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42

2013

— 2023

BREAKING DOWN
SOCIAL BARRIERS &
REVOLUTIONISING
EDUCATION
FOR 10 YEARS

WWW.42.FR

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42 is a reference to Douglas Adams' iconic Hitchhiker's Guide to the Galaxy, according to which 42 is "The Answer to the Ultimate Question of Life, the Universe, and Everything."



The social elevator is broken.

42 has come to fix it.



XAVIER NIEL
FOUNDER OF 42

The critical need for training to support the development of Tech companies, the shortage of talent that is holding back innovation, the lack of mobility and social diversity: if I look back, the observations we made ten years ago when we launched 42 are still relevant today.

What does this imply? Does it mean that in ten years nothing has changed? No. There's still a long way to go, but the revolution we wanted to start has already taken place.

Inventing a truly different kind of school is possible. 42 has demonstrated that. It's also possible to create new pathways to knowledge and success. The thousands of students who have come to learn here are proof of that.

In the span of ten years, 42 has become the largest global network for world class training in the Tech industry. And we have no intention of stopping there.



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Access to knowledge should be an open door to the world and to others.

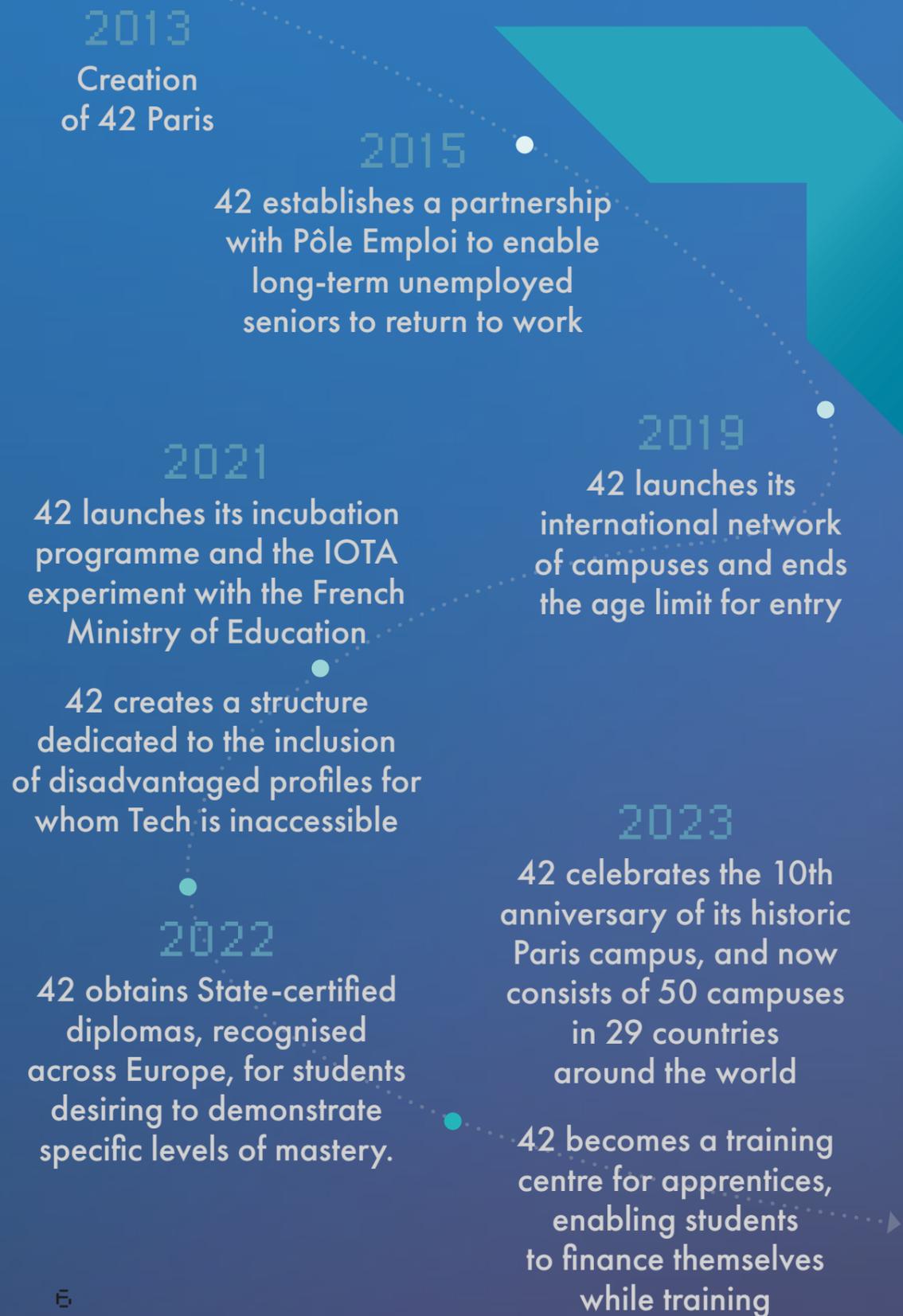


SOPHIE VIGER
CEO OF 42

10 years! A blink of an eye in the span of human history, it's all it took for 42 to transform a local innovation into a global revolution! How can we explain the resounding success of 42 in so many different cultures? We have a one-of-a-kind, persuasive teaching method that can transform students' mindsets and boost their happiness. 42 is not just about learning technologies, it's about building self-esteem for all, especially those who felt let down by the conventional system. Students discover the power of self-led learning, which is much more valuable than a transfer of knowledge from a teacher to a student. 42 gives its students the keys they need to face an unknown future, and to be part of the pioneers who invent it.



KEY MILESTONES FOR 42



KEY FIGURES FOR 42 PARIS

100%
HIRING RATE
UPON COMPLETION OF 42'S CORE CURRICULUM

6%
AVERAGE EMPLOYMENT GROWTH RATE
IN IT JOBS BETWEEN 2018 AND 2021*

+1,100
JOB OFFERS
POSTED ON THE 42 JOB BOARD EACH YEAR

€1,174
AVERAGE MONTHLY SALARY
FOR FINAL INTERNSHIPS

*INSTITUT MONTAIGNE, 2023

45
START-UPS INCUBATED
IN THE 42 INCUBATOR

12%
OF STUDENTS CREATE COMPANIES

4
LABS
CREATED WITH PARTNER COMPANIES

450
INTERNS
IN THOSE LABS

3,600
PARTNER COMPANIES
WITH 42 PARIS

94%
OF EMPLOYMENT CONTRACTS ARE PERMANENT

€47,000
AVERAGE STARTING SALARY
AFTER 42

4,65/5
AVERAGE SATISFACTION RATE
OF COMPANIES THAT HIRED 42 INTERNS

1,600,000
THE NUMBER OF JOBS FORECASTED FOR THE TECH MARKET IN 2030. THIS REPRESENTS 845,000 PEOPLE THAT WILL NEED TRAINING BETWEEN 2023 AND 2030.*

KEY FIGURES FOR 42 GLOBALLY

585,966
REGISTRATIONS
SINCE THE
CREATION OF 42

18,000
ACTIVE
STUDENTS
THROUGHOUT
THE WORLD

50
CAMPUSES
WORLDWIDE, IN
29 COUNTRIES

26
YEARS OLD:
AVERAGE AGE OF
STUDENTS IN THE
INTERNATIONAL
NETWORK

1/3
OF STUDENTS
HAVE NO DIPLOMA

37,000
THE NUMBER
OF STUDENTS
TRAINED SINCE THE
CREATION OF 42

+250
REQUESTS
RECEIVED TO OPEN
NEW CAMPUSES
(FRANCE AND ABROAD)

46%
STUDENTS
WITH NO PRIOR
CODING EXPERIENCE

22%
WOMEN

42: FOUR PILLARS

42 is not only the answer to the big question about life, it's also, and above all, an answer to the technological, professional, educational and social challenges that we face.



Openness/ inclusivity

A free and inclusive school, 42 is an answer to social challenges. We do not pre-select students on conventional criteria, such as previously acquired skills, financial background, or educational background which will likely have taught students more about obedience than developing their ability to innovate.



Excellence

42 is an answer to an academic demand. Our training programme pushes students to go beyond their limits and achieve their best. They can become developers for big Tech companies as well as the SME next door!



Tech

42 is an answer to the demands of the job market, by offering training courses for developers who are an essential resource for the future of companies.



Ethics

At 42, we prepare our future alumni for the responsibility they will bear in the future, as citizens, both in their professional and personal life, by helping them integrate care for others in their way of thinking and acting.

FOR 42 TO REMAIN ONE OF THE BEST IT SCHOOLS IN THE WORLD, it must also remain one of the most attractive. That is why community, respect, and equality are as essential as excellence, motivation and ambition.

THE ROLE OF WOMEN IN TECH



Developers, data scientists, computer scientists, cyber-experts... With a global shortfall of talent, the Tech industry needs women as much as women need to be invested in these professions of the future, to ensure a fair and equitable model of society, free from gender bias.

At the start of the 2022 academic year, girls accounted for only 14.6% of the 17,835 high school students who had chosen the NSI (Numérique et Sciences Informatiques) specialisation in their final year. * This highlights the need for continued efforts to educate and communicate with women in order to combat self-censorship and to break down educational stereotypes. In this regard, highlighting role models is important for normalising the place of women in IT in the collective mind. It is also important to give schools a means of reinforcing the learning of computer languages, similar to foreign languages, to even the playing field and further the development of non-gendered skills.

At 42, we have devised an action plan with 35 specific measures to raise awareness among secondary school girls, female students, and women seeking work or changing careers, to encourage them to expand their horizons. We are committed to fostering the conditions for their success by developing a safe and comfortable working environment in which they feel respected and supported by both the pedagogical team and their peers. These initiatives are yielding results: from 7% female students in 2017, we have increased to 22% by 2023**.

**MORE
THAN
1 OUT OF
2 WOMEN**
ARE UNAWARE
OF IT CAREERS*

* 2022 OPINIONWAY STUDY FOR 42
** DEPP, MARCH 2023



**The Tech industry
needs women as
much as women
need to be invested
in these professions
of the future.**



THE FOUR PILLARS EXCELLENCE

UPHOLDING A NEW VISION FOR LEARNING

 **The 42 model depends on the students' empowerment, which enables them to learn at their own pace, challenge their boundaries and trust in themselves and their abilities.**

Based on the principle of active pedagogy, which holds that collective learning (peer-to-peer learning) enhances academic achievement, reasoning, and the expression of the best ideas and solutions, 42 proposes a new type of training. It is built on mutual aid and collaborative work, without any classes or teachers, following a project-based methodology, thereby allowing students to display their creativity and cleverness.

CHRISTOPHE DORÉ CEO OF MONEYTRACK

"It's been years since we've stopped looking at our job applicants' diplomas, otherwise we would not be as fast in finding talents! On another level, our recruitment process simply does away with the need to do so: during the interviews we carry out, we put the emphasis mostly on concrete projects that applicants have carried out successfully, before testing their technical abilities through a coding case study. Today, the most important things to us are technical abilities, curiosity, the capacity to learn on your own and team spirit... Not in any case diploma or level of studies. At MoneyTrack, we notably have a former cook who went on to become a business school graduate and ultimately retrained to become a developer."



OLIVIER CROUZET HEAD OF PEDAGOGICAL INNOVATION AT 42

"Thanks to its pedagogical approach, which is now considered a reference in the education landscape, 42 takes all of its students on a unique learning experience, combining Tech and human skills in equal measure. The goal is that each student should be able to find their own path, thanks to the curriculum's flexibility, and in the end to reach the ultimate goal of 42: developing their ability to learn to learn, thereby becoming more autonomous, responsible and free. While the rapidly changing world of Tech requires one to constantly adapt and learn new languages and technologies in order to envision a long-term career in Tech, this ability to learn to learn naturally extends to all aspects of life and ultimately enables one to make their own choice and truly empowers them to shape their future. Therefore, students learn 3 fundamental values on top of the advanced technical skills: openness, promoting diversity and inclusion in every possible way, excellence in every way, pushing students to give their best under any circumstance, and ethics, to foster conscious professionals."

A WORLD CLASS, EMPOWERING, AND INCLUSIVE SPACE

OUR OBJECTIVE? Enable the best talent to thrive without barriers or discrimination. The digital economy thrives on a diverse society, and there is great potential everywhere! Our role is to create the conditions for all talents to showcase themselves and grow. That's why 42 is completely free and open to everyone, regardless of qualifications, origin, gender or age. [de](https://www.42.fr) [diplôme](https://www.42.fr), [d'origine](https://www.42.fr), [de sexe](https://www.42.fr) ou [d'âge](https://www.42.fr).

THE FOUR PILLARS **TECH**

OFFERING NEW PERSPECTIVES TO JOB SEEKERS



**1 OUT OF 2
FRENCH PEOPLE**

THINK THAT TECH PROFESSIONS
ARE ONLY FOR YOUNG PEOPLE*.



Since 2015,
in partnership with
Pôle Emploi IDF, 42 has been
showing its commitment to break
down generational barriers
and give everyone, whether
18 or 50 years old, access
to excellent training, through
an 18-month senior track.



**176 SENIOR
JOB SEEKERS**

(INCLUDING 40%
OF WOMEN)
TRAINED OVER THE PAST
8 YEARS. 74% OF THEM
FOUND A JOB.

SÉBASTIEN (54)
STUDENT AT 42 PERPIGNAN

“I left school in the second year without a diploma. I worked for 2 years in camps in the Cerdagne region, then spent 15 years in the French Navy. After that, I held a variety of jobs (production line operator, car wash manager, supervisor for people on social integration schemes). Before joining Ecole 42, I was a project manager in an aluminium joinery company.”

*2022 OPINIONWAY STUDY FOR 42
**[HTTPS://WWW.POLE-EMPLOI.ORG/
REGIONS/OCCITANIE/ACTUALITES/
COMMUNIQUE-DE-PRESSE/INVITATION-
PRESSE--UNE-PREMIERE--ECOLE-42-ET-
POLE-EMPLOI-OCCITANIE-TRAVAILLENT-
ENSEMBLE.HTML?TYPE=ARTICLE](https://www.pole-emploi.org/regions/occitanie/actualites/communiqués-de-presse/invitation-presse--une-premiere--ecole-42-et-pole-emploi-occitanie-travaillent-ensemble.html?TYPE=ARTICLE)

THE FOUR PILLARS **ETHICS**

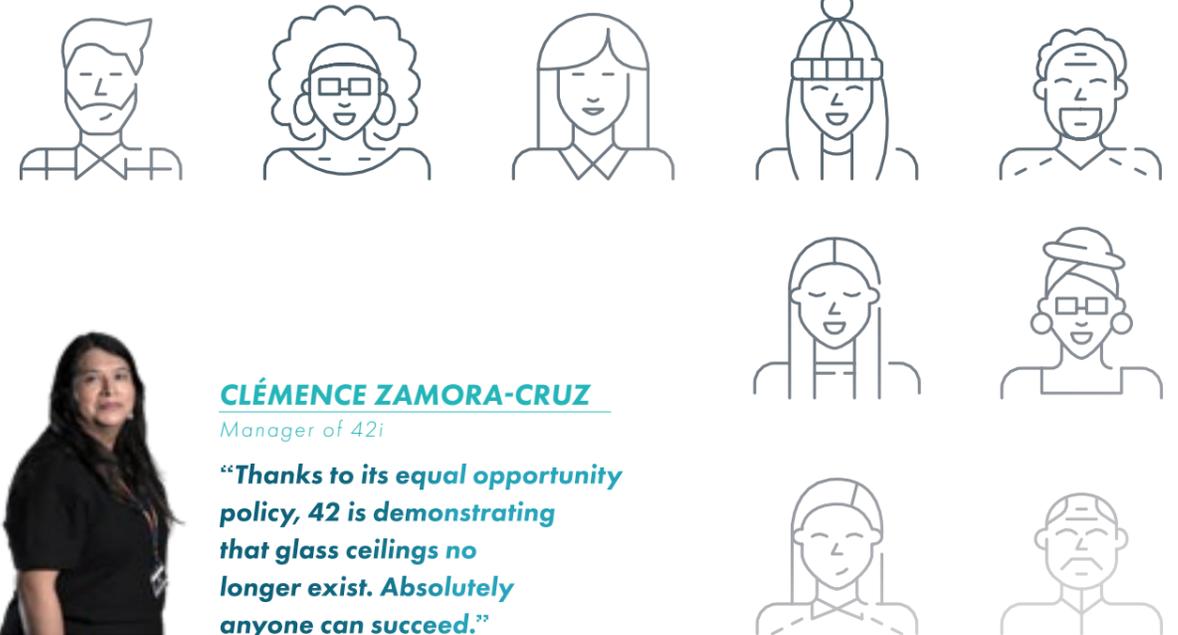
42i, A PROACTIVE SOCIAL POLICY IN FAVOUR OF DIVERSITY



**It is the most ambitious
initiative** ever undertaken by

a higher education establishment in France. It is targeted at 1,500 people from disadvantaged, vulnerable or socially excluded backgrounds, giving them free access to world class training.

400 people have already joined the 42 programme, benefiting from personalised support that guarantees 100% professional integration. 2023 marks the acceleration of the programme on the Paris campus and its experimental extension to other national campuses.



CLÉMENCE ZAMORA-CRUZ

Manager of 42i

“Thanks to its equal opportunity policy, 42 is demonstrating that glass ceilings no longer exist. Absolutely anyone can succeed.”

Launched on the Paris campus in 2021, 42i is 42’s inclusion and equal opportunities programme.

SCALING THE MODEL TO ADDRESS THE GLOBAL TECH SHORTAGE

Of the 945,000 jobs available in digital professions in France in 2022, almost 10% were unfilled*.

Just six years after its creation in Paris, 42 was pursuing its founding vision: to make digital an opportunity for everyone, everywhere. In 2019, the pioneering school reached a new milestone in its history with the launch of its network of campuses: the first international network of world class training courses in IT professions, accessible to all, free of charge.

From Madrid to Kuala Lumpur, there is an increasing demand to open new campuses to meet the exponential need for Tech talent. 42 aims to have 25,000 students worldwide by 2025.

*INSTITUT MONTAIGNE, 2023

THOMAS BORNHEIM
DIRECTOR AT 42 HEILBRONN

“The Piscine at 42 (the month-long registration test) is the closest you can get to an adventure with your brain. I don’t think there’s any comparable experience where you can dive into something completely difficult, in an environment that is relatively safe, and with a crowd of people trying to do exactly the same crazy thing as you. It’s about being the main actor in your own movie!”



CAROLINE LE BRUN
DIRECTOR AT 42 LYON – AUVERGNE-RHÔNE-ALPES

“I’d like to defend one of the founding values of 42 that we promote among our students: the ability to adapt. Nothing ever goes quite as planned, even more so today than in the past. Our students are capable of stepping out of their comfort zones and showing resilience in the face of challenges. This is fundamental to success, both at 42 and in society at large.”



CHRISTOPHE WAGNIÈRE
DIRECTOR AT 42 LAUSANNE

“What stimulates me the most in my role is to be able to interact with different people, students as well as candidates, companies, partners, and so on. It’s fantastic to exchange and to have such a wealth of points of view, stories, and problems to solve. The energy of the place is phenomenal: it’s my role to cultivate and channel it to move the issues forward and to create a culture of mutual aid and sharing. We are all different at 42 Lausanne between the students, the Bocal, the partners. At the same time, we are all equal. That’s what carries me every day. The other advantage is that I love making pizzas. My house is a little too small to accommodate too many people. Here, I can make pizzas for 100 without having them all over my house!”





ROSEMARIE PICHLER

DIRECTOR AT 42 VIENNA

“As technology is rapidly changing the world around us, many people worry that technology will replace human intelligence — but I don’t think so! Education plays a key role in it. The educational system should not only focus on the outside world, but also on the talents and abilities, life paths, hopes and inspirations of each individual. It should help people understand the world around them.”

EMILIA PUSCHMANN

DIRECTOR AT HIVE HELSINKI

“At Hive, we believe in an educational future that is full of possibilities. We’re proud to be part of this 42 revolution and help our students prepare for an ever-changing world. Thanks to this unique pedagogy, our students acquire the autonomy and confidence to pursue their passions and solve complex problems with confidence.”



SERTAÇ YERLIKAYA

COUNTRY MANAGER AT 42 İSTANBUL AND 42 KOCAELI

“Even if the students quickly realise that there is really no teacher at 42 and the responsibility to study is on their shoulders, it is still difficult to explain how this works to companies and parents. Our strategy for the companies is to invite them to meet our students through a seminar. All of them are impressed by the enthusiasm of our students, they offer sponsorships or develop projects with the students. Companies began to revise their internship and employment criteria to include 42.”



The education system must help us understand the world around us.

IOTA: SKILL-BUILDING FOR KIDS

In 2021, 42 and the French Ministry of Education, Youth and Sport launched a joint experimental project to teach digital literacy to pupils in elementary (CM1, CM2 and 6^e) using the peer-to-peer learning method.

This project, called IOTA (Informatique Ouverte à Tous les Apprenants – Open IT for All Learners), combines the 42 pedagogical approach based on mutual support, with the guidance provided by the teachers.

Objective: give the younger generation the keys to a hyper-connected society, while developing pupils' curiosity, creativity, independence and critical thinking skills, through a range of activities directly linked to their school curriculum.

This pro bono initiative is based on a digital platform developed by 42 with the support of partner contributors, among them the independent research team led by Camille Terrier, a researcher at Queen Mary University (London) and Fanny Landaud, a researcher at the CNRS, for the assessment of non-cognitive skills, and Pix for the assessment of digital skills.



78% OF THE FRENCH POPULATION

THINK THAT IT SKILLS ARE NOT SUFFICIENTLY DEVELOPED AT SCHOOL. MORE GENERALLY, 7 OUT OF 10 THINK THAT TECH PROFESSIONS ARE NOT SUFFICIENTLY VALUED IN FRANCE*.

THE IOTA PROJECT

The IOTA project is currently being deployed to 2,600 pupils in 124 schools across France. Next year, 1,000 schools will be involved in the experiment.

*ÉTUDE OPINIONWAY POUR 42, 2022

FERTILE GROUND FOR ENTREPRENEURSHIP

42 offers much more than just code training. It's a hub of innovation and disruption. The excellent technical skills that students develop is only one aspect of their training.

While many students go on to take up positions of responsibility in leading-edge or emerging companies, 12% chose to create their own business, supported by the in-house acceleration and incubation program, the 42 Startup Club. With the goal of taking 42 students further, it fosters initiative, innovation and creativity.

400 Start-ups created to date

Examples include:

- **Crisp** chat-based customer relations platform
- **MeiliSearch** open source search engine API
- **Side** platform specialising in temporary employment
- **Recast** specialist in conversational robots, acquired by SAP in 2018
- **Clevy** conversational agents for businesses, public authorities and local authorities
- **Whatisis** the "Shazam for monuments"
- **BeReal** photo-sharing application for social networks

Building bridges between students and companies

42 has always been a training program that leads to employment. In fact, this is what led to its creation in 2013. Professionalisation periods such as internships have not been added as an "extra": they have always been an integral part. Companies have always been invaluable to 42, whether through their feedback on student internships, the partnerships forged, or the conferences, workshops and hackathons organised.

42 STARTUP CLUB

In 2021, 42 joined STATION F to launch its acceleration programme for its students. With a duration of 6 months, the programme supports the launch and development of 42's most promising start-ups. 45 start-ups have already benefited from connections and synergies within the ecosystem of the world's largest start-up campus.

Les labs R&D

42 is developing R&D labs with its most committed partner companies. These units enable trainees from 42 to work together on concrete problems chosen by the company's employees and validated by an internal innovation committee. Throughout the project, mentors from the company follow the project and provide their expertise to guide its implementation. The first of its kind to be deployed in 2017, the VeePee R&D lab has already welcomed more than 90 trainees.

PAST STUDENTS FROM 42 PARIS



JASMINE ANTEUNIS

COHORT 2013, CO-FOUNDER OF RECAST

“42 taught me two things: a great deal of self-confidence - I was a student at the Beaux-Arts before 42 and I’d never coded before - and, for example, I think I could work in any field and start any project because I tell myself that I just need to adapt, to be able to learn something new. And I know how to do that, 42 taught me that. And the second thing is to be able to learn something new really quickly and just say to myself, now I know how to learn, let’s go!”



BASTIEN BOTELLA

COHORT 2014, CO-FOUNDER OF CLEVY

“I was the stereotypical kid who missed out on school. I started off with eight years in the hotel trade, a job I loved, but I couldn’t see myself spending my whole life in it. The funny thing is that I tried to go to other schools, but they didn’t want me because I didn’t have a high school diploma. In the end I found 42 and I don’t regret it, because as well as being a school that wanted me, it was the teaching that suited me. And I was very good at being self-taught but a very bad student. 15 years ago I would never have hoped to get into IT and 42 has clearly changed my life.”

CHARLOTTE VERMANDEL

COHORT 2017, SOFTWARE DEVELOPER AT MEILISEARCH

“I didn’t really have any professional ambitions any more. I was a security guard. I was 26 at the time, I didn’t get my high school diploma, but I’d tried to get it countless times. I arrived at the Piscine convinced that I was going to be the most behind and I quickly became one of those people who came to ask questions. After so many years of failure at school, to see people with incredible backgrounds coming to me for help boosted my ego which I thought didn’t exist.”



JÉHANNE DUSSERT

COHORT 2019, GENERAL INTEREST ENTREPRENEUR (GIE) AND DEVELOPER

“I started by studying law when I moved to Paris. I did five years of law and two years of criminology. In the second year of my Master’s degree I specialized in new technologies and AI. There was a lot of talk about the role of the developer in the design of legal software. Out of curiosity, I wanted to start coding. That’s why I tried out the Piscine at 42. I met a lot of different people with different profiles. People who either didn’t have a high school diploma or had just left secondary school and arrived at 42, or on the contrary, were 50 years old and had already worked before. Thanks to this diversity, we can exchange ideas, we never have the same point of view, and we don’t have the same way of coding. And that’s how we all improve.”



AND TOMORROW?

BY ADVOCATING ACTIVE LEARNING and an openness to the world, 42 has paved the way for a more inclusive economy and society. What's more, 42 is helping to promote the adaptability of skills in an ever-changing environment. Artificial intelligence, cybersecurity, biotech, medtech, enertech: 85% of the jobs of 2030 do not yet exist* and the speed of innovation continues to increase. While many of the jobs that traditional education prepares for today will be obsolete in a few years, 42 is making students actors of their training all over the world, to enable them to master the immense technological challenges that lie ahead.

AS FOR THE FUTURE, in addition to changing lives through the development of Tech skills, what could we imagine better than seeing new alternative models, such as that of 42, that would place the development of self-esteem and the fulfillment of individuals at the heart of the learning process?

*DELL/IFF

