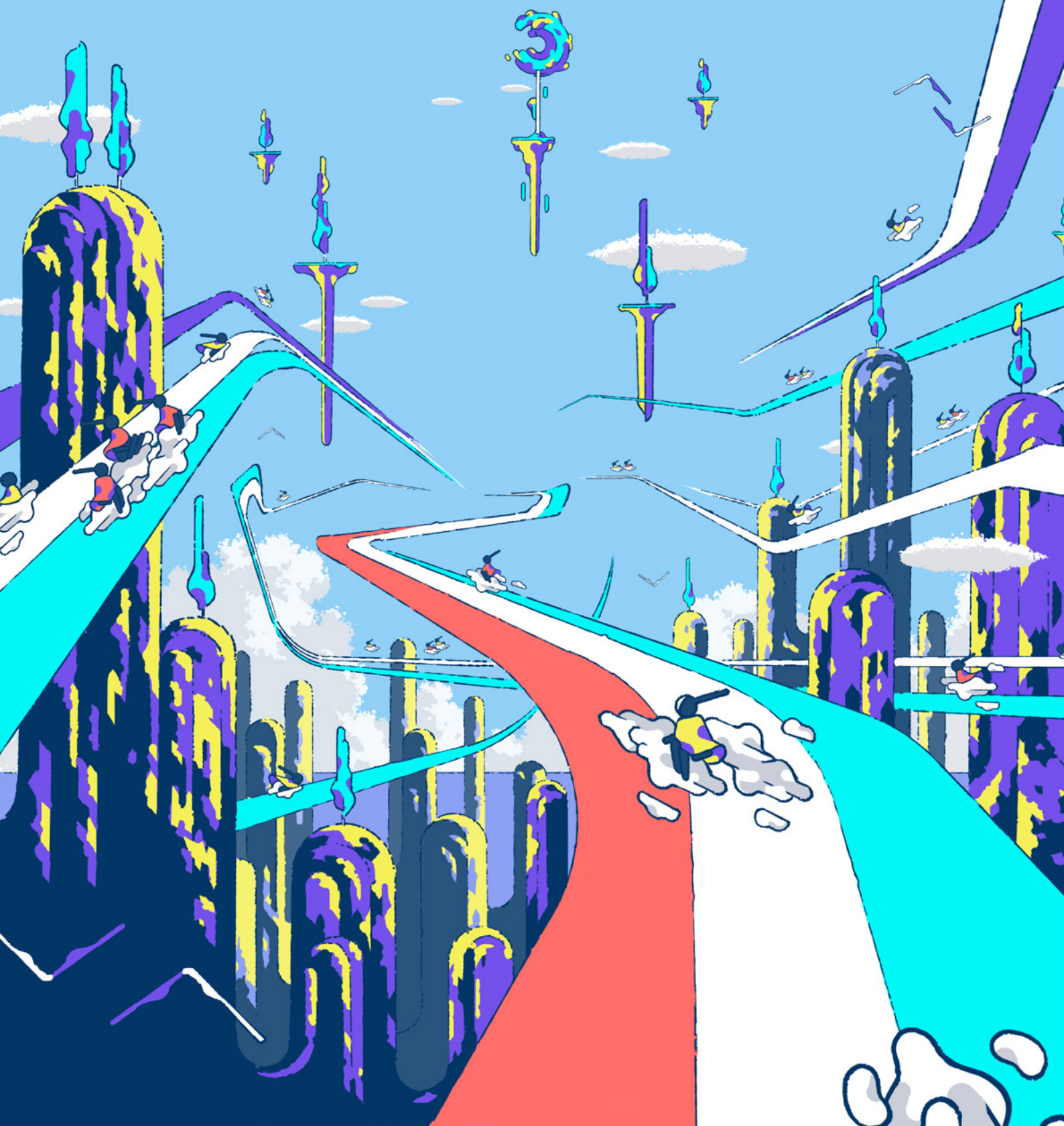


OPENCLASSROOMS

Mission Report

2022



WELCOME TO THE THIRD OPENCLASSROOMS MISSION REPORT

Our mission:
Making education accessible
in 2021

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The way ahead:
2022 and beyond

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missionreport.openclassrooms.com

When we decided to officially become a mission-driven company back in 2018, we knew that we were embarking on a journey: what we didn't foresee though is how deeply transformative that change would be, a mere administrative modification in our bylaws leading to far-reaching shift in the way OpenClassrooms works.

Social impact has always been at the heart of everything we do: we are first and foremost a school, with a strong commitment to taking individuals from all over the world to the next step in their career. Our mission to make education accessible was defined nearly ten years ago, and still stands; but becoming a mission-driven company added an extra layer of intentionality to that commitment.

Spurred by the recommendations of our Mission Committee, we had to forego the comfort of existing operations to really understand what accessible education means and more importantly where it has the most impact. We are intentional in bringing accessible education to those who need it most; we are also more and more intentional in progressively building educational programs that are as sober as possible, since we recognize that social impact can't be synonymous with exponential growth of greenhouse gas (GHC) emissions.

As a school but also as a company, we have a responsibility to contribute towards a more prosperous, greener and more respectful future: we believe in progress, and this mission report sums up our small contribution to that belief.



MATHIEU
NEBRA



PIERRE
DUBUC

We wish to thank the complete OpenClassrooms team, as well as all the vibrant communities we are lucky to work with — from mentors to career coaches, partners or Mission Committee members. And obviously, all our gratitude goes to the hundreds of thousands of individuals, all over the world, who come to learn with us on OpenClassrooms.

OUR MISSION: MAKING EDUCATION ACCESSIBLE IN 2021

OpenClassrooms is an online school helping thousands of individuals all over the world achieve professional progress.

Our mission is to “make education accessible”. We are focusing our efforts on professional education, with the aim of helping 500,000 individuals every year to progress in their career, in one way or another, from 2025 onwards.

THE COMPANY OFFERS COURSES AND TRAINING PROGRAMS (PATHS)

COURSES	PATHS
650+ courses (French & English)	57 (French & English)
Free	Paid
5 to 10 hours	10-12 months
300 to 400,000 free users every month	12,000 paid students
Code, IT, marketing & com, HR, design, soft skills...	Code, IT, marketing & com, HR, design, product management...
Videos, texts and quizzes	Project-based, competency-based
Individual learning	Mentored
OpenClassrooms certificate	Accredited diplomas

300 000 To 400 000

ACTIVE USERS
on the platform every month



CO₂ emissions
0.77 kg eq CO₂
per user per year

What does this figure mean?

As a company, OpenClassrooms recognizes that its operations have an impact on the environment, through the emissions of GHG; our emissions are mostly related to the storage and use of digital tools, including energy consumption. Our first step towards carbon responsibility is to measure precisely how much GHG are emitted per free user and per student; our aim is to significantly reduce our carbon footprint by developing sober, innovative online learning solutions.



Accessible in-demand skills for professional progress

OpenClassrooms powers a learning platform with more than 650 online courses on a wide range of subjects, from coding and software engineering to management and soft skills. Because our mission is to make education accessible, all courses on the platform are free and will always be free; all courses are also registered under a license allowing people to freely copy or distribute them, even for commercial purposes.

650
FREE COURSES

Creative Commons license: **CC BY-SA**
All courses can be copied and distributed for any purpose, even commercially.

WCAG level: striving to reach AA level everywhere on the platform.

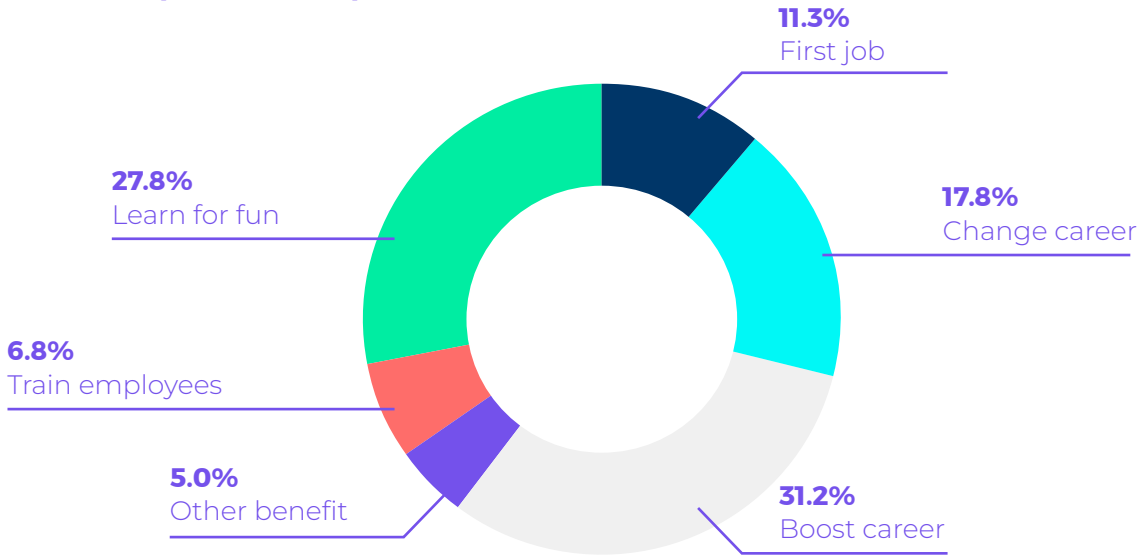
2,326,000
COURSES STARTED

20%
CERTIFICATION RATE
(number of certificates obtained vs number of courses started)

450,000
CERTIFICATES



REASONS TO STUDY (FREE USERS)



OUTCOMES

At OpenClassrooms, our main success criterion is career outcome: our ultimate objective is to reach 500,000 career outcomes per year every year, starting in 2025.

What is a career outcome?

We record one career outcome when an individual active on the platform credits OpenClassrooms with having helped them in any of the following ways:

FIND A NEW JOB, INTERNSHIP, APPRENTICESHIP

LAND A NEW JOB AS A RESULT OF INTERNAL MOBILITY

OBTAIN A NEW JOB TITLE AND/OR A SALARY INCREASE

START A NEW BUSINESS

14,163

CAREER OUTCOMES OVER THE YEAR

Any career outcome can't be counted twice for the same student over a 12-month period. Given the volume of traffic on the OpenClassrooms platform, it is likely that the global impact of the company is considerably more important than the registered 14,000 career outcomes; OpenClassrooms is actively working on better capturing that impact. However, we are very committed to a sincere assessment of our educational impact: impact will therefore be assessed in the most demanding and sincere way possible.

25.6%

PAID STUDENTS

Paid students are either responding to a job survey sent to them during their journey with OpenClassrooms, or apprentices signing an apprenticeship contract.

74.4%

FREE USERS

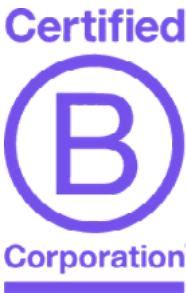
Free users are responding "Yes" to a job survey directed to them during their journey with OpenClassrooms; there is no by default monitoring of job outcomes, individuals need to click on yes to be accounted for; the proportion of Yes is 35% (versus 65% of free users answering No).


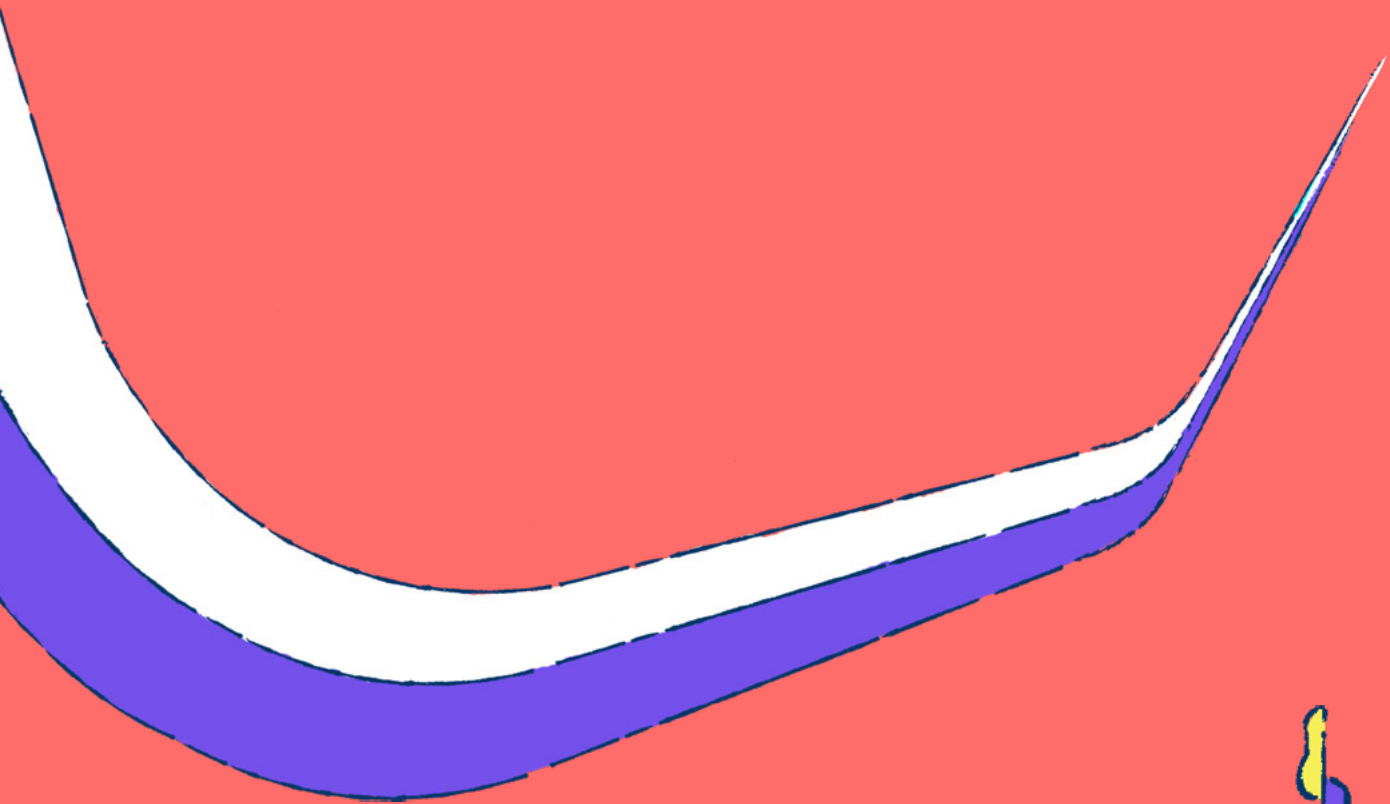
CO₂ emissions
86 kg eq CO₂
per career outcome

B CORP

In February 2021, OpenClassrooms was certified as a B Corp, with an overall score of 101.2. For context, the average score for a company is 51 and a score of at least 80 is required for certification. We are doing particularly well in categories such as Governance and Workers, and will have to improve in the Environment category, which is already the case with our carbon strategy that started being implemented in 2021. A year later, our estimated improvement score is at 110.7.

	GOVERNANCE	WORKERS	COMMUNITY	ENVIRONMENT	CUSTOMERS
OPENCLASSROOMS' SCORE	17.9	37.2	20.5	6.1	19.2
BEST IN THE WORLD STARTS AT (Top 5% companies 250+ employees)	19.8	48	45.1	41	43.6





Quality online education at scale: providing thousands of students with the skills of the future

OpenClassrooms offers more than 55 complete training programs, leading to accredited diplomas and fully articulated with the needs of the labour market; with more than 12,000 students enrolled in an OpenClassrooms program, we are providing a vast number of individuals all over the world with future-ready skills.

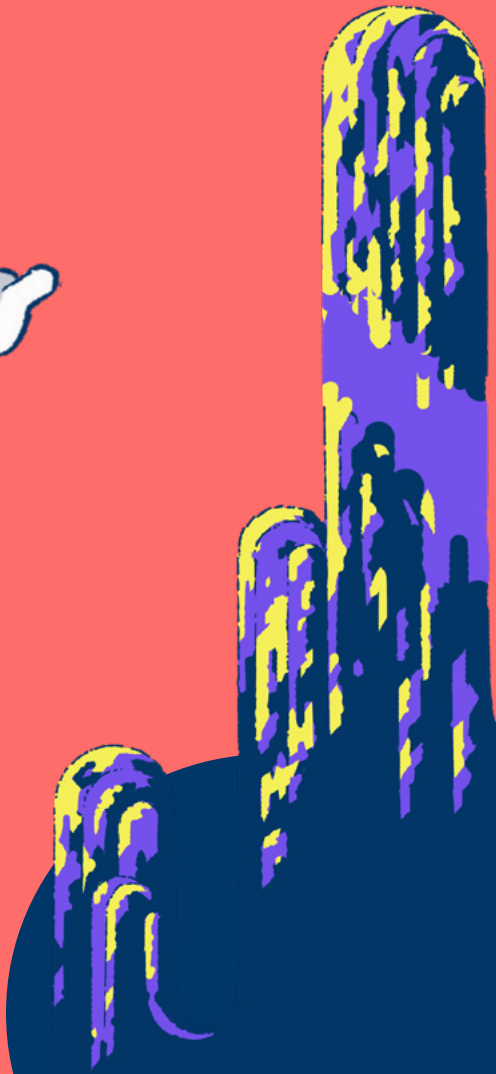
OPENCLASSROOMS HAS TWO INTERTWINED PRIORITIES:

ACCESSIBILITY

Foster accessible education for everyone — at all levels, from funding options to progressive pedagogy and personalized mentorship.

EMPLOYABILITY

Develop training programs with one obsession in mind, allowing people to progress in their careers — at all levels, from focus to most in-demand competencies to personalized career coaching for each and every student.



57
TRAINING PROGRAMS
19 in English and 35 in French.
The vast majority of OpenClassrooms training programs are either accredited or undergoing an accreditation process.

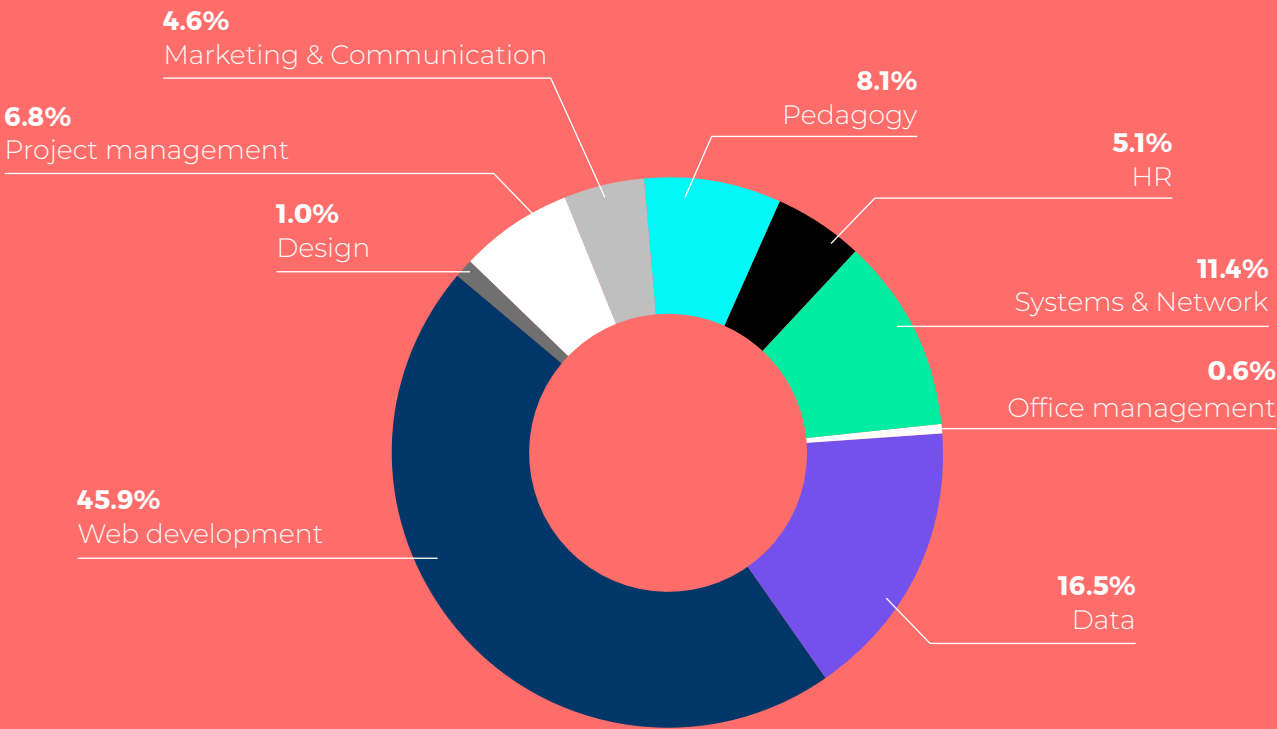


12,074
ACTIVE STUDENTS

+44%
FROM JANUARY TO DECEMBER 2021



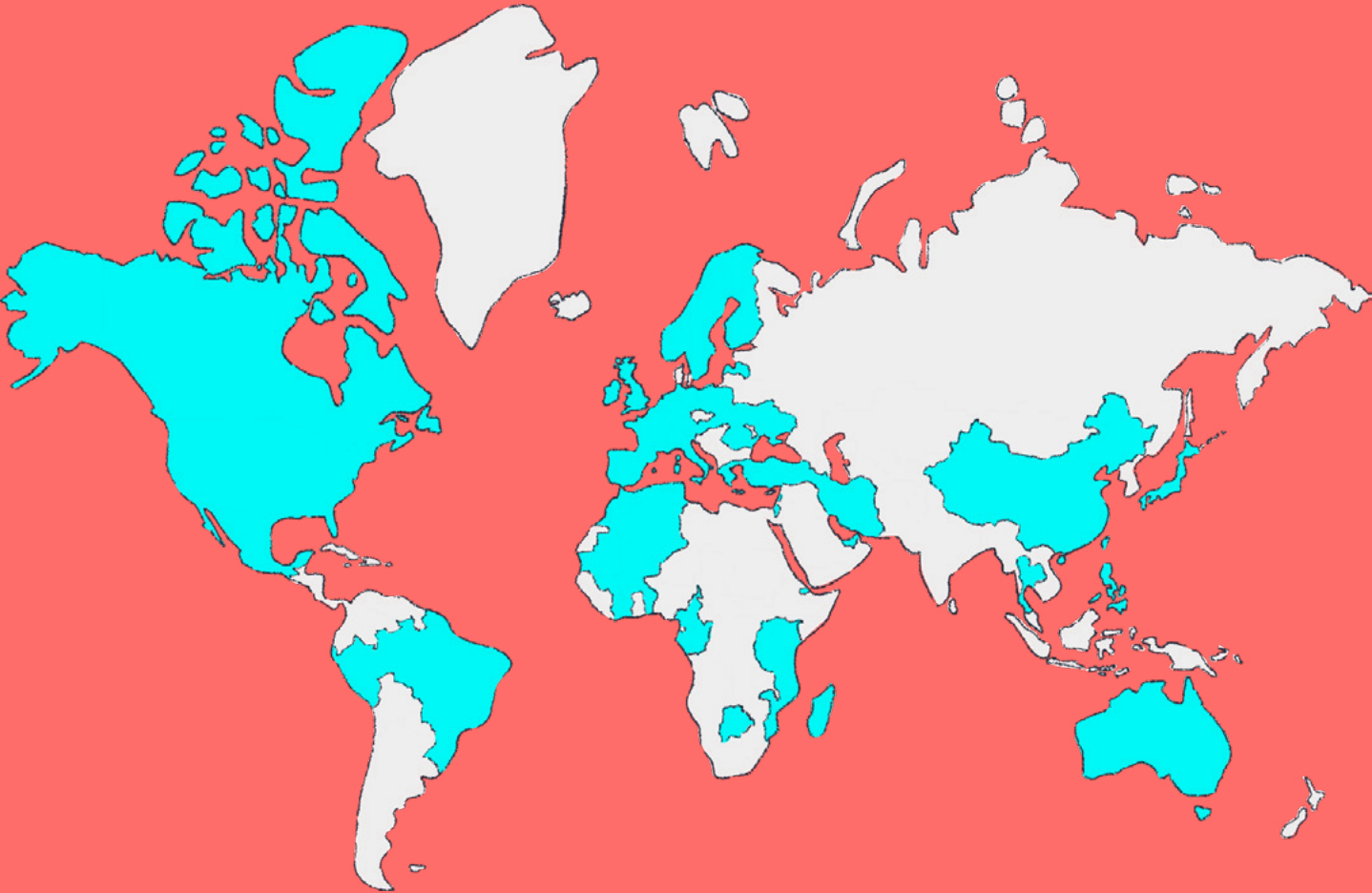
**FOLLOWED PROGRAMS
BY THEMES**



CO₂ emissions
31 kg eq CO₂
per student per year mainly from
video usage (scope 3 category 11)

As any other human activity, the educational programs operated by OpenClassrooms have an impact in terms of GHG emissions; albeit marginal, that impact needs to be taken into consideration and reduced as much as possible. The vast majority of these emissions are scope 3-related, which means that they are not directly controlled by us, but a consequence of our activity. More specifically, they are linked to video usage: a large part of the OpenClassrooms pedagogical model relies on videos, either through pre-recorded courses or via online mentorship or career coaching sessions. OpenClassrooms already contributed to emissions reduction by investing into carbon capture programs operated by Carbon 180; more importantly, the company is working on reducing emissions, with video usage as a main lever.

**72 COUNTRIES WITH
OPENCCLASSROOMS PATH STUDENTS**

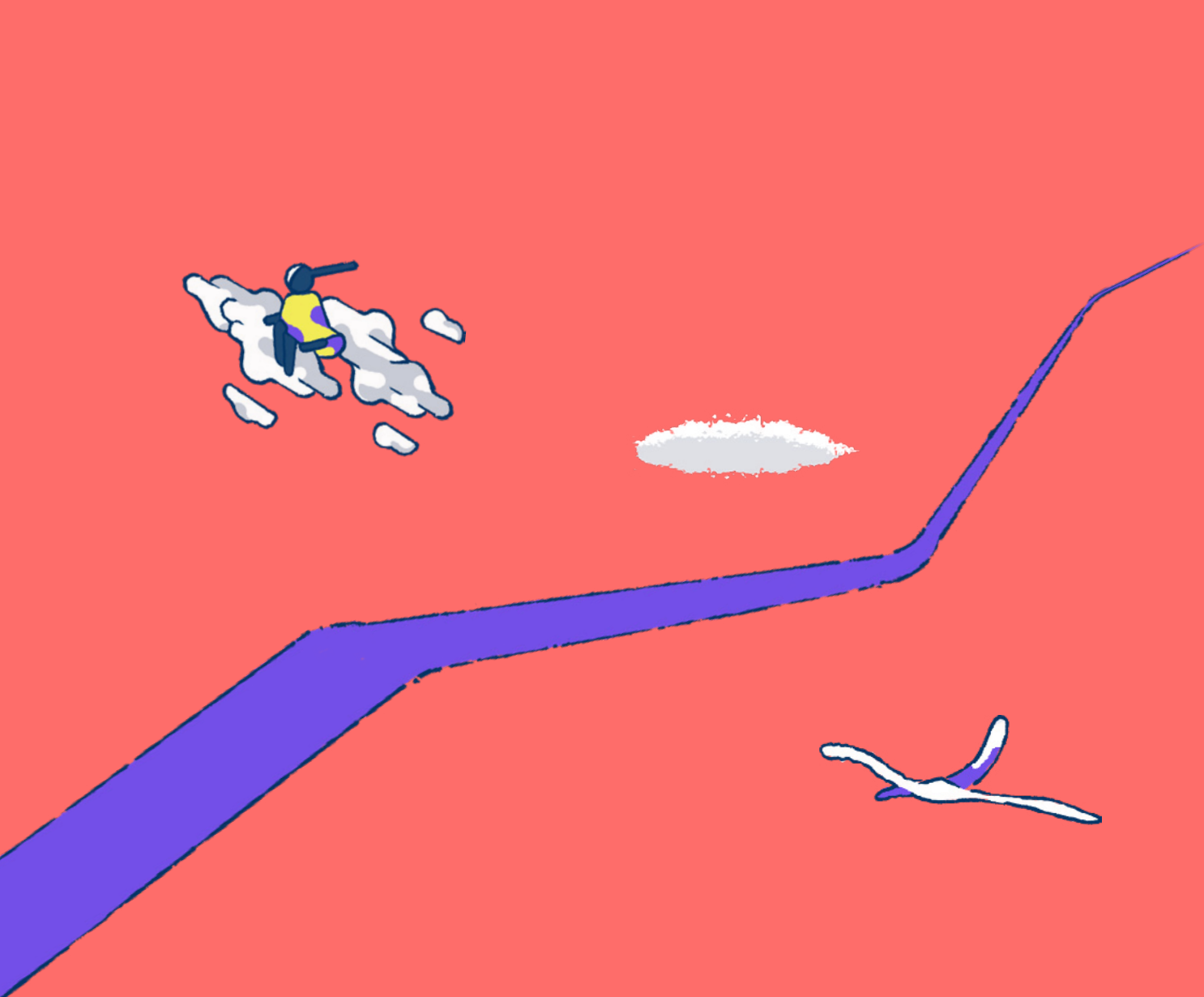


“I am reassured to know that, at the end of the course, I will be able to benefit from career coaching, and that I will be supported.”

FRANCE

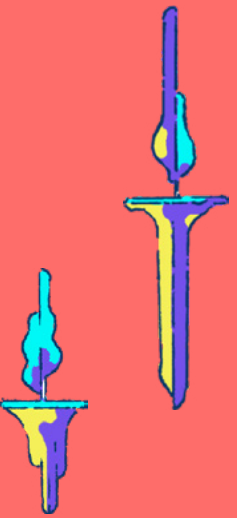
Pauline Bourdeau

Data Scientist student, financed
by FOAD (French Unemployment Office)



Apprentices

OpenClassrooms is already training thousands of apprentices across a wide number of disciplines, from web development to IT management or product development. OpenClassrooms was among the first online schools to actively promote apprenticeships as the most efficient educational model for white-collar jobs, in full alignment with its mission to make education accessible: apprenticeships, or dual education models, harmoniously merging on-the-job training and online learning, are particularly effective to foster both accessibility and employability.



+70%
YEAR ON YEAR PROGRESSION
of apprentices enrolled with
OpenClassrooms

1,736
NUMBER OF EMPLOYERS
with at least one OpenClassrooms
apprentice

+80%
JOB PLACEMENT RATE
of apprentices

JOB PLACEMENT

For accredited diplomas, we not only track career outcomes but also ask if our alumni got the specific type of job that the accredited diploma trained them for.

This “target job” placement rate looks like this:

Web developer: 57.5% target job placement
two years after graduation

Software architect: 95% target job placement
six months after graduation

Career development advisor: 70% target job
placement six months after graduation

UX designer: 69% target job placement six
months after graduation

IT support technician: 66% target job placement
six months after graduation

Network and system administrator: 66% target
job placement six months after graduation

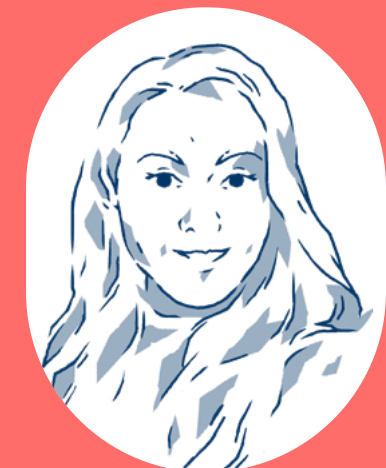


“I am someone who doesn’t necessarily like school, but I’ve loved the learning method provided by OpenClassrooms.”

FRANCE

Thorvald Corbet

Product Manager in training,
apprentice at Partelios



“When I moved here from Ukraine, I didn’t have much work experience. Now, I finally feel like I am on track.”

FRANCE / UKRAINE

Yuliia Soury

Product Manager in training,
apprentice at OpenClassrooms

MISSION COMMITTEE REPORT

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, “to 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 IS ARTICULATED AS FOLLOWS:

Raison d’être (purpose)

Make education accessible (“rendre l’éducation accessible”).

Overall objectives

OpenClassrooms has chosen to articulate its overall objectives with the United Nations Sustainable Development Goals (SDGs), aiming to set its action into a broader, global framework.

Operational objectives

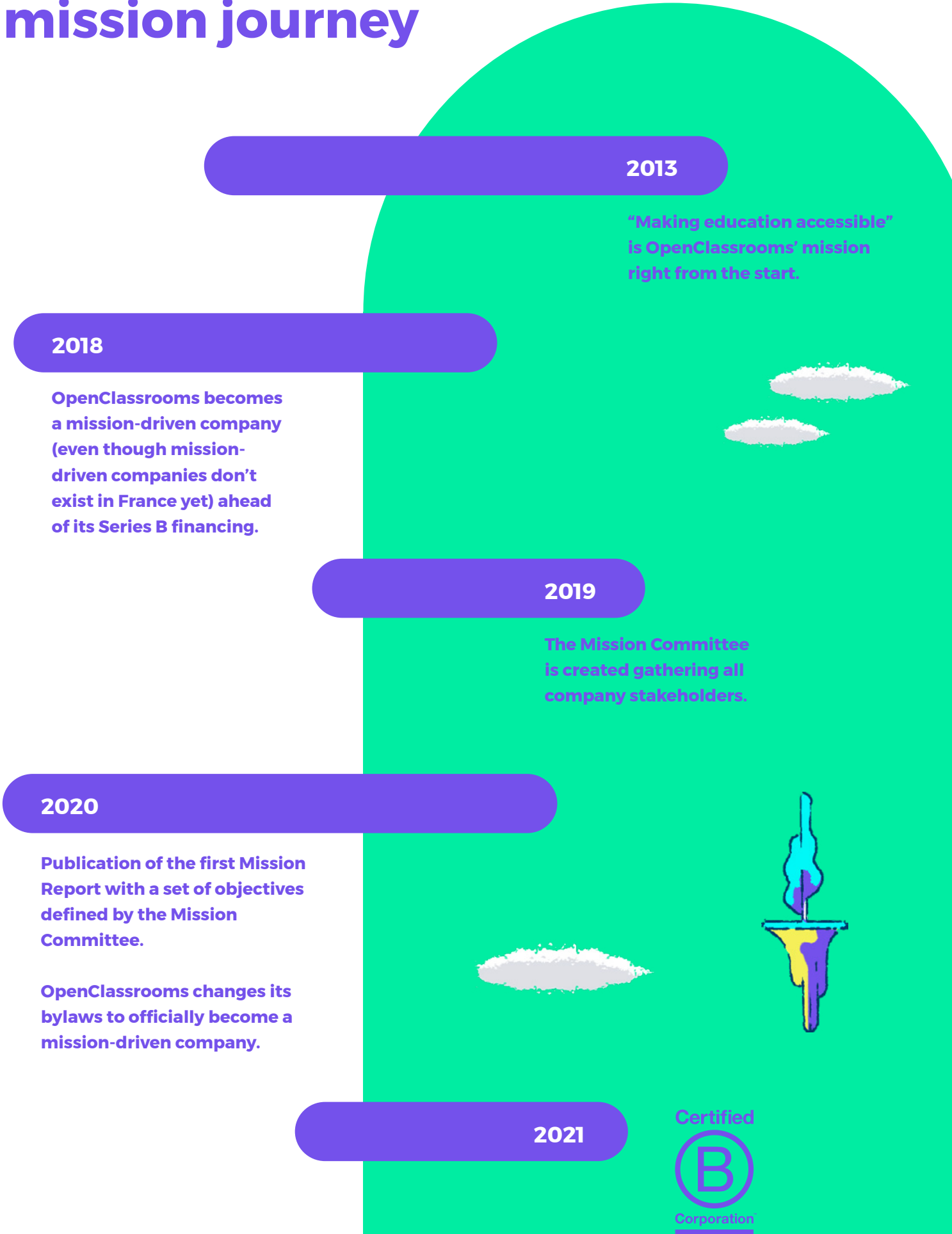
OpenClassrooms is the only registered Société à Mission to delegate the definition of its operational objectives to accomplish the mission to a Mission Committee. The Committee assigned the following objective to the company: to increase by 20% the number of underserved individuals benefiting from a training program, with four levers mobilized to achieve that increase.



- Objective 1: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG 4)*; OpenClassrooms offers education programs with the highest level of quality, inclusive and accessible to all throughout their lives.
- Objective 2: *Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (SDG 8)*; OpenClassrooms places employability and professional progress at the heart of all its efforts.
- Objective 3: *End poverty in all its forms everywhere (SDG 1)*; the company fosters social and economic progress through better employability and job placement, by training individuals on in-demand jobs and by encouraging economic development.
- Objective 4: *Reduce inequalities within and among countries (SDG 10)*; OpenClassrooms offers free education and training opportunities to anyone anywhere in the world.

The Committee also defined what it precisely meant by “underserved communities”, with five specific communities taken into consideration here:
jobseekers, people living in underserved areas, people with low levels of education, people with disabilities and refugees.

The OpenClassrooms mission journey



THE MISSION COMMITTEE

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

The Mission 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 the company's management, its investors or any other stakeholder: the Mission Committee is designed to be autonomous.

The Mission Committee creates and publishes a Mission 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 Mission Committee.



The Mission Committee is currently being renewed, under the guidance of Maureen Sigliano (president) and Olivier Fleurot (vice-president) who have both agreed to stay for another term (18 months).

Given the recent growth of OpenClassrooms and how crucial the Committee's recommendations are for the company, OpenClassrooms is considering a compensation package for Mission Committee members; that new regime will be installed for forthcoming members once elected or designated.

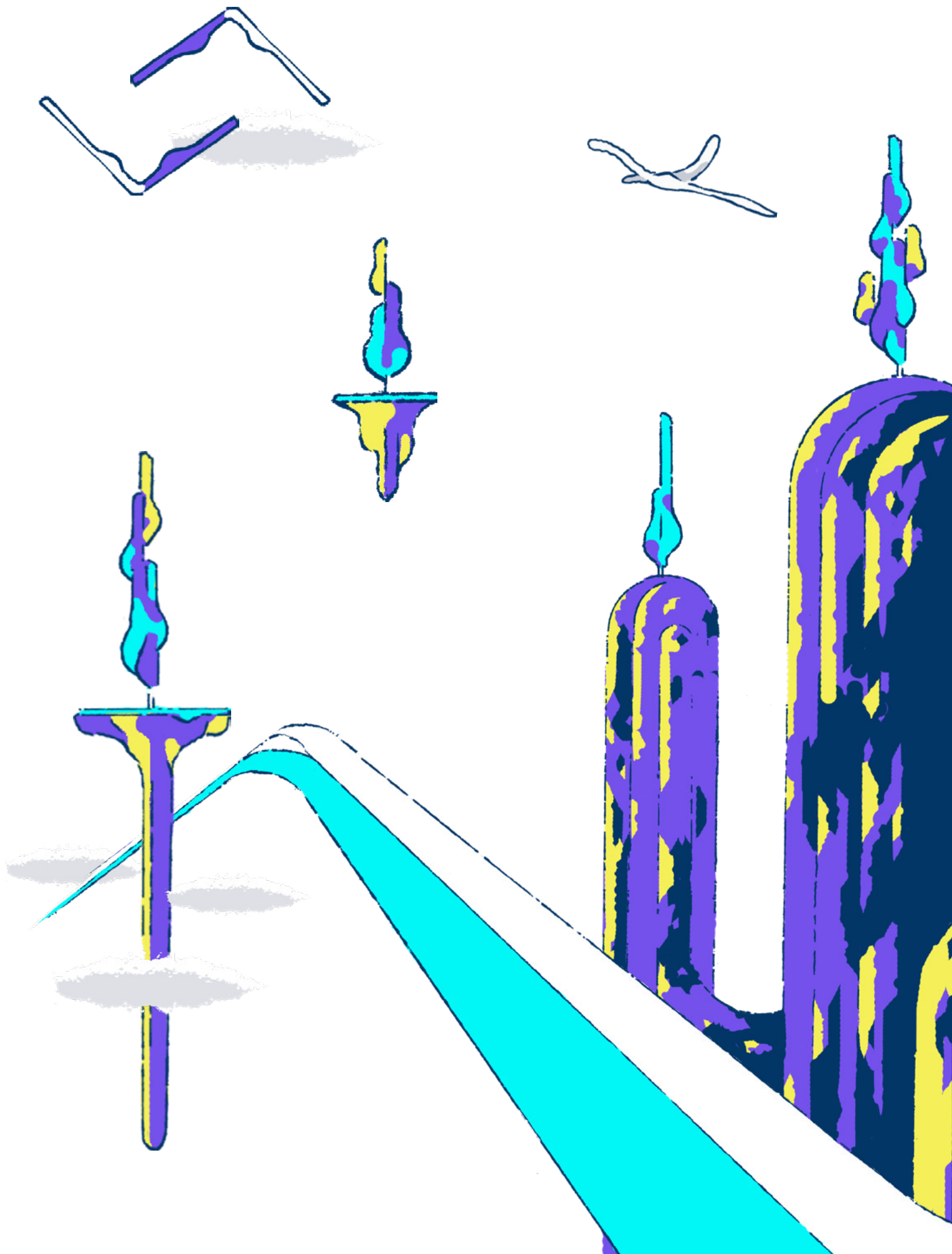


“At OpenClassrooms, we don’t just train people to make them happy, but above all to open up new professional perspectives for them.”

FRANCE

Coralie Boulay

Program Success Manager in charge of job placement, OpenClassrooms



Let's face it: exceptional situations are the new normal

Over the past three years and since the creation of the OpenClassrooms Mission Committee, we went through a global pandemic, climate change has now a tangible impact on our daily lives, the fragile consensus on which we've built our democracies over the past decades is more and more under attack.



MAUREEN
SIGLIANO

OLIVIER
FLEUROT

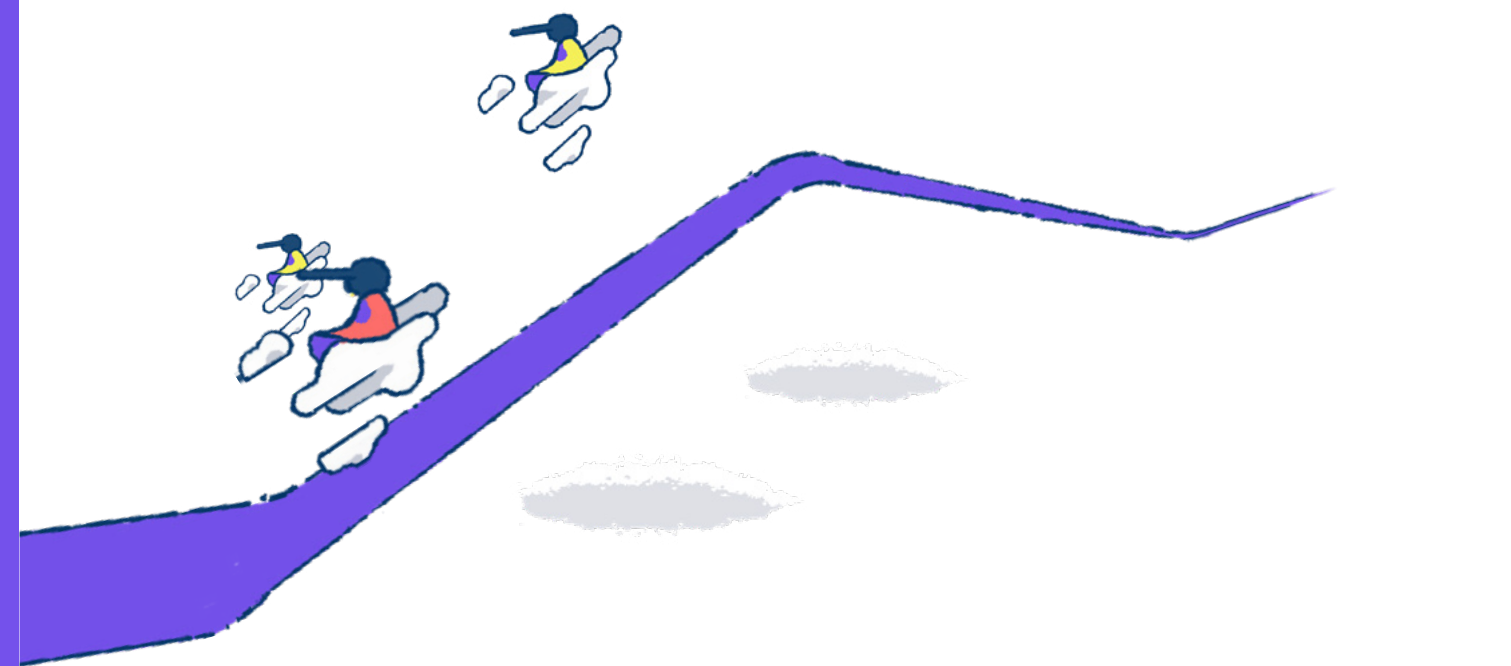


As an online school and as a mission-driven company with a clear commitment to accessibility and employability, OpenClassrooms has a role to play in answering all these challenges: what eventually will make a real difference is knowledge and skills. But beyond the obvious, "education as usual" is not enough anymore: given the sheer size and complexity of the issues our world is facing, starting with one billion active individuals to reskill within the next ten years, schools and education providers, online and offline, now have a responsibility to step up and do more.

Do more? To us, this means drastically improving recruitment processes, in order to foster diversity and bring education to those most in need of it; this means better articulating curricula with competencies to ensure swift integration into the job market — while also training conscious citizens, not mere skilled operators.

It was with this conviction in mind that we submitted our first set of objectives to OpenClassrooms, asking the company to dedicate resources and prove intentionality towards a number of underserved categories. Over the past two years now, after the publication of our first report lining up objectives, we've seen the company evolve in the right direction, with a steady increase of underserved populations among students: for the second year in a row, the Mission Committee therefore gives its quitus to OpenClassrooms.

But challenges still stand. With the continuous expansion of OpenClassrooms outside of Europe, the company will need to find new funding models for instance, and may want to open specific admission tracks for further underserved populations, veterans for instance. The Mission Committee will continue to provide guidance and directions — **with one priority, which remains the same since the beginning: to make education accessible.**



The ultimate impact objective

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 and underrepresented communities.

This means that it will need to ensure that underserved customers can access and complete OpenClassrooms' 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 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.



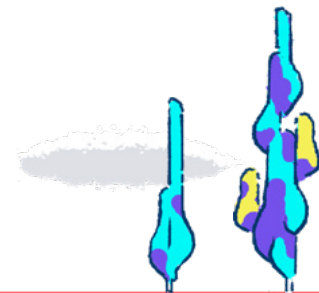
SHARED VALUE RATIONALE

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.

Student categories

The 2020 Mission Report selected 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.

The overall target was to increase by 20% the number of underserved individuals benefiting from an OpenClassrooms training program.



UNEMPLOYED OR UNDER-EMPLOYED INDIVIDUALS

+ 105% FROM 4,499 IN 2020
TO 5,965 (PÔLE EMPLOI) IN 2021
TO 3,276 (OTHER) IN 2021



INDIVIDUALS WITH NO DIPLOMAS OR LOW QUALIFICATIONS

+ 42% FROM 368 IN 2020
TO 522 IN 2021 (DECLARED)
Declaration of qualification level is not mandatory for certain training programs with limited prerequisites; this figure is likely underestimated.

INDIVIDUALS LIVING IN UNDERPRIVILEGED AREAS

+ 769% FROM 182 IN 2020
TO 1,583 IN 2021

INDIVIDUALS WITH DISABILITIES

+ 86% FROM 340 IN 2020
TO 633 IN 2021 (DECLARED)
Declaration of disabilities is not mandatory; OpenClassrooms has developed specific mentoring programs for people with disabilities.



REFUGEES

+ 483% FROM 6 IN 2020
TO 35 IN 2021

NOTES ON DATA AVAILABILITY

OpenClassrooms is constantly improving its data collection capabilities. Until 2020, applications and enrollment processes were scattered across a number of different funnels, mostly depending on funding sources; these funnels have now been centralized and harmonized. To a certain extent, the increased impact registered for 2021 also reflects the significant progress made by OpenClassrooms in data collection.

For the second year in a row, the Covid-19 pandemic deeply disrupted the traditional organization of our societies, affecting education among many others. As a result of the pandemic and its consecutive lockdowns, a massive shift towards online learning and education was

observed: companies as well as public institutions that were rather distrustful until then were quickly convinced and started funding large-scale online reskilling programs. OpenClassrooms undoubtedly benefited from that shift, which is also reflected in the impact results above.

Only paid students are taken into consideration in the figures above; OpenClassrooms doesn't capture the necessary data for free users. The company is looking into ways to better understand how its free student community is structured, in line with its mission; these efforts will be outlined in the next editions of this Mission Report.

Levers

Four levers are mobilized to increase the number of underserved individuals benefiting from an OpenClassrooms training program.

PARTNERSHIPS

Increasing the number of corporate partnerships to offer enhanced job prospects to students.

Developing partnerships with companies is a very efficient way to promote accessible education, especially through apprenticeships. Over the course of 2021, OpenClassrooms has multiplied this kind of partnerships in France and elsewhere; for apprentices for instance, the job placement rate after the training programs exceeds 80%.

The growth of corporate partners reflects the progression in apprenticeship numbers: OpenClassrooms works with numerous large international corporations, but also with a vast number of SMEs, sometimes located in remote areas, where access to quality education or training opportunities is arduous.

+120%

Corporate partners
from 789 in 2020
to 1,736 in 2021

+73%

Apprentices
from 1,053 in 2020
to 1,652 in 2021



"I was really excited to learn about SQL. I feel like this is my career path, this is what I am supposed to be doing."

USA

Katelyn Waletich

Data Querying with SQL graduate
Guild Education partnership

In 2021, OpenClassrooms partnered with Guild Education, the largest U.S. education-as-a-benefit provider that helps Fortune 1000 companies offer debt-free degrees to their employees, equipping them with the professional skills needed for in-demand jobs.

AWARENESS

Raising awareness among underserved populations

So far, efforts to increase awareness among target audiences have been mostly focused on job seekers: that community is already structured and accessible. On the other hand, less structured communities, such as refugees for instance, are more difficult to reach and survey; OpenClassrooms has started working with a vast number of NGOs to reach out to these communities, and will progressively ramp up its capabilities here.



In 2021, OpenClassrooms launched its first advertising campaign targeted at job seekers, with the objective of recruiting candidates for a large-scale training program in the Paris region; local authorities in that region decided in early 2021 to fund a massive online reskilling initiative aimed at jobseekers living in the region, using OpenClassrooms as their preferred online school. To source candidates OpenClassrooms launched this first-ever advertising campaign.

Among Île-de-France population

Brand awareness up
from **12% to 17%**
Consideration up from
12% to 17%

Source: poll&roll survey, May 2021.

Among Job seekers population

Brand awareness up
from **19% to 25%**
Consideration up from
14% to 17%

Thought leadership

In 2021 Pierre Dubuc participated in

10 podcasts & interviews
13 conferences

In 2021 Mathieu Nebra participated in

8 blog posts
10 conferences

In line with the recommendations of the Mission Committee for 2021, OpenClassrooms and its leadership dedicated significant time and resources to create thought leadership around its mission and commitment to bringing accessible education to underserved individuals.



"The issue we are trying to solve with OpenClassrooms is global. That is why we have such high ambitions, it is not about growing for the sake of growing, but since we are tackling a vast issue, the response must be up to the task."

FRANCE

Charlène Friang

OpenClassrooms Director of Learning Design and WISE Emerging Leader

INTERNATIONAL FOOTPRINT

Developing the international footprint and impact of OpenClassrooms

In 2021, OpenClassrooms courses were followed in 190 countries and territories, basically all over the world. On top of that, OpenClassrooms also has paying students in 72 countries; the company is developing a strong presence outside of its European stronghold with growing numbers of students in the UK, the US and Japan, leveraging corporate partnerships and apprenticeships.



"I am taking the first step toward my dream. OpenClassrooms changed me: I used to struggle, and I couldn't move forward. I know it is a tiny step, but it is a massive step for me."

JAPAN

Eri Kobayashi

UX Designer student,
Dentsu "Train & Hire" program

Our partnership with Dentsu

47% of women who go on maternity leave in Japan never reenter the workforce. Our Train & Hire program in partnership with Dentsu offers an opportunity for educated unemployed mothers to rebuild confidence and competence, training for in-demand roles. After graduating, Dentsu helps match women with employers, helping companies increase the diversity of their talent.

+ 96%

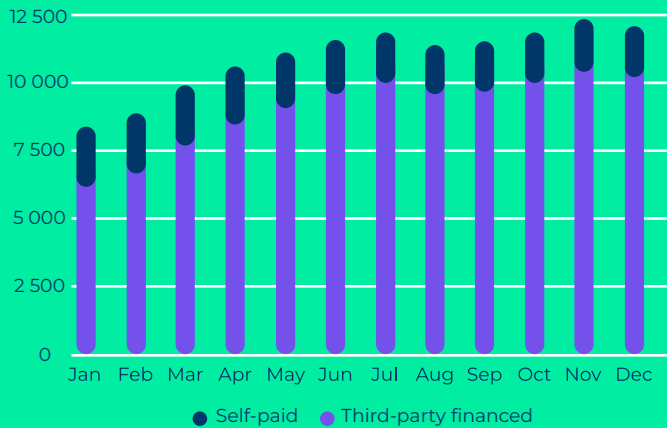
Corporate-sponsored students in the US, the UK & Japan

from 165 in 2020
to 324 in 2021

FUNDING

Making funding options more accessible and increasing the proportion of funded students

81% of all OpenClassrooms degree students benefited from third-party funding in 2021, representing an eleven percentage point increase compared to 2020. That figure obviously only concerns paid students; third-party funding can be either private or semi-public (in particular through apprenticeship schemes) or public (through large re-skilling programs funded by public authorities, with a very high level of control for both quality and employability).



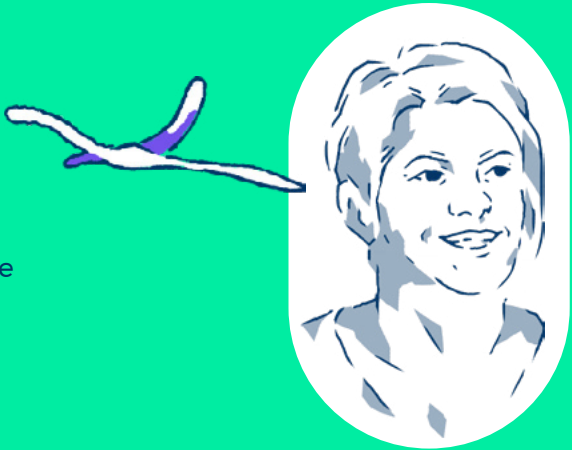
Sources of funding are more and more diversified: beyond public financing for training, available through the large-scale partnership signed by OpenClassrooms with the French job agency Pôle emploi, the company is also developing apprenticeship schemes. Depending on the country where that apprenticeship is operated, the source of funding is either public, private or both. From 2020 to 2021, the number of apprentices enrolled with OpenClassrooms has increased by 70%.

THIRD-PARTY FINANCING SOURCES

OTHER SOURCES 17%

APPRENTICESHIP 26.6%

PUBLIC FUNDING 56.3%



"OpenClassrooms helped me keep my head above water and find a job."

FRANCE

Stéphanie Blanchard

Payroll Administrator apprentice



"With the help of the unemployment office, I worked on my career plan. That confirmed my desire to become a career coach."

FRANCE

Christelle Neola

From Beauty Consultant to Career Coach

THE WAY AHEAD: 2022 AND BEYOND

The OpenClassrooms Mission Committee recognizes and accepts the results outlined in this report: in 2021, as well as in 2020, the company has intentionally and efficiently put in place the necessary initiatives and programs to accomplish its mission, paying specific attention to those who are the most in need of education.

Going forward, the Mission Committee would want to see OpenClassrooms progress on the following questions:

The five underserved categories defined by the Committee are still relevant; however, given the exponential growth of OpenClassrooms outside of its traditional markets, it is important to start reflecting on how **to adapt these categories to other geographies.**

The same goes for levers: the 60% funding target made sense from a European perspective, where private and public funding schemes exist and are widely available to the public; for countries where this isn't the case, specifically the United States, **relevant targets will need to be defined.**

The Committee knows that OpenClassrooms has started collecting data on ethnic backgrounds, although that initiative may be controversial in certain countries; the committee would like to see **information about ethnic backgrounds** integrated into the mission results.

The same goes for **environmental impact**: it is of paramount importance for the company to consider and report its emissions, and contribute towards emissions reduction; the committee acknowledges the first steps taken in that direction in the present report and expects more progress in the forthcoming years.

Last but not least, the Mission Committee expects OpenClassrooms to report substantially on **student outcomes**: what happens with people from underserved communities after their admission to an OpenClassrooms training program? And after their diploma? The committee also acknowledges that first steps have been taken in that direction, but would like to see more substance over the next editions of the report.

The artist behind the cover



Thomas Rouzière is a French artist dedicated to illustrations and comics. He expands his characters and universe by drawing daily in notebooks.

Thomas has a taste for observing, delighting in little details and mundane things. After graduating from EPSAA (the City of Paris Graphic Arts School), he published short comic books with Ankama (*DoggyBags*, *Midnight Tales*) and Casterman (*Pandora*). He then moved on to graphic novels, all the while working for press titles (*XXI*, *Reliefs*, *Terrain*, *Hobbies*, *Influencia*), publishers (Éditions de la Table Ronde, Éditions du Rouergue) and exhibition scenography (Musée des Arts Décoratifs de Paris).

OpenClassrooms Mission Report 2022

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