

ANNUAL REPORT

21/22



LET'S PLANETIZE THE MOVEMENT!

ANNUAL REPORT 21/22

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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 Planetizens' 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 :

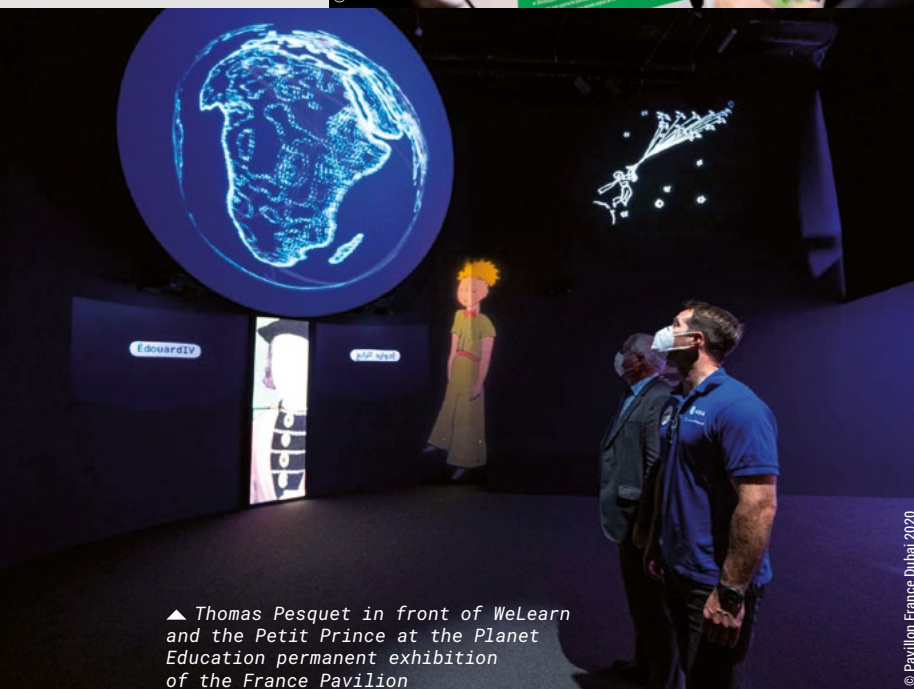
- > create an environment conducive to individual and collective learning, fostering the development of major skills such as the sense of exploration, creativity, community, cooperation, reflexivity, and the appreciation of diverse perspectives and ideas
- > redesign their systems and processes and help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

HIGHLIGHTS OF 2021/2022



© Quentin Chevrier



▲ Thomas Pesquet in front of WeLearn and the Petit Prince at the Planet Education permanent exhibition of the France Pavilion

•OCTOBER 2021

A FORUM TO REINVENT UNIVERSITIES

What are the major stakes at play in the transformation of universities as we head towards 2030? To answer this question, the 'Institut des défis' ('Institute of Challenges') organised, on 13 Octobre 2021, a forum called 'Let's reinvent universities'. About forty members of various institutions were invited to join the conversation, including members of the Université Paris Cité, the City of Paris, CY Cergy Paris University and Inalco. They held a debate to begin to outline solutions and actionable tools for transformation. Last but not least, the event brought to light each stakeholder's ability to connect with the group and to contribute complex, disruptive and creative thinking, in line with the spirit of the Institute.

•OCTOBER 2021 TO MARCH 2022

PARTNERSHIP WITH THE DUBAI WORLD EXPO

During Expo 2020, held in Dubai, the France Pavilion hosted Planet Education within its permanent exhibition, which was designed in partnership with the Learning Planet Institute. This animation was based on WeLearn, a digital navigation platform of learning resources developed by the Institute. Visitors dove into the heart of the infinite space of knowledge. During this imaginary and poetic journey, projected on a suspended planisphere, onlookers became aware of the countless connections that exist between disciplines and cultures. Antoine de Saint-Exupéry's *Little Prince* was the guide of this brief and sensational immersive experience. It allowed visitors to better understand issues relating to new methods of learning, artificial intelligence, and citizen science.

•JANUARY 2022

'ET SI NOUS' : TWO INVITATIONS TO TAKE ACTION

In his second book, titled '*Et si nous*' (English version: 'Learning Planetizen Manifesto'), François Taddei, co-founder, President and Chief Exploration Officer of the Institute, questions our interdependence with other members of our species and with every part of the biosphere, in light of the pandemic that transformed our lives and shook our societies. This book is a hopeful one, and an invitation to take action. Its release date coincided with the launching by the Learning Planet Institute of a collaborative platform also called '*Et si nous*'. In this digital space, anyone can share their questions, discoveries, and aspirations to build a fairer, more equitable and sustainable world, divided into six key topics: youth, education, self-care, taking care of others, citizenship and community and the environment.



© Calmann-Lévy

•JANUARY 2022

A CROWD4SDG WORKSHOP AT THE LEARNINGPLANET FESTIVAL

Through Crowd4SDG, an initiative of Université Paris Cité, the Learning Planet Institute and their partners, citizen science is being put to work for the UN's sustainable development goals (SDGs). Crowd4SDG was represented at the LearningPlanet Festival through a presentation and an interactive workshop called 'Mobilising young people for climate action: citizen science and innovation in monitoring and achieving the SDGs'. This operation aimed to combine the expertise of participants to explore ways in which young people can learn to become innovators, to evaluate scaling possibilities and to help student teams to make their projects materialise.

•MAY 2022

BILL GATES AT THE LEARNING PLANET INSTITUTE

On 6 May 2022, the Paris Peace Forum, together with the Bill & Melinda Gates Foundation and the Learning Planet Institute, co-organised a debate in the presence of Bill Gates. The event, which took place at the Institute, was an opportunity to bring up the possible responses to pandemics, including by exploring the changes that could be made to health world governance. Some of the changes were proposed by Bill Gates himself in his new book. François Taddei also invited authorities and the panel speakers to create structures that could help people to learn to collaborate and be better prepared to face challenges.

•JUNE 2022

CAROLINE HURON, KNIGHT OF THE LEGION OF HONOUR

Caroline Huron, a psychiatrist and researcher at Inserm at the Learning Planet Institute collaboratory, was made knight of the French Legion of Honour in June 2022, in recognition of her work on dyspraxia. This award, presented by Gilles Bloch, director general of Inserm, recognised many years of research on this developmental motor coordination disorder. It also celebrated Dr Huron's work at the organisation that she chairs, Le Cartable Fantastique, which aims to 'facilitate the inclusion of children with disabilities in school, in particular dyspraxic children'.



▼ Bill Gates, Sylvie Briand and Ilona Kickbusch



© Krystal Kenney

•JULY 2022

SDG SUMMER SCHOOL 2022, OR HOW TO BECOME AN ARTISAN OF CHANGE

As is tradition, for one month, students from around the world with diverse backgrounds gathered at the MakerLab to learn how to prototype open source, frugal and material solutions for a more sustainable society. Once again, this edition generated creative and tangible solutions to health and environmental problems. Among the 2022 projects, NoWa is a game in which we must help a Tamagotchi mermaid to survive pollution and famine by managing her village and crops; Eyevy is a videogame for people who are blind, which exclusively uses sounds and touch, to broaden the accessibility and inclusivity of online games; lastly, Pain connection is an analysis and follow-up tool for people with chronic pain.



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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



▲ Extracurricular workshops held at the Climate Academy



4,900 beneficiaries aged 0 to 25

6,091 beneficiary teachers/facilitators

32 target priority education networks (REPs, REP+s) and priority city policy areas

28 target rural areas

17 trainings/work sessions targeted at teachers, educational managers, and facilitators/mediators, including 2 MOOCs 8 webinars

2021-2022 school year data

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

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.■

‘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 Ansur.



▲ Talents of the first HOP! Year being presented with certificates of competence

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.

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.”



© Learning Planet Institute

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.■

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



EDUCATION FdV BACHELOR



10-year anniversary of the Bachelor



© Learning Planet Institute

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!

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' (AIV) ('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."



© Livio Riboli-Sasco

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

IN SHORT!

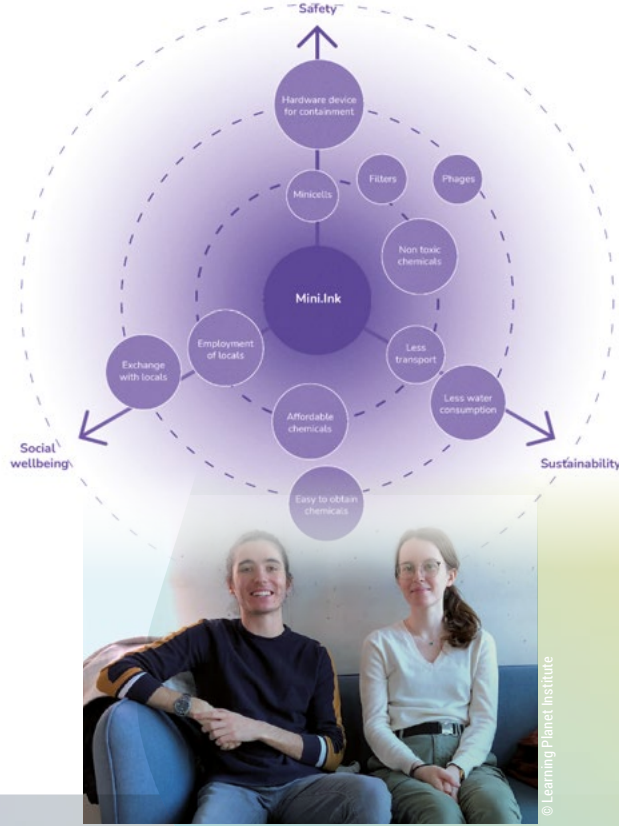
► The 'Frontières du vivant' ('Frontiers of Life Sciences') Bachelor's degree is a Université Paris Cité teaching curriculum developed at the Learning Planet Institute since its creation in 2011. It approaches the living world in all its facets, through a curriculum composed of mathematics, physics,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

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



▲ 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.

◀ LIXR project virtual experimentation session

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 Çaki, 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 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

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.

► 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.■

LIVING CAMPUS STUDENT LIFE

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.



▲ 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

18 clubs registered at the start of the university year **including 4** with an associative status

Over **20 workshops** and events organised by the clubs

60 students involved in the clubs

1 student club fair organised

70 international students supported

26 workshops organised to support students in their actions

2 Afghan students urgently evacuated from the country

2021-2022
university year data



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

© Andrii Bulavka

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.■

LIVING CAMPUS SUSTAINABLE CAMPUS

'Pin your Peers' challenge proposed during the Discovery Days

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.



▲ Students in the main campus courtyard during the Discovery Days

117 participants in the Inclusivity and Diversity survey

-11% reduction in electrical consumption (between 2019 and August 2021)

-30% reduction in heating consumption (between 2019 and August 2021)

2021-2022
university year data



© Learning Planet Institute

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!"

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.



▲ Shitty Robots workshop organised by the MakerLab

1 QUESTION FOR... RAJEEV MYLAPALLI, PHD STUDENT AT THE FIRE DOCTORAL SCHOOL, RESEARCHER, ENGINEER AND ENTREPRENEUR



© Rajeev Mylapalli

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!"

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.■

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

LEARNING BY DOING, PLAYING & SHARING MOOC* & MOOD**

L'ÉDUCATION EN ANTHROPOCÈNE

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

Focus

What paths to a sustainable world?

The challenges relating to ecological and social transitions are complex issues as they concern every aspect of our society. This MOOC, offered in partnership with the 'Agence Française de Développement' (French Development Agency), is an introduction to the issues of sustainability. Its learning path presents a summary of the scientific knowledge available on these topics, with a multidisciplinary perspective, and will be complemented in time by a second part dealing with solutions.

Over 800 people registered for the MOOC
110 people received a certification badge
12 video clips
Over 4,100 views on videos on Youtube

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



Méditation et médecine en 2021: éloge du care?
Un MOOC en 5 documentaires

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.



▲ 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.

" 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

"

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.

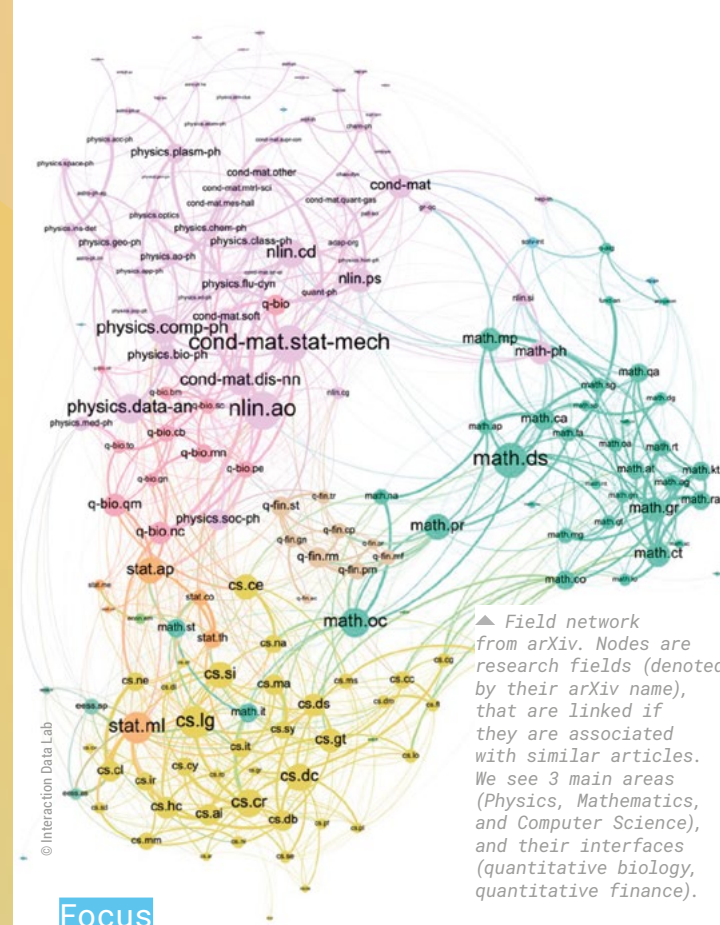
Close to **50 researchers**
divided into **8 teams**

Close to **30 associate laboratories**

Close to **40 research projects** accomplished

28 scientific articles published

2021-2022 university year data



Focus

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

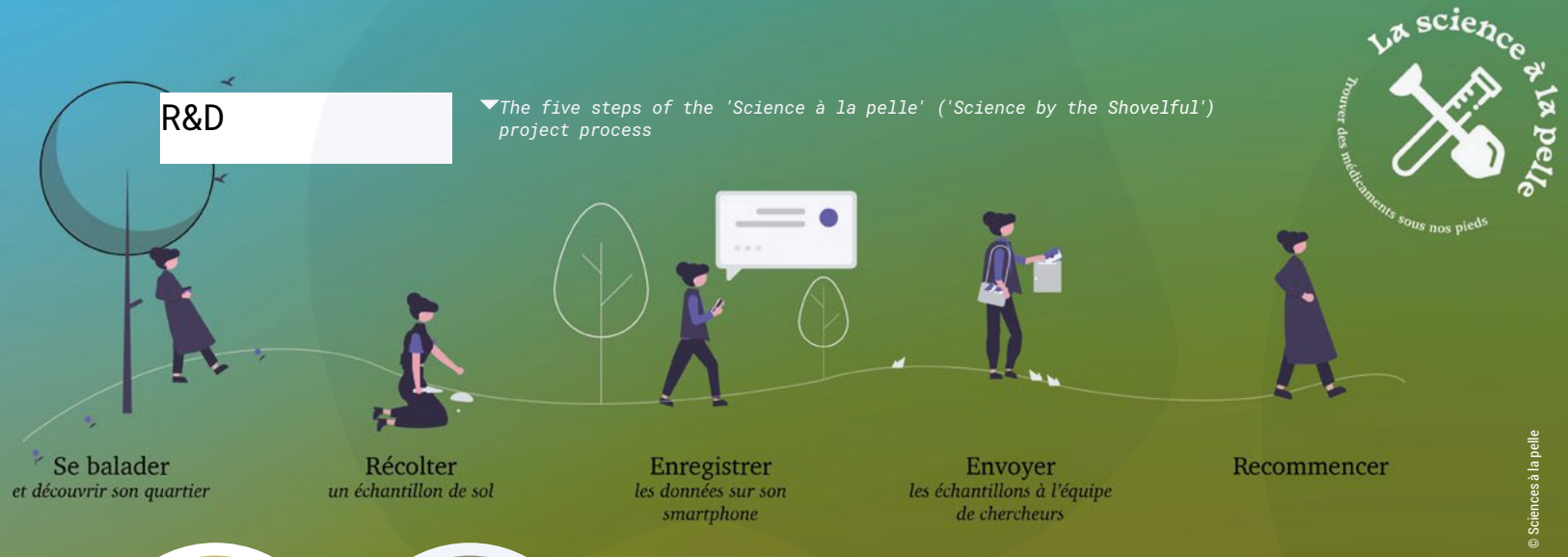
Focus

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





© Sciences à la pelle



▲ Streptomyces bacteria

Focus

'Science à la pelle' ('Science by the shovelful'): medicine right beneath our feet?

Finding the medicines of tomorrow thanks to the bacteria that live in the ground: that is the aim of a striking project called 'Science à la pelle' (Science by The Shovelful). With a participatory approach, researchers from the Institute have invited each citizen to collect soil samples throughout the summer of 2022. Their ambition? To collectively contribute to advancing research on drugs to fight infectious diseases, as well as other related topics such as antibiotic resistance.

The research sparked from the observation that, while many drugs used today are derived from molecules produced naturally by bacteria in the soil, only a tiny portion of these bacteria has been studied in laboratories. The team therefore devised this original way to obtain a larger quantity of soil samples from throughout France.

RESEARCH TEAM: Vincent Libis, Aude Bernheim, Helena Shomar, Marguerite Benony-Foissac, Baptiste Faussurier and Béatrice Urbah (ELiS)

Focus

Circle U., a research-intensive alliance of European universities

Circle U. is an inclusive, research-intensive and interdisciplinary alliance* of European universities. Its ambition is to empower its students and teams to mobilise knowledge to make the world a better place. Over the past academic year, its three hubs (democracy, global health and climate change) successfully held their summer schools, while the *Student Led Sustainable Innovation* initiative was launched. Lastly, the Circle U. Think & Do Tank explained in a white paper how it intends to contribute to 'Shaping the Future of Higher Education in a Changing World'. The alliance will present its approach and initial results at the LearningPlanet Festival in January 2023.

* Université Paris Cité, Universities of Oslo, Belgrade, Aarhus, Pisa and Vienna, Catholic University of Louvain, Humboldt University of Berlin, King's College London.



© Quentin Chevrier

Diagrams showing the collaboration within and between the teams who took part in Cycle 2 of the Crowd4SDG project

Focus

Crowd4SDG: Citizen science as a source of data to monitor progress towards SDGs

Since citizen science is essentially based on participatory processes, the ability to measure collaboration between its participants is essential to monitor and evaluate these citizen science projects. Hence, the Interaction Data Lab research team focused on the social interaction networks of teams participating in Crowd4SDG, a three-year EU-funded programme led by a transdisciplinary consortium*.

During the 2nd year, the researchers studied fourteen citizen science projects focused on solving problems relating to climate issues. Results showed that team diversity and communication are connected to project quality. Furthermore, collaboration, the diversity of advisory sources and regular engagement in the activity are connected to participation quality. These are essential findings to guide and improve processes for the final year of the programme.

* University of Geneva/Citizen Cyberlab, CERN, CSIC/IIIA, Politecnico Milano, UNITAR and Université Paris Cité/Learning Planet Institute.

RESEARCH TEAM: Camille Masselot, Rathin Jeyaram, Raphael Tackx, Marc Santolini in collaboration with Jose Luis Fernandez-Marquez, François Grey (Geneva University)



© Antonin Weber, Hans Lucas

Focus

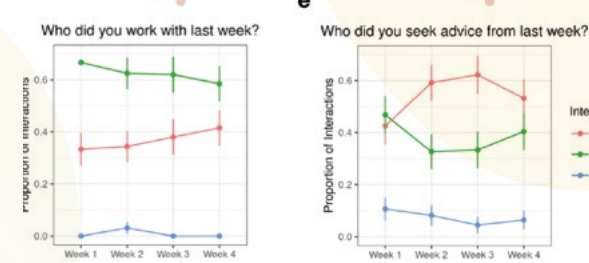
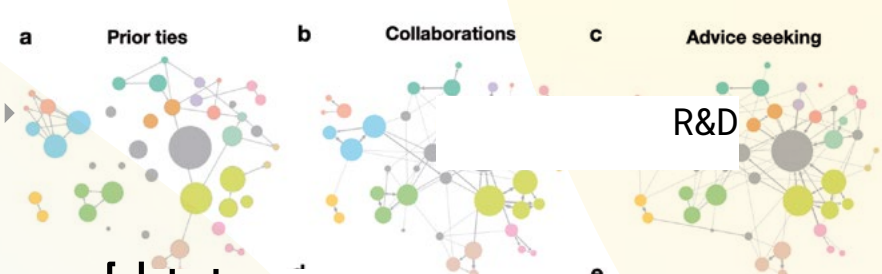
LISA: detecting and understanding children's disorders

15 to 25% of young people suffer from psychological and neurological conditions, yet only about 1 in 5 are currently receiving care for them. Autism, hyperactivity and anxiety are just some of the many conditions that can have direct consequences ranging from dropping out of school, to drug use and even delinquency.

In order to better identify these disorders, the LISA project relies on a collaborative approach that extends to all stakeholders involved in education. It is based on a coherent set of methods, training and tools made available on an online platform. The initiative is led by an interdisciplinary and international team that involves teachers, researchers, clinicians, school administrators, parents and other experts in child development and education.

RESEARCH TEAM: Anirudh Krishnakumar, Kseniia Konishcheva and Ariel B. Lindner in collaboration with Naima Page, Elie Rotenberg (Iféa) and Arno Klein, Bennett L. Leventhal, (Child Mind Institute, NY)

LEARNING PLANET INSTITUTE – ANNUAL REPORT 21/22



Focus

Teachers as Researchers: reflecting on and organising the digital transformation of education

The Teachers as Researchers team is working with the European Commission to spearhead the European Digital Education Hub* community of practice. This project aims to develop and manage a community around digital education, to collect and distribute information, research and good practices on digital education, and to support the co-creation and acceleration of digital solutions for education.

In practice, Teachers as Researchers uses its participatory approach to facilitate monthly collaborative workshops for educators across Europe. It aims to generate practical knowledge on how best to address the challenges of the digital transformation of education. An innovative approach to engage these professionals in collaborative research on their digital practices.

RESEARCH TEAM: Ignacio Atal, Marine Lanteri, Pleen Le Jeune and Grégory Lefèvre

* The European Digital Education Hub (EDEH) is a European Commission initiative funded by the Erasmus+ programme (2021-2027) and operated by a consortium of eleven organisations, under a service contract with the European Education and Culture Executive Agency (EACEA).

'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 an 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.



U Lab

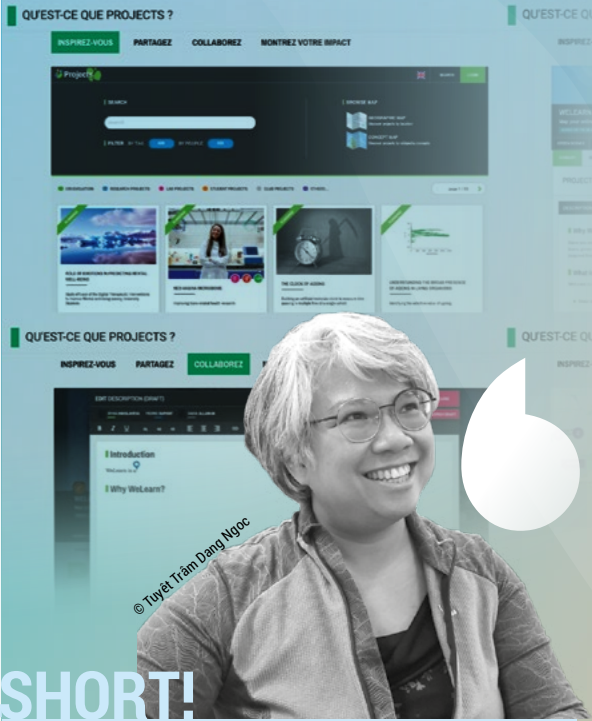
"To create the environmental health training that I wanted to offer medical students, I was offered exceptional support from members of the Institute's teams. The implementation of this project was a wonderful opportunity for me and also a beautiful human adventure. Through this experience, I think I 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

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.



1 QUESTION FOR...
TUYẾT 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."

- 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.■

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.

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



© Raven Frias

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



▼ Students during a workshop around the notion of planet citizenship

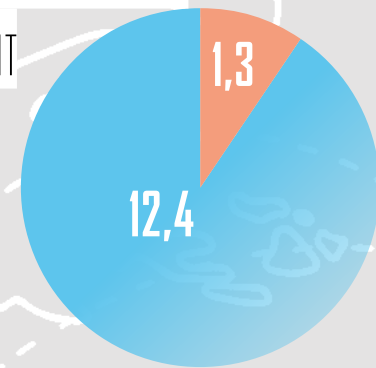
FINANCIAL STATEMENTS
2021-2022

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).**

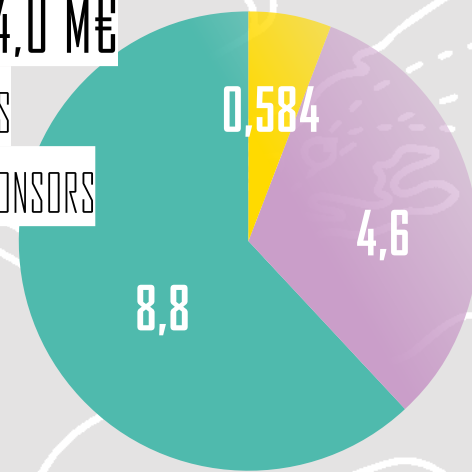
ACTUAL 13,7 M€

- OPERATIONS & ACTIVITIES
- INVESTMENT



RESOURCES 14,0 M€

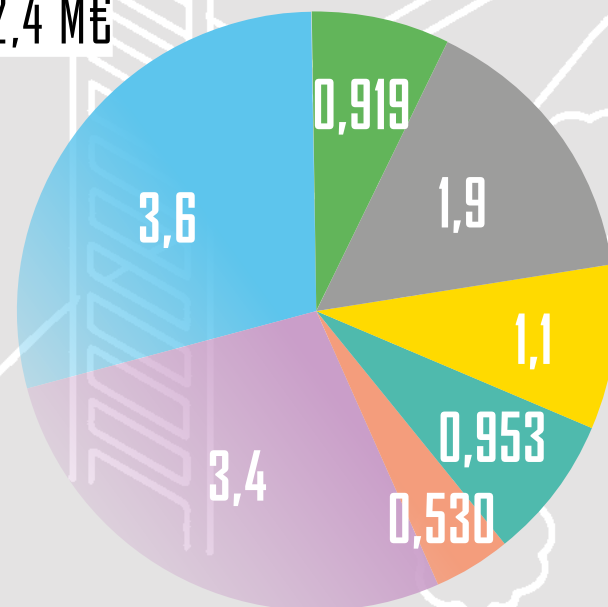
- PUBLIC SUBSIDIES
- DONATIONS & SPONSORS
- INTERNAL FUNDS



OPERATIONS & ACTIVITIES 12,4 M€

BY AREA :

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



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.



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:



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
SECRÉTARIAT 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 Luca

WITH US! WE ARE 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



8 bis rue Charles V • 75004 Paris
communication@learningplanetinstitute.org
learningplanetinstitute.org

