

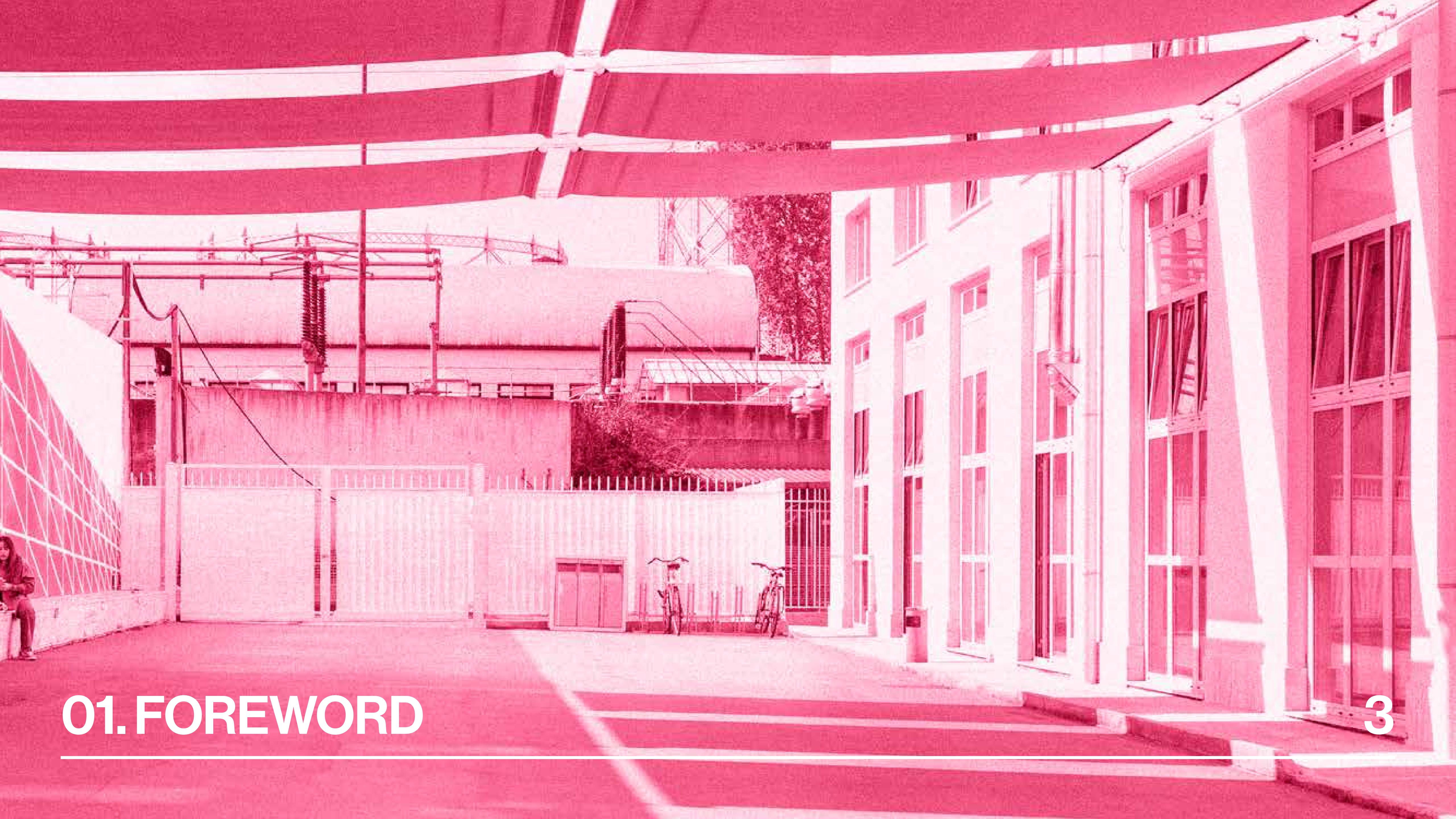


# IMPACT REPORT 2024/2025

*Academic Year : July 2024 - June 2025*

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## 01. FOREWORD

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*Galileo Global Education (GGE)*

# FOREWORD

*"Over the past year, our higher education and vocational training institutions have strengthened their role in shaping a fairer, more sustainable world. At Galileo Global Education, we believe that education is more than knowledge, it is a force for progress. The way we support learning and skills development has a profound impact on individuals, their communities, and society at large.*

*I am proud to lead a group whose mission is clear: to empower people through education and prepare them for meaningful careers. Since joining GGE, I have witnessed the transformative power of this mission—how it opens doors for students and creates lasting benefits for the communities they serve.*

*Our focus is on relevance and impact. We design programmes that respond to real job market needs—from healthcare and fast-evolving digital industries to applied arts and management—ensuring that our graduates are ready to thrive from day one and throughout their professional lives.*

*Moreover, we recognise that employability encompasses more than just skills. It is about people. We place learners at the heart of everything we do. We are committed to creating inclusive, supportive spaces where each person can grow, feel safe, and realise their potential, both personally and professionally.*

*Throughout the past year, we strengthened our foundation for the future. Our network continues to grow, reflecting the trust and*

*shared values that unite the schools worldwide. We are proud to welcome three major new institutions into the GGE group: Multivix, CENTRO, and Corndel. Each brings new energy, expertise, and local impact to our global learning community.*

*Everything we do is guided by one principle: impact. Our aim goes far beyond economic success. We strive to make a meaningful difference in education, society, and the lives of individuals. Our partnerships with organisations that support vulnerable and disadvantaged young people reflect this commitment. By offering scholarships and bursaries and expanding access, we are opening doors to those who might otherwise be excluded. These partnerships also enable us to reach more learners and connect our schools with new communities.*

*The community service of our students involved in concrete actions carried out with NGOs working to solve urgent issues also actively contributes to the civic engagement of young people and to our contribution to a sustainable society.*

*Sustainability and performance can go hand in hand. Growth that benefits the public interest is not only possible, it is essential for our society and our planet.*

*This past year, we remained focused on showing that education can deliver both social impact and long-term value without compromise. Together, we are not only educating the next generation; we are building the foundations of a more inclusive and sustainable future."*

— Emmanuelle Malecaze-Doublet,  
CEO, GGE Group



## 02. INTRODUCING GALILEO GLOBAL EDUCATION

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*introducing Galileo Global Education (GGE)*

# WHO WE ARE?

*founded in  
2011*

*133  
campuses in  
19 countries*

*300,000+  
learners*

*10,000+  
collaborators and  
teachers*

We at GGE are the world leader in private higher education.

*64  
schools and universities*

*Programmes in applied arts, digital studies, management, and health*

*Flexible on-site, online, and hybrid learning models.*

From the outset, we built a network of higher education institutions in high-demand and underserved fields. Named after Galileo Galilei, our organisation embodies his spirit of innovation, and we remain committed to transforming education through interdisciplinary learning and global reach. Back in 2011, our journey first began with Istituto Marangoni, a leading Italian school in fashion, design, and the arts, and has since expanded through 41 strategic acquisitions.

Our schools equip learners with technical and soft skills through diverse programmes and personalised support, fostering a culture of dialogue, creativity, and leadership that prepares graduates for global careers and entrepreneurship. Our commitment to all stakeholders drives us to achieve the best outcomes for learners, schools, employees, society, and the environment.



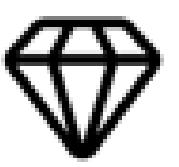
## OUR MISSION

is to enable everyone, regardless of their starting point, to unleash their potential and boost their employability through skills education.



## OUR VISION

is to transform the world of education and training by innovating and hybridising disciplines and pedagogies across our schools and geographies.



## OUR VALUES

are rooted in care, transparency, and a commitment to upholding the highest standards.



## OUR DNA

is built on the qualities of innovation and entrepreneurship.



*Introducing GGE*

# OUR INTEGRATED HIGHER EDUCATION PLATFORM

Our integrated higher education platform brings together all schools under a shared framework that we oversee and coordinate across four key pillars: student experience, sales and marketing, finance, and human resources. This structure ensures coherence, drives efficiency, and strengthens quality across the GGE group.

Through this integrated approach, we meet the evolving needs of our learners, employers, and the broader society. As such, we prioritise lifelong learning, inclusivity and accessibility, while expanding into fast-growing fields such as health and technology. Supported by advanced digital systems, our platform enables flexible, future-focused learning that connects education to real-world needs. Collaborations across

schools enhance teaching, encourage international exchange, while deepened industry partnerships ensure our programmes remain workplace-relevant and have a lasting impact.

While respecting each school's unique brand identity, GGE provides a shared framework that strengthens visibility, supports local teams, and promotes our collective values. Through four interconnected areas (strategic marketing, product marketing, experience design, and brand and content), we ensure every learner, partner, and community member recognises the value of belonging to the GGE Group. This framework builds preference and strengthens our impact.



*Introducing GGE*

# UPHOLDING THE HIGHEST STANDARDS OF BUSINESS ETHICS AND INTEGRITY

At GGE, we uphold the highest standards of ethics, transparency, and fairness. Integrity underpins all we do, guiding how we work with learners, colleagues, regulators, partners, and communities to promote responsible growth.

Strong ethics are the foundation of responsible business. This approach encompasses both daily decision-making and long-term strategy, ensuring that we act with trust and accountability toward individuals and society.

Furthermore, every GGE institution and regional office implements this commitment through its own code of conduct and supporting policies, which are aligned with national laws and local contexts.

## *Introducing GGE*

# 2024-2025 GGE AND LEADERSHIP UPDATES

## ***Welcoming new institutions***

Over the past year, we proudly welcomed three major new institutions into the GGE network:

*Multivix in Brazil – A network of private higher education institutions in Brazil, offering on-campus and online degrees in health, engineering, law, business, and education.*

*CENTRO in Mexico – A creative university specialising in design, media, architecture, and fashion, with a focus on sustainability and entrepreneurship.*

*Corndel in the United Kingdom – A training provider offering flexible, work-based learning and apprenticeships in leadership, data, and technology.*

Each of these institutions brings valuable expertise and a strong local presence, helping us extend our reach and deepen our impact in the communities we serve.

## ***Introducing Copernia — Europe's first AI-focused higher education school***

During the last academic year, we also proudly welcomed Copernia, a brand-new institution within the GGE network that opened its doors in September 2025. Copernia is Europe's first higher education institution created entirely around artificial intelligence (AI) and its transformative potential for education and the workplace. You can learn more about Copernia in Chapter 5 of this report.



## **Leadership updates**

Over the past year, we introduced a renewed leadership structure to support our expanding international network and strategic ambitions. This new model strengthens collaboration across regions, enhances accountability, and ensures responsiveness to local needs. It reflects the growing importance of our global footprint, with a growing share of our activities now taking place outside France, where we are headquartered.

In line with this development, we are proud to welcome **Emmanuelle Malecaze-Doublet** as Group CEO, bringing her dynamic leadership and deep experience in organisational transformation. We also welcomed a new CFO, **Fabien Hascoet**, who will enhance our school's operational and financial efficiency to serve our students, enabling **Agathe Dupin-Naton**, as Corporate Secretary to focus on the strategic topics of Governance, compliance and Impact. Alongside those changes, we pursued a series of key appointments, including **Benoit Bouffart** as our new Chief Digital & Technology Officer who joined the Group from Studi, our French online school, and created the new position of AI transformation Chief Officer for **Thomas Dechilly**, as a signal of our commitment to innovation, digital acceleration, and sustainable growth.

These changes reflect a thoughtful transition, blending continuity with renewal, and positioning GGE to meet our future challenges with ambition, agility, and a strong connection to our core mission: student success.



## Introducing GGE **OUR IMPACT STRATEGY**

In 2024–2025, our impact strategy centred on two key priorities: sustainability and social impact. Aligned with the United Nations Sustainable Development Goals (SDGs), we further enhanced accessibility, job market readiness, and Environmental, Social, and Governance (ESG) practices across the Group.

Our strategy strikes a balance between local autonomy and shared values. Each institution in the GGE group develops its own approach to impact while benefiting from common governance, sustainability tools, and risk management systems that uphold academic excellence and strengthen international rankings.

We also take a data-driven approach to measuring our global progress, tracking key performance indicators (KPIs) and gathering input from our diverse institutions, which range from business and design schools to universities and online platforms. Whether learning takes place in person, online, or in hybrid formats, we continue to build a clearer picture of our global impact.

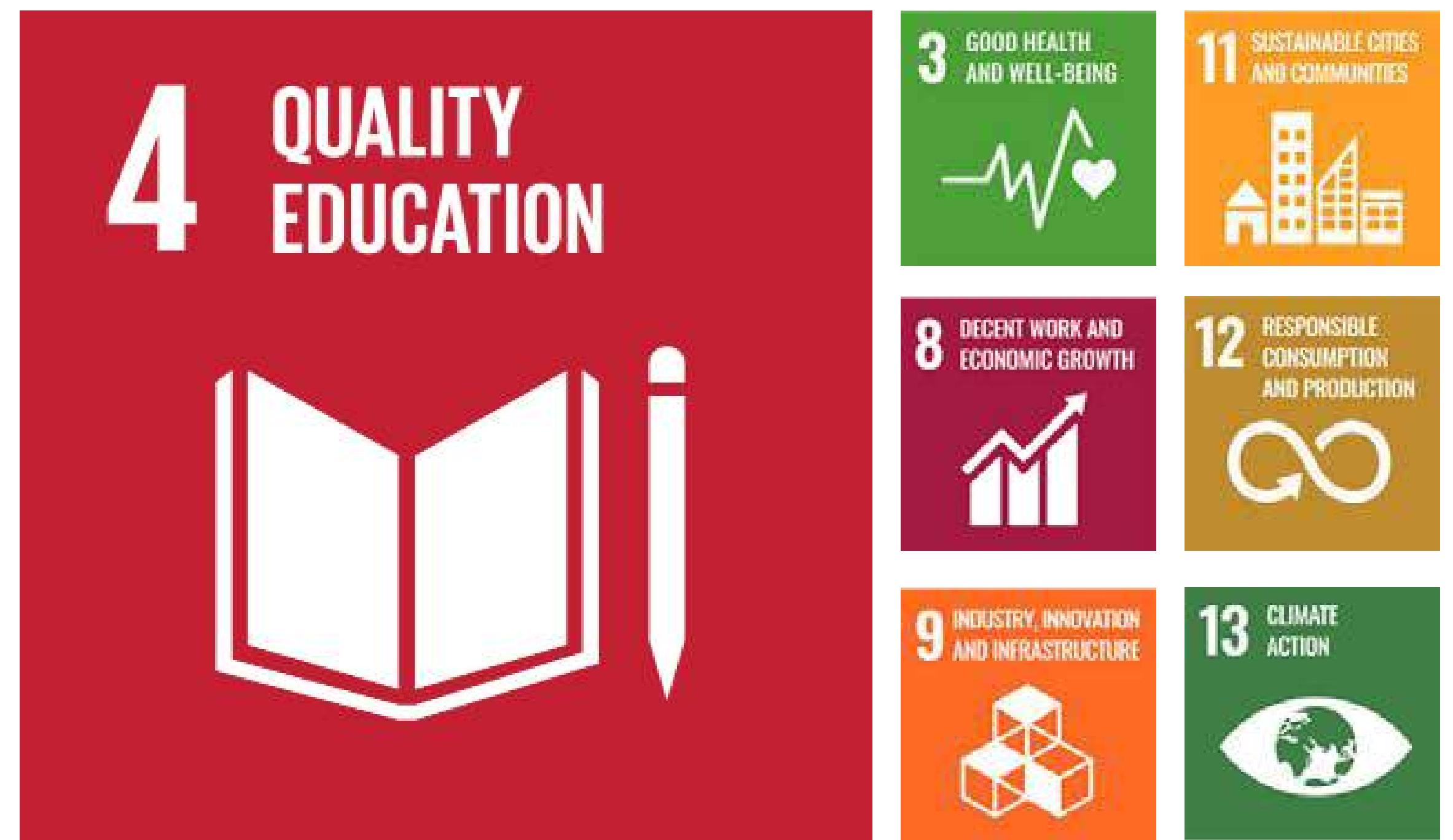
Social inclusion and equity remain central to our mission. An example of this is our work in France, where we continue to lead initiatives to remove financial and social barriers to higher education, as detailed later on in Chapter 4 of this report.

*Introducing GGE*

# CONTRIBUTING TO THE UN SUSTAINABLE DEVELOPMENT GOALS (SDGS)

The SDGs offer a shared vision for a more inclusive, sustainable, and resilient world by 2030. The 17 goals address social, economic, and environmental challenges. At GGE, we are specifically committed to SDG 4: **Quality Education**. This goal focuses on inclusive and equitable learning, as well as lifelong opportunities for all. As an educational group, we

view this as our core purpose: supporting every learner and helping them succeed in their studies and beyond. We also contribute to the following SDGs, as indicated below:





# Introducing GGE IMPACT GOVERNANCE

Across our 64 schools and universities and over 133 campuses in 19 countries, we manage operational risks while supporting academic and organisational autonomy. Each school has its own governance structure to uphold academic standards, manage its impact strategy, and represent the voices of its learners. Directors serve as accountable leaders within our shared platform, carefully balancing independence and collective responsibility. This decentralised model promotes flexibility, though coordination remains vital.

Globally, the GGE executive committee oversees ESG and impact governance, reporting to the board, which includes independent members and shareholders. The audit and risk committee serves as the highest authority for ESG, monitoring risks and performance. The GGE's Corporate Secretary sponsors the impact strategy, which is supported by a corporate team strengthened in 2025 with the addition of a collaborator to enhance ambition on ESG topics.

*Introducing GGE*

# IMPACT CHAMPIONS

We are proud of our network of Impact Champions who drive positive change across our schools. Nominated by each school's Managing Director, these 30 champions are employees who lead sustainability and ESG initiatives, oversee data collection, and promote local engagement. Depending on the region, one champion may support several schools,

or multiple champions may work within a single institution. This demonstrates the diversity of our network and the scale of our impact work. Together, our governance model and network of champions embed sustainability and impact across all levels, combining Group-wide oversight with local accountability guided by data, dialogue, and diversity.

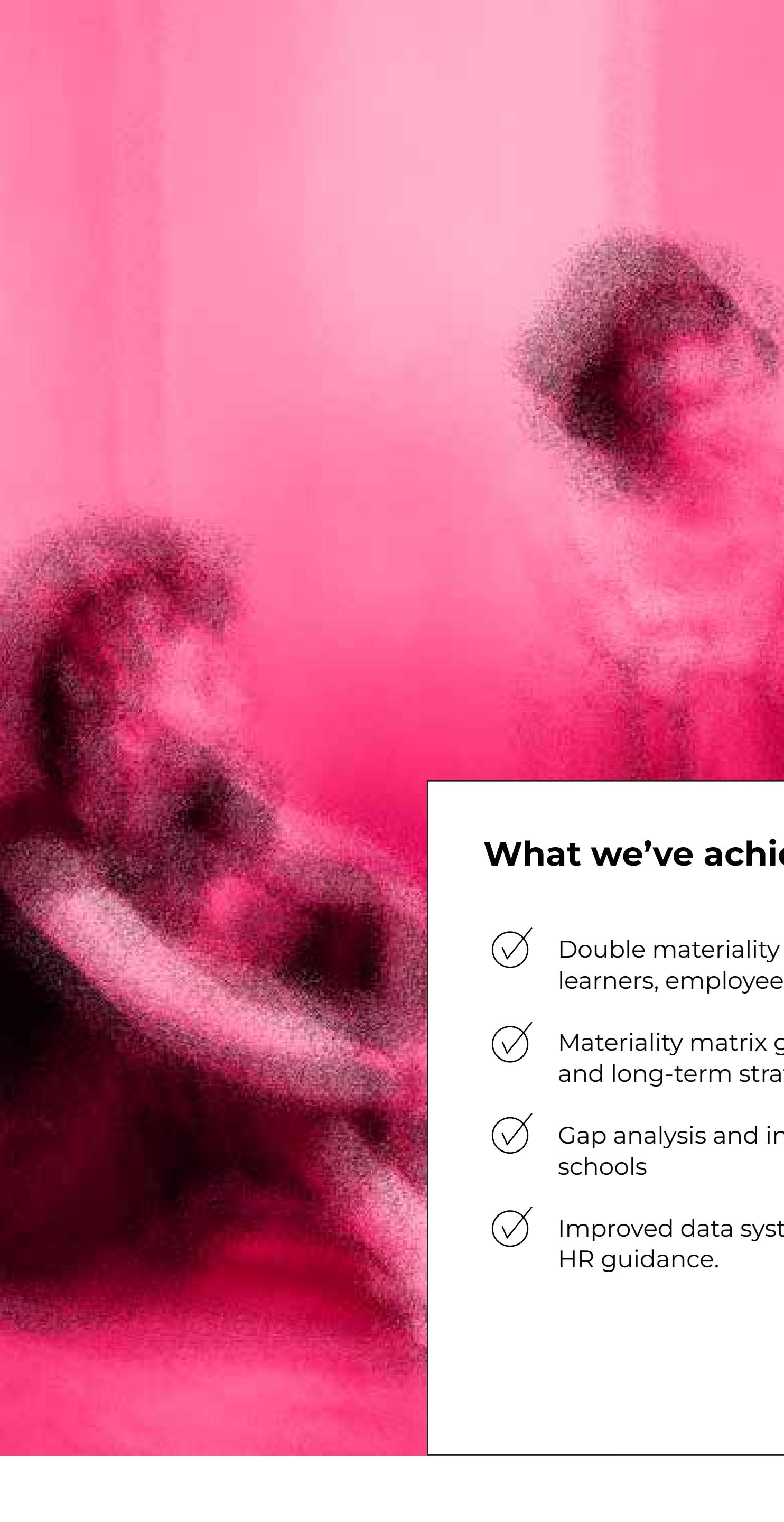


*"At GGE, we truly believe that lasting change happens when local people take the lead and work together. That's why I'm proud to share the incredible work of our 30 Impact Champions across schools and regions, driving Impact efforts where they matter most. In 2024-2025, we welcomed 13 new champions into the network, strengthening our ability to embed sustainability into everyday school life. Our champions promote sustainability and other impact initiatives while collecting local data, all alongside their regular roles.*

*Through collaboration and regular workshops, they share ideas, learn from one another, and accelerate progress. Some schools have even formed local ESG committees to coordinate projects and amplify impact.*

*Over the past year, some of them have led the way in deploying our new de-carbonization framework and advancing numerous Impact priorities, turning strategy into action and shaping meaningful change! Their commitment and leadership are what make this work so powerful!"*

— Benjamin Negre,  
Head of ESG, GGE Group.



## *Introducing GGE*

# STRATEGIC PROGRESS ON THE PATH TO CSRD COMPLIANCE

In 2024–2025, we made strong progress towards meeting the requirements of the European Union's (EU) Corporate Sustainability Reporting Directive (CSRD). This new regulation requires large organisations to publish externally audited sustainability reports. As the world-leader and EU-based higher education group, GGE qualifies under this directive, with our first CSRD-aligned report covering the 2027/2028 academic year scheduled for publication in 2028.

To prepare, we completed a double materiality assessment to identify the sustainability topics that matter most to both our stakeholders and our organisation. This process looked at how environmental and social issues affect GGE ("outside-in") and how our activities impact people and the planet ("inside-out"). The results are shown in our materiality matrix and now guide our reporting focus and long-term sustainability strategy.

## What we've achieved

- Double materiality assessment completed with learners, employees, shareholders, and suppliers
- Materiality matrix guiding reporting priorities and long-term strategy
- Gap analysis and internal alignment across all schools
- Improved data systems and unified Group-wide HR guidance.

## What's next

- Final alignment with EU reporting standards. (ESRS)
- Continued progress under the Decarbonisation Project (see Chapter 7)
- Further strengthening of governance and internal controls
- Ongoing stakeholder engagement to refine our priorities.



*Introducing GGE*

# UNDERSTANDING OUR PRIORITIES THROUGH STAKEHOLDERS ENGAGEMENT

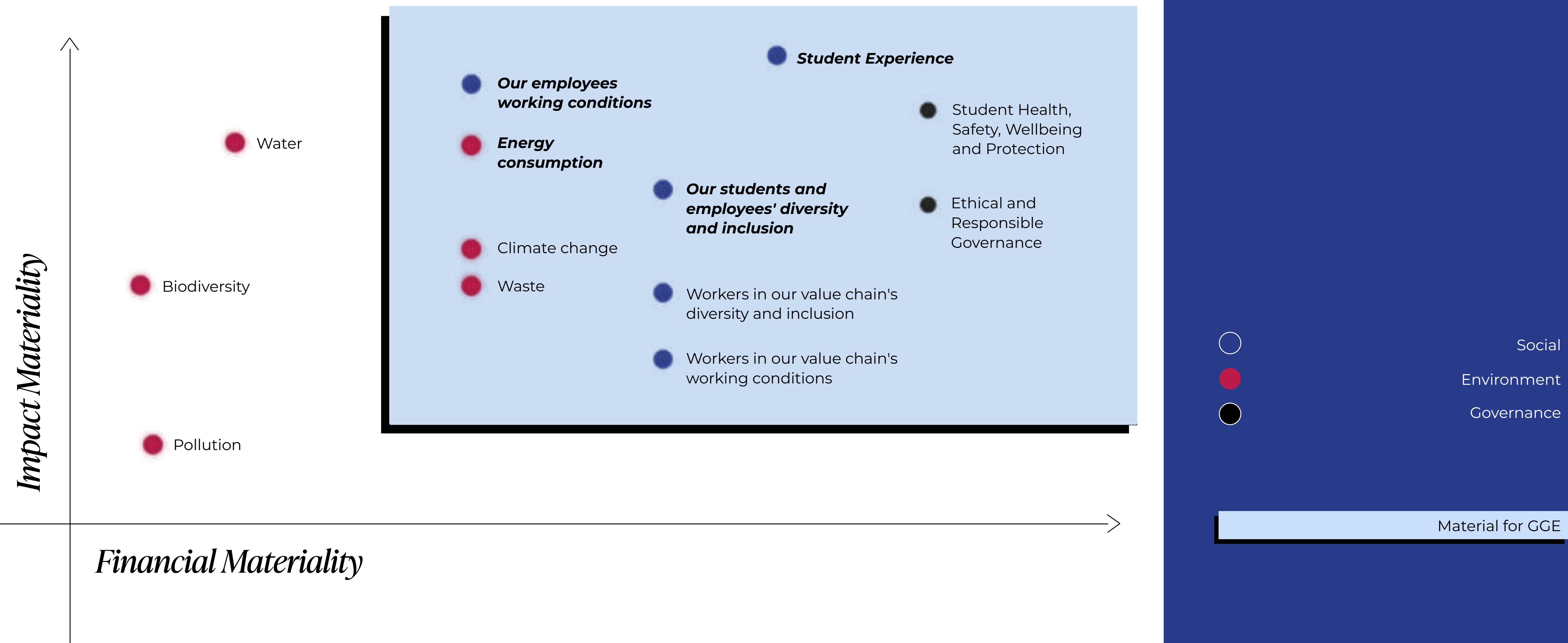
Stakeholder engagement plays a central role in shaping our CSRD compliance journey. Insights gathered through surveys, interviews, and workshops with learners, employees, shareholders and suppliers informed our double materiality assessment, which identifies the topics most relevant to both our stakeholders and our organisation.

The result of this assessment is our materiality matrix, which maps the sustainability topics most important to GGE and guides our reporting priorities and long-term strategy. While all ESG topics are relevant, we focus on those where we have both responsibility and the capacity to drive meaningful change — including learner experience and well-being, diversity and inclusion, climate action, and employee working conditions.

We will continue to collaborate closely with shareholders, school leaders, and community partners to refine these priorities and ensure our strategy remains aligned with stakeholder expectations as we move towards full CSRD compliance.

Introducing GGE

# OUR MATERIALITY MATRIX



*Introducing GGE*

# MEASURING AND ENHANCING OUR IMPACT DATA

Building on the priorities identified through stakeholder engagement and our materiality assessment, we measure progress using clear Impact KPIs. These KPIs are aligned with the CSRD and the Sustainability Accounting Standards Board (SASB) standards and were developed in collaboration with our Impact Champions and executive sponsors. They are organised around four impact priorities that ensure transparency, accountability, and long-term value for learners, society and the planet.

In 2024–2025, we strengthened the quality and consistency of our data. A key focus was improving the measurement of Scope 3 emissions, which include supply chains, learner accommodation, and travel. These account for more than

85% of carbon emissions in the education sector. With the support of local HR teams, we surveyed employee commuting patterns. We began tracking additional Scope 3 categories, including waste, water use, and business travel, alongside purchased goods and learner transport. We also continue to monitor Scope 1 and 2 emissions, covering direct and purchased energy use.

Moreover, trained staff across all schools now follow common procedures to ensure consistent and reliable data collection. These continuous efforts enhance the quality and integrity of our reporting, underpinning the four impact priorities outlined below, which guide our teaching, operations, and contributions to a more sustainable and inclusive future.



## ENABLING EVERYONE TO UNLEASH THEIR POTENTIAL

We equip our learners with the skills and knowledge to thrive, regardless of their starting point, background, or goals. We endeavour to provide accessible, safe, and healthy learning environments so all our learners can thrive.



## ENSURING QUALITY EDUCATION AND ENHANCING THE LEARNING EXPERIENCE

We aim to transform the world of education and training through innovation and hybridisation of disciplines, pedagogies, schools, and geographies. Thanks to the outstanding quality of education we provide, all our learners leave our schools equipped with cutting-edge knowledge, skills, and capabilities — and ready for employment and/or entrepreneurship.



## TRANSFORMING SOCIETY AND LIVES

We know our learners want to make a positive impact on our world. We teach them the skills and competencies they and society urgently need to address critical societal and environmental challenges.



## RESPONSIBLE AND ETHICAL BUSINESS

Our governance and risk management policies ensure we always conduct our business to the highest possible standards.



*Introducing GGE*

# DIVERSITY, EQUITY, AND INCLUSION

*"Our priority is to attract and retain talent from a wide range of backgrounds to support the Group's goals. We aim to create a meaningful employee experience that reflects individual aspirations while supporting shared growth in skills and capabilities. At the core of our HR approach is a strong commitment to training, upskilling, and reskilling, so that every employee has the opportunity to reach their full potential."*

- Pascal Maury, Chief People Officer,  
GGE Group.

As we continue to strengthen the accuracy and scope of our impact data, we remain equally focused on the people behind those numbers. Promoting diversity, equity, and inclusion (DEI) is central to our mission and is embedded across the GGE group, from our board and leadership teams to every school in our network.

We value a wide range of backgrounds, skills, experiences, genders, and ethnicities, recognising that this diversity enriches our culture, strengthens decision-making, and drives better outcomes for learners and staff alike. We explore DEI in more depth in Chapter 4.

## Introducing GGE

# GGE TODAY

### A European leader with global ambition

64	300,000
schools	students

133	19
campuses	countries

### GGE employees

57%	42.5%	0.5%
women	men	other

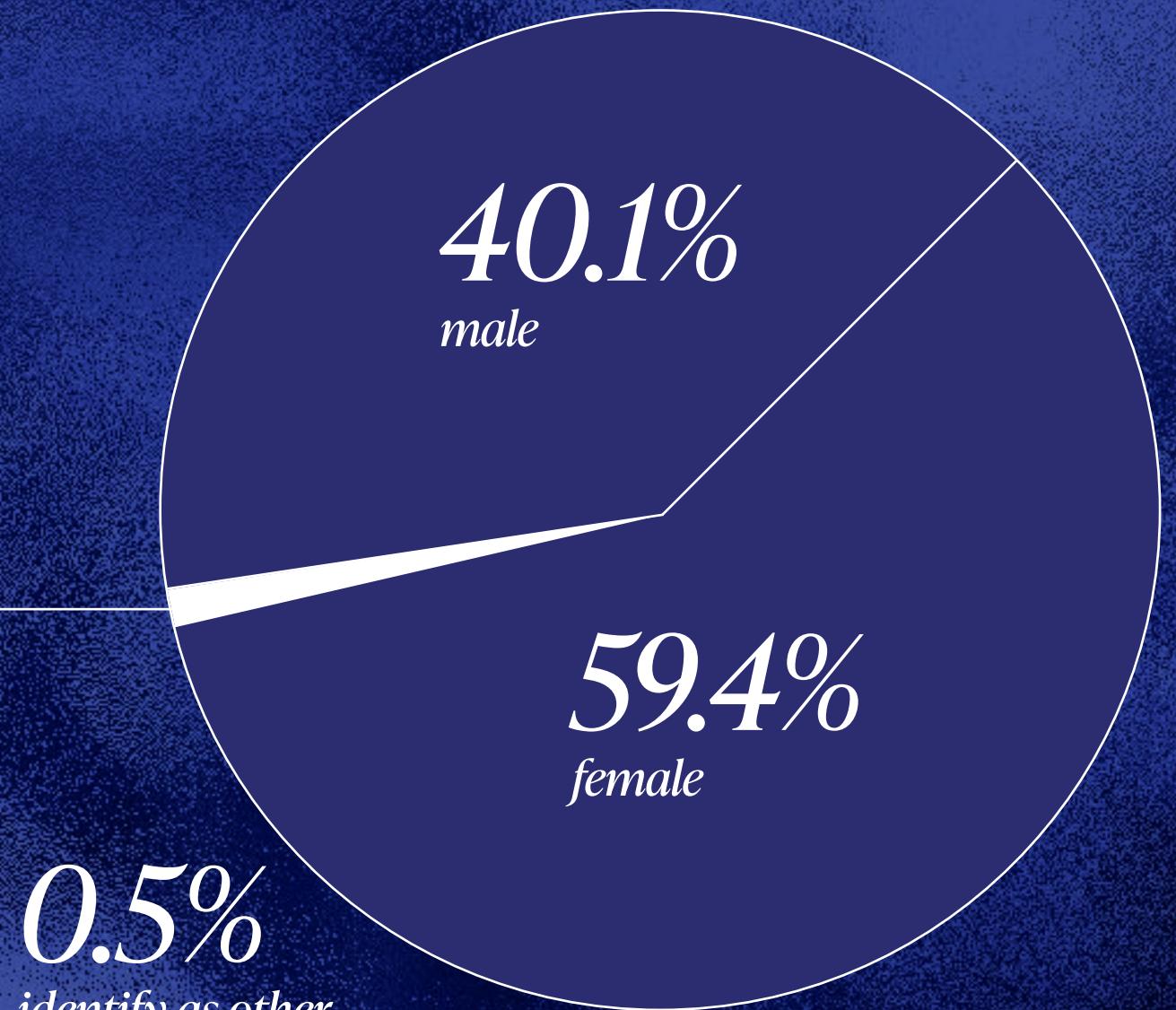
13,115	10,000+
total employees	additional external and visiting teachers*

53%
women in senior management positions across the Group

### Profile of our students



### Gender split of students



### Share student/countries



*Introducing GGE*

# GGE TODAY



## Impact Snapshot

### Area

Network growth ————— 64 schools operating in 2024, up from 61 in 2023

Global footprint ————— Presence expanded to 19 countries, up from 15 the previous year

Campus development ————— 133 campuses in 2024, compared with 116 in 2023

Strategic expansion ————— 41 acquisitions made since inception, including 4 during 2024-2025

International reach ————— Schools and campuses now established across Europe, Africa, Asia, and Latin America

### Progress so far

## Impact Story

Our schools are embedding sustainability across their campuses and communities, and many have taken this commitment a step further by publishing their own sustainability or impact reports. For example, during the 2024-2025 academic year, European University Cyprus released its SDG report, highlighting progress on emissions reduction, gender equality, and community well-being. Studi in France produced its Rapport d'Impact, focusing on responsible digital education and social inclusion. CENTRO in Mexico presented its Social Design Hub Annual Report, linking creativity with sustainability. At the same time, UCIMED in Costa Rica issued its Reporte de Sostenibilidad, centred on responsible healthcare education and green campus practices. Multivix in Brazil has also integrated ESG principles into its academic and operational frameworks. These efforts demonstrate how our schools are translating shared values into action, showcasing leadership, transparency, and a firm commitment to sustainable progress.



## 03. OUR IMPACT PRIORITIES

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# OUR IMPACT PRIORITIES

TRO es una comunidad de aprendizaje colaborativa y dinámica que fomenta el desarrollo profesional con un enfoque social, sostenible y emprededor en los campos de diseño, cine, tecnología, comunicación, arquitectura y moda. Entendemos la creatividad como catalizador de innovación y creación de valor.

ubre la colección *Entorno*, como muestra interdisciplinaria de piezas realizadas por más de 40 estudiantes y egresados de los programas de Arquitectura, Arquitectura de Interiores, Comunicación Visual, Consultoría Creativa, Diseño Industrial y Diseño Textil y Moda.

cción *Entorno*. En el movimiento constante entre lo urbano y lo natural, transformamos y re-descubrimos el mundo que nos rodea. Esta colección es una invitación a explorar, crear y conectar, inspirada en las formas y procesos de la naturaleza. Un llamado a reconocer que el entorno es un espacio de creación compartida.

pta y coordinación:  
Luis de la Barrera, Guillermo Huerta, Luis Sánchez del Río, Luis Vázquez, Anna, Roberto Cáceres y Uwe Kapp.

as.edu.mx



Our impact at GGE begins with the learner. Our first priority, Enabling everyone to unleash their potential, focuses on how we listen to learners, respond to their needs, and measure progress across our network. This priority sits alongside three others that guide our strategy: Ensuring Quality Education and Enhancing the Learning Experience, Transforming Society and Lives, and Responsible and Ethical Business.

*"I love this school. I spent five years here. The courses are excellent, and the lecturers really prepare us for what awaits us in the professional world."*

- Anna, Interior Architecture and Design student, LISAA.

*Our impact priorities*

# HOW WE MEASURE OUR IMPACT ON LEARNERS

Learners are at the centre of everything we do. They trust us to help them build skills, grow in confidence, and prepare for the world of work. This year, we are proud to see strong levels of satisfaction across our institutions and countries. Learners often highlight the quality of our academic programmes, the commitment of our teachers, and the welcoming, supportive environments we nurture.

Across our campuses, learners continue to value the personalised guidance and innovative teaching that define our approach. From interactive classrooms to advanced digital

tools, we invest in learning experiences that are engaging and meaningful. These results reinforce our commitment to delivering an exceptional education that empowers every learner to reach their full potential.

Our 16 Student Commitments, developed through extensive research into what learners value most, encompass four key areas: academic delivery, well-being, job readiness, and inclusion. These key areas guide our ongoing efforts to enhance performance. Each one reflects an area where learners expect strong support and consistent quality.

To measure progress, we regularly gather student feedback on these 16 Commitments through surveys and other engagement tools. Since 2023, the Harris Interactive Institute has conducted an independent annual survey of approximately 4,000 learners, primarily apprentices, to evaluate our performance against twenty criteria. These insights enable us to adapt, innovate, and ensure that every learner's journey is marked by growth, achievement, and confidence in their future.

## Academic Delivery

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**01**

*All courses are assessed by learners using a validated procedure, and learners' feedback is considered.*

**02**

*All learners are trained to acquire the skills expected in their future careers to face the challenges of the ecological transition, and they are made aware of these issues at a minimum.*

**03**

*The entire training offer is subject to objective recognition.*

**04**

*Programmes with an international dimension allow learners to experience an international environment at their institution and spend time abroad.*

**05**

*GGE encourages the implementation of pathways that blend skills through inter-school collaborations.*

## Learning environment and learner well-being

---

**06**

*All learners will be offered at least one satisfaction survey each year, and the results of these surveys should be discussed with their representatives.*

**07**

*All institutions have a procedure for raising and handling harassment and bullying cases. Learners, teachers, and staff members are made aware of these topics.*

**08**

*All institutions can provide psychological support to learners, teachers, and staff.*

**09**

*Any request for information from learners to the administration must be answered within the time limit set.*

**10**

*Learners are represented in the school's governance through a student union or other forms of representation.*

## Job Market Readiness

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**11**

*Institutions provide support to learners in the building of their professional projects.*

**12**

*Graduates' employability is measured using a rigorous method.*

**13**

*Industries are involved in developing and implementing curricula, and their feedback is incorporated into the continuous improvement process.*

## Diversity and belonging

---

**14**

*Learners declaring their disability can benefit from personalised support arrangements.*

**15**

*All institutions promote inclusion and respect for diversity.*

**16**

*All institutions encourage learners to get involved in associations or volunteer.*



*Our impact priorities*

# HOW WE BRING OUR FOUR IMPACT PRIORITIES TO LIFE

Our four impact priorities guide everything we do, from how we support learners to how we operate as a responsible organisation. Each priority includes specific Impact KPIs that help us track progress and turn our commitments into measurable value for people, society, and the planet. The following sections delve into each priority in more detail, outlining the commitments we have made and how our schools are implementing them.



## 04. ENABLING EVERYONE TO UNLEASH THEIR POTENTIAL

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# ENABLING EVERYONE TO UNLEASH THEIR POTENTIAL

Our first priority, Enabling everyone to unleash their potential, focuses on inclusion, well-being, and learner safety, as outlined in our Student Commitments. Everyone should have the opportunity to learn, grow, and succeed, regardless of their background or personal circumstances.

Learners across our network face barriers such as discrimination, financial pressure, and mental health challenges. Our goal is to remove

these barriers by creating inclusive, supportive environments where every learner can thrive.

Each school responds to the needs of its community, whether by promoting gender equality, supporting mental health, or improving access for learners with special needs. Across the network, we share good practices to strengthen our collective impact.

## Learner well-being and safety

Across all countries, GGE schools continue to strengthen learner support systems, acting directly on feedback from students. Measures such as hotlines, surveys, awareness campaigns, and peer-led initiatives are helping to create environments where every learner feels safe, supported and heard.

In 2024-2025, 7,459 learners across the network were identified as having a disability, a 38% increase from the previous year, reflecting growing awareness, improved reporting, and stronger inclusion policies.

Furthermore, survey results confirm that solid frameworks are in place across our schools to safeguard well-being and promote inclusion.

**100%**

*of schools now have a formal health and safety policy*

*"For me, moving to a new city to study my dream course, medicine, at Multivix, which I knew would be challenging, it was very important to feel cared for from the start. The genuine care shown by the coordination office in welcoming us made all the difference. I had people who cared about me and helped me navigate the whole process. It prevented panic or despair, even during the hardest moments. I received support, help, and was warmly welcomed by everyone in the coordination team. I always felt secure and had a real support network, almost like a family atmosphere within the college. I was lucky enough to have a smooth process, and that support never affected my learning because the people around me supported me very well."*

- Bernardo, Medical Student, Multivix.

*Enabling everyone to unleash their potential*

**WHAT OUR  
SCHOOLS TELL US**



## Flexible learning

Flexible learning is a key part of our inclusion strategy. In 2024-2025, we noted that:

**50%**  
*of learners studied online*

**50%**  
*studied on-site or in hybrid mode.*

This balance helps reduce cost barriers, supports learners with caregiving responsibilities or special needs, and increases access across regions.

## Diversity, equity, and inclusion (DEI) in practice

How we create a fair and inclusive workplace for all:

**86%**  
*of schools have a formal DEI strategy in place for employees*

**57%**  
*of employees are women*

*A new learning platform is being piloted to train staff on DEI values*

**53%**  
*of senior managers are women, reflecting balanced representation in leadership positions across the network*

*An employee satisfaction tool is being rolled out, already in use in France, Senegal, Spain, and Germany.*

*Enabling everyone to unleash their potential*

# MINI STORIES

*"When I started my studies at ESG Finance, I was still enrolled under the name Nicolas. Over time, I found the strength to affirm my true identity and become Alexandra. The support I received from my class advisors and assistants was incredible; they wrote letters, stood by me, and made sure I felt safe and respected. Being valedictorian in 2021 was a proud moment, not just academically, but personally. I'll always be grateful for the inclusive environment that allowed me to thrive."*

- Alexandra, Finance Student, ESG Finance.

*"I've spent five years at LISAA Strasbourg, navigating both personal and health challenges while pursuing my studies. Early on, the school established a support plan that provided me with flexibility regarding deadlines and access to quiet spaces, making a real difference. During my Master's work-study programme, things got more intense, but I was still able to work remotely when needed. Today, I'm employed by the same company where I did my placement. I feel lucky to be in a workplace that values inclusion and supports people like me."*

- Student identifying as non-binary, LISAA Strasbourg.

*"As a Chadian student in Political Science and International Relations, I have found the ISM Welcome Day to be one of the most powerful expressions of inclusion on campus. With more than 40 nationalities represented, the event brings together students from diverse backgrounds to celebrate our shared values and cultural diversity. During the parade of cultures and traditions, each delegation proudly showcases its identity — a moment that reminds us that our differences are a source of strength. What makes the day truly special is that every student, regardless of their background or specific needs, feels included and valued. This celebration perfectly captures the spirit of our community: one campus, one family. It is here that I truly felt I belonged, part of a place that embraces everyone and prepares us to make a positive impact beyond the university. Today ISM, tomorrow the world."*

- Abakar, Political Science and International Relations Student, ISM.



*Enabling everyone to unleash their potential*

# GLOBAL INCLUSION AND FINANCIAL AID

Across our network, schools continue to widen access to education through scholarships, tuition discounts, and tailored financial aid for learners from diverse backgrounds. A strengthened Group-wide model now offers more scholarships and student loans, helping low-income and high-achieving learners pursue their ambitions.

For example, at TAI, financial aid helps international learners overcome relocation and financial barriers, while European University Cyprus rewards academic excellence through merit-based scholarships. LMA, in partnership with HERE East, provides full tuition-free scholarships to promote social mobility, and PFH supports learners through company-sponsored, DAAD-funded and equal opportunity grants.

Moreover, in France, GGE has expanded our inclusion strategy beyond financial support. This includes a

structured financing service in collaboration with partner banks to facilitate student loans, as well as the pilot of Studesk. This proprietary platform matches learners with relevant scholarships, negotiated loans, and public aid.

To ease living costs, a Group-wide partnership with Studapart provides learners with access to housing, reduced booking fees, and dedicated support. Agreements with the International Student Identity Card (ISIC) and Apple Education further reduce everyday and technology expenses through exclusive discounts and creative learning opportunities.

These initiatives above demonstrate our commitment to removing financial and social barriers, ensuring that every learner, regardless of their background, can access quality education and thrive within our global community.



*Enabling everyone to unleash their potential*

# HOW WE EXPAND ACCESS THROUGH FINANCIAL SUPPORT

**8,174**

*merit-based scholarships awarded,  
totalling €13.6 million (average €1,671  
per learner)*

**15,427**

*income-based scholarships awarded,  
totalling €15.6 million (average €1,013  
per learner)*

**7,195**

*student loans facilitated by school/  
loaning organisation, totalling €21.2  
million (average €2,940 per loan).*

*"Joining ISM in my third year through a social scholarship changed everything for me. Before that, I faced repeated academic disruptions at my previous university, which made it difficult for me to stay on track. The scholarship didn't just provide financial assistance; it also gave me stability, a sense of belonging, and the opportunity to catch up and move forward. It opened new professional opportunities and helped me grow personally. I now feel confident and fulfilled, and I know I'm building a future I can be proud of."*

*- Khadijatou, Student, ISM.*

*"CENTRO wasn't just the university I wanted to attend; it was the only place I could imagine myself. But dreaming big often means facing real-world barriers. I didn't know if I could afford it. But I was given the chance to walk through that door, and it meant someone believed I deserved to be there. The school provided me with the tools, the people, and the space to transform my creativity into something tangible. Opportunities really do change lives, and mine is proof of that."*

*- Alondra, Student, CENTRO.*

With a global alumni network spanning hundreds of thousands of graduates and thousands actively engaged, this impact extends well beyond the classroom, creating opportunities and fostering collaboration worldwide. Across our schools, engaged alumni actively give back, mentoring students, sharing career insights, and creating pathways into the professional world. Their engagement enriches learning and helps the next generation thrive.

At institutions such as PFH and ISM, alumni

assist students in securing internships, first jobs, and thesis placements, while participating in networking events and academic panels. At Istituto Marangoni, the I'M Mentoring Programme continues to grow globally, pairing senior alumni with junior peers for one-to-one guidance and professional development. Similarly, at European University Cyprus, the Alumni Mentorship Programme supports students in their academic and career decisions, strengthening mutual growth and connection.

*"My journey with European University Cyprus didn't end at graduation. Thanks to the mentorship and leadership programmes I experienced there, I've been able to grow both professionally and personally. Today, I'm proud to serve as Managing Director of The Body Shop Cyprus and President of the EUC & Cyprus College Alumni Association. Combining business success with social purpose has always been important to me, and I'm honoured to have received two Gold Awards for Environmental Keeper and one of only five Commonwealth Hero Awards, presented in the presence of Her Majesty the Queen. EUC helped shape my values, and I'm committed to giving back."*

- Yannis, Alum, European University Cyprus.

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**STRENGTHENING STUDENT  
SUCCESS THROUGH ALUMNI  
ENGAGEMENT**

In 2024–2025, GGE France deepened its commitment to inclusion through the launch of the Accessibility and Schooling Without Fees (ASSF) programme. This initiative, developed in collaboration with 12 NGOs aims to remove financial and social barriers to education for vulnerable learners. In 2024–2025, it enabled 160 students from disadvantaged backgrounds—including youth in the care of child welfare services, children with special needs, and those from very low-income families—to access higher education. A particular focus is placed on young people under social care (ASE), with the goal of welcoming 25 ASE learners each year. By combining financial aid, tailored support, and strong partnerships, the ASSF programme is helping to build a more inclusive and equitable future for all learners.

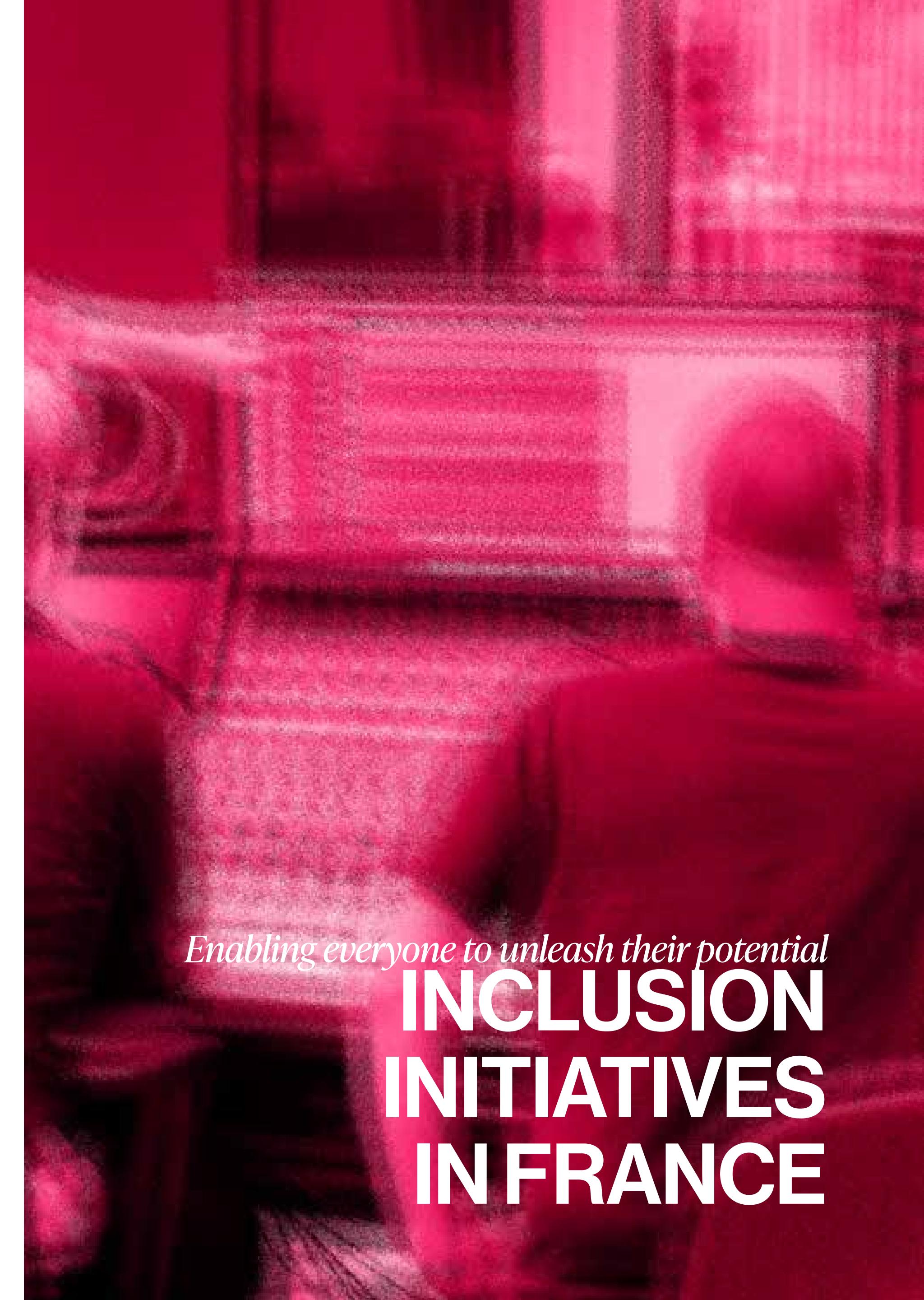
The eligibility criteria also mean extended support to learners facing socio-economic challenges, including those with vocational diplomas, from under-resourced areas, or those seeking asylum.

By December 2026, around 300 of these less-privileged

learners are expected to enrol in training and apprenticeship programmes thanks to the ASSF programme.

Another example of support offered can be seen at ESG Finance, which has introduced initiatives to promote financial solidarity among students. In 2024, the school introduced a special grant for students who were unable to secure a work-study placement by the end of the recruitment period. This allowed them to continue their studies at a reduced cost of €1,800, ensuring that no student's education was disrupted due to financial reasons.

The above initiatives reflect a shared determination to make education accessible to all, regardless of background or circumstance. Yet, we recognise that inclusion is an ongoing journey. Further progress is needed to strengthen disability action plans, reach underserved communities, and ensure every learner feels safe, supported and heard. Each partnership, each new policy, and each personal success brings us closer to a more equitable and inclusive learning environment across GGE.



*Enabling everyone to unleash their potential*  
**INCLUSION  
INITIATIVES  
IN FRANCE**

*Enabling everyone to unleash their potential*

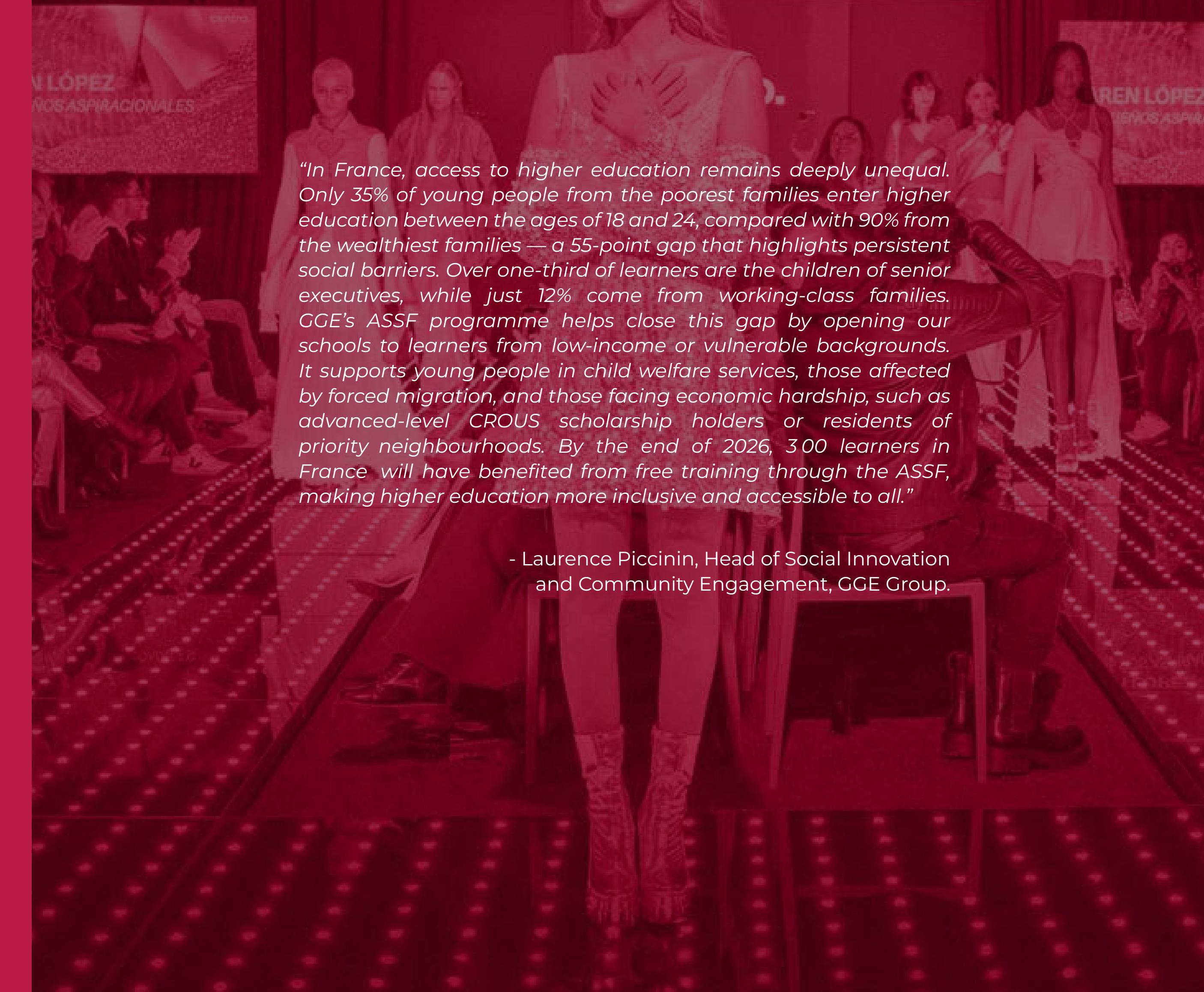
# MINI STORIES

*"Beyond financial support, it sends a strong signal that learners' talent and ambition have a rightful place in higher education. GGE's ASSF programme enables them not only to train in their chosen field but also to break through the glass ceiling that too often holds back their dreams."*

- Justine Laborde, Project Director,  
Compter sur demain (GGE partner association)

*"I sincerely thank everyone who made this programme possible. It represents a real opportunity for learners like me who want to rebuild their future despite the difficulties."*

- Layla, Master's student, PSB.



*"In France, access to higher education remains deeply unequal. Only 35% of young people from the poorest families enter higher education between the ages of 18 and 24, compared with 90% from the wealthiest families — a 55-point gap that highlights persistent social barriers. Over one-third of learners are the children of senior executives, while just 12% come from working-class families. GGE's ASSF programme helps close this gap by opening our schools to learners from low-income or vulnerable backgrounds. It supports young people in child welfare services, those affected by forced migration, and those facing economic hardship, such as advanced-level CROUS scholarship holders or residents of priority neighbourhoods. By the end of 2026, 300 learners in France will have benefited from free training through the ASSF, making higher education more inclusive and accessible to all."*

- Laurence Piccinin, Head of Social Innovation  
and Community Engagement, GGE Group.

At GGE, mentoring plays a vital role in nurturing learners' confidence, ambition, and long-term success. Through a partnership with the association *Article 7*, students in France receive free, personalised mentoring to guide their studies and career choices. Mentors provide one-to-one support, helping learners build self-belief, explore opportunities and stay motivated. In fact, during 2024–2025, more than 1,000 students benefited from mentoring through DEMA1N.org, *Article 7*'s digital

platform, which connects young people across France with volunteer mentors to foster inclusion and solidarity.

Additionally, at emlyon Business School, scholarship students also benefit from the TrEMplin scheme, which combines financial aid, alumni mentoring, and tailored career coaching to open pathways to internships and international opportunities, ensuring that every learner can shape their future with confidence.



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# MENTORING FOR LEARNERS IN FRANCE



*Enabling everyone to unleash their potential*

## PROMOTING WELL-BEING AND SAFETY

Across our network, GGE schools take a holistic approach to well-being that supports both mental health and personal growth. We ensure all learners have access to mental health information and trained staff who can provide support. Additionally, every school follows clear protocols to prevent and address harassment or violence, thereby maintaining safe and respectful learning environments.

This commitment is shown in initiatives such as LMA's counselling and referral services, which help students facing personal challenges regain confidence and re-engage in campus life. Moreover, at PFH, PFH Vital is a digital programme that combines workshops, peer exchange, and guidance for on-campus and distance learners. In France, we have also launched two training programmes, one dedicated to staff, helping them identify and respond to workplace harassment, and one focused on students, aimed at raising awareness and mobilising our community against all forms of harassment, violence, and discrimination.



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# SUPPORTING LEARNERS WITH SPECIAL NEEDS AND FOSTERING INCLUSION

Across our network, schools are creating inclusive environments where every learner feels valued and supported. Tailored integration plans, counselling, flexible study paths, and well-being initiatives enable learners with diverse needs to participate fully and succeed.

All our schools offer psychological support, with many going a step further to enhance access and equity. For example, at TAI, LMA, and Studi, bursaries and flexible schedules promote inclusion and social mobility. PFH advances diversity through scholarships, flexible learning, and cultural activities that encourage self-expression. A tangible example is seen at ISM, where a visually impaired learner received tailored tutoring and digital tools, and at the Institut Culinaire de France, where adapted scheduling and mental health support helped a learner with chronic depression feel safe and supported in continuing their studies.

In France, a Group-wide disability policy now ensures consistent support across schools. Trained disability officers, awareness-raising campaigns, individualised assessments, and adapted learning arrangements all contribute to greater accessibility. Our schools in France, such as MBA ESG, ESG Finance, and LISAA, offer tailored facilities and staff training. At the same time, Digital Campus Paris provides individual coaching, early access to course materials, and exam adjustments.



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# IMPACT SNAPSHOT

Area	Progress so far
Gender balance	Learners identify as 59.4% female, 40.1% male, and 0.5% as another gender, with stable representation across the network
Merit-based scholarships	8,174 scholarships awarded in 2024/2025, up from 7,053 in 2023/2024
Merit-based funding	Total value of merit-based scholarships increased by over 25% year on year
Income-based scholarships	15,427 scholarships awarded in 2024/2025, tripling the number of learners supported since 2023/2024
Income-based funding	Total value of income-based scholarships reached €15.6 million, more than double the previous year

*Enabling everyone to unleash their potential*

# IMPACT STORIES



*"Studying physiotherapy at IPETH has been a journey of independence and determination. I was born with hearing loss, but I've never let it define me. My passion is caring for others, whether through sports, geriatrics, or paediatrics. When my mother offered to come to class as my 'ears,' I smiled and told her, 'If you want to study, you can join the evening programme.' That moment marked my choice to stand on my own. With the support of my family and my own effort, I've learned that true growth comes from courage, love, and turning challenges into opportunities to help others."*

*- María, Physiotherapy Student, IPETH.*

*"As a visually impaired student in Management at ISM, I've faced challenges accessing course materials and keeping pace. Thanks to the school's support, I received adapted digital content, individual tutoring, and extra time during exams. My classmates and teachers have been incredibly inclusive, and today I feel fully part of campus life. In my final year, I'm writing a dissertation on the inclusion of people with special needs in African businesses, because I want to help build a future where everyone has a place."*

*- Mariama, Management Student, ISM.*



## 05. ENSURING QUALITY EDUCATION AND ENHANCING THE LEARNING EXPERIENCE

# ENSURING QUALITY EDUCATION AND ENHANCING THE LEARNING EXPERIENCE

Our next priority focuses on ensuring every learner feels confident that their education prepares them for real-world challenges. It reflects our commitment to academic excellence and job market readiness, two priorities learners value most.

At GGE, we believe that innovation is central to this approach. Our schools regularly update courses, test new methods, and collaborate with industry to equip learners with essential skills such as critical thinking, creativity, and digital literacy.

As skills evolve faster than ever, we help learners develop adaptability and a mindset for lifelong learning. Many of our schools combine creativity

with entrepreneurship, encouraging learners to take risks and apply their knowledge to real-world projects. Flexible and hybrid pathways also enable learners to study part-time, online, or while working, making education more accessible and future-ready.

Delivering this experience depends on our people. Across the Group, over 10,000 full-time faculty members and visiting teachers (including part-time lecturers and working professionals) bring their academic and industry expertise into the classroom. To keep teaching fresh and effective, we provide regular training in modern pedagogical approaches.



*"In France, we have launched the Qualileo project to build on our strong foundation and further elevate the quality of education and the student experience across our institutions. Already fully aligned with national standards, we are now going one step further by strengthening internal systems, increasing oversight, and ensuring that every school consistently operates at the highest level. This initiative reflects our ongoing commitment to excellence, continuous improvement, and a shared culture of quality across the Group."*

- Yannick Miel, Head of Quality Control and Compliance, GGE Group.

Our schools integrate professional experience directly into the learning journey. Through internships, work-study programmes, and applied projects, learners gain the practical skills and confidence needed to succeed after graduation. This approach is reflected in strong outcomes across the network :

*In 2024-2025, the student retention rate reached 77% up from 72% the previous year*

*Nearly half of all learners (48%) completed at least one internship during their studies.*

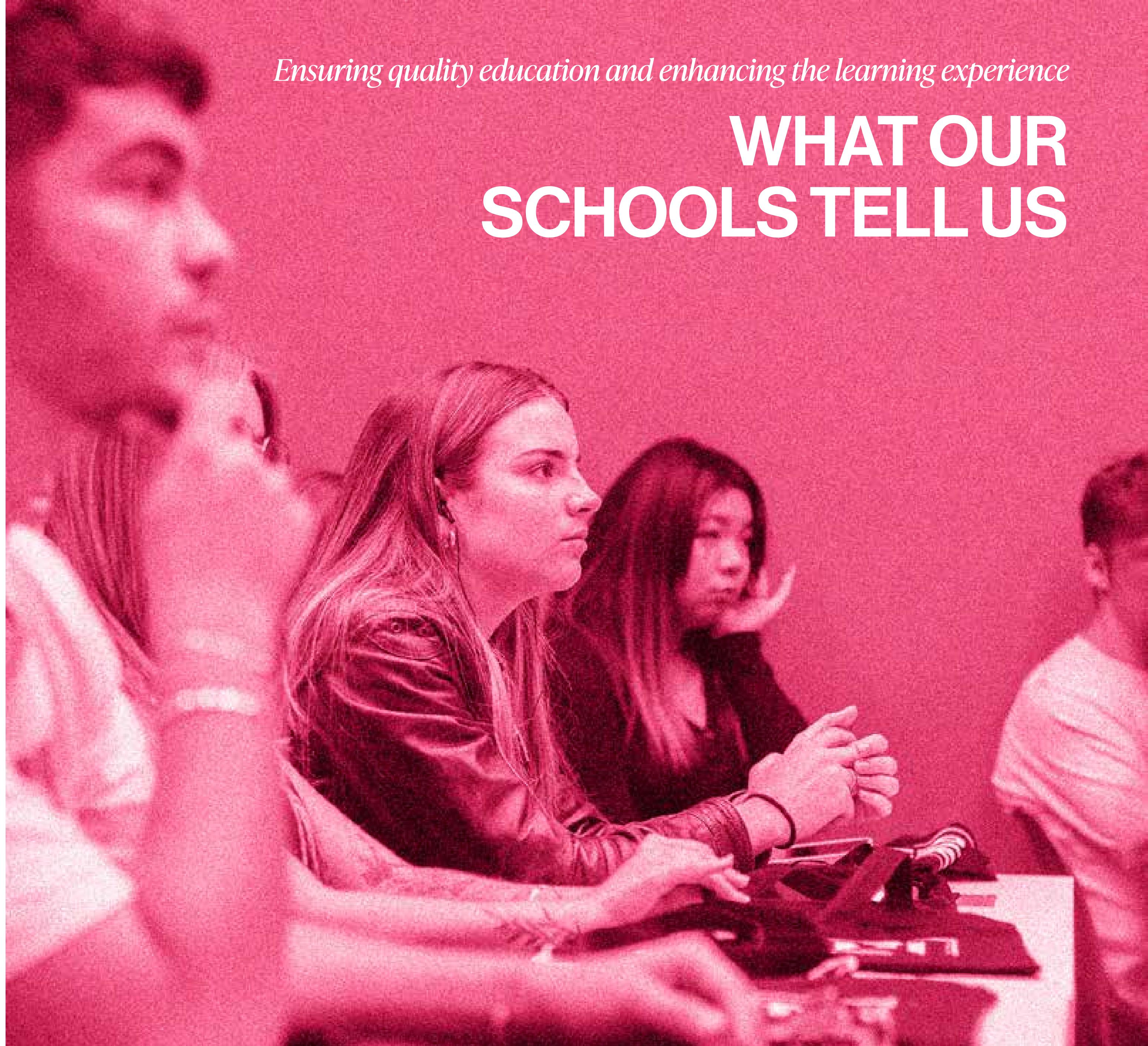
*18% of learners gained work experience through alternative projects or placements*

*"The training allowed me to become a 100% operational profile. Thanks to the internships and work-study programmes, I acquired practical knowledge that helped me land a job even before graduating."*

*- Hélène, MBA Human Resources  
Student, MBA ESG*

*Ensuring quality education and enhancing the learning experience*

# WHAT OUR SCHOOLS TELL US





*Ensuring quality education and enhancing the learning experience*

# PUTTING LEARNERS IN THE LEAD

Learners are increasingly shaping the future of our schools—not just through course design and sustainability initiatives, but by actively preparing for the world of work. As of 2024–2025, over 92% of schools now include formal student representation in governance, ensuring that learner perspectives influence key strategic decisions.

To support career readiness, 94% of our schools host employer-led career events, and nearly two-thirds offer personalized career planning. These initiatives help learners build professional networks, gain industry insights, and develop the skills and confidence needed to transition successfully into the workforce.



*Ensuring quality education and enhancing the learning experience*

## MINI STORIES

*"LMA is a great place to study under talented, welcoming people who truly look out for their students and help them achieve their best. I'm now a Senior Character Artist at Expression Games and have worked on several AAA titles, including FIFA, Gotham Knights and WWE."*

*- Jake, Digital Games Art Graduate, LMA.*

*"As Computer Science students at European University Cyprus, we wanted to turn our passion for gaming into something real. That's how Crash Force was born, an online game that now has over 30,000 daily users. With support from Microsoft's Innovation Center, we founded our own company, Ascanio. EUC gave us the space to innovate, giving us access to tools and resources and enabling us to create, even as part of our curriculum, the tools to build, and the confidence to launch a business while continuing our studies. It's more than just a game; it's proof that creativity and entrepreneurship can thrive when you're supported."*

*- George N. and George T., Computer Science Students, European University Cyprus.*



*Ensuring quality education and enhancing the learning experience*

# INNOVATING FOR BETTER LEARNING

Across our network, schools are redefining education through digital innovation, AI, simulation, and hybrid learning. By combining technology with creativity and collaboration, they create interactive, personalised, and future-ready learning experiences that help learners think critically and thrive in a connected world.

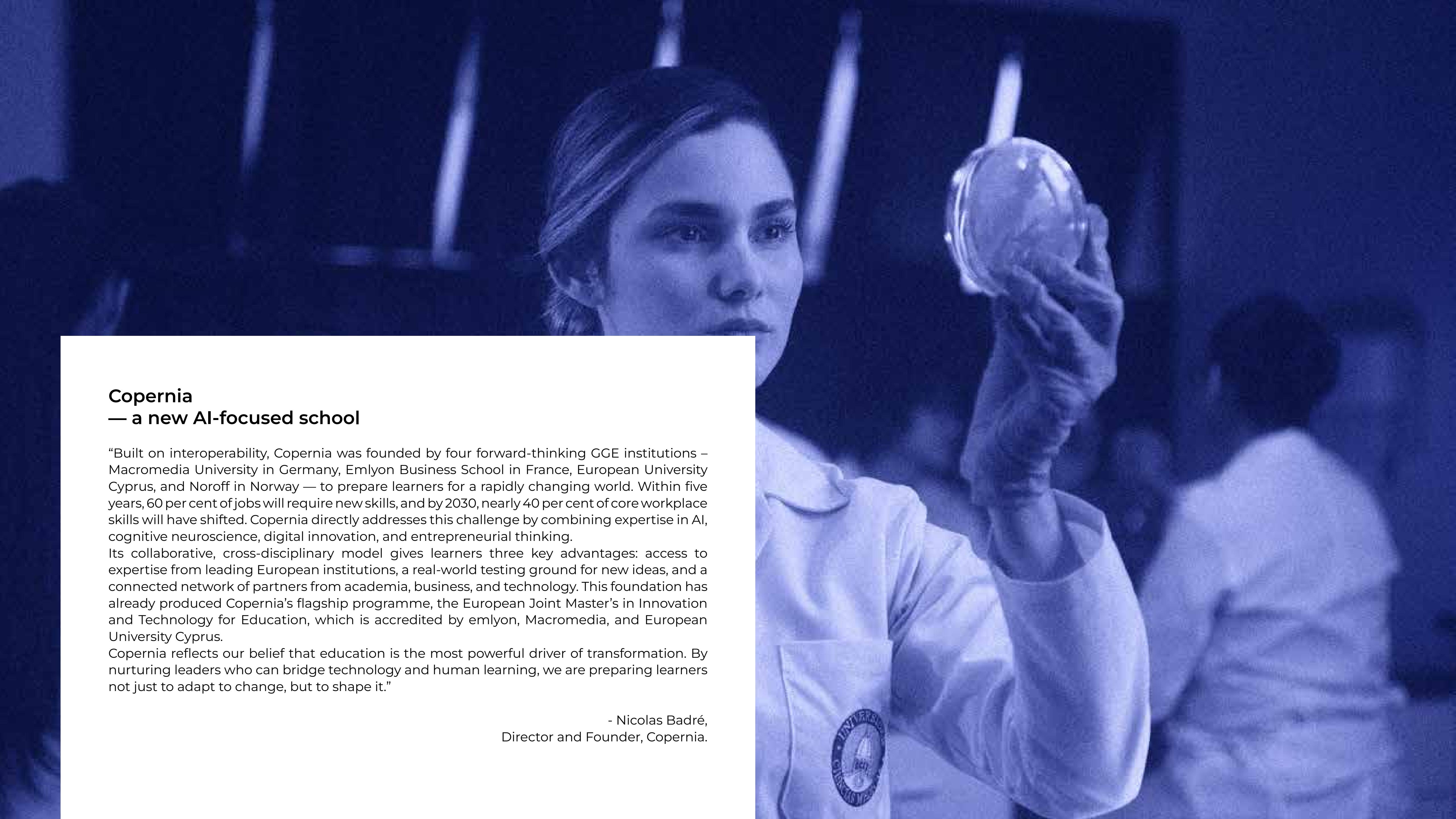
In 2024–2025, GGE invested €8.6 million in innovative learning infrastructure and €443,000 in teacher innovation training globally, more than doubling the total investment from the previous year. These investments span a wide range of initiatives, from brand-new, innovative campuses, digital platforms, and simulation labs to upgraded equipment and e-libraries, showing our commitment to creating modern, inclusive, and future-ready learning environments across all

our institutions.

Added to this, our schools are integrating AI in ways that strike a balance between innovation and responsibility. Some examples include European University Cyprus, which applies a university-wide AI policy aligned with the EU Artificial Intelligence Act, utilising tools such as Blackboard AI and VR-based learning. LMA promotes the ethical use of AI in the arts and creative process through its “traffic light” framework. At the same time, CENTRO, in partnership with Meta, pioneers metaverse and XR-based learning, having trained over 1,800 educators through national AI bootcamps. Additionally, IEU expands hybrid access through its AI assistant Tona, and PFH also embeds AI across programmes through its new AI and Future Technologies Department.

*“Throughout my journey as a medical student at UCIMED, I have witnessed a deep transformation in the way we learn and grow as future health professionals. What once felt fixed and focused mainly on traditional approaches has evolved into a dynamic and innovative space that is globally aware, modern in its vision, and grounded in human connection. I truly admire how the university embraced this challenge with clarity and purpose, turning it into an opportunity to reshape medical education.”*

- Marco, Medicine Student, UCIMED.

A woman with blonde hair tied back, wearing a white lab coat, is looking down at a test tube she is holding in her right hand. The background is dark and out of focus, suggesting a laboratory or scientific environment.

## Copernia — a new AI-focused school

“Built on interoperability, Copernia was founded by four forward-thinking GGE institutions – Macromedia University in Germany, Emyon Business School in France, European University Cyprus, and Noroff in Norway — to prepare learners for a rapidly changing world. Within five years, 60 per cent of jobs will require new skills, and by 2030, nearly 40 per cent of core workplace skills will have shifted. Copernia directly addresses this challenge by combining expertise in AI, cognitive neuroscience, digital innovation, and entrepreneurial thinking.

Its collaborative, cross-disciplinary model gives learners three key advantages: access to expertise from leading European institutions, a real-world testing ground for new ideas, and a connected network of partners from academia, business, and technology. This foundation has already produced Copernia’s flagship programme, the European Joint Master’s in Innovation and Technology for Education, which is accredited by emlyon, Macromedia, and European University Cyprus.

Copernia reflects our belief that education is the most powerful driver of transformation. By nurturing leaders who can bridge technology and human learning, we are preparing learners not just to adapt to change, but to shape it.”

- Nicolas Badré,  
Director and Founder, Copernia.

## Staying connected to work

Many of our programmes are designed in close collaboration with industry partners, ensuring that learning remains relevant to the needs of the job market. During the 2024–2025 academic year, 47.9% of learners completed an internship as part of their studies, gaining valuable hands-on experience.

Schools such as Istituto Marangoni, Emyon, Macromedia, and Noroff

also offer incubators, short courses and bootcamps tailored to start-ups, digital roles and the creative economy — helping learners turn ideas into action.

Today, our alumni community comprises more than 430,000 graduates worldwide, demonstrating our enduring connection with employers and professional networks across various sectors.

*"I especially appreciate the professional experiences that the lecturers shared. Very useful for my own career. MBA ESG allows you to create links between theory and practice."*

*- Jiali, Audit & Management Control Student, MBA ESG.*

*"I found my internship through Multivix's job placement programme, and it was a turning point for me. It gave me the chance to apply what I was learning in class and sharpen my skills in a real-world setting. Thanks to the partnership with Super Estágios, I was matched with a position that perfectly fit my profile. The experience has been essential to my professional growth. I feel ready for the job market, and Multivix's support, connecting students with industry and offering practical opportunities, has made all the difference."*

*- Larissa, Psychology Student, Multivix.*

# GOING GLOBAL

GGE schools promote international mobility, exchange, and joint degrees, providing learners with the opportunity to experience new cultures and enhance their professional skills. Across the network, global exposure enriches academic learning, broadens perspectives, and builds confidence.

Many schools demonstrate the value of international experience. For instance, at emlyon, partnerships in 50 countries enable nearly 2,000 learners to study abroad, while more than 1,000 learners in France take part in inter-school or dual programmes. At PFH in Germany, students can earn double degrees with French schools or in other European countries through the Erasmus+ programme.

*“Spending a semester at RMIT in Australia was one of the most enriching experiences of my Bachelor’s in Industrial Design. Beyond the academic learning, what impacted me most was connecting with designers from completely different backgrounds. It opened my eyes to new approaches and possibilities I hadn’t encountered in Mexico. Collaborating with local creatives and learning to express complex design ideas in English pushed me out of my comfort zone and gave me the confidence to present my work to an international audience. I now have a global network of peers and a broader perspective that will stay with me throughout my career.”*

- Tanja, Industrial Design Student, CENTRO.

Entrepreneurship is central to many of our schools, helping learners turn creativity and ambition into real professional success. In 2024-2025, 18% of learners launched their own businesses, demonstrating a strong entrepreneurial spirit across the GGE network. In fact, learners are encouraged to develop business ideas, test them in real-world settings, and receive expert mentoring from teachers and industry professionals.

Several inspiring examples of these opportunities for students stand out. At the Institut Culinaire de France, one-year CAP (Certificate of Professional Qualification) programmes in Ice Cream and Pastry Arts enable learners to transition into new careers and pursue their passion. In just five years, more than 15 alumni have launched their own businesses across France and abroad.

At Regent's University London, Huckletree has opened its first university-based Innovation Lab. The partnership between the workspace accelerator and Regent's will give students hands-on access to a creative, entrepreneurial environment that fosters innovation and collaboration. The lab will provide mentoring, workshops, pitch sessions, and networking opportunities led by Huckletree's community of entrepreneurs. It builds on Regent's strong reputation for producing successful founders and complements the Future Founders Programme, an eight-week bootcamp for aspiring entrepreneurs. This partnership reflects a shared mission to democratise entrepreneurial education and empower students to turn ideas into real-world ventures.

At LISAA Design Graphique et Communication, a Master's student in Digital Communication, passionate about independent publishing, received mentoring and personalised guidance through the school's entrepreneurship centre. With this support, he launched his own communication and artistic direction agency while still studying, securing early partnerships through the school's network. His business continues to grow, and he now returns to mentor new students following the same path.

*"While studying business administration at PFH, I launched my first start-up and quickly realised how valuable the university's support was. With guidance from PFH's start-up consultants, I developed my second venture, Karriere Südniedersachsen, a regional job and training portal. What started as a student project now connects over 1,000 companies with job seekers and attracts thousands of users each month. PFH gave me the tools, confidence, and network to turn an idea into a thriving business."*

*- Adrian, Alum and Founder of Karriere Südniedersachsen, PFH.*





*Ensuring quality education and enhancing the learning experience*

# IMPACT SNAPSHOT

Area	Progress so far
Graduate employability	79% of graduates found employment in 2024/2025, maintaining a strong success rate
Student retention	Retention rate rose to 77%, up from 72% in 2023/2024
Practical learning	Nearly half of all learners completed internships as part of their studies
Work experience	18% of learners gained work experience through alternative projects or placements
Entrepreneurship	Around 18% of learners launched their own ventures in 2024/2025
Innovative learning environments	€8.6 million invested in innovative learning spaces, more than double the previous year
Teacher development	€443,000 invested in teacher innovation training, nearly doubling the previous year

*Ensuring quality education and enhancing the learning experience*

# IMPACT STORIES



*"Studying International Management at ISM gave me the foundation and confidence to launch E-Cover, a company that transforms used tyres into sustainable products like synthetic lawns, floor mats, and playground surfaces. With support from ISM's entrepreneurial programmes and a women's investment fund, I secured 200 million CFA francs to open a factory in Dakar. This journey has shown me that women can lead innovation and drive real change — and ISM helped me believe in that from the start."*

- Yaye, Alum in International Management and Founder of E-Cover, ISM.

*"Maker Week at Digital Campus Paris is a unique five-day event where all master's students explore cutting-edge digital tools and technologies. Participants can choose from ten workshops led by partner organisations, including 'AI in Creative Tools' with Adobe, '3D Printing' with Autodesk, 'Automation' with Make, and 'No Code' with Notion. The week follows a learn-by-doing approach: students master a tool while creating a prototype that addresses real needs within the social and solidarity economy. On the final day, projects are showcased to partners, beneficiaries, and juries, highlighting what students have achieved in just a few days. Each participant receives a certification recognising their initiation into the chosen tool and their commitment to innovation with social purpose."*

- Mathéo Barrère, Education Project Manager and Green Transition Officer, GGE Group.

A close-up, black and white photograph of a woman with long, straight hair and a dark beanie. She is looking directly at the camera with a neutral expression. The lighting is dramatic, with strong highlights and shadows on her face and hair. The background is out of focus, showing some foliage and a bright sky.

## 06. TRANSFORMING SOCIETY AND LIVES

## How we support learners to create change

At GGE, we believe that sustainability should be understood not as a separate subject but as a shared responsibility across all disciplines. Learners explore how their fields can address real environmental and social challenges, from circular design and sustainable finance to low-carbon technologies and ethical entrepreneurship.

Through project-based learning and partnerships with local communities and industries, they apply knowledge to reduce environmental impact and advance social equity. Whether designing energy-efficient buildings, rethinking fashion supply chains or developing inclusive business models, our learners are turning ideas into tangible solutions for a more sustainable future.

## What our schools tell us

*23% of programmes fully dedicated to sustainability; 55% integrate sustainability-related content*

*Over 140,000 learners trained to address environmental and social challenges*

*Various schools from different fields (creative, business, health) embed eco-design, sustainable management, and ethical practice*

*In France, all undergraduates are required to complete 30 hours of sustainability education by 2025–2026*

*Over 160 student associations lead sustainability and community projects*

*Health schools support 54,000 people annually through free or low-cost healthcare.*



*Transforming society and lives*

# EMBEDDING SUSTAINABILITY ACROSS THE CURRICULUM

Sustainability has become a defining feature of education across GGE. In 2024–2025, programmes dedicated entirely to sustainability grew from 12% to 23%, and more than half of all programmes now integrate sustainability-related content.

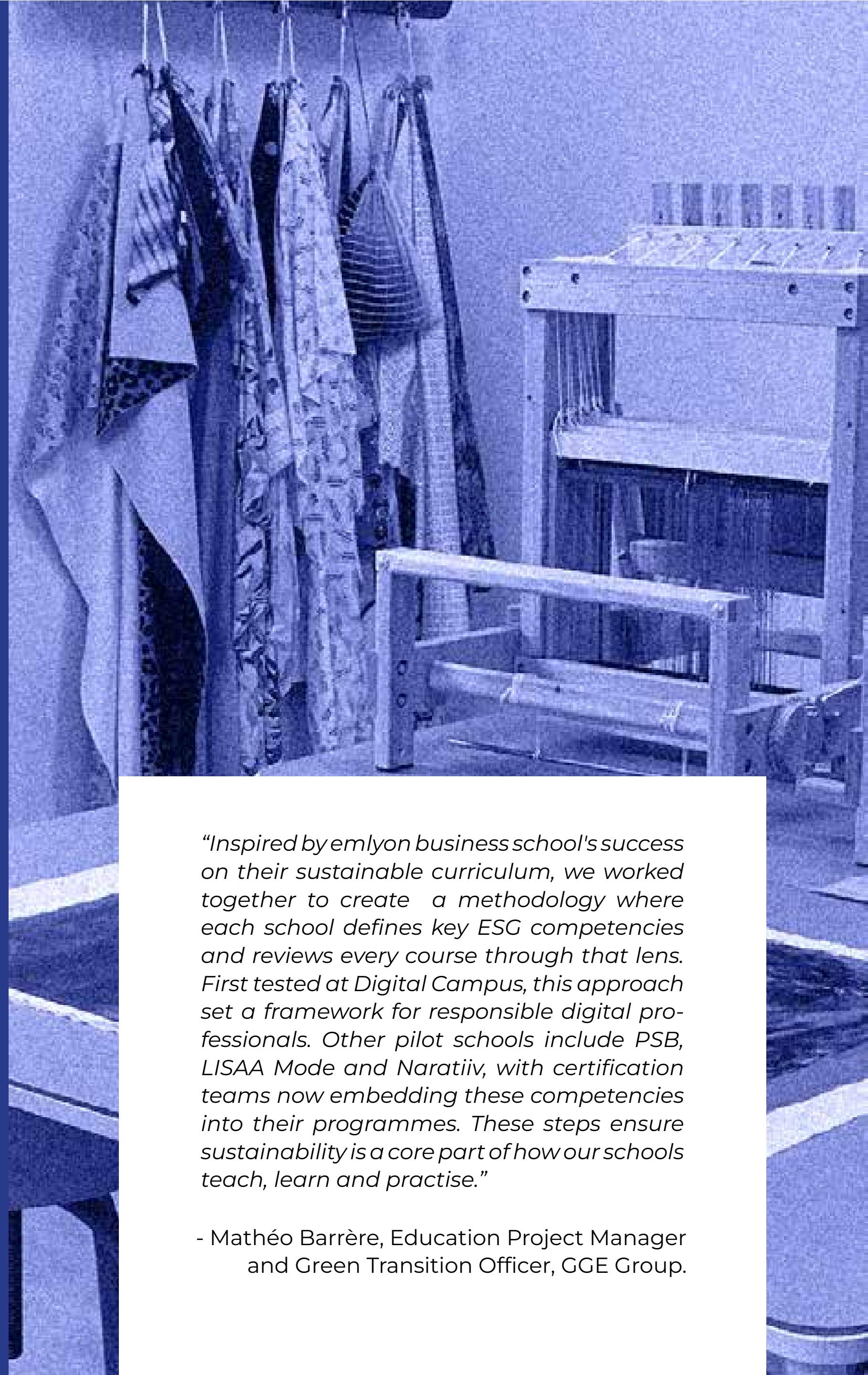
Across the network, schools are equipping learners to make informed, ethical, and sustainable decisions in their future careers. Around two-thirds of institutions now offer training on ecological transition, with many embedding it directly into the curriculum to bridge classroom learning and real-world impact.

This momentum is guided by two priorities: reducing our environmental footprint and ensuring every learner is prepared to address today's socio-environmental challenges. The transition gained further strength in our French Schools where we required that all undergraduates complete 30 hours of sustainability education by 2025–2026.

And progress is already visible in France. By 2024–2025, 61% of all programmes included at least one course on sustainability or responsible practice, and all Business schools had embedded their programmes with sustainability topics. By

2025–2026, all Business and Arts & Creation programmes will have implemented this initiative..

Practical examples of this transformation can also be seen across the group. UCIMED integrates sustainability into Nutrition, Microbiology and Pharmacy through projects on organic gardening, waste reduction and ethical practice. Multivix promotes sustainable public health through its Interdisciplinary Extension Practice course, while IEU encourages daily action through its Huella Verde waste-separation initiative. In France, the Institut Culinaire de France teaches carbon footprint calculation and anti-waste principles, and LISAA Design Graphique et Communication embeds eco-design and digital impact into its qualifications. ISM advances sustainability through initiatives such as Environment Week, its Zero Waste School, and applied research with the ESCP Chair for Responsible Innovation in Africa. At Digital Campus Paris, all programmes address the digital sector's environmental impact, and emlyon has redefined its entire curriculum through the SDGs Inside framework, aligning every programme with the SDGs.



*"Inspired by emlyon business school's success on their sustainable curriculum, we worked together to create a methodology where each school defines key ESG competencies and reviews every course through that lens. First tested at Digital Campus, this approach set a framework for responsible digital professionals. Other pilot schools include PSB, LISAA Mode and Naratiiv, with certification teams now embedding these competencies into their programmes. These steps ensure sustainability is a core part of how our schools teach, learn and practise."*

- Mathéo Barrère, Education Project Manager and Green Transition Officer, GGE Group.



*Transforming society and lives*

# MAKING A DIFFERENCE IN COMMUNITIES

Across our network, schools link learning with social purpose through hundreds of student-led initiatives in health, education, and the environment. These projects extend learning beyond the classroom, empowering learners to lead, create, and contribute to their communities. In 2024, 491 student associations were active across campuses, including 165 focused on community engagement, showing strong growth in civic participation and social responsibility. Community engagement helps shape learners into active citizens with empathy, leadership, and a sense of purpose.

Across our schools, students participate in initiatives such as environmental clean-ups, health fairs, food and gift drives, cultural performances, refugee support, and inclusive mentorship programmes. Whether planting trees, leading workshops for disadvantaged youth or revitalising public

spaces, learners apply creativity and compassion to address local needs.

Many institutions also promote engagement by offering free or affordable services, such as healthcare, refugee support, and training for people in need. Others embed volunteering into the curriculum through social responsibility departments and community hubs, helping learners build real-world skills.

Some examples of community efforts from our schools include CENTRO's Social Design Hub and Comunidad C, which have delivered more than 50 community projects, ranging from creative workshops and health campaigns to inclusion and environmental initiatives. Additionally, Multivix's Therapeutic Garden brings together psychology students, elderly residents, and children to create accessible green spaces.

*"Designing and leading a filmmaking workshop aimed at high school students from under-resourced communities in partnership with Christel House was a turning point for me. With support from the Social Design Hub, I developed a comprehensive curriculum and presented it to CENTRO for a hands-on experience. Seeing the excitement and creativity of these teenagers reminded me of why I chose this path. That project became part of my portfolio, and helped me land my dream job as a film instructor."*

- José, Alumn in Film and Television, CENTRO.

*"Together with fellow students, I co-organised a Christmas Bake Sale to raise funds for children with cancer. Delivering the gifts myself and seeing the joy on their faces reminded me why I chose medicine, not just to heal, but to bring comfort and hope."*

- Margaux, Medical Student, European University Cyprus.

Healthcare and social work remain among the fastest-growing fields across our schools, addressing essential community needs. Our programmes blend technical training with real-world experience, preparing learners to support others while improving well-being and inclusion.

In 2024–2025, more than 54,000 people benefited from free or low-cost healthcare provided by students under professional supervision, demonstrating the tangible social value of this work. These services not only expand access to care but also give learners vital hands-on experience.

Across the network, students contribute to a wide range of community health initiatives, from dental care for refugees and nutrition therapy for staff, to health fairs, and international outreach programmes. They also collaborate on creative projects that make healthcare more accessible and less intimidating for vulnerable groups, strengthening both clinical skills and empathy.

*"I feel I'm being well-prepared, not only in clinical reasoning and procedures, but also in the humanisation of care. Experiencing how services operate during training makes me confident for the future."*

*- Luiza, Medical Student, Multivix*



*Transforming society and lives*

## **EXTENDING HEALTHCARE AND SOCIAL CARE TO COMMUNITIES**

- Work is carried out for someone
- Work includes specialised areas
- Work is carried out in teams
- Access to resources is limited
- Large, often complicated (both)



*Transforming society and lives*

## IMPACT SNAPSHOT

Area	Progress so far
Sustainability in education	Programmes focused on sustainability increased from 12% to 23% in 2024/2025
Sustainability integration	55% of all programmes now include sustainability-related topics
Learners trained on sustainability	Over 140,000 learners trained in 2024/2025, more than double the previous year
Health education impact	Over 54,000 people were provided with low or free healthcare as part of our students' medical training
Student associations	Nearly 500 student associations active across campuses in 2024
Community engagement	165 community-focused student associations, showing strong civic engagement

*Transforming society and lives*

# IMPACT STORIES



*"Together with another classmate, we conceptualised the idea of the 'Friendship Clinic' inside ABC Hospital, creating a passport that children would bring with them each time they went to their appointments. We were assigned different countries for each area, and we created characters with names so that the kids could relate to them and learn more. The design included various games, jokes, riddles, and fun facts. I learned how important it is to understand the client's needs when designing, in this case, putting myself in the shoes of the children and their families to figure out what they might enjoy. The goal was to help make going to the doctor something fun rather than scary or boring."*

- Ximena, Visual Communication Graduate, CENTRO.

*"I had the opportunity to represent my university internationally, travelling to the Amazon to deliver health conferences on topics such as healthy habits, disease prevention, sleep, and sex education. It was my most rewarding experience as a medical student, sharing knowledge, engaging with communities, and realising the kind of doctor I aspire to be."*

- Nicole, Medical Student, UCIMED.



## 07. RESPONSIBLE AND ETHICAL BUSINESS

*Responsible and ethical business*

# EMBEDDING RESPONSIBILITY ACROSS OUR PEOPLE AND OPERATIONS

At GGE, responsibility is at the core of everything we do, from how we support our people to how we manage resources and partnerships. Guided by strong ethics, proactive ESG management, and a long-term perspective on sustainability, we continue to enhance governance and data transparency across our network.

Over the past academic year, we refined our environmental reporting systems, particularly in relation to Scope 3 emissions, including employee commuting, business travel, and waste. While challenges remain, more accurate data now allows us to track progress and reduce emissions as our network grows.





*Responsible and ethical business*

# WHAT OUR SCHOOLS TELL US

*The workforce expanded by 30%, accompanied by increased stability and a decrease in safety incidents*

*Regent's University London achieved B Corp certification*

*Schools cut emissions and invested €2.3 million in greener campuses*

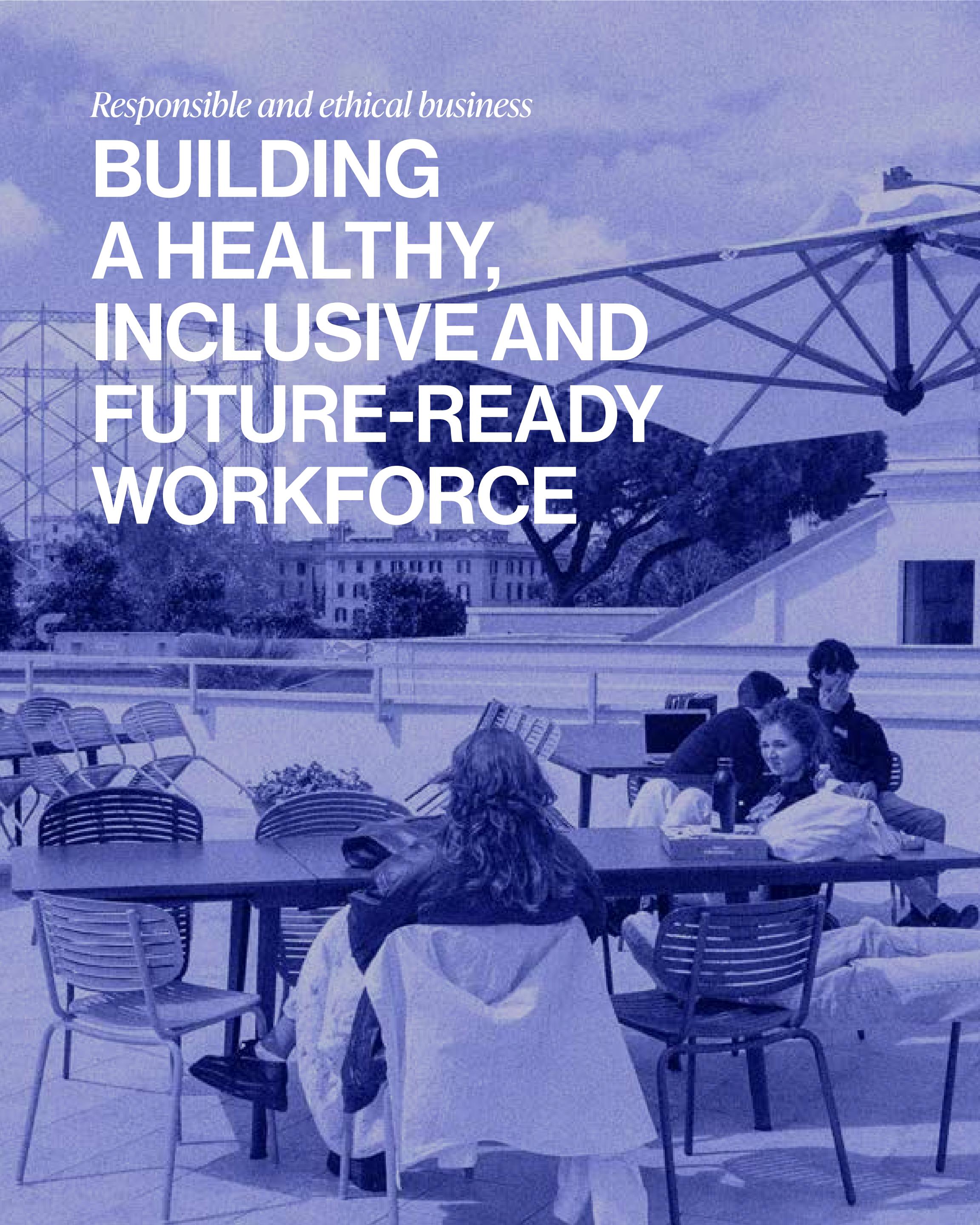
*Nearly half of all waste is recycled.*

*86% of schools have DEI strategies*

*Women represent 57% of our workforce and 53% of senior posts*

*Responsible and ethical business*

# BUILDING A HEALTHY, INCLUSIVE AND FUTURE-READY WORKFORCE



Responsible business begins with our people.

*In 2024, our global workforce grew by nearly 30% to 13,115 employees, representing 7,953 full-time equivalent positions.*

Most roles are now permanent, reflecting a 40% increase in stability across the organisation. These advances, driven by shared values and local initiatives, continue to strengthen a workforce that is resilient, healthy and future-ready.

*Across our schools, employee well-being is supported through comprehensive health, flexibility and engagement initiatives.*

Mental and physical well-being are prioritised through locally implemented services such as free psychological counselling, emotional support sessions and crisis intervention, alongside workshops on burnout prevention and emotional management. Access to medical care, including general, dental and physiotherapy services, is widely available and often extended to employees' families. Preventive health campaigns, such as vaccination drives and annual health weeks, promote proactive care, while gyms and personalised exercise programmes encourage physical activity and recovery.

Individual schools bring these principles to life in their own ways. LMA promotes mental health through dedicated stress and well-being policies, regular one-to-one meetings, flexible medical leave and social activities, including a Christmas shutdown.

*TAI offers free mental health, dental, language and hearing services, as well as flexible working arrangements and team development workshops that reached 160 employees this year.*

*IEU hosts an annual Semana de la Salud ('Health Week') featuring vaccinations, clinical exams and active break reminders.*

Flexibility and inclusion are also integral to the GGE work culture. Employees benefit from hybrid work options, adaptable schedules and additional paid leave, including extended holidays and digital workdays. Support for staff returning from medical leave and accommodations during pregnancy and lactation reflect a strong culture of care and respect.

In some of our schools, daily well-being is further encouraged through local initiatives like yoga, meditation, active breaks and access to healthy snacks, helping to create a balanced and energising work environment.

Professional growth and engagement remain central to this approach. Regular one-to-one meetings foster collaboration and personal development, while team-building workshops and external training programmes enhance leadership, cohesion and a shared sense of purpose.

*Responsible and ethical business*

# RECOGNISING LEADERSHIP AND SETTING NEW STANDARDS

Excellence across GGE is measured not only by academic outcomes, but by the integrity, responsibility, and innovation that define how our schools operate.

Across the Group, our institutions uphold evolving standards of academic quality, governance, environmental responsibility and workplace culture. These are reflected in international accreditations, national recognitions and sector certifications that affirm our commitment to continuous improvement and global relevance. A key milestone over the past year was Regent's University London becoming the first UK university to achieve B Corp certification, recognising high standards in social and environmental performance, transparency and accountability.

Academic excellence is ensured through rigorous accreditation processes, global rankings such as QS World University Ranking, the Time Higher Education (THE) World University Ranking, and Shanghai Global Ranking of Academic Subjects, and programmes aligned with emerging industry and societal needs. Schools such as emlyon, Istituto Marangoni, and Domus Academy lead in management, design and sustainability education.

For example, emlyon's Programme Grande École was ranked 13th worldwide in the 2024 QS Business Masters Rankings for Management, with two of its specialised programmes also in the global top 10: 5th worldwide for its

*Recognitions, including Great Place to Work® and HR Excellence in Research, demonstrate our commitment to supportive, inclusive, and high-performing workplaces.*

MSc in Supply Chain & Purchasing Management and 6th worldwide for its Master in Digital Transformation and Strategic Marketing. Istituto Marangoni and NABA were also recognised in the QS World University Rankings by Subject as the only Italian Higher Education Institutes among the top 100 universities in Art & Design. Additionally, European University Cyprus is ranked among the Top 801-1,000 universities worldwide in the THE World University Rankings 2026, placing it within the top 3% globally. European University Cyprus is also ranked among the Top 501-600 universities worldwide for Medicine, Dentistry, and Health Sciences in THE's subject rankings, reaffirming its leadership in these disciplines.

In governance and operations, many institutions have adopted ISO 9001, ISO 14001, and ISO 45001 standards, reinforcing accountability and performance. Certifications such as Qualiopi, UNI EN ISO and DD&RS further highlight our focus on transparency, inclusion, and responsible education. Added to that, environmental and social responsibility are strengthened through initiatives such as biochar carbon offsetting, participation in the Blue Flag Climate Change category, and alignment with the UN Principles for Responsible Management Education (PRME). Recognitions, including Great Place to Work® and HR Excellence in Research, demonstrate our commitment to supportive, inclusive, and high-performing workplaces.

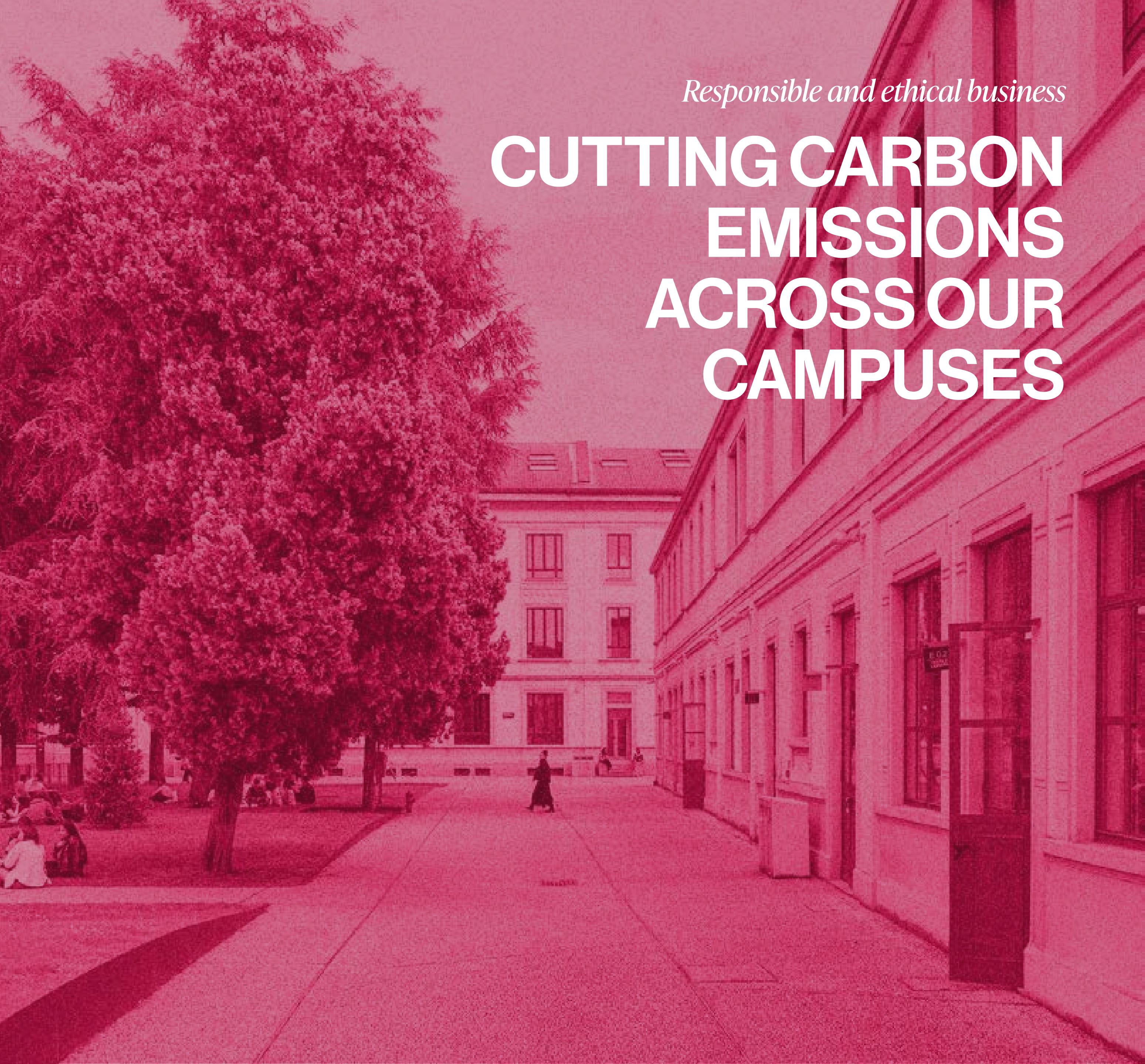


# CUTTING CARBON EMISSIONS ACROSS OUR CAMPUSES

## Our 2024/2025 Carbon Footprint

We began tracking emissions in 2022 to understand the environmental footprint of our schools and offices, and we expanded these efforts in 2024-2025 to include Scope 3 categories, such as commuting, travel, and waste management.

Indicator	2024 Value	Variation n-1
Scope 1 emissions	773 tCO <sub>2</sub> eq	- 44%
Scope 2 emissions (location-based)	5,970 tCO <sub>2</sub> eq	+ 19%
Scope 2 emissions (market-based)	2,930 tCO <sub>2</sub> eq	N/A
Scope 3 emissions	127,703 tCO <sub>2</sub> eq	+ 40%
Total (Scope 1+2+3) (location-based)	134,446 tCO <sub>2</sub> eq	+ 40%
Total (Scope 1+2+3) (market-based)	131,406 tCO <sub>2</sub> eq	N/A





We know that carbon footprint is a measure of accountability. It guides how we invest, operate, and innovate to reduce our environmental impact and advance our shared commitment to a more sustainable future.

In 2024–2025, GGE's total carbon footprint was estimated at approximately 135,000 tonnes of CO<sub>2</sub> equivalent (tCO<sub>2</sub>e). This figure includes both direct emissions, such as those from campus heating systems and company vehicles, and indirect emissions linked to electricity use, travel, waste management, and the purchase of goods and services. Together, these reflect the full environmental impact of our operations across all campuses, capturing not only what we emit directly but also the wider effects of our choices.

To put this into perspective, 135,000 tCO<sub>2</sub>e is roughly equivalent to the annual emissions of more than 30,000 passenger cars or the energy use of 15,000 homes for a year.

We estimated our Carbon Footprint using the **location-based method**, which calculates emissions as if all the electricity we use came from the average mix of energy sources in the country, regardless of what we actually buy. When calculated using the **market-based method**, which accounts for our actual energy purchases, including our renewable energy purchasing choices, our total carbon footprint falls to around 130,000 tCO<sub>2</sub>e. This demonstrates that our sustainable choices have a tangible impact on reducing our emissions.

This difference highlights why our energy strategy matters, and why understanding our energy mix is the first step toward meaningful change. In 2024–2025, we consumed more than 32 million kWh of electricity, with nearly 89% sourced from renewables, either purchased or generated on-site. About 23% came from non-renewable sources, and 2% from other carbon-free options such as nuclear energy. This steady transition toward clean power is already delivering results.

*Responsible and ethical business*

# ENERGY AND BUILDING EFFICIENCY

Across the network, schools are transitioning to cleaner energy and more efficient infrastructure.

For instance, European University Cyprus has installed 230 kW of solar panels, completed a full carbon audit covering Scopes 1 to 3, upgraded to LED lighting, introduced a smart building management system and added electric vehicle charging stations. All our French schools operate entirely on 100% renewable electricity through their partnership with EDF, while emlyon Business School continues its path towards achieving Net Zero by 2030.

Additionally, Studi operates certified low-impact buildings and conducts regular energy audits and digital clean-ups to reduce unnecessary consumption. In Mexico, CENTRO operates a LEED Platinum-certified campus, built to high sustainability standards, which ensures efficient energy and water use alongside responsible waste management. Its 2024–2030 sustainability plan includes specialised waste management, composting, LED replacement and the introduction of reusable and recyclable materials. Meanwhile, LMA reduced its energy use by 45,300 kWh, saving over £10,000 a month and avoiding 10 tonnes of CO<sub>2</sub>, through the use of sensors and advanced lighting controls. Across campuses, presence detectors, daylight sensors, and district heating systems further reduce energy use, while all new buildings and renovations adhere to strict ecological design standards.



*Responsible and ethical business*

# MANAGING WASTE RESPONSIBLY

We estimate annual waste generation based on school reports or averages per learner, with most schools tracking their waste through external providers to enable recovery, reuse, and recycling. Nearly half of all waste across our network is now being recovered, and many schools are phasing out the use of single-use plastics.

Examples include European University Cyprus, which operates a comprehensive recycling system for paper, plastics, metals, electronics, and organic waste, supported by digital submissions to reduce paper use and a new organic waste compactor that minimises landfill volume. CENTRO ensures full traceability and responsible disposal through specialised partners while promoting composting and the elimination of disposable packaging. At the Institut Culinaire de France, organic waste is converted into biogas through a partnership that employs 70 people with special needs. The school is progressing towards achieving a “Plastic Free” label, with 60% of materials being recyclable and 90% sourced locally. Added to this, ISM fosters sustainable habits through its “Zero Waste School” initiative. UCIMED, which completed its first full carbon inventory, has earned Costa Rica’s Ecological Blue Flag Award for the fifth consecutive year.





*Responsible and ethical business*

## **SUSTAINABLE MOBILITY AND BEHAVIOUR**

Many schools are encouraging low-carbon commuting and flexible working practices to reduce their environmental footprint. Initiatives include the use of bike leasing schemes, public transport subsidies or reduction, electric vehicle charging facilities, and the switch to green electricity. A Group-wide commuting survey will be launched in November 2025 to estimate the impact using the Greenhouse Gas (GHG) Protocol. These actions will collectively help reduce Scope 3 emissions while promoting a culture of sustainable mobility across our network.

## Business travel

Business travel emissions were calculated using travel management and financial data, providing a more accurate view of the Group's transport footprint. Total emissions from business travel reached over 2,000t CO<sub>2</sub>eq in 2024/2025. These insights will inform future reduction measures, including a greater emphasis on low-carbon transportation options and virtual collaboration tools to reduce unnecessary travel.

## Energy sourcing and self-generation

Each school now reports on energy sourced from fossil fuels, renewables, and other carbon-free sources such as nuclear power. This transparency enables the development of targeted emission-reduction strategies and encourages additional investment in clean energy. Some campuses, such as NABA, European University Cyprus or ISM, now generate part of their own energy through solar and geothermal systems, setting a strong example of decentralised, sustainable energy production.



*Responsible and ethical business*

# OUR TRANSITION PLAN TO GREENER CAMPUSES

Launched in February 2025, our Transition Plan to Greener Campuses represents a major step forward in how the Group approaches environmental responsibility and operational efficiency. More than a technical project, it acts as a catalyst for transformation, aligning climate action with cost savings, innovation, and social progress across our institutions.

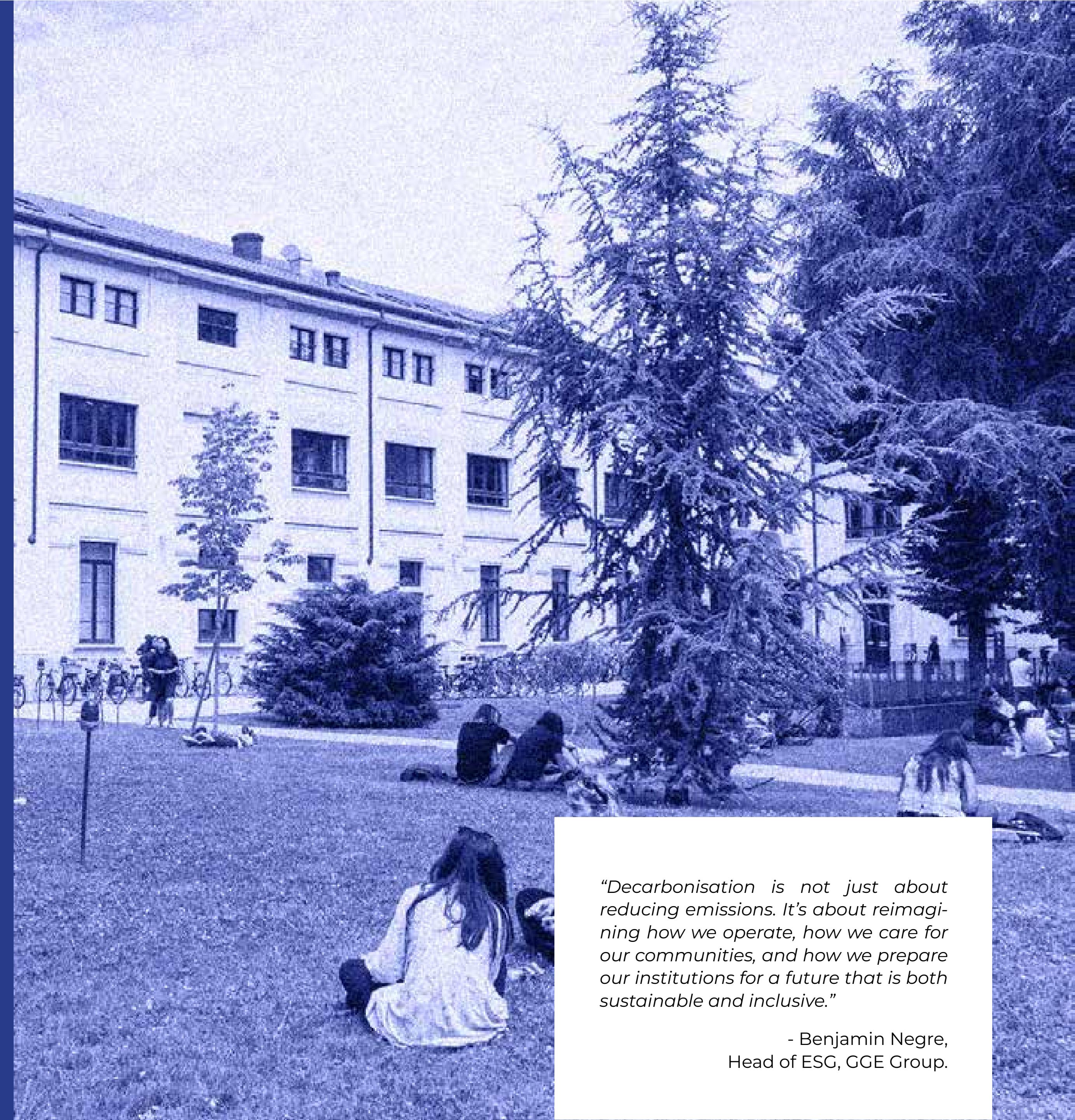
Phase 1 focused on three pilot schools: STUDI, NABA, and STRATE. Through site visits and data analysis, each developed insights that fed into a practical School Playbook designed to reduce emissions and improve energy performance. The results were striking: NABA identified potential to cut emissions by 90%; STUDI projected a 76% reduction; and STRATE could achieve a 93% reduction. Gradual implementation plans are being currently set up in the schools.

Beyond carbon reduction, the project is shaping a cultural shift. By embedding sustainability into capital planning, operational indicators, and daily decision-ma-

king, schools are preparing for CSRD compliance while strengthening shared responsibility and innovation. The next step is to extend the project and Playbook across the Group, supported by our Impact Champions and peer learning to adapt best practices to each campus.

The social benefits are equally meaningful. Decarbonisation improves air quality, reduces pollution exposure, and fosters healthier environments for learning and work. It also empowers staff and students to engage with sustainability in tangible ways, from adopting energy-saving behaviours to integrating environmental topics into the curriculum, building both environmental literacy and civic engagement.

This project demonstrates how we are turning climate ambition into operational reality. It goes beyond cutting emissions to create institutions that are resilient, inclusive, and future-ready, where environmental and social progress move hand in hand.



*“Decarbonisation is not just about reducing emissions. It’s about reimagining how we operate, how we care for our communities, and how we prepare our institutions for a future that is both sustainable and inclusive.”*

- Benjamin Negre,  
Head of ESG, GGE Group.



*Responsible and ethical business*

# INVESTING IN GREENER CAMPUSES

In 2024–2025, a total of €2.3 million was invested in sustainable campus developments, up from €0.9 million the previous year, demonstrating significant progress in environmental infrastructure.

The investment supported the construction of new and upgraded campuses that meet leading environmental standards.

Studi, TAI, NABA, and Domus Academy all achieved BREEAM and ISO 14001 certifications, while Istituto Marangoni inaugurated a LEED Gold, brand-new campus in Dubai.

Emlyon also opened its new Lyon campus, designed with green spaces and awarded both R2S and OsmoZ certifications for its environmental and social design excellence.



*Responsible and ethical business*

# LE DELTA – A GREEN CAMPUS WHERE INNOVATION AND WELL-BEING MEET

An example of a green campus within the Group is Le Delta campus in Paris, which embodies GGE's vision of sustainable, learner-centred innovation. Designed through a design thinking approach, it places the learner experience at the heart of every decision, from open, collaborative spaces that encourage interaction to flexible classrooms that enable hybrid and interdisciplinary learning.

The redevelopment of the historic Claude-Bernard site strikes a balance between heritage preservation and ecological responsibility. Green spaces, including the former Jardin des Apothicaires, have been carefully preserved, offering a connection to nature

within the city. The use of sustainable materials and energy-efficient systems reduces the campus's environmental footprint while promoting comfort and well-being.

More than a place to study, Delta was conceived as a space for living and learning. Drawing inspiration from hospitality design, the interiors, created by Ana Moussinet and Studio H5, provide a warm and welcoming environment that nurtures creativity and focus. The result is a living campus where sustainability, innovation and well-being come together, supporting learners to thrive academically, socially and personally.

*Responsible and ethical business*

## RESPONSIBLE PROCUREMENT IN ACTION

Most of our schools now incorporate ESG criteria into their procurement activities, with many new campus projects also integrating these standards into their design and supplier selection processes. Schools assess environmental and social impact using financial and emissions data, while at emlyon, sustainability accounts for 20–30% of tender weighting under the ObsAR Sustainable Purchasing Charter.

*Responsible and ethical business*

# EMPOWERING OUR PEOPLE

At GGE, empowering our people is the foundation of long-term impact. Our 2023–2025 People Plan reflects this commitment, driving progress through lifelong learning, inclusive leadership, and a culture of recognition and care.

Through the Galileo Academy, staff have continuous development opportunities, while Performance Development Reviews and leadership training foster growth and accountability. Preparation for transparent pay practices in line with upcoming EU regulations and HR digitalisation via Workday will ensure fairness and efficiency, supported by a dedicated committee that champions DEI and well-being.



*Responsible and ethical business*

# STRENGTHENING EMPLOYEE VOLUNTEERING, ENGAGEMENT, AND RECOGNITION

Across our schools, a strong culture of giving back and collaboration continues to grow. Employee volunteering is central to our social impact, enabling staff to utilise their time and skills to support local communities while developing professionally and fostering stronger teams.

For example, in Latin America, the GGE LATAM squad organised a 2025 volunteer day at Casa del Sol orphanage, supported by IEU and IPETH staff and students. IEU also hosted “A Day as Chefs,” where 42 children from DIF Homes enjoyed a professional kitchen experience, and contributed to the “Puebla Comparte” campaign, donating nearly three tonnes of food to the Food Bank Foundation.

Schools also foster engagement through shared learning and recognition. For example, UCIMED motivates staff through its SOMOS UCIMED recognition ceremony, wellness programmes and training, representing an investment of €71,983 in 2024.

ISM actively encourages employee volunteering through programmes that help participants build skills while contributing to the school's mission. The Young Professional People (YPP) Project offers ISM graduates the opportunity to begin their careers as volunteers within the school. These placements enable them to gain practical experience, understand the organisation's operations and strengthen their professional networks before securing full-time roles. For many, YPP serves as a springboard, leading either to employment within ISM or to new opportunities in other sectors. This initiative reflects the school's commitment to valuing volunteer engagement, fostering professional growth and preparing a new generation of capable and committed professionals.





*Responsible and ethical business*

# PROFESSIONAL GROWTH AND COLLABORATION

Across the Group, staff development is driven by open communication, continuous learning and teamwork. European University Cyprus fosters an inclusive culture through open-door policies, focus groups, Erasmus mobility and workshops, supported by a clear performance management system. Its latest Great Place to Work survey showed a 90% engagement rate and a 93% NPS score. At CENTRO, initiatives such as Family Day, diversity workshops, and the Círculo de Reciprocidad (Reciprocity Circle) promote a sense of belonging and recognition, while supporting professional growth.

*Responsible and ethical business*

# MANAGING RISK, WITH INTEGRITY

At GGE, risk management is not a reactive task but a proactive and strategic pillar of governance. Our Group-wide framework is designed to anticipate, assess, and mitigate risks before they arise, ensuring that our institutions remain resilient, compliant, and trustworthy in a changing environment.

*This framework continues to mature, encompassing comprehensive mapping, regular audits, school visits, and compliance checks across key areas, including accreditation and regulatory alignment, data privacy and cybersecurity, human resources, financial controls, climate-related vulnerabilities, and third-party dependencies. These actions are coordinated and continually refined to reflect emerging risks and evolving standards.*

An internal auditor, reporting directly to the Board, ensures rigorous oversight and independence in our governance process. This direct accountability strengthens transparency and supports informed decision-making at the highest level.

Beyond compliance, our approach to risk management aims to create a positive impact across the organisation. By protecting data and digital systems, we safeguard the trust of learners, staff and partners. By anticipating climate and operational risks, we maintain continuity and adaptability in our educational mission. By embedding risk awareness into our culture, we empower teams to act responsibly, make informed choices, and contribute to a safer, more ethical workplace.

*Our commitment to integrity in risk management reflects our core values of accountability, transparency and care. It enables us to progress toward stronger governance, strengthen institutional trust and uphold excellence in both education and governance.*

*Responsible and ethical business*

# FIGHTING CORRUPTION, PROTECTING DATA



## Anti-corruption

The Group continues to reinforce our commitment to ethical governance through a solid eight-pillar anti-corruption programme aligned with France's Sapin II Act. This framework includes risk mapping, codes of conduct, third-party due diligence, and whistleblowing mechanisms. Nearly all institutions now uphold a Code of Ethics, reflecting a shared culture of integrity and accountability across the Group.

Building on this foundation, the programme is now being progressively deployed internationally to ensure that all practices across our countries of operation meet consistent standards and comply with local regulations, strengthening our global ethical footprint.

## Cyber and data security

As digital technologies evolve, we continue to strengthen and improve our overall approach to cyber and data security. Across the Group, institutions are taking steps to improve preparedness, awareness, and governance in response to an increasingly complex digital landscape. These efforts are focused on building resilience, promoting responsible data management, and ensuring that our systems and people remain equipped to respond effectively to emerging risks.

In response to escalating digital threats and emerging AI-related risks, GGE is significantly enhancing its cybersecurity posture. Schools have implemented business continuity plans and conducted recovery testing, performed maturity assessments to guide strategic action, and expanding their cyber insurance coverage. GDPR compliance, vendor oversight, and internal training are being strengthened as standard practice. At the same time, privileged access management and phishing awareness campaigns are being scaled up to ensure resilience and vigilance across all levels of operation.



*Responsible and ethical business*

# IMPACT SNAPSHOT

Area	Progress so far
Workforce growth	13,115 employees in 2024/2025, up 30% from 2023/2024
Employment stability	7,953 full-time equivalent employees, with most on permanent contracts (up 40%)
Turnover and hiring	Departure rate fell by 30%; hiring rate decreased by 40%, showing greater stability and retention
Gender balance and leadership	57% of employees are women, and 53% of senior managers are women (up from 44% in 2023/2024)
Workplace well-being	Absentism and safety incidents dropped sharply by 80%
Ethical governance	90% of all schools now have a Code of Ethics, and all of them have a Health & Safety Policy
Sustainable campuses	€2.3 million invested in sustainable campus developments (up from €0.9 million)
Green spaces and biodiversity	Almost 25% of our schools have a biodiversity plan
Carbon emissions (Scope 1)	Direct emissions reduced by around half compared to 2023/2024
Electricity use (Scope 2)	Emissions rose slightly due to growth in campus sites and energy demand
Scope 3 tracking	New data collection now covers waste, travel, and supply chain activities
Diversity and inclusion	86% of schools have an active Diversity and Inclusion (DEI) strategy for employees, up from 79% in 2023/2024
ESG integration	Most new campus developments now apply ESG standards in design and procurement
Pay and equality	Our gender pay gap decreased by 5% across the network in 2024/2025.

At Paris School of Business, the Star Label rewards students who actively contribute to a more sustainable and responsible world. Open to all programmes, it recognises meaningful actions such as volunteering, community projects, sustainable travel, and CSR-focused internships. Students earn points for their Sustainable Development (SD) commitments, which can be exchanged for rewards such as alumni meetings or sustainability video features. The initiative encourages students to turn awareness into concrete action, with achievements celebrated each May at an annual awards ceremony.

LISAA Strasbourg fosters an open, responsible spirit that values initiative and originality. Creativity shapes both teaching and the school's culture of freedom, open-mindedness and well-being. Spaces are regularly redesigned to be more welcoming and functional, strengthening the sense of community. Every part of the school contributes to this atmosphere, from the teachers' room and rest areas to the toilets. Festive moments, such as cocktail dinners, Christmas meals, and graduation celebrations, further nurture a joyful and caring spirit. Employees involved in community activities receive warm support through recognition, communication and flexible scheduling. Collaboration, adaptability, and shared responsibility define the school's strong community spirit.



*Responsible and ethical business*

## IMPACT STORIES



## 08. MAPPING THE FUTURE

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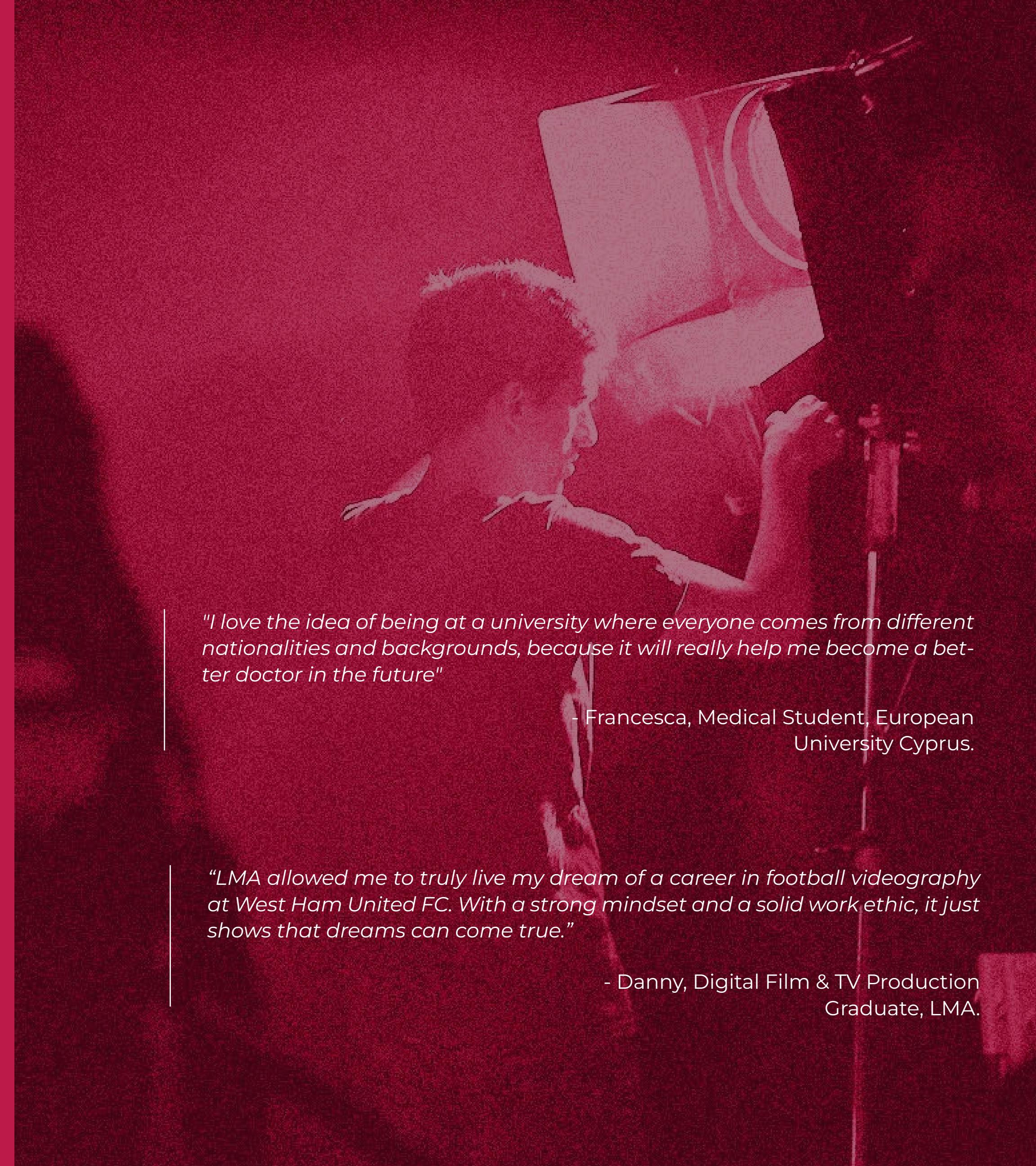
# MAPPING THE FUTURE

As we reflect on the 2024–2025 period, GGE and our network of schools remain dedicated to shaping a more inclusive, sustainable, and responsible future for higher education. Over the past year, we have advanced our work on accessibility, diversity and innovation, aligning our progress with the SDGs.

Our preparations for CSRD compliance have strengthened data governance, transparency and accountability across the Group. Through a double materiality assessment and improved ESG reporting, we now have a clearer view of where we can make the greatest impact. At the same time, our Transition Plan to Greener Campuses is helping schools reduce emissions, improve efficiency, and embed responsible practices into their everyday operations.

We have also deepened our social commitment. Expanded scholarships, well-being programmes and inclusion initiatives ensure that every learner, regardless of background, can grow and succeed. Impact Champions across our schools continue to drive these efforts, turning strategy into action at the local level.

Looking ahead, we will continue to enhance our educational platforms, strengthen our ESG systems, and accelerate our sustainability journey. By combining innovation, ethical governance and community engagement, we aim to make education not just a path to employment, but a powerful force for transformation.

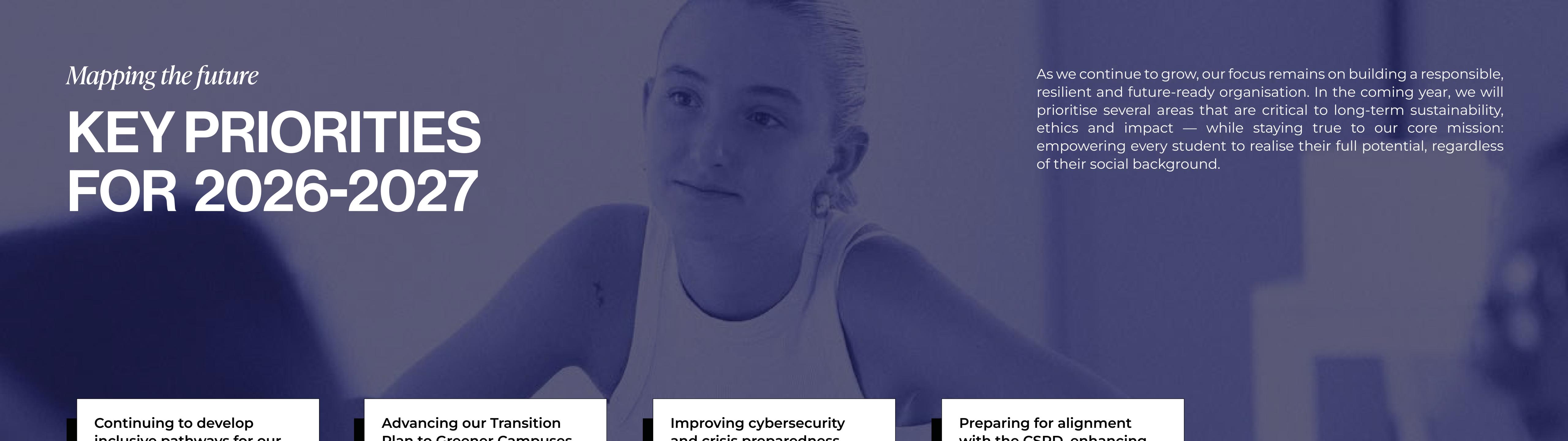


*"I love the idea of being at a university where everyone comes from different nationalities and backgrounds, because it will really help me become a better doctor in the future"*

- Francesca, Medical Student, European University Cyprus.

*"LMA allowed me to truly live my dream of a career in football videography at West Ham United FC. With a strong mindset and a solid work ethic, it just shows that dreams can come true."*

- Danny, Digital Film & TV Production Graduate, LMA.



*Mapping the future*

# KEY PRIORITIES FOR 2026-2027

Continuing to develop inclusive pathways for our students and reinforcing our commitment to education quality and employability for all, across all disciplines and geographies

Advancing our Transition Plan to Greener Campuses, including expanded Scope 3 tracking and emissions reduction efforts across schools

Improving cybersecurity and crisis preparedness, including a Group-wide crisis cybermanagement plan

Preparing for alignment with the CSRD, enhancing transparency and compliance

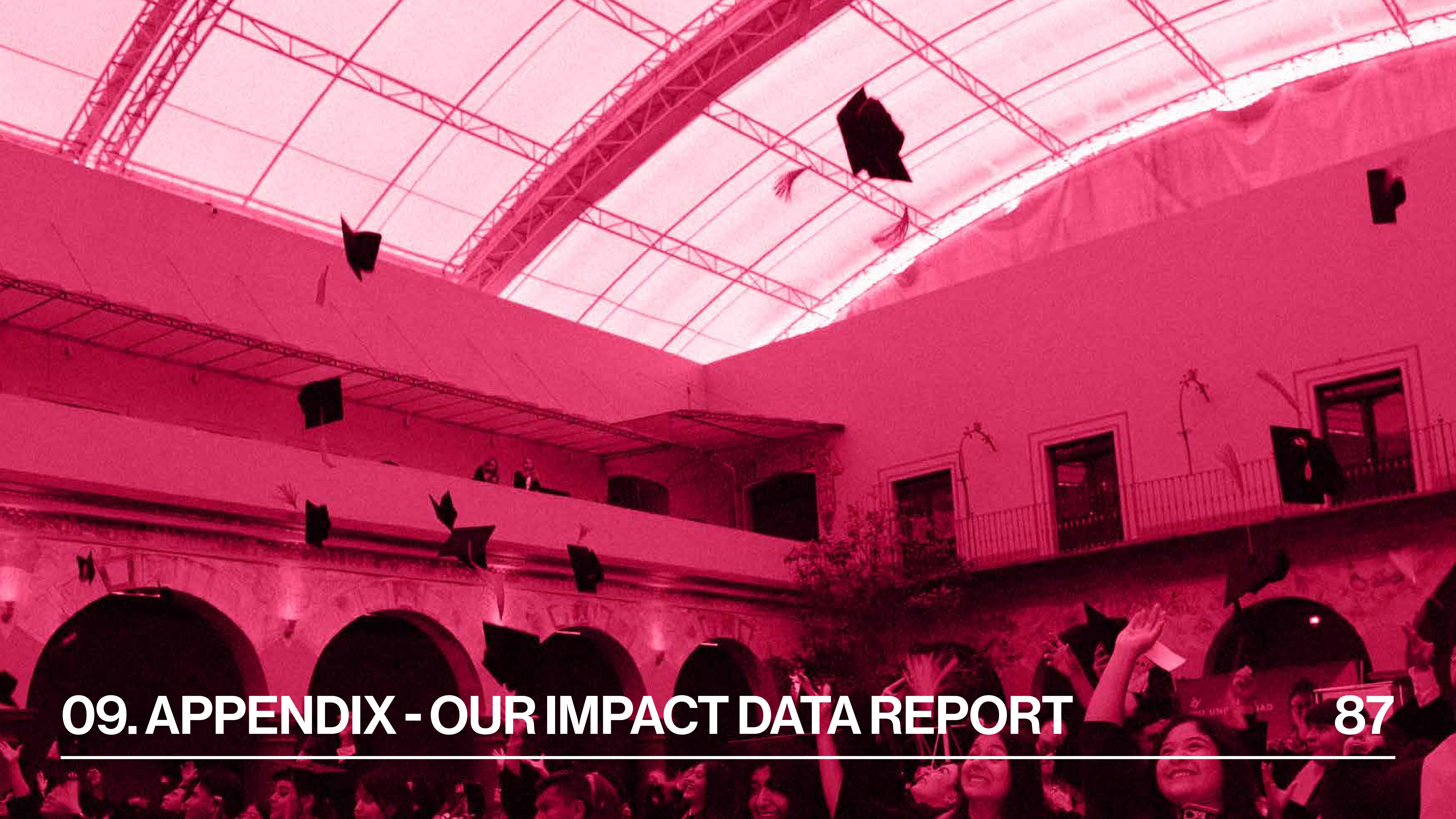
Continuing to strengthen internal controls to uphold ethics and reduce mismanagement risks, with targeted actions at the Group and school levels

Onboarding all new institutions into the GGE network and supporting their alignment with our values and commitments.

Expanding our anti-corruption programme, addressing identified risk areas and reinforcing training and awareness

*Moving forward, we will also continue to harmonise brand platforms and strengthen communication analytics across the Group, ensuring that our messages to all stakeholders remain consistent, transparent, and aligned with our sustainability and impact objectives.*

As we continue to grow, our focus remains on building a responsible, resilient and future-ready organisation. In the coming year, we will prioritise several areas that are critical to long-term sustainability, ethics and impact — while staying true to our core mission: empowering every student to realise their full potential, regardless of their social background.



## 09. APPENDIX - OUR IMPACT DATA REPORT



## Appendix

# OUR IMPACT DATA REPORT

We conducted our impact data reporting campaign from July 2025 to September 2025, gathering data from the academic year of 2024-2025. Data was sourced from 64 schools across 133 campuses in 19 countries.

Our impact data report shows significant progress compared to last year. While coverage for each data point still reflects varying levels of maturity across schools, we have taken major steps to close gaps and improve consistency. Over the past year, we expanded participation in the reporting campaign, increased survey response rates, and improved data point coverage through clearer guidelines and enhanced support for schools.

We also introduced harmonised KPI definitions and began standardising calculation methodologies, reducing discrepancies and ensuring greater compa-

rability across institutions. These efforts mark the first phase of a broader transformation plan aimed at meeting upcoming regulatory requirements and enhancing transparency. Looking ahead, we will continue to scale these improvements by providing schools with tools and training to help them embed robust data practices and deliver reliable, actionable insights.

Please note that a few KPIs may show unexpected variations between 2024-2025 and the previous year, mainly due to the integration of newly acquired schools that have not yet fully adopted group-wide initiatives.

The results of our impact data reporting campaign are outlined below, showcasing the survey response rate and data point coverage.

Categories	Indicators	Unit	Reporting 2024/25	Reporting 2023/24
General	Number of schools	#	64	61
General	Number of campuses	#	133	116
General	Number of countries spread across	#	19	15
General	Acquisitions made since inception	#	41	37
General	Acquisitions made during the reporting period	#	4	3
Enabling everyone to succeed	Gender split of students - Male	%	40.1	40
Enabling everyone to succeed	Gender split of students - Female	%	59.4	59.8
Enabling everyone to succeed	Gender split of students - Other	%	0.5	0.2
Enabling everyone to succeed	Schools granting merit-based scholarships	%	57	63

Categories	Indicators	Unit	Reporting 2024/25	Reporting 2023/24
Enabling everyone to succeed	Merit-based scholarships awarded - Number granted	– #	8,174	7,053
Enabling everyone to succeed	Merit-based scholarships awarded - Amount granted	– €	13,659,342	10,775,625
Enabling everyone to succeed	Merit-based scholarships awarded - Average granted	– €	1,671	1,528
Enabling everyone to succeed	Schools granting Income-based scholarships -	– %	44	47
Enabling everyone to succeed	Income-based scholarships awarded - number granted	– #	15,427	5,119
Enabling everyone to succeed	Income-based scholarships - amount granted	– €	15,635,854	6,453,928
Enabling everyone to succeed	Income-based scholarships awarded - Average	– €	1,013	1,261
Enabling everyone to succeed	Amount granted through other types of scholarships	– €	2,767,162	208,100
Enabling everyone to succeed	Schools facilitating loans	– %	67	44

Categories	Indicators	Unit	Reporting 2024/25	Reporting 2023/24
Enabling everyone to succeed	Number of loans awarded	#	7,195	4,491
Enabling everyone to succeed	Amount granted through loans	€	21,152,569	27,164,998
Enabling everyone to succeed	Average amount of the loans awarded	€	2,940	6,049
Enabling everyone to succeed	"Giving back" culture	%	67	63
Enabling everyone to succeed	Number of students with disabilities	#	7,459	4,687
Ensuring Quality Education	Graduate employability rate	%	79	79
Ensuring Quality Education	Student retention rate	%	77	72
Ensuring Quality Education	Students with internship as part of studies	%	48	47
Ensuring Quality Education	Students with other work exp. as part of studies	%	18	23

Categories	Indicators	Unit	Reporting 2024/25	Reporting 2023/24
Ensuring Quality Education	Students starting their own businesses	%	18	17
Ensuring Quality Education	Graduation rate	%	73	73
Ensuring Quality Education	Share of students online	%	50	43
Ensuring Quality Education	Share of students onsite	%	50	57
Transforming Society	Percentage of sustainability-focused programmes	%	23	12
Transforming Society	Percentage of sustainability-inclusive programmes	%	55	47
Transforming Society	Number of students trained on sustainability issues	#	142,165	55,768
Transforming Society	Number medically-assisted people	#	54,132	8,599
Responsible Business	Total number of employees	#	13,115	10,175

Categories	Indicators	Unit	Reporting 2024/25	Reporting 2023/24
Responsible Business	Full-time Equivalent Employees	#	7,954	7,382
Responsible Business	Track gender split of employees - Male	%	42.5	42
Responsible Business	Track gender split of employees - Female	%	57	57
Responsible Business	Track gender split of employees - Other	%	0.5	1
Responsible Business	Percentage of women in senior management positions	- %	53	44
Responsible Business	Share of women within 10 highest salaries	%	45	45
Responsible Business	Schools with a Diversity and Inclusion strategy for employees	%	86	79
Responsible Business	Share of disabled employees	%	2	2
Responsible Business	Schools with a Health and safety policy	%	100	89

Categories	Indicators	Unit	Reporting 2024/25	Reporting 2023/24
Responsible Business	Non-renewable electricity purchased	kWh	7,460,513	8,264,208
Responsible Business	Renewable energy procured	kWh	24,118,197	17,082,730
Responsible Business	Other carbon free energy procured	kWh	633,194	723,471
Responsible Business	Schools procuring renewable energy	%	90	89
Responsible Business	Natural gas purchased	kWh	3,844,237	6,840,064
Responsible Business	Total electricity consumption	kWh	32,211,904	26,070,409
Responsible Business	Schools generating renewable energy	%	24	17
Responsible Business	Renewable energy generated	kWh	4,498,435	2,100,680
Responsible Business	Waste generation	tons	922	1,595

Categories	Indicators	Unit	Reporting 2024/25	Reporting 2023/24
Responsible Business	Recycled waste	tons	349	296
Responsible Business	Share of recycled waste	%	50	36
Responsible Business	Business employee travels	t CO2eq	2,088	2,266
Responsible Business	Scope 1 emissions	t CO2eq	773	1,375
Responsible Business	Scope 2 emissions - Location-based	t CO2eq	5,970	5,005
Responsible Business	Scope 2 emissions - Market-based	t CO2eq	2,930	
Responsible Business	Scope 3 emissions	t CO2eq	127,703	91,726
Responsible Business	Carbon footprint (Scope 1+2+3) - Location-based	t CO2eq	134,446	95,690
Responsible Business	Carbon footprint (Scope 1+2+3) - Market-based	t CO2eq	131,406	

# ANNUAL REPORT DESIGNERS



## ***Designed by Daphne Cucchi & Adele Holterbach***

They are soon-to-be graduates with a Master's degree in Graphic Design and Art Direction from LISAA Paris, France.

### ***The Vision***

*"The concept is to offer an optimal experience when reading this report, with a clear and structured design inspired by photography magazines. The identity of the Galileo Global Education Group remains present through the use of their colors on the pictures and throughout the background, creating a playful and lively reading experience. The elements are deliberately minimalistic, allowing the content to breathe while highlighting key informations through bold titles and subtle italics. As students within the Galileo Global Education network, our goal was to design a visual language that feels both modern and editorial, while remaining fully aligned with the institution's identity. We wanted this project to reflect our creative approach as well as our understanding of professional design standards. More than a simple presentation of data, this report is conceived as a coherent and engaging visual experience, crafted to embody GGE's values through its structure, rhythm, and aesthetic choices."*

*- Daphne and Adele, LISAA, Paris*



# IMPACT REPORT 2024/2025

*Academic Year : July 2024 - June 2025*