

March 2011

## Review of safety resources for recent immigrants entering the Canadian workforce



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## Review of safety resources for recent immigrants entering the Canadian workforce

Agnieszka Kosny & Marni Lifshen

March 2011



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## **Executive Summary**

The burden of work injuries in Canada is a serious public health concern. Nearly one million Canadian workers experienced nonfatal injuries that led to time off work in 2005 (Association of Workers' Compensation Boards of Canada, 2006). Rates of injury are not, however, evenly distributed among population groups. Certain groups of workers, for example new employees (Breslin & Smith, 2006) and recent immigrants (Smith & Mustard, 2009) are more likely to experience a work-related injury.

Little is known about the sort of preparation that newcomers receive as they enter the Canadian labour market. Are there resources aimed at newcomers that speak to their rights at work, injury prevention and safety at work? Are there materials available for newcomers to inform them of what to do in the event of an injury or how to successfully return to work if injured on the job? Are resources centred mainly in jurisdictions such as British Columbia, Quebec and Ontario that have historically been common destinations for new immigrants? Are materials typically translated and if so into what languages?

The purpose of this project was to examine the services, programs and resources available to newcomers to Canada that focus on employment standards, occupational health & safety and workers' compensation. We reviewed local resources available through community organizations, employers, settlement groups and unions, as well as resources available through provincial and federal prevention agencies and workers' compensation boards. In this report we discuss trends in the types of resources available, identify important gaps and highlight case studies of programs that present interesting opportunities for providing this information to newcomers.

## **Findings**

We examined 421 websites across Canada and found a total of 224 resources that met our search criteria. The greatest numbers of resources were found in the province of Ontario, followed by British Columbia and Manitoba. Very few resources were found in the Atlantic provinces and in the North. We also found few resources in the province of Quebec despite the fact that there were many organizations/websites that catered to newcomers in the province.

### **Content/Topic**

The greatest numbers of resources were in the area of employment standards and the fewest focussed just on workers' compensation. While a number of provinces had resources that we classified as offering information on all three topic areas (employment standards [ES], occupational health & safety [OHS] and workers' compensation [WC]) in many cases the information on workers' compensation consisted of only one or two sentences, often just a mention that there was a workers' compensation board and contact information for the board.

### **Mode of delivery**

Most materials we found were short fact sheets (one or two pages) so necessarily contained limited information about our topics of interest. We also found a large number of guides which provided greater information, though not always greater depth on our topics of interest. Organizations in a number of provinces also provided training materials and resources for teachers in ESL/FSL (English as a Second Language/ French as a Second Language) and Job Search Workshops which were often multi-part, comprehensive resources containing lesson plans, exercises for newcomers and power point slides.

### **Audience**

We found the greatest number of resources for workers in general (that were translated, indicating an effort to make them accessible to at least some new immigrants) and resources specifically written for newcomers. We found the least amount of information aimed at employers or supervisors of newcomers. Our scan uncovered no information on the topics of interest aimed at health care providers, union representatives or health and safety professionals working with newcomers.

### **Language**

Most of the information directed at newcomers was only available in English or French. We also found a large number of resources that were translated into multiple languages, especially originating from the provinces of Ontario and British Columbia. Very few national resources were available in languages other than English or French.

## **Opportunities for expanding the reach of information offered to newcomers**

There exist a number of opportunities for expanding the reach, scope and depth of information on ES, OHS and WC offered to newcomers.

Information on ES, OHS, and WC can be integrated into pre-existing materials aimed at those planning to enter Canada (in pre-departure preparation programs) and into materials given to new immigrants upon arrival (“Welcome” guides). Information can also be systematically integrated into programs in settlement agencies developed to help newcomers settle in Canada, find work or learn English.

Materials aimed specifically at immigrants, on official Ministry of Immigration websites for example, should be available in languages other than English and French in order to reach a greater number of newcomers.

Information on websites aimed at newcomers should easily be accessible from the home page and be located in a central area, instead of being dispersed throughout a website or placed deep within the site. The portal for the British Columbia workers’ compensation board (WorkSafeBC) is user-friendly and accessible to immigrant workers with low English literacy, and as such, its design could serve as a model of accessibility for other websites that have information for newcomers.

Based on the gaps we found, there are a number of groups that could be targeted for the delivery of health and safety information. These include young immigrant workers, immigrants with very low levels of English or French language skills, employers who work with new immigrants and union representatives and health care providers who see new immigrants who have been injured.

## **Future research**

Future research should examine how immigrants arriving under different immigration categories and through different pathways access information, how it is delivered and whether the delivery of this information is systematic or ad hoc. Such research would help to determine the best venues and mechanisms for delivering ES, OHS and WC information to newcomers.

Future studies should examine whether evaluations have been completed for any of the programs currently providing ES, OHS and WC information to newcomers and the outcomes of such evaluations. Future research should also focus on the impact

of information resources or training programs on newcomers' knowledge and ability to invoke rights (under the occupational health and safety act, for example).

The translation of materials is not always related to language patterns in a particular jurisdiction. Research should examine what drives translation of materials/resources. How are translation decisions made within government bodies and in community organizations?

Research should examine how content is developed for new immigrants and why certain exclusions exist. What are the barriers to providing ES, OHS and WC information within current settlement or language training programs? How do content decisions get made? Who is consulted? How are changes made?

Future research should explore the potential of involving a larger group of intermediaries (health and safety professionals, union representatives, health care providers, employers) working with newcomers to Canada in the delivery of work and health information.

## Introduction

The burden of work injuries in Canada is a serious public health concern. Nearly one million Canadian workers experienced nonfatal injuries that led to time off work in 2005 (Association of Workers' Compensation Boards of Canada, 2006). Rates of injury are not, however, evenly distributed among population groups. Certain groups of workers, for example new employees (Breslin & Smith, 2006) and recent immigrants (Smith & Mustard, 2009) are more likely to experience a work-related injury.

Data from the 2006 Canadian Census reports that one in five Canadian workers is an immigrant (Chui, Tran & Maheux, 2007). Skilled workers (immigrants coming to Canada specifically for the purpose of employment) now comprise almost 60% of all new permanent residents in Canada, up from 41% in 1993 (2011b). Immigrant workers are expected to account for almost all net labour force growth in Canada as of 2011 (Human Resources and Skill Development Canada, 2002). However, little is known about the sort of preparation that newcomers receive as they enter the Canadian labour market. Are there resources aimed at newcomers that speak to their rights at work, injury prevention and safety at work? Are there materials available for newcomers to inform them of what to do in the event of an injury or how to successfully return to work if injured on the job? Are resources centred mainly in jurisdictions such as British Columbia, Quebec and Ontario that have historically been common destinations for new immigrants? Are materials typically translated and if so into what languages?

The purpose of this project was to examine the services, programs and resources available to newcomers to Canada that focus on employment standards, occupational health & safety and workers' compensation. We reviewed local resources available through community organizations, employers, settlement groups and unions, as well as resources available through provincial and federal prevention agencies and workers' compensation boards. In this report we discuss trends in the types of resources available, identify important gaps and highlight case studies of programs that present interesting opportunities for providing this information to newcomers.

## Methods

Given the time frame of the project and the move to the digitization of materials we decided to focus on materials that could be found on line. As this was a grey literature search, a formal search strategy was not possible in an electronic database. Instead, websites of organizations thought to have employment standards, occupational health & safety materials and workers' compensation information for our target population, immigrants to Canada, were scanned.

### WHO IS A "NEWCOMER"?

Although we were interested in information aimed at newcomers to Canada (arriving within the last 10 years) we searched for any information aimed at Canadian immigrants or temporary foreign workers. Immigrants coming to and living in Canada are a diverse group, in part because they come to Canada under different immigrant categories which are associated with different educational, language and work experience expectations (2006):

*Economic or skilled worker category:* Immigrants in this category are chosen for their skills and ability to contribute to the Canadian economy. This group includes skilled workers, business immigrants, as well as, their dependents and spouses. Principal applicants in this group (but not their spouses or dependents) must have educational credentials, work experience and language skills that would make them likely to succeed in the Canadian labour market.

*Family category:* This group consists of foreign nationals sponsored by family members in Canada. This includes spouses, children, parents and grandparents of landed immigrants or Canadian citizens. While family class immigrants can do paid work, they are expected to be supported by their sponsor for up to 10 years. They are not required to have the same credentials or language skills as those in the economic class.

*Refugee category:* These immigrants include asylum seekers who have made their way to Canada, as well as government sponsored refugees drawn from refugee camps and countries in political turmoil. Many of these immigrants, their spouses and dependents have not had an opportunity to prepare for their transition to Canada and are not selected based on their language skills or credentials.

Newcomers can also come to work in Canada temporarily – for example, under the foreign worker program. Canada has a number of programs aimed at filling labour shortages in particular sectors, such as agriculture. In many cases these workers come to Canada for a prescribed period of time and then go back to their country of origin.

The proportion of immigrants coming to Canada under each category has changed over time. In particular the proportion of economic and family class immigrants has almost completely switched. In the 1980s family class immigrants made up a clear majority of those coming to Canada. In the 1990s and 2000s, economic (skilled) immigrants have dominated. In 2005, 24% of immigrants were in the family class, 60% were in the economic class and 14% were in the refugee class (2006).

The cultural and linguistic composition of immigrants has also changed over the last 50 years. Before 1986, most people immigrating to Canada were of European origin, with Italy and United Kingdom being the most common countries of birth. In the 1990s and 2000s most immigrants are visible minorities and come from Asia, with Chinese, Indian and Pakistani immigrants predominating (2005).

During this project, we examined resources or materials in the topic areas of interest aimed at all of these groups. We wanted to be as inclusive as possible in our search since we felt that materials aimed at some newcomers could easily be adapted to other newcomers. Also, regardless of the immigration path or category, all newcomers entering the Canadian labour market may have some shortcomings in their knowledge of employment standards, occupational health & safety and workers' compensation.

#### **THE RESOURCE SCAN**

For each province official government websites (Ministries of Labour), workers' compensation boards, newcomer settlement organizations, labour organizations (Federations of labour, union websites) and community groups were identified. This list was generated by the research team and stakeholders and subsequently added to, using a snowball method. Links of relevant websites were examined to identify other organizations. Websites were scanned for publications and resources on a number of occupational health and safety topics, such as: worker rights, injury prevention, occupational health & safety, workers' compensation, employment standards, etc.

Websites are all unique and are organized differently, so each website was searched by clicking through the links available and simple terms were entered into the website search engine, if possible. Some websites were more straightforward to scan in this way and others required more time and testing. Materials were searched under links to “Publications”, “Resources”, “Projects”, “Programs” and “Media”. Site Maps were also checked, when available, in order to get a better sense of the structure of a website.

A list of keywords was developed based on input from the research team and stakeholders. Keywords were used to help spot relevant materials on the websites searched. The list of terms is as follows:

**Table 1: English keywords used for recognizing relevant materials on websites**

Populations	Occupational Health and Safety
1. English as the Second Language(ESL)	1. Accident prevention
2. Foreign nationals	2. Employment standards
3. Foreign worker(s)	3. Health and safety training
4. Live-in caregivers	4. Injuries at work
5. Immigrant(s)	5. Injured worker(s)
6. Interpretation services	6. Occupational Disease
7. Migrant worker(s)	7. Occupational health and safety
8. New Canadians	8. Occupational illness
9. New employers/workers	9. Occupational injury/danger/hazard
10. New immigrant(s)	10. Rights at work
11. New to Canada	11. Unsafe work
12. Newcomer(s)	12. WCB
13. Recent immigrant(s)	13. Work injury
14. Refugee(s)	14. Workplace disease
15. Temp agencies	15. Workplace fatality
16. Temporary foreign worker	16. Workplace health and safety
17. Translation services	17. Workplace health and safety rights and responsibilities
18. Vulnerable workers	18. Workplace illness
	19. Workplace insurance
	20. Workplace safety
	21. Workers' health& safety
	22. Worker's comp
	23. Worker's compensation
	24. Worker's compensation commission
	25. Worker's right
	26. WSIB



**Table 2. French keywords used for recognizing relevant materials on websites**

Populations	Occupational health & safety
<ol style="list-style-type: none"> <li>1. Travailleurs temporaires</li> <li>2. Aides Familiales</li> <li>3. Immigrants</li> <li>4. Travailleurs migrants</li> <li>5. Nouvel arrivants</li> <li>6. Réfugiés</li> <li>7. Agence de travail temporaire</li> <li>8. Travailleurs vulnérables</li> <li>9. Francisation</li> </ol>	<ol style="list-style-type: none"> <li>1. Prévention accidents travail</li> <li>2. Normes de travail</li> <li>3. Ateliers SST</li> <li>4. Lésions professionnelles</li> <li>5. Travailleurs accidentés</li> <li>6. Maladie professionnelle</li> <li>7. Santé Sécurité au Travail</li> <li>8. Droits des travailleurs</li> <li>9. Compensation</li> <li>10. Assurance professionnelle</li> <li>11. Travail précaire</li> <li>12. Conditions</li> <li>13. Normes de santé et sécurité au travail</li> <li>14. Droit et responsabilité au travail</li> <li>15. Commission des normes de travail</li> <li>16. Commission compensation</li> <li>17. Indemnisation professionnelle</li> </ol>

Publications and resources retrieved included\*:

- Pamphlets and factsheets
- Booklets and guides
- Workshops
- Programs
- Reports
- Videos
- Books
- CDs
- Brochures
- Lesson plans

\*Some resources were not retrieved but a print out of the webpage describing the resource was printed for documentation purposes. For example, information about a workshop was printed out directly from the website even if workshop modules were unavailable on-line.

Resources were retrieved if they fit the following criteria:

- Resources on work and health issues (employment standards, occupational health & safety, workers' compensation) aimed at newcomers (new immigrants, temporary foreign workers, migrant workers, refugees)
- Resources aimed at newcomers on a general topic (settlement in Canada, for example) that contained some information on a work and health issue.
- Resources on specific work and health issues aimed at a general audience (all workers, for example) that were available in multiple languages (indicating some effort to reach newcomers)
- Resources for employers for the training purposes of newcomers
- Resources related to work and health aimed at teachers, settlement workers and others working with new immigrants

Materials were excluded in the following circumstances:

- The material was on a work-related topic (finding work, the labour market, resume building) but did not include any information on employment standards, occupational health & safety or workers' compensation.
- The material was a research article or news release on a topic related to immigration, work and health but was not a resource as such
- The resource was not available electronically
- The resource was on a work and health topic but was not aimed at newcomers and was not translated
- The resource was aimed at "new workers" but this specifically only included young workers (not newcomers)

#### **ADVANCED GOOGLE SEARCH**

After the initial scan was complete, a Google search was also conducted to help capture any materials that may not have been found through the targeted website scans. This involved entering some of the key words listed above into the advanced Google search engine, while limiting the search to Canada.

The search was completed by March 21, 2011. Materials, resources or programs developed or posted on line after this date are not included in the results.

## ORGANIZATION OF THE MATERIALS

The names/URLs of all the searched websites were entered into an excel spread sheet. If a website was searched and it did not yield any resources this was noted on the spread sheet. If an appropriate resource was found this was also noted and the resource was given a reference ID and entered into a Reference Manager database. In the Reference Manager database we included information on authorship, year of publication (if available), website address, etc. Any relevant notes were also included (for example, if the resource appeared on a number of websites, or if a resource contained multiple modules). If a resource was available in multiple languages, we listed each language in the database. After we categorized the resources, we went back into the Reference Manager database to include notes about the categorization.

## CATEGORIZATION OF RESOURCES

The relevant resources were printed out and reviewed by the research team (Kosny & Lifshen). Each resource was categorized in the following way:

### CONTENT/TOPIC

What topics are being covered by this resource?

- **Employment Standards (ES):** The resource deals with issues such as vacation pay, hours of work, overtime, rights related to sick leave, etc.
- **Occupational Health & Safety (OHS):** Includes general information on injury prevention, injury prevention in specific occupations, hazards at work, occupational disease, rights and responsibilities under a provincial Occupational Health & Safety Act, etc.
- **Workers' Compensation (WC):** Information about what to do if an injury occurs, details on claim filing, information about resources at a workers' compensation board, return to work issues (after a work-related injury), entitlements under a provincial workers' compensation system, vocational rehabilitation after work-related injury, etc.
- **Mix of topics:** Information on more than one of the topics listed above. If there was even a one line mention of a particular topic (for example, the resource discusses OHS but mentions WC), we considered this a mix of topics, and categorized it as such.

- **Other:** this category included resources on such topics as health and harassment, human rights and violence at work.

## MODE OF DELIVERY

How is the information delivered?

- **Service:** A program given to newcomers (other than a formal workshop or class), including telephone “help lines”, legal assistance, advocacy services and other problem solving services; one-on-one counselling.
- **Workshop/training:** Formalized, scheduled, usually group (rather than one-on-one) knowledge transfer, ESL or job search training that includes topics of ES, OHS, or WC.
- **Fact Sheet/Pamphlet:** Written material for newcomers/intermediaries that is two pages long or less. Can be more than two pages if the resource is specifically identified as a “fact sheet” by the organization that has produced it (i.e. BC Ministry of Labour “Fact Sheets”).
- **Guide:** Written material on the topics (ES, OHS, WC) meant for newcomers/intermediaries that is three or more pages long.
- **Poster/Pictogram:** Material (written and/or pictures) that is meant to be posted in a public place. Not a handout for individuals, but material meant to reach a wide audience at one time (i.e. Poster put up in workplaces).
- **Teaching/learning resource:** Materials for teachers of ESL, settlement or job search workshops (JSW). This includes curriculum (about ES, OHS, WC), notes about effectively teaching these topics, other information for teachers or training providers about the topics or teaching the topics. Some material is designed to be both delivered to learners (taught) and/or self-taught (i.e. a learner can do the exercises on their own).
- **Audio CD/Audio file:** Information for newcomers on the topics (ES, OHS, WC) available for listening (in English/French or other languages). Audio CDs are products that can be ordered. Audio files are available for download/listening online. These resources can be available in conjunction with another format (like a guide, for example).
- **Video/Slideshow:** Resources available for viewing either on DVD or online as a video, PowerPoint or slideshow.

- **Other:** Web articles or websites aimed at newcomers providing information about ES, OHS or WC, but not structured as a printable/downloadable fact sheet or pamphlet. For example, a website for newcomers may have content on injury prevention; magazine articles found on-line for newcomers on these issues.

Some resources are distributed in multiple formats (i.e.: guide and audio file, or fact sheet and teaching resource); as a result some resources were counted more than once in the final tally of how resources are delivered.

#### AUDIENCE

Who is the intended target or audience of the material?

- **Employers/supervisors:** Materials meant for this audience (information, training) about ES, OHS or WC for newcomers.
- **Workers:** Materials directed towards all workers on the topics (ES, OHS, WC). Inclusion in the scan is based on the material being available in multiple languages (indicating an effort to reach newcomers).
- **Immigrants/New Canadians:** Resources specifically targeting newcomer audiences. Rather than being general information for workers (translated into multiple languages indicating outreach to newcomers), this includes resources specifically directed towards newcomers (i.e. info in “welcome” guides, materials produced by organizations that serve newcomers). If a resource was produced by an immigrant-serving organization or settlement service, the resource was categorized as targeting immigrants, even if the information provided could be generally applied to all workers.
- **Temporary Foreign Workers (TFW):** Materials written specifically for TFW, migrant workers, or their advocates.
- **ESL/FSL teachers or settlement workers:** Materials targeting teachers or settlement workers on the topics (can include lesson plans, curriculums, for those doing workshops or classes).
- **Other:** A catch-all category that includes health and safety professionals, health care providers, unions.

Resources can have multiple audiences, for example, materials directed towards both employers and workers or towards teachers and immigrant learners.

## LANGUAGE

What is the language of the material on the topics of interest?

- English or French (but specifically targeting newcomers)
- English or French and one other language
- Multiple languages
- Unknown : In a few cases there is indication that the material is translated but the languages are not listed

## CATEGORIZATION CONSIDERATIONS AND CHALLENGES

The categorization of the various resources was not always straightforward. At times one resource had multiple audiences or was in multiple formats and therefore was put in more than one category. For example, a resource that was aimed both at temporary foreign workers and at new immigrants was considered to be aimed at both of those groups. Similarly, a material that was a teaching resource and also included a fact sheet for workers was put in both of those categories. As such, the numbers of resources in each province do not always add up to the same total in each category (because sometimes one resource can be found in multiple categories).

There were a number of language training or “welcome” programs identified by the scan that were developed by government bodies but taken up by various community based organizations working with newcomers. In our scan a program like the *Vivre ensemble au Québec (Adapting to Québec’s world of work – Living together in Québec)* that is intended to facilitate newcomers’ integration into Québec society and includes a module on “The Legal Framework of the World of Work” was counted as one resource despite the fact that the Government of Quebec website listed a number of organizations that were offering the program. The same was done for the *Enhanced Language Training Program (ELT)* and the *Steps to Employment ESL Curriculum* that had modules focussing on different trades or occupations. While it would have been interesting to list all of the organizations that offered these programs there were a few challenges in doing so. First, individual organizations did not always list on *their* websites that they offer these programs (so it was not clear if they were being offered or were discontinued). Second, it was not clear that all modules of the program were being offered. It seems that it is under the discretion of the organization to decide which modules to offer. So it is possible that an

organization offers a program but excludes the module on Employment Standards (for example). Third, we had a difficult time finding details of the content of some of the modules. So for example, we could access the content of some modules in the *Steps to Employment Program* but not others. Some modules seemed to have content in our areas of interest while others did not and in some cases we were not sure because of a lack of information and an inability to access the actual curricula. Given all these unknowns, we listed a centrally developed language or welcome program as only one resource in the scan.

At times it was difficult to discern whether the audience for a resource was newcomers or workers in general, especially if the resource was only in English and/or French. Sometimes it was necessary for us to assess the location of the resource to help discern the target audience. So, for example, if a resource was produced by an organization whose mandate was helping newcomers integrate into the Canadian labour market, we tended to categorize this resource as being for immigrant workers, even if the content seemed quite generic. In contrast, translated, generic resources found on a website aimed at all workers, the Ministry of Labour for example, were categorized as being for all workers (but included in our scan because they were translated). We also found a number of resources that were aimed at “new workers”, which were classified as relevant during the initial search but then excluded after closer review. We found many of the resources for “new workers” were actually aimed at young workers. This was made clear by the language used in the materials and the examples provided (comparing risk on the job to the risk of snowboarding, using graphics that would appeal to a young audience, etc.). Statistics in these materials also did not focus on immigration but rather youth in the labour market. As such these materials were excluded.

In a number of instances we had to make judgement calls related to categorizing the target audience. Resources directed towards live-in caregivers/“domestics”, for example were classified as being for temporary foreign workers (unless explicitly stated otherwise by the organization hosting the resource). We recognize that not all live-in caregivers are temporary foreign workers but since the resources directed at this group tended to be for those *new* to work as a live-in caregiver, we chose to include these materials in the scan. Conversely, materials directed towards farm and agricultural workers were classified as being for “workers” in general rather than for

temporary foreign workers, unless the resource specified that it was for “migrant” or “temporary” agricultural workers.



## **Results**

We examined 421 websites across Canada and found a total of 224 resources that met our search criteria. The greatest numbers of resources were found in the province of Ontario, followed by British Columbia and Manitoba. Very few resources were found in the Atlantic Provinces and in the North. We also found few resources in the province of Quebec despite the fact that there were many organizations/websites that catered to newcomers in the province.

### **CONTENT/TOPIC**

The greatest numbers of resources were in the area of employment standards and the fewest focussed just on workers' compensation. While a number of provinces had resources that we classified as offering information on all three topic areas (employment standards, occupational health & safety and workers' compensation) in many cases the information on workers' compensation consisted of only one or two sentences, often just a mention that there was a workers' compensation board and contact information for the board.

### **MODE OF DELIVERY**

Most materials we found were short fact sheets (one or two pages) so necessarily contained limited information about our topics of interest. We also found a large number of guides which provided more in-depth information, although not necessarily on our topics of interest. Organizations in a number of provinces provided training materials and resources for teachers in ESL/FSL and Job Search Workshops which were often multi-part, comprehensive resources containing lesson plans, exercises for newcomers and power point slides.

### **AUDIENCE**

We found the greatest number of resources for workers in general (that were translated, indicating an effort to make them accessible to at least some new immigrants). Given the purpose of our scan, it was not surprising that we also found a large number of resources specifically written for newcomers. We found the least amount of information aimed at employers or supervisors of newcomers. Our scan uncovered no information on the topics of interest aimed at health care providers, union representatives or health and safety professionals working with newcomers. Of

resources that indicated a language level, few were aimed at those with low English language skills (levels 1-4 range of the Canadian Language Benchmarks)

## **LANGUAGE**

Most of the information directed at newcomers was only available in English or French. We also found a large number of resources that were translated into multiple languages, especially originating from the provinces of Ontario and British Columbia. Very few national resources were available in languages other than English or French.

The tables below provide the number of resources found in total (Table 3) and by each category (Tables 4-7). Again, please note that the master list of totals for each province differs from subcategory totals because some resources were put in more than one category (for example, if a resources was aimed at both newcomers and teachers or if it included a workshop and a factsheet)

**Table 3: Total resources found**

<b>Provinces/Territories</b>	<b>Number of resources</b>
<b>National<sup>1</sup></b>	14
<b>AB</b>	21
<b>BC</b>	47
<b>MB</b>	28
<b>NB</b>	1
<b>NL</b>	2
<b>NS</b>	2
<b>NT</b>	0
<b>NU</b>	0
<b>ON</b>	77
<b>PE</b>	3
<b>QC</b>	16
<b>SK</b>	11
<b>YT</b>	2
<b>Total</b>	<b>224</b>

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<sup>1</sup> Resources found on a national level included both initiatives of the federal government and resources or initiatives produced by other bodies operating on a national scale. Federal government resources (5) captured included initiatives of Citizenship and Immigration Canada; Service Canada; and Working in Canada; Non-governmental resources captured (9) included initiatives of national labour bodies (United Food and Commercial Workers; The Agricultural Workers Alliance, etc.) as well as resources from the Centre for Canadian Language Benchmarks.

**Table 4: Content/Topic of resources**

	ES	OHS	WC	ES, OHS	ES, WC	OHS, WC	ES, OHS, WC	Other	Totals
<b>National</b>	0	6	0	3	0	2	2	0	<b>13</b>
<b>AB</b>	8	3	2	0	0	1	7	0	<b>21</b>
<b>BC</b>	26	3	3	1	5	5	3	1	<b>47</b>
<b>MB</b>	4	14	1	0	0	0	6	1	<b>26</b>
<b>NB</b>	0	0	0	0	0	0	1	0	<b>1</b>
<b>NL</b>	1	0	0	0	1	0	0	0	<b>2</b>
<b>NS</b>	1	1	0	0	0	0	0	0	<b>2</b>
<b>NT</b>	0	0	0	0	0	0	0	0	<b>0</b>
<b>NU</b>	0	0	0	0	0	0	0	0	<b>0</b>
<b>ON</b>	35	18	5	9	1	3	2	4	<b>77</b>
<b>PE</b>	0	0	0	0	0	1	1	1	<b>3</b>
<b>QC</b>	9	0	0	2	1	2	2	0	<b>16</b>
<b>SK</b>	5	1	1	1	0	1	2	0	<b>11</b>
<b>YT</b>	0	0	0	2	0	0	0	0	<b>2</b>
<b>Totals</b>	<b>89</b>	<b>49</b>	<b>12</b>	<b>18</b>	<b>8</b>	<b>15</b>	<b>26</b>	<b>7</b>	

**Table 5: Mode of delivery of resources**

	Service	Work Shop	Fact sheet	Guide	Poster	Teaching resource	Audio CD/file	Video/ Slide show	Other	Totals
<b>National</b>	2	0	2	2	0	6	0	0	1	<b>13</b>
<b>AB</b>	8	6	1	4	3	6	1	1	0	<b>30</b>
<b>BC</b>	5	4	23	14	0	1	1	1	3	<b>52</b>
<b>MB</b>	0	1	10	8	2	9	2	0	0	<b>32</b>
<b>NB</b>	0	0	0	0	0	0	0	0	1	<b>1</b>
<b>NL</b>	0	0	0	1	0	0	0	0	1	<b>2</b>
<b>NS</b>	0	1	0	0	0	0	0	0	1	<b>2</b>
<b>NT</b>	0	0	0	0	0	0	0	0	0	<b>0</b>
<b>NU</b>	0	0	0	0	0	0	0	0	0	<b>0</b>
<b>ON</b>	5	6	32	20	1	11	3	1	5	<b>84</b>
<b>PE</b>	0	0	1	2	0	0	0	0	0	<b>3</b>
<b>QC</b>	3	8	0	5	0	1	0	0	2	<b>19</b>
<b>SK</b>	2	3	3	4	0	0	0	0	0	<b>12</b>
<b>YT</b>	2	2	0	0	0	0	0	0	0	<b>4</b>
<b>Totals</b>	<b>27</b>	<b>31</b>	<b>72</b>	<b>60</b>	<b>6</b>	<b>34</b>	<b>7</b>	<b>3</b>	<b>14</b>	

**Table 6: Audience for resources**

	<b>Employers/ Supervisors</b>	<b>Workers (general)</b>	<b>Immigrants/ newcomers</b>	<b>Temporary Foreign workers</b>	<b>ESL/FSL teachers/ settlement workers</b>	<b>Other</b>	<b>Totals</b>
<b>National</b>	0	0	3	4	6	0	<b>13</b>
<b>AB</b>	2	2	4	11	6	0	<b>25</b>
<b>BC</b>	5	17	19	13	1	0	<b>55</b>
<b>MB</b>	4	8	6	1	11	0	<b>30</b>
<b>NB</b>	0	0	1	0	0	0	<b>1</b>
<b>NL</b>	0	0	2	0	0	0	<b>2</b>
<b>NS</b>	0	0	2	0	0	0	<b>2</b>
<b>NT</b>	0	0	0	0	0	0	<b>0</b>
<b>NU</b>	0	0	0	0	0	0	<b>0</b>
<b>ON</b>	8	32	24	10	11	0	<b>85</b>
<b>PE</b>	0	1	2	0	0	0	<b>3</b>
<b>QC</b>	1	0	12	4	1	0	<b>18</b>
<b>SK</b>	0	3	7	2	0	0	<b>12</b>
<b>YT</b>	0	0	2	2	0	0	<b>4</b>
<b>Totals</b>	<b>20</b>	<b>63</b>	<b>84</b>	<b>47</b>	<b>36</b>	<b>0</b>	

**Table 7: Language of resources**

	English/French only	English/French + one other language	Multiple languages	Unknown/other	Totals
<b>National</b>	13	0	1	0	<b>14</b>
<b>AB</b>	13	0	8	0	<b>21</b>
<b>BC</b>	9	7	30	1	<b>47</b>
<b>MB</b>	17	1	10	0	<b>28</b>
<b>NB</b>	1	0	0	0	<b>1</b>
<b>NL</b>	2	0	0	0	<b>2</b>
<b>NS</b>	2	0	0	0	<b>2</b>
<b>NT</b>	0	0	0	0	<b>0</b>
<b>NU</b>	0	0	0	0	<b>0</b>
<b>ON</b>	26	10	41	0	<b>77</b>
<b>PE</b>	2	1	0	0	<b>3</b>
<b>QC</b>	12	3	1	0	<b>16</b>
<b>SK</b>	7	0	4	0	<b>11</b>
<b>YT</b>	2	0	0	0	<b>2</b>
<b>Totals</b>	<b>106</b>	<b>22</b>	<b>95</b>	<b>1</b>	

## Discussion of findings

In this section we discuss some of our findings in greater detail and suggest opportunities where information on ES, OHS and WC can potentially be integrated to reach a wider audience of newcomers.

Nationally there are hundreds, if not thousands of organizations offering job search workshops, employment preparation/labour market entry programs and language classes) to newcomers in Canada<sup>2</sup>. There are also a number of programs that provide pre-departure information to potential newcomers in their home countries (see case study #7). Given that the aim of these programs is to prepare newcomers for employment, we feel they present a great opportunity for including resources about employment standards, occupational health & safety and workers' compensation within this programming. It is possible that current programming and curricula already include some of this information but from the website information provided it is sometimes unclear what is included in the workshops or programs or how particular modules are chosen (we have heard anecdotally from sources in the settlement service sector that the choice about which LINC modules to deliver is at the discretion of the teacher or the organization. That is, some organizations may prioritize the teaching of a LINC module on OHS or ES, while others may not). Systematically integrating ES, OHS, and WC information into materials aimed at helping newcomers settle in Canada, find work or learn English would allow this information to reach a greater number of new immigrants.

The official “welcome” guides we reviewed distributed by some provinces (as well as the *Welcome to Canada* Guide) contained little information on the topics of interest. Usually there was some information on ES in a given province but scant information about OHS and WC (one or two sentences about workers' compensation only, for example). Given that these guides could be delivered systematically to newcomers, for example, during the approval process, we see them as an area where there is opportunity to enhance the information currently provided.

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<sup>2</sup> Examples of these programs include: Language Instruction for Newcomers to Canada (LINC); Enhanced Language Training (ELT); Occupation Specific Language Training (OSLT)



There is a wide range in the quality and availability of resources for immigrants available through each provincial workers' compensation board. In the vast majority of jurisdictions there are little to no resources targeting immigrants, nor are there resources targeting workers in general that are translated into multiple languages to make them accessible to someone with low English or French language fluency. The WCBs in all the Atlantic Provinces and in the Territories fall into this category of having neither immigrant-specific resources, nor having translated resources. The Saskatchewan WCB also has neither translated resources nor immigrant specific resources. The Manitoba WCB has English language resources targeting immigrants, but translations of its worker and employer fact sheets are available only in Tagalog. The Quebec CSST does produce a pamphlet on OHS targeting immigrants, available in 5 languages, as well as a pamphlet directed towards employers (in French) about immigrant OHS (Ref ID #115, "*In Québec, if you suffer a work-related accident or disease, you are protected*", Ref ID #343, "*À l'intention des employeurs : Pensez prévention!*"). The Alberta WCB does have a one page resource about reporting an injury to the WCB that is available in 13 languages (in addition to French and English) (REF ID # 339, "*If you are injured at work...*"). The WSIB in Ontario has factsheets on a wide range of topics about WC and OHS available for both workers and employers that are translated into multiple languages (Ref ID #58, "*Fact sheets for Employers*"; Ref ID #59, "*Fact Sheets for Workers*"; Ref ID #60, "*Occupational Diseases Fact Sheets*"). These are located under a tab on the website specifying "translated materials", but one would need to have some fluency in English in order to find and access the translated materials as they are embedded deeply within the website. WorkSafeBC (highlighted in case study #4) has arranged their website in a way that is easily accessible to newcomers and allows the identification of all language specific resources in one area (by language type) directly from their homepage. Having examined the web portals for all Canadian WCBs, the portal for WorkSafeBC is by far the most user-friendly and accessible for immigrant workers with low English literacy, and as such, its design could serve as a model of accessibility for other WCBs in the country.

While immigrant worker health and safety issues seem to be addressed in the larger Canadian provinces, the level of activity seems to be "piecemeal" or ad-hoc. A more systematic and centralized approach would be helpful. Overall, the Atlantic Provinces seem to have very little activity or resources focused on helping immigrants stay safe

and healthy at work or on workers' compensation (aimed at newcomers) and only cursory information about employment standards on their respective immigration websites. We were also surprised to find few resources on the topics of interest in Quebec aimed at newcomers. In 2010, after Ontario, Quebec saw the greatest number of immigrants of any other Canadian province or territory (2011b). And while there are many organizations serving newcomers in Quebec and "welcome" programs for new immigrants developed by the Quebec government, these seem to focus primarily on integration into Quebec society, "francization"<sup>3</sup> and fitting in to the Quebec labour market<sup>4</sup>. We found very few resources on employment standards, occupational health & safety or workers' compensation in that province. Further, almost all of the resources were exclusively offered in French. While a large percentage of immigrants coming to Quebec speak French, 20% of immigrants speak neither French nor English (2011a). We found that the province of Manitoba has an extensive and well-developed program for newcomers on ES, OHS and WC (highlighted in case study #3) that can serve as a model for provinces considering ways to expand the information they offer in this area.

We were surprised by the number of materials aimed at newcomers that were only offered in the official languages. While there is an expectation that newcomers coming to Canada under the skilled worker category have English and/or French language knowledge, their spouses and dependants may not. Further, those coming to Canada under the family or refugee categories may have limited English and French language skills. Recent data from Statistics Canada (2011a) indicate that large percentages of newcomers coming to each province state they do not have language ability in either English or French (For example, in British Columbia 34%, in Saskatchewan and Manitoba 35%). Further, we found that when materials were translated into multiple languages, it was sometimes unclear why certain languages were chosen and there did not seem to be uniformity in translations - not all materials, even from the same organization were translated into the same languages. Translation of materials may in part be related to language patterns in

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<sup>3</sup> "Francize" is to adopt French language or customs ([www.dictionary.com](http://www.dictionary.com))

<sup>4</sup> It is possible that programs that focussed on "fitting into the Quebec labour market" included some information on employment standards, occupational health & safety or workers' compensation but it was impossible to discern this from the content we found.

that province (although this was not always the case) or a demand for translated resources from a specific language group. It would be important to know what drives translation of materials/resources and how these decisions are made in government bodies and in community organizations. Another peculiarity we found was that sometimes materials directed at all workers (for example, materials found on the Ontario Ministry of Labour website) were translated into languages other than French or English (presumably to reach immigrant groups) but materials aimed specifically at immigrants (for example, on Ministry of Immigration websites) were available only in English or French.

While we found a variety of English or French language resources directed towards new immigrants on our topics of interest (often in the form of ESL/FSL curriculums or guides), the vast majority of this material was written for immigrants at a Canadian Language Benchmark (CLB) of level 5 or higher. While there is some logic to this (most job search workshops and employment preparation programs require the participant to be at a CLB minimum of 4/5 for entry to the program), we did note that there was a gap in resources created for newcomers with lower levels of official language fluency (the exception to this finding is highlighted in case study #3).

Finally, we found very few resources targeting young immigrant workers. While there seems to be a large number of resources aimed at young workers and some aimed at immigrant workers (as identified by this scan), these appear to be treated as mutually exclusive groups. Most young worker resources we came across were not translated and hence were excluded from the scan. This seems to be an important gap given that young workers make up a significant number of immigrants entering Canada (In 2009, 37,340 immigrants coming to Canada were between the age of 15 and 24) (2011b), and research has shown that both young workers (Breslin & Smith, 2005) and immigrant workers tend to have a higher risk of injury in the workplace.

## Limitations of the scan

The nature of a scan such as this one has some inherent limitations. First, while we made an effort to identify all resources serving newcomers to Canada with information on our topics of interest, invariably some organizations may have been missed. The methodology of the scan involved the research team, with the assistance of an Advisory Committee<sup>5</sup>, generating lists of organizations, governmental ministries and initiatives to search. We then used a “snowballing” methodology to generate additional sites to examine based on information gathered from the sites on our initial lists. While this method allowed us to identify a wide-range of organizations, initiatives and resources, it did not allow us to be completely systematic in our identification of organizations.

Another limitation of the scan is that, because the scan is web-based, it only highlights resources that are publicized or made public on the internet. There may be initiatives that are not visible to us with the methods of our scan. Not all organizations that serve immigrant workers, nor all initiatives directed towards them, are online. As well, individual companies might have initiatives for their immigrant workers, but unless this is highlighted in a press-release or well-documented on a website, we were unlikely to have captured such activities. For example, we know anecdotally that some manufacturing companies that have immigrant-heavy labour forces conduct ESL-oriented workplace training programs for their workers, which may include components of OHS, but both specific curriculums for these programs, as well as the programs themselves proved elusive to identification in our scan.

Because we relied on information we found on-line (without contacting the organizations directly), we could not always be sure about the consistency and availability of a publicized workshop or training. In some instances, we could see that a workshop was a regular part of an organizations’ programming, but in other instances a workshop appeared to us to be a “one-off” offering. The impact of a

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<sup>5</sup> The Advisory Committee for this project consisted of individuals from the Ontario Ministry of Labour; Injured Workers’ Consultants (a legal advocacy organization); Workplace Safety and Prevention Services (an Ontario HSA); WSIB; The Workers’ Health and Safety Centre (Ontario); Skills for Change (a large Toronto-based settlement and training organization); The Occupational Health Clinics for Ontario Workers (OHCOW)

workshop offered only once versus one that is offered regularly to newcomers is different but in our scan both would have been included and treated in the same manner.

Initially, when we were conceptualizing the scan, we felt that it was important to find out “how” information got delivered to immigrants to Canada- we wanted to find out if delivery of any particular resource could be considered systematic (all newcomers to Canada receive this information during the immigration process) or if the onus was on the individual to seek out a particular resource (website information, for example). We soon discovered the complexity in trying to categorize resources this way based on a web scan. For example, while we could view workshops or training to be a resource that is “delivered” to newcomers, it is likely that newcomers would have to seek out this workshop themselves. Information about the systematic delivery of resources to newcomers was also not clearly identifiable. Another example is the “Welcome” guides developed for newcomers. Citizenship and Immigration Canada (CIC) used to produce a guide, “*The Newcomers Guide to Canada*” that was meant to be delivered systematically to immigrants with their pre-departure information. This guide is now discontinued. The current CIC guide is called the “*Welcome to Canada*” guide. This guide is not delivered to immigrants pre-departure but is available in kiosks at major ports of entry to Canada, including airports. However, immigrants arriving at an airport or other point of entry may not necessarily receive or seek out the guide. They may be preoccupied with other administrative and settlement matters and may not access kiosks carrying the guides. Immigrants may also not arrive at a major port of entry. During the scan it became clear that it would not be possible for us to identify any one resource as systematically reaching all immigrants and as such, we did not proceed with this method of categorization. This inability to categorically state that all immigrants to Canada access certain forms of information (like the official “Welcome” guides) is a limitation of the scan, but also a limitation of the kinds of information publicly available.

Finally, the parameters of this project were such that we were not able to do a systematic assessment of the depth or quality of the topical information in the resources identified. This is certainly the case with workshops, one-on-one services offered by organizations or training, where it would be difficult for us to assess the information provided to immigrants in the course of these activities. However, it also applies to written guides and other materials. So, for example, information on OHS

can be general (Ref ID# 178, from the Manitoba Federation of Labours' Occupational Health Clinic, "*Workplace health and safety rights for Manitoba workers*"), specific (Ref ID #175 from the Manitoba Federation of Labours' Occupational Health Clinic, "*How workplace chemicals can harm you*"), or focussed on certain industries (RefID#19, from the Toronto Workers' Health and Safety Legal Clinic, "*Health Hazards in the dry cleaning industry*"), or both. Information can also be 'shallow', (for example, a short paragraph on OHS in a larger settlement guide) or 'deep' (a guide devoted entirely to OHS). However, as a result of the methodology used in the categorization of results, information about the depth, reach and quality of the resources indentified was not systematically captured.

## **Future research directions**

A number of important questions have been raised in the course of this scan that warrant further investigation and research.

### **DELIVERY MECHANISMS**

The pathways of Canadian immigration are varied and complex. Individuals can arrive in Canada under different immigration categories that have different education and language requirements. Through various immigration pathways, individuals may have contact with different government and non-profit agencies and access different types of documents and resources both prior to immigration and upon arrival. Future research should examine how immigrants arriving under different immigration categories and through different pathways access information, how it is delivered and whether the delivery of this information is systematic or ad hoc. Such research would help determine the best venues and mechanisms for delivering employment standards, injury prevention and workers' compensation information to newcomers. The case studies at the end of this document provide some examples of unique ways that information is currently being delivered to newcomers in a number of jurisdictions.

### **MEASURING IMPACT AND EFFECTIVENESS**

As stated in the limitations section of this report, we were not able to access the quality, depth or scope of the materials found. We were also not able to find evaluations of any of the programs, resources or materials included in the scan. We did find some invitations for users to evaluate certain resources, indicating that at least some organizations are conducting evaluations. Some resources, for example, workshops delivered by community organizations like the Workers' Action Centre in Toronto (case study #6) or the MISI program in Manitoba (case study #3), may have an evaluation component (participants in a workshop may fill out satisfaction surveys, MISI asks users of its resources to fill out an electronic evaluation), but accessing these evaluations or generating user evaluations for other identified resources was not possible within the scope of this scan. Interviews with providers of some of the more centralized resources could uncover whether evaluations were conducted and the outcome of these evaluations. Future research should also examine the impact of information resources or training programs on newcomers'

knowledge of their rights, injury prevention and perceived ability to invoke rights (under the occupational health and safety act, for example).

#### **CONTENT DEVELOPMENT, COMPREHENSIVENESS AND DEPTH**

As stated earlier, we found many examples of resources that provided newcomers information on labour markets, finding work, resume building and so on. Yet often these resources did not include information on occupational health and safety risks, employment rights or workers' compensation. Research should examine how content is developed for new immigrants and why such exclusions exist. Are there barriers to providing this type of information? How do content decisions get made? Who is consulted? How are changes made? Similarly, when we found information about workshops, language training and or job preparation programs that *did* include our topics of interest, it was difficult to discern the comprehensiveness or depth of the information provided. Interviews with service providers and program developers could help determine the comprehensiveness of ES, OHS and WC information within language training programs and job search workshops and help us understand how information content and depth are decided upon.

#### **THE UNTAPPED ROLE OF INTERMEDIARIES**

There are groups of service providers and stakeholders, for example union representatives, employers and health care providers that potentially have frequent contact with new immigrants. Yet, we found little information about our topics of interest aimed at these groups. Employers in workplaces where there are large enclaves of immigrants from certain ethno-cultural communities may be well positioned to provide ES, OHS and WC training in languages familiar to those groups. Health care providers can play a role in providing information about injury prevention and workers' compensation, especially since in most Canadian provinces they are required to play an active role in the filing of claims and in the return-to-work process (Kosny, MacEachen, Ferrier & Chambers, 2011). Future research should explore the potential of involving a larger group of intermediaries working with newcomers to Canada in the delivery of work and health information.



## Case studies

While we were not able to systematically assess the depth, scope or quality of the materials found in the scan, the examination of resources from various groups and jurisdictions did allow us to identify novel programs and unique approaches to the provision of information to newcomers. We aimed to identify case studies from organizations that were community based (case study #1) and provincial in scope (case study #2). We highlighted programs that appeared to be multi-faceted and comprehensive (case study #3 and #5) and offered clear ways of providing information on the topics of interest (case study #4). We also identified programs and services that seemed to reach many newcomers and could easily be adapted to provide information on work and health issues (case study #6 and #7). We hope that these case studies provide useful examples of different ways that information on employment standards, occupational health & safety and workers' compensation can reach newcomers.

### **Case Study #1: The Progressive Intercultural Community Services of British Columbia (PICS BC)**

PICS BC is a registered non-profit charitable organization that functions in part as a settlement services organization. They have a diverse funding base which includes both provincial and federal levels of government, larger non-profit organizations (such as the United Way), private foundations and individuals. With two offices in the Greater Vancouver Area, PICS serves a population that is comprised primarily of South Asian newcomers to Canada.

PICS delivers a wide range of programs, services and training, focused on both general and specific aspects of settlement, housing, employment and language. Through the course of delivering their programs, PICS found that there was a need within the community they serve for assistance with the navigation of the workers' compensation system in BC.

In a press release, Charan Gill, CEO of PICS said "In the past, there has been a cultural fear of WorkSafeBC due to a lack of knowledge regarding health and safety rights and responsibilities. For newcomers to Canada, or even those who have been in Canada for years, it is sometimes difficult to understand the claims procedure, how to complete forms, and how to file an appeal. Our new services will help the community in their communications and understanding of WorkSafeBC."

In the fall of 2010, PICS launched a collaboration with WorkSafeBC in order to better respond to client concerns and questions about the compensation system. The partnership has two prongs: A dedicated WorkSafeBC resource room onsite at one of the PICS offices, and a WorkSafeBC “Cultural Navigator”.

The Cultural Navigator provides WorkSafeBC related support to the community, and assists with basic WorkSafeBC processes and issues. The scope of this service includes walking the clients through assorted WorkSafeBC health and safety materials, assisting with tasks such as explaining rights and responsibilities, describing the claim submission process, assisting with filing a claim, answering questions related to WorkSafeBC communications, and providing recommendations regarding return to work options. The Cultural Navigator is a member of the PICS staff, and is available on site one day per week, or by appointment, to assist clients.

Additionally, PICS launched a dedicated WorkSafeBC resource room. The room includes a computer with WorkSafeBC links embedded in the desktop, as well as a large screen TV and DVD player with a library of WorkSafeBC multimedia publications. The resource room is open and available five days per week. The goal of the collaboration is to increase client knowledge of health and safety issues at work, as well as to enhance access to the workers’ compensation board.

These resources can be found at the following domain:

<http://www.pics.bc.ca/>

The Reference ID for this resource in the database is #269

## **Case Study #2: BC Federation of Labour - OHS through ESL courses**

The BC Federation of Labour, through their Health and Safety Centre, offers a 14 week program that gives participants the opportunity to learn about OHS using an ESL curriculum model. The program is open to everyone, is free of charge and dinner is provided to participants. The structure consists of three hour classes, two evenings a week for 14 weeks. Participants in the program have an opportunity to improve their language skills while learning about workers' rights and health and safety topics such as workplace violence, preventing back injuries, workplace chemicals (WHMIS) and identification of hazards, amongst other topics. They note that this OHS through ESL model has attracted attention from other jurisdictions in Canada.

The Federation of Labour also offers single-session workshops targeting temporary foreign workers/migrant agricultural workers. These three hour workshops cover basic OHS information on workers' rights and responsibilities, employer responsibilities, OHS Committees, the role of the WCB and hazard identification. In contrast to the ESL curriculum model noted above, the workshops for TFWs are conducted with translated materials and with bilingual facilitators translating for the workshop leader. This is unique in part because, while other jurisdictions and organizations may have workshops targeting migrant agricultural workers (such as the Province of Alberta-case study below), this workshop specifically uses translated materials and bilingual facilitators in an effort to widen its reach.

These resources can be found at the following domain:

<http://www.healthandsafetybc.ca/home>

The Reference IDs for these resources in the database are: #147 and #148

### **Case Study #3: The Manitoba Immigrant Safety Initiative (and other Manitoba resources)**

The province of Manitoba has a number of comprehensive resources for newcomers. Launched in 2007, the Manitoba Immigrants' Safety Initiative (MISI) is a pilot project funded through the WCB Community Initiatives and Research Program with an aim to prevent injury, death and workplace-related illness for new and existing immigrant workers in Manitoba. The initiative includes:

- Downloadable posters, fact sheets and 'tip cards' on OHS and rights and responsibilities (of employers, supervisors and workers) in English, French and 6 other languages (Russian, Spanish, Punjabi, Tagalog, German, Chinese)
- Guides for workers and ESL teachers about "*Building a Safe Workplace Community- A New Canadians' guide to how culture impacts health and safety*" (there are 2 guides, written for different Canadian Language Benchmarks [CLB]. One guide is written for CLB level 5, the other for level 7). These guides cover ES and WC information, but are focused most heavily on OHS. The guides themselves are quite thorough and high-quality, with information, lots of graphics, stories, case studies, exercises.etc. The guides also have accompanying "leaders guides", complete with PowerPoint slides for delivering this information in a classroom setting or for "self teaching".

- There are 2 guides for employers: The first titled “*Building a Safe Workplace Community*”, the second called “*A Safe Immigrant Workforce for Manitoba*”. The first guide is meant to advise employers on developing a safe and tolerant workplace community that allows new Canadians to assimilate safely into a Canadian workplace. The second guide is meant for employers to use to educate immigrant workers on occupational health and safety. Both guides are accompanied by leaders’ guides to facilitate the teaching of the material. For the first guide, it is presumed that a trainer would deliver the materials to employers; for the second guide, the leaders’ manual is meant to help employers or supervisors deliver the training to new Canadian employees. As with the guides meant for new Canadians, these guides include exercises, quizzes, case studies and suggestions for best practices.

The MISI initiative provides a complete toolkit of resources aimed specifically at educating both immigrant workers and employers. Additionally, the MISI initiative has an evaluation component, where users of the resources are invited to provide feedback on the tools through an online survey (the scope of this report did not include an analysis of the MISI evaluation findings).

These resources can be found at the following URLs:

[http://safemanitoba.com/manitoba\\_immigrants\\_safety\\_initiative.aspx](http://safemanitoba.com/manitoba_immigrants_safety_initiative.aspx)

[http://safetyservicesmanitoba.ca/manitoba\\_immigrants\\_safety\\_initiative.aspx](http://safetyservicesmanitoba.ca/manitoba_immigrants_safety_initiative.aspx)

The Reference IDs for the initiative are: #102, 103, 104, 210, 218, 226, 227, 234, 235 (a total of four guides, four leaders guides and the downloadable poster/fact sheets)

There are a number of other Manitoba resources that do not fall under the auspices of MISI:

Safe Work Manitoba has also produced two guides which act to fill any gaps in the newcomer audience that are not covered by the MISI resources. “*Workplace Safety and Health in Basic Language*” serves as a collection of safety and health resources, meant for delivery in a classroom setting for English language learners at lower language benchmarks (CLB 1-3), or for workers with lower levels of overall literacy. The resource includes simple vocabulary, classroom activities and handouts and visual exercises and games. Safe Work MB produces a similar guide, “*Health and*

*Safety 101*” that addresses English language learners at benchmark 3-5. As the MISI initiative is meant for newcomers with a language benchmark of 5 and higher (as were the vast majority of official language resources identified in the scan), these companion resources serve to cover the whole range of language and literacy capabilities that one could expect to find in newcomer communities, making the reach of the Safe Work Manitoba resources very broad.

These resources can be found at the following URLs:

[http://safemanitoba.com/workplace\\_safety\\_and\\_health\\_in\\_basic\\_language.aspx](http://safemanitoba.com/workplace_safety_and_health_in_basic_language.aspx)

[http://safemanitoba.com/content/search.aspx?utm\\_source=sitesearch&utm\\_medium=basic\\_search&utm\\_campaign=ongoing&keywords=101](http://safemanitoba.com/content/search.aspx?utm_source=sitesearch&utm_medium=basic_search&utm_campaign=ongoing&keywords=101)

The Reference IDs for the guides are #217 and 337

Finally, another interesting initiative comes out of the Manitoba Federation of Labour Occupational Health Centre (MFL OHC). The MFL OHC has launched a cross cultural community development program. This involves working with a variety of cultural communities in Manitoba in order to increase their capacity around workplace health and safety. The core of the program is a “train the trainer” initiative, wherein individuals from 11 different language communities (community trainers) received training from the OHC to provide workshops and individual assistance in first languages to workers in their language communities. The initiative also produced videos on OHS in a number of languages for use by newcomer communities. This seems like a unique approach to delivering OHS messages to new Canadians. While there are initiatives where OHS information is delivered in basic English, and initiatives where translated materials or interpreters are used to deliver information, or where OHS information is delivered by an employee of a settlement service organization who speaks multiple languages, this is an example of an initiative that uses community “insiders” (who don’t appear to be employees of the MFL OHC) to deliver information.

Information on the MFL OHC cross-cultural community development program can be found here:

[http://www.mflohc.mb.ca/cross\\_cultural\\_community\\_development\\_program\\_folder/index.html](http://www.mflohc.mb.ca/cross_cultural_community_development_program_folder/index.html)

The Reference ID for this resource is #76

### **Case Study #4: WorkSafeBC web portal**

A number of workers' compensation boards across the country have some resources available for new immigrants. Yet, in some cases information aimed at newcomers is limited or embedded deeply within the website, calling into question its accessibility. WorkSafeBC's web portal, however, seems designed with immigrants/workers with low English fluency in mind. The landing page for the WCB features clickable tabs in the top right hand corner in 7 languages other than English. Immigrants with low English literacy can immediately identify the tab in their language to allow them to access information from the home page. Clicking on a language tab brings the user to a dedicated space on the site where WorkSafeBC has centralized all its OHS and WC materials available in that specific language. As well, there are language specific videos embedded in the webpage, which serve to welcome users and provide a brief overview of WorkSafeBC's system and services. Finally, each dedicated language space has a guide for workers as well as a guide for employers that walks them through the claims process. Having examined the web portals for all the Canadian WCBs, the portal for WorkSafeBC is by far the most user-friendly and accessible for immigrant workers with low English literacy, and as such, its design could serve as a model of accessibility for other WCBs in the country.

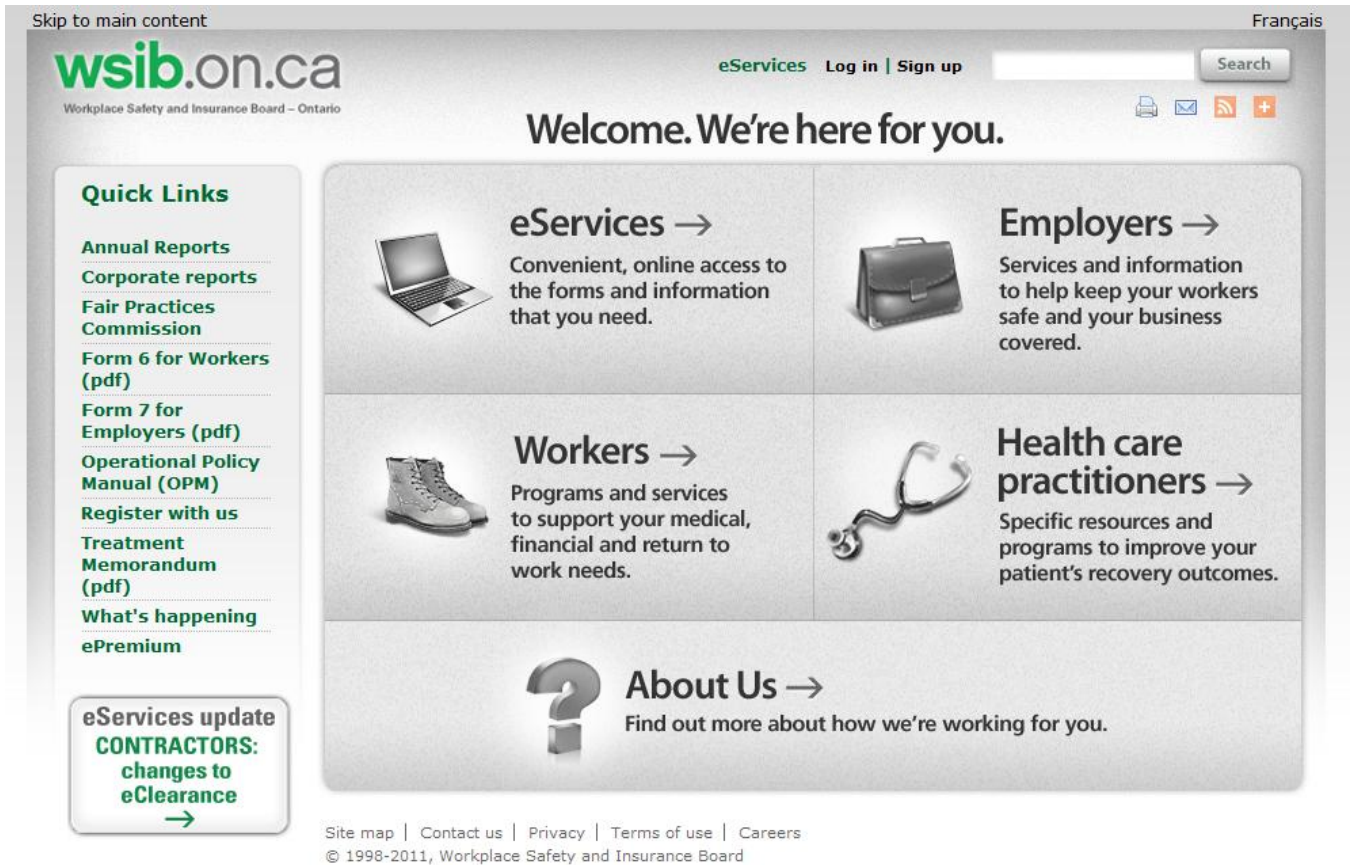
The Work Safe BC web portal can be found here:

<http://www.worksafebc.com/default.asp>

The Reference ID # are 78, 81

An illustration of the different levels of accessibility of web portals can be found below:

The following screenshot shows the landing page for the WSIB (Ontario) website. Workers with low-English language fluency would likely have difficulty navigating this site as there is nothing to indicate where or how one might access services or resources in languages other than English or French.




If the "Workers" box is clicked, the page below appears that also does not indicate a clear path for accessing multilingual services or resources.

Skip to main content Français

**wsib.on.ca**  
Workplace Safety and Insurance Board – Ontario

eServices Log in | Sign up  Search

eServices Employers **Workers** Health care practitioners About us



**Working with us** ↓  
eServices  
Claims ↓  
Occupational disease  
Prevention ↓  
Forms  
Resources ↓

**We offer programs, services and benefits to keep you safe on the job and covered in case of injury.**

Find out how we're working for you →

**Possible postal disruption** →    **WSIB Funding Review** →    **Changes to benefits** →

Site map | Contact us | Privacy | Terms of use | Careers  
© 1998-2011, Workplace Safety and Insurance Board

In order to find translated materials the “Resources” tab must be clicked from the left-hand side index, followed by “Fact Sheets for Workers” (or Employers) on another page. The translated resources are so deeply embedded in the site that accessibility of these resources would be difficult for workers with low official language fluency.



By contrast, below is the landing page for the Work Safe BC web site:

The screenshot shows the WorkSafeBC website landing page. At the top, there is a navigation bar with the WorkSafeBC logo and the tagline "WORKING TO MAKE A DIFFERENCE". To the right of the logo, there are language selection options: English, 繁體中文, 简体中文, Français, 한국어, ਪੰਜਾਬੀ, Español, and Tiếng Việt. Below the language options are links for Home, About Us, Contact Us, Links, News Room, Careers, Sitemap, and Help, along with a search box. A secondary navigation bar contains tabs for Insurance, Claims, Safety at Work, Publications, Forms, and Regulation & Policy. The main content area features a large banner with a photo of Barb Deschenes, a WorkSafeBC Investigating Officer, and the headline "Tree pivots, striking faller". Below the headline is the question "How can we prevent a next time?" and a video player. To the right of the banner is a "Subscribe to e-News for safety updates & incident summaries" section with a "SUBSCRIBE" button. Below the banner, there are links for "Email this page" and "Provide feedback", and a "Log on / Sign up" button. The "Doing Business with WorkSafeBC" section is divided into three columns: Insurance, Claims, and Safety at Work. The Insurance column lists: Register for coverage, Rates / classifications, Report payroll, Make a payment, Update account info, Cancel your coverage, and Get a clearance letter. The Claims column lists: Employers: Report injury or illness (Form 7), Workers: Report injury or illness (Form 6), Teleclaim, View steps to report a serious injury or fatality, View claim information, and View claim costs. The Safety at Work column has dropdown menus for "by industry" and "by topic", and links for: Find a hazard alert poster, Find a safety sign, View slide shows & videos, and Report unsafe work. On the left side, there is a "Quick Links" sidebar with a list of links: OHS Regulation, Online Services, Sign up for Online Services, Careers, Review and Appeal, Notice of Project, Research, Bid Opportunities, and Rehab and Return to Work. Below the Quick Links is a "Customer Centres" section with links for Employers/ Small Business, Workers, and Health Care Providers.

At the top there are clickable tabs on the upper-right hand side of the page (indicated by the green arrow) that direct the user to multilingual resources without the user having to navigate multiple pages of the site in English.

Clicking on a language tab then brings the user to a centralized location in the site, where there is an introductory video in that language, as well as an outline of the claims process and the necessary forms for both workers and employers.

English | 繁體中文 | 简体中文 | Français | 한국어 | বাংলা | Español | Tiếng Việt

**WORK SAFE BC**  
WORKING TO MAKE A DIFFERENCE

## Bienvenido

Bienvenido a WorkSafeBC. Por favor pulse en el ícono de transmisión vía Internet (webcast) para escuchar a un representante de WorkSafeBC explicar en español cómo funciona nuestro sistema, nuestros servicios y dónde encontrar la gran variedad de útiles herramientas de ayuda que ofrecemos al público.

Si usted es un trabajador lesionado y desea comenzar una solicitud de indemnización con WorkSafeBC, diríjase al **Centro Teleclaim** (en inglés) en donde representantes de WorkSafeBC de habla española lo ayudarán a completar una parte de lesión y le explicarán el proceso de solicitud.

Reseña | Acerca de Nosotros (en inglés) | Contáctenos (en inglés)

### Guía WorkSafeBC para Trabajadores

Esta guía proporciona una descripción de los servicios ofrecidos por WorkSafeBC, tales como tipos de beneficios, lo que debe saber para volver a su trabajo y sus derechos y responsabilidades. Además le explica dónde encontrar mayor información.

📄 Descargue una copia de la Guía WorkSafeBC para Trabajadores (PDF 52kb/6 páginas)

#### Sitios más frecuentados (en inglés)

- [Vea el progreso de su solicitud de indemnización](#)
- [Teleclaim](#)
- [Beneficios para trabajadores](#)
- [Sus derechos](#)
- [Reevaluaciones y apelaciones](#)
- [Formularios](#)

[¿Es un trabajador temporal que viene del extranjero?](#)

### Guía WorkSafeBC para Empleadores

Esta guía proporciona un resumen de los servicios disponibles para empleadores. Por ejemplo, cómo registrarse, qué hacer si sucede un accidente y su responsabilidad de proporcionar un medio laboral sano y seguro; también nombra fuentes adicionales de información

📄 Descargue la Guía WorkSafeBC para Empleadores (PDF 52kb/3 páginas)


#### Sitios más frecuentados (en inglés)

- [Informe de accidente \(Formulario 7\)](#)
- [Vea el progreso de su solicitud de indemnización](#)
- [Regístrese para obtener cobertura](#)
- [Informe nómina](#)
- [Servicios en Internet](#)
- [Efectúe pago](#)
- [Obtenga carta de autorización](#)
- [Formularios](#)


[¿Emplea a un trabajador temporal extranjero?](#)

Finally, on the same page, WorkSafe BC has centralized all the translated resources (written materials, as well as video and other multimedia resources) produced in a particular language:


**Publicaciones y multimedia**




**Si queda dentro de la cabina, queda vivo**  
Cada año, trabajadores son aplastados, mutilados o mueren cuando saltan o son lanzados de carretillas elevadoras. Este video recuerda a los conductores de estos vehiculos la importancia de usar el cinturón de seguridad. Y recuerde: si su carretilla se vuelca, afírmese y quédese en la cabina.  
(30 s)




**Haga que su Casa sea un Lugar Más Seguro Para su Auxiliar de Cuidados a Domicilio**  
(PDF 1.4mb) Publicación # PH94s



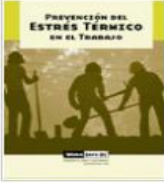
**Serie de Seguridad en la Industria de la Construcción**  
(PDF 817kb) Publicación # CSS1s




**Una Introducción al Equipo Personal de Protección Contra Caídas**  
(PDF 489kb) Publicación # BK60s




**¿Buscas un Nuevo Trabajo?**  
(PDF 3.2mb) Publicación # PL24s




**Prevención del Estrés Térmico en el Trabajo**  
(PDF 310kb) Publicación # BK30s




**¡Lávese las Manos!**  
(PDF 121kb) Publicación # N/A



**Seguridad en el Trabajo - Trabajadores Agrícolas**  
(PDF 213kb) Publicación # PH96s



**Peligros de Los Espacios Reducidos**



**WHMIS: Los Fundamentos**  
(PDF 4.6mb) Publicación # BK61s

The contrast between the two workers' compensation board websites (WSIB and WorkSafeBC) shown above serves to illustrate clearly the different levels of accessibility that are possible when trying to consider the service needs of newcomers and others with low-English language fluency.

## **Case Study #5: Province of Alberta resources for Temporary Foreign Workers**

Alberta appears to have a systematic program of tools and outreach directed specifically towards Temporary Foreign Workers (TFW). While many of the provinces produce some resources around the TFW program, Alberta seems to have a coordinated program of resources and activities meant to serve this population.

These resources include a guide for TFWs, available in 13 languages, that covers (among other topics of settlement and the TFW program) aspects of ES, OHS and WC. The guide includes a “checklist” of ES and OHS questions for TFWs to ask their employer (Ref ID #63). There is also a “student guide” for TFWs, meant to be delivered in a classroom-type setting (accompanied by a facilitators guide) (Ref ID# 328, 329). There is a video about working in Canada available in multiple languages (#330), as well as a guide for employers of TFWs to help facilitate settlement of new employees (#64).

For service oriented resources, the Alberta government has created TFW advisory offices, as well as a TFW helpline, to enable TFWs to learn about their rights and find solutions for situations involving unfair, unsafe or unhealthy working conditions. The helpline is a toll-free Canadian number and also has dedicated numbers for TFWs currently overseas (in China, Thailand, the Philippines and Mexico) to call for assistance or advice (#330). The TFW advisory office also conducts workshops for TFWs at different settlement agencies and public venues throughout the province.

Finally, Alberta Employment and Immigration produced some issues of a magazine insert called “*English Express*” (Ref IDs# 67, 68, 69) which is designed for adult ESL learners. These inserts, while applicable to all immigrants, were produced under the auspices of the TFW outreach program. They include quizzes, activities and information about ES, OHS and WC.

Overall, Alberta seems to have a broad approach to ensuring that TFWs are protected, with multiple avenues available to TFWs for accessing information on ES, OHS and WC. Likely these materials can easily be adapted to reach newcomers, in addition to TFWs.

The TFW main page can be found here:

<http://employment.alberta.ca/Immigration/4548.html>

The Reference IDs for these resources are: #63, 64, 67, 68, 69, 328, 329, 330

### **Case Study #6: The Immigrant Worker Centre of Montreal and the Workers Action Centre in Toronto**

The Immigrant Worker Centre (IWC) in Montreal has a mission to educate, organize and protect the rights of immigrant workers. Using a community organizing and labour oriented approach, IWC activities are focused primarily on increasing awareness about ES and on assisting immigrant workers to access their rights. While they do not appear to deliver any training or resources concerned with OHS or WC, the IWC would provide an excellent avenue for disseminating resources on these topics.

The IWC domain is: <http://iwc-cti.ca/>

The reference IDs are # 193, 194

The Workers Action Centre (WAC) in Toronto worker-based organization committed to improving the lives and working conditions of people in low-wage and unstable employment, including immigrant workers. The WAC has produced a variety of resources focused primarily on ES and translated into multiple languages. WAC also conducts itinerant training for workers at sites throughout the city (public libraries, community centres, etc), as well as training for settlement service providers and frontline workers on how to educate and assist their clients with accessing their rights. Like the IWC (above), WAC resources focus primarily on ES, but again, the organization has created valuable pathways for the delivery of an expanded range of OHS and WC information to the population they serve.

The WAC domain is: <http://www.workersactioncentre.org/>

The reference IDs are: #21,22, 49, 11, 23, 15

### **Case Study #7: Future opportunities for dissemination of ES, OHS and WC information: The Canadian Immigrant Integration Program (CIIP)**

The Canadian Immigrant Integration Program (CIIP) aims to prepare newcomers for economic integration while still in their country of origin. CIIP provides free pre-departure orientation to Federal Skilled Workers, Provincial Nominees, their spouses and adult dependents, while they are still overseas during the final stages of the immigration process.

While the CIIP was not included in the scan of resources (primarily because it was not possible for us to discern that it currently offers any information on ES, OHS or

WC), we felt that it was an innovative and important initiative to highlight as a future opportunity for connecting immigrants to Canada with information about employment standards and injury prevention.

Launched as a pilot project in 2007, CIIP is now a three-year program (2010-2013) that is funded by the Foreign Credentials Referral Office (FCRO) of Citizenship and Immigration Canada (CIC), and delivered by the Association of Canadian Community Colleges. CIIP offices are located in China, India, Philippines and the United Kingdom, and services are available in additional service delivery locations. The program also offers an overseas platform to support collaboration among Canadian organizations involved in newcomer integration by facilitating their outreach to clients overseas.

CIIP provides information to potential immigrants overseas in three ways: Through day-long group orientation sessions; through individual counselling; and through web-based tools accessible to registered participants in the program. Information on ES, OHS and WC could be incorporated into all three modes of delivery used by the CIIP.

While the central component to CIIP is information to help potential immigrants prepare for labour market integration in Canada through foreign credential recognition and general labour market information, we believe that the CIIP and other pre-departure programs could provide an ideal avenue for transmitting information to potential newcomers about ES in general, as well as about the Canadian emphasis on OHS and the existence of WCBs (and what that means for workers who do get injured on the job) in each jurisdiction. As well, one of the components to the program is to connect potential immigrants to existing service providers and settlement organizations in Canada. We feel that even if information on the topics of interest cannot be incorporated into CIIP *overseas* program delivery, that service providers in Canada would then be well-placed, through their pre-existing connection to this group of newcomers, to facilitate the delivery of this information.

Another advantage to incorporating information on prevention topics through the CIIP is that the program has a built-in component of ongoing and continuous program evaluation and modification, allowing CIIP staff and partners to assess the value of the information the program provides vis-à-vis labour market entry. This ongoing

evaluation component would allow the CIIP to assess the relevance and importance of information on ES, WC, and OHS through feedback from their clients.

Besides CIIP there are other programs that provide pre-departure preparation and training to potential newcomers abroad. Another one we identified was called *Canadian Orientation Abroad*. As with CIIP, we see this program as an opportunity for the delivery of work and health information at the pre-immigration stage that could help newcomers better prepare for the Canadian labour market.

The CIIP URL is:

<http://www.newcomersuccess.ca/index.php/en/about-ciip>

The Canadian Orientation Abroad URL is:

<http://www.iom.int/jahia/Jahia/canadian-orientation-abroad>

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