

# ANNUAL REPORT

2022/2023







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The Institute is working towards creating an inclusive community space that promotes, values, and welcomes members from every background. Please note that terms such as “researcher,” “student,” “teacher,” and so on refer equally to men, women, and non-binary persons.

# Foreword

## Building the Future of University Education Together

Education transforms lives, economies, and society, but it is our duty to transform education, as it is in deep crisis.

It was with these words that UN General Secretary António Guterres opened the 2022 Transforming Education Summit. The Summit explored a range of approaches to redressing the global education crisis, among them life-long education, greater inclusion, and increased access to technology as a way to make education more inclusive and impactful.

At the Learning Planet Institute, we have been ahead of the curve working to incorporate these very methodologies. Over the past year, we have renewed our **UNESCO Education and International Research “Learning Sciences” Chair** in partnership with Université Paris Cité to provide assistance for teachers, researchers, and individuals united behind initiatives of their own design that foster the learning society for a more sustainable world. We have likewise strengthened our partnership with CY Cergy Paris Université by creating the certificate programme **“Learning Transitions”** to foster ideas that will help systematize the environmental transition. This year, the Institute has also increased its offering of **training and support** tools to help both individuals and organisations, be they private or public, to further enhance their ability to effect change as they adapt to a changing world. Lastly, teaming up with the Global Education Leaders’ Partnership network and OECD partner Dream a Dream, we published a report expounding on the **effectiveness of local education ecosystems to help underserved communities, namely in the Global South, to continue to develop.**

The world is changing. Conventional approaches to education can’t respond sufficiently to the needs of young people and the crises of the planet. We need teachers to be able to think freely and join forces to address the challenges of transforming society and technology and restoring the environment to health.

**At the Learning Planet Institute, we strongly believe that, by combining the exuberance of young students with the dedication of many a major institution, we can respond to the urgent need for a sustainable future. Together, we’re building the future of university education.**

The Executive Committee  
*Bénédicte Gallon, Gaëll Mainguy, François Taddei*

The Management Committee format is modular: it is structured in real time according to the week's challenges.

**RITA SINACEUR**

*Council Director within our Transformation of Organisations Hub*

# Our organisation

**Learning for all ages (lifelong learning) and collective intelligence are fundamental if we are to rise to the challenges we face. This is why the Learning Planet Institute explores, experiments and shares new ways of learning and cooperating that respond to the needs of the youth and the planet.**

**With its activities - R&D, Education, International Alliance, Transformation of Organisations and Digital Ecosystems - the Institute creates research and educational programmes based on interdisciplinarity, diversity and initiative.**

## A LEARNING INSTITUTION

Collaboration, collective intelligence, and multidisciplinary approaches are the DNA of the Learning Planet Institute. Learning from the past, from others, and from ourselves is what makes the Institute a laboratory where every administrator, researcher, student, and teacher is called upon to share ideas, challenge the status quo, workshop collaboratively, and engage in dialogue.

Working with Marseille-based research institute LICA (*Laboratoire d'Intelligence Collective et Artificielle*), we have a support team on hand organizing workshops to help administrators and staff understand their roles within the organisation. The support team likewise offers training in both effective feedback loops and collective intelligence to foster a shared culture of agility in a learning institution.

The structure and operations of the current administrative team were laid out with the express intent of making it easier to share information and make decisions, and it was no small feat. Hailing from a wide array of backgrounds and fields, the 21 members of the team convene weekly. After an initial trial period during which members experimented with different procedures to find the most effective system of administration, the team eventually struck the right balance through collaborating on building the discussion agenda and taking time out of the large group session to convene in sub-groups of experts discussing issues of shared interest to expedite the decision-making process.



# HIGHLIGHTS 2022/2023

SEPTEMBER 2022

## Bâtisseurs de Possibles becomes Part of the Learning Planet Institute

The French chapter of the global *Design for Change* movement, *Bâtisseurs de Possibles* ("Building Possibilities") started at SynLab in 2012, and at the start of the school year 2022 became part of the Learning Planet Institute. The Institute is doing everything it can to keep the momentum going that the SynLab started by engaging the Institute's network to attend *Bâtisseurs* events and, more generally, promoting the work of *Bâtisseurs de Possibles* both in France and abroad. The programme will continue to develop within this ecosystem, which harnesses the expertise of both its staff and students to become change-makers.

NOVEMBER 2022

## Researchers Awarded the Impulscience® Price

The Bettencourt Schueller Foundation has given the 2023 Impulscience® Price to three biophysics researchers at the Learning Planet Institute: Martin Lenz, graduate of our AIRE Master's programme and teacher of second-year undergrad physics; Antoine Jégou, physics instructor in the AIRE Master's programme since 2017; and Lydia Robert, likewise a graduate of the AIRE Master's, now in the FIRE Doctoral School. The Impulscience® programme promotes French research activity as well as greater dialogue among researchers.



APRIL 2023

## CY Cergy Paris Université and the Learning Planet Institute Reaffirm their Partnership

CY Cergy Paris Université and the Institute signed a partnership agreement covering the next five years. The two organisations agree to work together to further drive the environmental transition in society while bolstering France's rural communities. The two partners will work in tandem to develop programmes focusing on five key areas: teaching, research, global impact, life-and-work-experience degrees, and partnerships to promote science in society. This is a crucial agreement for opening both partners up to new possibilities, with the certificate "Learning Transitions" a first step toward those stated goals.



JUNE 2023

## With Drivers for Change, the Learning Planet Institute Engages with Businesses

The Institute launched its new *Drivers For Change* programme to help executives, managers, and business people of all stripes explore emerging approaches and methodologies in their field that contribute to the UN's Sustainable Development Goals (SDG). The programme is multidisciplinary, global, and intergenerational, providing access to the tools needed for pivoting toward greater social engagement and impact. The programme is comprised of a team of researchers, creative educators, and entrepreneurs and will offer degrees from certificates all the way to up to PhDs.



JUNE 2023

## LISA France 2030 Gets Backing from French Bank Banque des Territoires

LISA France 2030 is an initiative to better understand and safeguard the well-being and mental health of students. This year, it won the state's AMI Award for Innovation dans la Forme Scolaire ("Educational Innovation"). The LISA France 2030 initiative is currently in a pilot phase in 200 schools with 6,000 educators and 70,000 students taking part. Supported by iféa and six other education stakeholders (académies of Créteil, Paris and Versailles, École Suger, Learning Planet Institute and Mission laïque française). It is supported by an international scientific advisory board (APHP/INSERM, Child Mind Institute, etc.).



JULY 2023

## Transformation of Organisations: the Learning Planet Institute Offers its Services

The Learning Planet Institute is a learning institution operating under a unique structure that has caught the attention of other organisations both public and private interested in likewise shuffling the deck of their management style. To help them develop greater functionality and capacity to contribute to the environmental transition, the Institute's Transformation of Organisations team has devised a number of services it can offer. The overall goal is to outline any issues arising in a given organisation and come up with ways of solving those issues by drawing on research practices and dialogue among peers for greater knowledge sharing.



2022

## The Learning Sciences UNESCO Chair Gets Four More Years

In 2022, The UNESCO Education and International Research "Learning Sciences" Chair got renewed for four more years. Since 2014, François Taddei, Founder and President of the Learning Planet Institute, has held the chair, which is jointly hosted by Université Paris Cité and the Institute. During the period of 2022-2026, his work will focus on three major domains: R&D in collective intelligence, education strategies for collaboration in building a learning society that can tackle the challenges of our time, and lastly, the International Alliance or forging an international community of educators eager to transform education.







# WELEARN: HARNESSING AI TO ENRICH EDUCATION

Interview with Jean-Marc Sevin, data scientist, and Noor Alkhadhar, WeLearn Product Manager.

## WHAT MILESTONES DID THE WELEARN PROJECT REACH IN 2022-2023?

**Jean-Marc Sevin:** When we began this project five years ago, we thought of it like a GPS navigator for education, operational in any language, on any subject, and for any age demographic. We asked ourselves one simple question: how can we harness AI for ethical and creative uses in education? Last school year, we ultimately made the decision to develop *WeLearn* for French students with a specific focus on the UN's 17 SDGs. With that in mind, the project team has expanded to four experts working full time on developing the product.

## WHAT ARE SOME CONCRETE USE CASES FOR WELEARN?

**Noor Alkhadhar:** The platform can parse through an immense library of resources on the environmental transition. Its chatbot interface allows users to steer their search toward the types of resources they need, all of which will be reliable, relevant, and peer-reviewed. It's another tool in the Institute's arsenal to effect change more rapidly to ultimately help users have more of an impact in the real world.

## WHAT'S NEXT?

**J-M.S:** That's a good question, since *WeLearn* is not an end goal in itself. It's an AI tool intended to help effect change, not only functionally as far as software in higher-education institutions is concerned, but in education more broadly. It represents a key step in helping users unite their personal passions with their education.

**N.A.:** With *WeLearn*, we can make education more inclusive and maximize the impact of both collective intelligence and collective action. Education is not a privilege for the few but a right for all.

## In Summary

> *The Learning Planet Institute promotes and uses open and inclusive R&D. Our R&D team makes available its research and technological tools to other researchers interested in artificial intelligence, education, collective intelligence, and frugal innovation.*

- 50 in-house researchers
- 8 research teams
- 40 partner laboratories
- 30 research projects currently underway



Learn more about our R&D activities

# Citizen Science: the Learning Planet Institute, a Project Hub

**Building a European academy of participatory science.** Working with 20 other organisations, researchers at the Learning Planet Institute and Université Paris Cité have partnered with *European Citizen Science* (ECS) in an effort to aid, expand, and strengthen the citizen-science community. The end goal is to found a European academy of participatory science, thus the researchers involved are working to build a network of educators, establish training courses, and provide access to resources the community needs to grow. The initiative is driven by EU research-and-innovation funding programme *Horizon Europe*.

Research Team: Muki Haklay & Clea Montanari

## A consortium to uphold open and ethical innovation.

PATTERN, which stands for *Piloting open and responsible Activities and Trainings Towards the Enhancement of Researchers Networks*, is an initiative launched by the Learning Planet Institute and 13 Europe-based partner organisations offering continuing education and training for researchers, likewise funded by the EU research and innovation programme *Horizon Europe*.

Research Team: Andrea Giraldo Sevilla & Muki Haklay

**The More the Merrier with Crowd4SDG.** How can we harness participatory science to tackle the SDGs? That's the question EU-backed project *Crowd4SDG* has spent three years attempting to answer as it collects and processes interaction data to quantify how groups involved in the project dialogue. Working with the University of Geneva, the Institute's research team has been able to demonstrate that, when the quality of a team's interactions is measured, the amount of engagement and impact of their activity improve. These results are crucial for guiding citizen-science initiatives as well as designing initiatives wishing to use citizen science to tackle the SDGs.

Research Team:  
University of Geneva: Jose Luis Fernandez-Marquez & François Grey  
Learning Planet Institute/Université Paris Cité: Camille Masselot, Rathin Jeyaram, Raphael Tackx, & Marc Santolini



# Multidisciplinary Social-Media Analytics

**How does social media influence public opinion on current affairs?** Pedro Ramaciotti Morales and his research team are combining sociology, *machine learning*, and engineering to build cognitive profiles based on political groups. Their research examines social media, algorithm biases, disinformation, and populism in political science.

# Helping Communities Tackle Local Challenges

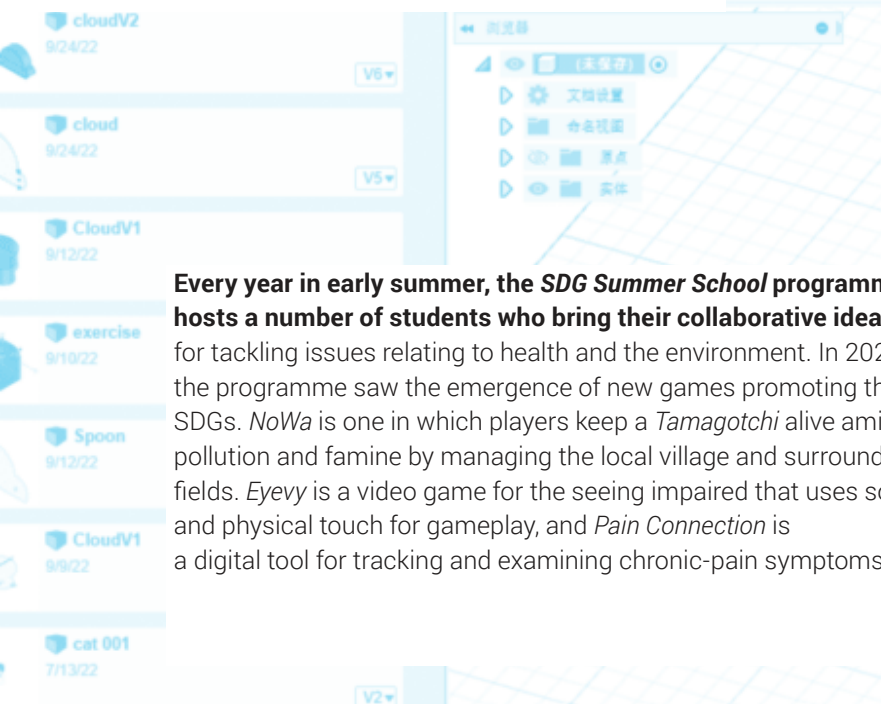
**The HEIDI project\* came to fruition in spring of 2023 after two years of development among a consortium of five European partners\*\*.**

The Institute's dedicated research team helped staff and students from a multitude of institutions of higher learning to grow their digital skills in the hopes of tackling problems in their communities during the COVID-19 pandemic.

\* Digital Action at HEIs as a catalyst for social change in the COVID-19 crisis

\*\* University College London (United Kingdom), University of Malta (Malta), Citizens in Power (Cyprus), Web2Learn (Greece), Université Paris Cité/Learning Planet Institute



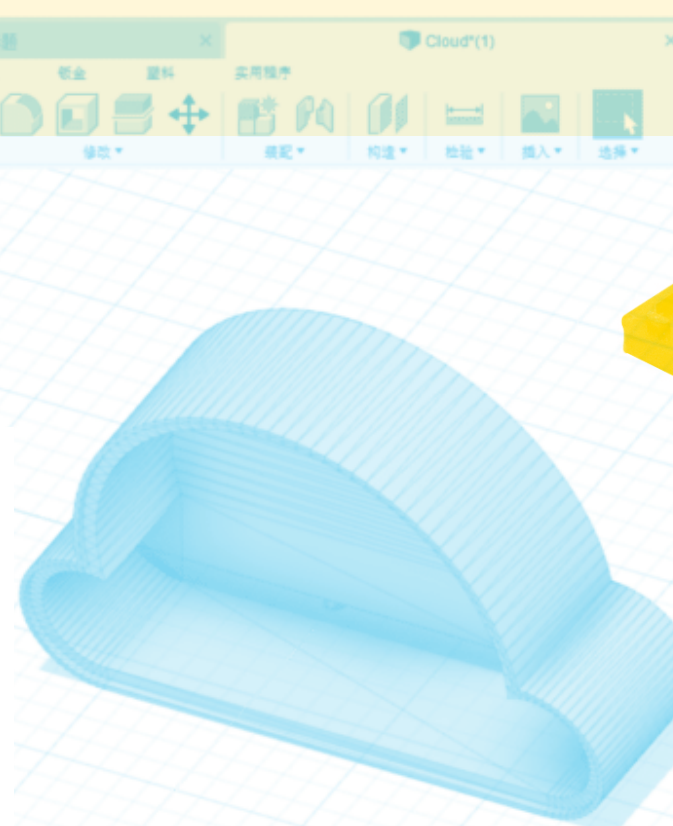


Every year in early summer, the *SDG Summer School* programme hosts a number of students who bring their collaborative ideas for tackling issues relating to health and the environment. In 2022, the programme saw the emergence of new games promoting the SDGs. *NoWa* is one in which players keep a *Tamagotchi* alive amid pollution and famine by managing the local village and surrounding fields. *Eyevy* is a video game for the seeing impaired that uses sound and physical touch for gameplay, and *Pain Connection* is a digital tool for tracking and examining chronic-pain symptoms.



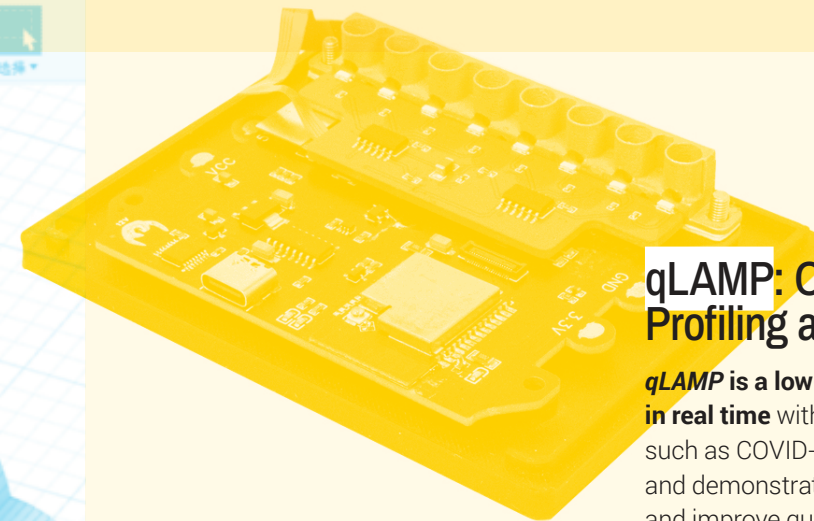
## Building Bridges between Technology and Psychology

Over the course of the summer of 2022, Yuxuan Li, psychology student at Université Paris Cité, had to remain in France while the COVID-19 pandemic spiked in her homeland, China. She decided to enroll in the *SDG Summer School*, the only participant with a psychology background that year. At the Summer School, she was exposed to a whole new world of *game design*, 3D printing, and *MakerLab* electronics, which she quickly developed a passion for. Before long, and with a little input from Rajeev Mylapalli, PhD student in the FIRE doctoral school and facilitator in the Institute *MakerLab*, she had devised a robot that helps people with obsessive compulsive disorder. Since that summer, Li has continued building bridges between technology and psychology, spearheading a number of projects, among them a chatbot for offering therapy to people with emotional service animals.



## An Award-Winning App for Textile Upcycling

Roua Mazouz, a young student from Tunisia who'd only had one year in Paris before arriving at the *SDG Summer School*, was taken aback by the Institute openness and receptiveness to new ideas, offering her the freedom and tools she needed to launch her start-up called *Old 2 Gold*, an app where clothing manufacturers can connect with individuals looking to repurpose old fabrics to be *upcycled* and given new life. Her app won the Jury Price at the Summer School and went on to be awarded at *Startup Weekend* hosted by Startup Banlieue. Both prizes helped Roua and associate Anaïs join an incubator.



## qLAMP: Open Source is Making DNA Profiling a Whole Lot Easier

*qLAMP* is a low-cost, open-source fluorometer that measures nucleic acids in real time with applications in diagnostics and screening for infectious diseases such as COVID-19. The tool is certified by the *Open Source Hardware Association* and demonstrates how open-source tools can make technology more accessible and improve quality of life for both patients and health professionals.

Research Team: Francisco Quero, Guy Aidelberg, Hortense Vielfaure, and Ariel Lindner

## Aude Bernheim Honored by the Collège de France

Aude Bernheim combines her passion for microbiology and genetics with her activist spirit to make science more participatory and more inclusive. In so doing, Bernheim is reimagining how to approach research. In December 2022, the Collège de France awarded her the Young Researcher Price for her research tied to activism. As the head of a team *Researching molecular diversity in bacteria*, a product of the *SEED* programme shared by the INSERM, Université Paris Cité, and the Learning Planet Institute. Aude Bernheim has now since focused her efforts on bacterial immunity, or how bacteria fight off illness just like humans and plants do.

AUDE  
BERNHEIM



## Generare: A Startup Fighting Antibiotic Resistance

The *ELiS* is a unique arena that's both a startup incubator and a laboratory where biologists can experiment with new ideas. *Generare*, a platform for discovering new medicines, is the startup offshoot of the Uncharted Biosynthetic Landscapes research team started at the Learning Planet Institute. *Generare* blends expertise in information technology and synthetic biology to study bacterial genomes for as-yet-undiscovered bioactive compounds, while *Uncharted Biosynthetic Landscapes* continues its work studying metabolism in bacteria present underground. *Generare* plans to patent their ideas for licensing in the pharmaceutical industry and therein help fight against antibacterial resistance.



## In Summary

> Engaged Life Science, or *ELiS*, harnesses research, engineering, and collective intelligence to better understand the living world and tackle the sustainability challenges we face.

*ELiS* combines computational, systems, and synthetic biology to understand the evolution of genomes and devise new medicines, all while practicing frugal innovation. Research is conducted open source so that any researcher anywhere can be a contributor to *ELiS* projects. The joint *SEED* research programme is part of *ELiS*.



Learn more  
about  
*ELiS*



### LISA: Showing up for Youth Mental Health

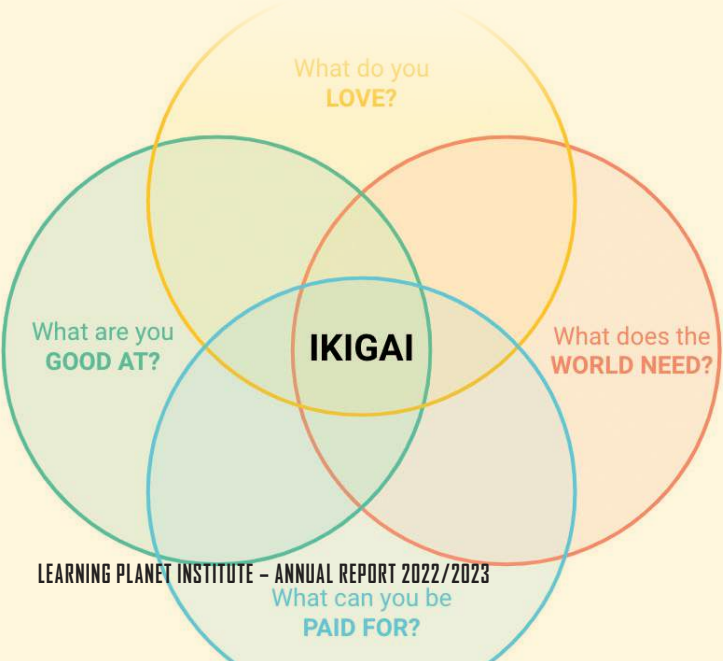
**Recognizing the warning signs**, then taking time to understand and provide the necessary support for children and teens who may be at risk of mental health and other wellness issues is what the *LISA France 2030* project sets out to accomplish, and this both in school and outside of school. The project is needed now more than ever, as more and more studies show a sharp rise both in suicidal behaviors and prevalence of mental-health disorders in young people. The project is being piloted in some 200 schools, with 6,000 teachers and 70,000 students involved.

### Eco-anxiety: Creating Space for Dialogue to Confront the Issue

**The need to take a more systematic approach to the environmental transition** is what drove the Learning Planet Institute to partner with research project *Earth Emotions*, the brainchild of child psychiatrist Laelia Benoit to foster dialogue about climate change with children and teens in ways that helps confront eco-anxiety concerns and turn than anxiety into action. The first phase of this project is currently underway in France, Brazil, and the United States with young people age 7 to 15. So far, we've been top establish that climate activism, group climate activism specifically, is an effective way of combatting eco-anxiety.

### Ikigai+: An AI Tool to Help Personal Growth

**After five years spent at the Learning Planet Institute grappling with the Japanese philosophical concept of *Ikigai*** and pondering how to implement it as an overarching value, *Ikigai+* was unveiled, an app to help guide students to find meaning and significance in their lives. The app can be used by both individuals and groups working together to find direction for personal growth by inputting discussions and activities from the classroom setting into the *Discord* chatbot, which then walks students through the steps of *ikigai*. At the time of writing, some 500 students are taking part in the *Ikigai+* pilot programme at CY Tech, and in two years the development team aims to receive feedback from some 20,000 more students.







## SOCIAL INNOVATION THROUGH GROUP SCIENCE

Interview with Laurence Cussac,  
Youth Team Director.

### IN THE YOUTH TEAM, WHAT DO YOU SET OUT TO ACCOMPLISH?

We're focused on retooling education both within and without the walls of schools such that children and adults alike can discover new ways of learning, and this throughout their lives. That means working with those involved in our programmes to create new ways of learning, which is a key to social innovation.

### WHAT IS THE STRUCTURE OF THE YOUTH TEAM?

We're currently restructuring to better align ourselves with changes occurring with the Learning Planet Institute. We run two programmes that share a common thread. The first addresses the issue of inclusion, the other is focused on youth specifically. We believe that one of the ways to make big changes in the world is to start with childhood education, which is why we've dedicated half of our department to it. We think of ourselves as a laboratory, a place where new ideas are welcome and can be tested out, then evaluated for potential re-application.

## In Summary

> Within the Education Hub, the Youth team is devising new education methodologies for students, starting in early-childhood education spanning all the way continuing education for adults. The programmes and projects it runs are designed to help students as well as teachers and administrators.

- 2,300 pupils taking part in our projects
- 200 education professionals trained in our programmes
- 550 young people helped to enter the job market



Learn more  
about  
our Youth  
programmes

### WHAT PROJECTS ARE YOU CURRENTLY RUNNING?

Currently, we're running some eight projects focused on education and stemming the risk of educational exclusion. *LISA* is one of our projects. It targets mental-health concerns in school-age children. Another of our projects is *Héros Discrets de l'Éducation*, which places an important focus on educators working in early-childhood education.

### WHAT IS THE DEPARTMENT LOOKING TO ACCOMPLISH IN FUTURE?

We have three key areas we plan on tackling. First is transforming education, a theme that spans all our projects to some extent; second is a specific focus on adults in continuing education; and third is evaluating resources in teaching, training, and community management. This third focus area is brand new and will help us measure the impact of all of our projects.

## The Schools Challenge: Middle-School Students Who Want to Make a Change

Since 2019, the J.P. Morgan-funded mentoring programme *The Schools Challenge* has helped 170 middle schoolers in the underserved community of Seine-Saint-Denis outside Paris to respond to the needs of their community. Students and mentors collaborate in workshops to help formulate solutions to problems they see, then they bring those solutions to life competing in the Institute's *MakerLab* Contest. A number of projects have broken ground through the programme. Take *CKIMI ART*, for example, the brainchild of the *Next Green Generation* teams. They set out to build street furniture that allows people to either sit down to relax or exercise to generate sustainable energy.



## Héros Discrets de l'Éducation: Taking Early-Childhood Education Seriously

*Héros Discrets de l'Éducation* is a joint programme shared by French startup *Synergie Family* and the Learning Planet Institute, and it sets out to train the next generation of early-childhood-education professionals with a new understanding of the field. Over the course of three years, the programme aims to reach around 6,000 professionals through the new education modules that the Institute is known for. The programme's special focus is on taking early-childhood education more seriously and offering key tools to educators in this field.

## Bâtisseurs de Possibles: Becoming a Change-Maker Starting in Childhood

Over 800 teachers and 6,000 children are already taking part in the *Bâtisseurs de Possibles* programme, which is the French chapter of the international *Design for Change* movement. It's a programme that helps young students take action and have a real impact on the world by connecting with a whole network of teachers trained in the methodology of the programme. Students, with the help of educators and members of the broader community, can launch projects drawing on multidisciplinary expertise that address issues such as food waste, bullying, poverty, and more.

## Inclusion: Two Support Programmes to Discover New Potential

In 2023, the *HOP!* programme has continued its ambition of integrating young people into the labor market, currently working with 14 different groups to find employment and 2 more to start businesses. In all, 272 people have joined the programme's original series of workshops that have helped unleash the potential of people like Suzoh, a participant who started an animation studio; Fatima, who started an NGO to aid the handicapped; Federico, who wears many hats in his different businesses as a 3D designer, IT course instructor, stylist, and even bootmaker. The list of success stories goes on and on.





# PROVIDING AN INTERNATIONAL LEARNING EXPERIENCE

Interview with Raphael Costambeys-Kempczynski,  
Director of the Education Hub.

## WHAT WERE THE KEY FOCUS AREAS FOR YOU IN 2023?

First and foremost, we have to break out of the conventional-education mindset that focuses on study of the past and is founded on competition between students. We need to move toward a system that's focused on the future and rooted in collaborative efforts. In other words, we need to move from passive, formal education toward active learning.

The other challenge the Learning Planet Institute faces is stepping up our multidisciplinary processes. Bringing in experts from different fields to collaborate with biologists in order to develop new skills is no longer enough. We need to bridge all the fields explored at the the Institute to tackle the UN's SDGs, as these totally fall outside of the purview of the subjects we teach.

## WHAT'S UNIQUE ABOUT THE HIGHER-LEARNING PROGRAMMES AT THE INSTITUTE?

There's one throughline to everything we do here, and that's reflection. We create an environment where students learn how to learn, and this within and without the walls of our institute, which includes staying in touch with students once they're no longer in our classrooms. The building we occupy attests to that vision. The spaces were designed in collaboration with students with the goal of fostering both personal fulfillment and well-being. We prioritize projects engineered by students and do everything we can to provide opportunities for mentoring, practical experience, and activism, since all three fall within the scope of active learning.

## In Summary

> Programmes on offer at Université Paris Cité have been developed by the Learning Planet Institute since it was founded in 2011. Our **Frontières du Vivant (FdV)** undergrad programme explores biology on the cutting-edge through multidisciplinary classes on mathematics, physics, chemistry, information technology in addition to biology.

> The **EURIP Graduate School** is housed within the Learning Planet Institute and comprised of the **AIRE Master's programme** and the **FIRE PhD programme**. It trains students in multidisciplinary research for them to bring to life new, multidisciplinary projects that have an impact.

Learn more  
about our  
Higher  
Education  
programmes



## FdV Undergrad | EduSvit: Helping Children in War-Torn Areas

In warzones, children are the most vulnerable, not only to grave physical harm but psychological harm as well. It was with them in mind that a group of *Frontiers of Life Sciences* second-year undergrad students created *EduSvits*, first-aid kits for treating the emotional, physical, and social damage children suffer in wartime. Working with early-childhood specialists and a team of designers, they built their eco-friendly kits in the Institute's *MakerLab*, and the group's *GoFundMe* campaign is how they are getting their idea out of the lab and into the world.

## EURIP Graduate School - Master AIRE: Pivoting Master's Studies Toward the SDGs

As time goes on, there's been a groundswell at the Institute pushing the **AIRE Master's programme** more and more toward a focus on tackling the SDGs. A new course on sustainable science, called *Exploring Sustainability*, has recently been added to the course offering. With each passing year, more connections are made between the various fields taught in the Master's programme, bridging neuroscience and Sustainability, Open science and knowledge, and communication and society for just a few examples. As evidenced by our 2023-2024 class, increased focus on the SDGs means higher enrollment from students coming from a hard-science background.

## EURIP Graduate School - FIRE Doctoral Programme: PhD Students More in Touch with the World

For the 2023-2024 class, the **FIRE doctoral programme** sought to diversify its pool of students by adopting a new set of selection criteria oriented geared toward research projects that have an explicit stake in tackling the SDGs, with candidates still expected to be willing to engage in multidisciplinary research and challenge the status quo, meaning that, rather than simply be a source of new knowledge, not only must research projects propose a potential positive impact on the world, but students must adopt innovative solutions for carrying out research.

- Nearly 200 students enrolled in our programmes
- Women make up 66% of our undergrad students, 62% of Master's students, and 50% of PhD students
- Our undergrad programme has a graduation rate of 89% compared to the national average of 28.7% in science-and-health programmes
- 75% of our Master's students and 40% of our PhD students are international
- 12% of international students have received scholars





## The Institute of Challenges Eager to Explore New Frontiers

**Summer of 2022 marked the end of the Institute of Challenges initial trial phase.** Those involved in the project reflected on the positives and negatives of the project and set goals for the future. One particular highlight from the trial phase was the creation of the *Challenge Laboratory*, which provided professors with training on how to better orient students toward devising projects focus on sustainable develop and inclusivity. The Challenge Institute team then selected eight student projects and set out to connect the students behind the projects with researchers and members of the community to bring their projects to life.

## An Environmental-Health MOOC

**U-lab-project winner, OBGYN, Inserm researcher, and professor at Université Paris Cité Meriem Koual** created the MOOC “*Mieux connaître les liens entre les facteurs environnementaux et les maladies pour mieux les prévenir*” (Understanding Environmental Public-Health Risks to Better Prevent Them). She worked alongside medical students and teaching staff to create this course that teaches medical professionals on how public health is affected by environmental risks.



## In Summary

*> The Institute of Challenges is a joint initiative between the Learning Planet Institute and Université Paris Cité founded in 2020. Its purpose is to design new teaching methodologies and approaches that better foster collective action for the benefit of the planet and society, a catalyst helping to transform how institutions of higher learning operate by creating more fluidity between the university, the city, and civil society so that, together, we can find new ways to contend with the major problems of our time.*

- +300 students
- +40 teachers in training
- +60 members of the broader community involved



## When You Hear Learning Planet Intitute, Think Sustainability

**In 2022, the Institute of Challenges helped design a new short-term certification course at Université Paris Cité** called “*Transition Écologique et Enjeux Sociétaux*,” (Environmental Transition and Impacts on Society). The course takes inspiration from the SDG Semester programme run in our FdV undergrad programme and teaches the Anthropocene and the limitations of our planet while offering avenues for reflection on concepts of economic growth and degrowth.



**MACARENA-PAZ CELUME,**  
•Teacher and Researcher

**Shrinking Gaps in Education**

For seven years, Macarena-Paz Celume has taught in the AIRE Master's programme after graduating from said programme in 2015. At the Learning Planet Institute, she found a key tool to her self-fulfillment: a collaborative, multidisciplinary environment. More recently, she heads research in one of the Institute's inclusivity programmes, one of many initiatives she's a part of working to shrink gaps in education. She wants to challenge conventional notions of academic success by incorporating emotional, creative, and social criteria into student evaluation.

**JEAN-PHILIPPE COINTET,**  
•Teacher and Researcher

**Quantifying the Social World**

Jean-Philippe Cointet is an alumnus of the École Polytechnique, has a PhD in complex systems, and is an associate professor at the Sciences Po, not to mention he graduated the AIRE Master's programme back when it was called the AIV Master's. On top of all this, he's working on way to model digital trace data in order to map public spaces in all their rich diversity of people and movement. He draws on research in a vast array of fields, social-media analysis and scientometrics to only name two. What does he remember from his time at the Institute? The Institute's culture of collaboration and openness as well as how research never stops at the door of the lab, but always goes out to engage with the world. These are principles he instills in his students as well.

**ANSHU BHARDWAJ,**  
•Biologist and Data Scientist

**Tackling Public-Health Challenges**

Born into a family of doctors, Anshu Bhardwaj knew from a young age she wanted to be a scientific researcher and went on to obtain a Master's in biotechnology. Early on in her academic career, multidisciplinary collaboration was an attractive concept to her, and in 2019, as she was pursuing research on genomes, she was granted a three-year scholarship to attend the Learning Planet Institute where she discovered a non-conventional community of learners eager to engage with the world. Now, Anshu Bhardwaj develops solutions for fighting antimicrobial resistance and is considering returning to the Institute to pursue further research projects she has in mind.



“At the Learning Planet Institute, I found a family. Students and researchers alike truly have a voice, and we're free to develop our ideas and projects as we see fit.”

**A WORD FROM DARIA VILKOVA**

•Student in the AIRE Master's programme, co-founder of a laboratory, and pedagogical engineer

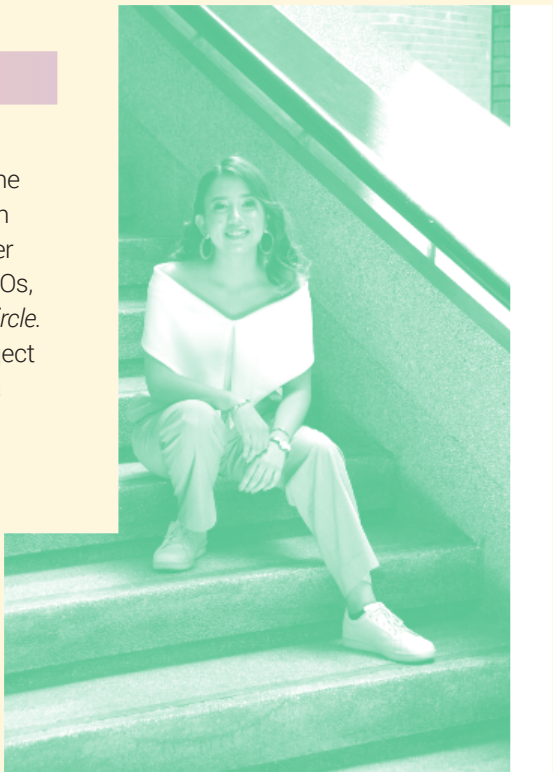
Hailing from Moscow, Daria VilkoVA studied in Russia, Spain, Poland, and the Czech Republic before enrolling in the AIRE Master's to study the science of education. She spent her first year in the programme getting to learn immersive technology working with the Institute's team in charge of the digital platform Projects, and a new interest in virtual reality and artificial intelligence was born. The Learning Planet Institute's culture of students as agents of their own education inspired her and two other researchers to found the Laboratory for Interdisciplinary Research on Extended Reality, or LIXR, in April 2022. The lab seeks to make technology more accessible through a multidisciplinary approach to their research.

**A WORD FROM RAVEN FRIAS**

•AIRE Master's student

Growing up in the Philippines, Raven Frias was sensitive to unequal access to education starting at a very young age. At the University of the Philippines, she studied children's social and emotional development with the hopes of becoming a teacher. On top of her stunning academic career replete with all manner of honors, Raven likewise became active with NGOs, eventually becoming president of the Family Life and Child Development Circle. In 2021, she became one of the first members of the Youth Council, a project launched by the Learning Planet Institute, which aims at giving children a voice to develop initiatives that can make an impact in the world.

“My time with the Youth Council and in my AIRE Master's classes have been very engaging as is, but the conversations I get into in the halls of the Learning Planet Institute have literally changed my life.”







### The Learning Planet Institute Gives Young People a Voice at UNESCO

As a member of the *Global Education Coalition*, or GEC, the Learning Planet Institute was present at UNESCO headquarters in Paris March 28th, 2023, to celebrate the three-year anniversary of the GEC. The Institute used the event as opportunity to invite former and current students to UNESCO headquarters to host events introducing audiences to the Institute’s notions of “*Planetizenship*”—a sense of global citizenship—and being a “*learning Planetizen*”—adopting a learning-society attitude as a citizen of the global community. The events were successful in how they got participants talking and reflecting on major issues and served to show how important it is for young people to infuse debates on these topics with their imagination and creativity.

### In Summary

> A joint project launched by the Learning Planet Institute and UNESCO in 2019, the LearningPlanet International Alliance brings together hundreds of organisations committed to reimagining conventional education and teaching practices for students at any age in life. All year round, the Alliance’s team engages with relevant change-makers in education, with efforts culminating in a major annual event, the LearningPlanet Festival, which takes place in the days surrounding January 24th, the UN’s International Education Day.

- 500 partner organisations
- 191 countries involved
- 60, 000 online participants for the 2023 Festival
- 450 youth fellows

Learn more about our International Alliance



### Taking Inspiration from Learning Ecosystems in the Global South

At the Learning Planet Institute, we’ve long believed in the power of small-scale learning ecosystems that can adapt to the needs of their community. Partnering with the Global Education Leaders’ Partnership (GELP) and NGO Dream a Dream, we set out to explore local learning ecosystems over the course of one year. A multidisciplinary team studied over 100 innovative education initiatives in the Latin America, Africa, and Asia, finding 11 that were particularly remarkable in proving the exemplary efficacy of such ecosystems. The result of the initiative we published as a study entitled “*Exploring learning ecosystems in the Global South - Pathways to thriving for every child.*”



### Aligning with the UN objectives

A l’occasion du *Transforming Education Summit 2022*, António Guterres, At the 2022 *Transforming Education Summit*, UN Secretary General António Guterres reminded the world of the importance of placing education at the center of global policy with a view toward changing the status quo of education. A few of the UN’s keys themes for improving education were inclusivity, digital as a key to making education more accessible, and transforming traditional education. Since the Learning Planet Institute was founded in 2011, we have been grappling with how to implement these very ideas in the way we run our organisation, academic programmes, and various projects and initiatives, the Institute of Challenges, *LearningPlanet Festival*, *Girls in Science*, and *WeLearn* to only name a few noteworthy examples.



### The Fourth-Annual LearningPlanet Festival

From January 23rd to the 28th, 2023, hundreds of change-makers and education pioneers hailing from the world over came together for the fourth-annual *LearningPlanet Festival*. Over 500 events were organized in France and abroad hosted by public personalities, experts, teachers, researchers, social entrepreneurs, students, and activists, all of which focused on the need to pivot education toward tackling the UN’s SDGs and lay the groundwork to redefine education to be more collective, i.e. more collaborative than competitive.





# HELPING BUSINESSES REDISCOVER THEIR ABILITY TO MAKE CHANGE

Interview with Rita Sinaceur, Council Director within our Transformation of Organisations team.

## WHAT ARE YOU TASKED WITH ACCOMPLISHING AS THE HEAD OF YOUR TEAM?

My job is to bundle up the innovations and the knowledge we develop at the Learning Planet Institute and present them to businesses or other organisations in the form of services they can harness for their own success. Initially, many universities came to us asking for advice on the principles of transforming education and how to teach the SDGs, but lately more and more businesses are seeking our guidance in the hopes of rediscovering their potential to be change-makers in a world in transition.

## WHAT CAN BUSINESSES EXPECT TO FIND HERE?

The Institute is prepared to help them develop their capacity to adapt and respond to the key questions of our time. How can we inspire people? What are the best ways to work? How can we position ourselves to aid in the environmental transition? To answer these questions, we offer up our expertise in innovative education. We hold informational seminars for businesses, sometimes several businesses at a time, in which participants experiment with new ways of learning and collaborating that break away from conventional top-down models. In the way we approach learning environments, students are active agents in their own knowledge building.

## IN WHAT WAYS ARE THE INSTITUTE'S SERVICES UNIQUE?

The reason businesses come to us is they're looking for robust expertise and experience in seeing through big transitions in ways that are themselves radical and innovative. With the Institute's amazing network of researchers, practitioners, social entrepreneurs, *MakerLab* engineers, and more, we can offer support and consultation services unlike anyone else out there, all of which is subject to continual analysis for continual improvement.

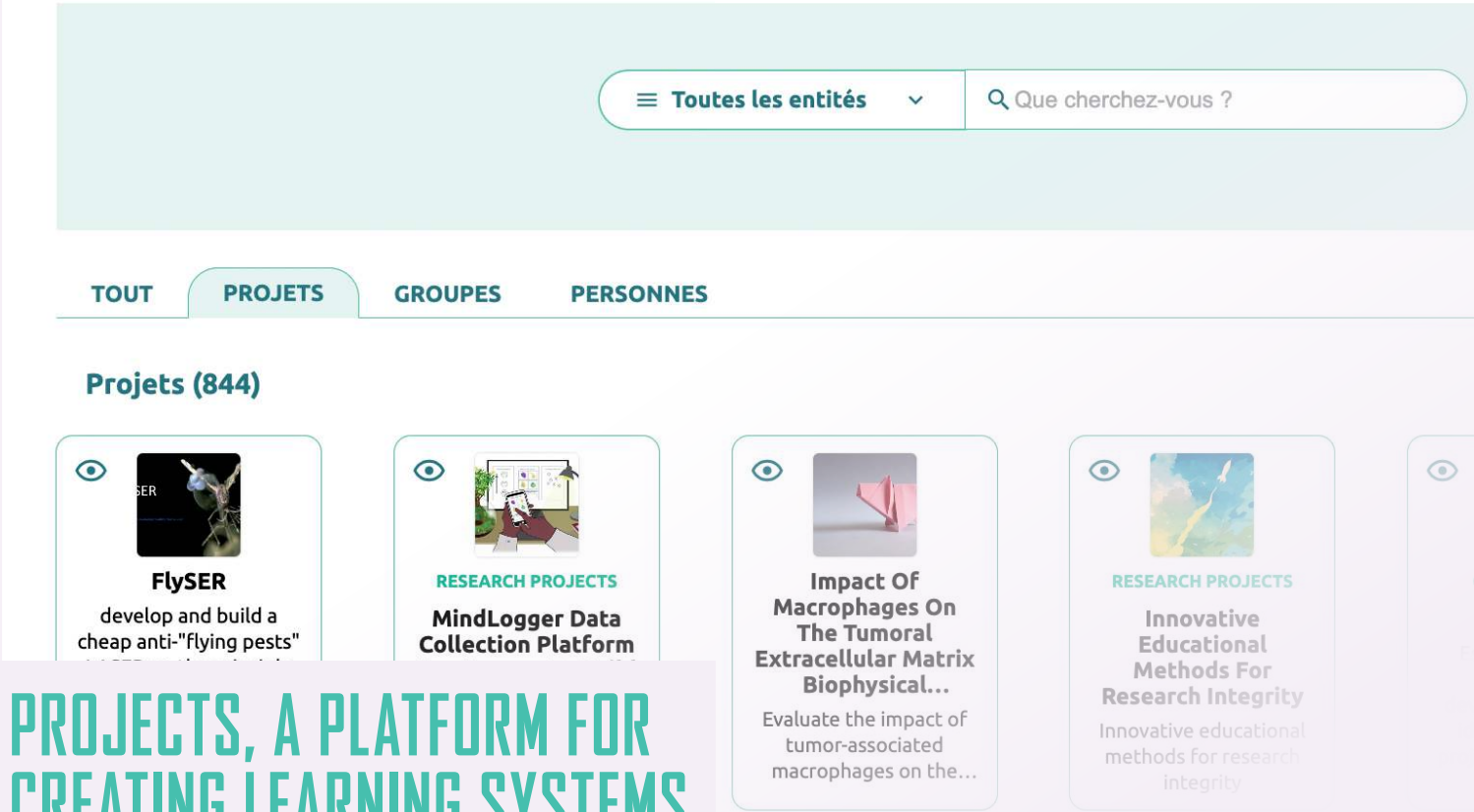


## In Summary

> Our Transformation of Organisations Hub is one of the latest developments at the Learning Planet Institute, available for the self-employed as well as businesses, associations, institutions, and networks of collaborating organisations to increase their capacity to take action and adapt to the challenges of both now and the future.

The Institute offers training for being able to analyze inefficiencies and explore ways to respond to those before moving to a transition phase rooted in a philosophy of continual learning. In short, groups can get a clearer view of what's ahead of them to identify best practices for tackling major challenges in an increasingly complex world.

Learn more about our Transformation of Organisations activities



# PROJECTS, A PLATFORM FOR CREATING LEARNING SYSTEMS

**Projects is a tool teachers can harness to help their students grow through hands-on learning.** Along with the digital tool comes a range of methodologies and new approaches to help create learning ecosystems and help members of the community share ideas and expertise in a safe, collaborative space.

In the previous scholastic year, *Projects* processed a rich library of education resources to aid teachers and students alike in the higher-learning setting by offering them keys for getting the most out of the platform in order for students to achieve success. It's great for suggesting methodologies that promote hands-on learning, dictating course programmes, and is useful for documenting internships.

Our *Digital Ecosystems* team is likewise teaming up with partners to continue to expand *Projects*. Last year, the Digital Ecosystems team held a project-and-skills exchange with teams from the *University of Technology of Compiègne* as well as a *consortium* in association with Université Aix-Marseille where a team from the Learning Planet Institute met with teams from a host of research laboratories and associations to discuss projects focusing on the various ways we benefit from seas and oceans, be it economically, culturally, recreationally, or otherwise. More recently, *Projects* is expanding to operate as a communication hub in which individuals and groups can collaborate on shared projects through the platform.

## In Summary

> The Digital Ecosystems team at the Learning Planet Institute builds platforms that catalyze change in the education landscape by collaborating with a plethora of diverse organisations. The tools they create harness artificial intelligence and collective intelligence with the goal of tackling the SDGs.

- 2,248 active users
- 3,474 documented projects aiming to improve the environment, the social landscape, or technology
- 12 teachers trained through a project-based training programme

Learn more about our Digital Ecosystems activities







## In Summary

> *The campus of the Learning Planet Institute is a place of learning, research, and prototyping as well as dialogue, exchange, and collaboration. Students are encouraged to devise and launch projects both with fellow students or on their own, get involved in clubs, and organize events. Our dedicated staff are there to support their initiatives, even going as far as helping international students get their paperwork in order for their visas.*

- 17 clubs
- 28 student founders of clubs
- 19 workshops and events organized
- grant secured by *Club Fabelier* for its purchase of a 3D printer
- 85 international students aided in visa filings
- 22 information sessions and workshops held for international students

## Club Fabelier: Keys for Changing Society for the Better

**Fabelier is a student club that invites students to learn the basics of the *Maker movement***, which is a melding of the worlds of *open-source* digital technology and traditional craftsmanship. Participants get hands-on experience with 3D modeling and printing, creating 2D vectors, laser cutting, soldering, repairing electronics, prototyping, and more, all of which skills are learned in a group setting with training from experienced mentors.

## The Three Crowns: A Club Celebrating Black Pride

**Inspiring a new generation of researchers and professors by offering up new perspectives on black cultures** throughout the world: that's what student club *The Three Crowns* sets out to do. It's designed as a space for activism and connection that foregrounds black voices in the arts, sciences, and more, and fosters dialogue on what can be difficult topics to discuss at monthly gatherings and film screenings they host.



## Colouring Paris: A Podcast Looking at Paris through the Eyes of Students from Abroad

**The five international students who host the podcast *Colouring Paris* offer listeners new perspectives on life in the City of Light**, whether that's hidden urban gems they've discovered or tricks for cutting through the red tape trying to get their visa status in order. Every episode offers a wealth of useful information for any listener, and the podcast has recently joined *MicMania* to further promote its values of practicing understanding, empathy, and awareness of issues in order to make a positive change in the world.



## In&Di: Pivoting Toward More Inclusivity and Diversity

**How can businesses and organisations become more inclusive and diverse?** Since January 2023, the *In&Di* project seeks to help organisations do just that by raising awareness about intersectionality. The group hosts events to educate on and discuss topics of gender-based violence, accessibility, and discrimination in all its forms. These events provide both insight and resources that participants can use in their everyday lives. The pilot of the project ran internally at the Institute and is poised to go out into the broader community to make a real difference in society by helping large organisations of all stripes improve in these key areas.



## BiodiverCité, Seeing the Urban Landscape with New Eyes

**In June 2023, the Learning Planet Institute hosted *BiodiverCité*, an exhibition from Université Paris Cité** foregrounding the great wealth of animal and plant life present in cities. A main feature of the exhibition was using smartphone apps to identify different species of plants and animals to teach how we can all take part in citizen-science initiatives to better discover and enjoy nature as it exists within the urban landscape.

## Mapping Out How to Reduce Our Carbon Footprint

**In 2022, the Learning Planet Institute calculated its carbon footprint: 210 tCO2e**, with three sources accounting for most of its energy consumption: transportation, heating, and electricity. Since then, we've taken several steps to reduce our impact, including changing the hours the campus is open, making Institute events 100% vegetarian, and working with NGO *Climate Fresk* and *2Tonnes Workshop* to raise awareness.



## In Summary

> *Having a sustainable campus at the Learning Planet Institute means doing everything in our power to reduce our environmental toll on the ecosystem and on society. We're working to cut back on what we consume, implementing policy of environmentally responsible purchasing to promote service providers with sustainable business models, and raising awareness among all those at our campus about how to become more sustainable.*

- 220 individuals took part in awareness-raising events
- 38% decrease in heating usage from 2019 to 2022
- 49% decrease in CO2 emissions from 2019 to 2022
- 100% of new hires have taken part in training sessions focused on climate concerns and how the Institute can better do its part

Learn more  
about our  
Sustainable  
Campus





The financial data here provided is drawn the operations of the Learning Planet Institute, of Université Paris Cité FdV undergrad programme, and the INSERM Unit "1284"

**The financial statements of the Learning Planet Institute are certified by KPMG auditor Isabelle Le Loroux and published in France's government gazette The Official Journal of the French Republic.**

RESOURCES		€14,9 M
• Operations & activities		€14,9 M
INCOMES		€15,1 M
• Donations & sponsors		€9,7 M
• Public subsidies	€4,4 M	
• Internal funds	€1 M	
OPERATIONS & ACTIVITIES		€15,1 M
By programme		
• Education	€6,3 M	
• R&D	€4,9 M	
• Digital Ecosystems	€1,8 M	
• International Alliance	€1,5 M	
• Transformation of Organisations	€0,4 M	
• Campus	€0,2 M	





## Thanks to our partners who believe in us

### HISTORICAL PATRON

A hearty thanks to the Bettencourt Schueller Foundation for the crucial generosity, faith, and support it has provided since 2006.



### HISTORICAL PARTNERS

A hearty thanks likewise to the City of Paris and UNESCO for their support of the Learning Planet Institute's development and initiatives at the local level and the international level alike.



### ACADEMIC AND RESEARCH PARTNERS

The Learning Planet Institute designs and runs its education research programmes in partnership with:



### PRIVATE FUNDING PARTNERS

Thanks to the following partners for supporting our work and making an impact.

- AMAZON WEB SERVICES
- DUBAI CARES
- ESSEC
- BOTNAR FOUNDATION
- L'ORÉAL FOUNDATION
- ORANGE FOUNDATION
- J.P. MORGAN
- PORTICUS

### FUNDING PARTNERS

Thanks to our State partners for helping catalyze the impact we have in our communities local and global.

- FRENCH ENVIRONMENT AND ENERGY MANAGEMENT ADEME AGENCY
- FRENCH NATIONAL RESEARCH AGENCY (ANR)
- CAISSE DES DÉPÔTS ET CONSIGNATIONS BANQUE DES TERRITOIRES
- ÉCOLE NORMALE SUPÉRIEURE

- ERASMUS +
- FRENCH MINISTRY OF HIGHER EDUCATION, RESEARCH, AND INNOVATION
- FRENCH MINISTRY OF LABOUR, FULL EMPLOYMENT AND SOCIAL INCLUSION

- FRENCH NATIONAL OFFICE FOR INFORMATION ON TEACHING AND PROFESSIONS (ONISEP)

- ÎLE- DE- FRANCE REGION

- FRENCH GENERAL SECRETARIAT FOR INVESTMENT

- THE EUROPEAN UNION

- UNIVERSITÉ AIX-MARSEILLE

- THE FRENCH CITY OF COLOMBES

### PROJECTS PARTNERS

The Learning Planet Institute tackles its ambitious vision working side by side with the following partners:

- ARCHIPEL& CO
- CHANCE
- CHILD MIND INSTITUTE
- DESIGN FOR CHANGE
- DREAM A DREAM
- ÉCOLE SUGER
- IFÉA
- IGEN FOUNDATION

- LABORATOIRE INTELLIGENCE COLLECTIVE ET ARTIFICIELLE

- MAISON DE L'APPRENDRE

- MISSION LAÏQUE FRANÇAISE

- PROBONO LAB

- ÎLE- DE- FRANCE ACADEMIC REGION

- SYNERGIE FAMILY

- UNIVERSITÉ CATHOLIQUE DE LILLE

### TRANSFORMATION OF ORGANISATIONS CLIENTS

Thanks to the following businesses and organisations for choosing the Learning Planet Institute to work toward becoming a more learning society.

- FRENCH DEVELOPMENT AGENCY (AFD)
- ATELIER DU LASER
- BPI FRANCE
- CCF & INSTITUT DE RECHERCHE POUR LE DÉVELOPPEMENT
- CFF & ROTHSCHILD
- ESSEC
- EUROPEAN CLIMATE FOUNDATION
- FUTURE AGENCY & KLÉPIERRE

- NORMANDIE REGION
- SALOMON
- SERVICE MILITAIRE ADAPTÉ

### LABELS

- ASHOKA
- UNESCO "LEARNING SCIENCES" CHAIR
- LA FRANCE S'ENGAGE

## Re-imagining education at the individual, community, and global levels

**We, at the Learning Planet Institute believe that education will be a cornerstone of the sustainable world to come.**

As a non-profit organisation under France's *Association Loi 1901*, we design and run one-of-a-kind programmes rooted in combining education with research and sustainability.

The five key facets of our operations—R&D, Education (youth initiatives within and without the classroom, inclusivity projects, and degrees programmes from bachelor's to PhDs), International Alliance, Transformation of Organisations, and Digital Ecosystems.

We pride ourselves on reaching out to those traditionally excluded from education and the job market, students from pre-school through high school, as well as researchers and business and organisational partners. The programmes we offer provide participants with the knowledge and tools necessary to build a better future for themselves and their communities.

Join our community to add your voice to our work to help think outside the box and re-imagine education for every age range in order to tackle the great challenges of our time.

## Our impact

- 86 staff members from 17 different nationalities
- 350 student body population every year, 50% of whom are international
- 8 "Learning Transitions" research teams
- 1,300 NEETs enrolled in our inclusivity programmes, 70% of which found either work or vocational training (as opposed to 37% from similar programmes through France's national unemployment agency)
- Around 2500 active users of our digital platforms
- 60,000 participants in the *LearningPlanet Festival 2023*, an annual international event we organize in partnership with UNESCO



As an organisation defined by French NGO law *Association Loi 1901*, we are authorized to receive tax-deductible donations.

It's thanks to the generous support of donors who believe in the unique potential of our organisation that we are able to finance the impactful projects that we design and run.

**Your voice is needed!  
Join our community!**

If you wish to make a donation to the Learning Planet Institute, ask a question, or learn more about what we do, please write to use at [fundraisingteam@learningplanetinstitute.org](mailto:fundraisingteam@learningplanetinstitute.org)



The Learning Planet Institute warmly thanks the photographers with whom it collaborates and whose photographs illustrate this annual report: Q. Chevrier, M. Denancé, E. Oliveira, F. Quero, P. Sordoillet, A. Weber (Hans Lucas).

We would also like to thank partners who allowed the use of their photos for this document: C. Alix for UNESCO, Crowd4SDG, Generare, Synergie Family, Université Paris Cité.

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