



FINAL

# Social Study Plan

*May 2021*





# MARTEN FALLS FIRST NATION ALL SEASON COMMUNITY ACCESS ROAD

*Social Study Plan*

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## Revision History

Rev #	Date	Revision Description
Draft	May 2020	Submitted "Socio-Community Assessment Study Plan" to the Agency.
Final	May 2021	Revised to address federal and provincial agency comments.



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# MARTEN FALLS FIRST NATION ALL SEASON COMMUNITY ACCESS ROAD

*Social Study Plan*

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## Authors

### Report Prepared By:

<Originally Signed By>

Jessica Metzals, MES  
Environmental Planner  
Dillon Consulting Ltd.

### Report Reviewed By:

<Originally Signed By>

Don McKinnon, MES, RPP  
Partner  
Dillon Consulting Ltd.

<Originally Signed By>

Brady Romanson, MES, MCIP, RPP  
Senior Social Scientist  
AECOM





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- Appendix A. Preliminary List of Data Sources
- Appendix B. Agency Comments on the Draft Study Plan
- Appendix C. Table Example: Employment by Age and Sex in the Marten Falls First Nation Community

## Acronyms

- Agency, the ... Impact Assessment Agency of Canada
- CAR ..... Community Access Road
- EA ..... Environmental Assessment
- GBA+ ..... Gender-based Analysis Plus
- IA ..... Impact Assessment
- IAA ..... *Impact Assessment Act*
- IS ..... Impact Statement
- km ..... kilometre
- LSA ..... Local Study Area
- MECP ..... Ontario Ministry of the Environment, Conservation and Parks
- MFFN ..... Marten Falls First Nation
- PDA ..... Project Development Area
- RSA ..... Regional Study Area
- SAR ..... Species at Risk
- TISG ..... Tailored Impact Statement Guidelines
- ToR ..... Terms of Reference
- VC ..... Valued Component







# 1. Introduction

The Proponent of the Community Access Road (CAR or the Project) is Marten Falls First Nation (MFFN), a remote First Nation community in northern Ontario located at the junction of the Albany and Ogoki rivers, approximately 430 kilometres (km) from Thunder Bay, Ontario. The MFFN community is proposing an all-season Community Access Road that will connect the MFFN community to Ontario's provincial highway network (Highway 643) to the south via the existing Painter Lake Road. MFFN, as the Proponent of the Project, has formed a MFFN CAR Project Team that includes MFFN CAR Community Member Advisors and MFFN CAR Project Consultants who act with input, guidance and direction from the MFFN Chief and Council.

This document outlines the Study Plan for the Social Environment to support a co-ordinated Impact Assessment (IA) required for Project review by the Impact Assessment Agency of Canada (the Agency) under the federal *Impact Assessment Act* (IAA) and Environmental Assessment (EA) required for Project review by the Ontario Ministry of the Environment, Conservation and Parks (MECP) under the Ontario *Environmental Assessment Act*.

## 1.1 Federal and Provincial Terminology

The study plans have been prepared using federal terminology, however, the respective provincial terminology has been provided in **Table 1-1** for reference. The terms can be used interchangeably.

**Table 1-1: Equivalent Federal and Provincial Terms**

Provincial Term	Federal Term
Criteria	Valued Component
Impact Management Measure	Mitigation Measure
Net Effects	Residual Effects
Record of Consultation	Record of Engagement





## 1.2 Project Study Plans

This Study Plan is one of a group of study plans created for the Project. **Table 1-2** includes the study plans for each environmental<sup>1</sup> discipline currently planned for the Project and the valued components (VCs) covered by the study plans where applicable.

**Table 1-2: Project Study Plans and Valued Components**

Environmental Discipline	Study Plan Name	Valued Component(s)
<b>Aboriginal and Treaty Rights and Interests</b>	■ Aboriginal and Treaty Rights and Interests Study Plan	<ul style="list-style-type: none"> <li>■ Indigenous Current Use of Lands and Resources for Traditional Purposes</li> <li>■ Cultural Continuity (ability to practice and transmit cultural traditions)</li> </ul>
<b>Atmospheric Environment</b>	■ Atmospheric Environment and Greenhouse Gases Study Plan	<ul style="list-style-type: none"> <li>■ Air Quality</li> <li>■ Greenhouse Gas Emissions</li> </ul>
<b>Climate Change</b>	■ Climate Adaptation and Resiliency Study Plan	<ul style="list-style-type: none"> <li>■ Climate Change</li> </ul>
<b>Acoustic and Vibration Environment</b>	■ Acoustic and Vibration Environment Study Plan	<ul style="list-style-type: none"> <li>■ Noise</li> <li>■ Vibration</li> </ul>
<b>Physiography, Geology, Terrain and Soils</b>	■ Physiography, Terrain and Soils Study Plan	<ul style="list-style-type: none"> <li>■ Physiography, Terrain and Soils</li> </ul>
<b>Surface Water</b>	■ Surface Water Study Plan	<ul style="list-style-type: none"> <li>■ Surface Water</li> </ul>
<b>Groundwater and Geochemistry</b>	■ Groundwater and Geochemistry Study Plan	<ul style="list-style-type: none"> <li>■ Groundwater</li> </ul>
<b>Vegetation</b>	■ Vegetation Study Plan	<ul style="list-style-type: none"> <li>■ Wetland and Riparian Ecosystems</li> <li>■ Upland Ecosystems</li> <li>■ Designated Areas (Areas of Natural and Scientific Interest, Environmentally Significant Areas, Significant Woodlands, Critical Landform / Vegetation Associations)</li> <li>■ Traditional Use Plants and SAR Plant Populations (including species with special conservation status or rarity in the province)</li> </ul>
	■ Peatlands Study Plan	<ul style="list-style-type: none"> <li>■ Peatland Ecosystems (bogs and fens)</li> </ul>
<b>Wildlife</b>	■ Wildlife Study Plan	<ul style="list-style-type: none"> <li>■ Bats (including SAR-bats such as: Little Brown Myotis [<i>Myotis lucifugus</i>], Northern Myotis [<i>Myotis septentrionalis</i>] and Tricolored Bat [<i>Perimyotis subflavus</i>])</li> </ul>

1. The use of the term environment in this document is inclusive of the components of the environment that are included in the Ontario Environmental Assessment Act definition, which includes a general description of the social, cultural, built and natural environments.





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Environmental Discipline	Study Plan Name	Valued Component(s)
		<ul style="list-style-type: none"> <li>■ Fur Bearers (proxy VC<sup>2</sup> American Marten [<i>Martes americana</i>], Beaver [<i>Castor canadensis</i>] and Wolverine [<i>Gulo gulo</i>])</li> <li>■ Amphibians and Reptiles</li> <li>■ Pollinating Insects</li> </ul>
	<ul style="list-style-type: none"> <li>■ Ungulates (Moose and Caribou) Study Plan</li> </ul>	<ul style="list-style-type: none"> <li>■ Moose (<i>Alces alces</i>)</li> <li>■ Caribou, boreal population (<i>Rangifer tarandus</i>)</li> </ul>
	<ul style="list-style-type: none"> <li>■ Bird Study Plan</li> </ul>	<ul style="list-style-type: none"> <li>■ Forest Birds (proxy VC of Red-eyed Vireo [<i>Vireo olivaceus</i>] for deciduous forest, Ovenbird [<i>Seiurus aurocapilla</i>] for mixedwood forest, Dark-eyed Junco [<i>Junco hyemalis</i>] for coniferous forest and disturbed forest</li> <li>■ Raptors (proxy VC of Osprey [<i>Pandion haliaetus</i>] for diurnal raptors and Boreal Owl [<i>Aegolius funereus</i>] for nocturnal raptors</li> <li>■ Shorebirds (proxy VC of Wilson's Snipe [<i>Gallinago delicata</i>])</li> <li>■ Waterfowl (proxy VC of Mallard [<i>Anas platyrhynchos</i>])</li> <li>■ Bog / Fen Birds and Other Wetland Birds (proxy VC of Palm Warbler [<i>Setophaga palmarum</i>] for bogs, Common Yellowthroat [<i>Geothlypis trichas</i>] for fens; and Northern Waterthrush [<i>Parkesia noveboracensis</i>] for swamps.</li> <li>■ SAR birds: Canada Warbler (<i>Cardellina canadensis</i>), Chimney Swift (<i>Chaetura pelagica</i>), Common Nighthawk (<i>Chordeiles minor</i>), Eastern Whip-poor-will (<i>Antrostomus vociferous</i>), Eastern Wood-Pewee (<i>Contopus virens</i>), Evening Grosbeak (<i>Coccothraustes vespertinus</i>), Olive-sided Flycatcher (<i>Contopus cooperi</i>), Bald Eagle (<i>Haliaeetus leucocephalus</i>), Peregrine Falcon (<i>Falco peregrinus</i>), Short-eared Owl (<i>Asio flammeus</i>), Bank Swallow (<i>Riparia riparia</i>), Barn Swallow (<i>Hirundo rustica</i>), Black Tern (<i>Chidonias niger</i>), Rusty Blackbird (<i>Euphagus carolinus</i>), Yellow Rail (<i>Coturnicops noveboracensis</i>)</li> </ul>
Fish and Fish Habitat	<ul style="list-style-type: none"> <li>■ Fish and Fish Habitat Study Plan</li> </ul>	<ul style="list-style-type: none"> <li>■ Lake Sturgeon (<i>Acipenser fulvescens</i>)</li> <li>■ Walleye (<i>Sander vitreus</i>)</li> <li>■ Brook Trout (<i>Salvelinus fontinalis</i>)</li> <li>■ Northern Pike (<i>Esox lucius</i>)</li> <li>■ Lake Whitefish (<i>Coregonus clupeaformis</i>)</li> <li>■ Chain Pickerel (<i>Esox niger</i>)</li> <li>■ Yellow Perch (<i>Perca flavescens</i>)</li> <li>■ Cisco (<i>Coregonus artedii</i>)</li> </ul>

<sup>2</sup> A proxy VC is used when looking at the effects of one species that represents many others.







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Environmental Discipline	Study Plan Name	Valued Component(s)
		<ul style="list-style-type: none"> <li>■ Burbot (<i>Lota lota</i>)</li> <li>■ Longnose Sucker (<i>Catostomus catostomus</i>)</li> <li>■ White Sucker (<i>Catostomus commersonii</i>)</li> <li>■ Forage / Prey Species (including species such as Lake Chub [<i>Couesius plumbeus</i>])</li> <li>■ Lower Trophic Organisms (e.g., benthic invertebrates)</li> </ul>
<b>Social</b>	■ Social Study Plan	<ul style="list-style-type: none"> <li>■ Housing and Accommodation</li> <li>■ Community Service and Infrastructure</li> <li>■ Transportation</li> <li>■ Community Well-being</li> <li>■ Populations and Demographics</li> </ul>
<b>Economy</b>	■ Economic Study Plan	<ul style="list-style-type: none"> <li>■ Regional Economy</li> <li>■ Labour Force and Employment</li> <li>■ Government Finances</li> </ul>
<b>Land and Resource Use</b>	■ Land and Resource Use Study Plan	<ul style="list-style-type: none"> <li>■ Land Use Compatibility</li> <li>■ Parks and Protected Areas</li> <li>■ Extractive Industry</li> <li>■ Forestry Industry</li> <li>■ Energy and Linear Infrastructure</li> <li>■ Recreation and Tourism</li> </ul>
<b>Human Health and Community Safety</b>	■ Human Health and Community Safety Study Plan	<ul style="list-style-type: none"> <li>■ Public Safety</li> <li>■ Public Health</li> <li>■ Diet</li> <li>■ Environmental Factors Influencing Health</li> </ul>
<b>Visual Aesthetics</b>	■ Visual Aesthetics Study Plan	<ul style="list-style-type: none"> <li>■ Visual Contrast / Character</li> <li>■ Visibility</li> <li>■ Visual Sensitivity</li> </ul>
<b>Archaeological and Cultural Heritage</b>	■ Cultural Heritage Study Plan	<ul style="list-style-type: none"> <li>■ Archaeological Sites and Resources</li> <li>■ Built Heritage Resources and Cultural Heritage Landscapes</li> </ul>

It should be noted that while there is not a consultation study plan, the Project has developed the *Consultation and Engagement Plan to Support the Environmental Assessment / Impact Statement* (AECOM 2020) (referred to as the Impact Statement [IS] / EA Consultation Plan).







## 2. Purpose and Objectives

The key objectives of conducting an IA / EA are to describe the existing environment, gather sufficient information to predict Project-related effects (positive and negative, direct and indirect) of the Project and alternatives on the environment, determine measures needed to avoid or minimize adverse Project effects and enhance beneficial Project effects where feasible, and to undertake consultation and engagement throughout. The purpose of this Study Plan is to explain:

- A baseline<sup>3</sup> study methodology that will result in a comprehensive description of the existing environment potentially impacted by the Project;
- How efficient and transparent data management and analysis will be undertaken;
- Effects assessment scoping inputs specific to the Social Environment that will allow for potential effects of the Project on the existing environment to be appropriately assessed in the IS / EA Report; and
- How the Study Plan aligns with federal and provincial requirements and guidance, including the Agency's Tailored Impact Statement Guidelines (TISG), dated February 24, 2020 (the Agency 2020c), for this Project and applicable provincial agency comments on the Draft Terms of Reference (ToR)<sup>4</sup>.

As required by the IAA and referenced in TISG Section 7.3, work plans will also be developed for disciplines as required. It is anticipated the work plans will include further details on how to action the study plans; for example they would contain a schedule for the key work tasks. The Social Assessment will consider how the Social environment and community features may be affected by the Project. This includes changes to population and demographics, housing, community services (e.g., education, child care), infrastructure (waste, water, wastewater, telecommunications and power), transportation, and community well-being.

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3. *Baseline refers to the current conditions of the environment potentially impacted by the Project. Baseline conditions serve as a reference against which changes due the Project are measured.*

4. *If necessary, the Study Plan will be updated to reflect the approved ToR if approval is obtained.*





Items related to the Social environment but excluded from this Study Plan and covered under separate study plans include:

- Human Health and Community Safety Study Plan: e.g., for considerations related to: traffic safety, health care facilities and services, emergency services, supply and cost of goods and services, food security, illegal / disruptive activities, and women's safety; and,
- Economic Study Plan: e.g., for considerations related to: supply and cost of goods and services, cost of living, income inequity, non-commercial/trade economy, and employment.

The above items may be referenced and considered in the assessment of effects to relevant components of the socio-community such as community well-being.

In conducting the Social Assessment, information from the following other disciplines<sup>5</sup> will be considered:

- **Air Quality** – Potential changes to air quality will be considered as part of community well-being. Changes to air quality could result in nuisance effects to people who spend time near the Project location. This could occur during both the construction and operation periods.
- **Noise** – Potential changes to noise will be considered as part of community well-being. Changes to noise levels could be an annoyance to those who spend time near the Project location. This could occur during both the construction and operation periods.
- **Economic** – Potential changes to the economy will be considered throughout the Social assessment. Changes to the economy may affect the provision of community services and infrastructure; housing; education opportunities; population and demographics and community well-being.
- **Human Health and Community Safety** – Potential changes to health, including public safety, will be considered as part of community well-being. Changes to health may affect components of community well-being such as Social issues and overall well-being.
- **Aboriginal and Treaty Rights and Interest** – Potential changes to the use of land and resources for traditional use and cultural features and practices may influence the Social environment. These potential changes are considered within the assessment of community well-being.

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5. It is expected each discipline will produce their own technical report supporting the assessment of key factors within that area.





Other relevant disciplines may also be considered depending on the nature of the information received including for example the Land and Resource Use Assessment. Further, relevant information to the Social Assessment may also be collected through the general engagement and consultation activities and from the Indigenous Knowledge collection program.

For the purposes of establishing appropriate context, the Study Plan begins with background and relevant information on:

- Study Plan related discussions with the Agency, the MECP and applicable agencies to date (**Section 3**);
- The approach to Project consultation and engagement (**Section 4**);
- How Indigenous Knowledge will be collected and used in the IA / EA (**Section 5**); and
- The spatial and temporal boundaries that will be used for the IA / EA (**Section 6**).

## 2.1 Approach to Handling Confidential Information

### 2.1.1 Indigenous Knowledge

Permission from the Indigenous community will be sought before including Indigenous Knowledge in the IS / EA Report, regardless of the source of the Indigenous Knowledge. Sensitive and / or confidential information will be specifically collected through the Indigenous Knowledge Program to inform the IS / EA Report, and its use and publication will be governed by Indigenous community-specific Indigenous Knowledge Sharing Agreements. Sensitive and / or confidential information collected through Indigenous Knowledge Sharing Agreements will be protected from public or third-party disclosure and will be established between the Proponent and Indigenous communities participating in the Indigenous Knowledge Program prior to the sharing and use of any sensitive information. Instances where Indigenous Knowledge sharing has taken place during consultation activities (e.g., meetings) will be recorded in the Record of Consultation and Engagement, including where Indigenous Knowledge was incorporated into Project decisions and into the IS / EA Report (i.e., specifics will not be included in the Record of Consultation and Engagement given the potential sensitivity and / or confidentiality of the information shared).







## 2.1.2 Socio-Economic Primary Data

Collected primary Social data that is considered to be confidential will not be documented in the IS / EA Report. This confidential information may include identity factors such as demographic data provided by individuals from whom the data are obtained. The content and findings obtained that are not considered as confidential will be included in baseline documentation irrespective of source (Indigenous or non-Indigenous knowledge holder). Information obtained through other primary data programs (such as Indigenous Knowledge) will adhere to the confidentiality provisions of the respective data sharing agreements that have been established.

Social primary data will be presented in a generic manner and referenced appropriately. It is anticipated that confidential primary data will relate to individuals rather than groups. Confidentiality will be granted upon request to those individuals and information related to the individual, including information which may support Gender-Based Analysis Plus (GBA+), will be redacted from the Social Assessment report.

## 2.1.3 Health Information

If applicable, a process for handling confidential health information will be developed. This process will conform to Ownership, Control, Access, Possession (First Nations Information Governance Centre 2020) requirements and will also aim to preserve the confidentiality of individual persons providing the information.







### 3. Study Plan Technical Discussions

To facilitate the development of satisfactory study plans and eventually a satisfactory IS / EA Report, MFFN previously submitted draft study plans in an effort to hold technical discussions with the Agency, the MECP and applicable agencies. A summary of technical discussions and correspondence held to date on this Study Plan has been provided in **Table 3-1**.

**Table 3-1: Summary of Study Plan Technical Discussions**

Attendees / Responsible Party	Correspondence	Discussion Point	Solution
<ul style="list-style-type: none"> <li>■ The Agency</li> </ul>	<ul style="list-style-type: none"> <li>■ Preliminary comments received following submission and review of draft Study Plan.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>05-August-2020:</b> Comments and clarification questions received, including editorial comments, additional information requirements regarding study plan, and clarification requests related to study areas, data collection, assessment, criteria and indicators, and concordance with federal and provincial requirements.</li> </ul>	<ul style="list-style-type: none"> <li>■ Additional details and clarification provided within this Study Plan, and responses to these comments are in <b>Appendix B</b>.</li> </ul>
<ul style="list-style-type: none"> <li>■ MECP</li> </ul>	<ul style="list-style-type: none"> <li>■ Comments received following submission and review of draft Study Plan.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>20-August-2020:</b> Comments and clarification requests received, including editorial comments and additional information requirements.</li> </ul>	<ul style="list-style-type: none"> <li>■ Additional details and clarification provided within this Study Plan, and responses to these comments are in <b>Appendix B</b>.</li> </ul>
<ul style="list-style-type: none"> <li>■ The Agency</li> <li>■ MECP</li> <li>■ Ministry of Energy, Northern Development and Mines</li> <li>■ MFFN CAR Project Team</li> </ul>	<ul style="list-style-type: none"> <li>■ Technical discussion of comments received following agency review of draft Study Plan.</li> </ul>	<ul style="list-style-type: none"> <li>■ <b>07-October-2020:</b> Discussion on the role of the general consultation and engagement program to confirm the interests of Indigenous communities and other persons in economic impacts and subsequent target information gathering sessions.</li> <li>■ <b>07-October-2020:</b> Regarding data verification, the Agency indicated that it is not necessary to validate raw data with Chiefs and Councils, rather, community leadership can review / validate data that is to be documented in the IS / EA Report and supporting reports to help to ensure accurate representation.</li> </ul>	<ul style="list-style-type: none"> <li>■ Additional details and clarification on the consultation and engagement program are provided in <b>Section 4</b> of the Study Plan.</li> <li>■ This approach to data verification will be followed. See <b>Section 8</b>.</li> </ul>





## 4. IS / EA Report Consultation and Engagement Process

### 4.1 Interested Persons and Government Agencies

The Proponent will provide Project notices and advise of opportunities for consultation and engagement with interested persons<sup>6</sup> which includes, at a minimum, members of the public outlined in the *Public Participation Plan for the Marten Falls Community Access Road Project Impact Assessment* (the Agency 2020) (referred to as the Public Participation Plan). This will include the opportunity to provide input on the existing environment, VCs, effects assessment methods, effects assessment results, and mitigation and follow-up program measures as applicable. A variety of activities will be offered so that members of the public are informed of the IS / EA Report as it progresses and are aware of the opportunities and means to provide their input. The study plans have recognized public and agency input received on the Project to date. Government agencies and interested persons will have the opportunity to comment on components of the study plans throughout the IS / EA Report consultation and engagement process. The Project's approach to handling confidential and sensitive information is outlined in **Section 2.1**.

### 4.2 Indigenous Communities

The Proponent will provide Project notices and opportunities for consultation and engagement with Indigenous communities identified in **Table 4-1**, which is inclusive of all Indigenous communities identified in the *Indigenous Partnership and Engagement Plan for the Marten Falls Community Access Road Project Impact Assessment* (the Agency 2020a) (referred to as the Indigenous Engagement and Partnership Plan).

Indigenous communities will be provided the opportunity to be involved at critical decision-making points throughout the IS / EA Report so that the Proponent can consider and incorporate, where appropriate Indigenous Knowledge and Indigenous land and resource use information into the Project as it pertains to the existing environment, VCs, effects assessment methods, effects assessment results, and mitigation and follow-up program measures. A variety of activities will be offered so that Indigenous communities are

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6. Interested persons, as defined in the IS / EA Consultation Plan, are individuals and groups (e.g., associations, non-governmental organizations, industry and academia) who could have an interest in the Project, including but not limited to communities in the region, those with commercial interests (e.g., forestry, trappers, outfitters, other mineral tenure holders in the area) and recreational users or those with recreational interest (e.g., campers, hunters and environmental groups).





informed of the IS / EA Report as it progresses and are aware of the opportunities, means and timelines to provide their input. The study plans have recognized Indigenous community input received on the Project to date. Indigenous communities will have the opportunity to comment on components of the study plans throughout the IS / EA Report consultation and engagement process.

**Table 4-1: Identified Neighbouring Indigenous Communities, including their Provincial Territorial Organizations and / or Tribal Council Affiliations**

Tribal Council Affiliation	Indigenous Community or Organization
<b>Matawa First Nations Management</b> <i>(Nishnawbe Aski Nation)</i>	<ul style="list-style-type: none"> <li>■ <b>Marten Falls First Nation</b> (Proponent and potentially affected Indigenous community)</li> <li>■ Aroland First Nation</li> <li>■ Constance Lake First Nation</li> <li>■ Eabametoong First Nation</li> <li>■ Ginoogaming First Nation</li> <li>■ Neskantaga First Nation</li> <li>■ Nibinamik First Nation</li> <li>■ Webequie First Nation</li> </ul>
<b>Matawa First Nations Management and the Union of Ontario Indians / Nishnawbe Aski Nation</b>	<ul style="list-style-type: none"> <li>■ Long Lake #58 First Nation**</li> </ul>
<b>Mushkegowuk Council</b> <i>(Nishnawbe Aski Nation)</i>	<ul style="list-style-type: none"> <li>■ Attawapiskat First Nation</li> <li>■ Fort Albany First Nation</li> <li>■ Kashechewan First Nation</li> </ul>
<b>Shibogama First Nations Council</b> <i>(Nishnawbe Aski Nation)</i>	<ul style="list-style-type: none"> <li>■ Kasabonika Lake First Nation</li> <li>■ Kingfisher Lake First Nation</li> <li>■ Wapekeka First Nation</li> <li>■ Wawakapewin First Nation</li> <li>■ Wunnumin Lake First Nation</li> </ul>
<b>Independent First Nations Alliance</b> <i>(Nishnawbe Aski Nation)</i>	<ul style="list-style-type: none"> <li>■ Kitchenuhmaykoosib Inninuwug First Nation</li> </ul>
<b>Independent First Nations</b> <i>(Nishnawbe Aski Nation)</i>	<ul style="list-style-type: none"> <li>■ Mishkeegogamang First Nation</li> <li>■ Weenusk First Nation</li> </ul>
<b>Nokiiwin Tribal Council</b>	<ul style="list-style-type: none"> <li>■ Animbiigoo Zaagi'igan Anishinaabek First Nation*</li> </ul>
<b>Métis Nation of Ontario</b>	<ul style="list-style-type: none"> <li>■ Métis Nation of Ontario; Region 2*</li> </ul>
<b>Independent Métis Nation</b>	<ul style="list-style-type: none"> <li>■ Red Sky Independent Métis Nation*</li> </ul>

Notes: \* Indigenous communities or organizations identified by the MECP who should be consulted on the basis that they may be interested in the Community Access Road.

\*\* The MECP indicated in a letter to MFFN that Long Lake #58 First Nation was moved from interest-based to rights-based.







## 4.3 Consideration of Identity and Gender-Based Analysis Plus in Engagement

To fulfill requirements of the IAA, the Consultation and Engagement Program will consider a diverse range of perspectives from interested persons and interested Indigenous communities and their members identified in the Agency's Indigenous Engagement and Partnership Plan and the Public Participation Plan. This will include at a minimum providing ongoing opportunities for engagement to:

- **Neighbouring Indigenous communities, including relevant subpopulations:**
  - Women;
  - Youth; and
  - Elders.
- **Non-Indigenous communities including:**
  - Women;
  - Youth; and
  - Activity-based subgroups (e.g., recreationalists, snowmobilers, tourism establishment operators).

The Proponent will also consult and engage with other subpopulations identified by communities during consultation and engagement. The information from these activities and any additional identity groups identified by communities through consultation and engagement will be considered by applicable environmental disciplines for the purposes of data collection and considering disproportionate effects.

During consultation and engagement, these aforementioned groups will be consulted and engaged with on targeted input. Specialized knowledge will be gathered through disciplines such as Social, Economic, Land and Resource Use and Aboriginal and Treaty Rights and Interests. The social data collection program is expected to include targeted interviews, focus groups, questionnaires and other niche tools to gather information from diverse populations to resolve gaps in socio-economic secondary data. These diverse populations include the aforementioned identity groups, which are also referenced in the IS / EA Consultation Plan, and those identified by communities during consultation and engagement. The importance of soliciting inputs and perspectives from diverse subgroups has also been factored into the Indigenous Knowledge Program and associated materials (see **Section 5**).

When feedback is received from interested persons and Indigenous communities, issues, comments and questions will be tracked, which is consistent with the process described in the IS / EA Consultation Plan.







Specific to Gender Based Analysis Plus (GBA+) objectives, this will include efforts to engage with diverse populations. It is expected this will include activities specific to subgroups and tabulation of consultation and engagement participation with respect to identity factors. This will provide summary statistics to demonstrate the diversity achieved in consultation and engagement.

## 4.4 Consultation on Social Concerns and Impacts

As part of the IS / EA Consultation Plan and Indigenous Knowledge Program, Indigenous communities identified in **Table 4-1** will be contacted to determine their level of interest in the Project and their concerns related to the potential Social impacts. For the Indigenous communities that express specific Social concerns, targeted engagement for the purposes of Social data collection will be implemented through the Social primary data collection program consistent with the likelihood of effect anticipated to the community as determined by the MFFN CAR Project Team.

In addition, interested persons identified through the general engagement program and inclusive of those listed in the Public Participation Plan will also be engaged on potential Social concerns and for data collection purposes. **Section 7.2** provides additional details on the targeted Social data collection approach.





## 5. Consideration of Indigenous Knowledge in the IS / EA Report

The following provides a general description of how Indigenous Knowledge will be considered in the IA / EA process. The extent to which Indigenous Knowledge is considered by each specific VC will vary depending on the nature of the VC, the potential for Project effects on the VC and whether Indigenous knowledge that relates to a VC is provided / obtained. As such, not all aspects of the general approach described below may apply to all VCs / study plans.

There are two concurrent and complementary avenues for Indigenous communities and groups to be engaged with and provide input on the Project: the Indigenous Knowledge Program and the Consultation and Engagement Program. Both programs serve to support the collection of Indigenous perspectives, values, and input on the Project, including Aboriginal and Treaty Rights and how they may be impacted by the Project, to be integrated throughout the IA / EA process. However, the Indigenous Knowledge Program specifically aims to solicit and incorporate information that is considered sensitive and may have confidentiality requirements, including Indigenous Knowledge and information on Indigenous land and resource use. Indigenous Knowledge Sharing Agreements will be established between the Proponent and Indigenous communities participating in the Indigenous Knowledge Program prior to the sharing and use of any sensitive information.

All Indigenous communities and groups identified by the MECP and the Agency through the Indigenous Engagement and Partnership Plan have the opportunity to participate in the Indigenous Knowledge Program. The Indigenous Knowledge Program provides interested Indigenous communities an opportunity to: share existing Indigenous Knowledge and information on Indigenous land and resource use and cultural values that may be relevant to the Project, and / or complete Project-specific studies to collect and share Indigenous Knowledge and information on Indigenous land and resource use and cultural values. The Indigenous Knowledge Program includes opportunities for Indigenous communities and groups to meet with the Proponent to discuss the program, ask questions, and share concerns and interests. In support of this, the Proponent has created an Indigenous Knowledge Program Guidance Document (the Guidance Document) that provides:

- An overview of the Indigenous Knowledge Program and information on how Indigenous Knowledge and Indigenous land and resource use and cultural values and practices may can be collected and / or shared;





- Information on how Indigenous Knowledge and information on Indigenous land and resource use and cultural values and practices may be used in the planning and design processes; and
- A suite of guidance materials that were developed based on the information requirements of both the federal and provincial assessment processes, including: question guides to support the collection of information on historical and current community context; Indigenous Knowledge that may be relevant to the various technical disciplines; information on Indigenous land and resource use, cultural values and practices and associated spatial data; and perspective on potential Project-related effects and associated mitigation and / or enhancement measures.

The Guidance Document will also support participating Indigenous communities in providing Project-specific information in a manner that facilitates meaningful incorporation into the IS / EA Report.

The IS / EA Consultation Plan outlines the process for obtaining information and feedback about the Project from Indigenous communities (i.e., the Consultation and Engagement Program). All Indigenous communities identified by the MECP and the Agency have the opportunity to participate in the Consultation and Engagement Program through community-specific meetings, Public Information Centres, web conferences, and other formats. All Indigenous communities identified by the MECP and the Agency will be provided information related to the Project and invited to participate at various points throughout the IA / EA process.

There are also opportunities for technical teams to engage with Indigenous communities to solicit perspectives and information relevant to the Project, including information related to collection of existing information and the development of the IS / EA Report. The Proponent also invites feedback and inputs throughout the Project via the Project website and ongoing communications with the Proponent.

The Indigenous Knowledge and Consultation and Engagement programs are designed to be complementary and provide multiple opportunities for communities to offer feedback and information, including perspectives on Aboriginal and Treaty Rights and interests and how these may be impacted by the proposed Project. Relevant information collected through both the Indigenous Knowledge and Consultation and Engagement programs, including potential effect pathways on Aboriginal and Treaty Rights and interests, will be shared with each of the relevant disciplines throughout the IA / EA to: guide and inform VCs; support characterization of the existing environment; identify the potential effects of the Project on VCs; help identify mitigation measures and potential monitoring programs; and ultimately guide Project planning. The nature of how the Indigenous Knowledge becomes integrated into the IS / EA Report will be dictated by the specific information provided by each Indigenous community and the parameters set out in







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*Social Study Plan*

the Indigenous Knowledge Sharing Agreements. A description of how Indigenous Knowledge was considered in the IA / EA and in each of the technical discipline areas will be included in the IS / EA Report.

It is also important to note that information collected through the various activities (e.g., field studies and programs, effects assessments) of each discipline area (e.g., wildlife, vegetation, cultural heritage) will be shared with the Indigenous Knowledge Program leads. This will support the establishment of the existing environment and the effects assessment for the Aboriginal and Treaty Rights and Interests environmental discipline, as well as the identification of potential mitigation measures and monitoring programs, given the interrelated nature of Indigenous peoples and other environmental disciplines.

The Proponent will strive to respectfully collaborate with Indigenous communities on how Indigenous Knowledge and information on Indigenous land and resource use and cultural values will become part of the IS / EA Report, and how potential effects to Aboriginal and Treaty Rights and interests will be assessed. It is expected that measures to support this may include but are not limited to: engaging Indigenous communities to solicit information on Indigenous Knowledge and Indigenous land and resource use and cultural values to inform baseline conditions, providing Indigenous communities with draft sections of the IS / EA Report to illustrate how Indigenous Knowledge and information on Indigenous land and resource use and cultural values has been integrated and to confirm it has been presented appropriately, and completing collaborative working sessions with Indigenous communities for the effects assessment on Aboriginal and Treaty Rights and Interests. Further information on how potential effects on Indigenous rights will be assessed is provided in the Aboriginal and Treaty Rights and Interests Study Plan.







## 6. Assessment Boundaries

### 6.1 Temporal Boundaries: Project Phases

Project phases, which are temporal boundaries, are developed to establish the timeframes within which potential effects of the Project will be considered in the IS / EA Report. The Project is planned to occur in two phases, which are briefly described below and shown in **Figure 6-1**.

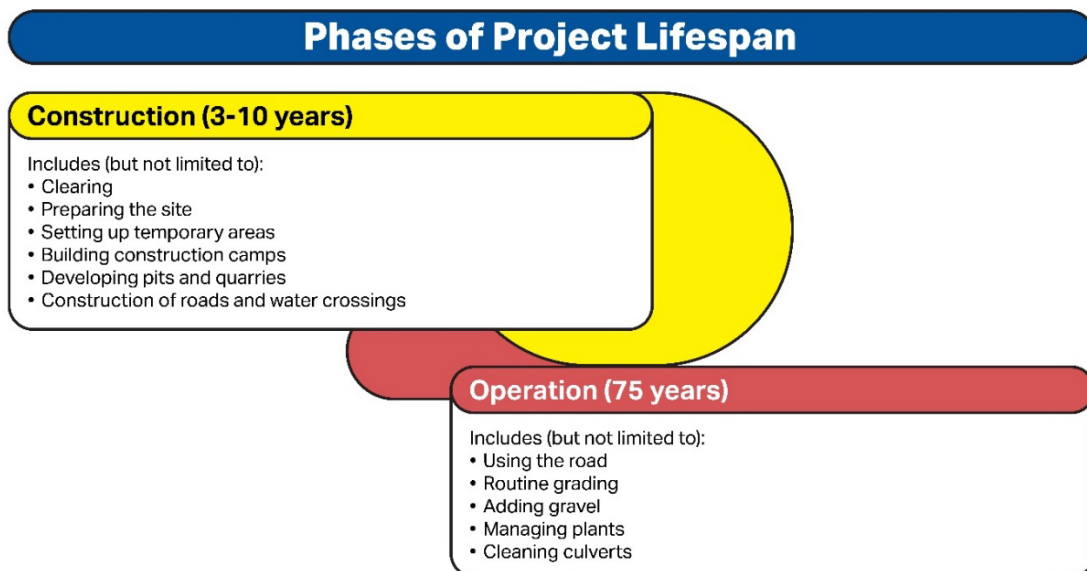
- **Construction Phase:**

The time from start of construction, including site preparation activities, to the start of operations and maintenance of the CAR. Decommissioning of construction works is included in the construction phase. The construction phase is anticipated to take approximately 3 to 10 years to complete.

- **Operations and Maintenance Phase:**

The operations and maintenance phase starts once construction activities are complete and lasts for the life of the Project. The operations and maintenance phase of the Project is considered to be 75 years based on the expected timeline for when major refurbishment of road components (e.g., bridges), is anticipated.

**Figure 6-1: Project Schedule**





There are currently no plans to decommission the CAR as there is no expected / known end date for its need. Therefore, future suspension, decommissioning and eventual abandonment of the CAR will not be considered in the IS / EA Report. It will be considered if and when a decommissioning or abandonment application is made for the road.

In determining the temporal boundaries, in particular the long operations and maintenance phase, consideration was given to the long-term effects on the well-being of present and future generations (Sustainability Principle #2<sup>7</sup>). The final temporal boundaries to be used in the IS / EA Report will be based on regulatory agency guidance, professional judgement and input received through the Project consultation process.

## 6.2 Spatial Boundaries: Study Areas

### 6.2.1 General Information

Study areas identify the geographic extents within which potential effects of the Project are likely to occur and will be considered in the IS / EA Report. The existing conditions and potential effects are documented for three study areas selected for the Project:

- **Project Development Area (PDA):** area of direct disturbance;
- **Local Study Area (LSA):** the area where most of the direct effects of the Project are likely to occur; and
- **Regional Study Area (RSA):** the area where indirect effects of the Project are likely to occur.

The PDA encompasses the 100-metre-wide CAR right-of-way (ROW), temporary construction access roads, work areas, worker camps, and pits, quarries and associated access roads. The preliminary LSA currently being considered within the scope of the ongoing provincial regulatory review process generally includes the area within 2.5 km of the centreline of Alternative 1 and Alternative 4. The preliminary study area generally allows for the documentation of existing conditions and prediction of potential environmental effects for the Project. A 5 km wide study area also allows for route refinements during development of Project design (e.g., adjustment of the alignment to avoid sensitive features).

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7. Sustainability Principles #2 is one of four sustainability principles included in Section 25 of the Project's TISG as further elaborated on Section 9.7.





The specific location of Project components, including the roadway, quarries, pits and temporary infrastructure, are not yet known and will be included in the IS / EA Report. While most of the Project components are expected to be located within the preliminary 5 km wide study area, benefits (e.g., reduced environmental disturbance, avoidance of sensitive features, technical considerations, concerns received through consultation) for locating Project components on lands outside of the 5 km wide study area may become known during the IA / EA process. If the need to locate Project components outside the 5 km wide study area is determined to be required or of benefit to the Project, the study area would be adjusted.

The study area for each environmental discipline may vary from the above-described general study area based on the potential for the Project to directly or indirectly affect each environmental discipline; therefore, discipline-specific LSAs and RSAs have been defined for the Project. In defining the final LSAs and RSAs, each environmental discipline will consider:

- Location and other characteristics of the environmental discipline relative to the Project;
- The anticipated extent of the potential Project effects;
- Federal, provincial, regional, and local government administrative boundaries;
- Indigenous groups listed in **Table 4-1**;
- Community knowledge and Indigenous Knowledge;
- Current or traditional land and resource use by Indigenous communities;
- Exercise of Aboriginal and Treaty Rights of Indigenous peoples, including cultural and spiritual practices; and
- Physical, ecological, technical, social, health, economic and cultural considerations.

The study areas included in this document are preliminary, covering the extent to which readily available information suggests the Project may have noticeable effects on the environment. The size, nature and location of past, present and reasonably foreseeable projects will be taken into consideration in the development of the cumulative effects assessment study area(s). The appropriate study area(s) to assess cumulative effects are dependent on the VCs predicted to have direct residual adverse effects as a result of the Project, and therefore, cannot be defined until the IS / EA Report has sufficiently advanced.

As further detailed in **Section 4**, the Proponent will continue to provide opportunities for neighbouring Indigenous communities and interested persons to provide input and inform the effects assessment, including the LSAs and RSAs.







## 6.2.2 Social Study Areas

The proposed LSA and RSA boundaries for the Social Environment are detailed in **Table 6-1** and shown on **Figure 6-2**.

**Table 6-1: Social Study Areas**

Study Area	Geographic Extent	Rationale
<b>Local Study Area</b>	<ul style="list-style-type: none"> <li>■ The communities of:               <ul style="list-style-type: none"> <li>– MFFN;</li> <li>– Aroland First Nation; and</li> <li>– Municipality of Greenstone</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Potential direct effects:               <ul style="list-style-type: none"> <li>– as a result of changing access to the MFFN community due to the Project; and/or</li> <li>– due to Project effects on the environment that could result in Social impacts to a community</li> </ul> </li> <li>■ Also note that the Proponent remains open to receiving further information from communities demonstrating socio-economic interests that may be affected by the Project which could result in additional communities be included in the LSA.</li> </ul>
<b>Regional Study Area</b>	<ul style="list-style-type: none"> <li>■ The unorganized regional districts of :               <ul style="list-style-type: none"> <li>– Cochrane, including the following Indigenous communities:                   <ul style="list-style-type: none"> <li>• Constance Lake First Nation</li> <li>• Fort Albany First Nation</li> </ul> </li> <li>– Kenora, including the following Indigenous communities:                   <ul style="list-style-type: none"> <li>• Attawapiskat First Nation</li> <li>• Eabametoong First Nation</li> <li>• Kasabonika First Nation</li> <li>• Kashechewan First Nation</li> <li>• Kitchenuhmaykoosib Inninuwug</li> <li>• Kingfisher Lake First Nation</li> <li>• MFFN</li> <li>• Mishkeegogamang First Nation</li> <li>• Neskantaga First Nation</li> <li>• Nibinamik First Nation</li> <li>• Wapekeka First Nation</li> <li>• Wawakapewin First Nation</li> <li>• Webequie First Nation</li> <li>• Weenusk First Nation</li> <li>• Wunnumin Lake First Nation</li> </ul> </li> <li>– Thunder Bay, including the following Indigenous communities:                   <ul style="list-style-type: none"> <li>• Animiigoo Zaagi'igan Anishinaabek First Nation</li> <li>• Aroland First Nation</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ The regional area where Project socio-community effects may also be experienced but to a lesser extent than in the LSA and largely limited to indirect effects. If socio-community residual effects in the RSA are identified, the potential for cumulative socio-community effects from other planned future projects will be assessed.</li> </ul>





Study Area	Geographic Extent	Rationale
	<ul style="list-style-type: none"> <li>• Ginoogaming First Nation</li> <li>• Long Lake #58 First Nation</li> <li>• Red Sky Independent Métis Nation</li> <li>• Métis Nation of Ontario, Region 2</li> </ul>	

*Notes: The Social LSA will consider the use of the existing Painter Lake Road and Anaconda Road as it relates to traffic. The Social RSA is inclusive of all Indigenous communities identified in Table 4-1. While statistics are likely to be provided for the region, specific information on communities is likely to be provided at a high-level.*

As currently defined, the Social study areas are defined to capture the potential Social effects of the Project on the surrounding environment. The study areas are also reflective of potential changes to natural environment, health, and economic conditions that could directly or indirectly impact Social considerations.

The Social LSA and RSA were defined based on secondary source information, including existing mapping and reports profiling relevant communities, to understand the extent to which community-level Social interest was apparent in the PDA. More specifically, this included assessing the use of the PDA and / or a connection to the Project that has the potential to alter the Social environment of a community. The Social Assessment will consider the potential for Social impacts on all communities identified in **Table 6-1**. Communities in the Social LSA are those who are anticipated to experience noticeable changes due to the Project. Comparatively, communities in the Social RSA, which is regionally defined, are likely to be impacted by the Project in a less noticeable and more variable manner due largely to their limited use and connection to the PDA and future transportation infrastructure.

Indigenous communities and interested persons will be consulted on their interest, concern and perceptions regarding the potential for Social impacts to their community. Further, the Proponent remains open to receiving information from communities on their activities within the PDA and how interlinkages between the Project and those communities may result in Social effects. The Social LSA and RSA will be informed by feedback received from Indigenous communities and interested persons identified in **Sections 4.1** and **4.2**.

To be included in the Social LSA, there needs to be either an articulated community concern or perception of Social impact on the community as a result of changing access to the MFFN community due to the Project; and / or due to Project effects on the environment that could result in Social impacts to a community. If there is rationale to alter study areas, the extents of the applicable study areas will be revised accordingly (i.e., if additional information is provided that warrants a community’s inclusion in the Social LSA, the Social LSA will be adjusted). Alternatively, if requested, a community may be removed from the study area should the Project effects not be relevant to the community.

All communities identified in **Table 6-1** will be profiled in in the Social Assessment. Detailed socio-community profiles will be developed for communities listed in the Social LSA. Primary data collection will be undertaken to develop profiles for these communities. The Social RSA will be profiled in less detail





based on secondary data sources with key interactions and thematic information provided. Statistics collected on the Social RSA will focus on larger regional areas such as unorganized regional districts.

### **6.2.3 Study Areas and Effects Assessment**

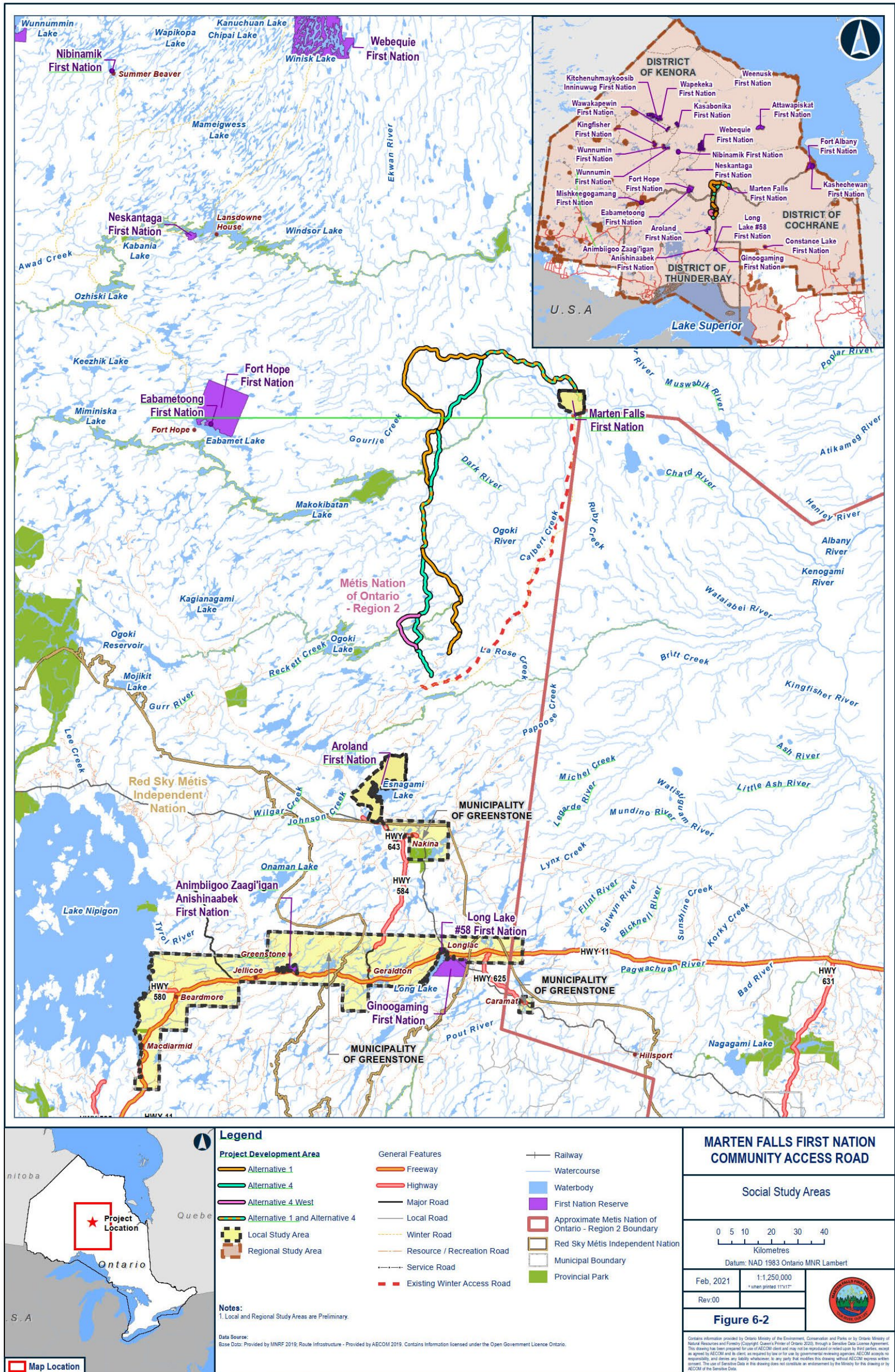
Considering the above description of study areas, a pathway analysis of potential Social impact will be completed for all Indigenous and Non-Indigenous communities identified in **Table 6-1**. Communities with identified effect pathways will be assessed in detail in the IS / EA Report. For communities that are not expected to experience Social impacts, a rationale will be provided. Communities located in the LSA will be assessed in greater detail than communities in the RSA. **Section 9.0** of this report provides a description to the effects assessment approach to be followed.

Members from other communities who are involved in non-traditional land use activities within the Project area will be assessed and considered in the Land and Resource Use Assessment.





Figure 6-2: Social Local and Regional Study Areas







## 7. Baseline Study Design

### 7.1 Desktop Assessment

A desktop review of existing information sources will be completed to identify information gaps that will need to be addressed through further study. A preliminary list of applicable information sources has been included in **Appendix A** and reflects federal and provincial guidance received to date. This Study Plan focuses on the additional studies that are anticipated to be required to gather information beyond what is currently available through existing information sources, including those as described in Section 7.2 'Sources of baseline information' in the Agency's TISG for this Project.

### 7.2 Baseline Data Collection

Data collected for the Social Assessment will be used to inform the IS / EA Report. Overall, data collection will be completed in support of the following objectives:

- Provide an understanding of the current state of each VC (**Section 9.2**) including relevant trends (for example, describing how the study area is already changing);
- Describe Social conditions using disaggregated data and gender statistics, where publicly available or volunteered by knowledge holders;
  - A sample table of publicly available disaggregated data are included in **Appendix C**.
  - Identity factors that cannot be disaggregated through secondary source data will be considered qualitatively. Where available, these identity factors will be referenced and considered in existing conditions reporting and analysis.
- Define access and control of resources in alignment with intersectional GBA+ principles for each indicator, as data allows;
  - Conduct intersectional gender analysis considering historic trends regarding resources, opportunity, control and access;
- Identify capacity of institutions and socio-community structures;
- Identify Social activities that contribute to community cohesion and well-being;
- Describe local and regional socio-community goals, as applicable; and,
- Provide relevant historical background on Social / community issues for the applicable study area.





These objectives will be reflected in the data collection processes and documentation of data in the IS / EA Report. The purpose of data collection will be to inform the assessment of the effects of the Project on the socio-community and to inform the development of mitigation measures to minimize adverse effects and / or enhance Project benefits.

The following sections detail secondary and primary Social data collection methods.

## 7.2.1 Secondary Data Collection

The Proponent will collect secondary source data on relevant socio-community features, issues and activities within the Project area. The information will be collected for the purposes of assessing the effects of the Project on the socio-community. The secondary data will be collected from (including example sources):

- Statistics Canada;
  - Population, housing and other relevant data
  - Aboriginal Population Profile, 2006, 2011, 2016 Census.
- Municipal, provincial and Indigenous government websites
  - Indigenous community profiles such as Marten Falls First Nation: Community Profile (Matawa 2014).
  - Municipal websites such as the Municipality of Greenstone's Community Profile (Municipality of Greenstone 2017).
- Municipal plans and reports;
  - Various municipal plans such as the Municipality of Greenstone's Asset Management Plan (2019).
- Provincial plans and reports;
  - Provincial reports such as Growth Plan for Northern Ontario (Ministry of Northern Development, Mines and Forestry 2011).
- Local service providers;
  - Local service provider reports such as Nishnawbe Aski Police Service – Annual Report 2018 / 2019 (Nishnawbe Aski Police Service 2019).
- Regional reports;
  - Regional Reports such as Northern Projections – Human Capital Series (Moazzami 2019) available for Cochrane District, Kenora District and Thunder Bay District.







- Industry reports;
  - Industry reports such as Mining in Northwestern Ontario – Opportunities and Challenges (Ambassador’s Northwest 2012).
- Academic research;
  - Academic research such as the Northern Policy Institute’s Northern Projections – Human Capital Series (Moazzami 2019); and,
- Previous relevant EAs.
  - Previous EAs such as Greenstone Gold’s Hardrock Project Environmental Assessment (2017).

Other secondary data sources publicly and readily available will also be considered and utilized as applicable. This will include sources identified in Appendix 1 of the TISG. In addition, any secondary data sources provided through primary data collection activities will be utilized if applicable.

Social data collection will be undertaken following the parameters outlined in **Section 4.4** to define the current state of the socio-community as applicable to each VC. Data collected from secondary sources will be disaggregated when available and analyzed to cover a diverse range of subgroups applicable to the Project area. Attention will be paid to norms; roles and relations; power structures; and needs, constraints and opportunities. The purpose of the disaggregation will be to understand disproportionate effects that may result from the Project.

## 7.2.2 Primary Data Collection

Primary data collection will include field work to collect qualitative data on the Social environment with communities in the LSA. The MFFN CAR Project Team may undertake community visits for the purpose of data collection. Depending on COVID-19 restrictions, data collection at the community-level may also be conducted through alternative methods (i.e., online or telephone) or by Community Consultation Co-ordinators. If field visits do occur, the visits are expected to include interviews, focus groups and other discussions with key community members to provide information on the Social and economic environment. The field visits will include:

- Data collection methods including interviews, focus groups and surveys designed with respect to cultural norms and the socio-economic situation in a community;
- Focused data collection on gaps identified in the secondary sources related to VCs and indicators such as quality factors for services and infrastructure;





- Community Consultation Co-ordinators integrated into the data collection process to improve capacity;
- Engagement with knowledge holders including community government officials such as Chief, Council and band office staff;
- Engagement with relevant identity groups for the community including women, youth and elders, if culturally appropriate;
- Engagement with Community Consultation Co-ordinators to verify if the approach is applicable to the community and receive feedback prior to commencing activities; and,
- Cultural norms and participant confidentiality respected in all activities.

The specific scope of the primary data collection program will be informed by the final Social study areas. However, it is anticipated that primary data collection will focus on the communities in the Social LSA which are most likely to be affected by the Project, including MFFN and Aroland First Nation (**Section 6.2**). Based on the nature of the socio-community, primary data will also be collected in the Municipality of Greenstone (Geraldton) that serves as the regional service centre. These communities are likely to experience the most Project-related change due to the location of the Project and its resulting access.

The primary data collection will be informed by the same objectives as the overall data collection. However, the primary data collection program will have the added focuses of filling gaps identified in secondary data and informing further secondary data collection based on issue-specific items raised through primary data collection. This includes the collection of Indigenous and local knowledge of the Social environment, disaggregated qualitative data by identity factors when volunteered and other information relevant to understanding the current state of the Social environment in the Project area.

The Social primary data collection program will focus on gathering information on specific subjects and geographies where gaps in secondary data exists. It is expected that primary data collection will be focused on LSA communities. It is important to note that this targeted Social data collection activity differs from the engagement activities outlined in the IS / EA Consultation Plan and Aboriginal and Treaty Rights and Interests Study Plan. The Social primary data collection will involve asking questions to fill discipline-specific information gaps. Interviews will be tailored to the specific knowledge holder. Example interview or focus group questions include:

- Is out-migration an issue in the community? Why do community members leave the community? How would a year-round access road impact your decision to stay in the community?





- What services are provided in community? What is the quality of these services? Where do you go for other services?
- What is the condition of housing in your community? If it needs to be improved, what are the barriers to improvement?
- What education facilities are in the community? Where else do students go for schooling?
- What community and Social issues exist in your community? Can you elaborate on those issues?

There will be also be opportunities throughout the interviews for participants to raise topics they deem to be relevant and appropriate.

When conducting this targeted primary data collection, reporting and consultation requirements identified by the community will be followed. The MFFN CAR Project Team will also work with Community Consultation Co-ordinators in those communities where they have been established to assist in primary data collection activities. The Community Consultation Co-ordinators are to be established primarily to assist in general engagement activities in those communities with the highest potential for impact and / or Project interest. Community Consultation Co-ordinators will be responsible for assisting in the co-ordination of engagement activities at the community-level and will be integral in gathering input from Indigenous communities. Individuals for this role will be determined through the posting of a notice in the community for the role and speaking to community leadership for their recommendations.

To attract Indigenous community participants to the Social primary data collection program, the MFFN Project Team will work with Community Consultation Co-ordinators to advertise data collection activities, encourage participation, identify barriers to participation and identify key socio-community knowledge holders. Community Consultation Co-ordinators will also play a key role in the identification of community-specific identity factors to be considered in the Social Assessment.

GBA+ will be integrated into Social primary data collection activities. Drawing on this analytical framework, the Social primary data collection program will seek to understand the diverse views and perspectives of a range of socio-community knowledge holders. Primary data collection will be inclusive of diverse genders, ages, cultures and other community-specific identity factors that emerge through engagement activities and the Indigenous Knowledge program.

Information obtained through consultation and engagement and the Indigenous Knowledge program will be used to support the Social baseline conditions and effects assessment, including any disproportionate effects on identified sub-populations. Relevant information from engagement activities and the Indigenous







Knowledge program may also include data collection techniques for the target group, information to support baseline data collection, an expression of interest in providing additional knowledge, and identifying other sources of information (i.e., people, groups or key documents).

The Social primary data collection program will select key socio-community knowledge holder to participate in the program. These participants may include government officials (including community officials), women's groups, youth groups, political officials (municipal and Indigenous communities), services providers and other relevant community knowledge holders consistent with gaps in secondary literature. The selection of participants will be informed by factors such as the availability of information, community level of interest, anticipated magnitude of effect and willingness to participate in activities. In addition, the selection of participants will be based on existing stakeholder consultation lists, previous engagement information, secondary data sources that identify key contacts, and information obtained from Community Consultation Co-ordinators. Information obtained through the general engagement activities and the Indigenous Knowledge program may be used to identify participants.

## 7.3 Study Methods

The study methods that will be employed to characterize the Social baseline conditions include data collection, data analysis and qualitative descriptions and profiling. Multiple sources of data, including primary, secondary, engagement and Indigenous Knowledge, will be utilized for the purposes of Social data collection. Data collection methods are detailed in **Section 7.2**. The data collection process can be conceptualized as a matrix. For each indicator listed in **Section 9.2**, data will be collected for different groups of interests (e.g., communities, subgroups within the community). The data collected will be tracked and assessed using this approach, and, when required, primary data collection will target information gaps identified in the matrix. Data analysis will involve classifying, comparing and interpreting the data collected in line with this matrix approach. The MFFN CAR Project Team will also conduct an intersectional gender analysis to examine the differences in the status of different subgroups and their differential access to resources, opportunities and services.

Based on this analysis, the MFFN CAR Project Team will produce qualitative descriptions and Social profiles, including community and regional profiles derived from the Social data, as described above. These descriptions and profiles will provide the Social baseline information to characterize the Social VCs and inform the effects assessment. In addition, to support GBA+ objectives, the qualitative descriptions and profiles will describe Social conditions using disaggregated data and gender statistics, when available. Regional and





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community profiles provide a comprehensive and holistic background to consider and assess changes in a dynamic environment. These study methods are standard practices for Social impact assessments.

The scope of the Social baseline study will be tailored to the Project context and consider Indigenous community inputs and priorities. The scope of this study will be inclusive of the temporal and spatial boundaries identified in **Section 6.1** and **Section 6.2**. The Project phases and the Social LSA and RSA will inform data collection and data analysis.

The primary Social data collection is anticipated to be conducted during the Spring and Summer of 2021, however this timing is subject to change and dependent on the larger Project schedule including engagement and consultation activities. Public gathering restrictions related to COVID-19 may also influence timing. Other social baseline study methods will occur throughout the EA / IS process.





## 8. Data Management and Analysis

Data management including quality assurance / quality control (QA / QC) will be employed to minimize potential for data entry and analysis errors, prepare data sets for analysis and limit sensitive data distribution in accordance to established agreements.

It is expected that there will be a multitude of data issues and limitations based on the Project area. This may include:

- The suppression of data by Statistics Canada due to low population numbers, particularly when disaggregating data related to income and other sensitive factors;
- The willingness of individuals volunteering to self-identify during the primary data collection program to support disaggregated data reporting; and,
- Limitations in community-specific research and planning documentation to support all elements of data collection including community-specific studies and specialized plans.

The above list is not comprehensive. It is anticipated that additional data issues and limitations may be encountered. Data issues and limitations will be tracked for the duration of the Project and, when possible, addressed with supplementary sources of information. These issues may limit the information available to be reported by the Proponent as part of the IS / EA Report, particularly related to disaggregated data to support GBA+. None of these issues are likely to limit the ability of the Proponent to assess Social effects but may result in more frequent assumptions related to the applicability of data across communities.

The Social data collection program will involve a data verification component. There will be opportunities for community members that participate in Social data collection activities to review, comment and discuss changes to the information presented in the Social baseline study. In addition, meeting minutes will be shared with participants following primary data collection activities. When appropriate, Community Consultation Co-ordinators will also support and inform the data verification process. The data verification process will be clearly documented.







## 9. Effects Assessment

The following sections provide discipline-specific input and considerations as they pertain to the methodology for effects assessment. The Project is in the early stage of the IS / EA Report preparation and it is expected that the effects assessment methodology will be refined iteratively based on regulatory agency guidance, professional judgment and input received through the Project consultation and engagement process.

### 9.1 Project-Environment Interactions

The Project activities that may result in changes to the environment are described within the identified temporal and spatial boundaries. This includes identification of both direct and indirect changes by comparing the existing setting to the conditions anticipated to occur as a result of the Project. For each environmental discipline, the likely Project-environment interactions will be identified based on professional judgment, activities listed in TISG Section 3.2 as well as projects of similar magnitude and / or location.

A preliminary analysis of Project-environment interactions for the Social Environment is provided in **Table 9-1** and will be confirmed during the IA / EA process to identify the Project-environment interactions that are likely to have a potential effect, and to identify measures to avoid or minimize potential negative effects and enhance benefits.

**Table 9-1: Project – Environment Interactions**

Project Phases	Project Activities	Social
<b>Construction Phase</b>	<i>Mobilization of Equipment and Supplies</i>	X
	<i>Temporary Construction Staging Areas<sup>1</sup></i>	X
	<i>Temporary Access Roads and Trails<sup>1</sup></i>	X
	<i>Temporary Construction Camps<sup>1</sup></i>	X
	<i>ROW Clearing and Grubbing</i>	X
	<i>Brush and Timber Disposal</i>	X
	<i>Pits and Quarries<sup>1</sup></i>	X
	<i>Drilling / Blasting / Aggregate Production</i>	X
	<i>Road Construction (stripping, subgrade excavation, embankment fill placement, grading, ditching)</i>	X
	<i>Bridge and Culvert Installation (approach embankments, foundations, substructures, superstructures, traffic protection, erosion controls)</i>	X
	<i>Construction Site Restoration</i>	X





Project Phases	Project Activities	Social
<b>Construction Phase: Decommissioning</b>	<i>Pits and Quarries</i>	<b>X</b>
	<i>Temporary Camps, Roads / Trails and Staging Areas</i>	<b>X</b>
<b>Operations Phase</b>	<i>Road Usage</i>	<b>X</b>
	<i>Maintenance<sup>2</sup></i>	<b>X</b>

Notes: 1. Includes construction and use of  
 2. Includes General Maintenance (e.g., grading, erosion control, quarrying, borrow pits), Seasonal Maintenance (e.g., snow clearing, bridge and culvert maintenance), and Special Maintenance (e.g., slope failures, road settlement / break-up).

## 9.2 Valued Components and Indicators

VCs are the environmental, health, social, economic or additional elements or conditions of the natural and human environment that may be impacted by a proposed project and are of concern or value to the public, Indigenous peoples, federal authorities and interested parties (the Agency 2020b). Indicators represent the resource, feature, or issue related to the VC that, if changed, may demonstrate an effect on the environment. The indicators and rationale for selection and measurement of potential effects, to be used to assess and evaluate the alternative routes and assess the overall effects of the Project in the IS / EA Report are provided in **Table 9-2**. The table includes both quantitative and qualitative indicators. The final list of VCs and indicators to be used in the IS / EA Report will be based on regulatory agency guidance, professional judgement and input received through the Project consultation and engagement activities with Indigenous communities and interested persons.

The VCs of the Social discipline have been determined through consideration of the following factors listed in the TISG<sup>8</sup>:

- VC presence in the study area;
- The extent to which the VC is linked to the interests or exercise of Aboriginal and Treaty Rights of Indigenous peoples, and whether an Indigenous group has requested the VC;
- The extent to which the effects (real or perceived) of the Project and related activities have the potential to interact with the VC;

8. The TISG also states that information from ongoing and completed regional assessments in the proposed area of the Project should be used to inform VCs for the Project. In February 2020 a regional assessment of the Ring of Fire region commenced; however, it is not sufficiently advanced at this time to inform the Project VCs. The VCs will be consulted and engaged on early in the IA/ EA process and finalized taking into consideration the input received. Therefore, only information relevant to the Project that arises from the regional assessment of the Ring of Fire within an appropriate timeline will inform the VCs for the Project.





- The extent to which the VC may be under cumulative stress from other past, existing or future undertakings in combination with other human activities and natural processes;
- The extent to which the VC is linked to federal, provincial, territorial or municipal government priorities (e.g., legislation, programs, policies);
- The possibility that adverse or positive effects on the VC would be of particular concern to Indigenous groups, the public, or federal, provincial, territorial, municipal or Indigenous governments; and
- Whether the potential effects of the Project on the VC can be measured and / or monitored or would be better ascertained through the analysis of a proxy VC.

Inputs received to date from Indigenous communities, agencies and interested persons through the Consultation and Engagement Program, including inputs received on the Draft ToR, have also been used to inform the selection of the VCs and indicators for the Social discipline.

As the Social environment has an abundance of interlinkages that overlap, certain aspects of the socio-community are considered in other study plans and have their baseline information documented in other relevant reports. The Human Health and Community Safety Assessment is expected to include information on public safety. The Land and Resource Use Assessment includes information on recreation and navigation. Elements of the cultural environment are covered in the Aboriginal and Treaty Rights and Interests Assessment. Findings and data included in these disciplines are considered under relevant components of the Social Assessment.







**Table 9-2: Social Valued Components and Indicators**

Valued Component	Indicator	Sub-Indicator <sup>1</sup>	Rationale for Selection	Sources of Information
<b>Population and Demographics</b>	<ul style="list-style-type: none"> <li>Demographic change</li> </ul>	<ul style="list-style-type: none"> <li>Change in population</li> <li>Change in sub-group population</li> <li>Change in demographics</li> </ul>	<ul style="list-style-type: none"> <li>The Project has the potential to result in net migration to Marten Falls and perhaps other communities due to improved road access to the Project area.</li> </ul>	<ul style="list-style-type: none"> <li>Subject to secondary data gap analysis, primary data may be collected, including for example through interviews and focus groups;</li> <li>Statistics Canada;               <ul style="list-style-type: none"> <li>Aboriginal Population Profile, 2006, 2011, 2016 Census Results;</li> </ul> </li> <li>Municipal, provincial and Indigenous government websites;               <ul style="list-style-type: none"> <li>Municipality of Greenstone Community Profile: Demographics (2017);</li> </ul> </li> <li>Municipal plans and reports; and,</li> <li>Provincial plans and reports;               <ul style="list-style-type: none"> <li>Growth Plan for Northern Ontario (Ministry of Northern Development, Mines and Forestry 2011).</li> </ul> </li> </ul>
<b>Housing and Accommodation</b>	<ul style="list-style-type: none"> <li>Housing demand</li> </ul>	<ul style="list-style-type: none"> <li>Demand for permanent housing</li> <li>Demand for temporary housing</li> </ul>	<ul style="list-style-type: none"> <li>The migration associated with the Project may affect the demand for housing in the study area. This may include both permanent housing demand and temporary housing demand for non-camp based accommodation to support construction work forces and / or suppliers.</li> </ul>	<ul style="list-style-type: none"> <li>Subject to secondary data gap analysis, primary data may be collected, including for example through interviews and focus groups;</li> <li>Statistics Canada;               <ul style="list-style-type: none"> <li>Aboriginal Population Profile, 2006, 2011, 2016 Census Results;</li> </ul> </li> <li>Municipal, provincial and Indigenous government websites;               <ul style="list-style-type: none"> <li>Marten Falls Community Profile (2014);</li> </ul> </li> <li>Municipal plans and reports;</li> <li>Provincial plans and reports;</li> <li>Academic literature; and,</li> <li>Relevant previous EA reports;               <ul style="list-style-type: none"> <li>Hardrock Project Environmental Assessment (Greenstone Gold 2017).</li> </ul> </li> </ul>
<b>Housing and Accommodation</b>	<ul style="list-style-type: none"> <li>Housing supply</li> </ul>	<ul style="list-style-type: none"> <li>Change in provision of housing stock</li> <li>Change in quality of housing stock</li> <li>Change in access to housing materials</li> </ul>	<ul style="list-style-type: none"> <li>Increased community access or changes in demographics may alter the ability or necessity to construct accommodation. This may include both permanent and temporary accommodation.</li> </ul>	<ul style="list-style-type: none"> <li>Subject to secondary data gap analysis, primary data may be collected, including for example through interviews and focus groups;</li> <li>Statistics Canada;               <ul style="list-style-type: none"> <li>Aboriginal Population Profile, 2006, 2011, 2016 Census Results;</li> </ul> </li> <li>Municipal, provincial and Indigenous government websites;               <ul style="list-style-type: none"> <li>Municipality of Greenstone Community Profile: Housing Characteristics (2018);</li> </ul> </li> <li>Municipal plans and reports;</li> <li>Provincial plans and reports;</li> <li>Academic literature; and,</li> <li>Relevant previous EA reports;               <ul style="list-style-type: none"> <li>Hardrock Project Environmental Assessment (Greenstone Gold 2017).</li> </ul> </li> </ul>
<b>Community Services<sup>2</sup> and Infrastructure, including:</b> <ul style="list-style-type: none"> <li>Education</li> <li>Childcare</li> <li>Water</li> <li>Waste</li> <li>Energy</li> <li>Communications</li> </ul>	<ul style="list-style-type: none"> <li>Service and infrastructure demand</li> </ul>	<ul style="list-style-type: none"> <li>Change in demand for community services</li> <li>Change in demand for community infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>Changes to demographics throughout the Project lifecycle and additional people within the study area during construction may affect the demand for community services and infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>Subject to secondary data gap analysis, primary data may be collected, including for example through interviews and focus groups;</li> <li>Municipal, provincial and Indigenous government websites;               <ul style="list-style-type: none"> <li>Municipality of Greenstone Community Services (and);</li> </ul> </li> <li>Municipal plans and reports;               <ul style="list-style-type: none"> <li>Municipality of Greenstone Asset Management Plan (2016);</li> </ul> </li> <li>Provincial plans and reports;               <ul style="list-style-type: none"> <li>Building Better Lives: Ontario's Long-term Infrastructure Plan 2017 (Ministry of Infrastructure 2017);</li> </ul> </li> <li>Local service providers;</li> <li>Industry reports;               <ul style="list-style-type: none"> <li>Mining in Northwestern Ontario – Opportunities and Challenges (Ambassador's Northwest 2012);</li> </ul> </li> <li>Academic literature;               <ul style="list-style-type: none"> <li>Study on Addressing the Infrastructure Needs of Northern Aboriginal Communities (Centre for the North 2014);</li> </ul> </li> <li>Previous EA reports; and,</li> <li>Hardrock Project Environmental Assessment (Greenstone Gold 2017);</li> <li>Economic IA Report.</li> </ul>





Valued Component	Indicator	Sub-Indicator <sup>1</sup>	Rationale for Selection	Sources of Information
<b>Community Services<sup>2</sup> and Infrastructure, including:</b> <ul style="list-style-type: none"> <li>■ Education</li> <li>■ Childcare</li> <li>■ Water</li> <li>■ Waste</li> <li>■ Energy</li> <li>■ Communications</li> </ul>	<ul style="list-style-type: none"> <li>■ Service and infrastructure supply</li> </ul>	<ul style="list-style-type: none"> <li>■ Change in provision of community services and infrastructure</li> <li>■ Change in capacity of community services and infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>■ Changes to demographics and access may alter the provision or necessity of community services and infrastructure.</li> </ul>	<ul style="list-style-type: none"> <li>■ Subject to secondary data gap analysis, primary data may be collected, including for example through interviews and focus groups;</li> <li>■ Municipal, provincial and Indigenous government websites;               <ul style="list-style-type: none"> <li>– Marten Falls Community Profile (Matawa 2014);</li> </ul> </li> <li>■ Municipal plans and reports;               <ul style="list-style-type: none"> <li>– Municipality of Greenstone Asset Management Plan (Municipality of Greenstone 2016);</li> </ul> </li> <li>■ Provincial plans and reports;               <ul style="list-style-type: none"> <li>– Building Better Lives: Ontario’s Long-term Infrastructure Plan 2017 (Ministry of Infrastructure 2017);</li> </ul> </li> <li>■ Local service providers;               <ul style="list-style-type: none"> <li>– Marten Falls First Nation: Agency Profile (211 Ontario North 2020);</li> </ul> </li> <li>■ Industry reports;               <ul style="list-style-type: none"> <li>– Mining in Northwestern Ontario – Opportunities and Challenges (Ambassador’s Northwest 2012);</li> </ul> </li> <li>■ Academic literature; and,               <ul style="list-style-type: none"> <li>– Study on Addressing the Infrastructure Needs of Northern Aboriginal Communities (Centre for the North 2014);</li> </ul> </li> <li>■ Previous EAs.               <ul style="list-style-type: none"> <li>– Hardrock Project Environmental Assessment (Greenstone Gold 2017).</li> </ul> </li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>■ Road Transportation</li> </ul>	<ul style="list-style-type: none"> <li>■ Changes to auto traffic / traffic volumes on existing road connections</li> <li>■ Changes to truck traffic / traffic volumes on existing road connections</li> </ul>	<ul style="list-style-type: none"> <li>■ The Project may alter the use of existing roads related to traffic volumes within the Project area including the roads connecting such as Painter Lake Road and Anaconda Road to the proposed Marten Falls access road.</li> </ul>	<ul style="list-style-type: none"> <li>■ Subject to secondary data gap analysis, primary data may be collected, including for example through interviews and focus groups;</li> <li>■ Statistics Canada;</li> <li>■ Municipal, provincial and Indigenous government websites;               <ul style="list-style-type: none"> <li>– Municipality of Greenstone Community Profile: Transportation and Shipping (n.d.);</li> </ul> </li> <li>■ Municipal plans and reports;               <ul style="list-style-type: none"> <li>– Municipality of Greenstone Asset Management Plan (2016);</li> </ul> </li> <li>■ Provincial plans and reports;               <ul style="list-style-type: none"> <li>– Ministry of Transportation Traffic Volumes (Ministry of Transportation 2016);</li> </ul> </li> <li>■ Local service providers;</li> <li>■ Regional economic development reports;</li> <li>■ Industry reports; and,               <ul style="list-style-type: none"> <li>– Mining in Northwestern Ontario – Opportunities and Challenges (Ambassador’s Northwest 2012);</li> </ul> </li> <li>■ Previous EAs.               <ul style="list-style-type: none"> <li>– Hardrock Project Environmental Assessment (Greenstone Gold 2017).</li> </ul> </li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>■ Air Transportation</li> </ul>	<ul style="list-style-type: none"> <li>■ Change in demand for air travel</li> <li>■ Changes in air traffic volume</li> </ul>	<ul style="list-style-type: none"> <li>■ The Project may change the demand for air transit services due to the new access created.</li> </ul>	<ul style="list-style-type: none"> <li>■ Subject to secondary data gap analysis, primary data may be collected, including for example through interviews and focus groups;</li> <li>■ Statistics Canada;</li> <li>■ Municipal, provincial and Indigenous government websites;               <ul style="list-style-type: none"> <li>– Municipality of Greenstone Community Profile: Transportation and Shipping (n.d.)</li> </ul> </li> <li>■ Municipal plans and reports;</li> <li>■ Provincial plans and reports;</li> <li>■ Local service providers;               <ul style="list-style-type: none"> <li>– North Star Air’s Flex Flight Route Map (2020);</li> </ul> </li> <li>■ Regional economic development reports;               <ul style="list-style-type: none"> <li>– Mining Readiness Strategy: An Integrated Regional Economic Development Plan (Advantage Northwest 2013).</li> </ul> </li> <li>■ Industry reports; and,               <ul style="list-style-type: none"> <li>– Mining in Northwestern Ontario – Opportunities and Challenges (Ambassador’s Northwest 2012);</li> </ul> </li> <li>■ Previous EAs.               <ul style="list-style-type: none"> <li>– Hardrock Project Environmental Assessment (Greenstone Gold 2017)</li> </ul> </li> </ul>







Valued Component	Indicator	Sub-Indicator <sup>1</sup>	Rationale for Selection	Sources of Information
Community Well-being <sup>3</sup>	■ Nuisance effects	<ul style="list-style-type: none"> <li>■ Changes in air quality</li> <li>■ Changes in noise levels</li> </ul>	<ul style="list-style-type: none"> <li>■ Changes to air quality and noise within the Project area may be a nuisance to existing receptors and sensitive receptors which could affect the use and enjoyment of lands.</li> </ul>	<ul style="list-style-type: none"> <li>■ Air Quality and Noise IS / EA Reports</li> </ul>
Community Well-being <sup>3</sup>	■ Community	<ul style="list-style-type: none"> <li>■ Changes in community well-being</li> <li>■ Changes to Social cohesion</li> <li>■ Changes to family relationships and dynamics</li> <li>■ Changes to community participation</li> <li>■ Changes to community support networks</li> <li>■ Changes to material, Social or mental well-being</li> </ul>	<ul style="list-style-type: none"> <li>■ Community is defined as the presence of Social issues, community cohesion, family relationships, community participation, and community support networks. These components of the socio-community may be altered by the Project including its construction and the access provided during operation.</li> </ul>	<ul style="list-style-type: none"> <li>■ Subject to secondary data gap analysis, primary data may be collected, including for example through interviews and focus groups;</li> <li>■ Indigenous Knowledge collected through the Indigenous Knowledge Program;</li> <li>■ Statistics Canada;               <ul style="list-style-type: none"> <li>– Aboriginal Population Profile, 2006, 2011, 2016 Census Results;</li> </ul> </li> <li>■ NGO and Interest groups;               <ul style="list-style-type: none"> <li>– First Nation Perspectives on Health and Wellness (2020);</li> </ul> </li> <li>■ Municipal, provincial and Indigenous government websites;               <ul style="list-style-type: none"> <li>– Marten Falls First Nation: Agency Profile (211 Ontario North 2020);</li> </ul> </li> <li>■ Municipal plans and reports;</li> <li>■ Provincial plans and reports;</li> <li>■ Academic literature;</li> <li>■ Local service providers;               <ul style="list-style-type: none"> <li>– Matawa Annual Report 2018-2019 (Matawa 2019);</li> </ul> </li> <li>■ Economic IS / EA Report; and,</li> <li>■ Human Health and Community Safety IS / EA Report.</li> </ul>

- Note:
1. Indicators consider changes during construction and operation to these factors, unless otherwise noted.
  2. Additional community services are apparent within the Social LSA. These services are captured in the Human Health and Community Safety Assessment, including Police, Fire, Emergency, Health and other health-related services.
  3. For the purposes of the Social Assessment, community well-being is defined as the socio-economic well-being of individual communities. It is comprised of four key components, including education, labour force activity, income and housing. This definition is derived from the Community Well-Being Index, which is a systematic way to measure community well-being for communities in Canada (Government of Canada 2019). The MFFN CAR Project Team will also consider community-specific definitions of well-being that are provided by communities.
  4. For the purposes of the Social Assessment, Social cohesion consists of three key measurable components: Social inclusion, Social mobility and Social capital (OECD 2014).







## 9.3 Potential Effects

A direct effect occurs through the direct interaction of an activity with an environmental discipline. The Project-environment interactions currently anticipated, based upon preliminary analysis, to result in direct effects to the Social Environment have been identified in **Table 9-1**. The potential direct effects resulting from the Project-environment interactions will be confirmed during the IA / EA process and will be based on input received through the Indigenous Knowledge Program and Consultation and Engagement Program, regulatory agency guidance, and professional judgement.

An indirect effect occurs when a change to one environmental discipline resulting from a Project activity causes a change to another environmental discipline (e.g., changes in noise could indirectly affect community wellbeing). **Table 9-3** provides a preliminary identification of how the Social Environment may be affected by changes to other environmental disciplines.





**Table 9-3: Potential Discipline Interactions**

Discipline and Associated Valued Components	Aboriginal and Treaty Rights and Interests	Atmospheric Environment	Acoustic and Vibration Environment	Physiography, Geology, Terrain and Soils	Surface Water	Groundwater and Geochemistry	Vegetation	Wildlife	Fish and Fish Habitat	Social	Economy	Land and Resource Use	Human Health and Community Safety	Visual Aesthetics	Archaeological and Cultural Heritage
<b>Social Environment VCs</b> ■ Housing and Accommodation ■ Community Services and Infrastructure ■ Transportation ■ Community Well-Being ■ Population and Demographics	X	-	-	-	-	-	-	-	-		X	X	X	X	-

Notes: X = Potential pathway for indirect effect as a result of the Project.  
 - = No pathway for indirect effect is anticipated as a result of the Project.





## 9.4 Methods for Predicting Future Conditions

The Social Assessment will assess Project effects using similar methodologies and frameworks as the other disciplines. The assessment will include:

- Determine potential residual effects on the VCs and indicators;
- Consideration of existing conditions data and impact assessments for criteria and indicators from other relevant disciplines as referenced in **Section 1**. These include biophysical, Economy, Land and Resource Use, Human Health and Community Safety and Aboriginal and Treaty Rights and Interests assessments;
- Relevance of the Project to existing plans and aspirational community goals;
- Consideration of disproportionate effects to diverse subgroups based on Project relevant identifying factors including gender and age;
- Define impact management measures with respect to diverse subgroups, where applicable and feasible (see below); and,
- Consideration of future expenditure related to new socio-community facilities, services and / or infrastructure due to Project effects.

The Social Assessment is informed by academic literature, best practices in Social impact assessment and previous similar EAs. The methodology to complete the Social Assessment will include gathering local knowledge and utilising inputs from consultation activities to analyze the concerns of interested and affected communities related to the criteria and indicators as per **Section 9.2**. Community members in the Social LSA and RSA will be engaged with regarding the assessment of Social effects, the analysis of alternatives, and the preparation of mitigation and monitoring plans. Data used in the Social Assessment will be disaggregated (where possible) and analyzed to understand differences in norms, roles and relations for diverse subgroups; the different level of power they hold; their differing needs, constraints and opportunities, and the effects of these differences in their lives related to the Social VCs and indicators.

Considerations related to Painter Lake Road and Anaconda Road will be addressed qualitatively based on the understanding that Aroland First Nation will be conducting their own study on improvements to these roads.







## 9.5 Mitigation and Enhancement Measures

Once potential effects have been identified, the effects assessment will explore technically and economically feasible mitigation measures to avoid or minimize the identified negative effects and enhancement measures to increase positive effects beyond those that are already inherent to the design. These measures will consist of industry-standard practices, federal and provincial standard specifications, regulator-mandated measures, best management practices, Indigenous and community recommendations and recommendations from industry and environmental professionals based on expertise, scientific publications, experience and judgement.

It is important that mitigation and enhancement measures are achievable, measurable and verifiable and monitored for compliance and effectiveness during all temporal phases as part of the Project follow-up monitoring plan. Required environmental monitoring will verify the potential environmental effects predicted in the IS / EA Report, evaluate the effectiveness of mitigation and enhancement measures, and identify the process the Proponent will follow if mitigation and enhancement measures are not effective.

### 9.5.1 TISG Section 20 Requirements

The following provides a response to the fulfillment of TISG Section 20 requirements.

Item #	TISG Section 20 Requirement	Response
1	Describe mitigation measures that are specific to each environmental, health, Social or economic effect identified. Mitigation measures are to be written as specific commitments that clearly describe when and how the proponent intends to implement them, what decision-making criteria will be used, and the outcome these mitigation measures are designed to address;	The Social Assessment will include a description of applicable mitigation measures deemed to be required subject to the results of the impact assessment.
2	Describe mitigation measures that are specific to identified effects to Indigenous peoples;	The Social Assessment will include a description of applicable mitigation measures deemed to be required subject to the results of the impact assessment, including measures that may be specific to Indigenous people.
3	Describe mitigation measures proposed by Indigenous peoples and the consideration of those in the Project;	The Social Assessment will include a description of applicable mitigation measures deemed to be required subject to the results of the impact assessment, including measures that may be specific to Indigenous people including measures that may have been suggested by Indigenous people.





Item #	TISG Section 20 Requirement	Response
4	Propose differentiated mitigation measures for all potential adverse effects identified, if applicable, so that adverse effects do not fall disproportionately on vulnerable populations, certain Indigenous groups, or certain communities, and they are not disadvantaged in sharing any development benefits and opportunities resulting from the Project. These mitigation measures should be developed in collaboration with those who are vulnerable and / or disadvantaged;	The development of applicable mitigation measures will take into account identified potential impacts on vulnerable populations and developed with the input of interested persons from those vulnerable populations.
5	Propose mitigation measures to reduce all potential adverse effects to health conditions of all potentially impacted communities and Indigenous groups and present opportunities for enhancing positive effects;	Mitigation measures will be developed to address potential adverse effects on all potentially Socially impacted communities. As well, opportunities to enhance positive effects will be recommended where applicable.
6	Describe education, training, hiring practices that encourage employment of local people, including the use of the Northern Ontario Network of Indigenous Training Organizations (e.g., the Indigenous Skills and Employment Training network);	Where applicable, recommendations will be made regarding the development and implementation of training and hiring practices to promote the hiring of local people.
7	Describe how disproportionate effects that were identified in the GBA+ results were used to inform mitigation and enhancement measures.	The Social Assessment will describe any identified disproportionate effects to sub-populations.

## 9.6 Residual Effects

Residual effects are the effects remaining after the application of mitigation measures. The IS / EA Report will describe in detail the potential adverse and positive residual effects in relation to each temporal phase of the Project (e.g., construction, operation). Residual effects will be described using criteria to quantify or qualify adverse and positive effects, taking into account any important contextual factors. The residual effects will therefore be described in terms of the direction, magnitude, geographic extent, duration, frequency, likelihood, and whether effects are reversible or irreversible<sup>9</sup>. Ecological and socio-economic context may also be relevant when describing a residual effect. Context relates to the existing setting, its level of disturbance and resilience to adverse effects. Context can also relate to timing as it applies to assessing the worst-case scenario (e.g., effect during migratory or calving season for wildlife). Where appropriate, information regarding residual effects will be disaggregated by sex, gender, age and other community relevant identifying factors to identify disproportionate residual effects for diverse subgroups.

9. TISG Section 13.1 identifies additional effects characteristics for certain disciplines (e.g., wetlands, birds, terrestrial wildlife, species at risk). These additional effects characteristics are described in the respective discipline-specific study plans.





For magnitude, Social-specific definitions are required and are proposed below in **Table 9-4**.

**Table 9-4: Social Magnitude Definition**

Magnitude Level	Definition	Rationale
<b>Negligible</b>	An effect that may or may not be discernible but is within the historical variability as defined by baseline conditions. The effect is within the capacity of the socio-community system to respond and / or will not alter the current socio-community structures.	Negligible effects are small and may not be noticeable. These effects do not represent a change in day-to-day life at a community-level.
<b>Low</b>	An effect that is small but discernable and within historical variability as defined by baseline conditions. The effect is within the capacity of the socio-community system to respond and / or will not alter the current socio-community structures.	Low effects are noticeable to community members. These effects do not represent a change in day-to-day life at a community-level.
<b>Medium</b>	An effect that is clearly discernable and beyond the historical variability as defined by baseline conditions. The effect is within the capacity of the socio-community system to respond and / or will not alter the current socio-community structures.	Medium effects are noticeable to community members. These effects may or may not represent a change to day-to-day life but can be adjusted to within the current socio-community system.
<b>High</b>	An effect that is clearly discernable and beyond the historical variability as defined by baseline conditions. The effect is beyond the capacity of the socio-community system to respond and / or will alter the current socio-community structures.	High effects are noticeable to community members. These effects represent a change to day-to-day life. In the case of adverse effects, these changes cannot be responded to within the current socio-community system resulting in systemic change.

## 9.7 Consideration of Sustainability Principles

The following provides a generic description of how sustainability principles will be considered in the effects assessment. The extent to which sustainability principles apply to a specific VC will vary depending on the nature of the VC and the potential for Project effects on the VC.

The effects assessment approach for the Project has included the consideration of the sustainability principles outlined in the Project TISG and the Agency’s guidance on sustainability. The sustainability principles that have been considered include:

1. Consider the interconnectedness and interdependence of human-ecological systems;
2. Consider the well-being of present and future generations;







3. Consider positive effects and reduce adverse effects of the Project; and
4. Apply the precautionary principle by considering uncertainty and risk of irreversible harm.

The interconnectedness and interdependence of human-ecological systems will be considered through the assessment of potential indirect effects of each alternative. An indirect effect occurs when a change to one environmental discipline resulting from a Project activity causes a change to another environmental discipline (e.g., changes in vegetation could indirectly affect wildlife). A preliminary assessment of indirect effects has been included in **Section 9.3**.

The well-being of present and future generations will be considered in the effects assessment through the application of the long-term operations phase temporal boundary of 75 years (**Section 6.1**) and through the effects characteristics description of duration and reversibility for each residual effect predicted.

The consideration of positive effects and reducing adverse effects of the Project is fundamental to the effects assessment methodology through the identification of mitigation measures to reduce potential adverse effects and the identification of the preferred alternative through the evaluation of advantages (e.g., positive effects) and disadvantages (e.g., adverse effects).

The effects assessment will apply the precautionary principle by clearly describing and documenting all uncertainties and assumptions underpinning the analysis and identifying information sources. The effects assessment will consider risk of irreversible harm through the effects characteristics description of reversibility for each residual effect predicted and will describe any uncertainty associated with the assessment of residual effects.

The scope of the sustainability assessment will be defined by issues of importance identified by Indigenous communities and interested persons through consultation and engagement activities, while also ensuring to be inclusive of the diversity of views expressed. The selection of VCs that will be the focus of the sustainability assessment will be aligned with the issues of importance identified by Indigenous communities and interested persons, as well as residual effects identified through the effects assessment process. The sustainability assessment will describe how the planning and design of the Project, in all phases including follow-up monitoring, considered the sustainability principles.





## 9.8 Consideration of Identity and Gender-Based Analysis Plus in Effects Assessment

The Proponent recognizes that communities and sub-populations within those communities may be impacted differently by the Project with respect to VCs and indicators. As such, the Project aims to collect baseline information for the purpose of assessing differential effects and establishing relevant mitigation measures, as further elaborated on in **Section 4.3**. GBA+ will not be limited to community feedback, when offered or discussed in secondary texts, additional sub-population information as is applicable to the relevant assessment will be incorporated.

As noted in **Sections 7.2** and **7.3**, GBA+ will be integrated throughout the Social Assessment. This analysis will be derived from our matrix-based approach for baseline collection which will be foundational to understanding and assessing differential effects to sub-populations. As with all of the Social Assessment analysis, our approach to GBA+ will be largely qualitative drawing on professional knowledge, best practices and relevant literature.

## 9.9 Follow-up Programs

A follow-up program verifies the accuracy of the effects assessment and evaluates the effectiveness of mitigation measures. Section 26 of the TISGs do not specifically outline required Social related monitoring activities that are to be included, other than the tracking of social issues that would be the responsibility of overall Project engagement and consultation activities. The identification of Social follow-up programs for the Project are not described in this Study Plan as the information needed to determine the need for and form of impact monitoring is dependent on the outcome of the effects assessment and on the results of consultation and engagement with Indigenous communities, agencies and interested persons.

Based on the results of the Social Assessment work, follow-up program recommendations will be made subject to their applicability and necessity. These programs may be targeted to specific communities and / or specific adverse effects and / or potential positive effects of the Project.





## 10. Assumptions

The MFFN CAR Project Team is not aware at this time of key assumptions that will be recognized in the Social Assessment. These will be determined during the development of the IS / EA Report. Key assumptions made and used in the assessment of Social impacts will be documented in the IS / EA Report.







## 11. Concordance with Federal and Provincial Guidance

This section provides the best information currently available on how federal and provincial requirements identified for the Project to date will be addressed. **Table 11-1** outlines how the Social Assessment will conform with the TISG. Presented in **Table 11-2** are the comments received on the draft Provincial Terms of Reference that relate to the Social Assessment.

The final concordance with federal and provincial requirements will be included in the IS / EA Report, and will be based on regulatory agency guidance, professional judgement and input received through the Project consultation and engagement process.

At this time, the Proponent has not identified any TISG requirements applicable to the Social Environment that it requests a deviation from.





**Table 11-1: Study Plan Federal Concordance – Conformance with Requirements**

ID #	Federal TISG Reference <sup>10</sup>	Requirement / Comment / Concern	Response	Study Plan Reference
1	Section 10 of the TISG	<ul style="list-style-type: none"> <li>Baseline information is required on existing Social conditions and must include Social well-being and Social activities for all potentially impacted local communities, including municipalities, and Indigenous groups.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline Social information will be collected for the Social Study Areas in accordance with the methods outlined in Section 7.2.</li> </ul>	<ul style="list-style-type: none"> <li>Section 7.3</li> <li>Section 6.2</li> </ul>
2	Section 10 of the TISG	<ul style="list-style-type: none"> <li>The scope and content of the Social baseline conditions should be tailored to the specific project context, take into account community and Indigenous input and priorities, and should include indicators and information that are useful and meaningful for the effects analysis. The information provided must:               <ul style="list-style-type: none"> <li>describe any relevant indicators and how Indigenous knowledge and engagement contributed to defining them;</li> <li>be sufficient to provide a comprehensive understanding of the current state of each VC, including relevant trends;</li> <li>describe how community and Indigenous knowledge was used in establishing Social baseline conditions, including input from diverse subgroups;</li> <li>describe baseline Social conditions using disaggregated data and gender-statistics for diverse subgroups within the community to support GBA+; and</li> <li>conduct intersectional gender analysis to examine differences in the status of diverse subgroups (e.g., women, youth, and elders) and their differential access to resources, opportunities and services.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>This will be achieved during data collection consultation and reflected in baseline conditions reporting, as outlined in Section 7.3, and through the possible refinement and application of VCs and indicators as outlined in Section 9.2.</li> </ul>	<ul style="list-style-type: none"> <li>Section 4.0</li> <li>Section 9.2</li> </ul>
3	Section 10 of the TISG	<ul style="list-style-type: none"> <li>In preparing a baseline, the proponent must identify the Social area of influence of the Project and prepare a community profile. To understand the community context, the information provided must describe:               <ul style="list-style-type: none"> <li>influences on community well-being, including youth mental health, current expectations within the community for the Project to bring Social and economic development opportunities and implications of the Project not being realized;</li> <li>access, ownership and use of resources (e.g., land tenure, forestry, minerals, aggregate, food, water, Social infrastructure, current road systems and seasonal roads), including ownership of land surrounding water crossings;</li> <li>access to and control over resources from a gender perspective (e.g., information, knowledge and services); capacity (currently available or planned) of institutions to deliver public services and infrastructure;</li> <li>relevant historical community background;</li> <li>applicable history with previous developers, including historical and recent proponents of mineral and other natural resource exploration and development projects and aspirations for future Social and economic development; and,</li> <li>any issues or concerns related to the cost of living, particularly with respect to food prices, energy prices, and housing/rental costs.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Social baseline data collection will be used to create a community profile that will focus on population and demographic conditions, community well-being, Social cohesion, housing and accommodation, community services and community infrastructure, and transportation. This will be informed by the separate but co-ordinated Assessments for Human Health and Community Safety, Land and Resource Use and Economy. The mental health, employment, economic development, land use, food access, land ownership and cost of living conditions will be documented in those other Assessments and the information will be used to inform the community profile and the Social Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Section 4.0</li> <li>Section 7.0</li> <li>Economic Study Plan</li> <li>Human Health and Community Safety Study Plan</li> <li>Land and Resource Use Study Plan</li> </ul>
4	Section 10 of the TISG	<ul style="list-style-type: none"> <li>Information related to interested parties, those likely to be impacted directly and indirectly by the Project should be provided in association with a consideration of those in the community who are considered particularly vulnerable to changes brought about by the Project. Baseline information must be sufficiently disaggregated and analyzed to understand the differences in norms, roles and relations for diverse subgroups; the different level of power they hold; their differing needs, constraints and opportunities; and the impact of these differences in their lives, including consideration of disproportionate effects to surrounding communities.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline information will be collected for the Social Study Areas in accordance with the methods outlined in Section 7.2.</li> </ul>	<ul style="list-style-type: none"> <li>Section 6.2</li> <li>Section 7.2</li> </ul>
5	Section 10 of the TISG	<ul style="list-style-type: none"> <li>The Impact Statement must provide information on the following Social conditions:               <ul style="list-style-type: none"> <li>Social Services:                   <ul style="list-style-type: none"> <li>public services available (e.g., childcare, eldercare, communication services, Social and cultural support).</li> </ul> </li> <li>Education:                   <ul style="list-style-type: none"> <li>education programs including elementary and secondary programs available in the community and the need to access programs outside the community;</li> <li>apprenticeships and training initiatives (e.g., Kiikenomaga Kikenjigewen Employment &amp; Training Services, Mushkegowuk Council Employment &amp; Training Services, Northern Ontario Internship Program, etc.)</li> <li>Traditional education components that could potentially be impacted by the Project.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Social Services, Education, Housing, and Community Cohesion will be covered in the Social Assessment. Recreation and Navigation will be addressed in the Land and Resource Use Assessment. Public Safety will be addressed in the Human Health and Community Safety Assessment. Culture will be addressed in the Archaeological and Cultural Heritage Assessment. These assessments will be used to inform the community well-being VC in the Social Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Section 2.0</li> <li>Section 9.2</li> </ul>

10. Federal TISG Reference should be the Section or subsection, page etc. that clearly identifies where comment/issue we are addressing can be found (ex. Section 8.1 of TISG)







ID #	Federal TISG Reference <sup>10</sup>	Requirement / Comment / Concern	Response	Study Plan Reference
		<ul style="list-style-type: none"> <li>- Housing:               <ul style="list-style-type: none"> <li>• baseline information regarding housing occupancy rates and general housing conditions and how it compares to other Indigenous groups in the area/regional/provincial/territorial averages;</li> <li>• the general patterns of human occupancy including information on year round vs seasonal residents, quality and quantity of housing stock and crowding within the project study areas; and</li> <li>• overview of the local housing market, including a description of housing conditions and needs, and the general condition of the housing stock.</li> </ul> </li> <li>- Recreation:               <ul style="list-style-type: none"> <li>• describe the current use of land and water bodies in the study area for outdoor recreational and teaching purposes, including youth recreation, recreational hunting, fishing, trapping, and gathering.</li> </ul> </li> <li>- Navigation:               <ul style="list-style-type: none"> <li>• existing navigable waterways and navigation use including type, volume, seasonality, manoeuvrability, and physical characteristics (e.g., width, depth, etc.), bank/bottom features, biological components, flow/tides, etc.;</li> <li>• describe past, current, and anticipated future use of all waterways and waterbodies, including recreational uses by Indigenous groups and the public (including special events, fishing, cottagers, etc.);</li> <li>• describe the use of water-ways with Indigenous cultural importance (e.g., Albany River, Ogoki River and Attawapiskat Rivers); and</li> <li>• potential of obstructions, restrictions, or expansions of access to navigable waterways (e.g., portage routes and access roads).</li> </ul> </li> <li>- Community Cohesion:               <ul style="list-style-type: none"> <li>• basic demographic characteristics of the community;</li> <li>• relevant community background and historical experience with similar infrastructure and/or resource development projects;</li> <li>• describe the proportion of community members who live in the community year-round; and</li> <li>• describe Social cohesion or Social capital, including factors such as community/neighbourhood involvement, Social networks/support, and Social wellbeing, including inter-community relationships.</li> </ul> </li> <li>- Public Safety:               <ul style="list-style-type: none"> <li>• crime rates, substance use and how they compare to other Indigenous groups in the area/regional/provincial/territorial averages;</li> <li>• information on Indigenous women's safety and rates of gender-based violence</li> <li>• community gender-based violence rapid assessment; and</li> <li>• existing police, fire services, and other public safety services.</li> </ul> </li> <li>- Culture:               <ul style="list-style-type: none"> <li>• structures, sites and things of historical, archaeological, paleontological, cultural, spiritual or architectural significance.</li> </ul> </li> </ul>		
6	Section 10 of the TISG	<ul style="list-style-type: none"> <li>■ Baseline data can often be found in secondary information sources, such as census data, government publications and academic literature. Where secondary sources are unable to provide the required information, primary sources such as surveys, key informant interviews, focus groups or other primary research methods should be used. The collection, analysis and reporting of data must adhere to relevant ethical and cultural protocols</li> </ul>	<ul style="list-style-type: none"> <li>■ Baseline data will be collected from primary and secondary sources with respect to Social data. The listed sources will be utilized for secondary data and primary data will consider key informant interviews, focus groups and targeted surveys. Primary data will focus on qualitative information.</li> </ul>	<ul style="list-style-type: none"> <li>■ Section 2.1</li> <li>■ Section 7.2</li> </ul>
7	Section 11 of the TISG	<ul style="list-style-type: none"> <li>■ The Impact Statement must provide information on Infrastructure:               <ul style="list-style-type: none"> <li>- access to infrastructure and services (transportation, electricity, telecommunications infrastructure and broadband, etc.);</li> <li>- details on the existing road network (all weather and winter roads) and traffic patterns, including any projections of future traffic patterns;</li> <li>- information on the nearest railways and airports; and</li> <li>- an overview of other infrastructure (e.g., power plants, transmission lines, pipelines, dams, water mains, sewage lines) relevant to the Project.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Although referenced in the Economic section of the TISG, this information will be included in the Social Assessment. Data will be collected on these infrastructure categories including information on the supply of and demand for the services.</li> </ul>	<ul style="list-style-type: none"> <li>■ Section 7.2.1</li> <li>■ Section 7.2.2</li> <li>■ Section 9.2</li> </ul>
8	Section 11 of the TISG	<ul style="list-style-type: none"> <li>■ <i>Document information on housing prices, conditions and needs.</i> (Note: that requirements in italics have been paraphrased from the TISGs)</li> </ul>	<ul style="list-style-type: none"> <li>■ Although referenced in the Economic section of the TISG, this information will be included in the Social Assessment as part of the housing baseline data.</li> </ul>	<ul style="list-style-type: none"> <li>■ Section 7.3</li> <li>■ Section 9.2</li> </ul>







ID #	Federal TISG Reference <sup>10</sup>	Requirement / Comment / Concern	Response	Study Plan Reference
9	Section 11 of the TISG	<ul style="list-style-type: none"> <li>Document information on service gaps.</li> </ul>	<ul style="list-style-type: none"> <li>Although referenced in the Economic section of the TISG, this information will be included in the Social Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Section 7.3</li> </ul>
10	Section 12.3 of the TISG	<ul style="list-style-type: none"> <li>The baseline conditions requirements set out in the sections above for health, Social and economic conditions, include Indigenous peoples and GBA+ specific to Indigenous peoples.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline socio-community conditions will consider Indigenous peoples and their Social interests.</li> </ul>	<ul style="list-style-type: none"> <li>Section 7.3</li> </ul>
11	Section 17 of the TISG	<ul style="list-style-type: none"> <li>Within the context of the predicted changes to the biophysical environment, health and economic conditions resulting from the project, the proponent must assess the effects of the project on Social conditions. Interconnections between Social valued components and other valued components and interactions between effects must be described. The assessment must illustrate an understanding of linkages and effect pathways, so that when a change in one domain (health, Social and/or economic) is predicted, there is an understanding of what other effects or consequences may be felt across the other domains.</li> </ul>	<ul style="list-style-type: none"> <li>This approach to effects assessment will be followed. As noted in Section 9.2, other disciplines will be considered including as input into Social effects and their interplay with Social effects to take a holistic approach.</li> </ul>	<ul style="list-style-type: none"> <li>Section 2.0</li> <li>Section 9.2</li> </ul>
12	Section 17 of the TISG	<ul style="list-style-type: none"> <li>Indicators should be developed by the proponent using best practice, Agency guidance, and through engagement with Indigenous groups and the public. Rationale for the indicators chosen should be provided.</li> </ul>	<ul style="list-style-type: none"> <li>This is included in the Study Plan in Section 9.2.</li> </ul>	<ul style="list-style-type: none"> <li>Section 9.2</li> </ul>
13	Section 17 of the TISG	<ul style="list-style-type: none"> <li>The proponent must analyze the community and Indigenous knowledge across diverse subgroups where possible to identify differential effects highlighted by these groups including through the application of GBA+.</li> </ul>	<ul style="list-style-type: none"> <li>This approach to analysis will be followed as indicated in Section 4.3, Section 7.3 and 9.8.</li> </ul>	<ul style="list-style-type: none"> <li>Section 4.3</li> <li>Section 7.3</li> <li>Section 9.8</li> </ul>
14	Section 17 of the TISG	<ul style="list-style-type: none"> <li>The analysis should discuss circumstances in a community where diverse subgroups, because of their particular circumstances, could experience adverse effects from the Project more severely than others, or be excluded from potential benefits, including Indigenous peoples or other community relevant subgroups (e.g., women, youth, elders).</li> </ul>	<ul style="list-style-type: none"> <li>This approach will be followed in the Social Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Section 9.8</li> </ul>
15	Section 17 of the TISG	<ul style="list-style-type: none"> <li>The analysis should describe the goals of local or regional land use plans or local or regional development plans and the extent to which the Project is aligned with such plans to avoid or enhance Social effects. For the valued components listed below, the effects assessment should explore and discuss opportunities by which benefits to local communities can be enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>The Land and Resource Use Assessment will cover this content. The interconnection of the socio-economy with land use will be described.</li> </ul>	<ul style="list-style-type: none"> <li>Land and Resource Use Study Plan</li> </ul>
16	Section 17.1 of the TISG	<ul style="list-style-type: none"> <li>The Impact Statement must:               <ul style="list-style-type: none"> <li>describe the predicted effects to services and infrastructure in the study area, including but not limited to the positive and adverse effects to:                   <ul style="list-style-type: none"> <li>quality of road infrastructure;</li> <li>Ogoki post airport;</li> <li>traffic safety;</li> <li>educational facilities and childcare;</li> <li>health care facilities;</li> <li>recreational and Social services facilities;</li> <li>emergency services (e.g., police, ambulance, health care, fire-fighting);</li> <li>availability and use of fuel to generate power;</li> <li>housing (ownership, cost, affordability, crowding);</li> <li>communication services in the community (including telecommunications infrastructure);</li> </ul> </li> <li>transportation within and between communities, and in what forms (e.g., hitchhiking, shared rides, work buses);</li> <li>supply of goods and services, including food;</li> <li>costs of goods and services, including food;</li> <li>existing businesses;</li> <li>community amenities (e.g., recreational spaces/services, green spaces); and</li> <li>community governance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All components listed will be covered in the Study Plan except for:               <ul style="list-style-type: none"> <li>Supply and cost of goods and services and existing businesses will be assessed in the Economic Assessment.</li> <li>Emergency services, health care services and traffic safety will be included in the Human Health and Community Safety Assessment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Section 7.3</li> <li>Section 9.2</li> <li>Economic Study Plan</li> <li>Human Health and Community Safety Study Plan</li> </ul>
17	Section 17.1 of the TISG	<ul style="list-style-type: none"> <li>Describe any need for government and/or proponent expenditures for new or expanded services, facilities or infrastructure, arising out of project-related effects.</li> </ul>	<ul style="list-style-type: none"> <li>This will be considered in the Social Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Section 7.3</li> <li>Section 9.2</li> <li>Economic Study Plan</li> </ul>





ID #	Federal TISG Reference <sup>10</sup>	Requirement / Comment / Concern	Response	Study Plan Reference
18	Section 17.2 of the TISG	<ul style="list-style-type: none"> <li>Land and resource use and recreation – all items listed</li> </ul>	<ul style="list-style-type: none"> <li>This Section will be covered in the Land and Resource Use Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Land and Resource Use Study Plan</li> </ul>
19	Section 17.3 of the TISG	<ul style="list-style-type: none"> <li>Navigation – all items listed</li> </ul>	<ul style="list-style-type: none"> <li>Navigation items are covered in the Land and Resource Use Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Land and Resource Use Study Plan</li> </ul>
20	Section 17.4 of the TISG	<ul style="list-style-type: none"> <li>Community Cohesion - The Impact Statement must assess potential changes to local demographic conditions, including changes to population size and changes in the relative population of men and women, and younger and older people. The Impact Statement must:               <ul style="list-style-type: none"> <li>describe in-and out-migration effects, including changes in Social and cultural make-up of affected communities and changes in populations; and</li> <li>identify whether Social divisions might be intensified as a result of the Project and evaluate effects to Social cohesion, both between the project community and other surrounding First Nations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>This will be considered in the Social Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Section 9.2</li> </ul>
21	Section 17.5 of the TISG	<ul style="list-style-type: none"> <li>The Impact Statement must: assess potential adverse and positive effects of changes to Social conditions including, but not limited to:               <ul style="list-style-type: none"> <li>food security;</li> <li>illegal or potentially disruptive activities, including:                   <ul style="list-style-type: none"> <li>violent crime, including sexual and physical violence ( with particular consideration of effects to specific subgroups in the community such as young people, women and girls);</li> <li>gender-based violence;</li> <li>human trafficking;</li> <li>vandalism;</li> <li>poaching;</li> <li>drug and alcohol distribution;</li> <li>trafficking of illegal goods and counterfeit goods;</li> <li>other crimes;</li> </ul> </li> <li>cost of living;</li> <li>income inequity;</li> <li>changes at the community level that affect Social conditions as a result of increased population, worker camps, economic activity, cost of living, among other factors;</li> <li>non-commercial/trade economy;</li> <li>examine barriers and constraints that prevent individuals or groups from benefitting and how they are magnified across different subgroups;</li> <li>employment, including type of jobs (fulltime vs part time, temporary vs permanent, skilled vs unskilled; distribution of jobs to youth vs adult, women vs others);</li> <li>education and access to training opportunities;</li> <li>housing availability and affordability, crowding; and</li> <li>safety of travel to and from connected communities, including by public, commercial, and private transport, and ride sharing.</li> <li>assess potential adverse effects on women’s safety, including Indigenous women;</li> <li>evaluate potential Social effects associated with changes in disposable income, including potential cost-of-living effects, adverse and positive lifestyle changes, feelings of empowerment, distribution of benefits among affected people;</li> <li>describe the potential opportunities expected to become available for youth, and how youth will gain access to these opportunities, considering the conditions described (e.g., youth living in urban centres who are attending secondary school, youth who have left the community to seek training or work); and</li> <li>consider the potential for stresses on community, family and household cohesion, alcohol and substance use, or illegal or other potentially disruptive activities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Many of these items are covered under the Human Health and Community Safety Assessment and the Economic Assessment. The Social Assessment will cover community cohesion, housing, community infrastructure, transportation and community well-being and interconnections with health, safety and the economy will be identified.</li> </ul>	<ul style="list-style-type: none"> <li>Section 9.2</li> <li>Economic Study Plan</li> <li>Human Health and Community Safety Study Plan</li> </ul>
22	Section 17.6 of the TISG	<ul style="list-style-type: none"> <li>Culture – all items listed</li> </ul>	<ul style="list-style-type: none"> <li>These items will be covered in the Archaeological and Cultural Heritage Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>







**Table 11-2: Study Plan Provincial Draft ToR Concordance – Conformance with Requirements**

ID#	Commenter	Requirement / Comment / Concern	Response Related to Draft Provincial ToR	Study Plan Reference
1	■ Draft ToR Comment from Fort Albany First Nation (ID #57)	■ We encourage that the assessment process include special efforts to consider impacts on specific groups (e.g., people of certain sex or age) at every stage where it may be relevant, with the help of those with appropriate expertise.	■ A GBA+ framework will be utilized for the federal Impact Assessment that is also to be completed for the Project to consider gender and other identity factors.	■ Section 4.3 ■ Section 7.3 ■ Section 9.8
2	■ Draft ToR Comment from Fort Albany First Nation (ID #58)	■ Given that we must understand wellbeing in a collective and interconnected way, the magnitude of any potential harm should be judged by its likely impacts on those most sensitive to it (e.g., pregnant women, breastfeeding infants, animals during breeding or nesting seasons, and so on).	■ A GBA+ framework will be utilized for the federal Impact Assessment that is also to be completed for the Project to consider gender and other identity factors.	■ Section 4.3 ■ Section 7.3 ■ Section 9.8
3	■ Draft ToR Comment from Aroland First Nation (ID #210)	■ "7.1.2 Environmental Features" Table 7-1 "Environmental Disciplines to be Considered during the Environmental Assessment" does not include gender-based analysis plus (GBA+) AFN submits that Table 7-1 should include gender-based analysis plus (GBA+)	■ A GBA+ framework will be utilized for the federal Impact Assessment that is also to be completed for the Project to consider gender and other identity factors.	■ Section 4.3 ■ Section 7.3 ■ Section 9.8
4	■ Draft ToR Comment from Webequie First Nation (ID #617)	■ 7.1.4.12 Socio-Economic and Built Environment (Page 39) "Will consider six components: Social, economy, land and resource use, recreation and tourism, human health and visual esthetics" Please include these components: – gender relations, – human safety (in addition to health)	■ Community safety has been added to the heading title for Human health and will be considered under this discipline. Gender and other identity factors have and will continue to be considered as part of the federal Impact Assessment.	■ Section 4.3 ■ Section 7.3 ■ Section 9.8 ■ Human Health and Community Safety Study Plan







## 12. References

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Advantage Northwest, 2013:

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<http://www.noma.on.ca/upload/documents/mining-readiness-strategy.pdf>

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Marten Falls First Nation Proposed Terms of Reference Marten Falls Community Access Road – Environmental Assessment, Appendix B: Consultation & Engagement Plan to Support the Environmental Assessment / Impact Statement.

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<https://iaac-aeic.gc.ca/050/documents/p80184/133937E.pdf>

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Municipality of Greenstone, 2016:

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Municipality of Greenstone, 2017:

Community Profile: Demographics. <http://www.greenstone.ca/content/demographics-0>

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Community Profile: Housing Characteristics. <http://www.greenstone.ca/content/quality-life>

Municipality of Greenstone, n.d.:

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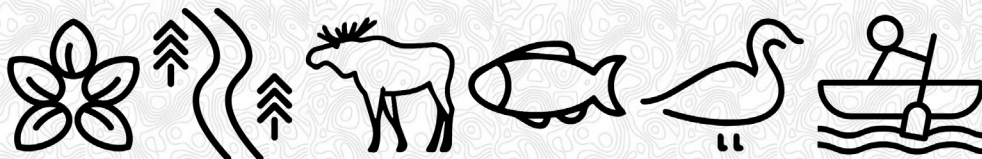






# Appendix A

## Preliminary List of Data Sources





211 Ontario North, 2020:

Marten Falls First Nation: Agency Profile.: <https://211north.ca/record/65300596/agency/>

Advantage Northwest, 2013:

Mining Readiness Strategy: An Integrated Regional Economic Development Plan.

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Ministry of Northern Development, Mines and Forestry, 2011:

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Moazzami, B., 2019:

Northern Projections – Human Capital Series. <https://www.northernpolicy.ca/article/publications-search-245.asp?Category=38765>





# MARTEN FALLS FIRST NATION ALL SEASON COMMUNITY ACCESS ROAD

*Social Study Plan*

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Community Profile: Demographics. <http://www.greenstone.ca/content/demographics-0>

Municipality of Greenstone, 2018:

Community Profile: Housing Characteristics. <http://www.greenstone.ca/content/quality-life>

Municipality of Greenstone, n.d.:

Community Profile: Transportation and Shipping. <http://www.greenstone.ca/content/transportation-and-shipping>

Municipality of Greenstone, n.d.:

Community Services. <http://www.greenstone.ca/content/community-services>

North Star Air, 2020:

Flex Flight Route Map. <http://www.northstarair.ca/article/flex-flights-route-map-1171.asp>

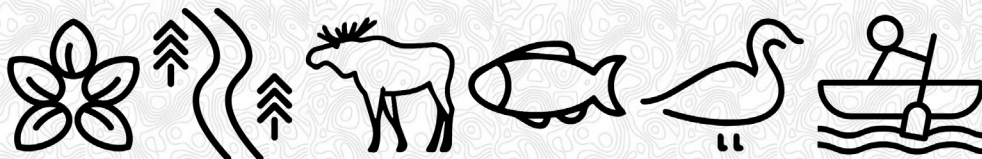






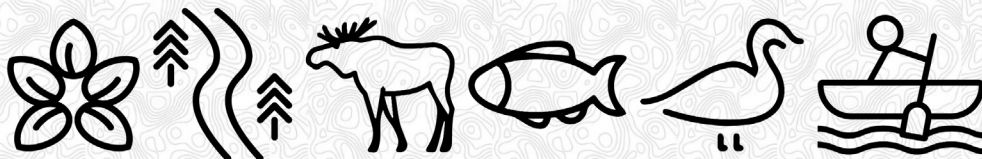
# Appendix B

## Agency Comments on the Draft Study Plan





# Draft Study Plan Comments – Federal





Comment # / Ref #	DRAFT Study Plan Section	TISG Section	Comment / Context	Action Item	Final Response	Study Plan Reference
<b>General Comment</b>	■ General Comment	■ N/A	■ In addition to the required actions detailed below, other required actions to be addressed in the update to this study plan are detailed in a separate table titled "2020-07-02 – IAAC to MFFN - General Comments on MFCAR Draft Study Plans". The Agency has provided these other required actions to highlight common sections of the Tailored Impact Statement Guidelines (the Guidelines) where requirements were not met in the draft study plans submitted to the Agency. These additional actions must be addressed in the updated study plans.		■ We have reviewed the relevant comments and incorporated where appropriate. Please refer to the General Comments Table Response submitted separately to the Agency for specific responses.	■ Various Sections
<b>1</b>	■ Section 3	■ Section 6.2 of the Guidelines	<ul style="list-style-type: none"> <li>■ Input from Engagement - Section 3 of the study plan states "In addition to engagement data, it is expected that Indigenous Knowledge will be integrated throughout the Socio-community Assessment, where applicable. This may include information on social cohesion, education, community challenges, and other information tied to socio-community criteria (Section 4.2) but will not include confidential data."</li> <li>■ Section 6.2 of the Guidelines states that the proponent is required to describe the type of confidential information provided by each Indigenous group that does not compromise any stipulations in the confidentiality agreements and the description shall state how that information impacted the project design, baseline data, effects assessment or mitigation measures. the proponent is required to provide evidence to the Agency in the form of a letter from the Indigenous group that provided confidential information confirming that: <ul style="list-style-type: none"> <li>– the Indigenous group that provided confidential information is satisfied with the way the Impact Statement was informed;</li> <li>– the Indigenous group that provided confidential information is satisfied with the way the issue was solved or addressed.</li> </ul> </li> <li>■ It is unclear how the approach proposed in the study plan will meet the requirements of Section 6.2 of the Guidelines.</li> </ul>	■ Update the study plan to reflect how the expectations highlighted from Section 6.2 of the Guidelines will be met.	<ul style="list-style-type: none"> <li>■ Indigenous communities will be engaged with as part of the overall consultation and engagement program for the Project, which is summarized in Section 4 of the updated Study Plan. Section 5 of the Study Plan also describes the Indigenous Knowledge Program, another avenue for Indigenous communities to provide input on the Project. Indigenous Knowledge related to the Social VCs and indicators will be considered in the Social Assessment.</li> </ul>	<ul style="list-style-type: none"> <li>■ Section 4</li> <li>■ Section 5</li> </ul>
<b>2</b>	■ Section 4.1	■ Section 6 of the Guidelines	<ul style="list-style-type: none"> <li>■ Section 4.1 of the study plan states that "data collection will focus on the communities most likely to be affected by the Project including Marten Falls and Aroland First Nations". This section does not mention how the other Indigenous groups listed in the Indigenous Engagement and Partnership Plan (IEPP) have been, or will be engaged to gather baseline data and to inform the assessment of potential social impacts to indicators for the preparation of the Impact Statement. As per Section 6 of the Guidelines, the proponent is required to engage with, at a minimum, the Indigenous groups listed in the IEPP. The proponent must also provide Indigenous groups with an opportunity to comment on the list of valued components and indicators.</li> </ul>	<ul style="list-style-type: none"> <li>■ Update the study plan to include the list of all Indigenous groups that will be engaged, at a minimum the Indigenous groups listed in the IEPP, as part of the baseline data collection and effects assessment analysis. The list should be consistent throughout the study plan. Clarify whether the Indigenous groups in the IEPP have been provided an opportunity to comment on the list of criteria and indicators in the study plan and whether the group has a direct community-level socio-community interest in the Project footprint, prior to being screened out of the socio-community Local Study Area.</li> </ul>	<ul style="list-style-type: none"> <li>■ A list of all Indigenous communities identified in the Indigenous Partnership and Engagement Plan for the Marten Falls Community Access Road Project Impact Assessment that are to be engaged with has been provided in the updated Study Plans (Table 4-1).</li> <li>■ Inputs received to date from Indigenous communities, agencies and interested persons through the Consultation and Engagement Program, including inputs received on the Draft ToR, have also been used to inform the selection of the VCs and indicators for the Social discipline. The VCs / Indicators (or assessment criteria as presented in the ToR) are to be considered as draft. The final list of VCs and indicators to be used in the Social Assessment will be based on regulatory agency guidance, professional</li> </ul>	<ul style="list-style-type: none"> <li>■ Table 4-1</li> <li>■ Section 4</li> </ul>





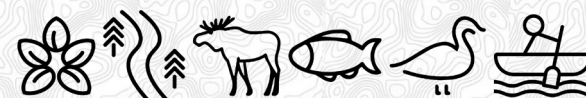


Comment # / Ref #	DRAFT Study Plan Section	TISG Section	Comment / Context	Action Item	Final Response	Study Plan Reference
					<p>judgement and future input received through the Project consultation and engagement activities with Indigenous communities and interested persons.</p> <ul style="list-style-type: none"> <li>Indigenous communities will be provided the opportunity to be involved at critical decision-making points throughout the assessment so that the Proponent can consider and incorporate, where appropriate, Indigenous Knowledge and Social discipline related information into the Project as it pertains to the existing environment, VCs and indicators, effects assessment methods, effects assessment results, and mitigation and follow-up program measures.</li> <li>A summary of the consultation plan has been provided in the Study Plan (Section 4.); further details can be found in the IS / EA Consultation Plan (AECOM 2020) included as Appendix B of the Proposed ToR for the Project.</li> </ul>	
3	<ul style="list-style-type: none"> <li>Section 4.1</li> </ul>	<ul style="list-style-type: none"> <li>Section 5 of the Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>List of Public Groups - Section 4.1 of the study plan highlights the Municipality of Greenstone to be included in the primary data collection. No other member of the public or public community is identified for the primary or secondary data collection in the study plan. As per Section 5 of the Guidelines, the proponent is required to engage with, at a minimum, the members of the public listed in the Public Participation Plan (PPP).</li> </ul>	<ul style="list-style-type: none"> <li>Update the study plan to include the list of the members of the public and public groups that will be engaged, at a minimum the public participants listed in the PPP, as part of the baseline data collection and effects assessment analysis. The list should be consistent throughout the study plan.</li> </ul>	<ul style="list-style-type: none"> <li>Considering the Social VCs as presented in Table 9.2, and the study areas presented in Section 6.2, the Municipality of Greenstone is the primary public body that will be engaged with for data collection purposes to support the Social assessments. There are no other public groups (non-indigenous communities) in the LSA expected to experience social impacts from the Project. Other public interests such as land users will be engaged with to support the Land and Resource Use assessment. The study plan for that discipline should be referred to for a list of public interests that will be engaged with.</li> </ul>	<ul style="list-style-type: none"> <li>Section 6</li> <li>Table 6-1</li> </ul>
4	<ul style="list-style-type: none"> <li>Section 4</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Collection of Baseline Data - More detail is required on the methodology of baseline information collection for the Agency and federal experts to understand the work that the proponent is planning to undertake.</li> </ul>	<ul style="list-style-type: none"> <li>Provide detail on what baseline information will be sourced from primary information sources, and what will be sourced from secondary information sources so that it is clear where information is being sourced for the criteria and indicators listed in the study plan. Regarding primary information collection, the study plan requires additional detail on how the collection methodology would meet the expectations of the Guidelines, including:- Describe how Gender-Based Analysis Plus (GBA+) has been applied to the consideration of engagement activities.</li> </ul>	<ul style="list-style-type: none"> <li>Sources of baseline information can be found in Appendix A of the Study Plan. Section 7.2.1 and Section 7.2.2 describe which information will be collected from secondary and primary sources, respectively.</li> <li>The primary data collection methodology can be found in Section 7.2.2 of the</li> </ul>	<ul style="list-style-type: none"> <li>Section 4.3</li> <li>Section 7.2.1</li> <li>Section 7.2.2</li> <li>Appendix A</li> </ul>





Comment # / Ref #	DRAFT Study Plan Section	TISG Section	Comment / Context	Action Item	Final Response	Study Plan Reference
				Identify any specific methods targeted to specific subgroups.- Specify participants in engagement activities (reflecting the Indigenous groups listed in the Indigenous Engagement and Partnership Plan and members of the public listed in the Public Participation Plan) including rationale for how the selection of participants meets the objectives of the study and demonstrates accessibility considerations (e.g., language requirements) and GBA+.- Define who is considered a community consultation co-ordinator, and how these community consultation co-ordinators will be identified prior to being approached for engagement.- Describe the approach the proponent intends to take to encourage or attract participation, including how opportunities to participate will be planned and advertised.- Describe how Indigenous knowledge will be used to inform types of engagement activities and participant selection, including the identification of community consultation co-ordinators.- If sample surveys, interview questions, or other data collection tools exist, identify them in an appendix to the study plan, and provide clear links to how they relate to the social criteria. Identify past public or Indigenous engagement activities that have taken place and are being used to inform this study plan. For secondary information collection, provide specific information sources to be used, and for which criteria and indicators they apply. The study plan should provide a clear outline of which criteria and indicator data will come from existing secondary sources and what those sources are. Provide detail on how the proponent has considered GBA+ requirements in the identification of secondary information sources.	updated Study Plan. Sections 4.3 and 7.2.2 of the study plan also describe how GBA+ will be incorporated into the Project, including the primary social data collection.	
5	■ Sections 3 and 4.1	■ Section 6.2 of the Guidelines	■ Sections 3 and 4.1 of the study plan identify Indigenous knowledge as a potential source of information for baseline data, where provided by an Indigenous group. It is unclear how Indigenous groups will be provided opportunities to provide Indigenous knowledge and validate the collected baseline data. (According to Section 6.2 of the Guidelines, permission from Indigenous groups should be sought before including any confidential information, such as Indigenous knowledge, in the Impact Statement.)	■ Describe in the study plan how Indigenous groups will have opportunities to provide Indigenous knowledge and validate the baseline data collected. The description should include the proposed methods for data collection, management of confidentiality, and information storage. This should also include a methodology for tracking information that has been approved by the groups, to demonstrate that guidance outlined in Section 6.2 of the Guidelines has been incorporated into this study plan.	■ Section 5 of the Study Plan describes how Indigenous Knowledge will be collected and considered in the IS / EA for the Project. Section 2.1 has additional information on the Project's approach to handling confidential information.	■ Section 5 ■ Section 2.1
6	■ Section 4 and 4.3	■ Sections 5.2, 6.3 and 10 of the Guidelines	■ Gender Based Analysis Plus - Section 4.0 of the study plan identified the following objectives: – “Describe social conditions using disaggregated data and gender statistics, where publically available or volunteered by knowledge holders:- Identity factors that cannot be disaggregated through secondary source data will be considered qualitatively. Where available, these identity factors will be referenced and considered in existing conditions reporting and analysis.” Section 4.3 of the study plan states “it is expected that there will be a multitude of data issues and limitations based on the Project area.”...“These issues may limit the information available to be reported by the proponent as part of the Impact Assessment, particularly related to disaggregated data to support a GBA+ analysis.” The study plan does not provide any further information on how the GBA+	■ Update the study plan to demonstrate how GBA+ has been integrated into all aspects of data collection methodology and the assessment of effects and impacts. This should include a description of how the proponent will engage diverse populations to collect information necessary to support the GBA+ analysis and how the information will be tracked, considered and reported in the Impact Statement.	■ The Social Study Plan will integrate a GBA+ framework into the Social data collection and assessment program.	■ Section 4.3







Comment # / Ref #	DRAFT Study Plan Section	TISG Section	Comment / Context	Action Item	Final Response	Study Plan Reference
			<p>analytical framework will be applied to data collection methodology and analysis. Refer to Agency guidance for more information on the GBA+ approach: <a href="https://www.canada.ca/en/impact-assessment-agency/services/policy-guidance/practitioners-guide-impact-assessment-act/gender-based-analysis.html">https://www.canada.ca/en/impact-assessment-agency/services/policy-guidance/practitioners-guide-impact-assessment-act/gender-based-analysis.html</a> Section 5.2 of the Guidelines state that the Impact Statement must include, at a minimum, a description of efforts made by the proponent to engage diverse populations, including groups identified by gender, age or other community relevant factors (e.g., recreational hunters) to support the collection of information needed to complete the GBA+; The proponent should seek to solicit information necessary to support the GBA+, and if unsuccessful, efforts made should be described in the Impact Statement. Section 6.3 of the Guidelines state that the Impact Statement must include, at a minimum, a description of efforts to engage diverse populations of each Indigenous group in culturally appropriate ways, including groups identified by gender, age or other community relevant factors (e.g., hunters, trappers, and other harvesters) to support the collection of information needed to complete the GBA+; Section 10 of the Guidelines states that baseline information must be sufficiently disaggregated and analyzed to understand the differences in norms, roles and relations for diverse subgroups; the different level of power they hold; their differing needs, constraints and opportunities; and the impact of these differences in their lives, including consideration of disproportionate effects to surrounding communities.</p>			
7	<ul style="list-style-type: none"> <li>Section 5.1.2</li> </ul>	<ul style="list-style-type: none"> <li>Sections 5, 6, and 7.4 of the Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Study Areas - Section 5.1.2 of the study plan states that: "The proponent remains open to receiving information from other communities on their activities within the Project Study Area (PSA) and how interlinkages between the Project and those communities may result in socio-economic effects. To be included in the social LSA, a community must demonstrate direct community-level socio-economic interest in the PSA; from changing access to the Marten Falls community due to the Project; or due to Project effects on the environment that affect the socio-community". "Based on the information provided, the proponent will evaluate the individual communities that warrant inclusion in the local or regional study areas". Sections 5 and 6 of the Guidelines provide direction on the Agency's expectations for meaningful engagement with members of the public and public groups (at a minimum those listed in the PPP), as well as Indigenous groups (at a minimum those listed in the IEPP) during the impact assessment process. The Agency expects the proponent to engage equitably with the members of the public and public groups listed in the PPP and all Indigenous groups listed in the IEPP to gather baseline data and to assess the Project's effects. Additionally, Section 7.4 of the Guidelines explains that the spatial and temporal boundaries determined and established for the impact</li> </ul>	<ul style="list-style-type: none"> <li>Revise the study plan to describe a methodology and engagement approach that will meet the requirements of Sections 5, 6 and 7.4 of the Guidelines. Provide further detail on the criteria and the rationale that is used to define the PSA, LSA and Regional Study Area (RSA) for each valued component, and describe how Indigenous groups and the public have been, or will be, provided an opportunity to inform the spatial and temporal boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>Section 6 of the Study Plan describes the rationale for the temporal and spatial boundaries for the Project.</li> <li>Section 6.2 of the Study Plan identifies how the PDA (formerly PSA), LSA and RSA have been defined for the Project, including for the Social Environment. Section 6.2.1 of the Study Plan identifies that the study areas can be further refined based on input from neighbouring Indigenous communities and interested persons.</li> </ul>	<ul style="list-style-type: none"> <li>Section 6</li> </ul>







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			assessment will vary depending on the valued component and are considered separately for each valued component, including valued components related to the environmental, health, social and economic conditions of Indigenous peoples, or other potential effects and impacts. The proponent should engage with Indigenous groups when defining spatial and temporal boundaries for valued components, especially for those that are identified by Indigenous groups. It is unclear how the approach proposed in the study plan will meet the requirements of Sections 5, 6 and 7.4 of the Guidelines.			
8	■ Section 5.1.2	■ Section 1.1 of the Guidelines	<ul style="list-style-type: none"> <li>■ Study Areas - Section 5.1.2 of the study plan states “The socio-community study areas are defined to capture the potential effects of the Project on the surrounding environment. For each criteria, a local study area (LSA) and regional study area (RSA) are defined to reflect the extent to which the Project has the potential to affect the environment. The extent of the potential effects includes both direct and indirect effects.”</li> <li>■ Section 1.1 of the Guidelines states that “the factors [to be considered in an impact assessment] are listed in subsection 22(1) of IAA and prescribe that the impact assessment of a designated project must take into account:               <ul style="list-style-type: none"> <li>a) the changes to the environment or to health, social or economic conditions and the positive and negative consequences of these changes that are likely to be caused by the carrying out of the designated project, including:...”</li> </ul> </li> <li>■ The assessment of effects on the social conditions should not only consider the extent to which the Project has the potential to affect the environment but include potential changes to health, social or economic conditions. The socio-community study area should be defined to capture the social area of influence of the Project, including effects not directly linked to adverse effects to the environment.</li> </ul>	<ul style="list-style-type: none"> <li>■ Update the study plan to define study areas that capture the Project’s social effects due to potential changes to environment, health, social and economic conditions.</li> </ul>	<ul style="list-style-type: none"> <li>■ The LSA and RSA for the Social Environment and the accompanying rationale can be found in Table 6-1 of the Study Plan.</li> </ul>	<ul style="list-style-type: none"> <li>■ Table 6-1</li> </ul>
9	■ Section 5.2	■ Concordance Table in Section 7 of the Guidelines, Section 17 of the Guidelines	<ul style="list-style-type: none"> <li>■ Indicators - More detail is required in the description of indicators listed in Table 3 to understand the work that the proponent is planning to undertake. The criteria provided do not align with the specifics from the Guidelines outlined in the concordance table in Section 7 of the study plan. The criteria should refer to the wording used in the Guidelines to provide clarity to the reviewer. Section 17 of the Guidelines state that “Indicators should be developed by the proponent using best practice, Agency guidance, and through engagement with Indigenous groups and the public. Rationale for the indicators chosen should be provided”. Criteria should be included as laid out in the concordance table, but with additional details on the indicators that will be used to describe each criterion. Indicators must provide data (either quantitative or qualitative) that can be measured and used to identify changes due to the Project. The two examples below are a representative sample of indicators from the study plan that require more detail, not a complete list of the indicators that</li> </ul>	<ul style="list-style-type: none"> <li>■ Update Table 3 of the study plan to include detailed criteria and detailed and measurable indicators, and the rationale for the indicators selected to demonstrate how the requirements in Section 17 of the Guidelines would be met.</li> </ul>	<ul style="list-style-type: none"> <li>■ A list of Valued Components and Indicators can be found in Table 9-2. This table also includes the rationale for selection and potential sources of information for each indicator.</li> </ul>	<ul style="list-style-type: none"> <li>■ Table 9-2</li> </ul>



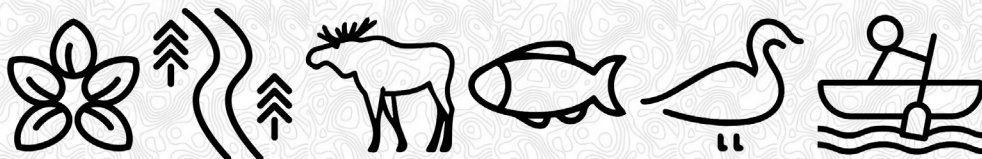


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			require more detail:- Example 1 – In Table 3 of the study plan, the use of the indicator “Demographic change” for the criterion of “Population and Demographics” does not provide adequate detail on what will be evaluated or measured (for change) by the proponent in relation to the criterion of “Population and Demographics”.- Example 2 - In Table 3 of the study plan, the “Community Well-being” criterion specifies “Community” as an indicator. This does not provide detail on what indicators will be used to describe the conditions of a community or how the indicator will be used to measure the potential changes within a community.			
10	<ul style="list-style-type: none"> <li>Section 5.2</li> </ul>	<ul style="list-style-type: none"> <li>Sections 10 and 17 of the Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Criteria and Indicators - Section 5.2 of the study plan states “As the socio-economy has an abundance of interlinkages that overlap, certain aspects of the socio-community are considered in other study plans, and have their baseline information documented in other relevant reports. The Human Health and Community Safety Assessment is expected to include information on public safety. The Land and Resource Use Assessment includes information on recreation and navigation. Elements of the cultural environment are covered in the Cultural Heritage Assessment, Archaeology Assessment and Indigenous Knowledge Assessment. Findings and data included in these sections are considered under relevant components of the Socio-community Assessment. Other sections, such as the Economic Assessment and those mentioned, will also contain information that supports the Socio-community Assessment, as noted in Section 1.0.”</li> <li>Section 17 of the Guidelines states that the assessment must illustrate an understanding of linkages and effect pathways, so that when a change in one domain is predicted, there is an understanding of what other effects or consequences may be felt across the other domains. Indicators should be developed by the proponent using best practice, Agency guidance, and through engagement with Indigenous groups and the public. Rationale for the indicators chosen should be provided.</li> <li>The study plan provides inadequate detail on the data described in other study plans (such as the Human Health and Community Safety Assessment) that will be collected and analyzed to meet the social baseline data collection and social effects assessment requirements described in Sections 10 and 17 of the Guidelines, respectively.</li> </ul>	<ul style="list-style-type: none"> <li>Update the study plan to provide further detail on the specific social criteria and indicators that will be collected and assessed through other study plans. At a minimum, provide a cross reference as to where the specific social criteria and indicators can be found in the other plans.</li> </ul>	<ul style="list-style-type: none"> <li>Table 9-2 outlines for each VC / Indicator the information that will be considered that is to be collected by other disciplines. For example, for the Community Well Being VC, the results of the Economic Assessment and Human Health and Community Safety Assessment will be considered.</li> </ul>	<ul style="list-style-type: none"> <li>Table 9-2</li> </ul>





# Draft Study Plan Comments – Provincial







Comment # / Ref #	DRAFT Study Plan Section	Agency / Regulatory Body Comments Received From	Comment / Context	Action Item	Final Response	Study Plan Reference
1	General Comment	MECP, Environmental Assessment Branch	<ul style="list-style-type: none"> <li>As with other work plans, there is a lack of detail about how this environmental component will be used in the alternatives assessments and effects assessments, and whether these two assessment methodologies will differ in any way.</li> <li>For instance, will the criteria and indicators for socio-community be scored to compare each alternative method? Will the effects assessment for all alternative methods be done to the same level of detail as the preferred methods?</li> </ul>	<ul style="list-style-type: none"> <li>Please ensure the ToR and draft EA clearly describe the methodologies for the alternatives assessments and effects assessments for the route alternatives and supporting infrastructure, and how each environmental component is used in the methodologies.</li> </ul>	<ul style="list-style-type: none"> <li>The draft EA will clearly describe the methodologies for the alternatives assessments and effects assessment for the route alternatives and supporting infrastructure. Furthermore, as committed to in the Proposed ToR Section 9.1.1, MFFN will prepare a technical work plan on the effects assessment methods at the onset of the IA / EA, including an opportunity for technical review by applicable agencies.</li> </ul>	N/A
2	Page 1, s. 1	MECP, Environmental Assessment Branch	<ul style="list-style-type: none"> <li>[Similar comment as for other draft work plans] Key objectives of conducting an EA include the elements mentioned in the work plan and also describing the existing environment, describing potential effects (positive and negative) of the project and alternatives, and consult about the project.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest the following revisions to add additional key objectives of the EA process:               <ul style="list-style-type: none"> <li>“In relation to this Plan, the key objectives of conducting an IA/EA are to describe the existing environment, gather sufficient information to predict Project-related effects (positive and negative) of the project and alternatives on the environment, on the socio-community environment and determine measures needed to avoid or minimize adverse Project effects, enhance beneficial Project effects where feasible, and undertake consultation.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The purpose and objectives have been updated to reflect the suggested addition.</li> </ul>	Section 2
3	Page 8, s. 5.1.1	MECP, Environmental Assessment Branch	<ul style="list-style-type: none"> <li>[Same comment as for other draft work plans] It is stated that project phases include construction and operation. It would be helpful if this section clarifies that the construction phase includes decommissioning of temporary infrastructure, per page 14 of the draft ToR.</li> </ul>	<ul style="list-style-type: none"> <li>Please add to this section that the construction phase includes decommissioning of temporary infrastructure, using consistent language as the ToR.</li> </ul>	<ul style="list-style-type: none"> <li>The Study Plans have been updated to include this information.</li> </ul>	Section 6.1
4	Page 9, s. 5.1.2	MECP, Environmental Assessment Branch	<ul style="list-style-type: none"> <li>[Same comment as for human health draft work plan] Page 9 states: “The proponent remains open to receiving information from other communities on their activities within the Project Study Area (PSA) and how interlinkages between the Project and those communities may result in socio-economic effects. To be included in the social LSA, a community must demonstrate direct community-level socio-economic interest in the PSA; from changing access to the Marten Falls community due to the Project; or due to Project effects on the environment that affect the socio-community. Community-level socio-economic effects can be defined as changes to the indicators (Section 4.2) that can reasonably be expected to potentially exceed a negligible magnitude (Section 5.2).” This excerpt implies that it is up to Indigenous communities to self-identify and demonstrate as being potentially impacted by the project from a socio-economic perspective in order to be</li> </ul>	<ul style="list-style-type: none"> <li>Please ensure the EA study design will capture potential direct and indirect effects to all relevant Indigenous communities. The proponent should also ensure that communities are aware of opportunities to provide input and raise concerns, including for the socio-community assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Section 9.3 of the updated Study Plan speaks to the consideration of indirect effects.</li> <li>Indigenous communities identified in Table 4-1 of the Study Plan will be made aware of opportunities to provide input and raise concerns. Section 4 describes the overall consultation and engagement approach for the program. More specific information about consultation and engagement can be found in the IS / EA Consultation Plan included as Appendix B of the Proposed ToR.</li> <li>Section 6.2.2 describes the approach to the consideration of Indigenous communities in the Social assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Section 9.3</li> <li>Section 4</li> <li>Section 6.2.2</li> </ul>





Comment # / Ref #	DRAFT Study Plan Section	Agency / Regulatory Body Comments Received From	Comment / Context	Action Item	Final Response	Study Plan Reference
			considered in the socio-economic assessment. The proponent is required to identify and consider all potential impacts, direct and indirect, from its project. The proponent should ensure it is capturing these potential effects to all relevant communities. The proponent should also ensure that communities are aware of opportunities to provide input and raise concerns, including for the socio-community assessment.			
5	■ Page 10, Table 2	■ MECP, Environmental Assessment Branch	■ The Social RSA is defined as "The regional area where project effects to the socio-community may result in cumulative effects through facilitating future development activities." This sounds like the RSA is only related to future development. However doesn't the RSA also include effects of the MFCAR that extend beyond the LSA, e.g., effects to the disciplines listed on page 3, effects to physical factors that may be a nuisance to community members as noted on page 8?	■ Please clarify definition of the RSA, in particular connecting the RSA boundaries and rationale to the MFCAR itself, not just cumulative effects with other future development.	■ An updated definition of the RSA for the Social Environment has been provided in the Study Plan.	■ Section 6.2.2
6	■ Page 10, s. 5.1.2	■ MECP, Environmental Assessment Branch	■ Similar to comment above, the following statement limits the RSA assessment to future developments rather than to impacts from the MFCAR that go beyond the LSA. "While many Indigenous communities are located within the regional study area these communities will be profiled individually, if Project interest is expressed, at a high-level using qualitative data given their relation to the Project is predominantly focused on cumulative effects from future developments." What about impacts from the road on any sensitive receptors besides those for MFFN, Aroland or Greenstone that could impact other communities' wellbeing?	■ Please clarify that the RSA includes consideration of socio-community impacts of the MFCAR that might extend beyond the LSA. If not, please provide rationale.	■ An updated definition of the RSA for the Social Environment has been provided in the Study Plan and clarified that the RSA includes consideration of socio-community impacts of the Project that might extend beyond the LSA.	■ Section 6.2.2 ■ Table 6-1
7	■ Page 14, s. 6.1	■ MECP, Environmental Assessment Branch	■ The first bullet in section 6.1 states that it is assumed the socio-community assessment will determine potential residual effects on the criteria and indicators. This should be more complete and state that the assessment is to establish the baseline socio-community environment, help assess and select alternatives, and identify potential environmental effects prior to impact management measures being applied.	■ Please revise bullet for completeness to incorporate the required elements of the EA process.	■ The Study Plan has been revised to include more information on the assessment process. However, as committed to in the Proposed ToR Section 9.1.1, MFFN will prepare a separate technical work plan on the effects assessment methods at the onset of the IA / EA, including an opportunity for technical review by applicable agencies.	■ Section 9
8	■ Page 14, s. 6.2	■ MECP, Environmental Assessment Branch	■ [Same comment as for other draft work plans] Residual effects are mentioned but not explained. For clarity, there should be a statement that residual effects (net effects using provincial language) are the effects left over after application of impact management measures, per Ontario's EA Code of Practice.	■ Please add to this paragraph that 'residual (net) effects are the effects remaining after the application of impact management measures.'	■ This has been added to the revised section 9.6 on residual effects.	■ Section 9.6







Comment # / Ref #	DRAFT Study Plan Section	Agency / Regulatory Body Comments Received From	Comment / Context	Action Item	Final Response	Study Plan Reference
9	Page 15, s. 6.2 and Table 4	MECP, Environmental Assessment Branch	The definitions and rationale for the magnitude levels require further clarification. Page 15 states, "Determining and characterizing the magnitude of effects will be informed by the level of concern expressed through engagement with the potentially effected Indigenous community members." Table 4 states that Low, Medium and High magnitude levels are determined by whether they are noticeable to community members. While it is appropriate to consider community feedback on level of impact of potential effects, this should not be the only way to determine potential harm of an impact. Based on the criteria and indicators some effects may not be noticeable to community members but could still have a high degree of adverse effect. For example, changes in air quality could be known to be harmful or a nuisance based on existing standards and modelling, or there may be significant changes to auto or truck traffic, and it is the proponent's responsibility to identify and describe the effects using a variety of assessment methods (e.g., field work, modelling, literature reviews, consultation). Since the EA is done prior to construction of the project and the effects actually occurring, it could be difficult for communities to identify what effects are noticeable or whether they change day to day life. Therefore community consultation needs to be combined with the proponent's own professional assessment methods and analysis.	Please provide further rationale for relying on communities' expressed concern in determining magnitude effects, or revise to include other means to help determine magnitude. Please also consult the EA Code of Practice, for example section 3.2.5 about using best available data and evaluation methods.	Magnitude definitions, including rationale, are provided in Section 9.6 of the updated Study Plan.	Section 9.6
1	Page 2-3, Section 2.0; Page 14, Section 6.0	MECP, Senior Advisor, Peter Brown	It is unclear how indirect effects or effects on other disciplines will be considered in the assessment of impacts on socio-community. For example, it is identified on page 3 that information from the air quality, noise, economic, human health and community safety, and traditional land use/Indigenous knowledge disciplines will be considered in conducting the socio-community assessment, and that other disciplines may be considered including the land and resource use assessment.	It would be preferred to see a comprehensive list of disciplines or pathways that could impact socio-community (e.g., water quality, fish and fish habitat, wildlife and wildlife habitat, etc.) and will be considered, or say that all other disciplines will be considered with respect to impacts on socio-community. More detail on these methods are also requested, for example, are just the net or residual impacts on other disciplines carried forward for consideration of impacts on socio-community or all potential effects?	Preliminary information on the interaction of the Social discipline with other disciplines is included in Section 2 and 9.3 of the Study Plan.	Section 2 Section 9.3 Table 9-3
2	Page 4, Table 1, Section 3	MECP, Senior Advisor, Peter Brown	It is stated that the study plan has been informed by input... It is unclear what this input was or how it has informed the study plan. It is unclear if Table 1 is to be included in the final study plan and/or the EA/EIS.	Please clarify if Table 1 will be included in the final socio-community study plan or in the EA/EIS. Please clarify what input has been received and how it has informed the study plan, and consider summarizing this in the study plan.	Table 1 in the draft Study Plan was an example table of how information received from interested persons and groups would be documented and considered in the IA / EA. Sections 4 and 5 of the updated Study Plan describe how Indigenous communities and interested persons will be engaged with throughout the Project, and how Indigenous Knowledge will be collected and considered.	Section 4 Section 5







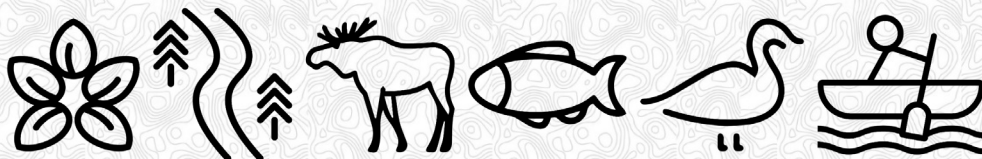
Comment # / Ref #	DRAFT Study Plan Section	Agency / Regulatory Body Comments Received From	Comment / Context	Action Item	Final Response	Study Plan Reference
3	Page 6-7, Section 4.0 and pages 11-13, Table 3	MECP, Senior Advisor, Peter Brown	Relevant knowledge holders should include service providers, including those providing social services to the communities and/or regions. Secondary sources should include community plans and reports.	Please include service providers, as applicable, to the list of knowledge holders or key informants for purposes of primary data collection in Section 4.0. Please include community plans and reports as potential secondary information sources in Section 4.0 and Table 3.	Service providers and municipal plans and reports have been added as secondary data sources. (see Table 9-2)	Section 7.2.1 Table 9-2
4	Page 8-9, Section 5.0	MECP, Senior Advisor, Peter Brown	It is unclear if/how socio-community study areas will consider impacts through or align with other disciplines. For example, it is identified that socio- community study areas consider "study areas for physical factors that may be a nuisance to community members", but it is not clear how impacts on other disciplines (e.g., traditional land use, wildlife, etc.) might influence the socio-community study areas.	Please clarify how the consideration of impacts on socio-community through other disciplines will influence the development of the socio-community study areas.	Section 6.2 describes how the study areas for the Social Environment have been developed. As noted in Section 6.2, the study areas in the study plans are preliminary and are subject to change based on consultation and engagement with Indigenous communities and interested persons.	Section 6.2
5	Page 10, Section 5.0	MECP, Senior Advisor, Peter Brown	It is not clear if "While many Indigenous communities are located within the regional study area these communities will be profiled individually, if Project interest is expressed, at a high-level using qualitative data given their relation to the Project is predominantly focused on cumulative effects from future developments" means that communities that express an interest in the project will be profiled (and assessed?) in greater detail than they would be otherwise. It is recommended that the level of detail be appropriate to the extent and severity of potential impacts, rather than interest expressed.	Please clarify the level of detail likely required, with rationale, to appropriately characterize and assess impacts on communities in the LSA and RSA.	Further information on the rationale for the LSA and RSA for the Social Environment can be found in Section 6.2.2, including additional information on the characterization and assessment of impacts on communities in the LSA and RSA.	Section 6.2.2





# Appendix C

## Table Example: Employment by Age and Sex in the Marten Falls First Nation Community





## Appendix C: Table Example: Employment by Age and Sex in the XXXX First Nation Community

Note: This table is illustrative. The purpose of the table is to demonstrate how Statistics Canada data is likely to be disaggregated.

		Total - Age Groups	0 to 14 years	15 years and over	15 to 24 years	25 to 54 years	25 to 34 years	35 to 44 years	45 to 54 years	55 to 64 years	65 years and over
<b>Total</b>	<b>Total - Labour force status for the population aged 15 years and over in private households - 25% Sample data</b>	160	0	160	60	75	30	20	20	10	15
	<b>In the labour force</b>	80	0	80	15	50	15	15	15	10	0
	<b>Employed</b>	65	0	65	10	45	15	10	15	10	10
	<b>Unemployed</b>	20	0	15	10	10	0	0	0	0	0
	<b>Not in the labour force</b>	85	0	80	40	25	15	10	0	0	10
	<b>Participation rate (%)</b>	50	0	50	25	66.7	50	75	75	100	0
	<b>Employment rate (%)</b>	40.6	0	40.6	16.7	60	50	50	75	100	66.7
	<b>Unemployment rate (%)</b>	25	0	18.8	66.7	20	0	0	0	0	0
<b>Male</b>	<b>Total - Labour force status for the population aged 15 years and over in private households - 25% Sample data</b>	90	0	85	30	40	15	10	10	10	0
	<b>In the labour force</b>	40	0	45	10	30	10	10	10	10	0
	<b>Employed</b>	35	0	35	10	20	0	0	10	0	0
	<b>Unemployed</b>	15	0	10	0	10	0	0	0	0	0
	<b>Not in the labour force</b>	50	0	45	25	10	10	0	0	10	0
	<b>Participation rate (%)</b>	44.4	0	52.9	33.3	75	66.7	100	100	100	0
	<b>Employment rate (%)</b>	38.9	0	41.2	33.3	50	0	0	100	0	0
	<b>Unemployment rate (%)</b>	37.5	0	22.2	0	33.3	0	0	0	0	0
<b>Female</b>	<b>Total - Labour force status for the population aged 15 years and over in private households - 25% Sample data</b>	75	0	75	25	35	20	10	10	0	0
	<b>In the labour force</b>	40	0	40	10	20	10	10	0	0	10
	<b>Employed</b>	30	0	30	0	20	10	10	0	10	10
	<b>Unemployed</b>	10	0	0	0	0	0	0	0	0	0
	<b>Not in the labour force</b>	35	0	35	15	15	10	0	0	0	0
	<b>Participation rate (%)</b>	53.3	0	53.3	40	57.1	50	100	0	0	0
	<b>Employment rate (%)</b>	40	0	40	0	57.1	50	100	0	0	0
	<b>Unemployment rate (%)</b>	25	0	0	0	0	0	0	0	0	0







# MARTEN FALLS FIRST NATION ALL SEASON COMMUNITY ACCESS ROAD

Phone: 1-800-764-9114  Email: [info@martenfallsaccessroad.ca](mailto:info@martenfallsaccessroad.ca)  Web: <http://www.martenfallsaccessroad.ca>

