

HEC MONTRÉAL

Prospective and Social Innovation Workshops:
Analysis of the Conscientization, Conciliation and Collaboration Processes
for Inclusive Urban Planning Practices

par

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Abstract

Urban highways have a major impact on the everyday life of citizens, their health, mobility, and so forth. People from low-income groups, migrants, and otherwise vulnerable groups often live close to these infrastructures. As these infrastructures are aging, they must be renovated or even reconceptualized in response to climate change and changing needs. However, despite their impact and costs, citizens are not necessarily invited to participate in deliberation on how to rethink and potentially remake the future of urban highways and of urban mobility. A concrete example is the remaking of the Montreal Metropolitan Highway, the A40, by the Ministry of Transportation. How could such a major infrastructure decision be prepared in an inclusive way that allows people living along the highway to critical think about desirable mobility futures and their links to health, education, and so forth? This study reports and discusses the results of participatory and inclusive, future-oriented workshops organized by Allium, a Montreal Alliance for Innovation in urban mobility infrastructure, in 2022/2023 and with a specific aim to include vulnerable groups, such as women from visible minorities. The workshop method draws on a participatory model from the capabilities approach in combination with a prospective futures approach. The results show the approach to enable critical thinking, vision creation, and collaboration ideas in the conscientization, conciliation, and collaboration processes of the workshops. Across the workshops, participants highlighted space and transportation management, ecological transition, and access to nature, as well as the infrastructure as a social, cultural, and educational place as key concerns for them. A workshop for women only highlighted distinct topics that were not prioritized in the mixed workshops. In light of the need for inclusive and participatory citizen discussions in decision-making processes regarding urban, sustainable infrastructures, the approach studied here is a promising method for inclusive citizen discussions for future-oriented urban planning. It could be used by policymakers to better involve citizens from diverse backgrounds and perspectives to ensure

that their ideas and opinions are incorporated into inclusive urban and mobility planning from the beginning.

Keywords

Urban Infrastructure, Mobility, Citizen Participation, Inclusion, Women, Visible Minorities, Conscientization, Conciliation, Collaboration, Visioning, Socio-Ecological Transition, Metropolitan Highway, Allium, Ministère Des Transports Du Québec, Social Innovation, 3-C model, Capabilities Approach.

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1. Introduction

Traditionally, urban planners have designed cities with the help of other experts, and have excluded the general population from the conversation. However, in the past couple of years, this has changed. More and more citizens now participate in public meetings to influence projects that will take place in their neighborhoods. While this is already an improvement, it is still too often the case that projects are designed without consulting the impacted or interested citizens –particularly often vulnerable or marginalized groups, such as women. For example, in a meeting held in Bordeaux, France, which aimed at developing projects to make the city more sustainable, men dominated the audience by 77%, and women only talked the equivalent of 10% of the time (Raibaud, 2015). This is problematic as including women in the conversation provides different perspectives and valuable insight into making a city more durable and respectful of everyone’s needs. However, a woman can be part of one or more minority groups and face a different set of issues. This concept is called *intersectionality*, and it describes “the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination ‘intersect’ to create unique dynamics and effects” (<https://www.intersectionaljustice.org/>, accessed on 27/04/2023). Therefore, when designing a solution, it is important to keep this in mind to not exclude some women from the conversation.

How can women, especially minority women, feel more included when participating in public meetings?

The *Alliance pour l’Innovation dans les Infrastructures Urbaines de Mobilité* (*Allium* or Alliance for Innovation in Urban Mobility Infrastructures) is an interdisciplinary group that promotes citizens’ active participation in the future of the *Autoroute Métropolitaine* (A40 or Metropolitan Highway) through a prospective co-design model. *Allium* believes that we are

all affected by the upcoming socio-ecological transition and that everyone should have the opportunity to meaningfully discuss our “ideal future” (<https://cheminsdetransition.org/>, accessed on 27/04/2023). Here “ideal future” means a future that participants find desirable and stimulates their imagination and dreams.

Allium focuses on how the Metropolitan Highway in Montréal, the A40, impacts the local population and organized workshops to give the neighboring inhabitants the opportunity to voice their opinions on how to improve it.

The A40 begins at the Ontario/Quebec frontier at the end of Highway 417, goes through Montreal, and ends after Quebec City, near Boischatel, at the beginning of Highway 138. In the city of Montreal, the A40 causes numerous social issues. The raised portion (between the boulevards *St-Laurent* and *Provencher*) acts as a physical barrier between neighborhoods adjacent to the A40 and the rest of Montreal, which cuts off these neighborhoods from valuable resources and isolates them. Furthermore, this raised portion also causes visual and noise pollution and interferes with the development of natural ecosystems, limiting access to nature for the locals. People from low-income groups, migrants, and otherwise vulnerable groups often live close to these infrastructures. Furthermore, 25.83% of inhabitants living less than 300 meters from the A40 earn less than 30 000 CAD, compared to 21.23% of inhabitants from nearby neighborhoods not directly connected to the A40 (<https://www.allium.com/mobiliteautourdelametropolitaine>, accessed on May 14th, 2023). Additionally, only 7.38% of A40 inhabitants earn 150 000 CAD and more compared to 10.88% for nearby neighborhoods. This shows that people living close to the A40 tend to have a lower socio-economic status.

In 2021, the *Ministère des Transports du Québec* (MTQ or Quebec Ministry of Transport) decided to rebuild the highway without addressing the aforementioned issues

(Transports Québec, 2021). *Allium* wishes to offer alternatives to their proposed highway design and change the mind of the *Ministère des Transports du Québec* by organizing inclusive workshops for citizens living near the A40, which they held between November 2022 and February 2023.

To design the workshops, *Allium* combined the *Future Workshop Method* with the *3C Model* by Ibrahim (<https://cheminsdetransition.org/>, accessed on 27/04/2023; Ibrahim, 2017). The *Future Workshop Method* stimulates participants' imagination through fictional scenarios to help them imagine a different reality and find better alternatives to their current situations. The chosen scenarios for the workshops propelled participants into the decades 2040/2050, where they analyzed how a highway, such as the A40, could influence Montreal's ecological transition. Ibrahim's *3C Model* comprises three main principles: *conscientization*, *conciliation*, and *collaboration*. Through *conscientization*, citizens are encouraged to think critically about problems linked to their environment and how they can improve it to better their quality of life. Through *conciliation*, citizens participate in group discussions and develop a vision to attain their goals. And through *collaboration*, local communities are encouraged to discuss and collaborate with organizations and provincial and federal governments. However, this observation work happened in a different setting than what Ibrahim imagined. Consequently, the *3C Model* was adapted to fit the *Future Workshop Method*.

This project will analyze the workshop's results through the lens of the *3C Model* and attempt to answer the following question:

How can we create a participative and inclusive space for future-oriented citizen discussions of urban, sustainable infrastructures, especially for women from visible minorities?

This thesis first includes a summary of Ibrahim's 3C model, which aims to explain the conceptual approach of the project, the Future-oriented method by Scherrer, and includes a literature review to understand best practices and potential challenges in community workshop participation. Finally, it will explain the project's methodology, as well as analyze and discuss its results.

2. Ibrahim's 3C Model

Before delving into a more detailed overview of the project, it is important to better understand Ibrahim's 3C model (Ibrahim, 2017).

2.11 What is the 3C Model, and Why Should We Use it?

The 3C model is a social innovation model that puts inclusion at its forefront. The *Future Workshop Method* does not particularly focus on inclusion, which explains why *Allium* combined these two methods. While the latter provides a practical structure for the workshops, the former allows for a deeper understanding of diverse populations.

The goal of the 3C model is to go to the root of the problem, reframe, and reconceptualize it to understand its processes and dynamics. The 3Cs are *Conscientization*, *Conciliation*, and *Collaboration* (see the descriptive figure in **Appendix n°1**).

The model focuses on three aspects: achievement of objectives, long-term impact, and applicability to various scenarios. The aim is to: induce positive critical thinking and a capacity to aspire for the future at the individual level through *conscientization*, support collective action at the municipal level through *conciliation*, and promote local reforms at the institutional level through *collaboration*. The 3C model primarily focuses on social innovations answering needs that are not satisfied by the market or the state, which generate collective actions benefiting the

entire community.

2.12 Conscientization

Individuals, especially from marginalized groups, when thinking of their *ideal future*, may limit themselves to what they consider feasible as a coping or adaptive mechanism. This tendency makes long-term thinking difficult. With *conscientization*, each person must think critically about their current state and aspire to better living conditions to bring about positive change without necessarily limiting themselves to feasibility. It is often the case that What is not currently possible might be in a couple of years. Note that the nature of this *conscientization* depends on individuals' traits, ability to aspire to a better life, and the presence of naturally occurring adaptive preferences such as....

2.12 Conciliation

After the *conscientization* phase, participants might become attached to what they perceive to be their *ideal future* and do not necessarily agree with the envisioned ideal futures of their fellow participants. However, if participants act individually, it lowers the chances of addressing and solving the existing issues in their communities. Indeed, the goal of the 3C model is to reconcile individual interests and bring them together toward a community goal.

For *conciliation*, participants must create a vision through consensus-building by prioritizing communal well-being and accounting for everyone's needs –especially those of marginalized groups. This means that the organizers of participatory events should invite anyone impacted by the discussions in order to promote inclusive decision-making. However, this does not mean that every participant will have the same definition of communal well-being. These types of meetings are also an opportunity for people to collaboratively design a new definition of communal well-being that encompasses the well-being of everyone involved.

Lastly, this process entails that participants feel some sort of communal responsibility by balancing their needs with those of others. Participants must be willing to accept that some measures might benefit others more than themselves and see beyond their individual needs. This also fosters participants' sense of belonging to the community.

Therefore, this *C* focuses on individuals' sense of belonging to their community, promoting inclusive decision-making processes, resolving current community conflicts, and creating spaces that foster community participation.

2.13 Collaboration

It is important to note that the *conscientization* and *conciliation* processes alone are not enough to challenge the status quo. Participants must look for institutional allies to help them realize their vision. These institutional allies could be the state, donor agencies, NPOs, etc. By *collaborating* with groups with some institutional authority, local participants gain bargaining power vis-à-vis local, regional, and federal governments, as well as other deciding bodies.

However, finding the right allies can be tricky. For example, some NGOs favor working on projects backed by donors, while others may have their own political agendas and might thus promote ideas that are contrary to what participants believe in, etc. As such, participants should select allies that can act as intermediaries between themselves and higher powers and with whom participants can agree on a common vision for social change and a shared timeline to bring about the desired changes.

2.14 Limits of the Model

Some limitations of this model include 1) the possibility of confrontations and conflicts, 2) the possibility of creating solutions with “winners” and “losers,” and 3) the context. Indeed,

context plays a crucial role in promoting or limiting social innovations, affecting the direction of social change, and how (and if) it occurs.

However, the biggest limitation of this model is how few details Ibrahim provides on implementation methods. This is why *Allium* combined Ibrahim's 3C with the *Future-Oriented Method*, which outlines a much more concrete method of application. Moreover, Allium also commissioned a literature review to give insight into implementation methods used by other researchers in the field.

3. The *Future-Oriented Method* (source: <https://cheminsdetransition.org>)

This section elaborates on the Future-oriented method, which is composed of the following three elements: 1) the Pathways approach; 2) democratizing foresight; 3) the participatory approach (<https://steps-centre.org/methods/the-pathways-approach/>, accessed on 03/05/2023). The combination of these three elements helps participants better understand how they can be part of the socio-ecological transition. The Pathways approach is based on the idea that the present does not inherently determine the future and that individuals have the power to influence their own futures. While everyone can imagine the future, stories are a great tool to help people detach themselves from their present and imagine a future that is not necessarily limited by present constraints. The stories are based on well-researched scientific trends that are magnified to create a possible future (for example, for this project, participants will be transported to the decades 2040-2050 where the A40 was transformed into an agricultural space).

Foresight is a tool used to anticipate risks related to the uncertainty of the future, produce a vision, and help make strategic choices. In the *Future-oriented approach*, this tool is another way for participants to think outside the box in relation to the future. This tool is

often used by large corporations, municipalities, or regions. The goal here is to democratize it and apply it to the socioecological transition.

By bringing together different approaches and fields, the *Future-oriented approach* encourages participation because it drives “common” people to think towards a common goal while having a concrete tool to free up the imagination and adopt a systematic approach to better grasp their role in the current socioecological transition.

This method helps encourage the participants’ imaginations by giving them a framework to guide them. This method is also a useful tool to help participants implement *conscientization* from Ibrahim’s 3C model, which is why *Allium* used the *Future-oriented approach* to guide participants through Ibrahim’s first C (Ibrahim, 2017).

4. Literature Review

This section presents the results of a literature review on inclusive participation in urban planning meetings. *Allium* used the results of this research to design the workshops. This section is structured around the various themes found in the scientific literature. It also discusses how *Allium* incorporated this advice into its workshops.

This section first focuses on creating a new democratic framework to invite participants to share their ideas, then on how the moderators should facilitate the workshops, how to help participants feel comfortable, why potential participants might distrust *Allium*, and why understanding the language is fundamental for participants. Furthermore, this section will look into workshops with only women, the importance of location and choosing the appropriate dates and times when organizing the workshops, and what *Allium* must look for when recruiting.

4.1 Creating a New Democratic Framework

As mentioned in the introduction, women tend to speak less in public because of unconscious biases and societal expectations or preferences. In fact, when women speak 30% of the time in a group, men and women perceive that women dominate the conversation (TEDx Talks, 2015). Moreover, women are less likely than men to want to participate in public settings (25% for women versus 39% for men). This trend does not depend on differences in ability, risk-taking fear, confidence, and self-esteem (De Paola et al., 2019). Therefore, to promote a fair democratic framework when designing workshops, it is necessary to organize speaking time and train moderators to recognize and limit inequalities (Day, 2003; Raibaud, 2015).

However, it is possible to receive some backlash when implementing these strategies from participants who might not understand the importance of having measures favoring women. In addition, increasing the visibility of women raises the risks of reducing this group to an object rather than recognizing its members as subjects valuable for urban planning (Tummers, 2015).

For their workshops, *Allium* provided a five-minute explanation of the need for participatory and equitable citizen meetings. They also encouraged participants to share their opinions/ideas on paper (provided during the workshops) in case they did not want to speak, so they could still be active participants. Finally, *Allium* planned to ask participants for feedback at the end of the workshops.

4.2 The Moderators

When organizers start meetings with a predefined urban plan and ask the participants what they think, the participants might feel that the organizers do not care about their opinions and only seek validation. As such, it was found that throughout the workshops the moderators

should accept the various topics that might emerge from the discussion, and not just strictly follow their predetermined plans. They should give participants full power in how participants structure the workshop to make the participatory process as comprehensive and inclusive as possible and engage participants from the beginning (Allen and Slotterback, 2017).

However, this advice directly contradicts the essence of the *Future Workshop Method*, which invites participants to follow a specific structure. To mitigate this, *Allium* gave participants a moment to share their ideas about their ideal neighborhood in the second phase of the workshop while also following a set workshop structure. Thus, participants both followed a predetermined workshop structure, while also being given the opportunity to shape and influence the discussion.

4.3 Helping Participants Feel Comfortable

The literature also shows that participants tend to be reluctant to participate in an environment where they are unfamiliar with social norms (Allen and Slotterback, 2017). For example, participants can feel uncomfortable if they perceive the workshop as too formal (e.g., “Now we’re going to break into small groups and write down what we think”). And if participants do not feel comfortable, they will not participate. However, it was also shown that giving out food and drinks during the workshop helps create an informal and comfortable environment (Ortiz Escalante and Gutiérrez Valdivia, 2015).

Allium followed these recommendations from the literature by favoring informal workshops accessible to multiple cultures, for example, by grouping the participants into smaller groups (Allen and Slotterback, 2017). During the workshops, *Allium* also informally welcomed participants by offering them hot beverages and food.

4.4 Mistrust from Potential Participants

In a context where more illegal immigrants are coming into the city, *Allium* needs to be careful about how this could impact workshop participation. Indeed, few illegal immigrants want to participate in public meetings to increase the visibility of the needs of migrant communities, as their participation could have serious unintended consequences (for example, the authorities discovering their illegal status). Moreover, illegal immigrants tend to limit their implication in general civil matters, especially in urban planning (Allen and Slotterback, 2017). Furthermore, anti-immigrant groups, who aim to further alienate immigrant populations (whether legal or illegal), could potentially dominate the meeting (Sandoval and Maldonado, 2012).

However, even some legal immigrants are suspicious of governments and institutions. For example, the literature shows that many Somalians do not trust this kind of authority (Allen and Slotterback, 2017). This lack of trust goes beyond the fact that they think that seeking help from authoritative institutions and bodies will be useless. They also believe that their participation can lead to unintended negative consequences. Indeed, some immigrants come from a country where interactions with the government are not positive, and this perception remains even when they change countries.

In these situations, it is essential to have (a) contact(s) that the community trusts (organization employing people from the community, influential person(s) in the community, etc.) who can vouch for the organizers of the participatory forum. Taking this into consideration, *Allium* contacted community-trusted partnering organizations to help them with recruitment for their workshops.

4.5 Understanding the Language

Language and communication are central to participation because they are central to fostering inclusion (Listerborn, 2007). It is fundamental to focus on problems related to language, as some participants may feel intimidated by their limited knowledge of French (the language of the workshops) and cultural norms (Allen and Slotterback, 2017).

During the workshops, the moderators used simple and direct vocabulary. They also planned to announce at the beginning of the workshops that they wanted everyone to participate, even if French was not the participants' first language. For recruitment, *Allium* designed participation calls to be inclusive to people with reading difficulties by using simple vocabulary.

4.6 Sharing Information

Participants often view a lack of information as the principal limiting factor for participation (McEwan, 2003). Moreover, participants tend to be unwilling to read long technical documents (Allen and Slotterback, 2017). Therefore, it is essential to balance the need for information with how it is shared and what amount.

Allium privileged the use of narration and anecdotes, as these communication methods facilitate exchanges and pair well with the *Future Workshop Method* (Listerborn, 2007).

4.7 Workshop with Only Women

Some women feel intimidated or tend to curb their participation in the presence of men. Workshops with only women can help them feel freer to express themselves and block certain biases that may impede their participation (Listerborn, 2007). Thus, for the workshop, *Allium* decided to hold a workshop with only women participants.

4.8 Location

It is much easier for participants to take part in a participatory event if it is held in a safe and accessible location. For example, for Latinos, such locations would be local businesses that are part of the community, non-profit organizations where members feel safe, and catholic churches (Sandoval and Maldonado, 2012). These are considered sanctuaries for this community and are one of the few places where illegal Latino immigrants regularly visit. Another example would be community gardens, where working the soil could help engage participants.

Especially for women, workshops must be located in a place that is close, familiar, and safe (e.g., in the community's medical center) (Listerborn, 2007). Some of *Allium's* partners kindly offered them free space to host the workshops. These places are in neighborhoods around the A40, where the participants live. More specifically, each of the four workshops was held in the following four locations respectively: 1) *La TOHU*, neighborhood Villeray—Saint-Michel—Parc-Extension; 2) *Espace des possibles*, neighborhood Ahuntsic; 3) *Patro Villeray*, neighborhood Villeray; 4) *Espace des possibles*, same space as (2).

4.9 Date and Time

The date and time of urban meetings play a key role in participants' inclusion. Too often, meetings happen when marginalized individuals are at work or taking care of children, or during important cultural or religious events (Allen and Slotterback, 2017; McEwan, 2003).

This is especially the case for women, so organizers should schedule workshops at a time and day when women are free to participate. Alternatively, they could plan children's activities directed by trained staff so women can participate in the workshops even when they are with children (Listerborn, 2007).

Allium ensured that the workshops were at inclusive times and dates for everyone (for example, not during major religious celebrations or working hours. The chosen workshop dates and times were as follows: (1) the first workshop was on a Sunday, November 13th, 2022, from 14:00 to 16:30; (2) the second workshop was on a Friday, November 18th, 2022, from 9:00 to 11:30; (3) the third workshop was on a Saturday, on February 18th, 2023, from 14:00 to 16:30; (4) and the fourth workshop was on a Wednesday, on February 22nd, 2023, from 18:30 to 21:30. *Allium* offered different times and hours of the week at different locations (see section 2.8) to ensure that potential participants could find a suitable date that matched their availability. *Allium* also looked at the possibility of providing child-care services – especially for the women’s workshop.

4.10 Recruiting

4.10.1 Including Diverse Participants

Marginalized communities tend to live in segregated environments; there are few daily contexts where they interact with other communities (different jobs, languages, places of worship, and civil and community engagements) (Day, 2003; Sandoval and Maldonado, 2012).

Within marginalized populations, there are different types of individuals. When recruiting, in addition to including people from different backgrounds, the organizers must also include people with different statuses. Indeed, they want to avoid only recruiting the “usual suspects” described as people who can afford to come to public meetings, speak the host country’s language, have been in the country for a long time, etc (Sandoval and Maldonado, 2012). Often, they are referred to by the community as ‘leaders.’ However, while the organizers should invite these individuals to participate in the process, they do not represent the interests and needs of their entire community (this idea goes back to intersectionality) (Sandoval and Maldonado, 2012).

When recruiting, the organizers must remember that marginalized women do not instinctively seek to participate. Although the organizers should strive to reach them and allow them to participate, the organizers must be careful not to “keep them hostage.” This means not pushing someone to participate simply because they are part of a population that is not easily attainable (Listerborn, 2007). Marginalized women must feel seen and included before addressing whether they want to speak.

To reach these marginalized communities and address these issues, the organizers need “contacts” (organizations, recognized local merchants, mothers belonging to these communities, etc.). Civil societies of migrants are community organizations, social movements, neighborhood or city associations, churches or institutions of worship, social clubs, and other organizations that represent the interests of migrants and operate between markets, homes, and the state. Because these organizations often employ people from visible minorities, they have the trust of the community. Their communities and governments also see them as legitimate voices to represent the interests of their respective communities (Allen and Slotterback, 2017).

4.10.2 Reaching Out to Potential Participants

Appropriately formulating invitations, is another major challenge impeding public forum participation. Even when potential participants receive and understand calls for participation in a public forum, the impersonal nature of the exchanges makes it highly unlikely that any potential participant will want to come (Allen and Slotterback, 2017). Organizers should contact specialized organizations to counteract the impersonal nature of these types of

exchanges. Many organizations provide inclusive communication toolkits and can help with their expertise¹.

4.10.3 Choosing the Right Organizations

However, these organizations do not necessarily represent all the diverse needs of communities and do not trust or necessarily be open to working with external organizations (Allen and Slotterback, 2017). The first point is again connected to the representation of diversity (see 2.9.1), and the second to forming partnerships with these organizations. As such, the literature shows that public forum organizers should check if chosen partnering organizations have any cultural and socio-political constraints that discourage some members from participating in formal public events (Sandoval and Maldonado, 2012). Moreover, when discussing with organizations, the organizers must remember that these organizations may already operate with limited resources. Therefore, it is fundamental to select partnering organizations with similar values, enough resources, and connections to willing participants.

Lastly, marginalized individuals that are part of organizations may also feel some *participation fatigue* and refuse to participate because they feel like they have done so before without any changes occurring in their environment (Ajbli and Crinon, 2018).

4.11 Summary of the Literature Review

Here is a table summarizing the literature review with various barriers that organizers may face, recommendations, and what *Allium* has planned to implement in the workshops (if applicable).

Barriers	Recommendations	What <i>Allium</i> implemented
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¹ Source: Binta, A; Bidegaray, P; El Aoufir, G; Tsanga Mba, W; Vachon, A. (2022, April 18th). *Rapport final_ALLIUM*. Class project for the course: Introduction to Sustainability at HEC Montréal.

<u>THE WORKSHOPS</u>		
Biases influence speaking time so that men talk significantly more than women.	Trained moderators should recognize and limit biases and appropriately organize speaking time.	<ul style="list-style-type: none"> > <i>Allium</i> gave a five-minute presentation at the beginning of the workshops explaining the differences in speaking time between genders. > <i>Allium</i> invited participants to share their ideas through writing. > <i>Allium</i> should ask for feedback at the end of the workshops.
Pre-planning the workshops can make participants feel like the organizers do not value their opinions.	Moderators should let participants lead the discussion.	<ul style="list-style-type: none"> > Although the workshops are designed with a specific structure in mind and basic scenarios, the goal is to let participants express their opinions and free their imagination (for more information see section 4). > <i>Allium</i> has planned to let participants share their own original ideas for the A40's future in the second part of the workshops.
Participants are reluctant to share their opinions if the workshops are too formal.	<ul style="list-style-type: none"> > Moderators/organizers should adopt a relaxed attitude. > They should also offer participants food and beverages. 	<ul style="list-style-type: none"> > <i>Allium</i> implemented both recommendations. > They designed the workshops with participants being divided into small groups.
Participants who are visible minorities will not come if they perceive that organizers do not have their best interests at heart.	The organizers should get referred by a contact that the community trusts.	<i>Allium</i> contacted partnering organizations to help them with recruitment.
Language can block non-fluent participants from expressing themselves.	The organizers should be inclusive in the language they use.	<ul style="list-style-type: none"> > Moderators used simple vocabulary to communicate with participants. > The organizers told participants at the beginning of the workshop that everyone was free to participate even if they were not fluent. > <i>Allium</i> wrote inclusive communications for people with reading difficulties (e.g., dyslexia).
<ul style="list-style-type: none"> > People perceive a lack of information to be the biggest barrier to participation. > Information must be easily understandable. 	Organizers should favor communication using narration and anecdotes.	<ul style="list-style-type: none"> > <i>Allium</i> followed the recommendation and let participants illustrate their ideas through personal examples.
Women do not always feel free to express themselves when men are present.	There should be workshops with only women.	<i>Allium</i> had one of four workshops only open to female participants.
If the location of the workshops is	Organizers should schedule the	> All workshops were located near

not accessible for participants, they will not come.	workshops in safe and accessible locations, especially for women.	the A40, where the targeted participants live. > The four workshops took place in three different locations so that they would be easily accessible to participants coming from different neighborhoods.
Organizers should not schedule workshops when participants are busy taking care of children (especially women), working, or celebrating cultural or religious events.	> Dates and times of the workshops should be compatible with working hours and religious celebrations. > Organizers should keep in mind women taking care of children when choosing the dates and times or hire a professional to take care of children while the women participate in the workshops.	> <i>Allium</i> followed these recommendations. > All workshops happened at different times and days of the week to maximize the chances that participants would find a compatible slot in their calendars. > <i>Allium</i> hired someone to take care of children for the women's workshop.
<u>RECRUITING PARTICIPANTS</u>		
> Marginalized communities live segregated. > Only the <i>usual suspects</i> come to urban participatory meetings. > Marginalized women may feel forced to participate.	Organizers should contact local organizations to help them with recruiting participants.	X
How to communicate in a way that is inviting to potential participants.	Look into organizations with specialized communications toolkits and expertise in the subject.	X
> Organizations may not be connected enough to the target audience, or their contacts feel too burnt out to participate. > Organizations may have limited resources.	Organizers should choose the right partners.	X

Table 1: Summary of the literature review

4. Methodology

This section presents how Ibrahim's 3Cs were woven into the workshops, how *Allium* collected the workshop participant data, and the method used to interpret this data (Ibrahim, 2017).

4.1 Tracking 3C Processes During the Workshops

One workshop's goal was to observe how the group dynamics model applies to the *Future-oriented method* from the lens of Ibrahim's 3C model (Ibrahim, 2017). We first analyzed the establishment of the *conscientization* process by looking at how everyone critically reflected on their current situation and the environment they hoped to inhabit. Then, we saw how participants acted in groups and pooled their mental resources to create a plan during the *conciliation* stage. It was up to the moderators to bring people together and invite them to develop a vision. And finally, for the *collaboration* stage, we hoped to look at what kind of organizations the participants thought they should contact to help them with their projects.

To help participants open their minds and not be limited to the existing infrastructure to develop a vision for the future of the A40, *Allium* used the *Future-Oriented Method* (see section 3). They imagined three different scenarios by extrapolating from current trends and magnifying them. All three scenarios take place in the decades 2040-2050.

The moderators separated participants into three groups for the three scenarios. The moderators first asked participants in the *conscientization* phase what they thought was positive in these scenarios, then what was negative, and finally what they would modify in the scenario. Then, in the *conciliation* and *collaboration* phases, the moderators invited participants to develop a vision, one that did not necessarily have to be realistic, and to think of what organisms or groups could help them make this vision come to life. If the moderators had time-management issues, they had agreed to cut the *collaboration* phase during the workshops.

4.1.1 Part One of the Workshop: *Conscientization*

Moderators started with an icebreaker so that participants in each of the three subgroups got to know each other by asking for names and their relationship with the A40. The moderators also reminded everyone that there were no right or wrong answers. They then moved on to reading the scenarios assigned to each subgroup. Each participant also had the scenario in hand so that they could follow along. The moderators then asked if anyone had any questions.

4.1.1.1 Discussion on Desirable Elements

First, the moderators asked participants what they liked about the scenario. They first wanted to focus on the positives and not the negatives because it is harder to go back and think about the positives after dwelling so much on the negatives.

Participants wrote their ideas on sticky notes that the moderators put on the wall for everyone to see. The moderators then organized them by theme (for example, culture, economy, transportation, mobility, governance, infrastructures, A40 highway, etc.). After a few minutes, participants talked about what they had written and their points of view.

4.1.1.2 Discussion on Refutable Elements

Then, participants wrote down on sticky notes what they did not like about their appointed scenario. Moderators put them up on the wall and organized them. The group then discussed what participants wrote and why they wrote it.

4.1.1.3 Discussion on Modifications

Lastly, the moderators asked participants what they would like to change from their scenario or what they would have liked to have seen. Here too, participants wrote down their thoughts. The moderators put them on the wall and asked participants to explain their ideas.

4.1.2 Part Two of the Workshops: *Conciliation and Collaboration*

For this part, participants put aside the scenario and thought about what they would like the A40 to look like in 2050. The moderators announced to participants that they would have to choose one or two people to present their vision to the participants from the other sub-groups. Participants had to explain their vision through writing, drawing, and coloring on a big sheet of paper. If there was enough time, the moderators also asked participants to search for potential collaborations with organizations that could help with implementing their vision

The moderators then called for a break and offered participants food and non-alcoholic drinks. The break allowed participants to talk between themselves and go to the bathroom.

4.1.3 Part Three of the Workshops: Presentation and Final Discussions

Lastly, the moderators asked the designated participants to explain their vision to the other sub-groups. The moderators also made time for other participants to provide feedback and ask questions. They then thanked everyone for their participation and ended the workshop.

4.2 Data collection and interpretation

4.2.1 Method

There were four workshops: one with only women (on Saturday, February 18th, 2023, at 2:30 pm in the neighborhood Villeray), one with only experts (on Friday, November 18th, 2022, at 9:30 am in the neighborhood Ahuntsic), and two open to the general public (on Saturday, November 13th, 2022, at 9:30 am in the neighborhood Villeray—Saint-Michel—Parc-Extension; and on Wednesday, February 22nd, 2023, at 6:30 pm in the neighborhood Ahuntsic). All participants, except the experts, lived or had lived in the targeted neighborhoods.

As mentioned, the organizers made sure to vary the places, times, and days of the week of the workshops to accommodate different schedules and maximize the number of participants.

At the beginning of the workshops, the organizers asked participants to fill out a questionnaire to get information on their demographic profiles. During the workshops, there was one notetaker per group (so three in total). They wrote down what was happening during the workshops by following a rubric. This rubric was separated into four sections representative of the structure of the workshops: 1) *conscientization*, positive elements in the scenario; 2) *conscientization*, negative elements in the scenario; 3) *conscientization*, what the participants would have liked to change in the scenarios; 4) *conciliation* and *collaboration*, coming up with a vision and collaborations. Each section was again separated into three sub-sections: 1) points of agreement between participants, 2) points of disagreement between participants, 3) other. These notes were the primary support for the thematic analysis of everything discussed during the workshops. All comments from the participants were manually coded into one or more corresponding themes. However, for participation, unlike the themes, the organizers had not provided a standardized method for notetaking. To analyze the participation itself, notetakers simply took note of what they observed regarding the participation patterns of those attending the workshop (e.g., women spoke less, etc.). These notes were then parsed and interpreted. After completing all four workshops, the moderators gave their opinion on participation guided by a question grid. If they could, they would segregate participation by the workshop's date, and if they could not, they provided general commentary for participation trends noticed during all four workshops.

The workshops were analyzed from three angles: the participants' demographics, what themes the participants discussed, and how they acted during the workshops. The participants' demographics was a useful tool to understand how homogenous or diverse the participants

were. For example, this demographic information was useful for understanding the percentage of participants that were female or from other visible marginalized groups. For the themes, the analysis focused on comparing the differences between workshops and scenarios (e.g., did participants from scenario 2, on February 22nd, act the same or talk about the same themes as participants from scenario 1, on November 18th?), as well as differences between scenarios (e.g., did participants from scenario 3, on November 13th act the same or talk about the same themes as participants from scenario 3, on February 18th?). This was done to get a more comprehensive picture of what was happening during the workshops and better compare the groups. Our focus being (marginalized) women, this method allowed us to draw more comparisons between the women-only workshop and other groups. Lastly, it is fundamental to the 3C model to understand how participants acted during the workshops; these parameters allowed us to gauge how far along Ibrahim's 3C processes they were (Ibrahim, 2017).

4.2.2 Limitations

These results were based as much as possible on the notetakers' notes, especially for the thematic analysis, as opposed to memory. Although they followed a specific grid to take notes, the transcription is subject to the notetaker's personal biases. Moreover, common themes were determined based on the writer's judgment, and the participation analysis mostly relied on the moderators' memory.

Finally, the generalizability of the results is limited to the neighborhoods surrounding the A40, as participants are subjected to a specific context. Even then, participants are not necessarily representative of everyone in the neighborhoods as they tended to be from specific socio-cultural and ethnic backgrounds (see 5.1, demographic variables).

Note: For a detailed guideline of how the workshops were organized, look at **Appendix n°2** and **4**. For the questions asked to the moderators after the workshops, see **Appendix n°3**. For the original scenarios, see **Appendix n°5**. For the demographic questionnaire that organizers asked participants to fill out, see **Appendix n°6**.

5. Results and Analysis

This section looks at the workshops' results and focuses on who participated (demographic data), what the participants talked about (thematic analysis), and how the participants engaged in the workshops (participation analysis).

5.1 Who Participated - Demographic Variables

The participant's demographic data were analyzed as a single group, as opposed to analyzing them by dates (such as to get the age, gender, revenue, etc. for each of the four workshops). In total, there were forty-nine participants, nine participants from the November 13th, 2022, workshop, twenty-four participants from the November 18th, 2022, workshop (workshop with only experts), six participants from the February 18th, 2023, workshop (workshop with only women), and ten participants from the February 22nd, 2023, workshop.

In total, thirty-one of the participants were women. Without counting the women's workshop, twenty-five women out of forty-three participated.

Fifteen participants were between 25 and 34 years old, and twelve were between 34 and 44. The youngest participants were between 18 and 24, and the oldest were between 65 and 74.

Five participants had a disability. Six people were a visible minority, which is very little compared to our original goal. Thirty-seven participants were white, four were North African, three were Latin- or South American, and one was Sub-Saharan African or of African descent.

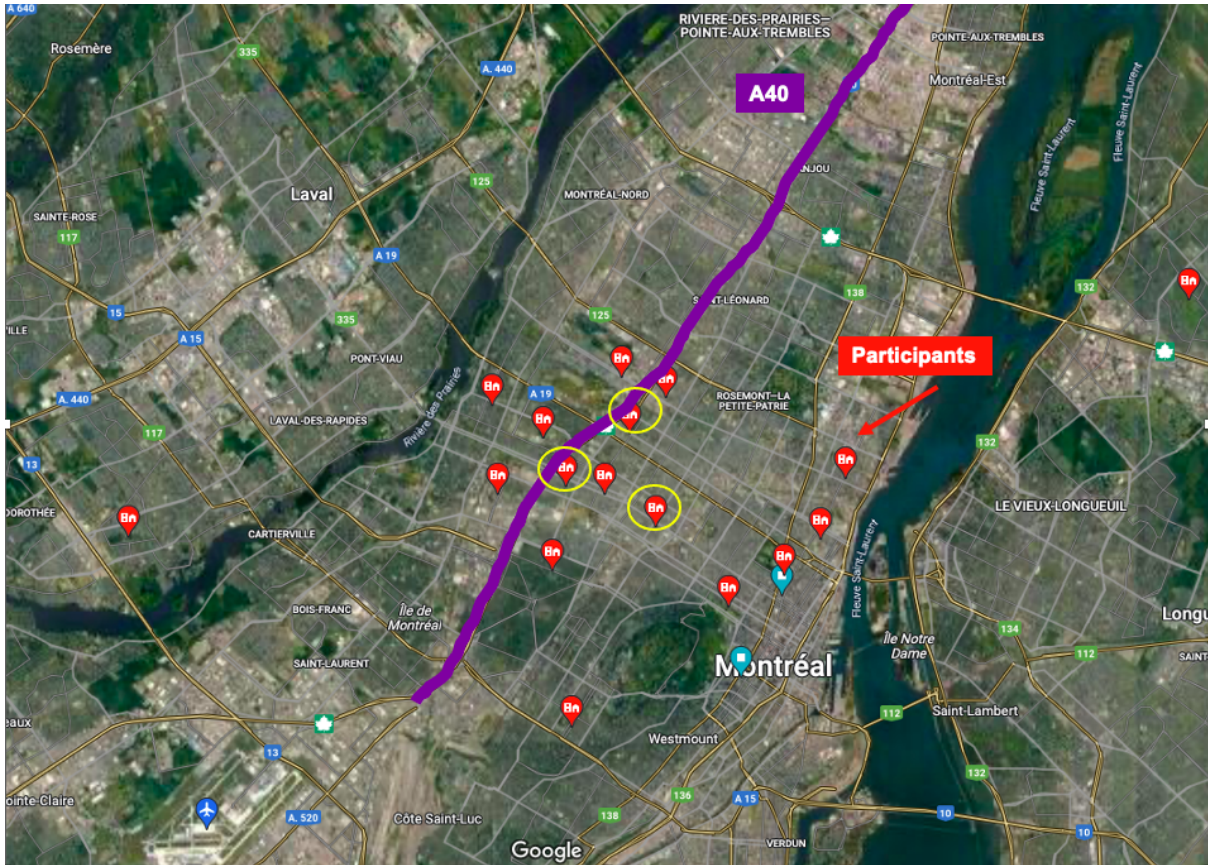
Note that some participants preferred not to answer this question in the questionnaire. French was the mother tongue of forty-one participants.

Thirty-two participants had an education level above a bachelor's degree (master's, diploma, doctorate), Nine had a bachelor's degree, and eight had a degree below a bachelor's degree (cegep, secondary level, certificate). Nineteen participants had a total household revenue of at least 90'000 CAD. Thirteen had between 60'000 and 89'999 CAD, eight had between 35'000 and 59'999 CAD, and two had between 34'999 and 20'000 CAD. Seven preferred not to answer this question.

Focusing on the women's workshops, only one participant was a visible ethnic minority, with French not being her first language. All participants had at least a bachelor's degree, but most had a master's as well. Total household revenue varied from 50'000-\$59'000 CAD to 100'000 CAD and more. Note that only five out of six participants filled out the demographic questionnaire.

Fifteen participants reported using the car as a method of transportation (with 10 using it as their sole method of transportation), eighteen using public transport (with nine using them as their sole method of transportation), nineteen biking (with eleven biking as their sole method of transportation), and thirteen walking (with six walking as their sole method of transport).

Below is a map describing where participants lived around the A40:



Map (courtesy of *Google Maps*) representing where participants live based on the A40.

Circled points show that at least 4 participants live in the same zip code.

Note: Participants living in Terrebonne/Mirabelle are not included in the map.

Note: To look at the graphs corresponding to the different variables, see **Appendix n°6**.

5.2 What Did the Participants Say - Thematic Analysis

During the analysis process, the discussion was organized based on common themes, focusing on the themes that appeared most often. Primary themes are topics that emerged in all workshops in all groups. Secondary themes appeared in at least two groups in all workshops.

Primary Themes	Secondary themes
<ul style="list-style-type: none"> - Space management - Transport management - Ecological transition - Nature 	<ul style="list-style-type: none"> - The economic benefits of rebuilding and redesigning the highway - Ensuring that the benefits remain locally harvested

<ul style="list-style-type: none"> - The infrastructure and surrounding neighborhood infrastructure as being a social, cultural, and educational place 	<ul style="list-style-type: none"> - Pricing - Fairness - Common/public governance - Capitalism - Management of goods/deliveries - Noise and air pollution
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Table 2: General primary and secondary themes in the workshops.

Note: For the original analysis in French detailing what themes the participants discussed based on their scenario and their workshop date, see **Appendix n°7**.

5.2.1 Primary Themes

What are the primary themes?

Space management is related to how participants would organize the space on the highway and in its surroundings. Participants frequently mentioned wanting dedicated routes on the highway for public and heavy transport. They also wished for dedicated spaces for pedestrians and bicycles, bypass routes, and devoting less space to cars on the highway. Participants also discussed replacing the A40 with a multimodal urban boulevard with multiple uses (for example, by adding dwellings in addition to various means of transport). Furthermore, they debated the advantages of burying the highway underground. Similarly, participants wondered if they wanted to destroy or enhance the upper level of the highway as it is ugly and creates an urban scar in the landscape. The idea was to introduce more aesthetic infrastructure in place of the current highway.

Transportation management is specifically about modes of transport (cars, public transport, active transport, etc.) and how they fit with the highway. While the first theme focuses on creating a space to improve the highway infrastructure itself, this theme is about managing what goes *on* the highway. Participants mentioned wanting to diversify the different modes of transport by having fewer cars on the highway and, more specifically, fewer “solo

cars” (cars with only one person inside). Car-sharing services, public long-distance transportation (e.g., trains, tramways, more public transport on the North/South and Est/West axes), and encouraging active mobility (e.g., biking or walking) would replace this solo transport mode. However, participants overall still wanted to maintain the A40’s transit function.

Next, participants discussed how the A40 could fit into the upcoming *ecological transition*. First, they wanted fewer cars to reduce greenhouse gas (GHG) emissions. Next, they discussed using less concrete by replacing it with recycled materials. Participants also talked about capturing carbon emissions, managing waste, and recovering water (rainwater, for example). Moreover, participants considered the implementation of net zero transportation modes², arguing that only relying on electric cars was not enough. Additionally, they examined ideas such as having *sustainable neighborhoods*, favoring the spread of plants and animals appropriate for Quebec’s climate, an ecological transition at a societal level by transforming the upper part of the A40 sustainably, and managing *heat islands*.

Another theme that was very important for participants was *nature* – namely, access to and fostering biodiversity. Participants provided several examples to make nature more accessible to nearby residents such as increasing the number of parks and *greening* urban spaces by installing green roofs and walls, and converting the upper level of the highway into a *green* space.

² According to the UN, net zero means: “cutting greenhouse gas emissions to as close to zero as possible, with any remaining emissions re-absorbed from the atmosphere, by oceans and forests for instance” (UN, Accessed on 2023, May 7t). In this context, being net zero means cutting greenhouse gas emissions from the transportation sector (<https://www.un.org/en/climatechange/net-zero-coalition#:~:text=Put%20simply%2C%20net%20zero%20means,oceans%20and%20forests%20for%20instance>, accessed on 2023, May 7th).

Finally, participants discussed rethinking *the highway and surrounding neighborhood infrastructure as being a social, cultural, and educational place*. By this, participants meant installing inviting public spaces, limiting division between neighborhoods, and, in general, reclaiming the metropolitan area. They mentioned wanting education/nature-related cultural activities in the neighborhoods, as well as leisure activities such as climbing walls, and art pieces like frescoes. Participants also emphasized the need for good cohabitation between pedestrians, bicycles, and shops.

5.2.2 Secondary Themes

What are the secondary themes, and what do they mean?

Participants often talked about *the economic benefits of rebuilding and redesigning the highway* and *ensuring that the benefits remain locally harvested*. These two themes are interlinked and grouped.

The first secondary theme is *the encouragement of commercial diversity and the neighborhood's economic activity* (with more local economic drivers). By this, participants meant hiring local workers in the neighborhoods and having a social and/or circular economy. Lastly, participants realized that another way to boost the local economy was to transform the upper level of the highway to better incorporate it into the surrounding neighborhoods (this goes back to the primary theme: the infrastructure as a social, cultural, and educational place).

The second secondary theme is *the prioritization of local endeavors*. This means creating a more utilitarian and local space at the bottom of the highway and encouraging eating more locally to reduce pollution with imports. Other discussions included having a localized vision in neighborhoods, favoring local transactions, and having non-centralized local solutions based on the neighborhoods' needs.

The participants also discussed *pricing*, such as having an impact rate that should vary based on personnel ecological impact, financially penalizing cars (especially solo cars) with a toll or taxes, taxing large trucks, applying the “user pays” principle³, and making public transports free or very affordable.

Another important theme was *fairness* with the principles of universal accessibility, equitable mobility for people with disabilities, making the neighborhood accessible to people with disabilities, reducing social inequalities, fair rates, and equitable access to infrastructure. Participants also noted that the poorest should have free access to transportation (including cars if necessary) and that the government should focus more on regulating the rich as opposed to micro-managing the rest of society.

When referencing *common or public governance*, participants mentioned sharing the space and making decisions together, having a collective responsibility and vision, having local power over infrastructure and flow management, involving citizens, and implementing democratic governance.

There were also numerous *critiques of capitalism*. Participants expressed their desire to move away from a capitalist model, not privatizing the highway and not only prioritizing private solutions. Furthermore, for scenario 3, participants disliked having a private company financing part of the transportation system.

Next, participants discussed the *management of goods/deliveries*, which included focusing on local delivery that would take place under the highway, having a set delivery schedule, and optimizing freight transportation (e.g., moving freight by rail or having a separate track for trucks and buses).

³ According to the UN ESCWA, “The user-pays principle is the variation of the polluter-pays principle that calls upon the user of a natural resource to bear the cost of running down natural capital” (<https://www.unescwa.org/sd-glossary/user-pays-principle-0>, accessed on 2023, May 7th).

Finally, participants frequently mentioned *noise and air pollution* issues they currently face with the A40. They would like less noise pollution (e.g., by putting on hovercrafts), less air pollution (for example, by having nature absorb pollution), and less dust.

5.2.3 Themes in the Women’s Workshop

As this paper mostly focuses on women’s participation, it is also important to analyze in more detail what women talked about and how their specific primary and secondary themes differed (or not) from the general secondary and primary themes.

General Primary Themes	Women’s Primary Themes
<ul style="list-style-type: none"> - Space management - Transport management - Ecological transition - Nature - The infrastructure and surrounding neighborhood infrastructure as being a social, cultural, and educational place 	<ul style="list-style-type: none"> - All general primary themes - The economic benefits of remaking the highway - Ensuring that the benefits remain locally harvested - Food management - Fairness

Table 3: General primary themes compared to women’s primary themes.

General Secondary Themes	Women’s Secondary Themes
<ul style="list-style-type: none"> - The economic benefits of remaking the highway - Ensuring that the benefits remain locally harvested - Pricing - Fairness - Common/public governance - Capitalism - Management of goods/deliveries - Noise and air pollution 	<ul style="list-style-type: none"> - Time management - Traffic management - Winter management - Technology - Pricing - Transmission of information - Common/public governance - Capitalism - Management of goods/deliveries - Noise and air pollution - Personal freedom - Safety

Table 4: General secondary themes compared to women’s secondary themes.

While there are certainly commonalities in the primary and secondary themes, there are also some new themes in the women’s workshop, such as food management, time management, traffic management, the transmission of information, winter management, technology, personal freedom, and safety.

Regarding *food management*, women mentioned improving low-income people's nutrition and locally producing food adapted to Quebec's ecological reality. Interestingly, this is the only primary theme that is neither a general primary nor a secondary theme.

By *time management*, women meant having flexible working hours and controlling traffic by managing who can access the highway and when. This theme goes hand in hand with *traffic management* which aims to limit peak hours so that highways are not congested with traffic.

Women also addressed the *transmission of information* in their respective scenarios and would have preferred for the people depicted in the scenario to have more information available in case of lane closures. They better wanted to understand the application of carbon credits in the scenarios.

When participants discussed *winter management*, they offered to install cross-country skiing on a portion of the highway. In scenario 2, a participant asked whether the water would freeze in the fishpond during that season.

Several scenarios mentioned the use of *technology* to manage the ecological transition. However, participants agreed that society should not be overly dependent on Artificial Intelligence (AI) and, ultimately, humans should make the final decisions. The AI's role should only be to give suggestions.

In scenario 3, when discussing *personal freedom*, women unanimously agreed that they did not want to be limited by the government with how much they could use transportation. In their opinion, society could use science to suggest default behaviors that are better for the environment without necessarily forcing them on the public.

Finally, women mentioned *safety* and that if the government allowed multiple types of transportation to use the highway, it should be safe for pedestrians and cyclists. It is interesting to note that, apart from the first workshop (where there was only one man out of nine participants), this is the only time where safety appears to be a primary or secondary theme. The experts never mentioned safety, and participants from the last mixed-gender workshop only mentioned it once.

In conclusion, while women do not majorly differ from the other groups, there are still a few differences. While some themes, such as the *transmission of information or technology*, were also present in varying degrees in some sub-groups in other workshops, others, such as *safety* and *food management*, were more specific to the women’s workshops and corresponded to stereotypical “women’s subjects” (Gilow, 2015). Indeed for women, *safety* has always been an important subject as they tend to feel more vulnerable in urban settings (Gilow, 2015). *Food management* issues were exclusively brought up in every sub-group during the women’s workshops, as opposed to the mixed workshops where it was only brought up in scenario 2, which focuses on agriculture. This is likely because of traditional societal expectations that women manage and are thus more aware of issues surrounding food management.

5.2.4 Comparisons Between the Different Workshops

When comparing workshops with one another, the themes appearing in all scenarios (not counting the primary themes as they always appear for every scenario and every workshop) may differ based on the type of participants present. Note that this analysis includes themes present in all scenarios.

Women (Workshop from 18/02)	Experts (Workshop from 18/11)	General admission workshops (Workshops from 13/11 and 22/02)
- The economic benefits of remaking the highway	- The economic benefits of remaking the highway	- The economic benefits of remaking the highway

<ul style="list-style-type: none"> - Fairness - Ensuring that the benefits remain locally harvested - Food management 	<ul style="list-style-type: none"> - Fairness - Common/public governance - Management of goods/deliveries 	<ul style="list-style-type: none"> - Fairness - Common/public governance - Management of goods/deliveries - Safety - Pricing - Winter management - Housing - Noise and air pollution
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Table 5: comparison between the different workshops.

5.3 How did participants engage with the activity

The idea here is to compare how the prospective workshops worked (or not) in support of the three processes of the 3C model. As the focus is the women’s workshops, the analysis will focus on the women’s workshop and compare it to others. Note that here the words “groups” and “sub-groups” are used interchangeably since the workshop was mainly held in small groups divided into three, corresponding to the three scenarios.

5.3.1 Conscientization

As a reminder, “the process of conscientization encourages citizens to think critically about their realities and nurtures their ‘capacity to aspire’ for better lives” (Ibrahim, 2017). This section will first analyze the participants’ opinions on the scenarios and methodology, and their general “capacity to aspire” (Ibrahim, 2017).

In the women’s workshop, for scenarios 1 and 3, participants expressed that there were few desirable points in their scenarios. In scenario 1, the moderator noted that people were very black-and-white when defining desirable and undesirable elements. In group 3, participants thought the scenario was very individualistic and compartmentalized. They also seemed particularly attached to their personal freedom and did not want to sacrifice it – even for the socioecological transition. On the other hand, participants presented with the second scenario found their scenario to be quite desirable.

Participants provided concrete examples when asked what they liked and disliked in each of the scenarios. When looking at the women's workshop, in scenario 1, participants enjoyed that the Metropolitan highway was open to several modes of transportation (bikes, public transport, etc.). In scenario 3, women highlighted how the highway was much quieter. And in scenario 2, participants appreciated that nature was much more present on the highway, which decreased *heat islands*. However, in scenario 1, participants disliked that if the highway was more congested, then the price of public transport increased accordingly. In scenario 3, women negatively viewed the replacement of the Metropolitan highway by a paying private highway, which excluded poorer citizens. And in scenario 2, women wished to have fewer cars on the highway.

Participants from other workshops shared more or less the same opinions as in the women's workshops. However, there were two groups where this was not the case: scenario 1 with the experts-only workshop and scenario 2 with the last workshop open to the general public. In the first case, the experts found scenario 2 to be futuristic, concrete, and desirable. In the last mixed-gender workshop, while some members of the groups did not particularly dislike the second scenario, two participants found "nothing desirable" going so far as to stay silent when participants asked what they liked about the scenario.

As for the methodology, participants were either curious about it and willing to try it, or very skeptical and reluctant to dream. There were skeptics in all workshops, including the women's. While some sub-groups did not question at all the methodology and accepted it, many participants were confused and surprised. Indeed, when they signed up for the workshops, many thought that they were going to comment on *Allium's* or even the MTQ's vision for the A40, as opposed to the organizers asking *them* for *their* vision. *Allium* does not have the financial resources to do more than ask for the inhabitant's vision for the A40. This means their potential impact is limited to convincing the MTQ, not directly changing the A40.

However, although *Allium* was transparent about this issue, participants still wanted their participation to impact their neighborhoods. For example, in the second workshop, some people wanted to go further than renovating the highway and wondered why the A40 even had to exist. They wanted to look into how the A40 could change now as opposed to in twenty years. In another instance, during the fourth workshop, the second group participants did not want to dream through utopian thinking (which is what the scenarios were asking participants to do) as brainstorming for “concrete” and “feasible” ideas to change the A40 now. Indeed these participants asked many questions regarding the methodology as they felt that working with scenarios felt too disconnected from reality. One even said: “I don’t feel like you want to know what I want. If we don’t think with an academic mindset the methodology is not easy to understand” and “I want to see what is feasible and not a utopia.” Another added: “I understand the principle, but I don’t think it is relevant to start from utopia knowing that the MTQ wants to rebuild the highway identically.” They did not understand why they had to build a vision without considering the feasibility of the project, and it was difficult for them to dream and imagine a better future. The organizers also felt this distrust with the distribution of speaking time. In this subgroup, there were three men, two older, one in his thirties, and one older woman. The two older men were more suspicious of the methodology, which made the woman more reluctant. Indeed, if at the beginning of the workshop, she was quite engaged in the activity, she then became more silent. The younger man followed the methodology without problems.

Lastly, in the third women’s workshop group, there was a single mother with her two children and an older woman. While the first mainly came to the workshop because there were only women and a “nanny” to take care of the children, the other participant disagreed with the idea of having a workshop with only women, even if the organizers had explained why at the beginning of the workshop. This shows that although the literature proves there are biases

against women in participation which should be accounted for, not every woman will agree with this concept.

As for the participants' general "capacity to aspire" and ability to envision a better future, the fact that they were willing to participate in these workshops shows that they have hope and the desire for something better in their neighborhoods (Ibrahim, 2017). However, it is also likely the case that the workshops only cultivate the participants' already present aspirations, as opposed to creating them from scratch. Furthermore, this cultivation only happened if participants were convinced about the methodology. If they were willing to follow it, they were curious and in the mindset to dream and design change. However, if participants doubted the methodology, they seemed resigned that nothing could change. For example, for the first three workshops, in the third group (and a little in the first), the moderator noted a kind of rejection of the possibility of a socio-ecological transition. Participants did not believe in electrifying transport, reviewing the layout of the highway, or changing the economy, for example. It was as if it were such a big change, that it was not feasibly achievable. This explained why the moderator struggled to encourage participants to dream about change. Participants seemed limited by the project's budget considerations, refusing to opt for alternatives they considered too utopian or expensive. In the women's workshop, participants wished for a more global scenario that considered many more issues than just the highway without providing any concrete solutions.

Finally, it is interesting to note that many participants used personal examples during the workshops. It is however impossible to tell whether this was the case for all genders or only for women. Indeed, while the literature suggests that men discredit people, especially women, using personal examples, this did not seem to be the case during the workshops (Raibaud, 2015). This is important for conscientization because it shows that participants are creating connections between the scenarios and their own lives, which is an example of critical thinking.

5.3.2 Conciliation

Again, conciliation is the process where participants combine their ideas from their individual ideal living situations and design a common vision for the A40. This section explores speech distribution between participants in the workshops and how participants came up with a vision.

5.3.2.1 Speech Distribution Between Participants

Speech distribution was also evaluated in conversations that were part of the conscientization, as well as the conciliation, section of the workshop because while conversations discussing positive and negative elements in the scenarios belong more in the first C, how participants communicated these elements contributed to the conciliation process.

In the women's workshop, there were only two people per scenario, which meant that participants were easily interacting with one another and that speaking time was well distributed. This was especially true for scenario 2. In scenario 1, participants still needed a bit of a push to express themselves. In the third group, a mother came with her two kids. From time to time, she had to leave to take care of her children, which meant that she engaged less with the scenario than the other participant. Indeed, the babysitter hired for the workshop was a little overwhelmed. While participation seemed well-distributed in the women's workshops, organizers noticed that most gendered differences in speaking time happened in the experts' workshops, where urban planners participated. Generally, all these participants were engaged in the conversation. In the first group, the moderator needed to put in more effort to manage speaking time as men spoke much more than women. In scenario 2, there were a few stronger personalities, but everyone participated. Finally, in scenario 3, one person participated relatively little, an engineer from the neighborhood, because he disagreed with the methodology. In addition, it became apparent that a group of three men occupying one side of

the table spoke the most. They did not necessarily do so by cutting off the other participants, but they answered the moderator's questions more quickly and bounced ideas mostly among each other's. Although they made a conscious effort to include the others, they still spoke the most, even with all participants being knowledgeable in the field. In the first workshop open to the general public, speaking time was generally well distributed amongst participants, especially since there were only three people per subgroup. Finally, in the last workshop open to the general public, speaking time was relatively evenly distributed for the first group. In the third scenario, two participants had a specialized profile in urban planning (an architect and a student in urban planning) and communicated with one another with a common professional vocabulary. The third participant, less specialized in this field, intervened several times, but much less than the others. Here again, the experts dominated the conversation. Note that in the third group, there were only male participants. In the second group, participants unconvinced by the methodology spoke very little during the workshop. However, they did engage with the moderator during the break to ask more questions about the methodology. The participant in agreement with the methodology participated the most.

In the first workshop open to the general public and in the women's workshop, there were no experts among the participants, save for a few MTQ employees. Speaking time was relatively well-balanced. Furthermore, the results showcase that when there were experts mixed in with civilians, the former tended to speak the most as if they were more legitimate to do so. This seems to be especially true for male experts. However, these experts are not the only ones contributing to this dynamic as "citizen-participants" seem to self-censor themselves, as if afraid of making mistakes. Indeed, in both scenarios 1 and 3, the moderators noted that participants struggled with defining and committing to a vision for the future. In the first three workshops of scenario 1, the moderator had to formulate and write down ideas summarizing what participants had said, as they seemed unable to focus on ideas and solutions themselves.

In all the workshops for scenario 3, despite the methodology designed to counteract this issue, participants were still evasive in their responses, making it difficult for the moderator to make them think and choose a solution. Both moderators noted that participants seemed hesitant to define and commit to a vision, as if afraid of making mistakes. This could suggest that the joint visioning process was hampered by participants feeling like they were not "expert enough." Interestingly, this seemed to also apply to the experts themselves, despite them being expected to be more decisive. The size of the expert group may have made it difficult for the moderators to engage everyone effectively.

5.3.2.2 Coming up with a Vision

As for the effectiveness of coming up with one or more visions, there were no differences between the women's group and the other groups. The real difference was the mode with which participants communicated their vision. In fact, participants choosing to draw or schematize their vision(s) seemed to have better success formulating at least one vision.

	Workshop 1 (general public)	Workshop 2 (experts)	Workshop 3 (women)	Workshop 4 (general public)
Scenario 1	Bullet Points	Bullet Points	Bullet Points	Drawing
Scenario 2	Drawing	Schema	Drawing	Bullet Points
Scenario 3	Bullet Points	Bullet Points	Bullet Points	Bullet Points

Table 6: Modes of communication of the visions.

The table above shows that the use of drawings in joint visioning exercises varied across the three scenarios. In the first group, the moderator absolutely wanted the participants to make a drawing during the last workshop, as it had worked well to transcribe the visions in the scenario 2 group. The moderator did not write anything this time and asked the participants to draw a picture. This approach caused some stress among the participants as they struggled to come up with something, and it was not until the last five minutes of the workshop that a

participant drew something. In the second scenario, for the first three workshops, the moderator gave the option to draw or schematize the vision as they seemed enthusiastic in their participation. The participants embraced these options, allowing the moderator to ask questions about the infrastructures represented or conceptualized on the drawings or on the schema. In scenario 3, the moderator never suggested drawing as an option. The differing use of drawing as a tool in these scenarios may have affected the participants' ability to visualize and commit to a vision.

The table below summarizes whether or not participants were able to come up with a vision, and if they did, whether it was a common vision or if there were some disagreements.

	Workshop 1 (general public)	Workshop 2 (experts')	Workshop 3 (women's)	Workshop 4 (general public)
Scenario 1	No vision from any participants	Multiple visions	No vision from any participants	One common vision
Scenario 2	One common vision	One common vision	Multiple visions	No vision from any participants
Scenario 3	No vision from any participants	One common vision	No vision from any participants	Multiple visions

Table 7: Did participants come up with a common vision?

First, when combining the information in Tables 6 and 7, one sees that three out of four groups who came up with a common vision, drew or schematized it. This may be a defining factor for participants to create a unified vision.

Second, there were some similarities between groups that did not come up with a vision. The joint visioning exercises revealed the difficulty of reaching a common vision even given some shared structural path dependency. Indeed, in the women's workshop, one group (scenario 1) noted that people were incapable of not using their cars. In contrast, another (scenario 3) disagreed with using coercive means to reduce greenhouse gases and restrict personal freedom.

This last fact suggests that participants in all scenarios seemed constrained by procedural or principled limitations on what constituted a desirable vision. Additionally, some participants seemed uncertain about the status of their visioning, particularly regarding how to operationalize their vision in actual politics. In scenario 1, there were many questions about how to operationalize the vision, and in scenario 3, many questions remained unresolved at the end of the conversation. While the basic principles were clear and adopted unanimously, participants did not define concrete solutions, underscoring the challenge of translating joint vision into tangible policy actions. These groups may have needed a more unifying structure, such as forcing them to draw or schematize their vision, to push them to define a concrete vision, even if imperfect.

Lastly, in the groups with participants who did not agree with one another's vision, they seemed to agree to disagree. In fact, while there might or might not have been some shared elements for a common vision, some remained plural. For example, in the experts' workshop, a moderator noticed (scenario 1) that people who came from further away (2 or 3 participants coming from Mirabelle) were certainly for public transport but against removing cars, whereas other participants wanted to question the need for a highway and the current mobility system. In the women's workshop, in the second scenario, participants could not fully align on a common vision. Although they agreed on the bottom part of the highway, for the raised portion, one wanted to significantly enlarge it, while the other wanted to maintain its original size. They decided to make two drawings to represent their two visions. Finally, in the last workshop, in the third group, participants disagreed on the number of tracks on the highway and the place of the train versus local modes of transport. They proposed two solutions, one focused on minimizing the footprint of the transit axis and the other on creating a vast transit infrastructure. Two out of three participants expressed doubts about the latter proposal. These disagreements showcase that it may be difficult for people with diverse needs and ideologies to agree on a

common vision. While participants engaged in constructive discussions, moderators should probably train to handle these differences and help participants find a middle ground respecting each other's needs as much as possible.

5.3.3 Collaboration

Collaboration is the process by which participants come up with possible collaborations and associations with other parties (non- and for-profit organizations, state actors, etc.) to increase the chances of their vision coming to life.

Looking at all workshops, only three subgroups out of twelve had time to discuss collaborations: two groups from scenario 3 (the experts' workshop and the first workshop open to the general public), as well as one group from scenario 2 (the last workshop open to the public). Note that no group from the women's workshop discussed collaborations.

Experts in scenario 3 thought of collaborations with the *Caisse de dépôt et placement du Québec* (CPDQ) or a local organization that could be not-for- or for-profit. In addition, they reflected on the fact that to rethink the infrastructure of the A40, it was first necessary to look at public transport and regional and inter-regional goods transportation to achieve a more efficient and less extensive development.

For the first workshop open to the public, the scenario 3 group proposed collaborations with businesses and waterfront institutions, lobbying groups (such as ALLIUM), schools, the *Commission Scholaire de Montréal* (CSDM), round tables, large park departments, and affected boroughs, and the city.

In scenario 2, participants reported that there were currently too many involved organizations. Therefore, they did not want the intervention of separate organizations, but only one that could break political barriers. At the provincial and federal government levels, they

said that if there was no drive to change the infrastructure, nothing would happen. Participants expressed that we could not rely on the local level, although they mentioned that without some local pressure groups “the government would go ahead with some terrible projects.” Finally, participants felt that the MTQ was stuck in a different time and had not yet caught up with modernity.

Speaking of the MTQ, it is important to note that people working at the MTQ came during their free time for all four workshops. This is very important as the MTQ is *Allium's* final target audience. Specifically in the last workshop (open to the general public), employees from the MTQ were focusing on feasibility and budgets more than on creating a vision. The Ahuntsic counselor came as a spectator and interacted with participants from each group during the workshop. In the first and third groups, while participants were at the stage of creating a vision, she was blunt about the feasibility of their ideas. While this mentality (both of the counselor and MTQ employees) is helpful for day-to-day decisions, this hindered the participants' ability to dream and aspire for more. In the second group, where some participants were already skeptical of the methodology, the counselor answered their questions about why the A40 was not going to change in the short term, reminding them that the MTQ had not consulted the neighboring counselors at all. The fact that these people still decided to come and/or participate in these workshops shows they are willing to create ties with the local citizens. While there remains much to do, this MTQ and councilor participation may promise the beginning of a government-resident collaboration process.

6. Discussion

This section provides an overview of the moderator's feedback obtained after the workshops, the extent to which some strategies identified in the literature review were

effectively implemented, and the novel insights that were gleaned from the application of Ibrahim's 3C model.

6.1 Lessons for Workshops and their Improvements

Below is a table summarizing what *Allium* planned to include in the workshops following the literature review (see section 4.11). The implementation success of these strategies also influenced how, after the four workshops, moderators discussed potential improvements for future workshops.

Plan Before the Workshops	Implementation Success
<i>Allium</i> gave a five-minute presentation at the beginning of the workshops explaining the differences in speaking time between genders.	Yes.
<i>Allium</i> invited participants to share their ideas through writing.	No participant took this option.
<i>Allium</i> should ask for feedback at the end of the workshops.	This was not always the case, although if participants came up to the organizers with feedback, they made sure to be receptive.
Moderators/organizers should adopt a relaxed attitude around participants.	Yes.
Organizers should offer participants food and beverages.	Yes.
Organizers designed the workshops with participants being divided into small groups.	Yes.
<i>Allium</i> contacted partnering organizations to help them with recruitment.	Although <i>Allium</i> had contacted some organizations, they did not help with recruitment.
Moderators used simple vocabulary to communicate with participants.	Yes.
The organizers told participants at the beginning of the workshop that everyone was free to participate even if they were not fluent.	This was not always the case.
<i>Allium</i> wrote inclusive communications for people with reading difficulties (e.g., dyslexia).	Yes.
Organizers should favor communication using narration and anecdotes.	Yes.
<i>Allium</i> hired someone to take care of children for the women's workshop.	Yes.

<i>Allium</i> had a women-only workshop.	Yes.
The organizers offered food and drinks to participants and behaved informally.	Yes.
Dates and times of the workshops should be compatible with working hours and religious celebrations.	Yes.
Organizers should schedule the workshops in safe and accessible locations, especially for women.	Yes.
Organizers should favor communication using narration and anecdotes.	Yes.

Table 6: Summary of implementation of advice from the literature review

While the table above shows that *Allium* successfully implemented plenty of inclusive strategies, the organizers thought it was fundamental that after all four workshops, they go back and understand what did not.

As mentioned in section 5.3, not all participants understood the methodology. Therefore, organizers should better explain it when recruiting so that participants understand the workshops and the organizers' expectations in terms of participation. For example, organizers could explain, how the group dynamics model applies to the *Future-oriented method* by planning pre-workshop phone calls with each registrant to explain what will happen and ask them if they have any questions. In terms of participation and inclusion, these explanatory phone calls would help participants not feel lost if they are not used to more academic methodologies. This would be possible with more funding.

Moreover, another moderator explained that when recruiting, *Allium* should pay participants to favor the participation of people from disadvantaged socio-economical backgrounds. In addition, to facilitate their understanding of current infrastructure issues, the organizers could provide an educational introduction with statistics and numbers so that socio-economically disadvantaged participants could better understand the issues at hand.

In the case of *Allium*, their role was limited to gathering people's opinions and sharing the results with the MTQ. However, participants still wanted to feel that their participation could have a direct impact on their neighborhood. A glaring example of this was the scenario 2 group at the last workshop. Indeed, one participant noted that they could not dream of a possible future vision without knowing how it would translate. To this end, it would be better for moderators to prepare in advance how to manage these negative opinions during the workshops. Furthermore, *Allium* should try and organize the workshops by working with partner organizations and the needs and circumstances of their audience. For example, the organizers could ask organizations to help them design the workshops. Together, they could have also developed an educational activity about how transports contribute to the climate crisis. This could help participants get a real return on investment from their participation. It would also facilitate recruitment.

Indeed, the moderators agreed that recruiting participants was quite a challenge. The retention rate of registered participants was also striking, with, for example, a 50% attendance rate for the last workshop. Although the organizers had sent reminder emails through the registration platform, they should have probably gone further and customized reminder emails for each participant and asked them to confirm their presence at the workshops.

6.2 Lessons for the 3C Model in Prospective Workshops

This paragraph discusses the lessons learned in the prospective workshops through the conscientization, conciliation, and collaboration processes.

The results of the conscientization process revealed that there was not a significant difference in participation between the women-only group and other groups. Regardless of their scenario preferences, participants demonstrated critical thinking skills by relating their arguments to their personal lives. In terms of the capacity to aspire, disagreement with the

methodology had the greatest impact. Some groups challenged the point of imagining a better future when they believed that the government had no plans to change the highway at all. The level of determination for change or feasibility of a vision had a significant impact on aspirations, with some participants finding it difficult to envision a feasible alternative due to budget considerations. The moderators encountered challenges in encouraging participants to imagine change, as many were constrained by perceived limitations and refused to consider alternatives they deemed too utopian or expensive.

For the conciliation process, The study evaluated speech distribution between participants during workshops and how participants approached their vision for the highway. Speech distribution was well distributed in the women's workshop and the first general public workshop, whereas the experts' workshops showed a gender imbalance with regard to speaking time, where men tended to speak more. Moreover, the experts tended to dominate the conversation, and citizen participants self-censored themselves which was evident in their limited participation as opposed to that of the experts. Throughout the workshops, participants were hesitant to define and commit to a vision, which hampered the joint visioning process. The use of drawings or schematics helped participants formulate at least one vision, and the women's group showed no significant differences compared to the other groups in generating visions.

Finally, for the collaboration process, participants discussed potential collaborations with other actors, mostly pressure groups. But in a way, collaboration was already in the making in these workshops as employees from the MTQ, and local councilors, participated in the workshops and shared their own views and limitations surrounding the highway redesign process.

7. Conclusion

In conclusion, this study provides insights into the importance of creating a participative and inclusive space for future-oriented citizen discussions of urban, sustainable, infrastructures –particularly for women from visible minorities. This section will first summarize the results, offer a personal reflection on the project, and outlined a potential next step for the project.

7.2 Summarizing the Results

The analysis of the participant's demographic data found that creating a participative and inclusive space for women from visible minorities is a challenge. Out of the forty-nine participants, only six were from visible minorities, which was not enough to meet the original goal. Furthermore, only one participant from the women's workshop was from a visible ethnic minority. However, the workshops managed to attract a diverse group of participants in terms of age, education level, and income. Participants were primarily French-speaking and from a higher education background, with thirty-two having attained an education level above a bachelor's degree. Overall, the results suggest that further efforts are needed to attract more diverse participants.

Furthermore, according to the thematic analysis of the workshop discussions, all groups, including the women, discussed space management, transportation management, ecological transition, nature, as well as the potential for existing and new infrastructure to act as social, cultural, and educational spaces. These themes indicate that the workshop participants are concerned about the organization and management of space and transportation, as well as incorporating ecological and cultural considerations into their neighborhood infrastructure. Furthermore, the theme of infrastructure as a social, cultural, and educational place suggests that the participants are interested in creating a more inviting and connected urban environment that encourages community engagement. Overall, these themes provide valuable insights into

the types of issues and ideas that local citizens believe can foster a more inclusive and participatory discussion.

Lastly, participation results showed that for the *conscientization* process, participants had critical thinking skills and that disagreement with the methodology impacted the capacity to dream and aspire to a better future. Participants found it difficult to envision a feasible alternative if thinking too much about budget constraints. During the *conciliation* process, speaking time was well distributed in the women's and general public workshops, while experts' workshops showed gender differences in speaking time. Participants were hesitant to commit to a common vision, but the use of drawings or schematics seemed to help them do so. The *collaboration* process involved discussing potential collaborations with other bodies, including pressure groups. However, as some employees from the MTQ participated in the workshops, this can already be viewed as the beginning of collaboration.

7.2 Personal Reflection

While conducting this project, I realized just how important it is to design a workshop around inclusivity. While Ibrahim's 3C model and Sherrer's Future-oriented method certainly put this issue at the forefront of their design, there still remains much to do in terms of adapting to the context of each community (Ibrahim, 2017; <https://cheminsdetransition.org/>, accessed on May 13th, 2023).

Being a woman myself, this process helped me gain a deeper understanding of the degree to which my own perspective is not being included in everyday design decisions. For example, when conducting the literature review, I learned that men tend to discredit the use of personal examples when discussing new urban designs. This is particularly revealing as women tend to primarily communicate using personal examples in participatory meetings, whereas

men favor expert-like talk (Raibaud, 2015). I noticed this tendency myself in the workshops, in my classes, and even in my own relationship.

That said, I am a woman, white, European, cisgender, physically abled, and come from a privileged socio-economic background which has allowed me many societal privileges. Writing this article deepened my understanding of what inclusivity truly means for people that are from visible minorities and that do not have as many inherent privileges as I do. For example, the language used or how the workshops are structured can make such a difference in terms of participants feeling welcome to express themselves. Having never experienced these types of barriers myself, I had not realized the extent to which linguistic barriers can limit someone's ability to fully and actively participate in society.

However, while being part of a visible minority does play a larger part in inclusion, I would still like to highlight invisible minorities. I myself identify as bisexual and have dealt with severe chronic anxiety since birth. I know from personal experience how these invisible identities can also play a defining role in inclusion. For example, if a non-straight person is surrounded by people they feel are not welcoming towards that identity, they may censor themselves and not participate as much. As such, they may not feel comfortable expressing certain opinions and views related to their sexuality such as voicing the needs or obstacles faced by non-straight persons. Similarly, mental disorders, such as anxiety, can cause people to feel misunderstood or judged and also push them to not participate in citizen events.

7.3 Next Step

The primary next step for this project is to transcribe the workshops' results into convincing evidence for the MTQ to include citizens in the socioecological transition of the *Autoroute Métropolitaine*.

Appendix

N°0: Certificate of Ethics Approval Document

HEC MONTRÉAL

Comité d'éthique de la recherche

Le 10 février 2022

À l'attention de :
Emmanuel Benoit Raufflet
HEC Montréal

Objet : Approbation éthique de votre projet de recherche

Projet : 2022-4808

Titre du projet de recherche : Co-design prospectif pour la planification démocratique et inclusive en mobilité durable

Source de financement : CIRODD - CCS: Non déclaré

Votre projet de recherche a fait l'objet d'une évaluation en matière d'éthique de la recherche avec des êtres humains par le CER de HEC Montréal.

Un certificat d'approbation éthique qui atteste de la conformité de votre projet de recherche à la *Politique relative à l'éthique de la recherche avec des êtres humains* de HEC Montréal est émis en date du 10 février 2022. Prenez note que ce certificat est **valide jusqu'au 01 février 2023**.

Dès que disponible, vous devez transmettre au CER le numéro de compte CCS qui vous sera attribué pour ce financement à l'aide du formulaire F8 - Modification de projet que vous devez ajouter à votre projet dans Nagano.

Dans le contexte actuel de la pandémie de COVID-19, vous devez vous assurer de respecter les directives émises par le gouvernement du Québec, le gouvernement du Canada et celles de HEC Montréal en vigueur durant l'état d'urgence sanitaire.

Vous devez obtenir le renouvellement de votre approbation éthique avant l'expiration de ce certificat à l'aide du formulaire *F7 - Renouvellement annuel*. Un rappel automatique vous sera envoyé par courriel quelques semaines avant l'échéance de votre certificat.

Lorsque votre projet est terminé, vous devez remplir le formulaire *F9 - Fin de projet (ou F9a - Fin de projet étudiant sous l'égide d'un autre chercheur)*, selon le cas. **Les étudiants doivent remplir un formulaire F9 afin de recevoir l'attestation d'approbation éthique nécessaire au dépôt de leur thèse/mémoire/projet supervisé.**

Si des modifications sont apportées à votre projet, vous devez remplir le formulaire *F8 - Modification de projet* et obtenir l'approbation du CER avant de mettre en oeuvre ces modifications.

Notez qu'en vertu de la *Politique relative à l'éthique de la recherche avec des êtres humains* de HEC Montréal, il est de la responsabilité des chercheurs d'assurer que leurs projets de recherche conservent une approbation éthique pour toute la durée des travaux de recherche et d'informer le CER de la fin de ceux-ci. De plus, toutes modifications significatives du projet doivent être transmises au CER avant leurs applications.

Vous pouvez dès maintenant procéder à la collecte de données pour laquelle vous avez obtenu ce certificat.

Nous vous souhaitons bon succès dans la réalisation de votre recherche.

Le CER de HEC Montréal

CERTIFICAT D'APPROBATION ÉTHIQUE

La présente atteste que le projet de recherche décrit ci-dessous a fait l'objet d'une évaluation en matière d'éthique de la recherche avec des êtres humains et qu'il satisfait aux exigences de notre politique en cette matière.

Projet # : 2022-4808

Titre du projet de recherche : Co-design prospectif pour la planification démocratique et inclusive en mobilité durable

Chercheur principal :

Emmanuel Benoit Raufflet,
Professeur titulaire, Département de management, HEC Montréal

Cochercheurs :

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Geneviève Boisjoly; Nathalie Drouin; Alice Jarry; Louise Hénault-Ethier; Emmanuel Benoit Raufflet

Date d'approbation du projet : 10 février 2022

Date d'entrée en vigueur du certificat : 10 février 2022

Date d'échéance du certificat : 01 février 2023



Maurice Lemelin
Président
CER de HEC Montréal

N°1: Representation of Ibrahim's 3C Model (Ibrahim, 2017)

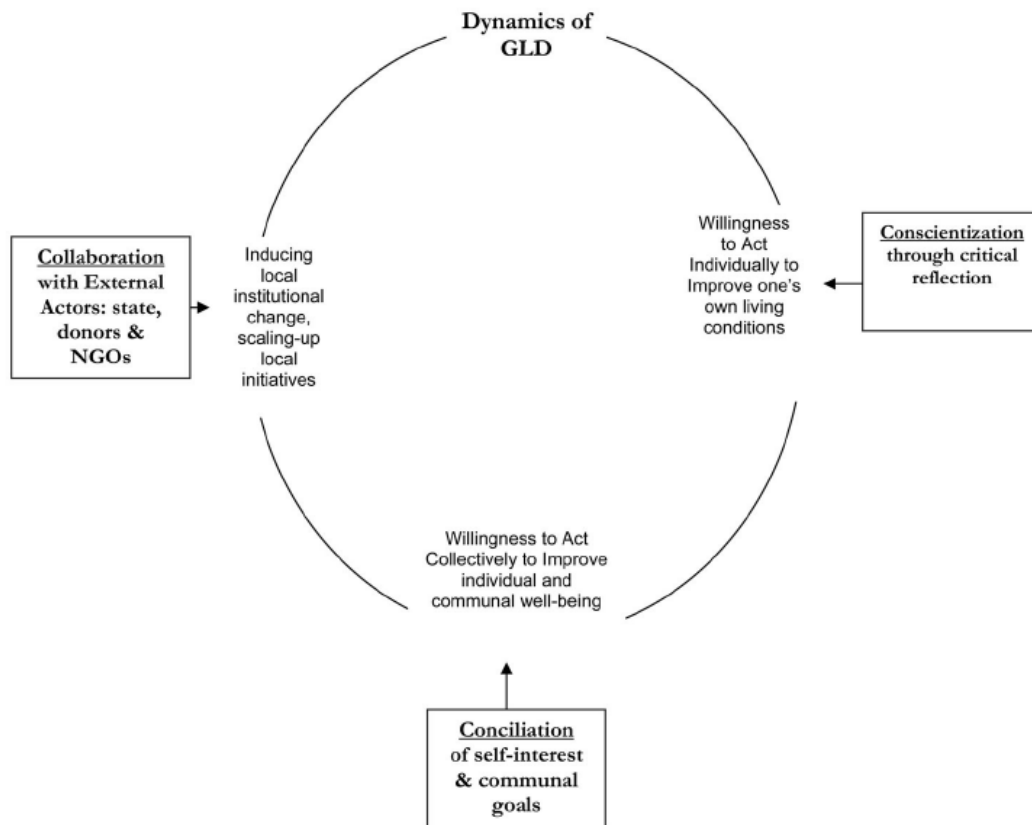


Figure 1. The 3C-model for GLD.

N°2: Guidelines for the Organization of Inclusive Workshops - in French

Stratégie d'animation des ateliers prospectifs

Co-design prospectif pour la planification démocratique et inclusive en mobilité durable

Alliance pour l'innovation dans les infrastructures urbaines de mobilité (ALLIUM)

Ce document est destiné aux modérateur.trice.s des ateliers, aux responsables de planification des ateliers et à nos collaborateur.trice.s.

1. Pourquoi concevoir des ateliers prospectifs inclusifs?

Notre but principal pour ces ateliers participatifs est que les citoyen.ne.s dans leur pluralité ethnique, raciale et de genre participent et soient inclus.e.s dans la pratique de l'urbanisme et

de la planification des mobilités. Historiquement, les femmes, notamment celles racisées, ont souvent été exclues des pratiques urbanistiques, que ce soit dans la conception des infrastructures qui ne sont pas toujours adaptées aux besoins féminins, ou dans la tenue des conseils citoyens. Par exemple, dans un conseil citoyen organisé à Bordeaux en 2012⁴, il n'y avait que 23% de femmes présentes contre 77% d'hommes, et le temps de parole était de 90% pour les hommes contre 10% pour les femmes.

Si nous analysons plus directement le contexte de l'A40, nous ne pouvons ignorer que sa planification n'était pas participative et sa construction a fortement contribué à la dégradation de la qualité de vie des populations avoisinantes et de l'environnement des quartiers qu'elle traverse. L'A40 est une voie de transport des personnes et de marchandises utilisée pour les déplacements nationaux, régionaux et locaux. La partie surélevée de cette autoroute, entre les boulevards St-Laurent et Provencher, divise ses quartiers avoisinants et n'intègre pas d'écosystèmes naturels.

L'approche de l'atelier prospectif a comme objectif de promouvoir la découverte, la créativité collective et la projection dans le futur possible à partir de la mobilisation de scénarios (Abrassart et Lavoie, 2017). Les scénarios sont construits à travers une analyse des faits, des tendances et des perceptions afin d'être utilisés comme outils de discussion dans les ateliers prospectifs pour explorer les meilleures décisions pour l'avenir (Schwarz, 1996). Ces ateliers s'appuient sur plusieurs principes, au croisement du design, de la participation et de la prospective.

Ainsi, nos ateliers cherchent à valoriser tout type de prises de parole dans les discussions publiques. En effet, il y a une tendance en urbanisme à valoriser davantage la parole « d'experts », souvent majoritairement masculins, alors que les commentaires basés sur

⁴ Raibaud, Y. (2015). Durable mais inégalitaire : la ville

l'expérience, le quotidien et les émotions sont classifiés comme étant « hors sujet » ou « relevant trop du personnel » et ignorés (Raibaud, 2015). La dévalorisation de l'opinion et de la participation des femmes, citoyen.e.s moins scolarisé.e.s ou ne maîtrisant pas la langue française, peut s'exprimer de façon inconsciente, que ce soit en leur coupant la parole, en les contredisant ou en les ignorant. Afin d'organiser une discussion plus inclusive, notre but est donc d'exposer dans ce guide des façons pratiques d'inclure tout type de participant.e lors des discussions.

2. Mesures pratiques d'inclusion

a. Recrutement

Tout d'abord, afin d'encourager des personnes à participer, nous allons leur envoyer des invitations personnalisées (indiquant leur nom, pourquoi nous pensons qu'il serait intéressant qu'il/elle participe...). Nous demanderons de l'aide à nos partenaires pour voir selon eux qu'elle est la meilleure façon de s'y prendre.

Ensuite, nous reconnaissons que la langue⁵ peut être un facteur clé limitant la participation. Pour répondre à ce problème, lors de la phase de recrutement, nous comptons créer des affiches d'invitation écrites de façon simple et inclusive. Pour élaborer ce projet, nous collaborons avec des organismes communautaires locaux.

Enfin, pour répondre à une potentielle méfiance⁶ de la part des participant.e.s, il est primordial que nous soyons accompagnés par nos partenaires qui auront des contacts en qui la communauté a confiance et qui peuvent se porter garants pour nous.

⁵ Listerborn, C. (2007). Who speaks? and who listens? the relationship between planners and women's participation in local planning in a multi-cultural urban environment

⁶ Allen, R. et Slotterback, C. S. (2017). Building immigrant engagement practice in urban planning : the case of Somali refugees in the twin cities

b. Lieux et dates des ateliers

Nous avons décidé de collaborer avec des organismes pouvant mettre à disposition des **salles** déjà utilisées par les communautés cibles pour les ateliers. En effet, nous avons besoin d'endroits dits "sécuritaires"⁷ pour rencontrer les participant.e.s, ainsi que d'infrastructures inclusives (comme les rampes d'accès, la présence de salles de bains...)

Pour ce qui est des **dates/heures** des ateliers, nous voulons nous assurer qu'ils ne tombent pas lors d'évènements culturels/religieux importants pour les communautés ciblées (Allen et Slotterback, 2017). De plus, pour être inclusifs envers les femmes, il faudra faire attention à ce que les ateliers n'aient pas lieu lorsqu'elles travaillent et prévoir des activités pour occuper les enfants ou créer un partenariat avec une garderie⁸.

c. Groupes cibles des ateliers

L'inclusion des femmes occupe une place importante dans la conception de nos ateliers, nous prévoyons ainsi d'avoir un atelier seulement avec des femmes pour qu'elles se sentent plus libres de s'exprimer et bloquer certains biais. À noter que l'atelier pilote sera mixte et que dans un deuxième temps, nous organiserons un atelier destiné exclusivement aux femmes. Par la suite, les ateliers mixtes et non mixtes devront inclure des procédures inclusives afin d'inciter la participation de femmes dans leur pluralité.

De plus, nous souhaitons gérer les barrières culturelles liées aux relations entre les générations. Pour ce faire, nous pensons recruter des participante.s d'âge, de quartiers, de sexes variés et parler de façon plus décontractée pour que les plus jeunes se sentent inclus.e.s.

⁷ Ortiz Escalante et Gutiérrez Valdivia, (2015). Planning from below: using feminist participatory methods to increase women's participation in urban planning

⁸ McEwan, C. (2003). Bringing government to the people: women, local governance and community participation in south Africa

d. Modération

Accueil des participant.e.s pour une réunion plénière

Pour l'accueil, nous voulons privilégier un format informel accessible à une multitude de cultures, par exemple en offrant un apéritif au début, en cultivant une ambiance informelle, et en incluant des "brise-glace" au début des ateliers pour que tout le monde se sente à l'aise.

Nous en profiterons pour leur faire signer le formulaire éthique et leur expliquer le but et le concept des ateliers prospectifs et le contexte de l'A40.

Par la suite, nous allons diviser les participant.e.s en 3 sous-groupes. Chaque sous-groupe discutera un des 3 scénarios prospectifs.

Accueil des participant.e.s en sous-groupe

En petit groupe, nous aurons un moment pour expliquer rapidement pourquoi nous voulons que les ateliers soient menés d'une façon égalitaire en soulignant l'importance de valoriser la discussion inclusive, ce qui est peu le cas actuellement lors des débats publics, notamment à cause de biais inconscients de la part des citoyen.ne.s et des urbanistes. Ceci nous aidera à créer un nouveau cadre démocratique inclusif.

Puis, nous exposerons plusieurs faits pour illustrer nos propos, en commençant par définir ce qu'est un biais. Les stéréotypes et biais servent à organiser et simplifier les informations sociales complexes. Il est plus compliqué d'éviter les stéréotypes quand les ressources mentales sont déjà occupées par une autre tâche⁹.

Certaines études démontrent l'existence de problèmes liés à l'inclusion des femmes dans les conseils citoyens, comme par exemple:

⁹ Jackson, L. M. (1999). The regard heuristic and gender discrimination: an analysis of contemporary sexism

- On attend des femmes que leurs intérêts soient axés sur leur “devoir familial”, cependant, si elles parlent de leur vécu familial, elles tombent “trop dans les cas particuliers”. De plus, si elles sont trop directes et confiantes, elles sont considérées comme antipathiques (donc même si elles utilisent “le style académique urbaniste”, elles ne seront toujours pas prises au sérieux).¹⁰
- Quand les femmes occupent 30% du temps de parole dans un groupe, les hommes et les femmes perçoivent que les femmes ont dominé la conversation et ont parlé plus que les hommes. Il y a une attente sociale que les femmes sont censées être silencieuses (Listerborn, 2007).
- Les hommes sont vus comme étant plus intelligents que les femmes (par les deux sexes).¹¹
- Les femmes ont plus tendance que les hommes à vouloir participer quand elles ne doivent interagir qu’avec une seule personne (43% de participation pour les femmes contre 39% pour les hommes), mais il y a considérablement moins de chance qu’elles prennent la parole en public (25% pour les femmes contre 39% pour les hommes). À noter que cette tendance ne dépend pas de différences d’habiletés, d’une peur de la prise de risque, de leur confiance et estime de soi.¹²

Ensuite, nous distribuerons des feuilles de notes afin que ceux qui ne se sentent pas à l’aise de parler puissent quand même partager leurs idées en les écrivant et/ou en les dessinant.

¹⁰ Agarwal, D. (2021, December 10). Here is how unconscious bias holds women back

¹¹ Bian, L., Leslie, S. et Cimpian, A. (2018). Evidence of bias against girls and women in contexts that emphasize intellectual ability

¹² De Paola, M., Lombardo, R., Pupo, V., & Scoppa, V. (2019, June 15). Public speaking aversion and gender gaps : evidence from a field experiment

Nous ajouterons également que si les participant.e.s ne comprennent pas quelque chose, ils/elles sont libres de poser des questions et ne seront pas jugé.e.s.

Pour que les participant.e.s ne se sentent pas limité.e.s par des problèmes de communications éventuels liés à la langue, nous annoncerons au début des ateliers qu'on souhaite que tout le monde participe, même si elles/ils ne parlent pas parfaitement le français (langue officielle des ateliers). Nous utiliserons également la narration et l'utilisation d'anecdotes pour faciliter les échanges lors du récit prospectif (Listerborn, 2007).

Discussion des scénarios

Après avoir accueilli les participant.e.s et leur avoir expliqué le but des ateliers prospectifs et pourquoi et comment nous essayerons d'être plus inclusifs, nous commencerons les ateliers avec l'explication des scénarios en petit groupe. Nous prévoirons ensuite un temps d'arrêt pour s'assurer que les participant.e.s aient tous compris le scénario. Puis, nous leur demanderons de réfléchir sur ce qu'ils/elles ont appris dans le scénario et d'énoncer ce qui leur semble comme étant désirable ou indésirable dans ce scénario futuriste. Après, afin d'éviter que les participant.e.s ne partent pas des ateliers avec l'idée que tout avait été décidé pour eux/elles et qu'ils/elles puissent dire les idées qu'ils/elles avaient envie de partager, nous proposons de dédier du temps pour que les participant.e.s puissent communiquer des idées qui vont en dehors du modèle prospectif. Ces discussions seront facilitées par un.e animatrice/teur avec l'aide d'une personne prenant des notes, qui inviteront les participant.e.s à coller des post-its sur un mur. Les participant.e.s pourront aussi faire des dessins sur leur propre feuille s'ils/elles le veulent. Le but de ces activités est donc de permettre aux participant.e.s de partager leur point de vue.

Définition d'une vision commune et présentation plénière

Après la discussion des scénarios, les participant.e.s seront invité.e.s à établir une vision commune sur le futur de l'A40 et de réfléchir à des collaborations pour concrétiser cette vision.

Finalement, un.e représentant.e de chaque sous-groupe sera invité.e à présenter les propositions en plénière.

Enfin, nous offrirons une opportunité de rétroaction à la fin des ateliers.

Base théorique de la modération des ateliers: l'inclusion des 3C d'Ibrahim¹³

1. Conscientisation

Le processus de conscientisation débute lors de la présentation de l'A40 et de ses problèmes et des discussions de scénario. En faisant réfléchir les participant.e.s sur leurs opinions concernant le scénario qui leur est attribué, nous les aidons à développer leur esprit critique sur la question et de réfléchir à comment leur vie pourrait être impactée de manière positive et négative si ce scénario devenait réalité.

2. Conciliation

Après le moment de conscientisation et avoir complété les activités où les participant.e.s partagent leur point de vue sur les scénarios, chaque petit groupe, avec l'aide des modérateurs, va ensuite établir une vision commune de leur avenir sous le scénario afin de créer plus d'opportunités et de limiter les contraintes. C'est dans ce cadre où les participant.e.s établiront une vision commune que s'applique le concept de conciliation d'Ibrahim.

¹³ Ibrahim, S. (2017). How to build collective capabilities: the 3c-model for grassroots-led development

À la fin des ateliers, chaque sous-groupe partagera au grand groupe leur scénario et leurs propositions.

3. Collaboration

Lors de cette étape, les participant.e.s devront réfléchir en groupe avec qui collaborer pour établir leur vision. Ceci aidera à diriger la conversation pour déterminer si les associations partenaires peuvent aider et/ou quelles autres organisations (OBNL, gouvernementale...) pourraient aider à la réalisation du projet.

Organisation du temps de la journée

15 min Accueil des participant.e.s + explication de l'inclusivité + signer formulaire

5-10 min - Lecture des scénarios (à voix haute + lecture perso)

60 min pour la discussion des scénarios en sous groupe

25 souhaitable redoutable

35 visions personnelles

Ingrédients suggérés: comment on traverse, qu'est-ce/qui est-ce qui se déplace dessus, qui possède l'autoroute, quels sont les autres besoins qui seront comblés ?

Comment on cohabite dans la Métropolitaine

15 pause (synthèses)

30 min pour la collaboration, partager avec le grand groupe

→ est-ce que 2:40 c'est trop?

*Sketcher le texte du début pour expliquer l'approche prospectif et l'encouragement à la participation inclusive

N°3: Questions for Moderators (inspired by Ibrahim's 3C; Ibrahim, 2017) - in French

> Conscientisation

- Est-ce qu'il y a eu beaucoup de questions de clarification?
- Est-ce que tout le groupe s'engage bien dans les discussions? Est-ce qu'il y des gens qui prennent plus de la parole et d'autres qui s'exprime moins?
- Est-ce qu'il y a de possibles améliorations à faire pour mieux engager les participant.e.s? Feedback des participant.e.s?

> Conciliation

- Y a-t-il des moments où l'intérêt personnel entre en conflit avec l'intérêt collectif?
Si oui, lesquels? Et est-ce qu'ils font l'objet de discussions?
- Est-ce qu'il y a des conflits dans les discussions?
- Le défi relevé et les solutions retenues
- Est-ce que les gens ont facilement trouvé une personne pour communiquer la vision commune discuté en sous-groupe?

> Collaboration

- Est-ce que les gens ont facilement identifié des collaborations pour avancer leur vision de futur?
- Est-ce que les gens réfléchissent sur les aspects opérationnels de la mise en place de leurs visions, comme les fonds disponibles?

> Concluding questions

- Autres?
- Recrutement et taux de participation
- Qu'avons-nous bien fait?

N°4: Animation Guide - in French

Guide d'animation des ateliers prospectifs

Pour usage interne seulement

Préparé par l'Alliance pour l'innovation dans les infrastructures urbaines de mobilité



Novembre 2022

Préparation des responsables de l'animation et de la prise de notes

- Lire le document « Lignes directrices des ateliers prospectifs » ([disponible ici](#))
- Lire les récits des scénarios ([disponible ici](#))
- Lire le guide d'animation (présent document)
- Participer à la réunion du mercredi, 09 novembre à 15h

Objectifs des ateliers

1. Susciter une réflexion sur les futurs souhaitables et réfutables sur la partie surélevée de l'A40 et ses alentours en utilisant des récits et des illustrations des scénarios prospectifs comme outils déclencheurs de la discussion
2. Susciter une réflexion sur les visions communes pour l'A40 et ses alentours
3. Réfléchir aux collaborations possibles pour avancer les visions communes

4. **Poser les bases d'une éventuelle stratégie concertée** pour avancer un plan de mobilité durable de l'A40 et ses alentours

Rôles des responsables d'animation

- Animer le processus de façon dynamique
- Veiller à la qualité des échanges (respect, partage du temps de parole)

Rôle des responsables de prise de notes

- Assister dans la mise en place et le démontage de l'atelier
- Veiller au maintien du temps / respect du déroulement
- Prendre des notes des discussions
- Produire une synthèse des discussions

Survol du déroulement

Pré-atelier (45min)	<ul style="list-style-type: none"> - Arrivée des responsables d'animation et de prise de notes pour mise en place - Réception et accueil des participant.e.s (15min)
Atelier (2h30)	<ul style="list-style-type: none"> - Présentation en grand groupe <ul style="list-style-type: none"> - Mot d'ouverture - Présentation du formulaire de consentement et de l'ordre du jour - Discussions en petit-groupes <ul style="list-style-type: none"> - Discussion des scénarios - Discussion des visions et collaborations - <i>Pause</i>

	<ul style="list-style-type: none"> - Plénière en grand groupe - partage des discussions - Mot de clôture et remerciements 	
Post-atelier (30min)	<ul style="list-style-type: none"> - Responsables restent disponibles pour questions/commentaires - Démontage 	

Dates, emplacements, public cibles et responsables des ateliers

ATELIER #1 | Dimanche 13 novembre 2022, de 14h à 16h30

- **Emplacement** - TOHU (2345 Rue Jarry E, Montréal, H1Z 4P3)
- **Public cible** - Toutes les personnes de 18 ans et plus résidant dans Ahuntsic-Cartierville et Villeray-Saint-Michel-Parc-Extension
- **Lien Eventbrite** - avenir-metropolitaine-13-11.eventbrite.ca
- **Responsables**
 - Scénario 1 | Animation : Camille-Charlotte Gilbert-Lapointe / Prise de notes : Emmanuel Ndri
 - Scénario 2 | Animation : Lya Porto / Prise de notes : Chiara Gasperoni
 - Scénario 3 | Animation : Blaise Rémillard / Prise de notes : Connor Cordingley
 - Au cas où - remplacement : Narimene

ATELIER #2 | Vendredi 18 novembre 2022, de 9h à 11h30

- **Emplacement** - Espace des possibles Ahuntsic (9269 rue Lajeunesse, H2M 1S3)

- **Public cible** - Élu(e)s, professionnel(le)s de l'aménagement et du développement durable et représentant(e)s d'organismes communautaires de Villeray-Saint-Michel-Parc-Extension et Ahuntsic-Cartierville
- **Lien Eventbrite** - [avenir-metropolitaine-18-11.eventbrite.ca](https://www.eventbrite.ca/avenir-metropolitaine-18-11)
- **Responsables**
 - Scénario 1 | Animation : Camille-Charlotte Gilbert-Lapointe / Prise de notes : Emmanuel Ndri
 - Scénario 2 | Animation : Chiara Gasperoni / Prise de notes : Narimene Labdoune
 - Scénario 3 | Animation : Blaise Rémillard / Prise de notes : Connor Cordingley
 - Au cas où - remplacement : Lya

ATELIER #3 | Samedi 26 novembre 2022, de 9h30 à 12h

- **Emplacement** - Collège Ahuntsic, (9155 Rue St-Hubert, Montréal, H2M 1Y8)
- **Public cible** - Jeunes de 18-25 ans résidant dans Ahuntsic-Cartierville et Villeray-Saint-Michel-Parc-Extension
- **Lien Eventbrite** - [avenir-metropolitaine-26-11.eventbrite.ca](https://www.eventbrite.ca/avenir-metropolitaine-26-11)
- **Responsables**
 - Scénario 1 | Animation : Camille-Charlotte Gilbert-Lapointe / Prise de notes : Emmanuel Ndri
 - Scénario 2 | Animation : Chiara Gasperoni / Prise de notes : Narimene Labdoune
 - Scénario 3 | Animation : Blaise Rémillard / Prise de notes : Connor Cordingley
 - Au cas où - remplacement : Lya

ATELIER #4 | Dimanche 4 décembre 2022, de 14h à 16h30

- **Emplacement** - Patro Villeray (7355 Ave Christophe-Colomb, Montréal, H2R 2S5)
- **Public cible** - Femmes de 18 ans et plus résidant dans Ahuntsic-Cartierville et Villeray-Saint-Michel-Parc-Extension
- **Lien Eventbrite** - avenir-metropolitaine-4-12.eventbrite.ca
- **Responsables**
 - Scénario 1 | Animation : Camille-Charlotte Gilbert-Lapointe / Prise de notes : Narimene Labdoune
 - Scénario 2 | Animation : Lya Porto / Prise de notes : Chiara Gasperoni
 - Scénario 3 | Animation : Blaise Rémillard / Prise de notes : Connor Cordingley
 - Au cas où : [à identifier]

Contacts

Camille - 514-884-1778 / Connor - 514-775-6105 / Blaise - 514 880-4997 / Emmanuel - 819-580-1415 / Narimene - 514-748-9947 / Chiara - 646-479-3830 / Lya - 514-607-3669

Matériel requis

Matériel à apporter

- Pads géants de feuilles blanches/posters (au moins 3 pads ou un gros rouleau)
- Petits et grands post-its (au moins 3 différentes couleurs)
- Stylos (1 boîte par table de bics)
- Sharpies de couleur (8-10 crayons par table)
- Crayons de couleur (1 boîte par table)

- Feuilles de notes (2-3 pads par table + 3 pads extra)
- Trombones de base en métal (1 boîte)
- Tape à masquer (3 rouleaux)
- Ciseaux (au moins 1 paire)
- Projecteur (si non disponible sur place, avoir celui du CRE au cas où)
- Toile ou mur blanc (à valider avec chaque salle)
- Rallonges (1-2) (à valider avec chaque salle)
- **Responsables de prises de notes** : SVP apportez votre ordinateur si vous souhaitez prendre les notes sur l'ordinateur. Sinon, papier et stylo pourront être fournis.

Documents à apporter

- Papier
 - Formulaire de consentement pour les participant.e.s (1x par participant.e)
 - Formulaire d'autodéclaration (1x par participant.e)
 - Récits des scénarios (1x par participant.e + 1x responsable)
 - Guide d'animation pour les ateliers (1x par responsable)
 - Visuels - format poster (1x de chaque)
 - Feuille de direction (environ 10 par atelier)
- Virtuel
 - Présentation PPT
 - Liste de présences (ou papier, à définir ce qui est le plus pratique)

Collations

- Café/thé + verres

- Viennoiseries
- Fruits
- Serviettes à main
- Collations sans noix pour enfants (4 décembre)

Table de dessin des enfants

- Marqueur de couleur
- Crayons de couleurs
- Feuilles
- Livre de coloriage

Déroulement détaillé de l'atelier

Heure (Temps)	Activité & détails	Responsable
13h00- 13h15 (30min)	<p>Arrivée des responsables d'animation (1h avant) et de prise de notes (45min avant) pour mise en place de la salle</p> <ul style="list-style-type: none"> ● Mise en place des feuilles d'indications pour se rendre à la salle <ul style="list-style-type: none"> ○ Matériel requis : Feuille imprimée avec logos ALLIUM/CRE-Montréal & Atelier prospectif avec flèche d'indication ajoutée à la main sur mesure ● Mise en place d'un espace d'accueil pour noter les présences et distribuer le matériel à l'arrivée 	<p>Toute l'équipe, à le jour même</p> <p>Rôles :</p> <ul style="list-style-type: none"> - Responsable de présences (à définir place) - Responsable de l'accueil (à définir place)

	<ul style="list-style-type: none"> ○ Matériel requis : Liste des personnes inscrites (papier ou ordinateur) et stylo ● Mise en place des tables / bureaux / chaises pour les trois sous-groupes de discussion ● Mise en place des boissons/collations pour les participant.e.s ● Installation du projecteur et de l'ordinateur pour projeter, avec la présentation ouverte ● Préparation et mise en place du matériel pour les sous-groupes <ul style="list-style-type: none"> ○ 1 paquet par personne incluant : récit de scénario, visuel du scénario, feuilles de notes additionnelles ○ Sur la table : des post-its de la couleur du scénario, des stylos, des crayons sharpie de couleur ○ Sur la table ou collé au mur (selon la disposition de la salle) : quatre grandes feuilles blanches format poster et le poster visuel du scénario (avec une feuille blanche dessus pour la cacher en attendant le début de l'atelier) ● Préparation du matériel à distribuer à l'arrivée des participant.e.s <ul style="list-style-type: none"> ○ Formulaire de consentement, formulaire d'autodéclaration, quelques feuilles de notes/dessin, 	<ul style="list-style-type: none"> -Modérateur.trice de la discussion en plénière (Camille) -Ordinateur utilisé pour la présentation (Connor) 	
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	stylo et 1 post-it de couleur (pour identifier le scénario)		
13h45 (20 min)	<p>Réception et accueil des participant.e.s</p> <ul style="list-style-type: none"> ● Prise de présences ● Distribution du matériel préparé (Scénarios 1-2-3 en alternance) <ul style="list-style-type: none"> ○ Formulaire de consentement, formulaire d'autodéclaration, quelques feuilles de notes/dessin, stylo et 1 post-it de couleur (pour identifier le scénario) ● Inviter les gens à prendre boissons/collations et à s'installer tranquillement à proximité de la table de leur couleur de post-it 	Responsables de prises de notes	
14h05 (15 min)	<p>Mot d'ouverture</p> <ul style="list-style-type: none"> ● Bienvenue à toutes et à tous (Camille) <ul style="list-style-type: none"> ○ Les organisateurs de l'atelier (ALLIUM/CRE-Montréal) ○ Présentation de l'équipe aujourd'hui ○ Ceux qui nous ont aidé pour l'organisation et le recrutement pour les ateliers (celui d'aujourd'hui et ceux à venir) ○ Ceux qui ont contribué à financer le projet de recherche 	Camille-Charlotte et Blaise Rémillard	

- **Présentation de l'ALLIUM (Camille)**
 - Mission/vision de l'ALLIUM + Le projet Métropoligne 40 en quelques lignes
 - Organisations membres de l'ALLIUM
 - Le projet de recherche de l'ALLIUM et ses deux piliers: l'approche prospective et l'approche inclusive
 - Limites de l'action de l'ALLIUM dans la prise de décision (nous ne sommes pas le MTMDQ)
- **Contexte local et régional de l'autoroute 40 (Blaise)**
 - Infra actuelle (forme bâtie, impacts sur le quartier et les résidants, rôle local et régional)
 - Fragmentation urbaine et accessibilité
 - Pollution de l'air, sonore et visuelle
 - Impacts sur la sécurité
 - Réfection majeure à venir
 - Perspective 2050
- **Présentation de l'approche prospective (Blaise)**
 - Description de l'élaboration des scénarios: basés sur l'analyse des faits, des tendances et des perceptions afin d'être utilisés comme outils de discussion
 - Présentation des objectifs: promotion de la découverte, expression de la créativité collective et projection dans le futur possible

	<ul style="list-style-type: none"> ● Présentation de l'approche inclusive (Blaise) <ul style="list-style-type: none"> ○ Mention de l'exclusion de la population de la planification initiale de l'A40 ○ Mention des enjeux de participation inclusive ○ Consignes de valorisation et respect de la participation de toutes et de tous ○ Outils de participation (paroles, post-its, feuilles de notes et dessin) 		
14h20 (5-10 min)	Présentation du formulaire de consentement / autodéclaration <ul style="list-style-type: none"> ● Présentation du formulaire de consentement et d'autodéclaration ● Signature des formulaires de consentement par les participant.e.s → Collecte des formulaires de consentement par les responsables de la prise de notes en parallèle 	Lya Porto ou Chiara Gasperoni + Responsables prise de notes	
14h30 (5 min)	Présentation du déroulement de l'atelier <ul style="list-style-type: none"> ● Discussion des scénarios en sous-groupe ● Discussion des visions communes et des collaborations en sous-groupe ● Présentation des visions et des collaborations (une présentation par groupe, mentionner d'avance que chaque groupe devra choisir deux membres pour présenter) 	Lya Porto ou Chiara Gasperoni	

	<ul style="list-style-type: none"> ● Inviter les participant.e.s à se regrouper à la table correspondant à leur scénario. <p><i>Ne vous inquiétez pas, nous allons redire les consignes à chaque étape de l'atelier. Et n'hésitez surtout pas à poser des questions! Justement, avant qu'on se sépare en sous-groupes, y a-t-il des questions?</i></p>		
<p>14h35 (50 min)</p>	<p>Discussion des scénarios (conscientisation)</p> <ul style="list-style-type: none"> ● Brise-glace <ul style="list-style-type: none"> ○ Présentation du responsable d'animation et du responsable de prise de notes (Nom, arrondissement/ organisation, un mot pour décrire leur relation avec l'A40) (présentation rapide 15 sec) ○ Présentation des participant.e.s (Nom, arrondissement/ organisation (s'ils le souhaitent) et un mot pour décrire leur relation avec l'A40) ● Rappel du fonctionnement du temps en sous-groupe <ul style="list-style-type: none"> ○ Rappel que chaque groupe devra élire ou choisir des présentateurs/trices pour la section en plénière 	<p>Responsables d'animation et de prise de notes</p>	

	<ul style="list-style-type: none"> ○ Rappel qu'il n'y a pas de bonnes ou de mauvaises réponses ● Lecture des récits et clarifications (10 min) <ul style="list-style-type: none"> ○ Les responsables de l'animation et de la prise de notes lisent les récits des scénarios à haute voix (dialogue à deux - personnages à répartir sur place). Les participant.e.s ont également un scénario en main pour suivre en même temps. Ensuite, les responsables d'animation posent la question ci-dessous : ○ Est-ce que vous avez des questions de clarification sur les récits ? ● Discussion des éléments souhaitables (15 min) <ul style="list-style-type: none"> ○ Quels sont les éléments souhaitables dans ce récit ? Qu'est-ce que vous aimez dans le récit ? Prenez 5 minutes pour réfléchir sur vos réponses et notez des mots-clés dans les post-its. ○ <i>Les responsables d'animation demandent aux participants de poser leurs post-its.</i> ○ <i>Au fur et à mesure, les responsables d'animation regroupent les post-its avec les</i> 		
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	<p><i>grandes variables (culture, économie, transport, mobilité, gouvernance, infrastructure/ Autoroute 40)</i></p> <ul style="list-style-type: none"> ○ <i>Après ce moment, les responsables d'animation demanderont aux personnes d'exprimer leur point de vue en soulignant des éléments clés de chaque contribution.</i> ○ Questions de relance (si nécessaire seulement): <ul style="list-style-type: none"> ▪ Si ce scénario devait se réaliser, en quoi vos habitudes de déplacement seraient-elles améliorées? ▪ Comment la région métropolitaine de Montréal pourrait-elle être affectée positivement par les changements dans ce scénario? ● Discussion des éléments réfutables (15 min) <ul style="list-style-type: none"> ○ Quels sont les éléments réfutables/redoutables dans ce récit ? Qu'est-ce que vous n'aimez pas dans le récit ? Prenez 5 minutes pour réfléchir sur vos réponses et noter des mots-clés dans les post-its. ○ <i>Les responsables d'animation demandent aux participants de poser leurs post-its.</i> 		
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	<ul style="list-style-type: none"> ○ <i>Au fur et à mesure, les responsables d'animation regroupent les post-its avec les grandes variables (culture, économie, transport, mobilité, gouvernance, infrastructure/ Autoroute 40)</i> ○ <i>Après ce moment, les responsables d'animation demanderont aux personnes d'exprimer leur point de vue en soulignant des éléments clés de chaque contribution.</i> ○ Questions de relance (si nécessaire seulement): <ul style="list-style-type: none"> ▪ Si ce scénario devait se réaliser, qu'est-ce qui nuirait le plus à vos habitudes de déplacements? ▪ Comment la région métropolitaine de Montréal pourrait-elle être affectée négativement par les changements dans ce scénario? ● Discussion de modifications au scénario (10 min) <ul style="list-style-type: none"> ○ Si vous aviez à modifier ce scénario, que changeriez-vous? Prenez 5 minutes pour réfléchir sur vos réponses et noter des mots-clés dans les post-its. 		
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	<ul style="list-style-type: none"> ○ <i>Les responsables d'animation demandent aux participants de poser leurs post-its.</i> ○ <i>Au fur et à mesure, les responsables d'animation regroupent les post-its avec les grandes variables (culture, économie, transport, mobilité, gouvernance, infrastructure/ Autoroute 40)</i> ○ <i>Après ce moment, les responsables d'animation demanderont aux personnes d'exprimer leur point de vue en soulignant des éléments clés de chaque contribution.</i> 		
<p>15h25 (20 min)</p>	<p>Discussion des visions et collaborations (conciliation et collaboration)</p> <p><i>Rappel : il y aura une présentation en plénière ensuite, alors il faudra choisir deux membres pour présenter.</i></p> <ul style="list-style-type: none"> ● Identification d'une vision commune (15 min) <ul style="list-style-type: none"> ○ En partant des réflexions que vous avez faites, quelle est votre vision d'un futur souhaitable pour l'A40 et ses alentours ? Discutez et essayez de former un consensus afin de formuler une brève présentation sur votre vision d'un futur souhaitable. 	<p>Responsables d'animation et de prise de notes</p>	

	<ul style="list-style-type: none"> ○ POUR RELANCE: Comment ce consensus s'inscrit-il dans les prémices communes? Définit-on la mobilité, les modes de transports? La gestion des déplacements? Les fonctions urbaines et la gouvernance? Est-ce cohérent avec les réalités d'avenir? A-t-on besoin de recadrer? ● <i>S'il faut couper du temps, on l'abordera dans la discussion ouverte</i> <i>Identification des possibles collaborateurs pour avancer la vision commune (5 min)</i> <ul style="list-style-type: none"> ○ <i>Quels organismes et groupes de la société civile pourraient collaborer pour faire avancer votre futur souhaitable ? Comment ?</i> <p>→ Préparation de la vision sur un grand poster / mots-clés/post-its/dessins</p>		
<p>15h45 (10 min)</p>	<p><i>Pause et collation</i></p>		
<p>15h55 (25 min)</p>	<p>Présentation en plénière</p> <p>Merci à toutes et à tous pour les riches discussions en sous-groupes. Nous allons donc maintenant vous inviter à partager rapidement le scénario sur lequel vous allez travailler et la</p>	<p>Camille-Charlotte modère la discussion ouverte et gère le temps de parole pour cette section.</p>	

	<p>vision commune que vous avez construite ensemble dans la dernière heure et demie.</p> <ul style="list-style-type: none"> ● Scénario 1 (5 min) (Prise de notes par le responsable si éléments additionnels/contradictaires) ● Scénario 2 (5 min) (Prise de notes par le responsable si éléments additionnels/contradictaires) ● Scénario 3 (5 min) (Prise de notes par le responsable si éléments additionnels/contradictaires) ● Discussion ouverte (10 min) (Prise de notes Connor) 	2 représentant.e.s par groupe	
16h20 (10 min)	<p>Mot de clôture</p> <ul style="list-style-type: none"> ● Synthèse ● Prochaines étapes ● Remerciements 	Blaise Rémillard	

N°5: Scenarios - in French

RÉCIT 1 - LE BOULEVARD URBAIN CONNECTÉ

Alors qu’il termine de déjeuner dans la salle communautaire du faubourg des aîné.e.s de Saint-Michel, Robert, 72 ans, rappelle fièrement à ses ami.e.s qu’il ne pourra pas se joindre à la partie de pétanque de l’après-midi dans le métavers, car il s’occupe d’aller chercher son petit-fils Jules à l’école et de le faire souper en attendant la fin du quart de travail d’Emma.

Emma, 44 ans, fille de Robert et maman de Jules, pratique la télémédecine, tantôt de son bureau à l'hôpital, tantôt de celui à son domicile de Ville-Mont-Royal.

Robert apprécie grandement ces soirées avec son petit-fils, qui se répètent à chaque cycle de 12 jours, lorsque les horaires du travail d'Emma et de l'école de Jules sont désynchronisés. Grâce à l'intelligence artificielle, tous les déplacements dans la métropole sont optimisés au meilleur moment et au moindre coût et impact carbone. Pour ce faire, il a fallu que tous les horaires de travail des Montréalais.e.s soient étalés 24h/24 et 7j/7. Emma doit donc parfois travailler certains soirs de semaine, ce qui l'oblige à faire garder Jules et qui permet à Robert d'avoir ce moment privilégié avec son petit-fils de manière récurrente.

Ce n'est pas très loin pour aller chercher Jules, une dizaine de kilomètres sur le boulevard urbain connecté qui a remplacé l'autoroute Métropolitaine, mais ses options de déplacement sont limitées. Affligé par un problème de cataractes depuis plusieurs années, Robert a la chance de pouvoir avoir accès à quelques voitures électriques avec assistance de navigation, un service qu'il partage avec les autres résident.e.s des immeubles du quartier. Pour s'assurer de pouvoir aller chercher Jules dans un mode de transport adapté à ses limitations, il doit réserver sa voiture plus d'un mois à l'avance.

À 15h30, alors qu'il se prépare à partir comme d'habitude, Robert utilise son application de planification des déplacements pour voir quel tarif il devra payer aujourd'hui pour prendre le boulevard urbain connecté, en fonction de l'achalandage et des places disponibles pour son mode de transport.

Il réalise avec effroi que l'éco-quartier dense de Villeray organise son festival annuel des récoltes et a décidé de fermer toute sa portion du boulevard urbain à la circulation des véhicules. Il n'avait pas du tout connaissance de cette célébration; avec la division de plus

en plus grande entre les quartiers, il est tellement difficile de rester à l'affût de ce qui se passe ailleurs...

Depuis que le gouvernement provincial n'a pas réussi à mobiliser les différents intérêts autour d'un seul projet de réfection de l'autoroute Métropolitaine, le tablier a été démantelé et remplacé par un boulevard urbain connecté, bordé de formes urbaines distinctes qui varient selon l'arrondissement (éco-quartier dense de Villeray, cité-jardin patrimoniale de Ville-Mont-Royal, technopole résidentielle de Ahuntsic, faubourg des aîné.e.s de Saint-Michel, etc.). Lors d'événements extraordinaires, chaque quartier peut limiter les déplacements sur son tronçon à travers l'application de gestion des déplacements.

Il regarde rapidement quelles autres options s'offrent à lui et doit malheureusement se résigner à appeler Emma pour lui annoncer qu'il ne pourra pas aller chercher Jules aujourd'hui. Il lui laisse un bref message vocal, sachant qu'elle va le rappeler entre deux consultations.

Robert: « Salut Emma, c'est Papa. Désolé de te déranger au travail, mais j'étais en train de me préparer pour aller chercher Jules à l'école et je viens de voir sur l'application que l'A3M est fermée à la circulation automobile pour tout le tronçon de Villeray à cause du festival des récoltes. Je ne pourrai pas venir chercher Jules ce soir, rappelle-moi quand tu peux! »

Emma le rappelle 15 minutes plus tard, un peu impatiente: « Salut Papa! Écoute, j'ai des consultations alignées pour toute la soirée, je ne peux vraiment pas me déplacer pour aller chercher Jules... J'ai regardé sur l'application moi aussi et je ne comprends pas, il y a d'autres options disponibles sur l'application, pourquoi tu ne les prends pas? »

Robert: « J'ai vu qu'ils laissaient une piste cyclable ouverte pour permettre aux gens de venir au festival en transport actif, mais tu sais bien qu'avec mes cataractes et mes hanches, c'est impossible pour moi de faire du vélo! »

Emma: « Oui, je comprends Papa, mais j'ai vu aussi que la circulation était possible avec le train léger à haute fréquence qui circule aussi sur le boulevard. Ils ne bloquent pas le transport sur rail, tu pourrais essayer ça, pour une fois! »

Robert: « Ohhh... hum... oui, tu as raison... Mais en fait, comme c'est le seul mode de déplacement disponible, le tarif a complètement explosé pour ce soir... Et le tarif est beaucoup trop élevé pour moi... Avec ma pension, je n'ai vraiment pas les moyens de payer un tarif platine pour aller chercher Jules. »

Emma: « Oh... Je comprends Papa... Écoute, je pourrais te transférer des dollars-mobilité pour la prochaine fois, si jamais ça arrive à nouveau... Mais pour l'instant, je vais utiliser ceux qu'ils me restent pour me réserver un vélo-bureau-connecté pour aller chercher Jules tout en faisant des consultations. Je dois filer, on se reparle bientôt! »



RÉCIT 2 - LE CORRIDOR MARAÎCHER

Thi et Van Duong sont arrivés au Québec voilà près d'un an et demi, suite aux grandes sécheresses qui ont frappé le Vietnam en 2049. Étant tous deux éleveurs de poissons, ils espéraient retrouver un travail en agriculture. Au service d'accueil aux réfugiés, l'agente sociale leur avait présenté le projet du Grand Corridor Maraîcher Montréalais. Autrefois l'une des plus importantes autoroutes du pays, la Métropolitaine était tombée en désuétude face à l'essoufflement de la mondialisation et au déclin de l'import-export. Après 20 ans d'initiatives locales et citoyennes, l'ancien tablier autoroutier est devenu le corridor agroalimentaire urbain le plus important du Canada.

À leur première visite, Thi et Vang furent fascinés en voyant les petits élevages, les jardins partagés, les serres, les champignons, et les îlots de verdure se succéder sur plusieurs kilomètres. À côté, des pistes cyclables, des murs d'escalade, des rampes, des ascenseurs et des espaces récréatifs invitent tout le monde à profiter du bonheur de la vie en plein air. Convaincus que leur expérience antérieure pouvait profiter au projet et à la communauté, Thi et Van contactèrent de sitôt des coopératives agricoles afin de proposer leurs services.

Voilà maintenant 1 an qu'ils exploitent un projet d'aquaponie dans un espace qu'on leur a concédé directement sous le corridor maraîcher: ils y élèvent des poissons exotiques, dont les rejets nourrissent des laitues. C'est un énorme succès qui contribue à l'autonomie alimentaire de tout le quartier.

Comme à chaque premier jeudi du mois, Thi et Van reçoivent la visite de Véronique, l'agronome de leur coopérative agricole, qui vient aujourd'hui avec une mauvaise nouvelle.

Véronique: « Bonjour Thi et Van, j'espère que vous allez bien! Je voudrais vous communiquer une nouvelle mesure de réduction d'énergie qui sera applicable dès le mois

prochain. Afin d'atteindre les quotas énergétiques provinciaux, le plafond par concession passe dorénavant à 1200 kWh/mois. »

Thi: « Une réduction de 10%, mais c'est impossible! Nous avons besoin d'électricité pour chauffer nos bassins! Nous maintenons déjà leur température au minimum pour les poissons. Je ne comprends pas... Comment espérez-vous nourrir les gens si vous n'arrêtez pas de limiter notre consommation d'énergie? »

Véronique : « Vous savez que ce n'est rien de personnel. Bien que votre production fasse le plaisir du quartier, vous restez l'un des producteurs les plus énergivores de la coopérative. Dans le contexte actuel, le Québec n'a pas le choix d'exporter une grande partie de son électricité vers les États-Unis afin de financer nos services sociaux et notre économie solidaire. Avec les sécheresses frappant la Californie, ils ont dû déplacer leur production agricole en serre, ce qui leur demande davantage d'électricité. »

Van: « Je comprends le contexte, mais qu'est-ce que vous voulez que l'on fasse ? Si l'on réduit notre production, ce sont plusieurs familles qui n'auront plus d'approvisionnement. On peine déjà à répondre à la demande. »

Véronique : « Vous pourriez peut-être envisager une nouvelle production moins énergivore ? Nous avons plusieurs parcelles disponibles sur le tablier. De plus, votre espace pourrait être reconditionné en entrepôt pour accueillir un projet de hub de livraison par vélo-cargo. Amazon, Purolator, Coop Carbone... nos espaces sont de plus en plus convoités par les services de livraison et on a reçu des offres vraiment difficiles à refuser. »

Van: « Déménager sur le tablier! Mais nous ne sommes pas spécialisés dans la production maraîchère! »

Thi: « Vous êtes fous si vous pensez que les membres vont accepter de vendre des espaces agricoles pour faire encore des espaces de livraison, il y en partout, c'est totalement contraire à notre charte coopérative! Je vais convoquer une assemblée générale extraordinaire des membres. »

Van: « C'est une bonne idée et on devrait aussi saisir le conseil de quartier, Thi. Mais, en même temps, c'est vrai qu'on consomme beaucoup d'énergie et on sait bien que ça ne pourra pas durer. Peut-être qu'il serait temps de s'intéresser à des espèces plus adaptées au climat de Montréal pour réduire le besoin de chauffage des bassins, comme la perchaude ou la truite? »

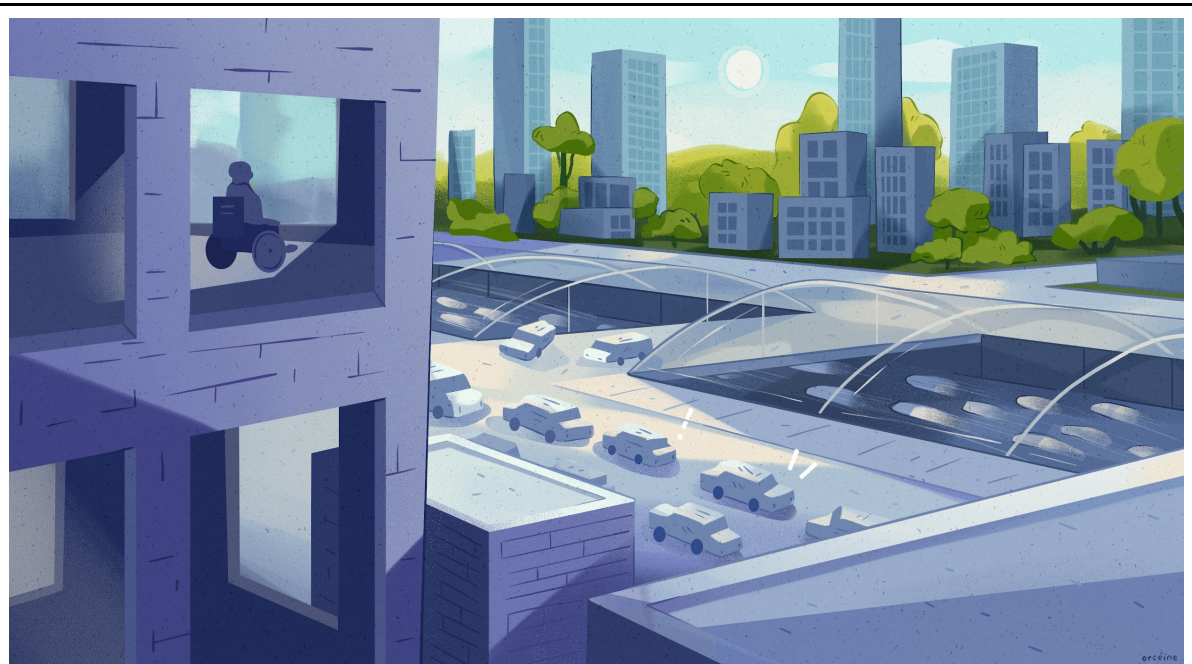


RÉCIT 3 - LA VILLE INTELLIGENTE À DEUX VITESSES

Hakim regarde la magnifique vue sur Montréal qu'il a depuis son beau studio avec un air sombre, lui qui est d'habitude si positif et enjoué! Même son accident de moto électrique

extrême dans les monts Chic-Choc, qui l'a laissé paralysé des deux jambes, n'a pas entamé son optimisme légendaire. En plus, voilà maintenant un an qu'il a emménagé dans ce tout nouveau quartier qui a été construit au-dessus de l'autoroute métropolitaine. Son immeuble est une merveille de bâtiment circulaire : entièrement bâti en matériaux réemployés ou recyclés, il est piloté par un algorithme révolutionnaire qui économise le moindre joule de sa consommation d'énergie tout en purifiant l'air jusqu'à la qualité « Antarctique ».

Son bâtiment est directement relié à la toute nouvelle autoroute privée qui a remplacé la vieille Métropolitaine à l'air pollué faite de béton qui tombait en poussière. Seules aujourd'hui ont le droit d'y circuler les navettes et les auto-solo autonomes électriques, qu'il voit d'ailleurs défiler silencieusement en contrebas de sa fenêtre sous le tube photovoltaïque transparent qui recouvre l'autoroute. Toute cette merveille d'autoroute zéro carbone a été financée par une grande société californienne de haute technologie bien connue qui se rembourse en récupérant les droits aériens pour construire plein de quartiers circulaires comme le sien. Comme quoi réunir l'entreprise privée et la transition écologique, c'est possible!



Dernière cause de bonheur, et non la moindre, il est amoureux! Ça fait maintenant six mois qu'il a rencontré Olivier dans le métavers, et c'est du solide! Tellement qu'ils ont enfin décidé de se rencontrer dans la vraie vie. Ils ont projeté une escapade amoureuse dans les Cantons de l'Est en réservant pour une semaine une superbe voiture sport électrique autonome.

C'est justement ça qui est la cause de la révélation bouleversante que Hakim vient de faire ce matin : comme tou.te.s les Québécois.e.s, Hakim a été doté à la naissance d'un compte mobilité, avec un nombre défini de crédits-carbone de mobilité pour toute la vie. Ça a été la solution miracle pour concilier la liberté individuelle si chère à la société québécoise, et la nécessité de la transition écologique vers la carboneutralité. Mais quand Hakim a ouvert son compte de crédit-mobilité personnel ce matin, il est tombé à la renverse en constatant qu'il était vide!

Il a tout de suite appelé son banquier qui lui a expliqué, ou plutôt rappelé, que pour financer l'achat de son logement il avait hypothéqué plus de 20 ans à venir de crédits-carbones de mobilité. Oui, il se souvenait vaguement ces lignes en petits caractères dans le contrat de vente, mais ça lui semblait pas si important à l'époque. Aujourd'hui, pas moyen d'avoir le

droit d'utiliser une voiture autonome pour sa virée amoureuse. Il lui reste bien le minimum social qu'on a pas le droit de vendre et qu'il peut utiliser dans les transports publics, mais ceux-ci sont tellement dégradés et la circulation gratuite tellement congestionnée qu'il lui faudra la moitié de ses vacances juste pour aller rejoindre son amoureux...

N°6: Participants' Questionnaire - in French

FORMULAIRE D'AUTODÉCLARATION

Co-design prospectif pour la planification démocratique et inclusive en mobilité durable

Cher.chère participant.e,

L'équipe de recherche est engagée envers l'équité en matière de représentation au sein de ses projets de recherche. Dans le contexte des efforts continus pour identifier et éliminer les barrières et les obstacles qui peuvent empêcher les groupes sous-représentés de participer pleinement à la recherche, nous proposons un questionnaire qui aidera l'équipe de recherche à déterminer la composition des participant.e.s aux ateliers et à évaluer la diversité et l'inclusion de notre démarche.

Vous trouverez dans les prochaines pages un questionnaire anonyme auquel nous vous invitons à répondre. Ce questionnaire a été développé dans le cadre du projet de recherche *Co-design prospectif pour la planification démocratique et inclusive en mobilité durable*. Ce questionnaire a été élaboré à partir du formulaire de déclaration volontaire pour la collecte de renseignements autodéclarés à l'appui de l'équité, de la diversité et de l'inclusion utilisé

par le Conseil de recherches en sciences humaines du Canada (CRSH), le Conseil de recherches en sciences naturelles et en génie du Canada (CRSNG) et les Instituts de recherche en santé du Canada (IRSC)¹⁴ et de formulaires d'auto-identification développés par l'équipe responsable de l'équité, diversité et inclusion à HEC Montréal.

Répondez sans hésitation aux questions incluses dans ce questionnaire, car ce sont vos premières impressions qui reflètent généralement le mieux votre pensée. Il n'y a pas de limite de temps pour répondre au questionnaire, bien que nous ayons estimé que cela devrait vous prendre environ 5 minutes.

Les renseignements recueillis sont anonymes et resteront strictement confidentiels; ils ne seront utilisés que pour l'avancement des connaissances et la diffusion des résultats globaux dans des forums savants ou professionnels.

Le fournisseur de collecte de données en ligne s'engage à ne révéler aucune information personnelle (ou toute autre information relative aux participants de cette étude) à d'autres utilisateurs ou à tout autre tiers, à moins que le répondant consente expressément à une telle divulgation ou que celle-ci soit exigée par la loi.

Vous êtes complètement libre de refuser de participer à ce projet et vous pouvez décider en tout temps d'arrêter de répondre aux questions. Le fait de remplir ce questionnaire sera considéré comme votre consentement à participer à notre recherche et à l'utilisation des données recueillies dans ce questionnaire pour d'éventuelles recherches. Puisque le questionnaire est anonyme, une fois votre participation complétée, il vous sera impossible de vous retirer du projet de recherche, car il sera impossible de déterminer quelles réponses sont les vôtres.

¹⁴ https://www.chairs-chaire.gc.ca/forms-formulaires/self_identification_preview-fra.pdf

Si vous avez des questions concernant cette recherche, vous pouvez contacter Lya Porto, responsable de la recherche, par courriel à lya.porto@hec.ca ou le chercheur principal, Emmanuel Benoit Raufflet au courriel emmanuel.raufflet@hec.ca.

Le comité d'éthique de la recherche de HEC Montréal a statué que la collecte de données liée à la présente étude satisfait aux normes éthiques en recherche auprès des êtres humains. Pour toute question en matière d'éthique, vous pouvez communiquer avec le secrétariat de ce comité au (514) 340-6051 ou par courriel à cer@hec.ca.

Merci de votre précieuse collaboration!

Emmanuel Raufflet

Professeur Titulaire, Département de management

HEC Montréal

514 340-6196 / emmanuel.raufflet@hec.ca

*Ce formulaire d'autodéclaration **facultatif** aidera les investigateurs à dresser un portrait sociodémographique des groupes de participant.e.s aux ateliers et à évaluer la diversité et l'inclusion de notre démarche. Les informations recueillies sont anonymes et les résultats resteront strictement confidentiels. Nous vous remercions pour votre participation.*

1. Groupe d'âge

Quel est votre groupe d'âge?

- 18-24 ans
- 25-34 ans
- 35-44 ans

- 45-54 ans
- 55-64 ans
- 65-74 ans
- 75 ans et plus
- Je préfère ne pas répondre.

2. Identité de genre

Sélectionnez l'option qui correspond le mieux à votre identité de genre actuelle :

- Femme
- Femme trans
- Genre fluide
- Homme
- Homme trans
- Non-binaire
- Bispirituel / Bispirituelle
- Je ne m'identifie à aucune option proposée. (Si désiré, remplir le champ "Autre").
- Je préfère ne pas répondre.
- Autre : _____

3. Personne autochtone

Vous identifiez-vous comme étant une personne autochtone, c'est-à-dire, personne issue des Premières Nations, Métis, ou Inuk (Inuit)?

Non Oui Je préfère ne pas répondre.

4. Minorité visible

Définition : selon la Loi sur l'équité en matière d'emploi, on entend par minorités visibles « les personnes, autres que les Autochtones, qui ne sont pas de race blanche ou qui n'ont pas la peau blanche ».

Selon cette définition, faites-vous partie d'une minorité visible ?

Non Oui Je préfère ne pas répondre.

5. Groupe de population

Sélectionnez-le ou les groupe(s) de population au(x)quel(s) vous vous identifiez:

Remarque : si vous avez répondu « Oui » à la question 3 (c'est-à-dire que vous vous identifiez comme étant une personne autochtone), sélectionnez « Groupe de population non énuméré ci-dessus ». Vous pouvez également sélectionner dans la liste tout autre groupe qui s'applique à vous.

Africains ou personne de descendance africaine (excluant les Maghrébins) (noire)

Asiatiques du Sud et des Indes orientales (ex : Bangladais, Indiens, Pakistanais, Sri-Lankais)

Asiatiques du Sud-Est (ex : Birmans, Cambodgiens, Indonésiens, Laotiens, Philippins, Thaïlandais, Vietnamiens)

Asiatiques orientaux (ex : Chinois, Coréens, Japonais)

Caribéens (ex : Haïtiens, Cubains, Dominicains)

Européen ou personne de descendance européenne (blanche)

- Insulaires du Pacifique (ex : Calédoniens, Fidjiens, Maoris, Tahitiens)
- Latino-Américains et Sud-Américains (ex : Brésiliens, Chiliens, Colombiens, Équatoriens, Mexicains, Péruviens)
- Maghrébins et Moyen-Orientaux (ex : Algériens, Égyptiens, Israéliens, Libanais, Libyens, Marocains, Tunisiens, Syriens)
- Groupe de population non énuméré ci-dessus. (Si désiré, remplir le champ “Autre”)
- Je préfère ne pas répondre.
- Autre : _____

6. Personne en situation de handicap

Définition : Selon la Loi canadienne sur l'accessibilité, on entend par handicap toute « déficience notamment physique, intellectuelle, cognitive, mentale ou sensorielle, trouble d'apprentissage ou de la communication ou limitation fonctionnelle, de nature permanente, temporaire ou épisodique, manifeste ou non et dont l'interaction avec un obstacle nuit à la participation pleine et égale d'une personne dans la société »

Selon cette définition, êtes-vous une personne en situation de handicap ?

- Non Oui (si oui, voir question 7) Je préfère ne pas répondre.

7. Type de handicap

Sélectionnez le ou les type(s) de handicap qui s'applique(nt) à vous:

- Communication
- Développement

- Dextérité
- Flexibilité
- Ouïe
- Apprentissage
- Santé mentale
- Mémoire
- Mobilité
- Douleurs
- Vision
- Handicap non énuméré ci-dessus. (Si désiré, remplir le champ “Autre”)
- Je préfère ne pas répondre.
- Autre : _____

8. Langue maternelle

Quelle(s) langue(s) avez-vous apprise(s) en premier lieu à la maison durant votre enfance et comprenez-vous encore? (Sélectionnez toutes les options qui s'appliquent.)

- Français
- Anglais
- Autre langue. (Si désiré, remplir le champ “Autre”)
- Je préfère ne pas répondre.
- Autre: _____

9. Langue courante

Quelle(s) langue(s) parlez-vous le plus souvent à la maison? (Sélectionnez toutes les options qui s'appliquent.)

- Français
- Anglais
- Autre langue. (Si désiré, remplir le champ "Autre")
- Je préfère ne pas répondre.
- Autre: _____

10. Niveau de scolarité

Quel est votre plus haut niveau de scolarité complété?

- Aucun certificat, diplôme ou grade
- Diplôme d'études secondaires ou attestation d'équivalence
- Certificat ou diplôme d'apprenti ou d'une école de métiers
- Certificat ou diplôme d'un collège, d'un cégep ou d'un autre établissement non universitaire
- Certificat ou diplôme universitaire inférieur au baccalauréat
- Baccalauréat
- Certificat ou diplôme universitaire supérieur au baccalauréat
- Diplôme en médecine, en médecine dentaire, en médecine vétérinaire ou en optométrie
- Maîtrise
- Doctorat acquis
- Je préfère ne pas répondre.

Autre: _____

11. Revenu total brut de votre ménage

Quel est le revenu total brut de votre ménage? Choisissez l'échelle qui représente le mieux votre situation.

- Moins de 5000\$
- Entre 5000\$ et 9999\$
- Entre 10 000\$ et 14 999\$
- Entre 15 000\$ et 19 999\$
- Entre 20 000\$ et 24 999\$
- Entre 25 000\$ et 29 999\$
- Entre 30 000\$ et 34 999\$
- Entre 35 000\$ et 39 999\$
- Entre 40 000\$ et 44 999\$
- Entre 45 000\$ et 49 999\$
- Entre 50 000\$ et 59 999\$
- Entre 60 000\$ et 69 999\$
- Entre 70 000\$ et 79 999\$
- Entre 80 000\$ et 89 999\$
- Entre 90 000\$ et 99 999\$
- 100 000\$ et plus
- Je préfère ne pas répondre.

12. Mode de déplacement

Quel est votre principal mode de déplacement?

- À pied
- Vélo
- Transport en commun
- Voiture en tant que conducteur
- Voiture en tant que passager
- Je préfère ne pas répondre.
- Autre: _____

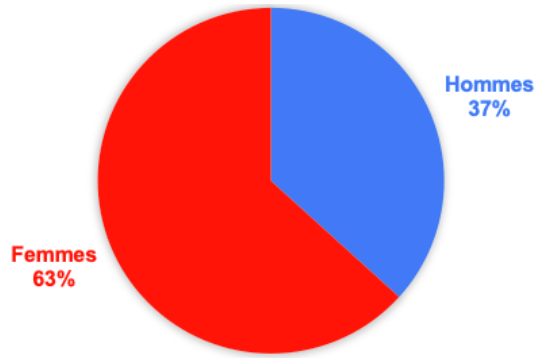
13. Code postal

Indiquez les trois premiers caractères de votre code postal (ex. H2S) : _____

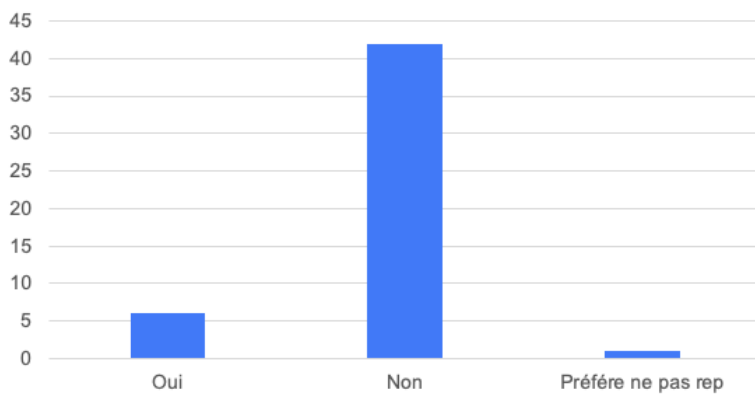
- Je préfère ne pas répondre.

N°7: Graphs for Demographic Variables - in French

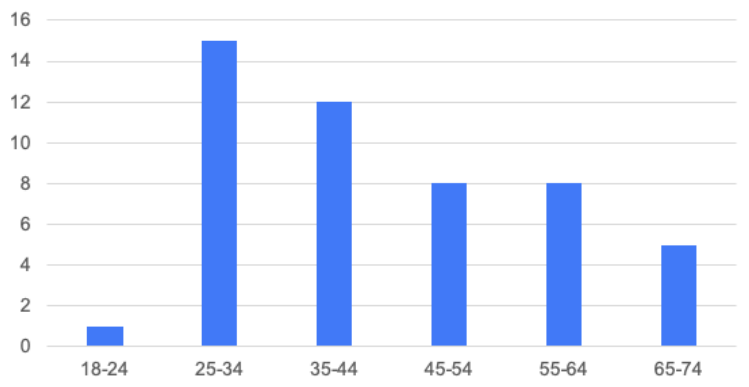
a. Gender



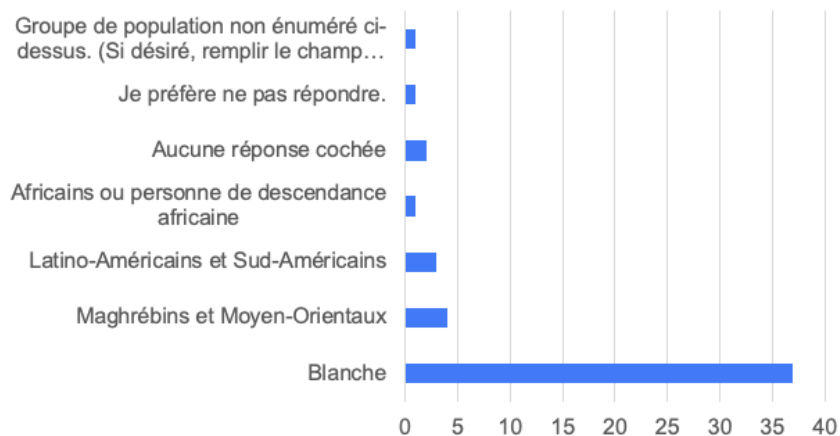
b. Visible minorities



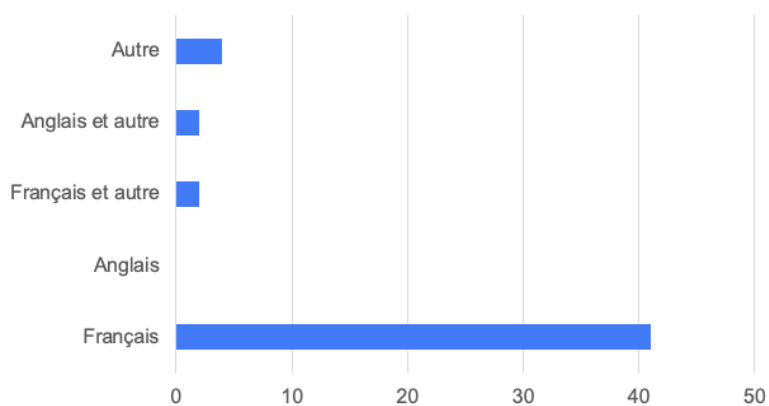
c. Age



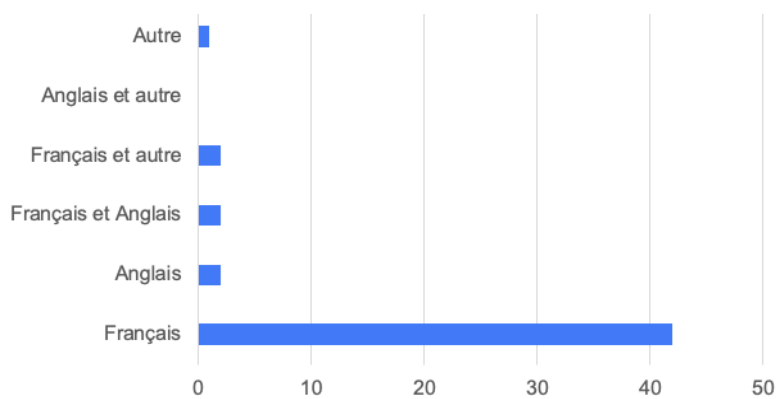
d. Population group



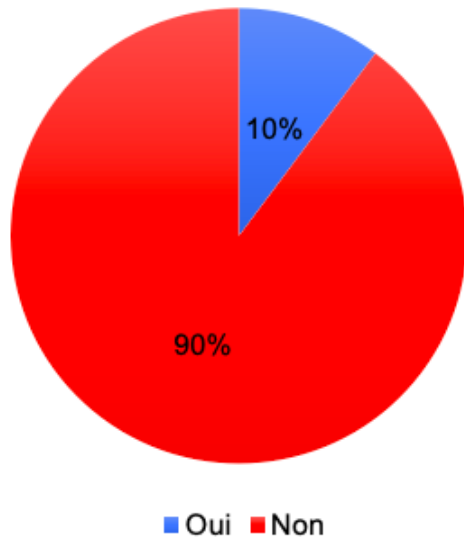
e. Mother tongue



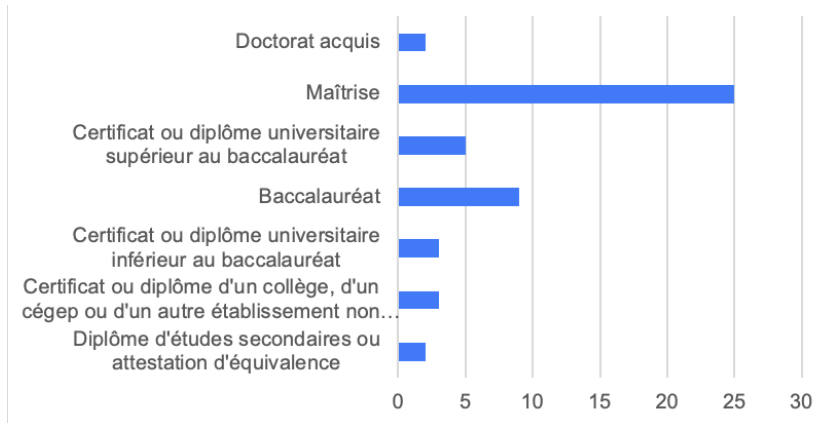
f. Best spoken language



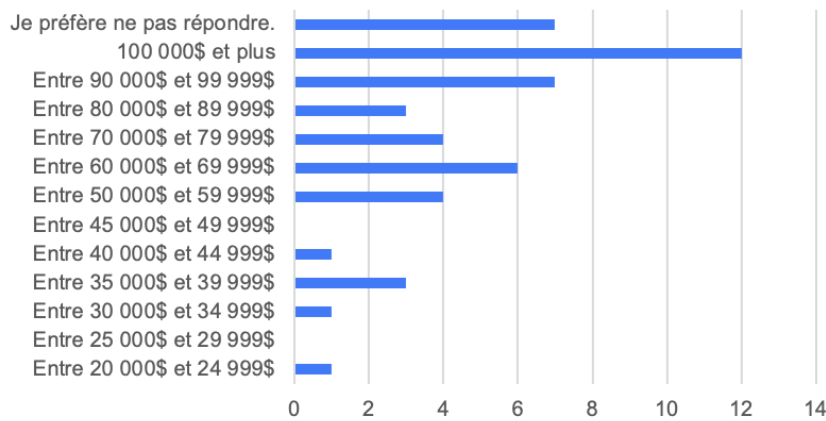
g. Handicap



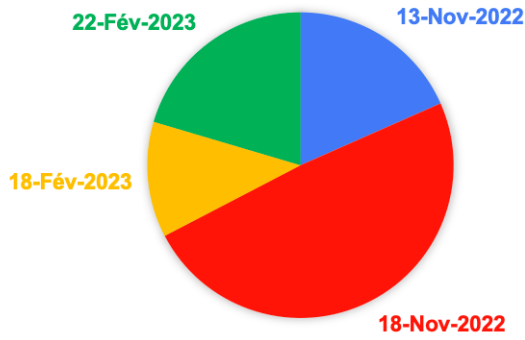
h. Schooling



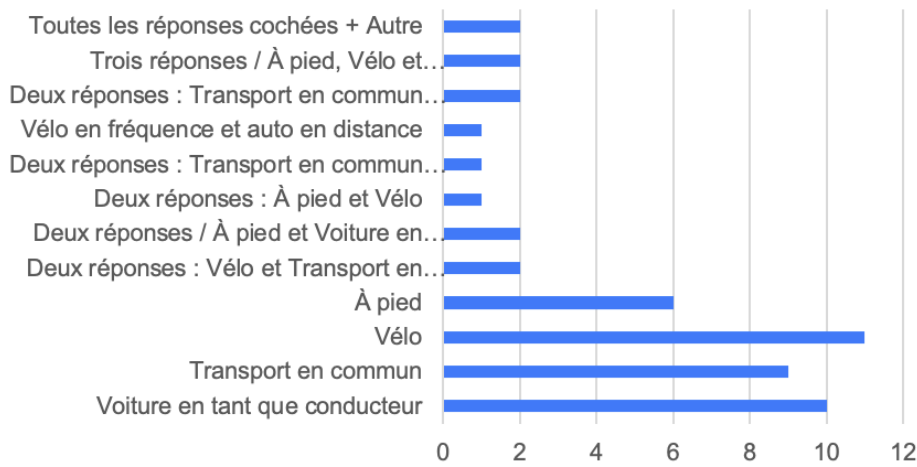
i. Household annual income



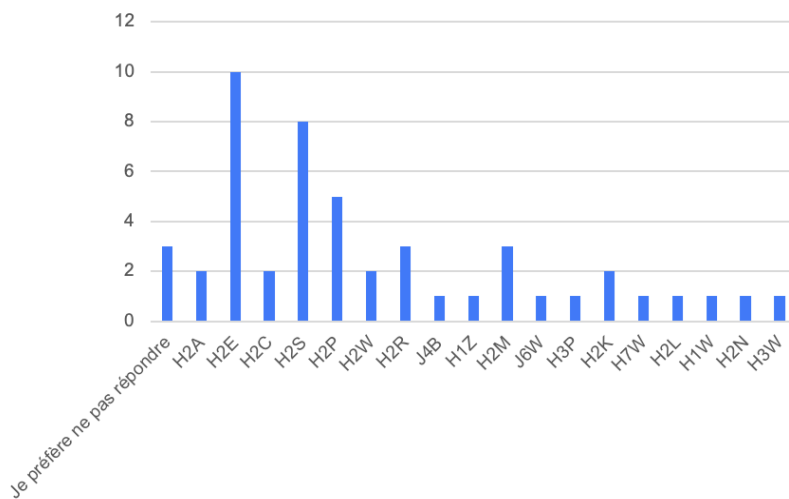
j. Participation date

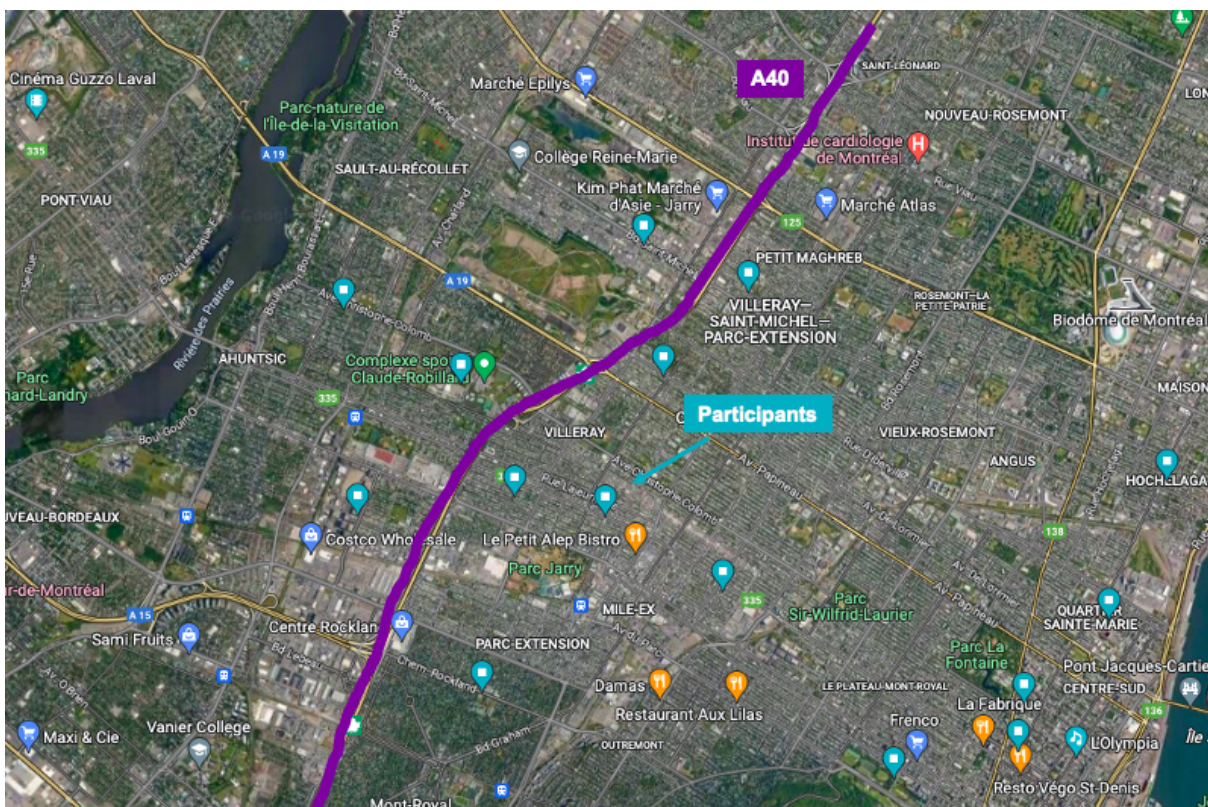
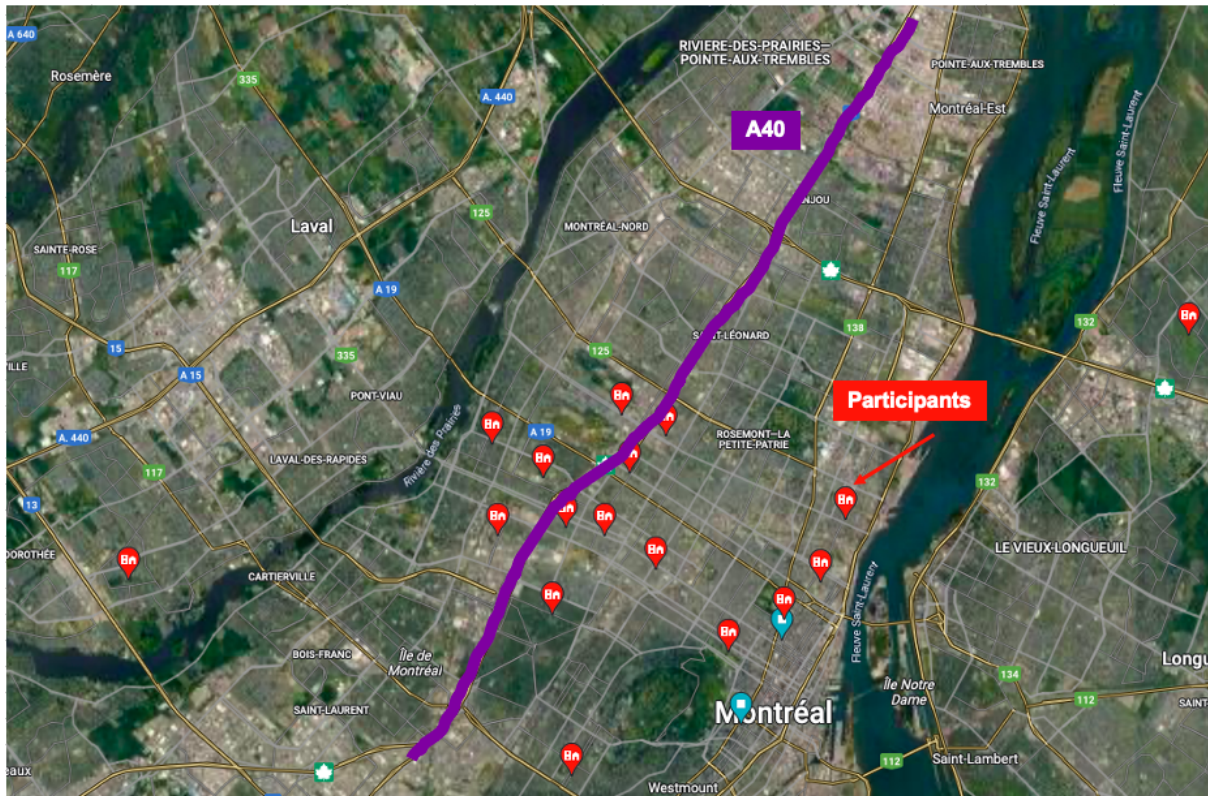


k. Modes of transportation



l. Postal code (XXX)





N°8: Detailed Workshop Analysis - in French

For this analysis, the participants' conversations during the workshops were broken down into themes. Each theme has been assigned a color to make it easier to compare the workshops between themselves. Themes that have no colors and are underlined only appeared once but were still of interest.

8.1 Analysis Based on Workshops' Dates

RÉSUMÉ DES THÈMES	PRÉSENT DANS LES 3 SCÉNARIOS	PRÉSENT DANS 2 SCÉNARIOS	PRÉSENT DANS SEULEMENT 1 SCÉNARIO	THÈMES ABSENTS
13/11/22 <i>Tout public, en week-end, le matin</i>	-Gestion de l'espace de l'autoroute (exemples: voies partagées avec des transports différents; avoir un espace piéton; utilisation de l'espace au sol avec moins de stationnements) -Économie/financement (exemples: des voies fermées signifient un ralentissement de l'économie de quartier;	-Gestion de l'alimentation (exemples: autonomie/sécurité alimentaire; accès à des marchés) -Gouvernance commune/publique (exemples: gestion des conflits et acceptabilité via la coop; gestion de l'autoroute par des organisations plus	-Gestion des flux (exemple: déplacements optimaux avec app) -Gestion du temps (exemple: désynchro des heures de travail ne garantit pas plus de temps) -Transmission des informations (exemple: plus d'infos en continu sur ce qui se passe dans le boulevard/autoroute pour	-Gestion du travail

	<p>diversité commerciale; vie économique du quartier avec du tourisme)</p> <p>-Sécurité (exemples: sécurité des moyens de transports; sécurité des piétons et des vélos; décourager la conduite dangereuse)</p> <p>-Gestion des transports (exemples: application indicant des transports adaptés à la personne; présence de tramway; moins d'autos solos)</p> <p>-Tarifs (exemples: tarifs plus abordables; accessibilité universelle; tarifs mobilités équitables)</p> <p>-Transition écologique (exemples: ajouter un système de capture de carbone; besoin d'autonomie énergétique;</p>	<p>communales -coop, OBNL, public)</p> <p>-Immigrés (exemples: intégration des immigrés; comment est-ce qu'on pourrait gérer un compte mobilité donné à la naissance avec des immigrés?)</p> <p>-Capitalisme (exemples: vivision de l'espace alloué aux grosses entreprises; privatisation de l'autoroute comme une mauvaise chose)</p> <p>-Local (exemples: créer de la viversion commerciale avec un axe commercial local actif; livraisons locales sous l'autoroute)</p> <p>-Liberté personnelle (exemples: dans le scénario manque de communication d'infos avec les événements qui limitent les</p>	<p>prévoir les transports)</p> <p>-Technologie (exemple: tarification modulable grâce à une app)</p> <p>-Ne pas garder de statu quo</p> <p>-Voie de service ne va pas du tout. Il est plus facile d'agir et de remplacer ça par des transports en commun</p> <p>-Cette infrastructure prend beaucoup de place dans nos vies, difficulté à rêver</p> <p>-Transports au delà de Montréal</p>	
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	<p>gestion des îlots de chaleurs en été)</p> <p>-Nature (exemples: lieux de résidence esthétiques avec des murs végétaux; présence de biodiversité; accès à la nature)</p> <p>-Gestion de l'hiver (exemples: besoin de gérer la neige; transformer des voies cyclables en ski de fond en hiver; gestion des vents forts en hiver)</p> <p>-Logement (exemples: lieux de résidence esthétiques; besoin de plus de logements; faire en sorte que la mobilité n'entre pas en conflit avec les droits de logement)</p> <p>-Cohésion sociale (exemples: aménagement de quartier convivial; possibilités de</p>	<p>déplacements dans les quartiers; souhaitable de concilier économie, liberté personnelle et écologie)</p> <p>-Gestion des marchandises/livraisons (exemples: pour la marchandise construire un train sur rail; optimisation du transport de marchandises)</p>		
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	<p>collaborations avec les écoles; création de petits rassemblements)</p> <p>-Équité (exemples: aménagement de quartier convivial adapté aux personnes à mobilité réduite; tarification universelle des transports en commun; vouloir plus encadrer les riches que gérer l'ensemble de la population)</p> <p>-Bruit/pollution (exemples: construire un mur végétal pour moins de bruits; présence de pollution sonore; moins de poussière avec autos électriques)</p>			
<p>18/11/22</p> <p><i>Que des experts, vendredi matin</i></p>	<p>-Gestion des transports (ex: Options de transport via app; Augmenter l'accessibilité aux transports en commun et</p>	<p>-Tarif (ex: dans le scénario il y a une tarification inégale qui n'encourage pas l'utilisation des transports en commun; avant on avait</p>	<p>-Gestion du travail (ex: Télétravail)</p> <p>-Gestion du temps (ex: Optimisation des déplacements et du temps</p>	<p>-</p> <p>Immigrés</p> <p>-</p> <p>Transmis</p> <p>sion des</p>

	<p>limiter la voiture; Plus de mobilité active)</p> <p>-Économie/financement (ex: Détruire le tablier peut être couteux; l'entretien du tablier coûte cher; utiliser les crédits mobilités pour financer le mode de vie des gens -pas souhaitable)</p> <p>-Équité (ex: Offrir des transports en commun efficaces et accessibles; rencontres de citoyens inclusives et diversifiées; Faire de la mobilité un service pour un modèle utilisateur-payeur -mais est-ce que la mobilité doit être payante?)</p> <p>-Gouvernance commune/publique (ex: Vision communautaire et pouvoir local sur les infrastructures et la gestion</p>	<p>un chemin à péage à Montréal)</p> <p>-Local (ex: Vision communautaire et pouvoir local sur les infrastructures et la gestion des flux; favoriser la consommation locale avec des restaurants et commerces)</p> <p>-Gestion des flux (ex: Garder le tablier mais diminution de l'achalandage de la métropolitaine; Mettre un train sur le tablier? Service express car pas de circulation)</p> <p>-Technologie (ex: Besoins d'alternatives à la technologie; Impact de la technologie sur l'environnement)</p> <p>-Capitalisme (ex: un éloignement du modèle capitaliste est souhaitable;</p>	<p>via app)</p> <p>-Gestion alimentation (ex: Favoriser des modes de production alimentaire alternatifs)</p> <p>-Liberté personnelle (ex: Avoir un choix dans la mobilité mais quand même quelques contraintes)</p> <p>-Gestion de l'hiver (ex: Mettre une chaussé chauffante pour déneiger?)</p> <p>-Mieux réfléchir aux sources des problèmes</p>	<p>informati</p> <p>ons</p> <p>-Sécurité</p>
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	<p>des flux; Implication citoyenne itérative encourageant l'implication des citoyens; c'est mauvais si on a pas de choix collectif)</p> <p>-Gestion de l'espace (ex: modéliser le tablier en fonction des besoins; Enlever le tablier à des endroits urbanisés pour laisser plus de place aux transports en commun mais dans les quartiers plus industriels garder le tablier -destruction partielle du tablier; Dédier plus d'espace aux transports en commun et moins à l'auto solo)</p> <p>-Cohésion sociale (ex: Renforcer la cohésion sociale inter-quartier; avec une mixité de l'utilisation</p>	<p>n'avoir recours qu'à des solutions privées n'est pas souhaitable)</p> <p>-Logements (ex: Plus de logements autour de l'ancienne autoroute si elle devient un espace de travail; Est-ce que les gratte-ciels sont la meilleure option de densification urbaine?)</p> <p>-Transports au-delà de Montréal (ex: Mettre en place des moyens de transports collectifs efficaces allant au delà de Montréal; L'auto solo est quand même un élément de mobilité important pour les résidents de la CMM)</p> <p>-Bruit/pollution (ex: pas assez de méthodes pour contrer la pollution atmosphérique; mitiger la pollution sonore)</p>		
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	<p>du tablier maximiser l'utilisation pour que plusieurs puissent en profiter -amélioration de la qualité de vie et renforcement du tissu social; Mais comment savoir quoi prévoir quand on ne connaît pas la population?)</p> <p>-Transition écologique (ex: Pas assez de méthodes pour contrer la pollution atmosphérique; Gestion des matières résiduelles; Système de récupération d'eau)</p> <p>-Nature (ex: transformation esthétique du tablier en le verdissant; plus d'espaces verts; privilégier la nature au lieu des solutions techno)</p> <p>-Gestion des</p>			
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	<p>marchandises/livraisons</p> <p>(ex: multimodalité des transports pour transporter les marchandises; modalité de transport de marchandises sera différente dans le futur; transport de marchandises en souterrain mais pas dangereuses)</p>			
<p>18/02/23</p> <p><i>Que des femmes, week-end, début d'après-midi</i></p>	<p>-Gestion des transports (ex: présence de transport sur raille; des livraisons vélocargo sur les multinationales; pas souhaitable d'avoir la dégradation des transports publics)</p> <p>-Transition écologique (ex: limiter l'utilisation du béton au plus; moins d'îlos de chaleur; avoir une autoroute zéro carbone)</p> <p>-Local (ex: présence de</p>	<p>-Gestion du temps (ex: flexibilité des horaires de travail; qui a accès à l'autoroute et combien de temps ça nous prend pour faire les trajets)</p> <p>-Gestion des flux (ex: limitation des heures de pointe; ne pas avoir une circulation gratuite congestionnée)</p> <p>-Tarif (ex: ne pas avoir une utilisation restrictive avec les dollars mobilité pour</p>	<p>-Gestion du travail (ex: télémédecine, quelques fois on a besoin de voir le médecin en vrai)</p> <p>-Immigrés (ex: intégration des immigrants dans la société)</p> <p>-Logements (ex: société privé californienne qui contrôle les logements = pas bien)</p> <p><u>-La difficulté de sortir de chez soi crée de la solitude et des problèmes de santé</u></p>	<p>-</p> <p>transport</p> <p>s au-delà</p> <p>de</p> <p>Montréal</p>

	<p>festivals de récolte; visibilité de la production de nourriture; il faut un transfert des compétences vers le Québec)</p> <p>-Cohésion sociale (ex: ne pas avoir de division ou de sous-division entre/dans les quartiers; intégration des loisirs dans le paysage urbain; rendre disponible au riverains des expertises sur comment rendre leur quartier plus vert)</p> <p>-Gestion alimentation (ex: améliorer l'alimentation des personnes à faible revenu; alimentation adaptée à la réalité écologique; avoir des marchandises, comme la nourriture, produites localement)</p> <p>-Gestion de l'espace (ex: enfouir l'autoroute pour les</p>	<p>payer; avoir plus d'utilisateurs payants sur l'A40)</p> <p>-Transmission des informations (ex: pas assez d'infos disponibles en cas de fermetures de voies; avoir plus d'information sur le fonctionnement des crédits carbone)</p> <p>-Technologie (ex: ne pas avoir une trop grosse dépendance envers l'IA; avoir des décisions haumaines à la fin mais des suggestions de l'algorithme)</p> <p>-Liberté personnelle (ex: ne pas avoir un manque de liberté pour se déplacer; la science doit suggérer des comportements par défaut sans les forcer)</p> <p>-Gouvernance commune/publique (ex:</p>	<p>mentale</p> <p>-Société étrangère</p> <p>imputable devant remettre une reddition de compte vers la société québécoise</p> <p>-Avoir un projet qui intègre toute la société plutôt que seulement le transport</p>	
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	<p>voitures et créer une voie de contournement pour les camions; reconditionner un axe laid dédié aux autos pour le rendre accessible aux mobilités lentes; transformer la métropolitaine en un boulevard urbain)</p> <p>-Nature (ex: créer un jardin potager tout au long de la métropole où on peut produire sa propre nourriture; reconnection avec la nature; récupérer l'eau de pluie et avoir des toits verts)</p> <p>-Équité (ex: transport gratuit pour les personnes à faible revenu; accessibilité des infrastructures; avoir un minimum social)</p> <p>-Économie/financement (ex: avoir une économie</p>	<p>avoir une coop pour la gestion qui ne dépend pas d'autres économies; avoir des projets en commun)</p> <p>-Capitalisme (ex: ne pas avoir autant de pression des compagnies de livraison; avoir une société privée qui contrôle l'autoroute)</p> <p>-Sécurité (ex: la mixité d'usage de l'autoroute doit être sécuritaire; sécurité pour les piétons et cyclistes)</p> <p>-Gestion des marchandises/livraisons (ex: livraisons de vélos cargo même sur la multinationale; transport de marchandises grâce à un périphérique faisant le tour de l'île)</p> <p>-Bruit/pollution (ex: moins de pollution; pollution de l'air même avec voitures électriques)</p>		
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	circulaire; avoir une économie sociale; le crédit mobilité ne devrait ni être lié aux banques ni être cédable)	-Gestion de l'hiver (ex: ski de fond; est-ce que l'eau va geler dans le bassin des poissons)		
22/02/23 <i>Tout public, en semaine, en fin de journée</i>	-Gestion des marchandises/livraisons (ex: transport de marchandises devrait se faire autrement; comment déplacer les personnes et les marchandises?; manque de vision pour le transport de marchandises) -Gestion des transports (ex: accès à des véhicules de partage; alternative de mobilité pas suffisantes; fonction de transit de l'A40 est conservée) -Gestion de l'espace (ex: boulevard multimodal; pourquoi devrait-on garder	-Gestion du travail (ex: flexibilité des modes de travail; avenir du travail) -Tarif (ex: tous les transports durables ne devraient pas être payants; réduire l'auto solo quitte à faire payer des taxes ou crédits aux personnes qui le font) -Liberté personnelle (ex: société qui oblige de tout prévoir à l'avance; le crédit mobilité nuit aux libertés individuelles) -Économie/financement (ex: économie circulaire; se ne sont pas les utilisateurs de	-Technologie (ex: app avec planification des déplacements) -Transmission des informations (ex: manque de communication entre les arrondissements) -Gestion du temps (ex: délai de réservation pour ce qui est partagé) -Sécurité (ex: besoin de plus de sécurité) -Gestion de l'hiver (ex: avoir des plantes qui survivent toutes les saisons) -Immigrés (ex: accueil des immigrants sur le marché du travail)	

<p>le tablier; enlever l'autoroute aérienne)</p> <p>-Transition écologique (ex: optimisation pour moins d'impacts carbone; sobriété énergétique; circularité dans la construction, la maintenance et la conservation d'énergie de l'infrastructure)</p> <p>-Gouvernance commune/publique (ex: pas bien que la gouvernance soit séparée; avoir des décisions communautaires; le projet doit rester public et gouvernemental)</p> <p>-Cohésion sociale (ex: grande division entre les quartiers; pas bien s'il n'y a que des projets solitaires ou chacun fait son truc de son côté; ajouter des lieux de</p>	<p>l'autoroute qui financent l'infrastructure mais ceux qui y habitent)</p> <p>-Équité (ex: pour l'instant l'infrastructure favorise les richesses et les inégalités; si l'utilisation de l'autoroute est réservée à une élite alors c'est un usage d'un grand espace pour un petit nombre)</p> <p>-Local (ex: fonctionnalité paysagère locale et pas seulement fonctionnelle; mettre une circulation locale avec une bonne cohabitation piétons, vélos et commerces)</p> <p>-Transports au-delà de Montréal (ex: on ne parle pas de déplacements régionaux; si une personne décide de s'exenter pour payer moins cher doit quand</p>	<p>-Gestion alimentation (ex: autonomie alimentaire avec aquaponie)</p> <p>-Gestion des flux (ex: résoudre les problèmes de congestion)</p> <p><u>-Il y a 15/20 ans des Pins avait un tablier qu'on a enlevé et ça s'est très bien passé</u></p> <p><u>-Actuellement pas de vision que des choix politiques</u></p> <p><u>-Boston et NY ont transformé un vieil espace de mobilité en quelque chose de beau</u></p> <p><u>-À San Francisco quand un tremblement de terre a détruit l'équivalent de l'A40, ils ne l'ont pas reconstruit mais transformé en boulevard et l'autoroute a été enfouie</u></p> <p><u>-Difficile de visualiser ça</u></p>	
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	<p>rencontre) -Nature (ex: mettre du vert sur le tablier; amener plus de faune et de flore sur le corridor; il faut plus d'arbres et de végétation)</p>	<p>même financer les transports à Montréal vu qu'il en profite) -Capitalisme (ex: exportation de l'énergie vs le fait qu'il n'y ait pas de mondialisation = réfutable; compagnie privée finance une partie du réseau de transport) -Logements (ex: plus de fonctionnalité dans l'espace avec des logements, bureaux; intéressant d'avoir accès à un logement grâce au système de crédit de mobilité) -Bruit/pollution (ex: utilisation de aéroglisseurs pour faire moins de bruit; enlever l'autoroute, la cicatrice urbaine, la pollution et les voitures en plein milieu des habitations)</p>	<p><u>dans le réel</u> -Idées utopiques -Pas de grande transition avec ce qu'on voit aujourd'hui -Boulevard doit être connecté et toujours disponible</p>	
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8.2 Analysis Based on Scenario

Here no examples were provided as they repeat those included in the previous section.

RÉSUMÉ DES THÈMES	PRÉSENT DANS LES 4 ATELIERS	PRÉSENT DANS 3 ATELIERS	PRÉSENT DANS 2 ATELIERS	PRÉSENT DANS SEULEMENT 1 ATELIER	THÈMES ABSENTS
Scénario 1	<ul style="list-style-type: none"> -Gestion de l'espace -Gestion des transports -Technologie -Tarif -Gestion du temps -Équité -Transition écologique -Nature -Bruit/pollution -Cohésion sociale 	<ul style="list-style-type: none"> -Gestion des flux - Économie/financement -Liberté personnelle -Transmission des informations -Gestion des marchandises/livraisons -Gestion du travail -Local -Gestion de l'hiver 	<ul style="list-style-type: none"> -Gestion alimentation -Gouvernance commune/publique -Sécurité 	<ul style="list-style-type: none"> -Logements -Mieux réfléchir aux sources des problèmes -Boulevard doit être connecté et toujours disponible 	<ul style="list-style-type: none"> - Capitalisme -Transports au-delà de Montréal -Immigrés
Scénario 2	<ul style="list-style-type: none"> -Gestion alimentation -Nature -Gouvernance 	<ul style="list-style-type: none"> -Immigrés -Transports au-delà de Montréal 	<ul style="list-style-type: none"> -Sécurité -Gestion de l'hiver 	<ul style="list-style-type: none"> -Tarif -Difficile de visualiser ça dans 	<ul style="list-style-type: none"> -Gestion des flux -Liberté

	<p>commune/publique</p> <p>-Équité</p> <p>-Transition</p> <p>écologique</p> <p>-Gestion de l'espace</p> <p>-Gestion des transports</p> <p>-Bruit/pollution</p> <p>-Cohésion sociale</p> <p>-Capitalisme</p> <p>-</p> <p>Économie/financemen</p> <p>t</p> <p>-Local</p>	<p>-Logements</p> <p>-Gestion des marchandises/livraison</p> <p>s</p>		<p>le réel</p> <p>-Idées utopiques</p> <p>-Pas de grande transition avec ce qu'on voit aujourd'hui</p> <p>-Gestion du travail</p> <p>-Actuellement pas de vision que des choix politiques</p> <p>-Boston et NY ont transformé un vieil espace de mobilité en quelque chose de beau</p> <p>-À San Francisco quand un tremblement de terre a détruit l'équivalent de l'A40, ils ne l'ont pas reconstruit mais</p>	<p>personnelle</p> <p>-</p> <p>Transmissi</p> <p>on des</p> <p>information</p> <p>s</p> <p>-</p> <p>Technologi</p> <p>e</p> <p>-Gestion du temps</p>
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				transformé en boulevard et l'autoroute a été enfouie -Il y a 15/20 ans des Pins avait un tablier qu'on a enlevé et ça s'est très bien passé	
Scénario 3	- Économie/financement - Équité - Transition écologique - Gestion de l'espace - Gestion des transports - Liberté personnelle - Tarif - Capitalisme - Logements - Nature - Cohésion sociale	-Gestion des flux	-Bruit/pollution -Sécurité -Local -Gestion de l'hiver -Technologie -Transports au-delà de Montréal	-Immigrés -Cette infrastructure prend beaucoup de place dans nos vies, difficulté à rêver -Pas de statu quo -Voie de service ne va pas du tout. Il est plus facile d'agir -La difficulté de sortir de chez soi crée de la solitude	-Gestion du travail -Gestion alimentaire

	<p>-Gouvernance commune/publique</p> <p>-Gestion des marchandises/livrais ns</p>			<p><u>et des problèmes de santé mentale</u></p> <p>-Transmission des informations</p> <p>-Société étrangère imputable devant remettre une reddition de compte vers la société québécoise</p> <p>-Gestion du temps</p> <p>-Avoir un projet qui intègre toute la société plutôt que seulement le transport</p>	
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