

**Understanding Challenges of Nepali Immigrants to Enroll their Children in Recreational
Activities in Guelph, Ontario**

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Abstract

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Sports is universal language that has been practiced in every culture and tradition since ancient times. Immigrant children face psychological issues due to language, unfamiliar environment, new culture, and new people. In settlement process of immigrants in a host country, immigrant children and their transition are overlooked. This research investigates role of recreational activities in Nepali immigrant children living in Guelph towards their inclusion and socialisation in the community. In-depth interviews were used to understand their perception on recreational activities, explore available subsidy and financial programs to access recreational activities and understand immigrants' knowledge on available subsidy and financial programs to access recreational activities. This study concluded there needs to be more work done to publicize available subsidy and financial programs to access recreational activities.

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LIST OF ABBREVIATIONS

CIC: Citizenship and Immigration Canada

COVID-19: Coronavirus disease-19

DCAFS: Dufferin Child and Family Services

EU: European Union

GWLIP: Guelph Wellington Local Immigration Partnership

IRCC: Immigrant, Refugee, and Citizenship Canada

ISGW: Immigrant Services Guelph-Wellington

LICO: Low Income Cut Off

SIN: Social Insurance Number

SWIS: Social Workers In School

UNHCR: United Nations High Commissioner for Refugees

WHO: World Health Organization

PEI: Prince Edward Island

YMCA: Young Men's Christian Association

YWCA: Young Women's Christian Association

1. Introductions

1.1 Problem Statement

Participation in recreational activities bring integration, inclusion and builds a sense of place amongst immigrants (Aizlewood, Bevelander & Pendakur, 2006, Juniu, 2000, Liu- Farrer, 2004, Stodolska, Shinew, Floyd & Walker, 2013). In Canada, one of the most immigrants attracting countries, social fabric woven with the creation of diversified communities along with the proper integration of immigrants forms a strong community. Immigrants need help with finding employment, place to live, school for their children, language trainings, translations and interpretations, and transportation. These issues are termed as settlement issues and in broad meaning, settlement means acclimatization, adaptation, and integration (*BEST SETTLEMENT PRACTICES - Settlement Services for Refugees and Immigrants in Canada*, n.d.). There are many organizations in Canada that helps both new and long-term immigrant families settle and integrate into a new society through numerous programmes. However, there are few programs involved in the integration of immigrant children. Children are often overlooked not only in the municipal programs for integration but also in federal immigration policies (Busby & Corak, 2014). Along with immigrant parents, immigrant children also face uncertainty of what to expect in the unfamiliar environment (add ref). Having friends helps them ease their transition. Rousseau & Heusch (2000) states that having friends help immigrant children not only adjust in a multicultural community but also protect them from psychological distress. For children, it is easier to make friends in a setting where they can play. Sports, or more broadly recreational activities, provide such platforms where they can make friends, play and transition into their new community. It is found that active involvement of children in recreational activities since early years of their life help them gain confidence, social cohesion and integrate into host communities (Gouin, n.d.).

However, immigrants' participation in recreational activities is less compared to non-immigrant families and less effort is done to understand the underlying reasons (Aizlewood et al, 2006).

Immigrant parents have not only an extra burden of settling down but also financial burden. Along with these problems, other factors like private transportation, language barriers or even lack of interest may be the reasons that immigrants are not able to send their children to recreational activities. Although multiple levels of government in Canada have installed children play parks, this research focuses on formal, organized recreation activities. According to Helly (1997), formal recreational activities require formal registration in an office setting that provides training on various leisure activities, such as swimming, dancing, cooking, arts, and hockey. Such activities come with a registration fee and for an immigrant family, this fee is an extra financial expense (Immigrant Kids Missing out on City Recreation Opportunities, Study Shows, 2016). There are organizations, such as Children's Foundation (Free to Grow- Children's Foundation, n.d.), and Young Men's Christian Association (YMCA)/Young Women's Christian Association (YWCA) that help struggling families by providing financial benefits and discounted membership so that their children can learn their favourite recreational activities (Financial Assistance, 2019). Despite these facilities in most of the cities and municipalities across Canada including Guelph, immigrant families still face barriers to accessing recreational activities for their children (Stodolska, 2000).

1.2 Purpose Statement

The purpose of this ethnographical study is to understand the underlying challenges that keep Nepali immigrants away from accessing these recreational activities in Guelph for helping community workers to focus on them in particular and help their children integrate into the social fabric.

1.3 The City of Guelph, Canada

This research was conducted in City of Guelph, Ontario. Guelph is a city in the heart of Southwestern Ontario. It is a single-tier municipality and in its close vicinity to larger cities like Toronto, London, and Kitchener. The City of Guelph is also well connected to agriculturally rich rural towns in the surrounding region. Guelph is a robust city with a diverse community. It is welcoming in nature with abundant employment opportunities. Therefore, Guelph is successful in attracting immigrants from many countries. According to the 2016 census, the population of Guelph was 131,794 which was an increase of 8.3% from 2011 census and a total 28,085 residents in Guelph are immigrants. (Government of Canada, 2017). Guelph is a popular destination for immigrants specially for secondary migration (Shuttleworth, 2015). Secondary migration occurs when immigrants migrate within Canada after living in a different location in the country. This research focuses on secondary migrants of Bhutanese refugees to Guelph. The Nepali immigrants for this research are the Bhutanese refugees who have lived in Guelph for at least one year.

Bhutanese refugees are people of Nepali origin from Bhutan. Nepal and Bhutan both are south Asian countries. Over 100,000 Bhutanese refugees were living in the United Nations camps in Nepal for two decades after being chased from Bhutan while resettlement process began in 2008 and since then they were resettled in Australia, Europe, New Zealand, the United States, and Canada (Refugee, 2015) . Canada welcomed 5,000 Bhutanese refugees over the period of five years since 2007 and were settled in different communities across the country (“Canada Opens Its Doors to Bhutanese Refugees,” 2013a). After staying in the community for few years, Bhutanese refugees started to move to Southwestern Ontario cities (Pulling up Roots, 2019) and Guelph was one of them. In Guelph, there are Bhutanese refugees who have moved from different parts of Canada. This influx of the Bhutanese refugees in Guelph after the 2016 census resulted the Nepali

language being the fifth most spoken language at home in Guelph (*GWLIP-Immigration-Report-Final-APPROVED.Pdf*, n.d.). Bhutanese refugees are Nepali decedents who have migrated to Bhutan in middle of 19th Century and speak the Nepalese language, follow Nepalese culture and Nepalese tradition, and they call themselves as Nepalese. Therefore, the Bhutanese refugees are referred to as Nepali immigrants in this research.

This research is motivation by the personal experiences of the researcher. Being one of the primary interpreters of the Nepali language in Guelph for more than two years, the researcher was in contact with approximately 75% of the total Nepali immigrant families in Guelph. During these interpretation sessions with the client's families, she noticed that their children were enthusiastic about participating in recreational activities like swimming, skating, and dancing. The families shared that it is difficult to access the recreational activities for their children in Guelph compared to the previous places they have lived in Canada. The researcher, being an immigrant from Nepal with two children, can relate to these feelings. Recreational activities are always a luxury or at the bottom of the priority list for immigrants (Cr, n.d.). Having lived such experiences, the researcher understood how painful it is when parents can not provide what their children desire. In Guelph, programs like “Free To Grow” offered by the Children’s Foundation and childcare subsidy by the County of Wellington are available for the eligible families for participating in recreational activities classes. Despite these programs, it is hard for the Nepali immigrants to access recreational activities. It is also found that the immigrant families face various challenges like social exclusion (Yancey & Snell, 1976), lack of knowledge on the accessibility of recreation activities, language (Stodolska, 1998) and lack of family time (Alexandris & Stodolska, 2004). But there is no literature that explains the real barriers of Nepali immigrants to enrol their children in recreational activities in Guelph

1.4 Research Question and Objectives

This research examines the challenges faced by Nepali immigrants living in Guelph to enrol their children in recreational activities in Guelph, Ontario. Specifically, the research addresses three objectives: 1) to understand Nepali immigrant families' perception of formal recreational activities, 2) to explore Nepali immigrants understanding of policies and programs on subsidy and other financial programs available in Guelph, and 3) compile policies and programs on subsidy and other financial programs available in Guelph for new immigrants.

1.5 Structure of Report

This research paper is organized into six chapters. The first chapter introduces the research, research objectives and questions, and identifies the significance of the research by exploring issues of Nepali immigrants to enroll their children in recreational activities. The second chapter, literature review provides historical background of Bhutanese refugees and contextual background of their journey to Canada and Guelph. The literature review also explored various organizations that provide recreational activities to the residents of Guelph and their programs to help immigrants families who have financial burden.

Third chapter bases on methods used for the research and outlines methods used for data collection, analysis, and identification of study area. Chapter four presents categorization and organization of data collected, data analysis, and research findings. This section responds to the key research objectives: understanding importance of Nepali immigrant families' perception on recreational activities, understanding knowledge of Nepali immigrants on policies and programs on subsidy and other financial programs available in Guelph and explore policies and programs on subsidy and other financial programs available in Guelph for new immigrants. Discussion of findings and its implications recreational activities will have on Nepali immigrants in Guelph are

presented in chapter five. The final chapter concludes with the research summary and presents areas that needs to be explored in future in terms of making recreational activities more accessible for immigrants.

2. Literature Reviews

2.1. Bhutan and the Bhutanese Refugees



Figure 1: Location Map of Nepal, Bhutan, and Tibet, *Tibet-Nepal-Bhutan-Location-Map-744.Jpg (744×501)*, n.d

Bhutan is a small Himalayan country in south Asia that shares its borders with China (Tibetan side) on the north and with India on the east, west and south. Bhutan has a total size of 38,394 square kilometers (*Geography of Bhutan – RSPN Bhutan – Royal Society for Protection of Nature*, n.d.). Bhutan is a sovereign country and the total population as of 2017 is 735,553 (Bhutan, n.d.). The meaning of Bhutan in Bhutanese is “Land of Thunder Dragon” (“Bhutan Country Profile,” 2018). Dzongkha is the major language and major religions is Buddhism, however, Hinduism is also celebrated and their currency is ngultrum (“Bhutan Country Profile,” 2018). Bhutan’s only constitution received royal decree in 1953, the Constitution of the National Assembly (*Bhutan - Structure of the Government*, n.d.-a). There are three ethnic groups in Bhutan

among whom Lhotshampas cover the southern Bhutan and are Nepali descendants (Bhutan, n.d.). They practice Hinduism and agriculture is their main occupation. Lhotshampas are believed to move to Bhutan from Nepal only during the middle of 19th century on invitation to fill the labor crisis for Thimpu- Phuntsholing highway (*Lhotshampas*, n.d.; *Navigating Telehealth in Limited English Proficiency Populations*, n.d.). Despite Lhotshampas living in harmony with the other ethnic groups for as many as five generations, their share of 45% of total population in Bhutan was taken as a threat to their religion, customs and the politics (*Bhutanese Refugees in Nepal | European Resettlement Network*, n.d.). The then King of Bhutan, Jigme Singe Wangchuk, introduced a citizenship rule and imposed “One country, one people” policy which was discriminatory to the Lhotshampas (*Navigating Telehealth in Limited English Proficiency Populations*, n.d.). Those Lhotshampas who could not provide a written proof of residency in Bhutan in 1958 were considered illegal and had to sign ‘voluntary leaving certificates’ forcefully before being evicted (*Bhutan’s Dark Secret*, n.d.; *Lhotshampas*, n.d.). Their fight against racism and discrimination were called as an anti national movement and “act of treason” (*Final_report.Pdf*, n.d.). They were restrained from taking their belongings and money, they were tortured, beaten, harassed and even imprisoned (*Lhotshampas*, n.d.). The forced mass eviction of Lhotshampas is considered ethnic cleansing by many (*Lhotshampas*, n.d.). More than 100,000 illegal (so called) Lhotshampas took asylum in Nepal after attempts to find shelter in India in the 1900s (*Bhutan’s Dark Secret*, n.d.; *Adhikari & Thapa, 2009.*; *Lhotshampas*, n.d.; *Navigating Telehealth in Limited English Proficiency Populations*, n.d.; *IOM-UN Migration*, 2011). It was found that 75% of the 12,000 Bhutanese refugees in one of the seven camps screened were deemed eligible to return to Bhutan (*Bhutanese Refugees in Nepal | European Resettlement Network*, n.d.)

The Government of Nepal, United Nations High Commissioner for Refugees (UNHCR) along with other implementing partners established seven refugee camps, in eastern Nepal and refugees were provided security, shelter, education, healthcare, and food but were not allowed to work or do business, own property or vote (IOM-UN Migration, 2011). The Bhutanese refugees stayed in the camps in Nepal for two decades. There were many repetitive talks between the Governments of Nepal and Bhutan on repatriation, however, no repatriation agreement was ever agreed (*Lhotshampas*, n.d.; *IOM- UN Migrational*, 2011). In camps, many women were raped by the Maoist and the guards.

In 2007, the Government of Nepal along with the UNHCR began resettling the Bhutanese refugees to third countries like Australia, Denmark, Netherlands, New Zealand, Norway, United Kingdom, United States, and Canada (*Adhikari & Thapa, 2009.*; *Lhotshampas*, n.d.; *Resettled*, n.d.). These countries formed a core group and welcomed the Bhutanese refugees into their communities. Although they wanted repatriation, Bhutan's unwillingness to bring them back, short of funds, and in hope of better future for their future generation resettlement to third countries was welcomed by the Bhutanese refugees (Banki, 2008). More than 100,000 Bhutanese refugees have been successfully resettled in core group reducing the refugee camp from seven to two in Nepal (*Bhutanese Refugees in Nepal | European Resettlement Network*, n.d.). This resettlement was one of the largest and most successful program (Refugees, 2015.).

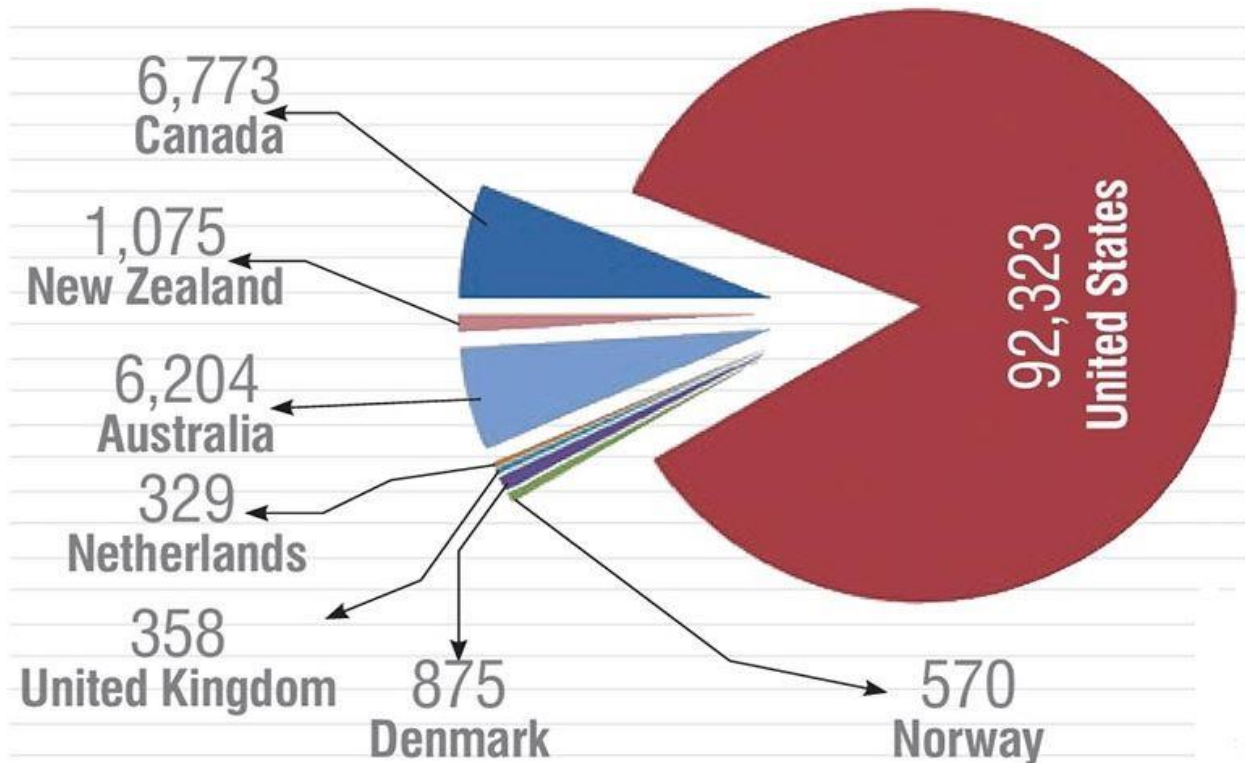


Figure 2: Bhutanese refugees resettled in third countries, UNHCR and US Refugee

Processing enter (REF)

Canada brought in 6,500 Bhutanese refugees in different phases by December 2015 (Immigration, 2020, "Canada Opens Its Doors to Bhutanese Refugees," 2013). After resettlement in Canada, they were provided with all necessary services like English language training, affordable housing in similar geographical landscape that matches the landscape of Nepal and Bhutan, settlement workers in school, financial support and many more for successful transition (*Bhutan Refugees Struggle to Adjust to Canada*, n.d.). However, Bhutanese refugees are leaving their primary place of resettlement in Canada. Approximately 150 Bhutanese refugees who have left Quebec City moved to Kitchener, Hamilton, St. Catharines, and London in Ontario (Garrity, 2017). The case in the Prairies is similar. The Bhutanese refugees who were settled in larger cities in Alberta are moving to smaller communities like Lethbridge because it is comparatively easier

to cope with the new environment here than in larger cities (*Klingbeil, 2016*). Similarly, Guelph is another favourable destination for Bhutanese refugees. According to GWLIP (2019), 4,050 people who came to Canada as refugee between 2000 and 2016 live in Guelph. Most of Bhutanese people living in Guelph are assumed to be refugees, however, there is no publicly available data to determine the immigration status of Bhutanese living in Guelph. This number would be higher if secondary migration was tracked. According to 2016 census, refugees who moved to Guelph from the previous census year were those who were born in Nepal, Bhutan, Eritrea, Syria, Ethiopia, Sudan and Afghanistan (Government of Canada, 2017b). The refugees from Nepal and Bhutan makes 15% of the total refugees who moved to Guelph. Most of them are already Canadian citizens upon arrival in Guelph.

2.2. Multiculturalism and Inclusion in Canada

Canada is a multicultural country and enjoys diversity among its citizens. The concept of multiculturalism in Canada dates back during 1960s and 1970s as a tool to negotiate between Anglophones and Francophones (Wayland, 1997). The Charter of Rights and Freedoms was established in the Canadian Constitution addressed the barriers of non-Anglophones and non-Francophones (CIC, 2012; Forbes, 1993; Kymlicka, 2012). It is because of this diverse, progressive, socialist, and sophisticated move, people who immigrated to Canada did not only enjoy Canadian citizenship but right but also integrated well into the national fabric of Canada (Dewing, 2009; Forbes, 1993). In 1988, *Multiculturalism Act* was enacted with four aims: 1) to assist all Canadian cultural communities that desire for their capacity development and contribute to Canada, 2) to participate in Canadian society by overcoming cultural barriers, 3) to promote and interchange creative encounters with all Canadian cultural communities and 4) to help

immigrants with at least one of the official languages for their full participation in Canadian society (*Canadian Multiculturalism Act, 1988 / Pier 21*, n.d.).

Despite of how much the various levels of governments in Canada are doing to protect, preserve and promote multiculturalism through welcoming communities, immigrants may feel unwelcomed or discriminated due to several factors. This is because immigrants learn to their similar ethnic groups and tend to live between the same ethnicity, culture, and religion (Koopmans, 2010). In recent years, immigrating for settlement and gaining citizenship of other countries is quite common and this has brought diverse and complex differences which are addressed by post- multiculturalism (Fleras, 2015). Post-multiculturalism is defined as acceptance of cultural diversity for developing a national identity that is strong and cohesive (Banting & Kymlicka, 2010; Fleras, 2015; Gozdecka, Ercan & Kmak, 2014; Vertovec, 2010; Zapata- Barrero, 2017). Inclusion in post-multiculturalism is the acceptance of differences by adjusting the system so that it can fit in new realities (Fleras, 2015). Civic integration is one of the most important element of Canadian multiculturalism (Banting & Kymlicka, 2010; Kymlicka, 2012, Kymlicka & Banting, 2006) and that no matter which race, culture, religion, ethnicity, and income whoever are in Canada would have equal opportunity to access the means and resources to participate in Canadian Society completely (Allan, 2016; Banting & Kymlicka, 2010; CIC, 2012; Dewing, 2009; Forbes, 1993; Kymlicka, 2012). This is also reflected in Immigrant, Refugee, and Citizenship Canada (IRCC) and as a mandate in the Canadian Charter of Rights and Freedoms.

2.3. Barriers to Recreational Activities

Despite, the advantages of recreation activities on the mental health, inclusion, and acculturation it is not accessible to all. German research found out that the high rate of participation in recreational activities are from those with high income, high education, ethnic

majority, heterosexual orientation, and with no physical or mental disability (Elling & Claringbould, 2005). An immigrant family may have problems associated with finances despite their education and heterosexual orientation. On the other hand, a refugee family may have issues in every aspect of the above factors of recreational activity participation. They may have settlement priorities, language problems, lack of knowledge on systems and sometimes even a unique perspective on recreational activity. Comparable results emerged from research in Australia that also suggested common barriers for participation in recreation activities are costs, access to transportation, low cultural importance to recreational activities, settlement priorities, cultural norms for gender and family attitudes (Caperchione, Kolt, & Mummery, 2009; O'Driscoll, Banting, Brokoles, Eime, & Polman, 2013; Olliff, 2007; Rosso & McGrath, 2013, Spaaij, 2013). Another study done in Australia to examine the barriers to participation in recreation activities found out that lack of knowledge on systems, preference on education for children, competing priorities but cost and transportation were barriers with lesser extent (Block et al, 2017). Further research conducted in Germany ascertained that families with little school education and first- generation immigrants were at the top of the list who could not participate in recreational activities (Braun & Nobis, 2012). Like barriers to immigrant families to participate in recreation activities, there are barriers to the coaches of such recreation activities. Recreation activities are highly interactive, and language is mostly used for communication which becomes a barrier when there are participants with language problem. This makes recreation activities less interactive socially and the immigrant participants may feel socially isolated (Ruble & Shaw, 1991). The coaches may not know or understand cultural and religious constraints (Taylor and Toohey, 1998). The coaches may not be able to understand the trauma immigrant children, especially refugee children, faced. Due to these constraints, among others, immigrant children

may experience discrimination. Research shows this discrimination immigrant children face takes place in schools and recreational centres (Schwenzer, 2016). The lack of common grounds, such as spoken language, between coaches, staff, and other participants and preference of immigrant children (and even parents) to stay in their own ethnic circle, there are chances that they feel discriminated. There are gaps in the system to create an inclusive and integrated community. Along with the expectation from the immigrant children, there should be enough training to coaches on being inclusive, recognising signs of trauma, trained on dealing with discrimination, non- verbal way to explain activities, rules and regulations of the recreation activities (*Schwenzer, n.d.*). When every one in the system of the recreational activities need to practice being inclusive, understand immigrant children issues and problems and trained for a diverse team then recreation activities as a socializing agent will show its true colors and importance (Bredemier & Shields, 2006).

2.4. Recreational Activities Providers in Guelph

There are programs and services designed by multiple governments in Canada to help parents enroll their children into recreational activities (Carey, Carmichael, Gosai & Rand, 2018). There are examples of businesses and charities that provide support and/or subsidies to the parents who have financial burden, such as Canadian Tire, Guelph's Children Foundation, and Jump Start Funding. These organisations use one of the most common poverty measurements in Canada called Low Income Cut Off (LICO) to determine eligibility for their programs/services. LICO is based on percentage of income a household spends on necessities like food, shelter, and clothing relative to average. With the help of this scale, both Guelph's Children Foundation and Jump Start Funding decides the eligibility of the family. Both organizations use LICO on a family's previous tax year income, however, the later also considers Canadian Child Benefit and currently Canadian

Emergency Response Benefit. The process to apply for funding is easy. Families need to submit these documents and within few days, they get a confirmation of their eligibility. Families' inform Guelph's Children Foundation about the recreational activities their children want to enroll and the service provider of these activities. The families are provided with a letter about subsidy which needs to be submitted to the service provider. Most of the service providers in Guelph accept the subsidies. The Foundation provides a subsidy of \$400 per child in a family every year and the eligibility for families is checked every year. The Jumpstart Funding is a Canadian Tire initiation that provides a maximum amount of \$600 for a child per year for two different activities and has a limit of budget per region and once this limit has reached eligible families may not get funding for that year (*Individual Child Funding Guidelines / Programs*, n.d.). There are other recreational activities service providers like YMCA/YWCA of Guelph and Onside Athletics who helps financially distressed families to participate in different activities they provide at their premises. YMCA/YWCA provides financial assistance to families who are unable to pay full fees, committed to use the services provided on regular basis and pay the portion of the fee that was previously agreed on (*Financial Assistance*, 2019).

All the funds available for recreation activities are focused for families meeting the LICO requirements. Immigrants, specially new immigrants, can be considered LICO families for the reasons discussed. They, as mentioned earlier, have competing settlement necessities and can not take jobs immediately after landing because they need to do the paperwork and documentation to get their Social Insurance Number (SIN) and other immigrant landing processes. They may need to go through their education assessment if they want to find jobs in their own expertise or education. This is a time-consuming process. That is why, immigrants are mostly seen working for labour jobs (Constant, 2014). This income is mostly enough for their essential needs like food,

rent and clothes. If there is only one income earning member in a family of four, it is not enough to afford essential needs and that is why children's needs for leisure activities are let go. In Canada, immigrants are also one of the four vulnerable groups that are susceptible to chronic poverty (Hatfield, 2004, Morissette & Zhang, 2001). These families meeting the LICO definition are expected to be excluded from participation in activities compared to those that are well off (Chuvakin & Barros, 2010; Mack, 2016; Patil & Ennis, 2013). During the initial periods of immigrant settlement, a remarkably substantial number of immigrants face low- income and a considerable number of them are at risk of discrimination and are not welcomed (Kymlicka, 2012). It is found that there are higher number of low-income families live in major cities (Hatfield, 2004; Picot, Lu, & Canada 2017; Schellenberg & Hou, 2005).

Settlement workers help immigrants with their settlement issues such as knowing their rights and responsibilities, and learn about programs and services they may need (Settlement Worker| Alternative Jobs, n.d.). There are settlement workers hired by various levels of government as well as private agencies. The two larger agencies in the City of Guelph are County of Wellington settlement workers and Immigration Service Guelph-Wellington (ISGW).

2.5. Asset Based Community Development

Through this research, the researcher sought how can Nepali immigrant community be developed by using the assets they already possess so that they can be made self sustained community in Guelph. For this reason, Asset Based Community Development (ABCD) was studied in this research along with the barriers Nepali immigrants face to enroll their children in recreational activities in Guelph.

ABCD is a community development approach focused on utilizing the assets of a community to achieve a desired outcome. Unlike conventional models of community

development that focuses on the problems and issues, ABCD builds community capacity by undertaking the strengths and capacity it already has while taking the problems and issues into consideration (Phillips & Pittman, 2014). Assets in terms of community as described by Kretzmann and McKnight (1993) are “gifts, skills and capacities” of “individuals, associations, and institutions”. The ABCD approach is guided by unique principles that helps to identify field-based methods and practices (Mathie & Cunningham, n.d.). As a process, ABCD can be performed in four steps. These steps are 1. Organizing community, 2. Visioning, 3. Planning, and 4. Implementation and Evaluation (Phillips et al, 2015).

The first step of any community development is organizing community. This step involves bringing people of community together to mobilise them and discuss their issues and problems. After a series of intensive meetings and community gatherings, the community itself lists and prioritize their problems. These problems and issues are the goals for the community and only at this stage ABCD considers the community problems. In the next step as per Phillips et al (2015), vision for future is created as a guiding body. An achievable vision is written in a statement after a consensus amongst the community members is reached. The third step is planning and is the actual beginning of the ABCD. In this step, true realization of the asset found in the community is done. This involves data collection, analysis, asset mapping and community survey so that a shared decision is made. Resources, gifts and assets are all strengths the community has. Realizing these means gathering community attitudes, ranking issues, determining goals and public support, and evaluate existing programs (Phillips et al, 2015, McKnight et al, n.d.). Duncan (n.d.) states, “Asset Mapping is not just another list of resources. It is a strategy to identify assets that are available from within the community, more importantly it’s a process for connecting and

engaging the community and to unlock the talents of people to help solve problems and build a better community.”

It is done in three steps: discover, ask, and connect. It simply means finding assets of people in community, requesting people for their involvement in their issues and finally bridging people with spirit for a commonweal. This participatory approach of involving public in ABCD is restrained on focussing on inputs not on shared decision making. The fourth and the last step is implementation and evaluation and involves action plan or strategies to reach common goal through shared understanding. The fourth and the last step is implementation and evaluation. The strategies and activities discussed earlier are implemented at this stage as per regulations. Another activity that comes along with implementation is monitoring and evaluation. Monitoring assess the process to see if any adjustments needs to be made while evaluation are done after an activity or a plan is completed. These four steps are independent and can intermingle at every step. ABCD is a sustainable community driven development strategy that links micro assets to macro environments. ABCD helps a community build its assets by mobilizing individuals, associations, institutions, and connections by bringing them together and focussing on their strengths rather than on their needs. This research is inspired and designed by ABCD principles. The research findings will be shared with Nepali immigrants, the broader immigrant community, and key partners in the City of Guelph to facilitate action-oriented strategies, building on the ABCD approach.

2.6. Summary

Bhutan, one of the tiny Himalayan country sandwiched between big countries like China and India, chased away its southern dwellers of Nepali origin. Approximately 100,000 Lhotshampas took refuge in Nepal. UNHCR, WHO and many other organisations came together

to provide basic needs for them and made seven refugee camps in Nepal. After two decades in Nepal, UNHCR formed a core group of eight countries to resettle the Bhutanese refugees in their respective countries. Canada resettled around 6, 500 Bhutanese refugees in various parts of Canada between 2008 and 2015. Since their resettlement, they have been emigrating inside Canada and are settling down in bigger cities for more opportunities. The literature demonstrates immigrant children especially, refugee children, have gone through trauma, have difficulty in language, making friends, feel discriminated and feel lost in the new society. To combat these issues in immigrant children, the literature notes participation in recreational activities has a key role. It plays an essential part of inclusion and integration of immigrant children into the new society. It helps immigrant children to make friends, learn new culture, practice new language, deal with trauma, sense of belonging, sense of identity, and socialize. However, it is also important that the coaches of the recreational activities need to train as well on recognizing trauma attack, inclusion, discrimination, and train using non- verbal gestures so that they can make the immigrant children participant welcomed. It is difficult for immigrant families especially new immigrants to enroll their children in recreational activities. Their first priorities are the basic human needs- food, water, clothing, shelter, education, and healthcare. Recreational activities are considered a luxury leisure by immigrant families. Settlement of children is still far from consideration during the initial settlement in Canada that is why there are no information provided to the families about recreation activities unless asked. In Guelph, there are two organisations that help financially distressed families with subsidy while others help them by giving discounts for the services they provide. From the literature, it can not be denied that there is a lacking awareness about recreational activities and available services and program to help immigrant families amongst the immigrants and to the settlement workers, and outreach workers. Policies must be

devised to provide information on programs and services about recreation activities available in the region to the immigrant families as well as those who work for them and their settlement. The settlement policies can be made wholesome by including immigrant children's interest and experience should be considered highly while developing recreational and sports programs and therefore it is important to understand what challenges arise to participate in such programs from parent's perspectives (Hertting & Karlefors, 2013). ABCD model of community development helps community to build its assets by connecting all its strengths.

3. Importance of Recreational Activities in Children for Inclusion

In recent times, recreational activities have gained attention as a socialising agent between people of diverse culture (Eitzen & Sage, 2003; Grove & Dodder, 1982). This intertwining of post-multiculturalism and recreational activities is believed to help immigrants to learn about the culture of host country still being able to enjoy their ethnic culture (Smith, Spaaij, & McDonald, 2018). Like sports, participating in recreation activities is equally beneficial (Coalter, 2007). Participation in recreational activities helps in building leadership, motivation and learning, increasing civic engagement, and has benefits of positive health (Coakley & Donnelly, 2002). It is found that recreational activities have a special place in every culture found and practices universal characteristics (Carter-Thuillier, Lopez- Pastor, & Carter- Beltran, 2017). It can not be denied that there is a special place for recreational activities in all cultures. Infact, recreational activities and its importance has been praised since ancient times and in today's time it has importance on social- psychological aspect (Hatzigeorgiadis, Morela, Elbe, Kouli, & Sanchez. 2013). Participating in recreational activities builds moral development (Bredemeier, Weiss, Shields, & Shewchuk, 1986) and helps to develop intercultural practices. These developments stimulate place-based connection amongst immigrant children which in turn builds social capital for the host country. When immigrant children participate in recreational activities, they get a chance to make friends, practice host language, learn culture practiced in host country, increase motor skills, community engagement and build trust. Along with these, recreation activities also need interaction and communication, and has heterogenous demographic participation especially in host countries like Canada. Therefore, recreation activities reduces negative attitudes amongst participants of different cultures (Allport, 1954), strengthen mutual acceptance (Amir, 1969),

induce collective identity (Tajfel, Billig, Bundy and Flament, 1971), contributes to a sense of belonging (Ennis, 1999), builds positive character (Bredemeier and Shields, 2006), and citizenship (Elley and Kirk, 2002). In Canada, inclusion means to include everyone in the society without prejudice, discrimination or any other barriers for their full participation (*Inclusion and Respect for Diversity*, n.d.). Bersin also defines inclusion as creation of an environment for the people living in it where they can be themselves by practising their background, sharing perspectives and ideas, and be respected, valued and involved (*Diversity and Inclusion in Canada - The Current State*, 2014). The above literature has already shown how participation in recreational activities can be helpful in creating cohesive and inclusive community. It is for these benefits, Europe ensures that recreational benefits are accessible to all citizens (*Schwenzer - Equal Access for Migrant Volunteers to Sports Club.Pdf*, n.d.).

However, critiques to recreation activities as a socializing agent argue that it can be harmful due to its highly competitive nature (Hatzigeorgiadis et al., 2013), costs associated, complex rules, interactiveness and devotion in terms of time (*Schwenzer*, n.d.). This is particularly true when recreation activities participation is primarily for competition and practice as a profession. Recreation activities as a leisure activity for hobby or fun has helped children in distress adapt to stressful acculturation process and feel included (Hatzigeorgiadis et al., 2013). Refugee children go through considerable mental and physical stress like discrimination and outcomes related to social exclusion, poor health, poor education, poverty, violence, living in families torn apart by war and struggle with multiple settlement challenges (Block & Gibbs, 2017). For immigrant children, specially refugee children, recreational activities help to erase the bad memories and live a normal life. Carter-Thuillier et al. (2017) has shown in their research that participation in recreational activities help to produce

interpersonal relations. Feeling of being included into a new community since childhood helps in a successful integration when they grow up. World Health Organisation (WHO) and European Union (EU) Commission have recognized recreational activities as a potential for integration (Hatzigeorgiadis et al., 2013). The EU Whitepaper attempts to promote sport and recreational activity as an intervention strategy for the integration of migrants (European Commission, 2007). Recreational activity is a universal language (United Nations, 2004) that brings a wide social change (Coalter, 2010; Donnelly & Coakley, 2002; Spaaij, 2011). When started at an early age, participation in recreational activities helps to recalibrate and resocialize that in turn helps to maintain cultural hegemony, power, hierarchy and institutionalizing poverty and privilege (Hartmann & Kwauk 2011).

4. Methodology

4.1. Research Design

The design of this research is guided by social constructivism. Social constructivism is a field of philosophy developed by Peter Berger and Thomas Lukmann in 1966 and further molded by Marxist thinkers and Frankfurt School (Ellis & Given, 2017). Social constructionism has been widely used in social research that has contributions on emotions, health, education, race, gender, family, social movements, social problems, and many other areas (Harris 2010; Holstein & Miller 1993; Hosking 1999; Lock & Strong 2010). Understanding Nepali immigrants' challenges to enroll their children in recreational activities is a social research that will contribute on a social problem of Nepali immigrants living in Guelph. The reason this research was conducted was to seek knowledge and meaning, and nature of reality for a social problem that Nepali immigrant children were not accessing recreational activities in Guelph.

The history of social constructionism dates to the work of Chicago School sociologists, phenomenological sociologists, and William Isaac Thomas's work (Marshall & Scott 1988). Berger and Luckmann has mentioned their contribution on social constructionism in their book called "The social construction of their reality" (Crotty 1998, Hibberd 2005, Searle 1995). Schutz's phenomenological sociology and his student Garfinkel's radical ethnomethodology were also identified as contributors of fundamental concepts of social constructionism. Luckmann's student Karl Mannheim and Berger along with Schutz and Garfinkel are linked for developing social constructionism that has even been perceived to extent Marx and Hegel (Crotty 1998, Franklin 1995). Social constructionism can be connected to interpretive discipline such as anthropological and psychological research, ethnomethodology, and sociology (Gergen, 1985). Social constructionism gained popularity worldwide in 1970s after a decade it was initiated

(Franklin, 1995). After Berger and Luckman, Thomas Kuhn - author of “The structure of scientific revolutions” (1966) - was considered another great contributor to social constructionism. According to Kuhn (1996), knowledge is nothing until it is intrinsically common property of a group. Lisa (2008) defines social constructionism as a concept that refers to a tradition of thoughts which counts the emergence of knowledge, meaning and the essence of reality to processes that sow the seeds of human relationships. Reaction to positivism is epistemological character of social constructivism (Gergen, 1985; Rogers & Pilgrim, 2005; Burr, 2007). Social constructivism has been used in the fields of disability, ethnicity, gender, mental health, and race (Burr, 2007) as for the researcher is guided by social constructionism every individual has his own perception and description of self and their reality which shapes their unique view of world. Subjective reality is a concept that is shared unproblematically and can be reconstructed, modified, and maintained through conversation (Berger & Luckmann, 1991). The concept or the meaning is used so much in general that it is understood well by all and does not need to be specified or explained every time it is used. It is just understood. Therefore, taking guidance from social constructionism for this research is the best way to approach. The main objective of conducting this research is to identify problems of Nepali immigrants to take their children to recreation activities and this can only be done through understanding the underlying issues through interpretation and language.

Constructionism states that an individual’s reality is guided by his experiences which has been collected over time. The followers of constructionism believe that the idea of knowledge and reality intertwines with an individual which could be susceptible to the influences of him constructing reality which is affected by his interactions, engagement, and interpretation of the world. Recognition of an individual’s imperfections and influencing each other is social constructivists (Burr, 1995; Creswell, 2007). That means social constructivists believe that an

individual's understandings of their world come from the joint construction of knowledge and reality. It is transactional as individuals exhibit their understanding of the world by sharing, informing and influencing (Burr, 1995; Ellis & Given, 2017; Willig, 2001) others with their learning of right or wrong, good or bad and true or false through their experiences (Galbin, 2014).

As opposed to scientific research, social research emphasizes the feelings, experiences, learnings of an individual which can be unique to each participant. This research will be following the phenomenological methodology. It was developed in 1931 by Husserl to address the inadequacies of scientific approaches (Weis, 2012). It studies human experience and looks within for a meaning (Sokolowski, 1999). Out of four phenomenological tendencies to approach the research, hermeneutic approach, which emphasizes interpretivisms will be used. Interpreting an individuals' thoughts shaped by previous experiences guide the interpretations through a medium of a language. The language links meaning and understanding (Gadamer, 1998). In this approach, the researchers need to disseminate the findings, which are the realities of participants and interpret it by looking inwards to understand the participant's position, history, and its influence on the construction of their experience.

4.2. Participant Selection

Participants were contacted through the Guelph Bhutanese community's Facebook page, which is followed by over 530 Nepali immigrants living in Guelph. The inclusion criteria for the participants were a) they must be at least 18 years of age, b) they have lived in Guelph for atleast a year, c) they have atleast one child under the age of 18, d) must be a Nepali immigrant, e) only one parent from the family can participate. The recruitment brochure, created in both English and Nepali, used in the Facebook page for inviting the participants is attached as Appendix 1. Participants contacted the researcher directly. The first ten qualified participants who contacted

the researcher were chosen for the interview. Those individuals who contacted the researcher but did not fit in the inclusion criteria were not allowed to participate in an interview. Interviews were scheduled at a time that worked well with each participant and researcher. Three interviews were taken each day and the interview took place between 25 August 2020 and 31 August 2020. There were six questions asked to each participant in the interview. These interview questions in both is attached in Appendix H. These questions were related to participants' work shifts, primary mode of transportation, perception on recreational activities, financial issues and their experience on discrimination while accessing recreational activities. English is not the first language for the participants, and they did not speak or read the language. So, Nepali language was used for the brochure, consent letter, invitation letter and interview. Each interview was audio recorded with consent and each participant had no objections to audio recording of their interview.

4.3. Interview Process

This research answers three main questions. The first question was to understand the importance of Nepali immigrant families' perception on formal recreational activities. The second question was to understand knowledge of Nepali immigrants on policies and programs to join recreational activities. Third question was to explore policies and programs on subsidy and other financial programs on subsidy and other financial programs available in Guelph for new immigrants. To answer these research questions personal interviews were determined to be the most appropriate method. Due to COVID-19, the rules for social distancing and closures of the office spaces required personal interviews to be conducted by telephone interviews. A total of ten telephone interviews conducted, with each interview an hour in length.

Settlement workers help immigrants with their settlement issues. There are settlement workers hired by various levels of government as well as private agencies. The two larger

agencies in the City of Guelph are County of Wellington settlement workers and Immigration Service Guelph-Wellington (ISGW). Settlement workers who work at County of Wellington and ISGW were interviewed and asked about various information provided to their clients. Similarly, service providers of recreational activities like YMCA/YWCA and Onside Athletics were also interviewed along with social workers who work with immigrants. The findings from these interviews along with the participants interviews are discussed below in the finding sections.

Shelldale Family Gateway is a non- profit charitable organisation for community benefit to serve its clients with enhance quality of life. It has EarlyON programs that are offered for free of cost to families living in Guelph and Wellington with an intent to provide children from birth to six year of age with play and inquiry- based programs. In addition to EarlyON, there are other programs like youth programs, summer fun, community programs and partner programs that provide various services to children on recreational activities, art and crafts, fun activities, march break camps, summer camps, sports, social activities and breakfast (*Programs – Shelldale Family Gateway*, n.d.). These activities are mostly informal and free play as opposed to recreational activity considered in this research. However, YMCA/YWCA provides a formal training on recreational activities to its clients for a fee. It is a non- profit organisation that focuses on providing lifelong opportunities for health and personal growth for children, youth and young adult. 25% of Guelph population are YMCA/YWCA members in Guelph and one of four members get financial assistance (*Community Events and Programs*, 2019). However, the eligibility to choose families for financial assistance is not mentioned in the website nor did they reply to email for a request to help provide their key information for the research.

The participants were not exposed to any physical risks, nor were there any social risks. The participants could have felt awkward to share their financial status amongst other participants,

but this was not an issue when the research design was changed to telephone interview. The pre-COVID-19 plan was to conduct in-person focus groups with immigrants. As a qualitative researcher, different procedures needed to be followed to check for the accuracy of findings and have consistent approach across different researchers and projects for validity and reliability (Gibbs, 2007). Validity, one of the strengths of qualitative research, is grounded on determining the accuracy of findings from the perspective of researcher, participant, and readers (Creswell & Miller, 2000). This transfers the readers to the interview settings, provide the interview an element of shared experiences by supplying richer and realistic results (Creswell & Creswell 2018). The participants were asked seven open ended questions throughout an hour interview (Appendix H). This allowed them with ample time to discuss and give detailed in- depth response. They were also asked sub questions by the researcher but those depended on the response of the interviewee to the main question and these were to get a clearer perspective of their responses. All participants may or may not have been asked the same sub questions. This mitigated the risk of getting fixed responses as opposed to yes or no answers. The researcher was involved with the participants through many interpretations involving the wellbeing of their children through programs like “Social Workers In School” (SWIS) from ISGW, appointments with public health nurses, Ontario Works, and Dufferin Child and Family Services (DCAFS). Her involvement with Nepali immigrants and her experience as an immigrant helped to understand the participants, their way of thinking and living, and the services available to help immigrants. This experience of the researcher with the participants in their settings also helped in in the accuracy of findings (Creswell et al, 2018).

The researcher is an immigrant to Canada who immigrated in 2013. Since the arrival in Canada, she has lived in and around the city of Guelph, the same location where the research was

conducted. She has faced numerous problems to get settled with her family. The general issues of transportation, language barriers, financial commitment, employment, and difficulties to understand government services and programs available to immigrants. Despite the level of education and with higher level of language compared to the participants of this research, the researcher faced problems due to language and employment. The researcher can understand the level of difficulties Nepali immigrants in this research face as they lack basic education and negligible language skills. It was difficult for the researcher in the beginning years in Canada to enroll her child in recreational activities. The researcher faced barriers like transportation, cost, language, time and lack of knowledge on system and programs. Through numerous interpretations she had done for the Nepali immigrants, the researcher realized that this experience of hers was a common experience amongst Nepali immigrants. This experience led the researcher to this research of understanding challenges of Nepali immigrants to enroll their children in recreational activities.

4.4. Analytical Techniques

Qualitative data analysis is an iterative process of reviewing and interpretation of narrative data (*Fundamentals of Qualitative Research Methods*, n.d.). The qualitative data analysis should be done in a detailed and transparent technique (Crawford, Leybourne & Arnott, 2000; Creswell, 1998; Lincoln & Guba, 1985, Miles & Huberman, 1994 & Seale, 1999). Providing rigour to qualitative data analysis can be done by using software (Richards & Richards, 1991). NVivo is one of such software programs that provides accuracy in qualitative data analysis. There may be different terms with similar meaning, but the way participants express their views makes it completely different and that is why it is difficult to recover responses (Baldy, Brown, Edwards, Oppenheimer & Taylor, 1990). It involves in going back and forth through the transcripts to read,

digest and interpret the data for rich analysis. Data analysis in qualitative research requires coding. Coding is a process of organizing data into chunks that are alike (*Fundamentals of Qualitative Research Methods*, n.d.). It involves in code structuring which is a compilation of emerging codes that provides a guide to how and when to use the codes. For this research integrated method of code structuring was used. Broad codes were preformed from the literature review and the sub codes were formed through the emerging data that was collected through an iterative process of going back and forth between the transcripts, data collection and forming codes. An ethnographic analysis was performed. The ethnographic analysis involved drawing on direct quotes directly from telephone interview which was used in drawing sub codes. Qualitative data analysis software NVivo was used to facilitate analysis, create efficient data management and to improve research quality (AlYahmady & Al Abri, 2013). This was an iterative process of listening of the interviews and writing, rewriting, and reading of the transcripts and finally drawing the sub codes. These were then grouped to reduce the number of categories by combining similar heads into broad categories. This increased the understanding about the reasons and issues of Nepali immigrants in Guelph to enroll their children in recreational activities.

The telephone interview was transcribed as soon as the interview was taken. The data collected from the transcription were organized. The ideas and concepts collected from the literature review were managed into different broad codes while the data from the transcription were managed as sub codes. The broad codes collected from the literature review were a. barrier to immigrants, b. reasons for barriers, c. importance of recreational activities and d. service available for immigrants. Under the first broad code there were language problems, availability of time, affordability, transportation and knowledge on subsidy and discounts were the sub codes. The sub codes for second broad codes were shift work, one household car, distance of service

provider, public transportation and no knowledge on subsidy and discounts while for the and third broad codes are language practice, socialize, physical exercise, career and mental health. The final broad code had yes knowledge and no knowledge as sub codes. These sub codes were made according to questions asked during telephone interview. Reviewing these four themes were decided. These themes were motivation theme, knowledge theme, access theme and spatial logistics of accessing recreation opportunities. Going back and forth multiple times between the data collected and the codes, most relevant statements used by participant were selected for presenting in the report. Searches that were made to determine the nodes both manually and on NVivo, added rigour and validity by coupling it with manual scrutiny for thorough interrogation of data (Welsh, 2002).

4.5. Limitations

Initially, the research design was to conduct five focus group discussions with six participants each. But because of the COVID-19 lock down and social distancing, focus group discussions and meeting participants physically was not a possibility. There were a number of different web platforms for focus group discussions suggested by the ethics board, but it was not possible because the participants did not know how to use them. Therefore, the research design was changed to telephone interview.

Due to Covid-19 protocols and three months lock down that has all businesses and organizations shut down, there was a great delay to get the approval from the Research Ethics Board (REB) at University of Guelph. The approval for the research was only received on 24th August 2020. Due to this it was a challenge to reach more participants.

Another limitation was to reach the participants. Since, participants worked in shifts the only time they provided for the interview was after their work. But participants being available at

the time provided for the interview was very slim as most of them were sleeping. Multiple unanswered calls and texts were sent to the participants.

5. Findings

Inclusion and integration of immigrants are most important in a multicultural society however, inclusion and integration of immigrant children is rarely given adequate consideration. As a universal language, recreation activities are something children are attracted to participate. With the benefits it provides to children on their mental and physical health, recreation plays a key role for children to reduce various kinds of shock living in a different environment brings to them. Despite of parents' interest to see their children getting involved in recreational activities, immigrant families find it hard to help their children get a formal training in the recreation activities of their choice.

Participant No.	Gender	Both/ Single Employment	Primary Transportation	Income enough for basic need	LICO Family
1	Female	Both	Car	No	No
2	Male	Both	Car	No	No
3	Female	Single	Car	No	Yes
4	Female	Both	Car	Yes	No
5	Male	Single	Car	No	Yes
6	Female	Both	Car	Yes	No
7	Male	No Employment	Scooter	No	Yes
8	Male	Both	Car	NA	NA
9	Male	Single	Lift	No	No
10	Female	Both	Car	No	No

Table 1: Demographic Information of participants

This section presents the analysis of the findings of the telephone interviews conducted with Nepali immigrants living in Guelph. The interview findings are presented in four themes for a comprehensive analysis – motivations, knowledge, access, and spatial logistics of accessing recreation opportunities. This organization facilitates an understanding of the different challenges and issues immigrant families face to take their children for a formal training for recreational activities of their choice. The motivations theme outlines the perception of Nepali immigrant parents for engaging their children in recreational activities and the importance of recreation for their children. The knowledge theme examines Nepali immigrant parents understanding of recreational activities available for a formal training and their knowledge of different subsidy and discount programs available for them so that the fees of recreation activities is not a burden for them. The access theme examines the current mode of transportation, recreational activities their children are currently involved. The fourth, and final, theme focuses on how Nepali immigrant parents travel to reach places where recreational activities are available for a formal training and how far are, they willing to travel for the purpose of obtaining formal training. All the three themes also provide insights on the interest of children in recreational activities, Nepali immigrant family familiarity with Guelph and subsidy programs available, and experience of discrimination to access recreational activities. These findings provide holistic answers to the challenges faced by Nepali immigrants to enroll their children into recreational activities and build on existing literature.

5.1. Motivational Theme

This theme explored participants' motivations and perceptions on the importance of recreational activities on life in general and what children can learn from it. The main intent is to gather knowledge on benefits of recreational activities and to see how have participation on

recreational activities impacted their children's lives and if they had ever participated in at least one of the recreational activity. Along with this, other critical issues under this theme are to understand what the challenges participants faced that prevents them from engaging their children to recreation activities despite their knowledge, understanding, and interest on it. Immigrant families have competing settlement issues which has the highest priority. To provide this to their family, immigrants often work in shifts. When both parents work in shifts, interview participants noted limited time is available for family and it is hard to find time for children's recreational activities. The timings of recreational activities were noted as primarily after school; participants who work in afternoon or night shifts indicated they are not be able to accompany their children. Participants indicated this becomes even harder if there is only one car or only one of the parents is eligible to drive (mostly men). The distance of the recreation centre from their home is also an issue if participants' primary mode of transportation is public transportation. Interviewees noted that sometimes more than one bus is required to reach the recreation centre and with the time spend for the class and back to home may take more than one hour which is a big issue for participants working in shifts. Similarly, another barrier is language skills for both parents and children and fear of being discriminated due to past experiences. Therefore, the motivations theme needed to seek information on participants, employment, language skills and experience of discrimination. The results of this theme interpret the willingness of participants to provide their children with recreation activities of their interest and how far are they willing to sacrifice their comfort zone.

Nine out of ten participants had at least one of the parents working full time. Men who reported working full time, while only three women were not working at all. The participants indicated they worked all types of shifts, including morning, afternoon and continental which

means to work twelve- hour shift that alternates fortnightly. There were no participants who worked in the night shift. There were six participants where both parents worked, typically in a morning and afternoon shift so that at least one of the parents could be with their child at all time. Amongst all ten participants whose children were more than ten years of age, both parents worked in the afternoon shift. It is the culture of sample population to live with grandparents. So, taking care of children while parents slept between shifts became the responsibility of the grandparents. One amongst ten participants had none of the parents working due to health problems and were under social benefit program since they arrived in Guelph. All the participants understand the need to spend time with family and made sure that there is no effect on their time with children due to their shift work. Eight participants had their day offs on weekends while one could only have two alternating weekends to be with children. None of the participants mentioned their shift as a challenge to take their children to recreational activities.

When asked on their experience of feeling discriminated while accessing recreational activities, none of the participants had experienced it. However, one participant mentioned that,

“We never felt discriminated by people here in Canada but from people of our origin. People from Nepal throws attitude on us and to our children while playing at park. We speak same language and follow same culture and traditions, but they always show superiority to us. That hurts.”

Another participant mentioned experience of discrimination in a parent teacher meeting at their child’s school:

“Teachers were laughing during the meeting. I don’t know why there were laughing but they laughed after I said something. I felt like they laughed at me and my English.”

It was also noted that the participants considered informal recreational activities while answering so it was required to remind them about the formal trainings. But participants were aware the children needed to be involved in formal and informal recreation activities. Swimming was the most favourite activity, followed by karate. All participants' children had interest on at least one recreational activity, ranging from volleyball, soccer, dance, arts and crafts, swimming, and karate. But formal training has been provided in karate and swimming. For other activities, participants learn it from their school. Three participants' children are learning different sports from their school. While all participants want to see their children get involved in at least one recreational activity, only five families had children that joined a formal training program. Participants knew the location of the nearest recreation centre but if it does not have those activities their children want to join, they indicated they did not know places those activities were available.

A small group of participants said they had no knowledge on benefits of recreational activities, neither in general nor to children. Their children have never joined any recreational activity and are most of the times at home than outside at the parks even during holidays and summer. Overwhelming, 90% of the participants pointed to it as a form of physical exercise.

“Being involved in recreational activities makes children active more importantly they will not watch electronics device.”

Participants realized recreational activities can be taken up as a career in future. These participants have come from a background where education plays key role for career and it is given the highest priority. Considering recreational activities for career specially by this sample population shows their evolution in their thought process. A small group of participants mentioned their child learnt discipline from going to Karate classes. For half of the participants,

children learn to make friends and socialise while a small group thinks children can practice language skills while participating. Below are some of the statements, participants stated during the interview on importance of recreational activities in our lives.

“My child made friends after joining swimming classes. He was shy but now he has many friends.”

“Children can learn a lot of things that may not be taught at home. These skills can be a life saver in future.”

5.2. Knowledge Theme

The next theme focuses on knowledge and familiarity of recreational activities. This theme examines where the recreational services are available and where are the services and programs available to help immigrant families access recreation services. The research intentionally selected participants who had lived in Guelph for at least one year to ensure each participant had the opportunity to learn about recreational service opportunities for their children. All participants lived in Guelph for at least four years, with nine years being the longest a family had lived in Guelph. Prior to living in Guelph, participants lived in Quebec, Winnipeg, Prince Edward Island, New Brunswick, Ottawa, London, and Toronto. When asked for reasons behind choosing Guelph for settlement, most of the participants stated employment and 40% mentioned that Guelph is English speaking community where their children can also speak language the entire world speaks, and presence of family and friends. Very few participants chose weather and safety for choosing Guelph:

“Guelph has lots of industries, there are lots of jobs available and there is no restriction for only one parent to work.”

“English is a universal language and our children can learn English language here.”

“Family and friends are here; our support system is here too.”

Despite staying in Guelph for several years, it does not imply that the families know about the services and programs that are available in Guelph. Fifty percent of the participant knew about the location of the nearest recreation centre, while the other 50% had no knowledge of the recreational centre’s location. Those participants who were aware of the distance were those who had their children enrolled in at least one recreation activities. However, none of the participants had an idea as to where are alternate locations for these recreation activities in the community. Out of fifty percent of participants who sends their children to recreation activities, most have participated in karate classes and then swimming though most of the participants mentioned swimming was the favourite activities of their children.

“We have long winters in Canada, and during summer everyone loves to play in water. So, learning how to swim is important here.”

“There are many beaches, so swimming skill is important.”

“One of our community members teaches karate and so our children learn from him.”

Financial subsidies and membership discounts are available to families who demonstrate financial burden/need. Seventy percent of participants indicated the fees associated with recreational service were a barrier to participation, while 20% indicated the fees were not an issue. However, for a small group of participants it does not apply as their children do not want to be involved in any recreational activities. Thirty percentage of the participants indicated they qualify as ‘low income’ based on their 2019 taxes. Ninety percentage of the participants had never heard of any subsidies to support children’s participation in recreational services and did not have any knowledge on how to access it.

“No one ever told us about subsidies. If we get it, we will use it for our children.”

5.3. Access Theme

For the research, it is required to understand how participants reach location of recreation activity. This helps to understand if transportation is an issue for immigrants to access recreation activities. Understanding the primary mode of transportation of the participants depicts how hard or easy is it for them to access the recreation centre physically. The transportation questions asked in this theme inquired participants with car what distance they wanted to travel for their children's recreational activities and if both the parents drive. Eighty percent of the participants own at least one car while none had multiple cars. Most participants indicated they would travel anywhere in Guelph for their children's recreational services, while only a small percentage of participants were interested to travel up to 55 kilometers. Those small numbers of participants who do not own a car rely on the bus or share rides with friends. They use a bus pass and would not mind taking more than one bus to reach to the destination.

“We wish we can go anywhere and everywhere for our children, but our work shifts do not allow us. Work for us is the most important thing to let money flow for our rent, food and clothes.”

In most of the participants' families, both parents did not drive and the one who is working only drives (most of the times males). This was a challenge for non driving parent to take children to recreational activities while the working parent was taking rest.

All ten interviews were taken within seven days of posting the advertisement for research participation. All the interviewees provided answers according to their life experiences. They provided answers in detail and every interview was done within an hour. There were equal number of participations from males and females. The interviews showed that parents love to see their children getting involved in at least one kind of recreation activities no matter how hard it is for them in terms of transportation, fees, time, and other physical and mental difficulties.

5.4. Spatial Logistics of Accessing Recreation Activities

To understand what services are available to immigrants, settlement workers, social workers working in different organisation involved in helping immigrants and recreational services providers were contacted through email. Those who could not be contacted through email, websites of their organisations were used as a resource to find their services for immigrants. Only those who were contacted through email are used in this finding while information from the websites are mentioned in the literature review section of the research.

A SWIS at ISGW mentioned that they provide information to parents about financial assistance on recreational activities for children along with information on settlement and successful integration. The interviewee also mentioned that the promotional materials of the recreational activities' providers are translated into the client's primary language and make referrals to the providers like City of Guelph and YMCA. Referrals to agencies like Free To Grow programs are also made. Settlement Worker with the County of Wellington provided similar information about referrals to agencies as a routine practice while providing settlement services to clients. They start with a need analysis of their clients in the first appointment.

“As settlement worker, our main role is to provide orientation and information to clients. We refer clients who are in need to programs like the above mentioned as our routine practice when providing clients with settlement services.”

One of the intakes and eligibility manager at Children's Early Year's Division under County of Wellington also stated Free to Grow agency is where their clients are referred to and revealed that the agency brochure is sent to the clients of Ontario Works. The Free To Grow program brochure is also displayed at the libraries, social housing and child care programmes.

Onside Athletics is a provider of recreational activities that uses Jumpstart Funding agency. However, it also provides subsidy for eligible parents.

“We do not let money prevent a child from participating.”

Their services are not advertised and can be contacted through emails or visiting their office.

One of the service planning coordinators with Dufferin Child and Family Services (DCAFS), brought up Assistance for Children with Severe Disabilities (ACSD) for children with disabilities. ACSD provides \$500 a month for extra expenses like special diet, transportation for essential services and recreational activities for exercise that can occur due to their disabilities. DCAFS is a multi- service agency that provides services on child protection, children’s mental health and development support services to children and families. It is parent’s discretion on how to use the amount for their children but as per the coordinator, parents keep the money for a rainy day rather than spend it on recreation activities. She further states that this amount is not for saving.

6. Discussions and Contributions

The statements from the settlement providers and social workers working in organizations that work with immigrants in the City of Guelph provided substantial information required to understand different programs available to help immigrants in enrolling their children in recreational activities. The analysis of the data collected during the interviews with Nepali immigrants accentuated key findings for the overall aim and objectives of this research. A concise summary of each research objective has been underlined below.

6.1. Answering Three Research Question

6.1.1. Understand the importance of Nepali immigrant families' perception on recreational activities

The first research question was pursued to find importance of recreational activities in the lives of Nepali immigrants and how do they perceive it. Participants associated benefits of recreational activities with recreational activities. They mentioned that it is a good form of physical exercise and makes children active. They stated that recreational activities are good alternatives to excessive screen time. According to five out of ten participants, recreational activities help children to socialize and make friends. Forty percentage of the participants indicated that it can be pursued as a career in future. Three participants highlighted its effect on mental health and said it makes children happy. For two participants, recreation activities are a great tool to practice language skills. There was only one participant out of ten who had insights on the importance of recreational activities but wants to see their children be involved in atleast one recreation activities. The findings of this research parallels literatures from Carter-Thuillier et al. (2017) and Hatzigeorgiadis et al. (2013), which also highlighted the importance of recreational

activities similar to sports like socializing agent, benefits to fight with trauma and mental health, and learn language.

6.1.2. Understand knowledge of Nepali immigrants on policies and programs on subsidy and other financial programs available in Guelph

This research question examined if the participants had knowledge different subsidy and discount programs available for immigrants to access recreational activities for their children. 80% of the participants had no idea on knowledge on any subsidy or membership discounts for recreation activities neither have any one ever used those services in the city of Guelph. Only two participants knew about these programs and only one of them has used it. For 80% of the participants, recreation activity fees are the main issue despite they are not under low income family. If eligible for subsidy and discount programs, 90% of participants are willing to take their children for recreational activities inside Guelph. This finding matches with similar research conducted in Australia by Block et al (2017), which noted immigrants lack knowledge on systems. The results from this research and another conducted in Germany deduce that the first-generation immigrants are amongst those who could not participate in recreational activities (Braun et al, 2012).

6.1.3. Compile subsidy and financial programs available in Guelph

This research aims to find all major subsidy and discount programs available in City of Guelph. It was found out there are two main organisations that provide subsidy and two that provides membership discounts. Children's Foundation and Jumpstart Funding through Canadian Tire are the former ones while YMCA/YWCA of Guelph and Onside Athletics are the later that provide membership discounts. Out of all these four programs Children's Foundation's "Free to Grow" program is the most famous one. It was found out that the child-care subsidy workers,

Ontario Works social workers and SWIS provide information on “Free To Grow” program to their clients. The “Free To Grow” program brochure is available in organisations helping immigrants including City of Guelph. Apart from this, there is Shelldale Family Gateway that also offers informal recreational activities and homework help for immigrant children. City of Guelph has “Welcome to Guelph” programs that gives a “Welcome to Guelph” card that provides free of cost transportation on Guelph Transit, Guelph Museums and participate in swimming and skating in various City facilities for a year. This card does not include participation in a registered program at those facilities and are provided to those who came to Canada as a refugee, arrived in Canada within past twelve months and currently residing in Guelph.

6.2. Contributions

6.2.1. Scholarly Contributions

This research contributes three key findings to the existing research: confirmation of immigration knowledge on systems and policies with existing literature, confirmation of the advantages of recreational activities, and new insights that differ on participant’s experience on discrimination from the existing literature.

Literature on knowledge of immigrants on recreational activities systems and policies noted immigrants often lack knowledge on this topic (Block et al, 2017). Participants in this research shared similar experiences. Their main priority is to find work so that they can easily get settled in the City of Guelph. While making settlement arrangements for family, recreational activities become a luxury rather than a necessity. Like Schwenzer (2016) stated, participants also worked longer and irregular hours to focus on sustaining their families. Due to these reasons, limited or no attention is given to programs that are available to help them send their children into their favourite recreational activities. Participants’ expressed that recreational activities help

children to make friends and socialize and learn language. Guerin, Diiriye, Corrigan and Guerin (2003) also expressed similar views along with WHO and EU commissioner. A research conducted in Australia by Block & Gibbs (2017) highlighted three barriers to participation in recreation activities: lack of knowledge of systems, cost, and transport. More than 70% of participants in this research have full time jobs and own car. They do not come under the definition of a LICO family but still find recreational activities fee difficult or an extra burden to family. Participants have shift work due to which owning a car does not help to take their children to recreational activities due to time mismatch. However, they are willing to give up their sleep or rest time if they can access subsidies or discounts. This research findings are parallel the current literature on advantages of recreational activities and immigrant's knowledge on systems and policies.

Literature on barriers of immigrants to join recreational activities highlights discrimination as an underlying barrier. Immigrants face radical discrimination (Carrington, Chivers and Williams, 1987) and social discrimination (Schwenzer, n.d.). However, 80% of the participants in this research communicated that they have never faced discrimination in Canada. They stated that they felt safe, friendly, and welcoming in Guelph. However, one participant mentioned that he was discriminated by people from Nepal in Guelph parks. Most of the literature has been drawn from countries outside Canada. This contrasting results of the research from the literature suggests that there needs to be more research on discrimination encountered by the participation of immigrant children in recreational activities in Canada.

6.2.2. Community Development Contributions

Furthermore, to the pedagogical contributions of this research, findings and the results have practical contribution towards planners and community development. It was prominent

finding that despite participants are not considered families with low income, cost of recreational activities is still a burden for them. Both Children Foundation and Jumpstart funding uses LICO to check the eligibility of the families for subsidy. Adding a lens of other essential expenses versus solely family income for subsidy eligibility could help intake more families facing barriers to participation. Community developers and planners can advocate with governments and philanthropic organizations considering this method while checking eligibility. More eligible families mean more funds. Therefore, governments at various levels have a role to help such agencies for the long run this step helps in integration and place- based connection which in turn helps to retain youth (Elley & Kirk, 2002).

Another important finding of the research is that most of the participants do not have any knowledge on subsidy and discount programs despite awareness efforts from organisations. This clearly states that further efforts are required. In addition to all the awareness programs that are currently taking place, making the brochures available in different languages may reach more audiences. Also sending pamphlets and brochures with other documents from schools could also reach out to more families. This way, more eligible families who are not clients to any settlement workers can also get information on subsidies. There were few participants who also mentioned that their children learn recreational activities from their schools. Having an after-school class for various recreational activities that can be done in the school premise will be a significant help for immigrant students to socialize while learning their favourite recreational activities.

Theme	Focus on	Findings	Recommendation
Motivation	Perception on importance of recreational activities	<ul style="list-style-type: none"> • Practice Language • Socialize • Build Career • Mental and Physical Health 	<ul style="list-style-type: none"> • Consider recreational activities as an agent for inclusion, not only a leisure activity • Promote subsidy and financial programs in multiple languages • Use multiple methods to choose families in need for subsidy and financial programs apart from LICO • Launch after- school recreation programs
Knowledge	Knowledge and familiarity with recreational activities	<ul style="list-style-type: none"> • No knowledge on location of recreation activity • Wants to see children in recreational activities • Not aware of subsidies and discounted membership • Not LICO but still hard to make ends meet 	
Access	Access to recreation activity location	<ul style="list-style-type: none"> • Lack of time due to shift work • Parents ready to take their children anywhere to fulfill their children's interests • Only one parent drives, so it is hard to access location 	
Spatial Logistics of Accessing Recreation Opportunities	Subsidies, discounted memberships,	<ul style="list-style-type: none"> • Provide information to clients only • Financial assistance and discounts available for eligible families • Promote brochures through network of government organization 	

Table 2: Research Findings and Recommendations

6.3. Suggestions for future research

This research presents finding of the barriers faced by Nepali immigrants living in Guelph. While the research highlighted the focus of recreational activities as a socializing agent for immigrant children, it also gathered the barriers of Nepali immigrants in Guelph to access recreational activities. Considering coaches' barriers to understand immigrant children's participation in recreational activities will help to broaden this study and gain more perspectives. This research engaged ten participants in telephone interview. The original research design was to conduct several focus groups with thirty participants, however, COVID-19 restrictions prevented this from occurring. The COVID- 19 protocols were the most significant limitation for this research. Future research should seek to increase the sample population and participant size to apprehend and understand barriers of immigrants to participate in recreational activities. The research will not be complete if interpretation of barriers to participating in recreational activities will not contemplate immigrants from diverse backgrounds and countries. Aiming for including participants from diverse community should be considered for future research. Location of research is a diverse city; however, it is not enough to represent all the cities of comparable size and orientation in Canada. Future research could be conducting in multiple similar cities across the country. More detailed research on advantages of children's participation on recreational activities in terms of inclusion, and integrity is suggested for future research.

This research being qualitative, is descriptive and exploratory in innate. More opportunities await to analyze and explore barriers of immigrants to enroll their children in recreational activities. The research findings show that more participants face issues on cost of joining and transportation to reach the location of recreational activities despite they are interested in recreational activities and understand about the benefits of recreational activities. City of

Guelph has different programs to help eligible LICO families by providing subsidies and discounts like Free to Grow, Jumpstart Foundations, YMCA/YWCA, and Onside Athletics to join recreational activities. However, there is a lack of awareness about this program and that is why participants do not know about these subsidies. Considering literature of the research that highlights recreational activities as a socializing agent for children, practice language, and aides in inclusion, integration (Block & Gibbs, 2017) and physical and mental health (Hatzigeorgiadis et al., 2013). Understanding the barriers to join recreational activities from more diverse communities and role of recreational activities in inclusion and integration in children across comparable cities in Canada will be captivating.

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Appendix A



Appendix B

Consent Form

You are invited to take part in the research project ‘**Understanding the challenges of Nepali Immigrants in Guelph to enroll their children in recreational activities**’. The purpose of this letter is to provide you with the information you require to make an informed decision about participating in this research.

Research Purpose

The purpose of this research is to determine difficulties faced by Nepali immigrants living in Guelph, Ontario to access recreational activities for their children. The research will provide information about different concerns of the immigrant families that prevents them in enrolling their children in recreational activities. The aim is to determine what strategies can be implemented to motivate immigrant families to enroll their children in recreation activities available in Guelph.

Researchers

Researcher: Niva Shrestha, MSc Student, School of Environmental Design and Rural Development, University of Guelph, nshresth@uoguelph.ca, 519 820 5161

Principal Investigator/Supervisor: **Dr. Ryan Gibson, School of Environmental Design and Rural Development**, University of Guelph, gibsonr@uoguelph.ca, 519-824-4120 (x56785)

Inclusion Criteria

You are receiving this invitation because you fit the inclusion criteria of the study and have been identified as a member of: Nepali immigrant community, are over 18 years of age, have at least one child who is under 18 years of age, have lived in Guelph for at least one year and you are Nepali. If you are not a member Nepali immigrant community, below the age of 18, do not have any child who is under 18 years of age, have not lived in Guelph for at least one year and you are not Nepali you are not eligible to participate in this study.

Procedures

If you volunteer to participate in this study, I would ask you to do the following: Please email Niva (nshresth@uoguelph.ca) to indicate you’re interested in participating in the study and to identify a date and time for telephonic interview.

The researcher will call the participants of the telephonic interview as per the time appointed between the participant and the researcher. We will discuss topics related to, among others, your transportation options, nature of employment and challenges to enrolling your children in recreational program. The telephonic interview should take approximately one hour of your time. It will be conducted in Nepali language. I would like to audio record this conversation, but of course, this is up to you, and I can take notes if you do not want your interview to be audio recorded. Direct quotes from the interview may be used however, your name and identifying factors will not be used in the final report.

The interview will consist of open-ended questions, and you can skip any question you would like not to answer.

If you are interested in receiving a copy of the final thesis report resulting from the study, please let me know and I will send you a copy of the final project via post.

Potential Benefits to Policy and Programming

While there is no direct benefit to you, your participation will contribute to the understanding of the underlying issues of immigrants that affects their participation in recreational activities in Guelph, Ontario.

Potential Risks

Potential risks are minimal, as your identity will not be disclosed.. The final report may use quotes from this telephonic interview, however, your name will not be associated with the quote(s).

Participation and Withdrawal

Confidentiality

Participation in this study is voluntary. The participant of the telephonic interview will receive a \$20 grocery gift card as an honorarium but if you wish to withdraw at any point of the research the honorarium will not be provided. You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time with no effect on you. Should you choose to withdraw from the study, any information you provided will not be used in the study and the information provided will be destroyed

Every effort will be made to ensure confidentiality of any identifying information that is gathered in connection with this study.

With your permission, telephonic interview will be audio recorded by using a digital recorder. If you do not wish your interview to be recorded, I will make notes of the interview and not record it at all. The audio data files will be transferred to an encrypted USB device when I get home and the audio files from the recorder will be deleted. All data on the USB device will be encrypted and your name will not be used. During the research, all the data including the audio files will be stored on an encrypted USB device, which will be kept in a secure place. Only myself, as the researcher and my advisor, Ryan Gibson, will have access to the data during the thesis writing. All the data and audio files will be destroyed when I leave my MSc. program at the University of Guelph.

Your name will not be used and information that discloses your identity will not be used in any document, presentation, or report.

If at the conclusion of the telephonic interview, or at any time until July 31, 2020, you believe that confidential information has been used or you wish to withdraw any or all of the information you provided in the telephonic interview please contact Niva Shrestha (nshresth@uoguelph.ca, 519 820 5161) to have the information identified and removed. The information and data collected through the telephonic interview will be saved until September 2020 and will be deleted with the help of network administrator of the department at the University of Guelph .

Research Results

The results of the study will be included in my, Niva Shrestha's, research report as part of the requirements for the MSc. Rural Planning and Development program. The study findings may be published or presented at a conference.

Ethics Clearance

This project has been reviewed by the Research Ethics Board for compliance with federal guidelines for research involving human participants. If you have questions regarding your rights and welfare as a research participant in this study (19-02-029) please contact: Manager, Research Ethics; University of Guelph; reb@uoguelph.ca; (519) 824-4120 (ext. 56606). You do not waive any legal rights by agreeing to take part in this study.

Consent of Participant

During the telephonic interview, you will be asked the following questions:

I have read the information provided for the study ‘Understanding the challenges of Nepali immigrants living in Guelph to enroll their children in recreational activities’ as described.

My questions have been answered to my satisfaction.

I have been given a copy of the consent form.

I agree to participate in this study.

Signature

Please sign and date below to confirm your consent to participate in this project.

Interview Method	Date and Signature
In-person	
Telephone	

Appendix C

ओन्टारियो एग्रीकल्चर कलेज
स्कूल अफ इन्भाइरोन्मेन्ट डिजाईन एन्ड रुरल डेभेलोपमेन्ट
ल्यान्डस्केप आर्टिटेक्चर रुरल प्लानिङ्ग एन्ड डेभेलोपमेन्ट
क्यापासिटि डेभेलोपमेन्ट एन्ड एक्स्टेन्सन रुरल स्टडिज

सहमति फाराम

अन्डस्ट्यान्डिङ्ग च्यालेन्जेज फेसड बाई नेपालि इमिग्रेन्टस लिविङ्ग इन गुएल्फ टु एनरोल दियर चिन्डेन ईन रिक्रियशन अयाक्टिविटीज् भन्ने प्रोजेक्टको रिसर्चमा भाग लिन निमन्त्रणा छ। यस चिठीको उद्देश्य तपाईंलाई यस अनुसन्धानमा भाग लिने बारे सूचित निर्णय गर्न आवश्यक जानकारी प्रदान गर्नु हो।

अनुसन्धान उद्देश्य

गुएल्फमा एक वर्ष भन्दा माथि बसोवास गर्दै आउनुभएका नेपालि आप्रवासिहरूले आफ्नो नाबालिक नानिहरूलाई खेलकुदसम्बन्धि मनोरन्जनात्मक कार्यक्रमहरूमा भर्ना गर्नको लागि के कस्ता बधा अड्चनहरूको सामना गर्नु पर्छ भन्ने बुझ्नु नै यस अनुसन्धानको उद्देश्य हो। यो अनुसन्धानले आप्रवाशि परिवारहरूले आफ्नो बालबच्चाहरूलाई खेलकुद सिकाउनको लागि भोग्ने कठिनाइहरूको जानकारि दिन्छ। यसको उद्देश्य आप्रवाशि परिवारहरूले आफ्नो बालबच्चाहरूलाई खेलकुद सिक्न जानको लागि उत्प्रेरित गर्ने खालको रणनीति तयार पार्नु हो।

अनुसन्धानकर्ता

अनुसन्धानकर्ता : निभा श्रेष्ठ, एम् एस् सि विधार्थि, स्कूल अफ इन्भाइरोन्मेन्ट डिजाईन एन्ड रुरल डेभेलोपमेन्ट, युनिभर्सिटी अफ गुएल्फ, nshresth@uoguelph.ca, ५१९ ८२० ५१६१
प्रधान अन्वेषक/ पर्यवेक्षक: डॉ. रयान गिब्सन, स्कूल ऑफ एनवायर्नमेंटल डिजाइन एंड रुरल डेवलपमेंट, यूनिवर्सिटी अफ गुएल्फ
gibsonr@uoguelph.ca, ५१९ ८२४ ४१२० (X ५६७८५)

समावेशी मापदण्ड

तपाईं यो निमन्त्रणा प्राप्त गर्दै हुनुहुन्छ किनकि तपाईं अध्ययनको समावेशी मापदण्डमा फिट हुनुहुन्छ र नेपाली आप्रवासी समुदायको एक सदस्यको रूपमा पहिचान गरिएको छ। तपाईं १८ वर्ष भन्दा माथिको उमेरको हुनुहुन्छ, तपाईंको कमसेकम १ जना बच्चा १८ वर्ष मुनिको छ, तपाईं कमसेकम गुएल्फमा १ वर्ष बसोबास गरिसक्नु भयो र तपाईं नेपाली हुनुहुन्छ। यदि तपाईं नेपाली आप्रवासी समुदायमा सदस्य हुनुहुन्न, १८ वर्ष भन्दा कम उमेरको हुनुहुन्छ, तपाईंको कुनै पनि बच्चा १८ वर्ष मुनिको छैन, तपाईं गुएल्फमा १ वर्ष पनि बसोबास गर्नु भएको छैन र तपाईं नेपाली हुनुहुन्न भने तपाईं यस अध्ययनमा भाग लिन योग्य हुनुहुन्न।

प्रक्रियाहरू

यदि तपाईं यस अध्ययनमा भाग लिन स्वयम्सेवा गर्नुहुन्छ भने, म तपाईंलाई निम्न कार्यहरू गर्न आग्रह गर्दछु। तपाईं निभालाई nshresth@uoguelph.ca मा ईमेल गरेर अध्ययनमा भाग लिन सक्नुहुन्छ र टेलिफोनिक अन्तरर्वाताको लागि मिति र समय तय गर्न सक्नुहुन्छ।

टेलिफोनिक अन्तरर्वाताको लागि तपाईंसंग तय गरिएको समयमा मैले फोन गर्नेछु। हामि तपाईंको यातायातको विकल्प, कामको प्रकृति र तपाईंको बच्चालाई मनोरन्जनात्मक गतिविधिमा भाग लिन चुनौतिहरूको बारेमा छलफल गर्नेछौं। टेलिफोनिक अन्तरर्वाताले तपाईंको समयको लगभग एक घण्टा लिनेछ। म यस कुराकानीलाई अडियो रेकर्ड गर्न चाहन्छु, तर पक्कै पनि यो तपाईंमा निर्भर छ, र तपाईं चाहनुहुन्न भने रिकर्डिङ्गको सट्टामा म नोटहरू लिन सक्छु। अन्तर्वाताबाट प्रत्यक्ष उद्धरणहरू प्रयोग गर्न सकिन्छ तथापि, तपाईंको नाम र पहिचान कारकहरू अन्तिम रिपोर्टमा प्रयोग हुँदैन।

अन्तर्वातामा खुला- प्रश्नहरू हुनेछन्, र तपाईंले कुनै पनि प्रश्नको जवाफ दिन चाहानुहुन्न भने त्यो प्रश्नलाई छोड्न सक्नुहुन्छ।

यदि तपाईं अध्ययनको नतीजाको रिपोर्टको प्रति प्राप्त गर्न चाहानुहुन्छ भने, कृपया मलाई खबर गर्नुहोस् र म तपाईंलाई पोस्ट मार्फत प्रतिलिपि पठाउनेछु।

नीति र प्रोग्रामिंगलाई सम्भावित लाभहरू

जहाँ तपाईंलाई कुनै सीधा फाइदा छैन, तपाईंको सहभागिताले आप्रवासीहरूका अन्तर्निहित मुद्दाहरूको बुझाइमा योगदान पुऱ्याउँछ जसले ओन्टारियोको गुएल्फमा मनोरन्जनात्मक गतिविधिहरूमा उनीहरूको सहभागितालाई असर गर्छ।

सम्भावित जोखिमहरू

सम्भावित जोखिमहरू कम छन्, किनकि तपाईंको पहिचान खुलाइनेछैन। अन्तिम रिपोर्टले यो टेलिफोनिक अन्तर्वाताबाट उद्धरणहरू प्रयोग गर्न सक्दछ, कुनै पनि हालतमा, तपाईंको नाम उद्धरण (हरू) सँग सम्बन्धित हुनेछैन।

सहभागिता र बिचमा छोड्ने

गोपनीयता

यस अध्ययनमा सहभागिता स्वैच्छिक हो। टेलिफोनिक अन्तर्वाताको सहभागीले मानदेयको रूपमा \$२० बराबरको प्रोसरी गिफ्ट कार्ड पाउनुहुनेछ तर कुनै पनि समयमा तपाईंले सहभागिता फिर्ता लिनुहुन्छ भने गिफ्ट कार्डबाट बन्चित हुनुहुनेछ। तपाईं भाग लिन अस्वीकार गर्न सक्नुहुन्छ, कुनै पनि प्रश्नको जवाफ दिन अस्वीकार गर्न सक्नुहुन्छ, वा कुनै पनी बेला अध्ययन छोड्न सक्नुहुन्छ। यदि तपाईं अध्ययनबाट फिर्ता लिन रोञ्जुहुन्छ भने, तपाईंले प्रदान गर्नुभएको कुनै पनि जानकारी अध्ययनमा प्रयोग हुने छैन र प्रदान गरिएको जानकारी नष्ट गरिनेछ।

यस अध्ययनको सम्बन्धमा जम्मा भएका कुनै पनि पहिचान गर्ने जानकारीको गोपनीयता सुनिश्चित गर्न हरेक प्रयास गरिनेछ।

तपाईंको अनुमति लिएर, टेलिफोनिक अन्तर्वाताको डिजिटल रेकर्डर प्रयोग गरेर अडियो रेकर्ड गरिनेछन्। तपाईं चाहनुहुन्न भने रिकर्डिङको सट्टामा म नोटहरू लिन सक्छु। म घर पुगे पछि अडियो डाटा फाईलहरू ईन्क्रिप्टेड USB उपकरणमा राख्छु र रेकर्डरबाट अडियो फाइलहरू मेटाइनेछु। USB उपकरणमा सबै डाटा ईन्क्रिप्ट हुनेछ र तपाईंको नाम प्रयोग हुने छैन। अनुसन्धानको क्रममा, अडियो फाइलहरू सहित सबै डाटा एक ईन्क्रिप्टेड USB उपकरणमा भण्डारण गरिनेछ, जुन एक सुरक्षित ठाउँमा राखिनेछ।

केवल म, अनुसन्धानकर्ता र मेरो सल्लाहकार, रायन गिब्सनको थीसिस लेखनको क्रममा डाटामा पहुँच हुनेछ। गुएल्फ विश्वविद्यालयबाट मेरो MSc अध्ययन सकिसके पछि सबै डाटा र अडियो फाईलहरू नष्ट गरिनेछन्।

तपाईंको नाम कहिँ पनि प्रयोग गरिने छैन र तपाईंको पहिचान खुलाउने जानकारी कुनै कागजात, प्रस्तुतीकरण, वा रिपोर्टमा प्रयोग गरिने छैन।

यदि टेलिफोनिक अन्तर्वाताको समापनमा, वा जुलाई ३१, २०२० सम्ममा तपाईंको कुनै गोप्य जानकारी प्रयोग भएको जस्तो लागेको छ भने तपाईंले प्रदान गर्नुभएको कुनै पनि वा सबै जानकारी फिर्ता लिन, जानकारी पहिचान गर्न र हटाउनका लागि nshresth@uoguelph.ca, ५१९ ८२० ५१६९ मा सम्पर्क गर्नुहोस।

अनुसन्धानको नतीजा

अध्ययन को नतीजाहरू MSc रुशल प्लाल्निङ्ग एन्ड डेभेलोपमेन्ट कार्यक्रमको आवश्यकता अनुसार मेरो, निभा श्रेष्ठको, अनुसन्धान रिपोर्ट मा सम्मिलित गरिनेछ। अध्ययन निष्कर्ष सम्मेलनहरूमा प्रकाशित वा प्रस्तुत हुन सक्छ।

नैतिकता निकासी

यस परियोजनाको अनुसन्धान एथिक्स बोर्ड द्वारा मानवीय सहभागितामा समावेशी अनुसन्धानको लागि संघीय दिशानिर्देशहरूको अनुपालनको लागि समीक्षा गरिएको छ। यदि तपाईंसँग यस अध्ययनमा अनुसन्धान सहभागीको रूपमा तपाईंको अधिकार र कल्याणका बारे प्रश्नहरू छन् भने (१९-०२-०२९) कृपया सम्पर्क गर्नुहोस्: प्रबन्धक, अनुसन्धान नीतिशास्त्र, गुएल्फ विश्वविद्यालय;

Appendix D

ONTARIO AGRICULTURE COLLEGE
School of Environmental Design and Rural Development
 Landscape Architecture • Rural Planning and Development
 Capacity Development and Extension • Rural Studies

Month XX, Year

Letter of Invitation

Dear (participant name),

Integration of newcomers especially children into the community helps in creating an inclusive community. However, this is given the least consideration for newcomer integration. Participation of immigrant children in recreational activities is considered as a luxury rather than a physical and mental exercise. This prevents them to get involved in recreational activities. This research is conducted on the supervision of Dr. Ryan Gibson and attempt to understand challenges faced by Nepali immigrants in Guelph to enroll their children in recreational activities.

I am inviting you to participate in telephonic interview as part of a research project called **“Understanding challenges faced by Nepali immigrants in Guelph to enroll their children in recreational activities”**. This research initiative will take place in Guelph, Ontario over the coming months and provides an opportunity to explore interests of Nepali immigrants towards getting involved in recreational activities.

You are eligible to participate in this study if you are at least 18 years of age, are a member of: Nepali immigrant community, you are Nepali, you have atleast one child who is under 18 years of age and you have lived in Guelph for atleast one year. The telephonic interview will involve questions about information on your transportation options, nature of employment and challenges to enrolling your children in recreational program. The telephonic interview will take approximately an hour in length. Your participation is voluntary, and you have the right to withdraw your consent to participation or your responses at any time. Your name will not be disclosed in any outputs from the project, such as reports or presentations. I have enclosed the formal letter of consent for your information and review.

This research is part of a thesis paper being completed in the Master of Science in Rural Planning and Development program at the University of Guelph. Niva Shrestha is leading this research as part of her degree requirements.

This project has been reviewed by the Research Ethics Board for compliance with federal guidelines

for research involving human participants. If you have questions regarding your rights and welfare as a research participant in this study (REB#20-05-005) please contact: Manager, Research Ethics; University of Guelph; reb@uoguelph.ca; (519) 824-4120 (ext. 56606)

Thank you for taking the time to read this research invitation. If you agree to participate in this study, please contact Niva (nshresth@uoguelph.ca | 519-820-5161) to schedule telephonic interview at your convenience between June 2020- July 2020.

If you have any questions or concerns please contact Niva (nshresth@uoguelph.ca | 519-820-5161) or Ryan (gibsonr@uoguelph.ca | 519-824-4120 ext. 56785).

Sincerely,

Ryan Gibson, PhD

Libro Professor of Regional Economic

Development

Niva Shrestha

Graduate (Candidate) in Rural Planning and

Development

Appendix E

ओन्टारियो एग्रीकल्चर कलेज

स्कूल अफ इन्भाइरोन्मेन्ट डिजाइन एन्ड रुरल डेभेलोपमेन्ट

ल्यान्डस्केप आर्टिटेक्चर रुरल प्लानिङ्ग एन्ड डेभेलोपमेन्ट

क्यापासिटि डेभेलोपमेन्ट एन्ड एक्स्टेन्सन रुरल स्टडिज

मिति

आमन्त्रणा पत्र

आदर्णीय (सहभागीको नाम),

समुदायमा नयाँ आगमनकर्ताहरू विशेष गरी बच्चाहरूको एकीकरणले समावेशी समुदाय सिर्जना गर्न मद्दत गर्दछ। यद्यपि यो नयाँ आगमनकर्ता एकीकरणको लागि कम से कम विचार दिइन्छ। मनोरन्जन गतिविधिहरूमा आप्रवासी बच्चाहरूको सहभागितालाई शारीरिक र मानसिक व्यायामको सट्टा लक्जरीको रूपमा लिइन्छ। यसले तिनीहरूलाई मनोरन्जन गतिविधिहरूमा संलग्न हुनबाट रोक्छ। यो अनुसन्धान डा. रायन गिब्सनको सुपरिवेक्षणमा गरिएको छ र हामीहरूले आप्रवासी बच्चाहरूलाई मनोरन्जनका गतिविधिहरूमा भर्ना गर्न गुएल्फमा नेपाली आप्रवासीहरूले सामना गरिरहेका चुनौतीहरू बुझ्ने प्रयास गर्नेछौं।

"गुएल्फमा नेपाली आप्रवासीहरूले आफ्ना बच्चाहरूलाई मनोरन्जनात्मक गतिविधिमा दर्ता गराउन सामना गरिरहेका चुनौतीहरू बुझ्ने" भन्ने अनुसन्धान परियोजनाको अंशको रूपमा टेलिफोनिक अन्तरवार्तामा भाग लिन आमन्त्रित गर्दै छु। यो अनुसन्धान पहिले आगामी महिनाहरूमा ओन्टारियोको गुएल्फमा हुनेछ र मनोरन्जन गतिविधिमा संलग्न हुन नेपाली आप्रवासीहरूको चासो पत्ता लगाउने अवसर प्रदान गर्दछ।

तपाईं यस अध्ययनमा भाग लिनको लागि योग्य हुनुहुन्छ यदि तपाईं कम्तिमा १८ वर्षको उमेरको हुनुहुन्छ भने, नेपाली आप्रवासी समुदायको सदस्य हुनुहुन्छ, तपाईं नेपाली हुनुहुन्छ, तपाईंको कमसेकम १ जना बच्चा १८ वर्ष मुनिको छ, तपाईं कमसेकम गुएल्फमा १ वर्ष बसोबास गरिसक्नु भयो र तपाईं कम्तिमा एक वर्ष गुएल्फमा बस्नुहुन्छ। टेलिफोनिक अन्तरवार्तामा हामी तपाईंको यातायातको विकल्प, कामको प्रकृति र तपाईंको बच्चाहरूलाई मनोरन्जनात्मक गतिविधिमा भाग लिन चुनौतीहरूको बारेमा छलफल गर्नेछौं। अन्तर्वार्ताको लम्बाई लगभग १ घण्टा लाग्नेछ। तपाईंको सहभागिता स्वैच्छिक हो, र तपाईंसँग सहभागिता वा तपाईंको प्रतिक्रियाहरू कुनै पनि समयमा तपाईंको सहमति फिर्ता लिने अधिकार छ। तपाईंको नाम परियोजनाबाट

कुनै आउटपुटमा खुलासा गरिने छैन, जस्तै रिपोर्टहरू वा प्रस्तुतीकरणहरू। म तपाईंको जानकारी र समीक्षा को लागी सहमति पत्र औपचारिक छ।

यो अनुसन्धान गुएल्फ विश्वविद्यालयको ग्रामीण योजना र विकास कार्यक्रम मा मास्टर अफ साइन्सको एक शोध पत्र को हिस्सा हो। निभा श्रेष्ठले आफ्नो डिग्रीको आवश्यकताको भागको रूपमा यस अनुसन्धानको नेतृत्व गरिरहेकी छिन्।

यस परियोजनाको अनुसन्धान एथिक्स बोर्ड द्वारा मानवीय सहभागितामा समावेशी अनुसन्धानको लागि संघीय दिशानिर्देशहरूको अनुपालनको लागि समीक्षा गरिएको छ। यदि तपाईंसँग यस अध्ययन (REB#20-05-005) मा अनुसन्धान सहभागीको रूपमा तपाईंको अधिकार र कल्याणका बारे प्रश्नहरू छन् भने कृपया प्रबन्धक, अनुसन्धान नीतिशास्त्र; गुएल्फमा विश्वविद्यालय;reb@uoguelph.ca; ५१९ ८२४ ४१२० (X ५६६०६) मा सम्पर्क गर्नुहोस् ।

यो अनुसन्धान निमन्त्रणा पढ्न समय निकाल्नु भएकोमा धन्यवाद। यदि तपाईं यस अध्ययनमा भाग लिन सहमत हुनुहुन्छ भने, टेलिफोनिक अन्तरवार्ताको मिति तपाईंको सुविधा अनुसार जून २०२० - जुलाई २०२० बीचमा तय गर्न निभा (nshresth@uoguelph.ca | ५१९ ८२० ५१६९) लाई सम्पर्क गर्नुहोस् ।

यदि तपाईंसँग कुनै प्रश्न वा सरोकार छन् भने कृपया सम्पर्क गर्नुहोस् निभा nshresth@uoguelph.ca, ५१९ ८२० ५१६९ वा रायन gibsonr@uoguelph.ca, ५१९ ८२४ ४१२० (X ५६७८५) लाई सम्पर्क गर्नुहोस् ।

भवदीय,

रायन गिब्सन, पीएचडी

लिब्रो प्रोफेसर फर रिजनल ईकोनोमिक

डेभेलोपमेन्ट

निभा श्रेष्ठ

ग्रयाडुएट (क्यान्डिडेट) ईन रुरल

प्लानिङ्ग एन्ड डेभेलोपमेन्ट

Appendix F

Ethics # 20-05-005 | Date approved: 8/24/2020 | Expiration Date: 8/23/2021

Understanding Challenges faced by Nepali Immigrants in Guelph to Enroll Their Children in Recreational Activities

Study for Nepali Immigrants in Guelph

I am looking for ten adult Nepali immigrants 18 years and older who have lived in Guelph for atleast one year and have atleast one child who is smaller than 18 years.

Many immigrant families find it difficult to access recreational activities for their children.

This research seeks to find the challenges Nepali immigrants face to access the recreational activities in Guelph.

Participants will be asked to participate in:

- 1 telephonic interview of 45 – 60 minutes

Participants will receive:

- Grocery card of \$ 25 by mail within ten days of the interview

Interview Details:

- Interviews will be taken via telephone
- Interviews will be taken in Nepali language
- Interviews will be between 45- 60 minutes

Are you eligible?

- 18 years or older
- Nepali immigrant living in Guelph
- Lived in Guelph for atleast one year
- Have atleast 1 child who is under 18 years of age



**ONTARIO
AGRICULTURAL COLLEGE**
SCHOOL OF ENVIRONMENTAL DESIGN
AND RURAL DEVELOPMENT

For participation

Contact researcher


Niva Shrestha

519. 820. 5161

n.shresth@uoguelph.ca

** To be considered for participation, please contact by 3:00 pm, August 31*

Appendix G

Ethics # 20-05-005 Date approved: 8/24/2020 Expiration Date: 8/23/2021	
अन्वस्यार्न्डिङ्ग च्यालेन्जेज फेसड बाई नेपालि इमिग्रेन्टस लिविङ्ग इन गुएल्फ टु एनरोल दियर चिन्डेन ईन रिक्वयशन अयाक्तिभिदिच्	
<p>गुएल्फका नेपाली आप्रवासीहरूका लागि अध्ययन</p> <p>यस अध्ययनको लागि स १८ वर्ष मुनिका बच्चा भएका गुएल्फमा पछिल्लो एक वर्ष देखि बसोबास गर्ने १८ वर्ष वा नायिका बयस्कहरूको खोजिना छ ।</p> <p>प्रैरे आगन्तुक परिवारहरूलाई समोरुपनात्मक गतिविधिहरूमा भर्ना गर्न विभिन्न कठिनाईहरूको सामना गर्नुपर्छ । नेपालि आगन्तुक परिवारहरूलाई समोरुपनात्मक गतिविधिहरूमा भर्ना गर्न के कस्ता चुप्रातिहरूको सामना गर्नु पर्छ भन्ने यस अध्ययनले खोजि गर्नेछ ।</p> <p>सहभागिहरूलाई भागवित्तको लागि:</p> <ul style="list-style-type: none"> १ ४५ देखि १० मिनेटको टेलिफोन अन्तर्वाता <p>सहभागिहरूले प्राप्त गर्नेछार् :</p> <ul style="list-style-type: none"> \$२५ को ग्रांन्ती काई अन्तर्वाताको १० दिन भित्त मेछ गरिनेछ. 	<p>अन्तर्वाता विवरण:</p> <ul style="list-style-type: none"> अन्तर्वाता फोनबाट मिङ्गोछ अन्तर्वाता नेपालि भाषामा मिङ्गोछ अन्तर्वाता ४५ देखि १० मिनेटको हुनेछ
<p>यस अध्ययनको योग्यताको लागि के तपाई</p> <ul style="list-style-type: none"> १८ वर्ष भन्दा नायिको हुनुहुन्छ गुएल्फमा १ वर्ष बसोबास गर्ने नेपालि आगन्तुक हुनुहुन्छ १८ वर्ष मुनिका कमसेकम १ जना बच्चा भएको हुनुहुन्छ 	<p>सहभागिताको लागि सम्पर्क विवरण</p> <p>निभा श्रेष्ठ (रिसर्चर)</p> <p>५१९ ८२० ५१६१</p> <p>n.shresth@uoguelph.ca</p> <p><small>* अन्वयि हुसर्को लागि यस्ता अ. तिर्को 5.00 बने तिब सम्पर्क गर्नु होच ।</small></p>
 <p>ONTARIO AGRICULTURAL COLLEGE SCHOOL OF ENVIRONMENTAL DESIGN AND RURAL DEVELOPMENT</p>	

Appendix H

Questions to ask participants in interview

1. Do you Work?
 - What shift do you work?
 - How much time do you get to spend with your children?
 - Does the type of work you do hamper the quality time you spend with your children?
 - Does your shift work forbid you to take your children into recreation activities training programs?

2. How do you travel in and around Guelph?
 - If Car
 - How far would you go to take your child for recreational activities trainings?
 - If Bus
 - Is transportation an issue for taking your children into recreation activities training programs?
 - How many busses do you need to take for two-way transportation for your child's recreation activities training programs? How long does it take?
 - Is public transportation an issue in Guelph to access recreation activities training programs?
 - If public transportation were to be made better, would you consider taking your child in to recreation activities training programs?
 - Do you use any bus pass for you and your children?

3. Is your household income enough to pay for the basic need?
 - If No
 - Do you have any knowledge on the financial subsidy and other membership discounts?
 - Have you ever used any of these services? No, why?
 - If Yes
 - Are you considered a low- income family?
 - Do you have any knowledge on the financial subsidy and other membership discounts?
 - Have you ever used any of these services? No, why?

4. Is your child interested to participate in recreational activities?
 - What is your child's favourite recreational activities?
 - How far is this recreational activity training center from your house?
 - Do you know about the various places these activities are taught in Guelph?

- Has your child ever joined any classes?
 - Would you like your child to join any recreational activities?
5. Have you or your child have ever been discriminated while accessing recreational activities?
- At what point of training program did you feel discriminated? Admission/ during training/ during fees payment etc
 - What made you feel discriminated?
 - Why do you think you were discriminated?
 - Is it because of this discrimination, you do not want to send your children to recreation activities?
 - What kind of problems have you faced because of language issues while accessing recreational activities?
6. How important is recreational activities to you?
- Why do you think recreational activities are important to children?
 - What kind of recreational activities were your children involved before?
 - What can children learn from being involved in recreational activities?
 - Is it something every child needs to be involved in?
- Do you want to see your child get involved in atleast 1 recreational activity?