



MISSION REPORT 2024

OPENCLASSROOMS

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FOREWORD



A MESSAGE FROM
JEAN-PHILIPPE COURTOIS,
PRESIDENT OF THE MISSION
COMMITTEE

“The purpose of business is to produce profitable solutions to the problems of people and planet, not profiting from producing problems,” said Colin Mayer in his book *Prosperity: Better Business Makes the Greater Good*.

That's what a mission-driven business (*entreprise à mission in French*) is all about and this is the reason why I was delighted to accept Pierre Dubuc and Mathieu Nebra's invitation to become the new OpenClassrooms Mission Committee President back in June 2023.

In this role, I'm eager to bring my 40 years of experience in the software, cloud, and AI industry, as EVP and President at Microsoft Corp. and also as a founder and President of Live for Good, an NGO empowering young impact and mission-led entrepreneurs in France.

I'm excited to lead a diverse Mission Committee that represents OpenClassrooms' stakeholders across its employees, students, mentors, shareholders, and customers. Recently, I had the pleasure to appoint two great new members: from the corporate world, Anne Lebel, Group CHRO at Capgemini and from the Public Sector, Patrice Guezou, Skills Strategy Director at Sémaphores. It's wonderful to have them on board.

Working together and in a close partnership with the OpenClassrooms executive team and board, we're committed to *Make Education Accessible*, including by scaling online apprenticeships in France and expanding the model in the US and the UK.


The report you're about to read is the result of hard and meaningful work from the entire OpenClassrooms team and our Mission Committee.

Their daily dedication to their students' - who come from all walks of life - success, from diploma to employment, is a testament to the amazing purpose of this very special company.

OPENCLASSROOMS EXPLAINED

As a mission-driven company, our goal is to *Make Education Accessible*. We empower individuals and employers to meet, learn, and work together. We do this through flexible online reskilling and apprenticeship programs with a platform to connect and learn. Our pedagogy is designed to suit each individual's and company's specific needs.

OpenClassrooms is the result of 25 years of work, from a passion project by founders Mathieu Nebra and Pierre Dubuc that started in 1999 at the age of 13, to an award-winning company training thousands of individuals in France, the UK and the US.

penClassrooms 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 200 countries.

OpenClassrooms invites its many free users to enroll in a training path. The company has built a unique technology to identify and connect students with employers (or other third-party financing bodies). Every month, thousands of free students become candidates to a training path and apply to join a company in apprenticeship, thanks to its apprenticeship job board and talent marketplace.

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600+
HIGH QUALITY
FREE COURSES

300,00+
STUDENTS COME
TO LEARN FOR FREE
EVERY MONTH

11,000+
STUDENTS CHOOSE
TO ENROLL IN A TRAINING
PATH EACH YEAR

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

BUSINESS UPDATE

2023 was a pivotal year for OpenClassrooms. As we explained in last year's report, after years of continued growth, the company went through a challenging transition period. During the Covid years, OpenClassrooms benefited from a large shift towards online education, with people, companies, and public authorities massively investing in large-scale online reskilling programs.

The number of OpenClassrooms paying students doubled in a very short amount of time. To provide new students with the necessary help and support, the company had to hire a large number of new team members. However, the end of the Covid period prompted a market adjustment in higher education. OpenClassrooms had to restructure its operations, including the departure of employees and the implementation of budget reductions measures. Despite a challenging period, this led to efficiency improvement shifts and helped us focus on the areas where we could have a bigger impact.

OPENCLASSROOMS PIVOTED ITS PRODUCT OFFERING TO INVEST IN WHAT WE CONSIDER THE FUTURE OF HIGHER EDUCATION: APPRENTICESHIP.

In late 2022, we conducted strategic initiatives to align with this priority, particularly focusing on the student admission process.

We revamped our enrollment funnel, creating an innovative and thorough process designed to tailor training and funding recommendations for our students while seamlessly connecting them with prospective employers in our talent marketplace. Through this pioneering initiative, we guarantee that 90% of them will find tailored training and funding solutions. In 2023, we began reaping the benefits of this lean admission funnel, with prospects and candidates more than tripling over the year.

THE COMPANY HAS INVESTED SIGNIFICANTLY IN TOOLS TO BRING PROSPECTIVE APPRENTICES AND EMPLOYERS TOGETHER:

→ a talent marketplace that allows employers to browse and filter thousands of candidates, and hire them in apprenticeship with a few clicks, at any time of the year;

→ an apprenticeship job board that lists thousands of job offers, with several filters available. It allows candidates to find their future employer more easily.

Both services aim to significantly increase the number of online apprenticeship students as the company focuses on becoming a leading apprenticeship and reskilling provider.

The marketplace and job board have the double benefit of being technologies that work:

→ in France, the US, and the UK ;

→ for apprenticeship candidates now, and for all graduates in the future.

2023 has also been a special year that saw the rise of AI with Large Language Models (LLMs). We have made significant investments to build the foundations of an AI-powered platform that is capable of delivering additional help to students 24/7 through a specifically trained AI companion that will supplement mentors to allow students to learn better and faster.

Meanwhile, teams are increasingly using new AI tools to assist in product development, engineering, student support, marketing and learning. The learning team, in particular, has published one of the very first white books on AI usage for instructional design (in French), along with an updated introductory course on AI and a new course on ChatGPT for beginners.

The implementation of AI tools is an exciting and innovative endeavor. We aim to approach it with careful consideration of the legal and ethical implications, while also moving swiftly to capitalize on the positive outcomes that this technology can bring.

Finally, despite complex circumstances, changes in product offering, and challenging market conditions, OpenClassrooms stayed true to its mission of *Making Education Accessible*. The company's impact metric (career outcomes) steadily increased from 2022 to 2023, rising from 40,000 per year to a new record of 52,330.

OUR MISSION

BY PIERRE DUBUC
AND MATHIEU NEBRA,
COFOUNDERS
OF OPENCLASSROOMS



WHAT DOES IT MEAN TO MAKE EDUCATION ACCESSIBLE?

Every year, we revisit our mission statement: *Make Education Accessible*. Not to change it, but to consider how to best implement it. We crafted this mission to guide us, yet annually, we must reconsider the objectives that will actualize this statement. This marks our fifth mission report, summarizing our endeavors to breathe life into the mission alongside a set of objectives defined by our Mission Committee.

A NEW PERSPECTIVE ON OUR OBJECTIVES

Upon our transition to a mission-driven company in 2018, our Mission Committee outlined operational objectives aimed at addressing five categories of students who face specific barriers to accessing education:

- unemployed individuals,
- individuals with low to no qualifications,
- residents of disadvantaged areas,
- refugees,
- individual with disabilities.

OUR GOALS WERE TWOFOLD

Quantitatively

To reach and maintain a minimum proportion of 70% of our students belonging to one of these categories.

Qualitatively

To launch a communication campaign to deconstruct stereotypes about career changes to attract more atypical profiles to the tech industry.

Both of these goals were achieved. Quantitatively, in 2023, 75% of our students belonged to at least one of these priority categories. Qualitatively, a major communication campaign was deployed on social media with four video portraits of our students on the theme of overcoming mental barriers related to disability, age, education level, and gender stereotypes. The redesign of our admission funnel also allowed us to create a personalized process to recommend training and funding options to candidates.

After four years dedicated to making education accessible to these five priority categories, the Mission Committee has observed that the initiatives implemented by OpenClassrooms have effectively contributed to facilitating access to education for these students. This access is now structurally and sustainably facilitated. With that key learning in mind, the mission committee reconsidered what it means to make education truly accessible. They found that despite overcoming the specific barriers to education, our underserved students still faced obstacles to employment. Consequently, the Committee decided to refresh its approach with a deeper focus on 2 categories and evolving our impact measurement.



75%

OF OUR STUDENTS BELONGED TO AT LEAST ONE OF THOSE UNDERSERVED GROUPS

1 A new and deeper focus on two categories of the population that are underrepresented in the workforce:

PEOPLE WITH DISABILITIES

In France, people with disabilities have an employment rate of 44%, compared to 74% for the general population. OpenClassrooms can and will contribute to helping more students with disabilities access skills that will enable them to gain stable employment. This category used to be one of the five underserved categories, and we made the decision to elevate it as a main focus.

Our objective is to provide all our students with disabilities access to a mentor trained in disability management and a contact at OpenClassrooms who is also trained in disability. Additionally, we aim to deploy a strategy to improve funding to accommodate the necessary adjustments for students with disabilities.



44%

PEOPLE WITH
DISABILITIES
EMPLOYMENT RATE

WOMEN IN TECH

Women only account for 26% of employees in tech companies, and that number drops to 16% when considering only technical roles. We believe that OpenClassrooms should play a key role in enabling many more women to access exciting roles in the tech and digital sectors, which are in high demand.

Our objectives are twofold: to have a minimum of 25% female students in our Tech programs, and 40% of our Tech program instructors to be women. For these two groups, we also aim to deploy wide-reaching communications featuring role models from these categories to work on representations and facilitate identification.



26%

OF EMPLOYEES
IN TECH ARE WOMEN

2 Evolving our impact assessment: This methodology will focus less on the number of people we reach (how many underserved students do we serve, and how much growth we generated), but rather on the depth of the impact we have on each individual. In other words, our goal will be to understand how OpenClassrooms is able to positively impact the life of every student by making education accessible to them.

We aim to develop a calculation formula that will enable us to quantify, in monetary terms or other means, the changes experienced by a student before and after studying with us. Additionally, we intend to measure the broader economic and financial impact across various stakeholders: employers, state and government services, and the wider community.

As a result of this new approach, this report is work in progress. We're still reporting against the five underserved categories we have been using in the past, but we have added our two new areas of focus.

Additionally, we are experimenting for the first time with a new Impact calculation model that will be updated in 2025 as we learn more in the future.

THE RISE OF APPRENTICESHIP

Beyond evolving our focus on underserved categories, we also came to realize that we had an opportunity to *Make Education* more *Accessible* by deploying online apprenticeships in France, the US, and the UK.

ONLINE APPRENTICESHIPS OFFER SEVERAL BENEFITS

FOR STUDENTS	FOR COMPANIES
100% financed program, debt-free	Access to new and more diverse sources of talent
A salary from day one	Improved talent retention
A higher salary after graduation (+6% to +9% higher than other types of students)	Ability to start at any time during the year (not just in September like traditional apprenticeships)
An 81% chance of landing a job within 6 months after graduation (a higher rate than other types of students)	1 to 2 days of training / week (the apprentice does not disappear for a full week or more)
Learning skills that are immediately relevant for employers	Influence the skills the student will learn to be more relevant

The acknowledged advantages of apprenticeship for both parties, coupled with the chance to connect students with employers on our platform, prompted a change in our priorities. We are now dedicated to making education accessible by effectively pairing apprenticeship candidates with employers.

This is why a considerable amount of effort has been invested in building the OpenClassrooms talent marketplace (for employers) and the job board (for apprenticeship candidates).

This strategy is also applicable to employers who are looking to hire full-time employees but are struggling to find suitable talent. Consequently, they can participate in the training effort through alternative methods, such as the POE (*Préparation Opérationnelle à l'Emploi*) program in France, which is a 'train then hire' type of initiative. OpenClassrooms is actively exploring these opportunities in parallel.

OUR MISSION COMMITTEE

President

Jean-Philippe Courtois

Vice President

Olivier Fleurot

Employers - Capgemini

Anne Lebel

Public sector - Sémaphores

Patrice Guezou

Team membres

Pauline Kamoun

Cécile Dubouis

Students

Pauline Bourdeau

Nathan Bellow

Mentors

Francis Bock

Alexandra Marty

Cofounder

Mathieu Nebra

Investors

Pierre-Olivier Barennes

IMPACTING STUDENTS



Having a positive impact on our students' lives goes beyond providing access to education. It's about empowering them to transform their lives by equipping them with skills that enhance their employability. Furthermore, when assessing our impact on students, we must consider their backgrounds and the obstacles they face. Our ability to assist them in overcoming these barriers can significantly influence their outcomes. In essence, the greater the obstacle, the greater our impact.

BREAKING BARRIERS TO EDUCATION

The barriers to education our students face encompass various factors, including limited access to prior education, financial constraints, geographical or social limitations, as well as stereotypes and biases in decision-making processes. Additionally, learning or physical disabilities may further impede their educational journey.

For that reason, it's important that we measure our efficiency in helping our students access education, particularly focusing on:

- the rate of students who apply to one of our training paths and are admitted, referred to as the "orientation rate";
- the rate of students who graduate within the expected timeframe, referred to as the "graduation rate";
- the rate of students who achieve positive career outcomes within 6 months following graduation, referred to as the "job placement rate".

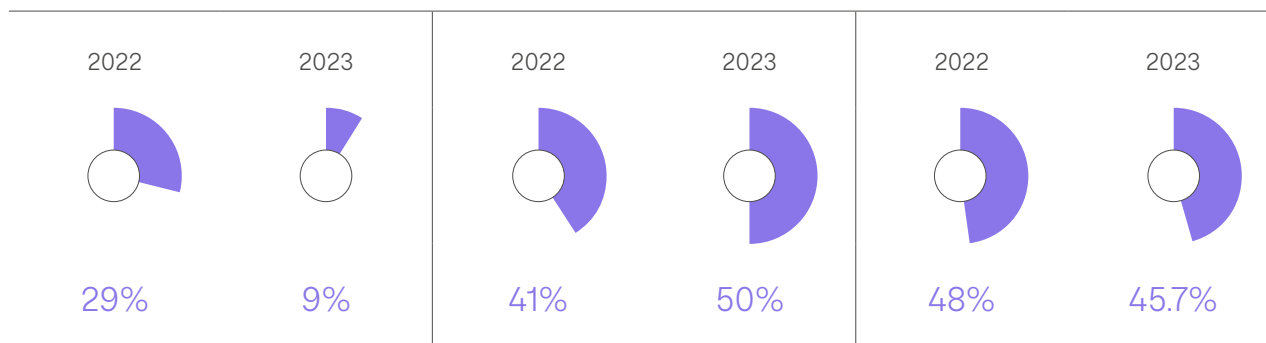
NB: the job placement rate indicates placement within 6 months of graduation. To obtain data that most accurately reflects the employment rate of our graduates, we have chosen to report this data over a period from June to June, to include a maximum six-month job search period.

Orientation rate: percentage of applicants who become students

Graduation rate: percentage of students who graduate in the timeframe they're expected to

Job placement rate: percentage of students who found a job 6 months or less after graduation

ORIENTATION RATE → GRADUATION RATE → JOB PLACEMENT RATE



ANALYSIS

Looking at the decrease in orientation rate, it may seem that our applicants struggled more to become students. However, it's essential to consider that data in context: our applicant number actually increased by +190% last year. This surge can be attributed to a combination of successful marketing campaigns and enhancements to our platform.

We basically opened up the doors for more people to apply, but fully-financed training seats did not grow at the same rate during this period. Consequently, a significant number of students opted to fully fund their training themselves. However, this solution isn't feasible for everyone, leading to a mechanical decrease in our orientation rate.

This scenario raises additional questions for the years ahead: while it's crucial to ensure that

prospective students are well-prepared to graduate at the end of their program, implementing too many prerequisites and screening procedures could potentially contradict our mission to *Make Education Accessible*. Thus, finding the right balance between orientation rate and graduation rate will be one of OpenClassrooms' main challenges in the near future.

CAREER OUTCOMES

Breaking barriers to education is not the only impact we're having or measuring. What's our end goal? Ensuring that people who are using OpenClassrooms to learn new skills are able to leverage those skills to achieve a positive "career outcome". What do we consider a positive career outcome?

We validate one positive career outcome when an active student 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;
- transitioning to a new job as a result of internal mobility.

Each career outcome can only be counted once for the same individual over a 12-month period.

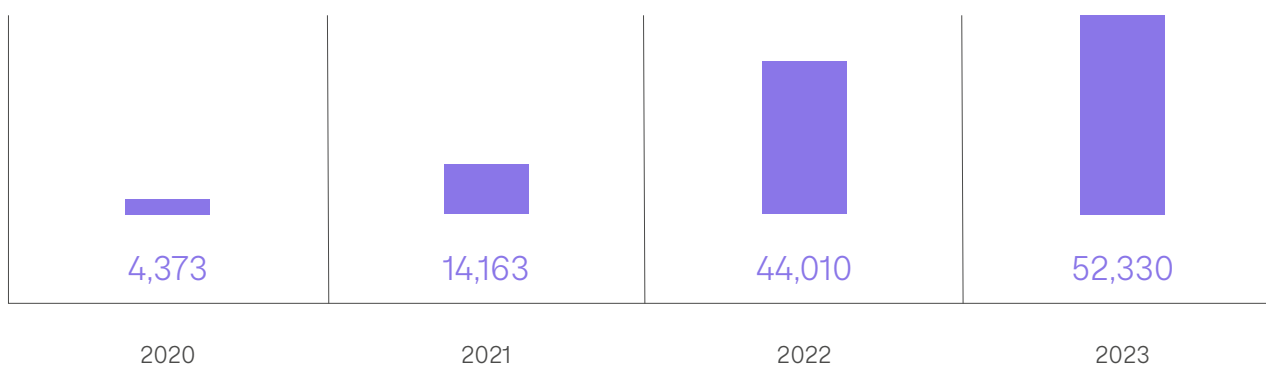
2023 IS A NEW RECORD FOR US, WITH

52,330

POSITIVE CAREER OUTCOMES REGISTERED.

NUMBER OF CAREER OUTCOMES OVER THE YEARS

(INCLUDING FREE USERS, APPRENTICES AND STUDENTS)



TAKEAWAYS

In addition to helping our students find employment, we recognize the powerful impact we have on our free users as well. Last year, over 48,000 individuals who used our platform for free credited OpenClassrooms with helping them advance their careers!

Furthermore, through our measurement of impact on various customer categories, we identified a group of students who excelled: our apprentices. An impressive 81% of them secured employment within 6 months or less after graduation. This statistic highlights the potent role apprenticeships can play in facilitating the transition of young individuals into the workforce.



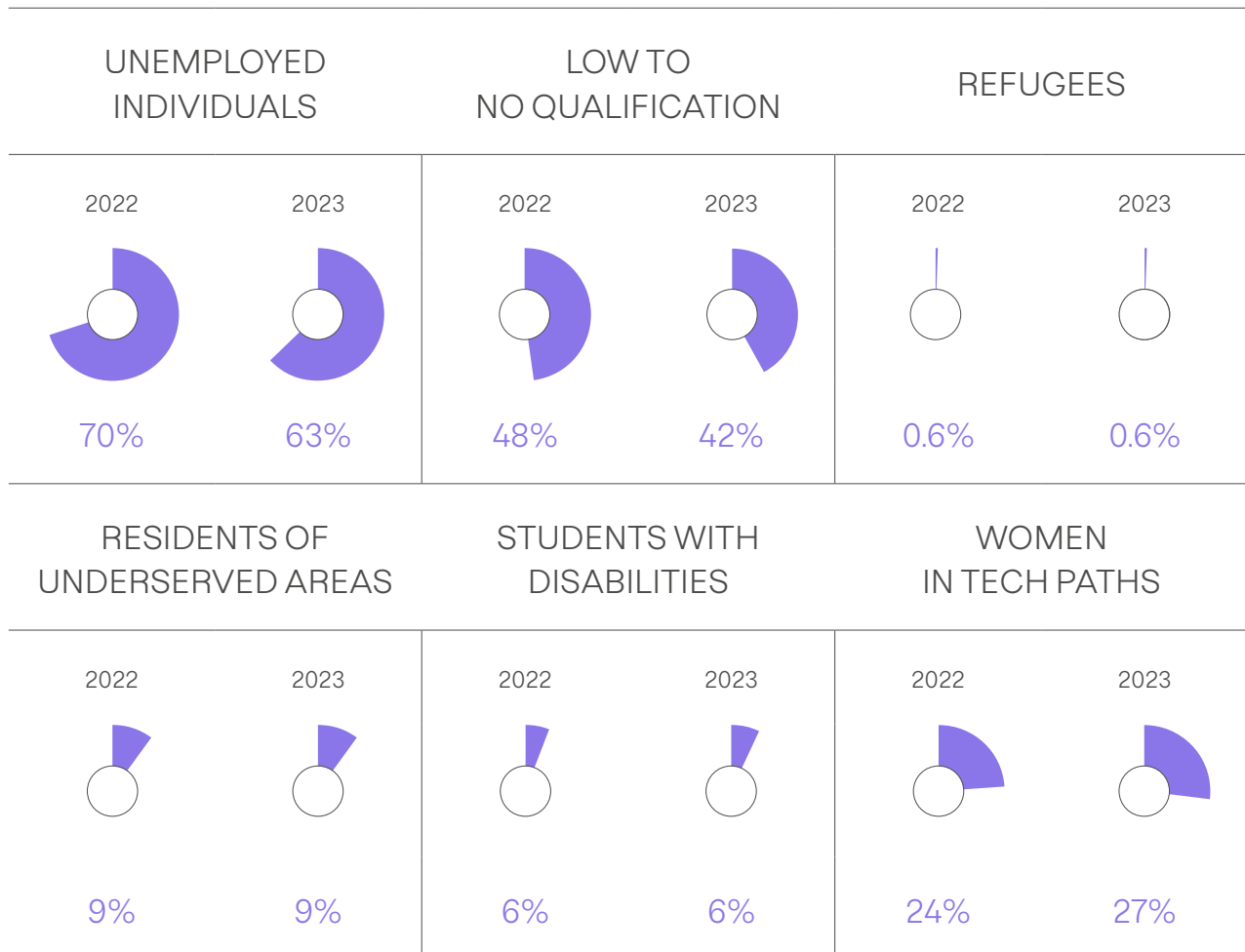
81%

OF APPRENTICES SECURED
EMPLOYMENT WITHIN 6 MONTHS
OR LESS AFTER GRADUATION



DEMOGRAPHICS

While striving to enhance our impact, it's crucial to ensure that we eliminate barriers to accessing education for those who need it the most. Therefore, the demographics of our students matter greatly.



NB: many students belong to several categories simultaneously. For example, an individual may be unemployed and reside in an underserved area.

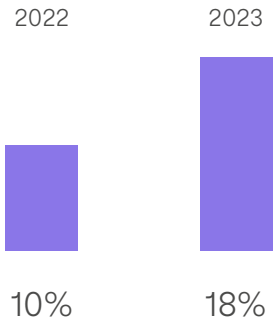
75% OF OUR STUDENTS FIT INTO AT LEAST ONE OF THE UNDERSERVED CATEGORIES. SIMILAR TO LAST YEAR, OUR PRIMARY IMPACT WAS WITH STUDENTS FACING THE MOST SIGNIFICANT BARRIERS TO EDUCATION.

MEANWHILE, WE ALSO BROADENED OUR INTERNATIONAL PRESENCE.

Consequently, the percentage of students residing in France decreased from 90% in 2022 to 82% in 2023.

Furthermore, our free users logged into OpenClassrooms from 222 different countries across the world.

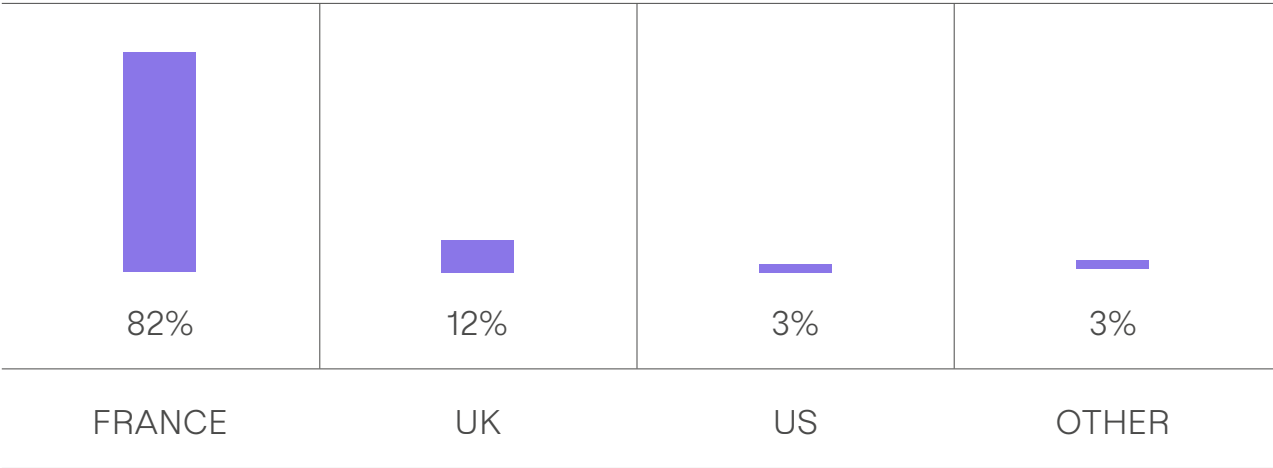
STUDENTS LIVED OUT OF FRANCE



OUR FREE USERS LOGGED IN TO OPENCLASSROOMS FROM



OPENCLASSROOMS STUDENTS PER COUNTRY



METHODOLOGICAL NOTE ON DATA COLLECTION

Some of our calculation methods have evolved compared to last year or require clarification:

→ The formula for calculating the percentage of students residing in underserved areas has been updated to consider only students residing in France, for whom we have exact addresses. This allows us to verify whether they live in an underserved area.

→ Some demographic data are based on self-reported information, for which students are not required, or may not be able, to provide proof of belonging to a priority category. For example, a student who claims not to have a qualification higher than the undergrad level can only declare this status without providing proof. It is not possible to provide evidence of not having obtained a higher diploma.

→ The calculation of the percentage of women in our Tech paths includes the Cybersecurity, Data, Design, Development, Project Management, Supply Chain, and System and Network programs.

→ We have changed our reporting period for calculating the employment placement rate. This rate is calculated based on the number of students who found a job within six months of their graduation date. To calculate the rate for students of a calendar year (january to december), we need to add six months so that students who graduated at the end of the year have the necessary time to find employment. Therefore, we now finalize this figure each year on June 30 for the students of the previous year.

TESTIMONY

Marina, 38,
Systems and Network
Administrator

During my career transition, juggling with my family life, which includes three young children and a spouse, along with my training schedule, has been a challenge that I have overcome with dedication. In spite of my obligations, I am fully committed to my training. These challenges only strengthen my determination and my ability to simultaneously manage multiple aspects of my life.

After signing a fixed-term contract as an IT technician at the company where I completed my internship, I plan to start an apprenticeship in September 2024 to obtain a level of education equivalent to a master's degree in systems and security management. This opens up new professional perspectives for me.



IMPACTING EMPLOYERS



FOSTERING DIVERSITY IN THE WORKPLACE

The OpenClassrooms mission is two-fold: *Make Education Accessible* means equipping individuals with up-to-date competencies and skills, but also fostering career progress and opening new professional perspectives to people from all backgrounds - especially to those who, for one reason or another, may encounter difficulties when looking for a job.

This also yields benefits for employers.

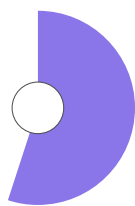
With OpenClassrooms, employers gain access to an untapped and expansive pool of diverse talent. This includes individuals from underrepresented backgrounds, as well as those who have undergone a comprehensive reskilling process at some point in their careers.

In early 2023, OpenClassrooms conducted a comprehensive survey among 3,000 of its students, with the following results:



30%

of respondents had no diploma before starting a training program with OpenClassrooms. This figure includes 12% of surveyed students who began a post-secondary education program but did not complete it.



55%

of respondents are first-generation post-secondary students.



33%

One-third of respondents from diverse backgrounds reported experiencing discrimination at some point in their professional trajectory, whether due to ethnic background, age, or gender.

This data provided us with meaningful insights about how our graduates can contribute to creating a more inclusive and diverse workforce. It's also a testament to the intelligence and resilience of our students.

EASY ACCESS TO A RICH TALENT POOL

The OpenClassrooms mission is two-fold: *Make Education Accessible* means equipping individuals with up-to-date competencies and skills, but also fostering career progress and opening new professional perspectives to people from all backgrounds – especially to those who, for one reason or another, may encounter difficulties when looking for a job.

While the apprenticeship model itself is effective in creating learning and career advancement opportunities, access to apprenticeships remains challenging for both employers and prospective apprentices. In some countries or regions, apprenticeships may not exist at all, or may be limited to blue-collar jobs. In other regions where the model is prevalent, administrative obstacles still complicate access.

In France, 44% of apprentices have encountered difficulties in finding a suitable position, while 34% of surveyed employers have opted to stop recruiting apprentices due to sourcing or administrative challenges.

To facilitate access to the apprenticeship talent pool for employers, OpenClassrooms has developed a seamless recruitment process by creating a thoroughly automatized, 100% online talent marketplace. Employers looking for apprentices now have direct access to an online platform with a large pool of candidates. Similarly, candidates have the ability to apply with just a few clicks, streamlining the entire process.

According to the *Baromètre de l'alternance 2023* published by Adecco.

EASY AND QUICK ACCESS TO THE RIGHT SKILLS

Offering an easy and straightforward access to a diverse pool of candidates is an important aspect of accessible education. Another crucial step is to ensure that employers also have access to the right competencies when recruiting candidates.

In that perspective, OpenClassrooms advocates for a shift towards skills-based hiring, rather than relying solely on credentials and diplomas in recruitment practices. According to a large survey conducted by Generations among 1,325 employers in Europe, the United States and South America, employers who opted to recruit based on skills rather than diplomas experienced a 58% increase in the number of applications. Additionally, 84% of employers reported no difference between individuals recruited based on skills and those recruited based on diplomas.

One of the key pillars of the OpenClassrooms mission is to provide access to education and employment to a more diverse and enriched pool of individuals. As a result, thanks to OpenClassrooms, employers gain access to competencies and experiences that were previously difficult to source and hire.

TESTIMONY

Discover the inspiring journeys of Fanny and Tamia, apprentices in France and the United States. Below is an excerpt of their stories, but you can read more on blog.openclassrooms.com.

Fanny, 45,
Full-Stack Developer

After transitioning from a spa beautician and massage therapist to an unemployed individual, then to a web designer and front-end developer, I am now moving towards the role of a Full-Stack Developer. Since September 2023, I have been an apprentice at Société Générale, working on an internal application for the control and compliance department. My mentor, who is sensitive to inclusion, has helped me collaborate with the disability mission for accommodations related to my autism, improving integration and comfort within my team. This experience has been crucial for my well-being and professional growth.

Tamia, 19,
Central Planning Support Specialist

After transitioning from a nail technician to an apprentice at Merck, I am now a Central Planning Support Specialist and am moving towards the role of an apprenticeship ambassador. Since my apprenticeship at this company, I have developed various skills in SEO, campaign strategy, project management, budget allocation, and email marketing, while also learning to better manage my anxiety and build confidence. My apprenticeship at Merck was a professional turning point, allowing me to significantly contribute to creating a shadowing program for new apprentices. This experience has transformed my career and strengthened my commitment to continuous learning and my company's success.



IMPACTING OUR COM- MUNITY



Education is often regarded as a crucial investment that generates significant value for the broader community. However, it's important to recognize that education comes with costs. On average, OECD countries spend 6.2% of their GDP on education. Moreover, there is an increasing emphasis on transparency and efficiency in evaluating public policies, which has led to a cost-benefit evaluation approach being applied to various sectors, including those traditionally viewed as essential components of the budget like education.

For the first time this year, we have begun measuring our impact on the community with one key question in mind: what is the return on investment on education?

In order to build an initial version of our impact formula comparing costs and benefits for the community, we chose to focus on two student populations in France, both funded through tax mechanisms:

→ Unemployed students

people who started their training while unemployed. Their training was financed by unemployment agencies (such as France Travail in France) and regions, with funding derived from national and regional budgets.

→ Apprenticeship students

individuals who choose to simultaneously learn and work. Their training was financed through apprenticeship mechanisms, such as the *taxe d'apprentissage* in France, which is paid by companies.

We recognize that the results of our formula are inherently flawed due to the absence of a control group for comparison. Additionally, we acknowledge that we only capture a portion of the information required for a comprehensive cost analysis. However, we believe that constructing and testing this formula with various populations and locations will have a positive impact on helping us improve the service we provide to our students and partners.

UNEMPLOYED STUDENTS

OVER THE PAST 3 YEARS

9,120
OF OUR PREVIOUSLY
UNEMPLOYED GRADUATES

3,648
FOUND A JOB WITHIN 6 MONTHS
(40% JOB PLACEMENT RATE ESTIMATE)

LEADS TO

€103.5 MILLION
TOTAL GROSS SALARY

€27,617
AVERAGE SALARY

€6.8 MILLION
ADDITIONAL TAXES COLLECTED BY THE STATE*

€55.6 MILLION
COSTS AVOIDED BY THE STATE**

In France, funding for training programs comes from a national effort called *Plan Investissement Compétences (PIC)*. That program has been designed with a set of priority targets, particularly focusing on individuals from under-served backgrounds.

The population trained by OpenClassrooms fully aligns with the priorities of the PIC, which include people with low or no education, individuals living in underserved areas, and those with disabilities.

* Assuming a yearly tax collection of €1,862 / person.
** An unemployed person costs €15,180/year in France according to France Travail (source: www.francetravail.org/statistiques-analyses).

OUR ANALYSIS

Upon initial examination, we observe a positive impact for the community: students who were previously unemployed have generated over 100 million euros in additional gross income over the past 3 years, with an estimated cost avoidance by the State of 55 million euros.

We acknowledge that this initial analysis requires refinement, and we will meticulously review and compare it with other methodologies in the coming months. In particular, there are a few aspects that may be underestimated or overestimated:

→ Might be underestimated

The revenue and impact on students over several years. We only considered the salary in the first year, while it is reasonable to assume that many students will have careers spanning several years. Additionally, we only accounted for students who found a job related to their training within 6 months. Those who found employment later are not reflected in these results.

→ Might be overestimated

Some of these students would have found a job regardless, albeit potentially less skilled and lower paid. In the future, we should aim to deduce the salaries of these alternative jobs to accurately calculate our additional value.

We believe that the impact will be significant when viewed over a 5 to 10-year period. However, gathering this data may prove challenging, as the rate of survey responses tends to decline sharply over time. We will aim to address these limitations and refine our analysis accordingly.

SALARIES INSIGHTS - TOP 5 YEARLY GROSS SALARIES PER JOB

1 — AI Engineer	€46,153
2 — Machine Learning Engineer	€40,695
3 — Product Manager	€39,753
4 — Frontend Developer	€38,607
5 — Data Analyst	€38,297

TESTIMONY

Mehdi, 29,
Web Developer

The main challenges were the technical hurdles at the beginning of the training because it implied a new way of thinking. OpenClassrooms' system with a mentor as support was helpful. And then, another challenge is simply daring to take the plunge. We know what we're losing but not what we're gaining, but by seeing other inspiring stories, we should think to ourselves, "Why not me?"

To transition, it's important to surround oneself with supportive people; the mentor and other students help, and to do some mental work. Saying to oneself, "I can do this, and no matter what happens, I will see it through to the end."

APPRENTICESHIP STUDENTS

OVER THE PAST 3 YEARS

1,927

GRADUATES

1,561

FOUND A JOB WITHIN 6 MONTHS
(81% JOB PLACEMENT RATE)

LEADS TO

€49 MILLION

TOTAL GROSS SALARY (ALL GRADUATES WHO FOUND A JOB)

31,223

AVERAGE GROSS SALARY

€12,000

AVERAGE TRAINING COST / APPRENTICE

OUR ANALYSIS

81% of our apprentices graduates found a job within 6 months, which marks the highest rate among all our students, and represents an impressive rate in general.

This statistic demonstrates that apprenticeships are the most effective pathway to securing employment quickly and with a higher salary after graduation. Notably, half of the apprentices continue working at the same company after graduation.

WAGE DATA

+7% higher average gross salary

After graduation: €31,149 for apprentices – €29,184 for non apprentices

The first full time job salary after graduation is higher when the student has gone through apprenticeship.

IMPACTING OUR PLANET



At OpenClassrooms, we're dedicated to creating a service with the lowest impact possible on the planet. Any economic activity will use a number of resources. However, in our reach for *Making Education Accessible* for the highest number, we strive to improve the efficiency of our operations to maximize our impact while minimizing resource consumption.

WHAT DOES IT MEAN IN PRACTICE?

Unlike industries with heavy reliance on physical infrastructure or transportation fleets, our activities primarily involve digital operations and services. This means our environmental impact primarily stems from our carbon footprint.

Despite the absence of physical production processes, our digital operations still contribute to carbon emissions through energy consumption associated with data centers, server usage, and internet infrastructure.

It's widely recognized that traditional, in-person higher education

institutions generate approximately the equivalent of 1 ton of carbon per student. In contrast, at OpenClassrooms, our carbon footprint per paying student is significantly lower, at 30.5 kg of CO₂e.

This figure marks a decrease from our initial carbon footprint assessment in 2020, when it stood at 34 kg of CO₂e per paying student.

Over the past 3 years, we have implemented several initiatives aimed at reducing our carbon footprint. These include:

→ implementing sustainable HR policies such as offering financial incentives for employees to use renewable energy providers for remote work, banning flights when alternative travel options, such

as train or bus, are available for journeys lasting less than 5 hours, and encouraging the use of green mobility and public transportation;

→ adjusting the resolution of some of our videos to lower levels where possible, without compromising the quality of training;

→ relocating our headquarters to a green-certified building in Paris.

Additionally, we are committed to continuously improving our methodology for measuring and reporting our carbon footprint. We aim to implement a monthly carbon reporting system to closely monitor our environmental impact and identify further opportunities for reducing our carbon emissions.

30.5KG		0.3 KG											
CO ₂ E PER PAYING STUDENT IN 2023		CO ₂ E PER FREE USER IN 2023											
Scope 1 DIRECT EMISSIONS → FUEL		Scope 3 INDIRECT EMISSIONS											
0 T CO ₂		985 T CO ₂											
Scope 2 DIRECT EMISSIONS → ELECTRICITY		<table><tr><td>Purchase of goods and services</td><td>141</td></tr><tr><td>Energy from remote work</td><td>94</td></tr><tr><td>Work travel</td><td>150</td></tr><tr><td>Commute</td><td>7</td></tr><tr><td>Use of our product</td><td>593</td></tr></table>		Purchase of goods and services	141	Energy from remote work	94	Work travel	150	Commute	7	Use of our product	593
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2 T CO ₂													

987 T CO₂E

OUR COMMITMENT TO PROGRESS

While our annual Mission Report is a source of pride, quantifying the impact on our students' lives, we recognize the journey to accessible education is ongoing. Responding to our mission committee and board's recommendations, we've added a section highlighting our commitment to continuous improvement.



IMPROVE OUR INSIGHTS INTO OUR IMPACT ON FREE USERS

In the past, the efforts of our Mission Committee and Mission Report have centered on paid paths due to their financial sustainability potential. However, 97% of our monthly users are free users, while only 3% are on paid paths.

We have begun collecting more data from our free users, particularly regarding their career outcomes. However, there's room for improvement:

- We can delve deeper into understanding our free users, including their demographics, learning objectives, and employment status.
- We should highlight our free content impact: OpenClassrooms offers all courses for free under a Creative Commons license, a unique aspect of our platform. Yet, we need to better communicate the impact of our free courses.

Enhanced insights will enable us to tailor our free content more effectively, maximizing positive outcomes for all users.

ENHANCE JOB PLACEMENT DATA COLLECTION

Over the past few years, we have made lots of improvements to our student data collection before they start their training. We now possess meaningful socio-demographic insights and a clearer understanding of our students' aspirations, reflecting satisfactory data quality in this regard.

However, upon graduation, our data collection gets more challenging.

Only 25% of graduates share salary information, often in ranges rather than specifics. To accurately report job placement rates and salaries, we must amplify our data collection efforts. While progress has been made, completing and implementing this process for all graduates is crucial.

FURTHER ADVOCATE FOR APPRENTICESHIPS

The apprenticeship model is a great way of getting direct and immediate feedback on the adequacy of the skills we teach at OpenClassrooms and the ones that are needed in the workplace.

This year, we aim to strengthen ties with our employer partners through increased engagement, fostering ongoing dialogue about their needs, challenges, and aspirations.

We've already made a significant step in that direction by onboarding 2 new members in our Mission Committee who will carry the voice of public and private employers.

CONCLUSION

As we reflect on our achievements and our challenges, we are committed to intensifying our efforts in key areas of focus for the future: expanding apprenticeship opportunities, fostering greater diversity by attracting more women into tech fields, and providing enhanced support for students with disabilities.

With unwavering dedication, we will continue to collaborate with our partners and stakeholders to empower individuals worldwide with the skills and opportunities they need to thrive in an ever-evolving world. Together, we will continue to build a brighter future through accessible education.

MAKING OF

This Mission Report was designed to match our values of showing better professional representation of everyone, including women and people with disabilities.

WRITING

This report was co-written by

Audrey Yvert,
Head of Impact and advocacy,

Thomas Meister,
VP of Communication and Impact,

Mathieu Nebra,
OpenClassrooms's cofounder
and Education evangelist,

Members of the Mission Committee,
C-team and board reviewed
content and brought meaningful
insights into this report.

ART DIRECTION

Xavier Perillat

Xavier Perrillat is the Artistic Director of the mission report. Engaged in issues related to common goods such as culture, education, and ecology, he has chosen to highlight the talents of Anna Wanda Gogusey, Clémence Spiret, and L'Imprimerie Solidaire in this report, ensuring that the creative approach aligns with the values of OpenClassrooms.

ILLUSTRATIONS

Anna Wanda Gogusey

Anna illustrated this report. She's an illustrator and designer whose practice ranges from illustration and design to painting murals, making gig posters and tattooing her creations on people's skins. Her empowering and poetic drawings gave a life to our students' stories.

DEVELOPMENT

Clémence Spriet

Clémence is a full-stack developer with a commitment to social and ecological causes. Clémence chose to use Osuny, for the web version of this report. Osuny is a platform developed by Noesya that enables the creation of eco-friendly, aesthetic, ethical, and sustainable websites.

COMMUNICATIONS

Alison Hadjez,

Head of Communications at OpenClassrooms, led the communication plans for this report.

Camille Maitre,

Content and Engagement Manager, was responsible for social media communications and engagement.

PRINT

L'Imprimerie Solidaire.

This report was printed by L'Imprimerie Solidaire. It is a job-creating enterprise with 80% of its production workforce comprised of employees with disabilities.

Nathalie Robin, proofreader and print production manager, is dedicated to ensuring the quality of printed materials by overseeing their proofreading and production process at printing facilities. She is mindful in selecting recycled papers or those sourced from sustainably managed forests, and in choosing vendors who prioritize their environmental impact.

OPENCLASSROOMS