

Pre-Conference Training Course Proposal, IAIA'15 Florence, Italy, 18-19 April, 2015

Section 1—Basic Information

Course Title:

Making Social Impact Assessment Count in the ESIA Process: Examples from Indigenous Communities

- a) Level--Foundation. The foundation course is designed for, but not limited to, persons in the public and private sectors who are responsible for commissioning or undertaking assessments of social impacts or who are responsible for managing the development of public sector policies or programs. Included would be social planners; government agency personnel; development workers for domestic and international donor organizations, extension and community development workers; faculty and students as well as any person wanting or required to do social impact assessment either as a standalone activity or part of the EIA-SIA process. **While the course will be of interest to anyone wanting to develop basic skills in SIA there will also be content that appeals to those who wish to update their skills, and for practitioners with a particular interest in SIA relating to indigenous peoples and resource development.**
- b) Prerequisites for participants: There is no specific prerequisite; however, it is assumed that participants will have a general understanding of the environmental impact assessment process.
- c) Language of delivery English
- d) Duration : 2 days
- e) Maximum number of participants : 10-28
- f) Room and Equipment: Five round tables for up to 5 participants each, data projector, screen, two standard hotel easels, two flip charts and colored pens.
- g) Are participants required to bring anything to the course (e.g., laptop or case study)? Participants are not expected to bring anything other than a willingness to learn, and share their experience, challenges and questions. Participants are encouraged to bring any examples of SIA they wish to show to other participants and discuss (they will be advised of this opportunity by email prior to the conference).

- h) Name and Contact details of each trainer: (Both are IAIA members and have signed the Code of Conduct).

1. Rabel J. Burdge

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Urbana, Illinois 61802, USA
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2. C. Nicholas Taylor, Principal

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Section 2—Course Description

- a) **Summary of the purpose(s), content, and anticipated learning outcomes of the course.**

Specific course objectives and learning outcomes: The Social Impact Assessment foundation course is designed to provide the basic knowledge, understanding and technical skills to do social impact assessment at the community and project level for a variety of development settings. To achieve this goal the training course will:

1. Define Social Impact Assessment and demonstrate how it is used.
2. Cover the steps in the SIA process as a framework for doing a social impact assessment within the context of the ESIA process for a proposed project or policy change.
3. Learn to implement “screening” and “scoping” as used by government and private sector agencies as well as national and international donor/aid organizations to identify possible social and environmental impacts and plan the SIA process.
4. Explain social profiling and how to define “affected communities.”
5. Show how to locate and gather data for the description and measurement of social impact assessment variables identified during “scoping.”
6. Learn how to identify and use both quantitative and qualitative data to identify and measure significant social impacts, including data from participatory processes
7. Outline the approaches utilized to enhance and mitigate significant social impacts within a variety of development settings.
8. Outline the components of social impact assessment management plans (SIMPs) including participatory elements.
9. Learn about the use of Impact Benefit Agreements (IBAs) for mitigation of social impacts among indigenous populations.
10. Be able to demonstrate the use of SIA variables for enhancement and mitigation programs
11. Review the strengths and weaknesses of Impact Benefit Agreements (IBAs) for Indigenous and Aboriginal populations in particular.
12. Discuss IAIA International principles for ethical SIA practice.

(b) Detailed description of the course structure and content:

The 4th Edition of *A Community Guide to Social Impact* assessment will provide the framework for the course.

Case Studies A portion of class time will be devoted to working in small groups on a case study of social impact assessment for a proposed mineral extraction project within an Indigenous community. The case study will include written exercises and will run in support of the lecture presentations. The case study is a proposed diamond mine in Northeastern Yukon Territory with supplemental information from an in-situ (oil sands) mining project in Northern Alberta, Canada, and the Enbridge Northern Gateway LNG Pipeline project from Northeastern British Columbia to Kitimat on the British Columbia Coast, all in Aboriginal Territory. Other projects include a water impoundment in the Aboriginal areas of Malaysia and communities on a Polynesian Island.

Outline of structure and content of the SIA Training

Day One

- Participants will be divided into working groups based on geographical region, language skills and impact assessment experience.
- Slide presentation, “A local Community Learns about SIA and Public Involvement.”
- Participant introductions and outline of learning objectives for “doing SIA.”
- What is social impact assessment and why is it important?

Morning Tea

- Presenting the basic social impact assessment process in the context of the wider ESIA process – basic steps.
- Scoping - outlining the interconnection of environmental and social impacts due to a proposed impoundment project on Aboriginal land in Malaysia.
- The first group exercise is on “Scoping,” utilizing the case study provided by the instructors (includes a handout on approaches to “Scoping”)

Lunch

- Group reports on the social impacts identified during the “Scoping” exercise for the case study and discussion of the techniques involved.
- Based on the results of “Scoping,” public involvement techniques, sources of data and analytical procedures for measuring, understanding and describing social impact assessment variables will be reviewed.

Afternoon Tea

- Introduction to SIA variables.
- Understanding, identifying and measuring social impact assessment variables; 1) Population Impacts, 2) Community and Institutional Arrangements, 3) Communities in Transition; 4) Individual and Family Level Impacts; and 5) Community Infrastructure Needs (slide presentations)..
- Explanation of the homework assignment.

Day Two

- Brief summary of day one and comments on the homework assignment.
- Key issues for SIA practice - the sharing of participant SIA experiences and lessons learned.
- Understanding, identifying and measuring social impact assessment variables (continued from day one to include GIS and other sources of social data).
- The use of surveys in SIA and EIA research and evaluation and sharing of survey research experiences by participants.

Morning Tea

- The need for identifying significant social impacts. The second group exercise will use SIA methodologies for determining significant social impacts for the case study.
- Group reports and review of procedures utilized by each work group to identify, describe and measure identified social impacts from the case studies.

Lunch

- Introduction to mitigation and enhancement of social impacts and the basic elements of Social Impact Assessment Management Plans (SIMPs).
- A group exercise will focus on procedures for mitigation and enhancement programs for significant identified social impacts.
- Group reports on suggested mitigation and enhancement programs.

Afternoon Tea

- Presentation on Impact Benefit Agreements with a case study of a proposed development on Aboriginal land in the Pacific Islands.
- When and where is social impact assessment required and discussion of Social Impact Assessment in the European Union Guidelines for Environmental Impact Assessment and other jurisdictions.
- Ethical principles in SIA practice.

(c) Course Materials received prior to and during the course:

1. Rabel J. Burdge, 2014. *A Community Guide to Social Impact Assessment*, 4th edition. (included in workshop fee).

IAIA participants registered in advance for the SIA training course will be provided, in a welcome message, electronic copies of the baseline study of the mineral development project in Aboriginal Territory. It would be helpful (but not essential) that these be read in advance. Worksheets not included within *A Community Guide to Social Impact Assessment, 4th Edition*. Other resource material and internet links will be provided on a USB stick participants.

(d) No technology/equipment is required to facilitate this course other than that usually provided in Convention Centers.

(e) Continuing Education and Outreach

- The instructors will schedule an optional 15 minute individual consultation for each course participant during the IAIA conference.
- Both Taylor and Burdge update SIA literature for previous SIA course participants via e-mail, and in addition to their professional consulting services to public and private sector organizations often provide free technical support and advice to public and private sector organizations doing SIA practitioners. Both are active in the SIA Section of IAIA and have participated in maintaining and updating the SIA key citation index and the International Principles for SIA.
- Both instructors will attend the entire conference and plan to submit an abstract for a paper tentatively titled, “The Requirements for Screening and Scoping in Country Specific SIA Guidelines.”

Section 3—Qualifications of the Trainers

(A) Brief Resumes.

Rabel J. Burdge is an *Emeritus Professor* at the University of Illinois at Urbana-Champaign where he held tenure appointments from 1976 to 1996 in the Institute for Environmental Studies and the Departments of Agricultural Economics (Rural Sociology) and Urban and Regional Planning. He was a *Visiting Professor* in the Department of Sociology and Huxley College of the Environment at Western Washington University in Bellingham, from 1996-2012, where he taught courses on environmental sociology and social impact assessment.

Educated at Penn State (PhD, 1965) and Ohio State Universities (B.S.-1959 and M.S.-1961), Burdge has also served on the faculties of the University of Kentucky (Lexington), 1968-1976; and the U.S. Air Force Academy in Colorado Springs, 1965-68 (active military duty with final rank of Captain).

In 1990 he was elected the President of the International Association for Impact Assessment (IAIA) and in 1994 received from IAIA the “Rose-Hulman Institute of Technology Award” for outstanding contributions to the field of impact assessment. He gave the keynote address for the 26th annual meeting (June, 2007) of IAIA in Seoul, Korea and it was later published as Rabel J Burdge, “The Focus of Impact Assessment (And IAIA) Must Now Shift to Global Climate Change!!” *Environmental Impact Assessment Review*, 28 (8 November, 2008) pp. 618-622.

In 2003, Burdge edited a double issue of the international journal, *Impact Assessment and Project Appraisal*, Volume 21 (2&3) titled, “The Practice of Social Impact Assessment.” That year, he also completed the 3rd edition of his two SIA

textbooks: *The Concepts, Process and Methods of Social Impact Assessment* (translated and published in Chinese in 2011, ISBN: 978-7-5111-0612-4) and *A Community Guide to Social Impact Assessment*, both published in 2004 by the Social Ecology Press, University Park, Pennsylvania, that has now moved to % IASRM, Sociology, Sam Houston State University, Huntsville, TX, 77340, USA.

Recent social impact assessment projects include; the assessment of the building of housing for low-income Hispanic farm workers in a lower middle class area; the siting of a large deep water port facility on Native America land; a proposal to build a multiple-housing recreation facility inside a present urban area on 85 acres of pristine forested land and the baseline study for a proposed diamond mine in Aboriginal Territory of the Canada's Northwest Territory.

C. Nicholas (Nick) Taylor is a founding Director of Taylor Baines & Associates in Christchurch, New Zealand, since 1989. He was previously a Senior Research Officer at Lincoln University and has taught social assessment, ESIA and sustainable development courses at the University of Canterbury and University of Otago.

With an academic background in applied sociology (PhD) and environmental sciences (MSc) at the University of Canterbury, Nick has broad experience applying social research and impact assessment to planning and implementing a wide variety of projects and land-use plans in New Zealand and internationally, including the Pacific Islands.

He has been involved since the early 1980s in the development of approaches and techniques for social impact assessment. He has edited a special issue on SIA for *Project Appraisal* and is lead author on a major text, *Social Assessment: Theory, Process and Techniques*, first published in 1990, revised in 1995 and again in 2004.

He is active in social assessment networks including the New Zealand Association for Impact Assessment core group, and several committees of IAIA. He organized the IAIA meeting in Christchurch in 1998 and served as President of IAIA in 2009-10. He has led numerous, successful courses on SIA around the world and has worked on SIA capacity building initiatives in South Africa, Australia and Malaysia, and for the World Bank.

Taylor has worked on a wide range of public and private sector projects, and for multilateral development agencies. His particular interests are in social impacts of agriculture and land use change, major infrastructure projects in rural communities including hydro electricity, irrigation and highways, and natural resources management covering different sectors including energy, and tourism.

(B) History of the Social Impact Assessment Course

1. Previous Offerings

Nick Taylor and **Rabel Burdge** together have offered the foundation SIA course at the IAIA conferences in Vancouver, Boston, Seoul and most recently in Perth, Australia. Evaluations strongly endorsed the “relaxed”, “well organised”, “participatory” style of the course, which created a “good learning atmosphere”. The contents received strong endorsement, especially the “new techniques and information” and “diversity of

skills learnt” within a clear framework “based on real experience”. The courses created “good opportunities for networking and sharing ideas.”

Rabel Burdge, alone, first taught the foundation SIA course at IAIA '99 in Glasgow, Scotland and led the course alone in 2006 in Norway. Taylor led the course alone most recently in Accra, Ghana in 2009. In all cases, participants rated “*Satisfaction with the Course*” as a 7.8 to 8.0 on a 10 point scale. Representative evaluations are included with this proposal.

Burdge, alone, has also given the foundation course such organizations as the Community Development Society, the International Association for Public Participation and the International Association for Society and Natural Resources as well as the following private sector companies and organizations: Statoil (National Oil Company of Norway); The Cree Nation of Northern Quebec, Montreal; Pemex (National Oil Company of Mexico) in Villahermosa, Mexico; Magellan Corporate Strategies of Calgary, Alberta; the Inter-American Development Bank in Washington, D.C., Urban Systems of Kamloops, BC and ConocoPhillips of Calgary, the, Alberta. In addition, Burdge taught the social impact assessment training course for social planners in the Australian States of Queensland and New South Wales under the sponsorship of Griffith University in Brisbane, Australia.

Nick Taylor, alone and with other colleagues has run foundation SIA courses in Australia, South Africa, Malaysia, the United States, Peoples Republic of China and Hong Kong as well as several times in New Zealand. With Colin Goodrich he developed and ran a graduate course on social assessment at the University of Canterbury for many years.

2. Evaluations of Previous Social Impact Assessment Courses

International Symposium for Society and Natural Resources University of Vermont, June 9-10, 2008

Facilitator: Rabel Burdge

<p>The audience for this course were professionals in the U.S. Fish and Wildlife Service interested in the social impacts on fishing communities with the introduction of restricted harvesting rules.</p>

List some worthwhile things you learned and did during the two day training course.

-Refreshing and “relevant” information on impact assessment; working with census data (hardly ever done it before; lots of new abbreviations; but there should be more group work, yet not too tedious.

-Really opened my eyes to some of the in-depth and critically important elements such as types of jobs, wages, etc. and how to do this.

-Learning about the deficiencies of surveys; various calculations regarding impact projections; case study/mine study was interesting; websites where we could get more information about SIA; gender analysis; participatory consultation process.

- A “real” project analysis; what an SIA is and what it is not.
- Practice operationalizing the SIA process.
- Case study example was good; the opportunity to work through some of the methods via the case study; resource lists were good.
- Comparisons of SIA with NEPA, etc.; working/brainstorming with others.
- A practical approach whose methods taken individually can be applied in other circumstances (outside of SIA); working through a case study.
- More about how to analyze community level data required for SIA; Abundance of data process/websites for additional information.
- Learned how to apply SIA methods; found the case studies very useful; history of SIA.
- Working through the Community guide was extremely useful; One of the most useful things was connecting economic development information with social impacts; learning about the process was very helpful.
- SIA variables; computed in advance; more historical information on Alaska pipeline and Mackenzie decisions.
- New approaches on webbing and chaining; list of 28 SIA variables; loved the case study!

2. RATE your satisfaction with the course. Any comments?

0	1	2	3	4	5	6	7	8	9	10
					2	2		8	2	

(Very Dissatisfied)

(Very Satisfied)

3. RATE the performance of the facilitator (Rabel Burdge). Any comments?

0	1	2	3	4	5	6	7	8	9	10
						2	3	4	5	

(Very POOR)

(Very EXCELLENT)

IAIA 07, COEX Convention Center, Seoul, Korea, June 3-4, 2007

Facilitators: Rabel Burdge and Nick Taylor

The Korea session was the first use of a proposed mining project among an indigenous populations. We later expanded the example to deal with the difficulties of collecting data using standard research methods

- Learned that the process is very similar to doing environmental assessment.
- Role of SIA in decision-making and community development; methodologies for SIIA.
- The case study itself, it helped me identify various impacts and formulation of mitigation measures; clearly defined the difference between EIA & SIA.

- Basis of SIA; case study breakdown.
- The SIA process; the analysis of the case of Canada.
- SIA related theories; process and methodologies in general; instructor's perspectives and experiences in general.
- Concepts, theories of SIA; review of what we learned during the day and homework; experience sharing among participants.
- Philosophy and concepts behind SIA; Insight and methodology and data used.
- SIA methods
- More conceptualized in SIA than before getting this training; SIA methodology and process.
- 28 Variables; social management plan.
- Social impact assessment variables provided a good framework; group exercise on mitigation and enhancement.

2. RATE your satisfaction with the course. Any comments?

0	1	2	3	4	5	6	7	8	9	10
						1	3	1	3	5
(Very Dissatisfied)						(Very Satisfied)				

- Needed more time on the actual process
- Two days is too short

3. RATE the performance of the facilitators (Rabel and Nick). Any comments?

0	1	2	3	4	5	6	7	8	9	10
							2	1	3	7
(Very POOR)						(Very EXCELLENT)				

**Queensland Municipal Social Planners
Robertson Gardens, Brisbane, Australia
March 20-21, 2006
Facilitator: Rabel Burdge**

The case study was a proposed golf course and housing development in a pristine area of Central Queensland overlooking the ocean and the Great barrier Reef.

1. List some worthwhile things you learned and did during the two day course.

- Scoping, organizing and SIA, and data sources.
- Basic concepts and methods/tactics of SIA procedures.

- Learnt of others experiences with various aspects of SIA, the results of different experiences with survey methods was of particular interest.
- Applied hands on components, provided a useful structure to the SIA process, e.g., specific variables and gained a good sense of the complexities of SIA.
- SIA theory and conceptual approach.
- Practical aspects—how to calculate and predict demographic change and systematically address different kinds of impacts.
- Impact assessment chaining, networking, textbooks were good to get as part of the course fee, Montville case study was good as well as the African example at the end.
- Improved my thinking about how to be more analytical/improve process relating to assessment of social impacts. Good Networking and good resources and directions on how and where to locate others.
- Bringing it all together (the Montville exercise). The 28 variables—a useful and relative comprehensive list.
- Apply theory with practice and to consider social structure (holistic) vis-à-vis narrow perspective of proponent.
- Case study exercise very helpful.
- List of possible variable for use in SIA; some ideas regarding the process of SIA; how the origins of SIA (development impacts) differ from our organizational needs.
- Considering a range of social impact and their respective direct and indirect impacts; linking and chaining.
- Case study was very useful as a learning tool; SIA process was presented in a simple and systematic way.
- Networking with other participants; quantification of social impacts; questioning by Rabel to draw out thinking.
- Reference sources; practical hands on links; practical process and links.
- The rhetorical power of numbers in a systematic approach; the value of exploring and exploiting secondary data sources.
- The practical components were very useful as is the workbook; all of it has been most worthwhile.
- “Formal process;” similar issues across participants; applying to a real case study is helpful.
- Broke SIA into manageable pieces; I learned to manipulate most of them. Interactions slowed some practitioners doing an okay job and a master to guide us all.

2. RATE your satisfaction with the course. Any comments?

0	1	2	3	4	5	6	7	8	9	10
				1	1	3	7	7	2	1
(Very Dissatisfied)							(Very Satisfied)			

- Worthwhile to focus more on the Australian context, i.e., laws, ethical requirements, etc.
- Too much information for two days.
- Books look good.
- Course materials are a valuable take away resource; practical exercises very useful in learning.

- Materials are comprehensive.
- I can never absorb two days information in just two days.

3. RATE the performance of the facilitator (Rabel Burdge). Any comments?

0	1	2	3	4	5	6	7	8	9	10		
				1	1	4	5	7	2	2		
(Very POOR)											(Very EXCELLENT)	

- Able to give some good case study exercises.
 - Inclusive presenter.
 - Microphone would have helped.
-

EVALUATIONS OF SIA TRAINING COURSE
Delta Vancouver Airport Hotel, April 17-18, 2008
 Facilitator: Rabel Burdge

Please give us your honest opinion so we might improve the SIA course for future training

1. List some worthwhile things you learned and did during the two day training course.

- Rabel, I thought the case study was great, but I was expecting you to have worked through the data and to show us how it could be manipulated to project and measure impacts.
- Quantifiable indicators, how to calculate and where to get helpful data.
- Ways to apply statistical data in conducting SIA.
- Details about scoping; protocols and steps of SIA; terms and processes used in Canada; networking/hearing experiences of practitioners from different fields/perspectives.
- I've learned more of what is SIA, and I now have a better understanding of SIA. I will benefit from a very understandable course.
- Understanding SIA and it's process, also working on projects as groups to help to better understand.
- Conversations with Aboriginal people of actual impacts; application of multipliers; identification of impacts.
- The SIA model; scoping; information sources.
- Importance of scoping; analytical methodologies; need for more emphasis on SIA and greater balance between bio/physical and social issues, in SIA.
- Rabel, you have been very interesting; to have the knowledge to make people learn what SIA really is.
- The time and depth and SIA involves; the great literature and websites to assist in conducting SIA; to learn the issues that SIA is having all over the world; SIA's are convoluted and need to be done carefully.
- The importance of SIA; scoping importance.
- Insights on scoping and modeling causal chains of impacts.
- Scoping, mapping and webbing in order to identify priority variables/indicators.

2. RATE your satisfaction with the course. Any comments?

0	1	2	3	4	5	6	7	8	9	10
							4	7	1	2
(Very DISsatisfied)							(Very SATisfied)			

3. RATE the performance of the facilitator (Rabel Burdge). Any comments?

0	1	2	3	4	5	6	7	8	9	10
							2	7	3	2
(Very POOR)							(Very EXCELLENT)			

Masi,cho (thanks) Rabel

Section 4—Commitment of the Trainers

- a) Identify how many times any courses by any of the trainers has been offered. Burdge has given the SIA course at the IAIA conference alone twice and four times with Nick Taylor. Taylor has given the course alone once. Burdge has given the course to social planners in Australia about 7 times and at least 10 times to private and public sector organizations. In addition, Burdge gave the course annually as part of the Environmental Impact Assessment concentration in Urban and Regional Planning Departments during his tenure at various universities.
- b) Similarly, identify earlier approved training courses either of the trainers were involved in organizing, but where changes in trainers or course structure were amended. No changes in either trainers or course structures for either of the applicants.
- c) Indicate the level of commitment to give this course at IAIA 15 by noting any circumstances that would cause the course to be cancelled. Both instructors will attend the entire conference and will submit an abstract for a paper tentatively titled, “The Requirements for Screening and Scoping in Country Specific SIA Guidelines .” Only a catastrophic disease or death in either of the immediate families would lead to cancellation.
- d) What is the backup strategy in the event an instructor must withdraw unexpectedly? If one of the instructors could not attend, the other is capable and has conducted the course alone. If both could not attend, Di Buchan and James Bain, long time members of IAIA, and instructors of SIA courses in New Zealand, would be asked to step in.
- e) Statement agreeing to provide free places to students based on the formula described in the “Student Participation” paragraph. Up to three additional complimentary places have been reserved for students, depending upon final paid registrations.