COMPÉTITION DIVERCité

la jeunesse d'aujourd'hui, la ville de demain

the youth of today, the city of tomorrow

HARVARD SUMMER SCHOOL

SCIENCES PO
HARVARD
CRI

TEACHING STAFF:

Rob Lue
Alain Viel
Jessica Liu
Adam Tanaka

Autumn Boutin
Brennan Gregg

Myriam Laadhari
Adrien Vergès

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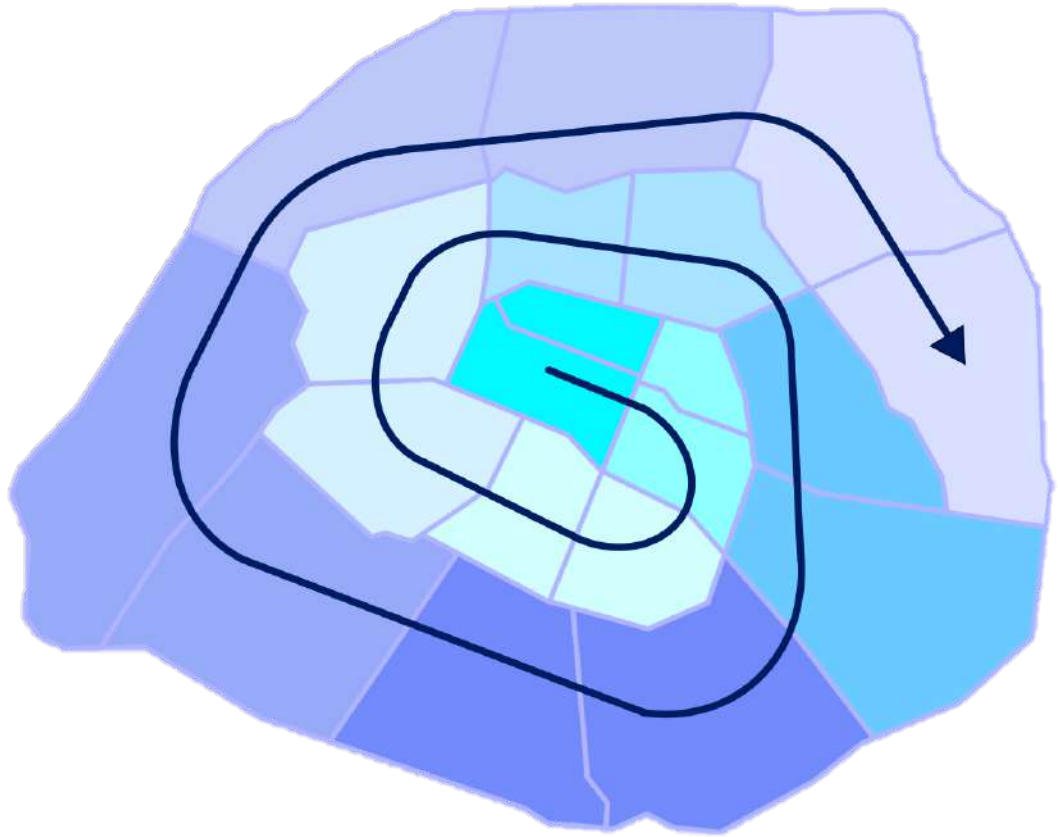
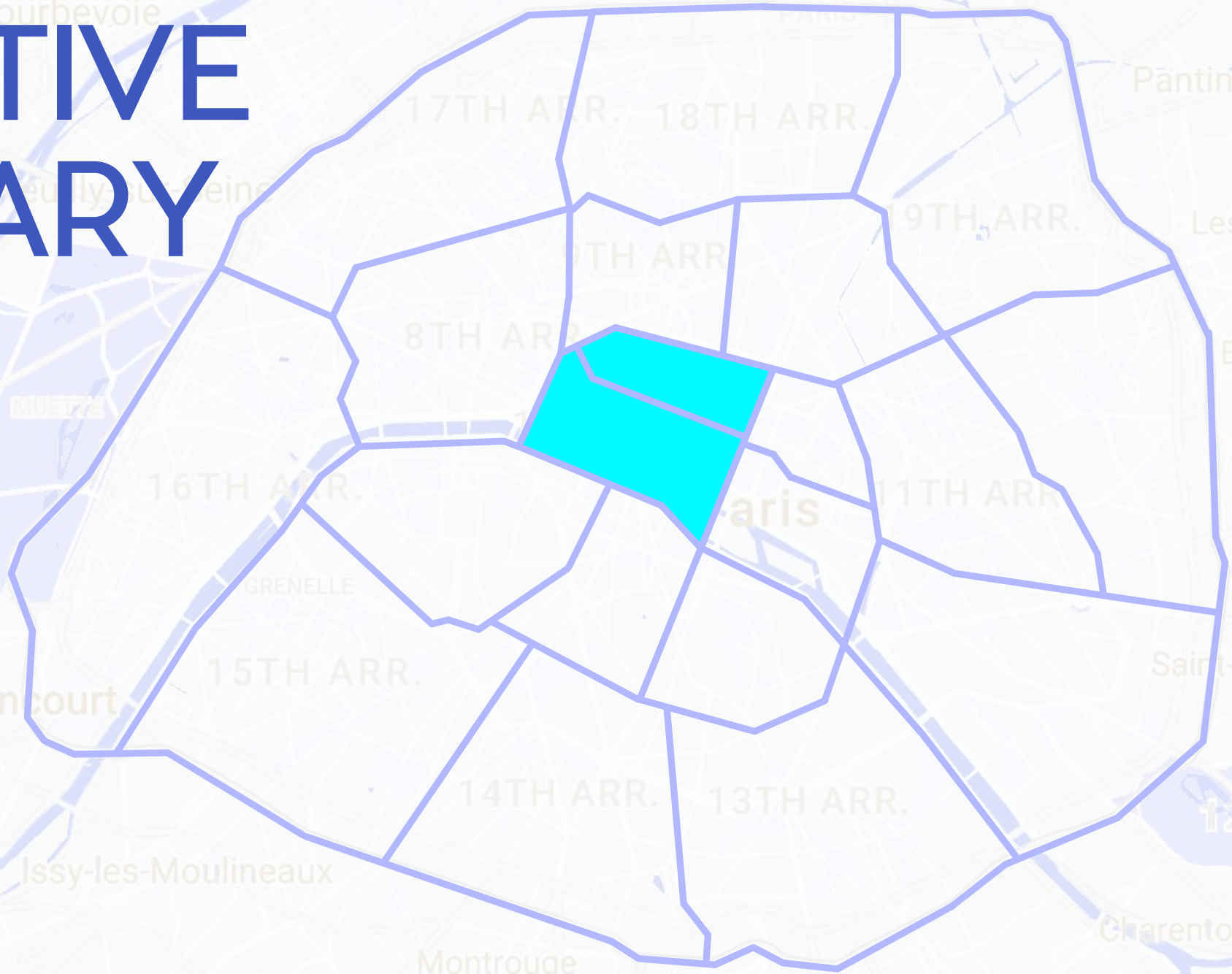
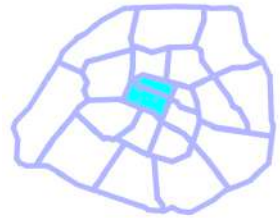


Throughout this report, each arrondissement of Paris will illuminate to track the report's progression. The gradual formation of the entire city map is representative of our goal to unite students of diverse backgrounds.

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY



1. FRAMING: Education quality is a significant problem in Paris, with traditional teaching methods leaving students without the necessary non-cognitive skills, such as perseverance, to achieve in life after high school (Gumbel, 2015). Also, there exists a lack of geographical and racial diversity in Parisian schools (Mons, 2015).

2. CONTEXT and AUDIENCE: To solve these problems, we are focusing on students all across the city of Paris, hoping to target youth from many different socioeconomic and ethnic/racial backgrounds. Specifically, we want to work with older high school students to prepare them for success after high school in college and with jobs.

3. PREVIOUS APPROACHES: There are few existing initiatives to combat education issues and diversity simultaneously. One Parisian program, Les Savanturiers, provides research opportunities for young students, while the Center for Urban Pedagogy in New York offers urbanism projects for students. Our project has potential to expand beyond these programs.

4. OUR SOLUTION: We propose an urbanism competition, Compétition DiverCité, that creates student teams from across the city to compete in solving Paris' most pressing problems. The competitive angle of the program will encourage perseverance while the creation of the teams will foster greater diversity amongst the students.

5. BUSINESS PLAN: To fund Compétition DiverCité, we are looking to partner with three organizations with shared interests. These contributions will help pay for human capital and social media partnerships to promote the program. This will ultimately allow us to make the most transformative experience for our beneficiaries, the students.

6. CONCLUSION: In order to judge the success of our program, we will rely on feedback from competition participants – both during the competition process and several years into the future. Since it is almost impossible to quantify non-cognitive skills, qualitative information will be more useful than quantitative.

“...France now has one of the most inegalitarian school systems in the world...”

– Peter Gumbel,
Director of Communications, Sciences Po

FRAMING

FRAMING: sustainable development goals

In 2015 the United Nations set 17 Sustainable Development Goals (SDGs) for every country to improve upon by 2030. Although each goal is relevant to Paris, to address the main goals of our project, we focused on the three SDGs outlined in the image on the right. SDG 4 seeks to increase the amount of youth with "relevant skills for employment, decent jobs and entrepreneurship" and ensure students have the skills to promote sustainable development. SDG 10 also seeks to "promote the social, economic and political inclusion of all" people, irrespective of race. Finally, SDG 11 seeks to create a more sustainable community, complete with more greenspaces, reduced environmental harm, and more links between all kinds of people (*Sustainable development goals*).

FRAMING: quality education

France's education system has been at the center of much negative attention. Many have overlooked the problem because France has increased its national high school graduation rate to eighty percent. However, of the large proportion of students who go to university, almost fifty percent of first years actually drop out (Bothwell, 2016).

It is important that we fix this failing system by tackling the skills taught to students, because they foster intellectual capital that triggers societal growth. Non-cognitive skills are of premiere importance since they often go untaught in the French school system. The most important non-cognitive skill we found was perseverance, or the ability to endure challenge in the pursuit of goals. Perseverance has been found to be a strong predictor of grade point average and strong perseverance is correlated with finding one's first job faster (Zhou, 2016). By having students work together to solve problems in our program, we hope that they grow in these non-cognitive skills that cannot be taught in France's traditional school settings.

This in turn will help Paris attain SDG 4 – perseverance is a relevant skill for employment and while working to improve the city, students will learn how to actually promote sustainable development in general.

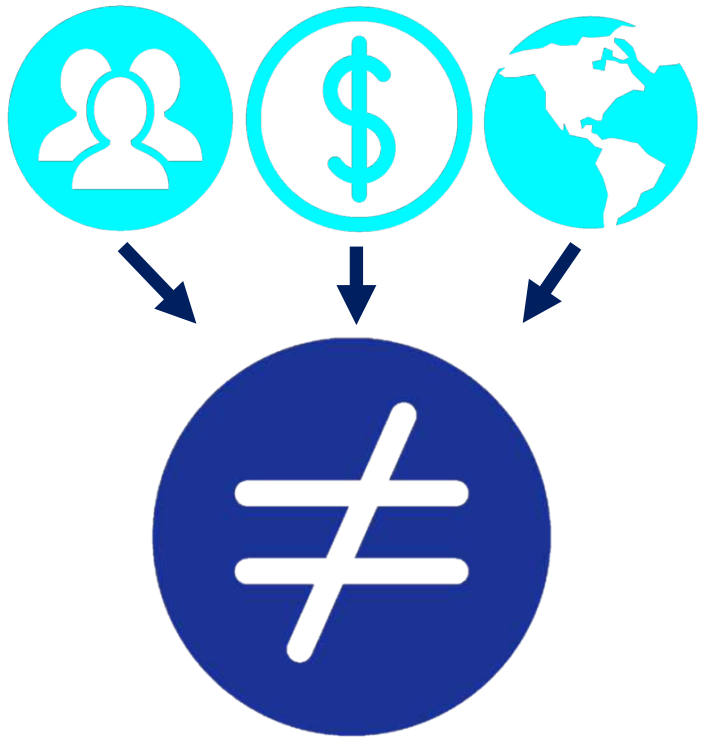
FRAMING: reduced inequalities

RACIAL/ECONOMIC INEQUALITIES:

Another problem within the French education system is the disparate achievement levels of students from different socio-economic and racial/ethnic backgrounds. Specifically, French students from immigrant backgrounds are twice as likely as their peers to drop out of the general education system by the end of primary school and enter remedial classes (Kirszbaum et al., 2009). There is also a lack of diversity between different types of students in general. A UNICEF study found that education quality correlated with immigration status within Paris. In priority school zones, which are areas labeled as disadvantaged, 22% of students were first or second generation immigrants. In other schools, immigrant students made up less than 5% of the class population. There is a segregation problem in the Paris education system. In order to improve education quality our competition seeks to combat social inequality directly (Kirszbaum et al., 2009).

GEOGRAPHICAL INEQUALITIES:

In terms of geographical diversity, location and grades determine where a student goes to high school. Thus, the diversity of schools is often directly correlated to the diversity of neighborhoods within Paris. When admitting students to high school strong high schools will favor students that live closer to them over another student who is equally as qualified from a father and often poorer area (Fack & Grenet, 2016). Thus, it is important to our project that students from different schools are paired in teams so they can be exposed to students from different backgrounds. This will help tackle the "social, economic and political inclusion of all" that SDG 11 seeks to achieve.



FRAMING: sustainable communities

Students

Paris

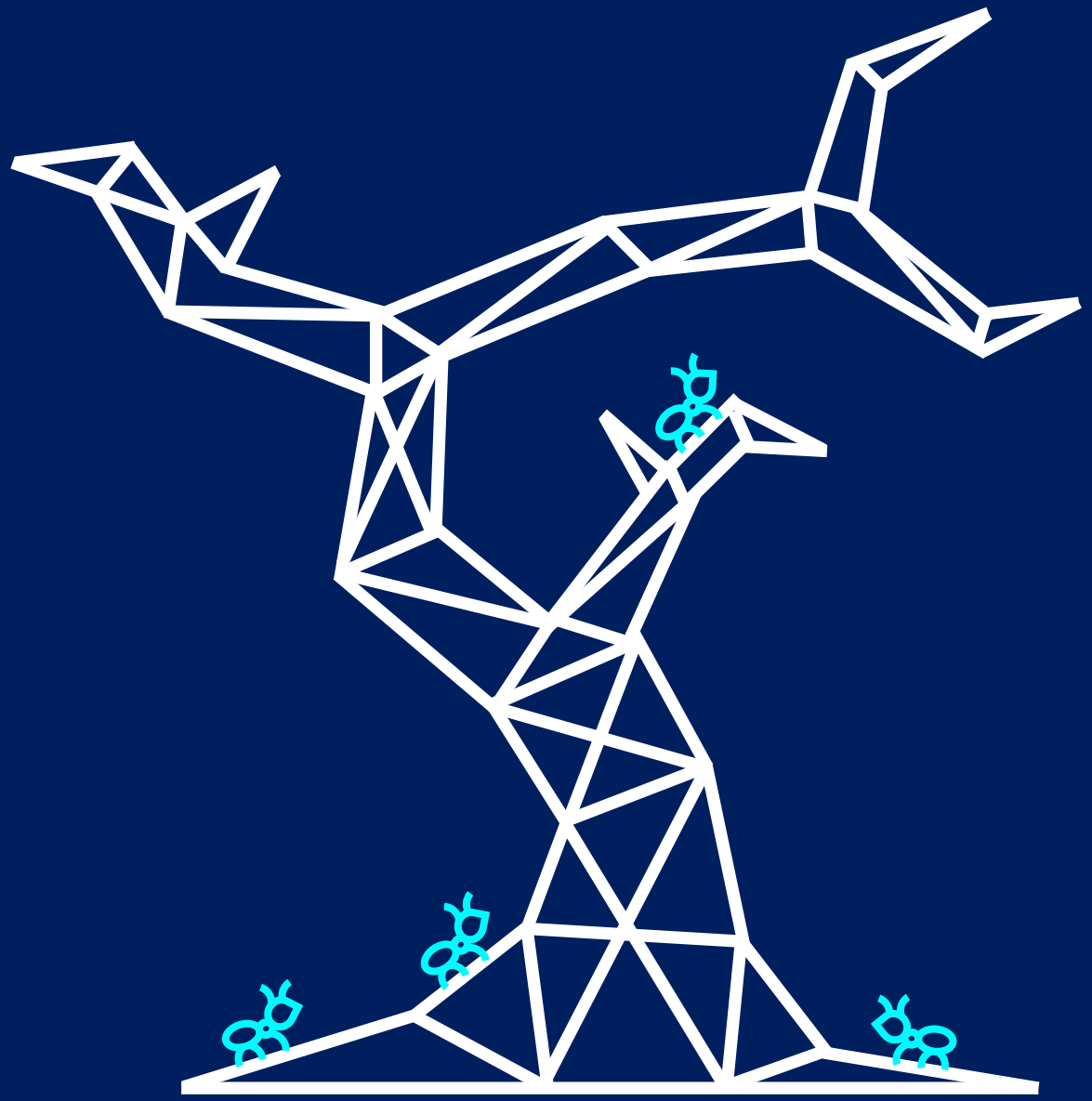
SDG-oriented Solutions

Our goal was to find a solution to SDG 4: quality education and SDG 10: social inequalities that was sustainable and would not require excessive resources. At the same time, we also saw that there were many other issues that needed to be solved in the city of Paris, such as air pollution and a lack of greenspace.

Within our competition, the student teams will work together to solve problems outlined by the City of Paris, the process of which will be discussed in greater detail later.

Through this, Paris can determine the most pressing problems it needs to fix in order to become a more sustainable city. With a variety of teams working to solve these problems, Paris will have multiple different perspectives and creative ideas at hand in order to innovate sustainably. Thus, through tackling SDGs 4 and 10, we are also able to tackle SDG 11: sustainable cities and communities.

FRAMING: biological analogy



the ACACIA TREE and ANT

Compétition DiverCité links already existing resources in Paris by fostering mutualistic relationships between the students and the City of Paris. The relationship between the acacia tree and the acacia red ant inspired our solutions to the problems in Paris we outlined. These two organisms have a mutualistic relation where the red ant protects the acacia tree from harmful herbivores, insects, vines, and bacteria while the acacia tree provides food and shelter to the ants in return. They have a sustainable relationship where each population gains a necessary asset to survive (*Ants Protect Acacia*, 2014).

Therefore, in the competition the students represent the ants, a society of little organisms that are using their skills to protect Paris, the acacia tree. Like the symbiotic relationship between the tree and the ants, by fixing issues in Paris, students are solving concrete problems in the city where they live as well as gaining invaluable non-cognitive skills.

FRAMING: biological principle

BENEFITS FOR THE ANTS:

In the tropics of Africa the acacia tree provides the ants with extrafloral nectaries. These are small organs on the tree (as seen in the image on the right). The nectaries provide the insects with nectar, one of their drinking sources, allowing them to survive and grow (Yong, 2016).

BENEFITS FOR THE STUDENTS:

Paris provides resources for students such as more diverse social connections and methods to learn problem solving and non-cognitive skills. These resources are like nectar for the ants. The nectar allows the ants to grow, just as the competition allows the students to develop as people.

BENEFITS FOR THE ACACIA:

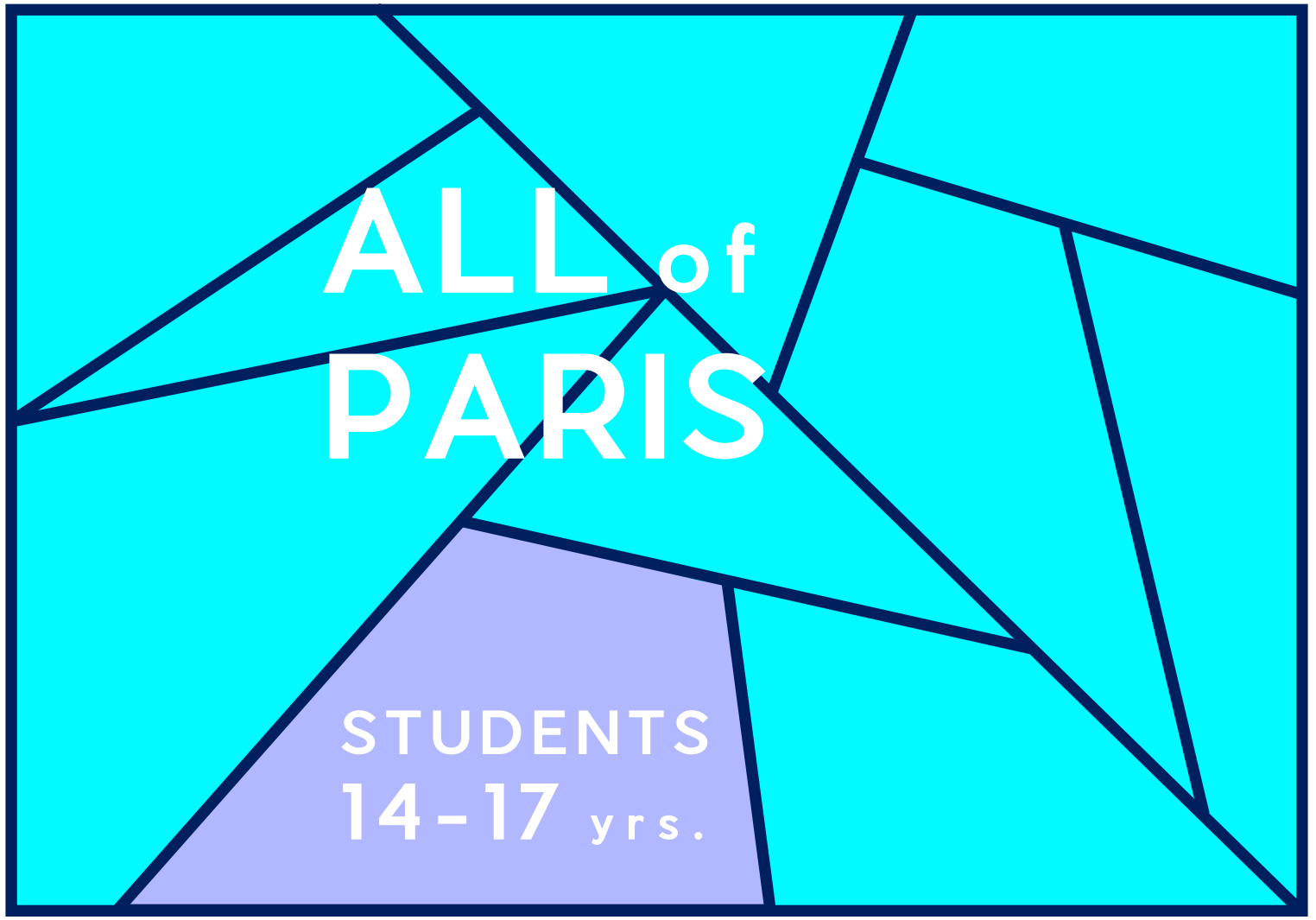
The sweet nectar of the acacia attracts large numbers of ants, which in turn give the tree protection from other harmful organisms. For example, the ants will safeguard the tree by stinging giraffes (herbivores) should they try to eat the acacia leaves (Gill, 2009).

BENEFITS FOR PARIS:

The student teams will develop solutions for the city's problems, thus protecting the city's wellbeing and future just as the ants do for the tree. The ants allow the tree to grow and prosper just as the students allow the city to innovate and develop sustainably.

CONTEXT AND AUDIENCE

CONTEXT AND AUDIENCE



Compétition DiverCité serves two main audiences within Paris: students aged 14-17 years old as well as the general population of the city.

We want to have a specific age segment as our main target so we could make a really strong impact on one group of people and affect change. Since our main goals include improving diversity and education quality, the natural solution was to select students as our main focus.

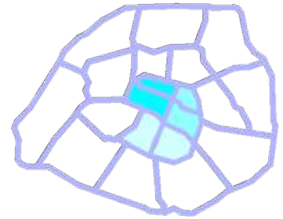
However, we still want to affect the entire city of Paris, since one of our secondary goals is improving the condition of the city as a whole sustainably.

CONTEXT AND AUDIENCE: students

We are targeting students aged 14-17 specifically because we want participants to be mature enough to solve challenging tasks in Paris. We feel 14 is the youngest appropriate age where students can roam Paris freely and develop their own observations during the competition while 17 is the oldest since during the last year of high school students are too busy with baccalaureate preparations to be fully engaged with the competition.

We also want to improve students' non-cognitive and problem-solving skills at the ages where students are not explicitly taught such skills as logic or creativity. Lastly, since we hope to foster diversity, we need students old enough to join the competition even if parental pushback occurs.

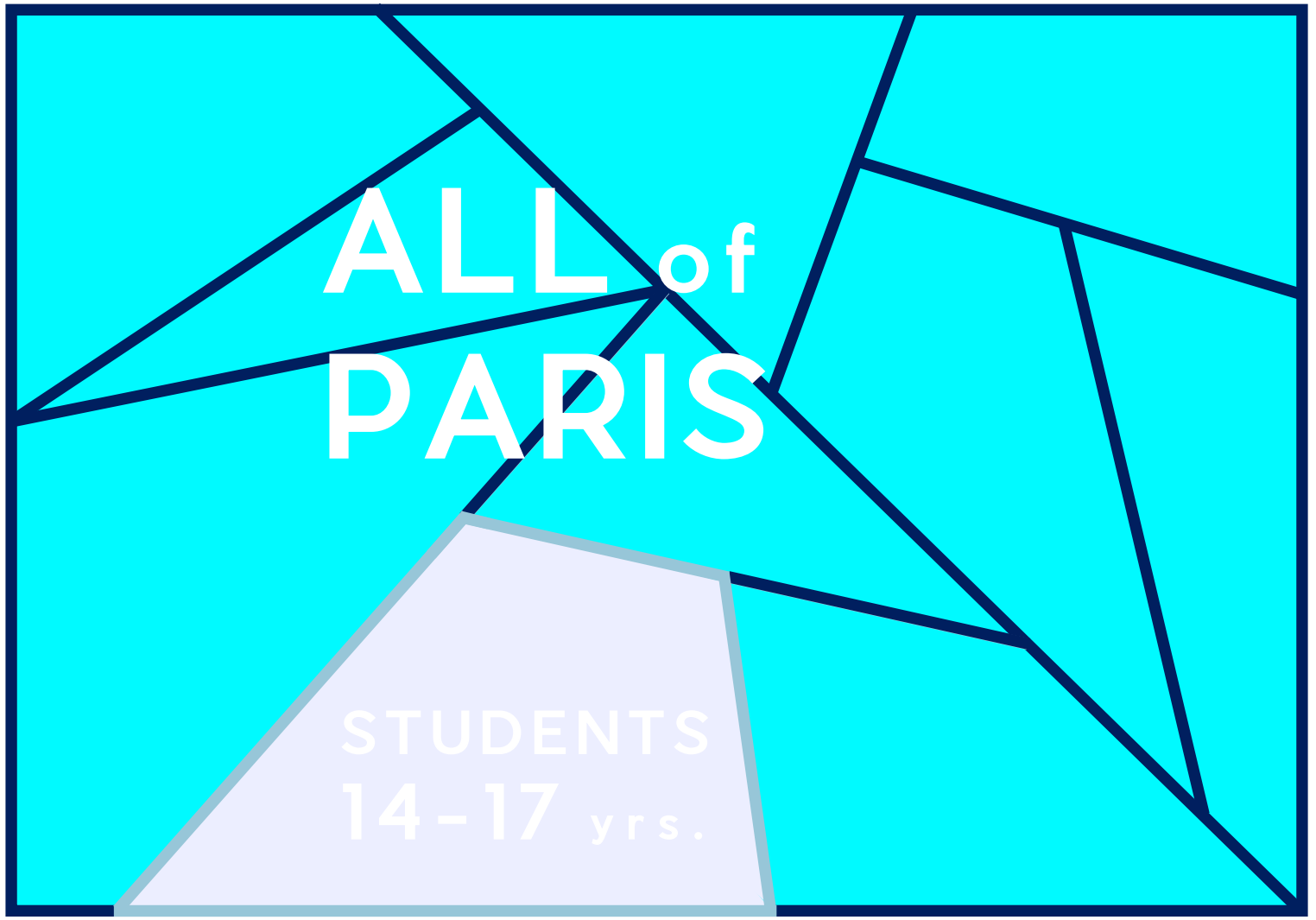
CONTEXT AND AUDIENCE: students



> The school segregation problem is twice more important at high schools in comparison to middle schools.
>
> – Nathalie Mons,
> *President, CNESCO*

Another reason we are targeting students aged 14-17 is because in high school the problem of diversity is the worst. Students are sorted into schools generally based on residence location, which has led to a severe lack of diverse students within high schools (Fack & Grenet, 2016). In 2008, the city created a new computerized procedure for improving equal opportunities: the AFFELNET procedure, which was established with the aim of promoting "social diversity, transparency and fairness" in a French education system often found to be unequal. To be assigned to a high school, the future high school student must classify eight institutions that they wish to attend (Lescurieux, 2017). Although students seem to have the possibility of being placed in any high school across the city, the AFFELNET procedure still favors place of residence in sorting students as well as middle school grades, which can result in homogenous student profiles at each high school. Thus, AFFELNET is still a signifiant contributor to the segregation we seek to fix in high schools.

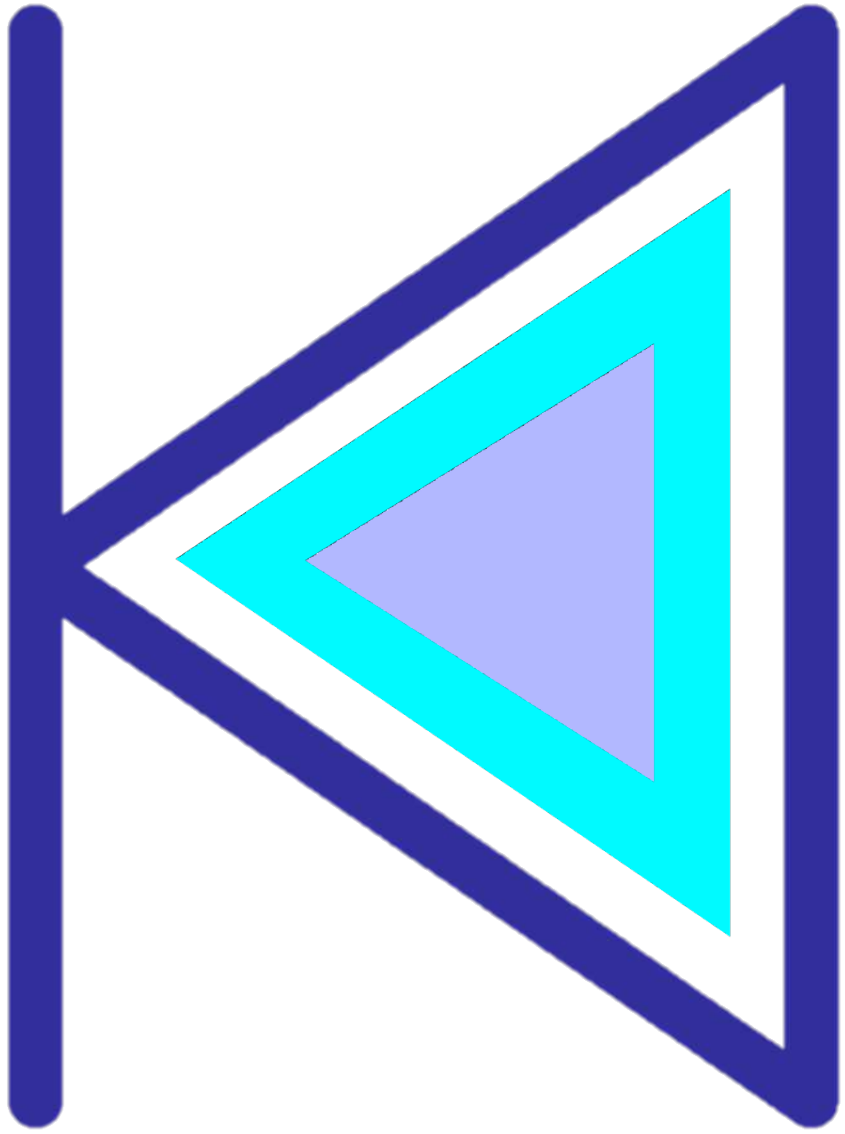
CONTEXT AND AUDIENCE: Paris



Finally, we think there is still an opportunity to impact the general city population, especially considering there are many issues in Paris apart from education and diversity that we couldn't address directly.

As a result, our competition seeks to have teams of students solve these economic, social, and environmental issues. The city's future citizens will be trained to think critically as well as provide solutions to big problems, thus leading Paris toward a much more sustainable future.

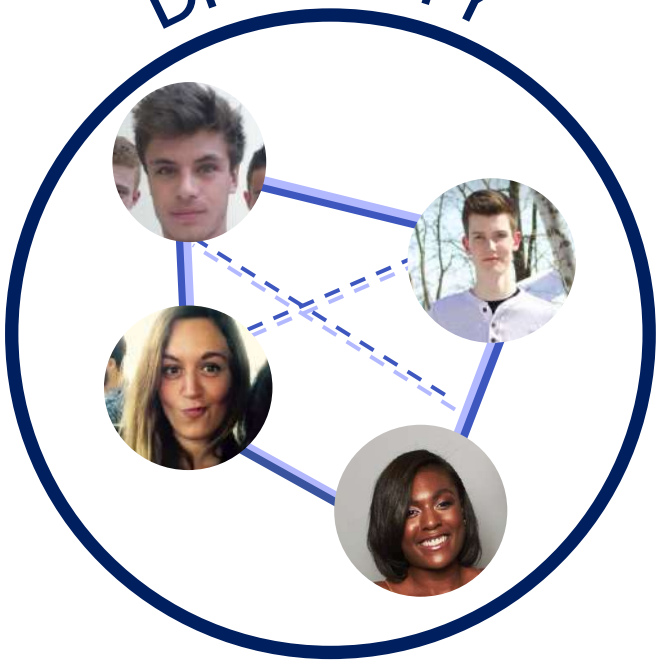
Thus, in targeting students and the city, both parties help each other grow in the long run, mimicking the mutualistic relationship of the acacia tree and ant.



PREVIOUS APPROACHES

PREVIOUS APPROACHES

DIVERSITY



When looking at solutions to the problem of diversity, we looked for:

- Student projects
- Diversity among students
- Involvement from primary school to high school

URBAN PLANNING

We also targeted past projects that addressed urbanism, looking for:

- Urbanism projects
- Partnerships with city hall
- Projects that seek to solve real issues in the city of Paris

NON-COGNITIVE SKILLS

Finally, we drew inspiration from programs that focused on the following characteristics:

- Non-cognitive skills
- Perseverance learning
- Non-academic learning

PREVIOUS APPROACHES

LES SAVANTURIERS DE LA VILLE:

Les Savanturiers is an innovative program created in 2016, in Lyon, targeting primary school to high school students. Like Compétition DiverCité, Les Savanturiers aims to develop students' non-cognitive skills by using research methods on a theme related to scientific disciplines.

According to them, education through research enables students to develop their critical thinking as well as their team spirit. The project-based learning of our competition hopes to achieve the same important development of non-cognitive skills, like perseverance.

CENTER OF URBAN PEDAGOGY (CUP):

The Center of Urban Pedagogy (CUP) is located in New York and is an organization that aims to increase civic engagement through youth education programs among several other initiatives. Their primary distinction is that they hope to involve communities, students, designers, and educators in city projects by using art and design. Compétition DiverCité can draw upon CUP's focus on diversity and urbanism, while adding focus on non-cognitive skills from Les Savanturiers to further address all of the key Parisian problems we outlined.

PREVIOUS APPROACHES

BÂTISSEURS DE POSSIBLES:

Bâtisseurs de Possibles is a French program that attempts to develop a more innovative way of involving children in problem solving. Only available for pupils enrolled in primary schools, the program tackles the absence of non cognitive-skills in the French educational system but does not address the issue of diversity. Bâtisseurs does not include pupils from different primary schools. Compétition DiverCité benefits by encouraging more diversity at an older age.

TALENTS PARIS 2024:

With the 2024 Olympic Games approaching, the City of Paris has launched a program advocating for projects from young people (ages 16-25). People will have the possibility to propose innovative ideas to make a substantial impact on Paris and its inhabitants. The projects need to reflect the spirit of the Olympic Games such as respect, friendship, and non-discrimination. Three projects will be selected to receive money for implementation. Compétition DiverCité can try to parallel the effective community spirit of Talents Paris 2024.

PREVIOUS APPROACHES

+ PRIORITY ORDER
++
+++

	DIVERSITY	URBAN PLANNING	NON-COGNITIVE SKILLS
Les Savanturiers	++		++
CUP	+	+	
BÂTISSEURS de possibles		+	+
TALENTS #PARIS2024	+	++	++
COMPÉTITION DIVERCITÉS	+++	++	+++


OUR
SOLUTION

OUR SOLUTION

The primary shortcoming of the existing solutions is that they don't tackle the improvement of non-cognitive skills and diversity together. Encouraging students to research is great, but it can be even better if they are exploring society's problems with a diverse community of peers who can promote a better array of thought. Additionally, students should be enthusiastic about this kind of learning to make it more effective.

Thus, we propose Compétition DiverCité, where teams of students from across the city work to solve the most pressing problems in Paris. The competition will occur every semester and will be sponsored by the City of Paris itself.

COMPÉTITION DIVERCité

la jeunesse d'aujourd'hui,
la ville de demain

the youth of today,
the city of tomorrow

OUR SOLUTION

Participants of the Compétition DiverCité must be enrolled in the classes of Seconde or Première at the time of their registration for the contest. Thus, students will be between the ages of 14 and 17, as discussed in the Context and Audience section of this report.

We will begin our competition pilot with four partner schools of which the students who apply must be enrolled. This will allow us to make sure student participants are from dispersed backgrounds across the city. Eventually, we will open the competition to all students within the city of Paris, regardless of whether they attend a partner school or not.

qualifications:

SECONDE/PREMIÈRE

14-17 YRS.

LYCÉE 1 LYCÉE 2

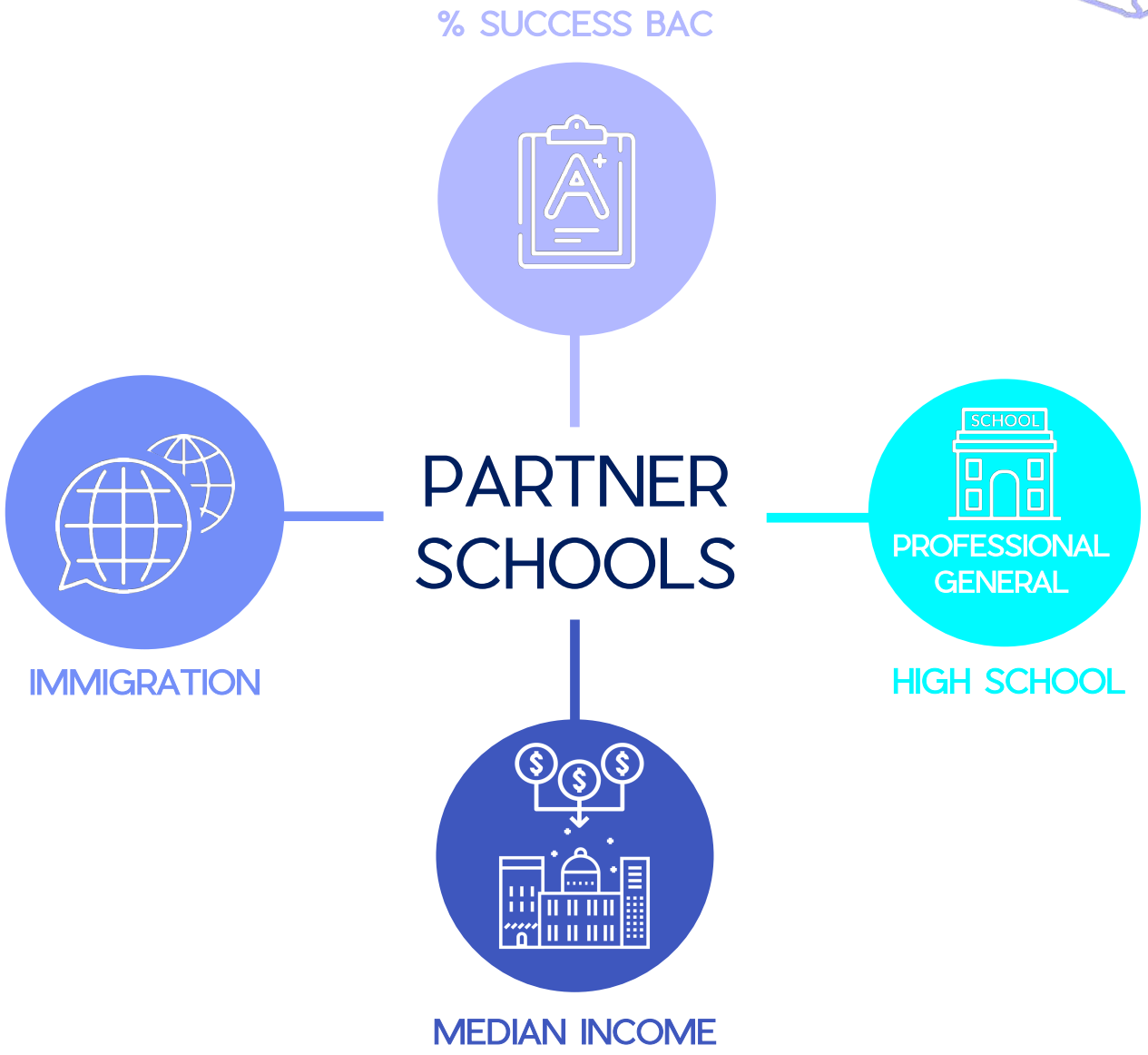
LYCÉE 3 LYCÉE 4

OUR SOLUTION: school selection

When selecting our four partner schools, we tried to achieve the greatest diversity possible. Consequently, we decided to create selection criteria to choose which high schools to partner with.

These criterion include: the median income of the school district, the density of immigrant population, the percentage of success on the baccalaureate, and finally the type of high school (professional or general/technical).

Based on these factors, we selected four high schools that have different social and educational profiles. These four high schools will be the first partner schools, which will be used for our prototype phase, before expanding the program.



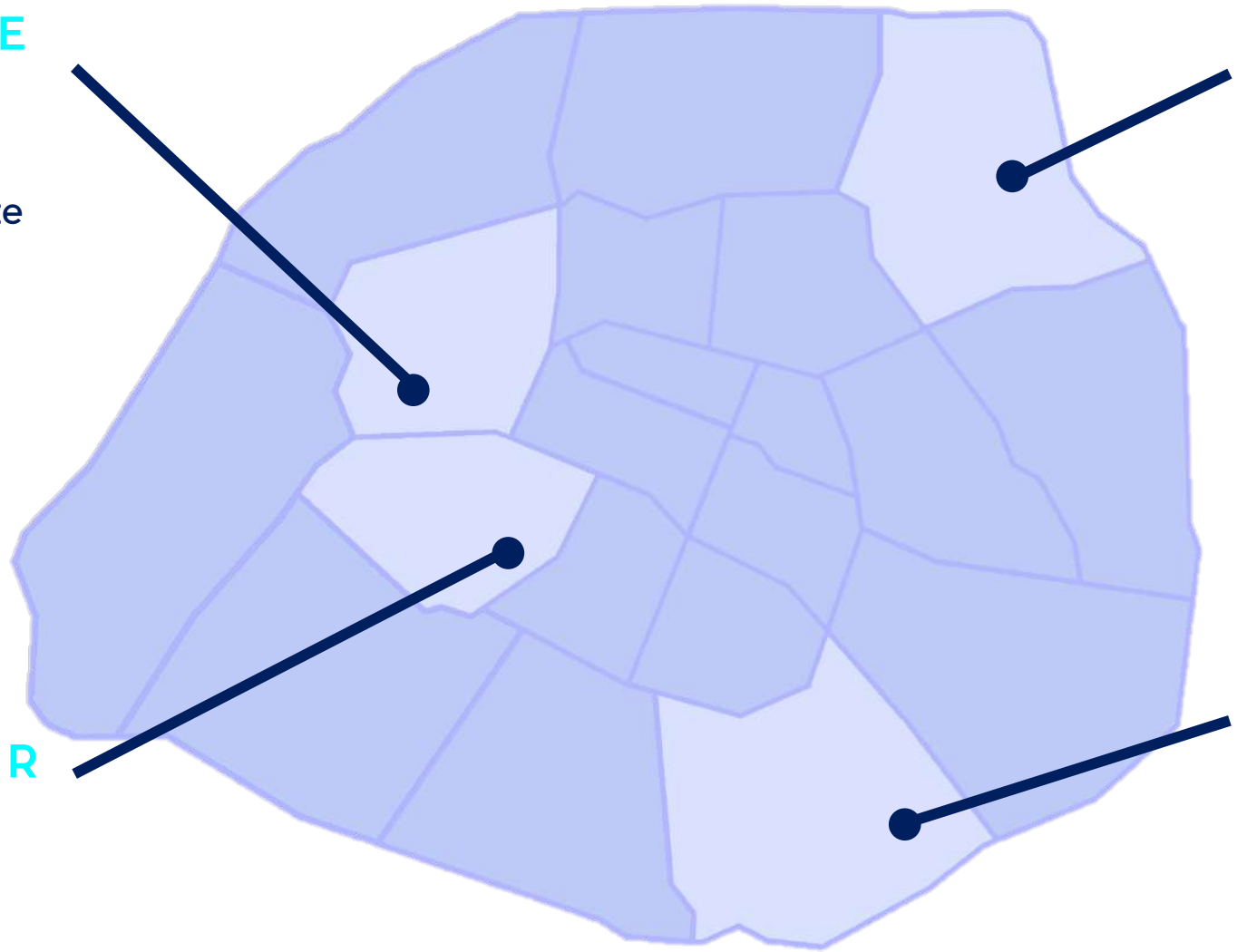
OUR SOLUTION: school selection

LYCÉE RACINE

8th arrondissement
General/technical school
96% receive baccalaureate

LYCÉE ARMAND CARREL

19th arrondissement
Professional school
68% receive baccalaureate



LYCÉE VICTOR DURUY

7th arrondissement
General/technical school
99% receive baccalaureate

LYCÉE RODIN

13th arrondissement
General/technical school
85% receive baccalaureate

OUR SOLUTION: student selection

When applying for Compétition DiverCité, students will be required to fill out an online application form to help select which students to participate in the program. Should there be a large number of perspective participants, competition staff will need some criteria to determine who is serious about the competition and who is not, thus rendering the application useful.

The application form seen on the right mainly provides basic identity and interest information about the student, all of which will remain confidential and will only serve for the purpose of the competition.

The additional personal questions will not be graded on written ability or factual knowledge and will only be used to judge interest in and commitment to the competition.

APPLICATION FORM

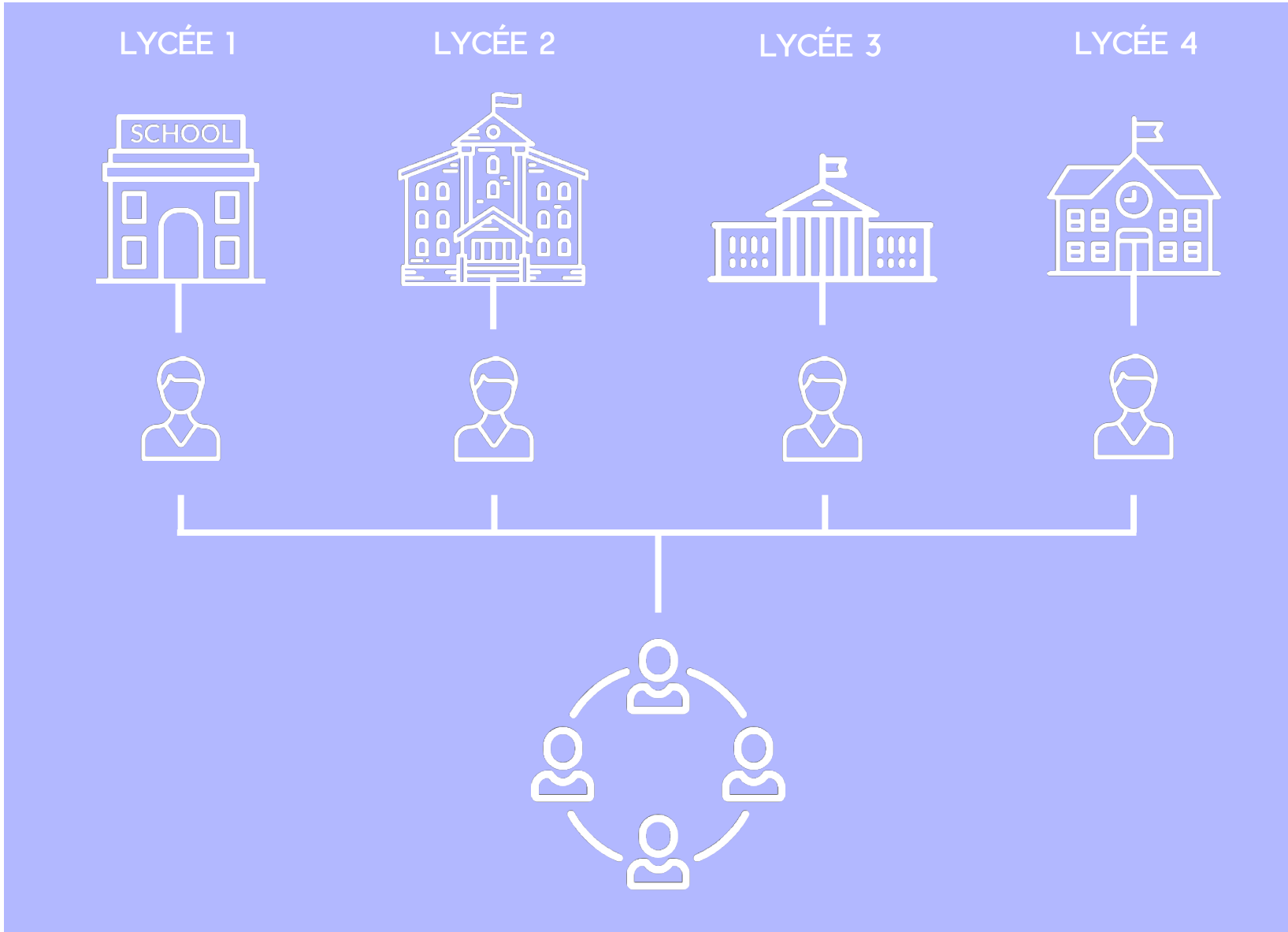
1. What is your name, school of attendance, and grade?
2. Could you share some information about your personal background (music, memories, activities, lifestyle)? (500 words maximum)
3. Which issue (social, economic, or environmental) is the most important to you and why? (500 words maximum)
4. What do you expect from the competition and how do you hope to change because of it? (500 words maximum)

OUR SOLUTION: team formation

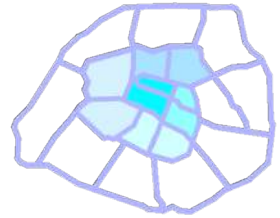
Once students have applied individually, the executive board will select 120 total students and constitute the teams, which will be comprised of four students all coming from different high schools to ensure geographical diversity. Also, subject area interest from the application form will guide team formation.

During the pilot stage, there will only be 20 students selected from the four schools, resulting in five teams instead of 30 for scalability purposes.

Since teams will have five months to work on their projects and consist of high school students, they will be expected to meet regularly, working together in teams rooms provided by the partnered schools or throughout the city.



OUR SOLUTION: parisian problems



THE CITY OF PARIS

ECONOMIC SOCIAL ENVIRONMENTAL

PROBLEM 1	PROBLEM 2	PROBLEM 3
10 teams	10 teams	10 teams

The City of Paris will outline three problems at the beginning of every semester of the competition: one economic, one social, and one environmental. The teams will be assigned to each problem based on which subject area they discussed as being the most interesting on their application. Additionally, the 30 teams will be divided equally amongst the three problem areas. For the pilot stage of the competition, however, there will only be one problem for the five teams to compete in solving.

These problems mimic three ways the acacia ant defends the tree – stinging giraffes, warding off other invertebrates, and preventing bacteria growth. Team proposals provide new ideas to improve the city, just as the ants have potential to help the tree.

OUR SOLUTION: social media challenge

SUMMARY:

In addition to the semester-long project, Compétition DiverCité will have a social media component where the student teams can interact online with people across the city.

This interaction will manifest through two social media platforms: Snapchat and Facebook. Snapchat will serve as a channel for people to see teams work behind the scenes. Facebook will serve as a way for teams to communicate information about their projects as well as a way to conduct final voting at competition's end.

Social media allows students to broaden the effect of their projects, like how acacia ants also maintain a mutualistic relationship with the nightshade plant – helping with more than just the acacia tree (Paris itself).

SNAPCHAT:

Every week teams will be required to post a story update. This will include their team's progress on the project as well as anything they deem appropriate to gain voter support. There will also be weekly features in the Snapchat news section to spread awareness about the competition.

FACEBOOK:

This platform will serve as a space to keep people connected despite not having access to Snapchat. Each team will be required to make a Facebook page and update it with relevant project information. Facebook will most importantly serve as way for people to vote for their favorite teams the last week of the competition just before the winners are chosen.

OUR SOLUTION: mentorship

REQUIREMENTS FOR MENTORS:

Compétition DiverCité will set up teams with mentors, who will be professionals working in specific felids that relate to the competition projects or areas of focus. The mentors will be paid and chosen by the Compétition DiverCité executive board based off of their experience and their insight on the problems given by the City of Paris.

Each mentor will be in charge of advising five teams. To ensure they are guiding the teams in the right direction they will need to provide brief written reports to the executive board twice a month after scheduled visits with each team. Mentors are also responsible for organizing monthly outings with their five teams (20 students) exposing them to key issues surrounding their problems.

REQUIREMENTS FOR TEAMS:

Each team will meet with their advisor twice a month (first and third week of each month and one to two hours per meeting). Meeting times and locations will be set up on each team's own accord.

During the bi-monthly meetings, mentors will first ask open ended questions about diversity and team member backgrounds to foster discussion. This will help students recognize their differences and the importance of diversity. During the second half of their meeting, mentors and team members will track their progress on their projects and try to find solutions and strategies to their any problems. Students who do not attend will be noted in the mentors' reports and suitable action will be taken by the executive board.

1

2

3

COMPETITION RULES

COMPETITION RULES

PRODUCTION:

For final evaluation, teams will present their project proposal in front of a judging panel. The final product will be a slide presentation of approximately 20 slides. Additionally, teams will present a creative model of their project (short film, interactive game, miniature of their project, etc.).

EVALUATION:

Evaluation will be based on three criteria: relevance of the proposal, practicality and feasibility of the solutions, and finally creativity and originality of the presentations. The selection of the winners (one for each problem category) will be revealed at the final ceremony.

ACADEMIC INTEGRITY:

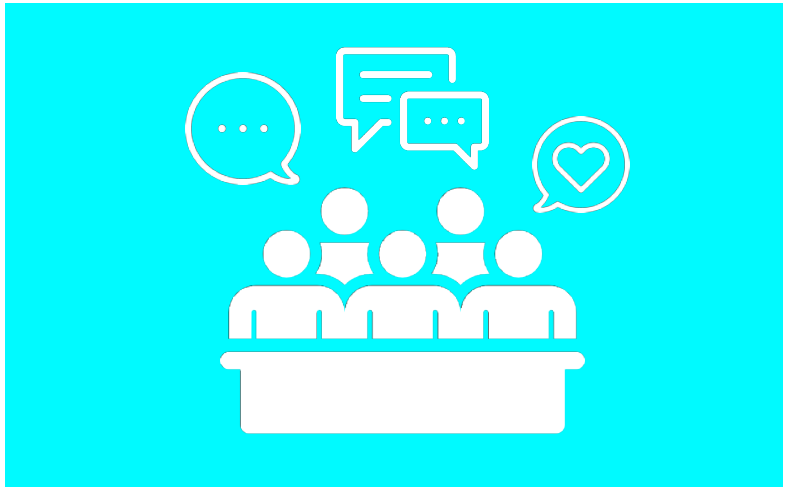
Competitors must clearly cite any work that is not their own. The citing format will be chosen by teams but must be presented at the end of their proposal. If any team fails to do so or a mentor notices a breach in integrity, they will be automatically disqualified from the competition.

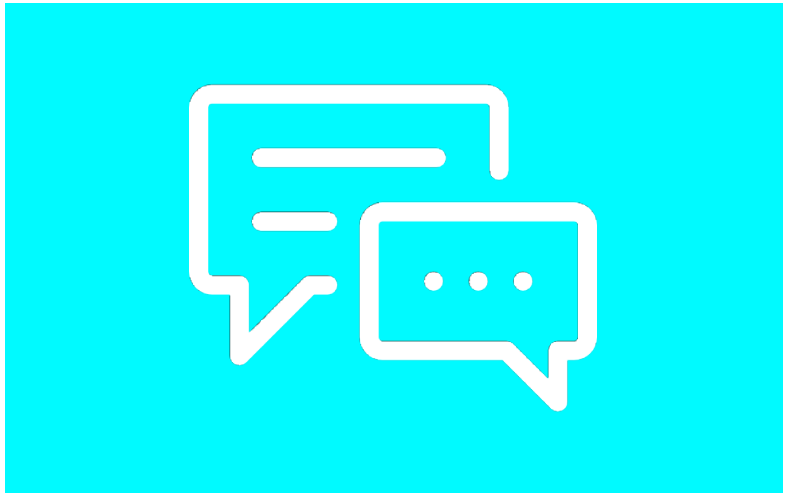
COMPETITION RULES: judging

JUDGING PANEL:

The judging panel, composed of five people, including city officials, will be specifically created for the purpose of Compétition DiverCité. They will be objective and will not have been involved prior to the ceremony day in any of the projects presented by the teams of students.

The five members of the panel will need a majority agreement on the three winners, one for each category. Their vote will count for half of the final result and will be factored into the social media vote by the Compétition DiverCité executive board.





SOCIAL MEDIA VOTE:

The vote of the social media users will also count for picking the winner of the competition, and will be open for the week leading up to the ceremony. After watching the projects develop on Snapchat and Facebook throughout the semester, users will be able to decide which project they believe will be the most successful. The vote will be held on the Compétition DiverCité Facebook page, and users can vote by using their personal Facebook account. Only one vote per person will be allowed. Social media will count for half of the final decision.

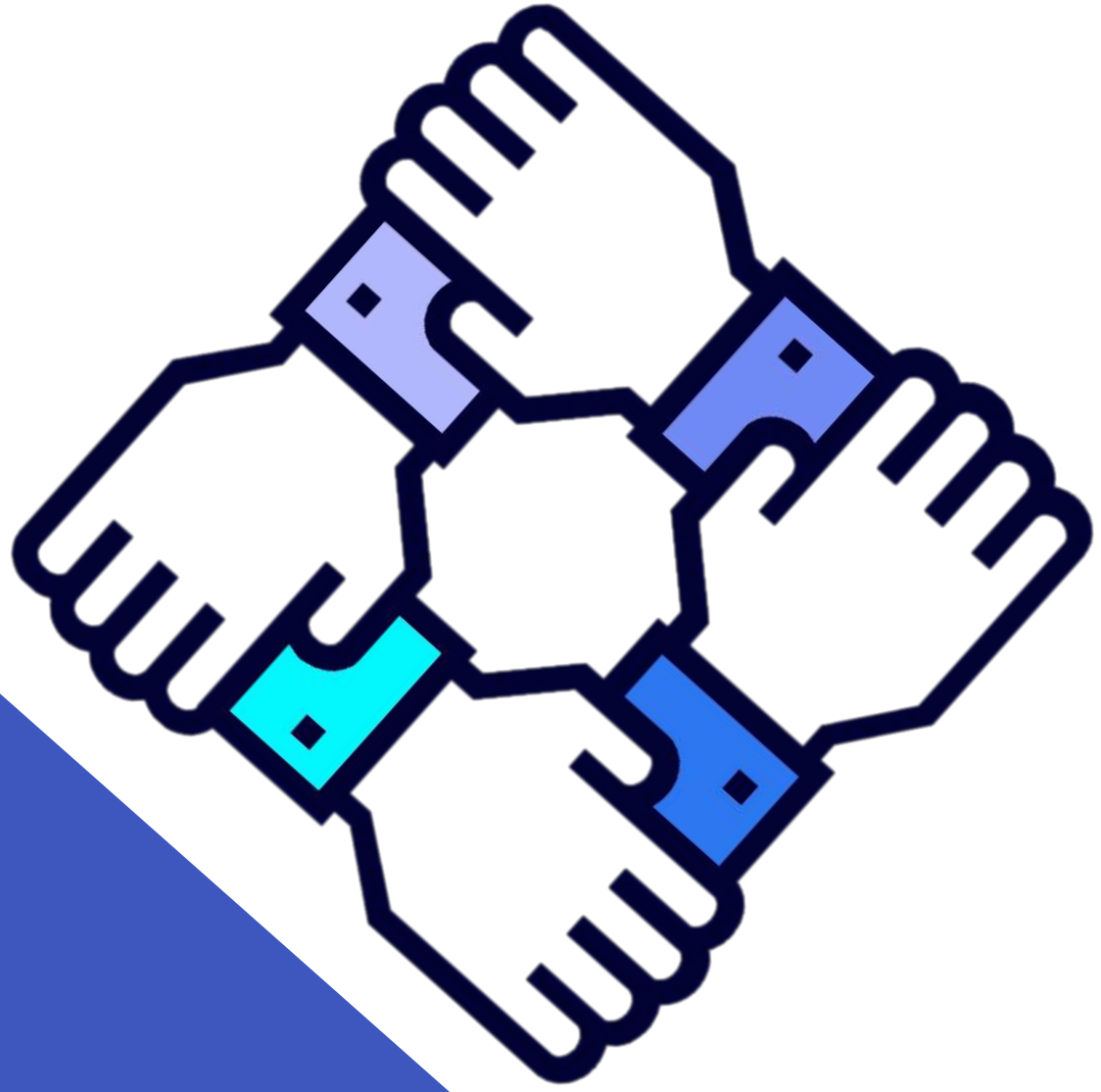
COMPETITION RULES: ceremony

CEREMONY:
The teams will be invited to an all-day ceremony to present their final productions at the Mairie de Paris. Presentations will occur during the morning and afternoon followed by the presentation of the winners at the evening and a reception afterward for all to celebrate.

PRESENTATIONS:
Each team will be responsible for verbally presenting their 20 slide presentation as well as sharing their creative supplement with the panel of five judges. Teams will have 20 minutes to do so, followed by ten minutes for a question and answer period.

PRIZES:
The three finalists of the competition will receive a prize of 1000 euros per team for having presented the most innovative and feasible project. Additionally, the City of Paris will make immediate efforts to realize the winning projects, updating the teams as to their projects' progression.

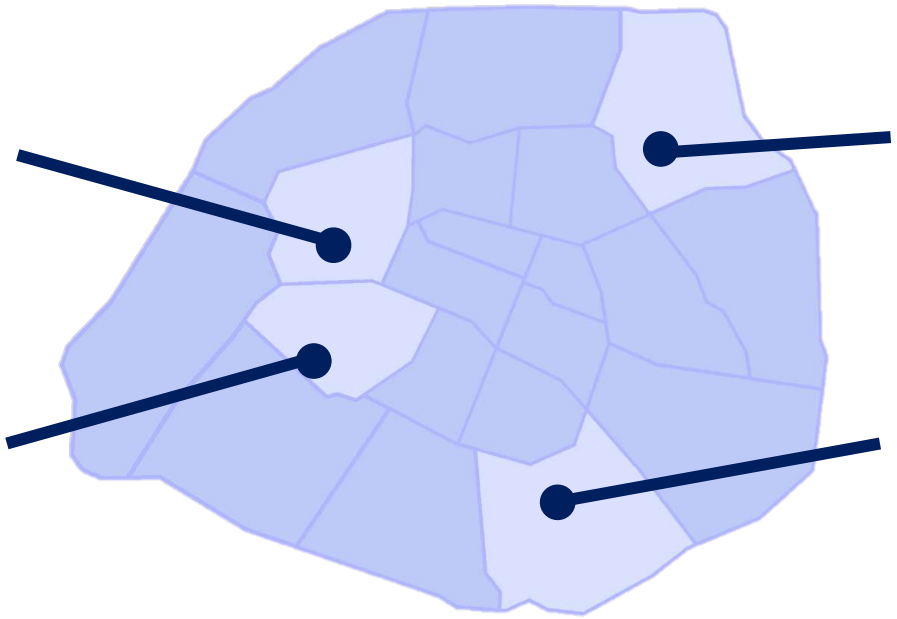
EXAMPLE PROJECT



EXAMPLE PROJECT

Brennan Gregg
8th Arrondissement

Autumn Boutin
7th Arrondissement



Adrien Vergès
19th Arrondissement

Myriam Laadhari
13th Arrondissement

To better understand the experience of a team in Compétition DiverCité, we will explore a sample team, their project, and their schedule of events.

The team shown above, with each student originating from a different arrondissement, was created based upon their mutual interest in solving environmental issues expressed on their applications.

For this semester's competition, the City of Paris outlined three problems for students to create proposals based upon: immigration, air pollution, and the gender wage gap. As a result of their shared interests, the team above was one of ten teams selected to propose a solution to air pollution.

The following section details the team's schedule. For months with holiday conflicts (such as December), students will be responsible for organizing their schedule and turning in assignments on time.

EXAMPLE PROJECT: first month

WEEK 1	• 2 meetings per week after school, 2 hours per meeting • Focus on ideation and brainstorming: possible ideas include reducing vehicle use and floating forests on the Seine to reduce air toxins • **Mentor Meeting 1 / Social Media Updates**
WEEK 2	• 2 meetings per week after school, 2 hours per meeting • Furthering project brainstorming and convergence of ideas • **Mentor Excursion:** for this team, a trip to a park to learn about air pollution • **Social Media Updates**
WEEK 3	• 2 meetings per week after school, 2 hours per meeting • Focus on solidifying project idea: floating forests selected as the main idea • Mentor Meeting 2 • **Social Media Updates**
WEEK 4	• 2 meetings per week after school, 2 hours per meeting • Focus on developing initial project proposal • **Assignment Due:** initial proposal of idea with relevant background information • **Social Media Updates**

EXAMPLE PROJECT: semester schedule

MONTH 1

- Mentor Meetings 1, 2
- Mentor Excursion 1
- Social Media Updates
- Assignment 1: Project proposal
- The main goal for the first month is for the team to develop a solid project idea
- For this team, to combat air pollution, they decided upon an initiative to build floating forests on the Seine

MONTH 2

- Mentor Meetings 3, 4
- Mentor Excursion 2
- Social Media Updates
- Assignment 2: Proposal of creative supplement
- This month, teams should further detail their projects while crafting ideas of how to creatively express them
- This team decide to create a miniature floating forest model

MONTH 3

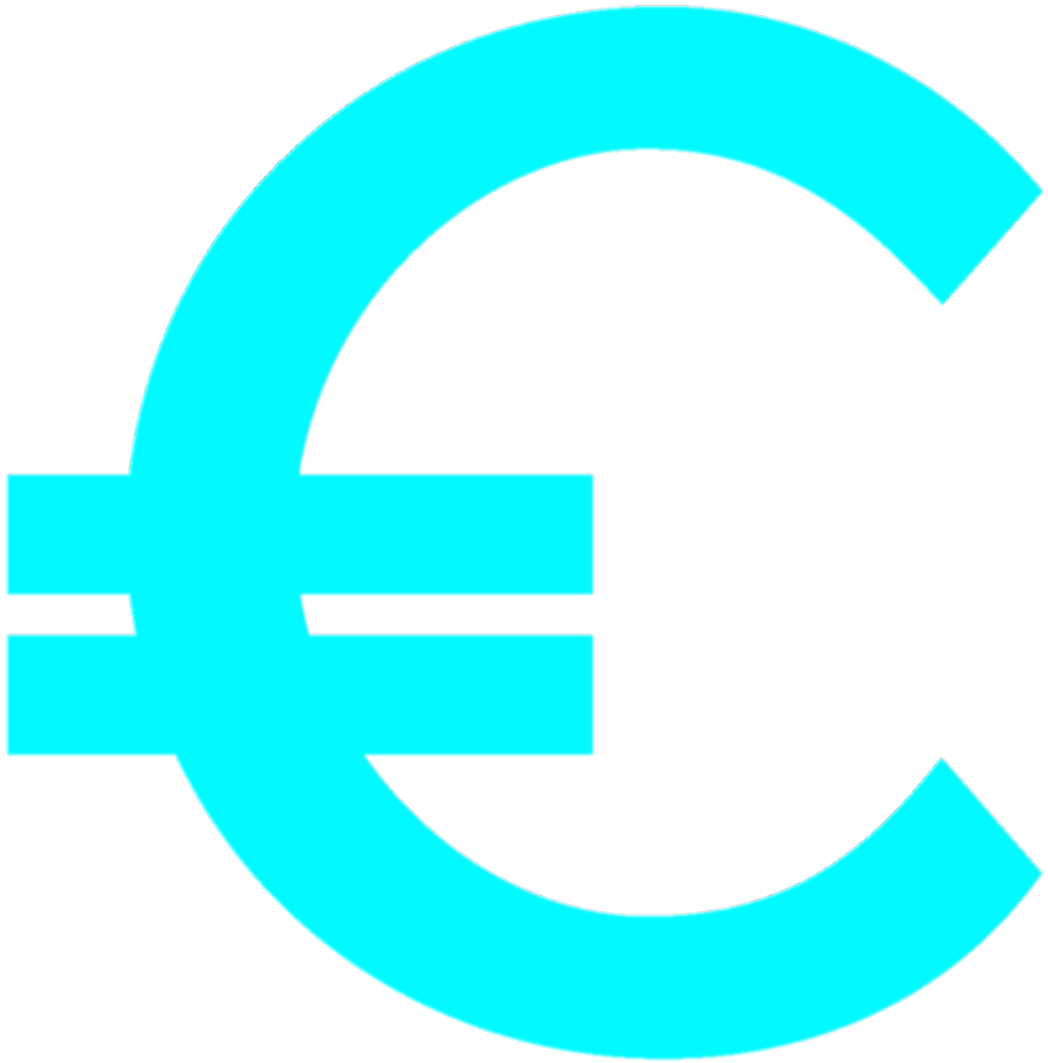
- Mentor Meetings 5, 6
- Mentor Excursion 3
- Social Media Updates
- Assignment 3: Draft presentation
- Teams should submit a working draft of their final presentation
- For this team, this included details about floating forests, funding, and an execution plan

MONTH 4

- Mentor Meetings 7, 8
- Mentor Excursion 4
- Social Media Updates
- Assignment 4: Final presentation
- Teams must submit their final slide presentation and creative supplement
- This team completed their slides and constructed their miniature model

BUSINESS PLAN

BUSINESS PLAN: funding



CRI

The Center for Research and Interdisciplinarity (CRI) helps fund organizations whose main focus is education. They provide up to 10,000 euros to these organizations and will hopefully be our main funding source.

FONDATION DE FRANCE

The Fondation de France serves children and adolescents. They would be a key source in funding our project since one of the main goals of DiverCité is to bring children from different social backgrounds together.

FONDATION BETTENCOURT SCHUELLER

The Fondation Bettencourt Schueller supports projects focusing on education and solidarity. They aim to increase diversity and to improve education quality for society's youth, making them a key partner.

KEY EXPENSES

There exist several key expenses that will need to be covered with the money contributed by our key partners.

SOCIAL MEDIA

FIXED RATES

Facebook advertisements
Snapchat filter advertisements
Snapchat news features

STAFF

FIXED SALARY

Executive Board

MENTORS

HOURLY SALARY

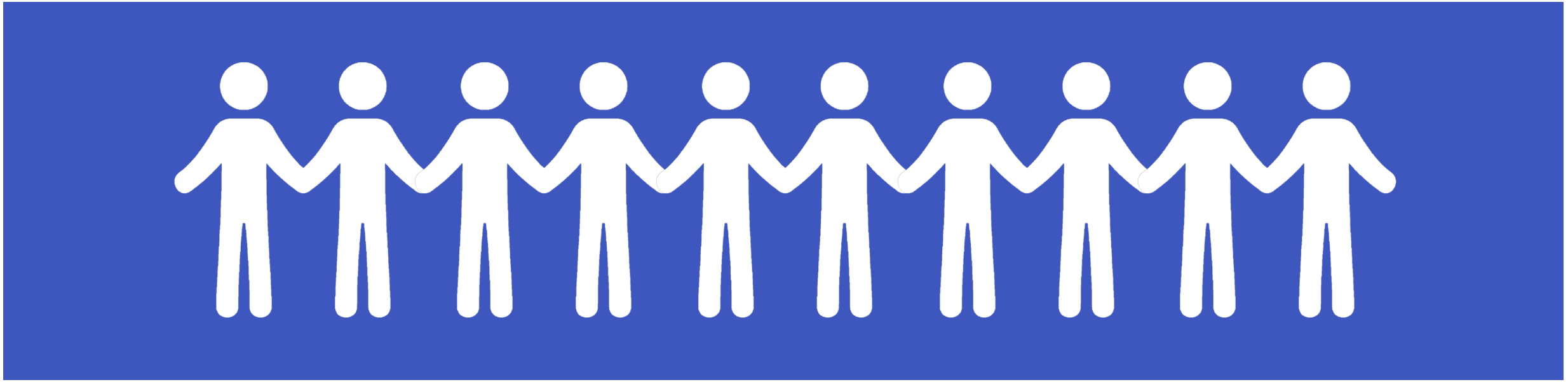
Professional Mentors

JUDGES

FIXED SALARY

City officials
Professionals
Celebrities

BUSINESS PLAN: staffing



Our staff will consist of the program creators as well as additional team of hired staff that will grow with time. The staff will be broken down into several small teams that can accomplish specific tasks. Our outreach team will be responsible for community relationships, which involves communicating with partner schools, going to the schools to give assembly presentations about the program to students, and spreading word of the project in the community. Our financial team will be responsible for finding more key partners for funding and maintaining the current partners we have. They will also help budget our program and distribute money for different resources. Finally, we will have an executive board which oversees the entire program, helps make sure the project runs to the liking of the City of Paris, and helps judge the final competition. Hopefully as Compétition DiverCité grows, so will our staff team.

BUSINESS PLAN: first semester timeline

ORGANIZATIONAL PERIOD

COMPETITION PERIOD

JUDGING

JUNE | **JULY** | **AUGUST** | **SEP** | **OCT** | **NOV** | **DEC** | **JANUARY**

Schools should advertise the competition to their students through emails and flyers

In-school advertisements for next semester's competition, assembly meetings with DiverCité outreach team

Secure judges and mentors

Bi-monthly mentor check-ins

Secure social media partners

Weekly social media updates

Decide new school partnerships

Application period: July 1st – August 15th

Team selection period: Aug. 15th – 31st

Competition begins: Sep. 1st

Announce teams: Sep. 1st

Ceremony preparations: Dec. 1st – Jan. 8th

Prepare Facebook voting page: Dec. 1st – Jan. 1st

Voting period: Jan. 1st – Jan. 8th

CONCLUSION

CONCLUSION: assessment

Compétition DiverCité is only a prototype that would certainly require some further modifications after the pilot phase. Aware of this, different measures will be proposed to confirm the efficiency of our competition regarding the acquirement of non-cognitive skills and the willingness to improve diversity in the French educational system.

Consequently, to assess the relevance of our project and ensure that the completion is effectively settled, data will be collected through opinion surveys collected at three different phases of the assessment process.

The Compétition DiverCité executive board will be responsible for compiling responses and assessing student growth.

1

BEFORE WORKING ON THE PROJECTS: Students will fill out a form to evaluate their level of awareness regarding their abilities and the level of knowledge about their non-cognitive skills.

2

AT THE MIDDLE OF THE CONTEST: Students will perform the same exercise and will evaluate if any changes occurred in the acquisition of new non-cognitive skills.

3

AT THE END OF THE COMPETITION: The teams will review their first answers, evaluate their progression and give a last impression on their performance throughout the competition.

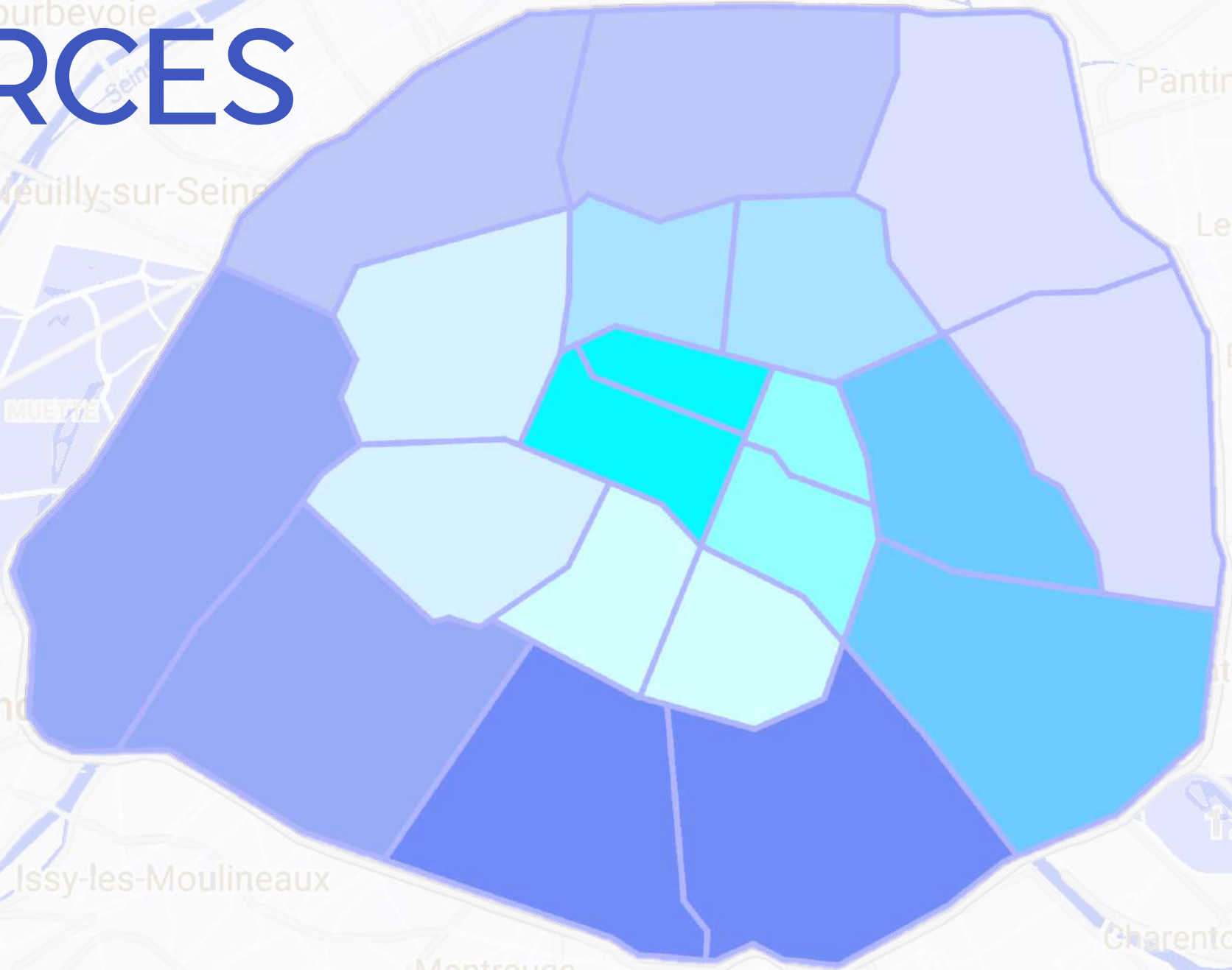
CONCLUSION: looking forward

When Compétition DiverCité has been running for several years, the students who have taken part in the competition in the past years will be invited to attend a special event. Here, they will have the opportunity to present the benefits they gained from participating in Compétition DiverCité and how they have changed for the better with regards to their current working life.

Additionally, in the long term we will send out optional surveys asking previous competitors to release information regarding college admissions, first year university grades, as well as jobs, and salaries.

Students can disclose information at their will. Hopefully, we will see high school graduation rates increase and university drop out rates decrease over time. This will be a true sign that Compétition DiverCité has succeeded in improving education for people of any background.

RESOURCES



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All other graphics made completely by the team or adapted from Flat Icon:

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