



Co-Creating Circular
Resource Flows in Cities

constRuctive mEtabolic processes For materiaL fIOWs in
urban and peri-urban environments across Europe

A REFLOW CASE STUDY

TEACHING GUIDE: Planning a Circular Paris

Finding Space for Circularity in a High-Cost, Growing City



*This project has received funding from the European Union's Horizon 2020
research and innovation programme under grant agreement number 820937.*

TEACHING GUIDE: Planning a Circular Paris

Finding Space for Circularity in a High-Cost, Growing City



Figure 1: Photo by [Alexander Kagan](#) on [Unsplash](#)

Date	14 December 2021
Author(s)	Erika Hayashi (CBS)

The information, documentation and figures in this report are written by the REFLOW project consortium under EC grant agreement number 820937 and do not necessarily reflect the views of the European Commission. The European Commission is not liable for any use that may be made of the information contained herein.



This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement number 820937.

Synopsis of the Case

This case is a fictionalised account of a real organisation of partners that have carried out activities as part of the European Union Horizon 2020 project, REFLOW.

The protagonist in the case is Amelie, an urban planner for the Paris region. Amelie stakes lie in the municipality's vision for urban development and growth – including a focus on ensuring that the city has affordable housing to address the socioeconomic gap growing in the city, sustainable active mobility, multifunctionality, urban economic growth, and ensuring that the Paris vision towards circular economy is upheld. She is approached by the REFLOW Paris pilot team who are interested in a site in the city that could be used as a storage facility – something that they deem as a crucial component towards transitioning the city towards the circular economy. The case introduces four personas who all each have their own stake in the site and their own take on the future direction of Paris' urban development. The case concludes with Amelie providing her recommendations on the future development of the site.

Target Group

The case is suitable for both undergraduate and graduate students taking urban planning/urban studies, economic geography, circular economy, and strategic decision making courses.

Learning Objectives

The learning objectives of this case seek to invoke discussion into the complexities of urban planning in high-cost, growing cities where urban planning practitioners must balance a portfolio of interests while also adhering to their own stakes working towards municipal visions and objectives. After completion of the case, students will be able to:

- Discuss urban development in relation to a variety of land uses
- Discuss the interests and stakes that an urban planner must balance
- Discuss possible facilitation strategies that can be used
- Understand a portfolio of challenges and intersecting interests in a city
- Create connections between circular economy and urban planning

Relevant Readings

- Tsui, T., Peck, D., Geldermans, B., & van Timmeren, A. (2021). The Role of Urban Manufacturing for a Circular Economy in Cities. *Sustainability*, 13(1), 23. <https://doi.org/10.3390/su13010023>.
- Ferm J, Jones E. Beyond the post-industrial city: Valuing and planning for industry in London. *Urban Studies*. 2017;54(14):3380-3398. doi:10.1177/0042098016668778.



- The REFLOW Website contains digestible information on the Paris pilot’s challenge and how they are attempting to close the loop on wood material flows in the city. See website [here](#).
- CURRAN, W. (2010), In Defense of Old Industrial Spaces: Manufacturing, Creativity and Innovation in Williamsburg, Brooklyn. International Journal of Urban and Regional Research, 34: 871-885. <https://doi.org/10.1111/j.1468-2427.2010.00915.x>
- The REFLOW Website contains digestible information on the Paris pilot’s challenge and how they are attempting to close the loop on wood in the city. Read [here](#).

Teaching Strategy

The case should take approximately 90 minutes to present, discuss, and solve.

Discussion Point	Time (Minutes)
Opening the Case	5
Question 1	10
Question 2	10
Question 3	10
Question 4	20
Question 5	20
Question 6	15

Opening the Case

Start with a 5-minute brainstorm with the entire class or within small groups of 4 to 5 students where they discuss the challenges that they believe high-cost, growing cities – specifically Paris – face in the present day and into the future. You can write these on the board for the class to see or have the groups of students present this after their discussion. Outline the key challenges faced in Paris and different municipal strategies the city undertakes.

Questions for Discussion

1. Discuss the different stakeholders involved in the case. What urban planning challenges does each stakeholder address, if any?
2. What does the Paris pilot team propose?
3. Discuss the stakes of the urban planner, Amelie.
4. Are there specific challenges that should be prioritised by urban planners? Why?
5. Do cities need industry and what role does it play in addressing challenges such as urban economic, circular economy, and socioeconomic challenges?
6. What should Amelie’s recommendations be?



