

2023/2024

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Annual Report 2023/2024

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Foreword

WE'RE RESHAPING THE EDUCATION LANDSCAPE TO MAKE IT FOR YOUNG PEOPLE, BY YOUNG PEOPLE!

When we signed a memorandum of understanding with United Nations University during the course of the 2023/2024 academic year, we did so with the intention of being able to finetune our research and education programmes while improving access to education. The Learning Planet Institute is a sustainable partner in a vast network people and institutions working in tandem with the next generation of learners to bring about change on the global scale. At the 79th annual General Assembly of the United Nations in September 2024, the member states ratified the "Pact for the Future", an agreement that, among other things, seeks to amplify the extent to which young people across the world can take part in effecting global change. The Pact has further boosted our commitment to our priors as we continue to make strong, confident strides helping students hone key skills the world will need in the 21st century.

Over the course of the last academic year, the Institute has turned up the volume on student expression through initiatives such as "*Bâtisseurs de Récits*" (Builders of Stories), an education programme working with children in Grigny, France. In light of the 2024 Paris Olympic and Paralympic Games this past summer, the programme incorporated mentorship from Olympic and Paralympic athletes. Likewise of note was the Youth

Design Challenge, a global initiative pushing people age 15 to 26 to dream up their own innovative education programmes such as they might like to see in a university setting of their dreams.

Likewise in 2023/2024, the UNESCO Learning Sciences Chair at the Institute organised a series of conferences; we enriched our WeLearn database, a digital platform pooling resources on sustainable education; we instituted Learning Mornings, a new space for dialoguing on sustainability practices; we continue to produce a host of education and research podcasts to inspire listeners; and we've taken further steps to open the doors even wider on continuing education so adults with inquisitive minds can continue to expand their knowledge.

Our education programmes have been top rated by French higher-learning evaluation institutions*, pushing us to strive even harder to make our approach more and more unique in our work of trying to create a global university to equip young people with the tools they'll need to shape a peaceful, sustainable future. In short, we want to help them become 'not the best students in the world, but the best students for the world.'

Our Executive Committee

Bénédicte Gallon, Gaëll Mainguy, François Taddei

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.

The Learning Planet Institute would like to offer a hearty thanks to the photographers whose work appears in this annual report: Jean-Léo Bost, Quentin Chevrier, Natacha Gonzalez, Patrick Sordolillet, and Antonin Weber/Hans Lucas.

We would also like to thank partnering institutions and individuals who authorized the use of their photography: IRD, John Malcolmson, Ahmed Hairy Photography for ELiS, Synergie Family.

*French High Council for Evaluation of Research and Higher Education and the French National Research Agency

Our Organisation



As we work together to build the global university, we recognize that now more than ever diversity and inclusion are universal rights, as are access to collaborative partners beyond borders, teaching, education, research, debate, all while protecting independent thinking.

Our Management Committee



Learning for all ages (life-long 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.

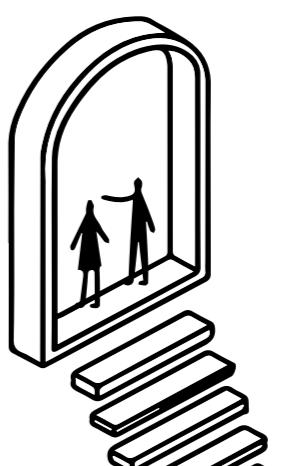
With its activities - R&D, Education, International Alliance, Transformation of Organisations and Digital Ecosystems - the Institute creates research and educational programmes based on interdisciplinarity, diversity and initiative.



A MULTICULTURAL, INCLUSIVE COMMUNITY

Some 90% of students in our Masters programme and nearly 50% in our doctoral programme are of international backgrounds, and our staff hail from 15 different nations. Since the Learning Planet Institute was founded, we have eagerly opened our doors to people with non-standard educational and professional backgrounds. What unites everyone at the Institute? A desire to be in a community where they can work to change education for the better.

As a humanist institution that believes in universality, our unique community fosters a diverse array of opinions and points of view. Here, people with highly differing educational backgrounds and experiences all find themselves under the same roof sharing their indispensable knowledge and skills to help overcome the environmental, demographic, social, and digital challenges the world faces.



A Year at the Institute

2023/2024 Highlights



• OCTOBER 2023

Getting Learning Mornings Off the Ground

The Learning Planet Institute endeavors to help individuals and companies, schools, NGOs, and other organisations to make greater strides to effect environmental and social change. Once a month, the Institute hosts a guest lecturer and members of the broader Institute ecosystem to discuss the latest in social and environmental transformation. These discussions are called Learning Mornings.

• OCTOBER 2023

Four Research Domains of the Learning Transitions Research Unit

Hosted in partnership with CY Cergy Paris University, the Learning Transitions Research Unit (UR LT) incorporated a collaborative-research component to course work in July 2023. Now, the research will be structured around four themes: systemic analysis of transitions, individual transitions, community and organisation transitions, human-AI collaboration for transitions

• DECEMBER 2023

Signing a Memorandum of Understanding with United Nations University

By signing the memorandum, United Nations University and the Learning Planet Institute took the step of partnering together in joint efforts to tackle the global challenges of sustainable development. Both institutions share the goal of increasing access to education and designing education programmes that deal with the UN's Sustainable Development Goals (SDGs) both locally and internationally. Now with the partnership in place, both bodies will work together to organise symposiums, workshops, and conferences that will foster dialogue so that participants can share knowledge in the areas of education transformation and human/artificial intelligence.



• APRIL 2024

Children in Grigny Raise Their Voices

Because every story deserves to be told, the Institute launched an exciting partnership with municipal government in Grigny, France, near Paris so as to offer children from disenfranchised backgrounds more of a voice. The partnership got off the ground with "Bâtisseurs de Récits" (Builders of Stories), a programme in which 21 teens got to speak with athletes in the 2024 Paris Olympic and Paralympic Games to share experiences striving not to be limited by one's environment.

• APRIL 2024

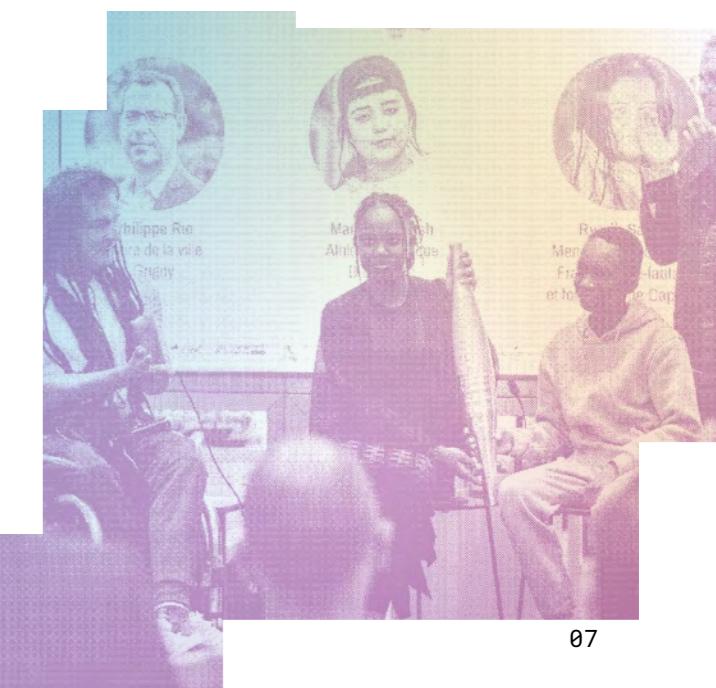
Our Participation in the ECOSOC 2024 Youth Forum

A delegation of 30 young fellows from the Institute's Youth Fellows programme traveled to the ECOSOC Youth Forum, which took place from April 16-18, 2024, at the United Nations headquarters in New York City. Our attendees represented 12 different nationalities, primarily in Asia and the Americas, five of which were finalists in the Youth Design Challenge in which students drafted their own innovative education programmes that had to promote greater personal fulfillment, community engagement, and sustainability. It allowed students to showcase their ingenuity, a crucial component for reshaping the future of education.

• SEPTEMBER 2024

Partnering with Athletes and Refugees

"Faster, Higher, Stronger—Together" is the Olympic motto, highlighting how sport fosters unity and solidarity. In 2024 as the Olympics came to Paris, those Olympic values dovetailed perfectly with the Learning Planet Institute's. On September 4th, 2024, while the Paralympic Games were going on, the Institute hosted an event illustrating experiences of adversity and perseverance through sports. Three-hundred people were in attendance to hear the inspiring stories of wheelchair athletes Michaël Jérémiasz and Ryadh Sallem and Afghan Olympic breakdancer Manizha Talash, Sallem and Talash both being recipients of the Phoenix Award for their resilience overcoming the odds both in their athletic careers and beyond.



Spotlight

UNESCO Learning Sciences Chair



Working with Young People to Build the Global University

An Inaugural Conference Series on Social and Environmental Transformation by the UNESCO Learning Sciences Chair

Over the course of the last academic year, the UNESCO Learning Sciences Chair organised four conferences starting with the event entitled "Education: Learning to Thrive in Uncertain Futures" held on October 19th, 2023. The conference focused on the question "How can education ecosystems help people move from adversity to prosperity?" with input from a wealth of different speakers, Institute' students foremost among them, offering interesting perspectives for answering the overarching question.

The following three conferences were held on January 24th, March 27th, and July 22nd, 2024, with respective themes being "Greening Education," "Teaching and Learning with Generative AI," and lastly "Co-designing the Future of Learning with Youth."

69% of students say they want their education to prepare them to effect social and environmental transformation
(source : Reses)



As part of our collaboration with UNESCO, the Learning Planet Institute organises the conference series to build a global university dedicated to education for peace, sustainable living and global citizenship, equipping people with the skills they need to shape a better future.

Students Pitching Ideas to Design the University of their Dreams

At LearningPlanet Festival 2024, the Institute asked students to present the university of their dreams in an initiative entitled the Youth Design Challenge. There were 20 finalists and three winners, who hailed from South Africa, Kenya, and Hong Kong. Each of the winners received six months of personal advising from a member of staff as well as greater access to online courses and materials to help take their ideas to the next level.



Fifth-Annual LearningPlanet Festival

The fifth-annual LearningPlanet Festival took place in Paris from January 22-27, 2024, with satellite celebrations going on throughout France and 191 other countries. In total, 600 different events were held for the festival with some 450 partner organisations involved and online participation upwards of 80,000 people. It's yet more proof that global dialogue among thousands of committed global citizens can and will transform education.



WasiLab: Advancing Sustainable Sciences in Ecuador

The Learning Planet Institute and the Pontifical Catholic University of Ecuador partnered up to found the WasiLab, an interdisciplinary research institute to host doctoral students. Financed by the French Embassy fund FEF, the WasiLab opened on May 16th, 2024, and will work to address socio-economic and environmental risks throughout Ecuador.

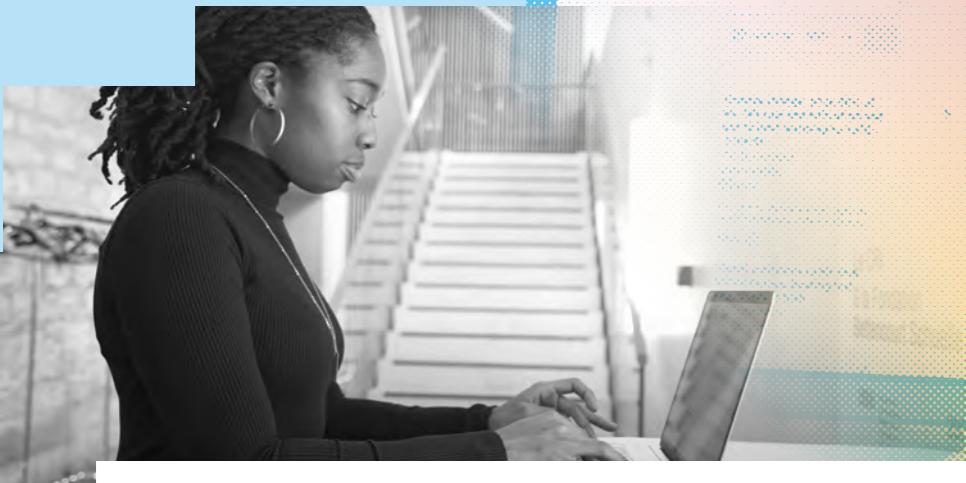


KEY FIGURES FOR '23/'24

- 500 Partner organisations
- 193 Countries Involved
- > 600 LearningPlanet Youth Fellows
- > 50 Youth Organisations
- 11 Learning Ecosystems (different in Africa, Latin America, and South Asia)



R&D Artificial Intelligence



WeLearn: Sensible AI

Is frugal innovation possible with artificial intelligence (AI)? The WeLearn project team certainly thinks so.

While generative AI models* have come under fire for requiring a lot of energy to run, they're still very useful for solving complex problems quickly and effectively. The solution therefore is to use these tools reasonably for targeted purposes, and the architecture of the Institute's WeLearn programme is designed only to use AI when most relevant. For example, when the chatbot generates responses from resources in the WeLearn database, the programme has recourse to AI, but when determining whether or not the resources fed into the programme can be beneficial for tackling the Sustainable Development Goals, a particular ranking system was devised so as to avoid delegating the task to generative AI.

To date, the WeLearn database has processed nearly 400,000 different academic resources on the green-energy transition pulled from various quality open-source outlets such as independent news forum The Conversation, reports from the Intergovernmental Panel on Climate Change, the HAL open archive, and more. In keeping with the Institute's commitment to transparency and open science, the coding for WeLearn is set to go open source in 2025. Handicap accessibility to the platform is regularly evaluated as various interfaces are subject to an accessibility score based on Web Content Accessibility Guidelines. So far, the platform has proven itself up to the task with an average score of 98% across interfaces.

*Subset of artificial intelligence using generative models to produce text, images, videos, and more based on input prompts. Model examples include GPT, DALL-E, and Gemini.

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.
- The Learning Transitions Research Unit (UR LT) is the research component of the collaboration between CY Cergy Paris University and the Institute. The programme sets out to devise new theories, methods, and scientific tools for tackling social and environmental challenges systemically. Interdisciplinarity, citizen science, and collective and artificial intelligence are the guiding lights for the programme.



• KEY FIGURES FOR '23/'24 UR LT

- > 40 In-House Researchers
- 70 Partner Laboratories
- 30 Research Projects
- 38 Science Publications

• WELEARN

- 10 million indexed resources,
- 400,000 of which pertaining to social and environmental transformation

R&D Learning about Transition & Transitions of Learning



R&D Unplugged, an Events Series to Promote New Ways of Researching

R&D Unplugged has an unorthodox format that gives researchers a chance to discuss how their work helps to overcome the great challenges the world faces through concrete examples. Monthly discussions are held for speakers to present their research and how that research applies to daily life. Following the presentation, the floor is then opened up for discussion with everyone and anyone present, be they students, staff, or anyone who's simply curious.

Two New Female Researchers at the Institute

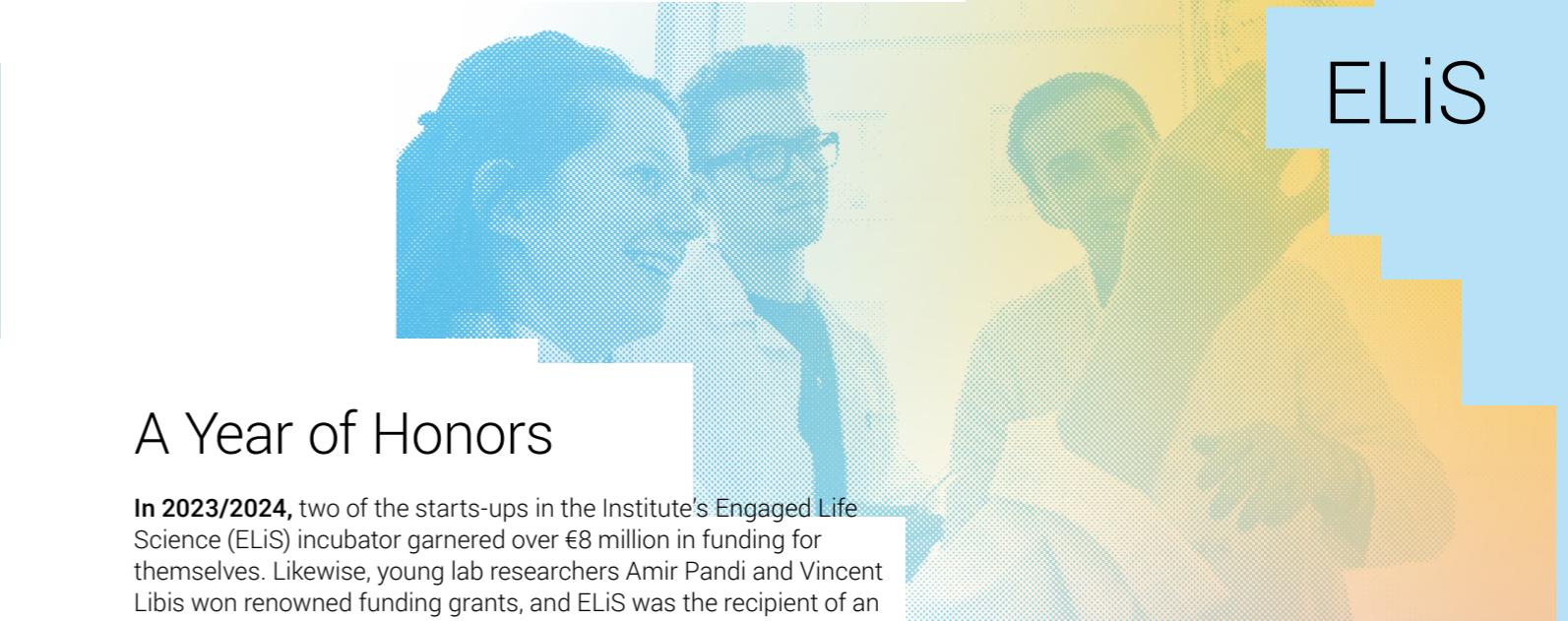
In the 2023/2024 academic year, researchers Mônica Macedo-Rouet and Manon Sala joined the Institute community. Macedo-Rouet is a psychology professor at CY Cergy Paris University whose work looks at how digital interfaces affect literacy and education in both children and adults with a particular focus on the proliferation of fake news and how readers evaluate the quality of the media they're seeing. Sala is a PhD student who's passionate about the natural world with a Masters in sociology and political science, and she even hosts a podcast she created entitled "Nouvelle Conscience" (New Consciousness) in which she takes time to talk about issues in global ecology.

**Mônica
MACEDO-
ROUET**

Psychology professor

**Manon
SALA**

PhD student who's passionate about the natural world



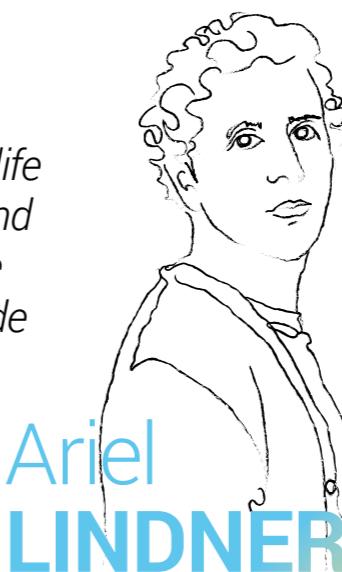
A Year of Honors

In 2023/2024, two of the start-ups in the Institute's Engaged Life Science (ELiS) incubator garnered over €8 million in funding for themselves. Likewise, young lab researchers Amir Pandi and Vincent Libis won renowned funding grants, and ELiS was the recipient of an MSDAvenir subsidy of €1 million to support work on anti-bacterial and anti-viral medication. Lastly, Aude Bernheim was honored to be named a research-group director at the Pasteur Institute while Ariel Lindner was appointed to the UNESCO International Bioethics Committee.

ELiS Will Partner with Sorbonne University in 2025

ELiS is a **col-laboratory** that the French National Institute of Health and Medical Research just renewed. Starting in January 2025, it will begin partnering with Sorbonne Université. Paris regional government and Sorbonne University have invested over €13 million in building a new laboratory in the former Biofonderie SU building. It's under construction at the time of writing, but once it's completed, it will be the first fully automated synthetic-biology facility in France.

"After two years in the making, ELiS has charted its future to spearhead engaged life science middle ground at scale to contribute to a sustainable, Made by Biology, world across the river from the Learning Planet Institute."



Ariel
LINDNER

Co-founder of the CRI and director of ELiS



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.*



• KEY FIGURES '23/'24

- 25 In-House Researchers
- 3 Research Teams
- >€4 Million in Grant Funding
- 44 Science Publications

Life-Long Learning

PODCASTS

The Learning Planet Institute's podcasts are intended to provide hungry minds with a source of inspiration. Staff as well as people from the broader institutional community contribute to content discussing how to tackle the great challenges we face in the 21st century. Podcasts feature fresh formats for tabling fascinating conversations with impassioned guests, a perfect recipe for discussing how life-long learning and community organising can have a positive impact on society.

Empowered to Learn, Empowered to Make Change

This is an eight-episode podcast series that explores how the future of education might take shape. The eight episodes attempt to answer the question "Are young people actually a part of the decision-making process determining their education?" Guests on the pod include the likes of Marine Calmet, head of non-profit Wild Legal and spokesperson for the Or Collective, strategic foresight specialist Pierre Gilbert, and activist Emma Bertoin, who started the French-education initiative *Change Demain* (Change Tomorrow).

Universities in the Age of Generative AI

In the three 15-minute episodes of this podcast, speakers discuss the impact of AI on universities and what universities are doing to leverage generative AI. The purpose of the pod is to engage in critical analysis of the uses of generative AI and foresee how it can change the future of higher education. In what ways can generative AI improve learning? In what ways can it improve research? What ethical issues come into play in the midst of the AI revolution? How will companies and institutions of all kinds be reshaped? These questions and more are all on the table in a succinct podcast format.

R&D Unplugged

The R&D Unplugged podcast takes a fresh look at scientific research, specifically what its goals are and how it can impact our daily lives. Put together by the Learning Transitions Research Unit, hosts and guests illustrate how research can both bridge the gap between theory and practice and revolutionize lives, both individually and collectively. Complex scientific ideas get broken down into bite-sized, understandable pieces, and along the way you'll hear no shortage of captivating stories. In all, the podcast offers a unique perspective on how research can tackle the biggest challenges the world faces.

EXECUTIVE PROGRAMMES

The Institute's programmes are designed to prepare students of all ages and backgrounds to build a learning society. Students learn how to remain an agent of change in a world where society, the environment, and technology can look so different from one day to the next.

Qualiopi Certification

Over the course of the 2023/2024 academic year, we at the Learning Planet Institute applied for Qualiopi certification, which meant we went about profiling every workshop and education programme we have on offer. We are happy to report that we passed the certification process with flying colors in July 2024. Our next milestone is to broaden our learner base in order to provide access to "personal training account" funding.

Out of the Draft Room, Into the World

In order to provide the best education experience for students, we at the Institute test out our programmes on small groups before rolling them out at the broader, school-wide level. Here are three examples of what our process can look like:

• **Lab to lead** This is an intensive programme for those working in administration in higher-education and affiliated research institutions. It underwent three different test runs in spring of 2024 with teacher-researchers working in university administration roles.

• **Atelier tendances** This workshop was created at the behest of online-press outlet AEF-Info in January 2024. Participants were 50 presidents of French universities who attended two workshops on how to identify early-warning signs of currents in higher education and map how they're playing out.

• **Haut et fort** In March and April of 2024, the Institute put together a training course on public speaking intended for Institute staff. Each session lasted a half day and was attended by 12 staff members from various departments, and this test run helped iron out a final version of the workshops now offered in our course catalog.

Education Youth

Grigny, Success Starts in the Lab

In 2023, the Learning Planet Institute began working with the city of Grigny, a suburb of Paris, where it implements Institute programmes and methodologies to help improve education outcomes for disenfranchised children. The community has been very enthusiastic and supportive of our work as we partner with the Cité Éducative de Grigny to change lives.

Here are our four main programmes we have or are currently carrying out.

1 BÂTISSEURS DE RÉCITS (Builders of Stories)

This project that brings together 21 young people from the town of Grigny in a narrative adventure around the Paris 2024 Olympic and Paralympic Games, with the aim of documenting the stories and experiences of Grigny's teenagers, before combining them with those of the athletes taking part in the Games.

2 BÂTISSEURS DE POSSIBLES ® (Builders of Possibilities)

The Institute and Grigny municipal government have partnered up to offer opportunities for children to take part in a FIDS, or Feel Imagine Do Share, education programme in response to the city's culture centers open call for youth-participation activities. The programme encourages young learners to believe in their innovative ideas and turn them into projects.

3 EARLY CHILDHOOD Because early-childhood cognitive development, language acquisition especially, can be so crucial later in life, the Institute devised a programme in collaboration with the city to create an inclusive education laboratory to develop innovative learning experiences for children under the age of three.

IN SUMMARY

- The Youth department develops learning methodologies and educational engineering for young children onwards and throughout life. These programmes and projects are intended to accompany and support education professionals: teachers, educational facilitators, etc.



KEY FIGURES '23/"24

- 26 Training programmes Held
- 82 Workshops Held
- 2,696 Total Children Participating
- 397 Teaching Professional Trained
- 98 Teaching Resources Developed

4

GRADE SCHOOL TO HIGH SCHOOL TRANSITION

How are young people in Grigny affected by the transition from grade school to high school? How can that transition be made easier? The Institute devised a participatory action-research initiative to identify what exactly helps teenagers make the transition.

Investing in Early Childhood

Because personal development in early childhood can determine a child's success in school, the Institute launched the "Héros discrets de l'éducation" (Unsung Heroes of Education) programme to offer training for early-childhood-education teachers to ensure the best possible cognitive-development outcomes for kids.



Giving Young People a Chance to Prove Themselves

To help young people get a better sense of where they want to go in life, the Learning Planet Institute has teamed up with JPMorganChase to roll out its mentorship programme entitled The Schools Challenge. As 2024 was an Olympic year, grade schools in the Seine-Saint-Denis department outside of Paris helped make sports more accessible in their communities by designing installments of public, outdoor gym equipment near schools. Equipment had to provide for both inclusivity and accessibility, so kids involved had to think critically about issues such as physical disability and ageing for the betterment of their communities.



Mental Health: The Latest from the LISA Project

The action-research LISA project aims to offer better well-being and mental-health support to students. Started in 2020, the initiative developed out a broad discussion between public officials, healthcare professionals, researchers, teaching professionals, non-profits, and students and their families. These participants attended workshops and webinars to discuss what they wanted to the LISA Project to look like. The platform was first tested in a school in the Paris region in tandem with a study carried out in the clinical setting at Robert-Debré Hospital.



Helping Young People Decide for Themselves

The Learning Planet Institute is working with France's center for education and professions, the Onisep, in the roll-out of its "Avenir(s)" (Futures) programme intended to help young people get advised on their education choices so they can develop the skills they want for the jobs of their dreams. For the programme, the Institute developed an efficacy-evaluation process that involves both qualitative analysis and a working group. Results will be made available in the first quarter of 2025.

Education Higher Education



FdV Bachelor Degree: That's a Wrap

After 13 years and 11 graduating classes, experimental undergraduate programme *Frontières du Vivant* (Frontiers of Life Sciences) came to a close in July 2024. Here, we take a moment to recall a few highlights from over the years.

Created in 2011 to teach interdisciplinarity in the life sciences, the FdV Bachelor Degree programme (Paris Cité University/Learning Planet Institute) offered over 300 students a chance to design their own research projects with no limits put on the subject matter they wanted to investigate. On top of placing high value on learning through research and peer learning, a key tenet of the programme was cultivating collective intelligence, thus group projects comprised much of the course work. This innovative approach to life-sciences learning provided students with a solid knowledge base and much more. It was an innovative approach to education that helped students hone their communication skills, which is so important for greater independence in their work. In the words of programme director Mahendra Mariadassou, *"The programme's unique structure of two years of general-education courses followed by a third year with a specialized focus provides students with the time necessary to whittle down their interests and put them on very solid footing to pursue post-graduate studies."* FdV graduates came away from the programme with the necessary skills for both continuing their studies or entering the professional world.

• KEY FIGURES '23/'24 AIRE MASTERS & FIRE DOCTORAL PROGRAMME

95 Students in Masters programmes, 105 PhD Candidates
68% of Masters Students and 50% PhD Candidates are female
90% of Masters Students and 48% of PhD Candidates are International
20% of Masters Students Receive Financial Aid
35 Doctoral Candidate Receive Travel Stipends for Conferences, etc.

IN SUMMARY

- Since 2006, the Institute has developed and offered a host of its own higher-education degree programmes: the EURIP, the AIRE Masters offered by UPCité, and the FIRE PhD programme offered by UPCité and PSL Research University. All feature a focus on interdisciplinarity and research.
- Interdisciplinarity and the exploration of new ways of learning give students the necessary tools to act in a systemic way and to respond to the Sustainable Development Goals (SDGs), the common thread of their training.



• STUDENT LIFE •

14 Student Clubs
25 Workshops and Events Put On
79 International Students Provided with Advising and Support
22 Information Sessions and Workshops Intended for International Students
38 Students Placed in the 38 Student-Housing Units Available at the Charles V St. Campus

Our Programmes Commended by ANR and Hcéres

In 2023/2024, two lauded French higher-learning evaluation institutions, the ANR and the Hcéres*, have commended the Learning Planet Institute's programmes for their keen focus on interdisciplinarity and sustainability. Each of the evaluation institutions published reports that highlighted the important role that learning through research plays in the AIRE Masters and FIRE doctoral programmes. Their reports likewise mentioned how the Institute was one of a few education institutions to place so much emphasis on sustainability in its curricula as well as the friendly, personalized advising and support services made available to students, the fun atmosphere of the Institute campus, and the strong showing of international students and staff.

*French National Research Agency and French High Council for Evaluation of Research and Higher Education

A Unique One-Year Masters Degree Available in the AIRE Masters programme

For the first time in the 2023/2024 academic year, the AIRE Masters programme implemented a common core of courses for students enrolled in any of the three separate sections of the Masters programme, including a strong new course on sustainability. The Institute of Challenges is heavily involved in the AIRE Masters programme to train students to become experts in researching, social entrepreneurship, and, more broadly, honing their skills in interdisciplinarity and developing an in-depth understanding of the importance of sustainability in the ever-changing world. This pivot in the structure of the AIRE programme reflects the steps the Institute has taken across the organisation to both comply with recommendations from France's National Research Agency and respond to suggestions made by students.

*Common Core of Courses: Sustainability, Python, Statistics, Project Management and Research Methods, Knowledge Communication and Society, Open Sciences.



Maiwand QAYOMI
AIRE Masters student, founder of
Second Life for Afghan Women project

Rebuilding Access to Education for Afghan Women

As the capstone to his Masters degree, Maiwand Qayomi created an initiative with a very personal resonance for him. Entitled Second Life for Afghan Women, it intends to restore hope to thousands of young Afghan students who have been barred from university education in Afghanistan since December 2022. His project helps make Afghan women more independent by leveraging online education platforms both in Afghanistan and abroad whereby they can receive a virtual higher-learning degree for no charge. Of the 220 candidates who applied in the inaugural year of the programme, 30 were selected to pursue studies in data analysis and research.

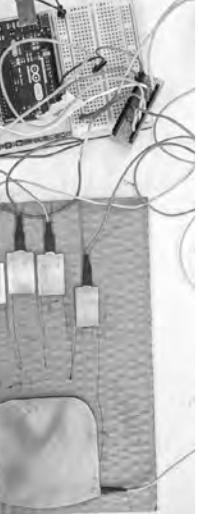


Spotlight

New Ways of Learning

People with Disabilities: the MakerLab Makes a Difference

On record, 2024 featured the most research projects focused on people with disabilities. Here, we provide you with only three examples of the many.



1 • DESIGN FOR ACCESSIBILITY

Students in an adaptive-design course worked with mentors with disabilities who shared with students some of the challenges they face in their day to day lives. The students then divided up into groups to attempt to design technology solutions for some of the issues the mentors mentioned. Moving to the prototyping phase, students had to draw on their design-thinking lessons to optimal results.

2 • PARKINSON PROJECT

AIRE Masters student Jawad Bin Anwar took part in an internship in which he was able to prototype a low-cost tool for diagnosing Parkinson's disease intended for countries with limited public-health resources.

3 • PARALYMPIC GAMES SUMMER SCHOOL SESSION

In 2024, the annual SDG Summer School, organised in partnership with the University of Geneva, was held from June 24th to July 19th and, in light of the 2024 Paris Summer Games, focused on creating innovative technology solutions and open-source healthcare tools for athletes and para-athletes alike.



Digital & Life Sciences Cross-Pollinating

As the structure of the AIRE Masters programme has been reshaped, the MakerLab likewise pivoted in 2023 and 2024 by offering a new workshop to students entitled biotic olympics. The goal of the week-long workshop was to cross-pollinate engineering, biology, and digital tools to create games that involved microorganisms. Among the many games developed, special mention goes to Catch-Euglena, an interactive biotech challenge in which players use a joystick to light up LEDs to influence the behavior of Euglena single-cell algae.



IN SUMMARY

The MakerLab is a place of innovation where frugal solutions – i.e., reproducible and open – to environmental and societal problems are imagined, prototyped and manufactured. The lab is outfitted with all the equipment a student could need along with expert staff to support them along the way. The credo of the MakerLab is kindness, sharing, experimenting, teamwork, and bespoke design, and students can even develop a series of products in small batches so long as producing in greater quantities applies to their education goals.

• KEY FIGURES '23/24

- 80 Student Fabrication Projects,
- 30 of Which Entered a Further Development Stage with a Member of Staff
- 30 Trainees on MakerLab Equipment
- 3 MakerLab Courses Offered
- 1 Inclusivity programme Offered
- 14 Students Enrolled in the SDG Summer School



An Institute Certification programme Pivoting

The certification programme "ÉgalitéS" (Equality) focuses on dismantling the mind's vulnerability to stereotyping. The programme was developed by UPCité's mission for equality, diversity, and inclusion in tandem with a working group that the university's academic council put together. The Institute of Challenges was commissioned to roll out the programme, and in the fall semester of 2024, 80 students were enrolled. Course work is project based responding to issues of discrimination with a strong emphasis on intersectionality.



Initiative SHIP

espaces publics Sûrs, Humains et Inclusifs

Le public est investi par une multitude d'effets, chacun avec des expériences et des besoins différents. Se sentir en sécurité dans ces espaces n'est pas une garantie universelle. Les personnes vulnérables sont particulièrement touchées, laissant certaines populations vulnérables dans le peur et l'angoisse. C'est pourquoi l'Institut des défis a été créé.

Se pose alors la question : comment rendre ces espaces publics plus sûrs pour tous et toutes ? L'Institut des défis a donc mis en place une approche basée sur la recherche et la pratique. Il propose des solutions concrètes pour rendre nos espaces urbains inclusifs et sûrs pour tous.

Un problème dans l'espace public a été identifié.

Méthodologie 1. Le problème

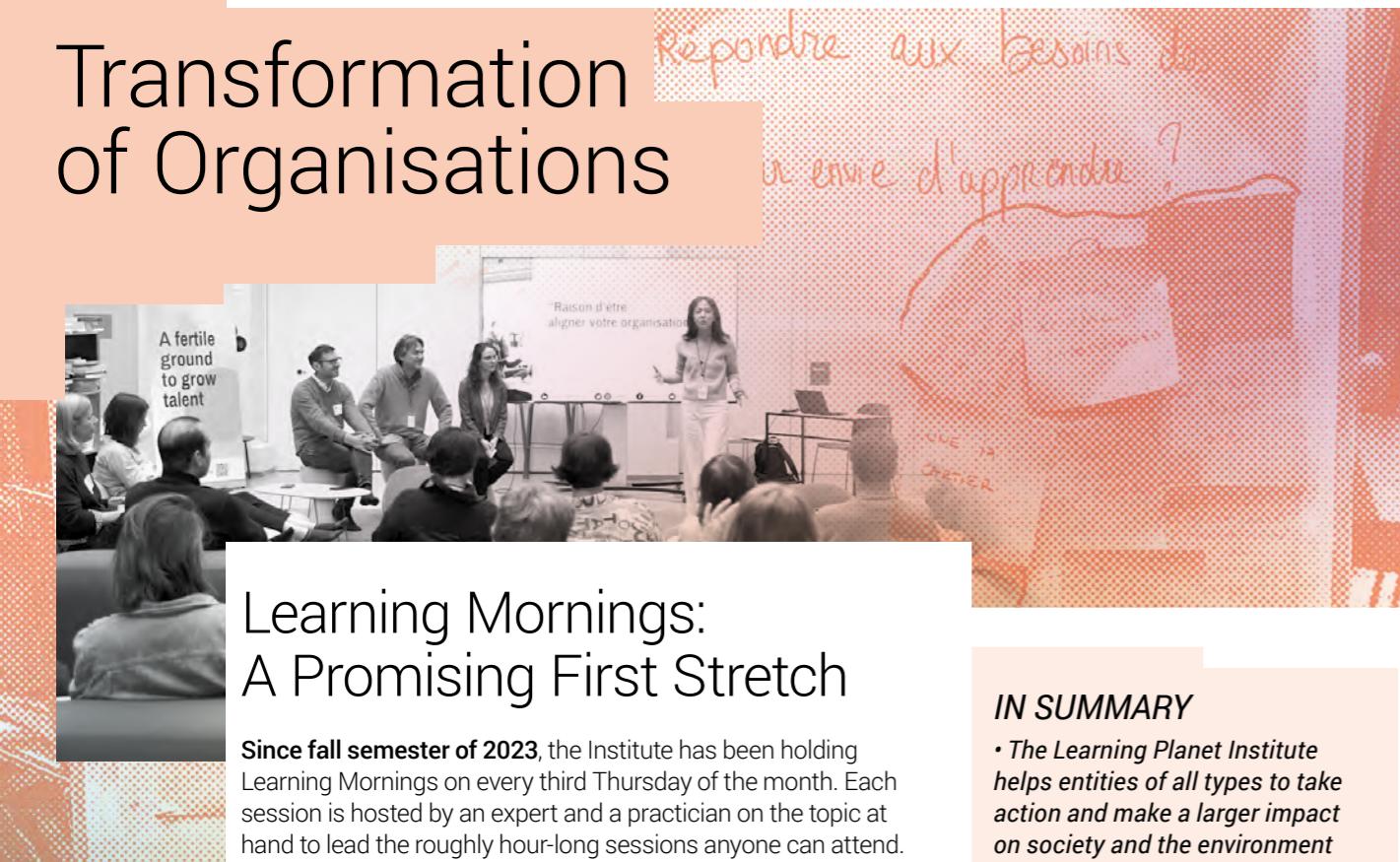
Le problème dans l'espace public a été identifié.

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Le problème dans l'espace public a été ident

Transformation of Organisations



Learning Mornings: A Promising First Stretch

Since fall semester of 2023, the Institute has been holding Learning Mornings on every third Thursday of the month. Each session is hosted by an expert and a practitioner on the topic at hand to lead the roughly hour-long sessions anyone can attend. In brief, these are dialogue sessions with fellows members of the Institute community centered around a theme in the realm of social or environmental change and concrete ways to take action.

Helping Entities and Institutions Have a Greater Social and Environmental Impact

Over the course of 2023 and 2024, the Institute's consultation services worked with some 20-odd contracting entities and institutions, among them the Fondation d'Auteuil, Centre Infso, BPI France, Normandy regional government, Cartier, and more. The Institute provided entities with advising services as well as seminars for increasing their social and environmental impact.

A R&D Space in Partnership with Fondation d'Auteuil

The Fondation d'Auteuil sought out the Learning Planet Institute to design an R&D space for developing practical solutions for practical problems. The space had to both reflect the Fondation's entrepreneurship identity while respecting the Institute's commitment to sustainability. The Fondation's training director Pascale Toquec-Lemaire said of the partnership, 'With the Institute, our strides forward are becoming more apparent and our employees feel better supported.'

IN SUMMARY

• The Learning Planet Institute helps entities of all types to take action and make a larger impact on society and the environment while growing in their technological capacity. Whether it's consulting for a CAC 40 company, a small-to-medium-sized business, or a non-profit, the Institute draws on its broad experience in synergizing research, education, and advising in order to the tackle the Sustainable Development Goals.



• KEY FIGURES '23/'24

- 11 Client Reference from the AFD, IRD, CFF, SMA, European Climate Foundation, ESSEC, BPI, Décathlon, Klépierre, Atelier du Laser, the regional government of Brittany
- > 20 Training Modules Offered
- > 300 Attendees to Training Modules

• LEARNING MORNINGS

- 120 Participants
- 50 Representatives from the Businesses Community Involved
- 7 Themes Discussed



Ikigai+: Helping Students Find a Sense of Direction

By 2026, the **Ikigai+** mobile app developed by the Institute will be able to help 100,000 students clue on in what it is they truly care about in order for them to find their path to making the biggest impact on the world. As of end of June 2024, over 1,400 students were using Ikigai+, a big bump compared to 600 users as of September 2023. Having recently gone open source, the app features 12 exercises for mapping personal interests. CY Cergy Paris University has already rolled out the app to its entire student population, and as far as the future of the app goes, developers are working on creating a roll-out kit to make it easier for other universities to follow suit. They're also working on migrating the app's chatbot to WhatsApp messenger.



• KEY FIGURES '23/'24

- 3,920 Active Users of the Projects and Ikigai+ Platforms
- 4,688 Projects Available for Consultation
- 25 Entities and Institutions Using the Projects Platform
- 4,106 Profiles on Projects Platform
- 600 Ikigai Digital Workshops Attended on the App

IN SUMMARY

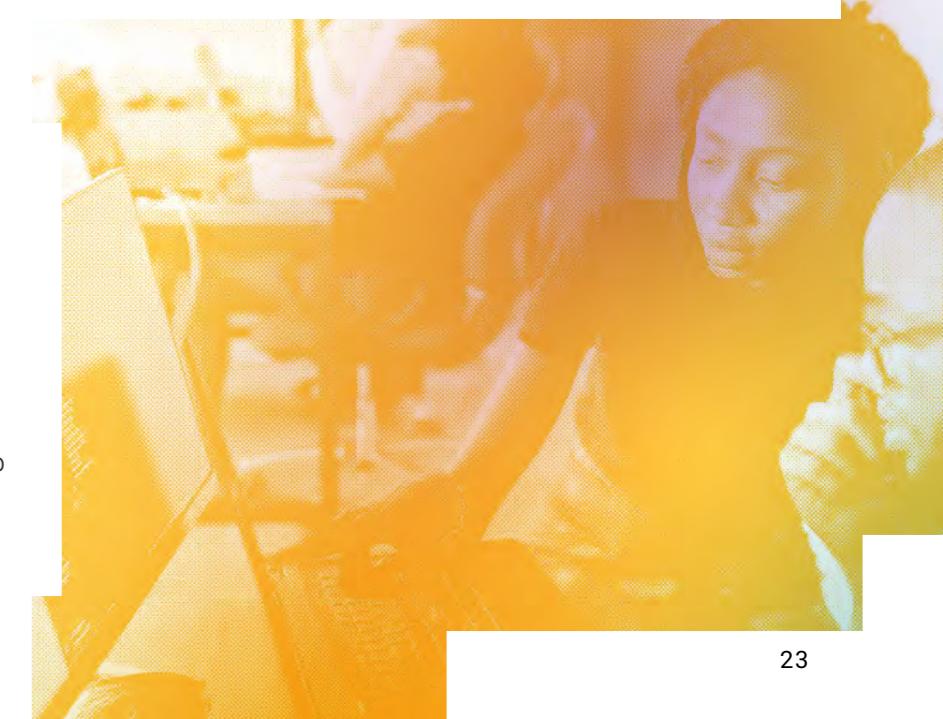
• The Digital Ecosystems hub at the Learning Planet Institute develops and launches innovative tools to help individuals in their education journey to make as positive of an impact on the world as possible.

• Harnessing both artificial and collective intelligence, the digital tools the Institute creates reflect its values in the hopes of providing as many people as possible with opportunities to learn—both about themselves and the world—carry out research, and take action in solidarity with others.



Projects: A Platform on the Rise

Projects is a digital platform that promotes interdisciplinary project building by providing a social-media forum for individual researchers to communicate with one another. Now open source, the platform was likewise recently overhauled to make profile creation that much easier, so it's no wonder user activity doubled from September 2023 to September 2024. Part of that increase in activity comes as a result of the Patterns project, a partnership between some dozen universities across Europe, choosing to implement Projects to help students connect. Patterns is the perfect kind of initiative for the Projects platform, as it's intended to foster new learning ecosystems.



Campus



Our Carbon Footprint Diminishing Annually

For several years, the Learning Planet Institute has undertaken a number of deliberate steps to reduce large-scale emissions in line with the Sustainable Development Goals. From our first carbon-footprint assessment in 2019 to the latest one in May 2024, our greenhouse-gas emissions are down 57% in large part due to individual efforts of those in our Institute community as well as initiatives taken by the board, among them renovating the Charles V St. campus to comply with High Quality Environmental standards, adopting a responsible-purchasing policy, cutting down electricity use and travel, and providing vegetarian menu options at all events hosted at the Institute. Our two highest emissions rates come from heating and transportation, but even these are down 38% since 2019 and 32% since 2022.

Staff Feeling a Sense of Greater Inclusion

In 2023, we carried out an internal assessment asking the Institute's staff to rate their feelings of inclusion in their roles. What we learned was that the majority of staff feel a sense of community, as 65% of those who participated said they felt comfortable openly sharing their opinions at the Institute. In the wake of the assessment, measures were taken to promote greater inclusivity, and those measures have proven themselves to be effective. For instance, 90% of subsequent respondents reported having learned something new about the concept of inclusivity and 83% reported they felt capable of identifying discrimination if they see it.



IN SUMMARY

• On the Learning Planet Institute's sustainable campus, we do our best to raise awareness about issues of sustainability and create avenues for achieving great sustainability year on year, but as we strive for a stronger environmental impact, we never forget about making the people in our community feel they're in a positive environment where they can grow. In short, the Institute lives by three key concepts: environmental responsibility, diversity, and inclusivity.



Financial Statements

The financial data here provided is drawn the operations of the Learning Planet Institute, of Université Paris Cité "Frontières du Vivant et de l'Apprendre" department, and the INSERM Research Unit "1284".

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

• SPENDING : 12,8 M€

| | |
|---------------------------------|--------|
| R&D | 3,4 M€ |
| Education | 5,7 M€ |
| Transformation of Organisations | 0,5 M€ |
| International | 1,2 M€ |
| Digital Ecosystems | 0,9 M€ |
| Campus | 1,0 M€ |

• RESOURCES : 12,8 M€

BY NATURE :

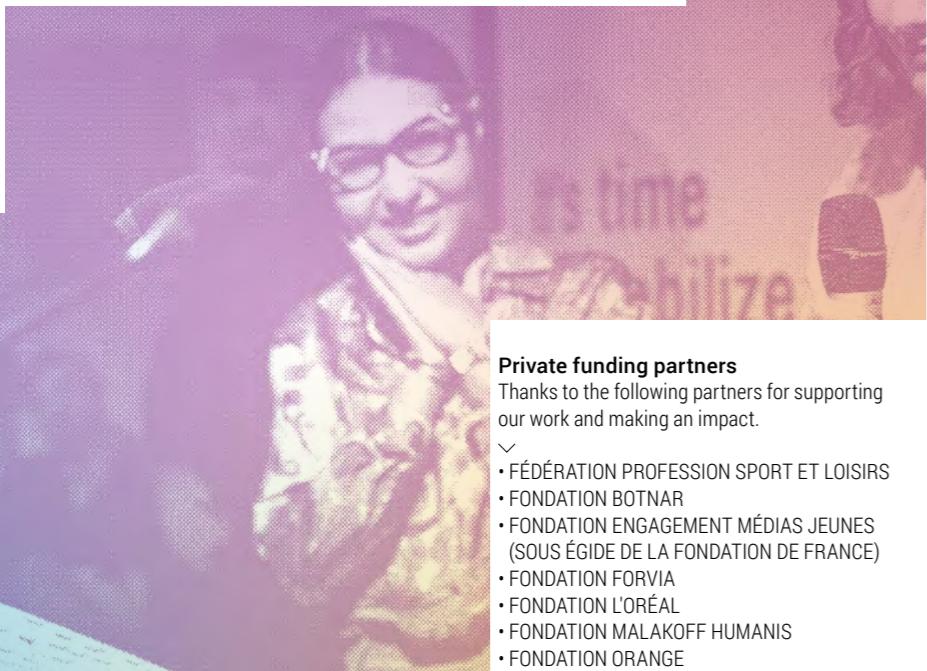
| | |
|-----------------------|--------|
| Public subsidies | 6,2 M€ |
| Donations & sponsors* | 5,3 M€ |
| Internal funds | 1,2 M€ |

BY HUB :

| | |
|---------------------------------|--------|
| R&D | 3,5 M€ |
| Education | 6,2 M€ |
| Transformation of Organisations | 0,5 M€ |
| International | 1,2 M€ |
| Digital Ecosystems | 1,0 M€ |
| Campus | 0,3 M€ |

*including donations, sponsors, financial contributions and private grants

Our partners



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:



- COLLÈGE MIRIAM MAKEBA
- CONSORTIUM CRISALID
- CONSTRUCTOR UNIVERSITY BREMEN
- DESIGN FOR CHANGE
- ÉCOLE SUGER
- EUROPEAN CITIZEN SCIENCE ASSOCIATION
- FONDATION UVED
- GLOBAL EDUCATION FUTURES
- GLOBAL EDUCATION LEADERS PARTNERSHIP
- HÔPITAL ROBERT-DEBRÉ AP-HP
- IFÉA
- IGEM FOUNDATION
- MAISON DE L'APPRENDRE
- MASTERPEACE
- MISSION LAÏQUE FRANÇAISE
- NOKIA BELL LABS
- SALZBURG GLOBAL
- SCIENCEPO PARIS
- SORBONNE UNIVERSITÉ
- SYNERGIE FAMILY
- UNIVERSITÉ CATHOLIQUE DE LILLE
- UNIVERSITÉ DE GENÈVE
- UNIVERSITÉ DE STRASBOURG
- UNIVERSITY COLLEGE LONDON
- VILLE DE GRIGNY

Private funding partners

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

- FÉDÉRATION PROFESSION SPORT ET LOISIRS
- FONDATION BOTNAR
- FONDATION ENGAGEMENT MÉDIAS JEUNES (SOUS ÉGIDE DE LA FONDATION DE FRANCE)
- FONDATION FORVIA
- FONDATION L'ORÉAL
- FONDATION MALAKOFF HUMANIS
- FONDATION ORANGE
- JPMORGANCHASE
- LA FONDATION POUR L'ÉCRITURE (ABRITÉE PAR L'ACADEMIE DES SCIENCES MORALES ET POLITIQUES)
- PORTICUS
- TEMPLETON WORLD CHARITY FOUNDATION

Funding partners

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

- AGENCIE NATIONALE DE LA RECHERCHE
- CAISSE DES DÉPÔTS ET CONSIGNATIONS - BANQUE DES TERRITOIRES
- ÉCOLE NORMALE SUPÉRIEURE
- ERASMUS +
- MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR ET DE LA RECHERCHE
- ONISEP
- RÉGION ÎLE-DE-FRANCE
- SECRÉTARIAT GÉNÉRAL POUR L'INVESTISSEMENT
- UNION EUROPÉENNE
- UNIVERSITÉ AIX MARSEILLE

Projects partners

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

- AIME
- APPRENTIS D'AUTEUIL
- ARIZONA STATE UNIVERSITY
- BRITISH COUNCIL
- CENTRALE SUPÉLEC
- CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE
- CHILD MIND INSTITUTE
- CITÉ ÉDUCATIVE DE GRIGNY
- COLLÈGE IQBAL MASIH
- ASHOKA
- CHAIRE UNESCO « SCIENCES DE L'APPRENDRE »
- LA FRANCE S'ENGAGE
- QUALIOPI

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.

- AGENCIE FRANÇAISE DE DÉVELOPPEMENT
- APPRENTIS D'AUTEUIL
- ATELIER DU LASER
- BPI FRANCE
- CARTIER
- CENTRE INFFO
- CFF & INSTITUT DE RECHERCHE POUR LE DÉVELOPPEMENT
- CFF & ROTHSCHILD
- CNSA
- DÉPARTEMENT DU VAL DE MARNE
- ESSEC
- EUROPEAN CLIMATE FOUNDATION
- FRANCE VOLONTAIRES
- INSTITUT DE RECHERCHE POUR LE DÉVELOPPEMENT
- MINISTÈRE FRANÇAIS DE L'EUROPE ET DES AFFAIRES ÉTRANGÈRES
- NATURAPÔLE
- PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
- RÉGION BRETAGNE
- RÉGION NORMANDIE
- ROTHSCHILD
- SERVICE MILITAIRE ADAPTÉ

Labels

- ASHOKA
- CHAIRE UNESCO « SCIENCES DE L'APPRENDRE »
- LA FRANCE S'ENGAGE
- QUALIOPI

How to Support Us

Today... as we face grave risks to the future of humanity and the living planet itself, we must urgently reinvent education to help us address common challenges.

(Rethinking our futures together – UNESCO, 2022)

ARE YOU INTERESTED IN
GETTING INVOLVED IN OUR
MISSION AT THE LEARNING
PLANET INSTITUTE?

GREAT, WE CAN'T WAIT TO
HEAR FROM YOU!


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Nine out of ten young people feel their generation needs to change the world for the better, but they report feeling unprepared to do so*.

Educators need to collaborate with students to help bridge that gap.

The Learning Planet Institute is a leading player in the world of academia and social entrepreneurship, grounded in interdisciplinarity to help people, collectives, and organisations build a learning society for a more sustainable world.

When you support us, you're helping learners to "better care for themselves, others, and the planet" by having a genuine impact on how they learn and learn to take action to make the world better:

2,000 Alumni Advised in Creating Completely Original Research Projects
300 Students Enrolled Annually, **50% from International** Backgrounds
50 Researchers and over **30 Research Projects** Underway
2,800 Learners Under the Age of 18 Participating in our Youth programmes

*Wise Global Education Barometer ; Youth Perceptions on their Education and their Future. WISE Qatar Foundation, IPSOS, 2020

Support us if you care about:

- Reshaping education
- Cultivating formative minds eager to make a difference
- Helping improve outcomes for those suffering from mental-health issues and handicaps

We are a Loi-1901 General-Interest Association, so all donations you make are tax deductible.



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