







2022

CORPORATE  
SOCIAL  
RESPONSIBILITY  
REPORT



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## TIME TO GET ACQUAINTED

Founded in 1975, OMNES Education is now the leading private French higher education group. Backed by a network of universities and partner companies in France and abroad, OMNES Education trains the business players of tomorrow. Through a comprehensive range of educational programs, our Group encompasses key domains in higher education and research, including communication, creative arts and design, engineering, management, political science, and international relations.

Our mission is to ensure the employability of all our students. We equip them with the knowledge and skills necessary to become informed and competent professionals who can assist organisations in navigating the ever-evolving landscape of society. At each of our schools within the Group, our teams are dedicated to empowering students of diverse backgrounds to shape the future they aspire to achieve. This is the essence of our mission.

<b>15 SCHOOLS</b>
<b>19 CAMPUSES</b>
<b>40,000 STUDENTS</b>
<b>15,000 WORK-STUDY STUDENTS</b>
<b>4 AREAS OF TRAINING COVERED</b>
<b>10,000 PARTNER COMPANIES</b>
<b>200,000 ALUMNI</b>



## Dialogue with **MATHIAS EMMERICH**



**MATHIAS EMMERICH**  
*President of OMNES  
Education Group*



**BALTHAZAR AUGIER**  
*First-year student,  
Energy & Environment Master's  
degree at ECE Paris*



**SOUAD EL BEHJA**  
*Masters in Responsible Communication  
and CSR at Sup de Pub*



**MANU'URA LEOU**  
*MSc in International Management  
at INSEEC Bordeaux*



**LÉO STERN**  
*Masters in International Business  
and Diplomacy at HEIP*



### **SOUAD EL BEHJA**

CSR is no longer an option, but a necessity. It is a critical matter that should be incorporated into all educational curricula. I believe it is the responsibility of educational institutions to make CSR a multidisciplinary subject, fostering responsible communication and raising students' awareness about this issue for their future careers. This way, they can effectively address the risks of greenwashing, know how to prevent them, and comprehend the essence of conveying accurate messages.

In my master's degree programme, we begin by laying a solid foundation in CSR, covering the fundamentals, and then delve deeper into the subjects in the second year. This comprehensive course equips me with the knowledge and skills that I apply daily in my work-study programme.



### **MATHIAS EMMERICH**

Indeed, while not all students opt to specialise in CSR, our objective is to provide comprehensive training to all our students, who demonstrate a commitment to the environmental transition. We strive to integrate these subjects systematically across all disciplines. To kickstart this effort, we have introduced the SHIFT programme for undergraduate students in years 1 to 3. By 2025, our target is for the CSR dimension to be incorporated into every course syllabus, regardless of the subject, be it finance, marketing, engineering, and more. Our aim is twofold: to offer specialised programmes and to consistently include the CSR dimension in all our courses.



### **BALTHAZAR AUGIER**

Of all the CSR topics, I am particularly interested in climate. Could you tell us more about OMNES Education Group's carbon footprint?



### **MATHIAS EMMERICH**

We have recently conducted our first carbon footprint assessment for the period of July 1<sup>st</sup>, 2020, to June 30<sup>th</sup>, 2021. This initiative was undertaken voluntarily by the Group, as it is not legally required. The assessment showed that OMNES emitted an average of 400kg of greenhouse gas emissions per student during the reviewed year, which is a satisfactory result compared to other higher education groups. There are several factors that contributed to this outcome: we collaborate with renewable energy suppliers to meet our electricity needs; our campuses are conveniently located in city centres, allowing our students to commute by public transport, bicycle, or on foot; our sites accommodate a significant number of students, enabling us to optimize energy consumption in our buildings; and a large portion of our students participate in work-study programmes, which reduces travel abroad.

The assessment also revealed that over 80% of our emissions are classified under scope 3, highlighting the need to improve our digital practices and reduce travel, including student travel, to make further progress. Apart from scope 3, enhancing the energy efficiency of our buildings is a priority for us.



### **BALTHAZAR AUGIER**

I think it's important that we give our students the key information from this audit.



### MATHIAS EMMERICH

Yes, you're correct, it is significant. We acknowledge that our students are highly aware of this matter, but we must determine the most efficient means of engaging with our 40,000 students and conveying the message that every individual holds a responsibility, without inducing guilt. Moreover, in a wider context, we can delve deeper into exemplary approaches that promote an even stronger culture of social responsibility.



### LÉO STERN

Yes, students are getting involved. HEIP understood that CSR is an integral part of our training; it is inspiring for us. The same concern is shared by our speakers from the business community who lead part of our training courses. It is so enriching to have this expertise from the business world! At the beginning of our conversation, you mentioned integrating CSR into 100% of schools and 100% of courses and in my opinion, this target is perfectly aligned with students' needs and expectations.



### BALTHAZAR AUGIER

Speaking of exemplary practices, it is worth highlighting the initiatives undertaken by the NOISE association, of which I am the chairperson at ECE. To enhance students' understanding of social and environmental innovation, we offer a diverse range of activities, including the clean walk, where participants collect litter in public spaces, Climate Fresk workshops, and engaging carbon challenges. Additionally, the association aims to encourage all student volunteers to calculate their individual carbon footprint at the beginning and end of the year to assess any changes. Throughout this process, we provide guidance and resources to support them in adopting more sustainable habits.



### MANU'URA LEOU

I would like to talk to you about work-study programmes, as they are a valuable gateway to the world of work. I personally opted for a work-study course at INSEC Bordeaux, and I found it to be a great opportunity to learn on the job while being financially independent. Could you share with us what the OMNES Education Group is doing to promote work-study placements for the students in your schools?



### SOUAD EL BEHJA

This is a well-thought-out idea. It's true that the students I work with feel concerned and want to get involved. In my class, we set up the Yapluka association, which organises conferences on societal and environmental issues, Climate Fresk workshops and other awareness-raising events within Sup de Pub.



### MATHIAS EMMERICH

In France, the government's efforts have resulted in a substantial rise in the number of students participating in work-study programmes. This increase has been particularly pronounced in higher education, specifically at the B3, M1, and M2 levels. Consequently, certain programmes now have a majority of students enrolled in work-study arrangements. For OMNES Education, the challenge lies in ensuring that our courses are financially accessible to a wide range of students. While progress has been made in removing financial barriers, it is important to address the psychological barriers that still hinder access to higher education.



### MANU'URA LEOU

Indeed, work-study programmes now offer more young people the opportunity to enter higher education, which was previously reserved for the well-off. Although the remuneration from work-study programmes is not necessarily sufficient for a student to become completely financially autonomous, it does nevertheless guarantee a little independence.



### LÉO STERN

Listening to you, I'm thinking of the "right to dream", the right to believe in something bigger. An apprenticeship mainly benefits senior students, who are in the final year of a bachelor's or master's degree, but this excludes B1 and B2 students. Doesn't this point need to be addressed?



### MATHIAS EMMERICH

You are absolutely correct. Previously, our work-study programmes were only available from the B3 level onwards. However, with the acquisition of Sup Paris school, we now have the opportunity to provide work-study courses for the BTS (Advanced Technician Diploma) as well. Our plan is to expand this type of training to other campuses, including Bordeaux and Lyon, and subsequently to Chambéry, Beaune, Rennes, and more. This means that we will be able to offer work-study programmes for BTS from the first year onward.



# TIME TO ACT OUR CSR APPROACH



## Crossed views

### Why is it now imperative that OMNES Education includes CSR in its strategy?

**José Milano:**

We have now reached a turning point. Given that businesses are key players in the shift towards sustainability, they must adopt a systemic approach to CSR issues. And this is doubly true for our higher education group, as our intention, besides ensuring the employability of our students, is to develop them into conscious citizens who understand the challenges and urgencies of today's world.

### And how do you plan to achieve this?

**José Milano:**

Through practical actions implemented across all our schools. We begin by breaking down the barriers between different areas of knowledge: first and second-year students already have access to courses that are not part of their prescribed curriculum, and soon all other students will have this opportunity as well. The idea is to help each student construct a programme that aligns with the skills they wish to develop for their professional career, going beyond merely obtaining a diploma or qualification. Additionally, to address our students' civic aspirations and contribute to their education, we have launched the PACT programme (Citizen Field Action Program), which encourages their participation in the social solidarity economy alongside the SOS Group.



**JOSÉ MILANO**

Managing Director of OMNES Education



**LAURE FRUGIER**

Director of Communication, CSR, and Institutional Relations

### How does your Group's CSR approach align with its mission?

**José Milano:**

We believe that every student, regardless of their background, deserves the opportunity to secure a place in our higher education institution, particularly through work-study programs. This is a genuine political project for us! Our group is fully committed to inclusion, and our CSR policy is built upon this vision, ensuring that everyone has access to a higher education diploma or qualification and subsequent job prospects. The very structure of our campuses promotes such inclusivity, as they house different schools where students from diverse backgrounds come together. Our campuses are places of diversity and opportunity.

### Why is OMNES Education's CSR crucial for its growth strategy?

**José Milano:**

First and foremost, the younger generation displays a remarkable sensitivity towards CSR. Moreover, it acts as a distinctive factor for our Group. Our objective is to nurture individuals who possess a global perspective and have the ability to assist companies and organisations in their transition towards sustainability.

### What are your CSR priorities?

**Laure Frugier:**

Time to ACT is OMNES Education's CSR approach. It is at the very heart of the Group's strategy and is based on three main areas of commitment, which also serve as our CSR priorities: our students' achievement (Time to Accomplish), consistency in our approach and operations (Time to be Consistent), and the well-being of our students and employees (Time to Take care).

### How were these priorities established?

**Laure Frugier:**

This new CSR policy resulted from an extensive consultation process with OMNES Education's internal and external stakeholders, which allowed us to identify their expectations. Achievement, Well-being, and Consistency are the three values that OMNES Education is currently seeking to embody not only in its internal organisation, but also in developing its entire educational mission.

### What actions will you implement?

**Laure Frugier :**

As CSR is systemic, we have numerous transformation projects underway. One of the most significant and challenging projects is the integration of sustainable development into all of OMNES Education's programmes, through both revising and adapting 100% of our educational models and creating new programmes. Next, although our carbon footprint may be satisfactory for an organisation in this sector, we are committed to further reducing our emissions via several initiatives. These include a low-carbon international mobility policy for our students and implementing an energy and digital sobriety plan for our campuses. In addition, we are working on an agreement with our social partners regarding the quality of work life for our employees. At the beginning of the 2023-2024 academic year, we will be launching an ambitious student well-being programme.



## PILLAR 1

# TIME TO ACCOMPLISH



QUESTIONS FOR...

**PASCAL VIDAL**

Programme Director



**You are aiming to systematically integrate CSR into your educational programmes. How do you plan to achieve this?**

*We will begin by focusing on our teachers, who serve as our entry point. It is essential to provide them with training and guidance so that they can effectively impart sound knowledge of CSR to their students. We will adopt a gradual approach, starting with pilot projects in a few schools to ensure their feasibility and suitability before expanding them to all our educational institutions.*

**Moving on to the topic of student employability, do you have any new initiatives to enhance it?**

*We have developed and continue to improve several programmes. One example is PACT, the Citizen Field Action Programme. Over a period of six months, our students explore alternative pathways for professional growth and careers that align with the principles of social solidarity economy. This programme exemplifies what we consider a true "lesson in commitment". We firmly believe that the most effective way to understand the essence of commitment is through first-hand experience!*

**Many students aspire to become business managers. How does OMNES Education support their entrepreneurial ambitions?**

*In addition to the comprehensive content of our programmes, our Group provides incubators for student projects or start-ups. This represents a fresh pedagogical approach that fosters interdisciplinary connections among students from our various schools.*

## ACTION FOR THE EMPLOYABILITY OF OUR STUDENTS!



QUESTIONS FOR...

**CÉLINE CLAVERIE**

Managing Director of HEIP and Director of Corporate and Alumni Relations



**Does CSR influence your students' choice of a future company?**

*Absolutely, our students have expectations regarding CSR issues, and rightfully so! For them, genuine professional fulfilment also depends on the commitment of their future company to environmental and social challenges. They expect companies to demonstrate social responsibility, which enables them to find purpose in their daily professional lives. The new generations entering the job market are eager to make a difference, and it is our responsibility to equip them with the necessary knowledge and resources.*

**What about companies. Have you noticed any new CSR requirements?**

*Over the years, the expectations of companies and their clients regarding CSR have become more demanding. Companies expect our students to be well-versed in sustainability and capable of contributing innovative ideas. They are now seeking to recruit young graduates who can rethink their business models.*

**What actions are you taking to facilitate your students' integration into the job market?**

*Our educational content, partnerships with companies, and the establishment of incubators all contribute to the successful integration of our graduates into the professional world. To ensure their employability, we conduct an annual survey tracking our students' career progress during the first 36 months after graduation. In 2022, the employment rate for our students, six months after graduation, ranged from 82% to 92% depending on the school.*

**Creating connections between our students and companies: OMNES and its alumni take action!**

*OMNES Education students have direct connections to the business world through numerous partnerships and the unwavering support of our 200,000 alumni. Our objectives are multifaceted: we encourage organisations to collaborate with all our schools, involve business executives in our courses to share their expertise, and promote the development of work-study programmes at OMNES Education.*



## SPOTLIGHT ON WORK-STUDY PROGRAMMES

**Work-study programmes have a twofold advantage:**

**Educational:** some students learn better through hands-on experience;  
**Social:** work-study contracts make it easier for young people to access higher education, since their studies are financed by the State and their employer.

**IN FRANCE, IN 2022, 17,000 OMNES EDUCATION STUDENTS WERE ON WORK-STUDY CONTRACTS.**

### Stimulating entrepreneurship: our incubators

Many of our younger generation students wish to create their own start-ups. To encourage this entrepreneurial ambition within our schools, we use incubators. For example, the ESCE Incub Programme offers personalised monitoring and coaching for all ESCE students who wish to set up their own company. In addition, ESCE in September 2022 entered into a partnership agreement with Paris Ouest La Défense (POLD) and "Catalyseur", the largest fintech incubator in Greater Paris.

Another notable example is the INSEEC's incubator which facilitated the launch of the start-up MyEli, which markets connected jewellery that alerts your family and friends if you are in danger. MyEli is the result of a final-year project by an INSEEC student: it came to life through discussions within the incubator between experts in company creation and through the school's network.



## OUR STUDENTS ARE STRIVING FOR SUSTAINABILITY, LET'S ENCOURAGE THEM!

### ENCOURAGING OUR STUDENTS TO EXPLORE OTHER HORIZONS

#### The SHIFT(S) programme: a gateway to tomorrow's world

SHIFT(S) is a three-year programme created in 2022 to help our students develop skills complementing their degree, and to better understand how our society and companies are changing. At the end of the course, students obtain a professional certification. The

content is varied and changes regularly,<sup>(1)</sup> including theme-based cycles and masterclasses in the first year, theme-based courses and training hours the following year, deliberate practice week, simulations, and practical exercises in the final year.

#### The PACT programme: a window on the social solidarity economy



Contribution to the food bank for "Restos du Coeur"

Launched in 2022, the PACT programme involves several of our Group's schools: ECE, INSEEC Grande Ecole, HEIP, ESCE and Sup de Pub. It encourages students on our French campuses to join associations within the SOS Group, Europe's biggest social and societal enterprise. 2,000 students will participate in this programme in 2023, experiencing a new working environment for one semester. This powerful experience in their first academic year enables them to reflect on themselves and the part they want to play as citizens of this world. We

are keen to progressively make the PACT programme compulsory for all first-year students, and to have a reward system via ECTS credits.

Many different actions are carried out within the framework of this programme. One example of these concrete commitments is the support provided by students during the annual food bank collection campaigns. Students are deployed locally to help with these collections, which must be conducted with maximum efficiency due to their short time frame.

#### Actions in our schools to raise awareness among our students of CSR

The teachers at Sup de Pub suggested to their 4th year students that they carry out a project for an organisation committed to a key social issue: the French Blood Establishment (Établissement Français du Sang). Their mission was to devise a communication strategy. The pedagogical objective was to experiment outside of the classroom with group cohesion and sharing ideas through teamwork.

At Sup Career, during their back-to-school seminar, all the bachelor's and first-year master's students in the 2022/23 school year took part in the Climate Fresk workshop, which proved to be an effective lever for raising students' awareness of environmental issues.

#### Integrating CSR into the programmes, enabling the younger generation to transform the business world

We want to gradually integrate CSR into all our student courses. A dedicated task force has been set up to devise an effective method that helps our teachers and external speakers in this process. They recommend the use of official resources, particularly the 17 UN Sustainable Development Goals (SDGs). Our schools will pilot the integration of CSR into all courses in which it is not yet included (creation or modification of a subject, title of the subject, number of ECTS, etc.). At the same time, teachers and external speakers will be trained in the SDGs and major CSR issues and then coached on how to introduce CSR into their syllabuses, applying a specific method.

We are working with pilot schools within our Group to gradually implement this new initiative. Consequently, from the start of the 2023 academic year, every subject offered at INSEEC Grande Ecole will include at least one of the UN's SDGs.

Certain subjects, such as climate change, cannot be dealt with solely in the courses already offered. Their scope and complexity require specific treatment and the use of additional content. We are therefore currently working to create courses that include 100% of major CSR subjects, which will cultivate students' awareness on these issues.

#### ON THE LAUNCH PAD

### **TASK** BY Sulitest The Assessment of Sustainability Knowledge to test our students' sustainability knowledge

In autumn 2023, we will test the TASK tool (The Assessment of Sustainability Knowledge) in two of our schools: ECE and ESCE. This tool will enable us to certify our students' knowledge of sustainability. They will also have the opportunity to take the test several times throughout their studies to see how their knowledge is progressing. From 2024 onwards, all new students joining one of our schools will take this test.

## RESEARCH AND SUSTAINABLE INNOVATION



### QUESTIONS FOR... **CATHERINE KUSZLA**, *Dean-Research Director*

#### What are the objectives of the OMNES Education Research Centre?

The OMNES Education Research Centre is driven by three major aims:

- increase knowledge to meet tomorrow's challenges with integrity (science);
- boost our students' achievement and fulfilment by equipping them to become enlightened, socially responsible, and effective players (dissemination of knowledge and skills);
- have a positive impact on society, by spreading knowledge and working with companies and other institutions (dissemination).

#### What is the place of ESG in the work undertaken?

40% of our researchers' classified scientific publications are currently directly focused on five major ESG issues highlighted by the UN or the European Union: Health and Wellbeing, Social Innovation and Democracy, Environmental Preservation, New Sustainable Business Models and the Circular Economy, and Territorial Re-configuration. By 2025, the teams aim to have 90% of scientific publications focused on the three ESG pillars.

### OMNES EDUCATION RESEARCH CENTRE STEERING COMMITTEE

Christine Albanel, former French Communication and Culture minister, chairs the "Responsible Research Advisory Board" steering committee. This board is comprised of representatives of civil society from the areas of ecology, culture, education, and the social solidarity economy.

#### Our researchers are striving towards a positive impact on Society and a collective intelligence

Researchers at OMNES Education Group enjoy a privileged partnership with the popular science journal, **The Conversation**. They feature increasingly in this journal, with 34 articles in 2021 and 48 in 2022. In 2022, 69% of the topics covered dealt with issues of governance, ethics, and environmental preservation, and they of course seek to disseminate the fundamental scientific knowledge necessary for critical thinking.

Our researchers are increasingly committed to environmental preservation and, more specifically, to its mainstream integration in teaching methods. On 5 April 2022, our research centre organised the French **national workshop** for the international **UI GreenMetric** network, entitled: "Which educational models should we be applying in managing the ecological transition?".

This was an opportunity for our teacher-researchers to gather a wealth of feedback from teachers who have integrated the challenges of ecological transformation into their lessons. This event also provided an opportunity to showcase institutes, chairs and other partnership projects that have successfully combined multidisciplinary research, socially responsible practices, and specialised training. Finally, the 2022 edition of "Printemps de l'Economie" (Spring of Economy), which was held at the Economic, Social and Environmental Council (Conseil Economique Social et Environnemental), and in which our researchers are involved, focused on the issue of "sobriety".

#### To raise their students' awareness of CSR, our teachers-researchers are breaking new ground

"For OMNES Education, all research work must be materialized and used as an educational tool". This guiding principle also applies to research on CSR topics. Accord-

ingly, to raise awareness among their students about societal and environmental issues, our teams of teacher-researchers have been developing support materials to complement their lectures, including case studies, videos, podcasts, and new CSR-specific training programs. New formats are being added, such as challenges facilitated by a collaboration with expert companies in the field of the circular economy, for example.

Among all the actions developed in 2022 by the research centre's schools, a notable example is the range of podcasts and videos created by ESCE's teaching teams, all aimed at students to enlighten them on topics such as inclusion, well-being, and environmental conservation. Among the topics addressed, students were able to benefit from specific focuses on workplace bullying, the rise of new work aspirations, wealth inequalities, and paradoxes in responsible consumption.

## IMPROVING THE STUDENT EXPERIENCE THROUGH PEDAGOGICAL INNOVATION

### An engineering team dedicated to educational innovation

To consistently improve the curricula offered and enhance the student experience on our campuses, our pedagogical engineering team develops innovative content for our different schools. One notable example is Footbolitique, a video series created in 2022 that examines geopolitical events through the lens of football.

Additionally, this engineering team is responsible for overseeing the students' online environment, ensuring that all students can access pertinent information and course materials.

Aligned with our goal of enhancing the student experience, we are in the process of implementing a platform that will integrate the Group's services with those available at our various campuses.



### SPOTLIGHT ON OUR FOOTBOLITIQUE SERIES

Each episode, lasting approximately 30 minutes, is divided into three segments:

1. The Narrative: This section outlines the events covered in the episode.
2. The Overview: This part offers a more comprehensive understanding of the topic.
3. Geopolitical Analysis with Yvan Gastaut, a sports historian: This segment enables students to examine the geopolitical aspects of the events discussed in the episode.

### Develop curricula personalisation and multidisciplinary

We firmly believe in providing our students with the chance to personalise their training in terms of course content, formats, suggested experiences, and more. We also aim to incorporate personalisation across all our schools, along with enhanced multidisciplinary. Starting September 2022, all students have been granted access to 100% of online courses offered in our schools. This opportunity to enrol in courses outside their curriculum has been a real hit.

### Incubators as drivers of new educational methods: some shining examples



The Fabrik' incubator at Sup de Pub is an open innovation centre. The educational objective is to facilitate connections between students in the OMNES Education Group schools, to mix skills, cultures, and professional profiles.

The ECE Project Centre provides students with a collaborative space where they can prototype and design objects. The space is equipped with both traditional and digital tools, including 3D printers, laser cutters, numerically controlled milling machines, and more. These tools are made available to encourage students to explore new possibilities, push their boundaries, and foster innovation.

### A3C: A PIONEERING MODEL TO STIMULATE STUDENT PROGRESS

Through our A3C approach - Acculturation Acquisition Application Certification - we can support our students' progress and efforts annually. We acknowledge their efforts by awarding them certificates or diplomas in addition to their original curriculum.



## PILLAR 2

# TIME TO BE CONSISTENT



### QUESTIONS FOR...



AMANDINE LAROCHE

INSEEC Bordeaux's  
CSR Liaison Officer



JULIEN PILLOT

Teacher Researcher  
at INSEEC Grande Ecole



ANNE-FRANÇOISE STASSER

Director of Sup de Pub

### OMNES Education is particularly keen on teamwork; how did this mindset help in developing the CSR approach?

**Julien Pillot:** Collaborative efforts are inherent to the Group's ethos: OMNES' strength lies in the wide range of expertise and perspectives it encompasses. To ensure the effectiveness and, more importantly, the coherence of our CSR policy, the involvement of every stakeholder is essential. In other words, an inclusive approach is fundamental.

**Anne-Françoise Stasser:** The crucial aspect today is to emphasize the purpose of a CSR approach. While CSR stands for Corporate Social Responsibility, we can also perceive it as "Giving Companies New Meaning". At OMNES, this interpretation has become a reality through co-construction.

### What did the process of co-construction of the OMNES Education CSR policy consist of?

**Amandine Laroche:** During its establishment, the CSR management prioritized the inclusion of input from all stakeholders within our Group, namely employees, suppliers, students, partner companies, and shareholders. Everyone had the opportunity to express their concerns, challenges, and objectives concerning a comprehensive

CSR policy. Drawing from this roadmap, all teams collaborated to propose ideas and advance towards the collective well-being.

**Julien Pillot:** Initially, a central CSR committee was established, followed by the formation of various working groups focusing on specific themes, such as low-carbon student mobility, digital sobriety, and integration of CSR into programmes, among others. The primary objective of these groups is to identify and disseminate best practices within the schools.

### How is the group's CSR policy deployed in the schools?

**Amandine Laroche:** For several years now, the CSR liaison officers from each school have been convening regularly as a task force. These meetings provide a platform for them to share information about their respective challenges and best practices, facilitating progress on CSR matters in coordination with other departments and the management.

**Anne-Françoise Stasser:** It is the responsibility of each school to adopt the key elements outlined in the jointly developed CSR roadmap, involving various stakeholders. Schools, whether through their programmes or other initiatives, proactively take the lead in implementing actions aligned with this roadmap.



## CSR: MOVE FORWARD, STRUCTURE AND COMMUNICATE

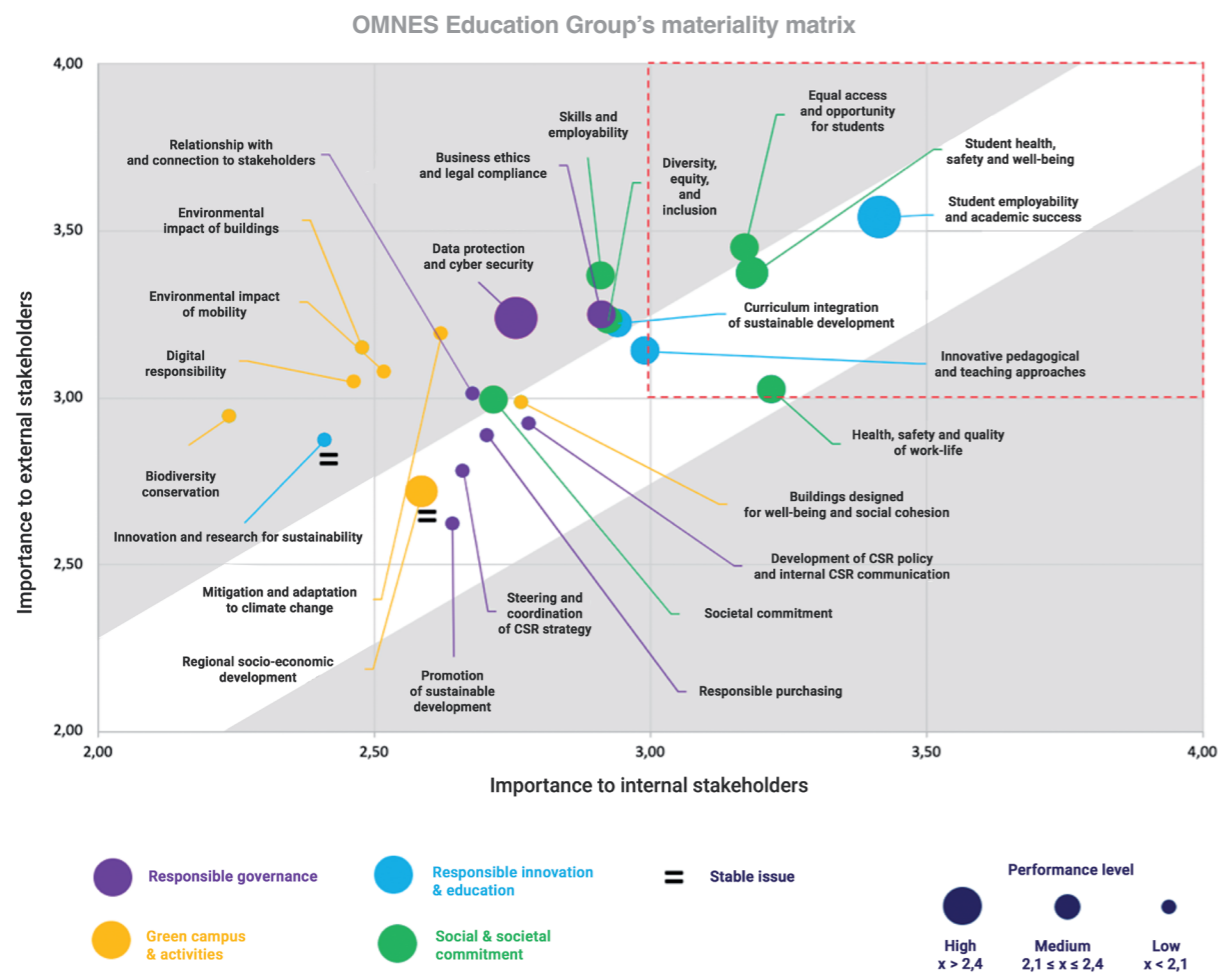
In 2022, our Group made significant progress in its CSR approach. This marked the year when we formally embraced a comprehensive CSR strategy that encompasses all our activities. Additionally, we implemented an ESG policy, which undergoes biennial reviews and receives approval from the Management Board.

### A COLLABORATIVE APPROACH TO...

#### Establish and prioritise the specific CSR issues at OMNES Education

Managers, teacher-researchers, employees, students, alumni, partner companies, and other stakeholders all played a crucial role in establishing the foundations of our CSR strategy. Through extensive consultation and feedback from these diverse stakeholder

groups, we identified a list of the most significant CSR issues for OMNES Education. Our materiality matrix offers a comprehensive overview of these issues.



The materiality matrix differentiates between CSR issues identified by importance to internal stakeholders (directors, teachers, staff, students) along the vertical axis, and external stakeholders (partners, institutions, shareholders) along the horizontal axis. The red box highlights the most critical factors for all stakeholders.

#### Prioritising our issues with the CSR Committee

To refine our CSR strategy, our Group has established a CSR committee comprising head teachers, specialist teachers, and other internal stakeholders. Through this collaborative approach, we identified 11 key issues, categorized according to the desired level of ambition, and adapted to evolving climate and societal realities. These issues were then allocated to the three commitment areas of our CSR policy

(Time to ACT: Time to Accomplish, Time to be Consistent, Time to Take care), which align with our company's strategic focus areas. In conjunction with the head teachers, we developed an operational roadmap for each of the Group's four fields of teaching. Our goal is to differentiate ourselves from competitors and become a benchmark for sustainability within the education sector.

### BRINGING EVERYONE ONBOARD WITH CSR

#### Bringing our CSR policy to life within our schools

Working groups were established to facilitate discussions on sustainability matters and subsequently provide reports to Group management regarding implemented best practices in the field. To enhance the local promotion of OMNES Education's CSR endeavours, a network of 20 liaison officers leads projects on their

respective campuses. These liaison officers convene monthly to exchange their practices and foster new initiatives. With the active engagement of our entire educational community in building a sustainable future, our CSR commitment has now been set in motion.

#### Inform and raise awareness among employees and students

Our employees and students are central to our CSR strategy, and we make every effort to inform them about the Group's and schools' sustainable development actions. To achieve this, we have dedicated a section to CSR in our in-house journal, OMNES et Vous.

In addition to communication, we prioritize raising awareness among all our teams to integrate CSR into their everyday practices. For instance, during induction days, every new employee participates in the Climate Fresk workshop. This initiative aims to enhance their knowledge of the causes and impacts of climate change, promoting a deeper understanding of the subject.

In addition to communication, we prioritize raising awareness among all our teams to integrate CSR into their everyday practices. For

### INFORMING AND RAISING AWARENESS THROUGH LABELS AND CERTIFICATIONS

In 2021, INSEEC GE was once again granted the SD&SR (Sustainable Development and Social Responsibility) label for a four-year period. To attain this label, the school implemented an ambitious strategy, showcasing our Group's dedication to promoting its CSR commitments to current and prospective students. The SD&SR labelling committee comprises peers and a group of students who act as auditors for the label.

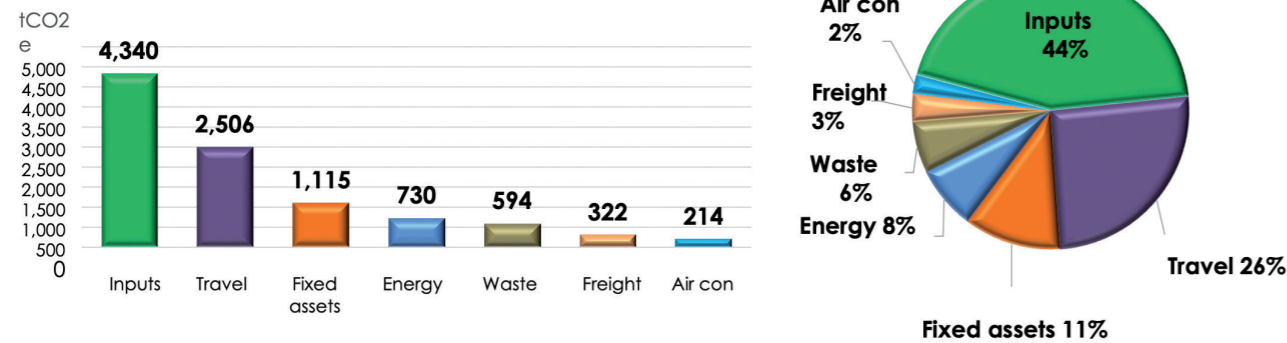
Furthermore, all OMNES schools are Qualiopi certified, a recognition that validates the quality of the services provided to foster skills development. Qualiopi enables OMNES Education to enhance the clarity of its training offerings for students.



## A VOLUNTARY INITIATIVE TO PROTECT THE ENVIRONMENT: OUR CARBON FOOTPRINT

While OMNES Education is not legally obliged to do so, the imperative to adapt to climate change collectively and promptly, as well as the proactive decision to embrace a process of continuous improvement, have led the Group to undertake a thorough measurement of its greenhouse gas emissions throughout a year. This effort aims to anticipate potential regulatory changes and address the pressing need for sustainability.

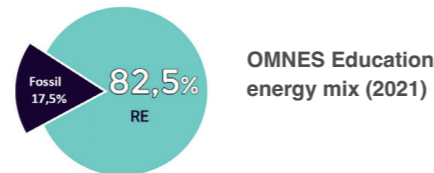
### GHG emissions: where do we stand?



With a total emission of 9,820 tonnes of CO<sub>2</sub>e in 2021, equivalent to 377.2kg of CO<sub>2</sub>e per student, OMNES Education's carbon footprint is comparable to that of a city with a population of 8,000 to 12,000 residents. Our primary sources of emissions are software and the cloud, accounting for 19% of total emissions, followed by international student mobility, contributing to 18% of total emissions. To mitigate our emissions, we are implementing targeted actions in these areas. Working groups focusing on digital sobriety and low-carbon student mobility have been established, and the first initiatives will be launched in September 2023 at the beginning of the academic year.

Although our overall carbon balance is positive, our commitment to continuous improvement drives us to further reduce our CO<sub>2</sub> emissions. One contributing factor to our favourable carbon footprint is that our Group exclusively relies on renewable energy sources for

electricity. This choice not only supports the development of clean energy but also ensures a highly decarbonized energy mix. Approximately 82.5% of our energy consumption is sourced from renewable sources. Additionally, our campuses are designed to accommodate a significant number of students, enabling us to optimize the energy efficiency of our buildings. Furthermore, 37.5% of our students are enrolled in apprenticeships or work-study programs, eliminating the emissions associated with international mobility.



### And we press on!

We are not resting on our laurels! We have formulated a transition plan that will enable us to contribute to the objective of achieving Net Zero by 2050. This plan consists of four key components:

- **Digital equipment and practices:** prolong the lifespan of equipment or give it a new lifecycle; implement a digital sobriety plan; commit OMNES Education to a responsible digital approach.
- **Travel:** minimize the carbon footprint of international mobility; establish a travel policy to regulate business travel; increase telecommuting; promote sustainable and alternative modes of transportation.
- **Energy efficiency:** implement an energy efficiency plan; enhance the energy performance of buildings; monitor the trends in our energy consumption.
- **Training, awareness raising, and communication:** develop a policy for raising awareness and communication; engage staff and students; integrate environmental and CSR themes into the curriculum.



### FOCUS ON ENERGY SOBRIETY

An energy-saving campaign, "Do more to consume less", was launched at the end of 2022 to raise awareness among our students and employees about everyday actions that can make a difference. OMNES Education is expected to reduce its energy consumption by at least 10%. We firmly believe that every action matters!

## THE GREEN CAMPUS: A SPRINGBOARD FOR FURTHER IMPROVEMENT

The OMNES Education Group has 19 campuses where students and staff work, train, and interact. As vibrant communities, these campuses must embody our Group's CSR policy. We are currently implementing a "Green Campus" charter that outlines the commitments to be adopted by the campuses, ensuring their actions align with our CSR approach: "Sustainable Campus", "Campus in Harmony with the Environment", and "Community-focused Campus".

### Lean campuses require sustainable mobility and building management



All OMNES Education campuses are situated in city centres, ensuring easy accessibility by bicycle, scooter, or public transport. Furthermore, electric bike charging stations and shared bike terminals have been installed at the Cœur Défense site, with plans to extend this practice to all our campuses.

In addition to promoting responsible everyday mobility, our Group emphasizes frugality in international travel. Whenever feasible, we

encourage student mobility within Europe and by rail. The same principle applies to our employees: we urge them to minimize business trips and opt for rail travel when necessary.

To optimize the energy consumption of our buildings, we prioritize energy efficiency and minimize electricity and water usage. We also strive to raise our students' awareness of these issues. Our Cœur Défense campus, which houses our headquarters and four of our schools (HEIP, ESCE, IFG, and INSEEC MSc), has obtained "HQE Exploitation" and "Breeam in Use" certifications, with ratings of "Excellent" for sustainable building and "Very Good" for sustainable management.

Our waste management practices are guided by two principles: reducing consumption and prolonging lifespan. Consequently, we maximize the utilization of our IT equipment and furniture, and they are subsequently donated or resold at discounted prices. Additionally, we encourage all employees and students to actively participate in waste separation, and all our campuses are equipped with waste sorting facilities.



### OMNES EDUCATION BEST PRACTICES

- 100% of the cost of transport tickets is reimbursed, exceeding the legally mandated 50% reimbursement;
- Any employee who intends to support sustainable mobility by purchasing a bicycle, scooter, or similar mode of transportation is eligible for a subsidy of up to €400.

### For campuses in harmony with their environment

Our driving force is integration into our environment. We also adhere to the Local Urban Development Plans when it comes to construction or redevelopment. We aim to have a positive impact on the local community by actively participating in local initiatives, respecting the needs and comfort of residents, supporting local businesses, and providing accommodation options for our students within the local area. Some of our campuses go above and beyond by offering their facilities to local associations. For instance, our Eiffel 1 Campus generously lends its premises to the Red Cross for their training sessions every weekend.



### SPOTLIGHT ON OUR CONNECTED VEGETABLE GARDEN ON EIFFEL 1 CAMPUS

The NOISE and Eceborg associations have established a fully automated urban vegetable garden on the rooftop of the campus. The objective is to create a self-sustaining vegetable garden by incorporating electrical sensors. This project encompasses two main aspects: a botanical component involving planting, upkeep, and enhancement of existing structures, as well as an electronic component focused on designing connected devices that cater to the requirements of the vegetable garden.

## TOWARDS A RESPONSIBLE DIGITAL FUTURE

The digital sobriety working group of The Shift Project has highlighted that dematerialization does not equate to zero carbon emissions. On the contrary, the continuous growth in data storage leads to higher greenhouse gas emissions. OMNES Education is actively striving to minimize the impact not only of IT equipment but also of software and cloud services. The responsible digital charter, which we developed in 2022, outlines the key objectives of this commitment towards creating a socially responsible digital environment. From OMNES Education's perspective, socially responsible entails being energy-efficient, accessible, and fostering knowledge sharing.

### Question our practices

This approach, outlined in our charter, aims to achieve multiple objectives in our CSR strategy: to minimize equipment, resource, energy, and consumable consumption; to implement responsible purchasing practices; and to develop user-friendly applications that are accessible to all, including individuals with disabilities. At our campuses and Group headquarters, we provide training on digital sobriety to developers, employees, and students, which we promote through an extensive poster campaign. Additionally, we are re-evaluating the use of Wi-Fi to streamline processes and reduce resource consumption, as it can be a significant energy consumer.



## RESPONSIBLE PURCHASING: OMNES EDUCATION STEPS UP

For our Group, a purchase is considered responsible if it meets economic, environmental, and social requirements. Two years ago, we implemented a responsible purchasing policy for all purchases exceeding €100,000. In 2023, we will adopt a policy for other purchases, focusing on five key areas:



## HIGHLIGHTING THE PROGRESS OF OUR APPLICATIONS

**During the development of our applications, we actively seek user feedback to enhance our online services. In accordance with GDPR regulations, we ensure that we only collect relevant and essential data.**

### Rethinking our infrastructure

This approach focuses on responsible management of IT systems, prioritizing the extension of equipment lifespan and the integration of technologies aligned with the UN's Sustainable Development Goals (SDGs) into our digital services. Additionally, we promote responsible data management and encourage efficient utilization of storage space.

### Our ethics charter

We have developed the OMNES Education ethics charter to guide our own decisions and those of our staff. We also extend its principles to our business partners and require their compliance.

#### The key components of the charter are as follows:

We are committed to upholding human rights, as defined by the legislation of the countries where we operate, as well as the Universal Declaration of Human Rights, and the commitments of the United Nations Global Compact, the ILO, and the OECD.

To ensure the health and safety of our stakeholders, our Group has implemented risk prevention procedures. We strongly condemn any form of discrimination in recruitment, treatment, and education of students.

OMNES Education has a strict stance against gender-based violence and sexual violence and has implemented disciplinary measures for misconduct.

Data protection for both internal and external stakeholders is of utmost importance. Along with strict compliance with the GDPR, we are strengthening the IT security of our facilities.

We maintain a zero-tolerance policy towards active or passive corruption and fraud.

In the event of any breach of our ethics charter, we have a whistleblowing system in place and can impose disciplinary sanctions.



## PILLAR 3

# TIME TO TAKE CARE



## CASSANDRA SÉNÉCHAL

Customer Experience Manager

*For every campus, both in France and abroad, our Group formulates a Customer Experience strategy for our students. Our approach is centred around three key areas: identifying the challenges faced by students, prioritising them, and implementing targeted solutions to address them. We strive to offer innovative and tailored solutions for each school, aligned with current expectations.*

## THE STUDENT EXPERIENCE AS OUR GUIDING PRINCIPLE

### Listening to our students

To create a welcoming environment that fosters educational success for our students, we primarily rely on our staff: teachers, researchers, and administrative personnel. They serve as our most valuable intermediaries in staying connected with our students and providing support throughout their studies.

In addition, since 2020, OMNES Education has been conducting biannual global satisfaction surveys, accompanied by continuous teaching assessments. Each year, the satisfaction surveys lead to initiatives aimed at enhancing campus life. Since the second semester of 2022, students have been given the opportunity to express their ideas and desires to enrich their experience on our Group's campuses.

### Serving our students and their well-being: a new form of educational organisation

In response to our satisfaction surveys, we have made the decision to introduce a new tool. Currently in the design phase, the Wellness system will be integrated into the Student Information Centre. It will encompass a psychological helpline, access to healthcare assistants, information on students' roles, rights, and responsibilities, as well as school values. It will also provide support for associations by identifying and centralizing partnerships to assist them in their daily activities, and more. Our objective is to ensure the mental and physical health and well-being of all our students on OMNES Education campuses, while supporting them in their pursuit of meaning.



### Facilitating inter-school exchanges: another advantage of our new organisation

Our platform also aims to facilitate communication between schools. This means that each school can observe the actions taken by other schools, allowing for the sharing and standardization of best practices across campuses. Centralizing the student relationship will also enable us to harmonize practices among different campuses. To ensure the tool's relevance, it is essential to conduct testing. Therefore, the tool is currently being trialed at two campuses: Paris La Défense and

Bordeaux. This initial trial phase will enable us to measure the effectiveness of the tool based on student expectations. With their feedback, we will enhance it before extending it to all campuses.

In 2023, we will continue to reflect on health, safety, and well-being issues to further strengthen our services to students and take appropriate action.

### To promote our students' success, we must offer them an inclusive and friendly living environment!

This is the third focus area of our "Green Campus" charter.

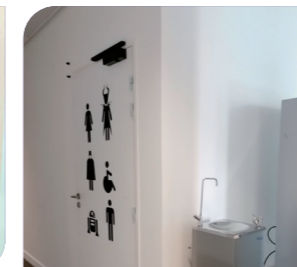
The premises are designed ergonomically and adapted to various activities. Hygiene and safety receive special attention at all our sites. Any incidents must be thoroughly addressed to prevent recurrence.

Inclusion is a fundamental concern at OMNES Education. Therefore, we contribute to the fight against period poverty by gradually installing distributors of sanitary protection products at all OMNES campuses in France. These sanitary protection products are free from harmful substances and plastic residues. Let's change the norms together!

On the Cœur Défense campus, our Group has also introduced gender-neutral toilets in addition to the traditional male and female toilets. Through this targeted initiative, OMNES aims to challenge the gender stereotypes that may be associated with gendered toilets.



Furthermore, we offer our students a selection of responsible food products, with a focus on local and organic produce. All campus events must comply with appropriate safety regulations and follow eco-responsible practices. This means that each institution must ensure that safety measures are suitable for the audience and incorporate eco-design principles into the event, such as considering the equipment used, the type of catering provided, the presence of stands, and the event's promotional campaign. The goal is to minimize waste and prioritize locally sourced products whenever possible.



## OPENING OUR CAMPUSES TO EQUAL OPPORTUNITY

To develop the future managers, it is crucial that we embrace the wealth provided by diversity. At the core of our campuses, our Group fosters the integration of students from diverse countries, social backgrounds, and profiles. In essence, we are dedicated to promoting equal opportunities and access to education for all.

### Disabled students: OMNES Education steps up

Two key principles guide us in the welcoming of students with disabilities. Firstly, we aim to facilitate their access to higher education, and secondly, we strive to provide them with a comfortable daily working environment. The entire campus team is committed to the inclusion of disabled students across all our campuses. The first point of contact for students is their disability liaison officer, with

whom they collaborate to make decisions. Additionally, all teams within the institution are available to support students at every important stage of their studies, including registration, entrance exams, campus life, exams, work experience, study abroad programs, and more. Our commitment to integration has been recognized and awarded the Qualiopi certification since 2021.

### SIMPLIFYING OUR DYSLEXIC STUDENTS' DAILY LIFE WITH ANTIDOTE

To support our dyslexic students, we have 10 Antidote licences installed either on loan laptops or directly on personal PCs. This spelling and grammar checker enables them to approach their curriculum with greater confidence, by helping them to write clear texts and to use a rich, varied, and accurate vocabulary.



### Promoting access to the job market through work-study schemes and scholarships

The key lever to creating the conditions for students' access to the job market and employability is work-study programmes. Today, in France, apprenticeship contracts are increasing for all qualification levels and for most courses. All our schools therefore offer work-study courses.

In addition to offering work-study programmes, each of our schools introduces measures that it deems appropriate to facilitate access to its programmes. For example, INSEEC Grande Ecole has set up a new scholarship for the 2023 entrance exam, which will finance the pre-master's year of the first ten CROUS scholarship holders (levels 5 to 7).

### Helping the younger generation prepare for their future



### Promote gender diversity in the tech industry with Hello Tech Girls

Launched by our engineering school ECE, Hello Tech Girls enables secondary school girls to meet our future female engineer graduates. Through this sponsorship programme, the students discover how an engineering school works, and explore the various possible types of engineering studies and jobs. To give the schoolgirls a real insight into these careers, they visit four partner companies together with their mentors and chat with female engineers.

### Supporting secondary school pupils in their academic journey

Through their commitment to associations specialising in education, our students play a role in promoting equal opportunities.

For example, INSEEC BBA on the Bordeaux campus has forged a partnership with CAP D'AGIR, an association dedicated to addressing the issue of school dropout. Student volunteers devote some time in schools and priority neighbourhoods to encourage young people to stay on at school. Because they are not

part of the educational institution, the student volunteers serve as motivational role models and build trust with the pupils they mentor. Each student is trained by CAP D'AGIR and devotes two hours a week to tutoring a pupil.

In 2022, 13 INSEEC BBA students individually tutored secondary school pupils from Year 6 to Year 9. They were also able to tell the students about their own studies and answer their questions about their future careers, bringing them one step closer to a chosen career path rather than an imposed one.

### Our schools are committed to inclusion and equal opportunities. A Spotlight on INSEEC BBA (Lyon campus)



Since the devastating attack on Jérémy Mazard, an alumnus of INSEEC BBA who is now living with severe disabilities, the school has been regularly organising events to support the Rise up together for JM association ("Se relever ensemble JM"). This association focuses on Jérémy's reintegration into professional life.



To promote local consumption, an evening event titled Humour and Local Produce ("Humour et Terroirs") was held in April 2022. The event featured comedian Delphine Delepaut and was followed by a buffet showcasing local produce provided by "Les Gourmets" association.



In November 2022, an auction of wines, organised by INSEEC BBA Lyon students who are members of "The wine road" association (La route des vins), took place. The event, supported by renowned chef Christian Tetedoie, best craftsman in France (Meilleur Ouvrier de France), and master sommelier Annie Crouzet, raised €6,500.

## A SPECIAL FOCUS ON OUR EMPLOYEES



### LOÏC DELBOULBÉ

HR Director of OMNES Education

2022 was a year during which we addressed matters concerning health, safety, and the quality of work life for OMNES employees. In the first half of 2023, we initiated negotiations on Quality of Work Life (QWL) at the Group level, aiming to establish overarching principles that can be adopted and tailored by each school based on their specific circumstances. These principles will empower every employee to find purpose and significance in their work.

### EQUALITY BETWEEN WOMEN AND MEN IN THE WORKPLACE: ACT NOW!

Recognizing that achieving gender equality in the workplace requires more than mere declarations, OMNES Education Group signed an agreement in May 2023 with employee representative trade unions to promote gender equality in the workplace.

This agreement, reached through collective negotiations, aims to reaffirm, and enhance existing provisions while introducing new rights through substantial commitments in four key areas: career advancement, training, parenthood, and raising awareness and fostering employee engagement.

### We remain attentive to the professional well-being of our employees!

#### Adapting to new lifestyles: teleworking

Teleworking was introduced in 2022 and will be further strengthened in 2023. The number of authorized teleworking days varies depending on the workplace. School employees are allowed 40 days, while headquarters teams have 70 days, with flexibility possible in cases of force majeure (such as strikes, construction work, personal circumstances, etc.).

#### Examples of encouraged and shared best practices

At OMNES Education headquarters, group activities are organised for employees. The schools also have various ideas for fostering team spirit. For instance:

- In 2022, the employees of INSEEC MSc MBA participated in a three-month team-building exercise where the 120 employees were divided into 11 teams. This internal event, comprised of diverse challenges, contributed to the development of team spirit among the employees.
- Prior to the start of the new school year, the CREA teams spent a day together in the mountains on the shores of Lake Lioson in Les Mosses, Switzerland. This joyful occasion allowed them to come together in an informal setting and recharge their batteries.

#### Promoting team cohesion

Each school management is responsible for fostering cohesion within their teams, considering the specific onsite situation and capacities. In addition, our Group encourages initiatives that promote cohesion and aims to facilitate the sharing of best practices between headquarters and schools, as well as within each campus.



### Shaping the framework of a managerial culture



We firmly believe that the quality of work life is closely tied to team commitment. For our managers to fully commit themselves and become true advocates for their employees, they must wholeheartedly embrace the vision and objectives of our Group. In 2022, we launched three major initiatives in this regard:

**A newly created community of managers and key individuals (around 200 people) who gathered for the first time in the Group's history at an annual seminar held in July.** During this event, we shared OMNES Education's vision, strategy, and objectives with them.

**Monthly webinars** organised for this community, providing updates on the Group's current situation. These webinars allow us to offer transparent and direct responses to any questions raised by the community. Managers then relay this information to their teams, thereby giving purpose to their teams' efforts.

**Implementation of a managerial training programme** since September 2022. All managers participate in a two-day face-to-face programme facilitated by external coaches and trainers. This

programme aims to raise awareness about four key managerial themes: key messages, coaching, feedback, and project management. At the end of the sessions, the President, and Managing Director of OMNES Education engage with the managers, addressing their inquiries and discussing the Group's strategy. This interaction underscores the significance and value of these training sessions.

Moreover, starting from 2023, we will introduce "Learn & Breakfast" modules through video links. The first module focuses on "How to facilitate effective meetings". If this format receives positive feedback from our managers, six additional "Learn & Breakfast" modules will be developed to promote and reinforce the Group's managerial culture.

In addition to these initiatives, a "Campus Tour" was organised for the President and Managing Director of OMNES Education. These two leaders visited all our campuses in France and abroad, providing an opportunity for employees at these sites to gain a better understanding of the Group's vision and to align their day-to-day activities with a broader approach.

### Contributing to the development of our employees' skills

To enhance the skills of all our employees, not just managers, OMNES Education offers training courses on specific themes, such as "Effective Project Management".

## KPIs AND OBJECTIVES



### PILLAR 1 TIME TO ACCOMPLISH

	Results 20-21	Results 21-22	Objective 2025
<b>KEY FIGURES</b>			
Number of alumni	155K	180K	
Number of incubators	6	4	
<b>INDICATORS</b>			
Alumni recruitment rate 6 months following graduation	N/A	BETWEEN 82 AND 92%	90%
Student satisfaction rate	67%	74%	85%
Implementation rate (annual curriculum) of programmes integrating CSR	N/A	79%	100%
Student completion rate of TASK by Sulitest (CSR test)	0	0	100%
Number of schools integrating PACT in their curricula	N/A	5	100%
Number of students involved in PACT	N/A	1,899	100% first-time entrants
Percentage of scientific publications addressing societal concerns	22%	40%	90%

## KPIs AND OBJECTIVES



### PILLAR 2 TIME TO BE CONSISTENT

	Results 20-21	Results 21-22	Objective 2025
<b>GENERAL</b>			
Number of schools	12	13	
Number of campuses (France and abroad)	10	19	
<b>INDICATORS</b>			
Carbon emissions in tons of CO <sub>2</sub>	9820	-	-20%
kg/student of waste collected and recycled (CIW + cardboard/paper + glass)	62,8kg of which 22.8kg recycled	PENDING CF 2022 RESULTS	
Number of incidents involving corruption, money laundering, unfair competition	0	0	0
Number of CSR meetings (Impact Team, CSR Committee)	N/A	20 CSR COMMITTEES + 7 Impact Team meetings	N/A
Number of identified CSR liaison officers	17	28	28
Percentage of new employees having attended Climate Fresk workshops	8%	40%	100%

## KPIs AND OBJECTIVES



### PILLAR 3 TIME TO TAKE CARE

	Results 20-21	Results 21-22	Objective 2025
<b>KEY FIGURES</b>			
Number of students	28,000	40,000	50,000
Number of international students	1,025	1,092	
Percentage of students with work-study programmes	42.6%	52.5%	
Number of employees (ADM - administrative)	933	1,091	
Number of teacher-researchers	127	130	
Number of permanent teachers	113	112	
Number of supply teachers (INT/LIS)	3,788	4,119	
Number of permanent contracts	1,680	1,747	
Number of fixed-term contracts (fixed-term, work-study)	7,706	9,928	
<b>INDICATORS</b>			
Green and friendly Campus: Quality of facilities satisfaction rate	66%	76%	85%
Percentage of schools with a counselling unit	61%	61%	100 %
Number of disability liaison officers	26	31	31
Percentage of campuses with PRM access	100%	100%	100%
Percentage of women on the board	14%	14%	
Percentage of women in management	33%	33%	
Percentage of women in the workforce	68%	67%	
Percentage of employees with disabilities	26	23	
Number of OA (occupational + commuting accidents)	11	14	
Percentage of staff turnover (permanent contracts, excluding mobility and retirement)	17%	24%	
Training budget	€199,627	€377,990	
Number of training hours	2,390	4,992	



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