

22-23 | Impact Report



Galileo
Global Education™



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01

Foreword from Group President



Galileo
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Environmental, Social
and Governance Report

Foreword from the Group President

A higher education and vocational training institution has, by its very nature and raison d'être, an immense social responsibility. The way we transmit and acquire knowledge and skills has an impact on the lives of learners and the society in which they operate. Higher education empowers individuals and provides the skills that nations need.

This report reflects the efforts of the schools, teachers and support teams that make up Galileo Global Education, to enable as many people as possible to develop their skills, to flourish, and to be equipped to act in the face of major technological, demographic shifts, geopolitical tensions and environmental transitions.

All these efforts contribute to the social and societal impact of our Group, to the benefit of our students, the world of higher education in general and society while ensuring our growth and demonstrating our added value as a Group in the higher education sector. That's our ambition!

And our goals are just as ambitious, and these efforts are gradually bearing fruit. To this end, we are proceeding to substantial changes to the environmental impact of our campuses; ensuring the highest level of care, so that our students can study in safe and inclusive environments; and developing major technological and organizational innovations in teaching methods and content with our trusted private and public partners. Our contribution to the common good implies that we tighten our ties with public authorities and that we fit into educational policies.

This past year, we have consolidated our efforts while ensuring that our Group still grows as 3 new schools have joined our family: emlyon in France, UCIMED in Costa Rica and Nackademin in Sweden. The year 2023-24 will see the roll-out of major new initiatives in this direction, supported primarily by launching the Galileo Global Education Foundation, to support young people to access higher education and transform their lives.

Opening up access to higher and vocational education to as many people as possible, and in particular to young people who have dropped out of the traditional systems, is our greatest cause.

Marc-François Mignot-Mahon



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Marc-François Mignot-Mahon
Group President



02

Introducing
Galileo Global
Education



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Introducing Galileo Global Education

Who we are

Galileo Global Education ('GGE') is the world leader in private higher education. Our network of **58 schools**, operating across **over 100 campuses**, in **16 countries**, educates **over 173,000 students** and learners through three modalities: onsite courses, online-only courses and hybrid courses which combine online and on-campus learning. We offer a broad selection of subject areas including business, applied art, digital management, health, and beyond.

This year we expanded the footprint of the Group through establishing new schools and through three new acquisitions.

This includes:

	<p>Emlyon business school is a leading international and European business school in France.</p>
	<p>Nackademin is a university of applied sciences that offers top-notch education and courses that combine theory and practice.</p>
	<p>UCIMED is a leading University of Health Sciences in Latin American, with more than 45 years of experience and thousands of graduates in the health service.</p>



OUR MISSION

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



OUR VISION

Our vision is to transform the world of education and training by innovating and hybridizing disciplines, pedagogies, schools, and geographies.



OUR VALUES

Our values are to be caring; to be transparent; to strive for the highest standards.



OUR DNA

Our DNA is built on the qualities of innovation and entrepreneurship.

We are wholly committed to our stakeholders and never stop striving to achieve the best outcomes for our students, our schools, our teachers, our employees and, more broadly, the society in which we live.

History of GGE

GGE was established with the conviction that great opportunity lies in creating an unrivalled network of higher education schools, particularly in fields that are characterised by steady growth in demand and are underserved by the public sector.

The Group was founded in 2011 following the acquisition of Istituto Marangoni, a pioneering Italian school of fashion, design, and the arts. In accordance with this Italian heritage and our commitment to knowledge, the Group was named after Galileo Galilei, the 16th century Italian philosopher, scientist and mathematician. Inspired by his remarkable vision and accomplishments, we seek to transform the world of education and training by innovating and hybridizing disciplines, pedagogies, schools and geographies. Since our founding, GGE has rapidly and successfully grown through a series of well-managed acquisitions and targeted enhancements.



A decade of well-managed growth and value-added enhancements

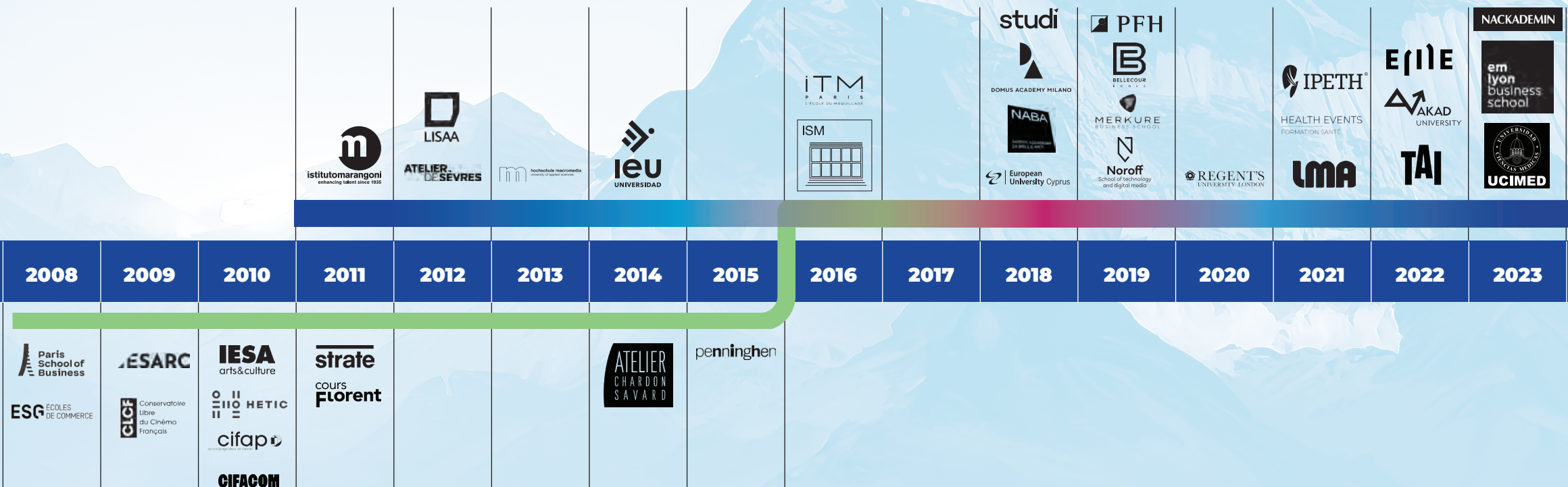


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Acquisitions made since 2011.
Ambitious growth plan and proven track record.



Founded in 2011 via acquisition of Istituto Marangoni



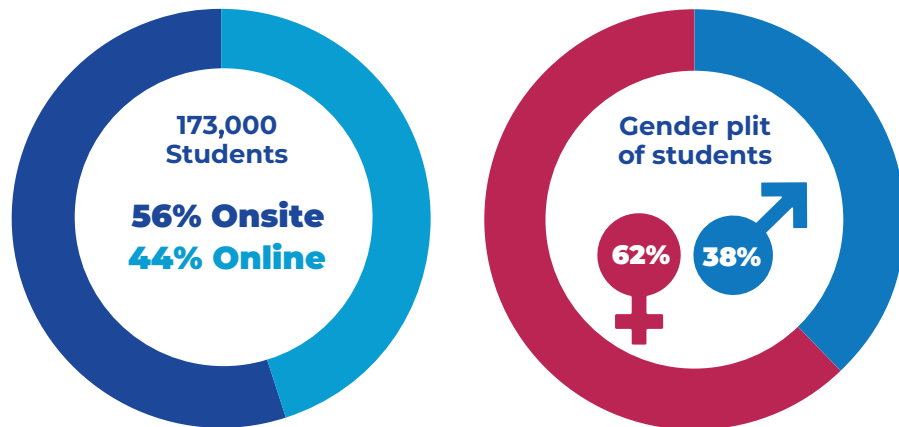
Founded in 2008 as French higher Education platform

GGE today

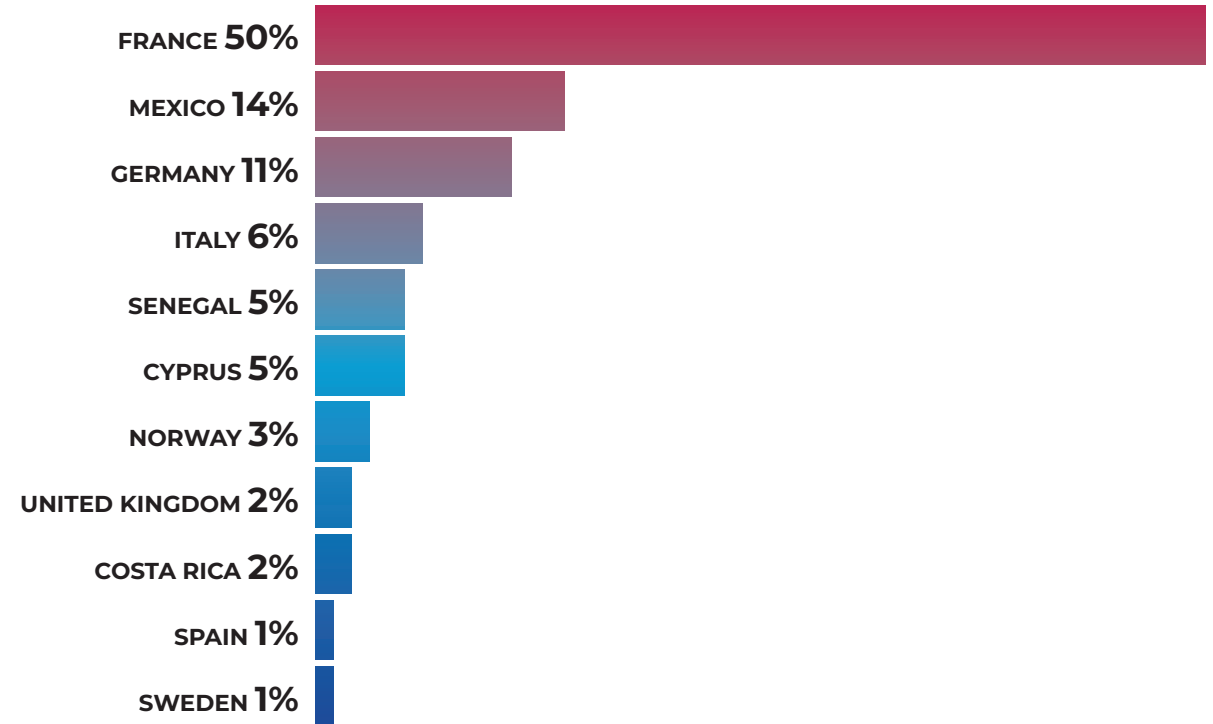
European leader with global ambition



Profile of our Students



Enrolled students in 2022-23


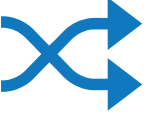




GGE Employees



📍 Country of origin of one or more Galileo school 📍 Country with a branch of Galileo schools

Impact highlights¹

 <p>Enabling everyone to succeed</p>	<p>8,123,933 € Merit-based scholarships awarded</p>	<p>9,089,458 € Income-based scholarships awarded</p>	<p>3,630 Number of self-declared disabled students</p>
 <p>Transforming education and lives</p>	<p>86% Graduates employability rate</p>	<p>57% Students who intern during their studies</p>	<p>19% Students who start their own business after their studies</p>
 <p>Transforming society</p>	<p>18,548 Students trained on sustainability issues</p>	<p>11,946 Students involved in volunteering days</p>	<p>7,620 People who received medical care from students</p>
 <p>Responsible business</p>	<p>166 MWh Renewable energy generated</p>	<p>4,038 tco2eq Carbon footprint (Scope 1+2)</p>	<p>52% Share of recovered or recycled waste</p>

1. The full list of Impact KPIs can be found in the Appendix



Our integrated higher education platform

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GGE's unique contribution is our integrated higher education platform. It is through this platform that we synergise innovative educational content with cutting-edge learning management systems. That means the schools that join our ecosystem can achieve concerted commercial and operational success and provide the best learning opportunity to our core stakeholders: our students.

Our approach offers both clarity and flexibility. The integrated higher education platform rests on four solid pillars – student experience; sales & marketing; finance; and human resources.

The deployment of these pillars is strongly supported by the Information Technology (IT) and Information Systems (IS) teams who provide the proper tools to allow our network to thrive. Yet with an entrepreneurial spirit at the heart of our business,

we will always encourage school directors to design and express their school's own unique blueprint. We therefore offer the framework, investment and support that schools need to thrive long term, along with the autonomy to deliver localised education tailored to their own situation.

Moreover, schools in our ecosystem can continually develop and innovate through the resources we offer. Members of our network can share and learn from best practices to drive

operational performance and nurture pedagogical evolution.

Our platform also facilitates international student and faculty exchanges, so that participants can enjoy mind-broadening experiences and learn from one another.

Students in our network will be primed for employment. We work closely with industry partners, including companies, non-governmental organisations, and governments to rapidly adapt and respond to

emerging skills gaps and industry demands. This work includes creating professional certifications and dedicated business classes and adapting our curriculums to the needs of the job markets and our students.

Just as our participating schools have the opportunity for continual growth, we at GGE are also always striving for more. We are continually identifying new areas of supports for underserved populations and seek to provide opportunities that they cannot find elsewhere. This growth strategy is in-sync with our mission to make education more accessible and boost skills and employability around the world.



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Exercising effective governance

Ensuring accountability and effective decision making

We recognise that we operate in an increasingly complex economic and regulatory environment. As a result, our operational risks must be closely monitored. We do not shy away from the operational risks facing our business and industry.

Our hallmark decentralised model, while facilitating flexibility and independence, necessitates strong and continuous governance practices.

Those robust practices establish clear lines of accountability and facilitate effective and balanced decision-making.

The highest governing body is the Board of directors, which oversees, guides and challenges the executive committee.

At the Board level, sustainability topics are taking an increasing part of the discussion.

The Board is comprised of four subcommittees: nomination and remuneration; audit and risk (where sustainability is regularly addressed, alongside with organisational risks and opportunities); investment; and management.

Additionally, a gender-balanced company is essential for diverse perspectives and enhancing decision-making processes.

Over half of our senior managers are women, reflecting our commitment to inclusive and effective leadership.

In 2023, we've strengthened our corporate teams to ensure improved compliance. This involved the addition of a new tax director and the implementation of enhanced risk management practices.

With these evolutions, we continue to develop our teams to keep pace with the fast growth of our business. This will ensure we maintain a sharp strategic vision, exemplary levels of compliance, and an overall high standard of professionalism.

This year we are excited to announce three new prestigious additions to our governing bodies. We appointed Muriel Pénicaud as a new independent member of our Board, and at the Executive level, we were delighted to be joined by Godefroy de Colombe as our new CEO and Martin Hirsch as the new Executive Vice President of GGE.



© JOEL SAGET

Muriel Pénicaud brings her impressive experience as a director of a public listed company and the former Minister of Labour in France, as well as a passion for employment and training that has been at the heart of her decades-long career. We are proud that she has joined us to apply her talent, experience and dedication to improve skills, training and employment opportunities for our students and employees across the world.



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Godefroy de Colombe joins us as CEO following an impressive career in insurance, notably supporting the growth of AXA's digital insurance business as Global Chief Operations Officer. He is also President of Proximité, an association for mentoring young people from low-income neighbourhoods.



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Martin Hirsch has held senior roles in the public sector, including over the past nine years as the general manager of the AP-HP, the largest university hospital trust, operating in Paris and its region and previously a Cabinet position in France as High Commissioner for Active Solidarity against Poverty. In parallel, throughout his career he has been dedicated to helping people all over the world reach their potential. This includes his work as the founder of the Institut de l'Engagement, an organisation that supports young people to succeed in their studies, job search or entrepreneurial activities. He will now use his impressive experience to help us create the Galileo Global Education Foundation, to support young people in need to access higher education and transform their lives.



Governance of our schools

With independence and entrepreneurial spirit at the heart of our business, we believe that school directors should be autonomous and accountable.

Every school in our ecosystem has its own governance arrangements to ensure academic rigour; effective management of their impact strategy; and appropriate representation of students' interests.

Diversity, equity & inclusion

We are committed to ensuring, diversity, equity and inclusion at all levels, from the boardroom to management and in our schools. We pursue diversity – of skills, experience, gender, ethnicity and more – at all levels of our management. We believe such diversity deepens our insight and strengthens our strategy.



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55%
Female senior management across the Group

56%
Female employees across the Group



© TAI UNIVERSITY



© IEU UNIVERSITY



© TAI UNIVERSITY



© TAI UNIVERSITY



© TAI UNIVERSITY

Upholding the highest standards of business ethics and integrity

We are committed to the highest standards of ethics, integrity, and transparency. We strive to meet these high standards across all our operations and in all interactions with our stakeholders, including students; colleagues; educators; regulators; public authorities; collaborators; and business partners.

Each of our regional operating units are expected to implement their own code of conduct and relevant policies and procedures that reflect applicable national laws and regulations; operational circumstance; and local cultural and social norms.

Our core principles cover all aspects of responsible corporate citizenship, and we will always strive for the highest possible standards in the way we conduct our business.

- 01** We have zero tolerance for all forms of bribery and corruption and have strict procedures to ensure avoidance of conflicts of interest and financial fraud.
- 02** We apply commercially reasonable means and precautions to protect the personal data entrusted to us, in accordance with the EU GDP directive and best industry practice.
- 03** We remain vigilant to protect the rights and freedoms of all individuals involved in our operations and supply chains, including strict procedures to ensure no child or forced labour practices.
- 04** We are a responsible taxpayer that is committed to pay the taxes that are due and engage openly with tax authorities, while avoiding aggressive tax planning and preventing the facilitation of tax evasion.
- 05** We act in accordance with all applicable laws and regulations in the jurisdictions in which we operate.
- 06** We treat everyone with dignity, fairness and respect, providing safe and inclusive environments (in-person and virtually) to work, study and collaborate - free from harassment and discrimination of any kind, including on the basis of distinct personal characteristics such as gender, culture, sex, ethnicity, religion or sexual orientation.



“Attracting and retaining talent from diverse backgrounds will be at the core of our priorities in order to respond to the needs and ambitions of the Group. This means offering an “employee experience” that reflects individual aspirations and building a collective trajectory by which skills can improve.

Training, upskilling and reskilling to develop the potential of all our employees is at the heart of the Group’s HR policy.”

Pascal Maury
Group Chief People Officer

Our commitment to students

Our primary stakeholders are our students. When our students enrol, they are trusting us to prepare them for the world of work and boost their employability; these objectives will always be our main priority. We are ultimately accountable to our students, which is why we carefully integrate their feedback into our operations, to ensure a positive academic experience, enjoyable student life, as well as improving employment outcomes.



03 | How Impact is Central to the Group



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How Impact is Central to GGE

GGE is committed to having a positive societal impact through education. Our efforts to help our member schools improve their own social and environmental impacts are a vital and growing part of our work.

Our contribution to the UN Sustainable Development Goals

The United Nations Sustainable Development Goals (SDGs) are at the heart of the global agenda for Sustainable Development.

The SDGs were adopted in 2015 by all United Nations member states and provides a blueprint for an inclusive, sustainable, and resilient future for all by 2030.

The 17 SDGs comprise 169 targets and encompass the social, economic, and environmental dimensions of sustainable development.

At the centre of our strategy is SDG 4

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”



Trends in the education sector

- 01** Students increasingly expect to see evidence of employability and value when they invest in education. Meeting this expectation requires institutions to clearly prioritise, define, measure, and communicate positive student outcomes.
- 02** The rising gap of competencies and the skills needed by employers is a major societal challenge as technology and job markets are rapidly changing. Tackling this issue requires to move with these evolving demands and take a life-long approach to learning, so new skills can be taught quickly and effectively.
- 03** There is a growing skills gap in essential sectors such as healthcare, social care and technology. The education sector needs to work closely with these industries to anticipate the skills and competencies needed to meet this demand.
- 04** The emergence of new technologies is driving all professional and educational sectors to rethink the way they learn and work. Schools must embrace technological innovation within the learning experience and equip students with the skills to deal with disruptive technologies.
- 05** Society faces unprecedented environmental, social and economic challenges. Students and employers recognise the urgent need to equip students with the knowledge, skills and mentality needed to help tackle these complex issues and contribute to positive societal change.
- 06** Demographic trends are reshaping the demand for education by geographies, in higher education and for life-long learning.
- 07** Higher investments in the education sector translates into higher cost for public bodies, students and families, creating a need for new models of financing and public-private partnerships.



Impact strategy

This year we have reconfigured our strategy to focus on the main ways in which the Group and our schools create and enable positive societal impact. We are focused on driving improvements in the areas that we believe are fundamental to delivering our ambition of being world leaders in education and playing our part in building a more sustainable future for all.

We also believe that aiming at enhancing our positive social impact can have a significant positive financial impact on our business



Enabling everyone to succeed	Transforming education and lives	Transforming society	Responsible business
			
<p>We provide our students with skills and knowledge so that each one can prosper, whatever their starting point, whatever their background, and whatever their goals.</p> <p>We endeavour to provide accessible, safe, and healthy learning environments so all our students can thrive.</p>	<p>We aim to transform the world of education and training through innovation and hybridisation of disciplines, pedagogies, schools, and geographies.</p> <p>Thanks to the outstanding quality of education we provide, all our students leave equipped with cutting-edge knowledge, skills, and capabilities – and ready for employment and/or entrepreneurship.</p>	<p>We know our students want to make a positive impact on our world.</p> <p>We teach the skills and competencies they – and society – urgently need to address critical societal and environmental challenges.</p>	<p>Our robust governance and risk management policies ensure we always conduct our business to the highest possible standards.</p> <p>We deeply value and respect all our employees, and our business practices foster their wellbeing and development. We also have strict guidance on diversity, equity and inclusion and health & safety.</p> <p>The onsite campus experience is an important part of the student experience for many of our schools. We recognise our duty to run our campuses and offices sustainably and efficiently, respecting our planet and the needs of the people in it.</p>

Impact governance

We have dedicated Impact Executive Sponsors to ensure sustainability matters are clearly represented and advocated for at the senior level of the Group.

Leveraging the Group's established leadership in Finance, Human Resources, and Operations, Martin Hirsch, who joins the Group as Executive Vice-President, is applying his expertise and enthusiasm to advance the Group to new levels of impact in these key areas. At the school level, CEOs and leadership are ultimately responsible for the welfare of the students and employees in their care.

Strategic Plan

This year each school was required to develop a strategic plan to articulate their contribution to the Group's overall strategy. This includes how they transform students' lives and contribute positively to society as well as their ambitions for the future, based upon concrete action plans for improved pedagogies, personalised guidance, social actions etc.

ESG Effort

Beyond the senior representation, we work with 27 dedicated local "Impact Champions" at school and regional levels. This year, we were excited to welcome 13 new Impact Champions to the network. We provide all our Impact Champions with guidance and feedback to help

them drive sustainable improvements across their institutions, based on a strong understanding of each school's current strengths and areas for growth. Additionally, Impact Champions learn from each other and collaborate through workshops organised at the Group level where best practices are shared and discussed. We plan to continue learning, drawing on best practice and expert advice in 2024 and beyond.

Student Experience

GGE's dedication to our students underpins everything we do. This year, under the leadership of Martin Hirsch, and leveraging the feedback of our schools, we developed 14 student "target pledges" articulating how we will create, and evidence, an excellent student experience (to find out more, see pages 31-33).

Within this framework, our schools retain the freedom to enrich these pledges with their own commitments. We encourage our schools to tailor their approach to their own unique circumstances, educational priorities, national contexts, and the expectations of key stakeholders.



Driving continuous improvement

Measuring our performance is central to driving continuous improvement and ensuring we can maximise our societal impact. We have been working hard to define what matters to GGE and what needs to be measured to effectively assess our performance.

This year, we developed an expanded set of Group-wide key performance indicators (KPIs), along with clear definitions and guidelines.

These were informed by and developed in line with key sustainability regulations and reporting frameworks – including the Corporate Sustainability Reporting Directive (CSRD) and the Sustainability Accountability Standards Board (SASB) – with significant input from our Impact Champions and Impact Executive sponsors.

This year, schools have started measuring and reporting against these KPIs, however we recognise our schools are at differing levels of maturity and the ability to respond varies across schools. We have calculated the response rate for each KPI in Appendix.

We plan to continue expanding our reporting efforts in the years to come to ready the Group for the various upcoming international regulations such as the CSRD.

Substantial transformation plans will be implemented to accompany our schools and subsidiaries to align with these reporting evolutions by harmonizing KPIs definitions and methodologies of calculation.

To streamline the data collection process and enhance the accuracy of our KPIs, this year we developed a personalised data collection tool with our partner, Reporting21. We will use this tool to accurately monitor the year-on-year progress against our identified KPIs. All relevant staff have been fully trained on using the tool, in order to support our Impact Champions in the data collection process.

We will look to continuously improve the scope and traceability of our data over time.



We are committed to understanding our carbon footprint and have been reporting on our Scope 1 and 2 emissions for the past two years. This includes our direct greenhouse (GHG) emissions from owned and controlled sources – such as Group facilities and indirect emissions associated with the purchase of electricity, steam, heat, and cooling across the Group.

We are working towards collecting and measuring Scope 3 emissions from sources such as waste generation and water consumption. Given that Scope 3 emissions often make up 40% or more of an organisation's overall carbon footprint (such as stated by the Task Force on Climate-related Financial Disclosures (TCFD) recommendation on GHG emissions) the Group has developed a roadmap to better understand schools' most significant Scope 3 emissions so that these can be measured and reduced.





04 | Unleashing Potential



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Unleashing Potential

We believe that everyone should have access to quality higher education. In line with our mission to enable everyone, regardless of their starting point, to unleash their potential, we are committed to breaking down the barriers faced by historically underserved groups.



Groups that face significant and systematic barriers to education include those in low-income households; the first-generation students in higher education; the long-term unemployed; those with disabilities; rural households; and refugees.

People in such underserved groups are likely to face various interlinking challenges including:

Financial Barriers

Such as high and unaffordable tuition fees and/or the opportunity cost of attending higher education versus working and earning.

Discrimination

Due to age, ethnicity, or a disability.

Psychological Stressors

Such as lack of confidence; lack of support and guidance; familial disengagement; lack of trust in education.

Academic barriers

Such as a poor home learning environment; lack (or lack of proof) of relevant qualifications.

Technological barriers

Such as insufficient digital skills; online content ill-suited for people with disabilities; unreliable internet; lack of local courses.



Across the world the inequality experienced by underserved groups is wide and growing.

For example, only 8.6% of the poorest 20% of the world's population attended higher education, compared to 70.3% of the richest 20% of the population (World Inequality Database, 2020). Furthermore, only 1% of refugees have access to higher education globally (UNHCR, 2016).

There is an urgent moral imperative to address the inequality faced by these groups. The impact of diversity in higher education extends beyond the boundaries of the institution and can help build a better-educated workforce and bring about positive social change.

We also believe that any higher education institution that does so will reap strategic rewards.

For example, diversity of experience and minds can boost innovation and positive social impact, while improved accessibility can also enhance institutions' reputation.

Creating opportunities for access

Investing in online and hybrid learnings is an importance aspect of our efforts to expand access to education. Such investment can help students living in remote rural areas access online courses and those with learning difficulties, who may benefit from having their lessons recorded.

Online learning can also help tackle financial barriers to education, enabling students from various backgrounds or circumstances to work flexibly around their obligations, for example, and save on the costs of travelling to city centres.



56%
of our students
are **ONSITE**



44%
of our students
are **ONLINE**



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All of our onsite and online learning schools also provide targeted support to students with special needs such as technical equipment to compensate motor and other disabilities as well as assistive technological tools such as note-taking assistant, sign language interpretation and adapted computer software.

Additionally, our schools recognise the importance of financial support in breaking down barriers that many students face.

Financial support gives students opportunities to access education when they may not have been able to attend otherwise.

Almost half of schools in France offer scholarships that fully cover students' tuition fees.

For example, some of our schools such as TAI School of the Arts ('TAI') and Universidad Ciencias Médicas ('UCIMED') offer scholarships to students facing economic difficulties and those demonstrating academic excellence. Istituto Marangoni, partners with the creative industry to award scholarships to gifted students with different deductions of tuition fee.

Others like, Nuova Accademia Di Belle Arti ('NABA') awards scholarships to first-year

students demonstrating outstanding talent, with eligibility determined by their income. Additionally, Nackademin's courses qualify for transition study support, thus helping to address financial obstacles often faced by adults looking to change careers, enhance their skills or improve employability.

Additional financial aid was also provided for various purposes such as supporting living expenses and addressing emergency needs. For example, in response to the significant increase in electricity prices that disproportionately affect financially vulnerable students, the Web School Factory, along

with its partners within the Innovation Factory Foundation, introduced an "energy grant" of 120 euros to assist 100 students. European University Cyprus also organises charity events, such as bingo, to contribute to the Special Emergency Fund, proceeds of which are donated to students with extreme financial need.

15% of our schools also encourage alumni to 'give back' to support future students once they have succeeded in their professional lives, presenting an opportunity to further promote this initiative in the future.

7,147
scholarships
were awarded

7,147 scholarships were awarded on a merit-basis, amounting to over 8 million euros granted, with an average of a little over 1,100 euros granted per scholarship.

6,048
scholarships
were granted

6,048 scholarships were granted on an income-basis, amounting to over 9 million euros granted, with an average of 1,500 euros granted per scholarship.

2,200
loans were
awarded

2,200 loans were awarded, amounting to over 12 million euros, with an average of 5,460 euros granted per loan. Schools establish partnerships with banking institutions to provide students with loans, and the former act as a guarantor to low-income students.



“The Covid crisis has shaken up the socio-economic landscape and the organisation of work, and accelerated awareness of the opportunities for reskilling. Professional training is no longer an option reserved for a minority, it is becoming universal, and this throughout a professional life.

We are fortunate to have created a business with an impact, whose mission is to support as many people as possible in their professional evolution or reskilling. Our strength lies in our online catalogue of 200 training courses, ranging from vocational diplomas to Master’s levels, and in the fact that our prices are accessible to as many people as possible.”

Pierre Charvet
Studi CEO

studi

**Studi is an
online school
in France which trains
around 40,000
students per year**

01 CASE STUDY: FACILITATING ACCESS AND CREATING OPPORTUNITIES FOR PEOPLE WITH LEARNING DISABILITIES

To achieve our mission to unleash the potential of all individuals, our schools are placing strong emphasis on addressing the unique challenges experienced by those with learning disabilities.

Within education, people with learning difficulties frequently grapple with issues such as insufficient support and guidance, inflexible course structures, and teaching approaches that do not cater to their unique needs.

For many students, this leads to frustrations and diminished confidence in their ability to participate in higher education.





In the UK, research has shown that disabled students are 28% more likely to defer than non-disabled students. Additionally, in Europe, the rate of disabled students who leave education early is 2.5 times higher than for those without a disability (Eurostat, 2018).

At GGE, approximately 2% of our students currently identify as disabled, though the actual number is likely higher due to underreporting.

Encouraging self-declaration is crucial to capturing a more accurate representation of our student body's diverse need. Our schools continuously implement inclusive learning practices to ensure applicants with learning difficulties feel encouraged to apply and students are supported throughout their academic experience.



Some interesting initiatives across the Group

	<p>Studi is an online digital education provider that has operated for more than 20 years. It has embraced the power of technology to support those with various learning disabilities, including psychological, mental and physical. For example, for people with dyslexia or dyspraxia, courses are supported via the ReadSpeaker software, which offers a lifelike text-to-speech option. Studi also offers support in the form of in-classroom and examination-based learning adjustments. Students can have access to in-person assistance and can study and be examined from home. All support is provided with or without official recognition of any disability.</p>
	<p>TAI School of the Arts, a leader in arts education with the biggest arts campus in Spain, has a Student Support and Welfare Unit (UACA) that offers personalised support service to all students. The service is particularly focused on those with learning, emotional or economic needs. UACA arranges meetings with every student in need at least once and conducts follow-ups as required. Support can include methodological adaptations, where the learning process is adapted, or a mentoring programme whereby students with learning disabilities are accompanied by other students to help overcome academic barriers.</p>
	<p>NABA, the Italy-based art and design school, has developed guidelines that outline steps taken at every stage of a student's journey to remove obstacles to learning and improve the student experience. Those with learning difficulties are supported through a variety of measures. These include adjustments to examinations, for example by replacing written tests with oral ones and providing more time for those who need it. Learning formats can also be adapted: both students and teachers can use visual tools, such as concept maps, to illustrate work. Additionally, the use of technological aids such as lecture recordings and speech synthesis are fully encouraged.</p>
	<p>Strate School of Design collaborated with Handicap International, IRIIG (International Research Institute for Innovation & Growth) and Dynergie to facilitate the participation of its students in The Solidary Innovation Night – a collaborative hackathon event. This initiative, organised to support people with disabilities, brought together students from diverse schools and professionals from various sectors. The theme for this year, "Love and Disability," focused on exploring innovative solutions to enhance communication between individuals with autism and their loved ones.</p>

Creating a culture of inclusion

We are proud of our inclusive learning environments and celebrate all forms of individuality across our offices, campuses, and digital platforms. By nurturing this supportive environment, we allow everyone to flourish and perform to the best of their potential.

Our zero-tolerance approach applies to all forms of discrimination. We strongly condemn discrimination based on gender, sex, culture, ethnicity, religion, and sexual orientation, applying to everyone, from those in corporate positions to our teachers, students, and partners.

Within the Group policy framework, schools implement their own policies and programmes to promote inclusion, comply with relevant local legal requirements, and respect local norms and traditions. We respect the uniqueness of each school in our network and encourage each to respond to the particular





and evolving needs of all students and colleagues under their care. Each of our schools has effective channels – whistleblowing hotlines, surveys, dedicated on-campus teams – through which to hear and address student and employee concerns. GGE and all our schools take the issue of harassment very seriously and we strive to make

our campuses and offices as safe as possible. Anti-harassment awareness campaigns are run regularly to foster an environment where all individuals feel safe and included and processes are in place in all our schools to investigate and resolve any cases that may occur.

65% of our schools have a formal Diversity, Equity & Inclusion strategy for students, demonstrating their commitment to creating a culture of inclusion.



Some interesting initiatives across the Group

	<p>European University Cyprus' Gender Equality Plan, spanning from 2022 to 2024, focuses on achieving gender balance in leadership, recruitment and career progression, integrating gender dimensions into research and teaching, and implementing measures to address gender-based violence, including sexual harassment.</p>
	<p>Other schools, such as Macromedia University of Applied Sciences ('Macromedia'), have extended their efforts in employee training for Diversity & Inclusion by establishing dedicated committees. These committees will be instrumental in enhancing training programmes and fostering inclusive cultures within the schools.</p>
	<p>NABA, the Italy-based art and design school, has developed guidelines that outline steps taken at every stage of a student's journey to remove obstacles to learning and improve the student experience. Those with learning difficulties are supported through a variety of measures. These include adjustments to examinations, for example by replacing written tests with oral ones and providing more time for those who need it. Learning formats can also be adapted: both students and teachers can use visual tools, such as concept maps, to illustrate work. Additionally, the use of technological aids such as lecture recordings and speech synthesis is fully encouraged.</p>
	<p>Emlyon Business School ('Emlyon') is strengthening its commitment to inclusion and diversity through multiple initiatives: the appointment of a Disability and Inclusion Officer, the establishment of a support system for victims of sexual and gender-based violence, and various activities such as Inclusion Thursdays in partnership with the APICIL Group, where virtual reality experiences help students gain deeper insights into different forms of discrimination. Additionally, the school is actively implementing an action plan to combat LGBTphobia and has demonstrated commitment to the cause by signing the LGBT+ Commitment Charter with L'Autre Cercle, an association devoted to fostering safe and inclusive environments.</p>
	<p>TAI has joined European organisations in signing the Diversity Charter, a voluntary commitment to promoting equality, diversity, and inclusion in organisations, supply chains and surrounding communities through ten principles. Additionally, TAI has created 'VERSE: Space for Diversity,' a communal hub where students can share stories and experiences, and the 'Diverse Beings' podcast to shed light on the unique challenges and perspectives of different identities, emphasising the positive and creative potential of differences.</p>

Promoting health and wellbeing

We take the health, safety, and welfare of our students seriously. We know that investing in health and wellbeing is critical if our students are to flourish. 82% of our schools have a formalised Health and Safety policy in place. All our schools seek to provide a supportive and safe environment and take a holistic approach to wellbeing, where physical, mental, financial, and social needs are attended to.

Our schools promote the health and wellbeing of students through a variety of initiatives, with the majority offering access to mental health support services. Some schools, including NABA, Domus Academy and European University Cyprus offer free on-campus counselling services. Others, such as Narratiiv, Istituto Marangoni and Regent's University London, have established external partnerships to provide access to medical and psychological support services, ensuring students receive the care they need around the clock.

Many schools – including European University Cyprus, UCIMED, Instituto Profesional en Terapias y Humanidades ('IPETH'), TAI, and Universidad IEU – also regularly organise events, webinars and workshops designed to raise awareness and enhance student health and wellbeing.

These initiatives cover a wide range of topics, such as stress management, nutritious eating and physical activity.

Incorporating student input is also a priority across the Group, with schools such as Istituto Marangoni, Regent's University London, Domus Academy and NABA seeking regular feedback from students on their well-being to tailor future initiatives to better address their needs and concerns.



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“Education is not just about academics; it should prioritize the overall well-being of students.

By nurturing their physical, emotional, and mental health, we create an environment where they can thrive and reach their full potential.”

Alvaro Ordonez
TAI Executive Director

TAI

TAI is an arts school
in Spain that trains
around 1,700
students per year

05

Transforming Education and Lives



Galileo
Global Education™

Environmental, Social
and Governance Report

Transforming Education & Lives

Innovation is at the heart of our vision and underpins everything we do. Our innovative approach to curriculum development keeps GGE at the forefront of education, and our students coveted by employers. We aim to be recognised as the education leader in innovation, hybridisation, and post-study employment.

GGE plans to lead in innovative education by:

a. Closing the competency gap

We will bridge the gap between the skills that schools are teaching and the skills that businesses need. The latter are changing fast, and the education system often struggles to keep up. OECD studies state that the average time until skill obsolescence has plummeted from 30 years in 1987 to just 5 years in 2020. Rapid obsolescence poses an even more significant

risk to digital and IT-related skills, which can become obsolete within a span of just two years.

Our students will need to learn to continually acquire new skills when entering the workforce. GGE believes innovative education is the solution to this problem. We define innovative education as teaching that constantly evolves to meet the challenges of a fast-changing world. Instead of exclusively teaching our students

specific tools that quickly become outdated, we prepare them to become more resilient and agile when confronted with change.

This adaptability requires critical thinking and creativity when addressing problems. GGE leverages one of its core education verticals in applied arts, fashion and design to support students in developing this combination of creative, entrepreneurial and technical skills.

b. Transforming the student experience

With a flexible approach, each of our students can tailor their learning experiences to their own needs, interests, and goals.

Transforming and modernising the learning experience is vital if we are to meet the demands of our current and future students.

Learners increasingly expect a bespoke study programme, that provides evidence of employable skills and the demonstrable value of their courses. Indeed, there are growing questions around how much students will invest in higher education without proof of return.



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We are currently developing an improvement framework to help schools enhance the student experience.

As a Group we set out to develop specific pledges that reflect GGE's promise to create a positive student experience. We have focused on 14 commitments across the various aspects of the student experience, including academic delivery; learning environment and student wellbeing; job market readiness; employability and career paths; and diversity and belonging.

These pledges are not intended to be strict rules but rather a flexible framework of commitments that schools enrich with their own ideas. This will enable schools to continuously evolve their commitments in line with the needs of their students and their own DNA. For example, GGE in France has launched an initiative called "Happy Student Maker".

This initiative encompasses a customer experience programme which aims to build a stronger culture of service in the schools: it includes a programme to manage the feedback from students, using a consistent approach across schools to track their satisfaction, and to systematically measure and address any issues arising from experience at the school level, including quality of pedagogy, student life and support.

The pledges therefore help schools to guide, monitor and be transparent about their progress. We expect schools to provide key performance indicators to measure and demonstrate progress against these pledges.

GGE is also seeking to promote collaboration within and between countries to encourage progress along the student experiences pledges.

14 Commitments to Students

Academic Delivery	01 All courses are assessed by students, using a validated procedure and students' feedback is taken into account	02 All students are made aware of the challenges of the ecological transition during their training	03 The entire training offer is subject to objective recognition	04 Strive to promote internationalized and hybridized curriculums to our students, leveraging on a wide range of partners
	05 All students should be offered at least one «satisfaction» survey each year and the results of these surveys should be discussed with their representatives	06 A procedure is in place in each school for raising and handling harassment and bullying cases. Students, teachers and staff members are made aware of these topics	07 All schools should offer free psychological support and awareness-raising activities on burn-out	08 Any student inquiry should be answered within a promised timeframe
Learning Environment and Student Well-being	09 Schools organize support for the students in the build of their professional project	10 Graduates' employability is measured using a rigorous method	11 Each school works on the outcomes it has on students' career paths: job placement, changes in career, salary evolution, leadership development ...	
	12 Students are represented in the governance of the school, through a student union or other forms of representation	13 Implement initiatives for a personalized support of all learners and employees with disabilities	14 Existence of a charter to respect non-discrimination the diversity of disabilities and principles and genders, origins, sexual orientations Employability and Career Paths	
Job Market Readiness Employability and Career Paths				
Diversity & Belonging				



“In 2023, we started building the “student experience” pillar with a triple ambition:

- sharing binding commitments towards our students, to make sure that we deliver on our promises and that we meet the expectations of our students;
- providing strong evidence through data, measurements, processes while ensuring the reality of our practices and allowing data- and facts-based communication;
- documenting our social and societal impact and improving it with specific resources and tools to support vulnerable students, to diversify our recruitment and to build partnerships with NGO.

Our effort have been supported by the strong engagement of our schools, in the different countries and their willingness to benefit from the various experiences and shared best practices.

The building of the “student experience” pillar highlights our priority given to excellence for all. Our students deserve our best efforts to bring them the best chances to develop their full potential and skills.”

Martin Hirsch
Group Executive Vice-President

Developing the pledges

The pledges were the product of extensive dialogue between the GGE corporate team and our schools. We engaged schools across eight countries, representing more than 100,000 students.

Schools' CEOs and their teams were given multiple opportunities to reflect and provide input as the pledges were being

developed, which ensured the pledges were tailored to the circumstances of our schools. We have also started engaging our students in the development process through a focus group in France.

We will continue to pursue dialogue with students to gather, respond to, and incorporate their feedback.

In the coming years, we aspire to annually review and certify each schools' pledges assessment through an independent third-party organisation.

How do the pledges contribute to the Group's strategic vision?

The pledges encourage schools to:

Provide personalised hybridised curriculums for a large and growing proportion of students.

Rigorously demonstrate the impact of programmes, including a detailed breakdown by socio-economic background and other demographic indicators.

Demonstrate support for mental health and psychological wellbeing.

Better capture who their students are and what they need.

Better follow the student journey through the lifecycle of the student experience, from recruitment to results.

The pledges will also help to demonstrate GGE's value add within the higher education ecosystem as a private institution alongside public institutions to external stakeholders, including regulatory authorities.





“Many times we focus as an institution on education performance, teaching methodology, program innovation. But just as important we need to think about the student life and how do they feel and what are their needs during this important period of life.

In NABA we strive every year, yes because this isn't a one time activity, to foster the student community through activities, projects, thoughts and in campus investment to nurture an inclusivity model so that the academy becomes “their” academy.”

Donato Medici
GGE Italia CEO

Galileo Global Education | Italia

istitutomarangoni
enhancing talent since 1935

DOMUS ACADEMY MILANO

NABA
NATIONAL ACADEMY OF ARTS

**Three schools operating
in Italy are part of GGE Italia**

Quality education, employability and entrepreneurship

Student satisfaction

As our primary stakeholder, it is essential that we understand students' satisfaction with the quality of their education, in order to improve course offerings and teaching methods in line with our pledges to students.

All of our schools send a minimum of one course satisfaction survey to students during their studies.

These surveys are developed by schools internally or are based upon different external frameworks, such as UCIMED's Net Promoter Score survey, the National Student survey in the UK and the Studiebarometeret in Norway.

We are in the process of developing a consistent approach to measuring student satisfaction across the Group. Our schools in France already use a consistent methodology for measuring and assessing

student satisfaction and we continue to gradually roll out a core survey module with Cyprus, Spain and schools in Latin America setting up a common base over the year 2023/24.

The development of our student satisfaction work sits within the ongoing complementary efforts to create, and evidence, an excellent student experience discussed throughout this report.

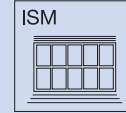
Our schools are proud to have high satisfaction rates from students. Some examples include:



94%
satisfaction score
from graduates



79%
satisfaction with the quality
of student interactions



82%
satisfaction on the support
from academic tutors



80%
satisfaction with teachers and
heads of programs paying
attention to student feedback





Prioritising teaching excellence

GGE's faculty is composed of dedicated professionals with extensive expertise in their fields, deeply rooted in real-world industry practice.

Our network includes over **6,500** full-time faculty members, supported by part-time professors and practitioners from a variety of fields.

We continue to offer our teachers comprehensive training on innovative learning techniques within their subject areas. This abundance of knowledge means we can offer a broad range of subjects and specialisations and offer a bespoke learning experience for our students.

As an illustration of our commitment to prioritising teaching excellence, NABA and Istituto Marangoni both

rank among the best 100 University Ranking 2023 by subject Art and Design. Domus Academy also received the Special Badge of Excellence in Learning Experience from the Business of Fashion (2016). Highlighting its excellence, Istituto Marangoni also opened in 2022 in Dubai the very first foreign accredited University in Fashion & Design in the United Arab Emirates.

Additionally, UCIMED received the Transformational Leadership certificate from the John Maxwell Foundation in 2022. European University Cyprus was awarded five QS stars by QS Top Universities in the areas of teaching, employability, internationalization, online learning, inclusiveness and the MD Medicine program.



Boosting employability and entrepreneurship

We are dedicated to our students' post-graduation careers. All our schools are expected to help guide students' career paths.

Many schools organise career days and fairs, often in collaboration with industry experts, as well as seminars, workshops, intensive short courses and one-to-one counselling to offer guidance on job placements, career changes, salary evolution and leadership development.

For example, to better equip students for their future careers, particularly in the ever-evolving tech sector, the Paris School of Technology & Business (PST&B) has introduced the T@ch You Future course, aimed at enhancing students' adaptability in their professional journeys.

Support ranges from assistance in finding job placements, becoming proficient in new and emerging technologies and expanding networks.

To foster employability, Istituto Marangoni also supports its students through a Career Service which provides premium personalised counselling activities and guidance on their careers. Providing opportunities for job placement and internships during study is an invaluable experience for students and a key priority across the Group.

This year, over **50%** of onsite students undertook at least one internship as part of their studies, while **20%** of onsite students engaged in a practical work experience, such as an apprenticeship or a medical placement.

While many students follow more traditional pathways into employment, a growing number of students are choosing to build their own businesses.

Our schools focus on creating open-minded and imaginative spaces to support entrepreneurial students. For example, Istituto Marangoni developed a Fashion Start-up postgraduate programme designed to train future managers and leaders of the fashion industry and luxury start-ups.

For onsite schools, this has led to almost **20%** of students setting up their own business within 2 years from graduation. This includes entrepreneurs, freelancers and medical professionals starting their own practice.

Some interesting initiatives across the Group



Regent's University London has launched a new teaching model which enables students to supplement their core, specialist content with a choice of specially curated, future-focused elective modules design to give them a distinct, competitive advantage. The school also has a dedicated Entrepreneurship and Enterprise Community Manager responsible for overseeing the Entrepreneurship and Innovation Club, which brings together alumni and students in the space.



Macromedia University and the **Paris School of Business** have collaborated to create an international entrepreneurship programme called LEXIE – The Learning Experience for International Entrepreneurs. The goal of this annual programme is to help students succeed with their start-up ideas, through coaching support from both schools' distinguished industry experts. Macromedia also launched a new module to support student start-ups, offering a seven-day excursion to Tel Aviv, where students immersed themselves in Israel's distinctive startup ecosystem through workshops, lectures, visits to tech hubs, and interactions with globally recognised startups.



The **TAI Artist Residency Programme** aids TAI alumni in pursuing their professional initiatives by offering the essential resources and facilities for their artistic project development.



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Boosting employability and entrepreneurship


Professional partnerships are a crucial part of our offering to students. These partnerships provide valuable opportunities for students to learn from industry experts by, for example, conducting applied research and

securing work placements. All our schools have long-standing relationships with various organisations, including multinational businesses, small- and medium-sized enterprises, charities, and social

enterprises. Several schools have departments dedicated to developing industry partnerships and promoting student employability.

86%
Employability rate for alumni within 2 years of graduation²

Some interesting initiatives across the Group

 <p>LISAA</p>	<p>In the fashion industry, LISAA Nantes has collaborated with the eco-responsible lingerie brand Mina Storm to encourage students to rethink the end-of-life of clothes and suggested innovative solutions for upcycling.</p>
 <p>ITM PARIS L'ÉCOLE DU MAQUILLAGE</p>	<p>In January 2023, ITM Paris students from various makeup and beauty courses had the opportunity to showcase their skills by providing makeup services for prestigious brands and luxury fashion shows during Fashion Week.</p>
 <p>ATELIER CHARDON SAVARD</p>	<p>Atelier Chardon Savard has partnered with the renowned French brand Saint James to enable students from the Nantes campus to participate in a competition designed to advance sustainable fashion through the repurposing of unused materials. The winner earned an end-of-studies internship opportunity with Saint James.</p>
 <p>ESG ECOLES DE COMMERCE</p>	<p>ESG Strasbourg also places emphasis on professionalisation through the active involvement of companies in its educational programmes, with many courses being taught by working professionals. It also offers work-study programmes, fostering collaborative and mutually beneficial relationships between the school, students and the companies</p>
 <p>European University Cyprus</p>	<p>European University Cyprus has collaborated with Microsoft to develop the StartUp Center on campus. It provides hands-on skills in management and business, access to market resources and networking opportunities.</p>

Given the importance of employability to our students and our strategy, GGE will continue to develop consistent metrics

on employment success rate and measure how quickly a job is attained. In the future, we will look to measure other factors such as the

quality of that job and how relevant it is to the course completed.

² Employability rate calculation methodology varies from school to school.

GGE's international learning environment

Our global presence and international learning environment are an important part of our unique offering to students.

All our schools are encouraged to participate in our international exchange programmes, which create exclusive opportunities for both students and faculty.

Our students are exposed to a variety of cultures and traditions, and, as a result, develop cultural sensitivity which broaden their minds and horizons. Moreover, the cross-cultural collaboration we facilitate creates networking and career opportunities.

This creates students who possess key qualities employers are looking for including adaptability, open-mindedness, and tenacity.

Innovative delivery of education

Hybridising disciplines for diverse skills development

We believe in the many advantages of a hybrid approach to teaching and learning. It allows students to develop their soft and hard skills in unison; enhance their teamwork skills; broaden their minds; and secure interdisciplinary career opportunities.

All our schools teach from a pioneering set of internationalised and hybridised curriculums.

We will continue striving to make this style of teaching the new normal across the group. These efforts will focus on several types of hybridisations,

including vertical, geographic, and learning formats such as onsite vs online.

GGE will continue to evolve our hybrid course offerings including more shared modules, student exchanges and dual diplomas.

To monitor our progress, we will first define and then measure hybridisation rates across our schools, with the intention to set targets in the future.



03 | CASE STUDY: TRANSFORMING EDUCATION BY HYBRIDISING DISCIPLINES

At GGE, we seek to transform education and training by innovating and hybridising disciplines, pedagogies, schools, and geographies.

This is at the heart of our vision. A hybrid approach to teaching and learning allows students to develop their soft and hard skills in unison, enhance their

teamwork skills; broaden their minds; and secure interdisciplinary career opportunities. Our method aims at improving our

students' progress and graduates' outcomes.

Some interesting initiatives across the Group

<p>Hybridisation across geographies</p>	<p>Cours Florent, a prestigious acting in school in France, and Macromedia University, a leading university specialising in media and communications, offer a joint undergraduate degree in acting in Berlin. The programme blends acting training with skills in production; self-marketing; self-management; and media, including for example, social media, e-casting and showreel demonstrations. Students graduate as entrepreneurial, highly skilled actors, able to secure career opportunities across multiple countries.</p>	 
<p>Hybridisation across verticals</p>	<p>Within GGE, Cours Florent also partners with 16 other French schools from the Group (Business and Arts schools alike) to develop soft skills trainings through the Public Speaking and Leadership courses within the Cours Florent Executive Programme. This Programme provides more than 800 of hours of training and illustrates the complementary of skillset between our schools.</p> <p>Additionally, the ISM Group is partnering with IESA Arts & Culture to foster entrepreneurship by initiating its third cohort of project leaders through two incubators; ISM Incub' which focuses on innovative projects in the technology and IT sectors, and IESA Incub', a cultural entrepreneurship accelerator.</p>	  
<p>Hybridisation across teaching delivery</p>	<p>Macromedia University has embraced blended learning as the most effective way to equip students with future-relevant skills. Their teaching model, calleedmPower, offers a flexible mix of synchronous and asynchronous learning elements. Regardless of their chosen study programme, all Macromedia students benefit from this comprehensive approach. They have also introduced an innovative study model called Studium Plus which combines self-study modules with weekly onsite sessions, encouraging flexibility while maintaining face-to-face interaction with instructors and peers. By utilising co-working spaces for the once-a-week onsite sessions, Studium Plus can be offered at a lower cost. This approach has been incredibly successful and has led to a 200% increase in applicants. There are now plans to expand it to more locations in Germany.</p>	 



“Contrary to what many people think, public speaking is not an obscure god-sent gift, that you either have or don’t have, but rather a skill that can be acquired through awareness and precise training.

Cours Florent Executive’s trainers are all experts in the tools of theater, professionals in the art of communication and public speaking. It’s a great pleasure for us to pass on the basics of orality and soft skills to the many students of the Galileo group.”

Simone Strickner
Cours Florent Director

COURS
Florent

**Cours Florent is an
acting and performing
arts school based
in France**

Lifelong learning and product development

To address a growing skills gap, our schools partner with businesses and other institutions such as non-governmental organisations and public bodies, to rapidly upskill and reskill their employees, through dedicated business classes and professional certifications.

In particular, Noroff School of Technology and Digital Media offered the Noroff Accelerate Programme, in partnership with Experis Academy, for working professionals wanting to improve their skills. The programme offers instructor-led bootcamps which will be

complemented with self-paced online courses in the future through the development of specific continuous learning paths for students, our schools are able to offer students the opportunity to upskill and reskill in line with the new skills that are required by the market and society.

For example, European University Cyprus has advisory boards, comprised of industry professionals and experts, on each study programme, to support programme coordinators on the ever-evolving trends and requirements within the labour market.

Macromedia's honorary professors cultivate close ties with the industry to anticipate any changes in the required skill set needed.

All these collaborative efforts ensure courses are regularly updated and students are equipped with the most relevant and up-to-date skills and knowledge to succeed in the workplace, making them exceptionally competitive in the job market.





“Noroff’s mission is to provide people from all walks of life with job-ready skills and competencies. Learning is a never-ending process, and our average online student is now 30 years old, with many above the age of 40.”

Lars Erik Torjussen
Noroff CEO



Noroff
School of technology
and digital media

Noroff is a hybrid-learning school of Technology and Digital Media in Norway that trains around 4,500 students per year



“We at AKAD University are convinced that nowadays lifelong learning is one of the key factors to become and stay successful professionally and personally– so for now over 60 years we, as distance learning experts, do everything to support people with their learning journey and to live their dreams. We continuously evolve not only content wise with a huge number of different study programmes and vocational trainings but also in didactical approaches and shape therefore the future of learning.”

Florence Hausemann
AKAD CEO



AKAD
UNIVERSITY
AKAD is a vocational online school based in Germany that trains around 9,000 students per year

Growing digital platforms and technology

GGE has always sought to maximise the opportunities that technology can create; digital platforms and technology are and always will be at the core of our business model. We believe that technology enhances the student experience and course engagement by offering more flexible and personalised academic content, alongside better-delivered lessons.

This year, many of our schools have invested in digital learning tools to strengthen student engagement with course content. For example, Istituto Marangoni has invested €580k in the development of a Metaverse Lab, virtual classrooms and auditorium. Similarly, NABA has put €300k toward building a new Media Lab and Virtual Studio.

We invest in digital tools to help schools adopt hybrid learning, which combines in-person with online learning. For example, software such as Blackboard and Moodle facilitate interactions between students and teachers online, so that courses can be better tailored to student needs.

We are deploying Group-wide analytical 'student-first dashboards' to monitor and benchmark students' usage of digital platforms and attendance, in order to help

schools measure students' performance and mitigate the risk of student attrition.

This analytical tool has now been extended to our schools located in Cyprus, Germany, and Mexico, in addition to France. The student dropout risk dashboard, which is integrated within the current learning dashboards, can predict which students have a high probability of dropping out from school.

This enables schools to take proactive measures to support students, increasing their chances of success.

Our current focus is to enhance the current version of the dashboards, adjusting to the needs of institutions and increasing their adoption across the Group.

We are also following and, where appropriate, implementing the emerging technologies that are shaping higher education, such as artificial intelligence; the metaverse; extended reality; and robotics. We aim to increasingly embed emerging technology and neuroscientific approaches into pedagogy to create an individualised learning journey.




For some schools, artificial intelligence is being used to create customised lessons based on student progress, and virtual reality to create immersive student learning experiences.

81%
Student retention rate for first-time students



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Some interesting initiatives across the Group

	<p>This academic year, Paris School of Technology & Business (PST&B) welcomed over 100 students from 23 different nationalities to its new tech campus in Paris. Focused on training future tech leaders, PST&B offers programmes at the intersection of business and digital technology. The school established its Campus Lab, integrating cutting-edge technologies like Virtual Reality headsets, robots, and LED walls. The curriculum includes a course on the metaverse, and a Microsoft partnership provides opportunities for professional certifications.</p>
	<p>IESA Arts and Culture School in Paris has also collaborated with AIKA, a pioneer in the field of art and technology, to offer students the opportunity to learn and experience the metaverse, and other emerging technologies such as blockchain, NFTs and web3. Gaining expertise in an emerging field which may be unfamiliar to the public can significantly enhance students' career prospects.</p>
	<p>Additionally, Istituto Marangoni's Talent District on the metaverse platform, introduced in 2021, has experienced continuous expansion. It not only showcases students' work but also facilitates engagement with mentors, industry professionals, and participation in digital talks and fashion shows through avatars. Istituto Marangoni is the first fashion school to host a Phygital (Physical and Digital) Fashion Show at Dubai's Museum of the Future, where models walked alongside their digital avatars, seamlessly blending the realms of reality and virtual reality.</p>

We also encourage and support our network of schools to experiment and innovate based on the needs of their own stakeholders.

Meanwhile, we ensure

all innovation is effectively geared towards achieving real outcomes in education and tailored to students needs as well as underlying the opportunities and

risks they represent. Finally, we deploy technology to provide a seamless enrolment journey for all our students as well as to ensure smooth financial

administration including easy access to placements and alumni networks. .

04 | CASE STUDY: DEVELOPING AN ARTIFICIAL INTELLIGENCE POLICY

GGE acknowledges the potential of artificial intelligence (AI) to transform higher education.

GGE is keeping pace with technology development and is implementing tools to safeguard quality of education and integrity. We took part in the discussion around the use of AI and are developing a Group policy.

AI presents both challenges, such as the potential disruption of existing models of assessments and course design, as well as opportunities, such as the automation of routine tasks and the potential for the personalisation of education.

At GGE, we never shy away from the future and innovation, and so we are proactively developing an AI policy. The policy will reflect our view that AI is a tool like any other that must be managed and used wisely.

Teachers can allow the use of AI under certain conditions so long as students are taught its strengths and weaknesses and critically think about its application.

They must understand, for example, that information gleaned from AI may be biased and/or inaccurate.

Moreover, any work produced with the aid of AI must be clearly indicated as such to avoid plagiarism.





“At Macromedia University, we have used the pandemic situation to prepare for a new age of learning with our didactic concept mPower and have also anticipated the opportunities of a symbiosis with artificial intelligence in this respect.

We are convinced that this requires us to overcome the binary logic of pure distance learning or pure campus teaching. That is why we are consistently focusing on blended learning - in different hybrid forms of delivery depending on the scope of the synchronous and asynchronous formats.”

Dr. Castulus Kolo
Macromedia University President



**Macromedia University is a
school in Germany that trains
around 6,000
students per year**

06 | Transforming Society



Galileo
Global Education™

Environmental, Social
and Governance Report

Transforming society



We live in a time of interlinked environmental, social, economic, and technological crises. We are confronted by the climate crisis; ecological breakdown; biodiversity loss; inequality; and massive technological change.

As educators, we must equip the workers of today and tomorrow with the skills required to meet these challenges. All the students we teach, from future managers to creatives and healthcare professionals, have a vital part to play in creating a more sustainable future for us all.

Our students in all fields are actively seeking ways to contribute to creating a better world. This is driving their behaviour, preferences, and ambitions, impacting how they want to live, what they want to study,

and where they want to work. Employers, too, seek candidates with the skills to solve societal problems and help businesses adapt to a changing market.

At GGE we aim not only to transform education and the lives of our students, but also society as a whole. Our goal is that all our students across all our courses will be taught about the necessity and challenges of the just climate transition. Many of our schools are embedding this guarantee into their own mission statements.



Skills for the future

Our innovative education model ensures students are equipped with the skills of the future.

We expect all our schools to embed sustainability and global citizenship education into their curriculum. Beyond the formal curriculum, schools create opportunities for students to engage with sustainability projects and learn how to address global challenges through extra-curricular and on campus activities.

These activities not only provide students with the opportunity to create positive social impact but will also their enhance understanding and experience of these issues, thereby boosting employability.

For example, European University Cyprus postgraduate students participate in the EU Semeli program which aims to foster inclusion of young detainees and promote societal values.

This is achieved through a training program covering ICT and media literacy skills. Doctoral students also offer specialised training to prisoners and prison staff to contribute

to social inclusion and rehabilitation through the Empowering Learning Models in Prison (EMLIP) Project.

GGE's emphasis on innovative education through the hybridisation of disciplines, the use of emerging technology and corporate partnerships equips students with both the skills and the mindset that are essential to effectively navigate and resolve intricate issues.

Students are taught how to approach complex problems from different perspectives and how to apply their knowledge in real-world scenarios.



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“Our role as leaders in higher education is to offer our students cutting edge technology to shape their talents and skills in a way that enables them to rethink the creative aspects of fashion, design and art in an innovative way. This doesn’t mean that they have to choose between physical or digital, but that they have to explore how to create projects in a new creative dimension for the future.”

Stefania Valenti
Istituto Marangoni Managing Director



istitutomarangoni
enhancing talent since 1935

Istituto Marangoni is a network of 10 higher education institutes in fashion, art and design, headquartered in Italy, that trains around 5,000 students per year

05 | CASE STUDY: EMBEDDING SUSTAINABILITY IN THE CURRICULUM

We aim for all our students to graduate from our schools as responsible citizens, who are prepared and motivated to contribute to a better future for all. Many of our schools therefore embed sustainability into their curricula. In our onsite schools, around **16%**

of programmes include courses fully dedicated to sustainability issues, and roughly **65%** of programmes include courses in which sustainability challenges are being addressed. Students are equipped with the skills and knowledge needed





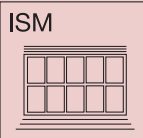
to critically and creatively address global challenges such as climate change. This year, upon graduation, **one in five** students from onsite schools received training on sustainability issues. These graduates will be highly sought-after professionals in response

to the growing demand for individuals capable of driving sustainable innovations and contributing to responsible business practices.

Ultimately, our approach fosters sense of responsibility and agency in students, preparing them to become visionary leaders.



Some interesting initiatives across the Group

	<p>Emlyon, a leading international and European business school, is one of several of our schools that base their curricula on the UN Sustainable Development Goals (SDGs). Each course is developed within a framework of corporate social responsibility competencies, which are then mapped to show how they contribute to achieve the SDGs. The integration of the SDGs into the curricula gives students insights into global issues – such as poverty, gender equality, and environmental degradation – fostering the responsibility and the skills needed to address them. Students develop the characteristics of a global citizen, taking an active role in creating a more equitable and sustainable world.</p>
	<p>At Macromedia University, sustainability is incorporated into all study programmes. Sustainability skills are among the key learning goals of each course. Moreover, to help students apply their knowledge, Macromedia holds a sustainability week every year. Regular courses are paused, and students are tasked with developing a concept for how the campus could contribute to an assigned SDG. This has led to students who are motivated to address sustainability issues and, consequently, have undertaken various sustainability-related initiatives. For example, fashion management students worked with the Swedish second-hand label Sellpy to open their first pop-up stall in a large mall in Berlin, which was a huge success.</p>
	<p>At NABA, sustainability is considered in the selection of materials used in every practical course. For example, textile design courses do not use chemical products for dyeing and a garden for growing dye plants is being created, so that only self-grown products are used for fabric dyeing.</p>
	<p>Sustainability education is also delivered as part of most of Istituto Marangoni's programmes. In addition, the London campus has formally validated an MA in Responsible Fashion, with the first intake to be in October 2023. This innovative, cross-disciplinary programme provides an essential space for students to gain the important knowledge, critical thinking and problem-solving capabilities required to innovate new responsible fashion systems and help to lead positive change.</p>
	<p>Institut Supérieur de Management ('ISM' Group) based in Senegal, in partnership with Pachamama Climate Education & Advisory, is launching a certification in entrepreneurship and climate consulting. The course will empower students to cultivate the expertise needed to tackle urgent climate-related issues and create businesses with a stronger focus on sustainability. Additionally, the Soft Skills Academy at the ISM Group organises distinct sustainability-themed months. For example, during an Environment Month, the academy explored the theme of Living Differently, encouraging a re-evaluation of our approach to construction, housing, and consumption for a more harmonious coexisting with the environment. The goal was to rethink how African cities can be designed to be sustainable, resilient, and inclusive urban environments, especially given the urgent need to address related climate and health challenges.</p>

Students are also involved in school decision-making

Involving students in governance not only enhances student experience but provides valuable leadership and management experience students can take forward in their careers.

For instance, at Domus Academy and NABA, the Student Council is an advisory body to the Academy and promotes and coordinates participation of students in decision-making.

Student representatives at NABA are also part of the Commission for Sustainability. Regent's University's students are involved in governance through student union representation and sit on working groups on committees.

Furthermore, emlyon has set up a Mission Committee, a network of student ambassadors, to advance its mission to produce and share knowledge that will address the social, digital and ecological issues facing organisations.





“Weaving a fabric of consciousness, our students discover the art of sustainable fashion. Guided by innovation and driven by purpose they unravel the potential of sustainable fabrics, recycled materials and zero waste techniques.

Embracing skills that blend craftsmanship with ethical principles, our aspiring designers shape a future where fashion transcends boundaries of beauty and responsibility. Together we stitch a world where creativity leaves no trace, and every design becomes a testament to the transformative power of sustainable practices.”

Anastasios Roussos

Istituto Marangoni London Studio Manager

Community impact

We are committed to training responsible citizens who are tuned in to the issues facing the world. Our schools collaborate with local, regional, national, and international NGOs so that our students can have a positive impact. Many of our schools include community engagement as a formal part of their programme.

The many benefits to students include practical experience and the development of people skills.

Engaging with underserved groups can spark innovation and problem solving, with ideas for new products and services.

Community engagement also develops social solidarity, which ultimately benefits everyone.

For instance, Domus Academy partnered with Action Aid, an international charity working with women and girls living in poverty, and AKQA, a design agency,

to organise “The Luxury of Water” workshop. In this collaborative project, Domus Academy students were tasked with creating campaigns emphasising the lack of access to water for many, fostering skills in addressing complex global issues.



12%
of our students
onsite are involved
in volunteering
activities

7,620
people were
assisted with free
or low-cost medical
services this year

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06 | CASE STUDY: TRANSFORMING HEALTHCARE AND SOCIAL WOR

In many countries across the world, there has been a severe shortage of health professionals, social workers and caregivers which have led to staff retention and recruitment crises across the healthcare system. The COVID-19 pandemic has underscored the importance of these professions in ensuring the well-being of our communities.

One of GGE's key and growing verticals is healthcare and social work. Our schools build courses that combine comprehensive technical education across different areas of healthcare with a particular focus on students' practical skills, so they graduate ready to enter the workforce.

Addressing barriers to training for care workers in France


There is a huge shortage of care workers in France, which, on current trajectories, looks set to worsen.

Between 2019 and 2030 there will be 104,000 more caring jobs than there will be graduates to fill them (Dares, 2022). To tackle this issue, GGE France is breaking down the barriers to training faced by many potential care workers. We are lowering financial obstacles to training by promoting apprenticeships within health clinics in France. Working with public institutions, we are supporting an increase in the number of apprenticeships offered in the health sector.


Students can thus earn while they train, which can help low-income students. We are also addressing geographic constraints for students by promoting more online courses and find with public institutions ways to cover travel costs when students must attend classes in person. Within our own operations, many of our schools have increased flexibility by transitioning from an annual September intake to offering multiple intakes throughout the year and providing more flexible course options. We are now looking to leverage the experience we have gained in the care sector to transform the health sector more broadly. We are particularly focused on promoting alternative training routes for nurses than the existing ones.

Bridging gaps in access and empowering students through community engagement

Community engagement is a vital part of healthcare education. It both improves access to healthcare services in local communities through the provision of low-cost services for low-income patients and gives students crucial practical experience.

 **IPETH**
Instituto Profesional en Terapias y Humanidades (IPETH), a leading institute dedicated to professional development in Physiotherapy and Rehabilitation in Mexico, has a clinic on every campus for low-income patients who may lack access to public or private healthcare.

Patients can access highly affordable treatment, with an average cost of 4 euros per treatment, and students gain hands-on, real-life experience. On average, 1,000 services are being delivered to patients between the 5 clinics. A Mobile Health Unit was recently purchased to reach out even more patients. In total, IPETH offer approximately 58,000 physiotherapy sessions per year.

 **European University Cyprus**

At **European University Cyprus**, therapy students participate in a clinical practice programme where they provide free occupational therapy to unaccompanied minors and adult asylum seekers in the community. Additionally, nursing students participate in the Hug of Inclusion prevention

programme, which aims to create a safe space for vulnerable children, supporting their mental health and wellbeing. Finally, both dental and speech clinics provide care to both the campus community and the community at large at reduced cost. This provides invaluable clinical experience for students.



The **University of Medical Sciences (UCIMED)**, the largest private medical school in Costa Rica, organises interactive workshops through the School of Nutrition for local communities to educate them on the importance of a healthy diet and regular exercise. The school also offers discounted services to low-income and senior patients.



“Recognizing that our work goes beyond the classroom, UCIMED works with local communities to spread health education and promotion. UCIMED also contributes to the public health of our country through the work that our teachers and students carry out in the projects in the communities and local populations.”

Dr. María Del Carmen García González
UCIMED Rector



UCIMED is a medical school in Costa Rica that trains around 4,000 students per year



“At éva SANTE, we’re on a mission to change the way we approach healthcare, social work, and early childhood professions.

We are empowering individuals to pursue their way as we walk hand in hand with each student, guiding them every step. But that’s not all! We’re also here to support healthcare institutions, addressing the critical shortage of skilled professionals in France. And we are working on recruitment and retention initiatives to provide a sustainable solution for these challenges.”

Jenny Mansour
GGE France Healthcare Division and éva Santé Director



éva Santé is a vocational school in caregiving and early childhood in France



“At IPETH, we recently acquired our first Mobile Health Unit! This Unit is a dream come true for those of us who collaborate at IPETH, it will not only allow our students to put into practice the knowledge learned in the classroom and in our physiotherapy clinics.

With this Mobile Health Unit, we will be able to bring physiotherapy, prevention and education services to remote communities. We will resume our awareness campaigns in favour of inclusion and respect for people with disabilities and their rights”.

Maria Eugenia de Unanue
IPETH Director General



IPETH is a physiotherapy school in Mexico and Guatemala that trains around 4,000 students per year

07

Responsible Business



Galileo
Global Education™

Environmental, Social
and Governance Report

Responsible Business

We strive for the highest standards of conduct across our operations and in the interactions with our stakeholders. This commitment lies at the core of our values. It means managing our material environmental, social and governance risks, including playing our part in building a more sustainable future for all.

What does it mean to be a responsible business?

Environment

Creating low carbon campuses and measuring progress

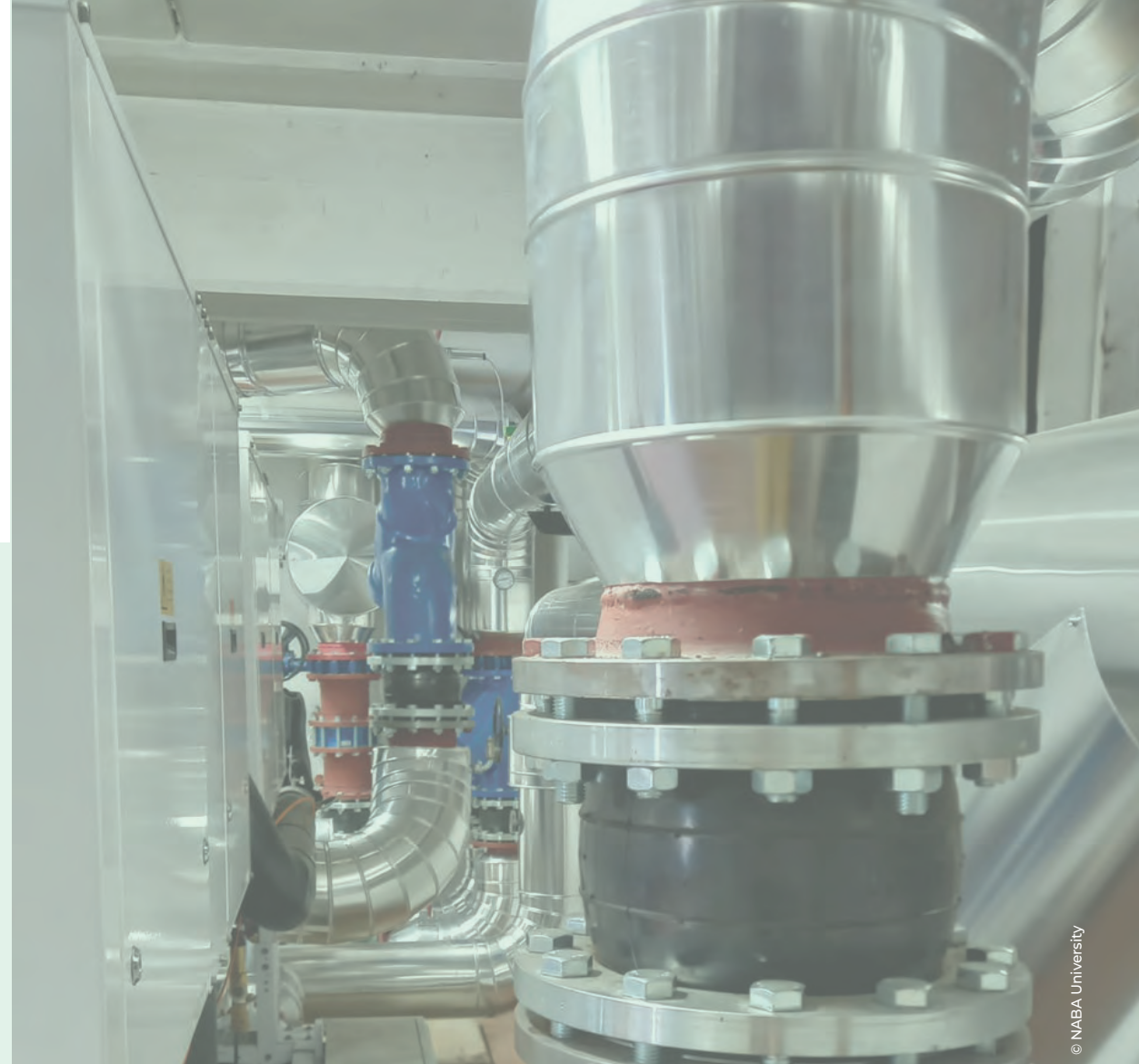
Onsite campuses are an important part of the student experience for many of our schools. We recognise our duty to operate our campuses and offices sustainably. All our schools and offices are encouraged to run their premises in a low-carbon and resource-efficient manner.

As part of our vision to reduce our carbon footprint, sustainability criteria are becoming even more so preminent in our review of capital expenditure, including all campus renovation and/or relocation projects.

We actively encourage schools to procure, or where commercially feasible, generate renewable energy. Renewable energy consumptions and generation are included in the key indicators we track across the Group. On average, **77 kWh** of renewable energy was purchased per student across schools with onsite campuses. Renewable energy is now also being generated in some of our schools, such as European University Cyprus through the utilisation of solar panels and NABA, where a newly activated Milan geothermal power plant is in operation. Schools producing their own renewable energy generated a combined total of **165 MWh** in the year.

We currently measure our Scope 1 and 2 emissions from our offices and campuses. This includes the direct greenhouse (GHG) emissions from owned and controlled sources – such as Group facilities and indirect emissions associated with the purchase of electricity, steam, heat and cooling across the Group.

Moreover, this year we assessed our relevant Scope 3 emissions categories and developed a roadmap for reporting going forward. Scope 3 emissions, which arise from indirect emissions that occur in our value chain such as from employee and student commuting, business travel and waste disposal, are more difficult to measure as they are generated from sources outside of our direct control.



© NABA University

However, as they often make up the majority of an organisation's overall carbon footprint, it remains important to measure them. This year we have started collecting and measuring our waste disposal and water consumption in line with relevant Scope 3 categories. These efforts will be deepened in the years to come. In the years ahead, we endeavour to reduce our emissions even as we grow

our portfolio and revenue as part of our societal and environmental responsibility. We will continue to invest in data collection and reporting systems to maintain and improve the precision and scope of our monitoring and reporting.

This will enable us to make informed decisions about the most effective strategies for reducing emissions.

1,046
t CO2eq
Scope 1 emissions

2,992
t CO2eq
Scope 2 emissions

4,038
t CO2eq
Carbon footprint
(Scope 1+2)



07 | CASE STUDY: IMPLEMENTING EMISSION REDUCTION MEASURES

Given their role in shaping future generations, higher education institutions should be environmentally responsible and exhibit leadership in addressing climate change.

Research in the UK has shown the main sources of emissions from the higher education sector come from the built environment, staff, and student travel and through procurement of goods and services ([The Royal Anniversary Trust, 2022](#)).

Our schools recognise the importance of implementing measures to reduce emissions, such as adopting energy-efficient technologies and encouraging more sustainable campus practices.

This not only reduces emissions but also lowers operational costs and bolsters reputation. Institutions that neglect their environmental responsibilities risk failing to attract an increasingly environmentally conscious student base.

Our schools endeavour to implement emission reduction measures where feasible given their unique operational circumstances.

Our campuses and other buildings

46% of our schools have sustainable building certifications. A growing number of our schools, including Studi and TAI School of the Arts, have BREEAM (Building Research Establishment Environmental Assessment Method) certified buildings. BREEAM is one of the world's leading validation and certification systems that sets the standard for best practice in sustainable building design, construction, and operation. It looks beyond carbon and takes a holistic approach to assess the lifecycle of a building and its environmental, social, and economic performance.

Other schools, including European University Cyprus, NABA and Domus Academy, are certified in accordance with ISO 14001, an internationally recognised standard that provides a framework for organisations to establish an effective Environmental Management System to improve their environmental performance across campuses.

Various schools in France also have the E+C- label, a French certification which promotes energy efficiency and the reduction of greenhouse gas emissions across the entire life cycle of a building.

Various other measures are implemented by many schools to increase the energy efficiency of buildings, such as upgrading insulation to reduce heat loss, lowering temperatures in buildings, using energy-efficient lighting systems like LED bulbs, and using district cooling and heating.

94% of our schools also take environmental and social criteria into consideration when making decisions about renovations or new campuses. This includes the use of more sustainable materials and construction methods, water consumption during construction and over the life cycle of the building, waste management, building climate resilience, and community impact and accessibility.

For example, emlyon's new campus in Lyon, to open for the 2024 academic year, will integrate the current best standards of sustainable construction and the design has already achieved BREEAM and the HQE (High Environmental Quality) certifications. The

new campus, situated on the grounds of a former industrial factory, has also been thoughtfully designed to incorporate green areas, contributing to the enhancement of biodiversity and actively participating in the rejuvenation of the Gerland district.

Travel

All our schools encourage their students and staff to travel in a low-carbon fashion. Electric car charging stations have been fitted at UCIMED; emlyon has implemented a responsible travel policy; IPETH has increased areas allocated for cyclists to park their bikes; and Macromedia subsidises public transport for its staff.



Resource use & waste

Our campuses are used by tens of thousands of students and staff every day, so it is crucial that waste is reduced where possible and managed effectively otherwise. To this end, all our schools have policies and processes for recycling and waste reduction.

Currently, an average of **15kg** of waste is generated per student onsite in the year, of which just under half is recovered through reuse and recycling.

499

metric tons of waste generated

Many schools are eliminating plastics from food products, instead providing students with reusable items such as cups, bamboo food boxes and biodegradable cutlery.

NABA has also prioritised waste reduction in its Design Laboratories as part of its sustainability goals for the academic year. The focus is on integrating circular principles to minimise resource consumption, prevent waste production and foster a zero-waste culture.



Responsible procurement

We have processes in place to encourage sustainable procurement practices so that impacts to people and the planet in the supply chain are taken into account, alongside cost. We seek to work with suppliers who uphold our same values of sustainability and integrity.

Certain schools have already begun integrating human rights and environmental due diligence into their supply chain operations.

Across the Group, there is a dedicated effort to scale best practice and expand the adoption of these due diligence processes amongst schools, encouraging collaboration with key suppliers while ensuring regulatory compliance.

For example, emlyon's purchasing policy recommends that 20% to 30% of the score of bidders in calls for tenders is to be evaluated on sustainable criteria that have been defined according to purchasing categories.

The school has also just signed the Sustainable Purchasing Charter with ObsAR (Observatoire des Achats Responsables), a French think-tank dedicated to responsible procurement.

Responsible employment

Our faculty and wider staff are the backbone of our schools. We deeply value and respect all our employees, and our business practices foster their wellbeing and development.

65% of our schools have a diversity, equity and inclusion strategy for employees and we also have guidance in place on health and safety.

Our new learning management system, currently in its test phase, will train all staff on Group values as well as diversity, equity and inclusion.

We are also developing training for the corporate team at Group level in collaboration with multidisciplinary experts from across our network of schools.

We are rolling out a Group-wide tool to measure, monitor and respond to employee satisfaction surveys across the various aspects of employment.

The system is already in place in France, Senegal, Spain and Germany, and it will be operational Group-wide by 2024.

Our latest employee engagement surveys showed the following positive results*

81%
Feel free to express myself with my manager

90%
Team Cooperation

86%
Clear alignment with expectations

* results from GGE France, GGE Corporate, ISM, TAI, AKAD, PFH



Risk Management

How impact is situated within wider risk-management processes

We take risk management extremely seriously and consider it key to our long-term success. Our robust risk management policies ensure we always conduct our business to the highest possible standards.

Our risk management system addresses financial, reputational, regulatory and compliance risk. Over time, we have implemented various mechanisms and initiatives, such as a comprehensive risk mapping and audit plan and regular risk assessments for every school. As a French Group, we also ensure all our operations are compliant with French regulations, such as the Law on Transparency and Fight against corruption, known as Sapin II Law.

We are committed to a zero-tolerance policy to any breach of regulations, and we are building strong mechanisms to protect our students and employees from corruption, discrimination and harassment issues. We also conducted an in-depth review of the key financial controls across the Group to ensure efficiency and reliance in our accounting and financial operations.



Refining risk mapping

Last year, we conducted an in-depth exercise aimed at reviewing our risk management framework. We identified risks that may arise, based on projected impact and probability.

We are committed, for example, to ensure the best experience to our students and this is illustrated by our strong focus on their mental and physical health and safety.

The exercise also flagged the importance of maintaining the highest standard of quality of the education that we offer through certifications and state accreditations.

Galileo risk register

	Licence to Operate		Third-Party Risk Management and Due Diligence
	Student Health, Safety & Wellbeing		Third-Party Intermediaries Management
	Anti-Bribery & Corruption, Anti-Money Laundering		Responsible Employee Management
	Financial Fraud		Environmental Risk and Sustainable Business
	Operational Resilience		Litigation Disputes & Taxes
	Political risk		Cybersecurity
	Responsible Sales Management		Data Protection
	Intellectual Property and Product Quality		



“Financial controls are at the very core of resource management and operational efficiency in any organization. At Galileo, we have agreed on the key financial controls we should have in place in our schools relating to fraud prevention and sound accounting and financial discipline to ensure efficient operations and secure our activities, for the benefit and protection of our schools’ managers, employees and students. Every school, embracing our principle of accountability and responsibility, have assessed their maturity in regard of these financial controls and devised action plans for improvement when needed. We have launched regular audits to ensure that these financial controls remain a constant focus in our schools.”

Agathe Dupin-Naton
Group CFO



What we expect from our schools

We expect our schools to have effective risk mitigation plans in place.

We have an established Group-wide approach to identify, assess, and mitigate risks in our schools.

All schools undergo an evaluation that considers the significance of all top risks identified and their management.

This enables schools to proactively address potential new risks, develop contingency measures and minimise any potential disruptions to students' education. This upholds a high standard and ensures consistency across all schools.

Our risk management team visits every new school that joins our network. The team then works closely with every level of management on site to help them identify risks; plan to address any risks; and assess the effectiveness of their risk mitigation efforts.

We annually review the effectiveness of our schools' mitigating steps against identified risks. This continuous risk monitoring and evolution of risk management creates a culture of transformation and growth.

Cyber and Data Security

We understand cyber security is a serious and growing threat for all institutions and schools are no immune against those risks.

Across all schools, a total of **five** security breaches involving sensitive data occurred in the past year and were mitigated. The large amount of personal data processed and stored by educational institutions makes the sector a particular target for cyber criminals. Any unmitigated cyber security breach could result in serious consequences for our students and our other stakeholders such as identity theft and fraud and could also disrupt our ability to deliver high quality, inclusive education.

In 2022, our cyber security workplan focused on enhancing IT capabilities to cope with the new trends of cyberattacks and to meet business requirements to ensure operations continuity. The efficiency of this new IT capabilities will be checked regularly via yearly tests of schools' business continuity plans.

The group has sustained controls as part of its core cyber governance, regular vulnerability scanning of schools front-end IT resources and penetration tests have been instrumental to deal with group exposure to 2022 new IT weaknesses and cyber threats.

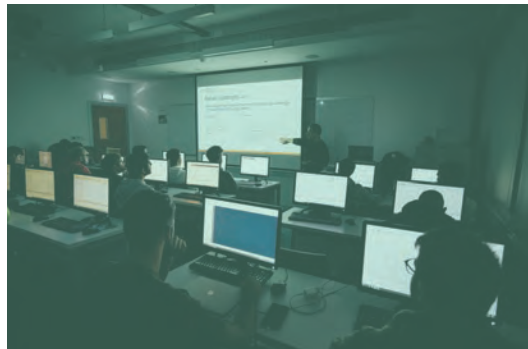
Maintaining data privacy compliance amid an evolving regulatory framework became a top priority at Group level. One of the main achievements of the 2022 Data Privacy workplan includes adjusting web marketing practices to meet the new guidelines issued by European data protection commissioners. The Group has also strengthened the control of the vendors involved in the new projects launched over the year, and a data privacy sanity check is now a mandatory requirement prior to onboarding any new vendor.

The Group People Awareness Plan, 'Attentive', has been rolled-out and focused on raising the awareness of priority schools' stakeholders to cope with Phishing cyber-attack. Several Phishing tests were performed to assess the efficiency of the awareness campaign using different scenarios to fit the specifics of each business lines. The implementation of a "one-click" solution helped to significantly simplify the reporting of suspicious email.

The outcomes of this first campaign showed us the major role of GGE staff, teachers, students and partners as first line defence to protect the group from the raising risk of cyber-criminality.



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08

Appendix: Our Impact Data Report



Galileo
Global Education™

Environmental, Social
and Governance Report

Appendix: Our Impact Data Report

We conducted our Impact data reporting campaign from July 3rd to September 1st 2023 across 64 schools and campuses representing our 58 schools globally³.

90%⁴ of our schools and campuses answered this survey exhibiting a high level of engagement. The reporting period of this campaign was the academic year 2022/2023 (July 1st, 2022 to June 30th, 2023).

Our Impact data report shows various levels of coverage for each data point, due to different levels of maturity of our schools in collecting the data and methodology used in calculating the data. We plan to continue expanding our reporting efforts in the years to come to ready the Group for the various upcoming international regulations. Substantial transformation plans will be implemented to accompany our schools and subsidiaries to align with these reporting evolutions by harmonizing KPIs definitions and methodologies of calculation.

We are sharing below the results of this Impact data reporting campaign, highlighting the survey response rate and coverage for each data point.

PILLAR	INDICATOR	VALUE	SURVEY RESPONSE RATE
GGE Portfolio	Number of schools	58	N/A
GGE Portfolio	Number of campuses	113	N/A
GGE Portfolio	Number of countries spread across	16	N/A
GGE Portfolio	Acquisitions made since inception	34	N/A
GGE Portfolio	Acquisitions made during the reporting period	3	N/A
Transforming Education & Lives	Graduate employability rate within 2 years	86% ⁵	92% of all schools ⁶
Transforming Education & Lives	First-time student retention rate	81% ⁵	92% of all schools ⁷
Transforming Education & Lives	Percentage of students who had internship as part of studies	57% ⁵	81% of schools ⁸
Transforming Education & Lives	Percentage of students who had other work experience as part of studies	20% ⁵	88% of schools ⁹
Transforming Education & Lives	Percentage of students who started their own businesses	19% ⁵	89% of all schools ¹⁰
Transforming Education & Lives	Number of online students	77,704	100% of all schools ¹¹
Transforming Education & Lives	Number of onsite students	95,647	100% of all schools ¹¹

PILLAR	INDICATOR	VALUE	SURVEY RESPONSE RATE
Enabling everyone to succeed	Percentage of schools with an established Diversity, Equity and Inclusion strategy for students	65%	84% of all schools ¹²
Enabling everyone to succeed	Percentage of students that identify as male	38%	94% of all schools ¹³
Enabling everyone to succeed	Percentage of students that identify as female	62%	9% of all schools ¹³
Enabling everyone to succeed	Percentage of students that do not identify as male or female	0.1%	9% of all schools ¹³
Enabling everyone to succeed	Number of merit-based scholarships awarded	7,147	83% of schools ¹⁴
Enabling everyone to succeed	Amount granted through merit-based scholarships	€8,123,933	83% of schools ¹⁴
Enabling everyone to succeed	Average amount of the merit-based scholarships awarded	€1,137	83% of schools ¹⁵
Enabling everyone to succeed	Number of income-based scholarships awarded	6,048	89% of schools ¹⁵
Enabling everyone to succeed	Amount granted through income-based scholarships	€9,089,457.74	89% of schools ¹⁵
Enabling everyone to succeed	Average amount of the income-based scholarships awarded	€1,503	89% of schools ¹⁵
Enabling everyone to succeed	Amount granted through other types of scholarships	€60,702	61% of schools ¹⁶

³ Depending on data points, results for the French schools were either provided either as consolidated data by our French unit level for all French schools and campuses (GGE France) or by the French schools and campuses directly. Other schools provided consolidated results for their campuses.

⁴ Answers were not available for the following schools and campuses: ISM, Nackademin, Nantes Atelier Chardon Savard campus, Montpellier campus, Lyon campus, Nantes Digital Campus campus.

⁵ Score based on onsite schools only.

⁶ Answers not available for the following schools: AKAD, PFH, Nackademin, LMA, ISM. French schools' results provided by GGE France.

⁷ Answers not available for the following schools: AKAD, Domus Academy, Noroff, Nackademin, ISM. French schools' results provided by GGE France.

⁸ Answers not available for the following onsite schools: AKAD, Regent's University, ISM, ESG Executive, CIFAP, ESG Act, Strate Paris, Nantes Atelier Chardon Savard campus, Montpellier campus, Lyon campus, Nantes Digital Campus campus, Rouen campus.

⁹ Answers not available for the following schools: AKAD, PFH, Macromedia, European University Cyprus, Nackademin, Regent's University, ISM, STUDI. French schools' results provided by GGE France.

¹⁰ Answers not available for the following schools: AKAD, PFH, Noroff, Nackademin, LMA, ISM, STUDI. French schools' results provided by GGE France.

¹¹ Including all schools

¹² Answers not available for the following schools: Nackademin, ISM, ESG Executive, CIFAP, ESG Act, Strate Paris, Nantes Atelier Chardon Savard campus, Montpellier campus, Lyon campus, Nantes Digital Campus campus.

¹³ Answers not available for the following schools: AKAD, LMA, Nackademin, ISM. French schools' results provided by GGE France.

¹⁴ Answers not available for the following schools: IPETH, Nackademin, ISM. Excluding French schools due to unavailability of data.

¹⁵ Answers not available for the following schools: Nackademin, ISM. Excluding French schools due to unavailability of data.

¹⁶ Answers not available for the following schools: IPETH, IEU, European University Cyprus, Nackademin, Regent's University, TAI, ISM. Excluding French schools due to unavailability of data.

PILLAR	INDICATOR	VALUE	SURVEY RESPONSE RATE
Enabling everyone to succeed	Number of loans awarded	2,200	61% of schools ¹⁷
Enabling everyone to succeed	Amount granted through loans	€12,011,645	61% of schools ¹⁷
Enabling everyone to succeed	Average amount of the loans awarded	€5,459.84	61% of schools ¹⁷
Enabling everyone to succeed	Percentage of schools that promote "Giving back" culture for financial aid	15%	81% of all schools ¹⁸
Enabling everyone to succeed	Number of self-declared disabled students	3,630	91% of all schools ¹⁹
Enabling everyone to succeed	Percentage of schools that provide support for disabled students	100%	95% of all schools ²⁰
Enabling everyone to succeed	Percentage of schools that provide access to free mental health support for students	100%	97% of all schools ²¹
Transforming Society	Percentage of sustainability-focused programmes	16% ²²	95% of all schools ²³
Transforming Society	Percentage of sustainability-inclusive programmes	65% ²²	92% of all schools ²⁴
Transforming Society	Number of students trained on sustainability issues	18,548	91% of all schools ²⁵

PILLAR	INDICATOR	VALUE	SURVEY RESPONSE RATE
Transforming Society	Percentage of students involved in volunteering days	7%	83% of all schools ²⁶
Transforming Society	Number people in the community who received medical assistance from students	7,620	100% of all health schools ²⁷
Responsible Business	Total number of employees	8,260	97% of all schools ²⁸
Responsible Business	Number of employees on permanent contracts	6,751	97% of all schools ²⁸
Responsible Business	Percentage of employees that identify as male	42%	97% of all schools ²⁸
Responsible Business	Percentage of employees that identify as female	56%	97% of all schools ²⁸
Responsible Business	– Percentage of employees that do not identify as male or female	2%	97% of all schools ²⁸
Responsible Business	Percentage of schools with a formalised Health and Safety Policy	82%	97% of all schools ²⁸
Responsible Business	Number of cyber-security breaches	5	100% of all schools
Responsible Business	Percentage of schools with an established Diversity & Inclusion strategy for employees	65%	95% of all schools ²⁹

¹⁷ Answers not available for the following schools: PFH, IPETH, European University Cyprus, Nackademin, Noroff, ISM, emlyon. Excluding French schools due to unavailability of data

¹⁸ Answers not available for the following schools: Noroff, Nackademin, ISM, ESG Executive, Nantes ESG campus, CIFAP, ESG Act, Nantes Atelier Chardon Savard campus, Montpellier campus, Lyon campus, Nantes Digital Campus campus, Strate Paris.

¹⁹ Answers not available for the following schools: AKAD, PFH, Noroff, Nackademin, LMA, ISM. French schools' results provided by GGE France.

²⁰ Answers not available for the following schools: UCIMED, Nackademin, ISM. French schools' results provided by GGE France.

²¹ Answers not available for the following schools: Nackademin, ISM. French schools' results provided by GGE France.

²² Score based on onsite schools only.

²³ Answers not available for the following schools: IPETH, Nackademin, ISM. French schools' results provided by GGE France.

²⁴ Answers not available for the following schools: IPETH, UCIMED, Regent's University, Nackademin, ISM. French schools' results provided by GGE France.

²⁵ Answer not available for the following schools: IETH, NABA, Istituto Marangoni, Nackademin, Regent's University, ISM. French schools' results provided by GGE France.

²⁶ Answers not available for the following schools: AKAD, Macromedia, IEU, Istituto Marangoni, Noroff, Nackademin, Regent's University, LMA, TAI, ISM, STUDI.

²⁷ Answers from IPETH, UCIMED, European University Cyprus.

²⁸ Answers not available for the following schools: Nackademin, LMA. French schools' results provided by GGE France.

²⁹ Answers not available for the following schools: Nackademin, ISM. French schools' results provided by GGE France.

PILLAR	INDICATOR	VALUE	SURVEY RESPONSE RATE
Responsible Business	Total number of senior managers	366	95% of all schools ³⁰
Responsible Business	Total number of women in senior management positions	200	95% of all schools ³⁰
Responsible Business	Total number of men in senior management positions	166	95% of all schools ³⁰
Responsible Business	Percentage of women in senior management positions	55%	95% of all schools ³⁰
Responsible Business	Percentage of men in senior management positions	45%	95% of all schools ³⁰
Responsible Business	Purchased electricity	15,807,340 kWh	95% of all schools ³¹
Responsible Business	Purchased electricity per student	165,27 kWh/onsite student	95% of all schools ³¹
Responsible Business	Purchased natural gas	5,204,218 kWh	91% of all schools ³²
Responsible Business	Renewable energy procured	7,427 MWh	87% of all schools ³³
Responsible Business	Renewable energy generated	166 MWh	5% of all schools ³⁴
Responsible Business	Scope 1 emissions	1,046 t CO2eq	97% of all schools ³⁵

PILLAR	INDICATOR	VALUE	SURVEY RESPONSE RATE
Responsible Business	Scope 2 emissions	2,992 t CO2eq	97% of all schools ³⁵
Responsible Business	Carbon footprint (Scope 1+2)	4,038 t CO2eq	97% of all schools ³⁵
Responsible Business	Percentage of schools with ESG criteria for new campuses or renovations	94%	97% of all schools ³⁵
Responsible Business	Percentage of schools with sustainable building certifications	46%	94% of all schools ³⁶
Responsible Business	Total waste generation	499 tons	15% of all schools ³⁷
Responsible Business	Waste generation per student	15,32 kg/onsite student	15% of all schools ³⁷
Responsible Business	Total waste recovered or recycled	235 tons	15% of all schools ³⁷
Responsible Business	Waste recovered or recycled per student	7,22 kg/onsite student	15% of all schools ³⁷
Responsible Business	Share of recovered or recycled waste	52%	15% of all schools ³⁷
Responsible Business	Total water consumption	48,548,222 litres	20% of all schools ³⁸
Responsible Business	Water consumption per student	691,50 L/onsite student	91% of all schools ³⁸

³⁰ Answers not available for the following schools: ESG Executive, Nantes ESG campus, Tours ESG campus, Lyon campus, Rouen ESG campus, Strasbourg campus, Nantes Atelier Chardon Savard campus, Montpellier campus, Lyon campus, Nantes Digital Campus campus, Strate Paris, Strate Lyon.

³¹ Answers not available for the following schools: Nackademin, LMA, ISM. French schools' results provided by GGE France.

³² Answers not available for the following schools: UCIMED, Macromedia, PFH, Nackademin, LMA, ISM. French schools' results provided by GGE France.

³³ Schools procuring renewable energy: AKAD, Macromedia, UCIMED, European University Cyprus, Domus Academy, Istituto Marangoni, NABA, Noroff, Regent's University, TAI, GGE France.

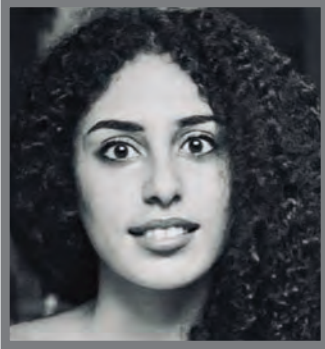
³⁴ Schools generating renewable energy: Domus Academy, European University Cyprus, Noroff.

³⁵ Answers not available for the following schools: Nackademin, ISM. French schools' results provided by GGE France.

³⁶ Answers not available for the following schools: Regent's University, LMA, Nackademin, ISM. French schools' results provided by GGE France.

³⁷ Answers not available for the following schools: Macromedia, PFH, Istituto Marangoni, LMA, Noroff, Nackademin, ISM, GGE France, STUDI. Goal is to improve our reporting on the measurement of our waste management in the coming years as part our Scope 3 journey.

³⁸ Answers not available for the following schools: Macromedia, Noroff, Nackademin, LMA, ISM, GGE France. Goal is to improve our reporting on the measurement of our water management in the coming years as part our Scope 3 journey.



Monika Farakalla



Yianna Nicolaou

Design by Monika Farakalla

Monika is a recent graduate of European University Cyprus' Department of Arts with a BA in Graphic Design.

She holds a part-time position as a graphic designer in the Department of Marketing and Communication at European University Cyprus.

Design and Curation by Yianna Nicolaou

Yianna is the lead Graphic Designer in the Department of Marketing and Communication at European University Cyprus.

Yianna's designs have been featured in numerous publications and her artwork regularly exhibited in Cyprus

Their Vision

A contemporary design comprising shapes, images and photos. The design emphasizes the strength of the network and powerfully projects the impact of Galileo Global Educations' sustainability initiatives over the years.

