

UN

# URBAN

UCL

2017

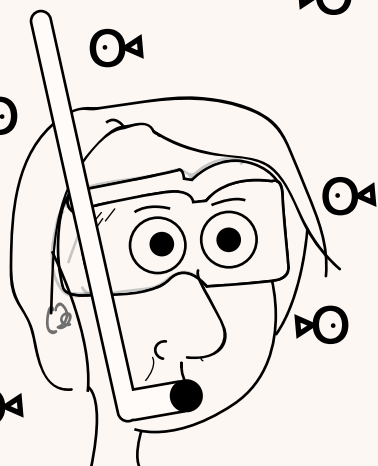
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**Prof Henrietta L. Moore**  
*Director of the UCL Institute for Global Prosperity*



The UCL Institute for Global Prosperity is almost three years old, and our mission - to collectively transform how we understand and achieve prosperous societies - is well underway. The IGP's research is now focused on four key sites: northern Kenya, Lebanon, Ethiopia and East London. We're tackling a diverse range of issues, including inclusive growth in contexts of mass displacement, disease vectors in agriculture, biodiversity, and the creation of opportunities to prosper in global cities.

To address these diverse issues, we need collaboration between disciplines, and between academia, practitioners and communities. We need tools and methodologies which enable us to work together on wicked problems, and to design solutions that are multifaceted and appropriate for the contexts they are created for. (Un)Urban: Designing for the green city embodies all of these ideas in a two-week summer school.

(Un)Urban is an invitation to tackle the grand challenge of achieving human wellbeing in cities. Because cities are complex places, the challenge of human wellbeing intersects with other grand challenges: sustainable cities, intercultural interaction, and health. These challenges cut across the Global North/Global South, urban/rural divide. Though complex, we cannot shirk our responsibility to radically change how we understand and manage our cities for the wellbeing of people, born and yet-to-be born. What we do now will have a massive impact for generations to come.

I am delighted to have introduced over 90 of UCL's undergraduate students to the IGP, and to have the opportunity to show UCL undergraduate how IGP works. The students' passion for collaborative work, their openness to different perspectives, and their dedication to their challenge-setters' projects, have translated into a fantastic series of design solutions. I hope that these ideas might be of value to the community-based organisations we work with.

Finally, I would like to say thank you to our partner organisations, who have given up time and resources to work with our students. Our partners not only set challenges, but also met with our students, arranged interviews for them, and helped to shape their design solutions. Their time spent with the (Un)Urban students will have an immeasurable impact during and beyond the programme.

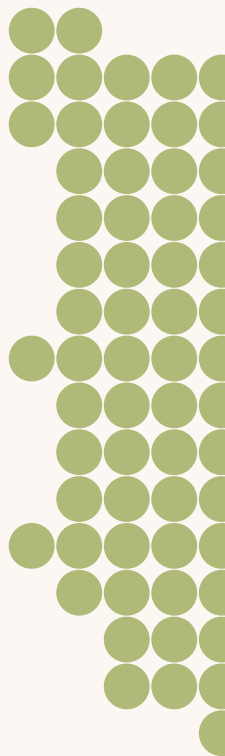
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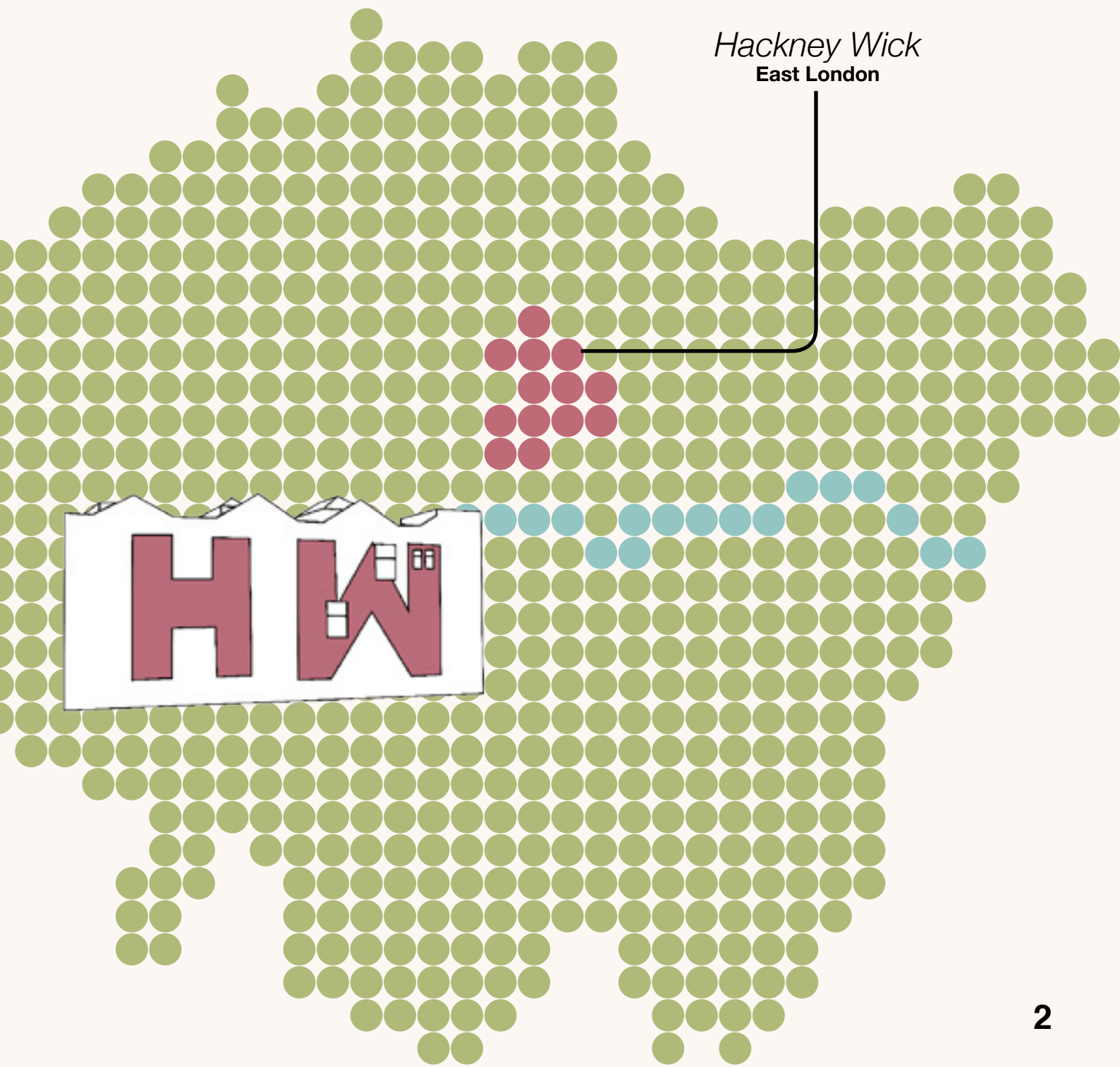
# What is (Un)Urban?

*The Olympic Legacy - what it is and who it is for - is a dynamic and elusive beast. In part, the Legacy is an intention to bring up the Olympic boroughs to the same level of social and economic prosperity as their neighbours. This is done through physical transformation of areas of East London, accompanied by socio-economic transformation initiatives.*

Five years after the Olympic Games, and communities living in four of the six Olympic boroughs - Waltham Forest, Hackney, Tower Hamlets and Newham - are still among the most deprived in the UK. Bringing these communities up to the same level of prosperity, which is understood in terms of wealth, but also opportunities and prospects, is proving a challenging task for London's policy-makers. The students participating in this year's (Un)Urban summer school were immersed in an East London marked by inequality and cacophonous with building works.



But (Un)Urban isn't just about people. We're also concerned with the quality of the urban environment and planners' capacity to design the urban realm sustainably. Among the planned physical transformations of the Olympic Legacy – aside from building sports venues – was the improvement of the 'natural' or green environment. The work included creating new wildlife habitats for birds and insects as well as plants: today, the river and ponds of the Lower Lea Valley feature 300,000 wetland plants grown in Norfolk and Wales. There are three gardens in the Park and protected wetlands, which act as a natural flood barrier for new housing neighbourhoods.



Students were challenged to perceive the multi-faceted, and often contradictory nature of the Legacy. Around 90 students chose to participate in (Un)Urban, and committed themselves to a fortnight of unpicking the complexities of East London's regeneration, in order to come up with a creative and effective intervention, that would encourage sustainable and inclusive development in the area.

They were not left up the River Lea without a paddle. In Week 1, the organising department - the UCL Institute for Global Prosperity (IGP) - introduced the students to the key theoretical debates around sustainable and inclusive urbanism. International design agency Mensch inducted the students in Human-Centred Design: a method of problem solving and design creation which places the 'user' at the core of the design cycle.

The students' biggest asset, however, was probably themselves. The students who participated in (Un)Urban came from a massive range of dis-

ciplines - engineers worked alongside languages students, historians alongside computer scientists. The students learned to negotiate with one another, recognise one another's strengths, and collaborate.

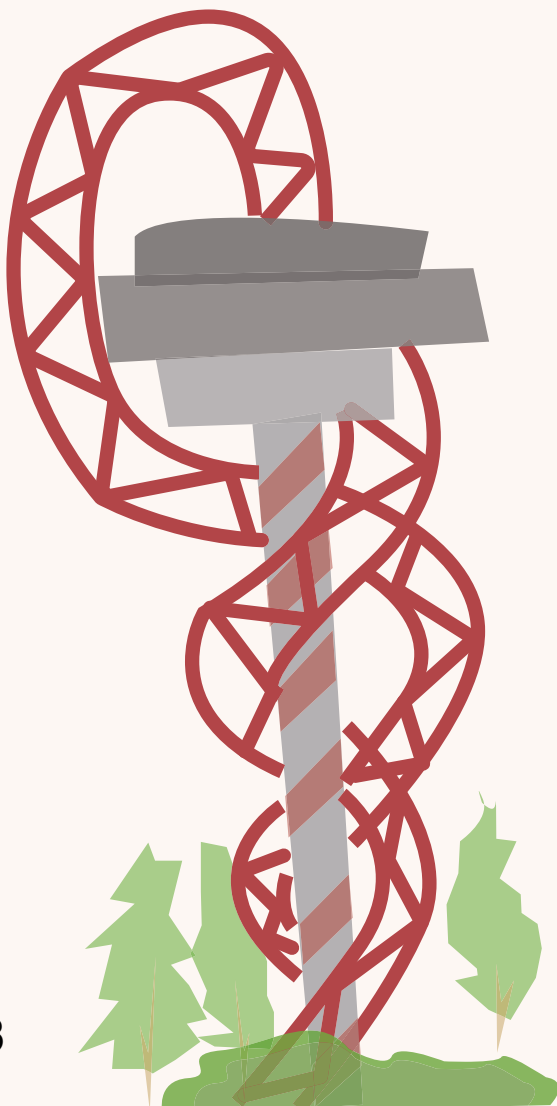
In Week 2, the students put their recently-developed skills to the test. Student groups voted on a series of challenges, which had been set by East London organisations. These challenges prompted the students to consider how the theories of inclusive and sustainable urbanism could be put into practice, to make a positive impact on local residents' lives.

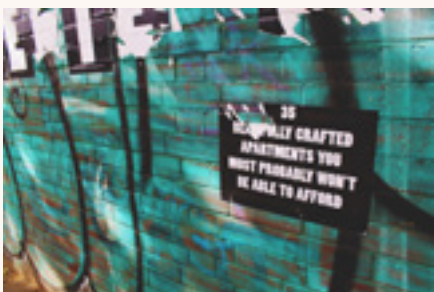
This year, the involvement from the challenge-setters was incredibly high. The East London organisations we worked with were all generous with their time, and provided invaluable input to the students' designs. More importantly, however, the involvement of the East London organisations gave the students an opportunity many would never have got in their academic courses: to work on a real issue, that a real organisation faces.

The students also worked in collaboration with local residents, who were employed as navigators on the programme. The navigators shaped the solutions the students came up with: making sure ideas were sensitive to local contexts and responsive to local residents' needs. Of course, without them, some of our students might still be wandering around Hackney Wick and the Olympic Park, trying to find a way out!

I said that (Un)Urban isn't just about people, but the success of the programme, its impact on the students and the enjoyment I personally take from running it, all comes down to the people who work on it. A huge thank you to all our partners, our navigators, our students, and the team at IGP for believing this is a worthwhile programme to be a part of.

**Hannah Sender**  
(Un)Urban Programme Manager



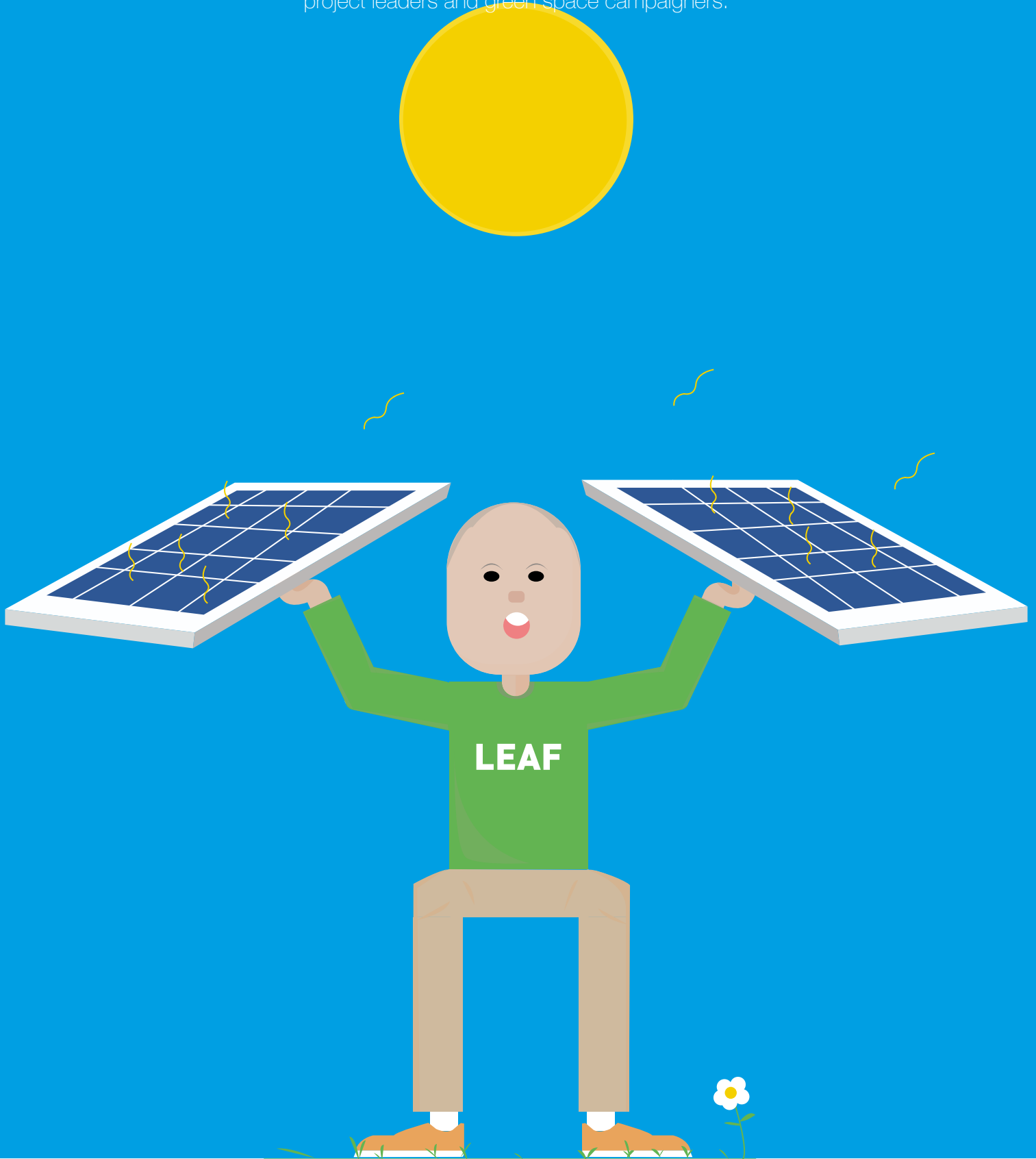


Images Credit: Fatima Uddin



## PANEL PRESENTATION

In Week One of the course, the students were introduced to theoretical concepts relating to social inclusion and the importance of green spaces to wellbeing in East London. Panels incorporated academic researchers, East London community project leaders and green space campaigners.





# SOCIAL AND ENVIRONMENTAL JUSTICE:

Equal Access To Quality Green Space

*(Un)Urban is an opportunity to critically examine our ideas about the city, it's sociality and it's sustainability. The first panel discussion prompted students to consider the relationship between the city and nature. Panel discussants Michael Pawlyn and Natasha Cornea introduced two vastly different ways of approaching this relationship.*

*Chaired by: Konrad Miciukiewicz*

## 1.

**Michael Pawlyn**  
Eden Centre

Michael Pawlyn - a BioMimicry expert and architect of the Eden Centre - approached the issue of green space in the city from the perspective of urban design. Rather than see the 'urban' and the 'natural' as distinct, Michael advocates for an approach to urban planning that takes biological systems as a starting point. Design, he argues, could be based on biological principles of cooperation and co-existence, rather than competition and isolation. The aim is not to romanticise nature or biological systems, but to be discerning about what works and what principles can be helpful in designing sustainable cities.



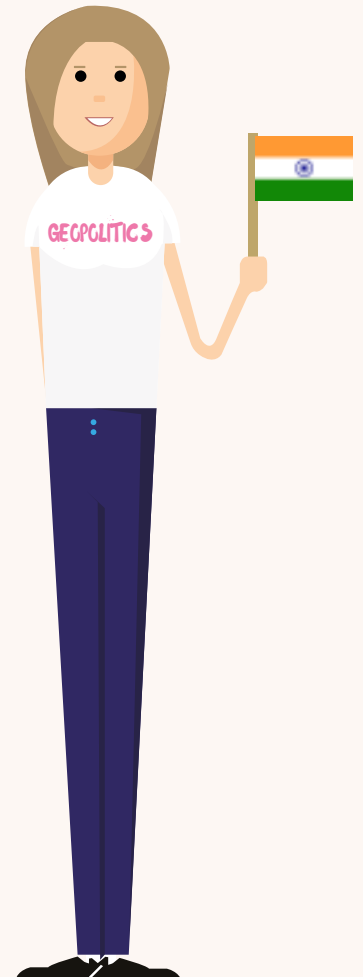
## 2.

**Natasha Cornea**  
UCL Department of Geology

In contrast with Michael's city-wide approach to planning, Natasha Cornea - Visiting Research Fellow at UCL's Geography Department - introduced the students to a case of urban greening in India. Parks, she argued, are political and ideological projects. Encouraging the students to avoid seeing parks as an unproblematic public good, Natasha advocated for a critical, socio-political perspective of parks and their creation.

Parks are places where identities are contested, where the 'right' kind of behaviour and user is asserted, and where imaginaries about who should be in the city and how it should be used are formulated. Though Natasha focused on a case in Gujarat, her talk was highly relevant to green spaces in East London, where diverse users and behaviours co-exist and sometimes contest one another for sovereignty.

For (Un)Urban students, Natasha's talk was equally problematic and inspiring. If parks do have socio-political relevance, then the upcoming projects could harness their influence to shape places in East London to be more inclusive, and less exclusionary.



# DIVERSITIES IN EAST LONDON

*Just as the city has a vital relationship with nature and natural space, urban inhabitants are also immensely affected by their environments. Our three panel discussants introduced students to the specific challenges and opportunities for diverse urban inhabitants.*

*Chaired by: Nikolay Mintchev*

## 1.

**Tim Waterman**  
*University of Greenwich*

Tim Waterman took (Un)Urban students on a virtual walk around Bloomsbury, highlighting how diverse groups can, and struggle to, navigate the streets using Google Maps. Without focusing on one particular kind of urban inhabitant, Tim suggested how the streets are contested by different users, and the techniques inhabitants have to claim their space in the city. Tim advocated for a different way of behaving in the city, and of valuing space: he proposes that we see the city as a shared space, where formal segregation (of cyclists from pedestrians, for example) is replaced by a willingness to negotiate with others.

## 2.

**Paul Watt**  
*Birkbeck, University of London*

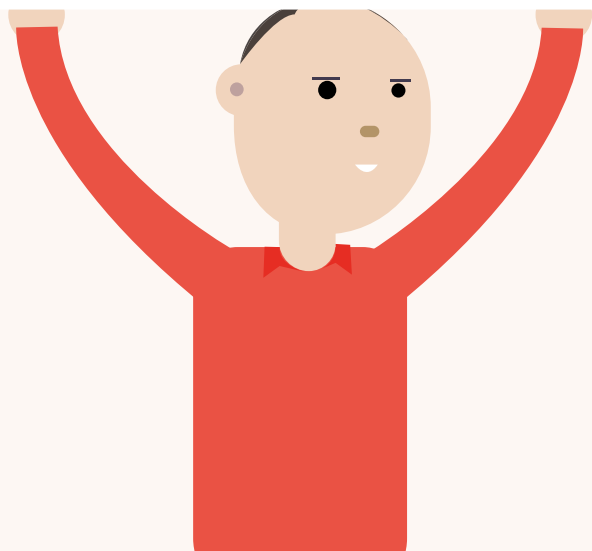
Paul Watt then focused our minds on East London - specifically, the legacy of the Olympic games and austerity politics and their impacts on the so-called 'growth boroughs'. Throughout his presentation, Paul showed us how migration, ethnicity and class are always linked to one another. Like Tim, Paul demonstrated his argument through concrete examples; namely, 'the tale of two doors' and house prices. He showed us how Stratford - a borough with high levels of multiple deprivation, has been branded as 'a place for the

world's winners', where 'poor doors' are located minutes away from luxurious entrances to brand new apartments. The act of branding, Paul argues, amounts to a symbolic violence on the poorer, black and minority ethnic, residents.

For Paul, the legacy has undoubtedly failed long-term residents of the Olympic boroughs. The proposed legacy - homes for all - turns out to mean homes for the global rich. Whose legacy is this? Not the black and minority East London residents', it seems.



**AFFORDABLE**



# 3.

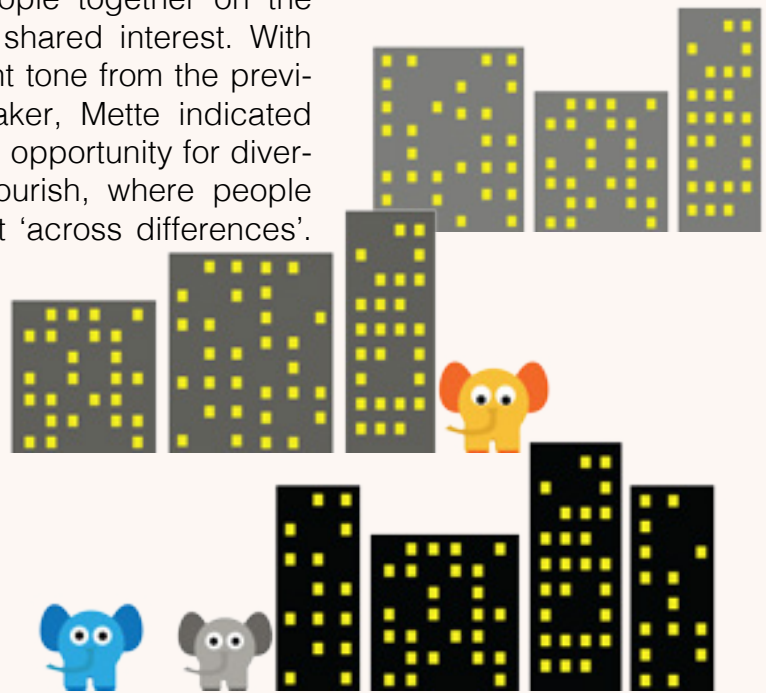
Mette Berg

UCL, Department of Social Science

To round off the diversities in East London session, Mette Berg took a social anthropologist's perspective on migration in and around the city. She posed the questions: how do people who are migrating experience the city of London? How do different forms of migration amount to different experiences? These questions, Mette suggested, are vital to ask when patterns of mobility and migration are increasing and diversifying.

Mette contemplated these questions through the case of Elephant and Castle, where different kinds of difference intersect with one another. Elephant and Castle is replete with meeting points - labour markets and schools - where

diverse groups find common ground. Mette was keen to highlight the importance of community gardens, which can bring people together on the basis of shared interest. With a different tone from the previous speaker, Mette indicated places of opportunity for diversity to flourish, where people can meet 'across differences'.



“

*Week 1 focused on making us better prepared for the following week's challenges. Morning lectures introduced us to exciting architectural concepts like biomimicry which all built towards the importance of multifunctionalism to coherently design stable and sustainable ecosystems*

”

Group 13

# GREEN SPACE DESIGN

*The final panel discussion exposed students to the realities of putting theories of sustainable and inclusive urbanism into practice.*

*Chaired by: Saffron Woodcraft*

## 1.

**Gary Grant**

*Green Infrastructure Consultancy*

Green roof and ecosystem expert Gary Grant started the panel discussion with a reassuring note: we now have the evidence that green space in the city is beneficial. Green urbanism isn't just about aesthetics, he explained, but about functionality. Gary advocates for an approach to urban design that ends the war on nature and instead, learns from her. Like Michael Pawlyn in our first session, Gary Grant held up biomimicry, which embraces a multifunctional approach to green urban design.

Sending the students on their way into the second week of (Un)Urban, to work on local projects, Gary insisted on the power of little projects. These, when combined together, provide us with massive benefits. They can, like nature, do multiple things at once: projects can be good for the environment, and break down barriers to work; they can mitigate the heat island effect, and prevent isolation among the elderly population.

## 2.

**Robert Biel**

*DPU, University College London*

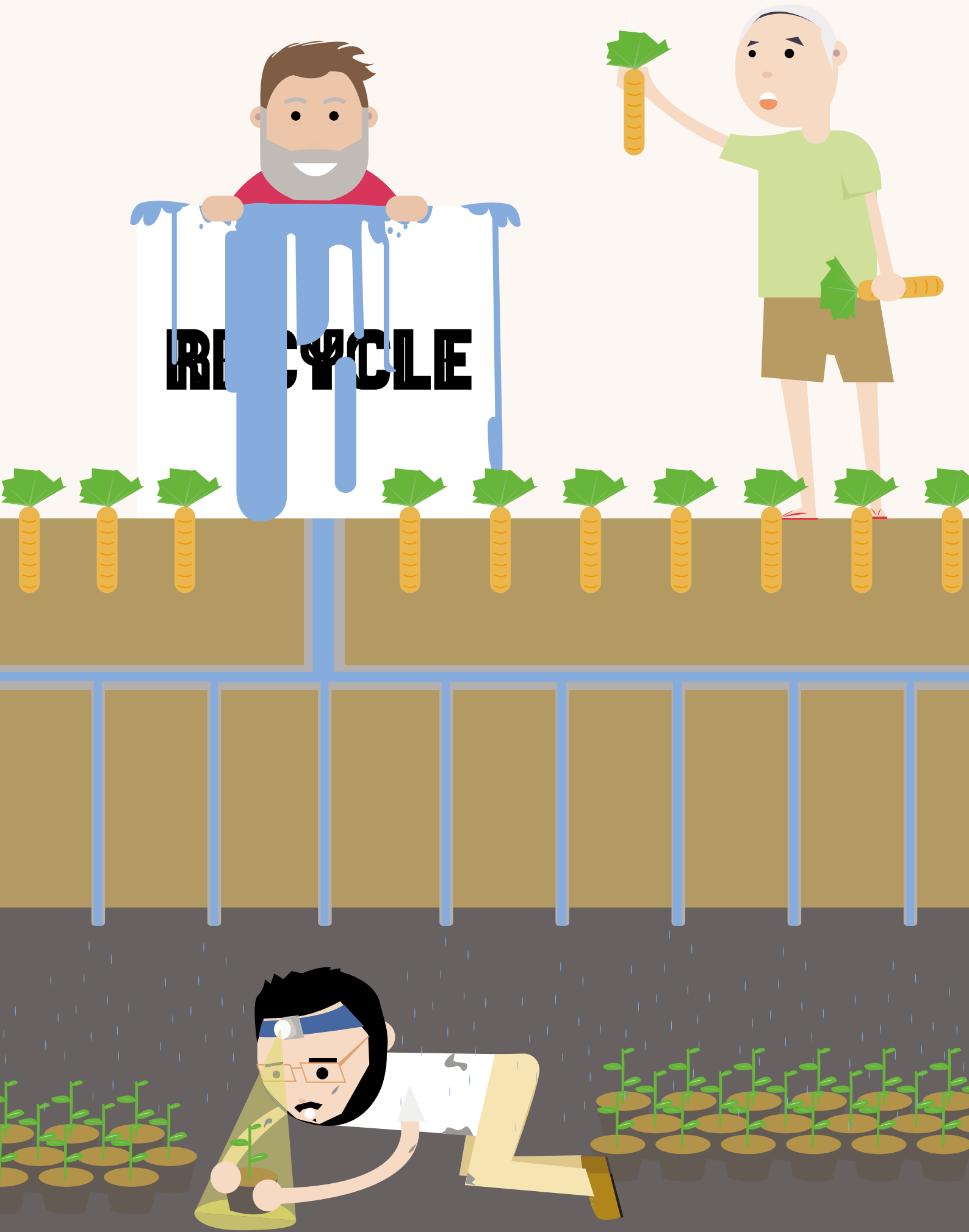
Robert Biel, lecturer at the Development Planning Unit and allotment owner, demonstrated how green urbanism and social justice have been tied to one another in the past. Social movements which ask 'Land for what?' show that land is a socially contested issue. Robert indicated that alternative ways of ordering society - without a central power or hierarchy - have been experimented with and applied in social and environmental movements. But how to link these local initiatives to large-scale change? Robert suggests using health rhetoric to influence decision-makers' opinion..

## 3.

**Richard Ballard**

*Co-Founder of Growing Underground*

The final speaker of the (Un) Urban lecture sessions has turned innovative sustainable urbanism into a full-time business. Richard Ballard is a co-founder of Growing Underground: an urban farm located 30 metres under Clapham in an old air raid shelter. The farm is a brilliant demonstration of Gary Grant's multifunctional urbanism: it produces food for the city, in the city, it is entirely powered by renewable-energy, it re-uses un-used space, is cleaner, quieter and more energy-efficient than other farms. Richard's business is innovative, useful and delightful - hitting all the Human-Centred Design targets our students were challenged to meet in their skills sessions. It was a great inspiration to see how a great idea becomes a business, with the capacity to have a real impact in the city.





## HUMAN-CENTRED DESIGN

In the first week of (Un)Urban, the students learned Human-Centred Design: a design methodology that places people's needs and hopes at the centre of the design process.

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# HUMAN-CENTRED DESIGN

International innovation agency Mensch took the students through the design cycle, from inspiration, through to ideation, and finally on to implementation. They also introduced the students to the key 'mindsets' of Human-Centred Design. These are guiding principles which a human-centred designer ought to bear in mind during the design process.

## 1.

### Mindsets of Human Centred Design

#### Creative Confidence

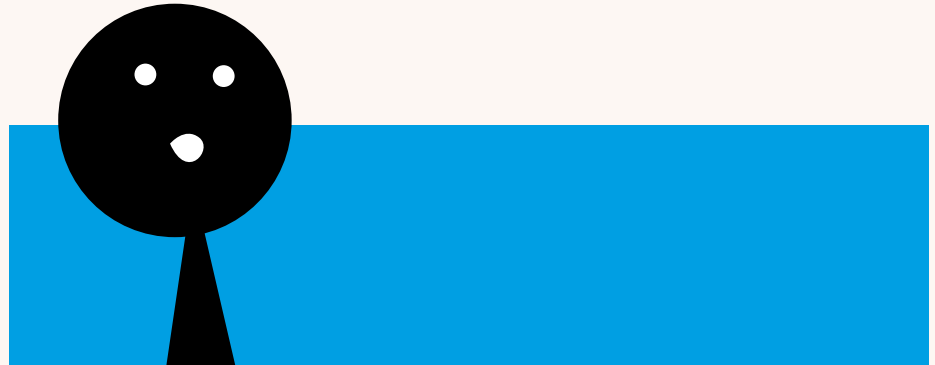
The knowledge that anyone can be a designer

#### Empathy

The capacity to put yourself in the design users' shoes, and understand their needs, fears and hopes

#### Embracing Ambiguity

The willingness to experiment with new ideas



#### Tangibility

Making something that can be played with and tested

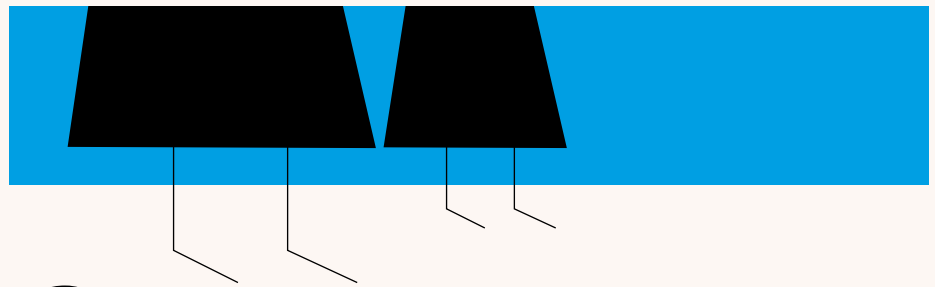
Mensch set the students a challenge to solve over the training sessions:

#### Iterate, iterate, iterate

The understanding that designs need to be continually revisited and improved

#### *How might we design a greener commute?*

This is a brief insight into what they did:



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*Upon further reflection, all of our solutions were targeted at resolving the problems brought about by the overarching problem – the inflexibility of his schedule. We thus realised that this was the larger issue at play here that we had to resolve. Hence, we had to re-work our solution and even go through the stages of Human-Centred Design (and stepping into his shoes) once again in order to pinpoint specifically the issues which would arise and disrupt his schedule and ameliorate the original solutions we had come up with.*

”

Group 11

## 2.

### Inspiration

This phase is about learning: who is our user group, what are their needs, what are their hopes, what is the context they are situated in? The inspiration phase is dominated by divergent thinking, which is about expanding ideas, looking outward and being open to new thoughts.

ronment. Since this was a training session, the students were asked to envision a user, for whom they would come up with a design solution. Students imagined their user, gave them attributes like age and gender, identified 'aspects' of their existing commute, and the 'needs' they faced when they commuted.

In a real situation, designers would conduct research into their user group and their envi-

# 3.

## Ideation

In the ideation phase, students started thinking about the potential solutions to their user's needs. They were invited to brainstorm as many ideas as possible. The rules: hold back judgement, and anything goes! Students covered A1 sheets with post-its, marked with wild and wonderful design solutions.

After coming up with as many solutions as possible, students grouped their ideas into themes, refined some ideas, and then chose the design solution they wanted to take into the implementation phase. Mensch set criteria for the big decision. Design solutions had to be innovative, realistic and delightful.

# 5.

## Reflections

No design methodology is perfect. Human-Centred Design might encourage designers to forget other types of 'actors', like the environment. It might also be used to appease specific users' demands, rather than respond to structural issues. A design solution for one group might be a problem for another. However, if we engage with divergent thinking early in the process, stay open to new ideas and the need to iterate, iterate, iterate, we might be able to mitigate these risks and design sustainable and inclusive solutions.

“

*As we were given the freedom to create the things we want, everyone was very passionate and was being really creative during the progress. The results turned out to be impressive! We had escalators that can transform into wider steps; Talkie Walkie that works with sticks to help the blind people; App that could keep track of friends to make sure they're safe; student-centric recycling scheme; headphones vending machines and calm carriages.*

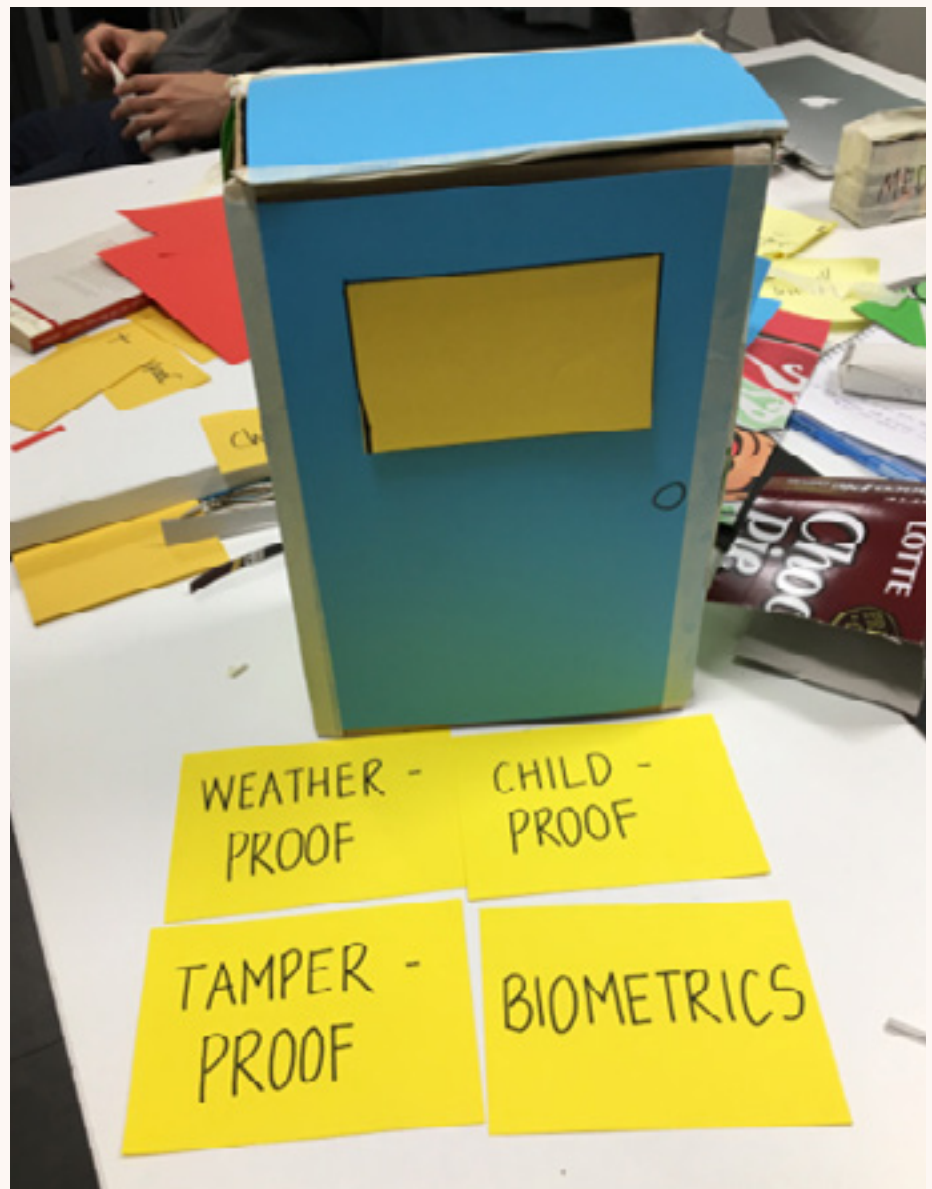
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Group 10

# 4.

## Implementation

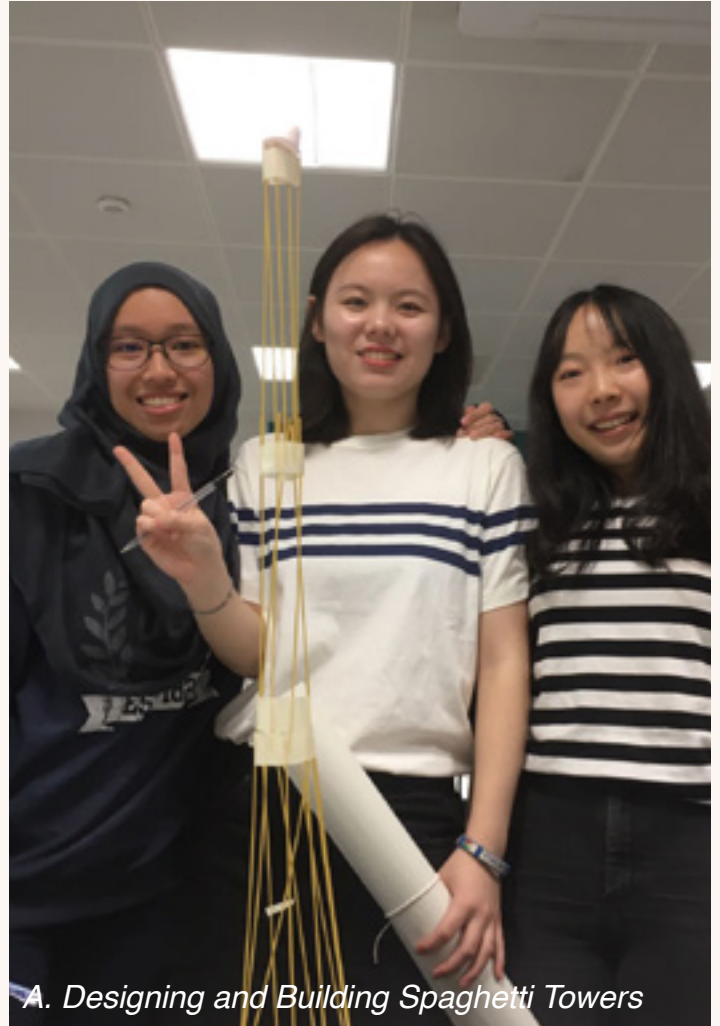
This phase is about focus: what is our solution, how would it work? Students storyboarded how their user would use their design solution. Having ironed out the kinks in their design, they made their ideas tangible. Post-its were replaced with silly putty, cardboard and pipe cleaners. Finally, students showcased their solutions to the rest of the (Un)Urban students.





# 5.

## Photos From the Workshop



A. Designing and Building Spaghetti Towers

“

*From this whole experience, we have learned to work in a group, listen to each other, not be scared of coming up with “crazy” ideas, developing solutions which are based on a concrete problem (Human-Centred Design), speaking in public and presenting our idea to others, different methods of brainstorming and problem solving.*

”

Group 8



B. Interviewing and Developing Persona



C. Ideation Phase

D. Presenting Persona to the rest of the groups



E. Prototyping



## CHALLENGES

Our partners in East London set each of our 16 (Un)Urban student-groups a challenge to respond to in Week Two. These challenges concerned real problems encountered by these organisations. Students applied their learnings from Week One and the Human-Centred Design approach to interrogate and provide creative recommendations to these challenges. The following chapter outlines each group's response.



# BIG LOCAL HACKNEY

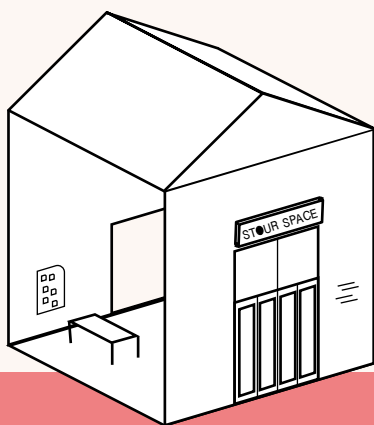
## The Wick Award – Making Hackney Wick Even Better

Wick award is a Big Local project funded by the National Lottery to support local initiatives and help local people grow good ideas.

WickAward is led by a partnership of local residents who talk to their neighbours in the ward, including people living on Gasgoyne, Herbert Butler, Trowbridge and Eastway Park estates, find out what people think are the most important issues for the area and make decisions on how to spend the money. Anyone living in Hackney Wick is welcome to join the Partnership.

The Wick Award Partnership has identified three key priorities;

1. Creating opportunities for young people
2. Promoting well-being for all
3. Building community connections

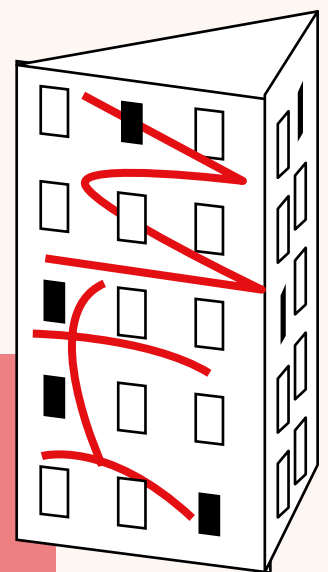


## Big Local Fund

Big Local is a ten year programme run by Local Trust to improve 150 local areas around England funded by the Big Lottery Fund. Each area receives about £1m for residents to use towards making a difference to their communities. The money can be used to make social investments or grants to fund projects in line with the priorities of the local community.

The aims of the Big Local programme is that;

1. Communities will be better able to identify local needs and take action in response to them
2. People will have increased skills and confidence, so that they can continue to identify and respond to needs in the future
3. The community will make a difference to the needs it prioritises
4. People will feel that their area is an even better place to live



## CHALLENGE:

*How can Big Local Hackney Wick facilitate positive connections between long-established communities and residents moving into Hackney Wick?*

# GROUP 1

## THE HW COMMUNITY SHARING HUB

**Team Members:** Jia Mei Tristodianto-LeeMara Catinca Buculeac, Pranav Hoolash, Lorenzo Molinari & Syahira Syazreen

**Navigator:** Tony McKenzie

### Who are we?

We are UCL students from various departments, part of the (Un)Urban strand of the Global Citizenship Programme. We have chosen to tackle certain problems in the East London area alongside our navigators and challenge-setters – that is, local organizations. In preparation for this, we first took part in a week of lectures and workshops. Regarding the former, we heard from various experts in different fields, such as social sciences or environmental policy and completed daily challenges using our new-found knowledge, receiving valuable feedback. Through the workshops, we came to learn a great deal about human-centred design as well as its aims and stages.

In the second week of the summer school, we got started on our preferred challenge in East London. We chose to work with Big Local Hackney Wick and Wick Award. Big Local is a programme run by Local Trust in partnership with the National Lottery, geared towards the improvement of local areas.

### Challenges of Hackney Wick and our aims

The main challenge given by our challenge-setters concerned creating positive connections between the long-established communities and the new residents who are just moving into Hackney Wick. In relation to this as well as the programme aims of Big Local and Wick Award, we honed in on three challenges in the area.

#### a. Segregated community

The area is undergoing rapid development, especially after the 2012 Olympics took place in nearby Stratford. As a result, there has been an influx of new residents who do not match the social profile of the pre-Olympic residents. As a result, there might be tensions between the two groups of residents: the artistic community living south of the Overground railway line, and long-term residents living to the north. The artistic population is also quite transient. Our goal would then be to build a more cohesive community.

#### b. Lack of youth opportunities and youth engagement with older generations

The community feels that there are not enough opportunities for younger people in the area. Some concerns regard education, and some unemployment; there aren't enough opportunities for the youth to thrive in their careers while remaining local to Hackney Wick. Furthermore, there is little engagement between generations. Therefore, the aim would be to increase the level of education and gatherings in area.

#### c. High crime rate and lack of safe spacious areas

This has been brought to our attention by our challenge setter and sadly seems to go hand in hand with the above point. Lack of opportunities drives some youths to turn to gang-related activities. While there are programmes in place to tackle this, this is not enough to tackle the problem. We decided to take safety into account as well.

In order to address all these problems and especially our main challenge, we thought of basing our proposal on the idea of skill-sharing as a way to bring people together and increase opportunities.

## What has been tried and how we can improve it?

We have been made aware of an initiative called Economy of Hours, or ECHO. This is an online platform that enables people to donate their skills as well as hours of their time to other people who would need them, in exchange for credits. As they say, they do not operate in pounds and pence, but hours and credits.

We found this to be a great idea to help build a stronger sense of community, engage with various demographic groups as well as develop skills within the community. However, we found there are some areas for improvement in order to for this to suit the residents of Hackney Wick and make it truly work.

§ Local: the ECHO service is as far as we know, not popularly used in Hackney Wick. We would like to make something like this a local platform, so that the community in Hackney Wick would benefit from it and thus strengthen their own, personal community.

§ Offline: We would like to make the service more accessible, as not everyone might be using the internet or indeed not be aware of the existence of something like ECHO among the many things available online.

§ Safer: We perceived certain risks to be involved with an exchange in the existing form. For instance, people using the platform might not know each other beforehand, and they might meet in an unsafe manner or a place that could put certain people at risk.

## Our idea

We decided that the most effective way to tackle the problems that are spread across Hackney Wick is a skill-sharing community hub: The HW Community Sharing Hub. It would include a variety of activities where the diverse Hackney Wick residents could gather and share their knowledge, as well as their culture and skills.

**The main aspects we would like to include are the following:**

- HW Community Sharing Hub would be a safe, supervised space facilitating meetings and skills exchange: either in the form suggested by ECHO, or in the form of occasional workshops. People would be able to advertise the skills they are willing to share with the community on a skills notice-board, where they could also book workshops for the activities they are interested in.
- To further the idea of sharing, the hub would accommodate a mini-library space where people could donate books and tools to help the community in exchange for other books or tools they may find helpful for themselves.
- There would be a study space with free, fast Wi-Fi and some meetings could also be held here, for instance career consulting or Q&A sessions with local people from different professions.
- A social enterprise (not for profit) such as a café and bar, where young local people would work, would operate in the hub, thus increasing opportunities. We would generally recruit local volunteers or employees for running the hub.
- As time goes on and the hub grows, other facilities may be added, such as a children's area, sports facilities or a games space. We could also involve the artists and create a space for them to exhibit their works and offer artistic consultation to locals.

## I. Getting in touch

Firstly, we would need to get in touch with Big Local and Wick Award. They could probably help us on the logistics and funding side, as well as maybe getting the community together.

## III. Engagement

It is important to note that engagement would be an essential part of the entire process, as we aim to stay connected with what the community needs - we are centering our process around them, after all! However, we would at this point consult them greatly for input, for instance when it comes to design, to what skills in particular they would like or could contribute with, or what books/tools they could have, as well as general feedback and suggestions. We could also talk to local artists for input on design.

## II. Space

Of course, we would also need to find a space to base our hub in. It is very important to us that the space is within the area of Hackney Wick and easily accessible, as we are aware that this would draw more people to actually use it. Perhaps we could receive some advice from our challenge-setters or from the community regarding this.

## IV. Building

We will try to involve both the residents and the artists in the process of building the hub.

## V. Partnerships

This step might even overlap with the previous ones, as we will seek to build further partnerships with other initiatives, in order to build upon the resources we would be given from Wick Award. For instance, we would partner up with schools to raise awareness among the youth, with similar charities, and seek donations from the library or D.I.Y stores, for example, for the base of the mini-library.

***We think that such a project would eventually succeed, helping members of the community to come together and develop a tighter sense of belonging and unity, to assist each other in learning and developing new skills, thus increasing opportunities to thrive in Hackney Wick.***

# GROUP 2

## HACKNEY ON LEA

*Bringing the Community Upstream*

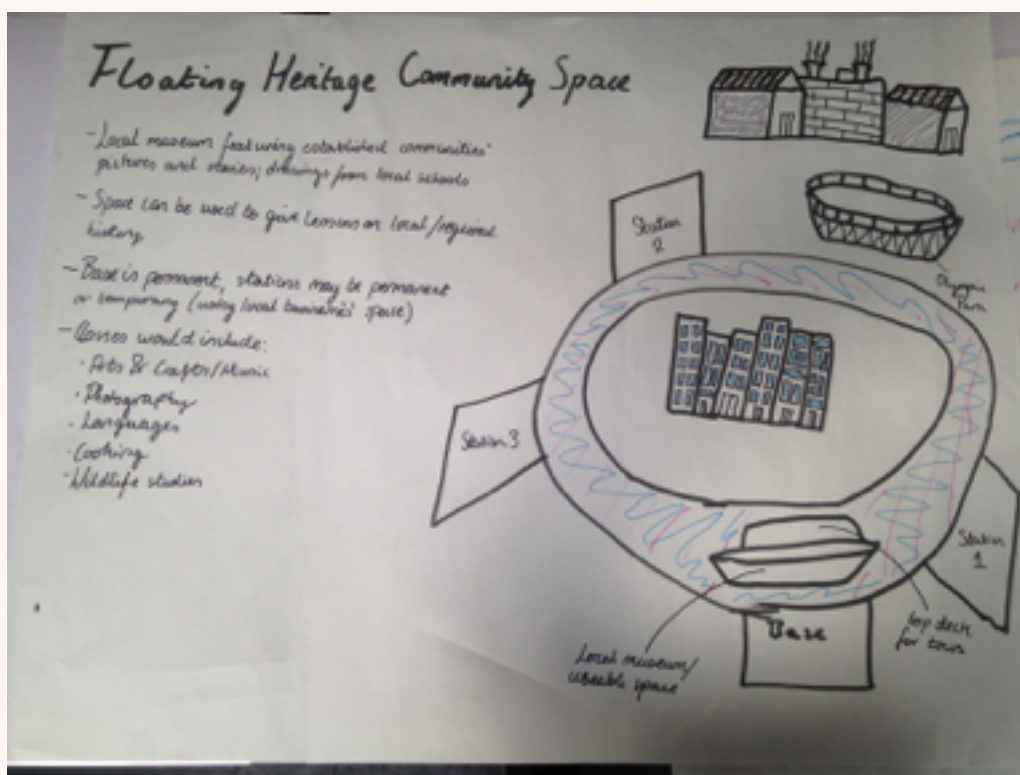
**Team Members:** Sulaimann Atallah, Zihao Chen, Anton Gromoczki, Omer Hamid, Jing Wei Chan & Zakaria Ahmed

**Navigator:** Tony McKenzie

### Challenges of Hackney Wick and our aims

The River Lea separates the post-Olympic development and Hackney Wick's residents. Instead, we hope that the river could bring the different communities together and get them to share their stories.

### Our Idea



We want to create a Floating Heritage Community Space, a local museum featuring established communities' pictures and stories, as well as drawings from local schools. The community space would be on houseboats on the river Lea, bringing the community together where the two communities separate and thus promoting social cohesion. The idea is to support knowledge of local history with the use of photographs and art work, by collaborating with local museums. The community space would also accommodate activities such as workshops or festivals.

There would be one permanent base station and a couple of other either permanent or temporary stations. The stations buildings would be renovated and transformed at the lowest possible costs with the help of local artists and entrepreneurs, and could accommodate activities that require bigger space than what a houseboat can offer.

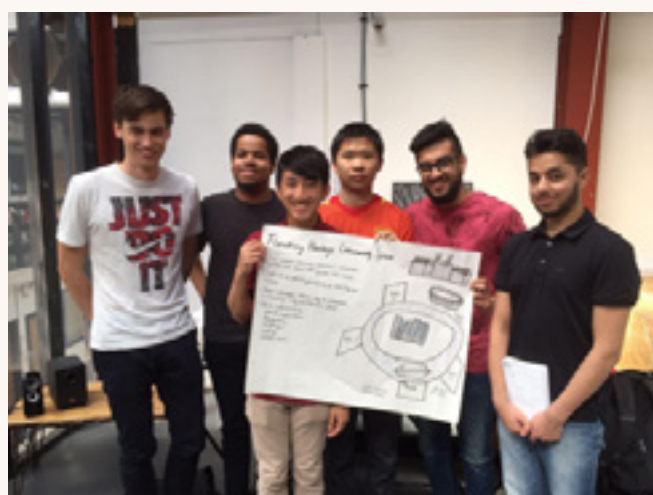


Among the various activities would be history, heritage, music and art classes. These represent an opportunity to fuse the artistic and historical side of Hackney, as well as to make older generation feel more involved. The centre would also provide swimming lessons so that parents are more willing to allow their children on to the water, and would share knowledge about navigating and maintaining the houseboats. Maintenance of the houseboats and the stations would create additional employment opportunities.

### Funding

The centre could either be crowd funded or receive funding from Big Local. Additional income could come from renting the boats for events such as weddings or from holding boat tours.

### Potential course that the boat will take



# GROUP 5

## #GETINVOLVED

*We Do Loads in Hackney Wick*

**Team Members:** Amy Chan, Benedikt Stranak, Davide Locatelli, Yuxin Fu, Fiona Darcy, Omar Al-Kamil & Hurst He

**Navigator:** Jon Urquidi Ferreira

### Who are we?

We are a group of UCL students from different backgrounds and courses, taking part in the UnUrban Global Citizenship programme. We chose the Big Local challenge because we believed it is a great cause and we could hopefully contribute in developing it further.

### Challenges of Hackney Wick and our aims

We decided that the most effective way to tackle the problems that are spread across Hackney Wick is a skill-sharing community hub: The HW Community Sharing Hub. It would include a variety of activities where the diverse Hackney Wick residents could gather and share their knowledge, as well as their culture and skills.

The main aspects we would like to include are the following:

- HW Community Sharing Hub would be a safe, supervised space facilitating meetings and skills exchange: either in the form suggested by ECHO, or in the form of occasional workshops. People would be able to advertise the skills they are willing to share with the community on a skills noticeboard, where they could also book workshops for the activities they are interested in.
- To further the idea of sharing, the hub would accommodate a mini-library space where people could donate books and tools to help the community in exchange for other books or tools they may find helpful for themselves.
- There would be a study space with free, fast Wi-Fi and some meetings could also be held here, for instance career consulting or Q&A sessions with local people from different professions.
- A social enterprise (not for profit) such as a café and bar, where young local people would work,

### Our idea

Our idea is to create a Youtube channel and schools programme that connects projects funded by Big Local by getting young people to film what is going on and uploading and sharing videos on social media, creating a local communications platform to promote Big Local in Hackney Wick.

By young people going out and filming projects funded by Big Local and sharing them on social media they will become more engaged in the community, defined by the environment they share. Schools are the best existing networks to start with because that is where both older and new residents meet. The local communications platform, starting with the YouTube channel and social media accounts will help different groups within the community to contact each other and possibly come up with more Big Local projects.

Teaching young people new skills to create their own mini films, will enable them to gain confidence, participate within their community and gain new skills for their CV or personal statements, as well as developing English language skills for the people whose first language is not English.

By creating social media accounts that complement the already existing promotional materials such as leaflets and posters, we will enable a broad range of people to discover Big Local and what is being offered in their community. Young people from all backgrounds are very active on social media, but also have a lot of connections within the community including people that are not on social media such as older family members.

### Stages of implementing our idea

1. Hiring a technical apprentice/using existing apprentices to develop social media accounts, get in contact with Hackney Wick Locals Facebook account, as they have 15K followers, to find out how they started theirs.
2. Contacting Creative Wick Film School (partially funded by Wick Award) or a different organisation which would be willing to teach young people how to make their own mini films.
3. Establish a partnership between either the young people's forum or local schools and the film school to teach film making.
4. After learning these skills, the young people could make films of projects being funded by Big Local in Hackney Wick. Possible projects that young people could film are: Hackney Wick FC, Wick Village Community Garden, Hub Sixty-Seven and the Man Shed.

# GROUP 11

## The Hackney Wick Summer School

**Team Members:** Helen Ng, Claire Pei Xuan Lim, Hannah Jung, Grace Tang, Jashan Walton & Hyunwoo Cho

**Navigator:** Gillian Swan

### Challenges of Hackney Wick and our aims

Hackney Wick embodies a diverse community. It has a high mix of ethnicities, with about 40% of the population who are not of white ethnicity. Around 12% are Black African, 8% are Black Caribbean and 7% are South-Asian. Furthermore, common languages spoken include Turkish, Yiddish, French, Gujarati, Bengali, Youba, Spanish and Punjabi, while large Vietnamese and Kurdish communities, amongst others, are also identified in the borough. It also has a fairly transient population, exemplified by a higher-than-average level of residents who have no permanent address and 75% of households living in rented accommodation. The artistic community is also extremely prominent here, with around 600 artist studios in the local area. Whilst a potential asset to the rest of the community in Hackney Wick, a lack of engagement between the artistic community in Fish Island (south of Hackney Wick) and other residents has been associated with tensions between the two groups.

### We set ourselves the following objectives:

- To encourage arts-related education of teenagers and youth
- To connect new artists living in the area with the established local community to foster stronger bonds
- To provide multifunctional space for artists in order to preserve the vibrancy of the area due to the artists based here, as well as in order to provide shared space for artists while reducing tensions between both communities arising from gentrification
- To give youth a purposeful summer holiday project, since many families in Hackney Wick do not have the means to go travelling during this period
- To reduce boundaries between children (and potentially parents) of diverse cultures and socio-economic backgrounds via working together and developing such a project
- To bring the community together through art, while developing a better understanding of urban development and the architecture of the Olympic park

### Our idea

Firstly, we envision a three-week holiday project-come-summer camp where youth (teenagers and children), artists and relevant facilitators work together in order to build a desired structure (such as a playground). Its design would hopefully take inspiration from artistic sculptures which can be used at the end of the project for recreational purposes. The first week would be spent on workshops covering a variety of topics, such as woodworking or architectural design and planning. The next two weeks would then be dedicated to constructing and building their final structures.

Concurrently, there would also be other programme strands which would offer workshops in other kinds of art forms, such as painting or sculpturing. This would preferably be run by the artists based in Hackney Wick, and the pieces (sculptures, art pieces, and perhaps even t-shirts and memorabilia based on these designs) created at the end of the programme would be auctioned for charity, as a means to raise further funds for Hackney Wick.

would operate in the hub, thus increasing opportunities. We would generally recruit local volunteers or employees for running the hub.

## Example Programme:

### Week 1:

- o History of architecture of the Olympic park
- o Woodworking workshop
- o Building and architectural planning workshop

### Week 2-3:

- o Building and construction
- o Final presentation

## Stages of implementing our idea

### 3 months before

- 1) Asking schools to provide space for the summer art camp and promoting this programme to students
- 2) Reaching out to facilitators, companies and volunteers
- 3) Ask town council if it has identified suitable spaces that could be used over the summer for the aforementioned purpose

### 2 months before

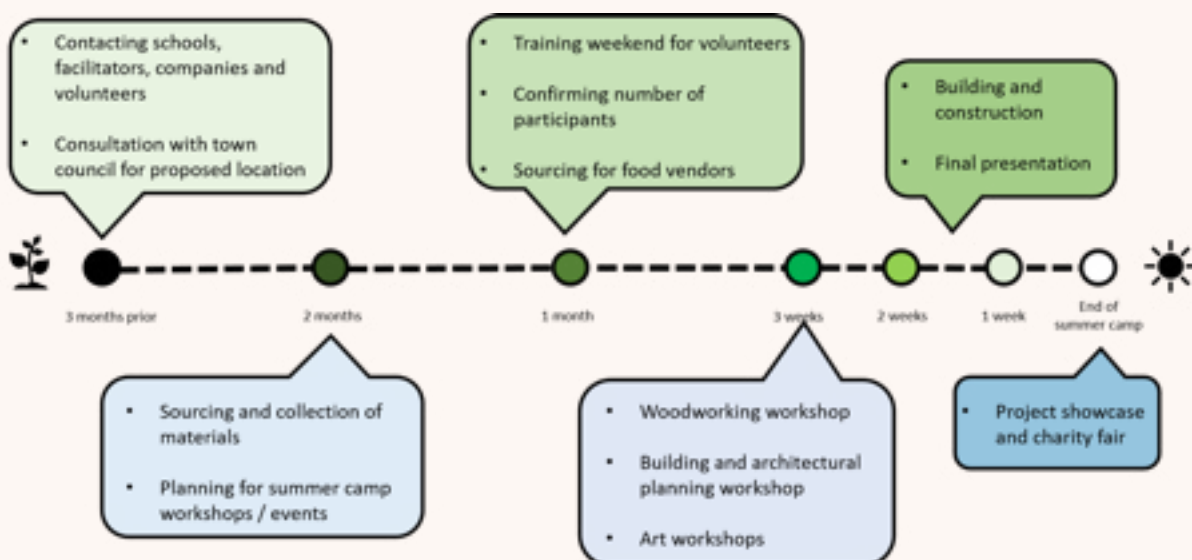
- 1) Sourcing and collection of materials required
- 2) Planning for summer camp workshops / events based on age group - delegation of tasks to artists and workshop leads

### 1 month before

- 1) Training weekend for volunteers – safety; dealing with young children and different cultures; event management
- 2) Confirming number of participants
- 3) Sourcing for food vendors



*A woodworking programme for a playground in Hamburg*



The consolidated sample timeline for such a programme (including planning and execution) is as shown above.

## Partnerships

The following diagram shows the potential stakeholders and collaborators which would be involved, alongside people that we would need to reach out to in order to kickstart this project.



## Location

We tried to identify a potential area to showcase the project for the rest of the summer that was relatively accessible and which could provide a form of shelter in case of bad weather. After some exploration, the space under the A12 flyover was deemed to be suitable for this purpose.



*The disused motorway undercroft of the A12 flyover.*

This space had previously been used for a project “Folly for a Flyover”, which was converted into a temporary cinema and arts venue for 5 weeks in 2011.



*Folly for a Flyover project*

## References

<http://localtrust.org.uk/assets/downloads/plans/Big%20Local%20Plan%202014.pdf>

[https://www.kids-ontour.de/suche\\_Bauspielplatz\\_1.html](https://www.kids-ontour.de/suche_Bauspielplatz_1.html)

[https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=r-ja&uact=8&ved=0ahUKEwjEwYb\\_gK7UAhWNLVAKHX4pCh4QjhwIBQ&url=http%3A%2F%2Fwww.rp-online.de%2Fnrw%2Fstaedte%2Fmettmann%2Fspass-auf-dem-bauspielplatz-aid-1.913172&psig=AFQjCNGI8Eg4OOv9yJXfS\\_MmS1HDiZBOUA&ust=1497003166342026](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=r-ja&uact=8&ved=0ahUKEwjEwYb_gK7UAhWNLVAKHX4pCh4QjhwIBQ&url=http%3A%2F%2Fwww.rp-online.de%2Fnrw%2Fstaedte%2Fmettmann%2Fspass-auf-dem-bauspielplatz-aid-1.913172&psig=AFQjCNGI8Eg4OOv9yJXfS_MmS1HDiZBOUA&ust=1497003166342026)

[http://assemblestudio.co.uk/?page\\_id=5](http://assemblestudio.co.uk/?page_id=5)

# PUBLIC WORKS

## About the Wilderness Project

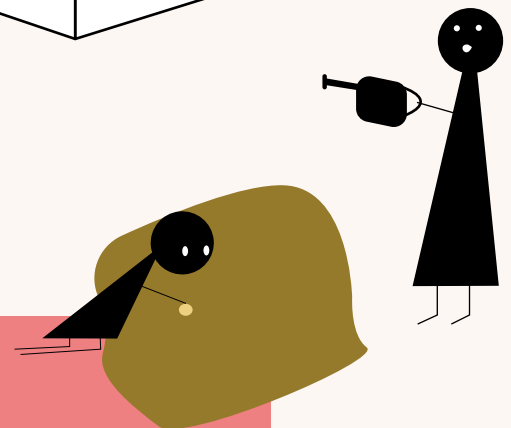
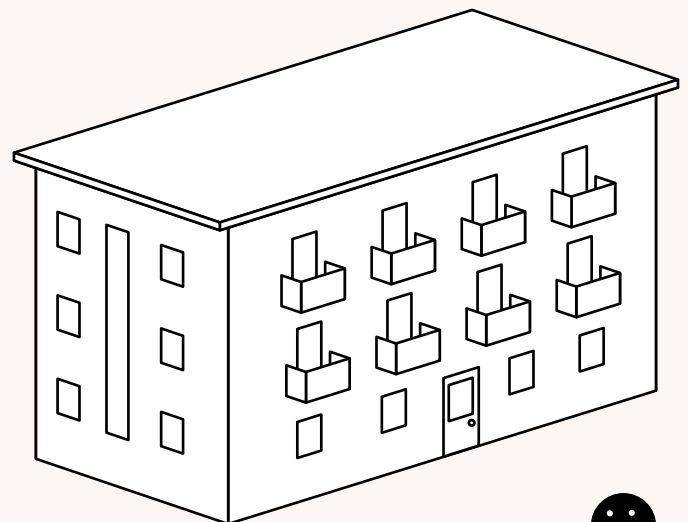
By starting a community garden the Wilderness Project facilitates the use and enjoyment of the large areas of green spaces on post war housing estates, encouraging residence to take ownership for their local area. A program of urban wildlife workshops create a discussion about the importance of nature within cities. Through the attraction of endangered species the project aims to decrease the speculative value of the land, making it more challenging for these estates to be developed. By creating a constituted gardening group the project enables the residents to protect their homes from development.

## Why?

Post-war housing is under threat. The recently published Savil report has re-classed post war housing as brown field sites. With an ambition to “complete London’s streets”, the report attacks the high-rise typology of these estate. The Wilderness Project aims to highlight the value of the large areas of green spaces within post war housing estates, by activating them through the creation of a community orchard.

## Our Resources

A group of residents from the estate support the project. We also work closely with the Roman Road Trust, who work on community projects within the area. Further to this we work closely with groups of London and nationwide charities who support green spaces within urban areas: London Wild Life Trust, Grow Wild, RSPB.



## CHALLENGE:

*How could digital media be used to support the Wilderness Project and have local agency? What tools can be used to improve local use of green spaces? What are the local networks of green space?*



# GROUP 13

## Wilderness Project Website & Garden Festival

**Team Members:** Alessia Aliaj, Alexandra James, Flavia Bernabo, Lena Fricker, Luboš Pemiš & Rosetta Zhang

**Navigator:** Sophie Bush

### Project aims and challenges

We chose to work on 'The Wilderness Project' with public work's representative, Hester Buck. She was responsible for creating a community garden with residents around Butley Court, with the aim of growing an orchard to attract and develop the population of endangered birds in the UK. She had garnered support from 50 to 60 locals at monthly events and involved 12 residents in the core watering process, but had the aim of attracting more residents, particularly the lowest participating group: those living within the tower blocks, and perhaps expanding further afield to attract residents across the East End.

Hester also shared the importance of not narrowing down the purpose of the space, leaving it open to multiple uses. This echoes the importance of multi-functional spaces which we were introduced to in the previous week and was relevant to the aim of involving as many people from the community as possible in the project.

### Our aims

Given the challenge we chose, the information on the Wilderness Project and the area that we gathered, we set ourselves the following goals:

1. **To design social media platforms that allow the community to:**
  - a. Network between other local community gardens
  - b. Record the nature present
  - c. Promote events
  - d. Engage all social groups within the community
  - e. Disseminate information to those without internet access
2. **Develop further activities and designs for the garden**

### How we used the human-centred design approach

#### I. Discovery

The initial phase of the human centred design approach involved gathering information. We visited the meeting space at Bow End car park for an initial and follow-up interview with Hester, our challenge-setter. Here, we were introduced to the key goals of her project, what our challenge was, as well as background information such as the key groups involved in the project. We also visited the community garden to understand the scale of the garden and how it could be designed.

#### II. Ideation

We split into subsets to focus on creating personas for each of the key target groups: the elderly, women with children and young leaseholders. This allowed us to focus on specific needs and to make sure our ideas and final designs were inclusive and useable by all aspects of the community - broadening our ideas rather than limiting them.

We developed many ideas that ranged from potential prototypes (producing beehives) to being less feasible (deck chairs with charging ports). This large range of ideas was then grouped into structural and design changes; activities, competitions, event days and workshops; trading and collaboration; and social media.

We then needed to hone in on specific ideas for development in our prototype phase. In line with the key focus of our challenge, we focused on social media with our website being the key link.

### Our idea

We designed a website for Butley Court Community Orchard with links to multiple social media platforms, as well as to Roman Road Trust and other related organisations to allow for a greater network of community gardens to be developed that allows the sharing of ideas, resources and support.

We also developed the idea of a community garden open day or 'Garden Festival' which would not only allow the local groups to better acquaint themselves with one another but also to advertise and promote their work to others by inviting them to explore the network of local gardens and participating in some activities that would also be taking place. We made this idea more tangible by producing a storyboard (see presentation section).

However, our main focus was the development of a website for the gardens to allow the group to share information about various events as well as the growth of the plants and wildlife found in the garden. The images below reflect the design of the homepage which would be separated into sections as the user scrolled down the page, with further information available on further web pages. The page's header would remain fixed at the top of the page so the social media links would still be accessible as the user scrolled.



The 'About' section would contain key information about the project so new users have a better understanding of the next few sections and why they are useful. It also presents a map of surrounding local community projects to allow users to see how community projects have already developed and are newly developing in their area as well as expanding their sense of community.



The Events segment not only introduces and promotes upcoming and future events to new and current users but also lists some previous events to show the range of activities the community participate in. It also stores photos into albums related to events, working as an archiving mechanism for people to look draw on. This feature would link very well with instagram and facebook in the way that it groups photos and uses them for promotion.



The following section provides information on the wildlife visiting the plants as well as how the plants were grown and will be harvested. However, on the homepage, the pictures show the varieties of plants being grown as well as the wildlife present. It allows for more detailed information to be collected on a separate, linked page but introduces it in brief to users as they scroll.



The final section, featured at the bottom of the page, encourages participation by new users, encouraging them to get involved. It also provides links to in-depth information about meetings and formal processes. The noticeboard section allows people to post the information they feel should be included on noticeboards and can be regularly checked to make sure information on the website informs the noticeboard and both are kept up-to-date with the same information.



This homepage design conveys all the important information in a simple, user-friendly format.

# GROUP 14

## The Wilderness Project Social Media Campaign

**Team Members:** Ananya Samuel, Priya Kaur, Richard Partner, Chloe Teal, Marie Schwarzkopf, Jason Wu & Nicolas Koedjikov

**Navigator:** Sophie Bush

### Introduction

We are group 14 of the Global Citizenship strand (Un)Urban: Designing for the green city. Our challenge-setter was public works, who focused us on their Wilderness Project. This project seeks to improve use of green space in the Roman Road area in Hackney, but also to protect the area from gentrification. Our input to the project concerned was the creation of a community garden in an estate, and particularly how social media can support the garden.

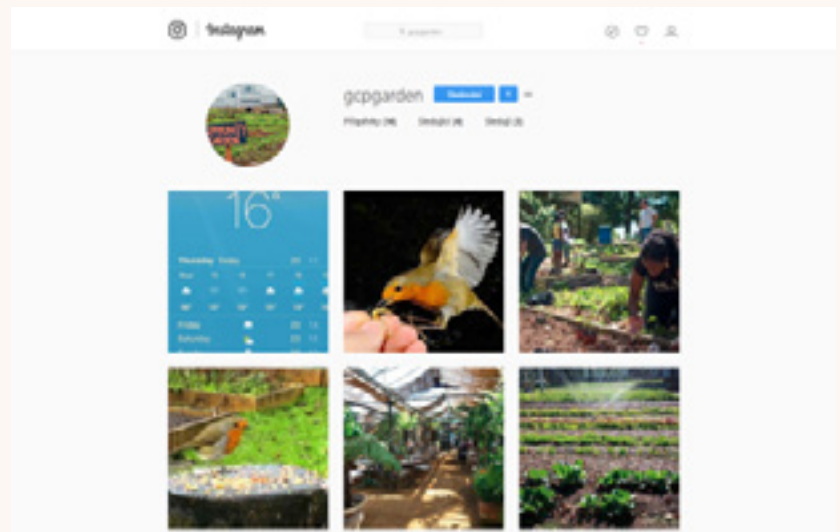
The lectures that we attended during the first week helped us a lot with developing our solution. In the first week, we were introduced to the notion that parks are part of a social milieu, as well as being the lungs of the city. On a smaller scale the community garden development is a social space for a diverse group of people who will be able to use it to socialise, share recipes and relax. An important question explored in the lecture sessions was whether a city's development will put residents first, or capitalist development. Hester, who is in charge of the Wilderness Project said that by preventing post-war brown field development we can use the space for a community as well as attracting native bird species.

To find a solution, we used human-centred design. It would allow us to identify community members, its needs and to create adapted social media. Human-centred design involves the creation of personas who would be typical users of the orchard. Our group designed three personas: elderly residents, mothers with children who live in the estate and young leaseholders. This allowed us to brainstorm different ideas about what and how social media should be developed.

### Our Idea

We realised that the existing media (only one Facebook page) was not popular, although it was well designed. Thus we decided that we could expand on the garden's online presence by creating a sample website and social media profiles that could support the Facebook page and provide further reach for the project. We created a hashtag #BCCOrchard which connects the different platforms and acts as a sign or logo for the garden. We think that we created interesting digital platforms that will further encourage the community to engage with the garden. For example the vegetable patch is represented through the online monthly recipes which will include the seasonal vegetables available in the garden. Another section is the Bird of The Month feature which highlights the wildlife conservation aspect of the Wilderness Project. This will also promote inclusion of the local people, as bird types can be spotted and recorded, increasing interaction with the respective section on the website.

**#Instagram** is a popular platform for sharing photos; it can provide visual updates on events as well as showcasing aspects of the garden, with photos of the vegetables and gardeners. Below are examples of what the instagram page could look like and the kind of content that could be included. There could be updates on the growth of the flowers and vegetables. Instagram would be particularly good for involving younger people as it is a particularly popular platform among them.



**#Twitter** has a more diverse demographic and allows for brief and frequent updates. It also makes it easy for the community to engage with the day-to-day activities of the garden by using the hashtag we created. Below is a screenshot of the sample Twitter page we made.

*Throughout the two weeks, we were reminded of the importance of community and local participation. We learned through human-centred design, how to appeal to aspects and needs of local residents. This was truly rewarding and hopefully our social media ideas and prototypes provide some help to the development of the community garden.*

# GROUP 7

## Online & Offline Strategy for the Wilderness Project

**Team Members:** Emily Hoh, Liza Karmannaya, Rafael Hunt-Stokes, Eliana Johnson-Leighton, Pang Leungsuwan & Satia Putra

**Navigator:** Sarah Wilson

### Challenges of the Wilderness Project and Our aims

Our initiatives are focused on targeting three population groups: mothers, young people living alone, and the elderly. Using human-centred design, we devised strategies to:

- Create virtual archive to record nature within the estate.
- Build large scale neighbourhood network of green spaces.
- To capture the attention of these three target populations and motivate them to take part in the project.

### Our Ideas

## 1. WEBSITE

Content//

### a. Homepage

The homepage is presented to have a simple interface with key information about what we do, Tabs to other pages and a link to our social media account are visible when people view our website. To clearly show the audience what we do, we have chosen to use (a) Mission statement, (b) Video and Photograph of our activity and (c) Key words that describe the wilderness project. We drew this inspiration from: <https://www.ediblegardencity.com/>.

### b. Interactive map

The interactive map which can be used to view different species that could be found in the area and to record new natural findings will be accessible from the homepage and navigation bar

### c. Donation/Volunteering page

The website will contain information about how to join the project as a volunteer or contribute financially

### d. Forum

The forum will be open for community to discuss about various issues and anything that is related to or not related to the wilderness project.

### e. Blog

The blog will be used to share latest updates of the project. It will be written by a volunteer within the estate and the organiser/project manager.

### f. Gallery

The gallery page will contain all the pictures and videos uploaded across different social media platforms that are using our hashtags or tagging our page in the picture.

### g. Linked Social Media Accounts

We recognise that social media is the most effective way to engage with our audience, therefore our website will be linked to all of our social media accounts (e.g. Facebook, Twitter, Instagram & Snapchat).

## 2. INTERACTIVE MAP

### What?

Online based tool to archive all the nature that has been recorded by taking pictures of nature findings within the area and building a network of green spaces in the neighbourhood. This will be done by using a geolocation feature which have been used by a local neighbourhood forum as part of their neighbourhood plan making process.

### Why?

This particular model is used because:

- (a) The technology is there, thus cheaper to develop (just need to add image feature).
- (b) Local people are already used to the interface of the webpage.
- (c) Quick and easy.
- (d) It provides a set of important data such as time, location and number of times it has been seen.

The interactive map is also available offline for people who don't have access to the internet (will be explained later in the text).

### Our Approach

Even though the main challenge is to connect and engage with the wider audience to participate in the wilderness project through the means of different media, we have identified that there are four aspects that our challenge-setter might need to consider in order to effectively reach and engage the different target audience and eventually fulfil the overall purpose of the project.

## 1. ACTIVITY

Before we could deliver the message about the Wilderness Project and invite people to participate, we believe that we need to engage with our audience directly. Thus, planning for the right activity is essential to the success of the project.

### Why?

- Different types of activity would attract a different type of audience.
- Meaningful activity would leave a lasting impression on the participant, thus higher possibility that people would come back.
- Getting as much people as possible on board.

### How?

Plan an event or activities that would attract the different targeted audience even though they might have little to none interest in gardening or the cause of the project to begin with.

### Proposed Solutions

a. Following what has been done

- Activity that would attract the audience but also deliver the message of the project.
- E.g. cooking using ingredients grown from the garden and workshops for children.

b. Befriending Scheme

- Provide the elderly with more social contact.
- Adding more reason/purpose for people to take care of the garden (not only for the project but also to provide an opportunity for more social contact for elderly).

c. NatureGO

- **What?** Similar with birdwatching; walking around the neighbourhood and recording natural species around the area (through the wildernessmap webpage/leave mark at the map and write down findings in a logbook).
- Attracting family with young children to help archive nature records in the neighbourhood.
- To help the local neighbourhood to get used to using the wildernessmap and offline magnetic interactive board.

d. Other ideas: Temporary garden pet, yoga class for elderly

## 2. REACH

Now, after we have activities that would attract the different age groups, we need to think about how we could reach out and ensure that the expected audience will join in our activity.

### Why?

- There are some possible restrictions for some of the target audience, especially with elderly people being able to access the information online (social media/website).
- Many people are still not aware of the existence of our project, thus offline marketing is necessary.

### How?

- Using all possible ways to reach the targeted audience (face-to-face interaction, poster and on-line marketing).
- Collaborate with other organisations that already have a big audience to promote event (e.g. Roman Road Trust and other organisations that share same believe/purpose).
- Communicate to the audience how the project would benefit them directly.

### What?

a. Bulletin Board

- Wilderness map (offline) - The bulletin board features an interactive magnetic map, which allows residents to add any sightings of new species to the map using magnets and to note down its description in a logbook.
- The board will be in the estate or outside of the public works hub.
- Additionally, the bulletin board consists of gardening calendar, featured photographs, news, flyers, and links to all social media.

b. Collaborate with local shops, library and other places where our target audience can be mostly found and to share information about our activity through direct interaction, or posters and flyers.

c. Placing "Have you Seen?" Posters at locations where endangered/unique species have been found.

d. Strategic Marketing Message

- Examples: 'Gardening to build/improve children's self-esteem' - if targeting parents with young children to join the project and "Improve elderly well-being" if targeting the elderly to join the project.



### 3. COMMUNICATE

Once all the expected groups of people come together for the event, we should communicate two things:

- (a) Purpose of the project
- (b) How to further participate in the wilderness project

These two areas of information are as important as the activity itself, as it would be the determinant as to whether the participants share the same purpose and are willing to contribute more to the project.

### 4. CONNECT VIA SOCIAL MEDIA

When all people are gathered in one place and already understand the whole purpose of the project, this is the chance to follow up that connection through social media. Information about our social media and website can be shared through many ways, through flyers given out during the event or through other incentives (e.g. free food sample after follow instagram and facebook).

Once we have a strong online and offline audience, we could start engaging with them through different social media channels.

#### **Why?**

Social Media serves as a complement to the website. Its main objective is to provide an easily-accessible media for local residents to help track endangered species in the area which is one of the objectives of the Wilderness Project. Besides the geo-locate interactive map on the website, residents can also upload photos of any species spotted in the area on three main social media platforms with #OldFordOrchard. The accounts 'OldFordOrchard' on these three platforms will serve as a channel to publicise events or provide updates for the residents.

#### **What?**

##### **Twitter and Instagram**

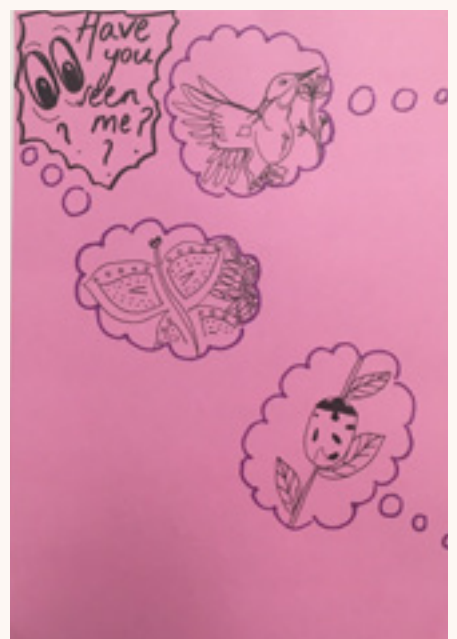
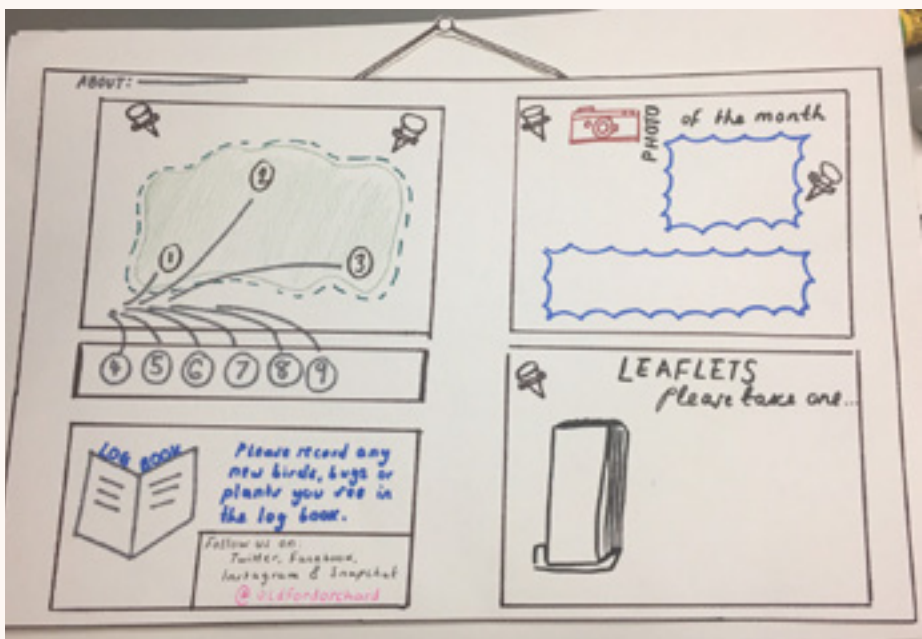
Twitter and Instagram live updates will be on the homepage of the website so tech-savvy residents are informed about these channels and follow them. All the photos uploaded on social media will eventually be archived onto the website. Not only will there be photos of plants, animals and insects that will be uploaded, there will also be pictures of communal events uploaded on Facebook and linked to the website, so as to show what kind of activities the community organise and which may attract more donations.

##### **Snapchat**

Snapchat is a slightly different media with interesting features to tap on. "Geofilter" will be created with common templates across many green-space partner communities to build the sense of solidarity, yet with different names for each garden. Moreover, there could be a community story feature where other users can upload 'snapchat story' onto the same platform, this may be considered during a big event as it would incur a cost.

##### **Further**

All photos uploaded will automatically be considered in mini competitions; for example weekly or monthly photo competitions. Afterwards, there will be a pop-up gallery to showcase impressive photos and attract people from other communities to witness the success of the project, which could encourage them to follow suit.



VIEW OUR FULL SLIDES HERE  
<http://bit.ly/2uw-Wpyw>

OR

SCAN HERE



# GDP

## Gasworks Dock Partnership

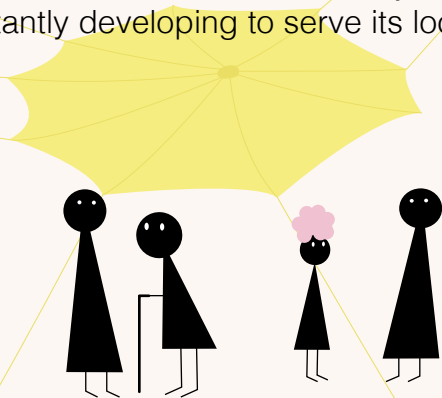
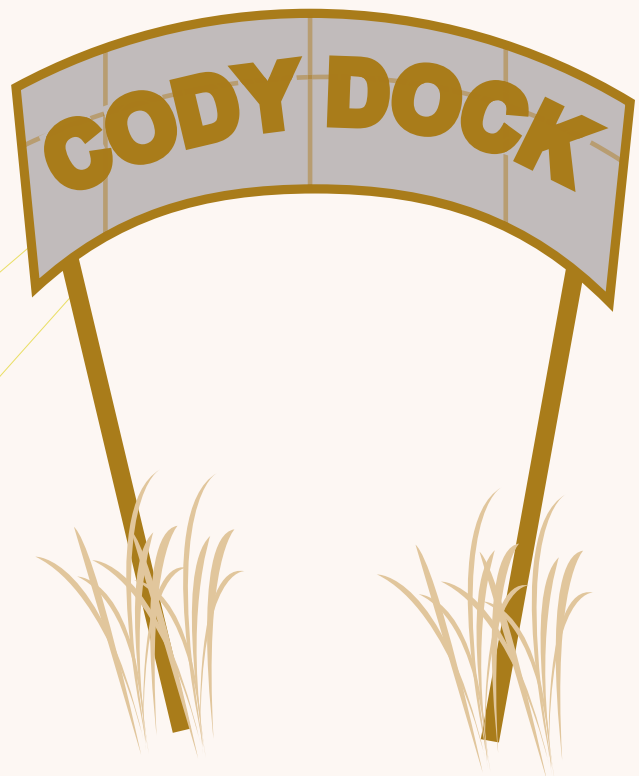
### About Gasworks Dock Partnership

Gasworks Dock Partnership (GDP) is a registered charity based in the London Borough of Newham (LBN). We are leading the regeneration and development of Cody Dock in Canning Town, London E16. Against the backdrop of LBN's very transient population plus the increased focus on the surrounding areas rapid regeneration, GDP aims to enable and inspire sustainable communities to emerge and grow by strengthening people's sense of place and providing opportunities for people to participate and engage with the transformation of the Lower Lea Valley.

At the heart of its activities is the tireless efforts of volunteers who come along to help transform the site which has seen it rise from a derelict rubbish filled site to a vibrant community hub which is constantly developing to serve its local community.

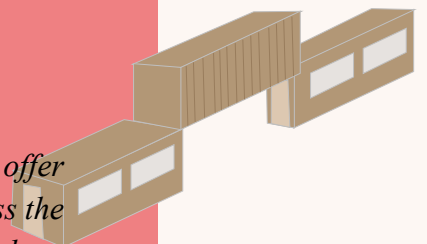
### Our Resources

We have four paid office staff paid team, a seasonal gardener and our contributing tenants: the cafe, Adventure Playground Engineers and Office of Crafted Architecture. We also have sessional people working on the restoration of the community boat..



## CHALLENGE:

*How can the Gasworks Dock Partnership (GDP) develop a new water sports offer with British Rowing (and potentially others) at Cody Dock which will address the challenges of attracting and involving the local community rather than just be a place for established clubs to enjoy?*



# GROUP 3 & 4

## Cody Dock Mini Boat Workshop

**Team Members:** Shahzaib Durrani, Patrick Haffmanns, Sarah Abu Bakar, Rami Chahine, Louise Crossley, Hanshui Cao, Duolikun Danier, Nikita Glass, Ruvimbo Mukada, Ammar Shaqeel, Farhana Rosol, Grace Guan & Jiangnan Liao

**Navigator:** Anthony Palmer

### Applying the human-centred design method

#### *Discovery and interviewing*

Our first step was to start from the needs of the potential users of Cody Dock. We conducted a series of interviews to help us gain a better understanding of the demographics of the surrounding areas. We set up a questionnaire with a series of questions and went to the Star Lane DLR station as well as outside Stratford station to collect information.

#### *Persona*

From the information we collected we came up with a persona which would be a representation of the people we were trying to attract. This took the form of a young family with parents in their 30s and two children within the age range of 7-14 years old. They recently bought a new flat within walking distance of Cody Dock in Tower Hamlets and has access to Cody Dock via the new bridge (to be built soon, linking both sides of River Lea).

#### *Aspects and Needs of Persona*

The aspects we identified were that the family lives very close to Cody Dock, includes two children and like outdoor activities. The needs that corresponds to all the aspects were that they require a safe environment, a fun activity that the whole family can participate in and a positive learning experience for their children.

#### *Aims*

Since this project also revolves around Cody Dock, we identified the two main aims for Cody Dock:

1. Broadening the use of Cody Dock's unique river access.
2. Widening local participation in a sustainable way.

#### *Our idea*

Our idea is to host a mini-boat/model boat workshop involving school students, Cody Dock, parents, UCL's Institute of Making, and British Rowing.

#### *Stages of implementing our idea*

1. Approaching 6 nearby local schools (ideally 4 secondary schools and 2 primary schools) to participate in the workshop.
2. Approaching UCL's Institute of Making to use their expertise and provide templates for the school children to choose from and work with.
3. Approaching British Rowing for monetary support and/or giving free workshops to the audience at Race Day.
4. The school children will then assemble the kits either at school, home or even at Cody Dock (as arranged by the school).
5. The complete mini-boats will then be brought over to Cody Dock for a Race Day where parents and family members can come to watch and support their children as they compete for 1st place in various challenges set by Cody Dock.
6. Families, school members, Cody Dock staff and UCL's Institute of Making representatives all enjoy a wonderful day at Cody Dock filled with healthy competitive racing, good food and a safe atmosphere.

## Benefits of our solution

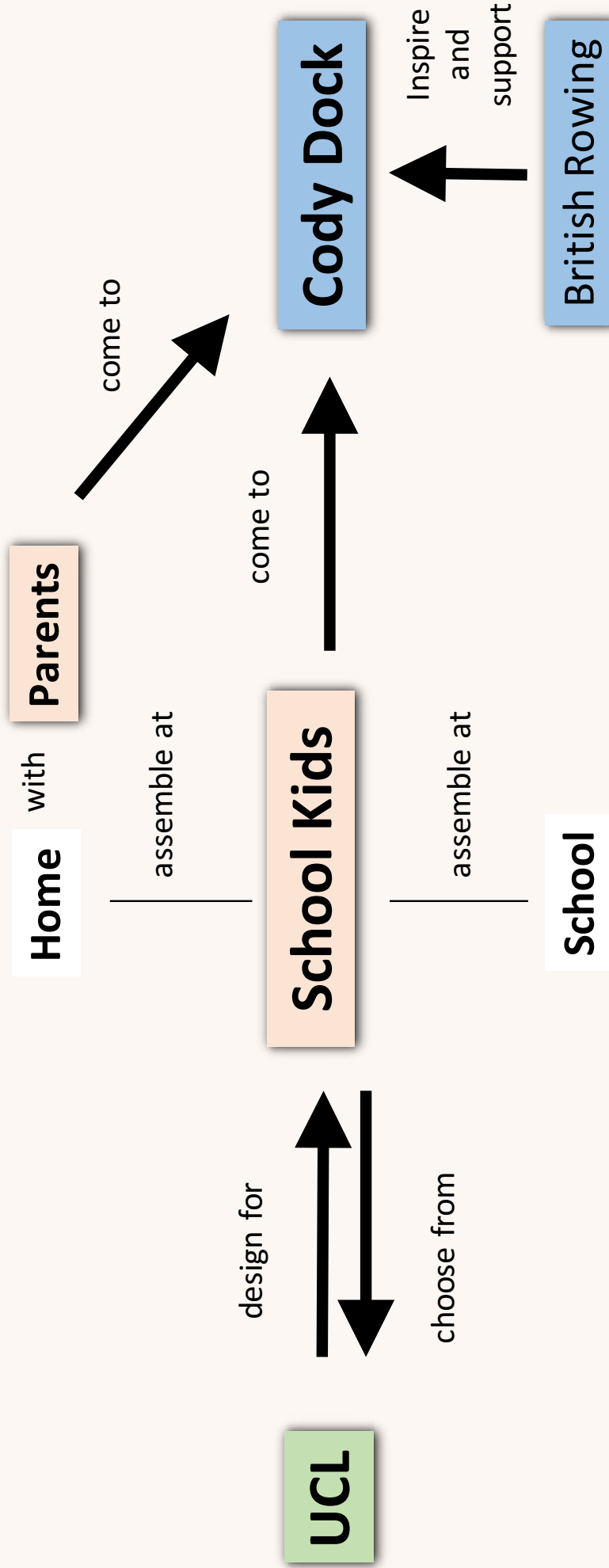
A good solution would benefit all of the parties involved within a project. We listed the positive impacts of this project to everyone connected with the workshop.

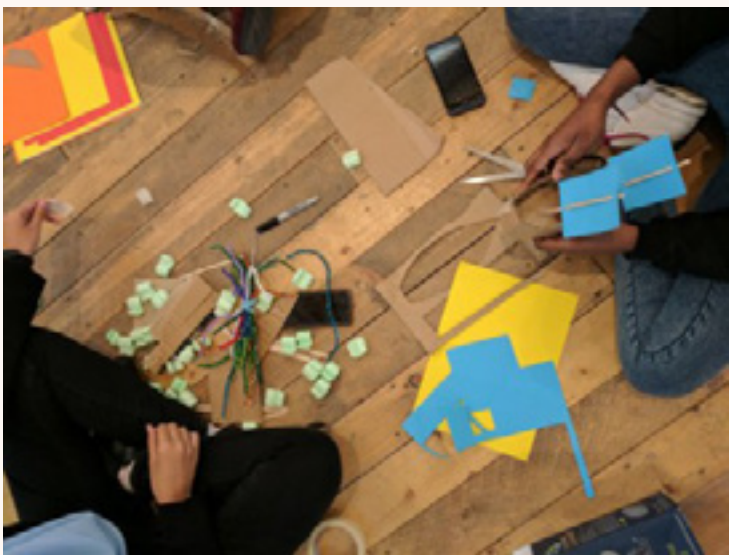
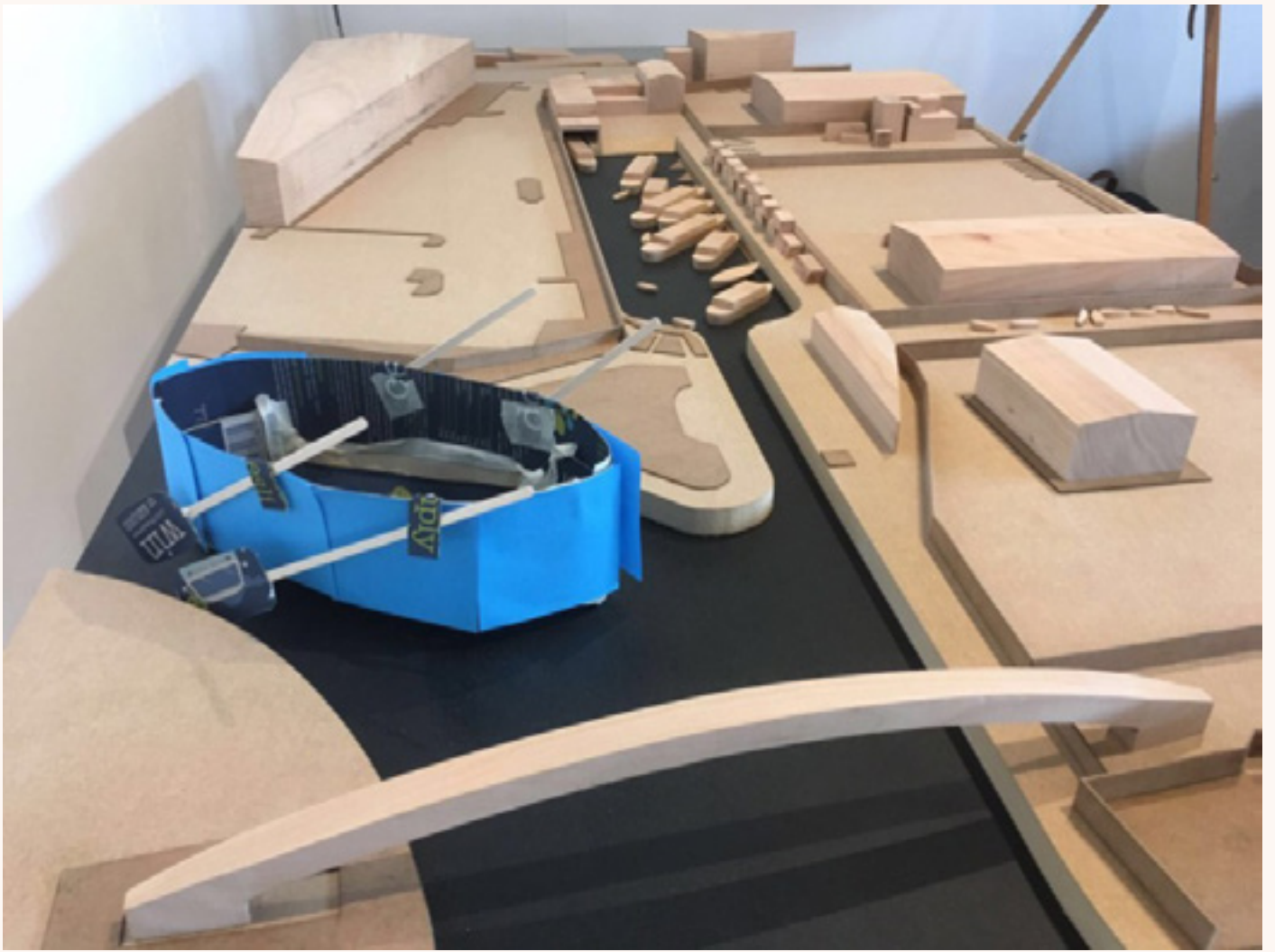
1. UCL - Exposure to the non-academic communities, integration with East London communities (UCL East), increase students' practical skills in designing and fabricating templates.
2. School children - Increase knowledge about boats and rowing, increase practical skills through the hands-on approach, interact with local communities, encourage healthy sportsmanship through races and challenges.
3. Cody Dock - Increase exposure to the public, makes use of the unique access to river, integrate local communities into Cody Dock, gain networking opportunities.
4. British Rowing - Increase exposure to rowing and water sports to young children, possible chance of scouting young talent.

## Further ideas

Looking at this project as a permanent installation in Cody Dock that can be further developed in the future, we came up with some suggestions to make it a more attractive and more sustainable solution for Cody Dock:

1. Having themed events such as the Vikings vs. the Danes or Pirates.
2. Installing a "Hall of Fame" of the annual boat race winners and giving out a trophy.
3. Different challenges can be set up such as "The Most Creatively Decorated Boat", "The Best Self-Righting Boat" and naturally, "The Fastest Boat".
4. Schools that have participated in the project are able to come down to Cody Dock with their boats and use the river at their own leisure, possibly through the schools' relevant clubs or societies.
5. Having this project extended over the summer for families to take part in.





# GROUP 6

## Cody Dock Plan

**Team Members:** Alan Li, Zara Hussein, Nina Fabsikova, Michael Ogilvy, Nicol Nogradi & Luna Hu

**Navigator:** Jon Urquidi Ferreira

### Challenges of Cody Dock and our aims

Cody Dock is blossoming, well-supported and a managed charity with a dedicated group of managers who possess extensive theoretical and practical knowledge of wildlife, upcycling, sustainable living, boat-living and waste management. The charity has large outdoor and indoor apaces, and water spaces which are being used as gardens, a café and workshop. **Among desires of Cody Dock is:**

- Expansion of the charity, reaching beyond Cody itself and encouraging the way of life promoted and exemplified there
- Cultivating community spirit in the Docklands area
- Utilisation of the River Lea

### Preferences of families in the area are:

- Enhancing community spirit
- Fun/educational space for children
- Leisure/relaxation/entertainment in the area

We would like to make Cody Dock an engaging, educational and enjoyable space for the benefit and strengthening of the local community. We do not want to go against the Dock's 10-year plan, but wish to add to it with new approaches to their projects and new ideas to develop in conjunction with them. We came up with several ideas to get us closer to our goal.

### Our ideas

#### 1) Boat Tours

This area of London has one of the lowest engagement rates in arts, culture and community spirit and we would like to change that. Cody Docks is already renovating a boat, called the River Princess, with the purpose of using it for river tours. We thought we could develop the idea and turn the boat into a floating classroom. The classes held in the boat would focus on local vegetation and insects, living on the boat or the history of Cody Docks. The tours could be booked by groups, including school groups and the general public.

#### 2) Educational classes / summer programmes / craft workshops (green design)

Cody Dock could establish a long term relationships with local schools in order to integrate an after school outdoor curriculum. This could include diverse competitions, for example an annual unconventional fashion show with outfits crafted from landfill materials or scavenger hunt.

#### 3) Musical Park

There could be a musical park with instruments built from recycled materials dispersed over the area of Cody Dock and along the Green Lane. These could be accompanied by notice boards about wildlife in the area and the history of Cody docks.



#### 4) Advertisement (Nicol)

Many people don't know about the place. In order to expand, Cody Dock needs an information campaign. Such a campaign would include flyers, annual school competitions (for example "Design your own boat"), summer camps and volunteering, after-school programmes or "Root Camp" sessions (where people can come and talk about their food). Cody Dock should also consider refreshing its online site/ blog with a more appealing design.

#### Storyboard

- Ken and Jen arrive! They see a flyer in a local café or get the information by word of mouth / via social media
- They go to Cody Dock at the weekend with Ben, meet the team and decide to come back
- After they go on a boat tour – it's Ben's first time on a boat – and the love it. They are inspired by the story of River Princess and Ben insists on coming back
- Ken, Jen and Ben start coming on a weekly basis, making friends gradually with other local families and beginning to engage more in Cody Dock
- Jen, a musician, starts running sessions on the outdoor instruments – giving enjoyment to school children whilst also establishing her own career as a known musician in the area
- Cody Dock teaches them in one of the various weekend sessions how to upcycle, grow food, reuse waste material etc. and soon Ken and Jen begin their own mini home garden with the help of Ben – now a capable urban gardener and horticulturalist, due to his time at Cody Dock
- They decide to stay as a family in the area because they now have set roots in the area, have friends and a sense of shared community spirit. Their next child, Wen, grows up in the same vibrant community atmosphere
- They continue to live sustainably, spreading the word of Cody Docks and promoting a sustainable way of life. Happily ever after. Cody Docks continues with the strength and support of the many families involved in the area!

# GROUP 15 & 16

## Cody Dock School Partnership

**Team Members:** Navya Nishith Sharan, Signe Williams, Liani Baglietto, Alejandro Been Martens, James Todd, Chatrin Suksasilp, Imran Mannan, Lilian Tu, Alex Kelsey, Victoria Lebegue & Nonpawith Phoomannanee

**Navigator:** Rosie Gerrard-Wright

### Our idea

Having conducted research in Star Lane - the nearest DLR station - it was apparent that we needed to have a focus on youth engagement. We found that most people thought that it would be good to develop something for local children, who were lacking recreation facilities within the area. However, few of our respondents were aware of the Cody Docks site. We believe that the best way to achieve this is through a partnership with local schools, which will focus on water sports as the main attractor, whilst also incorporating elements of education and craftsmanship.

This partnership will run many programmes such as PE lessons, after school clubs, summer camps and more. Primarily, these programmes will allow young people to participate in various water sport activities, including kayaking, gigging, canoeing and rowing as well as other water-based activities, such as raft building. In addition to water sports programmes, this partnership will educate young people about Cody Dock's surrounding ecology and conservation practices, as well as teaching young people about the area's industrial history. Lastly, there will be workshops on craftsmanship and boat maintenance/building, which will take place in the dry dock that is being built, as mentioned in the master plan.

Another key issue that emerged from our discovery-phase interviews was that Star Lane lacked social areas for parents. The park opposite the primary school provided some green space, but lacked seating and shelter, perhaps contributing to our finding that most parents stayed in their cars to avoid the elements whilst waiting for their children. The construction of a sheltered area in front of the café would provide waiting parents a convenient social and relaxation space close by to Star Primary school.

The proposed plan can be easily integrated with Cody Dock's existing master plan, which already includes acquiring kayaks and canoes for watersports, and building a dry dock for revenue generation. In return, the plan stands to increase traffic at Cody Dock, and thereby spread awareness of the Dock by word of mouth.

Marketing Cody Dock would involve re-branding it. Potential ways to do this could be by introducing a mascot. We came up with the Cody Duck, which would appeal to the target audiences (children and families). CEO and founder of Cody Dock, Simon, would be the face of the enterprise. He would go to schools and lead information sessions and workshops. Taster events and large-scale school events could be organised and students would be invited to attend and participate. A 'Name the Duck' competition could be held to mark the launch of the mascot. Finally, the rebranded logo with the mascot could be publicised on social media sites to improve the social media presence of Cody Dock, along with other efforts (e.g. getting a snapchat filter for Cody Dock).

# BROMLEY BY BOW CENTRE

## About Bromley by Bow

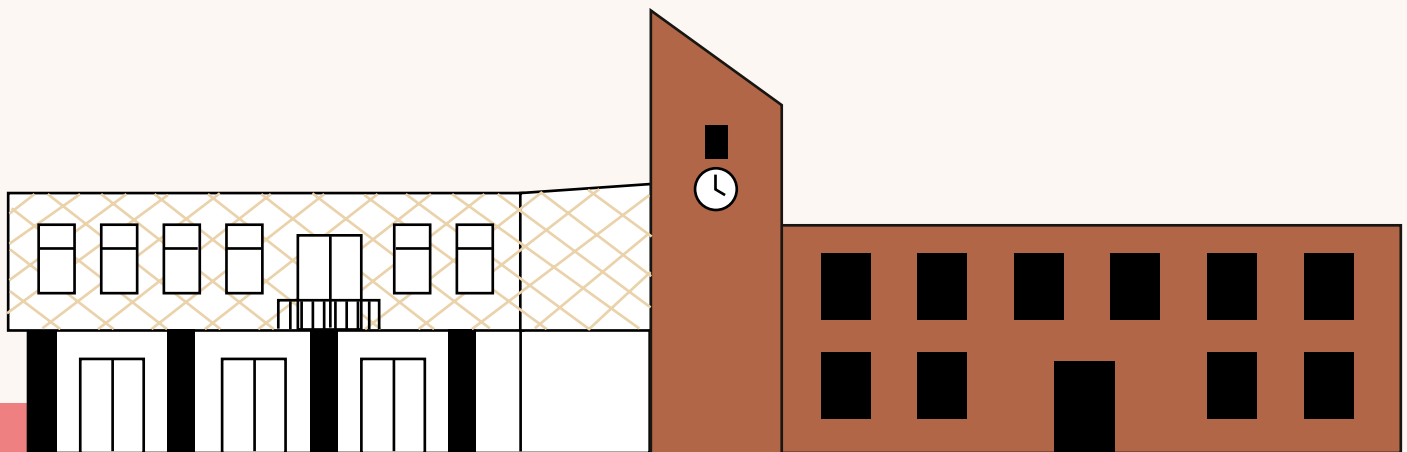
Based in East London, the combined Bromley by Bow Centre and Health Partnership model represents one approach to tackling the wider determinants of health. One of the features of this model is that it combines primary care with a broad range of non-clinical provision. It is a place-based approach, situated within a small park, and has developed to meet the needs of the community across the life course.

But who in the community accesses the model? The two organisations have different ways of tracking usage and these are particularly focussed on access to services. There is currently little understanding of how people are making use of the model as a whole – including those people who simply use the park – and no mechanism for ongoing monitoring of this.

## Our Resources

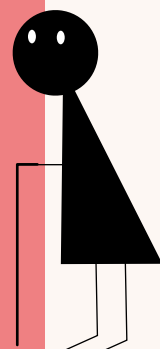
Bromley by Bow currently has funding which has enabled them to employ two researchers to help them evaluate the combined model. The evaluation is focussed on defining effectiveness of the model's mechanisms and their appropriateness for communities with high levels of deprivation. It has been running for one year.

The Bromley by Bow Centre is currently investing in developing its database system (CRM). And the two organisations are in discussions with the Clinical Commissioning Group (CCG) about moving towards Multi-Speciality Community Provider model (which is what it sounds like: a multispecialty, community-based, provider, of a new care model). All of these provide opportunities for building a different way of tracking usage of the combined model.



## CHALLENGE:

*How can we learn about the indirect impact of Bromley by Bow Centre on the local area?*



# GROUP 9 & 10

## Measuring impact through play: HuMap and Mood Gems

**Team Members:** Beatriz Valverde Sanchez, Joshua Fawcett, Adris Khan, Sim Yi Xuan, Chak Mok, Mascha Samkova, Jakub Zalesak, Shubham Gan-tayet, April Zhou, Ishaq Jumale, Tram Nguyen & Yanisa Wannasuphprasit

**Navigator:** Bobby Kasanga

### What is Bromley by Bow Centre?

Bromley by Bow Centre is a health facility in East London, formed in a GP practice attached to a community centre and recreation ground. It is open to the public and provides an inclusive area for a very diverse community to interact and find support for any needs, such as counselling, training for job skills and teaching technology.

Our initial challenge as a group was to find a method to better monitor the use of the services provided the centre, especially focusing on non-registered areas such as the park and cafe.

This led to the team working hard on an innovative solution, but unfortunately they had to abandon this plan due to emotional and social sensitivities, people come to the centre to feel safe and not be judged by the fact they have a physical or emotional related issue.

### Bromley by Bow Challenge

Measure the indirect, intangible impact of the Bromley by Bow Centre (focus on park and café) on the community, e.g. people who use the park but do not come to the GP/ café and vice versa, people who just cross the park as a short-cut to arrive at another place. Researchers were interested in measuring this indirect impact since the park is maintained by the local council (funding is needed).

We had to keep in mind that we could not do any harm since it is a sensitive community where people come to improve their physical health as well as confidence and self-esteem. The GP helps with the psychical aspect, and different programmes (cooking, weight loss and gardening), take care of the mental aspect through what is called Social Prescription-linking people with communities.

### The challenge

To design a method to measure the indirect impact of the Bromley by Bow Centre, we had to answer a couple of questions. Firstly, what is it that we are trying to measure? We came up with some values that could make a good community, e.g., sense of belonging, sense of purpose or financial stability. We then thought about what will indicate that the value is present in the community and we chose two main indicators:

- Sense of safety
- Access to green space

Secondly, how to convert the intangible into numbers? We developed five different innovative methods and found the two presented here to be the best.

## Our ideas

### 1) HuMap-Human Mapping

This method was designed to measure the sense of safety at Bromley by Bow Centre within the people at the centre as well as the local community of Bromley by Bow area. We were concerned that the Bromley by Bow area is diverse in population and languages, e.g. there is a large Bengali community. Therefore, we designed an interactive board. This interactive board will be placed on crossroads of paths which main aim is to attract people passing through and using the park and in the more informal areas of the centre.

On the screen of the board, two sections will appear:

- A map, where people are asked to place emotions to areas of the map and click the Save button, not to get work lost and hence maybe get an overall picture of the area. This will give us information, for example, the areas with the most emotions would show the most popular places and see what areas are more used. Emojis from Facebook, the largest social media in the UK, will be used to let people express how they feel regarding different places of the Bromley by Bow area.
- A drawing section, where people are asked to draw or write how they feel about Bromley by Bow Centre. What they draw may be what they use the most and can determine direct and indirect effects from the use of words and images. If they can't draw something correctly or omit it from the map, it means they don't use the area or the area.

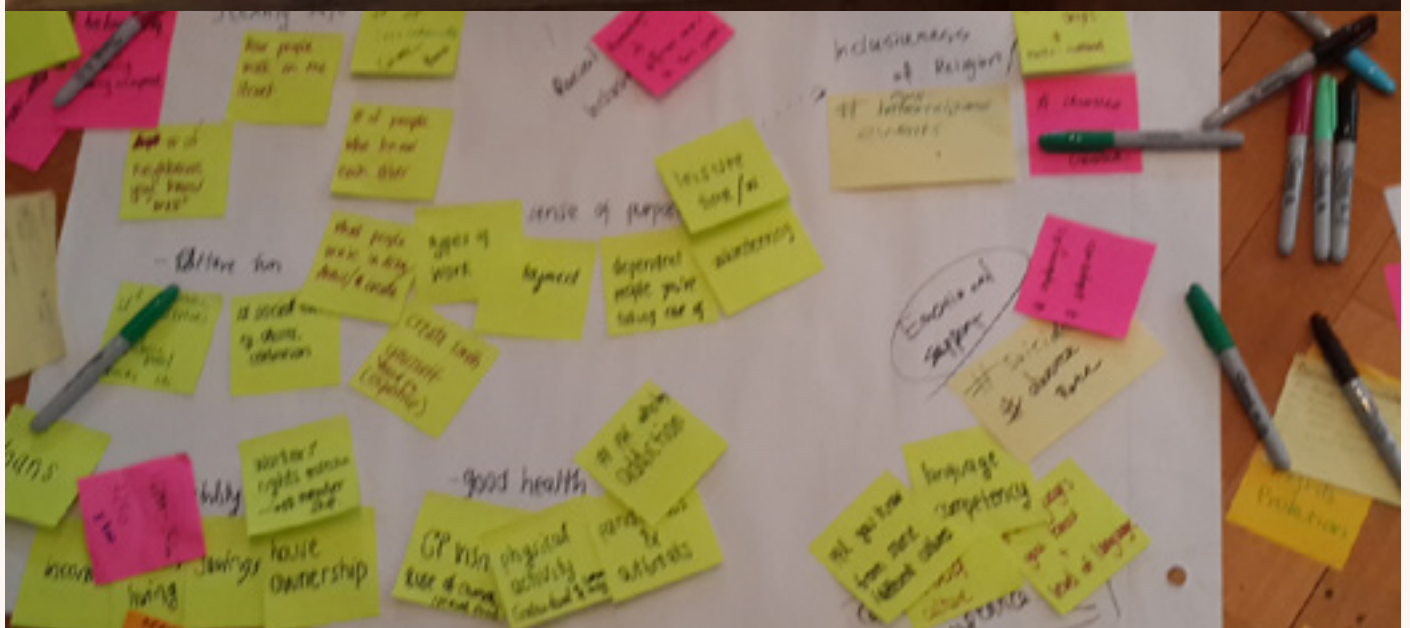
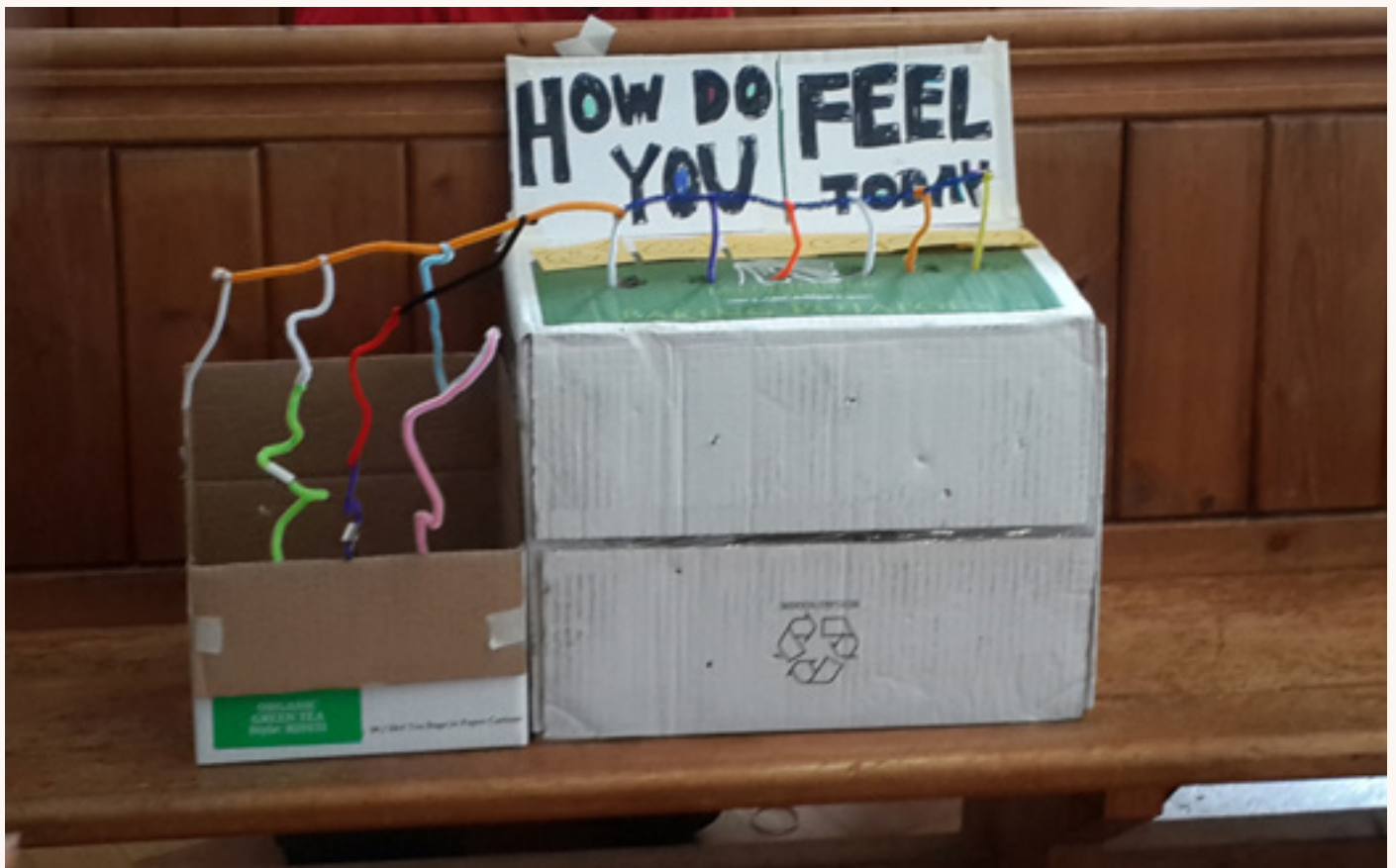
The interactive board will have a "Language" option to enable people from any part of the world to contribute to this project and share their thoughts about the Centre and area. Since we were aware of the council-funding problem, we thought that the board could be sponsored by local and small companies, whose logos would appear on a corner of the interactive board.

HuMap method will help five community researchers, who have been part of the community, with their investigation on the Bromley by Bow area.

### 2) Mood Gems-Emotional Measurement

This method was designed to track the access to green space (tangible aspect) at Bromley by Bow Centre and to measure the emotional state (intangible aspect) of the people who use it. It was inspired by the design of children's game of beads which is easy to use and inclusive. Beads will be moved by magnets into an appropriate container depending on the mood of the individual. It will be ranged from happy to angry using emoticons. Beads could be counted at the end of the day to give an indication of public impact due to the centre. A prototype design was built after brainstorming.

This game mechanism will be used as a measurement tool for quantifying emotions in type and quantity. It is an accessible and discrete method, and we all know that "actions speak louder than words". No language skills are required, therefore it can be used by anyone no matter what their age and language background is. Anyone will be able to express his/her feelings. An expansion to the usage of Park is also proposed by asking people "What are you doing today?" through black and white symbols and figures.



# UCL IGP

## Institute for Global Prosperity

### About Institute of Global Prosperity

The Institute for Global Prosperity's mission is to transform how we make decisions, the kinds of evidence and reasoning on which our decisions are based, and the tools we have at our disposal.

Our work sets out to build new partnerships and generate new ideas to make prosperity happen for communities around the globe. Our innovative mixed methods draw together cutting edge academic thinking from a range of disciplines with social and technical innovation to improve our evidence, reasoning and decision-making about how to build a globally prosperous future. With these insights, we work with communities and a range of partners to challenge assumptions, reframe questions and develop new approaches.

### About the Sensory Notation Toolkit

IGP has developed a Sensory Notation Toolkit, a simple, mainly graphic research tool to enable people to systematically record how they feel about the places they visit.

### Why?

How people experience green spaces depends on a variety of personal, cultural and environmental factors - from weather conditions and time of day, to who else is using the space, reasons for visiting - as well as the character and quality of the spaces themselves. This makes it challenging to systematically record and assess how urban green spaces make people feel and to understand the relationships between dynamic environmental, social and psychological circumstances.

## CHALLENGE:

*Help us to test and refine the Toolkit so we can launch an innovative new research tool. This challenge has two parts:*

- 1. Use the Sensory Notation Toolkit to record how you feel about green spaces in the Olympic Park.*
- 2. To help IGP refine the Sensory Notation Toolkit by giving us your feedback about how it could be improved and turned into a mobile app.*



# GROUP 8 & 12

## (Un)Urban: Sensory Notation Toolkit

**Team Members:** Ishita Aradhey, Joshua Marks, Beatriz Alonso-Arison, Yanran Zhu, Maanya Bali, Doorovadeye Vallee Thoondie, Ayobami Adeyemo, Leonie Collinson, Shengzhao Mai, Mustafa Ozakaynak & Karolina Schatz

**Navigators:** Gillian Swan & Sarah Wilson

### The organisation

Researchers at the UCL Institute for Global Prosperity, Saffron Woodcraft and Connie Smith, have developed a sensory notation toolkit to analyse how people feel about green spaces..

### Challenge

Various factors, ranging from personal, cultural to environmental, affect people's experience at green spaces in diverse ways. This makes it challenging to systematically record and assess how people feel about urban green spaces, and to understand the relationships between dynamic environmental, social and psychological circumstances.

The authors of this e-book aimed to use this sensory notation toolkit to record how one feels about green spaces in the Olympic Park, and to help IGP refine the sensory notation toolkit by giving them feedback about how it could be improved and turned into a mobile application.

### The toolkit

While the final version of app is in development, a simple questionnaire is available for the moment. It consists of seven steps, including descriptions of locations, stimulations in different senses in those places, and respondents' psycho-sensory responses. On that basis, it investigates whether the stimulation is positive or negative.

### Application/Relevance of the toolkit

The questionnaire has been used to collect raw data, which can be provided to environment professionals, government bodies, local authorities and researchers in planning urban green spaces based on human-centred design. It also gives the local community an opportunity to actively take part in decision-making of the regional development.

It can help to assess how green spaces and other factors such as weather, social relations, time of day, reason for visiting, character and quality can affect the users' experience of green spaces, help to improve their experience, to raise environmental awareness and to determine which kind of green spaces are frequented by the local community.

### What we liked about the questionnaire

- It engages with our senses, represents an original idea of designers, and provides qualitative feedback, rich data. We can really make an impact through collecting more data that we do not have yet. That might help to build more green spaces.
- It breaks down stimulation into sense allowing more detailed conclusions
- We like pages 2, 5 and 6 particularly, as it is not wordy, and is easy to understand and fast to answer. The shape in step 2 is fun and nicely interactive.
- Questions are answered intuitively – there is no right or wrong, you put your first impression/answer down instead of thinking about questions and wording answers
- It goes more in depth than simply asking level of enjoyment.



## Limitations

- Our first impression of this questionnaire is that it is long and tedious, intimidating as there is a lot to be written on the first page, and there is no incentive to complete it. Step 3 and 4 are especially ambiguous.
- In step 5, which is the description of emotional response the word bank is very limited and only one choice can be made. We would recommend having it allowed to circle up to three choices and a blank to add your own adjective if needed.
- The questionnaire neglects some social factors, e.g. whether one is visiting a space alone or with friends.
- The questionnaire is carried out in a reductionist form as it simplifies complex phenomena, which is not compatible with the aim to collect rich data. For instance, while people are asked to rank their stimulations on a scale of 1-6, there are limited opportunities for them to describe cause(s) of their sensory stimulations.

## Recommendations

In this section, we propose possible improvements to the initial version of questionnaire, as well as recommending a complement in addition. It could be used to bridge the time gap between the initial and final version of the app.

Here are our suggestions:

- Make the app more interesting and more fun by introducing interactive games in it: for instance, users could be asked to rank the senses felt (from most to least or from more positive to more negative) or to categorise senses into positive or negative stimulation on, say, a screen divided into two parts.
- More colours and images should be used in the designing to make it more visually attractive.
- There should be more socially related questions, such as whether you have been there before, how long you have stayed there, if you would like to come back, and general intention of why you came.
- Hard copies of the questionnaire or a touch screen can be provided at the entry of the park.
- Some particular questions in the questionnaire should be made less ambiguous, for instance, sometimes it is hard to discern whether an aural stimulus is caused by a particular sound source or multiple sounds, etc.
- A quest system can be added to encourage people to visit the parks nearby for awards. One example can be that for completing the questionnaire, participants receive a discount voucher for park facilities or get to enter a raffle once a month.
- In addition, a complement is proposed to add to the seemingly boring questionnaire or into the app that cannot be reached by everyone: two trash bins stand next to each other, each representing an option and in order to vote individuals have to leave their litter in one of them. This “requirement” is eco-friendly, more engaging, and works for a larger scope of audience. It adapts the questionnaire to the type of local people.

## Conclusions

We have come up with the conclusion that the development of a mobile app alone is not sufficient, for its potential is as limited as the questionnaire itself. An app being non-exhaustive, that is, it cannot cover all aspects of the necessary information, more effort should be made to polished it up and refined it before we move any further. During the time period in which the questionnaire is being refined, we have come up with a complement for collecting data about green spaces in our recommendation section.

# THANK YOU

This eBook was produced by a team of (Un)Urban students.

**Benedikt Stranak**  
*Challenge-setter editor*

**Beatriz Valverde Sanchez**  
*Human-Centred Design editor*

**Satia Putra**  
*Lead Designer*

Thank you to all of the people who worked on and supported (Un)Urban: Designing for the green city.

## Challenge-setters

Bromley by Bow Centre  
<http://www.bbhc.org.uk/>

Public Works  
<http://www.publicworksgroup.net/>

Big Local Hackney Wick  
<http://www.wickaward.co.uk/about>

Gasworks Dock Partnership  
<http://www.gasworksdock.org.uk/>

UCL Institute for Global Prosperity  
<https://www.ucl.ac.uk/bartlett/igp/>

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Bobby Kasanga

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Sophie Bush

