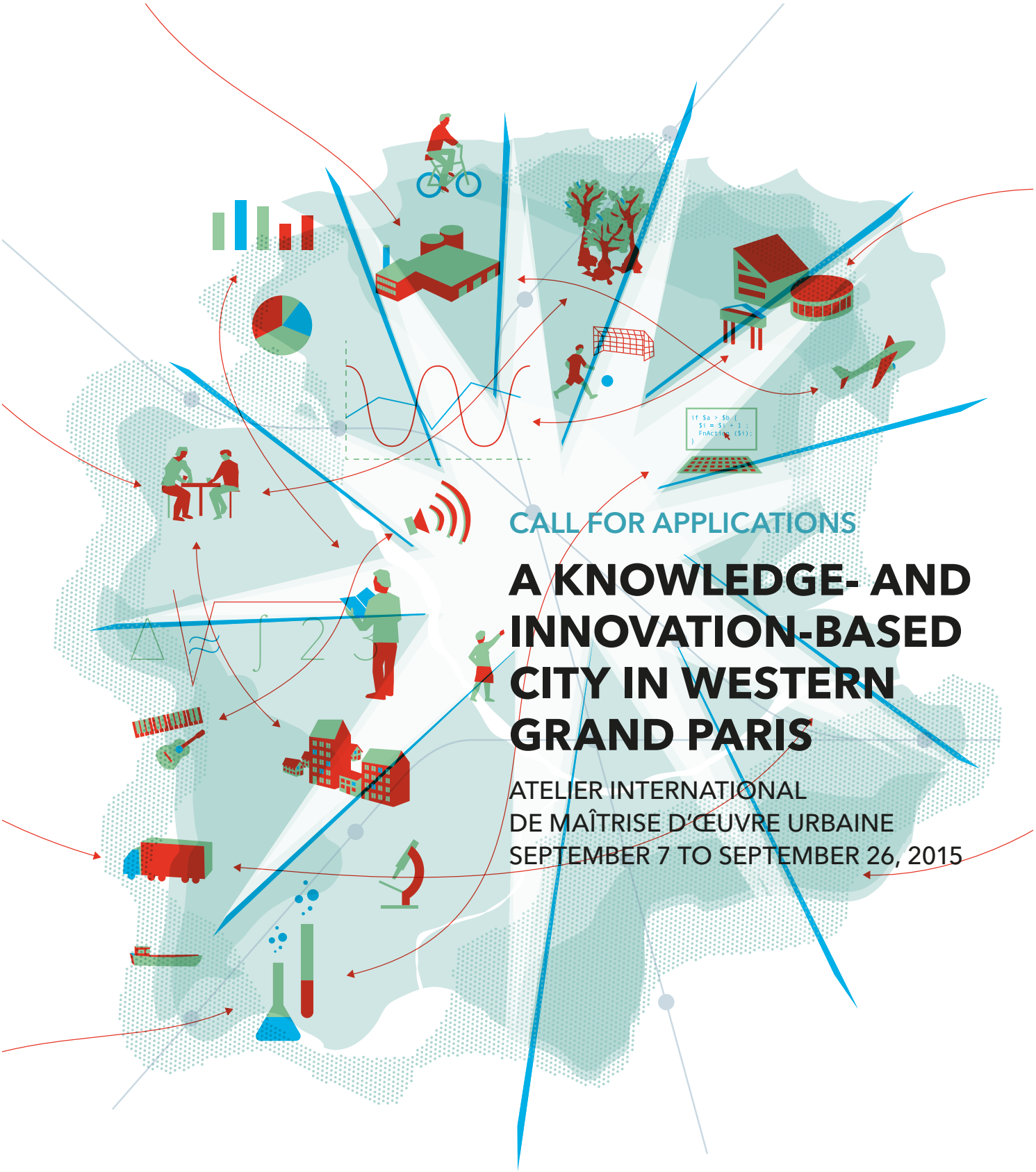

CALL FOR APPLICATIONS

# A KNOWLEDGE- AND INNOVATION-BASED CITY IN WESTERN GRAND PARIS

ATELIER INTERNATIONAL
DE MAÎTRISE D'ŒUVRE URBAINE
SEPTEMBER 7 TO SEPTEMBER 26, 2015

les ateliers
maîtrise d'œuvre urbaine

aftrp
la ville en perspective

CERGY-PONTOISE
l'agglomération

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# A KNOWLEDGE- AND INNOVATION-BASED CITY IN WESTERN GRAND PARIS

ATELIER INTERNATIONAL
DE MAÎTRISE D'ŒUVRE URBAINE
SEPTEMBER 7 TO SEPTEMBER 26, 2015

## Preamble

This workshop is interested in analyzing knowledge and innovation-based territories and the virtuous relationships that can be created between economic development, academic and research activities and regional development. What role do these first two play in the development of a territory? How can a virtuous equilibrium be achieved? Based on the existence of such a triptych, how can we take advantage of local opportunities to build a regional project focused on knowledge and innovation? What new methods of studying, teaching, working, producing, and living can we invent in a territory? What spatial and architectural translations can create these new practices?

The proposed study area is that of the Geater West of the Paris Metropolis, from Cergy-Pontoise to Versailles. Cergy-Pontoise and the "Confluence" area will be used as the gravitational center and application site. Located along the Seine-Aval axis, it extends from the financial district of La Défense to Mantois (the region south of the city of Mante-La-Jolie). The density of the economic fabric, the multitude of university stakeholders and leaders of numerous development projects present in the region, and the strategic placement between Paris and western Île-de-France (along the axis of Paris' Seine River to Le Havre) come together to make this a prime territory for the expression of creativity and innovation.

In September 2015, during three weeks in Cergy-Pontoise, the workshop will regroup students who are at the end of their studies and young professionals from around the world, coming from every discipline connected to urban and territorial transformation: urban planning, architecture, landscaping, engineering, sociology, economics, history, geography, the arts... Working in teams, they will create strategy and action proposals to territorialize new areas of exchange, innovation, and knowledge diffusion.

The 2015 workshop is built on experiences lead in the Île-de-France region, in France and elsewhere, and welcomes a coming together of innovation stakeholders who wish to participate in the process at the center of this project. It proposes a localized application site; and even though each strategy depends on territorial specifications, Les Ateliers wishes to nourish the debate on an issue that is relevant in numerous other locations in the Île-de-France region.

**The workshop participants will begin by investigating:**

› The opportunities for the territory to become a place knowledge- and innovation-based
› The role of university stakeholders in current regional development
› The evolution of the traditional campus model and of the services associated to it
› The existing possibilities to reinforce the porousness between the worlds of education and research with those of production and value creation
› Students', researchers', teachers' and economic stakeholders' new expectations vis-à-vis the territory where they live/study/work

Participants will produce strategic and long term proposals, but also more operational action plans which can be easily used by local actors and implemented within shorter timeframes.

# Higher Learning and Innovation: Between Territorial Rooting, Openness to the World, and Virtualization

## Île-de-France and western Grand Paris, knowledge-based territories

The Île-de-France region, a conglomeration of close to 12 million inhabitants over 12,000km² representing 30% of the nation's GDP, constitutes the main concentration of higher learning and research institutions in France. It hosts more than 650,000 students, amassing a quarter of all students, a third of all research professors and 40% of all research laboratories in the country.

Today, a redefining of the role of higher learning and research has been placed at the heart of local and regional politics, aligned with the restructuring of the university system around eight research and higher education clusters (called COMUEs). The Plateau de Saclay is in the works, bolstered by a major land development project, as a center of scientific excellence. The Cité Descartes in Marne-la-Vallée along with Créteil University define themselves as a cluster about the "sustainable city", while Évry Centre Essonne links its image to the "Génopôle". New centers and centralities are being founded through the regrouping of existing institutions such as the Condorcet Campus in Aubervilliers. Local institutions in Paris have also been reorganized into four COMUEs. This new university mapping places the relationship between the economic sector and institutions of higher learning - via research, innovation, entrepreneurship, permanent instruction – at the forefront and integrates key questions of transportation, housing, culture and in more general terms the facilities or offered services for professors, researchers, and students.

In this territory in western Île-de-France, a community of universities -and academic institutions stakeholders- of higher learning have recently established the Université Paris Seine. It is comprised of 35,000 students, of which 27,000 are in Cergy-Pontoise, and unites a dozen institutions. The Université Paris Seine sets as its objective a cooperation between academic and research institutions with the socio-economic milieu, promoting "rupture" innovations in both technology and service. Consequently, it prioritizes three key points: innovation, entrepreneurship, and creativity. The Université Paris Seine also heads the project of creating a new international campus near Cergy-Pontoise. It is conceived as a residential area for students and researchers which would also provide new services. The role this project can play in the territory's innovation and attractiveness will be one of the essential elements of consideration for the 2015 workshop.

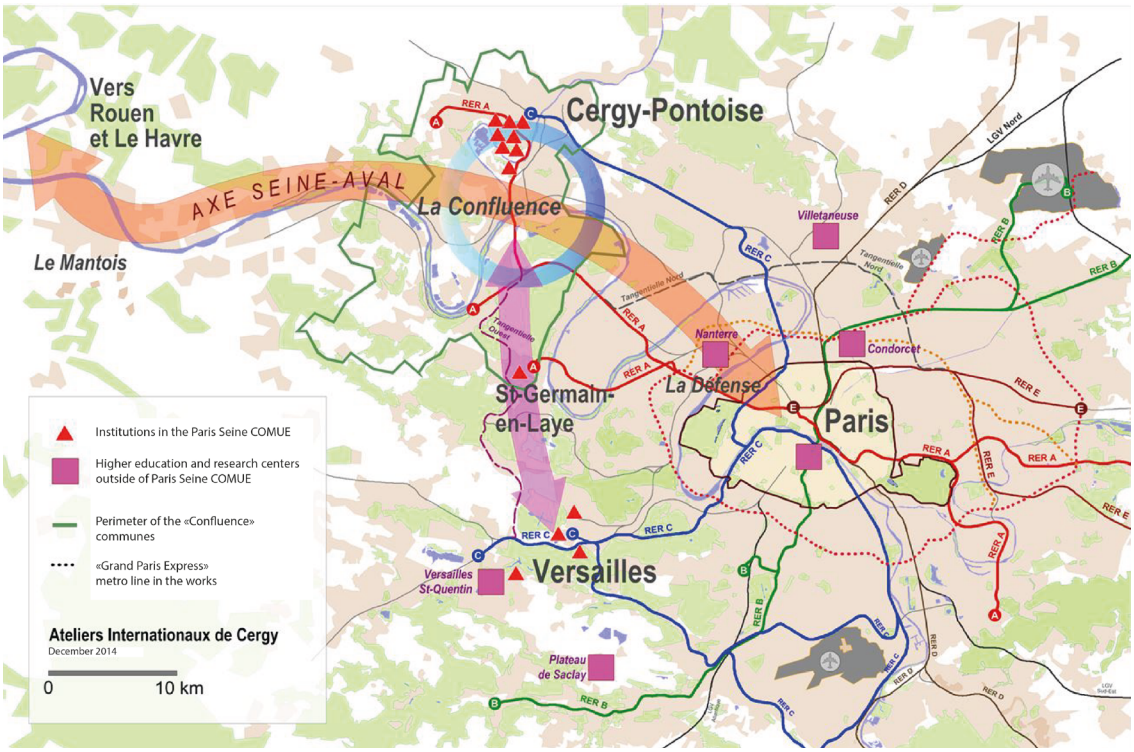
**Questions for the workshop:**

› What is an "international campus" today?
› What could be the territorial positioning of some new places for students to work/live/have leisure activities in Cergy-Pontoise and what could be their identity? How could it be strengthened?
› What would be the spatial organization of such places within the territory of Cergy-Pontoise and what image would they have?
› How will it integrate to the existent city and articulate with the other universities, schools and campuses in the area?

## Higher learning and research institutions face new challenges

The "Grand Paris" project, planned for 2016 and that aims to create a Grand Paris metropolis through regrouping Paris with three departments in the Inner Ring, the Île-de-France region and the majority of territories within it integrate into their territorial development strategies the dimension of knowledge and innovation by relying on concepts of "clusters" and competitiveness centers, on public and private institutions of higher learning and research, and on the strong relationships that can be developed between different stakeholders, such as local communities and businesses.

The significant presence of university stakeholders in the territory is a solid advantage in encouraging a strong territorial development dynamic. Beyond just the understanding of their relationship with the places where they are installed, academic and research stakeholders are now confronted by new challenges.




Source: Ateliers de Cergy

It is necessary for these institutions to be on the one hand partners, even instigators, of transformation and change under the context of globalization. And on the other hand, they must confront the virtualization of education and the growing importance of new technologies in student and academic lifestyles. The development of new digital technologies, communication, and globalization in all their forms are in this respect as much challenges as opportunities for higher learning: reduction of physical locations for virtual access to knowledge, convergence of understanding and initiatives, new fields of collective creativity, visibility, and international diffusion are many of the questions being asked.

These institutions must also respond to the new expectations of students and researchers, to be ever more open to the world while meeting the need for developing a professionalized service for equal access to employment or improved living conditions for students. The Minister of Higher Learning and Research also affirmed that research and innovation must provide a better response to the "major scientific, technological, economic, and social challenges of the decades to come."

Integrating into their development strategies the evolution of the relationship between students and physical campuses, universities from many countries (Finland, Switzerland, United States, South Korea...) have put into place plans to transform their campuses, their ways of teaching and their approaches to research. These strategies aim to expand academic influence through performances in research and innovation and relationships with the economic sector and local society, using a double logic that combines international appeal with adaptation to local needs. In this same way, global metropolises associate more closely in their territorial strategies the spheres of politics, education, economy, society, culture, and art in the face of regional, national, and even international competition.

**Questions for the workshop:**

› How can methods of teaching, apprenticeship, and training be developed through new technologies to make knowledge also accessible to residents of the territory hosting these higher learning and research institutions?
› What would a city of knowledge be like, how would it function, how would it look?
› How can these newly generated spatial configurations better integrate the creativity of students and professionals?

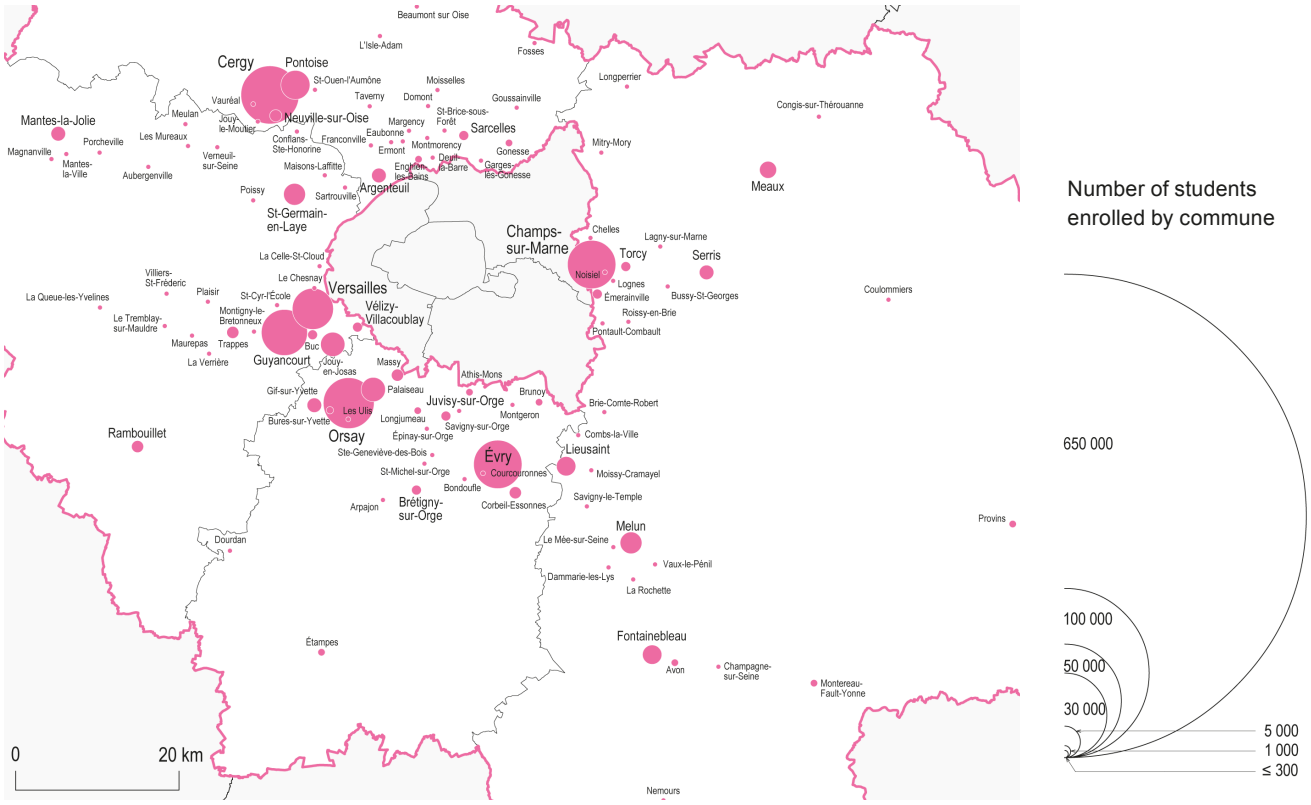
## What kind of relationships between higher learning stakeholders and their territory?

Universities find themselves competing not only globally but also nationally and regionally in terms of the knowledge economy. Quality of education and laboratories, reputation, even prestige and appearance in certain networks and scientific communities, are criteria which influence the choices made by students, professors, and researchers. But beyond that, the city where they will reside - its environment and urban facilities - is also an important criterion for this major decision. Considering all these elements, the workshop is an opportunity to question and imagine a new campus model and new ways for students to learn and live the university experience.

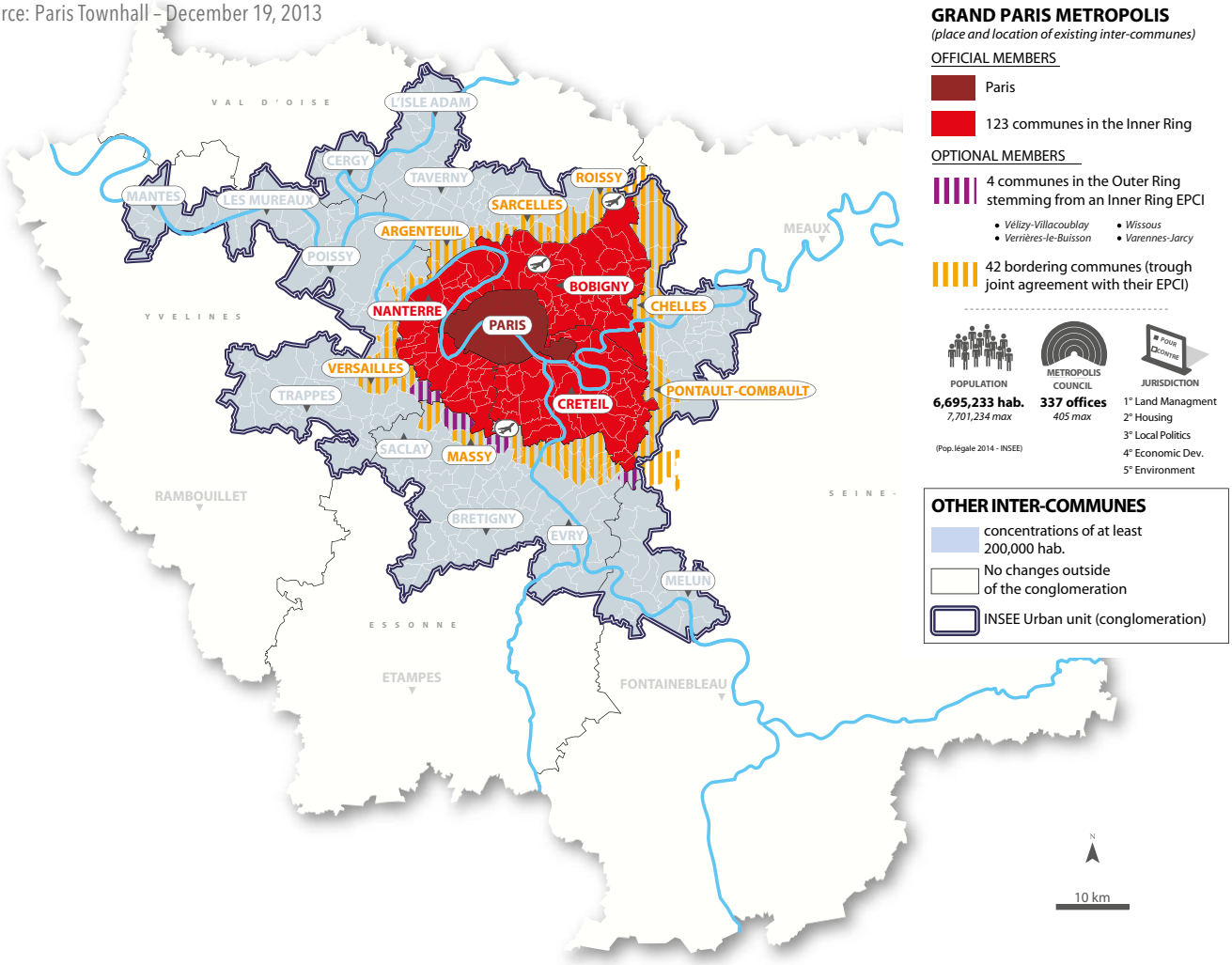
In rankings established by the magazine L'Étudiant in 2013-2014 for "Best University Cities,"[1] Paris and the universities of Île-de-France found themselves, against all odds, lagging far behind Grenoble, Toulouse and Nantes. Difficulties in accessing housing and a lower quality of life in Paris were partially responsible

1 – Established rankings based on criteria of training, student life, quality of life, employment – www.letudiant.fr

**Headcount of the students enrolled in higher education in 2012-2013 – Île-de-France Outer Ring**
Source: 2012-2013 Regional Atlas by the Minister of Higher Learning and Research



Metropolis Facts – New inter-communal landscape in Île-de-France – January 1, 2016
Source: Paris Townhall – December 19, 2013




for these poor results and demonstrate the importance of these elements in the perception by students of their educational environment. Teaching methods are also in transition and carry weight in the choices made by students concerning their academic institutions: reception of students, diffusion of knowledge, and exchanges between researchers thus seem to demand a rethinking of the spatial organization of "campuses" as much in relation to the immediate environment as with those at a distance, while allowing for informality, exchanges, the unexpected and cultural shocks.

"As with abbeys in the time of Gutenberg, universities in their current form are going to disappear," Gilles Babinet (France's Digital Manager in the European Commission) recently affirmed in an interview given to the newspaper Le Monde. With the rapid development of online courses (MOOCs), is his prediction becoming reality? Or will universities be pushed to invent a new way of existing in the territory, different from the traditional organization of a "campus"?

It can be noted, however, that despite the virtualization of some courses, the attachment to a physical higher learning territory and activities linked to innovation strengthen certain aspects, including a digital component (creation of a Fablabs or virtual reality studios open to students, entrepreneurs, and citizens). The development of distance learning does not automatically put into question the necessity for a physical institution nor the need for face-to-face meetings between researchers, industries, students, etc. A renewed appetite has been shown in students wishing to work collectively and in collaboration, which can be seen through the significant increase in activity in university libraries or shared "third places" with users from outside of the university sphere.

### Questions for the workshop:

› Taking into account the progress of virtualization and the proliferation of hybrid spaces of exchange, at times physical and virtual, what will be the kinds of knowledge and creativity that will still need to be rooted in a specific place tomorrow?

› How can the porousness between institutions of higher learning and their immediate territory be reinforced, notably in terms of:

  › Economic Development: How can innovation and the transfer of technology be promoted?

  › Human Development: How can apprenticeship, continued education be encouraged? How can these institutions be transformed into levers of equal opportunity for the territory's residents?

  › Territorial Activities: What cultural, sport, recreational offerings, urban facilities, and student services (housing, restaurants, libraries, media centers) could be developed and how could they be made accessible to the whole population?

› What type of organizational models for university stakeholders should be made in regards to the city: What is the current pertinence of a campus? Is it necessary to conceive regrouped-but-open, closed, or dispersed campuses in a city? Or are there other possible forms of organization?

› What type of schedules can be organized to correspond with the lifestyle patterns of students and professors (study, work, vacations...) and to eliminate the deserting effect during academic holidays?

# How can the economic and higher learning stakeholders foster innovation, creativity and value creation?

## Competitive centers, clusters, and other places for innovation

Questions concerning places of higher learning, research, apprenticeship and the new challenges they are facing cannot be disassociated from the relation between these institutions and the private actors present in a territory. The workshop wants to address the question of the links between these locations of learning and research with those of value creation and economic dynamics. It is a question here of focusing on constructing or reenforcing synergies between different public and private actors, those of the territory in which they are located and the local civil society, and which reinforce the territory's appeal and competitiveness at local, regional, national, and international levels. Today this attractiveness occurs mainly through the capacity of a territory and its residing stakeholders to be "innovative." Despite the difficulty of defining this term (due to the numerous definitions that can be used), the idea held here is one of "innovation" as the introduction of a practice, a way of thinking, of producing and creating in a new way, which separates itself from its predecessors through its originality and the rupture which it generates, allowing it to distinguish itself in regards to the practices that existed before.

Île-de-France is a territory that possesses many advantages in terms of innovation, and is the primary region in Europe for investments in research and development. Among the competitiveness centers created in 2004 to support innovation, eight have their headquarters in Île-de-France working in sectors as diverse as sustainable cities and mobility, engineering, aeronautics, chemistry, new digital and communication technologies, biotechnology, medicine, and even cosmetic products. These competitiveness centers bring together "in a well-recognized territory and through targeted themes, businesses - big and small, research laboratories, and training institutions" in close association with local officials, to support innovation, encourage the development of crossover projects between researchers, private actors, and public officials, and to encourage the economic development of businesses implicated in the territory.

Another term that is often repeated today in the field of economic development is that of "cluster." Every major global metropolis is trying to develop them in order to position themselves at national and international levels. These clusters can be thought of as ecosystems founded on the meeting between research, education, and value production, allowing the territories who develop them to become global references in one field or another. For workshop participants, it will be fundamental, without necessarily going to point of producing a new cluster in western Grand Paris, to investigate the specifics of the northwest territory of Grand Paris and its potential.

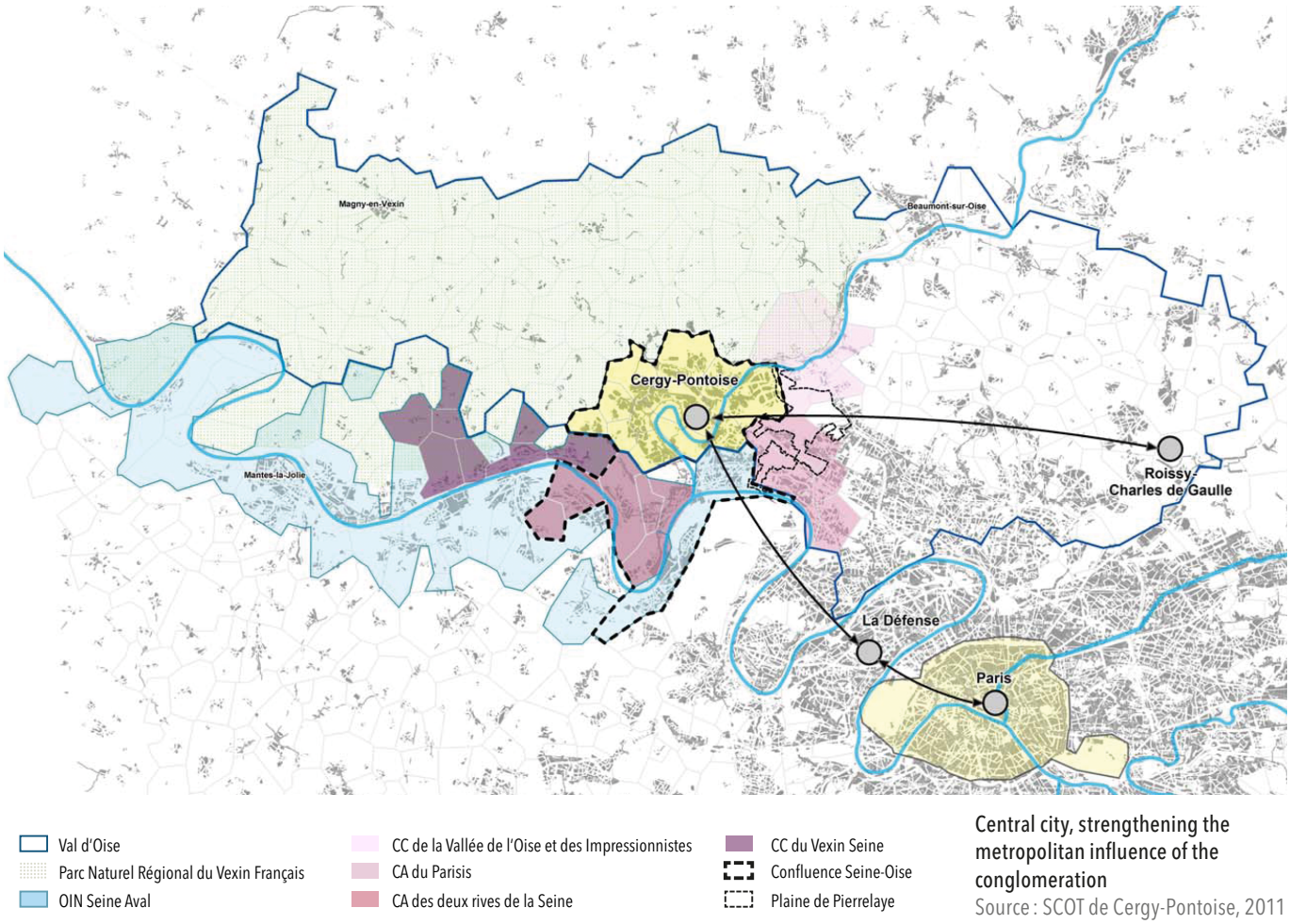
**Questions for the workshop:**

› How can the territory's economic and university stakeholders promote innovation, creativity, and value creation?
› How can fields of academic excellence be put in relation with businesses in the territory of the Grand Ouest?
› How can this territory be made an example, constructing a strong image at national and international levels?
› What relationships need to be constructed/reinforced with the other major economic and scientific centers of Grand Paris?
› Is the concept of a cluster pertinent to this territory?

## What urban forms and new uses need to be invented for the city?

In Île-de-France, the Communauté d'Agglomération de Cergy-Pontoise was founded around the planned community of the same name. It represents a territory of 385,000 residents with a concentration of more than 20,000 students and 150,000 employees and has proven itself as a significant entrepreneurial community in the northwest of Grand Paris. It already brings together millions of businesses from the very small to huge multinationals, of which there are

Example of the Waag FabLab in Amsterdam




**Central city, strengthening the metropolitan influence of the conglomeration**
Source : SCOT de Cergy-Pontoise, 2011

numerous innovative businesses and ten research and development centers of major corporations aimed at eco-mobility, aeronautics, defense, cosmetics, health, and logistics. Its dynamism is illustrated through the fact that even in a national context of industrial job loss, this territory has seen a growth of 8% in ten years, while the Île-de-France region has fallen 25% in the same sector.

For this territory, the workshop is interested in the type of projects that are mounted in collaboration between academic and research institutions with private actors, and which can give birth to these highly researched "clusters" or "innovation centers," as well as their conditions for success. As highlighted by the Île-de-France Institute of Urban Planning and Development (IAU), the ingredients for success are numerous: investment in history, appropriation of the project by the local population, creation of projects based on the specifics of the rooting territory, integration of the territory in the metropolis and its transportation network, synergy between implicated actors, harmony and effectiveness of working together, etc. The workshop will incite participates to imagine and propose, for this territory of Cergy-Pontoise, new possibilities of actions, collaborations between stakeholders and concrete projects which could one day see fruition.

We can see today that businesses, large and small, along with universities and higher learning institutions are thinking of new ways to enroll their projects into the territory - to work, communicate, and open themselves up to the local population. Examples include the creation of third places to allow employees with long commuting times between their offices and homes to work from a different location, telecommuting, creation of co-working spaces to allow for the sharing of production tools and skills, opening of FabLabs to receive students, entrepreneurs, DIYers, and artists to allow each of them access to the tools needed to create their project and transition from concept to prototype. Workshop participants will be guided towards investigating how these new spaces of sharing and production operate and asked to imagine what types of similar places could be welcomed into the Cergy-Pontoise territory and the types of urban forms and new uses they could generate. The development of these new locations leads, in effect, to the question of how urban forms of innovation are translated and how these new hybrid products between economy and knowledge result in a transformation of the very conception of a city and its production.

Finally, the workshop will be the occasion to see up-close the role of government officials and public stakeholders in accompanying these metamorphoses and the coming together of private actors, institutions of higher learning and research, and civil society. How can communities encourage these rapprochements? What are the new needs generated through the diversification of production and learning forms? And what are the tools and responses that urban planning policies and public officials bring?

IAU highlights as well the diversity of "innovative solutions in terms of density, urban insertion, and financial backing" which could be proposed by public officials to reinforce the interactions between "knowledge, technology, economy, culture, and urban planning" and place an accent on the need to accompany the birth of these "clusters" through a better regional integration, a growing interaction with the rooting territory, and a strong connection with regional transportation.

### Questions for the workshop:

› What are the relationships between the different economic centers of the territory (Confluence, Mantois, La Défense)?
› What are the preferred sites in the area for responding to the new needs associated with innovation- and knowledge-based activities (universities, research and development, clusters...)?
› How can these spaces tied to knowledge be opened to a city, and vice-versa?
› What are the urban forms and new uses of the city, generated through the arrival of these new areas of production, training?

# Workshop Participation

## About Les Ateliers de Maîtrise d'œuvre urbaine de Cergy-Pontoise

Les Ateliers de Maîtrise d'œuvre urbaine de Cergy-Pontoise (or Ateliers de Cergy) is a non-profit organization. Since 1982, it has organized original workshops in France and elsewhere in the world on topics of urban and regional development, per request by local authorities. Les Ateliers de Cergy is a small structure but represents a vast network of professionals, students, researchers, universities, local decision-makers, and private stakeholders around the world.

Each September in Île-de-France, the association brings together fifteen students and young professionals from various nationalities and profiles to work onsite in interdisciplinary teams (architecture, urban planning, engineering, agronomy, landscaping, sociology, arts,...). At the end of the workshop, the teams present their proposals to an international jury presided over by local authorities. Team projects combine long-term outlooks for the territory with illustrated action plans, making a range of projects available for local decision-makers.

Since its beginning up to its current state, with a network of over 2,500 former participants, Les Ateliers has taken the approach of open and multi-scaled investigations of complex subjects, which has allowed it to distinguish itself in regards to institutional settings. The young, international, and interdisciplinary character of the teams invites a fresh perspective and solicits new ways of representing a territory, its tensions and its opportunities.

## Projected session calendar

**Spring-Summer 2014** – Contact made with local actors in the territory of Cergy-Pontoise and discussion defining the workshop's subject and challenges. Creation of a pilot team composed of two scientific pilots, a representative from the permanent staff of Les Ateliers and an assistant pilot for setting-up the project and programming the workshop.

**Autumn 2014** – Mobilization of key stakeholders/partners. Creation of a monitoring committee.

**Winter 2014** – Interviews with territorial actors and resource sources on the issues at the heart of the workshop. Compilation of data and materials which will provide an introduction to the territory and the identified challenges.

**Winter-Spring 2015** – Global diffusion of the call for candidates to recruit fifteen participants from a variety of disciplines/nationalities to participate in the workshop in Cergy-Pontoise in September 2015.

**Spring 2015** – Publication of the Context Document (or "Keys to the Territory") to future participants and partners of the workshop and association, presenting in detail the territory and the workshop's target issues.

**September 2015** – Atelier international de maîtrise d'œuvre urbaine in Cergy-Pontoise.

**Structure** – 3 weeks, fifteen French and international participants chosen through a global call for candidates, and divided into 3 working groups.

The workshop begins with several days of immersion and discovery of the territory and working topics, including: tours of the territory accompanied by its stakeholders, organized thematic conferences, meetings with professionals, experts in the topics being examined during the workshop, and representatives from the local population. The workshop then continues with 2 weeks of working in teams, punctuated by moments of exchange (the "exchange forums" are open and allow for the exchange between local actors and workshop partners on the progress of each team's proposal). The workshop concludes with the presentation of projects to a jury composed of representatives from the territory and French and international experts.

## How to Apply?

The workshop is open to all educational fields! Artists, urban planners, designers, architects, sociologists, geographers, economists, engineers, photographers, landscape designers, journalists, environmentalists,...among others: it is aimed at young professionals from all nationalities and disciplines and students who have achieved at least a Masters degree.

### Time and Date

The workshop at Cergy-Pontoise will be held from September 7 to September 26, 2015.

### Prerequisite

Proficiency in English (must be able to work within an international team), full availability for the workshop dates, and a maximum age of 30 years.

### Requests for information and/or documentation
innovation@ateliers.org

### How to Prepare your Application

Selection of the 15 international participants who will work in 3 groups of 5 and assisted by professionals, will be based on the candidate's application which must be submitted no later than May 5, 2015 in a single PDF document (titled: SURNAME_Name), compiled in the following order:

› 1. Completed application form, available on the website www.ateliers.org
› 2. A CV/Resume of one to two pages maximum
› 3. A short personal essay on the workshop's subject: this document takes the workshop's subject and applies it to another site, preferably that of the candidate's country of origin. This document aims to accompany candidates in their personal reflection in preparation for the workshop on the themes being studied. This work is to be completed individually (maximum 8 pages in A4 format or 4 pages in A3 format). Group work will be accepted, only if the work of each individual is clearly identified.

Candidates will be judged on personal and individual capacity; in the case of group work, it is possible that only one of the members of the group will be accepted.

### Candidate applications must be submitted to
innovation@ateliers.org

Selection results will be announced approximately one month after the close of the application period.

### Registration conditions

The registration fee is 200 euros, which includes: lodging at the Cergy-Pontoise student residence, certain meals, tours, conferences, and design materials. Financial assistance for airline tickets for international participants is possible.

### University Diploma

Participation in the workshop is an element of a partnership with Cergy-Pontoise University and provides the right to a university diploma, along with 12 ECTS credits.

### Jury Award

After the presentations to the jury, one of the team will receive a financial prize to be shared between the members of the team

les ateliers
maîtrise d'œuvre urbaine

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