

24 novembre 2022
Creative District
72 avenue de la Toison d'Or
Bruxelles, Belgique

Multiplier event report: INPAD

par Creative district

The aim of this document is to give a faithful account of the multiplier of the INPAD project organised by Creative District on Thursday 24 November 2022 in its premises at 72 avenue de la toison d'Or, Brussels, Belgium. The event was conceived as a workshop completed by presentations of the project, outputs produced within its framework and feedback from the management of the Athénée Royal d'Andenne, the establishment where the CreaD team implemented the INPAD project.

The multiplier event lasted 2 hours, somewhat extended for a networking time allowing the project participants to meet and exchange on their future projects.



1) Objective of the multiplier event :

The multiplier event of the INPAD project organised by Creative District was held in Brussels (72 avenue de la toison d'Or, 1060) on 24/11/22. The organisation of this event was designed to meet specific objectives:

- to demonstrate the added value of introducing participatory design into the school curriculum
- to motivate participants by involving them in short participatory design sessions
- To present and promote the teacher's guide on participatory design for the design of public spaces
- Present and promote the open educational platform for participatory design, specific to schools.
- Present and promote the Compendium of Good Practice.
- To motivate and engage people in participatory design.

2) Participants :

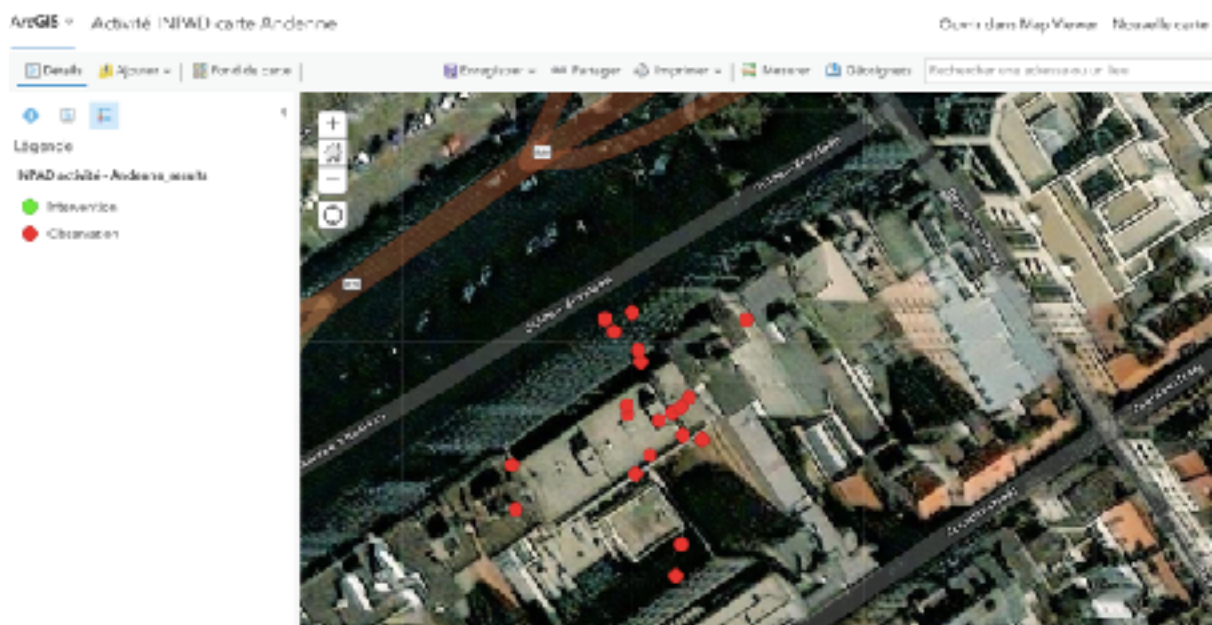
The workshop organised as a multiplier event brought together 21 people, which is slightly more than the target set by Creative District (20 people). This figure is all the more satisfying for a theme, participatory design in schools, which remains little known despite the recent boom in participatory decision-making processes. The choice of date and time was based on the availability of Ms. Vautron, a member of the management team of the Athénée Royal d'Andenne, where the implementation of the INPAD project by CreaD took place, and who came that day to share the experience of an INPAD project from the point of view of the school that hosted it. As Thursday afternoon was dedicated to the organisation of extra-curricular activities, Ms Vautron was only available at the end of the day. Most of the participants came from associations and schools, and were interested either directly in setting up a participatory design project, or more generally in setting up a participatory project. Some people from the public sector also took part in the workshop.

3) Agenda :

In addition to Ms. Vautron's feedback on how a participatory design project is held from the point of view of a school, both in terms of the criteria and methods of implementation as well as the pedagogical contributions of such a project, the workshop was led by members of the Creative District team. First of all, Mrs Aurélie Rompler, co-founder of Creative District and director of the European pole of the ASBL, came to present the organisation CreaD, by briefly going back over its history and its past achievements before presenting the past, present and future European projects on which CreaD was involved. Then Mr Hugo Falgaronne, European project manager and more specifically in charge of the INPAD project, came to give a presentation of the latter. First of all, he presented the project partners and the objectives that led to the creation of INPAD, before describing the results of the project, in particular the intellectual outputs that were developed within its framework. The teachers' guide was then presented and made available to interested participants via a QR code, then the platform and the tools it contains were listed, before ending with the presentation of the compilation of good practices. As the workshop (24 November) was held at the same time as the IO3 was being drafted, Mr Falgaronne was able to go back over some of the good practices that had been isolated on the basis of the data compiled from the various implementations of the INPAD project by the partners.

The heart of the workshop was the workshop aimed at familiarising the participants with the methodology on the one hand, and the tools it requires on the other. A condensed version of the project was therefore devised, in which the participants were able to take part in a brainstorming session on the notion of participatory design, and then, via the Survey 1,2,3 application, to make observations on the room in which they were located. The challenge here was to familiarise the participants with the use of digital tools in a participatory design context rather than to establish real observations and/or interventions.

A test observation point map by the project participants to familiarise themselves with the digital tools of the project.



The interventions and co-design parts could not be implemented due to time constraints but were developed orally by the speakers. Afterwards, Mrs Sandy Vautron, in charge of the P45 programme at the Athénée Royal d'Andenne, took the floor to go back over the context of the implementation of the project and its progress from the point of view of a school. The P45 allows one afternoon per week (Thursday in this case) to be freed up for the organisation of extracurricular activities for the students, and it is in this precise context that the INPAD project was organised in this school.

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