ENGAGING NEWCOMER GIRLS & WOMEN

Physical Activity & Sport Handbook
This handbook outlines key considerations and provides recommendations grounded in best practice so we can better engage newcomer girls and women in sport and physical activity. Inside you will find:

- Snapshot of the Canadian Landscape and Immigration trends
- Key considerations for working with newcomer girls and women
- Strategies to recruit and design programs for newcomer girls and women
- Tools, checklists and how-to guides

The recommendations found in this handbook are based on the collective experiences and learnings from partner collaborations. With support from Immigration, Refugees and Citizenship Canada (IRCC), Canadian Women & Sport worked with 20 organizations from across Canada who participated in a three-year project to help better engage newcomer girls and women in healthy living, sport and physical activity. Over the course of the three years, 162 projects were initiated, 320 partners were engaged, 4,025 newcomer girls and women participated, and 657 newcomer girls and women were trained to lead or support physical activity programs.

Canadian Women & Sport thanks the following partners for their participation and commitment to making sport in Canada an inclusive space for all women and girls:
Importance of Physical Activity and Sport for Newcomer Girls and Women

Quality engagement in sport and physical activity can support the integration of newcomer girls and women into their communities and positively impact their overall quality of life. Engaging and integrating newcomers into all aspects of community life is a priority across Canada. But, traditionally, most sport and physical activity initiatives that focus on engaging newcomers do not take gender differences into consideration. Programs are offered for children, youth, adults, and families—without looking at the specific needs of girls and women.

It is important that initiatives for newcomers apply a gender lens in the development and implementation processes. If we better understand the unique challenges girls and women face concerning their participation, we can make sport and physical activity programs more effective.

The Canadian Landscape

Statistics Canada describes “newcomers” as immigrants who came to Canada up to five years before a given census year. Immigration is changing communities across Canada. Diverse cultures add vibrancy and new possibilities for awareness, growth and understanding. Individuals and families have been choosing Canada as their home for many years. One in five women in Canada today was born outside the country. It is expected that this 20% will grow to between 24.5% and 30% by 2036. Groups that provide sport and physical activity must be ready to adapt their programs and services to better meet the needs of newcomer Canadians.
The 2011 National Household Survey estimated there are 3,544,400 immigrant women and girls in Canada, representing 21.2% of Canada's total female population. This marks the highest proportion of women immigrants in Canada's population in over 100 years.³

According to Statistics Canada population projections, if the 2001–2006 immigration trends continue, Canada could be home to approximately 11.1 million immigrants in 2031. Of these, approximately 5.8 million (52.3%) will be women and girls. Immigrant women would then make up 27.4% of Canada's population.⁴

In Canada, the largest number of immigrants are in Ontario, Quebec, Alberta and British Columbia, but other provinces have also seen large increases in the number of immigrant women. Newfoundland/Labrador and Prince Edward Island have welcomed more than double the number of immigrants between 2011 and 2016 than they did from 2006 to 2010. Saskatchewan, Manitoba, and Alberta have also seen significant increases since 2001.⁵
Participation Rates

Recent reports\(^6\) show that newcomer Canadians are interested in participating in physical activity and sport and sport leaders have made great progress in engaging newcomers in sport and physical activity. But, little attention has been made to recognize gender differences and, specifically, to understand how to recruit and retain newcomer girls and women.

According to Sport Canada’s *Sport Participation in Canada* report, newcomer girls and women are the most under-represented population in the sport and physical activity system.\(^7\) The Ontario Council of Agencies Serving Immigrants (OCASI) reported that many sport and physical activity programs are not gender appropriate and fail to address parental concerns and cultural differences with respect to immigrant and refugee girls’ and women’s participation. OCASI recommended that Canada needs more programs that address the unique needs of newcomer girls and women. This Handbook was created to support sport and physical activity leaders to do just that - together, we can deliver programs that are safe, welcoming and inclusive of all Canadian girls and women.\(^8\)
ENGAGING NEWCOMER GIRLS & WOMEN IN SPORT & PHYSICAL ACTIVITY

We gained greater understanding of the unique experiences of newcomer girls and women and their needs related to sport and physical activity by working together with our partner organizations and project participants. 20 focus groups and 14 stakeholder workshops were hosted throughout the course of the pilot projects to hear from the newcomer girls and women themselves.

Our project work helped answer the following question:

Why is the physical activity and sport experience different for newcomer girls and women?

PHYSICAL LITERACY
Many girls and women may not have had the opportunity to participate in physical activity or sport. Therefore, they may lack the necessary skills to feel competent, confident and motivated to participate. Maybe they have never been taught fundamental movement skills (kicking, throwing, running, jumping, catching, striking, etc.). Teaching these fundamentals, regardless of age, is necessary to encourage participation.

AWARENESS
General awareness of the available physical activity and sport opportunities—or of their value—may be limited or a low priority for newcomer girls and women. Making a conscious effort to ensure families are aware of sport and physical activity opportunities for girls and women (as well as for boys and men) is important because families may not ask.

CULTURE
Societal norms play a role in the way both Canadian and newcomer girls and women access and participate in sport and physical activity. We must consider values, beliefs, and societal norms when we design a program and structure an environment that is culturally inclusive of newcomer girls and women.

FAMILY RESPONSIBILITIES
Some newcomer girls and women may have more responsibilities around the home than boys and men do. This may make it harder for them to fit physical activity and sport into their schedules.
The following 8 considerations will help to provide an understanding of some of the reasons why newcomer girls and women may not participate in physical activity and sport, and offer guidance on how to navigate the system and work with girls and women to get them involved and keep them engaged.

**KEY CONSIDERATIONS FOR WORKING WITH NEWCOMER GIRLS & WOMEN**

**CONSIDERATION #1**

**SETTLEMENT ISSUES TAKE PRIORITY**

<table>
<thead>
<tr>
<th>Understanding the Barriers</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Housing, schooling, health, food security, finding a job, cultural adjustment, etc. all may take priority over involvement in physical activity and sport.</td>
<td>• Be flexible with programming. Accept when participants are not able to attend.</td>
</tr>
<tr>
<td>• Many newcomer women reported feeling isolated and missing the support of family and friends to help with settlement issues they are facing.</td>
<td>• Demonstrate that you understand aspects of what they are dealing with and invite them to join the program as soon as they are ready.</td>
</tr>
<tr>
<td></td>
<td>• Check in with newcomer women if they are not attending programs to see how they are doing and if you can help.</td>
</tr>
<tr>
<td></td>
<td>• Consider starting a buddy system with other newcomer women and/or girls to provide support in this transition.</td>
</tr>
<tr>
<td></td>
<td>• Communicate the benefits of physical activity and sport and how participation can help with the stress of settlement.</td>
</tr>
</tbody>
</table>
ACCESS TO DEDICATED GIRL-AND WOMEN-ONLY ENVIRONMENTS

Understanding the Barriers

• Some newcomer girls and women may not be able to participate with boys or men.
• Creating a dedicated environment means all participants, coaches, instructors, maintenance staff, etc. must be women.
• These spaces may need to be completely private so no one can observe the program.

Recommendations

• To make spaces private, use curtains or other window coverings that can easily be put up and taken down.
• Hire women to coach, instruct, provide facility maintenance, etc. Ensure they are scheduled during these activities.
• Advertise this offering in a way that would attract newcomer girls and women in a variety of languages and using photos of diverse girls and women.
• Do not limit this programming to newcomer girls and women. You will likely attract non-newcomers. This can help make your program offerings more viable and help the women to form networks.
• Be mindful and allow flexibility with uniforms or swimming attire to account for cultural clothing considerations.

CASE STUDY

Settlement agencies, who MLSE LaunchPad partnered with, were ecstatic and somewhat surprised to see the youth participating in new sports such as lacrosse and cricket and showcasing their skills. The events demonstrated what can happen when they create a girls-only environment for physical activity – a safe sport space.
CASE STUDY

The District of Saanich offered a variety of sport equipment in an unstructured setting to allow for choice. “They finish a gathering at the mosque and right across the street is a park. They wanted to do something together,” said their Community Programmer. So, the District of Saanich prepared a sport box for the mosque. It contained a variety of fitness-related equipment (balls, bands, skipping ropes, hand weights, etc.) so the girls and women could enjoy any activity they chose outdoors.

PHYSICAL LITERACY

Understanding the Barriers

• Many newcomer girls and women may have little experience with physical activity and sport, so they choose not to participate.

Recommendations

• Be flexible with activities to get girls and women playing before you add structure. For example, having 10 people on each side of a badminton net is a fun way to start before you introduce rules and formal structure.

• Introduce girls and women to a wide variety of activities so they can try and then choose what they want to pursue.

• Focus on fun and safety first. Build physical literacy, develop sport-specific skills and add rules as you go.
Understanding the Barriers

• Newcomer families can have varying family dynamics (i.e., family size, age differences of children) and can be challenged by program scheduling.
• Newcomer women and teenage girls may have childcare responsibilities.

Recommendations

• Provide options to bring children to activities so the whole family can participate.
• Have childcare available on-site. Partner with settlement agencies who often have space and childcare.
• Have a separate room available so participants can take turns minding the children. Or you can hire on-site staff ideally from the same cultural community.
• Schedule concurrent programs so everyone can participate at the same time (e.g., teen basketball at the same time as mother-daughter Zumba).

CASE STUDY

When organizing this project, the Manitoba Islamic Association wanted to offer programs for moms and daughters and provided childminding to encourage everyone to come out to the free activities. The mosque ended up being the perfect backdrop for these activities.
Because most of the women in the Acceuil Francophone’s program had to get to the different activities by bus, participation rates declined in the fall. As the weather turned colder, participation was even more difficult. The lesson: plan events when and where it will be easiest for participants to attend.

### Understanding the Barriers

- Newcomers may not have access to a car or have friends/family who drive.
- Newcomer girls and women may have limited awareness of public transit or face challenges using it.

### Recommendations

- Help connect those who come from the same area to carpool or take public transit together.
- Supply information about public transportation options as part of your program communication and during sessions. Possibly get a local transit authority to present information.

### Understanding the Barriers

- Newcomer girls and women who have not participated in physical activity and sport before may not appreciate its value. Thus, it might be hard for them to justify spending money to participate.
- Cost means more than program fees. If you add equipment, clothing, childcare and transportation, a program becomes very expensive. Consider all these when you cost out a program.

### Recommendations

- It is important to offer programs at no cost or very low cost at first. Once the value is established, providing the activity for a fee is possible. Be sure to discuss this with the girls and women so you can present the hard costs and then come up with the fee structure together.
- Provide equipment, shoes, etc. at no charge if needed when you introduce newcomer girls and women to activities. Also give options for buying equipment at reduced rates (i.e. coupons, information on used-goods sporting stores, etc.).
- Work with partners to try to reduce additional costs (transportation/childcare) if possible.
- Apply for grants to help subsidize programs for newcomer girls and women.
LOW FAMILIARITY WITH SPORT & PHYSICAL ACTIVITY FACILITIES, GYMS, COMMUNITY CENTRES, ETC.

Understanding the Barriers

• Newcomer girls and women may not be familiar with gyms, community centres or other sport and recreational facilities in their area.

Recommendations

• Newcomer girls and women feel comfortable in environments that are close to home and that they can attend regularly
• Partnering with community stakeholders to offer physical activity and sport programs where newcomer girls and women frequent can greatly increase participation. Places of worship, settlement agencies, schools, or cultural associations are great places to introduce or host programs with community partners.
ENGAGING PARENTS/GUARDIANS

Understanding the Barriers

• If girls and young women have not participated in sport and physical activity before, their parents/guardians may think that they are not interested.
• Parents/guardians who are unfamiliar with the activities may be concerned about safety and cultural appropriateness.

Recommendations

• Hosting an event for parents/guardians to see the space and meet organizers is a great way to gain their support.
• Hosting a parent night is also a great opportunity to engage mothers.
• Develop mother-daughter activities. Daughters have told us that they love to see their mothers having fun.

CASE STUDY

When the Moose Jaw Newcomer Welcome Centre invited all family members, they were more successful. “We found when the children were involved with the moms, our attendance skyrocketed,” a Welcome Centre employee says.
RECRUITING NEWCOMER GIRLS & WOMEN

To recruit newcomer girls and women to participate in your programs, develop partnerships with the groups in the community who already work with newcomer families.

Start with Settlement Agencies and Newcomer Welcome Centres

• Plan to meet in person with staff to discuss current offerings and how your proposal fits into their programming.
• Offer to host a session or run your program at their facility so the girls and women feel comfortable and access is not an issue. As the girls and women feel more comfortable participating in your programs, you can start offering activities at different locations.

Build relationships with Cultural Associations

• Many cultural associations specifically focus on welcoming newcomers from specific cultural backgrounds (Syrian Community Association, Italian Community Association, etc.).
• These groups welcome partnerships that offer positive opportunities to their community members. Settlement agencies are often well connected with cultural associations.

Healthy Huskies program leaders say personal touches made a big difference. “The girls said to us one of the things that hooked them is we sent out personalized invitations. We found out who the newcomers were. We hand addressed invitations and several of them came out!”
Reach out to Places of Worship

• Often places of worship have great facilities for hosting programs and are very receptive to working together to promote and partner on physical activity and sport opportunities.

• Cultural associations and settlement agencies can help provide contact information for individuals who plan activities.

Promote your offerings at cultural festivals

• Cultural festivals are a great way to showcase your physical activity and sport programs to newcomer girls and women.

• Ask to run demonstration activities to interact with participants. If possible, have current newcomer girls and women participants demonstrate the activities so other girls and women can see them as role models.

• Ensure your promotional materials include photos of newcomer girls and women.

ckaE study

When promoting new physical activity and social-wellbeing programs, the Multicultural Association of Fredericton targeted newcomer language classes—which have more than 200 participants at any time—to spread the word. They displayed program information on computer screens in the classes in different languages. They also produced multilingual posters to share with community partners and different cultural groups.
A focus group brings together a small number of people of similar experiences to gather helpful information on a certain topic. The group leader has a set list of questions designed to draw out thoughtful responses from participants. In this context, they should help identify the physical activities and sports newcomer girls and women are interested in, information on barriers they might encounter and solutions for how to overcome these barriers.

After partnering with a community stakeholder that currently works with newcomer girls and women:

Conduct focus groups with newcomer girls and/or women and share the results

- Share focus group results with community stakeholders, including newcomer girls and women, and involve them in the development process so they are committed from the beginning to the success of your initiative. As part of this, community stakeholders may provide valuable supports, like facilities or access to childcare.

- By engaging community partners, you also have access to information, training, and feedback to help you manage challenges or take advantage of opportunities that may arise.

Educate staff, board members and volunteers on gender equity and cultural sensitivity

- Ask your community partners to give you and those who will help deliver the program, information about the specific group you want to work with. This will identify unique considerations for program planning and delivery.

- This will ensure your staff will have relevant, practical information and gives them the chance to ask questions.

Offer preliminary activities to create awareness and gauge interest

- Offer a variety of activities over several weeks to create awareness of what is available before you make final decisions or commit to running a program.

- Plan to have a focus group or meeting after you have tried a few activities to get a sense of what everyone liked best.

- Design the activities to the specific interests of participants.

CASE STUDY

The South Nepean Health and Community Centre continually sought feedback to make sure they were aware of any barriers to physical activity and any changing needs of the newcomer girls and women. As a result, they knew when their participants were dealing with larger settlement issues that made participation in physical activity difficult and were able to adapt programming accordingly.
Include skill-building activities to increase physical literacy

- Start with fundamental movement skills and build activity-specific skills over time. Confidence and competence will follow.
- Be flexible in how you deliver programs and keep them unstructured at the beginning.

Add a social component to everything

- Deliberately adding social components helps newcomer girls and women meet new people, make friends and build networks.
- Coordinate a potluck meal at the end of a six-week program or suggest where the women can meet for coffee before or after the activity.
- Providing opportunities to socialize can greatly support the settlement process for newcomer girls and women.

Train or provide pathways so newcomer girls and women can become instructors

- As with any program, leaders will emerge. It is important to harness their interests and passions.
- Invite leaders to take on certain aspects of the program or offer to train them as instructors, paying for their training and hiring them to deliver programs.
- If your organization cannot support their training and hiring, outline the pathways to becoming a trained instructor. Help them overcome the barriers to becoming leaders (resume, cover letter, etc.)
- The more newcomer girls and women you engage as leaders and role models, the more others will see themselves represented in your programming.

Gather continuous feedback from participants and community partners

- Use feedback to determine what has worked, what has not, and what needs to be changed.
- Involve everyone in every step so they remain engaged.
- Having yearly focus groups with participants and regular meetings with community partners are great ways to stay connected.
Now that you have more information about how to recruit and design programs that will engage newcomer girls and women, it’s your turn to develop your own physical activity and sport initiatives! Be sure to get your community partners in place. Consider as many different partnerships as possible. The more partners you have the more successful and sustainable your initiatives will be. Ensure you engage newcomer girls and women in all your planning. Together you will be able to address barriers and develop solutions to create quality physical and sport experiences for newcomer girls and women.
The following tools will help you get started:

A. CHECKLIST: Designing Physical Activity and Sport Initiatives for Newcomer Girls and Women

1. Find the groups in your community that already work with girls and women who are new to Canada. Contact these groups in person, by phone or email. Meet with them and ask them to join you (become a partner) in what you plan to do. Here are some possible organized groups to approach to be partners:
   - groups that help newcomers get settled/centres that welcome people new to the country
   - groups that share the same culture as the newcomers
   - places where people worship (mosques, churches, synagogues, temples, and more)
   - groups that organize public celebrations of different cultures
   - schools

2. Work with community partners to conduct focus groups
   - select the target audience(s) for your focus groups, dates and locations
   - partner with involved community groups to recruit participants
   - personally invite newcomer girls and women to attend
   - develop questions for the focus groups
   - co-lead focus groups with community partners (ideally co-lead with women who speak the same language as your focus group audience)
   - summarize feedback

3. Share focus group results with focus group participants and community stakeholders. Involve them in the development of your initiatives
   - share a summary of your focus group results with the participants to get any additional feedback
   - conduct a meeting with all your community stakeholders to share focus group results
   - together, create a list of the top activities that came forward, related barriers that need to be overcome and solutions to the barriers
   - develop a plan for each activity you intend to do, including who will be involved, the role they will play, targets you hope to achieve and how you will measure and report progress
4. **Include elements in your program/initiative/event such as:**
   - introductory sessions (opportunity to try it without any cost at the beginning)
   - skill building activities
   - social activities
   - activities you develop from what newcomer participants recommend

   Revise your plan as you go to include any missing elements and new learnings.

5. **Teach and train staff, volunteers and board members on unconscious bias, cultural competency and gender equity**
   - ask community partners to run a session to learn more about the participants’ culture
   - unconscious bias ([more information found here](#))
   - gender equity (such as the [Gender Equity Lens E-Module](#))

6. **Carry out your program/initiative/event in a way that helps to create a safe, welcoming and inclusive environment**
   - consider the privacy needs of participants and offer women-only participation spaces
   - hire women as coaches, instructors, maintenance staff, etc.
   - collect feedback from participants and stakeholders throughout

7. **Revise and reflect on what did and did not go well so you can make changes**
   - review all feedback from participants and partners
   - in addition to casual check-ins and/or surveys, consider conducting a focus group with participants to get additional insight on the initiative you ran and what they would like to do in the future
   - put together feedback and overall information on your initiative to share with partners
   - determine pathways for emerging leaders (such as seeking paid opportunities, training, leadership opportunities, more responsibilities) to support their positive development in sport and physical activity
   - meet with partners to discuss feedback and what to do next
Focus groups are a great way to gather feedback from newcomer girls and women on what activities they are interested in, barriers they may encounter to participation and potential solutions they feel would assist with their involvement. The information collected will help shape your initiatives and guide your decision making.

**FOCUS GROUP CONSIDERATIONS**
- 6 to 10 participants.
- 1 to 2 hours in length.
- Atmosphere should be informal and interactive, with participants doing most of the talking.
- Facilitator keeps the conversation focused and makes sure everyone has a chance to contribute.
- Consider offering incentives (e.g., gift cards, bus tickets) to encourage participation.

**FOCUS GROUP CHECKLIST**
- Select a date and location.
- Develop invitations/communications, including contact information and how to respond.
  - Personal invitations or handwritten invitations work best.
- Engage partners to distribute invitations/communications and encourage participation.
- Develop a facilitator’s guide that will include questions and specific time frames that the facilitator will follow to keep everything on track and focused.
- Follow-up with participants who responded, confirm final numbers and organize any culturally relevant catering (coffee/tea/snacks, etc.).
- Conduct the focus group.
- Summarize feedback received.
- Follow up with participants to share the results and any next steps.

**TIPS**
- At the beginning of the focus group, clearly communicate the overall purpose or goal. People need to know why you have asked them to participate.
- Ask people to introduce themselves to break the ice and allow both you and others to know who is in the room (asking people to say their name and favorite dessert are good questions to get things started).
- Explain how the consultation will work – length of time, that it is private, how to ask questions, etc.
- Ask permission before recording or taking pictures.
- Provide information such as washroom locations, refreshments.
- Try to involve all participants in the discussion.
- Thank participants for their input.
- Give participants a summary of the focus-group discussion and next steps (put together and presented after the meeting).
SAMPLE FOCUS GROUP STRUCTURE:

1. Opening Remarks and Introductions: 2 minutes
   - Welcome from the host organization.
   - Thank you for coming today to participate in this discussion about newcomer girls or women or girls and women (depending on the group) and physical activity. XXX thanks you for your participation.
   - Facilitator and recorder introduce themselves.

2. Overall purpose of the focus group: 2 minutes
   - XXX has invited you to share your thoughts about physical activity and sport as XXX is looking to develop new programs.
   - This focus group is your chance to give your thoughts and experiences to help us plan.

3. Introduction of participants: 10 minutes
   - Ask participants to say their name and their favourite dessert.

4. How the focus group will work: 2 minutes
   - 1-1½ hours
   - Confidential
   - Facilitator will ask questions; will encourage everyone to participate.
   - No right or wrong answers. We’re looking for insights, experiences.
   - We need to stay focused on the questions. If we start to get off track, I’ll bring us back.
   - Our time is limited so I may have to ask you to move on to another comment.
   - XXX is recording your comments for the report. The report will reflect your comments, but no names will be used.
   - Is everyone OK if I record this session? (If yes, press record) This recording will only be shared with XXX and it will be used for XXX purpose.
   - Housekeeping: washrooms, coffee etc.

5. Using suitable and simple language, ask participants to respond to (answer) the following questions:
   - 60 minutes- Facilitators ask the questions and encourage the participants to discuss.
   a. What activities do you know to keep physically active?
      (Potential probes to get things started - On your own? —With friends? —With your family?)
   b. What activities would you like to do to keep physically active?
      (Potential probes to get things started - On your own? —With friends? —With your family?)
   c. What difficulties (barriers/challenges) stop (prevent) you from being more active?
      (If the expected barriers do not come up in the discussion, ask whether the following are also barriers: cost?—language?—transportation?—co-ed environments/participating with boys and/or men?—access to programs/facilities?—having someone to participate with?—child care?—responsibilities at home?—lack of support?—lack of skills?)
d. Have you found any ways (solutions) to help handle these difficulties (challenges/barriers)?

e. What kind of supports would you need to be more active?
   (If expected supports do not come up in the discussion ask whether the following would also be
   helpful: low cost?–offered closer to their home?–child care?–having access to equipment or clothing
to participate–having friends or a network to participate with?)

f. Where do you or would you look for information about physical activity opportunities?
   (If the ideas do not come up in the discussion you might want to ask about whether mothers find
these information channels useful: social media?–websites?–newspapers?; flyers?–posters?–friends/
neighbours?)

g. What should we do to encourage more newcomer girls and women to participate in physical activity
and sport?
   (If these ideas do not come up in the discussion, ask whether the following would also be helpful:
information sessions? –free classes? –becoming partners with community organizations that work
with newcomers? –sending invitations?)

h. Is there anything else that you would like to add, comment on?

6. Thank you: 2 minutes
   • Thank participants for their input.
     *(You might say something like... I appreciate your ideas, openness, etc.)*
   • Tell participants they will get a copy of the report when it is finished, and they will be able to give more
feedback. Tell them that they won’t hear from us until we have had time to pull the report together.
   • Thank the coordinator (and any others) for helping to organize the focus group and the facilitators
for leading the discussion.

References:
1. Canada’s Ethnocultural Mosaic, 2006 Census: Definitions
2. Immigration and ethnocultural diversity: Key results from the 2016 Census
3. National Household Survey Profile 2011: Statistics Canada
4. Immigrant Women: Statistics Canada
5. Ethnic Diversity and Immigration: Statistics Canada
6. Sport for Life for all Newcomers to Canada: Creating Inclusion of Newcomers in Sport and Physical Activity, 2018; Playing Together - New citizens, sports and belonging, 2014
7. Sport Participation 2010 Research Paper (June 2013): Canadian Heritage

Photos courtesy of our pilot partners:
Accueil Francophone (MB), Altadore Gymnastic Club (AB),
Black Creek Community Farm (ON), Femmes Relais (QC), Huron Heights Secondary School (ON), Immigrant Services Association of Nova Scotia (NS), Killarney Community Centre (BC), Multicultural Association of Fredericton (NB), Manitoba Islamic Association (MB), MLSE LaunchPad (ON), Moose Jaw Newcomer Welcome Centre (SK), PEI Association for Newcomers to Canada (PE), District of Saanich (BC), South Nepean Community Health Centre (ON), Sport North Federation (NT), Strathcona Community Centre (BC), Toronto Public Health (ON), Les YMCA du Québec (QC), West Wind Gymnastics Club (AB)