

Alternative Perspectives on SEIA Indicators

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Key Questions

- General context and examples different kinds of social indicators that may be usefully incorporated into SEIAs (Brenda Parlee, University of Alberta);
- An case study on community-based indicators and an approach to monitoring from Lutsel K'e (Gloria Enzoë, Lutsel K'e Dene First Nation);
- Opportunities and challenges of Incorporating results of community-based monitoring into decision-making (Florence Catholique, Lutsel K'e Dene First Nation).

Conventional SEIA Indicators

- Conventional SEIA Indicators focus around:
 - Employment / unemployment rates
 - Business development opportunities
 - Education and Training;
 - Health Issues (incidences of social illness / crime rates)
- Are these adequate measures for understanding the impact of mining development on the health and well-being of northern communities?

Aboriginal Peoples Survey

| Characteristics | Community | NWT |
|---|-----------------|--|
| % of adults who hunted in the past 12 months | 41 |  39 |
| % of those who hunted for food | 95 | 96 |
| % of adults who fished in the past 12 months | 43 | 48 |
| % of those who fished for food | 95 | 88 |
| % of adults who gathered wild plants (berries, sweet grass, etc.) in the past 12 months | 41 | 35 |
| % of those who gathered wild plants for food | 85 | 89 |
| % of adults who trapped in the past 12 months | 14 ^E | 13 |

Aboriginal Peoples Survey

| Characteristics | Community | NWT |
|---|-------------|------------|
| Persons with more than one job: | | |
| % of employed adults working at more than one job | <u>X</u> | 7 |
| % of adults who worked at other job(s) | 26 <u>E</u> | 19 |
| Selected reasons for not working (%): | | |
| Going to school | 24 <u>E</u> | 26 |
| No full-time jobs available | <u>X</u> | 13 |
| Health problems | <u>X</u> | 9 |
| Family responsibilities | <u>X</u> | 15 |
| Not qualified for available jobs | <u>X</u> | 5 <u>E</u> |
| Retired | 24 <u>E</u> | 19 |

Social Capital ...

- Social relationships (e.g. how do people get along?);
- Social networks (e.g. do people find it easy to connect with others?);
- Social norms and values (e.g. do people show respect towards others?);
- Trust (e.g. do people in general trust others?);
- Resources (e.g. do people tend to share resources?).

Social Capital Analysis: Aboriginal Communities

- Social capital characterizes an Aboriginal community based on the degree that:
 - its resources are socially invested;
 - that it presents a culture of trust;
 - presents norms of reciprocity;
 - presents collective action;
 - facilitates participation;
 - possesses inclusive, flexible and diverse networks

(Mignone 2002)

Self-Government

SELF GOVERNMENT

People helping People

of Volunteers at Public Events

Good Communication

Level of Respectful Communication
(No Gossip) among People

Knowledgeable

of Questions asked at
Public Meetings

Togetherness

Employment

of Jobs / Job Opportunities

Knowledgeable

of Meetings Attended

Capacity to Take Action

Decision-Making
(e.g. # of BCRs)

Effectiveness of the Leadership

Sustainable Development

of Developments / Impacts on the
Environment

Communication

of Public Meetings / Home-
visits

Economic Development

Local Control Over Development
of Agreements Giving Local Control

Local Services

Quality of Local Services

Infrastructure and Services

Youth Participation

Community Support of Youth

Level of Resources devoted to Youth /
Youth Activities

Health and Safety - Family

Housing Availability / Conditions

Youth Involvement

Level of Participation in Local
Meetings

Health and Safety - Youth / Children

of Safe and Healthy Places
to Play / Hang out

Future Opportunities

Goals for Education
and Employment

Lustel K'e Dene First Nation 1996

Healing



(Lustel K'e Dene First Nation 1996)

Cultural Preservation



(Lustel K'e Dene First Nation 1996)

Learnings

Standard SEIA tend to focus on basic socio-economic indicators such as employment and crime rates etc. because data is readily available;

There are other kinds of social, economic and cultural activity that are also important to community's well-being and may be significantly and adversely affected by a proposed development;

Opportunities

Processes of community-based monitoring that involve local people in defining, monitoring and interpreting changes in their community can increase knowledge and capacity to address socio-economic and cultural impacts of greatest concern to them.

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