Mission Report - 2023

Summary

Foreword

Year on year, and through every Mission Report, we work on improving our method for assessing our impact. The impact we have on our student's lives, but also the impact we can have by making sure that our training goes to those who need it the most.

We've made a lot of progress on our assessment method over the past year. We are able to share how many students had a positive career outcome. We know how many of them came from underserved communities and we can compare graduation and job placement rates between different student categories.

In the future, we want to measure how much wealth OpenClassrooms has returned to society by following its mission: Make education accessible.

1 — We help a lot of students to learn new skills that land them a job.

Status
44,010 career outcomes in 2022

2 — These students are those who need it the most: job seekers, people with low to no qualification, with disabilities, living in underprivileged areas and refugees.

Status
79% students come from underserved communities

3 — Our activity generates different social impact benefits:

→ lower unemployment rate;
→ decrease in benefits costs to be paid by the State;
→ higher purchasing power for everyone;
→ higher contributions to the economy (through taxes paid, personal invest-ments...);
→ a more equal and inclusive society (through increased access to economic autonomy and a more diverse workforce).

Status
To be measured in future reports

A message from the cofounders

Being a mission-driven company is an exercise in persistence and humility. It is an exercise in persistence because you rarely get things right the first time. It is an exercise in humility because, while the mission is right – and our mission of Making education accessible certainly feels right! – you need to regularly reassess how you should do it.

At a mission-driven company like OpenClassrooms, we fight every day for our Mission. We're not gonna lie: it looks fun, but it's hard.

And then we work on this Mission Report. We look back and we discover with amazement how much we've achieved. Helping more than 44,000 students get a new job or a promotion (+47% since last year) is already a great achievement in itself. But when we learn that a staggering 79% of our students come from underserved populations (job seekers, people with low qualifications...), the significance of our efforts multiplies. It's these lives that we have profoundly impacted, these transformations that we have facilitated, that add true worth to our journey.

What we have here is the result of intense hard work from the whole OpenClassrooms team, our amazing mentors and coaches, and of course our students and employers partners.

We'd like to thank each and every one of them, and renew our commitment to Making education even more accessible in the future.

The need is greater than ever. We will be there, doing our part.

Pierre & Mathieu,
OpenClassrooms cofounders

OpenClassrooms explained

As a mission-driven company, our goal is to Make education accessible. It's the result of 24 years of work, from a passion project by founders Mathieu Nebra & Pierre Dubuc that started in 1999 at the age of 13, to a next-European Unicorn awarded company based in France, the UK and the US.

OpenClassrooms provides 600+ high quality free courses, all licensed under a Creative Commons license to encourage reusability. The courses are video and text-based on topics such as IT, dev, marketing, data, design, pedagogy and more. Each course lasts a few hours and delivers a certificate through quizzes.

Almost 300,000 students come to learn for free every month from over 180 countries.

On top of its free courses, OpenClassrooms provides 50+ training paths. They are the paid part of OpenClassrooms, though a vast majority of its students benefit from 100% funding from 3rd parties in order to keep education accessible.

Paths offer an in-depth training experience. They invite students to work on a dozen concrete job-related projects to acquire highly sought-after skills.

All path students get help every week from a private professional mentor, who is an expert in their field. Paths lead to State-endorsed degrees in France, and our UK and US accreditations are in progress. OpenClassrooms aims to deliver concrete career outcomes: more than 70% of graduates should find a job in 6 months or less.

Each year, more than 11,000 students choose to enroll in a training path to get into the next step of their career.

OpenClassrooms' north star?
To help half a million students get a positive career outcome every year.

Business update

OpenClassrooms was busy pursuing its mission in 2022 while adapting to a new – and tougher – economic environment, after activity had increased dramatically during Covid years (2020 and 2021).

Access to capital has been tougher in 2022 and, like many companies, OpenClassrooms has had to switch its focus on economic sustainability first. This led to a redundancy plan with a voluntary departure plan of 25% of its employees in early 2023, in order to put the company back on a profitability trajectory. After all that we built together, needless to say this was a tough decision. We have nothing but gratitude for those who are leaving and have made such a powerful contribution to our Mission.

This hasn't prevented our impact to progress steadily in 2022. As shown in this report, we had a 47% increase in career outcomes: more than 44,000 OpenClassrooms students experienced a positive career outcome in 2022. Most of our students are either job seekers or have low to no previous qualifications, which is the result of our focus to Make education accessible to people who need it the most.

OpenClassrooms' product has benefited from a series of innovations, including a better beginning and end of training experience: all candidates can now apply from the same place, never get asked for the same information twice, and get updates in real time when their jury is deliberating before they get their degree. Likewise, companies now benefit from a much better visibility of their employees' training status and can hire apprentices from OpenClassrooms directly.

Data collection, including our impact reports, has also continued to improve dramatically over the years, which directly benefits all internal and external processes & reportings – including the Mission Report you're now reading.

It was something we mentioned in previous reports as an ongoing effort, especially regarding our free students, and we're proud to have made such progress regarding our career outcomes in particular.
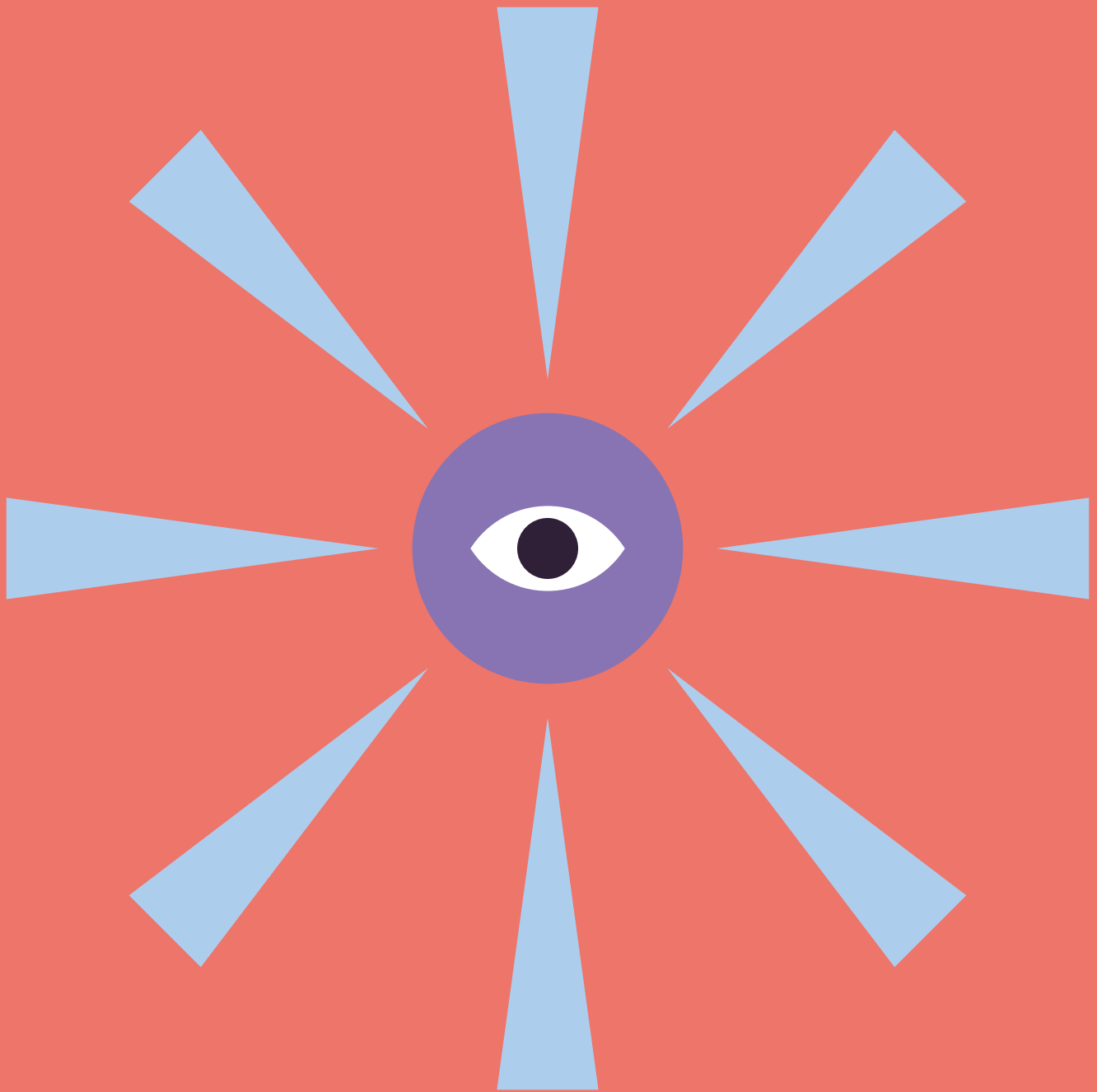
What does it mean to "Make education accessible"?

Our Mission is to Make education accessible. These 3 little words have served us well over the years as a guide for things we should do – and shouldn't do.

The scope of our mission statement is deliberately wide. It's worth reflecting on it every year, to truly consider what it means to Make education accessible.

This year, we believe we should look at these 3 dimensions to see if we're executing well on our Mission:

Dimension	Key questions	Our goal
Quantity	Are our education efforts reaching a significant number of people or just a handful of them? How many of them graduate, and eventually manage to have a positive career outcome?	500,000 career outcomes[1] every year
Quality	Are we serving people who need training the most (underserved students)? Do they get appropriate funding? Do they have the same success rates as our other, more privileged students?	At least 60% of our students come from underserved categories[2]
Impact	What is ultimately the impact on our students' lives? How is this eventually benefiting society as a whole? How can OpenClassrooms have a positive social impact while staying financially and environmentally sustainable?	To be defined in the next Mission Report[3]

The next sections will focus on these 3 dimensions.

How are we "Making education accessible"?

In this section, we will explore volumes of students, how many of them make their way to the degree, and eventually to a job.

We will

→ take a general overview at how OpenClassrooms has built its product funnel, to make sure all readers share a common understanding of how training on OpenClassrooms works;

→ share the quantitative and qualitative impact of OpenClassrooms free courses and paid training paths, including number of students, graduates and career outcomes.

Understanding a student journey

A typical student journey on OpenClassrooms has been summarized in the following chart:

Product Funnel

Free Courses

Paid* Training Path

Visitors — Members — Prospects — Applicants — Candidates — Students — Graduates — Placed
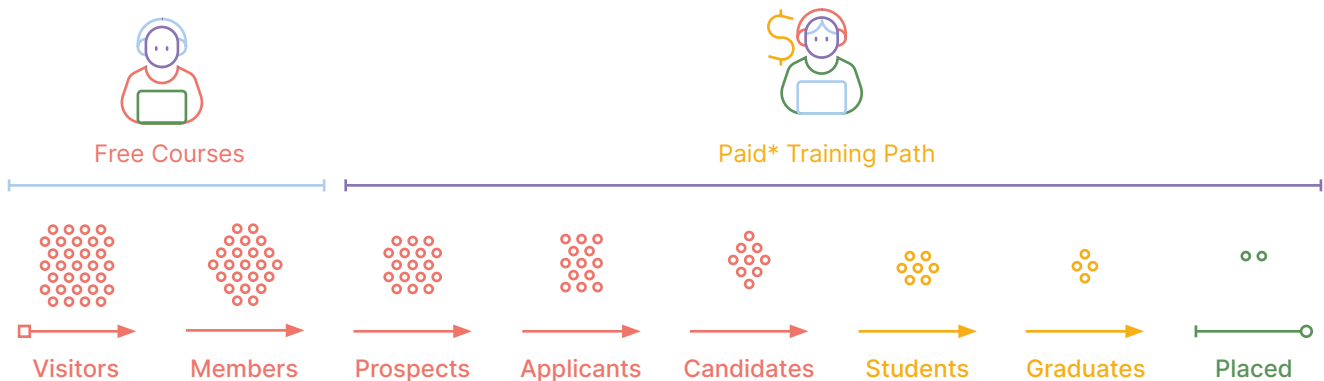
*Most students get funding and do not pay directly.

Most of the traffic on OpenClassrooms is on free courses, but a portion of these users turn into prospects and can eventually become students. These students can in turn graduate and find a job (they are "placed in the workforce", which adds 1 career outcome).

Visitors

Anonymous visitors on OpenClassrooms. They can read free courses but not view their video content.

Members

Logged in users on OpenClassrooms. They can read free courses and view their video content.
Prospects: members who have started the enrollment process to apply to a paid training path.

Applicants

People who have completed the application process for a paid training path. They are waiting for feedback on their application.

Candidates

People who have been validated by the OpenClassrooms team. They have the required prerequisites to start a paid training path. They still need to find a financing option before they can start (either pay themselves or get funding from a 3rd party).

Students

People who have started their training path. They are on a journey to complete on average a dozen projects, with 1:1 mentorship sessions every week.

Graduates

Students who have completed all their projects and who have been awarded the degree by a jury.
The share of students who graduate is called the graduation rate[4].

Placed (career outcomes)

People who credit OpenClassrooms for a career outcome[5]. The share of graduates who have a career outcome is called the job placement rate[6].

Quantitative analysis

Free courses

Let's focus on free courses usage and impact first. Also sometimes called MOOCs[7], those are responsible for the biggest part of OpenClassrooms' traffic as they only require a free account.

The number of registered users increased significantly during Covid year (2020-2021): with more time on their hands and renewed periods of lockdown, individuals started learning new skills; that is also reflected in the number of courses started every month in 2020 and 2021, as well as in the number of certificates achieved during those two years. 2022 was a "back-to-normal" year, with the number of registered users as well as the number of courses started going back to their pre-pandemic levels.

287,000
Average of monthly
active users

183 countries
with free users

2,203,949
Courses taken
throughout the year

0.83kg CO_2eq
Emissions per learner
(free users and path students)

Paid training paths

Let's focus now on our paying students, who are enrolled on one of our 50 training paths. For this category, we focus not only on absolute numbers (like our total number of students), but also on rates.

Rates help us understand a student's experience compared to a relative population. In the next chapter about qualitative analysis, we'll compare the experience of our students belonging to underserved communities with that of our non-underserved students.

37,218

People applying[8] to an OpenClassrooms path in 2022

31.2%
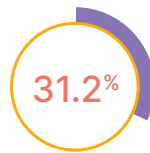
Share of women amongst our students

16,940

Candidates[9] to an OpenClassrooms path in 2022

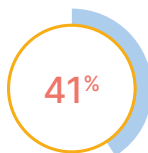**10,915**

Path students subscribing to OpenClassrooms in 2022

84 countries

with path students

3,000

Mentors working with OpenClassrooms students in 2022

41%

Graduation rate of students in 2022[10]

3,885

Career outcomes registered for path students in 2022

32 kg CO_2eq

Emissions per path students

Career outcomes

What's a career outcome?

Our main success criteria here is "career outcomes": we record one career outcome when an individual active on the platform credits OpenClassrooms with having helped them in any of the following ways:
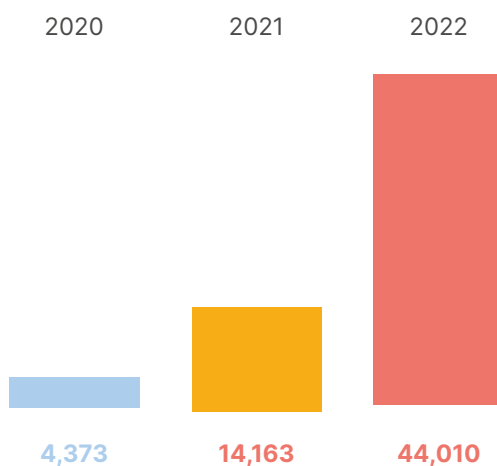
→ Find a new job, internship, apprenticeship

→ Start a new business

→ Obtain a new job title and/or a salary increase

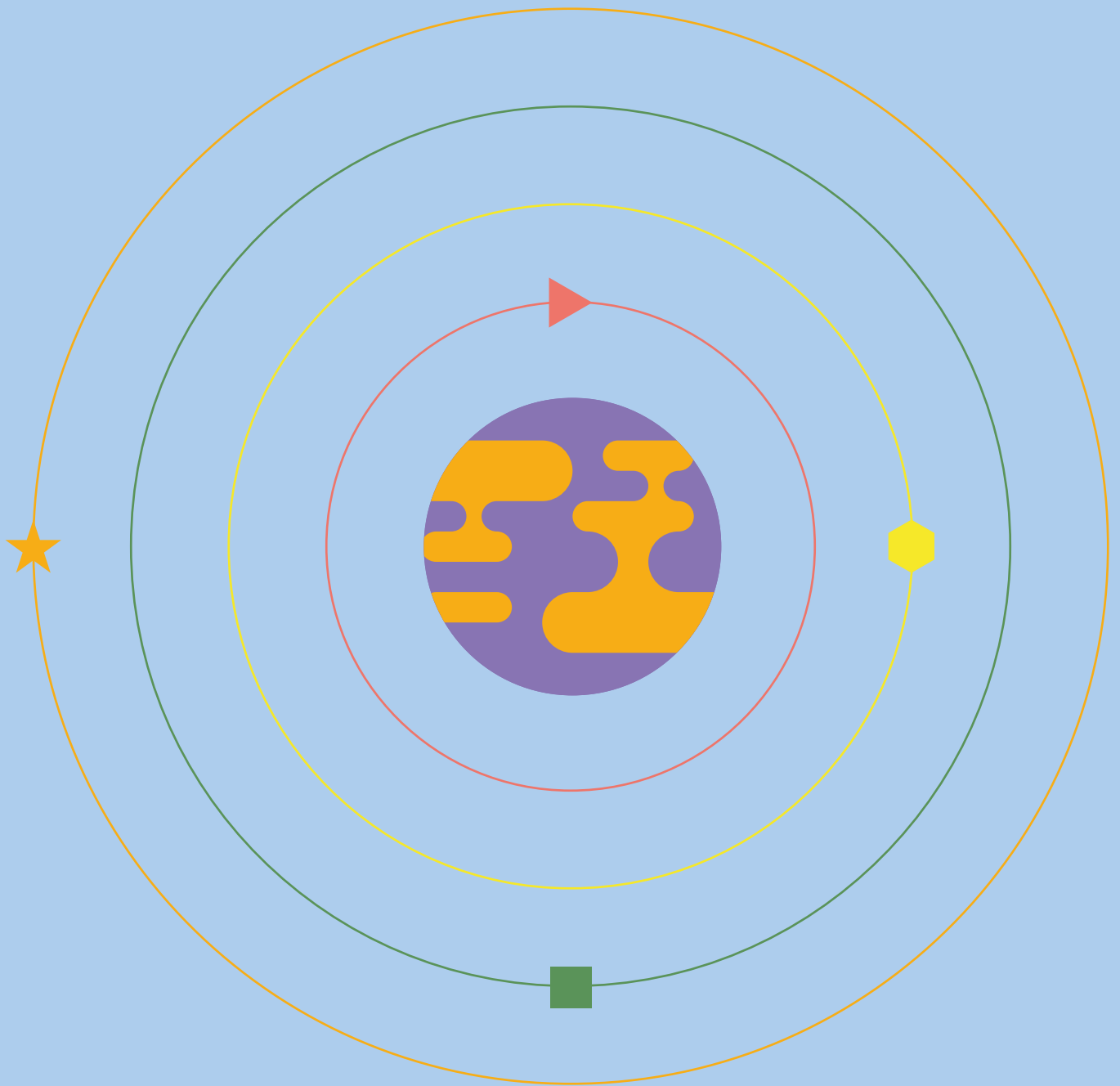→ Land a new job as a result of internal mobility

Any career outcome can't be counted twice for the same person over a 12-month period.

The number of registered career outcomes has increased quite dramatically over the past two years: yet this doesn't necessarily reflect a strong increase in student numbers or usage of the OpenClassrooms platform. It's also because the company has substantially improved its data collection processes over the past two years, with regular surveys sent out to free users and better use of existing databases. It's also interesting to note that a large number of people who experienced a positive career outcome thanks to OpenClassrooms are free users of our platform.

Number of career outcomes over the years (including free and paying students)

2020	2021	2022
4,373	14,163	44,010

Qualitative analysis

Impact is not just about having a big reach: it is also about having the most meaningful and transformative reach.

OpenClassrooms strives to intentionally help people who need education the most: underserved categories of students.
Why?
Because they are more likely to experience a big positive change when using our product.
Who are these underserved students and what proportion do they represent?
How do they fare compared to more privileged students?
Are we serving them well?

Who are the underserved students?

In 2020, OpenClassrooms's mission committee defined that we wanted to focus on underserved students. We think this goal is still relevant today. At least 60% of our students should come from at least one of these categories:

→ Job seekers

→ Little to no qualification
This one wasn't properly defined before. This year, we define it as "Having a Baccalaureate level or less".

→ People with disabilities

→ Refugees
This year, we want to include migrants and asylum seekers, which do not always technically have the refugee status.

→ People living in underprivileged areas
This year, we define it as QPV (Quartier Prioritaire de la Ville) in France, and might include ZRR (Zones de Revitalisation Rurale) in the future. In the UK and in the US, we use the local low income area definition.

This year, we have worked on aligning the definitions internationally. We will be able to report on our underserved students no matter if they live in France, the UK or the US.

Success rates by student categories

The job placement rate measures how many graduates have a career outcome within 6 months after graduation. Why 6 months? Because this is usually what is used for accreditation reporting, to deliver State-endorsed degrees.

We want to compare job placement rates of underserved students compared to other students: is it as easy for them to find a job or not? If not, what can we do to improve these numbers?

In the future, our data collection capabilities will improve. We want to measure the job placement rate over a longer period of time: 1 year, 2 years, 5 years, 10 years, etc.

Job seekers and people with low or no qualifications are by far the most represented communities on OpenClassrooms. We think it's a great achievement in itself to be proud of!

Interestingly, our underserved students benefit from a better orientation rate than other students, however graduation and getting a positive career outcome is more of a struggle for them.

With regards to our graduation rate, those results show that we need to:

→ Ensure we give enough help to people with low qualifications, who may not be used to work in autonomy. Some specific courses or extra webinars dedicated to self-organization could help.

→ Ensure we are both humanly and technically serving people with disabilities well. While the platform is WCAG compliant, we need to dig into this more to understand why people with disabilities seem to struggle to graduate.

As for the job placement rate, it doesn't come as a surprise that it is lower for underserved communities. Geographical and social mobility are probably still powerful barriers to employment.
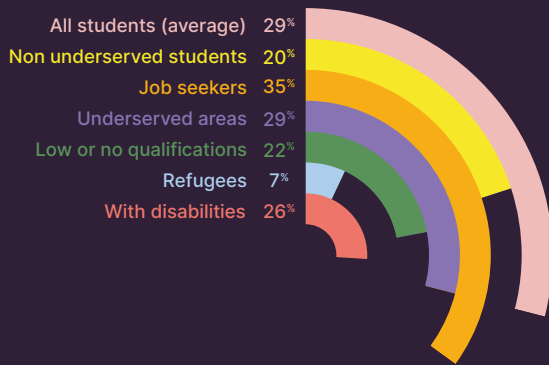
We consider the metrics for refugees less statistically relevant as there are only a handful of them. If anything, we could and should develop our partnerships with existing on the ground organizations to offer trainings to this population that is under represented.

One important last comment: the graduation and job placement rates reported here follow OpenClassrooms's internal definitions – and our criteria have been historically very tough. These metrics can't be compared with other organizations, because each one uses their own definitions[14].
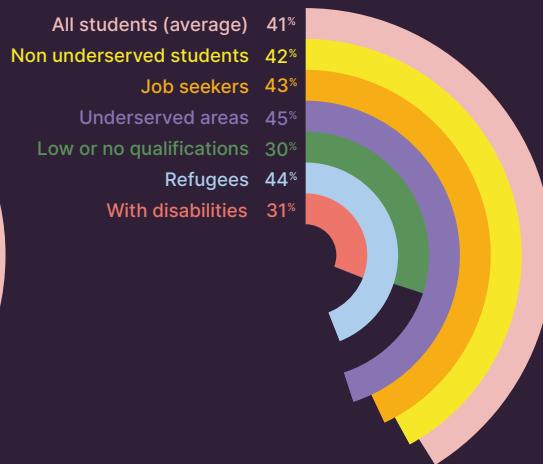
This means that we can and should compare OpenClassrooms metrics together, as we did here, but it doesn't make sense to compare them with metrics reported by other training providers.

	# of paying students 2022	Share of total paying students
Non underserved students		36%
Job seekers	7,300	68%
Underserved areas	665	6%
Low or no qualifications	3,991	36%
Refugees	66	0.6%
With disabilities	661	6%

Orientation rate[11]

All students (average)	29%
Non underserved students	20%
Job seekers	35%
Underserved areas	29%
Low or no qualifications	22%
Refugees	7%
With disabilities	26%

Graduation rate[12]

All students (average)	41%
Non underserved students	42%
Job seekers	43%
Underserved areas	45%
Low or no qualifications	30%
Refugees	44%
With disabilities	31%

Job placement rate

All students (average) [13]	48%
Non underserved students	53%
Job seekers	40%
Underserved areas	37%
Low or no qualifications	43%
Refugees	29%
With disabilities	39%

Funding types

Regarding our underserved students, funding is particularly important to consider, as they are less likely than other students to have the financial resources necessary to fund their education. Access to funding is therefore one of the main levers to improve their access to education.
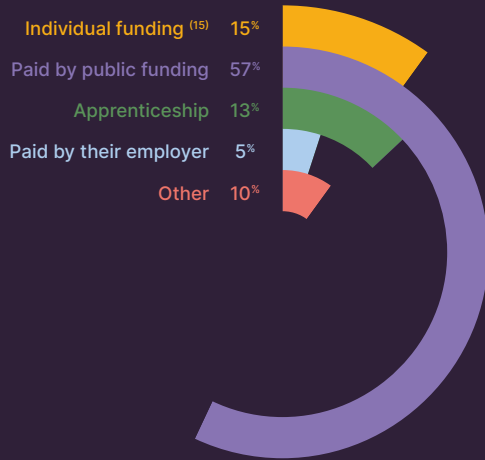
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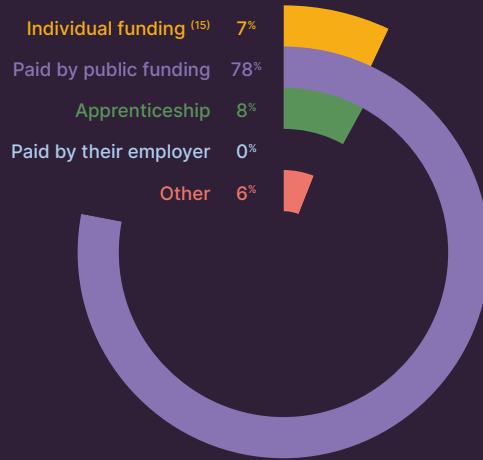
A majority of our students benefit from funding, whether by public funding, apprenticeship or their employer. We think it helps Make education accessible financially and that we are on track.
Our underserved students widely benefit from public funding, especially job seekers and people living in underserved areas.

We do think that there's an opportunity to push employer funding more and to encourage them to hire apprentices, especially job seekers, people from underserved areas and with low or no qualifications.
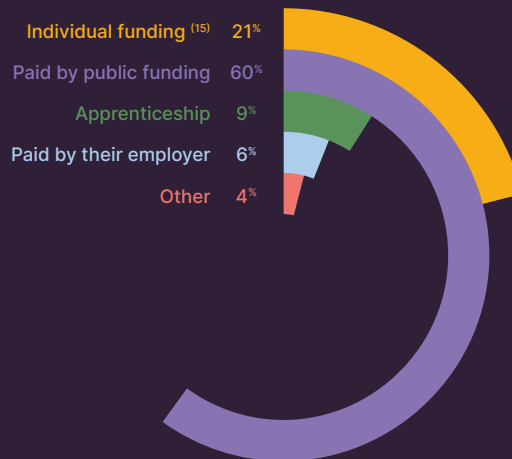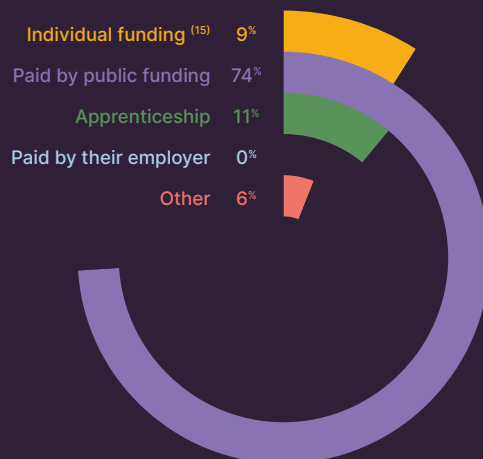
All students

Individual funding [15]	15%
Paid by public funding	57%
Apprenticeship	13%
Paid by their employer	5%
Other	10%

Job seekers

Individual funding [15]	7%
Paid by public funding	78%
Apprenticeship	8%
Paid by their employer	0%
Other	6%

Underserved areas

Individual funding [15]	3%
Paid by public funding	83%
Apprenticeship	5%
Paid by their employer	0%
Other	8%

Low or no qualifications

Individual funding [15]	21%
Paid by public funding	60%
Apprenticeship	9%
Paid by their employer	6%
Other	4%

Refugees

Individual funding [15]	6%
Paid by public funding	65%
Apprenticeship	21%
Paid by their employer	0%
Other	8%

People with disabilities

Individual funding [15]	9%
Paid by public funding	74%
Apprenticeship	11%
Paid by their employer	0%
Other	6%

Our focus on apprenticeship

One of the main sources of funding for OpenClassrooms students are apprenticeships.

OpenClassrooms is one of the largest private apprenticeship providers in Europe, with thousands of apprentices already in training. OpenClassrooms was among the first online schools to actively promote apprenticeships as a valid 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.

+28$^{\%}$

Year on year progression of apprentices enrolled with OpenClassrooms
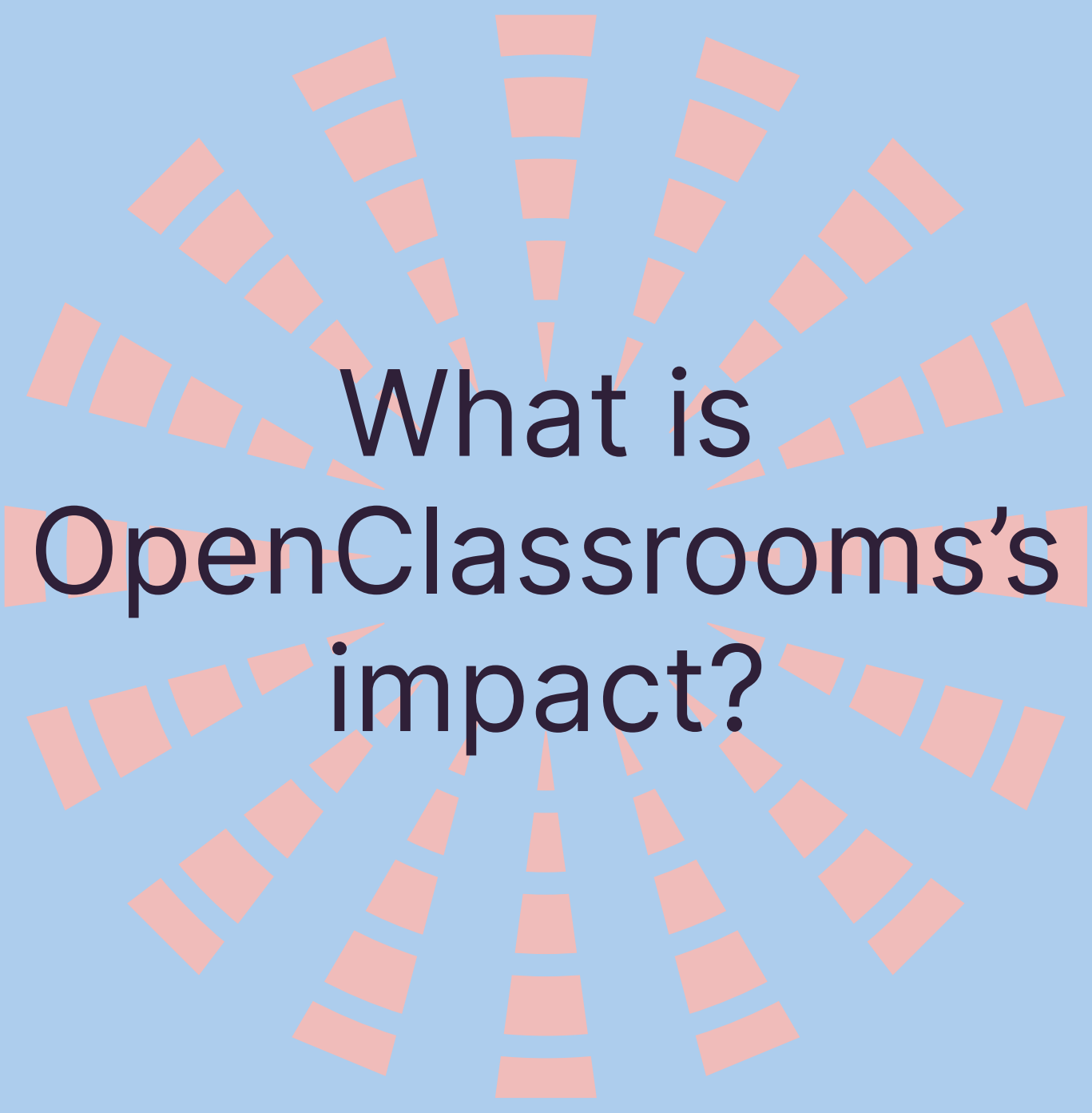
1,679

Positive career outcomes for apprentices in 2022

2,836

Number of employers with at least one OpenClassrooms apprentice

What is OpenClassrooms's impact?

There are several ways we could measure OpenClassrooms's impact. It could be:

→ The number of career outcomes delivered (ie: number of students who get a job)

→ The share of underserved students we help (ie: people who need training the most)

However, we think it's actually a combination of the above. If we generate a lot of career outcomes and many of these benefit underserved students, the impact on society as a whole will be bigger.

Quantity ✕ Quality ═ Impact

Quantity

Train as many students as possible and deliver a career outcome (eg. a new job)

Goal
500,000 career outcomes / year

Current
44,010 in 2022

Quality

Train primarily students who need it the most (eg. Jobseekers)

Goal
>60% our students should come from underserved populations

Current
79% in 2022

Impact

Social impact of Open-Classrooms in $ (revenue improvement, taxes collection…)

To be refined and measured in future Mission Reports

In other words

→ If we help a lot of students to learn new skills that land them a job…

→ … and these students are those who need it the most,

→ … then we will drive at least these strategic social impact benefits:

- Lower unemployment rate

- Decrease in benefits costs to be paid by the State

- Higher purchasing power for everyone

- Higher contributions to the economy (through taxes paid, personal investments…)

- A more equal and inclusive society (through increased access to economic autonomy and a more diverse workforce)

This impact analysis will definitely be our most ambitious effort to date. We are not able to do it yet, but we have done a lot of the groundwork.

This year, we uncover our vision and the first steps of our strategy to:

→ Measure impact on our students lives over the years;

→ Build a triple bottom line report balancing financial, environmental and social metrics to drive OpenClassrooms sustainably for the years to come.

Our road to a triple bottom line

OpenClassrooms wants to be able to pilot its business through what is called a "triple bottom line". While most companies are usually managed only through financial metrics, we believe that we need a more balanced approach to running a mission-driven business.

This means we want to deliver at a high level

→ Our financial reporting
this is the usual documentation that companies produce to check how profitable they are. OpenClassrooms already produces this reporting as it's a legal obligation and an operational necessity.

→ Our social reporting
this is a rather new kind of document that will highlight our social impact. It will measure how our work is impacting society as a whole, and translate it in dollars each time it is possible to do so.

→ Our environmental reporting
this will measure our environmental impact in tons of CO_2 equivalent.

We want to balance all 3 aspects. Pursuing only financial profit can eventually hurt society and the environment, as history has shown. On the other hand, all companies need to be financially sustainable and to make a profit to be able to operate and to reward its investors.

As for the environment, any economic activity will have an impact on the planet. In the traditional, in-person learning system, a student emits on average 1 t CO_2e per year[16]. At OpenClassrooms, it's 32 kg CO_2e (30 times lower!), and we're working on reducing that number.

Our carbon strategy is threefold

→ Measurement
we're working on a monthly report of our emissions

→ Reduction
we implemented several initiatives within the company that will help us reduce our emissions: HR policies favoring sustainable transportation, website optimization, and lowering the resolution of some of our videos, to name a few.

→ Contribution to the fight against climate warming through philanthropy
we decided to donate each year an amount calculated based on our emissions and the price of the current carbon market.
In 2022, OpenClassrooms donated 85 000€ to Carbon 180 (carbon180.org).

We also do not want to maximize profit at the expense of social impact, or the other way around.

We want to implement a triple bottom line reporting to be able to make the right decisions from a governance perspective. We want to deliver a first version of this reporting model as early as in our 2024 Mission Report. We hope this will foster fruitful conversations between the Mission Committee and the board of directors, and between the Mission Committee and the OpenClassrooms team.

To get there, we will need to measure our impact on society more thoroughly, taking more information into account like the salary raise of our students, but also the tax gains and other indirect impacts our training has on our wider ecosystem.

Where we stand today

Financial reporting

✔ All legally required documents including:

✔ Balance sheet

✔ P&L Statement

✔ Management report

✔ Auditor's report

Social reporting

✔ Career outcomes 6 months after graduation

✔ Socio-demographic status to qualify underserved students

✘ Career outcomes after 1, 2, 5, 10 years

✘ Salary improvement data

✘ Wider social impact generated including taxes benefit

Carbon reporting

✔ Annual CO_2 emissions reporting (scopes 1 to 3)

✔ Financial contribution to CO_2 emissions

✘ Monthly CO_2 emission reporting

✘ Budget management of CO_2 emissions by team

We already have what we need for our financial reporting.

Our carbon reporting is already available on an annual basis, but we are working on a monthly calculation, with a forecast and a budget. This shift will be a novelty for managers who are only used to financial budgets and not to environmental budgets.

We will have to fill a gap for social reporting, especially to gather salary improvement of students and conduct thorough research to measure the wider social impact generated by OpenClassrooms. This impact should be translated into dollars each time it is possible to do so.

For example: "OpenClassrooms has generated $3 million of additional revenue for its 2022 students the first year, then $10 million the second year, etc. This has led to $8 million less social security benefits spending and $1 million of additional tax collection for the State."

Every year, the Mission Committee is making new recommendations to OpenClassrooms to better help it fulfill its mission. They should be viewed as a practical guide to improve our impact, help more students succeed and keep our focus on underserved students.
Those are the recommendations they've made for 2022.

Action plan

Help embrace new technologies to access education

The problem

One in 3 workers lack foundational digital skills according to the US national coalition[17] and Harvard Business Review[18]. They are the people who are the most left behind, with a skill gap only widening compared to other workers. We should help these people embark on a journey to learn basic digital skills if they want to learn a job next. The lack of digital skills is often related to socio-cultural barriers, which is why we should also carefully review how accessible our communication is for people belonging to underprivileged communities, as they may not have the tech cultural codes and lingo.

Where we stand

We have built a specific path in French called "CléA numérique" which prepares workers for a French test on basic digital skills, with great feedback so far. We need to increase access to this path and others by labeling clearly on our platform which training paths are designed for total beginners.

Working with local non-profits has also proven successful in bridging the gap between people with no digital skills and OpenClassrooms.

We still need to investigate how our website and communication are understood by people with no digital skills, with the help of specific UX research. However, we've already worked on changing representations in Tech: making sure we hire teachers from diverse backgrounds and visible minorities contributes to transforming the way people feel about Tech job opportunities and to their own feeling of worthiness and belonging.

Make sure there's always a path to a training

The problem

OpenClassrooms has set up stricter diploma prerequisites in its admission process in recent years. However, some people already have the skills to start a path but no diploma to back it up and are sometimes left behind. How are we making sure there is a way forward for people with low qualifications, and how can we fight academic barriers?

Where we stand

OpenClassrooms is sometimes in conflicting situations when it needs to balance accessibility and its accreditation requirements.

We have made diploma prerequisites clearer in order to be compliant with accreditors, including France Compétences. We're doing our best to offer alternative pathways for people who had skills but don't have the diploma to prove it: we can check prerequisites in different ways if necessary.

However, this information is not always as clear as it could be, and it's still difficult to prove the acquisition of the necessary skills. We're actively improving our admission process to make it more transparent and give quicker answers to candidates. We're also adjusting our policies every time it is possible when new cases are presented.

Finally, we want to avoid giving our students the feeling of being rejected. When a path doesn't suit a student, they should immediately be offered another option with a more entry-level path. We are actively working to improve this in 2023, and hopefully it will lead to an even smoother user experience.

Enable students to learn at their own pace

The problem

OpenClassrooms lets path students train at their own pace, by allowing them to pay monthly with no commitment. However, 90% of OpenClassrooms students receive 3rd party funding, which means they have a fixed training duration. How can we offer these students more flexibility so they can also learn at their own pace?

Where we stand

OpenClassrooms's educational model is by essence very flexible. Students can start at any time of the year, do not need to wait for a class to be filled with other students, can take as much time as they need to complete their training path, etc.

The above only applies to self-paid students however, who represent roughly 10% of the total number of students.

The other 90% students get funding from a 3rd party, those 3rd parties usually work by funding a program with a fixed duration. 3rd parties pick a start date and an end date in advance. This is mostly a relic of traditional in-person training programs, which have a fixed end date.

Ideally, funded students should not be forced to complete by a specific date, as not everyone learns at the same pace. We think we should work with funding organisms on a new model that allows more flexibility for students, while still giving the funding bodies sufficient predictability... including the cost of the program. We think this is technically feasible but requires change in how funding programs are operated across the board.

In the meantime, OpenClassrooms will sometimes graciously offer these funded students some "extensions" when they need a bit more time. However, this is not scalable nor financially viable for OpenClassrooms to do so over the long term, which is why a solution with funding bodies will need to be found.

Consider the impact of ChatGPT on education,
and on our students' future jobs?

The problem

The ChatGPT release at the end of 2022 has already had a major impact for many educational institutions. Students are using it massively[19]. At the same time, it is expected to have an impact on existing jobs we are training them for: some might disappear, most are likely to evolve significantly. How is OpenClassrooms taking this paradigm shift into account?

Where we stand

As this report is written, this is still early days and generative AIs like ChatGPT are evolving very quickly. It has quickly become clear for OpenClassrooms that this will make most knowledge workers jobs different, though it is hard to tell to what extent and how fast. We consider the change brought about by ChatGPT and generative AI as significant.
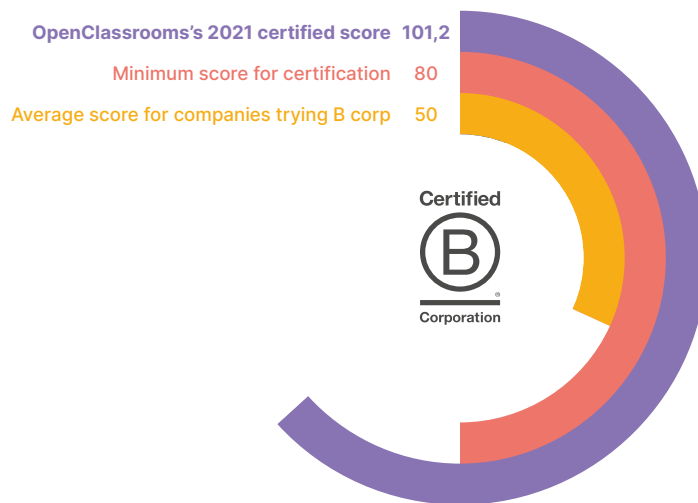
We are used to updating our paths and courses: 30% of our content is updated every year. It is not the first time that skills we train for evolve, and certainly not the last. However, it might be the first time these skills need to evolve together all at once for almost all paths. On the other hand, we already make sure a good share of the skills we train for are time-resistant (this includes soft skills)... So we don't have to update them every other year.

We see ChatGPT mostly as an opportunity: we are leveraging ChatGPT with a pre-trained chatbot that will help students learn faster, offering additional advice to students 24/7. Students also need to learn how to use it (new skills!), which is why we have released one of the very first courses on ChatGPT prompting skills[20]. It will be useful for both students and workers.

We are actively monitoring how the job market is evolving and will continue to adapt our training paths accordingly. We are excited to see how it will help people be more efficient and creative at their jobs, and we will reflect this as we update our training paths.

Making progress towards our B Corp recertification

Our final impact improvement goal for the year is our B Corp recertification. In February 2021, OpenClassrooms was certified as a B Corp, with an overall score of 101.2.

OpenClassrooms's 2021 certified score   101,2

Minimum score for certification   80

Average score for companies trying B corp   50

Certified

B ®

Corporation

We'll be applying for recertification in February 2024 and hope that our new score reflects the progress we've made regarding our environmental strategy and our leading efforts to engage all our stakeholders in creating a more socially responsible ecosystem.

(1) A career outcome is recorded when an individual credits OpenClassrooms with having helped them either find a new job, internship, apprenticeship, start a new business, obtain a new job title and/or a salary increase or land a new job as a result of internal mobility.
(2) Underserved students come from at least one of these categories: jobseekers, refugees, people with little to no qualifications, with disabilities or living in underprivileged areas.
(3) Today, we think it might look like this: "Generate X€ of positive social impact while being low carbon and financially sustainable". Note that these are still early days, our vision will probably change.
(4) Percentage of applicants that became students.
(5) Note that all members can have a career outcome thanks to free courses, not only graduates.
(6) A career outcome is recorded when an individual credits OpenClassrooms with having helped them to either find a new job, internship, apprenticeship, start a new business, obtain a new job title and/or a salary increase or land a new job as a result of internal mobility.
(7) Massive Open Online Courses.
(8) Applying means filling an application and submitting all required documentation.
(9) A candidate is someone who has been admitted to a training program.
(10) 41% of the students who were expected to graduate in 2022.
(11) Percentage of applicants that became students.
(12) Percentage of the students who were expected to graduate in 2022 and successfully did.
(13) Percentage of respondents to the job survey who found a job 6 months or less after graduation.
(14) In fact, by updating just a few criteria, we could easily report higher rates.
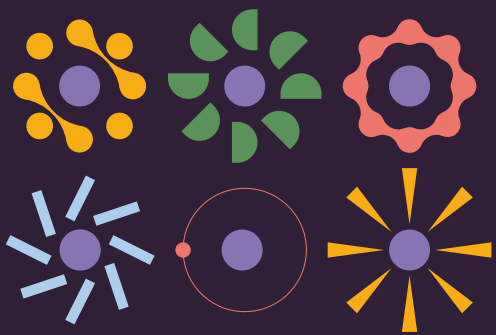(15) Includes self paid, CPF, Individual funding.
(16) https://enveurope.springeropen.com/articles/10.1186/s12302-021-00454-6#:~:text=On%20ave-rage%2C%20university%20CFs%20per,and%20product%20use%20%5B42%5D
(17) https://nationalskillscoalition.org/blog/future-of-work/nearly-1-in-3-workers-lack-foundational-digital-skills-new-report-finds/
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