

Inclusivity listening project: phase two report

June 2022

East London Waterworks Park is committed to inclusivity. We want to ensure that everybody feels welcome in and around the project and that the park itself is designed to welcome everybody. To ensure we do more than simply pay lip service to this idea, the inclusivity circle embarked on a listening project to find out what inclusive means to the diverse range of people living in our community.

Phase one of the listening project focused on desk research. We read as much as we could about the needs and experiences of the following groups in relation to community spaces and green and blue places: women, disabled people, people from ethnic minorities, children, people from disadvantaged backgrounds and people on low incomes. From our findings, we developed eight inclusivity principles.

Phase two of the listening project tested these inclusivity principles with twelve community organisations representing groups of people that are historically underrepresented in environmental projects like East London Waterworks Park.

- 1** Interlink Foundation, representing Orthodox Jews
- 2** MIND, representing people with mental health difficulties
- 3** English Conversation Club, representing people who do not speak English as a first language
- 4** Waltham Forest Women's Network, representing women
- 5** elop, representing LGBTQ+ people
- 6** Millfields Community School Parent Staff Association, representing parents with young children
- 7** Waltham Forest Young Advisors, representing younger people
- 8** Voyage Youth, representing Black people and particularly younger Black people
- 9** Connect Hackney, representing older people
- 10** Muslamic Makers, representing Muslims

11 A speech and language therapist with experience of working with children and young people who have special educational needs, representing children and young people with special educational needs

12 Made in Hackney, representing people from disadvantaged backgrounds and people on low incomes

Participants were offered a £50 donation as a thank you for their time; donations were made to nine organisations and three declined the offer.

This report summarises the feedback we received for each inclusivity principle and, where appropriate, proposes revised wording for the principles. It also gathers together participants' thoughts on phase three of the listening project and puts forward a proposal for phase three.

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Inclusivity principle 1: Nature at our heart

The needs of nature in its widest sense will be considered before the needs of the slice of nature that is humanity.

How? This will include banning some things (including dogs and amplified music) and limiting human access to some parts of the site.

Respondent 2

My thought, in terms of banning dogs, is that some of our staff have mental health support dogs. There are also guide dogs. So, some thinking might be needed there. [The rationale was explained, that dogs cause trauma to wildlife and particularly birds. Could we limit the area of the site that mental health support dogs and guide dogs could visit?] Good idea. I think it is important to explain why you are banning dogs too. It makes sense in terms of the ethos, and it will help to share the ethos. It almost sounds as if you're looking for a community agreement, for people to understanding the reason why, because nature is at the heart of the project. And then there could be specific spaces or specific circumstances where you could be more flexible.

Respondent 5

People who are oversensitive to smells might want places where there are fewer smells. Along with places with less noise and quiet spaces, this could help people on the autistic spectrum.

Respondent 6

I've been aware of the debates around the marshes and Hackney beach, the raves, the increase in tourism and the defecating. There is an argument that lots of people are as disruptive as dogs. Instead of 'banning', could it be framed as appropriate activities in appropriate spaces? Banning music has a cultural element; in some families, particularly, music is part of getting together. Gentrification pops into my head: some people do not like big boom boxes being wheeled into the park, but at the same time events with live music which was equally as loud was deemed acceptable. I think there should be a place for noise, people and footfall, and a place for quiet.

Respondent 7

I'm not a dog owner, but I can imagine kick back from dog owners. And you haven't mentioned cyclists...

Respondent 8

Banning things... It depends on the purpose of the space. If you want a wide range of people engaging with nature, then doesn't banning things run counter to that? Are there some things, like barbecues, that will make the park unwelcoming if they are banned? Young people are less likely to engage with nature for the sake of nature. Hopefully they get to that point, but it's not where they are likely to start. You are more likely to get them engaged if they can bring snacks and music to enjoy in a natural setting, to express themselves as they want; the long-term goal is then to get them to enjoy nature for its own sake.

Respondent 9

From a personal perspective, this is great. I really like the push back on the anthropocentric view.

Respondent 10

I like the fact that you are going to ban dogs; this is important for cultural inclusivity, especially for the Muslim community. Muslims treat dogs well but, if a dog touches you, you cannot pray until you have washed, which creates an annoying situation. I have also had uncomfortable experiences with dog owners, who think I should be more touchy feely with their dogs when they approach me. For me, free-roaming dogs in a family setting is not the most inclusive approach. Perhaps 'banning dogs' or 'limiting human access' is not quite the right way to frame it though. Curious young people will always try to explore an area they aren't allowed in. Perhaps it could be framed in a more positive way, linked to nature?

Respondent 11

In my experience, some (but not all) autistic/learning disabled young people can find dogs quite frightening and unpredictable.

Respondent 12

The mention of banning dogs is interesting. I used to be part of a park friends group and some people came to the park to walk their dogs and some people don't like them. I think banning them is a good idea, and people won't think it's not inclusive. It will be nice to have somewhere without dogs.

Kissing gates can help to stop motorbikes.

Revised principle

Inclusivity principle 1: Nature at our heart

The needs of nature in its widest sense will be considered before the needs of the slice of nature that is humanity.

How? We will limit behaviours that damages the natural world. For example, we will limit dogs in the park to guide dogs and mental health support dogs on leads, and all dogs will be discouraged from accessing some parts of the park. Similarly, large areas of the park will be designated as quiet spaces, and humans will be encouraged to respect nature throughout the site by, for example, not using disposable barbecues and not playing amplified music outside. The reasons behind all decisions will be clearly communicated.

Things for circles to think about

Design circle:

- Can we ensure at least part of one building is soundproofed so that people can play amplified music inside?
- Could we have an area with a communal barbecue that people could share?
- Is it possible to design the entrances to the park in such a way as to prevent motorbikes using it as a racetrack, but to allow access to emergency vehicles and limited blue-badge parking?

Inclusivity principle 2: A safe space for all

A safe space for women to relax without fear of harassment from men.

A safe space for men, particularly young men, to relax without fear of hostile reactions.

A safe space for people of colour to relax without fear of racism.

A safe space for disabled people to relax without fear of ableism.

A safe space for parents to feel comfortable allowing their children some freedom.

A safe space for nature to thrive.

How? Volunteers will be trained to intervene to educate people away from inappropriate behaviour and we will communicate this clearly to visitors.

Respondent 1

It sounds like a family-type place, where you make your discoveries and you can participate if you like. It sounds like a place we would want to visit. Having supervision or knowing that there are rangers on hand that are looking out if there is trouble, that it is open and well-lit would make us feel secure. Recognition of cultural sensitivities would also help. For example, Orthodox Jewish schools have separate provision for girls and boys. Ideally, separate activities for girls and boys led by a person of the same gender would work for us. When we are talking about a space for families, then mixed gender activities are fine but, if children are old enough to do activities without their parents, then the Orthodox Jewish community would be much more likely to participate if they were single gender. We are not expecting your provision to be single gender; we are just unlikely to participate in activities that are not culturally suitable. But you could make small tweaks here and there. You could do it informally, for example, sitting the girls to one side and the boys to the other side if you have Jewish families there; there is spectrum and for some that might be welcoming although for others it might not go far enough. Having cultural understanding but being unable to deliver on any of it isn't going to help us.

In terms of swimming, we would want single-gender sessions with same gender lifeguards and the space completely screened from the public gaze so modesty is protected. I don't think an open space for swimming would work; maybe a paddling space for young children, but as soon as they get a little older it won't work unless it is completely single gender. The idea of screening the space with plants could be ok,

but it must be impossible to see through the foliage and the life guards must always be of the same gender even in an emergency.

In terms of lighting, I was thinking about renting facilities in a local park. A colleague was looking for premises and she liked a building in a local park, but she felt that walking through the park in the evening to get to the building did not feel safe for her employees. She asked if CCTV would be put in along the route, but the council said this wouldn't be happening automatically and it would be up to the tenant; that didn't feel right. When I was a kid, Clapton Common was a no-go area, but it is now well-maintained, there are no high grasses where people can hide and the lighting is hugely improved. Maybe the demographics of the people who live there has also changed, which has helped. However, the lighting is a big consideration; it no longer feels like a no-go area. [Is it light that is important to you or is it about safety, and light is seen as providing safety?] Yes, that's what it is. The light is seen as safety. If there is no light and very few people, then you are far more worried about the few people that are there. A place that is less well lit but very busy is less of a concern.

Respondent 2

That looks good to me. And having opportunities for learning around these statements sounds great. [It doesn't mention mental health at the moment. Should it?] Some people would classify themselves as having a disability linked to their mental health, and some people wouldn't. All of the things you have listed contribute to mental health and wellbeing and I wonder if there is a way to name that. 'Freedom', 'being able to relax', 'being able to live with out fear', all of those things are foundations of psychological wellbeing. I wonder if there is a way to frame that or name that; something about psychological safety, that all of these things are intrinsic to physical and psychological wellbeing.

[What's the best phrase to use when referring to mental health problems?] It really depends on the person, either 'mental health problems' or 'mental health difficulties'. We often say that people are 'struggling with mental health difficulties' or 'struggling with their mental health'. I guess it's about acknowledging that mental health happens on a spectrum and it's changeable. Some people may have a disability, a diagnosed long-term and enduring mental-health condition. Others may go through periods where they experience symptoms or have a diagnosis. You could frame it as all of these things contribute to, or enable, psychological safety and wellbeing.

Respondent 3

How do you ensure that? It's all very aspirational but how does one put this in place? How do you make sure it's a safe space for, for example, women? [The idea of volunteers being trained to intervene to educate people away from inappropriate behaviour is explained.] Yes, but it's a lot of work...

Respondent 4

This principle is amazing. It's good to see women named, and young men and particularly young men of colour. It is important that the volunteers are trained in how to deal with problems, so they don't just kick people out. And if people are asked to leave then it's important that they are signposted to help, so that they are made to feel safe as they are turned away. This is an opportunity to support people. It is important for volunteers to know how to deal with racism.

Having benches for people to sit on is important, and it's good to allow children space to be free.

I don't feel safe at hollow ponds. It's not monitored now there are no forest rangers; the space isn't taken care of. Late on summer afternoons, there are issues with drug abuse, sex, and sexual harassment, and I've received harassment about my headscarf nearby on the main road too. And on the marshes there are always a lot of people smoking and drinking; there's no monitoring their either. It's the same with the Waterworks Meadow: there are too many dogs and no monitoring. I prefer to go to Epping Forest, which isn't so crowded I can't walk away from people. Volunteers ensuring the safety of people at East London Waterworks Park will be important. It's important people know who to report problems to, know they will be supported once they have reported a problem, and know that the problem will be dealt with. It's important to have support for lost children too.

Respondent 5

There's nothing here about homophobia, biphobia and transphobia. A statement should mention all three because they are not the same. 'Heterosexism' is a term, but the general public are unlikely to be familiar with it so it is better to use the three terms together. It is important that there is a statement about creating a safe space for LGBTQ+ people to relax without fear of homophobia, biphobia and

transphobia, because it is a statement of intent. Leaving it out reinforces the invisibility of the community.

It would be good to have different events or sessions for different groups of people; that approach doesn't exclude people. Events or sessions for women include trans women, following the 2010 Equality Act. [Section 1(7) of the Act states, 'A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.'] Trans women will decide for themselves if a place is safe for them, and including a safe space statement for LGBTQ+ people is part of that.

Respondent 6

By listing people, you end up trying to make an exhaustive list. It would be better to describe the appropriate behaviour you want to encourage rather than create an exhaustive list. It's phrased in quite a negative way at the moment.

Respondent 7

I think you've covered all the groups. I'm really interested in the second statement; I've never seen anything about creating a safe space for young men before. People just don't think about it. Young people are targeted more than any other group for crime; young people have been mugged, attacked and worse. Planners don't think of that. You use the term 'safe space' and that's a term that young people use. With Streetbase, we train young people to be advisors to talk to other young people, and 'safe space' is a buzz phrase. Some want activities, but most of the time they just want somewhere to go and chill. It's nice to see that acknowledged.

Respondent 8

This safe space stuff is brilliant. There's only one drawback – and it's minor – I don't know if having trained volunteers is enough. Do you need paid security guards? Or, at least, the volunteers need to be in uniforms or have a badge or something that shows people they are there for a purpose and to make it clear that they really are a volunteer representing the park. Could you also have a phone number for people to call if they spot problems?

Respondent 9

You haven't mentioned class or economic status. Older people in Hackney are the second poorest group of older people in London according to the Office of National Statistics. Can we make it clear that the park will be accessible and inclusive from a class perspective or to people on low incomes? You could say that it is a safe space for people from all economic backgrounds. Reducing isolation is a key goal when working with older people.

It is important to avoid overt signs of gentrification if you want to create a safe space for older people and poorer people, and building design is a big part of that. For example, the National Gallery is not very welcoming to poorer people even though it is free; the classical architecture sends out the wrong message.

Respondent 10

This all makes sense, but how will the volunteers have the authority or perceived authority to usher people away from inappropriate behaviour? Will they have badges or t-shirts? How will visitors know who volunteers are?

Some thought also needs to be given to how good behaviours are encouraged. The landscape has to be designed to encourage good behaviours and discourage bad behaviours, so it is important to have a clear understanding of what good behaviours and bad behaviours look like.

A safe space for women is really interesting, especially for Muslims. It would be appreciated, from a Muslim perspective, if certain sections of the park could be women-only at specific times. But it all depends... if you can develop appropriate behaviours in the way people interact with the space and with each other in the space, there might not be a need for separate spaces.

I have never done wild swimming before but I would be interested in the right setting. I've never found the right environment before, but if it could feel like it was a hidden getaway with natural screening, If I knew it was women only, and other Muslim women were there or another woman from the community that I knew well was there, then I would be up for it. If it feels private, that would encourage women, Muslim women and other more conservative women.

It is important that accessibility for disabled people is part of the thinking right from the get go. Similarly, it would be good to ensure there are appropriate facilities for children to run around.

Respondent 12

Will the park be open all the time? When I was involved with a park friends group, there was some tension between the people who used the park at night. It was mainly used at night by young south-east Asian people and the gay community looking for a safe and private place to meet, making it an important cultural space for them. But there was also anti-social behaviour: drug users, alcoholics and the homeless also used the park. There is a skill to managing a park at night. You can't be physically present all night but we worked with an outreach charity to offer services (such as HIV testing) to the gay community, and installed sharps bins to show the drug users that they had been seen. We saw it as an opportunity for engagement.

Revised principle

Inclusivity principle 2: A safe space for all

A safe space for women to relax without fear of harassment from men.

A safe space for men, particularly young men, to relax without fear of hostile reactions.

A safe space for people of colour to relax without fear of racism.

A safe space for LGBTQ+ people to relax without fear of homophobia, biphobia and transphobia.

A safe space for disabled people to relax without fear of ableism.

A safe space for parents to feel comfortable allowing their children some freedom.

A safe space for people of all economic backgrounds to feel at home.

A safe space for nature to thrive.

How? Volunteers will be trained to intervene to educate people away from inappropriate behaviour and create a place that supports the psychological wellbeing of all. There will be a phone number for visitors to call if they have concerns, and volunteers will deal with issues proactively. Volunteers will be easy to identify and their role will be clearly communicated to visitors.

Things for circles to think about

Learning circle:

- Single-gender activities and events should be considered where appropriate.

- Can the forest school be used in an informal way outside of forest school hours, so that there is an area of the park where children are always welcome to roam freely and play in nature?

Design circle:

- At least one of the swimming ponds should be fully screened with a clearly defined entrance so that single-gender sessions can be offered.
- Lighting should be considered: Which areas of the park will be dark at night? Which areas of the park, if any, will be lit at night? How can the impact of outside lighting on nature be minimised? How can light pollution from the buildings be limited?
- Where will benches be sited?
- How can we ensure that the site is designed in a way that doesn't feel alienating to people who fear gentrification?

Inclusivity principle 3: Welcomed and supported

People will feel welcomed and supported to get involved.

How? Volunteers will be trained to unobtrusively welcome people and help them get involved with the project or with activities run by the project. We could also run guided tours for groups and individuals, on site and online.

Respondent 2

I'm thinking about trauma-informed spaces. So, for example, during Covid we knew that it would be challenging for people to access the site again after lockdown, to see the physical distancing markers and things like that, so we went through and took pictures so there were visual aids of what people could expect when they visited. This could be helpful because it's a new space, and it would help people who have had a difficult experience outdoors before; if you really want to create a space for people to reconnect with nature it could help. It would also be helpful for people who are neurodiverse. For people on the autism spectrum, knowing what the physical space will be like or look like is important. Having a map at the entrance showing where things are located and what can be expected in different parts of the park would be useful too.

[Would people appreciate a safe space to go or someone they could speak to if they are feeling overwhelmed?] That could be fantastic, and to acknowledge that up front could be really supportive to people who know they struggle in new places or when there are a lot of people around. So much is about people and relationships, and I think it's fantastic you have so much time to think it all through. The volunteers will model how the space is held as a safe space.

[Is there a danger that well-meaning people can get it terribly wrong and cause more harm to people? Is it more important to start the conversation or is it more important to get the conversation right?] I think it depends on the situation. If there is a risk of suicide, people often feel nervous about opening up conversations because they fear it will increase the risk, but we know that isn't the case. But, linked to mental health, people can be really well meaning and want what's best but can over identify. If they are struggling personally and not getting help with that, then it can come out and create a further burden for the person they are talking to. And there could be a power dynamic intrinsic to the conversation too. This is a lot to ask of a volunteer though, so training would be important, along with perhaps a

code of conduct. Being inclusive is hard work, it is life-long work looking at our own biases and adapting, and that should be acknowledged.

Respondent 3

The signage has got to be really clear and say 'hello' and 'welcome' in different languages, and especially the languages of Waltham Forest. That would be very welcoming. [Would it be tokenistic if volunteers could say 'hello' and 'welcome' in different languages but not communicate fully in a range of different languages?] No, I don't think it would be tokenistic at all. I think it's very important for people to use other languages in a very basic way. So the volunteers will be like visitor assistants? [We could also have volunteers that could do tours in different languages?] Yes.

You want to make sure everyone from the community comes, not just the well off and the middle classes. Meetings can be challenging for people who don't speak English as a first language, and particularly virtual meetings. Having a blend of meetings, some face to face and some online, is a good idea. It would be good to get in touch with some of the organisations that are based in and around the Lea Bridge Road area. Lea Bridge Library is a real community space now it's been refurbished. They are open every evening and they are not charging us for meeting there at the moment.

Respondent 4

How would you encourage people who don't normally spend time in outdoor spaces to visit? It is in a deprived area, so low-cost activities will bring people in. Having a space where people can hold workshops will bring groups to the site; a retreat space with all the benefits of being in green space. We do need this... We should be working outside and having more meetings outside. You could also encourage talking therapies onsite, and encourage NHS services to use the site. It could be a place for people to go when they have finished therapy, at a set time every week, with a volunteer showing the benefits of the site. It is scientifically proven that mental health is improved by spending time in green spaces. There is funding for mental health services, so it will be important to focus on this aspect of the benefits. It would be good if you could create spaces for community groups to rent, spaces community groups could make part of their funding applications.

Respondent 5

It would be helpful to have a gender-neutral toilet. It is helpful for non-binary people, as well as parents and children, and disabled people and their helpers. It shouldn't be a disabled toilet; often that's seen as the only option and non-binary people feel uncomfortable about that.

Respondent 6

I like this principle. It reminds me of the helpers at the Olympics. They created a lovely feeling. The volunteers do need to be representative of the community though.

The style of activities can exclude people. We've done a raffle and certain types of prizes exclude some people or have a cultural bias, making the whole raffle less inclusive. Our goal is to raise funds for the school, but inclusivity is a measure of success too. Christmas fairs is another example: we can have a great atmosphere and low prices but people stay away because they see it as a middle-class event and they are not welcome. People stay away because they feel they don't belong.

Respondent 7

I would like guided tours. I'm inquisitive and I started exploring during lockdown, and the offer of a guided tour would be nice. The tour leader can share information about the site and you can ask questions; so often you see something and there's no one to ask about it. You will need knowledgeable volunteers who can answer questions.

Respondent 8

Great stuff here. For me, it could be more genuine in its approach. It could be more active: we will reach out to organisations (schools, charities and so on), we will leaflet people's houses, we will bring people to the park. I would feel more welcome then.

Respondent 9

It is important that communications demonstrate this inclusivity. You should also consider street outreach to bring older working-class residents to the site and show

them what it has to offer; it's effective, so long as you don't dress in a branded t-shirt and look like a chugger. You need to go to pubs, betting shops and barbers to talk to older men because older men generally don't access community facilities, which puts them at higher risk of isolation.

It would be great to run guided tours in languages other than English. It could help you capture the hearts and minds of ethnic-minority communities. It is hard to recruit ESOL volunteers but it would be very valuable.

Transport is a real issue for older people. Even if the 55 and 56 buses go right past the entrance, some people can't get to the bus. It would be good to think about how you can cater for people who can't leave the house. Could you get some funding to pay to help older, isolated people get to the park? These people are often anxious about going to new places; for example, they don't know what they will do if they trip and fall or get stranded.

Respondent 10

It's great that you are bringing in community organisations now, so that they can have a sense of ownership over the process and can bring people from their communities into the process.

Respondent 11

One thing that does occur to me is that some people like to know where the toilet is as soon as they arrive somewhere; they get nervous if they don't know where it is. So clear signage is very important. To be as accessible as possible, you can take basic such as: making language simple and using visual support (such as symbols and photos) to augment the written or spoken word. There is a Communication Access Symbol (<https://communication-access.co.uk/>) and it would be good to have this accreditation. 50%–80% of people with learning difficulties have a significant communication impairment, so upping your skills in this area would make your organisation much more welcoming and inclusive. This is a PDF about making written information easier to understand for people with learning disabilities: <https://webarchive.nationalarchives.gov.uk/ukgwa/20130812104657/http://odi.dwp.gov.uk/docs/iod/easy-read-guidance.pdf>. And this company offers training: <https://www.easyreaduk.co.uk/training/>.

Young people with autism/learning disabilities would also want a place where they are not likely to be bullied or singled out. The sensory environment needs to be considered as some autistic people can find some settings too overwhelming; for example, if there is too much noise or if the lights are too bright. It's hard to generalise though, and the only way to build a real picture is to talk to a wide range of people with autism/learning disabilities and ask them what would make them feel welcome and supported.

Revised principle

Inclusivity principle 3: Welcome and supported

People will feel welcomed and supported to get involved.

How? Volunteers will be trained to unobtrusively welcome people and help them get involved with the project or with activities run by the project. We will run guided tours for groups and individuals, on site and online, and will strive to speak as many languages as possible. We will also reach out to individuals and community organisations to encourage them and help them to visit.

Things for circles to think about

Communications circle:

- Photographs and videos of the site should be shared online, so that people know exactly what it will look like and where things are before they visit.
- An accessible map should be available at the main entrance, to help people navigate the site and know what to expect in different parts of the park.
- Can we apply for Communication Access Symbol accreditation?
- How can we make our communications easier to understand for people with learning difficulties?

Design circle:

- Can we ensure there is quiet indoor space for people to go to if they are feeling overwhelmed? This could, perhaps, be close to the main operations office or to the volunteer hub, so that it is held as a safe space.
- Can we factor in a community space that community groups can book for free?
- We need a gender-neutral toilet and a Changing Places toilet.

Inclusivity principle 4: All together

Disabled people will be able to visit and participate in the same way as people who do not have a disability.

How? Environmental and organisational barriers that prevent disabled people from fully participating will be designed out invisibly.

Respondent 2

Designing out barriers for people with mental health difficulties would mainly be about having a quiet space where you can go and knowing that everyone who is volunteering feels confident enough to have a conversation with someone who says they are struggling or be able to support them by showing them to the quiet space. Having maps at the entrance. And knowing that they are being explicitly welcomed into that space too.

It's something about all people, regardless of a whole range of limitations they might have, being welcomed in the space and knowing that adaptations will be made. Practically that would mean a quiet space and training for volunteers so that they have the competence and confidence to support people in the way they need.

Respondent 3

Paths that people can take that are unobstructive, that sort of thing; yes.

Respondent 4

Young people with disabilities don't like to be set apart and so it's good to see you talking about removing barriers.

Respondent 6

I love it! And it's not just about the disabled; it's about elderly people and babies and other different user groups. Shorter walks and circular routes would be good.

Respondent 7

This is very important. Even accessing the town hall is difficult for disabled people. It has been refurbished but the lift is broken at the moment, which meant a wheelchair user couldn't attend a meeting I was running. This is enshrined in law too.

The principle has not changed

Inclusivity principle 4: All together

Disabled people will be able to visit and participate in the same way as people who do not have a disability.

How? Environmental and organisational barriers that prevent disabled people from fully participating will be designed out invisibly.

Things for circles to think about

Communications circle:

- An accessible map should be available at the main entrance, to help people navigate the site and know what to expect in different parts of the park.

Design circle:

- Can we ensure there is quiet indoor space for people to go to if they are feeling overwhelmed? This could, perhaps, be close to the main operations office or to the volunteer hub, so that it is held as a safe space.

Inclusivity principle 5: Nothing about you without you

Volunteers and visitors will be representative of the whole community and people will see people like them involved.

How? We will work hard to constantly reach out to the whole community, to make the space and the project as welcoming as possible, and to encourage people to get involved. The next phase of the research will help with this.

Respondent 1

We spent a lot of time talking to Hackney Council before they began the project to regenerate the Glass House in Springfield Park, because they were interested in making it feel welcome for the Orthodox Jewish community, but I'm not aware of any Orthodox Jewish use of the site which is disappointing.

Respondent 3

How are you going about this? Are you contacting the different voluntary groups in the borough and, in particular, in the area around the site? [The listening project is explained.]

Respondent 5

We use a similar saying. Sexual orientation and gender isn't often monitored and monitoring is essential: the only way to know who you are not reaching is to know who you are reaching.

Respondent 6

This is great, but it's hard to do though. It's an exhausting objective, but great to see it in there.

Have you thought about training children to lead tours from a young age? At the school, tours for prospective parents are led by the children and that is very powerful; the children also have a government too. It's not tokenistic; they actually have the power to change what happens in terms of food, playtime and activities and so on. The park could be made with them and not for them.

Respondent 7

This is key. Young people often don't go to a place because their parents and families don't go there. It's hard to engage them. You will need to target sections of the community with advertising. You can connect to families through young people. Offering people who do things in specific communities space to run events will bring people from those communities to the park.

We strive for our young advisors to be representative of the community and, when we select people, we make sure there is diversity. We advertise, but other advisors are best at getting people in. They are paid the London Living Wage. They reach back into their communities.

Respondent 8

Great. This relates to Principle 3. It could just be lip service, so it would be good to see it described in terms of actions. You could have a community forum that meets regularly to feed back to the leadership, and you could make this forum part of the governance structure; that would show you are really serious. It would be important to have a youth forum too, and it could start now.

Respondent 9

This is fully in accordance with our learning about co-production, but involving older people in co-production is hard work. Most don't have email addresses and you have to go to where they are in person to contact them. Lunch clubs are a good place to do this, and we can put you in touch with some in Clapton.

There has been tension in the past when newer organisations have reached out to older grassroots organisations. The newer organisations need to put in the work to really get to know the older organisations, who feel they are overlooked but are trusted by older people. Sometimes newer organisations expect the older organisations to do the work for them, but you need to take the time and make the effort to meet people. An example of how not to do it is an organisation who wanted to do something for the Windrush Generation but went to Caribbean lunch clubs with email addresses on a flyer; the people they met don't have email addresses and are, in many ways, digitally excluded.

Asking people what kind of activities they would like to see in the park and keeping in contact with the group to demonstrate that you value them is one way to do it.

You need to build a picture of the barriers to participation poorer older people face. The barriers can be physical, mental (from mental health difficulties to internalised ageism and classism making them feel as if they aren't welcome), language barriers, and knowledge barriers (not knowing something is available). Connect Hackney have a magazine written by and for older people to help with this last one.

You could include other groups in funding bids as real partners. So, for example, you could say – on a funding application – that you are going to give an organisation like the Hackney Caribbean Elderly Organisation a sum of money per quarter to get older people to the park. Newer organisations and older organisations should partner more on funding bids.

Respondent 10

This is great. Seeing yourself is important. It makes me think of the example of Muslim hikers who went to the Peak District and got racial abuse just for hiking because they didn't look like walkers. Reaching out to community advocates is going to be extremely important. Perhaps you could let communities know that they could hold cultural events in the buildings? A key way to get involved with communities is to map out what their key moments are and think about how you can encourage those celebrations in the park. That would unlock a lot of doors.

I know of a mosque next door to a trampoline park and the trampoline park offered a discount to young kids from the mosque and it encouraged families to start using the space. If you can find a Muslim in your membership base, then they might be able to unlock things for you. Muslim communities are really up for volunteering but they need people like them to bring them in, so it's a volunteer experience that is tailored to them. Finding the right champion is important!

Respondent 11

There are lots of different people that it would be important to speak to; for example, people with Down's syndrome, neurodiverse people, people with dementia, people who have had a stroke and so on. You need a spectrum of voices.

Respondent 12

Our experience, at Made in Hackney, is that it has sometimes been quite difficult to get a diverse set of volunteers. Our volunteers are usually younger and often white.

Older volunteers might be put off as the jobs can be quite physically demanding too. We're continually trying to redress the balance and making sure our volunteers are as representative of Hackney as our participants are. We also partner with groups such as Care4Calais. Asylum seekers are sometimes looking for opportunities to contribute when they are unable to work because of their status. It's also important to have a range of different tasks for people to do, so there are tasks to suit different people.

Revised principle

Inclusivity principle 5: Nothing about you without you

Volunteers and visitors will be representative of the whole community and people will see people like them involved.

How? We will work hard to constantly reach out to the whole community, to make the space and the project as welcoming as possible, and to encourage people to get involved. The next phase of the research will help us develop a robust mechanism to do this.

Things for circles to think about

Inclusivity circle:

- Volunteers will be asked to complete the inclusivity monitoring survey once a year. When the data has been analysed, the circle will make renewed efforts to reach out to under-represented groups.

Design circle:

- Can we factor in a community space that community groups can book for free?

Learning circle:

- Can we have themed days in the park that bring the celebrations and experiences of specific groups of people to the fore?

Inclusivity principle 6: No cost or low cost

Activities will be free or very cheap for all.

How? Activities will be designed and commissioned on this basis.

Respondent 1

The Glass House in Springfield Park is quite costly to hire and it doesn't feel competitive to what is available within the community.

It is very important that activities are low cost or free if you have a large family. That would be a big selling point, if the activities were culturally sensitive. In terms of advertising, we would prefer the images to also be culturally sensitive.

Respondent 3

You will still need to pay running costs though, so how will you generate some funding? [The business model is explained.] There's a huge amount of scope. It's quite extraordinary. It's really fantastic, that you're going ahead with something like this in the present climate; all around me I just see horrible developments happening and green spaces being taken over. So I'm amazed by this project.

Respondent 6

This is good. When we run activities with the school community, we try to keep the cost low too.

Respondent 7

This is also really important. Young people are asking for free activities. There are a lot of poor people in the borough and it's going to get worse.

Respondent 12

People tend to complain about stuff that costs money, not stuff that is free. We have a mix of people attending our cookery classes, some who can pay and some who can't, and there is never any stigma. Free is free, and you can offer a donation if you want to. Paid for is paid for, and paid for events are marketed separately from

free events. We have tried running fundraising classes online, with a sliding scale of fees, but the results were mixed; I don't think it is divisive though, if it is labelled as fundraising.

Revised principle

Inclusivity principle 6: No cost or low cost

Activities will be free or very cheap for all.

How? Activities will be designed and commissioned on this basis. Where there is a cost involved, it will be clearly stated and hidden costs will be avoided.

Things for circles to think about

Communications circle:

- Ensure people are dressed modestly in illustrations and photographs that promote the park to the general population.
- Make it clear when activities are free and when activities are paid for, and avoid promoting both free and paid-for activities mixed up together.

Inclusivity principle 7: A mutually caring volunteering ecosystem

We will grow a mutually beneficial volunteering environment, where volunteers' needs are respected and the work they do is valued.

How? A volunteer coordinator will play an essential role in developing a positive volunteering experience.

Respondent 2

Volunteers need to have, and to know they have, the support to carry out the personal work needed to develop, to learn and understand the different people who may be visiting the park. They also need to have space for themselves. We have clinical supervision for mental health practitioners, so it would be good to provide volunteers with time and space to reflect on what is going on for them and their experiences so that they can be there more fully when they are talking to people on site. And a space for the volunteers to share their individual experiences to deepen the impact of the work as a whole. It takes a lot of care – training and thought – to build the volunteer environment you want to create.

Respondent 3

There will be paid workers looking after the site, won't there? [We are working with a volunteer-led model.] Gosh, that's quite amazing.

[Would people from your conversation clubs like to come along and get involved with a project like this?] It's a really exciting project, and I think everyone is very keen on making their own environment greener so there would be considerable interest in taking part in this.

Respondent 4

The volunteer coordinator role is important. Volunteers aren't always able to make a long-term commitment. Keeping volunteers is also hard. Most are retired people. How will you entice younger volunteers to get involved? What benefits can you offer them and what will make them feel valued? A free DBS check is appreciated, because it can be used at other places. You could also offer training, such as first aid training. People studying to work in outdoor spaces might be interested. Social

media will help you reach all age groups and backgrounds. It's also about quality and not quantity with volunteers. And giving people a way to drop in and out, perhaps three months on and a month off, and leave in a good way. Some volunteers are great initially, then they get anxious and start to say no to opportunities, and then they just ghost you. Having protocols in place to manage all of this will be important.

Respondent 6

I have worked in charities and I have seen how volunteering can work well and can work not so well. Volunteers should not be the tail that wags the dog. It's important to keep the purpose and the focus crystal clear. You need flexibility, to change in response to the things you learn, but you also need some rigidity to keep you on track. There's a real opportunity not to make the mistakes other groups have made and to do something really special here.

The word 'volunteering' immediately narrows what engagement with the park looks like. I suggest you borrow words from places like allotments and community gardens where they talk more about 'involvement'. The word 'volunteering' can be very off-putting to a lot of people. It's a very rigid term. Think about how you want people to engage and then play with different terms. I might not want to be a volunteer but, if the space feels like mine, then I may take a bag and pick up litter as I walk around. I might not want to commit to volunteering but I might want to get involved. Volunteering is underpinned by motivation; if you get the motivation right, people will accidentally volunteer.

Respondent 8

Volunteering can disadvantage people from some socio-economic backgrounds. How do we include people who can't volunteer because they can't afford to? Can certain volunteers apply for funding to help them take advantage of opportunities; funding, for, for example, food and travel.

Respondent 9

It will be important to recruit volunteers who speak languages other than English because, if someone can't speak English, they are at a much higher risk of isolation as they get older.

Revised principle

Inclusivity principle 7: A mutually caring volunteering ecosystem

We will develop a mutually beneficial volunteering environment, where volunteers' needs are respected, the work they do is valued, and they are encouraged to grow.

How? A volunteer coordinator will play an essential role in developing a positive volunteering experience, and all volunteers will be trained and supported to fulfil their roles to the best of their abilities.

Things for circles to think about

Inclusivity circle:

- How can we actively develop this mutually caring volunteering ecosystem before the park opens?
- How can we support people who cannot afford to volunteer without financial support to participate?

Inclusivity principle 8: Always learning

We know we don't always have the answers straight away and we won't always get it right first time, so we will listen, we will think, we will learn and we will change.

Respondent 1

In terms of kosher food, the ingredients, preparation, supervision and utensils are all part of the bigger picture. The simplest option for you would be to buy in pre-prepared kosher food that is sold in its original packaging.

Cultural awareness training will help you do more than pay lip service to the idea of making the site inclusive for the Orthodox Jewish community.

Respondent 2

Inclusivity is dynamic and the project will always be learning. The volunteers won't have all the answers straight away; it's a dynamic process of learning and growth. Peer-to-peer support can be very powerful, but the volunteers need to be supported to develop.

Respondent 7

We constantly evaluate, getting feedback from volunteers and reflecting on what we are doing.

Respondent 8

This is great, but what's the process? What form will the evaluation take? If it's not clear then it's just lip service. Transparency about the process is important.

Respondent 11

I like this principle especially. None of us know it all!

Respondent 12

In my experience, the main barriers to learning can often be at the 'higher' levels; for example, trustees. In the charity sector, the majority of trustees are still older, white men from a higher socioeconomic background. If importance is not put on learning in the culture, then you can find staff can be talking and learning and the trustees might not be listening. Learning has to be implemented and not get stuck in the organisational structure.

Revised principle

Inclusivity principle 8: Always learning

We know we don't always have the answers straight away and we won't always get it right first time, so we will listen, we will think, we will learn and we will change.

How? Once a year we will provide volunteers and the wider community with an opportunity to tell us how we are doing, probably through an online survey. We will use the data collected to feed into a session at our annual away day that helps us reflect on the feedback and consider how we can do better.

Things for circles to think about

Inclusivity circle:

- As the project develops, we need to consider what training we need and when we need it.

Governance circle:

- Establish an annual survey and away day.

Phase 3 of the listening project

The next phase of the listening project is to talk to more people and the respondents shared their thoughts on the best way to contact the people they represent and a series of proposed questions.

Respondent 1

Interlink supports organisations that support people in the community, but we could put something into our mailing that the organisations might then share with the people they work with. We could also share information with a few of our regular contacts in addition to the mailing.

In terms of the proposed questions:

- Describe an outdoor space where you feel safe. Describe an outdoor space where you feel unsafe. What does 'safe' and 'unsafe' look and feel like to you?: I think we've discussed that.
- What would make you feel welcome in the park?: If there was a mindfulness to lots of the things we have discussed, that it feels safe, and is pretty, new and it's clean, I'm sure I would feel very welcome there.
- What behaviour would you consider inappropriate in the park and how do you think we could tackle it?: I would want to see the kind of behaviour you would expect in any public space. Many Jewish people have an instinctive fear of dogs, so banning or limiting dogs would be very helpful. Totally agree with no amplified music. We would welcome no alcohol too, because it means you're not going to have drunkards around.
- What does 'volunteering' mean to you? Do you volunteer and, if so, what do you like about it? If you don't volunteer, why not?: There is a lot of volunteering in the Orthodox Jewish community, although perhaps not too much around gardening and maintaining public spaces. The term would sit well, and then it would be up to individuals to decide whether or not they wanted to take up the volunteering opportunities you are offering.
- How do you like to learn?: That's a very broad question! It would be wonderful if you could reserve some of the learning time on site for Orthodox Jewish schools as there's nothing like going to a place where there is nature all around and you have experts to share their knowledge. It could really complement their science lessons. Some kids are very interested in this stuff and they don't have the opportunities in their backyards, if they are fortunate enough to have a backyard

as many people don't. We can share organisations with you to make this happen.

- Given the focus on living harmoniously with nature, what activities would you like to see in the park (where suggested activities could be bad for nature, question their suitability)?: Understanding what is bad for nature won't come naturally; it will need educating. Urban living doesn't give you the intuition about nature and so it needs to be learned, and it would be lovely if it was part of the learning we have been talking about.
- What does low cost mean to you?: Seriously low cost. If you offer classes, then there is an expectation that you will pay for the cost of materials, but it starts to get expensive if it covers the teacher and the space and so on. We don't expect to have everything for free but, especially if you have a large family, it helps if it is affordable. The site is quite close so you can get buses there or you can walk there from Stamford Hill. You could promote walking routes to get there, perhaps by the river.
- Would you like to get involved in the project?: This links with the question about volunteering. You feel more comfortable volunteering amongst your own than with people outside of the community when you don't know where it is going to take you. Again, you have to consider protecting the innocence of children. I would certainly like to get involved in this way as much as possible, so there is a lot of understanding of need and if you can make minor accommodations that would be wonderful. I would be happy for you to come back to me to discuss further.

Respondent 2

We have a group of peers, with lived experience, who contribute back to MIND and there could be an opportunity to share with them. Are you linked in to neighbourhoods? There is a move towards neighbourhoods in City and Hackney so there are constant conversations with a cross-section of residents, and that could be a good way to talk to people. You could contact neighbourhoods close to the site.

In terms of the proposed questions, they all look helpful and there's nothing there that jumps out at me as problematic.

If there's anything we can do to help further down the line, in terms of training or scoping, please get in touch.

Respondent 3

You could run an event for the Conversation Club, where you present the project like you've done with me today and glean ideas from other people; that would be a really nice way of introducing people to the concept and enticing them with the idea. I would be very happy to publicise the event with my volunteers; it would be a real enrichment activity. We talk about the environment a lot in our conversation clubs and the volunteers are very clued up about the environment. We are a resource that you could use. I have had an idea! Every week I have a meeting with my volunteers on a Tuesday evening and we have guest speakers, and you could be one of those speakers.

In terms of the proposed questions, these would be really good questions in a conversation club. My volunteers would love them!

- What would make you feel welcome in the park?: So that is if they know the park already? They can think about what makes them feel welcome in a park they go to normally.
- What does low cost mean to you?: Low cost to do with what? The question should probably be, 'If we have to charge for an activity, what does low cost mean to you?'

Respondent 4

Social media is a good free way to connect with people. People like to fill out surveys and that can lead to a conversation. We're willing to promote your call for interviewees. Waltham Forest community hub (info@wfchub.org / 020 8223 0707) supports people from different backgrounds and age groups. MTC Learning (info@mtclearning.org / 020 8556 3753) do a lot of community learning courses, particularly with people with a BAME background.

In terms of the proposed questions:

- What comes to mind when you think of the word 'nature?': You could add a follow-up question, 'What do you enjoy in nature?'
- Describe an outdoor space where you feel safe. Describe an outdoor space where you feel unsafe. What does 'safe' and 'unsafe' look and feel like to you?: You could make it a more open question, 'What would make you feel safe?'
- How do you like to learn?: You could give options, to help people answer this question.

- What does low cost mean to you?: Some people might feel uncomfortable answering this question. You could make it a closed question to make it easier to answer.
- Would you like to get involved in the project?: Maybe 'How would you like to get involved?' or 'What would you expect if you got involved?'

Respondent 5

A good way to reach out to LGBTQ+ groups is through Facebook (for example Gay Walthamstow) and via LGBTQ+ events. elop have a Twitter account and we would be happy to retweet a tweet calling for interviewees. We could also organise a focus group but you would need to fund that. LGBTQ+ parents, young people and older people all have different needs, so it is important to talk to a wide range of people.

In terms of the proposed questions:

- So that we know we're talking to a cross-section of people, please can you describe yourself.: This is a bit ambiguous. It might be better to do a monitoring questionnaire. Filling out a form might be a better way to collect the information, as people feel safer and find it an easier way to share personal information.

Respondent 6

The easy ways to speak to families with young children will only get you a predictable audience. We can talk to children in their classes, but it's harder to talk to parents. People are more open if they are in their own homes, but it can be difficult to talk to parents in their homes. You have language difficulties and conceptual difficulties too. I have thought about asking people to answer questions using photographs and words to help overcome these barriers. It is best if the questions are asked by someone like the person being questioned. The challenge is then being willing to hear things you don't want to hear; you have to be willing to allow the feedback to change what you are doing.

In terms of the proposed questions:

- What comes to mind when you think of the word 'nature?': I would start with house plants and plants growing in concrete. People who don't have a garden will need help to see 'nature' as something they understand. It needs to be a broad definition of 'nature'. You could add a question, 'What is the point of nature?'

- How do you like to learn?: Many people will not know how they learn, so I think this should be a multiple choice question.
- What does low cost mean to you?: I don't think you need this question. No matter where you put the threshold, some people won't be able to afford it.
- So that we know we're talking to a cross-section of people, please can you describe yourself.: This question is quite advanced. Is it instead of a multiple choice monitoring questionnaire? It kind of feels like you need a qualitative question and a quantitative question. I think there will be a lot of people who don't know how to answer this question. You could ask people to choose or describe an object that represents them; that might be easier for people who do not have English as a first language.

These feel like workshop questions. You could run workshops with classes of children. Or our summer fair in June or July could be a good opportunity for you to meet a lot of families in one go. You can't use the same set of questions for all audiences though, because different audiences are so diverse.

Respondent 7

Project Zero is a black-led organisation, run by Steve Barnabis. He would be great for you to work with. The project has a youth hub at St James, and has a contract to run the council's holiday services. I would be happy to introduce you to him. You could talk to young people at his youth centre.

Streetbase can also facilitate conversations with young people for you. I would really like to pick people who represent groups that don't usually access this kind of space; people who have experienced care for example. Suntrap Centre commissioned Young Advisors to advise them on setting up a youth board. Just talking to centre staff raised the young people's interest. I'd like to do something similar with you: a presentation from you followed by questions.

In terms of the proposed questions:

- Describe an outdoor space where you feel safe. Describe an outdoor space where you feel unsafe. What does 'safe' and 'unsafe' look and feel like to you?: This is an interesting question. Some people don't feel safe at all outside; some do. Young people might feel safer with friends.
- What behaviour would you consider inappropriate in the park and how do you think we could tackle it?: We need to ask young people for the solutions and you're doing that.

These questions look good to get a conversation flowing. I'm happy to set something up with the young advisors; it would be a long conversation because they will have a lot to say.

Respondent 8

Voyage Youth has a youth investigator network, a think tank, that organisations can work with. It's done by commission and paid, because the time of the young people involved must be valued. We could work with you this way.

In terms of the proposed questions, I know you want to standardise the process, but you could add three or four questions targeted specifically at the group you are talking to. What, specifically, do you want to know from young people of colour? For example: What would young people of colour want to see in the park? Are there things in your culture that you would like to do the park that you would feel uncomfortable doing here? How might you manage the clash between cultural needs and the needs of nature?

[Subsequent conversations have developed a two-pronged approach to East London Waterworks Park and Voyage working together:

- 1** Voyage Youth are commissioned to carry out a specific piece of research for East London Waterworks Park. This could focus on young people specifically, or could encompass all twelve groups of people covered by phase two of our research. We would pay the London Living Wage of £11.05 per hour, for five students up to £600.
- 2** The young people who carry out the research form a youth circle within East London Waterworks Park. The youth circle will operate just like the other circles, with its own remit and reporting into the hub. Participants will be encouraged to attend meetings of other circles and, when they do, time will be given to bringing them up to speed and sharing a professional skill with them.]

Respondent 9

The Chatsworth Road Lunch Club and the Holly Street Lunch Club could be good places for you to visit.

Street outreach is much more proactive than just handing out a leaflet. It is about fully engaging: sharing information, listening, and taking your lead from the older person. Roam around and approach everyone (don't prejudge who you should and

shouldn't talk to). Remember to introduce yourself and why you want to have a chat. Use accessible language and try to approach every conversation as if it is your first. The leaflet you hand out should be simple, in a large font, contain only essential information (where, when, who, how and cost), and provide a contact name and phone number. You will need to have perseverance and resilience! Safeguarding issues might also emerge, so it is important to be prepared for that.

In terms of the proposed questions:

- Describe an outdoor space where you feel safe. Describe an outdoor space where you feel unsafe. What does 'safe' and 'unsafe' look and feel like to you?: Try not to ask multiple questions in one question; one question at a time is best.
- How do you like to learn?: This is too abstract; it should include some examples of learning styles.
- So that we know we're talking to a cross-section of people, please can you describe yourself.: This question may not illicit the answers you are looking for [the implication is that people may respond by talking about their personality].

Respondent 10

It's important to go to the communities themselves... if you can find community advocates. Local mosques are mostly run by volunteers who aren't tech savvy, so getting in touch with them electronically is hard. Unless it's directly relevant to mosque infrastructure then they aren't like to respond to emails or even the phone. The best thing to do is to actually go to Friday prayers, and talk to people when they are hanging out in the street afterwards. Perhaps you could even talk to the local imam and ask if he could announce the project on the speaker, say that you'll be outside afterwards if anyone is interested in talking to you. Elderly people are usually game in that context, as they aren't on email that often.

I would be happy to send out a request for interviewees, but I would need to specify that they should live in Waltham Forest or Hackney.

Respondent 11

Young people with learning disabilities/autism and so on are so often excluded and, therefore, voiceless; sometimes literally voiceless, often metaphorically voiceless. You need to be super proactive to reach out to them and to engage with them in a way that they understand. Advocacy groups are a great place to start, and there are

supported learning classes at Waltham Forest College. Talking mats are a really good way to communicate with people who can't communicate well or at all with words, and that includes people who do not speak English confidently; they aren't suitable for people with visual impairments but otherwise they have a very wide application. A talking mat would work particularly well with the question about feeling safe and unsafe.

'Talking mats' also help with processing issues. They give people thinking time and a way to process the questions and their answers. Learning disabled people can say 'yes' to please you and get you off their back; talking mats – if facilitated properly – can give them more control and give a clearer indication of they really think about the things they are being asked about.

You can buy talking mats from www.talkingmats.com and here is a video about how to use them: <https://www.youtube.com/watch?v=Fmyt1fE-U8>. You can get symbols from here: <https://www.widgit.com/products/inprint/index.htm>. You'll need to think through how people might want to answer the questions you ask them, so you can provide them with all the possible options.

Respondent 12

Housing associations and tenants' associations can be a good place to start, or networking with other local groups. You could also stop people on the street and talk to them or run an activity to encourage people to talk to you.

In terms of the proposed questions:

- So that we know we're talking to a cross-section of people, please can you describe yourself.: We're rephrased our question like this recently. It now reads, 'How do you describe your background and/or ethnicity. Please write what you feel comfortable with (e.g. British Caribbean, Black British, Irish, White, English, Turkish)?' We haven't had any complaints or rude answers. People have complained about the tick boxes in the past though.

Revised proposal for Phase 3 of the listening project

The original proposal for Phase 3 of the listening project was to build on the Phase 2 conversations by conducting 50 one-to-one interviews with people from the twelve groups identified as historically underrepresented in environmental projects like East

London Waterworks Park. We planned to offer each respondent £10 as a thank you for their time.

Our total budget for the listening project is £1650. To date we have spent £450, which means we have more to spend on Phase 3 than we original thought: £1200.

Looking at the feedback from the Phase 2 respondents, one-to-one interviews is still the best way to engage all twelve groups, although how we reach out to them to ask them to participate and how we manage the interviews will need to be tailored to each groups' specific circumstances. The advice and help offered by the Phase 2 respondents in how to go about contacting and interviewing the people they represent will be invaluable in helping the inclusivity circle contact people and frame the interview questions for each group. We should allocate £600 to one-to-one interviews, seeking to speak to five people from each group and offering them £10 as a thank you for their time; intersectionality will ensure a rich web of feedback.

In addition, working with Voyage will provide us with a unique opportunity to develop young people's research skills, embed the voices of young people in the project, and explore the issue of inclusivity from a different perspective. We should allocate £600 to working with Voyage, and ask them to explore the following research question: 'How can East London Waterworks Park diversify its volunteers?'

Revised list of questions

- What comes to mind when you think of the word 'nature'?
- What do you enjoy about nature?
- Describe an outdoor space where you feel safe. Describe an outdoor space where you feel unsafe. What makes you feel safe? What makes you feel unsafe?
- What makes you feel welcome in an outdoor space, like a park or the marshes?
- Given the focus on living harmoniously with nature, what activities would you like to see in the park (where suggested activities could be bad for nature, question their suitability)?
- What behaviour would you consider inappropriate in the park and how do you think we could tackle it?
- Is there anything that would stop you visiting the park?
- What does 'volunteering' mean to you? Do you volunteer and, if so, what do you like about it? If you don't volunteer, why not?
- How do you like to learn? Do you like to learn by doing, learn by listening, learn by reading, learn by watching or some other way?

- If you have to pay to take part in an activity, what does low cost mean to you? £1–£2, £2–£5, £5–£10 per person?
- Would you like to get involved in the project? If yes, how?
- So that we know we're talking to a cross-section of people, please can you complete a monitoring questionnaire (and we'll share a paper version of the internal inclusivity monitoring questionnaire).