

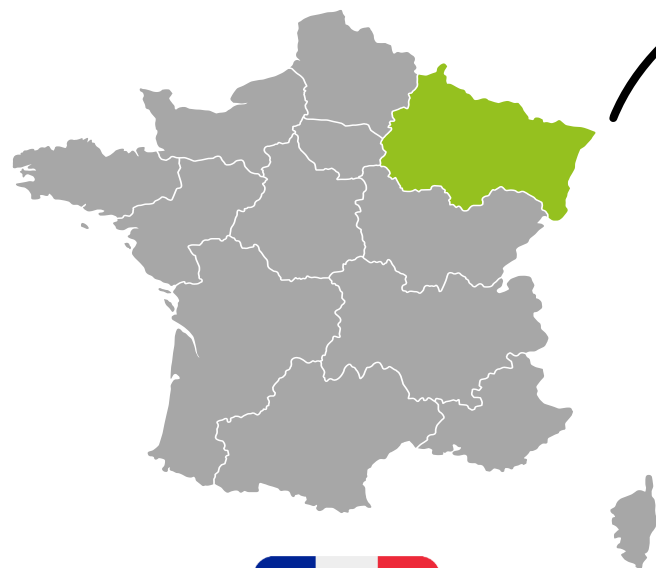
# **BUILDING A REGIONAL LEARNING COMMUNITY FOR THE BIOECONOMY**

University of Reims Champagne Ardenne (URCA)  
Grand Est, France

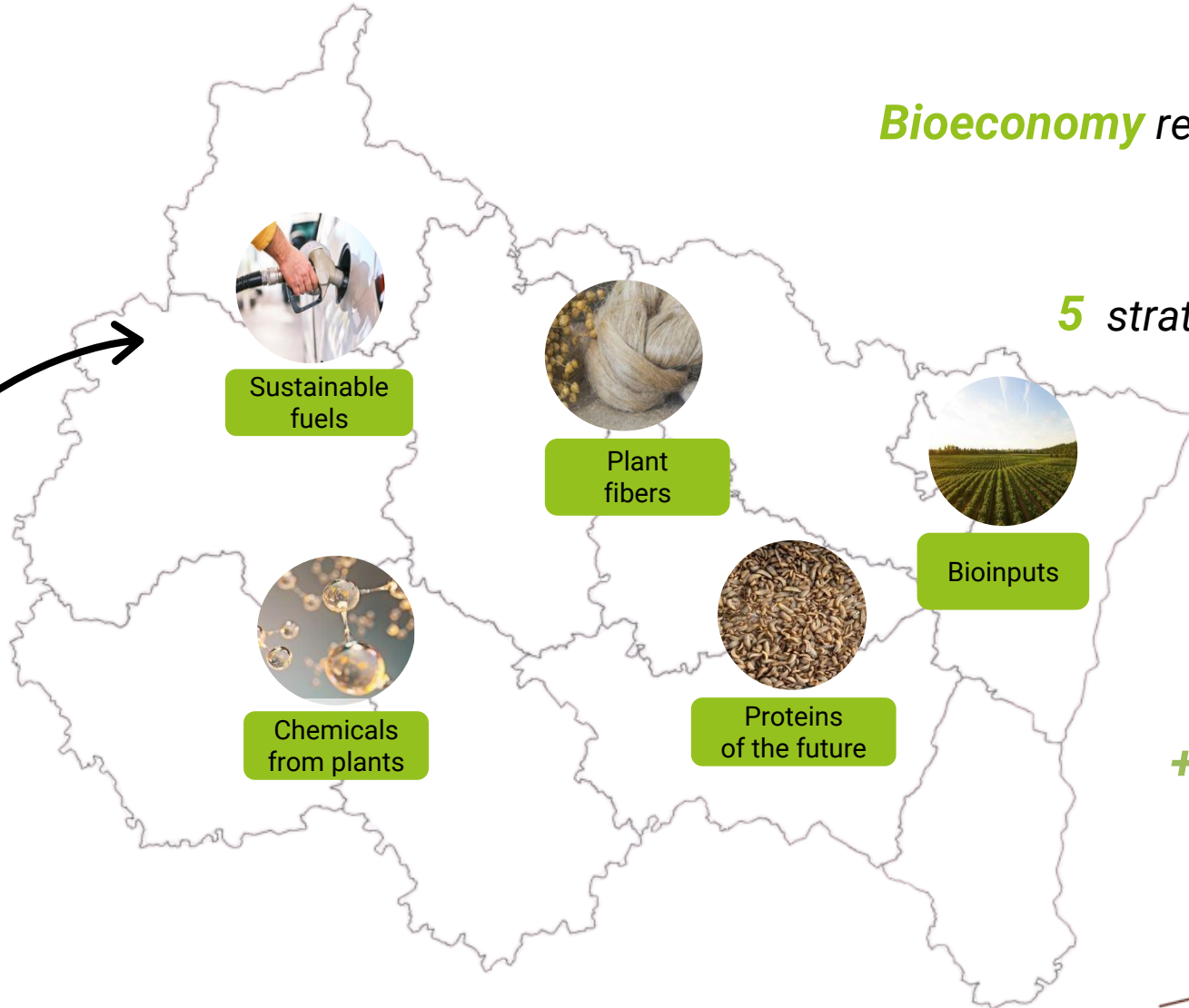


*Gisell Burgos & Danushsri Ringasamy*  
*ICA CoP 2025 - Learning Communities for the transformation  
to the bioeconomy: Innovation by dialogue between partners*

# Grand Est Context



An officially labelled **Regional Innovation Valley**



**Bioeconomy** represents **6.8%** of regional jobs

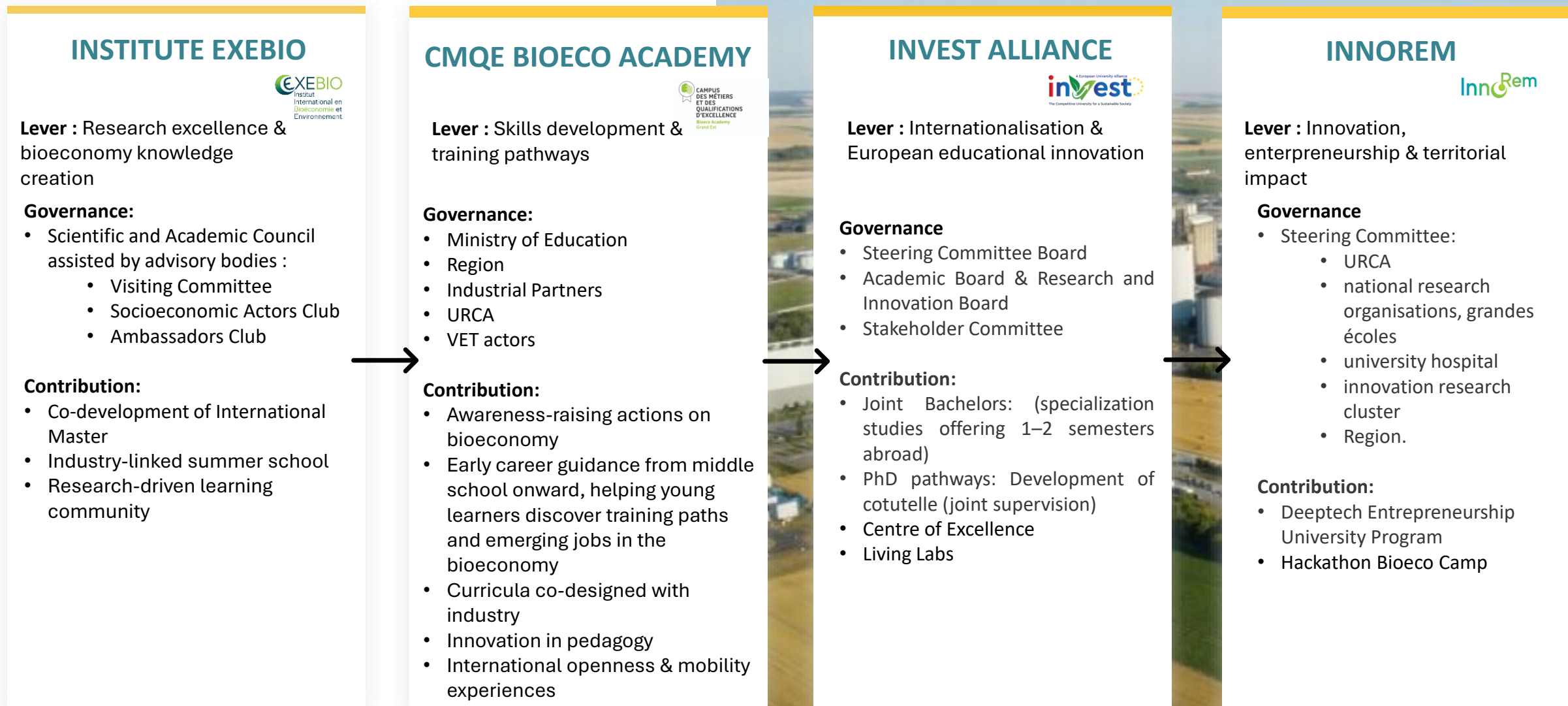
**5** strategic supply chains

**+400** actors along the whole supply chains

**+300** researchers at URCA



# A multi-level ecosystem that supports bioeconomy transformation



*Complementarity → Coherence → Impact for the regional bioeconomy*

# Why do we need to bridge learning communities?

## DEVELOP LEARNING ECOSYSTEMS

- **Align education with real territorial needs**

*E.g., Collaboration with Pomacle–Bazancourt biorefinery, Bioeconomy For Change, and Grand Est Region*

- **Create seamless learner pathways**

*E.g., Articulation between CMQE Bioeco Academy (Vocational), BIOCEB and EXEBIO Graduate School (Master's & PhD)*

- **Strengthen URCA's role as a regional knowledge hub**

*E.g., Shared expertise across industry, regional authorities, European partners (INVEST), and civil society*

## EXPAND INTERNATIONAL COOPERATION

- **Joint programs reinforce shared expertise**

*E.g., BIOCEB Erasmus Mundus Master's and EXEBIO's International Master connects URCA with other universities to co-deliver a common curriculum in bioeconomy.*

- **Shared pedagogical innovation improves curriculum quality**

*E.g., Jointly design modules and learning resources raises overall quality*

## BRIDGE GAP BETWEEN ACADEMIA AND INDUSTRY

- **Co-developed curricula ensure industry relevance**

*E.g., CMQE Bioeco Academy co-designs training modules according to the regional industrial needs.*

- **Industry-led experiential learning strengthens employability**

*E.g., Internships, applied research projects hosted at the Pomacle–Bazancourt living lab.*

- **Regular industry input shapes academic direction**

*E.g., Advisory boards where industrial partners help refine competencies, research priorities, and emerging skill needs.*



# Flagship examples that illustrate the model



**Thank you for your attention**



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