

APPENDIX B: CHECKLIST FOR TACKLING INEQUALITIES

Green and Resilient Spaces projects should be designed to address inequalities. Most long-term structural inequalities are well known and have been further exposed and deepened by the pandemic¹. Actions to consider include:

- Consider intersectional barriers – for example, disabled women can be disadvantaged by both gender and disability status.
- Be as specific as you are able to be about the groups where impact is needed for example, don't use 'BAME' if you mean young Black men.
- Gather evidence (data and community intelligence) to understand and help prioritisation of project elements.
- Assess the potential for projects to create inequalities, identifying mitigations.
- Consider how long-standing structural inequalities may impact a project's success.
- Identify what can be measured and how this might indicate success.
- Record how evidence and intelligence are used to shape programmes.
- Consider how communication methods can dictate who participates in your project's activities and outcomes.
- Look at whether remuneration for community involvement is possible and appropriate
- Consider the project's power dynamics; be aware of how decisions are made and by whom.
- Ensure that any commissioning properly considers the wider social values of the product or service being sought.
- Collect and analyse data that actively explores trends and intersectional barriers for individual communities.

Safety in public spaces is a common barrier to use, particularly for women, girls and gender diverse people. Guidance on the principles and key questions to consider in public space projects can be found in the Mayor's guidance, '[Safety in public space. Women, girls and gender diverse people](#)'²

Additional checklist for projects:

MUST NOT

- Create further, or deepen existing, inequalities.
- Assume a lack of data means problems do not exist.
- Perpetuate discrimination for groups experiencing inequality through the language used or the approach taken.

¹ [Building a Fairer City — The London Recovery Board](#)

² [About Good Growth by Design | London City Hall](#)

NICE TO HAVE

- Co-design projects with experts by experience (people with lived experience who can play an active role in project decision making).
- Contributing new evidence to fill gaps.
- Case studies to demonstrate leadership by example.

Prompts for different project phases

Project initiation prompts:

- Evidence - what evidence do you need to provide best insight into key [equalities] groups?
- Expertise and engagement - which expert stakeholder organisations or communities will contribute insight on this issue?
- Inclusive approach – what process will you use to design a programme which is inclusive and proactively addresses barriers experienced by specific groups? Can experts-by-experience co-design or co-lead with us?
- Evaluation - How will you track change for target groups?

Design stage prompts:

- Evidence – what data and evidence did you use to understand inequalities?
- Expertise and engagement – how does evidence and insight from stakeholders help to shape your programme?
- Inclusive implementation – how are the needs of priority groups being considered in the design of the programme/project?
- Assess – assess whether there is potential for the policies or programmes to create further inequalities?
- Evaluation – what will be measured and how will this indicate success?

Evaluation stage prompts:

- Evidence – what evidence on need and impact on equalities groups did you use to help shape this project?
- Expertise and engagement – what insight did equalities experts and experts with lived experience give you about the impact on target groups? How was this community intelligence used to shape the programme?
- Inclusive implementation – how are the needs of priority groups addressed in the proposal?
- Assess – ensure the process used to assess and record impacts are recorded in a project plan.
- Evaluation – what metrics will be monitored, when, by whom and how will they feed into reporting?