

An aerial photograph of Paris, France, featuring the Eiffel Tower on the right side. The city is bathed in the warm, golden light of a low sun, creating a hazy, atmospheric effect. Overlaid on the left side of the image is a large, intricate, and somewhat abstract tree-like structure with many thin, branching lines. In the center, the word "BONLIEU" is written in a large, dark green, serif font. The letter "O" is replaced by a stylized lightbulb with a small green plant sprout growing from its top and a network of roots extending downwards. Below "BONLIEU", the words "SUMMER PROGRAM" are written in a smaller, dark green, serif font.

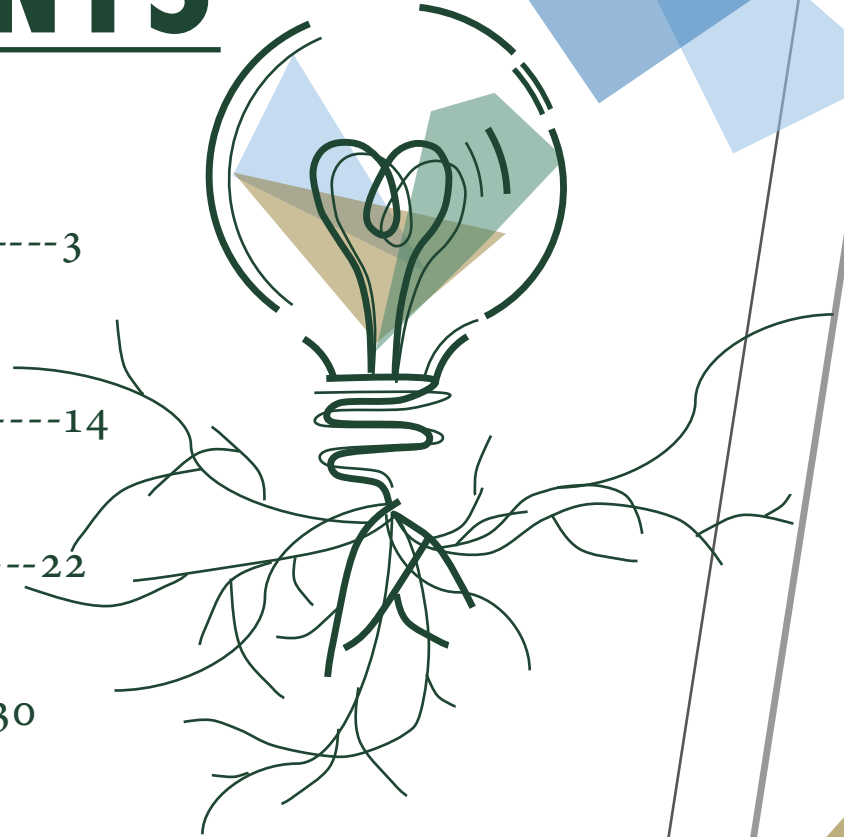
# BONLIEU

SUMMER PROGRAM

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01

# Issue and Problem



## Les ZUS de Paris et de la couronne

Classification des groupes

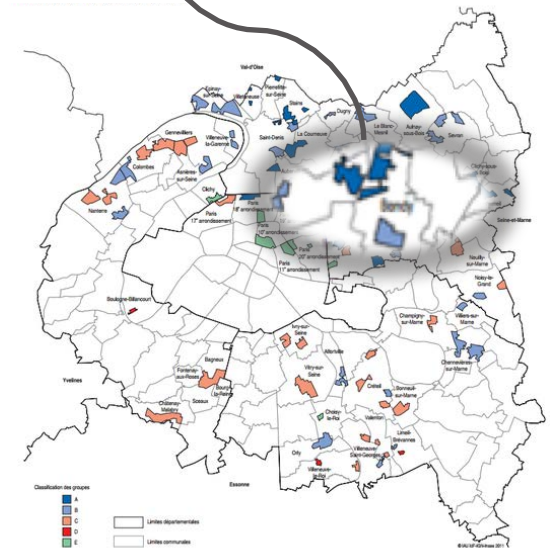
- A
- B
- C
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- E

Limites départementales

Limites communales

In particular, we are concerned with the high school-aged suburban youth (around 15 to 24 years old) who suffer from educational gaps and issues with social exclusion.

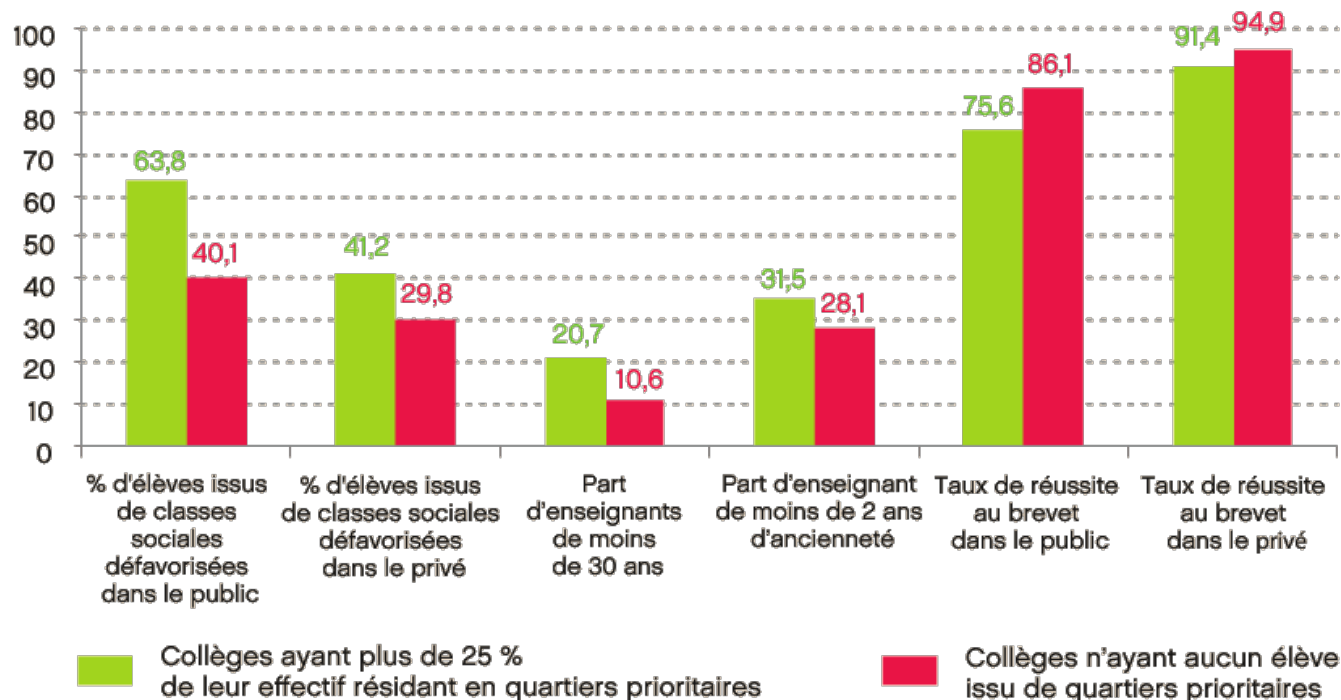
In France, the population of suburban cities is primarily composed of the families of migrants from former French colonies, who constantly struggle with questions of national identity, leading to cultural, religious, and social issues. The 2005 French riots is an example of the consequences of the ostracization of suburban youth and the accompanying social issues. According to the National Institute of Statistics and Economic Studies (INSEE), suburban youth are also harshly affected by unemployment, suffering from an unemployment rate of 43%, or approximately 2.5 times the national average.<sup>2</sup>

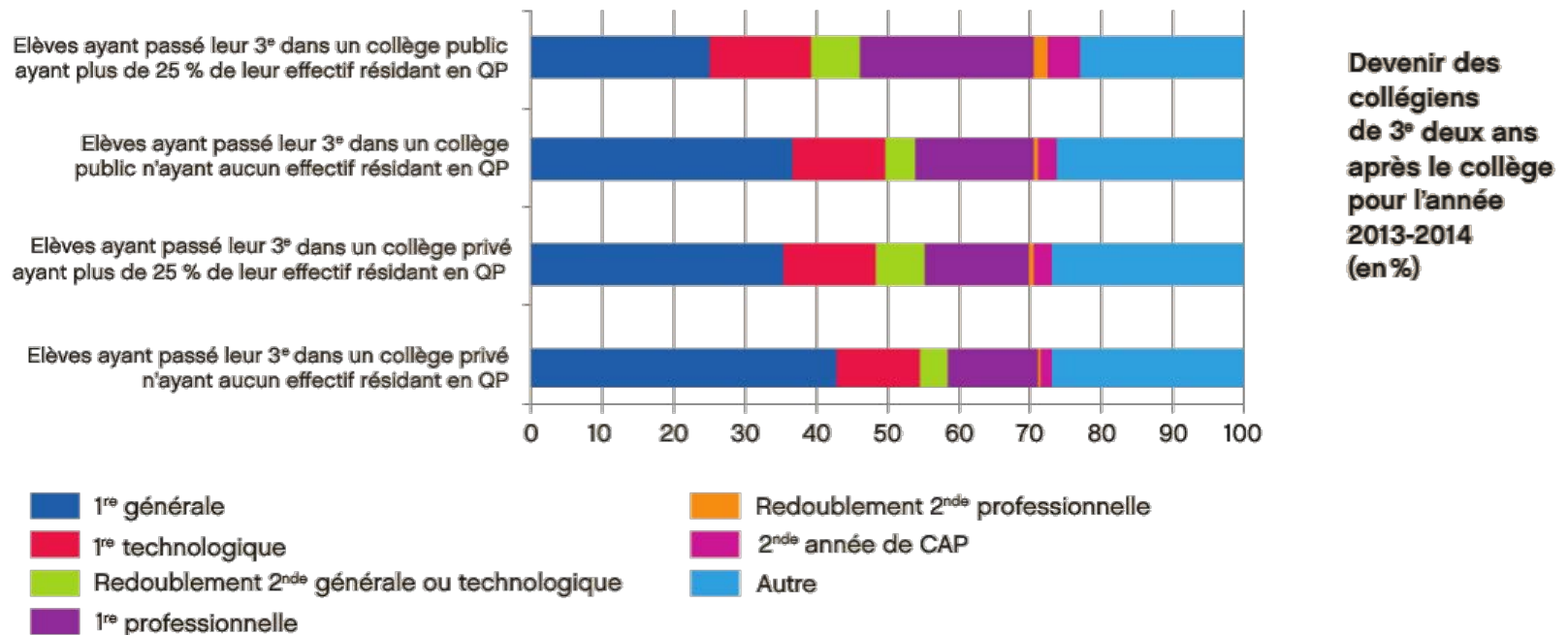


Sources : ANPE, source fiscale, DADS, CHAM, Education nationale, Insee - recensement de la population 2006

According to data from the Ministry of National Education, inequality within the education system is very much present. *Collèges* (equivalent of middle school) that have a student population in which over 25% of the student population resides in the ZUS (henceforth referred to as “middle schools with ZUS population”) also have a higher number of students from disadvantaged social classes compared to middle schools that do not have students who reside in the ZUS. In addition, teachers who are younger and less experienced tend to teach at these middle schools. Furthermore, these schools also have a lower passing rate for the brevet, the school exit exam.

**Principaux indicateurs issus des articles «Etablissements scolaires et réussite», Rapport 2015 de l'ONPV (en %)**





Data also demonstrates a pronounced difference between public and private schools. The graph above describes the level of education that middle school students receive two years after the completion of middle school, comparing between schools with and without students from ZUS, separated between public and private. Public schools with ZUS students have fewer students who reach *1<sup>ère</sup> générale* (the most prestigious level of studies within the schools shown in the graph) and have more students who had to repeat courses. Furthermore, these schools send more students to the *1<sup>ère</sup> professionnelle* and the *2<sup>nd</sup>e année de CAP* (modules which lead to a trades career). In contrast, private schools without any students from ZUS have more students who reach *1<sup>ère</sup> générale* and fewer students who had to repeat courses.<sup>3</sup>




The background of the slide is a photograph of a park. In the foreground, several people are sitting on a green lawn. One person is wearing a blue and white checkered shirt, another a white shirt, and a third a dark blue dress. They are facing away from the camera, looking towards a line of trees in the distance. The sky is blue with some light clouds. The overall scene is peaceful and suggests a community gathering in a common space.

# The Need for Common Community Spaces

There has been research that demonstrates the positive social impact brought on by common community spaces. A study conducted in St. Louis by the University of Missouri examined social conditions of areas surrounding community gardens. The results showed an overwhelming improvement in these areas compared to those that were not close to community gardens, such as reduced crime, increased feelings of safety, and improved appearance of property.

This can be explained by residents' engagement with the garden; the presence of a community garden increases the number of individuals who are invested in the well being of the neighbourhood. Thus, common spaces such as community gardens are excellent at contributing to the social health of a neighbourhood.<sup>4</sup>






Community gardens are a specific type of green space, a collaborative project that is cultivated and tended to by the residents of a community. They not only provide green spaces, but also enable interactions across cultures and generations.<sup>5</sup>

In addition, community gardens provide health benefits by offering fresh produce, beautifying unused areas, and revitalizing industrial grey spaces. Furthermore, they serve as an outlet for physical activity, in which people can help shape a green space in their community and learn new skills.<sup>6</sup>

## Community Gardens



As cities continue to become more polluted, the need for intervention is becoming more evident. Especially as we consider the growth of cities and the proliferation of man-made infrastructure and “grey spaces”, there are clear benefits to having open spaces and “green-spaces”. Some examples of these types of spaces include parks, forests, nature reserves, and community gardens.<sup>7</sup>

# The Benefits of Green Spaces





Green spaces have demonstrable environmental benefits, as well as health benefits. Urban green spaces can provide food, clean the air, and moderate temperatures. Furthermore, they offer opportunities for residents to interact with other members of the community, engage in physical activities, and reduce stress.

In particular, urban green spaces can act as a setting for social interaction in a community, which improves residents' safety and sense of belonging.

Furthermore, exercise that takes place in a green setting offers additional benefit to a person's mood and self-esteem. Moreover, studies have shown that simply being in a green space can have psychological benefits, allowing residents to contemplate, relax, and feel a sense of peace.<sup>8</sup>



# What is BONLIEU



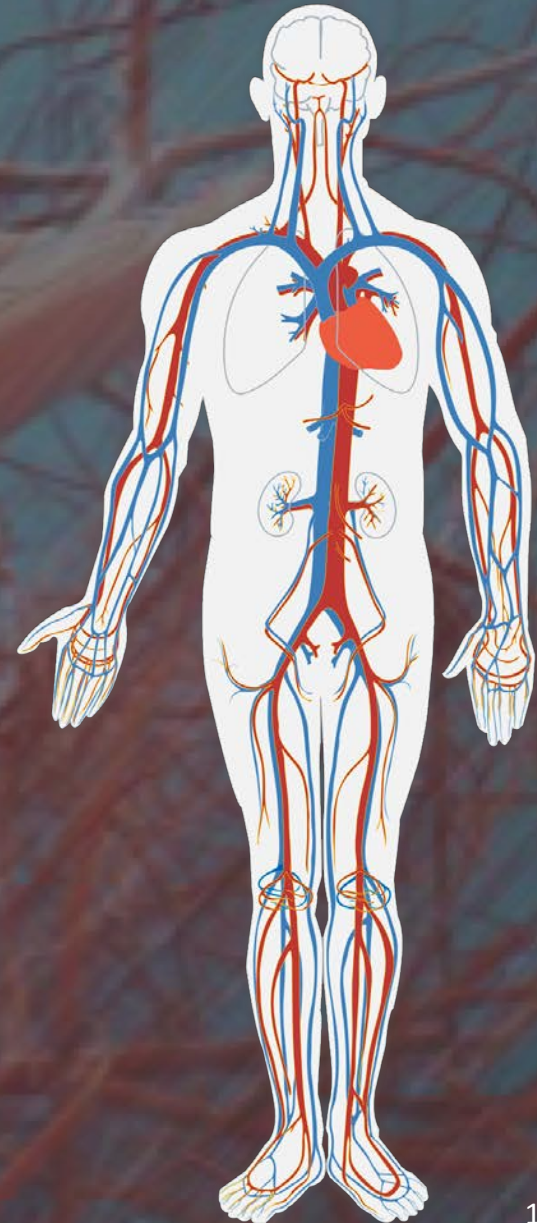
Bonlieu is a unique summer program for high school youth living in the suburbs. This program will feature a dual curriculum, comprised of both hands-on skills and soft skills. The hands-on portion, teaching Material Creativity, would make use of a Fablab or an equivalent maker space, in which students design and construct physical projects. The soft skills portion, teaching Immaterial Creativity, would feature lessons about job skills and entrepreneurship. By combining a unique curriculum with a final project, Bonlieu seeks to harness the capabilities of the high school students in order to benefit their greater community.





## Biological Link

The biological analogy for our solution is **angiogenesis**, the development of new blood vessels. Blood vessels serve a critical purpose in the body, as they supply oxygen and nutrients to the tissues of the body. Specifically, the linings of these blood vessels are formed by endothelial cells. These cells create a transport system within the body that enables tissue repair and growth. Without any connection or access to endothelial cells, a tissue in the body would thus be starved of nutrients, unable to grow or regenerate. In this same way, the inhabitants of the Banlieue are often disconnected from the city of Paris.<sup>9</sup>







# 02

## Context and Audience




Our target population is high school-aged suburban youth, meaning students from 15 to 20 years of age. As shown before, we can see a large educational gap between them and the youth from Paris, a gap which we hope to bridge.

From a socioeconomic context, we want to educate and empower this population in ways beyond what is provided at school. For example, we will teach them extracurricular skills such as employment skills, public speaking, and writing. In addition, we hope to encourage teamwork and ecological awareness using urban agriculture and the creation of a Smart Garden. We also will give them the opportunity to engage in hands-on education.



# Audience

A person is pushing a shopping cart filled with groceries on a sidewalk covered in fallen leaves. The person is wearing a dark jacket and dark pants. The background shows a street with parked cars and trees with autumn foliage.

Bonlieu will be a non-profit, non-governmental organization, and will ultimately run the proposed summer program. This organization will be overseen by a board of directors. Additionally, the board will be aided year-long by volunteers from the Service Civique (Civic Service), a government-run volunteer organization.<sup>10</sup> During the summer, the program will be staffed by student volunteers from French universities, with many of them coming from the suburbs themselves.

Both the board of directors and volunteers from the Civic Service will be responsible for the program's management, coordination, and communications. For example, they will recruit and manage volunteers, find funding, and coordinate students.

# Staff



Our project would have the greatest impact if it were located in a ZUS zone within Parisian suburbs. This would make it more accessible to suburban youth and thus empower them by providing the opportunity for their work to benefit their own community. Within these neighborhoods, we identified two primary target venues: high schools and community centers (*maisons de quartier*).

## Location





High schools are ideal venues for the running of this summer program. They provide access to classrooms, outdoor spaces, and technology rooms which allow for work with basic tools. The school should be near students' homes, although students from other neighborhoods would also be allowed to enroll, so as to encourage interactions between different people. As well, the school should be close to a green space or an open empty space with water access, in which the Smart Garden would be built.

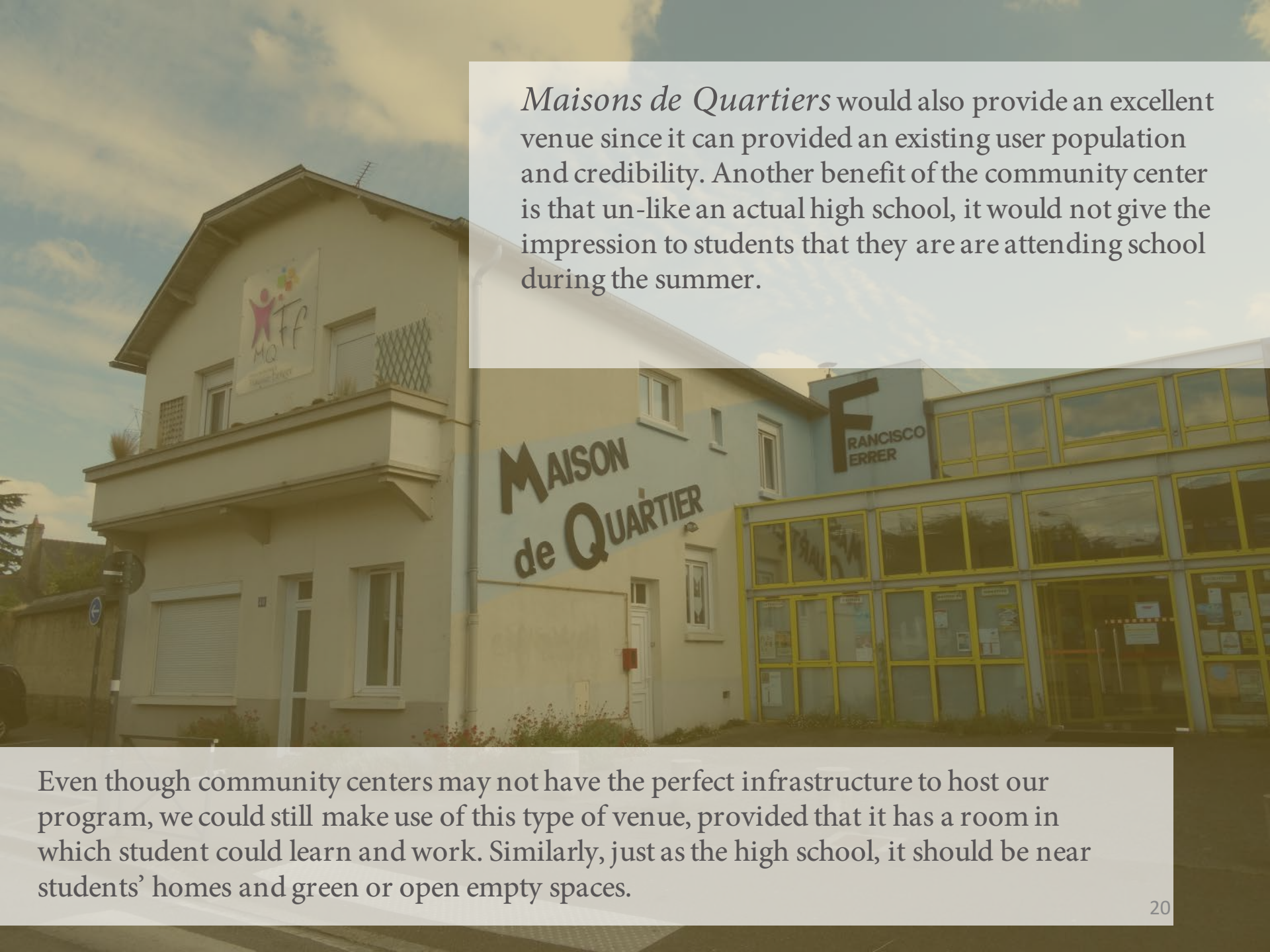
Normally, high schools are closed from July 15 to August 15, since school is not in session. However, we in order to run this program, we could request access to the high school in the summer.



French community centers, known as *Maisons de Quartier*, would also provide an excellent venue.



Maison de Quartiers are buildings created and managed by the municipal government or local neighborhood associations. They are meant to host neighborhood meetings, intercultural events, and association activities. These community infrastructures can be found across France, as well as the suburbs of Paris. However, compared to the community centers in North American cities that often include gyms, swimming pools, and libraries, the French Maison de Quartiers are usually less well-furnished, especially within the Parisian suburbs.<sup>21</sup>



*Maisons de Quartiers* would also provide an excellent venue since it can provided an existing user population and credibility. Another benefit of the community center is that un-like an actual high school, it would not give the impression to students that they are are attending school during the summer.

Even though community centers may not have the perfect infrastructure to host our program, we could still make use of this type of venue, provided that it has a room in which student could learn and work. Similarly, just as the high school, it should be near students' homes and green or open empty spaces.





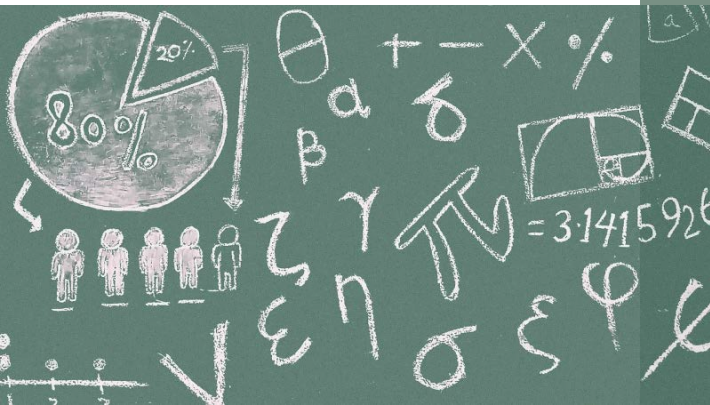
Angiogenesis is affected by the conditions of the bodily tissues, catering to specific needs, especially under pathological conditions. For example, when the tissue is wounded, more capillaries are formed in order to supply the area with much-needed nutrients to facilitate repair. As demonstrated by our findings, the marginalized suburban youth that we are targeting would benefit greatly from educational support and community integration. The implementation of our summer program would thus serve as a means of empowering this group and providing them with new opportunities.



# Previous Approach

03

Our program was conceived with the goal of empowering suburban youth and to allow them to develop their creativity, in both the immaterial and material sense. Therefore, we researched what was done before in the field of educational summer programs, and examined programs offered by both public services in Ile de France and private services in both Paris and its suburbs.

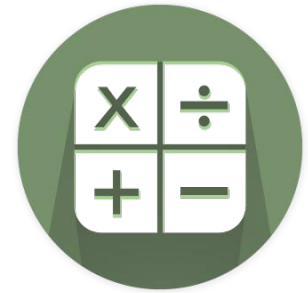


Our research yielded some surprising results. Some prestigious Parisian high schools offer summer courses (*cours d'été*) to their students, including traditional courses in mathematics, French, or chemistry in order to allow their students to catch up to the educational standard. However, these kinds of summer courses are very uncommon in the suburbs, or even non existent. As a result, we decided to contact politicians and high school teachers and directors in Mantes-la-Jolie, a suburban town known for its problematic social situation. Their response was unanimous, in that no summer programs exist in Mantes-la-Jolie high schools, which are closed in the summer from July 15 to August 15.



Another service is **CNED**, a public digital alter-native of summer courses offered from from the CM2 until senior year of high school, providing digital support and facilities in order to facilitate distance learning.<sup>11</sup>

In regards to the private sector, our research found a plethora of summer courses provided by leaders in private education, such as Aca-domia,<sup>12</sup> Anacours,<sup>13</sup> and Cours Legendre,<sup>14</sup> which offer summer language programs and training programs related to traditional subjects. Cours Legendre is noteworthy because their professors are professional teachers from the National Education Ministry, teaching in high-ranked and prestigious high schools. In addition, it provides its services primarily within the city of Paris; their only locations in the suburbs are in gentrified towns such as Neuilly sur Seine or le Chesnay, close to Versailles.



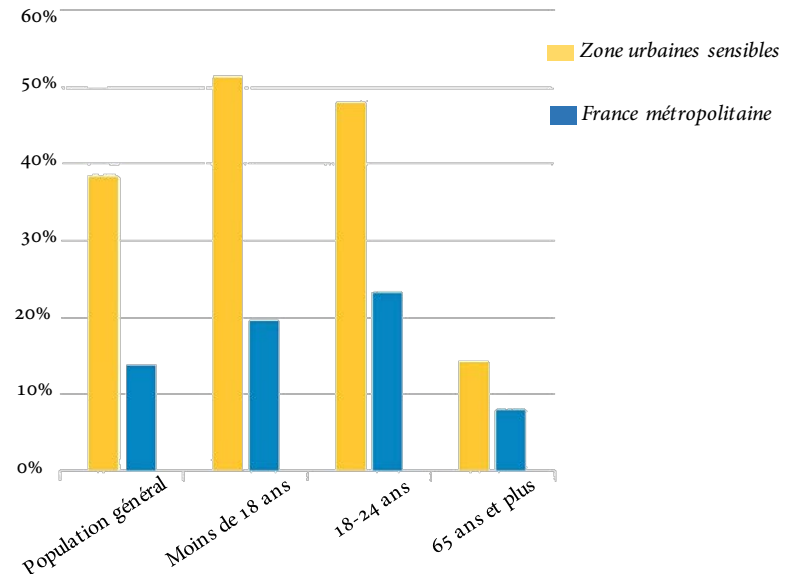
Through our research, we reached two conclusions. First, summer programs are rarely found in gentrified suburban cities, and almost non-existent in more pauperized suburban towns. Secondly, the existing summer programs offered by the private sector are focused only on traditional classes and training courses, a poor fit for the free, uncon-ventional and creative spirit of the suburban youth.

Another summer educational opportunity is the summer camps, known as the Colos (Colonie de Vacances). These are forprofit summer camps that provide recreational activities and travel opportunities, conducted by professional teaching staff. Example activities include painting, robotics, and traveling abroad, with various respective locations and costs.<sup>17</sup> In general, these summer camps have a target audience of rather privileged socioeconomic backgrounds.



### *Taux de pauvreté comparé dans les ZUS et en France*

Le seuil de pauvreté est fixé à 60% du revenu médian



The above graph shows a comparison of poverty rates between ZUS areas and the rest of the French metropolitan area. The high cost of existing summer opportunities for education and personal enrichment are thus often out of the reach of these students of lower income, who live in the ZUS areas.<sup>18</sup>



Fondation Espérance banlieues (Suburban Foundation for Hope) is a new and notable education project aimed at suburban youth, established recently in Ile de France. This organization promotes a new kind of education in the suburbs. They want to create an educational system that is tailored to the suburban youth by developing new independent schools that are based on an alternative pedagogy. However, the curriculum content still remains similar to that of traditional schools. In addition, this school takes place during the school year, and maintains a conventional focus.<sup>19</sup>

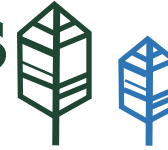
Comparatively, Bonlieu places emphasis on parallel skills, such as creativity or speaking skills.

Furthermore, there are several associations that work to help suburban youth by providing remedial education during the summer. Again, these summer courses are based on traditional content, eschewing principles such as creativity and youth empowerment.

## What has been done so far for the banlieue youth?

Some local city halls offer a program called “Atelier CV” (CV Workshop) in order to help teach young people and seniors how to write a cover letter and CV.<sup>20</sup> However, this service is not generalized, nor is it well-advertised. A better strategy to make this type of workshop attractive to young people is to package it as part of another more attractive program. In regards to other aspects, such as public speaking, there are not any well-known initiatives to aid young people with these skills.

# Existing Community Gardens



The merits of community gardens (jardins par-tagés) are widely-recognized, and are featured in cities around the world. In particular, the city of Paris is encouraging the creation of community gardens through a program called *Charte Main Verte* (Green Thumba Charter). Through this initiative, the city collaborates with associations who are interested in establishing community gardens. The municipal government provides project leaders with educational resources, while the gardeners run the garden in accordance with pre-established conditions of good practice.<sup>23</sup>

By 2014, about 130 community gardens have been created in the city of Paris.

## Suburban Green Spaces: V'île Fertile

There are different green spaces and urban gardens throughout the city of Paris. There are some formally organized green spaces in the suburbs, although most existing green spaces are natural. However, one organization in the suburbs is a farm called V'île Fertile, an Urban Participative Farm located in Bry sur Marne. They work with waste management and practice green farming techniques. They also conduct workshops about ecology and crop cultivation, which also serves to bring the community together. Its location outside the urban city also draws people out from the city to into the suburbs.<sup>24</sup>



In the state of Massachusetts, various municipalities have been implementing urban gardens that feature an additional aspect of education.

For example, City Sprouts in the city of Cambridge provides public schools with schoolyard gardens to promote environmental education. The program educates students through integration with school-year curriculum, as well as after-school programs and summer programs. Children are taught about green stewardship, learning all the skills needed to grow their own food.

The garden itself is managed by City Sprouts staff, youth interns, and community volunteers, who supervise the maintenance of the garden and provide education workshops for the community. The project is also supported by Cambridge Public Schools, Cambridge Recycling, and The Food Project.<sup>25</sup>



citysprouts  
Public school gardens | for teaching and learning

# Fab labs, MakerSpaces and HackerSpaces

Fab labs, short for “fabrication labs”, are an excellent example of an initiative meant to bridge the technological divide between different parts of society. Conceived by MIT, this educational open-source space gives people the opportunity to improve their technological, digital, and artistic skills. A fab lab usually features tools to work with wood, plastic, and glass, such as saws, files, and screwdrivers. In addition, it has more advanced machinery, such as 3D printers, 3-axis CNC (Computer Numeric Control) machines, circuit board makers, and laser cutters. This innovative education and entrepreneurship platform also features a world-wide network that allows people of different backgrounds and cultures to collaborate in the spirit of sharing knowledge and the love for making things.<sup>26</sup>

There are 19 technological platforms in Paris which are branded as fab labs, including Carrefour Numérique, PMC-lab, Le Petit FabLab de Paris, and Fabelier. In fact, Fab Lab is a regulated branding; to be officially recognized as a actual fab lab, a location has to be certified by MIT in order to confirm that the platform has all the necessary machinery to be able to share projects with other fab labs in the world.

Other platforms that also strive for right of access to technology and digital knowledge include MakerSpaces and HackerSpace. They have the same objectives as the fab labs. However, because their equipment is not standardized, there can be variations.

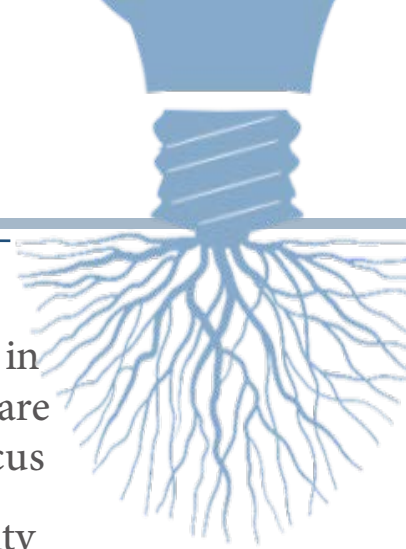


# Execution Plan

04



# Features



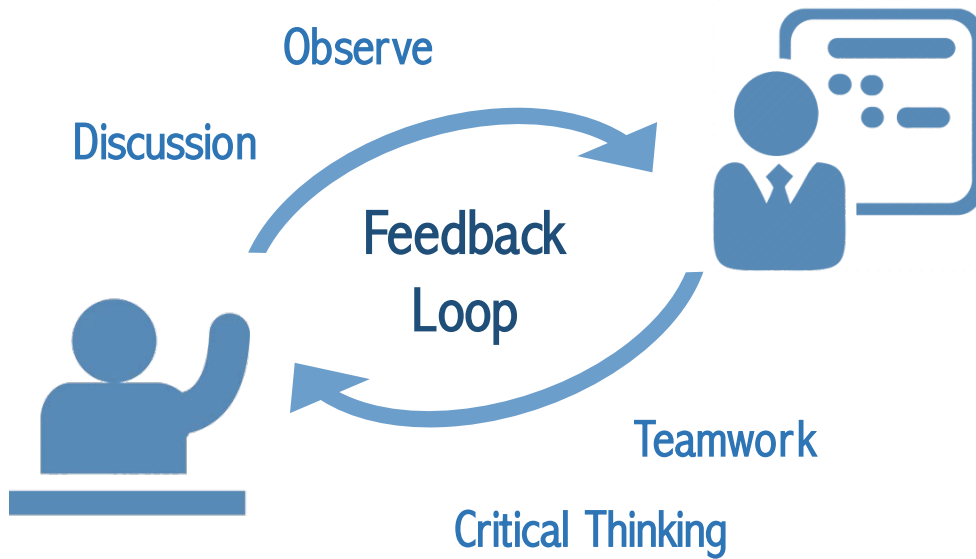
Bonlieu is a unique summer program for high school youth living in the suburbs. It aims to equip students with skills and resources that are not normally provided to them at school. In particular, there is a focus on **creativity**, which is manifested dually in Material Creativity and Immaterial Creativity. This program will thus feature a dual curriculum, comprised of both hands-on skills and soft skills. The program culminates in a major project, the creation of an urban Smart Garden in the students' neighborhood.

The hands-on portion, teaching Material Creativity, would make use of a Fablab or an equivalent maker space, in which students design and construct physical projects. The soft skills portion, teaching Immaterial Creativity, would feature lessons about job skills and entrepreneurship. By combining a unique curriculum with a final project, Bonlieu seeks to harness the capabilities of the high school students in order to benefit their greater community.



# Pedagogy

## *Learning by Doing*



Our program's pedagogy is centered around non-traditional methods of teaching. Students play an active role in the learning process through interactive courses and bilateral feedback between students and teachers. These aspects are meant to enable students to discuss, observe, and make decisions, in order to foster critical thinking. As well, group work is encouraged to promote a sense of connection and interdependency.

# Pedagogy

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The same pedagogical method also applies to the training of the volunteer teachers for the program. In particular, there will be an emphasis on learning by doing; the program itself will be an opportunity for these volunteers to improve their own teaching skills. In addition, volunteers will attend different conferences and seminars during the duration of the program in order to be able to discuss different topics that pertain to Bonlieu, such as social issues, technology, and ecology. A training program will be run in order to prepare volunteers to teach at Bonlieu. It will be administered with the consultation of alternative learning professionals, such as CRI staff, as well as other non-profit education organizations.






# BONLIEU



The Bonlieu summer program is based on **creativity**, rather than traditional coursework. Encouraging creativity provides students with the opportunity to generate innovative projects, which can empower young students. In addition, this carries the additional benefit of allowing students to proactively benefit their local community. There is a unique joy to be had by conceiving and completing a project, and this experience is something that Bonlieu seeks to create.

The Bonlieu's summer program recognizes the importance of traditional education and curriculum. Unlike existing privately-run summer schools, which only supplement existing curriculum and mend shortcomings in students' education, Bonlieu seeks to complement the classic schooling model. This program by optimizes unused time in the summer to approach education in a more welcoming, informal way, focusing on mentoring and inspiring, rather than rote teaching.



The summer program has **two** overall creative **goals** that students will work on through the duration of the program:

- Generating a **social entrepreneurship idea** on improving the your city.  
The creation of a **Smart Garden** in order to
- enhance the green and eco-friendly aspect of their community, and to instill a sense of civic responsibility.



Creativity is the core of intelligence; by linking elements we are able to create new concepts and imagine new ideas. We define **two** aspects of creativity: the material creativity with physical and technological creation, and the immaterial creativity with thinking and idea creation. Thus, in our program, we aim to foster creativity.

In order to build our program schedule, we focused on the academic weaknesses and social needs of the suburb youth. We focused on several needs, such as public speaking, national belonging, civic responsibility, writing skills, employment skills such as CVs and cover letter, and under-nurtured creativity.



## Curriculum

Consequently, we decided to respond to these weaknesses using unique, complementary, and extracurricular modules, all focusing on different dimensions of developing creativity and student empowerment. Example modules include: public speaking, social entrepreneurship initiation, fab lab introduction, writing skills, team building, CV and cover letter skills, coding, and civic debates. This list is not exhaustive, but it provides a representative sample of the activities during the summer program.



4 WEEKS





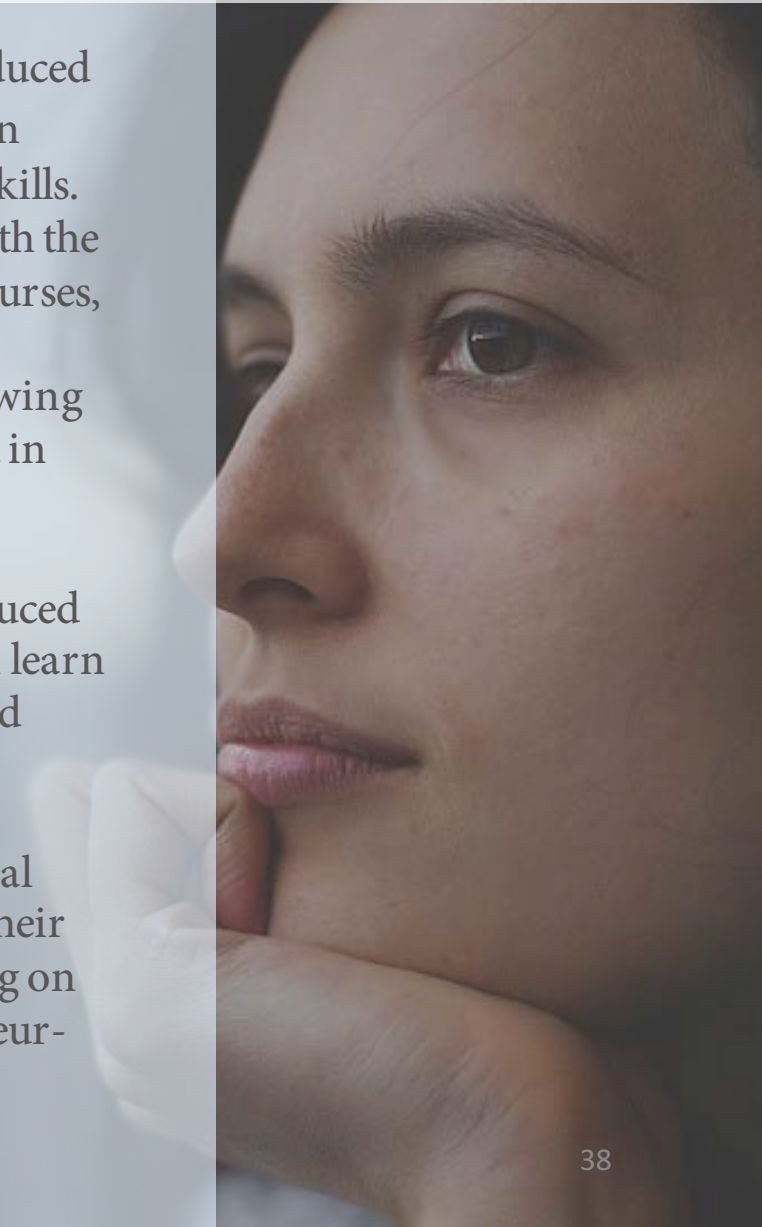
# Learning and Brainstorming

## I.

In this part of the program, students will be introduced to lessons about **writing** and **public speaking**, in order to foster the development of extracurricular skills. These sessions will be lead by trained volunteers, with the mind-set of providing a contrast with traditional courses, and instead offer new creative and interactive opportunities. By giving practical exercises and allowing for free expression, students become an active agent in their learning.

During this phase, the students will also be introduced to the creation of the Smart Garden, where they will learn about gardening and ecology, as well as the steps and materials needed to establish a garden.

Students will also start brainstorming about a social entrepreneurship idea, with the goal of improving their city. They will then be sorted into groups, depending on their key interests, in preparation for the entrepreneurship design program.



In this second phase, focus will shift from lessons in extracurricular skills to the ideation and planning of the final projects.

In regards to the Smart Garden, students will ideate technological implementations and make use of the fab lab in order to execute their ideas. They will also plan the design and layout of the garden, with reference to guidelines of past community gardens.

The teams will also work on outlining and describing their idea for the social entrepreneurship project, and will be offered the necessary guidance and resources to help shape the idea.

## Ideation and Planning

II.



# Execution and Presentation



The final phase of the program will conclude both projects.

The Smart Garden will be constructed in this phase; students will spend more time working in the fab lab to produce the materials needed to construct the Smart Garden. During this time, they will also help promote the garden and open it up for access to the local community. After the end of the program, students will help maintain the garden throughout the year.

The social entrepreneurship idea will be wrapped up during this phase; students will have finished writing their proposal, using additional research and resources. They will also give a final presentation to the local government.





# SAMPLE CURRICULUM

	Monday	Tuesday	Wednesday	Thursday	Friday
10am-11am	Summer School Opening	Team building	Team building	Team building	Team building
11am-12pm	Creativity Program introduction	Public speaking workshop	Creativity development	Space designing workshop	Computing Coding introduction
12pm-13pm					
1pm-2pm	Social entrepreneurship introduction	Training speech workshop	Sociology	Smart Garden	Fablab module
2pm-4pm	Smart Garden introduction	Civic debates	Social Entrepreneurship	Smart Garden	Fablab module



## *Location for teaching*

As previously stated, there are two possible types of locations in which we could implement Bonlieu. The first one would be a high school (with all the necessary installations to implement our program) and the second possibility is a community center (with an existing social network and without the connotation to high school and “normal” education).

The criteria that the building must fulfill are:

- A room big enough to work in (equipped with tables and chairs).
- Open outdoors space to conduct outside activities.
- Close to a green space or an open empty space with water access.



## *Location for Smart Garden*

To establish the Smart Garden, we can convert either an existing green space or an empty open. This area should also have access to water, and should be large enough to construct a garden. In addition, it would be beneficial to test the soil for pollutants and measure the area's daily amount of sunshine, targeting about six hours per day. The location should also be in close proximity to the high school and the fab lab in order to reduce travel time.



## Implementation

## SELECTION CRITERIA

For the curriculum's purpose, the right set of tools are necessary. These can be obtained either through a partnership with a platform that has access to them, or by creating this platform ourselves. However, due to the prohibitive cost of materials in a fab lab, about \$25-\$65k in capital equipment and about \$15-40k in consumables,<sup>27</sup> it appears that the best way to gain access to these materials is through a partnership with an existing facility.

**Features:** The necessary materials should be present; we will require access to cutting machinery and tools in order to work with wood, plastic, and glass. In addition, access to a 3D printer would allow various implements to be produced, which can be used in the garden, such as an irrigation system. Access to electronic materials would be needed to create and program Smart Garden devices. In addition, using platforms such as Fab Labs, MakerSpaces, and HackerSpaces would also provide us access to people who are knowledgeable about these tools, and can provide the necessary education.

**Location:** The chosen platform would be as close as possible to the host high school in order to reduce travel time. It would also allow students to stay until late in the fab lab, if they need to finish projects. An additional benefit of having the fab lab close to the high school and near their houses in general would be the possibility for them to work at the facility during the year if they want to continue working on projects.



# Funding

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There are **4** main resources that can be consulted to help fund our program.

## ■ Governmental support

The municipal government of the city could fund some program costs, such as school employees who may need to be on staff during the summer. We will also present our project and apply for various grants that are offered by the government.

We can seek support from government initiatives, such as Paris's Green Thumb Charter, which encourages the creation of community gardens.

## ■ Private Companies

Because Bonlieu is an opportunity to both empower suburban youth and also create a more environmental friendly space, through the use of technology in the Smart Garden, different private companies would be interested.

## ■ Private Foundations

Different philanthropic private foundations, such as Fondation de France or Fondation Bettencourt, could be potentially interested in a summer program which aims to empower suburban youth and foster community.

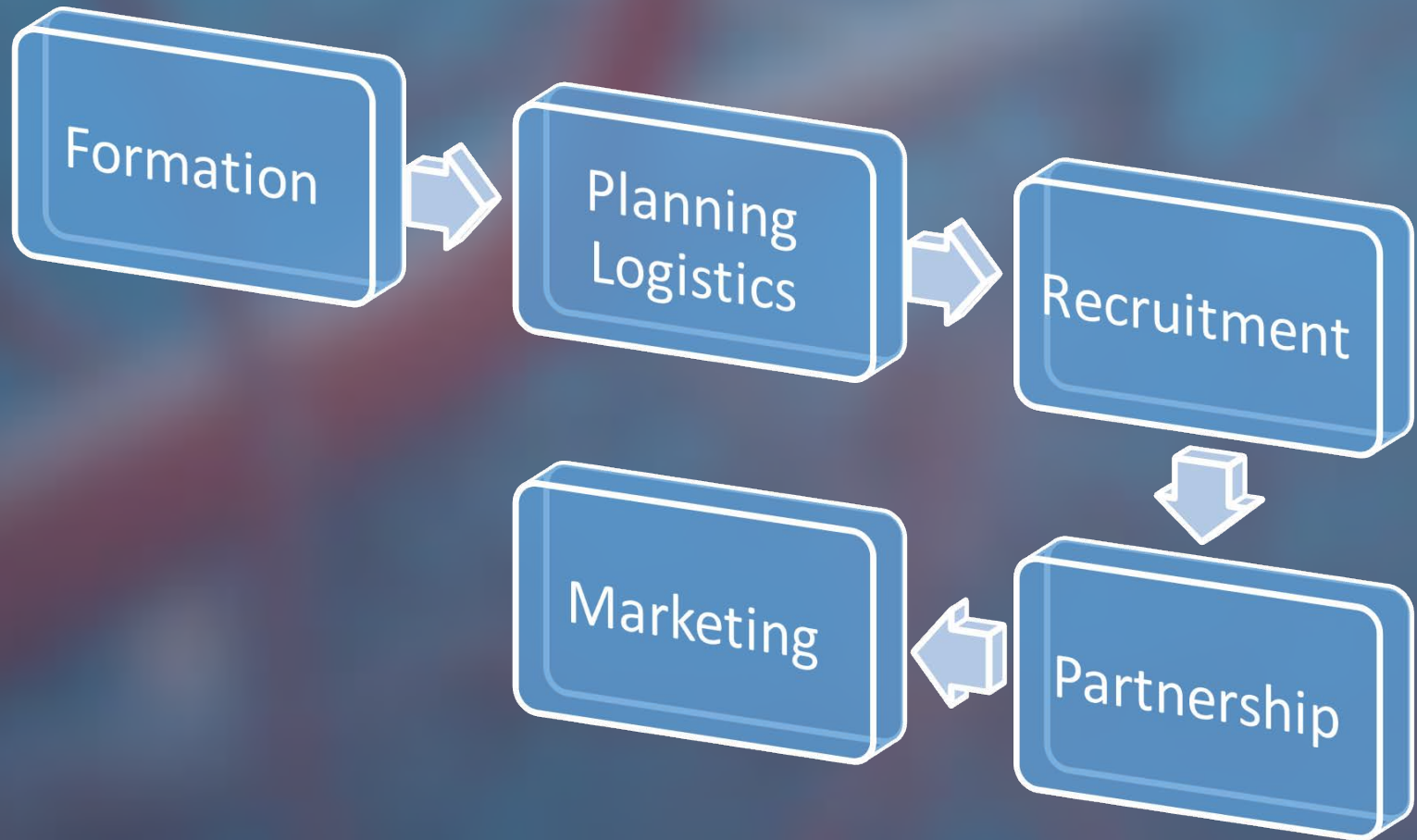
## ■ Crowdsourcing

Crowdsourcing is another means of seeking support, either material, financial, or even intellectual. For example, people who find the program interesting could have the opportunity to donate money to support it.





# Phasing Timeline



1

## Formation

The board of directors will be the first part to be established. The Bonlieu summer program will be run by a non-profit, non-governmental organization.

Other primary staff will be needed to oversee the program. These individuals could be recruited from the Civic Service, which enables volunteers to commit an extended amount of time to working on the organization.

2

## Planning Logistics

In order to launch Bonlieu, we will need to find an appropriate venue, keeping in consideration the aforementioned guidelines, such as the area's need, as well as ease of access between the high school venue and the green space.

4

## Recruitment

To reach potential student volunteers, we advertise using methods such as email lists and physical bulletins. Applicants will complete an application form, which will be followed by an interview, conducted by members of the board and volunteers from the Civic Service.

5

## Partnership

We hope to form partnerships with different universities in order develop the curriculum, promote this opportunity to university students, and help in the training of volunteers.

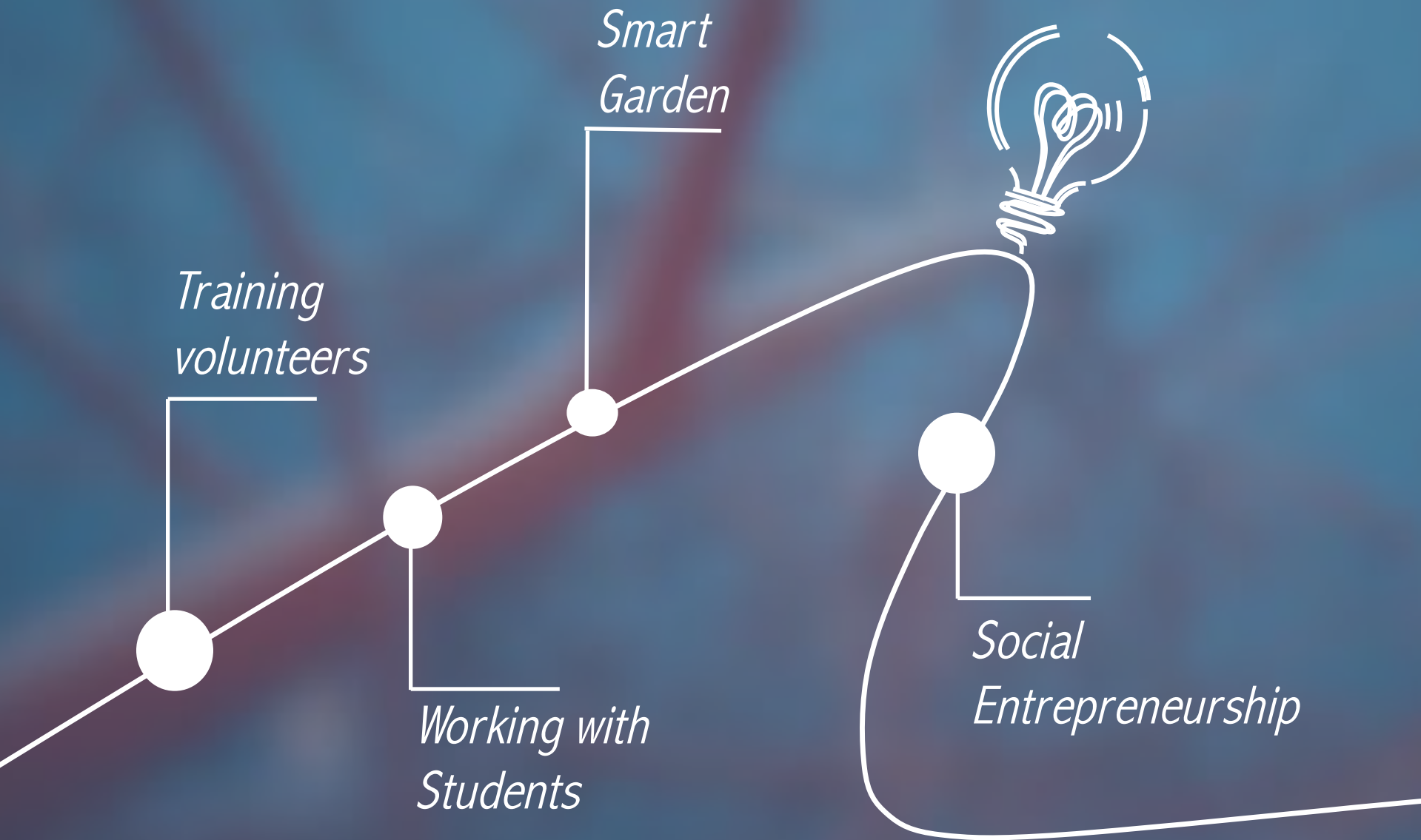
6

## Marketing

Marketing will be managed by members of the long-term staff.

We plan to primarily rely on a multifaceted marketing plan with flyers, physical advertising, mailing lists, a website, and endorsement by the host high school.







## *Training volunteers*



Volunteers will be trained in the month prior to the start of the program. They will be taught by professionals in alternative pedagogy will teach them during two weeks before the program starts.

Volunteers will be managed by the board and the volunteers of the Civic Service.

Throughout the duration of the program, volunteers will manage the students. They will inform them about upcoming events, making sure they are updated with the schedule, and help them if they have questions.

The class size for the first year pilot program will be 15 students. In future years, this could increase to 20 to 25 students.

## *Working with Students*





## *Smart Garden*



The management of the Smart Garden, in terms of configuration and planning, will be guided by volunteers with experience in gardening, technology, and social planning. At the fab lab, helping volunteers will be present to help with the construction of the devices and materials.

By organizing meetings with leading figures of the students' city, such as politicians, entrepreneurs, and associations, we hope to motivate and inspire our students. At the same time, we want them to build connections to the city's political and commercial network.



## *Social Entrepreneurship*







# *The Possibilities of the Smart Garden*



The Smart Garden can be thought of as an upgraded community garden. In addition to the existing benefits of community engagement and exposure to green spaces featured in community gardens, the proposed Smart Garden includes an augmented technological aspect.

The addition of educational technological tools opens the possibility for a multifaceted educational experience. With the help of a fab lab, students can design devices and implements that can monitor the status of plants, using sensors that measure water level and pH, for example. Using these smart tools, students can then experiment with gardening techniques such as permaculture, optimizing garden cultivation and practicing green stewardship.

Furthermore, students can record their observations and give presentations on their findings, providing them with the opportunity to practice writing and public speaking. The garden can also act as a space for gatherings and art displays.

Ultimately, the garden is an expression of and a laboratory for the program. The garden is open to numerous possibilities, and showcases the creativity and innovation of the students and their community.

# ● *How do we market to high school students ?*



There are various aspects that can help attract suburban high school student to the Bonlieu summer program.

First, students may initially feel put off by school, not because of the inherent concept of school, but because the content of the curriculum does not fit in with their needs and desires. Instead, by encouraging extracurricular skills, such as creativity, oratory, writing skills, and entrepreneurship, Bonlieu can better attract students than with a traditional curriculum. Our pedagogy is unique; we are not only teaching students soft skills, we are conveying a way of thinking creatively with the mindset of co-creation and sharing.

In addition, by recruiting student teachers from French universities, who may come from the same city and environment as the students themselves, we hope that students can gain confidence and identify with the volunteer teachers.

# Future Projection

## Expanding the program

The size of the program is planned to increase in future years. We also plan to expand Bonlieu to other high schools and cities, giving people from all around Paris access to this alternative program and to a new type of green space.

## The Smart Garden

The Smart Garden will be managed year-round by the summer program students and the volunteers, in keeping with the mindset of social engagement and responsibility.

The community will also help maintain it, as the space is open to everyone who wants to learn and cultivate.

Students in the following year will not create a new Smart Garden, but will continue work on the existing one.



# Future Projection

## Future partnerships

We hope to pitch Bonlieu to Parisian universities in order to be able to award an academic certificate in the name of the university at the end of the program.

## Alumni Network

To further promote the spirit of responsibility and belonging, Bonlieu will create an alumni network to encourage sharing between current and former students. The Smart Garden can help achieve this; former students can continue maintaining the garden, while new students can learn from them. Furthermore, former students can return to the program the following year by serving as volunteers instead.





## Biological Link

Therefore, Bonlieu itself would specifically represent the **endothelial cells**, which produce the blood vessels. In turn, the individual modules of the summer program curriculum would represent the blood vessels themselves. These blood vessels serve as the medium through which we can reach suburban youth and provide them with “nutrients”, or in this case, empower them with skills, knowledge, and social engagement.



05

# Assessment Plan



## Data

Analyses can be conducted by recording data from the program. For example, the number of students and volunteers who participate in the program provides an indication of interest. A positive indicator would be a yearly increase in the number of program participants. Furthermore, volunteer retention offers valuable insight; the number of volunteers who continue to return in subsequent years can indicate the program's perceived effectiveness.



## Survey

Another means of gauging the program's success is by directly surveying the students and volunteers. Asking them for feedback on what they enjoyed about the program, and what areas they felt could be improved would provide useful information. This is particularly important in dealing with qualitative aspects, such as the students' personal feelings about the program, and the degree to which they learned new skills.

## Community Engagement



After the creation of the Smart Garden, the success of this public space could be measured by usage data. Community engagement can be assessed by counting the number of unique visitors to the garden, as well as the frequency of their visits and the amount of time they spend at the place.

After having run the program for a few years, we could examine the progress of former students of the program. For example, the academic progress and employment status of these students could be tracked over a longer period of time, and could indicate the benefits of this program to student development.

## Long-term Study



**EMPOWERMENT CREATIVITY**



**COMMUNITY INNOVATION**





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# Acknowledgments



HARVARD SUMMER SCHOOL

**SciencesPo**  
SCHOOL OF PUBLIC AFFAIRS

**C**entre  
**R**echerches  
**i**nterdisciplinaires



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