
CANADIAN SPORT POLICY RENEWAL NATIONAL GATHERING

SUMMARY REPORT

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EXECUTIVE SUMMARY

The Canadian Sport Policy Renewal National Gathering was held on November 9-10, 2011 in Toronto, Ontario to advance the development of a renewed Canadian Sport Policy (CSP). It was attended by 184 delegates interested and involved in all levels of sport in Canada and related sectors.

The event was hosted by the Sport Information Resource Centre (SIRC) on behalf of the Sustained Engagement and Collaboration (SEAC) Work Group which is providing leadership in the Canadian Sport Policy Renewal process. The SEAC Work Group is comprised of government and non-government experts affiliated with the sport sector at national and provincial/territorial levels.

A discussion paper, *Towards a Renewed Canadian Sport Policy*, provided the foundation for the National Gathering discussions. It was drafted by the SEAC Work Group Writing Team. Based on the discussion paper, the National Gathering agenda was divided into four main discussion areas: vision, Sport Participation Map, priority areas of policy focus and successful implementation of the renewed CSP. For each area, participants were provided with a series of questions on which to provide feedback and advice. This report summarizes the input and feedback obtained at the National Gathering.

Perspectives on the Discussion Paper

Dr. Bruce Kidd, Ms. Guylaine Bernier, Mr. Craig Sheather and Ms. Anne Merklinger were invited to share vision for a renewed CSP and their perspectives on the discussion paper. All four speakers praised the engagement process and applauded the overall principles and general direction for a renewed CSP as presented in the discussion paper. They all supported the intent to involve a wider range of sport and sport-related stakeholders in the policy and its implementation. They noted the importance of making sport a way of life for Canadians.

Key Elements of Renewed Vision Statement

Participants considered the current CSP vision, the proposed design principles and scope for a renewed vision, and the proposed public policy outcomes.

First, each participant was asked to link their organizational mandate with one or more of the proposed public policy outcomes. Every organization was able to find a place for their mandate among the proposed policy outcomes. However, many participants found it challenging to pinpoint specific areas of focus for their organizations because many organizational mandates (e.g., leadership development, creating partnerships) contributed to each of the proposed policy outcome in a different and/or cross-cutting way. As well, some mandates such as infrastructure development, research and performance measurement did not easily fit under any outcome.

Next, participants identified their “likes” and “concerns” regarding the direction for the renewed policy vision. Participants were pleased with the overall direction for the vision. In particular, they liked the holistic and harmonized approach and supported the “continuum” of sport as expressed in the direction for the vision. They agreed that the vision highlights the importance of sport at all levels (from initiation to high performance) and to all participants in the system (from children to seniors, from sports fans to high performance athletes, from coaches to officials) regardless of their motivation for becoming involved in sport.

Although participants strongly supported the overall direction of the vision and the renewed policy, they identified a number of concerns and areas for improvement such as a need to enhance the importance of physical literacy and to use more assertive language to create a rich, bold picture of the desired future state and to inspire all stakeholders to action.

In general, participants were concerned about how the renewed policy would be implemented. They urged governments to make a strong commitment to implementation and to create a post-policy structure that

includes a targeted, prioritized and resourced implementation strategy that actively engages all sectors in implementation. Finally, participants felt that there was inadequate emphasis on under-represented groups such as youth, Aboriginals, women, persons with disabilities and immigrants in the current direction for the vision. Additional emphasis on these groups should be included in a positive manner, using inclusive language.

On balance, participants supported the overall intent of the proposed policy design principle but suggested further refinement and clarification. They felt that the public policy outcomes could be more inspirational, better defined, more focused on excellence, and more integrated with, or reflective of other, existing policies..

Finally, participants suggested a number of vision statements and/or phrases to include in the renewed CSP vision statement such as:

- Canada is a world leading sport nation that achieves the highest levels of excellence and is valued for its progressive and inclusive approach to enhancing quality of life for all Canadians.
- Sport for life for all. Sport for all, for the community, for Canada, for life.
- From playground to podium: the most active nation in the world.

The Sport Participation Map

Participants were asked to consider the sport participation map to provide feedback on its general usefulness and relevance and to identify areas for refinement. On balance, participants supported the use of the map in the renewed policy. Most participants indicated that the map reflects current practice, provides an accurate depiction of the current sport environment and shows the complexities of the relationships between the spheres. They could relate to it and felt that it could be adapted to meet their needs (e.g., for communication in volunteer orientation or funding proposal materials). They supported the inclusion of the Initiation to Sport and Recreational Sport spheres which they perceived to be lacking in other sport models.

Some participants felt that the map is restrictive and does not accurately reflect the way in which individuals are introduced to sport, or participate in sport and physical activity in non-competitive and/or non-traditional ways. Some participants also felt that the map primarily reflects the “sport for sport” element of the vision and does not adequately reflect the ways in which sport contributes to society as a whole (i.e., “sport for society”).

Participants identified six primary elements they like about the map: 1. the map is inclusive and provides a global view of the Canadian sport environment; 2. it recognizes the importance of the Initiation to Sport and Recreational Sport spheres in the overall sport system; 3. it supports the notion of movement between and among the spheres; 4. the map is easy to understand; 5. it can be used as a tool to facilitate communication, leverage community-building and justify funding; and 6. it can be used to supplement and/or complement existing sport models (e.g., CS4L, NCCP).

Notwithstanding the overall support for the map, concerns were raised in several areas: 1. the overall purpose and intended use of the map were unclear; 2. potential confusion and duplication of effort in relation to existing sport models (e.g., making it difficult to place some groups); 3. lack of effectiveness due to its wide scope (although some participants felt that it should have a broader scope); 4. lack of clarity around the size of the spheres and whether they are proportional; 5. lack of focus on physical literacy; 6. the following concepts are missing from the map: professional sport, people who quit sport and those on the periphery of participation such as spectators, sport for fun, sport in physical education, a link to desired public policy outcomes, and the role of values and ethics in the sport system; and 7. there is some inconsistency and lack of clarity around the terminology used in the map.

Participants considered whether to use the sport participation map as a foundational piece for building the renewed CSP. Most participants felt that the map should be used as a foundation piece as it is inclusive and effectively shows the complexities of interactions throughout the sport system. Other participants recommended using the CS4L model in place of the sport participation map as it is athlete-centred and already known, understood and supported by many in the sport community. There were also some participants who noted that the map and the CS4L model each have their own value and the strengths of each depiction could be better leveraged by aligning the terminology used and combining or enhancing the sport participation map and/or the CS4L model.

Priority Areas of Focus for a Renewed Canadian Sport Policy

Participants were asked to consider the priority areas of focus for the renewed CSP in each sport sphere and to suggest some policy objectives for those areas of focus. In response, they identified some cross-cutting themes:

- The principle of “excellence” should be included as an overarching element of the renewed CSP.
- Values and ethics, equity, and inclusion should be included as foundational elements of the renewed policy and the sport system, not as “areas of focus”.
- The policy should address the needs of coaches, volunteers, administrators and officials as well as athletes.
- The role of the education system in the sport system should be a priority focus area for the renewed CSP.
- The renewed policy should create an environment for action, implementation and accountability in all sectors and across all sport spheres.

Participants also suggested priority areas of focus relevant to each of the four sport spheres:

- Under the **Initiation to Sport** sphere, participants stressed the need to focus on the notion of physical literacy and recommended focusing on improving the quality of daily physical activity programs and physical literacy in schools both to support school sport and the development of passion for sport for life. This is a critical stage influencing future participation in sport. Thus, it is also important to a) focus on the need for dedicated support for entry level participants of all ages (e.g., financial, human resources and programming support); and b) build and maintain linkages and partnerships among sectors and stakeholders both within the Initiation to Sport sphere and between other spheres. There is a strong need to link health and education with sport at this level.
- Under the **Recreational Sport** sphere, participants noted a significant focus on the need to build upon, improve and enhance the use and availability of facilities and equipment. Participants also focused on the need to build and maintain partnerships and connections between stakeholders and spheres as a means of enhancing sport delivery in this sphere.
- Recommendations for policy level objectives in the **Competitive Sport** sphere centred on ensuring that appropriate resources, supported by collaborative partnerships, are in place to support delivery of competitive sport for all Canadians (e.g., well trained coaches, accessible facilities, adequate funding). In addition, the need to create and sustain better integrated pathways for athletes, coaches, officials, administrators and volunteers to move from one sphere to another was emphasized. The need for additional research, improved sport science and knowledge transfer was also mentioned.
- Under the **High Performance** sphere, the need for an integrated, transparent and coordinated athlete funding model was emphasized by participants. Effective and consistent implementation of the model will rely on a high level of understanding by stakeholders including national,

provincial/territorial, colleges/universities, sponsors, CSCs and other funding partners. Participants also noted a need to develop strategies (within sport organizations) to support the systematic and strategic identification of high performance athletes across the system (both disabled and able-bodied).

Successful Implementation of the New Canadian Sport Policy

The renewal of the CSP has provided an opportunity to strengthen sport policy in Canada by making it more relevant to a broader portion of the sport sector including at the community level. The proposed sport participation map and logic model successfully link the CSP to broader policy outcomes. Achievement of these outcomes will require the combined and collaborative resources of government and the non-government sector.

Participants considered ways in which the non-government sector could be genuinely engaged in implementation of the renewed CSP. They suggested that all organizations could support implementation of the renewed CSP by publicly endorsing the policy and making an ongoing commitment to its implementation. All sectors and stakeholders could also commit to building and maintaining effective partnerships, integrating the CSP into their strategic planning and program delivery. They could also commit to using common vocabulary throughout the sport system.

Each sector could also contribute to the successful implementation of the CSP individually. For example, government organizations were encouraged to play a strong leadership role, provide adequate focused funding and implement an effective performance measurement system. Academia could support implementation of the renewed CSP by including the policy in their curriculum and by creating centres of excellence focused on enhancing and evaluating the policy. Non-government organizations could promote the CSP to their organizations and networks both nationally and internationally, and educate their organization and its stakeholders about the CSP. They could also publicly celebrate the success of the CSP by acknowledging achievements in the sport system.

Participants identified several critical success factors to ensure success of the new policy. Participants strongly advised governments to “deliver the policy and implement it” and to monitor its performance on an ongoing basis. They encouraged development of a policy funding model that directly supports collaboration and partnerships, and includes funds that can be allocated specifically to policy implementation. Participants also wanted to ensure that all stakeholders are aware of the renewed CSP and understand their role in its successful implementation. Finally, they encouraged the development of a “living document” that would grow overtime as best practices and emerging needs are identified.

Next Steps

Following the National Gathering, the SEAC Work Group and the writing team will consider the feedback compiled by participants as well as the results of previous Renewal Process learning and consultations to create the first draft of CSP 2.0. Once a draft is complete, it will be presented to federal, provincial and territorial Deputy Ministers for consideration in January 2012. The draft policy will be validated with the sport community by respective governments in February. Finally, the proposed CSP will be presented to federal, provincial and territorial Ministers responsible for sport, physical activity and recreation in April 2012 for approval.

TABLE OF CONTENTS

1.0	Introduction.....	1
2.0	Welcome and Background.....	2
3.0	Overview of Canadian Sport Policy Renewal Process.....	2
4.0	Perspectives on the Discussion Paper.....	3
4.1	Dr. Bruce Kidd.....	3
4.2	Ms. Guylaine Bernier.....	3
4.3	Mr. Craig Sheather.....	4
4.4	Ms. Anne Merklinger.....	5
5.0	Key Elements of Renewed Vision Statement.....	6
5.1	Organizational Contributions to the Public Policy Outcomes.....	6
5.2	Likes and Concerns regarding the Direction for the Vision for CSP 2.0.....	6
5.2.1	What do you like about the direction for the Vision for CSP 2.0?.....	6
5.2.2	Concerns about the Direction for the Vision for CSP 2.0.....	8
5.3	Policy Design Principle and Direction for the Renewed Vision.....	10
5.4	Suggestions for a Renewed Vision.....	10
6.0	The Sport Participation Map.....	12
6.1	How Sport is Practiced.....	12
6.2	Fit with Current Programming.....	14
6.3	As a Basis for Building CSP 2.0.....	14
6.3.1	What do you like about the Sport Participation Map?.....	14
6.3.2	What are your concerns with the Sport Participation Map?.....	15
6.4	Refinement of the Sport Participation Map.....	16
6.4.1	Sphere 1: Initiation to Sport.....	17
6.4.2	Sphere 2: Recreational Sport.....	17
6.4.3	Sphere 3: Competitive Sport.....	18
6.4.4	Sphere 4: High Performance Sport.....	18
6.4.5	Alternative Models.....	18
7.0	Priority Areas of Focus for a Renewed Canadian Sport Policy.....	21
8.0	Successful Implementation of the New Canadian Sport Policy.....	22
8.1	Organizational Commitment to the Renewed CSP.....	22
8.2	Critical Success Factors.....	24
9.0	Next Steps and Concluding Remarks.....	26
	Appendix A – List of Participants.....	28
	Appendix B – Organizational Mandates and Public Policy Outcomes.....	34
	Appendix C – Organizational Mandates as They Contribute to the Sport Spheres.....	40
	Appendix D – Suggestions to Refine the Sport Participation Map.....	44
	Appendix E – Proposed Policy Objectives by Sport Sphere.....	50

1.0 INTRODUCTION

The Canadian Sport Policy Renewal National Gathering was held on November 9-10, 2011 in Toronto, Ontario. It provided an opportunity for interested stakeholders to engage in collaborative discussion to support the renewal of the Canadian Sport Policy (CSP). The Gathering was attended by 184 delegates interested and involved in sport at all levels including national, provincial/territorial and local sport organizations; municipal, provincial/territorial and federal governments; the health sector; community-serving organizations; recreational sport organizations; athletes and coaches. A full list of participants is included in Appendix A.

The National Gathering was hosted by the Sport Information Resource Centre (SIRC) on behalf of the Sustained Engagement and Collaboration (SEAC) Work Group which is providing leadership in the Canadian Sport Policy Renewal process. The SEAC Work Group is comprised of government and non-government experts affiliated with the sport sector at national and provincial/territorial levels. It is committed to addressing topical public policy issues related to the sport sector. Current membership includes representation from the Sport Matters Group, the Canadian Council of Provincial-Territorial Sport Federations, provincial/territorial governments, and Sport Canada. Each section of the National Gathering was preceded by introductory comments by the SEAC Work Group to provide context and direction.

A writing team from the SEAC Work Group drafted a discussion paper, *Towards a Renewed Canadian Sport Policy*, for the National Gathering. The discussion paper presents a conceptual framework to guide the development of the renewed CSP. It is based on the results of the studies and consultations undertaken by governments in 2010-11 as part of the engagement process to inform the renewal of the CSP. Using elements of the discussion paper as the basis for their discussions, participants were asked to:

- Provide advice on the creation of a vision for the renewed CSP;
- Comment on and refine the proposed sport participation map;
- Identify priority focus areas for the renewed policy in the context of the proposed logic model;
- Identify critical success factors for the new policy;
- Consider ways in which their organization could express its commitment to a renewed policy; and
- Provide any other advice on the content of the renewed CSP, or its implementation.

Participants worked in small groups to provide advice and feedback related to a series of questions about a renewed sport policy. Each group shared the main points of their discussions in plenary. Feedback and advice obtained at the National Gathering, along with feedback and data previously collected by governments, will be used as the basis for drafting a renewed CSP.

This report summarizes the input and feedback obtained at the National Gathering. The first three sections of this report provide an overview of the CSP Renewal Process and the main elements of the discussion paper. Four presenters were asked to provide their perspectives on the discussion paper from the point of view of high performance sport, community organizations and the research community; these presentations are summarized in section 4.0. Participant feedback regarding the key elements of a vision statement for the renewed policy is included in Section 5.0 and on the proposed sport participation map in Section 6.0. Proposed priority focus areas for the renewed policy are captured in Section 7.0. Lastly, participants were asked to identify a) ways in which they and their organizations could express commitment to the policy and b) some critical factors to ensure successful implementation of the renewed CSP; these ideas are included in Section 8.0.

2.0 WELCOME AND BACKGROUND

Participants were welcomed to the National Gathering by a member of the SEAC Work Group who highlighted the principles that have governed the CSP Renewal Process. It was noted that a primary objective of the renewal process was to facilitate a smooth transition from the existing CSP to the new policy. As well, the principles of engagement and transparency were important elements of the renewal process so the renewal process included a significant amount of consultation culminating in the National Gathering

The principle of engagement in the renewal process was based on the concepts of Dan Lenihan, a leading thinker on the subject. Significant effort was made to ensure that citizens and organizations from sport and sport-related sectors were provided with opportunities for genuine participation throughout the process. Sport-related sectors were defined very broadly to include justice, infrastructure, recreation, health and other stakeholders such as communities and municipalities. In addition, more traditional players from the sport sector were involved. The principle of transparency was supported through the use of the SIRC website where documents, consultation outcomes, raw data from the e-survey and other information were posted on a regular basis.

3.0 OVERVIEW OF CANADIAN SPORT POLICY RENEWAL PROCESS

An overview of the CSP Renewal Process and the main concepts in the discussion paper was presented on behalf of the SEAC Work Group. The Renewal Process was initiated in 2010 with a review of the CSP which included a summative evaluation of the current policy, a set of focused consultations and a national workshop. The results of these undertakings were analyzed leading to the development of seven key principles. The principles were presented to Ministers in early 2011.

After Ministerial agreement of the principles, the Renewal Stage was launched and broad-based consultations were held in spring 2011. The results of these consultations are summarized in an *Analysis of Canadian Sport Policy Renewal (CSPR) F-P/T Government Consultations and e-Survey Data* which was prepared by the Conference Board of Canada. Following the release of this report, the SEAC Work Group drafted the discussion paper, *Towards a Renewed Canadian Sport Policy*. The discussion paper focused on high level concepts for building a renewed CSP and provided the basis for discussion at the National Gathering.

The overall scope of the renewed CSP is meant to be broad and inclusive. In relation to sectors whose primary mandates are not directly sport-related but that use sport to meet their objectives (e.g., such as municipal recreation or community-building organizations), the renewed CSP should help describe, support and encourage interactions and relationships between these sectors and sport. The way in which the policy reflects these sectors is important and will require further refinement.

The discussion paper included a proposed logic model which was developed to illustrate that quality sport programming can contribute to the delivery of positive public policy outcomes. The proposed logic model consists of four elements: areas of focus, participation outcomes, vision, and public policy outcomes. The Vision reflects the desire for a renewed policy that represents the broadest contribution that sport makes to society. The Participation Outcomes were drafted to resonate with how sport currently happens in Canada and to encourage the need for *intentional* programming to achieve public policy outcomes. The Areas of Focus were based on the results contained in the Conference Board of Canada summary report on consultations. Finally, the model suggests six public policy outcomes that were written in a way to appeal to governments. As the renewed CSP is finalized, the logic model will be expanded and refined to better represent the desired policy direction.

4.0 PERSPECTIVES ON THE DISCUSSION PAPER

Four individuals were invited to share their vision for a renewed CSP and their perspectives on the discussion paper. A summary of their remarks is included below.

4.1 DR. BRUCE KIDD

Dr. Bruce Kidd is the Interim Warden of Hart House, and a professor and former dean of the Faculty of Physical Education and Health at the University of Toronto.

Dr. Kidd applauded the principles and direction of the discussion paper as a good foundation for an improved and more democratic sport policy. Dr. Kidd also acknowledged the success of the engagement process employed to support the renewal of the CSP. Overall, he was pleased with the “ambitious attempt” to move away from the traditional “silos” of sport. He also noted a renewed emphasis on accessibility and equity in the discussion paper. The proposed sport participation map and logic model provide a good basis for ensuring that results monitoring is undertaken.

Dr. Kidd offered the following suggestions for improving the discussion paper:

- Strengthen the concept of international involvement – The discussion paper should include greater focus on the need for involvement in international sport. This would help protect athletes who participate in international sport and bolster Canadian leadership worldwide especially in sport governance issues.
- Include the concept of sport for the development of peace – In the past, Canada showed strong leadership and innovation in this area; focused, intentional efforts are required to enhance current contributions in this area.
- Strengthen the logic model – The current logic model is useful but requires further refinement to better illustrate the inputs and social and behavioural theory required to deliver the desired policy outcomes.
- Emphasize the importance of Intentionality – The renewed policy should clearly articulate the intended benefits of sport programming and how they contribute to achieving the desired policy outcomes. This will support practical implementation of the CSP.
- Address on-the-ground challenges – On-the-ground challenges such as the lack of modern infrastructure must be addressed in the renewed policy. As well, Dr. Kidd suggested the development of a labour strategy to address the need for trained, skilled and knowledgeable human resources in the sport sector.
- Clearly articulate roles and responsibilities – The renewed CSP should include a clearer sense of the roles and responsibilities of different stakeholders (e.g., governments, sports bodies, etc.).
- Seek commitment from stakeholders – As a means of ensuring advancement of the CSP’s desired outcomes, the renewed policy should encourage, enable and require all stakeholders to express commitment to policy implementation. This commitment should include a willingness to develop targets, outcomes and monitoring related to the policy and connected to organizational priorities.

In closing, Dr. Kidd noted that the principles set out in the discussion paper provide a terrific foundation for moving forward and meeting the challenges of successful implementation of a renewed CSP.

4.2 MS. GUYLAINE BERNIER

Ms. Guylaine Bernier is chair of the conseil d'administration du Centre national multisport-Montréal and serves on the board of the Canada Games Council and the Sherbrooke 2013 Summer Canada Games Organizing Committee.

Ms. Bernier praised the overall Renewal Process and acknowledged the contributions of the existing CSP to the evolution of sport in Canada. She encouraged participants to contribute to the development of the

renewed CSP in order to continue to advance this evolution towards making sport a way of life for Canadians.

The renewed policy should have a broad scope including all levels of sport – from initiation to high performance – and all types of sports activities – from fun to practice to competition. Through practice and participation in sport activities, individuals learn to enjoy sport and draw personal benefits such as confidence and self-esteem from it. These benefits can be realized whether or not individuals move from recreational sport to competitive or high performance sport. Thus, each form of sport participation is inter-related and essential to contributing to the overall success of an athlete and to the health of an individual. Ms. Bernier also mentioned the importance of addressing issues such as high quality supervision in order to support the benefits of positive sport interactions.

Ms. Bernier liked the design of the sport participation map and the linkages it depicted. She noted that recreational sport constitutes the bulk of sport activity in Canada. This is important as it feeds the competitive and high performance spheres. She also suggested including an arrow from high performance sport to competitive sport as many athletes remain in competitive sport after they retire from high performance competition.

The need to identify and monitor results was emphasized by Ms. Bernier. She pointed out that even though it may be more difficult to measure some elements, it is essential to undertake results monitoring.

Ms. Bernier acknowledged the progress that has been made in high performance sport but suggested more progress is needed to ensure that Canadian athletes remain competitive on an international stage. In support of high performance sport, the renewed policy should clarify roles and responsibilities, mandates and points of interface for different stakeholders (e.g., Sport Canada and provinces and territories) as well as focus on harmonizing actions and efforts in order to avoid confusion and duplication of effort and resources. She emphasized the importance of providing adequate and ongoing funding for supervision, infrastructure, equipment and other resources to support high performance sport.

The renewed policy should support equal opportunity access to sport across Canada. It should also encourage cooperation between sport and other sectors to optimize the use of resources (e.g., to make better use of school facilities). Ms. Bernier also noted the need to address current challenges in recruiting and retaining administrators, coaches, officials, volunteers and others needed to support sport programming. She suggested that common goals, ongoing communication and collaboration and above all, adequate resources will help address these issues. Ms. Bernier urged participants to expend as much energy on implementation of the renewed policy as was applied to the development of a renewed policy.

4.3 MR. CRAIG SHEATHER

Mr. Craig Sheather is the Vice President of Community Engagement at the YMCA of Greater Vancouver.

Mr. Sheather strongly supported making the renewed CSP relevant to a broad spectrum of organizations including those indirectly involved in sport such as community-based organizations. Sport is an excellent means of building strong communities and helping Canadians connect and grow.

Community organizations and sport organizations would benefit from finding ways to collaborate to strengthen their services for Canadians. In doing so, organizations should consider issues such as the form that sport takes in the community and how sport benefits Canadians in ways that are not typically measured. For example, Mr. Sheather noted that sport is often used this way by community-based organizations to help connect people who have little in common except a love for sport.

The proposed logic model is a good start but requires additional refinement. Mr. Sheather pointed out that community-based organizations often use logic models in funding proposals and thus may be able to

provide some guidance to refine the proposed CSP model. This would also help build a stronger relationship between sport and community-based groups. Mr. Sheather acknowledged how difficult it can be to achieve social policy outcomes but noted that including them in the logic model should encourage positive action and measurable targets.

Mr. Sheather was pleased to see a place for community-based and other groups in the sport participation map. In addition, he noted that the map is fluid enough to evolve and become more three-dimensional over time.

Overall, Mr. Sheather felt that the discussion paper embraces the value that community-based organizations bring to the overall goals of using sport to positively affect the lives of Canadians. This will encourage community-based organizations to take part in the renewed CSP.

4.4 MS. ANNE MERKLINGER

Ms. Anne Merklinger is the Director of Summer Sports for Own the Podium and is a member of the Board of Directors of Special Olympics Canada.

Ms. Merklinger praised the impact of the CSP, noting its relevance to Canadian sport and the support it provided to engage sport leaders at all levels. She suggested that the renewed CSP will become even more important to the sport community as it continues to shape priorities in the broader sport community. It will help the community define an excellent sport system that allows Canadians to participate in sport at all levels and to contribute on an international stage.

Overall, the vision – sport for sport and sport for society – is strong, powerful and relevant to all sectors. Values such as excellence and inclusiveness should be articulated as the foundation of the vision. In addition, the theme of excellence should be enhanced in the discussion paper. It is relevant to all sectors and shows that Canada is eager to be a world leader in sport.

Ms. Merklinger suggested that the following four elements require greater emphasis:

1. Physical literacy – The vision and the sport participation map do not adequately express the importance of physical literacy.
2. Sector partnerships - There is a need to seek greater alignment between sectors (e.g., sport and education) as a means of breaking down “silos” and leveraging the contributions of all sectors. In addition, Ms. Merklinger suggested that the sport sector must build partnerships with other sectors to build national leadership and national action.
3. Health and sport - Strengthen the connection between health and sport to show that sport can improve the overall health of Canadians and potentially reduce the strain on the health system.
4. Role of the private sector - Improve collaboration with the private sector.

Ms. Merklinger encouraged a call for action for sport in Canada. She noted that Canada has changed since the launch of the first CSP (e.g., dropping levels of physical activity among children; higher incidences of diabetes among youth). Thus, Canada needs to adopt a more focused, intentional and coercive approach in the renewed CSP. The renewed policy should boldly define a sport policy that is based on sharp, focused thinking around building excellence and creating a healthier Canada.

Ms. Merklinger suggested that the discussion paper does not specifically recognize the value of high performance sport in Canada including the important role that Olympians and Paralympians play as role models and heroes for Canadian children and the role that high performance sport plays in the development of leaders and the creation of civic pride. In addition, high performance sport acknowledges that it is okay to win and to want to win and strive for excellence. The renewed CSP should enable communities to embrace the power of sport.

In closing, Ms. Merklinger stated that the CSP has an opportunity to create change in Canada similar to the change that resulted from the 2010 Olympics. “From playground to podium, we have the opportunity to affect every level of sport. Let’s take it!”

5.0 KEY ELEMENTS OF RENEWED VISION STATEMENT

Participants considered the current CSP vision, the design principles and proposed scope for a renewed vision as well as the proposed public policy outcomes to respond to a series of questions, below.

Participants’ responses to each question are summarized below in sections 5.1 – 5.4.

1. Given the direction for the Vision for CSP 2.0 and the Public Policy Outcomes, where do you see you or your organization intentionally contributing to the Public Policy Outcomes? That is, on which Public Policy Outcomes are your programs deliberately focused?
2. What do you like about the direction for the Vision for CSP 2.0? What are your concerns?
3. Please comment on how the direction for the Vision for CSP 2.0 and Public Policy Outcomes reflect or do not reflect the Policy Design Principle.
4. As a group, please develop key clauses which, in your view, should be included in the vision statement for CSP vision 2.0.

5.1 ORGANIZATIONAL CONTRIBUTIONS TO THE PUBLIC POLICY OUTCOMES

Working in small groups, participants indicated the proposed public policy outcomes on which their organizational mandates are most focused by noting their organization name beside each public policy outcome applicable to their mandate. The results of this exercise are captured in a series of tables that list organization names against the outcomes. These tables are included in Appendix B.

In general, participants noted that the public policy outcomes rightly focus on benefits. Furthermore, they illustrate and support the desirability and inherent value of having different outcomes for different types of sport programs.

Although not every participant responded to the question, those that did respond were able to find a place for their mandate among the proposed policy outcomes. However, many participants found it challenging to pinpoint specific areas of focus for their organizations because many organizational mandates (e.g., leadership development, creating partnerships) contributed to each of the proposed policy outcome in a different and/or cross-cutting way. As well, some mandates such as infrastructure development, research and performance measurement did not easily fit under any outcome.

To improve the proposed outcomes, some participants suggested including a matrix outlining the key roles of different stakeholders and where they align with the proposed outcomes. They also suggested including an explanation of each public policy outcome so that its intent is clearly defined.

5.2 LIKES AND CONCERNS REGARDING THE DIRECTION FOR THE VISION FOR CSP 2.0

Participants were asked to identify the elements of the direction for the vision that they liked as well as those elements that raised concerns. These comments were provided on an individual basis by each participant at the National Gathering. In addition, each work group was asked to identify the top three likes and concerns shared by participants at the table. Both sets of responses have been summarized by theme below. Participants indicated some priority likes and concerns which were determined based both on the priority indicated in the group responses and on the number of similar responses received in the table worksheets; these priorities are identified in the text boxes accompanying the text.

5.2.1 What do you like about the direction for the Vision for CSP 2.0?

Participants supported the general direction of the vision for the renewed CSP. There was agreement that the vision must:

- provide a good basis for participation and the achievement of excellence;
- be inspirational and create a compelling vision;
- be easily understood by all stakeholders;
- focus on the delivery of a “quality” sport experience for Canadians;
- inspire engagement and buy-in around a common goal from the full range of stakeholders (in each sphere and at each level of sport, both government and non-government, and for Canadians in general);
- include all sectors and stakeholders involved in sport and including those that have not been involved in the sport sector as it has been traditionally defined (e.g., such as health and education); and
- support ongoing results monitoring and performance measurement.

Specifically, participants identified the following elements they liked about the proposed direction for the vision for the renewed CSP:

- ❑ **Broad perspective on sport** - Participants were pleased with the overall direction for the vision for the renewed CSP. In particular, they liked the holistic, “all encompassing” approach that was taken; this was the most important aspect of the vision noted by participants. A majority of participants noted that the renewed policy should include a broader range of sectors that may or may not consider themselves part of the traditional view of sport (e.g., recreational sport, community organizations, and municipalities). The renewed policy as articulated in the direction for the vision should support “nation building.”

In addition, participants acknowledged that this approach was reflected in the engagement process designed to develop input into the development of the CSP 2.0. The engagement process was community-driven rather than government driven and captured feedback from sectors both within and outside the traditional definition of sport.

What did participants like the most?

- ✓ The broad perspective taken in the vision and renewed policy
- ✓ The harmonized approach
- ✓ The “continuum” of sport

- ❑ **Harmonized approach to sport** - CSP 2.0 encourages a harmonized approach to sport; this was an important aspect of the vision for participants. The direction for the vision makes it clear that there are linkages between all levels of sport (from grassroots and high performance sport) and that everyone has a role to play in the delivery of sport for Canadians. The policy addresses sport from a pan-Canadian perspective. Ultimately, this view will help to remove the “silos” that currently exist in the sport community and improve the intrinsic value of sport to Canadians.
- ❑ **Sport continuum** - Participants also supported the “continuum” of sport as expressed in the direction for the vision; this was an important aspect of the vision for participants. It reflects the link between sport and social impacts. It shows the importance of sport at all levels (from initiation to high performance) and to all participants in the system (from children to seniors, from sports fans to high performance athletes, from coaches to officials) regardless of their motivation for becoming involved in sport.

Participants supported the “sport for sport” element of the vision noting its importance in articulating the intrinsic value of sport. They also indicated that the “sport for society” focus is important and resonates well with both individuals and organizations. It helps illustrate the role of sport as a lever to achieve goals outside of the sport environment. Both concepts can be understood by individuals as well as by organizations from a range of sectors.

- ❑ **Intentionality** - The renewed policy has a focus on deliberate and intentional action to improve sport in Canada in all its forms. There is some focus on performance measurement. CSP 2.0 has the potential to bring sport to the forefront of political priorities by associating it with broader social issues and concerns.
- ❑ **Shared responsibility** - The direction for the vision shows that different sectors, organizations and individuals have roles and responsibilities in achieving the vision. Overall, the policy encourages partnerships and collaboration with other sectors.
- ❑ **Building on success** - CSP 2.0 builds upon the success of the existing Canadian Sport Policy.

5.2.2 Concerns about the Direction for the Vision for CSP 2.0

Although participants supported the overall direction of the vision and the renewed policy, they identified a number of concerns and areas for improvement:

- ❑ **Collaboration** - Participants supported the intent of the continuum of sport expressed in the renewed policy vision. However, they were concerned that the phrases “sport for sport” and “sport for society” may enhance current tendencies to work in “silos” rather than inspire collaboration among sectors. They were most concerned about the phrase “sport for sport” noting that it may be too closely conceptualized as the sole mandate of high performance sport. Thus, they suggested the use of a more inclusive term such as “sport for life” or a connecting statement outlining the context of sport for sport in the overall vision.

Participants also pointed to the challenge of involving organizations in implementing the “sport for society” aspect of the vision. It may be difficult for organizations to identify with such a broad objective even when they support its inherent value. It may be worthwhile to ensure that education and skill development are available in this area, and to generate specific examples illustrating what is done by whom and when in support of the vision.

- ❑ **Bold, inspiring language** – In its current form, the direction for the vision is uninspiring and passive. Deliberate, assertive language should be used to paint a rich, bold picture of the desired future state in order to inspire all stakeholders to action.
- ❑ **Implementation** – Participants were concerned about how the renewed policy would be implemented. They were concerned that the direction for the vision is too broad to support targeted implementation. They urged governments to make a strong commitment to implementation and to address the need for a post-policy structure including an implementation strategy with priorities and adequate capacity and resources to support full implementation of the renewed policy.

Participants also stressed the need for a deliberate strategy to actively engage other sectors in implementation. They recognized that it may be challenging for each stakeholder to make a formal commitment to implementation of the renewed policy and suggested the development of clear expectations and recommendations for doing so (e.g., who will be expected to adopt the policy, how and to what extent).

- ❑ **Physical literacy** - The direction for the vision should include the concept of physical literacy including connections to physical education. A few participants also suggested using the LTAD framework and

What were participants most concerned about?

- ✓ Expressing a clear, inspiring vision that encourages action and collaboration
- ✓ Facilitating implementation and the achievement of concrete, measurable results
- ✓ Physical literacy
- ✓ Inclusiveness and accessibility

encouraged the use of the CS4L model as a key component of the vision; they stressed the value of using common language in the sport sector.

- ❑ **Diversity and accessibility** - There is not enough emphasis on under-represented groups such as youth, Aboriginals, women, persons with disabilities and immigrants in the current direction for the vision. It is important that all Canadians see themselves reflected in the renewed policy. Inclusiveness, accessibility and integration are important principles on which to build the renewed policy.
- ❑ **Measurability** – Participants stressed the need for appropriately defined performance measures to continuously evaluate progress in implementing the renewed policy. In addition, the development of the renewed policy should be informed by evidence-based research. One participant noted the New Brunswick Social Policy Research Network as a source of guidance.
- ❑ **Excellence** – Excellence should permeate the vision and renewed policy as an overall concept. Excellence should not be attached directly and only to high performance sport; it applies to all aspects of sport including the four spheres and the different players involved in sport (e.g., athletes, coaches, officials, volunteers, etc.).
- ❑ **Equity in the continuum** – The vision must ensure equity across the sport continuum (from initiation to high performance) without unduly emphasizing the importance or priority of one sphere over another. Many participants urged a greater focus on high performance sport throughout the policy; however, a number of participants were concerned that the policy focused too much on high performance sport.
- ❑ **Recognize the value in, and of, sport** – The vision should recognize that sport participation also contributes to non-sport outcomes for individuals (e.g., leadership skills, self-confidence, ability to work with others, dedication, tenacity, quality of life, etc.).
- ❑ **Leverage sport for positive social outcomes** – The sport sector may need to develop strategies to address current issues in the sport sector (e.g., such as bullying). Lack of action on these issues may lead to negative outcomes and/or undermine the achievement of the desired positive outcomes.
- ❑ **Communications** – The renewed policy and vision present a communications challenge that must be addressed to ensure successful implementation. There are a number of intended audiences for the policy and each audience is likely to interpret the vision differently. Some participants also noted a challenge in ensuring that all Canadians understand the broader meaning and intent of sport included in the new policy (i.e., to some, sport means athlete). Thus, a variety of strategies may be required to clearly communicate the vision of the renewed policy.
- ❑ **Economic impact** – The direction for the vision and public policy outcomes do not adequately address the positive economic impact of sport.

Finally, participants suggested adding the following concepts to the renewed policy: sport for development, nation building, involvement in international sport, a focus on officiating, health benefits, emphasis on the role of the health system, schools and the education system, and some focus on engaging the media and external sponsors.

Regarding the proposed logic model, participants noted that it should also include a systematic focus on the reduction of barriers (e.g., equipment, opportunity, etc.) to sport. It should also include clear descriptions outlining the concepts contained in the diagram. These descriptions should include an outline of the context and intent, desired outcome(s) and roles and responsibilities for each element of the model.

5.3 POLICY DESIGN PRINCIPLE AND DIRECTION FOR THE RENEWED VISION

Participants were asked to comment on the how the direction for the Vision for CSP 2.0 and Public Policy Outcomes reflect or do not reflect the Policy Design Principle. Participants supported the overall intent of the design principle. The design principle and overall direction for the vision for CSP 2.0 as stated are a “good start in the right direction” but require further refinement and clarification.

Specifically, the following areas of improvement were recommended:

- The public policy outcomes are not bold enough and do not directly respond to the design principle. They must be inspirational.
- The outcomes are not meant to be limiting or judgmental; that is, if a program leads to an outcome, it should be considered to have “quality” (at any level). This intent should be emphasized. One participant cautioned against putting too much emphasis on quality and economic drivers; such a focus may restrict the effectiveness of the vision and public policy outcomes.
- There seems to be repetition in the public policy outcomes (e.g., community development and civic pride) and some could possibly be combined. However, it is difficult to determine this as they are not well defined and thus open to interpretation.
- The outcomes need to be clearly defined so that they can be used by all stakeholders to argue collectively for more funding and support.
- The vision is missing integration and alignment with other existing policies such as the National Recreation Statement. Some participants also felt that the vision should reflect CS4L, especially by retaining the common language that has been developed.
- Excellence should not be a public policy outcome but a foundation of the overall policy.
- The design principle is missing the need to identify tactics/objectives that achieve the outcomes.
- The specific need to enhance existing successes has not been articulated.
- Ensure that the design principle aims to enhance investment in initiation, recreation, competitive and high performance sport in a balanced way.
- The design principles and public policy outcomes should reflect the value of sport to improving quality of life for all Canadians.
- In the design principle, insert the word “potential” before the phrase “positive contribution of sport.”

Finally, it was also noted that it is unclear whether and how the themes in the discussion paper (i.e., sport participation, sport development, high performance sport, capacity and resources, linkages, partnerships and collaborations, community building, and international involvement) link to the public policy outcomes.

5.4 SUGGESTIONS FOR A RENEWED VISION

Individuals and groups suggested several vision statements and/or phrases to include in the renewed CSP vision statement. They also identified a number of concepts and elements that should be included in the vision. These statements were posted on the “vision wall” for inspiration throughout the National Gathering and have been summarized below (in no particular order or priority).

Participants suggested including the following vision statement or phrases in the renewed CSP:

- Canada is a world leading sport nation that achieves the highest levels of excellence and is valued for its progressive and inclusive approach to enhancing quality of life for all Canadians.
- All Canadians benefit from accessible, quality sport experiences in their community regardless of interest, ability, or financial circumstances. Sport is supported by a strong network of sport and sport-related infrastructure.
- An inclusive sport environment that increases sport participation for all Canadians and increases sport performance for athletes, through enhanced capacity, interaction and excellence.

- Canada has an innovative and dynamic sport system from playground to podium that encompasses sport for life principles and values. Every Canadian sees how and where they fit and add value to the Canadian sport system whether as a participant at the grassroots level or as a coach, volunteer, supporter or fan. The sport system reflects the diversity of Canadian society and for clear shared values of inclusivity, fairness, fun and excellence.
- Sport can achieve excellence, celebrate personal success, be collaborative and inclusive, and inspire all Canadians.
- Canadian sport: everyone, everyday on every stage.
- Sport for life for all. Sport for all, for the community, for Canada, for life.
- From playground to podium: the most active nation in the world.
- From physical literacy to physical activity for seniors.
- Sport for play. Play for society (or, alternatively, play for life).
- Sport for excellence.
- An active, healthy Canada. Healthy, active, confident Canadians with opportunities to get involved in sport.
- ...from wellness to world leaders
- ...and leading edge sport environment that has a strong infrastructure that includes and enables all Canadians.
- ...develop a sport environment so rich, engaging and encompassing that the environment compels all Canadians to experience and enjoy...
- ...to build a diverse, vibrant and proud Canada through sport
- Sport for the people in pursuit of excellence on the playground, in the streets and on the podium.
- A leading sport nation focused on social innovation from playground to podium.

In addition, participants suggesting the following elements and/or concepts for the renewed vision statement:

- | | |
|--|---|
| <ul style="list-style-type: none"> ❑ Excellence – Excellence should be an overarching principle for the renewed policy. It could also be defined differently by different partners and sectors. ❑ Sport as a catalyst - The sport system acts as a catalyst for engaging communities, partnerships and individuals. ❑ Physical literacy – The need to enhance physical literacy among Canadians was mentioned by most groups. Daily involvement in sport or physical activity is important. ❑ Sport for health - Increasing participation in organized sport will lead to a socially and physically healthier nation. High quality personal experiences can lead to better outcomes. | <ul style="list-style-type: none"> ❑ Long-term participation – Encouraging and sustaining involvement as individuals reach a skill plateau or when skills begin to decline. ❑ Performance measurement – quality sport delivery must be supported by an appropriate monitoring system ❑ Shared responsibility - The vision should articulate the importance of shared responsibility in the delivery of sport. ❑ Access - All Canadians have means and ability to access the sport or physical activity of their choice. ❑ Inclusiveness - Sport is available according to ability, aspiration and potential. Sport is available for women and other under-represented groups. |
|--|---|

- ❑ **Enhanced capacity** – including human resources, volunteerism, skills and knowledge
- ❑ **Community need** – An integrated delivery system based on needs of communities.
- ❑ **Enhanced infrastructure** – quality programs, facilities and opportunities are available.
- ❑ **Visionary leadership** – Including the desire for Canada to be a world leader.
- ❑ **Sport for life** – The vision should include the concept of “pathways” from physical literacy to excellence to support the involvement of Canadians in sport throughout their lives. The Sport environment is supportive of participation at all levels of sport from family fun to international success. Owning the podium starts with the family.

Participants also recommended including the following elements in the vision:

- Economic development
- Sport for innovation
- Community development
- Role of sport in education
- Nation building
- Active engagement
- Fun
- Respect for sport
- Sport that is values-based, ethical and fair
- Development of athletes as ambassadors
- Quality coaching with appropriate training
- Exchange of knowledge, education and learning

6.0 THE SPORT PARTICIPATION MAP

On behalf of the SEAC Work Group, a short overview of the proposed sport participation map was provided. The map is intended to reflect how sport is currently practiced in Canada for use as a conceptual tool upon which to structure the new policy. It was designed to facilitate understanding of sport participation in all its forms and contexts in a way that participants and practitioners can identify their place in the sport environment. The map depicts four spheres of activity: initiation to sport, recreational sport, competitive sport and high performance sport. Stakeholders can move between these spheres over time and may, at any given time, find themselves in more than one sphere.

Participants were asked to consider the sport participation map to provide feedback on its general usefulness and relevance and to identify areas where refinement could improve the map. Specifically, they responded to four questions:

1. Do you think that the Sport Participation Map reflects how sport is currently practiced in Canada? Why or why not?
2. Do you see your programming activities fitting into one or more spheres of the Sport Participation Map? Please identify.
3. What do you like about the Sport Participation Map as a basis for building the Canadian Sport Policy 2.0? What are your concerns?
4. Should the Sport Participation Map and its descriptors be refined? If so, how?

Participant feedback was provided in plenary and on worksheets which were collected from each small group. This feedback is summarized in sections 6.1-6.5, below.

6.1 HOW SPORT IS PRACTICED

Participants were asked to comment on whether they thought the sport participation map reflects how sport is currently practiced in Canada and to give reasons for their response.

❑ Yes, it reflects current practice...

Most participants felt that the map provides an accurate depiction of the current sport environment and they were able to identify a place(s) for their organization within the spheres of the map. They could relate to the map and felt that it could be adapted to meet their needs (e.g., to present to different organizations to explain the sport environment for orientation or funding purposes). It would be useful as a conceptual tool for broad-based policy and could be changed over time to reflect change and/or to meet other policy needs.

Participants were pleased with the inclusion of the Initiation to Sport and Recreational Sport spheres (which they perceived to be lacking in other sport models). It is also useful to show both Competitive and High Performance Sport. It is accurate to place high performance sport within the competitive sphere.

The map shows the complexities of the relationships between the spheres. However, a stronger relationship between the Competitive/High Performance and Recreational/Initiation spheres is needed. Participants wondered if the scale of the spheres is reflective of current practice and whether they were meant to show proportionality by number of participants (or some other measure). Some participants suggested that proportionality should be shown.

❑ No, it does not reflect current practice...

Some participants felt that the map is restrictive and does not accurately reflect the way in which individuals are introduced to sport or participate in sport and physical activity in non-competitive and/or non-traditional ways. In general, there was concern that the map may not make it easy for certain groups to find their place in the spheres as depicted.

Some participants noted that initiation to sport can happen in any sphere. Other participants felt that the term “initiation” did not adequately capture the intent of the Initiation to Sport sphere as the place where individuals learn new skills – this could happen at any stage of an individual’s involvement in sport and in some cases, individuals may never progress beyond this sphere into recreational, competitive or high performance sport. As well, some participants suggested that entire map needs to be situated within a broader sphere that would encompass the inputs and outputs of sport (e.g., physical literacy, initiation for those who never become involved in organized sport, people who “drop out” of sport, and those on the periphery such as spectators). Thus, they suggested the use of alternative phrases such as “introduction to sport” or “play for life” to better capture this intent.

Currently the map does not fully reflect how sport is currently practiced. It primarily focuses on the “sport for sport” element of the vision and does not adequately address “sport for society.” For example, the following five sectors should be included in the map: a) professional sport; b) sport industry; c) media (i.e., who promote and sell sport); d) sport spectators (i.e., those who are interested but do not participate); and e) other interested groups (e.g., education, health, etc.).

❑ Yes, it reflects what we’d like to see in ten years....

A few participants indicated that the Map not only provides a good depiction of the current sport environment, it also indicates what sport should like to 2022. At the end of the renewed policy’s lifespan, the sport environment should be closer to the map as drawn. This would mean establishing genuine mutual interactions between the spheres and addressing equity issues to a greater degree across the sport system.

6.2 FIT WITH CURRENT PROGRAMMING

Organizations present at the National Gathering identified the spheres in which their organizations operate. Specifically, there were asked to consider the following discussion question: *Do you see your programming activities fitting into one or more spheres of the Sport Participation Map? Please identify.*

In many cases, organizations placed themselves in every sphere. In addition, some organizations placed themselves in the first three spheres (initiation, recreation and competitive) in different proportions to indicate that their mandates focused primarily in one sphere but also touched on the other spheres. A few organizations with narrowly focused mandates placed themselves solely in one or two spheres (usually the high performance and/or competitive sport spheres).

In addition, fifteen (15) organizations placed themselves into the interface between the Initiation to Sport and Recreational Sport spheres and twelve (12) organizations placed themselves in the interface between the Recreational Sport and Competitive Sport spheres.

A full list of the organizations that identified themselves in the sport participation map is included in Appendix C.

6.3 AS A BASIS FOR BUILDING CSP 2.0

This section summarizes specific responses to the question: What do you like about the sport participation map and what are your concerns? On balance, participants felt that the sport participation map works well (notwithstanding the need for some refinement and clarification). The map reflects how sport is currently practiced in Canada and is valuable as a conceptual tool upon which to structure the new policy. It is understandable and reflects current sport practice in Canada. It includes the key components (the right number of spheres) of sport in Canada. It will also be useful as a tool for participants to build understanding among their stakeholders and partners of sport participation in all its forms and contexts. Participants were able to identify their place in the sport environment using the Map.

6.3.1 What do you like about the Sport Participation Map?

The map works well overall. Specifically, participants identified six elements they like about the sport participation map.

- ❑ **The map includes everyone.** The map is very inclusive allowing a full range of sport-related stakeholders to identify themselves within the sport system. It provides a global view of the Canadian sport environment and captures the four main categories of sport as well as the overlap between them. It also recognizes the broader definition of sport which includes community sport, physical activity and education; and can be understood by organizations, athletes, coaches, officials or others.
- ❑ **The map is balanced.** The Sport Participation Map recognizes the importance of the initiation to sport and recreational sport spheres in the overall sport system. This was a gap in the previous policy.
- ❑ **The map illustrates movement between spheres.** The map supports the notion of movement between and among the spheres. It can be used to depict the progression of individuals in and out of the system. And, it allows organizations to identify themselves in more than one sphere at any given time and to change their focus over time.
- ❑ **The map is easy to understand.** The pathways and spheres are understandable by sport and non-sport stakeholders.
- ❑ **The map can be used to support sport.** The Sport Participation Map could be used to explain the sport system to others such as coaches, sponsors or parents. Its comprehensive perspective facilitates research opportunities and the map provides a good basis for recognizing and leveraging the potential of community-building through sport. It could also be used by sectors to seek program

funding and to increase the scope and impact of sport in Canada. Finally, the map may be valuable as a broad-based policy and communications tool for governments.

- ❑ **The map can work with other models.** Overall, the map reflects the principle of sport for life. It can be used to supplement or complement sport models that are currently in use such as CS4L, NCCP and LTAD. It can also be adapted by other sectors to show areas of overlap or commonality between sectors (e.g., gender, sport specific, provincial programming, people with disabilities).

6.3.2 What are your concerns with the Sport Participation Map?

Despite the general support for the map, six general concerns were identified as the basis for possible refinements:

- ❑ **What is the primary purpose of the Map?** The overall purpose and intended use of the map were unclear. First, there was some confusion about whether the Map was intended to be a “model” of the sport system or an illustration for policy development purposes. It was also not clear whether the map illustrated the current state of the sport environment or a desired future state. Some participants suggested that it would be useful to portray both (likely in two separate maps).

Participants were unsure whether the map attempts to demonstrate the path that one individual/athlete would take in one sport or whether it is meant to portray multi-sport experiences (they supported the latter). Also, is the general focus from the perspective of the participant or the sport system overall?

Some participants also noted that the map seems to focus on the physical aspects of sport rather than a broader focus on other benefits such as health, nutrition. Furthermore, it does not adequately communicate the “sport for society” aspect of the vision. The map could be used to better show the impact of sport on health, education, leadership and development.

- ❑ **How does the map relate to other models?** Participants considered whether or not to use the sport participation map as a foundational piece for building the renewed CSP. Overall, support for the use of the map was articulated. However, some participants favoured the CS4L model and were concerned that the introduction of the sport participation map would cause unnecessary confusion and duplication of effort. They wanted to ensure that there is commonality and consistency in terminology, goals and objectives in the sport system overall and fear that the addition of another model would reduce the effectiveness of CS4L and the map as well as the system’s overall ability to collaborate.

Three primary viewpoints emerged from this discussion:

1. Use the CS4L model in place of the sport participation map. It is athlete-centred and already known, understood and supported by many in the sport system. Proponents of this viewpoint were concerned about losing political and stakeholder support for the CS4L model and about duplicating effort and confusing stakeholders by introducing the map and new language around the sport system.
2. Use the map over the CS4L model for the purposes of the renewed CSP as it is more inclusive (the CS4L does not include the initiation to sport or recreational sport spheres in any detail) and more effectively shows the complexities of interactions throughout the sport system. They felt that it would be a good conceptual tool on which to base the renewed policy, and that CS4L provides the detail for several of the spheres. It was also noted that not all provinces and territories recognize or support the use of the CS4L model.
3. Align terminology and combine or enhance the sport participation map and/or the CS4L model to better depict the full sport system in a single representation. They felt that neither the map nor the CS4L model adequately captured the full system on its own and they did not want to lose the value of either depiction.

- ❑ **Is it too broad?** Although participants endorsed the inclusive nature of the Map, there was some concern that making it applicable to too wide an audience would reduce its effectiveness.
- ❑ **Are the spheres proportional?** Participants were unsure whether the spheres were drawn to illustrate the proportion of the sport system addressed by each sphere. They suggested that an illustration drawn to scale might be useful but the analytical basis of the proportions must be clearly communicated (e.g., by cost, by influence on other spheres, by number of people participating in the sphere, etc.).
- ❑ **What is the pathway to initiation?** Physical literacy provides the foundation for sport and physical activity. It should be included in the Sport Participation Map, perhaps as a “pre-initiation” sphere or overarching concept.
- ❑ **How can the map be improved?** Participants offered a range of suggestions for improving the map including:
 - The whole map could be encompassed by a large circle to capture the place of physical literacy in the map.
 - The High Performance sphere influences the other spheres (e.g., high performance athletes, coaches and officials move to other spheres both as role models and as participants). Thus, arrows should be included from HP back to the Competitive, Recreational and Initiation to Sport spheres.
 - Overlap between the Initiation to Sport and Competitive Sport spheres should be included in the diagram. However, some participants felt that this connection should not be encouraged as it may put athletes in a position where they are competing without the necessary emotional and psychological abilities.
 - The Initiation to Sport sphere could be combined with Recreational Sport sphere to make it a three-sphere diagram. This would more accurately reflect the current state of the sport system.
 - Unstructured/free play could also be included in the Recreational Sport sphere.
 - The map could reflect or define the orders of government responsibility.
 - The map should be accompanied by an explanation that includes definitions of terms, identifies the changing stakeholders involved in each sphere (to show the increasing specialization that occurs from initiation to high performance) and discusses the roles and responsibilities of different stakeholders in each sphere.
 - Several participants suggested using an alternate term for “initiation” such as: introduction, entry, learning, play and active living, or developing physical literacy.

6.4 REFINEMENT OF THE SPORT PARTICIPATION MAP

Participants reviewed the Sport Participation Map and its accompanying description (see pages 21-24 in the discussion paper) and offered suggestions for refining and improving it. A general overview of the suggestions offered for each sphere of the Sport Participation Map is captured below in sections 6.4.1-6.4.4. Specific comments aimed at editing the descriptions for each sphere are included in Appendix D.

In general, two areas for improvement applicable to all the descriptions were noted.

- The following concepts could be added to the map: professional sport, a link to the desired public policy outcomes, the role of values and ethics in the sport system, fun, physical education, people who quit sport and those on the periphery of participation such as spectators. It also does not adequately address roles and responsibilities in each sphere.
- Participants also noted that some terminology is used inconsistently from one sphere to another and in many cases, the terms used in the sphere descriptions, especially the category headings, are unclear. Specifically, they noted:

- Does “stakeholders” category focus only on organizations?
- What is the difference between the “leadership” and “resources” categories?
- The resources category seems to be defined too narrowly: it should include facilities, equipment, learning resources, human resources and financial resources.
- Regarding the “stakeholder” category, participants felt that several stakeholders should be added to every sphere: the participant, parents, corporate sector, education sector, media/advocacy, technology.
- Several small groups recommended changing the title of this category to “role of rules.” The “rules” category should focus on the role of rules as it relates to each sphere. Rules are important and should be applied in every sphere but may be emphasized in different ways depending on the sphere (e.g., in the Initiation to Sport sphere with young children, the rules might focus on the importance of tidying the dressing room after a game).

6.4.1 Sphere 1: Initiation to Sport

The initiation to sport sphere is a foundational stage. Its overall goal is to ensure that people (of all ages) have fun, learn new skills and retain a positive experience that will encourage a lifelong habit of sport and/or physical activity. Initiation to sport can occur in a range of contexts and in many different ways (e.g., formal and informal, organized and individual experiences).

Participants noted three major gaps in this section.

- a) The concepts of physical literacy, physical activity and movement need to be added.
- b) This sphere needs to reflect a range of life entry points (from children to seniors). Additional strategies may be required to encourage Canadians to make sport (physical activity) a lifelong habit. The importance of seeking and retaining adult role models in the initiation sphere was also noted. It is important to have competent, certified leaders involved in this sphere at all levels.
- c) This sphere does not only feed the other spheres; there may also be movement from other spheres back to Initiation to Sport. For example, athletes or others who wish to begin a new sport or who are being re-introduced to sport due to injury may fall into this sphere; others may return to the Initiation sphere as coaches or officials.

Participants agreed that rules are adaptable and flexible at this stage. However, they noted that this does mean that rules are unimportant. It is important to ensure that values and ethics are learned at this stage – both by participants and parents.

Desirable outcomes in the Initiation to Sport sphere are wide-ranging but focus on creating a strong foundation for lifelong participation in sport and physical activity (e.g., mastery, introduction to rules, physical literacy, habits, love for competitive sport) and on personal skill development (e.g., confidence, social bonds, character development, increased awareness of community).

6.4.2 Sphere 2: Recreational Sport

Participants did not note any major gaps in the description of this sphere although they pointed out that recreational sport can contribute to the refinement of skills for competitive sport and/or it can be undertaken simply for personal gratification and self-improvement. This sphere may also include athletes who previously competed at higher levels but are transitioning out of the competitive or high performance spheres and wish to continue playing, coaching or officiating a sport or desire to learn a new one.

Recreational sport may or may not be organized. The education system has a stronger role to play in recreational sport than is currently indicated in the description.

Participants also suggested adding a range of outcomes including skill and leadership development, cultural enhancement, engagement of volunteers, mastery, and movement to other competitive or high performance spheres.

As noted in the Initiation to Sport sphere, participants suggested that the stakeholder list should include corporations, media, physicians, families/parents and social and physical researchers.

6.4.3 Sphere 3: Competitive Sport

The focus in competitive sport is on achieving excellence. Nonetheless, participants noted that participation in competitive sport does not always lead to a move to the high performance sphere.

Some participants noted that geography can play a significant role in accessibility to competitive sport and that different equity and outreach policies are needed to address accessibility issues in different regions.

The motivations in this sphere could be better defined. The meaning of the phrase “external measures” was unclear to many participants. In addition, they suggested adding a range of motivations such as fun, civic pride, skill development, scholarships, self-esteem and winning.

The context of the High Performance sphere could also be expanded to include provincial and national teams, colleges and universities, international competitions and the Canada Games.

The term “specialized” as it is used under the program category could be defined to clarify its meaning in this context. The leadership, outcomes and stakeholders categories also require further elaboration.

6.4.4 Sphere 4: High Performance Sport

Participants felt that every element of the description of the High Performance sphere could be enhanced and refined. Some noted that this sphere seems to be too narrowly focused and could explicitly include other types of high performance sport such as international representation in Aboriginal sport events or special needs sport.

This sphere also contributes back to the other spheres by, for example, providing role models and resources such as coaches and officials. In addition, high performance athletes may move between spheres as they retire from high performance sport or begin looking for a new sport.

The role of colleges and universities and professional sport are missing from this sphere.

An important outcome and motivation for high performance athletes is national pride and patriotism as well as the desire to win.

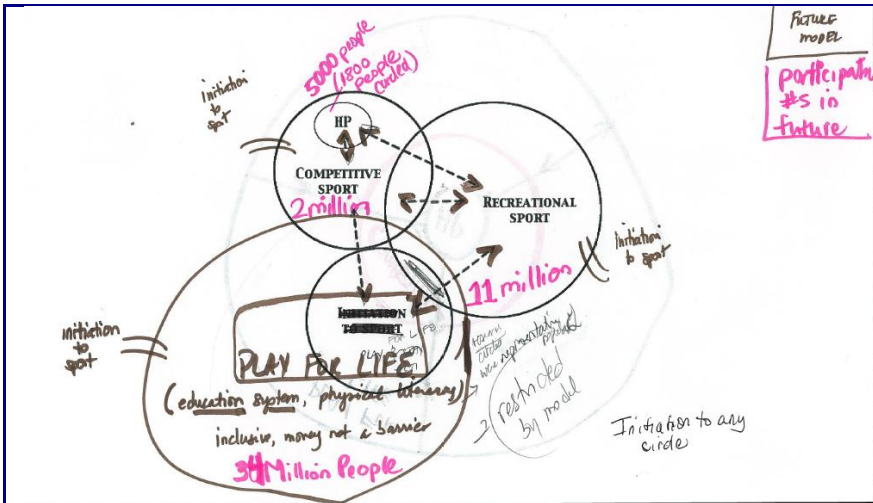
The phrase “expected to show a high level of respect for the rules and ethics of sport” is included in the introductory paragraph under High Performance sphere. It should also be included in the other spheres.

Finally, the link between High Performance and community sport clubs (as a stakeholder) was unclear to some participants.

6.4.5 Alternative Models

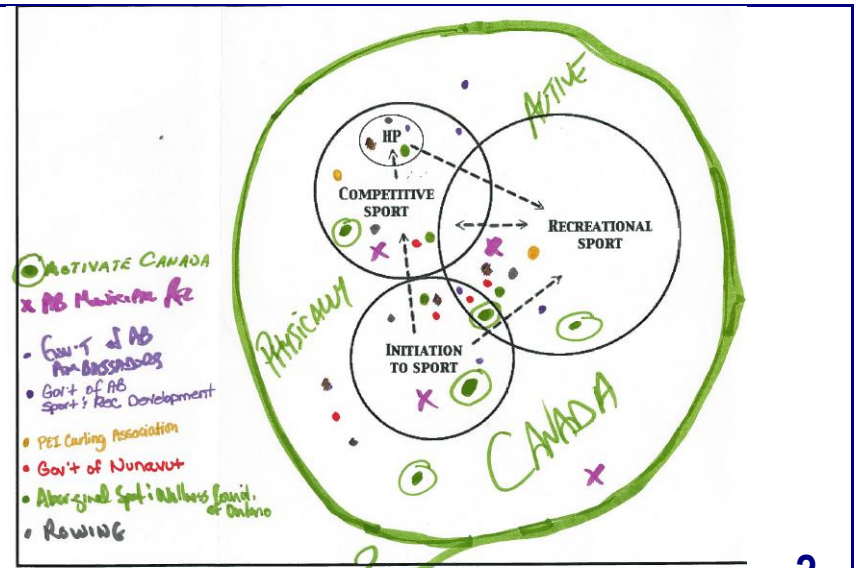
Several table groups also created alternative depictions of the Sport Participation Map. These are included below.

Alternative Suggestions for the Sport Participation Map

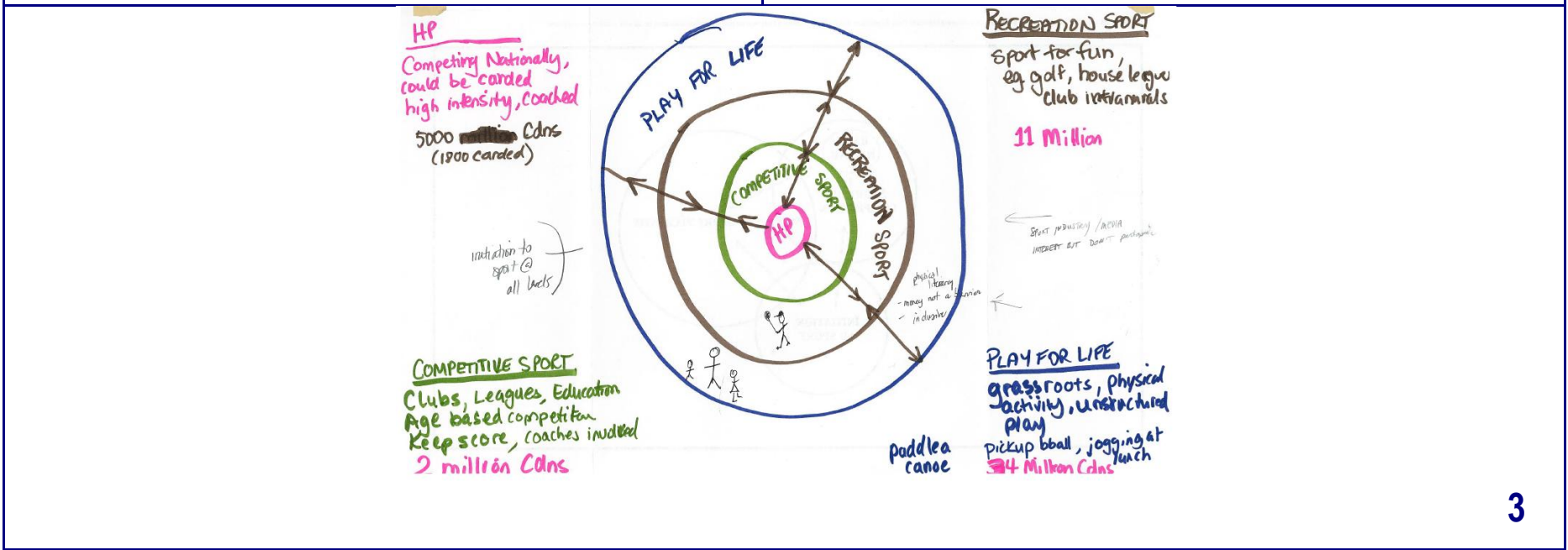


* Based on the organizations we represent. (TABLE #7)

1

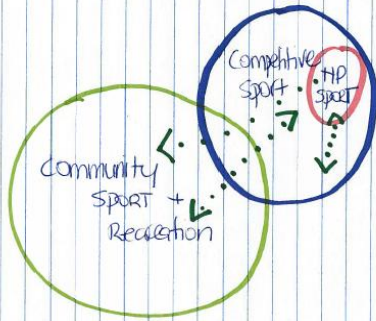


2



3

SPORT IN CANADA 2022

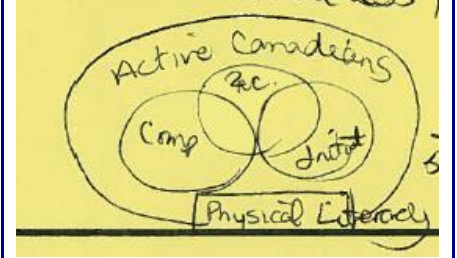


- high performance
- competitive sport
- new combines initiation recreation = community sports recreation

4



5

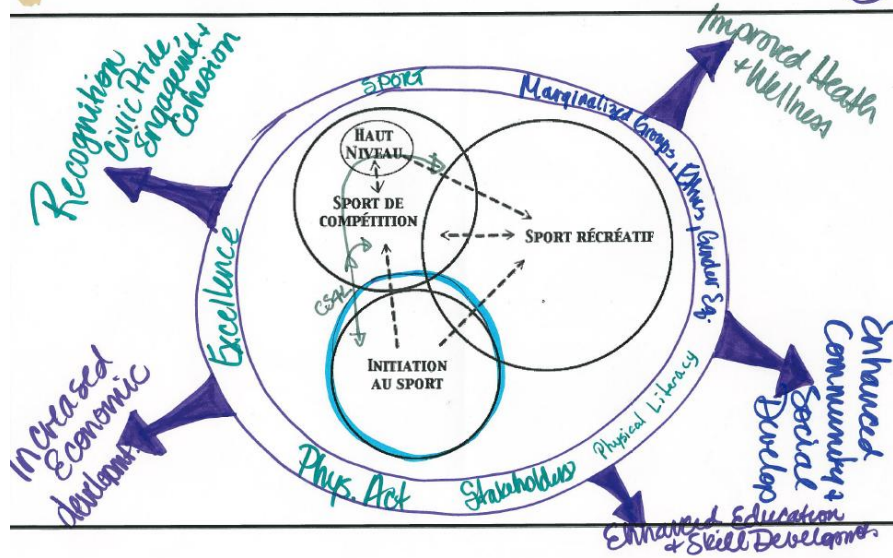


6

Plan de participation au sport
Question 2: Est-ce que les activités de vos programmes s'intègrent bien dans l'une ou plusieurs des sphères d'activité à l'intérieur du plan de participation dans les sports? Justifiez votre réponse!

Add in layers to show Sport for Society

10
😊



7

7.0 PRIORITY AREAS OF FOCUS FOR A RENEWED CANADIAN SPORT POLICY

On the second day of the National Gathering, participants were asked to consider the priority areas of focus for the renewed CSP. Participants worked in small groups to discuss one or more of the sport spheres – Initiation to Sport, Recreational Sport, Competitive Sport or High Performance – as their primary area of focus. They responded to the following discussion question:

- **For each of the spheres, what are the priority areas of focus (Initiation to Sport, Recreational Sport, Competitive Sport and High Performance), and specific policy objectives necessary to ensure a quality sport experience?**

A presentation was given to provide some context for the discussion. Participants were encouraged to identify policy-level statements (rather than program initiatives) and to consider the consultation results as well as the discussion paper in their deliberations. To assist participants, a list of policy statements from the current CSP was distributed.

A summary of the discussion is included for each sport sphere below. A full list of specific policy objectives suggested for each sphere is included in Appendix D.

- Initiation to Sport** - Physical literacy was the primary focus for policy in this sphere. As noted previously in this report, participants felt that the element of physical literacy was missing from this sphere and they strongly recommended including it as a priority area of focus in the renewed CSP. Participants also recommended focusing on improving the quality of daily physical activity programs and physical literacy in schools to support school sport and the development of passion for sport for life. It is also important to focus on the need for dedicated support for entry level participants of all ages (e.g., financial, human resources and programming support). Finally, participants stressed the importance of building and maintaining linkages and partnerships among sectors and stakeholders both within the Initiation to Sport sphere and between other spheres. There is a strong need to link health and education with sport at this level.
- Recreational Sport** - A significant focus in the objectives in the recreational sport sphere was the need to build upon, improve and enhance the use and availability of facilities and equipment. Participants noted issues such as the need to retrofit existing buildings and make better use of existing facilities to allow equal access to recreational sport for all participants. They also suggested policy objectives such as maximizing community access to equipment and facilities through collaboration and partnerships, creating inventories of available facilities in Canada, and designing and using multi-use facilities. They also encouraged manufacturers to develop accessible equipment for seniors, women (e.g., gender specific football equipment) and those with disabilities.

Regarding policy objectives to enhance values and ethics, participants focused on the need to education and engage parents in the promotion of fair play, values and ethics and being a supportive sport parent. They also noted the need to enhance capacity among coaches and volunteers (e.g., by providing tools, training and support services to support cost-effective, efficient training of volunteers and staff).

- Competitive Sport** - In this sphere, recommendations for policy level objectives centred on ensuring that appropriate resources are in place to support competitive sport (e.g., well trained coaches, accessible facilities, adequate funding, etc.). These must be supported by collaborative partnerships. In addition, the need to create and sustain better integrated pathways for athletes, coaches, officials,

administrators and volunteers to move from one sphere to another was emphasized. The need to ensure that competitive sport opportunities are available to all Canadians was also highlighted.

- **High Performance** – In this sphere, the need for adequate focused, coordinated funding to support high performance sport was emphasized by participants. They also stressed the importance of developing strategies for the systematic and strategic identification of high performance athletes across all sectors of the sport system (both disabled and able-bodied). Participants also stressed the need to focus on the overall development of coaches to support athletes. They suggested the creation of a national strategy to ensure that sport organizations have access to the support and resources they need to achieve their objectives. Performance on the international stage was also addressed. Participants suggested the inclusion of policy objectives such as the establishment of mechanisms to ensure Canadian representation on international level committees, to promote Canada as a destination for international competitions and to build collaborative international partnerships.

In addition, some cross-cutting themes were identified:

- The principle of “excellence” should be included as an overarching element of the renewed CSP.
- Values and ethics should be foundational elements of the renewed policy and the sport system, not “areas of focus.”
- Equity and inclusion should be foundational elements of the renewed policy and the sport system, not “areas of focus.”
- There was a dominant focus in the discussions on the need for equity and to ensure that all Canadians have access to sport if desired. Participants emphasized the need for a policy to address “under-represented” sectors of the population such as Aboriginals, women and newcomers to Canada. They agreed that the language that is used to articulate this need is important. It must frame the issue in a way that will facilitate positive action rather than reinforce a negative stereotype. Thus, they suggested the use of wording such as “address the diverse needs of all Canadians” in the policy statement(s).
- Policies must address the needs of coaches, volunteers, administrators and officials as well as athletes.
- The role of the education system in the sport system is a priority focus area for the renewed CSP.
- The renewed CSP must create an environment for action, implementation and accountability in all sectors and across all sport spheres.

8.0 SUCCESSFUL IMPLEMENTATION OF THE NEW CANADIAN SPORT POLICY

The SEAC Work Group provided some context and guidance to inform the discussion on implementation of the renewed CSP. It was noted that the renewal of the CSP has provided an opportunity to strengthen the CSP, to make it a policy for the sport sector more broadly and to make it relevant at the community level. The proposed sport participation map and logic model link the CSP to broader policy outcomes. It will require the combined and collaborative resources of government and the non-government sector to achieve these outcomes. Participants were encouraged to consider ways in which the non-government sector can be genuinely engaged in implementation of the renewed CSP (e.g., by making a public commitment, by signing an agreement, or by creating an action plan).

8.1 ORGANIZATIONAL COMMITMENT TO THE RENEWED CSP

Participants worked in small groups to respond to the question: How can your organization express its commitment to the new policy?

- ❑ **Governments** – Governments (federal, provincial/territorial and municipal) can express commitment to the renewed CSP by:

 - Publicly endorsing implementation of and ongoing commitment to implementation of the CSP.
 - Taking a leadership and advocacy role in implementation.
 - Identifying a champion from Sport Canada to promote, educate and assist implementation.
 - Providing funding and aligning funding along the themes of the policy.
 - Committing to ongoing performance measurement including developing tools or templates to help stakeholders measure their progress against the policy and their overall impact on the sport system. Government could also recruit Statistics Canada to assist in the gathering of reliable data on sport in Canada.
 - Establishing an endorsement process to be followed by non-government organizations which includes a process for reporting progress to a centralized body (e.g., a Sport Policy Scorecard for monitoring progress). Ensure that organizations understand that they are not expected to deliver on every proposed policy outcome.
 - Developing a “brand” (e.g., a symbol or logo) that would be associated with the CSP and used by organizations to illustrate their commitment to the CSP.
 - Committing to building and maintaining partnerships in support of policy implementation.
 - Ensuring that the interests of relevant stakeholders are articulated in the renewed policy.
 - Incorporating best practices into the development and allocation of facilities.
 - Using common vocabulary.

- ❑ **Academia** – Universities and colleges can express commitment to the renewed CSP by:

 - Publicly endorsing implementation of and ongoing commitment to implementation of the CSP.
 - Sharing the renewed policy with their students and teaching its principles and main elements including the Sport Participation Map, logic model and proposed policy outcomes.
 - Creating centres of excellence focused on enhancing and evaluating Canadian sport policy.
 - Suggesting and testing creative ways to implement the policy (e.g., social media).
 - Conducting research to continue to support and build evidence-based sport policy including ensuring that sport-related policy development, implementation, evaluation and success are included in their research agendas.
 - Committing to ongoing performance measurement including developing tools or templates to help stakeholders measure their progress against the policy and their overall impact on the sport system.
 - Committing to building and maintaining partnerships in support of policy implementation.
 - Using common vocabulary.

- ❑ **Non-government organizations and community-based organizations** – Non-government and community-based organizations can express commitment to the renewed CSP by:

 - Publicly endorsing implementation of and ongoing commitment to implementation of the CSP (e.g., signing on to a charter/framework/declaration, writing to government to indicate support, using a CSP logo to indicate support, passing a resolution at a Board meeting, etc.).
 - Creating an endorsement process within the organization (e.g., similar to Sport Canada’s approach to anti-doping).
 - Considering ways in which the CSP directly or indirectly contributes to organizational mandate and the organization’s existing strategic plans.
 - Integrating the CSP into their strategic planning and directly into programming (e.g., delivering physical literacy programs).

- Promoting the CSP to their organizations and organizational networks, and educating their organization and its stakeholders about the CSP. And, by promoting the CSP internationally.
- Celebrating the success of the CSP including acknowledging government achievements in the sport system.
- Liaising with others. For example, Sport Councils have a major role to play in liaison among sport groups and between community and sport.
- Holding provincial and national sport organizations accountable for implementing the policy.
- Sharing learning and commitment with respect to the CSP Renewal Process with other organizations in their networks.
- Conducting research to continue to support and build evidence-based sport policy.
- Committing organizational resources to the implementation of the CSP (e.g., Canadian Sports and Recreation is a major provider of facilities and could consider how these facilities could be used to help achieve the goals of the renewed CSP).
- Aligning funding along the themes of the policy.
- Committing to ongoing performance measurement including developing tools or templates to help measure their progress against the policy and their overall impact on the sport system.
- Committing to building and maintaining partnerships in support of policy implementation.
- Developing leaders (e.g. educators, coaches, officials, athletes) who support the values of the CSP (i.e., excellence, values and ethics, inclusivity, etc.).
- Training volunteers in the sport sector through the Specialist High Skills Major (SHSM) program.
- Providing certifications in areas such as the National Coaching Certification Program / High Five and CPR/SFA to equip students to fill gaps in leadership and human resources.
- Committing to raise awareness around the value of sport (“give sport a try”) for Canadians with disabilities.
- Working with intermediaries (e.g., medical, rehab, education) to make sport and physical activity available to clients with disabilities.
- Using common vocabulary.

Note: Some participants indicated that since community groups use sport as a tool, the policy may not have a significant immediate impact at the community level.

- **Aboriginal Sport Organizations** - Aboriginal sport organizations can express commitment to the renewed CSP by:
 - Publicly endorsing implementation of and ongoing commitment to implementation of the CSP.
 - Working within the sport delivery system to help facilitate successful delivery of the policy.
 - Participating in a government pilot project to “test” the objectives and goals of the renewed CSP at the Initiation to Sport level.

8.2 CRITICAL SUCCESS FACTORS

Participants worked in small groups to identify the top three critical success factors to ensure success of the new policy. The critical success factors that were mentioned most often by groups were: communications; accountability (measuring success); supportive funding model; and ongoing improvement (maintaining a “living document”).

Participants advised governments to “deliver the policy and implement it.” The funding model for the policy must support collaboration and partnerships, and must include funds that can be allocated specifically for implementation. Participants also wanted to ensure that all stakeholders are aware of the renewed CSP and understand their role in its successful implementation. Finally, they wanted to ensure that the document could grow over time as best practices are identified and to meet emerging needs.

The critical success factors to ensure effective implementation of the renewed CSP include:

- ❑ **Progress is measured on an ongoing basis** – There is a need to measure the intentional creation of value for sport in Canada on an ongoing basis. Measurable success factors must be developed to support periodic and regular monitoring, evaluation and reporting against the proposed policy outcomes. Partnerships and collaboration with other sectors with experience in performance measurement (e.g., industry and media) could be beneficial.

The policy needs to be evidence-based and supported by good baseline data and ongoing research in key priority areas.

- ❑ **A strong communications strategy** – A communications strategy is needed to ensure that a) all sectors are aware of the renewed CSP; b) the renewed CSP is communicated in a way that is understandable and inspiring to all stakeholders/sectors; c) sectors understand their role in implementing the CSP; and d) buy-in and sufficient investment to support implementation is encouraged. The communications strategy should promote the building of healthy communities through sport and employ a range of communications tools including social media and a plain language website.

The policy itself must be written clearly using language that communicates to all stakeholders (e.g., by including a clear, succinct executive summary). Its language must be inclusive and specific to the current and future stakeholders. One group suggested changing the name of the policy to something more inclusive (and less government-specific) such as “Canadian Sport for Life.”

- ❑ **Funding model supports implementation** - The funding model(s) attached to the renewed CSP should support the values, principles and proposed policy outcomes in the policy. Participants stressed the need to allocate resources specifically to implementation. The funding strategy should also support and encourage partnerships and collaboration with other sectors to leverage funding outside of the traditional sport system (e.g., private sources, health- or education-related funding).
- ❑ ****Continuous improvement is embraced** – Participants urged the creation of a “living document” that can be improved and changed as lessons are learned, successes are created and priorities change over time.
- ❑ ****Collaborative, shared leadership** - There should be a national champion advocating implementation of the renewed CSP. As well, participants noted that federal and provincial/territorial ministers must endorse the policy. And, overall, collaboration and partnerships must be supported and leveraged at the leadership level.
- ❑ ***A strong implementation plan** - The policy must intentionally create value for sport. It should include appropriate tools, strategies and support to ensure that implementation is undertaken by all interested stakeholders. The implementation plan must support active engagement over a sustained period of time and it must clarify roles and responsibilities and accountability. One implementation strategy might be for sectors to create their own action plans.
- ❑ **Stakeholders are genuinely engaged** – The renewed policy must support and actively pursue genuine engagement of all stakeholders. Engagement is a critical factor in ensuring buy-in and investment among stakeholders. This includes the need for a national champion and for commitment from sectors that may be newly engaged in the policy (e.g., health, justice, education). The renewed CSP must be based on the values of equity and inclusion.

- ❑ **The CSP is aligned with other policies** – The renewed CSP should be aligned with other relevant federal, provincial/territorial and community-level policies and strategies to encourage collaborative, focused implementation. It should be complimentary of other policies and sub-policies.
- ❑ **Implementation tools and concepts are available.** The policy’s content must provide the tools/concepts required to provide a quality sport experience.

9.0 NEXT STEPS AND CONCLUDING REMARKS

Dan Smith, SEAC Work Group, closed the National Gathering by thanking participants for their dedicated contribution and comprehensive feedback. He thanked the SEAC Work Group writing team, the SIRC team, the facilitation team and the participants for their commitment and contributions to the CSP Renewal Process and the execution of the National Gathering. He especially acknowledged the excellent contributions of Steve Findlay throughout the CSP Renewal Process.

Several themes emerged from the National Gathering, including:

- The policy should advocate an expansive vision of sport at all levels so that all stakeholders are able to identify with the policy.
- The CSP should create results not only at a societal level but at an individual level. Positive impacts can be achieved through deliberate and intentional placement of the conditions needed for success. Quality activities are needed to contribute to the proposed policy outcomes.
- The policy should embrace both sport development and sport *for* development.
- Overall, the sport participation map is useful and was supported by most participants. However, diverse views regarding the map and its relationship with existing sport models were noted: some participants strongly encouraged the use of the CS4L model instead of the proposed map while others supported the use of the map, or the development of a hybrid model.
- The concept of physical literacy must be incorporated into the renewed CSP.
- The importance of including values and ethics as central foundations of the policy was raised repeatedly. The concept of excellence should also be enhanced throughout the policy.
- The concepts of equity, access, inclusion and diversity should be framed in the policy in such a way that all Canadians can actively engage in sport. Thus, care must be taken to ensure that ideas are expressed sensitively using appropriate language.
- There is value in connecting and engaging with other sectors (e.g., communities, health, education, international) to build and strengthen collaboration and shared approaches to sport in Canada.
- Many participants suggested that the renewed CSP could become a “living” document that changes over time as successes are celebrated and gaps or challenges are identified. There have been many great accomplishments in sport since the launch of the first policy and there will be many more in the future – the sector should celebrate and capitalize on these while holding itself accountable to measurable results.
- Importantly, implementation of the renewed policy will be a collective responsibility that every sector will hopefully embrace. Participants were strongly encouraged to identify ways to commit to the CSP (at the individual and organizational level) and its implementation and to contribute to the achievement of the proposed policy objectives.

The next steps in the CSP Renewal Process are as follows:

1. The SEAC Work Group and the writing team will consider the feedback compiled from the National Gathering as well as the results of previous Renewal Process analysis and consultations to create the first draft of CSP 2.0.

2. Once a draft is complete, it will be presented to federal, provincial and territorial Deputy Ministers for consideration in January 2012.
3. The draft policy will be validated with the sport community by governments in February 2012.
4. The proposed CSP will be presented for approval to federal, provincial and territorial Ministers responsible for sport, physical activity and recreation in April 2012.

APPENDIX A – LIST OF PARTICIPANTS

Adams, Don - Motivate Canada
Angus, Ronald - Coach / L'entraîneur (Judo)
Angus, Tracy - Coach / L'entraîneur (Judo)
Antunes, Elio - ParticipACTION
Arkell, Jane - Active Living Alliance for Canadians with a Disability / L'Alliance de vie active des Canadiens/Canadiennes ayant un handicap
Assalian, Caroline - Canadian Olympic Committee / Comité olympique canadien
Asselin, Marie-Claude – Sport Dispute Resolution Centre of Canada (SDRCC) / Centre de règlement des différends sportifs du Canada (CRDSC)
Bales, John - Coaching Association of Canada / Association canadienne des entraîneurs
Ball, Sherry - Talbot Teen Centre
Bartle, LJ - High Five
Bear, Courage - Federation of Saskatchewan Indian Nations
Beaver, Rick - Government of Ontario -Sport, Recreation & Community Programs Branch / Gouvernement de l'Ontario - Direction des sports, des loisirs et des programmes communautaires
Bell-Laroche, Dina - Sustained Engagement and Collaboration (SEAC) Work Group / Groupe de travail sur l'engagement et la collaboration soutenus (ECS)
Benson, Kenneth - Coach / L'entraîneur (Karate)
Benson, Mike - Sport Secretariat, Province of Manitoba
Bentz, Lloyd - Government of Alberta - Recreation & Sport Development
Berck, Phyllis - City of Toronto
Bernier, Guylaine - Centre nationale multisport-Montréal
Besharat, Barb - The 519 Church Street Community Centre
Bollenbach, Sharon - Special Olympics Canada /Olympiques spéciaux Canada
Bornemann, Rebecca - PCH - Sport Canada
Bradley, James - Canadian Council of Provincial & Territorial Sport Federations Inc
Bradstock, Christine - BC Promotion Plus
Bujold, Caroline - Fédération de la jeunesse canadienne-française (FJCF)
Byers, Kia - Athlete / Athlète (Kayak)
Cadieux, Cathy - Canadian Wheelchair Sports Association / Association canadienne des sports en fauteuil roulant
Campbell, Melinda - Sustained Engagement and Collaboration (SEAC) Work Group / Groupe de travail sur l'engagement et la collaboration soutenus (ECS)
Caron, Jean-Paul - Gymnastics Canada / Gymnastique Canada
Carr, Sheila - Canadian 5 Pin Bowlers Association / Association canadienne des 5 quilles
Carrasco, Kerriane - Groupe Intersol Group (Note-taker and Report Writer)
Carter, Mary Frances - Canada Snowboard
Cassidy, Peter - Government of Yukon -Department of Education

Cawley, John - J.W. McConnell Family Foundation / La fondation de la famille J.W. McConnell

Church, Earl - Canadian Cerebral Palsy Sports Association / Association canadienne de sports pour paralytiques cérébraux

Cody-Cox, John-Paul - Speed Skating Canada / Patinage de vitesse Canada

Collins, Jaime - Government of Newfoundland and Labrador

Comella, Anita - University of Toronto

Costello, Karen - Nunavut Curling Association

Criag, John - Athletics Canada / Athlétisme Canada

Croft, Troy - Sport Newfoundland and Labrador

D'Amour, Raymonde - Groupe Intersol Group (Facilitator)

Dayton, Howie - Town of Ajax

Deacon, Marty - Canadian Olympic Committee / Comité olympique canadien

Demchuk, Jymmi Kaye - Water Polo Canada

Denis, Luc - Sports-Québec

dePeuter, Mariele - Government of Nunavut

Derome, Johanne - l'Association québécoise du loisir municipal

Doggett, Ann - Coach / L'entraîneur (Field Hockey)

Donnelly, Peter - University of Toronto

Drakich, Ed - Volleyball Canada

Duggan, Mary - Canadian Society for Exercise Physiology / Société canadienne de physiologie de l'exercice

Duncan, Amy - Sport PEI

Emin, Margaret - Sport4Ontario

English, Diane - Parks and Recreation Ontario

Eymann, Susan - Lethbridge Sport Council

Ferguson, Jamie - Sustained Engagement and Collaboration (SEAC) Work Group / Groupe de travail sur l'engagement et la collaboration soutenus (ECS)

Findlay, Steve – Parks Canada, Sport Canada

Gallant, Stephen - Government of Nova Scotia

Gardiner, Michele - Défi sportif

Gassewitz, Debra - Sport Information Resource Centre (SIRC) / Centre de documentation pour le sport

Gayda, TIM - Sport BC

Gellatly, Doug - Canadian School Sport Federation / Federation canadienne du sport scolaire

Gilbert, Rick - Government of Nova Scotia

Goeres, Patrick - Athlete / Athlète (Orienteering)

Grantham, Andrea - PHE Canada / EPS Canada

Harris, Steve - Government of New Brunswick - Sport and Recreation Branch

Harvey, Jean - Université d'Ottawa

Haugh, Liz - Ontario Public Health Association / Association de santé publique d' Ontario

Haworth, Dawn - Canadian Academy of Sport and Exercise Medicine / Académie canadienne de médecine du sport et de l'exercice

Hayes, Scott - Sport Alberta

Hervieu, Marie-Françoise - Canadian Fencing Federation / Federation d'escrime canadienne

Hickox, Jamie - Squash Canada

Hnatiuk, JEFF - Sustained Engagement and Collaboration (SEAC) Work Group / Groupe de travail sur l'engagement et la collaboration soutenus (ECS)

Hood, James - Swim Alberta

Horne, Sharon - Western Region Sport & Recreation Council

Horn-Miller, Waneek - Assembly of First Nations IndigenACTION

Hunter, Don - Don Hunter Consulting

Hunter, Kyle - Badminton Canada

Hylland, Sue - Canada Games Council / Conseil des Jeux du Canada

Jevne, Roger - City of Edmonton

Jacobs, Rod – Aboriginal Sport and Wellness Council of Ontario

Jones, Chris - Sport Matters Group / Groupe le Sport est Important

Joyce, Penny - Diving Plongeon Canada

Kavanagh, Basil - Memorial University of Newfoundland

Kay, Joanne - PCH - Sport Canada

Kenny, Kay - Alberta Sport, Recreation, Parks and Wildlife Foundation

Kidd, Bruce - University of Toronto

Kiesnehofer, Anton - Canadian Table Tennis Association / Tennis de table Canada

Kikulis, Lisa - Brock University

Kitchen, Susan - Coaches Association of Ontario

Knight, Sue - North Bay Soccer

Koughan, Gemma - Sport PEI

Kramers, Roger - Sustained Engagement and Collaboration (SEAC) Work Group / Groupe de travail sur l'engagement et la collaboration soutenus (ECS)

Kryzanowski, Dale - CSC Saskatchewan

Kuliktana, Simon – Sport & Recreation Nunavut

Lambert, Rick - Sport Manitoba

Langbakk, Brent - Yukon College

Laprade, Tim - Parks & Recreation Dept. City of Whitehorse

Lavallee, Lynn - Aboriginal Sport and Wellness Council of Ontario

Lee, Nancy – Jeux du Commonwealth Games Canada

Legaree, Ian - Sport, Recreation and Youth, Municipal and Community Affairs, NWT

Lemieux, Clément - Patro Roc-Amadour

Levi, Thomas - Sport Nunavut

Lofstrom, Karin - Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) / Association canadienne pour l'avancement des femmes, du sport et de l'activité physique (ACAFS)

Loucks, Joyce - Alberta Schools Athletic Association

Lynd, Ross - Government of Saskatchewan - Sport, Recreation and Stewardship Division

MacDonald, Grant - Canadian Sport Tourism Alliance / Alliance canadienne du tourisme sportif

MacKinnon, Amy - InMotion Network

MacQuarrie, Doug - Canadian Centre for Ethics in Sport (CCES) / Centre canadien pour l'éthique dans le sport (CCES)

Marshall, George Tex - Aboriginal Sport Circle

Marshall, Philip - RowOntario

MASSON, Alain - Cross Country Yukon

McCrinkle, David - PCH - Sport Canada

McCurdie, Glen - Hockey Canada

McKillop, Darcy - Sport NB

McRae, Heather - Voice of English-Speaking Quebec (VEQ)

Meckling, Robert - City of Red Deer

Merklinger, Anne - Own the Podium / À nous le podium

Miller, Nathaniel - Athlete / Athlète (Water Polo)

Mitchell, Drew - BC Sport Agency

Morrison, John - Province of PEI - Sport and Recreation & Healthy Living, Department of Health and Wellness

Mortimore, Joanne - Own the Podium / À nous le podium

Moss, Ian - Canadian Olympic Committee / Comité olympique canadien

Mummery, Kerry - University of Alberta

Murphy, Michael - Rowing Canada Aviron

Myers, Jennifer - Canadian Interuniversity Sport (CIS) / Sport Universitaire canadien (SIC)

Nakamura, Yuka - York University

Newman, Kathy - BC Wheelchair Sports Association

Northcott, Jasmine - AthletesCAN

Norton, Rebecca - Coaches of Canada / Entraîneurs du Canada

Ogilvie, Scott - Archery Canada / Canada Tir à l'Arc

Oliveira, Paul - Canadian Tenpin Federation / Fédération Canadienne des Dix-Quilles

O'Neill, Karen - Field Hockey Canada / Hockey sur gazon Canada

Ouellette, Manon - New Brunswick Centre for Coaching

Patterson, David - Ringette Canada / Ringuette Canada

Pelly, Kyle - Canadian Blind Sports Association / Association canadienne des sports pour aveugles

Pilote, Eric - Gouvernement du Québec

Plitt, Stacey - Government of Alberta - Recreation & Sport Development

Poirier, Nicole - City of Edmonton
Proctor, Warren - Sask Sport
Rebel, Nancy - Sport Information Resource Centre (SIRC) / Centre de documentation pour le sport (SIRC)
Reid, Jeff - SHSM Bill Crothers Secondary School
Rizzi, Kim - Canadian Deaf Sports Association / Association des sports des Sourds du Canada
Robinson, Bruce - Canadian Freestyle Ski Association / Association canadienne des skieurs acrobatique
Rowland, Terry - Canadian Lacrosse Association / Association canadienne de crosse
Roy, Pierre - Centre Roussin
Roy, Sheila - Canadian Paralympic Committee / Comité paralympique canadien
Rutherford, Michael - Infrastructure Canada
Saad, Dave - North Bay YMCA
Schell, Irene - BC Games Society
Searle, Christine - Canadian Yachting Association / Association Canadienne de Yachting
Seeley, Kyle - Government of Nunavut - Sport and Recreation
Shafer, Todd - NWT Sport & Recreation Council
Sheather, Craig - YMCA
Sheehan, Charity - Special Olympics PEI
Shepley, Barrie - Coach / L'entraîneur (Triathlon)
Slawuta, Stephen - KidSport Alberta
Smith, Dan - PCH – Sport Canada
Sonnadara, Ranil - Coach / L'entraîneur (Fencing)
Sparks, Caroline - Sparks Project Consulting
Sproule, Leslie - Coach Alberta
Stevenson, Scott - Commonwealth Games Canada / Jeux du Commonwealth Canada
Stewart, Craig – Sport, Recreation & Community, Government of Ontario
Strutt, Suzanne - BC Recreation and Parks Association
Sutcliffe, Judy - The Sutcliffe Group Incorporated
Swan, Bob - Football Canada
Swanson, Gary - City of Winnipeg
Te Hiwi, Braden - University of Western Ontario
Tee, Jim - Government of Newfoundland -Recreation and Sport Division, Department of Tourism, Culture and Recreation
Thomasos, Charonne - Ontario Soccer Association
Thompson, Dan - Canadian Tire Jumpstart / Fondation Bon départ de Canadian Tire
Thompson, Jeff - Golf Canada
Trivett, Alan - Triathlon Canada
Twardochleb, Trevor - Government of Yukon - Department of Community Services
Tymowski, Gabriela - University of New Brunswick

Ursuliak, Barbara - City of Edmonton -Community Services
Vadeika, John - Swimming Ontario
Waite, Jim - Canadian Curling Association / Association canadienne de curling
Wallace, Jo-anne - Government of PEI
Watson, Kevin - City of Saint John
Way, Richard - Canadian Sport 4 Life/LTAD / Au Canada, le sport c'est pour la vie
Wetzel, Jerry - Aboriginal Sport and Recreation Circle of Newfoundland and Labrador
Whitesell, Mel - Manitoba Aboriginal Sport & Recreation Council
Witchel, Robert - Right to Play
Woldring, Dick - MoreSports & YELL
Wrean, Doug - Sport Services, BC
Young, Jessica - Sport Matters Group / Groupe le Sport est Important
Zavitz, Russell - Ontario Ministry of Health Promotion and Sport
Zimmerman, Alan - PCH - Sport Canada

APPENDIX B – ORGANIZATIONAL MANDATES AND PUBLIC POLICY OUTCOMES

The table below summarizes the responses to the discussion question linking mandate with the public policy outcomes (see below). Note: The question was not answered in the same way by every participant and some participants did not identify their organizations; these responses not included below. In addition, some participants provided more general responses to the question; these have been included in the appropriate section(s) of this report.

Given the direction for the Vision for CSP 2.0 and the Public Policy Outcomes, where do you see you or your organization intentionally contributing to the Public Policy Outcomes? That is, on which Public Policy Outcomes are your programs deliberately focused?

	Organizations with Mandates that Apply to Each Outcome
Public Policy Outcome: Excellence	ACAN BC Sport Agency Brock University (contribution to research) Canada Snowboard Canadian 5 Pin Bowlers Association Canadian Centre for Ethics in Sport Canadian Yachting Association Canada Games Council City of Edmonton CKC Athlete Coaches of Canada Coaching Association of New Brunswick Commonwealth Games CSI Diving Canada Field Hockey Ontario Golf Canada Government of Nova Scotia Government of Nunavut (funding athletes) Government of Ontario Gymnastics Canada (priority) High performance (leadership development) Hockey Canada Manitoba Aboriginal Sport and Recreation McConnell Foundation (promote excellence in all activities) MTL Sport Centre (development of community ambassadors) North Bay Soccer Ontario Blind Sport Ontario Parks and Recreation Own the Podium PHE Canada Ringette Canada Row Ontario

Organizations with Mandates that Apply to Each Outcome

	<p>Rowing Canada (priority) Sasksport SHSM Special Olympics Sport Alberta (policy alignment) Sport BC (making national policy relevant at the provincial level) Sport Manitoba (focus on development of partnerships to support excellence) Squash Canada (priority) Triathlon Canada University of Toronto (contribution to research, especially related to the proposed logic model) Water Polo Canada</p>
<p>Public Policy Outcome: Enhanced Education and Skill Development</p>	<p>Aboriginal Sport Circle Academia BC Games Society (to encourage participation in all levels of sport) BC Sport Agency Brock University (research) Canada Games Council Canada Snowboard Canadian 5 Pin Bowlers Association Canadian Sport Dispute Resolution (encourage fairness and excellence; enhance education/skills of decision-makers) Canadian Yachting Association Coaching Association of New Brunswick City of Edmonton City of Toronto City of Whitehorse CKC Athlete Coach Coaches of Canada Commonwealth Games CSI Diving Canada Field Hockey Ontario Freestyle Ski Association Football Canada Government of Newfoundland and Labrador Government of Nunavut Government of Ontario Government of PEI Gymnastics Canada (priority) High Five High performance (leadership development) Hockey Canada</p>



Organizations with Mandates that Apply to Each Outcome

	<p>InMotion Network Lethbridge Sport Council More Sports Nunavut Curling Association Ontario Blind Sport Ontario Parks and Recreation Own the Podium PHE Canada Ringette Canada Row Ontario Rowing Canada Sport Information Resource Centre (SIRC) School Sport Canada SHSM (priority) Special Olympics Sport Law and Strategy (helping administrators build internal capacity and governance) Sport Manitoba Sport Newfoundland Sport Quebec Sport Yukon Squash Canada (priority) Swimming Ontario University of Toronto (contribution to research, especially related to the proposed logic model) Water Polo Canada</p>
<p>Public Policy Outcome: Improved Health and Wellness</p>	<p>Aboriginal Sport Circle ALACD BC Sport Agency Canada Games Council Canadian 5 Pin Bowlers Association Canadian Society for Exercise Physiology City of Edmonton Cross Country Yukon Government of Newfoundland and Labrador Government of Nunavut Government of Ontario Government of PEI Gymnastics Canada (priority) Kidsport Manitoba Aboriginal Sport and Recreation More Sports Nunavut Curling Association Ontario Parks and Recreation</p>

Organizations with Mandates that Apply to Each Outcome

	<p>Own the Podium ParticipACTION (through marketing, community mobilization) PHE Canada Public Health Ontario Row Ontario Rowing Canada Sasksport SHSM Special Olympics Sport Alberta (policy alignment; advocate benefit of sport to all) Sport Alliance Ontario Sport Manitoba Sport Newfoundland Sport Quebec Sport Yukon Squash Canada (priority) Swimming Ontario Triathlon Canada Water Polo Canada</p>
<p>Public Policy Outcome: Increased Civic Pride, Engagement and Cohesion</p>	<p>BC Sport Agency Canada Games Council Canadian 5 Pin Bowlers Association Canadian Francophone Games Canadian Sport Tourism City of Edmonton City of Toronto City of Whitehorse CKC Athlete CSI Freestyle Ski Association Golf Canada Government of Nunavut (applies when hosting events) Gymnastics Canada High performance (leadership development) Hockey Canada Manitoba Aboriginal Sport and Recreation Motivate Canada Nunavut Curling Association Ontario Parks and Recreation Own the Podium PHE Canada Ringette Canada Row Ontario Rowing Canada</p>

	Organizations with Mandates that Apply to Each Outcome
	Sasksport Schools (general) SHSM Squash Canada Triathlon Canada
Public Policy Outcome: Enhanced Community and Social Development	519 Church Street C.C. Aboriginal Sport Circle BC Sport Agency Canada Games Council Canadian 5 Pin Bowlers Association Canadian Sport Tourism Canadian Table Tennis Association City of Edmonton City of Toronto City of Whitehorse Football Canada Government of Alberta Government of Nunavut (applies when hosting events) Gymnastics Canada Infrastructure Canada Kidsport Lethbridge Sport Council Manitoba Aboriginal Sport and Recreation More Sports Motivate Canada North Bay Soccer Nunavut Curling Association Ontario Parks and Recreation Own the Podium Public Health Ontario Row Ontario Rowing Canada Schools (general) SHSM (priority) Sport Matters Sport Newfoundland Sport Quebec Squash Canada Swimming Ontario Voice of English Water Polo Canada
Public Policy	Alberta Ministry of Culture and Community Services (infrastructure support) Academia ACAN

Organizations with Mandates that Apply to Each Outcome

Outcome: Increased Economic Development

BC Sport Agency
Canada Games Council
Canadian 5 Pin Bowlers Association
Canadian Sport Tourism
City of Edmonton
Coaches of Canada
CSI
Diving Canada
Government of Nova Scotia
Government of Nunavut (applies when hosting events)
Gymnastics Canada
Infrastructure Canada
North Bay Soccer
Ontario Parks and Recreation
Own the Podium
PHE Canada
Ringette Canada
Row Ontario
Rowing Canada
Sport Alliance Ontario
Sport Newfoundland
Squash Canada
Water Polo Canada

APPENDIX C – ORGANIZATIONAL MANDATES AS THEY CONTRIBUTE TO THE SPORT SPHERES

Table C-1: Organizational Mandates Contributing to Each Sphere of the Sport Participation Map

Initiation to Sport	Recreational Sport	Competitive Sport	High Performance
<ul style="list-style-type: none"> - Aboriginal Sport and Wellness Council of Ontario - Academia - Activate Canada - Active Living Alliance for Canadians with a Disability - Alberta municipal rec - Archery Canada - ASRPWF - Assembly of First Nations - ASWCO - Badminton - BC Wheelchair Sports - Bowl Canada - Brock University - CAAWS - Canada Snowboard - Canadian Freestyle Ski Association - CASEM - CCES - City of Edmonton - City of Winnipeg - Coach Alberta - Coaches of Canada - COFE - Community centre 	<ul style="list-style-type: none"> - Aboriginal Sport and Wellness Council of Ontario - Academia - Activate Canada - Active Living Alliance for Canadians with a Disability - Alberta municipal rec - Archery Canada - Assembly of First Nations - ASRPWF - ASWCO - Badminton - BC Wheelchair Sports - Bowl Canada - Brock University - CAAWS - Canada Snowboard - Canadian Freestyle Ski Assoc - Canoe Kayak Athlete - Canadian Sport Tourism Alliance - CASEM - CCES - City of Edmonton - City SJ - City of Winnipeg - CSEP - Coach Alberta 	<ul style="list-style-type: none"> - Aboriginal Sport and Wellness Council of Ontario - Academia - Activate Canada - Active Living Alliance for Canadians with a Disability - Alberta municipal rec - Archery Canada - Assembly of First Nations - ASRPWF - ASWCO - Athletes Canada - Badminton - BC Wheelchair Sports - Bowl Canada - Brock University - CAAWS - Canada Games - Canada Snowboard - Canadian Freestyle Ski Association - Canadian Sport Tourism Alliance - CASEM - CCES - City of Edmonton - Coach Alberta 	<ul style="list-style-type: none"> - Aboriginal Sport and Wellness Council of Ontario - Academia - ACAN - Activate Canada - Active Living Alliance for Canadians with a Disability - Alberta municipal rec - Archery Canada - ASRPWF - AthletesCAN - Badminton - Bowl Canada - Brock University - CAAWS - Canadian Freestyle Ski Association - Canadian Sport Tourism Alliance - Canoe Kayak Athlete - CASEM - CCES - CGC - Coach Alberta - Coaches of Canada - Coaching Association of Canada - COFE

Initiation to Sport	Recreational Sport	Competitive Sport	High Performance
<ul style="list-style-type: none"> - Community Sport Club - CSEP - Curling - CWSA - DEAF - Diving Canada - Federation - Field Hockey - Football Canada - Government of Alberta Sport and Rec - Government of Alberta Ambassadors - Government of BC - Government of New Brunswick - Government of Nova Scotia - Government of Nunavut - Government of PEI - Government of Quebec - Gymnastics (PSD) - High Five - High schools - Hockey Canada - Infrastructure Canada - InMotion Network - Jumpstart - Lacrosse - MR - Municipal level - NCCP - NLBA - NSO-AWAD 	<ul style="list-style-type: none"> - Coaches of Canada - COFE - Community centre - CWSA - Curling - DEAF - Defi sportif - Diving Canada - Federation - Field Hockey - FJCF - Football Canada - FSIN - Government of Alberta Sport&Rec - Government of Alberta Ambassadors - Government of BC - Government of New Brunswick - Government of Nova Scotia - Government of Nunavut - Government of Ontario - Government of PEI - Government of Quebec - Gymnastics (PSD) - Health Canada - High Five - High schools - Hockey Canada - House league teams - Infrastructure Canada - InMotion Network 	<ul style="list-style-type: none"> - Coaches of Canada - COFE - Community Centres - CWSA - Curling - CDEAF - Defi sportif - Diving Canada - Federation - Field Hockey - Football Canada - FSIN - Government of Alberta Sport&Rec - Government of Alberta Ambassadors - Government of BC - Government of New Brunswick - Government of Nunavut - Government of Ontario - Government of PEI - Government of Quebec - Gymnastics (PSD) - Health Canada - High Five - High schools - Hockey Canada - Infrastructure Canada - InMotion Network - Lacrosse - MR - Municipal level 	<ul style="list-style-type: none"> - Commonwealth Games Canada - Community Centres - Curling - CWSA - DEAF - Defi sportif - Diving Canada - Field Hockey - Football Canada - FSIN - Government of Alberta Ambassadors - Government of Alberta Ambassadors - Government of BC - Government of New Brunswick - Government of Ontario - Government of PEI - Government of Quebec - High schools - Infrastructure Canada - InMotion Network - Lacrosse - Municipal level - NCCP - NLBA - NSO-AWAD - Nunavut Curling - NWTSRC - PATRO - Post-secondary institutions - Rec facilities - Ringette Canada

Initiation to Sport	Recreational Sport	Competitive Sport	High Performance
<ul style="list-style-type: none"> - Nunavut Curling - NWTSRC - OPHA - PHE Canada - ParticipACTION - PATRO - Post-secondary institutions - Rec facilities - Sailing - Saskatchewan Sport Inc. - SC (Squash Canada?) - School programs - SMG - Soccer - Special Olympics Canada - Speed Skating Canada - Sport Alliance Ontario - Sport Canada - Sport for development/peace - Sport New Brunswick - Sport Nova Scotia - Sport Quebec - Swim Alberta - Recreation - Ringette Canada - Rowing Canada - Running club - SIRC - Sport Law and Strategy Group - TCR - Territorial government - TTCAW 	<ul style="list-style-type: none"> - Jumpstart - Lacrosse - MR - Municipal level - NCCP - NLBA - NSO-AWAD - NWTSRC - OPHA - PHE Canada - ParticipACTION - PATRO - PEI Curling Association - Post-secondary institutions - ProMotion - Recreation - Rec facilities - Ringette Canada - Rowing Canada - Running club - Sailing - Saskatchewan Sport Inc. - SC - School programs - SIRC - SMG - Soccer - Special Olympics Canada - Speed Skating Canada - Sport Alliance Ontario - Sport Canada - Sport Law and Strategy Group 	<ul style="list-style-type: none"> - NCCP - NLBA - NSO-AWAD - Nunavut Curling - NWTSRC - ParticipACTION - PATRO - PEI Curling Association - Post-secondary institutions - ProMotion - Recreation - Ringette Canada - Rowing Canada - Running club - Sailing - Saskatchewan Sport Inc. - SC - School programs - SIRC - SMG - Soccer - Special Olympics Canada - Speed Skating Canada - Sport Alliance Ontario - Sport Canada - Sport Law and Strategy Group - Sport Manitoba - Sport New Brunswick - Sport Nova Scotia - Sport Quebec - Swim Alberta - TCR 	<ul style="list-style-type: none"> - Rowing Canada - Running club - Sailing - Saskatchewan Sport Inc. - SC - SIRC - SMG - Speed Skating Canada - Sport Canada - Sport New Brunswick - Sport Nova Scotia - Sport Quebec - Soccer - SDRCC - Swim Alberta - TCR - Territorial government - TTCAW - Volleyball - 11 additional organizations

Initiation to Sport	Recreational Sport	Competitive Sport	High Performance
<ul style="list-style-type: none"> - Volleyball - YMCA - Yukon Parks and Rec Association - 15 other organizations 	<ul style="list-style-type: none"> - Sport New Brunswick - Sport Nova Scotia - Swim Alberta - TCR - Territorial government - TTCAW - Volleyball - YMCA - Yukon Parks and Rec Association - 15 other organizations 	<ul style="list-style-type: none"> - Territorial government - TTCAW - Volleyball - YMCA - 13 other organizations 	

Table C-2: Table 1: Organizational Mandates Contributing to the Interface Points in the Sport Participation Map

Initiation to Sport and Recreational Sport Interface	Recreational Sport and Competitive Sport Interface
<ul style="list-style-type: none"> - Activate Canada - Commonwealth Games Canada - Government of Alberta - Government of Alberta Ambassadors - Government of Nunavut - Government of Quebec - FSIN - Health Canada - High schools - NLBA - Post-secondary institutions - Recreation - Sport for development/peace - YMCA - 1 unnamed organization 	<ul style="list-style-type: none"> - Activate Canada - CAAWS - Community Sport Club - FJCF - Government of Alberta - Government of New Brunswick - High schools - Post-secondary institutions - SC - Sport Canada - YMCA - 1 unnamed organization

APPENDIX D – SUGGESTIONS TO REFINE THE SPORT PARTICIPATION MAP

Many of the suggestions provided by participants to refine and improve the Sport Participation Map were editorial in nature. These comments are summarized below; additions and changes have been included in red. A general overview of feedback on each sphere is included in section 6.4 in the main body of this report.

Sphere 1: Initiation to Sport

Title

Some alternative titles were suggested to better reflect the intent of the Initiation to Sport sphere including:

- Physical Literacy (five tables suggested this title)
- Active Start and Fundamentals
- Introduction to Sport
- Play for Life

Introduction

The Initiation to Sport sphere, participants are introduced to the general fundamentals of sport. Participants have **can/may develop** the motivation to develop **physical literacy, fundamental and** sport-specific skills with an emphasis on fun and healthy individuated human development. This sphere is applicable to participants of all ages as it includes, for example, children **in physical education** or in a 'Run, Jump, Throw' program as well as adults being introduced to the game of golf.

Some participants questioned whether this sphere is focused on the introduction to sport in general or on the introduction to individual sports? Physical literacy is the fundamental to all sports.

Definition

Participants **of all ages** are introduced to the general fundamentals of **movement, sport and physical activity**. **Physical literacy and motor skills associated with sport are learned through structured and unstructured sport**. Individuals who are physically literate move with competence and confidence in a wide variety of physical activities that benefit the health development of the whole person. The primary goal of this sphere is the delivery of a positive experience that will provide the foundation for good lifelong habits and movement to recreational, competitive and high performance sport as desired.

Pathways: Progress to participation in Recreational Sport programs or Competitive Sport programs. **Return to Initiation sphere as coach or official or to learn a new sport**. General progress in physical literacy is also a desired pathway.

Motivations: Personal developmental benefits (pedagogical), fun, play, social, health **and wellness**, skill acquisition, **community and cultural integration, engagement and participation, economic security, family, social integration changes, and quality experiences (i.e., parents are looking for a quality experience for their children), intention to move to competitive sport**

Context: Home, daycare, municipal **and community** recreation centre, neighbourhoods, schools, school (including post-secondary) and community sport, physical education, **international development, YMCAs/YWCAs, boys and girls club, sport clubs, military, rehab centres and hospitals, camps**

Program: School **physical education** curriculum, private program, community-based clubs, P/T sport organization programs, **play, unorganized activities, seniors' organizations, after school programs, NSO programs, community and municipal recreation programs**

Resources: General-use/facilities, green space, parks **and other community facilities, nature (e.g., air, water, ice and snow), home/backyard, teaching and parent resources, clubs, equipment, schools, streets**

Leadership: Early childhood educators, **teachers, parents and siblings, coaches, instructors, leaders, adult education, peers and peer leaders (kids teaching kids), volunteers, officials, recreation therapists, administrators, self-motivation**

Outcome: Fun, health, fundamental movement skills and fundamental sport skills, **mastery and physical literacy, positive attitude to physical activity and confidence, competence, social bonds/connections, character**

development, increased participation, social development including increased awareness of community and a positive attitude toward diversity and sports, psychological development, values, fair play, personal and group ethics, equity, inclusivity, sportsmanship, knowledgeable spectators. Sport for development and peace. Foundation for participation for life, relaxation, habits/engagement.

Importance of rules: Adaptable, flexible, with emphasis on values and ethics. Rules apply to parents and players.

CS4L Stages: Active Start, FUNdamentals, Active4Life17, Learn to Train, awareness/first contact. Different stages are relevant to the para-sport model

NCCP stream: Community sport, FUNdamentals, competition, introduction for coaches

Stakeholders: Municipal-level clubs, community-building organizations, provincial/territorial sport organizations, municipalities, P/T governments (including heritage, health, education, infrastructure, safety), schools, universities, parents, local and regional leagues and sport organizations, researchers (social and physical), corporate partners and sponsors, health, daycare and early childhood education, pediatricians, resource centres, teachers, coaches, instructors, children/youth, YMCAs/YWCAs, participant, Sport Canada

Target Audience: all ages, under-represented groups, all Canadians



Sphere 2: Recreational Sport

Title: Recreational Sport / Lifelong Participation

Introduction: In the Recreational Sport sphere, individuals participate in organized and/or unorganized sport programs or activities, often involving some form of competition. In this sphere, participants are motivated primarily by fun, health, socializing, **social development** and relaxation. Individuals can participate in this sphere of sport activity at all ages throughout their lives. The recreational sport sphere is the context in which sport for development (i.e. “community-building”) objectives are most commonly targeted and realized. **This sphere could also involve leaders, instructors, coaches. Competition occurs in this sphere as well.**

Definition: Structured or unstructured sport for pleasure/**leisure** and relaxation **and self-improvement, choice and benefit to individuals, and community-building, social development, and refinement or further development of skills**

Pathways: Continued participation in Recreational Sport, introduction to training and competition, and/or progress to more serious Competitive Sport, **return to introduction to sport (transition to new sport or a destination for HP and other competitive athletes to continue participation for life).** Individual physical activity

Motivations: Fun, social, health **and wellness**, competition, **winning, task orientation, self-improvement, skill development/training, community integration, sharing of knowledge, giving back to community**

Context: School, municipal recreation centres, private **and non-profit** facilities, neighbourhoods, workplace, **community centres**

Program: School **physical education** curriculum, intramurals, private, **public** or recreational programs, workplace initiatives, **informal/unstructured, free play, military, health care centres, minority groups, sport programs, national and international programs**

Resources: General-use/facilities, green space, **streets, equipment, people (e.g. teachers, coaches, staff, officials), financial, learning resources, sharing of resources (for clubs, coaches, officials)**

Leadership: Teachers, instructors, **community coach, participant-leadership, officials, recreation directors,** **leaders, self-motivation, administrators, day care teachers, volunteers, parents, corporate and business leadership, all levels of government**

Outcome: Fun, health, relaxation, social bonds, **fair play, creating ideal body, belonging, confidence and pride, positive attitude, skill development, leadership development, community building, values, ethical behaviour, engagement of volunteers, cultural enhancement and identity, education, mastery, movement to other competitive or HP spheres, social and psychological development, connection, economic development**

Importance of rules: Medium, adaptable

CS4L Stages: FUNdamentals, Learn to Train, Active for life, **Competitive for Life, Fit for Life, para-sport model, train to compete**

NCCP stream: Community sport, Instruction, **introduction to competition**

Stakeholders: Municipalities, community sport clubs, community-building organizations, schools and post-secondary institutions, provincial/territorial sport organizations, provincial/territorial governments, local and regional leagues and sport organizations, **corporations, families/parents, Sport Canada, participants, health, justice, physicians, technology, media, sport clubs, commercial sport industry, service providers, chamber of commerce, department of health, health prevention, social and physical researchers**



Sphere 3: Competitive Sport

Title: Competitive Sport / Excellence

Introduction: In the Competitive Sport sphere, the emphasis for participants is on improving and measuring performance against others **and self** through fair and ethical means. Programming is focused on **continued participation in competitive sport** or facilitating an athlete's progression to High Performance (**does not always have to be focused here**). Sport **is highly moves through varying degrees of structured** and is regulated within an agreed upon set of rules and code of behaviour.

Notes: Some participants noted that geography can play a significant role in accessibility to competitive sport and that different equity and outreach policies are needed to address accessibility issues in different regions. It was also suggested that equal emphasis be placed on winning/high performance and club level competition (e.g., triathlons, masters competition, rowing)

Definition: **Varying/increasing degrees of** Structured and regulated sport, performance-oriented

Pathways: Continued participation in Competitive Sport, progression to High Performance Sport or entry back into Recreational Sport, **return to initiation as coach/official/parent/athlete**. Note: "progression" does not necessarily occur (e.g., running)

Motivations: Improvement, external measures (**needs to be defined**), opponents, fun, representing community/region/province/territory/country, personal pride, civic pride, measured performance, skill development, access to high performance sport, scholarships, social, self-esteem, competition opportunities in age-based categories and clubs (education system is key to this, especially post-secondary level), winning, personal goals, retention of athletes

Context: School, club, private or municipal recreation centre or sport facility, **provincial and national teams, colleges/universities, national and international championships, Canada Games, masters**

Program: Specialized (**this term should be defined as it was unclear to some participants**)

Resources: Specialized facilities and equipment, administrators, staff, **learning resources, coaching, research, family, financial**

Leadership: Coach, instructor, **officials, trainers, corporate and business partners, local/provincial/national governance, other athletes/peers, family, self-motivation, the sport system, facilitator (adaptive) for para-sport, classifier, volunteers, technical staff, integrated support team, NSOs, COC, OTP**

Outcome: Measured performance, skill development, **Canadian identity, fun, motivation, role models, narrow-based spectator, sport tourism, discipline, healthy lifestyle, social bonds, achievement, social and psychological development, fair play, ethics, leadership development**

Importance of rules: High, **Formal**

CS4L Stages: Learn to Train, Train to Train, Train to Compete

NCCP stream: Competition

Stakeholders: Community sport clubs, provincial/territorial sport organizations, schools and post-secondary institutions, provincial/territorial governments, national sport organizations, Sport Canada, **medical practitioners, hosts, social and physical researchers, corporate partners, officials, research, technology, health and prevention, sport medicine, media, MSO, professional sports, athletes, coaches, instructors, multisport organizations, recreation centres, sponsors, health, justice, family/parents, municipalities as major facility owners and hosts**

Sphere 4: High Performance Sport

Title: High Performance Sport

Introduction: In the High Performance sphere, the most talented and highly-trained athletes perform at the highest levels of competition in a specific sport. Athletes at this level require top-tier coaching, facilities and athlete services, and are expected to show a high level of respect for the rules and ethics of sport **and desire to succeed at the highest level.**

Definition: Structured, regulated and specialized, sport emphasis on optimal performance. **A national team that represents Canada internationally. Include HP in different circles (e.g., Aboriginal, special needs)**

Pathways: Entry back into Competitive Sport or Recreational Sport, **initiation to a specific sport. Could participate in this sphere as an athlete, volunteer, administrator, coach, official, etc.**

Motivations: Elite performance, recognition, pursuit of excellence, **economic security, personal pride, civic pride/patriotism, winning, fun, quality experience, scholarships**

Context: Club, national training centre, national team, **colleges, universities, professional sport**

Program: Specialized **(too narrow, needs to be defined)**

Resources: Specialized facilities and equipment, administrators, staff, **sport medicine and science, support from volunteers and officials, finances, parents and community, interpreters**

Leadership: Coach, **trainer, sport psychologist, nutritionist, NSOs, Olympic and Paralympic organizations, Own the Podium, officials, integrated sports team, administrators, volunteers, HP director, peer mentors, sport science, communities, corporate, sport governing bodies, Sport Canada**

Outcome: Elite performance, **Canadian identity / national pride / patriotism, broad based audience (e.g. interest from non-participants) and sport tourism, role models, medals/winning, athletes remain involved in communities even after retirement as positive role models and as teachers of Canadian values, international relations, equitable value placed on both Olympic and Paralympic medals**

Importance of rules: High, **broader rules**

CS4L Stages: Train to Win, administrators and coaches, **train to compete, train to achieve (not just to win)**

NCCP Stream: Competition **(the minimum standard should be stated)**

Stakeholders: Community sport clubs, municipalities **including as facility owner and event host, post-secondary institutions, national sport organizations, provincial/territorial governments, multi-sport training centres, national training centres, Sport Canada, medical practitioners (health and prevention), sport medicine and science, coaches, instructors, media, professional sport, multisport organizations, technology, parents/family, elders/religious leaders, justice, international sport federation, private sector / corporations, sponsors, participant, Olympic and Paralympic organizations, Own the Podium, CSCA, PWODs, Aboriginal sport, research, DFAIT (national image)**

Note: The link between HP and community sport clubs was unclear to some participants.



APPENDIX E – PROPOSED POLICY OBJECTIVES BY SPORT SPHERE

Table E-1: Proposed Policy Objectives – Initiation to Sport Sphere

Initiation to Sport Sphere	
Area of Focus	Objective
1. Participation and athlete identification, recruitment and development	<p>Develop recruitment and retention strategies for all ages.</p> <p>Provide quality opportunities for physical activity.</p> <p>Ensure a holistic approach to participant initiation.</p>
2. High Performance athlete support	
3. Equity and inclusion	<p>Take proactive action to reduce barriers to participation in sport by under-represented groups (e.g., education for leaders, trainers, teachers; establish equitable measures; invest in barrier reduction; actively recruit participants).</p> <p>Provide Aboriginal sports bodies with adequate and secure funding to provide services to youth in reserves and/or Aboriginal communities.</p> <p>Promote involvement of under-represented groups in leadership roles at all levels.</p>
4. Values and ethics	<p>Establish and promote core values and ethics for introduction to sport for all participants, volunteers, coaches, officials and families.</p> <p>Encourage the implementation of quality standards for sport programs contributing to physical literacy.</p> <p>Strengthen ability to provide a safe environment in sport and physical activity programs.</p>
5. Volunteer capacity	<p>Improve quality of volunteer experiences in sport (e.g., offer better training and governance).</p> <p>Offer appropriate level training for volunteers (based on age, sport, role, etc.)</p> <p>Promote excellence at all levels of coaching by providing appropriate orientation for all volunteers and leaders.</p>
6. Coaching and technical leadership	<p>Improve age appropriate coaching and technical leadership resources (human and technical) at introductory levels.</p> <p>Focus professional development for teachers on area where curriculum outcomes are not being met.</p> <p>Ensure awareness and capacity of leaders in developing physical literacy among children and youth with disabilities.</p> <p>Support capacity building for leaders in afterschool programs to deliver programs that support physical activity, physical literacy and healthy living.</p>



	<p>Develop leadership programs for youth to enhance their ability to lead other youth in sport experience.</p> <p>Ensure quality introductory programs exist by providing appropriately trained coaches and leaders.</p>
7. Organizational capacity and sustainability	<p>Develop and promote a club/organization standards program.</p> <p>Hold organizations accountable for public funding.</p> <p>Improve governance within clubs and PSOs.</p> <p>Support the understanding of physical literacy among ECEs.</p> <p>Support the development and delivery of physical literacy assessment, support and recognition tools.</p>
8. Sport science, sport medicine and technology	
9. Facilities and equipment	<p>Develop a national, integrated map-based facility standards and development strategy.</p> <p>Foster stronger relationships between sport organizations and groups and other facility operators/providers.</p> <p>Ensure that every community in Canada has the facilities to conduct appropriate sport programming.</p> <p>Foster strong relationships through joint use agreements between sport organizations and other facility providers such as educational institutions, municipalities, churches, etc.</p> <p>Ensure developmentally appropriate equipment is available and accessible to provide a quality experience for all participants.</p>
10. Linkages and partnership	<p>Create collaborative forums for strategic program implementation in support of physical literacy development.</p> <p>Partner with recreational professionals and sport technical experts to deliver quality sport programs, with particular effort to reach under-represented groups.</p> <p>Entrench municipal-level practices regarding the development of physical literacy.</p> <p>Recognize and foster collaboration at all levels to support the delivery of physical education and the integral role it plays in the development of physical literacy.</p> <p>Engage and collaborate with social services to promote physical literacy in hard-to-reach populations.</p> <p>Ensure the FPTSC contributes to developing physical literacy across all jurisdictions.</p> <p>Create and enable access to resources, tools and communities of practice to enable quality delivery of physical literacy programs.</p>



	<p>Foster collaboration and capacity building of agencies engaged in the delivery of afterschool programming.</p> <p>Create linkages and partnerships between community level health promotion campaigns and local sport organizations highlighting other opportunities and encouraging sport for life.</p>
11. International development and leadership	
12. Hosting and capitalizing on major games	
13. Engagement of municipalities and non-sport sector	<p>Establish clear and consistent messaging using language that is understood by all sectors (sport, health, education, municipal, etc.).</p> <p>Increase access and equity in physical activity.</p> <p>Measure numbers that are active in health, social services and education.</p> <p>Increase understanding of physical literacy across all sectors, including the general population (e.g., parents).</p> <p>Support afterschool programs that further nurture physical literacy development among all participants.</p> <p>Identify and/or develop effective pathways from community organizations to the organized sport system.</p> <p>Develop partnerships with municipalities and the non-sport sectors to expand sport programming.</p>
14. Policy research and evaluation	<p>Measure the impact of AWAD, women and Aboriginal policy regarding physical literacy.</p> <p>Identify the number of programs that have stated outcomes addressing physical, cognitive, mental and emotional development (active for society).</p> <p>Establish accountability measures to ensure schools are delivering the physical education curriculum including adhering to curriculum outcomes.</p> <p>Establish targets and implement programs that enable research and measurement (including benchmarks and targets) of physical literacy among children.</p>



Table E-2: Proposed Policy Objectives – Recreational Sport Sphere

Recreational Sport Sphere	
Area of Focus	Objective
1. Participation and athlete identification, recruitment and development	<p>Encourage the teaching of fundamental movement skills in schools in order to provide all children with the physical literacy necessary to sustain a life-long interest in physical activity and sport.</p> <p>Encourage the development of multi-sport clubs as an alternative delivery model for recreational and other sport.</p> <p>Ensure high quality of experience by linking sport and recreation and physical activity.</p> <p>Identify the specific needs of targeted populations and modify programs to meet their needs.</p> <p>Increase awareness of the “pathways” and “talent streams” for sport (e.g., from recreational sport to competitive or high performance sport).</p> <p>Create strategies to match participants to the “right” sport experience.</p>
2. High Performance athlete support	
3. Equity and inclusion	<p>Encourage the development of community recreation plans in order to gear new facilities towards the needs of emerging sport groups (build cricket pitches/kabaddi field if that is what is needed rather than more soccer/baseball fields that may be underutilized).</p> <p>Develop opportunities for all Canadians to be involved in sport.</p> <p>Develop policies that intentionally foster inclusion.</p> <p>Remove barriers on the supply and demand side through progressive policy (participant and provider).</p> <p>Encourage the participation of under-represented groups in recreational sport (e.g., women, Aboriginals, newcomers, etc.).</p> <p>Develop policies that enhance the quality of the recreational sport experience (e.g. culturally relevant and respectful).</p> <p>Promote community engagement in policy development.</p> <p>Support local policy development (all sport starts at the community level).</p> <p>Create strong linkages to existing policies (e.g., NRS, Aboriginal, etc.).</p> <p>Encourage flexible and adaptive understanding and definitions of sport in order to appeal to all communities.</p>
4. Values and ethics	<p>Educate and engage parents in the promotion of fair play, values and ethics and being a supportive sport parent.¹</p>

¹ Objectives marked in **bold** text indicate that more than one worksheet mentioned the objective.



	<p>Further promote True Sport to enhance understanding.</p> <p>Encourage the development of codes of conduct for parents supporting respect for coaches, officials and players.</p>
5. Volunteer capacity	<p>Encourage the removal of barriers to volunteerism at all levels of government and sport sector organization (example: costly, time-consuming and repetitive police record checks).</p> <p>Provide tools, training support services to support cost-effective, efficient training of volunteers and staff.</p> <p>Offer training and guidance to sport leaders at the community level to enable effective management of the delivery of sport (e.g., knowledge transfer, information, codes of conduct, best practices).</p> <p>Encourage the use of volunteer coordinators to recruit and manage volunteer capacity.</p> <p>Develop a volunteer recruitment policy/ies focused on youth and retirees (e.g., strengthen through collaboration with high school and post-secondary leadership programs).</p> <p>Bring back Skills Program for Management Volunteers and other tools kits.</p> <p>Encourage a volunteer mix that is representative of a community's diversity.</p>
6. Coaching and technical leadership	<p>Encourage the use of fully qualified community coaches to teach technical sport fundamentals in schools.</p> <p>Support NSOs to modernize NCCP delivery (e.g., online, own time).</p> <p>Provide support to ensure coaches are trained in areas such as athlete development, child development, technical capacity to deliver a quality sport experience.</p>
7. Organizational capacity and sustainability	<p>Facilitate/lobby for improved and comprehensive liability insurance.</p> <p>Work with partners to provide adequate transportation to and from afterschool sport.</p> <p>Identify, build and support community-based partnerships and collaboration that lead to the development of multi-use sport facilities and equipment accessible to all citizens.</p> <p>Provide better training as a recruitment tool and for succession planning.</p> <p>Expand Diversity on Board across Canada to diversity boards.</p> <p>Focus on club development and training.</p>
8. Sport science, sport medicine and technology	<p>Support injury prevention and awareness by developing appropriate rules about protective equipment and the need to enforce rules.</p> <p>Create a strong link between injury prevention, health and sport.</p>
9. Facilities and equipment	<p>Build new facilities, retrofit existing facilities and make better use of existing facilities to allow full access to recreational sport (both</p>

	<p>structured and unstructured) for all participants.</p> <p>Maximize community access to existing recreational, sport and school facilities through collaboration agreements between education, municipalities and sport organizations and using provincial/territorial/municipal agreements and by making facilities available outside of normal operating hours (e.g., afterschool).</p> <p>Design and encourage the use of multi-use facilities to accommodate recreational and competitive sports (e.g. 50m pool with waterslide).</p> <p>Create and maintain an inventory of available indoor and outdoor facilities across Canada to facilitate optimal use of existing resources.</p> <p>Develop school facilities for use in hosting events.</p> <p>Capitalize on Canada's reputation as a world leader in the design and development of innovative, practical, functional and cost-effective recreational facilities.</p> <p>Encourage manufacturers to develop accessible equipment for seniors, PWADs, women (e.g., gender specific football equipment).</p> <p>Renew the RINK program.</p> <p>Remove barriers to unstructured play by making safe environments available for active play.</p> <p>Encourage government to enhance policy on dedicated infrastructure fund for refurbishment of existing facilities. Increase investment in addressing the issue of aging infrastructure.</p>
<p>10. Linkages and partnership</p>	<p>Identify, build and support community-based collaborations to ensure equipment is up-to-date and accessible to all users.</p> <p>Encourage relationships between the sport sector and all three levels of government in order to coordinate and encourage volunteers.</p> <p>Improve governance of the sport system by clarifying roles and responsibilities and strengthening alignment. Ensure policy supports better alignment between PSOs and NSOs.</p> <p>Connect the renewed CSP to the pan-Canadian Healthy Living Strategy.</p> <p>Municipalities should permit use of their facilities only to groups that commit to CS4L and True Sport values.</p> <p>Encourage PSOs to provide NCCP trained coaches into recreational sport in municipalities.</p> <p>Build systems to ensure accountability regarding public investments and expenditures.</p> <p>Promote local sport councils (or similar bodies) as the single voice for the local community (e.g., arbitrators of facility allocation, training coordinators).</p>



11. International development and leadership	
12. Hosting and capitalizing on major games	<p>Create post-use access agreements for hosting facilities.</p> <p>Ensure that all facilities developed for major games are accessible for after-use by all members of the community by requiring appropriate criteria in all proposals.</p>
13. Engagement of municipalities and non-sport sector	<p>Encourage long-term planning at the community level to allow full collaboration between the sport sector, municipalities and other stakeholders (facilities are often designed or located in a manner which inhibits long-term utilization due to lack of consultation or “siloe” objectives).</p> <p>Share information among partners to reinforce sport in education and to support the provision of intramural sport.</p> <p>Encourage linkage between sport and recreation by reinforcing participation in local events and sharing information of the quality of the sport experience and the value of physical literacy in schools and other municipal fora.</p> <p>Bilateral agreements could require provinces and territories to involve municipalities in bilateral objectives.</p> <p>Increase linkages between municipalities, PSOs and NSOs to provide leadership and resources for municipal programming.</p> <p>Increase engagement of municipalities in achieving the goals of the renewed CSP.</p> <p>Encourage involvement of municipalities and the non-sport sector through recognition of contributions and seeking common areas of interest.</p> <p>Create “one-window” access at the municipal level for education and information.</p> <p>Enhance engagement of the private sector (e.g., facility providers, professional sport).</p>
14. Policy research and evaluation	<p>Expand on knowledge of conditions that make sport work across all spheres.</p> <p>Develop performance measures to monitor progress.</p> <p>Develop a coordinated research agenda.</p> <p>Coordinate a research plan to support evidence-based policy development.</p> <p>Enhance the accountability and openness of publicly-funded sport bodies.</p> <p>Enhance understanding of the economic impact of the recreational sport system.</p> <p>Enhance accountability of funds spent reaching under-served communities</p>



(e.g., Aboriginal programs).



Table E-3: Proposed Policy Objectives – Competitive Sport Sphere

Competitive Sport Sphere	
Area of Focus	Objective
1. Participation and athlete identification, recruitment and development	<p>Create better integration and collaboration to provide a flexible but logical pathway from initiation (or introduction) to sport all the way to high performance sport.</p> <p>Enhance development of pathways for athletes, coaches, officials, sport administrators and volunteers throughout the competitive sport system from local to international.</p> <p>Provide support and incentives to assist athletes and coaches in moving from the competitive to the high performance sphere.</p> <p>Create clear linkages to enable athletes to advance to the level of competition at which s/he can perform and compete to his/her highest level of development.</p> <p>Continue to identify and support athlete competitive development through research, sport science and broader sport system.</p>
2. High Performance athlete support	<p>This area of focus should also include Competitive athlete support (i.e., High Performance and Competitive athlete support).</p> <p>Use funding/resources to enable seamless development and support for athletes at the Competitive Sport and High Performance spheres.</p> <p>Harmonize and ensure athlete support at all levels of competitive sports.</p> <p>Ensure that opportunities for progression to High Performance sport exist in Competitive sport.</p> <p>Provide a better pool of human resources to support competitive athletes (e.g., nutritionists, sport psychologists).</p>
3. Equity and inclusion	<p>Add “accessibility” to this area of focus.</p> <p>Increase equitable access to competitive opportunities for under-represented or targeted populations.</p> <p>Equitable access for everyone does not mean the <i>same</i> access for everyone.</p>
4. Values and ethics	<p>Include explicit reference to anti-doping and clean sport throughout the Competitive Sport sphere.</p> <p>Promote safe, fair and ethical behaviours through all competitive environments.</p>
5. Volunteer capacity	<p>Provide entry-level volunteer decision-makers with proper skills training to enhance capacity and foster retention.</p> <p>Create a platform for consistent training of volunteers (focus on club excellence).</p> <p>Refocus identification and training of volunteers on seniors.</p>



	<p>Create policies to identify and retain quality volunteers (e.g., make the case for volunteering, succession planning, defining work, providing leadership and training).</p> <p>Support the recruitment and development of volunteer and salaried leadership and organizations at all levels of competitive sport.</p>
6. Coaching and technical leadership	<p>Provide competitive level coaches with resources to better integrate science and technology into their practice.</p> <p>Offer incentives to coaches for facilitating an athlete's movement from competitive to high performance sport.</p> <p>Create clear developmental pathways for technical personnel (e.g., coaches, officials, technicians) with remuneration increasingly evident at the upper end of progression.</p> <p>Create links to foster support and mentoring between the Competitive and High Performance spheres and education.</p> <p>Determine appropriate teaching depending on age and level of competition.</p> <p>Enhance appreciation of the value of education in coaching and technical leadership.</p> <p>Enhance support for maximizing school sport and physical educators in developing healthy competitive sport among youth.</p>
7. Organizational capacity and sustainability	<p>Align roles of various organizations (e.g., mandates) and develop incentives for partnerships.</p>
8. Sport science, sport medicine and technology	<p>Develop information sharing systems among sports and across provinces/territories.</p> <p>Enhance systematic integration of sport science throughout the sport system (appropriate to context/stage).</p>
9. Facilities and equipment	<p>As they build and retrofit facilities, encourage municipalities to develop policies regarding the consideration of technical needs of sports to allow for all levels of practice, competition and hosting of appropriate level events (depending on the size of the municipality/community).</p> <p>Determine equitable facility sharing policies across sport use.</p> <p>Coordinate among sectors and sport providers on scheduling and access to facilities (focus on coordinated and shared use of community, school and private facilities).</p>
10. Linkages and partnership	<p>Promote the integration of new sports to the school and CIS system where there is already solid organizational capacity and facilities/equipment.</p> <p>Develop policy pathways to enable other sectors to identify and connect to sport (e.g., health, education, research).</p> <p>Develop coherent funding principles that support the broader perspective of the renewed CSP (e.g., include indicators such as the number and quality of partnerships).</p>



11. International development and leadership	
12. Hosting and capitalizing on major games	<p>Provide tools and best practices model to NSOs for bid preparation or hosting that will foster partnerships with relevant levels of government and facilities managers.</p> <p>Coordinate hosting policy with tourism and economic development objectives.</p> <p>Facilitate transfer of knowledge and best practices between sports and games/events.</p> <p>Capitalize on legacies within a host community (e.g., local knowledge and experience, financial resources).</p>
13. Engagement of municipalities and non-sport sector	<p>Engage municipalities in major games and international hosting policy development at the national level.</p> <p>Align municipal sport strategies with provincial and federal policies and help municipalities to define their roles especially related to new and emerging sports (e.g., cricket, Aboriginal sports) and the allocation of facilities.</p> <p>Encourage municipalities to align their facility allocation to the CSP in ensuring respect of accessibility, equity and respect for CS4L principles.</p> <p>Recognize the uniqueness and value of school sport.</p> <p>Create a system that connects to and is bolstered by a relationship to school sport (e.g., high school, CCAA, CIS).</p> <p>Increase opportunities to engage and value school sport and to encourage individual development of the whole person (and the community).</p> <p>Develop funding measures that promote and allow multi-sport and collaborative work.</p>
14. Policy research and evaluation	<p>Ensure that the competitive system is evaluated appropriately on an ongoing basis (e.g., increases in number of coaches, volunteers or officials at all levels, percentage advancing through certification levels, etc.).</p> <p>Continue to identify and support athletes with sport science research in the broader sport system.</p> <p>Enhance relevant research and communication of leadership and capacity within sport at all levels.</p>



Table E-4: Proposed Policy Objectives – High Performance Sphere

High Performance Sphere	
Area of Focus	Objective
1. Participation and athlete identification, recruitment and development	<p>Develop strategies (within sport organizations) for the systematic and strategic identification of high performance athletes across the system (both PWAD and able-bodied).</p> <p>Educate athletes on the options available to them.</p> <p>Increase the quality and effectiveness of the training and competition environment to achieve success in high performance sport (e.g., training for team sports and combative sports includes competing against an opponent).</p> <p>Set goals to increase the pool of quality athletes across all stages of athletic development (LTAD).</p> <p>Support the development of athletes as leaders in society. Work carefully with athletes from Canada Games level to transition out of sport and beyond to celebrate their accomplishments and build leaders in our society.</p>
2. High Performance athlete support	<p>Provide an adequate stipend to allow athletes to concentrate on training.</p> <p>Create an integrated transparent, coordinated and aligned athletic funding model that is understood and consistently implemented by national, provincial/territorial, colleges/universities, sponsors, CSCs and other funding partners.</p> <p>Create an inclusive approach that allows NSOs and PSOs to identify the technical requirements specific to their needs (e.g., interpreters for deaf athletes).</p> <p>Create a business case to encourage private sector investment in the sport system.</p> <p>Facilitate greater access to facilities, coaches and IST staff.</p> <p>Continue to invest in Canadian sport institutes and their ability to support a broad range of sports and strengthening connections among CSCs.</p> <p>Expand range of services available from CSCs.</p>
3. Equity and inclusion	
4. Values and ethics	<p>Integrate True Sport values.</p> <p>Create an integrated national code of ethics and code of conduct from playground to podium.</p>
5. Volunteer capacity	<p>Implement a strategy to identify whether and to what extent there is a gap in volunteer capacity.</p> <p>Create a system of recruitment, identification and recognition of volunteers.</p>
6. Coaching and technical	<p>Create a system of accountability.</p>



leadership	<p>Develop mentoring programs at international levels.</p> <p>Establish “professional” coach lexicon.</p> <p>Create strategies to retain Canadian talent in Canada.</p> <p>Continue to invest in integrated IST services.</p> <p>Increase the number and quality of fully employed “best in class” female and male coaches working with high performance athletes at all levels.</p> <p>Improve the quality of high performance planning and program delivery by quality technical leaders for sport in Canada.</p> <p>Create more distinction between national coaching organizations and clarify their roles.</p>
7. Organizational capacity and sustainability	<p>Create a national strategy to ensure that sport organizations have access to the support and resources they need to achieve their objectives.</p> <p>Create a coordinated communications strategy to help increase knowledge and information sharing.</p> <p>Review the sport delivery system to ensure that organizations have the capacity to deliver programs, roles and responsibilities.</p> <p>Review leadership and knowledge required by staff, volunteers and boards to manage sport.</p> <p>Create a long-term professional development strategy for sport administrators.</p> <p>Create a strategy for accessing private sector resources in support of HP sport.</p>
8. Sport science, sport medicine and technology	<p>Support better alignment of CSCs and CSIs including clarification and enhanced understanding of their roles.</p>
9. Facilities and equipment	<p>Optimize the use of existing facilities and ensure new facilities meet the needs of high performance sport (inclusive of all Canadians).</p> <p>Create strategic access to funding to refurbish and update outdated infrastructure.</p> <p>Create an equipment and clothing exchange (e.g., to ensure all teams have access to uniforms).</p> <p>Create a national infrastructure program to develop national training centres and facilities.</p>
10. Linkages and partnership	<p>Establish a strategic plan supported by comprehensive business, incorporating private and public partnerships, ensuring efficiencies, eliminating duplications, with shared commitment, goals and deliverables including advocacy and evidence-based.</p>
11. International development and	<p>Establish mechanisms to establish representation on international level committees.</p>



leadership	<p>Promote Canada as a destination for international competitions.</p> <p>Build collaborative international partnerships.</p> <p>Create a business model highlighting the economic impact of hosting international events.</p>
12. Hosting and capitalizing on major games	<p>Develop an inclusive strategic approach that links to current hosting policy and allows NSOs and communities to access funding serving as a catalyst for the development of sport.</p> <p>Develop a long-term national strategy for hosting major national and international events to maximize their contribution to high performance sport and community-building objectives.</p>
13. Engagement of municipalities and non-sport sector	<p>Create incentives for municipalities to host events/games (e.g., through increased interaction with sport tourism organizations).</p> <p>Establish and execute a strategic plan to ensure efficiencies and coordination between all levels of public and private sport partners. The plan should feature a comprehensive business plan, be supported by shared commitment and have measurable goals and deliverables. It should also be supported by a strong advocacy piece.</p>
14. Policy research and evaluation	<p>The sport system needs to identify its research needs and communicate them better to researchers.</p> <p>Ensure measurable and accountable systems to ensure that all athletes have access to high performance sport.</p> <p>Develop empirical data that demonstrates value of sport to society and sport as an investment.</p> <p>Establish performance targets for major games and international events that guide expectations and assist in evaluating performance and the effectiveness of Canada's sport system.</p>

