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TO A BETTER WORLD,
WE LEARN MORE ABOUT
THIS EVERY DAY



SUSTAINABLE DEVELOPMENT

SOCIAL
RESPONSIBILITY
REPORT 2024-25

OMNES
EDUCATION

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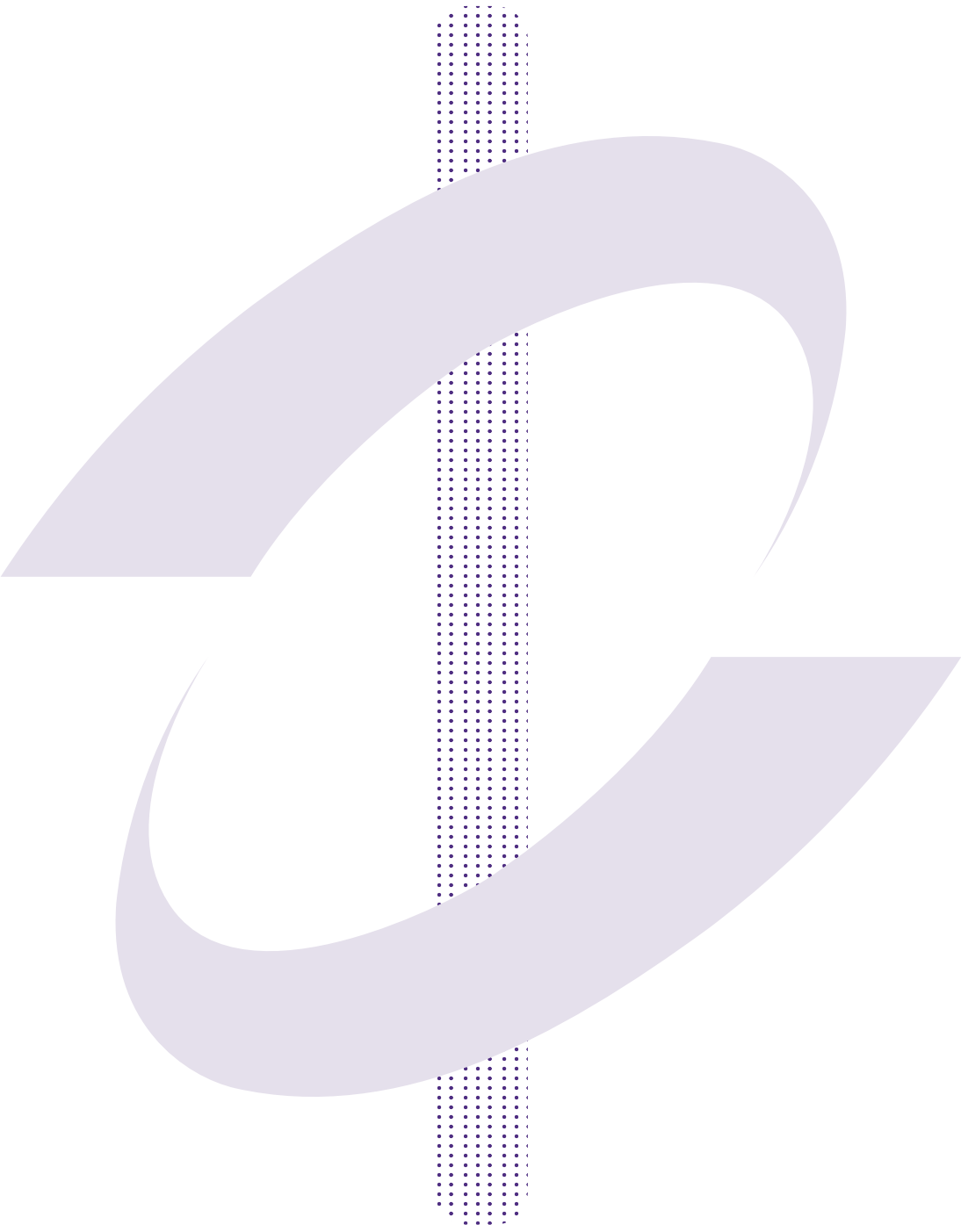
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EDITORIAL

At OMNES Education, three major communities structure and enrich the life of the Group: students, employees and campuses. All three are both contributors to and beneficiaries of the CSR approach. Together, these communities bring to life a collective dynamic serving a more sustainable future.

To be a committed and responsible Group, respectful of the planet and of people, a key player in transitions within the higher education sector, for a more sustainable and inclusive world, which trains conscious and competent professionals who will contribute to the transition of organizations.

Interview with Marc-Henri Desportes, CEO of OMNES Education

Marc-Henri Desportes, CEO of OMNES Education since 1 September 2025, acknowledges the CSR initiatives led by José Milano and, in turn, commits with enthusiasm to serving sustainability and the living world for the entire Group and its stakeholders.



QUESTION from Édouard Vaury, Director of the Rennes Campus:

“As part of its CSR approach, how does the Group engage with the sustainable integration of its campuses within their local areas and territories? What concrete actions are being taken to strengthen ties with local stakeholders—economic, social and environmental—and to promote a positive impact at the local level?”

Marc-Henri Desportes

One of our key responsibilities is to make higher education accessible throughout France, and not only in major metropolitan areas. Too many regions still suffer from a lack of educational opportunities. Our role is to bring programmes to where students and businesses are located, rather than the other way around! This approach helps to lower the cost of accessing higher education. It is with this perspective that we have launched new digital programmes and e-learning solutions, both for students and for continuing education.

The second focus of our action is to offer programmes adapted to local realities and to meet the specific needs of territories and their economic sectors. This requires close dialogue with local businesses, employer organisations and local authorities, in order to design flexible and relevant solutions. Since education is a highly regulated field, this work is carried out in close partnership with the State, as well as with the public and private stakeholders who support and sustain these territories.

Beyond education, this is also a project for social cohesion. The location of our campuses in city centres illustrates this ambition: our students take part in city life and immerse themselves in local culture. Each campus has its own identity, shaped by its teams and partners. In this sense, OMNES' regional integration is not just a strategic choice—it is a genuine commitment to rebuilding social and economic ties at the local level.



STUDENTS
40,000
French and international
students & trainees
200,000
Alumni



QUESTION from Amandine Laroche, Campus Communication Manager and CSR / La Fabrik Incubator / QLWC Representative:

“For several years now, I’ve been pleased to observe that our CSR policy has intensified and that significant measures have been taken and implemented. How can we further engage our teams and decision-makers, and position ourselves as a leading company in our sector?”

Marc-Henri Desportes

I strongly believe in the power of example and communication. Every initiative matters, especially when it is visible and shared, because it inspires others to get involved. The greatest successes often come from locally driven projects, which are then supported and amplified by management.

We therefore need to create a virtuous circle: support ideas coming from the field, show that they resonate at group level, and highlight these successes to encourage others to engage.

The dynamic must also be two-way: projects led by students can be supported by staff, and vice versa. This flow of initiatives creates a truly shared CSR culture.

Programs like the *Time to Act* call for projects show the way. We could go even further, for example by appointing CSR representatives within all student associations, to provide a natural entry point for this approach. By spreading this awareness at all levels, we strengthen CSR's roots in our culture and make OMNES a leading player in the sector.

CAMPUSES
15
schools
22
campuses in France and abroad,
in the heart of thriving capital cities



EMPLOYEES
1800
employees
including
250
at the Paris
headquarters



QUESTION from Agathe Ricaud-Dussarget, Master's student / Sustainable Development and Ecological Transition Manager at INSEEC MSC

“The first responsibility—and undoubtedly one of the greatest opportunities—for OMNES is to train the next generation of Change Makers. How are you approaching this, and what resources are you allocating to it?”

Marc-Henri Desportes

Training the next generation of responsible decision-makers is at the heart of our mission. That's why CSR is one of the four cross-cutting pillars of our pedagogy, alongside personalized learning, data, and internationalization.

We have chosen a dual approach: integrating CSR into all programs while also offering specialized courses. The goal is clear: for every student, regardless of their field, to develop awareness and skills related to sustainability challenges. But also to have the opportunity to go further, through optional modules or dedicated specializations.

We must also continue to work closely with companies so that they see CSR not as a constraint but as a strategic opportunity. By creating roles and careers around these challenges, we will give our students the chance to become true agents of change.



Part 1 TIME TO ACT

OMNES EDUCATION DEFINED ITS CSR STRATEGY IN 2021-2022
AND HAS BEEN IMPLEMENTING IT SINCE 2023.

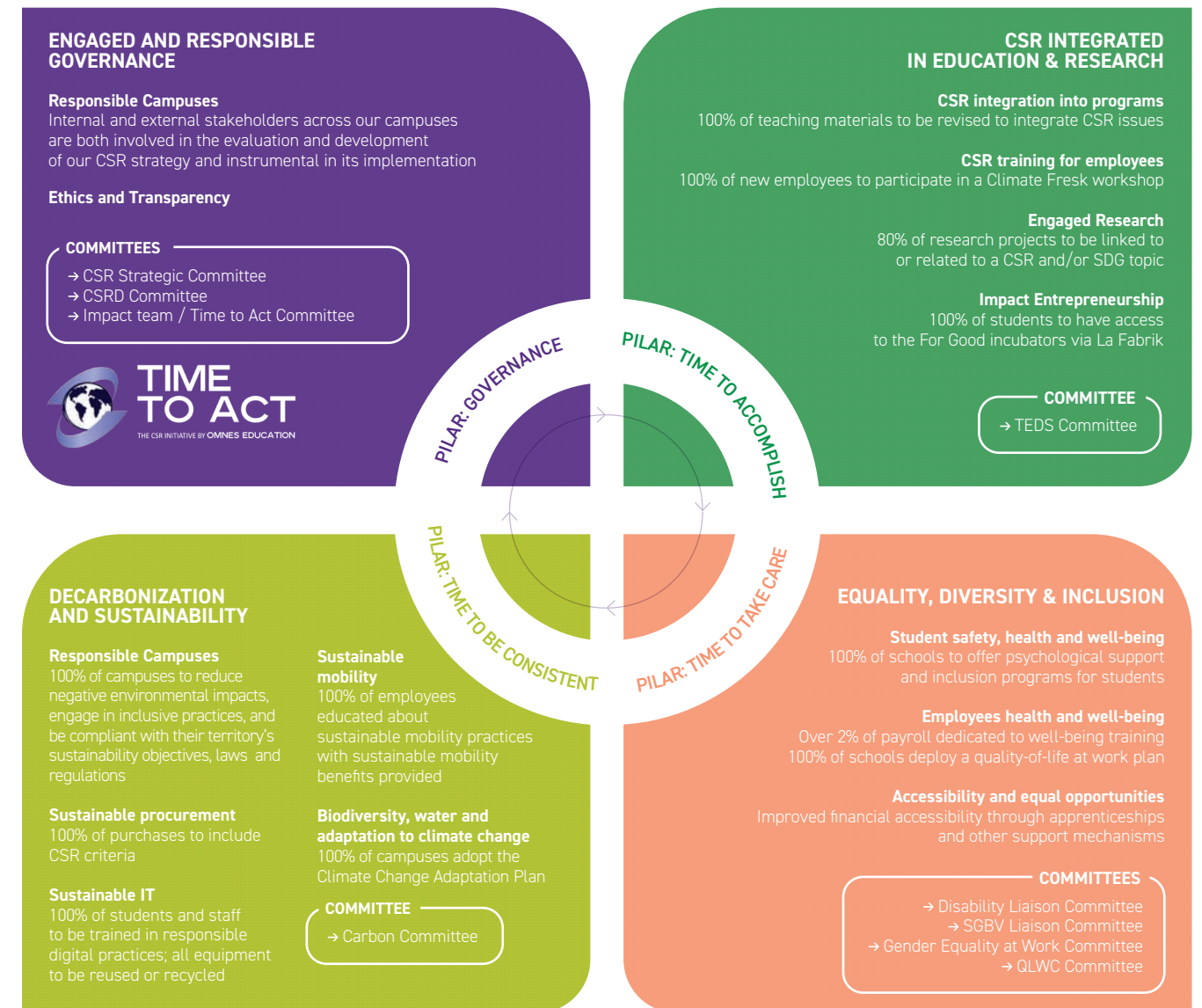
This long-term transformation process, led by an engaged governing body, is structured around three main pillars:

↓
Integrating the ecological
transition into education
and research,

↓
Adopting environmental
practices that reduce
negative impacts,

↓
Promoting well-being,
equality, diversity,
and inclusion within
its communities.

1.1 THE TIME TO ACT STRATEGY



"I joined the CSR committee out of conviction: I believe that the group's commitments must be built with input from each campus and adapted to local realities. What inspires me most is that the CSR strategy grows from a truly collaborative and inclusive approach."

↓
Silvia CAPRA,
Project Manager and member of the CSR Committee –
EUBS Barcelona

CAPTION:

CSR Strategic Committee:
a body for discussion and guidance on implementation of the group's CSR strategy.

CSRD Committee: forum for discussion and dissemination of information on the implementation of the CSRD.

Impact team / Time to Act Committee:
responsible for relaying and disseminating the Time to Act strategy across campuses.
→ 34 employees and 50 students

TEDS Committee: integrates the ecological and social transition into academic programs.
→ 10 academic staff members

Carbon Committee: convenes academic disciplines to advise on the Decarbonization Plan.
→ 11 members

Disability Liaison Committee:
43 trained staff members supporting 700 students with disabilities, during their studies, and internships.

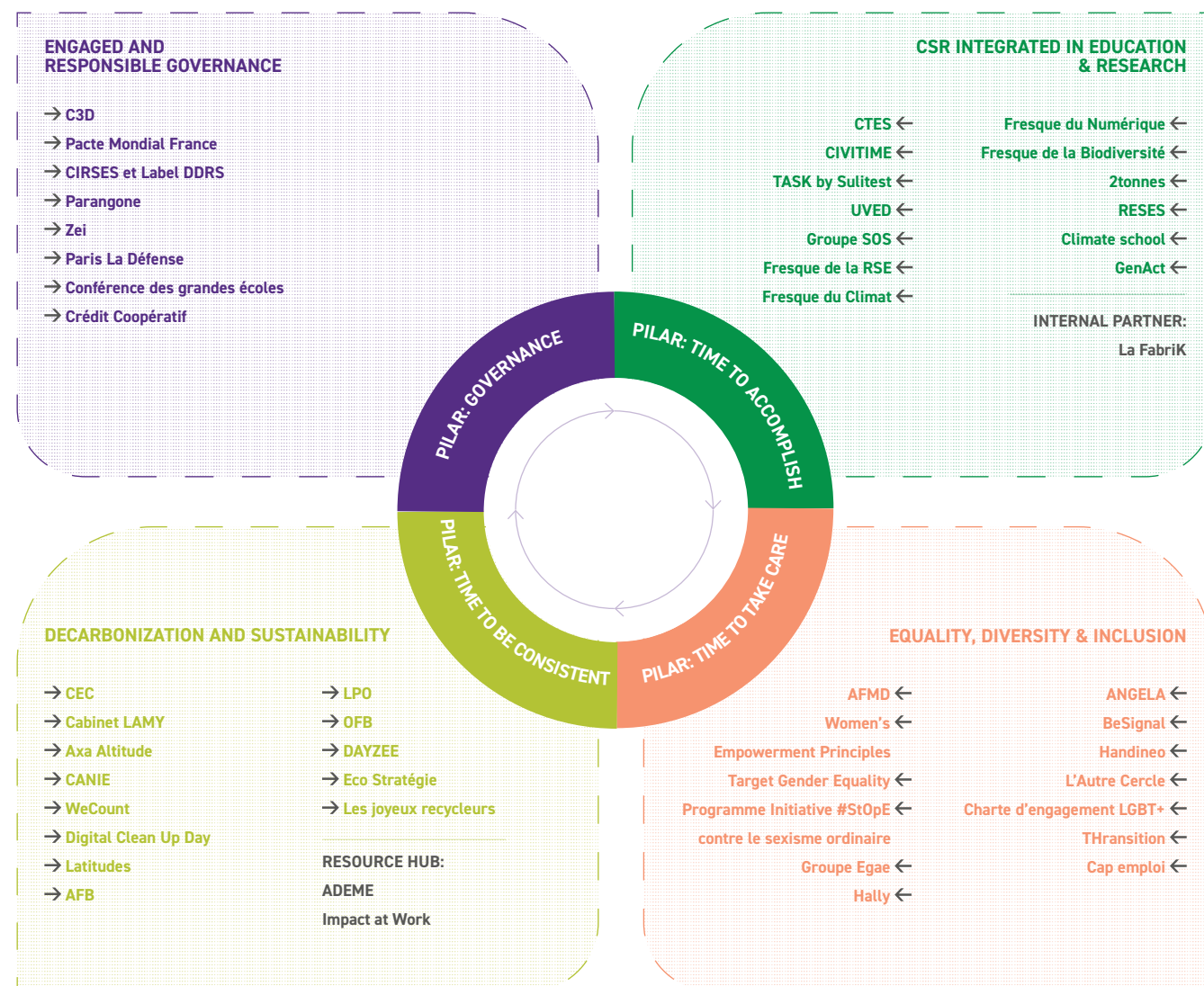
Sexual and Gender-Based Violence Liaison Committee: 21 trained staff members who welcome students at induction, and assist both victims of gender-based and sexual violence (SGBV) including those who witness it.

Gender Equality at Work Committee: [finished] working group of 11 staff members who produced 18 recommendations to improve gender equality and prevent SGBV for staff and students.

QLWC Committee: body for deploying Quality of Life and Working Conditions (QLWC) plans, previously co-constructed with cross-campus teams and the group's management.
→ 23 members

1.2 A NETWORK COMMITTED TO CHANGE

Our ecosystem of partners form an essential support structure that enriches and sustains the rollout of our CSR approach across all action areas.



"The partnership between OMNES Education and GenAct perfectly illustrates our shared ambition: to engage employees broadly in the transformation of organisations, while staying within planetary boundaries. With more than 100 GenAct licences distributed to staff members serving across the group's CSR committees, OMNES confirms its role as a driving force for spreading a regenerative culture and inspiring other education and business actors."

↓
Joachim RICHARD,
Community Development & Animation Manager, GenAct



1.3 CAN WE LIVE WITHIN THE DOUGHNUT?

THE DOUGHNUT: A SAFE AND JUST SPACE FOR HUMANITY

The "Doughnut" is a concept developed by economist Kate Raworth, first published in 2012 in an [Oxfam report](#).

It serves as a compass for human prosperity in the 21st century: its goal is to meet everyone's needs within the planet's means.

The Doughnut consists of two concentric rings: a social foundation, ensuring that everyone has access to the resources essential to life, and an ecological ceiling, ensuring that humanity does not collectively overshoot the planetary limits that safeguard Earth's vital systems.

Between these two boundaries lies a doughnut-shaped space — both ecologically safe and socially just — where humanity can thrive.

A NEW FRAMEWORK FOR UNDERSTANDING OUR IMPACTS

As a major actor in higher education and research, OMNES Education constantly seeks to integrate the latest CSR developments and draw inspiration from forward-looking frameworks such as the planetary boundaries and doughnut economics.

In a pedagogical and exploratory approach, we chose to represent the main impacts identified during our double materiality analysis (carried out within the CSRD framework — see the following subsection) on the conceptual diagram of the doughnut.

Using the tools developed by the Doughnut Economics Action Lab ([DEAL](#)), we positioned the Group's key positive and negative impacts so as to assess, at a glance, our contribution to respecting — or exceeding — planetary boundaries and social foundations.

OUR PLANET HAS LIMITS !



Researchers at the [Stockholm Resilience Centre](#) defined nine *planetary boundaries** to assess Earth's capacity to maintain a stable and safe living environment for humanity. When these boundaries are respected, the planet remains habitable and prosperous. But if they are exceeded, they trigger disruptions that can threaten our living conditions.

Today, seven of these boundaries have already been crossed, meaning that several natural systems have been pushed beyond their regenerative capacity. Since these limits are interconnected, the overshoot of one can accelerate that of others, making the overall situation even more critical.

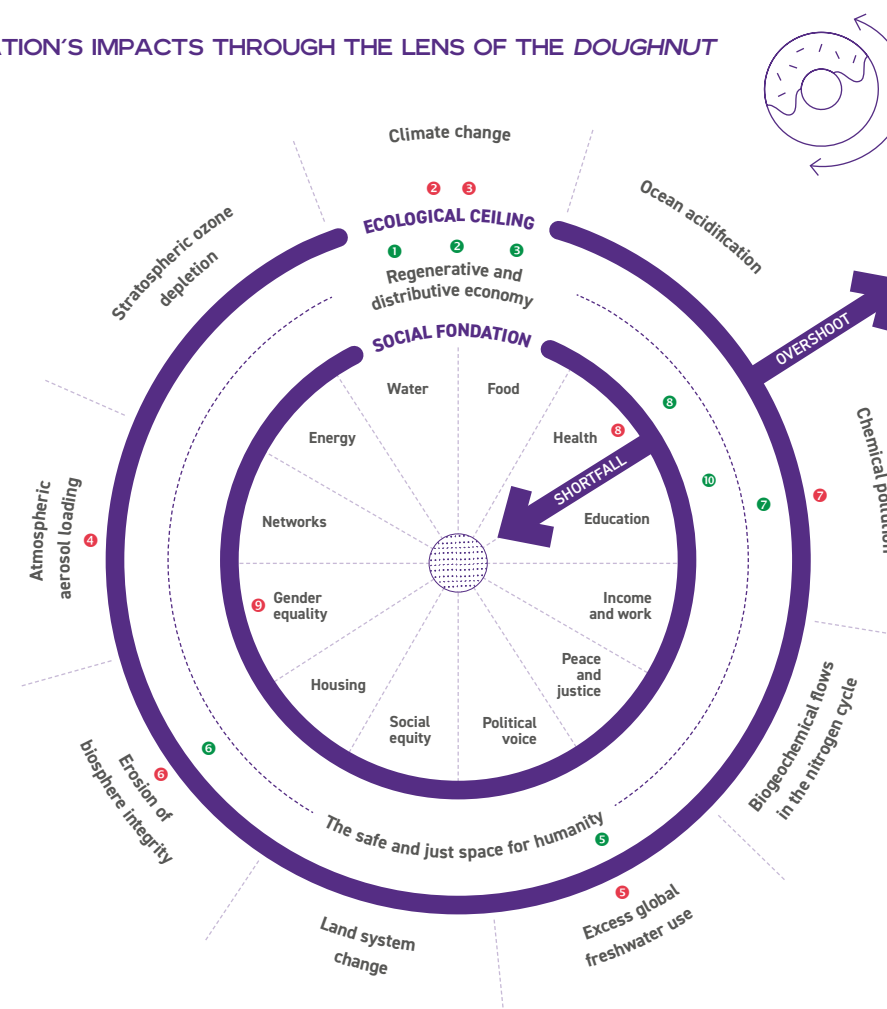
*The complete reference to these scientific resources is accessible to OMNES Education staff.

VISUALISATION OF OMNES EDUCATION'S IMPACTS THROUGH THE LENS OF THE DOUGHNUT

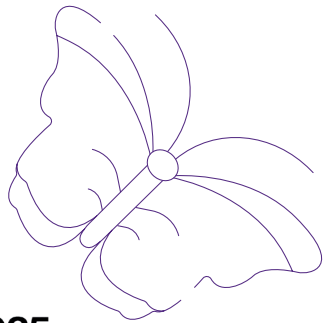
This method provides a new understanding of how OMNES Education interacts with its natural and human environment.

At a macro level, it reveals a globally positive impact on social issues, which lie at the heart of our educational mission (see Parts 2 and 4), and some negative impacts on environmental dimensions, which the Group is actively committed to reducing (see Part 3).

- Environnement**
- 1 Adaptation – research activities
 - 2 Mitigation – decarbonization pathway
 - 3 Mitigation – training/engagement of students
 - 4 Mitigation – emissions generated by our activities (IT, mobility, etc.)
 - 5 Energy – renewable energy sources
 - 6 Energy – increasing consumption linked to the group's growth
 - 7 Air pollution – mainly generated by transport and travel (airplane, car)
 - 8 Reuse of wastewater, reduction of consumption, and student awareness-raising
 - 9 Consumption, particularly in water-stress areas (Africa, Spain, Southern France)
 - 10 Biodiversity assessments on campuses and action plan, biodiversity charter, incubator for positive-impact projects
 - 11 Construction of new campuses and infrastructures
 - 12 Waste reduction and recovery plan
 - 13 Waste generation and management not yet optimized
- Social**
- 14 Working conditions: QLWC scheme
 - 15 Working conditions: psychosocial risks
 - 16 Gender equality: pay equality, number of women on the executive committee
 - 17 Quality education



1.4 TRANSFORMATION INDEX



Business Transformation Index - September 2025



by  Parangone

- 1

Involvement of the highest decision-making level

2

A cross-functional approach

3

Dialogue with stakeholders

4

A tool for monitoring indicators

5

A sustainability report

6

Responsible communication

7

A circular economy policy

8

A compliant annual carbon footprint

9

A science-aligned decarbonization pathway

10

Integration of biodiversity, water resources, and pollution issues

11

CSR training for the Executive Committee and business managers

12

CSR ambassadors and business referents' network vitality

13

CSR training for 100% of employees

14

A Diversity & Inclusion policy

15

An innovation policy within planetary boundaries

16

A portfolio of products and services with net positive impacts

17

A responsible procurement policy

18

The local implementation of the CSR strategy

19

A corporate purpose and associated commitments

20

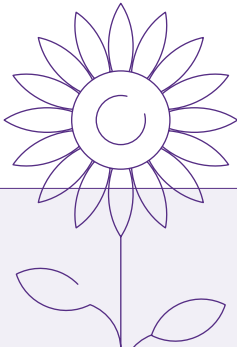
An analysis of ESG impacts, risks, and opportunities
- Done

In progress

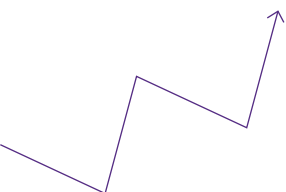
To be done



Doughnut Economics Action Lab Workshop



1.5 COMPLIANCE AS A LEVER FOR PROGRESS



WHEN TRANSPARENCY BECOMES A DRIVER OF TRANSFORMATION

Attentive to developments in CSR and aware of the strategic value brought by the CSRD (Corporate Sustainability Reporting Directive), the Group made the decision to anticipate the application of the European directive by one year.

Far from being seen as an additional regulatory constraint, this reporting exercise was considered a genuine opportunity for progress and for a profound transformation of our practices. To prepare for our first Report, we initiated a cross-functional and inclusive dialogue aimed at engaging all our professions in this ambitious process. This approach will enable us to structure our Report with confidence, to develop a shared understanding of sustainability issues within every function, and to integrate these considerations into the core of our operational processes.



BEHIND EVERY PIECE OF DATA, A PERSON

Protecting the personal data of our entire ecosystem — students, alumni, applicants, employees and teaching staff — is a fundamental priority within our group of schools. In full compliance with the General Data Protection Regulation (GDPR), we have deployed a rigorous and evolving framework to ensure the security, confidentiality and transparency of the methods in which this data is processed.

This ongoing work is structured around several key areas: the implementation of clear and accessible policies and procedures; regular training and awareness-building for our teams on the importance of data protection; the deployment of robust technical and organisational measures to prevent any unauthorised access or data loss; and the guarantee of respecting the rights of data subjects (access, rectification, deletion, etc.).

VALUES THAT ARE NON-NEGOTIABLE

To ensure a healthy and ethical working and learning environment, we have built a solid framework that includes several essential components for ethics and transparency.

An **ethics charter** formalises our fundamental principles and our commitment to responsible conduct for our entire community (employees, teaching staff, students and partners).

Alongside this, an **anti-corruption framework** has been established to prevent, detect and sanction any form of corruption, whether active or passive. This framework includes clear policies, internal control procedures, awareness-building and training initiatives.

Finally, a **confidential and secure whistleblowing system** is available to anyone wishing, in good faith, to report actions that may constitute a breach of our ethics charter, an offence, or inappropriate behaviour.



“OMNES was able to seize the opportunity of the double materiality analysis to initiate a truly collective dynamic and to shift CSR from a topic carried by a single department to a company-wide project driven by all functions. As a result, the postponement of the directive did not diminish their enthusiasm or the Group’s determination to move forward.”

↓
Amélie FOULON,
Associate Director, Parangone.

We carried out our double materiality analysis and matrix, and we are proud to be publishing our first “trial” Sustainability Report at the end of 2025.



Part 2 TIME TO ACCOMPLISH



“With Time to Accomplish, we affirm our ambition to train students capable of becoming genuine game changers on social and environmental issues. But our commitment does not stop there: we also support our professors, researchers and employees so that they fully integrate these topics, in connection with impact entrepreneurship and responsible research, which are essential pillars of our educational mission.”

↓
Catherine KUSZLA,
Dean, Director of Research

2.1 CSR NEWS FROM THE CAMPUSES

Our campuses are on the front line for disseminating and making our CSR approach concrete, and for turning every student and staff member into an active, committed stakeholder.

Sup de Pub Paris and Rennes: Major Campaigns for Major Causes

Once again, Sup de Pub's “Grandes Causes” Competition brought together more than 140 student teams working on real briefs from social and solidarity organisations. Three campaigns were awarded prizes: for the Ronald McDonald Foundation and Action contre la Faim in Paris, and for L'Armada des Possibles in Rennes.

An intense week, passionate pitches, impactful campaigns: our students proved that communication can be a powerful lever for impact.



Chambéry Campus: Imagining and Collaborating for Ecological Transition

Students worked in teams on six environmental themes and presented their best solutions before a jury, following an inspiring opening talk by Côme Girschig.

Sup de Pub: Gold in CSR

In 2025, Sup de Pub was voted Best School at the INfluencia Grand Prix for communication professions. The school also won 5 Gold awards and 2 Bronze awards, including a Gold for best CSR approach with an innovative project on civility in video games, developed for the DILCRAH*. *Délégation interministérielle à la lutte contre le racisme, l'antisémitisme et la haine anti-LGBT

ECE Paris: InnovHer Hackathon — Innovating Together for Women's Health

The InnovHer hackathon, organised in November 2024 at ECE Paris, brought together more than 200 participants, including ECE students, around 35 innovative projects dedicated to women's health (e.g. endometriosis, breast cancer screening using AI). Supported by major actors such as GSK, Takeda and Pfizer, several initiatives received more than €15,000 in funding to continue the development of their solutions. It represented a collective commitment by students, professionals and institutions to address key issues in women's health.



ESCE & IFG: “MISMATCH”

— Crossing Perspectives to Decode a Changing World

In 2024, ESCE and IFG launched MISMATCH, a podcast examining technological, environmental, economic and social transformations. Each episode features a debate led by Olivier Jacquemond (researcher-lecturer at ESCE and PhD in political philosophy), followed by a fireside chat with a guest to offer a fresh perspective on emerging issues.



TO WATCH THE EPISODES,
CLICK HERE



INSEEC MSc: Citizenship — Training for Civic Engagement

The 2024 Citizenship challenge mobilised more than 5,000 MSc students around the theme of citizenship and engagement. Teams of 6 to 8 students designed and implemented a positive-impact project in partnership with the City of Paris.

TIME TO ACT CALL FOR PROJECTS: A CATALYST FOR TRANSFORMATIVE INITIATIVES

The Time to Act call for projects supports student and staff initiatives with ideas for social or environmental impact aligned with OMNES Education's sustainable goals.

The initiative selects and funds local, collaborative projects involving several schools, campuses and students, capable of generating lasting positive change and linked to at least one pillar of the Time to Act strategy.

This year, 10 projects were selected, and 17 CSR projects have been completed since the launch in 2023.

INSEEC Bordeaux (2023) then ESCE Paris (2024): Mental Health First Aid (PSSM)

delivered Mental Health First Aid training to 30 employees, enabling them to become mental-health first-aiders able to identify and support individuals in psychological distress, refer them to appropriate resources, and act in crisis situations.

Lyon Campus:
Training Facilitators for the “2tonnes” Workshop
A group of employees were trained as facilitators for the “2tonnes” climate workshop, enabling them to raise awareness about climate issues and explore practical actions to reduce carbon footprints through immersive and collaborative workshop.

INSEEC Bordeaux: The SDGs Theatre Pathway

Students engaged in a participatory and playful approach to sustainable development through theatre. Through workshops and performances, this programme fosters engagement, social bonds, and the development of professional skills.

Paris La Défense Campus: Basics of Lifesaving

Students involved in school associations were trained in lifesaving skills, focusing on scenarios specific to student-life events, to ensure a safe environment for all association-run activities.

2.2 TRAINING SUSTAINABLE MINDS ACROSS ALL PATHWAYS

2.2.1 Student Training

In a world undergoing profound change, marked by ecological urgency and necessary transitions, the role of higher education is crucial in making the transformation of professions possible. For OMNES Education, anticipating the need for skills and knowledge is a core responsibility: it means preparing future graduates to understand, analyse and act in response to contemporary challenges.

This requires a structural transformation of academic programmes, but also ongoing

training for teachers and staff, so that the issues of transition are firmly embedded in teaching, research and campus life. To meet the growing expectations of companies, civil society and the students themselves, the institution is committed to training future professionals capable of combining technical excellence, ethical awareness and positive impact. Giving students the tools to build a sustainable future means turning education into a genuine lever for societal transformation.



TRAINING ALIGNED WITH THE MINISTRY'S PRIORITIES

The Ministry of Higher Education and Research (MESR), as part of its Climate-Biodiversity Plan, has defined two main requirements for integrating the ecological transition for sustainable development (TEDS) into higher education:

1. By 2025, all first-cycle students must complete a TEDS training block of at least **30 hours**, worth **3 ECTS**, structured around **three pedagogical** dimensions:

- **Knowledge** of major ecological and social issues (climate change, resource availability, fair and equitable transition, planetary boundaries, biodiversity and its preservation)
- **Skills**, inspired by the European GreenComp framework (systems thinking, adaptability, individual

and collective engagement for sustainability, etc.)

- **Learning through action**, valuing concrete experience and student engagement.

2. By 2026, all teaching, in every discipline, must incorporate TEDS-related content. This implies training teachers and updating syllabi.

- These two measures aim to make sustainability a transversal, essential and certifying component of every training pathway.
- The first requirement is already fulfilled thanks to a combination of SHIFT(s), PACT, TASK, e-learning modules and the integration of TEDS elements

into courses and programmes (details below).

- The second requirement is underway and requires significant implementation efforts: see section on courses and programmes integrating CSR.

The goal for the 2025–2026 academic year is to continue strengthening teacher expertise and progressively finalise the integration of TEDS content into courses.



OMNES Education now has **500 academic partners**, **4 research centres** and **2 research chairs**, with **200 permanent faculty members** including **120 teacher-researchers**. All are mobilised to integrate the transition into programmes.

As part of its pedagogical strategy and CSR strategy “Time to Act”, and in response to the expectations of the MESR, OMNES Education enables its students to acquire solid and essential knowledge and skills on ecological and social transition through:

A MANDATORY COMMON CORE:

Dedicated courses and specialised pathways to transform all programmes

OMNES Education widely integrates the issues of ecological and social transition into all its training programmes.

Today, **94.5% of programmes**, whether specialised in CSR or not, include at least **one CSR-dedicated course**, and **more than 20% of all courses** across all the Group's schools directly address these topics.



“To support the evolution of our professions and transversal skills, OMNES Education is renewing, for the 2027–2028 academic year, its common pedagogical pathway, allowing each programme not only to articulate itself around a list of core modules, but also around clearly identified learning pathways aligned with each course's objectives.

This forward-looking approach will allow broader, more specific integration of CSR issues at the heart of all our teaching.”

↓
David LECHERMEIER,
Director of Pedagogical Transformation
and Programme Innovation

The third year (SHIFT B3), students take part in a hackathon dedicated to a transition-related topic, presented by an expert partner (air quality 2 years ago, the issue of deposit-return last year).

Multidisciplinary teams composed of students from 4 participating schools (ESCE – management, ECE – engineering, Sup de Pub – communication, HEIP – political sciences) work together to propose innovative solutions to real challenges.

At the SHIFT(s) programme's conclusion, participants receive academic and professional certifications in addition to their degree.

The objective for the coming years is to extend SHIFT(s) rapidly to two additional Bachelor schools: CREA (Switzerland) and EUBS (Spain, Switzerland, Germany).

In 2024–25, **6,300 students** from **9 schools** completed the SHIFT(s) programme.

The PACT – Field-based Citizenship Programme: Moving from learning to action

Created in 2022 by OMNES Education in partnership with Groupe SOS, a European leader of the social and solidarity economy, PACT offers students a minimum 20-hour volunteering placement within associations such as *Un Espoir Solidaire* or *La Chorba*.

The objective: raise student awareness of their role as engaged citizens, through concrete actions recognised with ECTS credits.

OMNES Education is the first French educational group to launch such a volunteering arrangement linked to CSR.

In 2024–2025:
2,000 students had access to PACT
169 partner associations
98% student satisfaction

COURSES, MODULES AND PATHWAYS TO GO FURTHER

Specialised courses to train tomorrow's transition experts

To go further in training tomorrow's economic actors and accelerate the integration of CSR into all courses, OMNES Education schools offer a wide range of programmes specialising in ecological transition, in line with each school's expertise and identity.

These courses and programmes enable students to train and specialise in sector-specific CSR issues:

- Manager in Sustainable Development and Ecological Transition — INSEEC MSc
- Executive MBA in Energy and Ecological Transition, CSR & Sustainable Development — IFG
- MSc Sustainability and Innovation Management — IUM
- Manager in Innovation and CSR — HEIP (created in 2024 in partnership with the University of Haute-Alsace, recognised for its CSR and sustainable development expertise)

These programmes aim to support the development of skills among professionals capable of driving transformation across all sectors.

A wide range of “à la carte” courses to deepen understanding of the issues

Courses on CSR issues are offered across various disciplines, accessible to all students, no matter their course of study.

They cover, for example:

- Management & Strategy: Sustainable Development and Green Management
- Law: International Standardisations and Regulations of Sustainable Development and CSR
- Engineering Sciences: Responsible Practices of Information Systems

MULTIDISCIPLINARITY AT THE HEART OF THE OMNES EDUCATION EXPERIENCE

Understanding the issues of tomorrow's world requires a global, transversal and open approach to the diversity of disciplines. OMNES Education fully embraces this integrated vision and offers its students the possibility to enrich their curriculum by taking courses offered by different schools within the Group.

Thus, an engineering student at ECE may deepen her understanding of international relations by taking geopolitics courses at HEIP, while a student from INSEEC Business School may extend his training by discovering communication fundamentals at Sup de Pub. This approach encourages the hybridisation of skills and prepares students to tackle the complex and interdisciplinary challenges ahead.

Online pathways, to learn anywhere and at your own pace

Thanks to its “Boostcamp” platform and the e-learning partnerships established with UVED (Université Virtuelle Environnement et Développement durable) and The AXA Climate School, OMNES Education offers online pathways accessible to everyone: students, teachers and staff members.

These modules offer clear, interactive, playful and in-depth content on major ecological issues and concret personal actions related to climate change, planetary boundaries, biodiversity, water issues, carbon emissions, plastics.



The next step for us is to go beyond simple certification. With TASK, we evaluate students' sustainability knowledge, but we want to measure their concrete impact through their behaviour. The idea is to set up a monitoring system after the test: students will be able to document the actions they put into place and how their work continues over time. We will begin this new approach in the coming year by analysing the results and pathways of several students over several years. This will allow us to adapt and improve our pedagogical tools, and above all to measure the evolution of their skills and their commitments over time.”

↓
Nadia TEBOURBI
PhD, Management Science - Head of
Management and CSR Department
- TASK Referent



128 sessions during the 2024 academic year
2,200 certifications to date



FOCUS: « COUP DE CHAUD SUR L'ÉCO »

OMNES Education created the web series “**Coup de chaud sur l'éco**”, a cycle of dynamic episodes/interviews featuring researcher-expert Julien Pillot, a specialist in sustainable development and the economy, aiming to reflect on how to reconcile them.

All episodes are accessible in open source and the first season has been selected to appear on UVED's website. A season 2 is currently in preparation for 2026.



“With Coup de chaud sur l'éco, we want to go beyond simplistic speeches to shed light on the complex links between economy and environment.

The idea is to give students keys to question existing models, understand the relationships between growth and sustainability, and imagine more sustainable solutions. It is an invitation to think differently... and to act.”

↓
Julien PILLLOT
Director of Research Valorisation
& Lecturer-Researcher in Economics (Inseec)



2.2.2 Training our employees

Training employees in ecological and social transition issues is essential, as they are directly involved in the training and support of students, but also in internal processes and actions. Whether they are teachers-researchers, *Time to Act* referents, members of the Comex/Codir, members of the Carbon and CSRD committees, CSR working groups, student-life or associative coordinators, or managers of professional departments, all must be trained to have the necessary skills for the sustainable transformation of their professions and the organisation.

In this context, OMNES Education provides all employees with, on the one hand, an introductory online pathway resulting from partnerships with the AXA Climate School and UVED, to strengthen their knowledge on climate change, planetary boundaries or biodiversity, and on the other hand,

a pathway towards “Acting for the transition in one's role” with modules specific to each profession (procurement, legal, communication, HR, IT, etc.), giving them action keys linked to their activity within the Group.

Furthermore, specific modules on the fight against discrimination, the prevention of sexual and sexist violence, and the fight against ordinary sexism are also accessible.

In addition, employees are regularly invited to CSR events throughout the year, including workshops, “Green Café” conferences attended by experts, interactive workshops linked to ecological and societal transition. We encourage employees to contribute to challenges and concrete actions on their campuses.

Some examples: a biodiversity pathway linked to a game during the 2024 European Sustainable Development Week; “Green Café” on gender equality; construction of a shared vegetable garden on campuses; solidarity courses or 10 km run for the planet; inter-campus challenges on energy and water!

All new employees also take part in a Climate Fresk, or if they have already done so, in a Biodiversity Fresk. More than 30 types of resources (guides, articles, teaching materials) are also available to them.

Lastly, awareness-raising also applies to permanent teacher-researchers: they all benefit from training on transition issues.

Importantly, more than 80% of them include research work linked to the Sustainable Development Goals (SDGs) (see section 2.4).

2.3 FOSTERING IMPACT ENTREPRENEURS

Incubation with purpose: when boldness meets impact

OMNES Education supports students in creating projects with positive impact through its network of incubators across the 7 *La Fabrik* and *Le FabLab* sites. Each year since 2022, *La Fabrik* has supported dozens of impact projects, offering a real space for study, and a network of experts and resources. Already established at 5 campuses (Eiffel, Vellefaix, La Défense, Bordeaux and Lyon), the network opened two new incubators in 2024 in Rennes and Lausanne/Geneva. Open to all, it targets final-year students, more mature projects, through a “Learning by Doing”-type methodology. Projects are selected for their viability and their impact, without a minimal focus on fundraising, and in a spirit of mutual support. More than an incubator, *La Fabrik* promotes the development of project leaders by training them in methodology, ambition and commitment, so as to transform participants' ideas into concrete and lasting actions.

The ambition for the future: to establish *La Fabrik* on all remaining campuses.



“With La Fabrik, we want to go even further by strengthening the academic dimension. The goal is to show that entrepreneurship is not limited to creating a company: skills and an entrepreneurial mindset are useful in all sectors, including intrapreneurship within an organisation, or simply to add a set of high-value skills. We want to offer this to everyone: students incubated in curricular programmes or alumni, but also experts and mentors who are part of La Fabrik's support teams (this specific programme will be conducted in partnership with Moovement Impact France). This new offering will also support the entrepreneurial pathways of the schools, linked with the teaching teams. Two axes are planned: a programme focused on an alternative entrepreneurial mindset based on soft skills and know-how; and a programme focused on conceiving and executing a project from A to Z with agility and sustainability — Learning to undertake differently. This is the ambition of the La Fabrik Akademy, which will officially launch at the start of the 2025 academic year!”

↓
Lionel STEVE
Founder of La Fabrik

63
projects currently supported

220
projects incubated since 2022

44%
female project leaders

Project leaders come from across the Group.

COLLAB FOR GOOD

In the 2024–2025 school year, La Fabrik incubator network opened up to impact projects proposed by staff members, with the launch of the *Collab for Good* programme.

A staff member carried out a project raising awareness on Equality, Diversity and Inclusion (EDI), through a programme adapted to the specificities of OMNES and designed for internal learning purposes, rather than through an external training course.

“My EDI training project for staff members benefited from La Fabrik’s support. Its coaches helped me move forward and find solutions. This approach greatly facilitated my thinking for this entrepreneurial project.”

↓
Irina ANELOK
Time to Act / CSR & Disability Referent

Focus on entrepreneurial initiatives with positive impact

TWINI was created by two ECE students following a simple observation: waste recovery remains limited due to a lack of links between waste producers and those capable of reusing it. Their solution: map companies’ “outputs” (waste) and “inputs” (raw material requirements). TWINI identifies better recovery channels to maximise environmental impact, through analyses and partnerships. La Fabrik helped structure their project to reach market. Their ambition: become a major player in the recycling sector in France by 2030.

Martin PUYOU-LASCASSIES & Jeremy MILECKI



Each year, Sup de Pub students produce an audiovisual project “for good”, with a set price. To ensure that these projects continue beyond graduation, *La Fabrik* supported two projects, offering an entrepreneurial dimension. *Un verre de souvenir*, a film about Alzheimer’s disease and the fight against memory-loss and produced by the student association Lueur Production. The goal: transform this project into a genuine driver of impact by developing a marketing, communication and partnership strategy to maximise its reach and engage a broader audience.

Lueur Production



EcoTizen is a turnkey CSR engagement solution born at ECE Paris, designed to mobilise students and staff around ecological and societal transition. Its programme unfolds in three stages: a launch challenge for eco-delegates or ambassadors, three themed weeks guided by an intuitive mobile app, concluding with a closing conference bringing together participants to think collectively about the actions taken. After a successful pilot at Lycée Le Corbusier, EcoTizen partnered with the Île-de-France Region to roll out its solution to several high schools, as part of the “Responsible High Schools” initiative. EcoTizen is preparing a pilot with Suez and developing a monitoring tool to help CSR referents measure and drive engagement over time.

Agathe LESECHE & Roman PHILIP



2.4 ADVANCING RESPONSIBLE RESEARCH

RESPONSIBLE RESEARCH, A DRIVER OF ACADEMIC INFLUENCE

Research holds a central place in the mission of a group of schools like OMNES Education — both for its academic development and its societal impact. With 120 researchers, the research activity has produced **426 classified scientific publications since 2020**. Our research is carried out within a responsible framework, with more than

80% of researchers engaged in topics linked to the Sustainable Development Goals (SDGs), and 65% of research articles addressing a CSR subject, all of which are published in open access.

The research axes have been redefined to align with major ecological and digital transitions, and with the institutional and collective dynamics linked to the sustainable transformation of organisations and territories.

THE 4 RESEARCH AXES DEVELOPED BY OMNES EDUCATION ARE:

- Steering change for a sustainable future: institutional contexts and social dynamics
- Exploring behavioural adaptation in the face of societal transitions
- (Re)building resilient and responsible organisations
- Designing a sustainable economy: territories, social networks and digital systems

OMNES Education has been a member of the United Nations Global Compact France since 2007 and is committed, at Group level, to contributing to all the SDGs and in particular SDGs 4, 5, 11, 12 and 13. Some examples of research articles contributing to the cited SDGs:

SDG 4: Quality Education

- The use of mobile learning: a lever for the inclusion of refugees (BARAKAT)
- Enriched skills passport with AI: a new tool for guiding students (DAVILA VALDIVIEZO)

SDG 5: Gender Equality

- Environmental performance of insurance companies: the role of women (AMMARI)
- Diversity of gender, ethnicity and nationality in boards of directors and company performance: a meta-analysis (TORCHIA)

SDG 11: Sustainable Cities and Communities

- Regional anchoring and reputation of higher education institutions: study of French oenology programmes (GUYOTTOFT)
- Numerical simulation of pollutant concentrations in a 2D congested traffic flow (CHAARI)

SDG 12: Responsible Consumption and Production

- Is it really natural? How minimalist packaging influences the perception of product naturalness (SAINTIVES)

- Towards a dashboard for circular economy in construction and public works companies (ZEROUAL)

SDG 13: Climate Action

- Perception of climate risk and share prices: an empirical analysis of its effects on valuation (BEN AMEUR)
- Trump versus climate change: from climatosepticism to Dark MAGA radicalised (NACACCHÉ)

“Our responsibility as a higher education institution is to train students not only in the uses of AI, but also to understand algorithmic biases, ethical implications and environmental footprint. A single AI request can consume as much energy as a light bulb left on for an hour. We must teach the reflex of responsible digital usage: asking ourselves whether AI is truly necessary before using it.”

↓
Caroline GANS-COMBE
Associate Professor and Principal Researcher in AI, data, ethics and economics (INSEEC Business School) – Director of Structured Research (OMNES Education)

THE INTELLIGENCE LAB: A PIONEERING LABORATORY FOR ETHICAL AND RESPONSIBLE AI

The opening of the Intelligence Lab at ECE on 18 March 2025 represents a major step forward in the responsible research strategy of the OMNES Education Group.

The first French lab dedicated to generative AI, this unique research laboratory employs an ethical, open and collaborative approach.

In a global context marked by the dominance of technological giants, the Intelligence Lab aims to promote a sober and sovereign artificial intelligence.

It is based on three key pillars:

- the promotion of open source as a lever of sovereignty and competitiveness for key sectors such as health and energy
- the creation of innovation and training hubs to accelerate the production of sustainable and responsible solutions
- and a collaborative dynamic between schools, researchers, businesses and institutions to design more virtuous AI models.

This laboratory, designed as both a research and experimentation space, focuses on reducing environmental footprints of technologies and preserving fundamental rights. It illustrates the Group’s desire to associate innovation with social responsibility, by contributing to AI that respects resources, inclusivity and the common good.

“The inauguration of the Intelligence Lab, the first ‘Fab IA’ in France, is a tremendous pride for all of ECE and the OMNES Education Group. We conceived it as a shared space, open to our students, teachers, researchers, academic and corporate partners. Together, we design innovative AI solutions, responsible and sovereign, serving France, Europe, and in a resolutely sustainable-development and responsible-digital oriented approach”

↓
François STEPHAN
General Director of ECE





Part 3 TIME TO BE CONSISTENT



“Working on our environmental challenges is, for the teams and for the students, a real undertaking, a tremendous opportunity and a powerful lever to reconnect with Nature, a source of well-being for all and an essential element of our life on Earth. Biodiversity, water, decarbonisation, circularity, or adaptation to climate change are entry points and solutions for measuring the strength of our ability to act and for taking hold of the keys to what truly matters today: protecting and regenerating life.

OMNES Education is the first higher education actor to become a member of the Entreprises Engagées pour la Nature Programme, led by the OFB.”

↓
Muriel CORDIER,
CSR Director

3.1 ENVIRONMENTAL NEWS FROM THE CAMPUSES

Our campuses are taking action: more than 30 concrete actions for the climate and living systems!

Chambéry Campus, flagship campus in CSR:

From April to February 2024, the campus — represented by Damien Bezançon, its director, and Géraldine Rival, Secretary General — took part in the **Businesses for Climate Convention of the Alps** (Convention des Entreprises pour le Climat (CEC) des Alpes). From this collective process, a roadmap emerged to integrate the teachings of the CEC into the “Time to Act” strategy at local level, while considering the financial realities of the campus. Validated by the management in March 2025, this plan will be deployed by involving the entire team, as well as students and partners, in order to anchor ecological transition sustainably at the heart of campus actions.

The pillars of reflection:

- Redesigning our training offering
- Placing our ecosystem at the heart of our teaching activities
- Revolutionising our way of living on campus
- Equipping ourselves with local governance that is open and shared

ECE in Paris EIFFEL: NOISE - The student echo for a sustainable future

The New Observatory of Social and Environmental Innovation (NOISE, in french) is present in major French cities, including Paris where ECE is located, and brings students together around a more sustainable and united world. An incubator of initiatives, NOISE organises actions such as clean-walks, magnet fishing, urban vegetable gardens and rooftop projects. It is also a space for awareness and the possibility to take part in the Climate Fresk and solidarity collections. Through concrete and collaborative actions, NOISE contributes to raising awareness on climate issues and turns it into a true driver of change.



“Taking part in the CEC of the Alps was a deeply transformative experience, both for me and for Géraldine. For years, we tried to reconcile our economic model with planetary boundaries, advancing slowly, as though in a labyrinth with no exit. When we arrived at the CEC, we had only a partial vision of the climate emergency. Little by little, we understood that we are not separate from living systems, and that we are not alone: others are leading the way and showing that another model is possible. The puzzle pieces then came together. The CEC taught us to slow down, to look up, and to see this “ladder” that regenerative economics represents, to leave the labyrinth and find our place again within living systems. This journey, also lived as individuals, allowed us to free our emotions and unify our individual and professional approaches. Today, we carry this roadmap with the conviction and joy of passing on this gift, mobilising teams, students and partners towards an ambitious and sustainable ecological transition.”

↓
Damien BEZANÇON,
Director of the Chambéry Campus




IUM Monaco:

Entrepreneurship for the ocean

On 14 May last year, IUM co-organised the grand final of the 8th Monaco Ocean Protection Challenge at the Oceanographic Museum of Monaco, alongside the Oceanographic Institute, Monaco Impact and the Prince Albert II Foundation. This international competition, dedicated to the protection of oceans through innovation, brought together 138 teams from 129 universities and 66 nationalities. The finalists from around the world presented audacious projects to address the challenges of the blue economy and ecological transition. **The 2025 winners were then invited to the UN Ocean Forum in Nice** to give more visibility to their solutions. This event embodies the mission of IUM: training leaders capable of combining entrepreneurial spirit and sustainable engagement.

INSEEC Bordeaux:

Exploring the limits of what is possible with Gilles Leboeuf

A conference led by Gilles Leboeuf to explore the limits of sustainability. His talk offered participants keys to better understand ecological issues and rethink their practices daily.

Students train staff members on climate!

The integration journey for new staff at the Bordeaux campus began with a *Climate Fresque*, an ideal opportunity to understand environmental challenges and approach their work from a new perspective. The Fresco was facilitated by INSEEC MSc students in *Management of Sustainable Development & Ecological Transition*, who became Fresco facilitators as part of their MSc programme.



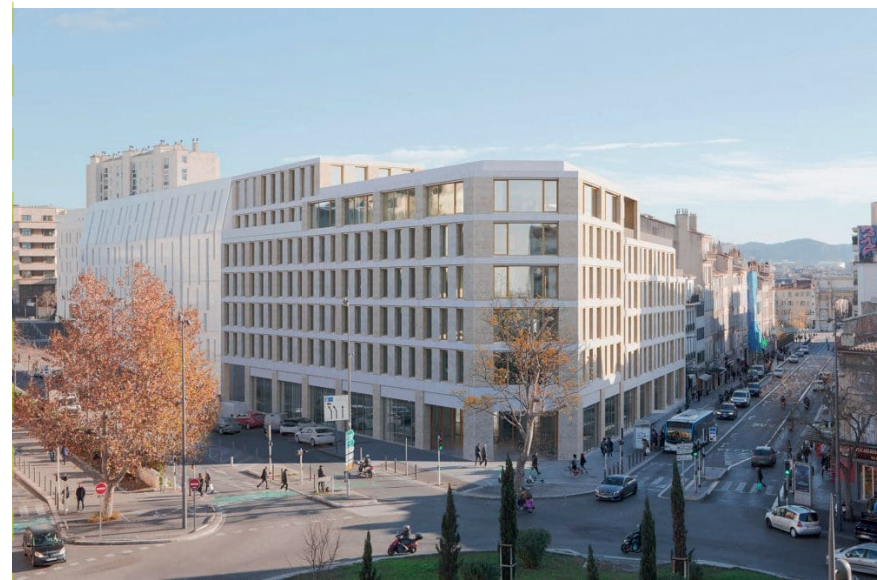


ZOOM ON: THE MARSEILLE CAMPUS – A LOW-CARBON PIONEER AND “SPECIAL PRIZE” FROM THE POSITIVE COMPANY

The future OMNES Education campus in Marseille is a unique project in France and a true showcase of low-carbon construction. Covering an area of 6,300 m², in 2026 the campus will welcome more than 2,600 students from six schools across the group starting.

Designed in partnership with Redman Méditerranée and Caisse d'Épargne CEPAC, it will be the first seven-storey public building built from compressed earth blocks which will be sourced from Marseille excavation soil to drastically reduce the project's transport-based carbon footprint. Campus construction

will incorporate bio-based materials and structures (e.d., wood, wood fibre, green roofs) and innovative solutions such as Thassalia marine geothermal energy and photovoltaic panels to reduce energy needs. With no car parking available to encourage soft mobility, and featuring vegetated outdoor spaces on every floor up to the rooftop, this project is part of the sustainable transformation of the Porte d'Aix district and fully embodies OMNES Education's environmental ambitions. This project was awarded the Special Prize from the Positive Company in 2025.



ACT4NATURE FRANCE 10 PRINCIPLES

- 1 - Integrate biodiversity into our corporate strategy based on the best available scientific knowledge.
- 2 - Engage in dialogue with all our stakeholders regarding their expectations, our impacts, our actions, and our progress.
- 3 - Assess the various components of biodiversity relevant to our activities through indicators of direct and indirect impacts, risks, and progress, and—when relevant for decision-making—economically evaluate our impacts and dependence on the proper functioning of ecosystems.
- 4 - Promote the gradual integration of biodiversity considerations into decision-making throughout our value chains, from the production of natural raw materials to the end of life of products after consumer use.
- 5 - First avoid, then reduce, and finally offset our impacts, aiming wherever possible for no net loss—and ideally a net gain—of biodiversity across our activities and areas of influence, while taking into account ecosystems' adaptation needs in the face of climate change.

- 6 - Prioritize the development of Nature-Based Solutions, ensuring that their implementation is scientifically sound and genuinely beneficial for biodiversity, notably by promoting diversity within these solutions.
- 7 - Integrate biodiversity into our dialogue with public authorities, in order to support the inclusion of this issue in public policies; and, when invited to do so, contribute to the national biodiversity strategies of the countries in which we operate.
- 8 - Raise awareness and train our employees on biodiversity and its connection to their professions: promote and encourage their initiatives in favor of nature, and recognize these actions and good practices.
- 9 - Mobilize resources and establish appropriate partnerships to support our concrete actions and ensure their follow-up.
- 10 - Publicly report on the implementation of these commitments and on our voluntary action plans submitted under the “Companies Committed to Nature” initiative.



ZOOM ON: THE GREEN GAME ENERGY

For the first time, French campuses took part during the autumn-winter period in an **inter-campus energy sobriety challenge**, aimed at, on the one hand **raising awareness of each campus's energy consumption**, and on the other hand **mobilising as many people as possible to reduce our consumptions**, based on **practical solutions proposed in OMNES Education's Energy Sobriety Plan**.

This challenge helped **energise teams through a fun competition**, while adopting simple solutions (programming lighting and heating only during necessary time slots; respecting the 19°C maximum rule; systematic use of LED lighting; choosing renewable energy; running awareness campaigns on energy and climate).

The challenge also enabled the Group to confirm the most energy-efficient campuses and adjust certain measures for improvement.

Special mention to the Chambéry campus, which, to comply with the 19°C rule, bought Made in France down jackets for its staff to keep warm!



“THE BEST THING TO DO IS TO DO NOTHING.
To protect biodiversity, from March 16 to August 31, do not prune your trees or hedges.”

Lyon Campus: Fighting Waste – Food and Digital on the Agenda

As part of the European Waste Reduction Week on the Lyon campus, two workshops were offered: sustainable food with *Récup & Gamelles*, and responsible digital practices with *Vthéthé*, to raise awareness of eco-friendly habits and reduce our daily environmental impact.

Lighten Our Data, Lighten Our Impact

The Lyon campus also took part in **Digital Clean Up Day**, a day dedicated to reducing the digital footprint. By limiting data storage, reducing purchases of digital equipment, recycling all IT hardware, and adopting good practices, we act to curb the growing environmental impact of digital technology.



34 billion digital devices are currently in use worldwide



21 kg of electrical and electronic equipment waste (EEEW) per person per year

TIME TO ACT PROJECT CALL: A CATALYST FOR SUSTAINABLE PROJECTS

Bordeaux Campus:

A Green and Aromatic Terrace
On the administrative terrace of Hangar 18 Nord, large planters have been installed to host aromatic plants, attracting precious pollinators. Staff can cultivate and enjoy them daily, creating a beautiful synergy between human well-being and biodiversity support.

Chambéry Campus:

The Educational Vegetable Garden
On our Chambéry campus, we have set up an educational vegetable garden run by hybrid market gardeners - both growers and trainers for our students. One of the highlights was the arrival of a draft horse, lending a helping hoof to make the soil more fertile and easier to cultivate!



Paris La Défense Campus:

ESCE – Heading Towards a Post-Carbon Future
ESCE adopted the **Post-Carbon Commitment Charter** of Paris La Défense, following its participation in the **Can B Programme**, which brings together many local organisations to progress collectively on CSR issues. The Charter formalises concrete objectives to transform practices: energy-use responsibility, sustainable mobility, integration of environmental criteria in projects, and awareness-raising among the entire student and staff community. ESCE regularly participates in the Paris La Défense “CSR Club” to identify collective and local solutions to climate and societal challenges.

Rennes Campus:

Actions for Sustainable and Solidarity-Based Food

In Rennes, we fight food waste through awareness campaigns and connected fridges offering anti-waste meals at reduced prices. We also created a solidarity vegetable garden, involving students and local associations.

INSEEC MSc:

Reinventing the City – Urbania 2050 Challenge in Paris
Our INSEEC MSc Paris students experienced Urbania 2050 in two stages:

- A walking tour with riddles about sustainable initiatives to discover the city's transition
 - Group brainstorming to develop and present solutions to address environmental challenges for Paris imagined in 2050
- Three days rich in exchanges and analysis around planetary boundaries and climate adaptation for their own city.

EUBS:

A Week to Change Everything

EUBS dedicated an entire week to social responsibility, involving all its students. Conferences, workshops, and meetings with committed professionals addressed topics such as ecological transition, inclusion, and business ethics. A concrete way to awaken our students and encourage them to envision their future careers with a positive impact on society and the environment.

3.2 RESTORING NATURE TO ITS RIGHTFUL PLACE

During our voluntary CSRD exercise and a workshop within the “Paris La Défense Can B” programme, we realised a blind spot in our environmental strategy: **biodiversity**. This crucial topic had not yet been structurally integrated into our actions. This awareness led us to rethink our priorities and enrich our CSR approach to fully include the preservation of life. We decided to challenge our strategy, launch an ambitious action plan, and make biodiversity a core pillar of our environmental commitment.

GOING BEYOND SUSTAINABILITY WITH REGENERATION

Regeneration goes further than reducing negative impacts: it aims to **repair, restore, and enhance ecosystems** so they regain their full capacity to protect us. It means moving away from a system where we endlessly exploited nature's services without concern for their preservation, towards systematically integrating reflexes that protect **life, soils, biodiversity, and communities**.

OMNES Education is targeting a regenerative model that respects planetary boundaries, with a clear objective: **protect and restore biodiversity**. Our action plan revolves around three major commitments: **preserve and protect existing biodiversity, raise awareness and train to improve protection, and adapt our infrastructures to foster regeneration**.

3.2.1 The Stakes of Life

What is biodiversity?

It refers to all living beings, their interconnections, and ecosystems.

It provides essential services:

- Provisioning (food, materials, energy, medicines...)
- Regulation (pollination, soil fertility, oxygen production...)
- Socio-cultural (cultural, spiritual, or recreational value)

Causes of its collapse include:

habitat destruction, overexploitation, climate change, multiple forms of pollution, and invasive species.

73% of wild vertebrate populations have disappeared in 50 years

1 million species threatened (out of 8 million known)

Over 85% of wetlands have vanished

The erosion of biodiversity is one of the seven planetary boundaries already crossed, threatening the physical balance of earth.

And this concerns us directly:

80% of jobs could be at risk due to biodiversity degradation, and the value of nature's services is estimated at \$140 trillion per year, or 1.5 times global GDP.

Our campuses, located in varied environments (urban, mountainous, near rivers), are exposed to climate change effects: heatwaves, floods, water shortages, loss of biodiversity.

Integrating nature on-site **improves well-being, reduces stress, and helps regulate temperature, especially during heatwaves**.

3.2.2 Turning Commitments into Action

A pilot phase on two campuses “Health checks” (diagnostics) and “Treatment plans” (action plans) for biodiversity were carried out in 2024–2025 with local ecologists for the Chambéry and Bordeaux campuses (see next section). The goal is to **extend this pilot project to new campuses** from 2025–2026, making OMNES Education a driving force in biodiversity preservation and restoration.

Tools to launch the dynamic across all campuses

Following the pilot phase, we drafted a Biodiversity Charter in 2025, applicable to all our campuses in France and abroad, to inform, train, and equip our communities to preserve and restore biodiversity in our activities and facilities. This Charter acts as a compass, integrating rules for building management, outdoor space planning, expected commitments from students and staff, and any project that could impact flora or fauna.

You can find the main actions from our Biodiversity Charter [here](#).

We have shared this Charter and a **biodiversity resource kit** with all campuses via the intranet and internal communications. To reinforce awareness, we organise **Green Cafés** on biodiversity issues and include this topic in the programme offered to everyone during the European Sustainable Development Week (serious game!).

Absent from our CSR landscape a year ago, biodiversity now takes centre stage on campuses and within school actions: the dynamic is underway!



OMNES Education - COMMITTED COMPANY FOR NATURE!

To strengthen its commitments, the Group has joined the **Programme for Businesses Committed to Nature**, led by the OFB (French Biodiversity Office), affirming its determination to go further in protecting life.

3.2.3 Biodiversity Diagnostics at Chambéry and Bordeaux: Health Checks and Treatment Plans for Nature

The Chambéry and Bordeaux campuses welcomed two local ecologists to carry out a comprehensive biodiversity assessment, both during the day and at night.

The interest of these two sites lies in their diversity: Chambéry is in a mountainous area, Bordeaux on the banks of a river; Chambéry in a more natural setting, Bordeaux in an urban environment. And the surprise was to discover that even in the city, many concrete actions can be taken to improve both biodiversity and quality of life on campus.



“The intervention on the Bordeaux campus, although the site seemed unsuitable for naturalist observations due to its highly urbanised nature, revealed the presence of protected species during the field survey. This demonstrates the importance of diagnosing these often-perceived degraded environments, which hold real ecological potential. Despite their artificialisation, these spaces can be made even more favourable to biodiversity. Such an approach is essential to reconcile the needs of human and non-human life. I was delighted to see OMNES Education fully grasp this issue and actively engage in a dynamic where every campus, whatever its configuration, can contribute to preserving and restoring life.”

↓
Jeanne COUBARD,
CEO & Ecologist at Dayzee.



“Participating in the Group's biodiversity actions was a highly enriching experience, both professionally and personally. Although I've been a CSR manager for many years, it was the first time we addressed the issue of safeguarding and restoring life. The diagnostic and workshops allowed our team of CSR referents to reflect on all possible actions on campus. They made us realise that even at our small scale, we can truly be agents of change!”

↓
Amandine LAROCHE,
Campus Communication Manager & CSR
& QLV Referent.



“Working on a site like Chambéry is particularly stimulating. It's a living place, with many green spaces and a wide variety of users: students, teachers, administrative staff... Each has their own uses and needs, which must be considered to design an action plan that is truly applicable daily. This mission highlighted the value of methodological support to 'onboard' as many stakeholders as possible in the CSR approach, ensuring its sustainability and making the campus a place more respectful of life.”

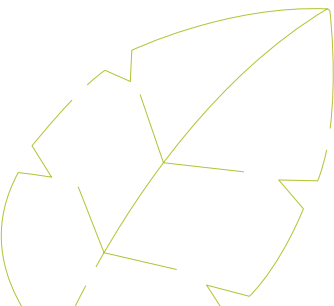
↓
Rémi GIROUD,
Environmental Project Manager
at Eco-Stratégie.

These first diagnostics, true “health checks”, were presented to local teams. This enabled co-construction of action plans – our “treatment plans” – and the first measures were deployed in 2025.

At Chambéry, actions include: herbaceous and shrub sowing, differentiated mowing zones, monitoring invasive species, creating refuge islands (insect hotels, shelters), greening patios, reducing light pollution, integrating biodiversity criteria into works, awareness campaigns.

At Bordeaux, measures include: limiting invasive exotic species, creating a local plant palette, monitoring fauna every two years, installing nesting boxes, creating educational panels and best-practice infographics, organising workshops to discover local species, offering biodiversity frescoes or eco-games.

These initiatives show that any campus, regardless of its environment, can become a key player in preserving and regenerating life!



3.3 TRACING THE PATH TOWARDS LOWER CARBON

Faced with intensifying climate disruptions, OMNES Education holds a strong conviction : mitigation alone is no longer enough. We must now combine **emission reduction** with **adaptation** to the effects of climate change already underway. This dual imperative drives our environmental strategy. **While reducing our carbon footprint remains a structural priority, it goes hand in hand with active reflection on how to adapt our infrastructures, practices, and training to a changing world.**

This section focuses on our actions to reduce CO₂ emissions, while the next will detail our adaptation approach.

Every year, OMNES Education conducts its carbon footprint assessment using ADEME methodology and GHG Protocol standards, covering all campuses in France and abroad. The objective: identify the main emission sources, then deploy, via the Carbon Committee, a targeted transition plan to reduce emissions, preserve life, and contribute to the European goal of carbon neutrality by 2050.

OUR TOTAL
EMISSIONS
FOR 2023-24:

17 720
tCO₂e

Equivalent to
506
kgCO₂e/per student

That's the same
as 1,500 trips around
the Earth by plane!



3.3.1 Rethinking Our Activities to Cut Emissions

Starting from our carbon footprint assessment, we are now deploying a highly targeted transition plan with **11 specific actions** to reduce our main emissions and achieve our goal of **-14% by 2030**, contributing to the European **Net Zero**

target by 2050. This plan is validated by our CEO, adopted by every member of the Executive Committee, and led by the CSR Department and the Carbon Committee, created in 2024 and involving all relevant business units.

The 11 key actions to implement by 2030 target the two categories that account for over 80% of our total emissions:

TRAVEL CATEGORY	PURCHASES OF GOODS & SERVICES CATEGORY
<ul style="list-style-type: none">• 30% of student mobility outside Europe replaced by mobility within Europe• 100% of students use trains for journeys achievable within one day• 30% reduction in air and car travel for staff• 30% reduction in kilometres travelled by the vehicle fleet	<ul style="list-style-type: none">• Eco-design of 17 websites• -10% software purchases• -30% data storage• -15% maintenance, cleaning, and upkeep costs• -30% website SEO costs• -50% promotional items purchases• -20% publications

With these 11 main actions,
we have a potential to reduce 14% of our total greenhouse
gas emissions by 2030, equivalent to 2,530 tCO₂e.



3.3.2 Decarbonising Together: A Collective Commitment

Why decarbonise?

Every human activity emits CO₂. Every kilo of CO₂ released into the atmosphere worsens climate disruption, driving natural disasters, water cycle stress, and biodiversity loss.

More than half of humanity is already vulnerable to the consequences of climate change. Every emission avoided helps slow these phenomena. Every action counts!

Decarbonisation is everyone's responsibility. The involvement of each business unit creates a virtuous circle where the efforts and successes of some inspire others and make it easier to reduce their own emissions.

Responsible purchasing: RSE criteria at the heart of our procurement

OMNES Education continues its responsible purchasing approach by strengthening the integration of CSR criteria in tenders and supplier evaluation questionnaires, guided by CSRD. We favour local, committed, certified partners and encourage others to progress through ongoing dialogue, reducing environmental and social impact of our purchases.



"For several years, CSR criteria have been an integral part of our tenders, alongside technical, financial, and legal criteria. Five years ago, we required at least 5% CSR criteria; today, we demand a minimum of 10%, rising to 15 or even 20%."

These criteria assess both the supplier's overall CSR policy and the impact of the proposed product or service.

It's a concrete lever to steer our purchases towards more responsible partners."

↓
Nathalie CROCHET,
Head of Purchasing Department.



"We've made real progress on the Lyon campuses, particularly in reporting and installing sorting systems. With the opening of the new Lyon Citadelle Campus, we'll improve waste management further by installing multiple collection points on every floor. Bin colours differentiate waste types, and a QR code has been created to guide students and staff to the right bin. We've also removed individual paper bins from offices to encourage everyone to use the collection points. A partnership with Cyclope has been set up for cigarette waste, with floor-standing ashtrays at the main entrance and Cyclope handling collection and recycling. We're convinced these solutions, combined with positive education, will embed good habits."

↓
José GONZALEZ,
General Secretary in charge of General Services for Lyon campuses.



Digital impact: our commitments

Digital technology accounts for **4% of global emissions**, with around **80%** coming from equipment manufacturing, which has severe impacts on resources, biodiversity, and social conditions. The Group acts on this issue by: **raising awareness among teams, integrating environmental and social criteria into every purchase (life cycle, reparability, labels, inclusion)**, partnering with organisations like **CONIBI** and **AfB** to recycle, refurbish, and provide sustainable equipment, while continuously optimising our IT infrastructure.

In 2024, the IT team designed and shared an infographic titled **"The 10 Commandments of Responsible Digital Use"**, to raise awareness among all staff and encourage more sustainable digital practices. These commandments complement the Group's Responsible Digital Charter.

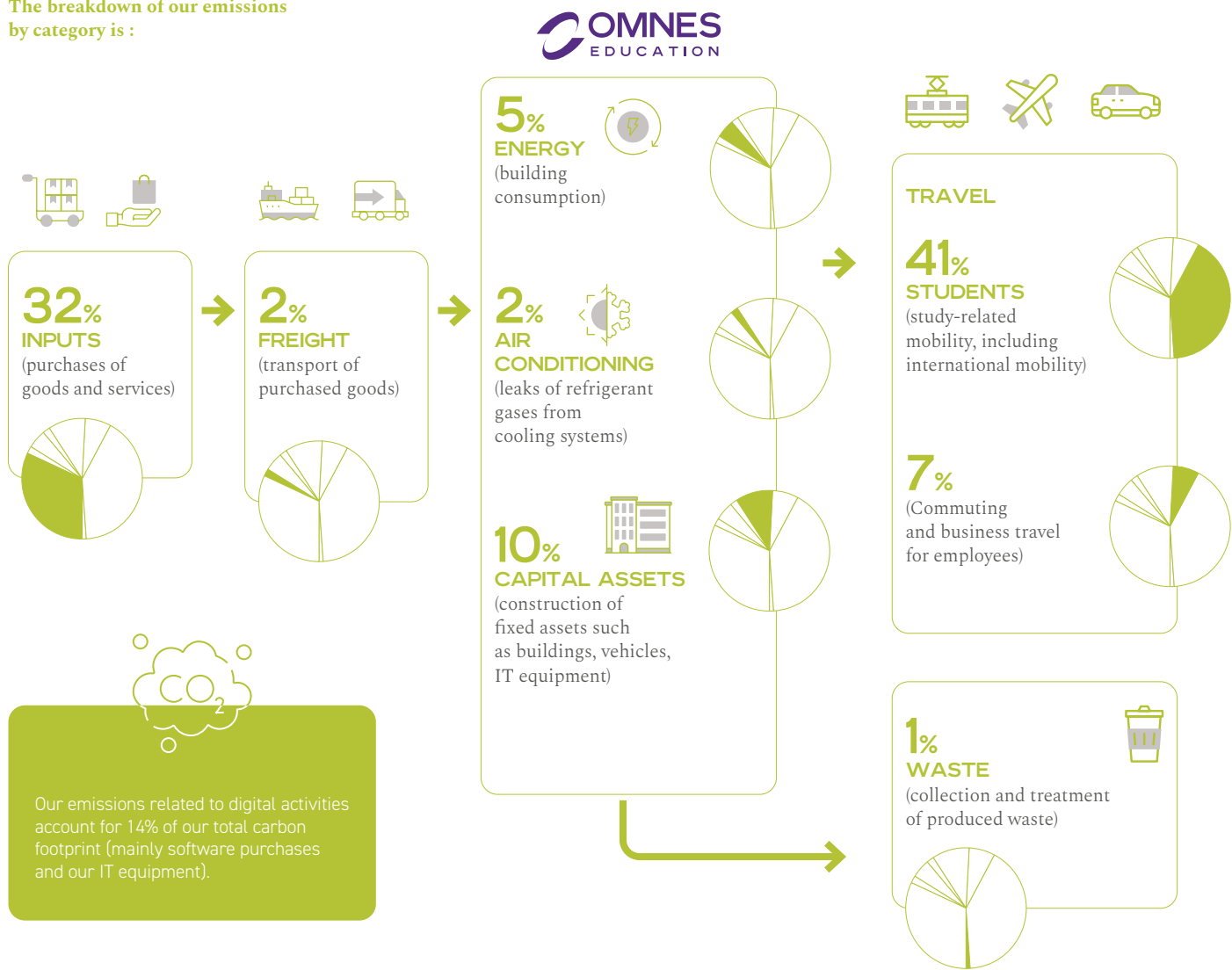
Waste: optimise, measure, improve relentlessly

Improving waste management and sorting is a long-term project, continuously driven by general services managers on each campus. Their mission: ensure an optimised sorting system, implement increasingly precise reporting, and guarantee the most effective sorting possible.



3.3.3 Decoding Our Carbon Footprint

The breakdown of our emissions by category is :



Our three main emission sources fall within scope 3:

- Travel: 86% linked to international student mobility
- Purchases of goods and services: 43% linked to marketing and communication
- Capital assets: 50% linked to buildings and 40% to IT equipment

The increase in emissions compared to the previous carbon footprint (10,772 tCO₂e) is mainly due to:

- Expanded data collection scope
- Post-COVID recovery
- Strong growth at OMNES (+10% students in 2023–2024, +25% staff)

Expansion of real estate portfolio (+26%) and related purchases/services

As a result, travel (+48%) and inputs (+32%) have significantly increased.

However, we observed a very significant reduction in two areas targeted by strong action plans:

- Energy: -30%
- Waste: -47%

Our total emissions on a like-for-like basis, compared to the previous assessment, increased moderately and are:

- 12 750 tCO₂e
- Equivalent to 402 kgCO₂e per student

SCOPES 1, 2, 3: HOW THE CARBON FOOTPRINT WORKS

The carbon footprint is divided into three scopes:

- Scope 1: Direct emissions from the organisation (sites, vehicles, etc.)
- Scope 2: Emissions linked to purchased energy (electricity, heating, etc.)
- Scope 3: All other indirect emissions: suppliers, travel, waste, etc.

For a service-sector company, Scope 3 almost always represents the vast majority of emissions - and this is true for OMNES Education, where 94% of emissions fall under Scope 3.

3.4 ANTICIPATING TO ADAPT BETTER

How can we keep studying or working if classrooms and offices reach 45°C? How can we access our campuses during floods or water shortages? How can we protect our IT systems during heatwaves?

The CSRD process, along with work on biodiversity issues, highlighted the urgent need to address climate adaptation across all our sites now. We have therefore identified climate and biodiversity risks for every campus, as well as potential financial implications of inaction.

Our goal is clear: act today to build resilient, exemplary campuses for tomorrow's climate. Adapting to climate change and its consequences is now essential for the sustainability of our activity. OMNES Education aligns with the French government's PNACC - National Climate Change Adaptation Plan to design its solutions.

3.4.1 Understanding Climate Urgency: Thinking climate... 30 Years Ahead

The IPCC reminds us that we must act on two fronts: limit the worsening of climate change and adapt to its already inevitable effects. Tomorrow's climate will look nothing like today's, nor the past 20–30 years. To design effective measures, we must project ourselves into the climate of the next 30 years and integrate this perspective into all decisions.

3.4.2 OMNES Education's Context: Campuses Facing Tomorrow's Challenges

OMNES Education has developed an analysis and forecasting tool to build a robust adaptation plan based on a scenario of +2.7°C by 2030 and +4°C by 2100.

Our objective: identify risks and solutions now, and investment in preventive measures—because the cost of inaction will far exceed that of proactive investment.

The risks identified are concrete:

- **Flooding** possible in Paris, Bordeaux, Lyon, Rennes, and Geneva.
- **Water stress** in Marseille, Toulouse, and Barcelona.
- **Heatwaves and prolonged high temperatures** across all campuses.

In response, OMNES makes biodiversity a priority on its campuses and elevates water management to a true “national cause” for all sites starting in 2025.

OUR “WATER PLAN”: SMALL STREAMS MAKE BIG RIVERS

As part of water preservation efforts, a Water Plan was developed following the Green Game Eau, which took place from May to August 2025 with 14 campuses carrying out more than 60 actions to protect water resources. For example, installing water fountains in all common areas to reduce the use of plastic bottles or replacing all cleaning products with eco-friendly alternatives. These choices help reduce wastewater pollution and preserve the quality of this precious resource.

3.4.3 Focus on Adaptation Against Heatwaves: Practical Solutions for a Cooler Future

Improve building energy performance
Special attention will be given to our campus portfolio's most energy-intensive buildings, with renovations aimed at improving summer comfort and reducing reliance on air conditioning.

Smart alternatives to air conditioning

- Several concrete solutions are planned:
- Ceiling fans in classrooms and offices
 - Feasibility study for night-time over-ventilation to evacuate accumulated heat
 - Solar protection between May and September: sun filters, shade sails, reflective blinds on exposed façades
 - Replacement of certain systems with the low-carbon Paris cooling network (where accessible)
 - Occasional schedule adjustments to avoid peak heat periods
 - Painting rooftops with reflective white paint
 - Distributing fans - ideally made in France - in student and staff welcome kits

Create cooling islands
Developing green spaces and vegetation around buildings helps reduce the urban heat island effect while improving quality of life (see previous section, on biodiversity).





Source: Henning Larsen

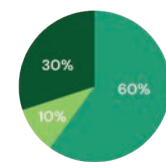


ZOOM ON: CLIMATE RISKS ON CAMPUSES

All our campuses are affected by climate risks, and 12 of them face a very high risk (notably flooding and heatwaves). Moreover, all 22 campuses are exposed to a very high biodiversity risk because they are located near ecologically sensitive areas and can therefore potentially disrupt local biodiversity.

Our strategy for adaptation:

- All campuses are assessed by our tool according to their geographical zone
- Identify Specific climate risks and suitable solutions
- Assess feasibility and remediation costs in collaboration with campuses,
- Develop a retrofit-planning schedule, with clear milestones through to 2050



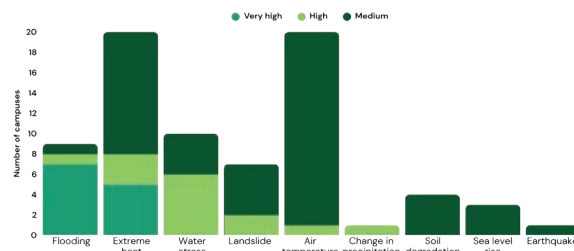
These levels indicate the intensity of climate risk on a campus, based on the frequency of the hazard, its severity, and the site's vulnerability.



12 sites exposed to very high risks

- Barcelone Campus (Diagonal and Ganduxer)
- Monaco Campus
- Abidjan Campus
- Chambéry Campus
- Genève Campus
- Paris Eiffel Campus
- Lyon Campus (Citadelle and Citroën)
- Marseille Campus
- Bordeaux Campus (Chartrons and Hangars)

Main risks by 2050 under the IPCC SSP5-8.5 scenario



Data source: Axa-Altitude tool - 2025



Part 4 TIME TO TAKE CARE



“Every initiative carried out on our campuses, whether by students, staff or partners, reflects a conviction that guides us: inclusion and solidarity are not ‘extras’ to our educational mission—they are at its very heart. Every commitment, big or small, is a collective step towards a fairer society. This momentum involves both our students and our staff: all are actors and beneficiaries of our policies on diversity, equity, inclusion and quality of life at work. Because an inclusive and respectful environment does not benefit just a few—it elevates our entire community. This is how we give full strength to our mission: to train free, responsible minds capable of positively transforming the world around them.”

↓
Loïc DELBOULBE,
Director of Human & Social Engagement

4.1 SOCIAL NEWS FROM OUR CAMPUSES

Our Schools Mobilise for Equality, Diversity and Inclusion!

INSEEC Lyon : “Move Forward Without Fear” – Two Students Who Refuse Silence

Created by Marie Planche and Flore Gonnet, two committed students at INSEEC Lyon, the association *Avancer Sans Peur* fights against school bullying by placing young people's mental well-being at the centre of priorities. Their commitment was born from a strong observation: bullying is still too trivialised, and its consequences underestimated.

Through awareness workshops, educational campaigns and work with students, parents and teachers, the association acts to change mindsets. It also offers concrete tools to support victims and help them process the impacts of bullying.

Rennes Campus: Disability as Strength – An Inspiring Testimony

At the beginning of 2025, our OMNES Education Rennes Bretagne campus had the honour of hosting Nacer Zorgani, a renowned para-athlete and speaker who participated in the Paris Paralympic Games. All students from our INSEEC, Sup de Pub, HEIP and ECE schools were encouraged to attend.

Zorgani's inspiring testimony, blending humour and emotion, offered everyone an authentic insight into his extraordinary life journey.



“On our campus, we strive to make CSR tangible and accessible for our students, teams and partners through initiatives like the Conference. That's the whole point of an event conference like this resonating with our commitment as a campus, but also with that of our students who volunteered at the Paris 2024 Olympic Games.”

↓
Edouard VAURY,
Director of the Rennes Campus.

TIME TO ACT PROJECT CALL: A CATALYST FOR SOCIAL PROJECTS

BORDEAUX CAMPUS:

DRAG – Daring to Be Yourself on Stage and in Life

In June 2025, our campus hosted the play DRAG, performed by the company *Les Petites Secousses*. Intended for first-year students as well as the administrative team, this committed performance explores themes of diversity, gender identity and self-acceptance. Through a sensitive and impactful staging, DRAG invites reflection on social norms, personal freedom of expression and respect for differences. This initiative

is fully in line with our CSR approach, promoting awareness of inclusion and recognition of all identities within the educational community.

« Where is Angela? »:

Bordeaux Campus, a « Safe Place »

By simply saying this phrase at the reception desk of the Bordeaux Campus, anyone (student or non-student) can receive help and support from OMNES Education staff. In spring 2024, two campus employees were trained in the “Ask for Angela” scheme, which helps combat sexist and sexual harassment.



Our campus is now a “safe place” and part of a network of over 100 partner establishments able to welcome and assist anyone feeling unsafe (providing a phone, power outlet, alerting emergency services, listening, etc.).

“We are proud to be able to help and support those who need it in our daily work,” they testify.

CRÉA GENÈVE:

Invisible but Present:

Through the initiative *Invisible but Present*, our campus raised awareness among students and staff about the realities of invisible disabilities in the workplace. An interactive conference offered a concrete immersion into these challenges: reading blurred texts to simulate dyslexia, or complex motor tasks to evoke dyspraxia. In parallel, a creative workshop brought together marketing and art direction students to create comic strips illustrating situations of disability, guided by subject-matter experts. This participatory approach helped students and staff alike better understand often-overlooked obstacles and promoted empathy, listening and inclusion as essential levers for

building a fairer work environment. The comic-strips were then shared across all campuses, becoming awareness-tools for everyone!



Main Forte: A Pair to Move Forward Together

The Main Forte programme pairs students affected by an invisible disability with a volunteer wishing to provide concrete support. These ‘solidarity pairs’ are then supervised by a specialist, to identify specific needs—such as note-taking, organisation or exam preparation—and co-construct a personalised action plan. Two follow-up sessions are scheduled during the year to adjust support and measure impact. This system strengthens inclusion through cooperation, promotes academic success and develops solidarity among peers, contributing to a fairer and more humane learning environment.

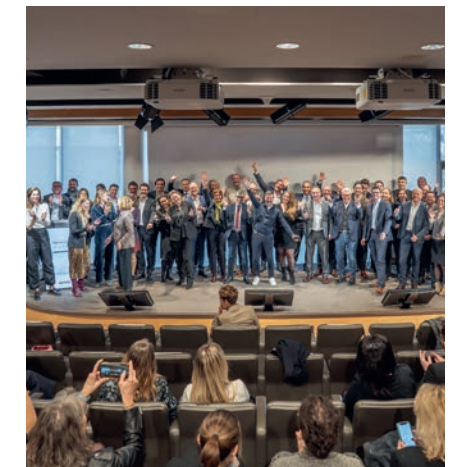
4.2 DIVERSITY AND INCLUSION

As a major player in higher education, OMNES Education has both the responsibility and the ability to drive profound transformations in society. Because our schools train tomorrow's decision-makers, citizens and innovators, we have a key role to play in advancing [equality, diversity and inclusion](#) (EDI) - starting with modelling this approach within our own structures.

It is with this perspective that we launched our EDI policy in 2023, structured around [six key](#) areas:

- Gender equality
- Prevention of sexual and gender-based violence (SGBV)
- Social and cultural diversity
- Inclusion of people with disabilities
- Inclusion of LGBT+ individuals
- Intergenerational inclusion

This section of the report presents our policies, systems and concrete actions on several of these key areas.



4.2.1 Fighting for Gender Equality

Gender equality (EFH) is a strategic priority for OMNES Education, embedded at the heart of its CSR policy “Time to Act”. In 2024–2025, the Group adopted new tools for achieving our objectives.

The consolidated gender equality index for the Group is **89.3/100**, with scores ranging from **86 to 96/100** depending on the school. Among the Group's managers, **58% are women**.

internal diagnosis, build skills and set ambitious goals for female representation and leadership (see our Gender Equality Plan at the end of this subsection). It also involved our Executive Committee [signing the Women's Empowerment Principles \(WEPs\)](#) and joining the global WEPs programme.



We have actioned our approach through:

- **Signing a Corporate Gender Equality Agreement in April 2023, including an action plan that is 85% completed.** This agreement triggered the creation in 2024 of a dedicated working group on professional gender equality, bringing together 11 employees from different roles and campuses. Their mission: challenge our strategy and propose concrete improvements. Result: **18 new measures submitted to the Executive Committee** to strengthen equality for female employees and students.
- **Participation in the UN Global Compact's “Target Gender Equality” Accelerator:** alongside 650 other organisations worldwide, this nine-month programme launched in June 2024 enabled us to conduct an in-depth

• **Integration in January 2025 of the collective initiative #StOpE against everyday sexism in the workplace**, led by AFMD, committing us to eight priority actions alongside 270 other organisations. Concretely, an e-learning module on sexism is now mandatory for all new employees, a resource kit is available for running gender equality campaigns, and all managers are trained in preventing sexism, harassment and sexual and gender-based violence.

initiative
#StOpE



“By participating in the Target Gender Equality Accelerator, OMNES Education joined a global community of organisations determined to advance gender equality. Their commitment to conducting an in-depth diagnosis, involving the Executive Committee and setting clear objectives demonstrates a genuine willingness to act meaningfully. This is precisely the kind of structured approach that can sustainably transform corporate cultures.”

↓
Cécile DEMEUE,
Inclusion and SDG Officer –
UN Global Compact - France Network

- **A dedicated network of 22 SGBV (Sexual and Gender-Based Violence) referents** across all our schools, trained to support victims and witnesses. These referents rely on a system that includes an anonymous reporting platform.
- **Regular awareness and training programmes** on gender equality and SGBV prevention for student associations, students and staff.

MAINTAINING THE COURSE AGAINST “GENDER FATIGUE”

As part of our participation in the Accelerator, the Group's CSR Director spoke at a round table organised by UN Women France and the UN Global Compact – France Network on 24 June 2025. Alongside three other speakers, she discussed a central question: how to maintain employee engagement in the face of growing resistance to diversity and inclusion policies? This was an opportunity to share concrete action levers in a context marked by fatigue towards gender equality discourse and backlash against inclusive approaches.

5 GENDER EQUALITY



- Finally, the publication in September 2024 of the **Gender Equality Plan**, a key tool required by the European Union, which sets out all the actions that are and will be implemented on gender equality within the Group, their timeline, and the indicators that will measure progress—particularly regarding the fair representation of women in governance bodies and in senior positions within Research.



4.2.2 Strengthening Social Diversity and Equal Opportunities

At OMNES Education, nearly half of our students follow a work-study programme—a key lever for social inclusion and access to employment—supported by 10,000 partner companies. All our schools make this pathway accessible to everyone, regardless of background.

Internal scholarship schemes also strengthen equal opportunities, such as INSEEC Grande École, which covers the Pre-Master year for CROUS scholarship holders. Finally, the geographical diversity of our campuses helps reduce financial barriers linked to mobility.



OMNES & NQT: PARTNERS FOR PROFESSIONAL INTEGRATION

OMNES Education is a partner of the association NQT, which works for equal opportunities through the mentorship of young graduates from disadvantaged backgrounds. Our employees volunteer as mentors for these young people, and we actively work to expand this network. This partnership also operates locally: interventions have taken place on several campuses - Paris La Défense, Chambéry and Bordeaux - with concrete actions such as soft-skills masterclasses, forums and networking events, reinforcing our **shared commitment to professional integration**.

4.2.3 Facilitating the Inclusion of People with Disabilities

French law sets a target of 6% of employees with disabilities in all organisations. At OMNES Education, we are convinced that an inclusive company fosters collective performance and well-being for all. That is why we have made the inclusion of people with disabilities a priority, with a strong network of disability referents on all our sites and the creation in 2024 of the Disability Mission.

SUPPORTING STUDENTS WITH DISABILITIES THROUGHOUT THEIR JOURNEY: A CHALLENGE MET!

OMNES Education has a network of 43 trained disability referents, present on all campuses, to support students with disabilities before, during and after their studies (courses,

internships, work-study, mobility). Their mission: welcome, guide, provide continuous support and coordinate the implementation of a Personalised Support Plan for Students with Disabilities (PAEH) in collaboration with all the institution's services. Each student benefits from individual follow-up, starting with an initial interview with their referent and reinforced at every key stage: entrance exams, campus life, exams, internships or international mobility.

In 2024–2025, 700 students with disabilities received personalised support from their referent.

Our dual objective: guarantee access to higher education and provide every student with a learning environment that is adapted, caring and conducive to success.



“Being a disability referent at INSEEC Chambéry means supporting each student throughout their journey, listening and finding the most suitable solutions to help them move forward: sometimes a practical adjustment, sometimes simply attentive listening. This role requires a lot of empathy and is not always easy: there are days when you go home with a bitter taste, faced with complex situations or obstacles you cannot always remove. But the determination remains the same: that no one feels alone in their difficulties. This mission enriches me deeply. It invites me to look at things differently and believe even more in the strength of the collective. Every progress, big or small, every smile regained, every success, is for me a victory that gives meaning to my commitment.”

↓
Sophie CHARBONEL,
Disability Referent at Chambéry

PROMOTING ACCESS TO AND RETENTION IN EMPLOYMENT FOR EMPLOYEES WITH DISABILITIES

In summer 2024, OMNES Education took a major step forward by signing its very first Group Agreement dedicated to disability, approved by the DRIEETS*. Planned for three years, this agreement marks a strong commitment to inclusion and has led to the creation of not just the Disability Mission, but the recruitment, within the CSR Department, of a manager dedicated to its implementation.

The Agreement is based on five pillars:

1. **Recruitment of people** with disabilities, with a target of 15 employees with BOETH** status by 2026, across all contract types. It includes diversifying sourcing channels, strengthening support during recruitment and onboarding, and building partnerships to promote access to sustainable employment.
2. **Retention in employment**, through identifying relevant situations, adapting workstations with the support of occupational health services, and providing enhanced assistance for internal or external redeployment if necessary.
3. **Training**, with specific modules for internal recruiters, HR teams and disability referents to evolve professional practices towards greater inclusion ; and awareness modules for all employees to help them understand visible and invisible disabilities.
4. **Awareness-raising**, through resource kits, internal and external communication actions (intranet, LinkedIn, newsletters), and greater visibility of the Disability Mission across all campuses.
5. **Responsible purchasing**, with increased use of the protected and adapted sector (ESAT, adapted companies, self-employed workers with disabilities).

This comprehensive system enables OMNES Education to structure its disability policy sustainably and act concretely to build a culture of inclusion at all levels of the organisation.

80% of disabilities are invisible.

One in two people will face a situation of disability - temporary or permanent - at some point in their life.

*DRIEETS = Regional Directorate for Economy, Employment, Labour and Solidarity

**BOETH = Beneficiary of the obligation to employ workers with disabilities



“As part of its disability policy, OMNES Education is strengthening its commitments to diversity and equal opportunities around three main pillars: recruitment, job retention and awareness-raising. Partnerships with specialised organisations and training for recruiters have helped promote the integration of candidates with disabilities, with adapted processes and specific support. Job retention has involved workstation adjustments and personalised administrative assistance for recognising their situation and obtaining support. Finally, awareness-raising actions have been carried out throughout the year, notably through webinars and participation in DuoDay. These actions are important milestones: they show that inclusion cannot be decreed but must be built step by step, thanks to everyone's involvement.”

↓
Nadia SEKKAI,
Head of the Disability Mission
within the CSR Department





Manon ALEXANDRE



Sophie CHARBONEL



Maeva GRONDIN



Laure LAMBERT



Marjorie MENUÉY



Sandrine SIMON



Ange Grace BEHO



Maxime DOUENS



Farid HAMAD



Fanny LUSTIN



Nadia MAMERI



Océane VALLOTI



Vivien MAHICKA



Clément BERTACCO



Ingrid FRAYSSE



Catherine JUVE



Amanda MARNEIX



Samuel PAYEN



Mathilde VENCHIARUTTI

4.2.4 Making All Identities Shine

As part of its CSR policy “Time to Act”, OMNES Education is strengthening its commitment to the inclusion of LGBT+ people. Convinced that higher education must prepare tomorrow’s citizens and professionals to thrive in open, respectful and inclusive environments, the Group decided to sign, for all its schools at the same time, **the LGBT+ Commitment Charter for Higher Education**, led by L’Autre Cercle.

This strong gesture is part of a structured approach, co-built with L’Autre Cercle, FAGE and Caëlif, and supported at the highest level of the organisation.



OMNES Education has co-developed, with the CSR, Academic and HR departments, a robust action plan of 17 measures in favour of LGBT+ inclusion, to be implemented within years scheduled over time and audited by L’Autre Cercle every biennially.

Specific actions for the inclusion of LGBT+ employees and students are and will be implemented to guarantee a caring environment for all, regardless of sexual orientation or gender identity.

This commitment translates, for example, into:

- The concrete implementation of an inclusive HR policy (zero tolerance for discrimination, confidential access to HR rights, reporting processes, explicit mention in employment contracts and job offers)
- Full staff training on discrimination and violence
- Specific modules for students
- Awareness tools (LGBTQIA+ glossary, resource kits) for all
- An anonymous reporting platform and a 24/7 first-response helpline
- Appointment of inclusion referents on campuses
- Integration of preferred names for transgender individuals in internal systems

Through these concrete actions, OMNES Education affirms its ambition: to make each of its campuses a place of study and work that is inclusive, respectful and formative for future generations.

On 12 June 2025, OMNES Education, through its Executive President, signed the LGBT+ Commitment Charter for Higher Education during a public ceremony organised by the CSR Department. This powerful moment symbolises the Group’s determination to fight against all forms of discrimination related to gender or sexual orientation. Alongside representatives from the Ministry of Higher Education and Research, L’Autre Cercle and students, the testimonies highlighted the importance of an inclusive environment where everyone can truly be themselves.



“The signing of the LGBT+ Commitment Charter for Higher Education by all OMNES Education schools is a strong signal: it shows that LGBT+ inclusion is not mere window dressing, but a strategic commitment supported at the highest level. With this partnership, we see an ambitious and structured approach taking shape, combining awareness, training and concrete systems to protect and support everyone—students and staff alike. What sets OMNES apart is its determination to embed this dynamic over time, with a robust action plan and regular monitoring. For L’Autre Cercle, this is a decisive step: together, we are helping to build campuses that are true ‘safe places’, where everyone can fully be themselves and realise their potential.”

↓
Charles ROQUES,
Higher Education Project Manager at L’Autre Cercle

4.3 QUALITY OF LIFE AND WORKING CONDITIONS (QLWC)

At OMNES Education, we are convinced that quality of life and working conditions (QLWC) are not a mere formality, but an essential lever for sustainable performance, retention, well-being and engagement. An inclusive work environment, respectful of everyone's aspirations and adapted to the realities of personal life, is the key to enabling each employee to thrive fully and unlock their potential. It is also a prerequisite for the success of our gender equality strategy: without balance, equality is impossible.

Driven by this conviction, we launched a major employee survey in 2023, then deployed in 2024/2025 an ambitious QLWC action plan across the Group, tailored specifically for each school and department. A QLWC steering committee was set up to oversee the project, with project leaders appointed in each entity.

15 schools, 22 campuses in France and internationally, and 5 business and support departments are now actively involved.

This plan is based on 236 concrete actions, co-constructed from a shared diagnosis and team proposals. The challenge is to act simultaneously on the structural and cultural dimensions of work: organisation and content of work, mental and physical health, recognition, interpersonal relationships, work-life balance, physical environment, management, and professional development. Each site has identified its priorities and is progressively implementing its local action plan.

Today, more than 72% of these actions are underway or completed. This includes many flagship measures: securing remote work for eligible roles, flexible hours for operational jobs, easier access to vaccination, installation of quiet spaces on several campuses, prevention of musculoskeletal disorders, implementation of a QLWC management toolkit, improved communication, stress-management training, enhancement of break areas, and strengthened support for parents.



QLWC THROUGH THE EYES OF THOSE WHO LIVE IT

15 of our employees created a video series sharing practical tips and feedback on QLWC, for their colleagues. In parallel, resources and documents are available to all employees to deepen their understanding of these topics and spread best practices.



We want to encourage all our employees, regardless of gender, role or background, to assert their needs and activate the levers of balance available to them.

Bringing this policy to life every day, measuring its effects and continuously adjusting our practices: that is our roadmap. Promoting balance and well-being for our employees means building a more engaged, more united and more sustainable collective. And it is, quite simply, living up to our educational mission.



QLWC TAKES OVER ALL CAMPUSES

The QLWC Week was held from 16 to 20 June 2025. On this occasion, a common programme of well-being workshops and awareness webinars was deployed across all campuses, in France and internationally. More than 800 online connections were recorded for the webinars, demonstrating real interest in these topics. From London to Rennes, from ECE to EUBS, numerous local initiatives enriched this collective dynamic during the day of 20 June: equicoaching, relaxation workshops, collaborative challenges and convivial moments brought QLWC to life across all the Group's sites.



The QLWC policy is also designed to be evolving, based on continuous listening. Every two years, a major QLWC survey is conducted among all employees. It assesses the real impact of the actions taken, identifies areas for improvement and adjusts local plans. The next survey will take place at the end of 2025. Results are systematically shared with teams, and a detailed analysis is carried out by entity.



Part 5 INDICATOR MONITORING

MONITORING OF INDICATORS
2023-2027



5.1 TIME TO ACT

		Results 20-21	Results 21-22	Results 22-23	Results 23-24	Results 24-25
KEY FIGURES						
CSR Budget		1 458	41 738	134 000	145 000	310 000
Number of CSR Committees		1	2	3	8	9
Number of CSR Committees Meetings		3	7	9	50	77
Number of proposals received for the Time to Act call for projects		—	—	—	9	15*
Number of campuses involved in deploying the Time to Act CSR policy		—	—	14	14	19
Number of incidents of corruption, money laundering, unfair competition		0	0	0	0	1**
Number of communications published on Time to Act (social media, newsletter, intranet...)		—	—	—	95	121

STUDENTS EMPLOYEES CAMPUSES

* 17 have been selected and funded since 2023

** The group has handled reports of acts contrary to integrity and, in accordance with the 'zero tolerance' principle set out in our anti-corruption Code of Conduct, confirmed cases have been subject to sanctions and remediation measures

5.2 TIME TO ACCOMPLISH

		Results 20-21	Results 21-22	Results 22-23	Results 23-24	Results 24-25
KEY FIGURES						
Number of alumni		185K	200K	215K		230K
Number of impact incubators		2	2	6	6	6
INDICATORS						
Rate of annual programs incorporating CSR		—	79%	—	98%	94,5%
Number of students who completed TASK by Sulitest		0	0	0	420	2 238
Number of Group schools following PACT		—	5	5	5	6
Number of students involved in PACT		0	1 900	1 899	1 811	1 869
Number of Group schools following SHIFT (B1, B2 or B3)		—	—	10	10	9
Number of Group students following SHIFT		—	—	4 560	6 752	6 300
Rate of research work linked or related to an SDG topic and/or contributing to or participating in the development of methods applicable to SDGs		22%	40%	40%	75%	65%*
Number of CSR student advisors		—	—	—	55	88

STUDENTS EMPLOYEES CAMPUSES

* Decrease due to the multiplication of contributions (press, podcasts, etc.) on topics other than CSR, in response to current events and media expectations

5.3 TIME TO BE CONSISTENT

		Results 20-21	Results 21-22	Results 22-23	Results 23-24	Results 24-25
KEY FIGURES						
Number of schools		12	13	14	14	15
Number of campuses (France and abroad)		10	19	19	19	22
INDICATORS						
Group carbon emissions in tCO ₂ eq		9820	10772	—	17720	Result expected (late 2025/ early 2026)*
Carbon emissions per student in kg CO ₂		377,2	353	—	506	Result expected (late 2025/ early 2026)*
Recycling and reuse rate of IT equipment		0	0	0	100%	100%
Rate of new employees trained in climate and/or biodiversity awareness workshop		8%	40%	100%	100%	100%

STUDENTS EMPLOYEES CAMPUSES

* Increase due to the integration of new campuses and schools into the balance sheet scope



5.4 TIME TO TAKE CARE

		Results 20-21	Results 21-22	Results 22-23	Results 23-24	Results 24-25
KEY FIGURES						
Number of students		28 000	40 000	40 000	40 000	40 000
Number of foreign students		1 025	1 092	2 580	2 489	4 163
Number administrative employees		933	1 091	1 226	1 266	1 300
Number of tenured lecturers, researchers and part-time teaching staff		4028	4361	4573	4 106	4 350
INDICATORS						
Responsible & friendly campus: satisfaction rate with premises quality		66%	76%	84%	86%	86%
Rate of schools with a support unit (France scope - psychologist or EUTELMED helpline)		61%	61%	—	100%	100%
Number of Time to Act representatives (CSR, disability, VSS, DEI...)		26	31	67	91	110
Rate of campuses accessible to PRM		100%	100%	100%	100%	100%
Rate of women on the executive committee (CODIR)		33%	33%	29%	28,5%	25%*
Rate of female employees		68%	67%	67%	66%	64,80%
Number of student and employee reports (SGBV, harassment, discrimination)		—	—	—	15	22**

STUDENTS EMPLOYEES CAMPUSES

* Departure of a woman, replaced by a man

** Employee reports now taken into account, all cases are handled



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