

# Make Education Accessible

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**Pierre Dubuc**  
Co-founder and CEO of  
OpenClassrooms

*Pierre Dubuc*

“

A training that is accessible,  
academically rigorous and  
fully focused on employment  
can transform lives.

# Foreword

There's something a little overwhelming about taking stock, year on year, of what we've achieved with OpenClassrooms. Not because we're vain, but rather because it forces us to consider our *raison d'être* and ask: where are we with our mission? Have we stayed the course and succeeded in making education more accessible?

OpenClassrooms is now 13 years old. There have been many changes over the years, but our guiding light from the very start has been the impact we have on the lives of our students.

The world of education and training is going through a unique period of transformation, caused by one of the biggest technological disruptions of our era. Generative artificial intelligence will not only change learning tools — it will redefine the skills that the labor market demands of us over the coming years. For a school like ours, it is both an immense challenge and a responsibility, one that we fully accept.

From the beginning, our educational model has been based on two fundamental principles: the indivisibility of academic excellence and professional competence (in contrast to the commonly-accepted view that these are separate things), and the fact that training should be tailored to each student, taking into account their background, their history, their limitations and their aspirations.

In 2025, OpenClassrooms achieved an important milestone: **we gained WASC Senior College and University Commission accreditation**. WASC (Western Association of Schools and Colleges) is an independent assessment and accreditation body for higher education in the United States, one of the most rigorous in the English-speaking world. This recognition is the result

of much hard work, and combined with our CAMES accreditation (which covers much of French-speaking Africa), it makes OpenClassrooms one of the few institutions operating in line with recognized academic standards in several continents at once.

OpenClassrooms is **one of the first apprenticeship-focused universities in the United States**. Training through apprenticeships, which combine studies for a qualification with paid work placements, is common in Europe. It is one of the most effective responses to the challenge of employment and employability, but is an unfamiliar concept on the other side of the Atlantic, in particular in a higher-education setting. Our ambition is to show the way and help to spread this model across the United States, making education accessible in a country where accessibility is still too limited.

Now more than ever, the OpenClassrooms model shows how **training that is accessible, academically rigorous and fully focused on employment can transform lives**. Last year, as in 2024, 43,000 people had positive career outcomes after training with OpenClassrooms. This is our key indicator for measuring the success of our mission.

Through our results, our progress and our commitment, this report tells the story of 2025 and shows how we are making our mission a reality: making education accessible to as many people as possible.

# Editorial

Over the past 40 years in the tech industry, I've seen my fair share of promised transformations. Few of these promises were kept. Those that were had one thing in common: they put people before systems. This is exactly what OpenClassrooms does, and it is why, for the third year in a row, I'm proud to preside over their Mission Committee.

**There are three words that are, for us, a North Star, enshrined in Article 2 of our Articles of Association: make education accessible.**

Accessible to everyone, all over the world, because education is a fundamental need for the development of each human. This is a contract that binds us to our students, our employers, our partners, and to society as a whole.

Last year, the Committee made three recommendations: clarify OpenClassrooms' positioning with regard to its clients, use AI to support tailored learning, and help businesses navigate the transformation of their industries.

I'm pleased to report that these recommendations have yielded tangible results. An AI companion now supports every student on a daily basis. All programs now include AI skills adapted for each industry. And the opening up to new sectors such as energy-efficient renovation, health and early childhood show that OpenClassrooms is making an impact wherever new economic needs appear. This monitoring is, in fact, the very essence of the Mission Committee's role: to make recommendations, and then ensure that promises are kept.

## 43,000 individuals reported a positive career outcome thanks to OpenClassrooms in 2025.

But what moves me, behind this statistic, are the individual stories: Stéphanie, who trained in energy-efficient renovation while her children slept. Tamia, 22, who refused to take on a debt of USD 50,000 but who instead built her career through an apprenticeship with Merck. It is for these people that our mission exists. And not just in our articles of association, but in real life.

On the strength of these results, the Committee has made three new recommendations for 2026.

**Firstly, create a new indicator** to assess the impact of our training programs on employers. Employers are not only looking for technical skills: they want autonomous employees, who are able to adapt and act in a world being shaken up by AI. Training agile employees is the OpenClassrooms promise.

**Secondly, further the role AI plays in achieving our mission.**

AI is changing the skills expected in the labor market at an unprecedented rate. For a mission-driven school, the challenge is not only to teach AI, but to ensure that it promotes inclusion rather than division.

**Thirdly, to take our mission to the wider world, in particular the United States**, where gaining WASC accreditation has made OpenClassrooms the first apprenticeship-based US university. In a country staggering under the weight of USD 1,693 billion of student debt<sup>1</sup>, this model is not just another option, it's an urgent need. The Committee has started work on harmonizing our impact indicators between France and the United States so that we can measure our impact on either side of the Atlantic with the same rigour.

I'd like to conclude by expressing my gratitude to each member of the Mission Committee. Students, mentors, employers, partners, investors: all those whose voices are heard around this table. It is this diversity that keeps our standards so high. It is also what carries us forward. **Because our mission is not simply decreed from on high. It is built, student by student, day by day.**



**Jean-Philippe Courtois**  
President of the Mission Committee

# The Committee: keeping the mission on track

It's thanks to all members of the Mission Committee that OpenClassrooms stays true to its mission: making education accessible. And not just on paper, not just once a year with this report. Students, mentors, employers, partners, members of the leadership team: all of the voices that count are represented, and provide a critical and clear-eyed view on our impact. **"Make education accessible"**: the Committee exists to ensure OpenClassrooms never strays from its course, regardless of market pressures or the speed of transformation. In 2025, the Mission Committee worked on two projects:

Categories of vulnerable groups, key for measuring our impact, were harmonized between the United States and France, despite significant differences in historic and social context. This will enable us to more robustly and consistently measure the impact of OpenClassrooms on both sides of the Atlantic.

Groundbreaking work was started on measuring the employer-side impact by developing a unique indicator that encompasses recruiter concerns and OpenClassrooms' ambitions.

Thanks to the volunteers who sit on our Mission Committee, whose critical oversight is truly crucial in making education accessible.



Our mission is a promise to those who do not yet have a voice. Our Committee exists to turn their words into qualifications, into jobs, and into better lives.

Jean-Philippe Courtois, President of the Mission Committee

Leadership



**Jean-Philippe Courtois**  
President of the Mission Committee



**Mathieu Nebra**  
Co-founder of OpenClassrooms



**Pierre-Olivier Barennes**  
CEO of Citizen Capital

OpenClassrooms Team Members



**Sylvain Ghirardotto**  
Team Manager Orientation and Enrollment



**Alexandra Marty**  
HR and Pedagogy mentor



**Magali Notteghem**  
Python Application Developer program



**Anne Lebel**  
Chief HR Officer at Groupe Capgemini

Mentors

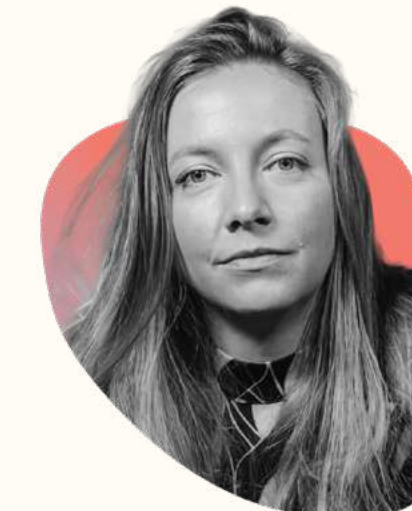


**Lauranne Bardin**  
Team Director Training Succes



**Philip Sion**  
Systems Administrator, Networks and Cybersecurity mentor

Students



**Sophie Hutton**  
Communication Officer program

Employers



**Patrice Guézou**  
Director of Sémaphores

# The ABC of accessibility

## A. \_\_\_\_\_ ADMISSION

**Access to education has to start with admissions.** The OpenClassrooms vision is that quality education should be provided not through strict admission criteria, but through effective teaching and support to help the greatest number succeed.

We take our candidates' entire career history into account, regardless of how they acquired their skills, to provide them with a tailored and funded training solution.

## B. \_\_\_\_\_ BARRIERS

The starting point for any discussion about barriers has to be a clear-headed assessment of current educational inequalities. **Barriers are all of the challenges that certain groups must overcome to have access to quality education.**

OpenClassrooms seeks to break down these barriers, one by one, as best we can, from orientation through to work placement. Making education accessible, especially for those who have experienced the greatest inequalities.

## C. \_\_\_\_\_ CALCULATING IMPACT

Progress through measurement: our key indicator remains the number of positive career outcomes for our learners, year on year. We have worked hard on standard definitions for vulnerable groups across the world, to ensure we are making education accessible first and foremost to those who need it most.

**What brings our mission to life is being able to measure and account for this impact.** We have transparently shared our figures since our very first Mission Report. Sometimes they make us proud, and sometimes they show us how much there is still to do.

### From teacher to Chief Education Officer at OpenClassrooms

**Charlène Friang** started out in the field: at the age of 23 she qualified as a teacher and gave her first classes to high school students in disadvantaged areas in the Paris region. She quickly began to experiment with new approaches to teaching, and started a YouTube channel along with colleagues to help students prepare for their high school exams. Driven by a desire to have an impact on a larger scale, she joined OpenClassrooms in 2017 as Learning Designer. She gradually expanded her influence and responsibilities within the organization, taking on the role of Chief Education Officer in January 2026.



Section I

Make  
education  
*truly*  
accessible

# OpenClassrooms's promise: to break down barriers, *one by one*



For most people, training demands a real effort. And for millions, it's a veritable obstacle course. Our Mission Committee identified the groups that face the greatest challenge.

They are: the unemployed, those living in disadvantaged or rural areas, people with disabilities, those with low or no qualifications and women in tech.

These populations face structural and cumulative barriers which are often ignored by classic academic institutions. It is not the individuals who have failed, but rather the system.

OpenClassrooms has built a model with a mission to break down each of these barriers, from orientation right through to employment, including funding, pedagogical support and gaining qualifications. Making education accessible — really accessible — is not just promising equal opportunities.

**It's breaking down every barrier, for every person, from the decision to train right up to day one in their new career.**

# Enrollment

# Training

# Job placement

Orientation challenges  
Administrative burden  
Psychological barriers

Financial pressures  
Geographical limitations  
Insufficient prior qualifications

Loss of motivation  
Lack of flexibility  
Limited accessibility

Challenges with learning  
Loss of confidence  
Personal constraints

Employment bias  
No network  
Lack of experience

Finding the right training program

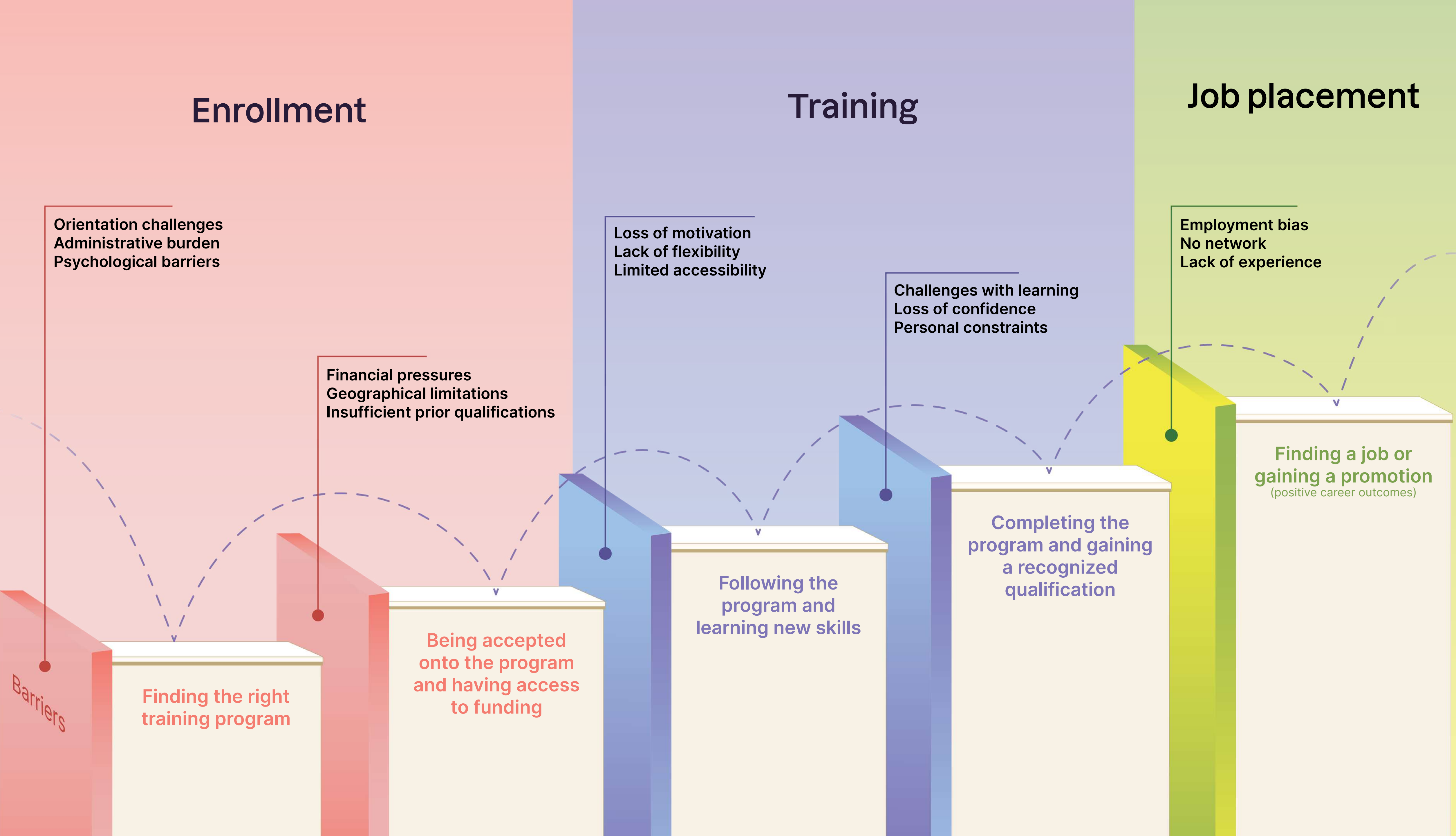
Being accepted onto the program and having access to funding

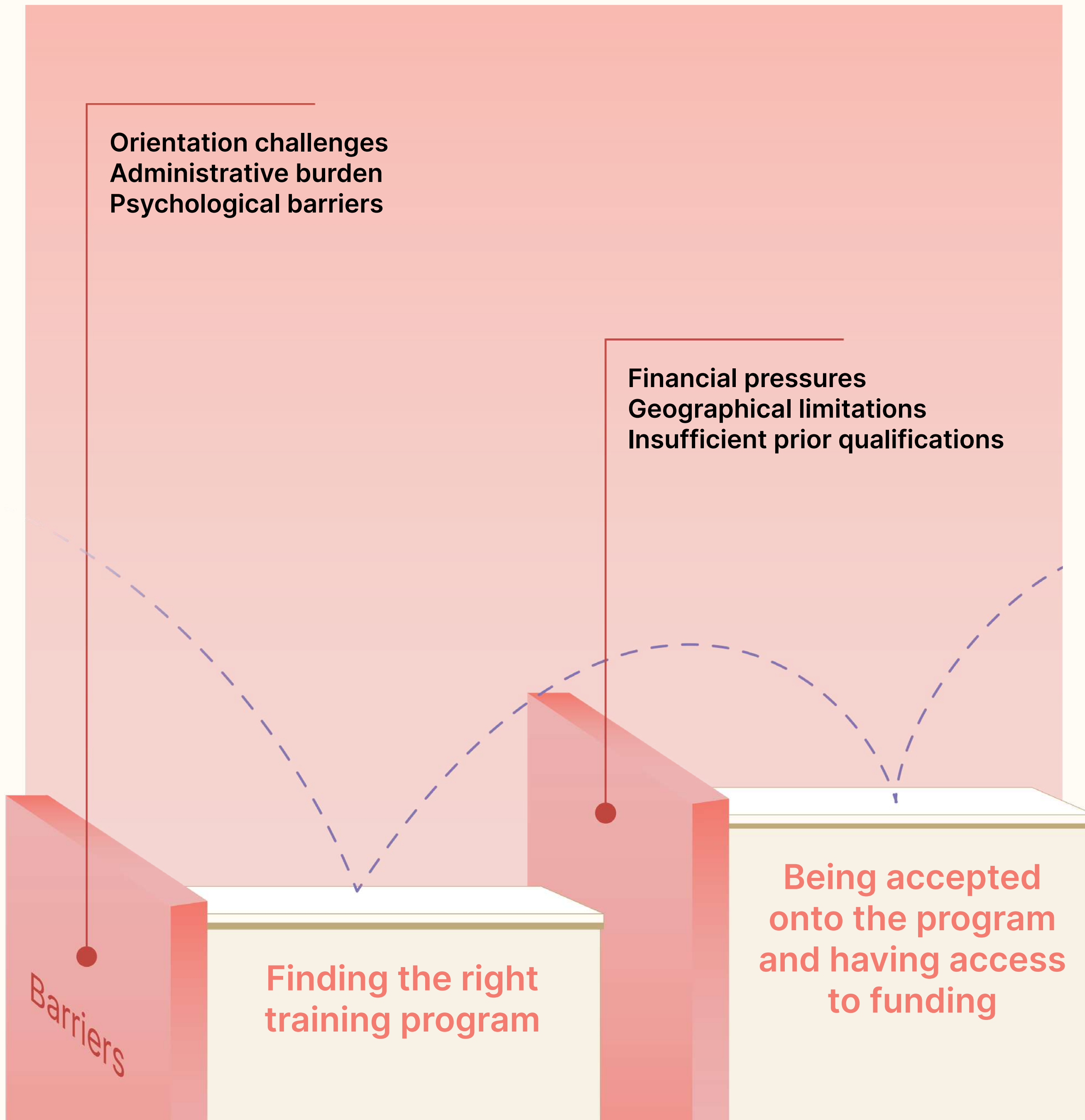
Following the program and learning new skills

Completing the program and gaining a recognized qualification

Finding a job or gaining a promotion  
(positive career outcomes)

Barriers





# Enrollment

To access quality education, it's important to know where to start. This first step, for millions, is strewn with pitfalls.

Lack of information, lack of clarity about what is on offer, financial pressures or geographical distance are often barriers that put people off before they've even started a course. This is particularly true for our priority groups: the unemployed, those living in disadvantaged areas, people with disabilities, women in tech, or those with low qualifications.

## OpenClassrooms offers a solution to these very real barriers:

### 100% online model

Geographical location is no longer an obstacle.

### Simplified orientation from the start

On the basis of their CV, candidates view a personalized selection of programs for which they are eligible, based not only on their qualifications but also their prior experience!

### Funding solutions

We look at the candidate profile to suggest third-party funding where possible so students can train without taking on debt.

### Free courses

To try things out, explore, prepare or plan ahead before committing — pressure free!

66%

of candidates receive an instant response regarding their eligibility and funding options

83%

of our students benefit from funded training

Our students are based in 56 countries around the world

72%

of our students belong to at least one underserved group

“

With children at home, distance-learning was my only option. A week-long digital refresher course with OpenClassrooms helped me brush up on the basics of Word and Excel after several years without any practice. This meant I could prepare for my exam to become a preschool teaching assistant with confidence.

**Nadjma** is a mother of three with a passion for working with children. Having previously worked as an extracurricular activity leader, at the age of 29 and after a career break of six years she prepared for her exam to become a preschool teaching assistant

| Progress in admissions from underserved groups | 2024 | 2025 | Progress  |
|--|------|------|-----------|
| Students with disabilities                     | 4%   | 10%  | +6 points |
| Students from disadvantaged areas              | 7%   | 8%   | +1 point  |
| The unemployed                                 | 54%  | 60%  | +6 points |
| Students with low qualifications               | 27%  | 35%  | +8 points |

| Orientation rates for underserved groups | 2025       |
|--|------------|
| <b>All students</b>                      | <b>80%</b> |
| Students with disabilities               | 80%        |
| Students from disadvantaged areas        | 80%        |
| The unemployed                           | 84%        |
| Students with low qualifications         | 72%        |
| Women in tech programs                   | 73%        |

# Training

It's one thing to start a program, but making it through to the end is another entirely. Loss of motivation, unpredictable personal lives or individual learning challenges cause many students to drop out along the way.

## We have designed a model to help keep students on track:

### Project-based teaching method

Grounded in real-life scenarios and skills

### Student-mentor relationship

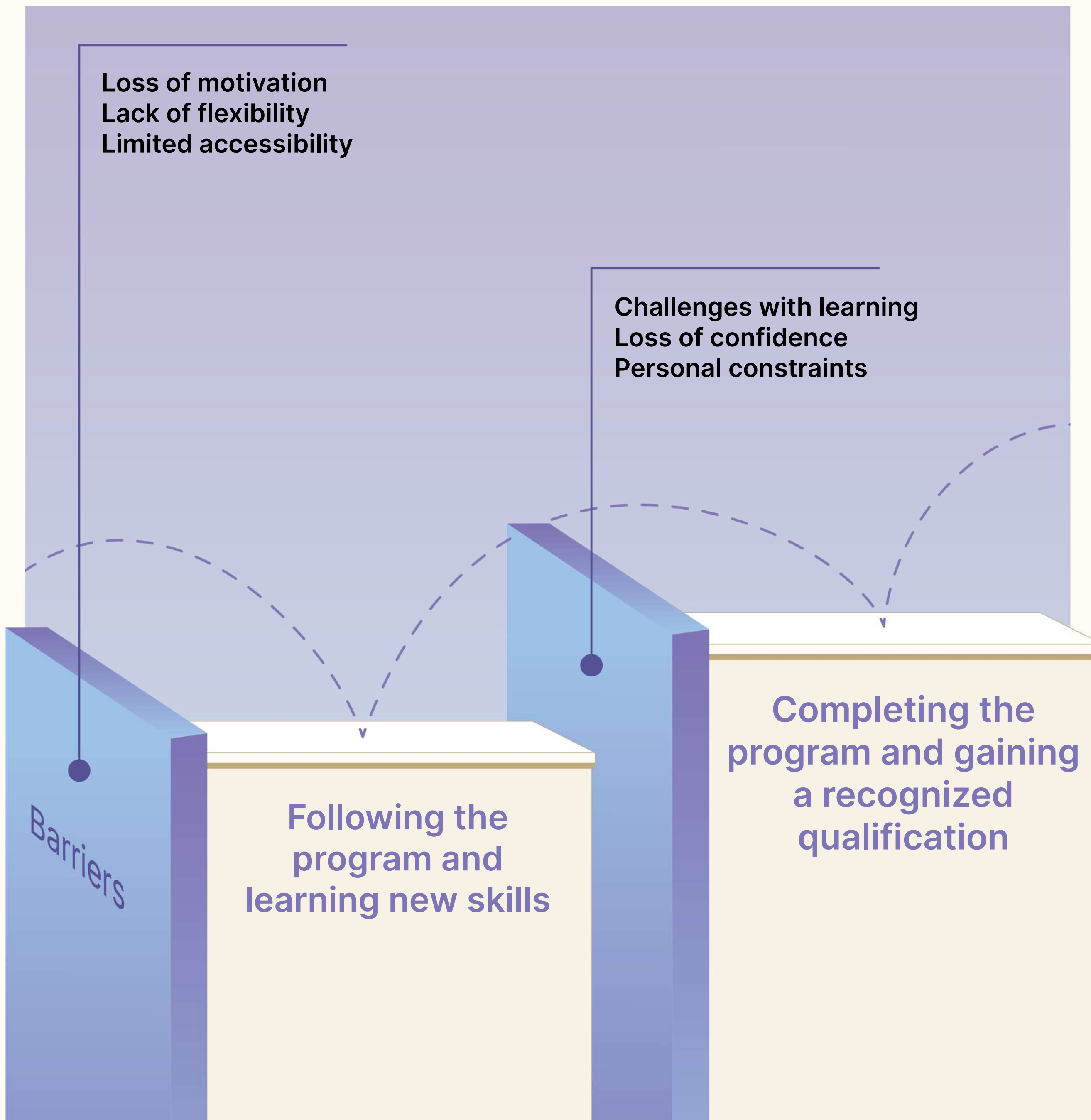
Individual, tailored support so that challenges are never faced alone

### Complete flexibility

To balance training, home life and everyday pressures

### 100% online learning

At the student's own pace, wherever they are



1 in 2 students have already used Companion

Companion is an AI tool designed to support students throughout their training, offering personalized support. It is available 24/7 to answer questions and help with progress between mentoring sessions, directly via the OpenClassrooms platform.

49%

Graduation rate\* in 2025 (cohort from 2023)

10%

of mentors are trained in supporting students with a declared disability

55% of students

who start a program see it through to the end (average for cohorts from 2020 to 2023\*)

\*At OpenClassrooms, students start when they are ready and progress at their own pace, without set exam sessions. It is because of this flexibility that many students are able to see their training through. As our programs last one to two years on average, measuring the graduation rate over one calendar year would not provide a faithful reflection of our results. We therefore use a cohort-based approach for this indicator: the results presented for 2025 relate to students who began their training in 2023.

| Under 20 minutes | 20 to 30 minutes | 30 to 45 minutes | 45 to 60 minutes | Over 60 minutes |
|------------------|------------------|------------------|------------------|-----------------|
| 6%               | 27%              | 35%              | 19%              | 8%              |
|                  |                  |                  |                  | 5%              |
|                  |                  |                  |                  | data not known  |

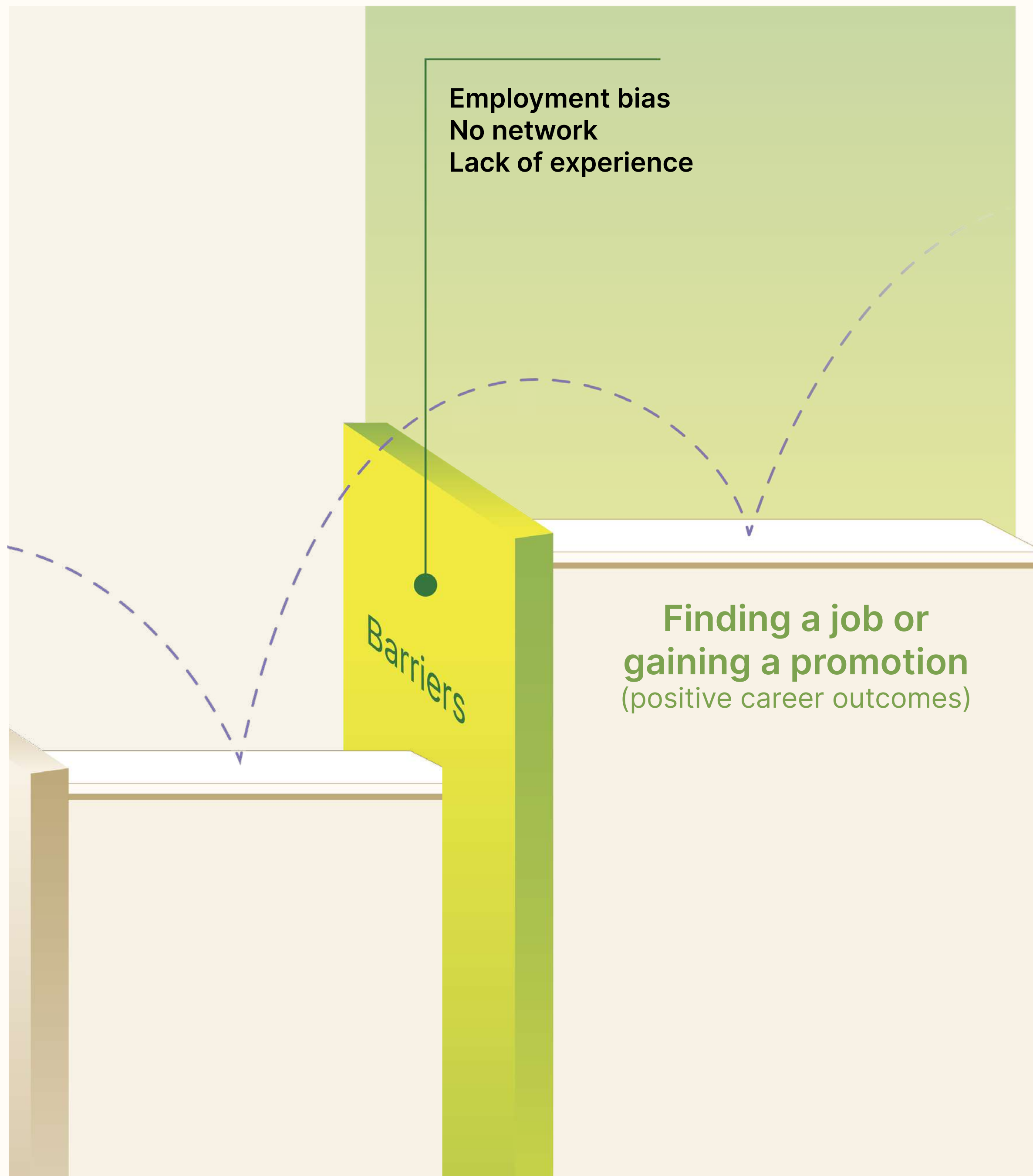
## Longer mentoring sessions for students who need them

Launched in 2025, adaptive mentoring sessions adjust to a length that works for each student: those who need more in-depth support receive longer sessions, whereas others can progress with greater autonomy through more targeted interactions. **Over 200,000 sessions were held last year, lasting for an average of 37 minutes, with over a quarter lasting more than 45 minutes.** This flexibility allows us to optimize each interaction and maximize each student's chance of success. Indeed, we noted a significant improvement in student progress in 2025: the gap between actual and required progress to complete a program within the expected timeframe has narrowed by two points compared to 2024.



Each student is unique, and each disability demands a specific approach. My approach is simple: I adapt, I support, I help students become autonomous and I guide them to success. Whether that's through diagrams for visual learners or step-by-step guidance for a student with autism, the key is tailoring tools to the individual.

**Hamada** is a tech professional with an unconventional career path. After working in IT development and bioinformatics, he discovered his true calling: orientation and guidance. An enthusiastic user of OpenClassrooms since the very start, he has been a mentor for five years and supports students on the IT Technician program.



# Job placement

Entering the workforce is, for many, the most nerve-racking stage. Whether it's lack of experience, no connections, difficulty showcasing skills or self-doubt, all of these barriers can undo the hard work of the training program.

## We prepare our graduates for overcoming this final hurdle:

### **Programs aligned with what recruiters actually want**

Competent and rapidly-operational graduates

### **Project-based teaching method**

Our students build a portfolio of concrete achievements to present to recruiters

### **Personalized career coaching**

At the end of the program, to help students put themselves forward with confidence

### **Opportunities for real professional experience**

Through apprenticeships or internships

**43,242**  
positive career outcomes in 2025

The number of positive career outcomes is the key OpenClassrooms impact indicator. It measures the number of times an active user on our platform credits OpenClassrooms with helping them to:

- ✔ find a new job, internship or apprenticeship;
- ✔ start their own business;
- ✔ gain a new job title or salary increase in their role; or
- ✔ land a new role within their company.

**59%**  
of OpenClassrooms graduates had a job in 2025

**49%**  
of unemployed students found a job after gaining an OpenClassrooms qualification (2020-2025)

\*This figure is likely understated, as the data collection method relies on self-reporting rather than statistical measurement.

“

We sometimes think that our path is already mapped out. However, a single decision can change your life. For me, that decision was to train with OpenClassrooms: it took me from the railway tracks of the SNCF to Space Command within the French Air and Space Force.



**Lieutenant Mehdi BEKRI**, had left school with the equivalent of a high school diploma and was working as a train conductor with the French train operator SNCF, when he decided to retrain in 2020 on the OpenClassrooms Web Developer program.

|                                   | Job placement rate within 6 months (2025) |
|-----------------------------------|---|
| <b>All students</b>               | <b>45%</b>                                |
| Women in tech programs            | 33%                                       |
| Students with disabilities        | 41%                                       |
| Students from disadvantaged areas | 34%                                       |
| The unemployed                    | 38%                                       |
| Students with low qualifications  | 39%                                       |

# How are we doing?

|                                   | Orientation rate<br>(data from 2025) | Graduation rate<br>(data from 2023) | Job placement rate<br>within 6 months |
|-----------------------------------|--------------------------------------|-------------------------------------|---------------------------------------|
| <b>All students</b>               | <b>80%</b>                           | <b>49%</b>                          | <b>45%</b>                            |
| Women in tech programs            | 73%                                  | 54%                                 | 33%                                   |
| Students with disabilities        | 80%                                  | 47%                                 | 41%                                   |
| Students from disadvantaged areas | 80%                                  | 55%                                 | 34%                                   |
| The unemployed                    | 84%                                  | 53%                                 | 38%                                   |
| Students with low qualifications  | 72%                                  | 42%                                 | 39%                                   |

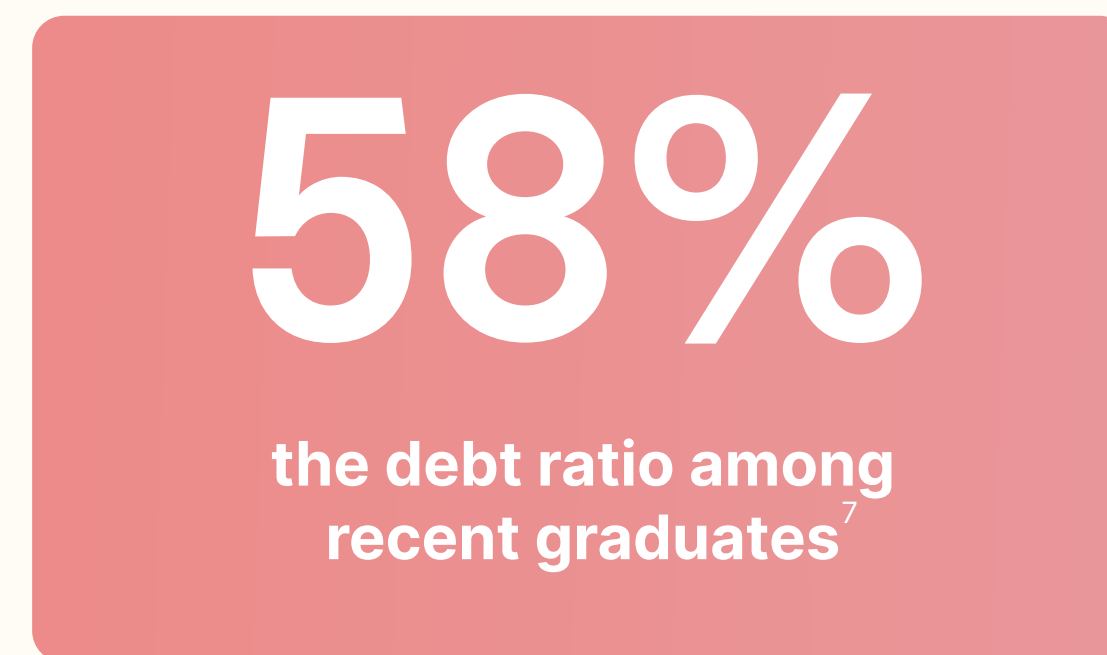
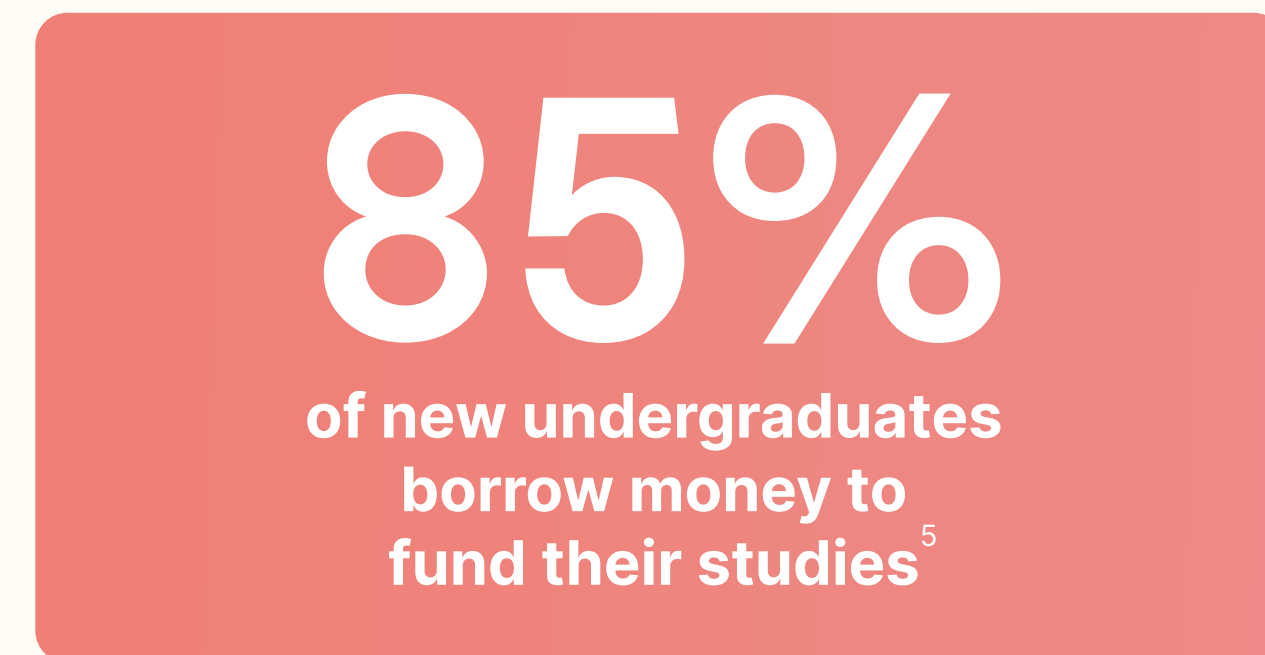
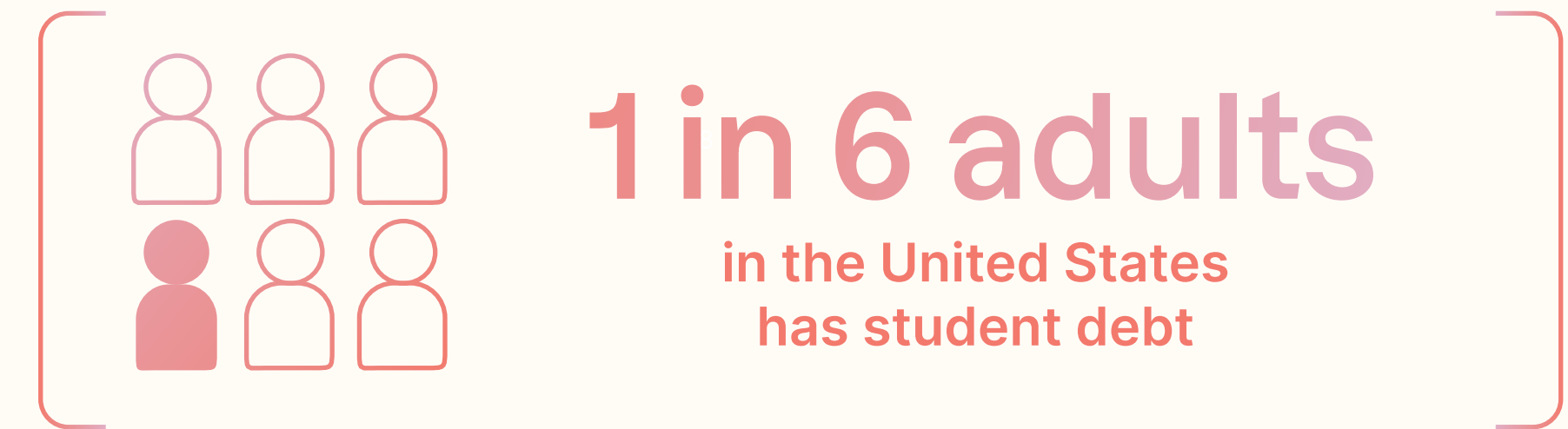
Section II

# Importing the European model of apprenticeships

# Student debt: an inequality accelerator

In France, access to higher education is largely state funded. In the United States, it's a different story. Going to college often means taking on long-term debt. **Depending on the type of university, a year of studies can cost on average USD 12,000 to 45,000.**<sup>2</sup>

With costs so high, most students take out loans. However, the system exacerbates inequalities. On the one hand, there are fixed-rate federal loans, accessible but only up to a limited amount of money. On the other, there are private loans with interest rates varying between 3% and 18%<sup>3</sup> depending on the borrower's credit profile. The result? For the same degree, a student from a modest background pays up to 7%<sup>4</sup> more in interest than a student from a wealthier background.



It takes students an average of 20 years to pay off their loan<sup>6</sup>

## A focus on accessibility for our US programs

|   |                        |
|---|------------------------|
| Proportion of students with low levels of qualification | <b>40%</b>             |
|   | Orientation rates 2025 |
| <b>All students</b>                                     | <b>93%</b>             |
| People with disabilities                                | 93%                    |
| The unemployed  | 89%                    |
| Low qualifications                                      | 86%                    |
| Women in tech programs                                  | 95%                    |

# A debt-free college degree through apprenticeships

With 42.5 million Americans shouldering the weight of student debt<sup>8</sup>, the apprenticeship-based training model promoted by OpenClassrooms offers an alternative way: high-quality, college-level education that is actually accessible.

Students split their time between the classroom and the company that employs them. This allows them to cover the cost of their education and receive a salary while they prepare for their degree, while also gaining experience in the field to help them quickly integrate into the labor market. With an average employment rate of 77% after completion across our apprenticeship programs, this model has been proven to work.

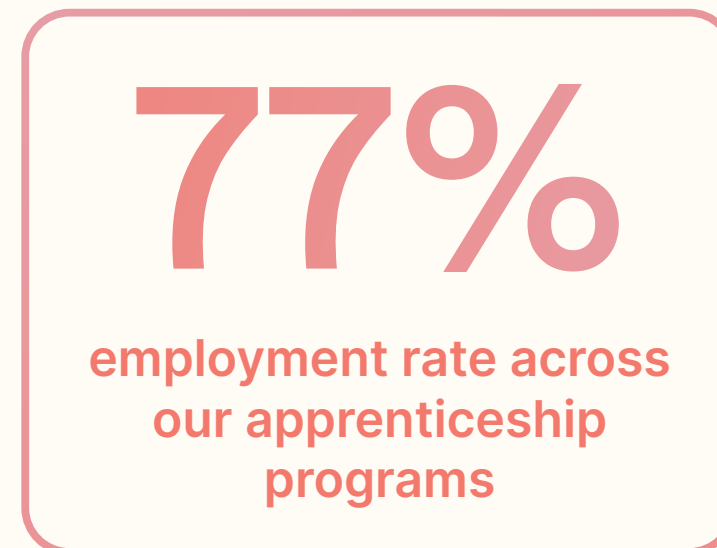
## The perfect partner for promoting this model

OpenClassrooms has long been championing the apprenticeship model — little known across the Atlantic — for skilled jobs. The school has held Apprentice Training Center status since 2020 in France, and since 2021 in the United States.

## A job and a college degree

In 2025, OpenClassrooms made the milestone achievement of gaining WSCUC accreditation, becoming the first French institution to be accredited as a US university, authorized to award American degrees to its students worldwide.

Coupled with the apprenticeship model, this accreditation marks a real revolution in the United States: apprentices can obtain a **debt-free degree**. The OpenClassrooms mission to make education accessible worldwide has moved up to the next level.



By aligning their programs with workforce needs, OpenClassrooms has demonstrated and developed in-demand skills while reducing student debt, and upholding the rigorous quality standards required to earn WSCUC accreditation.

**Dr. Maria Toyoda**, president and CEO, WASC Senior College and University Commission

**WSCUC or WASC Senior College and University Commission is one of the leading independent assessment and accreditation bodies for higher education.**

▶ [Find out more about the impact of WASC accreditation on our students](#)



In my senior year of high school, I had a fear of committing to debt. I did not want to take out a loan for USD 50,000 or more for a degree that wouldn't even guarantee me a good enough salary to contribute to it. It kind of put me in a middle space of not knowing where I wanted to go. I've done many different things: I was a nail technician, worked in trade, digital marketing and even coding! There was not just one career path that stuck out in particular to fulfill all of my interests. But with this apprenticeship, I built a foundation in marketing and was able to set out an early career for myself.



**Tamia**, Digital Marketing Specialist at Merck, US pharmaceutical giant

Section III

# Meeting the needs of employers

When hiring new employees, employers are seeking a tangible benefit, be that increased business turnover, reduced costs or greater innovation.

OpenClassrooms responds to this need by focusing on three key areas: **skills, autonomy and understanding AI.**

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## 1 AI-ready talent

The most sought-after skill for 2026 is AI implementation, with demand up 245% in a single year (Cornerstone OnDemand, Global State of the Skills Economy Report 2026). AI is no longer the preserve of technical roles — it has become an interdisciplinary skill.

AI is becoming a part of every job, which is why using it is now part of all our programs. This means each OpenClassrooms student learns how to use AI in real-life situations relevant to their future job, whatever program they are on.

**100%**

of OpenClassrooms's students  
received training in artificial intelligence

## 2 Identifiable skills

Skills-based hiring is becoming the new norm. In the United States, 70% of employers now use skills-based hiring for junior roles, compared to 65% last year, a trend which we are also seeing in the French market (NACE Job Outlook 2026, November 2025).

Through training programs focused on the professional skills that count, demonstrated through oral project defenses, students graduate with a portfolio of tangible achievements that stand out to recruiters.

“

In a world of rapidly-reconfiguring skills, what employers now want is not so much a specific career path as demonstrable skills. Talented candidates who are able to show what they are capable of, not only what they have studied or learnt. Skills-based recruitment is no longer a trend, but rather the norm for the coming decades.

**Anne Lebel**, CHRO at Capgemini, member of the Mission Committee



## 3 Autonomy, and fast

In a context where technical skills have an ever-shrinking lifespan, employers are seeking candidates who can rapidly adapt and manage projects from start to finish with minimal supervision. Autonomy is no longer a “nice to have”: it’s an operational requirement.

Autonomy isn’t something that can be taught in the classroom — it is built through experience. Throughout their programs, students create deliverables under professional conditions. Supported by a mentor from that industry, they plan, design, prioritize and deliver their projects.

“

My main criteria when recruiting for an apprentice mainly focused on the student’s ability to organize their time and see a project through from A to Z completely independently.

**Alexandre Varnier**, IT Director at Supamonks



# Measuring impact: toward a new indicator

OpenClassrooms has been measuring its impact on students since 2020. That is the heart of our mission. In 2025, the Mission Committee worked on expanding this approach: **what if we also measured the value that our former students contribute to the employers that hire them?**

## The blind spot

The number of positive career outcomes for our students has been our leading indicator since 2020. It is a powerful and precise metric. However it implies that all positive career outcomes are equivalent. In fact, the benefit to the employer is not always uniform — it varies considerably depending on the profile recruited.

The acceleration of AI makes this an even more pressing issue. Skills requirements now evolve at a quicker rate than training cycles. In this context, measuring whether an apprentice or graduate creates value for their employer, and at what pace, is an essential piece of information.

## What we've learned from employers

In 2025, the Committee held a number of qualitative interviews with private and public employers of varying sizes and from diverse sectors. There was one key takeaway:

**Return on investment is perceived by the employer at the point at which the new recruit becomes autonomous.**

The supervision required prior to this point is costly, losing the company money. Beyond this threshold, value is added. This notion of autonomy, shared by all of the employers interviewed, could be the starting point for a new key indicator for OpenClassrooms. The following table lays out the Mission Committee's proposal for structuring the concept of autonomy.

## A measurable indicator

There are two options for measuring autonomy: **the average time needed for an employee to become autonomous** (level 3 on the table above) **or the net value created once this level of autonomy has been reached.** The Committee has worked on a mathematical formula to quantify this progress. This work is ongoing. With this data we will be able to estimate the value generated for employers and, eventually, convert this into dollars. The idea is simple: making employer benefits as clear and transparent as the job placement rate is today. The Mission Committee would like to encourage the OpenClassrooms management and teams to become familiar with this topic in the coming months, approaching it with the same rigour and ambition that have always underpinned our commitment to our students.

| Level | Profile           | Behavior observed   | Impact on employer    |
|-------|-------------------|---|-----------------------|
| 1     | Dependent         | "Tell me what to do" — requires detailed instructions at each stage | Net cost              |
| 2     | Performer         | "I can follow the process" — can do standard tasks                  | Break even            |
| 3     | <b>Autonomous</b> | <b>"I'll find a solution" — resolves ongoing issues</b>             | <b>Value creation</b> |
| 4     | Contributor       | "I anticipate needs" — suggests improvements, helps others          | High ROI              |

# Job-ready talents

▶ [Read more testimonials](#)



Apprenticeship

Communication

“After 80 applications and some really testing months, I finally found a company that had faith in me. That company was OpenClassrooms itself — the school where I’m doing my training.

An apprenticeship was the perfect fit. I wanted to learn on the job, not in a classroom. And financially, as I was no longer eligible for unemployment benefits, it was also my best option. The fact that OpenClassrooms is 100% online meant it was no problem for me to stay in my city. I’m currently three months ahead of schedule and I’m loving it. I can clearly see the links between my program projects and my daily tasks with the support of my tutor, Alison.

My advice for anyone looking for an apprenticeship is to never give up. Yes, there will be weeks of silence, of doubt, of being turned down. But you only need one company, one match, to completely transform your career.”

**Sophie has had a varied career: from casual jobs and seasonal work in the South-West of France and the Alpes to becoming an operational performance manager in the veterinary sector. At 34, she suffered burnout. A year later, she chose to return to her first passion: communication.**



Apprenticeship

Data

“When I joined the apprenticeship, I had never worked in a corporate environment — I had to learn not just the technical skills, but an entirely new way of doing things. I threw myself into it.

What made the difference was the support structure: the mentor, project feedback, interview prep — it was all there when I needed it. I’m a self-taught kind of person, so I appreciated that the program trusted me to drive my own learning while still having that safety net.

Right before my contract ended, a manager I’d met through networking reached out and said: ‘I want you on my team.’ My salary doubled. A year later, I’m still there, now in project management. OpenClassrooms is one of the best things to come to this country — it proves you don’t need a traditional college path to build a successful career.”

**Beth spent 25 years in healthcare administration before enrolling in OpenClassrooms’ Data Analyst apprenticeship program. A mother of three living in New Jersey, she had never attended college and was looking for a flexible, funded path to reinvent her career.**



Public funding

Environmental transition

“After initially retraining as an interior designer, I quickly realized that I wanted to go beyond design and further into the technical and sustainable aspect of housing. By choosing this program, I’ve found a way to help individuals bring their projects to fruition, managing their budget and their impact on the planet. What motivates me every day is being a trusted partner, able to guide clients through complex regulation and reassure them about the challenges of the energy transition.

The flexible nature of online training was essential for me. As a mom, I’ve had to learn to prioritize my own future: from 9:30 to 11 pm, when the house is quiet, that’s my time for myself. Where some people would choose to watch TV, I’ve chosen to learn. For me, it’s self care. Now, having studied real-life cases ranging from shared ownership to protected areas, I finally feel ready and prepared to become a specialist in building regulation to overcome the challenges of tomorrow.”

**Stéphanie worked for over 10 years in a lab before deciding to pursue her passion for the building sector. She is currently on the Project Manager in Energy-Efficient Renovation program (funded by the French state) with the goal of developing a career in the field starting in 2027.**

Section IV

# Preparing students for the AI revolution

# Why bother training in the age of AI?

We've been warned: when AI really arrives, society won't know what's hit it. The revolution is certainly underway, but so far we've only scratched the surface.

## The great shift

Things have changed in the space of just a few months. Up until very recently, AI was “impressive” or “helpful”, but now “it's doing my job... and better than me!”

In France, job offers linked to AI increased by 252% between 2019 and 2024 (PwC, AI Jobs Barometer 2025). Worldwide, the World Economic Forum predicts the creation of 78 million jobs by 2030. AI is certainly shaking up the jobs market, but rather than destroying it, it's reconfiguring it.

At OpenClassrooms we obviously take this impact very seriously. We know that it's real, but also that this is just the beginning. This is why we update our programs continuously, not just all at once every five years. Just 12 months after the launch of ChatGPT, our whole catalog had been updated. And the work doesn't stop: it's part of our constant process of adaptation.

**In 2025, 100% of OpenClassrooms students were trained in using AI applied to their field.**


## Emerging roles

The jobs market is transforming before our very eyes, with certain roles emerging that couldn't have existed before. Take Product Engineers, for example, a cross between a Product Manager and a Software Engineer. This hybrid role has been made possible by AI, blurring the lines between design, prototyping and deployment.

Training must adapt to this reality, which is what we're doing with new OpenClassrooms programs in AI and low code.

Another major change is happening in the service industry — the energy transition, early childhood, health, etc. What these sectors have in common is the need for human presence, precise actions and direct interaction. And they are short on talent.

In a world in the midst of a great shift, the OpenClassrooms mission remains the same: **guide our students towards the right, most in-demand skills, so that they, in turn, can make a contribution to the industries of tomorrow.**



**Mathieu Nebra**  
Co-founder  
of OpenClassrooms

## AI as a universal skills base

OpenClassrooms guarantees that 100% of its students are trained in the use of AI specifically applied to their future industry. This skills boost is based on four pillars.

- ✓ **Dedicated modules in each program**  
Whether it's human resources, marketing or management, generative AI is integrated into each training program in response to real industry scenarios.
- ✓ **Cutting edge tech programs**  
We have created advanced tech programs, like our AI Developer path, which features intelligent-agent design and RAG (Retrieval-Augmented Generation) systems.
- ✓ **Learning how to talk to AI**  
Students learn how to interact effectively with Large Language Models. Classes are dedicated to learning the art of prompting, using AI as a tool for productivity and creativity.
- ✓ **A joint AI charter**  
OpenClassrooms students are taught about the ethical issues linked to AI, such as data confidentiality and combating bias. The goal is to promote considered and transparent use of this technology.

## Opening up to new industries

The training OpenClassrooms offers has evolved to respond to major changes in society, be they environmental, digital or social.

### Environmental transition

With an estimated need for an additional 250,000 jobs by 2030,<sup>5</sup> OpenClassrooms has launched a pioneering program: Project Manager in Energy-Efficient Renovation.

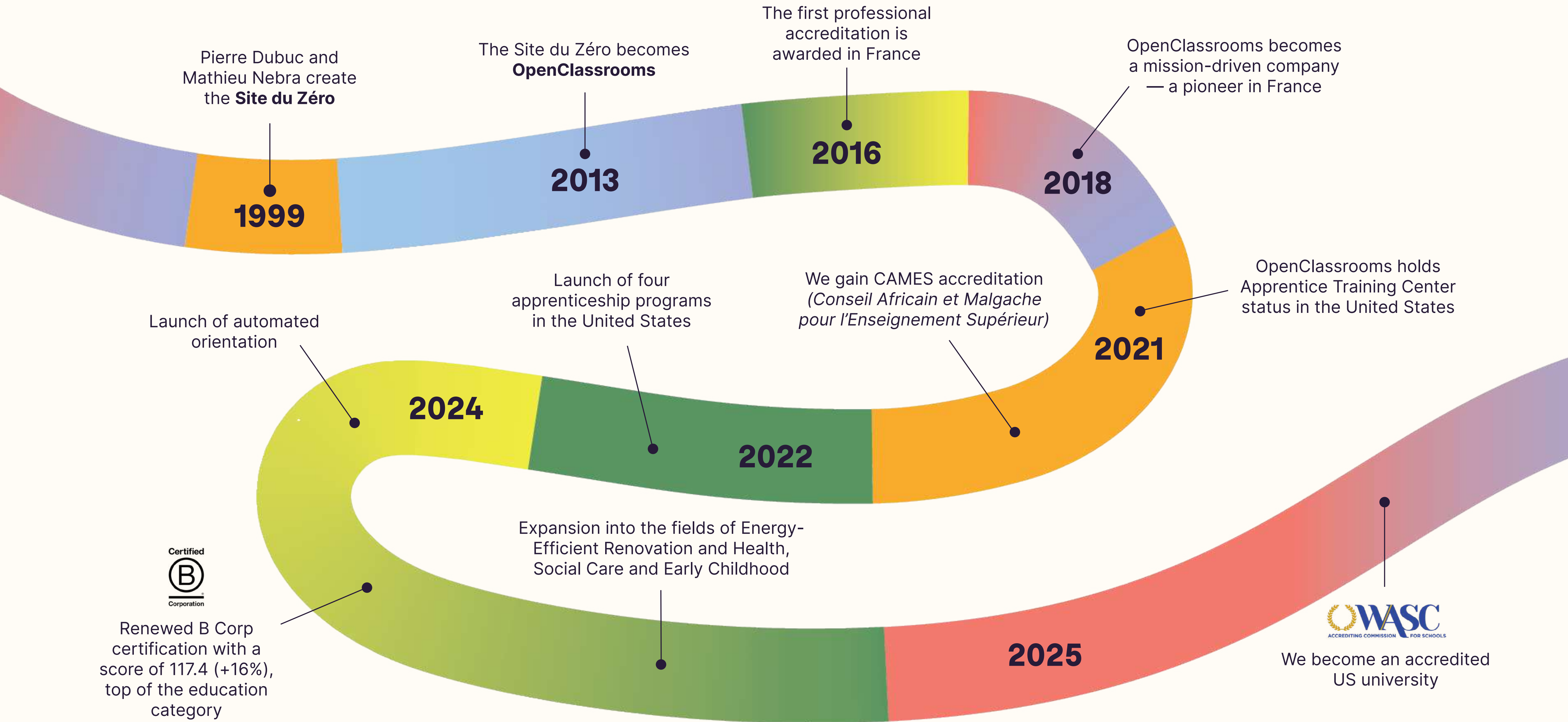
**In less than a year, 192 students have joined this field with OpenClassrooms.**

### Health, social care and early childhood

With 63% of recruitment missions struggling to find the right candidates,<sup>6</sup> there is clearly a structural lack of trained professionals. OpenClassrooms offers various qualifications in this field, 100% online, all with an integrated work placement.

**In less than a year, 769 people have chosen to train in care and early childhood with OpenClassrooms.**

# Timeline



# Methodology and sources

To make this report easier to read, most figures have been rounded to the nearest whole number.

## Key definitions

**The orientation rate** is the percentage of students who are admitted to one of our training programs on application.

**The graduation rate** measures how many students graduate out of all those who started a program (even those that gave up after one day). It measures how successful we are at leading students through to qualification.

**The progress rate delta** is the gap between a student's actual and expected progress. To support our students on their programs we calculate their progress in real time and compare this with the progress required to complete their studies within the expected timeframe.

### Underserved groups

At OpenClassrooms, underserved groups are defined as the segments of the population with the greatest educational needs, but for whom access is more complex. We make serving these groups a priority, in order to make education more accessible.

- **The unemployed:** those without a job, who are often recipients of specific state benefits to help them change career.
- **Residents of disadvantaged areas:** these are areas of socio-economic vulnerability and often insufficient infrastructure. In France, this definition aligns with the official criteria for Priority Urban Neighbourhoods (or QPVs, for Quartier Prioritaire de la Politique de la Ville).
- **Those with low levels of education:** those with a maximum level of education of a high school diploma.
- **People with disabilities:** this group includes all learners with a declared disability (physical, visual or neurodivergent, e.g. autistic).
- **Women in tech:** defined as an under-represented segment of the workforce in the technology industry.

## Calculating the graduation rate

Up until now, our graduation rate from a given year measured the percentage of students who graduated out of all those who were expected to complete their program that year. We now use a cohort-based approach: out of all students who started their training in a given year, we calculate the percentage that have graduated two years later. This methodology allows us to capture all learning journeys, including those students who progress at a different rate. Specifically, for 2025 and for this report, we consider the cohort of students who started in 2023 (our programs last 12 to 24 months on average). This choice of methodology has an additional benefit: for this same cohort, we also have data on entry into the workforce, which allows us to provide a more comprehensive analysis of our impact on students.

## External sources

Data presented in this report was collected and processed in-house by our teams, except for the following statistics which come from the external sources below:

### Page 7

1. [Congressional Research Service \(CRS\), A Snapshot of Federal Student Loan Debt, 2025](#)

### Page 22

2. [College Board, Trends in Student Aid 2025](#)

3. [Education Data Initiative - Average Student Loan Interest Rate](#)

4. [Education Data Initiative, 2025 - Student Loan Debt by Age](#)

5. [Education Data Initiative, 2026 - Average Cost of College & Tuition](#)

6. [Education Data Initiative, 2025 - Average Time to Repay Student Loans](#)

7. [Education Data Initiative, 2026 - Average Student Loan Debt By Year](#)

### Page 23

8. [Education Data Initiative, 2025 - Student Loan Debt by Age](#)

### Page 33

9. [France Travail, Energy-efficient renovation of buildings: what workforce requirements will be needed for 2030?](#)

10. [France Travail, Enquête Besoins en Main-d'Œuvre, 2026 \(in French\)](#)



