

Park Programs for New Canadians: A Case Study Process and Outcomes Evaluation of *Nature as a
Second Language*

by

Therese Salenieks

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Abstract

The majority of Canadian and American park visitors are Caucasian. Studies in Canada and the US suggest that the under-representation of ethnic minorities in parks may be due to these issues: a lack of friends who can teach them how to go to parks; a lack of multi-lingual information about parks; safety concerns; and transportation issues. Ethnic groups tend to recreate with their own group members, specifically preferring to spend time with family and friends, it has been found that New Canadians, while aware of a broad spectrum of activities in parks, prefer passive activities, such as taking pictures, nature viewing and picnicking to active activities like backpacking, climbing and mountain biking.

In 2008, a new Kananaskis Country program, Nature as a Second Language (NSL) was launched by Alberta Parks to increase park inclusiveness by introducing New Canadians to the park experience and provide them with the tools necessary for, independent park visitation. This study, investigated the long-term outcomes of NSL; the research questions that guided this study were: 1) what are the outcomes of the Nature as a Second Language program? 2) how do the components of the Nature as a Second Language program lead to specific outcomes?

A case study method was used for this study, with the case being the NSL program and its participants from 2008-2013. Data collection involved NSL staff and volunteer interviews, a past participant survey-questionnaire and past participant interviews. Thirty-three past participants complete the questionnaire and five staff and nine past participants completed an interview. Survey findings found that while participants did not change their level of visitation to parks, they did change the type of activities that they engage in in parks before and after NSL. Interview findings suggest that past participants experience various outcomes as a result of NSL and the whole program may have contributed to those outcomes. The results of this study are not generalizable as it was a case study, but they do suggest that park programs for New Canadians may produce positive outcomes.

Preface

This thesis is an original work by Therese Salenieks. The research project, of which this thesis is a part, received research ethics approval from the University of Alberta Research Ethics Board, Project Name “Nature as a Second Language Outcomes and Process Evaluation,” No. Pro000403838, 11/20/2013.

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Table of Contents

CHAPTER ONE: INTRODUCTION	1
1.1 Overview.....	1
1.2 Canadian Immigration Statistics.....	1
1.3 Immigrants in Canada’s Parks	2
1.4 Nature as a Second Language.....	3
1.5 Project Rational.....	4
1.6 The Research Questions	4
CHAPTER TWO: REVIEW OF LITERATURE	6
2.1 New Canadians in Parks	6
2.2 New Canadians Park Visitation	7
2.3 New Canadians Park Use.....	8
2.4 New Canadians Barriers and Constraints to Parks Use	9
2.5 Park Agency Programs and Services.....	10
2.6 Nature as a Second Language Pilot Evaluation.....	11
2.7 Means-End Theory	12
2.8 Use of means end theory in Outdoor Recreation Literature	15
CHAPTER THREE: RESEARCH METHODS.....	18
3.1 Method of Inquiry	18
3.2 Research Design.....	18
3.3 Phase I.....	19
3.31 Participant Selection.....	19
3.32 Data Collection.....	19
3.33 Data Analysis.....	20
3.4 Phase II	21
3.41 Participant Selection.....	21
3.42 Data Collection.....	22
3.43 Data Analysis.....	23
3.5 Phase III.....	23
3.51 Participant Selection.....	23
3.52 Data Collection.....	24
3.53 Data Analysis.....	24
3.6 Verification	25
3.7 Ethics.....	26
CHAPTER FOUR: FINDINGS.....	27
4.1 Nature as a Second Language Case Description	27
4.2 Staff Interview Findings	31
4.2.1 Outcomes and parts of the program leading to specific outcomes.....	32
4.2.1.i Appreciation of Program Staff.....	32
4.2.1.ii Getting into parks	33
4.2.1.iv Fun/enjoyment.....	37
4.2.1.v Learning	38
4.2.1.vi Increased park visitation	40
4.2.1.vii Staff Enjoyment.....	42

4.2.2	<i>Strengths, weaknesses/challenges and recommendations</i>	43
4.2.2.i	Partnerships	43
4.2.2.ii	Budget	45
4.2.2.iii	Program brand development	46
4.2.2.iv	Outreach	47
4.2.2.v	The Flood of 2013	48
4.2.2.vi	Provisioning on NSL Events	48
4.3	Participant Interview Findings	49
4.3.1	<i>Outcomes and parts of the Program leading to specific outcomes</i>	50
4.3.1.i	Learning	51
4.3.1.ii	Connecting to other people	54
4.3.1.iii	Changed park visitation or visitation intention	55
4.3.1.iv	Getting into parks	58
4.3.1.v	Feeling safer in parks	59
4.3.1.vi	Appreciation of program staff	60
4.3.2	<i>Challenges/weaknesses and recommendations</i>	60
4.3.2.i	Communication of the NSL program to New Canadians	61
4.3.2.ii	Transportation	62
4.3.2.iv	Availability of information	64
4.4	Survey Findings	65
4.4.1	<i>Demographic Information</i>	66
4.4.2	<i>NSL History</i>	68
4.4.3	<i>Number of visits to parks before and after attending NSL</i>	71
4.4.4	<i>Visits to parks less than an hour away from respondents' home</i>	72
4.4.5	<i>Visits to parks more than an hour away from respondents' home</i>	74
4.4.6	<i>Park visitation equipment and volunteering for parks</i>	75
4.4.7	<i>Activities done in parks</i>	75
4.4.7	<i>Changed understanding of parks</i>	78
4.4.8	<i>Limits to park visitation</i>	78
Chapter 5: Discussion and Conclusions		80
5.1	Interview findings	80
5.1.2	Outcomes and parts of the program leading to outcomes	81
5.1.1.i	Staff enjoyment	81
5.1.1.ii	Appreciation of program staff	82
5.1.1.iii	Getting into parks	83
5.1.1.iv	Feeling safer in parks	84
5.1.1.v	Learning	84
5.1.1.vi	Making Connections	86
5.1.1.vi	Fun	87
5.1.1.viii	Changed park visitation or intention to visit	87
5.1.2	A discussion of emergent strengths, weaknesses/challenges	88
5.1.2.i	Partnerships	88
5.1.2.ii	Communication of NSL events	89
5.1.2.iii	Program Brand Development	90
5.1.2.iv	Provisioning of NSL events	90
5.1.2.v	Information	91
5.1.2.vi	Transportation and Budget	91
5.1.2.vii	The Flood of 2013	92

5.2 Survey discussion.....	92
5.2.1 Park Visitation Changes.....	93
5.2.2 Equipment.....	95
5.2.3 Changed understanding of Parks	95
5.2.4 Limiting factors to Park visits.....	95
5.2.5 Means End Theory Question	97
5.3 Project Limitations	98
5.3.1 Staff Interviews.....	98
5.3.2 Participant Interviews.....	98
5.3.3 Survey.....	98
5.4 Conclusions.....	99
REFERENCES	102
Appendix A: Recommendations for NSL	108
Develop further partnerships	108
Improve communication of events to participants	108
Increase brand awareness of NSL and Alberta Parks.....	108
Have staff dedicated to NSL	108
Increase the number and extent of NSL events.....	109
Bring events back to Fish Creek Provincial Park.....	109
Maintain information rich programming	109
Incorporate maintenance of culture into events.....	109
Provide access to information for New Canadians post-program	109
Appendix B: 2013 Nature as a Second Language Participant Survey.....	110
Appendix C: Means-End data analysis from proposal	121

List of Tables

Table 1- staff interviewee summary	31
Table 2- staff outcomes	
Table 2a- appreciation of program staff	32
Table 2b- getting into parks	33
Table 2c- feeling safer in parks	34
Table 2d- fun	36
Table 2e- learning	38
Table 2f- increased park visitation	40
Table 3g- staff enjoyment	42
Table 3- participant interviewee summary	49
Table 4- participant outcomes	
Table 4a- learning	50
Table 4b- connecting to other people	53
Table 4c- changed park visitation or visitation intention	55 57
Table 4d- getting into nature	58
Table 4e- feeling safer in parks	59

Table 4f- appreciation of program staff	
Table 5- heritage language of respondents	67
Table 6- visits to parks before-after	71
Table 7- paired sample t-test, visits before vs. after	72
Table 8- visits to parks before NSLT	72
Table 9- paired sample t-test, types of visits before	73
Table 10- visits to parks after NSL	74
Table 11- paired sample t-test, types of visits after	75
Table 12- activities before NSL	76
Table 13- activities after NSL	76
Table 14- paired sample t-test, types of activities	77
Table 15- participant vs staff outcomes	81

List of Figures

Figure 1- Means End laddering sample	16
Figure 2- map of Kananaskis region	27
Figure 3- participant gender	66
Figure 4- participant educational achievement	66
Figure 5- income of participants	67
Figure 6- language comfort	68
Figure 7- participation by year	69
Figure 8- participation by program	70
Figure 9- discovery of NSL	70
Figure 10- factors limiting visitation	79

CHAPTER ONE: INTRODUCTION

1.1 Overview

Foreign-born residents accounted for approximately 21% of Canada's population in 2011 (Statistics Canada, 2012a) yet visitors to Alberta's provincial parks did not reflect this. The average park visitor is a Caucasian Canadian with a high level of education and income. This represents a problem to Alberta Parks (Alberta Parks, 2012).

In the summer of 2008, a new Kananaskis Country program, Nature as a Second Language (NSL) was launched to introduce New Canadians to provincial parks in order to, "increase opportunities for, and invite participation of all Albertans" (Stapleton & Carruthers, 2009, p. 4). It was developed by Alberta Parks in order to increase inclusivity in Alberta's provincial parks.

In 2008, 650 participants took part in the program, taking day-trips to parks where they were able to have 'authentic experiences' that a traditional park user would have (Stapleton & Carruthers, 2009). The ultimate goal of the program was to empower new Canadians to experience parks on their own and in their own way and to create visitors who will take ownership of and become stewards of the land. An investigation of the pilot year of NSL was conducted in December 2008/January 2009 and participant feedback was positive (Stapleton & Carruthers, 2009). However, that study only evaluated opinions about program activities and sought recommendations for improvement. The achievement of long-term program goals, namely increased park visitation by participants, was not assessed.

This research project examined the outcomes of NSL and the program components that lead to those outcomes. This chapter begins with a description of the state of immigration in Canada, followed by immigrant use patterns of Alberta Parks, an introduction to the NSL program, the rationale for conducting this research, and ends with the research questions.

1.2 Canadian Immigration Statistics

The migration of individuals into Canada from other countries has a profound impact on the profile of

Canada's population. In 2011, approximately 21% of Canadian residents were foreign born, a number that is expected to increase (Statistics Canada, 2012a). The 2011 Census documented that over 200 languages are spoken in Canada with 56% of them being Asian languages (Statistics Canada, 2012c). From the 2006 Census, 97.2% of recent immigrants lived in a census metropolitan area, with 62.9 % living in one of Canada's three largest cities, Toronto, Montreal and Vancouver. Calgary, the city within which most of the participants from this study lived, was the city with the fourth highest recent immigrant numbers. Five point two per cent of people who arrived in Canada between 2001-2006 settled in Calgary, causing Calgary's foreign-born population to grow faster than it's Canadian-born population.

Canada's population is growing, and much of that growth is a result of immigration and non-permanent resident migrations into the country. Between 2006 and 2011, the population increased by 5.9% and 67% of that growth was due to migrations (Statistics Canada, 2012b). Over 220,000 landed immigrants have been recorded each year since 1999 (Statistics Canada, 2012a). By 2031, 80% of Canada's population growth is projected to be due to migrations (Statistics Canada, 2012c). As Canada's population ages further, deaths will outweigh births, thus in the future; natural population growth (births-deaths) is expected to decrease (Statistics Canada, 2012a). Canada's proportion of foreign-born residents will increase, as will its reliance on immigration for continued growth. Due to recent and projected future growth of Canada's foreign-born population, understanding New Canadians and their experiences is important.

1.3 Immigrants in Canada's Parks

Visitors to Canada's national and provincial parks do not reflect Canada's population. The most common national park visitor is an upper class Caucasian male over the age of 50 (Parks Canada, 2011), which is similar to provincial park visitors (Alberta Parks, 2012). In 2011, immigrants represented 12% of Parks Canada visitors, which was significantly lower than the proportion of immigrants in Canada's population, 21%. Alberta Parks has also publicized that immigrant populations are under-represented within Alberta's provincial parks (Alberta Parks, 2012). It is important to implement changes in park agencies that increase visitation by immigrant populations. If agencies do not take action, then declines in park visitation will increase, as Canada's population is comprised of a higher proportion of foreign-born residents. Alberta Parks was the agency whose program was evaluated in this study; thus, the remainder

of the information on immigrants in parks will focus on Alberta Parks.

Alberta Parks has an ongoing *Plan for Parks* with the objectives to, “ensure sustainability of our natural landscapes, enhance recreational opportunities, [and] improve quality of life for Albertans” (Alberta Parks, 2009, p. 4). This plan guides the directives of parks’ management. Although the primary objective is officially protection, human use and enjoyment has historically been a priority, and largely (Dearden & Dempsy, 2004) —it still is (Jager & Halpenny, 2012). With the current trend of decreased visitation to parks, as well as an increased reliance on parks to generate revenue to fund park operations (Dearden & Dempsy, 2004; Shultis & More, 2011)—human use has become increasingly important. A comparison of park visitation demographics and Canadian demographics showed that New Canadian park visitation is low; there is room to improve park visitation amongst this population.

In the past, parks agencies have not made many efforts to be inclusive of New Canadians (Floyd, 2001). They have not provided alternative information sources about their parks or dedicated resources to understanding New Canadian needs, which may differ from the needs of born-in-country Canadians (Bain, Quinn & Rettie, 2008). There existed opportunities within park agencies to target New Canadians in visitation programming and marketing (Bain et al., 2008; Shultis & More, 2011). A study in Calgary, analyzing New Canadian focus group discussions, found that there are multiple, inter-connected barriers that result in non-visitation to parks, and non-participation in park programs for New Canadians (Bain et al., 2008). Among the barriers, some cannot be influenced by park agency interventions, such as lack of free time; however, some, such as a lack of awareness, accessible information and programming, could be. Additionally, values important to New Canadians, such as connection to family and friends and beautiful landscapes are aspects of park programming that can be emphasized and developed by park agencies. Alberta Parks developed a program that took advantage of the opportunity to increase services for New Canadians—the Nature as a Second Language program.

1.4 Nature as a Second Language

Nature as a Second Language was developed in 2008 in order to introduce new Canadians to the park experience and provide them with the tools necessary for continued, independent park visitation. The program objectives were:

“To introduce new Canadians to a wilderness park within driving distance, to remove barriers relating to fear of nature, to introduce them to the role of parks, to create dialogue between current park visitors and new Canadians, and to provide basic knowledge of skills and equipment required for a visit to a park” (Stapleton & Carruthers, 2009, p.30).

The program has undergone continual change since its development in 2008 up to and including the present. It is comprised of discreet events that introduce New Canadians to various aspects of parks. These include learn to camp activities, guided trail hikes, free fishing days and interpretive programs. An evaluation of the pilot program was conducted in December 2008/January 2009, the results of which will be discussed in the review of literature. Continued evaluation and monitoring are important for understanding the outcomes of NSL and providing program accountability.

1.5 Project Rational

Accountability is one of the guiding principles for decision-making in Alberta’s Plan for Parks (2009). Park agencies, the public and stakeholders desire accountability and want to know that measurable and positive outcomes result from park programs (Neill, 2003). Whether or not NSL has achieved its goals had not been determined before this study. This mixed-methods research project investigating the long-term outcomes of NSL could improve the program and increase its accountability.

The results of this study have both practical and academic merit. In addition to valuing evidence-based decision-making, Alberta Parks wants their park programs to remain relevant and to be continually improving (Alberta Parks, 2009). Knowledge about the outcomes of NSL and about the components of NSL that lead to specific outcomes can thus aid Alberta Parks to make future decisions about the continuation of NSL and similar programs. This study contributes to the literature on cross-cultural leisure, which has been described as particularly ‘sparse’ in the specific area of outdoor recreation in provincial and national parks (Lovelock, Lovelock, Jellum & Thompson, 2012). A search for peer-reviewed articles evaluating provincial or national park programs for immigrants resulted in no search returns. This study aimed to fill this gap in the cross-cultural leisure literature.

1.6 The Research Questions

The broadly defined objective of this study was to do an in-depth, evaluative investigation of the

outcomes of NSL and the program components that led to those outcomes. This was accomplished by asking the questions: a) What are the outcomes of NSL? b) How do components of the NSL program lead to specific outcomes?

CHAPTER TWO: REVIEW OF LITERATURE

2.1 New Canadians in Parks

The term, New Canadian was only recently coined to define a research population (Bain et al., 2007). Pursuant to New Canadian, the terms ethnic minority, immigrant and racial minority were used with little definitional consistency regarding the populations' length of residency in Canada and immigration status (Floyd, 1999; Floyd, 2001; Gobster, 2002; Gomez, 2008; Ho et al., 2005). Nature as a Second Language was designed primarily for newcomers to Canada and so the term New Canadians was used for this study's population. Bain et al.'s (2007) definition of a New Canadian was: "foreign-born individuals who migrated to Canada from other countries of origin between 1996 and 2006." (p. 10) Their definition was,

"drafted on the basis of the Statistics Canada and Citizenship and Immigration Canada 'very recent Immigrants' definition – referring to immigrants who became permanent residents or 'landed' as economic immigrants, family class, or refugees after 1996, and were living in the country on May 15, 2001 (Statistics Canada, 2001b; Citizenship & Immigration Canada, 2005). However, the definition of new Canadians in [her] study [did] not discriminate on the basis of immigrant status or citizenship, but [included] all newcomers to Canada as relevant participants. The definition was expanded to include all classifications and statuses of foreign-born newcomers to Canada, since the purpose of [her] project [was] to gain information and insight from individuals new to Canada, regardless of official status." (p 11)

The definition of a New Canadian for this study was similar to Bain et al.'s, definition with the exception that individuals moved to Canada between 1998 and 2013 (with one exception which is elaborated on in section 4.3).

Much of the literature on ethnic minorities does not look at recent immigrants and furthermore, the literature on immigrants' recreation in national or provincial parks is sparse (Lovelock et al., 2012). For this reason, research looking at ethnic and racial minorities and their recreation in any park settings will be discussed in this review.

2.2 New Canadians Park Visitation

New Canadians are an under-represented population in Canada's national and provincial parks (Parks Canada, 2011; ATPR, 2012). This trend is mirrored in the United States (Floyd, 1999; Shultis & More, 2011) and in urban parks (Burke et al., 2011; Wolch & Zhang, 2004). The average park visitor is a Caucasian male with higher than average education (Parks Canada, 2011); however, in the United States, it has been observed that the diversity of park visitors is increasing, particularly at those parks close to large urban centers (Chavez & Olson, 2008). Amongst different ethnic groups, there are variations in park visitation patterns. For example, Ho et al. (2005) surveyed White, Black, Hispanic, Chinese-American, Japanese-American and Korean-American individuals. They found that Hispanic and White people had the highest park visitation while Korean-Americans reported the lowest parks visitation. All groups reported that parks and open spaces are desirable places to visit and provide important health benefits. The study failed to provide a reason for the incongruence between the consistent valuation of parks and different visitation patterns of the ethnic groups studied. It had a large sample size of 1570, and utilized a survey questionnaire. Qualitative interviews could have provided more rich data and might have helped to explain the incongruence. This and other studies (Gobster, 2002; Wolch & Zhang, 2004) used ethnicity as the population determinant, regardless of length of residence in North America. Studying individuals who recently migrated into the country may reveal differences that are not apparent when studying long-term and born-in country ethnic minorities. In a study of visitors to Chicago's largest urban park, 898 respondents identified themselves as belonging to 25 different ethnic groups (Gobster, 2002). Despite this, White individuals comprised the largest group of park visitors; a finding supported by the composition of predominantly White beachgoers in the multicultural metropolis, Los Angeles, United States (Wolch & Zhang, 2004). These three studies were in urban parks and used quantitative methods. A mixed-method approach and replication in provincial or national parks would have to be done before the findings could be generalized to non-urban park use. As mentioned previously, the absence of ethnic diversity in provincial and national parks in North America has also been documented (Hung, 2003; Carruthers, 2008; Floyd, 2001).

This absence is not necessarily because New Canadians/ethnic minorities do not want to visit parks. Hung (2003), found that some Chinese-Canadians living in Vancouver would like to visit wilderness-oriented parks but do not have friends who can go with them to teach them how.

She found that “high mainstream acculturated Chinese-Canadians” visit parks more often, parks that are further away and for longer periods of time. Bain et al. (2007) found that most New Canadians visit parks by private means and for day trips. Overall, they have a positive perception of parks but have some misinformation about parks in Canada, for example, not being able to differentiate between the levels of parks: municipal, provincial and national. Falk (2005), stated that, “People need to be aware of resources and know how to access them and then effectively use them: ‘this needs to be true of all citizens, not just the privileged few. At the moment, quality [park-based] learning opportunities are not available to all of the world’s citizens” (p 276, from Carruthers, 2005, p. 4). Carruthers (2005) said, about diverse populations in parks, that the, “opportunity to increase participation just by increasing awareness exists” (p. 3).

2.3 New Canadians Park Use

Not only do ethnic minorities visit parks less frequently, they use parks differently than mainstream population park users (Bain et al., 2007; Chavez & Olson, 2008; Ho et al., 2005; Walker & Swinnerton, 2005). Perhaps, bringing “a set of values and behaviors to public lands that differ from that of White visitors, and perhaps, land managers.” (Chavez & Olson, 2008, p 63) Gobster (2002), found that ethnic groups tend to recreate with their own group members in specific areas of the park, a finding supported by others’ research (Bain, 2007; Burns, Covelli & Graefe, 2008; Ho et al., 2005). More specifically, many ethnic minorities value going to parks to spend time with family and friends (Bain et al. 2007; Burns et al., 2008). In a focus group with Asian Americans about national parks services it was found that they, “want to experience outdoor recreation with their children rather than sending them to participate in a program by themselves “ (Burns et al., 2008, p 133). A focus group with Latin Americans revealed that they hold the same preference (Burns et al., 2008). The focus group participants were selected by snowball sampling, and thus may have held similar park use values that are different from unrelated individuals in their ethnic group. However, this seems unlikely as the importance of family and friends to park visits has been documented elsewhere in the literature (Bain et al., 2007; Gobster, 2002; Stapleton & Carruthers, 2009). Bain et al. (2007), who specifically studied New Canadians, found a similar result using mixed ethnicity focus groups. These mixed focus groups could have hindered individuals from voicing opinions that vary significantly from the group for fear of ostracism. One –on-one interviews could provide additional information that was not forthcoming in focus group settings and should be conducted to confirm and elaborate on results. This study utilized such interviews.

Deng, Walker and Swinnerton (2005) compared attitudes about the appropriate use of national parks between Anglo-Canadians and Chinese Canadians. They found that the groups differed significantly in their attitudes. Chinese Canadians thought that consumptive activities such as gathering edible products, and motorized activities, such as sightseeing by car and motorboat were more appropriate than Anglo Canadians. Conversely, Anglo-Canadians thought that non-consumptive activities such as mountaineering and rock climbing, and accommodation facilities in parks are more appropriate than Chinese Canadians. Similarly Bain et al. (2007) found that New Canadians; while aware of a broad spectrum of activities in parks, prefer passive activities, such as taking pictures, nature viewing and picnicking to active activities like backpacking, climbing and mountain biking. She also found that New Canadians find park costs, the cold, commercialization and logging to interfere with their enjoyment of parks.

2.4 New Canadians Barriers and Constraints to Parks Use

Several barriers have been found to constrain park use and enjoyment by ethnic minority groups (Allison & Hibbler, 2003; Bain et al., 2007; Burk et al., 2011 Virden & Walker, 1999; Wolch & Zhang, 2004). In their review of literature, Lovelock et al. (2012) found that there is a general consensus among researchers that ethnic minorities are faced with more barriers than mainstream groups. Barriers that ethnic minority groups face included: safety concerns, lack of knowledge/awareness, costs, language and transportation difficulties (Allison & Hibbler, 2003; Hung, 2003; Virden & Walker, 1999; Wolch & Zhang, 2004).

Virden and Walker (1999) found that White university students viewed forests as less threatening places than Black or Hispanic students did. A lack of feeling safe and secure in parks can be a deterrent to park use. Hung (2003) found that Chinese Canadians are fearful of wilderness-oriented parks, and they are particularly fearful of wildlife, especially bears. Knowledge and education about safety issues and how to overcome them could be beneficial to New Canadians (Bain et al., 2007). A lack of knowledge and education opportunities is another barrier cited by ethnic minorities. The unavailability of information in multiple languages and staff who predominantly speak only English make it difficult for ethnic minorities to acquire appropriate information about parks. Wolch and Zhang (2004) found that the most commonly cited barrier to beach recreation amongst Latino's was the belief that the ocean is polluted.

This is not in fact the case in Los Angeles, showing that education and the promotion of accurate knowledge about the beach could increase use by this group.

Transportation to parks is difficult for many New Canadians who do not have a car or cannot afford to rent one for a park trip (Bain et al., 2007). Increased awareness of transportation options, and in some cases increased public transportation availability could increase park usage. In addition, some individuals have a stigma associated with going to parks, such as the Chinese Canadians who associate parks with the rural, impoverished countryside in China (Hung, 2003). Individuals experience barriers differently, but in most cases it leads to the same thing, lower participation (Burk et al., 2011).

2.5 Park Agency Programs and Services

Parks and recreation agencies often unknowingly create organizational barriers that can reduce the perceived program accessibility or attractiveness to ethnic minorities (Allison & Hibbler, 2003). Discriminatory behaviours may be embedded in the structure, policies or procedures of organizations (Floyd, 2001). For example, a lack of staff representation, a lack of availability of information in different languages, representation in the media and inequities in program funding, can all be perceived as discriminatory towards ethnic minorities.

Park agencies have begun to recognize their service deficiencies and make changes to programs and services to create greater park opportunities for a diverse range of people (Parks Canada, 2011; ATPR, 2009). Very little research has been done to examine the effectiveness of these implementations. The development of park programs designed specifically for New Canadians is a new phenomenon. As a result, very little research has been done to evaluate these programs (Lange, Vogels & Jamal 2011; Stapleton & Carruthers, 2009). One program that introduced English as another language learners to an Edmonton municipal park and an Alberta provincial park was *Learning the Language, Learning the Land* (LtL,LtL) (Lange, Vogels & Jamal, 2011). The program was evaluated by administering pre and post knowledge tests to participants, conducting participant focus groups and key project partner interviews. The evaluation found that the program was a success in that it created access to parks for newcomers, provided enjoyment and community, helped build connections to Canada and led to participants learning about parks. Nature as a Second Language had been formally evaluated once before and the results are described below in section 2.6. These two studies were looking at relatively short-term

responses to the park programs, LtL, LtL and NSL. Long-term outcomes were not studied, and it was only recently, as NSL was in its sixth year of operations, that longer-term evaluations were possible. Results from this study increase the knowledge base about park programs for recent immigrants. Li et al. (2008) aptly said, “when different cultures interact, socio-cultural agreements and norms may become ambiguous. Consequently, this ambiguity affects perceptions of service quality.” (p 91). They called for research that uses multiple populations, contexts and settings, a call that was answered by this research project.

2.6 Nature as a Second Language Pilot Evaluation

Erin Stapleton, an Environmental Design master’s student from the University of Calgary conducted a developmental evaluation of the program’s pilot year in the winter following the launch of the Nature as a Second language program (Stapleton & Carruthers, 2009). The initial evaluation was meant to determine if the program was fulfilling its intended purpose:

“The ultimate goal is to empower new Canadians to experience parks in their own way, to take ownership of provincial parks, and to become stewards of Alberta’s natural and cultural heritage.” (p 7)

Stapleton worked with program officials to, ‘engage program participants in dialogue’ (p 8) and get their feedback on the program. Feedback was initially collected by surveys distributed at the end of the NSL event; this captured immediate feelings about the program and helped develop the direction for focus groups and interviews conducted in the winter of 2008/2009. Three daylong collection events were held that included a meal, a scavenger hunt, a slideshow of Nature as a Second Language and an interpretive presentation. On these days, focus groups with past program participants and event attendees who had not participated in the program, were conducted. As well one on one interviews with key informants, such as park employees were conducted. Transcripts were analysed using textual mark-up software and themes and recommendations for Nature as a Second Language emerged from this.

The initial feedback of the program was very positive. Half of program participants had never visited a Wilderness park before Nature as a Second Language and all respondents said that they

would like to visit once again. The majority of people favored all aspects of the program equally, but hiking was the second favourite activity. While participants could not think of parts of the program they didn't like, they would have liked for everything to last longer, especially the parts of the program that involved use of the park. As well, they suggested that other park programs could involve wildlife education.

Five recommendations also came out of the focus group and interview discussions:

- 1) The program should allow New Canadians to spend more time in the parks.
- 2) Informational aspects of the program about park rules, safety and activities should continue to be provided.
- 3) More activities should be added to the program to represent the different types of activities that can be done in the park.
- 4) Multiple programs should be tailored and offered to participants who have different levels of experience.
- 5) Nature as a Second language should partner with other organizations to offer New Canadians stewardship opportunities.

Overall, the focus pilot evaluation revealed positive feedback; however, in order to capture the sustained outcomes from the program, time must pass between the program and evaluation. Furthermore, the program underwent changes since it began in 2008. . The components of the program that lead to different outcomes were not investigated in the pilot investigation; the present study did. Each component of the program throughout its history may have led to different outcomes, both positive and negative. Means end theory was employed in this research project in an attempt to determine Nature as a Second Language program outcomes and the components of the program that lead to specific outcomes.

2.7 Means-End Theory

This section describes the means-end theory, which was intended to be used in this study to examine Nature as a Second Language outcomes, and the processes leading to the outcomes. Means-end theory was originally a consumer decision-making tool in the field of Marketing (Gutman, 1982), but it has since been used in outdoor recreation research. The means-end chain is the manifestation of the means-end theory; it was developed as a model that connects consumer behaviours to their values (Gutman, 1982).

The idea driving this model is that values are powerful forces that influence behaviours in all aspects of life. Consumers choose a product based on the outcomes they believe will result from its attributes, with the outcomes leading to the satisfaction of their value(s). Thus, the means-end-chain involves product attributes (means), consequences (outcomes) and values (ends). Following is a detailed description of values, consequences and attributes in the means-end chain.

Gutman (1982) based his means-end theory primarily on the work of his predecessor in marketing research, Rokeach. Rokeach stated that, "a value is an enduring belief that is a specific mode of conduct or end state or existence, is personally or socially preferable to an opposite or converse mode of conduct or end state of existence." (p. 63 from Rokeach, 1973 p. 5) Values are assumed to come from society, culture, other institutions and one's own personality (Gutman, 1982). The values, or ends are the highest level of abstraction in the means-end chain (Haras, Bunting & Witt, 2005) and play a large role in guiding peoples choices (Gutman, 1982). A product can satisfy values because its attributes produce outcomes (consequences) that lead to the desired mode of conduct or end state. An example of a value that is satisfied from hiking on the Appalachian Trail in the US is self-fulfillment (Hill, Cortland, Goldenberg & Freidt, 2009). It is the result of the consequence physical challenge that arises from hiking the trail (an attribute).

A consequence is any physical, psychological or social outcome that results from the attributes of a product, object, activity or service (Gutman, 1982). For example, the attribute group experience in national Outdoor Leadership School programs has been linked to the consequence, warm relationships with others (Goldenberg & Soule, 2011). Consequences, also know as outcomes, can be positive or negative, positive outcomes being benefits (Gutman, 1982). The link between attributes and consequences may occur directly, or indirectly via a direct consequence. For example, a person may buy a new outfit and feel good about them-self as a result (a direct consequence), they then may be treated differently because they feel good about them-self (indirect consequence). Consequences are deemed positive or negative based on how they relate to a person's values. Consequences are an important part of the means-end chain as they can be linked to values, other consequences (i.e. direct or indirect consequences), and/or attributes.

Attributes are the most concrete measure of the means-end chain, with consequences and values increasing in their level of abstraction (Haras, Bunting & Witt, 2005). They are any aspect of a product,

object, activity or service (Gutman, 1982; Goldenberg & Soule, 2011). An attribute is determined by each individual's discretion through the process of distinction (Gutman, 1982); it can be a broad or narrow distinction. For example an attribute can be a program as whole, or it can be more specific parts of a program such as group expeditioning, hiking to the peak, program length, or camp-craft (Goldenberg, McAvoy & Klenoky, 2005; Haras et al., 2005).

Practically speaking, the means-end chains that arise from any product, activity, or service can be elucidated through the process of laddering (Gutman, 1982). Laddering is a qualitative data collection technique that involves asking a series of open-ended questions; however, it can also be conducted by asking open-ended survey questions (Haras et al., 2005). It begins by asking a respondent what the most memorable attributes of a program (product, activity etc.) are (question #1) (Goldenberg & Soule, 2011). For each attribute that is mentioned, question #2, "Why is that important?" is asked. Then in response to answer #2, the question: "Why is that important?" is asked. This process is continued until the respondent can no longer answer the question or responds, "I don't know." Alternatively, respondents can first be asked to identify an outcome resulting from the program (Haras et al., 2005). At the end of the laddering questioning, they are then asked to identify the attribute of the program that leads to the outcome that was first mentioned. An example of the latter technique in a self-administered questionnaire is provided in *Figure 1*. It is from a study by Haras, Bunting and Witt (2005), *Linking Outcomes with Ropes Course Program Design and Delivery*.

Product developers/service providers can use means-end theory to determine or verify the outcomes of a product (Gutman, 1982). Since the outcomes are linked to values and attributes, this can help to market the product to the public by highlighting aspects of the product that are deemed important and showing how and why they are important. Means-end theory has also been found to be a useful tool for determining the outcomes of and showing how and why aspects of a program are important to the recreation experience (Klenowsky, Gengler, & Mulveny, 1993). In this way, program managers can also use the theory to promote the program to the public and additionally as justification for program funding, which is an important part of program management, especially in the public sector (Hill et al., 2009).

2.8 Use of means end theory in Outdoor Recreation Literature

Means-end theory has been used to assess outcomes from the components of ropes courses (Haras et al., 2005), outdoor adventure programs (Cummings, 2009; Goldenberg et al., 2005; Goldenberg & Pronsolino, 2008; Goldenberg & Soule, 2011; Lein & Goldenberg, 2012), outdoor experiences (Hill et al., 2009; McAvoy, Holman, Goldenberg & Klenosky, 2006) and use of interpretive services (Klenosky, Frauman, Norman & Gengler, 1998). As mentioned previously, laddering data for the means-end chain can be collected qualitatively through one-on-one interviews or through self-administered questionnaires (Haras et al., 2005). The latter technique may provide data that is less rich but it is more practical with large sample populations. In this section, critical recreation studies using means-end theory will be discussed.

Haras, Bunting and Witt (2005) studied elementary and high school students aged 10 to 15, who took part in two different types of ropes courses. They found that while the two programs had many similar outcomes, they each had specific program attributes that led to distinct outcomes. Their study demonstrated the utility of means-end theory with young subjects and as a method to compare the impact of program design and delivery between two different programs. Haras et al. said that future research on recreation programs, “identifying mechanisms for achieving outcomes [should use] a multidimensional, multi-method approach.” (p. 59, 2005) This call was answered through this project, which used means-end theory as one part of a larger case-study design.

Means-end theory has been used on other, although primarily Caucasian, populations. Sample ethnicity was not reported in previous studies, as it was not a defining criterion of the studies’ populations. The use of means-end theory with diverse sample ages was demonstrated by Lein and Goldenberg (2012), who studied the outcomes of a wilderness education program for college-aged individuals. As well, a study of outcomes associated with hiking the Appalachian Trail used participants ranging in age from 21-75, with the largest age bracket belonging to retired individuals (Hill et al., 2009). Goldenberg, McAvoy and Klenosky (2005) studied individuals ranging in age from 14 to 66. However, the majority of their participants (90%) were males between the ages of 14 and 17 and they called for an expanded application of means-end research in outdoor recreation. Means end-theory was also used to examine the outcomes of wilderness experiences and their linked meanings for people with and without a disability (McAvoy et al., 2006). Despite that, further means-end studies remain to be done with diverse populations (Goldenberg et al., 2005; McAvoy et al, 2006). This study involved a diverse sample

population, with variations in age, gender and country of origin.

The majority of recreation studies using means-end theory have involved data collection immediately after the program or experience being studied ended (Haras et al., 2005; Klenosky et al., 1998; McAvoy et al., 2006). Fewer, (Cummings, 2009; Goldenberg & Soule, 2011) have examined program outcomes over time; a couple of studies have involved interviews with the same subjects at least twice in the years following an outdoor adventure program to determine the longevity of program outcomes. These studies found that outdoor adventure program outcomes are generally enduring with some small variations in the strength of the connections between program attributes, consequences and values.



Figure 1. A sample laddering response from, *Linking Outcomes with Ropes Course Program Design and Delivery* (Haras, Bunting & Witt, 2005)

Goldenberg and Soule (2011) studied how group experience affects outcomes of an outdoor education program over five years. In subsequent data collection years 25.68%, 24.51%, 54.21%, 55.37% and 49.63% of respondents linked group experience to the outcome transference. In the study by Lein and Goldenberg (2012), assessing the outcomes of a college wilderness education program, program participants from 2003 to 2006 all completed the online questionnaires at the same time. These studies show that means-end theory can be used immediately after a program, repeatedly in subsequent years after a program and at a time removed from the program.

Means-end theory is a useful tool for measuring the outcomes, and processes leading to those outcomes, of a program. "Participants provide explanations of how they believe an experience unfolds, enabling researchers to identify attributes that lead to particular outcomes" (Haras et al., 2005, p. 39). It has been demonstrated that means-end theory can be used with different populations, yet Goldenberg et al., (2005) noted a need for further studies using more diverse populations. Means-end theory can be used for sub-group comparisons and involves multi-dimensional participant responses. For these reasons, means-end theory was chosen to use to examine the outcomes of NSL and the components of the NSL program that lead to those outcomes.

CHAPTER THREE: RESEARCH METHODS

3.1 Method of Inquiry

A case study method was used for this study, with the case being the NSL program from 2008-2013. A case study examines a, “bounded system (a case) through detailed in-depth data collection involving multiple sources of information” (Cresswell, 2012, p. 97). The case study method aligned well with this study, which utilized multiple sources of information and data collection strategies. As well, it aligned with the evaluative purposes of this study because case methods have been used to do program evaluation research of ‘real life’ programs in ‘real life’ contexts (Yin, 1994). Investigating the outcomes of a program is an outcome evaluation and investigating how the program leads to specific outcomes is a process evaluation (Patton, 2001). The pragmatic paradigm that guided this study was well suited to both the case study method and the evaluative purposes of this study.

Pragmatists believe that everything occurs and exists in context, and that what is true at a given time is not absolute (Creswell, 2012). They do not believe that there is only one way to approach research (Creswell, 2012; Patton, 2001). They believe that there are many approaches to collecting and analyzing data and one should have the freedom to choose the methods that are most appropriate for a given situation. With the pragmatic paradigm, “methods can be separated from the epistemology out of which they have emerged” (Patton, 2001, p. 90). Pragmatism allows for multiple qualitative and/or quantitative methods to be used to collect data in a single study. Thus the pragmatic paradigm was well suited to this case study method and evaluative research as all are concerned with real life, contextual research and allow for multiple methods to be used for data collection (Patton, 1990).

3.2 Research Design

This study included three phases of mixed methods data collection (Johnson & Onwuegbuzie, 2004). The first phase involved interviews with NSL organisers and staff (n=5). The analysis of the first phase was used to create a full description of the case, and to gather opinions about the program outcomes and parts of the program that lead to those outcomes, from the staff. The second phase was a survey administered to past program participants to determine program outcomes. The target sample size was n~50 from each NSL event offered during the past 5 years. While 50 was the preferred number, it was

anticipated that it would be difficult to achieve this sampling from early offerings of the NSL program, and it proved to be unachievable for any year and event. Only n=33 usable surveys were collected in the second phase of the research, which left the survey portion of the study to be taken as a pilot only. The third phase was interviews with program participants to investigate how program components lead to specific outcomes (n=9).

3.3 Phase I

3.31 Participant Selection

Nature as a Second Language program staff and organisers were the participants in the first phase of the study. Program staff and organisers should be included as a source of information in a program case study to develop familiarity with the case (Gangon, 2010). They often have insights and information that is critical to program evaluation, and furthermore have an influence on program outcomes as they delivered the program (Posavac & Carey, 1997).

Participants were selected using stratified purposeful sampling (Cresswell, 1998). This was done to ensure that a variety of individuals were interviewed including park staff and settlement agency staff who had experience with different programs at different times in the programs history. Participants were approached via email to assess their willingness to participate in the study. Introductory emails from contacts within Alberta Parks were sent prior to investigator contact. Non-response was followed by a follow-up email. Patton (1990) said that there is no rule for sample size when using purposeful sampling in qualitative inquiry. In this study, the number of program organizers and staff participants was open. It was determined when individuals had been selected, 'to the point of redundancy' (Patton, 1990), which is when no new information was revealed by further participant selection. This occurred at n=5.

3.32 Data Collection

The first phase of the study involved interviews as a data collection strategy. Interviews are a good data collection strategy for gathering a rich description of a program and for conducting a process evaluation (Patton, 2001), which was one of the purposes of this study. They were used so that an abundance of information about NSL and the thoughts and opinions about NSL operations, outcomes and processes

could be gathered from the people who work most closely with the program. Specifically, standardized open-ended interviews were used in which interview questions were carefully worded and arranged prior to the interviews (Patton, 1990). Interviews were standardized via an interview protocol form so that there was consistency across interviews and so that data could be more easily analyzed. Questions were open-ended so that they could uncover the perspectives of interview respondents and allow respondents to answer the question in any direction that they chose. Questions fell into the categories suggested by Patton (1990): experience and behaviour questions, opinion and value questions, feeling questions, knowledge questions, sensory questions and background/demographic questions. This included questions about staff history with the program, interactions with participants, and opinions about program effectiveness.

Interviews were audio-recorded and transcribed to increase the reliability of later analyses (Gangon, 2010). They occurred over the phone or Skype, so while notes were taken on the interview protocol form, some of the non-verbal communication that can be observed during interviews was lost (Creswell, 1998). Telephone interviews were used for cost and time saving reasons, as most of the respondents lived approximately three hours away from the interviewer. Interview notes were stored in a locked desk to protect the respondents' identities. Assigning each respondent a pseudonym further protected his or her identity. Notes were scanned and saved on the researcher's password-protected computer and backed up on a password protected hard-drive (Cresswell, 1998). Transcriptions were treated similarly, with a hard copy, a computer copy and a hard-drive copy securely stored. A master-list cataloguing all data and its location was created and updated as required (Gangon, 2010).

3.33 Data Analysis

The information contained within the NSL organizer and staff interviews was used to create a case description and analysed to uncover outcomes of NSL that staff believed participants experienced as well as the parts of the program leading to those outcomes. The case description combined the knowledge that staff had about NSL operations and the program history to describe in more detail what NSL was and the events that it included. This is important because a good case study involves a clear description of the case (Yin, 1994).

The analysis of the data led to predicted outcomes, parts of the program leading to those outcomes and

other strengths, and challenges/weaknesses being revealed (Yin, 2009). Nvivo 10 software was used to facilitate the evaluation and organize categories that emerged during analysis. To begin, the entirety of each interview was read though at least once to get an overall sense of the data (Creswell, 1998). The analysis proceeded following the guidelines for case study analysis suggested by Creswell (1998); it occurred across questions and aggregate categories from the data were developed inductively. Categories used indigenous concepts (Patton, 1990) so that when the analysis was returned to respondents for review the language would be understood and would facilitate further information generation. Category patterns were identified and naturalistic generalizations were made about NSL operations, processes, and the outcomes hypothesized by program organizers and staff. The analysis was used to create a case narrative (Patton, 1990).

3.4 Phase II

3.41 Participant Selection

Past NSL participants, who took part in the program between the summer of 2008 and 2013, made up the population from which respondents for phase II were drawn. Participants were chosen through a convenience sampling method. In August 2013, an email that invited past participants to take part in the survey was sent to program participants via a settlement service agency, the Calgary Catholic Immigration Services (CCIS). The majority of participants took part in an NSL program through such an agency and CCIS maintained a record of these participants (personal communication, Don Carruthers). The invitation and survey were written in English, none of the survey materials were translated due to the expense and time requirement of translation. In the pilot evaluation of NSL, surveys were administered to participants in English, so it was not believed that this would result in problems.

The invitation email directed interested individuals to a website where they could choose to fill-out an online questionnaire. Participants could have also asked for a paper copy of the survey by phoning or emailing the researcher. The online option was made available so that mailing costs could be minimized (Hall & Hall, 1996). Additionally, this project was advertised at the Barrier Lake Visitor Information Centre in the Kananaskis area from August 2013 to October 2013. Any individuals who visited an information centre and had taken part in an NSL program could request a questionnaire to fill out at the visitor centre or to be completed at home and mailed to the primary researcher. An incentive in the form of a five-dollar gift card to Tim Horton's or Starbucks was provided to respondents upon

completion of a survey. Since response rates were low after the initial recruitment via settlement agencies, a second and third round of invitations was sent to past participants; however response rates remained low.

3.42 Data Collection

Self-administered questionnaires were employed in the second phase of research. Surveys were used so that a large number of responses could be collected in a short time frame (Hall & Hall, 1996), of approximately four months. Respondents were given the option to phone the primary instructor to answer the open-ended questions verbally in order to increase response rates.

Surveys were completed online and consent was assumed upon survey completion and return. As questionnaires were returned, the responses were input into an SPSS file, saved on a password-protected computer and backed-up on a password-protected hard-drive (Cresswell, 1998).

The questionnaires collected demographic information, information about NSL participation, park use information and means-end ladder information. The demographic section of the questionnaire included questions about age, gender, country of origin, and current city of origin. The section on information about NSL participation included questions about the year(s) of program participation, the number of programs participated in and the types of programs participated in. The questions in the first two sections of the questionnaire were asked to create a basic profile of NSL participants and provide basic contextual information about respondents (Braun & Mohler, 2003). The intention was that this information be used in analysis to create subgroups for ladder comparisons and to potentially explain ladder differences.

The section on park use information asked identical questions about park usage patterns before and after participation in NSL. These questions included questions about number of park visits, length of park stay, location (near or distant) of parks visited and types of activities engaged in at parks. The intention was that this information be used to create subgroups for ladder comparisons. It was used to create descriptive patterns of NSL participants' park use before and after NSL. The means-end theory section of the questionnaire, employed the laddering technique used by Haras et al. (2005), *see Figure 1* in methods. The ladder was designed for children aged 10 to 15, so the wording was very simple and

was believed to be appropriate for people who speak English as a second language, i.e. New Canadians.

3.43 Data Analysis

Means end analysis did not occur because there was not enough data to complete the analysis. If the data had existed it would have been analysed as described in the proposal (*see appendix C*).

Survey data was analysed by inputting the demographic and park use responses from the questionnaire into the statistics software, SPSS. From this, descriptive statistical analyses were conducted to determine general patterns that existed in the data. Frequency counts were used to describe NSL history and demographic information. Paired sample t-tests were used to compare park visitation and activity preferences pre-NSL to park visitation and activity preferences post-NSL. Eta squared was calculated to determine effect size when significance was determined. Tables were generated in SPSS and Excel and figures in Excel.

3.5 Phase III

3.51 Participant Selection

On a separate page of the questionnaire, respondents were invited to provide the primary researcher with in-depth information about their outcomes from, and thoughts about, NSL via one-on-one interviews. All respondents who indicated an interest in participating in an interview had their contact information added to a separate Excel file. There were a small number of people wishing to take part in an interview, so convenience sampling was employed.

Twenty-one people indicated that they were interested in taking part in an interview; all 21 people were approached by email and invited to participate in a telephone or Skype interview at a convenient interview time. Twelve people indicated an interest in taking part in an interview. As mentioned in phase one, there is no rule for the number of individuals interviewed in a qualitative inquiry (Patton, 1990). Interviews were conducted until the point of redundancy, which was $n=9$.

3.52 Data Collection

The third phase of the study also involved interviews as a data collection strategy. Interviews are a good data collection strategy for gathering a rich description of a program and for conducting a process evaluation (Patton, 2001), which was one of the purposes of this study. They were used so that an abundance of information about NSL could be gathered from the people who participated in the program. Specifically, standardized open-ended interviews were used, in which interview questions were carefully worded and arranged prior to the interviews (Patton, 1990). Interviews were standardized via an interview protocol form so that there was consistency across interviews and so that data could be more easily analyzed. Questions were open-ended so that they could uncover the perspectives of interview respondents and to allow respondents to answer the question in any direction that they chose. Questions fell into the categories suggested by Patton (1990): experience and behaviour questions, opinion and value questions, feeling questions, knowledge questions, sensory questions and background/demographic questions. This included questions about the type of NSL program participated in, positive and negative aspects of the program, park use before and after the program, and a discussion of outcomes participant experienced and the parts of the program they believed led to those outcomes.

Interviews were approximately 40 minutes long. They were audio-recorded and transcribed to increase the reliability of analyses (Gangon, 2010). The interviews occurred over the telephone because of the expense and complicated logistics of organizing interviews at times convenient for the interviewees, who lived three hours away from the interviewer. This resulted in a loss of non-verbal communication cues that could have been picked up on during an in-person interview. Interview notes were stored in a locked desk to protect the respondents' identities. Assigning each respondent a pseudonym further protected his or her identity. Notes were scanned and saved on the researcher's password-protected computer and backed up on a password protected hard-drive (Cresswell, 1998). Transcriptions were treated similarly, with a hard copy, a computer copy and a hard-drive copy securely stored.

3.53 Data Analysis

The information contained within the participant interviews was primarily used to detail outcomes from NSL and find out which parts of the program led to those outcomes. It was used to uncover a rich, "understanding [of] the experience of [NSL participants] and the meanings they make of that

experience” (Seidman, 1998, p. 3). It provided context for the discussion of program outcomes and processes leading to those outcomes.

Nvivo 10 software was used to facilitate the evaluation and organize categories that emerged during analysis. To begin, the entirety of each interview was read though at least once to get an overall sense of the data (Creswell, 1998). The analysis proceeded following the guidelines for case study analysis suggested by Creswell (1998); it occurred across questions and aggregate categories from the data were developed inductively. Category patterns were identified and naturalistic generalizations were made about NSL operations, processes, and the outcomes described by program participants. As well, direct interpretations were made in certain instances. Direct interpretation is looking at single instances and drawing meaning from them; it was be done when there was meaningful data that was only mentioned once throughout the interviews. Naturalistic generalizations were be made from the direct interpretations. The analysis was then used to create a case narrative.

3.6 Verification

Verification is, “a *process* that occurs throughout the data collection, analysis, and report writing of a study and standards [of] *criteria* imposed by the researcher and others after a study is completed” (Creswell, 1998, p. 194). It was ensured in multiple ways throughout this study, a few of which have already been mentioned.

This study was designed to optimize the use of multiple sources of information. This is a form of triangulation (Yin, 1994) and helped the researcher to check, confirm, disconfirm and account for variability and similarities in the data. In phase one of the study, member checks were done after the case narrative from the interviews had been completed. This gave the interviewees an opportunity to correct any misinterpretations of the data and make any additional comments about the NSL program. This is where the collection and analysis of data began to occur at the same time. The collection of data was modified as necessary to ensure that the research questions were being adequately answered (Mayan, 2009). As well, reflective notes were taken throughout the research process to maintain a record of researcher thoughts and decisions (Mayan, 2009).

3.7 Ethics

Ethical considerations were taken in accordance with the University of Alberta Ethics board. Individuals in the study were informed of the project through an information letter and informed consent was granted either through oral consent or through the completion of the survey questionnaire. The anonymity and protection of respondent identities was guaranteed. Project approval was obtained through the Human Ethics Review Process (HERO), before research was conducted.

CHAPTER FOUR: FINDINGS

4.1 Nature as a Second Language Case Description



Figure 2. Map of Kananaskis region. (Government of Alberta, 2005)

Nature as a Second Language (NSL) is a park program run by Alberta Parks in the Kananaskis region (see figure 1 for a map of the Kananaskis Region); the goal of NSL is to bring New Canadians, who normally wouldn't have the resources to visit parks, out into nature in order that they feel 'safe and welcomed and prepared' (Interviewee 1) to visit parks on their own. There are 60 provincial parks located in the Kananaskis region. (Alberta Parks, 2014,). This region is unique in that one park—Fish Creek Provincial Park, is located in the City of Calgary. Fish Creek was utilized for NSL events, as were Bow Valley Provincial Park, Elbow Falls Provincial Recreation Area and Canmore Nordic Center Provincial Park. These parks would be considered front-country parks that offer facilities such as washrooms for guest use and also have abundant natural scenery to be enjoyed by participants.

In 2006, an Alberta Recreation and Parks Association (ARPA), panel discussion on diversity began the foundation for NSL. New Canadians had been acknowledged to be an, 'underserved and under-recognized' (Interviewee 3) population in parks and in line with that, the panel included a

newcomers' representative—a cultural diversity coordinator from Calgary. Discussions between this cultural diversity coordinator and the Alberta Parks inclusion and public engagement officer led to a

series of follow-up encounters. These culminated with a driving tour of Kananaskis in which there was a mutual realization of the value that can be gained through a simple day spent touring the parks of Kananaskis and through the process of conversation. It was further observed that those first experiences that a New Canadian has with parks have the potential to shape the way that they understand parks:

She (cultural diversity coordinator) was really only familiar with Kananaskis based on the first experience she had with the first person who told her what Kananaskis was; and her entire experience was framed by that. And so we just sort of, sort of said it out loud: 'wow there's this exclusion of this, or this non-inclusion of newcomers is pretty big.' But the other thing that came out of the day was just, how much we got out of spending a day touring around together and how simple that was. And that it wasn't me being there, just telling her a bunch of stuff and her just being a wide-eyed learner. It was us having conversations in these places and her kind of interpreting them back to me and me interpreting them to her and I'd tell her a story and she'd tell me a story. But by the end of the day it was really simply just a tour. (Interviewee 3)

This day of touring provided insight into the New Canadian experience and gave Alberta Parks a start to the program. It also illustrated that outdoor experiences are simple and nature co-presents itself. Brainstorming sessions and further planning led to the first pilot programs being offered in the summer of 2008 at Bow Valley Provincial Park. This first attempt at the program involved an interpretive show on the processes of change in the forest, a campground demonstration showcasing different camping equipment, a guided interpretive hike and a Nature Scavenger Hunt. The events at Bow Valley Provincial Park ran for two summers. Interviewee 3 described the first pilot events as complicated and following the first year, the program 'devolved into a simpler day.'

The complexity came from the challenge associated with serving as many New Canadians as were coming to the program (over 100 at a time) while maintaining the one-on-one feel of that first tour. A University of Calgary Masters student evaluated the first pilot event (Stapleton & Carruthers, 2009); this evaluation along with a Master's thesis about New Canadians and parks (Bain et al., 2007), and continued NSL participant feedback has informed the development of NSL.

The guiding idea behind NSL was that it would not be a program where one person did all of the work. The idea was that everyone who works for Alberta Parks, from interpretive guides to maintenance

workers, is responsible for inclusion in parks. To some extent, there has been fluctuating development and uptake of NSL events by conservation officers at various parks because of this idea. The Park Officers running NSL have multiple roles in parks and at times, priority was assigned to other projects. NSL has had periods of heavy programming followed by a lull and then a jump back into more programming. During the first summer (2008), NSL events ran exclusively at Bow Valley Provincial Park. Since then the pilot nature of NSL has continued with trials of different events occurring throughout Kananaskis.

NSL has been in a constant state of change in an effort to continually improve. Following is a brief description of the events that took place after the pilot year at Bow Valley Provincial Park.

- 1) A van tour of Kananaskis for leaders in the immigrant serving community. The goal of this program was to introduce New Canadian community leaders to various sites in Kananaskis so that they could then take what they learned on the tour back to a large number of New Canadians living in Calgary. This program lasted for one year only. (Site Tour)
- 2) A van tour of Kananaskis for members of ARTSCAN, an organization comprised of New Canadian artists. This tour was similar to the one above; however, it was done so that artists could realize the potential for doing art in Alberta's parks. This tour only occurred once. (Art tour)
- 3) A four-part series of evening sessions at Fish Creek Provincial Park in Calgary. These programs were designed and delivered by the interpretation/education Officer in Fish Creek. Each session included a learning portion in which participants were given background info about that evening's topic, followed by the direct experience. These experiences included a fishing demonstration, making bannock, learning how to set up a tent, building fires, learning about Alberta's wildlife and exploring trails in Fish Creek. These events ran only in 2012. (Evening events)
- 4) A cross-country skiing event at Canmore Nordic Centre. This event introduced New Canadians to cross-country skiing, giving them a chance to experience what parks offer in the winter months. (Cross-country skiing)
- 5) A Free Fishing Day event at Allen Bill Pond Provincial Recreation Area. During this day New Canadians were invited to learn about fishing. Participants were provided with fishing rods, given instructions on how to use their rods and then used marshmallows to attempt to catch fish in a stocked pond. Free Fishing Day has been an annual event within NSL since (Free

Fishing)

- 6) A Parks Day Event at Willow Rock Campground in Bow Valley Provincial Park. Parks Day was a celebration of Alberta's parks during which attendees were provided with a barbecue lunch and given the opportunity to try new things, like take a wagon or horse ride and interact with parks staff. Parks Day was open to everyone (i.e. non- New Canadians population) but New Canadians have been specifically invited to Parks Day under the guise of NSL. (Parks Day)

In the summer of 2013, NSL programs were about to enter a phase of greater predictability with more regular events; however, the flooding that affected Kananaskis parks prevented NSL from this growth in 2013. This is now anticipated to occur in the summer of 2014.

Alberta Parks developed relationships with immigrant serving organizations in Calgary that help New Canadians for the first three years that they are in Canada; these organizations promoted NSL to the target audience. While the role of Alberta Parks was to design and deliver the program in-park, the role of the settlement agencies was to mobilize New Canadians so that they were going to the NSL events. In particular, Alberta Parks developed a strong relationship with a contact at the Calgary Catholic Immigration Services (CCIS). CCIS's goals aligned very well with NSL, they have a program, 4 Seasons Recreation, which is about getting New Canadians involved in activities in Canada. The CCIS contact had access to thousands of New Canadian clients, many of whom were very interested in, and enthusiastic about participating in an NSL program.

When New Canadians were invited, they came to the programs. At times CCIS was able to organize busloads of New Canadians to attend events and at others they facilitated car-pooling to get, 'as many people as possible out to parks as soon as possible' (Interviewee 5). A range of New Canadians were able to participate in NSL. Individuals, couples, and couples with children, large families—three generations deep, could all be found at NSL events. Additionally, they came from all over the world and had different levels of experience with nature settings. When asked about the make-up of NSL participants, the Free Fishing day volunteer stated that, 'it was a complete mix.' (Interviewee 2) NSL was open to all New Canadians, and hundreds of Calgary based New Canadians attended NSL events. "People were sort of like, how can I say, thirsty for this sort of experience." (Interviewee 5)

The following two sections, 4.2 and 4.3, will describe the results of the staff and participant interviews

respectively and provide a better understanding of what New Canadians may have gotten from NSL.

4.2 Staff Interview Findings

Five staff members were interviewed; three Alberta Parks staff members, a contact with CCIS and an Alberta Tourism Parks and Recreation staff member who volunteered at an NSL event. The interviews ranged from 23 minutes to 49 minutes long, with an average length of 36 minutes. Staff outcomes are not a focus of this study and thus collecting staff demographic information was thought to be unnecessary; their involvement with the program was considered to be more important (See *Table 1* for a description of the staff relationships with NSL).

The staff interviewees had various levels of involvement with NSL and came into the interviews with different, although often converging viewpoints. The findings from the staff interviews are arranged into two categories in order to reflect the research questions and ideas that emerged through the interviews: i) program outcomes and parts of the program that led to outcomes; ii) emergent strengths, challenges/weaknesses and recommendations.

Table 1. A description of the role and level of involvement of each NSL staff member interviewed.

Interviewee Number	Role and Involvement with NSL
1	<ul style="list-style-type: none"> • Alberta Parks staff • Involved in designing and delivering the pilot events in Bow Valley Provincial Park • Involved in delivering the van tours with leaders in the New Canadian communities • Was solely responsible for the design and delivery of programs in Fish Creek Provincial Park
2	<ul style="list-style-type: none"> • Albert Tourism Parks and Recreation staff member • Volunteered at one Free Fishing Day event
3	<ul style="list-style-type: none"> • Alberta Parks staff • Involved in the development of NSL from the beginning of the program • Had a leadership role in delivering the majority of NSL events (with the exception of the events at Fish Creek Provincial Park)
4	<ul style="list-style-type: none"> • Alberta Parks staff • Led the interpretive hikes during the Bow Valley Provincial Park pilot events • Was implementing a new 'discovery backpack' program in Kananaskis (see <i>future thoughts for the program</i>)

- 5
- CCIS staff
 - Was the main contact at CCIS responsible for organizing New Canadians to go to NSL events
 - Provided insight throughout NSL development
-

4.2.1 Outcomes and parts of the program leading to specific outcomes

NSL staff mentioned several outcomes that they observed, or believed would occur based on their interactions with New Canadians in the NSL programs. Most of the outcomes were specific to the program participants. These were: appreciation of program staff; getting into nature; feeling safer in parks; fun; learning, and; increased park visitation. One of the outcomes was specific to the staff: they themselves enjoyed their experiences working with NSL. The outcomes are described in the following paragraphs. As well as a discussion of the outcomes of NSL, the hypothesized part(s) of the program that led to each outcome are described. A table is displayed before each outcome is elaborated on, which shows the outcome and the part(s) of the program leading to that outcome.

Table 2a. Outcome observed by NSL staff: appreciation of program staff.

Outcome	Parts of the program leading to the specific outcome
Appreciation of program staff	The staff

4.2.1.i Appreciation of Program Staff

NSL staff felt that the program participants were very appreciative of the staff and volunteers. The following quotations show this:

I mean it's just always been a humbling program because I think they are just overly thankful for my time and they're there and they're learning and I'm being paid to talk about something that I like. And yet they're just totally gracious. (Interviewee 3)

Everyone I talked to was very happy, very excited; thankful for all of the volunteers being there, excited by the program. (Interviewee 2)

Without the staff to run NSL events there would be no program; staff believed that the New Canadians were appreciative of the time and effort that they put into the program. The CCIS

contact in particular had the insight that the professionalism and expertise of the staff led to them being regarded in such a positive way.

I was served with a perfect program by Alberta Parks as a sort of client. You know, my part of my involvement was to organize people, or to spread idea about information or program or event. [...] I'm going to get the, my clients will be served in the best possible highly professional way and so I am glad. And you know what I mean, thinking about any possible program that can come from that side or from Alberta Parks staff. Any sort of chaos or disorganization, or you know, so I always was like, had the great trust in them, and you know, I was always right. So again we come back, we are returning to the people again.

(Interviewee 5)

Table 2b. Outcome observed by NSL staff: getting into parks

Outcome	Parts of the program leading to the specific outcome
Getting into parks	The setting Partnerships

4.2.1.ii Getting into parks

Taking part in an NSL program had the immediate outcome that it allowed NSL participants to leave the urban environment in which they live and work and enter into nature.

Just the whole getting them outside the urban areas, getting them into the parks, finding new ways to experience parks, to realize that they are safe environments. (Interviewee 2)

NSL may have been the first time that program participants had been able to leave the city and see the recreational opportunities that the parks have to offer. As well as opening up these new recreation opportunities, simply getting New Canadians into nature is beneficial. Nature provides the backdrop for restoration from the stresses of life, something that New Canadians are certainly not immune to.

You know there are tons of different places where you can experience nature. Not everybody would necessarily get out here, but I think for some people it was the first time

they'd been outside of the city. (Interviewee 4)

I think, well on a very basic level I think it's beneficial to it's participants simply because it's time in nature and I can't stress enough how much I believe that just time in nature is good for people. Um, and specifically newcomers who face all the stresses of everyday life and settlement and the pace and business and all the struggles they face in daily life. Um, simply by virtue of being new here, this is, I think a good remedy for them. (Interviewee 3)

Programs at Fish Creek Provincial Park took advantage of that parks location. A provincial park in the city is much more accessible to New Canadians than one that is outside of the city, and by providing bus routes to participants it was made even more accessible. This way, more New Canadians would be able to attend the program than if events ran exclusively outside of Calgary.

In Fish Creek, we started doing it [NSL] as a way that we could give out bus routes to people. So we just started thinking of all the little barriers that we might not have thought of before, and then I wanted to do it in an urban park and Fish Creek is the only urban provincial Park that's in the city. So it's much more accessible to people, so they could go right into the city—they didn't have to leave the city to go into nature. (Interviewee 1)

Additionally, CCIS was sometimes able to facilitate transportation to events at the Kananaskis parks that were outside of Calgary. Based on the budgetary reality of CCIS, at times they were able to organize bus-loads of people to programs and at others they were able to co-ordinate car-pools so that as many New Canadians as possible were able to get to NSL events. Alberta Parks alone did not have the budgetary resources to organize transportation for New Canadians, demonstrating that partnerships with immigrant-serving agencies in Calgary contribute to getting New Canadians out to parks.

Table 2c. Outcome observed by NSL staff: feeling safer in parks.

Outcome	Parts of the program leading to the specific outcome
Feeling safer in parks	The setting The staff The information The experiential nature of NSL

4.2.1.iii Feeling safer in parks

Navigating through Alberta's parks can be a fear-inducing experience for New Canadians who are unfamiliar with the parks system and Canadian wildlife. NSL participants spent time in nature, interacted with parks officers and tried new things during NSL events. NSL staff believed that the participants' direct contact with these things, which may have been a source of fear before taking part in an NSL event, allowed participants to decrease their fear levels and develop a sense of safety in parks.

Because when you are new in something, either in Kananaskis or whatever, so you go there and you look everywhere and you know you are a stranger in that place and it doesn't, you're there and this place is beautiful, but because you don't know it, there is either like a certain level of either fear or uncertainty. Like you don't know, are there animals there or you don't know what you are allowed to do. Like what about fire, can I make it? Like you don't know these things and it creates sort of some sort of fear in some level I could say. But when you come with the program, when you are help, when you meet people or when you meet conservation officers and when you learn something through educational programs provided by Alberta Parks you feel much more welcome on that place and you feel that you are part of that. (Interviewee 5)

I saw their fear levels drop the more questions they asked. The more I could answer and the more I knew that they were getting it. But like I said, the Bolivian family from the very beginning where they said like, oh I don't think it's safe [going to parks] to now I get it, like it's okay. So having that fear level drop. (Interviewee 1)

Having knowledgeable people facilitate the first park experiences could have helped make the New

Canadian participants feel safe and welcomed in parks. Throughout NSL events participants were able to meet conservation officers and interact with them. The NSL staff has knowledge of the Alberta Parks system, outdoor recreation opportunities that are available in parks, and are knowledgeable about wildlife in the parks. Thus participants had the opportunity to ask questions and learn information regarding their specific concerns about the parks, which helped mitigate fears.

So just being able to get them out there and just being that, that professional that made them feel that they were in good hands (Interviewee 1)

I think it's the, uh safe access to somebody who has an experience that might be interesting to newcomers. (Interviewee 3)

As well as decreasing fears associated with being in an unfamiliar environment, interacting with the NSL staff allowed participants to overcome fears associated with authority figures.

Just the fact that the fact that there is somebody there in their parks uniform, one-on-one. That it's not something to be afraid of. You know in a lot of countries there's mistrust towards authority figures and anybody who's official, especially if they're carrying guns or whatever it might be, which conservation officers do. So to be able to bridge that gap or bring them together. To know that they're not scary that you can go to them to talk to them and to ask information, um, I think that is a huge, a huge deal. (Interviewee 2)

Additionally, NSL allowed participants to try new activities. Thus, NSL participants were able to overcome fears associated with trying new and unfamiliar activities that are commonplace in parks.

You've never gone camping, you might be scared to go because you don't know what you might have to buy, you don't know how to set it up. You might be like—okay so what's a tent, how do I set it up? And you don't want to be embarrassed, so I think being able to do the hands on stuff, getting them out there and show them that's a tent, helping them build it, helping them construct a bed, helping them light a fire, helping them make a smore, so that their doing it hands on. (Interviewee 1)

Table 2d. Outcome observed by NSL staff: fun.

Outcome	Parts of the program leading to the specific outcome
Fun	The setting The other participants The experiential nature of NLS The staff

4.1.2.iv Fun/enjoyment

A very basic outcome from NSL was that participants appeared to have fun during the program. They enjoyed the whole experience of being in the parks—in nature, and having social interactions with both the parks staff and other New Canadians.

I think people were engaged. They were really interested. I mean there could've been some people who were quieter, but I don't think anybody wasn't like, focused and smiling and interested, even if they didn't say much. But most people, you could just kind of see the energy. (Interviewee 4)

I think from that [Free Fishing day] there is that lasting impression, positive impression for them and it's a social activity. So they're all meeting with maybe their friends, maybe new people. (Interviewee 2)

When participants were engaged in learning new skills like fishing or going on a small hike, a sense of participant enjoyment was felt by the staff. The participants wanted to be there and in fact wanted to attend more programs.

And for Fish Creek I got a lot of compliments, a lot of feedback: and this is great and they wanted more of it and they wanted two a week. (Interviewee 1)

The staff believed that part of the enjoyment came from the setting itself. Interviewee 3 describes the way that New Canadians took in the environment at NSL events in Bow Valley Provincial Park through the picture scavenger hunt; they felt that it was special:

Like we weren't doing these in backcountry settings, these were campgrounds. These were some of our busiest campgrounds that now, um yeah people just you know family camp every weekend. And people were coming back, photos were coming back that were beautiful, I mean like these incredible, like obviously, well maybe not obviously, but at least it seemed like the people taking the pictures were really appreciating the detail about that park or about that campground that our ordinary users overlooked.
(Interviewee 3)

Table 2e. Outcome observed by NSL staff: learning.

Outcome	Parts of the program leading to the specific outcome
Learning	The setting The information The staff The experiential nature of NSL

4.2.1.v Learning

During the NSL program, participants had the opportunity to try things that they had not done before or be re-introduced to known activities with the correct English terminology and within the Canadian parks context. General information such as trail rules and bear safety, as well as more technical skills like tent construction and fishing, were taught in NSL programs. NSL staff believes that this may have led to learning for some participants.

I saw people shocked when they heard new information, like rules. Ah, so it just opened their eyes, and they were really learning rules and like—oh my gosh, I had no idea. So that was the big one. (Interviewee 1)

It was first of all you know they learn a lot because you know different countries, different bylaws, different rules and regulations.... Anyway so what I'm trying, they learn sometimes through the system like wrong or right and they get huge number of information about programs, about what is correct to do, about what is okay, what is not acceptable and then other information about camping about fishing about traffic when

walking. (Interviewee 5)

Some of the information that participants gained was provided throughout the regular course of NSL events. The following quotation describes how this information was presented at the events in Fish Creek Provincial Park:

I would also do a power point presentation. So we'd always start off indoors and I'd do basic hands on—maps, a PowerPoint presentation, lots of pictures and then getting them outside so that they could put what they just learned to practice. (Interviewee 1)

NSL allowed program participants the opportunity to learn new information about parks through real experiences in parks. Being able to try things hands-on while receiving guidance from knowledgeable NSL staff appeared to make them feel more comfortable with the subject and gain a sense of accomplishment through the completion of tasks.

Getting them out there and show them, 'that's a tent,' helping them build it. Helping them construct a bed, helping them light a fire, helping them make a smore—so that their doing it hands on. We had fishing rods, we were teaching them how to Fish, Fly Fish and everything. Because I think people remember it more when they physically do it. (Interviewee 1)

I think it fit really nicely partly because it's just a short little walk. I don't know if you know anything about the trail, but it's basically about a two-kilometer trail and it's a little bit rolling but largely flat, and it's beautiful. So it's something that, size wise, gave many of the new Canadians, and there were kids and adults on this, a sense of accomplishment and a sense that they could experience some magical things in parks kind of where they were. (Interviewee 4)

This experience in the parks could then lead to learning.

So once you experience it, you build up emotions around that thing and you have emotional memories and sensations and that's what makes it stay. So I think those are the best features, is having them actually do it right there. And then that way when they do go out,

they feel more prepared. (Interviewee 1)

As well, at all events information was transmitted to participants through conversations. Participants had the opportunity to ask questions and receive answers from NSL staff. In this way individuals were able to learn the specific pieces of information that were important to them.

But then we all came back together and kind of checked in and talked about some of the things people learned and kind of facilitated a discussion and a bit of question and answer. (Interviewee 4)

The people who came on the van tours, the guided van tours of K-country, they had tons of question and we gave them lots of information to take back and they were already asking when can we do this again? (Interviewee 1)

Table 2f. Outcome observed by NSL staff: increased park visitation.

Outcome	Parts of the program leading to the specific outcome
Increased park visitation	The experiential nature of NSL The information The setting The staff

4.2.1.vi Increased park visitation

NSL staff believed that the whole NSL experience and the outcomes that resulted from NSL led to the long-term outcome of increased park visitation. Staff felt the NSL participants had positive experiences in parks, received relevant information about parks, and from there were able to visit parks independently.

I mean a lot of them think like, I remember one of them asking how much does it cost for water. How much for water in the campground, oh no that's free, how much to go on a hike, that's free, so just once they had that information they were like, it's free! Oh my gosh I'm coming out. There were at least two or three families who were dead set on going. I had given them all of the information and they were going out the next weekend.

(Interviewee 1)

The staff thought that the settings themselves provided the inspiration for future park visits amongst NSL participants. The following quotation exemplifies the motivational quality that the setting can impart:

Well, my recollection is that, first, they were quite amazed at the landscape, and you know being on a short little hike, they were really excited and fascinated about trying to learn a little bit about the flowers and about the river... basically they were very energetic and inspired by it, you know, happily curious by the experience. (Interviewee 4)

Through the conversations that emerged, the New Canadians could build a sense of comfort in interactions with the people who work in parks and also be provided with answers to their questions. Participants were able to ask questions about what parks to visit and what activities to do in parks on their own, and then receive answers that could help facilitate future visits.

So the program itself is just simply about connections. It's okay, come spend a day out here, there's going to be someone from parks who can answer questions. Period. (Interviewee 3)

It could be accessible for them. And they were wanting more, that's the memory I have. I them being inspired and saying "oh yeah, we'll come out and do this" I happen to work at a visitors center so I can say "come by the visitors center and we'll set you up for another hike" that kind of thing. (Interviewee 4)

Increased park visitation was not only observable through interactions with participants during the program, but also through post program observations made by staff both in parks and working in a settlement agency.

Um, certainly we're seeing in parks more use of parks by people with different backgrounds whether that's because of the program or whether that's just the demographic shift I don't know. But it seems like, you know, diversity has been going like this, but diversity of our visitors has been going like this, and once we started the new

Canadian program it kind of went like that. (Incline with hands; incline increases when he says that it goes like that). I don't know if they're causal, I don't know how significant it is. (Interviewee 3)

Uh, not that I think [people are visiting parks after participating in NSL], I know that, I saw that you know. I'm sure, my answer is 100% affirmative, 100% positive cause, you know, that I know that it is so, it is exactly so. (Interviewee 5)

NSL staff did not feel that increased park visitation was an outcome for all participants. They did however believe that whatever small visitation increases occurred through participation in NSL made the program worthwhile.

I think you'll find both. You're never going to get 100% pick up from it, I think it's a success if one person decides to go take a trip. It's worth it. (Interviewee 2)

Table 2g. Outcome observed by NSL staff: staff enjoyment.

Outcome	Parts of the program leading to the specific outcome
Staff enjoyment	The setting The participants

4.2.1.vii Staff Enjoyment

The staff working at NSL events genuinely enjoyed themselves and wanted to be a part of the program. They liked working with New Canadians and felt that they were doing something important.

And I don't think anyone who's doing it is doing it to tell new Canadians a bunch of stuff. I think without exception everyone who's doing new Canadian programs genuinely likes learning from New Canadians. So I think that's a huge success too, that it's seen as a really positive fulfilling program to do. (Interviewee 3)

That [NSL programming] was totally my passion. If I could have a job where all I did was create and deliver programs for getting New Canadians into parks that would be my dream job. I wanted to get that job but then it never got created. (Interviewee 1)

This was not only true for the Alberta Parks staff but also of the partners working for immigrant-serving agencies.

And so on my side I was happy and lucky and blessed to be able to organize people to be able to come and use all of these benefits that were offered to them through the NSL.

(Interviewee 5)

Not only did the staff enjoy working with New Canadians they also enjoyed parks and being in nature, leading them to being satisfied by their work with NSL.

4.2.2 Strengths, weaknesses/challenges and recommendations

This section will elaborate on two positive aspects of NSL noted by the staff that did not necessarily lead to outcomes: partnerships and constant improvement. While partnerships was mentioned as leading to a program outcome, it is mentioned here as well because there are aspects of the partnerships that are positive which do not lead directly to program outcomes. It also describes challenges that the program faced and weaknesses of the program, as described by program staff. They are: budget, program brand development, outreach, and the flood of 2013 that affected Calgary and the regions west and south of the city. These may have an indirect influence on program outcomes but none that were articulated by program staff.

4.2.2.i Partnerships

Alberta Parks did not have the resources to recruit participants for NSL on their own. They had to work with immigrant-serving agencies in Calgary in order to promote NSL events to their target audiences. A contact in Calgary had access to these agencies and the contacts' list-serve was used to send invitations to settlement groups so that they could pass the invitations on to their clients.

Well certainly off the bat I think it took a lot, it took some learning and listening and just really reflecting to realize that this program can't be done by Alberta Parks. It's best done through Calgary catalysts, like CCIS or cultural services with the City of Calgary (Interviewee

3)

The realization of the need for partnerships was not instantaneous; however, once it was realized there was some success in creating partnerships. In particular Alberta Parks developed a strong and trusting relationship with CCIS. This trust was very important for the partnership to work. If CCIS could trust Alberta Parks and they in turn have the trust of their clients (New Canadians) then Alberta Parks has access to people who will go to their programs. In this way, the partnerships that Alberta Parks had with immigrant serving agencies, and particularly with CCIS was a strength of the program.

I had great support from Alberta Parks staff, great program, nice individuals, extremely [good] personalities, very well organized and the best, the beautiful scenery. So you know I got the best actually. Like my part of job had to be done in the city like among immigrant to spread information and to create groups and to transport them to programs and that was the greatest challenge and otherwise great support from Alberta Parks always always always. (Interviewee 5)

CCIS also helped Alberta Parks to improve NSL events. The NSL program was in pilot development throughout the six years that it had been operating (2008- 2013) change had been part of an effort to be constantly improving the program.

But anyways, that sense of change is because we've always had a sense of continual improvement of the program. How do we make it better? Lets not get hung up on one way we did it, but if we find the best way to do it lets keep doing it like that. But until we do, nothing wrong with shaking it up and trying something new. (Interviewee 3)

The following quotation shows how this occurred during the events at Bow Valley Provincial Park, with the support and help of CCIS:

So [Interviewee 5] and I had follow-up questions [about NSL] and used those to develop the content for the next presentation. And so you know the next presentation, the camping presentation actually included you know pointing out different types of camping units and why people might use them and what types of experiences they might offer and even how people can rent them and access them. Because it's sort of every picture

and every question [that New Canadians asked during an after NSL] was a little bit of a peeling away the surface of assumptions and saying there's more questions here than I knew. (Interviewee 3)

4.2.2.ii Budget

Very simply, NSL did not have the necessary budgetary support to have dedicated NSL staff and events, which hindered NSL development.

In some of the discussions I've had with Parks or the different Parks contacts, funding is always a cost. So who's paying for the staff time? Who's paying for the resources, whose job is it to, you know, pay for fishing rods, find the camping gear? And if that's put on parks shoulders then as far as the staffing side of things that takes initiative. So do they have someone who's looking after this program? No, they're all multi-tasking, so those would be the main challenges. (Interviewee 2)

NSL introduced New Canadians to Alberta's provincial parks and the Alberta Parks system. An Alberta Parks staff member who is knowledgeable about the system is thus the logical lead for NSL. Staff must be paid for along with other operational costs. NSL was considered a non-essential service and was therefore not consistently funded. Due to budget issues there was no separate department or even single individual dedicated to NSL. People that were working on NSL had other roles and responsibilities that often took precedence over NSL and resultantly program development did not occur as quickly or uniformly as it could have.

I would like it to be it's own entity. I would like it to have it's own section or it's own department because I know for Alberta Parks' sake it would be nice if there was a.. I mean, they have Environmental Education as it's own sort of department so it would be nice to have an outreach program. They have um, Push to Open-which is for people with disabilities to get into parks, so something like that. To have it, its own distinct thing, where there are dedicated staff people with dedicated resources for just running that program. I think it would be so beneficial to parks to reach out to that population [New Canadians], to that group of people. (Interviewee 1)

Transportation presented an additional budgetary challenge. Alberta Parks did not have funding enough to pay for buses and CCIS was only occasionally able to afford to pay for transportation.

We had very limited resources, so it was how do we stretch our resources and do this as cheaply as possible and for free. (Interviewee 1)

Many New Canadians do not have a car or cannot afford a drive to the Kananaskis parks. This was not a large problem at Fish Creek Provincial Park because the park is in the city and accessible by public transportation; however, that program only ran for one year. Continuing programs at Fish Creek would make the program accessible to more New Canadians.

4.2.2.iii Program brand development

Over the past six years the program was in the pilot stages, which had not been well understood by people who were outside of NSL staff. There have been periods of high programming followed by lulls and this lack of consistency was a challenge to NSL's development.

It's in its infancy, and it keeps starting to grow and then going into hibernation. (Interviewee 4)

I mean the whole thing was a learning experience but to some colleagues, and also to some members of the public, the sense that it was a pilot didn't get across. They developed an expectation that this was a regular program, so it's interesting, there are a lot of challenges that just came out of that. (Interviewee 3)

The public and even people within NSL have wrestled with knowing what NSL is. As such, the NSL brand is not strong. Interviewee 5 (CCIS contact), had to think about which programs he had done with his clients that were a part of NSL and which ones had been done with Parks Canada. As well, NSL staff and volunteers didn't even know the extent of which Alberta Parks events are considered to be under the umbrella of NSL. This indicates that the NSL brand was weak and needs to be further developed and advertised at NSL events.

4.2.2.iv Outreach

NSL utilized partnerships with immigrant serving agencies in order to reach New Canadian participants. While they have developed a strong relationship with CCIS there are other agencies in Calgary with whom Alberta Parks has little to no relationship. This could lead to the exclusion of New Canadians who are served by other agencies or who are not served by any agency at all. Alberta Parks staff working on NSL are generally located in Kananaskis and they do not have the staff time or budget to go to Calgary and meet with other organizations in order to build a similar trusting relationship to the one that they have with CCIS.

We can't just make fifteen phone calls and think that all the different organizations are gonna come. Because, not only do you build trust, you build safety with the participants, but you need to build that trust and safety, and give the coordinators of the program a sense that you understand something about their needs and interests. That you'll adapt to some of their policies a little bit, as, "okay if we're gonna come out this is what they need on the bus and it's a little different than this other organization. (Interviewee 4)

While the immigrant serving-agencies were responsible for outreach to their clients, some NSL staff did not think that this was enough. The email correspondence that New Canadians received from CCIS was not enough to get participants and to reach new people; in-person promotion by NSL staff is necessary.

I think the passing out emails or the media isn't going to do it for them. I think you need to go and talk to them. (Interviewee 1)

Additionally, there are people who are not served by immigrant-serving organizations who would benefit from NSL. After three years, New Canadians are no longer eligible for services from organizations like CCIS. However, they may not have had any chance to connect with Alberta's parks in their first three years in Canada, which is restricting to the goal of inclusion. Further, some New Canadians may not be connected with immigrant serving agencies and therefore miss out on the opportunities provided through NSL.

So a lot of their participants are people who are already registered with another organization. So they're already taking English class, or whatever. They're already

connected into services they're not, I don't want to say at risk, but they're people who know where to get help with these things. I'd like to see a way of tapping into these newcomers that don't connect. To help them a bit. How you do that again is not an easy task. It's a lot of work. But in an ideal world that's what I'd like to see. And more programming because I think it's fantastic. (Interviewee 2)

4.2.2.v The Flood of 2013

The flooding in Calgary and regions south and west of the city during the summer of 2013 was a huge challenge faced by NSL. NSL was scheduled to enter into a period of more consistent event scheduling when the flood hit, devastating parks within the Kananaskis region. Due to the flooding, Alberta Parks had to redirect their budgetary and staffing resources to flood damage recovery efforts and were unable to proceed with plans for expanded scheduling. This was an unforeseen challenge that Alberta Parks was not able to overcome in 2013. For 2014, plans for more regular scheduling were set to resume.

4.2.2.vi Provisioning on NSL Events

During their interviews NSL staff provided their thoughts about how NSL should and could proceed in the future. As mentioned NSL will enter into a stage where there is more consistent and predictable programming. Part of this will be to include a backpack program where individuals will be able to check out a backpack from the Barrier Lake Visitor Centre in Kananaskis, which will provide them with the things that they need for a day in the park. This is a step toward a graduating approach to NSL events that staff discussed in their interview. Multiple NSL staff mentioned that a stepping-stone-like series of NSL events, that will allow more participants to achieve the outcome of continued park visitation, would be beneficial to NSL. Participants would be introduced to parks through multiple NSL events where they would have more independent experiences at each succeeding one.

If we actually had a system of different components, where people first came out on the bus, and they had their day tour, and then we could've advertised...we could've advertised, a follow-up email or letter could go to the families a week later and say, "hey we have these discovery backpacks if you want to come out for another experience." So, I think there is a little more of different pieces of the puzzle that would lead people toward more in-depth experience. (Interviewee 4)

Another part of this proposed graduating nature of NSL could include experienced park users in the delivery of programs. This would likely be an informal program, with volunteers making themselves available to New Canadians within parks in Kananaskis. Another part of the program that NSL staff felt was successful and would like to continue in the future is the guided van tours for leaders in the immigrant-serving community.

4.3 Participant Interview Findings

All 21 people who indicated in the survey that they would do a follow-up interview were contacted by email to determine their interest in doing an interview. Twelve of those people indicated that they would still like to be interviewed; ten were contacted and took part in a semi-structured telephone interview. Interviews ranged from 24 to 54 minutes; the average interview length was 39 minutes. One interview was excluded from analysis because the interviewee described having taken part in a Parks Canada event rather than NSL, creating a total of n=9 past participants interviewed. Demographic information about each participant was collected through the surveys. Two males and seven females were interviewed; their average age was 41.8 years old with a range of 34 to 53. They all resided in Calgary and identified themselves as Chinese; they had been in Canada for an average of 9.2 years, with a range of 2 to 39 years. The participant who had been in Canada for 39 years was included in the analysis because she had taken part in the Art in Nature event and thus represented an otherwise unrepresented NSL event. All had a college or university education with 6 of them having a university graduate degree. The average participant interviewee had taken part in 2.5 NSL events; the information about the programs and years that each participant took part in NSL is displayed in Table 3 below.

The findings from the participant interviews are arranged into two categories in order to reflect the research questions and ideas that emerged through the interviews: i) program outcomes and parts of the program that led to outcomes; ii) emergent challenges/weaknesses and recommendations for the program.

Table 3. Participant interviewee program attendance history.

P_Interviewee #	# of programs attended	Year(s) participated	Program(s) Participated in
1	2	2012 2013	Fish Creek
2	1	2013	Parks Day
3	2	2012	Free fishing
4	3	2011	Bow Valley Art tour Van tour
5	1	2012	Free fishing
6	2	2010 2011	Parks Day Van tour
7	5	2012	Bow Valley Cross-country Fish Creek
8	2	2010 2011	Bow Valley Fish Creek
9	5	2011	Art tour

Note: number of programs attended, years attended and programs participated in do not match because participants took part in the same program more than once and/or more than one program in one year.

4.3.1 Outcomes and parts of the Program leading to specific outcomes

The program participants interviewed revealed various outcomes that they experienced after participating in NSL. They did not specifically notice any negative outcomes as a result of program participation; all of the outcomes were spoken of in a positive manner. The main outcomes were learning, becoming connected to other people and changed park visitation or visitation intention; which were mentioned by six or more participants. Other outcomes, which were mentioned by two or more participants, were: getting into parks, feeling safer in parks and appreciating program staff. The outcomes are described below.

Table 4a. Outcome observed by NSL participants: learning.

Outcome	Parts of the program leading to the specific outcome
Learning	The information The experiential nature of NSL The setting The staff

4.3.3.i Learning

Participation in NSL allowed opportunities for different types of learning; learning about Canadian culture, about wildlife, and tangible skills. A main accomplishment that was important to participants was learning about the Canadian park-going culture. Participants noted that being in nature and camping are activities that many Canadians do for leisure and thus wanted to become more familiar with these activities.

Cause I had my cousins, and they all told me “If you never go camping then you’re not real Canadian.” (P_Interviewee 3)

NSL offered New Canadians the opportunity to: *“learn the Canadian culture from Canadian people.”* (P_Interviewee 8) It was the whole program -- information, experiences, the setting and staff that made this outcome possible.

So we know that Canadian people, they really like the Mother Nature, love to be outdoors for outdoor activities. So it’s a little bit different to our culture. So that is we need to learn. Yeah that’s the big difference I think. Yeah, that is what we learned. (P_Interviewee 8)

Because we decided to move to Canada and to live here permanently it was going need to be involved in Canadian life, Canadian culture, to understand more of Canadian culture. So it will be beneficial for us to get involved. (P_Interviewee 3)

Many participants believed that they had greater knowledge of Alberta’s parks after taking part in NSL, such as knowledge of what campgrounds are, the types of activities that are possible in parks and what might be needed for future park visits.

So we learned what kind of outfit you need to have, what kind of stuff you need to prepare for hiking and camping. We got the information from the program. And it's important for someone to teach you those information. (P_Interviewee 8)

Participants felt that they gained knowledge of the environment and the wildlife inside parks. They learned different things based on the event attended; the names of wildlife, how to identify animal tracks, how to behave around animals and how to behave in a way that protects the environment.

We are strangers here at the beginning [...]. As I said, you: to know the environment we are living now is very important for us. (P_Interviewee 1)

I learned about the animals that inhabit that wildlife over there, the sheep and wolves and birds and trees and ferns and moths and you know all that is nature in its own environment. It opened my eyes a lot. We spotted a few sheep on the edge of the mountain too, it was quite moving to see them in their own habitat. (P_Interviewee 4)

While the above-mentioned learning may have been possible at any NSL event, some learning was specific to the NSL event attended. For example, at the Free Fishing Day event, participants specifically learned about the rules and regulations surrounding fishing and about aquatic wildlife.

They introduced some kinds of species of the fish, which one we should for fishing which one we shouldn't. So we know, before this tour I didn't know that, I think most people didn't know that. (P_Interviewee 7)

The knowledge about the fishing is important. It's a great knowledge right, about the rules about the environment about Canada and the fishing. (P_Interviewee 6)

Learning about Alberta Parks, wildlife and different activities was made possible through the information provided throughout NSL. The past participants valued receiving this information.

As a newcomer, first thing here is information. The more you can get the more convenient

for you. So more opportunities, so no matter this kind of information, it's for your living, travelling, for your working for your living, it's very helpful. So for me personally I like to collect any information. (P_Interviewee 6)

The information was presented to participants through various means: verbally, with pictures and through activities. As well, participants were able to ask the program staff questions; in this way they were able to learn about personally relevant or interesting materials.

If we want to merge into the Canadian culture we should learn it. But sometimes we don't know where we can learn it, maybe library we can borrow the books, but sometimes we don't have time. The pictures is very good for us to learn that, and I also asked questions, many people there with help to answer questions. It's very good. (P_Interviewee 7)

As well, NSL gave New Canadians the opportunity to try something new, be it fishing, hiking, or simply relaxing in the park. Having these experiences left the potential for learning. The quotation below shows how one participant went fishing for the first time at NSL. He was able to learn beginner techniques for fishing through NSL.

So we driving down there, and there is some staff already be there. Some people together and told us what should we do, and they introduce, seems some park rule and what kind of fish you should, you know, catch. And so and, and then for the fish, how big the fish can carry out. And then they show us how to assemble a fishing rod, and uh, they also tell us, they told us some, uh, fishing knowledge. It's very helpful for us. So we spend almost whole day and I still remember, you know in the first time I caught two fish, haha, my son got one. So that fishing is my first time. (P_Interviewee 6)

Table 4b. Outcome observed by NSL participants: connecting to other people.

Outcome	Parts of the program leading to the specific outcome
Connecting to other people	The other participants
	The staff
	The setting

4.3.1.ii Connecting to other people

NSL events brought groups of New Canadians together with parks staff and volunteers, which created the opportunity for making connections with other people. Entering into Canada, the participants interviewed did not necessarily have the time or opportunity to meet new people. Taking part in NSL allowed them to connect with people in similar situations. One of the reasons that people participated in the program was to meet new people.

You know, when we came here [Canada] we want to, get more communication with people. I try to find anything that I can involve, and that was the main reason [for participating in NSL]. (P_Interviewee 1)

Through meeting people at NSL, connections were formed that allowed participants to make friends.

Other thing is we want make friends. There is not only our family there is lots of families, so you have fun with other families. When we went there by ourselves we have a small group, but at the time we enjoyed the big group and we made friends there. (P_Interviewee 8)

For me, I'm new. There's a lot of brand new immigrants here. I'm here just for four years. I didn't make a lot of friends here because my kids was too young. And another thing is I didn't have time to know other people. With the fishing program, they organize some people can go there, we can know each other. Talking, we can leave our email address for each other so we can learn some new things from different culture. (P_Interviewee 7)

NSL events took place in open environments and with other people, which created the opportunity for connections to be made.

Yeah, uh. It was amazing experience I think to talk to those people. Uh, tell myself, familiarize with those cultures. And actually this program provided us kind of the environment for, for the communication. (P_Interviewee 9)

As well as making friends, connecting with other New Canadians allowed participants to learn more

about other cultures, learn how other New Canadians cope with transitioning into life in Canada and become accustomed to the diversity that is present in Canada.

So just because new immigrants don't have any friends or any contacts in Canada, so this program provided us kind of opportunity to come together, you know. Especially, like kind of like country with this, this immigration culture. So yeah, so we can learn a lot from other immigrants, their background, and their skills and their point of view about this country so to help us, have a better understand of Canada to help our condition. (P_Interviewee 9)

Table 4c. Outcome observed by NSL participants: changed park visitation or visitation intention.

Outcome	Parts of the program leading to the specific outcome
Changed park visitation or visitation intention	The information
	The experiential nature of NSL
	The setting
	The staff

4.3.1.iii Changed park visitation or visitation intention

Of the nine people interviewed, five had changed either the frequency of their park visitation (2 participants) or the activities they did in parks (3 participants), one intended to go to parks more in the future and three had seen no change in their parks visitation. Parts of the program led directly to this outcome and indirectly to this outcome through the other outcomes such as feeling safer in parks.

From taking part in NSL events, the New Canadians interviewed learned about opportunities within parks and how to pursue those opportunities. They learned this through the information provided in the normal course of the program, by asking questions of park staff and by trying new activities. This led three of the nine interviewees to go to parks and do activities that they had not previously done. Two of these people had attended the Free Fishing Day:

After that [Free Fishing Day] I decided to buy my own fishing gear and also I buy a fishing license and try some different area for fishing... I went, I went to this place for fishing. I took my kids, I took my kids with me. My little boy you know he is only five and a half and you know he likes fishing too I just bought a small fishing gear for him. I don't care if I got

a fish or not but he likes use that every time. (P_Interviewee 6)

Uhh, we've been there (Kananaskis) once [before NSL], but just for short visit. So we never had go fishing and stay for the whole day. And we just had a short visit. We did the town then mountain and then leave. Interviewer: So since you've taken part in nature as a second language you said that your park-going has changed? P: Yeah we are interested in having also activities. So this summer we purchased an inflatable boat. So we have more chance to stay.....um.... I don't know how to say... spend more time on activity."
(P_Interviewee 3)

One participant attended an event in Fish Creek Provincial Park and learned about alternative activities to pursue in parks. When asked if the type of activities done in parks had changed since participating in NSL she responded:

Oh yeah, we learn from the program and then they gave us that information, how we should do. (P_Interviewee 8)

Two participants increased the frequency of their visitation, going to parks more than they had before participating in NSL. For one participant this meant, 'more and more' visits to parks. For the other this meant going back out to Kananaskis once again, which was more than she had ever been to Kananaskis before participating in the Art in Nature tour. She expressed increased feelings of safety leading to this visit; however, she believed that further facilitated experiences in parks would make her feel more comfortable in nature and more likely to visit again without any facilitation.

Partly I think (Interviewee 3) was a wonderful, wonderful ambassador he transmit his passion about the park to the newcomer like us and always there to explain and to invite and encourage us to: 'Come out and see me, I live in there, I work in there.' Yes. And he really showed that the nature will benefit us more than the group can imagine. And why not why don't you come out? See, after this trip, take your friends and family and come back where I took you and show them all of the beauty and splendor. But you know, with him he knows we all felt so safe I would just go with eyes closed but on my own I am so scared. (P_Interviewee 4)

Overall, experiences in nature (getting into nature), facilitated by the NSL program, allowed participants to learn about and feel safer in parks and also increased the chance that they might come back to parks in the future

I would say just like my painting, just like painting techniques, the more practice, the better you get. And with anything else it's the same, I think that the more people get out there and really appreciate and get the outdoor by them the more they will get addicted to it, they will find way to get more out there. That's why people do escape because they want to have more of that tranquility, the beauty, the nature it's because they get exposed to do it and they see the space and how beneficial it brings. [...] Ya but they feel safer they can go there on their own with more trips and more exposure to the parks I think they will get out there and enjoy it on their own. (P_Interviewee 4)

One participant had not changed the way that her family visited parks, feeling that her youngest child was too young for prolonged park activities. However, she did believe that her family would visit parks, un-facilitated, for camping and fishing in the summer of 2014.

Yes. We wanted to go there again but for this summer my little is too young so we couldn't go there. I remember for my kids they were so excited about the program because when we took them to the Superstore or for example Canadian Tire, they see the fishing rod and say I want to go fishing again it's really fun. (P_Interviewee 7)

For the three participants interviewed who did not notice any change in their park visitation, they had all visited parks before attending NSL and were happy with the types of activities that they did at parks.

Table 4d. Outcome observed by NSL participants: getting into nature.

Outcome	Parts of the program leading to the specific outcome
Getting into parks	The setting

4.3.1.iv Getting into parks

A less commonly cited outcome from participation in NSL was simply that the experience gave participants an opportunity to get into nature. Those who did mention this outcome enjoyed and valued time in nature, even if it was a new experience for them. Thus having the opportunity to be in the parks with the NSL program impacted them positively.

So we went to a new world.... and saw more wildlife on the adventure. (P_Interviewee 3)

I like to go in the countryside. I like nature. I don't like just staying in the house. The trees make me feel much very comfortable. What it is for me is to be there, and to... calm me down. (P_Interviewee 1)

We felt absolutely great and inspired by the nature the Rockies and the animals that we saw. Partly also was the weather, you know during the summer, you know Canada is alive so the whole Canada is alive every province is a spectacle. (P_Interviewee 4)

All NSL events took place in parks, which put participants into nature. Because they were exposed to this environment, they were able to see first hand how much they enjoyed being in nature and realize or see within the Canadian context that parks could be a place for leisure and recreation.

Um, the best part... one is that the park is, nature, it's a lot of trees and some hills, many kind of plants, you know it's not man made, it's a nature park. (P_Interviewee 1)

I grow up in the city, so, it [NSL] felt really close to the nature, so I like this kind of thing. (P_Interviewee 5)

Table 4e. Outcome observed by NSL participants: feeling safer in parks.

Outcome	Parts of the program leading to the specific outcome
Feeling safer in parks	The information
	The experiential nature of NSL
	The staff

4.3.1.v Feeling safer in parks

Taking part in NSL began to break down participants' fears and make them feel safer in nature parks.

It take out my fear of the nature. [...] It is just unknown in there; it scares me. So the program absolutely tamed my fear and also encouraged me to check out and get to know more of the beauty and the nature and all the parks programs that Alberta government and Canadian government put lots of money and resources too. (P_Interviewee 4)

NSL allowed New Canadians to be introduced to an unfamiliar environment with the help of people who are experts on that environment. This made the people who were scared or unsure about visiting parks feel more comfortable with being in them.

And another reason is that, you know, if somebody helps [...] we will feel much safer than just we go to a place where, we don't know there, we don't know what is not safe. That's the main [benefit]. (P_Interviewee 1)

And I felt safe, the bus and the people, instead of just by myself. It is beautiful, but I would be scared to face them just with us [participant and daughter] because I don't, that is another reason I suppose that we are afraid to face the wildlife, is that we don't know what to do and we will get lost if we go too far. (P_Interviewee 4)

Some participants were given information about the plants and animals in the parks. Having this knowledge, especially knowledge of how to behave when encountering wildlife contributed to the outcome feeling safer in parks. As well, having an experience in the park allowed participants to become accustomed to being in parks. This led to higher levels of comfort and feeling safer in the park setting.

I think there's so many in the program, you know, they would say it helped... in a way; they feel more safe, more comfortable. And now, it's like they get used to the environment. For the new people here, I think some program like this is really good for newcomers. (P_Interviewee 1)

Table 4f. Outcome observed by NSL participants: appreciation of program staff

Outcome	Parts of the program leading to the specific outcome
Appreciation of program staff	The staff

4.3.1.vi *Appreciation of program staff*

After attending NSL events participants felt a lasting appreciation of the program staff, who took the time to share their knowledge of parks with the New Canadian participants.

They give us the opportunity of the tour, and the trip, so we not only learned about Mother Nature, we also learned Canadian people. Their patience and their passion and their ethic, and they show their love to the nature. I think that is most important part of the program. Without those people we cannot feel how wonderful the program is.
(P_Interviewee 8)

Yeah and also, you know, we learn at least one thing myself. And other people, Canadian people, really love to volunteer. They volunteer their time, they bring their tools to share with us. Yeah this part is really, have to say, impressive. It impress me. (P_Interviewee 5)

The staff were approachable and the participants interviewed expressed that they could feel that the staff were passionate about nature and wanted to be there at the NSL events. This all led to participants being appreciative of the NSL staff

I know the people there are working hard, and they show their love, and they touched us.
(P_Interviewee 8)

For the people organizing the program they are very, very nice. (P_Interviewee 7)

4.3.2 **Challenges/weaknesses and recommendations**

In general, past NSL participants were very happy with the NSL events that they attended and did not have critiques to make about the events themselves.

(Interviewer: Can you think of anything that you would have liked to see done differently at NSL events?) Hmm... Not really. Not really. Yeah I cannot think where they can improve. I think it's perfect. (P_Interviewee 8)

A few small critiques were made by individuals: more diverse locations for repeating events; more wagons at Parks Day and a larger area for activities at Parks Day—but they were not repeated by more than one past participant. However, there were multiple comments made by past participants who would like to see changes in the way that NSL operates in the following areas: communication of NSL programs to New Canadians; transportation; length and amount of NSL events, and; availability of information. All of the perceived problems with NSL operations are elaborated on below and suggestions for improvements, which were made by the interviewees, are described.

4.3.2.i Communication of the NSL program to New Canadians

Many of the past participant interviewees thought that NSL events could have been communicated more effectively to New Canadians. They did think that the information about the events was reaching enough people and further that the information was enough. One participant describes how the immigrant serving organization that she was affiliated with did not have information about NSL events; she would not have heard about the program if it were not for her friend.

So it limits some immigrants. Cause I was registered with another immigrant center, but my friends registered with another center. So after she knows there is a program like this and she's interested in it, so she asks me whether we are interested in that, and we can register for that program. If my friend didn't register we would not have been able to know about the program. (P_Interviewee 3)

Another past participant described a similar situation in which they informed one of their friends about the NSL program. If this scenario was described by two of the nine people interviewed it is likely that there are many more people who were not lucky enough to have friends who transmitted the information to them, which limits the number of New Canadians truly have access to NSL. In response to this problem, it has been suggested that Alberta Parks needs to advertise NSL events at all immigrant-

serving organizations. As well, it has been suggested that the information itself could be presented more thoroughly. Two interviewees believed that in-person presentations would more effectively transmit information about NSL to New Canadians and would increase the chances that more people would take advantage of the opportunities available to them.

I know some of the big companies will go to the immigrant centers and have a presentation there. If the nature as a second language program can have some presentation at some of the center I believe there will be more new immigrants would like to participate.[...] Just a basic presentation that says what nature as a second language is and what they do for new immigrants and what kind of program they can provide and here is a calendar and if you like, how to register for that program. Just basic information. Not all of us know that program.
(P_Interviewee 3)

Another interviewee also believed that New Canadians do not know enough about the NSL program and need to be provided with more clear information about the purpose of NSL and exactly the program is.

So sometimes people don't understand why this program provides these kind of activities. So we need to do something about the marketing, so to bring something or before, before the program, we can tell something about the importance of this program or whatever so immigrants know why we have this activity, why we have this program. (P_Interviewee 9)

4.3.2.ii Transportation

Past NSL participants indicated that transportation was an issue for many new Canadians who wanted to participate in the program. Transportation was an issue because New Canadians have to adapt to driving in Canada and get a Canadian license, which doesn't always happen immediately. As well cars are expensive and while settling into a new country this is not something that all New Canadians could afford. To overcome this problem past participants suggested that more buses should be provided to get participants to NSL events. As well, they suggested that facilitated car-pools should be a continued part of the organization of NSL.

For some people, for the new immigrants, they don't have a vehicle if they can provide the

bus to go there maybe would be good. Also for some new immigrants they don't know how to drive so they don't have a vehicle, they maybe can't get to the nature. (P_Interviewee 7)

I have car you know and transportation is not big challenge for me and the organizer of CCIS also suggested carpool. Especially for the families don't have car, don't have transportation so they provide kind of carpool service. I have my wife and myself and my son so sometimes I have space so if they need transportation then I will provide it. You know, yeah so for new immigrants we understand the difficulties that they are facing. (P_Interviewee 9)

4.3.2.iii Length and amount of NSL events

The general message that all past participants conveyed during their interview was that there were not enough NSL events; they wanted more. They wanted longer NSL events, more activities to be covered at NSL events and more NSL events. One comment was about the length of the events. Participants did not like that they had to spend a large chunk of time travelling to NSL events and then take part in an event for a short period of time. They want the events to last for a full day or longer.

Actually, you know, the program is just, we stay here about one and half hour, and if it can be longer, you know, we can get more information and I we can... I believe more covered. The park is so public, so I try to, it takes forty minutes to get to the park, and just stay in the park one and half hour. You know the program also, we can stay there longer to get more help to know, get more information. That would be better. (P_Interviewee 1)

For fishing day, it's called a fishing day right but both time, only half day, not a whole day. It's not enough for people. [...] the thing it's too short. If this program last longer it would be great because then people would fishing. Because when the people when they start fishing it's enjoy after two hours and then stop. So three hours, stop. You know, I mean just timing is not enough. (P_Interviewee 6)

Past participants also expressed a desire to have more activities at events in order that they could try more of the activities that parks have to offer. This suggestion goes hand-in-hand with having more NSL events, past participant did not feel that enough NSL events were offered and would like to see more programs in the future. Additional events could build on past events to increase information retention

and others could introduce new activities. To make this feasible, two interviewees suggested small fees for participation.

If, the think, and if it grew a little bit uh, I look forward to more programs. If not only for fishing, so parks day if they can add the hiking. Yeah, hiking is good thing to do. You can understand it is very good for your healthy especially for those people who always office, hiking is good. And more program we do the rafting, more on water thing, a kind of risk but an adventure right? (P_Interviewee 6)

Uhh, if we could have like a second program to follow up would be great. Like, go fishing, the first day we just started. If we could have some, like, second time, to improve, and we may remember more I think. (P_Interviewee 3)

They can organize several times to provide more information. Giving so that we can pay a little for the program, because I know some program really cost a lot. This just my suggestion. (P_Interviewee 7)

To make more programs possible it was further suggested that New Canadians who took part in NSL in the past could take on volunteer roles at NSL events.

I think, there more chance, it's better for the newcomer, if more program can... you know this program can ask volunteers like me, you know if I had chance, if I have time. I can't but this can help them to organize more programs. (P_Interviewee 1)

4.3.2.iv Availability of information

Many past participants indicated that they did not have access to enough information about parks even after taking part in NSL. They would like to have more accessible information after taking part in NSL. There were two suggestions for how this might be made possible: receiving email addresses for people they can contact with questions and through simple print materials available at immigrant serving organizations.

If we could have like maybe emails or something from the instructors in the future, if we still have some more questions and we could just send an email and ask. That would be great, would be helpful. Instead of just to finish the program and then “ohh I forgot something, I forgot to ask something and I don’t know who I should talk with”. (P_Interviewee 3)

Oh I think maybe a flyers. Its because I found out a lot of government brochures for information or community services but I don’t really see these brochures unless you go to the park and get the information about a specific park. There’s like no general information about like how you go there, which parks there are. I mean, general thing about parks, not specific thing about parks. (P_Interviewee 2)

As well, past participants who are no longer served by immigrant serving organizations would like to be able to receive more information about activities in parks when there are new NSL events.

I mean it’s not only for newcomers right. If something new comes out for us, I’ve been here almost seven years but if something new comes out, for us it’s new. I mean, for me I’ve been here for seven years but it’s something for me still new. Because I didn’t try, I don’t try so you know it’s new for me. If they got more things, more programs it would be more opportunities. (P_Interviewee 6)

4.4 Survey Findings

A request to participate in the survey was sent via email to 180 email addresses (representing approximately 650 people who took part in NSL). Fifty-five people began the survey; only 33 online surveys were usable. The remaining were considered unusable because: i) they were incomplete, ii) four respondents were children under the age of 9 years old, and iii) a respondent was not a New Canadian as she was in Canada since 1975. Data was collected from August 5, 2013 to October 28, 2013. The survey took from 7 minutes to ten hours to complete. It was impossible to determine the exact time that it took to complete because the surveys were done online and people may have been doing other things while they did the survey leading to inaccurate recording of times.

This section will provide an analysis of the survey data. However, means-end analysis was not done

because there were not enough complete ladders to do the analysis. Only 21 respondents correctly completed any ladder questions, only seven respondents completed more than one ladder, with only three completing three ladders, for a total of 31 complete ladders. This small sample size (n=21) and number of complete ladders (n=31) did not provide rich enough data to justify purchasing the software to complete ladder maps, as an analysis of ladders across NSL events attended and demographic factors would not even be possible. Limitations of the means end questions and other problems with subject recruitment and the survey are described in the discussion. Below is an analysis of demographic, NSL history and park use questions from the survey.

4.4.1 Demographic Information

The survey respondents were predominately female (84.8%, n=28), only five were male (15.2%) (*see figure 4*) and their average age was 40.88 (range: 30-68, median: 41, mode: 42, SD: 6.795). All respondents resided in Calgary at the time of the survey and had a high level of education with 51.5% (n=17) of respondents having a University Graduate degree (*see figure 5*) and a household income of less than \$50,000 per year (*see figure 6*). Only 9.1% (n=3) of respondents had an annual household income of greater than \$100,000. Respondents moved to Canada from 2004 to 2012. The highest number of respondents moved to Canada in 2009 (24.2%), followed by 2011 (21.2%), 2008 (15.2%), 2006 (12.1%), 2010 (6.1%), 2007 (6.1%) and 2004 (3.1%).

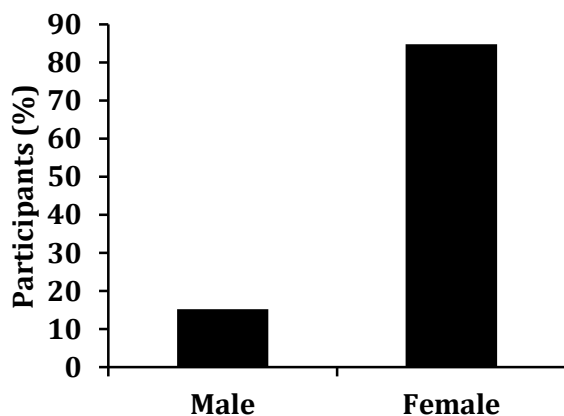


Figure 3. Demographic information: respondents' gender

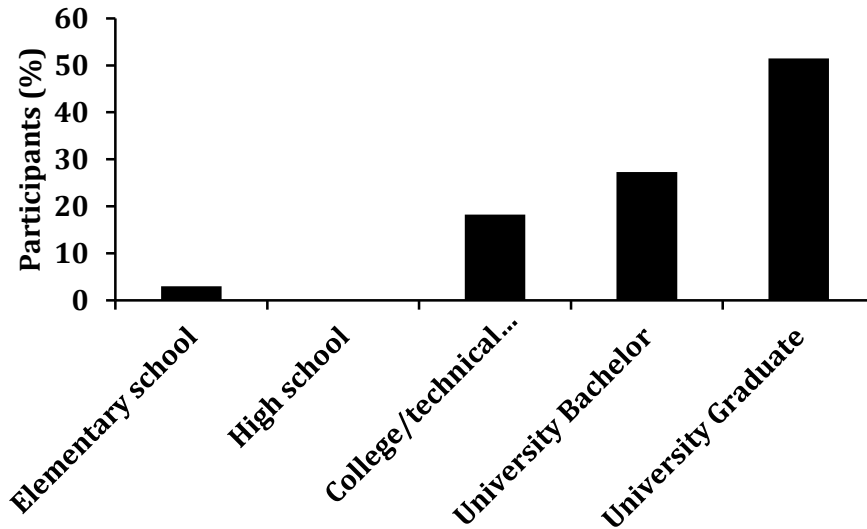


Figure 4. Demographic information: respondents' education

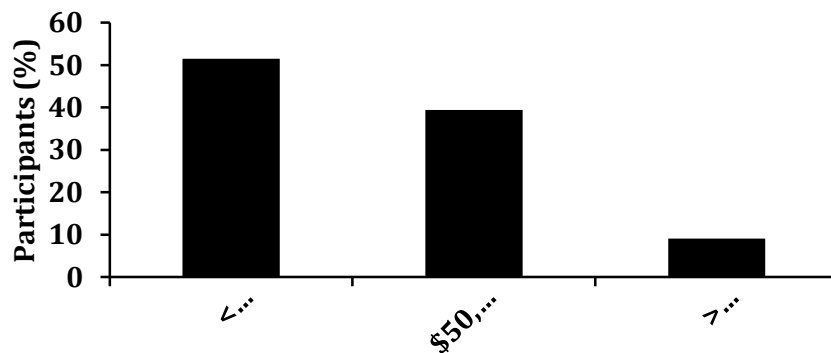


Figure 5. Demographic information: respondents' income

While one survey respondent did not indicate their country of origin, the other respondents identified themselves as coming from six different countries: China (76%), Germany (3%), Japan (6%), Jordan (3%), Kazakhstan (3%), and Ukraine (6%). They further indicated speaking eight different heritage languages with the Chinese respondents reporting their heritage language as Cantonese, Chinese and Mandarin (see table 5). They reported on their level of comfort with their heritage language and with English on scales of 1 (very uncomfortable) to 5 (very comfortable). Seventy percent (n=23) of respondents indicated that they were very comfortable with their heritage language, while only 12% (n=4) of respondents were very comfortable with English. Fifty-two percent (n=17) of respondents were comfortable with English and 24% (n=8) somewhat comfortable with English. Twenty-one percent (n=6)

of respondents indicated that they were very uncomfortable to somewhat comfortable with their heritage language and 34% (n=11) indicated that they were very uncomfortable to comfortable with English (see figure 7).

Table 5. Heritage Language of respondents

	Frequency	Percent	Valid Percent
Missing	1	3.0	3.0
Arabic	1	3.0	3.0
Cantonese	1	3.0	3.0
Chinese	9	27.3	27.3
German	1	3.0	3.0
Valid Japanese	2	6.1	6.1
Kazakh	1	3.0	3.0
Mandarin	15	45.5	45.5
Ukranian	2	6.1	6.1
Total	33	100.0	100.0

4.4.2 NSL History

Respondents participated in NSL from 2009 to 2013. Twenty-six respondents participated in one or more event in only one year and seven respondents participated in NSL programs over the course of two years. The most cases of participation were reported in 2012; 56% (n=17) of respondents attended a NSL event in 2012, (see figure 8) 30% (n=10) of respondents in 2013, 23% (n=9) in 2011, 10% (n=3) in 2010 and 3% (n=1) in 2009.

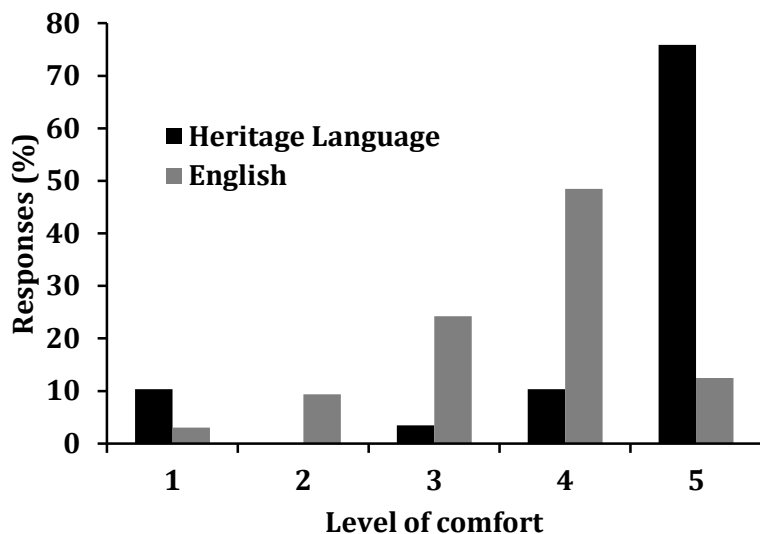


Figure 6. Level of comfort (1 very uncomfortable, 5 very comfortable) with English and Heritage language.

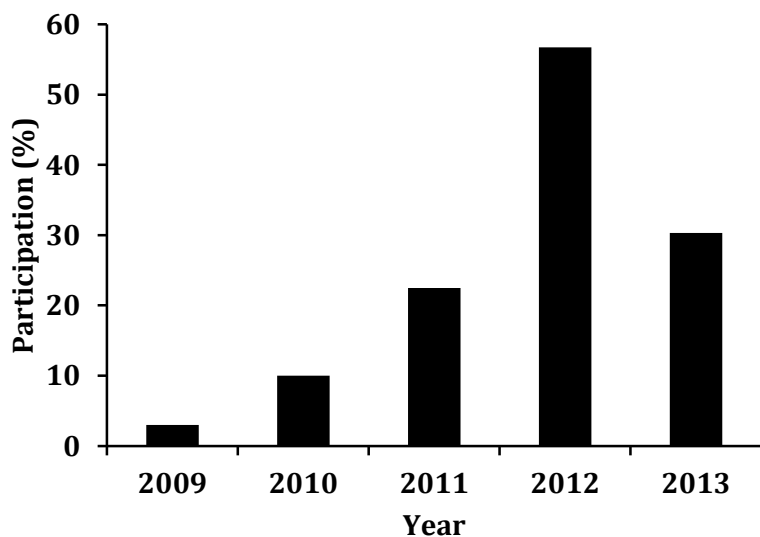


Figure 7. Percentage of respondents who participated in each year of NSL. **Note:** the total is greater than 100% because some respondents participated in more than one year.

Respondents participated in all seven programs presented in the case description. Twenty-four respondents participated in only one event (although they may have participated in the same event more than once), seven respondents participated in two different NSL events and two respondents participated in three different events. The Free-fishing event was the most common event attended by

survey respondents, with 42% (n=14) of respondents attending a Free-fishing event (*see figure 9*). Twenty-four percent (n=8) attended a Parks day event, 18% (n=6) attended the Bow Valley and the Evening events, 12% (n=4) attended the Cross-country skiing and Site tour events and 6% (n=2) attended the Arts tour. Thirty-two of the 33 survey respondents reported the total number of events that they participated in; the average number of events participated in was 1.97 (SD: 1.31, range: 1-6). The majority of respondents, 63% (n=21) found out about NSL through a settlement agency, such as CCIS. The rest of the respondents found out about NSL through an advertisement, a friend or family member, the Alberta Parks website or through some other source (*see figure 10*).

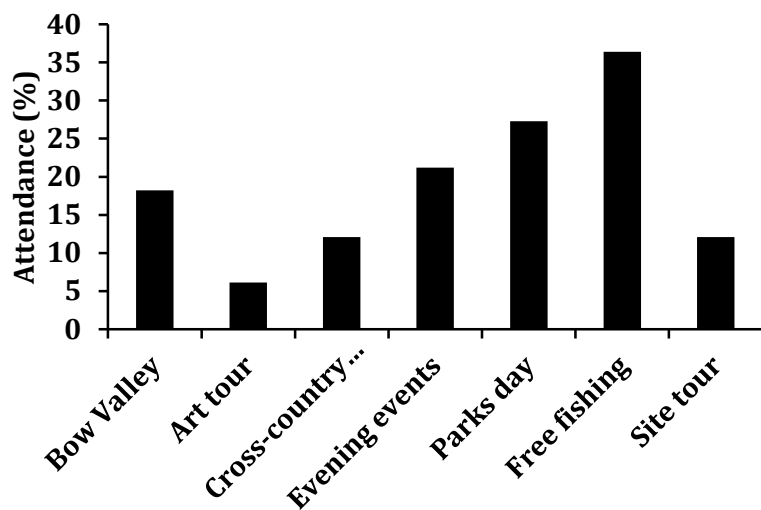


Figure 8. Percentage of respondents who attended each NSL event. Note: the total is greater than 100% because some respondents participated in more than one event.

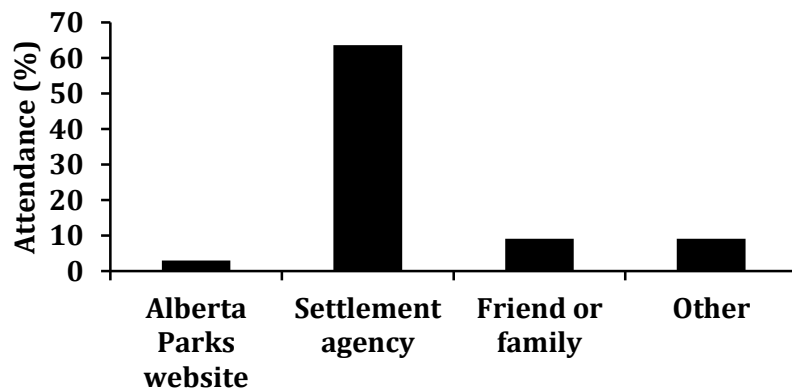


Figure 9. How respondents heard about the NSL program, by percentage.

4.4.3 Number of visits to parks before and after attending NSL

The distinction between municipal, provincial and national parks was described to participants in the survey questionnaire and relevant examples of each type of park were provided. Questions on park visitation to each type of park were then asked. Before attending an NSL event, 66% (n=22) of respondents had visited a national park, 54% (n=18) had visited a provincial park and 48% (n=16) had visited a municipal park (*see table 6 below*). (Valid percent: 69%, 60% and 53% respectively.) While 22 respondents reported that they had visited a national park, 23 reported on the number of times they had visited a national Park (this discrepancy will be elaborated on in the discussion) with an average of 2.1 visits per year (SD: 2.0, range: 1-10). Seventeen of the eighteen people who had visited a provincial park reported on the number of times they visited provincial parks with an average of 3.2 times per year (SD: 2.4, range: 1-10). Fifteen of the sixteen people who had visited a municipal park reported on the number of times they had visited a municipal park with an average of 5.5 (SD: 4.7, range: 1-16).

After participating in NSL 46%, 49% and 39% of respondents reported that, without help from an outside agency, they had visited national, provincial and municipal parks respectively. A higher number of respondents did not respond to the post-NSL questions than the pre-NSL questions. If only valid responses were considered, then 50%, 57% and 48% of respondents reported that after attending NSL they visited national, provincial and municipal parks respectively. While 15 reported that they had visited a national park after NSL, 16 reported on the number of times they had visited a national Park with an average of 2.0 visits per year (SD: 1.3, range: 1-5). Seventeen people (as opposed to the 16 who reported post-NSL visits to a provincial park) had visited a provincial park with an average of 3.2 times per year (SD: 3.2, range: 1-11). Thirteen people reported on the number of times they visited a municipal park with an average of 6.1 (SD: 4.9, range: 1-16).

Table 6. Parks visitation to national, provincial and municipal parks before and after NSL.

	Before NSL			After NSL		
	National	Provincial	Municipal	National	Provincial	Municipal
Number of participants visited	23	19	15	16	17	14
Average number of visits	2.13	3.18	5.53	2.06	4.17	5.4

There was a general trend of respondents reporting fewer park visits after taking part in an NSL program (without help from an outside agency) than visits to parks before taking part in an NSL program. Despite this trend, none of the decreases were significant (*see table 7*). The number of visits per year to national parks increased slightly from before taking part in an NSL program to after taking part in an NSL program; however the number of visits to provincial and municipal parks decreased ($p=0.234$, $p=0.133$ and $p=0.339$ respectively).

Table 7. Paired Samples Tests for park visits before and after NSL.

		Paired Dif	t	df	Sig. (2-tailed)
		Mean			
Pair 1	National visit before - after	-.167	-1.980	29.000	.057
Pair 2	Provincial visit before - after	-.074	-.811	26.000	.425
Pair 3	Municipal visit before - after	-.077	-1.443	25.000	.161
Pair 4	National visits/year before - after	.438	1.239	15.000	.234
Pair 5	Provincial visits/year before - after	-1.417	-1.620	11.000	.133
Pair 6	Municipal visits/year before - after	-.417	-1.000	11.000	.339

*significant at the 0.05 level (2-tailed)

4.4.4 Visits to parks less than an hour away from respondents' home

Respondents were asked if they visited national, provincial and municipal parks less than an hour away from home (nearby) before and after participating in NSL. Twelve percent ($n=4$), 36% ($n=12$) and 45% ($n=15$) of respondents reported respectively that they visited nearby national, provincial and municipal parks before participating in NSL (*see table 8*) (Valid percent: 13%, 42% and 51% respectively). Twenty-four percent ($n=8$), 39% ($n=13$) and 39% ($n=13$) of respondents reported respectively that they visited close national, provincial and municipal after participating in NSL. (Valid percent: 26.7%, 46.4% and 46.4% respectively).

Respondents were asked for how long they visit nearby parks; for day trips, for weekend trips; for extended trips or for multiple types of trips. Before participating in NSL, 12 percent ($n=5$) visited nearby national parks for day trips, 3% ($n=5$) for weekend trips ($n=3$), 3% ($n=2$) for extended trips. Twenty-seven percent ($n=9$) and 15% ($n=5$) visited provincial parks for day trips and weekend trips respectively. Thirty-nine percent ($n=14$) and 6% ($n=3$) visited municipal parks for day trip and weekend trips respectively.

Table 8. Visits to nearby national, provincial and municipal parks before and after taking part in NSL.

	Before NSL			After NSL		
	National	Provincial	Municipal	National	Provincial	Municipal
Number of participants visited	4	12	15	9	14	14
Day trips	5	9	14	4	9	12
Weekend Trips	3	5	3	6	6	1
Extended Trips	2	0	0	0	0	0

Respondents reporting that they visited municipal parks for weekend trips indicated that they did not understand the question or did not understand the distinction between the different types of parks. After participating in NSL, 12% (n=4), 20% (n=6), of respondents visited nearby national parks for day trips, weekend trips and multiple types of trips respectively. Twenty-four percent (n=9) and 15% (n=5) of respondents visited nearby provincial parks for day trips and weekend trips respectively and 33% (n=12) and 3% (n=1) of respondents visited nearby municipal parks for day trips and weekend trips respectively.

There was a small trend of increased visitation to nearby national and provincial parks from before participation in NSL to after participation in NSL. On the other hand, there was a small trend of decreased visitation to municipal parks. None of these trends were significant (*see table 9*). There was also a small trend toward visits of increased length (from day trips to weekend trips to multiple types of trips) from before participation in NSL to after participation in NSL. This trend was observable across all levels of parks; however none of the increases were significant ($p=0.500$, $p=0.347$ and $p=0.339$ for national, provincial and municipal parks respectively).

Table 9. Paired Samples Tests for park visits and type of visits to nearby parks before and after NSL.

		Paired Dif	t	df	Sig. (2-tailed)
		Mean			
Pair 1	National before-after	.074	.811	26.000	.425
Pair 2	Provincial before-after	.038	.328	25.000	.746
Pair 3	Municipal before-after	-.037	-1.000	26.000	.327
Pair 4	Type national before-after	1.000	1.000	1.000	.500
Pair 5	Type provincial before-after	.111	1.000	8.000	.347
Pair 6	Type municipal before-after	.250	1.000	11.000	.339

*significant at the 0.05 level (2-tailed)

4.4.5 Visits to parks more than an hour away from respondents' home

Before participating in NSL, 66% (n=22) of respondents visited national parks that were more than an hour away from their home (distant) (*see table 10*) Thirty percent (n=10) visited distant provincial parks and 24% (n=8) visited distant municipal parks. (Valid percent: 73%, 40% and 33% for national, provincial and municipal parks respectively.) After participating in NSL, 57% (n=19), 51% (n=17) and 36% (n=12) of respondents visited distant national, provincial and municipal parks respectively. (Valid percent: 59%, 56% and 44% for national, provincial and municipal parks respectively.)

Table 10. Visits to distant national, provincial and municipal parks before and after taking part in NSL.

	Before NSL			After NSL		
	National	Provincial	Municipal	National	Provincial	Municipal
Number of participants visited	22	11	7	20	18	11
Day trips	15	6	5	11	12	10
Weekend Trips	7	5	3	11	8	2
Extended Trips	5	3	0	1	0	0

Respondents were asked what type of trips they took to parks that were more than an hour away from home before and after taking part in NSL; day trips, weekend trips and/or extended trips. Before participating in NSL, 45% (n= 15), 21% (n=7) and 15% (n=5) of respondents visited distant national parks for day trips, weekend trips and extended trips respectively Eighteen percent (n=6), 15% (n=5) and 9% (n=3) of respondents visited distant provincial parks for day trips, weekend trips and extended respectively. Fifteen percent (n=5) and 9% (n=3) of respondents visited distant municipal parks for day trips and weekend trips respectively. After participating in NSL, 33% (n=11), 33% (n=11) and 3% (n=1) of respondents visited distant national parks for day trips, weekend trips and extended trips respectively. Thirty five percent (n=12), and 24% (n=8) of respondents visited distant provincial parks for day trips and weekend trips respectively. Thirty percent (n=10) and 6% (n=2) of respondents visited distant municipal parks for day trips and weekend trips respectively.

There was a trend of decreased visitation to distant national parks from before to after taking part in NSL and of increased visitation to distant provincial and municipal parks. None of those trends were

significant (*see table 11*). There was also a small trend of visiting distant national and provincial parks for shorter times (from weekend trips and multiple types of trips to day trips) from before participation in NSL to after participation in NSL. The changes were not significant ($p=0.699$ and $p=0.589$ for national and provincial parks respectively). The paired sample t-statistic could not be done for visits to distant municipal parks before and after taking part in NSL because the standard error of the paired sample was zero.

Table 11. Paired Samples Tests for park visits and type of visits to distant parks before and after NSL.

		Paired Differences	t	df	Sig. (2-tailed)
		Mean			
Pair 1	National before-after	-.172	-1.722	28.000	.096
Pair 2	Provincial before-after	.208	1.735	23.000	.096
Pair 3	Municipal before-after	.143	1.369	20.000	.186
Pair 4	Type national before-after	-.143	-.396	13.000	.699
Pair 5	Type provincial before-after	-.125	-.552	7.000	.598

*significant at the 0.05 level (2-tailed)

4.4.6 Park visitation equipment and volunteering for parks

Before Taking part in NSL, 30% ($n=10$, valid percent: 31%) of participants owned park visitation equipment. After taking part in NSL, 48% ($n=16$) of respondents bought park visitation equipment. This includes 7 people who bought a tent, four who bought a backpack, two who bought hiking shoes and individuals who bought other equipment including: a first aid kit, a light, camping chairs, clothing, a fishing rod, ski gear and a sleeping bag.

Before taking part in NSL, all respondents who answered the question about volunteering ($n=31$, $n=29$ and $n=28$ for national, provincial and municipal parks respectively) reported that they did not volunteer for parks. After taking part in NSL, one respondent reported that they had volunteered for a provincial park.

4.4.7 Activities done in parks

Respondents engaged in a variety of different activities before and after attending an NSL Program.

Before taking part in NSL the most commonly reported activities in parks were taking pictures, sightseeing, sitting, relaxing and rest (*see table 12*). These were also the most commonly reported activities by respondents for after taking part in NSL (*see table 13*). However, after NSL there was a large increase in the percentage of people who reported hiking and there was an increase in the number of people who engaged in the less common activities such as canoeing and kayaking, fishing, rock-climbing and mountaineering and backcountry camping. The only statistically significant activity change was in backcountry camping ($p=0.043$, Eta squared= 0.134) which had a large effect size Rock climbing and mountaineering also approached significance (*see table 14*). Respondents were also asked to pick the three most important activities that they did in parks before and after taking part in NSL. Among the mentioned top three activities before attending NSL were: hiking ($n=17$), relaxing ($n=10$) and sightseeing ($n=11$). After attending NSL, the most important activities were more varied: hiking ($n=17$), camping ($n=8$), fishing ($n=8$), sightseeing ($n=8$) and socializing ($n=8$).

Table 12. Activities engaged in by respondents in parks before taking part in NSL.

Activity	Response (%)	Response Count
Sightseeing	78.8	26
Taking pictures	84.8	28
Sitting, relaxing and rest	78.8	26
Picnicking and barbecue	51.5	17
Talking and socializing	54.5	18
Watching wildlife	54.5	18
Gathering natural edible products	6.1	2
Hiking	54.5	18
Rock climbing/mountaineering	3.0	1
Bicycling	15.2	5
Vehicle-based camping	3.0	1
Back-country camping	6.1	2
Fishing	15.2	5
Canoeing/kayaking	15.2	5
Swimming	3.0	1
Motorized boating	0.0	0
Off-highway vehicle (OHV) riding	0.0	0
Cross country skiing	9.1	3
Downhill skiing/snowboarding	9.1	3
Ice fishing	9.1	3
Answered question		33
Skipped question		0

Table 13. Activities engaged in by respondents in parks after taking part in NSL.

Activity	Response (%)	Response Count
Sightseeing	72.4	21
Taking pictures	79.3	23
Sitting, relaxing and rest	89.7	26
Picnicking and barbecue	62.1	18
Talking and socializing	51.7	15
Watching wildlife	62.1	18
Gathering natural edible products	10.3	3
Hiking	72.4	21
Rock climbing/mountaineering	20.7	6
Bicycling	20.7	6
Vehicle-based camping	0.0	0
Back-country camping	24.1	7
Fishing	37.9	11
Canoeing/kayaking	24.1	7
Swimming	6.9	2
Motorized boating	0.0	0
Off-highway vehicle (OHV) riding	0.0	0
Cross country skiing	6.9	2
Downhill skiing/snowboarding	10.3	3
Ice fishing	3.4	1
Answered question		29
Skipped question		4

Table 14. Paired Samples test for activities done in parks before NSL to after participation in NSL

_____	before-after	Paired Differences	t	df	Sig. (2-tailed)	Eta squared
		Mean				
Pair 1	sightseeing	-.107	-1.800	27.000	.083	
Pair 2	sitting relaxing	.069	.812	28.000	.424	
Pair 3	taking pictures	-.103	-1.361	28.000	.184	
Pair 4	picnicking/bbq	.069	.701	28.000	.489	
Pair 5	wildlife watching	.103	.902	28.000	.375	
Pair 6	gathering products	.069	1.000	28.000	.326	
Pair 7	rock climbing mountaineering	.172	1.983	28.000	.057	
Pair 8	hiking	.172	1.722	28.000	.096	

Pair 9	bicycling	.069	1.000	28.000	.326	
Pair 10	vehicle camping	.000	.000	28.000	1.000	
Pair 11	backcountry camping	.138	2.117	28.000	.043*	0.134
Pair 12	fishing	.172	1.722	28.000	.096	
Pair 13	canoeing/kayaking	.034	.441	28.000	.663	
Pair 14	swimming	.069	1.440	28.000	.161	
Pair 17	skiing/snowboarding	.034	1.000	28.000	.326	
Pair 18	ice fishing	-.069	-1.440	28.000	.161	
Pair 19	cross country skiing	-.069	-1.000	28.000	.326	
Pair 20	talking socializing	-.069	-.626	28.000	.537	

*significant at the 0.05 level (2-tailed)

4.4.7 Changed understanding of parks

Respondents were asked if they had any changed understanding of parks after participating in NSL. Twenty-five respondents indicated that they had some changed understanding of parks. The most commonly stated changed understandings were about learning new skills or information, for example: *'how to do if face bears, coyotes and so on'*, *'I know how to fish'*, *'know more skills'*, and *'I learned some new things'*. Other common answers were about parks as places to visit: *'I learned knowledge about parks and now we can do a lot of activities at parks'*, *'good place to visit'*, *'visiting parks is important in the Canadian life and is a main relaxing style, is also good way to communication'*, and *'we understood that it's easy and we can afford it'*. The remaining answers were about becoming more comfortable in parks and learning about equipment and licenses required for certain activities in parks.

4.4.8 Limits to park visitation

Respondents were asked what prevents or limits their visitation to parks. The most commonly cited reason was not enough time, followed by visiting parks is too expensive and feeling that they do not have enough information about parks (see figure 10).

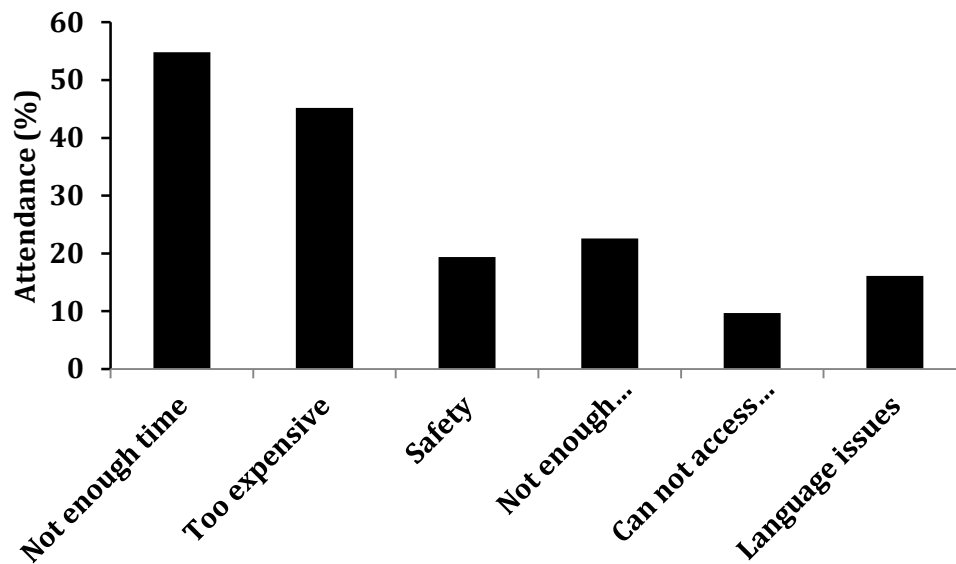


Figure 10. Factors that prevent or limit respondents' visitation to parks. Depicts percentage of respondents that checked each factor in the survey.

Chapter 5: Discussion and Conclusions

This chapter will link the literature review to the findings from the staff and participant interviews and the survey. In section 5.1 the findings from the staff and participant interviews will be discussed in tandem and in section 5.2 the survey will be discussed separately, although integration with the interview findings will occur. Section 5.3 will discuss limitations of this study and section 5.4 will draw conclusions from the discussion.

5.1 Interview findings

The staff that were interviewed were a good representation of NSL staff. Three of the people interviewed were very close to the program. Two of those were from Alberta Parks and were directly involved in the development of NSL (although development of different events), and one was from CCIS and was also involved in program development and was very closely connected to NSL participants. The other two respondents were less involved in NSL but could offer additional insight into the program. One was an Alberta Parks staff member who was only involved in the first Bow Valley events, but not in a developmental capacity and one was a volunteer who only volunteered at one Free Fishing Day event. The staff interviewed represented staff with different levels of connection to NSL and who worked with NSL at different times and at different events, which offered a well rounded picture of what NSL was and a good insight into what the outcomes that participants experienced could have been. On the other hand, the participants interviewed were not representative of the people who took part in the program.

According to staff accounts, the people who took part in NSL had diverse backgrounds and ages, whereas the people who took part in the interviews were all Chinese in their mid life (34-53 years old) and 78% were female. Sampling weaknesses and New Canadian characteristics were likely responsible for the underrepresentation of non-Chinese respondents and respondents in their 20's and over the age of 55. This will be discussed further in section 5.2, survey discussion as interview participants were chosen from survey respondents and section 5.3, project limitations. Below is a discussion of the outcomes from NSL and parts of the program leading to those outcomes.

5.1.2 Outcomes and parts of the program leading to outcomes

This section integrated staff and participant interview findings with the literature. *See table 15* for a comparison of staff and participant outcomes.

Table 15. A comparison of staff and participant outcomes and the parts of the program that they attributed to that outcome.

Outcome	Outcome described by		Parts of the program leading to the outcome	
	S	P	Part-staff	Part-participant
Appreciation of program staff	X	X	<ul style="list-style-type: none"> The staff 	<ul style="list-style-type: none"> The staff
Getting into parks	X	X	<ul style="list-style-type: none"> The setting Partnerships Partnership 	<ul style="list-style-type: none"> The setting
Feeling safer in parks	X	X	<ul style="list-style-type: none"> The setting The staff The information The experiential nature of NSL 	<ul style="list-style-type: none"> The information The experiential nature of NSL The staff
Learning	X	X	<ul style="list-style-type: none"> The setting The information The staff The experiential nature of NSL 	<ul style="list-style-type: none"> The setting The information The staff The experiential nature of NSL
Increased park visitation	X	X	<ul style="list-style-type: none"> The whole program 	<ul style="list-style-type: none"> The information The experiential nature of NSL The setting The staff
Making connections		X	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> The other participants The staff The setting
Staff satisfaction	X		<ul style="list-style-type: none"> The setting The participants 	<ul style="list-style-type: none">
Fun	X			

5.1.1.i Staff enjoyment

The staff identified one outcome that was specific to them, enjoyment. The staff enjoyed the experience of working with New Canadians. They felt that the New Canadian participants wanted to be at the program, which made the program seem worthwhile. As well, the staff liked to be in the parks setting,

which was realized through NSL events, thus they enjoyed their work. While staff did need to learn how to conduct programs with the New Canadian population, the appreciation of staff by participants, the participants themselves and the setting made the whole program enjoyable. Similarly, LtLLtL staff enjoyed working on the LtLLtL program (Lange et al. 2011). It is positive that the staff enjoyed the program because it made them more likely to be enthusiastic about running NSL events, which in turn increased the likelihood that participants had a good experience.

5.1.1.ii Appreciation of program staff

During the staff interviews, NSL staff indicated that they believed the NSL participants were very appreciative of all of the staff and volunteers who ran NSL events. NSL participants confirmed this outcome throughout the course of their interviews. The staff themselves was the part of the program that led to this outcome. In particular it was their qualities that led the outcome—their knowledge, commitment of time and the care with which they delivered programs. Rodrigueze and Roberts (2005) posit that outdoor leaders must have effective communication skills to be effective with a diverse audience; it is therefore likely that the staff had effective communication skills as well as knowledge and care. Similar to the results from NSL, the newcomers who took part in the park and language-learning program in Edmonton, Learning the Language, Learning the Land, felt appreciation for that program and all of the organizing parties involved in that program (Lange, Vogels & Jamal, 2011). In both cases, appreciation for program staff was a likely outcome arising from an experience that would not have been possible without the staff. Previous work has found that ‘communities of color’ generally feel unwelcome in parks as a result of the park agency culture of underrepresentation of non-White employees (Crano, Quist & Winter, 2008). Rosenbaum and Montoya (2006) found that ethnic consumers in a retail setting might look at the social landscape of the retail setting to influence how they identify with that place (Rosenbaum & Montoya, 2006). Place identity is the formation of identity in relation to a physical setting. Ethnic consumers may look to the congruency between their own self and a place to assess place identity. If there are not people working in parks who are reflective of Canada’s diversity then diverse populations may not identify themselves with parks and as a result may not become consumers of parks settings. To facilitate feelings of comfort and mitigate feelings such as lack of recognition, parks can have employees take cultural sensitivity training and be instructed to treat all visitors equally (Rosenbaum & Montoya, 2006). Such a welcoming environment may result in benefits to park agencies and park visitors. Until such a time as park staff is more reflective of Canada’s diversity,

programs such as NSL and LtLLtL, may be able to mitigate such feelings through the appreciation that is built for parks staff and the comfort and acceptance that is felt as a result of programming.

5.1.1.iii Getting into parks

NSL staff believed that a positive outcome of NSL was that it provided New Canadians with time in parks. All of the staff thought that this was an important outcome for participants. Less than half (n=4) of the participants mentioned this as an outcome from NSL. The staff believed that this outcome was particularly important because time in nature is valuable as a means for stress relief and for escape from urban life. Participants also valued getting away from city/home life but were more likely to emphasize being in nature and seeing natural landscapes than stress reduction and restoration. Using focus groups, Bain et al. (2007) found that New Canadians like to visit parks for scenery, nature, being with friends and relaxation, which is fairly consistent with the reasons that NSL participants cited for getting into parks. Similarly, Lovelock et al. (2012) found that immigrants in New Zealand like to recreate in parks to escape from their everyday lives as well as the above-mentioned reasons. Burns et al. (2008), found that Latinos like to go to parks to escape from everyday stress. These findings are consistent with the importance that, in particular, NSL staff attributed to getting into parks. A more diverse group may have had different results. This study's group of past participants consisted were of Chinese descent; Chinese have been found to value leisure and recreation less than other cultures and place less value on leisure attitudes (Lin, 2010). If another group of NSL participants had been interviewed, they may have emphasized relaxation and stress reduction more than this group did.

Lange et al. (2011) found that without help from the program, LtLLtL, many of the programs participants likely never would have had such an experience in parks. Considering the low visitation of New Canadians to parks, simply getting into parks through such programs as NSL contributes to increased diversity in parks. Both staff and participants credited the program's settings for this outcome; however, the staff also gave credit to their partners CCIS. The staff gave credit to CCIS because the settlement service was responsible for providing bus transportation when possible and organizing carpools to NSL events when buses were not feasible. Previous studies have found that immigrants and ethnic minorities site lack of accessibility as a reason for not going to parks (Bain et al., 2007; Burns et al., 2008; Wolch & Zhang, 2004). NSL introduced New Canadians to a provincial park within Calgary and facilitated transportation to the park by providing bus routes to the participants. Without NSL, participants may

have never been introduced to Fish Creek Provincial Park and thus never have been introduced to an urban park that is accessible by bus. This may have increased the likelihood that New Canadian participants visit parks and gain further time spent in nature.

5.1.1.iv Feeling safer in parks

NSL staff believed that taking part in NSL events allowed participants to feel safer in parks. They made the observation that in some cases they saw participant fear levels drop throughout events as participants started to feel more comfortable in parks. While not all participants interviewed indicated that they had a fear of parks previous to NSL, there were those that did mention experiencing reduced fear or increased feelings of safety after participating in NSL events. Focus groups with Asian Americans found that they do not want to recreate in parks where they do not feel safe and will not allow their children to recreate there either (Burns et al., 2008). Lange et al. (2011) with New Canadians and Hung (2003) with Chinese immigrants in Vancouver also found that fears of wilderness settings and wildlife represent barriers to parks visitation. If NSL reduced fears and increased feelings of safety then this may have contributed to the outcome, increased parks visitation or visitation intention, which is described below (see section 5.2.8). The staff believed that the setting, the staff, the information provided throughout the course of events and the experiential nature of NSL led to this outcome. The participants were in agreement with the parts of the program that led to this outcome. Lange et al. (2011), found that LtLLtL participants were fearful at the beginning of the program that their fears decreased as they learned what real risks exist in parks and became more aware of safety issues. This facilitated time in nature helped make participants feel safer in parks.

5.1.1.v Learning

NSL staff believed that the participants learned various things as a result of taking part in an NSL event. They believed that participants learned: about new activities; park-specific English terminology; park regulations; equipment requirements; and, about wildlife (flora and fauna) in parks. Likewise, participants indicated that they had learned about new activities, park wildlife, park regulations and other information about Alberta Parks and about new activities to do in parks. They did not however mention learning park-specific English terminology as the staff suggested they would. This may have been because NSL was not linked to any language learning classes as the LtLLtL program was. Comparable to NSL participants, participants from LtLLtL felt that they did not have information about

what camping is and equipment needs prior to participating in that program, experiences in parks may have filled knowledge gaps and provided an opportunity to learn (Lange, 2011).

While NSL participants demonstrated knowledge of the above in their interviews, the extent of learning that occurred as a result of NSL is unclear. To assess learning more thoroughly, pre-, post- knowledge tests, such as Lange et al. (2011) used to assess New Canadian learning from a park program, would need to be administered before and after taking part in an NSL event. Learning about parks is important as it contributes to making parks more accessible. Wolch and Zhang (2004) found that the greatest barrier to beach-going amongst Latinos in LA was a fear of polluted beaches. This fear was unfounded and a result of not having accurate information about beaches in LA. Receiving information, which can result in learning, through programs such as NSL could increase parks visitation (see section 5.2.8 below).

The participants felt that they learned about Canadian culture by taking part in a Canadian past time, recreating in parks; this learning outcome was very important to them. Similar enthusiasm concerning learning about Canadian culture was demonstrated in the pilot evaluation of NSL in 2009. (Stapleton & Carruthers, 2009). Learning about parks and having experiences in parks may lead to the formation of connections to these places, which in turn might lead to the development of a Canadian identity (Joyce, 2011). Building national identity through parks may lead to a stronger connection to the nation than learning about Canada's history and distant parts of Canada that are not relevant to New Canadians in Alberta. Lange et al. (2011) found that participants in LtLLtL were excited about the program because they wanted to take part in something that is very Canadian. They additionally found that at the same time that Newcomers wanted to learn about Canadian culture, they also wanted to maintain their own cultures through leisure. Through the LtLLtL program, New Canadians spent a weekend camping in a provincial Park. If NSL participants had spent a longer time at NSL events they may have sought more opportunities to express their own culture in parks. Gomez (2008) suggests that immigrants should not just learn about the dominant culture (Canadian), but should learn how to maintain identity through leisure. Perhaps programs such as NSL should incorporate maintenance of culture into lessons learned.

The staff and participants both believed that learning occurred as a result of the information provided throughout the course of NSL events, the knowledgeable staff, the setting-which inspired learning through it's various elements and, the experiential nature of NSL. Despite the learning that occurred

after attending NSL, participants still wanted more information (see section 5.2.8 below), which indicates that there could have been room for more learning opportunities or for take-home learning materials to be provided to participants. Burns et al. (2008) found that Chinese Americans highly value learning in park programs and prefer programs that have an academic component, such as learning about archeology in the woods. This is consistent with the positive remarks that participants made about learning from NSL and highlights the importance of information transmission for New Canadians in park programs.

5.1.1.vi Making Connections

NSL participants made connections with others at NSL events. These connections were in the form of establishing friendships or simply exchanging information with other newcomers and/or NSL staff. Researchers have found that many minority groups, including Asian Americans, African Americans, Latinos and New Canadians (mixed focus groups) prefer to recreate in large groups with friends and family (Bain et al., 2007; Burns et al., 2008; Gobster, 2002; Lovelock et al., 2012). In regards to park programs, they would prefer to have programs concurrently with their children rather than have their children go to separate programs (Burns et al., 2008), which NSL makes possible for its participants. Having programs such as NSL with large groups of people may lead to greater outcomes than if smaller groups were used.

The connections made at NSL were made because of the other participants, the staff and the open setting, which facilitated interactions. Making friends was also important to participants from LtLLtL; allowing participants to interact was necessary for such connections to be made (Lange et al., 2011). Such connections are important because they introduce Alberta and Canada as a multi-cultural and accepting place. Through connections, participants may have found people with whom they may be able to recreate with at a future date. After LtLLtL, that programs participants discussed pooling resources to facilitate future visits (Lange et al. 2011). Hung et al. (2003) found that many Chinese immigrants in Vancouver would like to visit parks but don't have friends to go with them and teach them how to camp. Thus, making connections may have influenced the outcome, increased parks visitation or visitation intention (see section 5.2.8).

5.1.1.vi Fun

NSL staff indicated that the participants appeared to have fun at NSL events. They were described as happy, excited and as appearing to enjoy the whole experience. The staff believed that the participants had fun as a result of the staff, the setting, the other participants, and the experiential nature of NSL. The participants did not describe fun or enjoyment as an outcome or a benefit of NSL; however, they did express that the program was fun. Perhaps they did not think to mention fun as an outcome itself because learning and safety are such high priorities (Bain et al., 2007; Burns et al., 2008; Gobster, 2002; Lovelock et al., 2012), and thus obvious outcomes of participation in NSL. Newcomers, who participated in LtLLtL, did mention happiness as a psychological benefit from participation (Lange et al., 2011). Further questioning of NSL participants with questions probing about fun may have led to participants indicating that fun was an outcome of participation.

5.1.1.viii Changed park visitation or intention to visit

NSL staff believed that after attending NSL, participants might have had the outcome of increased park visitation. The staff recalled providing specific information to some participants that could give them the tools for a future visit. As well, staff observed increased diversity at parks in Kananaskis, which they believe may have been connected to NSL. The participant interviews proved that, for at least some participants, NSL did lead to *changed* park visitation or intention to visit. While the staff emphasized increased visitation, the participants indicated that while their number of visits to parks may not have increased or changed, the types of activities that they did in parks changed (n=3). However, for some participants (n=2) changed visitation did mean increased visitation. Additionally, participants included a changed intention to visit parks; one participant, due to time constraints and young children, deemed changed visitation not possible, but they intended to visit parks differently in the future (more trips and try camping). After LtLLtL, Lange et al. (2011) also found that many participants intended to return to parks in the future.

Survey findings did not indicate that significant changes in parks visitation occurred after participating in NSL. It is possible that the participants who took part in an interview were self-selecting individuals who had positive experiences with NSL and that is why there was no change found in the survey. It is also possible that the survey findings were inaccurate. Weaknesses of the survey are discussed below.

The staff believed that the information provided throughout the whole program, the staff and all of the help that they provided, the setting—which was apparently enjoyed by participants—and the experiential nature of NSL led to this outcome. They further believed that the outcomes of feeling safer in parks, fun and learning, contributed to this outcome. The participants believed that the whole program led to the outcome of changed park visitation or visitation intention—that is to say all parts of the program and all of the outcomes discussed above led to changed park visitation or intention to visit. Similarly Lange et al. (2011) found that in terms of the impact of LtLLtL, “the full experience seemed to be greater than the sum of the parts” (p. 66). Ultimately, the mitigation of common barriers like lack of knowledge, safety concerns, transportation (in the case of Fish Creek and the NSL events themselves), not having people to recreate with and feeling unwelcome in parks, made parks more accessible to participants. Thus the outcome changed park visitation or visitation intention occurred. There exist opportunities for parks visitation to change as a result of programs like NSL as recreation practices can change pre and post migration to a new country (Lovelock et al. 2012; Stodolska, 2000). In a study about wetlands environmental education with children, it was found that only children who had not been to wetlands did not want to visit wetlands (Cachelin, Paisley & Blanchard, 2008). Similarly, New Canadians’ intentions to visit parks in the future, and actual visitation to parks, will not likely change if interventions are not made, which highlights the value of programs like NSL. Floyd, Gramann & Seanz (1993) found that the second largest influence on overall participation in outdoor recreation amongst Mexican Americans was acculturation. Perhaps the individuals who reported changed park visitation after participating in NSL were more mainstream acculturated than those who did not. Future research should investigate whether the level of acculturation of New Canadians has an influence on the outcome, changed park visitation or visitation intention.

5.1.2 A discussion of emergent strengths, weaknesses/challenges

5.1.2.i Partnerships

NSL staff identified the partnership that Alberta Parks had with CCIS as a strength of the program. The relationship was characterized by trust between the agencies and a mutually beneficial working system. Chavez (2008) found that it is important to develop relationships with community partners when developing park programs; NSL and CCIS demonstrated the value of this. Alberta Parks provided a program for CCIS clients and CCIS helped Alberta Parks by communicating NSL events to New Canadians and working to improve programs. Recreation opportunities are more often pursued when information

about the opportunity comes through a trusted source, most notable family and friends (Winter, Skenderian, & Crano 2008). On occasion, participants found out about NSL from family and friends, but the majority heard about it from CCIS. It was advantageous to have information about NSL events reaching New Canadians through CCIS as they represented a trusted source more so than the unknown Alberta Parks agency would have. The importance of the roll played by CCIS supports the finding that partnerships with agencies outside of the park can be useful before a program (communicating events), on-site (transportation and organization) and after a park program (evaluation) (Chavez, 2008). Further, Shultis and More (2011) posit that with the neoliberal market making parks a service, partnerships with other organizations are more of a necessity.

As well as being an intermediary for communication between New Canadians and Alberta Parks, CCIS was a huge help in facilitating transportation to NSL events. Whether via bus, or arranged carpools between New Canadian clients, facilitated transportation made NSL events more accessible to participants by reducing the transportation barrier that impedes recreation for many new Canadians (Bain et al. 2007; Burns et al., 2008; Wolch & Zhang, 2004; Hung, 2003).

Besides the partnership with CCIS, both staff and participants believed that more effort should have been directed toward developing relationships with other settlement agencies rather than only having a strong relationship with one settlement agency. They felt that NSL events were not communicated to enough New Canadians and an expanded communication network would improve this problem. Other trusted sources that may be appropriate conduits for transmitting information about NSL to New Canadians could be churches and community associations (Crano, Quist & Winter 2008). Greater costs would be connected with creating the larger networks, as time and staff effort would be necessary to create relationships. For this to occur, a larger budget would be necessary.

5.1.2.ii Communication of NSL events

NSL events were communicated to New Canadians through emails sent out by CCIS. Staff believed that diverse mediums of communication would be more appropriate for communication to a diverse population than simply email communications. Crano et al. (2008) found that although the Internet is a trusted source, community networks may be more effective for communication, especially in ethnic and racial minority groups (Winter et al., 2008). NSL participants suggested in person presentations to English classes and brochures in settlement services as additions to current email communication

strategies. This is consistent with suggestions that park agency resources and opportunities need to be better known by the public than they often are (Crano et al., 2008). Information and opportunities must be appropriately distributed; they may exist without reaching the intended audiences (Allison & Hibbler, 2003; Carrathurs, 2005). NSL events could reach a larger number of New Canadians if communication networks were expanded, as discussed in the section above.

NSL participants also believed that in person communication of events would make more New Canadians feel welcome to NSL events and thus more New Canadians would attend events. They also felt that more information about what NSL events were and why they were offered would be beneficial to New Canadians. Information and multilingual material provided through community groups has been found to facilitate participation (Burns et al., 2008), which supports interviewee suggestions for better information than is provided through emails. It would also have the added benefit of increasing NSL and Alberta Parks brand awareness.

5.1.2.iii Program Brand Development

Neither the NSL staff nor the participants had a full understanding of what NSL encompassed. This suggests that the NSL brand was not marketed as effectively as it could have been. Additionally, the provincial park brand was often unrecognized by participants as distinct from municipal and national parks. This is similar to findings from Bain et al. (2007), who found that New Canadians have general knowledge of nearby national parks but not of provincial parks. As well, Lange et al. (2011) found that participants had familiarity with municipal parks and more participants had visited national parks than provincial parks; however, no participants could name a provincial park and they knew very little about provincial parks. Prior to NSL events, New Canadians could be provided with more information about Alberta Parks and Nature as a Second Language to become familiar with the brands. Brand images could also be displayed prominently throughout events and at settlement services and other organizations in order to increase familiarity with Alberta Parks and NSL (Jager & Halpenny, 2012).

5.1.2.iv Provisioning of NSL events

NSL participants were unanimous in their assessment that there should be more NSL, be that in the form of longer events, more events and/or more diverse activities offered at events. This is consistent with the findings from the pilot year research where it was found that participants wanted to do further programs and try different activities at those programs (Stapleton & Carruthers, 2009). Similarly

participants from LtLLtL, were enthusiastic about trying as many activities as they could, especially ones that they have not tried before (Lange et al., 2011). Lange et al., (2011) suggest that sequential programming, with subsequent events building off of the ones before could best expand outdoor knowledge and skills. In order to increase the number and type of activities provided at NSL events, such a sequential program could be developed.

5.1.2.v Information

Despite the learning that many participants felt they had accomplished through NSL, some participants wanted more information to be available to them. This could be indicative of participants not up-taking the information in the way that staff believed they might, which could be because language issues and cultural differences between staff and participants made it harder to engage in reflective discussions and thus learning transfer (Purde & Neill, 1999). NSL participants suggested that information could be made available after NSL events, by having access to staff emails and/or through brochures available at parks. Chavez (2008) found that ethnic minorities prefer to receive information through brochures at the entrance to parks and that desired information is different at different parks, so area managers must determine what that information is on a site-by site basis (Chavez & Olsen, 2008). That being said, common information needs include: park locations, best times to visit parks, history of the area, hiking/fishing/biking etc. in the area, places similar to the site and rules and regulations. Perhaps basic information about Alberta Parks, NSL and where to find more information about parks could be found at settlement agencies and organizations around Calgary and more specific information about individual parks should be found at individual parks or at visitor centers. As Carruthers Den Hoed (2008) stated, "Information services are a core service of Alberta parks and as such are a key way to increase knowledge and getting people involved in parks" (p. 3) Considerations for the type of language used must be made when providing information in English to people whose first language is not English. It has been recommended that information should be provided at a grade eight reading level so that is consumable by most people (Lange et al., 2011).

5.1.2.vi Transportation and Budget

Transportation was identified as a barrier to taking part in NSL events and to independent park visitation; it has been cited as a barrier to parks visitation by New Canadians and ethnic minorities (Bain et al., 2007; Burns et al., 2008; Lange, 2011). Burns et al. (2008), found that the fuel costs of visiting

parks were described as too expensive by Latinos, a way to decrease this barrier for NSL participants could be to bring events back to Fish Creek Provincial Park in Calgary so that the cost of transportation would not be as high as at more distant parks. Metcalf, Burns and Graefe (2013) suggested that park agencies could provide a way to travel to parks to facilitate constraints negotiation; programs in Fish Creek were especially relevant in this regard. Creating a NSL website with a carpool board could also contribute to overcoming transportation barriers that participants still face after taking part in NSL.

The budget for NSL programs was not large enough to develop it into a larger program. Many aspects of NSL—staffing, transportation, provisioning of events, communication networks and information transmission—could not grow as quickly or widely as staff and participants would have liked. Participants wanted more from NSL; more programs, more activities at those programs and more transportation provided to programs. The budget that was allocated to NSL events did not allow for the type of growth that could meet what staff and participants wanted. Community partnerships could contribute to overcoming the limited budget provided by the park agency (Shultis & More, 2011). As well, greater government and agency support for such programs that may help achieve greater diversity in parks would be necessary to overcome budgetary limitations.

5.1.2.vii The Flood of 2013

As mentioned in the results, the 2013 Flood was an unforeseen disaster. Alberta Parks was unable to grow the NSL program as planned due to the disaster. If devoted personnel had existed for NSL, perhaps then their duties wouldn't have been completely re-routed away from the program and they would have been able to run more, albeit reduced events. Further, as one participant suggested the flood could have been used as a learning opportunity for New Canadians and NSL events could have engaged them in recovery efforts.

5.2 Survey discussion

The survey respondents were primarily female, had a high level of education and a low annual household income. They represented six different countries and spoke eight heritage languages. Most respondents indicated a high level of comfort with speaking English, although they were more comfortable with speaking their Heritage language. Respondents were predominantly Chinese and the Chinese respondents represented three languages: Cantonese, Mandarin and Chinese. Calgary

immigrants came from 35 different countries (Statistics Canada, 2012), showing that the NSL participants are not reflective of Calgary immigrants, that the survey respondents were not reflective of NSL participants, or, more likely, both. Filipinos are the largest group of immigrants in Calgary (Statistics Canada, 2013) and between 2009-2012, Filipino's were among the top five groups of immigrants served by CCIS (CCIS, 2013); however, they were not present in the survey sample. Many Filipinos who come to Canada are women (60%), the majority of whom are in Canada through the live-in caregiver program. Additionally, they are likely to speak English as schooling in the Philippines is conducted in both English and Tagalog (Statistics Canada, 2013). Due to these two factors, Filipino New Canadians may be less likely to seek out programs such as NSL because of a high level of work commitment and because they speak English, so it may be easier for them to navigate Alberta Parks' promotional materials to arrange park visitation on their own. In 2011, following immigrants from the Philippines (13.1%), were immigrants from China (10.5%) and India (10.4) and immigrants from the US, Pakistan, the UK, Iran, South Korea, Colombia and Mexico were also in the top ten countries of origin (Statistics Canada 2013). Asian-Americans have been found to value educational experiences even in their leisure pursuits (Burns et al., 2008), perhaps Chinese participants were more willing to take a survey in English as they may have thought of it as an educational experience, while other groups may have been less willing to spend their free-time completing a survey in English. Due to the high non-response bias of this survey (based on immigrant statistics and staff accounts of participant diversity, no knowledge of country of origin of past participants was available), the survey results may not be reflective of all NSL participants, but instead represent results that are primarily salient to Chinese New Canadians.

Respondents took part in seven programs across five years. While most respondents found out about NSL through a settlement agency, family and friends and other sources also informed participants of NSL events. There was under-representation of respondents from the Arts and Site tour events and from the early years, no respondents participated in 2008 and only in 2009. Survey results are discussed below.

5.2.1 Park Visitation Changes

Before participation in NSL over half of respondents (valid responses only) indicated that they had visited national, provincial and municipal parks. After participation in NSL and without help from an outside agency, fewer respondents indicated that they had taken trips to each of those types of parks. As well as fewer respondents visiting parks, respondents reported fewer trips to parks; none of these

trends were significant.

There were also no significant changes in respondents' reporting of before NSL-after NSL nearby and distant park visits or in the types of trips (day, weekend, extended) that participants took to parks from before-after NSL. The before NSL- after NSL park visitation changes that were closest to significance ($p=0.096$ and $p=0.096$) were changes in visits to distant national and distant provincial parks where fewer respondents visited national parks and more respondents visited provincial parks. These results may have reached significance had there been a larger sample. This trend would suggest that after taking part in NSL, an Alberta Parks program introducing New Canadians to provincial parks, participants might be more inclined to visit a provincial park as an alternative to a national Park.

Problems with the survey questions and sampling may have resulted in less robust park visitation changes than actually occurred. The survey question asking about parks visitation before taking part in NSL did not specify that those trips to parks were without help from an outside agency. Some of the pre-NSL visits may have been with help from an outside agency. The post-NSL questions specified visits without help from an outside agency so the post-trip data would have reported on only visits without help from an outside agency. If the pre-NSL questions asked only about visits to parks without help from an outside agency then a better comparison of the data could have been made.

Additionally, 30.3% of respondents attended an NSL event in the summer of 2013 and after the event may not have had time to take independent trips to parks before completing the survey in the fall. It is possible that if the same people, who reported no post-NSL visits, completed the same survey a year later they would have gone on independent post-NSL park visits. Further discrepancies in answers to survey questions, such as responding 'no' to park visits post-NSL and then later answering 'yes' to visiting parks more than an hour away from home post-NSL suggest that the survey may not have been completed accurately. Resultantly, these results may not provide a true portrayal of the influence of NSL on park-going behavior. The interview data does suggest that past participants did increase or change their park going behavior, which may or may not represent more accurate results than the survey results. More specific survey questions and a much larger sample size would be necessary to determine if actual changes in park going behavior resemble the interview data.

Largely, respondents did not change the types of activities that they did in parks from before NSL to

after NSL. The most common activities were taking pictures, sightseeing and sitting relaxing and rest. This is consistent with findings from other studies which find that immigrants like to engage in passive and relaxing activities such as picnicking, barbecuing, stream playing, wildlife viewing and looking at scenery (Chavez & Olsen, 2008; Bain et al., 2007; Lange et al., 2011). After taking part in NSL there was a significant change in the number of respondents who reported mountaineering/rock-climbing. As well, the number of people who reported backcountry camping and fishing approached significance. The increase in fishing was likely as 42.2% of respondents attended the Free Fishing Day event. The increases in mountaineering and backcountry camping indicate a change toward more active activities, which more closely resemble the profile of activities of born-in country Canadians. This could be a result of higher comfort levels with being in parks and a better understanding of the types of experiences that could be possible in parks. Previous research has shown that immigrants cite not knowing about the types of opportunities that exist in parks as a barrier to participation (Hung et al., 2003; Lange et al., 2011; Bain et al., 2007; Lovelock et al., 2012). If New Canadians are introduced to new activities, even if only through conversation, then they might take advantage of those opportunities.

5.2.2 Equipment

Just under half of respondents reported that they had bought park visitation equipment after taking part in NSL. This indicates that respondents had a positive level of commitment to visiting parks after taking part in NSL. Lange et al. (2011) found that the second largest barrier to visiting parks was access to camping equipment. NSL participants' purchase of camping equipment may indicate that equipment barriers are less of an issue for those participants who purchased equipment.

5.2.3 Changed understanding of Parks

Survey results suggest that most respondents did have some level of changed understanding of parks. It could be new knowledge of activities, parks environments, the parks system (levels of parks) or the possibilities that parks provide. This indicates that participants did learn information from NSL, which is consistent with the interview data where staff and participants indicated that learning, was an outcome of NSL.

5.2.4 Limiting factors to Park visits

Respondents indicated that there were still factors that limit their parks visitation (barriers). The most

common barriers were a lack of time and the expense of visiting parks. Ethnic minorities and immigrants have also described the costs of visiting parks, including transportation costs, as barriers in the past (Chavez, 2008; Bain et al.; 2007; Lange et al. 2011; Lovelock et al., 2012; Ho et al., 2005). Lack of time is outside of the control of Alberta Parks; however, decreasing user fees could influence the latter, as could offering discounts to low-income families as suggested by Lange et al. (2011). Stodolska and Yi-Kook (2005) reported that new immigrants are particularly likely to mention lack of time as a constraint as they are often concerned with advancing their careers and creating a future for their families, which means they devote long hours to work pursuits. Not enough information about parks was the third most commonly reported barrier, which was reflected in participant interviews where participants expressed a desire for more information being made available to them. Not having enough information about parks is a commonly cited barrier (Hung et al., 2003; Lange et al., 2011; Bain et al., 2007; Lovelock et al., 2012). Safety concerns, language issues and 'can not access parks' were also reported as barriers and have been found to be barriers for ethnic minorities and immigrants (Hung et al., 2003; Lange et al., 2011; Bain et al., 2007; Lovelock et al., 2012; Allison & Hibbler, 2003).

Constraints theory has been used in the past to look at the structural, interpersonal and intrapersonal factors that may prevent or limit participants from accessing parks (Jackson, 2005; Stodolska and Yi-Kook, 2005; Metcalf, Burn & Graefe, 2013). Negotiation strategies can be used in such a way that people may work around constraints, such as carpooling to overcome transportation issues and saving money to overcome financial constraints (Jackson, 2005). For example, Metcalf, Burns and Graefe (2013), found that lack of time is a constraint for 36% of Asian American users of Mount Baker-Snoqualmie National Forest near Seattle, US; however, they are able to negotiate this constraint through time management strategies. Nature as a Second Language may be seen as a constraints negotiation strategy since it provided participants with information, a network of people who may like to recreate in parks, and new skills. Metcalf, Burns and Graefe (2013) suggested that park management should provide more information and skills development to non-traditional users, programs such as NSL are a method that parks managers may be able to use to do accomplish this. As well as information garnered through the program, NSL may increase motivation to visit parks and in turn increase the number and type of negotiation strategies used by program participants. Future studies could examine programs such as NSL to see if they play a role in constraints negotiation. This could be done by surveying participants about constraints and constraints negotiation at the beginning of a similar park program and then following up six-months post program with a survey using the same scales to determine the level of constraints and

constraints negotiation experienced pre and post program.

In a study by Metcalf, Burn and Graefe (2013), Asian American park users experienced more constraints than other ethnic minorities and Caucasian visitors, where 51% experienced lack of information constraints. After participating in NSL, past participants still experienced common barriers but NSL may decrease the number of people who experience barriers. No more than 23% of respondents indicated that they did not have enough information about parks, had safety concerns, could not access parks or experienced language issues as barriers to parks visitation. Without NSL, New Canadians may have experienced more barriers. Stodolska and Yi-Kook (2005) found that new immigrants might have more constraints to leisure due to the stress and changes associated with moving to a new country, but these increased constraints can have a short transitory period. New immigrant may also experience new leisure opportunities as a result of changes and are often open to new experiences shortly after their migration (Stodolska, 2000; Stodolska & Yi-Kook, 2005), which lends support to the idea of programs such as NSL. Certain barriers to parks visitation that existed before New Canadians moved to Canada may no longer exist once they enter into Canada and the facilitation of further barriers removal through programs such as NSL may lead to parks visitation.

5.2.5 Means End Theory Question

The means-end data collection was very unsuccessful in the survey. Participants were provided with five ladders that they could complete, each ladder had five blank spaces for answering questions. Instead of providing more than one ladder, multiple participants provided one ladder, filling in one blank on each of the five ladder questions. Perhaps reducing the number of possible ladders in a survey scenario to two or three would be more appropriate. Then there were other respondents who did not complete any ladders and others still who successfully completed more than one ladder. The inconsistencies in ladder completion suggest that means-end laddering techniques may not be appropriate for New Canadians via online surveys. More success may be found through interviews. While survey questionnaires have been used in the past to collect means-end data (Haras et al., 2005; Goldenberg et al., 2005), qualitative methods are the preferred collection technique (McAvoy & Klenosky, 2005). Future means-end laddering questions should be conducted with New Canadians using qualitative laddering techniques or interview assisted questionnaire techniques. Interestingly, the children who were excluded from analysis each successfully completed more than one ladder indicating that perhaps Canadian

educational approaches prepare people for laddering success more so than approaches used in other countries.

5.3 Project Limitations

5.3.1 Staff Interviews

Staff interviews were inconsistently conducted due to the locations and Skype functioning of the interviewer and the interviewees. One interview was conducted in person, two with Skype video and two with Skype audio only. Because of this, there may have been inconsistencies in the level of probing between interviews, which may have led to less rich data from some and richer from others. If all interviews had been conducted in person, then non-verbal cues would have been accounted for and interviews would have been more consistent.

5.3.2 Participant Interviews

Interviews were conducted with individuals who had completed the online survey. This greatly limited the type of respondents who were interviewed. Only those who received the email, which was not a comprehensive sample of participants, and further, only those who opened the survey and were comfortable enough with reading English to complete the survey were eligible to be interviewed. At the very least, all of the people who were invited to complete the survey should have been invited to participate in an interview at the same time, as those unwilling to complete or uncomfortable with the survey may have indicated an interest in being interviewed. As well, the interviews were conducted over the phone due to the interviewer residing in Edmonton and the interviewees all residing in Calgary, a three hour commute away. In person interviews would have added non-verbal cues to the interview process, which would have added depth and provided clues to the interviewer about how to pursue probing questions.

5.3.3 Survey

The survey was sent to 180 email addresses, which represented approximately 650 people, and yet only 55 people attempted the survey. The information sent in the initial email should have been piloted with past participants to determine what kind of email information would entice people to participate in the

survey. Furthermore, it would have been advantageous to have the email sent to a larger number of people and a representative number of people from each year and NSL event. Sampling was limited by the reality that a third party distributed emails. The Flood of 2013 may have also decreased the number of people who participated in the survey as it was sent out only a month and a half after the Flood of 2013. As it was, the surveys were sent out a month later than initially planned because of the Flood and their administration could not be delayed further due to time constraints. Additionally, paper surveys were dropped off at the Barrier Lake visitor center, at the gateway to Kananaskis country, to be advertised and available to potential NSL participants who go through the visitor center. Poor communication and understanding between the researcher and the contact at the Barrier Lake visitor center resulted in surveys not being displayed as planned. Had they been displayed more prominently, it is possible that past participants would have visited the visitor center and picked up a survey, increasing survey responses.

As well as sampling issues, there were problems with the survey questions themselves, those problems are discussed in the sections above.

5.4 Conclusions

This mixed methods research project found that participants experienced multiple outcomes after participating in NSL. While the focus of this study was participant outcomes, the staff also discussed one outcome that they themselves experienced, staff enjoyment. The participant outcomes were: staff appreciation, getting into parks, feeling safer in parks, learning, making connections, fun, and changed park visitation or visitation intention. Not all participants experienced all outcomes or attributed them to the same parts of the program; however there was much agreement amongst participants and staff as to what those outcomes were. While specific parts of the program may have led to specific outcomes, such as the presence of other participants leading to the outcome making connections, “the full experience seemed to be greater than the sum of the parts” (Lange et al., 2011, p 66).

Getting people out to parks addressed access barriers that are greater amongst immigrant populations than mainstream populations (Lovelock et al., 2012). As mentioned previously, this is especially important for New Canadians as, ethnic minorities in general have lower visitation than the mainstream population (Lovelock et al., 2012). For example Bain et al. (2007) and Hung et al. (2003) found that New

Canadians and Chinese Canadians cite lack of knowledge of parks and a lack of general 'know-how' as barriers to parks visitation. Further, Carruthers (2005) said, about diverse populations in parks, that participation could increase as awareness of opportunities increases. The outcomes that arose from NSL seemed to be in contrast to the barriers to parks visitation that New Canadians and immigrants often cite. This indicates that NSL has value as a program that introduces provincial parks to New Canadians so that they may feel comfortable and competent in order that they may visit parks independently.

Lovelock et al. (2012) found that recent immigrants in NZ participate more than settled immigrants. Recent immigrants may be more open to new experiences immediately after arrival in their new country because they are excited to be there and want to have experiences of born in country residents. Stodolska (2000) found that changes in post-arrival leisure patterns could be partially explained by exposure to leisure opportunities. Thus new immigrants are appropriate targets for these kinds of programs; where facilitated trips may be able to lead to sustained visitation. That being said, the term New Canadian may be too inclusive. Newcomers to Canada may be economic immigrants who have financial freedom and chose to come to Canada, refugees who are fleeing from their home country or fall somewhere in between. Perhaps programs that are relevant to one group of newcomers may not be appropriate to all newcomers. Parks programs may want to consider an initial separation of newcomers into more distinct categories in programs that are created for New Canadians.

While it appears that NSL did reduce barriers to visitation amongst participants, participants still experienced barriers after NSL. Some of those barriers, such as a lack of time, cannot be influenced by park agencies, while others may be influenced through further agency effort, such as lack of information about parks. *(See appendix A for recommendations on how to improve upon this lack of information as well as further recommendations)*

The Means-End theory portion of this study was unsuccessful. As mentioned previously, while the program as a whole may lead to outcomes, to uncover, more specifically, the processes behind the outcomes, future studies focusing on processes would need to be conducted. The interviews did describe certain parts of the program that led to outcomes, such as having an experience fishing at Free Fishing Day leading to future fishing trips; however, the interviews did not thoroughly examine the second question of this study: what parts of the program lead to specific outcomes. A Means-End analysis of NSL outcomes would be better suited to describe the parts of NSL that lead to outcomes, i.e.

for a process evaluation, than the interviews were. Future research should look at using qualitative laddering methods with New Canadians.

This research project was a case study so the results cannot be generalized to other programs. However, the results do suggest that park programs for New Canadians can produce positive outcomes and that while the program as a whole influenced the majority of outcomes, some outcomes are specific to particular events and or processes. Further studies involving multiple parks programs in multiple locations would need to be conducted before these findings could be generalized beyond NSL.

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Appendix A: Recommendations for NSL

Develop further partnerships

Alberta Parks developed a strong partnership with CCIS in order to develop and bring NSL events to New Canadians. Alberta Parks should maintain this beneficial relationship with CCIS. Additionally, they should create new partnerships with other immigrant serving organizations in Calgary and other community organizations and businesses that New Canadians might frequent in order to increase the reach of NSL.

Improve communication of events to participants

NSL events should be communicated to participants in more ways than through emails. A calendar of events should be advertised at immigrant serving organizations, on an NSL website and through other trusted sources such as community churches and recreation centres. Additionally, in-person visits by Alberta Parks Staff to the above-mentioned places could improve understanding of what NSL is and make the invitation to participate more meaningful to New Canadians.

Increase brand awareness of NSL and Alberta Parks

Even after participation in NSL, New Canadians were not necessarily aware of what NSL was and how Alberta's provincial parks are distinct from municipal and national parks. Prominently displaying the NSL and Alberta Parks names and symbols at immigrant serving organizations, community gather places and at NSL events could increase New Canadians' awareness of what NSL and Alberta Parks are.

Have staff dedicated to NSL

Having staff permanently dedicated to NSL would improve the development of partnerships and communication of NSL events, by having someone who is solely focused on advancing NSL objectives. It would also allow NSL to operate more consistently and could lead to the fulfillment of the

recommendations that have arisen from this study.

Increase the number and extent of NSL events

Participants indicated that they wanted more of NSL. The program could be expanded in such a way that more programs could be offered more consistently, programs could be longer and could introduce new activities such as canoeing, rafting and back-country camping to New Canadians. Increased programming should be offered in a graduating manner where programs build off of each other and progressively more advanced programs are offered. To see this recommendation through, past NSL participants could become mentors for new participants and take on some of the responsibility involved in running events.

Bring events back to Fish Creek Provincial Park

Fish Creek events made NSL programs accessible to participants who may not have been able to access events at Kananaskis parks outside of Calgary. Programs should be brought back to Fish Creek Provincial Park so that the events are accessible to a larger number of New Canadians.

Maintain information rich programming

Participants value and enjoy receiving various types of information at NSL programs. It is recommended that this enriching information be maintained as it is so highly valued by participants.

Incorporate maintenance of culture into events

Gomez (2008) suggests that opportunities for maintenance of heritage culture should be pursued through leisure. NSL events could show people how to maintain culture, for example through food practices, or encourage discussions that would make people think of ways to maintain culture while doing something that is quintessentially Canadian, recreate in Parks.

Provide access to information for New Canadians post-program

Participants expressed that they would like to have access to more information about parks and recreation opportunities within parks after taking part in NSL. This information could be provided through brochures at immigrant serving organizations, on a NSL website or via participant emailing dedicated staff or volunteers for information. Information that is provided should not be above a grade eight reading level to ensure that mass consumption is possible.

Appendix B: 2013 Nature as a Second Language Participant Survey

Dear Participant of Nature as a Second Language: This survey is designed to answer questions about the outcomes of Nature as a Second Language and the parts of the program that lead to different outcomes. This will help Alberta Parks it to better serve program participants. The information you provide will contribute to academic research on parks programs for New Canadians and inform recommendations for the improvement of the Nature as a Second Language program. The information you provide will be treated confidentially. You may choose to not answer any questions that you wish. Each individual should only complete one survey.

Please return the completed questionnaire by mail in the postage paid, addressed envelope provided to you. You can also complete the survey online at WWW.XXXXXX. If you received the questionnaire at a visitor centre then you may also return it on location.

NATURE AS A SECOND LANGUAGE HISTORY

1. When did you participate in the Nature as a Second Language (NSL) Program?

(check all years that apply)

- | | |
|-------------------------------|-------------------------------|
| <input type="checkbox"/> 2008 | <input type="checkbox"/> 2011 |
| <input type="checkbox"/> 2009 | <input type="checkbox"/> 2012 |
| <input type="checkbox"/> 2012 | <input type="checkbox"/> 2013 |

2. What NSL programs did you participate in? (check all that apply)

- Day trip to Kananaskis Country/Bow Valley by bus to see campground demonstration, interpretive show, and guided hike
- Day trip to Kananaskis Country/Peter Lougheed Provincial Park by bus to visit information centre and learn about opportunities to create art in nature

- Day trip to Kananaskis Country/Canmore Nordic Centre by bus to learn about cross-country skiing
- Evening trip to Fish Creek Provincial Park by personal vehicle to learn about outdoor activities
- Day trip to Kananaskis Country/Willow Rock by personal vehicle to attend Parks Day event in July
- Day trip to Kananaskis Country/Allan Bill Pond by personal vehicle for free fishing day event

(continued on the next page)

- Day trip to Kananaskis Country by van to visit multiple sites and learn about camping, hiking, and information
- Day trip to University of Calgary by personal vehicle for talk on parks and to participate in focus group

3. How many NSL programs have you attended? _____

4. How did you hear about NSL?

- | | |
|--|--|
| <input type="checkbox"/> A settlement agency | <input type="checkbox"/> The Alberta Parks website |
| <input type="checkbox"/> An advertisement | <input type="checkbox"/> A friend or family member |
| <input type="checkbox"/> Other _____ | |

DEMOGRAPHIC QUESTIONS

5. Are you (please select one):

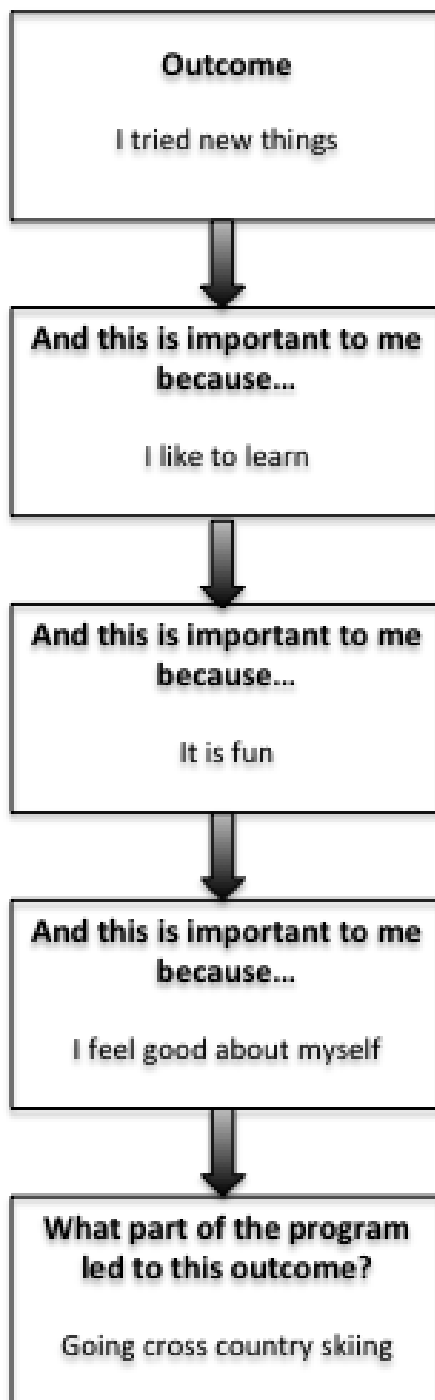
- Male Female

6. **What is your age:** _____ years old
7. **What is your country of origin?** _____
8. **In what year did you move to Canada?** _____
9. **What city do you currently live in?** _____
10. **What is your total annual family/household income before taxes?** (Check only one.)
- | | |
|--|--|
| <input type="checkbox"/> Less than \$20,000 | <input type="checkbox"/> \$100,000 - \$119,999 |
| <input type="checkbox"/> \$20,000 - \$39,999 | <input type="checkbox"/> \$120,000 - \$139,999 |
| <input type="checkbox"/> \$40,000 - \$59,999 | <input type="checkbox"/> \$140,000 - \$199,999 |
| <input type="checkbox"/> \$60,000 - \$79,999 | <input type="checkbox"/> ≥\$200,000 |
| <input type="checkbox"/> \$80,000 - \$99,999 | <input type="checkbox"/> I prefer not to answer this |
11. **What is the highest level of education you have completed?** (Check only one.)
- | | |
|---|---|
| <input type="checkbox"/> Elementary school | <input type="checkbox"/> University bachelor degree |
| <input type="checkbox"/> High School | <input type="checkbox"/> University graduate degree |
| <input type="checkbox"/> College/technical school diploma | |

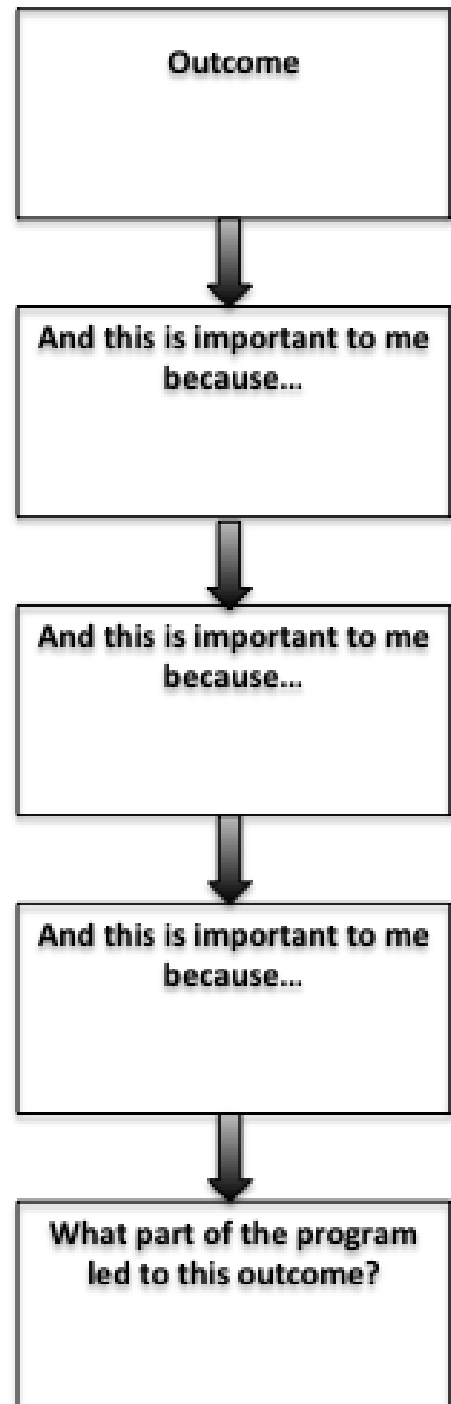
LADDER QUESTIONS

12. Look at the following example to help you answer the 'ladders' in question 12. Think about all of the NSL programs that you have attended. **Think about the outcomes (both good and bad) from taking part in the program.** Finish as many ladders as you can.

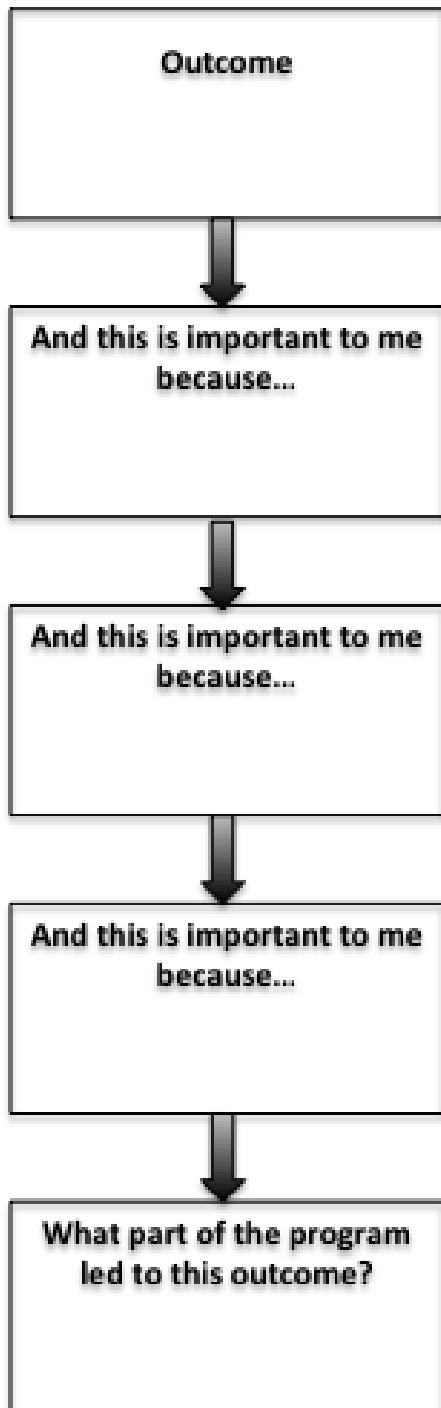
EXAMPLE LADDER



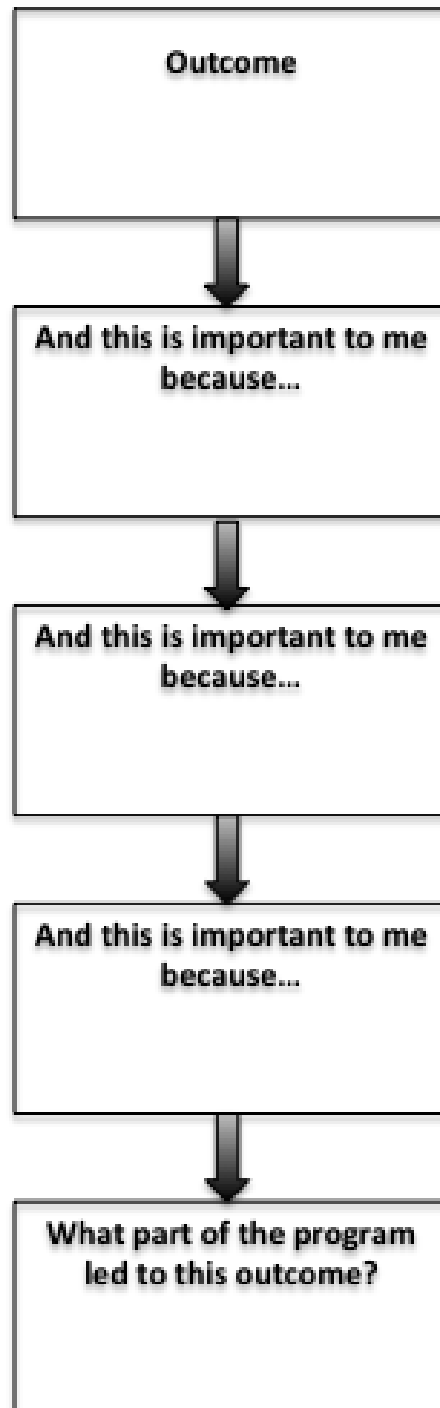
LADDER ONE



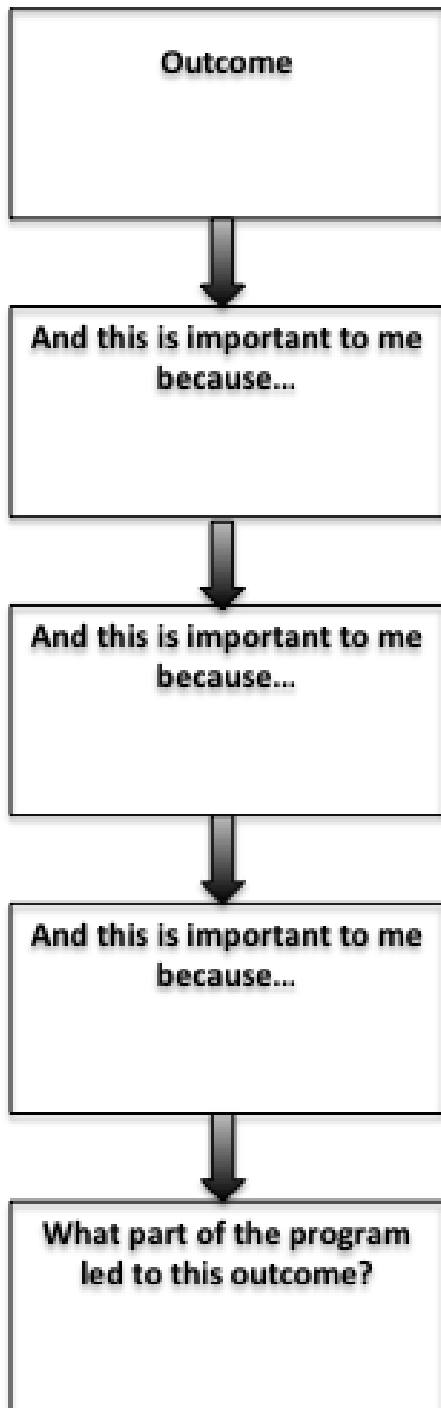
LADDER TWO



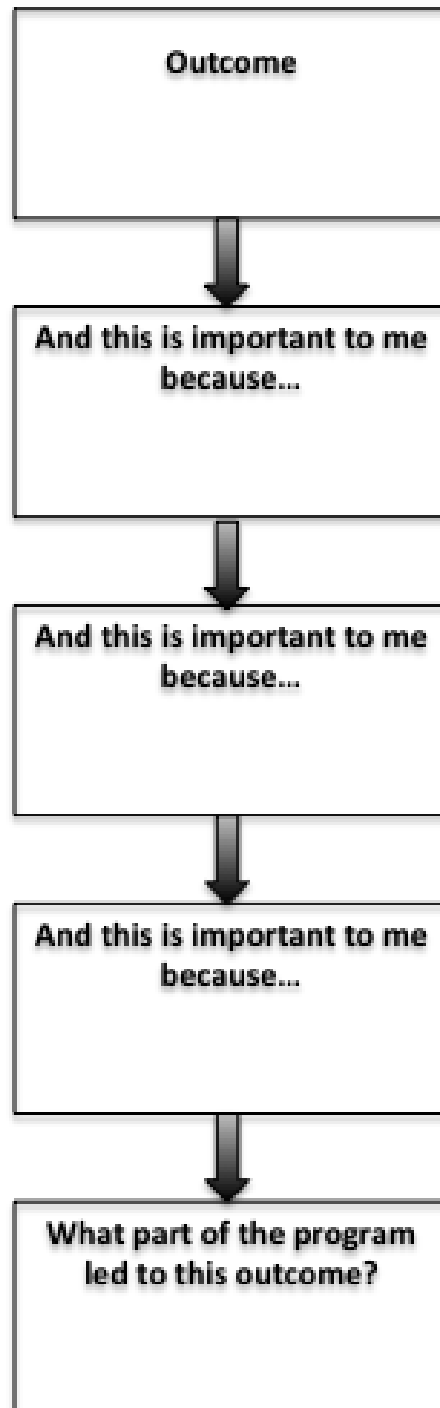
LADDER THREE



LADDER FOUR



LADDER FIVE



PARK VISITATION AND USE BEFORE PARTICIPATING IN NSL

13. Had you visited a provincial park before NSL?

- Yes
- No

14. If you answered yes to #13, approximately how many times/year?

_____ times/year

15. Did you own any park visitation equipment before NSL?

- Yes
- No

16. Did you visit parks less than an hour away from you home before participation in your first NSL program?

- Yes
- No

17. If yes, did you visit parks less than an hour away from your home for: (check all that apply)

- day trips
- weekend trips
- extended trips (longer than a weekend)

18. Did you visit parks more than an hour away from you home before participation in your first NSL program?

- Yes
- No

19. If yes, did you visit parks more than an hour away from your home for: (circle all that apply)

- day trips
- weekend trips
- extended trips (longer than a weekend)

20. Did you volunteer for parks before participating in NSL?

- Yes
- No

21. If yes, how did you volunteer for parks?

22. What activities did you do in parks before participating in NSL? (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> sightseeing | <input type="checkbox"/> sitting, relaxing and rest |
| <input type="checkbox"/> taking pictures | <input type="checkbox"/> talking and socializing |
| <input type="checkbox"/> picnicking and barbeque | <input type="checkbox"/> wildlife watching |
| <input type="checkbox"/> gathering natural edible products | <input type="checkbox"/> hiking |
| <input type="checkbox"/> rock climbing/mountaineering | <input type="checkbox"/> bicycling |
| <input type="checkbox"/> vehicle-based camping | <input type="checkbox"/> back-country camping |
| <input type="checkbox"/> fishing | <input type="checkbox"/> canoeing/kayaking |
| <input type="checkbox"/> swimming | <input type="checkbox"/> motorized boating |
| <input type="checkbox"/> Off-highway vehicle (OHV) riding | <input type="checkbox"/> skiing/snowboarding |
| <input type="checkbox"/> Ice fishing | <input type="checkbox"/> other, please specify: |
-

23. Of these activities, what activities were most important?

Most important (MAIN) activity: _____

2nd most important activity: _____3rd most important activity: _____**PARK VISITATION AND USE AFTER PARTICIPATING IN NSL****24. Since your first NSL experience, have you visited a provincial park independently?** Yes No**25. If you answered yes to #24, approximately how many times/year?**

_____ times/year

26. Since your first NSL experience, have you bought any park-visitation equipment? Yes No**27. If you answered yes to #7, what have you bought?**

28. Since participating in NSL, do you currently visit parks less than an hour away from your home? Yes

No

29. If yes, do you visit parks less than an hour away from your home for: (check all that apply)

day trips

weekend trips

extended trips (longer than a weekend)

30. Since participating in NSL, do you currently visit parks more than an hour away from your home?

Yes

No

31. If yes, do you visit parks more than an hour away from your home for: (circle all that apply)

day trips

weekend trips

extended trips (longer than a weekend)

32. Since participating in NSL do you volunteer for parks?

Yes

No

33. If yes, how do you volunteer for parks?

34. Since participating in NSL, what activities do you do in parks? (check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> sightseeing | <input type="checkbox"/> sitting, relaxing and rest |
| <input type="checkbox"/> taking pictures | <input type="checkbox"/> talking and socializing |
| <input type="checkbox"/> picnicking and barbeque | <input type="checkbox"/> wildlife watching |
| <input type="checkbox"/> gathering natural edible products | <input type="checkbox"/> hiking |
| <input type="checkbox"/> rock climbing/mountaineering | <input type="checkbox"/> bicycling |
| <input type="checkbox"/> vehicle-based camping | <input type="checkbox"/> back-country camping |
| <input type="checkbox"/> fishing | <input type="checkbox"/> canoeing/kayaking |
| <input type="checkbox"/> swimming | <input type="checkbox"/> motorized boating |
| <input type="checkbox"/> Off-highway vehicle (OHV) riding | <input type="checkbox"/> skiing/snowboarding |
| <input type="checkbox"/> Ice fishing | <input type="checkbox"/> other, please specify:
_____ |

35. Of these activities, what activities are most important?

Most important (MAIN) activity: _____

2nd most important activity: _____

3rd most important activity: _____

Appendix C: Means-End data analysis from proposal

The first step of survey data analysis will be to conduct a content analysis of the laddering responses (Reynolds & Gutman, 1988). This will be done following the protocol described by Haras et al. (2005). Each response from each ladder will be put on a cue card and mixed-up. The responses will then be divided into attributes, consequences and values. Codes will be created within each category to group similar responses together. Each code will be assigned a number and the coded, numbered responses will be input into LadderMap software. As well, demographic and park use information will be input to LadderMap and an implication matrix will be created.

The implication matrix will be used to create hierarchical value maps that visually represent the connections between program attributes, consequences and respondents' values (Reynolds & Gutman, 1988). Program attributes will be displayed in white circles, consequences in grey circles and values in black circles (Gengler et al., 1995). The size of each circle will be proportional to the number of respondents who mentioned each concept and the thickness of the lines connecting attributes-consequences-values will be proportional to the number of respondents who made that connection. Connections will only appear on the HMV if they were mentioned by a minimum of 5% of respondents (Haras et al., 2005). This will be done to increase the clarity of the HMV by making sure that there is not an abundance of lines crossing over each other. One HMV will be an aggregate of all respondent's ladders and additional HMV's will be created to compare ladders across program attributes, respondent demographics and park use. For example, there will be one HMV for people who have increased their park visitation since attending NSL and another for those who have not.

Survey data will be further analysed by inputting the demographic and park use responses from the questionnaire into the statistics software, SPSS. From this descriptive statistical analyses will be conducted to determine general patterns that exist in the data.

