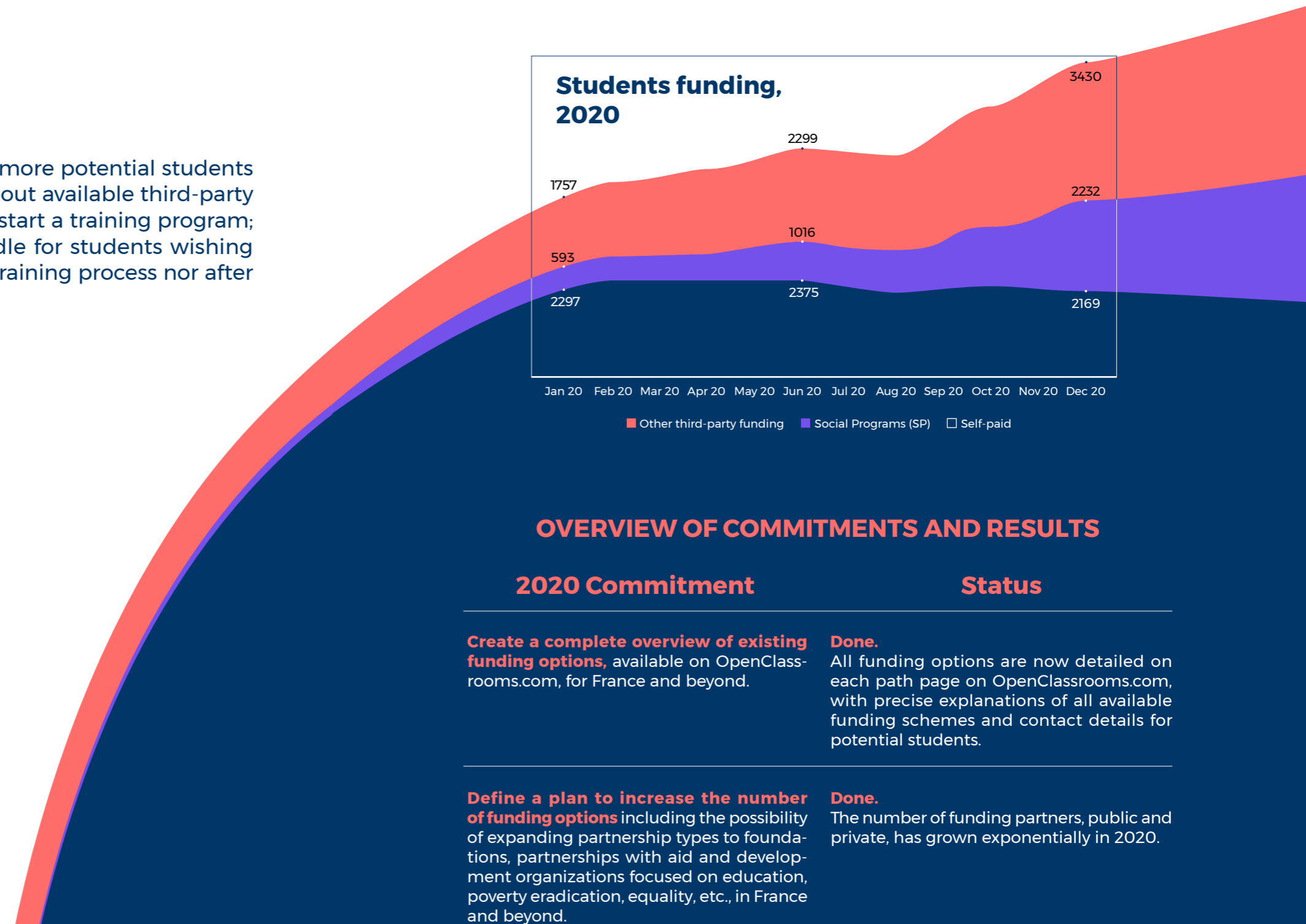
Throughout the year, **OpenClassrooms worked alongside numerous third parties, predominantly public bodies but not only, to offer funding options to students and to build large-scale reskilling programs; the proportion of funded students has therefore increased substantially, moving from:**

42% in December 2019 to **51%** in January, and **72%** in December 2020.

This remarkable result stems from an intense collaboration with the French employment agency Pôle emploi, as already mentioned: the proportion of students integrated into a large-scale program financed by Pôle emploi or other public bodies has grown from 12% in January 2020 to almost 30% in December 2020.

However the largest population among OpenClassrooms students are "funded students". **43% of all individuals in training in December 2020 were registered under this status, while 28% paid for their own tuition and 29% were recruited for a "Social Program".** The "funded students": regroups numerous funding sources, both public and private.

Students funding, 2020

3430 · 2299 · 1757 · 2232 · 1016 · 593 · 2297 · 2375 · 2169

Jan 20 Feb 20 Mar 20 Apr 20 May 20 Jun 20 Jul 20 Aug 20 Sep 20 Oct 20 Nov 20 Dec 20

■ Other third-party funding   ■ Social Programs (SP)   □ Self-paid

OVERVIEW OF COMMITMENTS AND RESULTS

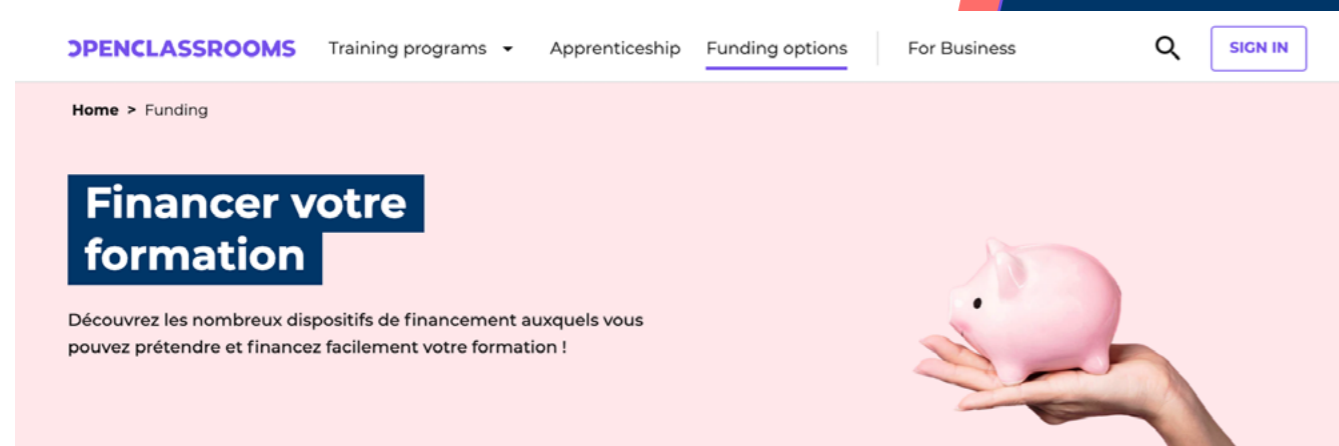| 2020 Commitment	Status
Create a complete overview of existing funding options, available on OpenClassrooms.com, for France and beyond.	**Done.** All funding options are now detailed on each path page on OpenClassrooms.com, with precise explanations of all available funding schemes and contact details for potential students.
Define a plan to increase 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.	**Done.** The number of funding partners, public and private, has grown exponentially in 2020.
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.	**Done.** The proportion of funded students has now exceeded the 70% threshold, with job seekers as main beneficiaries of the growth.

OPENCLASSROOMS   Training programs ▾   Apprenticeship   Funding options   For Business   🔍   SIGN IN

Home > Funding

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CORPORATE PARTNERSHIPS

In the words of the Mission Committee in 2020:
The committee believes that significantly growing and strengthening business partnerships is critical to be able to scale OpenClassrooms's social impact. This is a key enabler to growing the number of students who are able to improve their lives thanks to OpenClassrooms.

Working hand-in-hand with businesses is mandatory for OpenClassrooms, not only to make sure that curricula really match the demands of the job market, but also to offer positive professional outcomes. This point is particularly crucial for underserved categories: the more closely OpenClassrooms works with employers, the more job seekers, the more people with disabilities will have access to good jobs.

OpenClassrooms has exceeded by far the target set by the Mission Committee.

The objective was to increase by 25% the number of students trained through an employer-led scheme; thanks to the strong growth of apprenticeship programs, that number has grown by 230% over the twelve months of 2020.

That number combines three different sources:

	2019 overall	2020 overall
Apprentices	405	1,100
Employer-led scheme, US	0	165
Outskilling (PSE)	0	85
TOTAL	**405**	**1,350**

In this table:

Apprentices are students benefiting from a dual education scheme, whereby employers fund training programs through a public levy system.

Employer-led scheme is a large reskilling program developed by OpenClassrooms for a large warehouse operator in the United States, whereby the company finances 95% of all training tuitions.

PSE is a French public scheme whereby employers downsizing their operations fund reskilling programs for people in risk of losing their jobs.

As for underserved categories, only partial data is available: OpenClassrooms started gathering relevant information as part of the recruitment process only from July 2020 onwards. Results are as follows:

Among apprentices	Job seekers	People w. disability	Refugees
	111	22	3

OVERVIEW OF COMMITMENTS AND RESULTS

2020 Commitment	Status
Explore scalable processes to better ensure that employer needs are integrated into paths and strenghten education and employment synergies.	**Done.** OpenClassrooms conducted thorough quantitative and qualitative research on the job market, in full collaboration with employers, to create curricula leading to jobs needed by those employers.
Identify, prioritize and connect with global business or institutional partners which have similar social impact objectives or customer targets.	**In progress.** Over the course of the year, OpenClassrooms tied up numerous partnerships with global businesses or partners with similar ambitions and objectives (Guild Education among others).
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.	**In progress.** See above.

INTERNATIONAL FOOTPRINT

OpenClassrooms already has registered students in 140 countries, with people following courses and watching videos all across the world; bringing the mission to the next level would mean offering long-form training programs to a larger audience and building up the corresponding financial schemes.

That particular lever will become increasingly crucial: not only will OpenClassrooms have to export its complete pedagogical model, but the company will also have to select and sometimes create appropriate funding schemes across widely different geographies.

In 2020 OpenClassrooms laid the first foundations of that project, with roughly 1,000 students following a training path in English. On top of this, 20% of all these students subscribed to an innovative partnership tied up with a large warehouse operator in the United States and the United Kingdom and can be considered as underemployed. As an official training provider for the company, OpenClassrooms offers complete training programs opportunities to employees wishing to learn a new trade; after a short screening process, employees are admitted to the program of their choice, funded at 95% by the warehouse operator. The remaining 5% are paid by the employee.

In total, OpenClassrooms trained several hundreds warehouse employees through that scheme in 2020; the vast majority of students were still in training by the end of the year, which prevented any precise analysis of job outcomes.

Since there were no students trained through an employer-funded scheme outside of France in 2019, the 2020 target set by the Mission Committee (+20%) has been reached and exceeded.

OVERVIEW OF COMMITMENTS AND RESULTS

2020 Commitment	Status
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.	**In progress.** The ongoing partnership mentioned above is a proof of concept that will be deployed across more geographies going forward.
Grow the number of students from underserved communities outside of France, leveraging the aforementioned network.	**In progress.**
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.	**In progress.** See above.

COVER ILLUSTRATION BY LOTFI HAMMADI

Lotfi Hammadi is a Franco-Algerian artist, born in Algeria and based in Paris in the 19th arrondissement.

Self-taught and using spray paint, he developed his own "traditional" graffiti techniques in the wastelands of the Paris area suburbs in the early 90s. Over the years, Lotfi has become an important player on the Parisian graffiti scene, gaining fame under the name of "Yko".

He then traded the spray for the brush to move towards more public-friendly paintings. In his paintings, he intermingles pictorial techniques with borrowed cultural heritage themes. Though his art, he seeks to connect people from different social backgrounds.