



EDUCATION: A LONG-TERM COMMITMENT

AS THE GROUP'S ACTIVITIES BECOME EVER-MORE INTERNATIONAL AND INCREASINGLY COMPLEX, THE NEED TO ATTRACT THE BEST STAFF FROM ALL OVER THE WORLD BECOMES EVEN MORE PRESSING. AT THE SAME TIME, AS A RESPONSIBLE MEMBER OF THE BUSINESS COMMUNITY, TOTAL NEEDS TO ENSURE IT DOES EVERYTHING IT CAN TO SUPPORT ACCESS TO EDUCATION FOR AS MANY PEOPLE AS POSSIBLE IN THE COUNTRIES IN WHICH IT OPERATES. ALTHOUGH EDUCATION IS NOT PART OF THE GROUP'S CORE BUSINESS, IT IS CERTAINLY PART OF TOTAL'S SOCIAL RESPONSIBILITY AND IS CLOSELY RELATED TO THE ACTIVITIES OF THE VARIOUS DIVISIONS.

THE GROUP'S ACTIONS IN RELATION TO EDUCATION ARE UNDERPINNED BY THREE MAIN PRIORITIES: THE GROUP'S ACCEPTABILITY, ITS VISIBILITY AND LOCAL CONTENT.



The Group's commitment to education dates back a long time. It has gradually adopted an increasingly structured approach since its first initiatives at a local level, with the creation of the Total University in 2005, followed by the Education department in 2010.

Total's commitment is based on three main areas: contributing to education in the host countries that want it, anticipating future human resources needs by prioritising the use of local people, and building networks of partners working in education. It involves four different kinds of activity: developing educational infrastructure; providing support and funding for education; cooperation between universities and the world of work; and educational and teaching programmes. This includes developing educational infrastructure and purchasing teaching materials, with some of the Group's subsidiaries providing joint funding for modernising, renovating or building schools. In Angola, where the government has embarked on numerous projects to rebuild educational facilities and infrastructure since the end of the war, Total E&P Angola has funded the building of four secondary schools in partnership with local authorities.

Scholarships for studying abroad or at home

Funding for education, starting with awarding scholarships, gives thousands of students each year the opportunity to continue their studies, either at home or abroad. The scheme has more than proven its worth and has now been extended to meet the needs of the students who benefit from it even more closely. Prior to starting a Master's course at a French university in September, for example, some students will have had six months of French tuition. This helps them to improve their familiarity with the language, which in turn helps them to integrate more quickly. Seven students, for example, took advantage of the programme last year, with very encouraging results.

This commitment is based on contributing to education, needs and building networks

Regional scholarships have also begun to appear as part of co-operation agreements with African universities. Their aim is to encourage students to apply to regional universities on their own continent. One example is the 2IE Institute in Burkina Faso (International Institute of Water, Energy and Environmental Engineering), which offers high-quality teaching with a well-established reputation throughout Africa and beyond.

University partnerships for training and research

Cooperation between universities and the world of work is a central part of the relationship between the Group and the academic world. Since 2001, the 250 teachers involved in Total Professeurs Associés (TPA), an association created in 2001, have been offering lectures and courses relevant to the whole of the oil business, amongst other things. University partnerships, for their part, provide opportunities for people to progress in the Group's core areas but also open the way to new activities. Led primarily by the science department, the Group also provides funding for chairs at the Ecole des Mines in Paris, the Massachusetts Institute of Technology (MIT) and elsewhere. In China, where Total has played an active role in education since 1999, R&D partnerships have been formed with a number of universities in order to launch various projects in polymer chemistry as well as in Exploration & Production and Refining & Marketing.

Educational projects to raise awareness of the Group's areas of activity

The final component of the Group's education scheme are the numerous educational and teaching programmes it runs. In addition to the international projects run by the Total University, the divisions

Every year, scholarships enable thousands of students to continue studying.

In China, the Group has formed R&D partnerships with several universities.



three main areas: anticipating future human resources of partners working in education.

play a major role in this area, helping countries who request it to optimise their education system. In Angola, for example, in addition to building four secondary schools, Total has provided five French teachers through, the "Mission Laïque Française". Working alongside their Angolan colleagues, the teachers funded by the Group have improved course content to bring it up to international standards, for example by going into more depth in certain disciplines, particularly the "hard sciences" and foreign languages, introducing practical work in physics, chemistry and biology, and so on. The first academic year began in February 2009, and the first cohort of students will graduate in 2012. Discussions are currently underway about creating an information and education centre to support future students. The centre would offer personalised follow-up for secondary school students in higher education or embarking on their working lives, if they so wished. It is worth noting that the TEP Congo subsidiary has run a similar project, which has proved highly successful.

In Myanmar, Total embarked on a local initiative in September 2010, designed to provide training for oil industry operators and complement local qualifications, alternating classroom-based learning and OJT (on-the-job training).

This project was set up in partnership with the national oil company MOGE (Myanmar Oil and Gas Enterprise) and the educational services provider chosen to run the programme, IFP Training. Alongside this project, scholarships have been awarded for the last two years for young people prior to their joining MOGE, enabling them to take a Master's course at the Ecole Nationale Supérieure de Géologie in Nancy. Two identical projects are already running in Gabon and Venezuela. ■

Thanks to Total University, established in 2005, hundreds of students have discovered the world of energy.

THE EXPERT'S OPINION LUC SPOSITO, DIRECTOR OF EDUCATION

"A PRAGMATIC APPROACH TO EDUCATION"

The actions Total has taken to support education involve various entities within the Group, including the divisions, subsidiaries, recruitment, science department, the Foundation, etc.

Without exception, projects are run in close cooperation with the business, based on a resolutely pragmatic approach: help where there are educational needs, always bearing recruitment opportunities in mind. Project reviews are gradually being introduced in the form of Education Committees in order to ensure a good level of visibility right across the scheme. The first was established in Gabon in January 2009 at the instigation of the subsidiary's management and led to the implementation of a truly exemplary, comprehensive, high-performance Education Programme. The cross-organisational Education Committees are made up of representatives from the various subsidiaries operating in the country and meet twice a year. These meetings provide an opportunity to review the actions that have been taken and agree whether to continue as planned or change direction, again based on the priorities of the business. They also help to identify needs as part of a proactive approach. The subsidiaries are extremely dynamic in terms of education: new educational projects are launched every year and one of the Group's objectives is to guarantee good visibility for them. A review was launched in 2010 similar to the one conducted in 2008, in order to promote the work carried out by the subsidiaries in this area and give others the opportunity to be inspired to set up their own educational projects. The results will be published shortly on the Group intranet. The creation of the Total Education International Network label has the same objective: raising awareness of the actions taken by symbolically "branding" the actions of the Group in this way.



EDUCATIONAL AND TEACHING PROGRAMME. WORKING IN PARTNERSHIP WITH KEY LOCAL PLAYERS IN EDUCATION, TOTAL ABU AL BUKHOOSH, (TOTAL ABK), AN E&P SUBSIDIARY IN THE UNITED ARAB EMIRATES, HAS CREATED AN ACADEMY TO TRAIN PEOPLE AS OFFSHORE OPERATORS. THE SUBSIDIARY IS RESPONDING BOTH TO THE NEED TO ENSURE MORE OF THE WORKFORCE COMES FROM THE EMIRATES AND THE COMPANY'S EXPECTATIONS ABOUT ITS YOUNG PARTNER, THE ADNOC, AS WELL AS RECRUITING FUTURE EMPLOYEES.



FOSTERING MORE LOCAL EMPLOYEES IN THE UAE

At first, it sounded like something of a gamble. By the end, it was an out-and-out success story. The 1st cohort of students from the Total Academy will graduate in January 2011: 12 young offshore operators will join the ranks of either Total ABK or other national companies, with a qualification equivalent to a vocational secondary-school leaving certificate in their pockets. Initially, the project was based on one aim: ADNOC, the leading national oil company in the United Arab Emirates, was determined to diversify its partners' workforces to include more local staff. In response to the objective it had been set – 75% of staff from the Emirates by the end of 2014 – Total ABK ran a traditional recruitment campaign, until the day when the subsidiary's management team had the idea of making contact with the Vocational Education Development Center (VEDC). Created by the government in Abu Dhabi in 2005, the institute now looks after 1,200 young people who have broken away from the education system, whom it helps to reintegrate into the world of work by offering them training leading to an initial qualification. The scheme was well established in the Emirates and provided an appropriate pool for training future operators: a partnership agreement between TABK and the VEDC was signed in 2008 and the Total Academy was born.

A school within the business

As soon as it was created, in premises loaned by the VEDC, the Total Academy employed a teaching and learning team as well as an offshore coordinator, who provides

a link to the teams on the oilrig. After a six-month refresher course and two semesters devoted to theoretical teaching, students spend their final year alternating periods of study with time on the oilrig, where they learn more about the offshore environment whilst taking part in the day-to-day life of the site.

The school is an integral part of the business and comes under the responsibility of Total ABK's Director of Operations. Buy-in for the project at every level of the subsidiary (General Management, Operational Management, HR and middle management) has been a key factor in its success. The Total ABK Academy has truly had the support of the whole business. The teaching and learning team has also worked hard to bring students up to the required level, maintain the cohesion of the group and manage the problems inherent in getting back into the world of work (absenteeism, discipline, working as a group, and so on). Since then, two other cohorts of students have swelled the ranks of the Total ABK Academy (in 2009 and 2010), bringing the number of students in the school to 40. The latest news is that given the success of the project, which has been recognised and cited as an example in the Emirates by ADNOC, other national companies linked to the ADNOC Group have made a commitment to recruit apprentices finishing in 2011 and for the next four years. In another development, partnerships between the VEDC and businesses have developed rapidly over the last year and, faced with competition to recruit future apprentices, Total ABK has broadened its sourcing process outside the VEDC. ■



Mohamed Al Khateri, aged 23, a student in the 1st cohort, 2008-2011

A unique career opportunity
TABK is one of the major companies in the United Arab Emirates and after my course at the Total ABK Academy, I will get a job as an operator: two good reasons why I decided to apply. Thanks to the theoretical teaching and practical experience on the oilrig, I now have a good overview of the oil industry. A few shifts on the oilrig were enough for me to really feel part of the team: now I see them all as friends as much as colleagues.

**COMMENT BY
CYRIL CROLARD, HR MANAGER, TOTAL ABK**

“HR: BRIDGING THE GAP”

HR has played a key role in the creation of the Total ABK Academy. It was essential to include future operational staff in our succession planning, with the backing of the Director of Operations. It is about more than simply stating an intention: this is a very tangible indicator of the importance of recruiting young people into existing offshore positions and therefore anticipating staff movements and even reorganising the teams as a result. Above all, it means working together, accepting that there is an experimental aspect to the process. We are in constant contact with the school in relation to recruiting and dealing with administrative issues for the apprentices. Our role as a link to the various departments in the subsidiary was also decisive in ensuring that managers really bought into the project.

FORGING SUSTAINABLE RELATIONSHIPS WITH AFRICAN UNIVERSITIES

COOPERATION WITH UNIVERSITIES. EDUCATION IS THE WELLSPRING OF ALL GROWTH AND DEVELOPMENT. IN RESPONSE TO THIS HUMAN AND TECHNOLOGICAL CHALLENGE, WE ARE TAKING A NEW TACK IN OUR STRATEGY OF COOPERATION WITH UNIVERSITIES, BY MAKING OUR EXPERTISE AND KNOW-HOW AVAILABLE TO UNIVERSITIES IN OUR HOST COUNTRIES TO EDUCATE AND TRAIN THE TALENT OF THE FUTURE. WE ARE ALSO LEVERAGING THE PROGRAMS OFFERED BY THESE TOP-RANKED UNIVERSITIES IN AFRICA, MAKING FOR A WIN-WIN RELATIONSHIP.

The first two institutes of higher education with which Total has signed an education partnership agreement are the International Institute for Water and Environmental Engineering (2iE) in Burkina Faso and University of the Witwatersrand in Johannesburg, South Africa. Both are widely recognized for the quality of their teaching and as talent pools for future Total employees, perfectly illustrating our cooperation with African universities. “Total’s vision of society and our recruitment policy emphasize local resources. As a multinational with an extensive presence across Africa, we’re responsible not only for making our long-term recruitment needs known, but also supporting education by giving some of our time and know-how,” Florence Varescon, Project Manager in the Education Department explains. “We can share our expertise at universities offering degrees in our areas of activity and also give students looking for in-company experience internships in our subsidiaries. These actions have been welcomed by universities in Africa, where the student population is growing strongly, there’s more emphasis on theory than practice, and there’s a shortage of specialist teaching faculty.» To help develop these coveted programs and identify candidates who will one day join Total, ready to meet the needs of our subsidiaries, we have to reorganize our relationships around a select few strategic regional African universities.”

In cooperation with Clément Nyong Isong, Sustainable Development Manager for the Africa/Middle East region in Refining & Marketing, and Sandrine Teboul, HR and Communications Manager in E&P’s Africa Division, key universities in terms of regional reach, quality of teaching, and openness to business and the outside world were identified. “We compared these criteria with Total’s business strengths country by country to establish a shortlist of universities that are potential candidates for a preferred partnership with us.”

Florence Varescon provides details about these cooperation agreements. “We have built a shared architecture of widely appreciated courses taught by TPA, internships, invitations to the Total Summer School and Total Energy Education Seminar, research commissioned from universities, regional scholarships and job offers to the best students that we have tracked. These are win-win agreements for the university, which develops practical, high-level programs suited to industry; for students, who are

COMMENT BY TONY BRISSET, VICE PRESIDENT HUMAN RESOURCES, AFRICA/MIDDLE EAST REGION, REFINING & MARKETING

“The Education in Africa project is essential in terms of Human Resources. It allows us to clarify our intentions with regard to relationships with African universities selected with the subsidiaries and prove our commitment to fostering the development of these universities as a local economic player and potential employer. The objective is, of course, to attract the best people, who have been able to demonstrate their abilities during internships. We’ll then hire them selectively to ensure the long-term viability of our operations. The project is being championed by the Corporate Education Department because it is cross-functional. It is a topic discussed by national Human Resources Committees encompassing all businesses, such as the one in South Africa.”

supported as they earn recognized degrees on their home continent; and for us, expanding our cooperation with excellent African universities that can offer responses tailored to our needs.”

Education Packages

Going beyond this regional approach, which will allow us to focus our resources on a select few universities that will evolve into regional education hubs, the Education Department and the Africa/Middle East Division have created education packages that can be deployed in any subsidiary of any size. The goal is to help them organize their relationships with the university of their choice in their country, adds Clément Isong. “The subsidiaries have always done a lot to promote education, but without a long-term overarching plan. As a result, the return on investment was much more difficult to gauge.” Now they will have packages that comprise an array of simple actions to be deployed in universities that they have identified. “Each subsidiary will define, in line with its resources and recruitment priorities, the actions it wants to focus on: scholarships, internships or a local TPA,” comments Clément Isong. This latter offer is new: “Using TPA’s method and content, two-hour teaching modules will be developed here in Paris and then made available to subsidiaries. We’re pooling courses, sparing subsidiaries extra work. Then it will be up to interested employees to teach these courses in the partner university nearest the subsidiary.”

Working more efficiently, sharing competencies and expertise, and assessing results — cooperation with universities in Africa is moving to another level. ■

COOPERATION BETWEEN UNIVERSITIES AND THE WORKPLACE. DEVELOPING THE GROUP'S ACTIVITIES INTERNATIONALLY RELIES ON INCREASING THE LEVEL OF INVESTMENT IN TERMS OF TEACHING, RESEARCH AND DEVELOPMENT. A CLOSE RELATIONSHIP WITH THE ACADEMIC WORLD IS AN EXCELLENT WAY OF ACHIEVING IT.

TOTAL WORKING HAND-IN-HAND WITH KEY OPINION LEADERS

Since its creation in 2001, almost 90,000 students have benefited from the courses run by teachers in TPA, in almost 300 institutions in France and abroad. Trained teachers or experts in their field, and either currently working for the Group or retired, they share their knowledge in over 130 areas. Passing on knowledge through excellent teaching, but also promoting the image of the Group abroad: this is the philosophy behind the relationship the Group has built with the academic world in recent years.

Encouraged by the success of the TPA formula, Total decided to broaden its actions to teachers in higher education. In 2007, the Total Energy & Education Seminar (TEES) was run for the first time in Paris by the Total University, attended by university lecturers from all over the world. The programme for the event included a series of lectures given by eminent academics or experts from the Group, and debates on energy and education.

Selected by the subsidiaries with support from the divisional HR teams, the invited lecturers come from institutions that have a special relationship with the subsidiaries, explains Eve Gautier, who manages the Integration, Events and Communications Department at the Total University: "The TEES is an opportunity to strengthen ties but also to raise awareness of the Group and the energy industry more generally, amongst lecturers from our growth areas, for example in West Africa and Asia. The TEES is a communications tool that helps to enhance our image: the lecturers are in some sense our ambassadors in our host countries." Following two successful events, the next has been scheduled for the end of January 2011. For Eve Gautier, it is important to "formalise and run a network of academics. It's important that we create a real community."

Teaching and research chairs to prepare for the future

Partnerships with the academic world are also a valuable way of supporting research and development. The Group therefore has around 500 agreements in place with universities and research organisations throughout the world, based on different kinds of cooperation, from theses to postdoctoral research. At Hutchinson, a subsidiary in the Chemicals division, the emphasis is on research partnerships, with competitiveness centres also known as "clusters". These bring together three different kinds of organisation: industrial firms, research centres (public and private) and universities, including some of the most prestigious. The Chemicals divi-



“Empowering the teachers”: using the experience of MIT to enhance the qualifications of teachers in Africa

Instigated within the framework of the chair in contemporary African studies, the aim of the “Empowering the teachers” programme is to enhance the qualifications of teachers in African universities by offering them a course at MIT. It was not long before Google began to take an interest in the programme as an innovative, bold model of education, and joined Total as a partner in the pilot phase in Nigeria. Teachers are selected by MIT from the universities targeted by the subsidiaries, which are themselves selected by the Group to participate in the programme. They then spend a maximum of one academic semester at the MIT campus. They all take courses in their own discipline, the aim being to observe the teaching methods used at MIT and draw inspiration from them. They also have access to research laboratories and libraries and visit relevant businesses and start-ups in the Boston area.

sion subsidiary is now a member of several French competitiveness clusters, such as Moveo, Elastopole and I-Trans.

The Group has also provided support for academic chairs in France and abroad since 2006. Dedicated to teaching or research (or both), these allow senior lecturers and professors to devote themselves to working on a particular project in their team for five years. One of the most visible projects is the permanent chair for contemporary African studies at MIT. This is the first chair in a top-level US institution and an initiative that is easily intelligible and understandable in our non French-speaking subsidiaries. The chair is intended to contribute to a better understanding of the issues of contemporary Africa through high-level teaching and research projects. It is also designed to act as a springboard for other initiatives related to the development of teaching (see box “Empowering the teachers”) and allow the results of research carried out at MIT in areas such as health logistics, energy and sustainable development to be applied in Africa.

The Group currently supports 27 chairs. It is a win-win situation for Total, maintains Jean-François Minster, Group Science Director. “The feedback has been positive in terms of research and pro-

moting our image.” But it is also a complex and time-consuming process and having carried out a review of its first chairs, the Group has decided to consolidate its approach: “We have clarified the terms of our agreements, primarily because we want to maximise the benefits for both parties and because we want transparent governance in terms of selecting students and lecturers, adherence to the objectives set and the way the system works. In most cases, the results from the chairs should be made public, but at the same time the lecturers appointed to them need to devote part of their time to the specific issues faced by Total.” Good practice for the current review consists of examining what has happened in the past and looking at the whole project with fresh eyes, continues Jean-François Minster: “A chair is a big commitment for us over several years; we need to bear in mind that we need to be guided by the Group’s strategy and focus our efforts primarily on institutions that are strategically useful in terms of recruitment, teaching or research partnerships.” With the chair in Petroleum Engineering that is about to be created at Imperial College, or the existing chair in Alberta on analysing the sulphur content of tar sands, the Group is really looking to the future. ■

Jean-François Minster, Total’s Science Manager with Jacques Prost, the General Manager of ESPCI ParisTech, at the inauguration of the Chair of “Sciences relating to energy, carbon mitigation and the environment”.



RELATIONSHIPS WITH SCHOOLS. THEY WILL SOON BE POTENTIAL JOB CANDIDATES FOR THE GROUP AND SOME OF THEM WILL BE WORKING IN THE SUBSIDIARIES. TOTAL HAS PLENTY OF IDEAS FOR ATTRACTING THESE YOUNG STUDENTS.

ATTRACTING YOUNG TALENT

Most of these young students come from a scientific background with experience in the areas that are very important in the countries where Total operates. Primarily Angolans, Chinese and Nigerians, their nationalities reflect the Group's growth areas. Created in 2006, the Total Summer School (TSS) now brings together over 100 hand-picked students. The young people spend a week attending plenary lectures, workshops and debates, familiarising themselves with the major issues in energy and finding out more about the Group and the main challenges it faces. For Eve Gautier, who manages the Integration, Events and Communications Department at Total University, it is a successful formula. "The Total Summer School is a way for us to strengthen the Group's reputation in academic circles and more particularly in the universities that interest us. It is also an excellent preliminary recruitment tool. The divisional HR departments select a number of target subsidiaries, which the Total University then supplies with communication packs about the TSS 'to go out' and 'sell' the initiative in the universities," explains Eve Gautier. "Students are selected based on the Group's recruitment criteria. The subsidiaries are required to maintain contact with the students until they have completed their studies."

Over the last two years, the recruitment objective has come increasingly to the fore, says Eve Gautier: "Today, taking part in the Total Summer School can help someone to get into the Group." A five-year review will be carried out in the near future to gain an insight into how the scheme has affected recruitment.

Total Campus Ambassadors in schools and universities

The need to recruit new staff is also what has led the Group to set up initiatives directly in universities, including some of the most prestigious. Launched in 2009, the Ambassadors programme is now running in over 100 institutions throughout the world. Klidja Krouri, who is responsible for the project, explains: "The Campus Managers are 1st or 2nd year students, involved in the life of the school and with a passion for careers in the energy industry. Their role is to pass on information to their friends." What is their aim? Creating a closer relationship with the Group and helping people to explore the full range of careers available at Total through a series



of dynamic activities, including themed lectures, site visits, forums, meetings with people in particular jobs, the Total University and more. In all of these activities, Klidja Krouri continues, "they are helped by the Campus Ambassadors, who are Group employees who came from the same school or university as the Campus Manager."

Through this scheme, the Group is making a clear statement of its ambitions: strengthening Total's brand image as an employer, establishing a long-term position for it in schools and universities that generate a large number of job applications, winning over the institutions the Group needs to fulfil its staffing needs but which do not currently generate enough applications, and finally, including institutions where there are existing R&D partnerships. The initiative has attracted a large number of students. Their accounts of their experiences have helped create a closer relationship and greater legitimacy for the Group in schools. ■

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