

# ANNUAL REPORT

21/22



LEARNING  
PLANET  
INSTITUTE

# LET'S PLANETIZE THE MOVEMENT!

ANNUAL REPORT 21/22

The Institute is working towards creating an inclusive space that promotes, values and welcomes all types of profiles. Hence, please note that any terms such as 'researcher', 'student', 'teacher' and so on, refer equally to masculine and feminine people.



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# AN OPPORTUNITY FOR FUTURE 'PLANETIZENS' TO EXPLORE AND TRAIN

In December 2021, CRI became the Learning Planet Institute. This name change was a clearer expression of its aspiration: co-creating a learning society to face the major challenges of our times. Along with this evolution came a transformation of its activities, divided into five hubs for greater clarity. Recap of this transitional year with Bénédicte Gallon and Gaëll Mainguy, both deputy directors general.

## WE ARE ALL CITIZENS OF OUR RESPECTIVE STATES. HOW CAN WE LEARN TO BECOME CITIZENS OF THE PLANET, OR 'PLANETIZENS'? WHAT ROLE DOES THE INSTITUTE INTEND TO PLAY IN THIS LEARNING?

Gaëll Mainguy. A *planetizen* is a citizen of the planet. They feel concerned by the management of common goods, in particular global ones, including our climate,

"  
AT THE LEARNING PLANET INSTITUTE, WE LEARN TO TAKE CARE OF OURSELVES, OTHERS AND THE PLANET; THE IDEAL FRAMEWORK TO TRAIN FUTURE PLANETIZENS.

" Bénédicte GALLON,  
Deputy Director General

biodiversity and knowledge. They nurture a systemic point of view on issues to understand how to take action. At the Learning Planet Institute, we are offering to contribute to training the stakeholders of tomorrow, in particular younger generations, and we are inviting them to redefine humanity's framework of action in addressing its shared needs.

Bénédicte Gallon. Our role is to bring these young people to think in a global way. That is one of the particularities that make the Institute a rich source of diversity. This diversity is illustrated by our students' very diverse backgrounds and global origins, which naturally lead us to work in a systemic manner. As a consequence, our view of issues is broadened. We learn to take care of ourselves, others and of the planet; the ideal framework to train future *planetizens*.

### WHAT TANGIBLE CHANGES LIE BEHIND THE NEW NAME AND HUBS?

B. G. We needed to highlight the importance of education in our mission, through adding the word 'learning' to our name. This step also had the benefit of bringing us to rethink our values and collectively highlight our *raison d'être*: to be a stakeholder in the academic world and in social entrepreneurship, based on interdisciplinarity and bringing together research, education, and technology to guide people, groups and organisations in building a learning society towards a more sustainable world. Our work is based on the belief that young people, lifelong learning and collective intelligence are the best tools for change in our societies. Secondly, to make our activities easier to grasp, we reorganised them into five hubs, now titled R&D, Education, Digital Ecosystems, International Alliance and Transformation of Organisations. They all function in a tightly interconnected manner, in the Institute's spirit of interdisciplinarity.

G. M. The work on strategy that was carried out last year found its natural continuation in the reflection process that we launched around the idea of a learning organisation and its characteristics. We are carrying out major work to change our organisation and governance processes in order to guarantee their transversality, create synergies and interactions between people, and continue to promote creativity, cooperation and emergence.

### ON THAT NOTE, HOW WOULD YOU DEFINE A LEARNING ORGANISATION?

G. M. A learning organisation relies on the diversity of its members and ecosystem. It facilitates their learning and collaboration on all levels, with a view to meeting its challenges. It means using an organisation model that is not rigid, but based on information sharing, taking initiatives and feedback. Each person is given the means to learn and to access training. As you can tell, I am describing a never-ending, living, building process, built on a different foundation from traditional organisations. An environment that promotes empowerment, the capacity to take action.

B. G. This organic and shifting dimension to learning organisations makes some people feel slightly uncomfortable. We must remain wary of this effect, because we are not necessarily used to expressing ourselves when we feel destabilised. Similarly, managers are not used to receiving this kind of feedback from their colleagues. Our role is therefore also to train people to foster a climate of trust, to provide feedback and to mediate, in order to create the conditions for each person to be able to thrive, regardless of their position and their work.

### WHAT WOULD YOU SAY MAKES THE INSTITUTE ONE OF A KIND?

G. M. Our organisation model is simultaneously an association, a research centre and a learning space. It needs to foster our capacity to innovate, transmit, be inclusive and take action. This unusual position brings us in contact with many stakeholders, both private and public, who look to us for guidance in transforming themselves. These encounters in turn are a precious resource to help us to evolve our model, always with the goal of developing our capacities to face our challenges.



▲ Bénédicte Gallon and Gaëll Mainguy

"  
THE MODEL OF A LEARNING ORGANISATION IS NOT RIGID. IT IS A NEVER-ENDING, LIVING, BUILDING PROCESS, AN ENVIRONMENT THAT EMPOWERS ITS MEMBERS.

" Gaëll MAINGUY,  
Deputy Director General

B. G. François Taddei, the President and Chief Exploration Officer of the Institute, often positions us as a *middle ground*, an unexpected crossroad between people who were not expected to meet: NGOs, researchers, young people, public institutions, private businesses, designers, artists, and more. Today, this space is needed more than ever because the path to meeting the challenges of our times is a collective one.

## OUR ORGANISATION

Since 2006, the Learning Planet Institute has been dedicated to reinventing learning for all ages (lifelong learning) through collective intelligence in order to build sustainable and inclusive learning societies able to rise to the complex challenges we face.

The Institute's mission is to explore, research and share new ways of learning and cooperating in order to respond to the needs of the youth and the planet. By encouraging and disseminating a culture, methods and tools for empowerment, it transforms organisations. Ultimately, it leads communities and supports 'Learning Planetizers' to take care of themselves, the others and the planet.

To achieve its goals, the Learning Planet Institute creates research and educational programmes based on interdisciplinarity, diversity and initiative. This relies on the synergies between its activities: R&D, Education, Digital Ecosystems, International Alliance and Transformation of Organisations.

### R&D

In order to promote the transformation of learning—and thus to have a positive impact on the planet—the R&D hub uses research and technology to develop projects focusing on artificial intelligence, learning and collective intelligence, and frugal innovation. These projects are thought of and conducted according to their final purposes.

R&D is a fundamental, interdisciplinary activity. It fuels and supports the four other main activities of the Institute (Education, Digital Ecosystems, International Alliance and Transformation of Organisations).

The Learning Planet Institute encourages and implements an inclusive and open R&D: everyone is a potential researcher.

### EDUCATION

The Education hub creates and transforms educational programmes and practices, at the individual and collective levels, to enable people to learn in alternative ways, both inside and outside of academic institutions.

Based on interdisciplinarity and research, its programmes are designed to have both individual and collective impacts, at local and global levels. In so doing, they contribute to building a learning society for a more sustainable world.

The Education hub encourages people of all ages to embark on a learning journey throughout their whole lives (with training designed for young people, undergraduates and graduates, as well as executives).



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### DIGITAL ECOSYSTEMS

As digital tools facilitate collective intelligence within organisations, the Learning Planet Institute's Digital Ecosystems hub has created platforms that reflect the pedagogy advocated by and at the Institute. They enable users to rethink and encourage peer learning, allowing them to share their skills and initiatives.

These tools and platforms foster the creation of communities of interest, the exchange of practices and means of action, as well as the collective management of projects, in order to give each and everyone the means to learn, research, and act together.

### INTERNATIONAL ALLIANCE

Created by the Learning Planet Institute and UNESCO, the International Alliance is a global community of practice dedicated to the transformation of education and to the co-construction of a learning society.

The Learning Planet Alliance brings together diverse complementary actors (NGOs, public actors, cities and territories, schools and universities, social entrepreneurs, companies, students, youth movements, activists, artists...) committed to a common goal: to teach individuals how to 'take care of themselves, the others and the planet'.

Together, they share their knowledge, their pedagogical practices and their field experiences (creating new ways of learning, teaching, researching and mobilising collective intelligence), in order to better prepare individuals and organisations to understand and face, collectively, the challenges of our time.

### TRANSFORMATION OF ORGANISATIONS

The Transformation of Organisations hub contributes to the evolution of educational systems and to the transformation of organisations, both public and private, into more efficient learning structures.

A learning organisation facilitates the learning and the collaboration of its members, in order to better respond to its challenges. Based on its expertise, the Learning Planet Institute helps organisations to :

- > create an environment conducive to individual and collective learning, fostering the development of major skills such as the sense of exploration, creativity, community, cooperation, reflexivity, and the appreciation of diverse perspectives and ideas
- > redesign their systems and processes and help them change their culture, so as to achieve their goals

The Transformation of organisations hub can intervene through consulting missions, training sessions, co-construction workshops, or thanks to the implementation of collaborative methods and tools.



Focus

## Mediators for the Climate Academy

As per the request of the City of Paris for its Climate Academy, the Institute created and gave training in the framework of the 'Savanturiers' project throughout the year. The objective was to facilitate a shift in participants' stance towards mediator roles, through theoretical and practical modules. They experimented with the educational tools made available to them to write and prototype their own workshops. These new resources were adopted by the facilitators in their work, and they expressed satisfaction at the end of sessions



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## 1 QUESTION FOR... COLIN LABOURET

ARCHITECT, FACILITATOR AND EDUCATIONAL DESIGNER, FORMER MENTOR OF 'THE SCHOOLS CHALLENGE' (TSC) PROGRAMME AND CO-CREATOR OF THE TSC 2023 EDITION

### HOW DO YOUNG PEOPLE BENEFIT FROM MENTORING AND WHY DID YOU GET INVOLVED IN 'THE SCHOOLS CHALLENGE' PROGRAMME?

*"As a mentor, I was given the opportunity to work with a group of eight students on the theme of living well in the city. My role was to feed the debates with references, and to push the students to go above and beyond individually and collectively! My greatest satisfaction was to see them surprise themselves. This programme gives young people a real framework to reflect in. Knowledge is not being transmitted from the top-down. Instead, we are trying to build a springboard for them."*



© Colin Labouret

### IN SHORT!

► The Youth Department is an integral part of the Education hub, which encompasses all the Learning Planet Institute activities and projects dedicated to young people, teaching and life-long learning.

► From education engineering and learning methodologies to inclusive support pathways, the youth projects are aimed at both stakeholders in the world of education and at people who need to be (re)mobilised in their personal and professional journeys. ■



© Learning Planet Institute

## 1 QUESTION FOR... SAMI MARZOUGUI,

FORMER TALENT OF THE RTR PROJECT, CURRENTLY A COLLECTIVE INTELLIGENCE FACILITATOR AND SOFT SKILLS TRAINER/COACH  
WHAT WOULD YOU SAY ARE THE STRENGTHS OF THE 'RÉALISE TES RÊVES' (RTR) ('MAKE YOUR DREAMS COME TRUE') PROGRAMME?

*"On a personal level, Rtr pushed me into motion and guided me to lay the foundations for entrepreneurship. It was not always easy, but the framework was essential. It led me to finding ideas, questioning, prototyping, subsidies, encounters, an economic model—in short, the life of an entrepreneur! Today, as a speaker, this programme is giving me the opportunity to provide my services for the first time, on behalf of Wiwika Consulting, to other groups of talented people. My confidence in myself and my project is growing. Guiding talents gives me great pride and makes me feel grateful for this programme that has allowed me to make a living from what I want to do."*

### SAVANTURIERS' PROJECTS ARE REACHING BEYOND THE INSTITUTE

- For nearly 10 years, the 'Savanturiers - École de la recherche' programme and the Learning Planet Institute ecosystem have enabled 40,000 pupils researchers to set up research projects. Through them, thousands of teachers have changed their classroom practices and hundreds of engineering and researcher mentors have passed on their knowledge.
- Building on Institute foundations, Savanturiers initiatives have been implemented since April 2022 by the French Association for Education through Research (AFPER), co-founded by Ange Ansour. ■



▲ Talents of the first HOP! Year being presented with certificates of competence  
© Noémie Louche / Synergie Family

Focus

## 'HOP!': finding work again

Since April 2022, the HOP! (Hashtag Pro Objective) has been enabling talented people from **underprivileged areas** with less access to work opportunities to find work again or start a business. The training was codesigned by the Learning Planet Institute and Synergie Family, together with Pro Bono Lab, the Laboratoire d'Intelligence Collective et Artificielle (LICA) and Archipel&Co. Lively and innovative classes built as a set of actions designed to reveal and develop skills, the programme will help 1050 people in the Ile-de-France, Marseille, and Lyon regions by 2024.

Of the 1,400 talents who took part in the courses offered by the Institute since 2019:

56% found a job or training at the end of the course

55% are women

76% have qualifications below or equal to the baccalaureate level

56% are under 30, 12% are over 45

50% live in underprivileged priority areas for city policy

80% were in a vulnerable situation

2021-2022 university year data

### AND ALSO... 'RÉALISE TES RÊVES' ('MAKE YOUR DREAMS COME TRUE') WILL BE EXTENDED UNTIL 2023

At the end of 2021, the Institute invited over 150 partners to celebrate the results and end of the operational phase of the 'Réalise tes rêves' (Rtr) ('Make Your Dreams Come True') inclusion programme. This was followed, in early 2022, by the mobilisation of 64 winners of the 100% Inclusion Skills Investment Plan, during a workshop of the LearningPlanet Festival organised to capitalise on what had been learnt. Initially deployed in three areas in France (Lille-Roubaix, Paris-Montreuil and Marseille) for 1,380 people, 'Réalise tes rêves' was relaunched in April 2022 to reveal 1,000 new talents in the areas of Sarcelles, Mulhouse, La Réunion and in the Hauts-de-France Mining Basin. ■



## EDUCATION FdV BACHELOR

### Focus

#### The 'Frontières du vivant' (FdV) ('Frontiers of Life Sciences') Bachelor's degree is already ten years old!

The anniversary of the Frontiers of Life Sciences degree, which celebrated its ten years of existence on 11 June 2022, was a joyful and moving reunion between students, teachers, and its coordination team. About 80 people took part in the event, nicknamed 'LFDV Big Bang'. On the programme were Olympiads, two round tables and the creation of an encyclopaedia of the degree. Last but not least, there was also a jam, a karaoke, dancing and even... a techno dancefloor!

75% women  
25% men  
50 teachers

**Post-graduation path:**  
71,80% Master  
14,40% Engineering school, Bachelor's degree, medicine, computer training

13,80% Other (magistère, pro Bachelor, civic service, employment, gap year, etc.)

2021-2022 university year data

## 1 QUESTION FOR LIVIO RIBOLI-SASCO, RESEARCHER, TEACHER AND CO-FOUNDER OF THE FRONTIERS OF LIFE SCIENCES DEGREE

### HOW DID YOU COME TO CREATE THE BACHELOR'S DEGREE?

*"In 2005, I was part of the first class of the 'Approches interdisciplinaires des sciences de la vie' (AV) ('Interdisciplinary Approaches to Life') Master's degree at CRI, then called the Learning Planet Institute. That same year, I founded the Paris Montagne organisation, which aims to build bridges between young people and the scientific research world. I then devoted my biology thesis to exploring the exchange of information and evolution, with an exciting philosophy of science dimension. Creating the degree with Anne Le Goff in 2011 was the natural continuation of my work. What I like at the Institute is that anything is more or less possible here."*



### IN SHORT!

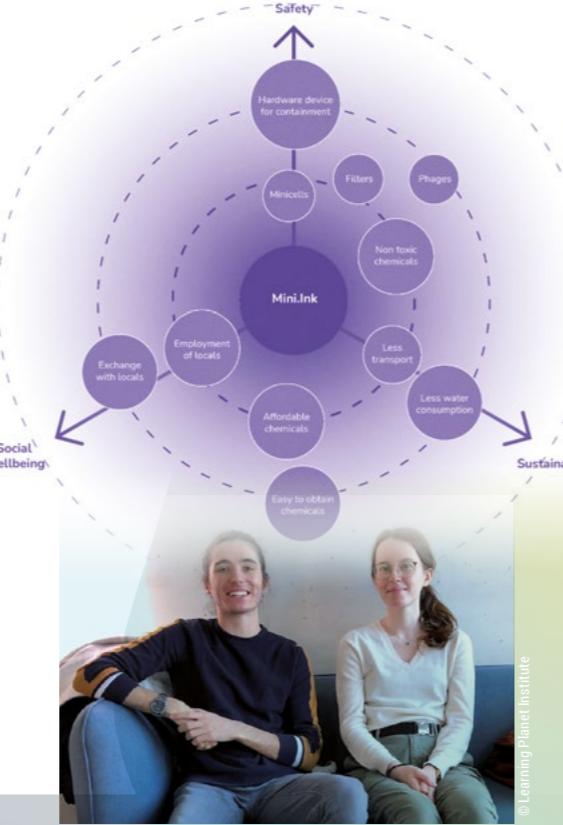
The 'Frontières du vivant' ('Frontiers of Life Sciences') Bachelor's degree is a Université Paris Cité teaching curriculum developed at the Learning Planet Institute since its creation in 2011. It approaches the living world in all its facets, through a curriculum composed of mathematics, physics, chemistry, computer science and biology.

- In addition to these courses, open teaching units allow students to study philosophy, ethics and engineering. The educational approach is an active one, with a focus on project-based learning and field experimentation in line with the Sustainable Development Goals (SDGs) defined by the United Nations.
- As an experimental course, the Bachelor's degree aimed to develop and test new teaching methods. After 13 years and 11 classes, the Frontiers of Life Sciences experiment will come to an end in 2024.

Life Sciences

## Gold medal for a new indigo pigment

Playing the interdisciplinary card to push back the limits of synthetic biology and meet the challenges of today and tomorrow: that is the goal of the young people taking part in the annual global project competition organised by the International Genetically Engineered Machine (iGEM) foundation. In February 2022, the iGEM Paris Bettencourt team, including Clément Galan and Juliette Bellengier, students in the Life Sciences track of the AIRE Master, stood out among the 6,000 participants by winning the gold medal with *Mini.Ink*. A project that has developed a method for the production of a new pigment whose qualities include sustainability, biosafety, and social considerations in the field of enzyme production.



▲ Clément Galan and Juliette Bellengier, students in the Life Sciences track of the AIRE Master and members iGEM Paris Bettencourt 2021 team

© Learning Planet Institute

LIXR project virtual experimentation session



Key figures for the AIRE Master

106 students across all tracks (Learning Sciences, Digital Sciences and Life Sciences)

78% of international students (including 36% in the first year of the Master)

27 years old on average

2021-2022 university year data

Learning Sciences

## Learning: a lab to explore the potential of extended reality

### How can we resolve the lack of empirical research at the intersection of learning sciences and extended reality technologies?

That is the question tackled by Esra Çaklı, PhD student of the FIRE Doctoral School and alumna of the Learning Sciences track of the AIRE Master's degree, and Daria Vilkova, 2nd year student of that Master. To that end, they created the Laboratory for Interdisciplinary Research on Extended Reality (LIXR), a new space that aims to be a research and testing ground for a community of learners wishing to explore the potential of immersive technologies.

Key figures for the FIRE Doctoral School

40 PhD students recruited in 2021-2022 of whom 40% are women and 50% foreign

Sources of funding:  
18% university doctoral contracts  
6% partners of the Doctoral School  
55% of funding sourced by the host laboratories  
21% of funding sourced by the applicants

2021-2022 university year data



Digital Sciences

## Challenge Hub: projects with a social impact

Three students from the Institute developed personal projects through the *Challenge Hub*. This space encourages users to focus on social impact while developing scientific training through learning and collective intelligence. Salim Ahmad developed an internship portal using data from job portals, while Nurlan Nogoibaev developed —through *KnowIt*— a web-based software to help students identify and fill in their mathematics knowledge gaps. As for Irina Delamare, she presented a machine learning project to recognise scorpions and prevent envenomations.



## IN SHORT!

► The 'Ecole Universitaire de Recherche Interdisciplinaire de Paris' (EURIP) ('Paris University School of Interdisciplinary Research') combined the 'Approches Interdisciplinaires de la Recherche et de l'Enseignement' (AIRE) ('Interdisciplinary Approaches to Research and Teaching', Université Paris Cité) Master's degree and the 'Frontières de l'Innovation en Recherche et Education' (FIRE) 'Frontiers of Innovation in Research and Education', Université Paris Cité and Paris Sciences & Lettres University) Doctoral School to train students with a project requiring novel interdisciplinary interfaces in and through interdisciplinary research.

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▲ Students at the CIRP (Community, Interdisciplinary Reflections and Projects) seminar on their first day

Focus

## Three new international mobility grants

'Travel broadens the mind.' That is why Université Paris Cité awards international mobility grants to several doctoral students each year, enabling them to deepen their research and expand their scientific network while strengthening the connections between French and international laboratories. Three grants have been approved for 2022: Chiara Figazzolo will spend a month at the School of Biomedical Sciences of the University of Hong Kong, while Kseniia Konishcheva will join the Child Mind Institute in New York and Antoine Levrier the University of Minnesota.

## 1 QUESTION FOR... PAULINE MARTINOT,

DOCTOR AND PhD STUDENT IN NEUROSCIENCE  
AT THE FIRE DOCTORAL SCHOOL

### HOW DID THE SPIRIT OF THE INSTITUTE INFLUENCE YOUR APPROACH TO THE MINISTERIAL MISSION YOU WERE GIVEN?

"When Aude Nyadanu and I were offered this mission to promote health among young people, I did not hesitate. Our objective was to present young people with a positive vision of health, rather than the usual one, focused on care, hospitalisation and a discourse centred on the fear of diseases. In line with the spirit of the Institute, our approach was an interdisciplinary and collectively intelligent one, using innovative methods for this type of work. We consulted, listened and co-constructed. Notably, our team of volunteers took the initiative of meeting the young people and health professionals involved in order to hear and report on the issues at stake, with a view to collaborating with those who are the beneficiaries of public policies."

► EURIP is international, with nearly 65% of foreign students in 2022. Candidates are selected based on the originality of their approach and their motivation to make a difference through achieving the United Nations' sustainable development goals.



▲ Marine Dalle and Paulina Juan Chong, students in the Learning Sciences track of the AIRE Master and volunteers at the Wellness Club, during a conference at the CARE symposium in Montpellier

Focus

## Wellness Club, because change starts with you

In line with the Institute's inclusive and positive spirit, a Wellness Club was started last year. Its aim is to be an open space for people to come together in a safe and judgement-free environment, while also promoting physical and mental health through social interaction (group discussions), physical activities (yoga, dance, hiking, etc.) and other experiences (meditation, mandala). Each member is encouraged to share their knowledge of one or two skills that they would like to teach the others. Because to become an agent of change, you must first feel well in yourself.



Focus

## Promoting inclusivity and diversity

How can we be sure that we are including everyone on campus, regardless of their profiles, and guarantee their well-being at the Institute? This is the goal of a project aiming to develop a prototype inclusion and diversity programme that can easily be extended to other organisations. Started in spring 2022, this initiative has already been put into practice with sensitivity workshops and a survey of the Learning Planet Institute community to identify its specific challenges in these areas.

A project carried out, mainly within the 'Institut des Défis' ('Institute of Challenges'), in collaboration with researchers from the Gender Cité and the Equalities mission at Université Paris Cité.



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## 1 QUESTION FOR...

### OLHA GULEY, STUDENT ON THE LEARNING SCIENCES TRACK OF THE AIRE MASTER AND COORDINATOR OF THE DONATION DRIVE FOR UKRAINE

#### HOW WAS THE INSTITUTE INVOLVED IN YOUR HUMANITARIAN CAMPAIGN FOR UKRAINE?

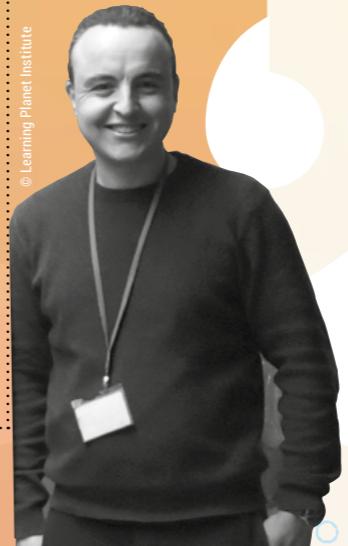
"The Learning Planet Institute provided space to receive and store donations. I was responsible for coordinating collection and cataloguing each package. The action was carried out in collaboration between Plast – Ukrainian Scouts in France and the Institute. For three months the Institute transformed itself into a humanitarian aid hub. Over 100 volunteers joined the team, while more than 1,000 donors and partners took part in the operation. Overall, we were able to send 75 tonnes of aid to Ukraine."

▲ Humanitarian aid project for Ukraine launched by students and hosted on campus

## IN SHORT!

► The Learning Planet Institute offers students many opportunities to get involved in extracurricular activities, particularly in clubs, to run projects that include an element of research. It also invites students to take part in decision-making processes in higher education.

► The Student Life committee is a source of support for students staying on campus. In particular, it organises mentoring for student initiatives, promotes project development and offers support for international students settling in.



## 1 QUESTION FOR...

### FARID BOUKRAA, FIELD TECHNICIAN AT SODEXO ENERGY AND MAINTENANCE

#### REDUCING THE ENVIRONMENTAL IMPACT OF CONSTRUCTION

"I work in close collaboration with the Sustainable Campus team to reduce the environmental impact of construction and associated costs. My role in particular involves avoiding energy waste as far as possible. For example, I adapt facilities depending on site opening hours (temperature, lighting, etc.). Luckily, the campus is very recent (2018) and, compared to other buildings, management is therefore more aware of environmental challenges. Also, the building's occupants willingly agree to turn the heating down in winter and to use less air conditioning in the summer, which reflects well on them!"

## IN SHORT!

► The Sustainable Campus project aims to identify and act on the impact of our activities on ecosystems and society. It uses a roadmap detailing different actions aiming to reduce our resource consumption (energy, material goods), to have a responsible purchasing policy and encourage choosing committed service providers, and lastly to make our users aware of sustainability (environmental and societal) issues.

## LEARNING BY DOING, PLAYING & SHARING MAKERLAB



### Focus

#### 'Shitty robots' democratising access to technology

As a general rule, to use a fablab, you need to have coding knowledge. Today, thanks to shitty robots, technology is becoming accessible to everyone! With shared workshops to manufacture robots from recycled materials MakerLab is opening to new groups, including unemployed people like the Talents from the Inclusion programme (Fablabs Support partnership with the Orange Foundation), or students and professionals from the Physical and sport activity science and technique degree (STAPS), who use the tools created to engage in connected sport.

© Antonin Weber-Hans Lucas

Nearly 200 students created projects at MakerLab last year

7 teaching modules delivered

Over 30 student projects supported

40 people trained to use machines

1 inclusion programme carried out

3 PhD students supervised

7 research projects by research fellows supported



IN SHORT!

- MakerLab is a prototyping space for tenable solutions and open innovations, providing spaces, tools, machines and skills.
- It gently encourages exchange, sharing, experimenting, mutual assistance, inventiveness, and a differentiated approach.
- The site also allows small-volume production, provided that it is for educational and research purposes.■

**BUT ALSO...** MakerLab's other news includes its participation at the Saint-Étienne International Design Biennale, a project aiming to prevent breast cancer by education in self-diagnosis, the open-source development of a peritoneal dialysis machine, and a connected health insole for seniors.■

## 1 QUESTION FOR... RAJEEV MYLAPALLI,

PhD STUDENT AT THE FIRE DOCTORAL SCHOOL, RESEARCHER, ENGINEER AND ENTREPRENEUR

### FOR YOU, WHAT VALUE DOES THE INSTITUTE ADD?

*"I feel really at home here, as if I was in a cozy nest driven by an excellent intellectual community. During my research placement, I was in particular able to develop a machine learning model to identify stress using various biomarkers. The MakerLab team were really supportive, and Roberto Toro and Kevin Lhoste gave me a lot of freedom. At the Institute, there's no reason to fail: you just explore and learn. It's a particularly stimulating ecosystem!"*

### Focus

#### Anthropocene education

This MOOC offers a six-week course to analyse and understand the challenges, values and perspectives of education in the Anthropocene era. Faced with our current challenges, how should children and teenagers be supported? To answer this question, the 'Savanturiers', an educational programme raising awareness on research challenges and methods, went to meet the people already taking tangible action: researchers, teachers, educational institutions, and students. A MOOC in the form of an invitation to engage in collective and open reflection.

Over 2,000 people registered for the MOOC  
Over 2,800 views on videos/clips on YouTube  
6 round tables with 50 participants each  
Over 2,400 views on round tables on YouTube

Since April 2022, the 'Savanturiers - École de la recherche' programme has been backed by the French Association for Education through Research (AFPER).

## L'ÉDUCATION EN ANTHROPOCÈNE

Méditation et médecine en 2021: éloge du care?

Un MOOC en 5 documentaires



### Focus

#### Meditation and medicine in 2021: in praise of care?

Created by two medical students involved in the Health & Care Lab at the Institute, this MOOC offers a five-week course to cultivate taking care, self-questioning, nourishment, feeling and breathing through the practice of meditation. The goal is to help future doctors to move from a band-aid culture to a culture of taking care of living resources, but also learning to take care of themselves in order to take care of others, especially in an era when healthcare providers' mental health is suffering, and the hospital system is under strain.

Over 4,900 people registered for the MOOC (of which 40% are healthcare providers)  
Over 6,900 YouTube video views

## IN SHORT!

The educational video and production studio MOOC Factory creates MOOCs\* and MOODs\*\* with innovative content, offering learners immersive and interactive experiences that facilitate the acquisition of knowledge. Its multidisciplinary team designs learning paths and supports projects on topics such as education, challenges in societal and ecological transition, innovation, and health.■

\* Massive Open Online Courses

\*\* Massive Open Online Documentaries

# R&D WITH A DIRECT IMPACT

In what ways can the Institute's R&D hub contribute to meeting the complex challenges we are facing? We asked Ariel Lindner, co-founder of the CRI, director of a research unit and the ELiS project, and Chahab Nastar, director of R&D.

## WHAT DOES R&D AT THE LEARNING PLANET INSTITUTE LOOK LIKE TODAY?

**Chahab Nastar.** Our aim in R&D is to leverage research and technology to transform learning and have a tangible impact on the planet. We are now increasingly focusing on high-impact use cases that can address the issues of our time, with an end-to-end approach. This will lead us to do more development, even though the Institute was previously more strictly a research centre.

**Ariel Lindner.** As part of this evolution of R&D, life sciences are now part of a 'spin-off' with ELiS (Engaged Life Science). This department aims to combine technology and research to better understand life and to take up global challenges such as viral pandemics or the rise of antibiotic resistance. The idea is to bring together our expertise in computational biology to understand the evolution of the genome with synthetic biology to find new medicines and to promote open frugal technologies so that any researcher, wherever they may be, can contribute.

“  
**OUR R&D COVERS BOTH RESEARCH AND CONCRETE APPLICATIONS THAT IMPACT EDUCATION AND LEARNING, THUS ULTIMATELY BENEFITTING THE PLANET.**

“ *Chahab NASTAR, director of R&D*



▲ Ariel Lindner and Chahab Nastar

## WHAT ARE THE PRACTICAL DIFFERENCES OF THIS NEW APPROACH?

**C. N.** Firstly, we will mostly be working with a project approach in conjunction with the Institute's other activities. Our Scientific Advisory Board has clearly positioned R&D as a central branch that will serve the other hubs.

Secondly, we prioritised a flagship project, our artificial intelligence tool *WeLearn*. We want to make it into a kind of 'knowledge Spotify' on issues relating to the United Nations' Sustainable Development Goals (SDGs). This tool will eventually enable anyone to find the most relevant resources and experts on a given subject and to access validated information. This is a much-needed step; therefore, we have chosen to focus our R&D efforts on it.

“  
**THE GOAL OF ELiS IS TO COMBINE TECHNOLOGY AND RESEARCH TO BETTER UNDERSTAND THE LIVING AND TO TAKE UP GLOBAL CHALLENGES.**

“ *Ariel LINDNER, co-founder of the CRI, director of ELiS and a research unit*

## IN WHAT WAYS WILL THIS CHANGE HELP US TO MEET THE COMPLEX CHALLENGES THAT WE ARE FACING?

**C. N.** Our R&D is now end-to-end. It covers the full spectrum from research to concrete applications that impact education and learning, thus ultimately benefiting the planet.

**A. L.** We have tools (in particular digital tools) and an ability to instill collective intelligence into the education system. One of the questions we are asking ourselves is how can we use these tools to help make the education system more effective in preparing the younger generations to take up the new challenges facing us? This is what SDG 4.7 aims to do by 2030: to ensure that all students acquire the knowledge and skills necessary to promote sustainable development. The Institute is committed to contributing to this goal.

Close to 50 researchers divided into 8 teams

Close to 30 associate laboratories

Close to 40 research projects accomplished

28 scientific articles published

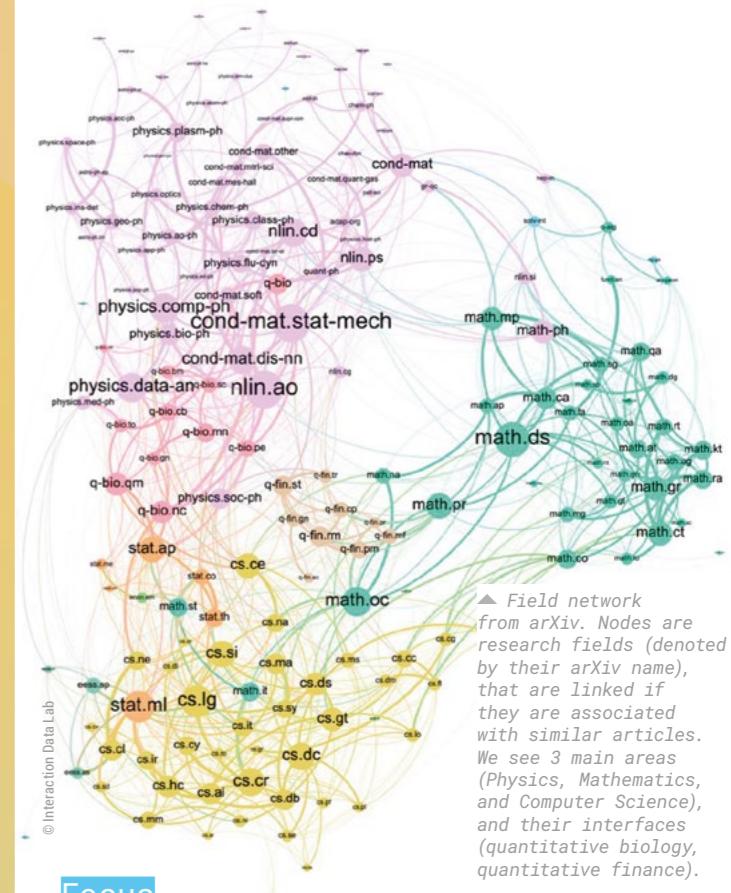
2021-2022 university year data

## Focus

### ELiS (Engaged Life Science) coordinates all the life science initiatives

ELiS applies research, engineering and collective intelligence to better understand living matter and to face the global sustainable development challenges. ELiS combines expertise in computational biology to understand the evolution of the genome with systems and synthetic biology and citizen science to find new medicine and promote frugal technologies, developed in open mode, so that any researcher, anywhere, can contribute to them. The work carried out by the teams of Aude Bernheim, Vincent Libis and Ariel Lindner is hosted by the 'Unité Mixte de Recherche' (UMR) — a research unit of Inserm and Université Paris Cité hosted at the Learning Planet Institute — directed by Ariel Lindner.

RESEARCH TEAM: Aude Bernheim, Vincent Libis, Ariel Lindner, Hugo Vaysset, Jean Cury, Ernest Mordret, Florian Tesson, Helena Shomar, Heloise Georjon, Antoine Levrier



## Focus

### Rise and fall of research fields

Research fields are also subject to trends. For a while they may provoke great excitement, before being replaced by other topics.

The Interaction Data Lab studied this phenomenon to better understand the roots of innovation.

The team investigated 1.5 million articles on 175 fields of research in physics, mathematics, and computer science. The results led to the definition of a universal 'law' on the evolution of research fields. It brings to light three key characteristics shared by all pioneer fields: youth, interdisciplinarity and audacity.

RESEARCH TEAM: Chakresh Kumar Singh, Emma Barme, Robert Ward, Liubov Tupikina and Marc Santolini





## 'Institute of Challenges'

For the past two years, the 'Institut des Défis' ('Institute of Challenges') has taken on the mission of transforming the universities in line with the United Nations' Sustainable Development Goals (SDGs). Let's take a closer look at three of its flagship projects with three interviews.

### SDG Semester

"Participating in the SDG semester during my Bachelor's degree allowed me to develop a student project from start to finish, with the support of a tutor, in a framework offering numerous possibilities for experimentation, while remaining free and autonomous in my initiative. This programme was a real spark, thanks to which I was able to define my professional path and make progress towards my current training."

Clément Guénier, alumnus of the Frontiers of Life Sciences Bachelor and SDG semester participant



Over 500 direct participants

Over 120 participants to collaboration events

8 programmes, including:

**U Lab:** an incubator for teachers-researchers to carry out their teaching innovation projects;

**'Pair-Accompagnateur'** ('Support-Pair'): student/teacher pairs teamed up to co-design lessons with the goal of improving them and increasing student success;

**'Labo des défis'** ('Challenge Lab'): an exploratory residence dedicated to learners of all ages working on a positive impact project;

**Life sciences for SDGs:** an interdisciplinary school semester aimed at raising awareness and fostering action related to sustainability issues.



▲ CY Cergy Paris Université campus

### Focus

#### The Projects platform is gaining momentum

In order to share training and projects effectively, a growing number of universities are choosing to use the Projects platform developed by the Institute's Digital Ecosystems team. For example, in 2021, CY Cergy Paris University launched a training programme that let one thousand students share 200 projects. By 2022, 2,400 students on that campus will have access to this tool. Université Paris Cité also uses Projects to teach their *Ecological Transition and Societal Issues* course using innovative teaching methods. This approach contributes to developing a culture of project-based learning, involving students and enhancing their work.

4 000 active users of our platforms

3 000 documented projects

National and international collaborations  
CY Cergy Paris University, Université Paris Cité but also Compiègne, Vienna, and Singapore Universities, the French Ministry of Education, the Ile-de-France Region administration, and more.

### Challenge Lab

"I joined the Challenge Lab at a time when I was going through a life change. What I found particularly interesting in this programme was the value given to the process as much as, or even more than, the outcome. The conviviality and knowledge sharing were also a big part of the appeal: you feel that you are joining a generous and caring community."

Patricia Tonnellier, trainer specialising in creativity, art therapist, graphic designer and author, visual artist, and Challenge Lab participant

### U Lab

"To create the environmental health training that I wanted to offer medical students, I was offered exceptional support from members of the Institute's teams. The implementation of this project was a wonderful opportunity for me and also a beautiful human adventure. Through this experience, I think I have undeniably acquired teaching skills that will be invaluable in my educator career."

Meriem Koual, obstetrician gynaecologist specialising in breast and gynaecological cancer surgery, university hospital practitioner, researcher at Inserm and U Lab participant



2021-2022 university year data

### IN SHORT!

► The 'Institut des Défis' ('Institute of Challenges') is an interdisciplinary institute co-founded in 2020 by the Learning Planet Institute and Université Paris Cité. It aims to prototype new ways of learning, teaching, and supporting all stakeholders carrying out transition projects.■



1 QUESTION FOR...  
**TUYÊT TRÂM DANG NGOC**,  
TEACHER-RESEARCHER IN COMPUTER SCIENCE  
AT THE ETIS LABORATORY AT CY CERGY  
PARIS UNIVERSITY, AND IN CHARGE  
OF THE MISSION TO SUPPORT EDUCATIONAL  
DIVERSIFICATION AT THE UNIVERSITY.

#### IN YOUR OPINION, WHAT ARE THE STRENGTHS OF THE PROJECTS PLATFORM?

"With Projects, we can motivate nearly 1,500 students to collaborate throughout the year! This tool adapts to new ways of teaching such as the competency-based approach, project-based learning, collaborative work and the development of soft skills.

It allows students to personalise their work, which is a strong asset. And for teaching staff, it is a reactive, fast, and efficient medium. Lastly, thanks to how easy it is to use, students can focus on the learning courses themselves."

### IN SHORT!

► The Digital Ecosystems team creates platforms to transform education and foster collaborative intelligence within organisations.

► Their tools mobilise artificial and collective intelligence to serve sustainable development goals.■

AND ALSO... The Digital Ecosystems team is simultaneously working on two other platforms: WeLearn, to recommend learning resources, and Ikigai, to express people's Ikigai-raison d'être. This work is being carried out with the support of ministries, foundations and universities, and also more recently through revenue from providing services.■

Focus

## Third edition of the LearningPlanet Festival

Since 2020, under the aegis of the Institute and UNESCO, the LearningPlanet Festival has been celebrating lifelong learning every year in January and inviting people to 'learn to take care of themselves, others and the planet'. The 2022 edition featured some 500 events worldwide, including more than 200 in France, with nearly 25,000 participants from 163 countries. The programme, co-created by 250 organisations working in the fields of education and training, science, culture and social entrepreneurship, was particularly varied.

**The Alliance:**

Over 300 partner organisations

5 active LearningPlanet Circles

150 Youth Fellows,  
including 20 elected members  
of the Youth Council

**2022 Festival:**

over 500 events

over 250 partner organisations

Close to 25 000  
online platform  
participants  
(+local events)

163 countries  
represented



## IN SHORT!

Created by the Learning Planet Institute and UNESCO, the LearningPlanet international alliance has been bringing together hundreds of organisations working towards the transformation of education systems and lifelong learning models since January 2020.

Its goal is to better prepare current and future generations for the major societal and environmental challenges and for the many and increasingly rapid transitions, by deeply reinventing the ways of learning, teaching, doing research and mobilising collective intelligence.

Among the alliance's initiatives are creating communities of practice (the Circles) and representative events (the Festival).



## 1 QUESTION FOR... RAVEN FRIAS,

STUDENT OF THE LEARNING SCIENCES  
TRACK OF THE AIRE MASTER, MEMBER  
OF THE LEARNINGPLANET YOUTH COUNCIL,  
YOUTH MEMBER OF THE LEARNING PLANET  
INSTITUTE SCIENTIFIC ADVISORY BOARD,  
TEACHER, FACILITATOR AND ACTIVIST  
FOR PROGRESSIVE EDUCATION IN MANILA,  
PHILIPPINES

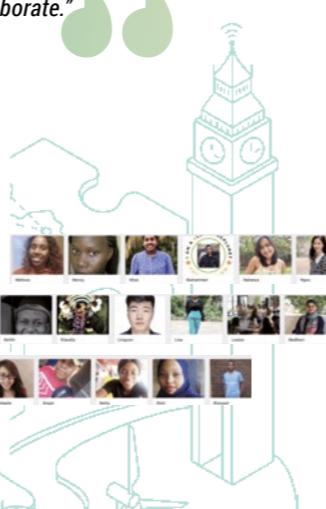
### WHAT DIFFERENCE WILL YOUR TIME AT THE INSTITUTE MAKE?

*"One year ago, I would never have imagined that I would be able to share my personal advocacy and projects with a global audience, yet that is what I am being invited to do today! I came here to be a voice for young people and to be an instrument of change. Because we deserve a seat at the table where decisions are being made. The biggest lesson I have learned at the Institute is to trust myself, to take every opportunity to discuss, act and collaborate."*

### 5 INITIAL CIRCLES

During the 2021-2022 school year, the LearningPlanet international alliance developed 5 initial Circles, dedicated to creating and/or supporting high-impact projects.

- ▶ Youth Empowerment
- ▶ Teachers for the Planet
- ▶ Higher Education Transitions
- ▶ Imagination
- ▶ Ubuntu



# LEARNING PLANETIZEN\* MANIFESTO

Excerpt from the book *Learning Planetizen Manifesto* by François Taddei (adapted from the French version *Et si nous ?*, published by Calmann-Lévy, 2021)

We were all taught to be good citizens but were never asked to reflect on the historical and geographical limitations of the idea of citizenship. Compared to suffering under tyranny, citizenship is clear progress that has enabled access to education, arts, science, open debate and democracy, but citizenship has always been an exclusive notion. City walls separated insiders from outsiders. Furthermore, of those living within the walls, only those able to defend the city commons from external threats were eligible for citizen status, i.e. no slaves, women, or children. Nature was also outside of the walls and had to be exploited to create sustenance for the citizen population and make them wealthier.

During the Enlightenment, nation states devised a new citizenship, yet it remained exclusive. Once more, foreigners, the poor, slaves, women, and children were not considered citizens and thus could not vote and decide on the laws imposed on them. Citizens of imperial states competed to exploit nature and colonize other parts of the world to maximize their wealth. This engendered the slavery, war, and overexploitation of natural resources that ushered in our current age of democratic, economic, health, climate, and biodiversity crises, none of which stop at the walls of any city. **If the citywide and statewide levels are the appropriate scales for coming to democratic decisions on local and national issues, then in order to solve borderless crises, a larger planetary scale is needed, thus in addition to being local citizens, we all need to learn to become ethical, inclusive, and respectful planetizens.**

Planetizens of all ages are learning planetizens because we can always continue to learn to (i) care for themselves, others, and the planet, (ii) work together to overcome personal, local, and global challenges (including the UN's SDGs) by mobilizing collective intelligence and technologies that can help us to become more sustainable, (iii) recognize our global interdependence, the limits of our planet, the vulnerability of our societies, and the complexity of our world, (iv) reflect on our past, present, and future, (v) be good ancestors to the generations to come, (vi) 'planetize the movement', in the words of Martin Luther King, Jr., as well as our thinking, actions, rights, institutions, celebrations, and ability to decide together how on Earth we're going to live together.

\* The planetizen is not only to the planet what the citizen is to the city, but he is more inclusive, more respectful of his environment and more capable of adapting to global challenges.

▼ François Taddei,  
President and Chief Exploration  
Officer of the Learning Planet  
Institute



© Antonin Weber\_Hans Lucas



▼Students during a workshop  
around the notion of planet  
citizenship

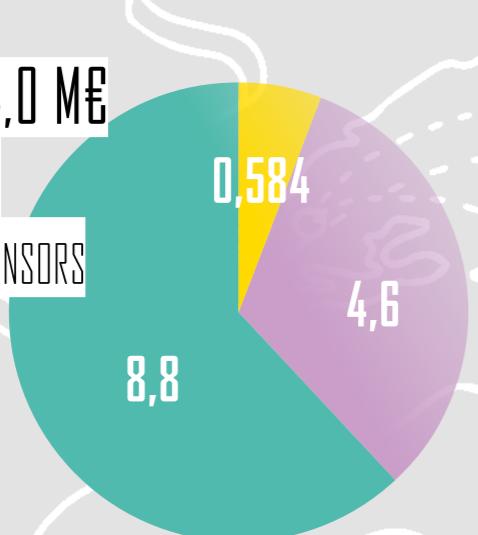
## FINANCIAL STATEMENTS 2021-2022

The financial data below is sourced from a combination of the audited accounts of the Learning Planet Institute and the valuation of Université Paris Cité in the framework of the 'Frontières du Vivant et de l'Apprendre' ('Frontiers of Life and Learning') university department, and Inserm within the framework of the UMR 1284 research unit.

The annual financial statements of the Learning Planet Institute are **certified by KPMG partner Isabelle Le Loroux, and published in the Journal Officiel of France (State registry).**

### RESOURCES 14,0 M€

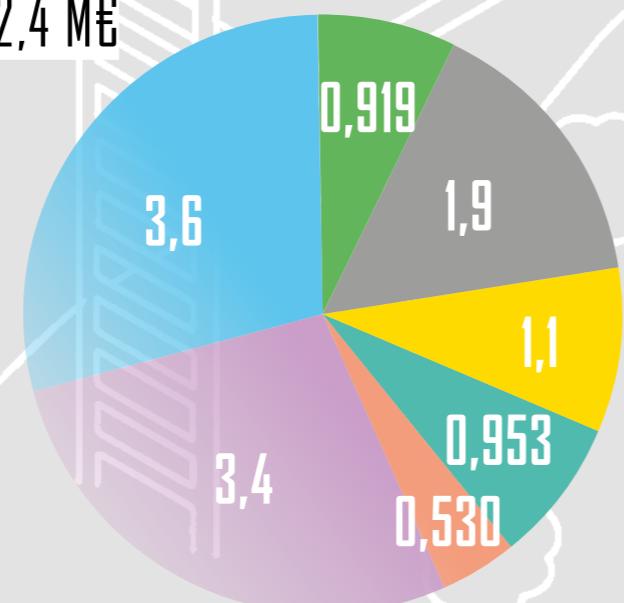
- PUBLIC SUBSIDIES
- DONATIONS & SPONSORS
- INTERNAL FUNDS



### OPERATIONS & ACTIVITIES 12,4 M€

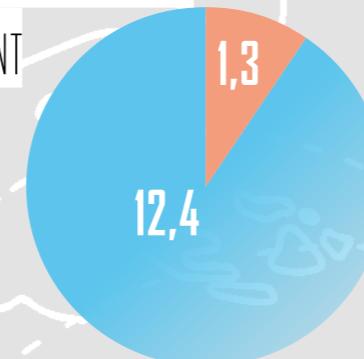
BY AREA :

- R&D
- EDUCATION
- TRANSFORMATION OF ORGANISATIONS
- INTERNATIONAL ALLIANCE
- DIGITAL ECOSYSTEMS
- CROSS-ORGANISATION FUNCTIONS
- CAMPUS



### ACTUAL 13,7 M€

- OPERATIONS & ACTIVITIES
- INVESTMENT



# THANK YOU TO OUR PARTNERS FOR THEIR TRUST

## Historical patron

A huge thank you to the Fondation Bettencourt Schueller for its generosity, its trust and for the decisive support it has provided since 2006.



Fondation  
Bettencourt  
Schueller

Reconnue d'utilité publique depuis 1987

## Historical partners

Thank you to the City of Paris and to UNESCO, which support the development and ambitions of the Learning Planet Institute from a local to a global scale.



## Academic and research partners

The Learning Planet Institute hosts and develops its teaching and research programmes with:



La science pour la santé  
From science to health

## Private and public funding partners

Thank you to the organisations that fund our high-impact projects.

ÉCOLE NORMALE SUPÉRIEURE  
ESSEC  
FONDATION DE FRANCE  
FONDATION L'ORÉAL  
FONDATION ORANGE  
FONDATION PIERRE BELLON  
FONDATION PILEJE  
FONDS DE DOTATION THALES SOLIDARITY  
GLOBAL SOUTH LEARNING ECOSYSTEMS  
J.P. MORGAN  
LAB HEYME  
SERVICE MILITAIRE ADAPTÉ  
UNIVERSITÉ AIX MARSEILLE  
VILLE DE COLOMBES

## Institutional partners

Trust and knowledge-sharing with our partners allow us to have a broader impact.

AGENCE FRANÇAISE DE DÉVELOPPEMENT  
AGENCE NATIONALE DE LA RECHERCHE  
CAISSE DES DÉPÔTS ET CONSIGNATIONS –  
BANQUE DES TERRITOIRES  
ERASMUS +  
INSTITUT DE RECHERCHE POUR LE DÉVELOPPEMENT  
MINISTÈRE DE L'ENSEIGNEMENT SUPÉRIEUR  
ET DE LA RECHERCHE  
MINISTÈRE DU TRAVAIL, DU PLEIN EMPLOI  
ET DE L'INSERTION  
ONISEP  
RÉGION ÎLE-DE-FRANCE  
SÉCRÉTARIAT GÉNÉRAL POUR L'INVESTISSEMENT  
UNION EUROPÉENNE

## Project partners

The Learning Planet Institute contributes to the implementation of tangible and ambitious projects alongside:

ARCHIPEL&CO  
iGEM FOUNDATION  
LABORATOIRE D'INTELLIGENCE COLLECTIVE  
ET ARTIFICIELLE  
MAISON DE L'APPRENDRE  
PROBONO LAB  
SYNERGIE FAMILY  
UNIVERSITÉ CATHOLIQUE DE LILLE

## Labels

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

© Antonin Weber\_Hans Lucas

# ACT WITH US! TRANSFORMING EDUCATION TO HAVE AN INDIVIDUAL, COLLECTIVE & GLOBAL IMPACT

*Convinced that the creation of a sustainable world relies on education and its transformation, the Learning Planet Institute, a non-profit organisation under French law, has been offering unique programmes that combine education, research, and sustainable development for 16 years.*

To bring our aspirations to life, we rely on our expertise, at the crossroads of interdisciplinarity, experimentation and learning through research.

We apply our know-how in five complementary areas of activity: R&D, education (with missions targeting young people from kindergarten to high school, a university curriculum ranging from Bachelor to PhD level and an 'inclusion' mission), the creation of international education communities, transformation support and developing digital tools.

We have conversations with people with little access to employment, teachers, students, kindergarten to high school students, researchers, and institutions. We create programmes that give everyone the means and tools to take action within their own professional tracks and locations to build our shared future.

By taking position in supporting us, you are supporting a space that is unlike any other. You are supporting an organisation aiming to rethink lifelong education by breaking down the barriers between fields, by training people who are able to think outside the box to overcome the major challenges of our time.

## Our impact

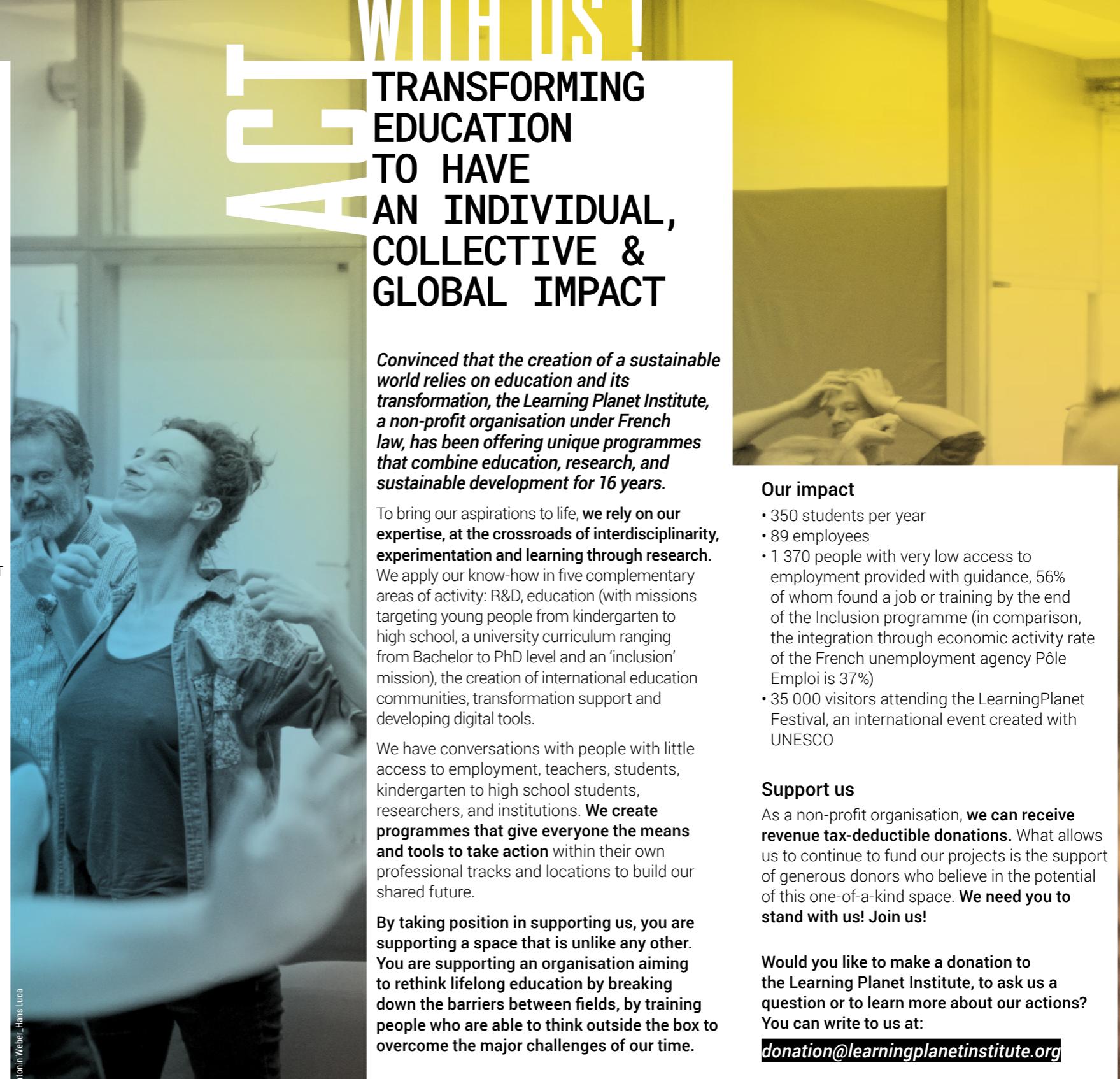
- 350 students per year
- 89 employees
- 1 370 people with very low access to employment provided with guidance, 56% of whom found a job or training by the end of the Inclusion programme (in comparison, the integration through economic activity rate of the French unemployment agency Pôle Emploi is 37%)
- 35 000 visitors attending the LearningPlanet Festival, an international event created with UNESCO

## Support us

As a non-profit organisation, we can receive revenue tax-deductible donations. What allows us to continue to fund our projects is the support of generous donors who believe in the potential of this one-of-a-kind space. We need you to stand with us! Join us!

Would you like to make a donation to the Learning Planet Institute, to ask us a question or to learn more about our actions? You can write to us at:

[donation@learningplanetinstitute.org](mailto:donation@learningplanetinstitute.org)





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[learningplanetinstitute.org](http://learningplanetinstitute.org)

