

Federal Authority Advice Record (FAAR)**FAAR Response must be submitted by February 6, 2025**

Sussex Region Flood Diversion Project – Town of Sussex.

Registry File: 89179

Department/Agency	Employment and Social Development Canada (ESDC)
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1. Is it probable that your department or agency exercise a power, perform a duty or function, or provide financial assistance, related to the project to enable it to be carried out in whole or in part?

As relevant,

- Specify the applicable Act of Parliament and that power, duty or function, or describe the financial assistance provided.
- Describe any associated Indigenous or public consultation, including timelines.
- Describe any associated requirements (e.g., alternative means, offsetting) that may be coordinated with the impact assessment process, if an impact assessment is required, to meet the target of five years or less to complete any required federal impact assessment and permitting.

ESDC does not exercise powers, nor perform specific duties or functions related to the Project to enable it to proceed. The powers of ESDC Ministers and their duties and functions extend to and include all matters relating to human resources and skills development in Canada. This would include areas of social development in Canada over which Parliament has jurisdiction, and which are not by law assigned to any other Minister, department, board, or agency of the Government of Canada.

2. Is your department or agency in possession of specialist or expert information or knowledge with respect to the project beyond what is described in the [Memorandums of Understanding with IAAC?](#)

As relevant,

- Specify the specialist or expert information or knowledge that is specifically related to the project and may be relevant to the conduct of an impact assessment of the project, including information on the geographic, environmental, economic or social context of the project (e.g. location of protected or sensitive areas, previous history between local communities and proponent or similar projects, local or regional social or economic concerns).
- Provide an overview of any information received or exchanged with the proponent or other party in relation to the project (e.g., about methodology, guidance, or data).

As a federal authority, ESDC provides advice on the following: social development; learning and skills development; employment and unemployment; underrepresented labour force workers; and working conditions and workplace relations, including relevant programming with respect to Indigenous Peoples.

3. Based on the mandate and expertise of your department or agency as well as information and knowledge in its possession, including the Initial Project Description, are you of the opinion that the project may cause adverse effects within federal jurisdiction or direct or incidental adverse effects?
- Identify adverse effects within federal jurisdiction that may be caused by the project.
 - Identify any non-negligible adverse effects directly linked or necessarily incidental to a federal authority's exercise of a power or performance of a duty or function, or to a federal authority's provision of financial assistance to a person for the purpose of enabling the project to be carried out, in whole or in part.
 - Identify any adverse impact that the designated project may have on the rights of Indigenous groups.

- d) Identify and describe means other than an impact assessment that may address the adverse effects within federal jurisdiction — and the direct or incidental adverse effects — that may be caused by the carrying out of the project, including how these effects would be addressed. Other means may include any power, duty or function exercised by your department or agency, as well as existing legislations, regulations, standards, processes, or guidelines by any jurisdiction that your department or agency has knowledge of.
- e) Identify whether and how an impact assessment would provide added value to understand and address adverse effects within federal jurisdiction — and the direct or incidental adverse effects — that may be caused by the project, including supporting federal authorizations that may be required.

ESDC focuses on areas of federal jurisdiction that are relevant to its mandate, specifically, socio-economic issues. ESDC offers programming that could potentially offset any adverse effects of the Project but is not involved in the licencing and permitting of any projects. Some of ESDC's programming includes the following:

Indigenous Skills and Employment Training (ISET) Program

- The ISET Program provides funding to Indigenous service delivery organizations across Canada that design and deliver job training services to First Nations, Inuit, Métis and urban/non-affiliated Indigenous people in their communities.
- The ISET service delivery organizations work closely with employers to identify Labour Market needs. Organizations link training needs to the job market by providing skills and training required to find a job such as: a suite of skills development and job training, from essential skills such as literacy and numeracy to more advanced training for in-demand jobs.
- They also offer a range of wrap-around services (such as help with childcare supports and transportation) during training in order for individuals to achieve long-term career goals. Service delivery organizations are responsible for retaining client information such as: number of skilled workers, training history, and education (Certificates/Diplomas) and Apprenticeships.

Other ESDC programs and services can be found [here](#).

4. Based on the mandate, experience and expertise of your department or agency, and on the Initial Project Description, what are the **key issues** related to the project?

If IAAC decides an impact assessment is required, IAAC will consider the information to develop project-specific draft Tailored Impact Statement Guidelines focused on key issues, establish the scope of the impact assessment, and develop plans.

As a federal authority, ESDC provides advice on the following: social development; learning and skills development; employment and unemployment; underrepresented labour force workers; and working conditions and workplace relations, including relevant programming with respect to Indigenous Peoples. Since the socio-economic assessment has not been completed in the Initial Project Description (IPD) for the Sussex Region Flood Diversion Project, ESDC would like to be consulted in the next phase of the project evaluation that involves socio-economic issues.

5. What additional information the proponent could provide that would give confidence that concerns or uncertainty regarding potential effects can be addressed through means other than an impact assessment, or that available means and evidence can be relied upon to simplify information requirements of the proponent, if an impact assessment is required?

These clarifications and additional information may be asked of the proponent in the Summary of Issues. The proponent's response on how it intends to address the issues may be used by IAAC to decide if an impact assessment is required and, if so, develop simplified project-specific draft Tailored Impact Statement Guidelines, and develop plans.

ESDC has developed a socio-economic checklist (enclosed) to assist proponents and the IAAC in the development and completion of Initial Project Descriptions (IPDs), Detailed Project Descriptions (DPD), and Tailored Impact Statement Guidelines (TISGs).

Eva Lazar

Name of Departmental / Agency Responder

Executive Director of Horizontal Policy and Special Projects Division (HPSPD), Skills and Employment Branch (SEB), ESDC

Title of Responder

February 4th, 2025

Date

ESDC Socio-Economic Checklist for Impact Assessment

The Proponent is asked to review the following checklist to ensure that they have adequately addressed - in their Initial Project Descriptions (IPDs) – the socio-economic impacts that a project potentially has on communities. ESDC wants to assist the proponent in fulfilling their socio-economic obligations at all stages of a project’s development; this includes the completion of not just IPDs, but also Detailed Project Descriptions (DPDs) and Tailored Impact Statement Guidelines (TISGs), that are to incorporate socio-economic conditions aligned with ESDC’s mandate as a federal authority.

The Value Components¹ that are listed below are derived from ESDC’s mandate regarding socio-economic issues. The indicators are the requirements that ESDC expects the proponent to adequately address in their IPDs, DPDs and TISGs. ESDC believes how the proponent responds to the indicators listed below and at all stages of the proposed project, will determine how effectively they will address socio-economic issues.

Valued Component	Indicators
<p>Economic Impacts</p>	<ul style="list-style-type: none"> <input type="checkbox"/> How the project would economically benefit the community as a whole and equity -deserving groups in the community’s labour market at the local, regional, and national levels. <input type="checkbox"/> Explicit indication of the anticipated time frame for the construction and completion of the project and its anticipated lifespan - including consideration of potential risks and mitigation measures related to boom-bust economic cycles. <input type="checkbox"/> Project’s approximate budget and how much will be spent locally on construction and operation phases including the contracting that will be made to local businesses and the labour force.
<p>Employment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Forecast of the number of jobs to be created, their job categories (i.e. contractual, part-time, or full-time), and the timeframe of these jobs during the construction phase and operation phases of the project. <input type="checkbox"/> Labour force characteristics of the community and local workforce (i.e., employment rate, participation rate, income distribution, level of education), broken down by gender, age, equity deserving groups (ie. Indigenous Peoples, racialized groups, persons with disabilities, newcomers) and any other relevant socioeconomic characteristics. <input type="checkbox"/> Adverse effects to local employment - how would they be managed or mitigated (mitigation measures); what employment related programs will be made accessible to those negatively affected by the project (e.g. ESDC employment and training programs), such as job skills and employment training or re-training. <input type="checkbox"/> Comprehensive inclusive workforce strategies that outline plans to hire and retain local residents and identify and reduce employment barriers to improve the labour market outcomes of Indigenous Peoples and equity deserving groups. <input type="checkbox"/> Assistance to be provided to former employees when the project’s facility will permanently shut down (ie. severance pay, retraining/skilling, an offer of another job, or an early retirement package).

¹ The term Valued Components is used by the IAAC to define elements or conditions of the natural and human environment that may be impacted by a proposed project and that are of concern or value to the diverse population of Canada, federal authorities and interested parties. They could have environmental, scientific, social, cultural, economic, historical, archaeological, or aesthetic importance.

<p>Training and Apprenticeships</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Employer-sponsored training of employees and potential employees – how this will be facilitated, particularly for Indigenous Peoples and equity-deserving groups. <input type="checkbox"/> Engagement with the Indigenous Skills and Employment Training (ISET) and the Skills and Partnership Fund (SPF) First Nations and Métis service delivery providers in the region throughout the project’s lifespan. <input type="checkbox"/> Details on the types of skills and knowledge that may be required to support the completion of the project throughout each stage of the project’s lifespan (from construction to operation) and how to assist the local workforce in acquiring them, particularly for Indigenous Peoples and equity-deserving groups. <input type="checkbox"/> The availability and accessibility of training programs to effectively train the local population and potential workers from surrounding areas (e.g. ESDC employment and training programs).
<p>Socio-economic conditions for Indigenous Peoples</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Specific strategies to increase hiring and training of Indigenous people of varying socioeconomic characteristics, such as through the ISET and the SPF programs. These strategies must include an estimation of the total number of employees expected from local Indigenous communities and the elimination of existing barriers to participation of Indigenous peoples.
<p>Socio-economic conditions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The social and economic context of the region of study (i.e. main economic industries, similar projects in the area) in relation to the project. <input type="checkbox"/> Details on any commitments to maximize the positive socio-economic outcomes of the project for local communities and all segments of their populations, such as employment and enhanced social services. <input type="checkbox"/> Evaluation of the availability and affordability of childcare services for workers that provides details on the number of childcare spaces available, costs and how the project will impact access to early learning and childcare programs and services to the broader community. <input type="checkbox"/> An assessment of essential wraparound supports and community services (education, transportation, access to social services) that are available to the project’s local workforce.