

18 January 2018

Mr Barry Broe
Coordinator General
Department of State Development, Manufacturing,
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Environment Institute
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Dear Mr Broe

Draft SIA Guideline – Stakeholder Feedback

Thank you for the opportunity to provide feedback on the current draft Social Impact Assessment Guideline. The Environment Institute of Australia and New Zealand Far North Queensland and South East Queensland Divisions are pleased to provide the attached comments on and suggestions for the improvement of the draft guideline.

The Environment Institute of Australia and New Zealand (EIANZ) is the professional association for environmental practitioners from across Australia and New Zealand. The EIANZ represents the profession by advancing good practice environmental management. Further details about the Institute can be found at this website: <https://www.eianz.org>.

The EIANZ has established a certification scheme for environmental professionals. Certification is open to experienced practitioners who have an appropriate degree; a minimum of five years relevant work experience; can provide evidence that they respected, competent, ethical and active members of the profession; and demonstrate 8a commitment to training and professional development (website: <http://www.cenvp.org>) The EIANZ advocates the recognition of certified environmental practitioners as "suitably qualified and experienced persons" for the purpose of legislation with such requirements and in contract specifications relating to environmental management services.

We would be pleased to discuss with you the role of the EIANZ in the development and implementation of good practice environmental management in Queensland.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'Mark Harris', is written over a large, faint blue gear graphic in the background.

Mark Harris
President SEQ Division

also for

Dr Nathan Waltham
President FNQ Division

ENVIRONMENT INSTITUTE OF AUSTRALIA AND NEW ZEALAND FAR NORTH QUEENSLAND and SOUTH EAST QUEENSLAND DIVISIONS

Comments on the draft SIA Guideline (dated December 2017)

Comments from Lachlan Wilkinson, Chair, EIANZ Impact Assessment SIS and the co-convenors of the EIANZ SIA Working Group (Dr Sheridan Coakes, Louise Bochner and Rachel Maas).

Section of Guideline	Topic	Describe the issue	Suggested solution
Overall comments			
<p>Recognition that the Guide has tried to strike a balance between the formality of a good process and flexibility for projects and communities.</p> <p>Comments provided are points of clarification rather than any substantial changes to the SIA Guideline.</p>			
1	Introduction	The Guideline does not promote a quality SIA process or the benefits of undertaking one.	<p>Provide a short introduction on SIA and the value it can bring to a project, for example (based on the 2015 IAIA SIA Guidance, https://www.iaia.org/uploads/pdf/SIA_Guidance_Document_IAIA.pdf):</p> <p><i>A quality SIA process is an investment in risk management. It can reduce likely future expenditures by identifying potential issues and thereby reduce likely future costs in the form of litigation, delays to approval, and costs to reputational harm.</i></p> <p><i>A quality SIA is not undertaken in isolation by a proponent and their SIA consultants. It is a joint process to be undertaken by all potentially impacted stakeholders</i></p>

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			<p><i>across the life of a project, from inception through to closure.</i></p> <p><i>Although this Guideline is for an SIA to be undertaken as part of an EIS, proponents are urged to identify and manage their social impacts from the start of their project, because unlike environmental impacts, social impacts begin at the rumour of a project.</i></p>
1	Introduction	The Guideline does not recognise the history of SIA in Queensland and recognised field of work.	<p>Provide a short description of the history of SIA in Queensland and significance as a field of work, for example:</p> <p><i>People and communities have been experiencing the social impacts of resource projects for many years. Many lessons have been learnt from the recent boom and bust of the coal industry and the transition of construction to operation of the large coal seam gas projects.</i></p> <p><i>SIA is a recognised field of work, with its foundations in academic research and literature, it has its own specific community of practitioners with their own discourse and professional organisations, the International Association for Impact Assessment and the Environment Institute of Australia and New Zealand.</i></p>
1	Introduction	Lack of definition of a social impact (a definition is included in section 2.2.2 on page 9) in the introduction	Include a definition of a social impact, as defined by the International Association of Impact Assessment, refer to their 2015 Guide,

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			https://www.iaia.org/uploads/pdf/SIA_Guidance_Document_IAIA.pdf , particularly the concept that a social impact is defined by the person likely to or is experiencing it – this enhances the need for quality stakeholder engagement as set out in Section 2.2.1.
1	Introduction	Clarify if the SIA is to be published as part or separate to the EIS	Add a sentence clarifying where the SIA process and report fits in to the EIS process and report.
1.2	The SSRC Act	Clarify the framework for the SIA of large resource projects	Include explanation of framework, similar to what is in the SSRC fact sheet dated December 2017.
2.1	Key SIA principles	Clarify the definition of life cycle to include, construction, operation and closure	Clarify that Life cycle to includes, construction, operation and closure
2.1	Key SIA principles	Life cycle to include care and maintenance periods, as care and maintenance can trigger large social impacts when workforces are significantly reduced.	Include a provision for care and maintenance.
2.2	Key phases of an SIA	Clarify the qualifications in social science discipline	Add examples of relevant social science disciplines including sociology, human geography, psychology, anthropology.
2.2	Key phases of an SIA	SIA is to be prepared by persons who are members of relevant professional organisations e.g. International Association for Impact Assessment (IAIA) and/or	Add in the requirement for the SIA is to be prepared by persons who are members of relevant professional organisations that have ethical requirements as a condition of membership, e.g. International Association

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		Environmental Institute of Australia and New Zealand (EIANZ).	for Impact Assessment (IAIA) and/or Environmental Institute of Australia and New Zealand (EIANZ).
2.2, Figure 1	Key phases of an SIA	The arrow in Figure 1 only goes back to Impact Assessment.	The arrow should go back to the first box, as this is the baseline, and a new baseline will need to be undertaken to account for any changes in the community across the life of a project.
2.2, Figure 1	Key phases of an SIA	Explain the detail in the diagram, in particular that understanding the issues continues across the key phases of the SIA.	Add more detail on what is expected for each of the dot points in Figure 1. For example, what is expected in the scoping, definition of significance etc.
2.2.1	Understanding the issues	Link back to lessons learnt in the exploration phase of the project, any feedback from landholders, local and state government or community groups.	Include a sentence in the first paragraph of section 2.2.1 <i>The SIA should be informed by knowledge and lessons learnt in the exploration phase of the project, including (but not limited to) feedback from landholders, local and state government or community groups.</i>
2.2.1	Understanding the issues, SIA study area	Social impacts are not geographically based.	Clarification - Identify stakeholders most likely to be impacted, then identify where they are located rather than starting with a geographical boundary and who is within the boundary.
2.2.1	Understand the issues, SIA baseline	Identify the social values and future plans that are important to SIA stakeholders and how the project and its impacts fit in with these.	Include the following dot point:

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			<ul style="list-style-type: none"> • Provides an overview of existing community values and future plans (e.g. planning undertaken by local and state governments)
2.2.1	Understand the issues, baseline	Link between the core issues, baseline data and project description (as described in the EIS TOR and information required for the SIA core areas).	Clarify the indicators in the baseline, the project description (as described in the EIS TOR and information required for the SIA core areas) and the core issues and how data is expected to be collected for each across the SIA process.
2.2.1	Understanding the issues, stakeholder engagement	<p>Confusion between stakeholder engagements that are required for SIA, the EIS and the project proponent.</p> <p>Stakeholder engagement is undertaken for different purposes and with different stakeholders, each of which are required and are symbiotic but serve different purposes.</p>	<p>Clarify the different purposes and responsibilities for stakeholder engagement across the project:</p> <ul style="list-style-type: none"> • Project stakeholder engagement – undertaken by the proponent • EIS public consultation – proponent and EIS consultants • SIA field work – SIA practitioner <p>Where engagement is expected to be undertaken for the SIA, clarify this by referring to it as SIA field work rather than stakeholder engagement.</p>
2.2.1	Understanding the issues, stakeholder engagement	Work with stakeholders to scope the SIA, where are they, key areas of focus, and whether they align with the core matters as outlined in section 3 of the Guideline.	Include in section 2.2.1 (Understanding the issues) that a scoping exercise is to be undertaken with SIA stakeholders to ensure all relevant issues are able to be addressed in the SIA, that there is a baseline indicator for

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			and a stakeholder to discuss the potential impact and relevant outcomes and performance indicators.
2.2.1	Understand the issues, Stakeholder engagement	Stakeholder engagement for SIA should not be confused with public engagement for the approval process.	<p>Clarify what ‘stakeholder engagement for SIA’ is, for example, that it is specific engagement/field work in order to:</p> <ol style="list-style-type: none"> 1. Understand who is likely to be impacted and how 2. Understand the issues and social values of those that are likely to be impacted 3. Identify impacts 4. Develop mitigation strategies 5. Undertaken monitoring and reporting (including outcomes and performance indicators)
2.2.2	Impact assessment	Definition of a social impact	Include a definition of a social impact as used by IAIA (see 2015 SIA Guidance).
2.2.2	Impact assessment	Although it is inferred throughout the draft Guide, there is no reference to the need to undertake engagement to identify potential social impacts.	Include a sentence (similar to other subsection in 2.2) that state that the impact assessment is to be undertaken in consultation with SIA stakeholders.
2.2.2	Impact assessment	Provide a link between potential impacts, baseline and monitoring.	Clarify that for each expected impact, the SIA must contain an indicator and baseline data so that the impact can be monitored.

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2.2.2	Impact assessment	When identifying impacts on infrastructure, services and facilities, consider the impacts on the government agencies, private providers to provide them.	Clarify that impacts on infrastructure, services and facilities will have flow on impacts on to their service providers and they should be engaged as part of the stakeholder engagement/SIA field work.
2.2.3	Impact assessment	Conflicts often occur when there is a mismatch between the values associated with resource developments and existing community values and their future plans.	Identify how the project fits in/supports or contradicts the community values and future plans.
2.2.3	Impact mitigation strategies	Refers to defined outcomes and performance indicators. But this should link to the stakeholder engagement section to emphasise that outcomes should be developed early in the process, not at the end.	Include a clarification that the outcomes and performance indicators developed during the scoping phase of the SIA to ensure there is baseline data available to be collected for them and review throughout the SIA to ensure they remain relevant to the Project and community.
2.2.3	Impact mitigation strategies	Proponents can, and should, develop strategies for managing social impacts that are within their control, however, other social impact strategies will be outside a proponent's control (e.g. providing additional police resources). Managing social impacts requires a partnership approach, such as through CARGs, but it is not clear from these guidelines how this will be achieved. Appendix 1 notes that a role of local and State government is to assess potential impacts on services. The way in which all parties need to collaborate needs further elaboration.	Include a recognition that there is a shared responsibility between stakeholders (proponent, government agencies, NGOs etc.) to develop management plans, implement, monitor and evaluate them; and clarify how the different stakeholders are expected to work together to achieve this.

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2.3.1	Monitoring and reporting	Increased transparency of social impacts and effectiveness of management strategies.	Include a condition in the EIS that the results of social impact monitoring and reporting is to be made publicly available.
2.3.1	Monitoring and reporting	Monitoring and reporting should be for the life of the Project.	Include a condition in the EIS that the monitoring and reporting is for the life of the project.
2.3.1	Monitoring and reporting	Review social baseline for any changes.	Include dot point under the purpose of monitoring to include review and update social baseline.
3	Core matters	Provision for other core issues.	Add a new sub-section (say, 3.6) that says: <i>Other impacts and mitigations that are not included in sections 3.1 through to 3.5.</i>
Appendix 1	Roles of key stakeholders	Requirements for stakeholder engagement is not consistent with the main body of the Guideline. Direct engagement with state agencies, local governments, landholders, residents, community and Indigenous groups should be a minimum as part of the SIA, rather than using the information (is possible) from other purposes e.g. landholder negotiations, CHMPs etc	Indicate who should be (at least) engaged with during the SIA stakeholder engagement process, e.g. state agencies, local governments, landholders, residents, community and Indigenous groups should be a minimum.
Appendix 1	Roles of key stakeholders	Recognition of the increased role of stakeholders in the SIA process.	Clarify the importance of participating in the SIA process and what can be achieved by participating for each of the listed stakeholder groups.

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Additional comments			
<p>Include a Glossary for technical terms used in the Guide, e.g.</p> <ul style="list-style-type: none"> • Social Impact • Social Impact Assessment • Nearby regional community • FIFO 			
Includes citations for where information has been sourced from in the SIA Guideline (e.g. IAIA).			
Include a diagram showing how stakeholder engagement and SIA field work with integrate throughout the life of the project.			
Review the NSW and NT Governments SIA Guidelines.			