

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
Economic Impacts	<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.
Employment	<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.

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><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.</p> <p><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).</p>
Training and Apprenticeships	<p><input type="checkbox"/> Employer-sponsored training of employees and potential employees – how this will be facilitated, particularly for Indigenous Peoples and equity-deserving groups.</p> <p><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.</p> <p><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.</p> <p><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><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><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.</p> <p><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.</p> <p><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.</p> <p><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.</p>

