

***Future Directions for Social,  
Cultural and Economic Impact  
Assessment in the Inuvialuit  
Settlement Region***

WORKSHOP MARCH 28<sup>TH</sup> TO MARCH 30<sup>TH</sup>, 2006  
INUVIK, NT

Summary of Workshop Research  
(July 2006)

*Submitted to:*  
Beaufort Sea Strategic Regional Plan of Action  
Steering Committee

*Submitted by:*  
Terriplan Consultants

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## **LIST OF ACRONYMS**

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BSStRPA	Beaufort Sea Strategic Regional Plan of Action
CEAA	Canadian Environmental Assessment Agency
DIAND	Department of Indian Affairs and Northern Development (also known as 'INAC')
EA	Environmental Assessment
EIRB	Environmental Impact Review Board
EISC	Environmental Impact Screening Committee
GNWT	Government of the Northwest Territories
INAC	Indian and Northern Affairs Canada (also known as 'DIAND')
IBA	Impact Benefit Agreement
IFA	Inuvialuit Final Agreement
IRC	Inuvialuit Regional Corporation
ISR	Inuvialuit Settlement Region
ITI	Industry, Tourism and Investment (GNWT)
MGP	Mackenzie Gas Project
SCE	Social, Cultural, Economic
VC	Valued Component

## 1. INTRODUCTION

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### ***Background***

To date, the assessment of social, cultural and economic (SCE) effects of development in the Inuvialuit Settlement Region (ISR) has stayed at a rather basic level, focusing largely on data collection and the review of statistics, with qualitative and speculative predictions made regarding potential effects of proposed projects. In addition, project-related assessment of SCE effects has become a forum for the examination and debate of wide-spread change, some of which is the result of broader forces beyond the control of any individual project, or even development activity as a whole. These are larger issues – very real – but not directly the result of individual development projects.

During community consultations and previous workshops, the adequate assessment and management of the potential SCE effects of development were commonly identified as a gap in the current environmental assessment (EA) model. How can things be done more effectively? The expectations need to be realistic with respect to both the limits, as well as the potential, of SCE impact assessment to more fully contribute to decision-making in the environmental assessment process.

A workshop in March 28 to 30 in Inuvik brought together representatives from the six communities in the ISR, Inuvialuit organizations, regulators, governments and industry to:

- discuss how social, cultural and economic aspects (including human health) are currently being addressed in impact assessment;
- to evaluate how effective SCE impact assessment is in meeting community, government and regulator needs; and
- to identify ways in which SCE impact assessment could be carried out in more effective ways.

The workshop provided participants with basic knowledge, as well as some alternative perspectives on the more conventional approaches to SCE impact assessment. The approach was intended to be 'practical' rather than theoretical.

The workshop was intended to provide support to the Beaufort Sea Strategic Regional Plan of Action (BSStRPA) Steering Committee in developing recommendations and actions for preparing for future oil and gas development in the ISR. While the discussion may be informed by past, current or proposed activities such as the Mackenzie Gas Project (MGP), the focus was to be on future development. Expert practitioners from the North and others with extensive experience in the North in the fields of social, cultural and economic impact assessment were consulted and participated in the workshop. The workshop report (Terriplan Consultants, May 2006) is available at [www.bsstrpa.ca](http://www.bsstrpa.ca). This report summarizes the findings of research undertaken in advance of the workshop, and presented to participants during the workshop

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## **2. OVERVIEW OF THE RESEARCH APPROACH**

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The research conducted in support of the Beaufort Sea Strategic Regional Plan of Action Workshop on SCE Impact Assessment consisted of telephone interviews and a literature review.

### ***Telephone Interviews***

Interviews were conducted by telephone with SCE practitioners, experts in the field and community members in the ISR<sup>1</sup>. Twenty-four SCE practitioners and four community members took part in the interviews. The list of people interviewed is provided in Appendix A; a copy of the interview questions is provided in Appendix B.

### ***SCE Literature and Report Review***

A review of SCE literature and related reports was conducted. The list of resources reviewed is provided in Appendix C. The results from the completed interviews and the literature review are presented in Section 3.

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## **3. SUMMARY OF RESEARCH FINDINGS**

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The summary of the research findings is presented according to the key themes/topics discussed at the workshop. Each theme incorporates the findings of the interviews and literature review, as appropriate. In each of the tables summarizing the results of the interview questions, the most frequent responses are provided first.

### ***3.1 SCE Changes in the ISR, NWT and Canada's North***

This section combines the views of practitioners and community members interviewed with the findings of the literature review. Table 1 presents a summary of comments from the interviews. The discussion following Table 1 highlights the overall research findings (from the literature review and the interviews) on changes experienced in the ISR, NWT and Canada's North.

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<sup>1</sup> The SCE practitioners and experts are referred to as "practitioners" in this report.

**Table 1: Social, Cultural and Economic Changes in the ISR – Last 10 Years**

<b><i>What positive changes have occurred?</i></b>	
<b>Oil and gas development</b>	<ul style="list-style-type: none"> <li>Oil and gas development provided employment, increased wages, new developments in communities (e.g. better roads), and opportunities for local businesses.</li> </ul>
<b>Better communications</b>	<ul style="list-style-type: none"> <li>Internet assisted people in schools and businesses. The availability of cell phones, satellite and numerous TV channels decreased the isolation of communities.</li> </ul>
<b>Negotiated agreements &amp; government support</b>	<ul style="list-style-type: none"> <li>Agreements (e.g., the Inuvialuit Final Agreement [IFA])/government support helped communities effect change from a local level. Government programs such as Brighter Futures, Education, Culture and Employment programs, summer camp language programs and Inuvialuit Cultural Resource Center programs supported cultural and social development.</li> </ul>
<b>Improvements to education</b>	<ul style="list-style-type: none"> <li>Some modest improvements in education occurred as more attention was paid to education and teaching ratios. Improvements in education led to people being more able to participate.</li> </ul>
<b>Diversified economy</b>	<ul style="list-style-type: none"> <li>Economic activity became more diversified: tourism, oil and gas exploration, mineral/diamond exploration.</li> </ul>
<b>Increased understanding</b>	<ul style="list-style-type: none"> <li>The recent generation has an increased awareness and understanding of issues; they are more involved.</li> </ul>
<b><i>Why are the positive changes important?<sup>2</sup></i></b>	
<b>Improve well-being</b>	<ul style="list-style-type: none"> <li>The positive changes improve well-being: provide employment, strengthen cultural identity and help prepare Inuvialuit for self-government.</li> </ul>
<b>Helps youth</b>	<ul style="list-style-type: none"> <li>Improved education helps youth prepare for the future.</li> </ul>
<b>Improve morale</b>	<ul style="list-style-type: none"> <li>The changes encourage positive morale.</li> </ul>
<b><i>Why have the positive changes occurred?</i></b>	
<b>Increase in oil and gas / mineral development</b>	<ul style="list-style-type: none"> <li>Higher prices and demand for energy have increased exploration and development of oil and gas. Mineral exploration has also increased. The Mackenzie Gas project has had an influence already in communities.</li> </ul>
<b>Advanced technology</b>	<ul style="list-style-type: none"> <li>Increased use and availability of technology have influenced residents through music, television, Internet and radio.</li> </ul>
<b>Settlement of land claim</b>	<ul style="list-style-type: none"> <li>Land claim settlement brought economic and social/cultural opportunities and increased the level of pride.</li> </ul>
<b>Times change</b>	<ul style="list-style-type: none"> <li>Times bring change; people are not raised in the traditional way.</li> </ul>

<sup>2</sup> This question was asked in the community interviews only.

**Table 1: Social, Cultural and Economic Changes in the ISR – Last 10 Years**

<b>People learn to make decisions</b>	<ul style="list-style-type: none"> <li>• People learn they can make decisions. The IFA signing led to healing, a foundation, self government. We have voices and can make decisions.</li> </ul>
<b><i>What negative changes have occurred?</i></b>	
<b>Loss of Aboriginal culture</b>	<ul style="list-style-type: none"> <li>• Less traditional activities are taking place now. In the past people relied on traditional and country foods. They lived on the land and off the land.</li> </ul>
<b>Decline of Aboriginal language</b>	<ul style="list-style-type: none"> <li>• Fewer people are speaking Aboriginal languages now than in the past; it is a continuing loss.</li> </ul>
<b>Rise in Substance Abuse/Gambling</b>	<ul style="list-style-type: none"> <li>• Drug /alcohol abuse and gambling are increasing. There is easier access to drugs and newer, harder drugs are appearing.</li> </ul>
<b>Boom bust cycles</b>	<ul style="list-style-type: none"> <li>• Boom and bust cycles result in unstable economies in the communities and for the region.</li> </ul>
<b>Low educational attainment</b>	<ul style="list-style-type: none"> <li>• Educational attainment continues to be low relative to other jurisdictions in Canada.</li> </ul>
<b>Increased violence</b>	<ul style="list-style-type: none"> <li>• Crime and violence have increased in recent years</li> </ul>
<b><i>Why are the negative changes important?<sup>3</sup></i></b>	
<b>Substance abuse/gambling affect the community</b>	<ul style="list-style-type: none"> <li>• Alcohol / drug use and gambling affect not only the individuals directly involved, but their children/families, school work, employees, and family relationships.</li> </ul>
<b>Language important</b>	<ul style="list-style-type: none"> <li>• The need to learn and retain Aboriginal languages was noted; people did not want it to be lost.</li> </ul>
<b>Need to address social issues</b>	<ul style="list-style-type: none"> <li>• In the past, people knew where they were going; now they are not sure. They mentioned the need to address the social issues as taught to them by their elders.</li> </ul>
<b><i>Why have the negative changes occurred?</i></b>	
<b>Increase in industrial development</b>	<ul style="list-style-type: none"> <li>• Increased oil, gas and mineral exploration/development (including the Mackenzie Gas Project) is cited as the key factor in bringing change to communities, sometimes increasing effects of other changes (e.g. previous boom &amp; bust cycles, move from subsistence to wage economy).</li> </ul>
<b>Residential school experience</b>	<ul style="list-style-type: none"> <li>• The experience of attending government residential schools was mentioned frequently as a cause of negative changes in communities</li> </ul>

<sup>3</sup> This question was asked in the community interviews only.

**Table 1: Social, Cultural and Economic Changes in the ISR – Last 10 Years**

<b>Advanced technology and communications</b>	<ul style="list-style-type: none"> <li>The opening of roads and increased availability of flights provided ready access to more remote communities. Internet and television were mentioned as causes for southern influences on northern culture.</li> </ul>
<b><i>What are the key social trends affecting families and communities?<sup>4</sup></i></b>	
<b>Cultural / family relations</b>	<ul style="list-style-type: none"> <li>Over time there has been a loss of traditional activities and decline in community cohesion: this seems to be the result of the transition to the wage economy, reduction of parental involvement due to employment (especially rotational), increased reliance on government programs, and youth exposure to southern values via education and TV.</li> </ul>
<b>Decline in community health and well-being</b>	<ul style="list-style-type: none"> <li>The overall health and well-being of communities has been worsening, with increased addictions (attributed to income from wage employment), increased crime, and family problems due to poor financial management (with influx of employment income).</li> </ul>
<b>Changes in views/attitudes</b>	<ul style="list-style-type: none"> <li>Over the years, communities have become increasingly polarized between "pro-development" and "anti-development" views (due to creation of "haves" and "have nots" through the wage economy); however, over time, more community members seem to be taking the stand that change is inevitable and one must get involved or be left behind.</li> </ul>
<b>Demographic changes</b>	<ul style="list-style-type: none"> <li>Some communities have been experiencing a net out-migration and therefore reducing population; at the same time, the number of "outsiders" in communities is increasing over time.</li> </ul>
<b>Employment</b>	<ul style="list-style-type: none"> <li>Communities still experience high unemployment rate: this is due to the poor "fit" between the numerous jobs that are available and the qualifications of community members to get the jobs. Most of the jobs that community members are poor quality and not satisfying.</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>Educational attainment and graduation rates continue to be low relative to other jurisdictions in Canada.</li> </ul>

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<sup>4</sup> This question was asked in the stakeholder interviews only.

## **Renewed Interest in Oil, Gas and Mineral Exploration**

Social, cultural and economic conditions in communities in the ISR, NWT and Canada's north have been changing since initial contact with European culture, with an accelerated rate of change in more recent years. During the last ten years, a key driver is a renewed interest in oil and gas, and to a lesser extent mineral development, reflecting an increased demand for northern resources. The exploration and development activities have resulted in a move from a traditional to a wage economy; providing benefits such as greater income, new roads and opportunities for local businesses.

The benefits of oil, gas and mineral development have been balanced by a reduction in the traditional activities taking place (e.g., living on the land and off the land), introduction of southern culture, loss of use of the Inuvialuktun language, increased violence and a rise in drug / alcohol use and gambling. The boom and bust cycles of development have benefited some communities more than others, and have led to unstable and uncertain economic conditions.

## **Other Changes in the Inuvialuit Settlement Region, Northwest Territories and the North**

Other changes in the ISR, NWT and the North have been occurring somewhat independently of development activities. These include redistribution of populations from smaller communities to larger centres, due to limited opportunities and the greater availability of social services in larger communities. This has led to a reduction in the level of participation in the traditional economy and other activities, and placed an increasing burden on the government-funded social assistance. The downsizing of the territorial government has led to loss of jobs and an emigration of skilled workers from the region.

The IFA has helped to strengthen the ability of communities in the ISR to respond to current and emerging issues and assisted communities to recognize that they have the power to effect change themselves, at a local level. Income is low in comparison with southern areas, the rates of social assistance are growing, unemployment remains high, and low high school graduation rates continue to decline relative to other areas of the North. The influence of children attending the government residential schools in the past is felt in reduced culture, language and positive family and social relationships.

## **Societal Changes**

Broader societal changes are influencing culture and community in the North. Changes in climate, such as earlier and more rapid ice melting, have affected hunting and harvesting, making it more difficult to support the traditional economy. Exposure to modern communication technology has decreased the isolation of communities, while introducing southern values and language to communities, particularly influencing the youth, primarily through television and the Internet.

## **Adaptation**

As described above, the context of the ISR is rapidly changing with respect to social, cultural and economic conditions. There are broad influences that are occurring at the community level, regionally, nationally and globally. Other changes have been the result of individual projects (felt on local or regional levels) and the cumulative impact of many activities that result in large-scale changes in the ISR.

A number of factors affect the capacity of an individual or a community to manage and adapt when faced with change (positive or negative), including:

- Lead time
- Past and present pressures/forces affecting individual/community change
- Individual/community awareness
- Inclusiveness / openness
- Willingness to partner
- Wider system awareness
- Willingness to negotiate on strategic plan for community development

## **Summary**

While there have been positive social, cultural and economic changes in the ISR and the North over the past decade, many historic and current factors are influencing the response of communities in terms of adapting to changes, whether they result from development activity or broader societal change.

### ***3.2 Overview of Social, Cultural and Economic Impact Assessment***

#### **Environmental Assessment**

Environmental Assessment (EA) is a process to predict the environmental effects of a proposed project or program before it is carried out, to ensure the activity will be carried out in an environmentally sound manner. An EA identifies possible environmental effects, which include biophysical (e.g., wildlife), ecological (e.g., land use, ecosystem), social (e.g., people and health), cultural (e.g., traditional activities) and economic (e.g., employment, business).

An EA identifies possible environmental effects and proposed measures to mitigate (reduce or eliminate) negative effects, and enhance positive ones. An EA predicts whether the net residual effects remaining after mitigation will be significant.

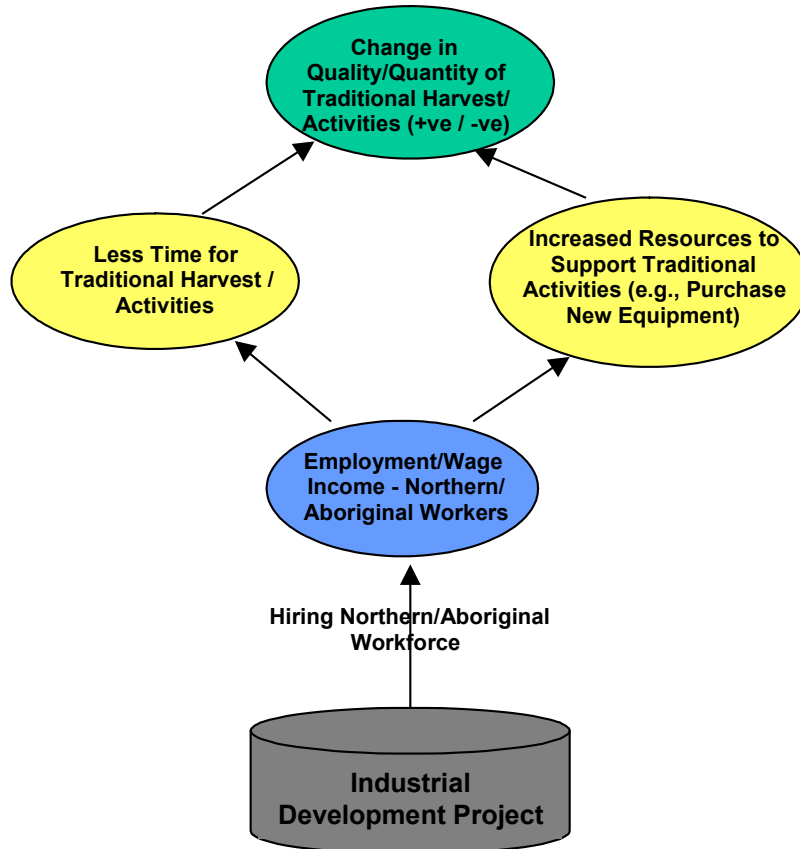
#### **What is Social, Cultural and Economic Impact Assessment?**

SCE impact assessment is part of an EA process. It predicts impacts of a project or program on the social, cultural and economic conditions of individuals, families and communities. Table 2 describes some of the types of changes that might be considered in SCE impact assessment:

<b>Table 2: Examples of Types of Changes in SCE Impact Assessment</b>	
<b>Types of Changes</b>	<b>Description</b>
<b>Way of Life</b>	How people work, play, and interact on a day-to-day basis
<b>Culture</b>	Shared beliefs, customs, values, and language or dialects
<b>Community</b>	Community cohesion, stability, character, services, and facilities
<b>Political systems</b>	Capacity to participate in decisions that affect people's lives
<b>Environment</b>	Quality and availability of natural resources, personal safety and sanitation, access and control over resources, exposure to hazards
<b>Health and Wellbeing</b>	Physical, mental, social and spiritual wellbeing
<b>Personal and property rights</b>	Violations of civil liberties, economic effects, personal disadvantage
<b>Fears and aspirations</b>	For people's safety, community, personal future, children's future

Figure 1 provides an example of possible social or cultural impacts that might be associated with development.

**Figure 1: Example of Possible Social and Cultural Impacts of Development**



### **What Social, Cultural and Economic Impact Assessment is Not**

SCE impact assessment is not the same as consultation. Consultation with communities and organizations is used as part of SCE impact assessment methodology to ensure that information, input and concerns from potentially affected communities are included in the assessment. However, project consultation activities will be addressing more than just the social, cultural and economic aspects of a project (e.g., biophysical environment, construction/operation/closure stages, impacts/benefits, process, etc.).

SCE impact assessment deals with the proposed effects from a particular project; it cannot address wider social, cultural and economic conditions beyond the control of the project proponent, nor can it resolve past historical issues and problems in communities. While SCE impact assessment predicts the significance of potential project effects and can make recommendations for managing them, it cannot guarantee conditions in the future. It also cannot establish policies and programs beyond those relating to the proposed project being assessed in the EA.

## **Six Steps of Social, Cultural and Economic Impact Assessment**

There are six steps involved in carrying out a SCE impact assessment:

### *1. Scoping*

Scoping sets boundaries for the SCE study. It is essential when developing the SCE methodology that communities, individuals, government departments and other practitioners be involved in determining what the SCE should deal with. This involves the identification of concerns and issues that will need to be addressed in the EA process, as well as the geographic and temporal scope of the study. Valued components (VCs) are identified that will be evaluated in the study. VCs are aspects of the environment that are considered important, such as economic, social, cultural, community, ecological, legal or political concerns. Indicators are used to measure the overall impacts on social, cultural or economic VCs. For example, community well-being is a VC; indicators may include use of traditional language and level of traditional activities.

Spatial boundaries establish the geographical extent for potential impacts (e.g. footprint of the project; impact zones). Temporal boundaries are used to establish the length of time in which these impacts may be experienced in the affected communities (e.g. construction period; operations period). There are a number of methods that can be used for scoping, including meetings, workshops, literature reviews and documentation of other comparable cases (particularly in the region) and any studies pertaining to the study area. In addition, the initial design/operation information for the project will be considered during scoping in order to better understand how the project might interact with the SCE environment. Often there are terms of reference prepared for an environmental assessment that describe the scope of the EA and set out basic requirements for the study.

### *2. Profiling and Baseline Conditions*

In order to determine what the impacts might be, one must understand the current social, cultural and economic conditions in the areas identified for the SCE impact assessment. This involves profiling the existing circumstances for individuals, families and communities in terms of the Valued Components identified during the scoping step. The baseline conditions will describe the existing environment, as well as past conditions and trends; the likely future conditions in the absence of the proposed project will also be projected. This information will serve as a backdrop against which the project can be evaluated to compare the predicted impacts of the project.

### *3. Impact Identification and Prediction*

This is a process of systematically analyzing the baseline and other data to identify and predict the SCE impacts (positive and negative) on the Valued Components that may result from a proposed development. Based on an understanding of the trends, factors and processes (those related to the development and those that are not) affecting Valued Components, a

determination is made of how the proposed project is likely to interact with the identified VCs. The impacts will be identified through comparing the predicted future conditions without the project (baseline projection) to the predicted conditions with the project. The predicted impacts will reflect the difference in the two possible future scenarios.

A description of impacts is provided for the entire development life cycle, i.e., through construction to operation and decommissioning.

The potential direct, indirect, induced and cumulative impacts (See Table 3 below for a description of these terms) can be assessed at the individual, family, community; regional, territorial and possibly national levels. Figure 2 shows the relationship between direct, indirect and induced impacts.

#### *4. Identification of Mitigation Measures*

Mitigation measures control, reduce, or eliminate adverse impacts and enhance potential beneficial impacts of a development. Mitigation can include avoiding the impact by not taking or modifying an action; minimizing, rectifying, or reducing the impacts through the design or operation of the project or policy; or compensating for the impact by providing substitute facilities, resources, or opportunities. Some examples of SCE mitigation measures include:

- Adjusting work schedules to minimize disruption of families or traditional activities
- Provision of community development initiatives (e.g., small business development funds, improvements to infrastructure);
- Use of traditional knowledge to ensure culturally important areas are not used for project purposes; and
- Modifying project access roads to avoid or minimize interference with areas of traditional use/harvesting.

#### *5. Evaluation and Significance*

While there may be many impacts identified, the most important are those considered significant. These are the impacts that will have the greatest effect on VCs; significant impacts will need to be dealt with in terms of further mitigation or impact management measures, and considered carefully in decisions regarding project approval.

It is important for the proponent to determine the significance of direct, indirect and cumulative SCE effects in consultation with the affected communities, practitioners and government agencies. The evaluation of significance can also be based on consideration of traditional knowledge, standards, guidelines, policy statements, research studies, comparable case studies, and quantitative risk assessment.

A number of factors are considered in evaluating the significance of SCE impacts, including their magnitude, duration, frequency, reversibility, geographic area, degree of probability, equity issues and degree of public concern or controversy.

*6. Development of Impact Management Strategies*

Even after mitigation, there are always likely to be some remaining (residual or net) impacts. In dealing with residual impacts, it is important to establish impact management strategies that serve to reduce potential negative residual effects and enhance potential positive effects and benefits. Impact management strategies also provide the opportunity for 'follow-up' - to monitor the development and its actual impact (including the extent of those predicted in the EA, and any unexpected effects that might occur). Impact management strategies need to address any impacts that were not anticipated or worse than predicted. Impact management strategies may also include compensation to individuals or communities, or contributions to building capacity. Communities that are predicted to be impacted by a development should be fully involved in the identification, development and refinement of impact management strategies.

**Table 3: Types of SCE Impacts**

Note that any of the following types of impact may be positive or negative.	
<b>Direct</b>	Direct effects are the immediate consequences of development's construction, operation or decommissioning. They can be characterized as typical or inevitable, and are relatively easy to predict with some degree of accuracy. The timing of direct effects coincides with construction, operation or decommissioning, and are usually limited to the development 'footprint' or immediately adjacent areas. Examples might include increases in Inuvialuit employment levels, or the value of contracts to Northern businesses.
<b>Indirect Impacts</b>	Indirect impacts are changes that result from one or more direct impacts of a project (e.g. immigrant workers put additional pressure on existing facilities/services such as medical or recreation services). Indirect impacts cannot be determined or measured with same certainty as direct impacts. The level of uncertainty increases with each link in the causal change. In terms of timing, indirect effects follow the direct effect(s) (however, may still be associated with construction or operation), and may extend some distance from the project footprint. The distinction between direct and indirect impacts is not always well-defined.
<b>Induced Impacts</b>	These are changes that occur more broadly subsequent to the project (e.g., stimulation of new business/services, additional oil and gas exploration to fill an existing pipeline, need for wage economy life skills training such as money management). Induced impacts may have broader implications than direct or indirect impacts, and may result in changes to the overall living conditions experienced by those affected by the project. Induced effects are even more difficult to predict because they depend closely on the context from which they arise and a range of somewhat uncertain indirect impacts.

**Table 3: Types of SCE Impacts**

<b>Cumulative Impacts</b>	Cumulative impacts result from a proposed development in combination with other past, present or reasonably foreseeable future developments. Cumulative impacts may occur during any phase of a development (construction, operation, decommissioning), and may extend well beyond the project footprint. The individual effects from multiple sources combine together to create a greater impact than what might have been expected by simply adding them together. Cumulative effects may include: changes in the cultural integrity of Inuvialuit people (e.g., decline in language use); development of northern businesses; changes in community and family cohesion; and increased pressure on infrastructure (housing, medical/social services, transportation and education).
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**Figure 2: Direct, Indirect and Induced Impacts**

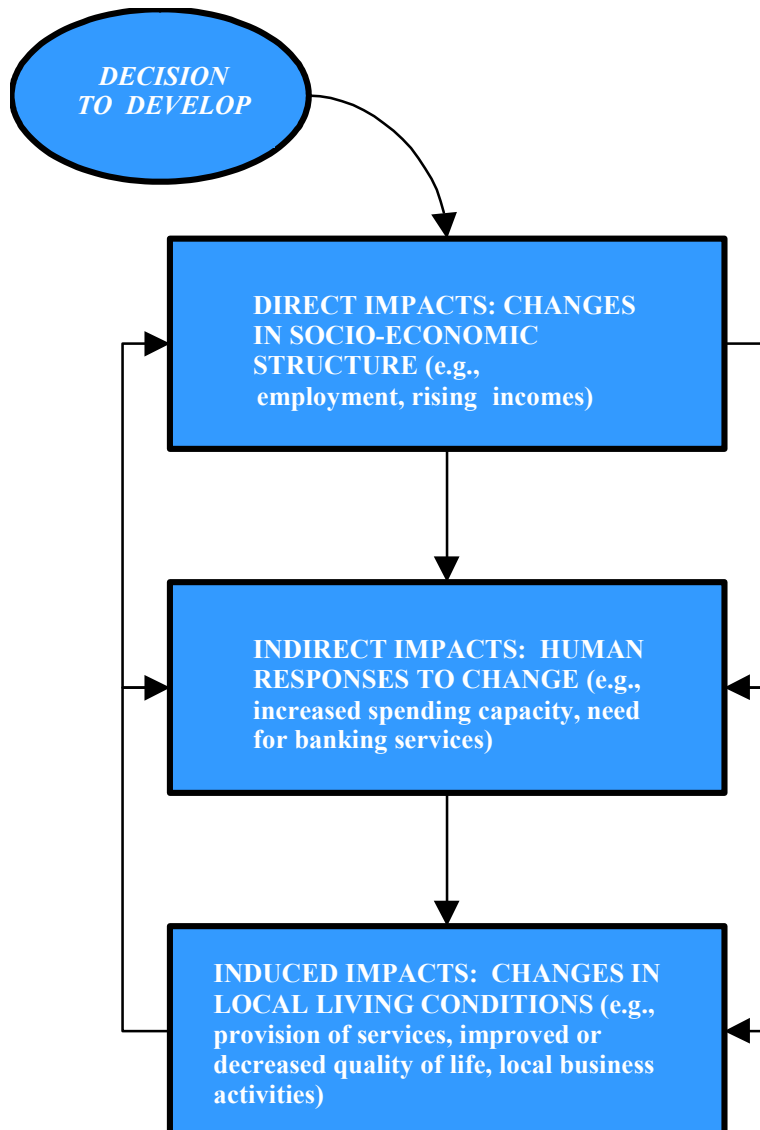
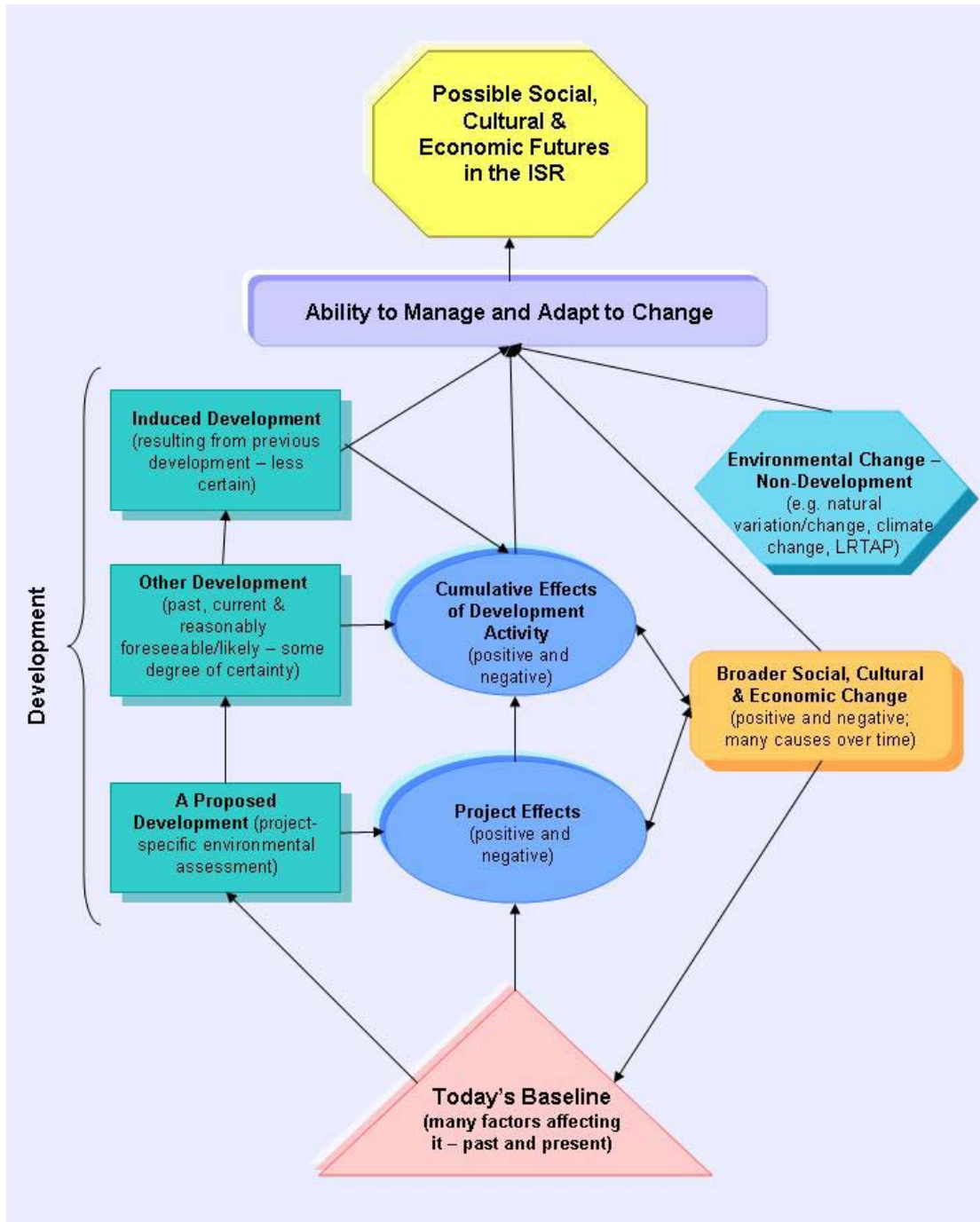


Figure 3 illustrates how development activity (a proposed project, other development activities, and induced development) and non-development change factors (e.g., environmental change, broader SCE change) work in combination with a community's ability to manage and adapt to change to shape social, cultural and economic impacts.

**Figure 3: Development and Non-Developmental Change Factors, Adaptability and SCE Impacts**



### Where Does the Data Come From for SCE Impact Assessment?

Primary source information generated specifically for the assessment may be gathered directly through interviews, surveys, site visits, field surveys, meetings or workshops, focus groups, observation, or information exchange with other members of the EA team (e.g., design and operations, biophysical environment). Consultation with communities, Aboriginal organizations, and with government/agency representatives will occur. Primary source information is collected to meet the specific needs of the SCE impact assessment methodology for a development. Usually there will be a higher level of detail and specificity relative to secondary source data. Local and traditional knowledge collected for the assessment are primary source data.

Secondary source information (existing information prepared by others that has not been generated specifically for the assessment) includes Statistics Canada Data/Census information, Government of the Northwest Territories (GNWT) Statistics, reports, Local/Traditional Knowledge collected for other purposes, and geographical data. Both primary and secondary information sources are used in SCE impact assessment. Often, the secondary source information is utilized at the outset; as work proceeds, primary source information may be needed to address detailed requirements or to supplement the secondary source information.

### Principles and Practices

Some principles and best practices identified for SCE impact assessment are provided in Table 4 below:

<b>Table 4: Principles and Best Practices in SCE Impact Assessment</b>	
<b>Principles</b>	<b>Best Practices</b>
❖ Early and meaningful community consultation and involvement	❖ Increased recognition of social, cultural and economic impacts
❖ Recognition of diversity, values, needs and interests	❖ Encouraging community involvement to collect information on local culture and traditions, land use and social environments
❖ Inclusive process to involve individuals, families and communities that are affected directly or indirectly	❖ Building on traditional and local knowledge and experience
❖ Make full use of local and traditional knowledge	❖ Utilize a range of techniques available
❖ Open and transparent process for determining the significant impacts	❖ Impact Benefit Agreements and Benefit Reporting
❖ On-going monitoring and evaluation	

## **The Role of Consultation in SCE Impact Assessment**

SCE impact assessment practitioners are third-party fact finders and analysts who can communicate with involved parties to:

- Build trust
- Gather community input
- Identify facts
- Recognize areas of agreement/disagreement
- Make predictions
- Present findings

SCE impact assessment should reflect early and meaningful consultation undertaken at local, regional, territorial and possibly national levels. Consultation should take place in a fair and equitable manner, with expectations of the public and decision makers made clear. Methods should be used that Aboriginal people and others involved in the process feel comfortable with so that their viewpoints can be represented effectively. Consultation is effective when proponents work with communities and stakeholders to develop methods and processes that are appropriate for them.

It is important for the consultation to involve discussions with elders to be able to include traditional knowledge in SCE impact assessment. Traditional Knowledge can provide information on local issues and concerns; help in understanding past and existing conditions; describe expected changes; and provide advice on managing impacts.

## **Integrating Human Health into EA**

Incorporation of human health issues into EA in northern regions has not been consistently achieved. Where health issues are included in EAs, they are typically limited to physical health impacts triggered by changes due to a development, or considered in terms of worker health and safety issues. Key challenges for integrating health issues into EA relate to differences in understanding of the scope and expectations for health issues in EA. Health practitioners and EA practitioners have had limited coordination to date. EA legislation, methods and frameworks do not readily support including health issues. These challenges indicate areas for further action on better addressing health issues in EA.

Health issues need to be further addressed in mitigation and enhancement measures sensitive to Northern society, monitoring and follow-up of health following project approval, and ensuring mitigation measures are effective.

### ***3.3 Overview of SCE Impact Assessment in the ISR***

#### **SCE Impact Assessment in the Inuvialuit Settlement Region**

The Inuvialuit Final Agreement (IFA) was completed in 1984. The principles of the IFA (Section 1) are to:

- preserve Inuvialuit cultural identity and values in a changing society;
- enable Inuvialuit to be equal and meaningful participants in economy and society; and
- to protect and preserve arctic wildlife, environment and biological productivity.

As provided for in Section 11 of the IFA, environmental assessment of developments proposed for the off-shore and on-shore Crown lands in the ISR is carried out through the Environmental Impact Screening Committee (EISC) and the Environmental Impact Review Board (EIRB). Decisions about land use on Inuvialuit Private Lands are made by the Inuvialuit Land Administration Commission and administered by the Inuvialuit Land Administration (ILA). The ILA does, upon occasion, refer developments on Private Lands to the EISC for screening. The *Canadian Environmental Assessment Act* (CEAA) also has jurisdiction in the ISR.

The EISC (IFA 11[1] – 11[17]) is responsible for screening of proposed developments that may negatively impact the environment and/or Inuvialuit wildlife harvesting. The EISC recognizes the particular emphasis placed by the IFA on wildlife, wildlife harvesting and the socio-economic and cultural importance of each of these (IFA Subsection 13(7)), and the regional importance placed on archaeological heritage sites. If a development is deemed to have the potential for a significant environmental impact, the EISC can refer the project for review by the EIRB, or through the CEAA process.

The EIRB (IFA 11[18] – 11[32]) reviews development projects proposed in the offshore and onshore Crown lands within the ISR, and makes recommendations to government and the regulatory authorities. The EIRB's review of changes to the environment includes their effect on health and socio-economic conditions, physical and cultural heritage, and current use of lands and resources for traditional purposes by aboriginal persons, or on any structure, site or thing that is of historical, archaeological, paleontological or architectural significance. Community values and land use practices recommended in the six Inuvialuit Community Conservation Plans assist the EIRB in its decision-making.

The CEAA EA process has less emphasis on social, cultural and economic issues, since the Act stipulates that cultural, socio-economic, and health impacts are only examined if they are a result of changes to the biophysical environment.

A number of cooperative agreements have been made to coordinate the Inuvialuit environmental assessment process with those of the CEAA/federal government and Mackenzie Valley (NWT) regimes:

- 1999 Memorandum of Understanding – substitution of process (EIRB / Canada)

- 2002 Memorandum of Understanding – Inuvialuit participation in transregional pipeline project/associated field development (Inuvialuit Game Council / Inuvialuit Regional Corporation /Canada)
- 2004 – Agreement for Environmental Impact Review of the Mackenzie Gas Project (Inuvialuit Game Council/Canada/Mackenzie Valley Environmental Impact Review Board)

## Roles and Responsibilities in SCE Impact Assessment

Communities in the ISR, Inuvialuit organizations, the federal government, the GNWT and project proponents all have a role to play in SCE impact assessment carried out in the ISR. Table 5 below indicates the roles in SCE impact assessment identified in interviews with practitioners.

<b>Table 5: Roles and Responsibilities in SCE Impact Assessment</b>	
<b>In your opinion, what are the roles of the following parties in SCE? <sup>5</sup></b>	
<b><i>ISR Communities</i></b>	
<b>Initial scoping/data provider</b>	<ul style="list-style-type: none"> <li>• Responsible for the collection of and providing basic data – not necessarily for the project specifically - but for their own/regional/territorial/federal use.</li> <li>• ISR Communities should also be involved in developing baseline studies and in scoping for individual projects</li> <li>• Assist with the gathering of data to describe the existing SCE conditions, in particular the traditional harvesting activities being carried out.</li> <li>• Elders can provide valuable Traditional Knowledge information.</li> </ul>
<b>Active role in EA</b>	<ul style="list-style-type: none"> <li>• Communities can play an active role throughout the EA: determining the scope, providing suggestions for mitigation, identifying and reviewing the predicted effects, and providing input to impact management agreements.</li> </ul>
<b>Raising Issues/concerns</b>	<ul style="list-style-type: none"> <li>• Have a greater role in environmental management/monitoring; ask/require other parties to act on issues</li> </ul>
<b><i>Inuvialuit Organizations</i></b>	

<sup>5</sup> This question was asked in the practitioner interviews only.

<b>Table 5: Roles and Responsibilities in SCE Impact Assessment</b>	
<b>Current information provider</b>	<ul style="list-style-type: none"> <li>Inuvialuit organizations assist in the communications between the proponent, communities and government. They ensure that the data provided to the proponent reflects current SCE conditions.</li> </ul>
<b>Organizer</b>	<ul style="list-style-type: none"> <li>Organize and facilitate discussion between parties</li> </ul>
<b>Service provider</b>	<ul style="list-style-type: none"> <li>As social and health services providers, their input to the EA is important for understanding SCE conditions and issues.</li> </ul>
<b><i>Federal Government</i></b>	
<b>Act in the interests of Canadian citizens</b>	<ul style="list-style-type: none"> <li>Ensure that all activities taking place in the North are done in the best interests of all Canadian citizens</li> </ul>
<b>Compile info</b>	<ul style="list-style-type: none"> <li>Federal government should also collect data and develop baseline information. Government departments should ensure data is passed onto other parties</li> </ul>
<b>Provide federally-mandated services</b>	<ul style="list-style-type: none"> <li>Provide health services, legal services, etc</li> </ul>
<b><i>Territorial Government</i></b>	
<b>Service provider</b>	<ul style="list-style-type: none"> <li>Provide various social services (e.g., administer health programs, education)</li> </ul>
<b>Data collection</b>	<ul style="list-style-type: none"> <li>Source of data for defining baseline (existing) conditions, monitoring of effects and mitigation over time.</li> <li>Also has a role in examining social, cultural and economic concerns.</li> </ul>
<b>Act in interests of Northern residents</b>	<ul style="list-style-type: none"> <li>Ensure all development is being done in the interests of all territorial residents now and in the future. GWNT should closely examine potential impacts</li> </ul>
<b><i>Project Proponents</i></b>	
<b>Reporting</b>	<ul style="list-style-type: none"> <li>Proponents are responsible for conducting the EAs</li> <li>They scope the SCE study, gather and compile data, describe the baseline conditions, identify the potential SCE effects, mitigation, evaluate significance, and develop monitoring and impact management strategies.</li> <li>The proponent's key role is to inform communities and seek their knowledge and experience in all steps of the EA.</li> <li>Collect data and report to other parties (communities, Inuvialuit organizations, territorial and federal government) for the purposes of monitoring. Proponents must also provide accurate and timely reporting.</li> </ul>
<b>Contingency planning</b>	<ul style="list-style-type: none"> <li>Proponents are to be responsible for contingency planning</li> </ul>
<b>Assessment and Mitigation</b>	<ul style="list-style-type: none"> <li>Ensure assessment is done adequately; perform environmental, social, cultural and economic assessments</li> </ul>
<b>Operate the project</b>	<ul style="list-style-type: none"> <li>Proponents run the project, and ensure that the project meets the interests of its shareholders.</li> </ul>

### **3.4 Social, Cultural and Economic Research Methods**

SCE impact assessment 'methodology' is a particular way of gathering data or information. A model provides a framework that defines what types of data are relevant and how best to analyze it in relation to the goals of the assessment. In conducting research, the assumptions about the context and relevance of the findings will influence the choice of method and the conclusions. Thus, SCE impact practitioners need to focus on what is relevant to a proposed development and what effects might occur.

SCE impact assessment methodology is informed by a number of areas of study or disciplines, including sociology, cultural anthropology, social psychology, political science, economics, risk assessment, statistics, demography and history, among others. A combination of quantitative methods and qualitative methods are used.

**Table 6: Quantitative and Qualitative Methods**

<b>Quantitative</b>	<b>Qualitative</b>
<ul style="list-style-type: none"> <li>❖ Survey research and opinion polling</li> <li>❖ Time series analysis (baseline profiling &amp; modeling)</li> <li>❖ Demographic analysis</li> <li>❖ Panel/Cohort analysis</li> <li>❖ Case study</li> <li>❖ Indicator analysis</li> <li>❖ Econometrics</li> <li>❖ Cost-Benefit analysis</li> <li>❖ Input-Output modeling</li> <li>❖ Descriptive Statistics</li> <li>❖ Inferential statistics</li> <li>❖ Many other methods and techniques (less common)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Oral history/talking to folks</li> <li>❖ Comparative analysis</li> <li>❖ Content analysis</li> <li>❖ Key respondent interviews</li> <li>❖ Focus groups</li> <li>❖ Participant observation</li> <li>❖ Unobtrusive research</li> <li>❖ Action research</li> <li>❖ Symbolic interaction</li> <li>❖ Ethnography</li> <li>❖ Ethno methodology</li> <li>❖ Projective scenario writing/analysis</li> <li>❖ Strategic game analysis</li> </ul>

### **3.5 Impact Mitigation**

#### **Mitigation Measures**

Mitigation measures are actions taken to enhance environmental and social benefits, minimize or correct adverse impacts, and ensure impacts are within acceptable levels. Examples of SCE mitigation measures could include employment training plans; opportunities for Inuvialuit businesses; cultural awareness training, adjusting work schedules; preferential hiring policy for Aboriginal and Northern residents; recruitment of Aboriginal youth for summer employment; and money management training for employees. Developers may also modify the location, operation or timing of activities

(e.g., specific construction or operational activities) to avoid or minimize interference with areas of traditional use or harvesting activities.

## **Impact Management**

An impact management plan is created to ensure that systems and procedures are in place for implementing the mitigation measures. An impact monitoring program (often referred to as 'follow-up monitoring') is established to be able to tell over time how accurate the predictions of impact are; whether there are unanticipated impacts; and how effective the mitigation measures are. Industry, governments, communities and organizations need to work together to identify mitigation measures and monitoring systems to confirm that mitigation is working as predicted. Communities can play an important role in monitoring of impacts over time and identifying possible changes to mitigation measures. Learning from outcomes will help improve policies and practices and help to tie together predicted changes, mitigation and monitoring.

An agreement may be drawn up between a developer and a specific group to identify how the benefits of resource development will be shared. An 'Impact Benefit Agreement (IBA)' may provide funding for activities of individual communities and regional organizations, or guarantees for training and business support. Another type of agreement is a Social, Cultural and Economic (or Socio-Economic) Agreement. These are contracts between the developer, the GNWT and affected regional organizations and/or communities. In the SCE Agreements, the parties are brought together to address certain socio-economic matters related to a project. Employment practices, human resource development, opportunities for local businesses, offers of employment and training to local residents are examples of items that could be included in SCE Agreements. Monitoring and reporting programs are agreed upon.

## **Roles and Responsibilities – Mitigation and Impact Management**

The development of mitigation measures and impact management plans is a joint effort. Community members and Inuvialuit organizations are involved in identifying possible mitigation measures based on local and traditional knowledge. It is the developers' role to predict impacts, and determine strategies for addressing them, including contingency actions for unforeseen events or effects. In doing this, developers may draw upon mitigation measures that have worked in other circumstances. Government and other organizations will also be involved in the identification and review of the mitigation and impact management measures. Government also plays a number of other roles:

- Interpretation of guidelines, standards, policies, and regulations
- Provision of data and analysis
- Technical expertise
- Addressing broader 'non-project-specific' activities that contribute to the assessment and management of social, cultural and economic impacts

All organizations may participate in the follow-up activities to ensure the accuracy of predicted impacts, and that mitigation and impact management measures are working as planned.

### ***3.6 Social, Cultural and Economic Impact Assessment – Looking to the Future***

#### **What is Working Well in SCE Impact Assessment?**

Table 7 provides a summary of comments on what is working well, as provided by community members and practitioners in interviews.

<b>Table 7: What Works Well in Social, Cultural and Economic Impact Assessment</b>	
<b>With respect to social, cultural and economic impact assessment, what have you found to be working well?</b>	
<b>Community engagement process</b>	<ul style="list-style-type: none"> <li>• The shift from addressing “numbers” and “figures” to addressing and developing policies; the use of focus groups</li> <li>• Speaking in easy to understand/non-technical language</li> <li>• Finding out what the goals/objectives of the communities are</li> <li>• Encouraging public participation; making the process more open</li> <li>• Developers are now determining what is important and relevant for communities and developing strategies and policies to address these.</li> <li>• A broad range of perspectives is now being included in the consultations.</li> </ul>
<b>Better data available</b>	<ul style="list-style-type: none"> <li>• Better data in databases</li> <li>• Statistical information tracked over time assist in baseline descriptions, profiling, mitigation and monitoring</li> <li>• More accurate and complete data</li> </ul>
<b>Agreements facilitate involvement</b>	<ul style="list-style-type: none"> <li>• Benefits agreements and the IFA allow for in-depth participation of the Inuvialuit organizations and communities</li> </ul>
<b>Incorporate traditional / local knowledge</b>	<ul style="list-style-type: none"> <li>• Trying to use traditional and local knowledge in SCE impact assessment</li> </ul>

## What Could Be Improved in SCE Impact Assessment?

A summary of community member and practitioner responses to the question of what could be improved in SCE impact assessment are provided in Table 8.

**Table 8: What Could be Improved in Social, Cultural and Economic Impact Assessment?**

<b>What could be improved or done better in social, cultural and economic assessment?</b>	
<b>Community engagement/ Participation</b>	<ul style="list-style-type: none"> <li>• Use community aspirations to set goals</li> <li>• More community involvement in developing mitigation solutions</li> <li>• Educate communities on participation</li> <li>• Increase capacity of organizations to examine impacts</li> <li>• Increase funding for community level responses; allow communities to monitor and deal with issues in a culturally appropriate manner</li> <li>• Include community representatives in the process</li> <li>• Let public know their input matters</li> <li>• Understand that the North may operate on a different schedule</li> </ul>
<b>Plain Language Approach</b>	<ul style="list-style-type: none"> <li>• Experts and complex data may be difficult for the general public to understand</li> <li>• Communicate in plain English</li> <li>• Streamline and clarify terminology</li> </ul>
<b>Common Framework</b>	<ul style="list-style-type: none"> <li>• Establish a common framework for SCE impact assessment</li> <li>• Define and get agreement on what "social, cultural and economic assessment" is (and is not)</li> <li>• Identify uniform methodologies, social indicators</li> <li>• Address lack of understanding of cohesion</li> </ul>
<b>Monitoring</b>	<ul style="list-style-type: none"> <li>• Need for an effective "feedback loop"</li> <li>• Need to pay more attention to social/cultural and economic environments in monitoring</li> <li>• Effective follow-up monitoring initiatives; data needs to be properly tracked</li> <li>• Emphasis on real-time, flexible monitoring that can be used quickly and effectively</li> </ul>
<b>Data Collection</b>	<ul style="list-style-type: none"> <li>• Better collection of data in order to improve mitigation and monitoring</li> <li>• Use existing data (e.g. in ISR)</li> <li>• Identify and fill data gaps</li> <li>• Better understanding of how one data set can drastically affect others (cumulative effects)</li> <li>• Data collected has to be useful to the North</li> <li>• Better understanding of baseline information (existing conditions)</li> </ul>
<b>Cumulative Effects Management</b>	<ul style="list-style-type: none"> <li>• Given little attention to by the GNWT and proponents; difficult to determine where one project/experience ends and another begins</li> <li>• Understand how the factors being examined interact</li> </ul>

**Table 8: What Could be Improved in Social, Cultural and Economic Impact Assessment?**

<b>Establish Boundaries/ Scoping Guidelines</b>	<ul style="list-style-type: none"> <li>• Set baselines and establish boundaries for studies</li> <li>• Proponents generally want too narrow of a scope, in contrast to communities who want a much larger one; establish clear guidelines for scoping</li> </ul>
<b>Learning from Past Experience</b>	<ul style="list-style-type: none"> <li>• Learn from the initiatives and actions undertaken by other jurisdictions, and from what has worked/not worked in the ISR</li> </ul>
<b>Improved Collaboration</b>	<ul style="list-style-type: none"> <li>• Governments, proponents and communities should work closer</li> <li>• Practitioners and professionals should develop studies together</li> <li>• More interdisciplinary engagement</li> </ul>

### Addressing Key Social, Cultural and Economic Issues

When asked who should be addressing identified SCE issues, community members and practitioners indicated that many of the issues are a shared responsibility, involving all parties. Specific roles were also indicated for the parties, as shown in Table 9 below:

**Table 9: Responsibilities for Addressing SCE Issues**

<b>For the priorities discussed above, who should have the responsibility to address the issues discussed above?</b>	
<b>Shared responsibility</b>	<ul style="list-style-type: none"> <li>• There was strong agreement among community members and practitioners interviewed that addressing SCE issues was a shared responsibility among all parties involved. The Federal government, GNWT, Inuvialuit organizations, the developer, the community and individuals should all work together to deal with the issues</li> </ul>
<b>Individuals</b>	<ul style="list-style-type: none"> <li>• Individuals should act as "watchdogs"; responsibility begins with the individual; they have the responsibility to seek help; they choose lifestyles</li> </ul>
<b>Governments</b>	<ul style="list-style-type: none"> <li>• Collect data to assess and plan for social, cultural and economic change; create a standardized system to measure and collect data ; manage social, cultural and economic impacts</li> </ul>
<b>Communities</b>	<ul style="list-style-type: none"> <li>• Work with governments and proponents to realize benefits and minimize risks; provide information and input in regard to observable changes; need to move away from dependency on others; find and promote "role models" within the community to set a good example</li> </ul>
<b>Inuvialuit organizations</b>	<ul style="list-style-type: none"> <li>• Should lead the process; co-ordinate and work with other levels of government and proponents; clearly express their objectives and vision for the Inuvialuit; be responsible for cultural protection</li> <li>• A suggestion was made that for cultural issues the Inuvialuit Regional Corporation (IRC) and communities should take the lead; for economic issues the IRC should lead in partnership with the federal and territorial governments.</li> </ul>
<b>Developers</b>	<ul style="list-style-type: none"> <li>• Deal with socio-economic and cultural impacts of their project; collect and provide meaningful and accurate data through project studies; support economic development; develop a "social conscience"</li> </ul>

## Important Considerations for Future EAs

Practitioners were asked what the most important social, cultural and economic considerations were for conducting EAs in the future. Tables 10 to 12 provide a summary of the responses in the interviews.

### *Social Considerations*

Table 10 provides a summary of stakeholder comments on important social considerations in future EAs.

**Table 10: Important Social Considerations in Future EAs**

<b>With respect to future EAs, what are likely to be the most important social considerations?<sup>6</sup></b>	
<b>How benefits are distributed</b>	<ul style="list-style-type: none"> <li>Address differences in income from development within communities (e.g. between families) and among communities (competition; strengthen cohesion and social structures for communities already under stress</li> <li>Potential for tension between families able to deal with economic changes and those that cannot; risk of some communities becoming economically marginalized- "haves and have nots"</li> </ul>
<b>Substance Abuse and Gambling</b>	<ul style="list-style-type: none"> <li>Addressing social problems due to substance abuse and addictions was also identified frequently in interviews. Drugs, alcohol, and gambling are seen to affect crime rates, families and the need for additional community services and programs.</li> <li>The suggestion was made that SCE impact assessment in the future focus on Health Canada's social determinants as the most important considerations.</li> </ul>
<b>Family unit</b>	<ul style="list-style-type: none"> <li>Erosion of family unit due to work schedule; potential for domestic violence and substance abuse; ensure family unit remains healthy; ensure social services are able to assist with new changes and tensions</li> </ul>
<b>Pregnancy</b>	<ul style="list-style-type: none"> <li>Influx of new workers can increase potential for out of wedlock pregnancies</li> </ul>
<b>Suicide</b>	<ul style="list-style-type: none"> <li>Potential for suicide due to increased community stress and substance abuse</li> </ul>

### *Cultural Considerations*

Table 11 provides a summary of comments made in stakeholder interviews on cultural considerations in future EAs.

<sup>6</sup> This question was asked in the practitioner interviews only.

**Table 11: Important Cultural Considerations in Future EAs**

<b>With respect to future EAs, what are likely to be the most important cultural considerations?<sup>7</sup></b>	
<b>Cultural erosion</b>	<ul style="list-style-type: none"> <li>Impact of southern workers who are unfamiliar with the culture of the North; traditional culture is already being eroded, steps must be taken to preserve and enhance it; teach people to embrace and take pride in their culture; loss of language</li> </ul>
<b>Shift to wage economy</b>	<ul style="list-style-type: none"> <li>Transition from traditional harvesting economy to a wage economy; impact of wage economy on traditional culture and harvesters</li> </ul>
<b>Biculturalism</b>	<ul style="list-style-type: none"> <li>Recognizing the importance of both traditional and western culture; finding a proper balance between "past" and "present"</li> </ul>

*Economic Considerations*

Interview responses on key economic considerations in conducting EAs in the future are summarized in Table 12 below.

**Table 12: Important Economic Considerations in Future EAs**

<b>With respect to future EAs, what are likely to be the most important economic considerations?<sup>8</sup></b>	
<b>Boom/bust cycle</b>	<ul style="list-style-type: none"> <li>A key economic consideration is managing the difficulties resulting from boom and bust cycles. "Boom and bust" refers to periods of intensive resource development activities, providing jobs and income and supporting local businesses, followed by a period of little or no development activity.</li> <li>Preparing for the end of resource development cycle; impact of lay offs</li> </ul>
<b>Education/Training</b>	<ul style="list-style-type: none"> <li>A greater emphasis on education and skills training for people to be properly employed</li> </ul>
<b>Increase business capacity</b>	<ul style="list-style-type: none"> <li>Support small business opportunities in the region; increase capacity of businesses to take advantage of opportunities; Increases in prices/wages; labor shortages</li> </ul>
<b>Financial management</b>	<ul style="list-style-type: none"> <li>Individuals should be given training in money management to ensure continued prosperity; communities must learn how to manage funds to ensure long term success</li> </ul>
<b>Cost of living</b>	<ul style="list-style-type: none"> <li>Potential for rents/prices to rise dramatically</li> </ul>

<sup>7</sup> This question was asked in the practitioner interviews only.

<sup>8</sup> This question was asked in the practitioner interviews only.

## Addressing Future SCE Considerations

Practitioners provided a number of suggestions for addressing the SCE considerations in future EAs (see Table 13). The most frequently mentioned suggestion was to build on the models and approaches used in previous NWT development projects, including mines (e.g., Snap Lake, Ekati, Diavik) and oil and gas projects (e.g., the Mackenzie Gas Project). Studies and approaches related to development elsewhere in the Canadian or circumpolar North (such as Jack Kruse’s work on SCE changes due to petroleum development in Alaska), other parts of Canada (such as Conoco’s training in communities in northern Alberta) and internationally (such as SCE work/research done in Western Australia) are also resources that would assist in addressing future SCE considerations.

The IFA is considered to provide a good framework to address SCE impacts in future EAs by the practitioners interviewed. It enables Inuvialuit communities to be active participants in development projects, and supports culture, environment and economy in the ISR. Community-based “bottom-up” initiatives, such as creating dry communities, cultural and traditional land programs have also been successfully used to address SCE issues.

**Table 13: Examples For Addressing SCE Considerations in Future EAs**

<b>With respect to the priority social, cultural and economic considerations you identified, are there examples that properly address these?<sup>9</sup></b>	
<b>Previous Studies</b>	<ul style="list-style-type: none"> <li>The approach to SCE impacts established for Ekati, Snap Lake, and Diavik diamond mines; previous studies such Arctic Climate Impact Assessment, the Arctic Human Development Report and the Beaufort Delta Agenda can be used as a foundation; look at national and international initiatives</li> </ul>
<b>IFA</b>	<ul style="list-style-type: none"> <li>Some aspects of the IFA encourage broader participation (e.g. communities invited into the process); cultural and environmental protection; economic development</li> </ul>
<b>Local initiatives</b>	<ul style="list-style-type: none"> <li>Success of ‘dry’ communities; events which support local Aboriginal culture; local economic development programs; local role models</li> </ul>

<sup>9</sup> This question was asked in the practitioner interviews only.

## **4. CONCLUSIONS**

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The research provided insight into the current processes and procedures involved in SCE impact assessment practice in the ISR/Canada's North – its successes and challenges. The community members and SCE practitioners/experts interviewed provided a range of perspectives on their experiences with SCE impact assessment and on how to make the practice of SCE more effective and meaningful for Inuvialuit communities and organizations, governments and developers.

# Appendices

## **APPENDIX A: LIST OF INTERVIEW RESPONDENTS**

<b>Name</b>	<b>Organization/Affiliation</b>
<b>SCE Practitioners/Experts</b>	
Andy Langford	Health and Social Services, GNWT
Barry Smit and Graduate Student Tristan Pearce	University of Guelph
Bill Livingstone	Devon Energy Corporation
Bob Simpson	Inuvialuit Regional Corporation
Jon Pierce	Canadian Environmental Assessment Agency
Lucy Kuptana	Inuvialuit Regional Corporation
Michelle Schlag	Department of Fisheries and Oceans
Pat Ruby	Consultant, formerly with NEB
Peter Homenuck	Consultant
Roger Israel	Industry, Tourism and Investment , GNWT
Sandy Lockhart	Consultant
Thom Stubbs	Consultant
Angelo Cocco	Bureau of Statistics, GNWT
Christine Inglangasuk	Environmental Impact Screening Committee
Debra Tynes	Beaufort Delta Health and Social Services Board, GNWT
Mike Benson	National Energy Board
Norm Snow	Inuvialuit Joint Secretariat
Shannon Johnstone	Department of Municipal and Community Affairs, GNWT
Audrey Armour	Consultant, York University
Gavin More	Department of Environment and Natural Resources, GNWT
Larry Peckford	Environmental Impact Review Board
Wayne Greenall	Indian and Northern Affairs Canada (INAC)
Lindsay Staples	Consultant
Ron Morrison	Department of Environment and Natural Resources ,GNWT
<b>Community Members</b>	
Amie Sherwin	Tuktoyaktuk
Anne Thrasher	Paulatuk
Esther Price	Inuvik
Laverna Klengenberg	Holman

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## **APPENDIX B: INTERVIEW QUESTIONS**

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### ***Questions for the Practitioner Interviews***

The following questions were used in preparing for the workshop on social, cultural and economic impact assessment for the Inuvialuit Settlement Region held in Inuvik on March 28-31.

#### ***Social Change and Adaptation***

1. In the last 10 years, what changes have occurred with respect to social, cultural, and economic change in the NWT or Canada's far north?
2. Why do you think these changes have occurred? (Any specific events or causes?)
3. Given your experience, what are the key social trends and changes that you see occurring that affect families and communities?

#### ***Key Challenges Experienced***

4. With respect to social, cultural and economic impact assessment, what 3 things have you found to be working well?
5. What 3 things could be improved or done better in social, cultural and economic impact assessment?
6. What measures would you suggest to improve the things you identified?
7. With respect to future EAs, what are likely to be the most important social considerations? Cultural? Economic?
8. For each of the priorities you mentioned, who do you think has the responsibility to address it? (Is it the project proponent, the federal government, the GNWT, Inuvialuit organizations, the community or individuals?)

***Changes that could be made***

9. With respect to the priority social, cultural and economic considerations you identified, are there examples that properly address these?
  - a) Social
  - b) Cultural
  - c) Economic
10. Are there any specific case studies or projects that we could look at for additional information?
11. I am interested in your views of the roles of the following parties in SCE. What is the role of:
  - a) ISR Communities
  - b) Inuvialuit organizations
  - c) Federal Government
  - d) Territorial Government
  - e) Project proponents

***Improving Future SCE Impact Assessment in the ISR***

12. How can the review of social, cultural and economic factors be made more effective?
13. Do you have any other comments?

## ***Questions for the Community Interviews***

### ***Social Change and Adaptation***

1. a) Based on your experience, what do you see as the three most important positive social, cultural and economic changes in your community over the last 10 years?  
  
b) Why are these changes important?  
  
c) Why do you think they have occurred?
2. a) What do you see as the three most important negative social, cultural and economic changes in your community over the last 10 years?  
  
b) Why are these changes important?  
  
c) Why do you think they have occurred?

### ***Improvements that could be made***

3. For each of the negative changes you mentioned, who do you think has the responsibility to address the issue? (Is it a project proponent, the federal government, the GNWT, Inuvialuit organizations (be specific if possible), the community or individuals?)
4. Do you have any examples of where you think the right kind of steps have been taken to deal with the positive as well as the negative changes that you have identified?
5. What are your suggestions for better dealing with both the positive (benefits) and the negative social, economic and cultural changes that you have identified as concerns?
6. Do you have any other comments that should be taken into account in preparing for the March 2006 workshop?

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