






# REPORT

## AD Éducation, european leader in higher education

---

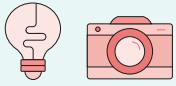
**42 000 students** ,  
**23 schools** , operating  
 **72 campuses** across  
**9 European countries**, including  
France, Germany, Italy, Spain,  
and the United Kingdom.

An expansion into  
Management and Engineering  
programs with the acquisition of the  
**Pôle Léonard de Vinci**  
A wide range of distance learning  
programs via **Oktogone**.

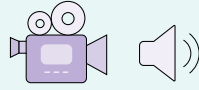


# AD Éducation offers first class training in 7 areas:

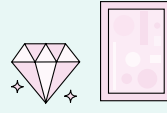
---



**Design**



**Audiovisual**



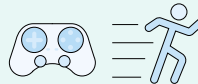
**Luxury & Culture**



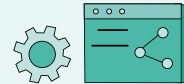
**Management**



**Communication & Digital**



**Animation & Video  
Games**



**Engineering  
Sciences**

## Training for Professionals and Students

---

**In initial training**  
for tomorrow's professionals,  
from high school diploma to  
doctorate (bac+8).

**In hybrid mode** to offer  
more flexibility to learners,  
including distance learning  
and on-campus educational  
experiences with teachers and  
professionals.

**In work study,**  
or not.

## Flexible Learning Options

---

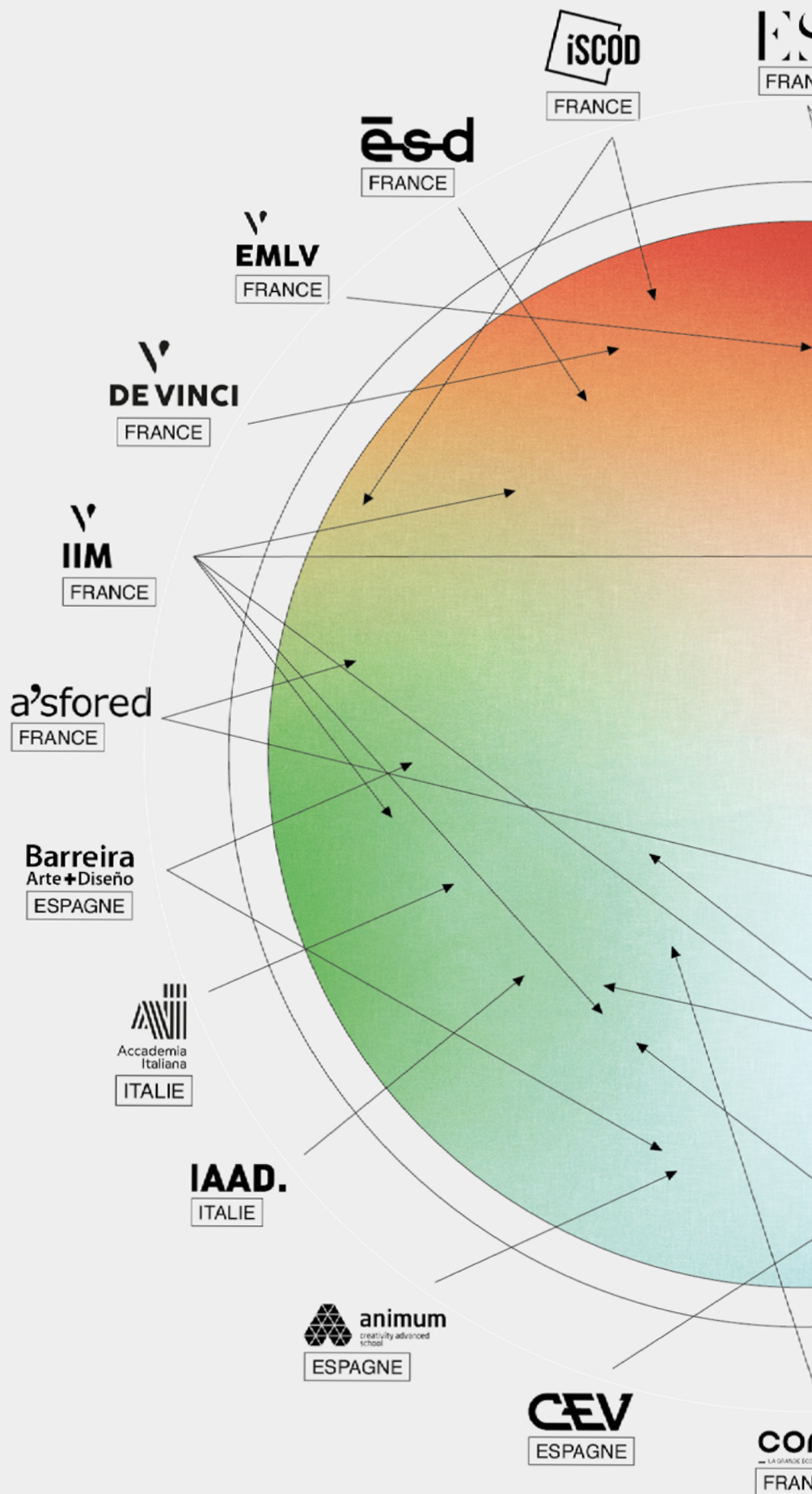
**In-person** on one of our  
**72 campuses located**  
throughout Europe.

**In hybrid mode** to offer  
more flexibility to learners,  
including distance learning  
and on-campus educational  
experiences with teachers and  
professionals.

**Distance learning** for  
greater flexibility in terms  
of schedules, levels, or  
geographical locations.

**«Our mission is to train future scientific,  
creative, and managerial talents  
who will have a positive impact  
on our society.»**

**KEVIN GUENEGAN - President AD Éducation**

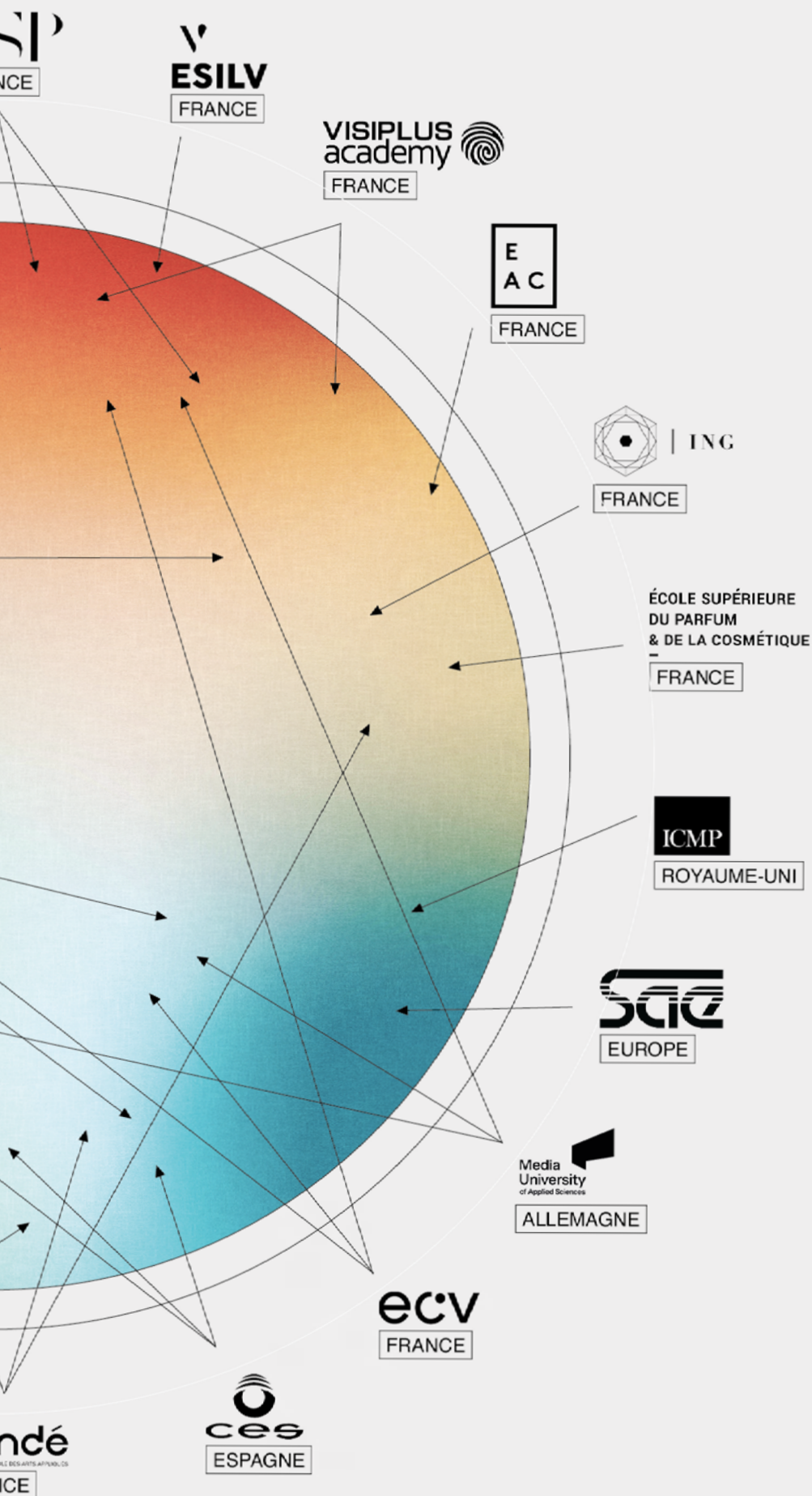


**AD** | EDUCATION

DOMAINES

● Animation, Jeux-vidéo & Fx  
● Audiovisuel, Image & Son

● Design & Ph  
● Digital & Tec



otographie

chnologie

Luxe & Culture

Communication & Journalisme

Business & Management

Ingénierie





## Édito

The past year was a decisive turning point for the AD Education group. With over 42,000 students, 23 schools across 9 countries, and an ever-richer educational offering, our responsibility in terms of ecological transition, social justice, and governance has increased.

In a context of climate emergency and societal upheavals, our role goes beyond preparing for a profession. We must train to understand, transform, and contribute to a more sustainable world. This ESG report brings together over one hundred initiatives carried out on our campuses and in our schools, by our students, our teaching and administrative teams, with remarkable creativity and commitment.

More energy-efficient campuses, training incorporating CSR issues, strengthened inclusion policies, locally anchored solidarity actions... Among the emblematic projects of the year, let's mention the generalization of Climate Frescoes, the "Com' for Climate" program which once again mobilizes around responsible communication, and the interdisciplinary hackathons of the Pôle Léonard de Vinci. Internationally, our German campuses are now 100% powered by renewable energy, while our schools in Spain, Italy, and the United Kingdom are launching multiple initiatives around inclusion and the circular economy. The creation of the AD Education Foundation finally strengthens our educational and solidarity impact, with over 80 projects already supported. The results are there. To illustrate this commitment, a single figure, of which we are particularly proud of: **the carbon footprint per student decreased by 11% between 2022 and 2024.**

Every day, AD Education teams demonstrate that it is possible to reconcile academic excellence and collective responsibility. But this dynamic cannot stop there. With our participation in the "Convention des Entreprises pour le Climat" (CEC), we have set a solid roadmap for 2035. It is based on ambitious transformation levers: redesigning our programs, creating an impact indicator, developing a committed ecosystem, evolving our HR policy, not to mention the ongoing sustainable transformation of our campuses.

Our ambition is strong: **to become the first European higher education group to measure the success of its students not only by their professional integration but also by their personal fulfilment and their contribution to a desirable and sustainable society.** This is also a collective commitment, which we fully embrace.

I would like to warmly thank all the group's teams – teachers, administrative staff, ESG referents, local and national management – for their unwavering mobilization. Your energy, your ideas, and your determination are the foundations of this transformation. It is together that we will build an educational future responding to the challenges of our time.

Enjoy your reading!

MARTIN CORIAT  
Managing Director Groupe AD Education

# The ESG committee

## President :

⌚ **Christian Müller** - SAE (GSAN)

## Members :

- |  |  |
|--|--|
| ⌚ <b>Marion Clergeat</b> - Oktogone              | ⌚ <b>Ralf Keess</b> - AD Espagne               |
| ⌚ <b>Pauline Vandenhende</b> - Condé             | ⌚ <b>Javier Perero</b> - CEV                   |
| ⌚ <b>Lucie Jadeau</b> - ECV                      | ⌚ <b>Enrico Motterlini</b> - AD Italy          |
| ⌚ <b>Laurie Ayoub</b> - DeVinci Higher Education | ⌚ <b>Livia Di Nardo</b> - Accademia Italiana   |
| ⌚ <b>Emilie Sotton</b> - ESP/ESD                 | ⌚ <b>Peter Duhr</b> - SAE                      |
| ⌚ <b>Hannah Collins</b> - ADE UK                 | ⌚ <b>Christian Hoffmann</b> - Media University |
| ⌚ <b>Kathryn Holden</b> - SAE / ICMP             |  |



## The Scope of this ESG Report 2024-25

The AD Education group has been expanding for several years. After the integration of SAE Institute, Oktogone, and ICMP schools in 2022 and 2023, the Pôle Léonard de Vinci joined the group at the start of the 2024 academic year. This adds 10,000 additional students and 3 reference institutions (the Léonard de Vinci School of Engineering, the Léonard de Vinci School of Management, and the Institute of Internet and Multimedia) to the 20 schools and 32,000 students that AD Education had until now.

**This ESG report 2024-2025 aims to reflect this new scope and includes actions carried out during the last academic year across the entire group.** However, it cannot provide an exhaustive vision of the initiatives carried out by all of the group's 23 schools. The information shared in the following pages is therefore the result of **selection from among the hundreds of actions carried out by our students, our teams, and our group's administration.**

The period covered by this report corresponds to the **2024-2025 academic year.**

# ESG : AD Éducation's commitments

Here are the 11 commitments that the AD Education group made in 2023 during the development of the group's ESG strategy.

## ENVIRONMENT

### Aiming for carbon neutrality by 2030

- Conduct an annual carbon assessment and adhere to a stringent low-carbon trajectory.
- Offer at least one teaching experience (course, seminar, Masterclass, training) dedicated to climate change, every year, for every student.
- Make every campus a sustainable campus: switch to green energy, ban the single use of plastic waste, encourage waste recycling...
- Establish a sustainable purchasing and recycling policy for the Group's equipment and consumer goods.

## SOCIAL

### Offering an inclusive experience that respects diversity

- Develop an effective policy in favor of the integration of people with disabilities, for students as well as for staff.
- Create a Diversity & Inclusion working group in each country and school.
- Help students finance their studies, through grants, loans and work-study programs.
- Support charities, financially, through skills sponsorship and student projects.

## GOVERNANCE

### Leading by example in the higher education sector

- Set up an ESG committee at group level, relying on ESG ambassadors in each country/school.
- Establish a set of policies to harmonize ESG practices across all schools and countries.
- Promote a modern, diverse and open governance, in particular by targeting a ratio of 40% to 60% of women on each executive committee.



# Environment

Train for the jobs of tomorrow

Inform students

Transform our campuses

➤ **Key figure**

-11% CO<sub>2</sub>e emissions per student.

➤ **Key info**

**Sustainable development, a common thread in the Group's schools,** with modules integrated into all curricula and certain diplomas focused on ecological transition issues.



# ASSESSING AND REDUCING OUR CARBON IMPACT

Reducing carbon emissions is a priority objective for AD Éducation. To find effective levers - those that will reduce our footprint without compromising the quality of teaching - it is essential to regularly and accurately assess our CO2e emissions. This is why AD Education's Carbon Assessment was renewed in 2025 **with a scope extended to all countries and schools** to assess our direct and indirect emissions.

## METHODOLOGY AND SCOPE

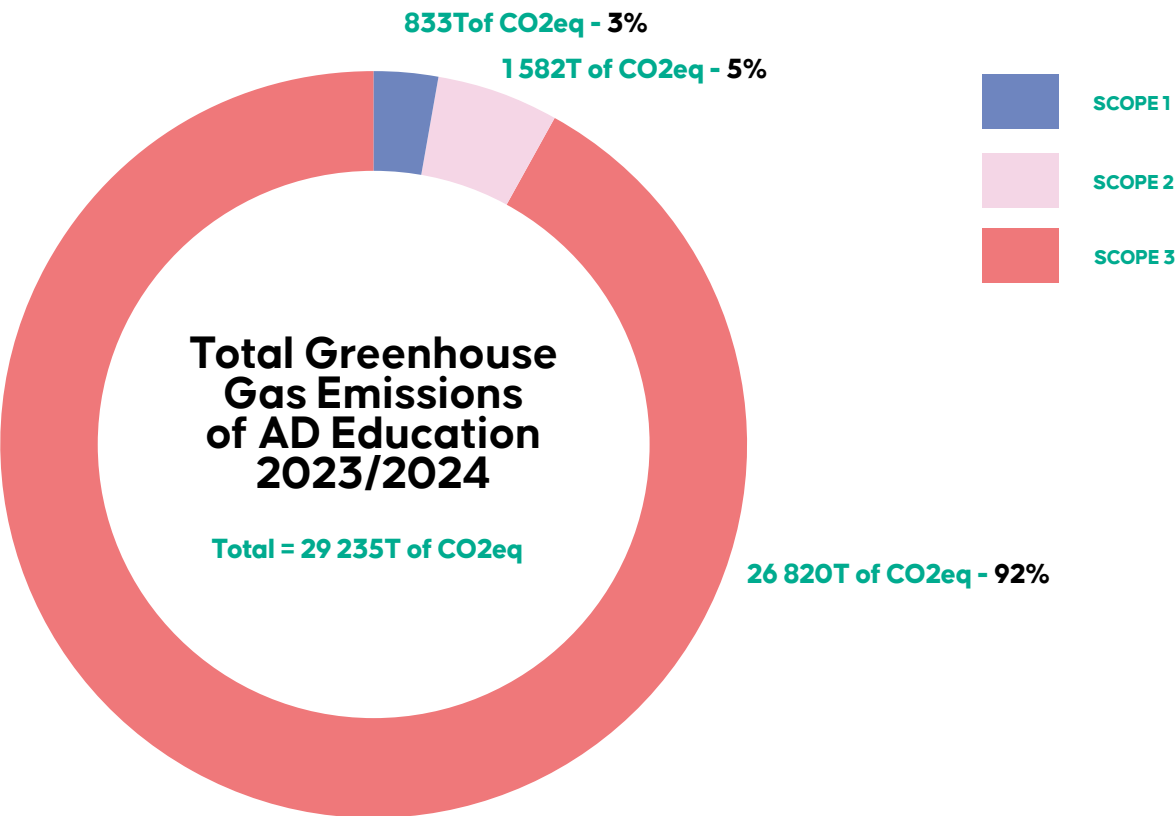
- **Methodology : Bilan Carbone®<sup>1</sup>**
- **Accounting year : 2023/2024**
- **Complete Carbon Assessment: scope 1, 2 et 3**
- **Operational scope: since the first carbon assessment of the AD Education group in 2023 (based on 2021/2022 data), the operational scope has been expanded with the integration of 24 new campuses into this consolidated assessment:**
  - In France: 2 new schools have joined the group, Oktogone (leader in digital training) and the Pôle Léonard de Vinci.
  - In Europe: 2 new schools have been integrated, SAE (France, Germany, Switzerland, Great Britain, Greece, Austria, and the Netherlands) and ICMP (Great Britain).

The results of the 2023/2024 carbon assessment presented here therefore concern the entire group, with, where relevant, comparisons to the 2021/2022 assessment.

## Our carbon footprint

Over the 2023/2024 academic year, the AD Education group emitted approximately **29,000 tons of CO<sub>2</sub> equivalent**, according to the consolidated results of the Carbon Assessment carried out in 2025.

Scope 1 and 2 emissions, i.e., direct emissions (heating, fuel for company vehicles, etc.) and energy-related emissions, represent **8%** of the carbon footprint..



### Carbon footprint per student down by 11%

As an education provider, we particularly monitor the indicator of carbon emissions per student. For the 2023-2024 year, **carbon intensity was 622 kg of CO<sub>2</sub>eq per year per student**. This is **11% lower than in the 2021-2022 assessment** (697 kg of CO<sub>2</sub>eq during that period).

These very encouraging figures are the result of various actions implemented to reduce the carbon footprint of our campuses and activities, notably **investments aimed at optimizing the energy efficiency of buildings** (renovation, relocation to more energy-efficient campuses - see page 21 -, installation of BMS, etc.).

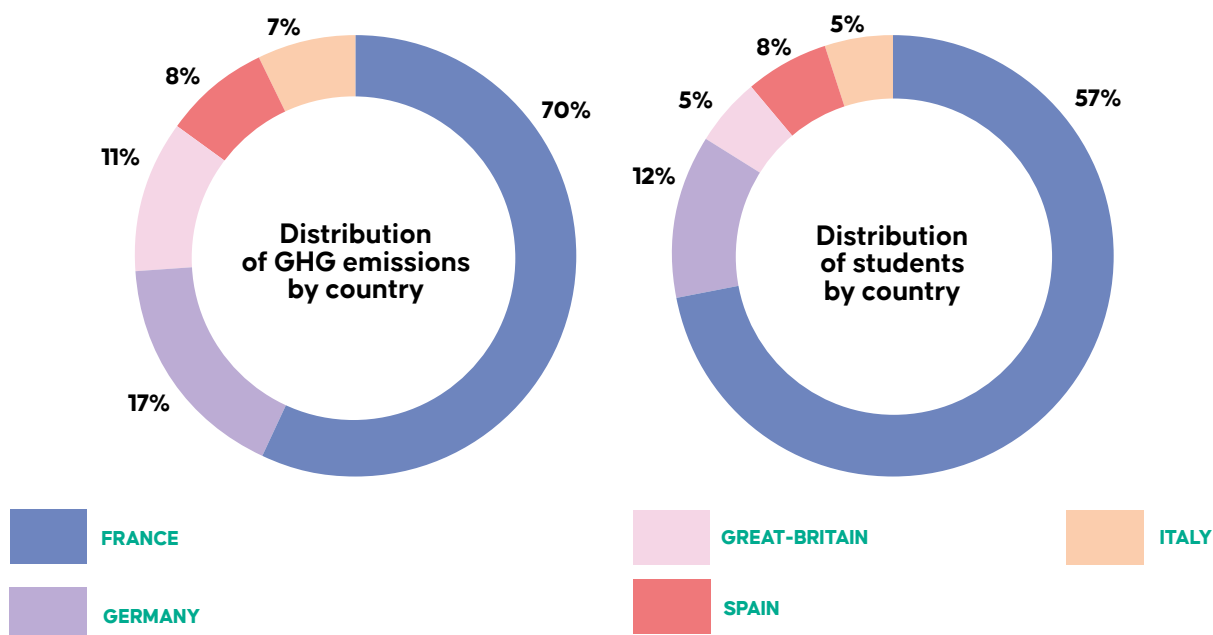
### Development of online training: reduced carbon impact

Another salient point of this carbon assessment: **the development of online training offerings contributes to reducing the group's carbon footprint..** Indeed, the first complete carbon assessment of Oktogone, an AD Education subsidiary that offers 100% digital.

training, highlights **the sobriety of digital training compared to in-person training** in terms of emissions. The carbon intensity per student at Oktogone is estimated at **188 kg of CO<sub>2</sub>e per year per student**, which is well below the group average.

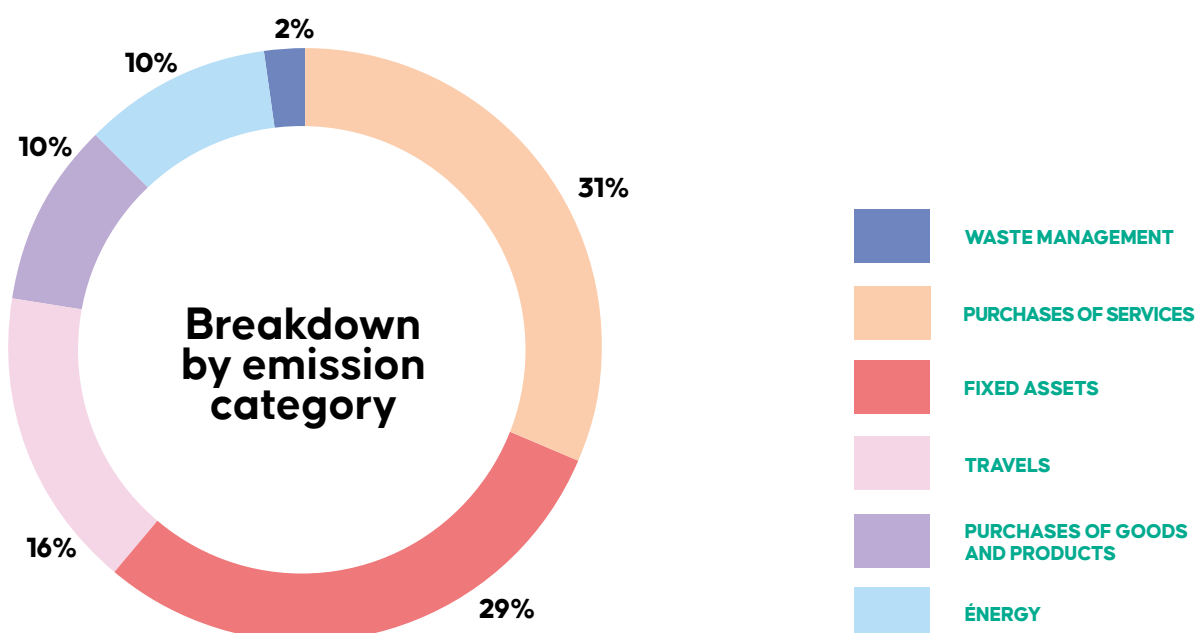
## Breakdown of emissions by geography and by category

Geographical Distribution of AD Education's GHG Emissions



This distribution of emissions by country is explained by several factors: the number of students per country, of course, but also the carbon intensity of energy and transport - which varies from one country to another - or the energy performance of the real estate portfolio of schools present in the

territory. Finally, the type of training courses offered have an impact on the emissions of each country since certain curricula and teaching models are more emissive than others (distance vs. in-person, creative courses requiring a lot of space, carbon intensity of high-tech equipment, etc.).



This breakdown of emissions by category is consistent with the activities of a higher education group and the carbon intensity of the market. It should be noted, however, that **practical artistic and technical education requires more significant infrastructure and consumables** than other areas

of education. For information, the market emission factor (Ademe 2023), in France for 'Education services' (not specific to creative curriculum) presents a carbon intensity of 66 Kg of CO<sub>2</sub>e / K€ of turnover.





## AD Éducation's Decarbonization Trajectory

---

The decarbonization strategy, established in 2023 through AD Education's ESG roadmap, continues its deployment across these 3 components:

### 1. Mesuring

We continue to monitor key items (energy and transport) to assess the results of our actions across all our schools and countries. In France, the "Decret tertiaire" regulation provides a framework for reducing GHG emissions in some of our buildings, and energy consumption is reported on yearly.

### 2. Reducing

The group's CSR committee is responsible for managing and reporting on decarbonization actions to disseminate best practices among schools. It has been enriched by the arrival of new members. Note that two schools carried out a first Carbon Assessment in 2025 benefiting from the Diag Decarbon'Action program (Condé and Oktogone for the 2023/2024 year) while the Pôle Léonard de Vinci carried out its first complete assessment (for the 2022/2023 year). Their respective action plans therefore enrich the group's existing one. The group's objective of carbon neutrality for our campuses (scope 1 and 2) by 2030 remains the objective pursued. A group transition plan will be established by the next carbon assessment update.

### 3. Offsetting

Schools that had obtained an international SQC-QualityCert 'Carbon Neutral' certification for Scope 1 and 2 in 2024 did offset their emissions for 2 years, thus including the reference year 2023/2024.

**This carbon assessment will be renewed in 2 years (in 2027),** for the reference period 2025/2026 to evaluate the impact of more recently engaged actions. **Students, employees, teachers, and partners all remain mobilized to contribute to the reduction of our carbon footprint.**



# PLACING SUSTAINABLE DEVELOPMENT AT THE HEART OF STUDENT'S CURRICULA

To meet the challenges of ecological transition, new professions will emerge, and professional skills will be profoundly transformed. This is why, for several years, we have been committed to **integrating sustainable development issues into training curricula and developing specific programs**. Our objective is clear: to empower new generations of professionals to carry with ambition the required transformations, to face tomorrow's environmental, social, and economic challenges.

## Interview

### Sustainability issues at the heart of teaching at the Pôle Léonard de Vinci



« In 2024, the Pôle Léonard de Vinci became a purpose-driven company ("Entreprise à mission"). One of the pillars of this purpose is to 'Share quality education, relevant to societal and environmental challenges, in a lifelong learning approach'. We have thus anchored in our company's articles of association, an approach already launched several years ago, that integrates sustainable development issues into the heart of our teaching. Our objective: to train students capable of understanding the world and transforming it. ».

NICOLAS GLADY - Managing Director of the Pôle Léonard de Vinci



Léonard de Vinci Center - Paris



## Three questions for Laurie Ayouaz, Sustainable Development Manager at the Léonard de Vinci Center

### ● In practical terms, how are sustainable development topics integrated into teaching?

The integration of sustainability issues takes place at several levels, with a clear desire to reach 100% of students and offer them an increased focus between their first and last year.

First, through **awareness-raising**: all first-year students participate, from the start of the academic year, in a Climate Fresco. The schools of the Pôle Léonard de Vinci (PLV) were the first to generalize this workshop, as well as the Biodiversity Fresco, to raise awareness.

Then, we developed a common core curriculum in each of the 2 schools. These courses are composed of **obligatory courses dedicated to transition issues from the first year**.

In parallel, **pedagogical initiatives dedicated to sustainable development** are integrated into scientific, technical, and management courses. Advanced probability courses, now include green finance issues. Similarly, Machine Learning courses now address the socio-ecological impact of AI

All teachers can thus ask the Sustainable Development team to help them build a thematic course, a practical case, or a group project around CSR issues. We have strong ambitions on this point since **the objective is for 50% of EMLV courses and 20% of ESILV courses** to integrate projects or sections on sustainable development.

### ● Do you have 100% dedicated CSR programs?

Of course, we also offer **dedicated curricula**: the Master Energy and Sustainable Cities, at ESILV, and the Master in Management and Consulting in Sustainable Development, at EMLV.

Finally, we have a research center, the **De Vinci Research Center**, which brings together all the professor-researchers from the Pôle Léonard de Vinci schools and **one of whose 3 research axes is 'Energy efficiency and socially responsible markets'**.

### ● How are the supervisory and teaching teams involved?

Professors naturally have a key role, as do occasional speakers. Our role is to support them and provide them with educational resources. We also carry out awareness-raising - and even training to administrative staff members. We must have **a common knowledge base** so that everyone, at their level, is an actor in this transformation.

## Developing vocational training that contributes to the ecological transition

This strategic ambition of the group is illustrated by three already active degrees (RNCP titles): “*Manager du développement durable*” (Sustainable Development Manager), “*Manager des transitions urbaines*” (Urban Transitions Manager) and “*Chef de projet en rénovation énergétique*” (Energy Renovation Project Manager). These training courses, offered within the Pôle Léonard de Vinci, meet concrete market needs, particularly regarding energy renovation, a booming sector where qualified individuals are in high demand. At the start of the 2025 academic year, Condé will

also launch two specialized Masters recognized by the Conférence des Grandes écoles : “*Production Événementielle et Design Durable*” (Event Production and Sustainable Design) and “*Interactivité et œuvres immersives*” (Interactivity and Immersive Works). Their objective: to train experts capable of designing events with a low carbon footprint, while ensuring their impact and attractiveness. These post-graduate diplomas will allow students to specialize in eco-design, and professionals in companies to upskill on this theme.



Beyond these training courses exclusively focused on sustainability, the ADEducation group has anticipated the new requirements of France Compétences relating to Corporate Social Responsibility (CSR). Thus, the 14 certification files submitted this year all integrate CSR issues within the skills frameworks.

This anticipation demonstrates the group's commitment to curriculums aligned with regulatory developments and current societal expectations. Another illustration of this commitment exists in Italy, where IAAD has integrated a course dedicated to sustainable fashion into the Textile and Fashion Design curriculum, to raise students' awareness of the environmental and social issues specific to the fashion industry.



Fashion course dedicated to sustainable fashion at the IAAD school in Italy

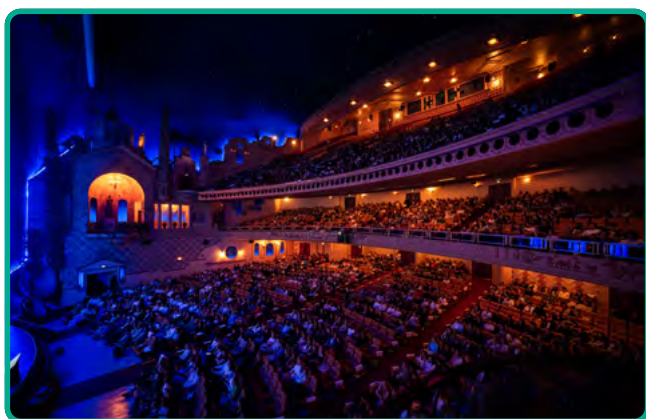


## Raising awareness among students, teachers, and employees about environmental issues

Faced with the climate emergency and the need for collective commitment, [the group is committed to raise awareness among its students, but also teachers and staff members](#), about climate change and, more broadly, ecological issues. The various initiatives shared in the following section contributes to [disseminating a common culture of sustainability](#).



### Com' for Climate: students' creativity serving ecological transition



In June 2025, the École Supérieure de Publicité (ESP) organized the [3rd edition of Com' for Climate](#) event, dedicated to responsible communication as part of their curriculum. Hosted in the legendary venue of La Cigale (Paris), this edition brought together more than 700 people around the 12 finalist campaigns, resulting from the work of 2,300 students spread across ESP's six campuses (Paris, Bordeaux, Lyon, Toulouse, Nantes, and Lille).

For ten days, [students, organized into fictional agencies, responded to the environmental challenges of 12 advertisers](#) including Sea Shepherd, GoodPlanet, Valeo, and Solidarités Nouvelles pour le Logement. Two campaigns particularly stood out: *Dans l'eau delà*, imagined for Sea Shepherd, which boldly addresses the issue of legacy as an ecological act, and *Et si on n'existait pas*, designed for Valeo, which won both the Alumni jury prize and the advertiser's prize. Several partners, impressed by the quality of the proposals, have already announced their intention to deploy these campaigns through their own communication channels.

*"Through Com' for Climate, we fully embrace our role as a committed school. We train creators and strategists, but also lucid citizens, capable of putting their talent at the service of a necessary transition"* concluded Pierre-Edouard Schmitt, national director of ESP, at the end of these two weeks of competition.



Speech by an ESP student at the 3rd edition of Com' for Climate

## Climate School : deployment continues

After the group's French schools which followed this program in 2023-2024, the SAE school in Germany, in turn, deployed Climate School, an online module aiming

at [training on climate change issues](#), all students and staff members.

## Hackathons at Pôle Léonard de Vinci: learning by doing

The Pôle Léonard de Vinci organizes annual [thematic hackathons around major environmental and societal issues](#). In 2025, 3500 students participated, including a delegation of young Hungarians. First-year students explored the theme of diversity and inclusion, second-year students the impacts of hyper-connectivity, and fourth-year students proposed concrete solutions to make the decarbonization of society desirable.

These events involved mixed teams composed of engineering science students (ESILV),

management students (EMLV), and digital design students (IIM), in a logic of interdisciplinary collaboration. Supervised by facilitators and sustainable development experts, [students developed projects based on collective intelligence, design thinking, and creativity](#).

The 4th-year hackathon was also an opportunity for 1500 students to participate in the ["2 Tonnes" workshop](#), dedicated to low-carbon transition.



Collaborative upcycling project between the Barreira A+D school and the social foundation Proyecto Vivir



## “L’Académie des nouveaux récits” (Academy of new narratives): training teachers to support the transition

We are convinced that, to effectively prepare students for environmental challenges, this subject should not be treated “separately,” as a subject in itself, but disseminated throughout all curricula and courses. To achieve this, **it is essential to support teachers in this transition**. This is the mission of the Académie des nouveaux récits”, an initiative launched by the group at the end of the 2024 academic year and which will truly begin at the start of the 2025 academic year.

This Academy offers a **15-hours training program** for all teachers in the group, structured around emerging narratives that carry a desirable future. This curriculum offers a content platform, a network of professionals, conferences, and masterclasses. **The objective is to transform the imaginaries conveyed in training, by placing cultural creation and narratives at the service of ecological transition.**

### BUT also...

- ⑤ **The final project of Music Business students at SAE Glasgow** who worked on the ecological impact of music tours and concert venues.
- ⑤ On all ESD campuses, an **Eco-design of an Event workshop** for Master 1 Influence, Reputation & Event Management students and **A Sustainable Digital workshop** for Master 2 E-business Strategies students.
- ⑤ **A Podcast project at ESP Lyon on the theme of CSR**: this year, Bachelor 2 Communication students had to produce podcast episodes exploring positive initiatives and innovations of companies in terms of CSR.
- ⑤ **The collaboration between the Barreira A+D school in Spain and the social foundation Proyecto Vivir**: students upcycled second-hand clothes from the foundation's solidarity shop and created looks presented during a fashion show, to promote ethical, conscious, and collaborative consumption.



Collaborative upcycling project between the Barreira A+D school and the social foundation Proyecto Vivir

# DEVELOPING SUSTAINABLE CAMPUSES

By transforming buildings to improve their energy efficiency or reducing the environmental impact of daily activities, AD Education's approach aims to **build learning environments that are both high-performing, responsible, and inspiring.**

## Improving the energy efficiency of campuses

Aware of the environmental impact of our real estate portfolio, for several years we have been pursuing **an active policy of renovating, modernizing, and even relocating campuses.** Our objective? To reduce energy

consumption and offer more sustainable working and learning environments, while ensuring the well-being of students and collaborators.

### 4 new sustainable campuses to welcome students

The new campus opened this year in Leeds (United Kingdom) embodies the group's commitment to environmental performance. **BREEAM Outstanding certified, this SAE campus meets the highest requirements in terms of responsible construction:** exclusive use of FSC certified wood, ISO 14001 certification, ethical and sustainable supply chain management,... **A waste reduction strategy** was also implemented, from the design phase, to reduce the volume of material used and promote reuse.



3D plan of the new ESPC and ING Campus - Paris

At the start of the 2025 academic year, the École Supérieure du Parfum et de la Cosmétique on the one hand and the École de la Gemmologie on the other hand will in turn inaugurate **a brand new campus located in the heart of the 15th arrondissement of Paris.** This building benefits from BREEAM 'Very Good' environmental certification, a guarantee of a design that respects the highest standards in terms of sustainable development.

In addition to better insulation, optimized energy and water management, the building was designed to maximize user comfort while minimizing its environmental impact. It will eventually accommodate several hundred students in a modern, sustainable environment adapted to tomorrow's pedagogical requirements.

Still in the Paris region, **the relocation of the Pôle Léonard de Vinci schools** is being prepared for next year, following the rehabilitation of the former Nanterre architecture school wasteland, with strong environmental ambitions.



Finally, in June 2025, the Oktogone subsidiary moved into a new building, on the Patio site in Sophia-Antipolis, after six months of rehabilitation work. The new headquarters now brings together, on a single site, all the employees

previously spread across three distinct buildings. These 1,600 sqm premises were designed according to demanding specifications to combine high environmental performance with functional and friendly architecture.



Plan 3D du nouveau Campus de l'ESPC et l'ING - Paris



### Self-consumption objective

***"Our new offices combine the ecological dimension, with green spaces, selective waste sorting, and electric vehicle charging stations, and employee well-being, with shared living areas, the implementation of noise reducers, sit-stand desks to prevent musculoskeletal disorders, etc."***

***"And to limit the volume of waste generated by this work, all the furniture from the old headquarters was sold for a symbolic sum to employees."***

**MARION CLERGEAT - Oktogone's Director of Pedagogy and Quality**

### Renovated buildings for better energy performance

To further control energy consumption, a Building Management System (BMS) has been deployed on Condé's 9 campuses. This system allows centralized and automated control of technical installations (heating, ventilation, air conditioning) according to occupancy schedules.

The ECV campus in Bordeaux has replaced all its windows with double glazing to reduce heat loss and heating consumption, and improve the comfort of teams and students.



## 100% renewable energy for German campuses

The group's German campuses are taking a decisive step in energy transition. Since 2025, all SAE sites and Media University have been powered 100% by electricity from renewable sources (wind, solar, hydro and biomass).

In Spain, the CES school has generated 80Mw of energy thanks to its solar panels. It should be noted that the two London campuses of ICMP and SAE London schools also installed solar panels in 2025 to power the building with green electricity.



## Reduce waste and encourage circularity

In a world of limited resources, it is essential to transform our ways of life, production, and consumption. Convinced that these issues must be integrated at all

levels – from daily campus life to student projects – the group's campuses are multiplying on-the-ground actions to reduce waste and develop reuse.

### ESP-ESD campuses, more responsible on a daily basis

On the ESP and ESD campuses, numerous initiatives were launched last year to reduce waste at the source: coffee beans to replace pods, 100% second-hand

crockery in common areas, zero-plastic school events with returnable containers, etc.



ESP Campus - Paris



## Student projects to (re)invent circularity

Thinking **circularity in textiles** is the theme of initiatives carried out by the Barreira A+D school at the Conama Congress, a major event in Spain on environmental issues. The school took part in a technical session dedicated to the circular economy in textiles and footwear.

On the Florentine campus of IAAD (Accademia Italiana), final-year Bachelor of Fashion Design students took on an ambitious challenge: **designing sustainable clothing in partnership with Manteco**, a historical reference in recycled textiles. Supervised by their teachers, the

students imagined men's, women's, and gender-neutral collections using Manteco fabrics, producing a 100% sustainable look.

Another inspiring collaboration: Accademia Italiana and Nosotras association, which has been committed for over 25 years to defending the rights of Italian and migrant women. The "Da divide a Uniche" project, carried out in partnership with GEST (Florence tramway operator), aimed to **transform 15 old company uniforms... into unique fashion pieces** using upcycling techniques.



Lecture by a professor from Barreira in Conoma



Run4Nature with WWF

## Focus on..

### 🕒 Biodiversity protection

SAE continues its tangible commitment to biodiversity, both in Germany and internationally. In partnership with Wohllebens Waldakademie and the WWF NGO, the school now **protects over 4,000 m<sup>2</sup> of ancient forests**, and symbolically offered 100 m<sup>2</sup> of forest to each campus for Christmas. The involvement extends to the field: 200 oak trees were planted in the Middle Elbe biosphere reserve, with the help of students, alumni, and employees, during excursions organized with the WWF.

Finally, SAE Leipzig students developed, with WWF, a **virtual reality game to promote rooftop gardens**, an innovative solution to improve the urban climate and promote biodiversity.



# Social

**Building one's future  
and committing to a fairer,  
more inclusive, and more supportive society.**

➤ **Key figure**

**88 %** of active graduates work in their target field, 6 months after graduation.

➤ **L'info**

All AD Education students are invited to support solidarity projects during their studies through volunteering or study projects benefiting associations,



X-mas market barr

# SUPPORTING THE PROFESSIONAL INTEGRATION OF ALL STUDENTS

**Leading our students towards long term professional integration – in the careers they have chosen! – is at the heart of our educational mission.** This involves not only ensuring the effectiveness of our training, but also guaranteeing equal opportunities throughout the academic journey. Thanks to scholarship programs and initiatives for young people furthest from employment, we are taking concrete action to ensure that every student has the means to build their future, whatever their background or difficulties.

## Evaluating the performance of our training programs

During the 2024-2025 academic year, we implemented **advanced evaluation methods** to more accurately assess student satisfaction and the efficiency of the

training programs offered. This work allows us to track progress year after year.

### Monitoring and improving employment integration rates

In 2024, the group launched an **annual survey on professional integration**, conducted by Data Alumni, a trusted third party. For this first survey, more than **4,000 certified students** from creative schools (AD Education

Group excluding Oktogone and Pôle Léonard de Vinci) were interviewed six months after obtaining their certification.

**Answer rate**

**89%**

**Employment rate 6 months  
after certification**

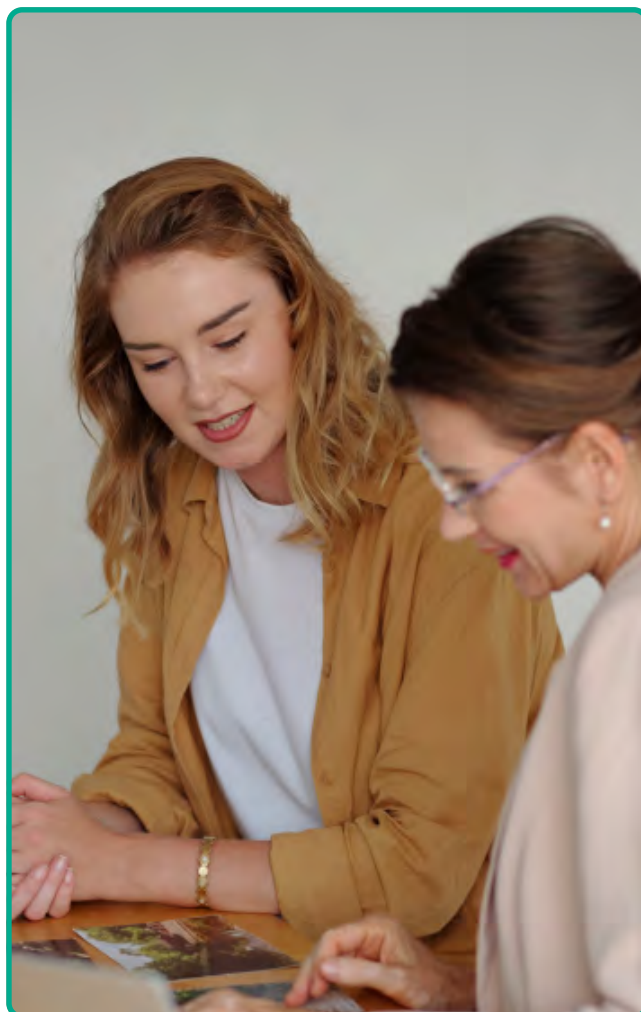
**61%**

**Integration rate  
in the target profession**

**88%** of active  
individuals

**Average remuneration,  
with 53 % of respondents  
earning more than €30,000.**

**29.983 €**



These figures place the group **above the national average** for Master's graduates in Arts & Humanities and Social Sciences (integration rate of 52% at +6 months - study by the Ministry of Higher Education

on the 2022 cohort). This survey primarily allows us to **precisely evaluate the impact of certifications** and ensure their continuous improvement.

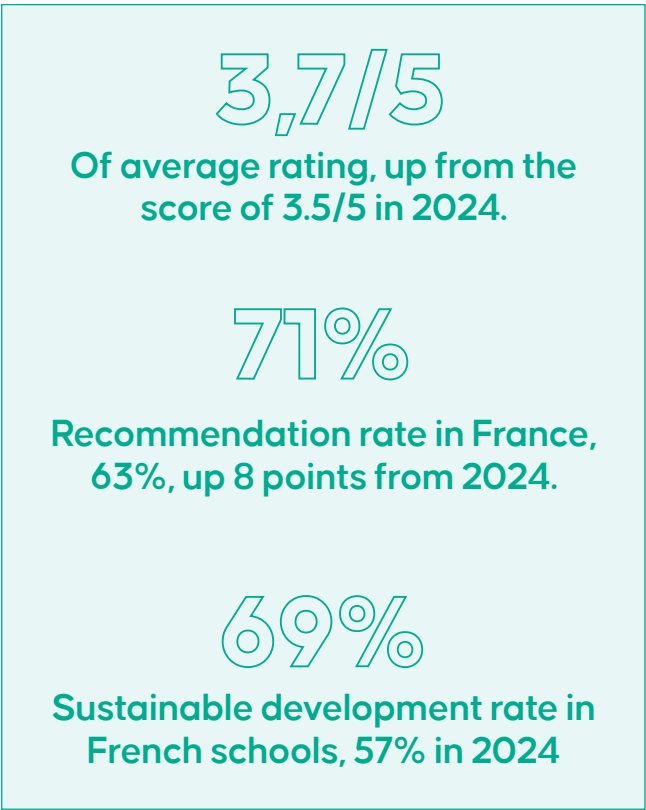
**Measuring student satisfaction with HappyAtSchool**

To assess the quality of student life and the quality of training, the AD Education group participates annually in the HappyAtSchool survey, conducted by ChooseMyCompany. In 2024, **8 schools in the group obtained accreditation, including 5 in the top 10** of their respective categories. Barreira A+D ranked 1st in the international ranking, CEV 2nd, and Asfored 2nd in the CFA ranking.

With an **average score of 3.7/5** (up from 3.5/5 in 2024),

the group's schools achieved a recommendation rate of 71% in France, 8 points higher than in 2024 (63%).

Another notable development: the introduction of a **"Sustainable Development" score in 2024**, evaluating equal opportunities and environmental actions carried out by the school. The average score reached **69% for French schools**, compared to 57% last year, demonstrating a growing commitment to these issues.



Certification HappyAtSchool

# ENSURING EQUAL OPPORTUNITIES

To remove economic barriers and guarantee access to higher education for all, several schools in the AD Education group have launched or strengthened their scholarship policies.

## Scholarship award policies in European schools

As part of its equal opportunities policy, several financial support schemes are in force in the group's English schools (SAE and ICMP) for a total amount of over **£2.15 million** (or €2.5 million), including:

🕒 APP (Access and Participation Plan) scholarships, totalling **£760,000** (or €900,000), specifically aimed at **supporting students from disadvantaged backgrounds**;

🕒 EU scholarships, totalling **£1.1 million** (or €1.3 million), aimed at mitigating the effects of Brexit on European students

🕒 In Germany, 54 SAE students benefited from the **SAFE Education Fund** program for an amount of **€370,000** during the last academic year.

🕒 In Spain, AD Education has been collaborating with CaixaBank since the start of the 2024 academic year to offer **student loans without personal guarantee requirements** so that no young person is forced to give up their studies. This scheme, intended for students in financial difficulty with a residence permit in Spain, is supported by the European Investment Fund. It has already enabled **25 young people** from the CES school in Madrid to finance their studies, for a total of **€266,000**. After a successful first phase, the program is being rolled out at the Barreira A+D school and should be extended to the group's other Spanish schools.

## New measures to support students in French schools

At Condé, a new financial aid policy was implemented at the start of the 2024 academic year with 3 layers of support:

🕒 Financial support: €300,000 allocated over 3 years to help up to 100 students.

🕒 The Talents Program, which allows 10 students to have their tuition covered for 3 years (see zoom).

🕒 Rewarding academic excellence: tuition fee reduc-

tions are granted to "Très Bien" and "Très Bien+" baccalaureate holders.

ESP and ESD have also set aside a budget of €40,000 per campus, intended to keep students in training who encounter difficulties transitioning from work-study to initial training.

Finally, over the last academic year, **Pôle Léonard de Vinci** committed **€1.2 million** for tuition fee reductions, aid for students in difficulty, and study scholarships.





### Focus on...

#### 🕒 The Talents Program

The Condé Talents Program is a competition designed to offer ten students a full curriculum exempt from tuition fees. For its first edition, candidates worked on the theme "In Praise of Shadow," exploring light and contrasts. After a rigorous selection from 170 applications, 32 candidates presented their projects during an oral examination. Among them, 10 were chosen for the quality and uniqueness of their proposal and will benefit from full coverage of their tuition fees at Condé.

*"Working on a project with limited time forced me to be efficient, to make decisions while remaining true to my initial idea. This competition strengthened my career choice and gave me even more motivation to continue on this path with passion and ambition,"* says Clara Froment, winner of the first prize.



## Supporting young unemployed people

To support as many young people as possible into employment, including those who do not start with the same opportunities as others (disrupted paths, low qualifications, etc.), the AD Education group is multi-

plying initiatives, within its schools to support its students, but also **outside its campuses, in partnership with committed associations.**

### Skills : a springboard to creative professions

Launched in 2024 by AD Education, Skills is an **innovative and 100% free program** aimed at supporting young people without qualifications or employment towards training or an apprenticeship contract in creative sectors. This 3-month distance learning course, recognized by the State, offers:

- ② Refresher courses (commerce/marketing, IT/web, management),
- ② Individual support of 20 hours,
- ② Local tutoring to regain confidence and build a professional project.

In less than a year:

- ② 29 participants completed their course (Sept. 2024 to April 2025),
- ② 7 found an apprenticeship contract,
- ② 53 others are in training (May-July 2025), including 6 learners with disabilities (RQTH).
- ② On average, young people find a job in one month.



### A long-term commitment to “Nos Quartiers ont du Talent” association

The Oktogone group continues its partnership with the association Nos Quartiers ont du Talent, which **allows young graduates from modest backgrounds to be supported by mentors from the business world.** About ten employees from the group mobilized again in 2024-2025 to broaden support and assist 35 young people, most of them towards permanent contracts.



Mobilization of the Oktogone group with Nos Quartiers ont du Talent

## New partnership with Télémaque for equal opportunities

Through the AD Education Foundation (see page 40), the group now offers employees who wish to get involved in a mentoring program, supported by the Télémaque association, which helps young middle and high school students from deprived neighbourhood to

succeed. Committed and motivated young people are supported by Télémaque, which connects them with **a mentor who commits to a monthly cultural outing with the "mentored" student** to broaden their cultural, social, and professional horizons.

### Focus on...

#### 🕒 Les Cordées de la réussite

For 2 years, Pôle Léonard de Vinci has been committed to Les Cordées de la réussite, a program that aims **to facilitate access to higher education by removing psychological, social, and cultural** obstacles that can hinder access for young people from modest backgrounds to post-baccalaureate training. In partnership with 2 middle and high schools in Nanterre, the Mona Lisa "cordée" supports 70 beneficiaries thanks to the mobilization of volunteer students to tutor middle and high school students, and some teachers. The program for the past year included: public speaking workshops, a film-debate, and orientation sessions.



Students at the Léonard de Vinci Center



# CAMPUSES OPEN TO ALL

**Offering an inclusive and benevolent learning environment is a priority.** This involves actively promoting diversity in all its forms, whether social, cultural, or gender-related, as well as concrete actions to include people with disabilities.

## Providing inclusive living spaces with respect for diversity

### A gender equality action plan in Italy

Accademia Italiana has launched its first **Gender Equality Plan**, a three-year program aimed at establishing a more inclusive teaching and working environment. It includes concrete actions for equal opportunities

and the fight against discrimination, with, for example, **awareness seminars open to the entire educational community** on the theme of gender-based violence.

### Awareness-raising actions through art, speech, and pedagogy

🕒 In January 2025, Pôle Léonard de Vinci organized an **extra-curricular week on the theme of inclusion**, open to all (students, administrative teams, teachers), with a

program including: a film debate, a cooking workshop with a disability simulation, a conference on student who are also caregivers, etc.



The Léonard de Vinci Campus is organizing a themed week dedicated to inclusion.

🕒 In Spain, the Barreira A+D school organized **a conference on sexual violence**, in partnership with psychologists, to help students cope with these situations.

🕒 In Italy, the **"IO, NOI" photo exhibition**, conceived by students from Accademia Italiana and Bar.lina, highlighted portraits of queer personalities affirming their identity, at the crossroads of art, activism, and inclusive pedagogy.



Action on sexual violence in Spain

🕒 In Germany, the **SAE GSAN school actively supports the Female Producer Prize**, which rewards the work of female music producers, promotes diversity, and encourages LGBTQIA+ people to get involved in the fields of sound, music, and stage technology. It should be noted that in 2024, a SAE Berlin graduate, Lisa Kida, won the prize in the Producer category.



Price Female Producer Price

### Inclusion training for employees and teachers

🕒 A **two-day workshop on unconscious bias** was organized for campus managers and ESG referents of GSAN schools in Germany. This initiative identified four strategic priorities: diversity management, inclusive communication, health and accessibility, and equality in recruitment and talent development.

🕒 In the United Kingdom, employees of the group's schools attend an annual **conference and workshops on Equality, Diversity, Inclusion**. This year, the topic focused on opportunities and challenges for developing a more inclusive culture.



Training on inclusion



## Promoting the integration of people with disabilities

Whether it's students or employees with disabilities, we are committed to make our campuses accessible to all. But we also want to act beyond the

walls of our campuses and put students' creativity at the service of better accessibility of public spaces.

### A creative challenge in favour of rethinking inclusion through design

At Milan Design Week 2025, more than 100 students, 20 employees, and 15 teachers from IAAD, Accademia Italiana, and SAE Institute schools participated in the event **BE AWARE: rethinking Paralympic design**, in partnership with the Italian Paralympic Committee.

This event explored the potential of design as a lever for inclusion. Inspired by the resilience of Paralympic

athletes, students were invited to **imagine innovative solutions to make environments and objects more accessible**, whether in high-level sport or daily life. Students from the French visual creation school ECV were also involved in this interdisciplinary and international project.

### Cultural accessibility: learning inclusive design

During the 2024-2025 academic year, several projects aimed to engage students from creative schools in practical cases to make culture accessible to all.

#### 📌 Condé : Inclusive signage for the We Love Green festival

In February 2025, 30 Master 2 Artistic Direction students from Condé took on a social design challenge: rethinking festival signage to make it more legible, inclusive, and sustainable. In collaboration with the We

Love Green festival team, they designed a system that takes into account a diversity of disabilities (motor, sensory, cognitive, psychological, or intellectual).

The selected project was presented to the general public in June 2025 at the festival, which brought together more than 100,000 people. This experiment is part of a three-year partnership between the Learning Planet Institute and the AD Education Foundation (see page X), with the ambition of testing, adapting, and perpetuating the best cultural accessibility solutions.



Master's degree projects in Artistic Direction at Condé for the We Love Green festival

### ④ **Accademia Italiana : Tactile models and multisensory design for Open House Roma**

As part of the "STRAordinario" project led by Open House Roma, 3rd-year design students from Accademia Italiana's Rome campus designed a tactile model of an emblematic architectural monument. This project aims to enable visually impaired or hearing-impaired people to explore heritage through touch and other sensory perceptions. Beyond the technical design, this experience was humanly enriched by direct collaboration with visually impaired people.

### ④ **Asfored : a comic strip accessible to all brains with Falcabulles**

Three students from Asfored's Master's in Multi-support Publishing, specializing in comic strips, founded Falcabulles, a unique not for profit publishing house dedicated to making comic strips accessible to people with intellectual or cognitive disabilities (Down syndrome, dys disorders, ADHD, memory or language disorders, etc.). Starting from the observation that no adapted offer currently exists in France, Falcabulles adapts existing works to offer an accessible version, without altering their graphic and narrative richness. The project combines social commitment, editorial innovation, and artistic rigor, illustrating students' ability to respond to concrete societal challenges through creation.

## **Raising awareness of Alzheimer's disease through creation**

In Spain, Advertising Design students from Barreira A+D worked for several weeks on a communication campaign for the Alzheimer Valencia association (AFAV). The objective: to develop a strong visual approach to raise public awareness of the realities of Alzheimer's disease. The winning campaign proposes to "put a face" on the different phases of the disease. The association intends, thanks to this campaign, to diversify its communication channels and reach new audiences.



Barreira campaign for Alzheimer's patients

## **Focus on...**

### ④ **Comprehensive support offered to SAE Germany employees**

SAE Institute has launched Voiilo, a holistic support service for its employees. Objective: to support work-life balance, mental and physical health, team cohesion, and offer assistance in times of crisis. This program covers a wide spectrum: parenting, health and stress management, professional conflicts, and personal difficulties.



# FOSTERING STUDENTS' CIVIC ENGAGEMENT

Training responsible citizens is not limited to academic knowledge. It is also about **offering students concrete opportunities to act for the common good**. Through collaborations with local associations, particularly during humanitarian emergencies such as storm DANA in Spain, or by promoting volunteering, we encourage students to act with commitment and solidarity.

## Supporting the work of associations

All schools organize partnerships each year with local or national associations to allow students to put their energy and skills at the service of a fairer society.

### Solidarity mobilization in Spain after storm DANA

When **storm DANA** violently hit the Valencia region in autumn 2024, the Spanish schools of the AD Education group, particularly Barreira A+D, whose campus is located in Valencia, reacted with rapid and collective mobilization.



Support in Spain after Storm Dana



### 🕒 Donations of clothing and essential supplies

After the disaster, many donations poured in, but without always being able to be sorted or transported. A team of volunteers formed within Barreira A+D to collect and redistribute clothing, food, hygiene products,... School staff also volunteered to prepare and distribute meals to affected residents, while participating clean-up operations in the city.

### 🕒 A communication campaign to revive the hotel and catering industry

Designed by students and graphic design teachers from Barreira A+D, the "Thank you for your visit" campaign was launched to support the economic recovery of cafes, restaurants, and hotels severely affected by the storm.

### 🕒 Digital support for schools

Responding to the call of the Trilema Foundation and Cuadernos de Pedagogia magazine, about twenty computers, 3D printers, and other digital equipment were donated by Barreira A+D, AD Education, and CES to affected schools.

### 🕒 X-MAS MarketBarr

The school's solidarity Christmas market, launched the previous year, renewed its success at the end of 2024. The edition raised funds for children affected by the storm, via the Save the Children association, through the sale of products created by students.



Fundraising through the Save the Children association

### AD Education Foundation: students also get involved

One of the missions of the AD Education Foundation is to invite students from the network to put their talents and skills at the service of the supported associations. Thus, hundreds of students were able to get involved last year in one of the 80 projects in favor of access to education for children and young people in difficulty.

Some of these projects can be discovered on page 40

## Inspiring young people to get involved

The AD Education group schools are progressively integrating civic engagement as an essential component of student pathways. The challenge: to

enable everyone to get concretely involved in solidarity, local, and general interest actions.

### Condé : a civic engagement program from Bachelor level

Experimented this year on all Condé campuses, this program invites Bachelor level students to **carry out 15 hours of volunteer work with partner associations** (this year, the Toutes à l'école association). This is a first step that will be strengthened next year, as Master's levels

will also have 21 hours of volunteering to complete each year. Each student will receive a skills passport and an official volunteering certificate, which will allow them to highlight this experience in their career path.



Volunteer work with the partner organization Toutes à l'école

### Partnership with AFEV: students support young people with academic difficulties

As part of the AD Education Foundation, ESP is working alongside AFEV, an association that works in favour of equal opportunities. At the start of the 2025 academic year, Bachelor 1 Communication, Advertising, and Marketing students from the Lyon campus will be the first to be trained to become mentors and offer **educatio-**

**nal support of 2 hours per week to children and young people with academic difficulties.** In total, this project integrated into the pedagogy will offer more than 600 hours of volunteering.



# Governance

## Placing impact at the heart of our Group strategy

### 🕒 Key figure

€162,000 allocated to 5 not for profit projects for the first year of activity of the AD Education Foundation.

### 📌 Key info

Following the Convention des Entreprises pour le Climat, AD Education formulates an ambitious roadmap to place **commitment, sustainability, and societal contribution** at the heart of its operations.





# ESG AT THE HEART OF THE GROUP'S STRATEGY

At AD Education, environmental, social, and governance issues are now at the centre of our strategic project. In 2024, **two milestones emphasised this orientation**: the launch of the AD Education Foundation, to support access to education for young people in difficulty, and our participation in the Convention des Entreprises pour le Climat, which led to the definition of an ambitious roadmap aligned with our values.

## Amplifying our educational and solidarity impact thanks to the AD Education Foundation

On March 13, 2025, the **AD Education Foundation** was officially launched, during an inauguration evening at the Learning Planet Institute in Paris. This event brought together committed figures from the educational and associative world, including Françoise Nyssen, former Minister of Culture, Anastassia Makridou-Bretonneau, founder of the Art citoyen axis at the Carasso Foundation, and Elsa Da Costa, CEO of Ashoka France, all three members of the AD Education Foundation's board of directors.

Housed by the **Fondation de France**, the AD Education Foundation was born from the desire to spread the group's values beyond the walls of its schools. Its **mission is to support innovative and inclusive educational projects**, for children and young people in vulnerable situations. It relies on two levers: long term financial support and the provision of expertise from students, teaching teams, and partners.

### A promising first edition: €162,000 allocated to 5 not for profit projects

For its first year of activity, the Foundation launched a call for projects to which ten associations responded. Five of them were selected and will each benefit, over three years, from **financial and strategic support**, for a total sum of **€162,000 per year**. These associations share strong values with the group: inclusion, equal opportunities, creativity, transmission. Here are the five projects selected in 2025:

➤ **Toutes à l'école** which works for the schooling of young girls from very deprived backgrounds, particularly in Cambodia.

➤ **DULALA (D'une langue à l'autre)**, which promotes

multilingualism as an educational and social asset.

➤ **Môm'artre** which offers artistic workshops led by professionals in troubled neighborhoods, in order to reduce cultural inequalities.

➤ **Orchestre à l'école** which allows children who usually have limited opportunity to practice music, to play an instrument every week in a school setting.

➤ **Les Écoles Walt** which welcome neuro-atypical children in an adapted school setting, with the presence of specialized therapists.

## Bringing our commitments to life through student projects

Beyond its financial role, the AD Education Foundation values **the direct involvement of students and schools** through skills-based sponsorship and the deployment of inspiring educational projects. In 2024-2025, **80**

**partner projects** were offered in our schools, with a wide variety of formats: visual creations, communication campaigns, reports, content production, etc. Here is a focus on three emblematic projects.



**"Our real strength is to get students to work on inspiring projects. Everyone benefits: the association and its beneficiaries, the students who open up to other realities and put their talents at the service of causes."**

**DOMINIQUE BECCARIA - General Delegate for the Foundation AD Education**

### 🕒 **DULALA – Celebrating multilingualism through art and photography**

Condé Paris students participated in the co-design of a poetic multilingual kit, intended for children and teachers to highlight the diversity of languages spoken in class. They also carried out a photographic report in several DULALA partner schools, capturing moments of life and transmission in multicultural classes.

### 🕒 **Môm'artre – Giving visibility to artistic and social commitment**

On several campuses of the group, students put their creativity at the service of the Môm'artre Network: photographic report in the workshops, and shooting of a donation campaign (Condé Paris), conception and

deployment of the communication campaign (ESD Paris), development of the communication strategy of the Nantes branch to strengthen registrations for workshops (ESP Nantes), creation of a national volunteer recruitment campaign (ECV Nantes).

### 🕒 **Quand les livres relient – Promoting reading from early childhood**

For this association, which runs a network of 230 structures around shared reading from birth, students carried out photographic and drawn reports in atypical places, such as PMI (Maternal and Child Protection) waiting rooms, where reading to babies allows early bonds to be formed between the child, the book, and the parent.



Project for the Môm'artre network service



Co-design by students at Condé Paris of a multilingual poetry kit

## CEC Nouveaux Imaginaires : changing the narrative to change course

In April 2024, the AD Education group joined the "New Imaginaries" program of the Convention des Entreprises pour le Climat (CEC). Inspired by the French Citizens' Climate Convention, the CEC has brought together leaders, independent experts, and facilitators since 2021 around a common objective: to reconcile companies' business models with planetary limits, by accelerating their low-carbon transition and

their reconnection to living things. For nine months, Martin Coriat, CEO, and Mélanie Viala, Deputy CEO in charge of development and digital transformation, actively participated in this immersive program. **In March 2025, the group unveiled its roadmap for 2035, which outlines a profound change of course for higher education.**



**"In education, the dominant narrative is that success means getting a permanent contract and earning a good living. Our ambition must go beyond that to become the first education group that measures the success of its teachings by the flourishing of students and the sustainability of their impact on the world."**

MELANIE VIALA - Deputy CEO



AD Education has joined the CEC New Imaginaries program

### Our ambition for 2035: rethinking the dominant model of success

Through this ambitious roadmap, AD Education intends to place **commitment, sustainability, and societal contribution** at the heart of its operations, its

educational content, and its internal practices. This strategic shift is articulated around **six major levers**:

**I. Profoundly rethink educational programs to integrate CSR issues and new narratives into each discipline, and develop a systemic and transversal approach to knowledge.**

**II. Develop a new indicator that will measure students' overall success beyond their employability alone: personal fulfilment, societal engagement, contribution to the common good.**

**III. Aggregate a network of non-profit and business partners to provide a concrete field of expression for the commitment of students and employees.**

**IV. Implement an HR policy aligned with the group's values, so that each employee can live and embody**

**the principles of contribution, fulfilment, and impact in their daily professional life.**

**V. Develop an inter-school incubator dedicated to regenerative projects, mobilizing multidisciplinary teams capable of proposing innovative solutions to respond to major societal and environmental challenges.**

**VI. Transform learning spaces into exemplary campuses, both sustainable (low carbon footprint, integrated biodiversity, sobriety) and desirable, in coherence with the group's educational project.**



# INCREASINGLY SHARING GOVERNANCE

In line with its governance commitments, the group is strengthening student participation.

## Shared governance at Pôle Léonard de Vinci

Pôle Léonard de Vinci has taken an important step in the co-construction of its policies and the implementation of shared governance, by creating school councils at ESILV and EMLV in June 2025. **The school council is a consultative body, responsible for formulating opinions on the strategic orientations of the establishment** – whether in terms of pedagogy, training, research, partnerships, budget, or student experience. At ESILV,

Gilles Prunier, an expert in the digital and cybersecurity sector, took the Chair role, while at EMLV, Bertrand Badré, former CEO and CFO of the World Bank, has been appointed to this position. These councils bring together external personalities (academic experts, industrialists, former graduates) and elected internal members, including **student representatives, to ensure balanced representation of the school's stakeholders.**

## Strengthened ethical procedures in Germany

In Germany, the SAE school has implemented a new procedure to protect whistle-blowers, in addition to the existing internal system. Thanks to a confidential platform managed by an independent company, this

system guarantees any employee or external partner a safe space to report a concern about ethics or a potential violation of internal rules and laws.

## Focus on...

### 🕒 The DD&RS Label obtained by Pôle Léonard de Vinci

In 2024, Pôle Léonard de Vinci - already "société à mission" company - obtained the Sustainable Development & Social Responsibility (DD&RS) Label for its two schools linked to the Conférence des Grandes Écoles: EMLV and ESILV. This demanding label, awarded to higher education institutions committed to ecological and societal transition, confirms a global continuous improvement approach around five main axes.

- 🕒 **Stratégie et governance** : Adoption of a bottom-up and participative approach, involving students, teaching teams, and management in the co-construction of concrete actions.
- 🕒 **Teaching and training** : Development of innovative and transversal educational content to raise students' awareness of major societal issues.
- 🕒 **Research and innovation** : Integration of responsible research principles via a roadmap supported by the De Vinci Research Center (DVRC).
- 🕒 **Environment** : The new campuses of the Pôle pay increased attention to biodiversity.
- 🕒 **Social policy** : Implementation of concrete actions (Diversity-Equality-QWL charter, gender parity policy, disability awareness, inclusion schemes, etc.).



EDUCATION