| REGIONAL SUSTAINABILITY CHECKLIST | | | | | | | |
|--|-------------------------|-------------------------|------------------------|------------------------|--|----------------------------|-----------------------|
| Will your decision /project / plan /strategy | Positive impact √ | Negative impact X | Not applicable ~ | Impact unknown ? | Comments (briefly explain the impact) | More information needed | Areas for improvement |
| | | | | | | | |
| Economy - Provide employment & training opportunities that support the needs of the regions local workforces - Provide any business opportunities which support environmental | | | | | | | |
| goods and services - Incorporate environmental management to increase business competitiveness | | | | | | | |
| Work Work | | | | | | | |
| Provide satisfying and fairly paid work Offer new opportunities for voluntary and unpaid | | | | | | | |
| work - Help to provide all year round rather than just seasonal employment | | | | | | | |
| C C C C C C C C C C C C C C C C C C C | | | | | | | |
| Local Needs - Use local goods and services wherever possible | | | | | | | |
| T C A R N N | | | | | | | |
| Learning - Offer new opportunities for learning and training - Increase awareness and understanding of sustainable development in the region | | | | | | | |

| TSIC NEC | | |
|--|--|--|
| Basic Needs | | |
| - Help to meet people's basic needs for healthy | | |
| food, clean water, | | |
| affordable housing and | | |
| efficient energy | | |
| | | |
| | | |
| Access | | |
| - Provide a service, facility | | |
| or product that is | | |
| accessible to everyone including those with | | |
| disabilities | | |
| - Maximise opportunities | | |
| for access to services by | | |
| residents and visitors by | | |
| encouraging public | | |
| transport use, cycling or walking | | |
| | | |
| | | |
| Health & Well | | |
| Being | | |
| - Safeguard and take | | |
| opportunities to promote | | |
| people's physical and mental wellbeing | | |
| - Support preventative | | |
| health strategies by | | |
| encouraging healthy | | |
| physical exercise and diets | | |
| and deterring unhealthy activities and diets | | |
| | | |
| | | |
| Pollution | | |
| - Contain or reduce air, | | |
| water or land pollution to | | |
| levels which do not | | |
| damage natural systems | | |
| - Take into account the possible impacts of | | |
| climate change | | |
| - Minimise noise and light | | |
| pollution | | |

| R R R R R R R R R R R R R R R R R R R | | | | |
|---------------------------------------|--|---|--|--|
| Resources | | | | |
| - Manage demand for | | | | |
| energy and water and | | | | |
| contribute to their | | | | |
| efficient use | | | | |
| - Create opportunities for | | | | |
| the use of renewable | | | | |
| energy | | | | |
| - Minimise the need for | | | | |
| raw materials and | | | | |
| minerals | | | | |
| - Conserve land and soil | | | | |
| resources | | | | |
| - Reduce the risk of | | | | |
| flooding | | | | |
| | | | | |
| | | | | |
| Biodiversity | | | | |
| - Protect and enhance the | | | | |
| unique biodiversity of the | | | | |
| South West's land and | | | | |
| marine environments, for | | | | |
| example by planting | | | | |
| native species and | | | | |
| providing habitats for | | | | |
| wildlife | | | | |
| - Minimise the use of | | | | |
| chemicals which are | | | | |
| harmful to living things in | | | | |
| the environment | | | | |
| - Conserve or enhance the | | | | |
| regions characteristic | | | | |
| landscapes and features | | | | |
| in Aste | | | | |
| WAST* | | | | |
| Waste | | | | |
| - Help to minimise the | | | | |
| region's production of | | | | |
| waste | | | | |
| - Reuse or recycle waste | | | | |
| materials | | | | |
| - Involve the use of | | | | |
| recycled products | | | | |
| | | | | |
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| 6 | | | |
|---|-----|--|--|
| Safety - Enable all people in the region to live without fear | | | |
| Safety | | | |
| - Fnable all neonle in the | | | |
| region to live without fear | | | |
| of crime or persecution | | | |
| Distinctiveness - Enhance local diversity and distinctiveness by | | | |
| respecting local character | | | |
| and using local skills, | | | |
| materials, produce and | | | |
| creativity | + + | | |
| THE CENT | | | |
| Leisure | | | |
| - Promote opportunities | | | |
| for recreation, art, culture | | | |
| and heritage in those | | | |
| parts of the region that | | | |
| are underprovided | | | |
| | | | |
| Democracy | | | |
| - Allow everyone to | | | |
| become informed and | | | |
| involved in decision | | | |
| making | | | |
| Long Term | | | |
| Perspective | | | |
| Take a long term | | | |
| perspective, taking into | | | |
| account the needs of | | | |
| future generations as well | | | |
| as our own. | | | |