

MAHSI

Manitoba Aboriginal Health & Safety Initiative

Final Project Report January 2016



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Manitoba Aboriginal Health and Safety Initiative (MAHSI)

Final Report-Executive Summary

The primary goal of the Manitoba Aboriginal Health and Safety Initiative (MAHSI) was to develop an Online Learning Centre (OLC) that would provide culturally appropriate workplace health and safety training for Aboriginal workers that would help prevent workplace-related injury and illness. The project is more fully described in the *Project Overview* document in *Folder A*.

The MAHSI was designed and developed in 4 phases from January 2014-January 2016. The 4 phases were: Research; Design and Development; Implementation; and Sustainability and Knowledge Transfer.

The project was developed with significant input and donation-in-kind support from all the project partners: Canadian Aboriginal Human Resource Development (CAHRD); Northern Manitoba Sector Council (MNSC); University of Winnipeg; The Workers Compensation Board; and SAFEWORK Manitoba.

The project was guided over the two years with input from the Project Steering Committee, which was comprised of major project stakeholders.

This executive summary provides an overview of the project outcome by project phases.

Research

Secondary research identified a very limited number of health and safety training programs and resources for Aboriginal Workers; however, it did identify the concept of Cultural Safety and its relevance in developing health and safety programs and resources for Aboriginal Workers.

Extensive primary research (focus groups, interviews, questionnaires, and surveys) was conducted throughout Manitoba. One hundred and twenty participants, including employers, Aboriginal workers and students, Elders and Traditional Teachers, First Nations Educators and MKO, all provided valuable input that was used in designing and developing the OLC and its resources. *Folder B* contains the final research reports, a summary of consultations with Elders and Traditional Teachers, and an employers' focus group report.

Design and Development

Using the results of the secondary and primary research, a Design Development Committee (DDC), comprised of health and safety experts, Aboriginal Educators and on-line learning specialists, directed and supported the development of the OLC. They also assisted with the user testing of the e-course and Website.

Research participants emphasized the importance of using video instruction in the *Safety Essentials E-Course*. Original content was developed and the e-Course was guided by Aboriginal narrators. Numerous existing health and safety training videos were incorporated into the course. User testing of the e-course and web-site was completed and incorporated.

The six resource areas of the OLC were designed to be shared community resources. These areas will be populated by employers and other stakeholders submitting and sharing their resources on the OLC website.

Folder D contains the DDC terms of reference and the user testing form for the *Safety Essentials E-course*. A diagram of the OLC is attached to this document.

Implementation

The OLC was implemented in December 2015 with the MAHSI website going live. Project launch events were held in Winnipeg and Thompson. The launch events were well attended by employers and other project stakeholders.

A joint Provincial Proclamation issued by the Minister of Labour and the Minister of Aboriginal and Northern Affairs was issued to coincide with the Project Launch, declaring an Aboriginal Occupational Safety and Health Week for the first week of December.

Broader implementation and further promotion of the MAHSI will continue during the Sustainability and Knowledge Transfer phase.

Sustainability and Knowledge Transfer

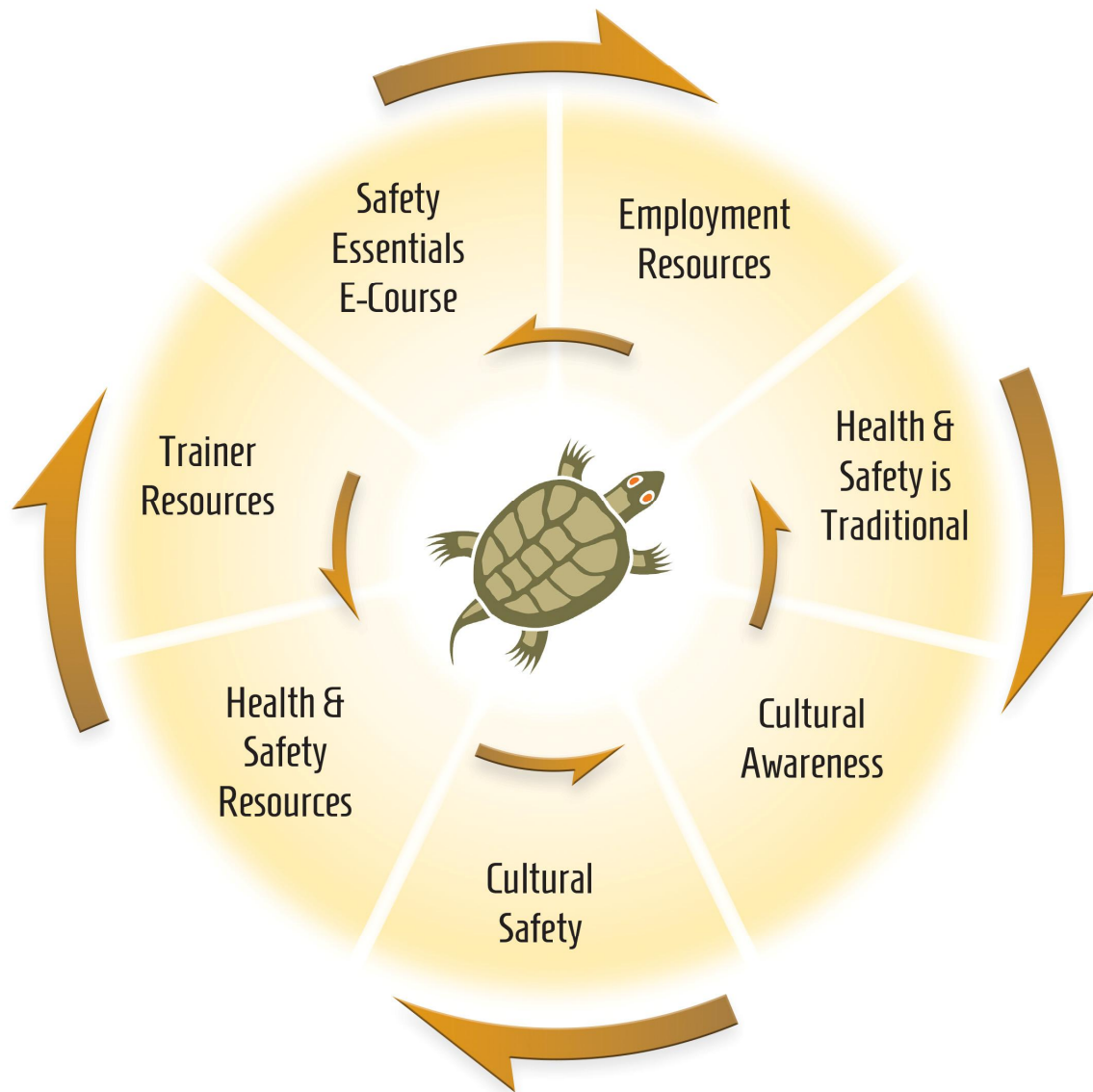
Project sustainability and knowledge transfer and transition were paramount in planning, developing, and implementing the MAHSI. A MAHSI Coalition group of project stakeholders was formed to guide and direct the further development and sustainment of the initiative.

This Coalition began meeting in December 2014 and will develop a yearly strategic plan for MAHSI. A comprehensive draft of a *Knowledge Transfer and Transition Plan*, and a draft of a *Community Sustainability Coalition Model*, were developed to assist the CSC. These documents are contained in *Folder E*.

Project Newsletters & Provincial Proclamation

Three e-newsletters were produced during the project period. These newsletters were used to inform and engage stakeholders, while providing updates on the development of the Initiative. Copies of newsletters and the Provincial Proclamation are in *Folder F*.

ONLINE LEARNING CENTRE



Manitoba Aboriginal Health & Safety Initiative (MAHSI)

Project Overview

The primary goal of the Manitoba Aboriginal Health and Safety Initiative (MAHSI) is to provide culturally appropriate workplace health and safety training for Aboriginal workers to help prevent workplace-related injury and illness. The MAHSI will assist and support employers to provide a safe work environment for Aboriginal workers in Manitoba by developing an Online Learning Centre (OLC) dedicated to Aboriginal workplace health and safety. All educational resources will be developed and customized to be culturally appropriate, and will reflect Aboriginal practices, history and traditions.

The Centre for Aboriginal Human Resource Development Inc. (CAHRD) is the lead organization, in partnership with the Northern Manitoba Sector Council (NMSC). The University of Winnipeg, Faculty of Business and Economics is the Design & Development partner.

The need for this project in Manitoba is related to 4 factors:

1. An increasing Aboriginal population and workforce
2. Manitoba labour market needs/shortages
3. Aboriginal workers at increased risk of injury
4. Lack of culturally appropriate health and safety training resources for Aboriginal employees

The OLC will be developed to assist Aboriginal workers in, or preparing to enter, the workforce, and will be designed so that Aboriginal workers can use it for independent learning. It will also be designed as a tool that managers, supervisors, and health and safety officers; human resource personnel can use for health and safety training in their workplaces. The OLC will be available and of benefit to other user groups, including training institutions and employment preparation programs.

It is planned that the OLC will include:

- An Essentials of Health and Safety course for Aboriginal workers.
- Resources and supports to help employers and others deliver this course in a facilitated training session.
- Aboriginal Cultural awareness materials will be available to assist employers and others understand aspects of Aboriginal cultures.

- Workplace culture materials to help Aboriginal workers understand and adapt to workplace culture.
- Research and articles related to workplace health and safety.
- Social media, Facebook, discussion groups, blogs, and so on, will be incorporated to facilitate interaction and collaboration amongst users will be promoted.
- Links to other health and safety resources, such as Manitoba Safe Work, WCB, and Workplace Safety and Health laws will be provided.

This project is designed in 4 phases, to be completed over 2 years, from January, 2014 to December, 2015.

Phase 1: Planning and Research – Primary and secondary research will be conducted with input from Aboriginal workers, employers and other stakeholders. The results of the research and curriculum development process will inform the development of the OLC.

Phase 2: Development – The OLC and its resources will be developed with the support and expertise of the project's design development partner. In addition Aboriginal workers, employers, and other stakeholders will provide input in all stages of development.

Phase 3: Implementation – The Essentials of Health and Safety course and all resources will be presented to, and tested with, Aboriginal workers, employers, and other stakeholders across the province. Their input will assist in developing the final version of the course and resources.

Phase 4: Evaluation and Sustainability – An evaluation plan will be developed in consultation with the WCB. It is intended that this plan will identify user demographics and provide baseline information for a longitudinal study, which will measure the effectiveness of the OLC in terms of injury prevention for Aboriginal workers. Usage statistics and feedback from users will help to change and update the resources as required.

Upon completion, the MAHSI Online Learning Centre will be hosted and maintained by the Centre for Aboriginal Human Resource Development, on their website.

A.Executive Summary and Project Overview

1. MAHSI-Executive Summary

2. Project Overview

Final Report: Elder and Traditional People Consultation

1. Background

The primary goal of the Manitoba Aboriginal Health and Safety Initiative (MAHSI) is to provide culturally appropriate workplace health and safety training for Aboriginal workers that will assist in preventing workplace-related injury and illness. The MAHSI will assist and support employers to provide a safe work environment for Aboriginal workers in Manitoba by developing an Online Learning Centre (OLC) dedicated to Aboriginal workplace health and safety. All educational resources will be developed and customized to be culturally appropriate, and will reflect Aboriginal practices, history and traditions.

The OLC will target Aboriginal workers in, or preparing to enter, the workforce. The OLC will be designed so that Aboriginal workers can use it for independent learning; it will also be designed as a tool that managers, supervisors, health and safety officers; human resource personnel can use for safety training within their workgroups. The OLC will also be available and of benefit to other user groups including training institutions and employment preparation programs.

In order to best determine and inform the development of the OLC, primary and secondary research is to be conducted with input from Aboriginal workers, employers and other stakeholders within Manitoba.

As part of the primary research, Elders and Traditional Teachers were consulted to assist in the development of cultural content.

2. Review of the primary research from Aboriginal workers, employers and other stakeholders within Manitoba.

The Cultural Content Coordinator reviewed all the available primary research material and concluded that the responses from participants validated the approach and perspectives resources proposed by the Cultural Content Coordinator.

On average, respondents felt that:

--It is important to have an on-line safety and health awareness program integrating aboriginal traditions.

--There is a need for employers to better understand Aboriginal culture and the world view, background or thinking styles of the Aboriginal worker.

--It is important for OLC to have examples, videos etc. that depict Aboriginal people or Aboriginal workers and to have an Aboriginal instructor.

--It is beneficial to use examples from Traditional Aboriginal cultural knowledge related to health and safety.

--There exists Traditional Indigenous Knowledge or Traditional Indigenous Teachings related to safety when carrying out traditional economic activities such as hunting or fishing and this knowledge and teachings can be applied to workplace safety and health training.

--Cultural Safety is important.

3. Elder/Traditional Teacher Consultation Process

A consent form was developed that outlines what the MAHSI is asking of the Elders/Traditional Teachers and what the MAHSI wants to use the information for, as follows:

I would like to interview you to gather Aboriginal cultural content for the development of an Online Learning Centre (OLC) dedicated to Aboriginal workplace health and safety. We want Aboriginal workers to get the message that **Health and Safety is Traditional** and not an imposition by non-Aboriginal people. The hope is that if Aboriginal workers identify with the health and safety training, then workplace-related injury and illness among Aboriginal workers will be reduced or prevented.

If you agree to be interviewed, we need your signature to let us know if you want to be acknowledged for the teachings, stories, cultural values, or life ways that you shared and if you allow us to upload your teachings, stories, cultural values, or life ways (in written and/or audio form) to the Manitoba Aboriginal Health and Safety online learning centre. If you wish to remain anonymous, your name will not be mentioned.

Elders/Traditional Teachers were asked to respond to one open-ended question:

Are you aware of any Traditional Indigenous Teachings, stories, cultural values, or life ways (such as hunting or other economic activities) related to health and safety that can be applied to health and safety training?

Elders/Traditional Teachers were consulted in the North by Liz Sousa and in the South by Mark Ruml.

Consultation in the South:

One Elder/Traditional Teacher, Dennis Morrison (Bebahmoytung) Anishinaabe (Ojibwe) from Nicicousemenicaning gave a 3 hour presentation, addressing the topic of health and safety, to 6 Masters in Development Practice students at the University of Winnipeg in a course titled Indigenous Worldview: Sustainable Understandings. An honorarium of \$150 was provided by the MDP and an honorarium of \$50 and tobacco by the MAHSI.

Another two Elders/Traditional Teachers, Wally Swain (Ojibwe) from Keeseekoweenin and Karen Swain (Ojibwe) from Dauphin River, gave a 3 hour presentation/workshop related to health and safety to 10 students in the Education Post-Baccularate program at the University of Winnipeg in a course titled Indigenous Knowledge: Spirituality and Healing. The students were elementary school teachers, a principle, and a vice-principle who develop Aboriginal curriculum and programs for students in several Winnipeg school divisions with high Aboriginal student populations. An honoraria of \$150 and tobacco was provided by the Education Post-bac program and an honoraria of \$50 to each Elder/Traditional teacher by the MAHSI.

In addition, two graduate students were consulted and invited to give a presentation to students in the Indigenous Sacred Narratives course at the University of Winnipeg. Students in the course were working on a project that involved examining written sources for traditional stories/teachings/cultural values related to health and safety. They then applied the traditional lessons to health and safety in the contemporary workplace. One of the guest speaker, Jason Bone (Anishinaabe from Keeseekoweenin), shared his research and interviews with Elders related to stories of Paguk (the Flying Skeleton). The other, James Queskecapo (Cree from Norway House), is a well-known local storyteller who narrated a story. Both speakers identified health and safety lessons found in traditional teachings.

Several other Elders and Traditional Teachers were consulted on an informal basis by the Cultural Content Coordinator through informal discussions.

4. Results

As expected, the Elders/Traditional Teachers liked the MAHSI Aboriginal Content Coordinator's catch phrase "Health and Safety is Traditional." They provided many examples to support such a conclusion. They also echoed the validity of using the 7 teachings and stressed the importance of personal development (spiritually, mentally, physically, and emotionally) to health and safety.

Report of Winnipeg Employers Focus Group
Manitoba Aboriginal Health and Safety Initiative

August 20, 2014

Prepared by Judith Fraser

1. Background

The primary goal of the Manitoba Aboriginal Health and Safety Initiative (MAHSI) is to provide culturally appropriate workplace health and safety training for Aboriginal workers that will assist in preventing workplace-related injury and illness. The MAHSI will assist and support employers to provide a safe work environment for Aboriginal workers in Manitoba by developing an Online Learning Centre (OLC) dedicated to Aboriginal workplace health and safety. All educational resources will be developed and customized to be culturally appropriate, and will reflect Aboriginal practices, history and traditions.

The OLC will target Aboriginal workers in, or preparing to enter, the workforce. The OLC will be designed so that Aboriginal workers can use it for independent learning; it will also be designed as a tool that managers, supervisors, health and safety officers; human resource personnel can use for safety training within their workgroups. The OLC will also be available and of benefit to other user groups including training institutions and employment preparation programs.

In order to best determine and inform the development of the OLC, primary and secondary research is to be conducted with input from Aboriginal workers, employers and other stakeholders within Manitoba.

As one part of the primary research, an employer focus group was conducted August 20, 2014 at the Centre for Aboriginal Human Resource Development (CAHRD).

2. Focus Group Process

CAHRD works with numerous employers in its training programs and provided a list of potential focus group participants. Contacts were made by e-mail and recipients were encouraged to forward the information to whomever they felt was most appropriate to attend.

This resulted in positive responses from seven organizations and eight people - a summary of the demographic information is provided below.

Each organization received a questionnaire asking for organizational information, their level of employment of aboriginal workers, programming they currently use and a checklist of resources they felt would be useful in the OLC. Five questionnaires were returned.

Once at the meeting, following introductions and explanation of the process, a guide was used to ask questions and encourage discussion.

3. Organizational Demographics

Seven organizations and eight people (two from one company) attended the focus group. There was a broad range of type and size of organization. There were two organizations representing sectors (aerospace and home builders) - the size of the organizations themselves

is less than 50 but represent many employers, both large and small, who employ several thousand workers.

Outside of the sector representatives, organizational size varied from < 50 to >600. Two of the companies operate in several locations in Canada and the U.S. All were either manufacturing or worked in various areas in the construction sector. One was a not-for-profit organization.

Two companies report they do not provide nor have they received cultural awareness training. Two do provide such training and one was unsure.

It is interesting to note the majority of training currently provided is "in-person" training with other types such as written materials in smaller percentages. Only one uses some on-line training (10% of their training).

4. Results

Several themes emerged early on in the discussion.

- Most larger workplaces have well developed safety and health programs in place
- Workplaces are generally very culturally diverse and focussing on one particular group is not practical for them
- Generally do not feel there are unique challenges related to safety and health for aboriginal workers. Issues are similar to those of newcomers to Canada - literacy, basic life skills, fear of challenging superiors (exercising right to refuse, taking risks to impress "the boss", etc.). It was noted that there are many differences among aboriginal communities themselves and thus is difficult to generalize (e.g. some communities are Christian, some are not, etc.)
- Questioning the link of aboriginal culture to safety and health. Suggested barriers may arise as a result of a culture of poverty, need to identify those barriers and address them - this is not an aboriginal issue per se. Lack of support networks outside of the workplace is often an issue employers see e.g. family not on the same page as person trying to work a full time job
- The majority feel they do not understand the perspective of aboriginal employees in general. It was noted that employers are in a production environment, are not social agencies and it is unrealistic to expect employers to spend a great deal of time educating staff on cultural matters. One employer provides cultural awareness sessions during lunch hours and holding "cultural diversity days" at the workplace

Other themes

- There was a general consensus that there would be significant value for workers to come to their employer or training program having completed this type of generic training
- The importance of "getting to know staff" was discussed so for example, issues like taking time off in the fall to go hunting are known and planned for

- Cultural diversity training is important but needed for all cultures given the diversity of their workplaces. A program that included aboriginal and other ethnic faces would be useful but should be designed to be taken by any worker without anyone feeling singled out
- No one had any knowledge of existing programs focussing on aboriginal culture nor ideas of how traditional knowledge could be applied to safety and health
- Suggested it was important for this program to include a piece on workplace culture
- A general sense that the OLC would be most beneficial in communities, schools, post-secondary programs and employment preparation programs. Mentors in the community could encourage potential workers to complete such a program
- Promoting use of the program would be best done through educational institutions, Red River College Aboriginal programs, employment agencies, John Howard Society, sector councils and through the new prevention arm of SafeWork Manitoba.

5. Conclusions

This group of employers was quite small, seven in total but there was general consensus with the majority of findings noted above. The majority of this group of employers have well developed safety and health programs and larger workplaces with a culturally diverse workforce. Thus, they did not see how this program might be integrated into their current programming without "singling out" one group of workers. One employer has primarily aboriginal workers and indicated they could use the program.

Nevertheless, feedback for the idea of the program was very positive and attendees felt there was value to it. There is a general sense that the program would be best utilized by programs that have primarily aboriginal students/workers; in schools (both secondary and post-secondary); in pre-employment training programs and in aboriginal communities.

Manitoba Aboriginal Health & Safety Initiative (MAHSI)

Summary of Primary Research Findings-December, 2014

Primary research was conducted between May-November of 2014. |The overall goal of the research was to secure direct and comprehensive input from a broad range of project stakeholders.

The stakeholders included employers, workers, and students in Winnipeg. Aboriginal workers, students, Employers, MKO staff, and Aboriginal educators from across Northern Manitoba participated in the research. Aboriginal Elders were also consulted.

Collectively this represents the input of 120 stakeholders.

Aboriginal Workers/Students (Northern)– Questionnaires/Interviews/Focus Groups

Fifty-nine Aboriginal workers/students participated in the Primary Research. Participants included Northern Social Work Students, Harm Reduction Conference attendees, Youth Build Conference attendees, and respondents to an e-survey. Following is a summary of the collective responses of these participants.

The participants fell into 4 main age groups:

- < 18 years: 2%
- 19-25 years: 5%
- 26-35 years: 8%
- >35 years: 75%

Of the 59 participants:

- 25% have had work-related health or injury concerns; 75% have not.
- 62.5% indicated that their concerns were dealt with; 37.5% indicated that their concerns were not dealt with.

Almost half of participants had received some form of workplace health and safety training. The types of training that those who received training include: WHMIS (29%); CPR and First Aid (11%); Non-Violent Crisis Intervention and Workplace Mental Health (14%); and Transporting Dangerous Goods (18%).

Benefits of Health and Safety Training

A majority of participants (76%) believed that health and safety training helps one gain employment, and many comments identified benefits to the employer if employees have this training. These comments related to employees being personally safer, more employable, and better able to contribute to the overall safety of a workplace when properly trained.

Benefits of an Online Health and Safety Training Program

A majority of participants (78%) responded that they would use an online health and safety program if it were available and if they had access to it. Those who indicated that they would

use such a program commented that they would be able to use the materials anytime and anywhere, would not need to travel for training, and would have access to current information and training.

Comments received by those who indicated that they might not use such a program include: preference for live, face-to-face training; lack of computers and/or the ability to use them; and lack of time.

When considering using it to prepare oneself for a job, 82% of participants indicated that they would use an online health and safety program.

Online Resources

Participants were asked to indicate which types of online learning resources they felt should be incorporated into the Online Learning Centre (OLC):

- Videos: 18%
- Videos with follow-up discussion and questions: 15%
- Real-life examples: 20%
- Group discussion and exercises: 15%
- Paper and pencil exercises: 7%
- Working individually on a computer: 11%
- Input from Aboriginal Elders or Traditional Teachers: 14%

Challenges in Receiving Workplace Health and Safety Training

Respondents identified a variety of unique challenges or barriers for Aboriginal workers to receive the workplace health and safety training they need. The majority of respondents are from Northern Manitoba and reflect the concerns of workers in the North.

The focus group responses fell into 4 main areas. Suggestions for how each of these challenges could be addressed were also provided:

Challenge/Barrier	Suggested Solution
1. Lack of available resources and trainers, including on reserves. Cost of resources.	<ul style="list-style-type: none">• Make online resources and off-line resources available throughout the North.• Offer the course on paper materials to all Aboriginal Organizations.
2. Lack of internet access or unreliable connectivity.	<ul style="list-style-type: none">• Produce materials in DVD and written form.
3. Language barriers and literacy.	<ul style="list-style-type: none">• Provide materials in Aboriginal languages (such as Dene and Cree).• Use simple, understandable, language.• Use visual learning, videos, etc.
4. Living in isolated communities. One respondent said: "We are so far up North we are forgotten about."	<ul style="list-style-type: none">• Produce materials in DVD and written form.

Importance of Integrating Aboriginal Traditions

A majority of respondents indicated that it is important to have an on-line safety and health awareness program that integrates Aboriginal traditions because:

- It makes the training more relevant and people can relate.
- Makes people more aware of their traditions.
- Aboriginals would benefit from more health and safety training.
- It would help the many Aboriginals who still work on the land.

Importance of Understanding Aboriginal Culture

The majority of participants (92%) felt that there is a need for employers to better understand Aboriginal culture, their world view, background and thinking styles. The majority felt that this understanding contributes to a safer work site. All participants indicated they were somewhat to very aware of Aboriginal Culture.

Utilizing Aboriginal People and Content

Depicting Aboriginal people and workers in the resources was seen as important by 85% of participants. They felt that it be more relevant and easier to understand for Aboriginal Workers, that real life examples are important, and that it is important for Aboriginal Children to have examples with Aboriginal people.

95% of participants felt it would be beneficial to use examples from Traditional Aboriginal Culture to teach health and safety. Examples cited included boating, hunting, fishing, reading the weather, and language.

Feeling Culturally Safe in the Workplace

95% of participants felt it was somewhat important (15%) to very important (80%) to feel spiritually, socially and emotionally safe in their places of work. They identified the following ways that the resources of an OLC could help:

- Teach and help others understand cultural values.
- Provide an opening with an Elder talking about the reasons for safety. Drumming in the background.
- Create cultural awareness and relate cultural life experiences.
- Use Aboriginal languages and traditional teachings.
- Integrate the cultural materials into all aspects of health and safety; use real examples.
- Video clips. Medicine wheel, Seven Teachings. Spiritual ceremonies and protocol.
- Provide real examples that people can understand.
- Have offline resources for communities without internet.
- Use Social media to promote.

Awareness of Aboriginal Culture

Participants (91%) indicated that it was necessary that employers and fellow employees are aware of Aboriginal Culture and ways of doing things. Participants were aware of the following examples related to traditional knowledge and teachings that could be related to health and safety training:

- Values of respect, truth and honesty
- Seven Sacred Teachings
- Medicine Wheel
- Depict fishing, hunting and trapping
- Laws of the Land
- Boat Safety

Importance of Having an Aboriginal Instructor

For 65% of participants it was important to have an Aboriginal Instructor when possible. Comments suggested they were more comfortable with an Aboriginal Instructor as they were more aware of Aboriginal Culture, and that Elders should be involved in instruction.

Promoting Awareness of the Online Learning Centre

Aboriginal Worker/Student Respondents had the following suggestions on how to promote awareness and use of the OLC:

- Posters and word of mouth.
- Advertising more in businesses.
- Advertise in newspapers.
- Employers and Unions.
- Through Tribal Councils.
- Posters, web-sites, cards.
- Radio, videos, posters in Community areas.
- Social Media (Facebook, YouTube, etc.)
- TV announcements (such as on APTN).
- Presentations, distribution of information to groups, information sessions.

Employer Questionnaires/Interviews (Northern)

Participating Organizations

Twenty-one organizations, ranging from 1-5000+ employers representing a broad range of sectors participated in the research. Aboriginals were employed in 90% of these organizations.

Online Training

Most of the 21 participating organizations use a variety of training methods. Of these 21 organizations: 65% (13) used some degree of online training; 72% (18) used in-person instruction; 71% (15) used written materials; and 72% (18) used employee mentors.

Aboriginal Content

Six of the participating organizations (29%) had some materials or training that had been customized for Aboriginal workers. The following examples were cited:

- Vale: has access to some customized materials or training, and has partnered with “mining Matters” for schools in Aboriginal communities.
- Cultural awareness workshops
- The Red Path Group-In Northern Quebec: 45-50 attended the Cree mining School. The course is given in Cree and English. Have also delivered MiHR to First Nations Trainees.

- Cementation Canada Ltd.: Developed a New Miner Program for First Nations Workers.
- Dumas Contracting Ltd.: Has been facilitating Aboriginal Training Schools for almost two years (in Quebec and Ontario).
- Vale-Pre-employment Program: Project Teams made up of Aboriginals, to get it right culturally, designed Point Process Operations' Expo in Thompson, primarily for Aboriginal Safety Training.

80% of respondents were not aware of any health and safety materials that had been developed for Aboriginal workers. 10% cited the following examples of materials developed for Aboriginal Workers:

- Programs offered in Aboriginal communities through WEM, ATEC, NMSC.
- Sections of Vale translate safety materials; trilingual workplace.
- Cementation Canada Ltd. developed New Miner training (WHMIS, Fall protection, Standard First Aid, Occupational Health and Safety Awareness Training) with First Nations in mind.
- Northern Sector Council Programs.
- Certain communities (Northland's college and Northern College) provide work readiness programs.
- Cultural Sensitivity for First Nations.

Cultural Awareness

Cultural awareness training was provided by 60% of the participants. The importance of portraying Aboriginal people and workers in the learning resources was identified by 94% of participants. The use of videos, videos with follow-up discussion, real life examples, and input from Elders and Traditional Teachers was seen as important. Comments:

- Cultural Awareness incorporated into every department.
- Local Elders and that practice traditional teachings.
- Aboriginal Cultural Awareness Workshops.
- Not in Manitoba; have agreements with First Nations in BC and AB.
- The Red Path developed training in different continents, and work with many cultural groups.
- Cementation employees took Cultural Awareness Training to work on a project in Hope Bay with Inuit people. Managers and Supervisors take Cultural Awareness Training at the Diavil Diamond Mine, which is managed by the mine owner.
- Developed Manitoba Immigrant Safety Initiative a number of years ago.
- Our company reviews human rights and provides sensitivity training to all new hires.
- Cross Cultural Program from Northern College in Ontario presented to staff.
- Vale-INDSPIRE-Careers in Mining Curriculum-Aboriginal Perspective, all attendees are Aboriginal.
- Small amount at the management level.

Use of the Online Learning Centre

96% of responding organizations indicated that it would be somewhat to very helpful to have these online resources available to their organizations at no cost.

Importance of Aboriginal Content & Awareness of Aboriginal Culture

71% of participants felt that there were unique challenges or barriers to Aboriginal workers receiving the health and safety training they required. This same amount believed there was a need for employers to better understand Aboriginal Culture and history, while 21 % of respondents were aware of examples of Traditional knowledge and teachings related to safety when carrying out economic activities, and felt that they could be applied to health and safety training.

Online Resources

Participants were asked to indicate which types of online learning resources they felt should be incorporated into the OLC:

- Videos: 16%
- Videos with follow-up discussion and questions: 15%
- Real-life examples: 18%
- Group discussion and exercises: 15%
- Paper and pencil exercises: 9%
- Working individually on a computer: 11%
- Input from Aboriginal Elders or Traditional Teachers: 15%
- Field trips to receive teachings from Aboriginal Elders or Traditional Teachers: 15%

Traditional Aboriginal Cultural Knowledge

60% of participants agreed that Aboriginal content would be beneficial to Aboriginal learners; 25% were unsure; and 15% felt that it would not be beneficial. Comments:

- Any opportunity to bring Elders and youth together is beneficial.
- Better to learn from Elders and more hands on teaching.
- Would depend on type and industry.
- Beneficial to relate health and safety issues to a real life situations. For First Nations trainees, cultural-related stories would certainly be of benefit.
- Give material that relates to trapping, safety equipment.
- Large companies may incorporate into existing training.
- Need current role models to attract young people.

96% of participants indicated that it would be somewhat to very helpful to have an OLC available for use at no cost. Comments:

- Safety needs to be cross cultural.
- Would be willing to review the materials (Vale).
- Will depend of materials developed.
- Vale: Safe Operations Program rolled out worldwide from Thompson to 45 countries.

Challenges in Receiving Workplace Health and Safety Training

71% of respondents felt there were unique challenges and barriers related to Aboriginal Workers receiving health and safety training; 21% did not feel there were unique challenges; and 10% were unsure. Challenges and barriers cited include:

Challenge/Barrier	Suggested Solution
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1. Lack of internet access and computers/remote and isolated communities.	<ul style="list-style-type: none"> • Produce materials in DVD and written form.
2. Need for Aboriginal Instructors.	<ul style="list-style-type: none"> • Develop train-the-trainer materials.
3. Language barriers and literacy.	<ul style="list-style-type: none"> • Provide translated materials. • Use simple understandable language. • Use videos, etc.
4. Cost of training materials.	<ul style="list-style-type: none"> • Online resources available at no cost
5. Lack of training funds, training materials and instructors.	<ul style="list-style-type: none"> • Make online resources and off-line resources available throughout the North. • Offer the course on paper materials to all Aboriginal organizations.

Importance of Understanding Culture and Aboriginal Worldview

74% of respondents believed there was a need to better understand Aboriginal Culture and Worldview. They also believed that this understanding contributed to a safer work environment. Comments:

- Important for employers to understand the culture of their employees, their backgrounds, learning styles and response mechanisms.
- Staff need to take part in Cultural Awareness Training.
- A better understanding helps employers motivate employees.
- Any successful candidate for a job should know their worker rights and be provided training to keep and improve safety in the workplace.
- Yes, so employers can make adjustments to our training and communication.
- Must be relevant to the workplace; Worldview is too broad - focus on current.
- Employers need to understand workers.

Incorporating Aboriginal Knowledge and Teachings

29% of respondents had knowledge of Aboriginal Teachings and Culture that could be incorporated into health and safety training. Suggestions included:

- Respect and values.
- The importance of the Knowledge of Laws of the Land and the traditional teachings of living off the land.
- Know environment, camping, when not to camp, fishing, don't overload boat.
- Trapping.
- Relate to the trap line, food, Indigenous tools and teachings of Elders.
- Sense of community, sustainability teachings.

Using the Online Learning Centre

Respondents had the following comments/suggestions regarding the use of the OLC:

- We would use it with paper copies and manuals.
- To train Staff.
- Resource to staff, assist in helping the employer create a safe workplace.

- Need DVDs and off-line materials for remote communities.
- Could use at different stages of employment.
- Would depend on content, as some safety is generic (e.g, ladder safety).
- Could be used as a screening tool for employers; for those that have taken the course it would show a safety mindset.
- To provide baseline health and safety training for employment.
- Hopefully available outside of Manitoba.
- Would use it for future employees.
- Our membership (Aboriginal Chamber) would be able to use it.
- Use with other online training.

Promoting Awareness of the Online Learning Centre

Employer participants had the following suggestions on promoting awareness and use of the OLC:

- Using social media and promoting in high schools and colleges, career symposiums, and training centres.
- Working and partnering with employers, Chambers of Commerce, Safe Work Associations.
- Advertising and marketing via newsletters, local newspapers and radio, and trade magazines.
- Needs to be marketed/refer to safety specialists.
- Involve Band offices and Community Centres.

Manitoba Keewatinowi Okimakanak (MKO) Northern Staff

Questionnaires & Interviews

8 staff from 2 Northern Offices participated in the research. All the participants were over 35 years of age. Over half of the participants had experienced a work-related injury or concern, and 50% had some health and safety training. 75% of participants would use an OLC.

Health and Safety Training and Securing Employment

All participants believe that health and safety training helps individuals get employment. They commented that it not only benefits the individual to have health and safety training, but makes them more employable. They also feel that it benefits employers when workers come with health and safety training. 7 of the 8 participants indicated that they would use the OLC to prepare for a job.

Online Resources

Participants were asked to indicate which types of online learning resources they felt should be incorporated into the Online Learning Centre:

- Videos: 17%

- Videos with follow-up discussion and questions: 17%
- Real-life examples: 23%
- Group discussion and exercises: 20%
- Paper and pencil exercises: 7%
- Working individually on a computer: 7%
- Input from Aboriginal Elders or Traditional Teachers: 10%

Challenges in Receiving Workplace Health and Safety Training

All participants (8) were from Northern MKO Offices. The focus group responses fell into 4 main areas. Suggestions for how each of these challenges could be addressed were also provided:

Challenge/Barrier	Suggested Solution
1. Literacy and language barriers.	<ul style="list-style-type: none"> • Use simple language. • Use visual learning (videos, etc.) • Translate materials.
2. Remoteness, lack of resources and funding for training, lack of internet access	<ul style="list-style-type: none"> • Provide written materials and DVD's.
3. Learn best with hands-on training and real examples.	<ul style="list-style-type: none"> • Provide train-the-trainer materials for live workshops.
4. Help with computer literacy.	<ul style="list-style-type: none"> • No solution suggested.

Online Training and Aboriginal Content

All respondents felt it was important to integrate Aboriginal Culture and Traditions into the OLC. Examples cited include: real life scenarios; hunting and fishing; gun safety; and the use of Aboriginal languages. 85% of participants believed it was important to have videos depicting Aboriginal people and Aboriginal workers. All believed that it was beneficial to use examples from Traditional Aboriginal Culture to teach health and safety.

Awareness of Aboriginal Culture

All participants felt it there was a need for employers to better-understand Aboriginal Culture and Traditions.

Feeling Culturally Safe in the Workplace

All respondents felt it was important to feel spiritually, socially and emotionally safe in your place of work.

Suggestions as to how the OLC can help do this:

- Provide culturally appropriate materials.
- Develop use- friendly materials.
- Get local people involved.
- Provide the background of Aboriginal Culture for a better understanding.
- Use culturally appropriate examples.

All respondents felt somewhat to very safe in their own workplaces. Seven of eight respondents said it contributes to a healthy and safe workplace if employers and co-workers are aware of Aboriginal Culture.

Awareness of Aboriginal Culture

Seven participants identified examples of Traditional Teachings and Knowledge that they feel could be used in health and safety training. These include:

- Use traditional teachings regarding the land, water, and animals.
- Teachings by Elders.
- Seven Sacred Teachings.
- Balanced lifestyle.
- A trap line.
- Native Spirituality.
- Winter Road survival.
- Hunting and Fishing.
- Values, respect, humility and courage.

Importance of Having an Aboriginal Instructor

85% of participants believed it is important, when possible, to have an aboriginal Instructor. Comments:

- More motivational.
- Should speak English and an Aboriginal language (for people that don't understand English).
- Students will relate better.

Promoting Awareness of the Online Learning Centre

Respondents had the following suggestions to promote awareness and use of the OLC:

- Local radio and TV, posters, word of mouth, presentations.
- In Northern Manitoba people communicate through Facebook, use it to house resources.
- Local radio and television.
- Promotions in Aboriginal languages.
- Offer evening workshops.

Questionnaires/Interviews –Northern First Nation Educators

Six First Nations Educators participated in the research. They were located in Brandon, Norway House, Thompson and The Pas. Their positions included a Classroom teacher, Coordinator of Entrepreneurs with Disabilities, Student Services Consultant, Resource Teacher, and Student Services Coordinator.

Need for Health and Safety Training in Schools

All respondents indicated that there is a need for workplace health and safety awareness training in the school curriculum. Comments:

- Young workers are inexperienced and lack insights into what they will face in the workplace.
- Students are the future participants in the workplace.
- Community-based workshops can address the needs of the local communities
- Not only health and safety but also to be taught to be brave enough to speak out.
- Currently some safety aspects included in Science and Home Economics, etc.

All respondents believed there a place for workplace health and safety awareness training in the current school curriculum and suggested some programs where it could be incorporated:

# of People Suggesting	Suggested Programs
6	Life skills program
3	Try-A-Trade program
4	Employability Skills program
4	Apprenticeship Classroom programs
5	Introduction to Trades program

Other suggestions:

- Work experience programs.
- Include in general health classes.
- Consider all different learning styles.
- Any time new or unusual materials are used in classes, students can be taught about any dangers or concerns.

Respondents provided the following examples of good safety and health practices:

- Orientation and preparation for farm labour and heavy equipment operation.
- Correctly placing a ladder saved someone from falling.
- Swimming, Cooking Classes.

Online Resources

Participants were asked to indicate which types of online learning resources they felt should be incorporated into the OLC:

- Videos: 13%
- Videos with follow-up discussion and questions: 13%
- Real-life examples: 13%
- Group discussion and exercises: 13%
- Paper and pencil exercises: 11%
- Working individually on a computer: 11%
- Input from Aboriginal Elders or Traditional Teachers: 13%
- Field trips to receive teachings from Aboriginal Elders or Traditional Teachers: 13%

Aboriginal Content

All respondents would use an on-line health and safety awareness program integrating Aboriginal Traditions and views if it was available, and would make it available to students. All respondents also believe it important to use Aboriginal people and Aboriginal workers in the OLC content (e.g., videos, etc.).

Comment: Students need to visually see *all* role models that they can identify with.

Student Learning

5 of 6 respondents think that students would learn and retain more if a program were to use examples from Traditional Aboriginal cultural knowledge related to workplace health and safety. Comments:

- Important, as my community is primarily made up of treaty on-reserve people.
- Shows respect for their culture.
- Yes. Will make it more real for students.
- Definitely.
- Yes, but not all examples; divide them equally.

Importance of Having an Aboriginal Instructor

All respondents believe it is important for students to have an Aboriginal instructor. Comments:

- An Aboriginal or a Northern Resident who knows and is experienced in the area.
- Role models very valuable.
- Yes, can speak from personal experience.
- Important but not critical as long as we have Aboriginal personnel for resources.

Feeling Culturally Safe in the Workplace

All respondents felt a better understanding of Aboriginal culture, world view, background and thinking styles would contribute to a safer work site. Comments:

- Traditional cultural values (i.e., respect for self and others and the land itself).
- Teaching the value of protecting self, others, and the environment in program development.
- For the increasing Aboriginal workforce it is important to relate safety programs to Aboriginal Culture, background and worldview.
- Having knowledge of the Aboriginal worldview will improve the understanding and sensitivity of others.
- I'm not sure about safety increasing due to that, but it may create a more positive, understanding work environment.

EMPLOYER FOCUS GROUPS: WINNIPEG REPORT

Report of Winnipeg Employers Focus Group
Manitoba Aboriginal Health and Safety Initiative

August 20, 2014
Prepared by Judith Fraser

1. Background

The primary goal of the Manitoba Aboriginal Health and Safety Initiative (MAHSI) is to provide culturally appropriate workplace health and safety training for Aboriginal workers that will assist in preventing workplace-related injury and illness. The MAHSI will assist and support employers to provide a safe work environment for Aboriginal workers in Manitoba by developing an Online Learning Centre (OLC) dedicated to Aboriginal workplace health and safety. All educational resources will be developed and customized to be culturally appropriate, and will reflect Aboriginal practices, history and traditions.

The OLC will target Aboriginal workers in, or preparing to enter, the workforce. The OLC will be designed so that Aboriginal workers can use it for independent learning; it will also be designed as a tool that managers, supervisors, health and safety officers; human resource personnel can use for safety training within their workgroups. The OLC will also be available and of benefit to other user groups including training institutions and employment preparation programs.

In order to best determine and inform the development of the OLC, primary and secondary research is to be conducted with input from Aboriginal workers, employers and other stakeholders within Manitoba.

As one part of the primary research, an employer focus group was conducted August 20, 2014 at the Centre for Aboriginal Human Resource Development (CAHRD).

2. Focus Group Process

CAHRD works with numerous employers in its training programs and provided a list of potential focus group participants. Contacts were made by e-mail and recipients were encouraged to forward the information to whomever they felt was most appropriate to attend.

This resulted in positive responses from seven organizations and eight people - a summary of the demographic information is provided below.

Each organization received a questionnaire asking for organizational information, their level of employment of aboriginal workers, programming they currently use and a checklist of resources they felt would be useful in the OLC. Five questionnaires were returned.

Once at the meeting, following introductions and explanation of the process, a guide was used to ask questions and encourage discussion.

3. Organizational Demographics

Seven organizations and eight people (two from one company) attended the focus group. There was a broad range of type and size of organization. There were two organizations representing sectors (aerospace and home builders) - the size of the organizations themselves is less than 50 but represent many employers, both large and small, who employ several thousand workers.

Outside of the sector representatives, organizational size varied from < 50 to >600. Two of the companies operate in several locations in Canada and the U.S. All were either manufacturing or worked in various areas in the construction sector. One was a not-for-profit organization.

Two companies report they do not provide nor have they received cultural awareness training. Two do provide such training and one was unsure.

It is interesting to note the majority of training currently provided is "in-person" training with other types such as written materials in smaller percentages. Only one uses some on-line training (10% of their training).

4. Results

Several themes emerged early on in the discussion.

- Most larger workplaces have well developed safety and health programs in place
- Workplaces are generally very culturally diverse and focussing on one particular group is not practical for them
- Generally do not feel there are unique challenges related to safety and health for aboriginal workers. Issues are similar to those of newcomers to Canada - literacy, basic life skills, fear of challenging superiors (exercising right to refuse, taking risks to impress "the boss", etc.). It was noted that there are many differences among aboriginal communities themselves and thus is difficult to generalize (e.g. some communities are Christian, some are not, etc.)
- Questioning the link of aboriginal culture to safety and health. Suggested barriers may arise as a result of a culture of poverty, need to identify those barriers and address them - this is not an aboriginal issue per se. Lack of support networks outside of the workplace is often an issue employers see e.g. family not on the same page as person trying to work a full time job
- The majority feel they do not understand the perspective of aboriginal employees in general. It was noted that employers are in a production environment, are not social agencies and it is unrealistic to expect employers to spend a great deal of time educating staff on cultural matters. One employer provides cultural awareness sessions during lunch hours and holding "cultural diversity days" at the workplace

Other themes

- There was a general consensus that there would be significant value for workers to come to their employer or training program having completed this type of generic training
- The importance of "getting to know staff" was discussed so for example, issues like taking time off in the fall to go hunting are known and planned for
- Cultural diversity training is important but needed for all cultures given the diversity of their workplaces. A program that included aboriginal and other ethnic faces would be useful but should be designed to be taken by any worker without anyone feeling singled out
- No one had any knowledge of existing programs focussing on aboriginal culture nor ideas of how traditional knowledge could be applied to safety and health
- Suggested it was important for this program to include a piece on workplace culture
- A general sense that the OLC would be most beneficial in communities, schools, post-secondary programs and employment preparation programs. Mentors in the community could encourage potential workers to complete such a program
- Promoting use of the program would be best done through educational institutions, Red River College Aboriginal programs, employment agencies, John Howard Society, sector councils and through the new prevention arm of SafeWork Manitoba.

5. Conclusions

This group of employers was quite small, seven in total but there was general consensus with the majority of findings noted above. The majority of this group of employers have well developed safety and health programs and larger workplaces with a culturally diverse workforce. Thus, they did not see how this program might be integrated into their current programming without "singling out" one group of workers. One employer has primarily aboriginal workers and indicated they could use the program.

Nevertheless, feedback for the idea of the program was very positive and attendees felt there was value to it. There is a general sense that the program would be best utilized by programs that have primarily aboriginal students/workers; in schools (both secondary and post-secondary); in pre-employment training programs and in aboriginal communities.

CONSULTATION REPORT: ELDERS AND TRADITIONAL PEOPLES

Final Report: Elder and Traditional People Consultation

1. Background

The primary goal of the Manitoba Aboriginal Health and Safety Initiative (MAHSI) is to provide culturally appropriate workplace health and safety training for Aboriginal workers that will assist in preventing workplace-related injury and illness. The MAHSI will assist and support employers to provide a safe work environment for Aboriginal workers in Manitoba by developing an Online Learning Centre (OLC) dedicated to Aboriginal workplace health and safety. All educational resources will be developed and customized to be culturally appropriate, and will reflect Aboriginal practices, history and traditions.

The OLC will target Aboriginal workers in, or preparing to enter, the workforce. The OLC will be designed so that Aboriginal workers can use it for independent learning; it will also be designed as a tool that managers, supervisors, health and safety officers; human resource personnel can use for safety training within their workgroups. The OLC will also be available and of benefit to other user groups including training institutions and employment preparation programs.

In order to best determine and inform the development of the OLC, primary and secondary research is to be conducted with input from Aboriginal workers, employers and other stakeholders within Manitoba.

As part of the primary research, Elders and Traditional Teachers were consulted to assist in the development of cultural content.

2. Review of the primary research from Aboriginal workers, employers and other stakeholders within Manitoba.

The Cultural Content Coordinator reviewed all the available primary research material and concluded that the responses from participants validated the approach and perspectives resources proposed by the Cultural Content Coordinator.

On average, respondents felt that:

--It is important to have an on-line safety and health awareness program integrating aboriginal traditions.

--There is a need for employers to better understand Aboriginal culture and the world view, background or thinking styles of the Aboriginal worker.

--It is important for OLC to have examples, videos etc. that depict Aboriginal people or Aboriginal workers and to have an Aboriginal instructor.

--It is beneficial to use examples from Traditional Aboriginal cultural knowledge related to health and safety.

--There exists Traditional Indigenous Knowledge or Traditional Indigenous Teachings related to safety when carrying out traditional economic activities such as hunting or fishing and this knowledge and teachings can be applied to workplace safety and health training.

--Cultural Safety is important.

3. Elder/Traditional Teacher Consultation Process

A consent form was developed that outlines what the MAHSI is asking of the Elders/Traditional Teachers and what the MAHSI wants to use the information for, as follows:

I would like to interview you to gather Aboriginal cultural content for the development of an Online Learning Centre (OLC) dedicated to Aboriginal workplace health and safety. We want Aboriginal workers to get the message that **Health and Safety is Traditional** and not an imposition by non-Aboriginal people. The hope is that if Aboriginal workers identify with the health and safety training, then workplace-related injury and illness among Aboriginal workers will be reduced or prevented.

If you agree to be interviewed, we need your signature to let us know if you want to be acknowledged for the teachings, stories, cultural values, or life ways that you shared and if you allow us to upload your teachings, stories, cultural values, or life ways (in written and/or audio form) to the Manitoba Aboriginal Health and Safety online learning centre. If you wish to remain anonymous, your name will not be mentioned.

Elders/Traditional Teachers were asked to respond to one open-ended question:

Are you aware of any Traditional Indigenous Teachings, stories, cultural values, or life ways (such as hunting or other economic activities) related to health and safety that can be applied to health and safety training?

Elders/Traditional Teachers were consulted in the North by Liz Sousa and in the South by Mark Ruml.

Consultation in the South:

One Elder/Traditional Teacher, Dennis Morrison (Bebahmoytung) Anishinaabe (Ojibwe) from Nicicousemenicaning gave a 3 hour presentation, addressing the topic of health and safety, to 6 Masters in Development Practice students at the University of Winnipeg in a course titled

Indigenous Worldview: Sustainable Understandings. An honorarium of \$150 was provided by the MDP and an honorarium of \$50 and tobacco by the MAHSI.

Another two Elders/Traditional Teachers, Wally Swain (Ojibwe) from Keeseekoweenin and Karen Swain (Ojibwe) from Dauphin River, gave a 3 hour presentation/workshop related to health and safety to 10 students in the Education Post-Baccalarate program at the University of Winnipeg in a course titled Indigenous Knowledge: Spirituality and Healing. The students were elementary school teachers, a principle, and a vice-principle who develop Aboriginal curriculum and programs for students in several Winnipeg school divisions with high Aboriginal student populations. An honoraria of \$150 and tobacco was provided by the Education Post-bac program and an honoraria of \$50 to each Elder/Traditional teacher by the MAHSI.

In addition, two graduate students were consulted and invited to give a presentation to students in the Indigenous Sacred Narratives course at the University of Winnipeg. Students in the course were working on a project that involved examining written sources for traditional stories/teachings/cultural values related to health and safety. They then applied the traditional lessons to health and safety in the contemporary workplace. One of the guest speaker, Jason Bone (Anishinaabe from Keeseekoweenin), shared his research and interviews with Elders related to stories of Paguk (the Flying Skeleton). The other, James Queskecapo (Cree from Norway House), is a well-known local storyteller who narrated a story. Both speakers identified health and safety lessons found in traditional teachings.

Several other Elders and Traditional Teachers were consulted on an informal basis by the Cultural Content Coordinator through informal discussions.

4. Results

As expected, the Elders/Traditional Teachers liked the MAHSI Aboriginal Content Coordinator's catch phrase "Health and Safety is Traditional." They provided many examples to support such a conclusion. They also echoed the validity of using the 7 teachings and stressed the importance of personal development (spiritually, mentally, physically, and emotionally) to health and safety.

PRIMARY RESEARCH TOOLS

INTERVIEWS

QUESTIONNAIRES AND SURVEYS

FOCUS GROUPS

ABORIGINAL WORKERS

Questions for Focus Groups for Aboriginal Workers

Introduction and explanation of process:

Questionnaire to be completed before the focus group.

1. What age group are you in?

Under 18 ☐

19-25 ☐

26-35 ☐

+35 ☐

2. Have you ever had a work related health or safety injury or concern?

Yes ☐ No ☐

If yes, how was it dealt with?

3. Have you had any workplace health and safety training to this point in your life or career?

Yes ☐ No ☐

If yes, please describe:

4. Do you think having health and safety training helps you get employment?

Yes ☐ No ☐

Why or why not?

5. If you had access to an on-line safety and health training program would you use it?

Yes ☐ No ☐

Why or why not?

6. Would you use it on your own to prepare yourself for a job?

Yes ☐ No ☐

Why or why not?

7. Within the resources of the Online Learning Centre (i.e., online course or classroom delivery) which of these resources do you feel should be incorporated (check all that apply):

<input type="checkbox"/>	Videos
<input type="checkbox"/>	Videos with follow-up discussion and questions
<input type="checkbox"/>	Real-life examples
<input type="checkbox"/>	Group discussion and exercises
<input type="checkbox"/>	Paper and pencil exercises
<input type="checkbox"/>	Working individually on a computer
<input type="checkbox"/>	Input from Aboriginal Elders or Traditional Teachers

Focus Group Questions-Aboriginal Workers

Introduction and description of process

- 1. Do you feel there are unique challenges or barriers for Aboriginal workers to receive the health and safety training they require?**
 - a. If so, what are they?**
 - b. How can the on-line resource centre help address these?**
- 2. Is there a need for employers to better understand Aboriginal culture and the world view, background or thinking styles of the Aboriginal worker?**
 - a. Do you think a better understanding of this contribute to a safer work site?**
- 3. Is it important to have an on-line safety and health awareness program integrating aboriginal traditions and world view?**
- 4. What do you think are some ways to promote awareness and promote the use of the on-line learning centre?**
- 5. Are there other areas that you would like to discuss that you feel are relevant to this topic?**
- 6. Is it important the learning of Aboriginal Workers to have for examples, videos etc. depict Aboriginal people or Aboriginal workers?**

- 7. Do you think that it is beneficial to use examples from Traditional Aboriginal cultural knowledge related to health and safety?**
- 8. Are you aware of Traditional Indigenous Knowledge or Traditional Indigenous Teachings related to safety when carrying out traditional economic activities such as hunting?**
- 9. Do you know of any Traditional Teachings that could be applied to safety and health training in a workplace?**
- 10. Is it important, when possible, to have an aboriginal instructor?**
- 11. What do you think are some ways to promote awareness and promote the use of the on-line learning centre?**

Manitoba Aboriginal Health and Safety Initiative (MAHSI)

Final Project Report: Secondary Research

The Manitoba Aboriginal Health and Safety Initiative Secondary Research Report (Draft)

Produced by: Mark F. Ruml, PhD (Aboriginal Cultural Content Co-ordinator, MAHSI)
Cory Funk (Graduate Research Assistant, University of Winnipeg, Religion & Culture Department)

The Manitoba Aboriginal Health and Safety Initiative is an important and unique project in that it seeks to create a safe and healthy workplace for Aboriginal workers by developing a Health and Safety training program that is designed utilizing Aboriginal cultural content. Through collaboration and consultation with Aboriginal Traditional Teachers, workers, and stakeholders, MAHSI seeks to create a program that Aboriginal people identify with and embrace, such that Aboriginal workers will see that workplace safety is not an imposition by non-Aboriginal people on Aboriginal people but that "Health and Safety is Traditional." Examples from traditional pre-contact economic activities (such as hunting) will be drawn upon to illustrate the "Health and Safety is Traditional" perspective. Moreover, Aboriginal cultural values and worldview concepts (such as the Seven Sacred Teachings and the Medicine Wheel Teachings) will be used to relate the traditional foundation of healthy and safe thought and action in the workplace and will form the underlying framework for the delivery of the MAHSI program.

Secondary research was conducted in order to identify and describe:

- Literature (studies, papers, articles, etc.,) related to workplace health and safety for Aboriginal workers;
- Existing programs and training resources related specifically to Aboriginal worker health and safety;
- Health and safety training programs and materials which have been developed for other culturally distinct populations which may inform the development of the MAHSI; and,
- Employment sector and workplace injury statistics related to Aboriginal workers, particularly in Manitoba.

Literature (studies, papers, articles, etc.,) related to workplace health and safety for Aboriginal workers

Several main sources stand out:

Charles Horn, *United Native Nations: Working Safe in Aboriginal Communities Project Final Report*, WorkSafeBC, 2008.

http://www.worksafebc.com/contact_us/research/research_results/res_60_10_480.asp

NAHO (a), *First Nations Occupational Health and Safety: A Discussion Paper*. Ottawa: National Aboriginal Health Organization, 2006.

http://www.naho.ca/documents/fnc/english/FNC_OccupationalHealthandSafety.pdf

Manitoba Aboriginal Health and Safety Initiative (MAHSI)

Final Project Report: **Secondary Research**

NAHO (b), *Resources for First Nations on Injury Prevention: Annotated Bibliography*. First Nations Centre: National Aboriginal Health Organization, 2006.

Simon Brascoupé and Catherine Waters, “Cultural Safety: Exploring the Applicability of the Concept of Cultural Safety to Aboriginal Health and Community Wellness.” *Cultural Safety Journal of Aboriginal Health*, November 2009, pp. 6-41.

http://www.naho.ca/jah/english/jah05_02/V5_I2_Cultural_01.pdf

Regarding the WorkSafeBC report, authored by Horn, the focus on the study is not so much on individual Aboriginal workers as it is on Aboriginal businesses (“enterprises”) and the issue of workplace injury prevention programs in Aboriginal communities. Nevertheless, the literature review and data gathered is informative and relevant to the MAHSI project.

As the WorkSafeBC report notes, one of the reasons for initiating the research project was, “The belief by the researchers and sponsors, that there was little published information about workplace injury prevention programs specific to the circumstances of Aboriginal communities.”¹ Their literature review confirmed their suspicion. Moreover, the report notes that the literature review on First Nations occupational health and safety conducted by the National Aboriginal Health Organization (NAHO) in 2006 concluded that “there was in fact very little to review (NAHO 2006(a)).”²

The BC report summarized significant findings of the NAHO Discussion Paper as follows:

The NAHO Discussion Paper does identify some studies in Australia which indicated that Indigenous workers suffered from higher levels of stress and musculoskeletal injuries than their non-Indigenous counterparts (Mayhew and Vickerman 1996; Williams and Thorpe 2003) cited in (NAHO 2006(a)). In NAHO’s reading, the Australian studies indicate that some of the additional stress found in the Indigenous workforce was derived from the unique circumstances of being Indigenous: i.e., the stress arose from racism, or the sometimes overwhelming expectations of the community, or the difficulties associated with having to act as a bridge between two cultures.

More specifically, the authors of the NAHO report speculated that Aboriginal workers in the construction or resource extraction sectors in Canada were likely to experience higher levels of injuries, in part because of the marginal position assigned Aboriginal community members in the labour market (NAHO 2006(a)).

P. 9

¹ Charles Horn, *United Native Nations: Working Safe in Aboriginal Communities Project Final Report*, WorkSafeBC, 2008, p. 12.

² Ibid, p. 13.

Manitoba Aboriginal Health and Safety Initiative (MAHSI)

Final Project Report: **Secondary Research**

In essence, lacking a clear and substantial set of empirical studies, the authors of the NAHO report extrapolate from the assumption of racism and marginalization – in the author’s words, “a lack of cultural safety” - to the outcome of poor health arising from a stressful or psychologically unhealthy work environment (see also (Smye and Browne 2002), or to marginal (i.e., dirty and dangerous) positions in the workforce. They gesture, too, towards factors such as low rates of literacy, seasonal employment, and inadequate training as reasons to suspect that Aboriginal people and communities likely face higher rates of workplace injuries (NAHO 2006(a)) p.6.³

Upon reviewing the *United Native Nations: Working Safe in Aboriginal Communities Project Final Report*, it was discovered that the MAHSI project is addressing recommendations made by Aboriginal participants in the WorkSafeBC research project. The motivation behind the BC study was the observation that “the voices of Aboriginal communities were not legible in the various systems set up to promote and regulate workers safety in British Columbia.”⁴ Furthermore, the BC Project participants drew the attention of the researchers “to the larger context of self-determination, colonization, and the political task of revitalizing Aboriginal communities.”⁵ For Aboriginal participants, responding to this context is critical and, as they found in the BC study, complementary to a safe work environment. The concerns of the Aboriginal participants related directly to the concept of “Cultural Safety”, discussed below.

Referencing the approach recommended by T. McDaniels and R. S. Gregory⁶, the authors of the BC report “suggest that we need to move beyond descriptive work to a more prescriptive approach.”⁷

The MAHSI project constitutes a prescriptive approach. The MAHSI project starting point is the recognition of the importance of constructing a health and safety initiative with Aboriginal content, designed with input from and collaboration with Aboriginal people and from a position of Cultural Safety.

CULTURAL SAFETY

Secondary research uncovered the concept of Cultural Safety. It is absolutely necessary to be aware of this concept in order to design and deliver an effective Aboriginal Health and Safety training program.

³ *Ibid*, pp. 12-13.

⁴ *Ibid*, p. 7.

⁵ *Ibid*, p. 10.

⁶ T. McDaniels and R. S. Gregory (1991). "A Framework for Structuring Cross-Cultural Research in Risk and Decision Making." *Journal of Cross-Cultural psychology* 22 (1): 103-128.

⁷ *Ibid*, Horn, p. 9, fn 3.

Manitoba Aboriginal Health and Safety Initiative (MAHSI)

Final Project Report: **Secondary Research**

Cultural Safety has predominantly been used in the public health sector as a means of training nurses, doctors, and other healthcare professionals to care for Aboriginal people in a culturally sensitive way.

The concept of Cultural Safety is explained in the glossary of definitions used for the online Cultural Safety learning modules⁸ developed by Thompson River University nursing faculty and Aboriginal persons from that Territory who worked with University of Victoria faculty, staff, and Aboriginal persons from Vancouver Island:

Ramsden, a Maori nurse leader, developed the concept of cultural safety in nursing education to draw attention to colonizing processes in Aotearoa/New Zealand (A/NZ). She was not only concerned with how colonization had affected the health of Maori people, but also with neo-colonial processes that perpetuated inequalities in the present system. The dominant health care culture in A/NZ disregarded the health and illness belief systems of the Maori, and instead, privileged those of the dominant "Euro-white" culture. Nurses in A/NZ are now required to meet standards of both cultural safety and clinical safety. Unlike cultural awareness, cultural competence, or cultural sensitivity, cultural safety "enables safe service to be defined by those who receive the service." [Or, in the case of MAHSI, a health and safety program defined by Aboriginal cultural values and worldview concepts].

Example: In practice, looking at diet choices using the lens of cultural safety can result in several courses of action. Advocacy in providing alternate food choices could take place and staff discussions about this could involve critical reflection on how health care access is denied because hospital policy reflects only the values of the dominant culture. These actions could lead to changes in dietary policy, including engaging patients in decision-making about their diet. [In the context of MAHSI, through focus groups and interviews, input will be sought directly from Aboriginal workers and knowledge keepers].

The main themes of cultural safety are that we are all bearers of culture and that we need to be aware of and challenge unequal power relations at the level of individual, family, community, and society. Cultural safety draws our attention to the social, economic, and political position of certain groups within society, such as the Maori people in A/NZ or Aboriginal peoples in Canada. Cultural safety

⁸ MAHSI project team members and employers receiving cultural awareness training should view these modules or the MAHSI project team should design similar modules.

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reminds us to reflect on the ways in which our health policies, research, education, and practices may recreate the traumas inflicted upon Aboriginal peoples.⁹

Williams provides another definition of Cultural Safety as follows:

An environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together.¹⁰

Brascoupé and Water emphasize the importance of the concept of cultural safety to government policy. If we relate this to MAHSI, the quote would read: “The idea that [Aboriginal workplace health and safety initiatives] may fail or its effects be mitigated by cultural misunderstandings or ignorance presents the imperative behind the concept of cultural safety.”¹¹

Brascoupé and Water add, “...cultural safety requires the explicit and detailed recognition of the cultural identity of the Indigenous people and the historical legacy of power relations and repression.”¹²

Cultural Safety and Métis

An excellent source outlining the elements leading to Cultural Safety—Cultural Awareness, Cultural Sensitivity, and Cultural Competency—as they relate to Métis in the context of providing healthcare is: *Towards Cultural Safety for Métis: An Introduction for Healthcare Providers*- The Métis Centre of the National Aboriginal Health Organization, 2013.

<http://www.nccah-ccnsa.ca/en/publications.aspx?sortcode=2.8.10&publication=76>

Recommendation: To facilitate the effectiveness of the MAHSI, consistent with the concept of cultural safety, it is essential that employers receive cultural awareness training and cultural safety training. To be effective employers of Aboriginal employees, employers and their representatives must be aware of the colonial context in which they operate their business/company, the power imbalance (between Aboriginal and non-Aboriginal people), and

⁹ <http://web2.uvcs.uvic.ca/courses/csafety/mod1/glossary.htm#ca>

¹⁰ R. Williams, “Cultural safety – what does it mean for our work practice?” *Australian and New Zealand Journal of Public Health*, 23(2), 213-214, 1999: p. 213.

¹¹ Simon Brascoupé and Catherine Waters, “Cultural Safety: Exploring the Applicability of the Concept of Cultural Safety to Aboriginal Health and Community Wellness.” *Cultural Safety Journal of Aboriginal Health*, November 2009, pp. 6-41.

http://www.naho.ca/jah/english/jah05_02/V5_I2_Cultural_01.pdf

¹² (p. 14)

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the concept of “white privilege.” This is difficult for non-Aboriginal people to address, due to positionality and the effort required to see things from the perspective of Aboriginal people.

PROBLEM

- Developing a Cultural Awareness and Cultural Safety training program for employers is beyond the scope of the MAHSI project (although an Employer’s Guide could be developed).

SOLUTION

- Seek funding to develop a Cultural Awareness and Cultural Safety training program for employers.

Existing programs and training resources related specifically to Aboriginal worker health and safety

Aboriginal Health and Nursing Cultural Safety. Thompson Rivers University, School of Nursing, 2010.

<http://www.tru.ca/nursing/programs/aboriginal-nursing/safety.html>

This resource includes three on-line cultural safety learning modules.

“The purpose of these modules is to reflect on Aboriginal peoples' experiences of colonization and racism as these relate to health and health care. The modules are designed for nurses, nursing students, and nursing instructors, as well as other health and human service workers, to explore the concept of cultural safety as it relates to nursing practice.”

Canadian Health and Safety Training Ltd.

<http://www.chstltd.ca/about-chst.asp>

- An Aboriginal owned company run out of Alberta that teaches safety training to Aboriginal workers throughout Alberta. It is difficult to access their program online, but if we could gain access to it, they could have some helpful resources for teaching workplace safety to Aboriginal workers.

Aboriginal Cultural Safety Initiative- Anishnawbe Health Toronto, 2012.

<http://www.aht.ca/Aboriginal-culture-safety>

- A Training Program for Healthcare Professionals
- Scroll down and click on the slides for the training program, there are some slides that discuss Aboriginal perspectives of health and healing
- Some of this could be helpful when training employers about Aboriginal workplace safety
- Also includes resources.

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Spirit Tool Kit- The Manitoba Federation of Labour Occupational Health Centre,
<http://mflohc.mb.ca/healthy-workplace-practices/spirit-tool-kit/>

- Funded by the Workers Compensation Board of Manitoba, this resource utilizes the Seven Sacred Teachings to raise awareness of the “Three Workers’ Rights”: Right to Know; Right to Participate in Health & Safety Committees; Right to Refuse Unsafe Work. As the resource explains: “This toolkit contains background information and resources that are intended to be incorporated as part of Sharing Circles. Each section includes a workshop plan with both the learning activity and resources available to support each learning activity.” Some of the resources may be useful to the MAHSI project but the Spirit Tool Kit was created primarily as a guide for Sharing Circle facilitators to create a bridge between Aboriginal culture and Workplace Safety and Health committees.

Health and safety training programs and materials which have been developed for other culturally distinct populations which may inform the development of the MAHSI

The most relevant program developed for other culturally distinct populations which may inform the development of the MAHSI project is the Manitoba Immigrant’s Safety Initiative (MISI)
<http://safemanitoba.com/misi-resources>

The project manager for MAHSI was the project manager for MISI and other MAHSI team members were involved in the MISI project as well. As such, the MISI project will inform the MAHSI project to some extent.

The important concept of Cultural Safety in the MAHSI project would fit well in a comparable document to the one produced by MISI titled *An Employer’s Guide to understanding Cultural impacts in Health and Safety*.

Employment sector and workplace injury statistics related to Aboriginal workers, particularly in Manitoba.

Specific statistics on workplace injuries amongst Aboriginal workers in Manitoba are virtually non-existent. However, by looking at prevalent injuries in certain industry sectors and identifying from another source how many Aboriginal workers are employed in these sectors, injuries that Aboriginal workers are most susceptible to can be identified. Unfortunately that source does not seem to exist. The majority of labour statistics on Aboriginal workers is based on employment and unemployment rates and do not state how many Aboriginal people are employed in certain sectors. Nevertheless, source 18 does suggest a correlation between workplace safety and rate of employment.

Aboriginal People in Manitoba- Government of Manitoba, Year Not Listed.

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<http://www.gov.mb.ca/ana/pdf/AbPeopleMBweb.pdf>

Manitoba Workplace Safety Statistics Report- Safe Manitoba- 2000-2012.

http://safemanitoba.com/sites/default/files/resources/wcb_injury_stats_report_2000_2012_web.pdf

MBS Census Spotlight on Language – Manitoba Bureau of Statistics, 2011.

http://www.gov.mb.ca/asset_library/en/statistics/demographics/census2011/CenSpot2011_Language.pdf

- This offers census data on mother tongue and house-hold use of languages in Manitoba by region (Cree is 5th place in both categories in Manitoba). It also offers statistics of language on reserves where Aboriginal language (mother tongue and house-hold) are significantly higher. Overall, people in Manitoba who consider an Aboriginal language to be their mother tongue is 3%. 1.8% of people in Manitoba speak Aboriginal languages as a household language; most of these speakers live in Northern Manitoba.

Leslie, William D., Shelley Derksen, Colleen Metge, Lisa M. Lix, Elizabeth A. Salamon, Pauline Wood Steiman, Leslie L. Roos. "Fracture Risk Among First Nations People: A Retrospective Matched Cohort Study." *Canadian Medical Association Journal* 171, no. 8 (2004), 869-873.

<http://www.cmaj.ca/content/171/8/869.full>

- Concludes that First Nations People in Manitoba are more at risk of fractures than the general population.

Auer, Anna Marta and Ragnar Andersson. "Canadian Aboriginal Communities: A framework for Injury Surveillance." *Health Promotion International* 16, no. 2 (2001): 169-177.

<http://heapro.oxfordjournals.org/content/16/2/169.full>

- Explains why it is difficult to obtain injury data in Aboriginal communities, and how one can integrate a culturally relevant system of injury surveillance into an injury prevention program

<http://www.culturalcompetency.ca/moving-forward>

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

<https://www.youtube.com/watch?v=xw9BBb8LhYw>

<http://www.culturalcompetency.ca/moving-forward/presentations>

B. Research Reports-Final

1. Elders and Traditional People Consultation
2. Employer Focus Group Report Winnipeg
3. Primary Research Final Report Employer
4. Secondary Research Report

C. Primary Research Tools

1. Interview: Community Leaders
2. Interview: Employers
3. Interview: First Nations Educators
4. Questionnaire-Aboriginal Workers
5. Questionnaire-Employers
6. Questionnaire- First Nations Educators
7. Focus Groups Questions-Aboriginal Workers
8. Focus Group Questions-Employers

Interview Questions

Community Leaders

Introduction:

Questions:

1. How large is the regular/usual/average workforce in your community? Can you estimate how many additional seasonal/contract workers you have in a year?

Regular/usual/average workforce: _____

Additional seasonal/contract workers/year: _____

2. Is your road maintenance and public works operation COR certified?

Yes ☐ No ☐

3. Does your community have a developed health and safety training program?

Yes ☐ No ☐

If yes, please describe if it is active and delivered on a regular basis, and how it is delivered (e.g., who is the primary trainer; where is the material delivered).

4. Please list the types of health and safety training would you like workers to have when you hire them?

5. How important is it to you that this course is available online?

Very important ☐ Somewhat important ☐ Not important ☐

6. How important is it to you that this course can also be delivered in a classroom setting?

Very important ☐ Somewhat important ☐ Not important ☐

7. How important is it to you that downloadable materials are developed to facilitate live (face-to-face/classroom/in-person) delivery of this course when needed or desired?

Very important ☐ Somewhat important ☐ Not important ☐

8. The Online Learning Centre will have links to downloadable versions of course information. What other types of resources would you like to see developed for this site?

9. How important do you think Cultural Awareness resources are for employers, workers and other stakeholders?

Very important ☐ Somewhat important ☐ Not important ☐

10. Are you aware of any Cultural Awareness research information that we could use, that you think would be helpful to the Online Learning Centre?

If so, please describe:

11. Do you believe that, when possible, training should be delivered in a communal setting

Yes ☐ No ☐ Not Sure ☐

If yes:

- How would you make it known that this course, and its resources, is available?

- How would you support others in accessing these resources and completing this course?

12. What percent of community members do you think would use the online course and resources on their own?

Percent _____

13. How could they access it (e.g., home, band office, school, etc.)?

14. If it was felt the on-line training should be supplemented with an instructor, where would you deliver this training?

15. Who would deliver the training?

16. Do you have any specific, situational examples or techniques that are used in health and safety training in your community?

Yes ☐ **No** ☐

If yes, please describe them:

17. Can you give us any suggestions on how to promote awareness, and encourage the use of the Online Learning Centre?

18. Are there any other suggestions you have for, or questions you have about, the project?

EMPLOYERS FOCUS GROUP

Introduction and explanation of process:

1. Questionnaire-Completed by participants before discussion
2. Discussion

Questionnaire

1. What is the size of your organization in terms of number of employees or members?
 - a. _____ 1-50
 - b. _____ 51-75
 - c. _____ 76-150
 - d. _____ 151-300
 - e. _____ 301 +
2. Do you have Aboriginal employees? (If yes)
 - a. Approximately how many? _____
 - b. What percent of your workforce? _____
3. What sector does your organization represent?
 - a. _____
4. In your current health and safety training program approximately what per cent of the program involves:
 - a. On-line learning and materials _____
 - b. In-person instruction _____ -
 - c. Written materials _____
 - d. Employee mentors _____
 - e. Other (please specify) _____
5. Does your have any materials or training that has been customized for Aboriginal Employees? If yes, please describe?
6. Are you aware of any health and safety training or resources target to Aboriginal workers?
 - a. Yes _____ (please describe)
 - b. No _____

7. Does your organization provide or has it received any cultural awareness training?
- No
 - Yes, please describe.
8. How important is it to use Aboriginal people and Aboriginal workers in the Online Learning Centre content (e.g., videos, etc.)?
- Very important ☐ Somewhat important ☐ Not important ☐
9. Do you think students would learn and retain more if a program were to use examples from Traditional Aboriginal cultural knowledge related to workplace health and safety?
10. Are you aware of Traditional Indigenous Knowledge or Traditional Indigenous Teachings related to safety when carrying out traditional economic activities such as hunting?
- If so, can this knowledge and these teachings be applied to workplace safety and health training? If so, how?
11. How helpful would it be for your organization to have customized and culturally appropriate Aboriginal health and safety training materials available to you on line at no cost?
- Very helpful _____
 - Helpful _____
 - Somewhat helpful _____
 - Not helpful _____

Focus Group Questions

Introduction and description of process

- 1. Do you feel there are unique challenges or barriers for related to Aboriginal workers receiving the health and safety training they require?**
 - a. In so what are they?**
 - b. How can the on-line resource centre help address these?**

- 2. Is there a need for employers to better understand Aboriginal culture and the world view, background or thinking styles of the Aboriginal worker?**
 - a. Do you think a better understanding of this contribute to a safer work site?**

- 3. If an on-line safety and health awareness program integrating aboriginal traditions and views was available to you, would you use it?**
 - a. Would you make it available to workers?**
 - b. How would you use it?**

- 4. What do you think are some ways to promote awareness and promote the use of the on-line learning centre?**

- 5. Are there other areas that you would like to discuss that you feel are relevant to this topic?**

Interview Questions First Nation Educators

Introduction:

Questions:

- 1. Is there a need for workplace safety and health awareness training in the school curriculum? Why or why not?**
- 2. Is there a place for workplace safety and health awareness training in the current school curriculum?**

☐Yes ☐No

If yes, in which program(s) (please select all that apply):

- **Life skills program** ☐
 - **Try-A-Trade program** ☐
 - **Employability skills program** ☐
 - **Apprenticeship classroom programs** ☐
 - **Introduction to Trades Program** ☐
 - **Other suggestions** ☐
- 3. Within the resources of the Online Learning Centre (i.e., online course or classroom delivery) which of these resources do you feel should be incorporated:**
 - **Video(s)** ☐
 - **Video with follow-up discussion and questions**
 - **Real life examples**
 - **Group discussion and exercises**
 - **Paper and pencil exercises**
 - **Working individually on a computer**
 - **Input from Aboriginal Elders or Traditional Teachers**
 - **Field trips to receive teachings from Aboriginal Elders or Traditional Teachers outside of the classroom environment**

4. If an on-line safety and health awareness program integrating aboriginal traditions and views was available to you:

- Would you use it?
- Would you make it available to students?

5. How important is it to use Aboriginal people and Aboriginal workers in the Online Learning Centre content (e.g., videos, etc.)?

Very important ☐ Somewhat important ☐ Not important ☐

6. Do you think students would learn and retain more if a program were to use examples from Traditional Aboriginal cultural knowledge related to workplace health and safety?

7. Do you think is it important for students to have an Aboriginal instructor?

8. Do you have any examples or stories, about how good safety and health practices saved a life or saved someone from serious injury?

9. Are you aware of Traditional Indigenous Knowledge or Traditional Indigenous Teachings related to safety when carrying out traditional economic activities such as hunting?

If so, can this knowledge and these teachings be applied to workplace safety and health training? If so, how?

10. Would a better understanding of Aboriginal culture, world view, background and thinking styles contribute to a safer work site?

Questions for Focus Groups for Aboriginal Workers

Introduction and explanation of process:

Questionnaire to be completed before the focus group.

1. What age group are you in?

Under 18 ☐

19-25 ☐

26-35 ☐

+35 ☐

2. Have you ever had a work related health or safety injury or concern?

Yes ☐ No ☐

If yes, how was it dealt with?

3. Have you had any workplace health and safety training to this point in your life or career?

Yes ☐ No ☐

If yes, please describe:

4. Do you think having health and safety training helps you get employment?

Yes ☐ No ☐

Why or why not?

5. If you had access to an on-line safety and health training program would you use it?

Yes ☐ No ☐

Why or why not?

6. Would you use it on your own to prepare yourself for a job?

Yes ☐ No ☐

Why or why not?

-
-
7. Within the resources of the Online Learning Centre which of these resources do you feel should be incorporated (check all that apply):

<input type="checkbox"/>	Videos
<input type="checkbox"/>	Videos with follow-up discussion and questions
<input type="checkbox"/>	Real-life examples
<input type="checkbox"/>	Group discussion and exercises
<input type="checkbox"/>	Paper and pencil exercises
<input type="checkbox"/>	Working individually on a computer
<input type="checkbox"/>	Input from Aboriginal Elders or Traditional Teachers

EMPLOYERS FOCUS GROUP

Introduction and explanation of process:

1. Questionnaire-Completed by participants before discussion
2. Discussion

Questionnaire

1. What is the size of your organization in terms of number of employees or members?
 - a. _____ 1-50
 - b. _____ 51-75
 - c. _____ 76-150
 - d. _____ 151-300
 - e. _____ 301 +
2. Do you have Aboriginal employees? (If yes)
 - a. Approximately how many? _____
 - b. What percent of your workforce? _____
3. What sector does your organization represent?
 - a. _____
4. In your current health and safety training program approximately what per cent of the program involves:
 - a. On-line learning and materials _____
 - b. In-person instruction _____ -
 - c. Written materials _____
 - d. Employee mentors _____
 - e. Other (please specify) _____
5. Does your have any materials or training that has been customized for Aboriginal Employees? If yes, please describe?
6. Are you aware of any health and safety training or resources target to Aboriginal workers?
 - a. Yes _____ (please describe)
 - b. No _____

7. Does your organization provide or has it received any cultural awareness training?
- No
 - Yes, please describe.
8. How important is it to use Aboriginal people and Aboriginal workers in the Online Learning Centre content (e.g., videos, etc.)?
- Very important ☐ Somewhat important ☐ Not important ☐
9. Do you think students would learn and retain more if a program were to use examples from Traditional Aboriginal cultural knowledge related to workplace health and safety?
10. Are you aware of Traditional Indigenous Knowledge or Traditional Indigenous Teachings related to safety when carrying out traditional economic activities such as hunting?
- If so, can this knowledge and these teachings be applied to workplace safety and health training? If so, how?
11. How helpful would it be for your organization to have customized and culturally appropriate Aboriginal health and safety training materials available to you on line at no cost?
- Very helpful _____
 - Helpful _____
 - Somewhat helpful _____
 - Not helpful _____

Focus Group Questions

Introduction and description of process

- 1. Do you feel there are unique challenges or barriers for related to Aboriginal workers receiving the health and safety training they require?**
 - a. In so what are they?**
 - b. How can the on-line resource centre help address these?**

- 2. Is there a need for employers to better understand Aboriginal culture and the world view, background or thinking styles of the Aboriginal worker?**
 - a. Do you think a better understanding of this contribute to a safer work site?**

- 3. If an on-line safety and health awareness program integrating aboriginal traditions and views was available to you, would you use it?**
 - a. Would you make it available to workers?**
 - b. How would you use it?**

- 4. What do you think are some ways to promote awareness and promote the use of the on-line learning centre?**

- 5. Are there other areas that you would like to discuss that you feel are relevant to this topic?**

Interview Questions First Nation Educators

Introduction:

Questions:

- 1. Is there a need for workplace safety and health awareness training in the school curriculum? Why or why not?**
- 2. Is there a place for workplace safety and health awareness training in the current school curriculum?**

☐Yes ☐No

If yes, in which program(s) (please select all that apply):

- **Life skills program** ☐
 - **Try-A-Trade program** ☐
 - **Employability skills program** ☐
 - **Apprenticeship classroom programs** ☐
 - **Introduction to Trades Program** ☐
 - **Other suggestions** ☐
- 3. Within the resources of the Online Learning Centre (i.e., online course or classroom delivery) which of these resources do you feel should be incorporated:**
 - **Video(s)** ☐
 - **Video with follow-up discussion and questions**
 - **Real life examples**
 - **Group discussion and exercises**
 - **Paper and pencil exercises**
 - **Working individually on a computer**
 - **Input from Aboriginal Elders or Traditional Teachers**
 - **Field trips to receive teachings from Aboriginal Elders or Traditional Teachers outside of the classroom environment**

4. If an on-line safety and health awareness program integrating aboriginal traditions and views was available to you:

- Would you use it?
- Would you make it available to students?

5. How important is it to use Aboriginal people and Aboriginal workers in the Online Learning Centre content (e.g., videos, etc.)?

Very important ☐ Somewhat important ☐ Not important ☐

6. Do you think students would learn and retain more if a program were to use examples from Traditional Aboriginal cultural knowledge related to workplace health and safety?

7. Do you think is it important for students to have an Aboriginal instructor?

8. Do you have any examples or stories, about how good safety and health practices saved a life or saved someone from serious injury?

9. Are you aware of Traditional Indigenous Knowledge or Traditional Indigenous Teachings related to safety when carrying out traditional economic activities such as hunting?

If so, can this knowledge and these teachings be applied to workplace safety and health training? If so, how?

10. Would a better understanding of Aboriginal culture, world view, background and thinking styles contribute to a safer work site?

Questions for Focus Groups for Aboriginal Workers

Six young people at the Youth Build Conference in a pre-employment program completed the questionnaire and focus group questions.

1.What age group are you in?

Under 18 -1

- 19-25 -5
- 26-35
- +35

2.Have you ever had a work related health or safety injury or concern?

- Yes -1
- No-5

If yes, how was it dealt with?

- Comments from the yes respondent relate to harassment.

3.Have you had any workplace health and safety training to this point in your life or career?

Yes -5

No-1

If yes, please describe:

- CPT training & first aid training-4
- WHMIS

4.Do you think having health and safety training helps you get employment?

Yes -5

No- 1

Comments

- Makes you more qualified
- The workplace doesn't have to train you
- Most employers look for it

5.If you had access to an on-line safety and health training program would you use it?

Yes-

No -

Why or why not?

6.Would you use it on your own to prepare yourself for a job?

Yes -4

No -2

7.Within the resources of the Online Learning Centre which of these resources do you feel should be incorporated (check all that apply):

L	Videos
I	Videos with follow-up discussion and questions
I	Real-life examples
I	Group discussion and exercises
I	Paper and pencil exercises
I	Working individually on a computer
I	Input from Aboriginal Elders or Traditional Teachers

Focus Group Questions-Aboriginal Workers

- 1. Do you feel there are unique challenges or barriers for Aboriginal workers to receive the workplace health and safety training they require?**
 - a. If so, what are they?**
 - b. How can the on-line resource centre help address these?**

2. Is it important to have an on-line safety and health awareness program integrating aboriginal traditions?
3. Is there a need for employers to better understand Aboriginal culture and the world view, background or thinking styles of the Aboriginal worker?
 - a. Do you think a better understanding of this contributes to a safer work site?
4. To what degree are you aware of Aboriginal culture?
 - a) Very aware
 - b) Somewhat aware
 - c) Not at all aware
5. Is it important for your learning to have examples, videos etc. that depict Aboriginal people or Aboriginal workers?
6. Do you think that it is beneficial to use examples from Traditional Aboriginal cultural knowledge related to health and safety?

I want to talk to you for a moment about something called "Cultural Safety". It means "An environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together."

7. How important is it to you that you feel spiritually, socially and emotionally safe, in your place of work?
 - a) Very Important
 - b) Somewhat Important
 - c) Not important

8. If important, then how can the resources in this on-line learning centre help to do this?
9. Do you think that your workplace is spiritually, socially and emotionally safe, as well as physically safe?
- a) Very safe
 - b) Somewhat safe
 - c) Not safe, in terms of being safe in all four aspects asked in the question.
10. If no, why not?
11. In order to ensure a healthy and safe workplace, to what degree do you feel it necessary that your employer and fellow employees be aware of Aboriginal Culture and ways of doing things?
- a) Very necessary
 - b) Somewhat necessary
 - c) Not necessary
12. Are you aware of Traditional Indigenous Knowledge or Traditional Indigenous Teachings related to safety when carrying out traditional economic activities such as hunting or fishing?
13. Do you know of any Traditional Teachings that could be applied to workplace safety and health training?
14. Is it important, when possible, for you to have an aboriginal instructor?
15. What do you think are some ways to promote awareness and promote the use of the on-line learning centre?
16. Are there other areas that you would like to discuss that you feel are relevant to this discussion?

Employer Focus Group Questions

Introduction and description of process....

1. Do you feel there are unique challenges or barriers related to Aboriginal workers receiving the health and safety training they require?
 - a. If so, what are they?
 - b. How can the Online Learning Centre help address these?
2. Is there a need for employers to better understand Aboriginal culture and world view?
 - c. Do you think a better understanding of this contribute to a safer work site?
3. Are you aware of Traditional Indigenous Knowledge or Traditional Indigenous Teachings related to safety when carrying out traditional economic activities, such as hunting or fishing?
 - a. If so, how can this knowledge, and these teachings, be applied to workplace health and safety training?

I want to talk to you for a moment about something called "Cultural Safety". It means "An environment that is spiritually, socially and emotionally safe, as well as physically safe for people; where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together."

The way to create a culturally safe environment is through cultural awareness, cultural sensitivity, and cultural competency.

4. Do you feel that you understand the perspective of your Aboriginal employees or Aboriginal people in general?
 - a) Highly understand
 - b) Somewhat understand
 - c) Don't understand
5. In your workplace, how important is it that workers feel spiritually, socially and emotionally safe?
 - i. Very Important
 - ii. Somewhat Important
 - iii. Not important

6. If C, what could be done to change that? How can the resources of the on-line learning centre help with this?
7. In order to ensure a healthy and safe workplace, to what degree do you feel it necessary to be aware of Aboriginal Culture and way of doing things?
 - a) Very necessary
 - b) Somewhat necessary
 - c) Not necessary
8. When the Online Learning Centre is available, how do you think you could use it?
9. What do you think are some ways to create awareness and promote the use of the Online Learning Centre?
10. Is there anything else you would like to discuss that you feel is relevant to this discussion?

D. Design and Development

1. Committee Terms of Reference
2. User Testing E-Course

**MANITOBA ABORIGINAL HEALTH & SAFETY INITIATIVE (MAHSI)
DESIGN DEVELOPMENT COMMITTEE (DDC)
TERMS OF REFERENCE**

1. Status

The Design Development Committee (DDC) is established by the project team with input from the Steering Committee and the Curriculum Development Committee. The DDC is co-chaired by the Project Manager and Curriculum Content Developer.

2. Purpose

The purpose of the DDC is to design the On-line Learning Centre (OLC) and develop its content. This will include the development of the *Essentials of Health and Safety Course for Aboriginal Workers* and all training resources, including materials to assist employers and others to effectively utilize the OLC. The results of the secondary and primary research and the DACUM sessions will inform the design and content of the OLC.

3. Composition

The DDC will consist of on-line learning developers, Aboriginal educators, and health and safety experts. It will include representation from CAHRD, University of Winnipeg, and the Northern Manitoba Sector Council.

4. Terms of Membership

Design Development Committee members are appointed for the length of the project.

4.1 Vacancies resulting from resignations will be filled by the Project Team.

4.2 Temporary members with specific expertise may be invited to participate.

4.3 Membership substitution at meetings is not encouraged.

5. Meetings

The DDC will meet on an as-needed basis and will utilize electronic communications and teleconferencing as indicated. Committee members will be available for email or phone consultation.

5.1 Design Production Committee Co-Chairs will provide minutes to committee members, and report progress to the Steering Committee.

6. **Functions of the Committee**

Design Development Committee members will:

6.1 Develop the overall design of the OLC.

6.2 Develop the *Essentials of Health and Safety Course for Aboriginal Workers*, which will include measures to confirm understanding by participants.

6.3 Design and develop all additional training resources, which can be downloaded for use as needed.

6.4 References for Aboriginal awareness materials to assist employers and others understand aspects of Aboriginal cultures.

6.5 References and resources to help Aboriginal workers to adapt to workplace culture.

6.6 Develop links for research and articles related to workplace health and safety.

6.7 Develop the capabilities for discussion groups, blogs, and so on, designed to support interaction and collaboration amongst users.

6.8 Develop means of tracking the usage of the resources and the inclusion of feedback and evaluation materials.

MAHSI- Essentials of Safety E-Course User Testing

Please answer the following questions to provide us with feedback about the course. We are gathering feedback from representation of a variety of potential users, in two main areas:

1. Course Navigation
2. Course Content and Organization

Course Navigation

1. Were the instructions for navigating the course clear and helpful?
 - a. Yes.
 - b. No. Please explain:

 - c. I did not need to read the instructions to complete the course.
2. Did you experience any difficulties with navigation as you worked through the course?
 - a. Yes. Please indicate the area(s) of the course where you had difficulty, and describe the difficulty:

 - b. No, I did not experience any difficulties with the navigation.
3. Did the links to the videos work well?
 - a. Yes.
 - b. No. Please explain:

4. Did you experience any difficulty in completing the quizzes and understanding the results?
 - a. Yes.
 - b. No. Please explain:

-
5. Did you open and review any of the additional resources in Module 6?
- a. Yes. Please *go to Question 6*.
 - b. No. Please *skip to Question 7*.
6. Did you have any difficulties with any of the additional resources in Module 6?
- a. Yes. Please describe:

 - b. No
7. Do you have any other comments regarding navigation?
-
-

Course Content and Organization

1. Did you find the general safety rules information presented in the course easy to understand?
- a. Yes.
 - b. No. Please explain:

2. Was the Traditional content in the course helpful to you?
- a. Yes. Please describe why/how:

 - b. No. Please explain:

3. Were the Learning Objectives of the Modules clear and easy to understand?
- a. Yes.
 - b. No. Please explain:

4. Were the 6 Modules of the E-Course organized in a logical order?
- a. Yes.
 - b. No. Please explain:

5. How helpful were the videos in the course?

a. Very helpful.

b. Somewhat helpful.

c. Not helpful. Please explain:

6. As a course user do you have any other comments regarding the content of the Course?

E. Sustainability: Knowledge Transfer and Transition

1. Knowledge Transfer and Transition Plan
2. MAHSI Coalition Model



Manitoba Aboriginal Health & Safety Initiative

Knowledge Transfer & Transition Plan

Date: August, 2015

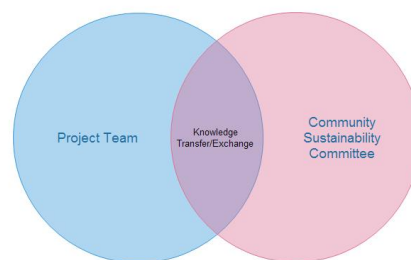
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INTRODUCTION

The Manitoba Aboriginal Health & Safety Initiative (MAHSI) project is a two year initiative sponsored by WCB of MB through their Research and Workplace Innovation Program. The main deliverable of the initiative is an Online Learning Centre (OLC) focused on providing culturally based Health & Safety training for Aboriginal workers, their managers and employers. Since the MAHSI project (developmental state) has an end date of January 12, 2016, the project team is now committed to ensuring the project successfully transitions into a robust and sustainable program (operational state).

A key success factor in delivering effective production support and sustainability to the MAHSI program application requires a plan overview to transfer and exchange relevant research and knowledge from the project team to the Community Sustainability Committee (CSC). This document outlines various activities necessary to ensure the CSC is capable to provide sustainability to the MAHSI OLC and its stakeholders, users/clients.



This document provides a high-level plan overview for successful knowledge transfer and exchange required to transition the MASHI from project to ongoing program state. The plan includes 11 Key activities, each requiring action items to be voluntarily/assigned to members or subcommittees as designated by the CSC. These activities are not intended to be exhaustive, however shall provide a starting point for a continual improvement process including knowledge transfer activities. In addition, it is assumed that parties are prepared to supply the necessary resources in order to successfully administer this plan.

Upon completion of this plan, knowledge transfer activities are intended to continue through the CSC and knowledge transfer strategies identified herein.

OBJECTIVE

This document provides a systematic, high-level framework that is intended to plan, conduct, and evaluate efforts to transfer and exchange knowledge from the project delivery team to the CSC and other identified stakeholder groups. Additionally this plan shall serve to increase attention to the importance of measuring the effectiveness of knowledge transfer and exchange activities. Finally, this plan highlights the importance of MAHSI research and knowledge transfer and exchange in developing Manitoba's workforce capacity and may act as a foundation for any activity that attempts to influence Health & Safety practices, policies or behaviors pertaining to Aboriginal workers including:

- Delivering complementary programs and services to stakeholder groups;
- Making business cases to funders and donors for ongoing sustainable resources and support;
- Engaging collaborative efforts with other Communities of Practice and Organizations.

SCOPE

What's In (Inclusions)

This document is intended to guide the overall project implementation, which includes establishing a Community Sustainability Committee (CSC) - responsible for the continued success of the program (OLC) through maintaining relevant and current (best practices) in workplace health & safety learning for Aboriginal workers, their managers and employers, and other stakeholder groups identified by the CSC. Moreover, this document will serve as general policy to guide the CSC operations that are expected to evolve over time.

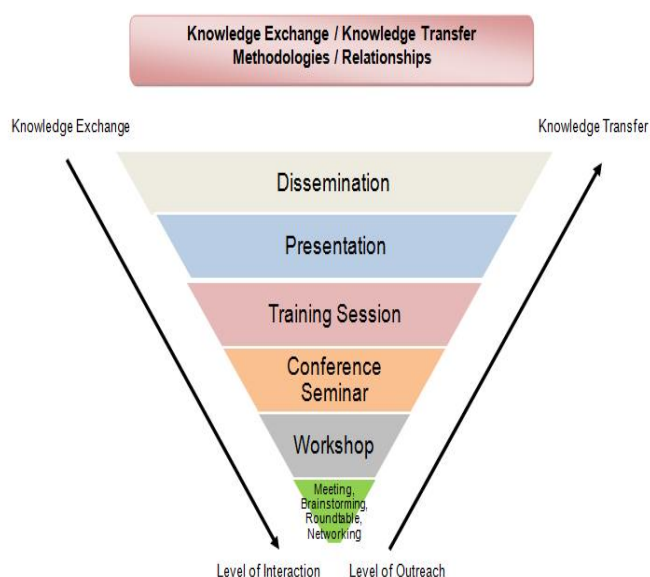
What's Out (Exclusions)

This document is not intended to serve as a project communication or launch plan. Further, this document is intended to provide a comprehensive high-level knowledge transfer and project transition plan. Any detailed knowledge management requirements or ongoing communication strategies shall be developed through CSC operations and are considered beyond the scope of this document. Moreover, this plan does not provide any project evaluation or post-implementation review as such would also be considered beyond the scope of this document.

KNOWLEDGE TRANSFER AND KNOWLEDGE EXCHANGE

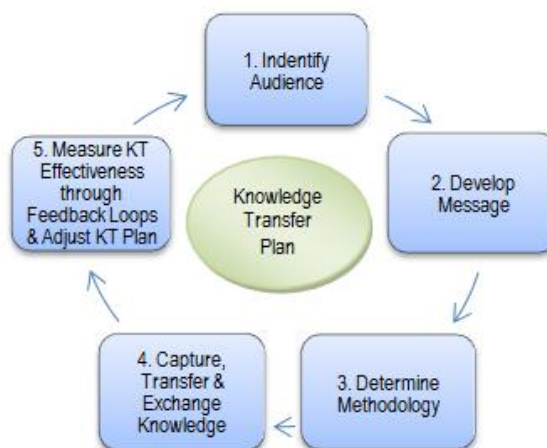
For the purpose of this plan, knowledge transfer and exchange refers to a set of activities and approaches that are undertaken to move knowledge among stakeholders and potential stakeholders of the OLC.

Knowledge Exchange / Transfer Relationship



Arrows point to higher levels

Knowledge Management Cycle



DELIVERABLES

A key deliverable of this Knowledge Transfer Plan is the formulation of a Community Sustainability Committee with the purpose to provide support and coordinate activities which will sustain the MAHSI OLC post go-live (12 January, 2016)

Key CSC Activities:	End Date
1.0 Conduct first CSC meeting to discuss and identify MAHSI project Knowledge Transfer and Transition (to operational state) activities	Dec/15
2.0 Develop a plan for hosting and maintaining the website including identifying and recruiting stakeholder/sponsors and securing funds for any direct operational costs.	On going
3.0 Review all user stats for the online course and other resource areas.	June/16
4.0 Plan and implement the longer term evaluation follow-up of Aboriginal workers who completed the Essentials of Health and Safety. Develop statistical information based on this feedback.	August /16
5.0 Coordinate review of user evaluations for the OLC and determine/ recommend updates and changes base on these evaluations. Identify areas where resources need to be developed.	Oct/16
6.0 Identify resources and materials that can be included in the resources centers.	On going
7.0 Review all materials submitted to the various resource centers on the web-site for appropriateness and approval. This will include a review of health and safety content, Aboriginal Cultural content, instructional content, etc.	On going
8.0 Produce two e-newsletters per year to continue to inform and build awareness and use of the MAHSI Centre.	Jan / June
9.0 Draft a Plan to Audit, Monitor and Evaluate the Program for continual improvements; including identifying key metrics of program outcomes and impacts to be captured, analyzed and reported to stakeholder/sponsors quarterly - using a Social Return on Investment (SROI) Model that shows how their contribution has made a positive impact on the community. 9.1 Review knowledge to identify and develop white papers to support policy changes	January/April July/October
10.0 Develop a continuous improvement model by testing the OLC and analyzing and resolving Issue(s) arising using the following guide: 10.1 Efficiency – how well a given activity transforms available resources into desired outputs in terms of quantity, quality and time; 10.2 Relevance – analyze whether a given activity is being performed with the desired benefits; 10.3 Effectiveness – how far the OLC outputs have been utilized and whether the program’s purpose has been realized; 10.4 Impact – this measure helps figure out the extent to which the OLC’s benefits received by the target audience (Aboriginal workers, Trainers, Employers) have an overall effect on larger numbers of people concerned – this helps to identify other stakeholder groups; 10.5 Sustainability – this criterion identifies whether the OLC’s positive outcomes will continue to evolve and continually improve.	On going
11.0 Source out possible participants and primary leads for longitudinal study related to the OLC training program impacts on Aboriginal workers.	Sept/16

STRATEGIES

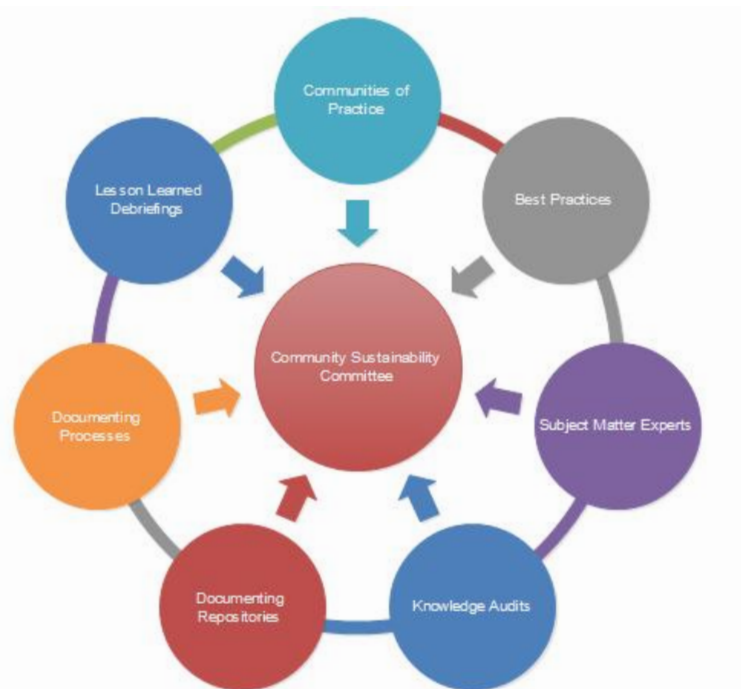
The CSC shall continually assess and incorporate a combination of the following knowledge transfer strategies:

1 Best Practices

To ensure the MAHSI OLC provides world class service for Health & Safety training to Aboriginal workers, the CSC will source out and incorporate into the OLC knowledge base, wherever practical, any/all best practices - referred to as the identification and use of processes and/or practices that result in excellent products or services. Best practices, sometimes called preferred practices, or next practices often generate ideas for improvements in other organizations or work units.

2 Communities of Practice

On an as needed basis the CSC will engage and utilize Communities of Practice - groups of individuals who share knowledge about workplace Health & Safety practices pertaining to Aboriginal workers, though they are not part of the formally constituted CSC team. Communities of practice generally cut across traditional organizational boundaries. They enable individuals to acquire new knowledge faster. They may also be called Communities of Interest if the people share an interest in something but do not necessarily perform the work on a daily basis.



3 Documenting Processes

The CSC shall develop and maintain a written or electronic record of a specific work process that includes the MAHSI research, focus group activities, business cases for the process, steps in the process, key dates, relationship to other processes that come before and after go-live, key players and contact information, any required references and legal citations, back-up procedures, and copies of forms, software, data sets, and file names associated with the process.

4 Document Repositories

Collections of documents that can be viewed, retrieved, and interpreted by the CSC and automated software systems (e.g. statistical software packages). Document repositories (Knowledge Transfer Databases) add navigation and categorization services to stored information. Key word search capability is often provided to facilitate information retrieval

5 Knowledge Audits

Knowledge audits help the CSC identify its knowledge assets, including what knowledge is needed and available. They provide information on how knowledge assets are produced and shared, and where there is a need for internal or external transfer of knowledge.

6 Lessons Learned Debriefings

These debriefings are a way to identify, analyze, and capture experiences, what worked well and what needs improvement, so others can learn from those experiences. For maximum impact, lessons learned debriefings should be done either immediately following an event or on a regular basis, with results shared quickly among those who would benefit from the knowledge gained.

7 Subject Matter Expert Interviews

Sessions where one or more people who are considered experts in a particular subject, program, policy, or process, etc. meet with others to share knowledge. Expert interviews can be used in many ways, including capturing knowledge of those scheduled to leave an organization (Community Sustainability Committee), conducting lessons learned debriefings, and identifying workplace related Health & Safety competencies. From time to time the CSC shall invite Subject Matter Experts to regular scheduled meetings.

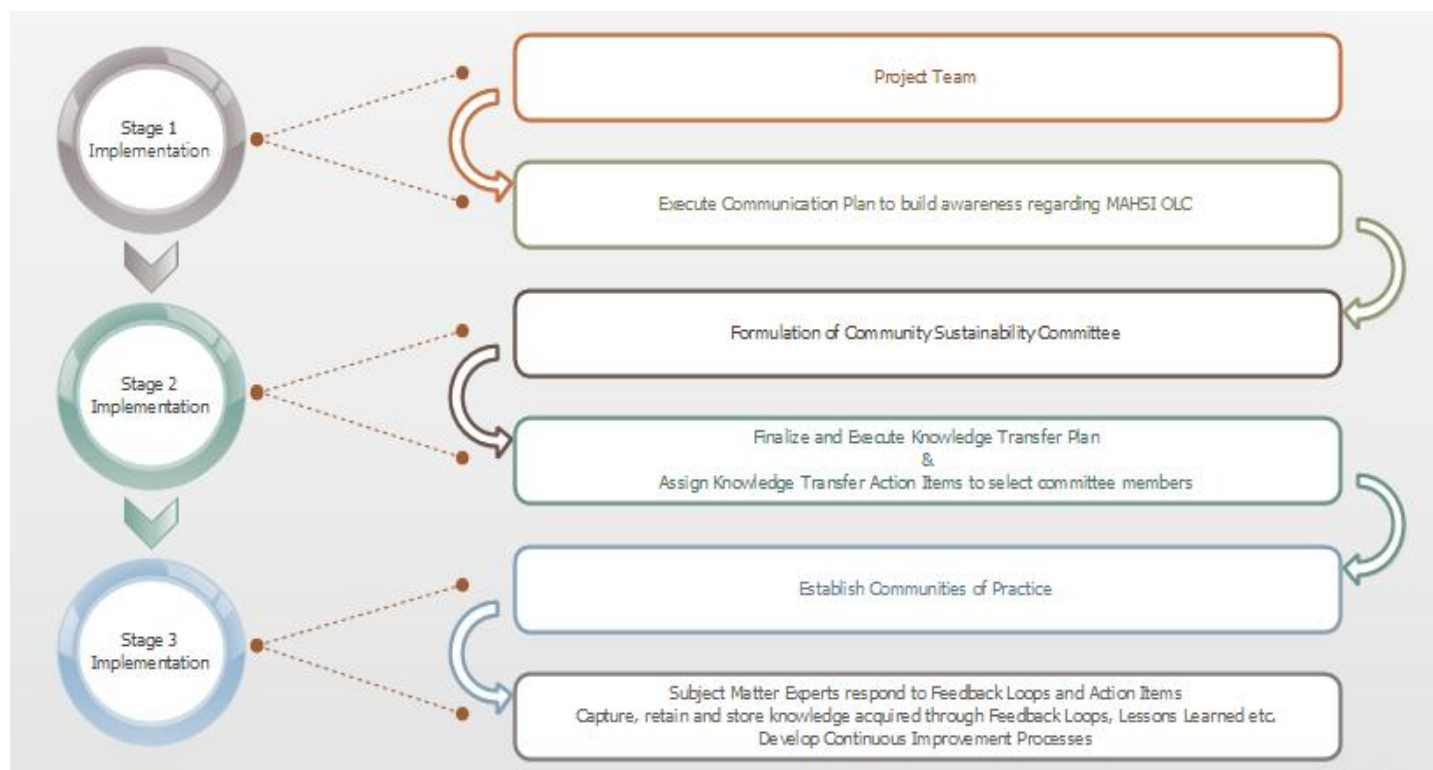
Target Audience	Key Objective	Timing	Knowledge Transfer Methodology
<i>Who to Engage?</i>	<i>Why Engage?</i>	<i>When to Engage?</i>	<i>How to Engage?</i>
Current & future Aboriginal Workers	Influence: <ul style="list-style-type: none"> • Increase employability • Enhanced H & S awareness • Ability to find their H & S voice • Raise expectation for culturally safe work environments 	<i>Linked to timing of CSC Activities 1.0, 6.0, 7.0 and 11.0 above</i>	<ul style="list-style-type: none"> ✓ Knowledge Audits ✓ Lessons Learned Debriefings – Personal knowledge briefing ✓ Interactive KT Databases
Employers of Aboriginal Workers & Potential Employers of Aboriginal Workers	Competitiveness: to assist employer organizations identify potential applications of MAHSI research and knowledge	Linked to CSC Activities 2.0 – 9.0 above	<ul style="list-style-type: none"> ✓ Best Practices ✓ Communities of Practice ✓ Documenting Processes ✓ Knowledge Audits
Managers & supervisors of Aboriginal Workers	Influence: to ensure positive effective policy decisions and outcomes resulting from application of MAHSI research and knowledge	Linked to CSC Activities 2.0 - 9.0 above	<ul style="list-style-type: none"> ✓ Best Practices ✓ Communities of Practice ✓ Knowledge Audits ✓ Lessons Learned Debriefings – Personal knowledge briefing ✓ Documenting Processes ✓ Interactive KT Databases ✓ Subject Matter Experts
Other Health & Safety Organizations	Information: to ensure consistent widely-held Health & Safety leading practices Knowledge is readily available	Linked to CSC Activities 2.0 – 9.0 above	<ul style="list-style-type: none"> ✓ Best Practices ✓ Communities of Practice ✓ Documenting Processes ✓ Knowledge Audits
Inter-governmental organizations	Networking: to develop a corporate identity of OLC and CSC as a source of up-to-date communities of practice and networks	Linked to CSC Activities 2.0 – 9.0 above	<ul style="list-style-type: none"> ✓ Best Practices ✓ Communities of Practice ✓ Documenting Processes ✓ Knowledge Audits

Policy Makers	Impact: to influence policy decisions in the workplace Health & Safety knowledge areas	Linked to CSC Activities 2.0 – 9.0 above When appropriate	<ul style="list-style-type: none"> ✓ Best Practices ✓ Communities of Practice ✓ Documenting Processes ✓ Knowledge Audits ✓ Documenting Processes ✓ Interactive KT Databases ✓ Subject Matter Experts
Employment preparation programs	Advocacy: to update on urgent workplace Health & Safety training knowledge	Linked to CSC Activities 4.0 – 8.0 & 11.0 above When appropriate	<ul style="list-style-type: none"> ✓ Best Practices ✓ Interactive KT Databases ✓ Knowledge Audits ✓ Subject Matter Experts ✓ Lessons Learned Debriefings
Career/employment counselors	Information: to ensure all Aboriginal youth are aware of the best practices in workplace Health & Safety learning and have access to the OLC	Linked to CSC Activities 4.0 – 8.0 & 11.0 above When appropriate	<ul style="list-style-type: none"> ✓ Best Practices ✓ Interactive KT Databases ✓ Knowledge Audits ✓ Subject Matter Experts

IMPLEMENTATION

This Knowledge Transfer Plan shall be implemented in 3 Main Sequential Stages as follows:

1. Stage 1 Project team develop and implement communication plan by 12 January 2016;
2. Stage 2 Form CSC begin knowledge transfer implementation for OLC program by June 2016;
3. Stage 3 Establish Communities of Practice and recruit Subject Matter Experts by Dec 2016



KEY DEPENDENCIES:

The CSC to receive all project artifacts, project team documentation to date and the necessary contacts in a timely manner, thereby enabling the CSC to begin analysis and determine remaining knowledge required to be transferred.

Complete access to, and full cooperation from all identified parties, documentation and contacts.

Critical success factors will be the availability of both information and key contacts to enable successful completion of thorough knowledge transfer.

ASSUMPTIONS & CONSTRAINTS:

Human Resource Budgets - Assumption is that the CSC has adequate resources with the skills and time necessary to complete all activities as set out in the Key CSC Activities section above. Constraints may occur when CSC activities requires additional services in the form of resource costs.

Financial Resource Costs – This plan recognizes that successful transfer/exchange of knowledge requires the CSC to maintain a Communication & Awareness campaign regarding the OLC and ongoing activities of the CSC. Furthermore, the plan acknowledges that this and other related activities may present financial constraints and therefore the CSC shall apply cost benefit analysis and business case methodology when proposing / requesting support from potential funder sources.

Existing Documentation - Assumption is that a significant portion of the Knowledge Transfer work has already commenced by project team members and CSC members will have access to this information in a timely manner to begin analysis of existing work and commencement of activities as identified in the Key CSC Activities section above.

Subject Matter Expert (SME) Availability - Assumption is that all SMEs will be available for interviews when required. It is recognized that some SMEs may require longer lead time to attend meetings or be available to the CSC.

Documentation Required to Complete Knowledge Transfer - Assumption is that all documents and knowledge produced during the life of the project is readily available and that the project team will be able to access both the documents and personnel needed to complete the transfer of relevant knowledge.

PROJECT ROLES AND RESPONSIBILITIES:

The following roles and responsibilities are assigned to deliver the scope of work set out in this Knowledge Transfer Plan.

MAHSI Community Sustainability Committee (CSC) <i>Draft-Committee Membership</i>		
Name	Organization	Contact Information
Jim Small-Committee Chair	Aboriginal Business Consultant	crusaders@shaw.ca C: 204-930-5655
Roger Belair Director, Health, Safety & Environment	Dumas Contracting	rbekair@dumasmining.com 416-594-2525 Ext. 3241
Bill Bumstead Program Partnership & Business Development	CAHRD	204.989.9784 bbumstead@abcentre.org
Jeff Hollyoake Managing director	ViewSource Media	jeff@viewsource.ca 204.694.0727 ext. 2
Dana Johnson Occupational Health and Safety Consultant Department Supervisor	Safety Services Manitoba	W: 204-803-6030 DanaJ@safetyservicesmanitoba.ca
NMSC-To Be Determined	Northern Manitoba sector Council	TBD
Carol Paul Executive Director	Manitoba Construction Sector Council	204-272-5092 cpaul@mbcsc.com
To Be Determined Safety Culture Specialist	TBD	TBD
Sudhir Sandhu Chief Executive Officer	Manitoba Building and Construction Trades Council Allied Hydro Council of Manitoba	ssandhu@mbctc.mb.ca 204-956-7425 (O)
UW-To Be Determined	University of Winnipeg	TBD

ENVIRONMENT:

The success of transferring knowledge and transitioning the MAHSI project to its program state is dependent on the CSC gaining access to existing completed project work in a timely manner and then having access to the resources required to complete the transition and implement the OLC.

KEY STAKEHOLDER GROUPS:

- ✓ Current & future Aboriginal workers and the Aboriginal Community
- ✓ Employers and Managers of Aboriginal workers
- ✓ Workers Compensation Board of Manitoba
- ✓ Centre for Aboriginal Human Resource Development Inc.
- ✓ University of Winnipeg
- ✓ Northern Sector Council of Mb.
- ✓ ViewSource Media
- ✓ Work Safe Manitoba
- ✓ Employment preparation programs
- ✓ Secondary & Post-Secondary Education
- ✓ Product and Policy Management
- ✓ Other Workplace Health & Safety Organizations
- ✓ Educators of Aboriginal Youth
- ✓ Intergovernmental Organizations
- ✓ Policy Makers

RISK

High Impact Risks - Description	Trigger/Symptom	Mitigation Strategy
Slight risk of not completing all knowledge transfer or transition from the project team to the CSC by the targeted due date of January 12, 2016	<ul style="list-style-type: none">• Time frame too short• Access to existing documentation not available or provided late	<ul style="list-style-type: none">• Obtain existing information as soon as possible• Conduct analyses quickly and efficiently
Risk of not having full commitment of CSC members; member must leave for personal or professional reasons	<ul style="list-style-type: none">• Key contacts no longer with current organizations or in different roles / capacity or must leave CSC due to unforeseen circumstances	<ul style="list-style-type: none">• Ensure all accepting members develop a replacement strategy as part of the CSC succession plan
Slight risk of rewrite or modification to documentation / knowledge in order to make publically acceptable	<ul style="list-style-type: none">• Upon completion of initial assessment of documentation / knowledge gather - a review will be required by the CSC	<ul style="list-style-type: none">• Allow sufficient time for review and potential rewrite / modifications

PROJECT PLAN ACCEPTANCE:

Name:		Signature:	
Role:		Date:	
Name:		Signature:	
Role:		Date:	

Manitoba Aboriginal Health & Safety Initiative MAHSI Community Sustainability Coalition

Coalition Purpose

The MAHSI Community Sustainability Committee- Coalition (MAHSI-CSC) will coordinate province wide efforts to expand, evaluate, and sustain the MAHSI and its Online Learning Centre and create a culture of safety for Aboriginal workers through-out Manitoba.

The Coalition would build a coordinated network of diverse stakeholders who, by sharing strengths and resources, will build capacity to impact on Aboriginal worker health and safety by:

- Developing and maintaining a network of organizations focused on preventive education and training for Aboriginal worker health and safety training;
- Support and maintain the MAHSI Online Learning Centre
- Identifying and developing strategies and recommendations to decrease work related illness and injuries amongst Manitoba's Aboriginal workers.

The Coalition develop the -Sustainability Committee would identify and coordinate activities which are required to both maintain and expand the OLC.

Coalition Objectives

1. IMPROVE DATA COLLECTION

There is a lack of validated information regarding Aboriginal worker health and safety, which is needed to assist in the development of resources and programs. Immigrant workers and employers may fail to report injuries or workplace related illness. This may occur for a variety of reasons, including lack of knowledge, financial concerns, fear of reprisal, and cultural differences. The Coalition would strive to:

- Facilitate a reporting system which would document and the types and amounts of injuries and workplace-related illness in working immigrants;
- Design and pilot an alternate reporting system to address the issue of underreporting.

- Developing and maintaining a network of organizations focused on preventive education and training for Aboriginal worker health and safety training;
- Identifying and developing strategies and policy recommendations to decrease workplace incidents amongst Manitoba's working Aboriginal.

Potential Coalition Goals

To achieve the Coalition Purpose, the broad goals will be to:

1. IMPROVE DATA COLLECTION

There is a lack of validated information regarding aboriginal worker health and safety, which is needed to assist in the development of resources and programs. Immigrant workers and employers may fail to report injuries or workplace related illness. This may occur for a variety of reasons, including lack of knowledge, financial concerns, fear of reprisal, and cultural differences. The Coalition would strive to:

- Facilitate a reporting system which would document and the types and amounts of injuries and workplace-related illness in working Aboriginals ;
- Design and pilot an alternate reporting system to address the e issue of underreporting.

2. SHARE RESOURCES AND PROGRAMS

A core activity of the Coalition would be the sharing of programs and resources. This would serve to:

- Promote collaboration among participants to not only share existing resources and programs, but to assist in identifying gaps in resources and programming;
- Increase awareness of existing resources and programs among participants;
- Promote combined training opportunities and sharing of resources, materials, and space, and the development of training partnerships;
- Contribute to employer and workplace initiatives by sharing resources and programs;

- Create a resource network to support immigrant workers, employers, industry associations and other agencies, in providing health and safety training for working immigrants;
- Plan and conduct conferences and workshops on immigrant worker health and safety;
- Identify innovative programming approaches and piloting of these programs;
- Promote research on new initiatives and approaches for immigrant worker health and safety.

3. ENGAGE ABORIGINAL WORKERS, EMPLOYERS, ABORIGINAL ORGANIZATIONS, AND UNION ORGANIZATIONS

The Coalition would require participation of Aboriginal workers and a number of organization and groups. Approaches would include:

- Promoting the Coalition and health and safety training through grass roots and community organizations, and through outreach strategies;
- Building relationships with Ethnic organizations and groups to reach immigrant worker populations through health and safety campaigns and information;
- Working with Ethnic media to assist in teaching regarding workplace health and safety and workers rights;
- Facilitating the development of peer support groups and train the trainer programs, with other community agencies;
- Supporting the recruitment and training of bilingual health and safety trainers/officers
- Identifying incentives and benefits for employers.

4. DEVELOP AND MAINTAIN A RESOURCE INVENTORY/CLEARINGHOUSE OF RESOURCES AND PROGRAMS

An essential component of the Coalition would be the development and maintenance of an electronic clearinghouse for immigrant worker health and safety resources. This site would serve to:

- Provide an inventory of, and access to, resources and materials;
- Communicate research findings, articles, and other references relevant to immigrant worker health and safety;
- Provide a forum for electronic discussions and sharing of information;
- Post multi-lingual materials and multi-lingual resources.

5. BUILD A PROVINCIAL COALITION

The Coalition will represent Aboriginal worker, employers and organizations through-out Manitoba. The Coalition will endeavour to:

- Include representatives from different regions of Manitoba, and representatives from farm safety organizations/departments;
- Identify specific challenges to Aboriginal health and safety training in areas outside of Winnipeg;
- Plan campaigns and initiatives which are province wide;
- Design specific approaches to reach small and medium sized enterprises.

6. IDENTIFY AND PRESENT POLICY RECOMMENDATIONS

The Coalition, in its work, may identify areas related to policy. Should this occur, the Coalition will endeavour to:

- Develop policy papers and recommendations for new legislation as indicated;
- Present findings and recommendations to legislators.

7. IDENTIFY AND SHARE FUNDING SOURCES RESOURCES

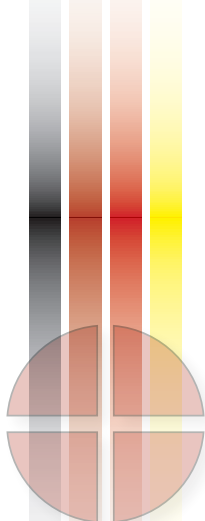
- Develop and maintain an up-to-date inventory of funding sources for supporting resources and program development, including federal and provincial government programs and private foundations;
- Develop a funding model to support the maintenance of the Coalition.

F. Newsletters & Provincial Proclamation

1. Fall 2014
2. January 2015
3. Fall 2015
4. Provincial Proclamation



Centre for Aboriginal Human Resource Development – CAHRD –



Project Supporters

Manitoba Construction Sector Council
Canadian Manufacturers and Exporters
International Brotherhood of Boilermakers
Manitoba Homebuilders Association
Manitoba Aerospace
Safety Services Manitoba
Lafarge Canada Inc.
B.U.I.L.D.
Magellan Aerospace
Monarch Industries Ltd.
New Flyer Industries Canada
Standard Aero
Canadian Tool and Die Ltd.
Standard Manufacturers Services Limited

The Manitoba Aboriginal Health & Safety Initiative – MAHSI –



Fall 2014

Keeping Manitoba's Growing Aboriginal Workforce Safe

The Manitoba Aboriginal Health & Safety Initiative (MAHSI) is a 2-year project supported by a grant from the Research and Workplace Innovation Program of the Workers Compensation Board of Manitoba.

The primary goal of the Manitoba Aboriginal Health and Safety Initiative (MAHSI) is to provide culturally appropriate workplace health and safety training for Aboriginal workers that will assist in preventing workplace-related injury and illness.

The MAHSI will assist and support employers to provide a safe work environment for Aboriginal workers in Manitoba by developing an Online Learning Centre (OLC) dedicated to Aboriginal workplace health and safety. All educational resources will be developed and customized to be culturally appropriate, and will reflect Aboriginal practices, history and traditions.

The Centre for Aboriginal Human Resource Development Inc. (CAHRD) is the lead organization, in partnership with the Northern Manitoba Sector Council (NMSC). The University of Winnipeg, Faculty of Business and Economics is the Design & Development partner.

The need for this project in Manitoba is related to four factors:

- An increasing Aboriginal population and workforce
- Manitoba labour market needs/shortages
- Aboriginal workers at risk of injury
- Lack of culturally appropriate health and safety training resources for Aboriginal employees

The OLC will target Aboriginal workers in, or preparing to enter, the workforce. The OLC will be designed so that Aboriginal workers can use it for independent learning; it will

also be designed as a tool that managers, supervisors, health and safety officers; human resource personnel can use for safety training within their workgroups. The OLC will also be available and of benefit to other user groups including training institutions and employment preparation programs. Upon completion, the MAHSI Online Learning Centre will be hosted and maintained by the Centre for Aboriginal Human Resource Development, on its website.

It is planned the OLC will include the following:

- An Essentials of Health and Safety Course for Aboriginal workers. Resources and supports to assist employers and others to deliver the essentials course in a facilitated training session.
- Additional training resources, which can be downloaded and used as needed (such as tip sheets and posters).
- Aboriginal awareness materials will be available to assist employers and others understand aspects of Aboriginal cultures.
- Workplace culture materials to help Aboriginal workers understand and adapt to workplace culture.
- Research and articles related to workplace health and safety.
- Discussion groups, blogs, and so on, designed to support interaction and collaboration amongst users.
- Links to other health and safety resources, such as Manitoba Safe Work, WCB, Workplace Safety and Health laws, and so on.

This project is designed in four phases, to be completed over two years, from January, 2014 to January, 2016. The four phases are:

- Phase 1: Planning and Research
- Phase 2: Development
- Phase 3: Implementation
- Phase 4: Evaluation and Sustainability. ⊕

Richard Nordrum, Project Manager,
Manitoba Aboriginal Health and Safety Initiative



Centre for Aboriginal Human Resource Development – CAHRD –



– CAHRD –

than 30 years, (CAHRD) Centre for Aboriginal Human Resource Development Inc. designs and delivers literacy, education, training and employment services to Aboriginal participants. Our numerous private and public sector partnerships provide an important contribution to the success of our organization and Aboriginal community. CAHRD continually looks for innovative ways to enhance the skills and employability of our clients through culturally appropriate educational resources that reflect Aboriginal practices, history and traditions.

As a community driven, non-profit human resource development organization serving Winnipeg's Aboriginal community for more

CAHRD is excited to be a partner in the Manitoba Aboriginal Health and Safety Initiative (MAHSI) and believes that the creation of an online learning centre, dedicated to Aboriginal Workplace Health and Safety, will further assist and support both employees and employers with improving the health and safety of Aboriginal workers in Manitoba.

CAHRD would like to take this opportunity to thank the other partners and especially the Workers Compensation Board of Manitoba for sponsoring and supporting this important initiative. CAHRD is delighted to have been dedicated as the online learning centre host organization and will work diligently with our partners and stakeholders to ensure this initiative continues to provide benefits for Aboriginal employees, employers and our community for generations. ☘

Marileen Bartlett, Executive Director, CAHRD.



THE UNIVERSITY OF
WINNIPEG

The University of Winnipeg is proud to be a partner in the Manitoba Aboriginal Health and Safety Initiative (MAHSI). This initiative is an excellent example of how multiple organizations can work together collaboratively to address a need in the market.

This initiative will develop an online learning center that is dedicated to improving workplace health and safety for Aboriginal employees. By creating a resource that is online, we will be able to reach out to a broader range of individuals and communities that can't be reached through traditional in-person instruction. The University of Winnipeg has many years of experience in delivering online education and is excited to be able to provide guidance and support in the development of this center. We look forward to working with all of the partners to create a high quality product.

We are so pleased to have been asked to be involved in this innovative initiative, working together to ensure healthy and safe working environments for Aboriginal employees. ☘

*Lynn Bailey, Director, Business Development,
Faculty of Business and Economics,
University of Winnipeg.*



Northern Manitoba
Sector Council

The membership of the Northern Manitoba Sector Council Board represents Manitoba's mining, forestry and electrical generation sectors. Collectively, these industries employ thousands of Manitobans in high skilled, high paying jobs.

These industries are actively engaged in and committed to developing and maintaining world class safety programs and initiatives. Promoting and ensuring a culture of safety in the workplace is the most important aspect of our workplaces.

With this in mind, we are pleased to be part of this exciting initiative which will develop tools and resources to support health and safety in the workplace.

The NMSC is also grateful to our partners and the Workers Compensation Board of Manitoba. Their dedication to safety and safe workers is important and acknowledged. ☘

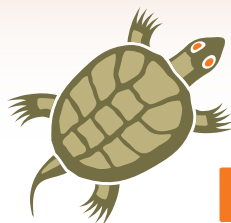
*Doug Lauvstad, Executive Director,
Northern Manitoba Sector Council.*

Project Supporters

Manitoba Construction Sector Council
Canadian Manufacturers and Exporters
International Brotherhood of Boilermakers
Manitoba Homebuilders Association
Manitoba Aerospace
Safety Services Manitoba
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New Flyer Industries Canada
Standard Aero
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MAHSI

Manitoba Aboriginal Health & Safety Initiative

Fall 2015

Project Update

Completion of the MAHSI Online Learning Centre

The MAHSI Online Learning Centre (OLC) and fully developed website, www.mahsi.ca, is nearing completion and will go live on Wednesday, December 2, 2015. Project launches are being planned for Thompson and Winnipeg. The OLC includes a Safety Essentials E-Course and 6 Resource Areas. Although the Safety Essentials E-Course and resource areas are available to any user they were developed with the following user groups in mind:

- *Safety Essentials E-course is for Aboriginal workers and others to learn essential safety concepts incorporated with traditional Aboriginal teachings and knowledge.*
- *Employment Resources is for employers, workers, employment programs, and anyone interested in information about employment and employment programs.*
- *Health and Safety is Traditional is for anyone interested in traditional Aboriginal Culture and Traditions as they relate to workplace health and safety.*
- *Cultural Awareness is for employers, workers, Aboriginal educators, employment programs, and anyone interested in understanding and promoting Aboriginal Cultural Awareness.*
- *Cultural Safety is for anyone who wants to contribute to creating and maintaining culturally safe workplaces for Aboriginal workers.*

- *Health and Safety Resources is for employers, workers, employment programs and all who are interested in sharing and having access to additional health and safety training materials.*
- *Trainer Resources is to provide health and safety training resources and tools for anyone who provides health and safety training.*

Building the Resource Areas

The Manitoba Aboriginal Health & Safety Initiative (MAHSI) was developed based on the common concern we all share to keep Manitoba workers safe and healthy. The resources areas are designed to be shared community resources. These areas will be populated by Employers and other stakeholders by submitting some of their resources to share on the website.

Throughout the development of the MAHSI employers and other stakeholders have been very supportive of the sharing of resources. Users will benefit from having access to a range of additional resources to support their health and safety training efforts. In addition they will help others by contributing some of their resources and materials. Details of how organizations and individuals can submit resources for inclusion in the OLC will be detailed on the website.

(continued next page)



For more information
visit our website at

www.cahrd.org





MAHSI

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Sustaining the MAHSI

Sustaining the MAHSI, following the completion of the project period in December 2015, has been planned since the inception of the project. This December the responsibility for MAHSI will transition to the MAHSI Community Sustainability Committee (CSC). A comprehensive Knowledge Transfer Plan (KTP) has been drafted, which will inform and

guide the CSC in sustaining MAHSI following the project completion. A community of 8-10 members is being formed. Jim Small, a member of the MAHSI project team, has agreed to serve as the initial Committee Chair. The MAHSI has been developed with the support of numerous employer organizations and individuals across Manitoba that were motivated to research and develop health

Manitoba.

Richard Nordrum, MAHSI Project Manager

and safety training for Aboriginal workers that incorporated aboriginal Culture and Traditions. The MAHSI also provides resources that promote racial inclusion in the workplace and support the development of culturally safe workplaces for Aboriginal workers throughout

Investing in Diversity at the WCB

Presenting scholarships to deserving Aboriginal youth is one of the highlights of David Scott's job. As the WCB's Vice President of People, Technology and Innovation, David has the honour of representing the WCB at the annual Manitoba Aboriginal Youth Achievement Awards (MAYAA) Gala.

"The WCB places great value on diversity and inclusion, both in the workplace and in the community," explains David. "Our sponsorship of MAYAA is one example of our commitment to fostering relationships with our community partners, and investing in the growth and education of our youth. Plus, I get to spend an evening meeting the bright young people who will be leaders in our province one day."

In addition to sponsoring MAYAA, the WCB is a long-time supporter of the Aboriginal Education Partners (ABEP) program, the Excellence in Aboriginal Leadership Awards Dinner and the ABEP Commerce Graduation Dinner. Karen Smith, Human Resource Consultant at the WCB, is a member of the Employer Advisory Committee with the Urban Circle Training Centre and ABEP. For her, reaching out to these organizations is a win-win situation. "I go to several agencies through the year and give workshops on behavioural interviewing techniques," she says. "Then, once a year, we invite Aboriginal students from Red River College, the University of Manitoba and the University of Winnipeg for lunch and for a tour to help, if they are hurt on the job."

For this reason, the WCB has translated several resources into Cree and Ojibwe and is proud to have provided a grant through the Research and Workplace Innovation Program to MAHSI. Hopefully, together, we can keep Aboriginal workers safe and healthy at work - and be there to help, if they are hurt on the job.

David Scott, Vice President of People, Technology & Innovation Services at the WCB, presents the Manitoba Aboriginal Youth Achievement Award for Community Volunteerism - Junior to Brian Caplain (top photo) and the award for Community Volunteerism - Senior to Alana Robert (bottom photo) with previous year's award recipient James Harper.

For more information on scholarships, community support or career opportunities at the WCB, please contact **Karen Smith**, WCB Diversity Coordinator at ksmith@wcb.mb.ca.

CAHRD
Creating futures one family at a time!





MAHSI



Occupational and Road Safety Services

Safety Services Manitoba (SSM) has been preventing loss and protecting people since 1964 – and we have witnessed many significant changes in the field of safety and health during this time. Today, SSM recognizes the strength of the growing Aboriginal workforce in Manitoba and the need to provide safety training in a way that is meaningful and relevant to the Aboriginal culture.

Our vision – to be a leader in making Manitoba the safest province in which to live and work – aligns perfectly with MAHSI's primary goal to help prevent workplace-related injury and illness for Aboriginal workers. Our core purpose – to make Manitoba safer with innovative, responsive safety services – ensures that these workers not only receive safety training, but that the training they receive is customized to meet their needs.

At SSM we believe in understanding needs and providing solutions – that means providing customized training to our clients. SSM specializes in customized safety training and consulting services; and we can deliver these services in our state-of-the-art facility or bring them to the facility where the workers will work every day. We can and have travelled to rural and Northern communities to deliver safety training, from industrial equipment safety to Train the Trainer programs. Whether an organization needs theoretical and hands-on training delivered to workers directly or wants to provide workers with the knowledge and skills they need to train others, SSM is your trusted source for occupational safety training and consulting in Manitoba.

SSM understands the need for and is supportive of the MAHSI project. Like MAHSI, we are passionate about reducing risks and injuries; we are passionate about providing meaningful training; and we are passionate about helping to ensure that each and every Manitoban arrives home safely every night.

Congratulations to MAHSI on the project! Meegwetch!

Judy Murphy, President and CEO,
Safety Services Manitoba



THE UNIVERSITY OF WINNIPEG

University of Winnipeg supports the Manitoba Aboriginal Health and Safety Initiative

It is very exciting to see the accomplishments of the Manitoba Aboriginal Health and Safety Initiative over the past two years. With the launch of the online learning center just around the corner, all of the efforts of the many people and organizations committed to the project are being realized.

UWinnipeg has been committed to the project from the onset, with Dr. Mark Ruml, a Faculty member in the Department of Religion and Culture, taking the role of Cultural Content Coordinator for the project and heading up the research for the cultural content. Over the past six months video production staff in UWinnipeg's Centre for Academic Technology have worked to bring this content to life through videos that will be available as part of the online training material. It's exciting to see the material come together from early stages of research to a complete online learning center.

The opportunity to support education in a meaningful and innovative way speaks to what is at the heart of UWinnipeg. We are so pleased to have been involved in this exciting project, working together to ensure healthy and safe working environments for Aboriginal employees.

Lynn Bailey, Director, Business Development
Faculty of Business and Economics



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Creating futures one family at a time!



MAHSI

Worker Safety and Building The All-season Road

The Manitoba East Side Road Authority (ESRA) is responsible for overseeing one of the largest and most influential construction projects in Manitoba's history. Mandated by the Manitoba Government in 2009, ESRA is building an all-season road on the east side of Lake Winnipeg. It's a multi-billion dollar project that will span over 30 years. Once completed, 13 First Nation's will have all-season road access.

This project is like no other. For starters, this all-season road is being built where no such road has ever existed. Right now, aside from the short winter road season, the only way in or out of these communities is by boat or plane.

As well, this initiative isn't just about building a road. It's about creating economic opportunities for the families in these First Nations. ESRA has been working with these communities to undertake pre-construction work through Community Benefits Agreements (CBAs). CBAs have been signed with all the First Nation's generating thousands of dollars in economic spinoffs. On top of that, since July 2009, this initiative has created over 1000 jobs and provided valuable job training to hundreds of others.

The health and safety of those working on this all-season road is something ESRA holds to the highest regard. ESRA helps mentor each First Nation on making sure workers know their rights in the workplace and how to develop safety and health programs for their own construction companies.

In the fall of 2014 ESRA achieved its biggest milestone to date. The Bloodvein River Bridge opened making the Bloodvein First Nation the first community to have all-season road access.

ESRA is on track to meet the commitment of all-season road access from PR 304 to Berens River in 2019/2020. The families living in these communities have long dreamed of having all-season road access and by continuing to work together, we can achieve that.

Ernie Gilroy, CEO Manitoba East Side Road Authority



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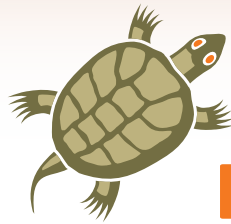
The MAHSI is supported by a grant from the Research and Workplace Innovation Program (RWIP) of the Workers Compensation Board of Manitoba.



CAHRD
Creating futures one family at a time!


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MAHSI Communications /
Web Consultant (CWC)



MAHSI

Manitoba Aboriginal Health & Safety Initiative

January 2015

Project Update

MAHSI has completed the Research phase of the project and has entered into the Design and Development phase. The extensive input into the research from a wide range of stakeholder groups, particularly in the North, will contribute to the development of the Online Resource Centre.

Thank you to all the employers, Aboriginal workers, students, First Nations educators and all others who participated in the research.

I would also like to acknowledge and thank again the project partner organizations: Canadian Aboriginal Human Resource Development (CAHRD); the Northern Manitoba Sector Council (NMSC); and the University of

Winnipeg's Faculty of Business and Economics, for their ongoing support and assistance.

In addition, the input from the growing number of supporting organizations has been, and continues to be, critical to the successful development of the project. Thank you. MAHSI will continue to reach out and engage other organizations and stakeholder groups as the project develops.

The website will be launched early in January and will continue to be developed over 2015. Newsletters are planned quarterly for 2015 and will continue to provide updated information as the project develops.

Richard Nordrum, Project Manager



**Centre for Aboriginal
Human Resource
Development
– CAHRD –**

For more information
visit our website at

www.cahrd.org

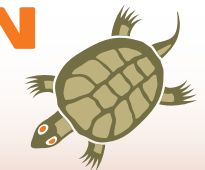
Aboriginal Workforce Growing

It is a well-known fact that the Aboriginal population in Canada is growing at a much faster rate than the non-Aboriginal population (by approximately 45% and 8% respectively). The current median age for Canada's Aboriginal population is 27 compared to the non-Aboriginal population at 40. According to Statistics Canada labour market information (2011), 43% of Manitoba's Aboriginal adults aged 25-64 had less than a high school education and despite labour market improvements, Manitoba's Aboriginal unemployment rate (2013) remains high at 11.6% - over double the non-aboriginal average of 4.8%.

While Aboriginal workforce participation continues to be the focus from Government and industry, there is a growing concern for Aboriginal people in the workforce with regard to health and safety issues. Currently the national and provincial/territorial statistics on workplace injury, disease and fatality do not report ethnic or racial identity of claimants. This lack of knowledge/data collection is a huge concern in ensuring Aboriginal people know their rights and are provided an equal opportunity to participate in safe work practices.

Aboriginal people are currently over-represented in public administration, construction, and non-renewable resource

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MAHSI

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extraction. These are the fields that experience the highest level of health and safety concerns. Issues range from cultural safety (42% of employed Aboriginal people reported racism), literacy issues (may not be aware of legal rights), and under reporting of occupational injury and disease (Aboriginal workers will often quit their jobs rather than raise workplace concerns). Young workers are at a greater risk to experience health and safety issues, due to their lack of knowledge and experience, which is a great concern as they are the largest Aboriginal cohort.

Therefore, culturally appropriate workplace health and safety training starts with Aboriginal employees gaining a greater awareness of their health and safety rights. This can be accomplished through addressing the three R's - Right to know about workplace hazards, Right to participate in health and safety committees and Right to refuse work that is unsafe. Reaching beyond awareness requires developing and implementing effective data collection, analysis and measurement systems to provide necessary information for designing sustainable health and safety training for Aboriginal workers that will assist in preventing workplace-related injury and illness.



CAHRD

Research and Workplace Innovation Program (RWIP)

The Manitoba Aboriginal Health & Safety Initiative (MAHSI) was born out of a perceived need for more culturally-appropriate health and safety training for Aboriginal workers quickly became apparent that there was, in fact, a gap in consistent, quality health and safety training that spoke directly to this group of workers.

The primary goal of the Manitoba Aboriginal Health and Safety Initiative (MAHSI) is to provide culturally appropriate workplace health and safety training for Aboriginal workers to help prevent workplace-related injury and illness. The MAHSI will assist and support employers to provide a safe work environment for Aboriginal workers in Manitoba by developing an Online Learning Centre (OLC) dedicated to Aboriginal workplace health and safety. All educational resources will be developed and customized to be culturally appropriate, and will reflect Aboriginal practices, history and traditions.

The Centre for Aboriginal Human Resource Development Inc. (CAHRD) is the lead organization, in partnership with the Northern Manitoba Sector Council (NMSC). The University of Winnipeg, Faculty of Business and Economics is the Design & Development partner.

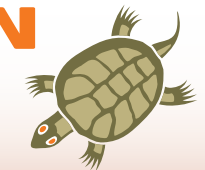
The need for this project in Manitoba is related to 4 factors:

- 1 An increasing Aboriginal population and workforce
- 2 Manitoba labour market needs/shortages
- 3 Aboriginal workers at increased risk of injury
- 4 Lack of culturally appropriate health and safety training resources for Aboriginal employees

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The WCB has a brochure available to anyone interested in learning more about their Research and Workplace Innovation Program, such as who can apply, details on the 3 project funding streams, and contact information to find out when and how to apply for this funding.

To learn more about the RWIP program please visit www.wcb.mb.ca/research-and-workplace-innovation-program-0.



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The OLC will be developed to assist Aboriginal workers in, or preparing to enter, the workforce, and will be designed so that Aboriginal workers can use it for independent learning. It will also be designed as a tool that managers, supervisors, health and safety officers and human resource personnel can use for health and safety training in their workplaces. The OLC will be available and be of benefit to other user groups, including training institutions and employment preparation programs.

It is planned that the OLC will include:

- *An Essentials of Health and Safety course for Aboriginal workers that integrate traditional Aboriginal values with current health and safety best practices.*
- *Resources and supports to help employers and others deliver this course in a facilitated training session.*
- *DVD's and printed materials that correspond to the e-course and web-site will be developed for areas where internet connectivity is a concern, or as an option to support forms of delivery and usage.*
- *Aboriginal Cultural awareness materials will be available to assist employers and others understand aspects of Aboriginal cultures.*
- *Workplace culture materials to help Aboriginal workers understand and adapt to workplace culture.*
- *Research and articles related to workplace health and safety.*
- *Social media, Facebook, discussion groups, blogs, and so on, will be incorporated to facilitate interaction and collaboration amongst users.*
- *Links to other health and safety resources, such as Manitoba Safe Work, WCB, and Workplace Safety and Health laws will be provided.*

This project is designed in 4 phases, to be completed over 2 years. The project began January 2014 and will end December 2015. Phase 1: Planning and Research – Primary and secondary research will be conducted with input from Aboriginal workers, employers and

- *The University of Winnipeg, Religion & Culture Department, contributed a stipend for a graduate student to participate in the secondary research. Secondary research was conducted to identify and describe:*
- *Literature (studies, papers, articles, etc.) related to workplace health and safety for Aboriginal workers.*
- *Existing programs and training resources related specifically to Aboriginal worker health and safety.*

Secondary Research Update

Phase 4: Evaluation and Sustainability – An evaluation plan will be developed in consultation with the WCB. It is intended that this plan will identify user demographics and provide baseline information for a longitudinal study, which will measure the effectiveness of the OLC in terms of injury prevention for Aboriginal workers. Usage statistics and feedback from users will help to change and update the resources as required. Upon completion, the MAHSI Online Learning Centre will be hosted and maintained by the Centre for Aboriginal Human Resource Development on their website.



Research has indicated that the concept of Cultural Safety is indispensable to any health and safety initiative involving Aboriginal people. Primary research will continue to explore the applicability of this concept to the work environment and to workplace health and safety.

Dr. Mark Runt

Aboriginal Content Coordinator

- *Health and safety training programs and materials that have been developed for other culturally distinct populations which may inform the development of the MAHSI.*
- *Employment sector and workplace injury statistics related to Aboriginal workers, particularly in Manitoba.*

Two significant reports¹ concluded that there was little published information about workplace injury prevention programs specific to the circumstances of Aboriginal communities. Both reports also identify the significant concept of Cultural Safety; a concept found repeated throughout the literature. Including elements of cultural awareness, cultural sensitivity, and cultural competency, Cultural Safety ensures,

An environment that is spiritually, socially and emotionally safe, as well as physically safe for people, where there is no assault, challenge or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge and experience of learning together.²

Research has indicated that the concept of Cultural Safety is indispensable to any health and safety initiative involving Aboriginal people. Primary research will continue to explore the applicability of this concept to the work environment and to workplace health and safety.

1 NAHO, *First Nations Occupational Health and Safety: A Discussion Paper*. Ottawa: National Aboriginal Health Organization, 2006 and Charles Horn, *United Native Nations: Working Safe in Aboriginal Communities Project Final Report*, WorkSafeBC, 2008.

2 R. Williams, "Cultural safety – what does it mean for our work practice?" *Australian and New Zealand Journal of Public Health*, 23(2), 213-214, 1999, p. 213.



Primary Research Summary

Primary research was conducted from May-November 2014. The overall goal of the primary research was to secure direct and comprehensive input from the broad range of project stakeholders, including Aboriginal workers and students, employers, Aboriginal Elders, First Nations Educators, and MKO staff.

Research tools included focus groups, interviews, questionnaires, and an e-survey. There were 120 participants.

A number of challenges were identified for Aboriginals in receiving health and safety training, including remoteness, lack of internet, language and literacy, lack of resources and trainers, and cost of resources. Participants offered solutions to some of these barriers, including making the online resources available on paper and/or DVD, and to have the resources available in Aboriginal languages (such as Dene or Cree). Videos were also suggested as being helpful. Using Aboriginal Instructors was also identified as making the content more meaningful and approachable for learners.

Having the resources available at no cost to employers would help ensure that the content would be available to a wider range of learners. Workers and employers believed an online health and safety training program could be a benefit to securing employment.

Online resources identified as most important to be included in the Online Learning Centre (OLC) were: videos; videos with follow up discussion; input from Elders and Traditional teachers; and real life examples. Participants cited examples from Aboriginal culture such as boating, hunting, fishing, trapping, and environment that could be used to teach health and safety. Other suggested content included respect and values, Seven Sacred Teachings, and sustainability; the use of Aboriginal languages was also suggested. Having an Aboriginal Instructor, when possible, was seen as important.

A need for employers and fellow employees to understand Aboriginal Culture and Traditions was also identified. Integrating Aboriginal traditions would make the content more relevant and would provide role models for children and young workers. Employers having a better understanding of Aboriginal Culture would contribute to a safer workplace. Having this understanding of Aboriginal Culture and Traditions would create a Culturally Safe workplace – an important aspect identified by many participants.

To promote awareness of the OLC, the majority of participants suggested working with employers and unions, and using Facebook and other Social Media, newspapers, radio, and television (such as APTN). It was also suggested that Aboriginal languages be used to promote the OLC.

Richard Nordrum, Project Manager



MBCTC – Investing in Safety

An Investment in Safety

The Manitoba Building & Construction Trades Council (MBCTC) is a non-profit umbrella organization representing 13 building trade unions with more than 6,000 members in the province's construction industry. Working closely with its partner organization, the Allied Hydro Council of Manitoba (AHC), both organizations supply skilled labour and trades professionals to work on construction projects.

The construction industry, and the nature of the work it performs, is characterized as high-risk; workers often perform difficult tasks in hazardous environments, and often work with large and complex equipment that requires complex safety protocols.

Workplace safety is of particular importance to the MBCTC, its affiliated unions, and the workers they represent. Both the MBCTC and the AHC promote safety to prevent individual pain, suffering and tragedy, and because it is a smart business investment that results in considerable savings both in the short- and long-terms.

The MBCTC plays an important role in lobbying for effective safety standards and promoting safety regulations and guidelines. As a union organization, the MBCTC plays an important role in establishing a safety framework that makes safe working conditions paramount across the industry.

With the number of construction projects always taking place throughout Manitoba, and especially in the north (such as the 2 very large Hydro projects that AHC is the labour supplier for – Keeyask and Keewatinohk – projects located some 700 kilometers northeast of Winnipeg), we feel it is highly important that current, effective and culturally-appropriate health and safety training be available.

“This is why the MBCTC is so happy to be supporting the Manitoba Aboriginal Health and Safety Initiative (MAHSI)! We join government, contractors, project owners and construction firms engaged in our industry, in placing a strong emphasis on safety. Supporting this important initiative is an investment in saving lives, preventing injuries and making significant impacts on productivity and overall project costs.”

*Sudbir Sandhu, CEO
MBCTC & AHC*





MAHSI



**MANITOBA
CONSTRUCTION
SECTOR COUNCIL**

Manitoba's Construction Sector Council Supports Aboriginal Workplace Health and Safety

The Manitoba Construction Sector Council (MBCSC) is committed to providing workplace entry and leadership training solutions to adults working in or transitioning to a career in construction throughout Manitoba. With an emphasis on attracting individuals from under-represented groups, the MBCSC provides quality HR information, resources, tools and training, and works with their board representatives of the:

- Construction Association of Rural Manitoba
- Manitoba Building and Construction Trades Council
- Manitoba Heavy Construction Association
- Manitoba Home Builders' Association
- Winnipeg Construction Association

As an enthused supporter of the Manitoba Aboriginal Health and Safety Initiative (MAHSI), the MBCSC, and WORKSAFELY™ (a sector of the Manitoba Heavy Construction Association that offers training, health and safety programs and the official COR™ certification for businesses across Manitoba) is proud to help meet the workplace health and safety needs of Northern Manitoba construction sector workers:

We believe the development of the Online Resource Centre and its resources will be of particular benefit to Northern Manitoba workers and their employers in expanding available training resources at no cost. WORKSAFELY™ is also striving to meet the occupational health and training needs of Northerners. An example of this is a development and delivery of a training program with the JV Meemeeweesipi Development Corporation.

— Carol Paul and Ron Castel of the MBCSC

To learn more about MBCSC and to access links to resources for careers in construction, supervisor training for construction workers, and health and safety links, please visit <http://www.mbcsc.com/about-mcsc/>.

To learn how WORKSAFELY™ enhances construction safety practices across Manitoba, or for more information about MBCSC and their programs, please visit www.mhca.mb.ca/worksafely.



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Tolko Industries
Vale
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CAHRD



PROVINCE OF MANITOBA

PROCLAMATION

ABORIGINAL OCCUPATIONAL SAFETY AND HEALTH WEEK

WHEREAS it is desirable that employers, workers and the community at large be made aware of the importance of recognizing health and safety for Aboriginal workers; and

WHEREAS the Government of Manitoba and its agencies, along with the Centre for Aboriginal Human Resources Development (CAHRD), the University of Winnipeg and the Northern Manitoba Sector Council (NMSC), promote the sharing of culturally appropriate, accessible and flexible occupational health and safety resources, reflecting Aboriginal practices, history and traditions; and

WHEREAS workplace injuries and illnesses carry a significant impact for Manitoba's Aboriginal and Northern communities; and


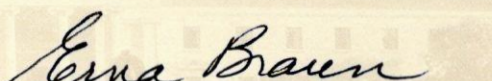
WHEREAS a week of recognition reminds us that everyone has a responsibility in making our workplaces safe

NOW THEREFORE BE IT KNOWN THAT WE, Eric Robinson, Minister of Aboriginal and Northern Affairs and Erna Braun, Minister of Labour and Immigration, in the name of the Province of Manitoba, do hereby proclaim

November 30 to December 6, 2015 as

**ABORIGINAL OCCUPATIONAL
SAFETY AND HEALTH WEEK**

in Manitoba, and do commend its thoughtful observance to all the citizens of our province.


Minister of Aboriginal and
Northern Affairs
Minister of Labour and
Immigration