

ANNUAL

REPORT

2024

2025



ANNUAL

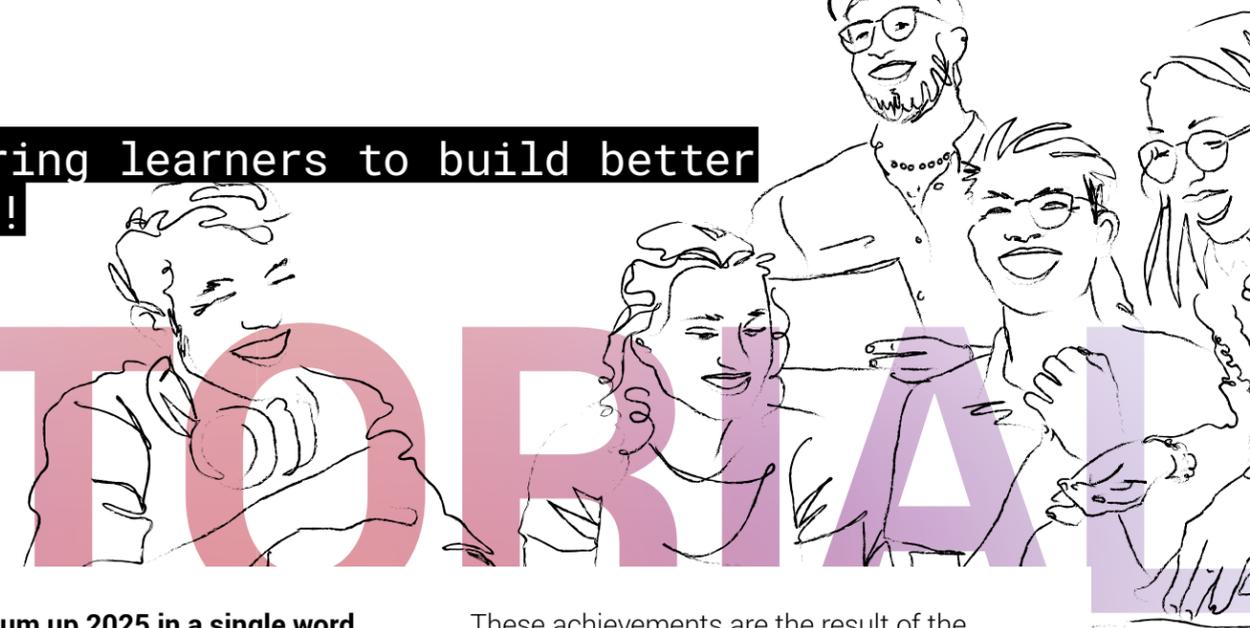
REPORT

2024

/2025

EDITORIAL

Empowering learners to build better futures!



If we were to sum up 2025 in a single word, it would be acceleration.

More than a simple milestone, this year marks a genuine **step change** for the Learning Planet Institute. It crowns two decades of unwavering commitment to innovation, research and action to transform education – no longer viewed solely as an academic field, but as one of the most powerful levers for addressing today’s planetary challenges.

This growing international recognition took concrete shape through two historic alliances, as demanding as they are honouring. In March, we signed a founding agreement with the **United Nations University (UNU)** to create the *Future of Learning with Youth* (FLY) Hub. As the first UNU hub of its kind in France, FLY places young people at the heart of global governance, forging an unprecedented bridge between the aspirations of new generations and United Nations decision-makers.

In the same momentum, November marked another major milestone, as the Institute was officially designated a **UNESCO Category 2 Institute under the auspices of UNESCO**. This prestigious status is not an end in itself; it is a powerful multiplier of impact. It enables us to disseminate our educational approaches and tools at a global scale and to support public policies wherever the need to rethink learning becomes most pressing.

These achievements are the result of the dedication and expertise of our teams, whose diversity of actions you will discover throughout this 2024/2025 Activity Report. But above all, they form the foundation on which we are building what comes next.

As we celebrate our 20th anniversary in 2026, our determination remains intact: to empower every learner to become an agent of change, capable of navigating uncertainty and actively shaping transitions. It is in response to this urgency that we are proud to announce the forthcoming launch of the **Learning Planet Academy**.

Built on seven essential pillars (detailed on page 5), the Academy is not simply a new school. It is an **incubator of solutions** for those seeking meaning and impact – learners, innovative educators, committed organisations, businesses and institutions alike. It is a place where the collective intelligence needed for a sustainable future can truly take shape. We have the tools. We have global recognition. And we have a clear vision. To turn this momentum into tangible impact, we now need visionary partners to join us on this journey.

Together, let us continue learning – to care for our planet and for one another.

The Executive Committee
Gaëll Mainguy, François Taddei

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



TABLE OF CONTENT

The Learning Planet Institute would like to offer a hearty thanks to the photographers whose work appears in this annual report: Quentin Chevrier, Clara Lamoure, Patrick Sordollet, Antonin Weber/Hans Lucas. We would also like to thank partnering institutions and individuals who authorized the use of their photography: John Malcolmson, French Ministry of Higher Education and Research, UNESCO.

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OUR ORGANISATION



Training learners not to be the best in the world, but the best for the world

OUR VISION

- Artificial intelligence is reshaping the way we learn and work.
- Global (poly)crises are accelerating, calling for urgent and systemic responses.
- Yet education systems largely remain anchored in 20th-century models.

>>> It is time to reinvent learning for the 21st century! Building on more than 20 years of expertise in educational innovation and research, the Learning Planet Institute transforms learning and training – at every stage of life – to help address today’s planetary challenges.

OUR AREAS OF EXPERTISE

- Project-based learning
- Research-based learning
- Development of digital and artificial intelligence tools
- Co-creation with and for young people

>>> An interdisciplinary and collaborative approach is essential to equip those driving change.

OUR CORE COMMITMENTS

- Environment & Climate
- Peace & Democracy
- Mental Health & Well-being

>>> Three interdependent challenges at the heart of building sustainable, inclusive and learning societies.



THE LEARNING PLANET ACADEMY

Training learners, empowering educators, inspiring leaders

>>> The Learning Planet Academy is designed for:

- Learners seeking meaning and impact
- Education professionals eager to innovate
- Associations, businesses and institutions committed to a sustainable future

>>> An educational model tailored to the challenges of our time, built on seven essential pillars. A unique model combining:

- 1 Accredited degree programmes
- 2 International co-design and shared governance with and for young people
- 3 Research-led initiatives
- 4 A global focus aligned with the Sustainable Development Goals (SDGs)
- 5 Social entrepreneurship
- 6 Large-scale personalised learning powered by AI
- 7 Organisations – UNESCO and the United Nations University – confirming our capacity for collaboration, as well as our international legitimacy and visibility



“SUPPORT US”



A YEAR AT THE INSTITUTE



• MARCH 2025

UNU Hub: when young people take ownership of the future of learning

As the first United Nations University hub established in France, the Learning Planet Institute's *Future of Learning with Youth (FLY)* Hub focuses on designing transformative learning experiences that enable young people to actively contribute to global peace and sustainability.

➔ Building on the Memorandum of Understanding signed at the end of 2023 between the United Nations University (UNU) and the Learning Planet Institute, the two partners officially announced in March 2025 the creation of the *United Nations University Hub on the Future of Learning with Youth (FLY) in the age of Artificial Intelligence*. The Hub aims to empower learners to become global citizens and responds to a growing need to co-create the future with young people. Its mission is to develop research and education programmes, as well as public policy initiatives, designed to strengthen connections between youth, UN Member States, and national and international organisations.

➔ The FLY Hub works in close cooperation with the *UNU Institute for Integrated Management of Material Fluxes and of Resources (UNU-FLORES)*, which promotes integrated and sustainable approaches to resource management. Through its Knowledge Academy for the Resource Nexus (KARE), UNU-FLORES seeks to influence policies and practices by engaging young people through a wide range of educational initiatives.



Today's youth are the leaders of tomorrow, and I am delighted that UNU is joining LPI to work with youth to co-create the way we learn and solve problems, and to ensure a sustainable future for all.

PROFESSOR TSHILIDZI MARWALA,
United Nations Under-Secretary-General & Rector of the United Nations University



• NOVEMBER 2024

Children's rights: our Institute committed with and for young people

➔ The best interests of the child, freedom of expression, the right to education – the issue of children's rights remains as relevant today as it was a century ago, when they were first formally articulated in 1923. On 20 November 2024, the Learning Planet Institute hosted the celebration of the centenary of Children's Rights, giving centre stage to children, adolescents and young adults. The event created a space to listen to their perspectives, highlight their proposals, and showcase inspiring individuals and initiatives from France and around the world.

• APRIL 2025

The Institute and the United Nations join forces

➔ On 24 April 2025, the Learning Planet Institute welcomed Felipe Paullier, United Nations Assistant Secretary-General for Youth Affairs, marking a concrete step in the shared commitment of both organisations to co-construct the future of learning with young people. During his visit to the campus, Felipe Paullier highlighted the common priorities of the United Nations and the Institute, particularly in terms of youth engagement and inclusion in decision-making spaces. This exceptional meeting offered a unique opportunity to connect UN leaders with the Institute's youth community, both on site and online worldwide.

AND ALSO...

JANUARY 2025: 6th edition of the LearningPlanet Festival (see page 17)

JUNE 2025: First international RE-ACT Conference on the future of higher education (see page 11)



• JULY 2025

AI and higher education: exploring the field of possibilities

➔ How can Artificial Intelligence (AI) be meaningfully integrated into public higher education teaching practices in France? In response to this question, and at the request of the French Ministry of Higher Education and Research, Frédéric Pascal, Director of the DATAIA Institute, and François Taddei, President of the Learning Planet Institute, presented a report on 10 July 2025 entitled "Artificial Intelligence and Higher Education: Training, Structuring and Societal Appropriation". The report formulates 26 recommendations structured around six areas of action, aligned with principles of inclusion, cognitive justice, digital sovereignty and environmental responsibility.



YOUTH ENGAGEMENT

ReModelUN: giving young people a voice

Through this pilot programme, which creates a direct link between Model United Nations (MUN) conferences and United Nations decision-making processes, young people are given a structured channel to make their voices heard on global challenges.

➡ How can young people's perspectives and ideas be brought to the attention of UN decision-makers? This is the ambition of ReModelUN, a programme that transforms the existing Model United Nations ecosystem — representing over one million students worldwide — into a scalable mechanism for gathering and feeding youth insights into institutional processes. By building on the 80-year-old MUN infrastructure and enhancing it with artificial intelligence tools, ReModelUN creates a space where young people can express themselves at an unprecedented scale. Ideas collected by a dedicated committee, notably around the Learning Planet Academy concept, are reviewed by the Institute before being shared with relevant United Nations partners.



ChangeNOW: students make their voices heard

From 24 to 26 April 2025, students from the AIRE Master's programme took part in ChangeNOW 2025 in Paris — a global forum dedicated to accelerating the transition towards a more sustainable and just world.

➡ The event offered students an opportunity to present concrete solutions and share their perspectives alongside a wide range of international actors committed to addressing today's most urgent challenges in education, sustainability and social impact.



The Institute hosts UNESCO World Youth Skills Day

In July 2025, UNESCO celebrated the 10th anniversary of World Youth Skills Day (WYSD), alongside the 5th anniversary of the Global Skills Academy, through a hybrid event hosted on the Learning Planet Institute campus.

➡ The 2025 edition focused on "Empowering young people through AI and digital skills". The opening conference featured, among others, António Guterres, United Nations Secretary-General; Stefania Giannini, UNESCO Assistant Director-General for Education; Manisha Gunasekera, Ambassador of Sri Lanka to France and Permanent Delegate to UNESCO; and François Taddei, Founder and President of the Learning Planet Institute. Three students from the AIRE Master's programme also took part in roundtable discussions on how AI is reshaping the global labour market and how young people can be supported in gaining greater autonomy.

In the MOOD for Climate Action: A programme combining personal development and global impact

Launched on 9 June 2025, In the MOOD for Climate Action is the Institute's first MOOD (*Meaningful Open Opportunities for Discovery*) programme.

➡ Focused on climate change and sustainability, this pilot initiative offers an immersive, certified learning pathway. It enables students aged 18 to 25 to explore their sense of purpose while addressing global challenges through hands-on projects and developing key socio-emotional skills. Developed within the framework of the UNU FLY Hub, the MOOD programmes represent a first step towards a new education model in which personal development and global impact go hand in hand — fully aligned with the vision of the Learning Planet Academy.



Here, I found a community of people who, like me, are developing their own projects while supporting one another. It's incredibly motivating. In such a supportive environment, we can nurture our curiosity, perseverance and social skills, step out of our comfort zones and push ourselves forward with confidence.

ANDREI BYLININ, member of the Learning Planet Institute youth community

HIGHER EDUCATION & RESEARCH



A planetary health focus for the AIRE Master's programme

In 2025, EURIP and the AIRE Master's programme placed socio-environmental impact and planetary health at the heart of their strategic priorities.

➔ Planetary health – which studies the health of human civilisation as intrinsically linked to the state of the Earth's natural systems – resonates strongly with today's global challenges. To address them more effectively, the AIRE Master's programme (Interdisciplinary Approaches to Research and Education), jointly delivered by Université Paris Cité and the Learning Planet Institute, redesigned its curriculum to integrate sustainability more deeply. This work resulted in a new programme structure and the creation of a dedicated pathway entitled "Interdisciplinary Approaches to Planetary Health", offering students a unique interdisciplinary learning experience.

The Institute of Challenges: a hub for pedagogical engineering and innovation

Teaching differently lies at the heart of the mission of the Institute of Challenges (*Institut des Défis – IDD*), a living laboratory dedicated to rethinking traditional teaching methodologies and developing alternative pedagogical strategies.

➔ Co-created in 2020 by Université Paris Cité and the Learning Planet Institute, the IDD designs innovative educational approaches to support ecological and societal transitions within universities and cities. In 2025, its teams contributed to the redesign of the AIRE Master's programme and organised the first RE-ACT Conference (see below). One of its core objectives is to foster communities of practice by creating more participatory and collaborative learning environment.

RE-ACT: a forum to transform education

Organised by the Institute of Challenges, the first RE-ACT Conference was held on 19 and 20 June 2025, with the aim of exploring pathways for transforming educational paradigms.

➔ Held in partnership with UNESCO and within the framework of the UNU FLY Hub, the conference brought together educators, researchers, policymakers and students. Participants collectively examined innovative strategies and discussed how education systems can respond to the complex, interconnected global challenges of our time.



Year two for WasiLab in Ecuador

Building on foundations laid in 2024, the Learning Planet Institute continued in 2025 to support the creation of WasiLab, the Interdisciplinary Institute of Sustainability Sciences in Ecuador.

➔ Initiated by the Pontifical Catholic University of Ecuador (PUCE), the WasiLab project aims to foster sustainable and innovative initiatives, with the long-term ambition of establishing an International Institute of Sustainability Sciences and a dedicated doctoral school in Ecuador. In 2025, the Institute's support focused on progressively familiarising PUCE staff with sustainability principles and the use of Living Labs as open innovation spaces, facilitating dialogue between researchers, technical experts and citizens.

Training those driving change

Through its continuing education offer, the Learning Planet Institute supports individuals, teams and organisations in strengthening their capacity to engage with societal, environmental and digital transitions.

➔ Beyond the student community, the Institute positions itself as a unique space for lifelong learning, research and advisory services. Its training catalogue combines knowledge, action and creativity around four main pillars: rethinking pedagogical practices (#TeachingDifferently), becoming a driver of transformation within organisations (#DriversForChange), unlocking creativity through learning by doing (#LearningByDoing), finding and amplifying one's voice (#SpeakersCorner).



During my Master's at the Learning Planet Institute, we spent our mornings building robots in Unity and our afternoons debating philosophical theories... After a background in neuroscience, I was looking for a place that would broaden my horizons. That is exactly what I found here: I discovered education through the lens of neuroscience.

REEM AL NAJJAR, alumna of the AIRE Master's programme



IN & BEYOND SCHOOL



The Schools Challenge: imagination in action

The 2025 edition of The Schools Challenge invited lower secondary school pupils to design an inclusive installation for school playgrounds in Seine-Saint-Denis, one of the most diverse areas of the Paris region.

➔ Created by JPMorganChase, The Schools Challenge has benefited from the Learning Planet Institute's expertise in France since 2019. This year, guided by 28 mentors, 44 pupils explored diversity in playground practices and co-designed an installation enabling all children to fully enjoy this shared space. By the end of the programme: 85% of participants reported feeling comfortable interacting with adults, and 83% said they felt they understood what an inclusive society is, compared with 44% at the start of the programme.

Prototyping a "school of peace"

Because a school where everyone feels they belong contributes to peace, the LearningPlanet Festival 2025, in partnership with the UNESCO Happy Schools Network, organised a dedicated creathon on this theme.

➔ Ten pupils from Seine-Saint-Denis, alumni of The Schools Challenge, took part in the initiative. The resulting project, entitled "Our School of Peace", aims to improve school climate by breaking taboos through a youth-led reporting group that collects and shares perspectives from pupils, teachers, families and experts.



LISA: acting for well-being and mental health at school

The interdisciplinary LISA action-research project reached several key milestones in 2025, including the delivery of its first webinars.

➔ Launched in 2020 by the Learning Planet Institute and iféa, in collaboration with Inserm, IHU Robert-Debré and the Child Mind Institute, LISA supports teachers in better identifying, understanding and addressing children's well-being and mental health. In 2024-2025, the project continued to expand, bringing together a community of nearly 950 members, including 14 expert referents, delivering 11 webinars, training 126 teachers, and launching its dedicated digital platform edulisa.org, which provides tailored educational tools and resources.

ACCESSIBILITY & INCLUSION

iN&Di Inclusion & diversité

Programme de sensibilisation intersectoriel



iN&Di: a guide to foster inclusion and diversity

The Institute of Challenges published iN&Di – Inclusion & Diversity, a practical guide derived from its awareness-raising programme on inclusion and diversity.

➔ Designed both as a reflection on the awareness process conducted with students and teams, and as a resource for anyone wishing to promote inclusion in their own environment, the guide goes beyond strategic considerations. It offers concrete, actionable advice to help organisations and educational institutions become spaces where everyone can thrive.

Building a culture of accessibility

Accessibility is a core commitment of the Learning Planet Institute, which, with the support of its MakerLab, actively fosters a genuine culture of accessibility. This approach has led to the development of projects and prototypes that combine frugal innovation with a strong maker and hacker mindset.

➔ In 2025, two new initiatives emerged from the MakerLab: "À portée de scène", a project dedicated to improving accessibility at music festivals, tested in particular at the Hellfest festival; the FORVIA Disability Hackathon, designed to imagine practical tools that support people with disabilities in their daily lives. These initiatives are fully aligned with the MakerLab's mission, as accessibility is embedded within the Institute's fundamental values of diversity and inclusion.



KEY FIGURES 2024/25

➔ **3,735 CHILDREN BENEFITING** from the Institute's educational programmes

415 TEACHERS AND EDUCATORS TRAINED in active learning approaches

28 MENTORS MOBILISED, including researchers and professionals from partner organisations

104 YOUTH-LED PROJECTS DELIVERED in collaboration with young people



Through the Learning Planet Youth Design Challenge finalist training programme, I was able to develop my dream learning programme, addressing the key issues I was facing with my awareness campaign, creating an actionable programme for youth to address disability inclusion on a community scale. Upon becoming a finalist, I was given the incredible opportunity to attend the launch of the next edition of the challenge in New York. This opportunity not only allowed me to raise awareness about my own project, but also to create invaluable connections with others who share my passion for leading youth to create change.

SHERAYA AMARASEKARA, Learning Planet Youth Design Challenge Finalist 2024-25



INTERNATIONAL ALLIANCE



Record participation in the Learning Planet Youth Design Challenge

Nearly 300 projects were submitted during the last edition of the programme.

➔ Launched in September 2024 during the United Nations General Assembly in New York, the 2024–2025 edition of the Learning Planet Youth Design Challenge brought together a global community of 1,062 young participants, aged 15 to 26, from 105 countries – a 392% increase compared with 2023. They all addressed a shared challenge: rethinking education through innovative learning programmes. The 12 selected projects benefited from tailored mentoring, masterclasses and practical tools to further develop their initiatives. Two special prizes were awarded – USD 1,000 and USD 500 respectively – recognising the originality and potential impact of the winning projects.

Highlighting learning ecosystems

An initiative led by the Institute highlights new models of learning ecosystems adapted to countries in the Global South.

➔ How can the well-being of children facing adversity be placed at the centre of high-quality education models? Inspiring large-scale solutions are emerging across Africa, Latin America and South Asia. As part of the Learning Ecosystems in the Global South initiative – which led to a first report in 2023 – Institute teams facilitated, in 2024–2025, a community of practice bringing together 10 exemplary learning ecosystems across 9 countries. This work enabled the sharing of expertise and the creation of an open research framework, enriched by dozens of interviews, case studies and AI-supported analysis.



I leave the programme feeling more confident in my ability to design and facilitate meaningful learning experiences, and more inspired by how small ideas, when nurtured with the right support, can evolve into impactful, sustainable initiatives.

ARPITA BHANSALI,
Learning Planet Youth Design Challenge
Finalist 2024-25



Peaceful Futures: educating a generation of peacebuilders

How the preparatory work and early 2025 sessions led, in the autumn, to the publication of the "Atlas of Peaceful Futures Practices".

➔ During the LearningPlanet Festival 2025, two flagship sessions entitled "In the MOOD for Peaceful Futures" explored how concrete initiatives can contribute to building peaceful societies. Organised in close collaboration with Global Education Futures, these sessions brought together experts from around the world. This collective process continued between June and September with the development of the "Atlas of Peaceful Futures Practices" – a dynamic and open repository of local transformative practices that foster positive peace across communities, economies and systems of governance.

Foresight: what roles for educators in 2045?

Five workshops were co-organised by the Institute over the past year to imagine these new roles in 20 year's time.

➔ In a rapidly changing world, what will it mean to be an educator tomorrow? To explore this question, the Learning Planet Institute partnered in December 2024 with KnowledgeWorks, Rethinking Assessment and Salzburg Global to design an interactive workshop entitled "Educators' Roles for New Approaches to Learning". Four additional online workshops were co-organised between April and July 2025, engaging around 100 participants in imagining the roles educators may play in 2045, using design thinking and foresight methodologies adapted to their respective contexts.

LearningPlanet Festival: a widely acclaimed 6th edition

The 6th LearningPlanet Festival, a global celebration of lifelong learning, took place from 23 to 25 January 2025 and was met with strong international engagement.

➔ While youth engagement was the central theme, the 2025 edition also addressed a wide range of topics, including artificial intelligence in education, education for peace and the development of eco-citizenship. More than 600 events, organised by over 450 partners, brought together 80,000 participants worldwide. In France in particular, initiatives held from Biovallée to Brest, as well as in Nouvelle-Aquitaine, Clermont-Ferrand, Lyon, Paris and Saint-Étienne, helped anchor the Festival in the diversity of local contexts and realities.

RESEARCH & DEVELOPMENT



R&D Unplugged: the recipe for success

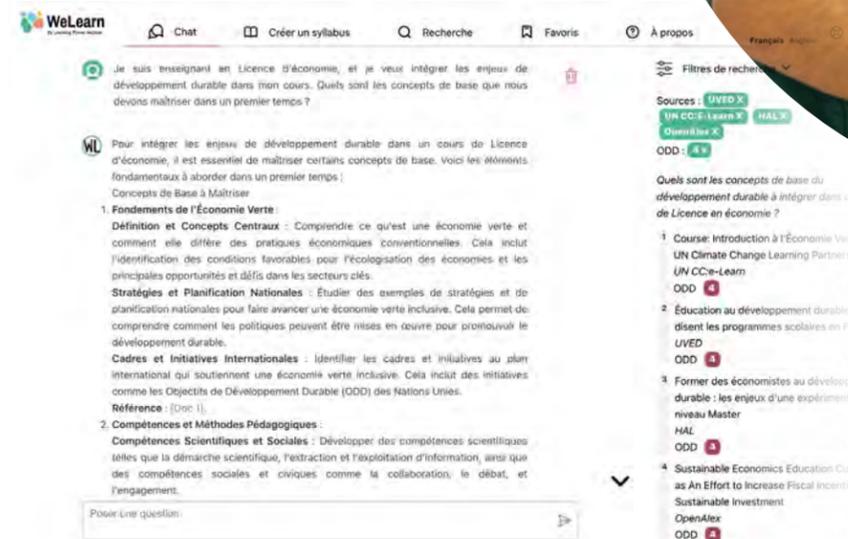
With its monthly R&D Unplugged sessions and the associated podcast, the Learning Planet Institute has developed an original hybrid format designed to bridge the gap between research and society.

➔ With around fifteen episodes already produced, the series aims to foster a better understanding of how research can inform and transform our world. During the 2024–2025 academic year, discussions explored themes such as research as a mindset and a method, the need for critical and interdisciplinary thinking, and the inherently collective nature of research. Sessions are held both on campus and online, ensuring accessibility and encouraging a diversity of perspectives. The podcast format allows insights to be shared widely, extending the impact beyond live audiences.

AI at the heart of research workshops

Artificial intelligence (AI) continued to play a central role in workshops organised by the Learning Transitions Research Unit (UR LT), with themes including “AI for collective intelligence” (December 2024) and “AI and self-governance” (April 2025).

➔ Throughout the year, both the challenges posed by AI in learning contexts and the opportunities it offers provided rich ground for discussion within the Institute’s research workshops. In December 2024, experts from around the world explored the question: “How can AI and humans collaborate to transform learning and education?”. Later in the year, in April 2025, a workshop focused on “AI and governance”, examining in particular the challenges of implementing AI within small-scale democratic settings.



Chat interface of WeLearn platform

WeLearn: a key contributor to the TEDS project

The Learning Planet Institute successfully completed the first year of the TEDS project, powered by its AI platform WeLearn.

➔ Supported by France 2030 with funding of €8 million, co-developed with UVED¹, and integrated within CY Cergy Paris University, the TEDS² project aims to train large numbers of students and educators in ecological transition. During its first year, the WeLearn platform played a key role by providing access to 661,000 open resources related to the Sustainable Development Goals (SDGs), drawn from over 16 million open documents, including scientific articles, expert reports, science communication content and educational resources.

1-Université Virtuelle Environnement et Développement durable (Virtual University for Environment and Sustainable Development)

2-Transition Écologique pour un Développement Soutenable (Ecological Transition for Sustainable Development)



Can AI support team dynamics and well-being?

While project-based learning is widely recognised for its effectiveness, organising teams in practice remains a challenge. This issue lies at the heart of research conducted by the Interaction Data Lab within the Yoma project, which explores the potential of AI to support team formation.

➔ Launched with the support of UNICEF, Yoma aims to tackle youth unemployment in Africa through real-world challenges. In collaboration with the Artificial Intelligence Research Institute of the Spanish National Research Council (IIIA-CSIC), researchers are studying how AI-driven team composition – considering factors such as skills diversity and gender balance – can influence participant experience, collaboration quality and outcomes.

KEY FIGURES 2024/25

- ➔ 35 RESEARCHERS
- ➔ 27 PROJECTS
- ➔ 66 PARTNER LABORATORIES
- ➔ 29 PUBLICATIONS

DIGITAL TOOLS



Ikigai+: finding one's path in service of the common good

With a new platform, facilitator training and university-level implementation, the Ikigai+ project reached a new phase of development.

➔ Since 2017, the Learning Planet Institute has facilitated over 300 workshops based on the Ikigai methodology, supported by the Ikigai+ pedagogy and mobile application. By 2026, the project aims to help 100,000 people identify their purpose and create meaningful impact.

During the 2024–2025 academic year, the Ikigai+ web platform was launched, alongside the publication of a streamlined version enabling rapid deployment in classroom settings. The facilitator training programme was strengthened to equip practitioners with the skills needed to adapt Ikigai+ to diverse contexts. Ikigai+ has also been integrated into In the MOOD for Climate Action and is currently being rolled out across several programmes at CY Cergy Paris University.

Projects: enabling the emergence of learning communities

With a redesigned interface, AI conversational assistants under testing and new large-scale initiatives, Projects continued to evolve in 2024–2025.

➔ Designed to support large-scale project-based learning and interdisciplinary collaboration, Projects enables educational institutions, research communities and learning organisations to share and develop projects collaboratively. A new interface was introduced in mid-2025 to enhance navigation, featuring a side menu and expanded functionality. AI-powered conversational assistants are currently being tested with 2,000 users at CY Cergy Paris University.

Among the year's major milestones, a €640,000 grant from the Île-de-France Region will enable Projects to be adapted for the bioconvergence research community within the BioConvS project, in partnership with Sorbonne University, representing a potential user base of 8,000 researchers. Projects also serves as the foundation for a new Erasmus+ project, ProVEST, which aims to support Europe's sustainable transition by adapting vocational education and training to contemporary challenges.



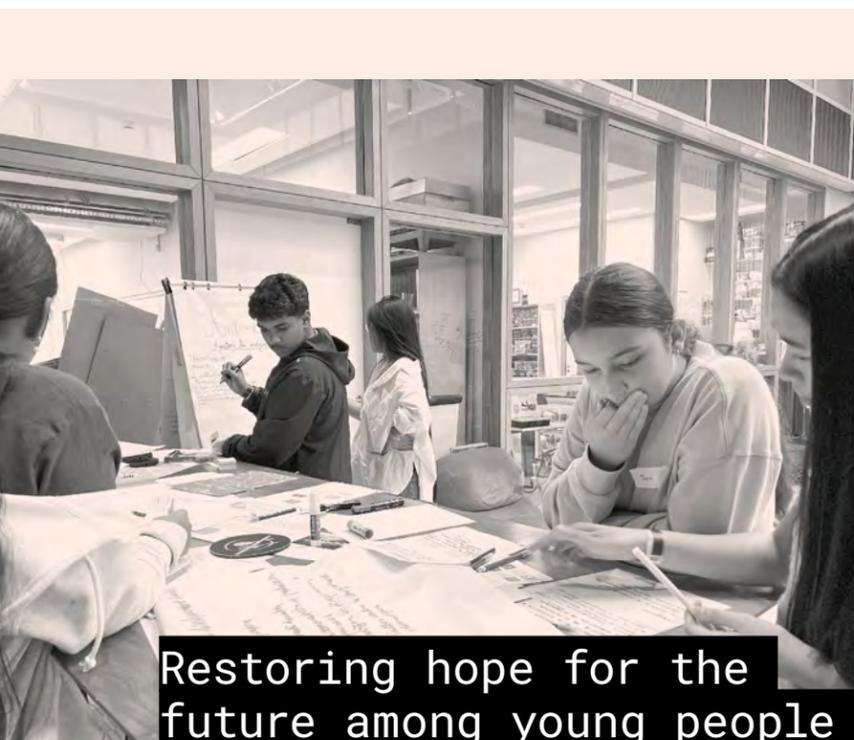
At LP Studios, sustainability meets content creation



Through LP Studios, its audiovisual unit, the Learning Planet Institute places content creation at the service of a sustainable future.

➔ From event capture and podcast recording to documentary production, LP Studios offers end-to-end services, from ideation through to post-production, across a wide range of formats. In 2024–2025, the studio team delivered six live event broadcasts, produced a series of testimonial videos for the LISA programme, and created a documentary report on a school-based creathon as part of the Bâisseurs de Possibles initiative. By combining strong technical expertise with innovative pedagogical know-how, LP Studios contributes to knowledge dissemination, the development of learning societies and the promotion of sustainable development.

CONSULTING



Restoring hope for the future among young people in Grigny

Facing significant educational and social challenges, the city of Grigny (Essonne, France) has been working with the Learning Planet Institute since 2023 to innovate learning approaches and strengthen young people's agency, citizenship and engagement around sustainable development issues. This transformation initiative is carried out in close partnership with all local stakeholders, ensuring a systemic and collaborative approach.

Supporting early childhood development

➔ The "Early Childhood" project aims to secure the transition from childcare to school for children under the age of three by creating a continuous learning pathway. Its objective is to support children's transition, early development and language acquisition before they enter nursery school. Co-designed with municipal services, the Institute is piloting this approach while training early childhood professionals through workshops and webinars.

Nourishing reflection among education stakeholders

➔ On 12 May 2025, the Learning Planet Institute hosted a full day of dialogue and exchange dedicated to learning practices, bringing together actors from the Grigny Educational City initiative, municipal teams and Institute staff. The event encouraged reflection on new learning models in priority education areas, with a strong focus on sharing experiments between sociologists, researchers, educators and local government professionals. It also raised awareness among teachers and trainers from the French national education system about the Grigny project.

Enhancing the training of youth facilitators

➔ Convinced of the importance of supporting young people through civic projects, the city of Grigny asked the Learning Planet Institute to co-design and implement an innovative programme for youth workers in the city's extracurricular sector. Based on the FIDS¹ – Design for Change methodology (Bâtisseurs de Possibles), the Institute trained a team of facilitators to become internal ambassadors of the approach. The programme culminated in the delivery of a concrete youth-led project during the autumn 2024 school holidays.

1-Feel, Imagine, Do, Share



Empowering organisations to act

Three concrete examples

From large corporations to SMEs, public institutions and non-profit organisations, a wide range of actors benefit from the Institute's hybrid advisory and support methodologies, designed to strengthen organisational adaptability in the face of ongoing transitions. In 2024–2025:

- ➔ The Normandy agricultural education system partnered with the Institute to integrate young people's voices into its governance structures.
- ➔ The National Solidarity Fund for Autonomy (Caisse Nationale de Solidarité pour l'Autonomie) worked with the Institute to support its Laboratory for Tomorrow's Solutions, co-constructing tools to help modernise residential care homes for older adults.
- ➔ The Institute also supported Expertise France as part of the Africa–Europe Youth Academy programme, contributing to a call for projects, the co-design of a training curriculum and the production of a knowledge capitalisation report on collective intelligence practices.

Learning Mornings: a growing success

The innovative Learning Mornings format, launched the previous year, continued to gain momentum in 2024–2025.

➔ Held on the third Thursday of each month, these sessions create a space for dialogue with ecosystem partners while fostering a sense of community around transition-related challenges. Highlights from the second season included sessions on "Learning organisations: an ethical and political imperative" (October 2024) and "Teaching AI ethics in higher education" (January 2025).



KEY FIGURES 2024/25

6 ADVISORY MISSIONS

11 INTERVENTIONS, LEARNING EXPERIENCES AND SEMINARS

100 PARTICIPANTS IN LEARNING MORNINGS

FINANCIALS STATEMENTS 2024/25



These financial data are derived from a combined analysis of the audited accounts of the Learning Planet Institute association and the valuation of Université Paris Cité's contributions within the Frontiers of Life and Learning university department and Joint Research Unit (UMR) 1284.

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

SPENDING : 11,7 M€

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

RESOURCES BY NATURE : 11,8 M€

Publics subsidies	5,0 M€
Donations & Sponsors*	5,3 M€
Internal funds	1,5 M€

**including donations, sponsors, financial contributions and private grants*

RESOURCES BY HUB : 11,8 M€

R&D	2,7 M€
Education	5,8 M€
Transformation of Organisations	0,4 M€
International Alliance	0,9 M€
Digital Ecosystems	0,9 M€
Campus	1,1 M€

OUR PARTNERS



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

(Rethinking our futures together – UNESCO, 2022)

HOW TO SUPPORT US



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

Educators need to collaborate with students to help bridge that gap. The Learning Planet Institute is a leading player in the world of academia and social entrepreneurship, grounded in interdisciplinarity to help people, collectives, and organisations build a learning society for a more sustainable world.

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

2,000 alumni supported in developing non-conventional projects

150 students each year, including 58% international students

35 researchers and 30 ongoing research projects

3,700 children benefiting each year from the Institute's programmes

Support us if you care about:

- ➔ **RESHAPING EDUCATION**
- ➔ **CULTIVATING FORMATIVE MINDS EAGER TO MAKE A DIFFERENCE**
- ➔ **HELPING IMPROVE OUTCOMES FOR THOSE SUFFERING FROM MENTAL-HEALTH ISSUES AND HANDICAPS**

We are a non-profit organisation serving the public interest and authorised to receive tax-deductible donations in France.

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

Are you interested in getting involved in our mission at the Learning Planet Institute?

Great, we can't wait to hear from you!



➔ Our philanthropic networks

- ASSOCIATION FRANÇAISE DES FUNDRAISERS
- CENTRE FRANÇAIS DES FONDS ET FONDATIONS
- IMPACT EUROPE
- PHILEA

Thank you to our partners who believe in us

➔ Historical patron

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



➔ Historical partners

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



➔ Academic and research partners

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



➔ Project partners

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

- AIME
- APPRENTIS D'AUTEUIL
- ARIZONA STATE UNIVERSITY
- BRITISH COUNCIL
- CAMBRIDGE PARTNERSHIP FOR EDUCATION
- CATALYST NOW
- CENTRALE SUPÉLEC
- CENTRE NATIONAL DE LA RECHERCHE SCIENTIFIQUE (CNRS)
- CHILD MIND INSTITUTE
- CITÉ ÉDUCATIVE DE GRIGNY
- COLLÈGE IQBAL MASIH
- COLLÈGE MIRIAM MAKEBA
- CONSORTIUM CRISALID
- CONSTRUCTOR UNIVERSITY BREMEN
- DESIGN FOR CHANGE
- ÉCOLE SUGER
- EUROPEAN CITIZEN SCIENCE ASSOCIATION
- FONDATION UVED
- GLOBAL EDUCATION FUTURES
- GLOBAL EDUCATION LEADERS PARTNERSHIP (GELP)
- HÔPITAL ROBERT-DEBRÉ AP-HP
- HUNDRED
- IFÉA
- IGEN FOUNDATION
- MAISON DE L'APPRENDRE
- MASTERPEACE
- MISSION LAÏQUE FRANÇAISE
- NOKIA BELL LABS
- SALZBURG GLOBAL
- SCIENCESPO PARIS
- SORBONNE UNIVERSITE
- TAAP FOUNDATION
- TEACH FOR ALL
- UNIVERSITÉ CATHOLIQUE DE LILLE
- UNIVERSITÉ DE GENÈVE
- UNIVERSITÉ DE STRASBOURG
- UNIVERSITY COLLEGE LONDON
- VARKEY FOUNDATION
- VILLE DE GRIGNY

➔ Clients

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

- AGENCE FRANÇAISE DE DÉVELOPPEMENT
- APPRENTIS D'AUTEUIL
- ARTE EDUC
- ATELIER DU LASER
- BPI FRANCE
- CAISSE DES DÉPÔTS
- CAISSE NATIONALE DE SOLIDARITÉ POUR L'AUTONOMIE (CNSA)
- CENTRE INFFO
- CFF & INSTITUT DE RECHERCHE POUR LE DÉVELOPPEMENT
- CFF & ROTHSCHILD
- CITECO
- CRÉDIT AGRICOLE
- DÉPARTEMENT DU VAL D'OISE
- DÉPARTEMENT DU VAL DE MARNE
- ESSEC
- EUROPEAN CLIMATE FOUNDATION
- EXPERTISE FRANCE
- FRANCE VOLONTAIRES
- FRIENDSHIP
- INSTITUT DE RECHERCHE POUR LE DÉVELOPPEMENT (IRD)
- JUMP
- MAKESENSE
- MINISTÈRE FRANÇAIS DE L'EUROPE ET DES AFFAIRES ÉTRANGÈRES
- NATURAPÔLE
- NICOLE FOUNDATION
- PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR
- PSBL
- RÉGION BRETAGNE
- RÉGION NORMANDIE
- ROTHSCHILD

➔ Labels

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

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