Jégou, F., Vincent, S., Thevenet, R., Petit, S. **"Developing a college as an open campus. Design-driven residences to foster innovation in public institutions"**

This booklet has been made from a paper titled: "Developing a college as an open campus. Design-driven residences to foster innovation in public institutions" by François Jégou, Stéphane Vincent, Romain Thévenet and Sylvain Petit and accepted for publication in the Artifact in 2009 but remain unpublished because of administrative problems of the Artifact journal.

Abstract

Is it possible to redefine the status and usage of a college both as an educational institution open to the outside world and a resource place communities living around? How can the Regions as public institutions responsible for providing college infrastructures in France, support education processes and transition toward sustainability in these administrative contexts? How can staff and users of these institutions and all related local stakeholders actively take part in innovation of macro-services such as colleges, hospitals, homes or regional public administrations?

This paper focuses on the first field experimentation of Territoires en Résidences (residences in territories), an

initiative from the 27e Région French NGO aiming at stimulating innovation and sustainability in public institutions. It will first introduce the project of the 27e Région, describes the format of long period immersion inspired from artists residences propose by Territoires en Résidence and frame the context where the experimentation took place at the Jean Moulin college in Revin, in the French Region of Champagne-Ardenne.

The core of the paper relates the three weeks pilot residence focusing on 3 highlights of the process: the collective construction of a converging long term vision of developing the college toward the idea of an open campus; the mock-up of a rapid short term tangible realisation to catalyse change and re-enchant this rather inert institution; the co-production of a program of projects

building on both the map of active players and the backcasting from the long term vision.
Finally, the paper will suggests some remarks and insights on Territoires en Résicence format to be further investigated in the 15 similar residences scheduled for 2009-2010.

Territoires en Résidences: fostering innovation and sustainability in public institutions...

The 27th Region is an NGO based in Paris and fostering innovation and sustainability in public institutions. It was started in March 2008 as a spin-off of the FING , a think tank focused on digital applications in services. It is supported by the Association des Régions de France (ARF) and the European Commission.
There are in France 26 Regions as. The 27e Région is meant to be a virtual region

Regions in France represent powerful economic and administrative entities managing the 26 sections of the national territory with generally reduced R&D functions. The 27e Région was created to be a laboratory for experimentation for the French Regions with a view to articulating new ways to manage public action within the policy areas of the regions. From very early on, the objective was to work counter to the traditional top-down approach to policy-making and suggest new bottom-up approaches that take into account the reality of the field. The challenge is to experiment with small local projects that could gather momentum and later resonate on a larger scale, thereby suggesting a new approach to regional policy-making. This strategy of experimenting at small scale before up-scaling can be applied to all the policy areas Regions are in charge of: from the university to the train station and from landscape planning to the lives of territorial agents.

The Territoires en Résidences (literally 'territory residencies') operation was conceived to enable these grassroots experiments on the model of residences of artists living for a long period in a particular

place and elaborating new creations through an in-depth impregnation process in the context. It consists in small multidisciplinary team of young designers, digital innovators, architects, sociologists or scientists, living in immersion within the confines of a public service or space: school, university, service home, station, business centre, eco-museum, garden centre, neighbourhood, inter-communality, etc. The residents are selected among the young professionals motivated by the project of the 27e Région. Teams are composed to gather a range of complementary skills pertinent to the topic or place of the future residence.
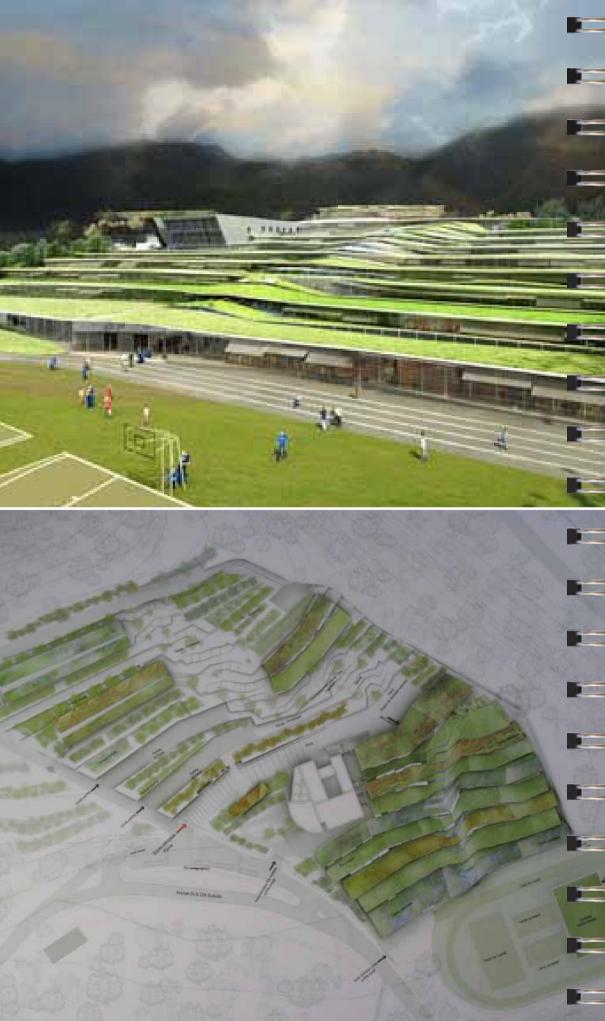
These residencies are organised and tested over an initial period of 2 years in all areas that are subject to local authority in all the participating Regions, and their results are widely circulated in public presentations, debates, publications and exhibitions. The operation provides a unique opportunity to reconsider the way public projects are elaborated:
• Total immersion to understand the dynamics of a structure;
• Broadening views;
• Considering user experience as a starting point;
• Producing alternative and eco-friendly solutions collective, with a focus on innovative technology;
• Proposing creative solutions for the short- to medium-term;
• Allowing for prospective debates;
• Illustrating proposals with models, scenarios or new service prototypes;

The procedures and results of this operation should be valuable for the local community, and they should inform the discussions of the Regions and their partners.

From the moment the 27th Region was founded, the question about 'the school of the future' was raised. In France the Regions have the responsibility to provide the infrastructure for secondary schools and in order to create the innovative and sustainable school of tomorrow, it appeared that it was necessary to look closely at the reality of the schools of today. Territoires en Résidences was intended to allow this immersion process to take place.

◀ The Lycée Jean Moulin in Revin, Champagne-Ardennes North-East of France right at the Belgium border is selected to test run the Territoires en Résidence operation.

2   The context of the Jean Moulin college in Revin...

The Champagne-Ardenne region was the first to volunteer its contribution to the operation. A pilot residency was decided in one of the region's schools. The objective was threefold: to create change and foster a spirit of innovation, to test the methodology of the Territoires en Résidences, and to bring new answers to the questions pertaining to the evolution of schools as described in the preceding paragraph.

The 27th Region and the Champagne-Ardenne Region set about finding the 'right' school to host the residency and play out the experiment. All schools were potential candidates in the sense that the objective was not to find a representative project, but a "playing field" that was sufficiently open to produce interesting results. The region's initial proposals for action in the best schools were dropped in favour of schools that were in dire need of transformation.

The overall drop of the student count in the Champagne-Ardenne region should be viewed within the context of the diversification of training opportunities and vocations, the evolution of teaching practices, the mutation of a school's social responsibility and its place in the surrounding environment. A further opening of the institution—as is inherent in these multiple factors—is often represented as an exchange between school and city. As such, school facilities take on a multi-purpose character in the eyes of architects in order to meet new teaching requirements and social expectations.
To this end, a dialogue is necessary to determine the place of all users—students, teachers, parents, associations, technicians and administration, etc.—ahead of and during the construction process. Boarding schools provide a good example of how education and socialisation coexist. School facilities should offer a secure place for learning, but at the same time they should open onto their environments so that young people also become responsible citizens.

The lycée Jean Moulin in Revin is a landmark experiment. Located in a desolate, former industrial district, it welcomes and trains 539 students: 30% in general education, 70% in technical and vocation-

◀ The architectural project for the new Jean Moulin school on the site of the former school in Revin resulting from an international architecture competition was decided and developed prior to the start of the Territoire en Résidences pilot.

al schooling for hotel or industry management. Built in 1966, the school buildings, which cover a surface area of 32,000 sq metres, are run-down, too large and inadequate, and regularly marred by security and hygiene problems. Revin is a small industrial town near the Belgian border and set in the natural surroundings of the Meuse valley. Its population stands at about 8,000 people but is decreasing and ageing. 67.5% of the workforce consists of workers and employees. The current recession is particularly painful here, and unemployment figures are higher than the regional average (12% at fourth quarter 2007).

The region supports the Jean Moulin's college education programme and its mission to bring greater prosperity to the area. More specifically, it was decided to rebuild the school's facilities completely by 2013, for 38 million euro. Not only should this put an end to security, hygiene and accessibility problems, it will also make the school attractive once again, and hopefully combat falling enrolment figures, whilst preparing the facilities for new school programmes and orientations. The new buildings will be pleasant, functional, environment friendly and comfortable.

An international architecture competition was launched in 2006 to design a building that could receive the High Quality Environment (HQE) label and act as a beacon of hope for the rust belt region. The project that was selected (Figure 2) is innovative as regards conception, the typology of its buildings and implementation. The buildings are in perfect osmosis with their environment. The architectural approach uses the light and perspective offered by the Meuse valley for the benefit of all rooms. The project manages to make the most of a challenging landscape, and sets new standards in urban planning.

This pioneering and innovative construction reflects the region's commitment to sustainable development, in accordance with the regional climat-energy plan that was adopted by the regional assembly in 2008. For instance, beyond seeking the Passiv-Haus label, social clauses were examined in order to make it easier for people to enter the job market... The school's social integration within the area was carefully planned. The continued existence of the building also hinges upon the teaching tool's adaptability to technological

change and new teaching methods, as well as the planning tool's compliance with economic, social and environmental policies.

Aside from the fact that the political objective will differ from the planned result, the Champagne-Ardenne region knows that this "diamond in the rough" alone is not a solution to the complex problem of the school and its environment.

At the moment when the candidature of Revin for Territoires en Résidences was considered, the development of the new building was at a project level and beautiful images of a future new, passive, green-roofed building was exhibited in the entrance hall of the old, inadequate and decrepit current college. This challenging situation at various levels from the socio-economical regional context to the transitory situation of the institution with a population in tension between the current difficult situation and all hopes placed in the coming shiny building appeared to be the perfect opportunity to put into practice the Territoires en Résidences approach to innovation through immersion.

3 Emergence of a future vision: an open campus...

The residents are immersed into the daily life of the institution with no specific briefing. Rather than simply tackling the many problems they encounter, they try to orient themselves and co-produce a long-term vision that can make the most of existing opportunities.

3.1 Allowing opportunities to emerge...

"What is positive?"; "What works?"; "What are we proud of here?" During the first week of the residency at the Jean Moulin college, residents meet and intervewed the students, teachers and staff, technicians and various other cultural actors who told them why they liked this school... "It's a warm and welcoming place"; "people are friendly"; "the children are sweet"; "there are strong bonds between us" ... and then ... "the surroundings are splendid"; "the

winding Meuse landscape"; "the view on the entire valley"... Are we talking about the college of Revin? Is this the school that is sometimes referred to as the lycée "d'Orsy" after the Orsy neighbourhood nearby, which was borne out of the urbanisation of the 1970s and is today said a poor and difficult area? Is this a school so old and decrepit that it fails to attract new students, and where current students trudge up the hillside to get to class? It is indeed and it's great to hear the people on the inside giving a refreshing view of the school that contrasts with its usual depiction.

One of the founding intention of a residency operation is that it does not aim to solve a specific or general problem. Residents are immersed in an environment, which, like any environment, has its shares of problems but also opportunities, qualities and weaknesses. Residents are not consultants on a mission: they do however share a sense of belonging in this new project. Their predisposition leads them to find a project, to build on something that exists based on the very aspirations, intentions and expectations that arise naturally from the project. They encounter a number of expectations that must be met, they are confronted with the environment's natural limitations, and at the same time, they come into contact with a number of secondary or residual context conditions (Jégou, Manzini & Meroni, 2004) that do not have an immediate relation with the initial set of problems but can later recombine to provide other solutions.

The 'school life outside the classroom', emerged in the first week of residence as it seemed to be a shared concern of all the actors, and particularly the students themselves: "what is your favourite part of the school?"—"the CDI (Centre for documentation and information) because it is warm; there are seats, a discussion corner; computers, we can also work…" This quote is characteristic of the concerns that emerge from the many ongoing discussions that took place with the different populations of the college. The school environment and access is a difficult problem linked to the disparity in the location of the students' homes, bus schedules and finance for public transport. Life at school is a topic of concern, from waiting in the cold for the school bus in winter to finding a place other than the cafeteria to eat a sandwich at lunchtime, from keeping busy after

◀ Residents are placed in immersion in the college sharing the different populations life from breakfast to late evening in a continuous discussion process.

Contrebandes au bahut…

Jonathan Verdier,
24 ans
Saltimbanque

Et si par exemple…

"…vous voyez là-bas sur la colline, les terrasses en espalier, ben c'est un lycée en dessous. Ouais j'vous assure. Avant y'avait un bahut qui tombait en ruine; j'ai fait mon bac là et quand je suis rentré de la Tohu à Montréal, j'ai cru qu'ils l'avaient enterré le vieux lycée… En fait c'est des toits recouverts d'herbe et c'est là dessus qu'on était quand on a fait la chorégraphie de la lune pendant le dernier festival 'Contrebandes'. La nuit avec des torches… tous le public était en contrebas sur le terrain de sport du lycée; c'était un peu comme jouer dans un théâtre antique mais à l'envers. On était sur les gradins et le public était sur la scène.
Pour les élèves qu'étaient là, j'crois qu'c'était un peu magique… Y'z'ont été soufflés de voir comment on avait transfiguré leur bahut. Depuis y-en a quelques uns qui sont venus travailler avec nous pour le prochain 'Contrebandes'…"

school hours, to developing a whole range of activities outside the classroom rather than doing nothing.

3.2 Producing a vision...

The idea of an Open Campus emerged rapidly for all as a teasing objective and as a long term vision to orient the residence. A Campus because Revin is a vast premise located outside the city centre: the students arrive in the morning and leave at the end of the day. Therefore it would be more effective to improve life on campus rather than tackle difficult student mobility problems given that students live in a number of isolated villages and towns scattered in neighbouring valleys. An Open Campus because the actors do not wish to spend their days in a fortress that would be closed off from its environment. They envision their school as a living environment and a resource for the surrounding environment too, a school that opens on the outside and is open to the outside.

Residents were able to gather information from over 50 people during the first 3-day of immersion and open dialogue, using an approach of ongoing conversation (Figure 3) meeting as much actors as possible, informally or formally, in the school hallways, in small groups or separately. Residents collected their hopes, fears, grievances, dreams and expectations. They try to synthesize quickly the material collected writing a serie of projective stories (Figure 4): Francis Rouault, 67 years old, retired; Laurence Pierron, 43 years old, French teacher; Laurent Lequenne, 17 years old, student in senior year, all fictional characters who speak of the future as if it had already happened: the Revin school is open for business conferences; students organise school tours to reveal the new architecture to visitors; the library and computer club draw in other Revin inhabitants; a cultural club is born from a collaboration with the Orzy neighbourhood; students prepare workshops by chatting with a network of partner schools abroad...

Residents took turns reading this dozen stories to a group of thirty students, teachers and other people gathered in the school's CDI centre. Discussions, comments, but few criticisms... The collective projection embedded in the stories won the approval of the audience

◄ 12 projective stories are imagined to articulate the long term vision of an Open Campus through their potential impact in the life of (from left to right) for instance of students' parents; artists collaborating with the college; retired pensioners; a bookshop keeper of the town nearby Revin.

or at least it seemed adequate enough for the group of participants who obviously were lacking of long term visions for the college...

In order to reach a broader audience, the residents circulate the projective stories. They suggest the share a story with your neighbour operation (Figure 5). The stories were printed in small booklets bound with a second notebook of blank pages. Volunteers from college staff share the stories with other members of the school population and write down their comments. Residents also put up a picture board in the main hallway with a display of the projective stories and photographs of various sessions during that first week.

4 Catalysing change beyond participation: the Campus Wall...

Classical settings of participative design seems to be inverted: school inhabitants are at the centre of the process of change and the resident team is participating, seeking to trigger a project, catalysing emerging willingness among stakeholders and supporting its development with its professional design know-how.

4.1 Spread communication...

"They said there would be a student lounge but apparently it is always closed"; "a student is designated to pick up the key: it's that simple!"; "the lounge is always closed so they eat in the stairs and we have to clean up after them" declared respectively students, educators and maintenance staff.

The School is like a big home: over 600 students, 120 staff members, a maze of hallways and buildings. Communication is not straightforward. Staff members are busy with their own work, they socialise with their peers and do not take the time to keep in touch with others or school activities in general. Improving communication, both internal and external, is an important requirement for the Revin college from different perspectives. How can the school population as

◀ The 'Share a story with your neighbour' operation and the 'Exhibition-in-progress' were used to circulate to a broader audience, the long term vision of transforming the college into an 'open campus'.

Mlle Adeline THIERCELET et Mlle Océane MARQUES, élève en CAP cuisine et restauration ont participé au 14ème Trophée Jean et Marise LENOIR. Le concours a eu lieu le samedi 28 mars 2009 à lion St Jacques dans le centre ville de Namur. A l'issu des épreuves, nos deux candidates se sont hissées à la troisième place du classement national. Nos vives félicitations pour cette performance.

a whole be kept up to date with the latest information? How can the school raise its image in the community and rid itself of prejudice? Finally, how can the school population acquire a positive outlook for the future?

The immersion and ongoing conversation approaches show that residents are more than information collectors, they are also disseminators: they inform one group about what another has said, thus improving the flow of information within the school establishment. Oddly enough, information does flow; the networks exist, leaflets are handed out or posted, mass mailings are organised, the new website is online... But in spite of all of this, residents still recorded phrases like "... I was not aware of this...", "no one told me" in many conversations. Unlike in other modern institutions, where cognitive saturation is often said to cause communication failures, in the cumbersome school administration it seems that officials communicate on separate channels more than they disseminate information.

4.2 A Campus Wall...

"In any case, nothing here will change" said a disgruntled student. "Here everything is difficult and complicated... doing anything requires three quotes and form-filling..."; "what we need is immediate change"... so that people can be hopeful again continues professors and administrative staff...
A real scale implementation is required to start change and hopefully to re-enchant the populations of the college... An interesting opportunity to make a concrete realisation emerges after some days of residence: many participants feel that there is a lack of communication within the school; in the room occupied by the residents, computers are on standby. The student counsellors' office is glass-panelled with a view on the school courtyard where students gather. With the help of some internal supports, the residents set up a very basic digital information system that meets their requirements: a flat screen in the glass-panelled office where students walk through daily and another in the hallway at the entrance; a series of brief il-

Campus Wall results of the rapid prototyping of the missing digital information system. More than a classical series of screen display, the system works as a series of advertisements and stimulate willingness to look at other and more complete information sources available on the college intranet and website.

lustrated announcements in a loop; a daily update for the following day; short instructions besides each screen explaining how to use the Campus Wall and stating the temporary nature of the installation…

This is the Campus Wall (Figure 6): 'campus' because the college intends to become a welcoming place where it is pleasant to stay; and 'wall' to recall students the posting on the virtual walls of social networks on the web they are used to. The campus wall is based on a model of horizontal communication (one email address allows anyone to publish a story for the next day). It is conducive to quality information (brief messages in a specific layout developed by the residents).

Naturally, this simple information terminal is no different to those that can be found in most stations and hospitals… But nonetheless the experiment is noteworthy for two reasons:

Information terminals are usually the result of top-down institutional planning, but in this case, the project is the result of a bottom-up request by students, student counsellors, staff and teachers….

The campus wall was conceived and set up in just one day, proving that things can happen rapidly even in public institutions that are typically marred by inertia and long procedural requirements.

4.3 An Editorial Office…

The new campus wall sent shockwaves through the school, but its terminals are only the tip of the iceberg: finding and framing a few screens was the easy part. The challenge was managing the information and moderating the Campus Wall to retain user interest. The initial appetite for digital information presented dynamically and horizontally had to be exploited and standardized in the form of a permanent service tool. An Editorial Office was set up to this effect, thanks to the active contributions of one of the Senior Education Counsellor and of a Professor of communication for secretarial studies who initiated the first two publications of the college journal. The office is not a so-called club per say, but rather a procedure based on active contributions from student groups who take turns to collect and select items for rotational publication and post links

◀ Campus wall Editorial Office: a specific 4 pages Charter and a dedicated work station have been co-design with the a first team of students and staff to watch and support them.

to further information.

After a 3-day dialogue between students, staff and residents, procedures were gradually put in place to run the Editorial Office, and a proper Charter was set up to govern the Campus Wall. These are merely general guidelines: a bi-weekly joint meeting between the two (professional and technical) parts of the college for the Editorial Office; a dedicated computer terminal in the CDI (general library); a monthly team renewal with an overlap period so that the outgoing office can brief the incoming one; editorial managers who oversee the publication and orchestrate the annual rotation... Four students volunteers to be the launch group that will run the Editorial Office. To get them started, the residents give a micro-training session so that they can learn the basics of page setting and iconography...

The Editorial Office must then be anchored in the school establishment: the graphics charter with the help of the art teachers; news editing in French class; a reporting network in and beyond the school premises to channel the information; integration within the new school website; programme diversification that might include a local pocket-films contest or a Twitter-like message board.

It may seem odd that the residents would put so much effort into implementing and institutionalising a Campus Wall: although communication was singled out as one of the most critical needs of the Revin school, communication alone will not transfigure a public institution... However the Campus Wall is more than just an information tool: the project as a whole galvanised the student body. Its gradual implementation is a positive catalyst for various frustrations.

4.4 Immersion beyond participation

User-centred design develops in the last decades bringing designers, architects, and more generally all the actors involved in the project closer to the end users. Territoires en Résidences process build on this notion along two lines:

Firstly, immersion during long period of time increases the level of 'impregnation' and related empathy with the population of users and the context in which they evolves. This process ensure a ma-

jor involvement and adhesion of the project team and a guaranty of higher pertinence of external inputs and supports.

Secondly, the notion of user participation in the project process now appears to be reversed: it is less about users who are participating to the creative process managed by the project team but users at the initiative of the development of new solutions supported and followed by the team of project specialists. The balance of power shifts toward the end users as they become empowered to co-produce the products and services for their benefit.

5 Co-producing a series of projects: a social building place...

With a focus on the agreed long term vision, residents review systematic on-going projects, pending ideas, emerging intentions and good will... and match, adapt or reorient them in order to co-produce a coherent programme of projects to continue transformation after the residency.

5.1 Solution cards...

"Writing future scenarios is one thing, but putting them into practice is another..." Few people in the college say this explicitly, but all are waiting to see if the residency will make any difference at all...

The residency will not change anything: at most, it can play a part in terms of organising, prioritising, focusing and catalysing the efforts of the college population to co-produce and realise the ideas they have in mind.

Therefore, the residents try to break down the notion of an Open Campus into tangible solutions and realistic proposals for the medium term.

•   The Open Campus is, first and foremost, a place that is open to the world: inviting guest speakers and professors; staging perform-

Micro-immertion d'une demi-journée...
Stage d'observation de quelques heures pour 'prendre la température' dans une institution, une entreprise, une association...

Micro-tourisme local...
Projet inter-lycées pour explorer les alentours, enquêter dans la ville... dans un projet de revalorisation touristique de la région

Prof' d'un jour...
Un spécialiste ou un professionnel vient donner cours, le temps d'une journée...

Échange séminaires contre visites...
Offre d'hébergement de séminaires d'entreprise (niveaux, lycée, salle polyvalente, pôle hôtelière) contre stages, visites d'usines et toutes formes d'implication des entreprises dans la vie du lycée.

ances to bolster the college's cultural activities; providing bed and board for tourists during the summer…

• An Open Campus also means school outside the classroom: organising a class elsewhere; understanding the socio-economic environment of the college through surveys in the neighbourhood; finding out that a teacher is also a human being with a wealth of experiences and that staff of the college can have hidden talents.

• The campus could therefore be a resource centre for the neighbourhood, city and region: the school's documentation centre could become the largest library for Revin; the school's sporting equipment and facilities can be available to outsiders; the school would welcome the local senior university programme and AMAP (Community Supported Agriculture) deliveries in the neighbourhood.

• Exchange programmes should be encouraged: professional seminars could take place at the school in exchange for student company visits; micro-internships for half a day can help understand life outside the school building as can voluntary work for a local association.

• Finally, an open campus also means education beyond teaching: thematic teaching days; one-hour sessions in discovery clubs; cross-section meetings and discussion.

These proposals were represented through a set of solution cards: a title, a 2-line proposal; an image to situate the proposal within the school facilities. Solution cards work as a card game (Jégou F. & All, 2008) empowering the players to present ideas, manipulate them through discussion, discard the weaker ones, add others and finally aggregate them into possible projects…

◀ Solution cards were design to stimulate strategic conversation around on-going and possible projects. (top left to bottom right) 'exchange with outside: half-day micro-immersions for students'; 'school outside the campus: local micro-tourism'; 'the world come into the school: teacher of one day'; 'exchanges with outside: organising companies seminars and internships'.

Electrotech' Artistique

5.2 Channelling what exists toward a shared collective vision...

The first solution cards game with the Open Campus theme is used to continue a discussion with various actors in and outside the college (Figure 8). The objective is two-fold: appropriation and deepening. Do the examples of projects and actions we see in the cards match the expectations of the school population and those of external actors? Do they try to emulate or build upon current actions? Finally, can they synergise under a shared vision of an Open Campus? The residents divided the results of the discussion with the cards into 4 clusters: What works already? What are the perceived difficulties? Suggestions? What steps should be taken towards implementation?

During informal interviews or group meetings, each participant chooses freely cards according to his background and profession, comments and project them into his own context and sometimes enacts them from their point of view.

In some cases there can be synergies between solution cards and current ongoing actions: Self-study weeks or the organisation of educational activities by students themselves during free periods could be echoed in a project developed by the college that would insert a weekly extra four-hour tutorial period in the students' schedule.

Similarly Staged shows will easily find a place within the establishment's cultural agenda project, for which the school is seeking a partnership agreement with the Jean Villard theatre in Revin, possibly to organise exchanges with residing actors from the La Stada company as well as guest lectures...

Other solution cards are reminiscent of actions that took place elsewhere or past actions at the Revin school:

The Revin region boasts many associations, which is typical for working-class areas. Unfortunately, they are not so popular with young people today. In the past, the Revin college organised a fair, which was an opportunity for associations to showcase their activities and reach out to students. This event goes well beyond the solution card called micro-internships in an association: an interesting

◀ Project teasers and potential projects promoters meet at the final exhibition concluding the residence and displaying its achievements.

event to foster recruitment and gain visibility for the both the associations and the college.

The Meuse riverbanks near Dinant— also known as the Belgian Riviera—are attractive destinations. The region has made substantial investments in tourism to welcome Belgian and Dutch vacationers. Promoting local tourism could be reinforced through further training in hotel management: two languages, French and Dutch, to better welcome tourists from Northern Europe who are increasingly travelling to this area.

Finally, certain solution cards allow new ideas and needs to emerge: The Parent School is one aspect of the CPE's job (College Education Mediator), whereby it introduces the parents to school activities, and teaches them about the various aspects of the school that their children attend in order to involve them in school activities and to improve the parent-child dialogue in general.

Local micro-tourism also proposes a formula whereby sporting activities are combined with tourist attractions: students, with their physical education teachers on the one hand and history teachers on the other, create bicycle tours through the valley's historic industrial sites. This project ties in with the creation of the new sport-study section at the Revin school.

Seminars exchange with internships suggests multiple forms of collaboration with local companies: relocating short permanent training and other internships by using the school's infrastructure would bring industrialists and business professionals into contact with students on a regular basis.

And to conclude with the co-elaboration of empowering solutions in school, a new HEQ (High Environmental Quality) building materials and building techniques section would be desirable in a future eco-friendly school building that blends with the landscape and, which, according to architects, should be a pioneering model of sustainability.

5.3 An exhibition-meeting...

Each solution card calls upon a group of participants who are in-volved in close or similar actions and would be key players in the newly identified projects. The residents attempt to set up a realis-tic first initiative with the help of these participants, a 'starter' that could trigger subsequent projects, mostly in the medium term.
Finally the residents organise an exhibition-meeting (Figure 9): fol-lowing the initial exhibition of visions surrounding the Open Campus concept, 12 project starters are hung up in the school's main hall-way. Chairs are removed from classes and arranged in a semi-circle around each starter. Approximately sixty students, members of staff and outside partners including the Revin mayor closed collabora-tors are present for the inauguration. They review each proposal and then gather around those that appeal to them or concern and involve them the most to discuss implementation.

The residency is based on 3 levels with a view to the short, medium and long term. First, a shared long term vision should emerge, in-spired by something that is already there, with all its potential and shortcomings. Then, a short term action is triggered by way of a mi-cro-project that raises hope for the future, both by starting change and supporting the chosen long term vision. Finally, a programme unfolds, containing various medium term initiatives as a back cast-ing process from and towards the realisation of the long term vision.

6 Territoires en Résidences as a new approach to territorial planning...

This first experimentation of Territoires en Résicences was just con-cluded when this paper has been written. It lacks of time to sedi-ment learning and confront them with an observation of how the daily living of the college was benefit of not from the operation and if this benefits last on the long run.
It is also an operation focused on a specific topic of colleges and

developed from the particular local context of Revin. A total of fifteen residencies are planned in a number of regions before the end of 2010. These cover a variety of topics and places: in other schools the subjects range from school citizenry to education in the digital age; other topics include eco-responsibility at the neighbourhood level, healthcare in rural areas and the democratisation of local organisations. More experimentation in these various fields will allow to draw more robust conclusions about the potentials, limits of application and synergical effects of the Territoires en Résicences approach.

Residencies are conceived as micro-projects micro projects that are deeply rooted in the specificities of local contexts. All together, they tend to depart somewhat from what is called a classical local experiment, in favour of a more organic, incremental and natural process. Residences are focused, localised and small scale initiatives that repeated in field will consolidate and acquire robustness and pertinence in changing the field. The Champagne-Ardenne Region declared to be satisfied from the Revin's experience and sees the need for more residences in the college it manages. At term, the vision shared between the responsible of the Region education department and the 27e Region is to implement a permanent laboratory located within the Region offices able to perform residences on a permanent basis as 'booster of innovation' regularly pushing change in its 78 colleges.

Territoires en Résicences is not limited to the field of colleges: the approach if successful should disseminate in the various areas of responsibility of the Regions from education to transport, energy, construction, etc... The global picture that emerges is the transformation through a densification on the territory of small localised and connected bottom-up initiatives (Manzini, 2009; Thakara 2005; Mulgan 2006). Territoires en Résicences is working towards this objective trying to give large visibility to the first iterations of the process and prompt cross-fertilization; to match the spontaneous demand for residences from the Regions with a soft guidance to densify experiences and build synergies between fields on the same territory.

A number of critical issues have been identified in the approach such

as how to scale-up the organisation of residences keeping the quality of the intervention; how to match the time consuming format of long period of immersion with the requirements of engaging qualified residents; how to ensure the follow-up of the transformation process that the residence approach seems to trigger and support the players on the field on the long run; etc? Territoires en Résicences is meant as a flexible format that should evolve and improve through the experience for the first 2 years batch of residences.

The findings of these experiments will inform others and should contribute to shaping the public policy of the regions and their partners. Residencies are scheduled simultaneously in different locations, in such a way that participants can meet after each week of immersion and exchange their views. 'Inter-residency meetings' are like open conferences: regional decision makers and experts from various sectors who monitor the progress of each residency on Territoires en Résicences's blog can ask broad questions, draw parallels between different sectors and disciplines and address the meta level of Territoires en Résicences as a whole.

Behind the multitude of projects and various co-elaboration techniques that are used, lies a clear political objective: to test on a large scale, and within a network, new forms of territorial engineering and design. Today still, traditional action compartmentalises large public works and projects of general interest. The methods inherited from management, auditing, consulting and techno-economic innovation will progressively fail against the increasing complexity and interdependence of environmental, climatic, social, economic, cultural and technological issues. Today public markets produce schools, services and public procedures that do not take users into account and even lock them up in ready-made solutions.
In this context, Territoires en Résicences posits that different measures of public policy can be shaped differently, and that methodological questions are political questions, not merely logistical. Immersion, it appears, is one way of starting a healthy dialogue and encouraging capacity building, co-elaboration, ongoing progress and "rapid prototyping" within public services or services of general interest.

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